



IMPACT OF BUSINESS DEVELOPMENT FUND PROGRAMME ON EMPLOYMENT CREATION FOR TECHNICAL AND VOCATIONAL EDUCATION GRADUATES IN RWANDA: CASE OF MUHANGA AND RUHANGO DISTRICTS, 2016-2019

BY

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Received: 23 November, 2022; Accepted: 28 November 2022; Published: 30 November 2022

<https://brainajournal.com/paper?Id=119>

ABSTRACT:

The study was about the impact of business development fund programme on employment creation for technical and vocational education graduates in Rwanda: case of Muhanga and Ruhango districts, 2016-2019. The specific objectives were to scrutinize the activities of BDF in creating job creation in Ruhango and Muhanga Districts, to identify challenges faced by business development funds as well as youth in creating jobs in Ruhango and Muhanga Districts and to establish the relationship between business development funds and youth employment creation. The study used interviews, questionnaire, and documentary methods to correct data. The sample size of 94 respondents was through simple random sampling from 1561 youth members. Both descriptive and inferential analysis was used, in addition frequency analysis, a regression model was used to assess the contribution of BDF programmes of jobs creation. The findings were presented after analysis of corrected data. The results of descriptive analysis showed that surveyed beneficiaries indicates that the majority of beneficiaries appreciated BDF programmes and interventions (financial trainings on employment creation in technical and vocational education graduates, linkage services on financial institutions in employment creation and advisory services on employment creation, extension and sustainability) leading to facilitating jobs creation or employment promotion. The scrutinization of each programme shows that Access to BDA services and Access to BDF linkage services with financial institutions were significantly and positively contributing to employment creation through BDF programmes as shown by their coefficients of 0.946 and 0.697 respectively and confirmed by their standards levels of significance (sig. or p-values less than 5%).

Key Words: *Business development fund, employment creation, technical and vocational education*

1. INTRODUCTION

Job creation is best and sometimes sole option if you wish to follow specific career option, and being the way and manner of solving the jobless problems particularly among young people with working age. Youth Employment Report 2012, The Business Development Fund (BDF), The

Small and Medium Enterprise (SME) policy sets up the Business Development Fund, whose chief objective is to increase access to finance for small and medium enterprises. In addition, to increasing access to finances for SMEs, BDF also aims at raising public awareness about guarantee

funds and how they these funds can be accessed. The Business Development Funds has three main programs and various activities that are in line with the National Employment Policy. Agricultural guarantee fund: The agricultural Guarantee fund covers any productive projects developed in agricultural value chain.

These include primary agricultural production; processing of agricultural products; and agricultural support services. The second phase of the Rural Investment Facility (RIF2) falls in this program. Youth employment is at the center of the policy agenda around the world. The 2013 World Development Report emphasizes that employment not only matters for individuals' welfare, but also for social cohesion (WB, 2012)

Young people in all parts of the world, living in countries at different stages of development and in different developmental stages, seek to full participation in the life of civilization. There is a steadily increased number of unemployed youths registered in employment exchanges. The concept of job creation arises in the context of finding solution to solve the problem of unemployment. To make youth self-employed, it is necessary to impart self-employment skills through training. The training programmes should enable the youth and rural women to undertake their own businesses activities, but get first the preparedness of managing enterprise effectively (UNECA, 2005).

Premand P., *et al.*, (2012) highlighted the dramatic concerns of high youth unemployment in countries, some countries of Africa where youth unemployment rates are mostly among university graduates, and leaders of countries with competent scholars often look for better

2.Statement of the Problem

According to Rwandan Revised National Youth Employment Policy), the issues of unemployment, under-employment and potential labour have considered as a threat to national socio-economic development. It is in this regard; the Government of Rwanda through National Strategy for Transformation (NST1) sets ambitious and achievable target of creating

fitted policies to facilitate the transition of youth from universities education to work (World Bank, 2012).

In different developing countries, we experience high young and women unemployment rate, in 2009, Tunisia has long experienced high unemployment, particularly among new university graduates. For instance, in 2004, the forty-six (46) percent of total graduates were jobless 18 months after graduation (World Bank, 2009).

