

Terms of Reference:

TVET Capacity Building Specialist

TVET Quality Management (TQUM) Project

1. Description

- Title: TVET Capacity Building Specialist
- Location: Rwanda Polytechnic Single Project Implementation Unit, Kigali, Rwanda
- Organisation: Korea Tech University & CANDLE Consulting
- Supervisor: Project Leader - TQUM
- Duration: 6 Months (Renewable)

2. Background

Rwanda has achieved rapid and steady development for the past two decades. However, the unemployment rate has been high, and most of those in employment have still worked in poor conditions. The majority of youth has been less capacitated to meet the demand of labour markets. These challenges have been likely to come from the quality in Technical Vocational Education and Training (TVET), especially including inadequate curricula in relation to labour market demands, ineffective quality assurance and insufficient number of qualified teachers. In these regards, the Government of Rwanda (GoR) has made significant efforts to improve equitable access to relevant, high-quality and demand-driven TVET programmes, through its Education Sector Strategic Plan (ESSP) and related strategies.

To implement the ESSP and strategies, TVET Quality Management (TQUM) Project is established under the strong partnership between the GoR and KOICA (Korea International Cooperation Agency). The main objective of the TQUM is to provide high quality and relevant TVET in order to produce competent graduates to meet labour market demands in Rwanda. The main components of the TQUM are (a) to strengthen TVET competency-based curriculum development framework, (b) to enhance TVET competency-based training and assessment implementation framework and (c) to improve capacities of human resources in curriculum, training and assessment. The total budget of the TQUM is USD 9,000,000, and the implementation period is up to December 2024.

3. Duties and Accountabilities

TVET Capacity Building Specialist will be a member of the TQUM project. Under supervision and leadership of Project Leader, she or he perform a leading role to organise, coordinate and implement training programs in the TQUM project. Duties and accountabilities will include, but not be limited to, the followings:

Training of TVET trainers

- Planning, organising, coordinating and implementing training of TVET trainers with RTTI certificate courses, including TVET Trainer Certificate Course, Senior TVET Trainer Certificate Course and TVET School Management and Leadership Certificate Course.
- Developing, reviewing, updating and/or modifying curricula for training of TVET trainers in the project.
- Organising, coordinating and implementing blended (and creative) approaches, such as using e-learning systems, remote mentoring & coaching, face-to-face session deliveries, monitoring sessions and/or e-portfolio management, in training of TVET trainers in the project.
- Organising, coordinating, overseeing and facilitating master/lead trainers' tasks in training of TVET trainers in the project.
- Conducting various administrative duties, such as, but not limited to, scheduling, documenting and accounting, in training of TVET trainers in the project.
- Maintaining effective collaborations with GoR counterparts and partner institutions to facilitate training of TVET trainers in the project.

Capacity building for TVET trainers, leaders and administrators

- Planning, organising, coordinating and implementing capacity building activities in the TQUM project, such as short-term CBC/CBT/CBA workshops.
- Identifying, developing, reviewing and/or modifying courses and programs in capacity building activities in the project.
- Organising, coordinating and implementing blended (and creative) approaches, such as using e-learning systems, remote mentoring & coaching, face-to-face session deliveries, monitoring sessions and/or e-portfolio management, in capacity building activities in the project.
- Organising, coordinating, overseeing and facilitating master/lead trainers' tasks in capacity building activities in the project.
- Conducting various administrative duties, such as, but not limited to, scheduling, documenting and accounting, in capacity building activities in the project.
- Maintaining effective collaborations with GoR counterparts and partner institutions to facilitate capacity building activities in the project.

Provision of technical assistance in the TQUM project

- Providing technical assistance to strengthen TVET competency-based curriculum development framework, such as curriculum review & development, mentoring & coaching in curriculum delivery and/or curriculum evaluation with tracer survey.
- Providing technical assistance to enhance TVET competency-based training and assessment implementation framework, such as mentoring & coaching to TVET schools, TVET school inspections and TVET conferences.
- Facilitating technical document development, such as concept notes, detailed implementation plans and implementation progress reports in the TQUM action plans.
- Assisting in coordination and implementation of the TQUM action plans.

