

# AJPRODHO-JIJUKIRWA

## Report on Market Survey, Mapping and Capacity Assessment of TVET Service Providers in 7 Selected Districts of Rwanda

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## Acronyms and Abbreviations

ADA	
EDPRS	Economic Development and Poverty Reduction Strategy
ESSP	Education Sector Strategic Plan
FGD	Focus Group Discussion
HDI	Human Development Index
ICT	Information and Communication Technology
IPRC	Integrated Polytechnic Regional Centre
MINEDUC	Ministry of Education
NEA	National Employment Agency
NEP	National Employment Program
PSF	Private Sector Federation
Rwf	Rwandese Francs
TSS	Technical Secondary School
TVET	Technical and Vocational Education Training
VSLA	Voluntary Saving and Loan Association
VTC	Vocational Training centre
WDA	Work Development Authority
YWCA	Young Women Christian Association
YEIS	Youth Employability in the Informal Sector

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Last but not least, we would like to extend our gratitude to AJPRODHO staff for the support and feedback on draft reports and linking the consultant to field officers and some key informants for interviews all of which was important to the completion of the survey.

Executive Secretary

AJPRODHO –JIUKIRWA

AJPRODHO in partnership with YWCA and CARE is implementing a project known as “Youth Employability in the Informal Sector” (YEIS). The project was designed to improve the situation of the youth in the informal sector by increasing their technical, financial and entrepreneurial skills and enable them to take steps towards the formalization of their activities.

The project approach to achieve the above objective involves VSLA, linkage to Microfinance Institutions, Market survey and Technical and Vocational Education Training (TVET) access interventions, cooperatives development support and advocacy for improved legal and policy frameworks for youth in the informal sector.

In an attempt to support TVET beneficiaries of the YEIS project, a market survey, mapping and capacity assessment of TVET service providers was done. The objectives of the survey were to identify TVET skills sectors that will ensure market relevance and increase employability of targeted beneficiaries as well as service-providers that better respond to the identified TVET skills in the targeted districts.

The survey was conducted in 62 Vocational Training Centres (VTCs) located in 7 districts where the project is implemented (see appendix II). It involved 581 young men and women who are the beneficiaries of the project and 44 key informants including service providers. Among the beneficiaries sampled, 72% were female and 28% male. Besides VTCs, 60 individuals with the capacity to train some beneficiaries in trades that are not offered in VTCs were contacted (see appendix I). The participants were selected using purposive sampling method. Data was collected by use of questionnaire, interviews as well as Focus Group Discussions. Selection of the TVET skills sectors appropriate for the beneficiaries was based on employability, level of education, and location of the beneficiaries among others. The criteria used to identify suitable TVET service providers (VTCs) included trades they offer, accessibility, relevancy of the curriculum, experience of the trainers, training facilities and equipment, outreach opportunities and certification standards.

### **Key findings**

The most employable TVET skills sectors identified were construction and building services, beauty and aesthetics, technical service and assembling, art and craft, agriculture and food processing, film making, hospitality and tourism, and transportation and storage. In these sectors, the most employable trades cited were tailoring, hair dressing, welding, auto mechanics, masonry, carpentry, culinary art, beauty therapy, leather craft, domestic electricity, and electronics and telecommunication (repairing radios, TVs, phones, etc). Beneficiaries expressed keen interest in the aforementioned trades as well as decoration, knitting and baking.

Trades where the beneficiaries felt they could easily create their own jobs when facilitated included tailoring, hair dressing, carpentry, leather craft, welding, film making, knitting, baking, processing of soft drinks, culinary art and electronics and telecommunication.

With respect to service providers, it was found that just over half of the VTCs sampled (56%) were located at a distance of 7km or more from the students' homes. About a third (28%) were situated 5-6 km away and 16% were within 1- 4 km from the VTCs.

The entry requirements for the sampled VTCs were reasonable in the sense that in some VTCs, there are no entry barriers for some trades. Most trades required basic literacy and numeracy skills or an ordinary level certificate. The trades offered in the surveyed VTCs were almost the same and most of them were highly employable (see Table 9, page 21).

The tuition fees for day scholars ranged from 30,000Rwf to 60,000Rwf per term while boarding. VTC boarding fees ranged from 100,000Rwf to 250,000Rwf per term. Nonetheless, there were exceptional cases for instance, in Kigali international Art College (KIAC) in Kicukiro district and New Hope Technical Institute in Nyarugenge, the tuition fees for day scholars were quite high ranging from 215,300Rwf to 370000Rwf per term.

Concerning facilities and equipment, 11 out of 62 VTCs did not have sufficient training consumables while 28 were moderately equipped. 23 were sufficiently equipped with facilities and equipment and could therefore capably train the beneficiaries in the identified TVET skills.

Among the VTCs surveyed, the following were the ones the TVET beneficiaries could easily access and had the capacity to train them in the identified TVET skills sectors. In Gakenke (Nemba VTC), Rulindo (Bushoki and Shyorongi VTC), Nyabihu (Jomba VTC and Kibihekane VTC), Rubavu (Ndengeru VTC, Gisenyi VTC, Rugerero VTC and Vision Jennese Nouvelle VTC), Ngororero (Muhororo VTC, Hindiro VTC and Charles Luanga VTC), Nyarugenge (Butamwa VTC, CEFOTRAR and New hope) and Kicukiro (Kigali International Art College, IPRC Kigali VTC, Jennese en mission, Gashusha in Busanza and San Marco).

## 1. Background of the study

The Youth Association for Human Rights Promotion and Development (AJPRODHO-JIJUKIRWA) is a non-government organization, established in 1997, with the mandate of advocating for the rights of the disadvantaged youth, women and children in Rwanda through human rights promotion, protection, research, advocacy, economic empowerment and civil society strengthening.

Currently, AJPRODHO, in partnership with YWCA and CARE is implementing a project known as 'Youth Employability in the Informal Sector' (YEIS) with funding from the European Union (EU), Austrian Development Agency (ADA) and CARE. The project is being implemented in both rural and urban districts of the country. The urban districts are Nyarugenge and Kicukiro while the rural districts include Gakenke, Rulindo, Ngororero, Rubavu and Nyabihu. The districts of project operation were chosen based on high levels of youth unemployment and involvement in exploitative and/or hazardous informal sector employment in the above said targeted districts. The project is expected to progressively and sustainably move youth in the informal sector to the formal sector, but also to decrease dependency on the overstretched agricultural sector.

The YEIS project was designed to contribute to the reduction of poverty of youth (16-30 years) who depend on the informal sector in Rwanda. Indirectly, the project will have a positive impact on all youth currently dependent on the informal economy through evidence-based advocacy for a more appropriate legal and policy framework and its efficient implementation.

Directly, the project will improve the situation of 8,000 youth (70% women) in the informal sector by increasing their technical, financial and entrepreneurial skills, ensuring access to information and financial and business services, facilitating them to unite in Voluntary Savings and Loans Associations (VSLAs), cooperatives and trade unions, and enabling them to take steps towards the regularization or formalization of their activities. The project approach to achieve the above objective includes VSLA methodology, linkage to microfinance institutions, market and TVET access interventions, cooperatives development support and advocacy for improved legal and policy frameworks for youth in the informal sector.



Based on the above, AJPRODHO and its partners conducted a TVET market survey, mapping and capacity assessment of TVET service providers.

## **1.2. Objectives of the study**

The main objective of the survey was to identify potential sectors and sub-sectors with a high demand for employment in the labour market within the 7 targeted districts of project operation for youth living in the informal sector, 70% of whom would be women.

### **Specific objectives:**

- Market survey (Demand Side) - To identify TVET skills sectors that will ensure market relevance and increase employability of targeted TVET beneficiaries.
- Mapping and Capacity Assessment (Supply Side) - To identify and select TVET service-providers that better respond to the identified TVET skills in the 7 targeted districts.
- To carry out capacity assessment of the TVET service providers in areas such as relevancy of the curriculum, experience of the trainers and existing training facilities, outreach opportunities, certification standard, and post training support, etc.

## **1.3 Report Structure**

This report is organized into five major sections. The first section presents the background and context and objectives of the survey. The second discusses related literature, focuses on the rationale for TVET market surveys as well as TVET situation in Rwanda. Section three highlights the methodology that was used to guide the data collection process. This section looks at the target population, sampling, data collection methods and data analysis. Section Four presents findings of the survey and examines the implications of these results for the YEIS project. The last section provides conclusions and recommendations in light of the study findings.

## 2. Literature review

### 2.1 Introduction

Technical and Vocational Education and Training (TVET) is conceived as a means of transforming and empowering the unemployed/underemployed workforce especially the youth (Belayet and Rafiqul, 2014). In Rwanda, the TVET policy (2008) seeks among others, to provide the economy with qualified and competitive workers and to train citizens to capably participate in sustainable growth and poverty reduction by ensuring training opportunities to all social groups without discrimination.

If the increasing competitive demand for skills is not met, the consequence is a lack of skilled labour force and constrained economic growth. Moreover, due to the complex and ever changing technology, the skills required at the work place are increasingly becoming complex in that regardless of having had TVET, some youth find it difficult to get employment (WDA, 2016). This reality may discourage some youth from undertaking TVET because failure to get employment implies negative returns on their investment in education. Accordingly, as the youth continue to invest in TVET, it is imperative to assess the capacity of TVET service providers as well as to market the programmes to make sure they are aligned to the skills, competencies and values required in the job market.

Indeed, evaluation of a training institution's capacity and employability of its graduates is crucial to the development of the institution. This necessity is not only recognized by government agencies that are responsible for quality assurance in TVET centres, for example, Workforce Development Authority (WDA) in Rwanda but also development partners as well as other organisations that support the youth in terms of acquisition of TVET skills. Nonetheless, such organisations can best support the youth in TVET after assessing the capacity of TVET service providers and identifying the most employable TVET skills sectors.

### 2.2. TVET market survey and capacity assessment of TVET Service providers

TVET market surveys are crucial in that they assess the relevance of trades offered in TVET institutions (ILO, 2005). Market surveys can inform TVET institutions of how their trainees are faring in the labour market. They enable institutions to know the

various sectors where their graduates can work, skills and competencies required in the labour market, and related information on the professional orientation and experiences of their graduates (Millington, 2001). This can help in designing programs which not only equip trainees with relevant skills but also in consonant with the changing world of work.

In relation to service providers, studies have shown that teaching equipment, materials, infrastructural facilities such as quality of building and accommodation are instrumental in supporting students to acquire knowledge and practical skills (Ugwuonah and Omeje, 1998). Guzman et al (2008). Capacity assessment of TVET service is essential especially in assessing institutional competence in terms of grooming trainees for the world of work. They argue that ideally, capacity assessment ought to furnish training institutions with information concerning facilities and equipment as well as the adequacy of educational programs. In this regard, a country like Rwanda with a knowledge based economy, one of the prime objectives of its TVET should be to produce graduates with skills and competencies so that they are able to contribute to the economic development of their country and compete in the labour market. TVET plays a central role because it buttresses all development sectors by providing critical human resources. The social economic development of any country is largely dependent upon the quality of graduates produced by the education institutions. TVET centres, therefore, have the onus of training the nation's manpower in the skills and innovations that are critical for development. In the same way, they equally have to evaluate the quality of graduates they produce so as to enhance the relevant knowledge and attitudes that could make graduates flexible, adjustable and adaptive to the ever-changing conditions of work.

