

# NON-GOVERNMENTAL ORGANIZATIONS INTERVENTIONS ON THE SOCIO- ECONOMIC DEVELOPMENT OF YOUTHS IN RWANDA, CASE OF AFRICAN EVANGELISTIC ENTERPRISE IN RWANDA

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**Abstract:** This study investigates the impact of NGO interventions, particularly those by the African Evangelistic Enterprise (AEE), on the socio-economic development of youths in Rwanda. The primary objective is to assess how these interventions contribute to youth development through three specific areas: educational programs, financial empowerment, and vocational training. Employing a descriptive research design, the study targeted a population of 192 beneficiaries and AEE staff, from which a sample of 130 participants was selected using simple random sampling. Data were collected through a combination of questionnaires and interviews, designed to gather both quantitative and qualitative insights. The reliability of the data collection tools was verified using Cronbach's alpha, and the data were analyzed using SPSS software. Findings revealed that AEE's educational interventions had a significant positive effect on socio-economic development, with an overall mean score of 4.438, indicating strong agreement among respondents. The relationship between these educational programs and youth development was statistically significant ( $r = 0.883$ ). Financial empowerment interventions also showed significant influence, with a mean score of 4.333 and a relationship coefficient of 0.928. Vocational training programs, with a mean score of 4.272, similarly demonstrated a strong positive relationship ( $r = 0.940$ ). The study concludes that NGO interventions play a crucial role in fostering socio-economic development among Rwandan youth. Recommendations include expanding AEE's programs nationwide to enhance their impact and align with Rwanda's sustainable development goals. Additionally, the researcher suggests further studies to explore the effects of digital literacy and technology-based training on employability and to investigate barriers preventing marginalized groups from accessing these interventions, thereby promoting greater inclusivity in socio-economic development efforts.

**Keywords:** AEE: African Evangelistic Enterprise, NGOs: Non-Governmental Organizations, NISR: National Institute Statistics of Rwanda, SDG: Sustainable Development Goals, COVID 19: Coronavirus Disease 2019, AIDS: Acquired Immunodeficiency Syndrome, MINECOFIN: Ministry of Finance and Economic Planning in Rwanda, RPHC: Rwanda Population and Housing Census.

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## I. INTRODUCTION

The introduction of paper contains the nature of research work, purpose of work, and the contribution of this paper. It contains the references of the previous work done. This template is in Word document, provides authors with most of the formatting specifications required by the author for preparation of their research paper.

### ***1.1. Background of the Study***

Non-Governmental Organizations (NGOs) play a crucial role in economic development, particularly in underdeveloped countries, by enhancing state financial resources (Abdi, 2020). Over the last two decades, their numbers have increased significantly, addressing pressing issues such as HIV/AIDS, healthcare, and education for marginalized communities (Monsiapile, 2021). NGOs have transitioned from operating independently to forming partnerships with governments to tackle complex challenges associated with the Sustainable Development Goals (SDGs) (Casey, 2016).

Globally, NGOs are recognized for their vital contributions, especially in contexts where government institutions face financial constraints (Bandi, 2014). Despite challenges, many NGOs have implemented successful projects through effective management and evaluation, becoming essential providers of services where public demand is high (Monsiapile, 2006; Ariadi, 2018; Patel, 2021). In Europe, NGOs are celebrated for their positive impact on social development, with successful EU initiatives improving education and societal well-being (Britannica, 2021; UNDESA, 2021). In the U.S. and UK, NGOs have proliferated, addressing various developmental needs and relying on community involvement for success (Clark, 2023; Navarro, 2015, 2021).

In Africa, the growth of NGOs has been pivotal in combating poverty and underdevelopment, especially in marginalized areas affected by weak government institutions (Otieno, 2021; Idahosa, 2021). With over 330 million Africans living below the poverty line, NGOs have transformed livelihoods by fostering self-sufficiency through effective monitoring and evaluation processes (Beegle et al., 2021). Youth empowerment remains a challenge, as many young people lack the skills and opportunities for active participation in community development (Okada, 2021). Some NGOs are now implementing Youth Empowerment Programs (YEPs) to enhance knowledge and skills (Marton & Montgomery, 2021). In Rwanda, where youths make up 27.1% of the population, the government and NGOs are focusing on education and skill development to help young people secure jobs and contribute to national development (Minecofin, 2023)

