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<p>ITEKA RYA MINISITIRI N° 001/MINEDUC/2021 RYO KU WA 20/10//2021 RIGENA IBIPIMO NGENDERWAHO MU BUREZI</p> <p>Minisitiri w’Uburezi;</p> <p>Ashingiye ku Itegeko Nshinga rya Repubulika y’u Rwanda ryo mu 2003 ryavugururwe mu 2015, cyane cyane mu ngingo zaryo, iya 121, iya 122 n’iya 176;</p> <p>Ashingiye ku Itegeko n° 010/2021 ryo ku wa 16/02/2021 rigena imitunganyirize y’Uburezi, cyane cyane mu ngingo yaryo, iya 18, iya 28, iya 47 n’iya 48;</p> <p>Bimaze gusuzumwa no kwemezwa n’Inama y’Abaminisitiri, yateranye ku wa 13/10/2021.</p> <p>ATEGETSE:</p>	<p>MINISTERIAL ORDER N° 001/MINEDUC/2021 OF 20/10//2021 DETERMINING STANDARDS IN EDUCATION</p> <p>The Minister of Education;</p> <p>Pursuant to the Constitution of the Republic of Rwanda of 2003 revised in 2015, especially in Articles 121, 122 and 176;</p> <p>Pursuant to the Law n° 010/2021 of 16/02/2021 determining the organisation of education, especially in Article 18, 28, 47 and 48;</p> <p>After consideration and approval by the Cabinet, in its meeting of 13/10/2021.</p> <p>ORDERS:</p>	<p>ARRÊTÉ MINISTÉRIEL N° 001/MINEDUC/2021 DU 20/10//2021 DÉTERMINANT LES NORMES EN MATIÈRE D’ÉDUCATION</p> <p>Le Ministre de l’Éducation ;</p> <p>Vu la Constitution de la République du Rwanda de 2003 révisée en 2015, spécialement en ses articles 121, 122 et 176 ;</p> <p>Vu la Loi n° 010/2021 du 16/02/2021 régissant l’organisation de l’enseignement, spécialement en son article 18, 28, 47 et 48;</p> <p>Après examen et adoption par le Conseil des Ministres, en sa séance du 13/10/2021.</p> <p>ARRÊTE :</p>
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<p><u>INTERURO YA MBERE: INGINGO</u> RUSANGE</p> <p><u>Ingingo ya mberere:</u> icyo iri teka rigamije</p> <p>Iri teka rigena ibipimo ngenderwaho mu burezi n'uburyo bwo kugenzura uko bishyirwa mu bikorwa mu mashuri ya Leta, mu y'abafatanyaga na Leta ku bw'amasezerano no mu yigenga.</p> <p><u>Ingingo ya 2:</u> Ibirebana n'iri teka</p> <p>Iri teka rirebana amashuri ya Leta, ayo Leta ifatanyaga n'abikorera k'ubw'amasezerano n'ayigenga akurikira:</p> <ul style="list-style-type: none"> 1° amashuri y'incuke; 2° amashuri abanza; 3° amashuri yisumbuye y'inyigisho rusange n'ay'imbonezamu; 4° amashuri y'imyuga n'ubumenyingingiro; 	<p><u>TITLE ONE: GENERAL PROVISIONS</u></p> <p><u>Article One:</u> Purpose of this Order</p> <p>This Order determines norms and standards in education and modalities for inspection of their implementation in public, Government-subsidized and private educational institutions.</p> <p><u>Article 2:</u> Scope</p> <p>This Order applies to the following public, Government subsidized and private schools:</p> <ul style="list-style-type: none"> 1° pre-primary schools; 2° primary schools; 3° general and professional secondary schools; 4° technical and vocational Education and training schools; 	<p><u>TITRE PREMIER: DISPOSITIONS</u> GENERALES</p> <p><u>Article premier :</u> Objet du présent arrêté</p> <p>Le présent arrêté détermine les normes en matière d'éducation et les modalités d'inspection de leur mise en application dans les institutions d'enseignement publiques, conventionnées et privées.</p> <p><u>Article 2 :</u> Champ d'application</p> <p>Le présent arrêté s'applique aux écoles publiques, conventionnées et privées suivantes :</p> <ul style="list-style-type: none"> 1° les écoles préscolaires ; 2° les écoles primaires ; 3° les écoles secondaires. 4° les écoles de formation technique et professionnelle
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<p>5° amashuri makuru y'inyigisho rusange, mbonezanmwuga n'ay'imyuga n'ubumenyigiro.</p> <p><u>Ingingo ya 3: Iyandikwa ry'umunyeshuri</u></p> <p>Umunyeshuri wese agomba kwandikwa mu buryo bw'ikoranabuhanga, agahabwa inomeru ye imuranga kandi ishyirwaho amakuru ye yose arebana n'imyigire ye.</p> <p><u>INTERURO YA II: IBIPIMO NGENDERWAHO MU MASHURI YO MU BUREZI BW'IBANZE</u></p> <p><u>UMUTWE WA MBERE: AMASHURI Y'INCUIKE N'ABANZA</u></p> <p><u>Ingingo ya 4: Ibikorwa remezo</u></p> <p>Ishuri ribanza cyangwa iry'incuike rigomba kuba rifite:</p> <p>1° ibyumba nibura bitatu (3) byo kwigiramo: icy'umwaka wa mbere, icy'umwaka wa kabiri n'icy'umwaka wa gatatu ku ishuri ry'incuike;</p>	<p>5° general, professional and polytechnics higher learning institutions.</p> <p><u>Article 3: Learner's registration</u></p> <p>Each learner shall be electronically registered and be given his or her unique identification number which contains all information related to his or her studies.</p> <p><u>TITLE II: STANDARDS IN BASIC EDUCATION</u></p> <p><u>CHAPTER ONE: PRE-PRIMARY AND PRIMARY SCHOOLS</u></p> <p><u>Article 4: Infrastructure</u></p> <p>A pre-primary or primary school shall have:</p> <p>1° at least 3 classrooms for baby, middle and top classes of a pre-primary school;</p>	<p>5° les établissements supérieur d'enseignement général, professionnel et polytechniques ;</p> <p><u>Article 3: Enregistrement d'un apprenant</u></p> <p>Chaque apprenant doit être enregistré électroniquement et avoir son numéro matricule qui contient toutes les informations relatives à ses études.</p> <p><u>TITRE II : NORMES DANS L'ENSEIGNEMENT DE BASE</u></p> <p><u>CHAPITRE PREMIER: ECOLES PRE-SCOLAIRES ET PRIMAIRES</u></p> <p><u>Article 4: Infrastructure</u></p> <p>Une école préscolaire ou scolaire doit avoir :</p> <p>1° au moins 3 salles de classe; pour la première, deuxième et la troisième préscolaire ;</p>
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2° ibyumba nibura bitandatu (6) byo kwigiramo ku ishuri ribanza;	2° at least 6 classrooms for a primary school;	2° au moins 6 salles de classe; pour une école primaire ;
3° icyumba cy'ishuri kigenewe abanyeshuri batarenze 46 mu mashuri abanza;	3° a classroom in primary shall not exceed 46 learners;	3° une salle de classe n'excédant pas 46 apprenants ;
4° hasi mu cyumba cy'ishuri nibura kirimo isima;	4° A classroom should at least be paved with cement;	4° une salle de classe au moins cimentée ;
5° icyumba cy'ishuri kirimo ibitabo n'inyandiko ziri ku kigero cy'abana, ku nkuta z'icyo cyumba hari ibishushanyo biri mu mabara anyuranye bijyanye n'inyigisho bahabwa ku ishuri ry'incuke n'ibikoreshe mfashanyigisho bihagije ku ishuri ribanza;	5° a classroom containing books and other materials that are age appropriate, classroom walls with drawings and displays of different colours related to the teaching programme for a pre-primary school and sufficient teaching material for a primary school;	5° une salle de classe ayant des livres et des écrits adaptés à l'âge des apprenants, les murs des salles de classe ayant des dessins de différentes couleurs conformes au programme d'enseignement préscolaire et le matériel didactique suffisant pour une école primaire;
6° icyumba cy'ishuri gifite inzugi n'amadirishya bituma haboneka umwuka n'urumuri bihagije;	6° a classroom with doors and windows that allow sufficient fresh air and enough light;	6° une salle de classe avec portes et fenêtres permettant l'aération et l'éclairage suffisants;
7° inzu y'ubuyobozi bw'ishuri;	7° an administrative block;	7° un bloc administratif;
8° ubwiherero bw'abana b'abahungu, ubw'abakobwa n'ubw'abarezi butandukanye kandi bufite isuku;	8° clean and separated toilets based on sex; for learners and those for teachers and staff;	8° des toilettes des garçons, des filles et professeurs sont séparées et sont propres;

<p>9° aho abana bakarabira intoki; 10° ahashyirwa imyanda itandukanye;</p> <p>11° icyumba cyihariye cyagenewe aho abana baruhukira ku ishuri ry'incuke;</p> <p>12° ibikorwa remezo by'imyidagaduro biri ku kigero cy'abana;</p> <p>13° uruzitiro rw'ishuri;</p> <p>14° igikoni;</p> <p>15° guteganya inzira z'abafite ubumuga;</p> <p>16° icyumba cy'umukobwa ku ishuri ribanza;</p> <p>17° icyumba cy'isomero;</p> <p>18° amazi n'amashanyarazi.</p> <p><u>Ingingo ya 5: Ibikoresho by'imyigire n'imyigishirize</u></p> <p>Ishuri ry'incuke n'iribanza rigomba kuba</p>	<p>9° hand-washing facilities; 10° appropriate place for waste disposal;</p> <p>11° a room reserved for kids' rest in pre-primary school;</p> <p>12° age appropriate sports infrastructure;</p> <p>13° well fenced compound;</p> <p>14° kitchen;</p> <p>15° provision of pathways for people with disability;</p> <p>16° girl's room;</p> <p>17° a school library;</p> <p>18° water and electricity.</p> <p><u>Article 5: Teaching and learning materials</u></p> <p>Pre-primary and primary school shall have</p>	<p>9° des lave-mains; 10° un endroit approprié pour la collecte des déchets;</p> <p>11° une salle réservée au repos des enfants dans une école pré-scolaire ;</p> <p>12° une installation sportive adaptés à l'âge des apprenants ;</p> <p>13° école solidement clôturée ;</p> <p>14° cuisine ;</p> <p>15° des voies de passage réservées aux handicapés ;</p> <p>16° chambre pour fille ;</p> <p>17° salle de bibliothèque;</p> <p>18° eau et électricité.</p> <p><u>Article 5 : Matériels d'enseignement et d'apprentissage</u></p> <p>Une école préscolaire et primaire doit avoir</p>
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<p>rifite ibikoresho bihagije kandi bijyanye n'ikigero cy'abana.</p> <p><u>Ingingo ya 6:</u> Abarezi n'abakozi bo mu buyobozi</p> <p>Ishuri ry'incuke n'iribanza rigomba kuba rifite abarezi bafite nibura impamyabushobozi y'amashuri yisumbuye mu burezi bijyanye n'ibyo yigisha n'abakozi bo mu buyobozi bashoboye.</p> <p><u>Ingingo ya 7:</u> Imiyoborere y'ishuri</p> <p>Ubuyobozi bw'ishuri ry'inshuke n'iribanza bugomba kugira ibi bikurikira:</p> <p>1° inyandiko igaragaza icyerekezo cy'ikigo cy'ishuri n'uburyo ishyirwa mu bikorwa;</p> <p>2° imiyoborere, imyigire n'imyigishirize bishingiye ku nteganyanyigisho yemewe;</p> <p>3° imikoranire inoze hagati y'ishuri, ababyeyi n'umuryango mugari ikigo</p>	<p>sufficient age appropriate teaching and learning materials.</p> <p><u>Article 6:</u> Teachers and administrative staff</p> <p>A pre-primary and primary school shall have teachers with at least an advanced secondary certificate of education in related field of teaching, and qualified administrative staff.</p> <p><u>Article 7:</u> School leadership</p> <p>The school leadership for pre-primary and primary shall have the following:</p> <p>1° a strategic plan for the school and its implementation;</p> <p>2° teaching and learning based on the approved curriculum;</p> <p>3° collaboration between the school, parents and the wider community.</p>	<p>des matériels d'enseignement et d'apprentissage suffisants, appropriés et adaptés à l'âge des enfants.</p> <p><u>Article 6:</u> Enseignants et personnel administratif</p> <p>Une école pré-scolaire et primaire doit avoir les enseignants ayant au moins le niveau de diplôme A₂ en éducation dans le domaine d'enseignement, et le personnel administratif qualifié.</p> <p><u>Article 7:</u> Administration de l'école</p> <p>La direction de l'école pré-scolaire et primaire doit avoir ce qui suit :</p> <p>1° plan stratégique de l'école et sa mise en application;</p> <p>2° enseignement et apprentissage orientés sur le programme d'enseignement approuvé;</p> <p>3° collaboration étroite entre l'école, les parents et la communauté</p>
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cy'ishuri gihereyemo.		environnement de l'école.
<u>UMUTWE WA II: AMASHURI YISUMBUYE</u>	<u>CHAPTER II: SECONDARY SCHOOLS</u>	<u>CHAPITRE II: ÉCOLE SECONDAIRES</u>
<u>Ingingo ya 8: Ibikorwa remezo</u>	<u>Article 8: Infrastructure</u>	<u>Article 8 : Infrastructures</u>
Ishuri ryisumbuye rigomba kuba rifite:	A secondary school shall have:	Une école secondaire doit avoir :
1° ibyumba by'amashuri nibura bitandatu (6);	1° at least six (6) classrooms;	1° au moins six (6) locaux de classe ;
2° icyumba cy'ishuri kigenewe abanyeshuri batarenze 46;	2° a classroom shall not exceed 46 learners;	2° une salle de classe n'excédant pas 46 apprenants ;
3° inzu y'ubuyobozi;	3° an administration block;	3° un bloc administrative;
4° inzu y'isomero irimo ibikenerwa byose;	4° a well-equipped school library;	4° une bibliothèque bien équipée;
5° inzu y'ububiko bw'imfashanyigisho zikorwa n'abanyeshuri n'abarimu mu mashuri yisumbuye nderabarezi;	5° a resource room with teaching and learning materials made by teachers and students in teacher training colleges;	5° une salle d'exposition du matériels didactiques fabriqués par les apprenants et des enseignants dans des Collèges de Formation des Enseignants ;
6° icyumba cy'umukobwa;	6° girls' rooms;	6° la chambre pour filles ;
7° laboratwari zijyanye n'amasomo	7° laboratories corresponding to subjects	7° laboratoires proportionnels des leçons

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yigishwa kuri iryo shuri;	offered at school;	enseignées a l'école;
8° ibyumba bya mudasobwa nibura bibiri (2);	8° at least two (2) smart classrooms;	8° au moins deux salles (2) d'Informatique ;
9° ishuri rifite ishami cyangwa amashami yigisha inyigisho z'ikoranabuhanga rigira icyumba kirimo mudasobwa byibuze 50 harimo na murandasi;	9° a school with ICT in its combinations shall have an ICT laboratory with at least 50 computers with fast internet connectivity;	9° pour les écoles ayant une option d'informatique avoir une salle d'informatique contenant au moins 50 ordinateurs dotés d'une connexion d'internet rapide ;
10° icumbi ry'umuyobozi w'ishuri n'iry'abanyeshuri, ndetse n'icyumba kigenewe abanyeshuri barwaye;	10° residential house for the head teacher, dormitories, and sickbay for a boarding school;	10° Une maison d'habitation pour le/la Directeur de l'école, dortoir et infirmerie pour les élèves dans une école à système d'internat ;
11° ibibuga by'imikino n'imyidagaduro;	11° sport facilities;	11° terrains de sport ;
12° inyubako z'ubwiherero zitandukanye ku bahungu no ku bakobwa;	12° separate toilets for boys and girls;	12° toilettes des apprenants séparées pour garçons et filles ;
13° ubwiherero bugenewe abahungu n'abakobwa bafite ubumuga;	13° toilets reserved for boys and girls students with disability;	13° toilettes réservées pour les garçons et filles handicapés ;
14° aho abanyeshuri bakarabira intoki;	14° handwashing facilities;	14° lave-mains bien aménagé ;
15° inzu yo gufatiramo amafunguro; igikoni n'ibikoresho byacyo, inzu	15° a dining hall, a kitchen with appropriate equipment, and a room for	15° réfectoire, une cuisine avec équipements approprié, avec un stock

<p>z'ububiko bw'ibiribwa;</p> <p>16° inzira z'abafite ubumuga.</p> <p><u>Ingingo ya 9: Ibikoresho mfashanyigisho</u></p> <p>Ishuri ryisumbuye rigomba kuba rifite ibikoresho mfashanyigisho binyuranye bijyanye n'integanyanyigisho n'amashami ishuri rifite bifasha abanyeshuri kwiga;</p> <p><u>Ingingo ya 10: Abarimu n'abakozi bo mu buyobozi</u></p> <p>Abarimu bagomba kuba bafite nibura impamyabumenyi ya "diploma" mu burezi, ku bigisha mu cyiciro cy'inyigisho rusange cyangwa n'impamyabumenyi isoza icyiciro cya mbere cy'amashuri makuru mu burezi ku bigisha mu cyiciro cya kabiri cy'amashuri yisumbuye.</p> <p>Abakozi bo mu buyobozi n'ababunganira bagomba kuba bujuje ibisabwa mu mirimo bashinzwe.</p>	<p>food storage;</p> <p>16° pathways for people with disabilities.</p> <p><u>Article 9: Teaching and Learning materials</u></p> <p>A secondary school must have appropriate and sufficient teaching and learning materials contributing to learning in accordance with curriculum and combinations available at the school;</p> <p><u>Article 10: Teachers and administrative staff</u></p> <p>Teachers shall have at least a diploma in education for ordinary level and bachelor's degree in education for advanced level.</p> <p>School administrative and support staff must fulfil the requirements in their respective responsibilities.</p>	<p>des vivres;</p> <p>16° voies de passage réservées aux handicapés.</p> <p><u>Article 9: Matériels d'enseignement et d'apprentissage</u></p> <p>Une école secondaire doit disposer de matériels didactiques appropriés et suffisants aidant les apprenants à apprendre conformément aux programmes et aux sections disponibles à l'école;</p> <p><u>Article 10: Enseignants et personnel administratif</u></p> <p>Les enseignants doivent avoir au moins un diplôme de baccalauréat en éducation pour ceux qui enseignent au premier cycle de l'enseignement secondaire et un diplôme de licence en éducation pour ceux qui enseignent au second cycle de l'enseignement secondaire.</p> <p>Personnel administratif et d'appui d'une école doit remplir les conditions requises dans le cadre de leurs responsabilités respectives.</p>
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<p><u>Ingingo ya 11:</u> Imyigire n’imyigishirize</p> <p>Imyigire n’imyigishirize bifasha abanyeshuri gutera imbere mu:</p> <p>1° ubumenyi, ugusobanukirwa, n’ibikorwagiye;</p> <p>2° gushyira mu bikorwa ubumenyi, ugusobanukirwa, n’ibikorwagiye;</p> <p>3° ubushobozi bushingiye ku bumenyi muri rusange;</p> <p>4° ubushobozi bwo guhanahana amakuru, ubwa ICT n’ubwo kubara;</p> <p>5° ubwigenge, gufata inshingano no gukorana n’abandi.</p>	<p><u>Article 11:</u> Teaching and learning</p> <p>Teaching and learning practices that help learners to acquire and develop:</p> <p>1° knowledge, understanding, and practice;</p> <p>2° applied knowledge, understanding and practice;</p> <p>3° generic cognitive skills;</p> <p>4° communication, ICT and numeracy skills;</p> <p>5° autonomy, responsibility and working with others.</p>	<p><u>Article 11:</u> Pratiques d’enseignement et apprentissage</p> <p>Enseignement et apprentissage qui aident les apprenants à acquérir :</p> <p>1° la connaissance, la compréhension, et la pratique ;</p> <p>2° la connaissance, la compréhension et la pratique appliquées ;</p> <p>3° les compétences cognitives génériques ;</p> <p>4° les compétences en communication, en ICT et en calcul ;</p> <p>5° l’autonomie, responsabilité et travail en commun.</p>
<p><u>Ingingo ya 12:</u> Imiyoborere y’ishuri</p> <p>Ubuyobozi bw’ishuri ryisumbuye bugomba kugira ibi bikurikarira:</p> <p>1° Inyandiko igaragaza icyerekezo</p>	<p><u>Article 12:</u> School leadership</p> <p>The leadership for secondary schools shall have the following:</p> <p>1° a strategic plan for the school and its</p>	<p><u>Article 12:</u> Administration de l'école</p> <p>La direction de l'école secondaire doit avoir ce qui suit :</p> <p>1° Un plan stratégique de l'école et sa</p>

<p>cy'ikigo cy'ishuri n'uburyo ishyirwa mu bikorwa;</p> <p>2° imiyoborere, imyigire n'imyigishirize bishingiye ku nteganyanyigisho yemewe;</p> <p>3° imikoranire inoze hagati y'ishuri, ababyeyi n'umuryango mugari ikigo cy'ishuri giherereyemo.</p>	<p>implementation;</p> <p>2° teaching and learning based on the approved curriculum;</p> <p>3° collaboration between the school, parents and the wider community.</p>	<p>mise en application;</p> <p>2° enseignement et l'apprentissage orientés sur le programme d'enseignement approuvé;</p> <p>3° Une collaboration étroite entre l'école, les parents et la communauté environnante de l'école.</p>
<p><u>UMUTWE WA III: AMASHURI Y'IMYUGA N'UBUMENYINGIRO</u></p> <p><u>Ingingo ya 13: Ibikorwa remezo</u></p> <p>Ishuri ry'imyuga n'ubumenyigiro rigomba kuba rifite:</p> <p>1° icyumba cy'ishuri nibura kimwe (1) kuri buri rwego rwa buri shami;</p> <p>2° inzu yo kwitwizamo kuri buri shami;</p> <p>3° icyumba cya mudasobwa n'isomero;</p>	<p><u>CHAPTER III: TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING SCHOOLS</u></p> <p><u>Article 13: Infrastructure</u></p> <p>A TVET school shall have:</p> <p>1° at least one classroom per level of each trade;</p> <p>2° a workshop for each trade;</p> <p>3° a computer laboratory and a library;</p>	<p><u>CHAPITRE III: ÉCOLES DE FORMATION TECHNIQUE ET PROFESSIONNELLE</u></p> <p><u>Article 13: Infrastructure</u></p> <p>Une école de formation technique et professionnelle doit avoir :</p> <p>1° au moins une salle de classe par niveau dans chaque option;</p> <p>2° un atelier de pratique pour chaque option;</p> <p>3° une salle d'informatique et une bibliothèque;</p>

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4° inyubako y'ubuyobozi bw'ishuri;	4° an administrative block;	4° un bloc administratif;
5° inzu yo gufatiramo amafunguro; igikoni n'ibikoresho byacyo, inzu z'ububiko bw'ibiribwa;	5° a dining hall, a kitchen with appropriate equipment, and a room for food storage;	5° réfectoire, une cuisine avec équipements approprié, avec un stock des vivres;
6° ibibuga by'imikino;	6° sports facilities;	6° infrastructures sportives ;
7° amazi n'amashanyarazi;	7° water and electricity;	7° eau et électricité;
8° icumbi ry'umuyobozi w'ishuri, iry'abanyeshuri, n'icyumba kigenewe abanyeshuri barwaye ku ishuri biga babamo;	8° residential house for the head teacher, dormitories and sickbay for a boarding school ;	8° maison d'habitation pour le Directeur de l'école, dortoir et infirmerie pour les élèves dans une école à système d'internat ;
9° icyumba cy'umukobwa	9° girl's room;	9° chambre pour filles ;
10° ubwiherero buhagije bw'abahungu n'ubw'abakobwa harimo n'ubugenewe abanyeshuri bafite ubumuga;	10° Enough toilets for boys and girls including special toilets for students with disability;	10° toilettes suffisantes séparées pour garçons et filles comprenant celles réservées aux handicapés ;
11° aho abanyeshuri bakarabira;	11° handwashing facilities;	11° lave-mains bien aménagé
12° inzira z'abafite ubumuga.	12° pathways for people with disabilities.	12° passages réservées aux handicapés.

<p><u>Ingingo ya 14: Imiyoborere y'ishuri</u></p> <p>Ubuyobozi bugomba kurangwa n'ibi bikurikarira:</p> <p>1° gushyiraho icyerekezo cy'ikigo cy'ishuri n'uburyo gishyirwa mu bikorwa;</p> <p>2° kuyobora imyigire n'imyigishirize hashingiwe ku nteganyanyigisho yemewe;</p> <p>3° gukorana n'ababyeyi n'umuryango mugari ikigo cy'ishuri gihereyemo.</p>	<p><u>Article 14: School leadership</u></p> <p>The school leadership shall demonstrate the following:</p> <p>1° creating a strategic plan for the school and its implementation;</p> <p>2° leading teaching and learning based on the approved curriculum;</p> <p>3° collaborate with parents and the wider community.</p>	<p><u>Article 14: Administration de l'école</u></p> <p>La direction de l'école doit démontrer ce qui suit :</p> <p>1° créer une orientation stratégique de l'école et sa mise en application ;</p> <p>2° orienter l'enseignement et l'apprentissage sur base du programme d'enseignement approuvé;</p> <p>3° collaborer étroitement avec les parents et la communauté environnante.</p>
<p><u>Ingingo ya 15: Imyigire n'imyigishirize</u></p> <p>Imyigire n'imyigishirize bifasha abanyeshuri gutera imbere mu:</p> <p>1° ubumenyi, ugusobanukirwa, n'ibikorwagiye;</p> <p>2° gushyira mu bikorwa ubumenyi, ugusobanukirwa, n'ibikorwagiye;</p>	<p><u>Article 15: Teaching and learning</u></p> <p>Teaching and learning practices that help learners to acquire and develop:</p> <p>1° knowledge, understanding, and practice;</p> <p>2° applied knowledge, understanding and practice;</p>	<p><u>Article 15: Enseignement et apprentissage</u></p> <p>Enseignement et apprentissage qui aident les apprenants à acquérir :</p> <p>1° la connaissance, la compréhension, et la pratique ;</p> <p>2° la connaissance, la compréhension, et la pratique appliquées ;</p>

<p>3° ubushobozi bushingiye ku bumenyi muri rusange;</p> <p>4° ubushobozi bwo guhanahana amakuru, ubwa ICT n'ubwo kubara;</p> <p>5° ubwigenge, gufata inshingano no gukorana n'abandi.</p> <p><u>Ingingo ya 16:</u> Ibikorwa bibyara inyungu</p> <p>Ishuri ry'imyuga n'ubumenyingiro rigomba kugira ibikorwa bibyara inyungu kandi rikagira inyandiko zigaragaza uburyo inyungu ziva muri ibyo bikorwa zicunzwe.</p> <p><u>Ingingo ya 17:</u> Ibikoresho mfashanyigisho</p> <p>Ishuri ry'imyuga n'ubumenyingiro cyangwa ahigishirizwa imyuga n'ubumenyingiro rigomba kuba rifite ibikoresho bihagije kandi bikwiye.</p>	<p>3° generic cognitive skills;</p> <p>4° communication, ICT and numeracy skills;</p> <p>5° autonomy, responsibility and working with others.</p> <p><u>Article 16:</u> Income generating activities</p> <p>A TVET school must have income generating activities and must keep record on how income from those activities is managed.</p> <p><u>Article 17:</u> Teaching and learning Materials</p> <p>A TVET school or training centre must have adequate and sufficient teaching and learning equipment, materials, and consumables.</p>	<p>3° les compétences cognitives génériques ;</p> <p>4° les compétences en communication, en ICT et en calcul ;</p> <p>5° l'autonomie, responsabilité et travail en commun.</p> <p><u>Article 16:</u> Activités génératrices de revenue</p> <p>Une école de formation technique et professionnelle doit avoir des activités génératrices de revenu et un document montrant la gestion de ces revenus.</p> <p><u>Article 17:</u> Matériels didactiques</p> <p>Une école ou autre milieu de formation technique et professionnelle doit avoir l'équipement et le matériel didactique suffisant.</p>
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<p><u>Ingingo ya 18:</u> Imiyoborere y'ishuri</p> <p>Ubuyobozi bw'ishuri ry'imyuga n'ubumenyingiro bugomba kugira ibi bikurikarira:</p> <p>1° inyangiko igaragaza icyerekezo cy'ikigo cy'ishuri n'uburyo ishyirwa mu bikorwa;</p> <p>2° imiyoborere, imyigire n'imyigishirize bishingiye ku nteganyanyigisho yemewe;</p> <p>3° imikoranire inoze hagati y'ishuri, ababyeyi n'umuryango mugari ikigo cy'ishuri giherereyemo.</p>	<p><u>Article 18:</u> School leadership</p> <p>The school leadership for TVET school shall have the following:</p> <p>1° a strategic plan for the school and its implementation;</p> <p>2° teaching and learning based on the approved curriculum;</p> <p>3° collaboration between the school, parents and the wider community.</p>	<p><u>Article 18:</u> Administration de l'école</p> <p>La direction de l'école de formation technique et professionnelle doit avoir ce qui suit :</p> <p>1° plan stratégique de l'école et sa mise en application;</p> <p>2° enseignement et apprentissage orientés sur le programme d'enseignement approuvé;</p> <p>3° collaboration étroite entre l'école, les parents et la communauté environnante de l'école.</p>
<p><u>Ingingo ya 19:</u> Abarimu n'abakozi bo mu buyobozi</p> <p>Abarimu bafite nibura impamyabushobozi cyangwa impamyabumenyi y'imyuga n'ubumenyingiro ijyanye n'icyiciro yigishamo nk'uko biteganywa na "Rwanda Qualifications Framework".</p> <p>Abakozi bo mu buyobozi n'ababunganira</p>	<p><u>Article 19:</u> Trainers and administrative staff</p> <p>Trainers must have at least relevant TVET certificate or a degree appropriated to the level of teaching as provided by Rwanda Qualifications Framework.</p> <p>School administrative and support staff must</p>	<p><u>Article 19:</u> Enseignants et personnel administratif</p> <p>Les enseignants doivent avoir au moins un certificat ou un diplôme de formation technique adapté au niveau d'enseignement comme prévu par "Rwanda Qualifications Framework"</p> <p>Personnel administratif et d'appui d'une école</p>

<p>bagomba kuba bujuje ibisabwa mu mirimo bashinzwe</p> <p>UMUTWE WA IV: IBIPIMO NGENDERWAHO MU ISUZUMABUMENYI, KWIMURA, GUSIBIZA NO KWIRUKANA ABANYESHURI MU MASHURI</p> <p><u>Icyiciro cya mbere:</u> Uburyo bwo gukora isuzumabumenyi n'isuzumabushobozi rusange</p> <p><u>Ingingo ya 20:</u> Isuzumabumenyi n'isuzumabushobozi rikorerwa mu ishuri</p> <p>Isuzumabumenyi n'isuzumabushobozi rikorerwa mu ishuri rigamije kunoza imyigishirize n'imyigire kandi rikorwa mu byiciro.</p> <p><u>Ingingo ya 21:</u> Isuzuma rikorwa ku isomo</p> <p>Isuzuma rikorwa ku isomo ni isuzuma umwarimu ategura kandi agakoresha buri munsu cyangwa nyuma y'ikigishwa agamije kumenya niba isomo ryageze ku ntego zaryo.</p>	<p>fulfil the requirements in their respective responsibilities.</p> <p>CHAPTER IV: COMPREHENSIVE ASSESSMENT, LEARNERS PROMOTION, REPETITION AND DISMISSAL IN SCHOOLS</p> <p><u>Section one:</u> Modalities for conducting comprehensive assessment</p> <p><u>Article 20:</u> Classroom assessment</p> <p>Classroom level assessment aims at improving teaching and learning. It is carried out in levels.</p> <p><u>Article 21:</u> Daily lesson assessment</p> <p>Daily lesson assessment is set and conducted by a teacher on a daily basis or at the end of the lesson to ensure that the objectives of the lesson are achieved.</p>	<p>doit remplir les conditions requises dans le cadre de leurs responsabilités respectives</p> <p>CHAPITRE IV: STANDARDS D'ÉVALUATION, PROMOTION, RÉPÉTITION, ET RENVOI DES ÉLÈVES DANS LES ECOLES</p> <p><u>Section première :</u> modalités d'administrer l'évaluation générale</p> <p><u>Article 20:</u> Évaluation au niveau de la classe</p> <p>L'évaluation au niveau de la classe a pour but d'améliorer l'enseignement et l'apprentissage. Elle est administrée en différents étapes.</p> <p><u>Article 21:</u> Évaluation d'une leçon</p> <p>L'évaluation d'une leçon est une évaluation que l'enseignant prépare et administre quotidiennement ou à la fin de la leçon pour s'assurer que les objectifs de la leçon ont été atteints.</p>
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<p><u>Ingingo ya 22: Isuzuma rikorwa nyuma ya buri mutwe w'isomo</u></p> <p>Isuzuma rikorwa nyuma ya buri mutwe w'isomo ni isuzuma rikorwa hagamijwe gusuzuma niba umunyeshuri yabashije kugira ubumenyi n'ubushobozi bw'ingenzi bugamijwe kuri buri mutwe w'isomo hashingiwe ku biteganywa n'integanyanyigisho.</p> <p>Gukora isuzuma rikorwa nyuma ya buri mutwe w'isomo buri gihe ni ngombwa hagamijwe gukurikirana buri munyeshuri mu myigire ye.</p>	<p><u>Article 22: End-of-unit assessment</u></p> <p>The end of unit assessment evaluates whether a learner achieved the key unit competence for each unit as it is set in the curriculum.</p> <p>Conducting end of unit assessment on a regular basis is mandatory to assist the learner.</p>	<p><u>Article 22 : Évaluation à la fin de l'unité</u></p> <p>L'évaluation à la fin de l'unité est une évaluation administrée afin de savoir si l'apprenant a acquis la compétence-clé de chaque chapitre comme prévu dans le curriculum.</p> <p>L'administration régulière de l'évaluation à la fin de l'unité est obligatoire afin d'aider l'apprenant.</p>
<p><u>Ingingo ya 23: Isuzuma risoza imbumbamasomo</u></p> <p>Isuzuma risoza imbumbamasomo ni isuzuma umwarimu akoresha hagamijwe kureba niba umunyeshuri afite ubumenyi n'ubushobozi agomba kubona muri iyo mbumbamasomo no kumenya imbogamizi afite mu myigire ye no kugira ngo umunyeshuri afashwe.</p>	<p><u>Article 23: End of module assessment</u></p> <p>At the end of module, a teacher assesses whether a learner is equipped with knowledge and skills to be acquired in that module and to know the constraints of the learner for assistance.</p>	<p><u>Article 23 : Évaluation de la fin d'un module</u></p> <p>Évaluation de la fin d'un module est une évaluation qu'un enseignant administre pour évaluer si un apprenant est doté des connaissances et compétences à acquérir dans ce module et connaître les contraintes de l'apprenant afin d'être accompagné.</p>