The reputation of any TVET program is contingent to its capacity to produce graduates who are able to secure jobs after graduation or create their own jobs but more so, those who have the requisite skills to perform well on their respective jobs.

Furthermore, TVET Market survey and capacity assessment of service providers play a pivotal role in providing valuable information for evaluating the results of training in an institution and thereby serving as the basis for future planning (Thelma, Leonardo, and Nida, 2014). Millington (2001) argues that data obtained from

market surveys or tracer studies can be used to inform educational planners about which programs are irrelevant to the society, which ones need to be introduced and which ones need to be reviewed. . Similarly, Gines (2004) asserts that tracer studies are important sources of information that can be used by institutions to plan, redefine their mission and market niche and show how training programs can be adjusted to reflect institutional goals.

### **2.2.1. TVET Curriculum**

In relation to curriculum development, like other countries, Rwanda is trying to tailor the TVET curricula towards the labour markets. This is because today, people and organizations need to embrace new skills and knowledge at regular periods in order to meet the challenges of a much more dynamic and unstable economic climate (Unwin, 2003). Indeed, if TVET curriculum development is done without being cognizant of the society needs and labour market requirements, it becomes difficult to establish any synergy between the economy and labour markets. In such a case, market surveys and tracer studies can be used as a means of maintaining curriculum relevance and providing targeted benefits to graduates to enhance marketability of training programs in institutions (Unwin, 2003).

Tracer and market studies are powerful monitoring and evaluation tools used in gaining information about the relevance and effectiveness of training programs and the depth of satisfaction of the employers (Schomburg, 2013). Millington (2001) says that tracer and market studies provide information concerning graduates' competencies in their specializations and other competencies such as communication skills, human relations skills, leadership skills, adequacy and relevance of graduate competence. Such feedback is required to determine the impact of curricular programs, which could provide information needed to improve the existing programs and bring about appropriate fit between requirements of the labour market and the offerings of the training institutions (Scheuren, 2004).

## **Employability Skills**

Studies have shown that training institutions hardly teach students how to get employment but impart knowledge and skills needed to be successful employees (Henderson and Robertson, 2000). Traditionally, it has been thought that employment for graduates especially from technical and vocational institutions is always readily availed. However, with the increasing number of graduates, the labour-market has become highly competitive in the sense that for one to get employment they should possess a set of generic attributes skills and behaviours that are deemed vital (Rae, 1997). Graduates in any TVET programme, are expected to exhibit competence in their areas of specialization and develop confidence to explore new possibilities and new employment as there is increasing competition among rivals at work. At present, competition in the employment arena is so stiff because of the increasing demands of the market such that new entrants into the labour market must possess relevant skills in order to compete for the available opportunities.

Ralf Lange (2001), states that market surveys are valuable tools in ascertaining matching skills (supply and demand of labour force) and university professional training. Ralf Lange emphasizes that market surveys address pertinent issues such as employability of graduates, why graduates fail in the labour market, as well as the needs of employers. As such it can be argued that though training institutions offer a wide spectrum of courses that provide students with skills and competencies, their relevance to the job market can suitably be ascertained through a skills market survey.

In Rwanda, a national skills survey was conducted to gather data from both market and supply sources for purposes of informing the processes of strategic and sustained investment in skills development. The skills surveys covered managerial and supervisory skills as well as the technical and artisanry skills. However, the information provided in the TVET section of the survey reports for the selected sectors was not sufficient to address the issues of the existing mismatch between the skills delivered by TVET institutions and the requirements in the labour market especially in terms of quality.

The information provided in the skills survey report regarding TVET skills needs required in the market shows the gap in terms of numbers per occupation trade in a given economic sector of activity. However, it does not show key information on the supply side relating to availability and quality of TVET curricula as well as TVET trainers in terms of their professional ability to deliver the required TVET skills. There are also no details relating to TVET qualification levels that correspond to the numbers of TVET professionals identified as missing. This level of detail is important as it forms a major ingredient in the evidence based planning and is a determinant of quality delivery of TVET skills considered as a critical bottleneck to sustained and improved competitiveness of Rwandan economy across various occupational trades. These constitute an important ingredient in the delivery of quality TVET.

### **2.3. Policy framework**

According to vision 2020, the goal of education and TVET is to fight ignorance and illiteracy so as to produce competent human resources for economic and social development as well as addressing the critical shortage of qualified technical and vocational manpower in the labour market.

The Economic Development and Poverty Reduction Strategies (EDPRS I&II) advocate for consolidation and decentralization. These strategies also recognize the key role of the private sector in accelerating economic growth to reduce poverty. They emphasize skills development as an essential precondition for sustainable economic growth. Consequently, it demands a strong push for TVET strengthening and proposes creation of important elements for an outcome-based, demand-driven TVET system. Besides, the National Employment Agency (NEA) and Rwanda Workforce Development Authority (WDA) have the mandate to reduce the existing capacity gap concerning the matching of TVET with labour market needs.

In the TVET sub-sector, quality education and training is displayed in the development of skills that are orientated towards the future working environment that students will face and practical competency-based training. Progress has been made in this direction with the introduction of competency-based training, but there are still challenges to strengthen private sector involvement and training of trainers to ensure quality and relevance. The Education Sector Strategic Plan (ESSP) (2014-2018) outlines strategies to propel quality improvements including strengthening of learning

in the private sector (for example through internships and industrial attachment programmes) and initiatives to support the transition to employment and development of quality assurance systems in the TVET sub-sector. Substantial efforts have been made to implement these policies and there has been commendable improvement especially in enrolment in TVET and employability of TVET graduates (WDA, 2016). However, more needs to be done to raise the level of skills education and to ensure that provision is more responsive to the changing needs of the economy. The extent of this problem can be seen in the Human Development Index (HDI) which ranked Rwanda 167<sup>th</sup> out of 186 countries.

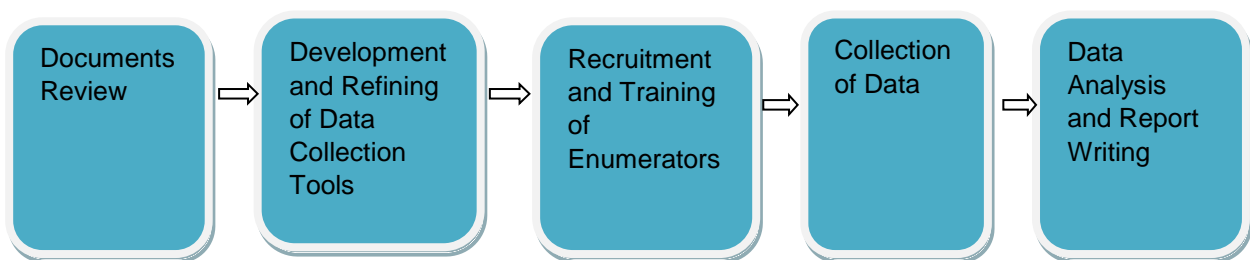
## 3. Methodology

### 3.1. Study design

This study employed both qualitative and quantitative approaches for purposes of methodological and information triangulation (Cohen, Manion, & Morrison 2007). Qualitative data was collected through interviews while quantitative data was obtained using a structured questionnaire.

In order to systematically design and conduct the study, five distinct steps were followed as illustrated in Figure 1 below.

**Figure 1: The survey process**



#### 3.1.1. Documents review

A review of some existing relevant documents was conducted. The documents listed below were referred to.

- Relevant AJPRODHO-JIJUKIRWA documents
- Relevant TVET documents from WDA (e.g. TVET tracer and employer satisfaction studies, lists of TVET service providers).
- Economic Development & Poverty Reduction Strategy II (EDPRS 2)
- Education Sector Strategic Plan (ESSP)
- TVET policy
- National employment program



### **3.1.2. Developing and refining of data collection tools**

The data collection tools included a key informant interview guide, a semi-structured interview guide for beneficiaries and a questionnaire for TVET service providers. The consultant developed the tools which were refined and validated by AJPRODHO and YWCA representatives. Due diligence was taken during the validation process to ensure that all questions were relevant and formulated from the perspective of the respondents.

The enumerators were involved in the refining of data collection tools so as to understand the purpose of the study and become familiar with the concepts used in the tools.

### **3.1.3. Recruiting and training enumerators**

Given the scale of the data requirements for this assignment, recruitment of data enumerators was carried out with the geographical dispersion of the target population in mind. Consequently, AJPRODHO field officers facilitated the data collection process. Enumerators and field officers were given useful tips on how to conduct interviews and focus group discussions. These included clearly explaining the purpose of the survey and how the survey results would be used, how to personalize the initial communication with respondents and providing clear identification of the source and authority of the organization conducting the survey. An assurance of confidentiality was also to be given to the respondents. All these were geared towards helping to increase the response rate and improve the quality of data collected.

### **3.1.4. Data collection**

#### **3.1.4.1. Methods of data collection**

##### **Key Informant Interviews**

In order to gain deep understanding of the situation of the capacity of TVET service providers in the provision of skills training, interviews were held with a number of resource persons (key informants). These were selected on the basis of their experience and expertise.

## Structured Questionnaire

A questionnaire was administered to TVET service providers in VTCs in order to collect information regarding the centres' capacity to provide training in the selected TVET skills sectors. Data was collected on issues like relevancy of the curriculum, accreditation, certification standards, availability of relevant training materials, qualification and experience of trainers and possibility of post training support.

## Observation checklist

Enumerators observed the facilities and equipment of TVET service providers (VTC centres) which could facilitate the training of project beneficiaries in the desired skills sectors.

### 3.1.4.2. Target population

The study was carried out in the 7 districts where AJPRODHO and its partners are implementing the YEIS project (Gakenke, Rulindo, Nyabihu, Rubavu, Ngororero, Nyarugenge, and Kicukiro). It involved different categories of participants as shown in Table1 below.

**Table 1: Categories of Study Participants**

Category of Study Participants	Information Required from Them
Work Development Authority (WDA) officials	<ul style="list-style-type: none"><li>• Contact information of TVET service providers in the 7 targeted districts (VTCs and Polytechnics)</li><li>• Reports related to employability of TVET graduates in various sectors</li></ul>
Beneficiaries of the YEIS project	<ul style="list-style-type: none"><li>• Views on the TVET skill sectors they wish to join</li><li>• Views on existing service providers in their locality</li></ul>
National Youth Council (NYC)	<ul style="list-style-type: none"><li>• Information about appropriate employable skills sectors for the youth in the informal sector</li></ul>
TVET service providers	<ul style="list-style-type: none"><li>• Mapping and capacity assessment (supply side) data: Existing capacities in the provision of skills training in the identified sectors i.e. relevancy of the curriculum, experience of the trainers, existing facilities and equipment, outreach opportunities, certification standards, post training support, etc).</li></ul>
AJPRODHO	<ul style="list-style-type: none"><li>• Previous studies related to the survey</li></ul>

	<ul style="list-style-type: none"> <li>• Relevant documents about the project</li> </ul>
Private Sector Federation (PSF) chambers & companies	<ul style="list-style-type: none"> <li>• More employable/marketable skills sectors ( trades)</li> <li>• Alignment between skills development and skills gaps</li> </ul>
District officials	<ul style="list-style-type: none"> <li>• Alignment between skills development &amp; skills gaps</li> <li>• Existing employable sectors within the targeted districts</li> </ul>

### 3.1.4.3. Sampling procedures

The study involved a total of 655 respondents of which 581 were TVET beneficiaries of the YEIS project, 62 service providers and 12 key informants. The sample of TVET beneficiaries of the YEIS project was determined using the following formula.

$$n = \frac{Nz^2pq}{(E^2(N - 1) + Z^2pq)}$$

Where:

n = the required sample size

N = the population size

p and q = the population proportions (If not known, set each at 0.5)

z = the value specifying the level of confidence in the data used, set at 1.645

E = error of margin set at 0.1

**Table 2: Sample size distribution**

Category of informants	Sample
WDA officials	1
Beneficiaries of the YEIS project	581
National Youth Council (NYC)	1
TVET service providers in the 7 targeted districts	62
AJPRODHO & YWCA officials	2
PSF chambers & companies	2
District officials	6

<b>Total</b>	<b>655</b>
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The selected interviewees (beneficiaries) were peer educators and representatives of all the beneficiaries of the YEIS project in each district. They were selected from all zones in each of the 7 districts surveyed.

