



**COLLEGE OF ARTS AND SOCIAL SCIENCES**

**SCHOOL OF SOCIAL, POLITICAL AND ADMINISTRATIVE SCIENCE**

**Assessment of the Contribution of National Employment Program on  
Unemployment Alleviation in Youth and Women in Rwanda 2014-2018:  
A Case of Rulindo District**

**By**

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**A dissertation submitted in partial fulfilment of the requirements for the award of  
Masters' of Local Governance Studies**

**Huye, August 2021**

## DECLARATION

I declare that this Dissertation entitled “**Assessment of the Contribution of National Employment Program on Unemployment Alleviation in Youth and Women in Rwanda 2014- 2018: A Case of Rulindo District**” contains my own work except where specifically acknowledged.

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## **APPROVAL**

This work was done under my close supervision at University of Rwanda. I therefore acknowledge its authenticity and approve it as worth for the award of the Masters' of Local Governance Studies.

Dr. UWIZEYE Dieudonné

Signed.....

Date.....

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## **ABSTRACT**

The present research was about NEP and unemployment alleviation in Rulindo district. Specific objectives of the research were: to assess the enrollment situation among youths and women in NEP activities; to assess the situation of employment among youths and women who graduated from NEP; and it to assess challenges of accessing and creating jobs among youths and women graduated from NEP in Rulindo District. The research used a sample population of 97 respondents over 3131 population of graduated in 2015 as the following: 28 graduated from TVET (3 years of training); 40 graduated from VTC (1 year training); 21 graduated from RRT and 8 graduated from IBT. The research used a mix of quantitative and qualitative approaches where numerical data was collected using questionnaire and non-numerical data was collected through interview and observation. The research found that youths and women enrollments in NEP activities are interesting except for BDAs and BDF where statistical data related to beneficiaries were respectively not available and kept confidential. Among graduated, 67% work for pay; 25% are still unemployed and only 8% started- up their own businesses which are too small that the majority earn between 21,000 and 30,000 Frw. The most challenging issue to access jobs include: Lack of experience to be employed in big companies (mean = 3.98); Skills mismatch (mean = 3.95); Rural area conditions with limited number of companies (mean = 3.86); and Predominance of sole traders Companies limiting access to jobs (mean = 3.72). Challenging issue to start- up businesses include: Incapacity to access start- up toolkit (mean = 3.97); Lack of collaterals and guarantee to access the loan (mean = 3.92); Lack of experience in doing business (mean = 3.76); Fear to failure (mean = 3.15); Limited purchasing power due to rural economic conditions (mean = 3.32); poor infrastructure (electricity, roads) (mean= 3.79); and High cost of transport system in rural area (mean = 3.93). The research recommends WDA to review the curricula for TVET Rulindo and adapt them to the context of Rulindo where the needs are more oriented in mining and quarrying; manufacturing; and to develop follow- up system for accompanying graduates from TVETs/ VTCs through providing additional at- work trainings and seminars. The research recommends also the Government to o increase the budget allocated to grant scheme whereby graduates from TVETs, RRT and IBT will be empowered running their own businesses and so reduce the level of unemployment in youths and women.

**Key words: National Employment Program, Youth and Women unemployment**

## **LIST OF ABBREVIATIONS AND ACRONYMS**

BDA	Business Development Advisors
BDF	Business Development Fund
BTVET	Business and Vocational Education and Training
CHUR	Christian University of Rwanda
EAC	East African Community
EACC	Ethics and Anti-Corruption Commission of Kenya
EDPRS	Economic Development and Poverty Reduction Strategy
GoR	Government of Rwanda
IBT	Industrial Based Training
ICGLR	International Conference on the Great Lakes Region
ILO	International Labor Organization
KESC	Kigali Employment Service Centre
KYEP	Kenya Youth Empowerment Project
MIFOTRA	Ministry of Public Service and Labor
MINEACOM	Ministry of Trade and Industry
MSMEs	Micro, Small and Medium Enterprises
MVT	Massive Vocation Training
NAFTA	North America Free Trade Agreement
NEP	National Employment Program
NISR	National Institute of Statistics of Rwanda
PPP	Public/Private Partnerships
PSF	Private Sector Federation
RDB	Rwanda Development Board
RRT	Rapid Response Training
SACCO	Saving and Credit Cooperative
TVET	Technical and Vocational Education Training
UN	United Nations
VTC	Vocational Training Centres
VUP	Vision Umurenge Program
WDA	Workforce Development Authority
YEDF	Youth Enterprise Development Funds

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## **CHAPTER 1: GENERAL INTRODUCTION**

### **1.0.Introduction to the chapter**

This chapter presents the background to the study, the statement of the problem, the research objectives, research questions, significance of the study, the scope of the study, research methodology, the limitation of the study, dissemination of findings and it ends by presenting the structure of the thesis.

### **1.1.Background of the study**

The Resolution of International Labor Organization of 1982 has defined unemployed person as any person without work- that means he/she was not in paid employment or self-employment during a particular reference period; or a person currently available for work- that means he/she was ready for a paid employment or self-employment during the reference period; or a person seeking work- that means he/she had taken specific steps in a specified recent period to seek paid employment or self-employment. The unemployment rate is defined as the number of unemployed people as percent of the labor force. The labor force includes the people who are either employed or unemployed, i.e. who don't have a job but are actively looking for one. The labor force does not include people who are not looking for work, children, and the retired (ILO, 1982).

### **Current situation of unemployment worldwide**

The statistics provided by International Labor Organization (2018) show that since the year 2005 up to 2017, the global unemployment rate declined slowly from 6.2% in 2005 to 6.1% in 2010; it declined to 5.7 in 2016 and re- increased slowly to 5.8 in 2017. For Africa, ILOSTAT (2018) shows that unemployment rate declined slowly from 8.6% in 2005 to 8.1 in 2010; it declined again slowly to 8.0% in 2016 and remained the same at 8.0% in 2017 (ILOSTAT, 2018).

According to International Labor Organization (2018) unemployment in developing countries is expected to increase by half a million per year in both 2018 and 2019, and the

unemployment rate will remain at around 5.8 per cent. For many developing and emerging countries, however, persistent poor-quality employment and working poverty pose the main challenges. Gender disparities are of particular concern.

On average, women are less likely to participate in the labor market, facing a global gender gap in participation of over 26 percentage points, and are less likely to find a job when they do participate. For instance, 82 per cent of women in developing countries were in vulnerable forms of employment in 2017, compared to 72 per cent of men. The lack of employment opportunities for youth- those under 25 years of age- presents another major global challenge. Young people are much less likely to be employed than adults, with the global youth unemployment rate of 13% that is three times higher than the adult rate evaluated at 4.3% (ILO, 2018).

### **Current situation of unemployment in Africa**

International Labor Organization reports that in Sub Sahara Africa, unemployment rate decreased from 7.8% in 2005 to 7.6% in 2010 and it continued decreasing to 7.2% in 2016 and remained 7.2% in 2017. The report affirms however that an increase in the number of unemployed is expected, primarily in sub-Saharan Africa, due to a strongly growing labor force in a climate of limited improvement in the labor market (ILOSTAT, 2018).

### **Current unemployment situation in Rwanda**

The Second Economic Development and Poverty Reduction Strategy (EDPRS II) set for a period of 2013- 2018 recognizes that employment is a big challenge for Rwanda. According to the EDPRS II, the Country is characterized by a lack of or limited productive and remunerative employment opportunities in the labor market. In fact, in 2013 around 77% of the working age population (16 years and over- estimated), about 5 million people were farm workers and informal sector workers; whereby many of whom were engaged in activities of extremely low productivity and earnings and precarious conditions which can be considered as vulnerable employment, implying that they are underemployed. At that time, it was estimated that only a small proportion about 7%- of the workforce was in the stable employment in the public and formal private sector in terms of remuneration and working conditions (MINECOFIN, 2013).

**Table 1: Unemployment in Rwanda by age category**

Age Category	Total	Labor force status				Unemployment rate
		Labor force	Employed	Unemployed	Outside labor force	
<b>16 yrs &amp; over</b>	<b>6,812,977</b>	<b>3,600,916</b>	<b>2,959,965</b>	<b>640,951</b>	<b>3,212,062</b>	<b>17.8%</b>
16-24 yrs	2,067,405	857,318	660,113	197,205	1,210,088	23.0%
25-34 yrs	1,780,659	1,251,264	1,022,453	228,811	529,395	18.3%
35-54 yrs	1,923,153	1,225,272	1,043,306	181,966	697,882	14.9%
55-64 yrs	590,348	214,559	188,366	26,193	375,789	12.2%
65+ yrs	451,412	52,503	45,727	6,776	398,909	12.9%

Source: NISR, 2018.

The table above shows the people aged 16 up to 24 years are the most affected by unemployment at a rate of 23%, followed by people aged 25 up to 34 who are affected by unemployment at a rate of 18.3%. This situation shows that youth unemployment in Rwanda is estimated at 21%. This situation shows that in Rwanda youth are less employed by adult people; and people with advanced age are more likely to be employed or to remain in their post of employment.

**Table 2: Unemployment for men in Rwanda by age category**

Age Category	Total	Labor force status				Unemployment rate
		Labor force	Employed	Unemployed	Outside labor force	
<b>16 yrs &amp; over</b>	<b>3,188,634</b>	<b>1,993,119</b>	<b>1,690,031</b>	<b>303,088</b>	<b>1,195,515</b>	<b>15.2%</b>
16-24 yrs	1,006,480	459,001	365,209	93,792	547,479	20.4%
25-34 yrs	855,107	703,416	602,582	100,834	151,691	14.3%
35-54 yrs	872,883	672,550	586,139	86,411	200,333	12.8%
55-64 yrs	270,446	121,276	105,172	16,104	149,169	13.3%
65+ yrs	183,718	36,876	30,929	5,947	146,842	16.1%

Source: NISR, 2018.

The table above shows that unemployment rate for men is stood at 15.2%. Considering the category of age, youth aged between 16 and 24 are most high exposed to unemployment. Unemployment rate in that category is 20.4%. The second category of men with high unemployment is those aged between 25 and 34 where the unemployment rate is 14.3%. These statistics show that young men (boys) are less involved in employment than adult and old men.

## Unemployment situation for women in Rwanda

Table 3: Unemployment for women in Rwanda by age category

Age Category	Total	Labor force status				Unemployment rate
		Labor force	Employed	Unemployed	Outside labor force	
<b>16 yrs &amp; over</b>	<b>3,624,343</b>	<b>1,607,797</b>	<b>1,269,934</b>	<b>337,863</b>	<b>2,016,547</b>	<b>21.0%</b>
16-24 yrs	1,060,925	398,318	294,904	103,414	662,608	26.0%
25-34 yrs	925,551	547,848	419,871	127,977	377,704	23.4%
35-54 yrs	1,050,270	552,722	457,167	95,555	497,549	17.3%
55-64 yrs	319,903	93,283	83,194	10,089	226,620	10.8%
65+ yrs	267,693	15,627	14,798	829	252,067	5.3%

Source: NISR, 2018.

The table above shows that the rate of unemployment in Rwanda for women is 21.0%. Women aged between 16 and 24 are the most exposed to unemployment at a rate of 26.0%; followed by women aged 25 up to 34 whose unemployment rate is 23.4%. This situation shows that young women are less involved in employment than adult and old women.

### National Employment Program, a tool for unemployment alleviation in Rwanda

The Government of Rwanda is conscious of the negative consequences of unemployment on individuals, on the society and on the economy in general. Under Vision 2020, Economic Development and Poverty Reduction Strategy (EDPRS II) has set to create 200,000 jobs per year in order to face the crisis of unemployment (GoR, 2000; 2013). To achieve such ultimate goal, the Government has developed several programs aiming at fostering employment by creating new and decent jobs. The National Employment Program is a 5 year program articulated under EDPRS II as a tool to create new jobs and to enhance the productivity of



existing jobs through equipping people with productive skills and promoting entrepreneurship and SMEs growth (Sabiiti, 2013).

NEP was designed under four main pillars: (1) Off farm skills development for improved employability; (2) Off farm entrepreneurship and Business Development; (3) Labor Market Interventions; (4) Coordination and Monitoring & Evaluation. Employment promotions initiatives developed under NEP are grouped into three main themes: Entrepreneurship and Business Development; Skills Development; and Labor Market Intervention (GoR, 2014).

The initiatives under theme one focus on private sector development ideally focus on strengthening creating an enabling business environment that supports the growth of MSMEs and informal sector firms, promote linkages between MSMEs and large firms as well as transform low productivity, vulnerable jobs into decent, well-paid jobs. Initiatives that fall under this theme target young people and women and provide training to instill a culture of entrepreneurship, enhance financial literacy skills, assist them to develop a business plan and thereby secure sources of funding for their business. Others are geared towards providing business development services to the private sector.

Initiatives under theme two are related to skills development. They target to equip the country's population with adequate skills to cater to the needs of employers as well as to create their own businesses is a challenge that many developing countries face.

Considering the pillar I and pillar II of NEP, the present research aims at assessing the contribution of National Employment Program on unemployment alleviation in youth and women in Rwanda 2014- 2018 using a case of Rulindo District.

