



TVET COUNTRY PROFILE RWANDA



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Introduction

Technical Vocational Education and Training (TVET) in Rwanda was established in 2008 with the aim of training and modernizing the technical workforce for national development. Since its establishment, it has become one of the most effective human resource development initiatives in the country.

The Ministry of Education (MINEDUC) is responsible for TVET and aims to transform Rwandan citizens 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.

This paper highlights a country-level overview of the TVET system in Rwanda looking at its policy framework, governance and the involvement of the private sector in TVET. The aim is to provide an overview of strategies for the implementation of TVET and to improve TVET reform and quality.

Policies

The policy or policies guiding TVET legislation is the Revised National TVET Policy (2015) following the TVET policy of 2008 and the Education Sector Policy of 2003. Since then, several sub-sector policies have been developed. These include the Education Sector Strategic Plan (2008-2012) which is guided by the Education Sector Policy. In addition, the Revised National Employment Policy (2019) aims to create productive job opportunities.

The following documents provide contextual information on the education system and economic indicators in Rwanda as they relate to TVET implementation and policy.

- **Revised National Employment Policy (2019)** - The overall objective of the policy is to create sufficient and productive jobs to reduce labour underutilisation

and enhance productivity and competitiveness. The revised employment policy replaces the Rwanda Employment Policy adopted in 2007.

- **The Revised National Employment Policy (2017-2024)** - The policy contains references to specific policy areas and an implementation plan with budgeted activities on gender equality. The policy guides efforts towards achieving the targets established in the medium-term plan, called the National Transformation Strategy 1, which has the objective of creating 1.5 million decent and productive jobs by 2022.
- **Revised National TVET Policy (2015)** - Follows on from the TVET policy of 2008. The 2015 TVET policy helped to set the vision for the TVET sector for the next five years. The new TVET system, as envisaged in Rwanda's TVET policy and TVET strategy, involves new frameworks for governance programmes and qualifications, quality improvement and assurance institution, and funding system, envisaged as a key lever for system change.
- **Education Sector Strategic Plan (2008-2012) (ESSP)** - Aims to improve education, particularly skills development, to meet the labour market demand, increase the coverage and the quality of nine-year basic education, strengthen post basic education (PBE) and Technical and Vocational Education and Training (TVET), improve the quality of tertiary education and fast track the nine-year basic education programme.
- **Technical and Vocational Education and Training (TVET) Policy (2008)** - The overall objective of the policy is to provide the economy with qualified and competitive workers and to train citizens to participate in sustainable growth and poverty reduction by providing training opportunities to all social groups without discrimination. The specific objectives of TVET policy are to:
 - Assure guidance and counselling, planning,



coordination, monitoring, and evaluation of TVET activities.

- Provide theoretical and practical training in all sectors, matching the needs of enterprises and international standards.
 - Satisfy quantitative and qualitative needs of priority sectors by training required manpower for the relevant qualification areas.
 - Provide the graduates with required skills for their chosen profession i.e., ensure their employability and develop their ability to learn with autonomy during their professional life without any forms of discrimination and prepare them for self-employment; and
 - Develop work values and attitudes of individuals towards professionalism expressed in quality, efficiency, creativity, adaptability, commitment, responsibility, and accountability, the spirit of service and genuine love of work well done.
- **National Employment Policy (2007)** - The main purpose of this policy is to enable people to choose fully productive employment in accordance with the dignity and respect of fundamental human rights. One of the five general objectives of this policy is to improve work productivity by delivering a better synergy between education and employment. This is reflected in the TVET policy.
 - **Education Sector Strategic Plan (ESSP) 2006-2010** - the ESSP goal is to transform the Rwandan population into human capital for national development through acquisition of development skills. TVET has been included among the top priorities in the ESP.
 - **Education Sector Policy (ESP) (2003)** - The ESP was developed in 2003. Since then, several sub-sector policies have or are being developed, including TVET. TVET comprises all fields of initial and continuing TVET. It covers all kinds and levels of trades offered or to be offered in Rwanda.

Governance

TVET system governance and steering are the responsibility of the government of Rwanda. TVET is managed by two institutions – the Rwanda TVET Board (RTB) and the Rwanda Polytechnic (RP) -under the supervision of the Ministry of Education (MINEDUC). MINEDUC functions to develop, review and guide 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 programmes regarding basic education, post basic and higher education, literacy, special programmes and information and communication technology in education.

