

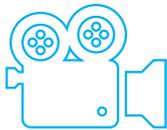


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## RECOGNITION OF PRIOR LEARNING (RPL)

### OPERATIONAL MANUAL

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JANUARY, 2024



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We also highly value the direct and indirect contributions of any other persons and institutions not mentioned above.

## FOREWORD

The recognition and validation of competences of individuals have become a cornerstone in training and education policies throughout the world, and an important element of lifelong learning strategies. Basically, the idea is to validate outcomes of learning acquired outside formal school and classroom settings.

To address the problem of recognizing the skills acquired through different forms of learning, the Government of Rwanda has introduced CBC and CBT&A that allows the assessment of prior learning acquired in different contexts especially at work without considering how, when or where the learning occurred through the recognition of prior learning (RPL) which is one form of workplace learning. The objective of RPL is to facilitate access to labour market and progression of workers. RPL Operational manual to all stakeholders to certify informal and non-formal training through recognition of acquired competencies based on the labour market needs.



In line with national policies and strategies, the Government of Rwanda has initiated steps towards establishing RPL. However, during RPL implementation, different challenges were observed, among them: non-harmonized RPL process, financing mechanisms, inadequate monitoring and evaluation and to address these challenges, in addition to key guidelines set by WPL Policy, RTB in collaboration with RPL stakeholders has elaborated a detailed RPL operational manual by key stakeholders for successful implementation.

This operational manual focuses on providing harmonized guidance to all stakeholders involved in the RPL implementation, such as government institutions, private sector, civil society, development partners and trade unions while clarifying the role and responsibilities of each of the stakeholders engaged, defining RPL process, financing mechanisms, and monitoring and evaluation mechanisms. This manual is limited to the recognition of acquired competences aligned with RQF levels from level 1 to Level 5.

It is highly desired and recommended that all the stakeholders implementing RPL will use the present manual to provide quality services aiming at improving quality TVET system as well as employability and career development.

While ensuring an effective implementation of this operational manual, we call upon all concerned institutions for their full involvement and support.

**Thank you!**

**Dipl.-Ing. Paul UMUKUNZI**

Director General

Rwanda TVET Board – RTB



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## LIST OF ACRONYMS AND ABBREVIATIONS

CBA	Competence Based Assessment
CBC	Competence Based Curriculum
CBT	Competence Based Training
CEDEFOP	European Centre for the Development of Vocational Training
DPs	Development Partners
ESSP	Education Sector Strategic Plan
FRW	Rwandan Francs
GoR	Government of Rwanda
HEC	Higher Education Council
HR	Human Resources
ICT	Information and Communication Technology
IPRC	Integrated Polytechnic Regional College
MIFOTRA	Ministry of Public Service and Labour
MINECOFIN	Ministry of Economic Planning and Finance
MINEDUC	Ministry of Education
MINICOM	Ministry of Trade and Industry
NESA	National Examination and School Inspection Authority
NSDEPS	National Skills Development and Employment Promotion Strategy
NST	National Strategy for Transformation
NYC	Not Yet Competent
PSF	Private Sector Federation
RDB	Rwanda Development Board
RP	Rwanda Polytechnic
RPL	Recognition of Prior Learning
RQF	Rwanda Qualification Framework



## GLOSSARY

**Assessment:** In general context, the assessment is an action or an instance of making a judgment about something. It is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.

**Assessor:** is an expert in a certain field who makes a judgment or decision about a person or situation after considering all the information.

**Competency Based Assessment:** CBA is a process of assessing the competence of a learner by using the standards for skills and knowledge needed at the workplace and provided in a competency-based curriculum (also called training standards). It is also the process of collecting information as evidence for use in making judgments about learning on whether competence has been achieved. The purpose of assessment is to confirm that an individual can perform the work as expected by industry standards.

**Employers' association:** employers carrying out commercial activities and exercising similar or related occupations and who have joined together to promote common economic and social interests and rights.

