

NEWSLETTER

WORKPLACE LEARNING SUPPORT PROGRAMME - "IGIRA KU MURIMO"

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Towards a contextualized
approach for apprenticeship
training in Rwanda

under the support of APEFE

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Newsletter

WORKPLACE LEARNING SUPPORT PROGRAMME
"IGIRA KU MURIMO"

July - December 2018

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Foreword

Dear esteemed readers,

Welcome to this second edition of the newsletter of the Workplace Learning Support Programme – IGIRA KU MURIMO.

In the first edition, we focused on informing our audience about this programme. It is a five-year pilot phase (2017-2021) to implement the Workplace Learning Policy initiated by the Government of Rwanda in 2015.

This phase is supported by the Belgian Directorate General for Development Cooperation (DGD) through the Association for the Promotion of Education and Training Abroad/Association pour la Promotion de l'Education et de la Formation à l'Etranger (APEFE); and it is implemented in partnership with the Ministry of Public Service and Labor (MIFOTRA) and the Private Sector Federation (PSF).

The Workplace Learning Support Programme aims at initiating "Inclusive and equitable quality alternance training, accessible to young Rwandan women and men, responding to the skills needs of the growing Rwandan economy in the trades of food processing, fashion and beauty".

Most of preliminary activities concentrated on the preparation of different stakeholders to start apprenticeship training.

In this edition, you will find more about the approach of the programme to support the effective implementation of this new training model in Rwanda as well as the achievements of the second part of the year 2018.

We invite you again to stay in contact with us and get updated on the progress of the Workplace Learning Support Programme - IGIRA KU MURIMO.

Looking forward to fruitful collaboration.

Faustin MWAMBARI

Programme Director / Acting Director General of Labour and Employment, MIFOTRA

The Workplace Learning Support Programme - "IGIRA KU MURIMO".

- Enhances stakeholders' collaboration to coordinate an inclusive and equitable quality apprenticeship training
- Capacitates training institutions to train young women and men to be competitive on the labour market
- Supports companies to provide workplace learning opportunities for the youth



4 TVET Schools started to implement an apprenticeship training programme

13 TVET Schools were identified to collaborate with the Workplace Learning Support Programme to pilot apprenticeship training.

Different training sessions were conducted in the favor of School Managers, Deputy School Managers and Trainers; to enhance their capacity for smooth implementation of this new training model.

TVET Trainers and in-company trainers developed the training plans on the basis of WDA curricula for the implementation of 1 year apprenticeship training in schools and in companies.

4 TVET Schools started training the first intake of apprentices. Those schools are: KABUTARE TVET School, ESTB BUSOGO TVET, NGARAMA TVET School and GACURIRO TVET School.

A Memorandum of Understanding was signed between these TVET Schools and 5 professional associations to strengthen the collaboration with the private sector in the implementation of the training programme.

145 apprentices including 96 girls and 12 youth with disabilities were enrolled in 5 training classes: 2 classes in food processing, 2 in tailoring and 1 in hairdressing.

In order to uplift the awareness and increase the ownership of the programme among parents and local administration leaders in charge of education, a meeting was organized at each TVET School. During that meeting, the apprenticeship monitoring committee was established.

The programme acquired IT equipment for all 13 TVET pilot schools to ease information sharing, monitoring and reporting along the progress of the training.



A process to have apprentices on board

The programme targets to train at least 375 apprentices by the end of 2021. In 2018, 150 youth were to start training in 4 TVET Schools.

To have these apprentices on board, the programme undertook a recruitment process.

Definition of selection criteria

The selection criteria were developed by the technical team of MIFOTRA, PSF, APEFE, WDA and RDB.

Thus, selected apprentices are those who fit the following profile:

- Be between 16 and 30 years old.
- Be a graduate of secondary school / 12 years basic education or 9 years basic education graduate if under a special category (people with disability, etc).
- Be a graduate of university or college with a clear post-graduation plan.
- Be a resident of the following districts: Huye, Gisagara, Musanze,

Gakenke, Nyagatare, Gatsibo, Karongi, Rutsiro, Gasabo, Nyarugenge and Kicukiro.

- Be committed to complete the full period of the training (1 YEAR).
- Be passionate to study one of the following trades:
Food processing,
Tailoring and
Hairdressing.
- Girls, youth with disabilities and category 1 & 2 of Ubudehe will be given priority.

