



Technical and Vocational Education Training Institutions Way of Future for Youth Empowerment and Creation of Market-Oriented Job Opportunities in Rwanda

Isaboke Peter Kennedy Nyataya, PhD*

Senior Lecturer Cum Director of Academic Affairs and Quality Assurance, University of Tourism, Technology and Business Studies-Rwanda

***Corresponding Author:** *Isaboke Peter Kennedy Nyataya, Senior Lecturer Cum Director of Academic Affairs and Quality Assurance, University of Tourism, Technology and Business Studies-Rwanda*

Abstract: *In the contemporary developing countries, Rwanda, inclusive, technical and vocational education training (TVET) Institutions have emerged as one of the most effective human resource development strategy that has been adopted not only with a view to training and modernising the technical but also for producing skilled, quality and employable workforce required driving the engine of industrial and economic growth, nationally and internationally as well. Besides, they have been viewed as engineers and disseminators of competence-based education which has enabled the youth of today, to be seen and felt as change makers of the social and economic development of these countries. The Government of the day in Rwanda, has realised that for it to be able create for its population, it requires well trained and skilled workforce equipped with competence-based employable skills in particular. It has entrusted this to TVET institutions in the country and hence, accorded them a central place in its all round development. The aforesaid is testified by the increase number of TVETs and the support they are receiving from the Government. The general objective of the present study was to assess the role of technical and vocational education training institutions on youth empowerment and creation of job opportunities in Rwanda, taking Kwigira Vocational Training Center in Kigabiro sector, Rwamagana District as the case study. The specific objectives of this study were to identify the selected TVET's programmes directed towards empowerment of the youth in the area and evaluate the relationship between the TVET covered under the study and youth's empowerment in the area. Descriptive research cum correlation study designs were adopted for the study. The targeted study population was hundred (100) graduates and twenty (20) TVET trainers of Kigabiro Vocational Training Centre. Purposive sampling, stratified and simple random techniques were used in selecting the respondents. The sample size was ninety-nine (99; eighty (80) TVET graduates and nineteen (19) trainers determined by the use of Slovin's Formula. Questionnaire method used for collecting the required data from the selected respondents and analysed through the use of the Statistical Package for Social Sciences (SPSS-Version 21). It was found that Entrepreneurship Education Programme is the programme offered by Kwigira Vocational Training Centre, with a view to empowering the youth in the area and country in general. Besides, it was noted that the programme is supported by the Government. an indication of its importance and relevance not only to the individual youths, labour market but also to the Government Rwanda. Observed, too, was the fact that Kwigira VTC offers youth empowerment programmes which are tailored toward educating and empower youth with skills required by the labour market. Noteworthy mentioning here is that Kwigira VTC has numerous partners such as local government local communities and, local organisations across the region that, too, offer programmes, among others youth training in life skills. Youth Empowerment Programmes at Kwigira VTC have been have been incorporated in the training curriculum of the institution with a view to investing and addressing challenges, among them, youth unemployment and under-employment, facing communities in Kigabiro Sector in its environs. The researcher noted, the respondents of the study remained neutral on the issue whether Kwigira VTC has adequate mechanisms in place for the involvement of social partners in Technical Vocational Education Training with the aim of improving Youth Empowerment Programmes, presently, offered by the institution. Kwigira VTC has an active curriculum that offers entrepreneurship education which aim at enhancing the entrepreneurial skills of the youth enrolled in the facility in particular and communities in general of Kigabiro Sector of Rwamagana District. Again, noticed was the fact the centre has in its training curriculum programmes that are directed towards empowerment of the youth with skills meet the labour requirements, locally, nationally and internationally as well.*

Keywords: *TVET Institutions, Youth Empowerment, Market-oriented Job opportunities*

1. INTRODUCTION

Technical and Vocational Education Training (TVET), is a form of regular education that is directed towards providing people with the abilities, the skills, the knowledge and tend to offer better understanding in given vocations or general trades with a view to enabling the people concerned in order to become more productive in their respective countries. Besides, enabling people make meaningful and decent living for themselves and their families. The skills imparted through training enhances people's productivity and help them sustain their competitiveness especially in the international economy. At present, almost all the countries, worldwide, are directing their efforts towards initiating and promoting technical vocational education and training institutions which they found to be the main way of preparing the youth for national as well as international employment opportunities, which will help reach and serve all in society including the less privileged to empower them so as they can lead better and satisfying lives. Hence, it is worthwhile noting that TVET institutions prepare individuals for different employment opportunities and hence, labour market which will then serve as source for general change for the people at workplace and in the world as well. Which will eventually enable people to desire and aspire to have better living standards, enhance their job skills, besides, enabling them to achieve their goals in society.

