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### RESEARCH ARTICLE

#### CONTRIBUTION OF TECHNICAL AND VOCATIONAL EDUCATION TRAINING SKILLS ACQUISITION ON YOUTHS' JOBS CREATION IN RWANDA, A CASE OF GASABO DISTRICT

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#### Abstract

The goal of this study is to examine the contribution of TVET skills acquisition to youths' job creation in Gasabo District, Rwanda. This study employed a cross-sectional research design and a quantitative methodology. The research target population consisted of 262 respondents from three categories. Headteachers, teachers, and school leavers of Gasabo District, Stratified and random sampling were employed to ensure representation from different categories, and the sample size of 158 respondents was calculated using the Yamane formula. The data was analyzed, and the association between skills gained from TVET schools and job creation was looked at using SPSS Version 21. To estimate the extent of the influence between variables, inferential statistics based on correlation and regression coefficients were generated. Statistical findings were analyzed in a descriptive and inferential way, where these findings indicate the correlation and regression results established by the study, which found there was a positive and statistically significant correlation between the contribution of TVET skills acquisition from TVET schools and youths' job creation in Gasabo District, Rwanda, with the majority of these correlations being greater than 0.05. Based on the research findings, the researcher recommended that Rwanda's technical and vocational educational training (TVET) plays a crucial role in skills acquisition and job creation among youth.

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#### Introduction:-

There are issues with unemployment and enormous pressure on finding work in the future. How can these be resolved? This is a difficult subject with multiple facets, including demographics and other changes, on top of a complex mix of systemic influences. Furthermore, crucial to enhancing economies' resilience and their capacity to support the creation of long-term jobs are skills. But if efforts to increase the skills supply are not matched with the economy's present and future need for skills, investing in skills will prove to be a dull tool. It is within the government's power to invest in jobs and education, as well as to stimulate and diversify economies (Contribution, 2021).

Jobs and a decrease in youth unemployment have been made possible by vocational education. While graduates pursue employment or self-employment, small traders and food vendors participate in TVETs. Higher rates of youth

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unemployment in developed and developing nations can be attributed to post-independence educational systems that placed a higher priority on academic quality than on vocational skills (Andala, 2020). By preparing them for a meaningful life, these initiatives seek to address youth's lack of vocational skills. The rate of youth unemployment in half of developed economies is higher than 15%. Vocational education and job creation are encouraged in an effort to lessen poverty. Following the Tutsi genocide, Rwanda changed its economic policies in a way that enhanced the provision of social services, infrastructure growth, and microeconomic performance (NISR, 2013).

The government of Rwanda is utilizing TVET schools, among other policies and strategies, to combat youth unemployment. Still, finding a job is difficult for recent graduates. By shedding light on how TVET skill acquisition affects job creation, this study seeks to close the knowledge gap and offer recommendations for practices and policies in education. The results may contribute to the reduction of graduate unemployment and the establishment of a society-based economy in Rwanda.

**General objective of the study**

To examine the contribution of TVET skills acquisition on youths’ jobs creation in Gasabo District, Rwanda

**Literature Review:-**

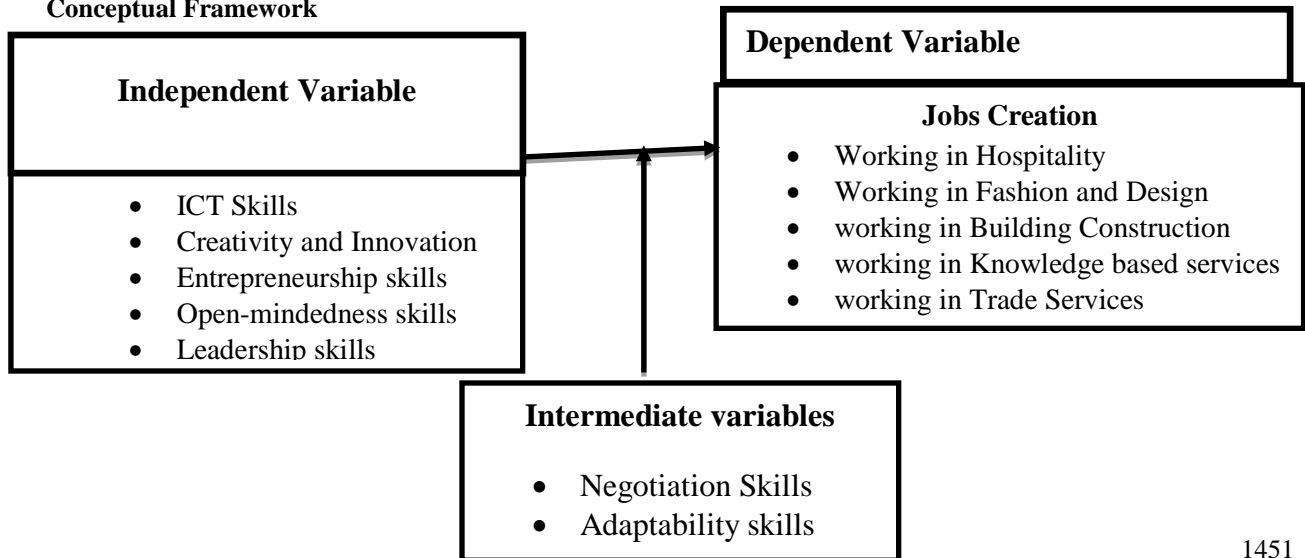
Economists are increasingly focused on the importance of so-called "soft skills" for labor market success. The evidence is overwhelming that these skills, also called "non-cognitive skills," are important drivers of success in school and in adult life (Deming, 2018).

