



RWANDA

Growth through entrepreneurship

■ CONTEXT

Rwanda is a small landlocked country situated in central Africa. About 90% of the country's population is engaged in subsistence agriculture, with some mineral and agro-processing activity. Youth unemployment remains a major issue, with over 40% of young people jobless or underemployed, many of them secondary school drop-outs. In addition, with low levels of small and medium-sized enterprise activity, private sector potential remains largely untapped. In order to address these challenges and spur the entrepreneurial spirit of its youth, the Government of Rwanda introduced an Entrepreneurship Curriculum Programme (ECP). By integrating the ECP into its education system, the Government also ensures that learning outcomes are more aligned with labour market needs. The goal of entrepreneurship education is to enable secondary school students to acquire the knowledge, skills and attitudes necessary to find productive work or self-employment.

■ STRATEGY

In 2007, the Ministry of Education delegated the National Curriculum Development Centre (NCDC) (presently the Rwanda Education Board – REB) to develop an entrepreneurship curriculum for both levels of secondary education: junior (grades 1 to 3) and senior (grades 4 to 6). Entrepreneurship education was subsequently incorporated into the One UN programme for Rwanda.



■ PROJECT OVERVIEW

Goal: Entrepreneurial Youth for Economic Growth and Transformation

Partner: Ministry of Education

Donor: ONE UN Fund

Budget: USD 320,407

Duration: 2009-2014

UNIDO assisted the NCDC in designing entrepreneurship syllabi, teacher guides and student textbooks, in both English and in French, in addition to training ECP teachers and implementing a pilot programme. In 2008, entrepreneurship replaced introductory economics as a subject in junior secondary schools and, the following year, it was introduced as a compulsory subject in senior

secondary, examinable at the national level by the REB. By 2012, all secondary schools in the country were teaching entrepreneurship. The entrepreneurship curriculum follows a learner-centered approach through which students are encouraged to develop entrepreneurial attitudes, taught

how to identify and assess business opportunities and how to start and manage a business. Through practical activities, students are also provided with the opportunity to interact with members of the local business community.



RESULTS

- 1,400 teachers and school administrators have been educated in entrepreneurship and effective teaching methods
- 3,000 ECP teachers have been trained
- 534,712 students have taken the entrepreneurship course, 52% of them female
- 121,277 students have graduated so far

“Entrepreneurs are simply those who understand that there is little difference between obstacle and opportunity and are able to turn both to their advantage. Entrepreneurs are [the] new rock stars!”

Jane Mbabazi, student at Lycée de Kigali, Rwanda

“I now believe that when I take risks, I will not be scared. It will give me the courage to move forward and besides that, I will always have a step to make innovations and be more creative, and not imitate others.”

David Mwesigawa, student, Cornerstone Leadership Academy, Rwanda

“One of the things we looked at as administrators is to see how they performed the subject when it was assessed and, last year, all of them managed group A's and it is the best score in the country that any student can score, so it is successful in terms of knowledge they have obtained and successful in terms of what they can do after the knowledge is learned.”

Rogeres Patrick Kamugisha, entrepreneurship teacher, Cornerstone Leadership Academy, Rwanda

“I see myself as a very rich woman, who has inspired people not only earning a lot from my business, but even more inspiring people to be who they are and to pursue their dreams, and to be as big as they can be.”

Patience Muhindakazi, student, Cornerstone Leadership Academy, Rwanda



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