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**TECHNICAL and VOCATIONAL EDUCATION and
TRAINING (TVET) POLICY in RWANDA**

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Preamble

Education is essential for economic and social development of a country. Having a well-trained, motivated and adaptable workforce is key. The fact that the Rwandan workforce, of around 4.6 million people, is characterized by low skill levels is a major barrier to economic and social development. Two-thirds of the population completes some primary education, but only 3.5% and 0.4% complete secondary or higher education respectively. According to the Fast Track Initiative Assessment, dated September 2006, unemployment among Rwandans with only some primary education is as high as 61% compared to the Sub-Saharan average of 29%.

Rwanda suffers from serious deficiencies in terms of trained human capital and this is more so for the technical professions. The impact of the 1994 genocide, which resulted in the massive loss of an educated and skilled workforce, further compounds the problem. This poses a great threat to Rwanda in reaching its Vision 2020 targets.

The Education Sector Policy was developed in 2003. Since then several sub-sector policies have/are being developed and TVET is one of them. TVET comprises of all fields of initial and continuing Technical and Vocational Education and Training. It covers all kinds and levels of trades offered/to be offered in Rwanda.

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1. Introduction

1.1 Definitions and concepts

TVET is concerned with the acquisition of knowledge and skills for the world of work. In the past various terms have been used to describe elements of the field that are now conceived as comprising TVET. The Second International Congress on Technical and Vocational Education held in Seoul in 1999 decided that the best, most comprehensive term to use is Technical and Vocational Education and Training (TVET).

This is any education, training and learning activity leading to the acquisition of knowledge, understanding and skills which are relevant for employment or self-employment. TVET serves here as an overarching term to describe all kinds of formal, non-formal and informal training and learning provided by or in all different institutions, providers and learning locations.

(i) Vocational training

Vocational training is a system which aims at providing recipients with the necessary knowledge and skills to exercise a profession in order to be integrated in the labour market. Vocational training includes initial Vocational Training and continuing Vocational Training.

(ii) Technical Education

Technical Education is a structured system aimed at providing recipients with the necessary knowledge and skills to continue their studies at tertiary education level or to exercise a profession in order to be integrated into the labour market. Technical Education, on the other hand puts more emphasis on theoretical education.

(iii) Continuing TVET

Continuing TVET refers to training activities in which people take part in order to obtain knowledge and/or learn new skills for a current or a future job, to increase earnings, to improve carrier opportunities in a current or another field.

1.2 Background

1.2.1. National context

According to the 2002 census, the Rwandan population numbered 8,128,553. By 2020 it is expected to reach 14,300,000. The population is young - 67% are under 25 years old. 85.3% of the population live in rural areas of which 95% are employed in subsistence farming.

The Human Development Index (2005), based on factors like life expectancy, literacy level, school enrolment, health service access and purchasing power, puts Rwanda in 159th position among 177 countries.

According to the July 2006 final report on self evaluation for the Poverty Reduction Strategy Paper (PRSP) I, about 170,000 young people start working life each year without any sufficient qualifications and therefore have only a limited chance to integrate successfully into the economic cycle.

The current TVET is not responding this issue where secondary schools with technical courses accommodate only 32,792 students. In addition post primary vocational training schools (VTS) have the capacity to accommodate only 7,366 trainees.

TVET in Rwanda has been delivered by different providers at various qualification levels. Technical education is offered at upper secondary school level; both by public schools under the Ministry in charge of education and by private schools and those belonging to faith-based organizations. According to 2007 statistics, all 55 public and private schools offering industrial Technical courses have an enrolment of 11 815 students of which girls account for 22.5% in 16 disciplines. Professional and technical education is offered in 146 schools. 100 schools providing accountancy and/or office management teach 13424 students. 25 Agricultural and/or veterinary Schools teach 2 835 students. The total TVET enrolment is skewed by large numbers in the fields of accountancy and secretarial/administration, and as many as 68% of all female students are enrolled in these two business options.

Initial Vocational Training is offered to primary school leavers. Currently there are 54 Initial Vocational Training Schools (VTS), 32 of them being private. Enrolment in all 20 optional/trades in VTS is around 7,366 of which females account for 45%.

1.2.2. Regional and International context

Through all the economic and social development debates, it has been emphasised that peoples and their working and lifelong learning skills are a central factor in development.

In international context, development of vocational skills and promotion of lifelong learning are recognised as core national strategy in many advanced countries including Japan and United States. In addition, small and emerging nations such as Finland, Taiwan and Singapore strengthen their comparative advantage and gained the competitive position in international market through adapting 'select and focus' strategy. Both the UN, and the African organisations makes clear that sustained poverty reduction will be realized through the efficient development and utilization of productive capacity of human resource, thus human resource development should be the centre of political and economic reforms.

Several debates on reintegration of education, skills and work in Africa have been conducted to prioritize human resource development along TVET which should be given much more attention in both socio and economic development. Many African states developed TVET policies and strategies and undertake great efforts to improve quality and relevance of TVET. Recent creations of TVET leading and matching institutions with the labour market display the recognition of this acuteness problem. Progress in the elaboration of national qualifications framework (NFQ) in recent years

is proof of the successful joint efforts of governments and private sector to ensure high responsiveness of TVET to the individual, enterprise and economy needs.

