

REPUBLIC OF RWANDA



MINISTRY OF PUBLIC SERVICE AND LABOUR

**GUIDELINES ON THE IMPLEMENTATION OF WORKPLACE
LEARNING POLICY IN RWANDA
(POLITIKI YA IGIRA KU MURIMO)**

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List of Abbreviations

AI: Industrial Attachment

GBV: Gender Based Violence

GIZ : DeutscheGesellschaftfürInternationaleZusammenarbeit

HEC:Higher Education Council

IBT: Industry Based Training

MIFOTRA:Ministry of Public Service and Labour

MIGEPROF:Ministry of Gender and Family Promotion

MINECOFIN:Ministry of Finance and Economic Planning

MINEDUC:Ministry of Education

MINICOM: Ministry of Trade and Industry

MYCULTURE: Ministry of Youth and Culture

NEP: National Employment Program

NESA: National Examination and School Inspection Authority

NSDEPS: National Skills Development and Employment Promotion Strategy

NST: National Strategy for Transformation

PSF: Private Sector Federation

RDB: Rwanda Development Board

RP: Rwanda Polytechnic

RPL: Recognition of Prior Learning

RRT: Rapid Response Training

RTB: Rwanda TVET Board

RTQF: Rwandan Technical Qualification Framework

TVET: Technical and Vocational Education and Training

UR: University of Rwanda

WPL: Workplace Learning

Definitions of key WPL terms

- a) **Attachment (or Industrial Attachment):** An attachment is a compulsory part of an education program, usually implemented in the TVET sector and in higher education. Participants are students, and the successful attachment is a pre-requisite for graduation and certification. Although the learning may be structured, the main purpose of an attachment is work exposure by putting into practice what has been learnt before.
- b) **Internship:** An internship is an opportunity offered by an employer to potential employees, called interns, to work at a firm /an organization for a fixed or limited period of time in the area related to his/her field of the study. The professional internship is not part of an educational learning program, but an own-standing work experience scheme, aimed at easing the entrance into work of Rwandan graduates from higher learning and Technical and Vocational Education and Training (TVET) institutions.
- c) **Dual apprenticeship or Cooperative apprenticeship:** Cooperative training is a modern form of apprenticeship. An important learning location is a company, but the training is complemented by basic, generic and theoretical training modules, delivered in a training institution. Usually, cooperative training is governed by a formal training contract, is based on a learning plan or curriculum and aims at a formal qualification.
- d) **Industry Based Training (IBT) or TVET in companies:** It is a form of modernized traditional apprenticeship where TVET provided in and by companies. Usually, an enterprise has established a training wing. Training may be delivered by the enterprise owner or by extra employed staff. It is a kind of training centre within an enterprise, hence TVET in companies.
- e) **Rapid Response Training (RRT):** It is a form of Industry Based Training organized on cost sharing basis in order to facilitate investors willing and ready to invest in specialized or priority skills. The agreement is concluded with emerging investment opportunities at the same time being flexible to redirect specialized trainings to the need of investors who are constrained to acquire skilled personnel in specific sectors. At least 70% of graduates should be retained by the company that benefited from the training facility.
- f) **Recognition of Prior Learning (RPL):** 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”.

1. Introduction

This document sets out implementation guidelines for the Rwanda Workplace Learning policy adopted in 2015 in respect of Industrial Attachment, Internship, Dual Apprenticeship, Industry Based Training (IBT) and Recognition of Prior Learning (RPL).

It has been developed through a widely consultative process led by the Ministry of Public Service and Labour (MIFOTRA) in collaboration with Ministry of Education and GIZ.

Key factors guiding the development of these implementation guidelines include strengthening the institutional roles and responsibilities reflecting a widely collaborative partnership involving a diversity of organizations including the public sector, the private sector, development partners and civil society organizations for effective and efficient coordination of the WPL system, harmonization of the existing institutional processes and systems as well as improving monitoring and evaluation mechanisms.

The content of the document highlights key issues of the coordination and implementation of the policy, existing regulatory environment and emphasizes more on general and specific guidelines for implementation supported by effective organization framework.

2. Existing WPL regulatory environment in Rwanda

Currently, there are various policies and strategies supporting the successful implementation of the WPL such as Vision 2050, National Strategy for Transformation (NST-1), High Education Policy, Technical and Vocational Education and Training (TVET) Policy, Revised National Employment Policy, Revised National Gender Policy, Entrepreneurship Development Policy, National Skills Development and Employment Promotion Strategy (NSDEPS), Private Sector Development & Youth Employment Strategy. All underscore the importance of capacity building & promoting marketable skills among the youth and addressing youth unemployment.

Moreover, the law N° 66/2018 of 30/08/2018 regulating labour in Rwanda sets the minimum age for employment at 16 years and its article 5 provides for that a child aged between 13-15 years, in the context of apprenticeship is allowed to perform only light works. These light works shall be determined by a Ministerial order. The article 6 also provides for that prohibited forms of work for the child below the age of eighteen (18): forms of work which are physically harmful to the child; work underground, under water, at dangerous heights or in confined spaces, work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads; work in an environment which exposes the child to temperature noise levels or vibrations damaging to his/her health, work for long hours or during the night or work performed in confined spaces. Additionally, articles 35 & 36 of the labour law and the Ministerial Order N° 008/19.20 of 17/03/2020 determining the nature of apprenticeship and internship contracts regulate apprenticeship and internship contracts.

Despite the existing policies and laws, there is no specific guidelines established before to guide the implementation of workplace learning in Rwanda.

3. Key issues to be addressed in the guidelines

While efforts to introduce workplace learning oriented skills development practices that are enumerated in the above section have been broadly successful, the institutionalization of the WPL programs is still relatively a new concept in the Rwandan education and training system. As a result, the policy has been limited in generating a coordinated impact that is necessary to achieve the objectives for the workplace learning system due to the following issues:

- Non-harmonized and uncoordinated WPL system due to lack of clear responsibilities of key players and stakeholders;
- Weak institutionalization of workplace learning interventions;
- Non-harmonized incentives provided by various actors to companies participating in the implementation of workplace learning interventions;
- Inadequate monitoring and evaluation of the workplace learning interventions;
- Limited involvement of the private sector in the implementation of workplace learning interventions;
- Industrial attachment is constrained by the fixed school calendar and low participation of the private sector.

4. Objectives of the guidelines

- Establish a harmonized and well-coordinated WPL system;
- Set clearly out the areas of responsibility of each of the key involved actors;
- Create channels for institutional coordination and communication to support the framework;
- Foster international partnership to help strengthen the system;
- Promote capacity building of personnel and institutions involved in the implementation of the WPL system;
- Raise awareness about WPL to all key stakeholders.

