

## **ACKNOWLEDGEMENT**

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Lastly, but not least all the respondents who participated in this study.

## **EXECUTIVE SUMMARY**

The Youth Association for human rights promotion and development (AJPRODHO-JIJUKIRWA) is a not-for-profit organization committed to empowering the youth with regard to respect for human rights and advocacy for better socio-economic status. In pursuit of this goal, AJPRODHO in partnership with NPA and with other civil society organizations particularly those led by the youth. AJPRODHO received funding from the Norwegian Peoples Aid to conduct an inclusive and gender balanced youth hearing forum to enable young people to address identified youth needs and concerns with local and national leaders and policy makers. It is in this regard that this study was undertaken.

The study covered all the regions in Rwanda in 15 districts particularly where AJPRODHO has activities. A sample of 1,500 was picked using a scientific formula. Training and piloting was done within one day and 75 questionnaires were distributed which formed basis for review of the questionnaires.

The study covered six major thematic areas as follows; education, health, social justice, governance, sports and leisure and agriculture and environment.

Results indicate that the youth in Rwanda have given education the highest priority. Some of the concerns identified in youth education were affordability of school fees, withdrawal of university bursary, lack of public libraries and scholarly materials among others. The Government, religious institutions, NGOs, local community, private sector was identified as the major players in promoting education in Rwanda.

On health issues, the youth identified HIV/AIDS as a major concern. Among the issues raised was lack of proper education on reproductive health, access to sanitary clothing among girls, HIV/AIDS, drug abuse, lack of medical cover, trauma among others.

On social justice, the youth's concerns were discrimination to access to employment, education, government contracts and child labor. The youths also identified youth involvement in crime as a major concern.

Though the study indicated positive results on governance issues, the youth were concerned that they should get more involved in policy formulations, leadership and other matters of national importance.

The youths appreciated the Governments role in promoting sports activities through MINICYOUTH. Their major concern was that most of the sporting facilities are concentrated in Kigali City and other urban towns in Rwanda. The other concern was that there was so much attention given to sporting activities like football, volleyball, basketball while indoor games like table tennis, badminton, wrestling etc were given less attention. Athletics and leisure was also identified as a sport that was not given the serious attention it deserves.

Either due to lack of sufficient land in Rwanda or simply the apathy the youth have towards agriculture, the youths did not raise much concern on this element.

Some of the recommendations to address the above issues are as follows; Government should initiate dialogue with development partners, banks and financial institutions to provide loans for students through SFAR to boost the education kitty, establish public libraries in each district and promote reading culture, MINEDUC should consider providing sanitary clothing to the girls in school, youth friendly messages for HIV/AIDS and reproductive health be disseminated to the youth, rehab centers for youths addicted in drugs should be established all over the country, Government should create a policy framework for voluntary retirement schemes particularly for the informal sector, juvenile justice system to handle youth crimes, youths to be involved in policy decisions, youths should be interested to do agri-business. It was also recommended that AJPRODHO should carry out a comprehensive study on the distribution of Government contracts and identify whether the youths have been discriminated. The study would provide a basis of formulating a policy for youth's participation in Governments contracts. On sports, the youths recommended that indoor games and athletics should be given equal attention as other sports. The Government should endeavor to have a gymnasium in every district.

## ABBREVIATIONS AND ACRONYMS

9YBE	: 9 Year Basic Education
ADRA	: Adventist Development and Relief Agency
AJPRODHO	: Youth Association for Human Rights Promotion and Development
EAC	: East African Community
EDPRS	: Economic Development and Poverty Reduction Strategy
FARG	: Fund for Genocide Survivors
FGD	: Focus Group Discussions
HIV/AIDS	: Human Immuno Virus/ Acquired Immuno Deficiency Syndrome
ICT	: Information Communication Technology
ILO	: International Labor Organization
JADF	: Joint Action Development Forum
MIFOTRA	: Ministry of Labor and Vocational Skills
MINEDUC	: Ministry of Education
MINIYOUTH	: Ministry of Youth
MMI	: Military Medical Insurance
NGOs	: Non Governmental Organizations
NISR	: National Institute of Statistics of Rwanda
NPA	: Norwegian Peoples Aid
PPIMA	: Public Policy, Information Monitoring and Advocacy Project
PWDs	: People with Disabilities
RAMA	: <i>La Rwandaise d'Assurance Malaide</i>
RSSB	: Rwanda Social Security Board
RYON	: Rwanda Youth Organization Network
SMEs	: Small and Medium Enterprises

SPSS : Scientific Package for Statistical Studies  
STIs : Sexually Transmitted Illness  
UN : United Nations  
VCT : Voluntary Counseling and Testing  
YES : Youth Employment Services

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## Chapter 1: INTRODUCTION

### 1.1 Brief presentation of AJPRODHO-JIJUKIRWA

The Youth Association for human rights promotion and development (AJPRODHO-JIJUKIRWA) is a not-for-profit organization committed to empowering the youth with regard to respect for human rights and advocacy for better socio-economic status. In pursuit of this goal, AJPRODHO in partnership with NPA and with other civil society organizations particularly those led by the youth themselves. Firmly believing in evidence based advocacy, AJPRODHO regularly carries out various empirical scientific surveys to generate the requisite information to support the advocacy.

### 1.2 Description of the survey and context

With funding from Norwegian People's Aid (NPA-RWANDA), AJPRODHO is one of the civil society partners in implementing a three years project entitled: Public Policy, Information Monitoring and Advocacy Project (PPIMA). Under PPIMA, one of key outputs of the project is:

An inclusive and gender balanced youth hearing forum is established to enable young people to address identified youth needs and concerns with local and national leaders and policy makers.

The youth hearing is intended to serve as a platform, bringing together voices of youth before decision makers. The first youth hearing initiative was conducted in 2009 by a coalition of youth civil society organizations. The hearing was preceded by a national survey on youth major concerns which was conducted in 15 districts<sup>1</sup>. AJPRODHO in partnership with the Rwanda Youth civil society Network would like to conduct a second survey in preparation for the second youth hearing forum. The aim of this

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<sup>1</sup> The 15 districts are: Kicukiro and Nyarugenge (in Kigali); Bugesera, Gatsibo, Rwamagana and Kirehe (in Eastern Province); Burera, Musanze and Rulindo (in Northern Province); Huye, Nyanza and Nyaruguru (in Southern Province) and; Karongi, Nyamasheke and Rubavu (in Western Province)

survey which shall be conducted across the country is to assess the current youth concerns with special attention to changes (or progress) that might have occurred since the 2009 survey.

### **1.3 Thematic areas of the study**

The following thematic areas were covered in this study. These were the issues that greatly impact on the Rwandan youth.

- ✚ Education
- ✚ Health
- ✚ Social Justice
- ✚ Governance and Justice
- ✚ Sports, Leisure and Culture
- ✚ Agriculture and environment

### **1.4 Youth in Rwanda**

In this current study, an attempt has been made to review some of the Policies and Reports existing in Rwanda and elsewhere on youth issues. The KIVU Retreat 2009 identified the Strategic Issue II of the Economy as *Growing small and medium enterprises (SMEs) to create sufficient, meaningful jobs for the youth*. The Retreat which is an Annual Event that takes place every year where the President of Rwanda dialogues with the Heads of Institutions and National Leaders on issues of public interest that can transform the economy of Rwanda underlines the importance that the Country has given in addressing the youth issues and mainstreaming them in the development of this country. The formulation of the National Youth Policy in 2006 provides the institutional and policy framework which is important to mobilize efforts that are meant for devising and implementing policies and programs specifically intended for the youth and which are integrated in all sectors of the country's life.

The number of young unemployed, between the ages of 15 and 24, reached 72.5 million in 2007 (75.2 million estimated for 2008), accounting for 40 per cent of total unemployment. Because of the economic crisis, the number of unemployed youth was projected to reach between 78-90 million by the end of 2009<sup>2</sup>.

Statistics from the 2007 Census revealed that the Rwandan population is mainly young. Persons who are below 25 years old represent 67 % of the population. Another fact, which illustrates that the Rwandan

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<sup>2</sup> ILO Report, 2008

population is young, is the low percentage of those persons who are above 65 years old. They represent 3 %.

#### **1.4.1 Definition of a Youth**

There is no legal reference to define the term “youth”. Individuals are either underage or entirely dependent or adults and thoroughly responsible for what they do. According to the criteria on recognized by the UN, the youth comprises of people that are between 15 and 19 years old (adolescents) and those who are aged between 20 and 24 (young adults). Even if the term “youth” has a statistic definition as provided in the preceding paragraph, its meaning varies from one society to another and has evolved depending on political, economic and socio-cultural contexts. In that case, a young person is that person who is considered as such by the society”. In Rwanda, the youth is made up of persons aged between 14 and 35<sup>3</sup>.

#### **1.4.2 Rwanda National Youth Policy**

In 2003, the Ministry of Youth, Culture and Sports, in collaboration with the GTZ / youth training support project, conducted a survey in order to take into account views, priorities, problems, issues and wishes of the youth. The conclusion of the survey made it possible to identify a number of wishes by the youth and the latter came to serve as a reference in setting some priorities for a national youth policy. The priority areas that were identified in the study were as follows:

- ✚ Education and ICT;
- ✚ National unity and reconciliation, civic education and social reform;
- ✚ Employment and poverty;
- ✚ Environment;
- ✚ Youth health and protection;
- ✚ Culture, sports and leisure;
- ✚ Gender
- ✚ Cooperation and globalization

#### **1.4.3 Key Highlights of the Rwanda Youth Policy**

The following are the key highlights of the policy and strategies to guide the implementation of the policy.

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<sup>3</sup> Rwanda National Youth Policy

#### **1.4.4 The Policy Mission**

The main missions of the youth sector are as follows:

- ✚ Coordinate the development of National programmes for youth mobilisation, training and catering as well as monitoring their evaluation.
- ✚ Coordinate the development of IEC/youth health and follow up their implementation.
- ✚ Coordinate the development of National programmes for cooperation in terms of youth.
- ✚ To supervise the identification of youth training needs and to develop training programmes and monitor their implementation.
- ✚ Supervise the organisation of solidarity camps for youth or organise there-to related sports activities.
- ✚ Support youth organisational structures
- ✚ Supervise the monitoring of IEC/youth Health programmes.

#### **1.4.5 The Policy Objectives**

##### **1.4.5.1 General Objectives**

The general objective of the National youth policy is to promote the youth economic, social, cultural, intellectual and moral welfare. Its end is also to create conditions that are favourable for their integration in all sectors of the society so as to let them become stakeholders of sustainable development.

- As a short term goal, the National youth policy will have to bridge the gaps between the school and the family, between the school and job market, between the family and job market, between the street and the family. In short, it will bridge the gaps between all those spaces and times where the youth are inactive and unproductive.
- As a midterm goal, the National youth policy will enable the youth to integrate, intrinsic values into turning the society dynamic, develop abilities and capacities that are necessary for development and to defeat negative tendencies that have been identified by main indicators of development thanks to a synergic achievement of the policy and youth participation. It will also help to address gender-based inequities.
- As a long term goal, in Rwanda, a sustainable, consist and balanced development will be achieved by a new youth generation that are educated, entrepreneurs, can make criticism, autonomous, responsible and are able to exert influence on their future.

#### **1.4.5.2 Specific objectives**

The National youth policy will not achieve its goal unless it attains, within a gender perspective, the following specific objectives.

- To encourage the harmonisation of education and training systems that better fit for the current and future needs of the youth in order to fight illiteracy which still is a big problem for a big number of youth.
- To encourage the integration of the culture of peace in the development of school curricula.
- To make a contribution in strengthening social communication in youth.
- To build capacities for the identification and promotion of opportunities for youth small scale projects<sup>4</sup>.
- To sensitise the youth as to getting involved in agriculture and livestock income generating activities and to turn the life in rural area into a more attractive one.
- To make a contribution as to education and participation of youth with regard to environment protection.
- To promote youth health and to provide the youth with practical information as to issues of adolescents reproductive health.
- To prevent by all means HIV/AIDS scourge and other pandemics.
- To use all possible means and alert the youth about the consequences of excessive drug consumption.
- To develop specific programmes for employment and leisure for disadvantaged rural youth.
- To foster and encourage artistic and cultural production in youth.
- To develop specific programmes that involve youth in gender issues.
- To provide the youth with more opportunities and possibilities to become aware of their rights and obligations.
- To make a contribution in integrating the youth in new information and communication technologies and to encourage the establishment of youth media.
- To train youth in new information and communication technologies acquisition and use.
- To encourage the youth as to volunteering and community service.

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<sup>4</sup> Rwanda National Youth Policy

## Chapter 2: METHODOLOGY

### 2.1 Data Type

It was clear right from the inception of this study that primary data (both qualitative as well as quantitative) will be required. The data was collected from the youth who were the target population of the study. Two types of data collection tools were used: structured questionnaires and Focus Group Discussions (FGDs). The tools were developed by the Consultants but had to be approved by AJPRODHO and National Institute of Statistics of Rwanda (NISR). Final copies of these tools are attached in the annex.

### 2.2 Study area and Sampling

The study was conducted mainly in all the five provinces of the country but mostly in those districts where AJPRODHO is active (see Table 1 below).

. A total sample of about 1,500 was selected from these districts proportionately according to population size and gender ratios. Various sampling techniques will be applied including purposive technique for key informants and quota sampling for the youth in various points of concentration (e.g., learning institutions).

A statistically acceptable sample size for the study was determined using the formula:

$$n = \frac{z^2(pq)}{e^2} \text{ where,}$$

n = sample size

z = the value of standard variate at a given confidence level (e.g., 2.58 for 1% confidence level)

p = proportion of population with characteristic of interest

q = (1-p) = proportion of population without the characteristic of interest

e = margin of error

In this study, the characteristic of interest was youthfulness. Statistics indicate that about 27.3% of the population in Rwanda is made of up of the youth (15 – 34 years). So the proportion of the population having the characteristics is 0.273 (that is p = 0.273 and therefore q = 0.727). A z-value of 2.58 was considered in order to get the highest level of confidence acceptable statistically (that is 99%). A margin of error at +/- 3% was also considered acceptable as is usually the case in most surveys. On the basis of

these parameters, a sample of 1,468 respondents was computed as:  $n = [(2.58)^2(0.273)(0.727)]/0.03^2 = 1,467.89 \approx 1,468$  which was then rounded up to 1500.

**Table 1: Sample Distribution**

District	Gender		Total
	Male	Female	
Kayanza	69	68	137
Gatsibo	59	33	92
Nyagatare	61	50	111
Nyarugenge	40	27	67
Gasabo	71	54	125
Kicukiro	86	75	161
Rulindo	59	42	101
Gakenke	48	54	102
Ngororero	53	43	96
Nyanza	46	53	99
Huye	78	72	150
Gisagara	45	54	99
Rusizi	26	25	51
Karongi	46	56	102
<b>Total</b>	<b>787</b>	<b>706</b>	<b>1493</b>

### 2.3 Data Collection

The data was collected using two types of tools: through structured questionnaires and focus group discussions. The questionnaires were administered by trained and experienced data enumerators and field

supervisors. Focus Group Discussions were conducted by the Consultants from key informants as follows; Ministry of Youth, YES Rwanda, National Youth Council and other youths picked at random.

### **2.3.1 Pilot Testing and Training of Enumerators**

Before the actual field data collection, the 30 enumerators and field supervisors underwent a one day training to make sure that they fully understand the questionnaires and the objectives of the study. The enumerators were also trained on key interviewing techniques and practices including but limited to:

- approaching and introducing oneself to the respondent,
- controlling the interview,
- properly assess respondent's reaction to the questions,
- ensure appropriate flow of the questionnaire
- Concluding the interview etc.

75 pre test questionnaires were administered in Kimironko area of Kigali City specifically because the training took place in one of the hotels in the area. The questionnaire pre-test involved the following main components: -

1. Are all respondents able to answer all questions both in terms of relevance to them and questionnaire design
  - Questionnaire flow (skips etc.), is anything missed out?
  - Check on interviewer instructions: are they 100% there? Anything missed out?
  - Questionnaire translation – is it making sense - is it understood? Is it ambiguous?
  - Closed ended answers – are respondents able to answer according to the code list
  - Other issues – respondents are given an opportunity to raise any other answers / issues that may be pertinent to improving the questionnaire
  - Length / monotony of the questionnaire
  - Sensitive questions – how are respondents reacting?
  - Difficult questions to administer and best way of going about them – for input into interviewer manual.

The pre-test was done in 1 day of fieldwork and debriefing was done the following morning.

### **2.3.2 Field Data Supervision**

Data collection supervision was done by the Consultant. Key quality control measures that were undertaken were clear schedule and activity plan by area, detailed manuals and documentation prepared

for in-field referral, a debriefing held on the third fieldwork day, and district level issues relating to the sample process and questionnaire compiled with solutions circulated to all teams.

### **2.3.3 Focus Group Discussions (FGDs)**

Focus Group Discussion was used to get deeper insights into a number of issues in the study. Proceedings of the FGDs were recorded verbatim through taking down notes. Each FGD had 10 participants representing males, females, youth leaders, as well as ordinary youths. Each FGD had at two facilitators and a secretary.

## **2.4 Data Management, Processing and Analysis**

### **2.4.1 Data Management**

Data management and processing is a critical step in a study of this nature. Copies of the complete questionnaires were serialized, coded and put in well labeled boxes (cartons). An SPSS data capturing template was created for data entry. Data entry clerks were trained in on how to capture the data. Actual data entry was then conducted under supervision of the Consultants. Every day soft copies of the data entered were made in three different virus-free flash disks until the end of the exercise. Hard copies of the entered questionnaires were kept securely in their respective boxes for any future reference (e.g. during data cleaning exercise)

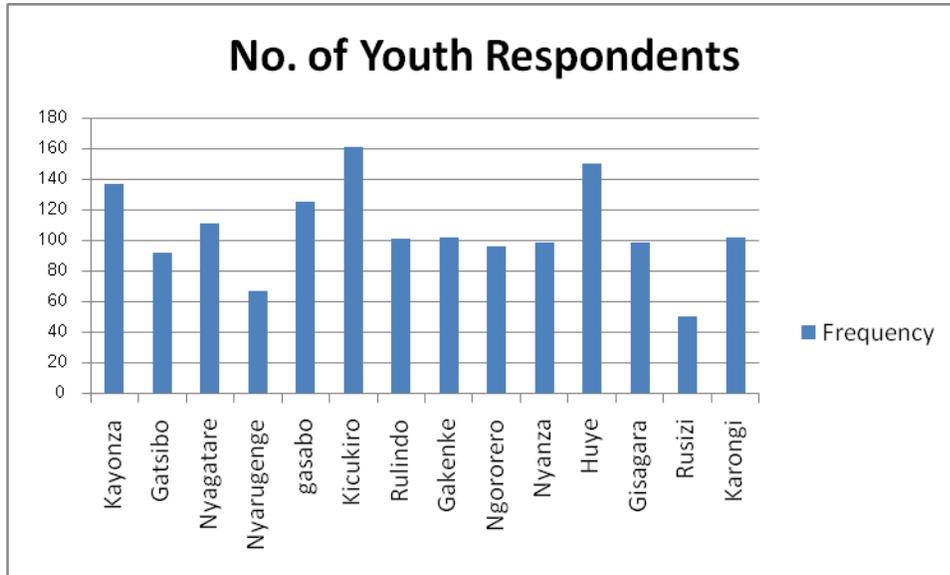
### **2.4.2 Data Analysis and Report Writing**

The analysis was done in line with the variables of interest as stated in the specific tasks of the study and elaborated in the questionnaire. A large part of the analysis was of course be descriptive but some cross-tabulation for correlation analysis was also attempted. Most of the results were presented in the form tables and charts. Based on the empirical findings of the study relevant conclusions and recommendations were formulated.

