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## **Education Support Programs and University Student Social Competence: An Impact Assessment of Generation Rwanda Program From 2004-2012**

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# Education Support Programs and University Student Social Competence: An Impact Assessment of Generation Rwanda Program From 2004-2012

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## Abstract

This study sought to point out how education support programs were successful in the creation of competences in students at higher learning institutions/ university level in Rwanda. Using the Generation Rwanda Program as a case study, the study aimed to show that to achieve student competence, it requires more than paying tuition fees and sending a child to school. The specific objectives of the study were; to establish success stories from Generation Rwanda scholarship beneficiaries; to assess challenges faced by the Generation Rwanda scholarship beneficiaries; and to establish the employer satisfaction with GR graduates at work. In the study, questionnaires and oral interviews were used for data collection. The study also referred to other written literature such as text books, journals, newspapers, reports and other sources on the internet relating to the topic of this research. The study was designed that both quantitative and qualitative data were collected by the use of the questionnaire and interview to generate respectively quantitative and qualitative data to respond to the study objectives. The target population was 404 from teaching staff, employers, NGOs involved in Higher learning, Government agencies in Higher education, Current GR beneficiaries, and Graduates from GR. The sample population was 92. Data analysis was done by the use of SPSS software for quantitative data and content analysis for qualitative data to analyze opinions, perceptions and views. Forty percent of the respondents confirmed the role of their organizations in pursuing further studies. The findings presented in where 65% agreed and 35% ascertained that working experience was also reached. All these translated success stories of the GR scholarship beneficiaries. Along with academic life, GR beneficiaries encountered some challenges as per Table 4.18, the scarcity of teaching staff was strongly highlighted 46.5% of the respondents. Lack of technology in education was another challenge as in in which 23.2% strongly emphasized. In spite of challenges, employers were satisfied with graduates employed in their respective institutions. Henceforth, motivation was one point of the areas of satisfaction as per where 79.3% replied that GR graduates were well motivated. The graduates presented positive image in team work as indicated strongly in by 51.7% respondents. Recommendations were therefore made to various stakeholders including the Government of Rwanda through the Ministry of Education, Higher Learning Institutions and Stakeholders in education sector to especially focus on how quality education programs can be sustainably established and managed.

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**Keywords:** *Education Support Programs, Social Competence, Impact assessment, Rwanda program*

## 1.0 Background to the study

To meet the globalization challenges successfully on the labour market, there is need to make significant improvements in terms of maximizing the effectiveness of vocational education and training instruction based on the specific design of curricula. According to Hsu and Chen (2021), to boost the economy and improve the human capital, workers who are especially unemployed, re-settling, semi-skilled need to constantly upgrade their skills so as to perform better and also improve their livelihoods. Since today's world is not static, but rather dynamic, Rwanda must keep up the development pace, the study wanted to find out how this can be done through provision of value higher education to the Rwandan youth. Quilter (2000) advises that with globalization affecting the order of the day, businesses are continuously challenged to upgrade and become more dynamic, flexible and responsive.

Normally, the benefits of education are channeled through the labor market. The better educated are more likely to find employment, are generally more productive, and are rewarded with higher earnings after employment. Although the benefits of education are more pronounced for the children of educated parents, social advancement is also possible for the poor who invest in education. The study's focus was on these poor children.

Economic globalization leads to an ever-increasing quest for competitiveness and a relentless search for niche export territories, often involving high-tech manufacturing, marketing and distribution. According to ILO (2021) by 2030 the global population is expected to have grown by 10 per cent with a large increase expected to occur in developing countries like sub-Saharan Africa, where educational attainment is lagging behind. So the need to access to lifelong learning and skills enhancement for their employees throughout their careers is very necessary. Universities must respond to these needs and to the other demands of a knowledge-based economy. The study looked at which of these needs are met and what should be done.

Rwanda is a relatively small, land locked country without many valuable resources such as minerals from which it can extract and earn valuable income. Rwanda's economy was devastated by the 1994 genocide against the Tutsi that destabilized social, political and economic life. To reconstruct the socio-economy; the country has survived on her agricultural produce, the tourism sector and most especially on foreign aid. In reference to the millennium goals, Rwanda's vision 2020, one of the pillars of concern was the education sector where Rwanda aimed to become a knowledge base. Mugabi (2012) quotes the 2011 World Bank report which states that over 4.7 per cent of Rwanda's GDP is spent on education indicating that the country has heavily invested in the education sector. However Mugabi advises that Rwanda should ensure that this investment is in skills that respond to economic needs noting that the country has a skills gap in the area of ICT and mining.

According to MINEDUC (2012), there are plans to, among other things, increase higher education quality and increase access to high-quality Technical and Vocational Education Training (TVET). The majority of children who are not in school live in Sub-Saharan Africa and Southern Asia, and progress toward universal free education is being impeded by inequality in these regions. The primary enrollment rate in Rwanda is at 91.7%. (2010-2011) compared to 86.6 percent in 2005-2006, while the completion rate in primary school has increased from 51.7 percent in 2006 to 81 percent, largely due to the government's decision to make primary education free and mandatory, backed by donor support and sensitization to

encourage parents to send children to school. The study aimed at discovering what can be done in improving Rwanda's main treasure- the human resource still in the higher education sector.

Generation Rwanda formerly Orphans of Rwanda is a locally managed non-governmental organization founded in 2004 by two American citizens to help orphans and vulnerable students attend universities in Rwanda and ultimately become leaders in driving economic development and social reconciliation in the country. According to Jujea, & Cojocar. (2022), past economies believed that investment in factories and machines meant economic growth yet it has been proved that investing in education is also key in human capital development especially for long-term benefits. There is a positive externality in the country where the graduates who have acquired human capital eventually reside.

Generation Rwanda nurtures its over 200 students from the very start of their careers. At GR students are enrolled in the best universities in Rwanda but also given aside various training programs such as entrepreneurship, leadership, English language, computer and other career development work shops. This is aimed at providing the scholars with necessary soft skills, knowledge, confidence and professional networks. To ensure student stability and success, GR also has put in place mechanisms to cater for health issues. Students are entitled to health insurance, access to professional counseling services and there is a full time health officer to attend to individual needs. The students also receive housing facilities with utilities fully paid for. More to that, the students receive a monthly stipend to meet basic needs. The students are chosen on a competitive process whereby individual motivation, academic excellence, talent and vulnerability are examined.

