



**SKILLS
RWANDA**

Chief Skills Office (CSO)

Developing English Language,
Communications & Soft Skills

Overview of the Chief Skills Office (CSO)



- ✓ Established in 2018 under the Rwanda Development Board.
- ✓ Aims to align skills development with labour market demands.
- ✓ Mandated to provide oversight & coordination in skills development & employment promotion ecosystem.

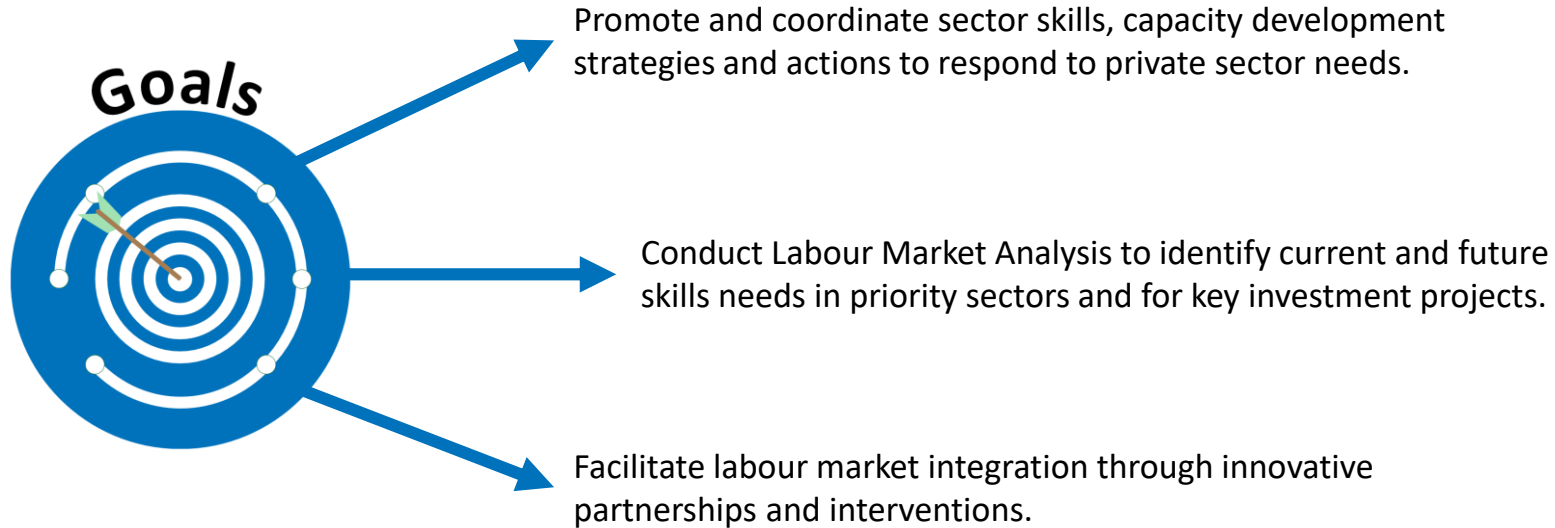


- ✓ Skilling Rwanda for Economic Transformation.



- ✓ To be the Apex Body coordinating relevant stakeholders and initiates innovative ways in skills development and employment promotion.

Overview of the Chief Skills Office (CSO)



Rwanda Country Priorities

VISION 2050

- “Aspires to take Rwanda to high living standards by the middle of the 21st century and high-quality livelihoods.” (Republic of Rwanda, Vision 2050, December 2020)
- The aspirations of Vision 2050 are focused on broad priorities:
 - High Quality and Standards of Life
 - Developing Modern Infrastructure and Livelihoods
 - Transformation for Prosperity
 - Values for Vision 2050
 - International cooperation and positioning.

National Strategy for Transformation (NST1) 2017–2024

- The vehicle towards driving Vision 2050 by driving three pillars namely, Economic Transformation, Social Transformation, and Transformational Governance, where each pillar has specific priority areas with high level interventions.

National Skills Development and Employment Promotion Strategy (2019 – 2024)

- Defines a vision of an optimised skills and employment ecosystem, to foster long-term economic transformation.

NSDEPS Overview

National Skill Development & Employment Promotion Strategy (NSDEPS) developed & approved in 2019

The three Pillars of NSDEPS: **1: Skills development; 2: Employment promotion; and 3: Matching**



