

REPUBLIC OF RWANDA



MINISTRY OF EDUCATION

AFRICAN MINISTERIAL CONFERENCE OF INTER-COUNTRY
QUALITY NODE ON TECHNICAL AND VOCATIONAL SKILLS
DEVELOPMENT (ICQN / TVSD)

**PROMOTING INVESTMENT IN SKILLS AND COMPETENCIES
ACQUISITION BY TRAINERS AND ENTREPRENEURS IN
AFRICAN COUNTRIES**

RWANDA COUNTRY REPORT

September, 2015

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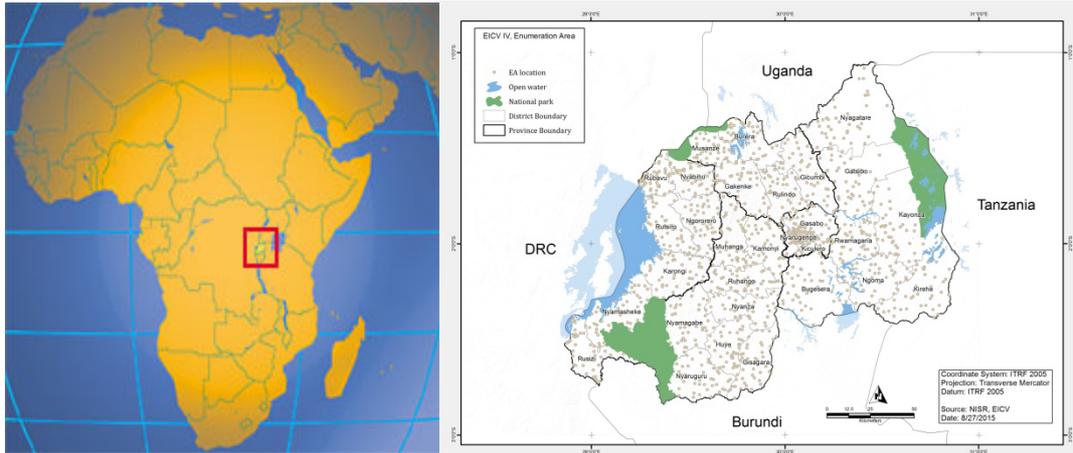
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Figure 1: TVET Trainers per qualification.....Erreur ! Le signet n’est pas défini.

LIST OF ABBREVIATIONS

9 YBE	: Nine Year Basic Education
12 YBE	: 12 Year Basic Education
CBT:	Competency Based Training
DPs	: Development Partners
EDPRS	: Economic Development and Poverty Reduction Strategy
EICV	: Enquête Intégrale sur les Conditions de Vie des Ménages
GDP	: Gross Domestic Product
HH	: Household
IAP	: Industrial Attachment Program
IPRC	: Integrated Polytechnic Regional Centre
LMIS	: Labour Market Information System
MDGs	: Millennium Development Goals
MINALOC	: Ministry of Local Government
MINECOFIN	: Ministry of Finance and Economic Planning
MINEDUC	: Ministry of Education
MSMEs	: Micro, Small and Medium Enterprises
NEP	: National Employment Program
NISR	: National Institute of Statistics of Rwanda
PRSP	: Poverty Reduction Strategy Paper
PPP:	Public Private Partnership
RDB	: Rwanda Development Board
RPHC4	: Fourth Rwandan Population and Housing Census
RTQF	: Rwanda TVET Qualification Framework
ToT	: Training of Trainers
TTQF	: TVET Trainers Qualification Framework
TVET:	Technical and Vocational Education and Training
UN:	United Nations

COUNTRY PROFILE



Region	: Sub-Saharan Africa
Surface	: 26,338 km ²
GDP per capita (US\$)	:\$ 718 (2014)
Average GDP growth	: 8. % (2014)
Population	: 11,262,564 (2014)

INTRODUCTION

Investing in Training of Trainers is critical for the Government of Rwanda to improve the quality of Technical Vocational Education and Training (TVET) in Rwanda by improving the quality of TVET Trainers and School Managers. Indeed, Training of Trainers has been a challenge in Rwanda as there was lack of framework skills development for Trainers.

