Assessment Report

Rwanda Labor Market and Youth Survey

International Youth Foundation

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Executive Summary

I. Context
The principal objective of this assessment was to identify employment trends, establish the status of youth and level of existing skills, and analyze technical training programs. The assessment was limited to young people aged between 15 and 27 years old, and companies operating in the ICT, agriculture and health sectors.

The assessment is informed by findings from a desk review of several documents, field survey and consultations with various stakeholders in Rwanda. The assessment was conducted from March 18, 2011 to May 12, 2011. The respondents were selected from Nyarugenge district of Kigali City, and Rwamagana and Gatsibo and Nyagatare districts of the Eastern Province.

This report consolidates the findings from the labor market and youth surveys, and provides an overall analysis of the degree to which there is a mismatch between what is being delivered through existing technical training programs and what the labor market demands are. It also highlights entrepreneurship opportunities available for young people in the ICT, health and agriculture sectors.

A hundred (100) youth respondents, 36 employers and over 40 stakeholders participated in the survey.

II. Overview of findings
a. General
Although, there is undeniable evidence of linkages between education, training and the labor market, due to a combination of other pressing problems within the education sector and limited resources at the disposal of government, a couple of ex-ante policies related to formal education have not been emphasized by government, for example, there’s no program that aims to tackle the school-to-work transition problem faced by most youth.

Although the entrepreneurial mindset amongst youth groups is not as strong as that of adults, self-employment does not seem to be particularly inferior compared with salaried employment in the private sector. Moreover, as it stands the youth are at a significant disadvantage in the labor market due to lack of skills and knowledge. The 2009 Rwanda national skills audit established that the private sector has skill shortage of 60% of short-term need, for skilled workers in key sectors of the economy, notably; agriculture, tourism, construction, finance and mining. But at present the youth cannot take advantage of this opportunity without developing the required skills.

The potential of ICT skills to boost youth employment should not be underestimated, not least across sectors. Productivity must be improved as Rwandans face more competition that ever from the greater East African region.

For salaried workers, regardless of the sector, education remains the key determinant of whether a young person finds a decent job. For the self-employed, the importance lies in holding productive
assets (although education is also important). Hence, in addition to developing entrepreneurship and business skills, access to credit is critical.

b. ICT application

ICT application is still very low among Rwandan companies across economic sectors. Most companies are yet to embrace the idea of using business processes and services that extensively utilize components of information communication technology, including; software, hardware and the Internet. Fortunately, the country is slowly but surely developing the required information and knowledge.

Indeed, Rwanda currently has in place a variety instruments for capturing, storing and communicating information, including; telephone lines (fixed and mobile), fax, photocopiers, computer hardware and software, and the Internet (e-mail and Web).

But the knowledge mass is also still very low for the country. Even so, respondents in the survey as well as consultations with stakeholders identified several promising segments of the market as follows:

- Hardware maintenance and repair.
- Software development supported by quality assurance and small scale applications.
- Data entry, including; documentation data entry, back office processing and bill preparation and accounting.
- Networking.
- Web development.
- Multimedia production (graphic design, photography and computer animation). And
- Database management.

As the survey highlights however, development of skills for the lower end market is desirable in order to ensure the newly trained youth would be actually employed, taking advantage of the supply of low cost labor. Most companies surveyed realize the need for ICT services, but cannot afford to hire university graduates.

c. Employment trends

Analysis of the demand for labor was somewhat constrained by the lack of disaggregated data (with almost all youth groups being lumped together). In Rwanda, while “youth” is defined as persons aged between 14 and 35 years, “youth employment” refers to work undertaken by those aged between 16 and 35 years. Hence, collection of national data on employment has not been appropriately targeted. However, a look at population projections and occupations across sectors were extrapolated to provide indications of employment parameters at national level.

Despite the robust overall population growth, the rural population is nearly stagnating while the urban population is growing. At the same time, the shift away from agriculture is ongoing, with casual labor in agriculture migrating to urban areas to take up non-agricultural work (usually as casual workers or the self-employed).
The service sector is now the fastest growing sector, which marks a change from the early 2000s, when the agriculture sector was responsible for generating income and expanding employment in the private sector (it still does, but to a lesser extent). The analysis highlights some challenges brought about by this trend, particularly an increasing number of youth migrating to urban centers despite the overall country-wide reduction in the extent of poverty, and this trend is likely to continue, mostly in the landless category of the youth. Hence, the time might be ripe to consider special training and funding programs to enhance both employment and self-employment for them.

Most analysts believe that the youth are playing an increasingly important role in the Rwanda labor market. However, their contribution remains small, because of traditionally low levels of participation. According to some reports (including the Ministry of Youth Report)\(^1\), about 34.36\% of youth are engaged in non-paid work, mostly on family farms and/or household businesses. Thus youth participation rates can only become more meaningful based on the level of employable skills acquired or education going forward, as working hours translate into increased income levels. The current urban growth experienced in the country is good, as it provides an opportunity for youth to take part in productive employment on better terms.

**d. Status of the youth**

The field survey was conducted between March and May 2011. Information collected focused on the type of training needed, perceptions about employment, general opportunities as well as challenges confronting the youth in Rwanda.

From the interactions with all groups in the survey (youth, employers and other stakeholders), it has been established that in most urban areas of Rwanda, youth work as domestic helpers, street hawkers, luggage handlers, taxi drivers and conductors, cleaners and construction helpers. Youth also work in the service and cottage industries, small factories or workshops as mechanics, metal workers, carpenters, tailors, machine operators, weavers, hotel and supermarket attendants, receptionists, bank tellers, barbers and hairdressers.

As it stands, the youth are vulnerable to issues of substance abuse, violence, unemployment, prostitution, and lack of access to appropriate financial services. This situation is caused by a myriad of contributing factors, of which lack of employability skills ranks high.

The gender ratio of respondents was female 45\% and male 55\%. All respondents are of the 18 - 27 age group. A few (31\%) are employed, of which only 7 are working under contract, while many (69\%) are unemployed, and 55 have been unemployed for more than 6 months. About 22\% have at least attended primary level education, 67\% secondary education and 11\% have post-secondary education. Forty two (42) percent live in urban areas, 29 percent migrated from rural areas and another 29 percent live in peri-urban areas.

While only 21\% of the respondents expressed reservations on their readiness to either find a job or start a small business, 79\% regardless of employment status on the other hand, were enthused to

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\(^1\) Brian Kiburu (2010): Rwanda Youth Statistical Indicators, Ministry of Youth, Kigali.
learning a new skill to boost their employability. In other words, these young people feel that they are lacking in some aspects and require assistance in developing appropriate skills to enable them get employment or be self-employed. Thus, the survey has established the need for a youth training program in Rwanda. Most (62) prefer training in entrepreneurial skills, followed by vocational training (22), while soft skills training is the least preferred with only 1 respondent. This is contrary to the employers’ view, they continue to perceive young people as lacking in soft skills. Also, 37% expressed interest in learning ICT skills, 33% were for business skills, 9% for variety vocational training skills (including carpentry and auto-mechanic) and 4% were interested in learning language skills. Most asserted having difficulty finding a job because of low skills and experience, while a couple of those who are employed are not satisfied with their present jobs.

According to the individual interviews, the low level of youth employability is caused by lack of skills and experience as well as inadequate social networks or lack of helpful contacts. Young people below 20 years are more interested in continuing with education, while those above 22 and who have not completed junior secondary (tronc commun – 3 years of secondary education) prefer to start small businesses.

Almost all (97%) of the respondents own a mobile phone, of which 61% (59 young people) have access to the computer, while 56% of the total respondents have access to the internet. The majority (51%) of respondents have relatives working in the agriculture sector, followed by the ICT sector and health sector at 34 and 31 young people respectively. While 36% are interested in working on contract and 39% in starting a small business, 87 respondents are interested in entering the ICT sector, 45 in health sector and 31 would like to engage in the agriculture.

Most (37) of the respondents see more opportunities in the ICT sector, including; computer maintenance and repair, secretarial work and teaching, networking and multimedia production. Followed by health (18), including; counseling, medical insurance, data entry, customer service, filing and cleaning. And 16 respondents see opportunities in the agriculture sector, including; commodity trading, logistics, extension services and crop production.

In addition, young people are faced with enormous challenges associated with the low level of skills and knowledge they possess, together with inadequate experience and lack of start-up capital. Going forward, they contend that these challenges can be overcome by providing appropriate training and developing a strong support system or institutions. Indeed, more than 33% expressed need for more ICT skills, 33% business knowledge, 19% technical skills and 30% need resources (financial support or access to micro-credit). Also, of the 46% interested in getting employment, 22 require more computer skills, 17 acquiring business language skills, 4 need technical skills and 3 need job opportunity identification skills and job placement support.

On the other hand, it also turns out that some are interested in both employment and self-employment, if presented with the means to facilitate attainment of their objectives. Ninety (90) respondents exhibited eagerness in establishing businesses in the 3 sectors, of which 52 respondents see opportunities in the ICT sector, including; ICT equipment trading, cash power based trading (electricity), charging mobile phones, establishing cyber cafés and training centers. While 35 see an opportunity of trading in agricultural commodities, including; beans, maize and
cassava, only 3 see opportunities in the health sector for establishing pharmacies and cleaning companies. Furthermore, 54 respondents expressed need for entrepreneurship training skills including; business planning, marketing and resource mobilization. Forty three (43) need computer skills, including bookkeeping and basic computer application knowledge, 11 are in need of technical skills comprised of computer maintenance and farming (crop cultivation and management). Seven (7) require business idea incubation skills, including opportunity identification and business languages, and only 1 respondent is yearning for developing his/her soft skills, especially customer relations and teamwork. Moreover, 43% of the respondents interested in entrepreneurship also require financial support in form of start-up capital, which has eluded them for long. According to the survey, many in this category project themselves as successful businessmen and women in the future.
Acknowledgements

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List of Acronyms and Abbreviations

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<tbody>
<tr>
<td>ARV</td>
<td>Antiretroviral</td>
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<tr>
<td>BDF</td>
<td>Business Development Fund</td>
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<td>BDS</td>
<td>Business Development Services</td>
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<tr>
<td>BRD</td>
<td>Rwanda Development Bank (abbreviated in French)</td>
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<tr>
<td>CBO</td>
<td>Community Based Organization</td>
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<tr>
<td>CBMI</td>
<td>Community Based Medical Insurance (Mutuelle de Santé in French)</td>
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<tr>
<td>CSO</td>
<td>Civil Society Organization</td>
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<tr>
<td>EAC</td>
<td>East African Community</td>
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<td>EDC</td>
<td>Education Development Center</td>
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<td>EICV (1 &amp; 2)</td>
<td>Integrated Living Conditions Survey I and II</td>
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<td>FGD</td>
<td>Focus Group Discussion</td>
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<td>GDP</td>
<td>Gross Domestic Product</td>
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<td>ICT</td>
<td>Information and Communication Technology</td>
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<td>ILO</td>
<td>International Labor Organization</td>
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<tr>
<td>INGO</td>
<td>International Non-Government Organization</td>
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<td>IPRC</td>
<td>Integrated Polytechnic Regional Center</td>
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<td>IYF</td>
<td>International Youth Foundation</td>
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<td>JYP</td>
<td>Joint Youth Program</td>
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<tr>
<td>MINAGRI</td>
<td>Ministry of Agriculture and Animal Resources</td>
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<tr>
<td>MIFOTRA</td>
<td>Ministry of Public Service and Labor</td>
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<tr>
<td>MINEDUC</td>
<td>Ministry of Education</td>
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<tr>
<td>MINIYOUTH</td>
<td>Ministry of Youth</td>
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<tr>
<td>MOH</td>
<td>Ministry of Health</td>
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<tr>
<td>MMI</td>
<td>Military Medical Insurance</td>
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<tr>
<td>NGO</td>
<td>Non-Governmental Organization</td>
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<td>PMTCT</td>
<td>Prevention of Mother to Child Transmission</td>
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<td>RADA</td>
<td>Rwanda Agriculture Development Authority</td>
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<td>RAMA</td>
<td>La Rwandaise d’Assurance Maladie</td>
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<tr>
<td>RARDA</td>
<td>Rwanda Animal Resources Development Authority</td>
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<tr>
<td>RCA</td>
<td>Rwanda Cooperative Agency</td>
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<td>RDB</td>
<td>Rwanda Development Board</td>
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<td>RWF</td>
<td>Rwandan Franc</td>
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<tr>
<td>SACCO</td>
<td>Savings and Credit Cooperative</td>
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<td>SME</td>
<td>Small and Medium Enterprises</td>
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<td>TB</td>
<td>Tuberculosis</td>
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<tr>
<td>TVET</td>
<td>Technical and Vocational Education and Training</td>
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<tr>
<td>USAID</td>
<td>United States Agency for International Development</td>
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<tr>
<td>USD</td>
<td>United States Dollar</td>
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<tr>
<td>VCT</td>
<td>Voluntary Counseling and Testing (VCT)</td>
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<tr>
<td>VUP</td>
<td>Vision 2020 Umurenge Program</td>
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<tr>
<td>WDA</td>
<td>Workforce Development Authority</td>
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<td>WRC</td>
<td>Work Readiness Curriculum</td>
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1. Objectives and Context

The purpose of EQUIP 3 Youth ICT assessment is to generate data on youth employment (including employer skill demands, knowledge and level of education, economic and non-economic activities). The International Youth Foundation (IYF) is planning to undertake a project to guide and pilot ICT training program that enhances targeted youth employment and entrepreneurship activities in Rwanda. The key objective of the assessment was to find areas in the agriculture, health and/or ICT sectors where targeted entrepreneurship or work readiness support can help leverage youth to address critical needs/bottlenecks holding these sectors back.

Assessment results would be utilized to inform program design and implementation. However, to achieve those outcomes, it was necessary to conduct properly targeted assessment, linked to practical employment opportunities for youth.

The overall objective of the assessment is to obtain statistics and conduct an analysis of the Rwandan youth.

The sub-objectives were as follows:

- To collect information on job characteristics, type of skills and knowledge that could enhance youth employability and youth entrepreneurship in Rwanda;
- To collect information on characteristics, level of knowledge and skills that describe the status of youth in Rwanda;
- To develop a conceptual understanding of the problems faced by youth from their perspective; and
- Carry out stakeholder consultations to both identify potential partners to the project, and understand government policy and gain a deeper comprehension of issues confronting the Rwandan youth.

1.1 Background

Rwanda is a mountainous country and is amongst the densely populated countries in sub-Saharan Africa; with approximately 10.4 million inhabitants occupying about 13,695.8 square kilometers of arable land (52% of the country’s total surface area of 26,338 Km²). That is, the population density is 395 persons per square kilometer overall and 760 persons per square kilometer on arable land, with more than 17% of the total population living in urban areas. The population is estimated to be growing at 2.9% annually. While the national literacy rate is estimated at 60.5% (77% for young people aged between 15 and 24 years), and life expectancy at birth is 51 years. At the same time, the country’s financial system remains shallow despite the growth witnessed during the last five years; with only six (6) commercial banks, one (1) development bank, four (4) insurance companies, and over one hundred and fifteen (115) microfinance institutions. Nominal GDP was estimated at about 3,282 billion ($5.9 billion) in 2010, with the agricultural and service sectors accounting for 32% and 47% respectively. GDP per capita was $540, and about 56.9% of the population lives in poverty, 62.5% of whom are in rural areas.

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3 http://www.unicef.org/infobycountry/rwanda_statistics.html#79
Poverty, low income and frustration result from the prevailing unemployment that affects many youth in both urban and rural areas. Low levels of education and lack of experience present additional obstacles to employment and severe poverty can lead some to pursue illegal activities in an effort to earn income.

From our interactions with all groups in the survey (youth groups, employers and other stakeholders), it has been established that in most urban areas of Rwanda, youth work as domestic helpers, street hawkers, luggage handlers, tax drivers and conductors, cleaners and construction helpers. Youth also work in the service and cottage industries, small factories or workshops as mechanics, metal workers, carpenters, tailors, machine operators, weavers, hotel receptionists, bank tellers, barbers and hairdressers. And the youth are especially vulnerable to issues of substance abuse, violence, unemployment, prostitution, and lack of access to appropriate financial services.

1.2 How Rwanda defines Youth

In Rwanda, like other countries in the developing world, there’s some ambiguity about the different legal or economic dimensions of the definition of youth and about the role of youth in the economy and/or community. However, legal status of a youth differs for various purposes like marriage, voting rights, land rights, criminal offences and commercial transactions, to take a few examples. A young person at the age of 18 can own land or vote, but can enter formal commercial contract at 21.

Although, the government recognizes the United Nations General Assembly’s definition of youth as those persons falling between the ages of 15 and 24 years, and the Commonwealth definition of those persons from 15 to 29 years, for practical purposes, Rwanda has its own official definition of youth. According to the National Youth Policy of Rwanda, adopted in 2003, the persons who fall in the age category of 14-35 are youth.

1.3 Youth population in Rwanda

According to national population figures, the majority of Rwanda population live in the rural areas so does a majority of the youth population. In 2010, out of the estimated 10,412,820 total population⁴, about 23.3% fell within the age group of 15-24 years while close to 40.8% were between 14 and 35 year old. And about 22.4% lived in the nation’s capital, Kigali.

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⁴ Republic of Rwanda Report, population projections.
2. **Assessment Design and Methodology**

The methodology for the assessment is based on both quantitative and qualitative approaches. The survey team encountered useful data on variables such as employment and school enrolment, but there are severe limitations on data availability and quality for these parameters. In general, the standard national employment figures are not targeted as they are more focused on tracking poverty trends and not ascertaining status of employment.

Nevertheless, some more disaggregated information has been extrapolated from specialized studies and this report makes extensive use of it.

The qualitative data come from detailed interviews with various stakeholders as well as in-depth focus group discussions with youth groups. These interviews and consultations have proven invaluable because they fill gaps in the quantitative information and in addition, they provide dimensions to the analysis that would not be available in quantifiable form.

### 2.1 Survey Areas and Sampling

The survey was conducted in four districts of Rwanda. A sample of 100 respondents was taken from a total group of 250 persons for the youth survey. Thirty six (36) employers were contacted, of which 2 were involved in detailed interviews, and over 40 stakeholders were consulted. Eleven (11) of the employers operate in each of ICT, agriculture and health sectors, 1 in the manufacturing sector while another 2 are supermarket operators. The survey covers Nyamirambo and Muhima sectors of Nyarugenge district of Kigali city, and Kigabiro sector of Rwamagana district, Kiziguro sector of Gatsibo district and Rwemiyaga sector of Nyagatare district. The latter are all located in the Eastern province of Rwanda.

Samples were constructed based on lists generated from various sources; RDB, PSF, Kigali City Council authorities, local government officials and PPM Consulting own informal networks. The sampling unit for the youth survey was a group or cooperative and a training school whose trainees were aged between, 15 and 25 years old.

### 2.2 Stakeholders Meeting

The assessment methodology utilized is qualitative, quantitative and participative in nature, focusing primarily on perception analysis of the respondents and youth researchers as a means of validation of the findings documented. Views and opinions of different stakeholders involved in the survey at all levels were elicited. The team had an opportunity to reacquaint themselves with the purpose of the survey goal and objectives as well as government initiatives and civil society interventions as regards to youth development and empowerment in the country.

Stakeholders meetings identified roles, responsibilities and emphasized the importance of providing necessary support to the youth while conducting individual interviews and holding focus group discussions (FGDs).
2.3 Focus Group Discussions and Individual Interviews

FGDs were organized in each of the targeted districts (Nyarugenge, Rwamagana, Gatsibo and Nyagatare).

Topics discussed during the FGDs were concurrent with the main objectives of the survey, focusing on:

- Personal background and current employment status.
- Problems and issues impacting on their employability, and current status of skills.
- Relationships with employers and training providers, and ways to improve relations.
- Areas of interest for training or employment purposes, as well as sectors of interest and reasons for the choices.
- Current job and entrepreneurial opportunities, and how they envisage taking advantage.
- Employment vacancies and business opportunity awareness and support systems.
- Opinion on the type of training currently provided in the country and ranking based on personal needs.

The type of questions asked by the facilitators were developed by IYF and refined by PPM Consulting, in collaboration with the IYF team.

One-on-one or individual interviews were conducted with over 50 key informants (youth group leaders, variety stakeholders and employers). Interviews were conducted by the consultants involved in the survey.

2.4 Rationale for Use of Different Methodologies

This survey is essentially a participatory assessment focusing on the perception analysis of the three primary stakeholders. Three different methods were utilized to conduct the survey in an effort to more effectively and accurately elicit views and opinions of the stakeholders at different levels.

2.4.1 Desk Review

A large number of materials related to youth status, problems, skills, employability, interventions, research studies, reports and policy guidelines were reviewed to develop the survey process and methodology, as well as to collect background information about the context of the youth employment environment in the country.

2.4.2 Individual Interviews

Informal interviews were held with young people identified as key informants, who were either group leaders or young entrepreneurs. Stakeholders involved in a wide spectrum of activities pertaining to youth development efforts in the country were engaged. These included; training providers, policy makers or implementers, and civil society organization agents.

Encouraging their involvement in the assessment was one objective of this process, as these have a great deal of firsthand knowledge and experience of youth development and empowerment issues. Through their participation in interviews, it was possible to collect information not only
about training possibilities but also about youth perceptions and key employment and entrepreneurial bottlenecks for youths effective participation in the socio-economic development of the country. A checklist was generated for the key contacts, and secondary contacts were subsequently generated after consultations with the initial contacts.

2.4.3 Focus Group Discussions

The rationale behind the use of FGD sessions was to encourage youth participants to discuss topics or issues raised extensively amongst themselves before arriving at a particular consensus to ensure that the opinions of all the participants are reflected. FGDs are an effective participatory method, particularly when dealing with groups of respondents, whose individual ideas may not be especially well articulated as a result of education and socio-economic background.

2.5 Data Collection

2.5.1 Preparation for Field Survey Implementation

This preparation primarily involved selection and recruitment of enumerators, developing draft questionnaires and protocols for personal interviews and FGDs, and organizing group meetings. The questionnaires, protocols and quality control guidelines were used during the process:

- Questionnaires on labor market and youth surveys (see Appendix IV and VI).
- FDG protocol and stakeholder consultation questionnaire (see Appendix V).
- The questionnaires were developed by the IYF team, pre-tested in Kenya and refined by PPM Consulting, in close collaboration with the IYF team.
- The employer questionnaire was further refined after consultations between the lead consultant and the USAID Rwanda contact.

2.5.2 Training for the Enumerators

Rapid participatory appraisal (RPA) guidelines were used to facilitate the labor market and youth survey training. The training covered the objectives of the survey, concepts and definitions of youth, conduct of FGDs, process for selection of respondents, review of questionnaires and protocols, concept and definitions of value chain, and included data collection methods and practical demonstrations of personal interviews, etc. Enumerators were encouraged to pay special attention to approaching sensitive issues such as youth background and reasons for unemployment and level of education and employer turnover during the field data collection process.

2.5.3 Field Survey

The field survey work began on the 18th of March 2011 and was completed on the 12th of May 2011. The survey involved 100 respondents from Nyamirambo and Muhima sectors in Nyarugenge district (Kigali city), and Kigabiro sector of Rwamagana district, Kiziguro sector of Gatsibo district and Rwemiyaga sector of Nyagatari district. All from the Eastern province of Rwanda. Also, one-on-one interviews were conducted with 10 individual youth members (group leaders and those who own businesses) and 2 employers. Nine FGDs were organized, 6 within Kigali city and 3 outside Kigali (one in each sector), comprised of 10 members for each group. And over 40 stakeholders were consulted.
2.6 Quality Control Mechanism and Estimation Reliability

Ensuring quality control during the data collection process and careful management of data were key considerations when planning the field data collection exercise.

2.6.1 Quality of Questionnaire

The questionnaire was designed to be simple, clear, easily understandable and as free of ambiguity as possible. The questionnaire was tested in Kenya before being applied in Rwanda. The testing in Kenya helped to assess the reliability of research methods and the protocols provided.