Hollander and Mar (2009) pointed out that TVET institutions should be viewed as key instruments that helps to alleviate poverty. For Zarini et al (2009) noted that TVETs should be involved in developing and strengthening the young people globally in order to enhance peace and strengthen the security in the world. To Olabiyi (2013), empowering the young work force is a process that involves mainly encouraging them so that they become active nationals in their respective societies. Mentoring the youth through TVETs aims at equipping them with positive and applicable models that can support them so as to be viewed as the most profitable strategy to help them attain their utmost potentials as productive members of their respective communities. TVETs help to promote the social incorporation of youth through such as their diversity, ethnicity, religious, educational and economic status. They help to reduce the rate of unemployment among the youth. For they equip them with various skills needed and applicable to a given a country. Observed, too, is the fact that TVET institutions, with a view to empowering the youth socially and economically as well, offer them various training programmes such as auto mechanics, building, metalwork, carpentry, woodwork, plumbing, fitting, general electrical related work, entrepreneurship, home-based economics, agriculture among others. Research has shown that TVETs have been established with a sole goal of empowering the youth. They help in inculcating and developing the expected work norms; to disseminate relevant entrepreneur development skills; to offer specific trainings to the youth in readiness to take up employment positions based on their acquired and needed competencies and skills that they will make use of in developing societies; by fostering their actual behaviour development, will instil in them high level of responsibility and accountability to the society; the gained creativity skills and new energy will help in enhancing their delivery of services to the public and to a large extent, the knowledge from the TVETs might help to reduce unemployment among the youth and hence, helping to alleviate their poverty. Besides, TVETs are perceived to be tools that can enhance social inclusion, integration and incorporation of people from the general labor market. Again, they are believed to be credible and occupy a central position in the dissemination of general education which help them to address social and economic challenges that people face in today's world.

Today, the major challenge several developing countries are faced with as regards youth's empowerment is their failure to equip the youth with potential, appropriate and applicable skills that are key for their self-employment. The level of youth unemployment and underemployment among the Rwandan youth graduates is on the rising trend, hence, leading to high number of crimes and poverty level in the country. The country along sides with its international development partners and non-governmental organisations have initiated youth empowerment programmes with a view to mitigating the challenges of joblessness among the educated and qualified youth. However, these efforts from the Government of Rwanda and its development partners are yet find a clear and absolute solution to the aforementioned challenge to the youth. High rate of unemployment among the youth in any given country is one of the clearest indicators of the many challenges it could facing and hence, a great hindrance to its socio-economic development. Unemployment and under-employment among the well-educated and degree graduated youth in Rwanda is observed to be on an increase and

therefore, resulting into rise in socio-economic problems and sense of feeling among the youth that their capacity is looked down upon and under-utilised or not utilised at all. As result, poverty has become the order of the day to them. They feel ignored, disempowered and experience sense of alienation from the rest of the society. Today, further, youth empowerment maybe gained through institutions such as TVETs for the curricula they offer are generally aimed at empowering the youth with vocational skills, based on trainings which are largely geared towards the enhancement of human capacity, building and creating employ ability of the youth upon their graduation. The present high rate of unemployment and under-employment among the graduate youths, mainly due the nature of formal general education obtained from general educational institutions compounded with their low socio-economic status will be the thing of the past should the Government of the day sustain its efforts directed towards creating more TVETs and continue empowering the existing ones. Eventually, aforesaid will lead to empowering the youth with appropriate, relevant and applicable skills which will then ideally secure decent employment opportunities and hence, enabling them earn themselves, better socio-economic status in society as well as decent living standards.

Vocational education training has been viewed as veritable discipline for the attainment of self-reliance among the youth as seen in different dimensions. The increase in numbers of TVETs in Rwanda, today, it is observed as definite avenue for the youth to acquire variety of skills. However, it is noteworthy mentioning that TVETs face challenges such as lack effectiveness and relevance to the reality of the workplace, even in occupational fields that have indicated the need for skilled workforce. As a result, TVET graduates have remained unemployed due to inadequacies in practical hands-on competencies as pointed out by Musobo and Gaga (2012). Rwamagana District has demonstrated an outstanding achievement in the implementation of strategies for rural and human development through trainings, infrastructural development and creation of new employment opportunities. Rwamagana's District Development Plan (2017-18) has highlighted the contribution of its Five TVETs in the promotion of skills development among the youth in the District. The National Institutes of Statistics of Rwanda (2012) indicated that 35.4% of the youth were not actively involved in the labour market whereas 2.2% of them remained unemployed.

Vocational education training institutions more often than not tend provides appropriate, relevant and applicable skills for self-employment besides self-reliance. They tend to encompass practical, technical skills and knowledge through trainings they impart to the youth. Hence, they create and supply man power which then if well made use of might lead to general development of societies. It is therefore, pertinent that Governments and their development partners, especially, those in the developing world, endeavour to ensure that TVET institutions are well supported, equipped, facilitated in the production of relevant and appropriate programmes that are directed towards the empowerment of youth through creating for them future potential and sustainable employment opportunities in their respective countries, Rwanda, inclusive.