Usually each year GR recruits between 25 and 30 scholars, with exceptions to the 2007 class in take of 68 scholars and the 2011 class intake of 14 scholars. Generally, among the pool of applicants for the scholarship, less than 3% are selected annually, (Generation Rwanda, 2012). GR is holistically funded by individual donors from mainly the United States of America and a few other countries worldwide. The program is run in Rwanda by a team of ten (10) long term (permanent) and short term (volunteers and interns). In the United States of America and the United Kingdom, there are usually about 4 employees in total that focus on fundraising for GR. GR has a board of Directors based in the US, UK, Canada and Rwanda. In the study, Generation Rwanda was chosen as a case study for this project because the organization is representative of students attending universities in Rwanda, thereby being the future workforce expected to help steer Rwanda's development.

### **1.1 Problem Statement**

Among the world's developing countries, Rwanda is one of those with the lowest Human Development Index. This is due to a relatively low literacy rate of 15-24 year old individuals at 79% by 2012 (Abbot and Rwirahira, 2012). It is also noted that Rwanda lags behind in professional training especially in agriculture and animal husbandry, natural sciences and Information Communication Technology (HIDA-MSCBP, 2009).

Many programs such as the Universal Primary Education; One Laptop per Child (OLPC); Student Financing Agency for Rwanda (SFAR); The Association of University Students who are Genocide Survivors (AERG); Generation Rwanda (GR), Friends of Tubeho (FOT), Compassion International, Digital Opportunity Trust (DOT) and numerous other non- profit organizations and projects have been founded to augment the education system in Rwanda while of course working closely with the Rwandan government.

Like most of other developing countries, Rwanda has strived to develop the education system by attracting foreign and local investors, embarking on different measures such as ensuring universal primary education and currently in the process for universal secondary education.



However, it is not the same case for higher education (university level). From 1997 and onwards, the government offered holistic scholarships to students who scored at least 11 out of 20 points (55%) in the secondary national examinations. Most of these students attended the National University of Rwanda and Kigali Institute of Education but as years progressed, more public institutions were set up such as KIST, SFB and Umutara Polytechnic. During 2008 the government made some changes whereby sponsoring students would be on a loan basis payable upon graduation and finding employment. In fact, effort was made to trace all previous government scholarship recipients and have them pay back part of the scholarship.

Today, the government scholarship has become very competitive whereby excellent students are sponsored with mainly tuition fees while other benefits are reserved for the excellent but extremely vulnerable students. This measure has however been questioned because most students argue that having tuition fees covered does not solve all their problems to be able to attend universities. The students need accommodation, food, medication and other basic needs; hence many have dropped out of school. Considering that the average Rwandan family income per year is US \$ 600 and on the contrary the average university tuition is US \$1200 per year, many students, who score fairly well, cannot afford university education. There are limited scholarship opportunities which usually are on an international competition level while locally, the opportunities are rare.

The researcher evaluated the impact made by education support programs in the lives of university students in Rwanda, specifically assessing the case of Generation Rwanda. The question therefore would be, has the education support attained by the students helped them to become competent individuals?

## **1.2 Research Objectives**

- i. To establish success stories on technical, life and social skills from Generation Rwanda scholarship beneficiaries.
- ii. To assess challenges faced by the Generation Rwanda scholarship beneficiaries.
- iii. To establish the employer satisfaction with Generation Rwanda graduates at work.

## **1.3 Research questions**

- i. How has the Generation Rwanda scholarship made the beneficiaries successful?
- ii. What are the challenges faced by the Generation Rwanda scholarship beneficiaries?
- iii. How satisfied are employers with the Generation Rwanda graduates at work?

## **2.1 Theoretical Framework**

### **2.1.1 Control Theory**

Learning styles adopted by the teacher have varying effects on the student's knowledge-gaining capacity as discussed below: Curriculum Teachers and students discuss both material and manner. The basic requirements of students literally determine how and what they are taught.

Instruction - Teachers rely on cooperative, active learning approaches to increase students' power. Lead teachers ensure that all assignments satisfy some of their students' needs. This ensures student loyalty, which helps the class get through whatever basically meaningless chores are required to meet official standards.

Assessment - Instructors only provide "good grades" to students who produce high-quality work. Student evaluation use an absolute standard rather than a relative "curve." (Kohler, 2019).

### **2.1.2 Maslow's Theory of Needs**

One of the ways to empower a child is to send him to school. However, this is not a guarantee of solving all his problems. Abraham Maslow, in his theories of need, asserts that a human being's need never has to end; when one is satisfied, another arises (Hopper, 2018). The researcher wanted to identify the often unmet needs that, if met, would be very helpful to student competency.

## **2.2 Empirical Review**

### **2.2.1 Education**

Education is not a passive process of "telling" and being told; it is a principle that is almost as commonly disregarded in practice as it is conceded in theory. It is preached, instructed, and written about. However, putting it into effect necessitates that the school environment be supplied with agencies for doing, as well as equipment and physical resources, which is rarely the case. It necessitates the modification of instructional and administrative procedures to allow and insure direct and ongoing occupations with things (Dewey, 2012).

### **2.2.2 Learning**

There are three main philosophical frameworks under which learning theories fall: behaviorism, cognitivism, and constructivism. Behaviorism focuses only on the objectively observable aspects of learning. Cognitive theories look beyond behavior to explain brain-based learning whereas constructivism views learning as a process in which the learner actively constructs or builds new ideas or concepts. Several theorists propose that adult development is a continuous process (Kohler, 2019).

According to Kohler (2019), the Control Theory of Motivation, behavior is never generated by a response to an external stimuli. Instead, action is motivated by what a person desires most at any particular time. In response to claims that today's kids are "unmotivated," Kohler claims that all living beings "manage" their behavior in order to optimize their need satisfaction. According to Kohler, if students are not motivated to do their schoolwork, it is because they view schoolwork as irrelevant to their basic human needs.

Kohler (2019) identifies two types of teachers: Boss teachers use rewards and punishment to persuade students to follow rules and perform assigned tasks. Kohler refers to this as "leaning on your shovel" work. He demonstrates how many kids know that the work they do, even though their teachers laud them, is of low quality.

Lead teachers, on the other hand, avoid compulsion at all costs. They make plain to their students the intrinsic pleasures of doing the task, linking any proposed assignments to the students' basic requirements. Grades, rather than being a reward, are used by these teachers as markers of what has and has not been learnt. They will "fight to defend" highly engaged, profoundly motivated students who are producing high-quality work from being forced to meet meaningless requirements.