### ***1.2. Problem Statement***

Non-Governmental Organizations (NGOs) play a crucial role in fostering community development and improving the welfare of youths, who possess significant potential for socio-economic transformation (Stiftung, 2020). Despite various interventions, many young people remain in poverty, highlighting a gap in program effectiveness (Agyemang, 2022). Research shows that while NGO efforts are well-intentioned, their impact on youth socio-economic development is often undocumented, lacking comprehensive evaluations that assess their effectiveness (Galadima, 2021). Without robust assessments, it's challenging to determine if these initiatives genuinely improve living conditions or contribute to community welfare.

Ineffective youth programs can result in negative outcomes, such as anti-social behaviors, which threaten both individual progress and community stability (Galadima, 2021). There is a pressing need for targeted interventions that address root causes and provide sustainable solutions for youth empowerment.

This research aims to evaluate the impact of NGO interventions on youth socio-economic development, focusing on the African Evangelistic Enterprise (AEE). It seeks to assess whether AEE's empowerment initiatives lead to positive changes in young people's livelihoods, identify barriers to development, and propose actionable solutions (UNESCO, 2022). Ultimately, this study aims to enhance the effectiveness of youth empowerment programs, ensuring that youths become active agents of change in their communities

### ***1.3 Objectives of the study***

The general objective of this study is to examine role of the Non-Governmental Organizations intervention on the socioeconomic development of youths in Rwanda while the specific objectives are:

1. To examine the NGO's educational interventions on the socio-economic development of youths in Rwanda.
2. To assess the influence of NGO's financial empowerment interventions on the socio-economic development of youths in Rwanda.
3. To determine the role of NGO's vocational training programs on the socio-economic development of youths in Rwanda.

## II. METHODOLOGY

### 2.1 Research Design

The research design outlined in this study employed a descriptive and correlational approach to investigate the impact of NGO interventions on youth socio-economic development in Rwanda. As defined by Bosley (2019), the design served as a technical strategy to provide reliable and objective solutions to the research questions. The descriptive design facilitated a comprehensive examination of the current state of NGO interventions, allowing for the collection of both quantitative and qualitative data. This approach helped identify patterns and trends related to the types of interventions, socio-economic outcomes, and challenges faced by beneficiaries.

In addition to the descriptive elements, a correlational design was utilized to establish the relationships between NGO interventions (independent variable) and youth socio-economic development (dependent variable). Through correlation analysis, the study aimed to quantify the strength and direction of these relationships, determining whether NGO efforts, such as those from AEE, significantly impacted youth development. The combination of these methodologies enabled the researcher to depict the current situation while analyzing the connections between variables, ultimately enhancing understanding of how NGO initiatives contribute to the socio-economic empowerment of young people in Rwanda.

### 2.2. Target Population

The target population for this study consisted of 192 individuals, including project beneficiaries and administrative staff. According to Alex (2021), a population refers to the collective membership of a specific group, while William (2022) defines it as the total quantity of cases relevant to the study. In this context, the focus on 192 participants allowed for a thorough examination of the relevant insights regarding the NGO interventions being studied.

### 2.3. Sample Size

In this study, the sample was calculated using the formula of Taro Yamane.

$$n = \frac{N}{1 + N(e)^2}$$

Where stands for Sample size, N= Total population, and e= error margin of 5%

$$n = \frac{192}{1 + 192(0.05^2)}$$

$$n = \frac{192}{1 + 192(0.0025)}$$

$$n = \frac{192}{1 + 0.48}$$

$$n = \frac{192}{1.48} \approx 129.73$$

Therefore, the sample size of this study was approximately 130 respondents

**Table 1: Sample Size**

Variables	Frequency	Percentage
Project beneficiaries	120	92.3
Local authorities	10	7.7
<b>Total</b>	<b>130</b>	<b>100</b>

Source: Researcher (2024)

### III. RESEARCH FINDINGS AND DISCUSSION

#### 3.1 Introduction

This section presents the research findings based on the data collected from the field. It covers an analysis of the demographic characteristics of respondents, the response rate, and findings for each research objective. The analysis includes descriptive statistics and inferential statistics to address each objective. The findings are displayed using tables, with each table introduced, explained, and interpreted to show its significance to the research.