## **3.0 Results and Discussions**

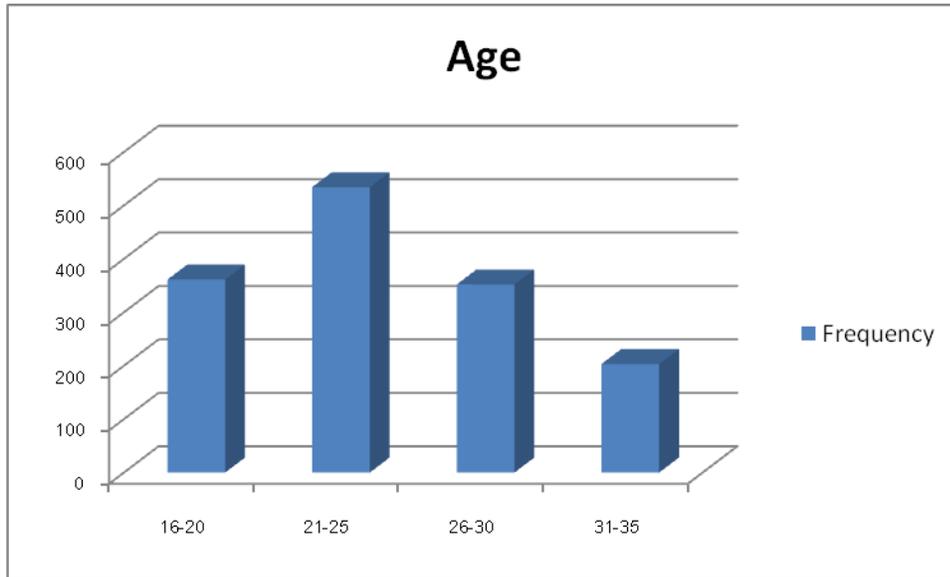
### 3.1 Respondents Profile

Chart 1: Number of Respondents



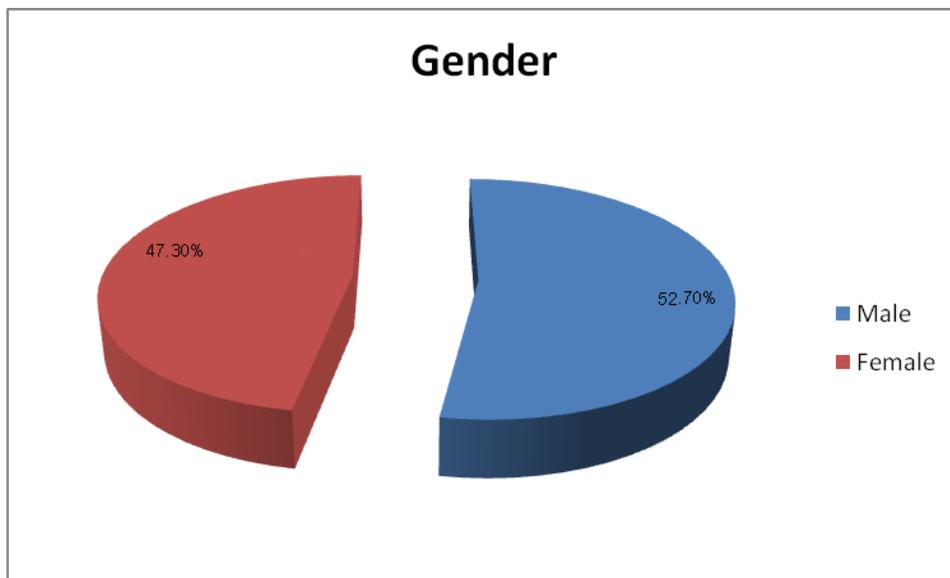
The sample was made up of the youth picked up from fourteen districts as recorded in this diagram. The highest number of respondents was found in the district of Kicukiro (161, N=1493), followed respectively by the districts of Huye (150, N=1493), Kayonza (137, N=1493), Gasabo (125, N=1493), Nyagatare (111, N=1493), Karongi (102, N=1493), Gakenke (102, N=1493), Rulindo (101, N=1493), Gatsibo (92, N=1493), Gisagara (99, N=1493), and Nyanza (99, N=1493). For the rest of districts the number varied from 45 to 99. The high turnout in Kicukiro, Gasabo, Nyagatare and Huye can be attributed to the prevalence of institutions of higher learning in the vicinity. Since the data enumerators were themselves either fresh graduates or students, it is natural that they collected most of the data from their peers.

**Chart 2: Age of the Respondents**



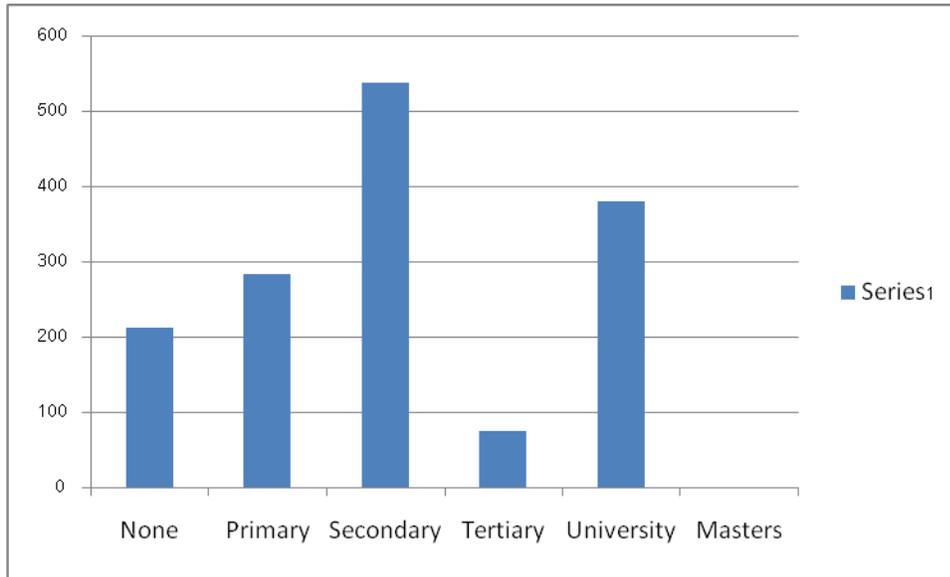
According to the National Youth Policy, 2006, a youth is defined as the age of 14 to 35. The result obtained from data collection indicates that the majority (510 N=1493) of youth respondents were in the age bracket of 21-25 whereas the minority(180 N=1493) were 31-35. The number of youth with an age of 16-20 years and 26-30 years is the same. By considering the trend of the graph, you can notice that the most respondents were young spanning between 16 and 30 years. This is the most productive age yet the most vulnerable if proper guidance and care is not taken.

**Chart 3: Gender**



Data obtained from the population sample shows that, majority, 52.70% (N=1493) of the youth were males while females' respondents were 47.30% (N=1493). Though the Rwanda population comprises more females than males, it is factual that it is easy to approach male strangers than females. In this respect, it can be assumed that males are likely to participate in such studies more than females.

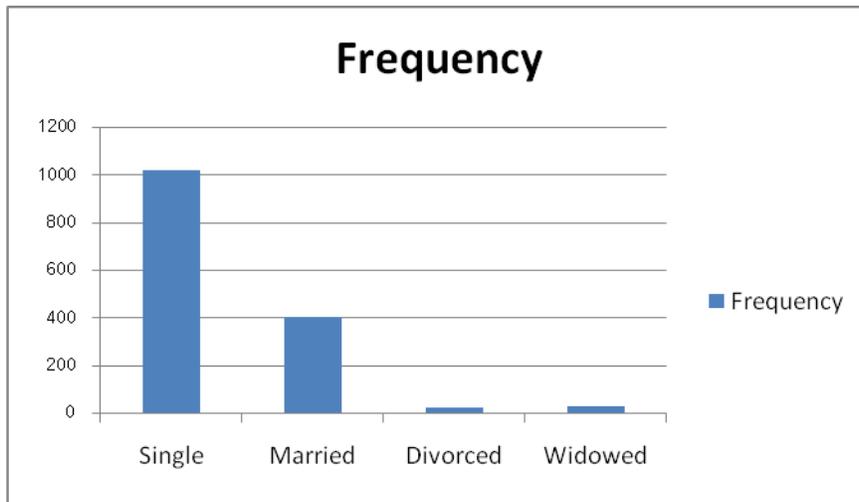
**Chart 4: Educational Level of Respondents**



Majority (556, N=1493) of the respondents who participated in this study had secondary school qualification while (375, N=1493) have university degrees. This is very important for the study, because, it is an indicator of the relevance and the correctness of responses. In fact, the majority of respondents had the ability to provide rational responses, given their education levels.

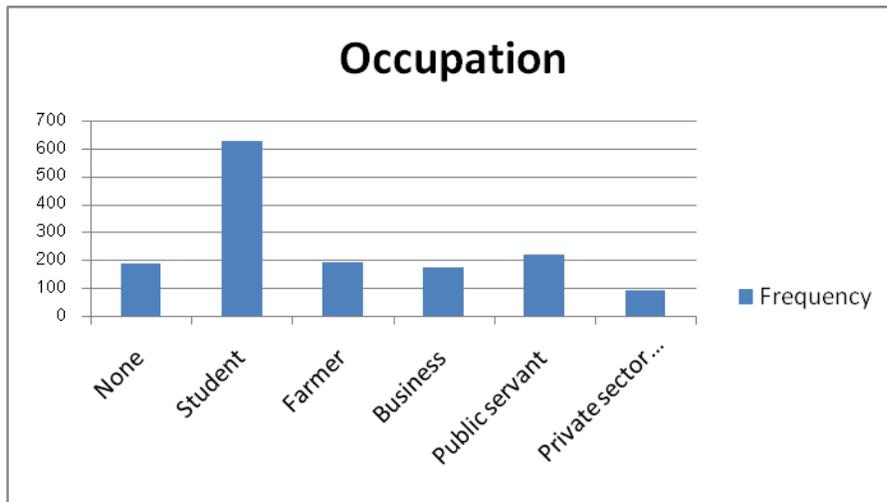
The Literacy rate; youth male (% of males ages 15-24) in Rwanda was 77.02 in 2009, according to a World Bank Report, 2010. The Literacy rate; youth male (% of males ages 15-24) in Rwanda was reported at 77.10 in 2008, according to the World Bank. Youth literacy rate is the percentages of people ages 15-24 that can, with understanding, read and write a short, simple statement on their everyday life.

**Chart 5: Marital Status**



It is natural that most of the respondents are single (1001, N=1493). This is because the population sample is made up of the youth and the majority of the main part was the youth whose age is between 16 and 30 years. The Civil Code adopts the basic conditions found in other civil codes: the minimum age fixed at 21 years for both of the spouses (article 171), the consent of both spouses (article 184) and the difference in sex. In respect to this law, the study reflects a high compliance to the law considering that previous data showed majority of the respondents had completed secondary school and would fall under this law. Further, a big fraction was in the University indicating that they were still engaged in their career adventures. The least number of respondents represents Divorced and Widowed respondents (10 N=1493) respectively is understandable, because these are rare cases in our society, especially among the young people. This results were mainly obtained from the rural districts of Rwanda where there is high prevalence of early marriages resulting into divorce or death of a spouse.

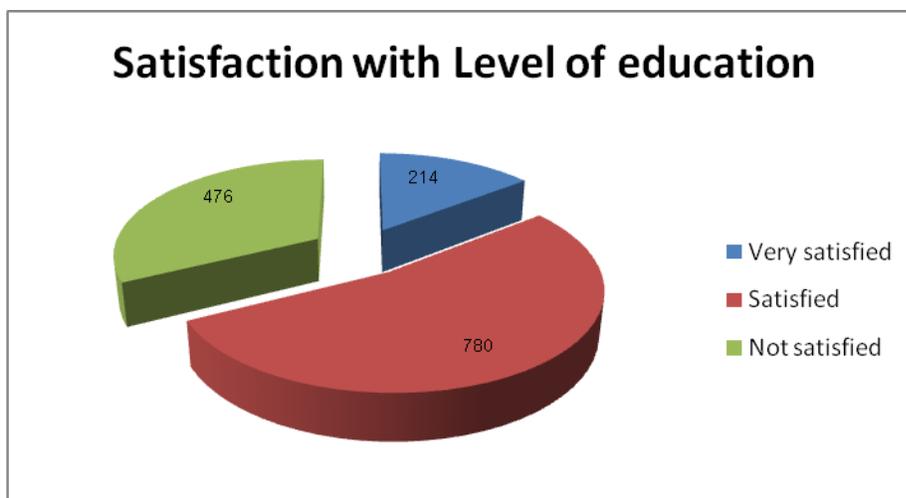
**Chart 6: Occupation**



The majority of respondents (620, N=1493) were students. This may be explained by the respondents age span which vary from 16 to 31 years. This age bracket is mainly in school either in primary, secondary and university. The next high numbers respectively represent people who work in the private sector (90,N=1493), farmers (150,N=1493) and unemployed youth people. It is worthy noting that the age of 16 to 20 years is characterised by young girls and boys who don't have no regular occupation unless they are students.

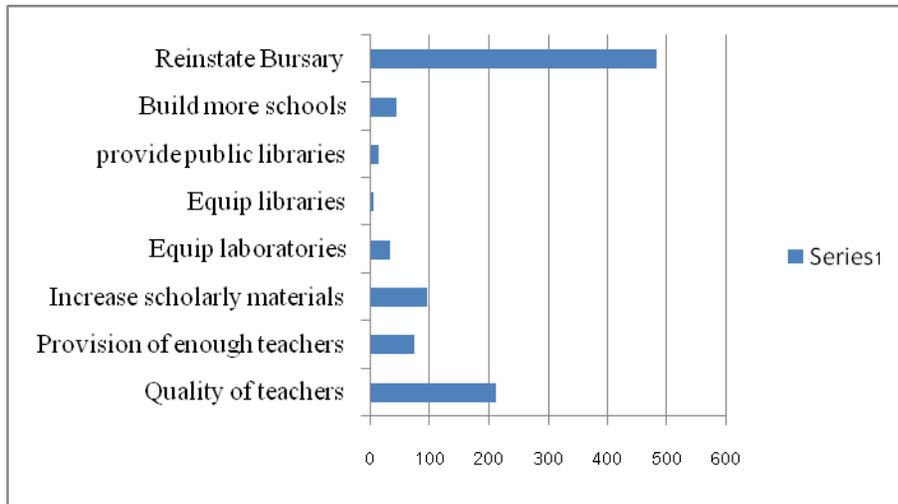
### 3.2 Opinion on Educational Issues among the Youth

**Chart 7: Level of satisfaction on Education**



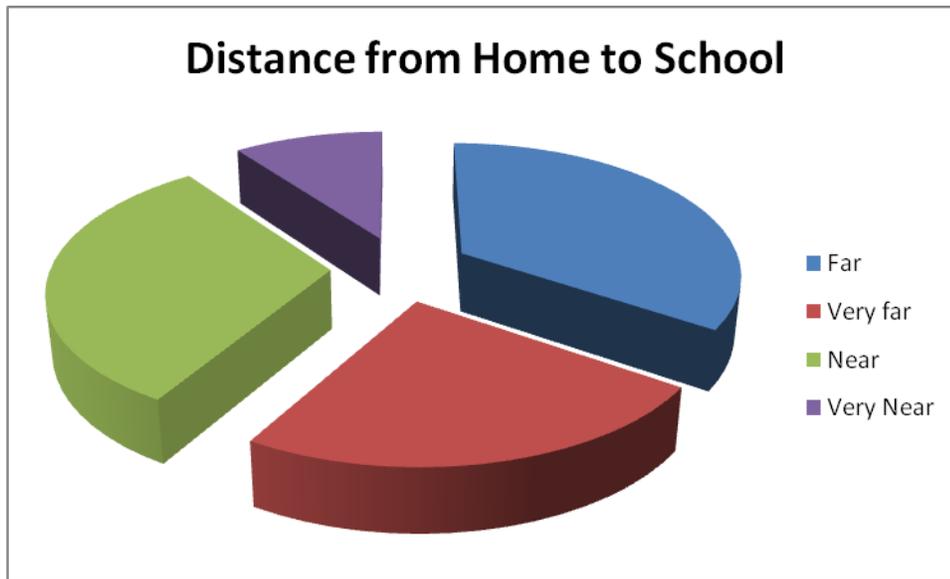
The satisfaction with the level of education depends on the different mindsets of individuals. One may be satisfied with the secondary school level, while another is unsatisfied even with a bachelor's degree level. Therefore, the proportions do not correspond with those of different levels. The highest percentage of respondents (53.06%) is the percentage (32.38%) of young people who are satisfied of their level of education, the following is the percentage of unsatisfied young people and the last one (14.56%) represents the youth who are very satisfied.

**Chart 8: Areas that require Improvement in Education**



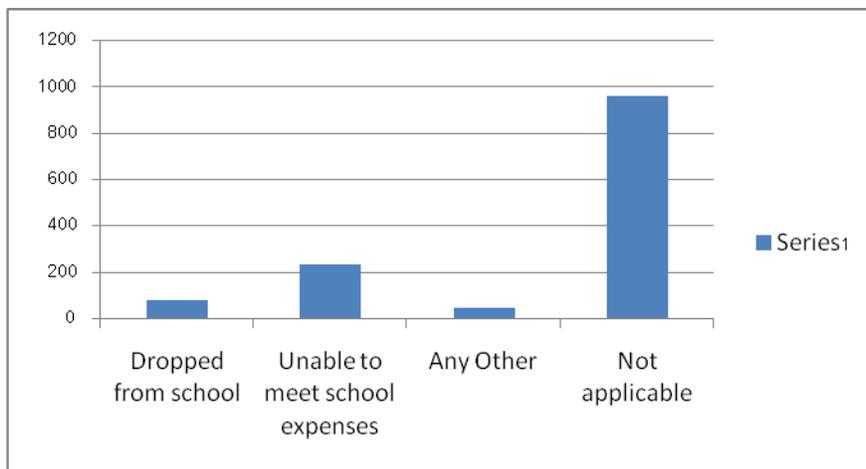
Basically, looking at the education situation in Rwanda, all areas need to be improved. However, the youth have identified the following in order of priority; reinstatement of the bursary, improving the quality of teachers, the increase of scholarly materials, the provision of enough teachers, and the building of more schools. The reason why reinstatement of bursary was favored by the majority could be attributed to the fact that most of the respondents were in secondary schools and university. Obviously, the bursary resonates with them very well as they are the intermediate beneficiaries. These opinions seem to be related to the real needs of the youth, especially those regarding poverty and ignorance. Infact, Rwandan libraries and laboratories are not rich enough although they were not stressed by respondents.

**Chart 9: Distance from Home to School**



The distance from home to school influences the education conditions and frequently affects the success of students. As you can see it through the chart, respondents who are very near to school are very few. In general, the comparison between students who are near (and very near) and those who are far (and very far) indicates that students have a problem of the distance which separates their home and the school. This situation requires a serious attention if we remember other problems related to the education, especially, the need of bursary, the quality of teachers and their insufficient number.

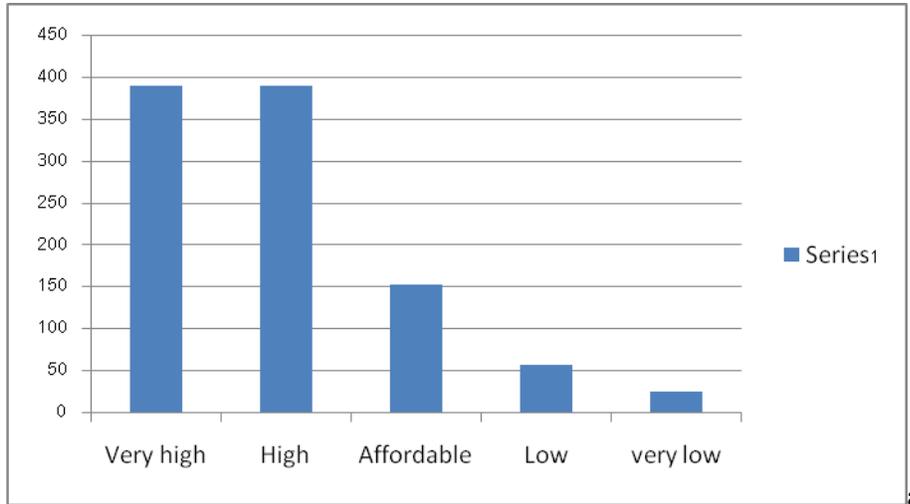
**Chart 10: Consequences of withdrawal of Bursary for University Students**



As it is described though the chart, the majority of respondents were not affected by the withdrawal of bursary for the university. This is due to the fact that many of respondents have finished their university studies whereas others have not yet started their higher learning education. The respondents who are in

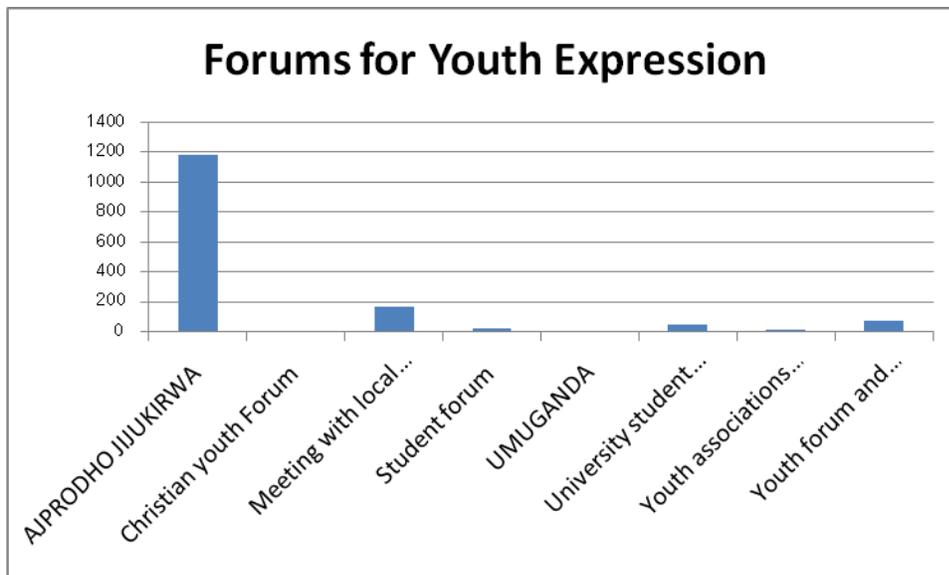
the university indicate there are no longer able to meet school expenses and some students dropped from schools as a result of withdrawal of the bursary.

**Chart 11: Opinion on the Amount of School fees Payable by the Youth**



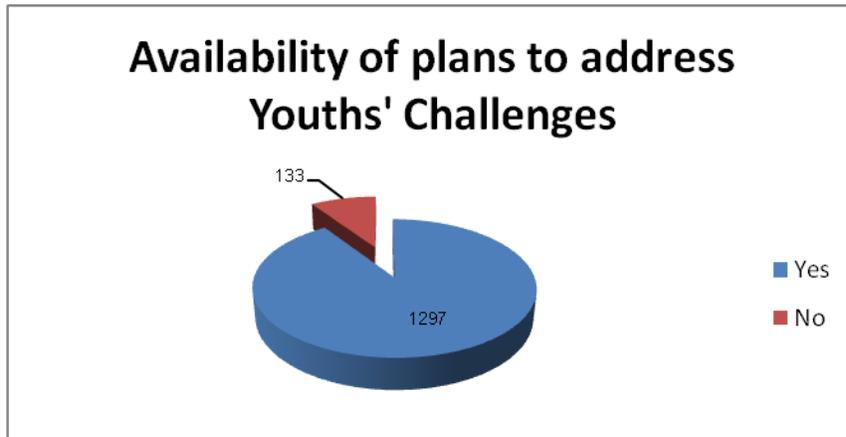
The data collected from respondents (390,N=1493) asserted that the school fees is very high and high respectively. This makes a total of more than 750 (N=1493) i.e. 50% of the youth interviewed under this study. The remaining members of respondents which are less than 300 consider that the school fees are either low or very low. It would be better to have the contrary where the major number of respondents would be considering that the required school fees are low or very low.