<p><u>Ingingo ya 24: Isuzuma risoza igihembwe n'irisoza icyiciro cy'amashuri</u></p> <p>Isuzuma risoza igihembwe cya mbere cyangwa icya kabiri rikorwa hagamijwe gusuzuma niba ibyari biteganijwe kwigishwa muri icyo gihembwe byarumvikanye no gusubiramo ibyigwa bitumvikanye ku banyeshuri bagaragaje ubushobozi buke.</p> <p>Isuzuma risoza igihembwe cya gatatu rikorwa hagamijwe kureba niba ibyigishijwe muri uwo mwaka w'amashuri byaragezweho.</p> <p>Abanyeshuri barangije icyiciro cy'amashuri abanza, icya mbere n'icyakabiri by'ayisumbuye, ayo ku rwego rwa gatatu (3) rw'amashuri mbonezamwuga n'icyo ku rwego rwa gatanu (5) cy'amashuri y'inyuga n'ubumenyingingiro bakora ikizami cya Leta gitegurwa kandi kigakosorwa n'urwego rw'Igihugu rushizwe ibizamini bya Leta mu mashuri.</p>	<p><u>Article 24: End of term and cycle Assessment</u></p> <p>End of term one or term two assessment is conducted with aim to verify whether the planned content for the specific term was effectively understood and to revise concepts that were not well understood by slow learners.</p> <p>The end of term three assessment is conducted to assess if teaching and learning objectives in that school year has been achieved.</p> <p>Students in final year of primary, first and second cycles of secondary education, level three (3) of professional education, and in level five (5) of vocational and technical education undertake national examination set, administered and marked by the public organ in charge of school national examinations.</p>	<p><u>Article 24 : Évaluation de fin du trimestre et du cycle</u></p> <p>L'évaluation du premier ou du deuxième trimestre est administrée afin de vérifier si les matières prévues pour ce trimestre ont été bien comprises et de réviser les cours qui n'ont pas été bien compris par les apprenants moins performants.</p> <p>L'évaluation de fin de troisième trimestre est effectuée pour évaluer si les objectifs d'enseignement et d'apprentissage de cette année scolaire ont été atteints.</p> <p>Les élèves de la dernière année de l'enseignement primaire, du premier et du deuxième cycle de l'enseignement secondaire, du niveau trois (3) de l'enseignement professionnel et du niveau cinq (5) de l'enseignement professionnel et technique passent des examens nationaux organisés, administrés et corrigés par l'organe public chargé des examens nationaux.</p>
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<p><u>Ingingo ya 25:</u> Isuzuma ritangwa mu mashuri yatoranyijwe</p> <p>Isuzuma ritangwa mu mashuri yatoranyijwe mu rwego rwo kumenya uko ireme ry'uburezi rihagaze mu gihugu. Iri suzuma ritegurwa kandi ritangwa n'urwego rw'Igihugu rushinzwe ibizamini bya Leta.</p> <p><u>Ingingo ya 26:</u> Umwihariko ku isuzumabumenyi n'isuzumabushobozi rusange mu mashuri y'imyuga n'ubumenyingiro</p> <p>Isuzumabumenyi n'isuzumabushobozi rusange mu mashuri y'imyuga n'ubumenyingiro rikorwa hashingiwe ku masomo afite imikoro-ngiro n'atayifite, kuri buri mbumbamasomo.</p> <p><u>Icyiciro cya 2:</u> Uburyo bwo kwimura, gusibiza, kwirukana no guhindura ishuri</p> <p><u>Ingingo ya 27:</u> Kwimura abanyeshuri mu mashuri abanza, ayisumbuye cyangwa ay'imyuga n'ubumenyingiro</p> <p>Kugira ngo umunyeshuri wo mu ishuri</p>	<p><u>Article 25:</u> Sample based assessment</p> <p>Sample based assessment is conducted to assess the status of quality of education in the country. This assessment is prepared and conducted by the public organ in charge of national examinations.</p> <p><u>Article 26:</u> Particularity of comprehensive assessment in Technical and Vocational Education and Training (TVET) schools</p> <p>The comprehensive assessment in TVET schools is conducted based on practical and non-practical lessons of each module.</p> <p><u>Section 2:</u> Modalities for promotion, repetition, dismissal and transfer</p> <p><u>Article 27:</u> Promotion of learners in primary, secondary or TVET schools</p> <p>A learner in primary, secondary or TVET</p>	<p><u>Article 25:</u> Évaluation basée sur l'échantillonnage</p> <p>Une évaluation basée sur échantillonnage est menée afin de connaître la qualité de l'éducation dans le pays. Cette évaluation est préparée et réalisée par l'organe public en charge des examens nationaux.</p> <p><u>Article 26:</u> Particularité de l'évaluation générale dans les écoles de formation technique et professionnelle (TVET)</p> <p>L'évaluation générale dans les TVET est effectuée sur la base des leçons pratiques et non pratiques de chaque module.</p> <p><u>Section 2:</u> Modalités de promotion, répétition, renvoi et transfert</p> <p><u>Article 27:</u> Promotion des apprenants des écoles primaires, secondaires ou de formation technique et professionnelle</p> <p>Un apprenant d'une école primaire,</p>
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<p>ribanza, iryisumbuye cyangwa iry'imyuga n'ubumenyingiro yimuke ava mu mwaka umwe ajya mu wundi agomba kuba yatsinze isuzumabumenyi hagendewe ku bipimo ngenderwaho.</p>	<p>school is promoted from one year to another after meeting required benchmarks.</p>	<p>secondaires ou de formation technique et professionnelle est promu d'une année à une autre après avoir atteint les critères requis.</p>
<p><u>Ingingo ya 28:</u> Gusibiza abanyeshuri mu mashuri abanza, ayisumbuye n'ay'imyuga n'ubumenyingiro</p>	<p><u>Article 28:</u> Repetition of learners in primary, secondary and TVET schools</p>	<p><u>Article 28:</u> Redoublement des apprenants des écoles primaires, secondaires et de formation technique et professionnelle</p>
<p>Umunyeshuri wo mu ishuri ribanza, iryisumbuye cyangwa iry'imyuga n'ubumenyingiro asibira iyo atatsinze isuzumabumenyi hagendewe ku bipimo ngenderwaho kandi byemejwe n'akanama k'ishuri gashinzwe kwimura, gusibiza no kwirukana.</p>	<p>A learner in primary, secondary or TVET school repeats if he or she fails to meet required benchmarks and upon approval by the school committee in charge of promotion, repetition and dismissal.</p>	<p>Un apprenant d'une école primaire, secondaires ou de formation technique et professionnelle redouble s'il n'a pas atteint les critères requis et après approbation du comité d'école chargé de promotion, redoublement et renvoi.</p>
<p><u>Ingingo ya 29:</u> Kwirukana abanyeshuri bo mashuri abanza, ayisumbuye n'ay'imyuga n'ubumenyingiro</p>	<p><u>Article 29:</u> Dismissal of learners of primary, secondary or TVET schools</p>	<p><u>Article 29:</u> Renvoi des apprenants d'une école primaire, secondaire ou de formation technique et professionnelle</p>
<p>Umunyeshuri wo mu ishuri ribanza, iryisumbuye cyangwa iry'imyuga n'ubumenyingiro ashobora kwirukanwa ku kigo cy'ishuri kubera imyitwarire mibi byemejwe n'akanama k'ishuri gashinzwe kwimura, gusibiza no kwirukana.</p>	<p>A learner in primary, secondary or TVET school may be dismissed from a school due to misconduct upon approval by the school committee in charge of promotion, repetition and dismissal.</p>	<p>Un apprenant d'une école primaire, secondaire ou de formation technique et professionnelle peut être renvoyé de l'école sur base de son mauvais comportement après approbation du comité d'école chargé de promotion, redoublement et renvoi.</p>

<p><u>Ingingo ya 30: Guhindura ishuri</u></p> <p>Bisabwe n’umunyeshuri ku giti cye bikemezwa n’ababyeyi cyangwa abamurera, akanama gashinzwe kwimura, gusibiza no kwirukana gashobora guhindurira umunyeshuri ishuri cyangwa ishami mu gihe bigaragara ko byamufasha kwiga neza kurushaho.</p> <p><u>Ingingo ya 31: Akanama gashinzwe kwimura, gusibiza no kwirukana</u></p> <p>Akanama gashinzwe kwimura, gusibiza no kwirukana abanyeshuri rugizwe n’aba bakurikira:</p> <p>1° Umuyobozi w’ishuri, ari na we Perezida;</p> <p>2° Abarimu bose bigisha ku ishuri. Bitoramo Visi Perezida n’Umwanditsi ku mashuri abanza.</p> <p>Ku mashuri yisumbuye y’inyigisho rusange, mbonezamwuga n’iz’imyuga n’ubumenyingingiro hiyongeraho:</p>	<p><u>Article 30: Transfer of students</u></p> <p>Upon request of a student and approved by his or her parents or guardians, the school committee in charge of promotion, repetition and dismissal may transfer to another school or combination if such transfer is considered beneficial to the learner’s performance.</p> <p><u>Article 31: The Committee in charge of promotion, repetition and dismissal</u></p> <p>The committee in charge of promotion, repetition and dismissal of learners is composed of:</p> <p>1° Head teacher, who is the chairperson;</p> <p>2° All teachers. In primary schools they elect among themselves the Vice-chairperson and the secretary.</p> <p>In general, professional secondary and TVET school it includes:</p>	<p><u>Article 30: Transfert des élèves</u></p> <p>Sur demande d'un élève et approuvée par ses parents ou tuteurs, le comité d'école chargé de la promotion, du redoublement et du renvoi peut être transféré dans une autre école ou à une section si ce transfert est considéré comme bénéfique aux performances de l'apprenant.</p> <p><u>Article 31: Le Comité chargé de la promotion, du redoublement et du renvoi</u></p> <p>Le comité chargé de la promotion, du redoublement et du renvoi des apprenants est composé de:</p> <p>Le directeur, qui en est le président;</p> <p>1° Tous les enseignants. Dans une école primaire, ils élisent parmi eux le vice-président et le secrétaire.</p> <p>Dans les écoles secondaires d'enseignement général, professionnel et de formation technique et professionnelle s'ajoute :</p>
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<p>1° Umuyobozi wungirije ushinzwe amasomo, ari na we Visi Perezida;</p> <p>2° Umuyobozi wungirije ushinzwe imyitwarire, ari na we Mwanditsi.</p>	<p>1° Deputy Head Teacher in Charge of studies who is the Vice Chairperson;</p> <p>2° Deputy Head Teacher in charge of discipline who is the Secretary.</p>	<p>1° Directeur adjoint chargé des études qui en est le vice-président ;</p> <p>2° Directeur adjoint chargé de la discipline qui en est le secrétaire.</p>
<p><u>UMUTWE WA V: IMYITWARIRE MU MASHURI</u></p>	<p><u>CHAPTER V: CONDUCT IN SCHOOLS</u></p>	<p><u>CHAPITRE V: CONDUITE DANS DES ÉTABLISSEMENTS SCOLAIRES</u></p>
<p><u>Ingingo ya 32: Imyitwarire y’abayobozi, abarimu n’abandi bakozi b’ishuri</u></p>	<p><u>Article 32: Conduct of school management and teaching staff</u></p>	<p><u>Article 32: Conduite des membres administratifs et des enseignants</u></p>
<p>Abayobozi, abarimu n’abandi bakozi b’ishuri bagomba kurangwa n’imyitwarire myiza kandi bagaharanira iterambere ry’uburezi muri rusange n’iry’ishuri bakoramo by’umwihariko.</p>	<p>The school management and teaching staff shall be characterised by decent behaviour and strive for the development of education in general and their school in particular.</p>	<p>Le personnel de direction et enseignants de l’école doivent être caractérisés par un comportement décent et s’efforcer de développer l’éducation en général et leur école en particulier.</p>
<p><u>Ingingo ya 33: Imyitwarire y’umunyeshuri</u></p>	<p><u>Article 33: Learner’s conduct</u></p>	<p><u>Article 33: Conduite d’un apprenant</u></p>
<p>Umunyeshuri agomba kurangwa n’imyitwarire myiza, guharanira kwigira no gutsinda kandi akubahiriza amategeko n’amabwiriza agenga ishuri.</p>	<p>A learner shall be characterised by decent behaviour, strive for learning and performance and comply with the rules and regulations governing the school.</p>	<p>Un apprenant doit être caractérisé par un comportement décent, dévoué à être performant et se conformer aux lois et règlements régissant l’école.</p>

INTERURO YA III: IBIPIMO NGENDERWAHO MU MASHURI MAKURU	TITLE III: STANDARDS IN INSTITUTIONS OF HIGHER LEARNING	TITRE III: NORMES DES ETABLISSEMENTS D'ENSEIGNEMENT SUPÉRIEUR
UMUTWE WA MBERE: UBUYOBOZI, IGENABIKORWA N'UMUTUNGO	CHAPTER ONE: GOVERNANCE, ADMINISTRATION, PLANNING AND FINANCE	CHAPITRE PREMIER : GOUVERNANCE, ADMINISTRATION, PLANIFICATION ET FINANCEMENT
<u>Ingingo ya 34:</u> Ubuyobozi, igenabikorwa n'umutungo	<u>Article 34:</u> Governance, administration, planning and finance	<u>Article 34:</u> Gouvernance, administration, planification et financement
Ishuri rikuru rigomba kugira:	An institution of higher learning must have:	Un établissement d'enseignement supérieur doit avoir :
1° inzego z'ubuyobozi nk'uko biteganywa n'itegeko rigena imitunganyirize y'uburezi;	1° governing organs as provided by the Law determining the organisation of education;	1° Les organes de gestion tel que prévu par la Loi régissant l'organisation de l'éducation ;
2° igenabikorwa byibuze ry'imyaka itanu (5);	2° a strategic plan of at least five (5) years;	2° un plan stratégique d'au moins (5) ans;
3° inyandiko igaragaza uburyo bwo gucunga umutungo w'ishuri hashingiwe ku mategeko abigenga.	3° a document indicating modalities of the management of finance and properties in accordance with applicable laws and regulations.	3° un document indiquant les modalités de gestion des finances et des biens de l'institution conformément aux lois et règlements en vigueur.
Umutungo w'ishuri rikuru ryigenga ugomba gutandukanywa n'umutungo wa nyiraryo.	Ownership of the finances and property of a private institution of higher learning must be	La propriété des finances et des biens d'Un établissement privée d'enseignement

<p><u>Icyiciro cya mbere:</u> Ibishingirwaho kugira ngo ishuri rikuru ribe kaminuza, ishuri rikuru rifite inshingano zihariye, koleji cyangwa ishuri rikuru mbonezamwuga</p> <p><u>Ingingo ya 35:</u> Imiyoborere n'Ubuyobozi</p> <p>Kaminuza, Politekinike ishuri rikuru rifite inshingano zihariye, koleji cyangwa ishuri rikuru mbonezamwuga rigomba kuyoborwa n'umuntu ushoboye kandi uri ku ntera isabwa n'urwego rubifitiye ububasha ufite uburambe nibura bw'imyaka itanu (5) mu mirimo y'ubuyobozi bukuru bw'ishuri rikuru.</p> <p>Ibiro by'umuyobozi mukuru biyoborwa n'umuyobozi mukuru n'abamwungirije nibura babiri (2): Umuyobozi mukuru wungirije ushinzwe amasomo n'ubushakashatsi n'umuyobozi mukuru wungirije ushinjwe abakozi n'imari.</p>	<p>separated from the finance and the property of the owner of the institution.</p> <p><u>Section one:</u> Requirements for an institution of higher learning to be and bear the title of a University, a Specialized Institute, a College, or a professional institute.</p> <p><u>Article 35:</u> Governance and Leadership</p> <p>A University, a Polytechnic, a Specialized Institute, a college, or a professional institute must be headed by qualified individual with an academic rank required by the competent organ with at least five (5) years of experience in senior leadership of institutions of higher learning.</p> <p>The office of the head of University or Polytechnic is headed by the Vice Chancellor and at least two (2) Deputies: Deputy Vice Chancellor in charge of academic affairs and research, and Deputy Vice Chancellor in charge of Administration and Finance.</p>	<p>supérieur doit être séparée de celle du propriétaire de l'institution.</p> <p><u>Section première :</u> Conditions requises pour qu'Un établissement d'enseignement supérieur soit et porte le titre d'une Université, d'un Institut spécialisé, d'un Collège, ou d'un institut professionnel.</p> <p><u>Article 35:</u> Gouvernance et Administration</p> <p>Une université, une polytechnique un Institut spécialisé, d'un Collège, ou d'un institut professionnel doit être dirigée par une personne compétente ayant un grade académique requis par l'organe compétent avec une expérience d'au moins cinq ans (5) dans la direction des institutions d'enseignement supérieur.</p> <p>Le bureau du directeur de l'Université ou Polytechnique est dirigé par le Vice-Chancelier avec au moins deux (2) adjoints : Le Vice-Chancelier Adjoint chargé des affaires académiques et de la recherche, et le Vice-Chancelier Adjoint chargé de l'administration et des finances.</p>
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<p><u>Ingingo ya 36: Amashami</u></p> <p>Kaminuza cyangwa ishuri rikuru ry'imyuga n'ubumenyingiro igomba kuba ifite nibura amashami ane (4).</p> <p><u>Ingingo ya 37: Amasomo n'impamyabumenyi</u></p> <p>Kaminuza cyangwa Politenike itanga inyigisho zinyuranye, impamyabumenyi n'impamyabushobozi z'icyiciro cya mbere, icya kabiri n'icya gatatu.</p> <p>Ishuri rikuru rifite inshingano zihariye ritanga inyigisho zihariye, impamyabumenyi n'impamyabushobozi z'icyiciro cya mbere, icya kabiri n'icya gatatu.</p> <p>Koleji itanga inyigisho zinyuranye zitarenza icyiciro cya mbere cy'amashuri makuru.</p> <p>Ishuri rikuru mbonezamwuga ritanga</p>	<p><u>Article 36: Schools or Faculties</u></p> <p>A University or Polytechnic shall have at least four (4) schools or faculties.</p> <p><u>Article 37: Teaching and awards</u></p> <p>A University or Polytechnic offers various academic programmes leading to the award of undergraduate, graduate, and postgraduate levels.</p> <p>A Specialised institutte offers various specialised educational programmes leading to the award of undergraduate, graduate, and postgraduate levels.</p> <p>A college offers various academic programmes leading to the award of undergraduate level.</p> <p>A professional institution of higher learning</p>	<p><u>Article 36: Écoles ou Facultés</u></p> <p>Une université ou une polytechnique doit avoir au moins quatres (4) écoles ou facultés.</p> <p><u>Article 37: Enseignement et diplômes</u></p> <p>Une université ou une polytechnique dispense des programmes académiques sanctionné par un diplôme ou un certificat academique de niveaux de premier, deuxième et de troisième cycle.</p> <p>Un institut spécialisé dispense des programmes académiques spécialisés sanctionné par un diplôme ou un certificat academique de niveaux de premier, deuxième et de troisième cycle.</p> <p>Un collège dispense des programmes académiques variés sanctionné par un diplôme ou un certificat academique du premier cycle.</p> <p>Un établissement d'enseignement</p>
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<p>inyigisho zihariye, impamyabumenyi n'impamyabushobozi mbonezamwuga.</p> <p><u>Ingingo ya 38: Abarimu</u></p> <p>Kaminuza cyangwa ishuri rikuru ry'imyuga n'ubumenyingiro igomba kugira umubare w'abarimu bashoboye uhagije. Nibura 60% by'abarimu bahoraho.</p> <p>Nibura 30% y'abarimu ba Kaminuza bagomba kuba bafite impamyabumenyi y'ikirenga (PhD).</p> <p><u>Ingingo ya 39: Ibyifashishwa mu kwiga no kwigisha</u></p> <p>Kaminuza cyangwa ishuri rikuru ry'imyuga n'ubumenyingiro igomba kuba ifite:</p> <p>1° umubare w'ibitabo uhagije ku banyeshuri;</p> <p>2° Isomero ryubatse n'iryifashisha murandasi</p>	<p>offers professional academic programmes leading to the award of professional degrees and certificates.</p> <p><u>Article 38: Academic staff</u></p> <p>A university or polytechnic shall have enough qualified academic staff. At least 60 % of the academic staff shall be full time.</p> <p>At least 30% of academic staff of a university shall be PhD holders.</p> <p><u>Article 39: Teaching and Learning resources</u></p> <p>A university or polytechnic shall have:</p> <p>1° a sufficient number of textbooks for students;</p> <p>2° Physical and digital library;</p>	<p>professionnel supérieur, dispense des programmes académiques professionnels sanctionné par de diplômes et de certificats professionnels.</p> <p><u>Article 38: Le personnel académique</u></p> <p>Une université ou une polytechnique doit avoir un nombre suffisant de personnel académique qualifié. Au moins 60% du personnel académique doivent être permanents.</p> <p>Au moins 30% du personnel académique d'une université doivent être titulaires d'un doctorat.</p> <p><u>Article 39: Ressources d'enseignement et d'apprentissage</u></p> <p>Une université ou une polytechnique doit avoir:</p> <p>1° un nombre suffisants de livres pour étudiants ;</p> <p>2° Bibliothèque physique et digitale</p>
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<p>3° Ibikoresho by'ikoranabuhanga;</p> <p>4° Laboratwari n'ahitoretzwa imirimo mbonezamwuga.</p> <p><u>Ingingo ya 40: Ubushakashatsi no guhanga ibishya</u></p> <p>Kaminuza, politekinike ishuri rikuru rifite inshingano zihariye, koleji cyangwa ishuri rikuru mbonezamwuga igomba gukora ubushakashatsi, kugaragaza uko ibyavuye mu bushakashatsi byifashishwa mu gusubiza ibibazo biriho, n'uburyo bifasha mu kunoza imyigire n'imyigishirize.</p> <p><u>Icyiciro cya 2: Ibikorwaremezo by'amashuri makuru</u></p> <p><u>Ingingo ya 41: Ibikorwaremezo</u></p> <p>Buri shuri rikuru rigomba kugira ibikorwaremezo bijyanye n'intego zaryo, rikagira ibyumba bitangirwamo amasomo, ibyumba by'abarimu, ibyumba by'inama, laboratwari, ibiro, inzu y'imyidagaduro, n'ibindi kandi</p>	<p>3° Information and Communication Technology (ICT);</p> <p>4° Laboratories and workshops.</p> <p><u>Article 40: Research and innovation</u></p> <p>A university, a polytechnic, a specialized Institute, a college, or a professional institute must undertake impactful fundamental and applied research and demonstrate dissemination of research output in the community and how it informs teaching and learning.</p> <p><u>Section 2: Infrastructure of institutions of higher learning</u></p> <p><u>Article 41: Infrastructure</u></p> <p>Each institution of higher learning must have infrastructure and facilities fit for the intended purpose, with appropriate mixture of lecture rooms, theatres, classrooms, conference rooms, laboratories, offices, and recreational</p>	<p>3° Technologies de l'information et de la communication (TIC) ;</p> <p>4° Laboratoires et Ateliers.</p> <p><u>Article 40: Recherche et innovation</u></p> <p>Une université, une polytechnique, un institut spécialisé, un collège, ou un institut professionnel doit mener des recherches fondamentales et appliquées et doit faire preuve de la diffusion des résultats de la recherche au sein de la communauté et de la manière dont ils contribuent à l'enseignement et à l'apprentissage.</p> <p><u>Section 2 : Infrastructures des institutions d'enseignement Supérieur</u></p> <p><u>Article 41: Infrastructures</u></p> <p>Chaque institution d'enseignement supérieur doit avoir une infrastructure et des installations adaptées et appropriées à l'usage prévu, notamment, des théâtres, des salles de classe, des salles de conférences, des</p>
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<p>byose bikagira umwanya uhagije.</p> <p><u>Icyiciro cya 3:</u> Imyigishirize, imyigire irambye n'isuzumabumenyi n'iterambere nyamwuga</p> <p><u>Ingingo ya 42:</u> Imyigishirize, imyigire irambye n'isuzumabumenyi n'iterambere nyamwuga</p> <p>Amashuri makuru agomba kugira politiki n'uburyo bwo gukurikirana ireme, ibipimo by'integanyanyigisho n'itangwa ry'impamyabumenyi n'impamyabushobozi byaryo byubahiriza ibiteganywa n'urwego rw'Igihugu rushinzwe amashuri makuru.</p> <p><u>Icyiciro cya 4:</u> Amasomo mpuzamahanga</p> <p><u>Ingingo ya 43:</u> Amasomo mpuzamahanga</p> <p>Amashuri atanga amasomo mpuzamahanga agomba kuba yemewe mu bihugu afitemo icyicaro gikuru kandi akanemerwa n'urwego</p>	<p>centres, and must have sufficient space.</p> <p><u>Section 3:</u> Teaching, lifelong learning, assessment, and professional development</p> <p><u>Article 42:</u> Teaching, lifelong learning, assessment, and professional development</p> <p>The institutions of higher learning must have policies, mechanisms and procedures for quality assurance, and standards for their programs and awards in line with those provided by the public organ in charge of regulations of institutions of higher learning.</p> <p><u>Section 4:</u> Cross-border and transnational higher education</p> <p><u>Article 43:</u> Cross-border and transnational higher education</p> <p>Cross-border higher education provider must be accredited by the competent authority in the country of origin and accredited to operate</p>	<p>laboratoires, des bureaux et des centres de loisirs, et doivent avoir une espace suffisante.</p> <p><u>Section 3 :</u> Enseignement, apprentissage de longue durée, évaluation et développement professionnel</p> <p><u>Article 42:</u> Enseignement, apprentissage de longue durée, évaluation et développement professionnel</p> <p>Les institutions d'enseignement supérieur doivent disposer de politiques, de mécanismes et de procédures d'assurance qualité et de normes pour leurs programmes et diplômes et certificats conformes à ceux offerts par l'organe public en charge de la régulation des institutions d'enseignement supérieur.</p> <p><u>Section 4 :</u> Enseignement supérieur transfrontalier et transnational</p> <p><u>Article 43:</u> Enseignement supérieur transfrontalier et transnational</p> <p>L'enseignement supérieur transfrontalier doit être agréé par l'autorité compétente du pays d'origine et autorité à opérer au Rwanda par</p>
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<p>rubifitiye ububasha mu Rwanda.</p> <p>Amasomo mpuzamahanga atangirwa mu Rwanda agomba kubahiriza ibipimo ngenderwaho ku cyicaro cy'iryo shuri kandi bigasuzumwa bikanemezwa n'urwego rw'igihugu rushinzwe amashuri makuru mu Rwanda.</p> <p>Amashuri makuru atanga inyigisho hakurikijwe amasezerano yambukiranya imipaka agomba kubahiriza amabwiriza yashyizweho n'urwego rw'Igihugu rushinzwe amashuri makuru mu Rwanda.</p> <p><u>Iciviro cya 5: Amasomo y'iya kure</u></p> <p><u>Ingingo ya 44: Amasomo y'iya kure</u></p> <p>Gahunda zo kwigisha amasomo y'iya kure zigomba kubahiriza ibisabwa n'amabwiriza atangwa n'urwego rw'Igihugu rushinzwe amashuri makuru.</p>	<p>in Rwanda by competent authority.</p> <p>The academic programs to be offered under the transnational higher education agreement must be equivalent to those delivered by the awarding institution and be subject to review and approval by the public organ in charge of regulation of institutions of higher learning in Rwanda.</p> <p>The higher education provided under cross-border and transnational arrangements must be in compliance with guidelines set by the public organ in charge of regulation of institutions of higher learning in Rwanda.</p> <p><u>Section 5: Open - Distance, and e-Learning (ODEL)</u></p> <p><u>Article 44: Open - Distance, and e-Learning (ODEL)</u></p> <p>Open, Distance, and e-Learning (ODEL) mode of delivery must comply with accreditation requirements and relevant guidelines established by the public organ</p>	<p>l'autorité compétente.</p> <p>Les programmes académiques proposés dans le cadre de l'accord transnational de l'enseignement supérieur doivent être équivalents à ceux délivrés par l'institution mère et doivent être soumis à l'examen et à l'approbation de l'organe public chargé de la réglementation des institutions d'enseignement supérieur au Rwanda.</p> <p>L'enseignement supérieur dispensé dans le cadre d'accords transfrontaliers et transnationaux doit être conforme aux orientations fixées par l'organe public chargé de la réglementation des institutions d'enseignement supérieur au Rwanda.</p> <p><u>Section 5 : Enseignement à distance et en ligne (ODEL)</u></p> <p><u>Article 44: Enseignement à distance et en ligne (ODEL)</u></p> <p>Le mode d'enseignement ouvert, à distance et en ligne (ODEL) doit être conforme aux exigences d'accréditation et aux directives pertinentes établies par l'organe public</p>
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	responsible for regulation of higher education.	responsable de la réglementation de l'enseignement supérieur.
Ishuri rigomba kuba rifite inyubako n'ibikoresho byose bikenewe kugira ngo hatangwe uburezi bufite ireme mu buryo bw'iya kure.	The provider should have appropriate teaching and learning infrastructure and facilities to deliver quality education through ODeL.	Le prestataire doit disposer d'une infrastructure et des installations d'enseignement et d'apprentissage appropriées pour dispenser une éducation de qualité à travers l'ODEL.
Ishuri rikuru ryigisha hakoreshejwe uburyo bw'iyakure rigomba kugaragaza ibi bikurikira:	Insitution of higher learning using ODeL mode of delivery shall demonstrate the following:	L'établissement d'enseignement supérieur à distance et en ligne doit démontre les éléments suivants :
1° Aho kwigira kuri murandasi	1° education Online System – Virtual Learning Environment;	1° le système d'éducation en ligne – Environnement d'apprentissage virtuel;
2° Porogaramu z'amasomo	2° academic Programmes;	2° programmes académiques ;
3° Uko abanyeshuri biteguye kwiga mu buryo bw'iya kure	3° student readiness for ODeL mode of delivery;	3° préparation des étudiants au mode de prestation ODeL ;
4° Uko Abarimu biteguye	4° academic Staff readiness;	4° préparation du personnel académique ;
5° Isuzumabumenyi	5° student Assessment;	5° évaluation des étudiants ;
6° Serivisi zishinzwe abanyeshuri	6° student Support Services;	6° services de soutien aux étudiants ;