**Table 2. Response Rate**

Respondents	Frequency	Percent
Respondents who responded the survey	130	86.7.0
Respondents who missed to respond	20	0.0

**Source: Primary data (2024)**

From the table 2 above, a total of 150 questionnaires were distributed, with 130 returned, yielding a response rate of 86.7%. This high response rate ensures the findings are representative and reliable for analysis.

#### 4. Demographic Characteristics of Respondents

**Table 3. Age Group of Respondents**

		Frequency	Percent
Valid	Below 18	16	12.3
	Between 18-25	70	53.8
	Between 25-35	44	33.8
	Total	130	100.0

**Source: Primary data, 2024**

Table 3 presents the age distribution of the 130 respondents, revealing a significant concentration of young adults, with 53.8% aged 18-25. This indicates that the primary target group for youth-centered interventions is within this age range. Additionally, 33.8% of respondents are aged 25-35, highlighting a notable presence of slightly older young adults who may bring more experience. In contrast, only 12.3% are under 18, suggesting limited engagement from younger adolescents, potentially due to age-related barriers. This age distribution is crucial for understanding how age impacts participation in youth empowerment and socio-economic development programs. The dominance of respondents aged 18-35 suggests that initiatives focused on vocational training, employment readiness, and entrepreneurship are likely to be particularly effective. Given the small proportion of participants under 18, the study can concentrate on designing interventions tailored to the needs of young adults, thereby enhancing program relevance and effectiveness and promoting higher engagement and positive socio-economic outcomes

**Table 1: Gender of Respondents**

		Frequency	Percent
Valid	Male	53	40.8
	Female	77	59.2
	Total	130	100.0

**Source: Primary data, (2024)**

Table 4 shows the gender distribution of respondents, with females making up the majority at 59.2% and males comprising 40.8% of the total sample of 130 respondents. This indicates a higher female participation rate in the study, which may reflect the gender dynamics within the targeted community or among individuals interested in or impacted by the intervention programs being assessed. The predominance of female respondents suggests that the findings may have particular relevance to women's perspectives and needs, highlighting the potential impact of interventions on female socio-economic empowerment. This gender balance is critical for developing inclusive, gender-sensitive approaches in the study.

### 3.2 Presentation of Findings

#### A. NGO'S Educational Interventions on the socio-economic Developments of Youth in Rwanda

**Table 5. NGO's Educational Interventions on the socio-economic Development of Youth in Rwanda**

Statement	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total N	Mean	Sd
	n	%	n	%	n	%	n	%	N	%			
AEE's educational development interventions in improving literacy rates among youths	0	0	9	6.9	7	5.4	25	19.2	89	68.5	130	4.49	.883
AEE's educational programs provide sufficient resources and materials for effective learning	3	3.1	6	4.6	17	13.1	50	38.5	53	40.8	130	4.09	1.000
Participation in AEE's educational interventions led to better academic performance for youths	0	0	6	4.6	0	0	44	33.8	80	61.5	130	4.52	.728
AEE's vocational training programs equip youths with marketable skills	0	0	8	6.2	6	4.6	37	28.5	79	60.8	130	4.44	.845
AEE's mentoring programs are effective in enhancing career prospects for participating youths	0	0	6	4.6	6	4.6	44	33.8	74	56.9	130	4.43	.787
AEE's interventions address the educational needs of vulnerable and marginalized youths	6	6.9	21	16.2	7	5.4	25	19.2	68	52.3	130	3.94	1.363
AEE's programs improve access to education for young women	0	0	0	0	0	0	53	40.8	77	59.2	130	4.59	.493
AEE's life skills training programs in fostering self-reliance among youths are effective	0	0	0	0	0	0	29	22.3	101	77.7	130	4.78	.418
AEE's educational interventions contribute to reducing school dropout rates among youths	0	0	0	0	8	6.2	36	27.7	86	66.2	130	4.60	.605
AEE's educational programs are successful in promoting lifelong learning among youths	0	0	11	8.5	6	4.6	20	15.4	93	71.5	130	4.50	.926
Overall Mean											4.438		

**Source: Primary data, 2024**

Table 5 evaluates the impact of the African Evangelistic Enterprise (AEE)'s educational interventions on the socio-economic development of youth in Rwanda, focusing on literacy, resource provision, academic performance, skill-building, and accessibility for vulnerable populations. A significant majority, 68.5% of respondents, strongly agreed that AEE's initiatives effectively improve literacy rates, leading to a high mean score of 4.49. Similarly, AEE's provision of learning resources received positive feedback, with a mean score of 4.09.