2.6.2 Protocol

Standard focus group protocols were deployed during the facilitation of group discussions. While questionnaires were used to guide oral interviews covering all the three groups (employers, youth and stakeholders).

The labor market survey questionnaire comprised of two main parts. The first part covered all types of employers and allowed to collect general information on business characteristics and operations, positions available and skill demands, and perceptions about employing young people (aged between 18 – 24 years) and the ranking of institutions that produced the people they employ. The second part covered general questions and allowed the collection of information on ICT related job opportunities, variety of skills demanded and afforded the employers to rank both skills and certifications.

The youth survey questionnaire comprised of five main parts. The first part covered general information about each individual youth and allowed to collect information on demographics, characteristics, locations and employment status. The second part, covered youth views and allowed to collect information on interests and perceptions of training needs. The third part, covered sector specific questions and allowed to collect information on the tools they possess, level of interest in joining each sector (ICT, agriculture and health) and the occupations of family members. The forth part, covered opportunities and allowed collection of information on the type of opportunities available in each sector and the identity of corresponding training needs to enhance their chances of involvement. Finally, the fifth part concluded the questionnaire and allowed the collection of information about their employment goals.

The stakeholder questionnaire covered general information about the contribution of each stakeholder in his/her area of specialization and allowed the collection of information on their definition of value, identity of primary needs in the areas of ICT and entrepreneurship, the type of skills in demand that could enhance youth participation, and their recommendations on how best to frame the survey/assessment.

A list of contacts or people interviewed and the questionnaires are appended to this report (see appendix I and II).
2.6.3 Training

A two-day training session was organized for the enumerators and staff, designed to provide introduction to interview techniques. Eight people were deployed to conduct field data collection. The initial stages of the survey allowed assessing field usage of the questionnaires. The employer questionnaire was enhanced to allow for the collection of more information based on the employers own identification of ways how ICT would be useful in their respective companies and they were also asked to specify the areas of operations that might require deployment of ICT skills.

In total, 5 enumerators and 1 technical staff, among them 3 females were recruited to collect data. The following selection criteria were considered during the recruitment process: education level (at least some university education); knowledge of English or French and Kinyarwanda; and some experience in data collection in similar surveys. The recruitment was followed by the training of enumerators, which took place on the 14th and 15th of March 2011. The purpose of the training was to train field staff on the questionnaire and the methodology to be used once in the field. Before collecting data from the field, conducted between the 18th of March and 12th of May 2011, enumerators conducted limited desk reviews and researched on different facets of issues affecting the Rwandan youth.

For practical purposes, the field work was in part strategically purposefully made flexible enough to afford each team to adapt to peculiar circumstances in the field. Specifically, to use buffers embedded in the first data scoping exercise and generating secondary contacts while approaching the primary key contacts. Also, to introduce team members and survey objectives to targeted contacts to entice them into participating in the survey. And to persuade local leaders and NGO agents to mobilize youth groups and generate contacts of key stakeholders to provide insights about the issues affecting the youth in general, and target sectors of the economy in particular.

2.7 Data Types and Data Analysis

2.7.1 Data Types

Two types of data were gathered for the purpose of the assessment:

*Desk review of secondary data* sources including existing research studies and reports, and policy documents.

*Primary qualitative data/information* was gathered using rapid assessment techniques including FGDs, consultations with variety stakeholders and in-depth interviews of key informants.

2.7.2 Data Analysis

The coding of the questionnaires was carried out immediately after the questionnaires were all deployed. All filled questionnaires were cross-checked and Kinyarwanda or French words subsequently translated into English.

All data collected was entered into a web based survey form and coded into the excel spreadsheet. The lead consultant was supported by other consultants on the team experienced in data analysis. The consulting team in close liaison with the enumerators then conducted the final analysis, synthesis of findings and prepared the report.
2.8 Data Collection Team Composition

In consideration of available time and resources, the team identified a set of survey sites within and outside Kigali City. The selection was based on survey target and consultations with the primary key contacts.

The survey team composition was as follows:

The lead consultant experienced in conducting surveys/assessment. The lead consultant was very familiar with government programs as well as the socio-economic context and problems faced by youth groups. The lead consultant was also experienced in training and guiding enumerators during the survey process.

Five (5) enumerators, all young people with university education were recruited to be responsible for collecting data from the youth and employers, while the lead consultant together with the stakeholder consultation component lead consulted with variety stakeholders. The enumerators were recruited based on background, presentation skills, experience and comprehension of survey objectives, and understanding of issues affecting the livelihoods of youth in the country. The enumerators were divided into two groups, each responsible for the collection of data in a specific area at a time, both under the supervision of a senior consultant (education specialist on the team).

2.9 Challenges and Lessons Learned

2.9.1 Challenges while collecting data

Generating contacts from the Private Sector Federation and the Rwanda Development Board was a difficult and very sorry process than we had anticipated. The latter, even after going through the administrative procedures as instructed did not part with the information. Even though, it is our practice to handle all information generated from such sources with utmost confidentiality, staff left us with the impression that all the information in the institution’s custody is classified. The former nonetheless, released the information that allowed us to carry out the survey in the end.

Also, the questionnaires consumed more time to complete than we had anticipated, mostly as relates to the employers operating in the health and agriculture sectors.

Age became an issue during field work. While we targeted young people within the 14-24 years age group, the government of Rwanda defines youth as persons between 14 and 35 years, as a result local government officials mobilized youth who were beyond our target audience. Also, most of the reports, including the national labor market and economic activity trends report of 2006, as well as the national population census projections were somewhat difficult to discern.

Getting youth employment data was cumbersome because almost all youth groups are aggregated by the National Institute of Statistics. In Rwanda, while “youth” is defined a persons aged between 14 and 35 years, “youth employment” refers to work undertaken by those aged between 16 and 35 years. Hence, collection of national data on employment has not been appropriately targeted. Moreover, the latest national figures on employment date back to 2005.
2.9.2 Lessons learnt and future improvement

Some public authorities have not yet appreciated the importance of research in informed decision making processes. As a matter of fact, evidence suggests that most program failures are caused by the lack of sponsors’ or promoters’ recognition of the role of research in informing program design in the first place.

The data available in ministries and/or public agencies is not disaggregated to allow for a targeted survey like this. Most of the information is more than 4 years old, which does not bode well for medium term planning in the country. Moreover, targeted research and surveys are required to either address issues affecting the youth in the country or update existing information. Planning and/or decision making processes that are not based on data or thoroughly researched facts does more harm than good in the development agenda.

Although various stakeholders started focusing on youth issues 4–5 years ago, in an effort to improve youth participation in the development of their respective countries, Rwanda is yet to generate adequate information that would allow for focused interventions, like what was done or zeal exhibited while dealing with women issues (promotion of gender equality) for example.

Reliance on secondary data to inform targeted studies like this should be reduced. Whenever necessary, studies should be conducted a new, covering big representative samples that can then be extrapolated to inform policy development and/or program design.
3. Survey Findings
3.1 Labor Market Survey
3.1.1 Overview of Economy/Labor Market
3.1.1.1 General Brief on Economic Conditions
Although the information on current status of labor market is scant, it is recognized that Rwanda has seen impressive macro-economic growth since the early 2000s under the leadership of President Paul Kagame. A major challenge for the Government is to ensure a more even countrywide distribution of the economic gains that have been made over the past 10 years. The new wealth and progress seems primarily to be concentrated in and around the capital Kigali, and other major urban centers. However, government is making targeted public investments in infrastructure aimed at stimulating development elsewhere; this is reflected in the re-demarcation of provinces with the corresponding designation of new capitals. For example, Butare used to be the main town in the south but Nyanza is now the designated capital for the province. Likewise Kibungo was the main town in the east, but Rwamagana has been elevated in status and is the capital of the Eastern province, and the new international airport is being constructed in Bugesera and Nyamata is expected to become one of the major urban centers in the country as a result. Nonetheless, like other African countries, agriculture is still the mainstay of the Rwandan economy on the basis of the number of people it employs, more than 60% of the country’s workforce is employed in the sector, but most work on subsistence level without pay.

Despite the robust overall population growth, the rural population is nearly stagnating while the urban population is growing. At the same time, the shift away from agriculture is ongoing, with casual labor in agriculture migrating to urban areas to take up non-agricultural work (usually as casual workers or the self-employed).

The service sector is now the fastest growing sector, which marks a change from the early 2000s, when the agriculture sector was responsible for generating income and expanding employment in the private sector (it still does, but to a lesser extent). Among the new challenges posed by this trend is an increasing number of young people migrating to urban centers despite the overall country-wide reduction in the extent of poverty. As the migration of youth, especially the landless, is likely to continue, the time might be ripe to consider special training and funding programs for the youth, to enhance both employment and self-employment.

Fortunately, although the entrepreneurial mindset amongst youth groups is not as strong as that of adults, self-employment does not seem to be particularly inferior compared with salaried employment in the private sector. Moreover, as it stands the youth are at a significant disadvantage in the labor market due to lack of employable skills and knowledge. The 2009 Rwanda national skills audit established that the private sector has a skill shortage of 60% of short-term need, with respect to skilled workers in sectors of the economy, notably; agriculture, tourism, construction, finance and mining. This bodes well for the youth as long as they are able to develop appropriate employable skills.
3.1.1.2 Employment Trends

According to the 2005/6 Rwanda Labor Market and Economic Activity Trends Survey, out of the population of nearly 8.4 million then, approximately 3.75 million (excluding child labor) made up the country’s labor force, of which only 65,000 persons (1.7%) were determined to be unemployed. At the time, the prediction was the labor force will grow by 240,000 (6.4%) per annum and 1 million young people were expected to turn 15 years old by 2010. However, the relatively low unemployment rates mask both the underemployment problem and the fact that most Rwandans are occupied in subsistence farming. Indeed, about 3.7 million workers were identified as dwelling in rural areas, of which 86% were engaged in agriculture, forestry and fishing. And 45% of new jobs created were on family farms, with only 12% able to earn wages for working on farms of other households.

Though agriculture’s share of GDP growth has consistently declined over the last 5 years, even at 32 percent of the country’s GDP growth, it is somewhat still responsible for generating income for the majority of Rwandans, it provides employment to more than 60 percent of the workforce. While manufacturing is important for exports, the services sector is the fastest growing sector. This trend signifies Rwanda journey from an agricultural based economy to a modernized economy. Nonetheless, although the underemployment rate cannot be reliably determined at present, it remains a common phenomenon for the majority of youth, as they cannot afford to not work despite the lack of skills and experience demanded by employers, and hence the opportunity cost for their engagement in even the lowest compensating work could be considered as low. Indeed, 69% of young people involved in the survey are unemployed.

At the same time Rwanda’s growing labor force challenges the country to focus on job creation for the youth, specifically the out of school that might have completed secondary education but with no prospects of continuing into higher/tertiary education. The government has recognized the problem and is developing mechanisms to address the issue of youth employment. The principle mechanisms include introduction of a free 9-year basic education program and the transformation of the traditional vocational school training system into “Technical and Vocational Education and Training”, TVET in short. The target of these institutions is to train any willing individual regardless of level of education attained. However, courses would be tailored to the trainees’ comprehension capacity and subsequently entry requirements shall be determined based on expectations of each course. Nevertheless, youth survey results and discussions with the employers show that trainings offered are not need based or demand driven at present.

On the other hand, national reports assert that by 2005, about 1.92 million young people (aged between 15 and 30 years) were active in the labor market, of which 1.87 million were employed while 47,000 remained unemployed. And in the course of 2005, about 665,000 small businesses (non-agricultural) were identified, of which 80% were sole proprietorships with no employees, and a majority (90%) were operating in the informal sector. Extrapolations from the national population projections, together with the education indicators, completion rates at secondary school education level suggest that the workforce structure might have changed over the years. The number of young people (aged between 15 and 27 years) might have grown from about 2.99 to 3.18 million (by 6.4 per cent) between 2007 and 2010, and is projected to grow further by 2022.
Overall, the labor force is expected to increase in the next decade and significantly more so if youth participation rates increase. Moreover, current issues related to low employable skills, knowledge and experience could restrict effective participation of young people in the labor market. However, a combination of training in ICT and facilitation in form of seed capital could enhance efficiency within the labor force in general, which could by itself unleash job creation and ultimately contribute towards poverty reduction efforts. Fortunately, the estimated employment-to-population ratio, which measures total employment as a percentage of an economy's working-age population, indicates that more than 8 out of 10 Rwandans of working age were employed in 2010, which bodes well for young people as long as they are able to develop the necessary skills and accumulate more experience respectively.

3.1.1.3 Growth Sectors within ICT

Traditional and modern ICTs are used concurrently in Rwanda to speed up the circulation of information. ICTs are increasing being used to greater and lesser degrees in government service delivery systems, private business operations, video, and print. Fiber-optic technologies will soon be in use for computers and telephony. Tele-centers of various sizes have been established across all the 30 districts, and the government plans to roll them out to rural areas in the near future as well. Young people are taking advantage of these facilities and are accessing more information than ever and exchanging ideas using these new ICTs, such as e-mail, the World Wide Web, electronic networks and distance-learning tools.

ICTs are slowly but surely changing education, training and service delivery in the country. Rwanda currently has in place a variety of instruments for capturing, storing and communicating information, including; telephone lines (fixed and mobile), fax, photocopiers, computer hardware and software, and the Internet (e-mail and Web). The knowledge mass necessary to drive the application of ICT tools is very low in the country however, and more so companies have not yet appreciated the role of ICT in promoting productivity growth.

Having said that, the potential of ICT skills to boost youth employment should not be underestimated, not least across all economic sectors. Productivity must be improved as Rwandans face more competition than ever from the greater East African region. At the same time the expanding employment in the service sector has greatly contributed to increases in GDP per capita in the last 5 years, the sector contributed 47% in 2010 surpassing the agriculture sector at 32%. Thus, it appears that the sector, particularly in urban areas and in the private sector, has the potential to provide employment and income opportunities for many young people in the future. Therefore, taking into account the big number of out of school youth prior to the introduction of the 9-year basic education system in 2009, and given that the majority of the new entrants to the labor market would need to find jobs outside the agriculture sector, ICT skills development is a perfect fit. While in rural areas, non-farm employment and diversification into higher value added crops hold considerable potential for the future.

Despite usage of ICTs not being widespread in the country, specifically in the private sector with internet usage being the exception, most of people surveyed (employers, training providers and youth groups) acknowledge the power of ICTs to improve general productivity across sectors of the economy, in terms of both human capital and operational infrastructure (business processes).
Nonetheless, many companies are yet to embrace the idea of using business processes and services that extensively utilize components of information communication technology, including; software and hardware.

Growth sectors frequently cited during consultations throughout the survey included:

- Hardware maintenance and repair.
- Software development.
- Data entry (documentation, back office processing and bill preparation and accounting).
- Web development.
- Multimedia production (graphic design, photography and computer animation). And
- Database management.

The majority of employers insist however, they cannot hire database managers and software developers who have not completed university education (considered as real IT specialists). Networking was another ICT application area floated by supermarket operators, this might also be true for banking institutions, based on the relative nature of operations between the two sub-sectors. Programmers are in high demand for a couple of companies dealing in telecom equipments, and the employers are not bothered by recruiting secondary school graduates or diploma holders as long as they have the appropriate technical skills and formal certification. Overall, almost all companies surveyed realize the need for ICT application in their routine operations, but cannot afford to hire university graduates due to small budgets or feel they can do without them. Of the 33 employers surveyed, 15 did specify positions they plan to fill and expect occupants to have ICT skills.

### 3.1.1.4 Firm Size – Large, SME, Cooperative

Categorization of the size of companies surveyed is based on both the nature of business and turnover. Small companies are those whose annual turnover is below RWF 20 million, those with turnover above RWF 20 million but below RWF 50 million have been categorized as medium companies, while those above RWF 50 million are classified as large companies. However, this classification is for practical purposes and is confined to this report. Also the reader should take note that turnover values were provided for research purposes, that is, they are indicative but not exact.

Out of the 36 companies that participated in the survey, 5 were of small size, another 5 were of medium size and 11 could be classified as large companies. Thirteen (13) companies and 1 cooperative did not provide their turnover figures, and hence could not be classified under the above criteria.

With the above in mind, 58% of the companies reported as growing, while 17% are stable and only 14% were planning to downsize. The status of companies is shown in figure 1.
3.1.2 Potential Employers

With the exception of Trac Plus (Center for Treatment and Research) and Clinic Latriade, all the remaining 34 companies surveyed hire/recruit secondary school graduates at some stage. However, most the large companies only accommodate them in targeted positions, specifically in customer support and front end office related positions.

All said, the following employers consistently target young people in their recruitment drives, specifically those short of university education but have successfully completed secondary education.

Information and Communication Technology

- Computer Point
- MFI Office Solutions
- Miracle Enterprise
- Rimos Business Solutions
- Contact One Centre, BCS Group
- Shaking Sun
- CI-Link
- Punctual Graphic
- TIGO

Agriculture

- MINIMEX
- Urwibutso
- Agrocare
- SORWATOM
- BALTON
- TROPISEM
- Kabuye Rice Processing Mill
- INTRAGRI
- NAFA
- Mushroom Enterprise
Health
- King Faisal Hospital
- Polyclinique la Medicale
- Trust Industries
- Medical Clinic APADE
- CHN Health Centre
- Safari Center

Other
- Nakumatt Supermarket
- Simba Supermarket
- Sulfo Rwanda Industries

The employers’ reported 1,142 open vacancies at the time of the survey, but only 175 (about 15%) jobs could be occupied by secondary school graduates, while 671 somewhat target those with some form of secondary school education (and willing to work as porters)\(^5\). Also, consistent with their respective business expansion plans, they estimate to hire a total of 75 ICT skilled workers within the next 12-24 months, filling various positions as identified elsewhere in the report.

3.1.3 Entry-level Opportunities
For salaried workers regardless of the sector targeted, education would remain the key determinant of whether a young person finds a decent job. Thus, regardless of level of the position held, including entry level positions, the occupant is expected to have employable skills in addition to the level of experience demanded by the employer.

According to the survey, entry level opportunities include the following, by sector.

**Information and Communication Technology:**
- Office Assistant (data entry and filing).
- Maintenance Officer.
- Marketing officer.
- Storekeeper.
- Customer Guide.

**Agriculture:**
- Driver.
- Storekeeper or Inventory Officer.
- Sales Representative.
- Accounting Officer.
- Production Assistant.

**Health:**
- Bill Processing Officer.

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\(^5\) SULPHO, a multi-product manufacturing company plans to recruit 671 people, mostly as manual laborers.
• Customer Guide.
• Office Secretary.
• Cashier.

Other:
• Receptionist.
• Attendant (order taking, billing and ticketing customer guide, and shelve stocking).
• Security Cameraman.

3.1.3.1 Occupational Profiles

The occupational profiles are based on classification that distinguishes the worker according to the nature of work, for example, machine operator, carpenter etc., regardless of status of work, that is, employee or self-employed. Also, it doesn’t establish the degree of formality or informality of the company in which young people work or are expected to work, because Rwanda is yet to provide robust occupational classifications. Neither do they portray the global attributes, given that consultants were not provided with job descriptions by the employers. These occupational profiles therefore, just indicate the minimal skill requirements the individual is expected to possess in order to occupy the position, as outlined by employers covered by the survey.

The following are the key occupational profiles generated from the survey:
Accountant; basic accounting knowledge, planning skills, organizing skills, teamwork, moral values and languages (English, French and Swahili).

Cashier; basic accounting knowledge, communication skills, teamwork, integrity and should be self-motivated.

Customer Guide; communication skills, Microsoft office proficiency, teamwork, decision making, planning skills and must have moral values.

Sales Representative; Microsoft office proficiency, basic accounting knowledge, marketing skills, presentation skills, planning skills, integrity, teamwork and business skills.

Office Manager; presentation skills, planning skills, communication skills, teamwork, integrity, decision making skills and should have moral values.

ICT Technician; Hardware and software maintenance skills, internet navigation, troubleshooting, Communication skills, teamwork and must have interpersonal skills.

Office Secretary; language skills (French, English and Swahili), teamwork, Microsoft office application (excel and word), writing skills and a person of integrity.

Computer Technician or Programmer; Hardware and software maintenance and repair knowledge, programming skills, troubleshooting, ICT languages, languages (English, French and Swahili) and a team player.
Web designer/Developer; Microsoft proficiency, ICT languages, software trouble shooting, languages (English or French), Team work, programming skills and should have moral values.

3.1.3.2 Entrepreneurial Opportunities

Unlike salaried workers where education remains a key determinant for landing a decent job, for the self-employed, the importance lies in holding productive assets (although education is also important). Hence, in addition to the need for entrepreneurial and business skills, access to credit is critical. Moreover, despite the increases in micro-credit over the past several years, the lack of capital ranks high for young entrepreneurs. The low asset base within the households has inhibited their access to bank credit. In the same vein, the youth cannot afford to finance business from own savings or from families, or friend’s savings at present. Indeed, the majority of youth surveyed reported credit and capital as key challenges.

According to the survey, entrepreneurial opportunities include the following, by sector.

Information and Communication Technology:
- ICT equipment trading (computer, phones, photocopier, scanner and camera).
- Air time transacting, mobile phone charging and phone repair shop.
- Computer repair workshop (desktop and laptops).
- Electricity dealership (tele-charging) shop.
- Business card design, photocopying and printing services.

Agriculture:
- Commodity trading.
- Fertilizer and agriculture input trading.

Health:
- Data entry (reporting).
- Cleaning services.
- Computer and electric repair.

Other:
- Network maintenance.
- Computer and electric repair.
- Security system development and maintenance.
- Software development (billing and inventory management).

3.1.4 Technical and Soft Skills Needed by Employers

The technical skills identified by employers included: basic accounting knowledge, planning skills, organizing skills, decision making skills, marketing skills, business skills, hardware and software maintenance, internet navigation, troubleshooting, Microsoft proficiency and programming skills.
While the most commonly cited soft skills by the employers included: teamwork, moral values and languages (English, French and Swahili), communication skills, integrity, loyalty to the company and presentation skills.

Also, although the young people surveyed seemed confident with their current levels of soft skills, every employer covered by the survey strongly stressed the lack of soft skills in young people. This is consistent with EDC’s finding in its study covering Kigali city and Butare town6, “the employers want job candidates with good soft skills”7, they emphasized. Employers also questioned the job searching skills of the youth, the most cited example was young people flashing the prospective employers instead of at least buying airtime to ask politely or making inquiries in person during office hours.

More to the point, most lamented the lack of skills critical in their hiring practices, the skills they rank high but are hard to find among young people. These include; programming, technical access literacy, trouble shooting, software and hardware maintenance, and Microsoft proficiency. The soft skills hardest to find as reported by the employers are reflected in figure 2, by rank.

Figure 2: Skill sets needed by the employers

![Skill sets needed by the employers](image)

Source: Primary data

Furthermore, a couple of employers complained about the level of youth productivity compared to adults. A lack of qualifications and soft skills ranked low for those already employing young people, at 13 percent and 7 percent respectively. Interestingly, personal problems and illness were ranked high. This confirms the willingness of employers to hire young people despite the hardships confronted by the youth, rooted in the small salaries they receive that cannot afford them live a decent life for the major part. The employer sentiments about the reasons affecting youth productivity are provided in figure 3.

7 Such as; teamwork, communication, leadership, creativity and flexibility.
In a bid to boost youth productivity, most companies do provide in-house training to employees, with special focus on enhancing technical skills. Out of the 36 companies surveyed, 15 provide on-job training while 4 contract outside consultants to train their employees. The training source spread is shown in figure 4.