1.1. Technical and Vocational Education Training in Rwanda, Today

The Ministry of Education, Rwanda, developed first TVET Policy in adopted in2008, to address the identified shortcomings in trained human capital for technical professions and meet the major objectives of vision 2020, to create a knowledge-based and technology-led economy. Rwanda Polytechnic created in 2017, which took over the TVET implementation role previously conducted by the workforce development Agency (WDA). Rwanda Polytechnic has eight colleges designated as 'Integrated Polytechnic Regional Colleges', which offer advanced diplomas and diploma courses in fields such as civil engineering, agriculture engineering, hospitality management, electrical and electronics, irrigation and water engineering, wildlife tourism, forest resource management, mechanical engineering, information and technology and mining engineering. In 1994, Rwanda had five technical schools and a small number of vocational schools. By 2010 there were 69 TVET schools, and now, the number stands at slightly more than 360 TVET Centres with a population of about 103,000 students. It was noted that the number of graduates from these institutions, increased from a few hundreds in 1995 to 97,000 in 2018 and to present, which is over 400,000 (New Times June 13, 2019). Noted also, was the fact that, the growth of TVET students has increased innovation. Rwanda Polytechnic has planned for national awareness-raising programme directed towards sensitising and education the populations on the essence of TVET institutions in the social and economic development of the youth in particular and the country in general

1.2. Statement of the Problem

Kwigira vocational training centre is among the TVETs in Rwanda that have demonstrated their ability and capacity to empower the youth through the provision of education services as well as youth empowerment programmes tailored towards reducing poverty among the youth by empowering them with entrepreneurial skills. Despite the presence of this institution in the region and the significant strides that the Government of the day has made so far with a view to enhancing vocational education training in the country, the involvement of the youth in the labor market is still found to be low and hence, the trend on youth unemployment and under-employment on the rise. For instance, in Kigabiro Sector, it has been noted that 1.5% of the youth are unemployed while 14.9% are out of the labor market (NISR, 2012). There is no denying the fact that, at present in Rwanda, there is paucity of studies that have been conducted on TVET institutions and documented with a view to highlighting the influence and impact they have had on youth empowerment and employment in particular, amidst the restructuring the TVET as result of Rwanda's Education Sector reforms. in the recent past. Besides, the scanty and available literature on TVETs has mainly been drawn from the National Census Report of 2012, which, lacks to show the impact they have had on the lives of the employment of the young people in particular and Rwandan society in general, due to changes they have undergone and the dimensions they have taken up. Hence, make it somewhat difficult to any one researcher to ascertain whether the increase in youth employment in the Districts of Rwanda and more specifically in the Sectors is attributed to the enhanced TVETs' presence and interventions or other factors. It is, then, against this background that the current study aims at assessing the influence of technical and vocational education training on youth empowerment and employment in Rwanda taking Kwigira Vocational Training Center of Kigabiro Sector of Rwamagana District as the case study.

1.3. Objectives of the Study

The general objective of the present study was to assess the role of technical and vocational education training institutions on youth empowerment and employment in Rwanda taking Kwigira Vocational Training Center in Kigabiro sector, Rwamagana District as the case study. The specific objectives of this study were to identify the selected TVET's programmes directed towards empowerment of the youth in the area and evaluate the relationship between the TVET covered under the study and youth's empowerment in the area.

1.4. Significance of the Study

The findings from the present might serve as guide and help in setting up new structure, strengthen programmes directed towards the empowerment of the youth in Rwamagana District in particular and its environs in general. The outcome of the study might also provide useful information that might be adapted and adopted by both the Local Government and the National Government and their respective development partners as well, for instance, the importance and need for investing in the TVET institutions with a view to not only developing the area but also country through building strong, relevant and user-friendly youth empowerment programme which will eventually enable them to be absorbed in the present and future labour markets, besides, becoming their own job creators, which will, then, lead to the reduction of unemployed and under-employed youth in the area and in country, at large. The findings, too, may serve as building blocks and basic platforms for conferences, the workshops and seminars to facilitate future researchers and other parties the essence of on TVETs and the potential role they are plying and can play in empowering the youth and preparing them for future employment opportunities through their well-planned youth empowerment programmes. The managers of TVETs may also benefit from the findings of the study by being enabled to identify the strengths and market potentials of the programmes they offer and perhaps be motivated to invest more in TVETs as result help to enhance the skills of the youth and build potential opportunities for their present future employability. Through the study, youth in the area may receive useful information and enlightenment on the importance of TVETs to them and their future, hence, be motivated and encouraged to join aforementioned institutions with a view to enhancing their skills in readiness for available and future employment opportunities in the country.

1.5. Limitations of the Study

The benefits of the findings of the present study will go to Kwigira Vocational Training Centre covered under the study, besides, the residents of Kigabiro Sector in particular and its environs in general as result of the effects of spillovers.