One fact that is constant across the TVET spectrum in Rwanda is the need for more high quality TVET trainers. The quality of the trainers working at a TVET institution determines the quality of TVET graduates to a great extent. Without competent, qualified trainers it is impossible to produce TVET graduates with the types of competencies required by the modern labour market. Consequently, all trainers working within the TVET system need to have a full skill-set including a good technical understanding of their subject area, they need to be skilled in pedagogical methods, they need industrial experience, and they have to have the necessary language, ICT and entrepreneurial skills.

The Economic Development and Poverty Reduction Strategy (EDPRS-2; 2013/14-2017/18) set an ambitious overarching goal: “Accelerating progress to middle income status and better quality of life for all Rwandans through sustained growth of 11.5% and accelerated reduction of poverty to less than 30% of the population”. Being built around four thematic areas 1) Economic transformation, 2) Rural development, 3) Accountable Governance and 4) Productivity and Youth Employment. Especially the latter anticipates that growth and rural development are underpinned by appropriate skills and productive employment, especially for the growing cohort of youth. The main objective is the creation of at least 200,000 new jobs annually, which need to be filled by competent enterprising graduates. The TVET sector plays a crucial role in developing the required knowledge, skills and attitudes by, amongst others, reviewing and reforming curricula, involving the private sector industry, workplace learning, short course basic skills training, on-the-job training and entrepreneurship training. The need for more, high quality TVET trainers is paramount.

According to the Establishment Census 2013/2014, MSMEs account for over 92.2% of all establishments in Rwanda and employ a big number of the workforce in the sector. A closer look at the private sector in Rwanda reveals that while many jobs are concentrated in the informal sector, a large proportion of those working in the sector are sole entrepreneurs.

Entrepreneurship training is critical to ensure job creation and employment promotion. The EDPRS II under its theme “Productivity and Youth Employment” calls for increased efforts to engage companies in training and work experience programs. The *Education Sector Strategic Plan (ESSP) 2013/14-2017/18*, which commits itself to deliver a significant increase

in access to high-quality TVET that meet the demand of the current and future labour market, proposes much stronger participation in the provision of training from the side of employers.

CHAP I: TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING STRUCTURE IN RWANDA

1.1. Introduction

Technical and Vocational Education and Training (TVET) provision in Rwanda currently takes place at different levels (Vocational, technical Secondary, Diploma, Advanced Diploma), at a multitude of different institutions (vocational technical centres, technical secondary schools, polytechnics) and is being provided by both public and private providers.

Furthermore, some of these institutions are already involved in the ToT, including those in the public and private sectors. Different organizations support the training of trainers at a variety of educational levels and for a number of different industrial sectors. Moreover, the situation has been compounded by a large number of Development Partners (DPs) who are supporting these developments in, before recently, a rather uncoordinated manner.

1.2. Levels of TVET provisions

TVET is currently offered through three different types of public and private institutions in Rwanda, namely the Vocational Technical Centres (VTCs), Technical Secondary Schools (TSSs) and Polytechnics.

- *Vocational Training Centres (VTCs)* – these centres deliver vocational training for principally 9 Year Basic Education graduates and other beneficiaries regardless of their level of education. Under the new system and the Rwanda TVET Qualification Framework (RTQF) these centres will predominantly offering from level 1 up to Level 3 (= TVET Certificate 1) to all Rwandans. These qualifications will utilize a modular system, allowing these modules to be offered at the VTCs as short-courses for rapid skill upgrading.
- *Technical Secondary Schools (TSSs)* – these schools function as upper secondary technical schools training students in years 10-12. Students entering come from lower secondary schools and have completed the first 9 years of basic education (9YBE). Under the new system and RTQF they will be offering up to Level 5 (TVET Certificate 3), primarily still to students coming out of lower secondary general education schools however there will be additional pathways for entry for others who meet minimum entry requirements.

- *Polytechnics* – these institutes function as post-secondary technical colleges. Students who entered had finished upper secondary school. They provided 2-3 year diploma and advanced diploma courses to produce higher-level technicians. Under the new system and qualification framework Polytechnics will offer up to Level 7 (TVET Certificate 5). However they primarily will be geared towards offering Level 6 and 7 qualifications which correspond to the previous diplomas and advanced diplomas.