### Figure 4: Types of training provisions

<table>
<thead>
<tr>
<th>Training Provision Types</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Company does training</td>
<td>58%</td>
</tr>
<tr>
<td>Company outsources training</td>
<td>15%</td>
</tr>
<tr>
<td>Mix of both</td>
<td>27%</td>
</tr>
</tbody>
</table>

Source: Primary data

### 3.2 Rapid Youth Survey and Focus Group Discussions

#### 3.2.1 Protocols and Survey Design

A total of nine FGDs were held with youth groups, 6 in Kigali City and 1 in each of the districts involved in the survey outside Kigali (Rwamagana, Gatsibo and Nyagatare). With the exception of upcountry sessions (which had between 10 – 18 participants), 10 persons participated in each session. FGDs participants were all below 34 years and belong to youth groups formed at the initiative of either government or NGOs. FGDs were organized and conducted by trained facilitators. The lead consultant, with the help of local government officials and NGO agents,
identified and mobilized the participants. FGD venues were selected by youth group or cooperative leaders.

The age range of participants was between 17 and 33 years. Participants were clearly briefed on the purpose of the survey as well as the FGD process and structure. The FGD process began with introductions and icebreakers. After building initial rapport, facilitators proceeded to specific questions, in accordance with the FGD protocol. The initial segments of FGDs were related to information on the general situation of youth living in urban areas. The facilitators then gradually proceeded to ask for opinions and perceptions on the issues impacting on those who live in rural areas.

A sample of 100 respondents was taken from a total group of 250 persons. About 90 young people, 8 group and/or youth leaders and two young entrepreneurs participated in the youth survey. And 36 employers were contacted, of which 2 were involved in detailed interviews, and over 40 stakeholders were consulted for the labor market survey and stakeholder consultations respectively. The survey covers Nyamirambo and Muhima sectors of Nyarugenge district of Kigali City, and Kigabiro sector of Rwanagana district, Kiziguro sector of Gatsibo district and Rwemiyaga sector of Nyagatare district. The latter are all located in the Eastern province of Rwanda.

The distribution of residence by the participants is reflected in the figure below.

*Figure 5: Participants distribution by residence*

![Residence Distribution](image)

*Source: Primary data*

Samples were constructed based on lists generated from various sources; the Rwanda Development Board, the Private Sector Federation, Kigali City Council authorities, local government officials and PPM Consulting’s own informal networks. The sampling unit was a group or cooperative whose members are, or a training school whose trainees were aged between 15 and 25 years old. The actual age distribution of participants is provided in figure 6.
3.2.2 Perspectives on Finding Employment

Youth perspectives on finding employment are not uniform and differ according to the respondent’s level of education, family background and relationship with kindred.

Although most of the respondents exhibited readiness to get employment propelled by different motivations; ranging from confidence with their level of education attainment and propensity to earn income to pursue further education, to motivation to start small businesses in order to escape poverty. Under informal settings they did acknowledge the lack of employable skills, specialized training opportunity, funding and strong social networks. Indeed, the majority were also not aware of the very existence of Yes Rwanda, a local NGO responsible for matching job opportunities and youth in the country, which does paint a grim picture for young people actively searching for jobs.

Figure 7 exhibits the level of readiness for a job and training need among the participants.

In addition to being constrained by the general lack of skills, the employers’ preference for experienced workers further compounds the problem. The lack of work experience during school years, lack of orientation and career development services at school, as well as low level of information on employment opportunities and own ambition are the key impediments towards securing employment. Indeed, during the survey, 69% of the respondents reported being employed, though 66% of the respondents are either secondary school graduates or have completed tertiary education.
The employment status of survey participants is provided in figure 8.

*Figure 8: Employment status in absolute numbers*

The lack of role models and stigma on the part of employers caused by both attitude and the lack of appropriate skills (as a consequence of the mismatch between the type of training acquired at school and labor market demands) are other key factors impacting on youth employability in the country. Most alarming is the fact that in spite of having low skills and lacking in experience, a majority of young people continue to look for better paying, which scares away employers. That is, unabated self ambition does not allow them to effectively perform reality checks, to appreciate what they can do with the current skill levels.

When shunned by the employers, young people are forced to work in low paying jobs often without adequate protection. Indeed, out 31 respondents who are employed, only 7 (23%) work under contract. The rest, 77% work under seasonal or irregular arrangements.

Also, there’s a general lack of entrepreneurial mindset in the country, which does not spare the youth either. For those contemplating the entrepreneurship route (90% of the respondents), self-employment is seen as an escape from unemployment rather than an opportunity to be successful or make a meaningful life. In addition to confessing the low business opportunity identification ability, they also lack the capacity to own, manage and operate a small business. Ideally, this should be an undertaking where the owner or partners are able to direct operational and administrative management and/or are responsible for making the major decisions of the business. Henceforth, more training is needed in this area as indeed established in the survey. Eighty five (85) percent of the respondents need more training in one form or another across the board.

Fifty one (51) percent of the youth ranked their business skills as either very poor or poor, 52% CV preparation and interviewing in English, 49% using excel for business accounting and bookkeeping, 30% facilitation, and 43% using Microsoft word. The rest of the skill rankings are provided in figure 9.
As reflected in figure 10, about 66% have either completed secondary or post-secondary education, while 11% did not complete primary education and another 11% only managed to complete primary education. Hence, in addition to having limited knowledge, most (69%) of the respondents lack the appropriate skills necessary for employment and have limited experience. This is a big hurdle to overcome in the labor market, where experience weighs more than 30% in the prevailing hiring practices exercised by the employers. Most of the young people do not even get a chance of interviewing with the employers, as they are often eliminated at screening stage. More to the point, they are also lacking in the area of curriculum vitae (CV) presentation.

Further still, even with entrepreneurship training without prudent support systems, young people might continue to face complex entrepreneurship barriers, the likes of lack of access to credit and seed funding and support, indeed 50% have expressed need for other resources including financial support. Young people lack the collateral that banks require for a loan. And together, the lack of collateral and support system often prevents them from gaining a foothold in the business
enterprise. Hence, the main objective of training should be to help develop young peoples’ skills in very specific fields by giving them applied or concrete experience in specific trades. This will not only make them employable but could also help create opportunities for entrepreneurship.

Nevertheless, the most common entrepreneurial activity for young people is retail trade, making variety handicrafts, food processing, services and cottage industries (artisans, metal works and soap manufacturing). The survey respondents have identified business opportunities across the three sectors, including; commodity trading, ICT equipments trading and electricity selling, among others. But only 1 of those who responded in the affirmative for employment, worked on nightshifts. This reflects the lack of human resource innovation by the employers. Only supermarket chains and hotels provide nightshifts in the country, while the majority of other businesses don’t. This exposes the private sector’s inability to absorb the youth labor force in general at present.

Although the centrality of youth employment has been recognized by the Government of Rwanda in a declaration while developing the National Youth Policy in 2002, as one of the major means to alleviate and an enabler for them to become part of the socio-economic and political process of the country, the required institutional support systems are still in the early stages of development. Indeed, government intent has been translated into MIFOTRA’s 5-year youth employment promotion action plan of 2007 as well as WDA’s TVET program of 2009, however, judgment on the actual implementation would be premature at this stage.

Overall, there is a mismatch between whatever level of formal education young people get and the nature of jobs available in the labor market. Unfortunately, in Rwanda, there’s a general mentality even amongst employers that university education is the ultimate testament of qualified personnel. Therefore, the level of self confidence and/or esteem is dented for the young people unable to pursue or complete university education. That could be the motivating for them to push for entrepreneurship, indeed the majority of respondents project themselves to become prominent business people in the future. However, to them self-employment is the only option to deal with their predicament. This might be true to only those with decent family support though.

The foregoing has reviewed common youth perspectives and factors impacting on youth employability. As noted these factors are interlinked and require a holistic approach, of which training provision is one. For example, employability and entrepreneurship are self re-enforcing and need an enabling environment where employment creation is placed at the centre of public policies, to be most effective. Likewise, employability entails not just developing appropriate skills and training, but also instituting supportive public policies which lead to new employment opportunities where these skills can be used.

3.2.3 Interest in Working in Health, Agriculture and ICT Sectors

The survey revealed that of the 69 per cent of unemployed young people, 25 have almost given up actively searching for a job and 8 gave up because they found no job opportunities in their localities. Some (10) respondents confessed they could not afford transportation to look for work elsewhere. And 90 per cent had inquired at workplaces and farms or called relatives. The survey
illustrates the lack of strong social networks, making it more difficult and costly for young people to actively search for a job.

The distribution of unemployment period is reflected in figure 11.

*Figure 11: Period spent while unemployed by the participants.*

![Distribution of Unemployment Period](image)

Source: Primary data

The survey also established that youth unemployment is higher among those with secondary and/or post-secondary education than those with some primary and/or primary education, because most in the latter category have already opted for self-employment. For example, nearly three-quarters of unemployed young people in the survey hold a secondary school level certificate, while 12 have some secondary education, and 3 per cent have only a primary level education.

It is not surprising therefore, that a bulk of those interested in entrepreneurship in this survey has actually completed secondary education, 33 respondents (33%). Overall, 90 respondents exhibited eagerness in establishing small businesses in the 3 sectors, of which 52 respondents see opportunities in the ICT sector, 35 in the agriculture sector and 3 in the health sector. While 87% reported interest in working in the ICT sector, 45% and 36% in the health and agriculture sectors respectively.

The level of interest in entering and the lack of interest thereof, in each sector as workers and as entrepreneurs, are provided in figure 12.

*Figure 12: Interest distribution by sector*

![Interest distribution by sector](image)

Source: Primary data
From the figure above, it could be deduced that most (73%) are not interested in working in the ICT sector as employees per se, but are rather interested in exploiting business opportunities presented by the sector. The same is true for the other 2 sectors as well. This in essence, confirms the frustrations young people have faced while looking for employment, and now see self-employment as the ultimate solution to their predicament. More interesting however, is the fact that only a few young people show keen interest in the agriculture sector despite the fact that 58% of them admit coming from places heavily involved in agricultural activity (peri-urban and rural areas), and 51% having relatives working in the sector. In other words, these young people despise the sector, though 45% confess that business opportunities exist in the sector. This in itself presents the opportunity for their participation in strengthening the value chain without necessarily being involved in farm cropping.

### 3.2.4 Youth’s Perspective on Challenges

Youth perspectives on the challenges they face are not uniform and differ according to one’s level of education, family background and relationships with kinred. Their perspectives are somewhat complex and subject to diverse deductions. And the general functioning of the economy and set up of education system are key factors, these are either outside the scope of the assignment or cannot be extrapolated from this sample because of limited comparative information.

Given the growing youth labor force and continuous migration of young people from rural areas to urban centers, the impending concern is the increment of the unemployed and underemployed youth. The youth that do not work or unable to find work might become a social threat in the long-term; they could get involved in crime, drug abuse, vandalism, prostitution and might face general alienation in the vicious circle of poverty. Such patterns will persist in the future if no holistic approach is initiated to alter the youth employment situation. Even for those who have already received training, they might be required to adapt to the changing nature of the jobs demanded by the growing economy, as current informal businesses transition into formal enterprises and/or are transformed.

Indeed, throughout the survey, a broad range of challenges faced by the youth were uncovered, ranging from the type of education and preparation they receive while at school, to the level of support they could receive at present, in terms of school-to-work transition. Respondents only identified the challenges in terms of acquiring additional knowledge, skills and resources as follows. For those interested in outright employment (27 respondents), 33% see the lack of computer skills as their major challenge, while an equal number see the lack of business knowledge as a challenge, 19% pronounce the lack of technical skills and 30% acknowledged the lack of resources. Whereas for those interested in outright entrepreneurship/self-employment (72 respondents), 7 percent are frustrated by the lack of a good business idea and another 7 percent have no business knowledge. While 50 percent are lacking in entrepreneurship or business skills, 35 per cent have very limited ICT or computer skills, 8 percent lack technical skills and soft skills for the 1 percent are in doubt. And one in two of every respondent is in need of resources, including financial support and social networking for job hunting. Business planning, ICT and marketing skills are in short supply within young people in the country.
The reported challenges in part, reflect the training needs for both categories of youth groups, those interested in employment and those opting for self-employment are shown in figure 12, in sub-section 3.2.5 of the report.

The above notwithstanding, though narrowly defined, shed light on youth status in general. However, this information is not sufficient to help address those challenges without reflecting on policy issues. Conversely, there is undeniable evidence of the linkage between education, training and the labor market, but due to a combination of other pressing problems within the education sector and limited resources at the disposal of government, a couple of ex-ante policies related to formal education have not been emphasized by government. For example, developing and implementing those policies that target young people who have completed school.

To start with, given the sustained population growth rates, the labor market is not able to absorb all the new employees (including young people), resulting in scarcity of jobs, which has led employers to more selection by education and experience. These two, as already established by the survey, are presently lacking or young people are struggling to acquire. Also, the education system is yet to orient the curricula with the needs of the labor market, which continues to contribute to the mismatch of skills of the youth labor market in the country. This has also affected university graduates by extension, as employers are reluctant to make investments in in-house or on-job trainings.

On the other hand, government is investing in institutional capacity building to augment service delivery of the public sector and hence cannot absorb unqualified (young people without university education) labor. Consequently, a rapidly growing informal sector has become the "sponge" that provides job avenues to all categories of workers, often including skilled youth labor.

The situation of young people in the labor market is further complicated by the fact that the private sector is still small as the country is transitioning from a public sector dominated economy to a private sector led economy. As a consequence, young people remain at the end of the job queue when seeking for formal employment because they lack adequate skills and experience, as well as efficient social networks. Excluded from reasonably paid formal employment, young people are left with atypical forms of formal employment with low pay or the informal sector. Alternatively, the bulk of young people can only be engaged in entry informal sector activities with low pay, including; order taking, ticketing, street vending, car washing, luggage handling and watching, and making and selling crafts.

Free education program is still limited to 9-year basic education and provides only basic skills. Even with low school dropout rates since 2009, out-of-school training is still required for the young people to qualify for jobs, but the lack of resources for training and skills development is a big problem for the country. Nonetheless, there are more than 50 vocational training schools offering trainings in various areas, including: bookkeeping, secretarial, carpentry, auto mechanics, tailoring and bricklaying, among others. According to the employers, most of the courses provided are not need based and hence these institutions are yet to provide the type of skills required on the labor market.
The WDA, in its execution of the new TVET program, is planning to introduce apprenticeships—structured programs that integrate theoretical learning with working experience. Training providers will be required to form partnerships with employers, but the plan to institute feedback mechanisms necessary to address the skills mismatch is not clear. Guidelines to providers have not been instituted either; on the type of training they are expected to provide, specifics on how to deliver it, in what quantities and at what cost. Thus, trainees decisions about what and where to attend training are currently undermined, as choice is not based on need (quality of training provided) but rather on interest to fill available places subsidized by government.

With all the above, it is worth noting that there’s no active national wide program in place to help alleviate the school-to-work transition dilemma faced by most young people. Or support system as they leave formal education to join the labor market, at any level of schooling in the country. Introduction of the 9-year basic education program could only address part of the issue, say technical skills, but must be supported by other associative programs. Now that the expected duration of primary and secondary education would take a minimum of 9 years instead of the earlier 6 years, the school-to-work transition support issue must be addressed to enhance youth employability. That aside, the TVET program on the whole, does not address the school-to-work transition dilemma faced by most young people who completed secondary education prior to the introduction of the 9-year basic education program (up to last year, 2010).

Moreover, school-to-work transition can be successful insofar as the young person is able to gain employment. Hence, for those who have already dropped out of the formal education system, without other forms of support these young people will only be restricted to the informal sector, which might not dominate the labor market in a decade or so, as more opportunities in the formal segment of the economy increase as the country develops.

Also, there is no active labor program in the country geared at assisting young people who do not have any form of employment or those without decent work. As a result, it is cumbersome for the young people currently working in the informal sector to transition or get into formal employment or self-employment. In the same vein, training by itself without placement and job search assistance and facilitation into business through access to credit will not be helpful either. That is, while training can enhance skills and facilitate the supply of suitably qualified labor, in the absence of support systems, these young people might not automatically gain employment even 12 months after completion of the course.

### 3.2.5 Youth’s Perception of Training Needs

Skills needs for young people differ based on the objective, employment or self employment. At present 60 percent of respondents acknowledged that it is expensive for them to acquire training in existing vocational training schools. It is worse for the unemployed, who in addition to struggling to make ends meet, most are required to move long distances to attend classes, which adds to the cost of training.

Throughout this process the focus of discussions was on existing training providers and/or programs in the country, both private and public. Even free government education is not actually
free as parents are expected to foot a couple of bills, classroom construction, tools procurement and the like.

All young people no matter the level of formal schooling attained recognize that their skills are lacking in various aspects. Those who can afford do so depending on need, whether general knowledge or specialized training. Indeed, of the 31% who are employed, 4 respondents attend evening course to further their computer skills, with the ultimate objective of retaining their respective positions.

Figure 13 shows the training needs the youth have, distributed by interest (employment and self-employment).

*Figure 13: Training needs for employment and entrepreneurship*

Survey results show that while all the respondents reported in one way or another, they wanted to learn a trade or skill, the issue of affordability arose in almost all of our discussions. Hence the cost of learning is also a major impediment towards fulfilling their quest for learning. Having said that, most of them appear unfocused, in terms of what they really want. For example, we asked a couple of ICT trainees at Maximedia on what they intended to do upon completion of the training program, four-in-five planned to continue with what they were doing before attending the training, only 2 were planning to open photo studios. On the other hand, 1 who had already purchased a digital camera to that effect lacked start-up capital for the studio.

Overall, making improvements in the operational efficiency of training providers could help reduce the cost of training for young people. This can be done by exploring avenues presented by ICTs. For example, provision of portable web based tutorials, downloadable in paper form and audio and video with minimal application demands (involving use of mobile phones). Indeed, as shown in figure 14, 97% of the respondents reported owning mobile phones, while 56% have access to the internet and 59% have access to the computer. However, 35 respondents can only access internet through internet cafés.
3.2.6 Interests in Entrepreneurship

Unlike salaried workers where education remains a key determinant for landing a decent job, for the self-employed, the importance lies in holding productive assets (although education is also important). Hence, in addition to entrepreneurship and business skills, access to credit is critical. Moreover, despite the increases in micro-credit over the past several years, a lack of capital remains the biggest hurdle for young entrepreneurs. The low asset base within the households has inhibited young people to access bank credit, more to the point, the youth cannot afford to finance their businesses from own savings or from families, or friend’s savings at present. Indeed, the majority of youth surveyed reported credit and capital to be their main problem.

Survey results confirm young peoples’ interest in entrepreneurship is influenced by level of education, age and employment status. Young people below 20 years and who have junior secondary (tronc commun–years of secondary education) are more interested in continuing with education, while those above 22 and have not completed junior secondary prefer entrepreneurship. Likewise, those that have not or have completed primary school and can afford to raise start-up capital, from family contributions or micro-credit, often set up small businesses or are involved in petty trade.

Indeed, out of the 11 respondents who completed primary education, 8 expressed interest in entrepreneurship. Of the 12 who have some secondary education, 3 are interested in entrepreneurship. And out of the 55 who have completed secondary level education, 33 are eager to start businesses. Overall, ninety (90) respondents confirmed interest in undertaking business enterprise in the 3 sectors, as indicated elsewhere in the report.

Entrepreneurship opportunities identified in the ICT sector include: establishing ICT equipment trading businesses, electricity unit loading and dispatch (cash power) businesses, charging mobile phones and handling airtime transactions, establishing cyber cafés and ICT training centers. While young people are not interested in agricultural farming per se, they see an opportunity of engaging in commodity trading; specifically beans, maize and cassava. The three crops can be purchased in the period of plenty at low prices and sold when in shortage at a later date, at relatively higher prices (crop hoarding). However, most remain open to engaging in expanded operations, like
simple processing using rudimentary tools for example. The EDC report of 2010 also identified possibilities related to processing banana wine, passion fruits, papaya and strawberry jam. And opportunities in the health sector include establishing pharmacies and cleaning companies. However, the J.E Austin Associates study discounts the viability of banana wine for lack of processing capacity that would allow middlemen, in this case young people, to target processors. Indeed, use of special ingredients are required to keep the wine fresh a bit longer, which might require more capital that would be out of reach for most young people. In addition, the market is also limited, especially in rural areas, while urban areas are flooded with various substitutes.

Besides, young people face limitations in their quest to take advantage of the perceived opportunities in the health sector for example. They are incapable of establishing pharmacies, because the current health policy permits only qualified pharmacists or doctors to operate such businesses, qualified nurses can be employed though.

The misnomer however, is that young people see entrepreneurship as just another alternative at their disposal rather than a genuine basis for escaping poverty. In other words, they do not see themselves succeeding in the future. This might be a consequence of lack of ability to generate good business ideas or the lack of access to seed capital. We should underline that in any case, in Rwanda, self-employment does not seem to be an inferior option relative to salaried employment available in the private sector, even for university graduates. Hence, with entrepreneurial and business management training, together with access to seed capital, young people can undoubtedly become major players (successful) in the business enterprise.

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3.3 Stakeholder Assessment

3.3.1 Agriculture Sector Overview and Subsectors

In Rwanda, agriculture is the most important sector in the country’s economy. The sector is a source of livelihood to 90% of the population who depend on it, either directly or indirectly. Currently, agricultural production accounts for 32% of the national GDP. Given Rwanda’s very high population density, current government policy is to encourage the development of off-farm economic activities geared to relieve the pressure off land, as well as reducing dependence on agriculture and diversifying the economy. Nevertheless, the government and other stakeholders and experts contend that significant reduction of the country’s dependence on the sector as the largest employer of citizens is not likely to be achieved in the foreseeable future. This by extension, affects youth participation in the sector too. Moreover, the majority of youth do not own land and hence participation in off-farm activities is a genuine possibility.

Further still, although it is very hard for the youth to join the sector as actual individual farmers due to a combination of land scarcity and the current law against land fragmentation (prohibiting subdivision of land below 1 hectare)\(^9\), the push for modernization of agriculture and the development of agro-based industries, if properly managed and successfully implemented, could open up new opportunities for youth participation in the sector. The main thrust of the national agriculture modernization program consist of: promotion of crop regionalization, whereby crops are planted based on the most suitable ecological zone; land consolidation, in which farmers are encouraged to consolidate their plots and plant one crop over a large piece of land as opposed to the traditional small plots often pampered with multiple or inter-planted crops; promoting use of high-yield seeds, application of fertilizers/manures and appropriate technology; investing in soil and water conservation measures, such as construction of terraces and irrigation schemes; introduction and promotion of improved breeds of livestock; and development of farmers’ cooperatives.

The agriculture sector in Rwanda, as elsewhere, can be divided into 3 distinct sub-sectors depending on the type of production and/or market orientation, i.e. production for domestic or export market, namely; food crop production, cash crop production and livestock production.

Food crop production
A majority of farmers are involved in this subsector, usually producing at subsistence level. This group is comprised of mostly small scale farmers producing a variety of crops, including; cereals, legumes, root and stem tubers, fruits and vegetables. Most of the produce is for household consumption and the surplus is sold in the domestic market. Export markets for some fruits and vegetables have been explored and are currently being developed.

Cash crop production
The traditional cash crops are made up of mainly coffee and tea, and pyrethrum and sugarcane to some extent. On average, more than 97% of the coffee and tea produced is exported after minimal processing, while the fully processed products are packaged and sold in both local and regional

\(^9\) Current average farm size is 0.6 hectares.
markets. Pyrethrum is processed and exported as liquid pyrethin, while sugarcane is milled into sugar and it is almost entirely sold in local/domestic market. However, other cash crops such as cashew nuts and jatropha are being introduced as well, they could potentially become important cash crops in future.

Livestock production
Traditionally, the average Rwandan farmer has always practiced some form of mixed farming, crop farming and livestock rearing. Almost every small scale farmer rears some kind of livestock; the list includes cattle/cows, goats, sheep, pigs and poultry, albeit on a very small scale. Over the last few years however, the government has been encouraging farmers to adopt zero-grazing systems because of land scarcity, and introducing better breeds, specifically cattle, under the famous “one cow per family” program.