In a bid to ensure that the government’s policy on technical vocational education and training (TVET) rakes in lasting and landmark legacies for the benefit of posterity, the government intends to collaborate with professional groups, associations, and bodies with expertise in science, technology, and vocational education to successfully prosecute an agenda for expanded and improved TVET in the country (REB, 2022).

According to the research, Gibb (2019). revealed that attending TVET schools helps students acquire different technical and practical skills that are needed on the labor market and in the workplace. Employers around the world are searching for highly qualified workers who can adapt to diverse workplace needs. This suggests that prospective workers need to go beyond obtaining specialized knowledge for any work and acquire generic or employability skills instead (Gibb, 2004). They must continuously develop knowledge, skills, and learning capabilities in order to respond to changing business activities and conditions on the labor market.

A central issue about labor market initiatives, particularly those providing TVET incentives, is whether job creation is supplementary. There are adjustments in the net employment rate that are of primary concern to organizations at the policy level. These acquired technical skills are the following: leadership skills. Interpersonal skills, learning and adaptability skills, organizational skills, problem-solving skills, open-mindedness skills, entrepreneurial skills, creative and innovative skills, and ICT skills. All of these skills acquired by school leavers are great contributors to their job creation and opportunities (Unesco, 2022).

**Conceptual Framework**



## Research Methodology:-

### Research Design

To determine how technical skills gained from TVET schools contribute to the creation of jobs for youths in Gasabo District, this study employed a cross-sectional research design and a quantitative methodology.

### Target Population

The targeted population of this research is headteachers of different TVET schools in Gasabo District, trainers and teachers, and school leavers and graduates. According to the NISR (2015), Gasabo District had a net secondary enrollment rate of 48.7%, which was higher than the country's average of 21% and higher than not just its sibling districts in Kigali City but also all other districts. Due to the availability of TVET schools in this district, these 13 schools were purposefully selected to participate in this study. The total target population of this research is 262 from different schools in Gasabo District, including 13 headteachers, 97 trainers and teachers, and 152 school leavers. Headteachers and trainers were found in their respective TVET schools, while school leavers were sampled by visiting different wood workshop sites, garages, hairdressing saloons, cyber nets, fashion design houses, small restaurants, and tailoring sites.

The Yamane formula, also known as Yamane's method, is a statistical formula that is used to determine the appropriate size of the sample given the population size in a research study. The formula was developed by a Japanese statistician (K. Yamane, 1967). The formula is as follows:  $no = \frac{N}{1+N(e^2)}$  where: No. is the sample size; N is the population size; and e is the level of precision desired (expressed as a proportion or percentage). 1 is a constant value that represents the total variance of the population. With our students' numbers from targeted schools, the following will be the sample size to consider:  $no = \frac{262}{1+262(0.05*0.05)} = 158$

252 respondents were selected following the stratified method as shown in this table.

**Table 3.1:-** Stratification of Sampled Category of Respondents.

Categories of Respondents	Number of Respondents	Sample to be taken
Headteachers	13	13
Trainers/Teachers	97	66
School Leavers	152	79
<b>Total</b>	<b>262</b>	<b>158</b>

Source: Research, 2024

Table 3.1. shows, 13 headteachers would all be participating, 66 trainers would be selected from different TVET schools in Gasabo District, and 79 school leavers would make the simple size of 158

The questionnaire was used to collect data from TVET schools' teachers and headteachers on how skills acquired from technical and vocational education and training contribute to the creation of jobs among graduates in Gasabo district, contribute to economic transformation, and increase productivity.