Identification and enrollment of apprentices

The mobilization of youth to apply for the 1st intake of apprenticeship training was organized in the pilot districts. Among 824 candidates who applied to attend the apprenticeship training programme, 150 were selected and started the training on 24th September 2018.



Uwimana Claudine filling the in-company placement application form (Photo:APEFE)

Placement of apprentices in companies

The training process will last for 1 year. Apprentices will spend 50% of their learning time in TVET schools and 50% in companies. While the end of the 1st term was approaching, the programme facilitated meetings between apprentices, company managers and professional associations. During these meetings, company profiles were presented and apprentices could choose the companies where they would go for on-the-job learning.

“After acquiring soft skills at school, I am very thankful to be given an opportunity to choose myself the best company where I will go for practical learning. I learnt a lot at school and I expect advanced skills along the whole course of the apprenticeship training. I am becoming a professional baker.”

says UWIMANA Claudine, one of the apprentices in food processing at KABUTARE TVET School in Huye District.

TVET School Managers and trainers appreciate the alternance training model



"Actually, the big part of the training was academic learning with few practical exercises. But this programme supported us to engage partnerships with many companies that will facilitate the practical learning of our apprentices. Through this programme, we extended our contribution to youth employability skills development by supporting different categories of vulnerable youth such as youth with disabilities and single mothers who dropped out from schools," says MUKAMPARIRWA Marie Claudine, the Manager of NGARAMA TVET School.



SIBORUREMA Jean Marie is the Trainer in Tailoring at NGARAMA TVET School. He states that the IGIRA KU MURIMO Programme is well organized in a way that the apprentices under this programme will graduate with more advanced skills than those in the classic training system.

"The modules for this apprenticeship training programme were selected from the WDA curricula of Levels 3, 4 and 5 according to the practices in the workplace. This means that an apprentice under the IGIRA KU MURIMO programme acquires the skills relevant for employability. Then, another particularity of this programme is that apprentices spend 6 months in companies to practice what they have learnt in schools. You can see that the graduates of this programme will not only have advanced skills but also experience in the undertaken trades," says Jean Marie.

"The way the Workplace Learning Support Programme is organized is different and special. TVET Schools lacked strong and consistent link with companies for apprentices to learn at work. The period allocated for practical learning will allow youth to increase their employability skills," says NGABONZIZA Germain, the Manager of GACURIRO TVET School.



"Apprentices are given the opportunity to specialize in the trades that interest them. For instance, in food processing, some apprentices choose to specialize in fruit processing and learn how to make juice, wine and jam; others specialize in milk processing and can produce yogurt, butter, cheese, cream; and others are interested in bakery where they learn how to make bread, biscuits, cakes, etc. The apprenticeship system under the Workplace Learning Support Programme shall increase the youth employability skills," says IRAKARAMA Pelagie, the trainer in food processing at KABUTARE TVET School.



The role of private sector in employability skills development is boosted

The Workplace Learning Policy was initiated because graduates from the Technical and Vocational Education and Training (TVET) system and from higher education lack practical skills. Moreover, it was observed that they also need soft skills to respond to customer needs and the business environment, like: communication, positive work habits, team work, analytical and problem solving skills, ability to work independently, flexibly and innovation.

Therefore, the long-term goal of the policy is a private sector driven workplace learning system that serves the private sector interests.

The Workplace Learning Support Programme works with the Private Sector Federation (PSF) to support the involvement of the private sector in the implementation of apprenticeship training in Rwanda.

Training interventions are aligned with available business opportunities at the local level and the programme ensures that the skills acquired by apprentices respond to the private sector needs.

The programme supports chambers and professional associations to build the capacity of companies in terms of staff skills development and needed equipment to contribute to the practical learning of apprentices.

Approach for capacity development



Some representatives of trade chambers and professional associations under the Private Sector Federation receiving IT Equipment (Photo: APEFE)

In 2018, chambers and professional associations were supported to organize a training for in-company trainers on work-based learning and apprentices accompaniment.

A memorandum of understanding was signed between professional associations and schools to partner in the implementation of apprenticeship training.

The programme acquired IT equipment for chambers and professional associations to manage the database of companies, in-company trainers and apprentices.

This equipment will also facilitate the knowledge management, monitoring and reporting process of the Workplace Learning Support Programme.