Importance of English



**Global Communication
and Collaboration**



**Access to Information
and Technology**



Education and Research



**Employability and
Economic Growth**



**Tourism and
International Relations**



**Skills Development and
Capacity Building**

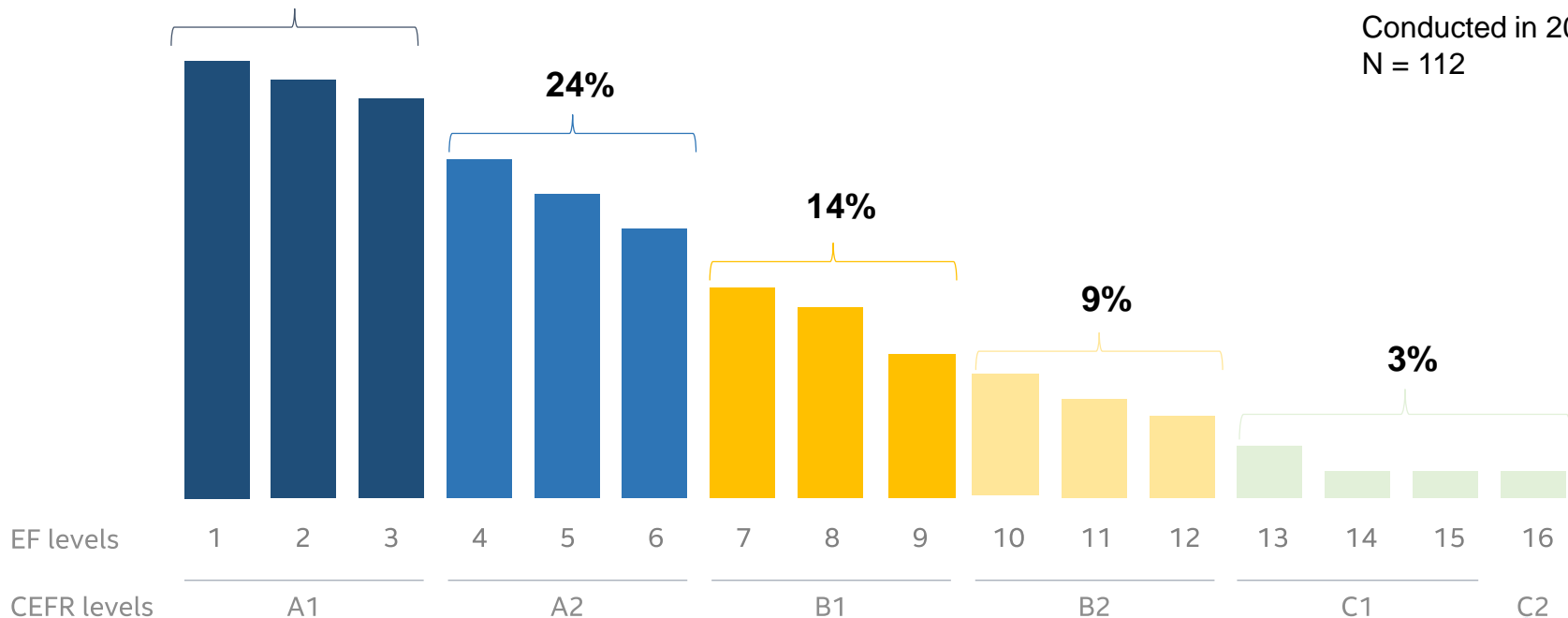
Situational Analysis

1. Job Category	Interns, entry-level Staff		Employees, (Junior) Officers, Support Staff	Analysts, Specialists, Senior Managers, Teachers	HODs, DGs, PS, Ministers, Executives	
2. Need	-	Support	Occasional Interaction	Performance	Influence	Representation
3. Frequency	Rarely	Rarely	10%-40%	40%-80%	50%-100%	80%-100%
4. Complexity	Very simple	Simple	Routine	Routine	Complex, open-ended	Complex, open-ended
5. Audience	Internal		Internal	Internal and external	Internal and external	Internal and external
6. Tasks	<ul style="list-style-type: none"> – Understand and use familiar everyday expressions and basic phrases 	<ul style="list-style-type: none"> – Read basic instructions – Fill out forms – Welcome visitors and communicate in simple direct exchange of familiar information 	<ul style="list-style-type: none"> – Understand global communications – Answer short emails – Attend team meetings and presentations 	<ul style="list-style-type: none"> – Interact with personnel from other departments / countries – Contribute to / lead conference calls and meetings – Report on progress – Understand policies and contracts – Interact with stakeholders – Project management 	<ul style="list-style-type: none"> – Lead trainings – Deliver presentations – Attend conferences – Negotiate agreements with vendors/partners – Manage an international team 	<ul style="list-style-type: none"> – Communicate strategy – Speak to media and at global conferences – Represent organization – Engage global teams
7. Fluency	Limited conversational ability		Mostly comprehensible	Clear and understandable	Confident fluency	Natural and effortless communication
CEFR level	A1	A2	B1	B2	C1	C2
Description	Beginner	Elementary	Intermediate	Upper Intermediate	Advanced	Upper Advanced
EF level	End of Level 3	End of Level 6	End of Level 9	End of Level 12	End of Level 15	Level 16

The Challenge

Assessment results from Rwandan Civil Servants show that 74% are at a Beginner or Elementary level 50%

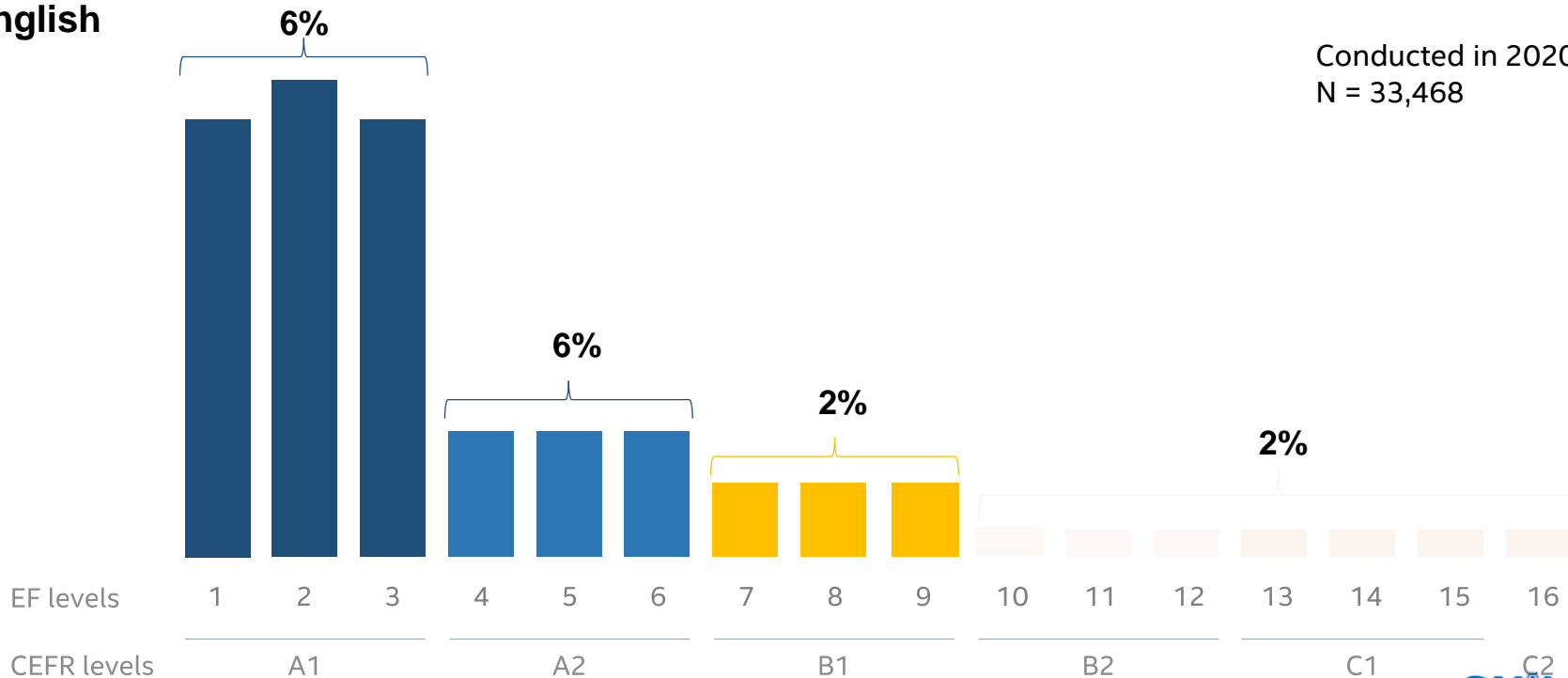
Conducted in 2023
N = 112



The Challenge

Less than 5% of over 33,000 teachers possessed adequate English proficiency to teach in English