The country is trying to change from an aid dependent country into a middle-income country by developing its human capital with skills in different capacities to enhance employment creation for the entire population, which is dominated by the youth. For this to be achieved, the Government established five-year action plan for youth employment promotion and the strategies which is meant to help in developing the human capital by empowering the young people in the labor market so as to get decent jobs (NYEP, 2007).

We cannot go so far without justifying the reasons behind basing on Ruhango and Muhanga Districts, like wise in Ruhango there is no university to accommodate graduates from secondary schools and these induce them to go to Kigali to fetch for employment which creates other problems to the society in addition to this there are few stakeholders who offers jobs to the graduates in both districts and government target to turn the general education in TVET ones. As one from the region the rationality is to examine the impact that BDF in Ruhango and Muhanga played in Job creation among TVETs graduates.

1,500,000 decent and productive jobs for bridging the gap between poverty and economic development.

Among others, Business Development Fund has been established to with overall objective of solving issues related to lack of access to startup capital and equipment as main hindrances to

Rwandans with innovative and transformative business ideas that trigger jobs creation and employment promotion. The evidence shown that these BDF have limited coverage, poor organizational structures and some interventions

3. Objectives of the study

The universal aim of this research was to assess the impact of business development fund (BDF) programme on employment creation among graduates of technical and vocational education in Rwanda: a case of Ruhango and Muhanga Districts. This study specifically has these objectives:

- [1] To assess the impact of access to BDF financial trainings on employment creation

4. Hypothesis of the Study

Research hypothesis is a supposition or proposed explanation made on the basis of limited evidence as a starting point for further investigation. The

Hypothesis One:

H₀: There is no significant impact of BDF financial trainings on employment creation in technical and vocational education graduates.

Hypothesis Two:

H₀: There is no significant impact of BDF linkage services on financial institutions in employment creation.

Hypothesis Three:

H₀: There is no significant impact of BDF Advisory services on financial institutions in employment creation.

5. Literature Review

Technical and Vocational Training

TVET is concerned with the acquisition of knowledge and skills for the world of work. In the past, various terms have been used to describe elements of the field that are now conceived as comprising TVET.

The Second International Congress on Technical and Vocational Education held in Seoul in 1999 decided that the best, most comprehensive term to use is Technical and Vocational Education and

are donor driven. These realities stimulated researcher to evaluate impact of BDF programs to the job creation with a case study TVETs graduates in Muhanga and Ruhango district.

in technical and vocational education graduates;

- [2] To assess the impact of BDF linkage services on financial institutions in employment creation
- [3] To examine the impact of BDF Advisory services on employment creation, extension and sustainability

following are alternative hypothesis formulated for further investigation:

H₁: There is significant impact of BDF financial trainings on employment creation in technical and vocational education graduates.

H₁: There is no significant impact of BDF linkage services on financial institutions in employment creation.

H₀: There is significant impact of BDF Advisory services on financial institutions in employment creation.

Training (TVET). This is any education, training and learning activity leading to the acquisition of knowledge, understanding and skills which are relevant for employment or self-employment. TVET serves here as an overarching term to describe all kinds of formal, non-formal and informal training and learning provided by or in all different institutions, providers and learning locations.

Neill and Mulholland (2003) point out that the students' placement and/or work experience

programmes is very crucial for undergraduates as it exposes and prepares a student for the real working experience and as an external extracurricular learning activity. Having the

BDF Financial Training

In recent years, advanced and emerging economies have become increasingly concerned about the level of financial literacy of their citizens. This has stemmed in particular from improved levels of financial inclusion and rising middle classes in emerging economies, as well as wide-ranging developments in the financial marketplace, shrinking public and private support

As a result, financial literacy is now globally acknowledged as an important element of economic and financial stability and development. In 2012 and 2013, G20 leaders notably endorsed the OECD/INFE High-level Principles on National Strategies for Financial Education, recognized the importance of financial education for youth and called for the identification of potential barriers faced by youth in their access to financial products and financial education, and welcomed Progress Reports on

BDF Linkages on financial institutions

The ILO supports governments and social partners in designing and implementing integrated employment policy responses. As part of this work, the ILO seeks to enhance the capacity of national and local level institutions to undertake evidence-based analysis that feeds social dialogue and the policy-making process. To assist member States in building a knowledge base on youth employment, the ILO has designed the “school-to-work transition survey” (SWTS).