<p>7° Ubugenzuzi bw'ireme ry'uburezi</p> <p><u>Icyiciro cya 6:</u> Ubushakashatsi, imirimo y'impuguke n'amasomo yo mu mashuri makuru</p> <p><u>Ingingo ya 45:</u> Ubushakashatsi n' Imirimo y'impuguke</p> <p>Buri shuri rikuru rigomba kugira politiki y'ubushakashatsi, uburyo n'imirongo ngenderwaho bituma habaho ireme ry'ubushakashatsi n'imirimo y'impuguke byakozwe n'abarimu b'ishuri n'abanyeshuri.</p> <p><u>Ingingo ya 46:</u> Amasomo mu mashuri makuru</p> <p>Amasomo yo mu mashuri makuru agomba kwigishwa, gukurikiranwa no gusuzumwa nk'uko biteganywa n'amabwiriza ashyirwaho n'urwego rw'Igihugu rushinzwe amashuri makuru.</p>	<p>7° internal Quality Assurance;</p> <p><u>Section 6:</u> Research, consultancy, and academic programmes</p> <p><u>Article 45:</u> Research and consultancy</p> <p>An institution of higher learning must have research policies, procedures, guidelines, and strategy to assure the quality of the research and consultancy undertaken by academic staff and students.</p> <p><u>Article 46:</u> Academic programmes</p> <p>Academic programs must be taught, supervised, and examined as per the guidelines established by the public organ in charge of higher education.</p>	<p>7° assurance de la qualité interne</p> <p><u>Section 6:</u> Recherche, consultance et programmes académiques</p> <p><u>Article 45:</u> Recherche et Consultance</p> <p>Un établissement d'enseignement supérieur doit avoir des politiques de recherche, des procédures et des directives pour assurer la qualité de la recherche et de consultance entreprises par le personnel académique et les étudiants.</p> <p><u>Article 46:</u> Programmes académiques</p> <p>Les programmes académiques doivent être enseignées, supervisées et examinées conformément aux lignes directrices établies par l'organe public chargé de l'enseignement supérieur.</p>
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<p><u>Ingingo ya 47:</u> Abakozi bo mu buyobozi, muri tekini n'abakozi bunganira</p> <p>Ishuri rikuru rigomba gukoresha umubare w'abakozi bo mu buyobozi, abo mu bijyanye na tekini n'abunganira abandi bahagije kandi babifitiye ubushobozi.</p> <p>Ishuri rikuru rigomba kugira poritiki y'iterambere ry'abakozi, hakanashyirwaho uburyo bugaragaza uko abakozi bagira uruhare mu iterambere ry'ikigo.</p> <p><u>Icyiciro cya 7:</u> Abanyeshuri</p> <p><u>Ingingo ya 48:</u> Itoranywa n'iyemerwa by'abanyeshuri</p> <p>Ishuri rikuru rigomba kwemerera abanyeshuri kwiga muri porogaramu ritanga hagendewe ku bisabwa byihariye kuri porogaramu nk'uko biteganywa n'urwego rw'Igihugu rushinzwe amashuri makuru.</p>	<p><u>Article 47:</u> Administrative, Technical and Support Staff</p> <p>Institutions must employ an adequate number of qualified administrative, technical and support staff fit for the purpose.</p> <p>An institution must have a staff development policy and make adequate provision for staff to participate in institutional development.</p> <p><u>Section 7:</u> Students</p> <p><u>Article 48:</u> Application and admission of students</p> <p>Institutions of higher learning admit students in programs in compliance with specific program admission requirements established by the public organ in charge of regulation of institutions of higher learning.</p>	<p><u>Article 47:</u> Personnel administratif, technique et de soutien</p> <p>Les institutions doivent employer un nombre suffisant du personnel administratif, technique et de soutien qualifié adapté aux exigences du poste.</p> <p>L'institution doit avoir une politique de développement du personnel et prévoir des dispositions adéquates pour que le personnel participe au développement de cette institution.</p> <p><u>Section 7:</u> Etudiants</p> <p><u>Article 48:</u> Candidature et admission des étudiants</p> <p>Les institutions d'enseignement supérieur admettent les étudiants dans des programmes conformes aux conditions d'admission spécifiques aux programmes établies par l'organe public chargé de la réglementation des institutions d'enseignement supérieur.</p>
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<p><u>Icyiciro cya 8:</u> Ubugenzuzi bw'ishuri, no kwemeza porogaramu z'amasomo</p> <p><u>Ingingo ya 49:</u> Ibishingirwaho kugira ngo ishuri rikuru ryemererwe gukora</p> <p>Ishuri rikuru rihabwa uruhushya rwo gutangira gukora n'urwego rw'Igihugu rushinzwe amashuri makuru hashingiwe kuri raporo y'ubugenzuzi ishuri ryakorewe, ndetse no ku bipimo byifashishwa mu Karere no ku rwego mpuzamahanga.</p> <p><u>Ingingo ya 50:</u> Kugenzura ishuri no kuvugurura inyigisho</p> <p>Nyuma y'umwaka umwe ishuri rikuru ryemerewe gutangira gukora, ryikorera ubwaryo isuzumamikorere. Hashingiwe kuri raporo nsuzumamikorere y'ishuri, urwego rw'Igihugu rushinzwe ubugenzuzi bw'amashuri makuru rukora narwo igenzura ryiryo shuri.</p>	<p><u>Section 8:</u> Institutional audit and program accreditation</p> <p><u>Article 49:</u> Conditions for granting accreditation to an institution of higher learning</p> <p>An institution of higher learning or an academic program is granted accreditation by a public organ in charge of regulation of institutions of higher learning basing on the report of institutional audit or physical assessment, and benchmarks to regional and international standards.</p> <p><u>Article 50:</u> Institutional audit and subject Review</p> <p>One year after being accredited, an institution of higher learning must undertake a self-assessment. Basing on the self-assessment of the institutional report, the public organ in charge of regulation of institutions of higher learning must also undertake institution audit.</p>	<p><u>Section 8:</u> Audit institutionnel et accréditation de programme</p> <p><u>Article 49:</u> Conditions d'octroi de l'accréditation à Un établissement d'enseignement supérieur</p> <p>Un établissement d'enseignement supérieur ou un programme académique est accrédité par un organe public chargé de la régulation des institutions d'enseignement supérieur sur la base du rapport d'audit institutionnel ou d'évaluation physique, et des références aux normes régionales et internationales.</p> <p><u>Article 50:</u> Audit institutionnel et révision des programmes</p> <p>Un an après son accréditation, Un établissement d'enseignement supérieur doit entreprendre une auto-évaluation. Sur la base de l'auto-évaluation du rapport institutionnel, l'organe public chargé de l'inspection des institutions d'enseignement supérieur doit procéder également à un audit institutionnel.</p>
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<u>INTERURU YA IV: INGINGO ZISOZA</u>	<u>TITLE IV: FINAL PROVISIONS</u>	<u>TITRE IV : DISPOSITIONS FINALES</u>
<p><u>Ingingo ya 51:</u> Ivanwaho ry'ingingo zinyuranyije n'iri teka</p> <p>Ingingo zose z'amateka abanziriza iri kandi zinyuranyije na ryo zivanyweho.</p> <p><u>Ingingo ya 52:</u> Igihe iri teka ritangirira gukurikizwa</p> <p>Iri teka ritangira gukurikizwa ku munsu ritangarijweho mu Igazeti ya Leta ya Repubulika y'u Rwanda.</p>	<p><u>Article 51:</u> Repealing provision</p> <p>All prior provisions contrary to this Order are repealed.</p> <p><u>Article 52:</u> Commencement</p> <p>This Order comes into force on the date of its publication in the Official Gazette of the Republic of Rwanda.</p>	<p><u>Article 51:</u> Disposition abrogatoire</p> <p>Toutes les dispositions antérieures contraires au présent arrêté sont abrogées.</p> <p><u>Article 52:</u> Entrée en vigueur</p> <p>Le présent arrêté entre en vigueur le jour de sa publication au Journal Officiel de la République du Rwanda.</p>

Kigali, 20/10/2021

(sé)

Dr UWAMARIYA Valentine

Minisitiri w'Uburezi

Minister of Education

Ministre de l'Éducation

Bibonywe kandi bishyizweho Ikirango cya Repubulika:

Seen and sealed with the Seal of the Republic:

Vu et scellé du Sceau de la République :

(sé)

Dr UGIRASHEBUJA Emmanuel

Minisitiri w'Ubutabera akaba n'Intumwa Nkuru ya Leta

Minister of Justice and Attorney General

Ministre de la Justice et Garde des Sceaux

<p>ITEKA RYA MINISITIRI N° 002/MINEDUC/2021 RYO KU WA 20/10/2021 RISHYIRAHU INTEGANYANYIGISHO MU MASHURI Y'UBUREZI BW'IBANZE BW'INYIGISHO RUSANGE, MBONEZAMWUGA N'IZ'IMYUGA N'UBUMENYINGIRO</p>	<p>MINISTERIAL ORDER N° 002/MINEDUC/2021 OF 20/10/2021 ESTABLISHING CURRICULUM IN GENERAL, PROFESSIONAL AND TECHNICAL AND VOCATIONAL BASIC EDUCATION</p>	<p>ARRÊTÉ MINISTÉRIEL N° 002/MINEDUC/2021 DU 20/10/2021 ÉTABLISSANT LE PROGRAMME D'ÉDUCATION DANS L'ENSEIGNEMENT DE BASE GENERAL, PROFESSIONNEL ET DE FORMATION TECHNIQUE ET VOCATIONNELLE</p>
<p><u>ISHAKIRO</u></p>	<p><u>TABLE OF CONTENTS</u></p>	<p><u>TABLE DES MATIÈRES</u></p>
<p><u>Ingingo ya mbere:</u> Icyo iri teka rigamije</p>	<p><u>Article One:</u> Purpose of this Order</p>	<p><u>Article premier :</u> Objet du présent arrêté</p>
<p><u>Ingingo ya 2:</u> Ibikubiye mu nteganyanyigisho</p>	<p><u>Article 2:</u> Content of curriculum</p>	<p><u>Article 2:</u> Contenu du programme d'enseignement</p>
<p><u>Ingingo ya 3:</u> Amasomo buri munyeshuri agomba kwiga</p>	<p><u>Article 3:</u> Compulsory subjects for all learners</p>	<p><u>Article 3:</u> Cours obligatoires pour tout apprenant</p>
<p><u>Ingingo ya 4:</u> Amasomo mu mashuri y'incuke, abanza, ay'uburezi bw'abantu bakuru n'ay'icyiciro rusange</p>	<p><u>Article 4:</u> Subjects for pre-primary, primary, adult education, and secondary ordinary level</p>	<p><u>Article 4:</u> Cours pour l'enseignement préscolaire, primaire, éducation des adultes et le tronc commun</p>
<p><u>Ingingo ya 5:</u> Icyiciro cya kabiri cy'amashuri y'isumbuye</p>	<p><u>Article 5:</u> Upper secondary education</p>	<p><u>Article 5:</u> Deuxième cycle d'enseignement secondaire</p>
<p><u>Ingingo ya 6:</u> Amashuri y'imyuga n'ubumenyigiro</p>	<p><u>Article 6:</u> Technical and vocational education and training schools</p>	<p><u>Article 6:</u> Écoles d'enseignement et de formation technique et professionnelle</p>
<p><u>Ingingo ya 7:</u> Uburyo bwo kwigisha n'isuzuma</p>	<p><u>Article 7:</u> Modalities of teaching and assessment</p>	<p><u>Article 7:</u> Modalités d'enseignement et d'évaluation</p>

<u>Ingingo ya 8:</u> Igihe cy'inzibacyuho	<u>Article 8:</u> Transitional period	<u>Article 8:</u> Période transitoire
<u>Ingingo ya 9 :</u> Ivanwaho ry'iteka	<u>Article 9:</u> Repealing provision	<u>Article 9:</u> Disposition abrogatoire
<u>Ingingo ya 10:</u> Igihe iri teka ritangirira gukurikizwa	<u>Article 10:</u> Commencement	<u>Article 10:</u> Entrée en vigueur

<p>ITEKA RYA MINISITIRI N° 002/MINEDUC/2021 RYO KU WA 20/10/2021 RISHYIRAHU INTEGANYANYIGISHO MU MASHURI Y'UBUREZI BW'IBANZE BW'INYIGISHO RUSANGE, MBONEZAMWUGA N'IZ'IMYUGA N'UBUMENYINGIRO</p>	<p>MINISTERIAL ORDER N° 002/MINEDUC/2021 OF 20/10/2021 ESTABLISHING CURRICULUM IN GENERAL, PROFESSIONAL AND TECHNICAL AND VOCATIONAL BASIC EDUCATION</p>	<p>ARRÊTÉ MINISTÉRIEL N° 002/MINEDUC/2021 DU 20/10/2021 ÉTABLISSANT LE PROGRAMME D'ÉDUCATION DANS L'ENSEIGNEMENT DE BASE GENERAL, PROFESSIONNEL ET DE FORMATION TECHNIQUE ET VOCATIONNELLE</p>
<p>Minisitiri w'Uburezi;</p>	<p>The Minister of Education;</p>	<p>Le Ministre de l'Éducation;</p>
<p>Ashingiye ku Itegeko Nshinga rya Repubulika y'u Rwanda ryo mu 2003 ryavuguruwe mu 2015, cyane cyane mu ngingo zaryo, iya 121, iya 122 n'iya 176;</p>	<p>Pursuant to the Constitution of the Republic of Rwanda of 2003 as revised in 2015, especially in Articles 121, 122 and 176;</p>	<p>Vu la Constitution de la République du Rwanda de 2003 telle que révisée en 2015, spécialement en ses articles 121, 122 et 176 ;</p>
<p>Ashingiye ku Itegeko n° 010/2021 ryo ku wa 16/02/2021 rigena imitunganyirize y'Uburezi, cyane cyane mu ngingo yaryo ya 19;</p>	<p>Pursuant to Law n° 010/2021 of 16/02/2021 determining the organisation of education, especially in Article 19;</p>	<p>Vu la Loi n° 010/2021 du 16/02/2021 portant organisation de l'éducation, spécialement en son article 19 ;</p>
<p>Asubiye ku Iteka rya Minisitiri n° 006/2016 ryo ku wa 08/01/2016 rigena inyigisho zigishwa, amasaha y'ingengabihe n'ururimi rwigishwamo mu mashuri abanza, ayisumbuye n'ayihariye;</p>	<p>Having reviewed Ministerial Order n° 006/2016 of 08/01/2016 determining curriculum, teaching hours and the language of instruction in primary, secondary and specialised schools;</p>	<p>Revu l'arrêté ministériel n° 006/2016 du 08/01/2016 déterminant les programmes d'enseignement, la charge horaire, et la langue d'instruction dans les écoles primaires, secondaires et spécialisées ;</p>
<p>Inama y'Abaminisitiri, yateranye ku wa 13/10/2021, imaze kubisuzuma no kubyemeza;</p>	<p>After consideration and approval by the cabinet, in its meeting of 13/10/2021;</p>	<p>Après examen et adoption par le Conseil des Ministres, en sa séance du 13/10/2021;</p>

ATEGETSE:	ORDERS:	ARRÊTE :
<p><u>Ingingo ya mbere:</u> Icyo iri teka rigamije</p> <p>Iri teka rishyiraho:</p> <ol style="list-style-type: none"> 1° integanyanyigisho y’uburezi bw’incuke; 2° integanyanyigisho y’uburezi bw’amashuri abanza; 3° integanyanyigisho y’uburezi bw’amashuri yisumbuye; 4° integanyanyigisho y’uburezi mbonezamwuga; 5° integanyanyisho y’uburezi bw’abakuze; 6° integanyanyigisho y’uburezi bw’amashuri y’imyuga n’ubumenyingiro yo kuva ku rwego rwa mbere kugeza ku rwego rwa 5. 	<p><u>Article One:</u> Purpose of this Order</p> <p>This Order establishes:</p> <ol style="list-style-type: none"> 1° curriculum for pre-primary education; 2° curriculum for primary education; 3° curriculum for secondary education; 4° curriculum for professional education; 5° curriculum for adult education; 6° curriculum for technical and vocational education and training from level 1 to level 5. 	<p><u>Article premier :</u> Objet du présent arrêté</p> <p>Le présent arrêté établit :</p> <ol style="list-style-type: none"> 1° le programme d’enseignement préscolaire ; 2° le programme d’enseignement primaire ; 3° le programme d’enseignement secondaire ; 4° le programme d’enseignement professionnel ; 5° le programme d’enseignement des adultes ; 6° le programme d’enseignement et de formation technique et professionnel du niveau 1 jusqu’au niveau 5.

<p><u>Ingingo ya 2: Ibikubiye mu nteganyanyigisho</u></p> <p>Ibikubiye mu nteganyanyigisho n'amasaha y'ingengabihe yo mu burezi bw'amashuri y'incuke, abanza, ayisumbuye y'inyigisho rusange, ay'imbonezamwuga n'ay'uburezi bw'abakuze biri ku mugereka wa I w'iri teka.</p> <p>Ibikubiye mu nteganyanyigisho n'amasaha y'ingengabihe yo mu burezi bw'amashuri y'inyuga n'ubumenyingiro yo kuva ku rwego rwa mbere (1) kugeza ku rwego rwa gatanu (5) biri ku mugereka wa II w'iri teka.</p>	<p><u>Article 2: Content of curriculum</u></p> <p>The content and teaching hours of the curriculum of pre-primary, primary and secondary general and professional and adult education is on annex I of this Order.</p> <p>The content and teaching hours of the curriculum of Technical and Vocational Education and Training from level one (1) to level five (5) is in annex II to this Order.</p>	<p><u>Article 2: Contenu du programme d'enseignement</u></p> <p>Le contenu et la charge horaire du programme de l'enseignement préscolaire, primaire, secondaire général, professionnel, et des adultes est en annexe I du présent arrêté.</p> <p>Le contenu et la charge horaire du programme d'enseignement et de formation technique et professionnelle de niveau 1 à 5 est en annexe II du présent arrêté.</p>
<p><u>Ingingo ya 3: Amasomo buri munyeshuri agomba kwiga</u></p> <p>Buri munyeshuri muri buri cyiciro agomba kwiga nibura uburere mboneragihugu, imibare, icyongereza, ikinyarwanda n'amasomo y'ikoranabuhanga.</p> <p><u>Ingingo ya 4: Amasomo mu mashuri y'incuke, abanza, ay'uburezi bw'abantu bakuru n'ay'icyiciro rusange</u></p> <p>Mu burezi bwo mu mashuri y'incuke, abanza, ubw'abantu bakuru n'ubw'icyiciro rusange, abanyeshuri biga amasomo amwe</p>	<p><u>Article 3: Compulsory subjects for all learners</u></p> <p>Every learner in each category must at least study citizenship, mathematics, English, Kinyarwanda, and information communication and technology (ICT).</p> <p><u>Article 4: Subjects for pre-primary, primary, adult education, and secondary ordinary level</u></p> <p>In pre-primary, primary, adult education and secondary ordinary level, learners study the same subjects based on the programmes set</p>	<p><u>Article 3: Cours obligatoires pour tout apprenant</u></p> <p>Chaque apprenant dans n'importe catégorie doit au moins étudier les cours d'éducation civique, mathématiques, anglais, kinyarwanda et technologie de l'information et de la communication (TIC).</p> <p><u>Article 4: Cours pour l'enseignement préscolaire, primaire, éducation des adultes et le tronc commun</u></p> <p>Dans l'enseignement préscolaire, primaire, d'éducation des adultes et de tronc commun, les apprenants étudient les mêmes matières</p>

<p>mu gihugu hose hashingiwe ku nyigisho ziteganyijwe kuri buri cyiciro.</p>	<p>for each cycle of education.</p>	<p>sur base des programmes définis pour chaque cycle d'enseignement.</p>
<p><u>Ingingo ya 5:</u> Icyiciro cya kabiri cy'amashuri y'isumbuye</p>	<p><u>Article 5:</u> Upper secondary education</p>	<p><u>Article 5 :</u> Deuxième cycle d'enseignement secondaire</p>
<p>Icyiciro cya kabiri cy'amashuri yisumbuye kigizwe n'inyigisho rusange n'inyigisho mbonezambwuga.</p>	<p>Upper secondary education is comprised of general and professional education.</p>	<p>L'enseignement secondaire du deuxième cycle comprend l'enseignement général et professionnel.</p>
<p>a) Mu cyiciro cya kabiri cy'amashuri yisumbuye y'inyigisho rusange, umunyeshuri ahitamo rimwe mu mashami akurikira:</p>	<p>a) In general upper secondary education, a learner chooses one of the following combinations:</p>	<p>a) Dans l'enseignement secondaire général du deuxième cycle, l'apprenant choisit l'une des sections suivantes:</p>
<p><i>1° Literature in English– French-Kinyarwanda - Kiswahili (LFK);</i></p> <p><i>2° History–Literature in English - Psychology (HLP);</i></p> <p><i>3° History – Geography – Literature in English (HGL);</i></p> <p><i>4° Physics - Chemistry - Mathematics (PCM);</i></p> <p><i>5° Physics – Chemistry - Biology (PCB);</i></p> <p><i>6° Mathematics - Physics - Geography (MPG);</i></p> <p><i>7° Mathematics – Economics – Geography (MEG);</i></p> <p><i>8° Mathematics - Computer Science -</i></p>	<p><i>1° Literature in English– French-Kinyarwanda - Kiswahili (LFK);</i></p> <p><i>2° History–Literature in English - Psychology (HLP);</i></p> <p><i>3° History – Geography – Literature in English (HGL);</i></p> <p><i>4° Physics - Chemistry - Mathematics (PCM);</i></p> <p><i>5° Physics – Chemistry - Biology (PCB);</i></p> <p><i>6° Mathematics - Physics - Geography (MPG);</i></p> <p><i>7° Mathematics – Economics – Geography (MEG);</i></p> <p><i>8° Mathematics - Computer</i></p>	<p><i>1° Literature in English– French-Kinyarwanda - Kiswahili (LFK);</i></p> <p><i>2° History–Literature in English - Psychology (HLP);</i></p> <p><i>3° History – Geography – Literature in English (HGL);</i></p> <p><i>4° Physics - Chemistry - Mathematics (PCM);</i></p> <p><i>5° Physics – Chemistry - Biology (PCB);</i></p> <p><i>6° Mathematics - Physics - Geography (MPG);</i></p> <p><i>7° Mathematics – Economics – Geography (MEG);</i></p> <p><i>8° Mathematics - Computer Science -</i></p>

<p><i>Economics (MCE);</i> 9° <i>Mathematics – Physics – Computer Science (MPC);</i> 10° <i>Mathematics - Chemistry - Biology (MCB).</i></p> <p>b) Mu nyigisho mbonezamwuga, umunyeshuri ahitamo kwiga imwe mu mu nyigisho mbonezamwuga zikurikira:</p> <p>1° Inyigisho nderabarezi zigizwe na:</p> <p><i>i. Early Childhood and Lower Primary Education (ECLPE);</i></p> <p><i>ii. Social Studies Education (SSE);</i></p> <p><i>iii. Languages Education (LE);</i></p> <p><i>iv. Science and Mathematics Education (SME).</i></p> <p>2° Inyigisho z’abunganira abafomoro;</p> <p>3° Ibaruramari.</p> <p>Amabwiriza ya Minisitiri w’Uburezi ashobora guhindura amasaha y’isomo</p>	<p>Science - Economics (MCE); 9° Mathematics – Physics – Computer Science (MPC); 10° Mathematics - Chemistry - Biology (MCB).</p> <p>b) In professional education, a learner chooses one of the following professional studies:</p> <p>1° Teacher training comprised of:</p> <p><i>i. Early Childhood and Lower Primary Education (ECLPE);</i></p> <p><i>ii. Social Studies Education (SSE);</i></p> <p><i>iii. Languages Education (LE);</i></p> <p><i>iv. Science and Mathematics Education (SME).</i></p> <p>2° Associate Nursing Program;</p> <p>3° Accounting.</p> <p>Instruction of the Minister of Education may modify teaching hours or subjects if deemed</p>	<p><i>Economics (MCE);</i> 9° <i>Mathematics – Physics – Computer Science (MPC);</i> 10° <i>Mathematics - Chemistry - Biology (MCB).</i></p> <p>b) Dans l’enseignement professionnel, l’apprenant choisit l’une des sections professionnelles suivantes :</p> <p>1° La formation des enseignants est composée de:</p> <p><i>i. Early Childhood and Lower Primary Education (ECLPE);</i></p> <p><i>ii. Social Studies Education (SSE);</i></p> <p><i>iii. Languages Education (LE);</i></p> <p><i>iv. Science and Mathematics Education (SME).</i></p> <p>2° Programme d’assistants des infirmiers;</p> <p>3° Comptabilité.</p> <p>Une instruction du Ministre de l’éducation peut modifier la charge horaire et les cours à</p>
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<p>n'amasomo yigishwa igihe bibaye ngombwa.</p> <p><u>Ingingo ya 6:</u> Amashuri y'imyuga n'ubumenyigiro</p> <p>Amashuri y'imyuga n'ubumenyigiro akubiyemo inzego zikurikira:</p> <p>a) Urwego rwa mbere (1) n'urwa kabiri (2) zitangirwamo inyigisho z'ibanze z'imyuga n'ubumenyigiro zifasha uwazihawe kujya ku isoko ry'umurimo;</p> <p>b) Urwego rwa gatatu (3) kugeza ku rwa gatanu (5) zitangirwamo inyigisho za tekinike, imyuga n'ubumenyigiro zishingiye ku nkingi z'ubukungu zikurikira:</p> <p><i>1° Construction and building services;</i> <i>2° Energy;</i> <i>3° Technical services;</i> <i>4° Hospitality and Tourism;</i> <i>5° ICT and Multimedia;</i> <i>6° Arts and Crafts;</i> <i>7° Agriculture and Food processing;</i> <i>8° Transport and logistics;</i> <i>9° Manufacturing and Mining;</i> <i>10° Beauty and Aesthetics.</i></p>	<p>necessary.</p> <p><u>Article 6:</u> Technical and vocational education and training schools</p> <p>Technical and vocational education and training schools includes:</p> <p>a) Level one (1) and level two (2) that provide basic vocational training programmes which help beneficiaries access the labour market.</p> <p>b) Level three (3) to level five (5) provide technical, vocational, and professional programmes based on the following economic pillars:</p> <p><i>1° Construction and building services;</i> <i>2° Energy;</i> <i>3° Technical services;</i> <i>4° Hospitality and Tourism;</i> <i>5° ICT and Multimedia;</i> <i>6° Arts and Crafts;</i> <i>7° Agriculture and Food processing;</i> <i>8° Transport and logistics;</i> <i>9° Manufacturing and Mining;</i> <i>10° Beauty and Aesthetics.</i></p>	<p>enseigner s'il s'avère nécessaire.</p> <p><u>Article 6:</u> Ecoles d'enseignement et de formation technique et professionnelle</p> <p>Les écoles d'enseignement et de formation technique et professionnelle comprennent :</p> <p>a) Les niveaux un (1) et deux (2) offrent des programmes de formation professionnelles de base qui aident les bénéficiaires à accéder le marché du travail.</p> <p>b) Les niveaux trois (3) jusqu'au niveau cinq (5) offrent des programmes techniques et professionnels basés sur les piliers économiques suivants :</p> <p><i>1° Construction and building services;</i> <i>2° Energy;</i> <i>3° Technical services;</i> <i>4° Hospitality and Tourism;</i> <i>5° ICT and Multimedia;</i> <i>6° Arts and Crafts;</i> <i>7° Agriculture and Food processing;</i> <i>8° Transport and logistics;</i> <i>9° Manufacturing and Mining;</i> <i>10° Beauty and Aesthetics.</i></p>
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<p>Amabwiriza ya Minisitiri w'Uburezi ashobora guhindura amasaha y'isomo, amasomo yigishwa, cyangwa izindi nyigisho igihe bibaye ngombwa.</p> <p><u>Ingingo ya 7: Uburyo bwo kwigisha n'isuzuma</u></p> <p>Inyigisho zose ziteganywa n'integanyanyigisho zigishwa zishingiye ku buryo buha umunyeshuri uruhare runini mu myigire kandi buteza imbere ubumenyi, ubumenyingiro n'ubushobozi.</p> <p>Isuzuma rikorwa hashingiwe ku mahame y'isuzuma rishingiye ku bushobozi.</p> <p><u>Ingingo ya 8: Igihe cy'inzibacyuho</u></p> <p>Abanyeshuri biga mu cyiciro cya kabiri cy'amashuri yisumbuye cyangwa abiga inyigisho za tekinike, imyuga, n'ubumenyingiro mu mashami atavugwa muri iri teka bazakomeza kwiga izo nyigisho kugeza barangije.</p> <p><u>Ingingo ya 9: Ivanwaho ry'iteka</u></p> <p>Iteka rya Minisitiri n° 006/2016 ryo ku wa</p>	<p>Instruction of the Minister of Education may modify teaching hours, subjects or determine other trades if deemed necessary.</p> <p><u>Article 7: Modalities of teaching and assessment</u></p> <p>All subjects provided by the curriculum are taught based on learner-centred and competence-based approaches.</p> <p>Assessment is conducted based on guidelines of competence-based assessment.</p> <p><u>Article 8: Transitional period</u></p> <p>Learners in upper secondary education or those in technical and vocational education and training studying combinations or trades that are not provided for in this order will continue studying such combinations or trades until completion.</p> <p><u>Article 9: Repealing provision</u></p> <p>Ministerial Order n° 006/2016 of 08/01/2016</p>	<p>Une instruction du Ministre de l'éducation peut modifier la charge horaire, les cours à enseigner ou les programmes s'il s'avère nécessaire.</p> <p><u>Article 7: Modalités d'enseignement et d'évaluation</u></p> <p>Toutes les matières prévues par le programme d'enseignement sont enseignées sur base d'approches centrées sur l'apprenant et fondées sur les compétences.</p> <p>L'évaluation d'apprentissage est faite conformément aux principes d'évaluation basée sur les compétences.</p> <p><u>Article 8: Période transitoire</u></p> <p>Les apprenants du deuxième cycle de l'enseignement secondaire ou ceux de l'enseignement technique et formation professionnelle qui étudient dans des sections non prévues dans cet arrêté continueront à suivre ces sections jusqu'à ce qu'ils terminent.</p> <p><u>Article 9: Disposition abrogatoire</u></p> <p>L'arrêté ministériel n° 006/2016 du</p>
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<p>08/01/2016 rigena inyigisho zigishwa, amasaha y'ingengabihe n'ururimi rwigishwamo mu mashuri abanza, ayisumbuye n'ayihariye rivanyweho.</p> <p><u>Ingingo ya 10: Igihe iri teka ritangirira gukurikizwa</u></p> <p>Iri teka ritangira gukurikizwa ku munsu ritangarijweho mu Igazeti ya Leta ya Repubulika y'u Rwanda.</p>	<p>determining curriculum, teaching hours and the language of instruction in primary, secondary, and specialised schools is repealed.</p> <p><u>Article 10: Commencement</u></p> <p>This Order comes into force on the date of its publication in the Official Gazette of the Republic of Rwanda.</p>	<p>08/01/2016 déterminant les programmes d'enseignement, la charge horaire, et la langue d'instruction dans les écoles primaires, secondaires et spécialisées est abrogé.</p> <p><u>Article 10: Entrée en vigueur</u></p> <p>Le présent arrêté entre en vigueur le jour de sa publication au Journal Officiel de la République du Rwanda.</p>
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Kigali, 20/10/2021

(sé)

Dr UWAMARIYA Valentine

Minisitiri w'Uburezi

Minister of Education

Ministre de l'Éducation

Bibonywe kandi bishyizweho Ikirango cya Repubulika:

Seen and sealed with the Seal of the Republic:

Vu et scellé du Sceau de la République :

(sé)

Dr UGIRASHEBUJA Emmanuel

Minisitiri w'Ubutabera akaba n'Intumwa Nkuru ya Leta

Minister of Justice and Attorney General

Ministre de la Justice et Garde des Sceaux

<p>UMUGEREKA WA I W'ITEKA RYA MINISITIRI N° 002/MINEDUC/2021 RYO KU WA 20/10/2021 RISHYIRAHU INTEGANYANYIGISHO MU MASHURI Y'UBUREZI BW'IBANZE BW'INYIGISHO RUSANGE, MBONEZAMWUGA N'IZ'IMYUGA N'UBUMENYINGIRO</p>	<p>ANNEX I TO MINISTERIAL ORDER N° 002/MINEDUC/2021 OF 20/10/2021 ESTABLISHING CURRICULUM IN GENERAL, PROFESSIONAL AND TECHNICAL AND VOCATIONAL BASIC EDUCATION</p>	<p>ANNEXE I D'ARRÊTÉ MINISTÉRIEL N° 002/MINEDUC/2021 DU 20/10/2021 ÉTABLISSANT LE PROGRAMME D'ÉDUCATION DANS L'ENSEIGNEMENT DE BASE GÉNÉRAL, PROFESSIONNEL ET DE FORMATION TECHNIQUE ET VOCATIONNELLE</p>
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1. LEARNING AREAS AND WEEKLY TIME ALLOCATION FOR PRE-PRIMARY

At the pre-primary level, there are six learning areas implemented through integrated and thematic approaches so that the children learn holistically by engaging them in practical activities.

Pre-primary	Age	Required learning areas	Time allocation
Grade 1	3- 4 years	1.Discovery of the World. 2. Numeracy.	
Grade 2	4-5 years	3.Physical and Health Development. 4.Creative Arts and Culture.	

