

Hurdles faced by Rwandan Graduates in Transitioning to the Labour Market

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Introduction

The transition from higher education to the labour market represents a critical juncture in the lives of graduates, posing numerous challenges that significantly influence their career trajectories and overall life satisfaction (Tomlinson, 2012). According to Okolie, Nwosu and Mlanga (2019) and Mncayi (2016), this transition is a global issue, with diverse contexts shedding light on the complexity and multifaceted nature of the hurdles faced by graduates. The challenges encountered during this phase are not only varied but also deeply entrenched in the socio-economic and cultural fabric of different regions, necessitating a comprehensive understanding of their implications (Jackson, 2014; Andrews & Higson, 2008).

A substantial body of literature underscores the significance of employability skills as a key determinant of successful transitions into the workforce (Harvey, 2001; Bridgstock, 2009). Earlier studies, such as Jackson (2014) and Knight & Yorke (2003), argued that employers consistently emphasise the need for graduates to possess not only domain-specific knowledge but also a suite of soft skills, such as communication, problem-solving, and teamwork, which are critical for workplace success. However, there is a perceived mismatch between the skills acquired through higher education and those demanded by employers, exacerbating the difficulties graduates face (Tomlinson, 2012). Moreover, several scholars, including Okolie et al. (2019) and Mncayi (2016), highlight the persistent challenge of limited job opportunities. In many developing countries, the rapid expansion of higher education has not been matched by a corresponding increase in job creation, leading to high levels of graduate unemployment and underemployment (McQuaid, Green & Danson, 2005; Komariah, 2015). This scenario is further complicated by the requirement of work experience for entry-level positions, creating a paradox where graduates are unable to secure jobs without prior experience, which they cannot obtain without being employed (McQuaid et al., 2005; Jackson, 2014).

Another significant barrier is the prevalence of corruption and nepotism in the job market, which undermines meritocracy and equal opportunity. Studies by Kappel (2021) and Orkodashvili (2011) reveal that corrupt practices in hiring processes disadvantage many competent graduates, who lack the social networks necessary to secure employment. This systemic issue not only hampers individual career prospects but also perpetuates broader socio-economic inequalities (Mncayi, 2016; Okolie et al., 2019).

In response to these challenges, higher education institutions (HEIs) are increasingly recognising the need to adapt their curricula and support services to better prepare graduates for the labour

market. According to Knight & Yorke (2003) and Tymon (2013), there is a growing emphasis on integrating employability skills training into academic programs, as well as providing experiential learning opportunities such as internships, placements, and industry projects. Additionally, several scholars, including Bridgstock (2009) and Harvey (2001), have identified initiatives such as public lectures, seminars, and workshops as effective strategies for enhancing graduates' readiness for employment by exposing them to real-world issues and professional practices.

This study aims to contribute to the ongoing discourse by examining the specific challenges faced by higher education graduates in Rwanda. By employing a mixed-method design and involving a sample of 147 graduates, the research seeks to identify the primary obstacles hindering their transition into the labour market and explore the adaptive practices that facilitate their integration (Jackson, 2014; McQuaid et al., 2005). The findings underscore the importance of comprehensive support systems and strategic interventions by HEIs to bridge the gap between education and employment, ultimately enhancing the employability and career prospects of graduates (Bridgstock, 2009; Knight & Yorke, 2003). This investigation focuses on addressing the following research questions: (1) What are the primary challenges that higher education graduates in Rwanda face when transitioning into the labour market? And (2) What strategies and adaptive practices can facilitate the successful integration of higher education graduates into the labour market in Rwanda?

The subsequent sections delve into the materials and method utilised, present the findings, and discuss their implications. Finally, conclusions, recommendations, and future perspectives are provided.

Materials and Methods

This study is based on field work conducted between November 2021 and February 2022 in the Northern Province of Rwanda, which comprises five districts: Burera, Gicumbi, Rulindo, Gakenke, and Musanze. Each district hosts at least one higher education institution (HEI), with Musanze having more than 50% of the total HEIs in the Northern Province. The nine HEIs in this region are presented in Table 13.1.