#### 3.1.4.4. Identification of TVET service providers and skills sectors

In order to identify suitable TVET service providers and skills sectors, a number of factors were considered.

##### Market survey (Demand Side)

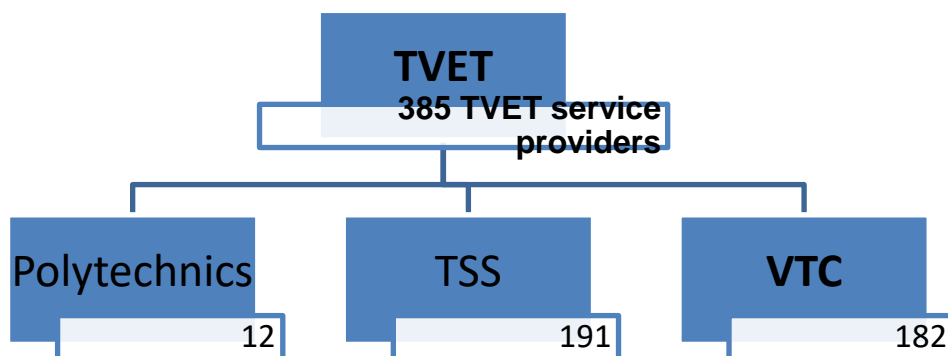
Currently, in Rwanda there are several TVET skill sectors. However, not all of them are highly employable. So, in this study the selection of the TVET skills sectors appropriate for the beneficiaries was based on the following criteria.

- Employability
- Level of education of the beneficiaries
- Location of the beneficiaries

##### Mapping and Capacity Assessment (Supply Side)

In Rwanda, there are majorly three categories of TVET service providers: Polytechnics, Technical Secondary Schools (TSS) and Vocational Training Centres (VTCs). Nonetheless, this survey focused on VTCs because the level of education of most TVET beneficiaries does not allow them to enrol in higher TVET centres. Mapping and capacity assessment of VTC service providers was done districtwise but based on the identified TVET skills.

**Figure 2: TVET skills service providers in Rwanda**



The study was limited to 62 VTCs situated in 7 districts where the YEIS project operates and the following criteria were considered in identifying suitable VTC service providers:

- Skills sectors identified
- Accessibility
- Relevancy of the curriculum
- Experience of the trainers
- Existing trades
- Training facilities and equipment
- Outreach opportunities
- Certification standards
- Post training support

**Table 9: Number of TVET service providers surveyed**

District	Number of VTCs)
Nyarugenge	6
Kicukiro	16
Gakenke	10
Rulindo	5
Ngororero	6
Rubavu	13
Nyabihu	6
<b>Total</b>	<b>62</b>

#### **3.1.4.5. Ethical Issues**

Ethical consideration is important in ensuring that no harm befalls the respondents as a result of their participation in the study. In this study, informed consent, privacy, anonymity and confidentiality were applied. Participants were informed of the purpose of the study so as to freely decide in a conscious, deliberate way whether to participate or not. Respondents were assured that their names would not be

mentioned in the findings and the researchers were also mindful of the human participant principle of respect for people.

### **3.1.5. Data analysis**

In this study, both quantitative and qualitative methods of data analysis will be used.

**Analysis of quantitative data:** After collecting the data, it was coded to facilitate data input for processing and analysis. Among the issues considered during coding there was how to handle incomplete survey forms and missing data. Reality checks were also conducted to identify errors in coding and data entry. Descriptive statistics for quantitative data analysis were used.

**Analysis of qualitative data:** Answers to open-ended questions were carefully coded. This was important since qualitative responses constituted useful information as well. This process involved examining some preliminary data to identify potential categories and then testing them for consistency. An analysis of responses to open-ended questions was made and then similar comments were grouped together to gain a sense of the most frequent ideas which were also analyzed for the report.

## 4. Findings of the Study

This section presents analysis of the findings from the TVET service providers, beneficiaries of YEIS project as well as key informants. The section has two major aspects and these are market survey (demand side) and mapping and capacity assessment (supply side). It highlights major parameters of the mapping and capacity assessment of TVET service providers and market survey such as the most employable TVET skills sectors and subsectors and TVET service providers that are providing training in the identified skills sectors. In addition, it considers important benchmarks like relevancy of the curriculum, experience of the trainers, sufficiency of training facilities, outreach opportunities, certification standards and post training support.

### 4.1. Market survey of TVET skills sectors

Investigation into the TVET skills sectors that will ensure market relevance and increase employability of targeted TVET beneficiaries of the YEIS project was carried out. Views were sought from key informants and beneficiaries in different localities in the 7 districts surveyed and data was analysed in general and districtwise.

#### 4.1.1 Profile of respondents

The profile of the respondents (YEIS project beneficiaries) was ascertained. The key information required about the respondents was gender and level of education. This was analysed in general and districtwise as shown in Tables 4 and 5 below.

**Table 4: Distribution of the respondents (beneficiaries)**

District	Sector	Area where interviews were conducted	Gender of respondents	
			Female	Male
<b>Nyarugenge</b>		City Valley Hotel	39	18
<b>Kicukiro</b>	Kanombe	Nyarugunga	47	13
	Gahanga		16	10
	Niboyi	Niboyi sector	34	6
	Gatenga	Gatenga Church	25	7

<b>Nyabihu</b>	Jomba	Jomba Cell	32	16
<b>Rulindo</b>	Shorongi	Shorongi sector	57	13
	Boshoki	Gasiza	36	12
		Tumba	31	17
<b>Gakenke</b>	Nemba	Yego Centre	19	11
		Gakenke Market	26	16
<b>Total</b>			<b>362</b>	<b>139</b>

As shown in Table 4 above, most respondents (72%) were female while males constituted less than a third (28%). This large disparity in gender proportions was due to the program format of the YEIS project which targets 70% female beneficiaries which was the benchmark for sampling as well.

**Table 10 : Distribution of respondents (beneficiaries ) by level of education**

<b>Level of education</b>	<b>Frequency</b>	<b>Percentage</b>
Never attended school	15	3%
Primary school drop out	165	28%
Primary school graduate	297	51%
Secondary	104	18%
<b>Total</b>	<b>581</b>	<b>100</b>

As shown in Table 5 above, half of the respondents (51%) were primary school graduates, just over a quarter (28%) were primary school dropouts while 3% had never attended school at all. A proportion of 18% had attended secondary school. Of note is that irrespective of their level of education, the beneficiaries of the YEIS project could all be trained in VTCs and acquire skills which could enable them earn a decent living rather than doing menial jobs in the informal sector where they could be exploited.



### 4.1.2 Findings from the Market survey

Interviews were conducted with the YEIS beneficiaries and key informants to identify TVET skills sectors that would ensure market relevance and increase employability of targeted TVET beneficiaries. Focus was mainly placed on the most employable TVET skills sectors, most desired TVET skills that beneficiaries wished to be trained in, sectors/ trades in which starting up own businesses could easily be done and the challenges of self- employment.

#### 4.1.2. Most employable TVET skills sectors

Investigation into the TVET skills sectors/trades that would ensure market relevance and increase employability of targeted TVET beneficiaries was carried out. In each district surveyed, respondents (beneficiaries) and key informants were asked to identify the TVET skills sectors/trades that they knew were most employable. The following table details their responses.

**Table 11: Most employable TVET skills sectors and trades**

<b>District</b>	<b>Most employable TVET skills sectors</b>	<b>Most employable TVET skills trades</b>
<b>Gakenke</b>	Arts & crafts	Tailoring
	Beauty & aesthetics	Hair dressing
	Construction & building services	Carpentry, masonry
	Technical service & assembling	Auto mechanics
<b>Kicukiro</b>	Arts & crafts	Decoration, leather craft ,tailoring
	Beauty & aesthetics	Beauty therapy ,hair dressing
	Construction & building services	Masonry
	Film making	Photography and video production
	Hospitality & tourism	Culinary art
	Technical service & assembling	Domestic electricity, mechanics, welding
	Water resources	Plumbing

	management	
<b>Rulindo</b>	Arts & crafts	Decoration, leather craft, tailoring
	Beauty & aesthetics	Hair dressing
	Construction & building services	Carpentry, masonry
	Technical service & assembling	Auto mechanics, welding
<b>Rubavu</b>	Agriculture & food processing	Baking
	Arts and crafts	Leather craft ,tailoring,
	Beauty & aesthetics	Beauty therapy, hair dressing
	Construction & building services	Masonry
	Film making	Photography and video production
	Technical service & assembling	Electronics & telecommunication (repairing radios, telephones, TVs, etc.), welding
	Transportation and storage	Driving (motorcyclist )
<b>Nyarugenge</b>	Arts and crafts	Decoration, knitting, leather craft, tailoring,
	Beauty & aesthetics	Beauty therapy, hair dressing,
	Construction and building services	Masonry
	Film making	Photography and video production
	Technical service & assembling	Auto mechanics, domestic electricity, electronics & telecommunication (repairing radios, telephones, TVs, etc.), welding,
<b>Nyabihu</b>	Arts and crafts	Knitting, leather craft tailoring
	Beauty & aesthetics	Hair dressing
	Construction and building services	Carpentry, masonry,

As shown in the Table 6 above, the TVET skills sectors/trades that were deemed to carry most employment were similar in all the districts surveyed. Trades such as auto mechanics, hair dressing, masonry, tailoring, and welding were mentioned in all the districts surveyed. These findings are in consonant with the findings of the National TVET graduate tracer and employer satisfaction survey conducted by WDA in 2016. According to this survey, at VTC level, trades with high employability rate include beauty therapy, dressmaking, domestic electricity, photography and video production, hairdressing and aesthetics, masonry, panel beating and tailoring. These were responsible for the 84.3% employability in VTCs. Similarly, at Technical Secondary School (TSS) level, carpentry, domestic electricity, electronics and telecoms, general mechanics, graphic arts, masonry, motor vehicle mechanics, and tailoring were the most employable trades.