Grade 3	5-6 years	5.Language and Literacy: - Kinyarwanda - English 6. Social and Emotional Development	
<i>Number of hours per day</i>			<i>5 hours</i>
<i>Number of hours per week</i>			<i>25 hours</i>
<i>Number of hours per year (39 weeks)</i>			<i>975 hours</i>

2. SUBJECTS AND WEEKLY TIME ALLOCATION FOR SINGLE SHIFT IN LOWER PRIMARY (P1-P3)

#	Subjects to be taught in P1-P3	Number of periods (Period= 40 minutes)
1	Kinyarwanda	8
2	English	8
3	French	3
4	Mathematics	8
5	Social and Religious studies	4
6	Science and Elementary Technology (SET)	4
7	Creative Arts	2
8	Physical Education and Sports	2

9	Co-Curricular activities	3
	Total number of contact <i>periods</i> per week	42
	Total number of contact <i>hours</i>/Week	28
	Total number of contact <i>hours</i> per year (39 weeks)	1092

3. SUBJECTS AND WEEKLY TIME ALLOCATION FOR SINGLE SHIFT IN UPPER PRIMARY (P4 –P6)

#	Subjects to be taught P4 -P6	Number of periods (Period= 40 minutes)
1	Kinyarwanda	8
2	English	8
3	French	4
4	Mathematics	8
5	Social and Religious Studies	6
6	Science and Elementary Technology (SET)	6
7	Creative Arts	2
8	Physical Education and Sport	2
9	Co-curricular Activities	4
	Total number of contact <i>periods</i> per week	48

	Total number of contact <i>hours</i>/week	32
	Total number of contact <i>hours</i> per year (39 weeks)	1248

4. SUBJECTS AND WEEKLY TIME ALLOCATION FOR SINGLE SHIFT IN LOWER SECONDARY (S1-S3)

	Subjects to be taught S1-S3	Number of periods
	I. Core subjects	(Period= 40 minutes)
1.	English	5
2.	Kinyarwanda	5
3.	Mathematics	6
4.	Physics	4
5.	Chemistry	4
6.	Biology and Health Sciences	4
7.	ICT	2
8.	History and Citizenship	2
9.	Geography and Environment	3
10.	Entrepreneurship	2
11.	French	3

12.	Kiswahili	2
14	Religion and Ethics	2
15	Physical Education and Sports	2
	II: Elective subjects: Schools can choose one subject	
16	Music, Dance and Drama	2
17	Fine arts and Crafts	2
18	Home Sciences	2
19	Farming (Agriculture and Animal husbandry)	2
	III. Co-curricular activities (Compulsory)	2
	Total number of contact periods per week	50
	Total number of contact hours/week	33.3
	Total number of contact hours per year (39 weeks)	1300

5. SUBJECTS AND WEEKLY TIME ALLOCATION FOR SINGLE SHIFT IN UPPER SECONDARY-GENERAL EDUCATION (S4-S6)

A. Literature in English– French- Kinyarwanda - Kiswahili (LFK)

Subject	Number of periods		
I. Core subjects/Compulsory: Examinable in National exams	(Period= 40 minutes)		
	S4	S5	S6
1. Literature in English	7	7	7
2. French	7	7	7
3. Kinyarwanda	7	7	7
4. Kiswahili	6	6	6
5. Entrepreneurship	3	3	3
6. General Studies and Communication Skills	3	3	3
Sub-total 1	33	33	33
II. Core Subjects: Examinable at School level			
7. ICT	3	3	3
8. English	3	3	3

9. Subsidiary Mathematics	3	3	3
10. Physical Education and Sports	2	2	2
Sub-total 2	11	11	11
III. Co-curricular activities (compulsory)	6	6	6
Total number of contact periods per week	50	50	50
Total number of contact hours/week	33.3	33.3	33.3
Total number of contact hours per year (39 weeks)	1300	1300	1300

B. History–Literature in English - Psychology (HLP)

Subjects	Number of periods		
I. Core subjects/Compulsory: Examinable in National exams	(Period= 40 minutes)		
	S4	S5	S6
1. History	7	7	7
2. Literature in English	7	7	7
3. Psychology	7	7	7
4. General Studies and Communication Skills	3	3	3
5. Entrepreneurship	3	3	3
Sub-total 1	27	27	27

II. Core Subjects examinable at School level			
6. Kinyarwanda	3	3	3
7. ICT	3	3	3
8. English	2	2	2
9. Physical Education and Sports	2	2	2
10. Subsidiary Mathematics	3	3	3
11. French	3	3	3
Sub-total 2	16	16	16
III. Co-curricular activities (compulsory)	7	7	7
Total number of contact periods per week	50	50	50
Total number of contact hours/week	33.3	33.3	33.3
Total number of contact hours per year (39 weeks)	1300	1300	1300

C. History – Geography – Literature in English (HGL)

Subject	Number of periods		
I. Core subjects/Compulsory: Examinable in National exams	(Period= 40 minutes)		
	S4	S5	S6
1. History	7	7	7

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2. Geography	7	7	7
3. Literature in English	7	7	7
4. General Studies and Communication Skills	3	3	3
5. Entrepreneurship	3	3	3
6. English	3	3	3
Sub-total 1	30	30	30
II. Core Subjects examinable at School level			
7. Kinyarwanda	3	3	3
8. ICT	3	3	3
9. Subsidiary Mathematics	3	3	3
10. Physical Education and Sports	2	2	2
11. French	3	3	3
Sub-total 2	14	14	14
III. Co-curricular activities (compulsory)	6	6	6
Total number of contact periods per week	50	50	50
Total number of contact hours/week	33.3	33.3	33.3
Total number of contact hours per year (39 weeks)	1300	1300	1300

D. Physics - Chemistry - Mathematics (PCM)

Subject	Number of periods		
I. Core subjects/Compulsory: Examinable in National exams	(Period= 40 minutes)		
	S4	S5	S6
1. Physics	7	7	7
2. Chemistry	7	7	7
3. Mathematics	7	7	7
4. General Studies and Communication Skills	3	3	3
5. English	3	3	3
6. Entrepreneurship	3	3	3
Sub-total 1	30	30	30
II. Core Subjects examinable at School level			
7. Kinyarwanda	3	3	3
8. ICT	3	3	3
9. Physical Education and Sports	2	2	2
10. French	3	3	3
Sub-total 2	11	11	11

III. Co-curricular activities (compulsory)	9	9	9
Total number of contact periods per week	50	50	50
Total number of contact hours/week	33.3	33.3	33.3
Total number of contact hours per year (39 weeks)	1300	1300	1300

E. Physics – Chemistry - Biology (PCB)

Subject	Number of periods		
I. Core subjects/Compulsory: Examinable in National exams	(Period= 40 minutes)		
	S4	S5	S6
1. Physics	7	7	7
2. Chemistry	7	7	7
3. Biology	7	7	7
4. General Studies and Communication Skills	3	3	3
5. English	3	3	3
6. Subsidiary Mathematics	4	4	4
7. Entrepreneurship	3	3	3
Sub-total 1	34	34	34

II. Core Subjects examinable at School level			
8. Kinyarwanda	3	3	3
9. ICT	3	3	3
10. Physical Education and Sports	2	2	2
11. French	3	3	3
Sub-total 2	11	11	11
III. Co-curricular activities (compulsory)	5	5	5
Total number of contact periods per week	50	50	50
Total number of contact hours/week	33.3	33.3	33.3
Total number of contact hours per year (39 weeks)	1300	1300	1300

F. Mathematics - Physics - Geography (MPG)

Subject	Number of periods		
I. Core subjects/Compulsory: Examinable in National exams	(Period= 40 minutes)		
	S4	S5	S6
1. Mathematics	7	7	7
2. Physics	7	7	7
3. Geography	7	7	7

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4. General Studies and Communication Skills	3	3	3
5. English	3	3	3
6. Entrepreneurship	3	3	3
Sub-Total 1	30	30	30
II. Core Subjects examinable at School level			
7. Kinyarwanda	3	3	3
8. ICT	3	3	3
9. Physical Education and Sports	2	2	2
10. French	3	3	3
Sub-Total 2	11	11	11
III. Co-curricular activities (compulsory)	9	9	9
Total number of contact periods per week	50	50	50
Total number of contact hours/week	33.3	33.3	33.3
Total number of contact hours per year (39 weeks)	1300	1300	1300

G. Mathematics – Economics – Geography (MEG)

Subject	Number of periods		
	(Period= 40 minutes)		
I. Core subjects/Compulsory: Examinable in National exams	S4	S5	S6
1. Mathematics	7	7	7
2. Economics	7	7	7
3. Geography	7	7	7
4. General Studies and Communication Skills	3	3	3
5. English	3	3	3
6. Entrepreneurship	3	3	3
Sub-Total 1	30	30	30
II. Core Subjects examinable at School level			
7. Kinyarwanda	3	3	3
8. ICT	3	3	3
9. Physical Education and Sports	2	2	2
10. French	3	3	3
Sub-Total 2	11	11	11

III. Co-curricular activities (compulsory)	9	9	9
Total number of contact periods per week	50	50	50
Total number of contact hours/week	33.3	33.3	33.3
Total number of contact hours per year (39 weeks)	1300	1300	1300

H. Mathematics - Computer Science - Economics (MCE)

Subject	Number of periods		
I. Core subjects/Compulsory: Examinable in National exams	(Period= 40 minutes)		
	S4	S5	S6
1. Mathematics	7	7	7
2. Computer Science	7	7	7
3. Economics	7	7	7
4. General Studies and Communication Skills	3	3	3
5. English	3	3	3
6. Entrepreneurship	3	3	3
Sub-Total 1	30	30	30
II. Core Subject examinable at School level			
7. Kinyarwanda	3	3	3

8. Physical Education and Sports	2	2	2
9. French	3	3	3
Sub-Total 2	8	8	8
III. Co-curricular activities (compulsory)	12	12	12
Total number of contact periods per week	50	50	50
Total number of contact hours/week	33.3	33.3	33.3
Total number of contact hours per year (39 weeks)	1300	1300	1300

I. Mathematics – Physics – Computer Science (MPC)

Subject	Number of periods		
I. Core subjects/Compulsory: Examinable in National exams	(Period= 40 minutes)		
	S4	S5	S6
1. Mathematics	7	7	7
2. Physics	7	7	7
3. Computer Science	7	7	7
4. General Studies and Communication Skills	3	3	3
5. English	3	3	3
6. Entrepreneurship	3	3	3

Sub-total 1	30	30	30
II. Core Subject examinable at School level			
7. Kinyarwanda	3	3	3
8. Physical Education and Sports	2	2	2
9. French	3	3	3
Sub-total 2	8	8	8
III. Co-curricular activities (compulsory)	12	12	12
Total number of contact periods per week	50	50	50
Total number of contact hours/week	33.3	33.3	33.3
Total number of contact hours per year (39 weeks)	1300	1300	1300

J. Mathematics - Chemistry - Biology (MCB)

Subject		Number of periods	
I. Core subjects/Compulsory: Examinable in National exams		(Period= 40 minutes)	
	S4	S5	S6
1. Mathematics	7	7	7
2. Chemistry	7	7	7
3. Biology	7	7	7

4. General Studies and Communication Skills	3	3	3
5. English	3	3	3
6 Entrepreneurship	3	3	3
Sub-Total 1	30	30	30
II. Core Subject examinable at School level			
7. ICT	3	3	3
8. Kinyarwanda	3	3	3
9. Physical Education and Sports	2	2	2
10. French	3	3	3
Sub-Total 2	11	11	11
III. Co-curricular activities (compulsory)	9	9	9
Total number of contact periods per week	50	50	50
Total number of contact hours/week	33.3	33.3	33.3
Total number of contact hours per year (39 weeks)	1300	1300	1300

5. SUBJECTS AND TIME ALLOCATION FOR ADULT EDUCATION (LEVEL 1 – LEVEL 3)

The Curriculum of Adult Education is made of three (3) levels: level 1 that equips learners with fundamental literacies and Level 2 and level 3 that establish a bridge to completion of primary education.

The curriculum is organized in two approaches:

- integrated approach whereby the content of a subject is integrated in another subject.
- standalone subjects

The subjects to be covered in adult education curriculum from level 1 to level 3 are listed in the table below with the allocated time per year:

#	Subjects	Time allocation in hours per year (1 hour= 60 minutes)		
		Level I	Level II	Level III
1.	Social Studies/Science and Elementary Technology integrated into English subject	0	276	280
2.	Kinyarwanda	131	104	98
3.	French	0	17	16
4.	Kiswahili	0	17	16
5.	Mathematics	101	108	108
6.	Digital Literacy	0	18	22
7.	Physical Education and Sports (PES)	0	11	11
8.	General studies (Ubumenyi rusange)	34	0	0

9	Elementary Technology	6	0	0
10	English	15	0	0

6. SUBJECTS AND WEEKLY TIME ALLOCATION FOR PROFESSIONAL EDUCATION

6.1 SUBJECTS AND WEEKLY TIME ALLOCATION FOR ACCOUNTING

Subject	Number of periods		
I. Core subjects/Compulsory: Examinable in National exams	(Period= 40 minutes)		
	S4	S5	S6
1. Financial Accounting	7	7	7
2. Taxation	7	7	7
3. Auditing	7	7	7
4. General Studies and Communication Skills	3	3	3
5. Subsidiary Mathematics	3	3	3
6. Entrepreneurship	3	3	3
7. English	3	3	3
Sub-Total 1	33	33	33
II. Core Subject examinable at School level			
7. ICT	3	3	3

8. Kinyarwanda	3	3	3
10. Physical Education and Sports	2	2	2
11. French	3	3	3
Sub-Total 2	11	11	11
III. Co-curricular activities (compulsory)	6	6	6
Total number of contact periods per week	50	50	50
Total number of contact hours/week	33.3	33.3	33.3
Total number of contact hours per year (39 weeks)	1300	1300	1300

6.2. SUBJECTS AND WEEKLY TIME ALLOCATION FOR ASSOCIATE NURSING PROGRAM

Subject	Number of periods		
I. Core subjects/Compulsory: Examinable in National exams	(Period= 40 minutes)		
	S4	S5	S6
1. Fundamentals of Nursing	7	7	7
2. Biology	7	7	7
3. Chemistry	7	7	7
4. Mathematics	3	3	3
5. Physics	6	6	6

6. English	4	4	4
7. Clinical attachment	6	7	10
Sub-Total 1	40	41	44
II. Core Subject examinable at School level			
8. Ethics and professional code of conduct	1	1	0
9. Medical Pathologies & infectious diseases	0	3	1
10. Surgical Pathologies	0	1	1
11. Pharmacology	3	2	2
12. Maternal and Child health	4	4	4
13. Individual learning	3	1	5
14. Kinyarwanda	2	2	0
15. French	1	1	1
16. Entrepreneurship	2	1	0
17. Citizenship	2	1	0
18. ICT	1	1	1
19. Sports/ Clubs	1	1	1
Sub-Total 2	20	19	16
Total number of contact periods per week	60	60	60
Total number of contact hours/week	40	40	40

Total number of contact hours per year (39 weeks)	1560	1560	1560
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6.3. SUBJECTS AND WEEKLY TIME ALLOCATION FOR TEACHER TRAINING COLLEGES

A. Option 1: Early Childhood and Lower Primary Education (ECLPE)

Subject	Number of periods		
I. Core subjects/Compulsory: Examinable in National exams	(Period= 40 minutes)		
	Year 1	Year 2	Year 3
1. Foundations of Education	6	6	6
2. English	5	5	5
3. Kinyarwanda	5	5	5
4. Mathematics	3	3	3
5. Integrated Science	4	4	4
6. Social Studies	4	4	4
7. Creative Performance (Music and Fine Arts)	4	4	4
8. Entrepreneurship	2	2	2
9. Teaching Methods and Practice (TMP)	7	7	7
Sub-Total 1	40	40	40
II. Core Subject examinable at School level			

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10. Physical Education	1	1	1
11. ICT	2	2	2
12. Special Needs and Inclusive Education	2	2	2
13. Religious Education	1	1	1
14. French	4	4	4
15. Kiswahili	1	1	1
16. Co-Curricular Activities	1	1	1
17. Individual Study	8	8	8
18. School Attachment			1 st term
Sub-Total 2	20	20	20
Total number of contact periods per week	60	60	60
Total number of contact hours/week	40	40	40
Total number of contact hours per year (39 weeks)	1560	1560	1560

Note: TMP includes TMP of pre-primary and TMPs of all subjects taught in lower primary.

B. Option 2: Social Studies Education (SSE)

Subject	Number of periods		
I. Core subjects/Compulsory: Examinable in National exams	(Period= 40 minutes)		
	Year 1	Year 2	Year 3
1. Foundations of Education	6	5	5
2. Social studies	11	0	0
3. Geography	0	5	5
4. History	0	5	5
5. Economics	0	5	5
6. Religious education	4	3	3
7. Creative Performance	4	4	4
8. Kinyarwanda	2	2	2
9. English	5	4	4
10. Entrepreneurship	2	2	2
11. Teaching Methods and Practice (TMP)	4	4	4
Sub-Total 1	38	39	39

II. Core Subject examinable at School level			
12. Physical Education	2	1	1
13. Integrated Science	1	1	1
14. Mathematics	3	3	3
15. French	2	2	2
16. ICT	2	2	2
17. Special Needs and Inclusive Education (SN&IE)	2	2	2
18. Kiswahili	1	1	1
19. Co-curricular activities	1	1	1
20. Individual Study	8	8	8
21. School Attachment			1stTerm
Sub-Total 2	22	21	21
Total number of contact periods per week	60	60	60
Total number of contact hours/week	40	40	40
Total number of contact hours per year (39 weeks)	1560	1560	1560

Note: TMP includes TMP of Social studies, Religious Education, Physical Education and Creative Arts.

C. Option 3: Languages Education (LE)

Subject	Number of periods		
I. Core subjects/Compulsory: Examinable in National exams	(Period= 40 minutes)		
	Year 1	Year 2	Year 3
1. Foundations of Education	6	5	5
2. French	7	7	7
3. English	7	7	7
4. Kinyarwanda	5	6	6
5. Creative performance (Music & Fine Arts)	4	4	4
6. Kiswahili	5	5	5
7. Entrepreneurship	2	2	2
8. Teaching Methods and Practice (TMP)	4	4	4
Sub-Total 1	40	40	40
II. Core Subject examinable at School level			
9. Physical education	1	1	1
10. Integrated Science	1	1	1
11. Mathematics	2	2	2
12. ICT	2	2	2

13. Special Needs and Inclusive Education (SN&IE)	2	2	2
14. Religious education	1	1	1
15. Social Studies	2	2	2
16. Co-Curricular activities (clubs, sports, public lectures)	1	1	1
17. Individual study (Research, library, Teaching Resource Center, etc.)	8	8	8
18. School Attachment			1stTerm
Sub-Total 2	20	20	20
Total number of contact periods per week	60	60	60
Total number of contact hours/week	40	40	40
Total number of contact hours per year (39 weeks)	1560	1560	1560

Note: TMP includes TMP of English, Kinyarwanda, French, and Creative Arts

D. Option 4: Science and Mathematics Education (SME)

Subject	Number of periods		
I. Core subjects/Compulsory: Examinable in National exams	(Period= 40 minutes)		
	Year 1	Year 2	Year 3
1. Foundations of Education	6	5	5
2. Mathematics	6	6	6

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3. Integrated Sciences	11	0	0
4. Chemistry	0	5	5
5. Biology	0	5	5
6. Physics	0	5	5
7. English	5	4	4
8. Kinyarwanda	2	2	2
9. Entrepreneurship	2	2	2
10. Teaching Methods and Practice (TMP)	6	4	4
Sub-Total 1	38	38	38
II. Core Subject examinable at School level			
11. Creative Performance (Music & Fine arts)	2	2	2
12. Physical Education	1	1	1
13. French	2	2	2
14. ICT	2	2	2
15. Special Needs and Inclusive Education (SN&IE)	2	2	2
16. Religious education	1	1	1
17. Kiswahili	1	1	1
18. Social studies	2	2	2
19. Co- Curricular	1	1	1

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20. Individual Study	8	8	8
21. School Attachment			1 st Term
Sub-Total 2	22	22	22
Total number of contact periods per week	60	60	60
Total number of contact hours/week	40	40	40
Total number of contact hours per year (39 weeks)	1560	1560	1560

Note: TMP includes TMP of Mathematics, Science and Elementary Technology and Physical Education

Bibonywe kugira ngo bishyirwe ku mugereka w'Iteka rya Minisitiri n° 002/MINEDUC/2021 ryo ku wa 20/10/2021 rishyiraho integanyanyigisho mu mashuri y'uburezi bw'ibanze bw'inyigisho rusange, mbonezamwuga n'iz'imyuga n'ubumenyingiro	Seen to be annexed to Ministerial Order n° 002/MINEDUC/2021 of 20/10/2021 establishing curriculum in general, professional and technical and vocational basic education	Vu pour être annexé à l'Arrêté Ministériel n° 002/MINEDUC/2021 du 20/10/2021 établissant le programme d'éducation dans l'enseignement de base général, professionnel et de formation technique et vocationnelle
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Kigali, 20/10/2021

(sé)

Dr UWAMARIYA Valentine

Minisitiri w'Uburezi
Minister of Education
Ministre de l'Éducation

Bibonywe kandi bishyizweho Ikirango cya Repubulika:

Seen and sealed with the Seal of the Republic:

Vu et scellé du Sceau de la République :

(sé)

Dr UGIRASHEBUJA Emmanuel

Minisitiri w'Ubutabera akaba n'Intumwa Nkuru ya Leta
Minister of Justice and Attorney General
Ministre de la Justice et Garde des Sceaux

UMUGEREKA WA II W'ITEKA RYA MINISITIRI N° 002/MINEDUC/2021 RYO KU WA 20/10/2021 RISHYIRAHU INTEGANYANYIGISHO MU MASHURI Y'UBUREZI BW'IBANZE BW'INYIGISHO RUSANGE, MBONEZAMWUGA N'IZ'IMYUGA N'UBUMENYINGIRO	ANNEX II TO MINISTERIAL ORDER N° 002/MINEDUC/2021 OF 20/10/2021 ESTABLISHING CURRICULUM IN GENERAL, PROFESSIONAL AND TECHNICAL AND VOCATIONAL BASIC EDUCATION	ANNEXE II D'ARRÊTÉ MINISTÉRIEL N° 002/MINEDUC/2021 DU 20/10/2021 ÉTABLISSANT LE PROGRAMME D'EDUCATION DE BASE DANS L'ENSEIGNEMENT DE BASE GENERAL. PROFESSIONNEL ET DE FORMATION TECHNIC ET PROFESSIONNELLE
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ENERGY SECTOR
STRUCTURE OF TVET CURRICULA-LEVEL 1

Table 1: Domestic Electricity-L1 Trade

STRUCTURE OF TVET CURRICULUM – Level 1			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Number of periods per level
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	30	45
	Sub Total 1	90	135
II	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	390	585
	Industrial attachment program (IAP)	320	
	Sub Total 2	710	1065
	Summary		
	Individual learning (Exercises and self-study) per week		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (12 Weeks)		
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	800	

* The industrial attachment is conducted at the end of the level

Table 2: Peat Energy-L1 Trade

STRUCTURE OF TVET CURRICULUM – Level 1			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Number of periods per level
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	30	45
	Sub Total 1	90	135
II	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	390	585
	Industrial attachment program (IAP)	320	
	Sub Total 2	710	1065
	Summary		
	Individual learning (Exercises and self-study) per week		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (12 Weeks)		
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	800	

* The industrial attachment is conducted at the end of the level

Table 3: Solar Energy-L1 Trade

STRUCTURE OF TVET CURRICULUM – Level 1			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Number of periods per level
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	30	45
	Sub Total 1	90	135
II	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	390	585
	Industrial attachment program (IAP)	320	
	Sub Total 2	710	1065
	Summary		
	Individual learning (Exercises and self-study) per week		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (12 Weeks)		
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	800	

* The industrial attachment is conducted at the end of the level

Table 4: Biomass and Improved Cooking Stoves-L1 Trade

STRUCTURE OF TVET CURRICULUM – Level 1			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Number of periods per level
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	30	45
	Sub Total 1	90	135
II	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	390	585
	Industrial attachment program (IAP)	320	
	Sub Total 2	710	1065
	Summary		
	Individual learning (Exercises and self-study) per week		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (12 Weeks)		
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	800	

* The industrial attachment is conducted at the end of the level

STRUCTURE OF TVET CURRICULA-LEVEL 2

Table 1: Domestic electricity-L2 Trade

STRUCTURE OF TVET CURRICULUM – Level 2			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Periods per year
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	40	60
	ICT	40	60
	Citizenship	30	45
	English	40	60
	Kinyarwanda	40	60
	Communication at workplace	30	45
II	Co-Curricular activities		
1.	Self-study		
2.	Library research		
3.	Remedial activities		
4.	Sports		
5.	Religious activities/ Clubs		
	Sub Total 1	280	420
III	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	960	1440
	Industrial Attachment Program (IAP)	320	
	Sub Total 2	1280	
	Summary		

	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (31 Weeks)	1240	
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560	

* The industrial attachment is conducted at the end of the level.

Table 2: Peat Energy-L2 Trade

STRUCTURE OF TVET CURRICULUM – Level 2			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Periods per year
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	40	60
	ICT	40	60
	Citizenship	30	45
	English	40	60
	Kinyarwanda	40	60
	Communication at workplace	30	45
II	Co-Curricular activities		
1.	Self-study		
2.	Library research		
3.	Remedial activities		
4.	Sports		
5.	Religious activities/ Clubs		

	Sub Total 1	280	420
III	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	960	1440
	Industrial Attachment Program (IAP)	320	
	Sub Total 2	1280	
	Summary		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (31 Weeks)	1240	
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560	

* The industrial attachment is conducted at the end of the level.

Table 3: Solar Energy-L2 Trade

STRUCTURE OF TVET CURRICULUM – Level 2			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Periods per year
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	40	60
	ICT	40	60
	Citizenship	30	45
	English	40	60
	Kinyarwanda	40	60

	Communication at workplace	30	45
II	Co-Curricular activities		
1.	Self-study		
2.	Library research		
3.	Remedial activities		
4.	Sports		
5.	Religious activities/ Clubs		
	Sub Total 1	280	420
III	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	960	1440
	Industrial Attachment Program (IAP)	320	
	Sub Total 2	1280	
	Summary		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (31 Weeks)	1240	
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560	

* The industrial attachment is conducted at the end of the level.

Table 4: Biomass and Improved Cooking Stoves-L2 Trade

STRUCTURE OF TVET CURRICULUM – Level 2			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Periods per year
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	40	60
	ICT	40	60
	Citizenship	30	45
	English	40	60
	Kinyarwanda	40	60
	Communication at workplace	30	45
II	Co-Curricular activities		
1.	Self-study		
2.	Library research		
3.	Remedial activities		
4.	Sports		
5.	Religious activities/ Clubs		
	Sub Total 1	280	420
III	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	960	1440
	Industrial Attachment Program (IAP)	320	
	Sub Total 2	1280	
	Summary		
	Total number of Contact periods per week	60	

	Total number of contact hours per week	40	
	Total number of contact hours per year (31 Weeks)	1240	
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560	

* The industrial attachment is conducted at the end of the level.

STRUCTURE OF TVET CURRICULA-LEVEL 3-5

Table 1: Electrical Technology

STRUCTURE OF TVET CURRICULUM							
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)					
I	Cross-cutting modules for each trade	Level 3		Level 4		Level 5	
		Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods
	Occupation and Learning Process	30	45	0	0	0	0
	Safety Health and Environment at Workplace	30	45	30	45	30	45
	Entrepreneurship	30	45	30	45	30	45
	ICT	30	45	30	45	30	45
	Citizenship	30	45	30	45	30	45
	English	30	45	30	45	30	45
	Kinyarwanda	30	45	30	45	30	45
1.	French	30	45	30	45	30	45
	Communication at workplace	30	45	30	45	30	45
2.	Professional Ethics	0	0	0	0	30	45
	Applied Mathematics	60	90	60	90	60	90
	Applied Physics	50	75	50	75	50	75

II	Co-Curricular activities						
3.	Self-study						
4.	Library research						
5.	Remedial activities						
6.	Sports						
7.	Religious activities/ Clubs						
	Subtotal 1	380	570	350	525	380	570
III	Core modules (General and specific modules for each trade)						
	A Set of modules to be taught in a specific trade	860	1290	890	1335	860	1290
	Industrial Attachment Program (IAP)	320		320		320	
	Subtotal 2	1180	1770	1210	1815	1180	1770
	Summary						
	Total number of Contact periods per week	60					
	Total number of contact hours per week	40					
	Total number of contact hours per year (31 Weeks)	1240					
	Industrial Attachment Program (8 Weeks)						
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560					

* The industrial attachment is conducted at the end of the level.

Table 2: Renewable Energy

STRUCTURE OF TVET CURRICULUM							
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)					
I	Cross-cutting modules for each trade	Level 3		Level 4		Level 5	
		Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods
	Occupation and Learning Process	30	45	0	0	0	0
	Safety Health and Environment at Workplace	30	45	30	45	30	45
	Entrepreneurship	30	45	30	45	30	45
	ICT	30	45	30	45	30	45
	Citizenship	30	45	30	45	30	45
	English	30	45	30	45	30	45
	Kinyarwanda	30	45	30	45	30	45
1.	French	30	45	30	45	30	45
	Communication at workplace	30	45	30	45	30	45
2.	Professional Ethics	0	0	0	0	30	45
	Applied Mathematics	60	90	60	90	60	90
	Applied Physics	50	75	50	75	50	75
II	Co-Curricular activities						
3.	Self-study						
4.	Library research						
5.	Remedial activities						
6.	Sports						
7.	Religious activities/ Clubs						
	Subtotal 1	380	570	350	525	380	570

III	Core modules (General and specific modules for each trade)						
	A Set of modules to be taught in a specific trade	860	1290	890	1335	860	1290
	Industrial Attachment Program (IAP)	320		320		320	
	Subtotal 2	1180	1770	1210	1815	1180	1770
	Summary						
	Total number of Contact periods per week	60					
	Total number of contact hours per week	40					
	Total number of contact hours per year (31 Weeks)	1240					
	Industrial Attachment Program (8 Weeks)						
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560					

* The industrial attachment is conducted at the end of the level.

CONSTRUCTION & BUILDING SERVICES SECTOR

STRUCTURE OF TVET CURRICULA-LEVEL 1

Table 1: Masonry -L1 Trade

STRUCTURE OF TVET CURRICULUM – Level 1			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Number of periods per level
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45

	Entrepreneurship	30	45
	Sub Total 1	90	135
II	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	390	585
	Industrial attachment program (IAP)	320	
	Sub Total 2	710	1065
	Summary		
	Individual learning (Exercises and self-study) per week		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (12 Weeks)		
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	800	

* The industrial attachment is conducted at the end of the level

Table 2: Carpentry-L1 Trade

STRUCTURE OF TVET CURRICULUM – Level 1			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Number of periods per level
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	30	45
	Sub Total 1	90	135

II	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	390	585
	Industrial attachment program (IAP)	320	
	Sub Total 2	710	1065
	Summary		
	Individual learning (Exercises and self-study) per week		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (12 Weeks)		
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	800	

* The industrial attachment is conducted at the end of the level

Table 3: Road Construction Machinery Operation-L1 Trade

STRUCTURE OF TVET CURRICULUM – Level 1				
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)		
I	Cross-cutting modules for each trade	Notional Learning Hours	Number of periods per level	
	Occupation and Learning Process	30	45	
	Safety Health and Environment at Workplace	30	45	
	Entrepreneurship	30	45	
	Sub Total 1	90	135	
II	Core modules (General and specific modules for each trade)			
	A Set of modules to be taught in a specific trade	390	585	
	Industrial attachment program (IAP)	320		
	Sub Total 2	710	1065	

	Summary			
	Individual learning (Exercises and self-study) per week			
	Total number of Contact periods per week	60		
	Total number of contact hours per week	40		
	Total number of contact hours per year (12 Weeks)			
	Industrial Attachment Program (8 Weeks)			
	Total number of teaching and learning hours per year (contact hours + individual learning time)	800		
	* The industrial attachment is conducted at the end of the level			

Table 4: Domestic Plumbing-L1 Trade

STRUCTURE OF TVET CURRICULUM – Level 1			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Number of periods per level
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	30	45
	Sub Total 1	90	135
II	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	390	585
	Industrial attachment program (IAP)	320	
	Sub Total 2	710	1065

	Summary		
	Individual learning (Exercises and self-study) per week		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (12 Weeks)		
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	800	

* The industrial attachment is conducted at the end of the level

Table 5: Painting & Decoration-L1 Trade

STRUCTURE OF TVET CURRICULUM – Level 1				
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)		
I	Cross-cutting modules for each trade	Notional Learning Hours	Number of periods per level	
	Occupation and Learning Process	30	45	
	Safety Health and Environment at Workplace	30	45	
	Entrepreneurship	30	45	
	Sub Total 1	90	135	
II	Core modules (General and specific modules for each trade)			
	A Set of modules to be taught in a specific trade	390	585	
	Industrial attachment program (IAP)	320		
	Sub Total 2	710	1065	
	Summary			
	Individual learning (Exercises and self-study) per week			
	Total number of Contact periods per week	60		

	Total number of contact hours per week	40		
	Total number of contact hours per year (12 Weeks)			
	Industrial Attachment Program (8 Weeks)			
	Total number of teaching and learning hours per year (contact hours + individual learning time)	800		
	* The industrial attachment is conducted at the end of the level			

STRUCTURE OF TVET CURRICULA-LEVEL 2

Table 1: Masonry-L2 Trade

STRUCTURE OF TVET CURRICULUM – Level 2			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Periods per year
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	40	60
	ICT	40	60
	Citizenship	30	45
	English	40	60
	Kinyarwanda	40	60
	Communication at workplace	30	45
II	Co-Curricular activities		
1.	Self-study		
2.	Library research		
3.	Remedial activities		
4.	Sports		
5.	Religious activities/ Clubs		
	Sub Total 1	280	420

III	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	960	1440
	Industrial Attachment Program (IAP)	320	
	Sub Total 2	1280	
	Summary		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (31 Weeks)	1240	
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560	

* The industrial attachment is conducted at the end of the level.

Table 2: Carpentry-L2 Trade

STRUCTURE OF TVET CURRICULUM – Level 2			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Periods per year
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	40	60
	ICT	40	60
	Citizenship	30	45
	English	40	60
	Kinyarwanda	40	60
	Communication at workplace	30	45

II	Co-Curricular activities		
1.	Self-study		
2.	Library research		
3.	Remedial activities		
4.	Sports		
5.	Religious activities/ Clubs		
	Sub Total 1	280	420
III	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	960	1440
	Industrial Attachment Program (IAP)	320	
	Sub Total 2	1280	
	Summary		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (31 Weeks)	1240	
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560	

* The industrial attachment is conducted at the end of the level.

Table 3: Road Construction Machinery Operation-L2 Trade

STRUCTURE OF TVET CURRICULUM – Level 2			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Periods per year
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	40	60
	ICT	40	60
	Citizenship	30	45
	English	40	60
	Kinyarwanda	40	60
	Communication at workplace	30	45
II	Co-Curricular activities		
1.	Self-study		
2.	Library research		
3.	Remedial activities		
4.	Sports		
5.	Religious activities/ Clubs		
	Sub Total 1	280	420
III	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	960	1440
	Industrial Attachment Program (IAP)	320	
	Sub Total 2	1280	
	Summary		
	Total number of Contact periods per week	60	

	Total number of contact hours per week	40	
	Total number of contact hours per year (31 Weeks)	1240	
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560	

* The industrial attachment is conducted at the end of the level.

Table 4: Domestic Plumbing-L2 Trade

STRUCTURE OF TVET CURRICULUM – Level 2			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Periods per year
	Occupation and Learning Process	30	45
1.	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	40	60
	ICT	40	60
	Citizenship	30	45
	English	40	60
	Kinyarwanda	40	60

	Communication at workplace	30	45
II	Co-Curricular activities		
2.	Self-study		
3.	Library research		
4.	Remedial activities		
5.	Sports		
6.	Religious activities/ Clubs		
	Sub Total 1	280	420
III	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	960	1440
	Industrial Attachment Program (IAP)	320	
	Sub Total 2	1280	
	Summary		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (31 Weeks)	1240	
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560	

* The industrial attachment is conducted at the end of the level.

