

REPUBLIC OF RWANDA



MINISTRY OF EDUCATION

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**THEME: Describe how the Youth of your country acquire the knowledge and skills they need in order to boost their chances of finding work and being socially integrated.**

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## **Acronyms & Abbreviations**

7YGP	: Seven Years Government Program
9YBE	: Nine Years Basic Education
ABE	: Adult Basic Education
CBA	: Competence Based Assessment
CBC	: Competence Based Curriculum
CBT	: Competence Based Training
CESB	: Capacity building and Employment Service Board
COMESA	: Common Market for East and Southern Africa
DFID	: Department for International Development (UK)
EAC	: East African Community
<i>ECGLC</i>	: Economic Community of the Great Lakes Countries
EDC	: Education Development Centre
EDPRS	: Economic Development and Poverty Reduction Strategy
EFA	: Education for All
EICV	: Enquête Intégrale sur les Conditions de Vie des Ménages
ESSP	: Education Sector Strategic Plan
ESWG	: Education Sector Working Group
GER	: Gross Enrollment Rate
GIR	: Gross Intake Rate
GNI	: Gender Parity Index
GoR	: Government of Rwanda
IAP	: Industrial Attachment Program
ICQN	: Inter-Country Quality Node
ICT	: Information Communication Technology
ICPCs	: Integrated Craft Production Centres

IEE	: International Education Exchange
IPRC	: Integrated Polytechnic Regional Centre
IT	: Information Technology
IRVSDC	: Iwawa Rehabilitation and Vocational skills centre
JRES	: Joint Review of Education Sector
LARS	: Learning Achievement in Rwanda Schools
MINECOFIN	: Ministry of Finance and Economic Planning
MINEDUC	: Ministry of Education
MSEs	: Medium Small Enterprises
NER	: Net Enrollment Rate
NISR	: National Institute of Statistics of Rwanda
PPP	: Public-Private Partnership
PSF	: Private Sector Federation
QF	: Qualification Framework
REB	: Rwanda Education Board
RPL	: Recognition of Prior Learning
RTQF	: Rwanda TVET Qualification Framework
SDG	: Sustainable Development Goals
SMEs	: Small and Medium Enterprises
TSS	: Technical Secondary Schools
TVET	: Technical Vocational Education Training
VTC	: Vocational Training Centre
WDA	: Workforce Development Authority
YAF	: Youth Access to Finance Program
YEGO	: Youth Employment for Global Opportunities
YFCs	: Youth Friendly Centres
YSSP	: Youth Sector Strategic Plan

## **1. INTRODUCTION**

The Government of Rwanda (GoR) for the last 23 years has invested and dedicated efforts towards building a knowledge based Economy by massively equipping her population with relevant skills to meet the labour market demands and thereafter lift her economy into middle income countries. Developing knowledge based economy by enormously investing in education and training is considered as a benchmark in facilitating the acceleration and increase of skills, capacities and competencies for employment and jobs creation.

Increasingly, educators, employers, and policymakers are striving to facilitate young people with knowledge, skills and attitude that will enable them succeed in today's rapidly changing and globalized world.

Rwanda's national development agenda, Vision 2020, envisages that the country attains middle-income status by the year 2020. The third mid-term development plan, the Economic Development and Poverty Reduction Strategy (EDPRS) II, focuses among others on the creation of 200,000 new jobs annually. This is in response to the country's urgent need to put its young labour market entrants into productive use in order to sustain and accelerate economic growth. Moreover, a structural transformation of the country's economy is needed to facilitate the movement of its workforce away from scarce agricultural land to higher productivity non-agricultural activities. The ambitious development goals of the Government require a bold response of the country's education and training systems to provide increasing opportunities for relevant skills development in order to prepare young Rwandans for productive employment and self-employment.

Although many initiatives and strategies have been put in place to ensure skills development for all Rwandan, significant barriers still remain, creating challenge of matching skills and opportunities in the labour market. The skills development initiatives under Ministry of Education are being aligned to the anticipated socio-economic development articulated in the Vision 2020 and EDPRS II.

The Government of Rwanda recognizes the need for qualified and skilled human resources to address the imbalance in the supply and demand of skilled labour and is committed to ensuring that there are skilled workers available on the labour market to meet the actual labour market demands. It has become imperative to depart from the traditional way of

teaching to a more strategic and focused approach that is aimed at achieving national priorities. Highly skilled labour is needed to help address identified sector specific needs. It is within this context therefore, that the Ministry of Education turned the way of teaching to match the skills with the labour market demands. The introduction of new competence based curriculum (CBC) in basic education and implementation of Competence Based Training/Assessment (CBT/CBA) in TVET in schools in the academic year 2016 drives the need to bridge the skills gap in the labour market.

## **2.1. Overview of Youth in Rwanda**

According to the Fourth Rwanda Population and Housing Census (EICV4) there are 4,166,777 persons between 14 and 35 living in Rwanda, out of a total resident population of 10,515,973. Youth in Rwanda thus represent 40% of the total resident population, the largest segment of the population. Youth lie in the “active population category” which is 16-65 years, and this category constitutes 54.7% of the total population. Youth constitute 61.5% of this active population. The largest youth age group is 14-19 years (14% of the total population). Arguably, for the Rwandan economy to flourish and to achieve its objective of becoming a middle-income country by 2020, this fraction has to be given special attention.

