



ENTREPRENEURSHIP DEVELOPMENT AND PPP IN SKILLS DEVELOPMENT

Rwanda Case study

Background: Why Private Sector?



- ❖ Challenges facing employers in terms of skilled labor
- ❖ Quite rightly skills development aimed at addressing the skills gap and its related challenges is now the focus of PSF
- ❖ It is not just industries that are suffering the consequences of the “skills gap.” BUT the entire nation pay a heavy price when businesses cannot find or equip employees with the right skills for critical jobs.
- ❖ Improvement of technical skills and employability in general

Labour Market and Skills Demand



- Just as in many other countries, labour market and skills demands can and has in Rwanda been assessed from different perspectives – employers, self-employment, youth development and broader political economic and social objectives and projections.
- Demand estimations are important in order for the TVET system to provide the quantities and qualities of competencies as required to support the labour market including the private sector.
- But they are also important for the labour market partners to determine the most effective and efficient ways of responding to identified demands.
- The collaboration between the official TVET system (technical schools) and the private sector is in this context of crucial importance.

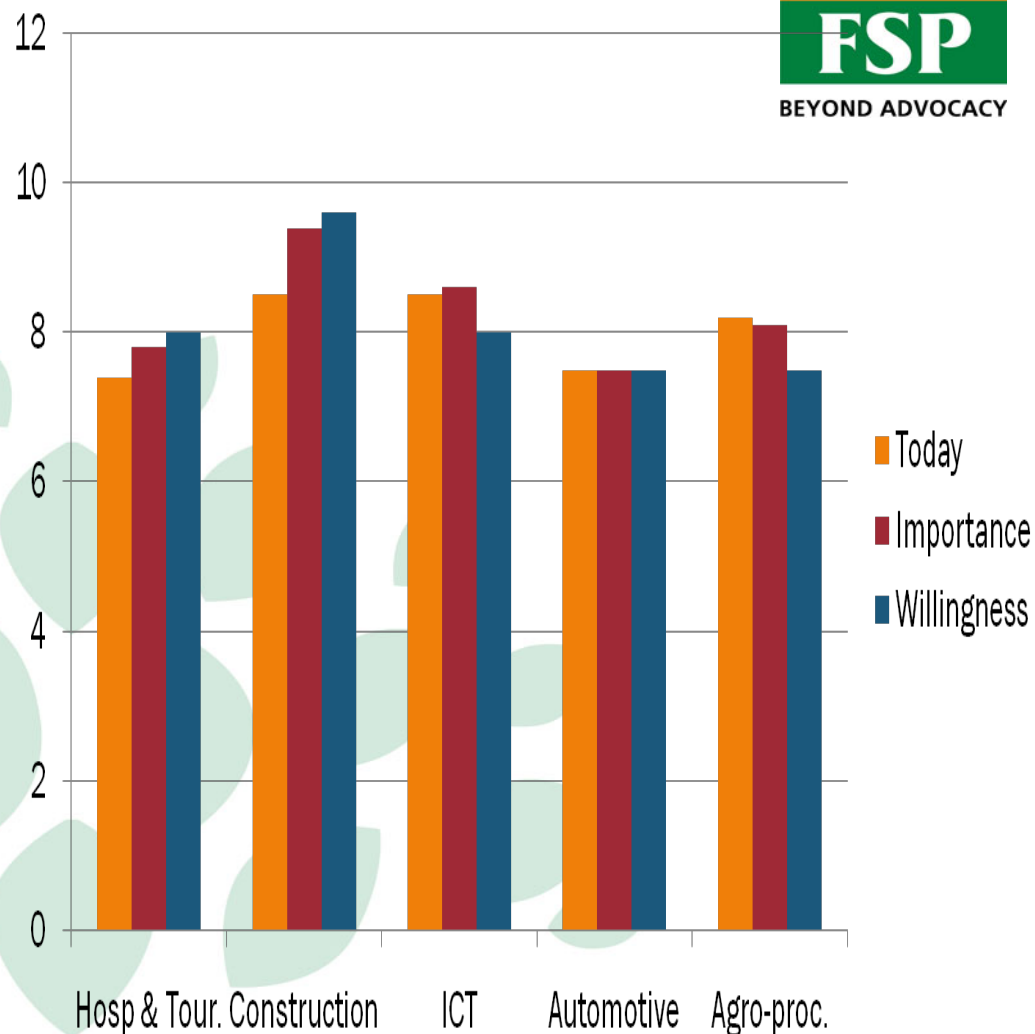
Fig No.2: Participation in TVET: today, importance and willingness

- The involvement of the private sector in TVET is pivotal to the success of any TVET system anywhere in the world. this also applies to Rwanda.

- What is the assessment of the private sector of their current involvement in TVET?

- Where does the private sector find it important to be involved?

- Where is the private sector willing to participate?



What is the current situation regarding Entrepreneurship?

Rwanda must strategically develop its Youth to be the drivers of its economic growth

- 61% of Rwandans are between the age 15-35 years of age
- 64% of age group 16-29 are underemployed
- The majority of youths aged 14–35 in Rwanda have either never been to school or not yet completed primary (62.2%)
- Highest levels of inactivity are amongst those with some primary or secondary education



“Finding a job is not easy... I am tired of finding small jobs here and there, what I need is a career!”
Rwandan Youth



This situation is not only a concern for youth but for the private sector and the Nation as a whole

Strategic PPP (Interventions)



Intervention: Short-term Training for unskilled work force

- Special focus on vocational skills acquisition
- Priority sectors (job creation, economic growth, export potential): Construction, Mining & Quarrying, Manufacturing, Tourism & Recreation, Transportation.
- Sector skills councils to enhance demand-led competency-based skills development

Intervention: National Apprenticeship Program

- Attaching unskilled youth to learn hands on technical expertise
- Facilitate youth to begin their own small enterprises (BDS,BPC)

Intervention: Innovation Centers

- Create linkages between academia, and the public and private sectors
- Centre of excellence for priority sectors
- Centre should provide:
 - (i) Incubation
 - (ii) Innovation
 - (iii) Research & Development

Conclusion



- Generic/employable skills/competencies are important to employers both as being available with TVET graduates and with existing employees.
- The private sector sees its direct involvement in the identification of skills needs and setting of skills priorities as an important
- Private Sector is willing to participate in TVET if the terms and modalities of their involvement sufficiently acknowledge the operational terms of their businesses.

Conclusion (con't)



- The private sector is willing to participate in sector specific skills committees established to monitor sector skills demand, make sector skills plans and priorities and be assigned the approval authority for TVET curricula (more coordination needed?)
- The private sector would like to offer "internships" for TVET lecturers/instructors based on a flexible model
- Employers are willing to explore the options of a closer involvement in TVET through:
 - sector based training institutions,
 - offering places for internships of students and lecturers and, as agreed,
 - by making short term inputs of own staff available to training providers



BEYOND ADVOCACY

MURAKOZE

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