Table 5: Painting & Decoration-L2 Trade

STRUCTURE OF TVET CURRICULUM – Level 2			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Periods per year
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	40	60
	ICT	40	60
	Citizenship	30	45
	English	40	60
	Kinyarwanda	40	60
	Communication at workplace	30	45
II	Co-Curricular activities		
1.	Self-study		
2.	Library research		
3.	Remedial activities		
4.	Sports		
5.	Religious activities/ Clubs		
	Sub Total 1	280	420
III	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	960	1440
	Industrial Attachment Program (IAP)	320	
	Sub Total 2	1280	
	Summary		
	Total number of Contact periods per week	60	

	Total number of contact hours per week	40	
	Total number of contact hours per year (31 Weeks)	1240	
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560	

* The industrial attachment is conducted at the end of the level.

STRUCTURE OF TVET CURRICULA-LEVEL 3-5

Table 1: Building Construction Trade

STRUCTURE OF TVET CURRICULUM							
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)					
I	Cross-cutting modules for each trade	Level 3		Level 4		Level 5	
		Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods
	Occupation and Learning Process	30	45	0	0	0	0
	Safety Health and Environment at Workplace	30	45	30	45	30	45
	Entrepreneurship	30	45	30	45	30	45
	ICT	30	45	30	45	30	45
	Citizenship	30	45	30	45	30	45
	English	30	45	30	45	30	45
	Kinyarwanda	30	45	30	45	30	45
1.	French	30	45	30	45	30	45
	Communication at workplace	30	45	30	45	30	45
2.	Professional Ethics	0	0	0	0	30	45
	Applied Mathematics	60	90	60	90	60	90
	Applied Physics	50	75	50	75	50	75

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3.	Applied Chemistry	40	60	40	60	40	60
II	Co-Curricular activities						
4.	Self-study						
5.	Library research						
6.	Remedial activities						
7.	Sports						
8.	Religious activities/ Clubs						
	Sub Total 1	420	630	390	645	420	630
III	Core modules (General and specific modules for each trade)						
	A Set of modules to be taught in a specific trade	820	1230	850	1275	820	1230
	Industrial Attachment Program (IAP)	320		320		320	
	Sub Total 2	1140	1710	1170	1755	1140	1710
	Summary						
	Total number of Contact periods per week	60					
	Total number of contact hours per week	40					
	Total number of contact hours per year (31 Weeks)	1240					
	Industrial Attachment Program (8 Weeks)						
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560					

* The industrial attachment is conducted at the end of the level.

Table 2: Public Works Trade

STRUCTURE OF TVET CURRICULUM							
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)					
I	Cross-cutting modules for each trade	Level 3		Level 4		Level 5	
		Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods
	Occupation and Learning Process	30	45	0	0	0	0
	Safety Health and Environment at Workplace	30	45	30	45	30	45
	Entrepreneurship	30	45	30	45	30	45
	ICT	30	45	30	45	30	45
	Citizenship	30	45	30	45	30	45
	English	30	45	30	45	30	45
	Kinyarwanda	30	45	30	45	30	45
1.	French	30	45	30	45	30	45
	Communication at workplace	30	45	30	45	30	45
2.	Professional Ethics	0	0	0	0	30	45
	Applied Mathematics	60	90	60	90	60	90
	Applied Physics	50	75	50	75	50	75
3.	Applied Chemistry	40	60	40	60	40	60
II	Co-Curricular activities						
4.	Self-study						
5.	Library research						
6.	Remedial activities						
7.	Sports						
8.	Religious activities/ Clubs						
	Sub Total 1	420	630	390	645	420	630

III	Core modules (General and specific modules for each trade)						
	A Set of modules to be taught in a specific trade	820	1230	850	1275	820	1230
	Industrial Attachment Program (IAP)	320		320		320	
	Sub Total 2	1140	1710	1170	1755	1140	1710
	Summary						
	Total number of Contact periods per week	60					
	Total number of contact hours per week	40					
	Total number of contact hours per year (31 Weeks)	1240					
	Industrial Attachment Program (8 Weeks)						
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560					

* The industrial attachment is conducted at the end of the level.

Table 3: Plumbing Technology Trade

STRUCTURE OF TVET CURRICULUM							
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)					
I	Cross-cutting modules for each trade	Level 3		Level 4		Level 5	
		Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods
	Occupation and Learning Process	30	45	0	0	0	0
	Safety Health and Environment at Workplace	30	45	30	45	30	45
	Entrepreneurship	30	45	30	45	30	45
	ICT	30	45	30	45	30	45
	Citizenship	30	45	30	45	30	45

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	English	30	45	30	45	30	45
	Kinyarwanda	30	45	30	45	30	45
1.	French	30	45	30	45	30	45
	Communication at workplace	30	45	30	45	30	45
2.	Professional Ethics	0	0	0	0	30	45
	Applied Mathematics	60	90	60	90	60	90
	Applied Physics	50	75	50	75	50	75
3.	Applied Chemistry	40	60	40	60	40	60
II	Co-Curricular activities						
4.	Self-study						
5.	Library research						
6.	Remedial activities						
7.	Sports						
8.	Religious activities/ Clubs						
	Sub Total 1	420	630	390	645	420	630
III	Core modules (General and specific modules for each trade)						
	A Set of modules to be taught in a specific trade	820	1230	850	1275	820	1230
	Industrial Attachment Program (IAP)	320		320		320	
	Sub Total 2	1140	1710	1170	1755	1140	1710
	Summary						
	Total number of Contact periods per week	60					
	Total number of contact hours per week	40					
	Total number of contact hours per year (31 Weeks)	1240					
	Industrial Attachment Program (8 Weeks)						
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560					
	* The industrial attachment is conducted at the end of the level.						

Table 4: Interior Design Trade

STRUCTURE OF TVET CURRICULUM							
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)					
I	Cross-cutting modules for each trade	Level 3		Level 4		Level 5	
		Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods
	Occupation and Learning Process	30	45	0	0	0	0
	Safety Health and Environment at Workplace	30	45	30	45	30	45
	Entrepreneurship	30	45	30	45	30	45
	ICT	30	45	30	45	30	45
	Citizenship	30	45	30	45	30	45
	English	30	45	30	45	30	45
	Kinyarwanda	30	45	30	45	30	45
1.	French	30	45	30	45	30	45
	Communication at workplace	30	45	30	45	30	45
2.	Professional Ethics	0	0	0	0	30	45
	Applied Mathematics	60	90	60	90	60	90
	Applied Physics	50	75	50	75	50	75
3.	Applied Chemistry	40	60	40	60	40	60
II	Co-Curricular activities						
4.	Self-study						
5.	Library research						
6.	Remedial activities						
7.	Sports						
8.	Religious activities/ Clubs						
	Sub Total 1	420	630	390	645	420	630

III	Core modules (General and specific modules for each trade)						
	A Set of modules to be taught in a specific trade	820	1230	850	1275	820	1230
	Industrial Attachment Program (IAP)	320		320		320	
	Sub Total 2	1140	1710	1170	1755	1140	1710
	Summary						
	Total number of Contact periods per week	60					
	Total number of contact hours per week	40					
	Total number of contact hours per year (31 Weeks)	1240					
	Industrial Attachment Program (8 Weeks)						
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560					

* The industrial attachment is conducted at the end of the level.

Table 5: Land Surveying Trade

STRUCTURE OF TVET CURRICULUM							
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)					
I	Cross-cutting modules for each trade	Level 3		Level 4		Level 5	
		Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods
1.	Occupation and Learning Process	30	45	0	0	0	0
	Safety Health and Environment at Workplace	30	45	30	45	30	45
	Entrepreneurship	30	45	30	45	30	45
	ICT	30	45	30	45	30	45
	Citizenship	30	45	30	45	30	45

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	English	30	45	30	45	30	45
	Kinyarwanda	30	45	30	45	30	45
2.	French	30	45	30	45	30	45
	Communication at workplace	30	45	30	45	30	45
3.	Professional Ethics	0	0	0	0	30	45
	Applied Mathematics	60	90	60	90	60	90
	Applied Physics	50	75	50	75	50	75
4.	Applied Chemistry	40	60	40	60	40	60
II	Co-Curricular activities						
5.	Self-study						
6.	Library research						
7.	Remedial activities						
8.	Sports						
9.	Religious activities/ Clubs						
	Sub Total 1	420	630	390	645	420	630
III	Core modules (General and specific modules for each trade)						
	A Set of modules to be taught in a specific trade	820	1230	850	1275	820	1230
	Industrial Attachment Program (IAP)	320		320		320	
	Sub Total 2	1140	1710	1170	1755	1140	1710
	Summary						
	Total number of Contact periods per week	60					
	Total number of contact hours per week	40					
	Total number of contact hours per year (31 Weeks)	1240					
	Industrial Attachment Program (8 Weeks)						
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560					

* The industrial attachment is conducted at the end of the level.

TRANSPORT AND LOGISTICS SECTOR

STRUCTURE OF TVET CURRICULA-LEVEL 1

Table 1: Driving-L1 Trade

STRUCTURE OF TVET CURRICULUM – Level 1			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Number of periods per level
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	30	45
	Sub Total 1	90	135
II	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	390	585
	Industrial attachment program (IAP)	320	
	Sub Total 2	710	1065
	Summary		
	Individual learning (Exercises and self-study) per week		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (12 Weeks)		
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	800	

* The industrial attachment is conducted at the end of the level

Table 2: Motorcycle Repair and Maintenance-L1 Trade

STRUCTURE OF TVET CURRICULUM – Level 1			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Number of periods per level
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	30	45
	Sub Total 1	90	135
II	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	390	585
	Industrial attachment program (IAP)	320	
	Sub Total 2	710	1065
	Summary		
	Individual learning (Exercises and self-study) per week		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (12 Weeks)		
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	800	

* The industrial attachment is conducted at the end of the level

Table 3: Automobile Body Works-L1 Trade

STRUCTURE OF TVET CURRICULUM – Level 1		
#	Subjects/Modules in TVET	Number of periods

		(1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Number of periods per level
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	30	45
	Sub Total 1	90	135
II	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	390	585
	Industrial attachment program (IAP)	320	
	Sub Total 2	710	1065
	Summary		
	Individual learning (Exercises and self-study) per week		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (12 Weeks)		
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	800	

* The industrial attachment is conducted at the end of the level

Table 4: Automobile Repair and Maintenance-L1 Trade

STRUCTURE OF TVET CURRICULUM – Level 1				
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)		
I	Cross-cutting modules for each trade	Notional Learning Hours	Number of periods per level	
	Occupation and Learning Process	30	45	
	Safety Health and Environment at Workplace	30	45	
	Entrepreneurship	30	45	
	Sub Total 1	90	135	
II	Core modules (General and specific modules for each trade)			
	A Set of modules to be taught in a specific trade	390	585	
	Industrial attachment program (IAP)	320		
	Sub Total 2	710	1065	
	Summary			
	Individual learning (Exercises and self-study) per week			
	Total number of Contact periods per week	60		
	Total number of contact hours per week	40		
	Total number of contact hours per year (12 Weeks)			
	Industrial Attachment Program (8 Weeks)			
	Total number of teaching and learning hours per year (contact hours + individual learning time)	800		
	* The industrial attachment is conducted at the end of the level			

STRUCTURE OF TVET CURRICULA-LEVEL 2

Table 1: Driving -L2 Trade

STRUCTURE OF TVET CURRICULUM – Level 2			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Periods per year
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	40	60
	ICT	40	60
	Citizenship	30	45
	English	40	60
	Kinyarwanda	40	60
	Communication at workplace	30	45
II	Co-Curricular activities		
1.	Self-study		
2.	Library research		
3.	Remedial activities		
4.	Sports		
5.	Religious activities/ Clubs		
	Sub Total 1	280	420
III	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	960	1440
	Industrial Attachment Program (IAP)	320	
	Sub Total 2	1280	
	Summary		

	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (31 Weeks)	1240	
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560	

* The industrial attachment is conducted at the end of the level.

Table 2: Motorcycle Repair and Maintenance-L2 Trade

STRUCTURE OF TVET CURRICULUM – Level 2			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Periods per year
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	40	60
	ICT	40	60
	Citizenship	30	45
	English	40	60
	Kinyarwanda	40	60
	Communication at workplace	30	45
II	Co-Curricular activities		
1.	Self-study		
2.	Library research		
3.	Remedial activities		
4.	Sports		
5.	Religious activities/ Clubs		

	Sub Total 1	280	420
III	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	960	1440
	Industrial Attachment Program (IAP)	320	
	Sub Total 2	1280	
	Summary		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (31 Weeks)	1240	
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560	

* The industrial attachment is conducted at the end of the level.

Table 3: Automobile Body Works-L2 Trade

STRUCTURE OF TVET CURRICULUM – Level 2			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Periods per year
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	40	60
	ICT	40	60
	Citizenship	30	45
	English	40	60
	Kinyarwanda	40	60

	Communication at workplace	30	45
II	Co-Curricular activities		
1.	Self-study		
2.	Library research		
3.	Remedial activities		
4.	Sports		
5.	Religious activities/ Clubs		
	Sub Total 1	280	420
III	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	960	1440
	Industrial Attachment Program (IAP)	320	
	Sub Total 2	1280	
	Summary		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (31 Weeks)	1240	
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560	

* The industrial attachment is conducted at the end of the level.

Table 4: Automobile Repair and Maintenance-L2 Trade

STRUCTURE OF TVET CURRICULUM – Level 2			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Periods per year
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	40	60
	ICT	40	60
	Citizenship	30	45
	English	40	60
	Kinyarwanda	40	60
	Communication at workplace	30	45
II	Co-Curricular activities		
1.	Self-study		
2.	Library research		
3.	Remedial activities		
4.	Sports		
5.	Religious activities/ Clubs		
	Sub Total 1	280	420
III	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	960	1440
	Industrial Attachment Program (IAP)	320	
	Sub Total 2	1280	
	Summary		
	Total number of Contact periods per week	60	

	Total number of contact hours per week	40	
	Total number of contact hours per year (31 Weeks)	1240	
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560	

* The industrial attachment is conducted at the end of the level.

STRUCTURE OF TVET CURRICULA-LEVEL 3-5

Table 1: Heavy Machinery Trade

STRUCTURE OF TVET CURRICULUM							
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)					
I	Cross-cutting modules for each trade	Level 3		Level 4		Level 5	
		Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods
	Occupation and Learning Process	30	45	0	0	0	0
	Safety Health and Environment at Workplace	30	45	30	45	30	45
	Entrepreneurship	30	45	30	45	30	45
	ICT	30	45	30	45	30	45
	Citizenship	30	45	30	45	30	45
	English	30	45	30	45	30	45
	Kinyarwanda	30	45	30	45	30	45
9.	French	30	45	30	45	30	45
	Communication at workplace	30	45	30	45	30	45
10.	Professional Ethics	0	0	0	0	30	45
	Applied Mathematics	60	90	60	90	60	90
	Applied Physics	50	75	50	75	50	75

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11.	Applied Chemistry	40	60	40	60	40	60
II	Co-Curricular activities						
12.	Self-study						
13.	Library research						
14.	Remedial activities						
15.	Sports						
16.	Religious activities/ Clubs						
	Sub Total 1	420	630	390	645	420	630
III	Core modules (General and specific modules for each trade)						
	A Set of modules to be taught in a specific trade	820	1230	850	1275	820	1230
	Industrial Attachment Program (IAP)	320		320		320	
	Sub Total 2	1140	1710	1170	1755	1140	1710
	Summary						
	Total number of Contact periods per week	60					
	Total number of contact hours per week	40					
	Total number of contact hours per year (31 Weeks)	1240					
	Industrial Attachment Program (8 Weeks)						
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560					

* The industrial attachment is conducted at the end of the level.

Table 2: Automobile Technology

STRUCTURE OF TVET CURRICULUM							
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)					
I	Cross-cutting modules for each trade	Level 3		Level 4		Level 5	
		Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods
	Occupation and Learning Process	30	45	0	0	0	0
	Safety Health and Environment at Workplace	30	45	30	45	30	45
	Entrepreneurship	30	45	30	45	30	45
	ICT	30	45	30	45	30	45
	Citizenship	30	45	30	45	30	45
	English	30	45	30	45	30	45
	Kinyarwanda	30	45	30	45	30	45
1.	French	30	45	30	45	30	45
	Communication at workplace	30	45	30	45	30	45
2.	Professional Ethics	0	0	0	0	30	45
	Applied Mathematics	60	90	60	90	60	90
	Applied Physics	50	75	50	75	50	75
3.	Applied Chemistry	40	60	40	60	40	60
II	Co-Curricular activities						
4.	Self-study						
5.	Library research						
6.	Remedial activities						
7.	Sports						
8.	Religious activities/ Clubs						
	Sub Total 1	420	630	390	645	420	630

III	Core modules (General and specific modules for each trade)						
	A Set of modules to be taught in a specific trade	820	1230	850	1275	820	1230
	Industrial Attachment Program (IAP)	320		320		320	
	Sub Total 2	1140	1710	1170	1755	1140	1710
	Summary						
	Total number of Contact periods per week	60					
	Total number of contact hours per week	40					
	Total number of contact hours per year (31 Weeks)	1240					
	Industrial Attachment Program (8 Weeks)						
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560					

* The industrial attachment is conducted at the end of the level.

MANUFACTURING AND MINING SECTOR

STRUCTURE OF TVET CURRICULA-LEVEL 1

Table 1: Welding Trade-L1 Trade

STRUCTURE OF TVET CURRICULUM – Level 1			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Number of periods per level
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	30	45
	Sub Total 1	90	135
II	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	390	585
	Industrial attachment program (IAP)	320	
	Sub Total 2	710	1065
	Summary		
	Individual learning (Exercises and self-study) per week		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (12 Weeks)		
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	800	

* The industrial attachment is conducted at the end of the level

Table 2: Small Scale Mining-L1 Trade

STRUCTURE OF TVET CURRICULUM – Level 1			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Number of periods per level
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	30	45
	Sub Total 1	90	135
II	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	390	585
	Industrial attachment program (IAP)	320	
	Sub Total 2	710	1065
	Summary		
	Individual learning (Exercises and self-study) per week		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (12 Weeks)		
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	800	

* The industrial attachment is conducted at the end of the level

STRUCTURE OF TVET CURRICULA-LEVEL 2

Table 1: Welding -L2 Trade

STRUCTURE OF TVET CURRICULUM – Level 2			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Periods per year
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	40	60
	ICT	40	60
	Citizenship	30	45
	English	40	60
	Kinyarwanda	40	60
	Communication at workplace	30	45
II	Co-Curricular activities		
1.	Self-study		
2.	Library research		
3.	Remedial activities		
4.	Sports		
5.	Religious activities/ Clubs		
	Sub Total 1	280	420
III	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	960	1440
	Industrial Attachment Program (IAP)	320	
	Sub Total 2	1280	
	Summary		
	Total number of Contact periods per week	60	

	Total number of contact hours per week	40	
	Total number of contact hours per year (31 Weeks)	1240	
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560	

* The industrial attachment is conducted at the end of the level.

Table 2: Small Scale Mining-L2 Trade

STRUCTURE OF TVET CURRICULUM – Level 2			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Periods per year
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	40	60
	ICT	40	60
	Citizenship	30	45
	English	40	60
	Kinyarwanda	40	60
	Communication at workplace	30	45
II	Co-Curricular activities		
1.	Self-study		
2.	Library research		
3.	Remedial activities		
4.	Sports		
5.	Religious activities/ Clubs		
	Sub Total 1	280	420

III	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	960	1440
	Industrial Attachment Program (IAP)	320	
	Sub Total 2	1280	
	Summary		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (31 Weeks)	1240	
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560	

* The industrial attachment is conducted at the end of the level.

STRUCTURE OF TVET CURRICULA-LEVEL 3-5

Table 1: Manufacturing Technology Trade

STRUCTURE OF TVET CURRICULUM							
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)					
I	Cross-cutting modules for each trade	Level 3		Level 4		Level 5	
		Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods
	Occupation and Learning Process	30	45	0	0	0	0
	Safety Health and Environment at Workplace	30	45	30	45	30	45
	Entrepreneurship	30	45	30	45	30	45
	ICT	30	45	30	45	30	45
	Citizenship	30	45	30	45	30	45

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	English	30	45	30	45	30	45
	Kinyarwanda	30	45	30	45	30	45
1.	French	30	45	30	45	30	45
	Communication at workplace	30	45	30	45	30	45
2.	Professional Ethics	0	0	0	0	30	45
	Applied Mathematics	60	90	60	90	60	90
	Applied Physics	50	75	50	75	50	75
3.	Applied Chemistry	40	60	40	60	40	60
II	Co-Curricular activities						
4.	Self-study						
5.	Library research						
6.	Remedial activities						
7.	Sports						
8.	Religious activities/ Clubs						
	Sub Total 1	420	630	390	645	420	630
III	Core modules (General and specific modules for each trade)						
	A Set of modules to be taught in a specific trade	820	1230	850	1275	820	1230
	Industrial Attachment Program (IAP)	320		320		320	
	Sub Total 2	1140	1710	1170	1755	1140	1710
	Summary						
	Total number of Contact periods per week	60					
	Total number of contact hours per week	40					
	Total number of contact hours per year (31 Weeks)	1240					
	Industrial Attachment Program (8 Weeks)						
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560					

* The industrial attachment is conducted at the end of the level.

Table 2: Mining Technology Trade

STRUCTURE OF TVET CURRICULUM							
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)					
I	Cross-cutting modules for each trade	Level 3		Level 4		Level 5	
		Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods
	Occupation and Learning Process	30	45	0	0	0	0
	Safety Health and Environment at Workplace	30	45	30	45	30	45
	Entrepreneurship	30	45	30	45	30	45
	ICT	30	45	30	45	30	45
	Citizenship	30	45	30	45	30	45
	English	30	45	30	45	30	45
	Kinyarwanda	30	45	30	45	30	45
1.	French	30	45	30	45	30	45
	Communication at workplace	30	45	30	45	30	45
2.	Professional Ethics	0	0	0	0	30	45
	Applied Mathematics	60	90	60	90	60	90
	Applied Physics	50	75	50	75	50	75
3.	Applied Chemistry	40	60	40	60	40	60
II	Co-Curricular activities						
4.	Self-study						
5.	Library research						
6.	Remedial activities						
7.	Sports						
8.	Religious activities/ Clubs						
	Sub Total 1	420	630	390	645	420	630

III	Core modules (General and specific modules for each trade)						
	A Set of modules to be taught in a specific trade	820	1230	850	1275	820	1230
	Industrial Attachment Program (IAP)	320		320		320	
	Sub Total 2	1140	1710	1170	1755	1140	1710
	Summary						
	Total number of Contact periods per week	60					
	Total number of contact hours per week	40					
	Total number of contact hours per year (31 Weeks)	1240					
	Industrial Attachment Program (8 Weeks)						
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560					

* The industrial attachment is conducted at the end of the level.

BEAUTY AND AESTHETICS SECTOR

STRUCTURE OF TVET CURRICULA-LEVEL 1

Table 1: Hairdressing-L1 Trade

STRUCTURE OF TVET CURRICULUM – Level 1			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Number of periods per level
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	30	45
	Sub Total 1	90	135
II	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	390	585
	Industrial attachment program (IAP)	320	
	Sub Total 2	710	1065
	Summary		
	Individual learning (Exercises and self-study) per week		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (12 Weeks)		
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	800	

* The industrial attachment is conducted at the end of the level

STRUCTURE OF TVET CURRICULA-LEVEL 2

Table 1: Hairdressing -L2 Trade

STRUCTURE OF TVET CURRICULUM – Level 2			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Periods per year
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	40	60
	ICT	40	60
	Citizenship	30	45
	English	40	60
	Kinyarwanda	40	60
	Communication at workplace	30	45
II	Co-Curricular activities		
1.	Self-study		
2.	Library research		
3.	Remedial activities		
4.	Sports		
5.	Religious activities/ Clubs		
	Sub Total 1	280	420
III	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	960	1440
	Industrial Attachment Program (IAP)	320	
	Sub Total 2	1280	
	Summary		
	Total number of Contact periods per week	60	

	Total number of contact hours per week	40	
	Total number of contact hours per year (31 Weeks)	1240	
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560	

* The industrial attachment is conducted at the end of the level.

ICT AND MULTIMEDIA SECTOR

STRUCTURE OF TVET CURRICULA-LEVEL 2

Table 1: Computer Applications-L2 Trade

STRUCTURE OF TVET CURRICULUM – Level 2			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Periods per year
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	40	60
	ICT	40	60
	Citizenship	30	45
	English	40	60
	Kinyarwanda	40	60
	Communication at workplace	30	45
II	Co-Curricular activities		
1.	Self-study		
2.	Library research		

3.	Remedial activities		
4.	Sports		
5.	Religious activities/ Clubs		
	Sub Total 1	280	420
III	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	960	1440
	Industrial Attachment Program (IAP)	320	
	Sub Total 2	1280	
	Summary		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (31 Weeks)	1240	
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560	

* The industrial attachment is conducted at the end of the level.

Table 2: Computer Maintenance-L2 Trade

STRUCTURE OF TVET CURRICULUM – Level 2			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Periods per year
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	40	60
	ICT	40	60

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	Citizenship	30	45
	English	40	60
	Kinyarwanda	40	60
	Communication at workplace	30	45
II	Co-Curricular activities		
1.	Self-study		
2.	Library research		
3.	Remedial activities		
4.	Sports		
5.	Religious activities/ Clubs		
	Sub Total 1	280	420
III	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	960	1440
	Industrial Attachment Program (IAP)	320	
	Sub Total 2	1280	
	Summary		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (31 Weeks)	1240	
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560	

* The industrial attachment is conducted at the end of the level.

STRUCTURE OF TVET CURRICULA-LEVEL 3-5

Table 1: Computer Systems and Architecture Trade

STRUCTURE OF TVET CURRICULUM							
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)					
I	Cross-cutting modules for each trade	Level 3		Level 4		Level 5	
		Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods
	Occupation and Learning Process	30	45	0	0	0	0
	Safety Health and Environment at Workplace	30	45	30	45	30	45
	Entrepreneurship	30	45	30	45	30	45
	ICT	30	45	30	45	30	45
	Citizenship	30	45	30	45	30	45
	English	30	45	30	45	30	45
	Kinyarwanda	30	45	30	45	30	45
1.	French	30	45	30	45	30	45
	Communication at workplace	30	45	30	45	30	45
2.	Professional Ethics	0	0	0	0	30	45
	Applied Mathematics	60	90	60	90	60	90
	Applied Physics	50	75	50	75	50	75
II	Co-Curricular activities						
3.	Self-study						
4.	Library research						
5.	Remedial activities						
6.	Sports						
7.	Religious activities/ Clubs						
	Subtotal 1	380	570	350	525	380	570

III	Core modules (General and specific modules for each trade)						
	A Set of modules to be taught in a specific trade	860	1290	890	1335	860	1290
	Industrial Attachment Program (IAP)	320		320		320	
	Subtotal 2	1180	1770	1210	1815	1180	1770
	Summary						
	Total number of Contact periods per week	60					
	Total number of contact hours per week	40					
	Total number of contact hours per year (31 Weeks)	1240					
	Industrial Attachment Program (8 Weeks)						
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560					

* The industrial attachment is conducted at the end of the level.

Table 2: Multimedia Production Trade

STRUCTURE OF TVET CURRICULUM							
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)					
I	Cross-cutting modules for each trade	Level 3		Level 4		Level 5	
		Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods
	Occupation and Learning Process	30	45	0	0	0	0
	Safety Health and Environment at Workplace	30	45	30	45	30	45
	Entrepreneurship	30	45	30	45	30	45
	ICT	30	45	30	45	30	45
	Citizenship	30	45	30	45	30	45
	English	30	45	30	45	30	45

	Kinyarwanda	30	45	30	45	30	45
1.	French	30	45	30	45	30	45
	Communication at workplace	30	45	30	45	30	45
2.	Professional Ethics	0	0	0	0	30	45
	Applied Mathematics	60	90	60	90	60	90
	Applied Physics	50	75	50	75	50	75
II	Co-Curricular activities						
3.	Self-study						
4.	Library research						
5.	Remedial activities						
6.	Sports						
7.	Religious activities/ Clubs						
	Subtotal 1	380	570	350	525	380	570
III	Core modules (General and specific modules for each trade)						
	A Set of modules to be taught in a specific trade	860	1290	890	1335	860	1290
	Industrial Attachment Program (IAP)	320		320		320	
	Subtotal 2	1180	1770	1210	1815	1180	1770
	Summary						
	Total number of Contact periods per week	60					
	Total number of contact hours per week	40					
	Total number of contact hours per year (31 Weeks)	1240					
	Industrial Attachment Program (8 Weeks)						
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560					

* The industrial attachment is conducted at the end of the level.

Table 3: Software Development Trade

STRUCTURE OF TVET CURRICULUM							
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)					
I	Cross-cutting modules for each trade	Level 3		Level 4		Level 5	
		Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods
	Occupation and Learning Process	30	45	0	0	0	0
	Safety Health and Environment at Workplace	30	45	30	45	30	45
	Entrepreneurship	30	45	30	45	30	45
	ICT	30	45	30	45	30	45
	Citizenship	30	45	30	45	30	45
	English	30	45	30	45	30	45
	Kinyarwanda	30	45	30	45	30	45
1.	French	30	45	30	45	30	45
	Communication at workplace	30	45	30	45	30	45
2.	Professional Ethics	0	0	0	0	30	45
	Applied Mathematics	60	90	60	90	60	90
	Applied Physics	50	75	50	75	50	75
II	Co-Curricular activities						
3.	Self-study						
4.	Library research						
5.	Remedial activities						
6.	Sports						
7.	Religious activities/ Clubs						
	Subtotal 1	380	570	350	525	380	570

III	Core modules (General and specific modules for each trade)						
	A Set of modules to be taught in a specific trade	860	1290	890	1335	860	1290
	Industrial Attachment Program (IAP)	320		320		320	
	Subtotal 2	1180	1770	1210	1815	1180	1770
	Summary						
	Total number of Contact periods per week	60					
	Total number of contact hours per week	40					
	Total number of contact hours per year (31 Weeks)	1240					
	Industrial Attachment Program (8 Weeks)						
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560					

* The industrial attachment is conducted at the end of the level.

Table 4: Networking and Internet Technologies Trade

STRUCTURE OF TVET CURRICULUM							
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)					
I	Cross-cutting modules for each trade	Level 3		Level 4		Level 5	
		Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods
	Occupation and Learning Process	30	45	0	0	0	0
	Safety Health and Environment at Workplace	30	45	30	45	30	45
	Entrepreneurship	30	45	30	45	30	45
	ICT	30	45	30	45	30	45
	Citizenship	30	45	30	45	30	45
	English	30	45	30	45	30	45

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	Kinyarwanda	30	45	30	45	30	45
1.	French	30	45	30	45	30	45
	Communication at workplace	30	45	30	45	30	45
2.	Professional Ethics	0	0	0	0	30	45
	Applied Mathematics	60	90	60	90	60	90
	Applied Physics	50	75	50	75	50	75
II	Co-Curricular activities						
3.	Self-study						
4.	Library research						
5.	Remedial activities						
6.	Sports						
7.	Religious activities/ Clubs						
	Subtotal 1	380	570	350	525	380	570
III	Core modules (General and specific modules for each trade)						
	A Set of modules to be taught in a specific trade	860	1290	890	1335	860	1290
	Industrial Attachment Program (IAP)	320		320		320	
	Subtotal 2	1180	1770	1210	1815	1180	1770
	Summary						
	Total number of Contact periods per week	60					
	Total number of contact hours per week	40					
	Total number of contact hours per year (31 Weeks)	1240					
	Industrial Attachment Program (8 Weeks)						
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560					

* The industrial attachment is conducted at the end of the level.

Table 5: Software Programming and Embedded Systems Trade

STRUCTURE OF TVET CURRICULUM							
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)					
I	Cross-cutting modules for each trade	Level 3		Level 4		Level 5	
		Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods
	Occupation and Learning Process	30	45	0	0	0	0
	Safety Health and Environment at Workplace	30	45	30	45	30	45
	Entrepreneurship	30	45	30	45	30	45
	ICT	30	45	30	45	30	45
	Citizenship	30	45	30	45	30	45
	English	30	45	30	45	30	45
	Kinyarwanda	30	45	30	45	30	45
1.	French	30	45	30	45	30	45
	Communication at workplace	30	45	30	45	30	45
2.	Professional Ethics	0	0	0	0	30	45
	Applied Mathematics	60	90	60	90	60	90
	Applied Physics	50	75	50	75	50	75
II	Co-Curricular activities						
3.	Self-study						
4.	Library research						
5.	Remedial activities						
6.	Sports						
7.	Religious activities/ Clubs						
	Subtotal 1	380	570	350	525	380	570
III	Core modules (General and specific modules for each trade)						

	A Set of modules to be taught in a specific trade	860	1290	890	1335	860	1290
	Industrial Attachment Program (IAP)	320		320		320	
	Subtotal 2	1180	1770	1210	1815	1180	1770
	Summary						
	Total number of Contact periods per week	60					
	Total number of contact hours per week	40					
	Total number of contact hours per year (31 Weeks)	1240					
	Industrial Attachment Program (8 Weeks)						
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560					

* The industrial attachment is conducted at the end of the level.

ARTS AND CRAFTS SECTOR

STRUCTURE OF TVET CURRICULA-LEVEL 1

Table 1: Tailoring -L1 Trade

STRUCTURE OF TVET CURRICULUM – Level 1			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Number of periods per level
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	30	45
	Sub Total 1	90	135

II	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	390	585
	Industrial attachment program (IAP)	320	
	Sub Total 2	710	1065
	Summary		
	Individual learning (Exercises and self-study) per week		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (12 Weeks)		
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	800	

* The industrial attachment is conducted at the end of the level

Table 2: Ceramic and Sculpture-L1 Trade

STRUCTURE OF TVET CURRICULUM – Level 1			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Number of periods per level
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	30	45
	Sub Total 1	90	135
II	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	390	585

	Industrial attachment program (IAP)	320	
	Sub Total 2	710	1065
	Summary		
	Individual learning (Exercises and self-study) per week		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (12 Weeks)		
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	800	

* The industrial attachment is conducted at the end of the level

Table 1: Graphic Arts-L1 Trade

STRUCTURE OF TVET CURRICULUM – Level 1			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Number of periods per level
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	30	45
	Sub Total 1	90	135
II	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	390	585
	Industrial attachment program (IAP)	320	
	Sub Total 2	710	1065
	Summary		

	Individual learning (Exercises and self-study) per week		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (12 Weeks)		
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	800	

* The industrial attachment is conducted at the end of the level

STRUCTURE OF TVET CURRICULA-LEVEL 2

Table 1: Tailoring-L2 Trade

STRUCTURE OF TVET CURRICULUM – Level 2			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Periods per year
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	40	60
	ICT	40	60
	Citizenship	30	45
	English	40	60
	Kinyarwanda	40	60
	Communication at workplace	30	45
II	Co-Curricular activities		
1.	Self-study		
2.	Library research		

3.	Remedial activities		
4.	Sports		
5.	Religious activities/ Clubs		
	Sub Total 1	280	420
III	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	960	1440
	Industrial Attachment Program (IAP)	320	
	Sub Total 2	1280	
	Summary		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (31 Weeks)	1240	
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560	

* The industrial attachment is conducted at the end of the level.