It is within this context that, the GoR recently established the Ministry of Youth to ensure that the needs of Rwanda’s youth are planned and streamlined into government development plans.

EICV4 recommends enhancement of skills development in the youth (knowledge and know-how) so that the number of jobless youth be less than 5%. According to EICV4 the Unemployment in Rwanda, is estimated at 2%, and among active youth (16-30) is 3.3% at the National level and 12% in urban areas. The unemployment rate lies at about 14% for individuals who have completed university education. The problem of unemployment has been escalating in the past 14 years among young people between the ages of 16 and 24.

Given the continued importance attached to youth, Productivity and Youth Employment is one of four thematic areas for EDPRS II.

A central EDPRS II objective is to increase the quality of life of all Rwandans through rapid economic development and sustainable economic growth at 11.5% per annum and

accelerated poverty reduction below 30%. In this regard, the Productivity and Youth Employment thematic area is endeavored to address the following questions.

1. How can we ensure that skills development strategies meet the needs of the present and future labour markets?
2. What cross-sector interventions are required to create massive jobs and drive youth employment?
3. How can labour force productivity be enhanced to drive growth and poverty reduction?

Specifically, the Youth Sector focuses on youth employment by implementing mindset and attitude change strategies in complement with skills development.

## **2.2. Definition of Youth in Rwandan context**

Considering the current priorities and trends of Rwanda's Development, the definition of Youth in terms of age has changed and it was brought from 14–35 years to 16–30 years due to need to keep in close conformity with regional and international bodies that Rwanda subscribes to such as:

- a) The African Youth Charter adopted by the seventh ordinary session of the African Union Assembly held in Banjul-Gambia on the 2nd July 2006, ratified by Rwanda on 7th August 2007, defines youth or young people as a category of people between the ages of 15 and 35 years;
- b) The United Nations General Assembly, by its resolution 50/81 in 1995, adopted the World Programme of Action for Youth to the Year 2000 and beyond and reiterated Page 6 of 43 that the United Nations defines "youth", as those persons between the ages of 15 and 24 years, without prejudice to other definitions by member states;
- c) For the Commonwealth, which Rwanda joined in November, 29<sup>th</sup> 2009 and becoming the association's 54th member, youth are defined as people between 15-29 years.

The principle for revising the age structure of the youth was to create better opportunities such that more efforts are concentrated on the cohort of young people who have lesser opportunities and yet more challenges in terms of betterment of their livelihoods and Socio-Economic Development in general.

### **2.3. Youth and National Policy Context**

As defined by the EDPRS II, under the theme of *“Productivity and Youth Employment”*, Vision 2020, the UN SDGs, and the 7YGP youth is placed at forefront of the development, and equipping them with knowledge and skills relevant to the labour market demands is indispensable. The Youth Sector operates from a multifaceted and youth-driven environment. Accordingly, in determining its future thematic focus, various factors (impacting delivery of services) have been identified; especially, sector status, achievements, challenges, structure, and affiliations. Relevant with the Youth Sector, the situational analysis below presents an assessment of this environment.

#### **2.3.1. Vision 2020**

Vision 2020 places emphasis on youth and women socio-economic development; vocational and technical training in the fields of technology, engineering, and management; and encouragement of skills development and micro-credit schemes that boosts self-employment for young technicians. Special emphasis is on innovative, small-scale entrepreneurs to promote efficiency and a continuous upgrade of technical skills. To this end, the MINEDUC have placed the efforts at on-the-job training, in-service training, and distance learning.

#### **2.3.2. SDGs**

SDGs encompass youth development; particularly, SDG 4 emphasizes on ensuring inclusive and quality education for all and promote lifelong learning. Achieving inclusive and equitable quality education for all will require increasing efforts, especially in sub-Saharan Africa and Southern Asia and for vulnerable populations, including persons with disabilities, indigenous people, refugee children and poor children in rural areas.

#### **2.3.3. 7YGP**

The 7YGP emphasizes youth sensitization, patriotism and self-reliance while supporting Rwanda’s youth with proper orientation to enable their self-development. Viable action items are to:

- a) Increase and establish youth cooperatives (at least 350 cooperatives), and monitor their operations;

- b) Build youth capacities (knowledge and skills), so that new jobs are created and the unemployment rate is maintained under 5% in terms of the general Rwanda population;
- c) Set up programs/an environment that allows youth to participate in productive activities such as youth-friendly construction equipment like Hydra form machines and furnaces to ease construction in rural-grouped settlements and in towns;
- d) Invest efforts in programs meant to promote youth-healthy lifestyles, including availing youth-useful information to support them in strengthening their mindsets and decreasing unhealthy behaviors such as narcotic abuse;
- e) Promote youth-social interaction and trade exchange within and outside Rwanda. A national target of creating 200,000 'off-farm' jobs annually has been set, majority of the beneficiaries for these jobs are envisaged to be youth; all sectors with this mandate will contribute towards its achievement. The Youth Sector plays a great role in reaching this annual target; and has pledged to contribute to half (100,000 jobs annually).

