

UNIT 1

Overview of education system in Rwanda

Topics :

- 1.1. NST 1 related to Education
- 1.2. ESSP
- 1.3. Institutional Framework
- 1.4. Rwanda Education Qualification Framework
- 1.5. Millennium development goals

Unit Descriptor :

For Rwanda, more than for almost any other country, education holds the key to the future. Rwanda is a small, landlocked country in Central Africa with a population of just more than 10 million people. With the highest population density of any African country and a high growth rate, Rwanda cannot depend on its natural resources for economic development.

There are many reasons to be optimistic about Rwanda's prospects for developing a strong education system. The Rwandan government has demonstrated its commitment to education by making education the largest area of federal spending, accounting for 27 percent of the budget. "Education is a fundamental human right and an essential tool to ensure that all Rwandese citizens – women and men, girls and boys – realize their full potential," the government declared. A United Nations analysis found that Rwanda is on track to achieve the Millennium Development Goals, including reaching universal primary education by 2015.

Unit activity details

UNIT 1: This unit will focus on policies and strategies guiding the education system, Qualification framework in Rwanda, Institutional framework, Ministerial order standard in education 001/MINEDUC/2021 and Millennium development goals.

Expected Learner Outcomes

By the end of the course, you should be able to:

- Critically interpret policies strategies guiding the education system
- Identify Qualification framework in Rwanda
- Differentiate institutional framework
- Elaborate Millennium development goals how they are applied in Rwandan system.

Participation of participants

- Active participation in class discussions and activities.
- Successful completion of all assignments within the specified time frame.

Method of Instruction:

The introductory nature of this module would suggest participatory and interactive approach and other standard information-giving techniques.

A variety of interactive techniques, however, including lecture, class discussion, small group work, interactive teaching methods, and other adaptive teaching methods may also be used, as needed and as relevant. Each participant is required to use the text, outside readings, and case studies to obtain background information for classes. Course content may be presented in behavioral, affective, and cognitive formats. In addition, a variety of information exchange techniques (such as e-mail, conferencing, and the internet) may be used.

Note to users:

Participants are expected to have all assignments completed on time.

Homework: Assigned readings and all assignments listed in the manual and given in class are to be considered homework; and, as such, elements to be completed in meeting the course requirements.

Unit 1: Participants Self-Assessment

There are no rights or wrong ways to answer this assessment. It is for your own use during this course. You will read a skill that is listed in the left column. Think about yourself: do you

think you can do this? How well? Read the statements across the top. Put a check in column that best represents your situation. At the end of this unit, we'll take this assessment again.

My experience / competences / Skills	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Describe clearly NST 1 related to Education					
Describe correctly ESSP					
Interpret clearly Institutional Framework					
Interpret clearly Rwanda Education Qualification Framework					
Explain correctly Millennium development goals					

Topic 1.1: The national strategy for transformation (NST1)

At the end of this section, participants should be able to:

- Demonstrate an understanding of the National Strategy for Transformation (NST1) in education system
- Interpret the Priority Area of NST1
- Explain the Key strategic interventions for NST1

UNIT 1, Activity 1: Discuss the following questions in small groups:

- What do you understand about National Strategy for Transformation?
- Share with others one example of key priority areas do you think is part of National Strategy for Transformation?



Possible response:



Getting Started:

GUIDING NOTES

1.1.1. The National Strategy for Transformation (NST1)

It is also the Seven Year Government Programme (7YGP) comes at a unique moment in the Country's development trajectory which will see the crossover from Vision 2020 towards Vision 2050. One of its Social Transformation Pillar which has overarching goal is to develop Rwandans into a capable and skilled people with quality standards of living and a stable and secure society. One for its objective is to ensure Quality of education for all aiming at building a knowledge-based economy.

1.1.2. Priority Area

Enhancing the demographic dividend through improved access to quality education. Strategic interventions will be geared towards laying a strong foundation of quality education to the Rwandan Child. Accordingly, the following will be prioritized :

- Ensure access to pre-primary education so as to increase pre-primary net enrolment rate from 17.5% (2016) to 45% by 2024. This will be achieved through providing standardized Early Childhood Education schools in all villages through partnership with private sector, communities and putting in place public private partnership models for ECE and ECDs to enhance cost-effective rollout. The provision of education at lower primary level will be strengthened so that children develop better foundational skills in Kinyarwanda, English and Mathematics to enable them perform well at upper primary and secondary levels.
- Upgrading and increasing school infrastructure and ensuring access to adequate equipment including modern laboratories, and appropriate teaching and modern learning materials. Home-grown solutions (HGS) will be leveraged through mobilizing the population in the construction of classrooms using Umuganda and other community-based activities.
- Increase the number of qualified teachers and improve their welfare. This will be done through in-service education in learner-centered trainings, provision of incentives will be undertaken to attract brilliant students to join the teaching profession and retain high performing staff. Furthermore, Umwalimu SACCO will be strengthened to cater for teachers' access to affordable finance and housing.
- Increase the use of ICT in teaching and learning through scaling up SMART classrooms and ICT devices as well as implementation of the new competence-based curriculum.
- NST1 will also ensure people with disabilities are able to start school and progress through all levels. This will be achieved by developing a system for identifying children with special education needs, availing suitable special needs education materials, building capacity of teachers and ensuring accessibility of infrastructure such as inclusive sanitation facilities in order to create favorable learning environment.

- Technical and Vocational Education and Training (TVET) will further be promoted. In this regard the proportion of students pursuing TVET will increase from 31.1% in (2017) to 60% by 2024 to address the challenge of mismatch in labor market demand.
- Science, Technology, Engineering and Mathematics (STEM) across all levels of education will be promoted at all levels. This will be done through identification and attraction of the most excellent and suitable students for STEM, increasing the capacity of STEM research centers and science schools. As a result, STEM students enrolling in higher education and TVET courses will increase from 59.3% in 2017 to 80% by 2024.
- Increase effort to reduce dropout in primary, lower secondary and upper secondary from 5.6%, 6.3% and 3% in 2017 to 1.2%, 1.7% and 1% respectively by 2024. This will be done through: (i) introducing Abajyanama b'Uburezi/Education community workers at Cell levels (Utugari).

(ii) improving school data management system (SDMS) by introducing student identification numbers to track students' evolution and fight school dropouts, (iii) working with parents through School General Assembly Committees (SGACs).



Points to Remember

❖ The description of NST1

- The **NST1** National Strategy for Transformation is a Seven Year Government Program (7YGP) comes at a unique moment in the country's development trajectory which will see the crossover from Vision 2020 towards Vision 2050.
- One of its Social Transformation Pillar is to develop Rwandans into a capable and skilled people with quality standards of living and a stable and secure society.
- Its objective is to ensure Quality of education for all aiming at building a knowledge-based economy.
- ❖ Areas to be prioritized to improve access to quality education.



Or



Self Reflection

- Interpret the NST1 relating to current Rwanda Education system.
- Explain how NST1 objective will be achieved?

Topic 1.2: Education sector strategic plan (2018/19–2023/24)

At the end of this section, participants should be able to:

- Describe Education Sector Strategic Plan (ESSP)



Getting Started:

UNIT 1, Activity 2: Discuss the following question in small groups:

- How can you describe the Education Sector Strategic Plan (ESSP)?
- What do you think is the main vision of ESSP?
- What is the expected impact from a successful ESSP delivery?



Possible response:

1.2.1. The ESSP

It has been produced in concert with NST-1 to ensure complete alignment of goals and outcomes. ESSP is built upon the achievements of the previous ESSP (2013/14–2017/18) and accommodates new thinking and policy directions that will support Rwanda’s aspirations for transformation from a predominantly agrarian-based, low-income economy to an industrial upper middle-income nation by 2035. This vision is premised on the ability of Rwanda’s education system to produce enough and appropriately skilled workforce capable of realizing this aspiration, as well as upgrading the skills and competencies of the existing workforce.

1.2.2. The impact

The expected impact from successfully delivering this ESSP is to ensure Rwandan citizens have sufficient and appropriate skills, competences, knowledge and attitudes to drive the continued social and economic transformation of the country and to be competitive in the global market.



Points to Remember

- ❖ The description of **ESSP**: Education Sector Strategic Plan ESSP is built upon the achievements of the previous ESSP (2013/14–2017/18) and accommodates new thinking and policy directions that will support Rwanda’s aspirations for transformation from a predominantly agrarian-based, low-income economy to an industrial upper middle-income nation by 2035.
- ❖ Expected Impact is to ensure Rwandan citizens have sufficient and appropriate skills, competences, knowledge and attitudes to drive the continued social and economic transformation of the country and to be competitive in the global market.



Or



Self Reflection

- Explain the vision and impact of ESSP in Rwanda education system

Topic 1.3. Institutional framework

At the end of this section, participants should be able to:

- Identify all institutions in charge of Education in Rwanda in a descending order of function hierarchy (Biggest to the smallest institutions)
- Describe the main responsibilities for each institution
- Illustrate the relationship that link one institution to an other
- Acknowledge the components of each institution from the highest to the lowest level of responsibilities.



Getting Started:

UNIT 1, Activity 3: Discuss the following questions in small groups:

- Identify Rwanda Education sector local government Institutions



Possible response:

Guiding notes

1.3.1. Ministry of Education (MINEDUC)

It assumes the lead responsibility for policy formulation, educational planning, coordination and M&E at the national level, and is the lead ministry for the education sector, with responsibility for policy formulation, coordination and regulation through setting norms and standards for the education sector.