The current report is a product of the “Work Youth” partnership between the ILO and The MasterCard Foundation. It highlights the persistent disadvantages that youth face in accessing formal financial services and uses secondary sources, as well as the SWTS data sets, to provide limited evidence of a positive correlation between greater levels of financial inclusion and more successful employment outcomes for youth. It should serve as an important contribution to the dialogue on how policy responses and programme interventions in

vocational internship programmes offer many advantages for graduates, organisations as well as students (Hiltebeitel, Leaub et al., 2000).

systems, and shifting demographic profiles including the ageing of the population. Concern was also heightened by the financial crisis, with the recognition that lack of financial literacy was one of the factors contributing to bad financial decisions and that these decisions could, in turn, have tremendous negative spillovers (Meier, 2010)

Youth and Finance developed by the OECD on financial education and by the World Bank on financial inclusion (G20 Leaders communiqué, 2012; G20 Leaders communiqué, 2013). financial literacy is a key life skill for individuals. This includes Asia-Pacific Economic Cooperation Ministers of Finance who recognized “the importance of financial literacy as a critical life skill in the 21st century that can contribute to individual and families’ wellbeing as well as to financial stability in our economies.” (APEC Policy Statement, August 2012).

the field of youth financial services can be better designed to stimulate youth engagement in productive activities linked to job creation.

With the limited ability of public and private sectors to create sufficient numbers of good-quality jobs, many governments across the world are increasingly looking at proactive approaches to help youth realize their full economic potential, including investment in self-employment programmes that combine skills training and financial education with access to credit to start or grow youth-run businesses. Increasing access to financial services designed to meet their specific needs and boosting their financial capability to use those services effectively can enable youth (or their families) to invest in their education in order to improve their employability or create their own employment by financing livelihood activities, particularly if access is combined with nonfinancial business development services. Appropriately designed financial services can play a direct role in supporting young people’s transition into employment, particularly for youth who are

starting their own income-generating activities for which they require enterprise finance, insurance, leasing and payment services, such as

BDF Advisory services

This is a BDF service intended to equip small and medium enterprises with necessary entrepreneurial skills to build successful business enterprises. This service is also meant for (MFIs & SACCO) with their dedicated capacity building programs. For youth BDF provides assistance in project preparation: This is a service that is provided to the beneficiary who has a business idea, BDF assist in breaking down and properly preparing that business idea. The

Okun law theory

This theory indicates the negative relationship between unemployment and GDP and vice versa is called Okun's law, after Arthur Okun, the economist who first studied it, If the unemployment rate remains the same, real GDP grows by about 3 percent; this normal growth in the production of services and goods is a result of growth in the labor force, capital accumulation, and technological progress. In addition, for every one percentage point the unemployment rate rises, real GDP growth typically falls by 2 percent. Hence, if the unemployment rate rises from 6 to 8 percent, then real GDP growth would be $\text{Percentage Change in Real} = 3 - 2 * (8\% - 6\%) = -1\%$. In this case, Okun's law says that GDP would fall by 1 percent, indicating that the economy is

Theory of change

According to the UDG 2022, A theory of change is a process explaining how an intervention (s), is expected to lead to precise change in development, drawing on a contributing examination based on obtainable evidence. It helps to identify solutions to effectively address the causes of problems that hinder progress and guide decisions on which approach should be taken, considering UN comparative advantages, effectiveness, feasibility and uncertainties that are part of any change process.

This theory of change will help to identify the underlying assumptions and risks that will be vital to understand and revisit throughout the process to ensure the approach will contribute to the desired change. This study will use theory of

money transfers, in order to start, sustain and grow their businesses.

development and implementation of financial education programmes to youth need the involvement of several stakeholders with diverse backgrounds. In this respect, it is important that the government and the relevant public authorities take a leading and coordinating role here representatives of BDF advocate to youth to link them with different stakeholders and link with consultants in Projects for them to avail bankable project and provide advices on investment venture.

in a recession this theory is used in this research to show how unemployment increase can affect overall economy of the country and reflects on the economic growth and development enhanced by job creation or self-employment (Mankiw, 2001).

This theory is helpful to both graduates and policy makers; it shows clearly the needs of creating more decent and productive jobs as far as GDP is concerned. If no joint and concerted efforts invested by Government to indoctrinate citizens to create their own jobs, consequently the national production will fall down. So, for the country to know its economic growth must ensure job creation to majority of its citizens.

change to examine change caused by employment creation by BDF in Ruhango and Muhanga districts.