### **2.2.3 Education for competence**

According to Karras et al., (2022), when children are given opportunities to develop as individuals, they develop a moral responsibility to participate in society afterwards which contributes not only to their well-being but efficiency in the workforce as well. Work skills desired by employers include demonstrating interpersonal skills, teamwork, integrity, collecting and evaluating data, understanding systems and using technology. Higher education institutions in emerging countries such as Rwanda need to develop working relationships with

potential employers in order to improve their understanding of future graduate demand. Rodríguez-Sabiote, et al (2022).

Ayuba and Gatabazi (2012) argue that the success of TVET (Technical and Vocational Education Training) plays a vital role in the country's development; that it requires skilled man power for development and sustainability. Ayuba and Gatabazi conclude that TVET can lead to quality life by contributing to the promotion of interests of individuals, enterprises, economy and society. By making individuals employable and informed citizens, human resources development through TVET activities contributes to economic development and to achieving full employment and promoting social inclusion.

#### **2.2.4 Rwanda's vision and strategy**

The main goal of Vision 2020 was to transform Rwanda's economy into a middle-income country (per capita income of around USD 900 per year, from USD 220 in 2000) . This required an annual growth rate of at least 7% and relied heavily on transitioning from subsistence agriculture to a knowledge-based society with high levels of savings and private investment, thereby reducing the country's dependence on external aid.

According to the MINEDUC (2012), the educational structure has been the subject of many reforms, but the original conception of the system has not changed. Compulsory education lasts 9 years from age 7 to 15, encompassing primary and lower secondary education and is commonly known as nine-year basic education (9YBE).

The structure of education system in Rwanda is as follows: Pre-primary education is provided at nursery schools for three years for children aged three to six. This level of schooling attempts to socialize children and engage their senses by allowing them to live and play with other children and participate in a variety of physical, rhythmic, and manual activities.

Primary education lasts six years, with the official school age ranging from seven to twelve years. The goal of primary education is to provide all children with civic, intellectual, and physical education. At this level, the child is preparing for secondary school, which culminates in a national examination that grants eligibility for Lower Secondary education studies.

Secondary education lasts six years, and the official age range for this level is 13 to 18 years. It consists of lower secondary (the first three years) and upper secondary (the second three years), both of which culminate in national examinations that grant eligibility for upper secondary and all higher education programs. Upper secondary students pursue several fields of study such as sciences, humanities, languages, teacher education, and technical studies.

Vocational Training Education gives young people and the jobless the skills they need to find productive work, as well as those who are already working the opportunity to improve their talents, including entrepreneurs and those who want to work for themselves.

Tertiary education is the period of higher education. Education lasts between three and six years, depending on the institution and topic of study; degrees awarded include a Bachelor's Degree, an Engineering Degree, a Doctorate in Medicine, and a Master's Degree.

#### **Higher Learning Education in Rwanda**

There are 31 higher education institutions, 17 of which are public and 14 private. As of January 2012, female enrollment in private colleges was 52.9%, which is 34.0% higher than their peers in public institutions. For men, it was 47.1% for private enrollment and 66.0% for public enrollment (MINEDUC, 2012).

These differences in enrollment between private and public institutions could be attributed to various factors such as the public scholarship being very competitive basing on high academic

scores. This factor therefore limits the number of students eligible for the public scholarship especially females who are usually still behind males in the area of academic competence. (Females' education success is also hindered by societal issues such as family bearing and chores). If quality education is available and lifelong learning opportunities for all are accessible, there will be qualified personnel, knowledge and technology to support the implementation of policies and strategies designed to enable Rwanda to achieve sustainable development (HEC Policy, 2018).

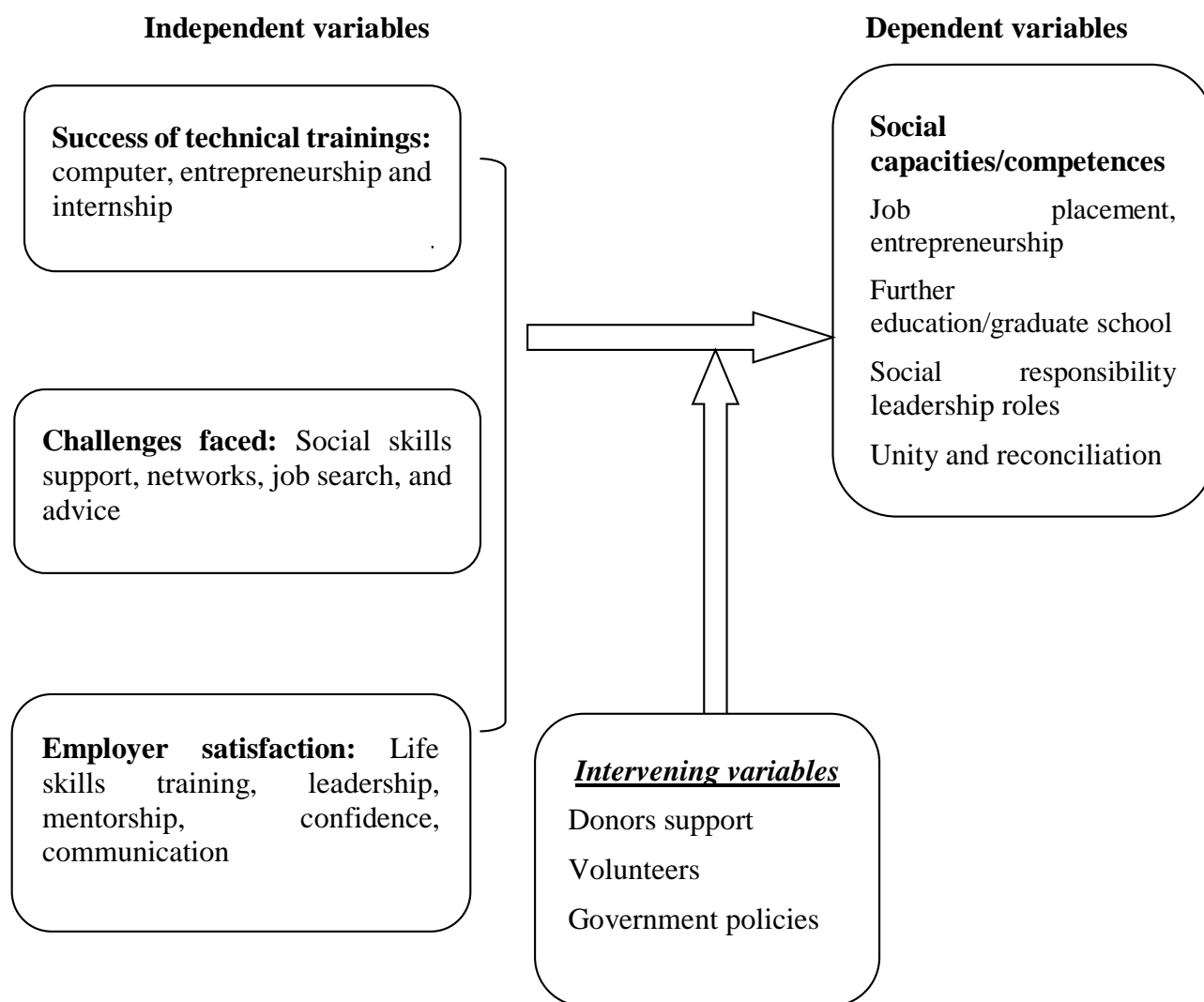
Haeruddin et al., (2022) note that where teachers invest in students' abilities to solve problems such as in a Physics class, it helps students' cognitive development. The students can think and reason to solve issues for themselves but also in society and yet students who shy away from problem-solving tend to be less productive individuals. Therefore Creative Problem Solving (CPS) in the classroom increased students' motivation and confidence, instilled a positive attitude toward learning and problem-solving, and helped students learn more enthusiastically and actively.