**Chart 12: Forums for Youth to Express their Education Concerns**



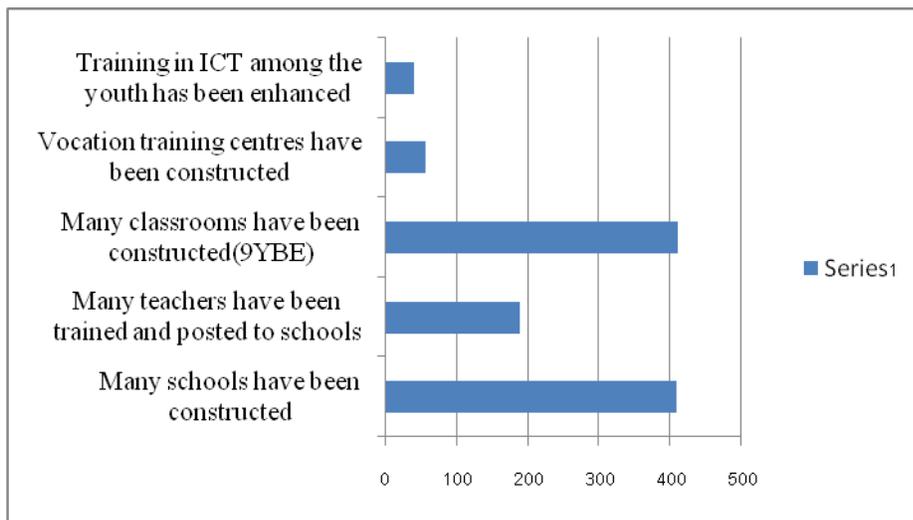
According to the youth respondents, the main forum for youth to expression their educational concerns is AJPRODHO JIJKIRWA (1150,N=1493) The organization is a platform of many organizations that advocate for the rights of the youth in Rwanda. Other forums identified is the Christian Youth forum, local leaders, students forums etc.

**Chart 13: Opinion on Availability of plan to Address Youth Challenges**



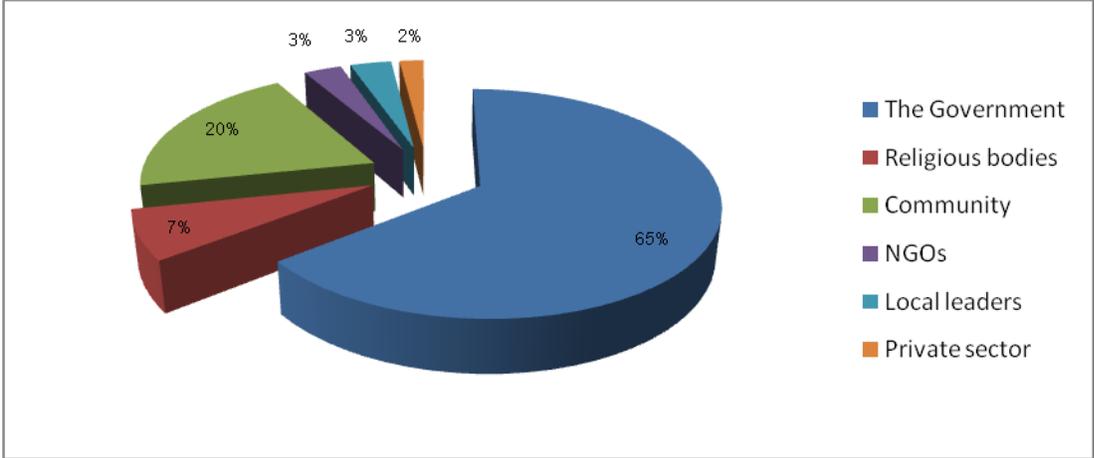
The respondents were asked the question about the available plans and actions to solve the problems that are in education sector. Most of them (90.70%) responded that these plans are available and only 9.30% of respondents answered that the plans and actions to solve the education related problems does not exist. This would be an indicator of ignorance for the last group because, actually it is not possible for s country like Rwanda to work without any plan about solving the education related problems. These may be not as appropriate as expected but they do exist.

**Chart 14: Actions Taken to Address Educational Issues among the Youth**



Data obtained from the population sample indicate clearly that actions were taken to address educational issues among the Rwandan youth. The main action consisted constructing new classes (420,N=1493), building new schools (420, N=1493) and training many teachers (190, N=1493) before posting them to classes. The training in ICT enhancement among the youth is still wanting as well as the implementation of vocation training centres. Of course, these last actions follow naturally the implementation of new schools and the improvement of the existing ones which involve necessarily the three first actions.

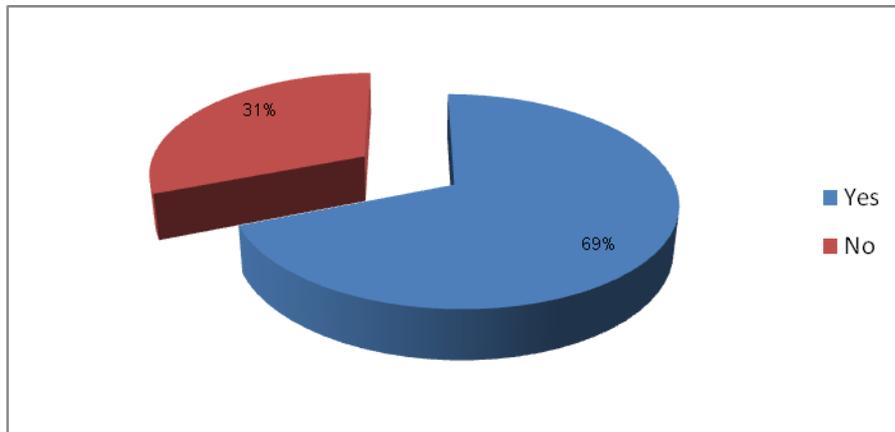
**Chart 15: Main Actors in Youth Education**



According to the population sample respondents, the Government is the main actor (65%) in youth education, the community (20%), religious bodies (7%), NGOs (3%), local leaders (3%), and private (2%). It is obvious that the Government through MINEDUC takes the lead in developing education in the Country at all levels. Majority of the pre-primary, primary, secondary, tertiary and institutions of higher learning are public. The community has also taken up a very important role in developing education particularly the 9YBE. The community has been involved in the construction of classrooms. The religious bodies like the Catholics, Adventists, EER, Anglicans, and Muslims etc have also set up educational institutions in Rwanda. The private sector has also invested in education in Rwanda while local leaders play the role of advisory and mobilization on educational matters.

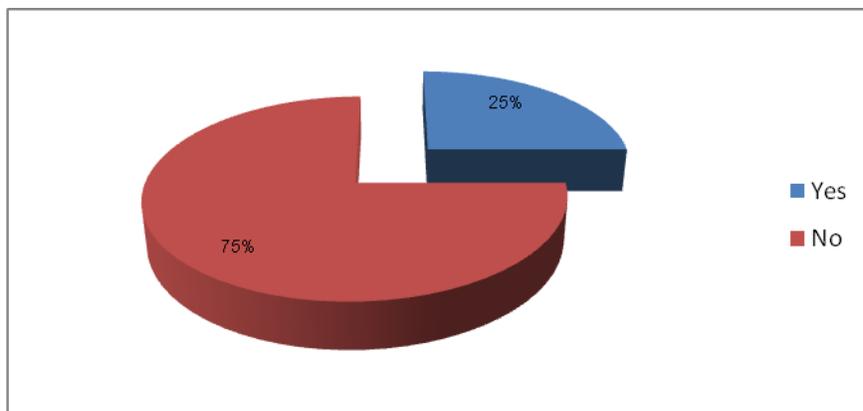
### 3.3 Social Justice

**Chart 16: Opinion on Whether the Youth have Equal Rights**



As to the right of youth, data obtained from the population sample showed that the right of youth is the same in Rwanda. In fact, 69% (1030, N=1493) of respondents feel that they get equal rights as others. Only 31% (363, N=1493) feel not getting equal right as others. This may be due to the mindset of each individual. Some people feel undermined compared to others even when it is not so. What is interesting is that the percentage of Rwandan youth which undermines itself is low. Furthermore, none can deny that some members of the Rwandan youth are not considered the right way. It may happen for a young boy or girl to be denied of his rights especially by its most closely associated individuals.

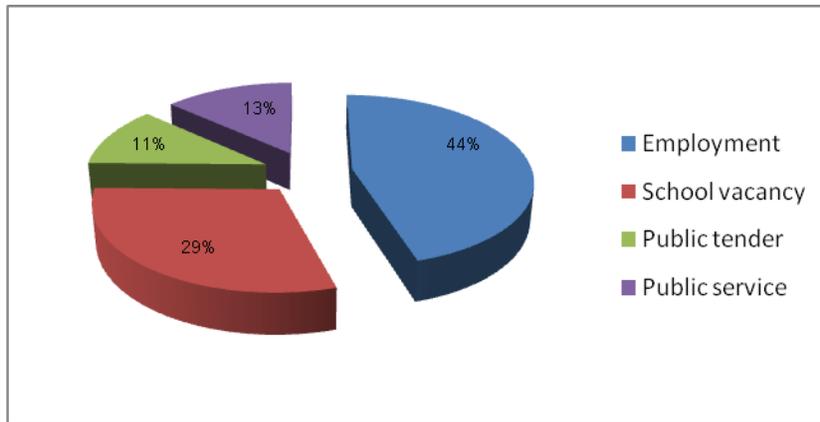
**Chart 17: Response on whether the Youth have been denied Rights**



The concern to know if any youth member has been denied his rights is very crucial. Just as it is mentioned in the preceding paragraph, one may feel not having the same rights as others, whereas no one denied him his rights. He may even be having some special advantages but because he undermines himself still feel having less rights than others. The result of this survey, show that 75% (1120, N=1493)

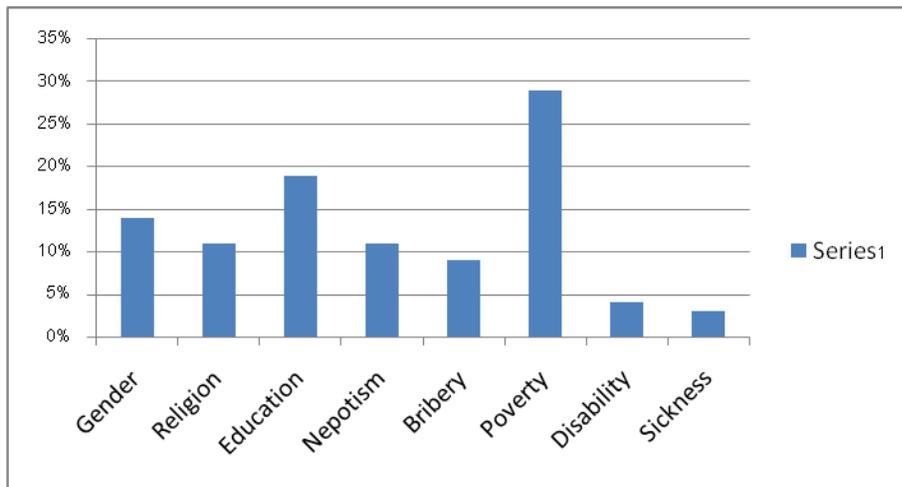
of respondents affirm not having been denied what they thought was their right. Only 25% (373, N=1493) of them affirm having been denied what they thought was their right. It is interesting to realize that the percentage in this regard has decrease. Practically, One can realize that what he considers as true is really false after making a quick analysis of his thoughts. You may think that your rights are not respected but when you are asked to prove whether your rights have been denied, things change. It may happen that you were misled by your own feelings about yourself.

**Chart 18: Incidences where the Right was denied**



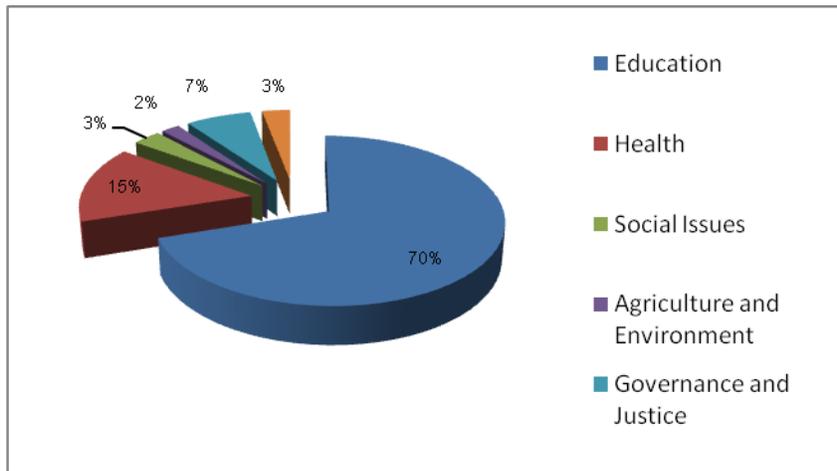
It is very important to be accurate when one says that his rights have been denied. Sometimes you can say that your rights have been denied but when it comes to give a report on the incidence or the area where your rights have really been denied you may find that you were mistaken. In this case, the areas where the youth said that their rights were denied are the employment (44%), the school vacancy (29%), the public service (13%) and the public tender (11%). Let's consider for example the employment. Who can say that he has been denied the right of employment? Whenever there is an opportunity of a job, this opportunity stands also for a need for the employer. There is no any employer who can deny one to work unless there is a replacement. We miss a job because there is another one who occupy the post or applied and was selected among others. It is not a question of rights denied, it is a question of competition whatever the selection criteria. For the school vacancy it also depends on the available places in different classes.

**Chart 19: Bases on which the Right was denied**



According to respondents, the characteristics on the basis of which the right was denied are classified as follows: Poverty, education, gender, religion, nepotism, bribery, disability, and sickness. The highest percentage of respondent affirms that their right was denied based on their poverty. This may be true but most of time it is false. For example, one may fail to continue his (her) studies because of poverty. In such a case, he can't say that his right of studying was denied. As to the level of education, one may lose a job due to the fact that his level of education is very low which means that he doesn't meet the requirements for the job. Gender also is considered as the basis on which the right was denied. In our country, gender is stressed with the objective to empower ladies. May be a man may be prevented from his right because ladies are privileged. In those circumstances, instead of considering that the right is denied it would be better to analyze very well what is the genuine reason which pushed decision makers to take such one or another position. In the same way, other characteristics should also be considered more cautiously.

**Chart 20: Youths' Priority Issues**



Data obtained from the population data show that the main priority of the youth is education. This is confirmed by the rate of respondents which is equal to 70%. The priority that follows education is Health, with a very low rate of respondents: only 15%. Other priorities are namely the Governance and justice (7%), the youth employment (3%), the social issues (3%), and the agriculture and environment (2%). The results from respondents raise some questions: How can one be educated if he (she) is not healthy? Now how can you say that between education and health, the more important priority is education? The education will be a priority for the youth when they are alive. Then the education will come to reinforce the health of youth allowing them to get sufficient skills for their own development and for the development of the country. Other characteristics are also very important because they sustain the development of youth.

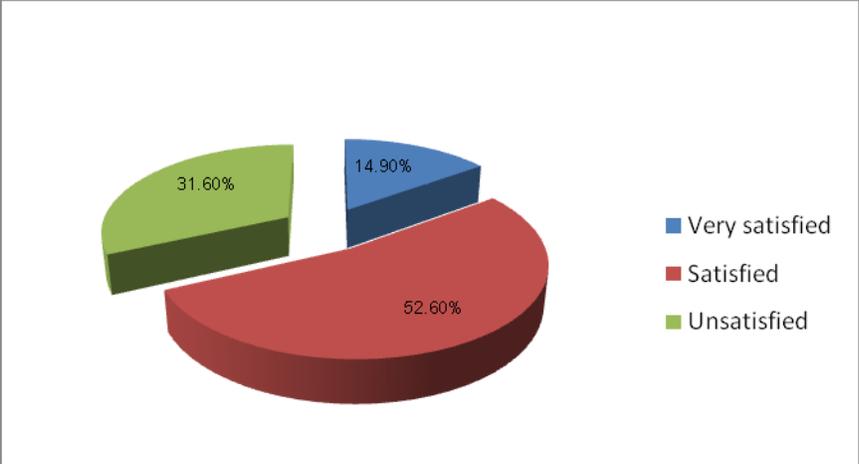
### **3.4 Health Issues among the Youth**

This study seeks to establish the perception of the Rwandan youths to the provision of health services. It should be understood that as the government and her partners seek solutions to the prevailing problems, the youth who constitute the largest part of the Rwandan community should be part of the solutions to health problems affecting them and the community at large. It is also important to focus on the young during health sector reforms because this contributes to the establishment of a relationship between individuals and a system that will take care of them throughout their lives. This section seeks to address the concerns and needs of the youth as well as their satisfaction levels of the health sector.

The key health issues faced by Rwanda's adolescents/youth today are related to reproductive health, including family planning, STIs and HIV - which is particularly important given its public health implications. Mental health and substance abuse are perceived as an important but less pressing health

concern in Rwanda. Injuries and accident-related traumas – often a main health threat for adolescents in developed countries – seem to be less relevant in Rwanda. Several challenges to improve adolescent health and sexual and reproductive health in particular, exist in Rwanda: Even though adolescents’ knowledge about protective health behavior and risk factors for poor health has increased, there is a clear gap between knowledge and the ability to apply it in critical situations - including situations that increase the risk of HIV infection. A lack of independence and assertiveness, such as being able to negotiate safer sex, is perceived as an obstacle to better health through reduced risk behavior.<sup>5</sup>

**Chart 21: The satisfaction levels of health services among the youth**

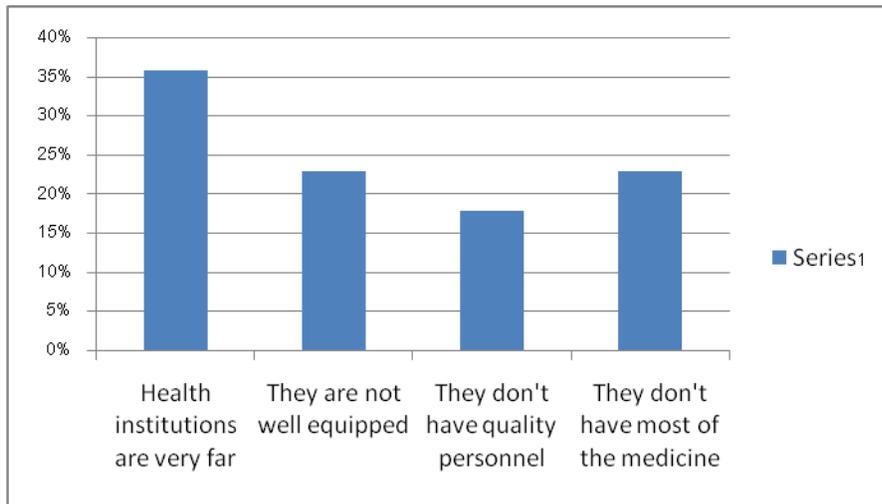


The study shows that majority respondents represented by 52% are satisfied with the health services given them, 15% are completely satisfied whereas close to 32% respondents are not satisfied at all with the health services offered to the youth. According to this study, there is a general satisfaction with approximately 68% respondents. However, the fact that 32% respondents are dissatisfied with the health services offered cannot be underrated; that’s the reason why this study proceeds to establish reasons for their dissatisfaction.

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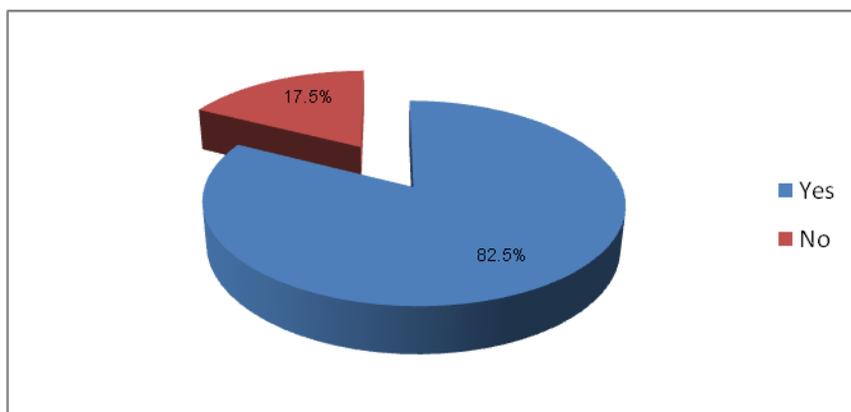
<sup>5</sup> Report on adolescents’ health and HIV services in Rwanda, in the context of their human rights, 2009 by Dr. Agnes Binagwaho

**Chart 22: Reasons for dissatisfaction with health services among the Youth**



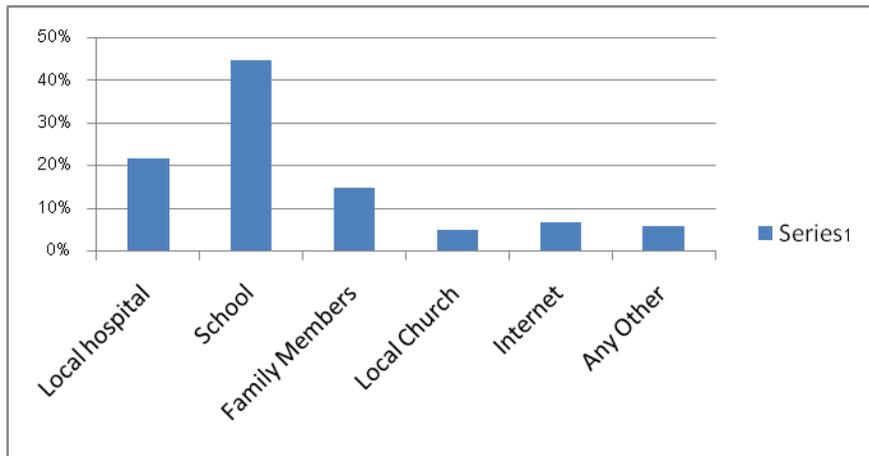
The reasons given as to why the 32% respondents showed dissatisfaction with health services include among others that health institutions are situated very far from the population shown by 36% respondents. Other reasons raised included the health institutions are not well equipped with the necessary medical equipments, the institutions which lack medicaments and insufficiency of skilled medical personnel. The respondents further indicated there is a lack of preventive activities on different public health issues such as HIV/AIDS, reproductive health, alcohol abuse, etc. and that there are limited efforts on the programs to address the problem of drug abuse among the youth.