Core Functions of the Ministry of Education

1^o Developing, reviewing and guiding the implementation of education sector policies and strategies geared towards achieving vision 2020 through the elaboration, dissemination and coordination of the implementation of education sector policies, strategies and programs regarding basic education, post basic and higher education, literacy, special programs and information and communication technology in education;

2^o Enacting laws and adopting regulations and guidelines for the promotion of education in line with national education policy through:

- a. Drafting up laws, regulations and guidelines for the promotion of education;
- b. Setting up and disseminating standard norms applicable to education sector;

3^o Developing and managing Education Monitoring and Evaluation systems through:

- a. Monitoring and evaluation of education policies, strategies and programs;
- b. Monitoring the education indicators and consolidate the data handled by decentralized entities;
- c. Reporting periodically and annually to the Cabinet on the impact of the education programs, strategies and programs on the development of the education sector;

4^o Developing strategies for resource mobilization and efficient utilization through:

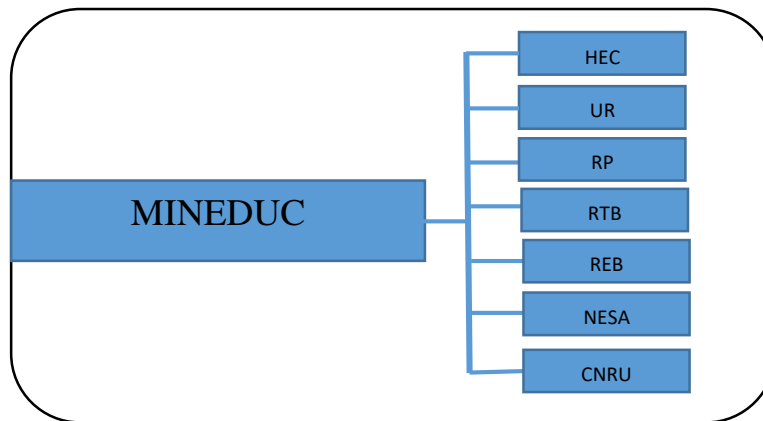
- a. Mobilizing resources and supervision of its use to ensure rational utilization for the development of education;
- b. Promoting partnership with private investment in the development of education.

5º Promoting the teaching, learning, and the good use of Information and Communication in Education through:

- a. Promoting information and technologies in the area of education;
- b. Promoting information and communication technology as a tool for learning and teaching;

6º Developing, reviewing and guiding education sector for institutional development and capacity building through:

- a. Overseeing the programs of school construction and equipment;
- b. Overseeing formal education and continuing training of teaching staff and other staff of the Ministry and its agencies.



➤ **MINEDUC Mission and vision**

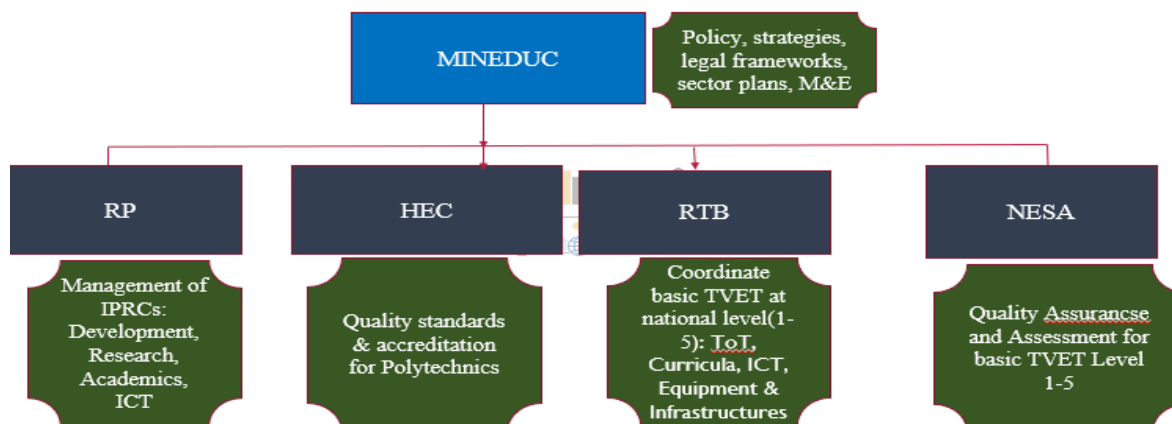
The general mission of the Ministry of Education is to transform the Rwandan citizen into skilled human capital for socio-economic development of the country by ensuring equitable access to quality education focusing on combating illiteracy, promotion of science and technology, critical thinking and positive values.

- ✓ The general mandates of Ministry of Education are:
 - ✚ Developing, reviewing and guiding the implementation of education sector policies and strategies geared towards achieving vision 2020 through the elaboration, dissemination and coordination of the implementation of education sector policies, strategies and programs regarding basic education, post basic and higher education,

literacy, special programs and information and communication technology in education;

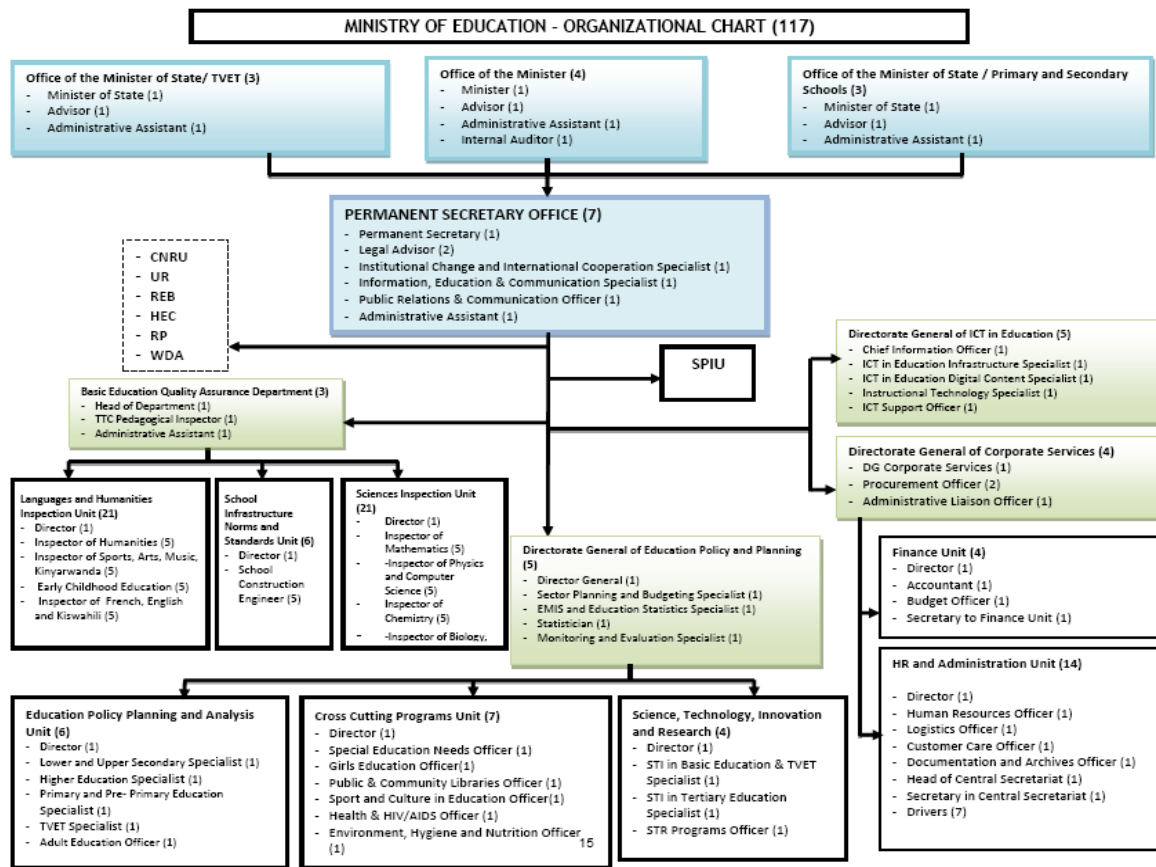
- ✚ Developing laws and adopting regulations and guidelines for the promotion of education in line with national education policy through:
- ✚ Reporting periodically and annually to the Government on the impact of the education policies, programs, strategies and programs on the development of the education sector;
- ✚ Developing strategies for resource mobilization and efficient utilization through:
- ✚ Promoting the teaching, learning and the good use of information and communication in education through:
- ✚ Developing, reviewing and guiding education sector for institutional development and capacity building through.

Figure 2: Structure and functions at Central level



Source: MINEDUC, 2021

➤ Organizational structure



Source: MINEDUC, 2018

1.3.1. Higher Education Council (HEC)

It is responsible for ensuring the structure, organization and functioning of higher education institutions and monitoring and evaluating the quality and standard of provision and ensuring the quality enhancement of teaching and research.

The primary objective of HEC shall be to enhance quality of education, the modes of providing it within Higher Learning Institutions and make sure that those graduating from such institutions are knowledgeable for the betterment of the Rwandan residents' welfare and development of Rwanda.

- It advises the Minister in charge of Higher Education on all matters relating to the accreditation of higher education institutions.

- One of the key responsibilities of the Higher Education Council is to act as a regulatory agency.
- As a regulatory agency, advises the Minister in charge of Higher Education on issuing operating agreements to private sector higher education institutions.

1.3.2. The University of Rwanda (UR)

It has its head office in Kigali and has 14 campuses. It was formed in 2013 through the merger of Rwanda's public HEIs. Law number 71/2013 transferred the contracts, activities, assets, liabilities and denominations of seven institutions to the UR.

These include:

1. The National University of Rwanda;
2. The Kigali Institute of Science and Technology;
3. The Kigali Institute of Education;
4. The Kigali Health Institute;
5. The Higher Institute of Agriculture and Animal Husbandry;
6. The School of Finance and Banking; and
7. The Higher Institute of Umutara Polytechnic.

UR is now organized into six subject-based colleges:

- College of Arts and Social Sciences;
- College of Agriculture, Animal Sciences and Veterinary Medicine;
- College of Business and Economics;
- College of Education;
- College of Medicine and Health Sciences; and
- College of Science and Technology.

1.3.3. Rwanda Polytechnic

It was established by the Government of Rwanda in 2017 to implement Technical and Vocational Education and Training (TVET) skills development across the country. The Government of Rwanda (GoR) has been focusing on a development agenda aimed at

transforming Rwanda and the expansion of the TVET system with collaboration from development partners, private sector actors, and civil society is part of this initiative.