1.6. Scope of the Study

The study focused on analysing the role and contribution of TVETs are making directed towards youth empowerment in Kigabiro Sector of Rwamagana District, disseminated to them in the form of skills development, education and economic empowerment. Its reference period was between 2014 and 2018, selected for it was during this period that the Rwanda of Government had concentrated and directed its efforts towards a reformed education sector, by putting much emphasis on the enhancement of vocational training with a view to empowering the youth and preparing them to become job creators in the area in particular and in the country as a whole.

2. LITERATURE REVIEW

2.1. Technical and Vocational Education Training (TVET)

The growth and development of any given country is founded on the social and also economic forms of contributions of the people (Ozoemena, 2013). There is no nation that can enhance the technological, the industrial and also economic growth without forming strong key partners and initiatives directed at creating wealth, the poverty reduction mechanism and also employment the generation of necessary skills (Akpomi, 2009). Technical and vocational education training is applicable to the practical training ingredients which are easily recognized since they are important to any country after being technologically reliable and also internationally relevant and competitive on the global market. Basically, TVET is concerned as one of the most productive mechanism of a country empowering its citizens so as to stimulate and also enhance sustainable and national key development projects, so as improve on employment, this also improves the quality of general life, so as to reduce poverty, to limit the general incidences of general social vices including joblessness and also to promote a form of culture towards peace, plus freedom and also general democracy. This is gainsaying which is from developed countries like including China, Japan, Germany, and USA which acquired great height due to increased industrialization due to regular investment in the technical kind of vocational type of education and also training of the people. In most of these nations, high schools offer TVET for a lifelong enterprise for the youth and empowerment (Ibeneme, 2011). Thus, TVET has largely been quite integral part for the national key development methods in several societies due to the influence and also the productivity including economic development.

The United Nations Educational Scientific and Cultural Organisation (UNESCO) and the International Labour Organisation (ILO) in their recommendations in 2000 on the technical and vocational education training for the current twenty-first century, defined the TVET as the main aspects for the educational kind of process that mainly involves the additional basic education, the study of technologies and other related sciences necessary in the acquisition of practical skills, attitudes and knowledge that is related to the occupations for the actual sectors for economic and social kind of life. Okwelle (2013), noted that, TVET largely explains the deliberate types of interventions that bring out the learning which could make the people even more productive (or simply to adequately productive from various designated places for economic activities for instance the economic sectors, the occupations, the specific related work and also tasks. Uwaifo (2010), describes TVET as the training and technical orientation for people who are starting, facilitators and implementers of various technological development for a country by disseminating sufficient training for its people that need to generally be technologically relevant and literate, that leads to a countries self- sustainability and also reliance. TVET not only equips individuals with vocational and technical type of skills, but also, ideally from a broader range including knowledge, skills and attitudes that are generally recognised as indispensable for the meaningful involvement both at work and also in life. This also involves the enrichment of various abilities that impact on the effective type of psychomotor or even cognitive kind of domains for the individual basically in readiness and entire entry of the state and the entire world so as to work and satisfy them intrinsically and meet the needs that are extrinsic in addition to the values, work and aspirations. Alhasan and Abdullahi (2013), pointed out that, technical and vocational education plays a major function in enhancing the general welfare of all the youths and communities, hence, increases their productivity, empowers people so that they are self-reliant and stimulates their entrepreneurship skills. Hence, a high quality TVET is a necessary tool, for largely, attaining better sustainable growth and for the empowerment of the youth for they need to be facilitated in order to promote their potential development related skills, knowledge, values and

understanding behaviour of people. They, too, serve as integral part of national development strategies for the vast majorities of societies that aim at creating strong human resources and their development, productivity for economic, national growth and development in general. In order to achieve empowerment that can be sustainable, attention need to be paid to strengthening and sealing the gaps in the education sector in Rwanda and TVETs can play a central role in this regard. Chinedu and Oladiran (2015) assessed the youth empowerment skills that were needed for the promotion of peace and national security, determined by techniques and strategies that could be adopted with a view to empowering the youth in Nigeria. This was based on data that was collected and analysed. The findings indicated that TVET experts advocated for empowerment of youth with skills in the fields that could focused horticulture, enterprising, engineering and construction. In addition, the respondents agreed that there were specific competencies that included, business skills, planning and management of finances, computation skills, that communication skills and interaction, customer care relation skills and besides, adaptability skills that are crucial in empowering the youth with skill-based training programmes. BulianYesuf (2015) evaluated the factors that would give explanation concerning distinctions in entrepreneurship skills that are required technical vocational education when training learners in various programmes. It was observed that the most predictable forms of variables of entrepreneurial skills and intentions are personal attitudes regarding behaviour as perceived through behavioural control, point of view. Therefore it was proposed that there should be maximum focusing adequate attention when developing curricula and training contents. Too, it was suggested that educational practices that there is need for adjustments for the inclusion of critical course contents that can facilitate effective decision making process, communication, entrepreneurial negotiations, leadership skills, efficient and effective use of available sources, leading to initiation of new products and key development, creative, critical and analytical thinking, in addition to service-based technological innovations.