This study was conducted to show that competent students come from investing holistically in their education. The study showed how education support programs produce competent students; who, after graduation, can easily adapt to the environment by finding or creating jobs, upgrading and maintaining them.

Government or Public sponsored university students in Rwanda have over and over again complained that the scholarships they receive are inadequate. Students are unsatisfied with the way faculties are allocated whereby it may not be by the student's choice but dependent on the high school academic scores attained or the number of vacancies available per department or faculty. At Kigali Institute of Education government sponsored students are continuously faced with lack of enough and timely financial support. The student loans are received quite late which sometimes finds the students evicted from their hostels. It is also reported that the students feed poorly and have limited access to study material (Ibiyaga, 2012). When financial assistance is delayed or limited, the student is likely to suffer from stress, risks of academic failure or drop out, hence a negative critic of the government education sponsorship programs.



## 2.3 Conceptual Framework



**Figure 1: Conceptual Framework**

**Source: The Researcher (2012)**

## 3.0 Research Methodology

The researcher used a case study of Generation Rwanda (GR) this is because respondents were accessible throughout the study. The GR beneficiaries are from the entire country thus respondents were a representation of county. The researcher interviewed employers that have worked with GR current beneficiaries and graduates. The researcher also chose respondents randomly from employees at universities, government institutions in education and the relevant nonprofit organizations for data on this study. The researcher also interviewed current and graduate scholars of Generation Rwanda.

The population to be considered for this study consisted of 404 people. This population entailed students in Rwandan higher learning institutions that are aspiring to acquire their undergraduate degrees and those that have graduated; education administrators, teachers or regulators, employers and NGO employees.

Using the census for this study would be ideal but since it would be very costly and time consuming, the researcher used a sample of the population that was a representative of the population. The researcher used stratified sampling. The sample size was determined using the 30 % of every strata. According to Kothari (2004) stratified sampling is used when elements in a group are homogeneous and they are divided into several sub populations that are individually more homogeneous than the total population. The sampling techniques of this study concerning the components for the sample, researcher adopted census sampling techniques of data collection, this sampling techniques allow all people in the target population to participate in this study as member of the sample. Both primary and secondary data were collected to achieve the objectives of the study. Secondary data were collected by reading other published authors' material that is related to the researcher's topic, particularly on education and foreign aid. From this secondary data, the researcher was able to build more on the study and also to simplify the purpose of the study to the audience.

For primary data; which means obtaining first-hand information for the sole purpose of making the study meaningful, the researcher used the questionnaire survey. A questionnaire was developed for beneficiaries under donor funded education programs, management and staff under donor funded education programs. The questionnaire had closed questions to control respondents' responses within the researcher's scope of study. The questionnaire also had open ended questions to allow respondents to provide meaningful responses which helped the researcher draw helpful conclusions. The researcher critically analyzed by asking relevant questions and relating the responses appropriately to draw meaningful conclusions. Data collected from questionnaires were transcribed to make meaningful information. The researcher analyzed the data by using the SPSS computer software. The following table summarizes how the data were analyzed.

#### **4.0 Findings and Discussion**

The findings presented under this heading are in relation with the successes of graduates financed by Generation Rwanda after completing their studies. The study found that 40% of the respondents agreed that organizations support their staff to pursue further studies whereas 60% disagreed with the support of their organizations as far as further studies are concerned. Institutions strive to empower the capacity of their staff to improve their performance at the work place. Thus, some institutions send their staff for further studies or trainings. The findings also showed that 3, 85% of the respondents confirmed that organizations contributed to their competence at work through job trainings while 15% did not find the relevance of job trainings to the competence at work. In other words, the institution contributed to work performance through coaching the staff and offering them opportunities for capacity building. The findings indicated that 20% of the respondents replied that the organization contributed to their competence at work by introducing off-job trainings; which were useful to the work performance, while 80% of the study participants responded that off-job trainings did not contribute to the competence at work.

This type of training takes employees out of their work environment and into a place where their frustration and concerns are addressed. This more relaxed environment can help employees absorb more information as they feel less pressured to perform. Off-the-job training can also be a source to provide the latest information, current trends, skills, and techniques, for example; current labor laws or other company laws and regulations, current computer software or computer-based technologies, or improved or innovative administrative procedures. These new skills can be brought back and used within the organization. On the contrary, depending on the course, the total costs can be quite high, for example; many courses may require an

overnight stay in a hotel if the course is off-site, or the course itself may prove expensive due to the expertise or equipment required to conduct the course.

Moreover, the study established that 35% of the study participants confirmed that mentorship was useful to the competence at work while 65% did not find the role of mentorship to their competence. The world of work has considerably changed, employees today are expected to do more with fewer resources and be always active in a 24/7 world. Having a mentor, someone who can guide and advise you, who you can talk to freely, will make your career smoother and more enjoyable. Mentors are essential to professional success, and with a right mentor, the experience is more like informal training. The findings moreover showed that 55% of the respondents replied that language training helped them to do well whereas 45% of the respondents did not agree the contribution of language training in respect to their performance.