Conducted in 2020
N = 33,468



The Challenge

The need to increase English proficiency across the board:

In Education

To improve learning outcomes and create a workforce with the right skills

In Public Service

To improve governance and service delivery

In Security

To improve cooperation and service delivery.

Cross-cutting theme for skills development and capacity building impacting all areas of work.

Conclusion

Addressing English language gaps is a multifaceted challenge that requires a combination of educational, social, and economic strategies.

The CSO's Office aims to contribute towards a comprehensive and sustained effort involving collaboration between government agencies, educational institutions, communities, and industry stakeholders which is crucial for success.

**Thank
You**



**SKILLS
RWANDA**

Creating

change-

makers

English and Communication Skills
Training for Teachers and Civil Servants

HULT / EF

CORPORATE EDUCATION

© Hult EF Corporate Education





We have the legacy, scale and expertise

to deliver the change,
wherever and whenever it is
needed



World-leading private education company
and international business school



55+
years' legacy of
excellence in education



50,000+
staff



600+
schools and offices
in 114 countries



20+ million
of learners trained



We have a **learner-centric, experiential and immersive** approach to learning

that creates long-lasting and positive personal and organizational change

- **We put learners at the center of our programs by creating immersive learning experiences** ever since our founder pioneered this idea in 1965.
- **Our deep understanding of how adults learn is constantly enhanced through academic research** like the EF English Proficiency Index and our work at the EF Research Unit at University of Cambridge.
- **Our immersive learning is delivered by over 20,000 world-class teachers** using our own methodology and proprietary content.

A Curriculum Aligned with International Standards

	CEFR level	Hours	EF SET	IELTS	TOEFL iBT	TOEIC Reading	TOEIC Listening	EF Levels		
								Low	Mid	High
Upper Advanced	C2	200-250 From A1: 900-1200	71-100	8 to 9	-	-	-	16		
Advanced	C1	200-250 From A1: 700-950	61-70	6.5 to 7.5	110 – 120	455	490	13	14	15
Upper Intermediate	B2	150-200 From A1: 500-700	51-60	5 to 6.5	87 – 109	385	400	10	11	12
Intermediate	B1	100-200 From A1: 300-500	41-50	4 to 5	57 – 86	275	275	7	8	9
Elementary	A2	100-150 From A1: 200-300	31-40	-	-	115	110	4	5	6
Beginner	A1	100-150	1-30	-	-	60	60	1	2	3

