

Technical and Vocational Education and Training Policy:

TVET Policy was prepared and re-enforced by government of Rwanda, This Policy defines the major actions intended to revitalize and develop TVET in the country. The main thrust of the policy is that TVET development relies on a TVET system which is relevant, flexible, effective, efficient, accessible and sustainable. It is also based on the need that TVET is developed as an integrated part of the educational system of Rwanda.

Thus, this unified TVET policy will stimulate the development of structured market oriented training and strengthened institutional ability to adapt quickly to changing market needs, provide high quality teaching through comprehensive and continuous teacher training and curricula development. Most importantly, the policy has identified sustainable sources of financing the TVET system provided for the participation of disadvantaged groups. MIPC is succeeding in meeting the challenge in the presentation of this TVET policy. A major difference between this policy and previous attempts is that its emphasis is on implementation and results, thus the policy document is accompanied by an implementation plan. An entire policy cluster is dedicated to how this policy can be financed. The policy is also in line with our government's commitment to develop the human capacity needed to transform the economy of Rwanda into a medium income country. Thus, this TVET policy will also engender professional insurance and serve as one of the key interventions to Government's response in terms of youth employment and poverty reduction.

In terms of the training environment, most of the TVET institutions presently lack the basic standard facilities, infrastructure, tools and equipment. Workshops and laboratories are also ill equipped but here at MIPC the challenge has been solved. We would like to thank all stakeholders who participated in the development of this policy.

Also appreciation goes to the Technical Working Team of Muhabura Integrated Polytechnic College (MIPC) as well as all those who participated in the regional consultations and the national validation workshop during the development of this policy programs. It is a conviction that the policy will spur the development of a strengthened TVET system in the country that produces quality skilled labor that meet regional and international standards. This policy will facilitate the development of both the formal and informal TVET and the wider participation of all stakeholders in the TVET sector.

In the past various terms have been used to describe elements of the field that are now conceived as comprising TVET. The Second International Congress on Technical and Vocational Education held in Seoul in 1999 decided that the best, most comprehensive term to use is Technical and Vocational Education and Training (TVET). Therefore, TVET encompasses any education, training and learning activity leading to the acquisition of knowledge, understanding and skills which are relevant for employment or self-employment. TVET serves here as an overarching term to describe all kinds of formal, non-formal and informal training and learning provided by or in all different institutions, providers and learning locations. Vocational training is a system which aims at providing recipients with the necessary knowledge and skills to exercise a profession in order to be integrated in the labor market as employees or self-employed.

Education is a structured system aimed at providing recipients with the necessary knowledge and skills to continue their studies at tertiary education level or to exercise a profession in order to be integrated into the labor market. Technical Education, on the other hand puts more emphasis on theoretical education, TVET refers to training activities in which people take part in order to obtain knowledge and/or learn new skills for a current or a future job, to increase earnings and to improve carrier opportunities in a current or another field.

TVET makes a distinction between Technical education and Vocational Training. Technical Education is a structured system aimed at providing students/trainees with the necessary knowledge and skills to continue their studies at Tertiary education level or to exercise a profession for employment and self-reliance. Technical Education, on the other hand, puts more emphasis on the theoretical, whilst vocational training is a structured system which aims at providing students/trainees with the necessary knowledge and skills for employment and self- reliance. Vocational training includes both initial and continuing trainings.

Skills are defined as abilities enabling workers to carry out tasks and duties associated with a given task. As skills are related to jobs, employers value the following skills types: (a) Cognitive – the ability to understand ideas and concepts; (b) Technical – the ability for good performance in production processes and is related to a product or services, Team work – the ability to manage one’s emotions and work effectively with others.

Increasing youth employment is one of the government’s priorities. In this regard, TVET can serve as a vehicle to accelerate youth employment, empowerment and poverty alleviation. Thus, several bodies, Departments and Agencies of the government and non government organizations are engaged in programs relating to technical and/or vocational education and skills training. Some of them include Ministry in Charge of TVET, and other organs public or private.

Analysis of the Strengths, Weaknesses, Opportunities and Threats (SWOT) of the current situation of the TVET system was carried out. The purpose of the analysis was to contextualize the TVET Policy framework so that it focuses and build on existing strengths and opportunities and at the same time address current and anticipated weaknesses and threats. Based on the SWOT analysis, the current situation can be summarized as follows: Strengths • High political will to strengthen TVET:

The Government of Rwanda has prioritized education and economic transformation to provide a solid base to enhance Human Capital Development and to facilitate the transformation of the economy within the fixed period on key sectors for which quality skills development is urgently needed. To demonstrate emphasis on TVET, There is a strong interest from partners to develop the TVET sector.

The dynamics of the modern world and the trends in the global political, social and economic scenes require educational institutions, such as Muhabura Integrated Polytechnic College (MIPC),

In this developing world, from time to time to re-examine their vision, mission and mandates. The underlying fundamentals and the environment in which operations take place may not be within their control and so it becomes necessary to make adjustments to ensure the growth and relevance of these institutions. The Vision 2050 is the key instrument that sets the stage for other initiatives such as Technical Schools like MIPC to drive the process of development in Rwanda. In the education sector, several reforms have been initiated. The challenges of providing education and TVET programs are linked to the global trends. The TVET institutions have embraced and domesticated several initiatives started by the international community such as the Millennium Development Goals and other initiatives both in TVET and education sectors. At the same time the society needs people with relevant qualifications, skills for employment, financial returns and job satisfaction. MIPC as Northern Province's largest TVET tertiary institution has a vital role to play in meeting this challenge. After the first phase of establishing MIPC, growth will continue but the focus will be maintaining and setting the benchmarks for quality outcomes. This will be achieved by offering individuals and employers the highest quality teaching and learning experiences, developing innovative and flexible approaches and increasing Skills that shape a betterdestiney.

Increasing our partnerships with developing industries, enterprises, other education providers and communities is also a high priority and will help in growing our capability and competitiveness.

Based on the above, MIPC's strategic plan is clearly outlining future directions and approaches to continue to deliver quality training and education qualifications required in our society. The institution sufficient lead time but will also enable it to pursue vigorously the efforts already in place to acquire critical resources to implement the plan.