Table 2: Ceramic and Sculpture-L2 Trade

STRUCTURE OF TVET CURRICULUM – Level 2			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Periods per year
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	40	60
	ICT	40	60
	Citizenship	30	45
	English	40	60
	Kinyarwanda	40	60
	Communication at workplace	30	45
II	Co-Curricular activities		
1.	Self-study		
2.	Library research		
3.	Remedial activities		
4.	Sports		
5.	Religious activities/ Clubs		
	Sub Total 1	280	420
III	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	960	1440
	Industrial Attachment Program (IAP)	320	
	Sub Total 2	1280	
	Summary		

	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (31 Weeks)	1240	
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560	

* The industrial attachment is conducted at the end of the level.

Table 2: Graphic arts-L2 Trade

STRUCTURE OF TVET CURRICULUM – Level 2			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Periods per year
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	40	60
	ICT	40	60
	Citizenship	30	45
	English	40	60
	Kinyarwanda	40	60
	Communication at workplace	30	45
II	Co-Curricular activities		
1.	Self-study		
2.	Library research		
3.	Remedial activities		
4.	Sports		
5.	Religious activities/ Clubs		

	Sub Total 1	280	420
III	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	960	1440
	Industrial Attachment Program (IAP)	320	
	Sub Total 2	1280	
	Summary		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (31 Weeks)	1240	
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560	

* The industrial attachment is conducted at the end of the level.

STRUCTURE OF TVET CURRICULA-LEVEL 3-5

Table 1: Fashion design Trade

STRUCTURE OF TVET CURRICULUM							
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)					
I	Cross-cutting modules for each trade	Level 3		Level 4		Level 5	
		Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods
	Occupation and Learning Process	30	45	0	0	0	0
	Safety Health and Environment at Workplace	30	45	30	45	30	45
	Entrepreneurship	30	45	30	45	30	45
	ICT	30	45	30	45	30	45
	Citizenship	30	45	30	45	30	45
	English	30	45	30	45	30	45
	Kinyarwanda	30	45	30	45	30	45
1.	French	30	45	30	45	30	45
	Communication at workplace	30	45	30	45	30	45
2.	Professional Ethics	0	0	0	0	30	45
	Applied Mathematics	60	90	60	90	60	90
II	Co-Curricular activities						
3.	Self-study						
4.	Library research						
5.	Remedial activities						
6.	Sports						
7.	Religious activities/ Clubs						
	Sub Total 1	330	495	300	450	330	495

III	Core modules (General and specific modules for each trade)						
	A Set of modules to be taught in a specific trade	910	1365	940	1410	910	1365
	Industrial Attachment Program (IAP)	320		320		320	
	Sub Total 2	1230	1885	1260	1890	1230	1885
	Summary						
	Total number of Contact periods per week	60					
	Total number of contact hours per week	40					
	Total number of contact hours per year (31 Weeks)	1240					
	Industrial Attachment Program (8 Weeks)						
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560					

* The industrial attachment is conducted at the end of the level.

Table 2: Fine and Plastic Arts Trade

STRUCTURE OF TVET CURRICULUM							
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)					
I	Cross-cutting modules for each trade	Level 3		Level 4		Level 5	
		Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods
	Occupation and Learning Process	30	45	0	0	0	0
	Safety Health and Environment at Workplace	30	45	30	45	30	45
	Entrepreneurship	30	45	30	45	30	45
	ICT	30	45	30	45	30	45

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	Citizenship	30	45	30	45	30	45
	English	30	45	30	45	30	45
	Kinyarwanda	30	45	30	45	30	45
1.	French	30	45	30	45	30	45
	Communication at workplace	30	45	30	45	30	45
2.	Professional Ethics	0	0	0	0	30	45
	Applied Mathematics	60	90	60	90	60	90
	Applied Biology	40	60	40	60	40	60
3.	Applied Chemistry	40	60	40	60	40	60
II	Co-Curricular activities						
4.	Self-study						
5.	Library research						
6.	Remedial activities						
7.	Sports						
8.	Religious activities/ Clubs						
	Sub Total 1	410	615	380	570	410	615
III	Core modules (General and specific modules for each trade)						
	A Set of modules to be taught in a specific trade	830	1245	860	1290	830	1245
	Industrial Attachment Program (IAP)	320		320		320	
	Sub Total 2	1150	1725	1180	1770	1150	1725
	Summary						
	Total number of Contact periods per week	60					
	Total number of contact hours per week	40					
	Total number of contact hours per year (31 Weeks)	1240					
	Industrial Attachment Program (8 Weeks)						

	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560					
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* The industrial attachment is conducted at the end of the level.

Table 3: Music and Performing Arts Trade

STRUCTURE OF TVET CURRICULUM							
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)					
I	Cross-cutting modules for each trade	Level 3		Level 4		Level 5	
		Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods
	Occupation and Learning Process	30	45	0	0	0	0
	Safety Health and Environment at Workplace	30	45	30	45	30	45
	Entrepreneurship	30	45	30	45	30	45
	ICT	30	45	30	45	30	45
	Citizenship	30	45	30	45	30	45
	English	30	45	30	45	30	45
	Kinyarwanda	30	45	30	45	30	45
1.	French	30	45	30	45	30	45
	Communication at workplace	30	45	30	45	30	45
2.	Professional Ethics	0	0	0	0	30	45
	Applied Mathematics	60	90	60	90	60	90
	Applied Physics	50	75	50	75	50	75
II	Co-Curricular activities						
3.	Self-study						
4.	Library research						
5.	Remedial activities						

6.	Sports						
7.	Religious activities/ Clubs						
	Subtotal 1	380	570	350	525	380	570
III	Core modules (General and specific modules for each trade)						
	A Set of modules to be taught in a specific trade	860	1290	890	1335	860	1290
	Industrial Attachment Program (IAP)	320		320		320	
	Subtotal 2	1180	1770	1210	1815	1180	1770
	Summary						
	Total number of Contact periods per week	60					
	Total number of contact hours per week	40					
	Total number of contact hours per year (31 Weeks)	1240					
	Industrial Attachment Program (8 Weeks)						
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560					

* The industrial attachment is conducted at the end of the level.

AGRICULTURE AND FOOD PROCESSING SECTOR

STRUCTURE OF TVET CURRICULA-LEVEL 1

Table 1: Beekeeping and Processing-L1 Trade

STRUCTURE OF TVET CURRICULUM – Level 1			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Number of periods per level
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	30	45
	Sub Total 1	90	135
II	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	390	585
	Industrial attachment program (IAP)	320	
	Sub Total 2	710	1065
	Summary		
	Individual learning (Exercises and self-study) per week		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (12 Weeks)		
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	800	

* The industrial attachment is conducted at the end of the level

Table 2: Cash Crop Production and Processing-L1 Trade

STRUCTURE OF TVET CURRICULUM – Level 1			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Number of periods per level
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	30	45
	Sub Total 1	90	135
II	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	390	585
	Industrial attachment program (IAP)	320	
	Sub Total 2	710	1065
	Summary		
	Individual learning (Exercises and self-study) per week		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (12 Weeks)		
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	800	

* The industrial attachment is conducted at the end of the level

Table 3: Pig Production and Processing-L1 Trade

STRUCTURE OF TVET CURRICULUM – Level 1			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Number of periods per level
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	30	45
	Sub Total 1	90	135
II	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	390	585
	Industrial attachment program (IAP)	320	
	Sub Total 2	710	1065
	Summary		
	Individual learning (Exercises and self-study) per week		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (12 Weeks)		
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	800	

* The industrial attachment is conducted at the end of the level

Table 4: Fish Farming and Processing-L1 Trade

STRUCTURE OF TVET CURRICULUM – Level 1			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Number of periods per level
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	30	45
	Sub Total 1	90	135
II	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	390	585
	Industrial attachment program (IAP)	320	
	Sub Total 2	710	1065
	Summary		
	Individual learning (Exercises and self-study) per week		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (12 Weeks)		
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	800	

* The industrial attachment is conducted at the end of the level

Table 5: Food Crop Production and Processing -L1 Trade

STRUCTURE OF TVET CURRICULUM – Level 1			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Number of periods per level
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	30	45
	Sub Total 1	90	135
II	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	390	585
	Industrial attachment program (IAP)	320	
	Sub Total 2	710	1065
	Summary		
	Individual learning (Exercises and self-study) per week		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (12 Weeks)		
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	800	

* The industrial attachment is conducted at the end of the level

Table 6: Poultry Farming and Processing-L1 Trade

STRUCTURE OF TVET CURRICULUM – Level 1			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Number of periods per level
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	30	45
	Sub Total 1	90	135
II	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	390	585
	Industrial attachment program (IAP)	320	
	Sub Total 2	710	1065
	Summary		
	Individual learning (Exercises and self-study) per week		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (12 Weeks)		
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	800	

* The industrial attachment is conducted at the end of the level

Table 7: Fruits and Vegetables Production and Processing-L1 Trade

STRUCTURE OF TVET CURRICULUM – Level 1			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Number of periods per level
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	30	45
	Sub Total 1	90	135
II	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	390	585
	Industrial attachment program (IAP)	320	
	Sub Total 2	710	1065
	Summary		
	Individual learning (Exercises and self-study) per week		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (12 Weeks)		
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	800	

* The industrial attachment is conducted at the end of the level

Table 8: Ruminant Farming and Processing-L1 Trade

STRUCTURE OF TVET CURRICULUM – Level 1			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Number of periods per level
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	30	45
	Sub Total 1	90	135
II	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	390	585
	Industrial attachment program (IAP)	320	
	Sub Total 2	710	1065
	Summary		
	Individual learning (Exercises and self-study) per week		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (12 Weeks)		
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	800	

* The industrial attachment is conducted at the end of the level

Table 9: Baking-L1 Trade

STRUCTURE OF TVET CURRICULUM – Level 1			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Number of periods per level
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	30	45
	Sub Total 1	90	135
II	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	390	585
	Industrial attachment program (IAP)	320	
	Sub Total 2	710	1065
	Summary		
	Individual learning (Exercises and self-study) per week		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (12 Weeks)		
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	800	

* The industrial attachment is conducted at the end of the level

Table 10: Tree Nursery Operations -L1 Trade

STRUCTURE OF TVET CURRICULUM – Level 1			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Number of periods per level
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	30	45
	Sub Total 1	90	135
II	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	390	585
	Industrial attachment program (IAP)	320	
	Sub Total 2	710	1065
	Summary		
	Individual learning (Exercises and self-study) per week		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (12 Weeks)		
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	800	

* The industrial attachment is conducted at the end of the level

Table 11: Flower Production-L1 Trade

STRUCTURE OF TVET CURRICULUM – Level 1			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Number of periods per level
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	30	45
	Sub Total 1	90	135
II	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	390	585
	Industrial attachment program (IAP)	320	
	Sub Total 2	710	1065
	Summary		
	Individual learning (Exercises and self-study) per week		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (12 Weeks)		
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	800	

* The industrial attachment is conducted at the end of the level

Table 11: Parks and Gardens-L1 Trade

STRUCTURE OF TVET CURRICULUM – Level 1			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Number of periods per level
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	30	45
	Sub Total 1	90	135
II	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	390	585
	Industrial attachment program (IAP)	320	
	Sub Total 2	710	1065
	Summary		
	Individual learning (Exercises and self-study) per week		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (12 Weeks)		
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	800	

* The industrial attachment is conducted at the end of the level

Table 12: Small Scale Irrigation-L1 Trade

STRUCTURE OF TVET CURRICULUM – Level 1			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Number of periods per level
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	30	45
	Sub Total 1	90	135
II	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	390	585
	Industrial attachment program (IAP)	320	
	Sub Total 2	710	1065
	Summary		
	Individual learning (Exercises and self-study) per week		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (12 Weeks)		
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	800	

* The industrial attachment is conducted at the end of the level

Table 13: Farm Machines Operation-L1 Trade

STRUCTURE OF TVET CURRICULUM – Level 1			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Number of periods per level
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	30	45
	Sub Total 1	90	135
II	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	390	585
	Industrial attachment program (IAP)	320	
	Sub Total 2	710	1065
	Summary		
	Individual learning (Exercises and self-study) per week		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (12 Weeks)		
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	800	

* The industrial attachment is conducted at the end of the level

Table 14: Leather Works-L1 Trade

STRUCTURE OF TVET CURRICULUM – Level 1			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Number of periods per level
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	30	45
	Sub Total 1	90	135
II	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	390	585
	Industrial attachment program (IAP)	320	
	Sub Total 2	710	1065
	Summary		
	Individual learning (Exercises and self-study) per week		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (12 Weeks)		
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	800	

* The industrial attachment is conducted at the end of the level

STRUCTURE OF TVET CURRICULA-LEVEL 2

Table 1: Beekeeping and processing-L2 Trade

STRUCTURE OF TVET CURRICULUM – Level 2			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Periods per year
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	40	60
	ICT	40	60
	Citizenship	30	45
	English	40	60
	Kinyarwanda	40	60
	Communication at workplace	30	45
II	Co-Curricular activities		
1.	Self-study		
2.	Library research		
3.	Remedial activities		
4.	Sports		
5.	Religious activities/ Clubs		
	Sub Total 1	280	420
III	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	960	1440
	Industrial Attachment Program (IAP)	320	
	Sub Total 2	1280	
	Summary		
	Total number of Contact periods per week	60	

	Total number of contact hours per week	40	
	Total number of contact hours per year (31 Weeks)	1240	
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560	

* The industrial attachment is conducted at the end of the level.

Table 2: Cash Crop Production and Processing-L2 Trade

STRUCTURE OF TVET CURRICULUM – Level 2			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Periods per year
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	40	60
	ICT	40	60
	Citizenship	30	45
	English	40	60
	Kinyarwanda	40	60
	Communication at workplace	30	45
II	Co-Curricular activities		
1.	Self-study		
2.	Library research		
3.	Remedial activities		
4.	Sports		
5.	Religious activities/ Clubs		
	Sub Total 1	280	420

III	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	960	1440
	Industrial Attachment Program (IAP)	320	
	Sub Total 2	1280	
	Summary		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (31 Weeks)	1240	
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560	

* The industrial attachment is conducted at the end of the level.

Table 3: Pig Production and Processing-L2 Trade

STRUCTURE OF TVET CURRICULUM – Level 2			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Periods per year
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	40	60
	ICT	40	60
	Citizenship	30	45
	English	40	60
	Kinyarwanda	40	60

	Communication at workplace	30	45
II	Co-Curricular activities		
1.	Self-study		
2.	Library research		
3.	Remedial activities		
4.	Sports		
5.	Religious activities/ Clubs		
	Sub Total 1	280	420
III	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	960	1440
	Industrial Attachment Program (IAP)	320	
	Sub Total 2	1280	
	Summary		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (31 Weeks)	1240	
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560	

* The industrial attachment is conducted at the end of the level.

Table 4: Fish Farming and Processing -L2 Trade

STRUCTURE OF TVET CURRICULUM – Level 2			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Periods per year
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	40	60
	ICT	40	60
	Citizenship	30	45
	English	40	60
	Kinyarwanda	40	60
	Communication at workplace	30	45
II	Co-Curricular activities		
1.	Self-study		
2.	Library research		
3.	Remedial activities		
4.	Sports		
5.	Religious activities/ Clubs		
	Sub Total 1	280	420
III	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	960	1440
	Industrial Attachment Program (IAP)	320	
	Sub Total 2	1280	
	Summary		
	Total number of Contact periods per week	60	

	Total number of contact hours per week	40	
	Total number of contact hours per year (31 Weeks)	1240	
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560	

* The industrial attachment is conducted at the end of the level.

Table 5: Food Crop Production and Processing -L2 Trade

STRUCTURE OF TVET CURRICULUM – Level 2			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Periods per year
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	40	60
	ICT	40	60
	Citizenship	30	45
	English	40	60
	Kinyarwanda	40	60
	Communication at workplace	30	45
II	Co-Curricular activities		
1.	Self-study		
2.	Library research		
3.	Remedial activities		
4.	Sports		
5.	Religious activities/ Clubs		
	Sub Total 1	280	420

III	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	960	1440
	Industrial Attachment Program (IAP)	320	
	Sub Total 2	1280	
	Summary		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (31 Weeks)	1240	
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560	

* The industrial attachment is conducted at the end of the level.

Table 6: Poultry Farming and Processing-L2 Trade

STRUCTURE OF TVET CURRICULUM – Level 2			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Periods per year
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	40	60
	ICT	40	60
	Citizenship	30	45
	English	40	60
	Kinyarwanda	40	60
	Communication at workplace	30	45

II	Co-Curricular activities		
1.	Self-study		
2.	Library research		
3.	Remedial activities		
4.	Sports		
5.	Religious activities/ Clubs		
	Sub Total 1	280	420
III	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	960	1440
	Industrial Attachment Program (IAP)	320	
	Sub Total 2	1280	
	Summary		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (31 Weeks)	1240	
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560	

* The industrial attachment is conducted at the end of the level.

Table 7: Fruits and Vegetables Production and Processing-L2 Trade

STRUCTURE OF TVET CURRICULUM – Level 2			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Periods per year
	Occupation and Learning Process	30	45

	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	40	60
	ICT	40	60
	Citizenship	30	45
	English	40	60
	Kinyarwanda	40	60
	Communication at workplace	30	45
II	Co-Curricular activities		
1.	Self-study		
2.	Library research		
3.	Remedial activities		
4.	Sports		
5.	Religious activities/ Clubs		
	Sub Total 1	280	420
III	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	960	1440
	Industrial Attachment Program (IAP)	320	
	Sub Total 2	1280	
	Summary		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (31 Weeks)	1240	
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560	

* The industrial attachment is conducted at the end of the level.

Table 8: Ruminant Farming and Processing-L2 Trade

STRUCTURE OF TVET CURRICULUM – Level 2			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Periods per year
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	40	60
	ICT	40	60
	Citizenship	30	45
	English	40	60
	Kinyarwanda	40	60
	Communication at workplace	30	45
II	Co-Curricular activities		
1.	Self-study		
2.	Library research		
3.	Remedial activities		
4.	Sports		
5.	Religious activities/ Clubs		
	Sub Total 1	280	420
III	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	960	1440
	Industrial Attachment Program (IAP)	320	
	Sub Total 2	1280	
	Summary		

	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (31 Weeks)	1240	
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560	

* The industrial attachment is conducted at the end of the level.

Table 9: Baking-L2 Trade

STRUCTURE OF TVET CURRICULUM – Level 2			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Periods per year
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	40	60
	ICT	40	60
	Citizenship	30	45
	English	40	60
	Kinyarwanda	40	60
	Communication at workplace	30	45
II	Co-Curricular activities		
1.	Self-study		
2.	Library research		
3.	Remedial activities		
4.	Sports		
5.	Religious activities/ Clubs		

	Sub Total 1	280	420
III	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	960	1440
	Industrial Attachment Program (IAP)	320	
	Sub Total 2	1280	
	Summary		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (31 Weeks)	1240	
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560	

* The industrial attachment is conducted at the end of the level.

Table 10: Tree Nursery Operations -L2 Trade

STRUCTURE OF TVET CURRICULUM – Level 2			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Periods per year
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	40	60
	ICT	40	60
	Citizenship	30	45
	English	40	60
	Kinyarwanda	40	60

	Communication at workplace	30	45
II	Co-Curricular activities		
1.	Self-study		
2.	Library research		
3.	Remedial activities		
4.	Sports		
5.	Religious activities/ Clubs		
	Sub Total 1	280	420
III	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	960	1440
	Industrial Attachment Program (IAP)	320	
	Sub Total 2	1280	
	Summary		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (31 Weeks)	1240	
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560	

* The industrial attachment is conducted at the end of the level.

Table 11: Flower Production-L2 Trade

STRUCTURE OF TVET CURRICULUM – Level 2			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Periods per year
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	40	60
	ICT	40	60
	Citizenship	30	45
	English	40	60
	Kinyarwanda	40	60
	Communication at workplace	30	45
II	Co-Curricular activities		
1.	Self-study		
2.	Library research		
3.	Remedial activities		
4.	Sports		
5.	Religious activities/ Clubs		
	Sub Total 1	280	420
III	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	960	1440
	Industrial Attachment Program (IAP)	320	
	Sub Total 2	1280	
	Summary		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	

	Total number of contact hours per year (31 Weeks)	1240	
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560	

* The industrial attachment is conducted at the end of the level.

Table 11: Parks and Garden-L2 Trade

STRUCTURE OF TVET CURRICULUM – Level 2			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Periods per year
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	40	60
	ICT	40	60
	Citizenship	30	45
	English	40	60
	Kinyarwanda	40	60
	Communication at workplace	30	45
II	Co-Curricular activities		
1.	Self-study		
2.	Library research		
3.	Remedial activities		
4.	Sports		
5.	Religious activities/ Clubs		

	Sub Total 1	280	420
III	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	960	1440
	Industrial Attachment Program (IAP)	320	
	Sub Total 2	1280	
	Summary		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (31 Weeks)	1240	
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560	

* The industrial attachment is conducted at the end of the level.

Table 12: Small Scale Irrigation-L2 Trade

STRUCTURE OF TVET CURRICULUM – Level 2			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Periods per year
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	40	60
	ICT	40	60
	Citizenship	30	45
	English	40	60

	Kinyarwanda	40	60
	Communication at workplace	30	45
II	Co-Curricular activities		
1.	Self-study		
2.	Library research		
3.	Remedial activities		
4.	Sports		
5.	Religious activities/ Clubs		
	Sub Total 1	280	420
III	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	960	1440
	Industrial Attachment Program (IAP)	320	
	Sub Total 2	1280	
	Summary		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (31 Weeks)	1240	
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560	

* The industrial attachment is conducted at the end of the level.

Table 13: Farm Machines Operation-L2 Trade

STRUCTURE OF TVET CURRICULUM – Level 2			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Periods per year
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	40	60
	ICT	40	60
	Citizenship	30	45
	English	40	60
	Kinyarwanda	40	60
	Communication at workplace	30	45
II	Co-Curricular activities		
1.	Self-study		
2.	Library research		
3.	Remedial activities		
4.	Sports		
5.	Religious activities/ Clubs		
	Sub Total 1	280	420
III	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	960	1440
	Industrial Attachment Program (IAP)	320	
	Sub Total 2	1280	
	Summary		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	

	Total number of contact hours per year (31 Weeks)	1240	
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560	

* The industrial attachment is conducted at the end of the level.

Table 14: Leather Works-L2 Trade

STRUCTURE OF TVET CURRICULUM – Level 2			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Periods per year
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	40	60
	ICT	40	60
	Citizenship	30	45
	English	40	60
	Kinyarwanda	40	60
	Communication at workplace	30	45
II	Co-Curricular activities		
1.	Self-study		
2.	Library research		
3.	Remedial activities		
4.	Sports		
5.	Religious activities/ Clubs		
	Sub Total 1	280	420

III	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	960	1440
	Industrial Attachment Program (IAP)	320	
	Sub Total 2	1280	
	Summary		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (31 Weeks)	1240	
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560	

* The industrial attachment is conducted at the end of the level.

STRUCTURE OF TVET CURRICULA-LEVEL 3-5

Table 1: Agriculture Trade

STRUCTURE OF TVET CURRICULUM							
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)					
I	Cross-cutting modules for each trade	Level 3		Level 4		Level 5	
		Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods
	Occupation and Learning Process	30	45	0	0	0	0
	Safety Health and Environment at Workplace	30	45	30	45	30	45
	Entrepreneurship	30	45	30	45	30	45
	ICT	30	45	30	45	30	45
	Citizenship	30	45	30	45	30	45

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	English	30	45	30	45	30	45
	Kinyarwanda	30	45	30	45	30	45
1.	French	30	45	30	45	30	45
	Communication at workplace	30	45	30	45	30	45
2.	Professional Ethics	0	0	0	0	30	45
	Applied Mathematics	60	90	60	90	60	90
	Applied Biology	40	60	40	60	40	60
3.	Applied Chemistry	40	60	40	60	40	60
II	Co-Curricular activities						
4.	Self-study						
5.	Library research						
6.	Remedial activities						
7.	Sports						
8.	Religious activities/ Clubs						
	Sub Total 1	410	615	380	570	410	615
III	Core modules (General and specific modules for each trade)						
	A Set of modules to be taught in a specific trade	830	1245	860	1290	830	1245
	Industrial Attachment Program (IAP)	320		320		320	
	Sub Total 2	1150	1725	1180	1770	1150	1725
	Summary						
	Total number of Contact periods per week	60					
	Total number of contact hours per week	40					
	Total number of contact hours per year (31 Weeks)	1240					
	Industrial Attachment Program (8 Weeks)						
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560					

* The industrial attachment is conducted at the end of the level.

Table 2: Food Processing Trade

STRUCTURE OF TVET CURRICULUM							
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)					
I	Cross-cutting modules for each trade	Level 3		Level 4		Level 5	
		Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods
	Occupation and Learning Process	30	45	0	0	0	0
	Safety Health and Environment at Workplace	30	45	30	45	30	45
	Entrepreneurship	30	45	30	45	30	45
	ICT	30	45	30	45	30	45
	Citizenship	30	45	30	45	30	45
	English	30	45	30	45	30	45
	Kinyarwanda	30	45	30	45	30	45
1.	French	30	45	30	45	30	45
	Communication at workplace	30	45	30	45	30	45
2.	Professional Ethics	0	0	0	0	30	45
	Applied Mathematics	60	90	60	90	60	90
	Applied Biology	40	60	40	60	40	60
3.	Applied Chemistry	40	60	40	60	40	60
II	Co-Curricular activities						
4.	Self-study						
5.	Library research						
6.	Remedial activities						
7.	Sports						
8.	Religious activities/ Clubs						
	Sub Total 1	410	615	380	570	410	615

III	Core modules (General and specific modules for each trade)						
	A Set of modules to be taught in a specific trade	830	1245	860	1290	830	1245
	Industrial Attachment Program (IAP)	320		320		320	
	Sub Total 2	1150	1725	1180	1770	1150	1725
	Summary						
	Total number of Contact periods per week	60					
	Total number of contact hours per week	40					
	Total number of contact hours per year (31 Weeks)	1240					
	Industrial Attachment Program (8 Weeks)						
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560					

* The industrial attachment is conducted at the end of the level.

Table 3: Animal Health Trade

STRUCTURE OF TVET CURRICULUM							
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)					
I	Cross-cutting modules for each trade	Level 3		Level 4		Level 5	
		Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods
	Occupation and Learning Process	30	45	0	0	0	0
	Safety Health and Environment at Workplace	30	45	30	45	30	45
	Entrepreneurship	30	45	30	45	30	45
	ICT	30	45	30	45	30	45
	Citizenship	30	45	30	45	30	45
	English	30	45	30	45	30	45

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	Kinyarwanda	30	45	30	45	30	45
1.	French	30	45	30	45	30	45
	Communication at workplace	30	45	30	45	30	45
2.	Professional Ethics	0	0	0	0	30	45
	Applied Mathematics	60	90	60	90	60	90
	Applied Biology	40	60	40	60	40	60
3.	Applied Chemistry	40	60	40	60	40	60
II	Co-Curricular activities						
4.	Self-study						
5.	Library research						
6.	Remedial activities						
7.	Sports						
8.	Religious activities/ Clubs						
	Sub Total 1	410	615	380	570	410	615
III	Core modules (General and specific modules for each trade)						
	A Set of modules to be taught in a specific trade	830	1245	860	1290	830	1245
	Industrial Attachment Program (IAP)	320		320		320	
	Sub Total 2	1150	1725	1180	1770	1150	1725
	Summary						
	Total number of Contact periods per week	60					
	Total number of contact hours per week	40					
	Total number of contact hours per year (31 Weeks)	1240					
	Industrial Attachment Program (8 Weeks)						
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560					

* The industrial attachment is conducted at the end of the level.

Table 4: Forestry Trade

STRUCTURE OF TVET CURRICULUM							
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)					
I	Cross-cutting modules for each trade	Level 3		Level 4		Level 5	
		Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods
	Occupation and Learning Process	30	45	0	0	0	0
	Safety Health and Environment at Workplace	30	45	30	45	30	45
	Entrepreneurship	30	45	30	45	30	45
	ICT	30	45	30	45	30	45
	Citizenship	30	45	30	45	30	45
	English	30	45	30	45	30	45
	Kinyarwanda	30	45	30	45	30	45
1.	French	30	45	30	45	30	45
	Communication at workplace	30	45	30	45	30	45
2.	Professional Ethics	0	0	0	0	30	45
	Applied Mathematics	60	90	60	90	60	90
	Applied Biology	40	60	40	60	40	60
3.	Applied Chemistry	40	60	40	60	40	60
II	Co-Curricular activities						
4.	Self-study						
5.	Library research						
6.	Remedial activities						
7.	Sports						
8.	Religious activities/ Clubs						
	Sub Total 1	410	615	380	570	410	615

III	Core modules (General and specific modules for each trade)						
	A Set of modules to be taught in a specific trade	830	1245	860	1290	830	1245
	Industrial Attachment Program (IAP)	320		320		320	
	Sub Total 2	1150	1725	1180	1770	1150	1725
	Summary						
	Total number of Contact periods per week	60					
	Total number of contact hours per week	40					
	Total number of contact hours per year (31 Weeks)	1240					
	Industrial Attachment Program (8 Weeks)						
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560					

* The industrial attachment is conducted at the end of the level.

Table 5: Wood Technology Trade

STRUCTURE OF TVET CURRICULUM							
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)					
I	Cross-cutting modules for each trade	Level 3		Level 4		Level 5	
		Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods
	Occupation and Learning Process	30	45	0	0	0	0
	Safety Health and Environment at Workplace	30	45	30	45	30	45
	Entrepreneurship	30	45	30	45	30	45
	ICT	30	45	30	45	30	45
	Citizenship	30	45	30	45	30	45
	English	30	45	30	45	30	45
	Kinyarwanda	30	45	30	45	30	45
1.	French	30	45	30	45	30	45
	Communication at workplace	30	45	30	45	30	45
2.	Professional Ethics	0	0	0	0	30	45
	Applied Mathematics	60	90	60	90	60	90
	Applied Physics	50	75	50	75	50	75
	Applied Biology	40	60	40	60	40	60
3.	Applied Chemistry	40	60	40	60	40	60
II	Co-Curricular activities						
4.	Self-study						
5.	Library research						
6.	Remedial activities						
7.	Sports						
8.	Religious activities/ Clubs						

	Sub Total 1	460	690	430	645	460	690
III	Core modules (General and specific modules for each trade)						
	A Set of modules to be taught in a specific trade	780	1170	810	1215	780	1170
	Industrial Attachment Program (IAP)	320		320		320	
	Sub Total 2	1100	1650	1130	1695	1100	1650
	Summary						
	Total number of Contact periods per week	60					
	Total number of contact hours per week	40					
	Total number of contact hours per year (31 Weeks)	1240					
	Industrial Attachment Program (8 Weeks)						
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560					

* The industrial attachment is conducted at the end of the level.

Table 6: Water and Irrigation Trade

STRUCTURE OF TVET CURRICULUM							
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)					
I	Cross-cutting modules for each trade	Level 3		Level 4		Level 5	
		Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods
	Occupation and Learning Process	30	45	0	0	0	0
	Safety Health and Environment at Workplace	30	45	30	45	30	45
	Entrepreneurship	30	45	30	45	30	45
	ICT	30	45	30	45	30	45
	Citizenship	30	45	30	45	30	45
	English	30	45	30	45	30	45

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	Kinyarwanda	30	45	30	45	30	45
1.	French	30	45	30	45	30	45
	Communication at workplace	30	45	30	45	30	45
2.	Professional Ethics	0	0	0	0	30	45
	Applied Mathematics	60	90	60	90	60	90
	Applied Physics	50	75	50	75	50	75
	Applied Biology	40	60	40	60	40	60
3.	Applied Chemistry	40	60	40	60	40	60
II	Co-Curricular activities						
4.	Self-study						
5.	Library research						
6.	Remedial activities						
7.	Sports						
8.	Religious activities/ Clubs						
	Sub Total 1	460	690	430	645	460	690
III	Core modules (General and specific modules for each trade)						
	A Set of modules to be taught in a specific trade	780	1170	810	1215	780	1170
	Industrial Attachment Program (IAP)	320		320		320	
	Sub Total 2	1100	1650	1130	1695	1100	1650
	Summary						
	Total number of Contact periods per week	60					
	Total number of contact hours per week	40					
	Total number of contact hours per year (31 Weeks)	1240					
	Industrial Attachment Program (8 Weeks)						
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560					

* The industrial attachment is conducted at the end of the level.