#### **2.3.4. Regional Interventions**

Linked to these aims for skills development (distance learning and on the job training) and promotion of jobs in trade for youth is the new cross cutting issue of Regional Integration. This sets the EDPRS II into an environment with an outward looking focus, and links with the sixth pillar of Vision 2020 known as regional and international economic integration. This implies that EDPRS II, and the YSSP, considers regional integration processes as central to growth and development. Regional integration arrangements for Rwanda include the EAC; COMESA; and ECGLC.

The EAC being the deepest form of integration in Rwanda, it offers people particularly youth with free movement which can offer new opportunities for education, training and skills development. There is also the free movement of goods and services which offers possibilities for new entrepreneurs to sell their products with ease to neighboring countries. The EAC has a November 2010 Strategic Plan for Gender, Youth, Children, Social Protection and Community Development. This outlines needs for a policy and legal framework. The Rwandan National EAC Policy's Implementation Plan gives priority activities for youth as

follows: encourage the development of youth empowerment schemes such as entrepreneurship development, vocational skills enhancement and mobilization for civic participation at regional level. The EAC Strategic Plan 2011-2015 enlists a set of youth employment opportunities, including capacity building and regional exhibitions, especially in ICT, science and technology. These interventions indicate a similar concern of the youth at the national and regional levels.

#### **2.4. Youth Employment and Economic Activity**

According to EICV4, employment and economic activity rates for young people (14–35) is lower than the one for all working age people (16 years+) which is about 87% especially in 14–19 age category. The overall employment rate for youth is 76% and most of those who are not active are students (16%). Employment rate for 25–35 years old is more than 93%. Median hours worked by Rwandan youth are 30 hours per week. The mean is slightly high (34.9). It is apparent that 59% of Rwandans aged 14–35 work less than 35 hours per week, and therefore, might be considered underemployed. About 12% work less than 10 hours per week, and 20% work about 51 hours or more per week. Many young people (50%) are independent farmers as their main job. The next most common categories for main jobs for youth are wage non-farm work (24%), wage farm jobs (13%) and independent non-farm (11%).

Among the youth working in wage employment, the majority (92%) is in private sector and 7% are in the public sector. Female youth are more likely to work in the public sector than male youth. 64% of young people work in agriculture, forestry and fishing as their main job. Another growing sector of main employment is trade (11%) for both male and female youth. In average, youth spend 19 hours a week on domestic duties, in addition to carrying out economic activities. Female youth spend more time on domestic duties than male youth. Females spent hours ranging from 12 to 14 hours in cooking for the households in 2013/14.

#### **2.5. Youth and training in Rwanda**

Rwanda education system is composed of four main levels: Pre-primary, Primary, Secondary, and Higher Education, with a significant TVET stream at both secondary and higher education levels. In addition there is non-formal education, or Adult Basic Education (ABE) as it is now more commonly referred to. Compulsory education spans the nine years

from age 7 to age 15, covering primary and lower secondary education, and is commonly known as Nine Years Basic Education (9YBE).

Of all those levels, **Technical and Vocational Education and Training (TVET)** and tertiary levels provides young people with the skills to gain productive employment and provides those already in employment with an opportunity to upgrade their skills, including entrepreneurs and those wishing to work for themselves. TVET is delivered through the Technical Secondary Schools (TSSs), Vocational Training Centres (VTCs) and Integrated Polytechnic Regional Centres (IPRCs). **At tertiary level** students, can pursue their studies in a range of academic directions or opt to enter an array of technical or vocational fields. Undergraduate degrees currently require four years to complete.

According to EICV4, around 81% of the population aged 14–35 years know how to read and write. This varies from about 68% for those in the lowest quintile to 90% in the highest quintile. The youngest age groups have a higher literacy rate (85%) than the older age groups (74% for 30–35 years), reflecting the expansion of education in recent years. 10% of Rwandans aged 14–35 years are computer literate. The number is high in Kigali (27%) and among the wealthiest quintile (27%). There is a high difference between urban and rural areas in computer literacy rates. Only about 6% of rural youth are confident in using a computer compared to 27% in Kigali city.

Table 1: Literacy rate (%) among population 14-35 years of age by province, urban/rural and consumption quintile, EICV4

<b>EICV4</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>All Rwanda</b>	81.2	81.7	81.3
<b>Urban/rural</b>			
Urban	92.3	90.7674400	91.248520
Rural	78.8	78.8330700	78.69542
<b>Province</b>			
Kigali City	93.5	91.4165000	92.44844
Southern Province	77.8	82.0577200	79.91156
Western Province	80.2	77.8902300	79.01916
Northern Province	82.6	82.6098500	82.72033
Eastern Province	79.2	77.5012400	77.86968
<b>Age (in years)</b>			
14-19	81.7	88.2453700	84.82933
20-24	85.6	84.8012600	84.85044
25-29	80.8	75.9314700	77.93301
30-35	78.1	72.3018700	74.44957
<b>Quintile</b>			
Q1	69.3	66.9522900	67.4982
Q2	78.7	76.7795300	77.52954
Q3	80.0	80.9846000	80.35751
Q4	84.2	85.0244800	84.47922
Q5	89	91.63208	90