2.2. Entrepreneurial Instruction Practices

Entrepreneurship and education mainly seeks to provide learners/students with knowledge, skills and the needed motivation in order to encourage to work for their entrepreneurial success. The entrepreneurship mainly entails the testing of a person's ideas based on reality. It is concerned with the transformation of ones' ideas by making them a reality. Ideally by focusing on the youth and entrepreneurship of education, the government can also foster the future types of innovations as noted by Akpan and Caleb (2013).The moment the youth begin developing new technologies, which, if combined with various available resources from their respective communities, can employ and train the locals, besides, developing products that can be sold to local markets and international markets. TVETs can be a success story in Rwanda if entrepreneurship and education can be incorporated into curriculum to be used by higher institutions of learning. The entrepreneurship can be of great significance to the youth and society in different dimensions: Universities can act as disseminators of entrepreneurship skills and cultural advancement and this in turn may spill over to non-business community, besides, graduated students might help in fostering entrepreneurial related culture; universities to play the role of a mediator in terms of entrepreneurship skills for students learning business related courses through which they could be equipped with various experiences and skills that could help them to identify potential and viable business plans and concepts that can provide them with the practical approaches to the business world and universities can work as locomotives in the area of business and development based on a strengthened political focus and business drive that will help to enhance the universities' relationships with their respective stakeholders in the field of entrepreneurial related fields and hence, facilitate the creation of regional related policies which can then be considered favourable for business including infrastructures (National Agency for Enterprise and Construction, 2004). Hence, business related education, regardless of their content or even process, ought to in existence to provide the needed orientation to the youth of Rwanda with a view to making them to be self-reliant and in turn help the nation to become economically self-reliant. Onweh et al. (2013), assessed the youth rates of empowerment and young people's incorporation in the business world from the education acquired from technical vocational education and training schools in Nigeria. It was observed that key credible strategies used integrating business skills in the TVETs in Nigeria included improved instructional resources and techniques such as case studies, industry and academia interaction, computer-based method of instruction and business games. Besides, rapport collaboration with entrepreneurs, teachers, development professionals, in addition to,

on-job trainings. It was further, noted that quality entrepreneurial activities had been designed for the learners with a view to making them not only creative and innovative but also equipping them with skills on problem solving competencies, risk taking, self-esteem, ability to effect change, self-confidence and on team skills. The study concluded that there was need for incorporating business education in the TVET training programmes, which will eventually, help the youth to become self-dependent and receive motivation from their respective national governments in the form of funds to enable them improve on their living conditions and strengthen their ability to start own businesses. Usman and Tyabo (2013) assessed the significant contribution made by the revitalised TVET institutions emphasise on empowerment of youth aimed at enhancing national socio-economic development and welfare of all the people. Too, it was pointed out that in order to resolve challenges that lead to poverty as a result of unemployment, the area that need to be given priority is the revitalisation of TVETs for adequate and timely empowerment of the youth. Oviawe (2010) evaluated the functions of business education in Nigeria. The findings showed that it is important to have the young people of Nigerian to be well trained and empowered with essential skills such business skills, the management skills, proper record keeping, the creativity and innovation skills.

2.3. Technical and Vocational Education Training

Technical and vocational education training is ideally the form of education that is designed to enhance and ensure learners are well equipped for gainful and rewarding employment. Okoro (1993), described vocational and technical education as part of education which essentially provides the actual skills, knowledge and attitude which are necessary for utmost effectiveness and employment. Dawodu (2006), pointed out that, technical and vocational education training is the most reliable vehicle for self-independence and reliance for one's economic prosperity and political level of supremacy overs in any given country in the world. According to Osuala (1981), technical and vocational education training is general form of educational related skills that involves the preparation of one's employment opportunities in industry and hence, meeting the society's expectations. Technical vocational education is relevant in cubing the current economic challenges facing different nations of the world. It is based on growth and advancement of technology and occupational mobility. It is the production of manpower that will apply scientific skills for the enhancement and provision of answers to challenges of environment, hence, ensuring that the environment is conducive and useful for people. Olaitan (1990), argued that, technical and vocational education training is generally for the provision of skills and knowledge which is necessary to the society. Hence, worthy concluding that technical and vocational education training is skill development programme that is needed to enhance Rwanda's chances of being among the top twenty economic countries of the world in the nearest future.

