



**RTB | RWANDA
TVET BOARD**

BROCHURE

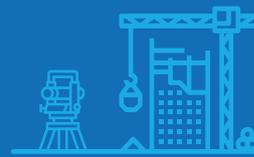
2021



BUSINESS
ADMINISTRATION



ICT AND MULTIMEDIA



CONSTRUCTION AND
BUILDING



WATER AND IRRIGATION



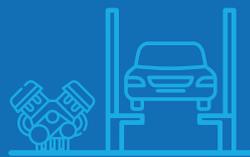
BEAUTY AND
AESTHETICS



CRAFTS AND RECREATIONAL
ARTS



ELECTRICITY, ELECTRONICS
AND TELECOMMUNICATION



AUTOMOBILE
TECHNOLOGY



TAILORING AND FASHION
DESIGN



PRODUCTION,
MANUFACTURING AND MINING



HOSPITALITY AND
TOURISM



FORESTRY AND WOOD



AGRICULTURE AND ANIMAL
HEALTH

Employable Skills for Sustainable Job Creation

1. INTRODUCTION

The Rwanda TVET Board was established in line with the Government of Rwanda's policy to enroll 60% of upper secondary students in various TVET trades. The main role of RTB is to ensure students are equipped with both the skills to solve current challenges and an ability to do adapt to an ever-changing world of work.

The future of work promises major changes in the way problems are solved. Therefore, it is imperative that the TVET system adapts to the fast - changing environment by rethinking the way students are trained. In order to train a resilient workforce, both hard and soft skills are equally important. This will drive our thinking, inform our plans and fuel our delivery at RTB.

The Government of Rwanda's aspiration is for the country to become a knowledge - based economy. TVET is expected to play a pivotal role in the envisaged national economic transformation. RTB will build on that ambition and ensure that Rwanda's TVET system is attractive, affordable and delivers quality training.

For this, TVET will play a vital role in creation of 1,500,000 (over 214,000 annually) decent and productive jobs for economic development by 2024. In light with this, TVET is expected to contribute to socio-economic development in the following aspects:



Job creation

Hands on skills lead to self-employment and creation of new money-making businesses



Employment opportunities

Industrial attachement and other exposure opportunities increase the trainees' chances of acquiring gainful employment.



Improvement of Social welfare

The employment rate for TVET graduates is above 70% . This increases people's purchasing power as a result of generated revenues through decent created jobs



Industry and business development

TVET programs are meant to produce potential young business operators. TVET students acquire entrepreneurship skills, thus contributing to industrial growth.



Research and innovation development

TVET promotes a culture of competition and innovation. Students are always encouraged to find sustainable solutions to community challenges.