## 2.6. Youth Sector Key Achievements

Four breakthrough achievements have been realized by the Youth Sector to date. These achievements are as follows:

1. Launch of the Kimisagara One Stop Youth Employment and Productivity Centre to promote and facilitate youth employment;
2. Youth Access to Finance Program and National Policy on Volunteerism approved by Rwandan Cabinet;
3. Establishment of IRVSDC (Iwawa Rehabilitation and Vocational skills centre) to coach delinquent youth in acquiring life skills and vocational skills, for purposes of becoming economically-and socially-productive citizens.
4. Implementation and coordination of youth-driven activities based on national priorities and represented through two major programs:
  - ❖ Youth Mobilization, Education and Youth Cooperation;
  - ❖ Youth Economic Empowerment. Youth Mobilization, Education and Youth Cooperation.

These programs encompasses other sub programs such as promotion of patriotism/civic education and promotion of exchanges between youth from Rwanda and youth from other countries in terms of cooperation, dismantling HIV, decreasing narcotic abuse and scaling up YFCs to provide youth-friendly services, youth skills development, leisure, entertainment and environmental protection and Youth Economic Empowerment. The later mainly, aims at promoting economic empowerment among youth by fostering employable skills, access to finance, as well as advocacy and information sharing.

### 3.1. Existing Skills development Initiatives

Like many other countries in the world and Africa in particular, Youth in Rwanda are constrained by various factors like; skills, attitude resources and support (SARS) to facilitate them secure employment in the growing competitive economies. Several stakeholders are doing their part to help address the virus a follow:

#### 3.1.1. Skills

##### a) TVET

The medium to long-term plan of the Government is to substantially increase the number of TVET institutions. With regard to the distribution of TVET schools, each district (of around 300,000-400,000 inhabitants each) is expected to have at least three functional Vocational Training Centres in 2017. Table 3 below, highlights trend in TVET schools since 2012 to 2016, and the number of TVET schools have increased over the years which shows the GoR commitment to increase skills.

Table 2: Trend in TVET from 2012 to 2016

<b>Year</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>TVET Providers</b>	<b>278</b>	<b>308</b>	<b>365</b>	<b>383</b>	<b>394</b>
Vocational Training Centers	116	132	174	186	179
Technical Secondary Schools	160	167	179	184	199
Polytechnics	2	9	12	13	16

Table 3 above and figure below, highlights that skills levels of TVET in our country are delivered at various education levels as stipulated in Rwanda TVET Qualifications Framework (RTQF), the tools that define levels of competences of graduates with different certifications. These trainings are conducted in various categories of schools including: Vocational Training Centres (VTCs), Technical Secondary Schools (TSSs) and Polytechnics. These schools are owned by Government, Private Investors, NGOs or in form of partnerships. It is also important to note that every Rwandan with any prior education level can find where to enrol to acquire the solicited TVET skills.

Figure 1: TVET Schools by Status 2016

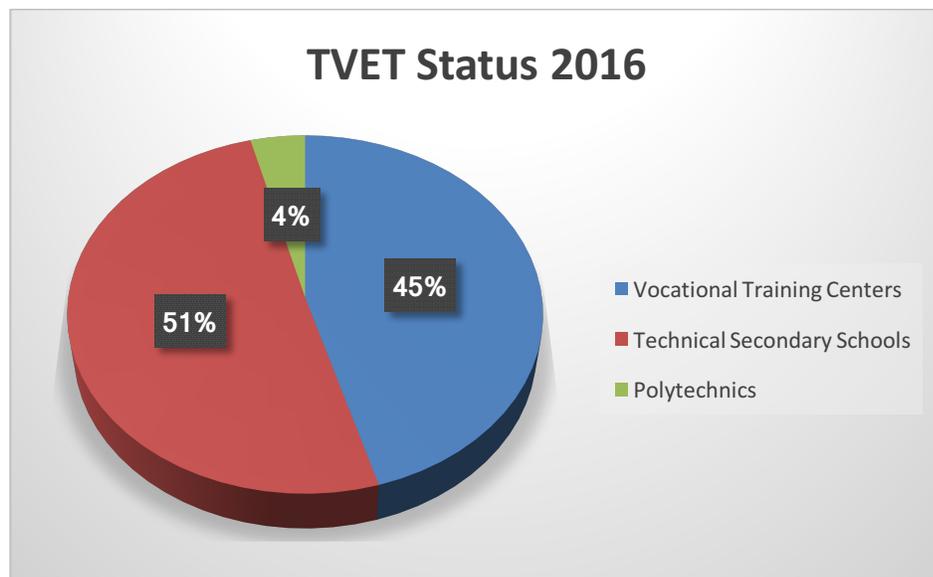


Figure 1 above, shows that of all 394 TVET schools, 51% are Technical Secondary schools (TSS) offering training programs in levels; 3, 4 and 5, 45% are Vocational Training Centres offering programs from level 1 to level 5 and 4% are Polytechnics offering programs in level 6 and 7, under Rwanda TVET Qualification Framework.