Table 7: Leather Technology

STRUCTURE OF TVET CURRICULUM							
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)					
I	Cross-cutting modules for each trade	Level 3		Level 4		Level 5	
		Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods
	Occupation and Learning Process	30	45	0	0	0	0
	Safety Health and Environment at Workplace	30	45	30	45	30	45
	Entrepreneurship	30	45	30	45	30	45
	ICT	30	45	30	45	30	45
	Citizenship	30	45	30	45	30	45
	English	30	45	30	45	30	45
	Kinyarwanda	30	45	30	45	30	45
1.	French	30	45	30	45	30	45
	Communication at workplace	30	45	30	45	30	45
2.	Professional Ethics	0	0	0	0	30	45
	Applied Mathematics	60	90	60	90	60	90
	Applied Biology	40	60	40	60	40	60
3.	Applied Chemistry	40	60	40	60	40	60
II	Co-Curricular activities						
4.	Self-study						
5.	Library research						
6.	Remedial activities						
7.	Sports						
8.	Religious activities/ Clubs						
	Sub Total 1	410	615	380	570	410	615

III	Core modules (General and specific modules for each trade)						
	A Set of modules to be taught in a specific trade	830	1245	860	1290	830	1245
	Industrial Attachment Program (IAP)	320		320		320	
	Sub Total 2	1150	1725	1180	1770	1150	1725
	Summary						
	Total number of Contact periods per week	60					
	Total number of contact hours per week	40					
	Total number of contact hours per year (31 Weeks)	1240					
	Industrial Attachment Program (8 Weeks)						
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560					

* The industrial attachment is conducted at the end of the level.

TECHNICAL SERVICES SECTOR

STRUCTURE OF TVET CURRICULA-LEVEL 2

Table 1: Electronic Services-L2 Trade

STRUCTURE OF TVET CURRICULUM – Level 1			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Number of periods per level
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	30	45
	Sub Total 1	90	135
II	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	390	585
	Industrial attachment program (IAP)	320	
	Sub Total 2	710	1065
	Summary		
	Individual learning (Exercises and self-study) per week		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (12 Weeks)		
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	800	

* The industrial attachment is conducted at the end of the level

STRUCTURE OF TVET CURRICULA-LEVEL 3-5

Table 1: Electronics and Telecommunication Trade

STRUCTURE OF TVET CURRICULUM							
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)					
I	Cross-cutting modules for each trade	Level 3		Level 4		Level 5	
		Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods
	Occupation and Learning Process	30	45	0	0	0	0
	Safety Health and Environment at Workplace	30	45	30	45	30	45
	Entrepreneurship	30	45	30	45	30	45
	ICT	30	45	30	45	30	45
	Citizenship	30	45	30	45	30	45
	English	30	45	30	45	30	45
	Kinyarwanda	30	45	30	45	30	45
1.	French	30	45	30	45	30	45
	Communication at workplace	30	45	30	45	30	45
2.	Professional Ethics	0	0	0	0	30	45
	Applied Mathematics	60	90	60	90	60	90
	Applied Physics	50	75	50	75	50	75
3.	Applied Chemistry	40	60	40	60	40	60
II	Co-Curricular activities						
4.	Self-study						
5.	Library research						
6.	Remedial activities						

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7.	Sports						
8.	Religious activities/ Clubs						
	Sub Total 1	420	630	390	645	420	630
III	Core modules (General and specific modules for each trade)						
	A Set of modules to be taught in a specific trade	820	1230	850	1275	820	1230
	Industrial Attachment Program (IAP)	320		320		320	
	Sub Total 2	1140	1710	1170	1755	1140	1710
	Summary						
	Total number of Contact periods per week	60					
	Total number of contact hours per week	40					
	Total number of contact hours per year (31 Weeks)	1240					
	Industrial Attachment Program (8 Weeks)						
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560					

* The industrial attachment is conducted at the end of the level.

HOSPITALITY AND TOURISM SECTOR
STRUCTURE OF TVET CURRICULA-LEVEL 1

Table 1: Food and Beverage Services-L1 Trade

STRUCTURE OF TVET CURRICULUM – Level 1			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Number of periods per level
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	30	45
	Sub Total 1	90	135
II	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	390	585
	Industrial attachment program (IAP)	320	
	Sub Total 2	710	1065
	Summary		
	Individual learning (Exercises and self-study) per week		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (12 Weeks)		
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	800	

* The industrial attachment is conducted at the end of the level

Table 2: Housekeeping Operations-L1 Trade

STRUCTURE OF TVET CURRICULUM – Level 1			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Number of periods per level
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	30	45
	Sub Total 1	90	135
II	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	390	585
	Industrial attachment program (IAP)	320	
	Sub Total 2	710	1065
	Summary		
	Individual learning (Exercises and self-study) per week		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (12 Weeks)		
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	800	

* The industrial attachment is conducted at the end of the level

Table 3: Culinary Arts-L1 Trade

STRUCTURE OF TVET CURRICULUM – Level 1			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Number of periods per level
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	30	45
	Sub Total 1	90	135
II	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	390	585
	Industrial attachment program (IAP)	320	
	Sub Total 2	710	1065
	Summary		
	Individual learning (Exercises and self-study) per week		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (12 Weeks)		
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	800	

* The industrial attachment is conducted at the end of the level

STRUCTURE OF TVET CURRICULA-LEVEL 2

Table 1: Food and Beverage services-L2 Trade

STRUCTURE OF TVET CURRICULUM – Level 2			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Periods per year
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	40	60
	ICT	40	60
	Citizenship	30	45
	English	40	60
	Kinyarwanda	40	60
	Communication at workplace	30	45
II	Co-Curricular activities		
1.	Self-study		
2.	Library research		
3.	Remedial activities		
4.	Sports		
5.	Religious activities/ Clubs		
	Sub Total 1	280	420
III	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	960	1440
	Industrial Attachment Program (IAP)	320	
	Sub Total 2	1280	

	Summary		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (31 Weeks)	1240	
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560	

* The industrial attachment is conducted at the end of the level.

Table 2: Housekeeping operations-L2 Trade

STRUCTURE OF TVET CURRICULUM – Level 2			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Periods per year
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	40	60
	ICT	40	60
	Citizenship	30	45
	English	40	60
	Kinyarwanda	40	60
	Communication at workplace	30	45
II	Co-Curricular activities		
1.	Self-study		
2.	Library research		

3.	Remedial activities		
4.	Sports		
5.	Religious activities/ Clubs		
	Sub Total 1	280	420
III	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	960	1440
	Industrial Attachment Program (IAP)	320	
	Sub Total 2	1280	
	Summary		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (31 Weeks)	1240	
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560	

* The industrial attachment is conducted at the end of the level.

Table 3: Culinary Arts-L2 Trade

STRUCTURE OF TVET CURRICULUM – Level 2			
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)	
I	Cross-cutting modules for each trade	Notional Learning Hours	Periods per year
	Occupation and Learning Process	30	45
	Safety Health and Environment at Workplace	30	45
	Entrepreneurship	40	60
	ICT	40	60

	Citizenship	30	45
	English	40	60
	Kinyarwanda	40	60
	Communication at workplace	30	45
II	Co-Curricular activities		
1.	Self-study		
2.	Library research		
3.	Remedial activities		
4.	Sports		
5.	Religious activities/ Clubs		
	Sub Total 1	280	420
III	Core modules (General and specific modules for each trade)		
	A Set of modules to be taught in a specific trade	960	1440
	Industrial Attachment Program (IAP)	320	
	Sub Total 2	1280	
	Summary		
	Total number of Contact periods per week	60	
	Total number of contact hours per week	40	
	Total number of contact hours per year (31 Weeks)	1240	
	Industrial Attachment Program (8 Weeks)		
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560	

* The industrial attachment is conducted at the end of the level.

STRUCTURE OF TVET CURRICULA-LEVEL 3-5

Table 1: Food and Beverages Operations

STRUCTURE OF TVET CURRICULUM							
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)					
I	Cross-cutting modules for each trade	Level 3		Level 4		Level 5	
		Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods
	Occupation and Learning Process	30	45	0	0	0	0
	Safety Health and Environment at Workplace	30	45	30	45	30	45
	Entrepreneurship	30	45	30	45	30	45
	ICT	30	45	30	45	30	45
	Citizenship	30	45	30	45	30	45
	English	30	45	30	45	30	45
	Kinyarwanda	30	45	30	45	30	45
1.	French	30	45	30	45	30	45
	Communication at workplace	30	45	30	45	30	45
2.	Professional Ethics	0	0	0	0	30	45
	Applied Mathematics	60	90	60	90	60	90
II	Co-Curricular activities						
3.	Self-study						
4.	Library research						
5.	Remedial activities						
6.	Sports						
7.	Religious activities/ Clubs						
	Sub Total 1	330	495	300	450	330	495

III	Core modules (General and specific modules for each trade)						
	A Set of modules to be taught in a specific trade	910	1365	940	1410	910	1365
	Industrial Attachment Program (IAP)	320		320		320	
	Sub Total 2	1230	1885	1260	1890	1230	1885
	Summary						
	Total number of Contact periods per week	60					
	Total number of contact hours per week	40					
	Total number of contact hours per year (31 Weeks)	1240					
	Industrial Attachment Program (8 Weeks)						
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560					

* The industrial attachment is conducted at the end of the level.

Table 2: Front Office and Housekeeping operations

STRUCTURE OF TVET CURRICULUM							
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)					
I	Cross-cutting modules for each trade	Level 3		Level 4		Level 5	
		Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods
	Occupation and Learning Process	30	45	0	0	0	0
	Safety Health and Environment at Workplace	30	45	30	45	30	45
	Entrepreneurship	30	45	30	45	30	45

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	ICT	30	45	30	45	30	45
	Citizenship	30	45	30	45	30	45
	English	30	45	30	45	30	45
	Kinyarwanda	30	45	30	45	30	45
8.	French	30	45	30	45	30	45
	Communication at workplace	30	45	30	45	30	45
9.	Professional Ethics	0	0	0	0	30	45
	Applied Mathematics	60	90	60	90	60	90
II	Co-Curricular activities						
10.	Self-study						
11.	Library research						
12.	Remedial activities						
13.	Sports						
14.	Religious activities/ Clubs						
	Sub Total 1	330	495	300	450	330	495
III	Core modules (General and specific modules for each trade)						
	A Set of modules to be taught in a specific trade	910	1365	940	1410	910	1365
	Industrial Attachment Program (IAP)	320		320		320	
	Sub Total 2	1230	1885	1260	1890	1230	1885
	Summary						
	Total number of Contact periods per week	60					
	Total number of contact hours per week	40					
	Total number of contact hours per year (31 Weeks)	1240					
	Industrial Attachment Program (8 Weeks)						
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560					

* The industrial attachment is conducted at the end of the level.

Table 3: Tourism

STRUCTURE OF TVET CURRICULUM							
#	Subjects/Modules in TVET	Number of periods (1 period = 40 min.)					
I	Cross-cutting modules for each trade	Level 3		Level 4		Level 5	
		Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods	Notional Learning Hours	Number of Periods
	Occupation and Learning Process	30	45	0	0	0	0
	Safety Health and Environment at Workplace	30	45	30	45	30	45
	Entrepreneurship	30	45	30	45	30	45
	ICT	30	45	30	45	30	45
	Citizenship	30	45	30	45	30	45
	English	30	45	30	45	30	45
	Kinyarwanda	30	45	30	45	30	45
1.	French	30	45	30	45	30	45
	Communication at workplace	30	45	30	45	30	45
2.	Professional Ethics	0	0	0	0	30	45
	Applied Mathematics	60	90	60	90	60	90
II	Co-Curricular activities						
3.	Self-study						
4.	Library research						
5.	Remedial activities						
6.	Sports						
7.	Religious activities/ Clubs						
	Sub Total 1	330	495	300	450	330	495

III	Core modules (General and specific modules for each trade)						
	A Set of modules to be taught in a specific trade	910	1365	940	1410	910	1365
	Industrial Attachment Program (IAP)	320		320		320	
	Sub Total 2	1230	1885	1260	1890	1230	1885
	Summary						
	Total number of Contact periods per week	60					
	Total number of contact hours per week	40					
	Total number of contact hours per year (31 Weeks)	1240					
	Industrial Attachment Program (8 Weeks)						
	Total number of teaching and learning hours per year (contact hours + individual learning time)	1560					

* The industrial attachment is conducted at the end of the level.

Basic TVET levels and their entry requirements

TVET Level 1

Level 1 is a six-month training program whereby the minimum entry requirements are to have age of 16 years old can enter RTQF Level 1 technical training program. There is no literacy, numeracy or technical requirements. It is envisioned that those entering with no or minimal literacy and numeracy skills will receive training through the adult literacy program or its equivalent in addition to the technical training in a trade area.

TVET Level 2

Level 2 is a one-year training program whereby the entry requirements include the minimum age of 16 years with education background of at least Primary six (6) evidenced by primary six leaving certificate or a drop out of ordinary level either at senior one, two or three.

TVET Level 3

Level 3 is a one-year training program whose minimum entry requirements to have successfully completed nine years Basic Education or have completed successfully TVET certificate II in related field with basic sciences package or recognition of prior learning equivalent to TVET Certificate II in related field or any other equivalent qualification. Students entering Level 3 are expected to complete the whole cycle up to level 5.

TVET level 4

Level 4 is a one year training program whose minimum entry requirements are to have completed the Certificate III in cognate field by course work or by Recognition of Prior Learning or any other equivalent qualification.

TVET level 5

Level 5 is a one-year training program whose minimum entry requirements are to have completed the Certificate IV in cognate field by course work or by Recognition of Prior Learning or any other equivalent qualification.

Note: TVET programs will be updated on regular basis based on labor market dynamism and needs.

Bibonywe kugira ngo bishyirwe ku mugereka w'Iteka rya Minisitiri n° 002/MINEDUC/2021 ryo ku wa 20/10/2021 rishyiraho integanyanyigisho mu mashuri y'uburezi bw'ibanze bw'inyigisho rusange, mbonezamwuga n'iz'imyuga n'ubumenyigiro	Seen to be annexed to Ministerial Order n° 002/MINEDUC/2021 of 20/10/2021 establishing curriculum in general, professional and technical and vocational basic education	Vu pour être annexé à l'Arrêté Ministériel n° 002/MINEDUC/2021 du 20/10/2021 établissant le programme d'éducation dans l'enseignement de base général, professionnel et de formation technique et vocationnelle
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Kigali, 20/10/2021

(sé)

Dr UWAMARIYA Valentine

Minisitiri w'Uburezi
Minister of Education
Ministre de l'Éducation

Bibonywe kandi bishyizweho Ikirango cya Repubulika:

Seen and sealed with the Seal of the Republic:

Vu et scellé du Sceau de la République :

(sé)

Dr UGIRASHEBUJA Emmanuel

Minisitiri w'Ubutabera akaba n'Intumwa Nkuru ya Leta
Minister of Justice and Attorney General
Ministre de la Justice et Garde des Sceaux

<p>ITEKA RYA MINISITIRI N° 003/MINEDUC/2021 RYO KU WA 20/10//2021 RIGENA IBISHINGIRWAHO MU GUTANGA NO KWEMEZA IMPAMYABUMENYI N'IMPAMYABUSHOBOZI MU RWANDA</p> <p><u>ISHAKIRO:</u></p> <p><u>UMUTWE WA MBERE:</u> INGINGO RUSANGE</p> <p><u>Ingingo ya mbere:</u> Icyo iri teka rigamije</p> <p><u>UMUTWE WA II:</u> IBISHINGIRWAHO MU GUTANGA NO MU KWEMERA IMPAMYABUMENYI N'IMPAMYABUSHOBOZI N'UBURYO BWO KUVA MU GICE KIMWE CY'UBUREZI UJYA MU KINDI</p> <p><u>Ingingo ya 2:</u> Icyo RQF igamije</p> <p><u>Ingingo ya 3:</u> Ibiranga RQF</p> <p><u>Ingingo ya 4:</u> Inzego z'impamyabushobozi n'impamyabumenyi</p>	<p>MINISTERIAL ORDER N° 003/MINEDUC/2021 OF 20/10//2021 DETERMINING RWANDA QUALIFICATIONS FRAMEWORK</p> <p><u>TABLE OF CONTENTS:</u></p> <p><u>CHAPTER ONE:</u> GENERAL PROVISIONS</p> <p><u>Article One:</u> Purpose of this Order</p> <p><u>CHAPTER II:</u> CRITERIA FOR AWARDING AND RECOGNISING DEGREES AND CERTIFICATES AND MODALITIES OF MOVING FROM ONE CATEGORY TO ANOTHER</p> <p><u>Article 2:</u> Purpose of RQF</p> <p><u>Article 3:</u> Features of RQF</p> <p><u>Article 4:</u> Levels of certificates and degrees</p>	<p>ARRÊTÉ MINISTÉRIEL N° 003/MINEDUC/2021 DU 20/10//2021 DÉTERMINANT LES CRITÈRES D'OCTROI ET DE RECONNAISSANCE DES DIPLÔMES ET CERTIFICATS AU RWANDA</p> <p><u>TABLE DES MATIÈRES :</u></p> <p><u>CHAPITRE PREMIER :</u> DISPOSITIONS GÉNÉRALES</p> <p><u>Article premier :</u> Objet du présent arrêté</p> <p><u>CHAPITRE II :</u> CRITÈRES D'OCTROI ET DE RECONNAISSANCE DES DIPLÔMES OU DES CERTIFICATS ET LES MODALITÉS DE TRANSFERT D'UNE CATÉGORIE À UNE AUTRE</p> <p><u>Article 2 :</u> Objet de RQF</p> <p><u>Article 3 :</u> Caractéristiques de RQF</p> <p><u>Article 4 :</u> Niveaux des certificats et des diplômes</p>
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<p><u>Ingingo ya 5:</u> Ibishingirwaho mu gutanga cyangwa kwemera impamyabushobozi n'impamyabumenyi</p>	<p><u>Article 5:</u> Criteria for awarding or recognising certificates or degrees</p>	<p><u>Article 5 :</u> Critères d'octroi ou de reconnaissance de certificats ou de diplômes</p>
<p><u>Ingingo ya 6:</u> Uburyo bwo kuva mu gice kimwe cy'uburezi ujya mu kindi</p>	<p><u>Article 6:</u> Modalities of moving from one category to another</p>	<p><u>Article 6 :</u> Modalités de transfert d'une catégorie à une autre</p>
<p><u>UMUTWE WA III:</u> IMIHWANIRE N'IYEMEZWA <u>BY'IMPAMYABUSHOBOZI</u> <u>N'IMPAMYABUMENYI</u></p>	<p><u>CHAPTER III:</u> EQUIVALENCE AND AUTHENTICATION OF DEGREES AND CERTIFICATES</p>	<p><u>CHAPITRE III :</u> RÉGIME D'ÉQUIVALENCE ET D'AUTHENTICATION DES DIPLÔMES ET DES CERTIFICATS</p>
<p><u>Icyiciro cya mbere:</u> Imihwanire y'impamyabushobozi n'iy'impamyabumenyi zatangawe mu mahanga</p>	<p><u>Section One:</u> Equivalence of certificates and degrees issued abroad</p>	<p><u>Section première :</u> Régime d'équivalence des diplômes et des certificats délivrés à l'étranger</p>
<p><u>Ingingo ya 7:</u> Gusaba imihwanire y'impamyabushobozi cyangwa y'impamyabumenyi</p>	<p><u>Article 7:</u> Application for equivalence for certificates or degrees</p>	<p><u>Article 7 :</u> Demande d'équivalence des certificats et des diplômes</p>
<p><u>Ingingo ya 8:</u> Ibigize idosiye y'ubusabe bw'imihwanire y'impamyabushobozi isoza amashuri yisumbuye</p>	<p><u>Article 8:</u> Content of application file for equivalence for secondary education certificate</p>	<p><u>Article 8 :</u> Contenu du dossier de demande d'équivalence d'un certificat d'études secondaires</p>
<p><u>Ingingo ya 9:</u> Ibigize idosiye y'ubusabe bw'imihwanire y'impamyabushobozi cyangwa y'impamyabumenyi y'amashuri makuru</p>	<p><u>Article 9:</u> Content of application file for equivalence for higher education certificate or degree</p>	<p><u>Article 9 :</u> Contenu du dossier de demande d'équivalence d'un certificat ou d'un diplôme d'enseignement supérieur</p>
<p><u>Ingingo ya 10:</u> Gusuzuma ubusabe bw'imihwanire y'impamyabushobozi</p>	<p><u>Article 10:</u> Consideration of application for equivalence of a certificate or degree</p>	<p><u>Article 10 :</u> Examen de la demande d'équivalence d'un certificat ou d'un</p>

<p>cyangwa y'impamyabumenyi</p> <p><u>Icyiciro cya 2:</u> Iyemezwa ry'impamyabushobozi n'iry'impamyabumenyi zatangiwe mu Rwanda</p> <p><u>Ingingo ya 11:</u> Gusaba iyemezwa ry'impamyabushobozi cyangwa iry'impamyabumenyi</p> <p><u>Ingingo 12:</u> Ibigize idosiye y'ubusabe bw'iyemezwa ry'impamyabushobozi cyangwa iry'impamyabumenyi</p> <p><u>Ingingo ya 13:</u> Gusuzuma ubusabe bw'iyemezwa ry'impamyabushobozi cyangwa iry'impamyabumenyi</p> <p><u>UMUTWE WA IV: INGINGO ZISOZA</u></p> <p><u>Ingingo ya 14:</u> Ivanwaho ry'ingingo zinyuranyije n'iri teka</p> <p><u>Ingingo ya 15:</u> Igihe iri teka ritangirira gukurikizwa</p>	<p><u>Section 2:</u> Authentication of certificates and degrees issued in Rwanda</p> <p><u>Article 11:</u> Application for authentication for a certificate or degree</p> <p><u>Article 12:</u> Content of the application file for authentication of a certificate or degree</p> <p><u>Article 13:</u> Consideration of application for authentication of a certificate or degree</p> <p><u>CHAPTER IV: FINAL PROVISIONS</u></p> <p><u>Article 14:</u> Repealing provision</p> <p><u>Article 15:</u> Commencement</p>	<p>diplôme</p> <p><u>Section 2 :</u> Régime d'authentification des certificats et des diplômes délivrés au Rwanda</p> <p><u>Article 11 :</u> Demande d'authentification d'un certificat et d'un diplôme</p> <p><u>Article 12 :</u> Contenu d'un dossier de demande d'authentification d'un certificat ou d'un diplôme</p> <p><u>Article 13 :</u> Examen de la demande d'authentification d'un certificat ou d'un diplôme</p> <p><u>CHAPITRE IV : DISPOSITIONS FINALES</u></p> <p><u>Article 14:</u> Disposition abrogatoire</p> <p><u>Article 15 :</u> Entrée en vigueur</p>
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ITEKA RYA MINISITIRI N° 003/MINEDUC/2021 RYO KU WA 20/10//2021 RIGENA IBISHINGIRWAHO MU GUTANGA NO KWEMEZA IMPAMYABUMENYI N'IMPAMYABUSHOBOZI MU RWANDA	MINISTERIAL ORDER N° 003/MINEDUC/2021 OF 20/10//2021 DETERMINING RWANDA QUALIFICATIONS FRAMEWORK	ARRÊTÉ MINISTÉRIEL N° 003/MINEDUC/2021 DU 20/10//2021 DÉTERMINANT LES CRITÈRES D'OCTROI ET DE RECONNAISSANCE DES DIPLÔMES ET CERTIFICATS AU RWANDA
<p>Minisitiri w'Uburezi;</p> <p>Ashingiye ku Itegeko Nshinga rya Repubulika y'u Rwanda ryo mu 2003 ryavuguruwe mu 2015, cyane cyane mu ngingo zaryo, iya 121, iya 122 n'iya 176;</p> <p>Ashingiye ku Itegeko n° 010/2021 ryo ku wa 16/02/2021 rigena imitunganyirize y'Uburezi, cyane cyane mu ngingo yaryo ya 12, n'iya 65;</p> <p>Inama y'Abaminisitiri yateranye ku wa 13/10/2021, imaze kubisuzuma no kubyemeza;</p>	<p>The Minister of Education;</p> <p>Pursuant to the Constitution of the Republic of Rwanda of 2003 revised in 2015, especially in Articles 121, 122 and 176;</p> <p>Pursuant to Law n° 010/2021 of 16/02/2021 determining the organisation of education, especially in Articles 12 and 65;</p> <p>After consideration and approval by the Cabinet, in its meeting of 13/10/2021;</p>	<p>Le Ministre de l'Éducation ;</p> <p>Vu la Constitution de la République du Rwanda de 2003 révisée en 2015, spécialement en ses articles 121, 122 et 176 ;</p> <p>Vu la Loi n° 010/2021 du 16/02/2021 portant organisation de l'éducation, spécialement en ses articles 12 et 65 ;</p> <p>Après examen et adoption par le Conseil des Ministres, en sa séance du 13/10/2021;</p>
<p>ATEGETSE:</p>	<p>ORDERS:</p>	<p>ARRÊTE :</p>

UMUTWE WA MBERE: INGINGO RUSANGE	CHAPTER ONE: GENERAL PROVISIONS	CHAPITRE PREMIER : DISPOSITIONS GÉNÉRALES
<u>Ingingo ya mbere:</u> Icyo iri teka rigamije	<u>Article One:</u> Purpose of this Order	<u>Article premier :</u> Objet du présent arrêté
Iri teka rigena:	This Order determines:	Le présent arrêté détermine :
1° ibishingirwaho kugira ngo hatangwe cyangwa hemerwe impamyabumenyi cyangwa impamyabushobozi ihabwa urangije icyiciro cy'amashuri muri buri gice cy'uburezi, n'uburyo umunyeshuri ashobora kuva mu gice kimwe cy'uburezi ajya mu kindi, byitwa <i>Rwanda Qualifications Framework « RQF »</i> mu magambo y'Icyongereza;	1° criteria for awarding or recognising a degree or a certificate of a learner who completed a cycle of education in each category, and modalities in which a learner may move from one category to another, referred to as Rwanda Qualifications Framework “RQF”;	1° les critères d’octroi ou de reconnaissance d’un diplôme ou d’un certificat à un apprenant qui termine un cycle d’enseignement dans chaque catégorie, et les modalités de transfert d’un apprenant d’une catégorie à une autre, dénommé <i>Rwanda Qualifications Framework, « RQF »</i> ;
2° ibyerekeye imihwanire y'impamyabumenyi cyangwa y'impamyabushobozi yatangiwe mu mahanga;	2° equivalence of degrees or certificates issued abroad;	2° le régime d'équivalence des diplômes ou des certificats délivrés à l'étranger ;
3° ibyerekeye iyemezwa ry'impamyabumenyi cyangwa iry'impamyabushobozi yatangiwe mu Rwanda.	3° authentication of degrees or certificates issued in Rwanda.	3° le régime d'authentification des diplômes ou des certificats délivrés au Rwanda.

<p>UMUTWE WA II: IBISHINGIRWAHO MU GUTANGA NO MU KWEMERA IMPAMYABUMENYI N'IMPAMYABUSHOBOZI N'UBURYO BWO KUVA MU GICE KIMWE CY'UBUREZI UJYA MU KINDI</p> <p><u>Ingingo ya 2: Icyo RQF igamije</u></p> <p>RQF igena imirongo ngenderwaho mu itangwa ry'impamyabushobozi n'impamyabumenyi kandi igateza imbere uburyo bwo guhindura uva mu gice kimwe cy'uburezi ujya mu kindi, gukomeza no kuzamuka mu myigire yo mu byiciro bya buri gice cy'uburezi.</p> <p><u>Ingingo ya 3: Ibiranga RQF</u></p> <p>a. RQF irangwa n'ibi bikurikira:</p> <p>1° RQF igizwe n'inzego icumi (10) z'impamyabushobozi n'impamyabumenyi;</p> <p>2° RQF igenga ibintu biri mu ngeri eshanu (5) zikurikira:</p> <p>b. ubumenyi, ugusobanukirwa, n'ibikorwagi;</p>	<p>CHAPTER II: CRITERIA FOR AWARDING AND RECOGNISING DEGREES AND CERTIFICATES AND MODALITIES OF MOVING FROM ONE CATEGORY TO ANOTHER</p> <p><u>Article 2: Purpose of RQF</u></p> <p>RQF determines the guidelines of education, training certificates, degrees, and promotes mobility and progress in formal education.</p> <p><u>Article 3: Features of RQF</u></p> <p>RQF has the following features:</p> <p>1° RQF consists of ten (10) levels of certificates and degrees;</p> <p>2° RQF is anchored to the following five (5) domains:</p> <p>a. knowledge, understanding, and practice;</p>	<p>CHAPITRE II : CRITÈRES D'OCTROI ET DE RECONNAISSANCE DES DIPLÔMES OU DES CERTIFICATS ET LES MODALITÉS DE TRANSFERT D'UNE CATÉGORIE À UNE AUTRE</p> <p><u>Article 2 : Objet de RQF</u></p> <p>Le RQF détermine les lignes directrices d'octroi des certificats, des diplômes ainsi que la mobilité dans l'éducation formelle.</p> <p><u>Article 3 : Caractéristiques de RQF</u></p> <p>RQF présente les caractéristiques suivantes :</p> <p>1° RQF comprend dix (10) niveaux des certificats et des diplômes ;</p> <p>2° RQF vise les cinq (5) domaines suivants :</p> <p>a. la connaissance, la compréhension, et la pratique ;</p>
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<p>c. gushyira mu bikorwa ubumenyi, ugusobanukirwa, n'ibikorwaniro;</p> <p>d. ubushobozi bushingiye ku bumenyi muri rusange;</p> <p>e. ubushobozi bwo guhanahana amakuru, ubwa ICT n'ubwo kubara;</p> <p>f. ubwigenge, gufata inshingano no gukorana n'abandi;</p> <p>3° RQF ishyira hamwe ibiranga buri cyiciro cy'impamyabushobozi cyangwa impamyabumenyi mu nzego icumi (10) z'impamyabushobozi n'impamyabumenyi;</p> <p>4° RQF igaragaza ibyiciro by'impamyabushobozi n'impamyabumenyi zo mu byiciro muri buri gice cy'uburezi;</p> <p>5° RQF itanga icyerekezo cy'imyigire n'imyigishirize mbonezamwuga ibihuza n'imyigire, ibikorwaniro, ahakorerwa umwuga n'amahirwe y'umurimo;</p> <p>6° RQF igaragaza ubwoko</p>	<p>b. applied knowledge, understanding and practice;</p> <p>c. generic cognitive skills;</p> <p>d. communication, ICT and numeracy skills;</p> <p>e. autonomy, responsibility and working with others;</p> <p>3° RQF elaborates a set of descriptors for each of the ten (10) levels of certificates and degrees;</p> <p>4° RQF articulates sub-frameworks of certificates and degrees of cycles of education in each category;</p> <p>5° RQF provides an indication of career-qualification pathways linking academia, practice, industry and employment opportunities;</p> <p>6° RQF indicates types of certificates and</p>	<p>b. la connaissance, la compréhension, et la pratique appliquées ;</p> <p>c. les compétences cognitives génériques ;</p> <p>d. les compétences en communication, en ICT et en calcul ;</p> <p>e. l'autonomie, responsabilité et travail en commun ;</p> <p>3° RQF élabore un ensemble de descripteurs pour chacun des dix (10) niveaux des certificats et des diplômes ;</p> <p>4° RQF articule les sous-cadres des certificats et des diplômes des cycles d'enseignement dans chaque catégorie d'éducation ;</p> <p>5° RQF donne une indication des parcours de qualification professionnelle reliant l'académique, la pratique, l'industrie et les possibilités d'emploi ;</p> <p>6° RQF indique les types des certificats et</p>
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<p>bw'impamyabushobozi n'impamyabumenyi zemewe mu Gihugu kuri buri rwego rw'impamyabushobozi n'impamyabumenyi rwa buri cyiciro cya RQF n'imihwanire ya buri bwoko bw'impamyabushobozi n'impamyabumenyi zatangiwe mu mahanga;</p> <p>7° RQF ikurikiza ibyiciro by'ibipimo mpuzamahanga ngenderwaho mu burezi;</p> <p>8° RQF iha inzego zishinzwe ibice by'uburezi bitandukanye uburyo bwo kugenzura no guhuza ibyiciro biteganywa na RQF;</p> <p>9° RQF ifite imirongo ngenderwaho yo gutsura ubuziranenge mu gushyira mu bikorwa no mu kugenzura ibyiciro bya RQF.</p> <p>RQF iri ku mugereka w'iri teka, mu rurimi rw'Icyongereza.</p> <p><u>Ingingo ya 4:</u> Inzego z'impamyabushobozi n'impamyabumenyi</p> <p>RQF igena inzego icumi (10)</p>	<p>degrees recognised at national level at each qualification level of the RQF sub-frameworks and the equivalent certificates and degrees type that is obtained from abroad;</p> <p>7° RQF is aligned to International Standard Classification of Education;</p> <p>8° RQF provides an oversight and coordination framework of the sub- frameworks of the RQF regulated by the institutions responsible for different education cycles;</p> <p>9° RQF has quality assurance and management guidelines to facilitate implementation and regulate the sub- frameworks of the RQF.</p> <p>RQF is annexed to this Order, in English language.</p> <p><u>Article 4:</u> Levels of certificates and degrees</p> <p>RQF determines ten (10) levels of certificates</p>	<p>des diplômes reconnus au niveau national à chaque niveau de qualification des sous-cadres de RQF et les types des certificats et des diplômes équivalents qui sont obtenus à l'étranger ;</p> <p>7° RQF est aligné sur la classification internationale standard de l'éducation ;</p> <p>8° RQF fournit un cadre de contrôle et de coordination des sous-cadres de RQF réglementés par les institutions responsables des différents cycles d'éducation ;</p> <p>9° RQF dispose des lignes directrices sur l'assurance qualité et la gestion pour faciliter la mise en œuvre et réglementer les sous-cadres de RQF.</p> <p>Le RQF est annexé au présent arrêté, en langue anglaise.</p> <p><u>Article 4 :</u> Niveaux des certificats et des diplômes</p> <p>RQF détermine dix (10) niveaux de certificats</p>
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<p>z'impamyabushobozi n'impamyabumenyi ku buryo bukurikira:</p> <p>1° mu burezi bw'ibanze bw'inyigisho rusange, inyigisho mbonezamwuga n'iz'imyuga n'ubumenyingiro:</p> <p>a. urwego rwa mbere: <i>Primary School Leaving Certificate, Adult Education Certificate na technical vocational education and training Certificate 1;</i></p> <p>b. urwego rwa 2: <i>Ordinary Level Certificate of Education na technical vocational education and training Certificate 2;</i></p> <p>c. urwego rwa 3, urwa 4 n'urwa 5: <i>Advanced General Certificate of Secondary Education, Advanced Professional Certificate of Secondary Education, na technical vocational education and training Certificate 3, 4, 5.</i></p> <p>2° mu mashuri makuru y'inyigisho rusange n'inyigisho z'imyuga n'ubumenyingiro:</p>	<p>and degrees as follows:</p> <p>1° in basic education of general education, professional education, and technical vocational education and training:</p> <p>a. level 1: Primary School Leaving Certificate, Adult Education Certificate and technical vocational education and training Certificate 1;</p> <p>b. level 2: Ordinary Level Certificate of Education and technical vocational education and training Certificate 2;</p> <p>c. level 3, 4, 5: Advanced General Certificate of Secondary Education, Advanced Professional Certificate of Secondary Education, and technical vocational education and training Certificate 3, 4, 5.</p> <p>2° in general and technical vocational education and training higher education:</p>	<p>et des diplômes comme suit :</p> <p>1° dans l'enseignement de base de l'enseignement général, de l'enseignement de profession et de de l'enseignement technique et professionnel :</p> <p>a. 1^{er} niveau : <i>Primary School Leaving Certificate, Adult Education Certificate, et technical vocational education and training Certificate 1;</i></p> <p>b. 2^{ème} niveau : <i>Ordinary Level Certificate of Education et technical vocational education and training Certificate 2;</i></p> <p>c. 3^{ème}, 4^{ème}, 5^{ème} niveau : <i>Advanced General Certificate of Secondary Education, Advanced Professional Certificate of Secondary Education, et technical vocational education and training Certificate 3, 4, 5.</i></p> <p>2° dans l'enseignement supérieur général et d'enseignement technique et professionnel :</p>
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<p>a. urwego rwa 6: <i>Diploma</i> itangwa mu cyiciro cya mbere;</p> <p>b. urwego rwa 7: <i>Advanced Diploma</i> itangwa mu cyiciro cya mbere;</p> <p>c. urwego rwa 8: <i>Bachelor's Degree</i> itangwa mu gusoza icyiciro cya mbere;</p> <p>d. urwego rwa 9: <i>Postgraduate Certificate, Postgraduate Diploma, Medical fellowship</i> cyangwa <i>Medical Subspeciality</i>, na <i>Master's Degree</i> itangwa mu gusoza icyiciro cya 2;</p> <p>e. urwego rwa 10: <i>Doctorate Degree</i>.</p>	<p>a. level 6: Diploma offered in the 1st cycle;</p> <p>b. level 7: Advanced Diploma offered in the 1st cycle;</p> <p>c. level 8: Bachelor's Degree offered at the end of 1st cycle;</p> <p>d. level 9: Postgraduate Certificate, Postgraduate Diploma, Medical Fellowship or Medical Subspecialty, and Master's Degree offered at the end of 2nd cycle;</p> <p>e. level 10: Doctorate Degree</p>	<p>a. 6^{ème} niveau : <i>Diploma</i> décerné dans le premier cycle ;</p> <p>b. 7^{ème} niveau : <i>Advanced Diploma</i> décerné dans le premier cycle ;</p> <p>c. 8^{ème} niveau : <i>Bachelor's Degree</i> décerné à la fin du premier cycle;</p> <p>d. 9^{ème} niveau : <i>Postgraduate Certificate, Postgraduate Diploma, Medical fellowship</i> ou <i>Medical Subspeciality</i>, et <i>Master's Degree</i> décerné à la fin du deuxième cycle;</p> <p>e. 10^{ème} niveau : <i>Doctorate Degree</i>.</p>
<p><u>Ingingo ya 5: Ibishingirwaho mu gutanga cyangwa kwemera impamyabushobozi n'impamyabumenyi</u></p> <p>Ibishingirwaho mu gutanga cyangwa kwemera impamyabushobozi n'impamyabumenyi bikubiye mu nyandiko ya RQF iri ku mugereka w'iri teka.</p>	<p><u>Article 5: Criteria for awarding or recognising certificates or degrees</u></p> <p>Criteria for awarding or recognising a certificate or a degree are indicated in RQF document in annex to this Order.</p>	<p><u>Article 5 : Critères d'octroi ou de reconnaissance de certificats ou de diplômes</u></p> <p>Les critères d'octroi ou de reconnaissance d'un certificat ou d'un diplôme sont indiquées dans RQF en annexe du présent arrêté</p>