2. MISSION AND RESPONSIBILITIES



RTB MISSION

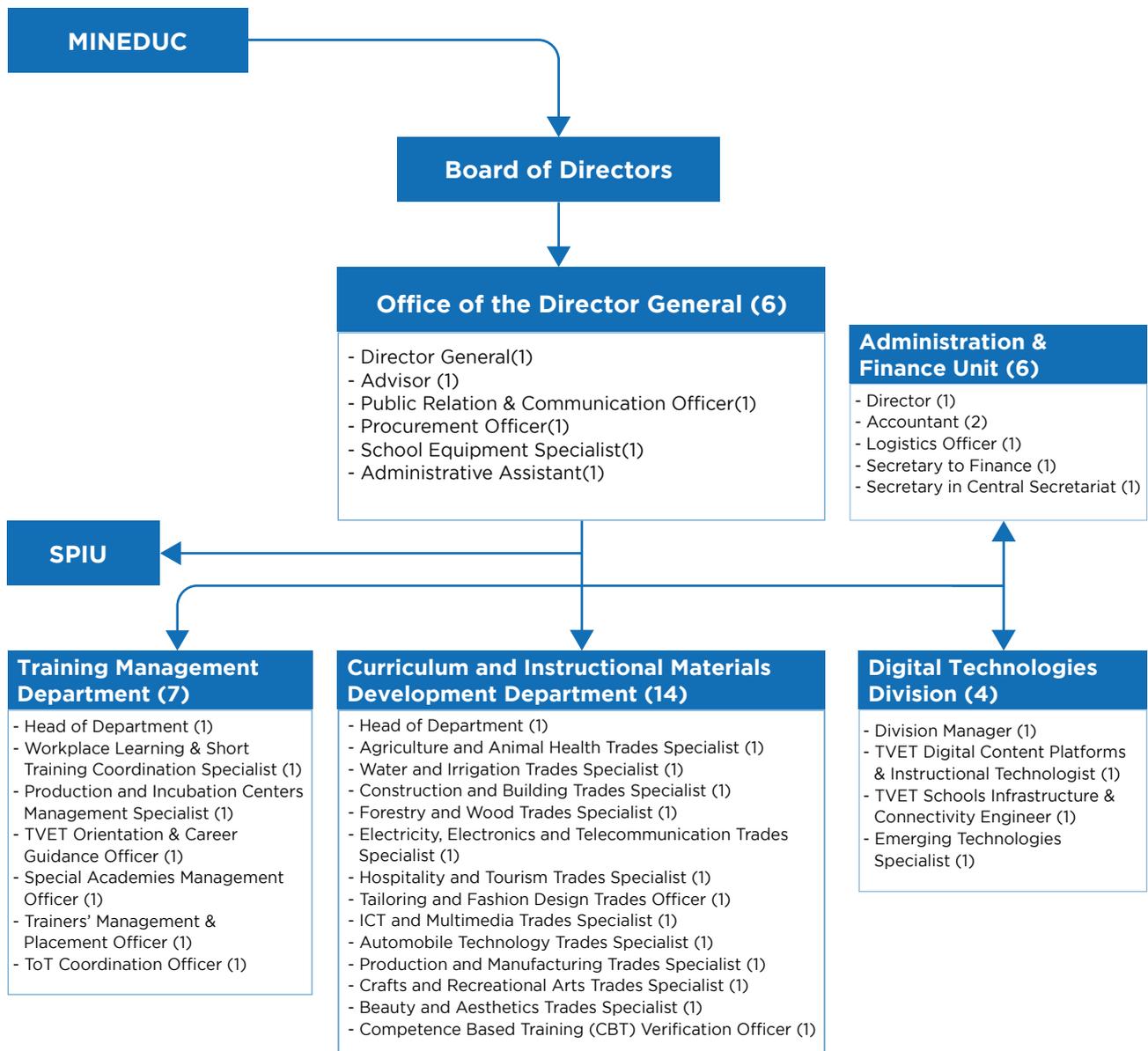
The mission of RTB is to promote quality education in technical and vocation education and training from level one (1) to five (5) aimed at fast tracking socio-economic development of the country.



RTB MAIN RESPONSIBILITIES

- To design and distribute curricula, teaching materials, trainer's guides, methodologies and establish training methods for technical and vocational education and training from level one (1) to five (5);
- To promote the use of information and communication technology in technical and vocation education and training from level one (1) to five (5);
- To coordinate and fast track technical and vocational education and training programs and activities;
- To coordinate programs and activities to ensure trainers development, build their capacities and monitor their management;
- To advise the Government on all activities which can fast track technical and vocational education and training development in Rwanda.

3.RTB STRUCTURE



4.RTB TARGETS IN LINE WITH GOVERNMENTAL ASPIRATIONS

S/N	INDICATOR	BASELINE	TARGET IN 2024
1	 % of TVET students enrolled in STEM related Trades	59,3%	80%
2	 % of 9 Years Basic Education leavers enrolled in TVET	31,6%	60%
3	 % of TVET graduates employed within 6 months after graduation	70%	80.2%
4	 New Jobs created	155,994	1,500,000

Source : NST I (2017-2024)

S/N	OUTPUTS	TARGETS			
		2020-2021	2021-2022	2022-2023	2023-2024
1	% employers satisfied with TVET graduates	83.80%	86%	88.20%	90%
2	% TVET graduates employed within 6 months of graduation (female/male)	79.30%	81.60%	83.90%	86.20%
3	% Of Trainers in achieving standards on relevant approved competency framework TVET	66%	76%	85%	86%
4	% Of learners enrolled in STEM related subjects: Upper Secondary	59.90%	60.70%	61.50%	62.30%
5	% Of students enrolled in STEM related courses as proportion of total students in Higher education and TVET	62,6%	68.40%	74.20%	80%
6	% Of TVET with Internet connectivity	73%	82%	91%	100%
7	Student-computer ratio at levels of education: TVET	7:01	5:01	3:01	1:01
8	% of secondary schools equipped with at least 2 SMART classrooms	53%	64.80%	76.50%	88.30%
9	% of TVET schools equipped with at least 2 SMART classrooms	46.20%	54.20%	62.10%	70%