If the work involves regular contact with speakers of other languages, speaking to them in their own language eases communication. It can also help to increase sales, negotiate and close contracts. Knowledge of foreign languages can also increase the chances of finding a new job, receiving a promotion or transfer abroad, or going on international business trips. The findings also indicated that all the study respondents i.e. 100% replied that team work played an important role to the competence at work. To put it in another way, the participants acknowledged the role of their institutions in putting forward the team spirit at workplace environment. The ability to work productively with a team is one of the most important aspects of being successful in a business environment. It's incredibly important for increasing creativity in the workplace, improving quality of work, and fostering healthy and productive employee relationships. Teams can complete tasks faster and more effectively than individuals taking on projects alone, and working together also makes employees accountable to one another, increasing motivation. The study revealed that 75% of the study participants replied that organizational leadership contributed to the competence at work and still 25% did not recognize the role of leadership opportunities to the performance at work.

The workplace is an environment where effective leadership is incredibly important. It can mean the difference between success and failure for the company, growth or loss for the company, and satisfaction or general dissatisfaction among employees. Effective leadership in the workplace is much more than just management: assigning tasks, setting work directions and setting financial goals. It is an overall responsibility that includes inspiring and motivating, giving trust and encouragement, providing authority and constructive feedback, managing relationships and of course ensuring that all employees understand and share the company's long-term missions, goals, and vision.

The findings have revealed that organizations offer some opportunities to their staff; thus 40% of the respondents strongly agreed that they have gained creativity and innovation skills whereas 45% strongly agreed to have acquired those skills, and 15% replied that they did not know whether they gained or not those creativity and innovations skills. Innovation is the process of creating and implementing a new idea. It's the process of taking useful ideas and turning them into useful products; Services or processes or ways of working. These useful ideas are the result of creativity, which is the prerequisite for innovation. Creativity is the ability to combine ideas in unique ways or to make useful associations between ideas. Creativity provides new ideas for quality improvement in organizations and innovation puts these ideas into action. Moreover, 30% and 50% of the respondents respectively agreed and strongly to have learnt much more in critical thinking as opposed to 15% and 5% of the participants who respectively disagreed and strongly disagreed.

Today's fast-paced, competitive business environment is characterized by change and innovation. As a result, companies must understand and respond to ever-increasing customer

demands, develop agile supply chains, and mitigate risk. Decision-making is often just as fast-paced, with little time to gather evidence and consult with colleagues. Therefore critical thinkers on the job help to solve challenges, make decisions and steer the organization to success. Both 65% and 25% of the participants respectively agreed and strongly agreed to have gained public speaking opportunities while 5% of the study respondents disagreed and 5% did not know if they have found public speaking opportunities. In fact, public speaking can enrich the speaker's personal and professional life, and also provide opportunities to influence the outside world. Furthermore, the findings showed that 55% and 30% of the respondents respectively agreed and strongly agreed to have assumed leadership roles whereas 15% of the respondents denied being offered that opportunity. It is clear that good leadership plays a major role in achieving success in any business. All that a business is today and all that it will be tomorrow is a result of leadership in directing the course that a business will take.

Additionally, 45% of the respondents agreed to have gained that opportunity, also 25% strongly agreed to have been offered mentorship opportunity from their organization; while 10% of the respondents do not know whether they have opportunity; and 20% of the participants disagreed the role of their organizations in offering mentorship opportunities. Generally, some staff were given assistance to do well their jobs. The findings revealed the following; 80% of the respondents agreed to have improved their English language literacy whereas 20% strongly agreed to have gained that literacy. In other words, the role of organizations were of utmost importance to the spread of English language. The findings also showed that 70% of the respondents agreed to have increased computer skills from their working organizations; and 30% strongly agreed to have gained those skills. The working organizations are very important to human resources capacity building. The study respondents were also asked the opportunities gained from their working environment in the field of research; the findings presented in Figure 16 showed that 30% of the study participants agreed to have gained research skills, 50% of the respondents strongly agreed to have an opportunity to increase research skills; whereas 20% disagreed to have gained research skills. It is obvious that not all people are interested in research area that is the reason why some respondents did not find interest in research area. Furthermore, some people who are not academic environment do not conduct research activities given to the nature of their work.

Further, 65% of the respondents agreed to have got an opportunity to solve problems whereas 35% strongly emphasized to have increased the skills for problem solving because of their working environment. The findings presented in Figure 17 strengthened that the role of working places is viewed not only in money making but also in socializing the human beings through solving problems among them. As per Figure 18, the findings indicate that 65% of the study respondents agreed the role of working organization in working experience as far as internships and jobs are concerned. Also 35% of the respondents strongly confirmed the importance of working organizations in establishing their work experience. No one can deny the role of working organizations in establishing the working experience.



**Table 1 Skills and training from University or Generation Rwanda**

Description	English proficiency	Internet usage	Public speaking	Percentage					
				Networking & Job search	Entrepreneurship skill	Leadership skill	Critical thinking skill	Professional work/Employment	Project management
University	25.6%	16.3%	25.6%	30.2%	25.6%	44.2%	44.2%	32.6%	44.2%
Generation Rwanda	74.4%	83.7%	74.4%	69.8%	74.4%	55.8%	55.8%	67.4%	55.8%
<b>Frequency</b>									
University	11	7	11	13	11	19	19	14	19
Generation Rwanda	32	36	32	30	32	24	24	29	24
<b>TOTAL</b>	<b>43</b>	<b>43</b>	<b>43</b>	<b>43</b>	<b>43</b>	<b>43</b>	<b>43</b>	<b>43</b>	<b>43</b>

Source: Researcher, (2014).

Table 1 shows that 25.6% of students claimed to have gained English proficiency from the university where as 74.4% respondents got that from Generation Rwanda. This shows the greater impact of skills and trainings offered at GR. In addition, 83.7% of GR respondents benefited from skills training regarding internet usage at GR where as 16.3% of other university respondents received the same training at their university hence this shows that GR students are far more knowledgeable as regards internet usage skills. Moreover 25.6% of university students have been trained in public speaking at their universities, 74.4% have been trained in the same skill at Generation Rwanda, hence depicting the importance of GR programs.

For 69.8% of GR students benefitted from networking and job search training skills while only 30.2% of university students benefitted from the same. Therefore, GR programs show a higher impact in enabling students to benefit from job search and networking skills. Entrepreneurship training and support uplifted 74.4% of GR scholars while the same training helped 25.6% at university schools. This shows that GR programs such as entrepreneurship training are very vital in shaping up students while it has indicated that leadership training has benefitted 55.8% of GR scholars where as 44.2% of university students benefitted from the students studying at universities. Thus, GR trainings really influence students' transformation in shaping individual leadership aspects.