5. Scope of the guidelines

The guidelines are established as the Rwandan single platform to guide the implementation of the WPL policy across all stakeholders including the public sector, private sector, development partners and civil society organizations.

6. Guiding principles to the guidelines

The establishment of implementation guidelines is guided by a set of the following fundamental principles:

- a) **Accountability:** In adopting the implementation guidelines, the Government seeks to strengthen accountability to its citizens and all stakeholders for the delivery of national goals and priorities as agreed in its development policy and other national strategies.
- b) **Ownership:** The Government takes a primary responsibility and demonstrates its leadership in the formulation and implementation of national policies and related legal instruments in order to achieve sustainable development. The guidelines will strengthen the ownership of the WPL interventions across to all key actors.
- c) **Inclusiveness:** The guidelines consider the participation of women and men and inclusion of People with Disabilities.
- d) **Alignment:** The guidelines seek to strengthen the joint planning process to ensure prioritization and harmonization, and alignment of the plans related to workplace learning objectives.
- e) **Adaptive management:** The guidelines stress that the workplace learning system will adaptively be managed through continuous learning to adjust to the dynamics of the environment.

7. Implementation guidelines of WPL in Rwanda

The Workplace Learning guidelines outline the procedures that learners, training providers, employers, regulators, and partners must follow to ensure successful workplace learning implementation.

The guidelines include the following:

- General guidelines on workplace learning forms;
- Guidelines for Industrial Attachment (IA);
- Guidelines for Internship;
- Guidelines for Dual Apprenticeship;
- Guidelines for Industry Based Training (IBT);
- Guidelines for Recognition of Prior Learning (RPL).

7.1. General guidelines

7.1.1. Health and safety guidelines

The safety and wellbeing of trainees during work placement is a priority. Before any placement is approved, employers need to ascertain that they can provide a safe and healthy workplace for trainees.

a) Safety and wellbeing of trainees at workplaces

Employers have to ensure a conducive environment for trainees (both girls and boys) by avoiding unacceptable conduct but not limited to:

- Deliberate exposure of trainees to the discriminatory or sexual behavior;
- Inappropriate conversations and obscene language;
- Suggestive remarks and actions, including showing of publications, electronic media or illustrations which are inappropriately suggestive;
- Jokes and gestures of a discriminatory or sexual nature;
- Inappropriate personal correspondence with trainees;
- unwarranted and/or inappropriate touching of trainees;
- Gender Based Violence (GBV) at workplace;
- Harassment and unlawful discrimination.

b) Incident management procedures

Regardless of guidelines availability, it is impossible to foretell that incidents will never happen. That is why these guidelines must include how incidents involving inappropriate behaviors are dealt with, so that the immediate actions are taken to protect the rights of all parties and most importantly those of the trainees.

- To whom report the incident:
The nature and the person who caused the incident or complaint will determine which investigative body is notified:
 - ✓ Trainees who are adversely affected by any incident involving inappropriate behaviour at their workplace, should report such incidents to their supervisor;

- ✓ If it is the supervisor who caused the incident, trainee must report the incident to the workplace manager or owner;
- ✓ If the incident involves the manager or owner of the workplace, the trainee must report this to the relevant competent authority;
- After reporting, an investigation must be conducted;
- As soon as an incident is reported, the trainee should be withdrawn from the company while the investigation is ongoing. An alternative workplace should be provided by the school, preferably at another company or if that is not possible immediately, at the school's production unit;
- Report of the investigation must be produced and recommended actions implemented;
- If after investigation, the workplace is deemed unsafe for the trainee, appropriate measures must be taken including if appropriate: blacklisting the company for workplace learning or criminal charges for the company and the owner;
- For incidents involving minors, the parents or legal guardian of the trainee, must be contacted, and informed of the matter;
- Strict confidentiality must be maintained regarding all inappropriate behaviour complaints by all placement staff, parents/caregivers and schools, for the wellbeing of the trainee. It is in the safety of the victim that her/his identity is kept confidential. However, convicted offenders should be listed in an open source to protect future victim.

The victim should not be penalized as a result of such an incident by suffering delays and setbacks in the training schedule or stigmatization. All efforts should be taken to allow the victim to find an alternative work placement and terminate the WPL in the time originally foreseen

c) Injury and health emergency of a trainee

In the event of a health emergency or injury of trainee at the workplace, the employer or representative must:

- Provide necessary protective equipment to the trainees in collaboration with school;
- Ensure immediate wellbeing of the trainee by providing the best available emergency support; (e.g. provision of first aid, etc.);
- Seek medical help immediately, using the trainee's contacts number as provided on the Trainee Workplace Learning Record;
- Contact emergency services for ambulance or other emergency services immediately where required;
- Contact the trainee's parent/guardian or their school contact person or principal (depending on the seriousness of the injury). Contact details should be provided on your copy of the trainee workplace learning record;
- If the incident poses a serious health risk, the employer must organize a medical evacuation to where appropriate care can be provided;
- Record the trainee version of the incident/accident;
- Ask the doctor attending for a medical certificate;
- Complete a written report of the accident and forward it to the parent/guardian/school. The report must include a full statement from the trainee, the supervisor and relevant witnesses.

d) Workplace learning insurance

- The Ministry of Education will take a lead to establish partnership with insurance companies to develop appropriate workplace learning insurance products to cover both the trainees and the employers;
- Trainees on placement must be covered by a workplace learning insurance for the entire duration of approved placements;
- The workplace insurance covers: equipment, personal injury of the trainee;
- The insurance company covering the trainee indemnifies the employer participating in an approved workplace-learning program for any amount, which they may be legally liable to pay for damaged property or equipment, arising out of an approved workplace-learning program;
- The insurance company covering the trainee indemnifies the trainee, or parent or guardian for any accident resulting in injury, death from the trainee placement, if the incident is not from material negligence of the employer;
- Workplace insurance premium must be included in the training costs and paid by the trainee sponsor (parent, guardian, government or development partner);
- Any claim made as part of work placement in respect of a trainee participating in an approved workplace-learning program is immediately notified to the relevant sponsor and/or to school;
- Any incident that may result in a claim against the employer or the school must be notified immediately in writing to the trainee's sponsor;
- The host workplace employer cooperates fully with the insurance and the relevant sponsor in the processing of the claim.

7.1.2. Quality assurance guidelines

The quality assurance is an important component of successful workplace learning.