➤ **RP has eight (8) Colleges :**

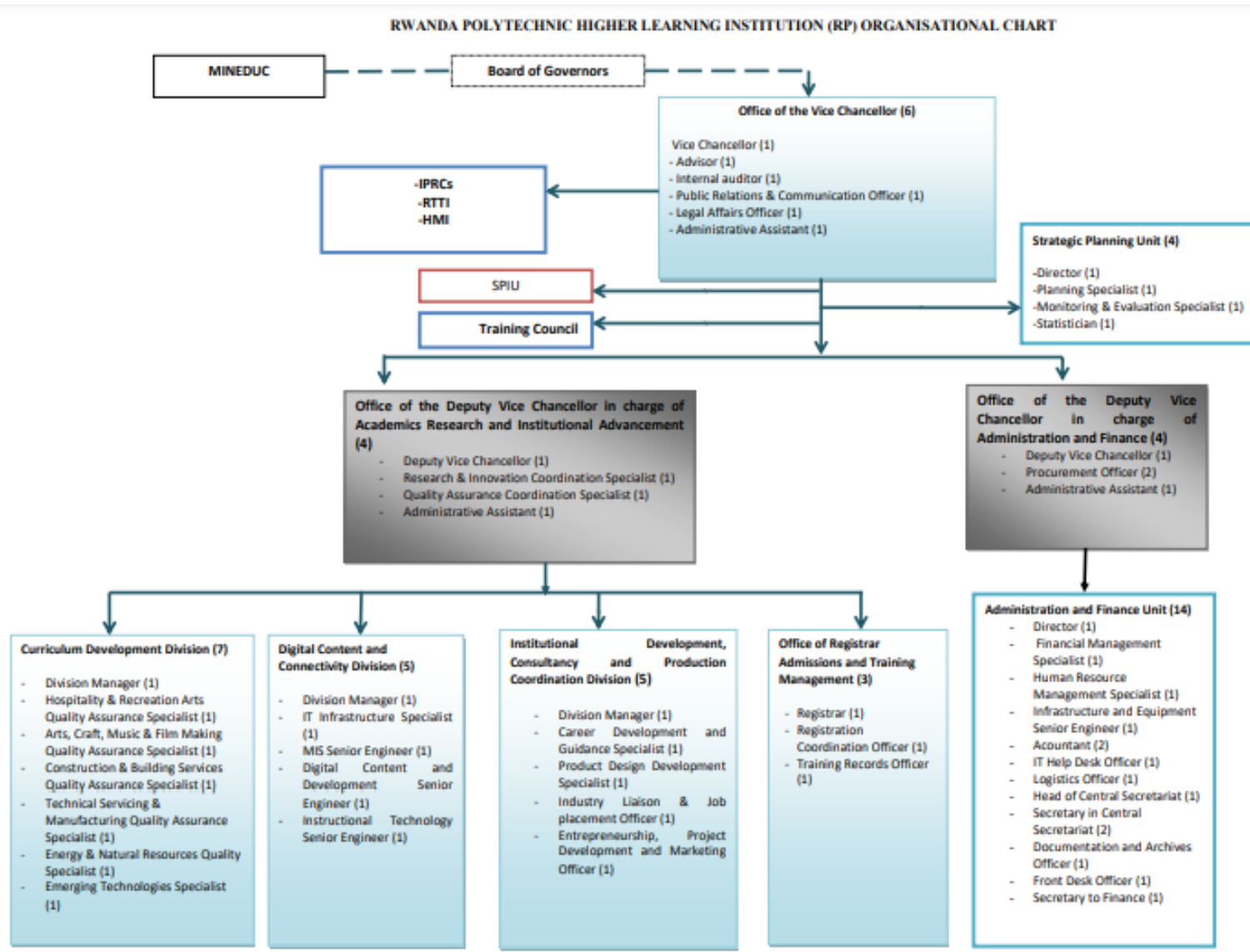
1. IPRC GISHARI
2. IPRC KITABI
3. IPRC KARONGI
4. IPRC KIGALI
5. IPRC HUYE
6. IPRC MUSANZE
7. IPRC NGOMA
8. IPRC TUMBA

➤ **RP mandate is:**

- ✚ To prepare curricula for their use at various technical and vocational training levels and submit them to the competent authority for approval;
- ✚ To offer TVET courses leading to certificate or diploma;
- ✚ to provide science- and technology-based technical and vocational training as well as education which enable the beneficiary to create jobs for personal development and contribute to national development;
- ✚ To carry out and promote research and technology in technical and vocational fields and disseminate their findings to foster national development;
- ✚ To participate in the discovery, exchange and preservation of knowledge in technical and vocational field;
- ✚ To promote education, culture and Rwandan values;
- ✚ To impart knowledge required to provide technical and vocational education and apprenticeship training;
- ✚ To offer in-service training to practitioners in various fields to develop their technical and vocational skills;

- ✚ To coordinate programmes and activities aimed at developing teaching and research staff within institutions of TVET, upgrade their knowledge and skills capacities and improve their management;
- ✚ To contribute to finding solutions to other problems related to national development;
- ✚ To cooperate and collaborate with other national, regional or international institutions with similar mission in order to achieve its mission.

➤ Organization structure

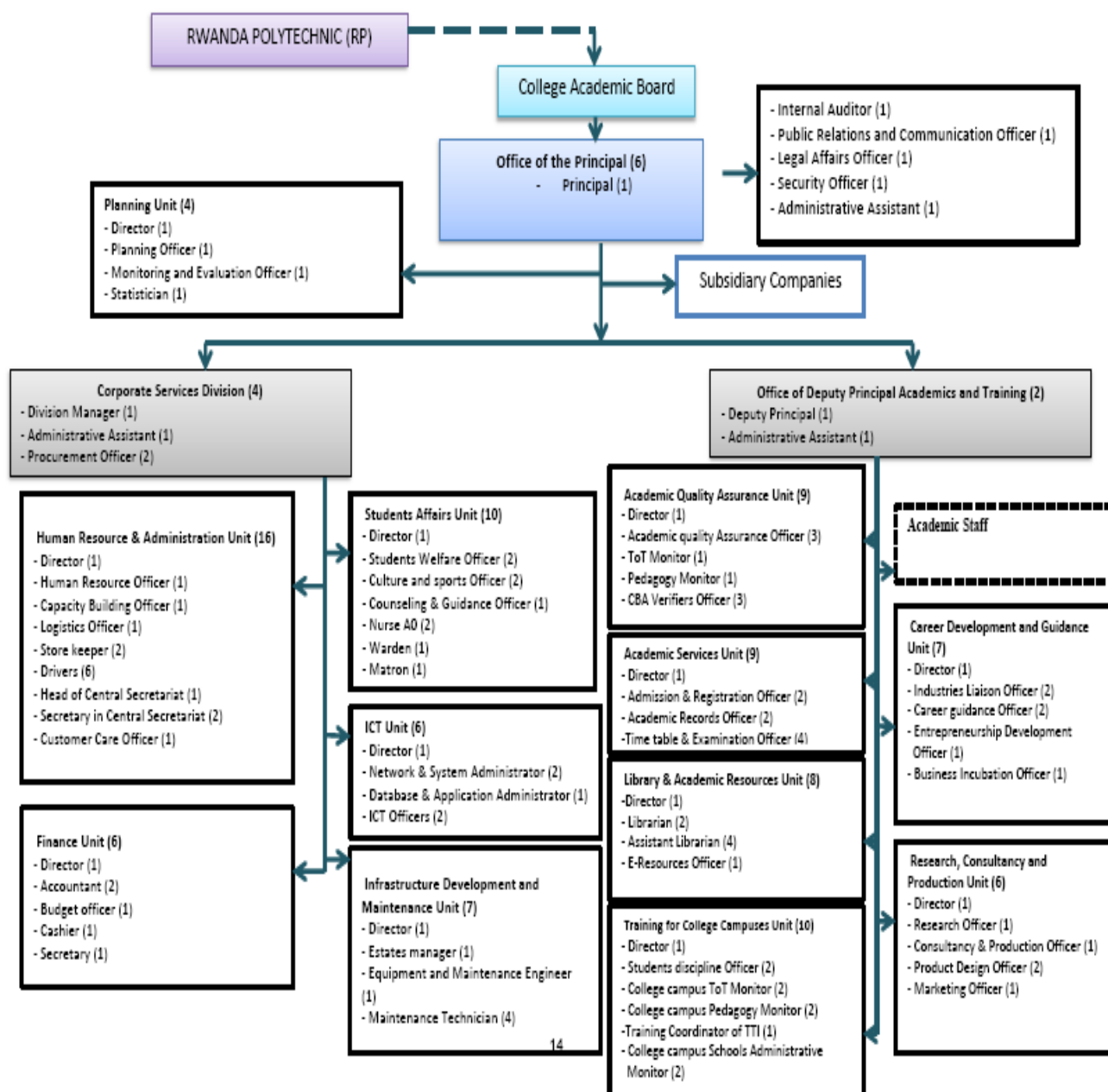


1.3.4. Integrated Polytechnic Regional Center (IPRC)

They are located at provincial level, eight in total: IPRC Kigali, IPRC Huye, IPRC Ngoma, IPRC Musanze, IPRC Tumba, IPRC Gishali, IPRC Karongi and Kitabi College

- ✓ Under direct supervision of RP
- ✓ IPRCs structure

INTEGRATED POLYTECHNIC REGIONAL COLLEGES (IPRCs) ORGANIZATIONAL STRUCTURE



1.3.5. Rwanda TVET Board (RTB)

It is a government institution established in 2020 by the presidential order No N° 123/01 of 15/10/2020 published in Official Gazette N° 32 bis of 19/10/2020. It was established under the Ministry of Education, to be at the fore-front of all efforts to promote TVET from level one (1) to level (5) of the Rwanda TVET Qualification Framework.