Overall, the major constraint in the agriculture sector is the absence of an organized extension service program, specifically small scale farmer support.

3.3.2 Health Sector Overview and Subsectors
The health sector is tightly controlled by government through the Ministry of Health. That is, it is a service based sector in which the government is the principal player. Health services are provided via a variety of institutions, which include; hospitals, health centers, dispensaries, health posts, polyclinics, and clinics. They are managed under different authorities, including; the government, government-assisted, non-governmental organizations (NGOs), and Community Based Organizations (CBOs). Government-assisted health facilities are run by faith-based organizations and not-for-profit organizations. These receive direct support from government and have been completely integrated into the public health system. These health facilities entered a formal agreement with government expressly to implement policies of the Ministry of Health.

Whereas the government strives to provide certain health services like universal immunization, voluntary counseling and testing (VCT), prevention of mother to child transmission (PMTCT), provision of free antiretroviral (ARV) and Tuberculosis (TB) drugs. In spite of these efforts, Rwandans are also expected to shoulder most of the health service costs, either individually or through co-pay schemes; all the same, medical costs are still quite high for a majority of Rwandans. This has led to the introduction of a number of public and private medical insurance schemes to help citizens cope with the burden of medical costs. The public medical insurance schemes include; RAMA for civil servants, MMI for members of the armed forces, and CBMI better known by its French appellation “Mutuelle de Santé”, for the ordinary citizen. Private insurance companies also offer a variety of medical insurance packages.

The health sector can be divided into two main sub-sectors, namely; medical services, and public health and sanitation services.

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10 This category includes insurance companies (SONARWA and SORAS) as well as AAR Health Services Rwanda Limited
Medical services
The medical services sub-sector could also be subdivided further into two components, the curative and the preventive medical services. Curative medical services are provided at designated health institutions like hospitals, health centers, dispensaries and clinics. Pharmacies are also an important and integral part of this component. In the majority of cases, patients have to purchase prescribed drugs from pharmacies, which also sell non-prescription medicines. While, preventive medical services are provided outside and within health institutions. In fact, some aspects of these services are being managed at community level.

Public health and sanitation services
Public health and sanitation services comprise of promotional, educational and preventive activities at community level, geared at improving community members’ knowledge of health issues and fostering their participation in the management of local health facilities and the improvement of general sanitation and hygiene.

3.3.3 Opportunities for Youth in Building Stronger Value Chains
In Rwanda, agricultural production is geographically dispersed, so are individual small-scale producers who have limited direct access to urban markets. As a result, to sell their produce, farmers must transact with market intermediaries at the farm gate or often at bi-weekly main markets located in peri-urban and/or rural areas. Almost all crops involve many intermediaries that directly or indirectly influence the income generated by small-scale producers. Equally important is the nature of the multi-stage marketing system through which products flow from farmers to the final consumers, constituting various intermediaries, as well as tacit contractual arrangements that govern exchange between the market chain actors. These stages of the marketing system make organized youth groups of crucial importance, particularly in the improvement of their welfare, by simply taking advantage of the price differentials without direct involvement in crop farming. Limited processing opportunities that do not involve investment of huge capital exist in juice making, food processing and cheese making.

In general, young people could play both roles, as formal or informal transactional intermediaries\(^\text{11}\). However, given that analysis of existing post-harvest handling infrastructure as well as examination of processing capacity is out of scope for this survey, it is safe for young people to focus on the formal intermediary transactional role at the beginning, as current conditions do not youth to just fill-in information gaps. Indeed, farmers cannot afford or are not willing to pay for such services at the moment because the same information can be accessed through other sources (MINAGRI and personal next works in particular). The possibility of youth playing the informal intermediary transactional role could be explored following a detailed study during the project implementation phase. This might be enhanced when the e-soko system provides e-commerce facilities.

Hence this analysis focuses on existing entrepreneurial opportunities informed by returns/margins of targeted crops and youth capacity to finance these types of business ventures as well. It also

\(^{11}\) Formal involves intermediating between upstream suppliers and downstream customers, by reducing price uncertainty and reducing transaction costs. While the informal, involves brokering between trading partners and regulating the flow of products by eliciting important price information from partners, which could include post-harvest handling.
assumes that demand will hold steady for the foreseeable future, indeed Rwanda imported about 19,159 metric tons of fruits and vegetables and spices worth $3 million, and 59,048 metric tons of cereals and flour and seeds worth $14.8 million in 2008\textsuperscript{12}. Likewise, about 24,046 metric tons of fruits and vegetables and spices worth $3.2 million, and 110,929 metric tons of cereals and flour and seeds worth $32.7 million were imported in 2009. Hence demand exists; production can be increased without upsetting market prices just by mere import substitution. Moreover, according to national statistics, vegetables, bananas and other fruits accounted for approximately 17% of food expenditures for the average household in 2005, while in rural areas they accounted for up to 35% of the average household food budget. Experts believe the difference lies in change in demand towards processed foods as income levels of urban dwellers improve. And analysis of information from EICV surveys confirm existence of strong demand for processed foods as the country’s economy grows, however, food consumption shares are likely to decrease for maize, sorghum, sweet potatoes and cassava as peoples incomes increase (when households move up to higher income strata).

On the above basis, survey results show existence of price uncertainty for small farmers though the MINAGRI is developing systems to mitigate the problem (including the e-soko platform for example). Hence with coordinated effort and strong mobilization bringing together urban based and rural based youth groups could help bridge the existing gap in the market chain. Trading in targeted crops would generate incomes for young people. In addition, some of the rural based youth groups might be able to strengthen these value chains without necessarily being directly involved in crop farming per se. What is required is entrepreneurial training and provision of seed capital.

Again, although the EDC report identified opportunities for youth participation in agro-processing, it goes without saying that there are no viable easy entries. Commendable processing requires sizeable capital investments, which young people cannot afford. On the other hand, the J.E Austin report discovered lack of processing capacity in the country, as relates to juice making and food processing, however, this capacity can only be developed through coordinated effort of key players and would require huge investments. But the market exists for sure, domestic and regional and overseas markets. For example, brewing bananas lack strong processors\textsuperscript{13} that would be targeted by young people, as either producers or transactional intermediaries. Furthermore, cow gee making can be accomplished at farm or local level and does not require sophisticated equipment or much input. While both cow gee making and honey processing, when not appropriately preserved, requires quick transactions and hence the market must be able to absorb new supplies in the shortest possible time period without upsetting prices. Moreover, superior substitutes are available in the market, relative to what young people can actually accomplish with limited investments.

The absence of strong alliances in value chains suggest that young people could play either or mixture of the three roles; commodity trading, provision of logistics/transportation and linking small farmers with solid buyers both within and outside the country, which might include general

\footnotesize{\textsuperscript{12} According Central Bank statistics.  
\textsuperscript{13} Apart from Bralirwa; which owns farming plots, has established alliances with small farmers and imports from DR Congo when required.}
traders, wholesalers or supermarkets and processors or exporters. However, engaging with processors or exporters entails quality assurance and hence this role would entail them to have knowledge of crop farming, which they can pass on the small farmer with minimal supervision. This also requires building trust with both the farmer and the processor or exporter, which could take some time. Young people have to demonstrate this type of capability in order to effectively play the role.

Farm costs and returns of intervening statistics of 5 crops are provided in the following table (as of 30 April 2011). Prices are denominated in Rwandan francs.

<table>
<thead>
<tr>
<th>Crop</th>
<th>Market agent</th>
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<tbody>
<tr>
<td>Carrots</td>
<td>Farmer</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Selling price (kg)</td>
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<td>Production cost</td>
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<td>-</td>
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<tr>
<td></td>
<td>Margin</td>
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<td>-</td>
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<td>Beans</td>
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<td>Selling price (kg)</td>
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<td>190.00</td>
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<td>Margin</td>
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<td>2.0%</td>
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<td>Wholesaler</td>
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<tr>
<td></td>
<td>Margin</td>
<td>6.2%</td>
<td>6.5%</td>
<td>2.5%</td>
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<tr>
<td></td>
<td>Retailer</td>
<td></td>
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<tr>
<td></td>
<td>Margin</td>
<td>6.0%</td>
<td>6.0%</td>
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</tr>
<tr>
<td>Tomatoes</td>
<td>Farmer</td>
<td></td>
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<tr>
<td></td>
<td>Selling price (kg)</td>
<td>-</td>
<td>150.00</td>
<td>165.00</td>
</tr>
<tr>
<td></td>
<td>Production cost</td>
<td>-</td>
<td>71.44</td>
<td>77.33</td>
</tr>
<tr>
<td></td>
<td>Margin</td>
<td>-</td>
<td>52.4%</td>
<td>53.1%</td>
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<td>Transporter</td>
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<tr>
<td></td>
<td>Margin</td>
<td>-</td>
<td>8.8%</td>
<td>5.0%</td>
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<tr>
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<td>Wholesaler</td>
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<tr>
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<tr>
<td></td>
<td>Margin</td>
<td>-</td>
<td>7.5%</td>
<td>7.5%</td>
</tr>
<tr>
<td>Maize</td>
<td>Farmer</td>
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<tr>
<td></td>
<td>Selling price (kg)</td>
<td>150.00</td>
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<td></td>
<td>Production cost</td>
<td>87.50</td>
<td>100.21</td>
<td>-</td>
</tr>
<tr>
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<td>Margin</td>
<td>41.7%</td>
<td>41.1%</td>
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<td>Transporter</td>
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<tr>
<td></td>
<td>Margin</td>
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<td>2.2%</td>
<td>-</td>
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<td></td>
<td>Wholesaler</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Margin</td>
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</tr>
<tr>
<td>Crop</td>
<td>Market agent</td>
<td>Rwemiyaga</td>
<td>Kiziguro</td>
<td>Rwamagana</td>
</tr>
<tr>
<td>----------</td>
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<td>-----------</td>
</tr>
<tr>
<td>Sorghum</td>
<td>Farmer</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Selling price (kg)</td>
<td>130.00</td>
<td>135.00</td>
<td>-</td>
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<tr>
<td></td>
<td>Production cost</td>
<td>87.45</td>
<td>86.31</td>
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</tr>
<tr>
<td></td>
<td>Margin</td>
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<tr>
<td></td>
<td>Margin</td>
<td>6.3%</td>
<td>5.8%</td>
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<td>Wholesaler</td>
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<tr>
<td></td>
<td>Margin</td>
<td>42.0%</td>
<td>40.0%</td>
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<tr>
<td></td>
<td>Margin</td>
<td>8.9%</td>
<td>8.9%</td>
<td>-</td>
</tr>
<tr>
<td>Dairy/Milk</td>
<td>Farmer</td>
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<tr>
<td></td>
<td>Selling price (liter)</td>
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<td>-</td>
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<td></td>
<td>Production cost</td>
<td>-</td>
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<tr>
<td></td>
<td>Margin</td>
<td>-</td>
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<tr>
<td></td>
<td>Hauler</td>
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<td>Margin</td>
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<td></td>
<td>Processor</td>
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<td></td>
<td>Retailer</td>
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<td></td>
<td>Margin</td>
<td>-</td>
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</tbody>
</table>

Source: Primary data

From the above marketing chain for the best 5 most profitable crops at farm level (to the farmer), out of the 10 crops covered in the survey, the number of intermediaries varies based on the level of perishability of the crop in question. Some are short and some are long, however, it has been noted that none of the crops considered has strong value chain alliances. The reader should take note that margins for the other market participants are derived after accounting for transportation and handling costs.

A brief on Value Chain Analysis Highlights

Sorghum
Sorghum is an important source of income for rural Rwanda, farmers rely on sorghum sales to sustain their families in spite of the crop being cultivated only once in a year (usually planted in January and harvested between June and July of every year), at subsistence level with little input use. The crop can be used for direct consumption and/or as ingredients during beer production.

Overall, production levels have been decreasing over the years, from 227,972 tons in 2005 to 147,857 tons in 2010. According to Central Banks statistics about 3,201 metric tons of sorghum and sorghum flour worth $896,587 was exported in 2008, mostly to the greater East African region, and none was exported in 2009, that is, most of it was consumed locally due to lack of market linkages.

14 Cooking bananas, maize, sorghum, carrots, soya bean, millet, groundnuts, beans, cassava and tomatoes.
The key easy entry for youth participation is trading, simply by taking advantage of price variations between the farm and kiosks. The crop can be stored in periods of plenty and sold when in shortage. Also, the sorghum value chain could be upgraded through packaging.

**Maize**

Maize was until recently, not a recognized source of income for rural Rwanda. Although most Rwandans consume the crop, farmers have concentrated on producing other products and only use income generated from the sale of these crops to purchase mostly maize flour. In addition to potential for improved production and marketing, the crop provides income generation advantages to the youth.

Overall, production levels have more than quadrupled over the last 4 years, from 102,447 tons in 2007 to 440,951 tons in 2010. According to Central Banks statistics about 2,531 metric tons of maize and maize flour worth $887,630 was exported in 2008 and the same amount in 2009. The crop is exported to the greater East African region for the most part.

Again, the easy entry point for the young participation is in the area of crop training. The crop can also be purchased and stored in periods of plenty and sold when in shortage. The maize value chain can be upgraded by diversifying away from a basic product into value added products such as animal feed and cooking oil. For cooking oil, competing in the local market would be initially an import substitution strategy, according to Central Bank statistics the country imported $28.9 million worth of fats and cooking oil (of animal or plant origin) in 2009.

**Milk and dairy products**

Rwandans have traditionally nurtured cows and milk is a recognized source of income for cattle keepers. Almost all Rwandans consume milk at some stage of their lifecycle. Despite the potential for improved production, marketing and diversification of usage, milk provides little income generation advantages to the youth. The value chain is too short to exploit. Most of the farmers transport the milk to the local milk collection centers, largely owned by cooperatives to which farmers are members. Cooperatives on the other hand, directly supply to the retailers and/or processors.

Overall, in spite of profound fluctuations, milk production has marginally improved over the last 3 years. Milk production increased from 1.57 million liters in 2008 to 15.8 liters in 2010. According to Central Banks statistics none of the milk produced was exported, that is, most of it was consumed locally due to lack of market linkages.

The milk value chain can be upgraded by packaging and diversifying away from a basic product into more sophisticated products, such as; cow gee, cuddled milk, yoghurt! and! ice! cream. Competing in the local market would be initially an import substitution strategy, according to Central Bank statistics the country imported about $2 million worth of milk and milk products and eggs and natural honey in 2009.
3.3.4 Overview of Existing Activities and Training Programs

A variety of activities and training programs exist for the youth in Rwanda, though only a few directly target them as a distinct group, specifically out of school young people who for diverse reasons cannot continue into higher education. Most of the activities and training programs target youths generally without much distinction. In fact, a number of training programs focus on continuing students and/or secondary school graduates. By and large, youth activities and training programs are run by public institutions or civil society organizations (CSOs), with minimal private sector participation. Some of the youth activities are purely socio-cultural in nature (centered on drama, HIV/AIDS awareness and family planning), with only a few designed to impart knowledge and/or skills.

In 2007, there were as many as 201 public and private training providers in Rwanda. Fifty five (55) public schools under the Ministry of Education and faith-based institutions provided technical courses at upper secondary level. While 146 schools offered professional and technical education, with as many as 100 providing accountancy and front end office courses. About 25 provided courses in agricultural and veterinary fields. And only 32 vocational training schools offered courses to primary school leavers. Overall, there were only 54 vocational training schools (of which 32 were private schools) offering training for various skills development, mostly in tailoring and carpentry.

Interventions by Public Institutions

Interventions by public institutions in youth programs and projects are guided and coordinated by the Ministry of Youth (MINIYOUTH), through the Joint Youth Program (JYP). The Ministry of Youth, consistent with government policy, encourages youth employment through entrepreneurship/self-employment. In order to counter the lack of employable skills by many young people, the ministry has embarked on entrepreneurial skills development. While the Workforce Development Authority (WDA)\(^{15}\), responsible for the implementation of the Technical and Vocational Education and Training (TVET) program\(^{16}\), facilitates the development of standard training modules. Among the modules being developed by WDA include those on Hospitality, Fish farming and Mushroom growing.

Also plans are underway to assist young people acquire practical experience through apprenticeships and job placements, systems are yet to be developed though. The Rwanda Development Board (RDB) has introduced Business Development Services (BDS) across all telecenters, these could be used not only train youth but also to provide coaching services to youth groups who choose to become self-employed.

MINIYOUTH is also trying to develop mechanisms under which young people will be provided with access to finance to enable them set-up small and medium enterprises (SME). This will be executed

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\(^{15}\) WDA was formed in 2009, under a collaborative effort between the Ministry of Education, the Ministry of Public Service and Labor and the Ministry of Youth.

\(^{16}\) TVET revamped the old vocational training system. The program aims to develop knowledge and skills appropriate for employment or self-employment, through well tailored courses targeting the youth in particular and the general public. It is structured into two parts. The first part, vocational training, aims at providing recipients with the knowledge and skills necessary for their integration into the labor market. And the second part, technical Education, aims at providing recipients with the knowledge and skills necessary to continue their studies up to tertiary education level or for their immediate integration into the labor market.
by: 1) creating a window within the Savings and Credit Cooperatives (SACCOs); 2) advocating for the inclusion of unemployed youth in the VUP (Vision 2020 Umurenge Program), which assists vulnerable people but has until recently focused on the elderly, widows, orphans and female-headed households; and 3) encouraging the Business Development Fund (BDF) of the Rwanda Development Bank (BRD in French abbreviation) to finance projects initiated by young entrepreneurs.

A good number of public institutions are also engaged in youth training, under the WDA initiatives designated as IPRCs (integrated polytechnic regional centers). Whereas most of these training programs target secondary school graduates and lead to the award of a Diploma, some also offer vocational training courses in different technical fields including ICT. Among the most common vocational training courses are: electrical works, metal work, masonry, plumbing, carpentry and automobile mechanics. ICT courses offered cover application packages for the most part. However, networking and multimedia courses are in the pipeline though.

Furthermore, the government is piloting a “One Stop Youth Employment and Productive Center” at Kimisagara in Kigali City under the Joint Youth Development Program (JYP), and if successful will be rolled-out to all districts. The pilot center offers courses under the 8-point program as follows: job creation and self-employment development program; employability program; placement program; ICT program; language program; and 3 cross-cutting programs (talent development, health, sports and culture), and good governance, civic education and volunteerism. The center is open to people aged 16-35 years, both out of school and in school young people. And the center is expected to provide experiential learning that will inform the establishment of other centers throughout the country.

Interventions by CSOs and Private providers
A good number of Civil Society Organizations (CSOs), including local and international NGOs17, have youth development programs. The majority of these programs focus on skills development, but only a few are designed to provide support for income-generation projects. Skills development programs run by CSOs are dominated by ICT and technical vocational training. Technical vocational training covers traditional fields like masonry, carpentry, electrical works, metal work, mechanics, etc. However, a few new areas, some of which can be classified as cottage industry skills, are also available such as: catering, tour guiding, soap/detergent manufacturing, tailoring/sawing, art and crafts, etc. One local non-governmental organization (NGO) that specializes in organic farming18, the only one of its kind in the country, does provide training for young people, including prostitutes and street children. Also, ICT training, specifically application packages are offered by a good number of CSOs. By and large, CSOs’ programs tend to focus on young people who have never gone to school or are out of school.

CSOs are potentially better placed to reach out of school young people, especially those located in rural areas because they are able to work with grass root communities. Although, unlike the traditional government managed vocational training programs, CSOs programs have flexibility that

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17 Local NGOs (include PAJER, Assist Rwanda and Strive Foundation, for example), while International NGOs (include PLAN Rwanda, Action AID Rwanda, Dot Rwanda and EDC, for example).
18 Gako Organic Farming
would afford them to adapt to new ideas and approaches. Unfortunately, most of them, particularly local NGOs, have to tailor their programs to fit requirements of the donor community. As a result, these youth programs are often of short duration regardless of the needs of young people, or else local NGOs would be exposed to managing unsustainable training programs because of irregular funding, if they choose to spread course durations. And, often the funding does not allow for the necessary follow-up and support activities to ensure the successful training-to-work transition of trainees.

And only a couple of private training providers\(^1\), offer ICT training in software application packages, html, networking, multimedia and web design. By and large, the estimated 32 private vocational training schools in the country, most offer professional courses in accountancy and front end office management. While those that target primary school leavers provide courses in carpentry and masonry.

### 3.3.5 Primary Needs in the areas of ICT and Entrepreneurship

Two of the pillars of the nation’s Vision 2020 and the Economic Development and Poverty Reduction Strategy (EDPRS) are that the country should become the regional ICT hub, and investment destination. Promoting the application of ICTs and ingraining the entrepreneurship spirit among Rwandans, are expected to ultimately help the country achieve these twin objectives. To this end, the Government of Rwanda (GoR) has invested heavily in ICT infrastructure, fiber optic cables have been laid in most parts of the country awaiting to be connected to the line linking Kenya and Uganda. The government is also vigorously promoting skills development in the use of ICTs. The rationale is to afford Rwanda become a knowledge-based economy, with a belief that its human resources could be tapped to compensate for the country’s small size and few natural resources. One of the expected results of ICT skills development is that there will be a growing culture of self-employment and/or entrepreneurship among Rwandans, especially the youth.

Despite the fact that the country now boasts of the most extensive optic fiber network coverage in Eastern Africa however, connectivity to high speed internet has yet to be realized. This is probably the biggest bottleneck in the area of ICT, negotiations are ongoing though. The cable has reached South-Western Uganda from the Kenyan coast. Another need in the area of ICT is for the youth to understand how ICT can be used to create jobs. One of the stakeholders consulted put it more succinctly, “young people need to learn how ICT can be used to make money”. At present, most young people just seek ICT skills to enable them use e-mail and other social networks or for job searching. Although, necessary this attitude must change, by developing specialized ICT skills, like programming and software development, to mention a few.

Whereas in the area of entrepreneurship the primary needs include the development of appropriate skills related to business skills, cognitive lessons are necessary to rekindle self-esteem and confidence that appear to be diminishing among the youth. In addition to the trainings, access to finance and apprenticeship and mentoring are critical.

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\(^1\) Including Maximedia and Shaking Sun.
3.3.6 Promising Occupations in Health, Agriculture and ICT

Promising occupations, in terms of demand and/or salary are the following, by sector.

Health:
- Data entry (documentation and bill processing).
- Customer guide.
- Cashier.
- Office Secretary.

Agriculture:
- Production assistant.
- Sales representative.
- Accounting officer.

Information and Communication Technology:
- Website designer.
- Office assistant (data entry and filing).
- Programmer/networker (router programming).
- Maintenance and repair staff (computer, mobile phones and electronics).
- Multimedia producer (printing).
- Customer guide.
- Accounting officer

3.3.7 Growth Sub-Sectors for Youth

Except for the ICT sector, youth participation in agriculture and health as employees is very much limited, that is, if the objective is to find a decent job. On the other hand, a couple of self-employment/entrepreneurship opportunities exist. Thus, in order to ensure young peoples’ participation in entrepreneurial activities, seed capital or micro-credit must be provided after receiving training. Otherwise the newly acquired skills will not be utilized and the status of trainees is not expected to change in the absence of such direct interventions. Government and private sector direct interventions are a necessity, from policy and support institutions to operational environment and provision of resources.

3.3.7.1 Agriculture Sub-sectors

The robust population growth has put more pressure on the sector, both as a source of food for the population, source of income for the majority of Rwandans and main employer. Government has developed a sector wide strategy and is pushing for the modernization of agriculture and the development of agro-based industries.

As a result, this might open up new opportunities for youth participation in the sector. The agro-industry sub-sector is gradually developing and a couple of processors are now operating in the country. Inyange industries, MINIMEX and Urwibutso are primary examples of this trend.
High value crops are being produced in the country and export markets are gradually opening up as well, in Europe, the Middle East and the Americas. The horticulture sub-sector is thriving; although focus is still on fruits and vegetables. RHODA\textsuperscript{20}, the agency responsible for promoting the sector, estimates that 1 million persons are involved in horticulture, either in production or the value chain. Experts believe that farmers engaged in the sector can on average, generate 45\% of their income from growing horticulture crops while dedicating only 12\% of their land, relative to growing traditional crops.