2. Overall Guidelines

2.1 Vision 2020

The Government of Rwanda is committed to investing in the development of human resources in order to meet the major objective of Vision 2020 which is to create a knowledge-based and technology-led economy. Comprehensive human resources development is considered to be one of the necessary pillars to reach the status of a middle income country (US\$220 Gross Domestic Product-GDP/capita in 2003 to US\$900 GDP/capita) by 2020.¹

Rwanda's economy is characterized by a serious lack of qualified people in the workforce, particularly in the technical sectors. The goal of education and TVET is therefore to fight ignorance and illiteracy so as to produce competent human resources for economic and social development. To address the critical shortage of qualified technical and vocational manpower in the labour market, there is a need to link TVET policy with employment and other sectors' development policies.

Rwanda is a landlocked country and has a shortage of natural resources. Human resources are the only development factor it can offer in the region. The same holds in terms of benefiting from the advantages of globalization. Therefore, Rwanda has no other option but to develop its technically oriented human resources.

2.2 Economic Development and Poverty Reduction Strategy (EDPRS) (2008 – 2012)

The EDPRS sets new priorities embodied in 3 Flagship Programmes.

- Growth for jobs and exports
- Vision 2020 Umurenge
- Governance

This strategy advocates consolidating decentralisation and recognizes the key role of the private sector in accelerating economic growth to reduce poverty. It emphasizes skills development as essential precondition for sustainable economic growth. Consequently it demands a strong push for TVET strengthening and proposes to create important elements for an outcome-based demand-driven TVET system. Besides the establishment of a Skills Enhancement Fund the suggested institution building in the form of TVET Board, National Employment Agency and Rwanda Workforce Development Authority will close the existing capacity gap concerning the matching of TVET with labour market needs.

The assigned increase of public spending with the education sector as the main beneficiary (20,9% of the total budget) and the significant reallocation of resources within the education sector boosting TVET more than the other education streams

¹ Rwanda Vision 2020,p.6

and to spend in 2012 2.3% of total public investment for TVET signifies a great challenge for TVET.

Its responsibility for accelerating skills development and ensure high employability of graduates has an absolutely new dimension. TVET policy has to guaranty that all TVET measures achieve the maximum economic impact through providing all sectors with appropriately qualified workforce in the needed number in accordance to the different qualification levels. The demanded increase of the absorption rate of TVET graduates from around 25% in 2006 to 75% in 2012.

2.3. National Investment Strategy from 2002

The National Investment Strategy aims at increasing the Gross Domestic Investment at the rate of 8% in order to ensure the needed economic growth which enables the society to reduce poverty. All the indicated priority investment programs are linked to human resource development. Human resource development itself is declared as a priority investment program which shall double the expenditure between 2002 and 2010. Within the human resource development program is it foreseen to increase the spending on technical and vocational education and training. In order to satisfy the high expectations of increasing productivity, quality and professionalism of all active people, the TVET Policy must ensure full responsiveness of all TVET activities to the labour market needs.

2.4. Rwanda Government's seven Year Programme

TVET is among targeted areas of improvement in the seven year Government programme. It is envisaged that by 2010 the number of public technical schools shall have increased from 7 to 12, and the number of public and private vocational training centres shall have increased from 47 to 106. This is in addition to strengthening the existing ones.

2.5. Education Sector Policy (ESP), 2003 and Education Sector Strategic Plan (ESSP) 2006 – 2010, 2006

As human resources are the only major resource that Rwanda can rely on, the ESP goal is to transform the Rwandan population into human capital for national development through acquisition of development skills.² Technical and Vocational Training has been included among the top priorities in the ESP. Furthermore, the TVET policy direction is clearly defined: involve vocational standards and national needs and reach a sufficient number of graduates who are well-trained and therefore able to meet the development needs of Rwanda. A key policy objective, in the medium term, is to maximize quality and access to vocational training by having around 100 training schools well distributed in all districts. At Technical School level, the aim is to have twelve Technical Schools in Rwanda.³

² ESP,p.8

³ Education Sector Strategic Plan 2006 – 2010, 04/2006, p.12, 13, 29, 36

2.6. National Employment Policy, 2006

The main purpose of this Policy is to enable people to choose fully productive employment in accordance with the dignity and respect of fundamental human rights. One of the five general objectives of this Policy is to improve work productivity by delivering a better synergy between education and employment.⁵ This is reflected in the TVET Policy.

2.7. International Development Objectives

2.7.1 Millennium Development Goals (MDGs)

The Government's commitment to the MDGs of reducing poverty by half, reaching basic Education For All, promoting gender equity and women empowerment, fighting against HIV/AIDS and other diseases, reaching environment sustainability and establishing global partnership for development including youth employment strategies has a strong influence on TVET development. The development of a feasible and sustainable TVET system is a significant part of the response to these challenges.

2.7.2 International recommendations and experiences concerning Technical and Vocational Education and Training

Technical and Vocational Education is a human right as stipulated in Article 26 of the Universal Declaration of Human Rights. The UNESCO Convention on Technical and Vocational Education (1989), the Revised Recommendations concerning Technical and Vocational Education (2001) and the UNESCO UNEVOC Paper "Orienting Technical and Vocational Education and Training for Sustainable Development" (2006) constitute main references for the Rwandan TVET Policy which aims to develop TVET as a vital aspect of the educational system.