Table 13.1. HEIs in the Northern Province per district

District	Higher Education Institution (HEIs)
Burera	University of Global Health Equity
Gicumbi	University of Technology and Arts of Byumba
Rilindo	Integrated Polytechnic Regional College of Tumba
Gakenke	Ruli Higher Institute of Health
Musanze	University of Kigali/Musanze Campus, Muhabura Integrated Polytechnic College, Integrated Polytechnic Regional College of Musanze, INES Ruhengeri, University of Rwanda-College of Agriculture and Veterinary Medicine

Source: Created by the authors based on field data

The selection of the Northern Province as the study location was driven by its high concentration of HEIs compared to other provinces, apart from Kigali City, and its prominent agricultural activities, which constitute a major employment sector in the region. Similar studies have highlighted the importance of selecting diverse educational settings to understand the broader challenges faced by graduates (Gurin, Dey, Hurtado & Gurin, 2002; Knight & Yorke, 2003). The focus on INES Ruhengeri (a private institution) and Integrated Polytechnic Regional College of Musanze (IPRC Musanze, a public institution) ensures diverse perspectives from graduates of both private and public HEIs on the challenges faced by graduates in transitioning to the labour market. This approach aligns with research by Jackson (2014) and Okolie et al. (2019) which emphasise the importance of including multiple institution types in such studies to capture a wider range of experiences and challenges.

The study population consisted of alumni from INES Ruhengeri and IPRC Musanze. Alumni were selected for this study because they had already experienced the transition from higher education to the labour market, making them suitable respondents for identifying the challenges and effective strategies associated with this transition. The choice of alumni is supported by literature that highlights the value of alumni perspectives in understanding employability issues and transition challenges (Harvey, 2001). As of March 2020, INES Ruhengeri had a total of 7,632 alumni, while IPRC Musanze had 864 graduates since its inception in 2015. Thus, the target population for this study consisted of 8,496 alumni. We sampled 68 alumni INES Ruhengeri and 63 alumni from IPRC Musanze.

The COVID -19 restrictions in place during data collection made in-person surveys impractical and thus an online survey was utilised (Dillman, Smyth & Christian, 2014; Nulty, 2008). A standardised online questionnaire was developed following the Survey Life Cycle and the 17 suggestions by Umbach (2005) to minimise errors. These suggestions target both observational errors (measurement errors) and non-observational errors (representation errors). During the setting, it is worth noting here that blank spaces on the questionnaire item for alumni were left where the graduates had opportunities to narrate their own stories as well.

Descriptive statistical analysis was conducted using IBM SPSS Statistics Version 27. The quantitative data were analysed to generate outputs that were then discussed in the context of existing literature. Close-ended questions were analysed by employing descriptive statistics such as frequencies and percentages, while responses to open-ended questions were thematically analysed, a method recommended by several scholars including Ojwala (2024). According to Creswell (2012), Berkowitz (2013) and Palinkas et al. (2015), the integration of qualitative and quantitative data in mixed-method research enhances the depth and breadth of findings. The qualitative data collected through open-ended survey questions allowed alumni to share their personal experiences and insights. A total of 140 story comments were received, with 16 selected for detailed analysis based on relevance and frequency. These qualitative insights provided a deeper understanding of the statistical findings, particularly regarding unemployment causes and higher education institutions' best practices.

We conducted a pilot test of the questionnaire to identify and rectify potential issues before the full survey deployment, as is standard practice in survey research (Presser et al., 2004). The questionnaire was reviewed by experts in the field and the research group to ensure comprehensive coverage of relevant aspects of the research questions, thereby ensuring content validity (Polit & Beck, 2006; De Vaus, 2013).

Results

This section presents the findings of the study in response to the research questions. It encompasses the following key areas: Level of education, the distribution of respondents' gender and age, their employment status and types of employment, the time taken to secure initial employment, the challenges faced by graduates, and the effective practices at higher education institutions (HEIs) as appreciated by graduates.

Starting with the highest level of education attained by our respondents, we found that the largest group, at 50.3%, holds an Advanced Diploma. This was followed by 40.8% who have completed a bachelor's degree. A smaller portion, 8.2%, has achieved a master's degree, while very few respondents hold a Diploma and we interviewed no one with PhD degree. The lower percentage of master's degree holders may indicate a smaller pool of graduates at this level or with postgraduate qualifications generally.

