

TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING AS FACTORS  
IN THE SOCIO-ECONOMIC DEVELOPMENT OF RWANDA A CASE STUDY OF  
BUSHOKI SECTOR, RULINDO DISTRICT

BY

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## DECLARATION

I, Albertine BAMUTAKE ZIKAMA, hereby declare that this dissertation is my original work and has never been submitted to any higher learning institution for any award.

Signed: .....

Student's name: **BAMUTAKE ZIKAMA Albertine**

## APPROVAL

This is to certify that the research entitled "*Technical and Vocational Education and Training as Factors in the Socio-economic Development of Rwanda a Case Study of Bushoki Sector, Rulindo District.*" has been done under my supervision and is now ready for examination.

**Signed:** ..... ~ .....

**Supervisor: Mr Naris Tibenderana**

## ABSTRACT

*Socio-economic development* gaps are a constraint to development in Rwanda. Technical and vocational education and training (TVET) has been advanced as a solution to this constraint in government policies and programs. This research assessed the TVET strategy of the government as a factor in the socio-economic development of Rwanda, taking the Bushoki Sector of Rulindo District as a case study. Specific objectives were to identify skills gained from TVET by its beneficiaries, establish the relationship between TVET and new enterprise development and job creation, thereby improving employment opportunities for its graduates and other job seekers, analyze the contribution of TVET to the satisfaction of basic needs and promotion of developmental activities generally, and recommend ways of improving TVET's effectiveness for the sustainable socio-economic development of the Bushoki sector in Rwanda. The study adopted a **mixed** approach, i.e., quantitative and qualitative methodology, to data collection and analysis, including the use of a questionnaire, interviews, and document reviews to collect data. The sample composition was 79 percent men and 21 percent women. The dominant skills generally **believed** to have been gained from the training program are: hair cutting and dressing (18 percent **of respondents**), tailoring (18 percent of respondents), handcrafts (14 percent of respondents), and driving (10 percent of respondents). Most of those graduates from TVET have gained jobs from others (48 percent of respondents), while others are self-employed (41 percent of respondents). The incomes of TVET graduates contribute to the provision of food (78 percent of respondents), health insurance (67 percent of respondents), social events (58 percent of respondents), buying clothes (52 percent of respondents), education (45 percent of respondents), building houses (25 percent of respondents), and savings (22 percent of respondents). Among the challenges of TVET, the study found the major ones to be limited access to credits, a skills gap, inadequate infrastructure, insufficient raw materials, and an uninformed population. Among the recommendations made in the study are the need to support the facilitation of credits, TVET cooperatives, and TVET training centers in rural areas. Rwanda will achieve long-term socioeconomic development goals with effective TVET interventions.