## **1.2.Statement of the problem**

Statistics outlined by the background of this study show that youth and women are more likely to be vulnerable to unemployment in Rwanda. The government has set NEP specifically for tackling unemployment for these 2 categories of the population. Under MVT, RRT, IBT, BDAs, BDF and Grant scheme, NEP addresses specifically the skills gap by providing technical trainings; and issues related to access to finance by providing guarantee and start- up toolkits for youths and women who graduate from NEP without having the

financial capacities to run their own businesses. The program is well designed and it is expected to empower youths and women becoming either able to find a job from different existing enterprises or creating their own. The problem posed by this research is to know the situation of enrollment in the program and the results from graduating from this program. Rulindo District is one among 30 District where NEP operates since 2014. By taking Rulindo district as a case study, the present research aims at assessing the contribution of National Employment Program on unemployment alleviation in youth and women in Rwanda. NEP activities considered by this research are: MVT, RRT, IBT, BDAs, BDF and Grant scheme.

### **1.3. Research objectives**

The present research has general objective and specific objectives.

#### **1.3.1. General objective**

The general objective of the research is to assess the contribution of National Employment Program on unemployment alleviation in youth and women in Rwanda using a case of Rulindo District.

#### **1.3.2. Specific objectives**

For achieving the general objective, the specific objectives are the following:

- 1) To assess the enrollment situation of youths and women in NEP specifically under MVT, RRT, IBT, BDAs, BDF and Grant scheme in Rulindo district.
- 2) To assess the situation of employment for youths and women who graduated from NEP in Rulindo District.
- 3) To assess the challenges of accessing and creating jobs in youths and women graduated from NEP in Rulindo District.

### **1.4. Research questions**

This research will find out the answers for the following questions:

- 1) What is the enrollment situation of youths and women in NEP specifically under MVT, RRT, IBT, BDAs and Grant Scheme in Rulindo District?
- 2) What is the situation of employment in youths and women who graduated from NEP in Rulindo District?
- 3) What are the challenges in accessing and creating jobs in youths and women graduated from NEP in Rulindo District?

## **1.5. Significance of the study**

The research is significant to the researcher, to the scientific level and to the Community.

### **1.5.1. Personal level**

By this research, the researcher implemented on- field methods and techniques of research acquired academically. The researcher also contributed to the fighting against unemployment by providing recommendations for better implementation of NEP in Rulindo District. The research is finally interesting as it allows the researcher acquiring the Bachelor's degree in Finance.

### **1.5.2. Community level**

The Community here means the District of Rulindo where the research was conducted. This Community gained a lot from this research. In fact, the local administrative leaders/ staff clearly know the situation of youths and women enrollment in NEP specifically under MVT, RRT, IBT, BDAs, BDF and Grant scheme in Rulindo District. The Community of Rulindo also was aware of the situation of job access by graduated from NEP as well as challenges faced by NEP implementation; and this situation allows further planning.

### **1.5.3. Scientists' level**

University of Rwanda (UR) as well as different scholars benefited from this research in several ways: Based on empirical review from this research, students at UR and scholars can conduct further research on the topic.

## **1.6. The scope of the study**

This research is limited geographically as it will be limited in time and in content.

### **1.6.1. Geographical scope**

Geographically, the research was conducted in Rulindo District. The data were provided by different institutions operating in Rulindo such as: the staff in charge of NEP in Rulindo district, the head teachers of TVETs, the Head teacher of Centre de Formation Sina Gérard, and the manager of BDF.

### **1.6.2. Time scope**

The research considered the period between 2014- 2018 taking into consideration the period of establishment of NEP as a five- year program designed for 2014- 2019.

### 1.6.3. Content Scope

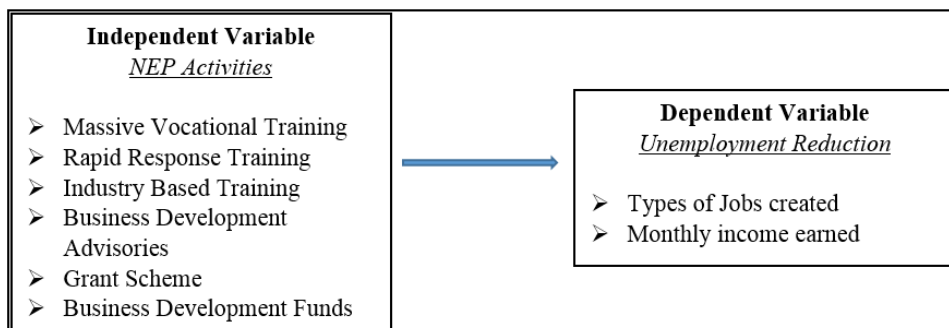
The content of the research is the labor, specifically unemployment.

### 1.7. Conceptual Framework

Reference to a research of Gray et al. (2017) on mid- term evaluation of NEP at national level, a series of causes under independent variable NEP and that constitute independent variables under NEP are the following: Massive Vocational training (MVT), Rapid Response Training (RRT), Industry based training (IBT), Business Development Advisories (BDAs), Grant scheme, and Business Development Funds (BDF).

Under dependent variable (Unemployment reduction), this research assessed the types of jobs created under NEP and the income earned by graduates from NEP. The conceptual framework can be schematized as the following figure 1.

Figure 1: Variables and their Relationship



Source: Author, 2018 reference to Gray et al. (2017).

As schematized by the figure 1, dependent variable of this research is unemployment alleviation. Independent variables identified under NEP are: vocational training, rapid response training, industry based training, business development advisories, grant scheme and business development funds. These are core activities under pillar I and II of NEP and that target to reduce unemployment by skilling youth and women on entrepreneurship, providing guidance in designing projects, financing projects through BDF and providing start up tool kit for graduates. Each of them has its specific contribution to alleviation of unemployment; and all together once implemented led to empower beneficiaries to effective entrepreneurship.

## **1.8.Organization of the study**

The research is organized into five chapters namely: General Introduction giving the background to the study, the statement of the problem, the research objectives, research questions, significance of the study, the scope of the study; Literature review summarizing previous researches conducted to the topic in different areas; Research methodology outlining the methods and techniques used in research together with detailing data sourcing and variables of the research; Data analysis, presentation and interpretation of the results where the researcher analyzed primary and secondary data and presents the results in form of tables and figures; the last chapter is about Findings, Conclusion, Recommendations and Suggestions for further studies.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.0.Introduction**

This chapter summarizes the literature related to unemployment and different programs developed by governments to tackle this challenging issue affecting the development of individuals and the society in general. The chapter has two sections: One giving the summary of literature related to unemployment; the second summarizing findings of empirical research conducted on the same topic in different countries of Africa; and the last section outlining the gap in literature and justifying the rationale of this research.

### **2.1.Literature related to unemployment**

This section will describe unemployment by providing its definition, its causes, its consequences and mechanisms to face it in the society in general.

#### **2.1.1 Definition of unemployment**

The Resolution of International labor Organization of 1982 concerning statistics of the economically active population, employment, unemployment and underemployment has defined unemployed person as any person without work- that means he / she was not in paid employment or self-employment during a particular reference period; or a person currently available for work- that means he / she was ready for a paid employment or self-employment during the reference period; or a person seeking work- that means he / she had taken specific steps in a specified recent period to seek paid employment or self-employment. The unemployment rate is defined as the number of unemployed people as percent of the labor force. The labor force includes the people who are either employed or unemployed, i.e. who don't have a job but are actively looking for one. The labor force does not include people who are not looking for work, children, and the retired (ILO, 1982).

#### **2.1.2. Types of unemployment**

Different researchers have found the following categories of unemployment namely structural, institutional, frictional, cyclical or voluntary.

### **Structural Unemployment**

Restrepo (2015) defines structural unemployment as an unemployment resulting from industrial reorganization, typically due to technological change, rather than fluctuations in supply or demand. Daniels et al. (2017) state two major causes of structural unemployment: (1) Technological advances in an industry- that often happens in manufacturing where robots have been replacing unskilled workers; (2) Trade agreements, such as the North America Free Trade Agreement (NAFTA) which lifted trade restrictions and cause many factories to relocate to Mexico. Many factories left their former employees without a place to work. The researcher affirms that the agreement proved to be one of the nation's underlying cause of unemployment.

### **Institutional Unemployment**

Huber (2013) defines “public-sector unemployment” or institutional unemployment, as unemployment that occurs when the unemployed have been rejected, or are on waiting lists, for jobs in the state sector, and are reluctant to abandon their employment aspirations.

### **Frictional Unemployment**

Garcia and Sorolla (2013) define frictional unemployment as the unemployment resulting from time spent between jobs when a worker is searching for, or transitioning from one job to another. It is sometimes called “search unemployment” and can be based on the circumstances of the individual.

### **Cyclical Unemployment**

Diamond (2013) defines cyclical unemployment as referred to changes in demand that occur within a given business cycle. Cyclical unemployment is unemployment that results when the overall demand for goods and services in an economy cannot support full employment. It occurs during periods of slow economic growth or during periods of economic contraction. These demand shifts can be attributed to layoffs, a reduction in employee hours, or other responses to a temporary downturn in business.

## **Seasonal Unemployment**

Seasonal unemployment occurs when people are unemployed at certain times of the year, because they work in industries where their services are only needed during specified periods of the year.

## **Voluntary Unemployment**

Parsons et al. (2015) describes voluntary unemployment as a scenario where people choose not to work mainly because they are not able to find employment that matches their expectations.

### **2.1.3. Causes of unemployment**

A Study conducted by ICGLR Levy Mwanawasa Regional Centre for Democracy and Good Governance (2014) analysed the situation and causes of youth unemployment in Kenya, Rwanda, South Sudan, Sudan, Tanzania, Uganda and Zambia; and presented findings at International Conference on the Great Lakes Region (ICGLR) that took place at Lusaka in Zambia. In the same line, Ghafar (2016) analyzed challenges to employment face by youth in Egypt. The main causes outlined by the two researches are the following:

#### **Lack of entrepreneurial skills and inadequate public/private partnerships**

Lack of innovative youth employment options constrains efforts to grow and diversify regional economies. Although policy intervention programmes have increased the number of young people engaged in income-generating activities, low earnings and poor working conditions fail to propel them above the poverty line.

#### **Lack of demand for labour**

Lack of demand for labour is due to lack of employability of the youth and it is attributed to four main factors: (i) lack of information, networks and connections, (ii) lack of relevant skills, (iii) lack of experience credentials, and (iv) lack of available entry-level jobs with career potential.



### **Reliance on few sectors to drive economy**

The lack of jobs even in economies posting impressive growth rates is a manifestation of the fact that sectors driving growth are often few, capital-intensive or high value chain sectors such as mining which generate limited new jobs. Sectors of industry which traditionally offered employment, such as agriculture, have been shrinking in the context of the global economic crisis and climate change.

### **Negative impacts of global economic downturn**

With the global economic and financial crisis, economies in Africa have reported decreasing rates of job creation due to lay-offs or freezing on employment in both the public and private sector. Lack of fulfilment of high expectations of well-paying, stable jobs has forced many educated young people to settle for low-quality or casual jobs in the informal sector.

### **Skills mismatch**

The ILO (2013) identifies skills mismatch as one of the main causes of youth unemployment in Africa. The employability of job seekers is determined by the skills they possess and those required by potential employers. Mismatch between training programmes and skills demands of employers produce imbalances between supply and demand: graduates require further technical training to handle demands of the modern labour market.

### **Educated unemployed**

A growing number of African youth has high education attainment but remains unemployed. Many educated young people are going back to school for higher education because it is believed higher education will lead to automatic and high-wage employment in the modern sector. However, recent studies show that education is no longer a guarantee for salaried employment or access to safe, productive and fairly-remunerated work. The education system churns out more job-seekers than the market can absorb.

### **Illiteracy and low skills level**

The prevalence of illiteracy or inappropriate skills among the youth is another challenge to accessing decent jobs.

### **Rural urban migration**

Many young educated people migrate from rural to urban areas in search of employment, but due to lack of appropriate skills or/and social capital, most get stuck in slums without access to basic social services and limited options to make even a survival salary.

### **Job selectivity**

Job selectivity consists of the preference for “white collar jobs”- workers who perform professional jobs- as opposed to self-employment. The gravity of unemployment is exacerbated by job selectivity and negative attitude towards “blue collar jobs”- workers who perform manual labor- in the services and informal sector or in rural areas, which some see as beneath them.

### **Youth bulge: High population growth rate and low labour force participation**

High population with low labour force participation protracts unemployment. According to the World Bank, labour force participation rate is the proportion of the population aged 15 and older who supply labour for the production of goods and services during a specified period.

Statistics from the Population Research Bureau show 40 per cent of Africa’s population is below 15years, which means a disproportionate segment of the population is dependent a smaller fraction that is in productive employment. Delayed entry into the job market protracts dependency and reduces parents’ or relatives’ ability to save or invest.

### **Employer preference for older, experienced workers**

Preference for older, experienced workers delays employment of youth. The research found that the perception that young people have an attitude, are not committed to work, are selective, have high expectation to be hired but reject self-employment opportunities, lack entrepreneurial skills and focus on materialistic aspects of work are some of the perceptions that breed mistrust and discourage prospective employers from hiring young people.

### **High cost of doing business**

While trade is seen as a catalyst of growth in developing countries, the high cost of doing business constrains the development of competitive businesses.