The following guidelines provide a framework for ensuring placements achieve their intended objectives. It is the responsibility of school and institution in charge of quality assurance, to ensure that quality standards are adhered to. These guidelines cover 3 important stages at which quality assurance is necessary.

a) Minimum checklist before the placement

- Employer was provided with workplace learning guidelines;
- Insurance policies for trainees are arranged prior to placement;
- Trainees are matched to positions based on their course work and/or career choices;
- In-company instructors are trained on hosting trainees;
- Minimum quota of 30% are female trainees/apprentices;
- Curricula and necessary support materials to use in the workplace are ready for use;
- Protective equipment is available.

b) Minimum checklist during the placement

Before stating the placement, ensure that the trainee completes a first day induction and orientation tour. The trainee's induction should include:

- An introduction to supervisors and co-workers;
- A brief overview of the business, products, mission and values;
- An outline of the trainee's planned activities and supervision arrangements;
- Clear expectations of behaviour, attitude and dress, expected from the trainee;
- Clarification of working hours, breaks and other workplace routines;
- A tour of facilities including the trainee's work area/desk, toilets, change rooms, exits, food outlets, etc.;
- Provision of the workplace guidelines;
- Inform the trainee that has the right to cease work if they believe it is unsafe;
- First aid and evacuation plans and other emergency drills;
- Introduce the trainee to necessary work-related drills.

In addition to the induction, following quality assurance mechanisms must be followed:

- Employers or nominated workplace trainers that supervise the trainees in the workplace;
- Employers or nominated workplace trainers provide tasks that are agreed and appropriate to the trainee's level;
- Ensure that trainee's attendance in the workplace conforms to the set calendar;
- Trainee's attendance must be recorded regularly;
- Record comments from the trainee and the employer, together with their own observations;
- Keep records of visits/contacts as evidence of due diligence in this matter;
- Employers report to the school or to institution in charge of quality assurance, on observed; systemic weaknesses in the trainee's competencies or skills to take remedial actions.

c) Minimum checklist after the placement

- Completed the trainee feedback form, to share their work placement experience;
- Host employers report on the trainee's performance in the workplace;
- Ensure that any property or identification cards on loan have been returned;
- Take time to provide the trainee with helpful feedback and encouragement;
- Encourage trainees to send the host employer a thank you (or apology) card/letter;
- Keep the database of the trainees disaggregated by sex, people with disabilities and ensure certification.

7.1.3. General eligibility and WPL management guidelines

a) Minimum eligibility criteria for employers

To ensure quality of training and to protect trainees, appropriate minimum eligibility criteria for companies are stipulated below. They include criteria related to the scope of work, facilities, and minimum qualifications for supervisors. To enable companies to meet the criteria, the workplace

funding institution may support the capacity development of companies/employers engaging WPL. Capacity development will focus on technical support and pedagogical trainings of in-company instructors, staff and managers.

To be eligible, the employer must:

- Meet industry minimum health and safety standards;
- Have relevant infrastructure, machineries and equipment specific to his industry;
- Have component in-company instructors capable of providing supervision to the trainee;
- Be willing to participate in workplace programs and understand its benefits;
- Be licensed to operate, and have specific licensee where required;
- Did not have for industrial action, picketing, strikes or be involved or convicted a labour related lawsuit;
- Not use the placement, as an alternative of laid-off paid employees;
- Comply with agreed WPL arrangements;
- Prepare staff to ensure they:
 - ✓ Understand the purpose of the workplace learning activity;
 - ✓ Are aware of the responsibilities of working with young people (females and males) including child protection;
 - ✓ Have had a training or information session on what constitutes moral and/or sexual harassment, GBV and how to prevent it;
 - ✓ Receive a timetable of proposed trainee activities and arrangements for their supervision and induction;
 - ✓ Understand special needs including how to respond to medical conditions;

Supervisory staff should be capable and trustworthy with good communication and delegation skills. They should be briefed for the task, and given sufficient time, to instruct and monitor the trainee and provide feedback.

b) Minimum eligibility criteria for schools

Workplace learning must be a child or trainee's safe environment. As such, school, as an important stakeholder in the workplace learning, must comply with health and safety regulations.

In addition, schools must meet the following criteria:

- Be recognized training facility with relevant accreditation;
- Possess minimum inclusive infrastructure, machineries, equipment and materials to conduct practical trainings,
- Familiar with the workplace learning guidelines;
- Appointed qualified workplace learning facilitator;
- Relevant competency-based curricula are available according to the specific WPL programme.

c) Minimum criteria for approving work placement programs

It is the responsibility of the institution in charge of approving the training programs to develop minimum requirements that must be fulfilled by all stakeholders in the implementation of a particular workplace-learning program.

However, the following must be complied with while approving new WPL programs:

- Describe the aims of the program;

- Description of the occupation, the competencies to be acquired inclusive the employability and life skills, the minimum entry requirements and the pathways;
- Preferred WPL approach;
- Administrative requirements, including the necessary resources to facilitate the implementation of WPL;
- Work environment for the trainee and their preparation for the workplace;
- Suitability and safety aspects of proposed work tasks;
- Resources and equipment to deliver the program;
- Alignment to RTQF;
- Relevance to the labour market needs.

d) Minimum requirements for trainees in WPL

- Must have completed basic literacy and numeracy;
- Must be of 13 years old or above;
- Trainees aged below 16 years should not be permitted to participate in work placement in certain industries as provided for in the law N° 66/2018 of 30/08/2018 regulating labour in Rwanda;
- Trainees must be aware of the minimum safety risks of the industry they wish to join;
- Trainees outside the formal education system such as those in Industry Based Training should also follow the same approach.

e) Cancellation of a placement

A workplace learning arrangement may be cancelled by:

- The host workplace employer informing the school;
- The school informing the host employer;
- The trainee but only documented circumstances.

7.1.4. Qualification and certification guidelines

a) Qualification guidelines

The regulatory bodies like NESAs and HECs in collaboration with other institutions like RTBs, RPs, URs and PSFs shall put in place the guiding standards and guidelines for qualifications in the following:

- All WPL training programs should be developed/adapted or customized in line with recognized program development standards and approved by the relevant authority;
- Except internship, other WPL programs shall be aligned to formal qualifications under the Rwandan Technical Qualification Framework (RTQF).

b) Accreditation and certification

In addition to addressing issues of trainees' qualification, there is also a serious issue of accreditation of both the programs and training institutions offering programs under Workplace Learning programs. To harmonize all forms of Workplace Learning programs, NESAs and HECs in collaboration with other institutions like RTBs, RPs, URs and PSFs shall put in place the following standards and guidelines:

- Norms and standards for dual apprenticeship programs including accreditation and assessment guidelines leading to certification process;
- Norms and standard for Industry Based Training programs including accreditation and assessment guidelines leading to certification process;
- Guidelines for Recognition of Prior Learning (RPL) including approach of assessment and certification for acquired competences from traditional apprenticeship in line with RTQF;
- Curriculum design/adaptation guidelines.