**Chart 23: Youth's Awareness on Reproductive Health**



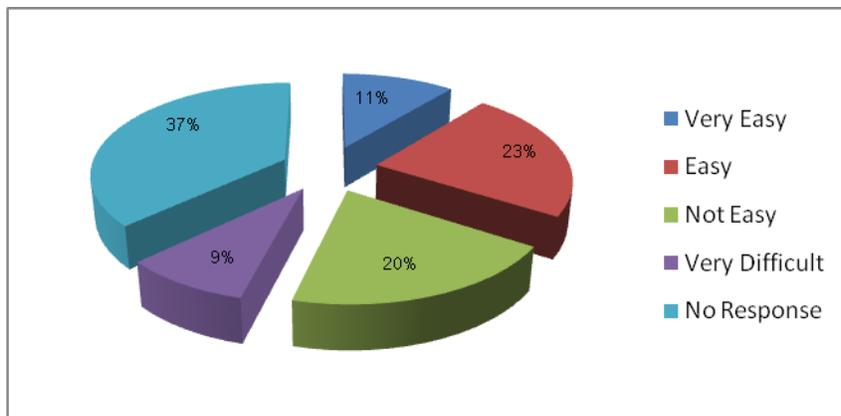
This study reveals that 82.5% respondents are aware of reproductive health programs while 17.5% respondents were not aware. This indicated majority awareness and the study sought to establish the sources of information on reproductive health among the youth as shown below:

**Chart 24: Sources of Information on reproductive Health among the Youth**



The study shows that 45% respondents obtained information from school, 22% got information from local hospital while 15% obtained information from family members. Other sources include information from local church, internet search and other sources not described. The study gives a hope because in Rwanda, the 12 year basic education programs is likely to help most youths to get enlightened about their reproductive health since this basic education is for all school-going youths. This study shows that more awareness efforts are still necessary to ensure that even those who have no knowledge of the reproductive health can get informed.

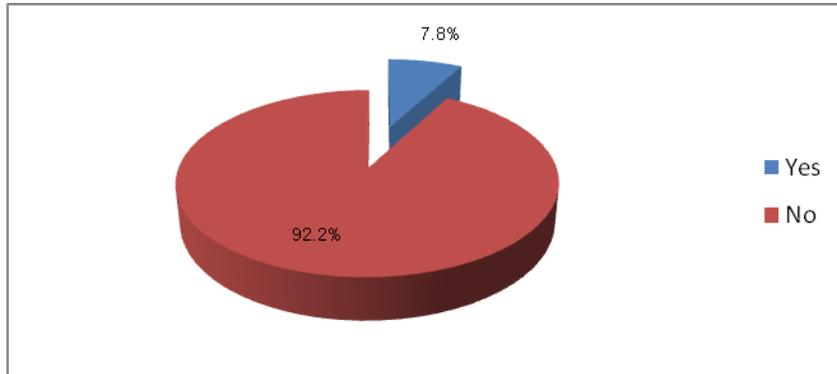
**Chart 25: Ability to Acquire Sanitary Clothing among Girl Youth**



On the ability to obtain sanitary clothing among young girls, this study reveals that about 34% youths find it easy to obtain while 29% find it difficult. 37% gave no response to this question on sanitary clothing. This could probably be attributed to the traditional Rwandan culture where youths in general and young girls in particular hold sexuality, health and reproductive issues something confidential and not to be

talked about. The ability to obtain sanitary clothing seems to be a serious problem among young girls and therefore calls for attention.

**Chart 26: Availability of Institutions that Help Girl Youth to Obtain Sanitary Clothing**



On whether there are institutions that help young girls obtain sanitary clothing, the study, as shown by more than 92% indicates that there are no such institutions. 7.8% respondents showed that these institutions do exist. The possibility of the inequalities in access to health care facilities can be seen in the differences in the proximity to medical facilities. For those people who stay in remote districts, the distances from their homes to the health centers are very far and this is worsened by a lack of transportation making it difficult for the sick. The problem of access to health services thus results in considerable physical suffering. Another problem is that nearly all private facilities are located in urban areas, with about half situated in Kigali City alone.

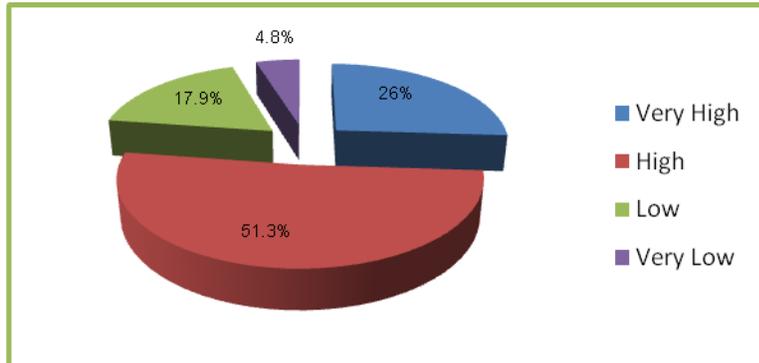
**Chart 27: Organizations that Help Girl Youth to Acquire Sanitary Clothing**

Sl.No.	Organization
1.	Church
2.	Compassion Rwanda
3.	FARG
4.	Hospitals
5.	World Vision

The institutions that provide sanitary clothing among young girls in Rwanda as revealed by the study include churches, hospitals, and the fund for genocide survivors (FARG), Compassion International

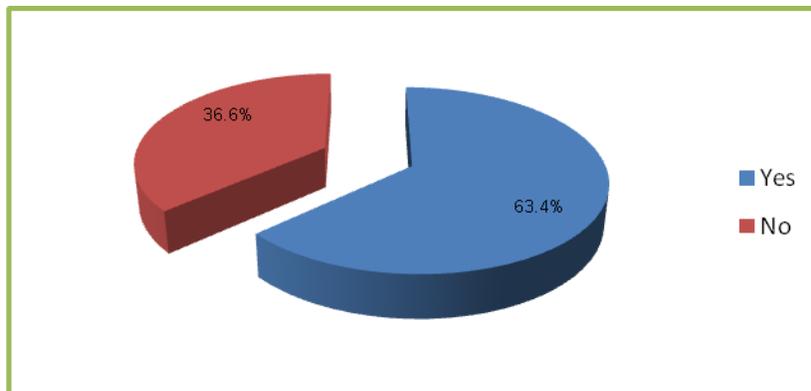
Rwanda, and World Vision Rwanda. The table on availability of institutions that help girls obtain sanitary clothing above reveals that although the institutions are there, the level of awareness among young girls is very low and therefore calls for increasing awareness such that young girls in Rwanda may benefit from such provisions that can help improve their health and wellbeing.

**Chart 28: Level of Awareness on HIV/AIDS among the Youth**



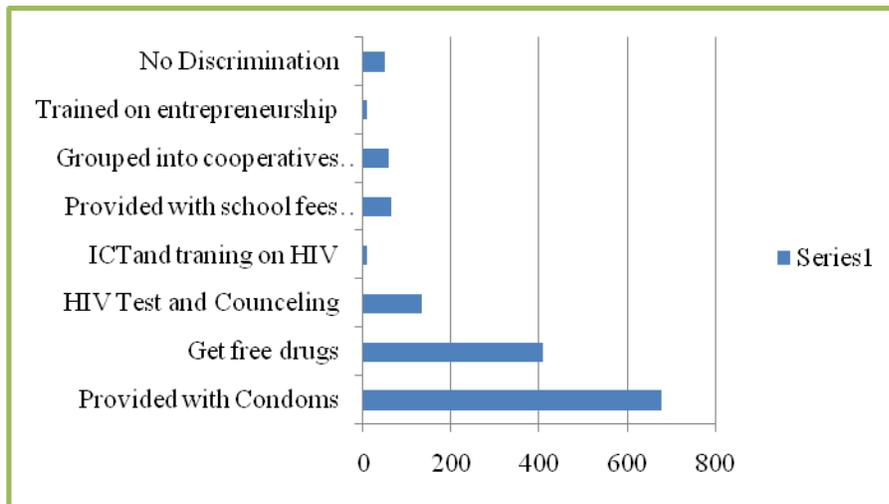
The study reveals that the level of awareness on HIV/AIDS among the youth is generally high as shown by 77% (26% very high and 51% high awareness levels) whereas the level of awareness being low and very low is shown by 5% and 18% respectively. A lack of enough and effective programs that train and sensitize the youth on prevention and treatment of HIV/AIDS is a major concern to the respondents. They suggested increasing formal and informal educational programs on HIV/AIDS as well as sexual reproductive health.

**Chart 29: Opinion on whether Youth affected are getting proper attention**



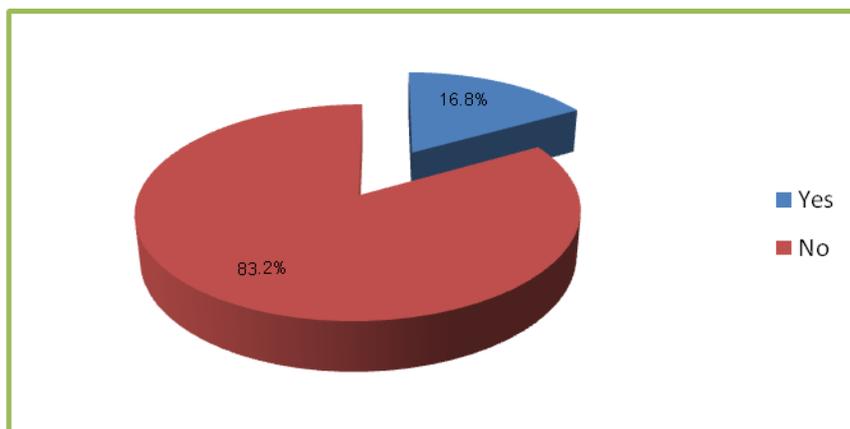
On whether proper attention is given to the youth affected with HIV/AIDS, majority respondents represented by 63% indicated that proper attention is given whereas 37% said there is no proper attention given to them. This study goes on to establish the main areas of concern or attention to the affected youths as shown below:

**Chart 30: Areas of Attention to the HIV/AIDS Infected Youth**



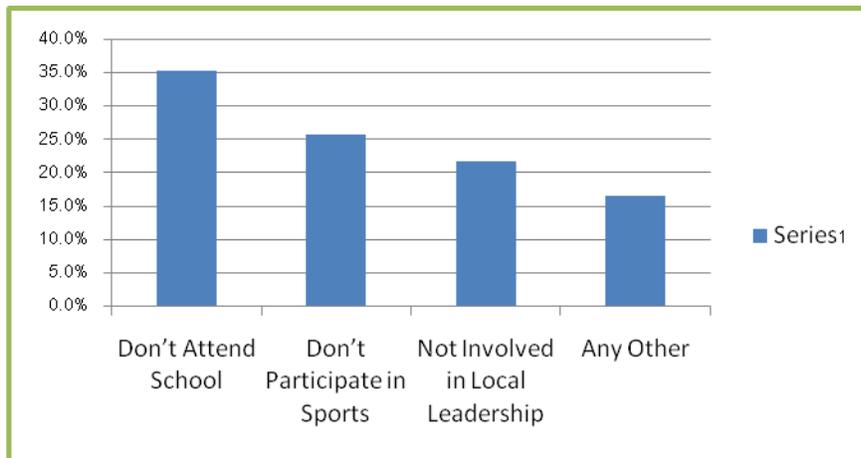
The main areas of concern on the youth affected with HIV/AIDS include provision of condoms, free drugs given to the affected youths, free HIV testing and counseling, provision of school fees, being grouped into cooperatives, trainings on entrepreneurship and being given free food among others. Respondents further revealed that there is no discrimination amongst the youths affected with HIV/AIDS in being given services.

**Chart 31: Opinion on Whether Youth Infected with HIV/AIDS are Discriminated**



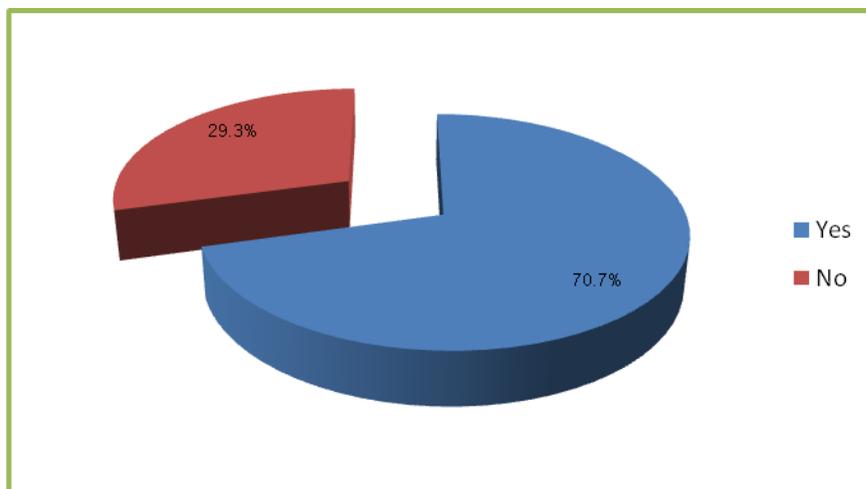
Majority of the respondents indicate that the youths who are infected are not discriminated. This is good as it reduces the stigma on the infected and affected. However, 16% believe that these youths are discriminated in the society. Some forms of discriminations are indicated in the table below.

**Chart 31: Forms of Discrimination of HIV/AIDS Infected Youth**



On the issue of discrimination among the HIV/AIDS affected youth, 83% respondents argue that there is no discrimination whereas 17% say there is. The forms of discrimination mentioned included among others, some youths not attending school shown by 36%, perhaps due to fear of being laughed at by other youths who are not HIV/AIDS positive. Other discrimination forms include not participating in sports activities, less involvement in leadership roles plus other forms not mentioned. There is a lack of sensitizing the people especially the youth that being affected with HIV/AIDS does not stop one from being active and involved in activities that other people involve in and that the HIV/AIDS negative people should treat the HIV/AIDS positive people as other normal people.

**Chart 32: Prevalence of Youth with Disability**

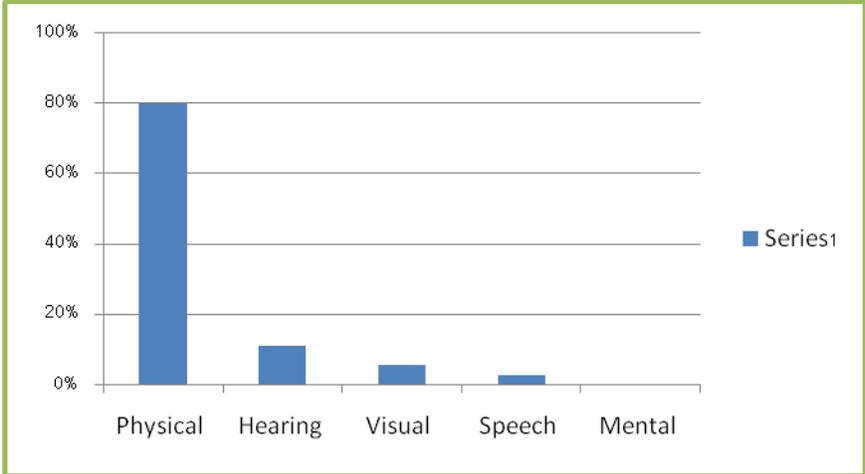


A big percentage of the respondents 70.7% acknowledge that there are disability cases in their locality. Only 29.3% claim that they have not seen disabled youth in their locality. According to

a report on the disability policy in Rwanda, I quote, “Social exclusion’ is not a concept that is widely used in Rwanda, but disabled people are both actively and passively excluded in Rwandan society. Rwandans do not value disabled people. Disabled people are seen as objects of charity. They are underestimated and overprotected, and their potential and abilities are not recognized. Disabled children are seen as a source of shame and often hidden away. Name-calling is common. Disabled women find it difficult to get married. Disabled people suffer discrimination in employment. Disabled family members are sometimes passed over in matters of inheritance. Land and assets are given to others who are deemed to be able to make better use of them, thus leaving the disabled person dependant on family to support them and removing the opportunity for them to lead independent lives. Negative attitudes are particularly strong towards those with severe disabilities, people with intellectual and learning disabilities, blind and deaf people”. This explains clearly that there are different forms of discrimination among the youths in Rwanda.

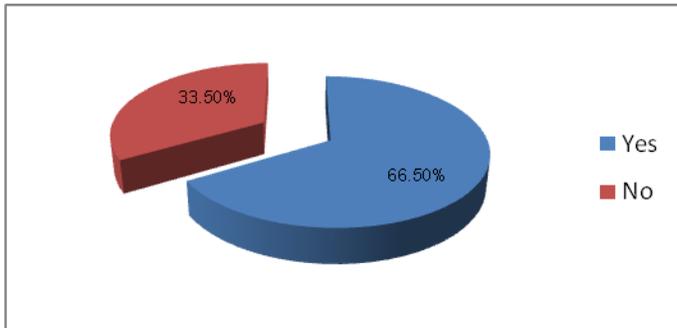
The common forms of disability as identified by the youth through this study are indicated below.

**Chart 33: Common Forms of Disability/Impairment among the Youth**



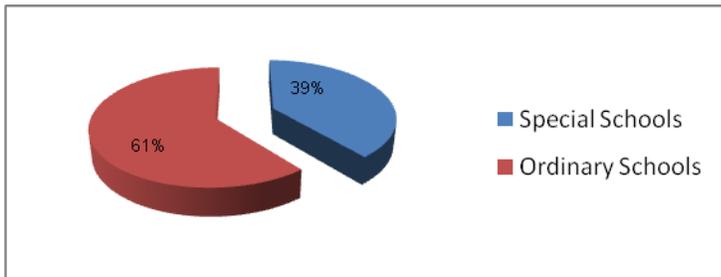
The most common 80% form of disability among the youth is physical impairment. This is either the legs or hands. Physical impairment is easy to identify and no wonder why most respondents indicated this form of disability as the most prevalent. Hearing 12%, visual 7%, speech 3% and mental are also other forms that have been identified. Some of these disabilities can only be identified through a close encounter or medical process.

**Chart 34: Opinion on whether the Disabled Youth Attend School**



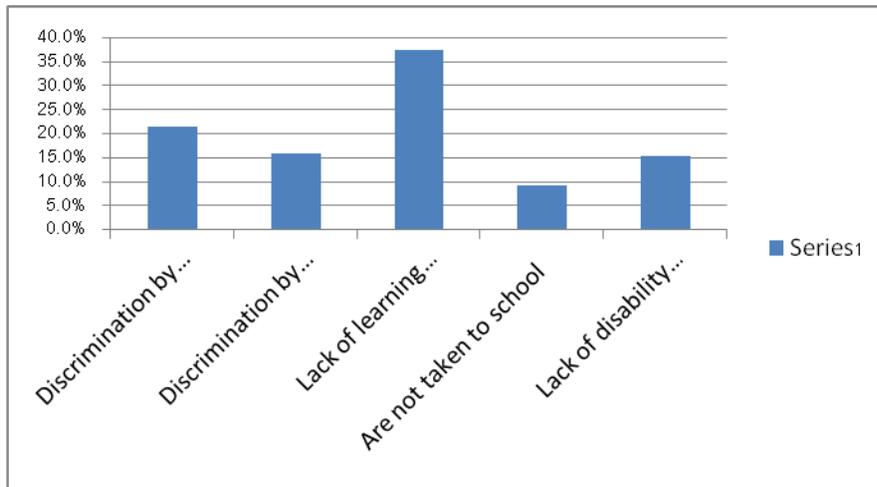
On the issue of whether the disabled youth attend school, 66.5% respondents say they do attend school while 33.5% respondents say no to the disabled attending school.

**Chart 35: Types of schools Disabled Youth Attend**



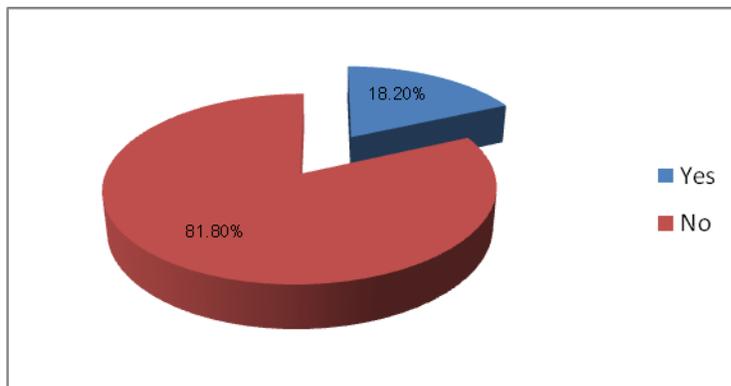
The study further proceeds to establish the types of schools attended by the disabled. On this, the majority respondents, 61% say that the disabled youths do attend ordinary schools whereas 39% respondents talk of special schools for the disabled. Respondents however reveal that attending the ordinary or special school depends on the level of disability of the youths. The youths with serious impairment do attend special schools while those with less serious disabilities can go to ordinary schools.