## **Lack of labour market information and connections**

Lack of labour-market information results in missed opportunities. Poor dissemination of labour market information, including vacancies and associated wages, limit access to appropriate jobs, policies and programmes available to the youth.

## **Governance deficits**

Institutional weakness and corruption hinders access to jobs by deserving applicants. Poor management of public affairs and inability of state institutions to govern, ensure security or implement policies to reduce poverty and spur economic growth creates conditions for youth to forego schooling and vocational training to participate in civil wars and criminal gangs. Corruption, tribalism and lack of effective regulatory framework undermine transparency in recruitment processes, which disadvantage qualified youth.

## **Gender inequality**

Young women are hardest hit by unemployment and lack of access to employment and better remunerated opportunities due to patriarchy and gender-based discrimination. In the 7 countries- Kenya, Rwanda, South Sudan, Sudan, Tanzania, Uganda and Zambia- female unemployment and underemployment rates are higher despite measures to combat retrogressive cultural practices that disadvantage women and gender discrimination in the work place.

### **2.1.4. Consequences of unemployment**

Machin and Manning (2012) analyzed the causes and consequences of long-term Unemployment in Europe. The research found that personal and social costs of unemployment include severe financial hardship and poverty, debt, homelessness and housing stress, family tensions and breakdown, boredom, alienation, shame and stigma, increased social isolation, crime, erosion of confidence and self-esteem, the atrophying of work skills and ill-health.

## **Unemployment affect individuals**

Individual well-being (or happiness) depends on many things, including income, labour market status, job characteristics, health, leisure, family, social relationships, security, liberty,

moral values and many others. Economists such as Bentolila and Ichino (2003) have emphasized income and consumption consequences; other researchers such as Frey and Stutzer (2002) focused on the physical, mental and emotional damage of unemployment.

### **Unemployment affect society**

According to Al-Habees and Rumman (2012), unemployment has psychological effects in Society: Unemployment causes depression, dissatisfaction, anxiety, hopelessness and many other negative emotional states. It is usually observed that the mental health of unemployed people is lower than that people that have job. Unemployment has social effects in society. In fact, unemployment socially makes the society weak and stops the productive power. People can't have better education or even medical treatment for their children. Otherwise people who are unemployed can't take part in their cultural activities. All this means they are totally cut off with a society. Unemployment has negative impact on mutual relations in the family and society. The financial crisis effects on a family as being of most concern. It is a great fact that money is money and no one can deny its importance to live in society. The effect that unemployment has on the emotional side is more serious than to understand. Little things often become serious issues.

Unemployed usually have contacts with unemployed and this negative approach make them socially isolated. Unemployed young people in such situation cannot see the future and may be subject to the influence drugs.

### **Unemployment affect economy**

Mukarunge and Khobai (2018) affirm that shortage of income has a great impact not only individually but on the lives of families. Due to shortage of money people cannot hang out with friends at social, sporting and cultural events. People become isolated adults get irritated and can have serious physical and mental problems. The most dangerous aspect is that people without income can't satisfy their material needs, so some search solution in crime. Unemployment affects the economy in so many ways. When people are not working, they will surely run short of money which effects retail and sales tax. Sales tax supports many government positions and programs. So unemployment is basically always bad for the economy.

### **2.1.5. Global Strategies to address unemployment**

ILO (2014) outlines 5 main strategies to be adopted by Countries while addressing the crisis of unemployment. Those strategies are the following: (1) Accelerate job creation to ensure a sustained recovery and future growth; (2) Strengthen social protection systems and promote inclusive active labor market policies; (3) Improve the quality of jobs; (4) Prepare workforces for future challenges and opportunities; (5) Place employment and poverty alleviation at the center of national and global economic strategies.

Despite International Labor Organization points out Governments to invest themselves in implementation of cited strategies, it is clear that addressing unemployment is not a task for Governments only. It requires intervention of public sector. Governments are not in the role to create employment; government functions are fundamentally significant for sustained job creations. Private sectors are responsible for creating employment. But the quality of civil service is crucial for development. For example the Private Sector Development Strategy 2013- 2018 for Rwanda is facing considerable challenges in ensuring adequate jobs to not only cater for a young, growing workforce which increases by an average of 125,000 jobs per year, but also even higher levels to reduce relatively significant levels of under-employment. Micro and household enterprises in the informal sector employ over 70 per cent of the active labour force including youth. This means Private Sector in Rwanda is still embryonic face the problems it has to provide solution (MINEACOM, 2013).

### **2.1.6. Rwanda's Responses to address unemployment**

The Government of Rwanda is conscious of the negative consequences of unemployment on individuals, on the society and on the economy in general. To address the issue, the Government put in place several mechanisms and tools. This section focuses on the Constitution, the Law, and National Employment Program (NEP).

#### **The Constitution**

Article 30 of the Rwandan Constitution of 2003 amended in 2015 defines the freedom for choice of employment. According to the article, everyone has the right to free choice of employment. All individuals, without any form of discrimination, have the right to equal pay

for equal work. The Constitution of Rwanda does not include the term “Unemployment” and it does not talk largely about “employment” (MINIJUST, 2015).

### **The Law**

The labor law n° 13/2009 of 27 May 2009 fixes 16 years as the basis minimum for being legally employed. The law talks about contract, working conditions, works prohibited for special category of persons such as pregnant women, children, salary, health and safety at work, employment of disabled people, professional organizations, liberty of workers and other topics but the law does not include unemployment rather measures to address it (MINIJUST, 2009).

### **National Employment Program**

National Employment Programme (NEP) is a five year program 2014- 2019 designed by the Government of Rwanda as a medium-term comprehensive intervention- under EDPRS II- to address the rising unemployment challenges in a holistic and integrated manner, by addressing structural and institutional bottlenecks prevalent in off-farm labour supply and demand. NEP has three objectives: (1) Creating sufficient jobs that are adequately remunerative and sustainable across the economy; (2) Equipping the workforce with vital skills and attitude for increased productivity that are needed for the private sector growth; and (3) Provide a national framework for coordinating all employment and related initiatives and activities in the public, private sector and civil society.

NEP was designed under four main pillars: (1) Off farm skills development for improved employability; (2) Off farm entrepreneurship and Business Development; (3) Labour Market Interventions; (4) Coordination and Monitoring & Evaluation (GoR, 2014).

Employment promotions initiatives developed under NEP are grouped into three main themes corresponding to three cited objectives of NEP. Those themes are: Entrepreneurship and Business Development; Skills Development; and Labour Market Intervention.

The initiatives under theme one focus on private sector development ideally focus on strengthening creating an enabling business environment that supports the growth of MSMEs and informal sector firms, promote linkages between MSMEs and large firms as well as transform low productivity, vulnerable jobs into decent, well-paid jobs. Initiatives that fall

under this theme target young people and women and provide training to instill a culture of entrepreneurship, enhance financial literacy skills, assist them to develop a business plan and thereby secure sources of funding for their business. Others are geared towards providing business development services to the private sector.

Initiatives under theme two are related to skills development. They target to equip the country's population with adequate skills to cater to the needs of employers as well as to create their own businesses is a challenge that many developing countries face.

Under theme three, are initiatives targeting Labour Market Intervention. Four main initiatives in this line are: the newly established Kigali Employment Service Centre (KESC) which aims to connect job seekers with employers, run by the Kigali City Council; University Career Advisory Service Centres which provide career guidance; the Vision Umurenge Program (VUP)- Public Works programme which is a labour- intensive public works programme targeted at poor households; and the Kuremera Programme which is a household income-generating initiative.

## **2.2. National Employment Program- NEP (Kora Wigire)**

This section outlines the origin of NEP and its 4 strategic interventions known as pillars.

### **2.2.1. Origin of NEP**

In 2014, the Government of Rwanda (GoR) developed a Five- Year National Employment Program (NEP). This 'National Employment Programme' (NEP) of the Government of Rwanda (GoR) is designed to serve the following objectives (1) creating sufficient jobs that are adequately remunerative and sustainable across the economy,(2) equipping the workforce with vital skills and attitude for increased productivity that are needed for the private sector growth, and (3) provide a national framework for coordinating all employment and related initiatives and activities in the public, private sector and civil society. The principles and aim of the NEP are derived from the thematic orientation, objectives and strategy of the Second Economic Development and Poverty Reduction Strategy (EDPRS 2), which was approved by

the Cabinet in May 2013 and officially launched in September 2013 and is the main strategy document of the GoR for achieving sustained economic growth and social development in Rwanda over the 5-year period, 2013–2018. The goals of the NEP are consistent with the long-term vision of the Government to develop and transform the country’s economic and social structures toward the achievement of a middle-income status by 2020 which, inter alia, entails “creating a productive middle class and fostering entrepreneurship” (Vision 2020). The challenge of employment promotion which is being addressed by the NEP is grounded in the overall national development process and the structural transformation of the economy over the next five years.

The employment challenge in Rwanda, as explained later in Section III, is a symptom of lack of or limited productive and remunerative employment opportunities in the labour market. The vast majority (around 77 percent) of the working-age population (16 years and over) estimated at about 5 million people are farm workers and informal sector workers, many of whom are engaged in activities of extremely low productivity and earnings and precarious conditions which can be considered as vulnerable employment, implying that they are underemployed. It is estimated that only a small proportion (about 7 per cent) of the workforce is in the stable employment in the public and formal private sector in terms of remuneration and working conditions. The number of workers classified as unemployed - in the sense not doing any work and actively looking for work -is extremely low at a recorded rate of 2.4% nationally since, in the absence of state-provided unemployment benefit in Rwanda (as in most other African countries), people cannot afford to remain idle while seeking a job.

An important focus of the NEP therefore is on strategic policy and programme interventions in key sectors of the economy and the labour market to generate and facilitate the creation of stable jobs that are productive and adequately remunerative.

### **2.2.2. Strategic Interventions of National Employment Program**

Strategic policy and programme interventions proposed within the framework of the NEP for achieving its objectives, goals and targets is organized and grouped under the following four main pillars: (i) Entrepreneurship and Business Development; (ii) Skills Development; (iii) Labour Market Intervention; and (iv) Coordination and Monitoring & Evaluation.



## **Pillar 1: Skills Development**

The education and training systems including TVET institutions have been inadequate with respect to improving the employability of workers, particularly youth (graduates, school-leavers and drop-outs), and enhancing the productivity of MSMEs. Strategic interventions under this pillar should focus on providing the Rwandan workforce with necessary skills to meet the growing and changing demands of labour markets mainly in the private sector. This requires first and foremost a demand-driven education and training systems including a strong emphasis on practical training and on-the-job learning, with the aim of bringing the world of education and training closer to the world of work.

## **Pillar 2: Entrepreneurship and Business Development (EBD)**

Under this pillar, NEP aims at supporting the growth and productivity enhancement of MSMEs: in fact, given the vast majority of jobs in the off-farm sector are in Micro- Small and Medium Enterprises (MSMEs) and are largely informal, emphasis should be placed on providing support and creating conditions for enhancing the productivity and productive capacity and enabling business environment for these smaller firms to scale up their businesses and grow.

## **Pillar 3: Labour Market Interventions**

The basic objectives of labour market policies are to help the matching of skills and jobs in the labour market as well as institutional assistance in improving employability and job placement of those who are unemployed and underemployed. This includes interventions in favour of the most vulnerable groups in the labour market, such as youth, women and the disabled.

Usually, labour market policies are composed of a variety of training and placement schemes and job creation measures (active measures) and employment welfare oriented assistance. Ideally, labour market policies should be formulated and implemented in close collaboration with employers and workers. Within an appropriate institutional, legal and policy framework, labour market policies – through improving the functioning of labour markets and enhancing employment prospects - can contribute towards creating an enabling environment for

economic transformation and development and enhance employment prospects for all, and vulnerable groups in the labour market in particular.

### **2.3. Empirical review**

This sections summarize the results from previous research conducted on the similar topic in different geographical areas. The section focus on Sub- Sahara Africa, Swaziland, Kenya, Tanzania, Uganda, and Rwanda.

In Sub- Sahara Africa, Chakravarty, Das and Vaillant (2017) analyzed “Gender and Youth Employment in Sub-Saharan Africa: A Review of Constraints and Effective Interventions”. About constraints to youth and women’s employment, the research outlined six main constraints that affect both women and youth:

- (i) Skills: A low level of marketable skills among youth is widely recognized as a major barrier to youth employment in Africa today. After completing primary or even secondary school, youth lack the foundational and technical skills that employers need. According to the World Bank Enterprise Survey, 18.2% of firms in the region identify an inadequately educated workforce as a major constraint to operations (World Bank, 2016).
- (ii) Capital: According to a World Bank survey of new entrepreneurs in Côte d’Ivoire, Kenya, Nigeria, and Senegal, in the formal and informal sectors, 60% of female new entrepreneurs and 40 percent of male new entrepreneurs report finance as the main stumbling block when they set up a new business (Hallward-Driemeier, 2013).
- (iii) Networks and role models: Networks are critical to young adults’ decisions to join the labor force, invest in schooling or training, and choose an occupation. Once an individual has chosen a career path, networks are also an important source of soft skills and contacts central to success both in business and in accessing wage employment (Feigenberg et al., 2013; Field et al., 2015).