Considering gender and age distribution of the respondents, we found that out of 147 respondents, 129 were below the age of 35, with almost half of our respondents (69) being between 25 and 30 years old. This age distribution matches our interest in the transitions of graduates into the labour market. The data indicate a significant gender disparity among graduates in our sample, with only 37 females compared to 110 males. This imbalance is also very consistent, with males outnumbering females across all age groups. This disparity reflects broader trends in educational attainment and labour market participation. It is also consistent with global trends, where young women are more likely to experience barriers to higher education and employment (ILO, 2020). The International Labour Office highlights that young women globally are twice as likely as young men to be NEET (Not in Employment, Education, or Training), a trend particularly pronounced in regions with restrictive social and cultural norms.

We queried the respondents regarding their current employment status. 45.6% of respondents answered that they had secured employment that matched their qualifications, while 13.6% indicated that they were employed in positions that did not align with their education level. 40.8% remained unemployed. Although the World Bank (2025) reports that the unemployment rate among individuals with advanced education in Rwanda stood at 14.18% in 2023, it is important to contextualise these findings. The World Bank statistics reflect the proportion of the total labour force with advanced education who are unemployed, based on standardised national labour force surveys. In contrast, our findings relate specifically to recent graduates' immediate post-graduation outcomes and capture a broader labour market reality, encompassing not only unemployment but also employment mismatch. When considering both unemployment (40.8%) and employment mismatch (13.6%) together, the data reveal a more nuanced and concerning picture regarding the economic absorption of graduates. This broader scope helps explain the apparent discrepancy between national unemployment figures and the results observed in this study. Underemployment, where individuals are employed below their skill level, often remains invisible in headline unemployment rates. This highlights persistent inefficiencies in the labour market's ability to fully utilise the skills and education of graduates, despite relatively low official unemployment rates.

13. Hurdles faced by Rwandan Graduates in Transitioning to the Labour Market

We asked those who reported being employed whether they were self-employed or employed by others. The majority of graduates (82%) indicated that they were employed by others, while only 18% stated they were self-employed.

We furthermore asked participants how long it took them to obtain their first job after graduation through the following question: “How long did it take you to land your first job after graduation?” A significant number of respondents (68.2%) reported taking one year or less to find employment, highlighting a bit of success in the transition from education to the labour market in the surveyed population. 23.4% of respondents took between two and three years, while the remaining 8.4% took four or more years.

The study identified several challenges faced by graduates in transitioning to the labour market. We have classified these challenges based on frequency and severity. Table 13.2 presents these, with the most frequently cited challenges listed on top.

Table 13.2. *Challenges in the transition of graduates to the labour market*

Challenges	Count	Percentage
Limited job opportunities	50	53%
Lack of working experience	46	49%
Corruption in job offerings	26	28%
Lack of effective government policies to support youth employment	15	16%
I have done several job tests but failed	14	15%
High retirement ages (Old people are not willing to retire)	10	11%
Poor education system	10	11%
Other	16	17%

Source: Created by authors based on field data

It is important to note that the number of responses that emphasised factors that were beyond the control of HEIs were much higher as most of those challenges are not directly related to HEIs they attended.

Table 13.3. *Best practices at HEIs according to graduates*

Best Practices at HEIs	Count	Percentage
Entrepreneurship training in the business incubation centre	34	23%
Intra and/or inter-competitions in different area	9	6%
Teaching methods	19	13%
Field visits	32	22%
Public talks, seminars, workshops, sharing entrepreneurial stories	37	25%
Colleges' leadership	14	10%
Other	2	1%

Source: Created by authors based on field data

Public talks, seminars, workshops, and the sharing of successful entrepreneurial stories were identified as the most appreciated practices (25%), followed by entrepreneurship training (23%) and field visits (22%). These practices are instrumental in enhancing graduates' employability by providing practical skills and networking opportunities.

Discussion

The findings of this study illuminate the primary challenges and adaptive strategies for the integration of higher education graduates into the labour market in Rwanda. In discussing the demographic characteristics of the study's respondents, it becomes evident that these characteristics play a significant role in shaping the employability challenges faced by graduates in Rwanda. Understanding the gender distribution, employment status, and time taken to secure initial employment provides valuable insights that contextualise the primary challenges and potential strategies for improving graduate workforce integration.