A stratified and random sampling technique was adopted to select the participants for this study. Each category was stratified; all lower secondary school students in the selected school who were willing to participate in the study were included until the sample size was reached; class levels were to have an equal proportion of respondents; and gender balance was to be ensured.

Validity A research instrument's ability to measure what it was designed to measure is referred to as content validity. It is usually assessed by subject-matter experts who evaluate the research instrument to ensure that its questions or items are comprehensive and relevant to the research question. This process may involve a review of existing literature, expert opinions, and other relevant sources to ensure that the questions or items are representative of the construct being measured. The aim of assessing content validity is to ensure that the research instrument is measuring the intended construct accurately (Fang-Yi Lo et al., 2020). The formula for calculating the content validity ratio (CVR) is:

Where Ne is the number of subject matter experts who rated an item as essential, and N is the total number of subject matter experts. There is no universally accepted CVR cutoff score, but some common guidelines suggest that an item should be considered essential if the CVR value is 0.78 or higher. Reliability and internal consistency

Reliability is the extent to which a research instrument yields consistent results across various items within the same instrument (McCombes, 2021). Cronbach's alpha, which evaluates the level of correlation between the replies to various items in the questionnaire or survey, is often used to quantify internal consistency and reliability. In this study, a pilot study was conducted on students who account for 15% of the targeted sample, but in a different school, the Cronbach's alpha was obtained from the analysis of the pilot study. Alpha values range from 0 to 1, with greater internal consistency and reliability being shown by higher values. Alpha values of 0.70 or higher are generally considered acceptable for research purposes. Alpha values below 0.70 suggest that the research instrument may need to be revised to improve its internal consistency and reliability (McCombes, 2021).

## Findings, Interpretations and Discussions:-

### Gender of the respondents

The gender of the people who participated was particularly essential in examining the contribution of TVET skills acquisition to youths' job creation in Gasabo District, Rwanda.

**Table 4.1:-** Gender Profile of Respondents.

	Headteacher		Trainers/Teachers		School Leavers	
	N	%	N	%	N	%
Male	7	53.8	33	45.5	47	59.4
Female	6	46.2	36	54.5	32	40.5
<b>Total</b>	<b>13</b>	<b>100.0</b>	<b>66</b>	<b>100.0</b>	<b>79</b>	<b>100.0</b>

**Source:** Primary Data (2024)

The information given in 4.1, 7 (53.8%) of the Head Teachers who were involved with the research are male, while 8 (46.2%) are female, 33(45.5%) of Trainers/Teachers who participated in this study are male, and 36 (54.5%) are female. In the case of School Leavers, 47(59.4%) are male and 32(40.5%) are female.

### Age of Respondents

It is very important to provide information related to age category of participants as depicted in the following Table 4.2

**Table 4.2:-** Age Group of Respondents.

Participant's age	Frequency	Percentage
21-25 years	78	52.1
26-30 years	33	17.5
31-35 years	32	17.02
36-40 years	15	7.9
41+ years.	10	5.48
TOT	158	100.0

**Source:** Primary Data (2023)

Table 4.2 shows that 52.1% of respondents are between 21 and 25 years old, 17.5% are between 26 and 30 years old, 17.02% are between 31 and 35 years old, 7.9% are between 36 and 40 years old, and 5.48% are over 41 years old.

### Education Qualification of Respondents

It was important to evaluate respondents' greatest level of qualification, which ranged from ordinary secondary school to advanced secondary school, bachelor's, master's, and doctoral degrees.

**Table 4.3:-** Education Attainment.

	Headteacher		Trainers/Teachers		School Leavers	
	N	%	N	%	N	%
Ordinary Level	-	-	-	-	79	100
Bachelors	10	76.9	66	100	-	-
Masters	3	23.07	-	-	-	-
PhD	-	-	-	-	-	-
<b>Total</b>	<b>13</b>	<b>100.0</b>	<b>66</b>	<b>100.0</b>	<b>79</b>	<b>100.0</b>

**Source:** Primary Data (2023)

Information presented in Table 4.3, 100% of School Leavers had ordinary level, Trainers/Teachers 100% have bachelor's degree. For the case of head Teachers, 76.9 % has bachelors' level and 23.07% have master's degree.