#### **b) Industrial attachment program**

In collaboration with the private sector/companies, skills development is done in the industry to offer internship or industrial training at all TVET levels. Private sector has been actively involved in TVET at different levels. At the top of the system, employers work with other stakeholders to identify skill needed in the labour market and at the same time, TVET training institutions have closer partnerships with industries in order to facilitate internships and apprenticeship programmes. Public private partnerships (PPP) have been given a due attention as a basis for providing valuable information in the form of employers' expectations, as well as relevant expertise in as far as TVET is concerned. Employers have been engaged in the field of curriculum development, in order to make curriculum responsive to the labour market. Curriculums are normally developed based on occupational standards that are confirmed by employers and stakeholders.

### **c) Professional Internship**

The internship Program was adopted in 2009 with the aim to equip interns with practical skills that are required to facilitate the transition from school to the labour market. More specifically, the program aims at re-enforcing the Rwandan graduates' practical capacity by linking theoretical skills to the practice. It also sought to provide Rwandan graduates with opportunities to gain valuable experience that increase their chances for employment. The internship program fits into the broad vision of the Government of Rwanda for capacity development for employment creation as embodied in EDPRS2 and the National Employment Program. The EDPRS2 recognizes the importance of the internship program in improving the skills and attitudes, required for the Rwandan youth to penetrate to the labour market and was therefore retained as one of the main interventions, along with the apprenticeship and quality TVET. Similarly, the National Employment Program sees the internship program as an important component of the "Employability Skills Development" that aims at equipping the workforce with vital skills and attitude for increased productivity for private sector growth.

### **d) Incubation Business Program**

These facilitate fresh TVET graduates to have easy and cheap access to physical facilities, machineries and equipment in order to start their own small businesses and be able to create their own jobs. Establishment of Business Incubation Centres at all higher education institutions; field visits for sites (TVET schools) identification, assessment and technical meetings with all TVET schools managers; and construction and renovation works for Business Incubation Centres and purchasing of equipment and physical facilities for BICs

### **e) Sector Skills Council**

Lead the drive to boost skills and workforce development in the sector, and through this, to improve productivity, business growth & employment; build and share labour market intelligence & analysis about the skills need of the sector, professionally communicated in a way that leads to real change in the workplace & supply of skills linked to changing & future requirements;

Directly influence the planning & funding of education & training across Rwanda, working within the distinctive arrangements in each sector; forge strong links between employers,

schools, colleges, training providers & higher education to influence the decisions of young people & adults who are not yet part of the workforce;

Develop convincing evidence and share best practice to promote the business case for skills investment and the more effective use of people in the workforce; and then the development of a programme of agreed interventions to close the skills gap; identification of skill development needs and preparing a catalogue of skill types.

The sector Skills Councils also provides a forum for feedback and discussion. The first Sectors Councils have already been established in mining, construction, agriculture, energy, trade & manufacturing, financial services, ICT, and tourism. The aim is to reduce skills gaps by improving the productivity and business performance; increasing opportunities to boost the skills and productivity of everyone in the sector's workforce, including action on equal opportunities; and improving quality and relevance of training for employment

#### **f) Diaspora students and fresh graduates' programs for youth employment**

Fresh graduates, as well as students from universities and other higher learning institutions, particularly those studying from abroad, are facilitated to secure internship in various institutions. Under this program, students and fresh graduates from local universities and colleges are connected with potential employers for internships, apprenticeships and industry training placements, a move that seeks to build their skills and increase their chances of getting employed. The development comes on the heels of discovery by the government showing that many students who go abroad for studies do not come back, mainly because they are detached from the local job market.

### **3.1.2. Attitude**

#### **a) Entrepreneurship Development**

These are organized to train unemployed and underemployed on basic business practice, empower them to generate business ideas and frame their business ideas in bankable projects. Entrepreneurship is now taught in education levels from secondary to tertiary without forgetting TVET aimed at instilling youth with the right entrepreneurial mindset.

### **b) Youth Employment for Global Opportunities (YEGO)**

This contributes to the reduction of youth unemployment rate to less than 5% by building and coordinating a network of youth centres for the promotion of entrepreneurship and employability. Specifically, to facilitate the creation of at least 100,000 new jobs for youth annually; support at least 70% youth job

### **3.1.3. Resources**

#### **a) BDS and firm level support**

BDS Centres were created to facilitate the business community, in particular SMEs, to perform better in terms of business expansion, profitability, market scope, and qualities of business' services/ products.

#### **b) ICPCs Integrated Craft Production Centers/Agakiriro**

These provide modern facilities for production and marketing of local products; organize them in a central area instead of operating in makeshift structures littered within residential areas; generate employment opportunities for the youth and facilitate their participation in economic development; and enhance technology development and technical training.

#### **c) Kuremera Program**

Encourage youth to be innovative and tap into existing opportunities in the country and region; discourage laziness among youth and encourage productivity; encourage youth to form or join profit-making cooperatives and instill a culture of saving among them; and sensitize youth about the dangers of drug consumption, HIV and other infectious diseases as a way of leading them to being responsible citizens.

#### **d) Hanga Umurimo**

To foster the growth of an entrepreneurial culture among Rwandans and inspire potential entrepreneurs to convert their business ideas into profitable enterprises; empower communities with basic business skills and knowledge to identify business opportunities and create innovative businesses; and to identify individuals with entrepreneurial aptitude and nurture good business ideas by equipping potential entrepreneurs with a suitable range of business start-up support services.