For 55.8% of students at Generation Rwanda developed their critical thinking skills due to the training they received in the GR program while 44.2% received the same training at universities. Therefore, GR programs are more vital in impacting students' critical thinking while for employment opportunities were obtained by 67% GR students while 32.6% from University schools obtained these opportunities. Therefore, it shows that the GR supports students more in seeking and obtaining employment opportunities than other universities. Lastly, students at universities did project management training done at Generation Rwanda helped 55.8% of the students where as 44.2%. Therefore, GR programs helped more in developing professional management skills of students.

The findings showed 72% of the respondents were employed whereas 28% were not employed. As per findings, the majority of the study participants was employed. The findings shown in Figure 20 showed that 22% of the respondents were employed in NGOs, 41.9% were in public employees, i.e. they were employed in government institutions, 22.6% were in businesses and 12.9% were employed in private entities. Most the study participants were employed in government institutions. The study showed that 46.5% of the respondents replied that Generation Rwanda played an important contribution to Rwandan education, 16.3% responded that Compassion International was also important to Rwandan education, 4.7% found Right to Play important to Rwandan education. While 14% said that FARG also played an important role in Rwandan education; 4.7% found CORNUM as an important NGO to Rwandan education; 9.3% confirmed that Imbutu Foundation was also very important to Rwandan education; lastly but not the least 4.7% of the study participants revealed the contribution of CARITAS Rwanda in Rwandan education.

### Challenges faced by the beneficiaries of Generation Rwanda scholarship

The study also aimed at highlighting the difficulties faced by the beneficiaries of Rwanda Generation. The students sponsored by Rwanda Generation faced a number of challenges as per findings.

**Table 2: Attitude on Relevance of Higher education in Rwanda**

Perception	Frequency	Percentage
Fair	10	23.3
Good	17	39.5
Very good	9	20.9
Excellent	7	16.3
<b>Total</b>	<b>43</b>	<b>100</b>

Source: Researcher, (2014)

The findings presented in Table 2 showed that attitude on the relevance of higher education in Rwanda was a challenge for the beneficiaries of the scholarship from Generation Rwanda. Thus the respondents had different attitudes on Rwandan higher education; thus 23.3% of the study participants perceived the relevancy of Rwandan higher education to be fair. 39.5% perceived Rwandan higher education to be good; 20.9% perceived the education to very good whereas 16.3% had an excellent attitude on Rwandan higher education. In a nutshell, attitude on education differs from person to person depending on education background.

**Table 3: Satisfaction with Rwanda Education system**

Satisfaction	Frequency	Percentage
Yes	16	37.2
No	27	62.8
<b>Total</b>	<b>43</b>	<b>100</b>

Source: Researcher, (2014).

The findings presented in Table 3 showed that 37.2% were satisfied with Rwanda education system whereas 62.8% were not satisfied with Rwanda education system. The findings showed that the majority of the respondents were not satisfied with Rwanda education system; this became another challenge for the beneficiaries of scholarship of Rwanda education

**Table 4: Problems faced with Rwandan Education System**

Response	Percentage							
	Irrelevant Subjects	Unskilled staff	Scarcity of Staff	Scarcity of learning resources	Inappropriate government coordination	Lack of technology	Limited funds	Lack of school facilities
Strongly agree	9.3%	58.1%	46.5%	39.5%	20.9%	23.3%	32.6%	32.6%
Agree	4.7%	39.5%	37.2%	46.5%	58.1%	62.8%	55.8%	60.5%
Disagree	30.2%	-	11.6%	7.0%	-	14.0%	9.3%	4.7%
Strongly disagree	39.5%	2.3%	4.7%	7.0%	7.0%	-	2.3%	2.3%
Do not know	16.3%	-	-	-	14.0%	-	-	-
Frequency								
Strongly agree	4	25	20	17	9	10	14	14
Agree	2	17	16	20	25	27	24	26
Disagree	13		5	3		6	4	2
Strongly disagree	17	1	2	3	3	-	1	1
Do not know	7	-	-	-	6	-	-	-
TOTAL	43	43	43	43	43	43	43	43

Source: Researcher, (2014).

Table 4 shows that 9.3% of the study participants strongly agreed that there are irrelevant subjects in Rwandan education system, 4.7% agreed that there are irrelevant subjects in education system, 30.2% disagreed the existence of irrelevant subjects in Rwanda education system, 39.5% strongly disagreed the existence of irrelevant subjects in Rwanda education system and 16.3% of the study respondents did not know whether there are irrelevant subjects in Rwanda education system. Therefore, as per majority of the study respondents, irrelevant subjects is not a problem with Rwanda's education system. Above figures indicate that 58.1% of the study respondents strongly agreed with the existence of unskilled staff in Rwanda education system; 39.5% also agreed the problem of unskilled staff in Rwanda education system while 2.3% strongly disagreed the existence of unskilled personnel in Rwanda education. In few words, the study findings revealed the existence of unskilled staff in Rwanda education system. The findings indicate that respectively 46.5% and 37.2% strongly agreed and agreed the scarcity of staff in Rwanda education system; 11.6% and 4.7% disagreed and strongly disagreed the scarcity of staff in Rwanda education system. Then, we can conclude that the existence unskilled academic staff is evident in Rwanda's education system.

There is problem of scarcity of learning resources in Rwanda's education system. Thus, 39.5% of the respondents strongly agreed that learning resources are scarce; 46.5% also agreed that learning resources are rare; whereas respectively 7% and disagreed and strongly disagreed the scarcity of learning resources in Rwanda education system. Briefly, there is a problem of scarce learning resources in education system. For figures about inappropriate government coordination in Rwanda education system, 20.9% of the respondents strongly agreed that

learning resources are scarce; 58.1% also agreed the existence of inappropriate government coordination; whereas 7% strongly disagreed the inappropriate government coordination in Rwanda education system; and 14% replied that they did not know if there was inappropriate government coordination in Rwanda education system. Briefly, the study findings confirmed the existence of inappropriate coordination.