Considerable investment in human resources and strategies for sector industrialization and integration into the global economy are the major reasons for the recent economic and social progress of some Asian countries.

According to the World Report on Human Development (2005), Singapore is in 25th position out of 177. In 1990 it spent 3.1% of its GDP and 18.2% of all public expenditure for education of which 29.6% was spent on preschool and primary education, 36.5% and 29.3% was spent on secondary and tertiary education respectively. Through this the country has developed an efficient vocational training system.

The Republic of Korea is in 28th position and has spent 3.3% and 4.2% of its GDP for education in 1990 and 2000 – 2002, corresponding to 22.4% and 15.5% of the public expenditures respectively.

Malaysia is at 61st position has spent 8.1% of the GDP for education in 2000 – 2002, which represents 20.3% of all public expenditures, 32% was spent on pre-school and primary, 33.5% on secondary and 33.3% on tertiary.

As already stated Rwanda is at 159th position. In 2000 – 2002 it spent 2.8% of its GDP for education as follows: 48.2% on pre-school and primary; 16.7% on secondary and; 34.7% on tertiary education.⁴ Rwanda is also committed to raising the resources for promotion of TVET.

3. Statement of the Problem facing the sector

The main problem of the sector is the fact that Rwanda suffers from serious deficiencies in terms of trained human capital and this is more so for the technical professions. The impact of the 1994 genocide, which resulted in the massive loss of an educated and skilled workforce, further compounded the problem. This poses a great threat to Rwanda in reaching its Vision 2020 targets.

Although the Education Sector Policy and the National Science, Technology and Innovation Policy clearly indicate the Government's commitment to develop and improve TVET. The country still is in dire need of skilled workers and technicians. The TVET lacks effectiveness and relevance to the reality of the workplace. Even in those occupational fields that show high demand for skilled workforce, like the construction sector, TVET graduates remain unemployed because they have not acquired the practical hands-on competencies. For the priority economic sectors such as tourism, mining, ICT services, food processing, coffee, tea, alternative technologies and handcraft the TVET offer is partly missing and unrelated to sector development tendencies.

Lack of clear and well articulated policies that can guide the development, provision and management of TVET programmes add to the problems in Rwanda.

It is not known how many Rwandans in total have access to relevant initial and continuing TVET including formal, non-formal and informal TVET. It is certain, that demand exceeds by far the current supply and that the majority of the young population is not reached by TVET. 170,000 young people annually leave schools without vocational preparation and continuing TVET capacities are not capable to prepare them for the labour market. Even existing continuing training capacities are not recorded, systemized, promoted nor integrated into strategic programmes.

About 58% of teachers in the existing 31 Technical Schools have A1 and above and are formally qualified for their tasks to train middle level workforce. However their real performance is inadequate because their practical technical competencies, pedagogical preparation and motivation are underdeveloped.

The present examination system only measures theoretical achievements. Inappropriate management of Technical Schools, the missing link with the potential employers and the lack of school monitoring and performance evaluation are the main reasons for the Schools' insufficient contribution to the development of much needed human capital. Rwandan society's disregard for the importance of practical skills is a strong development constraint. Learner transition, based on exam results and not guidance nor proof of technical ability and the lack of career counselling are other factors that reduce TVET efficiency.

⁴ World Report on Human Development 2005, p.266, 268.

In initial Vocational Training, the shortage of qualified teachers and instructors also represents a severe constraint to the quality improvement. All staff has relatively low formal qualifications (A3, A2) without any special preparation for their teaching function. Most of the time, they come directly from school and lack practical technical experiences and practical competence. Short-time pedagogical and technical further training can not resolve the fundamental problem that special preparation for the vocational training profession misses.

The low reputation of TVET teachers is aggravated by low salaries. Similarly qualified employees in enterprises receive 3 – 4 times higher salaries. The average salary of 145 teachers in the public VTC is 22,500 FRW. Salary increases dependant on the number of working years is not a performance stimulating incentive. This results in less teachers' motivation, considerable teaching hour deficit and strong fluctuation tendencies.

Under-funding is a structural problem in the TVET sector. Before 2006 there were very little resources allocated to TVET and there was no specific budget classification for TVET. Even now the budget allocated is still very low. Together with fees from 25,000 to 80,000 Rwf per quarter and occasional income generated by commercial activities within schools, these incomes are not adequate to ensure high quality TVET. Gaps in equipment and teaching materials are common. Equipment is often so poor that the learners can not have an idea about their future occupation. Most of the private Technical Secondary Schools tend to offer business and commercial courses, because computers are the only needed equipment, however this offer is not responding to the labour market needs.

Most programmes of Youth Training Centers (YTC) also suffer from poor facilities and shortage of training materials. Training fees between 7,000 and 15,000 Rwf/quarter only alleviate the problem.

There is not yet a positive change of all Vocational Training Schools (VTSs) into better training quality and responsiveness to the labour market needs. Results from two studies conducted in 2006 show that 52% of 25 interviewed enterprises were satisfied by the graduates' performance. All entrepreneurs demanded that the graduates must have more practical skills. 54% of the employers prefer on-the-job training for their workers. This finding makes the placement of TVET graduates difficult. Enterprises request also to be involved in curriculum developments. VTSs are willing to establish partnership with them.

