

# Skilled Crafts

## AND TRADES NETWORK 4 AFRICA

### BRIEF DESCRIPTION OF THE TECHNICAL AND VOCATIONAL EDUCATION (TVET) SYSTEM IN RWANDA

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## 1. Political and social significance of TVET (background)

Rwandan Technical and Vocational Education and Training system (TVET) provides young people and the unemployed with the skills to gain productive employment and also provides those already in employment with an opportunity to upgrade their skills, including entrepreneurs and those wishing to work for themselves. TVET had a bad reputation in Rwanda and was considered as second choice where higher learning institutions attracted more students. Today TVET has been taken as government priority as one of the sectors who will play a demonstrated role in Rwandan economic growth. The Rwandan Government targets that 60% of secondary students choose TVET and 40% go for general education and universities.

## 2. Classification of TVET institutions

The Workforce Development Authority (WDA) role, which is reporting to the Ministry of Education (MINEDUC), has been reduced to overseeing TVET policy strategic orientation, accreditation and quality assurance after parenting Rwanda Polytech (RP) responsible for the implementation of TVET policy including curricula development, certification and Training of the Trainers (TOTs). RP is in charge also of 5 Integrated Polytechnic Regional Centers' (IPRCs), one in each of the 4 provinces and one in Kigali City. The local government entities (Districts) are now overseeing all TVET schools including vocational schools in their respective district.

## 3. Initial training courses offered by the TVET system

The Rwanda TVET Qualification Framework RTQF structure and architecture consists of seven levels set out in a single strand. The Foundation Level or Transcript level has no level descriptors and contains both general and TVET education. The basic skills level caters for pathways (entry or access points) for non-formal and informal TVET, while level three to seven provide pathways for school-based TVET.

All levels of the RTQF except the TVET Foundation level have Level Descriptors described in terms of the required Knowledge, Skills and Competence (KSC) that needs to be achieved in qualifications at each of the levels. Essentially two measures are used to place qualifications onto the RTQF:

- The level of complexity of the learning outcomes to be achieved; and
- The volume or amount of learning, as measured by student notional learning hours and the credit attached to each program or course.

It is a 7-level framework that includes a Foundation Level as Level 1, four TVET Certificates (at Levels 2 to 5), a TVET Diploma at Level 6, and an Advanced TVET Diploma at Level 7. At Level 5, the current Year 12 Technical School Graduation qualification is shown as being at the same level as TVET Certificate III. In TVET subsector, a person can be accepted as a student if the education provider considers that he/she has adequate requirements for completing the level. The students may include prior learning in the qualification and use it to replace compulsory, elective or free-choice studies.

RTQF Level	Rwandan Qualifications	Level Summary
7	Advanced Diploma	Graduates at this level will have broad knowledge and skills for highly skilled work that requires judgement and defined responsibility in known or changing contexts
6	Diploma, TVET	Graduates at this level will have specialised knowledge and skills for skilled work that requires limited responsibility in known or changing contexts
5	TVET Certificate III	Graduates at this level will have theoretical and practical knowledge and skills for work that requires taking limited responsibility in known and stable contexts
4	TVET Certificate II	Graduates at this level will have knowledge and skills for work on routine tasks in a defined context that requires limited judgement
3	TVET Certificate I	Graduates at this level will have knowledge and skills for initial routine work that requires supervision

#### 4. Situation of TVET instructors/trainers

Usually, a skilled crafts school trainer has a University degree at bachelor's level, but not enough practical and pedagogical skills. They are not prepared to conduct practical sessions as their practical skills are lacking. The development of a concept for the qualification and certification of in-company trainers has not yet been started. There is no formalized apprenticeship system yet.

Trainers are graduates from TVET institutions and they are public (MINEDUC) employees (if they work for public institutions) or they have a private contract (if they work for private institutions). They are all treated under the labour law. In general the TVET trainer allowances are higher than trainer in general education but still very low compared to their daily life which deliver them to search for a second job to fulfil the basic need for their family.