Company managers and in-company trainers are motivated to contribute to the apprenticeship training

Bringing apprentices to learn at the workplace is an advantage to companies as apprentices contribute to the production. Moreover, companies get the opportunity to contribute to their training and identify those who perform well to remain with them," says NIYONGABO George, Company Manager of African Sewing Club involved in tailoring business.



"This programme is very different . We used to work with other different programmes to train apprentices but we trained them as we want with our own training methods which I am not even sure that they comply with formal training standards. But the capacity building courses I benefit from this programme will not only help me to contribute to the implementation of efficient apprenticeship training but also to improve they way I work in my company," says UWIMBABAZI Beatrice, Company Manager of Authentic Saloon which does hairdressing, manicure and pedicure.



"The collaboration between TVET School tainers and in-company trainers help to identify how far the apprentices are with desired skills. The programme trains all trainers together to have the same understanding about what to teach and how so as to make it a continous training course. When apprentices will arrive in company for practical learning I will know where to start because I know what they are learning in TVET Schools," says NYIRANGIRINSHUTI Francine, Production Manager and Trainer in INYAMAMARE Ltd which makes banana juice and beer.



"Learning at the workplace develops the entrepreneurship thinking among apprentices and this may increase their performance towards their postgraduate plans. In addition, what most of employers need is the proven competences not only certificates. Based on their performance, these apprentices under the Workplace Learning Support Programme are likely to get jobs in companies where they will undertake in-company training or it will be easy to recommend them for jobs in other companies," says NDAYISENGA Juvenal, Senior Trainer and Company Manager of BIOHAP Ltd which deals with bio-horticultural and apicultural products.



"Most of the technicians we employ have no formal training in bakery trade for instance. They have only aquired practical skills at the workplace while theoretical learning is a prerequisite to help them understand all about the ingredients they use. Working with apprentices from TVET Schools is an advantage to companies because they will have acquired basic knowledge, " says KAVUTSE Michel, Company Manager of CARREFAK INDUSTRIES Ltd which deals with bakery products.



"Through this programme, companies are given the opportunity to address the skills gaps we have been facing for many years. Apart from learning, these apprentices will also contribute to the production. Learning at work will increase their skills and I hope that after the apprenticeship training programme, we will have a considerable number of qualified staff and even young entrepreneurs among those we will have trained," says UWAMAHORO Ernestine, Senior Trainer and Company Manager of LAMANE which deals with bakery products.

Gender and inclusion of people with disabilities

Considering that the objective of the programme is to initiate "an inclusive and equitable quality alternance training, both school and company managers that collaborate with the Workplace Learning Support Programme – IGIRA KU MURIMO undertook a workshop on gender and inclusion in July 2018.

During this workshop, about 120

participants got an introduction on gender mainstreaming in public and private institutions, and were equipped with the skills on conducting gender responsive pedagogy. They also discussed on gender occupational stereotypes in Rwanda.

Furthermore, participants were sensitized on the principles of inclusion and the rights of people with disabilities.



Different partners facilitated the workshop Photo: APEFE)



Participants in a workshop on gender and inclusion (Photo: APEFE)

They also shared experience on potentials of youth with disabilities.

Different inclusive measures to be put in place in the programme were identified, such as:

- to make infrastructure accessible for people with physical impairment
- to train teachers and other school staff in Sign Language
- to give special consideration to people with disabilities in the selection of apprentices
- to enforce labor laws to fight against gender-based abuse in the workplace

to create conducive learning environment for girls in both schools and companies

The workshop was organized by the programme implementing partners namely the Ministry of Public Service and Labor (MIFOTRA), the Private Sector Federation (PSF) and APEFE in collaboration with different stakeholders including Gender Monitoring Office (GMO), National Council of Persons with Disabilities (NCPD), Rwanda National Union of the Deaf (RNUD) and Humanity and Inclusion (HI).

TVET School Trainers were trained in basic Sign Language

One of the identified inclusive measures to consider youth with disabilities in the programme is the training of trainers in basic Sign Language.

In collaboration with Rwanda National Union of the Deaf (RNUD), TVET School trainers were trained in basic Sign Language in order to ease the communication between them and the apprentices with speech and hearing impairment.

By the end of the training, TVET Trainers had understood inclusion principles and were able to give basic instructions in Sign Language. They had changed their mindset and perceptions towards the capacity and potentials of youth with disabilities.