**Evidence:** is information that is gathered and matched against a unit of competence to provide proof of competence.

**Trade union:** a registered employees' association exercising the same occupation or similar or related occupations whose aim is to defend and promote common economic and social interests and rights.

**Recognition of Prior Learning (RPL):** is a process of acknowledging prior learning acquired in different contexts especially at work (like traditional apprenticeship) without considering how, when or where the learning occurred. The function of RPL is "to recognize and validate competencies of a certain individual obtained through formal, informal and non-formal training systems for the purpose of certification in conformity with national qualification framework".

**RPL Assessment:** is a process in which the individual's previous learning outside the formal system (non-formal and informal) which contributes to the achievement of current competencies to be assessed against the relevant unit of competency and given recognition through the issuance of the appropriate certificate. It may also be referred to as accreditation of prior learning or validation of informal/ non-formal learning.



## STRUCTURE OF THE MANUAL

This operational manual is developed under the following structure;





## SECTION ONE: INTRODUCTION

### 1.1. Background

Over the past decades, most learning in an individual's life was taking place through non-formal and informal means, whether at work, home, or elsewhere. In fact, in many developing countries with high school dropout rates, many young people, especially informal apprentices, acquire workplace skills through informal means.

The recognition and validation of competences of individuals have become a cornerstone in training and education policies throughout the world, and an important element of lifelong learning strategies. Basically, the idea is to validate outcomes of learning acquired outside formal school and classroom settings.

Besides formal education and training, it is indeed nowadays advisable to take into account individuals' daily professional and extra-professional activities and to value this experience for better employability and career development. However, in the absence of recognized qualifications, people who acquired this experience face severe disadvantages as far as finding decent jobs, migrating to other regions and accessing further education. Unfortunately, most formal education systems are not geared to recognize non-formal and informal learning.

To address the problem of recognizing the skills acquired through different forms of learning, the Government of Rwanda has introduced CBC and CBT&A that allows the assessment of prior learning acquired in different contexts especially at work without considering how, when or where the learning occurred through the recognition of prior learning (RPL) which is one form of workplace learning.

The system of RPL consists of the regulatory and organisational framework (including legislation, guidelines, operational manual, information management, etc.) and the process itself, consisting of the phases of needs assessment, awareness, application, assessment, and certification. It is important that uniform standard operating procedures are followed countrywide for ensuring quality and uniformity in service delivery, by reducing any ambiguity which might arise during the implementation.

Rwandan Workplace Learning Policy is a cornerstone for the implementation of different workplace learning interventions including RPL. The policy and its implementation guidelines advocate for having a detailed operational manual for RPL presenting all the processes, roles, and responsibilities for all stakeholders involved in the implementation of RPL across the different economic sectors throughout the country.



## 1.2. Rationale

WPL Policy defines RPL as a process of acknowledging prior learning acquired in different contexts especially at work (like traditional apprenticeship) without considering how, when, or where the learning occurred (MIFOTRA,2021).

The objective of RPL is to facilitate access to labour market and the progression of workers. RPL procedures guide all stakeholders to certify informal and non-formal training through recognition of acquired competencies based on the labour market needs.

Given the importance of RPL, the Government of Rwanda has initiated steps toward establishing RPL. WPL policy and its implementation guidelines were developed and approved to guide the implementation of WPL interventions including RPL

However, some challenges like non-harmonized RPL process, financing mechanisms, and inadequate monitoring and evaluation were observed during implementation. In regard to this, there is a need for the elaboration of a detailed RPL operational manual by relevant authority for successful implementation as highlighted in the WPL Policy.

This operational manual focuses on providing harmonized guidance to all stakeholders involved in the RPL implementation, such as government institutions, private sector, civil society, development partners and trade unions. In addition to this, it clarifies the role and responsibilities of each of the stakeholders engaged.