S/N	OUTPUTS	TARGETS			
		2020-2021	2021-2022	2022-2023	2023-2024
10	% of TVET Schools equipped with at least 2 SMART classrooms	16%	40%	70%	100%
11	% of TVET schools with digital content	55%	66.70%	78.30%	90%
12	% of student's enrollment in TVET as proportion of total students (in Basic Education)	47.60%	51.70%	55.90%	60%
13	% of TVET institutions meeting standard trainer classroom ratio 25:1	47%	49%	51%	52%
14	% TVET with electricity	93.80%	95.80%	97.90%	100%
15	% TVET with improved water	83.30%	88.90%	94.40%	100%
16	% TVET with improved toilets	65%	70%	80%	90%
17	% TVET with hand-washing facilities	65.70%	77.10%	88.60%	100%
18	% of TVET schools meeting standards of accessibility for LwD	42.50%	45%	47.50%	50%
19	% of TVET institutions meeting quality assurance standards	60%	68%	75%	76%
20	% of TVET leaders trained and certified	54.9	68.60	82.30	96%
21	% of TVET leaders Mentored	55.30%	69.10%	82.90%	96.70%
22	% of TVET trainees accessing private industrial attachments	74%	74%	75%	76%
23	% of income raised by public TVET compared to total budget	29%	32%	34%	36%

Source: ESSP (2018-2024)

5. KEY URGENT ACTIVITIES AND CALL TO ALL STAKEHOLDERS

To achieve its mandate, RTB will focus on below areas:

S/N	REQUIRED ACTIVITIES	BASELINE (CURRENT STATUS)	TARGET BY 2024
1	Conduct sectoral skills surveys to identify labour market needs. The latter are to inform development of required curricula.	Outdated Skills gap analysis reports	10 sector skills gap analysis reports
2	Develop new TVET competence based curricula that are linked with the labour market needs from level 1 to 5	Level 2 to 5 curricula outdated	110 new TVET curricula
3	Review of outdated TVET curricula	Level 3 to 5 curricula outdated	109 TVET curricula revised
4	Incorporate sciences modules into existing curricula	Existing curricula for level 4 to 5	71
5	Develop and validate Training Organization Guides (TOGs) for new curricula	38 outdated TOGs	110 TOG for new Curricula
6	Review and validate TOGs for existing curricula	38	109 TOG for reviewed curricula
7	Design, Print and Disseminate copies of validated TOG in all TVET schools	38	219 TOGs designed
8	Develop and validate CBT/CBA implementation manual	176 CBT/CBA curricula	CBT/CBA implementation manual available and updated regularly
9	Disseminate CBT/CBA implementation manual in all TVET schools	CBT /CBA Implementation Manual Developed	6000 copies of CBT/CBA implementation manual disseminated to all TVET schools
10	Make a comprehensive report on standard training equipments lists, tools and consumables showing costs by trade	Few STELs	100 % of all Trades have comprehensive report for standard training equipments lists and tools showing costs by trade
11	Advocacy for Construction of new TVET schools to reach 60% target	155 public Schools	417 standard public schools are available across the country
12	Supply of training equipment to TVET schools	155 public Schools	417 public schools have appropriate and enough training equipment
13	Supply of training Consumables to all public TVET schools	156 public Schools	417 public schools are supplied with consumables on regular basis

S/N	REQUIRED ACTIVITIES	BASELINE (CURRENT STATUS)	TARGET BY 2024
14	Develop and digitize Training Manuals	21 trainees' manuals and 21 trainer's manuals for level 2	1752 Trainees' manuals and 1752 trainers' manuals developed
15	Establish Smart class rooms in all TVET schools	TBD	832 smart classrooms (2 Per TVET school times 416)
16	Initiate simulation and new ICT based training technologies in all TVET schools	TBD	416 schools supported
17	Ensure that all TVET trainers have a laptops	TBD	4499 trainers
18	Develop RTB service charter and digitize it on RTB MIS	TBD	One developed & digitized service charter and available RTB MIS
19	Train career guidance & Gender focal persons in TVET schools	TBD	416 Career guidance and gender focal persons trained
20	Organize TVET awareness in order to ensure increased access and relevance for TVET	TBD	4 Big events organized (One per year)
21	Support each TVET school to develop expansion and maintenance plan	366 schools available	416 Career guidance and gender focal persons trained
22	Organize strategic consultation meetings & Retreats with DPs for effective planning	NA	At least 16 Strategic meetings
23	Ensure that all RTB staff involved in financial & procurement management are following official rules and guidelines as well as OAG's recommendations	NA	4 comprehensive reports on effective implementation Public Fund Management Principles and Guidelines
24	Ensure that all Projects under RTB have project Operational manuals	NA	5 Project Manuals Developed
25	Ensure that Project activities are all implemented and reports are shared on timely basis	NA	20 comprehensive Projects reports developed and shared
26	Ensure a closer follow up of the implementation of All resolutions and recommendations from various organs	NA	16 reports shared (4 per year times 4 years)
27	Support the establishment of Incubation centers in TVET schools	8	30 Incubation centers operational
28	Support the establishment of Special academies	5	5 Special academies fully operational
29	Organize National & regional skills competition for promoting Innovation in TVET schools	NA	4 (One per year)
30	Organize regular consultative meetings with District local leaders	NA	8 (2 per year)