Gender and Age Distribution: The gender disparities observed in this study, with male graduates (110) outnumbering female graduates (37), may reflect broader enrolment trends in Rwanda, where males are more represented in higher education. While secondary education shows a slight advantage for females, with a Gross Enrolment Rate (GER) of 44.6% compared to 39.1% for males (Shyiramunda, 2024) the transition to higher education reveals a significant gender gap. The GER for females in higher education is only 6.8%, compared to 9.0% of males, and are underrepresented in Technical and Vocational Education and Training (TVET) institutions (Shyiramunda, 2024, p.60, p.161). These trends suggest that the gender difference in graduate numbers may stem from the lower enrolment rates for females, driven by socio-cultural norms, economic constraints, and limited access to traditionally male-dominated fields. Additionally, this wider pattern of gender disparity in access to and completion of higher education is particularly notable in the context of broader global trends, where young males are more likely to engage in higher education, while females face higher NEET rates due to socio-cultural constraints (ILO, 2020). Addressing these disparities requires targeted interventions to improve female participation and success in higher education and vocational training.

Employment Status and Types of Employment: our findings show that only 45.6% of respondents secured employment aligned with their qualifications, while 13.6% are underemployed, and 40.8% remain unemployed. This data highlights a substantial mismatch between the qualifications of graduates and the demands of the labour market, a challenge observed in many developing countries (McQuaid & Lindsay, 2005). The high unemployment rate (40.8%) may reflect structural issues in the Rwandan labour market, such as a shortage of appropriate job opportunities and limited access to professional networks that facilitate job placement (Kintu, Kitainge & Ferej, 2019; Page & Shimeles, 2015). We also found that, among those employed, 82% are employed by others, while only 18% are self-employed. This preference for traditional employment over entrepreneurial ventures may indicate either a perceived lack of viable opportunities for self-employment or a tendency towards the stability provided by formal employment (Atef & Al-Balushi, 2015; Costa, Caetano, & Santos, 2016). Research suggests that in many developing contexts, graduates are less likely to pursue self-employment due to financial constraints, limited entrepreneurial training, and restricted access to startup capital (Nabi &

Liñán, 2011; Premand et al., 2016). These findings emphasise the importance of policies that encourage entrepreneurship and provide graduates with resources and support to pursue self-employment, particularly in economies where traditional employment options are limited.

An encouraging finding was that 68.2% of our respondents reported that they had found employment within one year. This positive employment trend may reflect the impact of Rwanda's strategic policies, such as the National Strategy for Transformation and the Revised National Employment Policy, which aim to align educational outcomes with labour market needs and enhance the employability of young professionals (NEP, 2019; Primature, 2017). Programs like the Capacity Building and Employment Services Board's (CESB) internship initiative further support this transition by offering recent graduates practical experience and industry-relevant skills that are crucial for securing employment (ILO, 2017). The CESB program has been instrumental in helping graduates gain work experience in medium and large organisations, although these opportunities are predominantly in the public sector, with less engagement from the private sector (ILO, 2017).

While the employment outcomes are encouraging, it is important to acknowledge the context of these findings. The relative success in employment for graduates from technical fields does not necessarily generalise across all academic disciplines in Rwanda. This difference highlights the importance of Rwanda's focus on technical and vocational education and its ongoing efforts to address skill mismatches through targeted interventions.

These demographic insights reinforce the complexity of graduate employability in Rwanda. The educational qualifications of respondents show that even those with substantial academic credentials may face considerable barriers in entering the labour market. Gender disparities suggest the need for targeted efforts to address challenges specific to female graduates. Employment status data point to a preference for traditional employment, likely influenced by structural and economic factors that limit entrepreneurial ventures.

Key challenges that higher education graduates in Rwanda face when transitioning into the labour market

The transition from higher education to the labour market in Rwanda is fraught with significant challenges. The study identified multiple barriers that graduates face, which align with broader global and regional trends. The most frequently cited challenge is the lack of job opportunities. This is not unique to Rwanda; it is a common issue in many developing economies where the job market cannot keep pace with the growing number of graduates. Previous research, such as Jackson (2014), has argued that this mismatch between the supply of graduates and the demand for their skills leads to high unemployment rates among young people. As Rwanda continues to develop its economy, there is a need for policies that stimulate job creation and economic diversification. Current literature emphasises the importance of governmental and institutional policies in addressing this gap (McQuaid et al., 2005; Komariah, 2015).