Moreover, this document will answer the following questions:

- ✓ What are the purpose and benefits of RPL?
- ✓ Who are the beneficiaries of RPL?
- ✓ What are the selection criteria?
- ✓ What are the principles and standards of RPL?
- ✓ What is RPL implementation process?
- ✓ What are the roles and responsibilities of RPL stakeholders?
- ✓ What are the financing mechanisms?
- ✓ How to promote decent work for RPL beneficiaries
- ✓ What are monitoring and evaluation mechanisms?

It is highly desired and recommended that all the stakeholders implementing RPL will use the present manual to provide quality services aiming at improving quality TVET system as well as



employability and career development.

### **1.3. RPL Alignment with existing policies and strategies**

#### **Sustainable Development Goals (SDGs)**

The fourth goal of SDGs is to ensure inclusive and equitable quality education and promote life-long learning opportunities for all.

#### **National Strategy for Transformation (NST1)**

The National Strategy for Transformation (NST1) aims at creating 1,500,000 (over 214,000 annually) decent and productive jobs for economic transformation. In order to achieve the aforementioned target, NST1 emphasizes on the development and enhancement of strategic partnerships with private sector in the implementation of WPL; hence RPL was initiated as one of the strategies for its implementation.

#### **National Skills Development and Employment Promotion Strategy (NSDEP) 2019-2024**

NSDPS recognizes the role of partnership between the public and private sectors with regard to RPL which aims at ensuring market relevance of TVET training through joint certification processes. The public and private partnership (PPP) is considered as a solution to address skills gaps in priority sectors and through these partnerships, people who were trained in traditional trades obtain certificates for the recognition of their skills.

#### **Education Sector Strategic Plan (ESSP)**

ESSP emphasizes on enhancing quality of learning outcomes that are relevant to Rwanda's social and economic development. The strategy highlights that TVET programmes should respond to both current and future labour market needs. In line with this outcome, RPL approach will be used to attract people with practical field experience but without recognized qualifications.

#### **TVET Policy and strategy**

TVET Policy of 2015 emphasizes that TVET institutions should facilitate open access to TVET. The strategy advocates for the development and implementation of RPL which is an innovative model of recognizing competencies acquired through informal and non-formal training.

#### **WPL Policy**

Workplace learning policy states RPL as one of the forms of WPL. It provides implementation guidelines for (RPL), as well as the roles and responsibilities of its key stakeholders.



## **Ministerial Order N° 003/MINEDUC/2021 determining Rwanda qualifications framework published in Official Gazette n° Special of 20/10/2021**

This ministerial order defines Recognition of Prior Learning (RPL) as an assessment process that looks at an individual's prior learning (including formal and informal learning) to determine the equivalent credits necessary to join a given level of interest. It highlights the guidelines for recognition of prior learning as a framework to recognize and assign credits to prior learning to enable the recognition and registration of qualifications acquired through non-formal and informal education and training.

### **Entrepreneurship Development Policy**

Workplace learning is one of the key entrepreneurship development policy actions to improve the marketability of academic programs as a model that includes practical training and promotes on job learning.

#### **1.4. Objectives**

##### **1.4.1. General Objective**

The general objective of this operational manual is to provide harmonized guidance to all stakeholders involved in the implementation of RPL.

##### **1.4.2. Specific objectives**

The following are specific objectives of this manual:

- To establish a harmonized RPL implementation process.
- To define beneficiaries' selection criteria.
- To clarify the areas of responsibility of each of the key involved actors.
- To define mechanisms of awareness about RPL and engage all key stakeholders.
- To define RPL financing mechanisms.
- To set RPL Monitoring and evaluation procedures.

#### **1.5 Scope of the manual**

This manual is limited to the recognition of acquired competences aligned with RQF levels from level 1 to level 5.



## SECTION TWO: RPL IMPLEMENTATION PROCESS

Various studies and countries' experience where the RPL system has been implemented, have revealed that RPL has potential to benefit all stakeholders involved: individuals seeking for jobs, workers, employers and government as well as education and training providers. However, the RPL process must be carried out in a credible and transparent manner if the labour market, as well as education and training institutions, are to value the competences of certificate holders.