7.2. Specific guidelines for each form of WPL

7.2.1. Guidelines for industrial attachment

The guidelines propose that RTB will lead the implementation of the industrial attachment in TVET schools from level 1 up to level 5 in collaboration with NESAs while industrial attachment in higher learning institutions will be led by HEC in collaboration with RP and UR.

Industrial attachment is a structured, credit-bearing work experience in a professional work setting during which the student applies and acquires knowledge and skills. It involves the application of learned skills in an organization related to the students' major.

In the context of industrial attachments, schools /higher learning institutions should take reasonable steps to ensure that trainees/students are not placed in a work situation, which may pose a risk due to factors, which include the trainee's age, gender, capacity or maturity, or through the working conditions. This duty of care for the school/higher learning institutions' enrolled trainees/students must not be delegated to others, even if another school/higher learning institution or group has organized the work placement.

a) Preparing trainees for industrial attachment

Before starting the placement, the school/university will need to provide a program of workplace preparation for trainees/students that is appropriate to their capacities. School liaison staff / higher learning institution supervisor and in-company instructor/trainer must ensure that the trainees/students are sufficiently prepared for their placements. The school/higher learning institution has to ensure that every student has logbook (trainee/student logbook and company supervisor/ in-company instructor logbook).

All industrial attachment trainees/students, regardless of where they are placed, must be given the necessary information and support. The information to be provided may cover aspects such as:

- The purpose and goals of the work placement, including appropriate workplace behaviour and what will be expected of them in the workplace;
- Insurance arrangements and implications;
- Any other specific requirements of the company/employer;
- Transport arrangements;

- Schedule of the industrial attachment;
- Expectations from industrial attachment.

b) Coordination of industrial attachment

In terms of coordination, schools/ higher learning institutions have the following responsibilities:

- Ensuring partnerships between schools/ higher learning institutions and companies;
- Finding out placement for students;
- Regulating monitoring of the students in companies/employer;
- Gathering and assessing the logbooks worked on by trainees/students and company/employer supervisor during industrial attachment program;
- Gathering the feedback from the company supervisor;
- Assessing the students at the end of industrial attachment (presentation of reports &awarding marks);
- Handing over the results of students and evidence to the certification body.

c) Guidelines for schools/higher learning institutions

The school/higher learning institutions maintain a duty of care to trainees undertaking industrial attachment. Schools/higher learning institutions are responsible for deciding if placements are suitable, preparing trainees/students for workplace learning, monitoring the trainee/student's progress and welfare during the placement and following up with them immediately afterwards.

Schools/universities are responsible for endorsing workplace-learning placements, therefore for the success of industrial attachment, schools/higher learning institutions are responsible for:

- Appointing school liaison staff/supervisor to coordinate industrial attachment;
- Ensuring adequate preparation of their trainees/students to industrial attachment;
- Developing strong cooperation and partnerships with employers;
- Assessing the eligibility of the company/employers for industrial attachment placement;
- Matching employers' opportunities to the trainees/students' career plan;
- Ensuring that both boys and girls trainees/students participate in and benefit equally from the workplace learning program;
- Organizing collective workplace learning insurance for trainees/students;
- All trainees/students must receive a face-to-face Health and Safety (HS) briefings, including their rights and responsibilities, prior to any workplace learning participation;
- Organizing work placement monitoring and follow-up;
- Schools/higher learning institutions must actively support trainees during their placements. The support includes but not limited to finding workplace placement, visit students at workplace at least one time per period of industrial attachment program, ensure students are doing activities in relation to their trades/field of study;
- Schools /higher learning institutions must promote the use of the logbooks during the industrial attachment by all three parties: school/higher learning institution, company, and trainee/student;
- Conducting the training of in company trainers/supervisors when is needed.

d) Responsibilities for employers/companies/cooperatives

- Appointing in-company instructor to coordinate and support students at workplace;
- Insuring appointed in-company instructors are trained to be able to facilitate students;
- In-company instructors participate in the preparation of the students;
- Ensuring health, safety and security of the students at the workplace;
- Working closely with schools/universities administration and trainers/lecturers;
- Ensuring both student and in-company instructor logbook are regularly filled in;
- Ensuring students are given tasks related to their trades/fields of study;
- Reporting industrial attachment challenges and issues (students' misbehavior, absences, sickness, etc.) to schools/universities to find joint solutions.

e) Guidelines for students

- Filling in trainee logbook regularly;
- Behave as per workplace learning rules and regulations;
- Reporting challenges and health issues to in-company instructor, company manager and school liaison staff /supervisor;
- Attending the workplace learning regularly as per established calendar.

7.2.2. Guidelines for internship

Internship as defined in WPL policy is an opportunity offered by an employer to a potential employee, to work within the organization for a limited time. Interns may be placed in public, private and civil society institutions.

Internships help to provide initial professional work experience needed by employers. It provides opportunities for graduates to gain valuable work experience and ease the transition from school to work. It also contributes significantly to improving employability skills.

Current internship programs are run by individual employers, or by the national professional internship program under the RDB skills office. The duration of the internship will vary between six(6) and twelve (12) months to enhance the quality of the program.

a) Responsibilities of RDB

- Defining the objectives of the internship program;
- Clarifying the application process for internship;
- Defining the eligibility criteria for recruitment of interns;
- Defining eligibility criteria of hosting institutions;
- Defining host employer application process;
- Defining the selection and placement process;
- Defining program management guidelines;

- Assessing the implementation of the internship;
- Co-issuing certificates of internships with host employers;
- Developing a detailed operational manual or operational guidelines to ensure effective management of internship program;
- Monitor the program and maintain the database of the beneficiaries.

b) Responsibilities for employers/companies/cooperatives

Employer has the following responsibilities to an intern:

- Coaching an intern in order to acquire work experience and apply skills acquired through formal education;
- Supervising and monitor an intern during his or her internship period;
- Creating a conducive learning environment that enhances the know-how for all trainees, girls and boys;
- Evaluating the intern's performance;
- Signing contract with intern according to current law regulating labour in Rwanda.

c) Obligations for intern

- Complying with the instructions of the internship instructor;
- Fulfilling the tasks assigned to him or her by the internship instructor;
- Maintaining the equipment given to him or her and return it to the internship instructor at the end of the internship;
- Keeping professional secrecy during and after internship.