Food processing has also dramatically changed with use of simple tools, involving cow gee and bee honey. Indeed, unlike a few years ago, honey made in Rwanda is now available in most supermarkets in the country, Simba and Ndoli clients are a testament to this trend. Both local and international NGOs have recognized the trend and are actively promoting modern beekeeping. Assist Rwanda for example, has funded these initiatives at grassroot level in Kayonza and Nyagatare. And PLAN Rwanda has provided modern beehives to cooperatives in Rwamagana and Kayonza, while the training is provided by Community Based Organizations on a need basis.

Organic farming is also coming on the radar, pushed by market trends for healthy conscious consumers. Prices in supermarkets and the regional markets are attracting a growing number of farmers in the country. As a result, a specialized training center in Kabuga\textsuperscript{21}, a 30 minutes drive from Kigali, is receiving an increasing number of trainees interested in Organic Farming. Some of the trainees have been sponsored by ADRA, the Ministry of Youth and the Demobilization Commission, to mention a few. Experts contend Rwanda has advantages for organic production because of the traditionally low use of agro-chemical inputs.

\textbf{3.3.7.2 Health Service Sectors}

The health sector is tightly controlled by government through the Ministry of Health. Experts agree that service delivery has to improve, from customer service to awareness.

In addition to developing the necessary infrastructure, buildings and facilities, the government has invested in public health schemes and is simultaneously encouraging private companies to provide health insurance products to citizens.

As a consequence, professional services are becoming a real possibility in the country, in both the curative and preventive sub-sectors. On the curative side, consensus is developing for developing monitoring and reporting systems. Government is making investments to make public facilities active in providing health services, all hospitals and nearly all health centers now have internet connectivity. However, save for the few hospitals, neither can patients make appointments by phone or internet nor can doctors access laboratory diagnostic results via intranet.

More poor or rural people are registering for the Community Based Medical Insurance (Mutuelle de Santé). MOH statistics show enrolment has consistently increased over the last 3 years, from 85\% in 2008 and 86\% in 2009 to about 91\% in 2010. However, electronic data entry at village or sector level is still lacking.

\footnotesize{\textsuperscript{20} Rwanda Horticulture Development Authority.}  
\footnotesize{\textsuperscript{21} Gako Organic Farming Training Center.}
While educational and preventive services in the public health and sanitation sub-sector are improving, reporting at community level is still restricted to the use of mobile phones by volunteer workers. Nonetheless, local community knowledge and awareness of health issues has significantly improved, and participation in the improvement of general sanitation and hygiene as well. Increasingly more young people are joining health clubs in rural areas, specifically in the area of HIV/AIDS awareness as well as malaria.

3.3.7.3 ICT

More and more Rwandans are using mobile and fixed telephony, while a relatively less number is using the Internet, and almost only large companies have dedicated websites. The government, through the e-government project, has not only provided internet access for communicating by e-mail to public facilities but has also enabled ministries, public authorities and universities to operate dedicated websites. RDB is in the process of developing a data center that would allow information to be hosted locally; currently the information of the Teacher Training Institutes (TTCs) for example, is hosted in Washington DC. Also, interconnectivity is expected to improve in the country as soon as the fiber optic connection becomes available.

While, 97% of the youth surveyed had mobile phones and 59% and 56% had access to the computer and internet respectively, 35 young people (42%) accessed e-mail through an internet cafés. Moreover, all of the sampled companies reported having mobile or fixed phones and computers, and 25 of the directors owned personal computers. Only 6 companies reported having created their own dedicated websites, of which none uses it yet for e-commerce. However, a search of some of these websites revealed that 4 were not accessible, possibly for technical or other reasons.

From the above it can be deduced that web design could become a lucrative business in the future as more companies begin to understand the importance of having dedicated websites, for both company activity and product awareness. E-commerce could come into play as the banking system improves and consumers begin to actually trust these types of platforms. And mobile money transfer services and internet access via mobile phones is gradually becoming a real phenomena in the country, with MTN mobile money services dominating the sector at the moment.

Also, computer repair and maintenance and telephony repair is developing. The former has not yet intensified because most of the computers are still new and people are yet to appreciate the importance of maintenance in the absence of actual breakdown of the computer in the first place. While use of handsets to access information is common among public servants, business people, civil society agents and students. With this trend, telephony repair is projected to increase as a result. On the other hand, government has distributed 100,000 computers through the “one laptop per child” program. These computers will eventually need repairing at some stage, teachers have not the time to balance teaching and repairing these computers as planned by government. Hence, young people can usurp this role on contractual basis.

In the agriculture sector however, use of ICTs is still limited to accessing price information of targeted crops, by a few who are aware of MINAGRI initiatives (e-soko for example). Other agriculture related information is accessed by radio for most of the rural farmers. However, those
with ties to people living in urban areas and have a mobile phone, also receive information by phone. Overall, limited use of ICT in agriculture is caused by ineffective external networks, availability of information, lack of technological infrastructure and personality. And also factors like lack of ICT proficiency, lack of ICT benefit awareness, lack of training, system integration and software availability limit the use of ICT by young people who could have influenced the older farmers.

Data processing services, document editing services and record keeping (accounts) of small businesses is coming online. This trend is caused by the Rwanda Revenue Authority tax collection drive and business owners need to know. A bar owner in Nyamirambo was complaining about his inability to determine his daily sales, he suspected his attendant was actually swindling the money despite his own daily presence in the bar. Whereas, a simple software designed to generate receipts at the point of sale could easily solve his dilemma. In addition, it could also help him monitor his inventory at the same time and plan accordingly. This area can be exploited by young people with the knowledge to do so.

Although most of the hospitals and health centers have internet access, internet-based primary health care delivery systems are absent. On the other hand, the computers being used in these facilities require maintenance and repair for sustainability of existing operations. Also, use of internet for social and community activity reporting is a strong possibility, if government is able to fully implement the Health Policy in totality. Specifically, in the areas of, administrative and statistical health data-transfer from community workers and health posts to health centers and hospitals.

3.3.8 ICT/Entrepreneurship Opportunities

The primary ICT entrepreneurship opportunities are web development and programming. Website development generate between RWF 200,000 to RWF 450,000 per website, depending on the number of pages developed. While programming is becoming a necessity for most of government institutions, public authorities and large private companies as well.

Networking is also another area for organizations that use intranet. Government institutions, public authorities and large companies (banks, supermarkets and insurance companies), these could be targeted by the youth as service provision contractors.

Data entry, collection and reporting for community based health insurance from health posts down to community level (community health workers). This could start as a volunteer activity but young people could demand for compensation based on performance. Income generated could be invested in other income generating activities, like commodity trading to sustain the organization. Although, reporting is currently executed by older community workers using mobile phone applications, with proper training the youth could be enticed into the sector. Older people are currently preferred in the system because they are viewed as more stable and have strong ties to the community relative to young people.

Production of paper stickers often attached to syrup bottles in most hospitals, on which directives on how the patient should take the prescribed medicine are written, are currently procured from
Kenya. With appropriate knowledge and skills, together with the right equipments, young people can surely produce these types of stickers.

Also, when supplied with the right equipments, young people can design business cards, visitor badges and design logos on shirts and caps often used during public ceremonies. The money generated could be re-invested to expand the business or invested in other income generating activities, like soap manufacturing (bar, liquid and detergents) to sustain the organization.

Animation and multimedia proper is another opportunity area, from making documentaries/film and television commercials and print, to graphics/event capture and photography/still and motion pictures.

Although the use of ICT is very limited in rural Rwanda, young people can be trained and provided with seed capital to start-up tele-centers in rural areas. Provide price information, business development and extension services to small farmers. This could also allow communities to plan and manage their resources. And link small farmers to wholesalers and/or processors/exporters.
4. Opportunities Identified and Recommendations

Overview
Other than the massive effort required from government and employers, there are obviously NGOs and private training providers who facilitate youth development in the country. But due to limited scope of the survey - detailed information could not be ascertained.

But the training programs for skills development and self-employment in the country confront two criticisms from both employers and experts. Simply put, most of the programs are not need based and/or updated to the mark. In other words, the programs under which the trainees receive training do not reflect the real demand of the job market in the country. As a result, existing training programs are not succeeding to ensure employment for youths, particularly out of school young people. Moreover, there are other notable factors that hinder their prospect of employment. These factors include illiteracy, low employable skills, lack of practical experience, low soft skills, inadequate social networks and many more. From the institutional point of view, lack of coordinated efforts and consistency by the different agencies of the government, CSOs, private training providers and employers is causing hindrance to impact on the overall development of the youth in the country, relative to the so far adopted initiatives of the government.

Opportunities and recommendations

Specialized training for the unemployed and those without decent work; After formal education training, there’s need for specialized training or on-job training with a view of imparting employable skills onto young people, targeting both the unemployed out of school youth and those without decent work. The objective should be to help them move from the informal economy into formal employment or self-employment. Also, the project should have a strong advocacy component, lobbying government to institute active labor programs to supplement the training effort. Otherwise, training alone is insufficient to resolve the youth unemployment issue in the country. Equal emphasis on apprenticeships and provision of micro-credit or seed capital is required. In sum, training without placement and/or facilitation to access finance will not be helpful.

Encouraging formation of youth cooperatives; Mobilizing and encouraging the youth to form cooperatives after receipt of entrepreneurship and business skills training is critical. Any form of support would be channeled through cooperatives.

Encouraging self-employment; With appropriate training, young people are capable of using their newly acquired ICT skills as a means to gain employment or set-up own businesses across sectors of the economy. As the youth gain a strong foothold in the business enterprise they could unleash job creation and ultimately contribute towards poverty alleviation efforts.

Linking ICT project to wider USAID programs; There’s an opportunity to link the project to USAID microfinance loan guarantee facilities and other departments (agriculture and health) for example. Again, young people who choose to become entrepreneurs should be facilitated to receive micro-
credit after training. Addressing youth unemployment requires a multifaceted approach, as such, both employment and self-employment should be encouraged. Keeping in mind the small size of the private sector at present, the private sector is still small by virtue of the history of the country and hence it might not create enough job opportunities to absorb all the trainees.

**Closing the gap of existing skill development programs;** There’s a mismatch between the current skill development programs and the job market skills demand. That is, the training provided by existing training programs is not need based and as a result most trainees remain unemployed months after completion of the program. Although the issue cannot be resolved by this survey, the counter claims bring to the fore the dynamism required from the project. A standard curriculum must be developed that accommodate both sides of the argument. Trainings should not be shortened for expediency but must put into consideration the expectations of the course and what the labor market actually demands.

**Developing prudent monitoring systems;** A strong monitoring system should be put in place against which the project will be assessed, follow-up of trainees (up to 12 months upon completion of the training) and receipt of feedback from the employers for purposes of strengthening the curriculum on a periodic basis. Overall, while training can enhance skills and facilitate the supply of suitably qualified labor, in the absence of support systems, these young people might not automatically gain employment even years after completion of the course.

### 4.1 Youth Programming Overview – Large Programs Currently on the Ground

A variety of activities and training programs exist for the youth in Rwanda, though only a few directly target out of school young people as a distinct group, who for diverse reasons cannot continue into higher education. Most of the activities and training programs target youths generally without much distinction. In fact, a number of training programs focus on continuing students and/or secondary school graduates. By and large, youth activities and training programs are run by public institutions or civil society organizations (CSOs), with minimal private sector participation.

In 2007, there were as many as 201 public and private training providers in Rwanda. Fifty five (55) public schools under the Ministry of Education and faith-based institutions provided technical courses at upper secondary level. While 146 schools offered professional and technical education, with as many as 100 providing accountancy and office management (secretarial) courses. About 25 provided courses in agricultural and veterinary fields. And 32 vocational training schools offered courses to primary school leavers. Overall, there were only 54 vocational training schools (of which 32 were private schools) offering training for various skills developments, mostly in tailoring and carpentry.

The government initiated TVET program is the largest intervention on the ground. Training modules are currently under development. However, a couple of institutions like the Integrated Polytechnic Regional Center at Kicukiro and the One Stop Youth Employment and Productive Center at Kimisagara have taken initiatives to develop their own, the common denominator for the two institutions is that curriculum development is subject to the nature of trainees they receive. The Kimisagara Center also uses standardized training modules, mostly ILO’s “Start and Improve Your
Business (SIYB)” module and UN-Habitat’s “One-Stop-Youth Center” module, and efforts are being made to streamline or tailor and use the “Business Assimilation” module, originally developed in South Africa.

The center admits various trainees, from those with some secondary education and vocational school education, to university graduates. It targets graduating 3,000 per annum of the estimated labor market demand of 200,000 jobs. The average training course takes 15 days to complete, and the center plans to add on a year of coaching and mentoring.

And development of a reference curriculum is also under process at Kicukiro polytechnic, but the WDA curriculum will remain the standard. Often training modules are tailor made for target groups per in-take or are made to fit the need of groups brought in by other organizations, mostly by variety government agencies and Action Aid Rwanda. WDA courses focus on; 1) hospitality, 2) foods and beverages, 3) culinary art, 4) front end office (receptionist), 5) fish farming, and 6) mushroom farming. In addition, the center plans to teach the normal IT and communication technology courses concurrently, covering basic Microsoft application and web development/design. And will introduce other courses, including; food processing, and arts and crafts, tailoring, masonry, plumbing, auto-mechanic and electrical installation. In general, the center provides vocational training and allows its trainees to accumulate credits which ultimately affords them the opportunity of earning a diploma. Course length vary, masonry takes between 700 to 1,400 hours to complete. And provide counseling aimed at orienting prospective trainees into specific courses, which fit their profiles.

There are no big programs provided by NGOs and private/independent providers. The closest is the Education Development Center (EDC) and the Rwanda Digital Opportunity Trust (Dot Rwanda) program.

EDC is an American international NGO dedicated to enhancing learning and promoting health. It was founded in 1958 by university scholars and researchers, and is currently implementing the 4-year Akazi Kanoze Project in Rwanda, which aims to provide young people (between 14 and 24 years) with market relevant life and work readiness training and support, hands-on training opportunities, and links into the employment and self-employment market. The WRC takes 100 hours (about 1.5 months) to complete.

It’s working with fifteen (15) implementing partners working in various fields\(^2\), and every partner is mandated to execute EDC policy as relates to Akazi Kanoze project implementation in principal. And every partner deploys EDC’s Work Readiness Curriculum (WRC) in addition to their respective independent curricula. An overview of WRC is referenced in sub-section 4.1.1.2 of the report.

Whereas Dot Rwanda, is a Canadian Non-Governmental Organization with headquarters in Ottawa. It has standardized training modules but they remain confidential. It partners with the likes of IBM, Cisco and Cisco International and possibly uses a couple of their modules too. Its mission is to

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\(^2\) CEFOTRAR, AVSI, Bamporeze, PAJER, MAXIMEDIA, Sos-Village D’enfant, Strive Foundation, Yes Rwanda, UTEXRWA, COATAB, COOJAD, CSDI, Esther’s AID, KORA, and Frontiers Great Lakes.
advance ICT knowledge and availability in developing countries, targeting Rwanda, Kenya, Ethiopia and Uganda in the region.

The organization targets the youth in general, including university graduates for its programs. It plans to train about 180 new university graduates, who will in turn train other Rwandans in a variety of computer applications. It implements gender sensitive programs, and encourages entrepreneurship for young people. It recruits interns (university graduates), trains and deploys them to train CBO agents and other groups in general. Training sessions are hosted in central government and local government facilities, where computers are readily available, and the agency leverages the infrastructure of existing tele-centers. The interns are also expected to train tele-center staff and secondary school agents on a need basis, a gesture meant to reciprocate government support provided to Dot Rwanda.

Dot Rwanda offers Reach-Up and Start-Up programs, lasting 10 months for the interns. On the other hand, tele-center staffs are expected to mobilize communities, while the interns develop ICT services and impart entrepreneurship knowledge to communities and/or program participants. And the training is based on 3 modules, namely; empowerment and livelihood, technology skills and business skills.

4.1.1 Target Youth Organizations to Pilot Youth ICT
The following 7 organizations could be targeted during the pilot phase:

**Dot Rwanda**
The Rwanda Digital Opportunity Trust (Dot Rwanda) is a Canadian Non-Governmental Organization with country offices in Rwanda. Its mission is to build ICT and business skills of vulnerable groups and young entrepreneurs in Rwanda. It currently rents government facilities and tele-centers in the course of training project beneficiaries.

It started operations in March 2010 and works closely with government agencies and CBOs in various communities. It is managing a 3-year Enterprise and Entrepreneurship Development in Rwanda (E2DR) Project, in partnership with the Canadian International Development Agency (CIDA) and the Mastercard Foundation.

The project targets 3 distinct groups as follows:
- **Interns (university graduates);** talented, motivated and brilliant young graduates are recruited and trained to become technology ambassadors.
- **Community Participants;** women, youth, the unemployed and micro/small enterprises in marginalized communities. The objective is to increase employment and income generation opportunities of these target beneficiaries.
- **Community Based Organizations;** These are targeted to learn how to access microfinance and markets, to address gender-specific challenges and the importance of data collection and measuring results.
Maximedia
Maximedia is a recognized independent training provider with computers, workstations and rented classrooms. It started operations in April 2007 and delivers innovative programs to underserved population in Rwanda. The organization also maintains a business wing, which provides IT, design and printing solutions to its clients.

Maximedia offers ICT courses to young people, as follows:
- Basic data applications (Microsoft word, excel and publisher).
- Adobe based applications (Illustrator and Photoshop).
- Introduction to computer (hardware and software).

It is one of the independent providers involved in the deployment of EDC’s Work Readiness Curriculum (WRC) in Rwanda. In addition to WRC deployment and providing ICT training, it also provides courses in English literacy and traffic code. It has tailored unstructured training curriculum, but is in the process of developing standard training modules. And, it plans to rent more facilities capable of accommodating up to 400 trainees per year.

Parlement Des Jeunes Rwandais (PAJER)
PAJER is a recognized local NGO involved in empowering cooperatives to gain management skills, governance and improving operational efficiency. It was created in 2000 and is currently working with EDC in training youth using the Work Readiness Curriculum and Village Savings and Loan approach. The organization currently targets out-of-school youth in one of its projects, but plan to include young people undergoing school in the near future. And, it provides ICT trainings in basic computer applications.

PAJER’s program is based on 4 pillars:
- Good governance and democracy.
- Employment/economic empowerment.
- Peace building/conflict management.
- Child rights advocacy.

It also runs the Isangano Youth Center (IYC) in Kiziguro sector, of Gatsibo district in the Eastern Province. The Center, which is supported by PLAN Rwanda, operates eight programs:
- Education, discussion, empowerment, and advocacy through culture, art and media.
- Life and employment skills training through interactive and innovative teaching.
- Higher education and career development.
- Ladies from the land of 1,000 hills.
- Big brother/big sister.
- Discussion and debate.
- Educative travel/field trip.
- Parents’ education.

Also, the organization provides targeted training to out of school youth in art and design, media photography and life skills.
One Stop Youth Employment and Productive Center
Kimisagara is a recognized vocational training school in the country. In addition to deployment of EDC’s Work Readiness Curriculum, it would provide complementary trainings in business management and tour guide (including tourists) using internationally recognized training modules. Furthermore, youth would be provided internship and mentorship opportunities. The center started operations in January 2009 under the initiative of the Ministry of Youth.

The center works with all youth groups without discrimination, that is, secondary, vocational and university graduates. It runs an 8-point program with the following components:

- **Job creation and self-employment.** The objective is to orient the socio-culture and mindset of young people towards entrepreneurship.
- **Employability.** This focuses on apprenticeship and on information distribution about available training opportunities and requirements, while mobilizing youth to take advantages of existing opportunities.
- **Job placement.** The objective is to provide services to young people looking for jobs, including professional orientation and linking job offers and job seekers through information gathering and distribution.
- **Talent development.** The center aims to serve as a catalyst to develop talents within young people, targeting the music industry and arts.
- **Health, sports and culture.** The objective is to spur and empower young people to become active participants in their own development, through the provision of life skills, drama and lectures.
- **Good governance, civic education and volunteerism.** The objective is to impart young people with citizenship and leadership skills, provide lessons on volunteerism and civic education and patriotism, and training on lobbying and advocacy.

And the Center has enough facilities for all its programs and indeed rents out training space to other organizations.

Nibyiza
NIBYZA is an initiative of youth cooperatives operating within the boundaries of Kigali City Council. It provides ICT training in basic computer applications and creativity, to targeted cooperative members and other interested youth groups. The organization also operates a youth owned website (Youth Rwanda online) for activity/product awareness of sister cooperatives.

The organization uses tailored curriculum based on the needs of its trainees. It is currently only able to train 50 persons at a time because of lack of space, it uses the Kimisagara Youth Center facilities.

Esther’s Aid for the Needy and Abandoned Children
Esther’s Aid is a non-profit, faith based international organization. It is dedicated to reach out to suffering orphans and needy children in Rwanda. The organization deals with women, orphans and young people from poor family backgrounds. In addition to the deployment of EDC’s Work Readiness Curriculum, it would provide vocational training in ICT, catering, bakery and tailoring.
The organization also provides apprenticeship opportunities to its trainees, UTEXRWA, a textile industry has worked with the organization in this regard.

**CAMARA Rwanda Limited**
Camara focuses on providing hands-on training to young people in Rwanda. The organization commenced operations in July 2009, it’s headquartered in Mombasa, Kenya but maintains divisions in Rwanda, Ireland, Ethiopia and Zambia, and recently extended operations to Uganda, Lesotho and Tanzania. Camara’s mission is to facilitate access to technology to schools and educational institutions in developing countries through the use of ICT.

In addition to the deployment of the Work Readiness Curriculum, it would also offer vocational training in computer maintenance and repair. Camara currently implements ICT learning centers in 23 schools, and has about 240 volunteers on its roaster. All volunteers have basic computer literacy skills.

The organization offers ICT training in Microsoft Excel, computer literacy and hardware troubleshooting. It also provides apprenticeship through practice. And maintains a PC hub, where computers are stored, refurbished and prepared before they are sent to schools.

**4.1.2 Programmatic Integration Strategy**
EDC’s Youth Work Readiness Curriculum was designed to provide entrepreneurial and life skills to young people, in order to enable them live healthy lives, become productive workers and active citizens. It is a participatory based curriculum, designed to allow young people become actively engaged in the learning process, this can only allow them to practice and build self-confidence that they could then use to find work.

The curriculum is premised on 8 key areas:
- Personal development. The objective is to allow trainees understand their own personal values, strengths and weakness, and inform the monitoring of the trainees’ learning progress.
- Interpersonal communication. This is meant to invigorate teamwork spirit, personal relations and build self-esteem of the trainees.
- Work habits and conduct. The objective is to develop presentation skills, time management, awareness and work ethic.
- Leadership. This is meant to develop leadership skills, the ability to motivate and organize others and problem solving and decision making.
- Safety and health at work. The objective is to make the trainees aware of their work surroundings, and develop the ability of trainees to handle emergencies and/or work related accidents.
- Worker and employer rights and responsibilities. This educates trainees about their rights and responsibilities at the workplace. The objective is to protect them against exploitation by the employers.
• Financial literacy. The objective is to instill the spirit of saving, money management, develop the ability to organize personal finances and understand the risks associated with credit.

• Market literacy. The objective is to develop entrepreneurial skills; make trainees understand basic business cycles, develop the ability to plan for income-generating activities and keep basic business financial records.