### 2.1. RPL Principles and Standards

#### 2.1.1. Principles of RPL

The Rwandan RPL system is underpinned on the following 7 principles, which also constitute the quality criteria of RPL:

- ✓ RPL doesn't consider how, when, and where competences were acquired;
- ✓ RPL is voluntary and based on the needs of the candidate;
- ✓ The RPL process is fair, timely, transparent, flexible, valid, consistent and reliable;
- ✓ RPL assessment follows precise and unambiguous process;
- ✓ RPL is based on objective evidence;
- ✓ RPL decisions are subject to appeal and review;
- ✓ RPL Values and validates the competences of a person and provide equal opportunities for assessing and acknowledging it;
- ✓ The quality assurance process of RPL is systematic, based on the principle of continuous improvement.

#### 2.1.2. Standards of RPL

Based on these principles, the following standards of RPL can be deduced:

- ✓ RPL must be in line with RQF;
- ✓ RPL must be accessible and relevant to people as individuals;
- ✓ Appeal procedure must be available for unsatisfied candidates;
- ✓ RPL providers are committed to provide equitable, fair and effective support to candidates
- ✓ The RPL process must be efficient, manageable and achievable;
- ✓ The organization and methods of RPL assessment are reliable and based on educational and professional standards;
- ✓ The assessment tools must be valid, reliable and consistent
- ✓ The RPL process must be fair and transparent;
- ✓ RPL facilitators and assessors should be competent, independent and impartial.



## **2.2.RPL Process**

### **2.2.1. Labour market assessment**

Effective workforce development and employability programs must start with the labor market. Understanding the needs of local employers (the skills they're looking for, their hiring trends, how they find employees, etc.) is critical to designing a program that builds useful skills which enable individuals to secure real job opportunities.

As far as RPL is concerned, labour market assessment helps to collect data related to employees' competences acquired through non-formal and informal learning that need to be valued for better employability and career development.

#### **i. Methodology**

Methods and approaches for market assessment may include:

- ✓ Interview
- ✓ Observation
- ✓ Focused group discussion
- ✓ Questionnaire

#### **ii. Data handling and analysis**

The foreseen stakeholders describe how data will be collected and managed from the field work, the analysis and report writing process that will follow.

#### **iii. Labor market needs assessment report**

The report should contain data about sectors 'occupations and identified technical skills that need to be recognized as well as the number of individuals/employees that possess such skills and pursued as candidates for RPL process.

### **2.2.2. Identification of competences and their alignment with RQF**

For the acquired technical competences to be formally recognized, assessors must make sure that they meet the industry standards as specified in the relevant RQF training package. The RQF highlights competence-based approach to learning, teaching, assessment, certification and qualification in TVET which bases on a competence-based curriculum.

Thus, technical skills identified in labour market should be aligned with competences described in the validated CBC that is used in TVET schools for them to be certified by the competent authority. However, some competences may be found in labour market but not developed in CBC; in this case, they should be reported to RTB for them to be considered while reviewing the existing curricula.



### 2.2.3. Awareness

Awareness-raising is a process that seeks to inform and educate people about a topic or issue with the intention of influencing their attitudes, behaviours and beliefs towards the achievement of a defined purpose or goal.

RPL as a new instrument in the general landscape of the human resource development and more specifically in the Rwandan TVET system, it will be crucial that government, private sector and trade unions as the key actors in RPL build robust awareness about it to interest potential candidates, employers, and other stakeholders.

The awareness may take place on different platforms, including websites, social networking, information sessions at workplaces and training institutions, as well as the media; in order to reach out all potential RPL candidates, to sensitize them and to generate interest in the RPL process.

### 2.2.4. Application and registration process

Application and registration of candidates must be done by any trade union recognized by competent authority or individual candidate.