7.2.3. Guidelines for dual apprenticeship

The guidelines propose that RTB will guide the execution of dual apprenticeship in TVET schools from level 1 up to level 5 in collaboration with NESAs while for the future HEC will guide the execution of dual apprenticeship in higher learning institutions in collaboration with RP and UR. Cooperative training or dual apprenticeship is a modern form of apprenticeship. An important learning location is a company, but the training is complemented by basic, generic and theoretical training modules, delivered in a training institution. Usually, dual apprenticeship is governed by a formal training contract, is based on a learning plan or curriculum and aims at a formal qualification. The minimum duration of dual apprenticeship program should be (12) months.

a) Responsibilities of RTB

- Development of curricula to be used in dual apprenticeship;
- Engaging schools and companies in dual apprenticeship;
- Setting criteria for selection of apprentices and ensure gender balance where applicable;
- Organizing training for school and company managers, in company trainers and TVET trainers;
- Organizing training and ensure the quality assurance;

- Monitoring the program, compiling and maintaining the database of apprentices;
- Prioritizing dual apprenticeship during annual planning process;
- Developing a detailed operational manual to ensure effective management of the dual apprenticeship.

b) Responsibilities of NESA

- Approving the curricula be used in dual apprenticeship;
- Providing accreditation to schools;
- Setting minimum standards for selection of schools and companies to participate in dual apprenticeship;
- Ensuring quality assurance of dual apprenticeship through inspections;
- Conducting assessment and certification of apprentices.

c) Responsibilities for employers/companies/cooperatives

- Appointing in-company instructor to coordinate and support trainee/apprentice in company;
- Insuring appointed in-company instructors are trained to be able to facilitate trainee/ apprentice and provide occupational orientation to him or her;
- In-company instructors participate in the preparation of the apprentices;
- Ensuring health, safety and security of the apprentices in the workplace;
- Working closely with parents /guardians;
- Checking if the trainee/ apprentice is above 13 years old as stipulated by labour law;
- Ensuring the training plan is adhered and recorded in trainee’s logbook and regularly filled;
- Supervising and monitoring the apprentices during apprenticeship period;
- Organizing extra-curricular activities for apprentices to help apprentice gain the knowledge, skills and behavior they need to be successful in the labour market;
- Signing contract with apprentice according to current law regulating labour in Rwanda.

d) Guidelines for schools

The school and the employer must agree on the training plan and learning objectives of the apprentice in the off-the-job training.

The roles of the schools in the apprenticeship are:

- Establishing learning objectives and confirm them with the apprentice; developing the learning pathway and individualized learning plan between the workplace facilitator and the learner;
- Structuring learning activities to optimize the benefit to the apprentice;
- Monitoring the learner and change the approach if necessary;
- Schedule regular meetings with students to monitor the effectiveness of the learning relationship;
- Preparing course-learning materials that are required by the learner, such as training plan/chronograms, training schedule, assessment, and portfolios, workplace logbook which mandatory for apprentices to have notes, handouts, samples, demonstrations or any other learning aid applicable to the training session;

- Preparing assessment requirements;
- Seeking the apprentice's feedback on outcomes and the relationship;
- Recommending improvements after the review process to both the school and the employer.

e) Responsibilities of the instructor

The instructor has the following responsibilities:

- Training an apprentice in order to allow him or her to acquire professional skills which is the object of the apprenticeship contract;
- Supervising and monitor the apprentice during apprenticeship period;
- Creating a conducive learning environment that enhances the know-how of both girls and boys undertaking the apprenticeship;
- Evaluating apprentice's performance;
- Issuing an apprenticeship certificate to the apprentice showing that he or she completed apprenticeship.

f) Obligations for the apprentice

- Complying with the instructions of the apprenticeship instructor;
- Fulfilling the tasks assigned to him or her by the apprenticeship instructor;
- Maintaining the equipment given to him or her and return it to the apprenticeship instructor at the end of the apprenticeship;
- Keeping professional secrecy during and after apprenticeship.

g) Guidelines on time spent by apprentice in company and school/higher learning institution

The guidelines suggest that an apprentice will spend at least 50% of the training period in the company based training whereas the remaining learning period will be spent at school/higher learning institution. The guidelines propose to develop a concept of company in TVET whereby the production units in TVET schools can host apprentices like other companies to expand the workplaces.

7.2.4. Guidelines for Industry Based Training (IBT)

The guidelines propose that RTB will guide the execution of Industry Based Training (IBT) in collaboration with PSF and NESAC.

Industry Based Training is a form of structured workplace learning provided in and by companies. It is also referred as "Modernized Traditional Apprenticeship". Training may be delivered by the enterprise owner, typically in micro and small enterprises, or by extra employed staff. It is a kind of training centre within an enterprise, hence "Industry Based Training".

The differences between Industry Based Training and normal TVET or higher learning are the vicinity of learning to the workplace, the fact that often learners may also be involved in productive activities and that the trainers are often experienced industry-practitioners. The minimum duration of Industry Based Training should be six (6) months but the maximum cannot exceed twenty-four (24) months.

a) Responsibilities of RTB

- Development of a tailor made curricula to be used in IBT;
- Engaging companies to participate in IBT;
- Supervising the selection of apprentices;
- Organizing training for company managers and in company instructors;
- Organizing training and ensure the quality assurance;
- Monitoring the program, compiling and maintaining the database of apprentices disaggregated by sex and People with Disabilities;
- Prioritizing IBT during annual planning process;
- Developing a detailed operational manual to ensure effective management of Industry Based Training.

b) Responsibilities of NESB

- Approving the curricula to be used in IBT;
- Participate in setting minimum standards for selection of hosting companies;
- Ensuring quality assurance of IBT through inspections;
- Conducting assessment and certification of apprentices;
- Provide accreditation (renewable after 2 years) to companies that wish to establish a continuous IBT wing.

c) Responsibilities of RDB

Work in close collaboration with national WPL coordination to strengthen Rapid Response Training (RRT) in order to make it a robust IBT approach to facilitate investors in the country.

d) Responsibilities for employers/companies/cooperatives

- Appointing in-company instructor/experienced artisan to coordinate and support trainee/apprentice in company;
- Insuring appointed in-company instructors/artisan are trained to be able to facilitate trainee/apprentice and provide occupational orientation to him or her;
- In-company instructors/ artisans participate in the preparation of the students;
- Ensuring health, safety and security of the students in the workplace;
- Working closely with parents /guardians;
- Checking if the trainee/ apprentice is above 13 years old as stipulated by labour law;
- Ensuring both training plan is adhered and recorded in trainee's logbook and regularly filled in;
- Signing contract with apprentice according to current law regulating labour in Rwanda.

e) Responsibilities of trades unions

- Mobilizing and organizing industry based skills upgrading for informal workers;
- Implementing the training program for informal workers and maintaining the database of the beneficiaries;
- Promoting decent work for informal workers;
- Following up and advocating for the compliance of labor law and implementation of safety and health mechanisms.