Vocational training and mentoring programs were also well-received, achieving mean scores of 4.44 and 4.43, respectively, indicating effectiveness in enhancing youth employability. While 52.3% of respondents strongly agreed on the positive impact of AEE's programs for marginalized youth, there remains a need for improvement in inclusivity, as 16.2% disagreed.

Additionally, AEE's initiatives supporting young women and reducing dropout rates received exceptionally high scores (4.59, 4.78, and 4.60), showing widespread approval. The findings suggest that AEE's programs are well-aligned with the socio-economic needs of Rwandan youth, addressing critical barriers to development. The emphasis on inclusivity, particularly for marginalized groups and young women, can guide future interventions, reinforcing AEE's role in fostering self-reliance and promoting lifelong learning, ultimately contributing to socio-economic progress in the youth population.

**B. Influence of NO's Financial Empowerment Interventions on the socio-economic Development of Youths in Rwanda****Table 6. Influence of NGO's Financial Empowerment Interventions on the Socio-Economic Development of Youths**

Statement	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	n	%	n	%	n	%	n	%	N	%	N	MeanSd
Self-help groups facilitated by AEE contribute to improved financial literacy among youths	0	0	0	0	0	0	74	56.9	56	43.1	130	4.43 .497
AEE's financial improvement interventions in self-help groups increased the savings rates of youths	0	0	0	0	14	10.8	37	28.5	79	60.8	130	4.50 .685
The financial improvement interventions by AEE in self-help groups lead to better access to financial services for youths	0	0	11	8.5	8	6.2	47	36.2	64	49.2	130	4.26 .911
AEE's self-help groups enhance the entrepreneurial skills of youths	4	3.1	5	3.8	4	3.1	30	23.1	87	66.9	130	4.47 .958
AEE's financial interventions in self-help groups reduced the financial dependency of youths	0	0	0	0	0	0	61	46.9	69	53.1	130	4.53 .501
AEE's self-help groups contribute to improved financial management practices among youths	0	0	0	0	12	9.2	37	28.5	81	62.3	130	4.53 .661
AEE's self-help groups effective in increasing access to credit for youths	0	0	11	8.5	14	10.8	48	36.9	57	43.8	130	4.16 .930
AEE's self-help groups foster a culture of savings among youths	0	0	0	0	0	0	40	30.8	90	69.2	130	4.69 .463
AEE's financial interventions through self-help groups led to an improvement in the economic status of youths	11	8.5	12	9.2	12	9.2	34	26.2	61	46.9	130	3.94 1.304
AEE's self-help groups help youths to achieve their financial goals	0	0	37	28.5	0	0	42	32.3	51	39.2	130	3.82 1.229
Overall Mean												4.333

**Source: Primary data,2024**

Table 6 assesses the impact of the African Evangelistic Enterprise (AEE)'s financial empowerment interventions, particularly through self-help groups, on youth socio-economic development. The financial literacy programs received positive feedback, with 56.9% of respondents agreeing and 43.1% strongly agreeing, resulting in a mean score of 4.43. AEE's initiatives also significantly boosted youth savings rates, with 60.8% strongly agreeing and a mean score of 4.50. The strongest agreement was seen in fostering a savings culture, with 69.2% strongly agreeing and a mean of 4.69.

Additionally, AEE's self-help groups enhanced entrepreneurial skills, scoring 4.47 with 66.9% strongly agreeing. More than half (53.1%) agreed that these interventions reduced financial dependency, highlighting AEE's role in promoting financial independence among youth. However, access to credit and achieving financial goals received slightly lower scores, at means of 4.16 and 3.82, respectively.

Overall, the findings indicate that AEE's financial literacy and savings initiatives have significantly improved financial management and self-reliance among participants. This suggests that AEE's self-help group model is effective for youth empowerment in economically disadvantaged contexts, while also indicating potential areas for growth, particularly in facilitating access to formal financial services.