#### i. RPL candidate eligibility criteria

RPL is open to any person fulfilling the following requirements:

- ❖ Being of Rwandan nationality or Rwandan resident;
- ❖ Working in the field to be assessed;
- ❖ Minimum age of 18 years;
- ❖ At least 2 years of experience in the field to be assessed;
- ❖ Being a member of a registered trade unions or employer's association will be an added value.

#### ii. Application documents

RPL applicant should present the following documents:

For trade union applicants

- ❖ National Identity Card/ A valid National Passport for foreigners /residence permit
- ❖ Trade certificate/Domestic company registration certificate for self-employed
- ❖ Recommendation from employer/ trade union (proof of 2 years of experience)

For individual applicant

- ❖ National Identity Card/ A valid National Passport for foreigners /residence permit;

- ❖ Recommendation from employer/local government ( proof of 2 years of experience)

### 2.2.5. Assessment and Certification

RPL assessment is a process in which the individual's previous learning outside the formal system (non-formal and informal) which contributes to the achievement of current competencies can be assessed against the relevant unit of competency and given recognition through the issuance of an appropriate certificate.

The purpose of this assessment is to confirm that an individual can perform the work as expected by industry standards.

#### i. Assessment Methods

There are different ways and means of assessing prior learning which allow for flexible and effective assessment of actual skills and competences. The European Centre for the Development of Vocational Training CEDEFOP distinguishes 8 assessment methods for RPL (see box below):

#### **Eight assessment methods for RPL as per CEDEFOP**

1. Debate offers the candidate an opportunity to demonstrate their depth of knowledge as well as their communicative skills.
2. Declarative methods admit an individual's personal identification and recording of their competencies and are normally signed by a third party in order to verify the self-assessment.
3. Interviews can be used to clarify issues raised in documentary evidence presented and/or to review the scope and depth of learning.
4. Observation enables the extraction of an individual's evidence of competence while they are performing everyday tasks at work.
5. Portfolio method, which uses a mix of methods and instruments employed in consecutive stages to produce a coherent set of documents or work samples that show an individual's skills and competencies in different ways.
6. Presentation, which can be formal or informal and can check the individual's ability to present information in a way that is appropriate to the subject and the audience.
7. Simulation and evidence extracted from work, i.e., where individuals are placed in a situation that fulfils all the criteria of the real-life scenario in order to assess their competences.
8. Tests and examinations to identify and validate informal and non-formal learning through, or with the help of, examinations in the formal system.

Source: CEDEFOP, 2009.



Among these methods, portfolio assessment, interview and observation of practical work in a real situation shall be adopted to candidates who have acquired skills and competences mainly through non-formal and informal learning and used in combination in order to be successful.

## ii. **RPL site selection**

The assessment sites may be companies/factories or workplace registered and approved by a competent organ or TVET schools;

- ❖ The site for RPL assessment should have a well-equipped workshop regarding the competence to be assessed;
- ❖ The assessment site should also have other additional facilities to accommodate the RPL assessment, such as sanitation facilities, water and electricity;
- ❖ The assessment site should be accessible for all candidates including those with special needs.

### **2.2.6. RPL assessors' requirements and responsibilities**

An assessor is an expert in a certain field who makes a judgment or decision about a person or situation after considering all the information.

The panel of RPL assessors should be composed of three (3) assessors among which two (2) are industrial practitioners and one (1) from academia.

## i. **Assessors' requirements**

### ❖ **Industrial practitioners should:**

- ✓ Have at least A2/Level 5 certificate in the competence to be assessed or at least A2/Level 5 certificate in any field with a professional certificate in the competence to be assessed
- ✓ Have at least 5 years of working experience in the field of expertise

### ❖ **Assessor from academia should:**

- ✓ Have at least A2/L5 certificate in the occupation to be assessed or any field with a professional in the competence to be assessed
- ✓ Have at least 5 years of working experience in the field of expertise

## i. **Selection of RPL Assessors**

- ✓ Industrial practitioners should be proposed by trade unions and approved by RTB;
- ✓ Assessors from academia should be selected by RTB.