f) Responsibilities of the instructor

- Training an apprentice in order to allow him or her to acquire professional skills which is the object of the apprenticeship contract;
- Supervising and monitor the apprentice during apprenticeship period;
- Creating a conducive learning environment that enhances the know-how of both girls and boys undertaking the apprenticeship;
- Evaluating apprentice's performance;
- Issuing an apprenticeship certificate to the apprentice showing that he or she completed apprenticeship.

g) Obligations for the apprentice

- Complying with the instructions of the apprenticeship instructor;
- Fulfilling the tasks assigned to him or her by the apprenticeship instructor;
- Maintaining the equipment given to him or her and return it to the apprenticeship instructor at the end of the apprenticeship;
- Keeping professional secrecy during and after apprenticeship

7.2.5. Guidelines for Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is a process of acknowledging prior learning acquired in different contexts especially at work without considering how, when or where the learning occurred. The objective of RPL is to facilitate access to labour market and progression of workers. The RPL procedures provide guidance to all stakeholders to certify informal and non-formal training through recognition of acquired competencies based on the labour market needs.

a) Responsibilities of MIFOTRA

- Establishing laws and regulations to promote decent work;
- Conduct labour inspections.

b) Responsibilities of NESAC

- Identifying priorities sectors and trades in consultation with relevant stakeholders;
- Identifying and providing capacity building of the assessors;
- Developing occupations and competences to be assessed on and tools to be used;

- Identifying the assessment sites which may be school, industry/company and should have appropriate facilities, assessment tools and equipment that are accessible;
- Organize assessment and certification of the beneficiaries;
- Maintain the database of the beneficiaries disaggregated by sex and People with Disabilities.

c) Responsibilities of RTB

- Design a tailor made training programs for skills upgrading of informal workers;
- Facilitate the training programs targeting informal workers basing on the RPL outcomes;
- Maintain the database of the beneficiaries disaggregated by sex and people with disabilities.

d) Responsibilities of trades unions

- Identifying the RPL beneficiaries;
- Leading the assessment process;
- Establishing robust Management Information Systems for better management of the RPL beneficiaries;
- Promoting decent work for informal workers.

e) Responsibilities of employers/companies/cooperatives

- Facilitating assessment by availing the assessment places/sites;
- Assisting the workers to participate in the RPL.

Any recognized WPL intervention in Rwanda shall fall under WPL Policy (Politikiya Igira Ku Murimo).

The participatory role of local government in the design, implementation, monitoring of the WPL interventions will be cross-cutting.

8. Financing guidelines

Financial requirements are only a part of the resources that workplace learning programmes require. Human resources such as in-company trainers and physical resources such as training equipment and learners' tools are altogether necessarily needed. Workplace training involves a cost to enterprises, namely through the lower productivity of those who are being trained, and through the loss of productive working time by those doing the training. Income is foregone by companies when their staff train learners rather than engage in production, and when plant and equipment are used for training rather than for production. If there is no recognition of these costs, employers may be unwilling to take part in work-based learning programmes that have a wider economic benefit.

The costs to enterprises will vary according to the nature of the programme. Costs will be lower in programmes that are shorter and involve less training, such as work shadowing and work experience as part of a school's career education programme. Costs will be higher where programmes have a close link to the formal TVET system and Industry Based Training, where there is a strong expectation that the enterprise will provide extensive training, and where this training is provided over a long period.

For the case of dual apprenticeship, there are also training related costs incurred by the schools to be financed by the WPL intervention.

Depending on the nature of training and funding intervention, WPL will cover but not limited to the costs of infrastructure, equipment, capacity building, consumables, salaries, transport costs, stipend, meals and accommodation, school fees, utilities, insurance, mission and communication allowances, and study tours and other administrative costs.

8.1. Funding mechanisms of WPL

- Government funds allocation according to the priorities to all concerned ministries and their agencies;
- Through the Ministry Education the school fees and capital grants from government will be mobilized to support the implementation of WPL;
- Financial and technical support from Development Partners to support WPL the workplace learning interventions.

Each institution/organization funded under WPL framework will be held accountable on the management of the received funds.

8.2. Incentives for companies to participate in WPL

a) Monetary incentives

It is prohibited to provide any monetary incentives (money) to companies participating in WPL to avoid unnecessary funding competitions among them as a factor that can adversely affect the quality of learning process.

b) Non-monetary incentives

The guidelines suggest that MIFOTRA in collaboration with MINECOFIN, MINEDUC, MINICOM, RDB, PSF and Trade Unions will promote non-monetary incentive schemes to companies participating in the provision of WPL. The proposed non-monetary incentives include:

- Public recognition of excellence and major performances;
- Brand recognition and visibility through popular platforms like websites
- Provision of insurance covering trainees and employers' equipment and materials at risk during training;
- Capacity building (technical and pedagogical) for companies participating in WPL
- Provision of the training consumables, some tools and equipment as well as remunerations for in company trainers/instructors; but shall be harmonized and guided by the institution in charge of guiding the implementation of the targeted form/approach of WPL depending on the needs and the learning outcomes to be achieved;
- Capitalizing on the government facilities provided to companies including machines provision to companies and public tenders among others.

Other incentives shall be subjected to approval from the Ministerial Steering Committee after assessing their implications on WPL.

In the long run, MIFOTRA will facilitate the full participation of PSF in WPL to achieve the sustainability and the process of undertaking a sustainable financing scheme for WPL will be encouraged and driven by private sector including putting in place a levy-grant system/sector levy grant mechanisms, and appropriate tax incentives to motivate companies participating in the workplace learning will be proposed.

8.3. Facilitation to intern or apprentice/student

An Intern or apprentice/student will be facilitated with a monthly stipend equivalent to fifty thousand Rwandan Francs (50,000 Rwf) which will be provided by WPL funding intervention during time he/she will be attending in company training specifically at the end of the month based on attendance list for the required days of the month and which shall be approved by the hosting company. However, this amount of stipend may vary depending on the needs assessment in actual living situation of intern or apprentice/student. WPL funding intervention will provide the intern or apprentice/student with insurance, protective equipment, uniforms and toolbox whenever it is necessary to limit burdening expenses on the side of hosting company. A company/instructor may provide the apprentice, intern or student with any assistance, including meals, transport or any other benefit that facilitate the apprentice in the apprenticeship or internship.

9. Essential WPL support mechanisms

9.1. Communication and information sharing

A critical requirement for the success of WPL is a communication mechanism in place in order to raise awareness among key stakeholders. MIFOTRA will put in place a communication plan that will assist in disseminating key information packages to stakeholders involved in coordination, promotion and implementation of activities of the WPL at all levels. The information dispatched shall include but not limited to requirements, incentives to employers, benefits of WPL, matching opportunities, etc. Several channels of communication will be used to raise public awareness of all forms of WPL approaches, the benefits of work-based learning, with a view to mobilizing for support and ownership by all stakeholders at all levels and in particular the interest and adoption by the employers.