Some global evidence suggests that coupling skills interventions with social network-building for women can improve outcomes through social reinforcement (Austrian and Muthengi, 2014; Chong et al., 2014; Field et al., 2015). Discrimination and network disparities may also partially explain why there is a larger percentage of

working men “work for someone else” compared to working women (Filmer and Fox, 2014).

- (iv) Time, family formation and care responsibilities: Family formation and labor market entry are among the most critical, and most gendered, transitions for young people. Marriage and childbearing are intertwined with labor market participation and human capital investments for youth, and there are two reasons why men and women in Africa experience different long-term effects. First, women tend to form families earlier than men.

Second, prevailing social norms place the primary responsibility for domestic work and child care on women, and the primary responsibility of providing monetarily for the family on men (Elder and Kring, 2016).

- (v) Occupational choice: Gender segregation in the labor market has potentially large effects on economic growth through sub-optimal allocation of labor across the sectors of the economy (Hsieh, 2013). Although the gendered nature of occupational choice affects both men and women, labor force surveys in Africa consistently find that it is women who are concentrated in low-wage, low productivity industries, whether in self-employment or in wage employment. For example, the 2010 Liberia labor force survey found that women are under-represented in the growth sectors of mining, manufacturing, construction, and services (LISGIS, 2010). The ILO’s Global Employment Trends for Women (2012) confirms the pervasive sectorial segregation by sex across Sub-Saharan Africa, noting that while women have made strides in entering the services sector in the past 20 years, they continue to lag in industry. Female entrepreneurs tend to work in less-productive, female-dominated sectors, and in agriculture, female farmers specialize in less-profitable staple crops (World Bank, 2012).

- (vi) Safety and mobility: Unsafe working conditions result from a lack of occupational safety and health laws, and weak enforcement of these laws, particularly for workers in the informal sector, who are usually not covered by existing labor protections.

Street vendors and hawkers, for example, are vulnerable to eviction from the locations from which they operate and capricious enforcement of laws regarding licensing and taxation of informal enterprises (Filmer and Fox, 2014).

Interventions addressing constraints to young women's employment outlined by the research are the following:

- (i) **Skills:** According to the research, one recent review of the global evidence on Technical and Vocational Education and Training (TVET) found a mixed record of success in securing employment for graduates (Blattman and Ralston, 2015).
- (ii) **Capital:** Several programs with rigorous evaluations have attempted to improve financial inclusion among women in Africa. One study in Kampala, Uganda, found that providing adolescent girls with savings accounts increased their likelihood of budgeting and saving close to two-fold.  
Effect sizes increased if girls met regularly with a group and were given financial and reproductive education (Austrian and Muthengi, 2014).
- (iii) **Occupational Choice:** Few interventions have addressed the occupational choice of young women directly, and the only experimental evidence from Africa relates to labor market information, under the hypothesis that young women and their families have little knowledge on the availability and profitability of jobs. Hicks et al. (2015) study vocational training vouchers in Kenya and found that, prior to enrollment, students were frequently mistaken about which trades had the highest average earnings in their region. In addition, preferences for which training courses to pursue were divided sharply along gender lines. A randomized controlled trial providing accurate information about the returns to various male-dominated and female dominated trades was successful in getting young women to sign up for training in male-dominated trades. However, further follow-up found that these women were not more likely to complete training or pursue work in those trades than women who were not provided with such information.

A Study conducted by ICGLR Levy Mwanawasa Regional Centre for Democracy and Good Governance (2014) analyzed the situation and causes of youth unemployment in Kenya, Rwanda, South Sudan, Sudan, Tanzania, Uganda and Zambia; and presented findings at International Conference on the Great Lakes Region (ICGLR) that took place at Lusaka in Zambia.

In the same line, Ghafar (2016) analyzed challenges to employment face by youth in Egypt. The main causes outlined by the two researches are the following: Lack of entrepreneurial skills and inadequate public/private partnerships (PPP); Lack of demand for labor; Reliance

on few sectors to drive economy; Negative impacts of global economic downturn; Skills mismatch; Educated unemployed; Illiteracy and low skills level; Rural urban migration; High cost of doing business; Lack of labor market information and connections; Gender inequality. Different researchers including Machin and Manning (2012) analyzed the causes and consequences of long-term Unemployment. The research found that personal and social costs of unemployment include severe financial hardship and poverty, debt, homelessness and housing stress, family tensions and breakdown, boredom, alienation, shame and stigma, increased social isolation, crime, erosion of confidence and self-esteem, the atrophying of work skills and ill-health. Unemployment affects individuals (Bentolila & Ichino, 2003; Frey & Stutzer, 2002). Unemployment affects society (Al-Habees & Rumman, 2012; Nichols et al., 2013). Unemployment affects economy (Mukaringe & Khobai, 2018; Totan et al., 2013).

In Swaziland, Brixiová and Kangoye (2013) analyzed the role of government policies in improving youth Employment in Africa using a case study Swaziland. The Country had a high and with long duration unemployment 26.8%. Skills shortage is one key cause of unemployment in Swaziland. Another factor in youth employment is insufficient creation of productive jobs in the private sector. The research found that the Government developed policies facing the gap. The first policy is related to stimulating domestic private sector to entrepreneurship that help youth developing their identity and integrating into the society by offering a sense of meaning and belonging. The Government did this through improved access to credit through Youth Enterprise Fund (YEF) to fund youth start-ups; supporting youth entrepreneurs by training and funding; expanding vocational training, reform of education system; and providing subsidies for wages for youth. The research found that the program faced a challenge of low repayment rates due to lack of skills and experience of young entrepreneurs. This led to a need to combine funds with training.

In Kenya, Horati (2015) analyzed the success and failures of Kenya Youth Empowerment Project (KYEP) focusing on the impact of private sector internship and training on urban youth in Kenya. The project was developed in the context of national crisis of unemployment outlined by a census by the Government of Kenya in 2010; this census found that in Kenya, people aged 15-35 years accounts for 40% of Kenya population; and 6 million youth were unemployed (61% of all unemployed people). Such statistics projected that by 2030, 24 million youth will be unemployed. As a result, a total of 20,384

(47% female) youth received training while 13,289 (49% female) youth were successfully placed in internships. The project was also successful in placing youth in paid jobs, increasing the probability of gaining wage employment to about 0.78 and 0.70 per cent in Nairobi and Mombasa, respectively.

The research found the following failures or challenges faced by KYEP such as: difficulties in procurement of trainers in terms of bureaucracies in government procurement; conflict between conventional understanding and expectations, and what the project was offering; lack of requisite skills sought by industry due to mismatch between the skills imparted by the TVETs and those required by the industry; Much of the skills mismatch was attributed to the fact that the TVET institutions use outdated technology in training while the industry has moved and uses more modern technology and equipment in their operations.

A study conducted by Muiya (2014) found that Kenyan economy is generating only 150,000 jobs per year, and cannot absorb the over 500,000 youth that graduate from school every year. To address the challenges of underemployment and unemployment and poverty affecting young people, the government established a broad national youth policy framework. A major initiative was the formation of the Youth Enterprise Development Funds (YEDF) in 2006. The fund focuses on microfinance and enterprise development, with the aim of ensuring that young people (ages 18–35) have access to affordable loans so that they can grow their small and medium businesses (Muthee 2010).

Barasa & Githae (2015) found that access to the YEDF is low in rural compared to urban constituencies. According to the study, in 2015, in Matungu Constituency only 83 young people had received YEDF funds. Mburung'a (2014) found that the mode of disbursement of loans to groups poses operational challenges and goes with great disparities in the amounts allocated among youth groups.

Researchers such as Sikenyi (2017), Agoya (2016), Kibet (2016), Barasa and Githae (2015), and Nikoi et al. (2016) list the following key challenges faced by Youth Enterprise Development Fund (YEDF): (i) Mismanagement and corruption are major issues.

According to investigations by the Criminal Investigation Departments and the Ethics and Anti-Corruption Commission of Kenya (EACC), senior officials diverted youth funds to their

personal accounts; (ii) Unclear eligibility criteria and stringent lending conditions; (iii) skills gap: These young people may not have the entrepreneurial or business attitudes or skills to enable them to establish or run successful businesses; (iv) Social capital and social networks (Social capital refers to the set of resources and relations within families and communities that can facilitate actions for the development of individuals); (v) Politicization of youth programmes : Programmes supporting youth enterprise are intertwined with party politics; (vi) The potential of youth enterprise in Kenya: evaluations of youth and entrepreneurship in Kenya show that secondary school graduates prefer working for themselves to working for others. A five-year longitudinal study on youth livelihoods indicated that youth who have received entrepreneurial and life-skills training had self-confidence and the ability to start an enterprise while also working for others. This desire for self-employment among young people can be strengthened through providing an enabling policy framework that not only identifies young entrepreneurs but provides both the funds and the support services to enable them to thrive.

In Tanzania, Juma (2013) assessed the performance of Vocational Training Centres (VTCs) on youth unemployment reduction in Zanzibar- Tanzania. The study found that VTCs had lower performance on reduction of youth unemployment since the enrolment trend was found to be very low and most graduates of VTCs (72.18 percent) were unemployed. The research found also that Centres encountered a number of challenges including shortage of qualified instructors, inadequate learning materials and equipment; low collaboration with private sector, dominance of general education system and high dependence on formal educational system.

In Uganda, Nsibambi (2014) analyzed success and failures of Business and Technical Vocational Education and Training (BTVET) together with Business and Vocational Education and Training (BVET) in Uganda. According to the research, Uganda installed BTVET by Act of 2008 in order to accelerate job creation through skills acquisition. Some progress in this direction has been realized because a Vocational Qualification Framework (UVQF) was put in place according to Ministry of Education and Sports (MoE&S) (2014). In 2011 the BVET Strategic Plan 2011- 2020- known as Skilling Uganda- was released based on the progress of the BTVET.

One of the objectives of Skilling Uganda was to strengthen institutional capacities for BVET provision and ensure that by 2020, 70 percent of the employers are satisfied with the competences of BTVET graduates (MoE&S, 2014).

Arinaitwe (2014) and Alupo (2014) outline key challenges faced by BVET: (1) limited number of institutions compared to the number of unemployed persons: The research found 600 VET institutions registered by Ministry of Education and only 137 are owned by the government. The government has continued to promote academic secondary school education by introducing Universal Secondary Education (USE) while Universal Vocational Education is still to be established; (2) Courses offered in VET institutions are generally obsolete; (3) The institutions also lack well trained teachers or instructors with up-to-date technologies and the appropriate vocational pedagogical skills that can enable them to equip learners with adequate knowledge and skills required in the world of work; (4) The number of students enrolled in VET is comparatively low and does not enable production of a critical mass of professionals required; (5) The curriculum in these institutions has continued to limit hands-on training; (6) Financial constraints have led to reduction in time allocated for practicum, industrial training or internship in many institutions; (7) BTVET has had significant benefits for participants but a more limited impact on aggregate employment growth. Graduates of formal BTVET institutions are more likely to find wage jobs and make use of their skills, but few create jobs for themselves or others.

Economic Development Policy and Research Department (EDPRD) of the Ministry of Finance, Planning and Economic Development (2014) evaluated the success and failures of Government's Strategy facing employment challenges in Uganda. According to the research, Uganda's most pressing employment challenge is insufficient labor demand due to inadequate firm creation and growth. Most jobs are created in industries such as retail trade, hospitality and recreational and personal services, which are characterized by very high firm entry but also high exit rates and therefore limited sustained employment growth. Intense competition among small and microenterprises more often results in destructive imitation than innovation and positive market selection.



The most important binding constraints to employment outlined by the research are difficult access to finance, high competition, corruption hindering SMEs, technical and managerial skills gap, and inadequate infrastructure.

The research found the following key elements: (1) Loan guarantee schemes including the Agricultural Business Initiative (aBi) are more effective in reaching SMEs and in stimulating firm growth and should be scaled up to have an impact at the macro level; (2) Most interventions providing direct support to Uganda's primary growth sectors fall under Ministries, Departments and Agencies (MDAs) with weak implementation capacity; in fact, up to 40% of the funds available for labor market interventions are not being spent, while a significant share of spending is not in accordance with the annual budget and work plans; (3) Many projects have been designed in a top-down manner and are often unresponsive to beneficiary needs; (4) The Agricultural Credit Facility (ACF) has supported viable on-going agribusinesses, but almost no start-up ventures; (5) The Youth Venture Capital Fund (YVCF) has mainly supported more experienced entrepreneurs – almost all lending has occurred without the mentoring services or management training that was intended to support those with less experience; (6) Tax exemptions have had limited impact on investment and job creation. The Government had reduced tax to 15% in the case of the Youth Venture Capital Fund and 10% in the cases of the Agricultural Credit Facility and Uganda Development Bank, compared to prevailing market lending rates between 20% and 25%. Despite such exemption, large firms have tended not to generate additional employment; 93% of investors admit they would have invested even without any tax incentives; (7) Weak implementation capacity: (i) Almost UGX 500 billion was allocated in the FY2012/13 Central Government budget to implement projects and programmes to support smallholder farmers; enhance household livelihoods, private sector development and skills development; or protect vulnerable households; but only UGX 300 billion – or 61% of the budgeted amount – was actually spent on these interventions; (ii) in 2012/13 only one new BTVET institution was established out of the planned eight; only three workshops were constructed out of the planned 42; only two libraries were constructed out of the planned eight; and no workshops or libraries were rehabilitated. Similarly poor performance is typical in sectors where officials tend to lack experience and the necessary skills to supervise engineering works, including Agriculture and Tourism, Trade and Industry; (12) Poor attitude among beneficiaries.