#### **Perceptions of key informants regarding most employable TVET skills sectors**

Views of key informants such as district officials in charge of TVET, employment promotion officer, District youth coordinators, and the Work Development Authority (WDA) officers among others were sought. Their perceptions were similar to those of the beneficiaries and TVET graduate tracer and employer satisfaction findings. It was agreed that the most marketable TVET trades/sectors for VTC and TSS graduates in Rwanda, were auto mechanics, beauty therapy, hair dressing, knitting, leather craft, masonry, tailoring, and welding and among others. A key informant reported that:

*In Rwanda, most of the people especially university graduates are job seekers and I think it is because of the courses offered in the universities. Universities produce many graduates in areas such as accounting, finance, management, business administration, law and others where they hardly get jobs hence being unemployed. But most graduates from TVET institutions usually get jobs and there are many TVET skills trades/sectors which are most employable compared to some of the courses offered in universities. For instance, carpentry, masonry, hair dressing, tailoring and leather craft. In fact, some graduates from universities end up doing business in some of these trades. The problem is that TVET is perceived to be for people with low level of education or illiterates and semi-illiterates but the government has realised the importance of TVET and more emphasis is now on TVET than on higher*

Another informant remarked that:

*TVET is good but in Rwanda we have not yet developed like other countries in the region such as Tanzania. People tend to neglect it yet there are areas that are nowadays highly employable. For instance, leather craft, tailoring, masonry, brick making, welding, hair dressing, plumbing and many others. Since the government has banned importation of second hand clothes and shoes, tailoring and leather craft will be the top most employable sectors in future. So, there is need to sensitise the populace about the importance of TVET because some youth still neglect it, they think it is not a paying sector. I know of a lady who completed university and decided to establish a tailoring workshop and earns a lot of money.*

Youth Coordinator, Rubavu District

Although the remuneration for TVET graduates is apparently quite low, TVET has a range of employable skills, with the most common ones being hair dressing, carpentry, tailoring, auto mechanics, masonry, and beauty therapy. Besides, TVET skills sectors absorb all categories of people regardless of their level of education while having opportunities for self-employment.

Furthermore, the executive secretary of the National Youth Council (NYC) pointed out that the three categories of TVET beneficiaries (those with no education, those with primary education, and those with some secondary or vocational training) could suitably be trained in such TVET skills areas as carpentry, hairdressing, masonry, and tailoring, and because they are most employable. The executive secretary emphasized that tailoring is likely to be the top most employable trade as importation of second hand clothes was banned.

It was suggested that when recruiting TVET beneficiaries, one of the criteria should be considering those who have been jobless for quite a long period of time. With respect to partnership, the executive secretary said that the NYC is ready to collaborate with AJPRODHO in what is agreeable to both parties. The council has rooms in some district premises where the beneficiaries could be trained in trades like tailoring. The council could equally negotiate with Integrated Polytechnic Regional Centres (IPRCs) to reduce fees for beneficiaries who would wish to be trained there. Also, the executive secretary was willing to request WDA to certify qualifications of individual service providers who could train TVET beneficiaries. This was because some trades such as hair dressing were mostly offered by individuals.

Similarly, the WDA official in charge of partnership categorically said that WDA is willing to sign a memorandum of understanding (MOU) with AJPRODHO though AJPRODHO would first identify the needs of the beneficiaries as ascertained from the study. The officer requested to be invited in the meeting for validation of study findings which he said would partly be the basis for signing a memorandum of understanding.

#### **4.1.3. Skills and trades that beneficiaries wished to be trained in**

The targeted beneficiaries were of different levels of education including the illiterate and the semi-illiterate. Accordingly, they were asked which TVET skills sectors they wished to be trained in considering their level of education. Table 7 below presents the findings.

**Table 7: TVET skills sectors/trades that beneficiaries wished to be trained in**

<b>District</b>	<b>Trades</b>
Gakenke	Auto mechanics, carpentry, hair dressing, masonry, tailoring
Kicukiro	Carpentry, culinary art, decoration, domestic electricity, driving, film making, hair dressing, masonry, mechanics, tailoring, welding
Rulindo	Auto mechanics, decoration, hair dressing, masonry tailoring, welding

Rubavu	Culinary art, driving, decoration, electronics (e.g. radios, TVs, telephones), film making, hair dressing, masonry, plumbing, tailoring, welding.
Nyarugenge	Auto mechanics, decoration, domestic electricity, driving, film making, hair dressing, hotel management and tourism, masonry, tailoring, welding.
Ngororero	Auto mechanics, baking, carpentry, decoration, hair dressing, masonry, tailoring, welding.
Nyabihu	Carpentry, hair dressing, knitting, masonry, tailoring, mechanics

As shown in Table 7 above, the trades where respondents expressed keen interest were similar in all the 7 districts surveyed irrespective of geographical location. Trades such as carpentry, hair dressing, masonry, mechanics and tailoring were cross cutting. This was probably because the beneficiaries in all the districts had similar levels of education and thereby chose similar trades which matched those levels. Immaculate, a participant in one Focus Group Discussions (FGDs) remarked that:

*For me I did not complete even primary so, I cannot crave for other TVET trades which require someone to have completed high school. I hear that to pursue trades such as computer science and electrical engineering you must have studied and completed high school. For me I want to pursue trades like tailoring and hair dressing which do not necessarily require a high level of education. A person who does not know how to write and read can learn hair dressing and this one of the highly employable trades.*

Immaculate Kicukiro District , 2016

It should be noted that there was no difference in preference of trades between female and male beneficiaries. The trades that are traditionally known to be for female were equally opted by men and vice versa. For instance, hairdressing, mechanics, masonry, culinary art and welding were chosen by both male and female beneficiaries in all the 7 districts surveyed.

#### 4.1.4. Self - employment

The philosophy underpinning government support to TVET is not only employment creation but also laying the foundation for graduates to establish their own businesses. As such, the respondents were asked which TVET skills training they knew where they could easily start their own businesses with least capital. Table 8 below summarises their views.

**Table 12: Trades in which beneficiaries could easily create self-employment**

District	Trades with possibility of self-employment
Gakenke	Carpentry, hair dressing, tailoring, mechanics
Kicukiro	Art and craft, carpentry, hair dressing, mechanics, tailoring
Rulindo	Auto mechanics, hair dressing, tailoring, welding
Rubavu	Baking, hair dressing, knitting, mechanics, tailoring, welding
Nyarugenge	Auto mechanics, hair dressing, processing of soft drinks and culinary art, tailoring, welding
Ngororero	Carpentry, hair dressing, tailoring
Nyabihu	Carpentry, hair dressing, mechanics tailoring

As shown in Table 8 above, regardless of the geographical location, the trades where the beneficiaries felt they could easily create their own jobs were similar.

#### 4.2. Mapping and Capacity Assessment of TVET service providers

Currently the Work Development Authority (WDA) regulates about 385 public and private TVET service providers in all the 30 districts of Rwanda. These TVET service providers offer training in Polytechnics, Technical Secondary Schools (TSS) and Vocational Training Centre (VTC). This survey considered VTCs in 7 districts where the YEIS project operates. Capacity assessment of the VTCs in areas such as relevancy of the curriculum, experience of the trainers and existing training facilities, outreach opportunities, certification standard, and post training support was carried out. This was done in order to select VTCs that better respond to the identified TVET skills sectors /trades in the targeted districts.

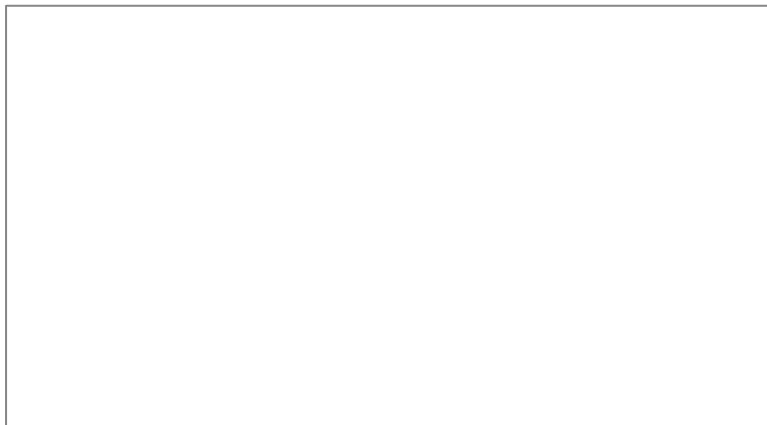
#### **4.2.1 Profile information about VTCs**

This section presents profile information about the sampled VTCs. Inquiries were made about whether they were privately or government owned, accredited, as well as their date of establishment, courses taught and the tuition fees.

##### **4.2.1.1 Type of TVET centre**

As shown in Figure 3 below, slightly more three quarters of the VTCs (77%), surveyed were privately owned and close to a quarter (23%) were public.

**Figure 3: Type of TVET Centre**



Besides the ownership of VTCs, investigation into certification standards was done. Out of the 62 VTCs surveyed, 18 had not yet been accredited by WDA though they had ample training capacity.

##### **4.2.1.2 Date of establishment of TVET Centres**

A proportion of 75.8 % of the surveyed VTCs (47 out of 62) were established in the last 6 years, implying a high increase in TVET Centres over recent years. Slightly more than a quarter (24.2%), were established 10 years ago or earlier.

##### **4.2.1.3 Tuition Fees**



In most of the VTCs, it was found that the tuition fees for day scholars ranged from 30, 000 Rwf to 60,000Rwf per term training consumables inclusive. Nevertheless, there were exceptional cases for instance, in Kigali international Art College (KIAC) in Kicukiro district and New Hope Technical Institute in Nyarugenge, the tuition fees for day scholars were quite high ranging from 215,300Rwf to 370000Rwf per term. KIAC offers trades such as photography and video production and film making, graphic designing, web designing, and creative art which are highly marketable. In New Hope Technical Institute, the tuition fees include training consumables.

For boarding VTCs, the tuition fees ranged from around 100,000Rwf and 250,000Rwf per term. It should be noted that like any basic education programme, a TVET term lasts 3 months.

#### 4.2.1.4 Trades offered at VTCs

The trades on offer across most of the VTCs surveyed were tailoring, mechanics, masonry, welding, electricity and carpentry. Table 9 below indicates the number of trades within the sampled VTCs.