RTB is mandated with the coordination of all programs, projects and activities that can fast-track the development of TVET in Rwanda, at level one (1) through level five (5).

The core function of RTB is run through two (2) key departments and one division – Training Management Department, Curriculum & Instructional Materials development department as well as the Digital Technologies division. RTB also has a Single Project Implementation Unit (SPIU), which coordinates all projects and development partners that support skills development up to level five (5) of the Rwanda TVET Qualification Framework (RTQF).

- **Mission**

The mission of RTB is to promote quality education in technical and vocation education and training from level one (1) to five (5) aimed at fast tracking socio-economic development of the country.

- **Management team**

Rwanda TVET Board (RTB) is headed by a Director General (DG), under whom there are two (2) heads of departments (HoDs), one (1) division manager (DM), and one (1) director (DAF).

- **Responsibilities**

RTB has the following core responsibilities:

1. To design and distribute curricula, teaching materials, trainer's guides, methodologies and establish training methods for technical and vocation education and training from level one (1) to five (5);
2. To promote the use of information and communication technology in technical and vocation education and training from level one (1) to five (5);

3. To coordinate and fast track technical and vocation education and training programs and activities;
4. To coordinate programs and activities to ensure trainers development, build their capacities and monitor their management;

To advise the Government on all activities which can fast track technical and vocation education and training development in Rwanda.

➤ **Organization structure of RTB**

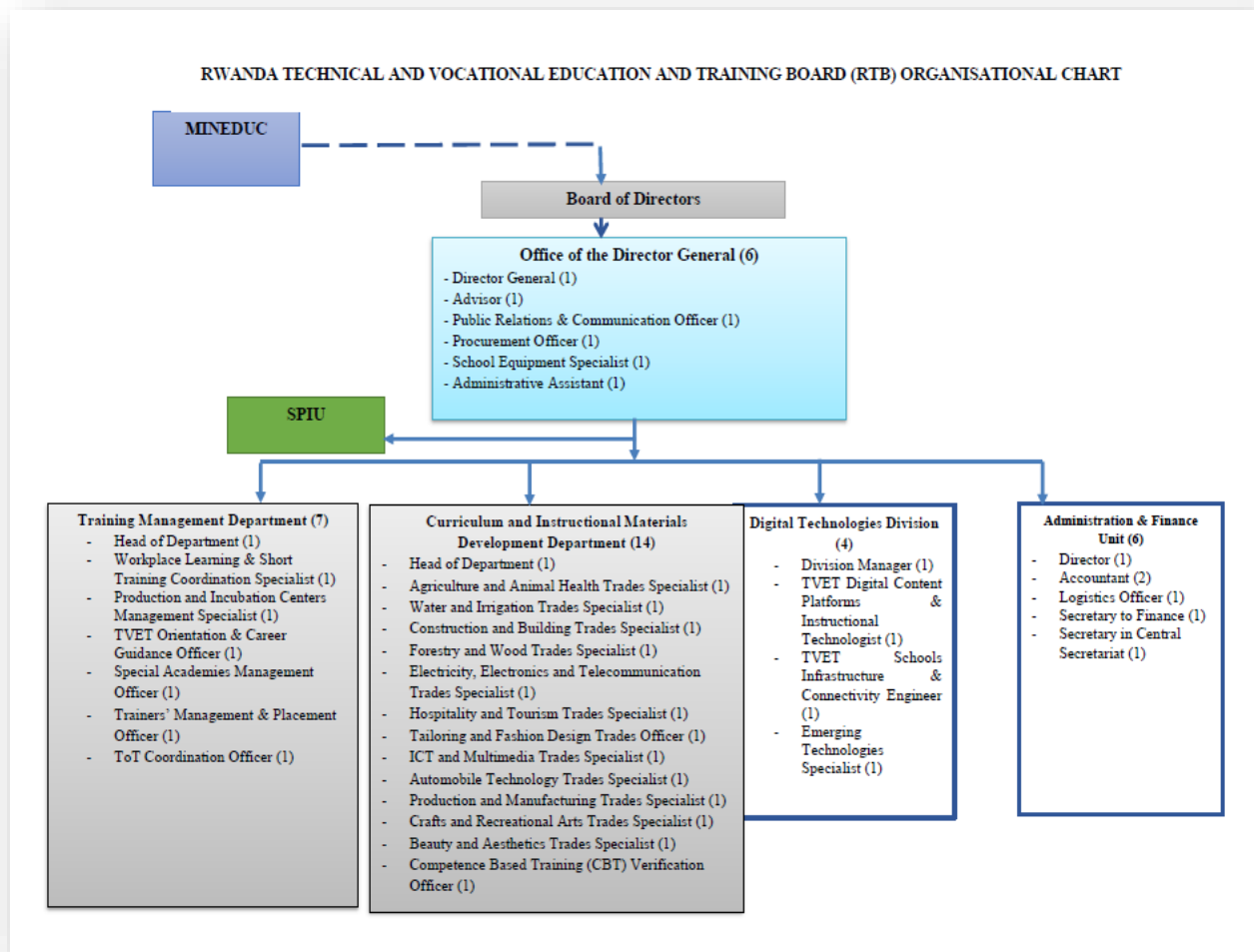


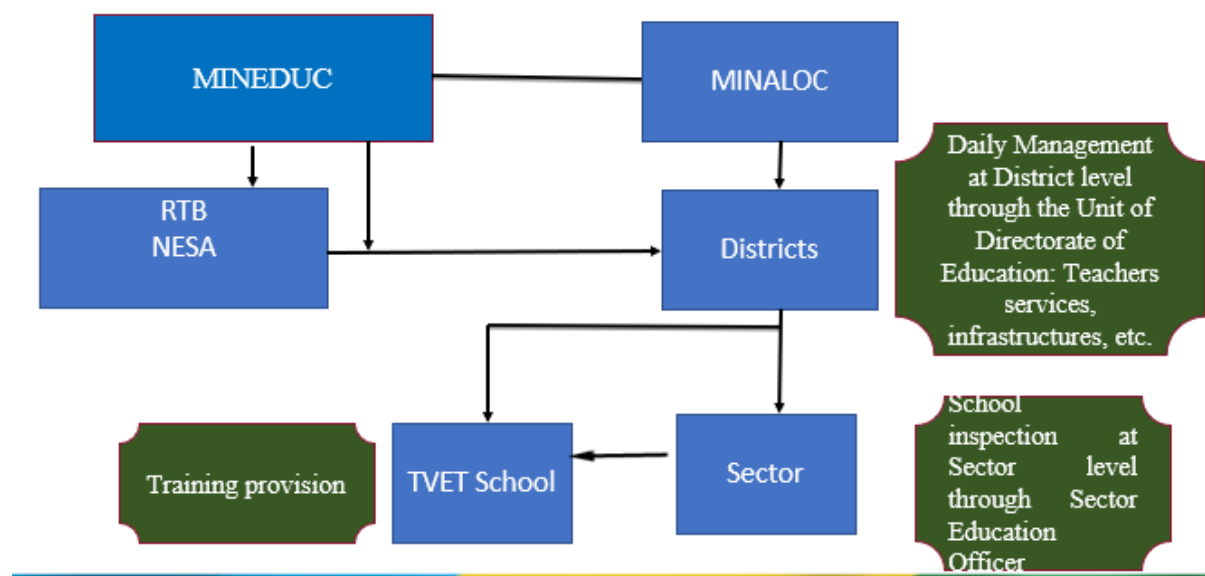
Figure 4: RTB Structure

➤ Structure and functions at Central level

The reorganization of the Ministry of Education and its entities originates in the rationalization of public institutions that started in 2019. Education Sector faced the following issues before :

- Absence of coordination of the lower level of TVET Schools
- The function of Basic Education Quality assurance appeared at policy level rather than at implementation level
- Scattered mandate of TVET at higher level in different institutions (HEC, WDA and RP)
- The function of examinations and inspections at basic education and TVET schools was scattered
- The function related to coordination of Special Academies missing in Education sector

Structure and functions at decentralized level



Source : MINEDUC, 2021

➤ **Mission**

The mission of RTB is to promote quality education in technical and vocation education and training from level one (1) to five (5) aimed at fast tracking socio-economic development of the country.

➤ **Management Team**

Rwanda TVET Board (RTB) is headed by a Director General (DG), under whom there are two (2) heads of departments (HoDs), one (1) division manager (DM), and one (1) director (DAF).

➤ **Responsibilities**

RTB has the following core responsibilities:

- To design and distribute curricula, teaching materials, trainer's guides, methodologies and establish training methods for technical and vocation education and training from level one (1) to five (5);
- To promote the use of information and communication technology in technical and vocation education and training from level one (1) to five (5);
- To coordinate and fast track technical and vocation education and training programs and activities;
- To coordinate programs and activities to ensure trainers development, build their capacities and monitor their management;
- To advise the Government on all activities which can fast track technical and vocation education and training development in Rwanda.

➤ **Special Academies:**

- Rwanda Coding Academy
- Nyundo School of Music

1.3.6. Rwanda Basic Education Board (REB)

It is a Government institution established in 2020 by the presidential order No: 122/01 of 15/10/2020 published in Official Gazette No 32 bis of 19/10/2020. It was established under the Ministry of Education to promote the quality of education in basic, specialized and adult schools.

➤ **Rwanda Basic Education Board (REB) has the mandate to**

- Prepare and distribute curricula, teaching materials, teacher's guide, methodologies and establish teaching methods for nursery, primary, secondary, specialized schools and adult literacy schools;
- Establish and monitor the eLearning program in basic education; to promote the use of information and communication technology in basic education;
- Coordinate programs and activities to ensure teachers development, build their capacities and monitor their management;
- Contribute to the development of education policy;
- Coordinate and fast track basic education programs and activities aimed at providing to all categories of Rwandans the quality education and advise Government on all activities which may fast track basic education development in Rwanda.

➤ **Vision:** To promote the quality of education in basic, specialized and adult schools.