The missing TVET coordination body hampers the necessary progress in creating partnership with enterprises and local authorities, networking, harmonizing and adapting curricula to the priority sector needs.

It is obvious that schools alone cannot prepare graduates for self employment. Any supporting structure which assists and accompanies business starters is needed in order to improve the sustainability of business start-ups.

There have been some achievements so far in the development of TVET in the country. However there is still a lot to do. TVET stigmatisation as a preserve for school dropouts and poor academic performers must be challenged and changed.

Currently TVET suffers from a lack of common understanding and clear policy describing the mission, objectives and direction.

4 Constraints and strengths of the sector (SWOT Analysis)

This policy intends to consolidate and build on existing strengths and opportunities and at the same time addressing current and anticipated weaknesses and threats. Current situation can be summarised as follows:

4.1 Strengths

- High political will to strengthen TVET
- TVET recognized as a national priority
- Existing related policies/strategies e.g. Education Sector Policy, National Information and Communication Infrastructures (NICI) Plan , National Policy of Science, Technology and Innovation
- Existing institutions like Rwanda National Examinations Council (RNEC), National Curriculum Development Centre (NCDC), etc
- TVET office in the Ministry of Education
- Commitment of partners to support TVET development

4.2. Weaknesses

- Curriculum and teaching methods are not responding to labour market demands
- Poor and inadequate instructional materials and equipment
- Existing institutions that are not responsive to TVET needs
- Lack of qualified, competent and motivated teachers
- Absence of institutions linking TVET and labour market
- Absence of key instruments for TVET development such as NQF
- Low level of public /private sector partnership (PPP).
- Under staff and low capacity of human resource in TVET planning and implementation.
- Uncoordinated TVET implementation by different ministries and private institutions.

4.3. Opportunities

- Rwanda's integration into regional economic blocks
- International and regional concerns for TVET

4.4. Threats

- Competing demands on education budget with other sub-sectors such as basic education, higher education, etc
- Difficulties in linking TVET development to national and district development.
- Competing capacity and skills of workers among the East African countries.

5. Vision and mission for the Sector

The vision of the TVET policy is to develop human resources potential taking into consideration equal access to necessary competence acquisition without any discrimination in order to prepare the Rwandan population to be productive and competitive and thus contribute to their welfare.

Mindful of conditions for sustainable economic, environmental and social development, TVET allows people to use present and future opportunities for development as individuals, enterprises and society.

TVET prepares individuals for employment and entrepreneurship as well as contributes to the workforce and citizenship development. Thus, its mission is wide and includes:

- Development of a workforce able to use opportunities for a decent job, working with high productivity and protecting environment;
- Implementing strategies which enable youth especially women and vulnerable, to face the future with hope and confidence to possess the capacity for survival;
- Development of responsible citizens able to address issues related to sustainable production and consumption (e. g. efficient use of natural resources, reduce waste and pollution, enhance high quality products and services etc.);
- Preparation for entrepreneurship development and self employment; and
- Development of individual capacity for lifelong learning.

6 Objectives of TVET Policy

6.1 Overall Objectives

The overall objective of the TVET policy is to provide the economy with qualified and competitive workers and to train citizens able to participate in sustainable growth and poverty reduction by ensuring training opportunities to all social groups without discrimination. To achieve the goals of democratization and social, cultural and economic development, the empowerment of people to contribute to environmental sound sustainable development is decisive.

6.2 Specific objectives

The specific objectives of TVET policy are to:

- Assure guidance and counselling, planning, coordination, monitoring and evaluation of TVET activities;
- Provide theoretical and practical trainings in all sectors matching with the needs of enterprises and international standards;
- Satisfy quantitative and qualitative needs of priority sectors by training required manpower for the relevant qualification areas;
- Provide the graduates with required skills for profession i.e. ensure their employability and develop their ability to learn with autonomy during their professional life without any forms of discrimination and prepare them to self-employment; and
- Develop work values and attitudes of individuals towards professionalism expressed in quality, efficiency, creativity, adaptability, commitment,

responsibility, and accountability, the spirit of service and genuine love of well done work.

7. Summary of Sector Strategies

The priority areas of intervention identified for the TVET policy are:

- Development of a TVET system
- Improvement of access to TVET programmes
- Improvement of quality of TVET programmes provision
- Provision of adequate, well trained TVET teachers, and
- Ensuring sustainable financing of TVET programmes

Proposed strategies to address these issues are summarised in the policy matrix below.