In Rwanda, Gray et al. (2017) analyzed the achievement of NEP in Rwanda during a period of 2014- 2016. The research focused on pillar 1 and pillar 2 of NEP Rwanda. The research found that during the period under study, NEP resulted in impressive achievements:

- (1) Massive Vocational training (MVT) under pillar 1: Under NEP, more 10,000 youths have been trained with a focus on employment creation through short-term training by 383 Technical and Vocational Education and Training (TVET) and Vocational Training Centers (VTC) institutions accredited by the Workforce Development Authority (WDA) where 50% are private. The trainings are largely practical and market oriented.
- (2) Rapid Responsive Training (RRT) under Pillar I: Rapid Response Training (RRT) was established to meet the specific and immediate large-scale skills needs for industrial production. WDA, under NEP, has partnered with C&H Garments factory and NPD COTRACO Ltd to train- in six months since March 2015- youth and women for remunerative and productive employment. Since 2015, C&H Garments factory 1900 persons among whom 919 persons obtained long- term contracts, 497 being women; NPD COTRACO Ltd trained 45 persons, 5 being women and among them 44 will obtain contracts.
- (3) Industrial Based Training (IBT) under Pillar I: The training was planned for six months and after graduation trainees are ready for an internship. The domain of training is hospitality. More than 80% of trainees are immediately absorbed across the hospitality industry on completion of their internship period due to high demand. Under NEP, 1559 trainees, women being 750 were trained in hospitality by Virunga hotel- Musanze, Urumuri hotel- Gicumbi, Moriah hotel- Karongi and Eastland hotel- Kayonza.
- (4) MSMEs develop bankable micro business projects through Business Development Advisors BDAs: NEP has recruited BDAs at the Sector level- two per Sector- to facilitate the preparation of bankable business plans for micro entrepreneurs. The Rwanda Development Board (RDB) is responsible for the management of this activity, as well as for the BDA's training and support. The BDA is responsible to focus business ideas into feasible business plans and to support their client up to submission of the proposal to the financial institution. BDA's reported that most of their clients use the SACCOs' financial

services. BDA have increased loans access and employment creation. The BDA is paid at 30% of the voucher of the business plan by the client and 70% are paid through NEP.

- (5) Support to Meso, Small and Medium Enterprises (MSMEs) through the Business Development Fund's (BDF's) loan guarantee scheme under Pillar II: The entrepreneur presents his/ her project to BDF.

Once approved, the BDF issues guarantee to financial institution such as Saving and Credit Cooperative (SACCO). Youth and women borrowers are entitled to a guarantee of up to 75% of the face value of a loan, with men over the age of 35 eligible to a 50% guarantee. The guarantee is requested after the financial institution has positively assessed the business plan and the credit worthiness of the applicant. BDF was decentralized with the creation of 30 district offices in order to facilitate local access to advice. The number of projects financed under NEP increased from 767 in 2014, to 936 in 2015 and reached 1,405 in 2016. During past 3 years, the total projects financed reach 3,108. The total amount of loans disbursed during 2014- 2016 is equal to 35,123,932,837 Rwf.

- (6) Support to MSMEs through the grant scheme under Pillar II: The grant is designed to help youth and women with vocational skill certificates to create their own businesses. The product combines a grant with a loan facility which allows the applicant to buy tools or equipment to start a business. The grant value varies from 20% to 50% depending on the proposed business size and type. The fund for the Toolkits facility is managed by BDF and had been available to only two SACCOs per district, which were selected on the basis of their good performance.

## **2.4. Gap in literature**

Above literature shows that skills gap and lack of capital constitute major challenges to women and youth entrepreneurship. In other countries, scholars analyzed effectiveness of such schools and they outlined outcomes and challenges. For the case of Rwanda, since 2014, the Government established NEP. Gray et al. (2017) analyzed the achievement of NEP in Rwanda during a period of 2014- 2016 and the research focused on pillar 1 and pillar 2 of NEP Rwanda. However, this research focused on giving overall situation of success and challenges of the program at national level; and yet NEP has to be implemented at Districts

levels. A number of research is necessary to be assess achievements and challenges of NEP at Districts levels. This is why this research was conducted in Rulindo District with the main aim of assessing the “Contribution of National Employment Program on Unemployment Alleviation in Youth and Women in Rwanda 2014- 2018”.

## **CHAPTER 3: RESEARCH METHODOLOGY**

### **3.0.Introduction to the chapter**

This chapter of research methodology describes the methods and techniques used by the researcher to conduct the research. Its main components are: the research design, research methods and techniques, conceptual framework, variables, data collection techniques, data processing and analysis and ethical consideration.

### **3.1.Area of the study**

The research was conducted in Rulindo district, one among 5 districts of Northern Province namely: Rulindo, Gakenke, Musanze, Burera and Gicumbi. The district is composed on 17 sectors. The least populated district is Rulindo with 287,681 inhabitants, corresponding to 16.7% of the total resident population of the Northern Province (NISR, The population of Rulindo district is predominantly female; 152,056 are women corresponding to 52.9% of the total population. Rulindo district population is predominantly rural: 97% of the resident population (279,051 inhabitants) lives in rural areas while only 3% lives in urban areas. The population of Rulindo district is mostly young 59.6% of the resident population of Rulindo district is under 25 years old (MINECOFIN, 2015).

### **3.2.Research Design**

Addo (2014) defines a research design as the set of methods and procedures used in collecting and analyzing measures of the variables specified in the problem research. A research design is a framework that has been created to find answers to research questions. Quantitative research design consists of research method that uses numerical data collected through a questionnaire; and qualitative design uses non numerical data collected through interview, group discussions, telephone calls and personnel observation. A mixed methods of quantitative and qualitative research design consists of combining or integrating quantitative and qualitative approaches as components of the research (Addo, 2014). This research used both quantitative and qualitative design. By quantitative design the numerical

data was collected through a questionnaire. By qualitative design, the research collected non-numerical data using structured interview, observation.

### **3.3.Study Variables**

The variables of this research are into two categories: dependent variable and independent variables. Kwan and Wolf (2002) distinguish the term for the cause as independent variable; the term for the effect as dependent variable. A series of cause constitute a series of independent variables. The dependent variable for this research is “Unemployment”: In fact, unemployment will increase or decrease depending upon a series of actions that will be undertaken under NEP. The NEP that will affect positively or negatively the unemployment constitutes independent variable for this research. Reference to a research of Gray et al. (2017) on mid- term evaluation of NEP at national level, a series of causes under independent variable NEP and that constitute independent variables under NEP are the following: Massive Vocational training (MVT), Rapid Response Training (RRT), Industry based training (IBT), Business Development Advisories (BDAs), Grant scheme, and Business Development Funds (BDF). Taking one by one, the following section describes those variables and shows how are they relevant for this research:

#### **Massive Vocational training (MVT)**

Under NEP, massive vocational training (MVT) aims at promoting employment for youth and women through Technical and Vocational Education Training (TVET) and/ or Vocational Training Centers (VTCs). It is expected that trained youth and women will create own jobs and become self- employed. In inverse, if youth and women are not trained, they will still be searching for job from other entrepreneurs and the rate of unemployment will increase.

#### **Rapid Response Training (RRT)**

Under NEP, realizing that all youth and women do not have the capabilities to afford TVET and VTC, the government has planned a quick response to job creation by providing short-term training for youth and women. These trainings have duration between three and six months and allow trainees to be employed directly by the companies’ trainers or similar companies. This variable is very important in analyzing the impact of NEP in tackling unemployment. In fact, it complements the first cited variable whereby this is about short-

term training compared to the first one which is about long term training ranging from 1 to 3 years of training.

### **Industry based training (IBT)**

The difference between RRT and IBT is that under NEP, a trainee at IBT is trained by a specific company on a specific job with the aim of increasing the workers selected from trained youth and women; while in RRT the trainings are done on different jobs so that the trainee can choose either to be employed or to go for self-employment. IBT affect unemployment in a sense employed trained reduce the number of unemployed people in the region.

### **Business Development Advisories (BDAs)**

This is a tool used by NEP to increase the number of entrepreneurs by providing qualified technicians in designing projects for the development and searching for finance. BDA is independent variable because its success reduces unemployment and its failure increases unemployment.

### **Grant scheme**

Grant scheme under NEP consist of providing start- up toolkit for graduates from TVET and VTC. In fact, training is good, but it becomes better when it is accompanied by acquiring startup toolkit allowing starting a new business. Toolkit reduces incapacity to startup a business; it increases the capability to run own business and thus reduce unemployment.

### **Business Development Funds (BDF)**

The success of NEP goes with easy access of finance on the side of beneficiaries. MVT, RRT, IBT, BDA cannot decrease unemployment unless accompanied with BDF. This is a development funds allowing guarantee for youth and women whose financial status does not allow the loans guarantee. BDF is independent variable because it is a tool to address unemployment by providing assess to loan and create own job.

### 3.4. Research Population

The population of the study is the following:

- For the objective number one which is “to assess the enrollment situation of youths and women in NEP specifically under MVT, RRT, IBT, BDAs, BDF and Grant scheme in Rulindo district”, the population was 12787 youths and women enrolled in 12 technical schools and training centers covering MVT, RRT, IBT during 2015-2018 period. At those enrolled trainees, the research added 28 BDAs. Concerning enrollments in BDF and Grant Scheme, the research did not get data. This population was preferred because the aim is to outline all youths and women enrolled in cited NEP activities during the period of 2014- 2018; and the data available were from 2015- 2018.

Therefore, for objective number one, the total population was 12815 including youths and women enrolled in NEP activities together with 28 Business Development Advisories.

- For objective number two which is “to assess the situation of employment for youths and women who graduated from NEP in Rulindo District”, the population was 3131 youths and women who graduated from MVT, RRT, IBT in 2015. The population was preferred because the 12 technical schools and training centers declared those 3131 youths and women as graduates in 2015; and this research aimed at assessing unemployment in youths and women who already have graduated. The 2015 is preferred because it is placed at 3 years from 2018. The research could not prefer those who graduated very soon in 2017 or 2016 because it is not clear to declare that they are in severe unemployment. Three years are good for a research to confirm that the person is really unemployed; and even for those who tried to start- up own businesses, over three years it is possible to have an image on their evolution.
- For the objective number three, which is “to assess the challenges of accessing and creating jobs in youths and women graduated from NEP in Rulindo District”, the population was the same as for the previous objective. In fact, only those who graduated were asked about challenges faced in creating own jobs.



- Other population involved in the research includes District education officer; Manager of BDF; together with 12 Head- teachers of 12 TVET/ VTC.

In overall, the total population of the research comprises 3131 graduates from MVT, RRT, IBT; 28 BDAs; and 12 head teachers; Manager of BDF and District Education Officer. The total population is 3173 persons.

### 3.5. Sample size determination

This section shows how the research determined the sample size from the large population and techniques used in determining individual people involved in the research.

- For objective number one, which is “to assess the enrollment situation of youths and women in NEP specifically under MVT, RRT, IBT, BDAs, BDF and Grant scheme in Rulindo district”, the population targeted was the total enrollments of youths and women under cited NEP activities. No sample was used because the research aimed at outlining the statistical situation of trainees’ enrolments.
- For objective number two, which is “to assess the situation of employment for youths and women who graduated from NEP in Rulindo District”, a sample of 97 graduates from MVT, RRT, IBT was selected from a total of 3131 graduates in 2015. The Slivin’s formula was used to calculate this sample. The formula is:

$$n = \frac{N}{1 + Ne^2} \quad (\text{Yamane, 1967:886 cited by Glenn, 1992:4}).$$

Where:

n=sample population

N= total population

e= the standard margin of error at 90% confidence interval, which is equal to 10% or 0.1.

Applying the formula to the case of this research, the sample population was calculated as the following:

$$n = \frac{N}{1 + Ne^2} = \frac{3131}{1 + 3131 * (0.1)^2} = \frac{3131}{1 + 3131 * 0.01} = \frac{3131}{1 + 31.31} = \frac{3131}{32.31} = 96.90498 \approx 97$$

Where: N= the total population of 3131 graduates in 2015 both sex; e=10% or 0.01.

In order to determine those 97 students who graduated from TVET, VTC, RRT and IBT in 2015, the research used purposive sampling whereby the researcher requested to the head teachers to point the students who graduated and created own jobs; those who work for pay; those who are still unemployed; those who benefited from Grant scheme, those who benefited from RRT, those who benefited from IBT. The research took into consideration both sex.

- For objective number three, which is “to assess the challenges of accessing and creating jobs in youths and women graduated from NEP in Rulindo District”, the research used previous sample of 97 graduates.

### **3.6.Sampling techniques**

For selecting 97 from the total 3131 graduates to respond to the questionnaire, the research used the following techniques:

#### **1) Probability sampling**

Taherdoost (2016) defines probability sampling as a techniques used when every item in the population has an equal chance of being included in sample. For the case of this research, probability sampling technique was applied by considering all 3131 graduates having equal chance to be selected and used in the research.