#### 5. Responsibilities for curriculum development and adaptation

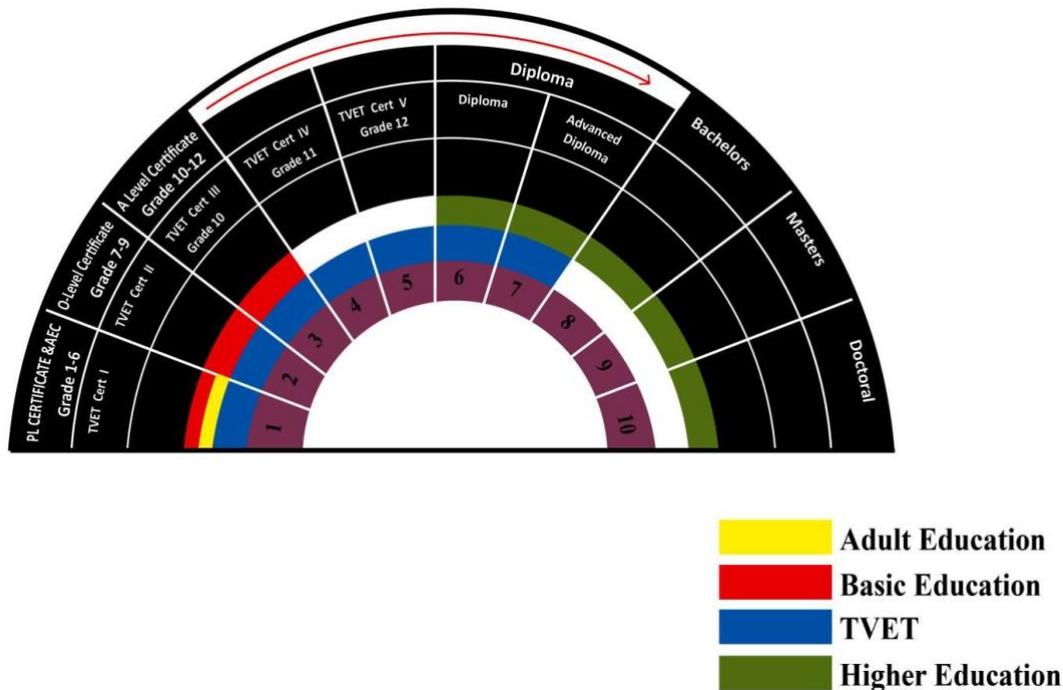
The Rwanda Polytechnic (RP) is responsible for the curriculum dev, WDA is responsible for validation and accreditation of schools to deliver the curricula. Private sector is involved in the curriculum development process (practitioners and expert from the sector are invited to provide their inputs about duties, responsibilities and competences of someone who is performing the occupation)

#### 6. Overview of the education system

What is the educational background of the students in the TVET system, how old are they on average at the beginning of their training and do they have to pay for the training?

The harmonized Rwanda Education Qualification Framework (REQF) has four education sub-sectors. These are the Adult Education, the Basic Education, the Technical and Vocational

Education Training (TVET) as well as Higher Education. These sub-sectors cover all forms of education and training provided by the public and private institutions in the country. The harmonized REQF articulates education qualifications levels and awards from basic to higher education. The TVET Trainees start at 15/16 years.



## 7. Experience in cooperation with private sector

In general private sector (companies) are involved in the curriculum development, assessment and occupational analysis and in delivery of apprenticeship, internship, industrial based training. The number of workplace learning opportunities provided by companies does not meet the growing demand; capacities of companies to appropriately train, guide and supervise interns and apprentices are underdeveloped; many of the existing workplace learning schemes are not certified; and finally, necessary systems, structures and regulations to foster and manage workplace learning are not effective, and minimum quality standards are missing.

## 8. Financing vocational education and training

Currently, most public TVET institutions just receive enough budgets to pay the salaries of the trainers, but not to procure the necessary equipment, tools and consumables, particularly needed to skill TVET student. It is the responsibilities of parent and trainees to pay (school fees) for the school to get required resources such as workshops, equipment, consumables, other infrastructures, required resources for boarding schools, etc. TVET Education seems expensive due to the use of tools, materials during practical sessions which are not affordable for a number of families.

## 9. Challenges/strengths

Several systemic and institutional constraints face the current TVET system and account for the low skills base and the growing gap between what is produced by the institutions and what is expected by the labour market and companies. Most of these are being addressed under current strategies.

Its main strength is the good structure and that the Government aims for national standards while its main weaknesses are the lack of capacities in management and trainers as well as the weak linkages between public and private sector. The companies complain on unskilled graduates according to different skills surveys highlighting the unsatisfied need for qualified employees in skilled crafts.

## 10. What are the general possibilities of further education?

There are private companies who provide different upgrading short courses depending on the need of trainee or employer. This is done on informal way.