**C. Role of NGO's Vocational Training Program on the socio-economic Development of Youth in Rwanda****Table 7. Role of NGO's Vocational Training on the Socio-economic Development of Youth**

Statement	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total		Mean	Sd
	n	%	n	%	n	%	n	%	N	%	N			
AEE's vocational training improved the practical skills of youths	0	0	0	0	0	0	46	35.4	84	64.6	130	4.65	.480	
AEE's vocational training programs enhance the employability of youths	0	0	0	0	16	12.3	42	32.3	72	55.4	130	4.43	.704	
The vocational training programs offered by AEE aligned with the current job market demands	0	0	18	13.8	17	13.1	40	30.8	55	42.3	130	4.02	1.056	
AEE's interventions led to an overall improvement in the socio-economic status of youths	17	13.1	16	12.3	0	0	58	44.6	39	30.0	130	3.66	1.367	
Youths feel more economically empowered as a result of AEE's programs	0	0	0	0	18	13.8	44	33.8	68	52.3	130	4.38	.719	
AEE's interventions contributed to a reduction in youth unemployment rates	13	10.0	13	10.0	12	9.2	65	50.0	27	20.8	130	3.62	1.210	
AEE's vocational training programs provide sufficient resources for effective skill development	0	0	0	0	0	0	50	38.5	80	61.5	130	4.62	.488	
Are AEE's vocational training programs accessible to marginalized youth groups	0	0	6	4.6	10	7.7	41	31.5	73	56.2	130	4.39	.821	
AEE's vocational training programs led to successful entrepreneurship ventures among participating youths	0	0	0	0	0	0	52	40.0	78	60.0	130	4.60	.492	
AEE's vocational training programs contribute to sustainable economic development for youths	0	0	0	0	0	0	85	65.4	45	34.6	130	4.35	.478	
Overall Mean												4.272		

**Source: Primary data,2024**

Table 7 analyzes the impact of the African Evangelistic Enterprise (AEE)'s vocational training programs on youth socio-economic development, focusing on practical skills, employability, market alignment, and entrepreneurship. Respondents widely recognize the programs' effectiveness in enhancing practical skills, with 64.6% strongly agreeing and a mean score of 4.65. AEE's training is also viewed as beneficial for employability, achieving a mean of 4.43, supported by 55.4% of respondents. Moreover, 61.5% strongly agree that adequate resources are provided for skill development, resulting in a high mean of 4.62.

Additionally, 60.0% of respondents believe the training fosters successful entrepreneurship, with a mean score of 4.60. Many (65.4%) also assert that these programs contribute to sustainable economic development. However, only 42.3% feel that the training aligns well with job market demands (mean of 4.02), indicating a need for closer alignment with job trends. The perceived impact on reducing youth unemployment has a moderate mean of 3.62, with 50.0% in agreement.

Overall, while AEE's vocational training programs are valued for enhancing skills and supporting entrepreneurship, the findings suggest that adapting the curriculum to better meet labor market needs and addressing unemployment more comprehensively could enhance their effectiveness further.

**D. Relationship between the Role of Non-Governmental Organizations Interventions and Socio-economic Development of Youth****Table 8. Relationship between the role of the NGO's Interventions and socio-economic Development of youth**

		NGO's educational interventions	Influence financial empowerment interventions	NGO's Role of vocational training programs	NGO's Socio-economic development of youths
NGO's educational interventions	Pearson Correlation	1	.950**	.931**	.883**
	Sig. (2-tailed)		.000	.000	.000
	N	130	130	130	130
Influence NGO's financial empowerment interventions	Pearson Correlation	.950**	1	.937**	.928**
	Sig. (2-tailed)	.000		.000	.000
	N	130	130	130	130
Role of NGO's vocational training programs	Pearson Correlation	.931**	.937**	1	.940**
	Sig. (2-tailed)	.000	.000		.000
	N	130	130	130	130
Socio-economic development of youths	Pearson Correlation	.883**	.928**	.940**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	130	130	130	130

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Source: Primary data, (2024)**

Table 8 examines the relationship between the various roles of AEE's interventions—educational, financial empowerment, and vocational training—and the socio-economic development of youths. The Pearson correlation coefficients reveal significant positive relationships between each intervention type and youth socio-economic development, with all correlations exceeding 0.88, indicating strong associations. Specifically, educational interventions correlate with socio-economic development at 0.883, underscoring their critical role in enhancing youth outcomes. Financial empowerment shows an even stronger correlation of 0.928, suggesting substantial improvements in youths' financial well-being.