**Chart 36: Challenges Faced by Youth with Disability**



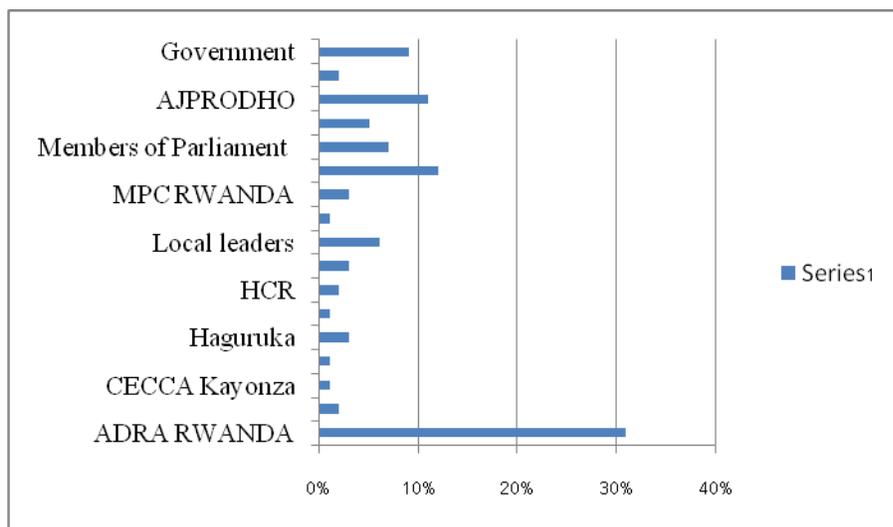
The respondents in this study reveal that the major challenge faced by disabled youths is a lack of the learning facilities that is represented by 38%. Other challenges include discrimination either by other youths represented by 22% or discrimination by family members at 15%, a lack of disability facilities with 15% and not being taken to school represented by 10%. This study reveals that the element of discrimination on people with disabilities especially the youth is relatively high and should therefore be addressed by sensitizing the youths to treat the disabled as resourceful people that shouldn't be discriminated against.

**Chart 37: Availability of Advocacy Forums for disabled rights**



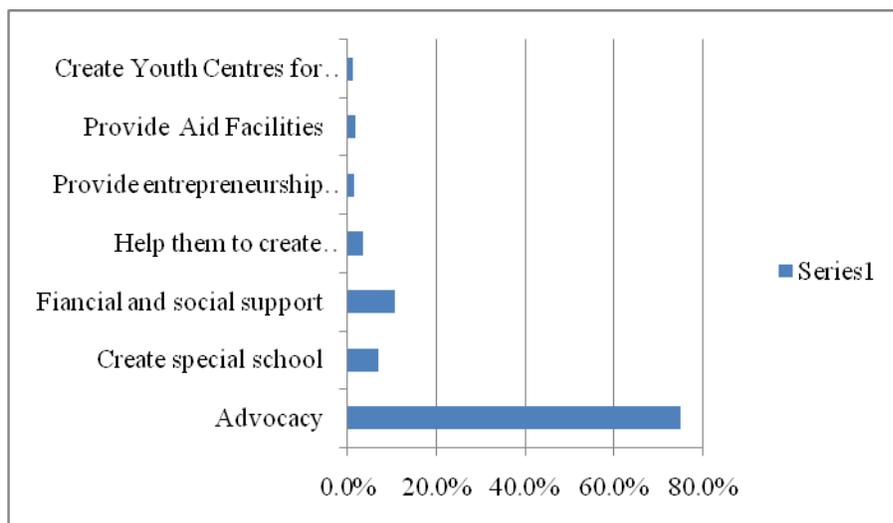
Data collected through this study indicates that there is very little (18.2%) advocacy of the disabled youth. Majority of the respondents (81.8%) indicated that there is no advocacy on disabled rights.

**Chart 38: Organizations that Advocate for Youths with Disability**



On the availability of the advocacy forums for the disabled youths, the majority respondents represented by 82% said there are no such forums while 18% confirmed these forums are available. Among the forums that advocate for youth include ADRA Rwanda with 31%, AJPRODHO, Handicap International, the government, and other associations. Whereas there are numerous organizations and associations as shown above that advocate for the disabled youth rights, one may interpret the situation that most youths do not know if such forums that advocate for the disabled youth rights are available and therefore there should be increased awareness efforts on this issue. These forums should put more awareness efforts so that the youths may know and appreciate the role they play towards their health and welfare in general.

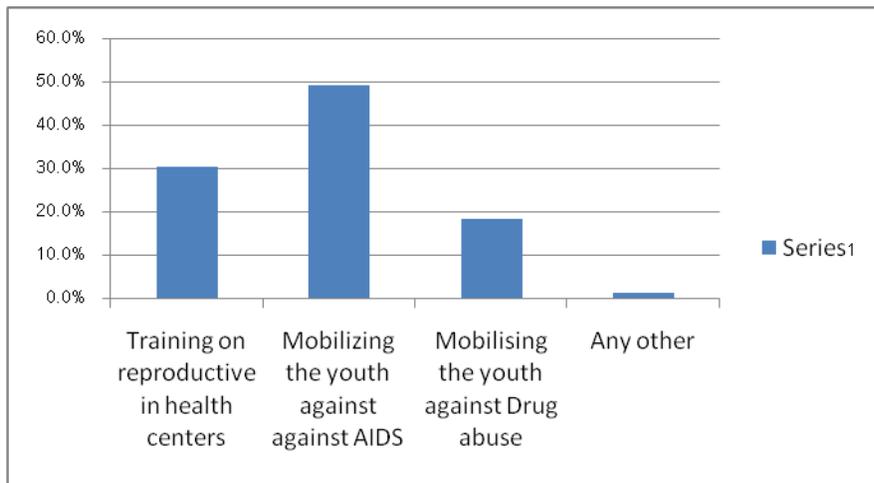
**Chart 39: Suggestions on what should be Done to the Youth with Disability**



Respondents made numerous suggestions on what could be done to the youth with disabilities including; more advocacy to be done for the disabled youths which is represented by 78% respondents, increase of financial and social support, creation of more special schools for the disabled, support to create cooperatives, creation of more youth centres, provision of entrepreneurship trainings and aid facilities to the disabled youths.

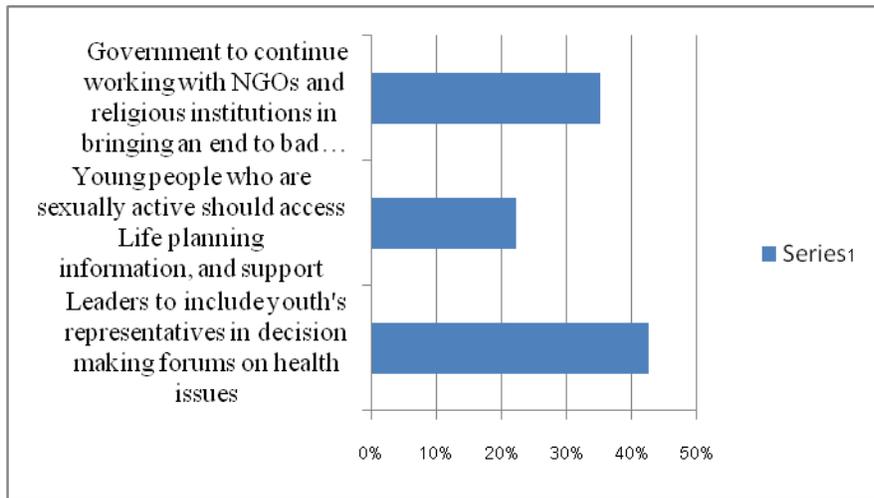
According to the 2002 general census, PWDs were estimated to 308,501, that is 3, 9% of the total population and this figure could probably have increased.

**Chart 40: Government’s Initiatives in Addressing Youths’ Health Related Issues**



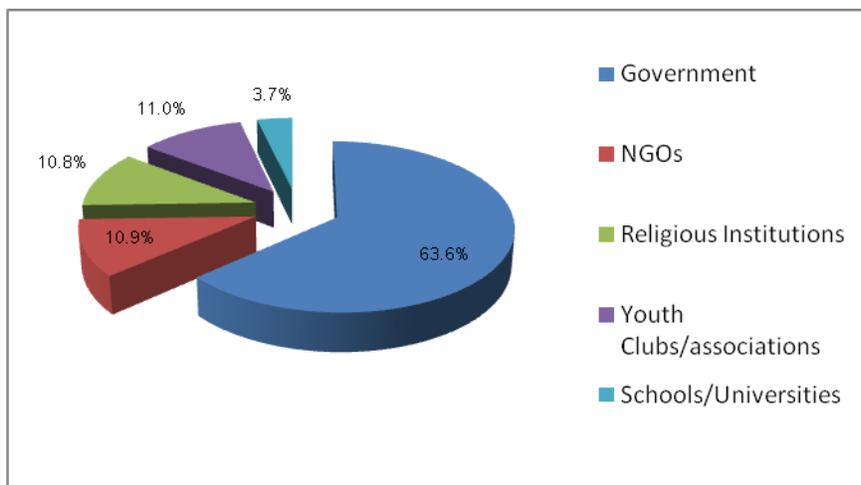
This chart shows responses on government’s efforts in addressing youths health related issues. The study shows that more government efforts have been put in mobilizing the youth against HIV/AIDS which is represented by close to 50% responses. Other government efforts have been focused on training on reproductive health represented by 30%, mobilization of youths against drug abuse 18% and other initiatives not mentioned that are represented by 2%. The role of government towards youths health cannot be underrated. The repondents however made suggestions on how the government efforts can best be directed towards improving youth health service as shown below;

**Chart 41: What the Government should do to promote Youths' Health**



On the suggestions made by the respondents to the government in a bid to increase health service to the youth, respondents made three major suggestions and these include that leaders could involve youth's representatives in decision making forums on health issues and this was represented by 42% responses. Respondents added that young people who are sexually active should access Life planning information represented by 23%, and support and that government should continue working with NGOs and religious institutions represented by 35%, in bringing an end to bad traditional practices that lead the youth into danger of HIV/AIDS, drug addiction and other reckless dangerous behaviors.

**Chart 42: Institutions that are vocal in Promoting Health Issues among the Youth**



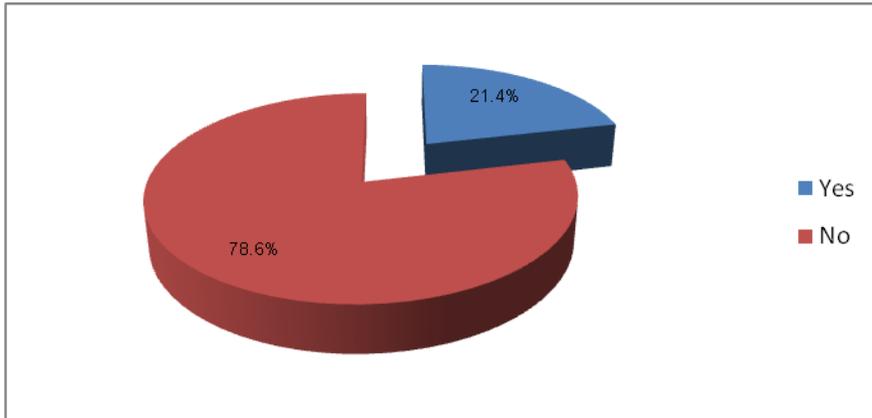
The study here shows that the government, as represented by about 63%, is the major participant in promoting health among the youth in Rwanda. Other institutions that are vocal in promoting youth health

include among others non-governmental organizations (NGOs) represented by 11%, youth clubs/associations represented by 11%, religious institutions represented by 11% while schools/universities contribute about 4% in promoting health among the youths through various youth clubs and associations.

### 3.5 Presentation of Youth on Social Issues

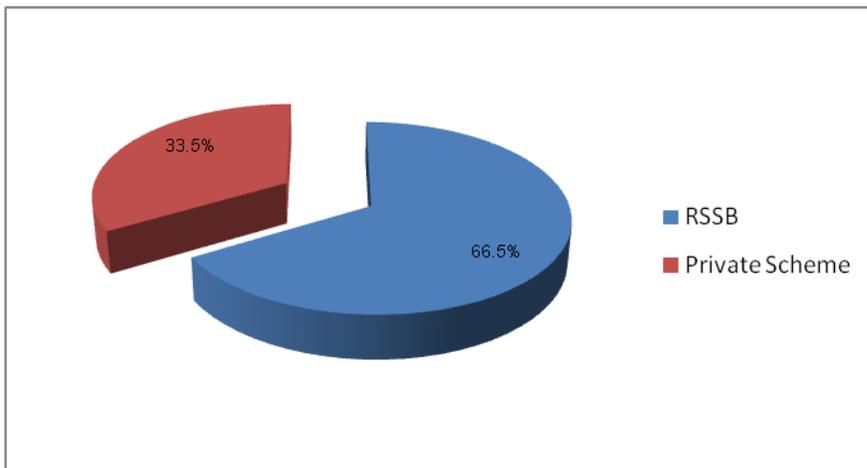
This section presents information from findings on the perception of the youth on social services given to them.

**Chart 43: Youths' Contribution to Retirement Scheme**



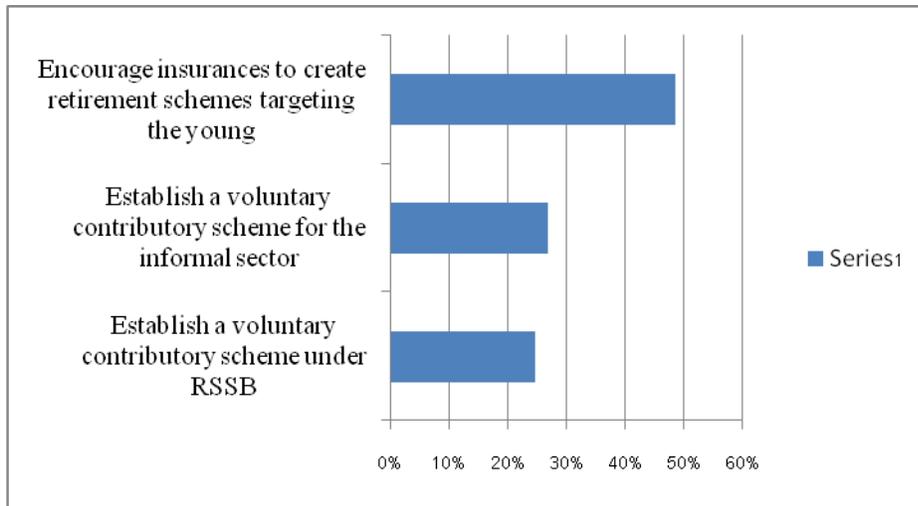
The study reveals that there is a lesser youth contribution towards the retirement scheme as shown by 21% whereas 79% respondents show no contribution to the scheme. This could mean that either fewer youths are employed, or the youth perform less paying jobs or even the youths do not like to contribute to the retirement scheme which disadvantages them in preparing for their retirement in the future.

**Chart 44: Retirement Schemes the Youth Contribute to**



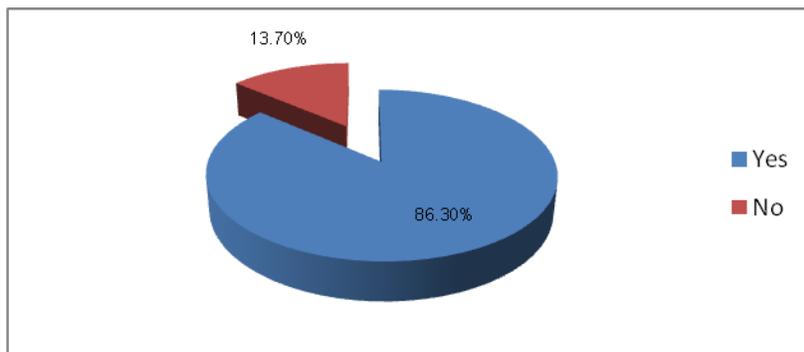
The retirement schemes that the youth contribute for include Rwanda Social Security Board (RSSB) with 66% while 34% contribute to other private schemes. The reason for higher RSSB percentage contribution is because it is mandatory in both private and public institutions although some private employers do not contribute for their employees especially due to being unaware of their rights and expectations from the employers.

**Chart 45: What should be done to promote retirement schemes among the Youth**



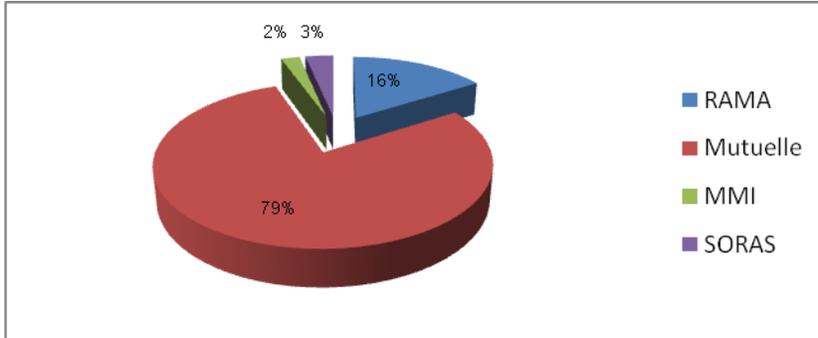
On the suggestions made by the youth to the government in a bid to increase retirement schemes among the youth, encouraging insurance companies to create schemes that target the young takes the majority with close to 50% responses. Other suggestion made are establishing a voluntary contributory scheme for the informal sector with 27% responses whereas establishing a voluntary contributory scheme under the RSSB takes 23% responses. Some respondents argued that numerous young people work for the informal sector which does not have a retirement scheme and once a voluntary retirement scheme for the informal sector is established, it can benefit the young people.

**Chart 46: Youths' Contribution to Medical Schemes**



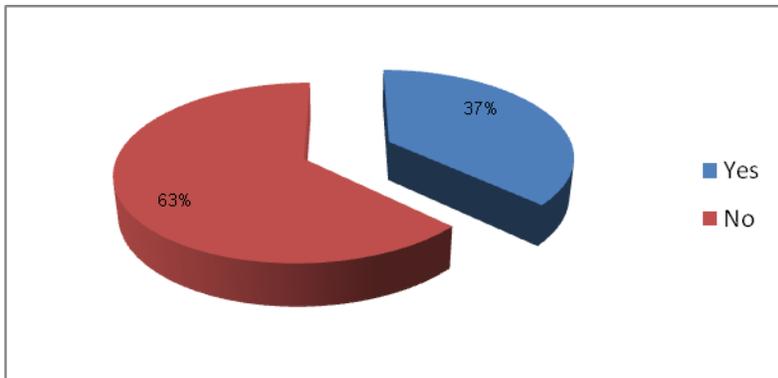
The responses to this study show that the youth contribute to the medical schemes represented by 86% whereas 14% object to youth's contribution to the medical schemes.

**Chart 47: Medical Schemes in which the Youth Contribute**



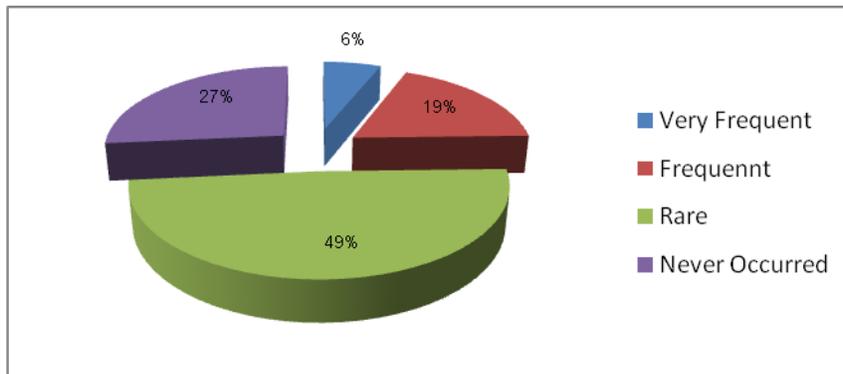
Majority of the young people contribute to the mutual health fund commonly 'mutuelle de sante,' represented by 79%. Other medical schemes include RAMA represented by 16% responses, SORAS represented by 3% and MMI represented by 2%. *Mutuelle de sante* takes the majority because it is the cheapest and most affordable by most youths. Recent statistics indicate that contributions to *mutuelle de sante* is estimated slightly over 90% of the whole population.

**Chart 48: Whether they have ever Witnessed other Youths being Sexually Assaulted**



On whether they have ever witnessed other youth(s) being sexually assaulted, 63% respondents state they haven't whereas 37% assert they have. This reveals there is some reasonable level of sexual assault among the youths.