Theory of change can foster consensus and motivate stakeholders by involving them early in the planning process and by showing them how their work contributes to long-term impact. It can help others to understand and support the UN's contribution to change, as well as strengthen collaboration with other organizations that aim to contribute to the same outcomes, leading to stronger or new partnerships and better complementarity and coordination between BDF and Youth graduated in TVETs in job creation. clearly articulating its shared vision and strategy for how change can happen. A theory of change

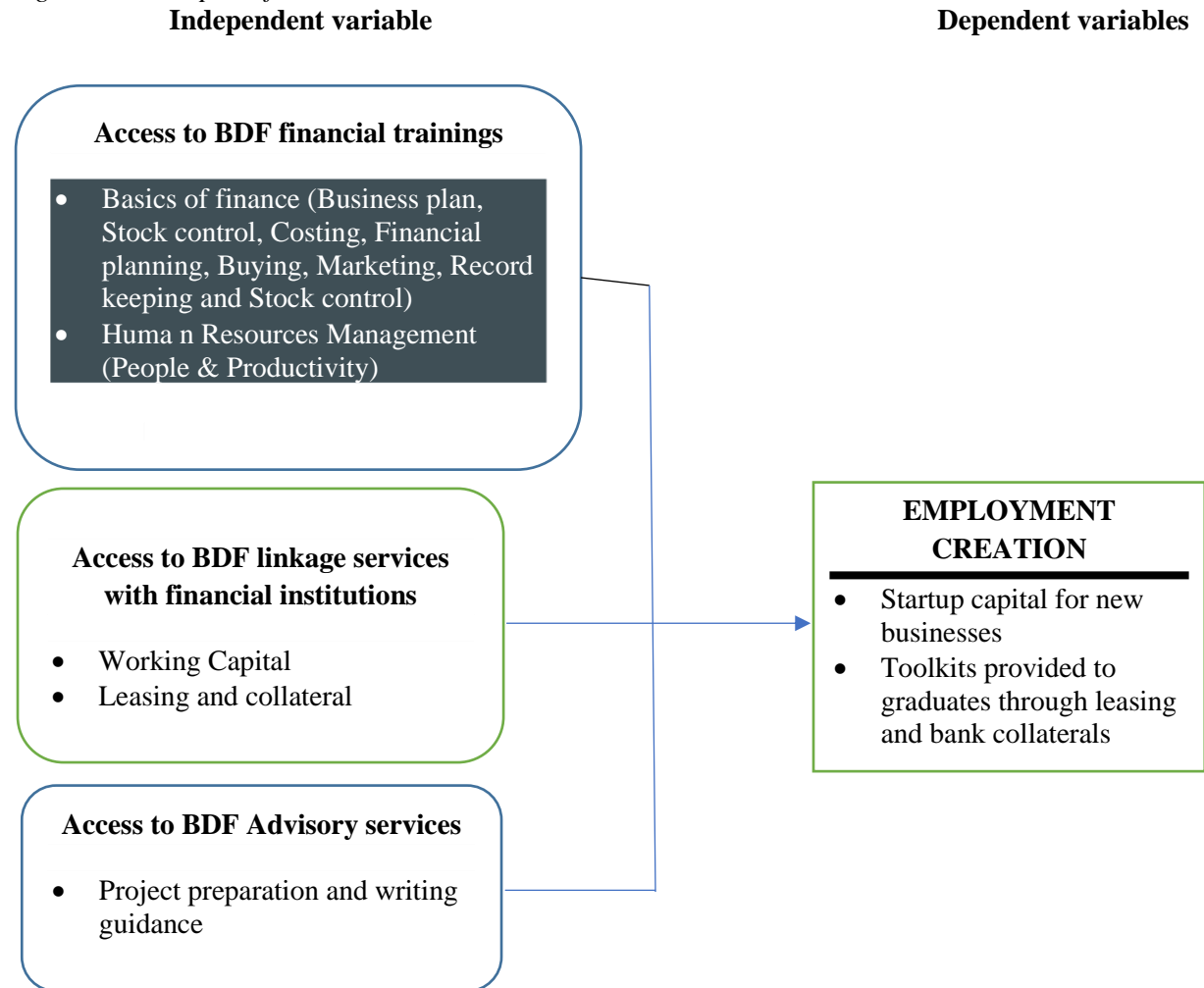
diagram or short text is a well-ordered and brief way to summarize the purpose of the BDF's work and communicate it to beneficiaries, stakeholders, donors, government and other

partners. It emphasizes real change to counterbalance discussions focused solely on resources, activities and outputs of different members of the youth in job creation.