Case Studies

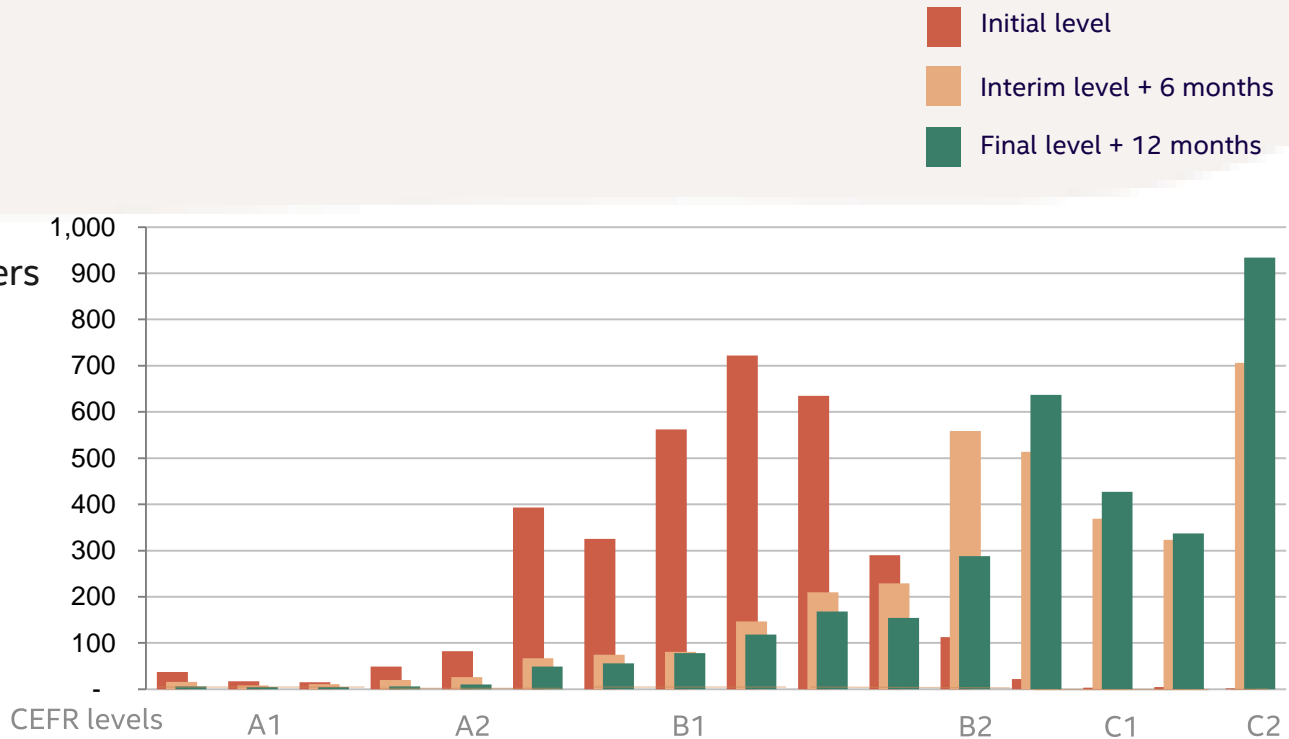


Improving Teachers' English Proficiency with EF's Intensive 12-month Program



TATARSTAN

- 3,361 English Teachers
- 12 months, teacher-led program
- Mandatory Program



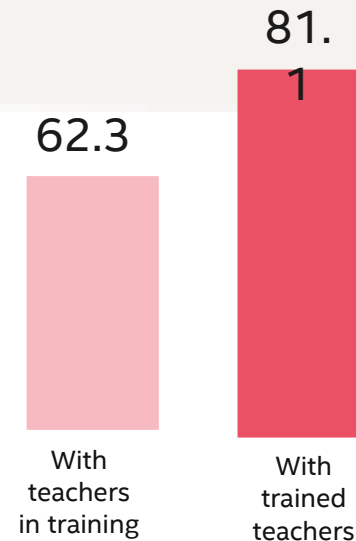
Improving Teachers' English Proficiency Significantly Improved Students' Performance



TATARSTAN

- 3,361 English Teachers
- In 12 months, 82% reached B2 Level or above
- **Student learning outcomes in English Unified Language state exam improved by 30%**

Average Grade in
National English Exam



By transforming the approach to state school English language learning, Hult EF is supporting wider access to high-quality public education



BRAZIL

- Over 2+ million students and teachers in the states of Paraná and Mato Grosso have access to EF's online school EF Language Live.
- Teachers use the school in their classrooms as additional interactive digital content.



In less than 2 years, student classroom outcomes have increased by 18.7% in Paraná

Quarterly English Exam
Grades: From 45.3% to 53.8%
in 2 years.

Student engagement: >90%
Lessons completed: >6M



EF is supporting Ukraine's EU candidacy through English training for all Civil Servants



UKRAINE



- Self-study English training to 100,000 civil servants
- The program aims to assist the strategic goal of integrating with Europe and the world and rebuilding the country.

“EF is about learning that can be not only useful, but also interesting and exciting. Given the realities, online education is currently the most acceptable option, because the opportunity to study when it is convenient for you increases concentration and interest, and accordingly, efficiency and results. In case of any questions, the project managers promptly provide answers and solve all the issues that arise - which also makes learning much easier. Studying with EF is inspiring!

Mrs. Nataliia Aliushyna
Head of The National Agency of Ukraine for Civil Service (NACS)

Upskilling the Tourism & Hospitality Industry in Rwanda



Situation

- Tourism is a priority sector to achieve Rwanda's development goals
- High-value low-volume positioning
- Low English proficiency and communication skills across the sector

Solution

- Rwanda Development Board, Mastercard Foundation and Hult EF partner to provide English, Communication & Hospitality Skills Training to upskill 30,000 young workers in the Tourism & Hospitality Industry

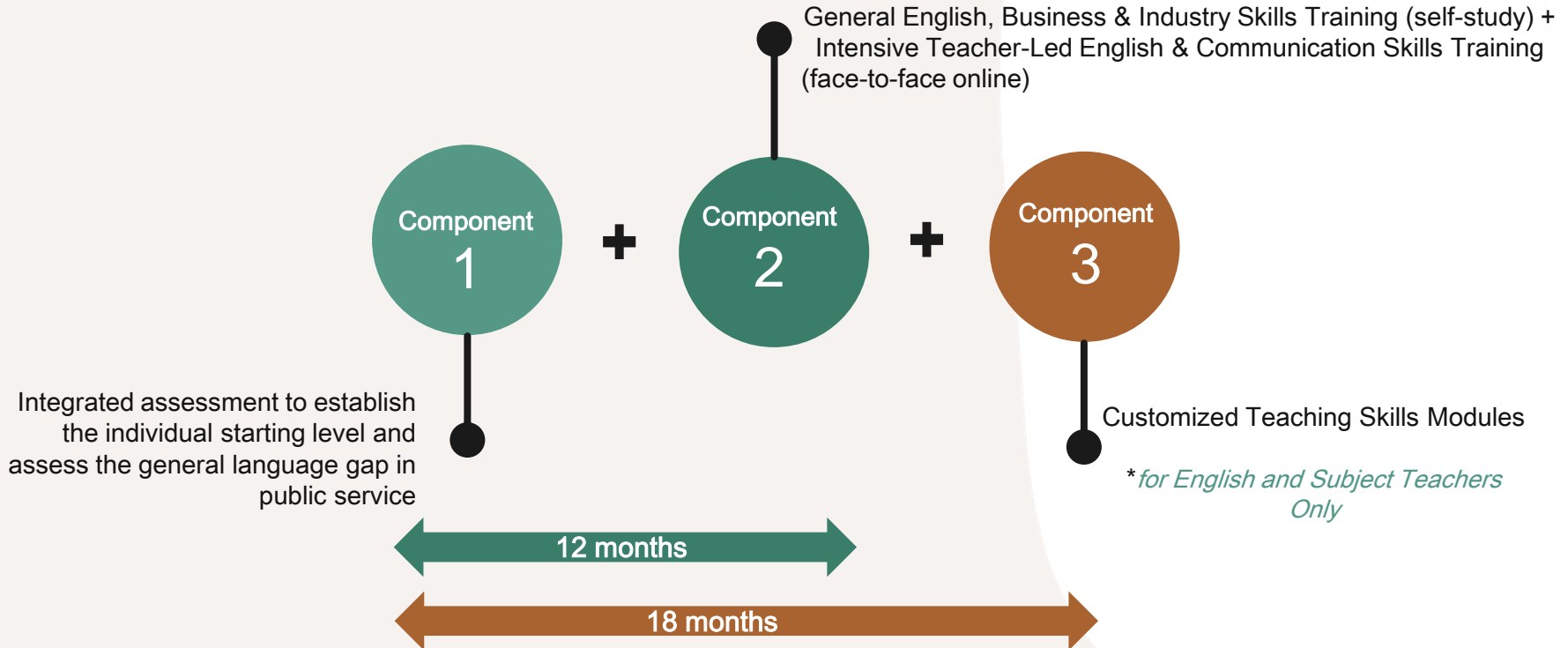
Results and impact

- Significantly improved self-confidence
- Improved professional situation for 51% of graduates (new job, promotion, increased salary, etc.)
- Improved performance in the workplace (as reported by 88% of employers)