2.4. Youth Empowerment

World Bank (2011), defined empowerment as the procedure of enhancing the general capacity for the people and groups so as make independent choices and change the choices to have desired activities and outcomes. This definition implies that empowerment is actually the light for human capacity and building ideally for the purpose of making people and groups self-reliant. Heinsohn (2005), viewed empowerment as Individual ability to have effective options, capacity, transforming choices, desired actions and outcomes. To Ugoh (2008), empowerment is possible or assured when there is concrete steps that can be taken so to enable the young people acquire the expected skills that will eventually lead them to become self-independent and thereby becoming critical in acquiring empowerment and national sustainability. Ibeneme (2011), noted that, youth empowerment is a process for enhancing young people's ability and to make relevant choices so as to make transformational choices based on competences that are needed to improve the living conditions and also contribute to the society in which they find themselves in. The youth (aged between 18 and 36.) is ideally the age for adventure and it is a bridge from the adolescent and the mature adults or even the old age (Akande, 2011). When put succinctly by Okwelle and Ayonmike (2014), the youths are the economic backbone that propels development for any given nation.

2.5. Technical and Vocational Education Training and Youth Empowerment

Vocational education can be explained as those aspects of quality education, that tend to provide its recipients with the basic knowledge and practical skills necessary for ones' entry to labor global

market as self-employed. TVET if well implemented can build and develop practical and applicable skills to people that are important for national growth in the areas of commerce, agriculture industry which can then lead to socio-economic development. Youth empowerment related programmes are more often than not geared towards the acquisition of skills and a human development, the self-reliance, self-employment targeting poverty reduction clearly experienced by the youth especially in the developing world. It entail straining programmes which may not be fully operational in case technical and vocational education training which is ideally not properly integrated into them. This due to the fact that vocational and technical education training is practical and skill-based. Hence, there is need to enhance security in society for sufficient employment opportunities, job security and well balanced economy that is significant for the empowerment of the youth in a country. TVETS equip, develop and prepare the youth for better job creation opportunities. The gained skills can essentially lead to them to make significant contributions towards strengthening society and by meeting its expected social links to employment, creativity and sustainability as means for subsistence. Usma and Tyabo (2013), have noted that, TVET programme is an integral part of national development strategy adopted by different societies for it impacts not only their human resource development, productivity but also their socio and economic development. It is ,too, observed that good number of youths in Africa continue facing burning challenges such as lack/inadequate employment, underemployment and poverty mainly due to lack or inadequate skills, required competencies, which eventually, may end up denying one to access to the expected capital and unmet life expectations (African Union, 2012).Hence, the aforesaid means that one has to acquire the basic skills required in order to be able to solve the unemployment and underemployment challenges faced by the youth in Rwanda, today. This, can be achieved mainly by providing the youth with the expected basic vocational and technical skills, relevant skills that can then translate to one becoming self-reliance, self-employment and empowered with capital which they may be need with a view to setting up their own businesses. Besides, TVET have been found to play central role in enhancing welfare of the youth in particular and the entire society as well. Too, it increases productivity and empowers individuals to become self-independent and stimulates entrepreneurship. The actual businesses which can enhance investment in the community with a strong human work force as Chinwe (2008), observed. Vocational education is the actual missing part when it comes to the Rwanda's national development agenda and policy. This is partially so due to the fact that, although, TVETs largely seen to be quite short of citizens' support, leadership and levels of training, which can provide the youths with important skills in order to become not only productive business entrepreneurs but also innovative and creative with ideas that could improve the country's socio-economic status in a way of giving adequate space for personal freedom. It is important to note here that, TVET institutions have becomes essential tools for the achievements of aspirations of formal as well informal sectors of the African countries.

Morton and Montgomery (2013) evaluated the effects of Youth Empowerment Programmes (YEPs) on youth's self-efficacy, self-esteem, social, emotional and behavioural outcomes. The results found no serious significance and intervention by effects of self-efficacy and confidence on the youth. Nwankwo et al.(2013) assessed the actual processes of integrating TVET and the youth empowerment programmes which aim at the country's building and creation of jobs in Nigeria. It was observed that the efforts made by the government and other bodies that could assist in alleviating challenge of youth unemployment, which seemed to bear the expected outcome of the youth empowerment programmes. Noted was the fact that the integration of youth empowerment programmes that could easily equip the beneficiaries with practical skills which will lead to self-independence and reliance that will substantially help reduce the rates of underemployment and unemployment among the youth and hence, bring down to bare minimum which will then help boost financial and economic growth a country.

2.6. Youth Employment and Vocational Training

Youth's joblessness, globally, between 2008 and 2009, rose from 11.8 to about 12.7 percent and since 2011; there have been over 74.8 million youths that are jobless. Eichhorst et al. (2012) assessed technical vocational education and training systems from around the world. They observed that there were fundamentally clear indications that TVETs were highly valued and viewed as alternative core education system ideally for more effective as compared to school-based and TVET. The Informal type of training is an effective, but relatively lesser famous as of strengths as compared to those other types of vocational education.