➤ **Mission:** To coordinate and fast track basic education programs and activities aimed at providing to all categories of Rwandans the quality education

➤ **Responsibilities :**

- To prepare and distribute curricula, teaching materials, teacher's guide, methodologies and establish teaching methods for nursery, primary. secondary, specialized schools and adult literacy schools;
- Establish and monitor the eLearning program in basic education;
- To promote the use of information and communication technology in basic education;
- Coordinate programs and activities to ensure teachers development, build their capacities and monitor their management;
- Contribute to the development of education policy;

- To coordinate and fast track basic education programs and activities aimed at providing to all categories of Rwandans the quality education;
- Advise Government on all activities which may fast track basic education development in Rwanda

➤ Organization structure of REB

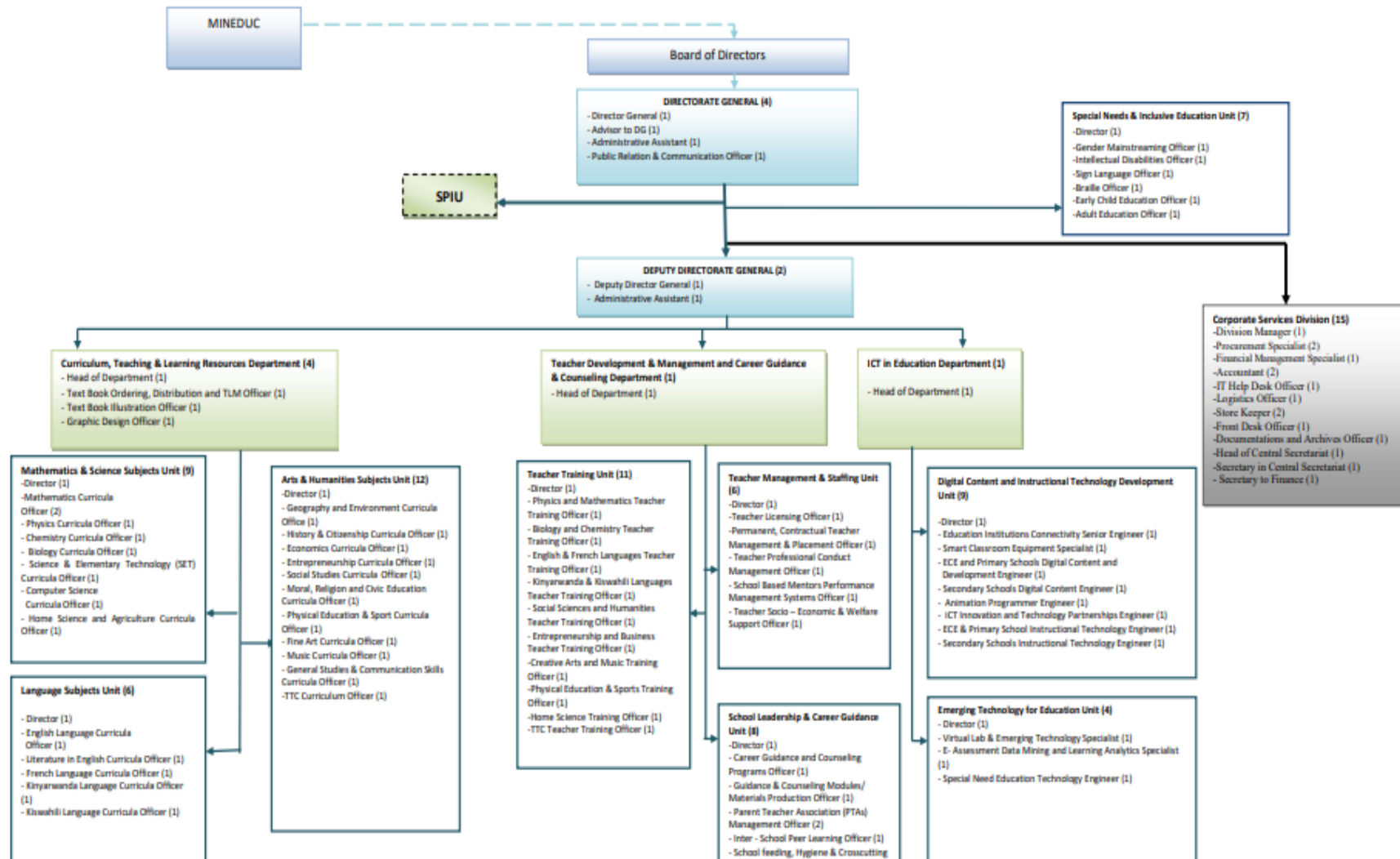


Figure 1: REB Structure

1.3.7. National Examination and School Inspection Authority (NESA)

It is a government institution established in 2020 by the presidential order No N° 123/01 of 15/10/2020 published in Official Gazette N° 32 bis of 19/10/2020. It was established under the Ministry of Education, to be at the center by monitoring the implementation of Norms and Standards through school inspections and also administrate the comprehensive assessments from level one (1) to level (5) in TVET and Basic Education in line with Competence Based Curriculum / Training.

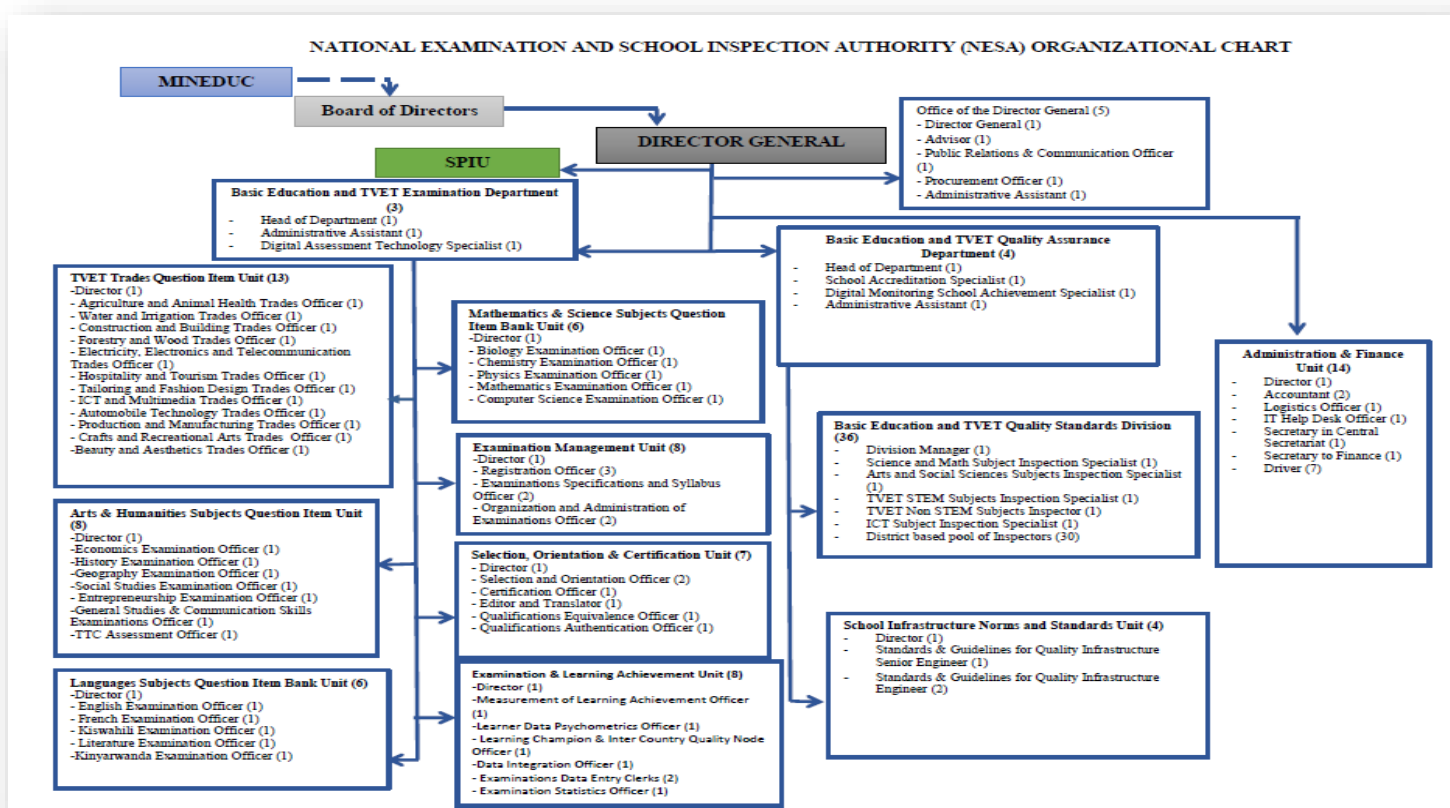


Figure 2: NESA Structure

➤ Mission

Mission: The primary of NESA is to ensure quality of education in basic education and Technical and Vocational Education and Training (TVET) from level one (1) to five (5) and to regulate the comprehensive assessments of students and national examinations.

➤ **Responsibilities :**

NESA has the following main responsibilities:

- To set standards for accreditation of private basic education schools and TVET schools from level one (1) to five (5);
- To monitor the implementation of norms and standards in public, Government subsidized and private basic education and TVET schools from level one (1) to five (5);
- To ensure the quality of education in public, Government subsidized and private basic education and TVET schools from level one (1) to five (5);
- To prepare, conduct and mark national examinations;
- To publish national examinations results;
- To orient students of primary and ordinary level schools who passed the national examinations.

➤ **Powers :**

NESA has the powers to:

- Award certificate to students who passed national examinations for basic education and level five (5) of TVET;
- Grant accreditation to a private basic education school or a TVET school of level one (1) to five (5);
- Authorize a workplace to offer TVET trainings and certificate not more than level five (5);
- Suspend or close a school offering basic education or a TVET school of level one (1) to five (5) when considered necessary;
- Equate and provide equivalence of certificates and degrees awarded by foreign schools offering basic education and TVET levels from level one (1) to five (5).