1.3. Growth of TVET enrolment

This section presents the increment in access by subjects of Technical and Vocational Education and Training (TVET) compared to other general subjects in secondary schools.

Table 1.1: Trend in student's enrolment in Upper Secondary from 2012 to 2014

Subject Combination	2012			2013			2014		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Sciences	36,331	37,443	73,774	38,057	42,086	80,143	37,612	43,770	81,382
Humanities	11,993	12,774	24,767	12,124	14,068	26,192	13,294	15,679	28,973
Languages	9,696	9,206	18,902	12,691	13,581	26,272	14,346	16,442	30,788
Teacher education	2,893	3,149	6,042	3,599	3,776	7,375	3,838	4,526	8,364
TSS	30,228	28,203	58,431	34,909	29,957	64,866	35,912	30,201	66,113
Total	91,141	90,775	181,916	101,380	103,468	204,848	105,002	110,618	215,620

1.4. Trend in TVET from 2010 to 2014

This section presents the increment in access by category of Technical and Vocational Education and Training (TVET).

Table 1.2: Trend in TVET from 2010 to 2014

Year	2010	2011	2012	2013	2014
CENTERS	140	251	278	306	365
Vocational Training Centres	61	98	116	132	174

Technical Secondary Schools	77	151	160	167	179
Technical tertiary institutions	2	2	2	7	12
STUDENTS	52,386	67,919	74,320	83,893	93,024
Male	25,240	35,843	40,321	47,755	52,369
Female	27,146	32,076	33,999	36,138	40,655
<i>% of Male</i>	<i>48.2%</i>	<i>52.8%</i>	<i>54.3%</i>	<i>56.9%</i>	<i>56.3%</i>
<i>% of Female</i>	<i>51.8%</i>	<i>47.2%</i>	<i>45.7%</i>	<i>43.1%</i>	<i>43.7%</i>
Vocational Training Centers	7,314	11,315	13,557	15,592	21,566
Male	3,862	6,920	8,224	10,058	12,265
Female	3,452	4,395	5,333	5,534	9,301
Technical Secondary Schools	44,526	55,033	58,431	64,866	66,113
Male	20,939	27,715	30,228	34,909	35,912
Female	23,587	27,318	28,203	29,957	30,201
Technical tertiary institutions	546	1571	2332	3435	5345
Male	439	1,208	1,869	2,788	4,192
Female	107	363	463	647	1,153

CHAP II. TVET TRAINING OF TRAINERS

2.1. Introduction

The increase of the number of students, coupled to the decreasing trainer/student ratio in TVET, results in the number of required TVET trainers to be quadruplicated; placing the TVET system in general and the Workforce Development Authority in particular in a challenging situation to attract, train/upgrade and retain adequate number of TVET trainers.

Currently, it is challenging to know that the TVET Trainers in Rwanda are and what their full ranges of qualifications are. The last comprehensive survey on public and government aided TVET providers, dates from 2012 and basically provides WDA with data on the number of TVET trainers and their technical qualifications.

The Workforce Development Authority is beginning to collect more qualitative information on TVET provision in Rwanda, striving for a coordinated system for collecting information on who (and where) the TVET providers are, who (and where) the TVET trainers are, their skills and competencies as well as their training needs and what types of training are being provided. WDA has taken the initiative to develop and implement a comprehensive TVET