Areas of Intervention	Strategies
1. Develop TVET system	<ul style="list-style-type: none"> - Establish TVET central organ which holistically coordinate all TVET activities in line with labour market demand. - Strengthen the capacity of institutions that offer outcome based and demand driven TVET - Establish a National Qualifications Framework (NFQ) - Strengthen partnerships of all stakeholders - Ensure lifelong learning opportunities for TVET - Develop a TVET Management Information System - Establish a business incubation
2. Improve access to TVET programmes	<ul style="list-style-type: none"> - Ensure all Rwandans access to TVET programmes - Ensure appropriate infrastructures - Make TVET affordable, e. g. provide financial support to students from poor households - Make special provision for vulnerable groups to ensure access to TVET programmes - Make deliberate efforts for each TVET student to access industrial attachment during their training
3. Ensure Quality of TVET programmes	<ul style="list-style-type: none"> - Review / develop new TVET curricula in modular form based on occupational standards - Introduce a demand-led competency-based training model - Introduce modern and relevant teaching methods and didactic materials in line with market need - Provide appropriate equipments and improve training facilities - Introduce outcome-oriented assessment e.g. practical tests and inspections - Introduced topics and practice on occupational health and safety at work - Encourage development of production units in TVET institutions - Involve private sector in curriculum development, TVET provision and monitoring and evaluation

4. Provide adequate quality TVET teachers	<ul style="list-style-type: none"> - Develop TVET teacher development programmes which ensure the both quality and quantity - Emphasised on initial and further training focussed on practical, pedagogical and entrepreneurial skills concerning teaching in workshops and laboratories as well as strengthening relationships to enterprises - Set up TVET teacher assessment which link with career pathway - Provide other incentives so as to attract and retain TVET teachers in their profession
5. Ensure sustainable TVET financing	<ul style="list-style-type: none"> - Introduce TVET financing framework agreed upon by all stakeholders following the principle that TVET beneficiaries have to co-finance it - Increase budget allocation to TVET sector - Involve private sector in the provision of TVET - Create conducive environment to enterprises to invest in TVET - Increase efficiency in TVET delivery in order to save TVET costs

8. Target groups

Target people for formal initial TVET are the leavers of primary, lower and upper secondary schools. Children leaving primary school before completion of primary 6 educations will have access to catch up institutions, which also offer some skills training. Another opportunity for skills training shall be given through functional literacy classes. With the successful introduction of 9-year basic education, the necessity of catch-up measures should end.

Continuing TVET should target people who need competences, to benefit from labour market opportunities and who are exposed to technological progress and changes in the economic structure.)

Continuing TVET should:

- Be designed and delivered to suit the special needs of adults using flexible teaching methods and taking up the learners' daily experiences;
- Be designed for individual pace of learning.

Continuing TVET should provide programmes for special groups:

- to enable women to update their knowledge and professional skills for entering the workforce executing income generating activities or occupying better positions;
- to enable marginalized groups, such as early school leavers, out-of-school youth and demobilized soldiers to re-enter the world of work;
- to enable elder workers and unemployed to adapt to technological progress and new occupations;

- To help minorities, refugees, indigenous people and peoples with disabilities to include them into working life.

Affirmative action shall be taken to ensure that vulnerable groups especially people with disabilities have access to TVET. Wherever possible they shall learn in “inclusive” training institutions.

9. Horizontal and vertical mobility

Horizontal and vertical mobility between general education and TVET and vice versa and within the TVET system itself is essential to respond to technological progress and professionalize the workforce. This mobility will be facilitated by bridging courses. These will aim to ensure that students moving from one stream to the other are not at a disadvantage as they enter into the new stream.

Equivalence between learning outcomes acquired in different streams is an important factor for ensuring mobility. The TVET Authority through its National TVET Qualifications Framework will regulate the rules for equivalence. Clear entry and exit pathways should be designed for all TVET levels and programmes.

All learners should have the option of going further, commensurate with their abilities and the labour market needs and opportunities. TVET graduates should have access to higher education, especially in A1 courses offered for the A2 leavers in colleges of technology. Entry profile, leaving profile and TVET duration are expressed in annex 1

10. Funding options

TVET requires substantial financial resources. Investing in TVET has a price, but high private, economic and social returns in the medium and long-term outweigh the costs. New funding mechanism shall be developed in order to improve the quality of TVET and ensure its sustainability. The government has the primary responsibility for TVET. It is committed to allocate substantial financial resources to the TVET sector as well as mobilizing resources from its partners.

The existing resource constraints will be addressed through a combination of cost saving by: increasing efficiency in the TVET, such as cooperative schemes; stimulating private investment in TVET, and; generation of other financial resources through income-generating activities.

The Funding of TVET shall be regulated by a defined financing framework agreed upon by different partners. Incentives to industries and other business shall be established in order to reward private sector operators who significantly participate in TVET development. A conducive environment to enterprises to invest in TVET (financial support, fiscal exemption, exemption for paying employers’ and salary tax owed to Social security in accordance with the number of trainees supervised, etc.) shall be created. That support shall be proportional to the size of investments made for TVET and the number of people trained by the enterprise. A training levy should be agreed upon to enable the private sector to participate because they are the main consumers of the TVET products.

Sufficient funding has to be dedicated to continuing TVET in order to increase young unemployed peoples' access to lifelong learning opportunities and ensure their social inclusion. The Government shall finance the major part of this. Continuing TVET courses has to lead to employment or self-employment, so that repayment schemes could be used aiming at expanding the access of other youth to such programmes.

The financing sources diversification including all development partners - donors, non profit organizations, faith-based organizations – is very important. It pursues the objective to supplement gradually funds from foreign donors by contributions from direct beneficiaries of TVET. The TVET Authority shall supervise this development and ensure that the burden for trainees and companies is affordable.