**Table 9: Frequency of trades in the sampled VTCs**

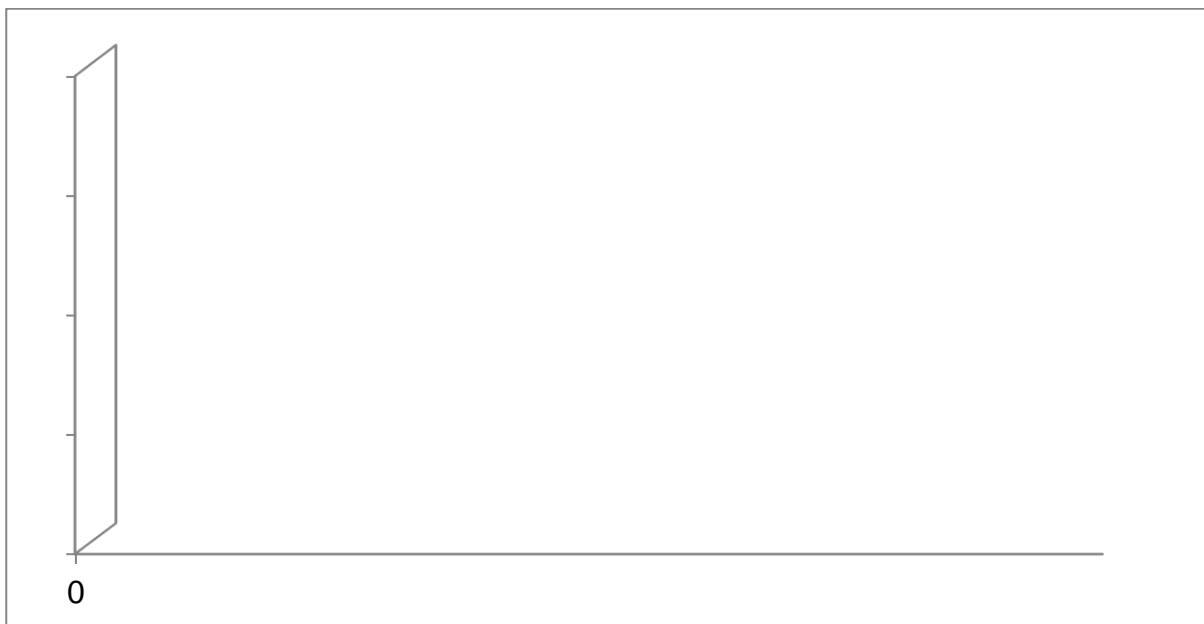
Trade	Number of VTC that offer the trade	Percentage
Tailoring	31	50%
Masonry	22	35%
Mechanics (general)	16	26%
Welding	15	24%
Electricity	14	23%
Hair dressing	14	23%
Carpentry	13	21%
Culinary Art	10	16%
Plumbing	7	11%
Mechanics (auto mobile)	5	8%
Food processing	4	6%
ICT	3	5%

Dress making	2	3%
Art & leather craft	2	3%
Aesthetics	2	3%
Electronics and telecommunications	1	2%
Driving	1	2%
Beauty therapy	1	2%
Agribusiness	1	2%
Photography and Video production, Graphics design, Web design, Photography, and creative Art	1	2%

#### 4.2.1.5 Accessibility to VTCs

Managers of the VTCs sampled were asked how far students travelled to attend trainings at their centres as reflected in Figure 5 below.

**Figure 4: Distance travelled to VTCs**

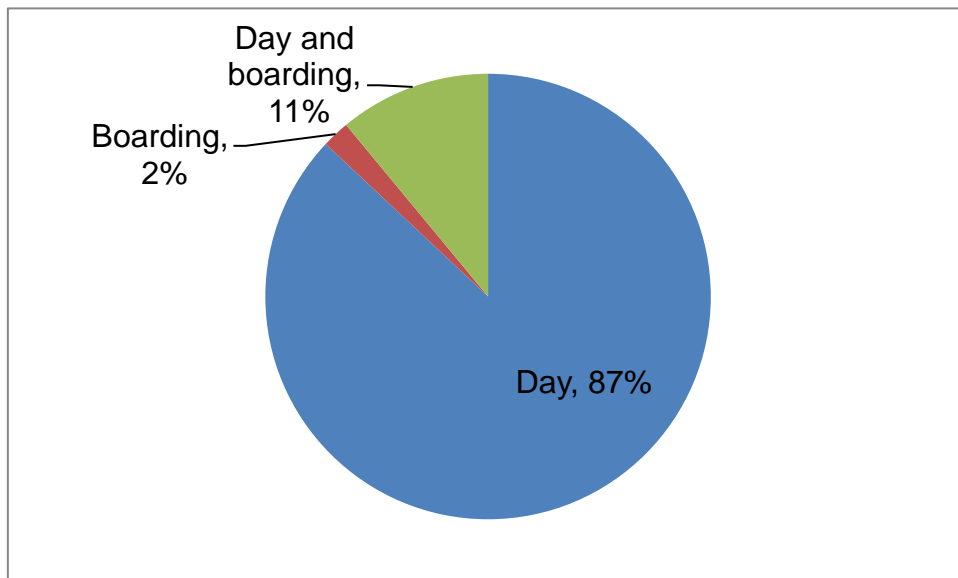


According to the estimates of managers from the VTCs surveyed, over half the VTCs (56%) were situated at a distance of 7km or more from the students' residences. Over a quarter (28%) was located within 5-6 km of their trainee's homes. A proportion of 10% were situated within 3-4km and 6% within a distance of 1-2km

from their students' residences. VTCs located in rural districts such as Gakenke, Ngororero, Nyabihu, and Rulindo were reported to have longest distance that students travel.

VTC managers were also asked whether their institutions had boarding facilities for trainees. Figure 6 below details their responses. 87% of the VTCs only had day study facilities, 11% had both day and boarding facilities and 2% had boarding facilities only.

**Figure 5: Proportion of VTCs with day or boarding facilities**



#### 4.2.1.6 Entry requirements for various trades

As indicated in Table 10 below, the entry requirements for various trades in the sampled VTCs were reasonable in the sense that some trades had no entry barriers. Most of the popular trades required either no level of education or primary school education.

**Table 10: Entry requirements for various trades**

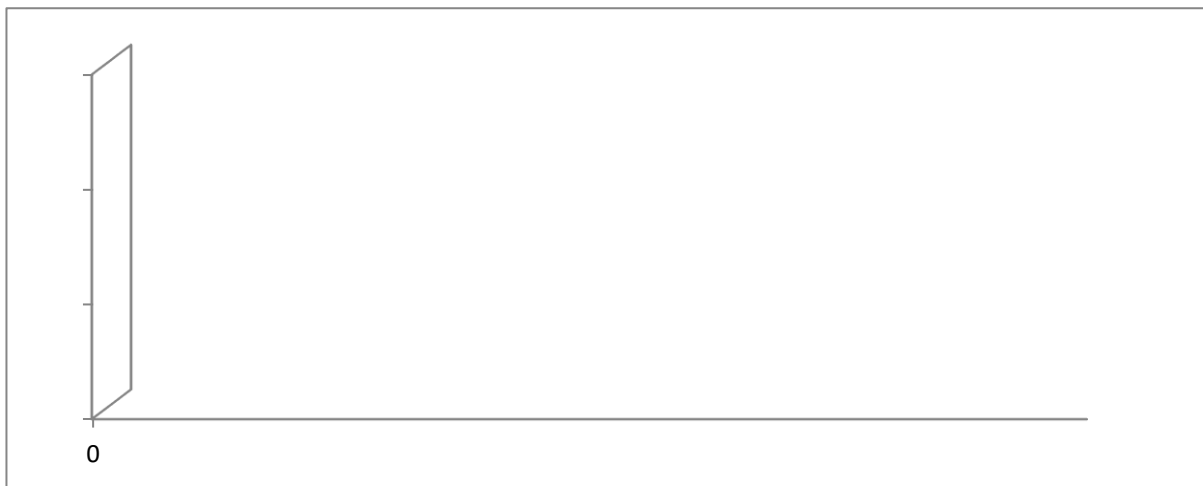
Entry	Trade
-------	-------

<b>Requirements</b>	
No entry barrier	Decoration, hair dressing, knitting, leather craft, tailoring, welding
Basic literacy and numeracy skills	Carpentry, driving, masonry, mechanics
Ordinary level	Computer science, creative art, culinary art, electricity, electronics, photography and video production, ICT, food processing, graphics design, web design, plumbing

#### 4.2.1.7. Criteria for selection of trades

When asked how trades were selected for training, most VTC managers said that they based their choices on market demand (78%), 12% based on availability of teachers while 10% on Work Development Authority (WDA) guidelines.

**Figure 6: Criteria for selection of trades offered in VTCs**



#### 4.2.1.8 Duration of training

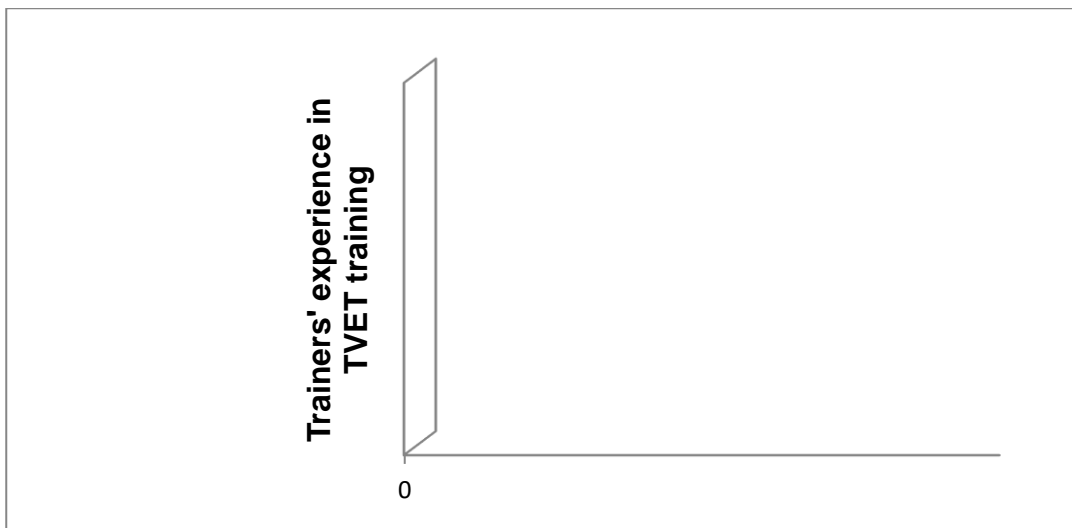
In order to gain reasonable employable skills, the trainees need to spend a substantial amount of time on practical sessions in TVET centres. Longer training durations can increase the possibility of attaining more skills though it may not be suitable for the disadvantaged groups considering the affordability in terms of both cost and time. Participation may also have an opportunity cost.

In this study, investigation into the training duration in VTCs was done. It was found that most trades took 6 to 12 months for one to acquire adequate skills. However, trainees could enrol for short courses of less than 12 months but would only acquire basic skills which would not enable them to compete favourably in the labour market.

#### 4.2.1.9 Trainers' experience

Experience of trainers was one of the variables assessed with regard to the capacity of service providers. The result was obtained by interviewing the VTC managers. As shown in Figure 7 below, 81% of the trainers had training experience of 1-5 years while 17% had 6-7 years of training. Only 2% had 8 or more years of training experience.

**Figure 7 : Trainers' experience in TVET training**



From these findings we conclude that most trainers in the sampled VTCs had not taught for a long period of time probably because TVET in Rwanda was recognized only in recent years. Most VTCs have lasted for less than 10 years which correlates with the trainers' experience.

#### 4.2.1.10 Time dedicated to Theoretical and Practical sessions

Administrators in the sampled VTCs were asked how much training time was dedicated to theoretical sessions and how much for practical sessions. It was found that most trades were practice oriented, taking about 85% or more of training time.

#### 4.2.1.11 Training facilities and equipment and career guidance

VTC managers were asked about the training curricula as well as relevant equipment and facilities. The curricula of 44 out of 62 VTCs visited were approved by WDA.

Regarding facilities and equipment, 11 out of 62 VTCs did not have sufficient training consumables, 28 were moderately equipped while 23 were sufficiently equipped with facilities and equipment and could therefore capably train the beneficiaries in the identified TVET skilling.

Besides facilities and equipment, VTC administrators were asked whether they provided career guidance or followed up trainees after completion of their courses. 30 of the 62 VTCs sampled provided students with some support to enter employment by for instance by providing recommendation letters and identifying potential employers among others. All of them claimed to offer career guidance to trainees.

#### 4.2.1.12 Potential TVET Skills Service Providers for Training Beneficiaries

After careful assessment based on accessibility, relevancy of the curriculum, availability of training facilities and equipment, experience of the trainers, and certification standard among others, 23 VTCs (Table 11 below) were identified as potential training providers in the targeted districts.