The findings above also show that 4.21, 23.2% of the respondents strongly agreed that lack of technology is a problem with Rwanda's education system; 62.8% also agreed the lack of technology; whereas 14% disagreed with those who claim the lack of technology in Rwanda's education system. Therefore, the technology in education system is not satisfactorily. 32.6% of the respondents strongly agreed that limited funds is a problem in Rwanda's education system; 55.8% also agreed that there is limited funds in Rwanda education's system; while respectively 9.3% and 2.3% disagreed and strongly disagreed with limited funds being a problem in Rwanda education system. Henceforth, the funds allocated to the education sector are still limited.

Table 4.8, both 32.5% and 60.5% of the respondents strongly agreed and agreed the lack of school facilities in Rwanda's education system; while respectively 4.7% and 2.3% disagreed and strongly disagreed the existence of limited funds in Rwanda's education system. Hence, school facilities are not enough in the Rwandan education system.

**Table 5: Recent Great Point Average**

GPA	Frequency	Percentage
51-60%	2	4.7
61-70%	26	60.5
71-80%	21	48.8
Above 90%	5	11.6
<b>Total</b>	<b>43</b>	<b>100</b>

Source: Researcher, (2014)

The findings presented in Table 5 concern with the GPA that the study respondents recently got at school. 4.7% of the respondents have recently scored between 51-60%; 34.9% have scored between 61-70%, 48.8% have scored between 71-80% and 11.6% have also scored above 90%. Briefly, the scores are satisfactorily although there are some issues; namely insufficient funds and school facilities.

**Table 6: Promotion status**

Repeats	Frequency	Percentage
Repeat semester	1	2.3
Repeat year	3	7
No repeat	39	90.7
<b>Total</b>	<b>43</b>	<b>100</b>

Source: Researcher, (2014).

Reference made to Table 6 where respectively 2.3% and 7% of the respondents had a repeat semester and a repeat year while 90.7% of the study participants repeated neither a semester nor a year. It is clear that most of the study participants did not repeat the semester or the year.



**Table 7: Problem to failure**

Response	Percentage		
	Difficult subjects	Lack of scholastic materials	Poor teaching methods
Strongly agree	100.0%	50.0%	25.0%
Agree	-	50.0%	75.0%
<b>Frequency</b>			
Strongly agree	4	2	1
Agree	-	2	3
Total	4	4	4

Source: Researcher, (2014)

All the respondents who have repeated either a semester or a year agreed that difficult subjects led to their failure as indicated in Table 7. This implies that difficulty of subjects prompted to failure of students leading to repeating.

The above table shows that the lack of scholastic materials led to the semester and year repeat as ascertained by all the study respondents who have had repeat for semester and year i.e. 50% strongly agreed the constraint of learning materials and 50% agreed that constraint.

**Table 8: Factors leading to failure**

Response	Percentage					
	Missing examination marks	Problematic teacher	Sickness	Family/social problems	Personal faults/carelessness	Difficult school policies
Strongly agree	25.0%	25.0%	75.0%	50.0%	75.0%	75.0%
Agree	50.0%	50.0%	25.0%	50.0%	25.0%	25.0%
Disagree	25.0%	-	-	-	-	-
Strongly disagree	-	25.0%	-	-	-	-
<b>Frequency</b>						
Strongly agree	1	1	3	2	3	3
Agree	2	2	1	2	1	1
Disagree	1	-	-	-	-	-
Strongly disagree	-	1	-	-	-	-
TOTAL	4	4	4	4	4	4

Source: Researcher, (2014).

Findings from above table 8 reveals that poor teaching methods was another failing factor as claimed by 25% who strongly agreed that factor and 75% who also agreed that poor teaching methods led to the semester and year repeat. Thus, teaching methods should be highly considered to enhance students' performance. It is indicated that missing exams marks was at the center of repeat as responded by 25% in a strong agreement; 50% agreed that carelessness

of missing examination marks; on contrary 25% of the participants disagreed this factor. Anyway, examination marks should be given due consideration to avoid students complaints.

However, the figures show that problematic teachers led the students to fail as strongly agreed by 25%; 50% agreed that factor; on the contrary 25% of the participants strongly disagreed this factor. For Sickness as indicated in above table, was another factor that led to failure and strongly agreed by 75%; and agreed by 25%. Health status is crucial to academic success. If life presents some problems, it is obvious that working properly shall be another issue.

#### Family/social problems

As indicated, family or social problems hinder the academic performance as strongly agreed by 50%; and agreed by 50%. Therefore, social problems affect negatively the academic performance. Personal faults or carelessness is a hindrance to academic success as strongly agreed by 75%; and agreed by 25%. The findings revealed that carelessness affects the performance at school. Academic activities require hard working and careful people to achieve the goals positively. It is certain that tough school policies hindered the success at school as strongly agreed by 75% and agreed by 25%. The findings revealed that school policies might be positive or negative to academic success; in case they are tough, some students fail.

**Table 9: Hindrance to employment**

Response	Percentage								
	Lack of academic credentials	Lack of enough skills	Lack of required work experience	High pool of unemployed graduates	Limited number of job opportunities	Limited capital to start businesses	Health issues	Corruption in the recruitment process	Limited network/knowledge of the working class
Strongly agree	41.7%	-	50.0%	50.0%	58.3%	58.3%	25.0%	25.0%	16.7%
Agree	25.0%	16.7%	33.3%	41.7%	33.3%	41.7%	41.7%	50.0%	75.0%
Disagree	-	33.3%	16.7%	8.3%	-	-	16.7%	16.7%	8.3%
Strongly disagree	33.3%	16.7%	-	-	-	-	-	-	-
Do not know	-	33.3%	-	-	8.3%	-	16.7%	8.3%	-
Frequency									
Strongly agree	5		6	6	7	7	3	3	2
Agree	3	2	4	5	4	5	5	6	9
Disagree	-	4	2	1	-		2	2	1
Strongly disagree	4	2	-	-	-	-	-	-	-
Do not know	-	4	-	-	1	-	2	1	-
Total	12	12	12	12	12	12	12	12	12

Table 9 presents that the lack of academic credentials were a hindrance to employment as strongly agreed by 41.7% and agreed by 25% while 33.3% strongly disagreed the role of

academic credentials to lack of employment. Based on the findings, the majority witnessed that the lack of academic credentials hindered the employment. It is therefore difficult to employ a person without academic documents. 16.7 % of the study participants agreed that lack of enough skills was a problem to employment. While 33.3% and 16.7% respectively disagreed and strongly disagreed the impact of lacking enough skills to employment. Furthermore, 33.3% did not know whether skills had an effect to employment. Therefore, it is impossible to evaluate accurately the skills of somebody while hiring that is the reason why most of the respondents found it difficult to agree if the lack of enough skills hindered the employment.