➤ **Departments :**

- Basic Education and TVET Examination Department
- Basic Education and TVET Quality Assurance Department
-



Points to Remember

- ❖ The Education sector local government Institutional Framework
- ❖ The main responsibilities for MINEDUC, HEC, UR, RP, RTB, REB, NESA, CNRU
- ❖ The components of each institution from the highest to the lowest level of responsibilities
- ❖ **Mission and Vision :**
 - MINEDUC
 - REB
 - RP
 - IPRC
 - RTB



Or



Self Reflection

- Figure out Education sector local government Institutional Framework
- Illustrate the relationship that link one institution to an other
- Identify the main function of MINEDUC, HEC, UR, RP, RTB, REB, NESA, CNRU
- Explain by illustrate with an example vision and mission of different organization such as MINEDUC, REB, RP, IPRC and RTB?

Topic 1.4: Rwanda education qualification framework



Figure 3: Education in Rwanda (UNICEF 2020)

At the end of this section, participants should be able to:

- Describe Rwanda Education Qualification Framework (**REQF**)
- Demonstrate the Rwanda Education System
- Illustrate the Structure of the Rwanda Qualification Framework (RQF)



Getting Started:

UNIT 1, Activity 4: Discuss the following question in small groups:

- Describe the Rwanda Education Qualification Framework (REQF)
- What are the three main categories of REQF

- How many Qualifications are considered in Rwanda Qualification Framework (RQF). Describe those qualifications by illustration



Possible response :

1.4.1. The Rwanda Qualifications Framework

It has been established by the Ministry of Education to regulate all education and training qualifications and promote and catalyze mobility and career development pathways in Basic Education, TVET and General Higher Education sub sectors. RQF determines the guidelines of education, training certificates, degrees, and promotes mobility and progress in formal education. MINISTERIAL ORDER N° 003/MINEDUC/2021 OF 20/10//2021 DETERMINING RWANDA QUALIFICATIONS FRAMEWORK

The Government of Rwanda recognizes the role of a National Qualifications Framework. This role includes providing a basis for improving the quality, accessibility, mobility, flexibility of education and training, continuous enhancement of competencies. The Common Benefits of a National Qualifications Framework (NQF)

Although there is no standard type of a National Qualifications Frameworks, their benefits tend to be the same. Some of these benefits, the RQF subscribe to, include :

- Diversely aligned and articulated qualifications;
- Transparency for learners and employers;
- Increased and objective value over distinct qualifications;

- Recognition of a broader range of learning forms;
- A national/international reference point for qualifications standards;
- Clarification of learning pathways and progression;
- Increased portability of qualifications;
- Acting as a platform for stakeholders for strengthening cooperation and commitment;
- Greater coherence of national reform policies;
- A stronger basis for international co-operation, understanding and comparison.

The Functions of the RQF

The RQF has three interrelated functions: the communication function, the reforming function and the regulatory function.

The RQF is a communication framework which draws on the existing education subsector qualification systems as its starting point and aims to make them more transparent as a basis for rationalising them. The RQF communication is, thus, about making better an integrated use of the already existing qualification systems.

The RQF is a reforming framework which aims to improve the existing qualification systems by strengthening their integration, coherence, relevance and quality. Part of this reform is the introduction of new pathways, new guidelines, new roles and responsibilities of different stakeholders, as well as the clarification of the vertical and horizontal links between different types of Qualifications.

The RQF is established as a reference point for developing and reviewing education and training programs. This implies that the RQF will directly be referred to and influence the design, provision and award of qualifications. In addition, the RQF operates as an intermediary and regulates not only which qualifications should form part of the education, training and industry ecosystem, but also how they should be described and according to which criteria.

1.4.2. The Rwanda Education System

The Rwanda Education System has three categories of formal education: General education, Technical and Vocational Education and Training (TVET), and Professional Education offered in Basic and Higher Education subsectors. Although each subsector is managed autonomously, it is considered as an integral part of the RQF and accountable to the Ministry of Education that oversees the development and implementation of the education sector policy framework. Rwanda operates on a 3-6-3-3-4 system.

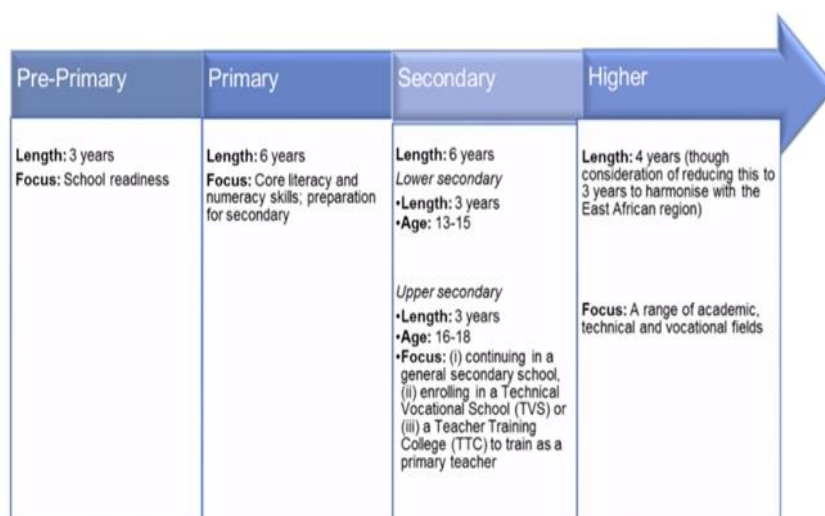


Figure 4: Rwanda Education System

A. Basic education

Basic Education consists of adult education, pre-primary, primary and secondary education.

A.1. Adult Education

Adult Education enrolls individuals above fifteen (15) years who did not go through formal basic education. It addresses a broad range of skills including reading and writing, basic numeracy, active listening and responding appropriately, developing ICT skills and self-strategic learning, applying problem-solving techniques to real life situations, engaging in critical and consensual discussion, planning performance to attain goals and enhancing interpersonal skills to improve teamwork.

A.2. Pre-Primary Education

Pre-primary Education is typically designed for children from the age of 3 to 5 years. This level is characterized by: children interacting with peers and educators, through which children improve their use of language and social skills and start to develop logical and reasoning skills; introduction to literacy and numeracy, and encouragement to explore their surroundings through play-based activities and stimulating and supervised physical learning encounters.

A.3. Primary Education

Primary Education lasts 6 years. All pupils sit National Examinations at the end of primary 6 to assess their learning achievement prior to entry into Secondary Education.

A.4. Secondary Education

Secondary Education lasts 6 years - consisting of 3 years of Lower Secondary Education awarded as an Ordinary Level (O-Level) Certificate and 3 years of Upper Secondary Education awarded as an Advanced level (A-Level) Certificate.

A.4.1. Lower Secondary Education

Upon obtaining an Ordinary Level (O-Level) Certificate, candidates may proceed to Upper Secondary general education or TVET.

A.4.2. Upper Secondary Education

The upper secondary education is divided into three streams: General Secondary Education, Professional Training Education and TVET

B. Technical and Vocational Education and Training (TVET)

The Technical and Vocational Education and Training (TVET) subsector strives to develop the required skills with the aspiration to prepare a workforce able to create self-employment

opportunities and handle the needs of today's labour market and the challenges of the future. It serves as an overarching term to describe all kinds of formal or school-based, non-formal or enterprise-based, and informal or traditional apprenticeship provided by or in all different institutions, providers and learning locations.

The Government of Rwanda recognizes TVET as one of the central pillars of economic transformation and industrial development.

The Technical and Vocational Education and Training is divided into Basic and Higher levels delivered in TVET Schools and in Polytechnics (TVET Higher Education) respectively. It leads to the award of either one of TVET Certificate 1 to 5 at Basic level and to a Diploma / Advanced Diploma at Polytechnic level. The revised RQF introduces additional qualification types of Bachelor of Technology (BTech) and Master of Technology (MTech) that are meant to graduate highly competent individuals with strong technological and innovative ability to conceive, experiment, manipulate, prototype and deliver industrial concepts, products and services capable of catering to the evolving needs of society in addition to causing disruption as Rwanda aspires to becoming a Middle-Income Country.

C. Higher Education

Higher Education is divided into three streams: General Education, Professional Education and TVET (Polytechnic)

Higher Education is a Post-secondary Education delivered by Higher Learning Institutions (HLIs) leading to Undergraduate and Postgraduate Degree certificates. It is expected to play a critical role in enabling the realization of the Rwandan development aspirations through research and innovation. In addition, higher education graduates are expected to be able to competently compete, actively pursue, professionally aspire, and exhibit some entrepreneurial abilities. As such, HLIs are expected to constantly reflect on and deliver employable, ambitious, and competent graduates capable of learning, unlearning, leading and collaboration while at the workplace.

1.4.2. The National Qualifications Framework Concept

Rwanda currently has two qualifications sub-frameworks: The Rwandan Qualifications Framework for Higher Education (RQFHE, also called the Rwandan National Qualifications Framework) and the National Technical and Vocational Education and Training (TVET) Qualifications Framework (NTQF).

Historically, higher education in Rwanda was provided for only a few students at undergraduate level. There was little investment in quality, research, innovation and knowledge transfer. The present government acknowledges the importance of investing in teaching, learning and research so as to improve the quality and relevance of undergraduate and continuing education (Ministry of Education, 2008).

The National Qualifications Framework (NQF) is an instrument which describes the types of qualifications, the qualifications levels and standards within the education system of a country. It presents the structure of defined and nationally recognized qualifications, which are awarded at defined levels of different education subsectors. It articulates the competencies, skills and knowledge that learners are expected to acquire at different levels within the subsectors. It also describes the interrelationships between the qualifications and progression from one level to another within and between the subsectors and also stipulate the mobility and progression pathways through accumulation and transfer of credits and recognition of prior learning acquired from formal and non-formal education.

a) Rationale for establishing the RNQF

The Government of Rwanda recognizes the important role that the RNQF plays in certifying and clarifying the learning and career pathways, which are crucial for both the mobility and progression of learners in any education system including Rwanda's.