**Table 11: VTCS with the capacity to train beneficiaries and can easily be accessed**

District	VTC chosen	Accreditation	VTC Status	Trades offered
<b>Gakenke</b>	Nemba	Accredited	Public	Mechanics, tailoring,
<b>Kicukiro</b>	IPRC Kigali VTC	Accredited	Public	Carpentry, electricity, electronics and telecommunication masonry, mechanics, welding
	Samuduha Integrated College	Accredited	Private	Computer science, electricity, masonry

	(SICO)			mechanics
	Kigali International Art College	Accredited	Private	Creative Art, film and video production, graphic design, photography, web design
	Gashusha (Busanza)	No	Private	Mechanics
	Jeunesse en mission Rubilizi	Accredited	Private	Carpentry, masonry, welding,
	San Marco Nyarugunga	No	Private	Tailoring
<b>Rulindo</b>	VTC Shyorongi	Accredited	Public	Culinary art, food processing, tailoring
	VTC Bushoki	Accredited	Public	Agribusiness, food processing, tailoring
<b>Rubavu</b>	Ndengeru VTC	Accredited	Private	Masonry, mechanics, tailoring, welding
	VTC Gisenyi	Accredited	Public	Culinary art, electricity, ICT, plumbing, tailoring, welding
	Umuganda driving school	Accredited	Private	Driving
	Vision Jeunesse Nouvelle	Accredited	Public	Hair dressing, masonry, mechanics, tailoring welding,
	Rugerero VTC	Accredited	Private	Mechanics
<b>Nyarugenge</b>	VTC Butamwa	Accredited	Private	Electricity, hair dressing, masonry, plumbing, tailoring, welding
	Le Centre de formation de travail (CEFOTRAR)	Accredited	Private	Art and leather craft, carpentry, masonry, tailoring, welding,
	New Hope	Accredited	Private	Culinary art, tailoring, hair dressing
<b>Ngororero</b>	Muhororo VTC	Accredited	Public	Carpentry, electricity, masonry
	VTC Hindiro	Accredited	Public	Art and leather craft, food processing, tailoring
	VTC Charles Luanga	Accredited	Private	Culinary art, electricity, masonry, mechanics, tailoring
<b>Nyabihu</b>	VTC Jomba	Accredited	Private	Auto mobile mechanics,

				hair dressing, tailoring, masonry,
	VTC Kibihekane	Accredited	Public	Auto mobile mechanics, electricity, masonry, welding

## Observations

### Gakenke

In Gakenke district, the only VTC that the beneficiaries could easily access was Nemba. However, it could only be accessed by beneficiaries in the vicinity and was limited to welding and tailoring. Beneficiaries in the rest of the zones in the district could not easily access other VTCs such as Janja, Muhondo, Rusasa and others where some of the preferred trades were offered. As such, in Gakenke district the following options could be adopted.

- Field officers in collaboration with peer educators and sector/cell leaders could identify individual service providers with the capacity to train beneficiaries in the trades they desired in their respective zones.
- Since most of the VTCs in Gakenke had boarding facilities, the beneficiaries could be supported to undertake training in the trades of their choice in these institutions.
- WDA in collaboration with a development partner have been facilitating the training of some people in some trades under National Employment Program (NEP) and skills development program. AJPRODHO should therefore liaise with WDA to find out if such programs are still in existence so that they can collaborate and train some beneficiaries.
- In the rest of the districts (Rulindo, Nyarugenge, Kicukiro, Nyabihu, Ngororero and Rubavu), there were VTCs that could easily be accessed by the beneficiaries. Nonetheless, they did not offer some of the trades that the beneficiaries were interested in. Accordingly, it is imperative that field officers in collaboration with peer educators and sector/cell leaders should identify individual service providers with the capacity to train the beneficiaries in the trades that VTCs don't offer.



### Individual service providers

Besides VTCs, a number of individuals offering TVET trades in each of the 7 districts were contacted. It was important to contact individuals because some of the marketable trades opted by the beneficiaries were not offered in the VTCs yet some individuals had the capacity to train. Details of the capacity of individual service providers are provided in appendix I.

**Table 12: Individual service providers**

District	Number of Individual service providers
Nyarugenge	19
Kicukiro	10
Rulindo	7
Gakenke	5
Rubavu	7
Ngororero	4
Nyabihu	8
Total	60

## 5. Conclusions and Recommendations

The objectives of the study were to identify potential sectors and sub-sectors with a high demand for employment in the labour market as well as skills sectors that will ensure market relevance and increase employability of targeted Technical and Vocational Education Training (TVET) beneficiaries. This section provides conclusions and recommendations in relation to the abovementioned objectives.

### 5.1. Conclusions

With respect to skills sectors, it was found that the TVET skills sectors with high market demand and therefore high employability were agriculture and food processing, arts and crafts, beauty and aesthetics, construction and building services, film making, hospitality and tourism, technical services and assembling, , and transportation and storage. These were the particular sectors that beneficiaries opted for training. Trades such as baking, carpentry, culinary art, electronics and telecommunication, film making, hair dressing, knitting, leather craft, processing of soft drinks, tailoring, and welding apparently had leeway for self employment.

Out of 62 VTCs surveyed, 11 did not have sufficient training consumables, 28 were moderately equipped and 23 were sufficiently equipped. Additionally, the entry requirements for the VTCs were reasonable in that some students could be enrolled for training in some trades without necessarily considering their level of education. The requisite entry requirements for most of the VTC trades were basic literacy and numeracy abilities and/or an ordinary level certificate.

The cost of tuition for day scholars in most VTCs ranged from 30,000Rwf to 60,000Rwf per term training consumables inclusive. VTC boarding fees ranged from 100,000Rwf to 250,000Rwf per term. Also, most institutions were equipped with reasonable training consumables as well as tutors with fairly good experience in TVET training.

There was quite a number of individual service providers who could easily be accessed and had the capacity to train beneficiaries in some marketable TVET trades that are not offered in the TVCs in some districts.

## 5.2 Recommendations

1. A number of highly marketable and highly preferred trades by beneficiaries were not offered in some Vocational Training Centres (VTCs). These included beauty therapy, hair dressing, knitting and leather craft. We therefore recommend that AJPRODHO, in collaboration with field officers and local leaders in the different zones, should identify individuals with the capacity to train in those disciplines. The NYC said they could negotiate with WDA to certify the qualifications of individual service providers.
2. In Gakenke district, most VTCs could not be easily accessed by beneficiaries apart from Nemba VTC which though accessible was limited to two trades only. In this respect, field officers in collaboration with peer educators and sector/cell leaders should identify individual service providers with the capacity to train beneficiaries in the trades they desire within their respective zones.
3. Work Development Authority (WDA) in collaboration with development partners has been facilitating the training of some people in some trades under National Employment Program (NEP) and other programs. AJPRODHO should contact WDA to find out if such programs are still available so that they can collaborate and train some beneficiaries.
4. During Focus Group Discussions (FGDs) with the Youth Employability in the Informal Sector (YEIS) project beneficiaries, it was revealed that though they had received training in some trades such as tailoring and food processing, some were still unemployed because they lacked adequate resources to start their own businesses. AJPRODHO and partners should therefore plan to support the beneficiaries to create their own jobs after completing their VTC training.



## Appendices

### Appendix I: Individual Service Providers

Name of Service Provider	Telephone Number	District	Sector	Cell	Training Experience (In years)	No. of trainees who graduated	Trade	Duration of training	Fees per term	Maximum No. of students who can be admitted	Other requirements
Dusengumukiza Jean Aime	0785253400	Nyarugenge	Kimisagara	Nyabugogo	5 Years	48	Mechanics	6 months	200,000Rwf	15	- Courte d' eleve(20,000Rwf) - Uniform (10,000Rwf) - Spanners (60,000Rwf)
Nyirusengimana Asia	0786575754	Nyarugenge	Kigali	Nyabugogo	2 years	20	Mechanics	1 year	300,000Rwf	-	Uniform, Training materials, Provide own meals, Insurance
							Painting	6 months	300,000Rwf		
							Electricity	6 months	300,000Rwf		
Mugaya Khalid	0785895806	Nyarugenge	Kigali	Nyabugogo	20 years	200	Mechanics	6 months	600,000Rwf	10	Mechanic tools and Uniform
							Painting	1 year	1,500,000Rwf	3	Uniform
							Pan beating	6 months	400,000Rwf	5	Equipment
							Electricity	6 months	800,000Rwf	6	Electrical tools and uniform
Abahire Rebecca	0788274992	Nyarugenge	Kigali	Nyabugogo	5 years	30	Tailoring	6 months	40,000 Rwf	30	Literacy
Berimfura Nadina	0788848801	Nyarugenge	Nyamirambo	Mumena	10 years	80	Hair dressing	6 months	180,000Rwf	10	Uniform
Nshimiyimana Nassor	0788814020	Nyarugenge	Nyamirambo	Mumena	15 years	10	Welding and carpentry	1 year	40,000Rwf	10	Uniform
Kabera Muhammad	0781276562	Nyarugenge	Nyamirambo	Mumena	6 years	30	Mechanics and Electricity	6 months	150,000Rwf	15	Uniform
Kimisagala	0788840934	Nyarugenge	Kimisagara	Nyabugogo	10 years	300	Tailoring	6 months	25,000Rwf	30	Literacy
							Hair dressing	6 months	35,000Rwf	30	
							Culinary Art	6 months	35,000Rwf	30	
Nayituriki Augustin Asuman	0788590326	Nyarugenge	Nyraugenge	Biryogo	17 years	12	Welding	6 months	150,000Rwf	4	-
							Painting	6 months	120,000Rwf	4	
							Mechanics	6 months	120,000Rwf	5	
Karakire Strong	0788739371	Nyarugenge	Nyamirambo	Mumena	8 years	67	Visual Art & Decoration	8 months	60,000Rwf	10	-
Mukarwego Beatrice	0788502304	Kicukiro	Gatenga	Gatenga	6 Years	84	Hair dressing	6 months	60,000Rwf	30	Requirements(60,000Rwf), Registration(2,000Rwf) Uniform(7500Rwf) Uniform(12500Rwf) Photocopy of ID, 2 passport photos
							Decoration	6 months	60,000Rwf	30	
							Culinary Art	6 months	60,000Rwf	15	
							Tailoring	6 months	60,000Rwf	15	