A review of the above shows that EDC’s Work Readiness Curriculum is basic and thus needs to be supplemented by other enhanced well thought-out training modules, specifically as relates to; business skills, decision making, cooperative management and entrepreneurship. These modules must strike a good balance between hardcore skills and soft skills interfacing subject to the comprehension ability of trainees and course expectations as well. Also, ICT skills development is lacking and a new curriculum should be developed from scratch. Moreover, the new curriculum should try to tap in primary level young people, targeted for hands-on-training courses. And, as computer use is becoming common in both medium and large scale companies in Rwanda, basic computer literacy should be provided to young people with some secondary level education, regardless of the type of course they choose to take.

Curriculum development should also enhance online literacy level, and develop leverage points with independent providers on the ground.

• Online
Accelerated online platforms with standard content could be helpful. Use of technology that allows content to be accessed by handsets (mobile phones) while using simple applications is critical.
Downloadable modules are necessary, in paper form and audio and video. Posting of supplementary material could be posted using the same concept. This would allow for smooth knowledge transferability.

Links should be posted on the main portal directing material provided by independent providers, and the portal should also be accessible via individual websites belonging to independent providers. As it stands, only four institutions out of proposed seven23, have dedicated websites.

• Offline
Until fiber optic connection is made available and the data center currently being developed by the Rwanda Development Board (RDB) is completed, local information hosting is impossible.

Nonetheless, whenever this capability is developed, means testing should be allowed at least for the independent providers. Of essence is the fact that although most of the employers are not bothered by hiring young people as long as they have the skill sets they need, regardless of the manner or where they acquired those skills, the employers are

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23 Dot Rwanda, PAJER, Esther’s AID and CAMARA Rwanda Limited.
nonetheless not comfortable with hiring people without some form of certification. Hence, rigorous testing by independent providers is critical to ensure that young people selected for job placements do not disappoint. This will also go a long way to build employer confidence in the program.

Also, the sponsors should be mindful of compromising the flexibility of trainees, when they would be required to transition from one occupation to another and/or move between work places, years after undergoing the training. Indeed, while certification might not be necessary for those who manage to secure employment after successful job placements or through apprenticeships, they will need certificates at a later stage when changing jobs, or when forced to look elsewhere when the company closes shop. The employers have little confidence in hiring young people without formal certificates. In any case, people are mandated to present their academic credentials for screening before being invited for interviews during recruitment processes.

4.1.3 Considerations for Youth Programming

For every area of training program, the module must first determine entry level requirements of the course, based on expectations of the course. And should explore the possibility of identifying and accommodating knowledge accumulated through informal trainings and/or prior working experience elsewhere by the trainees/groups. Competence tests must be administered before admission, to assess if young people have gained any skills elsewhere than school, as well as gauge suitability for specific occupations.

The program should consider the possibility of incorporating on-the-job learning periods into its certification process. Trainees could be provided with the opportunity of attending incremental courses that could ultimately allow them to obtain a diploma.

The duration of the course should be based on course expectations and the level of skills already gained by the trainees. Tests should be administered before graduation and certificates provided. Internationally recognized certifications will not only confer legitimacy to courses, but will also drive recognition and acceptance by the employers.

The pilot phase, should develop apprenticeship and placement mechanisms and/or processes, to lay ground for the subsequent fully fledged program. And it should also, have a strong advocacy component.

A strong monitoring and program evaluation system component should be developed during the early stages of the program. Baseline data should be collected and conserved for future comparative or trend analysis purposes. Data collection could be costly but the exercise is critical. Employer feedback should be sought at every occasion to inform the revision of training modules.

All independent providers/project partners must show commitment to the monitoring system, employer feedback mechanism, and apprenticeship and/or job placement imperatives.
Linkages between the project and USAID’s broader facilities and/or projects, such as microfinance loan guarantee facilities and agriculture and health projects, must be negotiated and established before commencement of the project.

Project scope and training coverage must be established before alignment of online and offline mechanisms are developed. Very few young people actually own computers and/or are direct subscribers to internet providers, most gain access to computers and internet through third parties (use of internet cafés for example). Hence, online courses would constrain coverage, while offline courses will increase coverage. Worth noting also, interviews with employers confirm the high level of contempt they harbor against hiring young people without formal papers. In other words, although basic out of school or post-secondary training might be preferable, it is neither a prerequisite for employment nor enough for those with limited secondary education. The employers emphasized the importance of youth having the right kind of attitude, efficiency and interpersonal skills. When recruiting a secondary school graduate, to them, it is irrelevant where the skills have been acquired, in class training, in apprenticeship or simply at work.

4.2 Training and Curriculum

Considerations

Providing certificates; Although the employers put more emphasis on specific technical skills and soft skills when recruiting young people, they also value official certificates, diplomas and degrees. That is, despite the fact that the employers value the practical knowhow, they also expect the person applying for a job to have an appropriate certification taken. Therefore, short term training without certification is mostly valuable to the unemployed in the short term.

Working with employers to provide special trainings; According to the employers, the skills that one learns in short term uncertified course are not always adequate for the needs of their companies. If the company specializes in a small field of activity, there may not be education available for the company’s specific needs. In those cases the know-how is always transferred in-house from more experienced workers to new recruits, which causes some extra costs to the companies. The solution therefore, is to design tailored employment trainings together with the employers. For one small company with a need of only few new employees this is not possible. But if there are many small firms with similar needs, this could be arranged.

Providing counseling during training; Trainee career counseling could be provided during training. Awareness raising on career counseling can also be maintained via internet on the portal. And opportunities upon completion of the course specified with the sole purpose of managing expectations of trainees. In this regard, introductory comments could be provided for each training module developed.

Grouping trainees with similar skills and/or knowledge; Given that the learning skills and the needs are likely to be different for the trainees, depending on personal educational backgrounds, it could necessitate development of different subjects in the curricula. Subjects like basic mathematics and languages might be important to some, but not necessary to others, because those skills might not be needed in the “real life”. Hence, one possible solution could be to divide the trainees in different classes based on their skill levels. However, this would lead to smaller
groups and would require more resources (trainers, computers) from the training organization/sponsors.

4.2.1 Identified Challenges/Skill Needs/Training Gaps

The Government of Rwanda since early 2007 is endeavoring to mainstream youth issues into the overall development strategy of the country. The government realizes that without their effective participation, the country will not be able to experience sustainable development as envisaged. As a result of this realization, the government had established a separate Ministry for the youth. Youth development programs are gradually taking root, as manifested by MIFOTRA’s 5-year youth employment promotion action plan and WDA’s TVET program. However, scarcity of resources, increase in population and disproportionate growth in the pool of the youth make it difficult for the Government to provide as many job opportunities as are needed for the unemployed youth of the country. However, priority support programs might not receive the attention they deserve while training alone is not sufficient. The major challenge is the integration of this program into wider government policy priorities, and funding the necessary advocacy component necessary to draw government attention to mainstream issues, which might ultimately strengthen the current TVET program.

Mobilizing training providers in the country and establishing meaningful coordination to ensure the delivery of effective training to young people, and building strong partnerships with employers is another major challenge. For all intents, cooperation between training providers must be maintained for curricula development purposes. In addition, designing short courses or trainings without updated labor market status might be difficult in the future. Although these courses might not give young people full qualification, if they are to continue to increase their employability, a strong monitoring system must be instituted to maintain their relevancy in the eyes of employers. As it stands, there’s no such system in the country. The EICV which tracks poverty trends in the country, is programmed to be administered every 5 years, but does not capture much about the employment indicators. Thus, the possibility of trainings not meeting the needs of the labor market is real without systematic data gathering for planning purposes and/or course review and updating.

Course durations as well as the length of apprenticeship training must vary depending on the nature of the course and occupation. Hence, these two could be compromised for expediency by the sponsors. If this is so, young people could be forced through the system without developing the necessary employable skills. In addition, apprenticeship training could also be compromised by employers in the absence of strong partnerships with independent/training providers, especially when it comes to the opportunity cost of allowing an inexperienced young person to work instead of outright employment of competent staff, without actually subsidizing the employer.

Overall, the program needs to meet the needs of employers, that is, the supply of skills needs to match the demand for skills. For the program to remain relevant, sources of data for skill demand must be identified together with the occupation and data updated on a periodic basis. In case this is not adhered to, gaps might creep into the system and administrative data will become irrelevant. On the other hand, the data collection exercise might be deemed expensive by the sponsors. Nonetheless, of particular interest is the success of graduates from various courses in finding
employment. This is also a useful piece of information on the demand for skills, and equally highly valuable information for trainees making choices about which course to take. It is also useful for sponsors in determining what courses merit the allocation of additional resources.

4.2.2 Relevant Curricula, Reports, Case studies

Again, as already mentioned in the report, with the exception of the One-Stop Youth Employment and Productive Center and DOT Rwanda, all other providers in the country use unstructured curriculum, which are normally tailored to the needs of the trainees as well as to the expectations of the respective courses. Unfortunately, Dot Rwanda could not provide its curriculum to the consultants for review because of proprietary privileges.

On the other hand, the employment and productive center uses only one open source curriculum, ILO's Start and Improve Your Own Business (SIYB). While the One-Stop- Youth Center used by UN-Habitat, and Business Assimilation developed in South Africa are not open source.

Over view of the Start and Improve Your Own Business Curriculum

According to ILO, this is a recognized management training curriculum that focuses on developing skills to enable people to start and improve management of small businesses, it is being implemented as a strategy for creating more and better employment in developing economies and economies in transition. In particular, it aims at the creation of more and better jobs in micro and small enterprises, which the organization hopes will ultimately drive the economic growth of developing countries.

It started as a training program, developed by the Swedish Employers’ Federation in the early 1970's, entitled "Look After Your Firm". It was later improved by ILO and evolved into “Start Your Business” in 1991. With a new orientation aimed at addressing the needs of potential micro and small-scale entrepreneurs who might want to start a business, but do not know how.

Currently, the program has been introduced in over 80 countries, and is implemented by ILO’s partner organizations worldwide involved in capacity building.

The curriculum covers 4 management areas:

- Business idea generation.
- Information seeking (market research, management issues and financial analysis).
- Business planning (basic bookkeeping and cost calculation).
- Business improvement and expansion (Marketing, evaluating sales and cost structure).

Overview of the One Stop Youth Center Curriculum

The curriculum is used by UN-Habitat in its bid to solve the unemployment caused by urbanization and marginalization of indigenous people across the globe. However, it appears there is no single standard curriculum, and hence the agency seems to prefer the approach rather than details of the curriculum. Indeed, UN-Habitat continues to fund the development of curricula tailored to country specific conditions, on an individual basis for almost all the centers it sponsors.
Nevertheless, these centers are designed to intervene in 7 problem areas:

- Provision of career and employment opportunities for the youth in the job markets.
- Initiation of activities geared toward crime prevention among the youth.
- Encouraging partnerships with relevant stakeholders in the delivery of youth development.
- Increasing knowledge, skills and changing attitudes of the youth.
- Responding to educational, socio-economic, recreational, emotional and psychological needs of young people using an integrated style.
- Encouraging the youth to have greater ownership of development through meaningful and valued engagement.
- Provision of leadership and mentorship to young people.

The above are also executed under 6 thematic areas, as follows:

- Youth employment and entrepreneurship.
- Youth, governance and advocacy.
- Youth and substance use.
- Youth and reproductive health.
- Youth, communication and information.
- Youth environment and resources.

These deal with youth education, improving existing education systems and youth employment.

4.2.3 Relevant In-Country Training Facilities

There seems to be differences between the self-confessed quality of teaching and equipments at the disposal of different independent training providers. Common to all, was the lack of computers and space for ICT training, which causes unnecessary frustration among the trainees – on average, each computer is shared between 2 and 3 trainees.

The following institutions have capacity to offer training facilities, some of which are not ICT related. However, ICT related facilities include workstations, computer laboratories and the like.

Youth Employment and Productive Center; it has lecture rooms that can accommodate 300 trainees per session. The institution has no housing and dining facilities, but other recreational facilities are available. And one of the main buildings could be transformed into a computer room.

PAJER; operates a vocational training center in Gatsibo district and for the most part rents training facilities. It has about 100 computers at its disposal, but only 20 have been fixed because of the lack of adequate space.

Assist-Rwanda; has training facilities that could accommodate up to 100 trainees per sitting. It is in the process of constructing a fully fledged campus on a 4.5 hectare land in Nyagatare. The campus shall contain lecture rooms, dormitories, dining and library facilities. Some of the facilities will be rented to the Agriculture and Technology University nearby.
Gako Organic Farming Training Center; the center is located in Kabuga town, 20 minutes drive from the capital, on Kigali-Rwamagana road. It has lecture rooms, dormitories and dining facilities. It is self-contained and can accommodate 80 trainees per in-take.

SUBIRA USEKE; is located in rural Rwamagana, in Rutonde sector. It has lecture rooms that can accommodate 40-50 trainees per sitting. But has no boarding and dining facilities.

Kicukiro Technical Training Center; this is contained in the Integrated Polytechnic Center (IPRC) complex and provides vocational training. It is self-contained and can handle 140 trainees per sitting. The center has lecture rooms, dormitory and dining facilities.

RDB Tele-centers; About 30 tele-centers have thus far been constructed throughout the country, at least one in each district. Five more will be constructed in the near future. The plan however, is to construct 1,000 tele-centers subject to traffic and availability of funding. The centers can on average, handle 20 trainees per sitting. The centers have computer laboratories, internet cafés and library facilities. However, availability can only be arranged subject to how they are able to handle their daily customers. Dot Rwanda has thus far made effective use of these facilities while conducting its trainings.

Regional ICT Training and Research Center (RITC); it is situated in Kigali Institute of Science and Technology (KIST), it has training facilities that could accommodate 400 trainees per sitting. They could also provide online courses. However, availability can only be arranged as they are required to meet the needs of normal or official students first.

KIST-African Virtual University (AVU); it is also housed within KIST complex and has lecture rooms. It can provide online courses.
Appendices

Appendix I References


## Appendix II  ICT Areas captured in added questions to the employer survey

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<th>No.</th>
<th>What ICT can for the company</th>
<th>Areas</th>
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<td>1</td>
<td>Advertisement (marketing through website)</td>
<td>Not provided</td>
</tr>
<tr>
<td>2</td>
<td>Bookkeeping</td>
<td>Not provided</td>
</tr>
<tr>
<td>3</td>
<td>Inventory management</td>
<td>Not provided</td>
</tr>
<tr>
<td>4</td>
<td>Machine operations</td>
<td>Agro-chemical, communication and electro-mechanical divisions</td>
</tr>
<tr>
<td>5</td>
<td>Business facilitation and customer care</td>
<td>Sales department</td>
</tr>
<tr>
<td>6</td>
<td>Self discipline</td>
<td>Reception, order taking and billing, accounts monitoring and supervision, customer feedback and complaint processing, and product packaging divisions</td>
</tr>
<tr>
<td>7</td>
<td>Accounting and Secretarial works and clinic operation</td>
<td>Not provided</td>
</tr>
<tr>
<td>8</td>
<td>Documentation and record keeping</td>
<td>Accounting and outpatient services</td>
</tr>
<tr>
<td>9</td>
<td>Database development and maintenance, for outpatients</td>
<td>Not provided</td>
</tr>
<tr>
<td>10</td>
<td>Medicine and prescription processing</td>
<td>Management and oversight departments</td>
</tr>
</tbody>
</table>
Appendix III  Stakeholder List and Brief Summaries

Kigali City Council (KCC)
Contact: Rusimbi John, Youth Mobilizer
The department is responsible for mobilizing and organizing unemployed youth into associations and/or cooperatives for the city authority. It also assists them to acquire employable skills or to create jobs for themselves. It carries out capacity building activities for the various organized groups. Most of the groups are organized into cooperatives that are engaged into various income-generating activities, these include: taxi operators (mini-buses, taxi-cabs, motorcycles and bicycles); transporters (pick-ups and trucks); porters/loaders; hawkers; artisans; money changers, cleaners, etc.

One Stop Youth Employment and Productive Center
Contact: Bigenimana Emmanuel, Coordinator
This is a pilot one-stop-youth center established by MINIYOUTH to implement the new integrated youth program, and will be replicated in all districts if successful. It caters for all categories of young people aged 16-35 years across different levels of education achievement, i.e. vocational, secondary and university levels. The program has eight components:

- Job creation and self-employment program.
- Employability program.
- Placement program:
- ICT program:
- Language program:
- Talent development program:
- Health, sports and culture program.
- Good governance, civic education and volunteerism program.

Ministry of Youth (MINIYOUTH)
Contact: Kalisa Edward, Permanent Secretary
MINIYOUTH is the ministry responsible for youth affairs. It develops government policy and ensures its implementation.

Ministry of Education (MINEDUC)
Contact: Haba Sharon, Permanent Secretary
The ministry responsible for developing education policy and ensures its implementation, both formal and vocational education. The government has a comprehensive plan in place, the TVET program, aimed at rescuing out of school youth. WDA has the sole mandate of rolling out the program to all districts, Kicukiro and Tumba colleges of technology are the prominent examples for the program. And government has almost doubled the budget for the program. The program covers: hospitality, construction, ICT and hair dressing.

Of the 130,000 students expected to graduate from the 9-year basic education program, about 50,000 (38.5%) would continue with secondary education. However, as a matter of policy, government is encouraging students to take the technical and vocational training route, instead of focusing on the normal education thinking – primary to university model.

Government plans to establish a literacy center system, where the government would be able to tap on secondary school leavers to educate the masses. And where parents do not take their children to school, government will simply focus on awareness at community level. In essence, it is impractical to expect the government to ensure that all youth attend school.

While MINEDUC is tasked with the provision of the normal education system, it works with other agencies to solve out of school youth issues – TVET is expected to alleviate some of the issues, while MIFOTRA is also anticipated to contribute in its own right.
Private Sector Federation (PSF)
Contact: Gasamagera Benjamin, Chairman (Chamber of Young Entrepreneurs) and Owner of SUKU Paper Works
PSF, through its Chamber of Young Entrepreneurs, promotes entrepreneurship among the youth. It has established a Business Plan Competition (BPC) for the youth, and winners are provided with prize money of up $2,000. Also, the federation co-guarantees up to $100,000 seed capital for the winners, together with banks. While SUPA, Benjamin’s business, employs unskilled youth whose median age is 20 years. The youth must have technical skills at a minimum to occupy these positions. He places his employees in apprenticeship positions elsewhere with the sole purpose of letting them develop technical skills and gain experience before employing them on a permanent basis. This is a leaf he borrowed from his experience while studying in China.

NIBYIZA
Contact: Ruvugabigwi Martin, Executive Director
NIBYIZA is an initiative of youth cooperatives in KCC which offers ICT training to cooperative members and other interested youths, the members of cooperatives trained are then tasked with specific activities (marketing and product awareness for example). The training focuses on basic MS office applications. The organization also operates a youth website (Youth Rwanda online) to advertize/sale services, and provides training in creativity. They use “training modules” developed by themselves on a need basis. They have the capacity to train up to 50 people at a time using the Kimisagara Youth Center facilities. They wish to have their own premises.

Assist-Rwanda
Contact: Musabyimana Hilary, National Coordinator
This is a local NGO working with vulnerable children and youth. It has a demonstration farm for training youth in various agricultural practices including bee-keeping, and is currently constructing a new youth development center on a 4.5 hectare land at Nyagatare, including lecture rooms, cafeteria, and dormitory and library facilities. The organization also provides vocational training in: soap manufacturing (bar soap and liquid soap-shampoo), candle and shoe polish making, tailoring and knitting, and welding and carpentry. Although headquartered in Kigali City, it operates upcountry, in: Nyagatare and Rwamagana (Kayonza) districts in the Eastern Province, and Burera district in the Northern Province. It also operates other program, including; education sponsorship, human rights promotion and HIV/AIDS awareness/prevention.

UMUHUZA
Contact: Umurungi Esperance, Chairperson
This is a cooperative comprised of mostly of young women, single mothers and from female headed households. It was born out of an initiative by a female local leader who felt the need to mobilize women to fend for themselves. Members are engaged in road cleaning and gardening within Remera, one of the suburbs of Kigali City near the Kigali International Airport.

MAXIMEDIA
Contact: Sinayobyie Cyril, Managing Director
This is a local NGO which trains the youth in ICT and work readiness. It is one of the institutions currently implementing EDC's (Akazi Kanoze) Work Readiness Curriculum. It also provides courses in the English language and traffic code, and administers limited job placement program targeting interested employers in the ICT sector. It has developed tailored curriculum for the ICT lessons. These include: Introduction to computers (hardware and software); Microsoft office applications (word, excel and publisher 2003); and Adobe applications (Illustrator and Photoshop). The training covers six months, and rents facilities that accommodate 50 trainees (25 per session). However, there are plans to increase the intake to 100 persons. They are mobilizing funding to allow them increase the intake to 400 persons (200 for each session), and also introduce hardware maintenance and repair lessons.

Union Karani Ngufu-Nyarugenge 2020
Contact: Habineza Pierre, President
This is an umbrella of nine cooperatives of porters and loaders operating within Nyarugenge district of KCC. It has initiated a “jumelage” (twinning) with a youth organization in Kirehe District, with facilitation by the city authorities. Kirehe youth trade in agricultural produce, including; bananas, beans, sorghum, maize and tomatoes. The members located in the city will act as middlemen providing information on supply and demand, market prices, wholesalers and
retailers for the produce. They will be able to do so as an addition to their routine work of loading and unloading market goods. Twenty (20) of the cooperative have been trained in computer applications and are now providing training to other members/interested members.

Parlement Des Jeunes Rwandais (PAJER)
Contact: Karangwa Patrick, Executive Director
PAJER is a local NGO targeting young people and adults from poor households. The young people include those that have not attended school and out of school. The organization is headquartered in Kigali, with field offices in Gatsibo district and operates in 4 sectors of the district (Kiramuruzi, Kizuguro, Kabarole and Murambi). Its program is based on 3 pillars, namely; Good governance and Democracy, Employment/Economic empowerment, Peace building and Child rights advocacy. And organizes groups into Village Savings and Loan Associations (VSLA), comprised of 5 stages before graduation (maturity), as follows: formation, operations, saving, extending loans, and linking groups to financial services (MFIs and banks). The organization also provides cooperative management and financial literacy and ICT training. It assists VSLAs engage in small business, mainly trading in agricultural produce and petty trading. Some of the members engage in crop farming on a small scale. PAJER also runs a Youth Center where school-going youth are trained in basic Microsoft applications, and out-of-school youth are trained in art and design, media photography and other skills.

Club Rafiki
Contact: Mukankwaya Joyce, Head of the Center
This is a Youth Center that offers services to all categories of the youth. The services include: a library, sports courts and other in-door games, training in computer applications (MS Office), film shows, education on STDs, adult literacy, and reproductive health in partnership with PSI. It also provides training courses in: mushroom growing, cookery and other domestic chores (for those working as house help); traffic code, vocational skills and entrepreneurship. The Center uses its own tailored curricula. A fee is payable for the use of the services depending on the service, computer training costs up to RWF 4,000 for example. However, there are only 5-6 old computers. There is enough space which could be used to train up to 10,000 persons per year.

Gako Organic Farming Training Center (GOFTC)
Contact: Munyerango Richard, Managing Director
GOFTC is a local NGO specializing in sustainable agriculture, focusing on organic farming practices. It is a training and demonstration center. While the Center is open to all farmers interested in organic farming, it offers training to youth identified by public authorities (MINOUTH and NUR for example) and NGOs (ADRA Rwanda and Oxfam GB for example). The training puts emphasis on the use of limited land (small plot technique), while improving yields that are pollution-free. The training also includes farm planning and design and focuses on agro-forestry and the growing of high-value crops (fruits and vegetables). The Center has the capacity to accommodate 80 trainees at a time, including: classrooms, cafeteria and dormitory facilities. Duration of training is flexible and varies per course; it can last between one week and one month. Some courses have “standard training modules” while others use curricula tailored to clients’ needs.

Subira Useke Association
Contact: Muvara Jean Bosco, Director/Coordinator
This institution started as a Technical Training Center for the youth, offering courses in carpentry, masonry, tailoring and batik design. Due to lack of funding, these activities have now stopped and the Center is now operating as a Social Center. It still has the equipment and classrooms capable of accommodating 40-50 trainees, but has no boarding facilities.

