

IGIRA KU MURIMO

Handbook - Intake 2021



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About the Workplace Learning Support Programme IGIRA KU MURIMO



The Government of Rwanda initiated the Workplace Learning Policy in 2015 to tackle the issues of lack of employable skills and youth unemployment in the country by integrating employers and companies in skills development in order to facilitate access of youth to the labor market.

To implement the policy, the Workplace Learning Support Programme - IGIRA KU MURIMO supports the piloting of inclusive Dual Training from 2017 to 2021. This pilot phase is being jointly implemented by the Ministry of Public Service and Labour (MIFOTRA), the Private Sector Federation (PSF) and the Association for the Promotion of Education and Training Abroad (APEFE) under financial support by the Belgian Development Cooperation (DGD).

Scope of the Programme

The Workplace Learning Support Programme is implemented in the identified 11 TVET schools and about 120 companies from 11 pilot districts, namely Huye, Gisagara, Gakenke, Musanze, Gatsibo, Nyagatare, Rutsiro, Karongi, Gasabo, Kicukiro and Nyarugenge.

Dual Training is piloted in the following sectors and trades:

- Food processing : Milk processing, Fruit processing, Bakery and Pastry;
- Fashion : Tailoring and Leather work;
- Beauty : Hairdressing and Manicure.

Key Programme interventions

The Workplace Learning Support Programme supports:

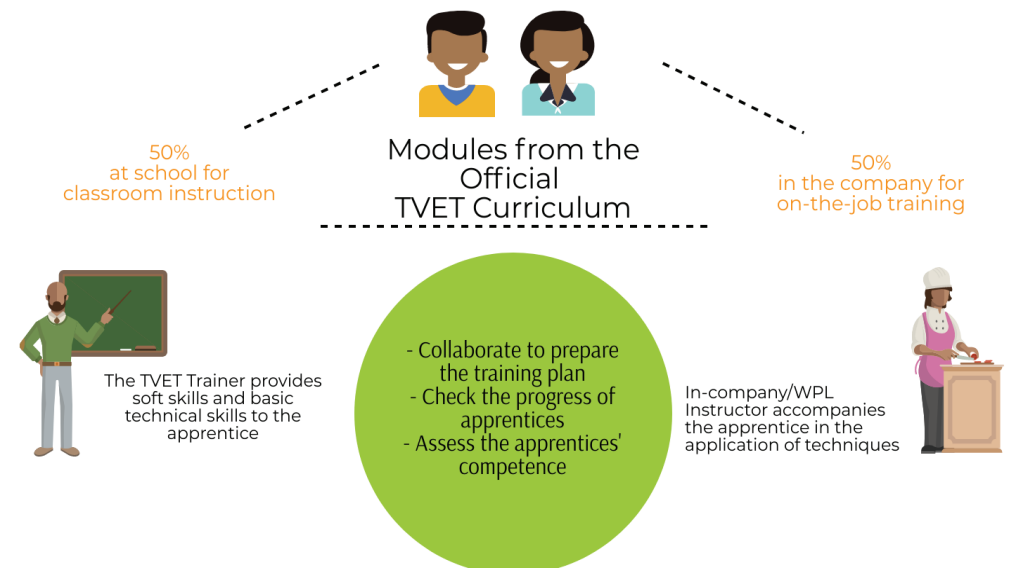
- Different stakeholders to collaborate and coordinate an inclusive and equitable quality Dual Training;
- Training institutions to train young women and men to be competitive on the labour market;
- Companies to provide quality workplace learning opportunities.

Partners

In the framework of Dual Training implementation, the Workplace Learning Support Programme collaborates with different partners including:

- Ministry of Public Service and Labour (MIFOTRA)
- Private Sector Federation (PSF)
- Ministry of Education (MINEDUC)
- Rwanda Polytechnic (RP)
- Rwanda TEVT Board (RTB)
- National Examination and School Inspection Authority (NESA)
- Rwanda Development Board (RDB)

Dual Training



Practical organization of Dual Training



Scholarships

The programme provides scholarships for apprentices to facilitate access to Dual Training. The scholarship contributes to cover the school fees of apprentices for the time of training in TVET schools and the apprentices' living allowances for the time of training in companies.