#### **2) Stratified random sampling**

Taherdoost (2016) defines Stratified sampling as a technique applied where the population is divided into strata (or subgroups) and a random sample is taken from each subgroup. A subgroup is a natural set of items. The purpose of stratified sampling is to ensure that every stratum is adequately represented. The research on “Assessment of the Contribution of National Employment Program on Unemployment Alleviation in Youth and Women in Rwanda 2014- 2018: A Case of Rulindo District” applied stratified sampling by dividing the total population into four strata (groups): a stratum/ group of 28 graduates from TVET; a group of 40 graduates from VTC; a stratum of 21 graduates from RRT; and a stratum of 8 graduates from IBT.

#### **3) Simple random sampling**

Simple random sample means that every case of the population has an equal chance of inclusion in sample (Taherdoost, 2016). The research on “Assessment of the

Contribution of National Employment Program on Unemployment Alleviation in Youth and Women in Rwanda 2014- 2018: A Case of Rulindo District” applied Simple random technique while selecting a sample of 97 respondents proportional to cited strata.

### **3.7.Data collection techniques**

#### **Primary Data collection techniques**

The research used four techniques to collect primary data such as questionnaire, structured interview, and personnel observation.

#### ***Questionnaire***

The research used a questionnaire that was administrated to a sample population of 97 respondents selected among a population of 3131 graduates in 2015 from TVETs, VTC, RRT, IBT. The list of graduated was provided by the District Education Office and their addresses were provided by respective schools’ secretariats.

#### ***Structured interview***

The research used interview to students who graduated from TVETs, VTC, RRT and IBT in 2015 who were appointed either by the District education officer or by the head teachers of their respective technical schools. Other persons interviewed are: BDAs at Bushoki, Rusiga and Shyorongi sectors; Labor inspector at Rulindo district; District Education Officer at Rulindo district; 12 Head-teachers.

#### ***Personnel observation***

Rapid Responsive Training (RRT) and Industrial Based Training (IBT) are provided only by one industry which is Urwibutso Enterprise under “Centre de Formation Sina Gerard (C.F Sina Gerard)”. The researcher visited the Centre where graduates from RRT and IBT are mostly likely employed. The researcher visited 5 graduates who work in restaurant and 5 graduates who work carpentry. By personnel observation, the researcher observed how they are doing their jobs but without asking them questions or involving them taking an active part in the situation under scrutiny.

## **Secondary data collection**

To collect secondary data, the researcher uses archive review using a designed questionnaire. This instrument was used to collect data related to enrollment situation in TVETs, VTC, RRT and IBT.

### **3.8.Data collection procedures**

The researcher followed the following steps while doing this research:

Step 1: Acquisition and presentation of the “To whom letter from University of Rwanda”. University of Rwanda provided a letter allowing the student going collecting data on- filed. The researcher presented this letter to the Mayor of Rulindo District who allowed this research to be conducted in different departments.

Step 2: Data collection. After having the official authorization of the Mayor of Rulindo District to conduct the research, the researcher worked together with District Educational Officer; 12 Head teachers; and Business Development Advisories. They provided secondary data related to statistics of students enrolments and graduates. The research administrated the questionnaire to 97 respondents and conducted interviews as well as doing personnel observation.

Step 3: Data processing and analysis. Data analysis is the process of interpreting the meaning of the data collected, organized, and displayed in the form of a table, bar chart, line graph, or other representation. Before proceeding by analysis, the collected data that are in raw form will be edited and organized to facilitate their analyzed. The researcher corrected such errors through the process of editing and coding. The following step was about tabulation whereby the research put data into a table format. The data was computed using Microsoft Excel, a tool designed by the Microsoft for producing information in forms of tables, statistics and figures allowing easy interpretation; and SPSS (Statistical package for social sciences).

### 3.7 Validity test

Validity consists of the extent to which an instrument measures what it is supposed to measure and performs as it is designed to perform. In order to test the validity of the questionnaire, the research used content validity test recommended by Yaghmale (2003, p.25) the research tested the questionnaire for validity through the following four key elements:

Table 4: Criteria for testing Content Validity

1. Relevance		3. Simplicity	
1	Not relevant	1	Not simple
2	Item need some revision	2	Item need some revision
3	Relevant but need minor revision	3	Simple but need minor revision
4	Very relevant	4	Very clear
2. Clarity		4. Ambiguity	
1	Not clear	1	Doubtful
2	Item need some revision	2	Item need some revision
3	Clear but need minor revision	3	No doubt but need minor revision
4	Very clear	4	Meaning is clear

Source: Yaghmale (2003).

The researcher administrated first the questionnaire to a small random sample of the population that is out of the sample population targeted by the research. The results were analyzed to check the validity of the content. Based on such analysis, the researcher accepted the designed questionnaire and administrated it to the target population.

### 3.8 Ethical consideration

Research ethics were respected. Participation in the study was voluntary and an informed and sign consent was obtained from all participants. The participants were informed before for all aspects deemed relevant to their decision to participate. Collected data were treated with the aim of protecting the confidentiality and anonymity of the responds involved in the research. Also the research activities were performed in honesty manner. The ethics guidelines that the

researcher adopted was based on minimizing risks and protecting the welfare of research participants; protecting confidentiality and privacy; obtaining informed consent; maintaining public trust; avoiding conflicts of interest and partiality; communicating ethical requirements; confronting unacceptable conduct; and obligations to people. This allowed the researcher gaining confidentiality to people and for respondents being open express themselves freely.

## CHAPTER 4: DATA ANALYSIS AND INTERPRETATION OF RESULTS

### 4.0. Introduction to the chapter

This chapter outlines the results of analysis conducted on data collected through the questionnaire, interview and observation. The chapter comprises three main sections: one about the description of respondents; the second about the situation of enrollment of youths and women to NEP activities; the third about the situation of employment among youths and women who graduated from NEP activities; and the fourth outlines challenges of accessing and creating jobs in youths and women graduated from NEP activities.

### 4.1. Description of respondents

The following text is about the description of respondents by age, sex and by NEP activity.

Table 5: Number of respondents by age and by sex

Respondents age	Female		Male		Total	
	Frequency	%	Frequency	%	Frequency	%
< 20	13	13	4	4	17	18
20- 25	40	41	17	18	57	59
26- 30	10	10	6	6	16	16
30- 34	6	6	1	1	7	7
>34	0	0	0	0	0	0
Total	69	71	28	29	97	100

Source: Primary data, 2018.

Considering age, the table above shows that youths and women aged between 20 and 25 are more likely to enroll in NEP activities with 59%; followed by those aged below 20 representing 18%. The table shows that as age advances the number of enrollment decreases so that the research found no enrollments for youth and women aged above 34 years. The

research found that the majority of those who enroll in NEP activity are those who graduated from nine and twelve years basic education and did not get access to universities.

Considering sex, the table above shows that female are more likely to enroll in NEP activities with 71% compared to men (29%). The reason behind is that the predominant programs such as hair dressing, tailoring, handcrafting and food processing initiated in Rulindo VTC, RRT and IBT are less attracting for men. Boys enroll in mechanical, carpentry and construction which are not widely available in all TVET schools in Rulindo district.

Table 6: Number of respondents by NEP Activity and by sex

Respondents by NEP activity	Female		Male		Total	
	Frequency	%	Frequency	%	Frequency	%
TVET (3 years)	17	18	11	11	28	29
VTC (1 year)	29	30	11	11	40	41
RRT (< 1 year)	17	18	4	4	21	22
IBT < 1 year)	6	6	2	2	8	8
Total	69	71	28	29	97	100

Source: Primary data, 2018.

The table above shows that in Rulindo district all four types of NEP activities namely TVET, VTC, RRT, and IBT are implemented in Rulindo District. Because NEP gives priority to 1 year training and below, the majority of respondents used by the research were graduates from VTC offering 1 year training. The research found that in Rulindo District RRT and IBT exists only at one training center which is *Centre de Formation Sina Gerard*.

#### **4.2.The enrollment of youths and women in NEP activities**

This section fit with objective number one which is “to assess the enrollement situation of youths and women in NEP specifically under MVT, RRT, IBT, BDAs, BDF and Grant scheme in Rulindo district”. By assessing the number of youths and women enrolled in NEP, the aim of the research is to know the level of implementation of NEP in Rulindo District, and the level of receptivity. In fact, a program can be well designed but not attracting the



expected beneficiaries. If a program does not attract beneficiaries, it cannot achieve its objectives.

#### 4.2.1. Number of youths and women graduates from NEP Activities (2015- 2017)

Table 7: Number of youths and women graduated from NEP activities by sex and by age

Variable	Category	Graduates per NEP Activity				Total
		TVET	VTC	RRT	IBT	
Gender	Female	2682	1078	328	202	4290
	Male	4020	686	288	147	5141
<i>Total</i>		<i>6702</i>	<i>1764</i>	<i>616</i>	<i>349</i>	<i>9431</i>
Age	< 20	470	127	116	57	770
	20- 25	5121	1513	441	251	7326
	26- 30	1104	119	58	39	1320
	30- 34	7	5	1	2	15
	>34	0	0	0	0	0
<i>Total</i>		<i>6702</i>	<i>1764</i>	<i>616</i>	<i>349</i>	<i>9431</i>

Source: Secondary data, 2018.

Considering sex, the table above shows that men are more likely to enroll in TVET schools where the training takes 3 years. This finding is in line with observations mentioned in table 4 whereby men are likely to enroll in technical activities such as mechanical, carpentry and construction; and these technical sections are more likely found in TVET schools. In VTC, RRT and IBT, women are more likely to be enrolled than men as described in table 4.

The table above shows that enrollments in VTC, RRT and IBT are lower compared to enrollments in TVET schools. This is because NEP which promotes short term training is still a young program. Even among those centers offering 1 year training, the table above shows that enrollments in RRT and IBT is lower compared to enrollment in VTC. The research found that the reason is the scarcity of enterprises offering such trainings. Only CF Sina Gerard operates such trainings in the whole District.

Concerning the age, the table above shows that the majority of youths and women who enroll in NEP activities are aged between 20 and 25 years. The table shows that as age advanced, people are less enrolling in NEP activities as described in the table 4.

### 4.3.The situation of employment for youths and women who graduated from NEP

This section is in line with objective number two which is “to assess the situation of employment for youths and women who graduated from NEP in Rulindo District”. The section analyses the job access and/ or job creation for graduates from NEP; and it analyses the income generated from accessed or created jobs.

#### 4.3.1. Job access in youths and women graduated from NEP activities

Table 8: The situation of employment for NEP graduates

Variable	Category	Employment for NEP graduates			Total
		Self- employed	Working for pay	Unemployed	
Gender	Female	2	46	21	69
	Male	6	19	3	28
<i>Total</i>		8	65	24	97
Age	< 20	0	8	9	17
	20- 25	2	48	7	57
	26- 30	4	7	5	16
	30- 34	2	2	3	7
	>34	0	0	0	0
<i>Total</i>		8	65	24	97

Source: Primary data, 2018.

The table above shows that in overall 65 respondents, equivalent to 67% of graduates from NEP activities work for pay; 24 respondents equivalent to 25% are unemployed; Only 8% are self- employed. This demonstrates that youths and women graduates from NEP activities

search for jobs instead of starting- up own enterprises. The research found that the category of self- employed run businesses such as: tailoring, handcrafting, and salons.

By sex, considering the “self- employment status”, women are less likely to self- employment than men. The table above shows that 6 men over 2 women have run own businesses. Considering “working for pay status”, the table shows that women are more likely working for pay than men. This is justified by the table above showing that 46 women over 19 men work for pay. Considering “unemployment status”, the table above shows that women are likely to suffer from unemployment than men. In fact, according to the table above, 21 women over 3 men are unemployed. Considering age, youth and women aged 20 and below do not start- up own businesses. 53% of them (equivalent to 9 out of 17) are unemployed; whereas 47% equivalent to 8 over 17 work for pay.

#### 4.3.2. Monthly earnings for graduates from NEP activities

This section assessed the income earned monthly by graduates from NEP.

Table 9: Individual monthly income for graduates from NEP activities

Variable	Category	Monthly income for graduates from NEP activities					
		<10,000	11,000-20,000	21,000-30,000	31,000-40,000	41,000-50,000	>50,000
Gender	Female	2	6	18	12	8	2
	Male	0	3	9	6	6	1
<i>Total</i>		2	9	27	18	14	3
Age	< 20	0	1	5	1	1	0
	20- 25	1	6	15	14	12	2
	26- 30	1	0	6	2	1	1
	30- 34	0	2	1	1	0	0
	>34	0	0		0	0	0
<i>Total</i>		2	9	27	18	14	3

Source: Primary data, 2018.

The table above outlines the situation of income generation for 73 employed and self-employed youths and women. In overall, the table shows that 37% equivalent to 27 over 73 earn between 21,000 and 30,000 Frw per month; 25% earn between 31,000 and 40,000 Frw; whereas 19% earn between 41,000 and 50,000 Frw. Only 4% equivalent to 3 respondents earn above 50,000 Frw per month.

Considering sex, 3% of women equivalent of 2 respondents earn less than 10,000 Frw and no man earns less than 10,000 Frw per month. Considering age, the majority of earnings are aged between 20 and 25 years. This is because this age interval account for the majority of respondents to the research as demonstrated by the table 7 of this research.

#### 4.4.Challenges to job access and creation among graduates from NEP

This section is in line with objective number three which is “to assess the challenges of accessing and creating jobs in youths and women graduated from NEP in Rulindo District”.