**Distribution by Work Experience**

Learning/teaching experiences for research participants is categorized by < one year, one and three years, four and six years and more six years. Data is shown in Table 4.4.

**Table 4.4:-** Work Experience.

Years	Teachers		Head teachers	
	N	%	N	%
<5	24	36.6	0	0
5 <10	20	30.3	8	61.1
>10	22	33.3	5	38.9
<b>Total</b>	<b>66</b>	<b>100.0</b>	<b>18</b>	<b>100.0</b>

**Source:** Primary Data (2024)

Data in Table 4.4 shows that 36.6% of trainer's teachers had under five years of experience, 30.3% had between five and 10 years, and 33.3% had over 10 years of experience. In a group of Head teachers, 38.9% have more than 10 years of experience, and 61.1% have between five and 10 years of working experience

**Presentation of Findings**

The data are analysed in line with the research goals and dependent variables. The research collected qualitative and quantitative data from 158 respondents. identify the relationship between the contribution of TVET skills acquisition from TVET Schools on youths' jobs creation

**Table 4.5:-** Correlation between the contribution of TVET skills acquisition from TVET Schools on youths' jobs creation.

		ICT Skills	Creativity and Innovation	Entrepreneurship skills	Open-mindedness skills	Leadership skills	Working in Hospitality	Working in Fashion and Design	Working in Building Construction	Working in Knowledge based services
ICT Skills	Pearson Correlation	1								
	Sig. (2-tailed)									
	N	186								
Creativity and Innovation	Pearson Correlation	.387**	1							
	Sig. (2-tailed)	.000								
	N	186	186							
Entrepreneurship skills	Pearson Correlation	.180**	.426**	1						
	Sig. (2-tailed)	.005	.000							
	N	186	186	186						
Open-mindedness skills	Pearson Correlation	.212**	.363**	.296**	1					

	tion									
	Sig. (2-tailed)	.001	.000	.000						
	N	186	186	186	186					
Leadership skills	Pearson Correlation	.069	.046	.066	.059	1				
	Sig. (2-tailed)	.287	.482	.307	.362					
	N	186	186	186	186	186				
Working in Hospitality	Pearson Correlation	.781**	.251**	.133*	.134*	.027	1			
	Sig. (2-tailed)	.000	.000	.023	.038	.672				
	N	186	186	186	186	186	186			
Working in Fashion and Design	Pearson Correlation	.805**	.270**	.145*	.165*	.887**	.030	1		
	Sig. (2-tailed)	.000	.000	.025	.011	.000	.638			
	N	186	186	186	186	186	186	186		
Working in Building Construction	Pearson Correlation	.855**	.276**	.122	.136*	.031	.865**	.885**	1	
	Sig. (2-tailed)	.000	.000	.059	.036	.637	.000	.000		
	N	186	186	186	186	186	186	186	186	
Working in Knowledge based services	Pearson Correlation	.693**	.309**	.073	.708**	.675**	.760**	.748**	.695**	1
	Sig. (2-tailed)	.000	.000	.023	.000	.000	.000	.000	.000	
	N	186	186	186	186	186	186	186	186	186
**. Correlation is significant at the									0.01 level (2-tailed).	
*. Correlation is significant at the									0.05 level (2-tailed).	

Source: Primary Data (2023)

Findings from Table 4.9 indicate A strong relationship was established between Working in Hospitality and the following statements: ICT Skills ( $r = .781^{**}$ ,  $p$ -value = 0.000), Creativity and Innovation ( $.270^{**}$ ,  $p$ -value = 0.000), and Entrepreneurship skills ( $.133^*$ ,  $p$ -value = 0.023). The connection is positive since the  $p$ -value was smaller than 0.05., explaining that the Working in Hospitality influenced by ICT Skills, Creativity and Innovation, Entrepreneurship skills, Open-mindedness skills, Leadership skills, and vice versa. For Working in Fashion and Design A strong relationship was established with ICT Skills ( $r = .805^{**}$ ,  $p$ -value = 0.000), the Creativity and Innovation ( $.251^{**}$ ,  $p$ -value = 0.000), and Entrepreneurship skills ( $.145^*$ ,  $p$ -value = 0.025). Open-mindedness skills: ( $r = .165^*$ ,  $p$ -value = 0.000). The connection is positively associated since the  $p$ -value was less than 0.05, indicating that Working in Hospitality is affected by ICT Skills, Creativity and Innovation, Entrepreneurship skills, Open-mindedness skills, Leadership skills, and vice versa. For working in Knowledge based services, a strong relationship was established with the ICT Skills ( $r = .693^{**}$ ,  $p$ -value = 0.000), the Creativity and Innovation ( $r = .309^{**}$ ,  $p$ -value = 0.000), the Entrepreneurship skills ( $r = .073^*$ ,  $p$ -value = 0.025), and the Leadership skills ( $r = .887^{**}$ ;  $p$ -value =