The Qualifications Framework sets out the requirement for the awards of institutions of higher education in Rwanda. The core of the system is a Credit Accumulation and Modular Scheme (CAMS). The Qualification Framework will enable awards to be benchmarked to

internationally recognized standards. Academic quality assurance systems were put in place to ensure that all programmes are developed and delivered in conformity with this Framework.

Two measures are used to locate qualifications within the Qualifications Framework: the level of learning outcomes to be achieved, and the volume of the programmes in terms of student credit.

b) The Levels of the RNQF

In general, a qualifications framework serves as a mechanism for classifying qualifications according to a hierarchy of levels of complexity and, in many cases; it also includes a volume of learning measures. The Framework has 7 Levels. Changes in level are marked by changes in factors such as:

- knowledge and understanding – complexity and depth;
- professional practice (the range and sophistication of applied knowledge and understanding and the extent to which it can be applied in unfamiliar circumstances);
- generic cognitive skills - e.g. analysis, evaluation and critical skills;
- communication, numeracy and IT skills;
- Autonomy, self-reliance, the ability to take responsibility, the ability to work with others and the ability to judge and take action to satisfy one’s further learning needs.

Level 1 corresponds to the first year of a full-time undergraduate course, Level 2 to the second year, Levels 3 and 4 cover the third year and Level 5 corresponds to the fourth and final year; Level 6 is masters-level work and Level 7 is doctoral.

c) Main policy objectives

The RQFHE aims to:

- Enable international benchmarking of standards;
- Ensure that educational programmes are developed and delivered in conformity with the framework and its quality assurance system (Rwandan national qualifications framework, 2007)

- Make the Rwandan higher education sector more internationally credible and competitive;
- Widen participation in and access to education in Rwanda;
- Align Rwandan qualifications more closely with the world of work; and
- Support research, innovation and knowledge transfer.

In alignment with the policy of the TVET sub-sector as a whole, the NTQF aims to:

- Promote the establishment of a knowledge-based economy for the purposes of sustainable development in Rwanda;
- Establish mechanisms for the recognition of formal, non-formal and informal learning;
- Widen access to TVET; and
- Enhance the professional development of Rwandan workers by furnishing them with skills and knowledge which are relevant to the labour market.

d) Key roles of education qualification frameworks:

- ✓ Improving the Transparency in qualifications
- ✓ The development of a comprehensive Qualifications System
- ✓ Mutual transparency and cooperation amongst education and training stakeholders
- ✓ Improve the Quality education and training
- ✓ Increased regional and international mobility
- ✓ Career development, guidance and employment placement

e) Involvement of stakeholders and legal arrangements

The RQFHE is the responsibility of the Higher Education Council (HEC). The function of the HEC is to carry out institutional quality audits and subject reviews, and to monitor and report on the performance of the higher education sector against national targets.

The NTQF is governed by the TVET Authority, which was established by law to promote skills development in the national workforce in order to enhance Rwandan workers' competitiveness and employability (Ministry of Education, 2008). The TVET Authority is governed by a Council whose membership reflects the Authority's wide range of

stakeholders and beneficiaries in both the public and private sectors. The Council's chairs include representatives from relevant Ministries, the private sector federation and its chambers, employers and employees, NGOs, TVET providers, farmers, professional associations, faith-based organizations and all public institutions which deal with human resource development. The weight of employers in the Council will be critical for its success (Ministry of Education, 2008).

f) The Structure of the RQF

The RQF,

- a) Consists of 10 qualification levels;
- b) Is anchored to the following five (5) domains:
 - Knowledge & Understanding;
 - Applied Knowledge, Understanding and Practice;
 - Generic Cognitive Skills;
 - Communication, ICT and numeracy skills;
 - Autonomy, responsibility and working with others
- c) Elaborates one set of descriptors for each of the 10 qualification levels.
- d) These are all applicable and inclusive of qualification types at the appropriate levels within the RQF and in particular the Rwanda Education system, occupational / industry / professional offerings and equivalent levels outside the Rwanda Education system;
- e) Articulates all the Sub-Frameworks of the Rwanda Education sub sectors of Basic Education, TVET, Higher Education;
- f) Provides an indication of career-qualification pathways linking academia, practice, industry and employment possibilities;
- g) Indicates examples of nationally recognized qualification types at each appropriate qualification level of the RQF Sub-Frameworks and the equivalent qualification types that may be obtained outside the Rwandan Education system;
- h) Is aligned to regional and continental qualifications frameworks;

- i) Provides an oversight and coordination framework of the Sub-Frameworks of the RQF regulated by the institutions responsible for different education subsectors;
- j) Has Quality Assurance and Management Guidelines to facilitate implementation and regulate the Sub-Frameworks of the RQF

The Level Descriptors of the Integrated RQF

The purpose of level descriptors for Levels 1 to 10 of the RQF is to ensure coherence, consistency and connection in learning is achieved across all levels and qualifications. The philosophy driving the RQF and the level descriptors is in line with a Competence-Based Curriculum and Credit Accumulation Modular Scheme (CAMS) adopted in the RQF Sub-Frameworks of Basic Education, TVET and Higher Education.

The following five domains are used as the basis to elaborate the level descriptors that frame expected competencies across each of the ten levels of the RQF. These descriptors provide the basis for each subsector to further elaborate their respective qualification descriptors.

- Knowledge & understanding
- Applied Knowledge, understanding and Practice
- Generic Cognitive Skills
- Communication, ICT and numeracy skills
- Autonomy, responsibility and working with others

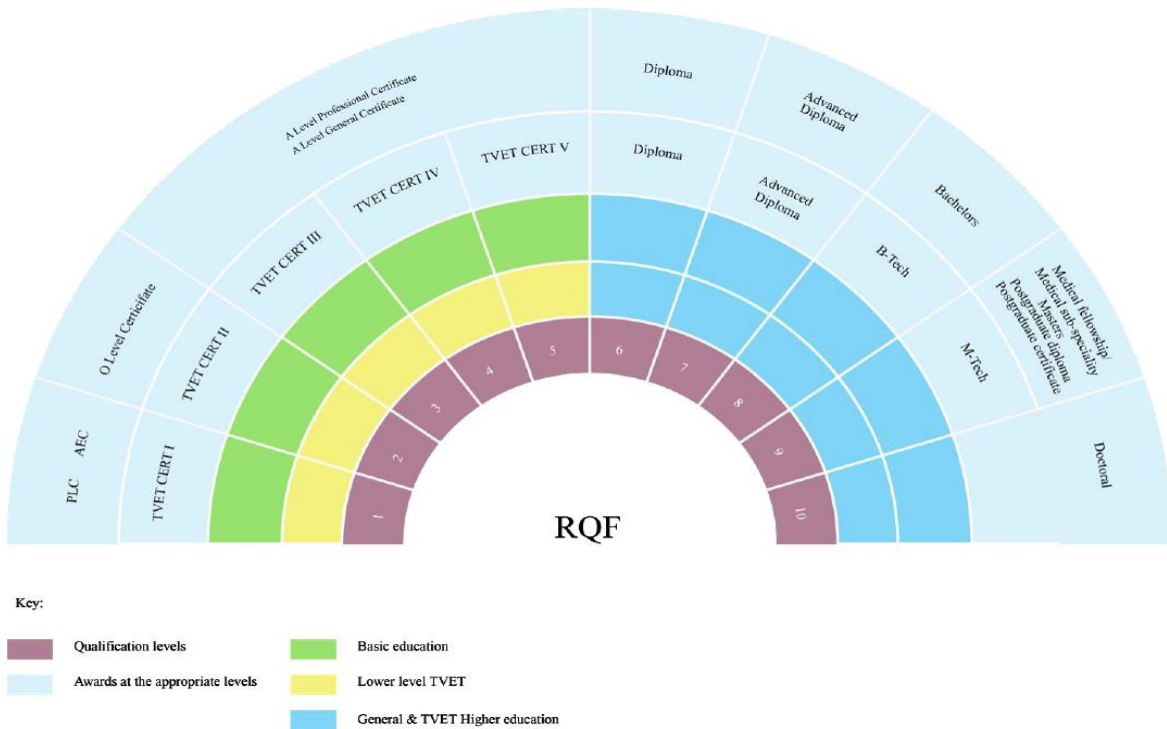


Figure 5: Diagram of the Ecosystem of the Education Sub-Frameworks

REQF Levels	Qualification Types	Nr. of Credits		
10	PhD	360		
9	Masters / Postgraduates Medical Fellowship	M. Tech	180	180
8	Bachelors	B. Tech	480	480
7	Advanced Diploma	Advanced Diploma	360	360
6	Diploma	Diploma	240	240
5	Advanced Certificate of Secondary Education / General of Professional Certificate of Secondary Education	TVET Certificate V	*3510	156
4		TVET Certificate IV		156
3		TVET Certificate III		156
2	Ordinary Level Certificate of Education	TVET Certificate II	*3510	156
1	Primary School Leaving Certificate	TVET Certificate I	*1560	40
	Adult Education Certificate		*972	

*: Notional Hours

- 12 Years Basic Education & Adult Education
- TVET Basic Education
- TVET Higher Education
- General Higher Education

Figure 6: Diagram of the Ecosystem of the Education Sub-Frameworks



Points to Remember

- ❖ Rwanda's TVET sector is struggling with the interrelated issues of skills mismatch and limited job growth.
- ❖ **The National Qualifications Framework (NQF) is an instrument which describes the types of qualifications.**
- ❖ The description of Rwanda Qualifications Framework.
- ❖ Basic Education, TVET and General Higher Education sub sectors
- ❖ The REQF qualification sub categories
- ❖ **The Levels of the RNQF**
 - ✓ Level 1 corresponds to the first year of a full-time undergraduate course,
 - ✓ Level 2 to the second year,
 - ✓ Levels 3 and 4 cover the third year and
 - ✓ Level 5 corresponds to the fourth and final year;
 - ✓ Level 6 is masters-level work and Level 7 is doctoral.