11. Partnership development

In a market economy TVET policy design and delivery should be achieved through a partnership between government, employers, professional associations, employees and their representatives, the local community and non-governmental organizations. A strong partnership bases on mutual benefits is precondition for significant returns, including welfare of workers, the enhanced productivity of enterprises and the improved attractiveness of the country for international investment, e.g. through Memorandum of Understanding and representative sector working groups. The role of all stakeholders should be well defined in order to ensure their responsibilities are respected.

12. Cross-cutting issues

TVET Schools should be role models for all cross-cutting issues in their catchment areas.

The National Information and Communication Infrastructure Plans have the goals to transform Rwanda into an Information Technology literate nation by 2015 and to promote the utilization of ICT within the economy and society. TVET will qualify people in all professional areas and implement targeted ICT programs.

TVET institutions will be encouraged to introduce diversified learning approach, i.e. applying e-learning possibilities alongside traditional teaching and learning methods. Government and TVET schools are responsible for making sure training institutions are well equipped and that trainers are able to integrate ICT in TVET delivery.

TVET Schools shall implement strategies for fighting against HIV/AIDS through HIV/AIDS prevention modules included in all programmes and anti-SIDA clubs. Efforts shall be geared towards prevention activities and campaigns against stigma and discrimination against people living with HIV, as well as promotion of voluntary counselling and testing amongst learners and administrative staff.

Government organs and TVET institutions as well as the private sector and other partners shall conduct sensitization campaigns to encourage girls to join TVET. Efforts need to be given to the orientation for girls to extend their education and careers in modern fields such as ICT rather than remain in conventional fields known as female options.

TVET Schools are the ideal place for education on environment protection. Protective measures and behaviour rules concerning environment protection and the prevention of work-related accidents by strengthening occupational health and safety measures shall strictly be included in the curricula.

13. Institutional Framework for Policy Implementation

The Ministry in charge of education is responsible for the coordination of general education and TVET in order to ensure that well prepared youth enter TVET institutions. It is also responsible for achieving the designed TVET outcomes. The Ministry shall also ensure high TVET quality by creating an enabling environment for teachers and learners.

The Ministry in charge of skills development / labour shall coordinate the national employment policy. It shall also be in charge of the vocational training, both initial and at work. This Ministry is also responsible for facilitating graduates' integration in the world of work.

The Ministry in charge of economic planning as well as key sector ministries shall ensure TVET development in accordance with intended economic growth and poverty reduction. The Ministry in charge of economic planning shall ensure the corresponding financing. The key sector ministries are responsible for contributing actively to TVET's responsiveness to labour market needs.

All ministries are obliged to ensure the empowerment and employment of the female workforce. This includes innovating TVET delivery modes, diversifying TVET programmes and encouraging girls and women enrol into TVET courses.

The Management of TVET should be shared by various government bodies and other stakeholders because TVET is an interface between different actors. This requires high level coordination and management. International trends towards TVET management have lead to the establishment of national steering, coordinating and advisory bodies e.g. VETA for Tanzania, TETEVA for Zambia, BOTA for Botswana, and SAQA for South Africa etc).

In Rwanda there shall be established Technical and Vocational Education and Training Authority (TVET Authority) at national level with mission to promote, facilitate, and guide the development and upgrading of skills and competencies of the national workforce in order to enhance competitiveness and employability.

The TVET Authority shall establish these key instruments:

- (a) A National TVET Qualifications Framework (NTQF). The National Qualifications Framework will ensure mobility and skills development at all levels and includes classifications for all economic sectors. The NTQF specifies the different occupational levels and the occupational standards indicating the learning outcomes in terms of what a learner is able to do as result of the learning process.
- (b) The National Occupational Standards. Occupational Standards describe the competence a person has to reach in order to be considered as "qualified" at

a given level in a given field. Competence includes skills, knowledge and attitudes required to perform a specific occupation.

- (c) National Examination and Certification Framework. For all defined qualifications levels, examinations and certification will be offered by a legally competent institution.
- (d) Labour Market Information System (LMIS). A reliable LMIS will provide with precise and concise information on the needs' of Rwanda employers and thus the type of curriculum to implement in Rwanda.
- (e) Business Incubation (Entrepreneurship Development) facility to provide support services to up-coming entrepreneurs with lower vocational skills.

14. Related Policies, legal and Budget implication

The Government shall encourage and attract private sector investment in TVET for instance in giving fiscal incentives and subsidies. A training levy (e.g. Rwanda Trust Fund) can also be advocated for in order to ensure the sustainability of the TVET System. This approach shall be included in the Investment and Financial Policies.

The Education legal framework will be analysed and revised if necessary to be in line with the TVET policy options

The 5 year budget TVET programmes is given in annex 3.