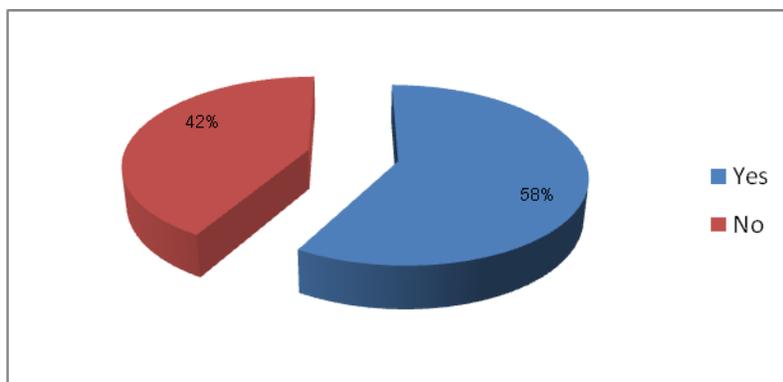
**Chart 49: Occurrence of sexual Assault among the Youth**



The study sought to examine the frequency of occurrence of such sexual assault acts and close to a half of respondents represented by 49% said they rarely occur while 27% asserted that they never occurred. However, 19% respondents argued that such acts do frequently occur whereas 6% assert that they occur very frequently.

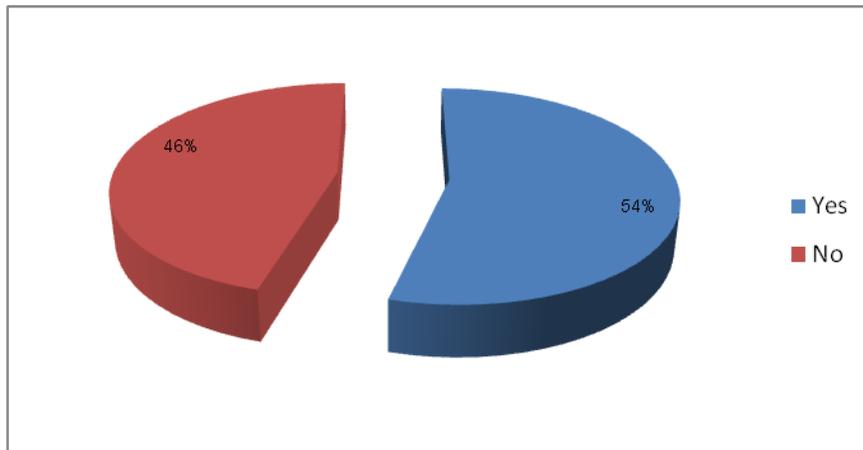
According to The Rwanda Focus Newspaper of November 18th, 2011 citing the police statistics, over 700 girls were defiled between January and August 2011, even though the number of cases had declined. Although this rate, 25% of sexual occurrence among the youths may sound to be low, the fact that it exists proves that more efforts are still necessary to minimize it to a one digit or even eliminate from the Rwandan youths and the community at large.

**Chart 50: Crime Rate among the Youth**



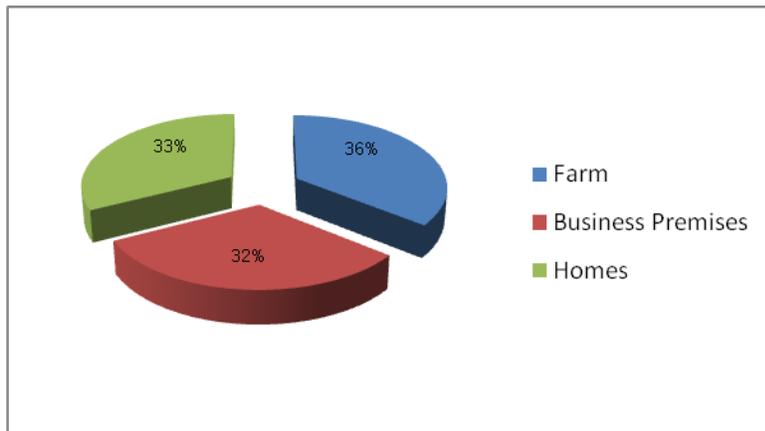
The study wanted to establish whether crime exists among the youth and 58% affirmed its existence whereas 42% negated the opinion.

**Chart 51: Whether the Youth have Witnessed Child Labour**



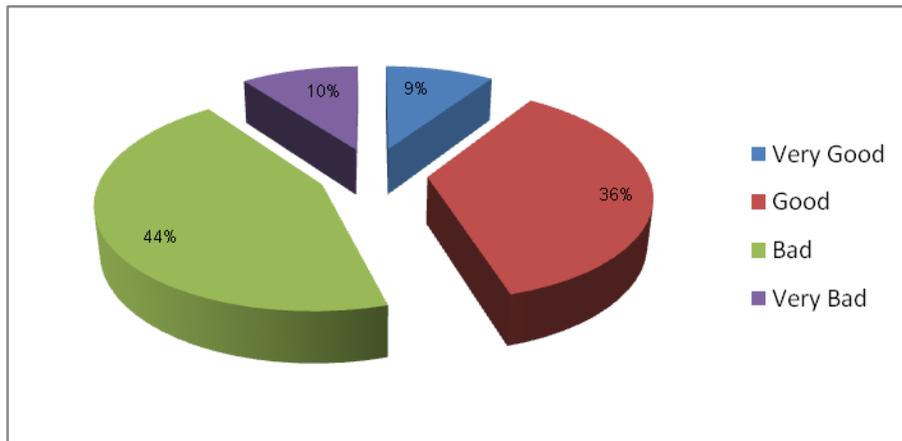
The chart above shows that more than a half of the total respondents represented by 54% have witnessed child labor whereas 46% haven't. This study shows that child labor in Rwanda is quite high and therefore calls for policies on reducing this rate. According to the 2002 population and housing census, 352,550 children (13%) were involved in child labor, with the majority being employed in agriculture in rural areas.

**Chart 52: Areas where Child labor is Commonly Practiced**



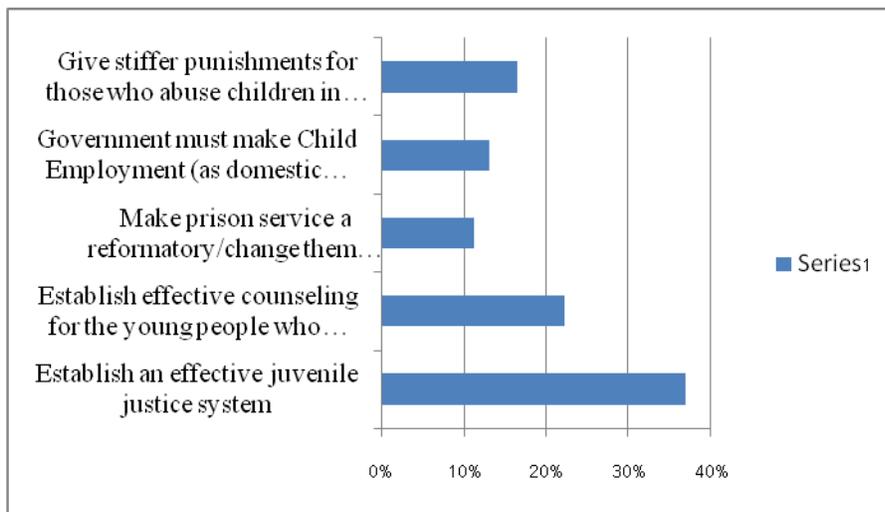
The main areas where child labor is commonly practised are farming represented by 36% responses where youths are made to work on farms for survival, homes as house boys/girls with 33% and business premises as shown by 32%. Most of child labor is practised in the informal sector and on top of being exposed to tiresome work beyond their age and ability, youths are also exploited in all forms like being chased at any time plus reducing the wage whenever the employer wishes.

**Chart 53: Responses on how these Children are Treated**



Regarding responses on the treatment given to these youths, 36% respondents state that it is good, 9% very good, while 44% and 10% state bad and very bad respectively. This explains that the treatment is generally not good for these youths exposed to child labor because in most cases, they perform jobs which are more demanding as compared to their capability and the employers tend to mistreat them simply because they do not know their rights.

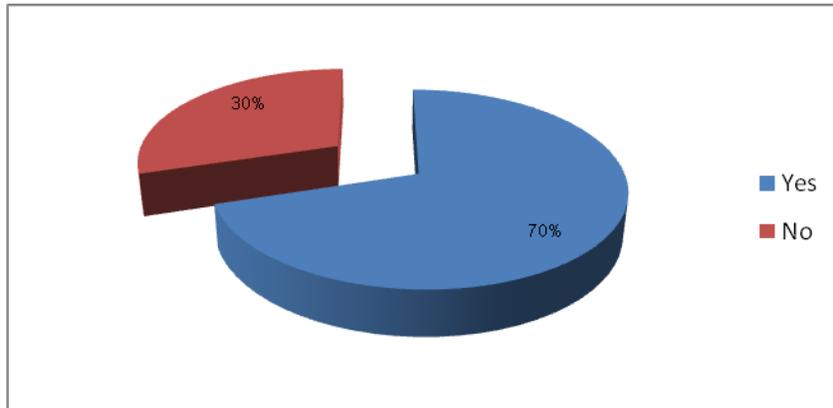
**Chart 54: What can be done to Improve Justice among the Children**



This study sought to generate suggestions on what the government can do to increase justice among the youths. From the respondents interviewed, 37% suggested establishing an effective juvenile justice system, 22% suggested establishing effective counseling for the young people who are in conflict with the law, 17% respondents argued that the government must make Child Employment (as domestic workers,

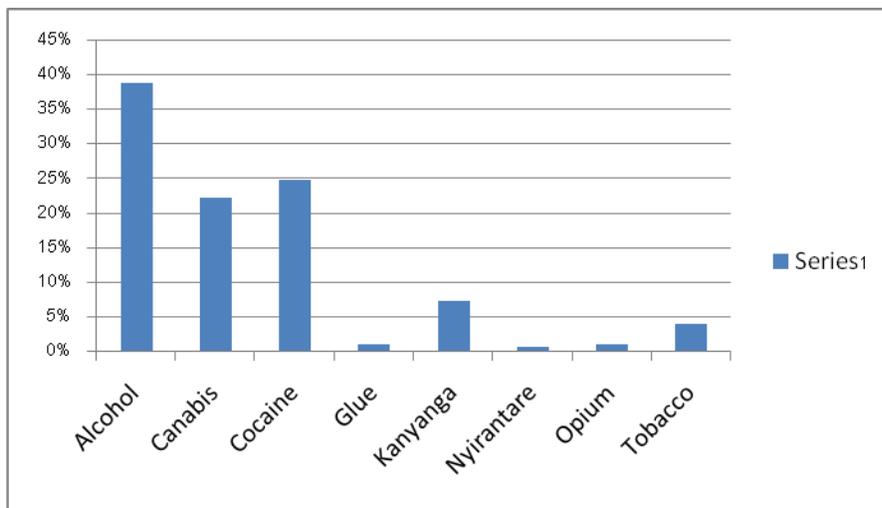
farm workers), a serious crime and thus give stiffer punishments for those who abuse children in any way while 12% proposed making prison service more of a reformatory to change them other than as a punishing institution for young people.

**Chart 55: Youths Involvement in Drugs**



On whether youths do involve in drugs, the study shows by the majority responses (70% ) that they do get involved whereas 30% state that youths don't involve in drugs. This indicates a very high prevalence of drug use among the youth in Rwanda.

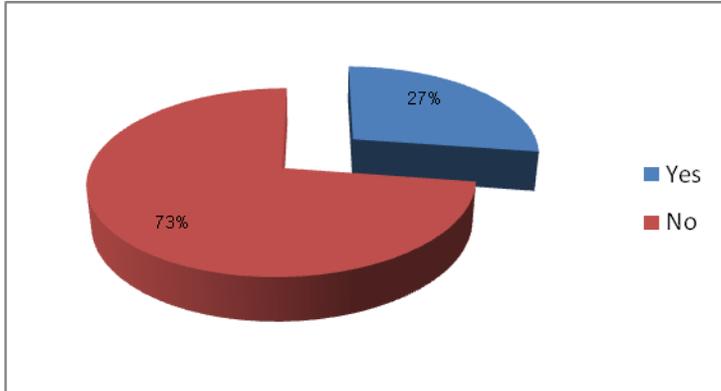
**Chart 56: Common Drugs among the Youth**



The study shows that the commonest drugs that most youths use include alcohol represented by 38%, cocaine 25%, cannabis represented by 22%, Kanyanga by 7%, tobacco, opium, glue and nyirantare all represented by 8%, among others. The youth in Rwanda seems to be highly involved in alcohol abuse. Young people especially in the urban areas have a tendency of indulging in alcohol. This is corroborated

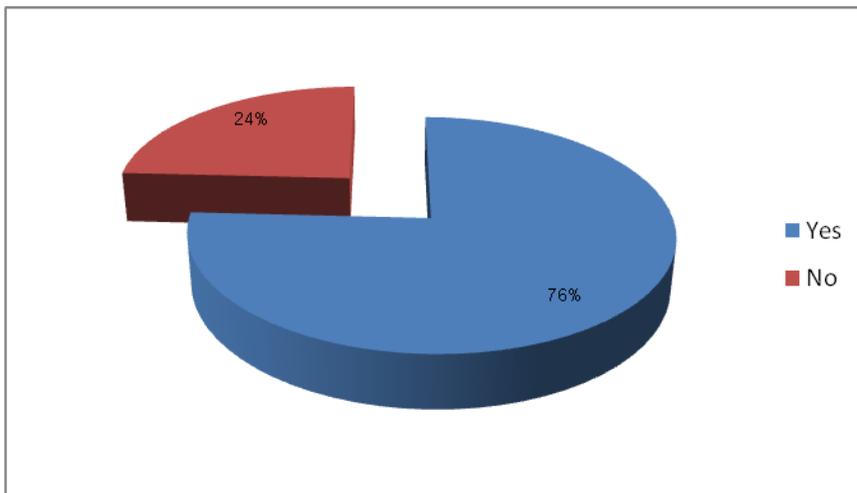
by information from Rwanda National Police that confirm that the youth are the most abusers of alcohol and drugs in the country.

**Chart 57: Availability of Rehabilitation Centres for Addicted Youth**



On availability of the rehabilitation centers for the addicted youths, 27% respondents affirm their availability whereas the majority 73% object the availability of these centers. Currently, the number of such rehabilitation centers are still very few as compared to the rate of addictions and that could partly contribute to the fact that most youths do not know their availability. One such a center although it is not for the drug addicted only but also for the street children who run away from their homes is at Iwawa Islands in the western province.

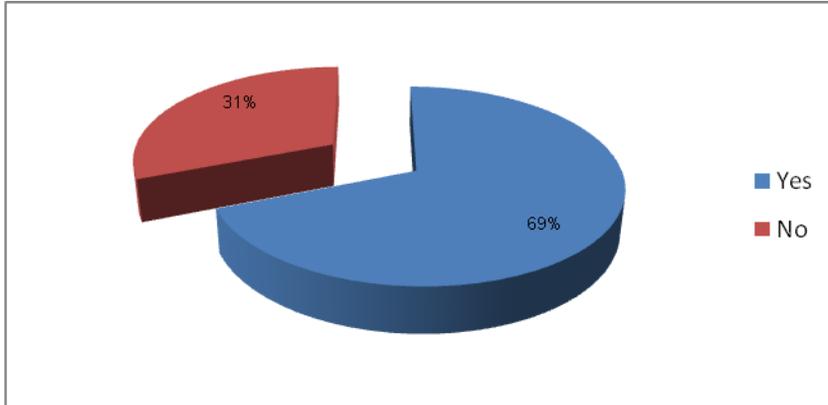
**Chart 58: Responses on Whether these Centres are Required**



This study wanted to find out the perception of the youths on whether such rehabilitation centres are necessary and 76% respondents were positive on this while 24% were opposed. Those who stated that rehabilitation centers are necessary argued that such centers are used to change the behaviors and

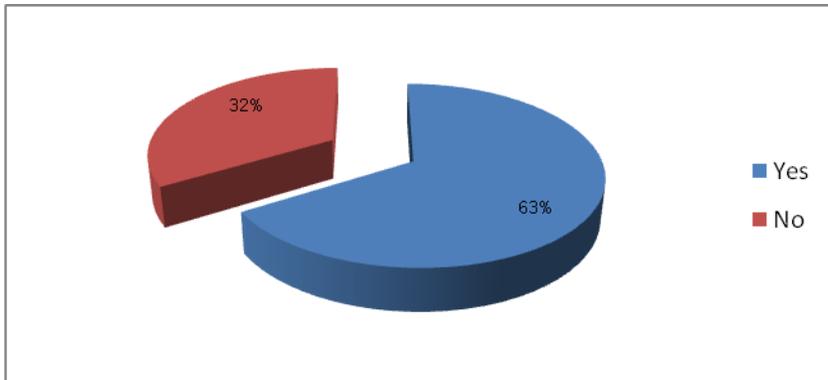
understanding of the youths and can help to equip them with the required skills that can help shape their future.

**Chart 59: Prevalence of Trauma among the Youth**



This study sought to find out whether there is prevalence of trauma among the youths and it was found out that by majority respondents 69%, that trauma affects the youths whereas 31% respondents asserted that youths are not affected by trauma.

**Chart 60: Availability of Trauma Management Services for the Youth**



On trauma management, 63% respondents state that trauma management is done while 33% argue that trauma management is not done. One may say that awareness levels among the youths on various issues concerning them is not perfect; that's why you find that some of them are aware of youth programs while others are green about them. The forums for youth discussions and involvement should reach out and make themselves known to the youths for whom they are meant to support and advocate.

## Chapter 4: CONCLUSIONS AND RECOMMENDATIONS

### 4.0 Conclusions

The analyzed charts represent the answers of youth respondents whose ages span from 16 to 35 years. These have been selected from 14 sectors (Kayonza, Gatsibo, Nyagatare, Nyarugenge, Gasabo, Kicukiro, Rulindo, Gakenke, Ngororero, Nyanza Huye, Gisagara, Rusizi, and Karongi) of the Republic of Rwanda, in order to collect the information about the Rwandan youth needs and concerns as a basis to organize the National Youth Hearing which will be held later in the year. The youth hearing is a platform that brings together voices of youth before decision makers.

2. Some specific characteristics of youth were chosen as relevant to display the needs and concerns of Rwandan youth. These are: the age, the gender, the level of studies, the marital status, the occupation, the satisfaction with the level of education, the conditions of education, the distance from home to school, the consequence of withdrawal of Bursary for University Students, the amount of School fees Payable by the Youth, the Forums for Youth Expression of their Issues, the Availability of plan to Address Youth Challenges, the Actions Taken to Address Educational Issues among the Youth, the Main Actors in Youth Education, the Opinion on Whether the Youth have Equal Rights, and the Response on whether the Youth have been Denied Rights.
3. The analysis of the responses about those characteristics disclosed the opinion of youth about their own needs and concerns. Such an opinion is necessary to make decisions on the welfare of youth. In general, the selected youth sample satisfactorily addressed the concerns of youth about the specific questions. In fact, considering the number of Rwanda sectors, the sample was well selected, because 14 sectors were selected among 30 country's districts. Furthermore, these sectors make up a representative sample because they are a set of sectors selected from all corners of the country.
4. As for the age, the interval of age considered was based on the definition of youth in Rwanda. This also shows that the opinion is the right one because it comes from the true group that must be analyzed. The analysis also showed that the proportions of males and females (almost 50% to 50%) were acceptable, respecting the Rwandan gender policy which empowers ladies in all the aspects of the Rwandan life.
5. For the level of studies, the sample members proved to have been well selected because most of them have at least the level of high school. This is very important since they were able to clearly address their needs and concern due their education level. It is obvious that the majority of them were single, the status that characterizes youth and most of them were students. This also is understandable given their age and the policy of our country to improve education. It is interesting to notice that the majority of respondents were satisfied with their level of education but knowing that satisfaction is a question of mindset, one may wonder if that satisfaction is based on the true progress and development of the Rwandan youth.
6. The analysis of the opinion of youth about the areas of education that need improvement showed that the reinstate of Bursary is the first. This also is understandable if we consider the poverty of our country. However it is important to notice that no human being can

easily accept to lose what he had before. Accordingly, knowing that most members of the sample were students, they may have stressed on the reinstate of Bursary because it is a question of restoration an advantage they once had and lost afterwards.

7. About the distance from home to school, the number of students which are very near the school is too small. This requires an increased amount of school fees because of the transport charges and the accommodation fees, especially for those who live very far from the school.
8. Another issue concerns the amount of school fees. After analysis it was found that the school fees were deemed to be high, even very high, which requires a serious consideration from the government. Actually, it would be better for the youth to have various forms in which they address their issues, such as those related to their school fees. The analysis revealed that only AJPRODHO-JJUKIRWA is the official forum created for that purpose. Fortunately most members of the analyzed sample assured that there are available plans and actions to solve the education sector's problems, a sector which is considered as the first priority among others. Those actions are namely the construction of schools and classrooms as well as the training of teachers and. Meanwhile, it was proved through the analysis that the government is the main actor in youth education.
9. In addressing their issues, it was important to know whether the youth have equal right. Most respondents stated that Rwandan youth does have equal right. However some others declared that their rights are not respected equally because according to them sometimes youth have been denied rights related, namely, to employment and school vacancy.
10. Youths today play a significant role in the development and finding solutions of their economies once their potential is fully exploited. The government of Rwanda wishes to commit the youth in all decision and solution areas. In this study, the contribution, participation and involvement of young people was critically examined. It's been found that to a large extent, youth involvement in decision areas is still lacking and their social justice not properly maintained.
11. Youths are still involved in child labor and drug abuse, and sexual assault occurrences haven't reduced greatly. Recent surveys suggest that the percentage of economically active children in child labor may range from 30-41%. While agriculture work is the most common form of child labor in Rwanda, research has also found children in quarry work, coltan mines, brick making, sand harvesting, petty trade, commercial sex work, sugar cane and tea plantations, pottering, and domestic service.
12. Respondents believe that the government should put more emphasis in improving justice among the children by using stern measures or punishments against child abuse and reaching the young people to counsel and have more discussions with them on issues that concerns their welfare and development. Young people need to find role models; older people they can trust and relate to and youth networks should be increased and supported as more forums are developed for dialogue and discussion at various levels both local and national levels.
13. The health concern of the youth is an important element in a country because a health youth equals a health nation. That's the reason why all the necessary efforts must be ensured in order to

safeguard the health of our youths, thus the better future of our nation. One of the main challenges in the health sector among the youth is a lack of means especially the financial. When it comes to solving their problems, they find it quite challenging because they do not have the financial ability to cater for their pressing demands.