Mukabodure Speciose	0788571081	Kicukiro	Masaka	Rusheshe	2 years	15	Tailoring	6 months	15,000Rwf	15	Literacy, Scholarly Materials
Uwaamajimana Claudine	0726253735	Kicukiro	Kagarama	Muyange	2 years	5	Hairdressing	6 months	10,000Rwf	20	Doll and hair, Reliability
Uwizeye Naomie	0728588365	Kicukiro	Nyarugunga	Nonko	12 years	15	Tailoring	6 months	10,000Rwf	8	Scholarly materials, Registration fee and Literacy
Uwera Anonciata	0788618295	Kicukiro	Gatenga	Nyanza	13 years	16	Hair dressing	3 months	45,000Rwf	4	Doll and hair
Hakizimana Janvier	0728127306	Kicukiro	Masaka	Ayabaraya	8 years	135	Tailoring	6 months	10,000Rwf per month	-	Literacy, Scholarly materials, Pieces of cloth
Hitimana Jean de Dieu	0788757826	Rulindo	Bushoki	Rukoto	12 years	70	Automobile mechanics	6 months	60,000	10	-
SINA GERARD/Nshimiyimana	-	Rulindo	Shorongi	Nyirangarama	3 years	60	Masonry, welding, mechanics, Tailoring and hairdressing	1 year	40,000Rwf	30	-
Maison des Jeunes	0788620972	Rulindo	Shorongi	Bugarama	4years	200	Tailoring and hairdressing	6 months	60,000Rwf	25	-
Habyarimana Celestin	0722210244	Rulindo	Bushoki	Gasiza	25years	5	Carpentry	6 months	45,000Rwf	5	-
Habyarimana J. Bosco	0783100992	Rulindo	Shorongi	Bugarama	12 years	220	Hair dressing and Languages	6 months	45000Rwf	25	-
Semukarasi Fulgence	0728821837	Rulindo	Bushoki	Gasiza	30 years	50	Carpentry	6 months	60,000Rwf	20	-
Mukamana Marie Maderlene	0783284500	Rulindo	Bushoki	Gasiza	16years	200	Tailoring	6 months	45,000Rwf	24	-

Harerimana Jean	0783219682	Gakenke	Rushashi	Kageyo	3 years	30	Welding	6 months	60,000Rwf	20	-
Akimana Louise	0783767515	Gakenke	Rushashi	Kageyo	13 years	15	Hairdressing	6 months	45,000Rwf	10	-
Niyitegeka Dominique	0728858610	Gakenke	Nemba	Gisozi	14 years	120	Tailoring	6 months	45,000Rwf	15	-
Nyiraneza Clementine	0788510841	Gakenke	Gasenyi	Nyakina	7 years	19	Tailoring	6 months	30,000Rwf	10	Embroidery machine
Nyirahabimana Claudine	0783663259	Gakenke	Gasenyi	Nyakina	5 years	52	Tailoring	6 months	30,000Rwf	10	Embroidery machine
Rubavu youth friendly center	0788539367	Rubavu	Rugerero	Rugerero	5 years	250	Welding	6 months	20,000Rwf	50	Caution(5000Rwf), Electricity fees Caution (5000Rwf)
							Tailoring	6 months	20,000Rwf	25	
UDC Cooperatives/ Agakiriro	0788349474	Rubavu	Gisenyi	Bugangali	1 year	16	Carpentry	3 months	75000Rwf	20	Uniform and necessary tools
Ufitimana Innocent	-	Rubavu	Rugerero	Rugerero	6 years	30	Film making(Editing)	6 months	5000Rwf	10	-
Rudakubana Samuel	0785484508	Rubavu	Rubavu	Murara	-	-	Welding	6 months	100,000Rwf	4	Welding tools
Nyiraneza Vestine	072879618	Rubavu	Rubavu	Murara	4 years	8	Tailoring	6 months	60,000Rwf	5	Materials
Ntibaruhije Francois	078773337	Rubavu	Rubavu	Murara	9 years	12	Mechanics	6 months	75,000Rwf	4	Uniform and training materials

Nsabimana Aimable	0787412018	Rubavu	Rubavu	Murara	6 years	7	Carpentry	6 months	75000Rwf	3	Literacy
Uwamahoro Claudine	0782497498	Ngororero	Gatumba	Rusumo	10 years	160	Tailoring	6 months	60,000Rwf (provide own equipment), 150,000Rwf(equipment are provided)	20	_
Uwamariya Chantal	0723740353	Ngororero	Gatumba	Rusumo	3 Years	15	Tailoring	6 months	100,000Rwf	20	_
Dusabemungu Theodore	0782523887	Ngororero	Gatumba	Rusumo	5 years	26	Welding	6 months	150,000Rwf	10	_
Muwamariya Brigitte	0785259357	Ngororero	Gatumba	Rusumo	8 years	15	Hairdressing	6 months	60,000Rwf	10	_
Nahimana Alexandrine	0789114703	Nyabihu	Jomba	Guriro	5 years	100	Tailoring	6 months	25,000Rwf (2 months)	40	Literacy
Mujawayezu Verena	0783819320	Nyabihu	Jomba	Gisizi	30 Years	300	Tailoring	6 months	30,000Rwf (2 months)	40	Literacy
Mukeshimana	0783958734	Nyabihu	Jomba	Gisizi	4 years	180	Tailoring	6 months	25000Rwf	60	Literacy
Bunani J. Darcy	0789745968	Nyabihu	Jomba	Gisizi	3 years	30	Hairdressing	4 months	40,000Rwf	50	_
Niyitegeka Maurice	0788943647	Nyabihu	Jomba	Kavumu	12 years	18	Carpentry	6 months	100,000Rwf	20	Literacy



Mbonyifatizo Peter	0783565119	Nyabihu	Jomba	Gisizi	19 years	180	Carpentry	6 months	50,000Rwf	50	Literacy
Sinaruhumagaye Emmanuel	0782770635	Nyabihu	Jomba	Gasiza	12 years	8	Hairdressing(Hair cutting)	3 months	45,000Rwf	15	-
Nsengiyaremye Jean de Dieu	0783104778	Nyabihu	Jomba	Gasiza	15 years	90	Carpentry	1 year	40,000Rwf	30	Literacy

## Appendix II: VTCs surveyed

Name of VTC	District	Sector	Accreditation	VTC Status	Trade	Fees range per term/Year (3 months )	Day/boarding
VTC Charles De Jesus	Kicukiro	Kagarama	Accredited	private	carpentry, masonry, tailoring , welding, & domestic electricity	50, 000Rwf - 90,000Rwf per term training materials are provided	Day and boarding
Kigali International Art College	Kicukiro		Accredited	private	web design, photography, graphic design , video production & creative art	250,000 Rwf - 370, 000 Rwf per term ( training materials are provided )	Day
Ruyaga VTC	Kicukiro	Masaka	not operational	private	not operational	not operational	Day
Gako Organic Farming VTC	Kicukiro	Masaka	not operational	private	not operational	not operational	Day
Le Bon Pasteur	Kicukiro	Nyarugunga	Accredited	Private	Culinary Arts, hair dressing and tailoring	130,300 Rwf - 180,300Rwf a year (training materials are provided )	Day
Hope Vocational Training Center	Kicukiro	Masaka	not accredited	Private	Hairdressing, culinary art & tailoring		Day
Centre Autonome d'Entrainement à la Bonne Puissance de Gatenga (CAEBPG)	Kicukiro	Gatenga	not accredited	Private	Hairdressing & Aesthetics	132,500 Rwf for 6 months ( training materials are provided)	Day
Centre de Formation Micro Industrielle (CEFORMI)	Kicukiro	Gikondo	Accredited	Private	Carpentry, domestic electricity, masonry, plumbing, tailoring & culinary arts	50,000 Rwf for day and 95,000 Rwf boarding per term (materials are provided )	Day and boarding
Centre Presbyterien D'Amour Des Jeunes/ CPAJ	Kicukiro	Kagarama	not accredited	Private	Hairdressing, aesthetics & dressmaking		Day

Ihumure VTC	Kicukiro	Nyarugunga	Accredited	Private	Carpentry, domestic electricity, masonry & welding	60,000 Rwf per term ( training materials are provided but trainees pay 80,000 Rwf for uniform and registration)	Day
Nyarugunga VTC	Kicukiro	Nyarugunga	Accredited	Public	culinary arts & food processing		Day
Umuhoza	Kicukiro	Gikondo	not accredited	Private	Tailoring	90,000Rwf a year (Trainees buy their own training materials)	Day
VTC APAFORME	Kicukiro	Gikondo	Accredited	Private	Mechanics	80,000 Rwf for 6 months ( trainees buy their own training materials )	Day
Mwana Nshuti	Kicukiro	Kagarama	not accredited	Private	Hairdressing, culinary art & moto vehicle mechanics	50, 000 Rwf a year (mechanics), 30,000 Rwf hair dressing and culinary art for 6 months	Day
IPRC Kigali VTC	Kicukiro	Kicukiro	Accredited	Public	Carpentry, Domestic Electricity, ICT, Masonry, Moto Vehicle Engine Mechanics, plumbing & Welding		Day
Samuduha Integrated college (SICO)	Kicukiro	Kanombe	Accredited	Private	Computer science, electricity, masonry & mechanics	50,000 Rwf-100,000 Rwf per term ( training materials are provided except uniform and stationary ) . The training takes a year	Day and boarding

VTC Butamwa	Nyarugenge	Mageregere	Accredited	Public	Electricity, hair dressing, masonry, plumbing, tailoring & welding	Day 70,000 Rwf and boarding 100,000 Rwf per term ( training materials are provided )	Day and boarding
Le Centre de Formation des Travail (CEFOTRAR)	Nyarugenge	Rwezamenyo	Accredited	Private	Art and leather craft, carpentry, masonry, tailoring & mechanics	150,000 Rwf a year ( trainees buy their own training materials)	Day
New Hope Technical Institute	Nyarugenge	Rwezamenyo	Accredited	Private	Culinary art, tailoring & hair dressing	215,300Rwf a year ( training materials are provided )	Day
Kingdom Secondary and Vocational School	Nyarugenge	Mageragere	not accredited	Private	Hair dressing ,masonry & tailoring	Funded by charity organisation but next year students are likely to pay for themselves	Day
African Digital Media Academy	Nyarugenge	Nyarugenge	not operational	Private	not operational	not operational	Day
VTC Janja	Gakenke	Janja	Accredited	Public	Carpentry, domestic electricity, masonry & tailoring		Day and boarding
JOC Muhondo	Gakenke	Muhondo	not accredited	Public	Hairdressing, mechanics & tailoring	90,000 Rwf- 150,000 Rwf a year ( For tailoring, trainees buy their own training materials)	Day
VTC Ruli	Gakenke	Ruli	Accredited	Private	not accessed	-	Day
VTC Nemba	Gakenke	Nemba	Accredited	Public	Welding & Tailoring	90,000 Rwf a year (training materials are provided)	Day

VTC Rushashi	Gakenke	Rushashi	Accredited	Private	not accessed	not accessed	Day
VTC Rusasa - Nyagahama	Gakenke	Kamonyi	Accredited		Tailoring & carpentry	100,000 Rwf a year (training materials are provided except tailoring )	Day
VTC Bushoki	Rulindo	TUMBA	Accredited	Public	Agribusiness, food processing & tailoring	Provide scholarship to trainees	Day
VTC Burehe	Rulindo	CYUNGO	Accredited	Private	Hairdressing, culinary Arts & tailoring	135,000 Rwf a year (training materials are provided)	Day and boarding
VTC Mushongi	Rulindo	BASE	Accredited	Private	Domestic Electricity & Automotive Electricity	-	day
VTC Kinihira	Rulindo		Accredited	public	Carpentry, domestic electricity, masonry & plumbing	90,000 Rwf a year (training materials are provided)	Day
VTC Shyorongi	Rulindo	CYINZUZI	Accredited	Public	Culinary art, food processing & tailoring	Provide scholarship	Day
Gisenyi VTC	Rubavu	Gisenyi	Accredited	Public	Culinary art, electricity, ICT, plumbing, tailoring & welding	-	Day
Vision Jeunesse Nouvelle	Rubavu	Nyundo	Accredited	Public	Hair dressing, masonry, mechanics, tailoring & welding,	85,000 Rwf for 6 months (training materials are included)	Day
Main VTC	Rubavu	Rubavu		Private	Tailoring		Day
Cefotel VTC	Rubavu	Kanama	not accredited	Private	Moto Vehicle Engine Mechanics	45,000 for 3 months ( training materials are provided)	Day
Ndengera VTC	Rubavu	Rubavu	Accredited	Private	Masonry, mechanics, tailoring & welding		Day