Above table presents the findings about experience and employment, 50 % and 33.3% of the study participants respectively strongly agreed and agreed that lack of required experience influenced the employment. While 16.7% and disagreed the effect of experience to employment. Therefore, the experience matters a lot during employment. About a high pool of unemployed graduates and employment; 50% and 41.7% of the study respondents respectively strongly agreed and agreed that the existence of many unemployed graduates is a hindrance to employment. While 8.3% disagreed that, the high pool of unemployed graduated led to unemployment. Thus, given to the fact that many graduates are unemployed, this led to high rate of unemployment.

Findings show that 58.3% of high pool of unemployed graduates and 33.3% of the study respondents respectively strongly agreed and agreed that there is limited number of job opportunities while 8.4% disagreed that statement. Thus, given to the fact that many graduates are unemployed, this led to high rate of unemployment.

Above figures, also presents the findings about limited capital and employment; 58.3% and 41.7% of the study respondents respectively strongly agreed and agreed that limited capital hindered the job creation. Therefore, there are many factors that lead to job creation; among those factors, capital is also crucial in job creation. The findings about health issues and employment; 25% and 41.7% of the study respondents respectively strongly agreed and agreed that health issues are hindrance to employment. Furthermore, 41.6% and 16.7% of the participants respectively disagreed and did not know that health issues was a hindrance to employment. Thus, health issues are hindrance to employment.

Findings about corruption in the recruitment process and employment 25% and 50% of the study respondents respectively strongly agreed and agreed that corruption in the recruitment process is an issue for employment. Next, 16.7% and 8.3% of the participants respectively disagreed and did not know that corruption in recruitment process hindered employment.

Lastly, the table shows the findings about limited network or knowledge of the working class and employment; 16.7% and 75% of the study respondents respectively strongly agreed and agreed that limited network or knowledge of the working class hinders graduates to get employed. Further, 8.3% of the participants disagreed that limited network or knowledge of the working class hindered employment. In few words, limited network of the working class hinders employment to graduates.

**Table 10: Areas of improvement regarding the professional development**

Areas of improvement	Frequency	Percentage
Basic computer skills	7	16.3
Writing	4	9.3
Presentation	4	9.3
Report writing	3	7
Management	5	11.6
Team work	4	9.3
Language	4	9.3
Planning	3	7
Public speaking	4	9.3
Accounting/finance	3	7
Marketing	2	4.6
<b>Total</b>	<b>43</b>	<b>100</b>

Source: Researcher, (2014).

Table 10 shows the findings about the areas to improve for the sake of professional development. The following areas were suggested: basic computer skills by 16.3%; writing by 9.3%; presentation by 9.3%; Report writing by 7%; Management by 11.6%; Team work by 9.3%; Language by 9.3%; Planning by 7%; Public speaking by 9.3%; Accounting/finance by 7%; and Marketing by 4.6%.

### **Employer satisfaction with GR graduates at work**

The findings presented under this section described the graduates from Generation Rwanda in terms of performance, knowledge, skills, experience, attitudes, communication, volunteering and documentation. The findings revealed that 85% of the study participants reported that the performance evaluation conducted by their organization contributed to the competence at work whereas 15% reported that the performance evaluation did not contribute to their competence at work. In other words, the performance evaluation was of the utmost importance to the staff performance. The findings presented in Figure 23 revealed that 80% of the respondents agreed the important contribution of supervision to competence at work; after not all 20% found it effective to their performance. Supervision plays an important role in the management set up. Therefore, the role of supervision is viewed in planning and organizing the work; a supervisor acts as a planner and a guide for their subordinates. A schedule of work is prepared to ensure an even and steady flow of activities. The supervisor lays down production targets for the workers and determines the methods and procedures for doing the work.

As per Figure 24, the findings revealed that 65.5% of the study participants described the attitudes of the university graduates employed to be good whereas 34.5% described their attitudes to be very good. Briefly, the employers were satisfied with the attitudes of the university graduates. Figure 25 shows that 41.4% of the respondents expressed graduates were poor in work experience while 51.7% were fair in work experience and 6.9% were good. Therefore work experience is crucial for university graduates in performing satisfactorily at work. Figure 26 shows that 3.4% of the respondents expressed graduates were poor in communication skills; while 62.2% were fair in communication skills; 24.1% described well the communication skills of the graduates; and 10.3% expressed those skills to be very good. Communication skills is important for university graduates to express themselves freely though the findings revealed that graduates are not very good at communication.



## 5.0 Conclusions

To arrive at final conclusions, the study was guided by three research questions. The first research question was the following “How has the GR scholarship changed the beneficiaries’ welfare?” The findings revealed that GR graduates achieved success; some of the successes are the following; organization support to pursue further studies; job and off-job trainings, mentorship, language training, teamwork, leadership, creativity and innovation, critical thinking opportunities, that helped much in work performance; public speaking, project management skills, research skills, computer literacy, working experience, problem solving skills.

The second research question was “What are challenges faced by the Generation Rwanda scholarship beneficiaries?” The study findings showed a number of challenges including unskilled staff, rare teaching staff, scarcity of learning materials, lack of education technology, limited funds, lack of school facilities, lack of scholastic materials, difficult subjects, tough school policies, lack of academic credentials, high pool of unemployed graduates, limited number of job opportunities, lack of required work experience, limited network of work class.

The last question was “How satisfied are employers with the GR graduates at work?” The study findings discovered satisfaction with GR graduates namely; in terms of knowledge, skills, attitudes, team work, leadership skills, communication skills, and motivation despite of the areas of improvement.

## 6.0 Recommendations

The study revealed that education support given to the students was fruitful because the graduates tried to adapt themselves at labor market. It is within this regard that recommendations were addressed to the Ministry of Education, Higher Education Council, Higher learning institutions, and other stakeholders of education to enhance quality of education in Rwanda at large as follows; The Ministry of Education is recommended to support programmes that promote the quality of higher education provision, safeguard and enhance the standards of awards.

Higher Education Council is recommended to assure the quality and maintain the standards of the higher education awards offered by institutions of higher education, and the research, consultancy, knowledge transfer and community engagement undertaken by the higher institutions. Higher learning Institutions are recommended to deliver the education of quality that contributes to financial transformation of the lives. Stakeholders in education are recommended to fully support the activities that promote sustainable education. Generation Rwanda should endeavor to share its best practices with like-minded higher learning institutions such that more students benefit from quality education at scale.

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