The school fees during school training time cover:

- Training consumables
- Trainers' allowance
- Insurance
- Uniforms
- Monitoring visits of apprentices during the in-company training
- Other costs

The apprentices' allowance during in-company training time is a contribution to:

- Transport between home and company
- Accommodation near the company if needed
- Lunch
- Airtime and bundles to connect to the internet with smart-phones

Eligibility for admission to Dual Training

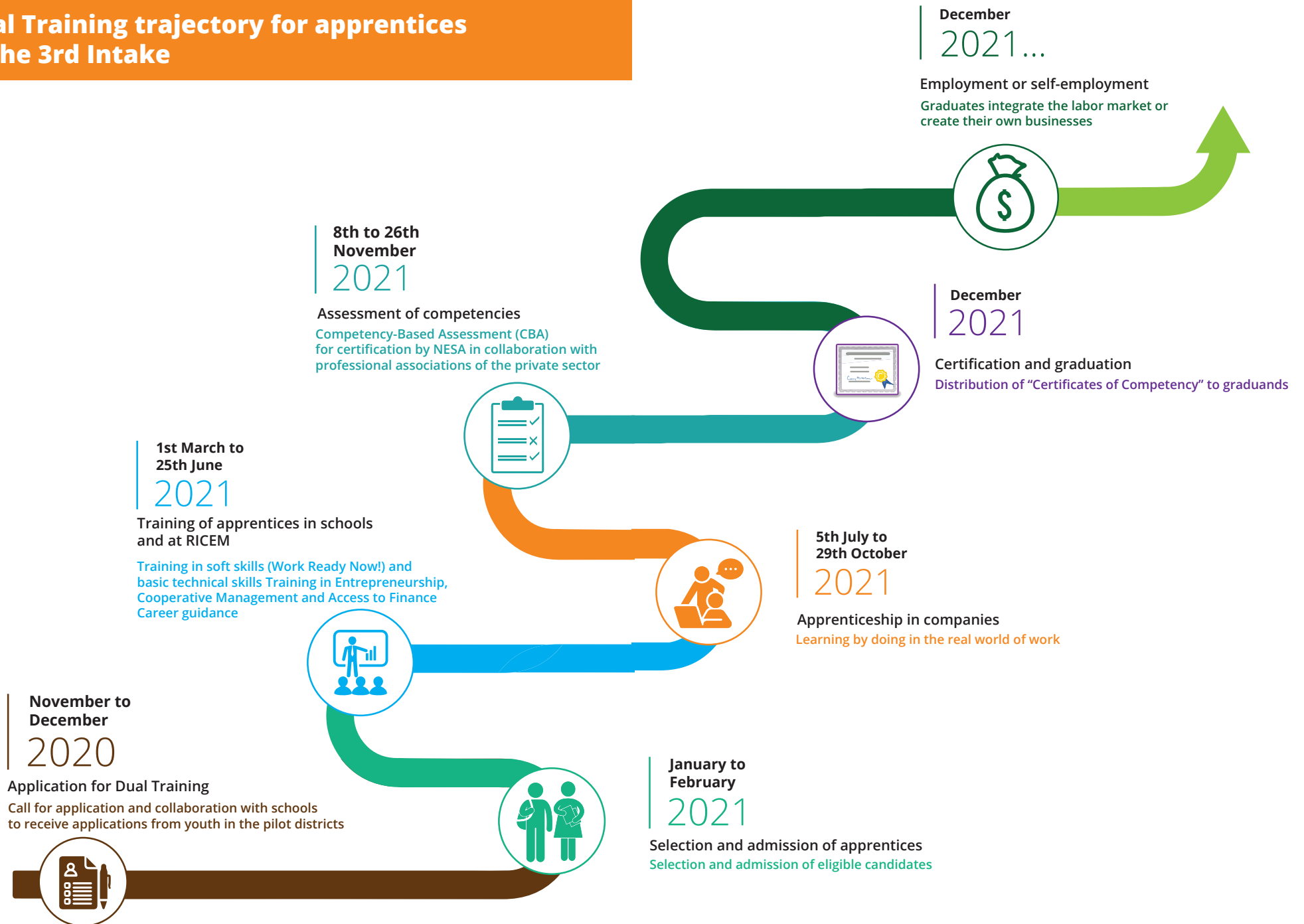
Aspirant apprentices should have the following profile:

- Be a Rwandan citizen;
- Be at least 18 years and not more than 30 years old (people with disability can be up to 35 years);
- Be a graduate of secondary school (12 years of basic education);
- Be a graduate or drop out of university or college with a clear after-training plan;
- Be a resident and having the possibility to live near the programme pilot school in any of the programme pilot districts;
- Be committed to complete the full period of the training (1 year including 6 months learning in TVET School and 6 months learning in company);
- Be passionate about one of the trades supported by the programme.

Priority is given to people with disabilities and youth of UBUDEHE category 1 and 2



Dual Training trajectory for apprentices in the 3rd Intake



Roles and responsibilities



To ensure the success of the learning of apprentices in a Dual Training process, each stakeholders have to play their role and take their responsibilities.

Below, the role and responsibilities of apprentices, parents, schools and companies are detailed:

Role of apprentices

- Attend regularly and respect all planned trainings being in school or in company.
- Obey all training related instructions given by the employer or by any other person designated by the employer.
- Ensure a professional communication with school and company trainers.
- Keep in good conditions equipment given to him/her and give them back to the employer when the training is completed.
- Keep defined professional secret during and after the training.
- Abstain from anything that might threaten his/her security or that of his/her companions/colleagues or third party.
- Attend regularly all planned trainings and avoid to absent himself or herself without the prior permission of the employer or school.
- Complete the logbook and submit it to the TVET Trainer.
- Inform the employer and school trainer in case of sickness or any case that prevents him/her to attend the training.
- Be responsible for any extra travel cost from home to the main location of work, accommodation and food.