14. Other pressing challenges among the youth range from less efforts on the part of sensitization on various youth programs like reproductive health, there is still discrimination and stigmatization among the youths and even families against the affected members, among other challenges. The respondents in this study advocate for increased access to resources in order to establish formal and informal educational programs on HIV/AIDS, drug abuse, sexual and reproductive health. There is a need to improve information access on health, sexual and reproductive health services.
15. On the issue of financial means raised before, some respondents stated that they had a willingness to start clubs that would educate the youth on health matters but lacked the material and financial resources to do so.
16. Ignorance about health issues was mentioned as major problem by the youth. This is a problem especially among the illiterate youth as well as those from remote villages in the country. They lack information on the importance of protecting themselves against HIV/AIDS, subscribing to health insurance and participating in *Umuganda* to improve sanitization.
17. One of the main challenges that the youth face when trying to address the problems they face in the health sector is that they do not know who to address their concerns to. When problems arise, they do not know who is responsible for the health sector in their area. So decisions on addressing their needs are made without the consultation of the youth.
18. Government efforts in consultation with their health partners should be more reinforced in order to reach more youths even those in remote areas with better health services, and the role of government as the monitoring force coupled with the involvement of youths in decision making arenas is equally important if youth health services are to be improved.
19. Majority of the youth reported that they are not registered with any retirement benefit scheme. Though majority of the youth under this study were in school, there is a significant group that is out of school who reported that they do not have a retirement scheme. This shows that Rwanda may be confronted with a very huge ageing population that will be a liability or economic burden to the society.
20. Sexual assault among the youth was also raised as a concern through this study. A number of respondents indicated that they have witnessed in the society. It can be concluded that not on a high scale, it is prevalent and it cannot be ignored.

21. From the findings, it can also be concluded that the youth are also engaged in crime in Rwanda. Some of the cases of crime reported among the youth include stealing, fighting and drug abuse.
22. From the data in this study, it can also be concluded that child labor is prevalent in Rwanda. It should be noted that though this study covered the youth, an attempt was made to look at some of the problems that the youth may have inherited from their childhood. It is for this reason that the issue of child labor which was found to be prevalent. The areas which were identified as common in child labor were farms, homes and businesses.

### **3.2 Recommendations**

1. There is need for AJPRODHO to make more efforts to foster youth education in Rwanda. This should be done through advocacy and collaboration with the institutions that have been identified through this study that are actively involved in promoting youth in education in Rwanda. These institutions are the Government, NGOs, Religious institutions, private sector players and local community. AJPRODHO need to proactively and actively engage these actors through dialogue that should encourage the Government to formulate policies that promote youth education. In this regard, AJPRODHO should engage institutions like the Workforce Development Authority (WDA) to ensure that the youth especially those out of school undertake Technical and Vocational Education Training (TVET). AJPRODHO should engage the Government of Rwanda and other stakeholders to ensure that such institutions that offer vocational training for artisans like plumbers, masons, carpenters, electricians, tailoring and dress making etc are established in all the districts in Rwanda.
2. AJPRODHO should also engage the Government to ensure that all youth attain the 9YBE as elaborated by the Government. In this regard, AJPRODHO must take stock of the youth's challenges in accessing basic education and formulate advocacy strategies to engage the Government in ensuring all the young people attends school without any form of discrimination.
3. Another significant finding from this study was on affordability of education in Rwanda. A big number felt that the fees charged by various schools and institutions of higher learning were high. AJPRODHO should engage the Government to formulate policies that no youth should be sent of school or refused to access the final grades because of lack of school fees. In regard to institutions of higher learning, AJPRODHO should engage the Government to muster resources from Development Partners to reinstate the bursary. Alternatively, the Government should create incentives to banks and other financial institutions to forge partnerships with SFAR in loan education. A strategy can be worked out where the banks and financial institutions through SFAR finance private students who are already working and thus recover the remittances immediately.

This would help SFAR accumulate funds more quickly and increase capacity to lend to more needy students.

- A great concern that is prominent among the interviewees is the high HIV prevalence among the youth. Many of the participants stated that other than ignorance about the disease, they are afraid to get tested because of the stigma and discrimination that surrounds HIV/AIDS. Campaigns in which the youth themselves are involved in should be conducted to reduce perceptions about the stigma of HIV and the accompanying discrimination. The youth should be informed on the importance of getting tested and Voluntary Counseling and Testing (VCT) services could even be extended to schools and colleges plus health centers. AJPRODHO should work closely with institutions that fight the HIV/AIDS pandemic to ensure that behavioral change communication messages are conceptualized towards a youth focused environment.
5. Radio stations and Rwanda TV should be encouraged to dedicate airtime for health programs that target the youth. AJPRODHO should also work closely with other NGOs and public institutions that promote health in the country to ensure the youth health rights are respected. There should be regular training of health workers so as to build competence in handling young patients. Health professionals also require training to cover the development and mental, sexual and reproductive health of youth, including the prevention, testing and clinical management of pregnancy, STDs and HIV/AIDS. They would also learn how to deal with substance use among young people, vaccination and nutrition, hygiene, trauma, and health problems that begin in the young with manifestation in adulthood. This can lead to youth-friendly health care providers who are technically competent and act in the best interest of the youth..
  6. There should be youth friendly health facilities that are willing and able to devote adequate time to the youth. These facilities should be in convenient and safe location, offer convenient hours of operation, afford privacy, and provide informational and educational materials. This will not only empower the young but also prepare them to lead healthy lives and enhance their ability to solve their own health problems.
  7. Government efforts to increase health services and bring them closer to the people, which has resulted in increased subscriptions to *mutuelles de santé* making them less vulnerable could be continued to reach all areas of the country. This would reduce inequality to accessing medical services and also encourage community members to have early treatment instead of having to wait until they are extremely sick.

8. AJPRODHO need to take the initiative to promote stronger community involvement in the promotion of health services and encourage parental and wider support for the provision of quality services to youth. This should be more done to inform the youth on where they can address their concerns so as to provide feedback concerning health issues.
9. There is a need to empower and educate the youth on health matters such as sexual and reproductive health as well as HIV/AIDS which have a significant impact on their lives. Various institutions that advocate for the young people need to be more active, reach the people they and provide them the services they are supposed to be providing. The respondents raised this after realizing that numerous institutions and organizations claim to advocate for the youth and yet the youth are not aware of these institutions.
10. AJPRODHO should advocate to the Government to formulate a policy for provision of sanitary clothing to girl students. Findings from this study revealed that a significant number of respondents cannot afford these clothing yet they are vital for their health. AJPRODHO should impress the Government to prioritize this in budgetary allocation to MINEDUC as it has happened in other countries in Kenya. The need for this requires no emphasis as the implications of absenteeism, discomfort, unhygienic practices are well known. More so, the Government should encourage NGOs and religious organizations should take lead in this initiative to reduce the girl youth from suffering.
11. More advocacies could be increased for the various disadvantaged groups of young people including young people with disabilities, young women and the poor. Equal employment opportunities (EEO) could be emphasized in a bid to reduce the vulnerability of these young women and men on the labor market, and enhancing their prospects for income-generation and decent employment.
12. The youth felt that they were being discriminated on Government projects and tenders. Though the Government has shown serious commitments in reducing youth employment through various initiatives for job creation and entrepreneurship, more needs to be done. AJPRODHO should take the initiative to carry out a study on who are the major beneficiaries of the Government projects and tenders. The results from the study should form a basis of tasking the Government to formulate a policy that provides a mechanism of certain projects and tenders be a youth only competitive bidding. This will promote youth employment and entrepreneurship.

13. Young people should be seen as essential partners for building a society of the future. Their voice should be increased through meaningful representation and participation in community and political decision making bodies. There is therefore a strong case for government to ensure that all major development policies, programs and investments are planned in consultation with young people taking full account of their views and needs.
14. Youths should be actively engaged in dialogues and discussions on the various issues that affect them like drug abuse, sexual abuse and all other forms of malpractices done on them so that solutions can be sought with their full participation and involvement. AJPRODHO should organize forums involving the Rwanda National Police, relevant Government Ministries, NGOs involved in drug and sexual abuse activities to dialogue with the youth on these issues.
15. A major concern on youth and drugs was a complete absence of or lack of awareness of existence of rehab centers for youth addicted in drugs. AJPRODHO should liaise with MINISANTE and other stakeholders to ensure rehab centers are in place. AJPRODHO should also engage the youth through various forums to start peer groups that impact positive living among the youth.
16. Majority of the youth reported that they are not registered with any retirement benefit scheme. This may lead to an economic burden of the future ageing population. To stem this problem, AJPRODHO should use their position to press the MNIYOUTH and MINECOFIN to develop a legal structure for voluntary retirement schemes targeting the youth in the informal sector. The Government can also provide incentives to existing insurance companies to establish such schemes.
17. To address the issue of sexual assault, AJPRODHO must create awareness among the youth to understand that such practices are a violation of their rights. Some young people especially in the rural areas do not understand their basic rights. They should be encouraged to report such cases to the police. Whenever such cases are reported, AJPRODHO should monitor the prosecution of such cases by applying judicial mechanisms that are available for example, being allowed to participate in the hearing of the case as ‘a friend of the court’. This ensures that justice is executed effectively without compromise especially for the poor.
18. In order to reduce crime among the youth, AJPRODHO should advocate for special courts to try the youth who have not attained the age of majority. The juvenile justice system should be advocated where there are juvenile courts and juvenile homes for those convicted of crime. This provides a mechanism where the young people who have committed crime to be subjected to a

judicial process that is youth friendly with the likelihood of reformist results rather than punishment.

19. AJPRODHO should pressure the Government to take stern action on individuals or businesses that are practicing child labor. This demeans the lives of the young children and makes them miss out on life opportunities like education. The justice system should give stiffer punishments for children offenders.

## **REFERENCES**

1. National Youth Policy 2006
2. Report on adolescents' health and HIV services in Rwanda, in the context of their human rights, 2009 by Dr. Agnes Binagwaho
3. AJPRODHO Strategic Plan
4. [www.ajprodho.org](http://www.ajprodho.org)

**APPENDIX 1: Questionnaire**  
**STUDY ON RWANDAN YOUTH CONCERNS**

**Survey Questionnaire**

**Introduction**

This survey questionnaire is intended to collect data on the view of Rwandan Youths needs and concerns. The information collected will be used as a basis to organize the National Youth Hearing will be held later in the year. The youth hearing is a platform that brings together voices of youth before decision makers. The first youth hearing initiative was conducted in 2009. As youth, your participation in this survey is therefore highly needed and appreciated.

*A. Respondent View*

Q-1. Province / .....

Q-2. District.....

Q-3. Sector.....

5-4. Age at last birthday.....

5-6. Name of respondent: .....

**B: Respondents Views on Education**

No.	Question	Answer	Code	Skip to
Q5	Gender	1. Male 2. Female		
Q6	Level of Education	1. None 2. Primary 3. Secondary 4. Tertiary 5. Univesity	<input style="width: 40px; height: 30px; border: 1px solid black;" type="text"/>	
Q7	Marital Status	1. Single 2. Married 3. Divorced 4. Widowed	<input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/>	
Q8	Occupation	1. None		



		2. Student 3. Farmer 4. Business 5. Public servant 6. Private sector employee 7. Any Other		
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**C: Respondent's Views on Health**

No.	Question	Answer	Code	Skip to
Q10	How would you describe your level of satisfaction with the quality of education in your area?	1. Very satisfied 2. Satisfied 3. Not satisfied	<input type="checkbox"/>	If 1 or 2 then skip to Q12
Q11	If not, what would you wish improved	1. Quality of teachers 2. Provision of enough teachers 3. Increase scholarly materials 4. Equip laboratories 5. Equip libraries 6. provide public libraries 7. Any Other.....	<input type="checkbox"/>	
Q12	How do you rate the distance between your residence and school	1. Far 2. Very far 3. Near 4. Very near	<input type="checkbox"/>	
Q13	. If you are a University student, how has the withdrawal of bursary affected you?	1. Dropped from school 2. Unable to meet school expenses 3. Any Other 4. Not applicable	<input type="checkbox"/>	
Q14	What have you done to address the above problem?	..... .....		
Q15	How do you rate the fees you pay to the school you attend?	1. Very high 2. High 3. Affordable 4. Low 5. Very Low	<input type="checkbox"/>	
Q16	What forums (Ihuriro) are available to you to address your educational problems to authorities?	..... .....		
Q17	Do you think that there are plans and action to solve the problems that are in education sector?	1. Yes 2. No	<input type="checkbox"/>	If 1, then skip to Q19



No.	Question	Answer	Code	Skip to
Q21	How would you describe your level of satisfaction with the quality of public health services in your area?	<ol style="list-style-type: none"> <li>1. Very satisfied</li> <li>2. Satisfied</li> <li>3. Unsatisfied</li> </ol>	<input type="checkbox"/>	If 1 or 2, skip to Q23
Q22	If you are not satisfied, what are the reasons?	<ol style="list-style-type: none"> <li>1. Health institutions are very far</li> <li>2. they are not well equipped</li> <li>3. they don't have quality personnel</li> <li>4. they don't have most of the medicine</li> </ol>	<input type="checkbox"/>	
Q23	Do you have any knowledge on reproductive health?	<ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol>	<input type="checkbox"/>	If 2, skip to Q25
Q24	If yes, where did you receive it from?	<ol style="list-style-type: none"> <li>1. Local hospital</li> <li>2. School</li> <li>3. Family members</li> <li>4. Local church</li> <li>5. Internet</li> <li>6. Any other</li> </ol>	<input type="checkbox"/>	
Q25	If you are a girl, how easy is it to obtain sanitary clothing?	<ol style="list-style-type: none"> <li>1. Very easy</li> <li>2. Easy</li> <li>3. Not easy</li> <li>4. Very difficult</li> <li>5. Not applicable</li> </ol>	<input type="checkbox"/>	If 5, skip to Q28
Q26	Is there any organization in your area that helps you to obtain such clothing?	<ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol>	<input type="checkbox"/>	If 2, skip to Q28
Q27	If yes please mention	<p>.....</p> <p>.....</p>		
Q28	What is your level of awareness on HIV/AIDS?	<ol style="list-style-type: none"> <li>1. Very high</li> <li>2. High</li> <li>3. Low</li> <li>4. Very low</li> </ol>	<input type="checkbox"/>	
Q29	Do you think the youth infected with HIV/AIDS in your area are getting the right attention	<ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol>	<input type="checkbox"/>	If 2, skip to Q31
Q30	If yes, what attention are they getting	<p>.....</p> <p>.....</p>		
Q31	If no, what attention would you propose?	<p>.....</p> <p>.....</p>		
Q32	In your area, have the infected youth been discriminated by the society in anyway?	<ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol>		If 2, skip to Q34
Q33	If yes, what kind of discrimination?	<ol style="list-style-type: none"> <li>1. they don't go to school</li> <li>2. they don't participate in sports</li> <li>3. they are not involved in</li> </ol>		

		<p>leadership</p> <p>4. Any other</p>	<input type="checkbox"/>	
Q34	Do you have youth with disabilities in your locality	<p>1. Yes</p> <p>2. No</p>	<input type="checkbox"/>	If 2, skip to Q42
Q35	If yes, what forms of disability do they have?	<p>1. physical impairment</p> <p>2. hearing impairment</p> <p>3. visual impairment</p> <p>4. Skeaking impairement</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Q36	Do they attend school?	<p>1. Yes</p> <p>2. No</p>	<input type="checkbox"/>	If 2, skip to Q42
Q37	If yes, what kind of schools do they attend?	<p>1. Child friendly (Special) schools</p> <p>2. Ordinary schools</p>	<input type="checkbox"/>	
Q38	What challenges do these youths face in your area	<p>1. discrimination by other youths</p> <p>2. discrimination by other members of society</p> <p>3. lack of learning facilities</p> <p>4. are not taken to school</p> <p>5. lack of disability facilities like white cane, clutches etc</p> <p>6. Any other</p>	<input type="checkbox"/>	
Q39	Is there any advocacy forum for disabled rights in your locality	<p>1. Yes</p> <p>2. No</p>	<input type="checkbox"/>	If 2, skip to Q42
Q40	If yes, please mention them?	..... .....		
Q41	What would you propose to be done for the disabled youth in your locality?	..... .....		
Q42	What initiatives has the Government taken to promote health for the youth in your area?	<p>1. Training on reproductive in health centers</p> <p>2. Mobilizing the youth against against AIDS</p> <p>3. Mobilising the youth against Drug abuse</p> <p>4. Any other</p>	<input type="checkbox"/>	

Q43	What would you recommend to improve the youths' general health in your area?	<p>1. ) Leaders to include youth's representatives in decision making forums on health issues</p> <p>2.) Young people who are sexually active should access Life planning information, and support</p> <p>3.) Government to continue working with NGOs and religious institutions in bringing an end to bad traditional practices that put young people's life at risk of contracting the HIV, STI's or early marriages.</p>	<input type="text"/>	
Q45	Which of the following institutions is more vocal in advocating for the youth's health in your area	<p>1. Government</p> <p>2. NGOs</p> <p>3. Religious Institutions</p> <p>4. Youth Clubs/associations</p> <p>5. Schools</p> <p>6. Any other</p>	<input type="text"/>	

**D: SOCIAL ISSUES**

No.	Question	Answer	Code	Skip to
Q46	Are you a contributor to any retirement scheme	<p>1. Yes</p> <p>2. No</p>	<input type="text"/>	If 2, skip to Q48
Q47	If yes, which one?	<p>1. RSSB</p> <p>2. Private scheme</p>	<input type="text"/>	
Q48	If not, what would you want the Government to do so that your retirement is secured?	<p>1. Establish a voluntary contributory scheme under RSSB</p> <p>2. Establish a voluntary contributory</p>		

		<p>scheme for the informal sector</p> <p>3. Encourage insurances to create retirement schemes targeting the young</p> <p>4. Any other</p>	<input type="checkbox"/>											
Q49	Are you a contributor to any medical scheme	<p>1. Yes</p> <p>2. no</p>	<input type="checkbox"/>	If 2, skip to Q51										
Q50	If yes, which one?	<p>1) RAMA</p> <p>2. Mutuelle</p> <p>3. MMI</p> <p>4. SORAS</p>	<input type="checkbox"/>											
Q51	If no, what are the reasons?	<p>.....</p> <p>.....</p>												
Q52	Have you ever witnessed a young man/woman who has been sexually harassed or abused within your area?	<p>1. Yes</p> <p>2. No</p>	<input type="checkbox"/>											
Q53	What is the level of occurrence of such incidences in your area?	<p>1. very frequent</p> <p>2. frequent</p> <p>3. rare</p> <p>4. never occurred</p>	<input type="checkbox"/>											
Q54	Have you ever heard or witnessed a youth committing crime in your locality?	<p>1. Yes</p> <p>2. No</p>												
Q55	How does the authorities treat such cases done by young people?(1=Yes, 2=No)	<p>1. Instantly punished</p> <p>2. Taken to court of law</p> <p>3. Counselling</p> <p>4. taken to juvenile homes</p> <p>5. any other</p>	<table border="1"> <tr><td>1</td><td></td></tr> <tr><td>2</td><td></td></tr> <tr><td>3</td><td></td></tr> <tr><td>4</td><td></td></tr> <tr><td>5</td><td></td></tr> </table>	1		2		3		4		5		
1														
2														
3														
4														
5														

Q56	Have you witnessed young children being used as workers in your neighbourhood?	1. Yes 2. No	<input type="checkbox"/>	If 2, skip to Q58
Q57	If yes, where?	1. Homes 2. Farm 3. business premises 4. Any Other	<input type="checkbox"/>	
Q58	In your opinion, how are these children treated?	1. Very good 2. Good 3. Bad 4. Very Bad	<input type="checkbox"/>	
Q59	What would you recommend the Government to do to improve the social security of the youth?	1. Establish an effective juvenile justice system  2. Establish effective counseling for the young people who are in conflict with the law  3. Make prison service a reformatory/change them other than as a punishing institution for young people.  4. Government must make Child Employment (as domestic workers, farm workers), a serious crime  5. Give stiffer punishments for those who abuse children in any way.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Q60	Are there some youth in your locality who engage in drug abuse?	1. Yes 2. No	<input type="checkbox"/>	If , skip to Q62
Q61	If Yes, what are some of the common types of drugs they use?	..... .....	<input type="checkbox"/>	
Q62	Are there any rehabilitation centers for the youth addicted to drugs?	1. Yes 2. No	<input type="checkbox"/>	If 1 or2, skip to Q64
Q63	If No, do you think your locality needs such rehabilitation centers?	1. Yes 2. No	<input type="checkbox"/>	

Q64	Are there some youth in your locality who might be suffering from trauma?	1. Yes 2. No	<input type="checkbox"/>	If 2, skip to Q66
Q65	If Yes, what are some of the major causes of this problem?	..... .....		
Q66	Are there trauma management services in your locality?	1. Yes 2. No	<input type="checkbox"/>	If 1, skip to Q68
Q67	If No, how do you think your locality needs such services	..... .....		

**E: AGRICULTURE AND ENVIRONMENT**

No.	Question	Answer	Code	Skip to
Q68	. What do you think is the main farming activity in this area?	1. Livestock 2. Food crop 3. Cash crop 4. mixed	<input type="checkbox"/>	
Q69	Do you carry out any of these activities?	1. Yes 2. No	<input type="checkbox"/>	If 1, skip to Q71
Q70	If No, what is the main reason?	..... .....		