### **3.1.1. Support**

Career Advisory services are implemented in TVET schools to help students learn about self in relation to work and the world of work, in terms of making career plans, implementing decisions and managing work transitions.

## **4.1. Policy Programs that facilitate skills development in Rwanda**

### **4.1.1. Attachment (or industrial attachment)**

An attachment is a compulsory part of an education program, usually implemented in the TVET sector and in higher education. Participants are students, and the successful attachment is a pre-requisite for graduation and certification. Although the learning may be structured, the main purpose of an attachment is work exposure, i.e. putting into practice what has been learnt before. Industrial attachments have always been an important part of most programs in the TVET sector. In an attempt to harmonize and streamline those attachment initiatives of individual training providers, the Workforce Development Authority (WDA) developed the Industrial Attachment Program (IAP) in 2011. The IAP is a package of rules and interventions to structure, govern, facilitate and supervise industrial attachments throughout the Rwandan TVET system. With the IAP, attachments of a minimum of two months have become a compulsory element in all formal TVET programs governed by clear stipulations about roles and responsibilities of all stakeholders.

Overall, some progress with industrial attachments can be observed during recent years. The IAP was instrumental to consolidate and improve the quality of industrial attachment in the TVET sector. The attachments are highly appreciated by students. However, most TVET providers still encounter difficulties securing attachments for all their students. At least around one-fourth of TVET students do not manage to undergo attachments. Most TVET providers are short of funds to appropriately implement the new IAP. They have not managed to employ an industrial liaison officer and are short of transport resources to secure and supervise the attachments. In higher education, an increasing number of higher learning programs have lately introduced the requirement for students to under workplace attachments, but more standardization is necessary.

#### **4.1.2. Internship**

An internship is similar to an attachment. However, it is not part of an educational learning program, but an own-standing work experience scheme, aimed at easing the entrance into work of a young person. Supported internship programs, for example the Youth National Internship Programme, are youth-targeted active labour market interventions. Internships are also offered by companies.

Internships in Rwanda are a known and established instrument to provide youth with the opportunity to gain work exposure and experience, build occupational competences, deepen technical skills that were imparted during education and improve their readiness to work. These internships are usually designed as active labour market programs aimed at supporting employability and work readiness of unemployed and/or vulnerable youth. This program is structured and is being implemented by Capacity building and Employment Service Board (CESB). University graduates are being placed by CESB in different public institutions. However, CESB and the Private Sector Federation (PSF) signed a Memorandum of Understanding (MoU) to foster cooperation with the private sector.

Analysis of internship experience in Rwanda has revealed substantial evidence that internships improve labour market outcomes of participating youth. Evaluation findings also suggest that those programs that are centrally organized encounter more difficulties to integrate private sector companies. More decentralized programs operating in direct contact with private sector companies are more successful in this regards. An issue with internship is the lack of recognized certification. Beneficiaries would improve their employment chances, if they could officially prove the successful completion of the internship.

#### **4.1.3. Apprenticeship training**

Unlike attachments and internships, which primarily aim at work experience, apprenticeship training is a structured -usually pre-employment-training in the real world of work. Apprenticeship training aims to build full occupational competence of apprentices. Apprenticeships are longer than attachments and internships and imply a considerable commitment to and ownership of the training by the involved employer/enterprise. It is suggested to distinguish between two different main types of apprenticeship.

A formal cooperative apprenticeship system combining workplace learning with supplementary school-instruction is unknown in Rwanda. Donor-funded pilot programs for the introduction of cooperative apprenticeship training in selected priority sectors and occupations are currently in preparation.

As all over Africa, traditional apprenticeship training in the informal sector is widespread and most likely the most important system of skills development especially for youth without access to formal post-basic education and training. A World Bank study conducted in 2010/11 suggested that more than 80% of all MSEs in those sectors where apprenticeship is common did employ apprentices.

The majority of youth in the traditional apprenticeship system do not pay for the training, but rather receive some payment to reward their productive work in the enterprise. As such, traditional apprenticeship is an attractive and accessible avenue for TVET skills development for poor Rwandan youth.

At the moment, mechanisms to obtain a formal and recognized certificate for the skills acquired through traditional apprenticeship do not exist. However, this situation can potentially change, as the WDA recently introduced a system of recognition of prior learning (RPL) in construction, whereby informally trained crafts persons are assessed and certified.

### **5.1 Skills development in National Employment Programme (NEP)**

Employment promotion initiatives have been prominent in the Rwandan development planning landscape at national, sector and local levels over the past decade, with a variety of actors- public and private sector institutions, donor agencies, and non-governmental organisations-contributing to the major development challenge of job creation.

EDPRS II calls for “200,000 [off-farm] jobs to be created each year” to meet the employment needs of the labour force. It is in this context that NEP is regarded in EDPRS II as a tool to strengthen the coordination of employment programs through the establishment of a framework for better planning, implementation and coordination of employment programs from different sectors engaged in job creation and employment promotion.