6. Conceptual Framework

The conceptual framework is based on the relationship of independent variable and dependent variables.

Figure 1: Conceptual framework



Source: Researcher, (2022)

Programs BDF offers to TVETs youth graduates in Rwanda

In conceptualization of BDF and Job creation in Rwanda something should be mentioned: BDF cut across all sectors of the country's economy and offers one of the most fruitful foundations of employment, not to mention the breeding ground for Business and agriculture, which are critical for industrialization. The BDF are centralized to the businesses in both formal and informal

sectors, classified into farm and non-farm categories employing 1-50 workers. BDF was initially established in August 2009 to address the challenges and obstacles faced by the Government and BRD in enhancing SME financing. The inspiration behind the founding of BDF was an idea of BRD management to manage under a centralized framework the consolidation

and coordination of different Government guarantee funds, refinancing grants, and lines of credit designed to boost SME financing. This followed subsequent stakeholder consultations considering that despite the continuous efforts made by the Government to make these facilities

Role of financial programmes (BDF) on employment (Job) creation

According to Dezellus et al. (2015), Developed countries are said to have achieved their status due to availability of skilled man power among other resources key in the transformation of any country. In determination to join such countries, Rwanda has boarded on a sustained campaign to provide its citizens with technical and vocational skills that are relevant in both the ever-competitive regional and global job markets. BDF established to discourse constraints faced by the Government in attractive SMEs bankrolling and job creation. This is done through Technical Vocation Education and Training (TVET) system locally referred as any education, training and learning activity leading to the gaining of information, caring and skills relevant for self-employment among the youth (Kanyoni et al., 2015).

Challenges that Youth graduated meet in job creation

On an operational level, South Africa needs to “customize the best practices from the Singapore, Korea and Germany models into a new SA TVET model. This model should take into account the South African economic development phases, social-economic development challenges, and learner and community expectations. It will be a TVET system located in the democratic developmental state. The purpose of such a TVET system is to create opportunities for youth and adults to acquire skills, knowledge and values for lifelong learning. The curriculum therefore needs to address the needs of the learners, industry, and community or society. The development of job-related skills is, therefore, not only part of the TVET College sector’s purpose but also employment creation, poverty reduction, socio-economic equality and inclusive economic growth as part of a multi-pronged strategy. The idea is not to underplay the economic rationale of

accessible for utilization, criticism of their allocation, management and performance, was still highlighted. They all opted to harmonize the funds management under BDF as a central institution.

According to (Vogel, 2013) “Entrepreneurship is a key element in creating employment, a solution to combat the unemployment crisis and a response to community diverse demands. One strategy that has helped many developed and developing countries to overcome the problem of unemployment, has been the development of entrepreneurship” (Acs, 2010). According to NISR (2012) “78% of Rwandans are below 35 years of age, with youth comprising 40% of this age group. Overall, 63% of the youth are active in the labor force. Youth unemployment is highest in urban areas (9%) compared to rural areas (3%) and country wide (4%). The country’s high population growth rate makes structural and inclusive transformation particularly urgent to create non-agricultural and higher-productivity jobs for one of the fastest growing labor forces in the world...” (Fine et al., 2012).

TVET provision, but rather to highlight the need for colleges to subscribe to a broader developmental agenda beyond the rigidly narrow economic development approach. In a large number of cases, these represent survival strategies of vast sectors of the population living in deprived areas and predominantly active in the informal sector”.

9. Materials and Methods

The study used a descriptive and inferential research design in which this research designed to describe and infer what is already known about a BDF and TVET graduates and what additional information may be relevant.

The population under the presented study composed of the youth supported by BDF in Ruhango and Muhanga Districts and the total population were 1561 young entrepreneurs benefited from BDF Ruhango and Muhanga.