Additionally, employers' preference for candidates with work experience presents a significant hurdle for recent graduates. Tynjälä (2008) highlights the importance of internships, cooperative education,

and other work-integrated learning opportunities during university studies. According to several scholars, integrating more practical experiences into the curriculum could help bridge this gap, providing students with the necessary experience before graduation. The current study's findings corroborate this, as many respondents indicated a lack of practical experience as a barrier to employment.

Moreover, corruption in job placements is a significant issue that impacts both job seekers and the integrity of the hiring process. It diminishes trust in the fairness of the job market, demotivating graduates who may feel their prospects are determined by factors beyond their control. Transparency International (2020) emphasises that anti-corruption measures and transparent hiring practices are crucial to restoring fairness and rebuilding the confidence of job seekers. Many participants in our study also expressed concerns about the prevalence of nepotism and bribery in hiring processes. Our respondents considered corruption a major obstacle to entering the job market, ranking it as the third most pressing challenge (Table 13.2). The Rwandan government has implemented several measures to address this, including strict legal frameworks such as the Presidential Order No. 128/01 (2020) and the Law No. 54/2018 on Fighting Corruption, which aims to prevent and penalise corruption in both public and private sectors.

Despite these efforts, corruption persists and further actions are being developed. One initiative introduced by Rwanda's Ministry of Public Service and Labour (MIFOTRA) is the use of online examinations in the Integrated Personnel and Payroll Information System (IPPIS). This system minimises human involvement in the hiring process, to increase fairness and eliminate biases in job exam grading (Mifotra, 2022). Candidates receive instant feedback on their performance, which should enhance the transparency and efficiency of the recruitment process. In addition to these structural and legal solutions, it is important to emphasise the role of education in long-term efforts to combat corruption. Teaching social and ethical values, such as integrity, transparency, and respect for the rule of law, should be integrated into education systems at all levels, to build a culture of honesty and responsibility that helps reduce corruption.

Furthermore, graduates frequently report a mismatch between their skills and the demands of the labour market. Harvey (2001) emphasises the need for educational institutions to align their curricula with the needs of employers, developing a more dynamic curriculum that includes both technical skills and soft skills such as communication, teamwork, and problem-solving. However, it is interesting that our respondents did not explicitly mention a skills mismatch among their perceived challenges in the transition to the labour market.

It has also been suggested that many graduates lack effective job search strategies, including resume writing, interview skills, and networking. Rowley and Purcell (2001) argue that career services within universities can play a crucial role in addressing this gap. By offering workshops, one-on-one counselling, and networking events, career services can equip students with the tools they need to navigate the job market successfully. Some of the statements by participants in our study, such as the failing of job tests mentioned by 15%, might imply the need for better career guidance and job search support.

Additionally, our respondents were of the opinion that the high retirement age limits the number of job openings for younger workers. Furthermore, 11% of our respondents mentioned the poor education system. It is not clear whether this refers to the proliferation of private HEIs with varying degrees of quality, leading to degrees that may not be recognised by employers. Ensuring that educa-

tional programs meet accreditation standards and that they are regularly reviewed and updated can help mitigate this issue. Scholars such as Watts and Fretwell (2004) highlight the importance of maintaining high educational standards to ensure graduates are adequately prepared for the labour market. Inadequate career counselling and support services exacerbate the challenges graduates face. Effective career guidance should start early in a student's academic journey and continue until they successfully transition into the workforce (Watts & Fretwell, 2004). Our findings suggest that many graduates felt unprepared for their job search due to insufficient career support from their institutions.

Furthermore, the difficulties associated with career progression highlight the need for clearer pathways for professional development. Providing opportunities for advanced training and continuous professional development can help graduates advance in their careers. As noted by several scholars, including Jackson (2014) and McQuaid et al. (2005), the availability of ongoing professional development is crucial for career advancement and long-term success in the labour market.

It is obvious that addressing these challenges requires a multifaceted approach that includes policy interventions, curriculum reform, and enhanced career support services. By aligning educational outcomes with labour market demands and providing robust support systems, Rwanda can better equip its graduates to succeed in an increasingly competitive global economy.

Strategies and adaptive practices

The study identified several best practices within HEIs that, according to the graduates we surveyed, have positively impacted their transitions into the labour market. These practices can be further enhanced and widely adopted to improve graduate employability.

Public talks, seminars, and workshops: Graduates valued public talks, seminars, workshops, and the sharing of successful entrepreneurial stories. These activities provide networking opportunities, inspire new ideas, and offer practical insights into the realities of the job market. Such events can bridge the gap between academic knowledge and real-world application (Tynjälä, 2008).