2.7. Critical Review and Research Gap Identification

In the present societies, it is now a recognised fact that there is a close relationship between technical and vocational education training and youth empowerment. Research has shown that vocational training indeed has played an important part as regards the empowerment of the youth in the economically growing countries of Africa. However, most of the literature have not highlighted the significant avenues through which vocational education disseminated by the existing TVET institutions helped empower the youth, the nature of empowerment gained and desired outcomes. For instance, Chinedu and Oladiran (2015) assessed the youth empowerment skills that were required by the youth with a view to promoting peace and national security in Nigeria. While the study expounded on the entrepreneurial skills imparted by TVETs to the youth, the outcome of the training was not highlighted. Buli and Yesuf (2015), evaluated the factors that would give an explanation concerning the distinctions, when it comes to the entrepreneurship skills that are expected in technical and vocational education when training learners in a given programme. However, rather than assessing how TVETs entrepreneurial skills enhanced youth empowerment, the study focused on personal attitudes that hindered the programme. TVET has indeed has a great impact on youth’s empowerment in significant of ways. However, rather than investigating how TVETs have really empowered the youth, a number of studies have been s anchored on the shortcomings of the TVET curriculum as Onweh et al (2013), observed. Usman and Tyabo (2013) made an assessment on significant contributions TVETs youth empowerment with a view to enhancing national economy besides improving the welfare of the general population. The study emphasised on integrating TVET as an avenue of empowering the youth. In a similar way, Oviawe (2010) linked TVET with the development of inner abilities among the youth and hence their ability to fit into the job market and being able sustain themselves. It was observed that there was paucity in researches conducted TVET institutions and results published in Rwanda in particular and in the East African Community in general. Hence, It is against the aforesaid backdrop, the present research selected and conducted with a view to bridging the existing knowledge-gap on role the present TVET institutions have played and are playing directed towards youth empowerment in Rwanda, using Kwigira Vocational Training Centre of Kigabiro Sector of Rwamagana District as case study.

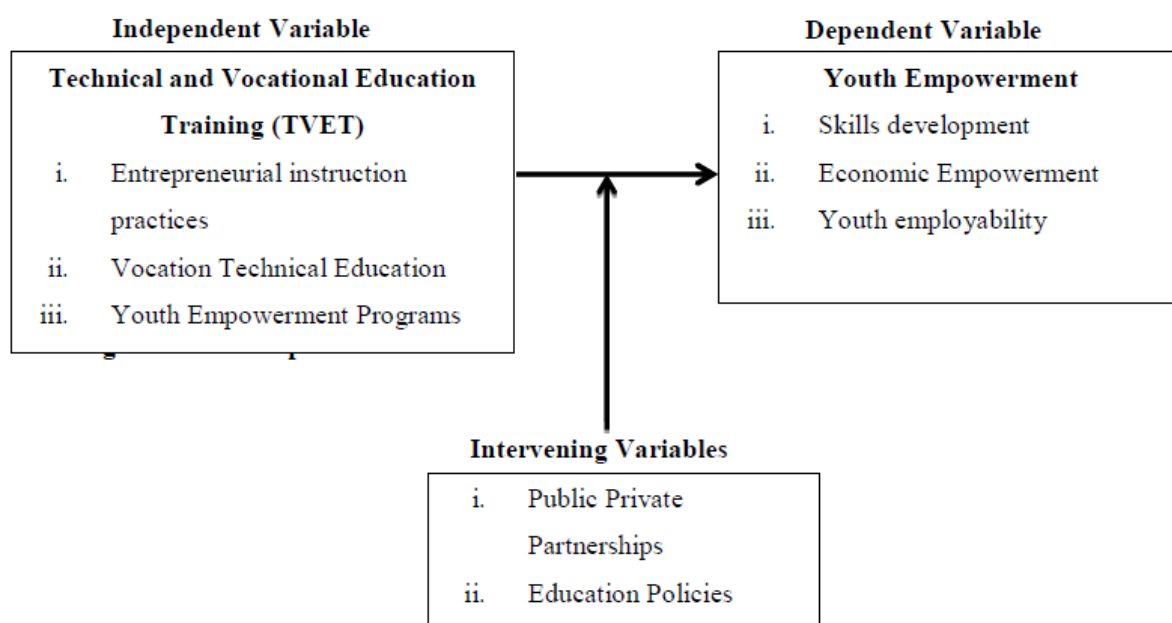


Figure2.1: Conceptual Framework

Source: Primary Data, 2018

Figure 2.1 illustrates the conceptual framework guiding the study. The independent variable which guided the study was technical and vocational education training (TVET). As indicated, TVETs empower the youth through the provision of entrepreneurial instruction, vocation technical education and youth empowerment programmes. The Dependent variable is youth empowerment that can be realised through enhanced skill development among the youth, economic empowerment and enhanced

employability of youth. It is, then, noted that through TVETs that youth can be empowered in different ways as illustrated. The intervening variables are public-private partnerships and education policies. Public-private partnerships in the ownership and implementation of TVET programmes can have potential effects on the operations of TVETs and hence, alter the nature of education and training to be provided to the youth. These partnerships also have the potential of effecting the implementation Youth Empowerment Programmes.