The need to create stable jobs at a rapid rate and on a sustainable basis requires an explicit employment-oriented approach to economic development and structural transformation, characterized by specific and coordinated interventions in various economic sectors and

segments that fall under four main pillars; (1) skills development, (2) Entrepreneurship and Business Development, (3) Labour Market Interventions, and (4) Coordination and M&E of national employment interventions.

For NEP to flourish under pillar one of skills development, three approaches ((Massive Vocational Training (MVT), Rapid Response Training (RRT) and Industrial Based Training (IBT)) were identified to strengthen skills development in TVET sector. This therefore implies that, developing the necessary supply of skills for a productively employed population calls for active involvement of all stakeholders to ensure skills development is more applicable and relevant to the labour market.

Using the three training approaches, people can be skilled in the following labour intensive trades:

Carpentry, electrical, welding, mechanics, Tailoring, culinary arts, Hair dressing, stone cutting & laying, Arts & crafts, manufacturing, Food processing, Gym tonic & Swimming, Biogas , Radio & Media Techniques training, Bricks Production, Housekeeping, Food & beverages, Air conditioning repair, Cell phone repair, Chips making, Popcorns, Toilet paper roller & Napkins, Bakery, Fashion Design and Tailoring, etc

### **Approach 1: Massive Short-term Vocational Training (MVT)**

This is a 3 months training period offered to youth and women for quick employment. It takes place in usual TVET centers (IPRCs, VTC & TSSs).

After realizing that there is a shortage of skills in both private and public sectors, Rwanda embarked on quick response to this issue, thus introduction of MVT. Graduates from this training are more likely to immediately get jobs or create their own jobs as opposed to graduates from general education.

### **Approach 2: Rapid Response Training (RRT)**

This approach serves as an answer to new or outstanding projects that needs special technical skills that are not available on local labour market. (e.g.: Fashion design, Training in paved roads construction, quarrying cobbles, biogas, Cutting, Splitting and laying to mention but a few.

### **Approach 3: Industrial Based Training**

This is a training approach which takes place fully in companies with more focus on hands-on skills. Examples of courses offered under this approach: Hospitality, Tourism, tomato ketch up and juice production, Tailoring, Bakery, etc.

#### **6.1 The role of TVET in skills development and unemployment reduction**

As indicated earlier in the review of existing employment promotion initiatives, the education and training systems including TVET institutions have been inadequate with respect to improving the employability skills on the labour market, and thus, massive tailored skills up-grading interventions to enhance productivity and employability skills is indispensable. It is envisaged that, the creation of hands-on skills is aligned to the district business opportunities and, responds to the private sector needs. Targeted areas of training in Rwanda are now commensurate with emerging economic potential sectors of the economy that are market relevant and labour intensive including; agri-business, agro-processing, manufacturing, construction, ICT, retail trade and services, tourism and hospitality and mining. Due to proximity of TVET facilities to the training beneficiaries, It is pertinent that TVET schools and facilities across the country are used during holidays, evenings and sometime weekends to allow those who are currently underemployed and inadequately employed to upgrade their skills through short-term vocational courses.

#### **7.1 Labour force in Rwanda**

Like most national rates, the Rwanda labour force participation rate has an inverted-U Shape curve, more pronounced for men than for women. The male curve is above the female curve, reflecting a higher labour force participation of men at virtually all age groups. For each sex, the curve increases for young people when they leave school and enter the labour market. It reaches a peak in the age group 30-34 years for both men and women, before decreasing, slowly for women and more sharply for men, as people leave and retire from the labour market at older ages. It can nevertheless be observed that the shape of the female labour force participation rate is somewhat like an M-pattern, with multiple peaks reflecting the change in labour force participation with marital status. One peak is at the age group 30-34 years when young women tend to marry and a second peak at about 45-49 years,

suggesting a return of some married women into the labour market after young children in the household attain school age.

Figure 2: Labour force participation rate by sex and age group



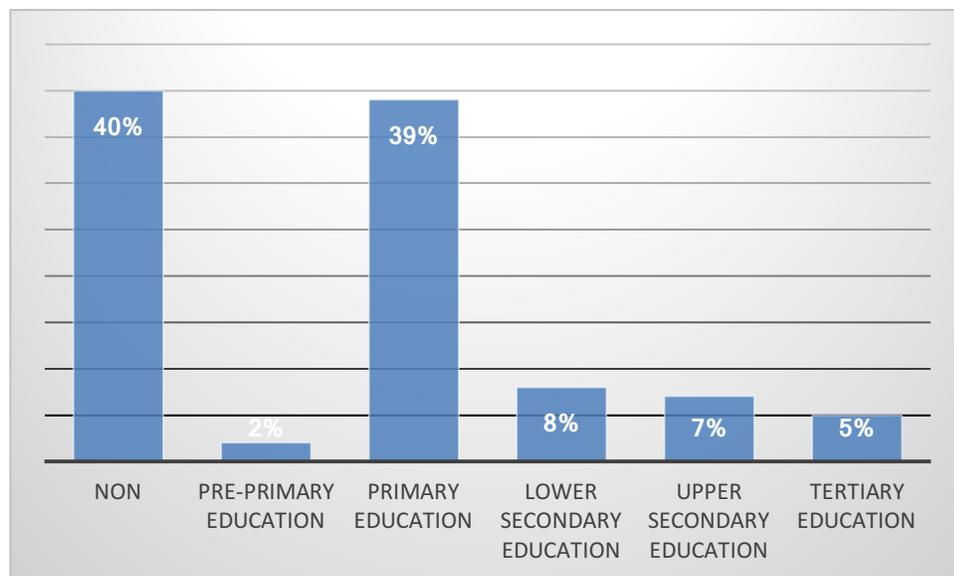
Source: NISR Rwanda Pilot Labour Force Survey, 2016