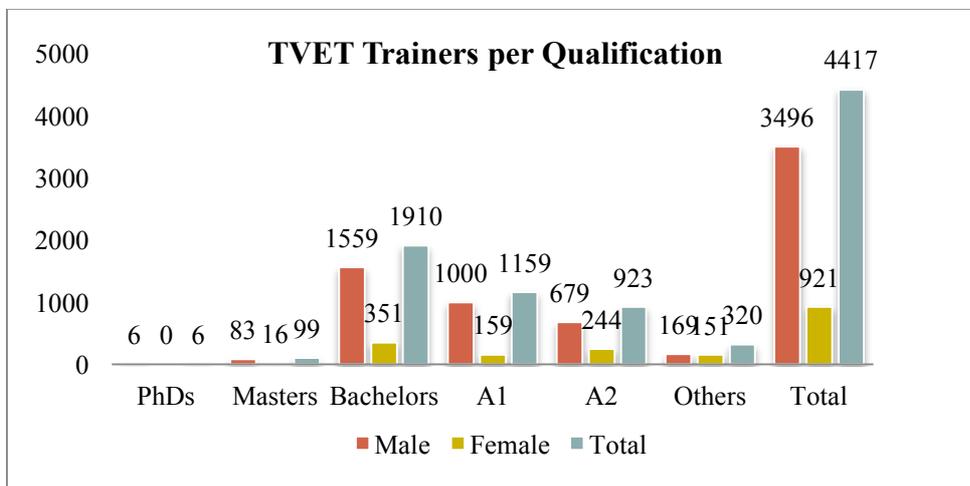
Information System that includes such detailed and aggregated data on TVET Trainers.

2.2. Development of TVET Trainer Qualifications

A qualification framework is a tool whereby the learner's acquired knowledge, skills and achievements can be registered and recognized either through formal, non-formal, informal or other means. The Ministry of Education has already established the Rwanda TVET qualification framework (RTQF). This framework will eventually be applicable to all occupations offered by TVET institutions in Rwanda. For TVET Trainers a sub-system to the RTQF is constructed, the TVET Trainer Qualification Framework (TTQF) should be noted that a distinction is made between trainers currently in the system (in-service), future trainers who typically go through an initial training programme (pre-service) and practitioners who, after having gained a number of years of relevant experience, enter into a post-experience programme.

The table below shows the current number of Trainers in the TVET system based on their technical training.

Figure 1: TVET Trainers per qualification



2.3. Planned Qualification of ToT Graduates and Workplace Trainers

The TVET Trainer Qualification Framework as proposed is merely a sub-system within the RTQF on the basis of which WDA will award qualifications for TVET trainers in Rwanda.

The following levels for TVET Trainers are envisaged:

- In-service qualifications:
 - 'Certified TVET Trainer' (for trainers currently appointed within the system) and
 - 'Workplace Trainers' (for technicians opting for a recognition as TVET Trainer in the company they work)
- Pre-service qualification: Bachelor Degree 'Qualified TVET Trainer' (initial training for Upper Technical Secondary School leavers pursuing a career as TVET Trainer)
- Post-experience qualifications:
 - For 'Technicians' at Bachelor Level: Postgraduate Diploma 'Senior TVET Trainer'
 - For 'Qualified TVET Trainers' at Bachelor Level: Master Degree 'Master TVET Trainer'

This qualification framework will be strengthened by a well-defined system of Continuous Professional Development. Trainers entering the system will be given the opportunity to improve their skills and move up the career path from certified trainer, to qualified trainer (bachelor), to master trainer or (TVET) School Manager in a method devised and supported by the WDA. This will provide an added incentive that will not violate national civil service regulations.

CHAP III: ENTREPRENEURSHIP TRAINING

3.1. Introduction

According to the Establishment Census 2013/2014, MSMEs account for over 92.2% of all establishments in Rwanda and employ a big number of the workforce in the sector. A closer look at the private sector in Rwanda reveals that while many jobs are concentrated in the informal sector, a large proportion of those working in the sector are sole entrepreneurs.

Given the vast majority of jobs in the off-farm sector are in MSMEs and are largely informal, emphasis should be placed on providing support and creating conditions for enhancing the productivity and productive capacity and enabling business environment for these smaller firms to scale up their businesses and grow. In particular, youth and women with business attractive ideas and entrepreneurs in the informal sector who show growth potential should be provided with tailor-made and on-the-spot practical Entrepreneurship, mentoring and coaching by “Business Development Advisors” (BDA) - experienced guardian angels’ at their proximity, preferably in every sector.