Emaka VTC	Rubavu	Kanama	not accredited	Private		not accessed	Day
VTC Kanzenze	Rubavu	Kanzenze	not accredited	Private	Carpentry, welding & tailoring	60,000 Rwf for 6 months (training materials are not provided)	Day
UCC VTC	Rubavu	Gisenyi	Accredited	Private	not accessed	not accessed	
VTC Rugerero	Rubavu	Rugerero	Accredited	Private	Mechanics	150,000Rwf a year ( training materials are) provided	Day
Burinda VTC	Rubavu	Rubavu	not accredited	Private	Construction, welding & tailoring	70,000 Rwf for 6 months (training marterials are provided)	Day
Impuzamatsinda Duhurizehamwe VTC	Rubavu	Nyamyumba	not accredited	private	Electricity, electronics, mechanics & telecommunication		Day
Irebero VTC	Rubavu	Gisenyi	not accredited	Private	Beauty therapy ,crochet embroidery, hairdressing & hospitality		Day
Umuganda driving school	Rubavu	Gisenyi	accredited	Private	Driving		Day
VTC Rugera	Nyabihu	Rugera	not accredited	Private	Dressmaking, masonry, knitting, tailoring & driving	75,000 Rwf a year (training materials included)	Day
VTC Karago	Nyabihu	Karago	not accredited	Private	Masonry & tailoring	100,000 Rwf a year (training materials included)	Day
VTC Intera	Nyabihu	Jenda	not accredited	Private	Knitting, tailoring & Carpentry	60,000 Rwf for 10 months (training matertials are provided )	Day

VTC Jomba	Nyabihu	Shyira	Accredited	Private	Auto mobile mechanics, hair dressing, tailoring & masonry	75,000 Rwf – 210,000Rwf per year (boarding) 84,200 - 90,000 Rwf a year (day	Day and boarding
VTC Kibihékane	Nyabihu	Rambura	Accredited	Public	Auto mobile mechanics, electricity, masonry & welding	75,000Rwf per year (training materials are provided )	Day
VTC Shyira	Nyabihu	Shyira	Accredited	private	Masonry, mechanics, decoration, hair dressing, plumbing, welding & tailoring	185,000 Rwf a year ( training materials are provided)	Day
Hindiro VTC	Ngororero	Hindiro	Accredited	Public	Food processing, leather craft & tailoring	86,500 Rwf a year ( training materials are provided )	Day
Muhororo VTC	Ngororero	Muhororo	Accredited	Public	Carpentry, domestic electricity & masonry	90, 000 Rwf a year ( training materials are provided	Day
Charles Luanga Vocational Training Center	Ngororero	Hindiro	Accredited	Private	Culinary art, electricity, welding, masonry, mechanics,& tailoring	201,000 Rwf- 233,100 Rwf a year (training materials are provided except tailoring )	Boarding
Gaseke PTC	Ngororero	Nyange	not accredited	Private	Carpentry, masonry & tailoring		Day
VTC Assomptiopl Nyange	Ngororero	Nyange	accredited	private	Carpentry, masonry & welding		Day
CFST Kabaya	Ngororero	Kabaya	not accredited	Private	Domestic electricity, masonry, mechanics, plumbing, & welding	175,000 Rwf a year ( training materials are provided )	Day





## Data Collection Tools

### Appendix III

#### Service Providers Questionnaire- Supply Side

##### Introduction

Before the actual interview starts, the interviewer should always introduce him/herself and explain the objectives and the purpose of the interview to the respondent. He/she should further clarify that the participation in the survey is voluntary but highly appreciated because a high participation rate is crucial for the quality of the study. Finally, the participant should be informed about the total duration of the interview (about 15 to 30 minutes), the further use of the gathered data and be assured that all the information will be treated confidentially.

##### A. Profile information

Name of the TVET school		
Type of school	1. Government	2. Private
Sector		
District		
Position of the service provider		
Telephone of the service provider		
Email of the service provider		
Name of the researcher		Date / /2016
Type of TVET centre/school	1. Government	2. private
Accreditation	1. Accredited by Work Development Authority (WDA)	2. Not accredited

## B. Teaching and skills/trades information

B1. What skills/trades/courses are taught at the centre/school?

1.				2.			
3.				4.			
5.				6.			
B2. What is the minimum qualification for admission into each of the courses/trades mentioned in B1 above?	Trade/course 1	Trade/course 2		Trade/course 3			
	Trade/course 4	Trade/course 5		Trade/course 6			
B3. What is the standard duration of each course/trade mentioned in B2 above?	Trade/course 1 <input type="radio"/> 1-2 months <input type="radio"/> 3-5 months <input type="radio"/> 6 months <input type="radio"/> More than 6 months	Trade/course 2 <input type="radio"/> 1-2 months <input type="radio"/> 3-5 months <input type="radio"/> 6 months <input type="radio"/> More than 6 months		Trade/course 3 <input type="radio"/> 1-2 months <input type="radio"/> 3-5 months <input type="radio"/> 6 months <input type="radio"/> More than 6 months			
	Trade/course 4 <input type="radio"/> 1-2 months <input type="radio"/> 3-5 months <input type="radio"/> 6 months <input type="radio"/> More than 6 months	Trade/course 5 <input type="radio"/> 1-2 months <input type="radio"/> 3-5 months <input type="radio"/> 6 months <input type="radio"/> More than 6 months		Trade/course 6 <input type="radio"/> 1-2 months <input type="radio"/> 3-5 months <input type="radio"/> 6 months <input type="radio"/> More than 6 months			
B4. What language is used for instruction /teaching	1. Kinyarwanda 2. Kiswahili	3. English 4. English & French		5. English & Kinyarwanda 6. French & Kinyarwanda			
B5. Certification standards	1. Certificate given to students is approved by WDA 2. Not approved						
B6. Trainers/teachers qualification	Total number of trainers	Number of trainers qualified in TVET		Number of trainers <b>NOT</b> qualified in TVET			
B7. Trainers' experience in TVET	1. Number of trainers with 1-3 years' experience 2. Number of trainers with 4-6 years' experience 3. Number of trainers with 7-9 years' experience 4. Number of trainers with 10 years or more experience						
B8. Curriculum used	1. Provided/approved by WDA 2. Not provided/approved by WDA						

B9. How are the skills trades/courses selected for teaching at the TVET centre/school?	1. Based on WDA instructions 2. Based on market demand 3. Students' preferences 4. According to availability of teaching staff 5. Other -----
B10. In general, what percentage of time is dedicated to theoretical and practical sessions of the curriculum?	1. Theory (percentage) ----- 2. Practice (Percentage) -----
B11. Does the school provide entrepreneurial skills training?	1. Yes 2. No If no, why?
B12. From how far do students (Day scholars only) travel to attend the centre on average?	<input type="checkbox"/> Less than 1km <input type="checkbox"/> 1-2 km <input type="checkbox"/> 3-4 km <input type="checkbox"/> 5-6km <input type="checkbox"/> 7km or more
B13. Is there a follow up of students after completion of the training?	<input type="checkbox"/> Linkages for their employment <input type="checkbox"/> None <input type="checkbox"/> Provision of reference letters <input type="checkbox"/> Other support/follow up (please specify)

### C. Information on practical training facilities

C1. Do you have all necessary equipment/tools and materials for each course/trade at the centre? (abbreviate the course/trade name to fit in the space (Researcher should move around and observe and take photos. Also for C2 below)	Course/Trade	Equipment (Yes/No)	Raw Materials (Yes/No)	Building space and other facilities (Yes/No)
	1.		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
5.		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
6.		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

C2. Do you have enough facilities and equipment for practical sessions?	<input type="checkbox"/> Yes <input type="checkbox"/> No			
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## **Appendix IV**

### **Key Informants Interview Guide - Demand Side**

#### **Market Survey**

#### **Introduction**

Before the actual interview starts, the interviewer should always introduce him/herself and explain the objectives and the purpose of the interview to the respondent. He/she should clarify that participation in the survey is voluntary but highly appreciated because a high participation rate is crucial for the quality of the study. Finally, the participant should be informed about the total duration of the interview (about 15 to 30 minutes), the further use of the gathered data, and be assured that all the information will be treated confidentially.

#### **A. Profile information**

Position of interviewer	
Organisation	
Tel: (optional)	
Email	
District	

#### **B. Indicative questions for interview**

1. What are the key functions of your department/organisation?
2. What are your key responsibilities in your department/organisation?
3. Could you briefly explain how your department/organisation is related to TVET skill training in Rwanda?
4. In your opinion, what TVET skills sectors are most employable/marketable? Probe if available in the targeted districts (Nyarugenge, Kicukiro, Rulindo, Gakenke, Nyabihu and Rubavu). Please highlight the reasons for your choice.
5. In your opinion, in what TVET skills sectors will graduates be able to start self-businesses upon their qualification from TVET centres?
6. Probe if available in the targeted districts (Nyarugenge, Kicukiro, Rulindo,
7. Gakenke, Nyabihu and Rubavu). Please highlight the reasons for your choice.
8. What are the key areas that you see for improvement in the TVET education system to match the needs of the market including business enterprises and self-employment opportunities?

## Appendix V

### YEIS Project Beneficiaries and TVET Graduates Interview Guide

#### Introduction

Before the actual interview starts, the interviewer should always introduce him/herself and explain the objectives and the purpose of the interview to the respondent. He/she should clarify that the participation in the survey is voluntary but highly appreciated because a high participation rate is crucial for the quality of the study. Finally, the participant should be informed about the total duration of the interview (about 15 to 30 minutes), the further use of the gathered data, and be assured that all the information will be treated confidentially.

#### A. Profile information

Tel: (optional)	
Email	
District	

#### B. Indicative questions for interview

##### Question 1

In your opinion, how relevant is the knowledge and skills acquired from the VTCs in your district (*Nyarugenge, Kicukiro, Rulindo, Gakenke, Nyabihu and Rubavu*) to the labour market?

##### Question 2

In your opinion, which VTCs in your district (*Nyarugenge, Kicukiro, Rulindo, Gakenke, Nyabihu and Rubavu*) provide training relevant to the labour market (should mention best 2).

##### Question 3 (for YEIS project beneficiaries only)

Mention 2 important TVET skills sectors you would wish to be trained in.

##### Question 4

In your opinion, what TVET skills sectors are most employable/marketable?

Probe if available in the targeted districts (*Nyarugenge, Kicukiro, Rulindo, Gakenke, Nyabihu and Rubavu*). Highlight the reasons for your choice.

##### Question 5

In your opinion, in what TVET skills sectors should graduates be able to start self-businesses upon their qualification from TVET centres?

Probe if available in the targeted districts (*Nyarugenge, Kicukiro, Rulindo, Gakenke, Nyabihu and Rubavu*). Highlight the reasons for your choice.

##### Question 6

What are the key areas that you see for improvement in the TVET education system to match the needs of the market including business enterprises and self-employment opportunities?