- Commit to complete the apprenticeship training or pay back all expenses provided by the programme.
- Properly manage and use the smartphones lent by the school to attend online training.
- Attend the online training organized by the school and RICEM.

Role of parents

- Provide financial, material and moral support to motivate the apprentice throughout the learning process.
- Ensure that the apprentice has a valid health insurance (Mutuelle etc.).
- Ensure that the apprentice attends training at school and in company according to the training.
- Follow up on the apprentice's well-being and learning during training at school and in company.
- Communicate regularly and timely with the school and the company in case any problem arise.
- Attend any event related to the apprentice' activities.
- Support the apprentice in understanding his/her role and responsibilities and in respecting them.

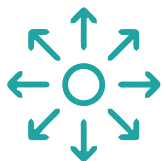
Role of schools

- Take part in the mobilization and selection of apprentices.
- Provide school-based training on basis of curriculum and prepare trainees for practical training in companies.
- Assign TVET trainers to participate in occupational standard development, to contribute to development of curriculum and training plans.
- Assign TVET trainers to deliver the school-based training curriculum content.
- Release TVET trainers to participate in capacity development activities.
- Avail the training workshop to support the training of trainers (ToTs).
- Monitor the training of apprentices in companies.
- Ensure a good collaboration with the IGIRA KU MURIMO programme, professional associations and companies.
- Participate in the assessment of competencies acquired by apprentices.
- Properly manage the scholarships of apprentices.

Role of companies

- Train apprentice(s) in collaboration with TVET schools.
- Nominate a mentor to guide the apprentice(s).
- Provide the apprentice with sufficient tools and materials necessary for the practical training in the vocation.
- Ensure protection of the apprentice's safety and health or else be liable to any damage caused by negligence.
- Verify if the apprentice has a valid health insurance (Mutuelle ect.)
- Ensure that the apprentice focuses mainly on activity related to his training.
- Ensure the apprentice has right to all the public holidays.
- Report to the parents of the apprentice or their representatives and training institution in case of sickness, absence or any fact likely to require their intervention.
- Provide facilitation allowances to apprentices depending on company's capacity and apprentice contribution to the production.
- Report any major issue affecting the training to associations, APEFE and TVET schools.
- Inform the Igira Ku Murimo programme on the progress of apprenticeship training.
- Ensure a good collaboration with TVET institutions and associations.

Other aspects of the programme interventions



The Igira Ku Murimo programme pays particular attention to gender, inclusion of people with disabilities, environment, safety at the workplace and digitalization.

Gender



The Workplace Learning Support Programme – IGIRA KU MURIMO facilitates young women and men to access Dual Training. TVET Schools and companies are sensitized and capacitated to prevent gender-based abuse and violence in the workplace and to create conducive learning environment for women and men in both schools and companies.

People with disabilities (PwDs)



Special consideration is given to people with disabilities to undertake Dual Training. Some TVET trainers and in-company instructors were trained in Sign Language to facilitate interactions with apprentices with hearing and speech impairment.

Environment



The programme capacitated companies to respect and protect environment at the workplace. Company managers were trained in gender and environment. The training focused on the importance of mainstreaming gender in biodiversity, climate change, land degradation, forests, international waters, chemicals and waste management.

Safety at the workplace



Workplace safety refers to the working or training environment at school and in company. It encompasses all factors that impact the safety, health, and well-being of employees and apprentices. This can include environmental hazards, unsafe working conditions or processes, drug and alcohol abuse, and workplace violence.

Safety measures were among key criteria for the selection of companies to participate in Dual Training. The programme trained both schools and companies in First Aid and Covid-19 Prevention, in HACCP as well as in labor law, decent work, occupational safety and health. Moreover, Personal Protective Equipment (PPE) was provided to apprentices in the sector of food processing.

Digitalization







The effects of Covid-19 on education have prompted the adoption of digital training strategies. Schools and companies were provide with tablets and smartphones to implement online learning and monitor apprentices' learning progress.

Schools lent smartphones to apprentices to attend online learning and send their learning report (Training Logbook) to their TVET Trainers.

TVET trainers, in-company instructors and apprentices were trained in the use of these devices.

Number of apprentices on board in the 3rd intake

Trade	School	Number of apprentices
 Food processing	EAV KABUTARE TVET School	26
	ESTB BUSOGO TVET School	31
 Tailoring	NGARAMA TVET School	31
	GAKONI TVET School	32
	GACURIRO TVET School	22
 Leather Work	GAKONI TVET School	27
 Hairdressing	GACURIRO TVET School	21

Total 190



Belgium
partner in development