Trainers expressed that this training was very important because it was difficult for them to interact with youth with hearing and speech impairment during the class work. They proved their commitment to learn Sign Language and said that the acquired skills will ease their interventions to contribute to the achievement of the programme objective.

12 youth with different disabilities started with the 1st intake of apprenticeship training.

In collaboration with the partners in charge of people with disabilities, the programme will continue to support the inclusive and equitable quality alternance training in Rwanda.



“

“Disabled but I can. The IGIRA KU MURIMO Programme recognized my potentials and considered me in the apprenticeship training programme, despite my difference,” says SHYIRAMBERE Jean de la Paix, apprentice in ESTB BUSOGO TVET, Musanze District.

”



Jean Bosco (Right) with deaf apprentice (left) in the workshop (Photo: APEFE)

“

HABIYAREMYE Jean Bosco is a Focal Trainer for the apprenticeship training in food processing at ESTB BUSOGO TVET. He has got 1 youth with speech and hearing impairment in his class. He expressed that it is his first experience to train youth with disability. He couldn't understand how to interact with such youth but now he thanks the Workplace Learning Support Programme for the training in basic Sign Language.

“I have now realized that youth with disabilities are able to learn. They have potentials, they are good apprentices. What matters is only to integrate them in the workplace learning programmes and deal with communication barriers between them and trainers.”, said Jean Bosco.

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The Workplace Learning Support Programme relies on strong collaborations

Since the Workplace Learning Policy was approved by the Government of Rwanda in 2015, different actors have started to pilot apprenticeship training.

In 2017, a collaboration framework for the piloting of apprenticeship training was developed and described the roles of all actors involved.

As piloting continues, it is deemed very important to strengthen the collaboration between different actors to ensure their full participation and engagement.

In November 2018, the programme supported the Ministry of Public Service and Labor (MIFOTRA) and the Private Sector Federation (PSF) to organize a knowledge sharing seminar with all actors and development partners involved in the piloting of apprenticeship training.

During this seminar; achievements, challenges and lessons learnt from different interventions were shared.

Participants committed to work towards the harmonization of apprenticeship training projects and programmes to achieve the goals of the Workplace Learning Policy.



"The collaboration framework will help in harmonization of different interventions. None shall go out of the policy scope because every partner shall focus on the common goals and efforts will be merged. This will avoid the duplication of activities as well as the misuse of resources," says MUGENYI Steven, Employment Skills Development Specialist in the Ministry of Public Service and Labor

The Workplace Learning Support Programme - IGIRA KU MURIMO works with different Belgian development organizations like Enabel, Exchange VZW, Solidarité Mondiale (WSM) to support the capacity development of companies involved in apprenticeship training.



The programme contributes to the capacity development of partner institutions

“Equipping vulnerable women and youth in Rwanda with skills for green jobs”

In collaboration with International Training Centre of the International Labour Organization (ITC/ILO), Wallonie-Bruxelles International (WBI) and APEFE, a training was organized to support Government officials, different representatives from TVET institutions, women organizations, entrepreneurs and civil society to contribute to enhanced employability for women and vulnerable youth in emerging green industries.

The training tackled different modules, namely: Understanding green work and green skills; Green frameworks for technical and vocational education and training; Anticipation and adequacy of green skills; Gender equality in green technical and vocational education and training; and How to make green technical and vocational education and training practical.

“Organization Development and Change Management”

From 27th to 31st August 2018, different staff from the Workplace Learning Support Programme partner institutions namely the Ministry of Public Service and Labor (MIFOTRA), the Private Sector Federation (PSF), APEFE and other stakeholders including the Ministry of Education (MINEDUC), Rwanda Development Board (RDB), Rwanda Polytechnic (RP), Workforce Development Authority (WDA), Trade Chambers and Professional Associations undertook a training Course on “Organization Development and Change Management”. INTRAC facilitated the training.

This training aimed at enhancing participants’ skills and capacity to address and facilitate a successful process of organizational development and change to achieve the goals of the programme.

Participants expressed that this training will also help them to adapt to different institutional reforms by which the mandates of some organizations are changed.