0.000). The connection is positively associated since the p-value was less than 0.05, indicating that Working in Hospitality affects ICT Skills, Creativity and Innovation, Entrepreneurship skills, Open-mindedness skills, Leadership skills, and vice versa. The study conducted by Kiroro (2019) in Kenya examined the role of supply-side influencers in the adoption of whole youth development (WYD) skills among TVET students in Kenya and found that wealthy regions and institutions with better infrastructure performed better in WYD skill acquisition. These findings emphasise the significance of WYD skills in addressing skills gaps and fostering economic growth.

**Table 4.6:-** Regression Coefficients between independent variable and Working in Hospitality.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.179	.106		11.080	.000
	ICT Skills	-.100	.072	-.118	-1.381	.010
	Creativity and Innovation	-.006	.080	-.307	-.069	.006
	Entrepreneurship skills	-.197	.074	-.233	-2.653	.009
	Open-mindedness skills	.101	.067	.433	1.499	.001
	Leadership skills	.353	.058	.412	6.076	.000

a. Dependent Variable: Working in Hospitality

**Source:** Primary data (2023)

Findings in Table 4.10 from respondents shows the regression analysis between dependent variable as Working in Hospitality, x: independent variable as ICT Skills, Creativity and Innovation, Entrepreneurship skills and Leadership skills, according to the result from respondents, ICT Skills was negatively statistically significant with Working in Hospitality (B = -.118, p-value = .0010), Creativity and Innovation was statistically significant with Working in Hospitality (B = -.307, p-value = .006), Entrepreneurship skills were significantly affecting Working in Hospitality (B = -.233, p-value = .009), Leadership skills was positively statistically significant with Working in Hospitality (B = .433, p-value = .000), and Leadership skills are significant affecting Working in Hospitality (B = .412; p-value = .000). The regression analysis resulted in a significant association between independent factors and working in hospitality.

**Table 4.7:-** Regression Coefficients between independent variable and Working in Fashion and Design.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.306	.123		10.647	.000
	ICT Skills	-.079	.084	-.687	-.946	.005
	Creativity and Innovation	-.018	.093	-.720	-.195	.034
	Entrepreneurship skills	-.112	.085	-.324	-1.310	.021
	Open-mindedness skills	.099	.077	.122	1.276	.003
	Leadership skills	.211	.067	.230	3.157	.002

a. Dependent Variable: Working in Fashion and Design

**Source:** Primary data (2023)

Findings in Table 4.11 from respondents to this study show the regression analysis between the dependent variable, working in fashion and design, and the independent variable, ICT skills, creativity and innovation, emotional abuse and intimidation, and leadership skills. The above shows that ICT Skills was negatively statistically significant with Working in Fashion and Design (B = -.687, p-value = .005), Creativity and Innovation was statistically significant with Working in Fashion and Design (B = -.720, p-value = .034), Entrepreneurship skills were significantly affecting Working in Fashion and Design (B = -.324, p-value = .021), Leadership skills were positively statistically significant with Working in Fashion and Design (B = .122, p-value = .003), and Leadership skills were significant affecting Working in Fashion and Design (B = .230, p-value = .002). The regression study resulted in a substantial association between the independent variables and enhanced working in fashion and design.

**Table 4.8:-** Regression analysis between Independent Variable and Working in Building Construction.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		

1	(Constant)	1.089	.120		9.081	.000
	ICT Skills	.013	.082	.014	.163	.007
	Creativity and Innovation	.152	.091	.163	1.677	.015
	Entrepreneurship skills	-.195	.084	-.205	-2.336	.020
	Open-mindedness skills	-.196	.076	-.230	-2.590	.010
	Leadership skills	.461	.065	.478	7.043	.000

a. Dependent Variable: Working in Building Construction

**Source:** Primary data (2023)

Findings in Table 4.12 From respondents to this study show the regression analysis between the dependent variable as Working in Building Construction among children and the independent variable as ICT Skills, Entrepreneurship skills, Open-mindedness skills, Creativity and Innovation and Leadership skills. The above shows that ICT Skills was positively statistically significant with Working in Building Construction ( $B = .014$ ,  $p$ -value  $= .007$ ), Creativity and Innovation was positively statistically significant with Working in Fashion and Design ( $B = .163$ ,  $p$ -value  $= .015$ ), Entrepreneurship skills were negatively significant affecting Working in Building Construction ( $B = -.205$ ,  $p$ -value  $= .020$ ), Open-mindedness skills was negatively statistically significant with Working in Fashion and Design ( $B = -.230$ ,  $p$ -value  $= .010$ ), and Leadership skills were positive significant affecting Working in Building Construction ( $B = .478$ ,  $p$ -value  $= .000$ ). The result of the regression analysis indicated that there is a significant relationship between independent variables and Working in Building Construction.