##### 4.4.1. Challenges to job access

Respondents were asked to circle the correct answer from the lists proposed in form of four levels Likert scale where the scale of measurement was: 1 = disagree; 2 = tend to disagree; 3 = tend to agree; 4 = agree. The results are presented in the following table 10.

Table 10: Challenges to Job access among graduates from NEP activities

	N	Mi n.	Ma x.	Mea n	Std. Dev.
Skills mismatch	97	3	4	3.95	.021
Predominance of sole traders Companies limiting access to jobs	97	3	4	3.72	.256
Rural area conditions with limited number of companies	97	3	4	3.86	.300
Lack of experience to be employed in big companies	97	3	4	3.98	.294
Valid N (listwise)	97	3	4	3.88	.218

Source: Author’s computation of primary data (2019) using IBM SPSS Statistics 23.

The table 10 above outlines four main challenges to job access among graduates from NEP activities. These are indicated by the mean value which is above 3 including: Lack of experience to be employed in big companies (mean = 3.98); Skills mismatch (mean = 3.95); Rural area conditions with limited number of companies (mean = 3.86); and Predominance of sole traders Companies limiting access to jobs (mean = 3.72).

Through interviews, respondents to the research listed the following key challenges that cause them to do not be employed in existing Companies: (1) Skills mismatch: Big Companies in Rulindo District are more engaged in mining and quarrying and such Companies hire employees with more technical skills in mining and quarrying.

(2) Small sized Companies: Companies in Rulindo District are predominated by sole traders where a Company is composed of one or two people including the owner. (3) Lack of experience: Some Companies employ people with experience in the field and the new graduates do not fit the requirements for being employed (int1 & int2).

#### 4.4.2. Challenges to job creation

Respondents were asked to circle the correct answer from the lists proposed in form of four levels Likert scale where the scale of measurement was: 1 = disagree; 2 = tend to disagree; 3 = tend to agree; 4 = agree. The results are presented in the following table 11.

Table 11: Challenges to Job creation among graduates from NEP activities.

	N	Mi n.	Ma x.	Mea n	Std. Dev.
Incapacity to access start- up toolkit	97	3	4	3.97	.021
Lack of collaterals and guarantee to access the loan	97	3	4	3.92	.256
Lack of experience in doing business	97	3	4	3.76	.310
Fear to failure	97	3	4	3.15	.294
Limited purchasing power due to rural economic conditions	97	3	4	3.32	.256
Underdevelopment: poor infrastructure (electricity, roads)	97	3	4	3.79	.300
High cost of transport system in rural area	97	3	4	3.93	.284
Valid N (listwise)	97	3	4	3.69	.246

Source: Author's computation of primary data (2019) using IBM SPSS Statistics 23.

The table 11 above list challenges limiting graduates from NEP starting up own businesses. The challenges listed have high impact and they are identified by the mean value above 3. These are: Incapacity to access start- up toolkit (mean = 3.97); Lack of collaterals and guarantee to access the loan (mean = 3.92); Lack of experience in doing business (mean = 3.76); Fear to failure (mean = 3.15); Limited purchasing power due to rural economic conditions (mean = 3.32); Underdevelopment: poor infrastructure (electricity, roads) (mean= 3.79); and High cost of transport system in rural area (mean = 3.93).

Interviewed to the research listed the following challenges to job creation: (1) Difficult to have start- up toolkit: This challenge was mentioned by the majority of graduates from tailoring, salon and handcrafts. They affirmed that running own business requires toolkit together with renting the area for business.

(2) Difficult to access the loan due to lack of guarantee: A part from the difficulties to get start- up toolkits, interviewed affirmed that their families and not able to finance their business initiatives and they cannot request for loans in SACCO or any other financial institution because they lack the guarantee. (3) Lack of experience: Some respondents affirmed that they found early to plan starting up a new business because they need getting experience in working for pay and then studying carefully the business and how to run it. (4) Fear to failure: This challenge is linked to the previous one. Some of interviewed affirmed that they fear to failure in business and loose the capital. For this reason they decided to search for job.

## **CHAPTER 5: FINDINGS, CONCLUSION AND RECOMMENDATIONS**

### **5.0.Introduction to the chapter**

This chapter discusses findings from chapter 4. It outlines the conclusion and provides recommendations as good practices towards effective implementation of NEP. The chapter ends by suggesting what further studies would do for effective job creation and job access through NEP in Rulindo district.

### **5.1.Summary of Findings**

#### **5.1.1. The situation of enrollment of youths and women in NEP activities**

This finding is in line with the objective number one which is “to assess the enrollment situation of youths and women in NEP specifically under MVT, RRT, IBT, BDAs, BDF and Grant scheme in Rulindo district”.

1. In overall, the research found that youths and women enrollments in TVETs/ VTCs/ RRT/ IBT are interesting.

The research found that during the last 4 years, in Rulindo district there are 5 TVETs offering a 3 years training; 6 TVETs offering 1 year training and 1 TVET offering combined 3 years, 1 year, 6 months and 3 months trainings. The research found that a total of 9431 youths and women have graduated from those schools and centers.

This finding is corroborated by the research conducted by Horati (2015) while analyzing success and failures of youth empowerment project (KYEP) in Kenya. The research found that under KYEP a total of 20,384 (47% female) youth received training while 13,289 (49% female) were successfully placed in internships. The finding is also corroborated by Gray et al. (2017) while analyzing the achievement of NEP in Rwanda during a period of 2014- 2016. The research found that more 100,000 youths have been trained with a focus on employment creation through short-term training by 383 Technical and Vocational Education and Training (TVET) and Vocational Training Centers (VTC) institutions accredited by the Workforce Development Authority (WDA).



2. The research found that coaching micro, small and medium enterprises (MSMEs) to develop bankable micro business projects through Business Development Advisors (BDA) run at Rulindo district and in all sectors.

The research did not assess the number of youths and women who work with BDAs because such data are not available. The research assessed the number of existing BDAs in Rulindo District. The research found that in Rulindo district there are 28 BDAs operating in all sectors. 11 sectors have 2 BDAs and 6 have 1 BDA. They work closely with Umurenge SACCO. Their main duty is to guide youths and women in designing bankable projects until their acceptance to be financed by Umurenge SACCO credit. Respondents to the research affirmed that really BDAs exist; but youths and women do not request for their services of designing projects because once a project is designed, the following process concerns loan request; and the majority do not have guarantee for accessing loans.

Interviewed BDAs responded that in overall in Rulindo district people are not yet aware of entrepreneurship. A little number of youths and women calls for BDA services. The interviewed staff in charge of NEP at Rulindo district affirmed that all BDAs do well their duties but the district face a challenge of high turn-over and instability of these employees. Even if the departure of employee is his freedom, the research found that the main causes of such turn-over may be: The lack of enough projects generating more income on the side of BDA; or the hard task of designing projects for people with very little knowledge due to rural people situation; or lack of budget for marketing the service and attracting more clients; or low level of the population in this technique of starting up projects using experts; or the payment system by itself that does not guarantee for sustainability of the job.

3. The research found that RRT and IBT are not developed in Rulindo district.

In fact, these trainings are linked to industries which train youths on different activities and once graduated the trained search for employment in different companies or run own enterprises (for RRT); or they are trained mainly to be employed by the Company trainer itself (for the case of IBT). The respondents to the research affirmed that the most challenging issue in Rulindo district is that there is only one enterprise offering such trainings which is CF Sina Gerard.

This finding is corroborated by the Rulindo District Development Plan 2013- 2018 mentioning low involvement of private sector as the second among top five challenges faced by Rulindo district namely: Limited skills of people working in the mining and quarries; Little involvement of the Private Sector in energy sector; Limited Financial Literacy & Inclusion; Water supply not accessible to all the population; and Transport inaccessible to the markets.

4. Concerning Grant scheme whereby the district provide start- up toolkit for graduates from TVET, the research found that this sub program of NEP exists in Rulindo district but it lack coordination.

The respondents affirmed that this sub program does not work in Rulindo District. The research found no one who has received such start-up toolkit. This is justified by the fact that the research did not found centralized secondary data related to the program. However, the staff in charge of NEP at district level affirmed that despite they have limited budget to finance start- up toolkit, to date they have distributed the toolkit to 202 graduates.

The fact that the District itself has no centralized data about the sub program is an indicator that even if the program runs, it serves a very little portion of the youths and women. This finding is corroborated by the research of Barasa & Githae (2015) analyzing the level of access to Youth Enterprise Development Funds (YEDF) in Kenya. The research found that access to the YEDF is low. For Rwanda the access is low due to low budget.

#### **5.1.2. Employment among youths and women graduated from NEP activities**

5. The research found that the majority of graduates from NEP activities work for pay (67%); followed by those who are still unemployed (25%); and a little number become able to start- up their own businesses (8%).

This finding is corroborated by the research conducted by Horati (2015) while analyzing the success and failures of Kenya Youth Empowerment Project (KYEP) focusing on the impact of private sector internship and training on urban youth in Kenya. The research found that like in Rwanda, the program placed youth in paid jobs.

During interviews, some respondents affirmed that the skills obtained during the trainings are not enough to start- up immediately the own enterprises; and they search for job

for pay in order to get more experience. However, they affirmed that their vision is to start-up in future their own businesses.

Other respondents affirmed that due to financial constraints, they cannot start-up business because they did not get start-up toolkit and they do not have guarantee for requesting the loans. Other respondents affirmed that there is no need to start up a business because they are well paid.

6. Concerning the monthly earning for graduates from NEP activities, the research found that a very little number earn more than 50,000 Frw per months. The majority earn between 21,000 and 30,000 Frw.

The data collected through interviews affirm that a big number of graduates from NEP activities work for pay at CF Sina Gerard and the average monthly salary received does not exceed 30,000 Frw for beginners who have not yet experience.

During interviews, respondents confessed that companies which provide high salaries are those invested in mining and quarrying and the graduates from TVETs do not pass entry exam due to skills mismatches. In fact, they affirmed that those companies employ people from Kigali who are highly qualified in the domain.

Those who are self-employed affirm that they run very small businesses such as salons, tailoring, agriculture and other economic activities small in size. They affirmed that in rural areas such activities are affordable in terms of investments, but they do not allow earning enough money.

This finding is supported by interviewed who affirmed that graduates from NEP who try starting up businesses run small businesses such as salon, tailoring and hairdressing which generate little money due to the situation of rural area. Other respondents to interview affirmed even those graduates who are employed start by a small salary due to little skills. Other respondents to interview affirmed that big enterprises in Rulindo District are in mining and quarrying sector and employ people from Kigali. The reasons are that trainings offered in TVETs in Rulindo District follow the curriculum designed by the WDA instead of looking at the needs on the field.

### **5.1.3. Challenges faced by graduates from NEP activities in Rulindo District**

7. The research found that the curriculum studied in those TVET/ VTC/ RRT/ IBT does not fit the needs on- field.

Skills mismatch has been outlined by respondents themselves through interviews whereby they affirm that big companies prefer importing employees from Kigali City to Rulindo rural area. The main reason was that the training offered under NEP activities is still low. Skills gap in Rulindo district is outlined by DDP 2013- 2018 as the most challenging issue among top five challenges in Rulindo district. According to the DDP the district lacks skilled personnel in technical activities such as mining, energy etc. This finding is corroborated by the research conducted by Arinaitwe (2014) and Alupo (2014) on challenges faced by BVET in Uganda. The research found that courses offered in VET institutions are generally obsolete and they do not meet on field requirements.

8. The research found that graduates from TVET and VTC do not start- up own businesses but search for job instead.

This finding is supported by the interviewed staff in District Education Office in Rulindo district affirming that graduates do not use the skills acquired correctly. According to the interviewee, the aim of VTC/ TVET is to generate and empower entrepreneurs and not trainings job seekers. At this point of view, respondents affirmed that the most challenging issue they face while trying starting up own business is the difficult to access to finance due to lack of guarantee.

In overall, this finding concerning challenges faced by MVT is corroborated by an assessment conducted by Juma (2013) on performance of vocational training centers on youth unemployment reduction using a case of mkokotoni vocational training center in north a district, Zanzibar. The research found the following key elements: Courses offered by the center had low employment opportunities. A little number create own businesses, others are employed by different companies; and lack of areas for practices. This finding corroborates the finding according to which there is only one enterprise for RRT and IBT in Rulindo district which is CF Sina Gerard.

9. Concerning support to MSMEs through the Business Development Fund's (BDF's), the research found that BDF Rulindo exists and it operates. However the statistical data were kept confidential.

## **5.2.Conclusion**

The present research was about NEP and unemployment alleviation in Rulindo district. The period of the study was 2014- 2018 because NEP is a five years program set for 2014- 2019. Specifically, the research assessed the enrollment situation of youths and women in NEP specifically under MVT, RRT, IBT, BDAs, BDF and Grant scheme in Rulindo district; It assessed the situation of employment for youths and women who graduated from NEP in Rulindo District; and it assessed the challenges of accessing and creating jobs in youths and women graduated from NEP in Rulindo District.