Implementing Structures

Rwanda TVET Board (RTB) is a government institution established in 2020 by presidential order No 123/01 of 15 October 2020. The mission of RTB is to promote quality education in TVET from levels one to five aimed at fast tracking socio-economic development of the country. RTB has the following core responsibilities:

- To design and distribute curricula, teaching materials, trainers’ guides, methodologies and establish training methods for technical and vocation education and training from levels one to five.
- To promote the use of information and communication technology in technical and vocation education and training from level one to five.
- To coordinate and fast track technical and vocation education and training programmes and activities.
- To coordinate programmes and activities to ensure the development of trainers, build their capacities and monitor their management.
- To advise the government on all activities that can fast track technical and vocation education and training development in Rwanda



The Rwanda Polytech (RP) is responsible for the implementation of TVET policy including curricula development, certification, and training of the trainers (TOTs). The RP oversees eight integrated polytechnic regional centres (IPRCs) and their programmes. The local government entities (districts) oversee all TVET schools, including vocational schools, in their respective districts.

RP aims to:

- Prepare technical and vocational education curricula for their use at various technical vocational training levels and submit them to the relevant competent authority for approval.
- Offer technical and vocational courses leading to certificate, diploma, bachelors, and higher levels.
- 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.
- Carry out and promote research and technology in technical and vocational fields and disseminate their findings to foster national development.
- Coordinate programmes and activities aimed at developing teaching and research staff in institutions of technical and vocational education, upgrade their knowledge and skills capacities and improve their management.
- Contribute to finding solutions to other problems related to national development.
- Cooperate and collaborate with other national, regional, or international institutions with similar missions in order to achieve its mission.

The role of the **Workforce Development Authority's (WDA)**, to report to the Ministry of Education (MINEDUC), has been reduced to overseeing TVET policy strategic orientation, accreditation, and quality assurance after parenting the Rwanda Polytech (RP).

National Examinations and Schools Inspections Authority (NESA) - Established to set education standards, inspections, examinations, and certification for both basic general education and TVET (Levels 1 to 5).

The Higher Education Council (HEC) - Responsible for securing coherent provision of quality higher education including higher TVET (level 6 and beyond) in Rwanda, in line with the policies and priorities of the government of Rwanda, and advising the Minister of Education on all matters relating to the accreditation of higher education institutions, including the merging of all higher education institutions (HEIs) under the University of Rwanda (UR) and the Rwanda Polytechnic (RP).

TVET Institutions

The Rwanda Polytechnic Integrated Polytechnic Regional Colleges (IPRCs) are the institutions tasked with delivery of quality education that complies with applicable standards through vocational education that enables the beneficiary to acquire skills needed to create jobs and compete in the labour market. The role of IPRCs is to provide TVET courses at Levels 6 and 7 (diploma), as well as to follow up TVET programmes in the decentralised implementation structure.

TVET is provided by different TVET providers at various qualification levels, namely:

- 366** TVET schools, levels 1-5
- 8** public IPRCs and polytechnics
- 9** private IPRCs and polytechnics

Funding sources

TVET institutions receive most of their funds from government's budget. The resources allocated to TVET amounts to 15% of MINEDUC's budget. This is due to TVET's acknowledged capacity to promote skills development and bridge existing skills gaps in the labour market.

A skills development fund (SDF) has been established to support short-term training of youth including employer-



led short-term vocational training and apprenticeships, provision of labour market relevant skills for out-of-school youth, and rapid response training to address skills gaps experienced by enterprises.

Other funding mechanisms derive from:

- TVET income generating projects
- International donors
- Student fees
- Public-private partnerships.

Private sector engagement

Both employers and the TVET system benefit from public private partnerships (PPPs). For the employer, these provide a means of identifying future employees with the appropriate skills and attitudes, and at the same time enable the learner to gain employability skills and access to the workplace. More importantly, for the TVET system, increased involvement of employers provides a valuable means of obtaining additional funds and technical advice to help ensure that provision becomes more efficient and responsive to market needs.

In general, private sector companies are involved in curriculum development, assessment, occupational analysis, and delivery of apprenticeship, internship, and industrial based training. Rwanda has implemented and disseminated the competency based approach (CBT) in its TVET system through a PPP in the first two stages of CBT: understanding employment needs and developing occupational competency standards.