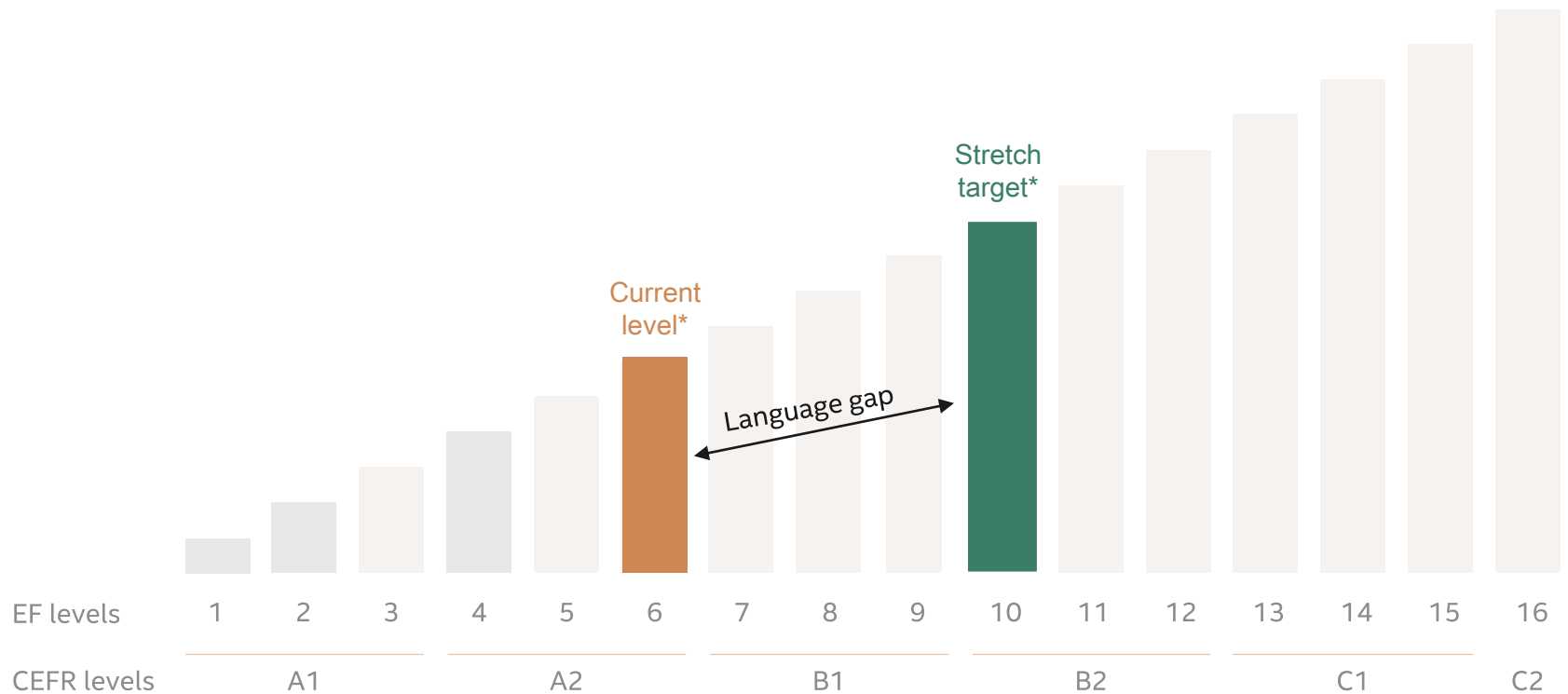
Proposed Program for Teachers and Civil Servants



Components of the proposed program for Teachers and Civil Servants

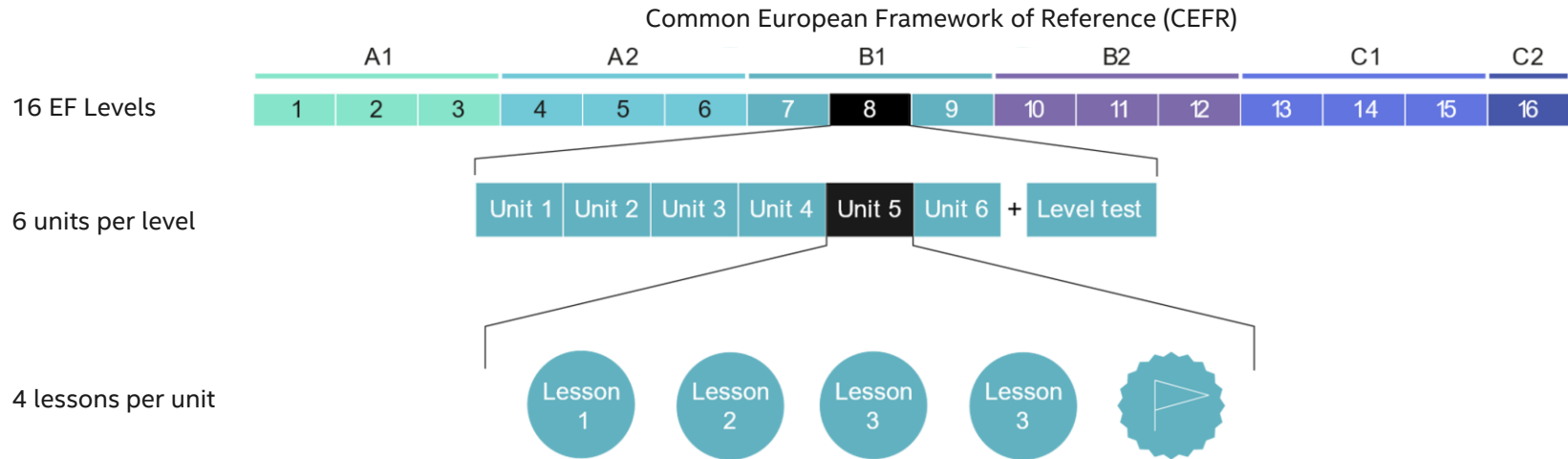


Component 1: Assessing learners' starting levels



*Example of how we use assessment to determine skills gap and set individual or group targets

Component 2: Self-study activities



Component 2: Self-study activities **continued**

Special Interest courses (SPINs): Business skills and industry-specific courses to increase civil servant's level of real-world communication proficiency.