Q71. If Yes, what major challenges do you face and how have you tried to solve them?

Challenge	Code	Attempted Solution	Code

**F: Respondent's View on Governance and Justice**

No.	Question	Answer	Code	Skip to
Q72	What does social justice mean to you?	..... .....		
Q73	What does social welfare mean to you?	..... .....		

Q74	Do you feel that you get equal rights as others?	1. Yes 2. No	<input type="checkbox"/>	
Q75	Have you ever been denied what you thought was your right?	1. Yes 2. No		If 2, skip to Q77
Q76	If yes, what were you denied?	1. Employment 2. School vacant 3. Public tender 4. Public service 5. Other (specify):.....	<input type="checkbox"/>	

**Q77. What would you say was the basis for denying you this right?**

Gender	.....
Religion	.....
Education	.....
Origin	.....
Nepotism	.....
Bribery	.....
Poverty	.....
Disability	.....
Sickness	.....

Q78. How would you rate the service provided by various public institutions charged with the responsibility of ensuring Rwandese get their rights? ? (Rating key: **1=Very satisfied 2=Satisfied 3=Not satisfied 4=Unable to tell**)

Institution	Known? (1=Yes/2=No)	Rating
Ombudsman		
Courts		
Parliament		
Local leaders		
The Police		

No.	Question	Answer	Code	Skip to
Q79	Mention three things you consider most important for the Youth in your locality? (Rank using	1.Education 2.Health		

		3.Social Issues 4.Agriculture and Environment 5.Governance and Justice 5.Youth Employment	<input type="checkbox"/>	
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Thank you very much for your attention!



IRIBURIRO

Ubu bushakashatsi bugamije kumenya ibyo urubyiruko rw’urwana rukeneye n’ibibashishikaza, amakuru yakusanyijwe azakoreshwa mu rubuga rw’urubyiruko ruteganyijwe muri uyu mwaka. Ibitekerezo bizatangwa n’urubyiruko muri urwo rubuga ni imwe mu nzira zo kumvikanisha Ijwi ry’urubyiruko Imbere y’abafata ibyemezo. Nk’urubyiruko, inkunga yawe mu gutanga ibitekerezo mu gushubiza ibi bibazo irakenewe kandi ni y’agaciro. Amakuru muzatanga muri uru rutonde rw’ibibazo, azakoreshwa gusa murwego rw’ubushakashatsi.

A. AHO UBAZWA ABARIZWA KIBARIZWA

Q1. INTARA / UMUGI WA KIGALI.....

Q2. AKARERE.....

Q3. UMURENGE.....

Q4. AKAGARI.....

5-6. IZINA RY’USUBIZA : .....

**B: Respondents Views on Education**

No.	Question	Answer	Code	Skip to
Q5	Igitsina	1. Gabo 2. Gore	<input type="checkbox"/>	
Q6	Amashuri yizwe	6. Ntayo 7. Amashuri abanza 8. Amashuri yisumbuye 9. Amashuri makuru (tertiary) 10. Kaminuza	<input type="checkbox"/>	
Q7	Irangamimerere	5. Selibateri 6. Yarashatse 7. Yatandukanye n’uwo bashakanye 8. Umupfakazi	<input type="checkbox"/>	
Q8	Icyo akora	8. Ntacyo 9. Umunyeshuri 10. Umuhinzi mworozu 11. Umucuruzi 12. Umukozi wa leta 13. Umukozi wo mu nzego zigenga 14. Ikindi Kivuge :.....	<input type="checkbox"/>	

**C: Respondent’s Views on Health**

No.	Question	Answer	Code	Skip to
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Q10	Ni gute ubona uko ireme ry'uburezi rihagaze aho?	4. Ndaryishimiye cyane 5. Ndaryishimiye 6. Ntabwo rishimiye	<input type="checkbox"/>	Niba ari 1&2 jya kuri Q12
Q11	Niya utarishimiye ni iki wumva cyavugururwa?	8. Abarimu babyigiye 9. Guteganya abarimu bahagije 10. Kongera Ibikoresho byo mu mashuri 11. Gushira ibikoresho muri laboratoire 12. Gushyira ibitabo mu masomero 13. Gushyiraho isomero rusange 14. Ikindi (kivuge).....	<input type="checkbox"/>	
Q12	Ni gute wagereranya Intera iri hagati y'aho utuye n'ishuri?(Which school, primary, sec..)???	5. Kure 6. Kure cyane 7. Hafi 8. Hafi cyane	<input type="checkbox"/>	
Q13	Niwa uri Umunyshuri wo muri Kaminuza, Ni izihe ngaruka ikurwaho rya Bourse ryakugizeho?	5. Navuye mu ishuri 6. Ntibyankundiye kubona ibikoresho by'ishuri byose 7. Ikindi (Kivuge) 8. Ntibijyanye (Not applicable)	<input type="checkbox"/>	Niba ari 4 jya kuri Q15
Q14	Hari icyo wakoze kugirango icyo kibazo kimenyekane?	..... .....		
Q15	Ugereranyije amafaranga wishyura/wishyuye mu ishuri wigamo/wizemo angana ate?	6. Ni menshi cyane 7. Ni menshi 8. Araringaniye 9. Ni make 10. Ni make cyane	<input type="checkbox"/>	
Q16	Hari amahuriro y'urubiruko n'abayobozi muvugiramo ibibazo byanyu ku bijyanye n'uburezi?	..... .....		
Q17	Ukeka ko ahari ibikorwa biteganyijwe mu gukemura ibibazo biri mu?	3. Yes 4. No	<input type="checkbox"/>	Niba ari 2 jya kuri Q18_2
Q18	Niba ari yego ni ibihe bikorwa biteganyijwe?	7. Ibigo byinshi by'amashuri Byarubatswe 8. Abarimu benshi barahuguwe 9. Ibyumba by'amashuri 9 y'ibaz=nze byarubatswe(9YBE) 10. Amashuri y'imyuga yarubatswe 11. Guhugura urubiruko muri ICT	<input type="checkbox"/>	

		12. Ikindi (kivuge)																
Q18_2	Ku bwawe, wumva ari nde wazanye ibi bikorwa hano?	7. Guvernement 8. Abihaye Imana 9. NGOs 10. Abayobozi bacu 11. Abikorera 12. Abandi(bavuge).....	<input type="checkbox"/>															
Q19	Ninde muri aba wabaoye ijwi rivugira urubwiruko aho autuye? Who among the following has been vocal in addressing the youth educational issues in your area?	1. Guvernement 2. Abihaye Imana 3. NGOs 4. Abayobozi bacu 5. Abikorera 6. Abandi(bavuge).....	<input type="checkbox"/>															
Q20	Tondeka uherye ku kibazo cy'uburezi gifite agaciro wumva cyashyirwa imbere aho utuye.  Rank in order of priority, the education concerns you wish to be addressed in your area (Write no.1, 2 etc)	1. Kubaka ibindi bigo by'amashuri abanza n'ayisumbuye  2. Gushyiraho ibindi bigo by'inyuga iciriritse  3. Gushyiraho Kaminuza  4. Gusubizaho Buruse (Bursary)  5. Kwigisha cyane ICT  6. Kwigisha kwihangira imirimo  7. Gushyiraho amafaranga y'ishuri ahuye n'ubushobozi bw'umuntu.	<table border="1"> <tr><td>1</td><td></td></tr> <tr><td>2</td><td></td></tr> <tr><td>3</td><td></td></tr> <tr><td>4</td><td></td></tr> <tr><td>5</td><td></td></tr> <tr><td>6</td><td></td></tr> <tr><td>7</td><td></td></tr> </table>	1		2		3		4		5		6		7		
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2																		
3																		
4																		
5																		
6																		
7																		

**C: Respondent's Views on Health**

No.	Question	Answer	Code	Skip to
Q21	Ni gute wishimira serivisi z'ubuvuzi uhabwa	4. Ndazishimira cyane	<input type="checkbox"/>	Niba ari

	aho utuye?	5. Ndazishimira 6. Ntabwo nzishimira		1&2 jya kuri Q23
Q22	Niba uzazishimira, ni iyihe mpamvu	5. Ibigo nderabuzima biri kure cyane 6. Nta bikoresho bafite 7. Ntabakozi babihuguriwe bafite 8. Nta miti ihagije bafite?	<input type="checkbox"/>	
Q23	Hari ubumenyi ufite ku byerekeranye n'ubuzima bw'imyorokere?	3. Yego 4. Oya	<input type="checkbox"/>	Niba ari 2 jya kuri Q25
Q24	Niba ari yego, nihehe wakuye ubwo bumenyi?	7. Ikigo nderabuzima 8. Ku ishuri 9. Mu bavandimwe/ababbyeyi 10. Mu kiriziya/Urusingero 11. Internet 12. Ahandi (havuge).....	<input type="checkbox"/>	
Q25	Niba uri umukobwa, Byaba bikoroheye kubona ibikoresho/imyambaro y'isuku?	6. Biranyoroheye cyane 7. biranyoroheye 8. Ntibyoroshye 9. Birakomerera cyane 10. Ntibijyanye	<input type="checkbox"/>	
Q26	Hari umuryango waba ugufasha kubona ibyo bikoresho aho utuye?	3. Yego 4. Oya	<input type="checkbox"/>	Niba ari 2 jya kuri Q28
Q27	Niba ari yego ni Uwuhe ?	.....		
Q28	Gereranya ubumenyi ufite kuri virus y'agakoko gatera SIDA ( HIV/AIDS)?	5. Burahebuje cyane 6. Burahebuje 7. Ni Buke 8. Ni buke cyane	<input type="checkbox"/>	
Q29	Ukeka ko urubwiruko rubana n'ubwandu bw'agakoko gatera SIDA babona ubufasha bukwiye?	3. Yego 4. Oya	<input type="checkbox"/>	Niba ari 2 jya kuri Q31
Q30	Niba ari YEGO, Ni buhe bufasha babona	.....		
Q31	Niba ari OYA, wumva bafashwa bate ?	.....		
Q32	Ese aho utuye, Urubwiruko rubana n'ubwandu rwaba ruhezwa ku buryo ubu n'ubu?	1. Yego 2. Oya		Niba ari 2 jya kuri Q34
Q33	Niba ari Yego, bahezwa bate??	5. Ntibajya ku ishuri 6. Ntibakorana Siporo n'abandi 7. Ntibajya mu buyobozi 8. Ikindi (kivuge).....	<input type="checkbox"/>	
Q34	Hari urubwiruko uzi aho utuye rubana n'ubumuga?	3. Yego 4. Oya	<input type="checkbox"/>	Niba ari 2 jya kuri

				Q39								
Q35	Niba ari YgoNi ubuhe bumuka bafite? (Subiza 1=Yego cg2= Oya)	5. Ubumuga bw'Ingingo 6. Ubumuga bwo kutumva 7. Ubumuga bwo Kureba 8. Ubumuga bwo kuvuga	<table border="1"> <tr><td>1</td><td></td></tr> <tr><td>2</td><td></td></tr> <tr><td>3</td><td></td></tr> <tr><td>4</td><td></td></tr> </table>	1		2		3		4		
1												
2												
3												
4												
Q36	Ese baja mu ishuri?	3. Yego 4. Oya										
Q37	Niba ari yego, Ni ubuhe bwoko bw'ibigo bigamo?	3. Ibigo bitanga ubufasha bwihariye ku bamugaye 4. Ibigo bisanzwe										
Q38	Ni ibihe bibazo uru rubyiruko rubana n'ubumuga rujya ruhura nabo?	7. Ivangura/Guhhezwa n'urundi rubyiruko 8. Ivangura/ihezwa na Sosiyete nyarwanda 9. Kohereza kwigaubura ikibor 10. Ntiabanjyanwa mu ishuri 11. Kubura ibikoresho nkenerwa bifasha ababana n'ubumuga (inkoni y'abatabona, Imbago.) 12. Ikindi (Kivuge)										
Q39	Hari ihuririo rikorera ubuvugizi ku burenganzira bw'abamugaye?	3. Yego 4. Oya		Niba ari 2 jya kuri Q42								
Q40	Niba rihari rivuge uvuge n'icyo ikira?	.....										
Q41	Ni wumva cyakorera ababana n'ubumuga aho utuye?	..... .....										
Q42	Ni iki Guvernoma yaba yakoze mu guteza imbere urubyiruko aho utuye?	5. Kuduhugura ku buzima bw'imyorokere 6. Kudukangurira ko kwirinda Virus itera SIDA 7. Kudukangurira kwirinda ibiyobyabwenge 8. Ikindi (kivuge).....										

Q43	Ni ikihe cyifuzo watanga kugirango ubuzima muri rusange bube bwiza aho utuye?	<p>1. ) abayobozi bagomba gushyira urubyiruko mu nama cg amahuriro afata ibyemezo ku bigendanye n'ubuzima.</p> <p>2.) Urubyiruko rugeze mu myaka y'uburumbuke rugomba gusobanurirwa kuringaniza urubyaro, bagahabwa n'ubufasha</p> <p>3.) Guverinoma igomba gukomeza gukorana n'amadini n'imiryango itegamiye kuri Leta (ONGOs) mu guca burundu imigirire/umuco watuma urubyiruko ruhura na HIV&amp;STI cg gushyingirwa.</p>	<input type="checkbox"/>	
Q45	Ese aho utuye, Muri aha hakurikira ni hehe h'ingenzi hatanga ubuvugizi ku bibazo urubyiruko ruhura nabyo mu buzima.	<p>2. Guverinoma</p> <p>2. Imiryango itegamiye kuri Leta (NGOs)</p> <p>3. Abanyamadini</p> <p>4. Amahuriro y'urubyiruko</p> <p>5. Amashuri</p> <p>6. ahandi (havuge)</p>	<input type="checkbox"/>	

#### D: SOCIAL ISSUES

No.	Question	Answer	Code	Skip to
Q46	Hari aho utanga amafaranga y'ubwiteganyirize mu zabukuru?	<p>3. Yego</p> <p>4. Oya</p>	<input type="checkbox"/>	Niba ari 2 jya kuri Q48
Q47	Niba Ari yego, ni hehe ?	<p>3. RSSB</p> <p>4. Mu bikorera ku giti cyabo</p>	<input type="checkbox"/>	
Q48	Niba ari Oya, Ni iki wumva guverinoma yakora kugirango wizere neza ubwo?	<p>1. Gushyiraho ubwiteganyirize ku babyifuza muri RSSB. Establish a voluntary contributory scheme under RSSB</p> <p>2. Gushyiraho ubwiteganyirize ku babishaka bakora mu mirimo/ ubucuruzi butazwi</p> <p>3. Gushishika ibigo bitanga ubwishingizi, gushyiraho gahunda y'ubwiteganyirize ku rubyiruko.</p>	<input type="checkbox"/>	

		4. Ikindi (Kivuge):.....												
Q49	Hari aho Ufite ubwishingizi ku buzima n'indwara?	3. Yego 4. Oya	<input type="checkbox"/>	Niba ari 2 jya kuri Q51										
Q50	Niba ari Yego, Ni ubuhe?	1) RAMA 2. Mutuelle 3. MMI 4. SORAS	<input type="checkbox"/>											
Q51	Niba ari Oya, Vuga Impamvu?	..... ....												
Q52	Wigeze ubona umuntu waba yarakorewe ihohoterwa rishingiye ku gitsina aho utuye?	3. Yego 4. Oya	<input type="checkbox"/>											
Q53	Ni kangahe ibyo bikunze kuba aho?	1. Kenshi Cyane 2. kenshi 3. Gake 4. Ntibibaho	<input type="checkbox"/>											
Q54	Wigeze wumva cg ubona Umwe mu rubyiruko wakoze icyaha (Crime) aho utuye?	1. Yego 2. Oya												
Q55	Ni gute inzego z'ibanze zikemure ibyo bibazo?(1=Yes, 2=No)	1. Ahanwa ako kanya 2. Bamujiyana mu mategeko 4. Bamujiyana mu bigo ngorora muco 5. Ikindi kivuge	<table border="1"> <tr><td>1</td><td></td></tr> <tr><td>2</td><td></td></tr> <tr><td>3</td><td></td></tr> <tr><td>4</td><td></td></tr> <tr><td>5</td><td></td></tr> </table>	1		2		3		4		5		
1														
2														
3														
4														
5														
Q56	Wigeze ubina umwana muto akoreshwa imirimo mu baturanyi bawe?	3. Yego 4. Oya	<input type="checkbox"/>	Niba ari 2 jya kuri Q59										
Q57	Niba ari Yego, Ni hehe?	5. Mu rugo 6. Mu buhinzi bworozi												

		7. Mu bucuruzi 8. Ikindi (kivuge)	<input type="checkbox"/>	
Q58	Ku bwawe, Ni gute aba abana bakoreshwa?	5. Very good 6. Good 7. Bad 8. Very Bad	<input type="checkbox"/>	
Q59	Niki wagira inama ho Leta kugirango imibereho myiza y'urubyiruko n'umutekano bibe byizi?	1. Gushyiraho ubutabera buhamye mu rubyiruko (Ingimbi& Abangavu) 2. Gushyiraho uburyo bwo kugira Inama urubyiruko rukiri ruto rugira ibibazo mu butabera? 3. Gugira Gerza ikigo gituma abantu bahinduka koko aho kumva ko ari igihano. 4. Guverinoma yagira gukoresha umwan mu mirimo ( Iyyo mu Rugo, mu buhinzi bworozi), icyaha gikomeye 5. Gutanga Ibihano bikomeye kubatubahiriza uburenganzira bw'umwana	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Q60	Hari urubyiruko rwishora mu biyobyabwenge muri aka gace?	3. Yego 4. Oya	<input type="checkbox"/>	Niba ari 2 jya kuri Q63
Q61	Niba ari Yego, Nia ayahe moko y'Ibiyobyabwenge urubyiruko rukoresha?	..... .....		
Q62	Hari ibigo uzi bihugura urubyiruko mu bijyane no kureka ibiyobyabwenge?	3. Yego 4. Oya	<input type="checkbox"/>	Niba ari 2 jya kuri Q64
Q63	Niaba ari ntabyo, Ubona mu gace k'iwanyu bikenewe?	3. Yego 4. Oya	<input type="checkbox"/>	
Q64	Hari urubyiruko ubona ruhura n'ikibazo cy'ihungabana aho utuye	3. Yego 4. Oya	<input type="checkbox"/>	
Q65	Niba ari Yego, Ni izihe mpamvu zitera icyo?	..... .....		
Q66	Hari serivisi zihari zishinzwe gukemura ibyo bibazo by'ihungabana?	3. Yego 4. Oya	<input type="checkbox"/>	Niba ari 1 jya kuri

				Q68
Q67	Niba ari Oya, Ubona aho utuye hafashwa gute ?	..... .....		

**E: AGRICULTURE AND ENVIRONMENT**

No.	Question	Answer	Code	Skip to
Q68	Ni iye mirimo/ Ibikorwa by'ibanze biba mu gace?	5. Ubworozi 6. Guhinga Ibyo kwirira 7. Ubuhinzi bugamije gucuruza 8. Bombi	<input type="checkbox"/>	
Q69	Hari kimwe muri ibi waba Ukora?	3. Yes 4. Oya	<input type="checkbox"/>	Niba ari 2 jya kuri Q71
Q70	Niba ari Oya, N I kuzihe mpamvu?	..... .....		

Q71. Niba ari Yego, Ni izihe ngorane muhura nazo. Ese ni ubuhe buryo mukemura ibyo bibazo?

Ingorane	Code	Uko muyikemura	Code

**F: Respondent's View on Governance and Justice**

No.	Question	Answer	Code	Skip to
Q72	Ni gute wasobanura ubutabera?	..... .....		
Q73	Ni gute wasobanura Imibereho myiza?	..... .....		
Q74	Wumva ufite uburenganzira bungana n'ubw'abandi?	3. Yego 4. Oya	<input type="checkbox"/>	
Q75	Wigeze ubuzwa ibyo utekereza ko ari uburenganzira bwawe?	3. Yes 4. No		Niba ari 1 jya kuri

				Q77
Q76	Niba Oya, Ni waba warabujijwe?	6. Akazi/umurimo 7. Umwanya mu ishuri 8. Isoko rusange 9. Servise za Leta 10. Ikindi (Kivuge):.....	<input type="checkbox"/>	

**Q77. Ni iki ukeka ko cyabaye Impamvu yo Kubuzwa ubwo burenganzia?**

Igitsina	.....
ukwemera	.....
Uburezi	.....
Aho nturuka	.....
Icyenewabo	.....
Ruswa	.....
Ubukene	.....
Ubumuga	.....
Uburwayi	.....

**Q78. Ni gute wishimira servisi zitangwa n'ibigo bitandukanye byaLeta bituma abantu babona uburenzira bwabo?**

Ikogo	Urakiozi? (Yes/No)	Uburyo ukibona(1=Ndazishimira cyane, 2=Ndazishimira 3= Sinzihimira 4= Ntacyo nabona mvuga)
Ombudman		
Courts		
Parliament		
Local leaders		
The Police		

No.	Question	Answer	Code	Skip to
Q79	Erekana ibintu bitatu by'ingenzi muri ibi bikurikira ubona bifitiye akamaro uruburako aho utuye. (Ibisubizo byinshi birashoboka, bimusimere byose,	1.Uburezi 2.Ubuzima		

	ubundi uhitemo bitatuby'ingenzi)	3.Imibereho rusange 4.Ubuhinzi n'ibidukikije 5.Imiyoborere n'ubutabera 5.Akazi ku rubyiruko	<input type="checkbox"/>	
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Murakoze cyane!