**Table 4.9:-** Regression analysis between Independent Variable and Working in Knowledge based services.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.391	.139		10.026	.000
	ICT Skills	-.113	.094	-.211	-1.201	.031
	Creativity and Innovation	.302	.105	.300	2.881	.004
	Entrepreneurship skills	-.134	.097	-.341	-1.385	.000
	Open-mindedness skills	-.172	.087	-.187	-1.970	.050
	Leadership skills	.202	.076	.195	2.673	.008

a. Dependent Variable: Working in Knowledge based services

**Source:** Primary data (2023)

Findings in Table 4.13 from respondents to this study show the regression analysis between the dependent variable as working in Knowledge based services and the independent variable as ICT Skills, Creativity and Innovation, Open-mindedness skills, and Leadership skills. The above shows that use of a braille machine was positively statistically significant with working in Knowledge based services ( $B = -.211$ ,  $p$ -value  $= .031$ ), use of a slate and stylus was positively statistically significant with working in Knowledge based services ( $B = .300$ ,  $p$ -value  $= .004$ ), use of an orbit reader was negatively significant affecting working in Knowledge based services ( $B = -.341$ ,  $p$ -value  $= .000$ ), Open-mindedness skills was negatively statistically significant with Working in Fashion and Design ( $B = -.187$ ,  $p$ -value  $= .050$ ), and Leadership skills were positively significant affecting working in Knowledge based services ( $B = .195$ ,  $p$ -value  $= .007$ ). The result of the regression analysis indicated that there is a significant relationship between independent variables and working in knowledge-based services.

## Conclusion and Recommendations:-

### Conclusions:-

After reevaluating the research's findings, it comes to the following conclusion: With regard to the first goal, the study finds that few, if any, schools in the Gasabo district have ICT skills, creativity and innovation, entrepreneurial skills, open-mindedness skills, and leadership skills for visually impaired learners.

The researcher reveals that the study found that working in hospitality, fashion and design, building construction, and knowledge-based services indicate the status of jobs created, which is due to TVET skills acquisition in Gasabo District, Rwanda.

The findings of objective three demonstrate that there was a positive and statistically significant correlation between the contribution of TVET skills acquisition from TVET schools and youths' job creation in Gasabo District, Rwanda, with the majority of these correlations being greater than 0.05.

### **Recommendations to the Study:-**

In Rwanda, the contribution of technical and vocational educational training (TVET) to skills acquisition and job creation among youths is significant. Here are some recommendations to further enhance this contribution:

**Strengthen TVET programs:** The Rwandan government should invest in strengthening TVET programs by providing adequate resources, infrastructure, and qualified instructors. This will help to improve the quality of training and make it more relevant to the needs of the labor market.

**Promote entrepreneurship:** TVET programs should include modules on entrepreneurship and business management to encourage youths to start their own businesses. This will not only create jobs but also foster innovation and economic growth.

**Foster partnerships:** Collaboration between educational institutions, private sector organizations, and government agencies is crucial in promoting TVET. These partnerships can help to align training programs with industry needs, provide internships and job placements, and enhance the overall quality of TVET.

**Promote gender equality:** Efforts should be made to encourage more girls to pursue TVET by breaking down gender stereotypes and providing them with role models. This will not only diversify the workforce but also contribute to economic development.

**Focus on practical skills:** TVET programs should emphasize practical skills that are in demand in the labor market. This includes technical skills, such as welding, plumbing, and electrical work, as well as soft skills, such as communication, teamwork, and problem-solving.

**Provide career counseling:** Career counseling services should be available to help youths make informed decisions about their chosen field of study. This will ensure that they are pursuing a career that aligns with their skills and interests.

**Promote apprenticeships:** Apprenticeship programs should be established to provide youths with hands-on experience in their chosen field. This will not only enhance their skills but also increase their chances of finding employment after completing their training.

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