S/N	REQUIRED ACTIVITIES	BASELINE (CURRENT STATUS)	TARGET BY 2024
31	Increase partnerships with private companies	NA	1248 companies
32	Collaborate with relevant organs to Strengthen Sector Skills Councils engagement	NA	16 Sector skills councils fully operational
33	Ensure all TVET schools are effectively implementing Workplace learning program	NA	416 schools supported
34	Consult government strategic documents for effective planning	NA	RTB Strategic Plan finalized and aligned to government strategic documents
35	Develop a recruitment and Placement guidelines for TVET Trainers	TBD	The recruitment and Placement guidelines for TVET Trainers developed and validated
36	Put in place trainers management database (waiting lists for immediate replacement of leaving staff)	TBD	Trainers management database fully operational
37	Strengthen partnerships with private sector in providing their staff to join training staff as visitor trainers.	TBD	Exchange of staff between TVET schools and Industries well implemented
38	Enhance capacity building of trainers on CBT/CBA curricula	TBD	80% of all TVET trainers to be trained and certified and the acquired skills are fully implemented
39	Enhance capacity building of trainers in English proficiency as a medium of instruction	TBD	90% of all TVET Trainers and certified in English as medium of instruction
40	Enhance capacity building of trainers in ICT and help them to get International Computer Driving license	TBD	75% of all TVET trainers and certified in ICT and get International Computer Driving License
41	Organize capacity building workshops for school managers to equip them with the required ICT, pedagogical and leadership skills	TBD	All school managers trained on ICT, English and CBT/CBA
42	Advocate for effective implementation of Special statute for TVET Trainers (will help in setting up retention and incentive mechanisms for TVET trainers)	TBD	Fully developed and approved special status for TVET trainers
43	Horizontal and vertical promotions and incentives to attract and retain trainers in TVET	TBD	90% of trainers to be satisfied by the quality of life and working conditions

S/N	REQUIRED ACTIVITIES	BASELINE (CURRENT STATUS)	TARGET BY 2024
44	Develop TVET sustainable financing mechanism to support TVET & skills development	TBD	100% of TVET financing model fully operational
45	Conduct researches on TVET development trend and share reports to relevant organs	TBD	The international TVET trend analyzed and the feedback incorporated into national TVET context
46	Conduct Tracer surveys on graduates absorption on labor market and employers satisfaction	TBD	Tracer survey feedback analyzed and implemented to improve TVET sector
47	Put in place TVET Newsletter and TVET News Bulletin	TBD	TVET Newsletter and TVET News Bulletin established and regularly published
48	Develop RTB website and continuous sharing of TVET awareness raising messages on it	TBD	100% functioning and containing all necessary information on TVET including MIS and IPPS embedded
49	Conduct bi-annual community TVET awareness campaigns at institution level	TBD	Public relations office creates community assessment committees
50	Collaborate with relevant organs to develop occupational standards and quality assurance manuals	TBD	Standards and quality
51	Ensure that quality assurance standards are implemented in all TVET schools	TBD	Quality assurance system updated and approved at regional and national levels

The achievement of these targets requires support and contribution from all stakeholders.

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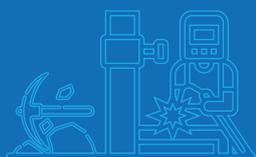
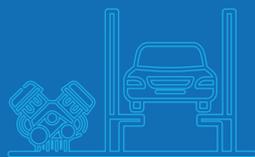
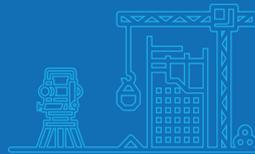
Director General

Rwanda TVET Board

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