The selection of the respondents based on simple random sampling was used. This approach has advantage of giving all member of the study population an equal chance of being selected and participate in the research. The sample size of this study was 94 respondents calculated on the base of solving method. Slovin's formula as follows:

$n = N / (1 + N(e)^2)$

Where N = Total Population

n = Sample size

e = the margin error

N= 1561

e= 0.1

$n = 1561 / (1 + 1561(0.1)^2) = n = 1561 / (1 + 1561(0.01)) = n = 1561 / (1 + 15.61) = 1561 / 16.61$

$n = 93.92 = 94$

From the above calculation, the sample size is equal to 94 respondents. The simple sampling technique used to select respondents. Questionnaire, interview and the documentary

10. Findings and Discussion of the Results

Responses were collected from the number of respondents considered as sample size, and it was believed to be representative enough to allow generalization to take place because of the use of standardized approach of calculating sample size. In the presentation of the finding, statistical tables, figures and percentages were used to summarize the data. The data were collected manually while the findings presented in relation to the study

Gender and Age of respondent

The results of the analysis as depicted by the table 2 below cross tabulation of sex and age category of respondents indicates that 58.5% equivalent to 55 study participants were females compared to their fellow males of 41.50% equivalent to 39

review were employed in collecting both primary and secondary data. Data processing involved translating the answers on questionnaire into a form that manipulated to procedure statistics.

Both Descriptive and inferential analysis were used in this research. The descriptive analysis was done through frequency tables and charts or figures while regression analysis was done in order to reveal the contribution of each and every BDF program to jobs creation. This regression analysis clearly showed areas of improvement on BDF side and area of preference on the side of beneficiaries. In order to perform these analytical models, the Statistical package for social science (SPSS) was used.

The functional model for the study was specified as $Y_i = f(x_{1i}, x_{2i}, x_{3i})$ Where: Y_i = Number of Employments(job) created; x_{1i} = Financial training on employment creation

x_{2i} = Linkage to financial institutions for working capital gaining on employment creation

x_{3i} = Advisory services on employment creation

x_{1i}, x_{2i}, x_{3i} , are all forms of financial linkages associated with the individual financial institutions. The estimated model was specified as: $Y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \mu$, where " μ " is a stochastic term which is assumed to have random and real value, normally distributed with a constant variance and zero mean value i.e. $(\mu) \sim N(0, \delta^2)$.

objectives. The study findings are based on the data collected from 94 respondents of whom they were BDF programmes beneficiaries in Muhanga and Ruhango district. Therefore, the analysis was done on the responses of 94 respondents who presented their views through the research instruments (administered questionnaire).

participants. As also shown by the total rows, the majority of study participants were in the age range of 31 and above as illustrated by 54.3% and this category was followed by 45.7% of the age range of between 21-30 years old.

Table 1: Gender and Age of respondent

	Sex				Total	
	Female		Male		fi	%
	fi	%	fi	%		
Between 21-30 years	25	26.60%	18	19.10%	43	45.70%
31 and above	30	31.90%	21	22.30%	51	54.30%
Total	55	58.50%	39	41.50%	94	100.00%

Source: Field data, October 2022

Respondents ‘trades in TVET Program

The results of the study findings as depicted by the figure 3 about categories of TVET trades done by the surveyed BDF programmes beneficiaries indicates that 40.4% representing the majority did

tailoring in TVET, 21.3% did carpentry, 19.1% for culinary arts. Besides those three main trades, the findings also found that among the done trades includes masonry, welding and hairdressing.

Table 2: Respondents ‘trades in TVET Program

	Frequency	Percentage
Tailoring	38	40.4
Carpentry	20	21.3
Culinary Arts	18	19.1
Masonry	14	14.9
Welding	3	3.2
Hairdressing	1	1.1
Total	94	100

Source: Field data, October 2022

Source of information regarding BDF products

As beneficiaries’ source of information regarding BDF products indicates that 59.5% representing majority of beneficiaries got information from local authorities. This figure is in conformity with their mandate of showing young generation the source of information that can facilitate the

tremendous development of Rwandans. As also highlighted by the figure 5, other main source of information includes school/at TVET, Business Development advisors (BDAs), social media, their colleagues, and where some of the beneficiaries have been previously working.