East Africa Dairy Development (EADD)
Contact: Karake Joseph, Organizational Development Specialist.
EADD is an East Africa regional project sponsored by a consortium of five international organizations, namely: Technoserve, ABS, Heifer International and World Agriculture Forestry (WAF). It started its operations in Rwanda in 2008. It specializes in capacity building of dairy farmers’ cooperatives. Cooperatives are required in principal, to have a membership comprising of at least 30% youth. Unfortunately, most of the time the youth lack the finances to buy
shares in these cooperatives. Capacity building is done through trainings in cooperative management and entrepreneurship. And trainings last up to 21 days, and they use unstructured “modules” developed by the Rwanda Cooperatives Authority (RCA).

**Digital Opportunity Trust (Dot Rwanda)**  
**Contact:** Uwamutara Violet, Program Manager  
DOT Rwanda is an International NGO with headquarters in Ottawa, Canada. The organization is sponsored by MasterCard Foundation and CIDA. Its mission is to create global networks of talented, energetic young leaders who make real change by educating local communities to apply technology effectively in real life. It trains interns or technology ambassadors for one month, and these are in turn train tasked with training groups of 15-20 trainees per month for 9 months. The trainees are selected from community based organizations (CBOs) and the trainings are carried out in the Business Development Service Centers (within tele-centers).

Dot Rwanda also offers standard online business training which it outsources as needed, including WDA-CISCO and EDUCAT.

**PLAN Rwanda**  
**Contact:** Thiam Sow Nene (Program Officer) and Gakwandi Godfrey (Monitoring and Evaluation Officer)  
PLAN is an international NGO which started its Rwanda program in 2007. The agency program is built on 4 pillars: education (girls), early childhood care and development, youth empowerment, and advocacy. It also runs projects in Rwamagana and Kayonza, dealing with youth groups and cooperatives. And it is currently carrying out an assessment for initiating a youth program in Gatsibo District, Eastern Province. The assessment targets youth involvement in agriculture, trade, industry, services and food processing.

**Integrated Polytechnic Regional Center (IPRC), Kicukiro Campus**  
**Contact:** Mfinanga Joseph, Principal  
IPRC Kigali City is a technical training institution that offers three-year courses in Civil Engineering; Electrical, Electronics and ICT; and Mechanical Engineering technology leading to the award of an Advanced Diploma. In addition, IPRC also has a Technical Training Centre (K-TTC) which conducts one-year Vocational Trainings in Electrical; Industrial installation; Construction; Automobile engineering; and ICT skills. However, the Centre can also organize other trainings according to clients’ needs and, in this context, has carried out training on bio-gas and solar energy sponsored by SNV, Belgian Cooperation. Tailored WDA Standard curricula modules exist as well as those developed by IPRC itself, the Center can design trainings to fit the skills set requirements by the client as well. ICT at vocational training level has modules on Networking, Multimedia and Applications packages. The Centre has enough facilities for the training, including: accommodation, classrooms, dining and library. And can also carry out trainings outside the institution.

**Strive Foundation**  
**Contact:** Muramira Bernard, President  
This is a local NGO with a number of initiatives targeting the youth. These initiatives include Health (HIV/AIDS, Family Planning and Nutrition); orphans and vulnerable children (OVC), recycling of plastic bottles, liquid soap/detergent manufacturing, training in cooperative management, small livestock keeping, and vocational training in tailoring and art and design. Strive also supports Rwanda Youth Mappers (RYM), a cooperative formed by members after they received training during the Community Youth Mapping Project. RYM on its part, specializes in youth mapping (research) and can perform any other assessment depending on need. EDC has already contracted them for a youth assessment exercise.

**Rwanda Development Board (RDB)/Access-IT**  
**Contact:** Zigira Alphonse, Director (Rural Community)  
RDB/IT coordinates the operations of tele-centers in all the districts, using VSAT while waiting for fiber optic connection. There are plans to extend the service to Sector level, depending on how quick the current centers achieve sustainability. The tele-centers are controlled and run by the government, while local authorities are urged to sensitize the population on using them. The first tele-centers built in 12 districts were small, and can house only 15 computers each. Due to increased demand, the second phase constructed big centers, capable of housing different facilities; 35-40 computers each, providing training services (computer applications and CISCO trainings), and library services.
(business courses on-line, printing, scanning, photocopying, etc), and internet café (internet navigation and web browsing). Each Center has its own calendar, and anyone wanting to use its facilities has to consult with management. Training in computer maintenance/repair is available in 15 districts, while 15 more trainers are being trained. Fees are charged for the various trainings and vary according to the courses.

**Action Aid Rwanda**  
**Contact: JoelNsengiyunva, Program Development Manager**  
Action Aid is an international NGO dedicated to fighting poverty through a human rights-based development approach. Most of its funding centered on child sponsorship, it takes great interest in children’s education and development. The organization has discovered that existing vocational training does not produce competitive trainees, and is currently working on a strategy to develop quality vocational training. It has sponsored a group of 132 school drop-outs (49 girls and 83 boys) for a six months training in various vocational skills at K-TTC. It plans to provide basic kits to those who do not get employed (out 132 trainees only about 10 got permanent employments), however, the rest can form cooperatives according to their skills.

**Business Development Center - Gatenga**  
**Contact: Uwera Parfaite, Manager**  
This is one of the District Tele-centers located in Kigali City. It has 39 computers for use (20 for trainees, 15 for cyber café and 4 for library). The Center offers two types of ICT training: CISCO Hardware, Software and Networking; and MS Office Application. It also provides Business Development Services comprising of: Business/Project Planning, Marketing and Book-keeping. Out of school youth mainly attend the ICT courses available, while Business development services are sought by members of the business community. ICT courses take 3-4 months depending on the number of lessons. Training in MS office applications costs around RWF 5,000 per application, while CISCO courses cost RWF 30,000 each. On successful completion, trainees get RDB approved or CISCO certificates.

**Regional ICT Training and Research Center (RITC)**  
**Contact: Gasana Jerome, Director**  
The centre provides ICT training of various categories. It has academic programs of one to three years, leading to the award of a Diploma. It can also offer professional training of three to six months at certificate level. The Centre designs tailored curriculum based on skills set needs and available resources. It deals with different levels of trainees, from Primary school children on-wards and teachers. The Center is the only trainer for MINEDUC and also conducts computer training in secondary schools. Its training includes computer hardware maintenance and networking, as well as multimedia. In fact it is targeting to start the Africa Digital multimedia Academy. The Centre can use secondary school premises during holidays and tele-centers for its trainings. It has enough manpower and uses standard international curricula such as Microsoft, Intel, Cisco, etc.

**Rwanda Cooperatives Agency (RCA)**  
**Contact: Nkuranga TheoGene, Director (Capacity Building and Planning Unit)**  
RCA is a government agency responsible for cooperative development country-wide. The majority of cooperatives in Rwanda are involved in agricultural production. RCA has developed unstructured training modules in cooperative management, governance and finance, e.t.c. Although RCA does not have a special program for the Youth, it encourage young people to form cooperatives, be more business oriented and position themselves to access the resources open to entrepreneurs in general.

**Technoserve**  
**Contact: Cory Bush, East Africa Regional Service Manager (Coffee Initiative)**  
TECHNOSERVE runs the agronomy training model as follows: a Senior Agronomy Business Associate (ASBA), who then trains a Business Associate (BA), the BA subsequently, trains a focal Trainer (who normally is a secondary graduate with basic aptitude). The focal trainer passes the training to focal farmer groups and these then reach out to farmers in the end. There are basically 20 farmers in each of the trainings. The training is founded on three pillars; observation, demonstration and practice. In its first year, the training is comprised of 11 modules (1/2 day/module) in total. And according to the statistics, one-in-two of the focal trainers trained are hired, mostly by coffee washing stations and cooperatives or government.
USAID Rwanda/Agriculture
USAID has identified opportunities in mainly four sub-sectors: Production and facilitation of price information; packaging (storage); marketing and distribution; and agro-processing. The priority crops in Rwanda are maize, rice, potatoes and wheat; coffee and tea also contribute largely to the agro-income. Opportunities also lie in support services such as agriculture extension services, shippers, bankers, logistics, and management. With respect to entrepreneurship opportunities, there are needs in using SME model in horticultural value chain management.

In terms of the skills, continuing training is needed, especially in the areas of ICDL and basic operation and maintenance. Youth are often described as “lacking in participation in networks/associations” as well as “lacking in communication and problem solving skills”. Therefore Work readiness curriculums are in need to equip youth in soft skills, team leadership, team skills, and motivate youth to work together. USAID also asserts that there is no firm mechanism existing to disseminate best practices in Agriculture.

Monitoring and Evaluation Management Services (MEMS)
Contact: Ndabasinze Jean Bosco, Monitoring and Evaluation Assistant
MEMS is a project implemented by Social and Scientific Systems (SSS) Inc. MEMS assists USAID in carrying out planning, activity monitoring and performance measurement responsibilities to support the implementation of the overall USAID program in Rwanda.

Through the MEMS project, SSS works closely with USAID and its implementing partners to build capacity in performance management planning, work plan development and monitoring, and human resources to support data production. It also helps collate, store, and transform data into useful information. And, the project also assists USAID to disseminate and use data to inform US policy, programming, and partner performance reviews.

USAID Rwanda/Health
Rwanda has set up an e-health strategic plan, incorporating database development and computer distribution. Rapid SMS is specifically used in health status monitoring, ordinary reporting and pre-recording voice to report certain indicators. The Minister of Health is trying to develop the e-Health system for data input and equipment maintenance at local levels.

Community Health workers are selected through communities and get trained. Performance-based financing are supported by Ministry of Health.

The priority subsectors in the health sector are HIV/AIDS, malaria, maternal/child health, nutrition, family planning and family health. The country has launched a policy to upgrade nurses, currently Rockefeller Foundation provides funds benefiting 350 nurses. The national data warehouse (national level) is supported by WHO, but there is a gap in project management. In terms of the types of health facilities in Rwanda, there are basically four different types: public, private, clinic, pharmacy.

A couple of training programs or models and curriculum exist, including; PSI Rwanda youth center and CHF OVC vocational schools. The technical skills required in HIV/AIDS programs are: Care – Counseling, Treatment – Clinical, Prevention - Counseling (Employees of the ministry), Testing and Lab technicians. However, social workers mostly start as CHWs, older people are preferred by the community because they are presumed to be the most stable category of health care workers.

Education Development Center (EDC) Rwanda
Contact: Melanie Sany, Chief of Party of the Akazi Kanoze Youth Livelihoods Project in Rwanda
EDC currently has a 100-hour work readiness curriculum which aims at promoting leadership, market simulation and work habits among the youth in Rwanda. ICT has not been covered in the curriculum yet.

Ministry of Health (MOH)
Contact: Béatrice Uwayezu, Hospital Manager of Western Province
The Rwandan health system is modeled in pyramid form, where District Hospitals sit on the top, Health Centers lie in the middle and community health workers (2 Health workers moving together, called Binom) are down at the bottom.
CHW (25-40 years old) report on family planning, early childhood health, and their payment are based on performance. They also act as peer educators, sensitizing women to obtain antenatal care and accompanying them during pregnancy.

According to MOH, there are around 60,000 CHWs, 416 health centers and 41 district hospitals. Each District Hospital has certain health centers to supervise. There are 3 university Teaching Hospitals.

Community-based health insurance (Mutuelle de Santé), has a representative at district level. In each district hospital, there is one employee to verify invoices using excel sheets to process invoices. They are normally secondary school graduates.

**Rwanda Development Board (RDB)**
**Contact:** Nadine Mulindahabi
RDB capacity building in ICT has focused on training public sector employees and setting up training centers. There is a deep penetration of mobile phones amongst farmers. There are 30 district tele-centers distributed across the country, all sponsored by the central government. People come to learn ICT skills, basic computing and obtain other information like what season they are in. There is also small business training that takes place at the tele-centers. The country also has 2 ICT buses, which are filled with computers.

Life Skills are lacking in most places even with employers. Job opportunities are more prevalent in the urban areas, whereas opportunities in rural areas are related to entrepreneurial endeavors. The government has sponsored a loan program for phones with a payment of $5/month for a $20 phone. However, this program only exists in 3 districts.

**National University of Rwanda (NUR)/School of Public Health**
**Contact:** Dr. Paulin Basinga
Dr. Basinga wrote a paper on the use of theatre for social mobilization with drama groups. The program lasted for seven years and was in partnership with the local Rotary Club. NUR also has a fellowship program that recruits non-public health university graduates (i.e. business, English) and trains them on public health issues. They obtain a mentor from the institution and more training every 6 months.

There are 3,000 Villages with 150-200 households. In each village there are 4 health workers. Currently, 60,000 Community Health Workers have mobile phones. They are not ICT skilled, but have been trained in the use of these phones to collect major health indicators.

There is gap in the technical knowledge of some of the CHWs and may require help to fill reports, how to do SMS/Voice message. This can be done part-time as a volunteer service.

**Partners in Health (PiH)**
**Contact:** Rowan
PiH has conducted 2 years in Software Development and Implementation for Healthcare collaborating with MoH. It provides 9 month training in hospitals to teach hands on practices. It was started with three experienced members, and now the training is taught by two graduates and Rowan himself.

PiH also rolled out OpenMRS, a web-based medical record system. Open MRS is now being implemented in 20 health centers in Rwanda, and it is planned to be present in 63 health centers and 6 hospitals over the course of 2011-2013. The training comprises of basic IT, basic Java, basic Web, advanced Java and life skills components.

**UNFPA Rwanda**
**Contact:** Robert Banamwana
UNFPA is conducting Family Planning Products Distribution program through trained community health workers. There are employment opportunities for young people, around data processing (data entry, data quality).

Currently, not all indicators are done on mobile. In Rwanda, civil registration (birth and death) rate is very low and hence a huge problem for analysis. There is very limited access to reports on the data.
CAMARA Rwanda Limited  
Contact: Edward Rwagasore
Camara implements ICT learning centers in 23 schools, and it has 240 volunteers (66 female and 180 male). The organization is headquartered in Mombasa, Kenya. It has divisions in Ireland, Ethiopia, and Zambia as well.

It provides training in Microsoft Excel, computer literacy and hardware troubleshooting. It also provides apprenticeship through practice. After dispatch, trainees need to conduct 1 year service for support. Upon completion they can either go to provinces to fix computer or are sent as volunteers. Many of the trainees have either gone to KIST to pursue further studies or have been employed afterwards.

All volunteers have Basic computers literacy skills; usually the organization sends two experienced volunteers and one inexperienced. Secondary school volunteers are the ones who teach three day sessions.

Catholic Relief Services (CRS)/CARITAS  
Contact: Anathalie Mukankusi
The organization uses the SILC model; SILC stands for Savings and Internal Lending Community, which is savings-led microfinance methodology. CRS introduces the model to orphans and vulnerable children (OVC) in Rwanda, who in turn use their own funds and learn how to access income generating activities. CRS provides training as well. Every week a meeting is set up to deal with the SILC material; once the SILC group forms, it stays together for 1 year; learning how to save, lend money and some social cohesion skills. At the end of the program the groups are introduced or linked to market opportunities to gain revenue.

The benefits of the program are that it builds a culture of saving, and training is provided in bookkeeping and registration operations. Overall it covers management systems through 8 modules served through-out 1 year. The material covers group leadership, sensitization, and creation of constitution.

COOJAD (Youth Microfinance Bank)  
Contact: Jean Louis Musoni
This is one of the independent providers working with EDC, it a youth based microfinance institution and provides training in project and business management.

It has identified a need to train young people before they gain access to credit. That way, they can apply for COOJAD funds at reduced risks. The organization encourages people to form cooperatives and to enter into food processing, leveraging technical know-how and assistance from KIST.

Their view on ICT is as a tool and that relates to a specific profession. It can allow youth to make decision on sector for their endeavor, depending on their interest level and needs.

African Virtual University (AVU)/KIST  
Contact: Dr. Santhi Kumaran, Lecturer
It formerly provided a Masters’ in Health Informatics. This program has moved to the ministry of health and is now longer managed through KIST. They are, in collaboration with MIT, providing a seven week training course to computer science students on app development. Currently, 3 or 4 of the previous app training session created applications related to the health sector. One aids with inventory management and notices at pharmacies, another which works with decisions support systems during a pandemic, amongst other.

The groups who undertaking the training are undergraduate students, but have already used their newly gained skills to train their counterparts. The institution is interested in exploring programs that could leverage their app development skills or even an initiative that could match the developers to those completing work readiness programs to explore new apps to create.

Over the summer, KIST will be exploring the possible creation of an m-Lab similar to the one launching in Nairobi.
In terms of curriculum, they would be interested in products that could include assessments on ICT and entrepreneurship training. KIST, itself, can develop curriculum on-demand.

**MTN Foundation**
**Contact:** Yvonne Mubiligi, Manager  
It provides basic ICT training in 3 science focused high schools in rural Rwanda. Its employees provide the training. In addition, they have a scholarship program with Imbuto Foundation for orphaned and vulnerable children to attend secondary school. These students also undertake a one week training every year.

In Health, the MTN Foundation works on clean water for rural communities. There is also an ongoing initiative with CHF, related to HIV/AIDS, where community health workers are used to collect and provide relevant information. This is run by Voxiva.

From their experience, though high schools don't allow use of mobile phones on school compounds, the students bring and use them phones anyway. The most popular web-accessibly (web-enabled) are between RWF 20,000 and 40,000. Most students use their phone to connect to Facebook, Twitter and chat with family/friends in the rural areas or with those outside the country.

MTN Foundation is most interested in programs that showcase post-training support and placement of students. They are most interested in programs that could show successful job-matching.

**Land O'Lakes**
**Contact:** Charles  
This is a USAID funded program, which works on improving the quality or dairy through interventions in the different parts of the dairy value chain

Though not involved at the farm stage, they provide input from the farm onto the collection center and beyond. They also work to improve the National Dairy Board, an organizations of dairy stakeholders (i.e. Farmers, milk collection centers, producers, sellers, and processors).

Previously, under Pepfar funding, Land O'Lakes worked with people with HIV/AIDS to keep records of production using mobile phones. The aim was to obtain information from farmers about production amounts and sales. The challenge faced was that farmers had the phones but there was no reliable source of electricity. The organization would send credit to the phones of the participants prompting to respond with relevant information.

Similar to other agriculture sectors, dairy farmers have access to veterinary extension services to aid them with their production. The system has a few hurdles, including lack of Vets to service demand and lack of awareness on the part of farmers in regards to the extension services available. Moreover, Vets training is geared towards animal health than supporting the business of animal husbandry.

The organization is most interested in Digital Literacy, because record keeping is becoming an essential function within the value chain. The Dairy Board has begun placing information online. In addition, Vets would also benefit from digital literacy training, which would aid them in data collection and can also be incorporated in any information train in which youth serve as deliverers of knowledge.

**Esther’s Aid**
**Contact:** Justus Vwayesua  
The cohort includes secondary school drop-outs and are focused on providing training in catering and sewing. EDC provides trainers for the Akazi Kanoze material. Esther’s Aid is currently in a temporary location, but is constructing a new facility which will also have housing. The training is 1 years with placement into an internship program. Registration begins in September, following which students are English until November. The full program cycle begins in January.
Internships and opportunities depend on location. Catering services are more lucrative in urban areas, whereas sewing is more promising in rural settings.

Esther’s Aid currently has 17 computers for 93 students. They are trained in general computer skills through volunteers. Approximately 80% of Esther’s Aid students have mobile phones. Notably, trainers usually have better, higher-end phones consistent with their income levels.

Esther’s model for self-employment, involves providing those trained in sewing with machines for one year free of charge until they can buy their own.

Outside of Akazi Kanoze, Esther’s Aid also supports women cooperatives in the southern province in agriculture. With Akazi Kanoze, they have done urban farming training to students on growing Mushrooms.
# Appendix IV  List of Youth Organizations and Employers who Participated in the Survey

## Youth Groups

<table>
<thead>
<tr>
<th>Name of organization</th>
<th>Location</th>
<th>Line of activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAXIMEDIA Trainees</td>
<td>Kigali City</td>
<td>Trainee youths</td>
</tr>
<tr>
<td>Koperative Imbaraga Zacu</td>
<td>Kigali City</td>
<td>Porters and loaders</td>
</tr>
<tr>
<td>Union Karani Ngufu</td>
<td>Kigali City</td>
<td>Porters and loaders</td>
</tr>
<tr>
<td>INZIRA NZIZA</td>
<td>Kigali City</td>
<td>Sanitation services</td>
</tr>
<tr>
<td>TUZAMURANE</td>
<td>Kiziguro</td>
<td>Savings and credit scheme</td>
</tr>
<tr>
<td>Rwemiyaga Youth Coop</td>
<td>Rwemiyaga</td>
<td>Maintenance and repair, borehole</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agricultural produce trading</td>
</tr>
<tr>
<td>Rwamagana Youth Group</td>
<td>Rwamagana</td>
<td>Unemployed Senior 6 leavers</td>
</tr>
<tr>
<td>Youth Center Trainees (Kimisagara)</td>
<td>Kigali City</td>
<td>Trainee youths</td>
</tr>
<tr>
<td>IPRC Trainees</td>
<td>Kigali City</td>
<td>Trainee youths</td>
</tr>
</tbody>
</table>