Concerning the situation of youths and women enrollment in NEP specifically under MVT, RRT, IBT, BDAs, BDF and Grant scheme in Rulindo district, the research found that all core activities of NEP, namely MVT, RRT, IBT, BDAs, BDF, are implemented and enrollments are interesting except for BDAs and BDF where statistical data related to beneficiaries were respectively not available or kept confidential. Concerning the situation of employment for youths and women who graduated from NEP, the research found that the results are still low: In fact, very few of them (8%) start- up their own businesses and such businesses are too small and the majority earn between 21,000 and 30,000 Frw. The majority search for jobs and they work for pay (65%). Another portion of graduates still remain unemployed (24%). A series of challenges have been outlined by this research where the predominant challenges concern difficulties of access to finance for starting up own business, skills mismatch that limit graduates to afford and satisfy on- field job requirements in big enterprises operating in mining and quarrying. Other challenges outlined by the research are limited budget for Rulindo district to provide start- up toolkit coupled with and poor coordination. Youths and women graduates from NEP do not afford services of BDAs because they end by calling for bank loan which requires guarantee and collaterals that they do not have. The BDF has kept its information as confidential.

In overall the research found that effort to alleviate unemployment through NEP made; but the journey is still long to achieve the desired results. The research finds the solutions into the following recommendations.

### **5.3.Recommendations**

To youths and women of Rulindo district

- To profit the opportunities provided by the government through NEP and enroll as many as possible into TVETs/ VTCs/ RRT/ IBT to increase the technical knowledge.
- To cultivate in themselves a culture of entrepreneurship and struggle for starting up own businesses.
- To profit the lack of competition in different domains of economic activities such as agriculture, manufacturing and invest in those activities for creating own jobs and employing other people.
- To gather themselves in cooperatives that can facilitate them getting loan.

To WDA

- To review the curricula and adapt them to the context of Rulindo where the needs are more oriented in mining and quarrying; manufacturing; etc.
- To develop follow up system for accompanying graduates from TVETs/ VTCs.

To TVET schools of Rulindo district

- To follow up graduates in their professional lives by providing additional trainings, seminars, etc increasing their information.

To Rulindo district

- To advocate for the review of TVETs programs so that they can fit the needs of the district which are more oriented in mining and quarrying.
- To attract investors in TVETs, especially for RRT and IBT and/ or developing strong partnerships with private sector facilitating internships for TVET trainees.
- To increase the coordination of Grant scheme sub program by reviewing the way of storing data.

To private sector

- Profiting available internees and invest in activities where big number of trainees will get internships and the enterprises will get cost effective workers.

To government of Rwanda

- To increase the budget allocated to grant scheme whereby graduates from TVETs, RRT and IBT will be empowered running their own businesses and so reduce the level of unemployment in youths and women.

#### **5.4.Suggestions for further studies**

The present research was about the contribution of NEP on alleviating unemployment in Rulindo district. Specifically, the research assessed the situation of youths and women enrollment in NEP specifically under MVT, RRT, IBT, BDAs, BDF and Grant scheme in Rulindo district; and the situation of employment for youths and women who graduated from NEP in Rulindo District; together with This indicates that the study is limited to pillar I and pillar II of NEP. Further studies would deal with core activities under pillar III and pillar IV of NEP so that full empirical data on implementation of NEP can be achieved; Also further researches would do deep analysis on how tackling effectively unemployment in Rulindo district. In fact, the issue of unemployment cannot be studied once for all. It is a long process with several steps and it needs more inputs from different researchers.

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## **APPENDICES**

## Appendix 1. Questionnaire for Graduates from TVET Schools

### RESEARCH QUESTIONNAIRE

Questionnaire N°.....

Date of Survey .../08/2019

I am Emilienne NIWEMWIZA, a student from the University of Rwanda (UR). I am conducting a study on “*Assessment of the Contribution of National Employment Program on Unemployment Alleviation in Youth and Women in Rwanda 2014- 2018: A Case of Rulindo District.*” I would be gratefully to you if you give me some minutes and help me get useful information from your experience with NEP. All information will be kept only confidential and will be used only for the purpose of this study. Please, fill in the table and fill in the blank space accordingly. Thanks for your support and contribution in my study.

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#### I. IDENTIFICATION OF RESPONDENT

Profile of the respondent

Age

- a) Under 20
- b) 21-30
- c) 31-40
- d) 41-50
- e) Above 50

Sex

- a) Male
- b) Female

Category of NEP- MVT

- a) RRT
- b) IBT
- c) VTC
- d) TVET

**II. ANSWER THE FOLLOWING QUESTIONS**

Q1. How long have graduated from the program? (Years)

- A. 1
- B. 2
- C. 3
- D. More than 3

Q2. Employment status (tick)

- 1. Are you employed? 2. Are you working on your own? 3. Or you are unemployed  
(tick correct answer)

If, you work on your own,

A. Have you got start up tool kit from District? (Yes/ No)

If Yes, what kind of toolkit have you got? Describe the process through which you have got them.....Where have found the capital?

- 1. From family; 2. From loan; 3. From BDF; 4. From sales of a property; 5. Other  
(explain).....

B. How much do you earn per month?.....

If you are employed,

A) What types of activities are you in charge of?.....

B) How much do you earn per month?.....

C) Which other economic activity do you run a part from job?.....

D) How much do you get from it?.....

Q3. Have you ever heard of Business Development Advisories? .....

Q4. List challenges do you encounter in starting your own business:

#### 4.1. Challenges to job access

Circle the correct answer from the list in the following order: 1= disagree; 2= tend to disagree; 3= tend to agree; 4= agree.

challenges	Respondents' opinion			
Skills mismatch	1	2	3	4
Predominance of sole traders Companies limiting access to jobs	1	2	3	4
Rural area conditions with limited number of companies	1	2	3	4
Lack of experience to be employed in big companies	1	2	3	4

#### C. Challenges to job creation

Circle the correct answer from the list in the following order: 1= disagree; 2= tend to disagree; 3= tend to agree; 4= agree.

Challenges	Respondents' views			
Incapacity to access start- up toolkit	1	2	3	4
Lack of collaterals and guarantee to access the loan	1	2	3	4
Lack of experience in doing business	1	2	3	4
Fear to failure	1	2	3	4
Limited purchasing power due to rural economic conditions	1	2	3	4
Underdevelopment: poor infrastructure (electricity, roads)	1	2	3	4
High cost of transport system in rural area	1	2	3	4

Other (list).....

**Thanks a lot for your contribution!**



## Appendix 2. Interview Guide for graduates from TVET Schools

### QUESTIONNAIRE FOR INTERVIEW

Questionnaire N°.....

Date of Survey .../08/2019

I am Emilienne NIWEMWIZA, a student from University of Rwanda (UR). I am conducting a study on “*Assessment of the Contribution of National Employment Program on Unemployment Alleviation in Youth and Women in Rwanda 2014- 2018: A Case of Rulindo District.*” I would be gratefully to you if you give me some minutes and help me get useful information from your experience with NEP. All information will be kept only confidential and will be used only for the purpose of this study. Please, fill in the table and fill in the blank space accordingly. Thanks for your support and contribution in my study.

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Q1. How long have graduated from the program? (Years)

Q2. Employment status:

1. Are you employed/ working on your own; or you are unemployed
2. If, you work on your own, have you got start up tool kit from District? (Yes/ No)

If Yes, what kind of toolkit have you got? Describe the process through which you have got them.....

If no, Where have found the capital?

How much do you earn per month?.....

3. If you are employed, what types of activities are you in charge of?.....

How much do you earn per month?.....

Which other economic activity do you run a part from job?.....

How much do you get from it?.....

4. Have you ever heard of Business Development Advisories? .....

5. List challenges do you encounter in starting your own business

**Thanks a lot for your contribution!**

### Appendix 3: Secondary data collection questionnaire

#### RESEARCH QUESTIONNAIRE

Questionnaire N°.....

Date of Survey .../07/2019

I am Emilienne NIWEMWIZA, a student from University of Rwanda (UR). I am conducting a study on “*Assessment of the Contribution of National Employment Program on Unemployment Alleviation in Youth and Women in Rwanda 2014- 2018: A Case of Rulindo District.*” I would be gratefully to you if you give me some minutes and help me get useful information from your experience with NEP. All information will be kept only confidential and will be used only for the purpose of this study. Please, fill in the table and fill in the blank space accordingly. Thanks for your support and contribution in my study.

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#### I. Massive VTC Trainings

Q2. What are TVET and VTC operating in Rulindo District by their date of establishment?

No	TVET/ VTC Name	Sector	Establishment date	Training duration
1				
2				
3				
4				
5				
6				
7				

List the challenges you met in creating enough TVET/ VTC

.....

Q3. Enrolment situation per TVET/ VTC from 2012- 2017

TVET/ VTC Name *	2014		2015		2016		2017		2018	
	M	F	M	F	M	F	M	F	M	F

List the challenges you met

**II. Rapid Response Training (3-6 months training + internship+ possibility to get employed)**

Q4. Is there any Enterprise that, in partnership with the District, trains youths and help them getting internship?

Entreprise	2014		2015		2016		2017		2018	
	M	F	M	F	M	F	M	F	M	F

List the challenges you met .....

Q5. Among those trained, how many have got internship and where they did it?

Enterprise	2014		2015		2016		2017		2018	
	M	F	M	F	M	F	M	F	M	F

.....

### III. Industrial Based Training

Q6. Is there any Enterprise/ Hotel/ etc that train youths and retain some of them for employment?

Entreprise	2014		2015		2016		2017		2018	
	M	F	M	F	M	F	M	F	M	F

List the challenges you met .....

Q7. Among those trained, how many were retained for job?

Entreprise	2014		2015		2016		2017		2018	
	M	F	M	F	M	F	M	F	M	F

List the challenges you met

.....

### IV. Business Development Advisors BDAs

Q8. List sectors having BDAs/ How many are they per sector?.....

List challenges to hire them

.....

Q9. How are they paid? .....

.....

List the challenges met in paying them?

Q10. How many project did they advised per Sector? And how many have been financed? By which Financial Institution (SACCO/ BPR/ BK/ etc?)

Sector *	2014		2015		2016		2017		2018	
	Total	Financed	Total	Financed	Total	Financed	Total	Financed	Total	Financed

List the challenges met

.....

Other information related to BDA

**V. Business Development Fund BDF**

Q11. List Sectors covered by BDF.....

.....

Q12. How many beneficiaries have been trained by sex?

Sector	2014		2015		2016		2017		2018	
	M	F	M	F	M	F	M	F	M	F

Q13. How many projects financed through BDF per sector and per sex?

Continue (2014- 2015)

Sector	2014				2015			
	Women		Men		Women		Men	
	Total projects	Total Funds	Total projects	Total Funds	Total projects	Total Funds	Total projects	Total Funds

Continue (2016- 2017)

Sector	2016				2017			
	Women		Men		Women		Men	
	Total projects	Total Funds	Total projects	Total Funds	Total projects	Total Funds	Total projects	Total Funds

What are the challenges met by BDF?

.....

**VI. Grant scheme (Startup Toolkit)**

Q14. How many youth graduated from TVET/ VTC have got startup toolkit?

Sector	2014		2015		2016		2017		2018	
	M	F	M	F	M	F	M	F	M	F

Q15. What types of toolkit they have got?

.....

Q16. What are the eligibility criteria?

.....

.....

Q17. Estimate the amount spent in such toolkit per sector and per sex

Sector	2014		2015		2016		2017		2018	
	M	F	M	F	M	F	M	F	M	F

List the challenges met

.....

.....

**Thanks a lot for your contribution!**

## Appendix 4. Interview Guide to the Visit at CF Sina Gerard

### QUESTIONNAIRE FOR INTERVIEW

Questionnaire N°.....

Date of Interview .../08/2018

I am NIWEMWIZA Emilienne, a student from the University of Rwanda (UR) in MASTER’S PROGRAMME IN LOCAL GOVERNANCE STUDIES. I am conducting a study on “*Assessment of the Contribution of National Employment Program on Unemployment Alleviation in Youth and Women in Rwanda 2014- 2018. A Case of Rulindo District*” I would be gratefully to you if you give me some minutes and help me to get useful information from your experience with CF Sina Gerard. All information will be kept only confidential and will be used only for the purpose of this study. Please, fill in the table and fill in the blank space accordingly. Thanks for your support and contribution in my study.

---

Q1. What are the types of trainings do you provide: TVET/ VTC/ RRT/ IBT/ Others (tick and explain).....

.....

Q2. Number of students who graduated per type, per year and per sex

TVET/ VTC Name *	2014		2015		2016		2017		2018	
	M	F	M	F	M	F	M	F	M	F
TVET										
VTC										
RRT										
IBT										

Q3. Number of graduates employed by Enterprise Sina Gerard per year and per sex

2014		2015		2016		2017		2018	
M	F	M	F	M	F	M	F	M	F

Q4. How Rulindo district cooperate to this trainings?

.....  
Does the District provide toolkit for graduates?.....

If Yes, how many have got the toolkit? And what types of toolkit did they get?.....

Q5. How much do students pay?

.....  
Don't you find challenges related to no payment or delay in payment? If Yes, how do you solve them?.....

Q6. How do you conduct follow up for graduates from this school?.....

.....  
Q7. What are the challenges do you encounter in this trainings?.....

.....  
Q8. What challenges graduates from this school face in starting own their businesses?.....

Q9. Other information related to your daily experience.....

.....  
**Thanks a lot for your contribution!**



Appendix 6: Rulindo district map