Vocational training exhibits the highest correlation at 0.940, highlighting its profound impact on socio-economic advancement through its focus on employment skills and market readiness. The correlations among the interventions themselves—0.950 between educational and financial empowerment, and 0.931 between educational and vocational training—indicate that these programs are interconnected, creating a comprehensive support system for youth empowerment.

These findings suggest that AEE's integrated approach effectively fosters socio-economic development by combining education, financial literacy, and vocational training. The data highlights the importance of a holistic strategy for NGOs, emphasizing that interconnected programs can better meet the diverse needs of youths and amplify overall impact on their socio-economic progress.

**E. Model Summary of Role of the NGO's Interventions and Socio-economic Development of Youths.****Table 9. Model Summary of Role of the NGO's Interventions and Socio-economic Development of Youths.**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.953 <sup>a</sup>	.907	.905	.285

a. Predictors: (Constant), Role of NGO's vocational training programs, NGO's educational interventions, Influence NGO's financial empowerment interventions

**Source: Primary data, (2024)**



Table 9 summarizes the assessment of NGO interventions on youth socio-economic development, revealing a strong correlation coefficient (R) of 0.953. This indicates a significant linear association between the independent variables—vocational training, educational interventions, and financial empowerment—and the dependent variable, socio-economic development. The R-squared value of 0.907 suggests that approximately 90.7% of the variance in socio-economic development can be explained by these predictors, while the adjusted R-squared value of 0.905 confirms the model's robustness by accounting for the number of predictors.

The standard error of the estimate is 0.285, indicating a small margin of error in predictions, which reflects the model's precision. These findings underscore the effectiveness of AEE's integrated approach to youth empowerment, suggesting that the interventions work synergistically to enhance youth socio-economic status.

The results advocate for NGOs to continue developing comprehensive programs that combine educational, financial, and vocational training components. The model's strong predictive capability offers a valuable framework for evaluating the effectiveness of NGO interventions, guiding future strategies and resource allocation to foster socio-economic growth among youth. This evidence emphasizes the need for sustained investment in these areas to ensure ongoing improvements in youth outcomes.

**Table 10 Analysis of Variance of Role of NGO's Interventions and Socio-economic Development of Youths**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	100.283	3	33.428	410.991	.000 <sup>b</sup>
	Residual	10.248	126	.081		
	Total	110.531	129			

a. Dependent Variable: Socio-economic development of youths

b. Predictors: (Constant), Role of NGO's vocational training programs, NGO's educational interventions, Influence NGO's financial empowerment interventions

**Source: Primary data, (2024)**

Table 10 presents the Analysis of Variance (ANOVA) for assessing NGO interventions' impact on youth socio-economic development. The regression sum of squares is 100.283, indicating the variability in socio-economic outcomes attributable to independent variables: vocational training, educational interventions, and financial empowerment. The mean square for regression is 33.428, showing the average variance explained per predictor.

The ANOVA table features a high F-statistic of 410.991, demonstrating the overall significance of the model. The significance level (Sig.) associated with the F-test is 0.000, well below the conventional alpha level of 0.05, indicating that there is less than a 0.1% chance that the observed relationship occurred by chance. This affirms the effectiveness of NGO interventions in influencing youth socio-economic outcomes.

These findings are significant, highlighting the importance of AEE's interventions in promoting youth development. The results suggest these programs are effective and should receive further support and expansion. The low residual sum of squares (10.248) indicates a good model fit, with most variability in socio-economic outcomes explained by the predictors. Overall, this ANOVA analysis underscores the need for NGOs to adopt evidence-based strategies backed by rigorous evaluations to optimize resource allocation and maximize the impact of youth development initiatives.