Table 3: Source of information regarding BDF products

	Frequency	Percentage
BDA	10	10.6
Colleagues	1	1.1
Schools	1	1.1
Local authorities	56	59.6
Previous workplace	2	2.1
School	16	17.0
Social media	8	8.5
Total	94	100.0

Source: Field data, October 2022

Inferential Analysis

SPSS Statistics generated through linear regression model within three main tables (model summary, ANOVA and coefficients) assuming that no

assumptions have been violated indicates the effect of considered three main independent variables on employment creation through BDF programmes.

Table 4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.374 ^a	.140	.111	2.989

- a. Predictors: (Constant), Access to BDA Services, Access to BDF Linkage Services with Financial Institutions, Financial Training on Employment Creation

As depicted by the table 4 above providing the *R* and *R*² values. The adjusted *R*² value represents the simple correlation and is 0.374 (the "**R**" Column), which indicates a moderate correlation. The adjusted *R*² value (the "**R² Square**" column) indicates how much of the total variation in the dependent variable (employment creation through

BDF programmes), can be explained by the independent variables (Access to BDA Services, Access to BDF Linkage Services with Financial Institutions, Financial Training on Employment Creation). In this case, 11.1% can be explained, which is also moderate.

Table 5: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	131.056	3	43.685	4.890	.003 ^b
	Residual	804.104	90	8.934		
	Total	935.160	93			

- a. Dependent Variable: BDF Involvement in Employment Creation
- b. Predictors: (Constant), Access to BDA Services, Access to BDF Linkage Services with Financial Institutions, Financial Training on Employment Creation

As portrayed by the table 5 regarding analysis of variance, it is illustrated that the regression model predicts the dependent variable significantly well. Through looking at "**Regression**" row and go to the "**Sig.**" column. This indicates the statistical significance of the regression model that was run.

Here, *p* or *sig.* < 0.0005, which is less than 0.05, and indicates that, overall, the regression model statistically significantly predicts the outcome (employment creation through BDF programmes) (i.e., it is a good fit for the data).

Table 6: Regression Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	7.633	4.310		1.771	.080	-.930	16.196
	Financial training on employment creation	-.039	.118	-.035	-.335	.738	-.273	.194
	Access to BDF linkage services with financial institutions	.697	.312	.231	2.231	.028	.076	1.317

	Access to BDA services	.946	.420	.244	2.250	.027	.111	1.781
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a. Dependent Variable: BDF involvement in employment creation

The **Coefficients** table 6 above provides necessary information to predict employment creation through BDF programmes (Access to BDA Services, Access to BDF Linkage Services with Financial Institutions, and Financial Training on Employment Creation), as well as determine whether those programmes contribute statistically significantly to the model (by looking at the "Sig." column).

The regression equation is presented as follows:

$$\gamma = 7.633 - 0.039x_1 + 0.697x_2 + 0.946x_3$$
Recalling that x_1 = Financial training on employment creation

Conclusion

Despite the availability of some challenges as highlighted in the study findings showed that there is a significant impact of Business Development Fund programmes on employment creation for Technical and Vocational Education Training graduates in Rwanda particularly access to BDF

Recommendations

Based on the analysis of the study, the following recommendations were provided:

To the Government of Rwanda

On the basis of these findings, it is recommended that the government provides adequate regulations and policies to the BDF operating in Rwanda. The Government of Rwanda should encourage the formation, development of associations and

To BDF

BDF should increase number of branches in different area of country in order facilitating the young people for entrepreneurship
BDF should ease at possible extend the

Recommendations for future Researchers

To reveal direct, indirect and induced effects of BDF programs on jobs creation in Rwanda

x_2 = Linkage to financial institutions for working capital gaining on employment creation

x_3 = Advisory services on employment creation

The scrutinization of each independent variable shows that Access to BDA services and Access to BDF linkage services with financial institutions were significantly and positively contributing to employment creation through BDF programmes as shown by their coefficients of 0.946 and 0.697 respectively and confirmed by their standards levels of significance (sig. or pvalues less than 5%).

financial trainings on employment creation, BDF linkage services on financial institutions in employment creation and BDF Advisory services on employment creation, extension and sustainability.

network of entrepreneurs and BDF for purpose of training. Government should remove barriers faced by young graduates to acquire loans

accessibility of its programmes to its beneficiaries to instil entrepreneurial culture among Rwandans
BDF should train and equip the workforce with vital skills and attitude

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