9.2. Workplace learning campaigns

Although attachment programs in TVET and higher education and internship programs have been introduced some time back, the majority of Rwandan companies still lack awareness and the right mindset. The idea of modern cooperative apprenticeship training still needs to be introduced into the Rwandan public. A better understanding of the importance of workplace learning and of the benefits for individual companies is essential to encourage more companies to participate. A bold, continuous and evidence-based campaign to inform private companies is needed with the aim to make workplace learning a national development project.

MIFOTRA in collaboration with PSF will coordinate the efforts to create knowledge about costs and benefits of workplace learning for companies and the society at large, through systematic graduate tracking systems and employers' surveys. Results of such research will be published and disseminated to increase the level of awareness and to assist further planning.

Awareness creation measures need to target managers and trainers from private sector companies, youth (Boys and Girls), TVET providers and universities, government officials, trade unions, and the society at large. Methods for public relations and awareness creation include the use of mass media, special events for business associations, political decision-makers and other selected target groups, the collection and publishing of good practice, role models and success cases, public recognition of employers with outstanding cooperation record, and others in accordance with a communications strategy still to be developed.

9.3. Complaints procedures

- A parent/guardian, trainee/apprentice or intern has a right to make a complaint about any aspect of the workplace-learning program. Complaints should be made in the first instance to institution, Company, or school management who shall initially investigate the complaint.
- If the parent/guardian, trainee/apprentice or intern is not satisfied with the resolution proposed by the organ or person to whom the complaint is addressed to, he/she has the right to appeal to the institution responsible for coordinating the WPL intervention at national level.
- Institution, company, or school has a right to make a complaint related to modalities of implementing any form of workplace learning program, running cost/required resources, student/intern or apprentices misconduct, the complaint can be addressed to MIFOTRA as responsible for coordination the WPL interventions at national level.

10. Organizational framework for WPL

A holistic regulatory framework on WPL would provide a unique opportunity to foster integrated skills development and foster multiparty dialogue. It proposes a leadership structure steeped in partnership of various stakeholders including MIFOTRA, MINEDUC, MINICOM, MINECOFIN, MIGEPROF, MYCULTURE, RDB, HEC, RP, UR RTB, NESAC, Private Sector Federation (PSF), Trade Unions, Sector Skills Councils, Development Partners and Civil Society Organizations.

The Ministerial Steering Committee was established to ensure the overall oversight and coordination of the workplace Learning and the current guidelines propose to establish a technical team that will ensure a regular and effective implementation of the Policy.

10.1. Ministerial steering committee responsibilities

The Steering Committee is constituted but not limited to by the Ministers of the Ministries coordinating the WPL policy and Heads of Implementing Institutions/Organizations. The steering committee chaired by the Ministry of Public Service and Labour and co-chaired by the Ministry of Education shall meet twice per year (semestrial meeting) and whenever necessary, and their core responsibilities are the following:

- Provide strategic guidance to the implementation of the workplace learning;
- Approve the plans and the progress reports on a semestrial and annual basis;
- Ensure oversight and coordination of workplace learning programs.

10.2. WPL technical team responsibilities

Each Implementing Institution/Organization will delegate a member of the technical team and will meet on semestrial and annual basis ahead of the ministerial steering committee meeting and has the following responsibilities:

- Undertake the planning and budgeting process of WPL interventions;
- Close follow up of the implementation progress WPL and report to MIFOTRA potential issues hindering the implementation;
- Prepare and review consolidated reports on WPL;
- Review the documents and issues to be considered by the ministerial steering committee meeting

In order to be effective, the guidelines highlight the responsibilities of the key players including ministries, government agencies, employers, training providers, development partners and trade unions.

10.3. Main institutional roles and responsibilities

Management Dimension1-Coordination	Management Dimension2- Accreditation & Quality assurance	Management Dimension3- Implementation
<p style="text-align: center;">MIFOTRA</p> <p>As responsible for coordination of the implementation of WPL policy will:</p> <ul style="list-style-type: none"> ▪ Establishing and reviewing, policy, laws, regulations and guidelines governing WPL; ▪ Providing entry point strategic guidance to all potential WPL actors before starting; ▪ Leading the annual joint planning process for WPL activities; ▪ Consolidating quarterly and annual reports from WPL actors; ▪ Providing the strategic guidance in the design and implementation developmental WPL interventions ▪ Strengthening capacity of the individual and institutions involved in the workplace learning; ▪ Mobilizing the resources and coordinate the funding of the workplace learning interventions; ▪ Leading the process of establishing a 	<p style="text-align: center;">NESA</p> <ul style="list-style-type: none"> ▪ Leading the process of quality assurance and inspection of apprenticeship and industrial attachment programs in TVET schools up to level 5 and companies; ▪ Validating the curricula to be used in WPL; ▪ Leading the process of assessment and certification of apprentices in line with RTQF; ▪ Setting minimum standards for schools and companies to participate in WPL programs; ▪ Facilitating the assessment and certification the implementation for the informal workers without official proof of their competences in close collaboration with MIFOTRA, Trades Unions and Industry Associations and RTB ▪ Developing a detailed operational manual for Recognition of Prior Learning (RPL); 	<p style="text-align: center;">RDB</p> <ul style="list-style-type: none"> ▪ Leading the implement the internship Program; ▪ Strengthening the functioning of Sectors Skills Council to participate in the WPL; ▪ Strengthening the Rapid Response Training (RRT) to become one of the robust strategy to make Rwanda an attractive investment destination; ▪ Providing information to stakeholders on potential job rich skills areas that need to be supported by WPL programs; ▪ Facilitating in the organization job fair for WPL graduates; ▪ Develop a detailed operational manual for the internship Program. <p style="text-align: center;">RTB</p> <ul style="list-style-type: none"> ▪ Leading the implementation of dual apprenticeship, Industry Based Training and industrial attachment in TVET schools up to level 5 and companies; ▪ Developing the curricula to be used apprenticeship programs in line with RTQF; ▪ Capacitating of In company and TVET