Equipping vulnerable women and youth in Rwanda with skills for green jobs

A1511647 • Kigali (Rwanda), 23 – 27 July, 2018



Participants in the training on “Organization Development and Change Management” (Photo: APEFE)

APEFE contributed to the Competition and the TVET

In line with its mission to support the employability skills development for economic growth in Rwanda, APEFE contributed to the TVET Week organized by the Ministry of Education and Rwanda Polytechnic from 20th to 23rd November 2018. The TVET Week was composed of 2 main activities: The Africa Skills Competition and the TVET symposium.

This TVET Week was the result of the willingness of Rwanda Polytechnic, World Skills International, African Union and Festo Didactic to forge partnership and organize the second high-quality skills competition in the continent after the East Africa Regional Competition led by Festo in 2016. The Africa Skills Competition and TVET symposium aimed at promoting Technical and Vocational Education and Training (TVET) on the African continent by strengthening partnership between industries and TVET providers.

APEFE contributed to the organization of the opening and closing ceremonies of the Africa Skills Competition and to the realization of the TVET Symposium.

The Competition

19 students from 6 countries (Morocco, Uganda, Kenya, Ghana, Liberia, and Rwanda) showcased their advanced skills in TVET at the Africa Skills Competition from 20th to 23rd November 2018. Seven trades were involved in the competition, namely: Mechatronics, Electrical- wiring,

Cooking, Welding, Plumbing, Bricklaying and Hairdressing.

The overall objective of the competition was to raise awareness about skills development and excellence in current and emerging trades and technology careers. It also aimed at involving the private sector and industry in evaluating students' performance and keep training programmes relevant to employers' needs. It was the occasion for Rwandan and African youth to be exposed to a variety of skilled careers. Rwanda got 7 medals, among which 5 gold medals in Electrical wiring, Hairdressing, Brick laying, Plumbing and Welding.



Some of the Africa Skills Competition winners (Photo: APEFE)

In his remarks, Dr Eugene MUTIMURA, the Minister of Education expressed that hosting the Africa Skills Competition complements the principle of building a knowledge-based economy through TVET promotion as per the Rwanda's Vision 2020.

"This is the opportunity to realize where we have to put more efforts to promote

organization of the Africa Skills Symposium 2018 held in Kigali

our TVET system in accordance with due standards referring to different countries in Africa and in the world", uttered Dr Eugene MUTIMURA.



From left to right: Rwanyindo Kayirangwa Fanfan, the Minister of Public Service and Labor; Dr Eugene Mutimura, the Minister of Education and Dr James Kanyankore Gashumba, the Vice Chancellor of Rwanda Polytechnic during the Africa Skills Competition and TVET Symposium 2018 (Photo: APEFE)

The TVET symposium

On 23rd November 2018, the TVET Symposium brought together experts from around the world to exchange best practices and learn from each others' experience. Three sessions were held to discuss important topics and propose recommendations to improve the TVET sector in Africa.

The first panel discussed the partnership between industry and training providers in skills development. It concluded that the training curricula are rigid and not able to dynamically respond to the needs of the

market, that the internship should be better planned so that not all students are sent to the industries at the same time, and that partnership models between industries and training institutions should be formalized.

The second session was about Standards and Quality Control as driving factors to promote locally made products. While locally made products are encouraged in African countries, and in Rwanda in particular with the Made in Rwanda policy, a lot still needs to be done to ensure standards are met. During this session, the panel highlighted that training should be aligned with the standards expected in the industry, and that, although international standards are important, most local companies produce for the local market and should therefore meet standards for local consumption too.

Finally, the last panel discussed the factors of a successful TVET system. Besides the political will to enhance TVET, other factors were discussed, like the involvement of the private sector, the capacity of trainers and the involvement of women and girls.

Marie-Pierre NGOMA, the Programme Administrator of APEFE in Rwanda, who was part of this third panel, reminded the youth that they are key stakeholders to make the TVET system a success by owning their education and enhance their technical and soft skills to boost their vocation in order to be able to compete on the labor market.

Overview of the 1st intake of apprenticeship training under the Workplace Learning Support Programme



28 apprentices in Food processing at KABUTARE TVET School



31 apprentices in Food processing at ESTB BUSOGO TVET



30 apprentices in Tailoring at NGARAMA TVET School



32 apprentices in Tailoring and 24 in Hairdressing at KABUTARE GACURIRO TVET School



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WORKPLACE LEARNING SUPPORT PROGRAMME

“IGIRA KU MURIMO”

For efficient partnership between private sector and training providers for employability skills development



Belgium

partner in development