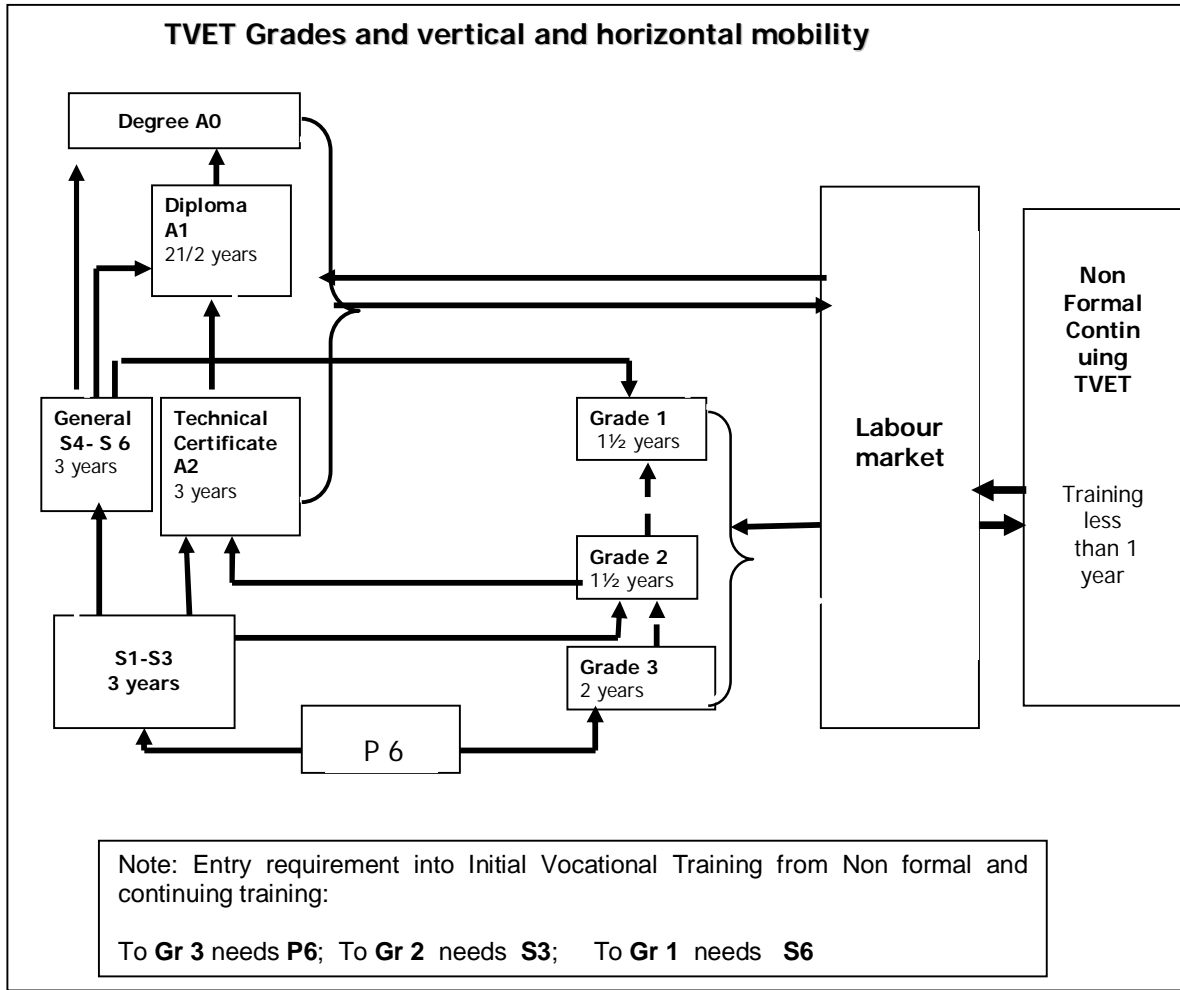
14. Conclusions.

Designing a TVET policy is a multidisciplinary approach requiring wide consultations and involvement of all stakeholders. TVET Policy is an answer of the Government to the challenges of a sustainable pro-poor growth. With this Policy, the TVET sector fits in with fundamental policies of the country and regional and international strategies. Therefore, TVET should be developed and to be applied on a legal framework and on the common will.

To accommodate the country needs, the government's piloting in collaboration with enterprises is indispensable. This piloting can be stronger if decisions are made at the right beginning about indicators and criteria allow making a judgment on quality and efficiency of the system.

The public-private partnership is the key to maximise human resource development impact on increasing productivity and competitiveness of Rwandan economy as well as on opening a future for youth executing decent work in a sound environment. This partnership must ensure that TVET supports directly the use of economic growth potentials providing appropriately qualified workforce.