## ii. **RPL Assessors responsibilities**



The assessor has the responsibilities of carrying out assessment of candidates' performance against the relevant standard(s) including:

- ✓ Ensuring that candidates' evidence is relevant, valid, authentic, current and sufficient
- ✓ Judging evidence criteria to make assessment decisions
- ✓ Providing constructive feedback to candidates
- ✓ Following agreed procedures for recording, reporting and confidentiality of information

### **2.2.7. RPL facilitators**

#### **i. Facilitators requirements**

RPL facilitators should have:

- ✓ RPL facilitator should have at least 3 years of experience in curriculum development;
- ✓ Have strong reporting skills.
- ✓ Having a Training certificate in CBA is an advantage.

#### **ii. RPL Facilitators' responsibilities**

- ✓ Ensuring that candidates are fully briefed on assessment procedures and methods, including appeals procedures, schedule of assessment....
- ✓ Ensuring the availability of all needed resources at assessment site/center
- ✓ Ensuring the availability of all needed assessors
- ✓ Reporting RPL assessment activities daily as well as final compilation of all necessary reports at the assessment site/center
- ✓ Working closely with RPL coordinators and supervisors
- ✓ Training refresher for assessors

Both RPL assessors and facilitators should consider the following assessment principles or values: fairness, equality, equity, validity, reliability, transparency, relevance and feasibility/practicability.

### **2.2.8. RPL assessment administration**

#### **i. Pre-assessment activities**

- ✓ Development of assessment tools
- ✓ Training of RPL assessors
- ✓ Checking of RPL assessment site readiness before the assessment
- ✓ Assessment equipment, tools and consumables should be available at least one week before the assessment starts

#### **ii. RPL assessment instructions**



RPL assessment will follow Ministerial Instructions N° 001/2021 of 26/07/2021 Governing the Comprehensive Assessment, Promotion, Dismissal and Transfer of Learners and comprehensive assessment implementation guidelines.

### **iii. Appeal procedures**

- ✓ Assessed candidates who are not satisfied with the results, may appeal against obtained results,
- ✓ The appeals should be submitted to the Trade union which applied for the candidate within 5 working days after the RPL assessment.
- ✓ The valid appeals will be approved by RTB
- ✓ Results from appeals should be communicated to the concerned candidates within 15 days after the assessment period.

### **2.2.9. RPL Certification**

RTB should prepare certificates for competent candidates to be issued to RPL beneficiaries; In case of losing the certificate with evidence, the beneficiary will make a request to RTB for a certificate duplicate.

### **2.3. Roles and responsibilities of stakeholders**

The implementation of RPL involves different stakeholders from government institutions, trade unions, private sector institutions and various development partners (DPs). Key roles and responsibilities of RPL stakeholders are defined below:

#### **a) Responsibilities of MIFOTRA**

- ✓ Oversee the implementation of RPL
- ✓ Identify priorities sectors and trades in consultation with relevant stakeholders; through labor market analysis;
- ✓ Establish laws and regulations to promote decent work;
- ✓ Establish and reviewing laws/regulations related to RPL;
- ✓ Promote RPL certificate value at workplace;
- ✓ Lead the annual joint planning process of RPL;
- ✓ Provide the strategic guidance in the development and implementation of RPL intervention;
- ✓ Mobilize resources and coordinate the funding of RPL interventions;
- ✓ Engage RPL actors;
- ✓ Strengthen communication and awareness about RPL.

#### **b) Responsibilities of MINEDUC**

- ✓ Provide strategic guidance to the potential actors of RPL;



- ✓ Supervising the development of RPL operational manual;
- ✓ Participate in the establishment and review of laws, policies and guidelines of RPL;
- ✓ Supervise the quality assurance of RPL.