Entrepreneurship training: Another most appreciated practice was entrepreneurship training provided in business incubation centres. This training aims to equip graduates with the skills and knowledge to start their own businesses, which is crucial in an economy with limited formal employment opportunities (Okolie et al., 2019). Encouraging entrepreneurship can not only create jobs for the graduates themselves but also generate employment for others.

Field visits: Field visits were also highlighted as a beneficial practice. These visits expose students to real-world environments, allowing them to observe and understand how theoretical knowledge is applied in practice. This experiential learning is invaluable in helping students make informed career choices and better prepare for the workforce (Kolb, 2014).

Teaching methods and leadership: Effective teaching methods and strong leadership within colleges were also appreciated by graduates. Innovative and interactive teaching methods can enhance learning and retention, while effective leadership can create an environment that supports student success. Universities should invest in faculty development programs to ensure that teaching methods are continually improved (Ardelean, Titan, & Druica, 2015).

Competitions: Intra- and inter-collegiate competitions in various fields were seen as beneficial. These competitions foster a spirit of innovation and teamwork, providing students with opportunities to apply their knowledge creatively. They also prepare students for the competitive nature of the job market (Earle, 2003).

The findings of this study are consistent with existing literature on graduate employability and the challenges faced by young people entering the labour market. The importance of aligning educational outcomes with labour market needs is a recurring theme in employability research (Harvey, 2001; Jackson, 2014). Moreover, the value of practical experiences, such as internships and field visits, in enhancing employability is well-documented (Tynjälä, 2008). The emphasis on entrepreneurship training is particularly relevant in contexts where traditional employment opportunities are limited, highlighting the need for educational institutions to foster an entrepreneurial mindset among students (Okolie et al., 2019). The challenges related to corruption and skills mismatch point to systemic issues that require coordinated efforts from policymakers, educational institutions, and employers. Transparency in hiring practices and continuous dialogue between HEIs and industry can help address these issues.

Conclusion

This study provides insights into the challenges faced by higher education graduates in Rwanda as they transition into the labour market. The findings highlight several key issues, including limited job opportunities, demand for work experience, corruption in job placements, and insufficient personal competencies (see Table 13.2). These challenges are not unique to Rwanda but reflect broader issues of employability and workforce integration in developing economies, where the supply of skilled graduates often exceeds the demand in the labour market (Jackson, 2014; ILO, 2020).

The study's focus on Rwanda provides a perspective on the barriers to employability in a developing country context, adding to the global discourse on employment challenges. The findings show that many challenges faced by graduates are beyond the control of higher education institutions (HEIs), suggesting the need for concerted efforts beyond the realm of education alone. Addressing these challenges requires policies that promote economic diversification, job creation, and improved labour market conditions. Enhancing internship programs and work-integrated learning opportunities within HEIs can better prepare students for the practical demands of the job market (Tynjälä, 2008). Moreover, the study highlights best practices within HEIs that positively influence graduate employability, including entrepreneurship training, public lectures and seminars, field visits, innovative teaching methods, and intra-collegiate competitions (see Table 13.3). These practices foster practical skills, entrepreneurial mindsets, and networking opportunities that are essential for career development (Earle, 2003; Okolie et al., 2019).

Recommendations for enhancing graduate employability

Given that some challenges are beyond the capacity of higher education institutions, it is imperative to foster a multi-actor approach to address the issue of graduate unemployment effectively. Collaboration among government bodies, industry leaders, educational institutions, and community organisations is essential to create comprehensive solutions that will bridge the gap between education and employment.

Additionally, to enhance graduate employability, higher education institutions (HEIs) should focus on several key recommendations. First, they should strengthen career counselling services and job placement support, equipping graduates with effective job search strategies and fostering professional development opportunities (Rowley & Purcell, 2001). Moreover, expanding entrepreneurship training and incubation programs is crucial to empower graduates in creating their own employment ventures and contributing to economic growth (Ardelean et al., 2015). Ensuring transparency and integrity in hiring practices is essential to mitigate corruption and ensure fair opportunities for all graduates (Transparency International, 2020).

Finally, fostering a culture of lifelong learning and adaptability among students prepares them for evolving career demands and technological advancements, enhancing their long-term employability (Arthur, 2006).

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