Business skills classes

Giving your employees the critical soft skills to succeed, either by improved customer service, conducting effective business meetings or simply having a productive conversation.

- Airline Counter Service
- Correspondence
- Human Resources
- Intercultural Communications
- Management
- Meetings
- Negotiations
- Presentations
- Project Management
- Social Skills
- Telephoning

Industry-specific classes

Covering the needs of a specific industry and empowering your staff to converse effectively in a variety of business settings.

- Automotive
- Aviation
- Banking and Finance
- Construction
- Hospitality Industry
- Insurance
- IT industry
- Law
- Logistics
- Maritime
- Medical Industry
- Military
- Office
- Oil and Gas
- Pharmacy
- Police and Immigration
- Society and Leisure
- Telecommunications
- Travel Industry
- Research
- Sciences
- Steel and Mining

Component 2: Intensive English training – teacher-led classes

ON-DEMAND GROUP LESSONS

- Small groups of up to 6 students at the same level.
- A class begins every 30 minutes, 24/7.
- Video group class technology, designed specifically for language teaching outcomes.



Private unit review classes

- Private end-of-unit review class.
- Allows learners to ask questions, receive personalized feedback and further practice conversational skills.

A screenshot of a video player interface. At the top, it shows a profile icon for "Laura Teasdale" and a timer at "00:00". The main content is a slide titled "What are the functions of these phrases?". The slide is divided into two columns: "Clarify positions" and "Establish common interest".
Clarify positions:

- Let me ask you, what are your company's long-term goals?
- We have everything to gain by working together.
- We feel that our needs in this area are complementary.

Establish common interest:

- As I understand it, you're looking for a new and reliable supplier.
- It sounds like we have a lot of common ground.

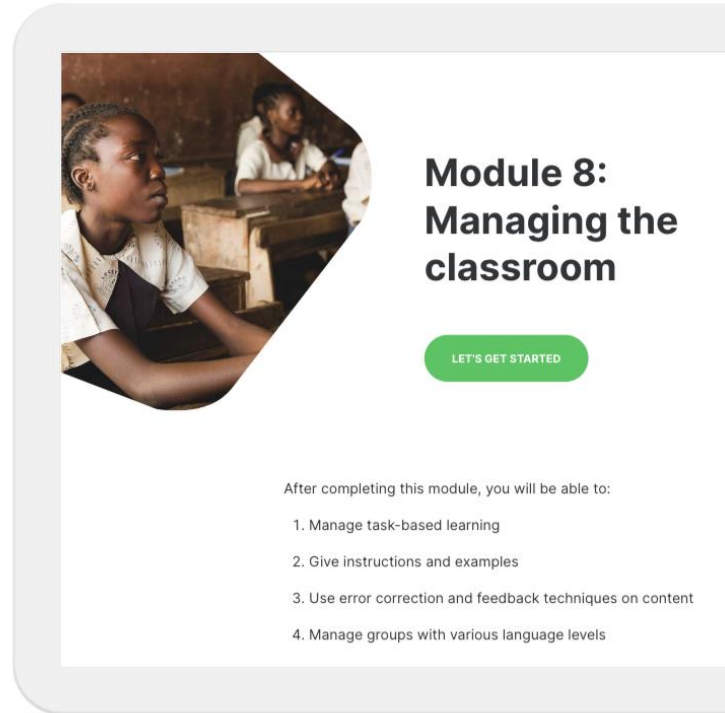
A small video inset in the bottom right corner shows a man in a light blue shirt gesturing while speaking.

Component 3: Customized teaching skills module

Beyond building foundational English Proficiency, EF has extensive experience in **customizing content to local requirements** and in delivering advanced teacher training courses:

1. Content and Language Integrated Learning (CLIL) teacher training courses for English medium-instruction teachers
2. Teaching English as a Foreign Language (TEFL) courses for English language teachers

We will draw from these methods to design a course specifically tailored to Rwandan teachers.



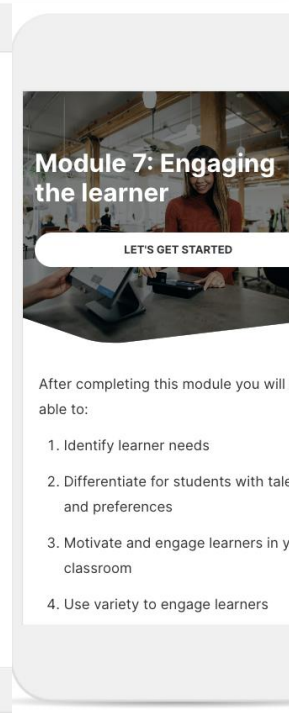
**Module 8:
Managing the
classroom**

LET'S GET STARTED

After completing this module, you will be able to:

1. Manage task-based learning
2. Give instructions and examples
3. Use error correction and feedback techniques on content
4. Manage groups with various language levels

The image shows a promotional card for Module 8. On the left is a photograph of a young girl in a classroom looking towards the right. The text on the right includes the module title, a green 'LET'S GET STARTED' button, and a list of four learning objectives.



**Module 7: Engaging
the learner**

LET'S GET STARTED

After completing this module you will be able to:

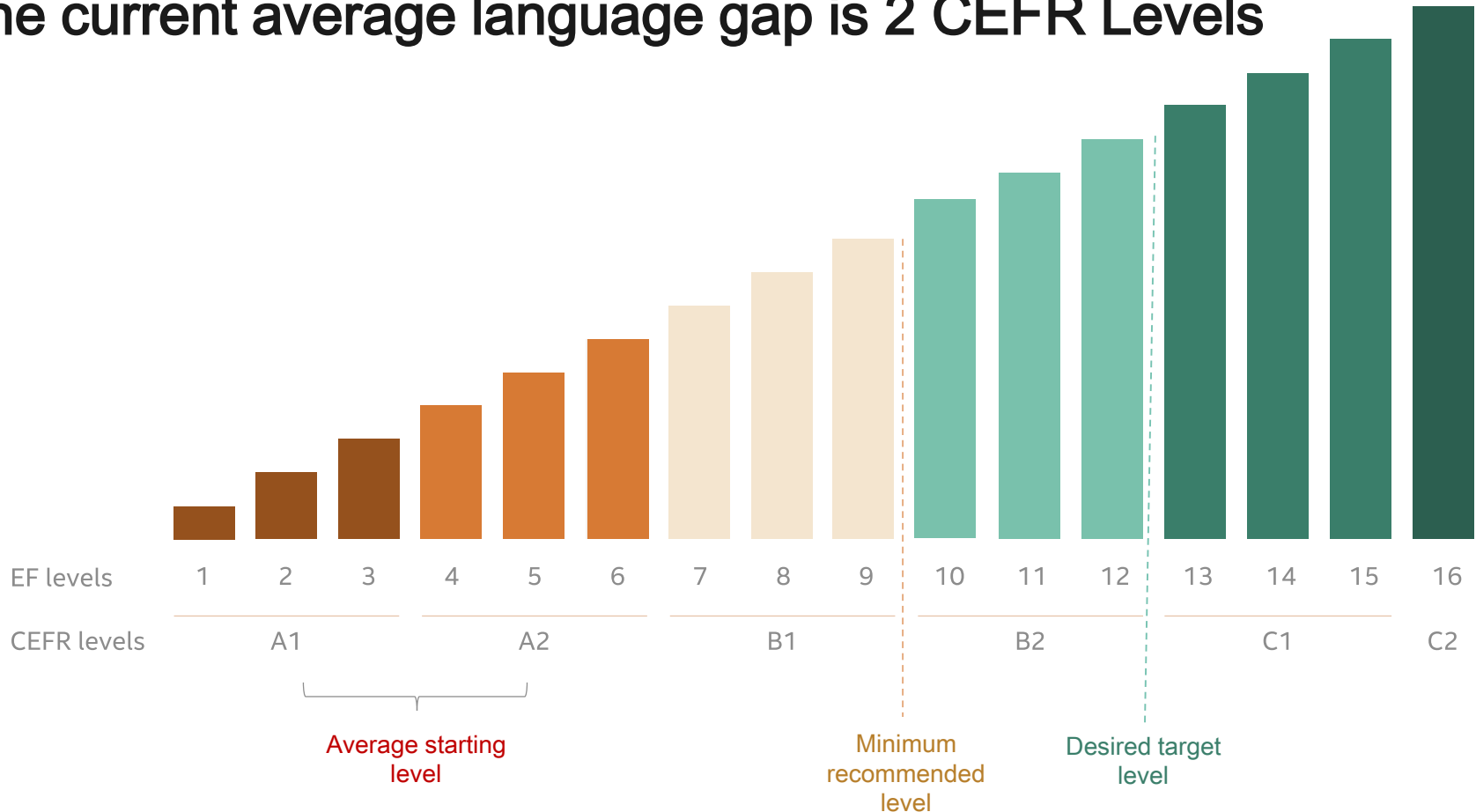
1. Identify learner needs
2. Differentiate for students with talents and preferences
3. Motivate and engage learners in your classroom
4. Use variety to engage learners

The image shows a promotional card for Module 7. On the left is a photograph of a woman in a classroom. The text on the right includes the module title, a white 'LET'S GET STARTED' button, and a list of four learning objectives.

Implementation Strategy Overview



Based on assessment results of over 40,000 Rwandans, the current average language gap is 2 CEFR Levels



Goals and Success Criteria

Program Scope:

- 5-year partnership
- 120,000 teachers trained
- 50,000 civil servants

Program Goals:

Average level completion
per active learner (forecast)*

Goal:

2 CEFR levels

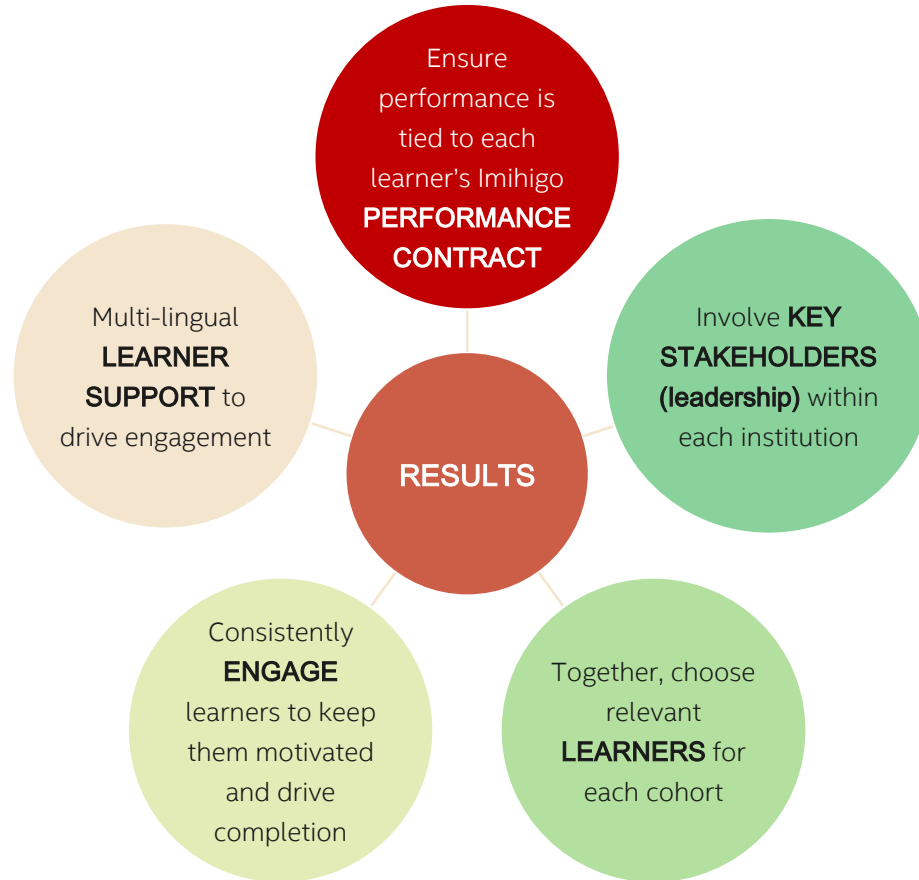
% of students to achieve study
goals

Goal:

≥85%

**Depending on learner's starting level and recommended proficiency for their occupation, target level may vary from one group to the next.*