**c) Responsibilities of RTB**

RTB oversees RPL in competence-based certification with the following responsibilities:

- ✓ Facilitate the identification of assessors and providing their capacity building;
- ✓ Identify and ensure quality standards for assessment sites/centers;
- ✓ Facilitate in development of assessment tools and materials for RPL;
- ✓ Coordinate assessment of RPL;
- ✓ Certify successful candidates;
- ✓ Maintain the database of the RPL beneficiaries.

**d) Responsibilities of trades unions**

- ✓ Participate in the labor market needs assessment for RPL;
- ✓ Identify RPL beneficiaries and make assessment request to RTB;(for their candidates)
- ✓ Participate in the Identification of assessment site/centers.
- ✓ Participate in coordination and supervision of assessment process for their candidates;
- ✓ Establish robust management information systems for better management of their RPL certified candidates;
- ✓ Promote decent work for informal workers.

**e) Responsibilities of Development Partners**

- Provide technical and financial support



## **SECTION THREE: FINANCING MECHANISM**

For the better implementation of RPL, different resources needed include:

- ✓ Financial resources;
- ✓ Human Resources (RPL coordinator, facilitators, assessors); and
- ✓ Physical resources (assessment site, materials, equipment and tools).

RPL involves a lot of activities that require funding, referring to WPL guidelines and depending on the nature of the sector or competence to be assessed. The funding interventions of RPL will cover but not limited to:

- ✓ Costs of infrastructure (maintenance cost);
- ✓ Consumables and tools;
- ✓ Curriculum/competence development or adaptation;
- ✓ Capacity building of assessors and facilitators; and
- ✓ Facilitation costs for RPL coordinators, facilitators, and assessors including transport costs, meals, accommodation, and communication allowances.

### **3.1. Sources of financing**

Sources of financing include:

- Through WPL/RPL, Government funds allocation according to the priorities to all concerned ministries and their agencies.
- Funding from Development Partners supporting RPL.
- RPL candidate contribution

### **3.2. Sustainable financing mechanism of RPL**

For the sustainability of RPL system, key stakeholders should sensitize RPL beneficiaries on the purpose and benefits of RPL so that they may finance the cost of RPL activities. However, depending on the type of sector/trade, the total amount to be paid by the candidate should be determined by RTB after assessing the RPL activities financial requirement.



## **SECTION FOUR: MONITORING AND EVALUATION (M&E) MECHANISM FOR RPL**

RPL activities and progress will be constantly monitored, evaluated and reported to inform current and future decision-making.

For RPL to achieve its intended goals, the coordination, monitoring and evaluation need to be strengthened from activities to impact level.

M&E will be based on the following results areas for implementation of RPL:

### **At the impact level, the following will be measured:**

- ✓ Increased employment
- ✓ Increase in remuneration
- ✓ Career progression
- ✓ Advancements in career over time
- ✓ Retention of employees
- ✓ Institutional changes through RPL, etc.

### **At outcome level, the following will be measured:**

- ✓ Completion rates;
- ✓ Motivation;
- ✓ Employment opportunities;
- ✓ Advancements in career due RPL;
- ✓ Further education, etc...

### **At the output level, the following will be measured:**

- ✓ Assessors trained;
- ✓ Tools developed;
- ✓ Assessment sites/centers identified;
- ✓ Number of candidates assessed and certified;
- ✓ Awareness conducted, etc...

### **At the activity level, the following will be measured:**

- ✓ Monitoring of RPL processes and their alignment with set standards (Curriculum/competence development);
- ✓ Training of facilitators and assessors, etc...



**At the input level, the following will be measured:**

- Human, financial, and material resources required to implement RPL, etc.

Relevant actors in relation to the workplace learning implementation to be engaged in M&E include MIFOTRA, MINEDUC, RTB, NESAs, PSF/employers' associations, and trade unions. Monitoring will be conducted during the preparation and implementation of RPL activities and evaluation will be conducted to assess the outcome and impact of the RPL interventions