## Employers

<table>
<thead>
<tr>
<th>No.</th>
<th>Names and position</th>
<th>Sector</th>
<th>Company name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Edward Yzn; Chief Executive Officer</td>
<td>ICT</td>
<td>A_Link Technologies Sarl</td>
</tr>
<tr>
<td>2</td>
<td>Akaliza Gara; Managing Director</td>
<td>ICT</td>
<td>Shaking Sun Limited</td>
</tr>
<tr>
<td>3</td>
<td>Eric Bambanza; Marketing Manager</td>
<td>ICT</td>
<td>Huawei Technologies</td>
</tr>
<tr>
<td>4</td>
<td>Wibabara Diane; HR Manager</td>
<td>Agriculture</td>
<td>SORWATOM</td>
</tr>
<tr>
<td>5</td>
<td>Adan Ramata; Country Manager</td>
<td>Other</td>
<td>Nakumatt Rwanda Limited (Supermarket)</td>
</tr>
<tr>
<td>6</td>
<td>Ayinkamiye Agnes; Technician</td>
<td>Agriculture</td>
<td>Mushroom Enterprise</td>
</tr>
<tr>
<td>7</td>
<td>Mukashyaka Claudine; Accountant</td>
<td>Agriculture</td>
<td>INTRAGRI</td>
</tr>
<tr>
<td>8</td>
<td>Gashagazi Claudien; Admin. Director</td>
<td>Other</td>
<td>Sulpho Rwanda Industries</td>
</tr>
<tr>
<td>9</td>
<td>Bisembukubuko Jean; Deputy Admin. Director</td>
<td>Health</td>
<td>Safari center</td>
</tr>
<tr>
<td>10</td>
<td>Uwimana Theodora; HR Manager</td>
<td>Health</td>
<td>King Faisal Hospital</td>
</tr>
<tr>
<td>11</td>
<td>Rwamanduze Emmanuel, HR Manager</td>
<td>Health</td>
<td>CHUK</td>
</tr>
<tr>
<td>12</td>
<td>Ntagungira Innocent; Manager</td>
<td>ICT</td>
<td>Cl-Link</td>
</tr>
<tr>
<td>13</td>
<td>Nyagatware Celestin; Manager</td>
<td>ICT</td>
<td>Punctual Graphic</td>
</tr>
<tr>
<td>14</td>
<td>Twagirimukiza Eric; General Practitioner</td>
<td>Health</td>
<td>Clinic La Triade</td>
</tr>
<tr>
<td>15</td>
<td>Nsabimana Theogen; HR Officer</td>
<td>Agriculture</td>
<td>Tropisem</td>
</tr>
<tr>
<td>16</td>
<td>Gatoya David; Rector</td>
<td>Health</td>
<td>Medical Clinic APADE</td>
</tr>
<tr>
<td>17</td>
<td>Kabanda Johnson; Director of Finance</td>
<td>Agriculture</td>
<td>Agro Care</td>
</tr>
<tr>
<td>18</td>
<td>Bicamumpaka Jean de dieu; Technical Director</td>
<td>Agriculture</td>
<td>National Forest Authority (NAFA)</td>
</tr>
<tr>
<td>19</td>
<td>Raghu; Manager</td>
<td>Agriculture</td>
<td>Baltion Rwanda</td>
</tr>
<tr>
<td>20</td>
<td>Danyy; Human Resources Manager</td>
<td>ICT</td>
<td>TIGO</td>
</tr>
<tr>
<td>21</td>
<td>Veenit J. Bhatt; Manager</td>
<td>ICT</td>
<td>Miracle Enterprise Limited</td>
</tr>
<tr>
<td>22</td>
<td>Srinath Vardaineni; General Manager</td>
<td>ICT</td>
<td>MFI Office Solutions</td>
</tr>
<tr>
<td>23</td>
<td>Rizinde Muhammed Shaffiy; Managing Director</td>
<td>ICT</td>
<td>RIMOS Business Solution</td>
</tr>
<tr>
<td>24</td>
<td>Munzero Revocalthe; Secretary</td>
<td>Health</td>
<td>Kibagabaga Hospital</td>
</tr>
<tr>
<td>25</td>
<td>Evariste Hakizimana; General Manager</td>
<td>Health</td>
<td>Trust Industries</td>
</tr>
<tr>
<td>26</td>
<td>Dr. Pierre Celestin Kanimba; Executive Director</td>
<td>Health</td>
<td>Polyclinique la Medicale</td>
</tr>
<tr>
<td>27</td>
<td>Maniraghu Giselle; Customer care</td>
<td>Agriculture</td>
<td>Urwibutso</td>
</tr>
<tr>
<td>28</td>
<td>Carmen Calduig; General Practitioner</td>
<td>Health</td>
<td>Centre Medico-social Biryogo</td>
</tr>
<tr>
<td>29</td>
<td>Kansanga olive; Call Center Agent</td>
<td>ICT</td>
<td>Contact One Center / BCS Group</td>
</tr>
<tr>
<td>30</td>
<td>Akgaki Aspaw</td>
<td>Other</td>
<td>Simba Supermarket</td>
</tr>
<tr>
<td>No.</td>
<td>Names and position</td>
<td>Sector</td>
<td>Company name</td>
</tr>
<tr>
<td>-----</td>
<td>--------------------------------------------</td>
<td>-----------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>31</td>
<td>Dusabeyesu Emmanuel; Admin. &amp; Finance Director</td>
<td>Agriculture</td>
<td>AGROTECH</td>
</tr>
<tr>
<td>32</td>
<td>Mr. Hategikimana Vecent; Director</td>
<td>Health</td>
<td>CHN Health center</td>
</tr>
<tr>
<td>33</td>
<td>Dinesh Vachakkara; Marketing Officer</td>
<td>ICT</td>
<td>Computer Point</td>
</tr>
<tr>
<td>34</td>
<td>Musonera J.M.Vianney; Director of Finance</td>
<td>Agriculture</td>
<td>MINIMEX Limited</td>
</tr>
<tr>
<td>35</td>
<td>Kagorora Innocent; Accountant</td>
<td>Agriculture</td>
<td>Kabuye Rice Mill</td>
</tr>
<tr>
<td>36</td>
<td>Cyankumba Eulade; Admin &amp; Finance Director</td>
<td>Health</td>
<td>TRAC Plus</td>
</tr>
</tbody>
</table>
Appendix V  Youth Survey Form

I. General Information

1. Location: ________________________________

2. Age:

   18-20 □  21-24 □  25-27 □  28-30 □  Over 30 □

3. Gender:

   Male □  Female □

4. Where is your home residence (where you are originally from or where your parents live, not where you are currently living if different)?

   Urban □  Rural □  Peri-urban □

5. Highest grade of formal education completed:

   None □  Some primary □  Primary □  Some secondary □  Secondary □  Post-secondary □

6. Are you currently working? (If no, skip to question #8)

   Yes □  No □

   a. If yes, how long?

   Less than 6 months □  6 months – 1 year □  Over 1 year □

7. Describe this work. Is it...? (If you are working multiple jobs, check all that apply)

   ...on a contract? Yes □  No □

   ...seasonal or irregular (EX. agriculture, helping out a friend/relative, day laborer)? Yes □  No □

   ...night work Yes □  No □

8. If you are not working, how long have you been unemployed?

   Less than 6 months □  6 months – 1 year □  Over 1 year □

9. If you are not working, would you like to work?

   Yes □  No □

10. Is there a trade or skill that you would like to learn but have not yet been able to learn yet?

    Yes □  No □

    If yes, what is that trade or skill? ____________________________________________
II. Youth interests and Perception of Training Needs

11. Do you feel that you are currently prepared or ready to find a job or start a business with your education background?

Yes □       No □

Please explain why:

________________________________________________________________________________________________

12. Do you think that you need further training in order to be employed or self-employed?

Yes □       No □

13. If yes to #12, what kind of training would you like to pursue?

<table>
<thead>
<tr>
<th>Continue primary □</th>
<th>Continue secondary □</th>
<th>Continue tertiary □</th>
<th>Job searching skills □</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational training □</td>
<td>Soft skills □</td>
<td>Entrepreneurship skills □</td>
<td>Other □</td>
</tr>
<tr>
<td>Please specify:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

III. Agriculture/Health/ICT-Specific Questions

14. Do you currently own a mobile phone?

Yes □       No □

15. Do you have access to computer? Access to internet?

<table>
<thead>
<tr>
<th>Computer</th>
<th>Internet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes □</td>
<td>No □</td>
</tr>
<tr>
<td>Yes □</td>
<td>No □</td>
</tr>
</tbody>
</table>

16. Are you interested in entering the following sectors: ICT, agriculture and health (please check all that apply)?

<table>
<thead>
<tr>
<th>ICT</th>
<th>Agriculture</th>
<th>Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes □</td>
<td>Yes □</td>
<td>Yes □</td>
</tr>
<tr>
<td>No □</td>
<td>No □</td>
<td>No □</td>
</tr>
</tbody>
</table>

Please list them in order of importance: _______________________________________________________

17. Do you have family members who are working in agriculture, health or ICT sectors (please check all that apply)?

<table>
<thead>
<tr>
<th>Agriculture</th>
<th>Health</th>
<th>ICT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes □</td>
<td>Yes □</td>
<td>Yes □</td>
</tr>
<tr>
<td>No □</td>
<td>No □</td>
<td>No □</td>
</tr>
</tbody>
</table>

18. Do you think there are opportunities for youth in these sectors?

<table>
<thead>
<tr>
<th>ICT</th>
<th>Agriculture</th>
<th>Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes □</td>
<td>Yes □</td>
<td>Yes □</td>
</tr>
<tr>
<td>No □</td>
<td>No □</td>
<td>No □</td>
</tr>
</tbody>
</table>

19. Do you see yourself working on a contract or starting a small business in these areas?

Yes □       No □
If yes, please check one or more answers that apply and explain below:

<table>
<thead>
<tr>
<th>ICT</th>
<th>Working on a contract □</th>
<th>Starting a small business □</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>Working on a contract □</td>
<td>Starting a small business □</td>
</tr>
<tr>
<td>Health</td>
<td>Working on a contract □</td>
<td>Starting a small business □</td>
</tr>
</tbody>
</table>

20. How would you rate your skills in the following areas?

<table>
<thead>
<tr>
<th>Area</th>
<th>Very poor-1</th>
<th>Poor -2</th>
<th>Fair-3</th>
<th>Good-4</th>
<th>Excellent-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soft skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitation skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(in groups/teams)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managing conflict</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpersonal skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mobilizing resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(loans, grants)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic business</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business expansion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conducting business</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparing CV and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>interviewing in</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managing time and</td>
<td></td>
<td></td>
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<tr>
<td>delivering on time</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Networking with</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>employers or business</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>partners</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICT-related skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using Microsoft Excel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>for business</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>accounting/ book</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>keeping</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making Powerpoint</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>presentations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using Microsoft Word</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

For those interested in employment, answer questions #21 through 24, skip #25-27, and continue through the survey. For those interested in self-employment, skip #21-24 and answer #25 through the end of survey.

IV. Employment

21. What kinds of jobs do you think are available for a young person like yourself (to hold further discussions during FGDs)?

<table>
<thead>
<tr>
<th>Sector</th>
<th>Types of Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Agriculture</td>
</tr>
<tr>
<td></td>
<td>Health</td>
</tr>
</tbody>
</table>

22. Do you feel that you are ready and skilled enough to take on these jobs?

Yes □ No □

23. What do you see as challenges in terms of acquiring additional knowledge, skills and resources? (Please check all that apply and explain below):

| Need help with interviewing and CV preparation □ | Need help identifying job opportunities □ | Need more business knowledge □ | Need more technical skills □ | Need more soft skills □ | Need ICT or computer skills □ | Need resources □ |
24. Explain what kinds of skills training or support you think you need to take on these jobs (to follow up in FGDs)?

| Job placement support (help with CV and interviewing skills etc) |
| Identifying job opportunities |
| Acquiring business knowledge (language etc) |
| Technical skills (sector-specific technical skills) |
| Soft skills (team work etc) |
| ICT or computer skills (Microsoft office applications etc) |

V. Entrepreneurship

25. What kind of opportunities you think are available for you? What kind of business do you see yourself establishing?

| Sector | Types of Opportunities / Businesses |
| ICT |  |
| Agriculture |  |
| Health |  |

26. What do you see as challenges in terms of requiring additional knowledge, skills and resources? (Please check all that apply and explain below):

<table>
<thead>
<tr>
<th>Need a good business idea □</th>
<th>Need more knowledge □</th>
<th>Need more entrepreneurship or business skills □</th>
<th>Need more technical skills □</th>
<th>Need more soft skills □</th>
<th>Need ICT or computer skills □</th>
<th>Need resources □</th>
</tr>
</thead>
</table>

______________________________________________________________________________________________

27. Please explain what kinds of skills training you think you need to start small businesses in agriculture and health sector?

| Business idea incubation |
| Technical skills |
| Entrepreneurship skills |
| Soft skills (customer relations, managing conflict etc) |
| ICT or computer skills (Microsoft office applications etc) |
| Other support (resources etc) |

VI. Conclusion

28. Where do you see yourself in the next 5-10 years? What are your future employment goals?

______________________________________________________________________________________________
Appendix VI  Interview, Focus Group Discussion and Stakeholder Consultation Protocols

Introduction

First, we have a short survey (anonymous) for you to fill out for about 20-25 minutes before the focus group discussion (FGD) which will be about an hour. Each FGD should have no more than 8-10 youth.

In the beginning, it is recommended that the facilitator ask youth where their home residence is to have a better sense of urban vs. rural vs. peri-urban representation, following up on the survey. If the facilitator is in a situation where he needs to pick out 8-10 students out of a larger group of youth who have taken the survey in places like Kigali, then he should make sure the FGD has a proper representation of urban vs. rural vs. peri-urban youth.

In cases where there is a mixed group of youth, then the facilitator should consider putting in place a system to remember where each youth is originally from in order to facilitate the discussion more effectively. For example, if youth are sitting in a circle, perhaps put a peri-urban youth in on the left, urban youth on the right and peri-urban in the middle so that the facilitator can keep track of youth and ask follow-up questions more effectively.

Similarly, if the facilitator is not familiar with specific youth groups participating in the FGDs, it is better to have those interested in entrepreneurship on the left hand side of the circle and those interested in employment on the right hand side.

FGD Methodology and Protocols

Facilitator welcomes group and thanks youth for their participation. Facilitator then explains purpose and methodology of the focus group discussion:

- We are here to conduct some research around the realities of young people.
- We are confident that your voices and thoughts will lead us to better support youth.
- We plan to use your thoughts and ideas – not your names. Your information will be kept confidential.
- We encourage everyone to be honest and open. Feel free to express different opinions.
- We will be using a ball to help us manage the dialogue (throw it around and explain) – can replace it with others.
- If you have any questions, please feel free to ask at the end of our time. If you don’t want to answer, you don’t have to do so.

<table>
<thead>
<tr>
<th>Key Question</th>
<th>Probing Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell us about the most important accomplishments thus far in your lives (to learn more about youth and also to make youth feel comfortable)</td>
<td>What assets, skills, knowledge allowed you to do this? Where did you obtain these skills?</td>
</tr>
<tr>
<td>Are today’s youth motivated to become employed?</td>
<td>Why or why not? What is the least amount of money per hour youth will readily work for? What employment options do they have?</td>
</tr>
<tr>
<td>How and where do most youth you know earn money?</td>
<td>Do you and your colleagues earn money working in formal or informal jobs? How would one typically go about finding a job?</td>
</tr>
<tr>
<td>Do you feel like you are prepared to get a job or start a small business?</td>
<td>Why or why not? (here it is helpful if you have those interested in self-employment on one side and those interested in employment on the other side to facilitate the discussion) If not, what do you think are training needs?</td>
</tr>
<tr>
<td>Key Question</td>
<td>Probing Questions</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Are you interested in entering agriculture, health or ICT sectors?</td>
<td>Why or why not?</td>
</tr>
<tr>
<td>Do you think there are opportunities for you to get a job or start a micro or small business?</td>
<td>Why or why not? If yes, what kinds of opportunities or what do you want to do? Facilitator to quickly identify youth who are interested in health vs. agriculture vs. ICT and follow up properly and effectively in terms of what kind of activities they are interested in doing.</td>
</tr>
<tr>
<td>What do you think are challenges you would face?</td>
<td>Is it lack of skills? Lack of knowledge? Major challenges to join existing cooperatives? Perceptions of youth? For example, do you think you would have to move to rural or peri-urban areas to engage in agri-related business? Or could you do it where you are, for example, poultry business?</td>
</tr>
<tr>
<td>What kind of additional knowledge, skills training or support you need?</td>
<td>Dig deeper on whether it is technical, business (language), soft skills training needs OR other such as financial support etc.</td>
</tr>
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<td>What do you think are challenges you would face?</td>
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</tr>
<tr>
<td>What kind of additional knowledge, skills training or support you need?</td>
<td>Dig deeper on whether it is technical, business (language), soft skills training needs OR other such as financial support etc.</td>
</tr>
<tr>
<td>Are you currently looking for employment?</td>
<td>Is it in the ICT, agriculture, health or other sector?</td>
</tr>
<tr>
<td>If yes, what are your three most critical challenges?</td>
<td>Here the facilitator should probe to know why the youth is interested in working in this particular sector. Is it skills related, influenced by relationships/locality or easiness to gain employments given current status? The facilitator should also allow the youth to identify opportunities outside the target 3 sectors.</td>
</tr>
<tr>
<td>What are your three most important employment concerns, goals, or objectives?</td>
<td>Same as above – the objective to provide the youth to express their aspirations outside the 3 sectors – in case they choose to do so.</td>
</tr>
<tr>
<td>Are you currently aware of ICT training programs? If yes, is ICT training integrated with other offerings?</td>
<td>The objective is to ascertain whether ICT training is the primary motive for the providers, and if the training is supplemented by other life or basic skills? Here the facilitator should probe to establish the trend or linkage between the various trainings offered and youth employability. Also, ascertain the level of collaboration between training providers, with the intent of identifying potential partners for the IYF project.</td>
</tr>
</tbody>
</table>

**Stakeholder Consultations**

- Could you please provide some **background information** on initiatives that are being supported by your institution related to **ICT/Agriculture and Rural Development/Health** that you are focusing on?
- Can you provide us any input for labor market assessment for employment opportunities in the agriculture sector in terms of:
  1. Defining value chain
  2. Optimal firm sizes
  3. Identifying growth subsectors for youth employment opportunities in areas of ICT and entrepreneurship?
- As for these sub-sectors you mentioned, what do you see as **primary needs** in the areas of youth ICT and entrepreneurship?
- What kinds of technical and soft **skills** are in demand for youth to enter this sector?
- Can you share information on **training programs or models** that you think are effectively addressing these needs?
- Part of our initial desk review and research phase will be identifying current **curricula** that could be relevant to our efforts. Are there any curricula you are aware of that are worthy of inclusion in our mapping exercise?
- Are there **other materials** that should be part of our research and desk review as we commence this study?
- Do you have **recommendations on others** that might have potential ideas or suggestions about how to best frame our study in each of the target countries?
- Are there **potential leverage partners** that we should explore for collaboration? What kinds of **resources** you think are available? Do you see any linkages with the work that you are doing in Africa?
- Do you have any other comments or suggestions?
Appendix VII  Employer Questionnaire Form

General Information
Name of person (or persons) interviewed and position: 

Name of Enterprise: 

Sector: 
- Agriculture
- Health
- ICT
- Other, specify: 

Sub-sector: 

Products or Services: 

Type Ownership: 
- Public
- Private
- Other, specify: 

Year began operations: 

Total value of operations in Rwandan francs: 

Location of operations: 

Address and phone contacts: 

1. How many employees do you have?

<table>
<thead>
<tr>
<th>Current Employees</th>
<th>Number</th>
<th>Full Time</th>
<th>Part Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical/skilled</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-technical/unskilled</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. What is the current status of the company? (Please circle one)
   1. Growing: By how many people in the next 6-12 months? ____ (if not sure, please put N/S)
   2. Stable
   3. Downsizing
   4. Not sure/ no response

3. Please identify the current entry-level jobs in your company which minimally skilled youth (aged 18-24) could be hired for technical or administrative positions? (Note: Record responses to Q3-9 in table found below)

4. What is the starting monthly salary for the occupation in Rwandan francs?

5. What are the main technical skills required for this occupation?

6. What are the main soft skills required? (Use list of the main soft skills to code response)

7. Are there any language or technology ICT skills required?
8. What is the minimum educational requirement for the occupation? (Use code less than primary school graduate, secondary school graduate, secondary school leavers, technical college)

9. Total number of positions and number of current vacancies.

10. Does the position appeal to males or females?

<table>
<thead>
<tr>
<th>Name of position</th>
<th>Monthly salary (4)</th>
<th>Technical Skills (5)</th>
<th>Soft Skills (work habits, life skills &amp; attitudes) (6)</th>
<th>ICT, Administrative, Language, Basic math skills (7)</th>
<th>Minimum education level requirement (8)</th>
<th>Total current positions/ Vacancies (9)</th>
<th>Appeal to males or females (10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g., IT Sales Representative, Customer Service Agent, TA, Help-desk support</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

11. Did your Company hire anyone for any of these types of positions under the age of 25 (who are secondary school graduates or leavers) in the past two years?
   1. Yes
   2. No, find below
   3. Do not know

If answered no, please circle one of the below:
   1. none applied
   2. applicants attitude → please specify: ____________________________
   3. applicants skills → please specify: ____________________________
   4. applications’ characteristics (age, gender, background) → please specify: ____________________________

12. Was it hard to fill this job with young people, aged 18-24, who are secondary school graduates or leavers? ___________ (5-very easy to 1-hard)

13. If responded 3 or higher, skip to the next question. If rated, 1 or 2, ask, “What were the technical skills, soft skills, IT and other skills that were hardest to find?

<table>
<thead>
<tr>
<th>Technical skills</th>
<th>Soft skills</th>
<th>Administrative skills</th>
<th>IT</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

14. Do you think this is true for other companies in other sectors?
   Yes ☐ No ☐ Not sure ☐
   If yes, state the sector or sub-sector: ____________________________

15. What were the technical skills, soft skills, IT and other skills easiest to find?

<table>
<thead>
<tr>
<th>Technical skills</th>
<th>Soft skills</th>
<th>Administrative skills</th>
<th>IT</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
16. Has turnover among young employees (ages 18-24) hired for technical/entry level positions been a problem?
   1. Yes (Continue to Q17)
   2. Not sure/does not apply (Skip to Q18)
   3. No (Skip to 18)

17. What is the main reason for the turnover among young people in your company? (Pick no more than 2 reasons)
   1. Do not know
   2. Complaints salary or benefits
   3. Youth had unrealistic expectations about work
   4. Youth did not want to work hard
   5. Personal reasons (family, illness, school, etc)
   6. Under qualified (technical)
   7. Lack of soft skills
   8. Other, explain

18. Are there effective schools/programs/institutes which are teaching youth the technical and non technical skills that you need for your future employees? If yes, please list and rate them (5-excellent to 1-poor). If no, skip to Q19:

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Rating</th>
</tr>
</thead>
</table>

19. What specific advice would you give to training institutions or programs so that their training matches what your company (or industry) needs? (particularly for those skills hard to find)

___________________________________________________________________________________________________________________________________________

20. What kind of training is provided through your company for new employees in these positions? (Describe general areas of training; if none offered, write “None” and skip to Q22)

___________________________________________________________________________________________________________________________________________

21. Is this provided by the company itself or is it outsourced?
   [ ] Company does training
   [ ] Company outsources training/ Name of provider(s):____________________________________________________
   [ ] Mix of both

22. In the next 12-24 months, do you think your company will be hiring more ICT skilled workers?
   [ ] Yes   [ ] No   [ ] Not clear (Skip to Q24)

23. Approximately how many and in what positions or areas of the company?
   a. Number: ______________
   b. List type of occupations: _____________________________________________________________________________
24. Finally, as you look ahead over the next 12-24 months, considering your company’s projected needs, do you think ICT skills training requirements are going to change for youth to enter your company and industry?  

Yes ☐  No ☐  Not sure ☐

25. If yes, please explain how: __________________________________________________________

General Questions

26. What are ICT-related job opportunities for youth in your sub-sector in general? Please list them:  

______________________________________________________________________________________

27. Do you think that youth are prepared to take advantage of these job opportunities?  

Yes ☐  No ☐

28. If no, what are the technical, soft, administrative and ICT skills that youth need to take up these jobs? Please list them:  

<table>
<thead>
<tr>
<th>Technical skills</th>
<th>Soft skills</th>
<th>Administrative skills</th>
<th>ICT</th>
<th>Other</th>
</tr>
</thead>
</table>

29. Are there new business (entrepreneurship) opportunities that exist for youth in your sector?  

If yes, please elaborate where:  

______________________________________________________________________________________

30. What kinds of knowledge/skills do you think youth need to take advantage of these opportunities?  

<table>
<thead>
<tr>
<th>Administrative/Managerial</th>
<th>Technical skills</th>
<th>Soft skills</th>
<th>Entrepreneurial skills</th>
<th>ICT</th>
</tr>
</thead>
</table>

31. To what extent do you consider the following ICT competencies most important for entry level professionals (0=not sure, 1=not important, 2=somewhat important, 3=moderately important, 4=important, 5=critical)?  

<table>
<thead>
<tr>
<th>Technical Skills</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programming</td>
<td></td>
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<td></td>
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<tr>
<td>Networking</td>
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<tr>
<td>Microsoft Office Proficiency</td>
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<tr>
<td>Media Literate</td>
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<tr>
<td>Technical Access Literate</td>
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<tr>
<td>Internet Navigation</td>
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<tr>
<td>Web Design</td>
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<tr>
<td>Software and Hardware Maintenance</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>ICT Troubleshooting/Problem Solving</td>
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</tr>
</tbody>
</table>
32. Please rate the level of importance for the following institutional certifications (5-very valuable to 1-not valuable at all)

<table>
<thead>
<tr>
<th>Certification</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microsoft Unlimited Potential – Computer Fundamentals</td>
<td></td>
</tr>
<tr>
<td>Microsoft Multimedia</td>
<td></td>
</tr>
<tr>
<td>CISCO – IT Networking</td>
<td></td>
</tr>
<tr>
<td>Database Management</td>
<td></td>
</tr>
<tr>
<td>Government Certificate</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

33. What do you think ICT can do for your company?

34. In which areas or field? Please specify