Management Dimension1-Coordination	Management Dimension2- Accreditation & Quality assurance	Management Dimension3- Implementation
<p>sustainable financing mechanisms for WPL;</p> <ul style="list-style-type: none"> ▪ Expanding the strategic partnerships with partners leading to promoting WPL; ▪ Coordinating job fairs for WPL graduates; ▪ Improving communications and awareness about WPL. <p style="text-align: center;">MINEDUC</p> <ul style="list-style-type: none"> ▪ Coordinating the development of the curricula for WPL; ▪ Supervising the quality assurance of WPL; ▪ Promoting the Training of trainers/instructors in the WPL programs; ▪ Aligning WPL programs to RTQF; ▪ Supervising assessment and certification of apprentices; ▪ Provide the guidance to the potential actors WPL actors on the educational institutions to work with; ▪ Providing the group insurance to apprentices and interns; ▪ Supervising the development of 	<ul style="list-style-type: none"> ▪ Maintaining the database WPL certified beneficiaries. <p style="text-align: center;">HEC</p> <ul style="list-style-type: none"> ▪ Ensuring the institutionalization of dual apprenticeship and modernized industrial attachment in higher learning institutions; ▪ Setting minimum standards for schools and companies to participate in WPL programs; ▪ Taking a lead role in development of operational manuals for dual apprenticeship and industrial attachment programs in higher learning institutions; ▪ Harmonizing the standard financial arrangements for efficient and effective of implementation of dual apprenticeship and industrial attachment programs in higher learning institutions; ▪ Establishing WPL Focal person in all higher learning institutions; ▪ Organizing regular job fairs for the higher learning graduates in 	<p>trainers;</p> <ul style="list-style-type: none"> ▪ Organizing trainings and ensuring quality assurance of the assigned WPL programs; ▪ Cooperating with employers' associations and trade unions to identify hosting companies for the WPL placements; ▪ Compiling and maintaining database of beneficiaries; ▪ Sensitizing TVET school for the institutionalization of WPL; ▪ Participating in setting minimum standards for schools and companies to participate in WPL programs; ▪ Leading the process of setting the eligibility criteria of trainees in apprenticeship; ▪ Developing detailed operation manuals on dual apprenticeship and Industry Based Training as well as industrial attachment; ▪ Establishing the standard financial arrangements for efficient and effective of implementation of dual apprenticeship, Industry Based Training and industrial attachment programs; ▪ Establishing WPL Focal person in all TVET schools; ▪ Fostering entrepreneurship development across workplace learning;

Management Dimension1-Coordination	Management Dimension2- Accreditation & Quality assurance	Management Dimension3- Implementation
<p>operational manuals of apprenticeship, recognition of Prior Learning(RPL) and industrial attachment programs;</p> <ul style="list-style-type: none"> ▪ Mobilizing the resources to implement WPL programs; ▪ Participating in policy review and establishment and review of laws, guideline, etc; ▪ Raising awareness about WPL <p style="text-align: center;">MINECOFIN</p> <ul style="list-style-type: none"> ▪ Authorizing fund for WPL ▪ Participate in planning, monitoring and evaluation of the WPL programs ▪ Facilitating the establishment of sustainable Financing mechanisms for WPL <p style="text-align: center;">PSF</p> <ul style="list-style-type: none"> ▪ Raising awareness of WPL among companies, and financial resource mobilization ▪ Engaging chambers and association ▪ Leading the process of establishing scalable strategic orientation on how WPL interventions shall be led by 	<p>collaboration with MIFOTRA;</p> <ul style="list-style-type: none"> ▪ Compiling and maintaining the database of WPL beneficiaries. <p style="text-align: center;">Sector Skills Councils</p> <ul style="list-style-type: none"> ▪ Assessing the sector skills' gaps and recommend appropriate measures for their remedial; ▪ Participating in the assessment and certification of the graduates of workplace learning programs; ▪ Participating in the development of RPL for operators and learners in the informal sector; ▪ Participating actively in the selection of occupational standards for apprenticeship programs; ▪ Participating in the awareness and mobilization of companies in their respective sectors to take part in workplace learning and especially apprenticeship; ▪ Participating in the monitoring and evaluation of the workplace learning policy with special emphasis on activities in their respective sectors. 	<ul style="list-style-type: none"> ▪ Organising regular job fairs for WPL graduates in collaboration with MIFOTRA. <p>Higher learning institutions</p> <ul style="list-style-type: none"> ▪ Institutionalizing the dual apprenticeship and modernized industrial attachment; ▪ Developing the learning programs to be used in dual apprenticeship programs; ▪ Capacitating in company instructors and lecturers/trainers; ▪ Cooperating with employers associations to identify institutions for the WPL placements; ▪ Incentivizing the companies/employers involved in WPL; ▪ Fostering entrepreneurship development across workplace learning; ▪ Monitoring the workplace learning program ▪ Maintaining database of WPL beneficiaries ▪ Mobilizing the resources to implement WPL programs. <p style="text-align: center;">Development Partners</p> <ul style="list-style-type: none"> ▪ Providing financial and Technical support for WPL interventions; ▪ Participating in planning, monitoring and Evaluation of the WPL programs;

Management Dimension1-Coordination	Management Dimension2- Accreditation & Quality assurance	Management Dimension3- Implementation
<p>Private Sector in future</p> <p style="text-align: center;">MINICOM</p> <ul style="list-style-type: none"> ▪ Participating in the process of raising awareness on WPL workplace learning to the general public and also ensure that the private sector is on board and is fully acting as a partner in skills development in the country; ▪ Participating in the process of designing and adoption of non monetary incentives to companies and a Levy-grant system that will ensure sustainable financing for workplace learning; <p style="text-align: center;">MIGREPROF</p> <ul style="list-style-type: none"> ▪ Participating in the awareness of the WPL interventions among boys and girls <p style="text-align: center;">MYCULTURE</p> <ul style="list-style-type: none"> ▪ Participating in awareness of the WPL interventions among youth 	<ul style="list-style-type: none"> ▪ Initiating and coordinating assessment of the WPL implementation in their respective sectors 	<ul style="list-style-type: none"> ▪ Providing quarterly and annually reports to MIFOTRA. <p style="text-align: center;">Chambers/Industry Associations</p> <ul style="list-style-type: none"> ▪ Leading the WPL placement process in companies; ▪ Monitoring the WPL learning process in the companies; ▪ Participating in the Recognition of Prior Learning <p style="text-align: center;">Trades Unions</p> <ul style="list-style-type: none"> ▪ Raising awareness and mobilization of WPL among the employees and their members; ▪ Leading the implementation of Recognition of Prior Learning (RPL) and industry Based Training targeting informal workers.

11. Managing transition

These guidelines were approved by NSDEPS/NEP Ministerial Steering Committee meeting held on 12th May 2021 and will be subject to continued revision based on the needs raised by the stakeholders.

The existing WPL implementation arrangements initiated by different stakeholders and that are not meeting the requirements of these guidelines will continue to be implemented for a period of six (6) months from the date of signature of these guidelines.

Done, Kigali on 13/08/2021

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Minister of Public Service and Labour