Strategy for Success



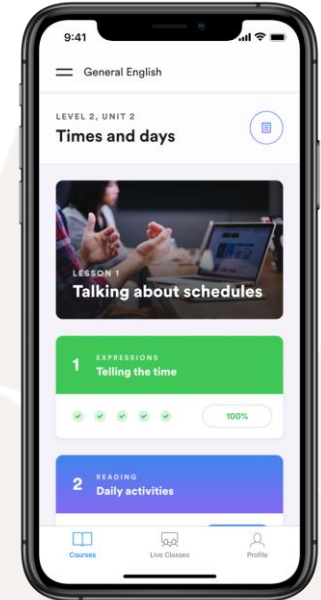
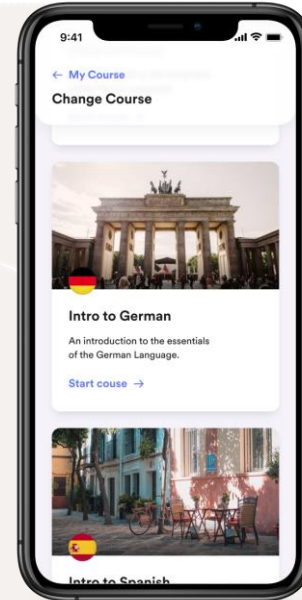
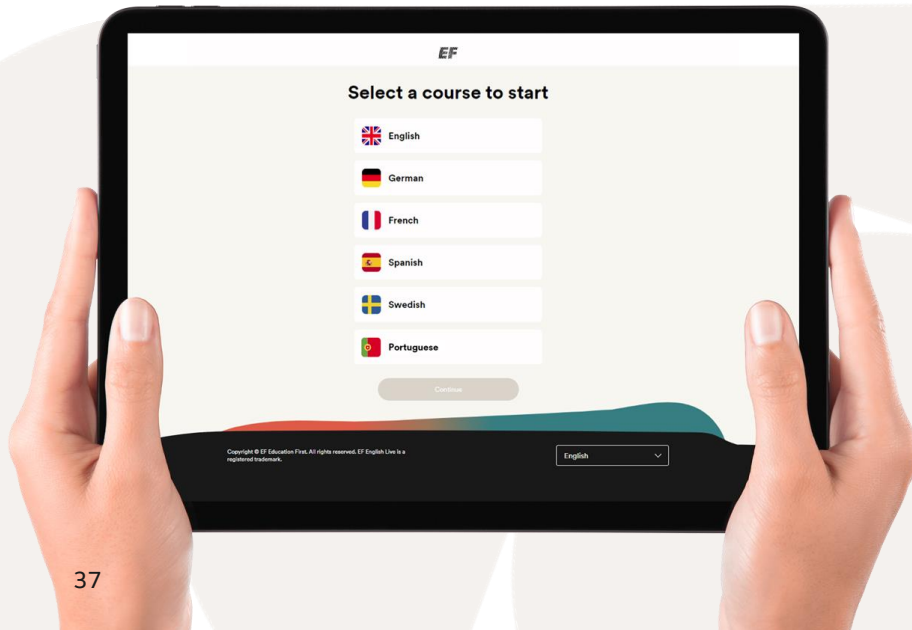
Our Platform



Language Live

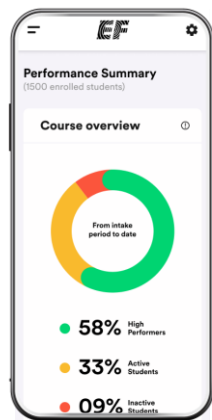
Cutting-edge user-friendly technology available on laptop and mobile, **online and offline.**

English, French, Spanish, Portuguese and many other languages accessible through a Single Sign On URL.



DEEP DATA BUSINESS REVIEW REPORTS FOR HIGHLY TAILORED INSIGHTS

We collect **MILLIONS OF DATA POINTS** from our learning programs and report them back to relevant stakeholders along with valuable insights for full transparency.



INTUITIVE PERFORMANCE SUMMARY DASHBOARD

Activity reports
(1000 enrolled & non-enrolled students)

Student information

Email	Division	Employee ID	Course status
l.santos@hult.edu	Sales	19842341	Active
a.hart@hult.edu	Sales	19842342	Active
l.santos@hult.edu	Sales	19842347	Active
l.santos@hult.edu	Sales	19842348	Active
l.santos@hult.edu	Sales	19842349	Active
l.santos@hult.edu	Sales	19842350	Active
l.santos@hult.edu	Sales	19842351	Active
l.santos@hult.edu	Sales	19842352	Active
l.santos@hult.edu	Sales	19842353	Active
l.santos@hult.edu	Sales	19842354	Active

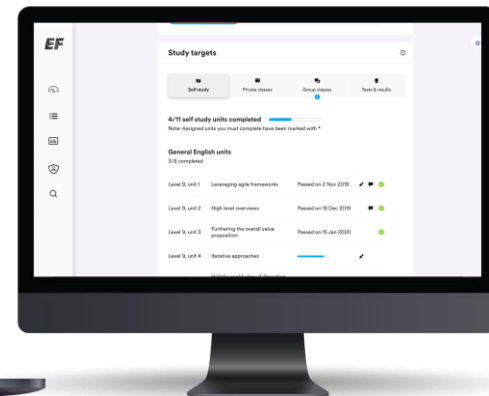
LIVE ACTIVITY REPORT

English levels
(1000 enrolled students)

English level

Email	First name	Last name	Placement Test	
			Listening Score	W
l.santos@hult.edu	John	Smith	88	90
l.santos@hult.edu	John	Smith	87	88
l.santos@hult.edu	Russ	Smith	88	90
l.santos@hult.edu	Russ	Smith	88	90
l.santos@hult.edu	John	Smith	88	90
l.santos@hult.edu	John	Smith	88	90
l.santos@hult.edu	John	Smith	88	90
l.santos@hult.edu	John	Smith	88	90
l.santos@hult.edu	John	Smith	88	90
l.santos@hult.edu	John	Smith	88	90

CLEAR GRAPHICS FOR LANGUAGE LEVELS



DETAILED STUDENT PERFORMANCE REPORT

Thank you.





mastercard
foundation



Education First



RDB | RWANDA
DEVELOPMENT BOARD