Figure 2 shows the labour force participation rate (LFPR) by age group and sex. The level of labour force is low within the lowest age group (16-19) which constitutes a big number of in youth segment as a substantial number of those young people are still in school. For both sexes, the curve increases at younger ages as young people leave school and enter the labour market, reaches a peak in the age group 30-34 years (98%), before decreasing slightly as people get old and get out of labour market. The level of labour force among men and women is the same till age 44, after which the labour force participation rate for females becomes slightly higher than that of males. This implies that males get out of labour force earlier than females. The comparison between EICV3 and EICV4 reveals that, at the national level, the LFPR in EICV4 was slightly higher than the one in EICV3 (87% and 83% respectively) and in all age groups up to 55 years. The remarkable difference appears among the youngest age group (16-19 years) where the LFPR increased by 16%.

## 7.2 Labour force and education

The skill level of the labour force may be assessed by the educational attainment of the labour force participants. Figure 3 presents the distribution of the labour force by educational attainment. The bulk of the labour force has primary education or below (81%). The share of the labour force with secondary education is about 15% and the share with tertiary education is about 5%.

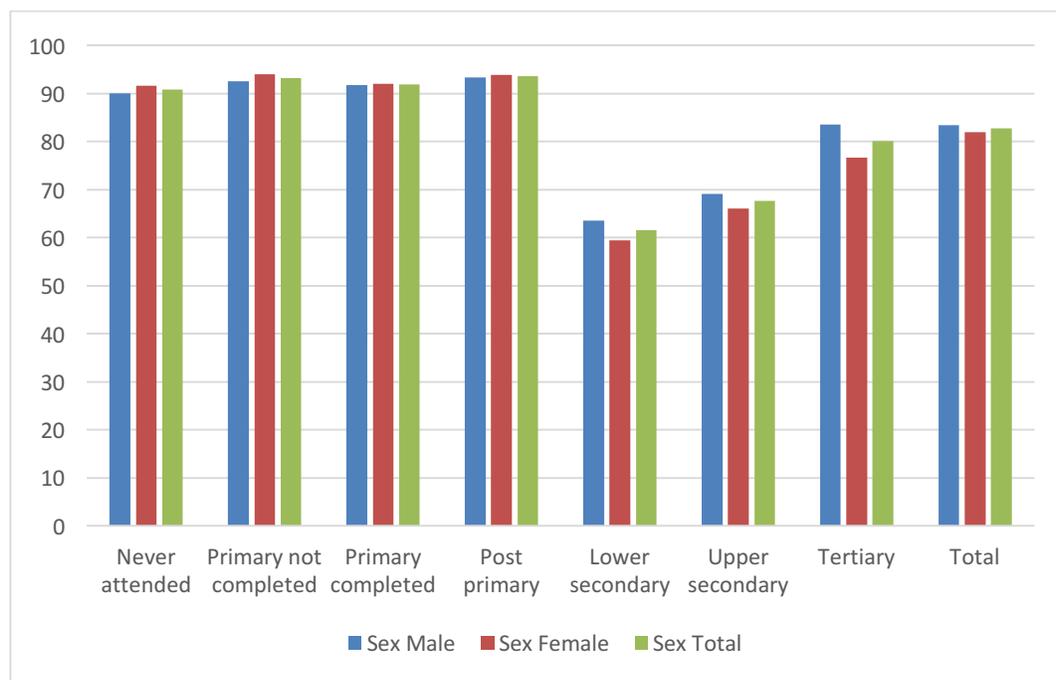
Figure 3: Education attainment of the labour force



Source: NISR Rwanda Pilot Labour Force Survey, 2016

The educational attainment of the youth population 16 to 30 years old in the labour force tends to be higher than the overall labour force. About 23% of the youth labour force has secondary or higher education against 20% for the labour force as a whole. In terms of gender, educational attainment among the youth male in the labour force tends to be slightly higher than the educational attainment of the youth female labour force: 24% of the youth male labour force is with secondary or higher education against 22% for the female counterpart.

Figure 4: Labour force participation rate by level of education and sex



Source: EICV4

Figure 4 shows the labour force participation rate by level of education and sex. In general, the LFPR is high among the population who has a low level of education compared to those with high levels of education. The lowest proportion of those in labour force is among holders of lower secondary education level (61%), followed by holders of upper secondary education level (68%). While the labour force participation rate among the population with low level of education was slightly higher for female compared to males, the reverse trend appears when high levels of education are considered. Labour force participation is high among highly educated males compared to highly educated females.

### 8.1 Conclusion

Skills development is a comprehensive process starting in early childhood. Education Quality remains a key focus across the whole education ladder. Youth employment and productivity depends on the quality of education and skills development system.

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