Reporting and other technical assistance in accordance with the Procedural and Operational Manual

- Drafting reports as required and ensure these are of the highest quality and submitted in a timely manner.
- Producing and submitting all documents that the Project Leader requests regarding the TQUM project.
- Providing technical assistance and strategic advice to relevant stakeholders, including members of the internal team, implementors, GoR counterparts and development partners, with respects to the TQUM.
- Performing any logistical and administrative tasks for the TQUM project.
- Ensuring liaison with the internal team members and/or stakeholders, regarding the TQUM schedules, information, documents and/or tasks.
- Managing both soft and hard documentation for the TQUM.

4. Selection Criteria

Education

- At least, Bachelor's degree or equivalent degree in education, engineering, social science or TVET-related fields is essential.
- TVET Trainer Certificate is essential.
- Senior TVET Trainer Certificate and/or TVET School Management and Leadership Certificate are significant advantages.
- Post-graduate degrees and/or certificates in relation to TVET are advantages.

Experience

- A minimum of five (5) years of professional experience in TVET is essential.
- A minimum of three (3) years of professional experience in East African countries, especially including Rwanda, is essential.

- Verifiable experience working as RTTI (Rwanda TVET Trainer Institute) facilitator and/or lead trainer is a significant advantage.
- Verifiable experience working for TVET training of trainers is an advantage.
- Verifiable experience working for TVET institutions and/or projects is an advantage.
- Verifiable experience working for international development partners is an advantage.

Skills and Attitude

- Proficient knowledge, skills and attitude in TVET competency-based training and assessment are essential.
- Excellent skills in organising, managing, coordinating, supervising and implementing professional capacity building activities to TVET trainers, leaders, administrators and/or government officers are essential.
- Excellent knowledge, skills and attitude in TVET competency-based curriculum are significant advantages.
- Excellent knowledge in TVET and educational approaches, including adult learning, blended learning and non-traditional education is a significant advantage.
- Good knowledge in the Rwandan education and TVET sector is a significant advantage.
- Good skills and attitude working with GoR counterparts, including MINEDUC, RP, HEC, RTB and NESAC, is a significant advantage.
- Effective technical assistance skills to stakeholders, including but not limited to government officers, development partners, school managers, trainers, administrators, facilitators and the internal team, are advantages.
- Proficiency in English with excellent written and spoken communication is essential.
- Excellent computer literacy, especially for the MS Word, Excel and Power Point, is essential.
- Abilities to work in complex environments with multiple tasks, competing priorities, and short deadlines are desirable.
- Excellent and timely reporting skills are essential.
- Collaboration and cooperation skills to stakeholders, including but not limited to government officers, Development Partners, school managers, facilitators and the internal team, are desirable.
- Compliance with standards, protocols, regulations and hierarchy in the GoR and the TQUM is desirable.
- Service-oriented skills with enthusiastic attitude to join the TQUM is desirable.
- Ability to undertake field visits is essential.

5. Application Procedures

Interested candidates are required to submit the following documents:

- The C.V. (must be written within three (3) pages in English otherwise the application will be disqualified.)
- The Cover Letter (must be written within one (1) page in English otherwise the

- application will be disqualified.)
- The copies of degree certificates and related certificates in the relevant field. (otherwise, the application will be disqualified.)

The schedule of the application procedures is the following:

- Application Closing Date: 31 October 2021 (the candidates that do not meet the date will be disqualified.)
- Witten Exam Date: 5 November 2021 (the candidates that do not show up will be disqualified.)
- Oral Exam Date: 11 November 2021 (the candidates that do not show up will be disqualified.)
- Tentative Contract Date: 15 November 2021

Please note that only successful candidates will be contacted for the qualified candidates.

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