Private sector authorities

- **Rwanda Development Board (RDB)** – The RDB is a government institution whose mandate is to accelerate Rwanda’s economic development by enabling private sector growth.
- **The 13 Sector Skills Councils** refer to the skills

needed in every sector and contribute to the compilation of work situation analyses (WSA) and to occupation competencies frameworks (OCFs), which are cornerstones of the CBT process.

- **Private Sector Federation (PSF)** - A professional organization, dedicated to promoting and representing the interests of the Rwandan business community.

Teacher training

The process of training of trainers is well organised in Rwanda. In respect of the implementation of CBT, Rwanda has launched a training institute that will provide regular updates in technical skills and a boost for vocational and technical teachers who have been using the old curriculum. The newly established Rwanda Technical Teachers Training Institute (RTTI) is located at the Integrated Polytechnic Regional Centre (IPRC), Kicukiro.

Of the 4 700 trainers that work in public TVET centres, the first cohort of 1 600 trainers received six months’ training on the CBT approach. Having graduated from universities or vocational colleges, these trainers received a technical upgrade together with one month of in-company placement within RTTI.

To be eligible for training in the application of the CBR approach, applicants must have completed levels 6 or 7 (one or two years of tertiary education), gained experience as trainers, be Rwandan nationals and have communication skills. Once this RTTI certified training is completed, the trainers may be promoted to provide training at different levels. RTTI certification is required from all TVET trainers, with the same success or failure conditions as required for technical training. In addition to the training of trainers, principals will also receive management-focused training to enable them to develop partnerships with businesses and manage the financial resources of their centres..



Informal TVET systems

Most skills training comes from within the informal sector in the form of apprenticeships, micro-training providers and on-the-job training. Private companies provide different upgrading short courses, depending on the need of trainee or employer. This is done on an informal basis.

The Rwanda TVET Qualification Framework (RTQF) structure and architecture consists of seven levels. The foundation or transcript level has no level descriptors and contains both general and TVET education.

The basic skills level caters for pathways (entry or access points) for non-formal and informal TVET, while level three to seven provides pathways for school based TVET.

Statistics

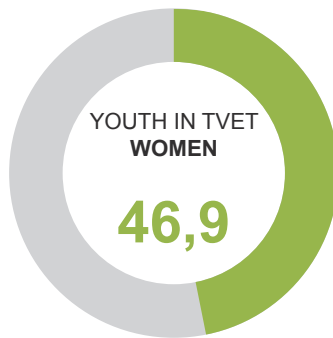
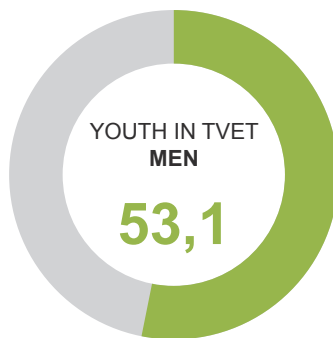
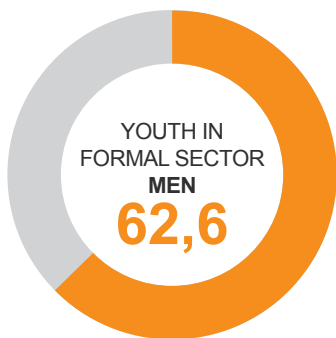
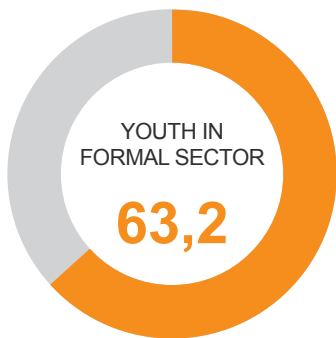
This section presents an overview of demographic and socio-economic trends relative to progress made against the goals of the education system in Rwanda from 2011 to 2021. Youth in this publication refers to persons aged 15-24 years. All data presented here has been extracted from ILOSTAT.



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TVET-COUNTRY LEVEL OVERVIEW RWANDA



YOUTH POPULATION

19,6%

NEET

28,9%

GOOD PRACTICES

Lessons learnt, resources and skills associations

<https://aspyee.org/page/good-practices>





Sources

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This project is co-funded by the European Union and the Federal Ministry for Economic Cooperation and Development





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