3.2. Skills Gaps in the Labour Market

As in most African economies, skill gaps are predominant in both the formal and informal economies in Rwanda and constitute a major barrier to gainful employment and in the transition from informal to formal work. LMIS and skills survey data point to critical shortages of certain vital skills needed for sustainable development and hence the need for a stronger link between formal education, TVET and entrepreneurship development, on the one hand, and the realities of the current and future job markets especially in response to labour market demands, technological changes and new market opportunities created by globalization and regional integration on the other.

According to the 2012 Skills Survey of the Manufacturing Sector in Rwanda (RDB, 2012), the main technical skills gaps identified were: 79% for artisans, 11% for managers, 7% for professionals and 4% for technicians.

Strategic interventions under this pillar should focus on providing the Rwandan workforce with necessary skills to meet the growing and changing demands of labour markets mainly in the private sector. This requires first and foremost a demand-driven education and training systems including a strong emphasis on practical training and on-job learning, with the aim of bringing the world of education and training closer to the world of work.

3.3. Entrepreneurship training and job creation

Entrepreneurship training is critical to ensure job creation and employment promotion. Indeed, the EDPRS II under its theme “Productivity and Youth Employment” calls for increased efforts to engage companies in training and increase their involvement in internships, apprenticeships and work experience programs. The *Education Sector Strategic Plan (ESSP) 2013/14-2017/18*, which commits itself to deliver a significant increase in access to high-quality TVET that meet the demand of the current and future labour market, proposes much stronger participation in the provision of training from the side of employers, industry bodies, the private sector more broadly, and those responsible for leading and steering the economic development process.

Responding to this new emphasis formulated in the EDPRS II and the ESSP, cooperation with the private sector is a major theme in the *TVET Policy* and the *National TVET Strategy 2013/14-2017/18*. The TVET Strategy reflects an important paradigm shift in Rwanda placing quality and relevance of TVET as its priority. It recognizes that a mere expansion of TVET is not appropriate to solve the problems of unemployment and low productivity in the economy, and thus does not represent the right response to combating poverty. To assist the achievement of the ambitious goals set in the EDPRS II, the strategy highlights the importance of TVET creating a competent, motivated and adaptable workforce capable of driving economic growth and development. Consequently, strengthening the participation of the private industry sector in TVET is defined as one of the strategic objectives in the strategy.

3.4. Workplace learning and Entrepreneurship training

A central focus of the TVET Strategy in the area of workplace learning (Industrial attachment, internship, apprenticeship, in-company training and company based training) is the modernization and further development of the workplace learning system. The workplace learning policy foresees the establishment of a system of industry-based training; the strategy acknowledges the importance of the traditional apprenticeship system as the main road to skills development and seeks to contribute to its development through increasing its quality and recognizing informally acquired skills through recognition of prior learning (RPL).

The development workplace learning is supposed to play a critical role in the implementation of the first pillar (Skills Development) of the *National Employment Program (NEP)*. With the aim to enhance hands-on skills through critical mass of short term vocational training and workplace learning up to 70,000 youth planned to undergo short skills development courses, provided either by TVET institutions or through traditional apprenticeship. Training interventions should be aligned with available business

opportunities at the local level and should respond to private sector needs. The workplace learning is particularly seen as a practical avenue for youth without formal educational qualifications. The NEP suggests the need to devise ways to link this training mode to the national TVET system, and to provide master trainers with additional skills development and certification.

The NEP furthermore calls for initiatives to link public works and labour intensive employment programs, such as the VUP Public Works program, to on-the-job training possibilities in order to promote sustainable employment for participating youth. The Rwanda's *Private Sector Development Strategy* indeed makes a strong argument for more emphasis on workplace in the formal sector. The report argues that an increasing number of firms identify an inadequately educated workforce as a major constraint to growth and competitiveness, and that a lack of adequate numbers of appropriately skilled workers is affecting particularly the development prospects of high growth sectors. Lacking among new labour market entrants is the right combination of cognitive, social and technical skills, and these can best be addressed by training at the workplace.

CHAP IV: ESTABLISHMENT OF TRAINERS INSTITUTES: INNOVATION IN RWANDA'S TRAINING OF TRAINERS EXPERIENCE

4.1. Introduction

The construction and establishment of a TVET Trainer Institute at IPRCs ('Rwanda Training of Trainer Institute') has been recognized as huge investment in Training of Trainers development. This is to strengthen the existing ToT program under management of the Workforce Development Authority (WDA). Eventually the WDA will not be involved in direct provision of training of trainers' services that will be left to the TVET Trainer Centre(s). However, until the establishment of any Trainer Training Institute, the WDA/IPRCs will need to assume the temporary role of training provider for all trainers.