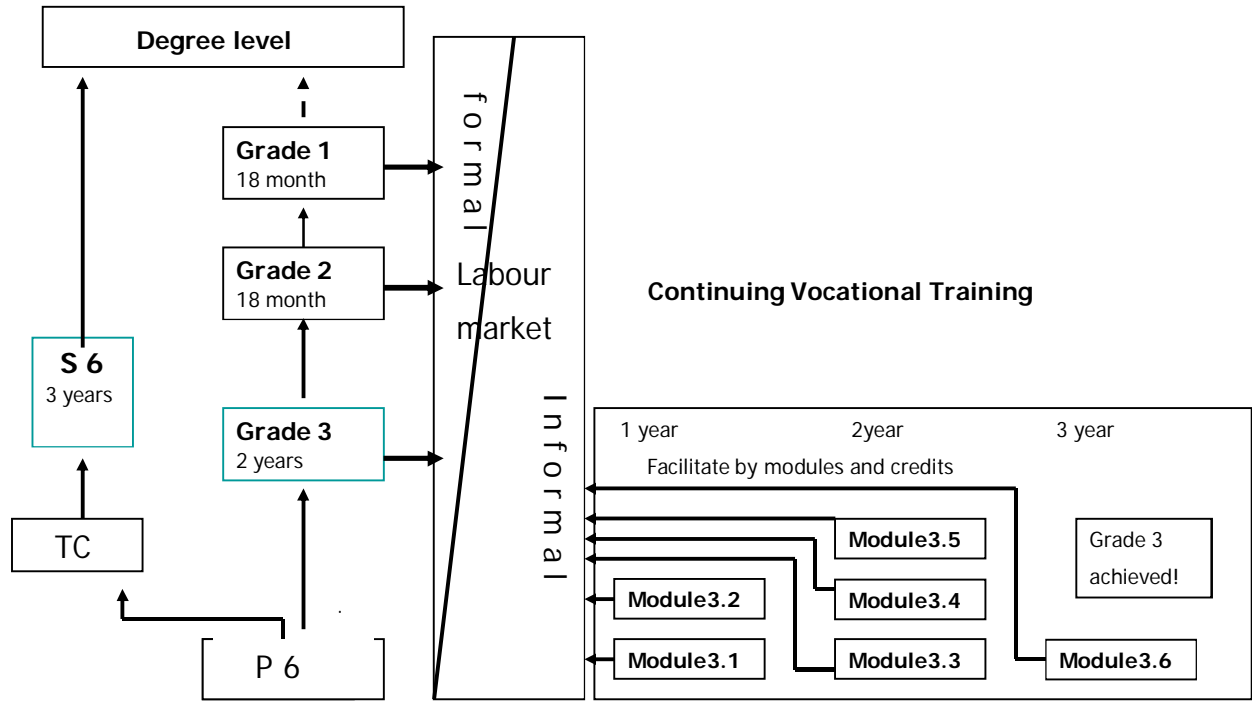
Annexe 1



Annexe 2

TVET Policy – TVET should be skilling Rwandans

TVET Grades and vertical and horizontal mobility with Continuing Vocational Training



- - - - Minimum TVET grade + work experience + additional theoretical course

Annex 3: 5 years Budget

MTEF BUDGET 2008 - 2012											
I. RECURRENT											
Programme	Dept/Ag	SP NO	Sub-F	Output	Activity	Input	2008	2009	2010	2011	2012
TVET							27 500 440 000	36 683 023 750	19 135 388 996	8 416 197 345	8 265 126 947
	TVET						6 470 040 000	7 033 023 750	7 035 388 996	7 496 197 345	8 065 126 947
		1)	Management Support				5 770 040 000	6 433 023 750	6 535 388 996	6 996 197 345	7 565 126 947
		1.1)	Remuneration for Person				4 098 200 000	4 098 200 000	3 906 400 000	4 276 860 000	4 717 889 000
					Salaries-Head Of		1 202 900 000	1 202 900 000	1 202 900 000	1 383 335 000	1 590 835 250
					Salaries for Regi		1 933 500 000	1 933 500 000	1 933 500 000	2 223 525 000	2 557 053 750
					Salaries for Expa		961 800 000	961 800 000	770 000 000	670 000 000	570 000 000
		1.2)	Other charges (Operation				967 490 000	1 463 323 750	1 597 488 996	1 837 112 345	2 112 679 197
					Purchase of Cons		331 000 000	826 833 750	926 508 771	1 065 485 087	1 225 307 850
					Purchase of Serv		636 490 000	636 490 000	670 980 225	771 627 259	887 371 348
		1.3)	Trained Staff With the Rec				704 350 000	871 500 000	1 031 500 000	882 225 000	734 558 750
					Capacity Building		640 000 000	800 000 000	960 000 000	800 000 000	640 000 000
					Workshops and S		64 350 000	71 500 000	71 500 000	82 225 000	94 558 750
		2)	Entrepreneurship Development				700 000 000	600 000 000	500 000 000	500 000 000	500 000 000
		2.1)	Business Incubation Facil				700 000 000	600 000 000	500 000 000	500 000 000	500 000 000
					Business Incubat		700 000 000	600 000 000	500 000 000	500 000 000	500 000 000
II. DEVELOPMENT											
	TVET						21 030 400 000	29 650 000 000	12 100 000 000	920 000 000	200 000 000
		3)	Establishment of Training Facilit				21 030 400 000	29 650 000 000	12 100 000 000	920 000 000	200 000 000
		3.1)	Training Infrastructure, O				21 030 400 000	29 650 000 000	12 100 000 000	920 000 000	200 000 000
					Equipment Outla		2 515 900 000				
					Infrastructure Up		4 214 500 000	2 500 000 000	1 500 000 000	520 000 000	
					Office and Comp		300 000 000	150 000 000	100 000 000	400 000 000	200 000 000
					Construction of		10 500 000 000	24 000 000 000	7 500 000 000		
					Books and teach		3 500 000 000	3 000 000 000	3 000 000 000		
					TOTAL TVET		48 530 840 000	66 333 023 750	31 235 388 996	9 336 197 345	8 465 126 947
										TOTAL 5 YEARS	163 900 577 039