3. RESEARCH METHODS AND RESEARCH DESIGN

3.1. Research Design

Descriptive research design cum correlation research designs were adopted for the study

3.2. Target Population

The targeted study population was hundred (100) graduates and twenty (20) TVET trainers in Kigabiro Vocational Training Centre.

3.3. Sample Design and Sample Size

3.3.1. Sampling Technique

Purposive sampling design was used in selecting the respondents of the study. Stratified sampling was used to group respondents into different groups based on shared attributes and simple random, was used in selecting respondents from the sample size. Slovin's Formula was used in determining the sample size of the present study, which came to a total of eighty (99) respondents; eighty (80) TVET graduates and nineteen (19) trainers.

3.4. Method of Data Collection

3.4.1. Questionnaire Method

Two questionnaires were used to collect primary data. One questionnaire was used to collect data from TVET graduates and the other was used to collect data from the TVET trainers. The questions are asked were open-ended and close-ended as well.

3.5. Reliability and Validity

A pilot study was conducted with a few selected respondents in order to establish the validity of the research instrument. All responses were assessed and any anomalies rectified. The internal reliability was assessed through the use of Cronbach's alpha (α) that was calculated

3.6. Data Analysis Procedures

Fully filled in questionnaires were coded using labels that largely assign symbolic meaning to form descriptive information which were completed during the research process. Data processing involved feeding information obtained from the respondents through the administered questionnaires into the Statistical Package for the Social Sciences (SPSS- Version 21) data analysis software. Descriptive statistics was used in presenting the collected data in form of percentages, means and standard deviations. Inferential statistics, too was used to measure the relationship between the independent variables and dependent variables and, their predictions

3.7. Findings

It was found that Entrepreneurship Education Programme is the programme offered by Kwigira Vocational Training Centre, with a view to empowering the youth in the area and country in general. Besides, it was noted that the programme is supported by the Government. An indication of its importance and relevance not only to the individual youths, labour market but also to the Government Rwanda. Observed, too, was the fact that Kwigira VTC offers youth empowerment programmes which are tailored toward educating and empower youth with skills required by the labour market. Noteworthy mentioning here is that Kwigira VTC has numerous partners such as local government local communities and, local organisations across the region that, too, offer programmes, among others youth training in life skills. Youth Empowerment Programmes at Kwigira VTC have been have been incorporated in the training curriculum of the institution with a view to investing and addressing challenges, among them, youth unemployment and under-employment, facing communities in

Kigabiro Sector in its environs. The researcher noted, the respondents of the study remained neutral on the issue whether Kwigira VTC has adequate mechanisms in place for the involvement of social partners in Technical Vocational Education Training with the aim of improving Youth Empowerment Programmes, presently, offered by the institution.

4. CONCLUSION

Kwigira VTC has an active curriculum that offers entrepreneurship education which aim at enhancing the entrepreneurial skills of the youth enrolled in the facility in particular and communities in general of Kigabiro Sector of Rwamagana District. Again, noticed was the fact the centre has in its training curriculum programmes that are directed towards empowerment of the youth with skills meet the labour requirements, locally, nationally and internationally as well. Hence, it can conclusively be stated that from the findings of the present study the TVET in picture, indicated a positive correlation between Entrepreneurial Instruction Practices and Skills Development, a significant positive relationship between Entrepreneurial Instruction Practices and Economic Empowerment and a positive correlation between Entrepreneurial Instruction Practices and Youth Employability. The findings also deduced positive correlations between Youth Empowerment Programs and Skills Development and Youth Empowerment Programs and Economic Empowerment and a significant positive correlation between Youth Empowerment Programs and Youth Employability. The Government of Rwanda through its local partnerships with TVETs should create entrepreneurship support agencies as a way of supporting youth empowerment activities through such institutions. Kwigira VTC should put in place specific mechanisms that aim at promoting social partnerships in TVET with a view to improving Youth Empowerment Programmes that will, consequently, help in enhancing youth empowerment in the country. Kwigira VTC should organise and conduct regular interactive sessions with its stakeholders such as entrepreneurs, current TVET students and TVET graduates with a view to gathering their views on what to be done in order to handle and overcome the unemployment and under-employment challenges, presently, facing the youth in Rwanda in particular and the East Africa Community in general. The present research study has addressed the issue of youth empowerment from a narrow angle. Future researchers should perhaps look into the various contributions TVET institutions in the area have made and continue making directed towards bettering the degree of employability among the youth. Future researches should also be conducted through the use of case stories in order to ascertain the specific contributions of TVETs have made in regard to the general economy of the country.

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