The role of the TVET Training Institutes will be to provide both in-service and pre-service training to future trainers in the Rwandan TVET system. The Institute will also provide training necessary for trainers to advance their career on a regular schedule. For example, they will provide the training necessary to enable a trainer to gain the qualification necessary to move from an assistant to a certified trainer, from qualified trainer to master trainer, from Bachelor Technician to Senior Trainer.

4.2. Governance of Training of Trainers

Attention will have to be given to the position of the TVET Trainer Centre(s) in the Rwandan TVET system in general and in the context of Training of Trainers in particular. Preference is given to a governance model in which the TVET Training Directorate (ToT Unit) is responsible for the following:

- ToT Program and Strategy Development;
- Data Collection and Analysis on Current Trainers;
- Quality Assurance / Monitoring and Evaluation;
- Qualification of TVET Trainer and Workplace Trainers;
- Accreditation of the (ToT) Training Institutions;
- Registration and Licensing of TVET Trainers, and Workplace Trainers; and
- Curriculum Development for Current and Future Trainers and Workplace Trainers.

TVET Trainer Centres:

- Provision of Training of Trainers (both in-service and pre-service);
- Continuous Professional Development of Trainers, School Managers and Workplace Trainers; and
- Examination and Assessment of TVET Trainers and Workplace Trainers.

Though WDA would provide for the necessary standards and coordination, the actual provision of Training of Trainers will have to take place at decentralised level, i.e. at provincial/regional level. Initially the IPRCs will take up the role of ToT Providers,

according to the standards and requirements set by WDA. Effectively, the IPRCs function as provincial/regional ToT providers and are responsible for the following:

- Data Collection on TVET Trainers at provincial/regional level (including CPD);
- Provision of Training of Trainers (including School Management and Workplace Assessors) according to provided curricula; and
- Examination and Assessment of ToT Trainees, TVET School Managers and Workplace Assessors, according to set standards.

4.3. Accreditation of the Training of Trainers Institutions

In order to be allowed to deliver TVET in Rwanda, Training Institutions should meet the standards of quality set forth by WDA. Furthermore, the accreditation process will accredit each of the specific programmes being offered at institutions. This need for accreditations will apply to both public and private training institutions.

While accreditation is not directly related to training of trainers, the accreditation department needs to incorporate the quality of trainers within the evaluation of an institution in the decision to accredit or not. This means that when standards for qualified trainers are developed (i.e. their required competencies), they must also keep in mind how those standards will fit in to the accreditation process; institutions without qualified trainers cannot be accredited.

CONCLUSION

The quality of the trainers working at a TVET institution determines the quality of TVET graduates to a great extent. Without competent, qualified trainers it is impossible to produce TVET graduates with the types of competencies required by the modern labour market. Consequently, all trainers working within the TVET system need to have a full skill-set including a good technical understanding of their subject area, they need to be skilled in pedagogical methods, they need industrial experience, and they have to have the necessary language, ICT and entrepreneurial skills. The foregoing also relates to the quality of TVET School Managers.

The Ministry of Education already established the Rwanda TVET qualification framework (RTQF). This framework will eventually be applicable to all occupations offered by TVET

institutions in Rwanda. For TVET Trainers a sub-system to the RTQF is constructed, the TVET Trainer Qualification Framework (TTQF) should be noted that a distinction is made between trainers currently in the system (in-service), future trainers who typically go through an initial training programme (pre-service) and practitioners who, after having gained a number of years of relevant experience, enter into a post-experience programme.

The development of the workplace learning is supposed to play a critical role in the implementation of the first pillar (Skills Development) of the *National Employment Program (NEP)*. Training interventions should be aligned with available business opportunities at the local level and should respond to private sector needs and entrepreneurship. Workplace learning is particularly seen as a practical avenue for youth without formal educational qualifications.

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