Or



Self Reflection

- Illustrate the pathway of REQF
- Describe the categories of REQF
- Identify different levels of RNTQ?
- Do you think that they should improve the Rwandan standards of Education? If yes How?

Topic 1.5: Millennium development goals: RWANDA



Rwanda



SUSTAINABLE DEVELOPMENT GOALS



Figure 7: Sustainable Development Goals of Rwanda

At the end of this section, participants should be able to:

- Clearly explain SDG4” Quality Education goals and targets
- Describe Economic development and poverty reduction strategy
- Understand Education sector strategic plan (ESSP)



Getting Started:

UNIT 1, Activity 5: Rwanda is also actively pursuing the achievement of the Millennium Development Goals (MDGs). Two of the MDGs are relevant for education. These are MDG 2 and MDG 3 and are shown in full in the box below.

MDG goal 2: Achieve Universal Primary Education

MDG Target 2: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling

- Net enrolment ratio in primary school
- Proportion of pupils starting grade one who reach last grade of primary school
- Literacy rates of women and men aged 15 -24 years.

MDG goal 3: Promote gender equality and empower women

MDG Target 3: Ensure that gender disparity in primary and secondary is eliminated, preferably by 2005 and in all levels for education no later than 2015

- Ratio of boys to girls in primary school
- Ratio of boys to girls in secondary school

GUIDING NOTES

1.5.1 What are the Sustainable Development Goals?

The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by all United Nations Member States in 2015 as a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030.

The 17 SDGs are integrated—that is, they recognize that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability.

Through the pledge to Leave No One Behind, countries have committed to fast-track progress for those furthest behind first. That is why the SDGs are designed to bring the world

to several life-changing ‘zeros’, including zero poverty, hunger, AIDS and discrimination against women and girls.

Everyone is needed to reach these ambitious targets. The creativity, knowhow, technology and financial resources from all of society is necessary to achieve the SDGs in every context.

1.5.2 Goal 4: Quality education

Since 2000, there has been enormous progress in achieving the target of universal primary education. The total enrolment rate in developing regions reached 91 percent in 2015, and the worldwide number of children out of school has dropped by almost half. There has also been a dramatic increase in literacy rates, and many more girls are in school than ever before. These are all remarkable successes.

Progress has also been tough in some developing regions due to high levels of poverty, armed conflicts and other emergencies. In Western Asia and North Africa, ongoing armed conflict has seen an increase in the number of children out of school. This is a worrying trend. While Sub-Saharan Africa made the greatest progress in primary school enrolment among all developing regions – from 52 percent in 1990, up to 78 percent in 2012 – large disparities still remain.

Children from the poorest households are up to four times more likely to be out of school than those of the richest households. Disparities between rural and urban areas also remain high.

Achieving inclusive and quality education for all reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development. This goal ensures that all girls and boys complete free primary and secondary schooling by 2030. It also aims to provide equal access to affordable vocational training, to eliminate gender and wealth disparities, and achieve universal access to a quality higher education.

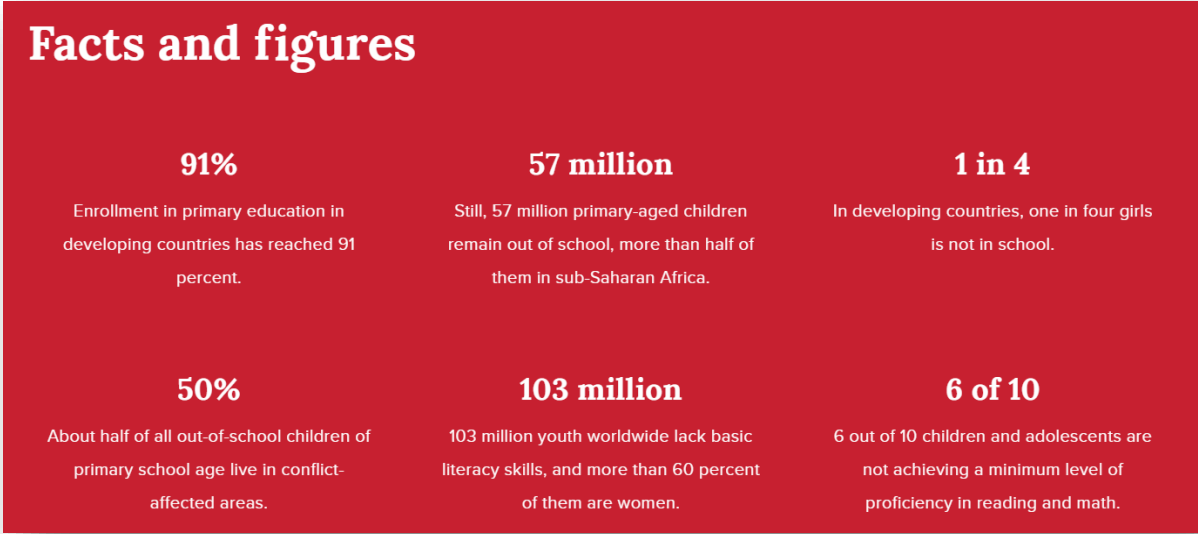


Figure 8 :Facts & Figure for Quality Education in Rwanda

1.5.3 SDG4” Quality Education goals and targets

The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity. The 17 SDGs are integrated.

They recognize that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability. Among them, the education sector focus on SDG 4 and SDG8 which are quality of education and decent work and economic growth.

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Achieving inclusive and quality education for all reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development. This goal ensures that

all girls and boys complete free primary and secondary schooling by 2030. It also aims to provide equal access to affordable vocational training, to eliminate gender and wealth disparities, and achieve universal access to a quality higher education. (UNDP, 2017).

➤ **Goal Targets :**

- By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes.
- By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.
- By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.
- By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.
- By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.
- By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.
- By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.
- Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all.

1.5.4 Describe Economic development and poverty reduction strategy

The Economic Development and Poverty Reduction Strategy (2013-2018), stems from Rwanda's Vision 2020 and guides medium term actions that will lead to the achievement of the Vision's goals.

The main goal of the strategy is to speed up Rwanda's progress towards becoming a middle-income status country and creating a better quality of life for all Rwandans through sustained average GDP growth of 11.5% and accelerated poverty reduction to less than 30% of the population.

EDPRS II thematic areas are:

- ✚ Economic Transformation
- ✚ Rural Development
- ✚ **Productivity and Youth Employment**
- ✚ Accountable Governance
- ✚ The TVET focus more on thematic area number 3: Examples of issues to be addressed for the thematic area 4 are **Productivity and Youth Employment**

1.5.5 Understand Education sector strategic plan (ESSP)

This Education Sector Strategic Plan (2018/19–2023/24) builds upon the achievements of the previous ESSP (2013/14–2017/18) and accommodates new thinking and policy directions that will support Rwanda's aspirations for transformation from a predominantly agrarian-based, low-income economy to an industrial upper middle-income nation by 2035. This vision is premised on the ability of Rwanda's education system to produce enough and appropriately skilled workforce capable of realizing this aspiration, as well as upgrading the skills and competencies of the existing workforce. The impact expected from successfully delivering this ESSP is to ensure Rwandan citizens have sufficient and appropriate skills, competences, knowledge and attitudes to drive the continued social and economic transformation of the country and to be competitive in the global market

Rwanda has made significant progress in ensuring all children and young people are able to access basic education; the Millennium Development Goals (MDGs) of universal access to

primary education was achieved, as was gender parity in primary and secondary education. But going to school does not necessarily mean learning. Rwanda, along with most countries in sub-Saharan Africa, faces a major challenge in translating gains in access into gains in learning. Achievement levels in Rwandan schools need to be improved in order to provide the necessary human capital to achieve development aspirations. The central theme of this ESSP is to improve learning achievement and to ensure that learning is relevant to the nation's development priorities.

- 1) The ESSP is structured around nine strategic priorities:
- 2) Enhanced quality of learning outcomes that are relevant to Rwanda's social and economic development.
- 3) Strengthened Continuous Professional Development and Management of teachers across all levels of education in Rwanda.
- 4) Strengthened Science, Technology, Engineering and Mathematics (STEM) across all levels of education in Rwanda to increase the relevance of education for urban and rural markets.
- 5) Enhanced use of Information and Communication Technology (ICT) to transform teaching and learning and support the improvement of quality across all levels of education in Rwanda.
5. Increased access to education programmes, especially at Nursery (pre-primary), Primary, secondary, TVET and Higher education levels in Rwanda.
- 6) Strengthened modern school infrastructure and facilities across all levels of education in Rwanda.
- 7) Equitable opportunities for all Rwandan children and young people at all levels of education. More innovative and responsive research and development in relation to community challenges.
- 8) Strengthened governance and accountability across all levels of education in Rwanda.

New areas under this ESSP include STEM, ICT, Innovation, Research and Development, all of which are key national priorities. In addition, the Competency-Based Curriculum (CBC) includes entrepreneurship and business development, citizenship and national identity, with an emphasis On critical thinking, creativity and innovation, research, problem-solving

and lifelong learning. There is also a strong focus on improving quality through both, regular assessment of learners and teacher continuous professional development (CPD).



Points to Remember

- The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by the United Nations in 2015 as a universal call to action to improve quality of education as SGD4 highlighted and SDG8 which are quality of education and decent work and economic growth.
- EDPRS II thematic areas are focus on:
 - ✚ Productivity and Youth Employment
 - ✚ The TVET focus more on thematic area number 3: Examples of issues to be addressed for the thematic area 4 are Productivity and Youth Employment
- The central theme of this ESSP is to improve learning achievement and to ensure that learning is relevant to the nation's development priorities.
- The ESSP is structured around nine strategic priorities



or



Self Reflection

- In Rwanda, progress to achieving the education Goal continues to be made, according to you, do you think that the country still needs to improve its education sector? Why?