**Table 2. Coefficients of role of NGO's Interventions and Socio-economic Development of Youths**

Coefficients								
Model	Unstandardized Coefficients		Standardized t Coefficients	Sig.	95.0% Confidence Interval for B			
	B	Std. Error			Beta	Lower Bound	Upper Bound	
(Constant)	.903	.103	8.782	.000	.699	1.106		
1	NGO's educational interventions-	.193	.068	-.265	-2.829	.005	-.328	-.058
	Influence NGO's financial empowerment interventions	.447	.079	.554	5.666	.000	.291	.603
	Role of NGO's vocational training programs	.557	.070	.667	7.976	.000	.419	.695

a. Dependent Variable: Socio-economic development of youths

**Source: Primary data, (2024)**

Table 11 presents the regression analysis coefficients evaluating the impact of NGO interventions on youth socio-economic development. The constant term is 0.903, indicating a baseline value for socio-economic development when all independent variables are zero.

The coefficient for educational interventions is -0.193, suggesting a negative association with socio-economic development; as educational interventions increase, socio-economic scores tend to decrease, indicating potential ineffectiveness in current strategies. In contrast, financial empowerment interventions have a positive coefficient of 0.447, showing a strong positive relationship with socio-economic development. This implies that enhanced financial initiatives significantly improve youths' economic status. Similarly, vocational training programs demonstrate a positive coefficient of 0.557, indicating a substantial positive impact on socio-economic outcomes.

All predictors are statistically significant, with p-values of 0.000 for financial empowerment and vocational training, and 0.005 for educational interventions, providing strong evidence against the null hypothesis. The confidence intervals for these coefficients reinforce the reliability of the results.

These findings are crucial for NGOs and policymakers, highlighting the need to focus on financial empowerment and vocational training while reassessing educational strategies. A multifaceted approach is essential, aligning educational programs with youth needs while enhancing financial and vocational training initiatives to foster socio-economic development effectively.

## IV. CONCLUSION AND RECOMMENDATIONS

### 4.1 Conclusion

The research findings reveal that AEE's interventions in the Gisagara District effectively enhance youth literacy and academic performance. Educational initiatives have significantly improved students' reading and writing skills, though there is a noted neutrality regarding resource adequacy. This suggests that further investment in educational materials and facilities, such as textbooks and digital tools, is necessary to optimize learning experiences.

Financial interventions also demonstrate a positive impact on youth economic empowerment, reflected in increased financial literacy, savings rates, and entrepreneurial skills. While these programs foster financial independence, some youths still face challenges with financial dependency, particularly in accessing credit. To address this, AEE should explore partnerships with financial institutions to improve access to credit for youth entrepreneurship.

Additionally, skill development programs are crucial in reducing youth unemployment by enhancing practical skills and employability. The findings indicate that these programs effectively prepare youths for vocational opportunities; however, improving accessibility for marginalized groups is essential. Implementing outreach programs and tailored training courses could boost participation among these communities.

Overall, while AEE's initiatives have made significant progress in empowering youths, ongoing assessment and strategic adaptations are vital to addressing remaining challenges and ensuring inclusive socio-economic development in the region.

### 4.2. Recommendations

Based on the findings, the following recommendations aim to enhance youth socio-economic development programs in Gisagara District:

**1. Strengthening Educational Interventions:** Increase resources for educational programs by providing more textbooks, learning materials, and infrastructure support. Expand mentorship programs to reach more youths, especially in marginalized communities, to address career guidance and improve academic performance. Encourage continuous education and training to support ongoing literacy and skills development beyond formal schooling.

**2. Enhancing Financial Interventions:** Foster collaboration between financial institutions and NGOs to provide more accessible credit facilities for youth entrepreneurs, including lower interest rates and less stringent borrowing requirements. Develop targeted financial literacy programs to equip youths with essential financial management skills. Strengthen support for savings groups and microfinance initiatives to help youths accumulate capital for income-generating activities.

**3. Expanding Skills Development Programs:** Ensure skill development programs are accessible to all youths, particularly those from marginalized backgrounds, through outreach initiatives and partnerships with community organizations. Regularly update training curricula to align with market trends and job demands. Collaborate with industry players to identify relevant skills and offer job placements for trained youths. Incorporate entrepreneurship training into skill programs and provide follow-up support, such as mentorship and seed funding, to help sustain their businesses. These strategies aim to foster inclusive and sustained socio-economic development for youths in the region.

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