<p><u>Ingingo ya 6:</u> Uburyo bwo kuva mu gice kimwe cy'uburezi ujya mu kindi</p> <p>Uburyo umunyeshuri ashobora kuva mu gice kimwe cy'uburezi ajya mu kindi bugaragara muri RQF iri ku mugereka w'iri teka.</p> <p><u>UMUTWE WA III: IMIHWANIRE N'IYEMEZWA BY'IMPAMYABUSHOBOZI N'IMPAMYABUMENYI</u></p> <p><u>Icyiciro cya mbere:</u> Imihwanire y'impamyabushobozi n'iy'impamyabumenyi zatangiwe mu mahanga</p> <p><u>Ingingo ya 7:</u> Gusaba imihwanire y'impamyabushobozi cyangwa y'impamyabumenyi</p> <p>Umuntu ushaka gusaba imihwanire y'impamyabushobozi yatanze n'ishuri ryisumbuye cyangwa ishuri rikuru ryo mu mahanga, ashyikiriza idosiye y'ubusabe Umuyobozi w'urwego rushinzwe ibizamini bya Leta cyangwa Umuyobozi w'urwego rushinzwe amashuri makuru.</p> <p>Idosiye y'ubusabe itangwa binyujijwe mu</p>	<p><u>Article 6:</u> Modalities of moving from one category to another</p> <p>Modalities in which a learner may move from one category to another are indicated in RQF in annex to this Order.</p> <p><u>CHAPTER III: EQUIVALENCE AND AUTHENTICATION OF DEGREES AND CERTIFICATES</u></p> <p><u>Section One:</u> Equivalence of certificates and degrees issued abroad</p> <p><u>Article 7:</u> Application for equivalence for certificates or degrees</p> <p>A person who intends to apply for equivalence for a secondary school or higher education certificate issued abroad, submits his or her application file to the Head of the organ in charge of national examination or the Head of the organ in charge of higher education.</p> <p>The application file for equivalence is</p>	<p><u>Article 6 :</u> Modalités de transfert d'une catégorie à une autre</p> <p>Les modalités de transfert, d'un apprenant d'une catégorie à une autre, sont indiquées dans RQF en annexe du présent arrêté.</p> <p><u>CHAPITRE III: RÉGIME D'ÉQUIVALENCE ET D'AUTHENTIFICATION DES DIPLÔMES ET DES CERTIFICATS</u></p> <p><u>Section première :</u> Régime d'équivalence des diplômes et des certificats délivrés à l'étranger</p> <p><u>Article 7 :</u> Demande d'équivalence des certificats et des diplômes</p> <p>Une personne qui a l'intention de demander l'équivalence d'un certificat d'études secondaires ou supérieures, délivré à l'étranger, transmet son dossier de demande auprès du responsable de l'organe chargé des examens nationaux, ou auprès du responsable de l'organe chargé de l'enseignement supérieur.</p> <p>Le dossier de demande d'équivalence est</p>
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<p>buryo bw'ikoranabuhanga bwo gutanga serivisi.</p> <p><u>Ingingo ya 8:</u> Ibigize idosiye y'ubusabe bw'imihwanire y'impamyabushobozi isoza amashuri yisumbuye</p> <p>Idosiye y'ubusabe bw'imihwanire y'impamyabushobozi isoza amashuri yisumbuye yatangiwe mu mahanga igizwe ni inyandiko zikurikira:</p> <ul style="list-style-type: none"> 1° ifishi yujuje, iboneka ku rubuga rw'urwego rushinzwe ibizamini bya Leta; 2° kopi y'impamyabushobozi iriho umukono wa noteri, igaragaza ko usaba yasoje amashuri yisumbuye; 3° kopi z'indangamanota, ziriho umukono wa noteri, z'imyaka nibura ibiri (2) ya nyuma y'amashuri yisumbuye; 4° kopi y'indangamuntu cyangwa ya pasiporo y'usaba. 	<p>submitted through online mode of service delivery.</p> <p><u>Article 8:</u> Content of application file for equivalence for secondary education certificate</p> <p>An application file for equivalence for secondary education certificate issued abroad contains the following documents:</p> <ul style="list-style-type: none"> 1° a filled form, available on web site of the organ in charge of national examination; 2° a notarised copy of certificate certifying that the applicant completed secondary education; 3° notarised copies of school reports of at least the last two (2) years of secondary education; 4° a copy of applicant's ID Card or passport. 	<p>transmis par voie électronique de prestation de services en ligne.</p> <p><u>Article 8 :</u> Contenu du dossier de demande d'équivalence d'un certificat d'études secondaires</p> <p>Le dossier de demande d'équivalence d'un certificat d'études secondaires délivré à l'étranger contient les documents suivants :</p> <ul style="list-style-type: none"> 1° un formulaire rempli, disponible au site web de l'organe chargé des examens nationaux ; 2° une copie notariée du certificat d'études secondaires, attestant que le requérant a terminé les études secondaires ; 3° des copies notariées des bulletins scolaires d'au moins de deux (2) dernières années d'études secondaires ; 4° une copie de la carte d'identité ou du passeport du requérant.
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<p><u>Ingingo ya 9:</u> Ibigize idosiye y’ubusabe bw’imihwanire y’impamyabushobozi cyangwa y’impamyabumenyi y’amashuri makuru</p> <p>Idosiye y’ubusabe bw’imihwanire y’impamyabushobozi cyangwa y’impamyabumenyi y’amashuri makuru igizwe ni inyandiko zikurikira:</p> <ol style="list-style-type: none"> 1° ifishi isaba yujuje neza, 2° kopi y’impamyabushobozi cyangwa impamyabumenyi isabirwa imihwanire iriho umukono wa noteri; 3° kopi y’indangamanota iriho umukono wa noteri kuri buri rwego; 4° kopi y’impamyabushobozi cyangwa impamyabumenyi, iriho umukono wa noteri, yashingiweho usaba yemererwa kwinjira mu cyiciro cy’amashuri makuru; 5° kopi y’indangamuntu cyangwa pasiporo y’usaba; 6° ibaruwa imenyekanisha yatanze n’urwego bireba rushinzwe ibizamini cyangwa icyemezo cy’uburyo bw’isuzuma hakoreshejwe iyakure, ku 	<p><u>Article 9:</u> Content of application file for equivalence for higher education certificate or degree</p> <p>An application file for equivalence for higher education certificate or degree contains the following documents:</p> <ol style="list-style-type: none"> 1° a well filled application form; 2° a notarised copy of Certificate or Degree for which the equivalence is applied for; 3° notarised copies of academic transcripts for each level; 4° a notarised copy of Certificate or Degree that served as the basis to be admitted in level of higher education 5° a copy of applicant’s ID card or passport; 6° a recognition letter issued by relevant Examination Body or a Proof of Online Assessment, for graduate studying through online mode of delivery. 	<p><u>Article 9 :</u> Contenu du dossier de demande d’équivalence d’un certificat ou d’un diplôme d’enseignement supérieur</p> <p>Le dossier de demande d’équivalence d’un certificat ou d’un diplôme d’enseignement supérieur délivré à l’étranger contient les documents suivants :</p> <ol style="list-style-type: none"> 1° un formulaire d’application bien rempli, 2° une copie notariée du certificat ou du diplôme pour lequel l’équivalence est demandée ; 3° les copies notariées des relevés de notes de chaque niveau ; 4° une copie notariée du certificat ou du diplôme qui a servi de base pour être admis au niveau d’enseignement supérieur 5° une copie de la carte d’identité ou du passeport du requérant ; 6° une lettre de reconnaissance délivrée par l’organe chargé d’examen ou une preuve d’évaluation en ligne, pour les personnes qui ont étudié via le système
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<p>bantu bize mu buryo bw'iyakure.</p> <p><u>Ingingo ya 10:</u> Gusuzuma ubusabe bw'imihwanire y'impamyabushobozi cyangwa y'impamyabumenyi</p> <p>Gusuzuma ubusabe bw'imihwanire y'impamyabushobozi cyangwa y'impamyabumenyi bikorwa hagereranywa agaciro k'impamyabushobozi cyangwa k'impamyabumenyi yatangiwe mu mahanga n'ibiteganywa na RQF kuri buri rwego rw'impamyabushobozi cyangwa rw'impamyabumenyi.</p> <p>Nyuma y'iryo gereranya hemezwa agaciro k'impamyabushobozi cyangwa k'impamyabumenyi yatangiwe mu mahanga hagereranyijwe impamyabushobozi cyangwa impamyabumenyi zo mu Rwanda.</p> <p>Ubusabe bw'imihwanire y'impamyabushobozi cyangwa impamyabumenyi busuzumwa mu gihe kitarenze iminsi irindwi (7) y'akazi, uherye ku munsu idosiye y'usaba yuzuye.</p>	<p><u>Article 10:</u> Consideration of application for equivalence of a certificate or degree</p> <p>An application for equivalence of a certificate or degree is considered through equating a certificate or degree issued abroad with the provisions of RQF on each level of certificate or degree.</p> <p>After the equating, the level of certificate or degree issued abroad is established in relation to national certificates or degrees.</p> <p>The application for equivalence of a certificate or degree is considered within seven (7) working days from the date of the applicant's file is complete.</p>	<p>en ligne.</p> <p><u>Article 10 :</u> Examen de la demande d'équivalence d'un certificat ou d'un diplôme</p> <p>La demande d'équivalence d'un certificat ou d'un diplôme est examinée en comparant un certificat ou un diplôme délivré à l'étranger avec des dispositions de RQF pour chaque niveau de certificat ou de diplôme.</p> <p>Après cette comparaison, le niveau du certificat ou du diplôme délivré à l'étranger est déterminé par rapport aux certificats ou aux diplômes nationaux.</p> <p>La demande d'équivalence d'un certificat ou d'un diplôme est examinée endéans sept (7) jours ouvrables à partir du jour où le dossier du demandeur est complet.</p>
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<p>Icyiciro cya 2: Iyemezwa ry'impamyabushobozi n'iry'impamyabumenyi zatangiwe mu Rwanda</p>	<p>Section 2: Authentication of certificates and degrees issued in Rwanda</p>	<p>Section 2 : Régime d'authentification des certificats et des diplômes délivrés au Rwanda</p>
<p>Ingingo ya 11: Gusaba iyemezwa ry'impamyabushobozi iry'impamyabumenyi cyangwa</p>	<p>Article 11: Application for authentication for a certificate or degree</p>	<p>Article 11 : Demande d'authentification d'un certificat et d'un diplôme</p>
<p>Umuntu ushaka gusaba iyemezwa ry'impamyabushobozi cyangwa iry'impamyabumenyi yatangiwe mu Rwanda, ashakiriza idosiye y'ubusabe umuyobozi w'urwego rubishinzwe.</p>	<p>A person who intends to apply for authentication of a certificate or degree issued in Rwanda, submits his or her application file to the head of responsible organ.</p>	<p>Une personne qui a l'intention de demander l'authentification d'un certificat ou d'un diplôme délivré au Rwanda, transmet son dossier de demande auprès de l'autorité de l'organe responsable.</p>
<p>Idosiye y'ubusabe bw'iyemezwa ry'impamyabushobozi cyangwa iry'impamyabumenyi itangwa binyujijwe mu buryo bw'ikoranabuhanga bwo gutanga serivisi.</p>	<p>The application file for authentication of a certificate or degree is submitted through online mode of service delivery.</p>	<p>Le dossier de demande d'authentification d'un certificat ou d'un diplôme est transmis par voie électronique de prestation de services en ligne.</p>
<p>Ingingo 12: Ibigize idosiye y'ubusabe bw'iyemezwa ry'impamyabushobozi cyangwa iry'impamyabumenyi</p>	<p>Article 12: Content of the application file for authentication of a certificate or degree</p>	<p>Article 12 : Contenu d'un dossier de demande d'authentification d'un certificat ou d'un diplôme</p>
<p>Idosiye isaba iyemezwa ry'impamyabushobozi cyangwa iry'impamyabumenyi igizwe n'inyandiko zikurikira:</p>	<p>The application file for authentication of a certificate or degree contains the following documents:</p>	<p>Le dossier de demande d'authentification d'un certificat ou d'un diplôme contient des documents suivants :</p>
<p>1° ibaruwa isaba yandikiwe umuyobozi w'urwego rushinzwe amashuri</p>	<p>1° an application letter addressed to the Head of organ in charge of higher</p>	<p>1° une lettre de demande adressée au responsable de l'organe chargé de</p>

<p>makuru;</p> <p>2° kopi y'impamyabushobozi cyangwa y'impamyabumenyi, iriho umukono wa noteri, isabirwa kwemezwa;</p> <p>3° kopi z'indangamanota ziriho umukono wa noteri;</p> <p>4° kopi y'indangamuntu cyangwa ya pasiporo y'usaba.</p> <p><u>Ingingo ya 13:</u> Gusuzuma ubusabe bw'iyemezwa ry'impamyabushobozi cyangwa iry'impamyabumenyi</p> <p>Ubusabe bw'iyemezwa ry'impamyabushobozi cyangwa iry'impamyabumenyi yatangiwe mu Rwanda busuzumwa mu gihe kitarenze iminsi irindwi (7) y'akazi, uherye ku munsu idosiye y'ubusabe yakiriweho.</p> <p><u>UMUTWE WA IV: INGINGO ZISOZA</u></p> <p><u>Ingingo ya 14:</u> Ivanwaho ry'ingingo zinyuranyije n'iri teka</p> <p>Ingingo zose z'amateka abanziriza iri kandi zinyuranyije naryo zivanyweho.</p>	<p>education;</p> <p>2° a notarised copy of a certificate or degree to be authenticated;</p> <p>3° notarised copies of transcripts;</p> <p>4° a copy of an applicant's ID Card or passport.</p> <p><u>Article 13:</u> Consideration of application for authentication of a certificate or degree</p> <p>The application for authentication of a certificate or degree issued in Rwanda is considered within seven (7) working days from the date of receipt of the application file.</p> <p><u>CHAPTER IV: FINAL PROVISIONS</u></p> <p><u>Article 14:</u> Repealing provision</p> <p>All prior provisions of Orders contrary to this Order are repealed.</p>	<p>l'enseignement supérieur ;</p> <p>2° une copie notariée du certificat ou du diplôme à authentifier,</p> <p>3° les copies notariées des relevés de notes ;</p> <p>4° une copie de la carte d'identité ou du passeport du requérant.</p> <p><u>Article 13 :</u> Examen de la demande d'authentification d'un certificat ou d'un diplôme</p> <p>La demande d'authentification d'un certificat ou d'un diplôme délivré au Rwanda est examinée endéans sept (7) jours ouvrables à partir du jour de la réception du dossier de demande.</p> <p><u>CHAPITRE IV: DISPOSITIONS FINALES</u></p> <p><u>Article 14:</u> Disposition abrogatoire</p> <p>Toutes les dispositions antérieures contraires au présent arrêté sont abrogées.</p>
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Official Gazette n° Special of 20/10/2021

<u>Ingingo ya 15:</u> Igihe iri teka ritangirira gukurikizwa	<u>Article 15:</u> Commencement	<u>Article 15:</u> Entrée en vigueur
Iri teka ritangira gukurikizwa ku munsu ritangarijweho mu Igazeti ya Leta ya Repubulika y'u Rwanda.	This Order comes into force on the date of its publication in the Official Gazette of the Republic of Rwanda.	Le présent arrêté entre en vigueur le jour de sa publication au Journal Officiel de la République du Rwanda.

Kigali, 20/10/2021

(sé)

Dr. UWAMARIYA Valentine

Minisitiri w'Uburezi
Minister of Education
Ministre de l'Éducation

Bibonywe kandi bishyizweho Ikirango cya Repubulika:

Seen and sealed with the Seal of the Republic:

Vu et scellé du Sceau de la République :

(sé)

Dr. UGIRASHEBUJA Emmanuel

Minisitiri w'Ubutabera akaba n'Intumwa Nkuru ya Leta
Minister of Justice and Attorney General
Ministre de la Justice et Garde des Sceaux

UMUGEREKA W'ITEKA RYA MINISITIRI N° 003/2021/MINEDUC RYO KU WA 20/10/2021 RIGENA IBISHINGIRWAHO MU GUTANGA NO KWEMEZA IMPAMYABUMENYI N'IMPAMYABUSHOBOZI MU RWANDA	ANNEX TO MINISTERIAL ORDER N° 003/2021/MINEDUC OF 20/10/2021 DETERMINING RWANDA QUALIFICATIONS FRAMEWORK	ANNEXE D'ARRÊTÉ MINISTÉRIEL N° 003/2021/MINEDUC DU 20/10/2021 DÉTERMINANT LES CRITÈRES D'OCTROI ET DE RECONNAISSANCE DES DIPLÔMES ET CERTIFICATS AU RWANDA
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The Rwanda Qualifications Framework (RQF)

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Abbreviations / Acronyms

12YBE:	12 Year Basic Education
AEC:	Adult Education Certificate
CAMS:	Credit Accumulation and Modular Scheme
CLE:	Certificate in Legal Education
CPD:	Continuous Professional Development
DLD:	Diploma in Legislative Drafting
DLP:	Diploma in Legal Practice
EDPRS:	Economic Development and Poverty Reduction Strategy
GoR:	Government of Rwanda
HEC:	Higher Education Council
iCPAR:	Rwanda Institute of Certified Public Accountants
IER:	Institute of Engineers of Rwanda
ISCED	International Standard Classification of Education
ILPD:	Institute of Legal Practice and Development
IPRC:	Integrated Polytechnic Regional College
MINEDUC:	Ministry of Education
NESA:	National Examination and School Inspection Authority
OBE:	Outcomes Based Education
PGC:	Postgraduate Certificate
PGD:	Postgraduate Diploma
QF:	Qualifications Framework
RIA:	Rwanda Institute of Architects
REB:	Rwanda Basic Education Board
RMDC:	Rwanda Medical and Dental Council
RMI:	Rwanda Management Institute
RNGS:	Rwanda National Examinations Grading System
RQF:	Rwanda Qualifications Framework

RTB:	Rwanda TVET Board
RTQF:	Rwanda TVET Qualifications Framework
ToR:	Terms of Reference
TVET:	Technical and Vocational Education and Training
UNESCO:	United Nations Education, Science and Culture Organization
UNICEF:	United Nations International Children Education Fund
UR:	University of Rwanda

Key Terms

No	Terminology	Explanation
1.	Accreditation	<p>Authorizing an educational institution to operate, upgrade the cycle or recognition of its curricula, degrees and certificates.</p> <p>Accreditation also refers to the recognition by a professional or statutory body of an institution's award for the purpose of qualifying or partially qualifying a candidate for membership of the concerned professional/statutory body.</p>
2.	Accrediting Authority	An authority authorized under legislation to accredit Rwanda education qualifications and/or register institutions to issue Rwanda education qualifications.
3.	Accrediting Agency	Accrediting agencies are those entities that manage program accreditation under national legislation e.g. national qualifications agencies, official review boards or other nationally approved bodies or agencies with the remit to accredit qualifications. All accrediting agencies are subject to ongoing monitoring and periodic review of their performance against standards by the national Accrediting Authority.
4.	Accredited qualifications	Qualifications which have been accredited or granted approval by an accrediting agency or organization as having met specific requirements and standards of quality.

No	Terminology	Explanation
5.	Achievement standards (in education and training)	<p>Statements approved and formalised by a recognised body, which defines the rules to follow in a given context or the results to be achieved. A distinction can be made between competency, educational, occupational or certification standards:</p> <ul style="list-style-type: none"> • competency standard refers to the knowledge, skills and/or competencies linked to practising a job; • educational standard refers to statements of learning objectives, content of curricula, entry requirements and resources required to meet learning objectives • occupational standard refers to statements of activities and tasks related to a specific job and to its practice; • certification standard refers to statements of rules applicable to obtaining a qualification (e.g. certificate or diploma) as well as the rights conferred.
6.	Adult education	<p>This is the type of education intended to an adult person who did not have access to literacy and numeracy and who are unable to attend primary education on a daily basis to.</p> <p>Adult education aims at equipping adults with basic skills including literacy and numeracy as well as other skills enabling them to participate in economic, social and cultural development of the country.</p>
7.	Awarding body	Awarding bodies issue qualifications. This could include a government agency such as the Ministry of Education, a University among other Accredited Institutions.
8.	Certification	The verification and authentication of an individual's entitlement to a qualification.
9.	Comparability	Comparability is the comparison of one qualification with another, based, most often, on a common format or instrument - such as comparability tables – that enables the 'face value' of a qualification to be established. The act of comparing enables judgments to be made about the equivalence (sameness) of qualifications
10.	Competence	Competence is associated with clear ability to successfully carry out some occupational activity and it is described in terms of 'skills', 'knowledge' and 'aptitude or understating' as well as typical 'context' and 'level' that the person possessing such competence could work in.

No	Terminology	Explanation
11.	Competence Descriptors (Competence Level Descriptors)	Competence descriptors are broad, generic (cross-field) standard statements of achievement at a particular level of study. They indicate in broad terms the ability to perform the activities within an occupation or function to the level of standard expected in employment
12.	Credit	A credit is an instrument for measuring and expressing learning equivalence. A credit plays an important role in rewarding the incremental progress of learners, facilitating student transfer, recognizing prior learning, and contributing to the definition of academic standards.
13.	Credit accumulation	Credit accumulation is the process of collecting credit for learning towards a qualification.
14.	Credit Value	The number of credits, at a particular level, assigned to a body of learning. The number of credits is based on the estimated notional learning hours (where one credit represents 10 notional hours of learning).
15.	Credit Transfer	A mechanism which allows credit awarded by a higher education (HE) awarding body to be recognised, quantified and included towards the credit requirements for a programme delivered by another HE provider and/or between programmes offered by an HE provider.
16.	Credit Accumulation and Transfer System	A system which enables learners to accumulate credit, and which facilitates the transfer of that credit within and between education providers.
17.	Descriptors	Descriptors describe the qualification types or of units within qualifications.
18.	Design rules or formula	Design rules or formula describe the size of the qualification and/or what it can be made up of. For example 50 per cent of learning must be at level 3.

No	Terminology	Explanation
19.	Education Qualifications Framework	An Education Qualifications Framework (EQF) is a national instrument for the development and classification of qualifications according to a set of criteria for levels of learning and skills achieved. An EQF defines a national effort aimed at integrating education and training into a unified structure of recognized qualifications. It seeks to ensure effective comparability of qualifications and credit across the national education training systems and facilitate the recognition of those qualifications outside the country's borders.
20.	Grading system	Grading system in education is the process of applying standardized measurements of varying levels of achievement in a course.
21.	Guideline	Information that suggests how something should be done or information intended to advise people on how something should be done or what something should be.
22.	Knowledge	Knowledge is regarded as information that has been gathered and recorded in one's memory and that which can be recalled in answer to a question in the appropriate context
23.	Learning outcomes	Statement of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning. Learning outcomes are linked to the relevant level and since they should generally be assessable, they should be written in terms of how the learning is represented.
24.	Levels	A stage in a hierarchical system used for grouping qualifications that are deemed to be broadly equivalent. The level typically refers to the complexity of learning outcomes in any qualification.
25.	Lifelong Learning	Lifelong learning is the continuous development of the skills, knowledge, and understanding that are essential for employability and fulfilment.
26.	Mobility	Mobility is the movement of students within one sub-sector (vertical mobility) or across the sub-sectors such as technical education and general education (horizontal mobility).
27.	Module	A course or part of a course in the context of a modular program being implemented. A module may be taken singularly or combined with other modules offered in the program.

No	Terminology	Explanation
28.	Naming rules	Naming rules or conventions are requirements for the allocation of qualification type titles.
29.	National Qualifications Framework	National qualifications framework (NQF) is an instrument for the development and classification of qualifications according to a set of criteria or criteria for levels of learning achieved. This set of criteria may be implicit in the qualifications descriptors themselves or made explicit in the form of a set of level descriptors. The scope of frameworks may be comprehensive of all learning achievement and pathways or may be confined to a particular sector, for example initial education, adult education and training or an occupational area. Some frameworks may have more design elements and a tighter structure than others; some may have a legal basis whereas others represent a consensus of views of social partners.
30.	Notional Hours of Learning	The number of hours in which a learner is expected (at a particular level) to spend, on average, to achieve the specified learning outcomes at that level.
31.	Prior learning	This refers to knowledge, skills, and values gained by individuals outside formal learning processes.
32.	Progression	The process which enables learners to pass from one stage of a qualification to the next and to access educational programs that prepare for qualifications at a higher level than that he/she already possesses.
33.	Provider	A person or an organisation that plans and delivers education/training and assessment services that leads to the award of qualifications or components of qualifications.
34.	Qualification	Qualification is a formal certificate issued by an official agency, in recognition that an individual has been assessed as achieving learning outcomes or competencies to the standard specified for the qualification title, usually a type of certificate, diploma or degree. Learning and assessment for a qualification can take place through workplace experience and/or a program of study. A qualification confers official recognition of value in the labour market and in further education and training.

No	Terminology	Explanation
35.	Qualification Descriptors	Generic statements of the outcomes of study for the main qualification at each level which exemplify the nature and characteristics of that qualification.
36.	Qualifications framework	An instrument for the development and classification of qualifications (e.g. at national or sectoral level) according to a set of criteria (e.g. using descriptors) applicable to specified levels of learning outcomes.
37.	Qualification system	Qualifications system includes all aspects of a country's activity that result in the recognition of learning. These systems include the means of developing and operationalising national or regional policy on qualifications, institutional arrangements, quality assurance processes, assessment and awarding processes, skills recognition and other mechanisms that link education and training to the labour market and civil society. Qualifications systems may be more or less integrated and coherent. One feature of a qualifications system may be an explicit framework of qualifications.
38.	Quality Assurance Agency	The independent agency responsible for ensuring and enhancing quality and academic standards in Higher Education.
39.	Quality Assurance	The process or set of processes adopted nationally and institutionally to ensure the quality of educational programs and qualifications awarded.
40.	Recognition of Prior Learning (RPL)	Recognition of Prior Learning (RPL) is an assessment process that looks at an individual's prior learning (including formal and informal learning) to determine the equivalent credits necessary to join a given Level of interest.
41.	Recognition Tool	A Recognition Tool is a means of improving the information conveyed in a certificate or diploma. One form of tool is the Diploma Supplement. E.g. from the University of Nottingham: 'This Diploma Supplement follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the Supplement is to provide sufficient independent data to improve the international "transparency" and fair academic and professional recognition of qualifications (diplomas, degrees, certificates, etc.)'.

No	Terminology	Explanation
42.	Regional framework	A means of enabling one framework of qualifications to relate to others and subsequently for one qualification to relate to others that are normally located in another framework
43.	Registration of providers	Registration processes include formal acknowledgement by a registering body that a provider meets relevant standards. Under NQFs it is usual for a provider to be registered in order to deliver and assess accredited programs and issue awards. Some agencies differentiate between the two processes, e.g.: <ul style="list-style-type: none"> • Formal acknowledgement that the provider meets key generic standards • Formal acknowledgement that the provider meets specific standards related to the provision of teaching, learning and assessment of a specific program. For the purpose of the ASEAN project, registration of providers is the term used for both processes.
44.	Registering agency	Registering agencies/ bodies are those entities that are responsible for registering education and training service providers e.g. national qualifications agencies, official review boards or other nationally approved bodies or agencies.
45.	Sectors	Sectors refers to the main subgroups within education e.g. schools, TVET and higher learning institutions.
46.	Skill	Skill is defined by the ability to do specific things without necessarily understanding the processes by which one does them.
47.	Taxonomies	Taxonomies (or classification systems) are used to list the type of learning outcomes achieved at each level within a NQF. Examples are ‘complexity of knowledge’, ‘degree of application’ and ‘level of autonomy.’
48.	Trade	It is a term commonly used in technical education to mean a career.
49.	Understanding	Understanding involves grasping concepts and being able to use them creatively in different situations.
50.	Unit	The smallest component of a qualification; also known as subjects, modules, courses, papers, competencies, components. This is the smallest part of a qualification or program that can be separately assessed and certified.

No	Terminology	Explanation
51.	Volume of learning measure	<p>The volume of learning can be measured in terms of notional learning time for the complete qualification or for a unit. Notional learning time is the time it takes an average learner to achieve the learning outcomes of a unit of a qualification or the complete qualification. Notional learning time includes time in direct contact (as in lectures and tutorials); practical and field work; time in independent study; and time spent doing assessments. For example, 1 credit = 10 hours learning time, or 1 credit = 40 hours.</p>

PREFACE

I am delighted to introduce to you the Rwanda Qualifications Framework (RQF) established in compliance with Article 12 of Law No 010/2021 Of 16/02/2021 determining the organization of education. The RQF is established with Sub-Frameworks for Basic Education, TVET and Higher Education. The Government of Rwanda recognises the role of a National Qualifications Framework, which includes providing a basis for improving the quality, accessibility, mobility, flexibility of education and training, and continuous enhancement of competencies.

The RQF is a result of revision of the Rwanda Education Qualifications Framework (REQF) which aimed at accommodating qualifications frameworks of the previous sectoral qualifications frameworks of the Basic Education, the Qualifications Frameworks (QFs) for Adult Education (2015), TVET Qualifications Framework (2012) and the Qualifications Framework (QF) for Higher Education (2007). The RQF is envisaged to contribute to the development aspirations of the Government of Rwanda in several aspects. For instance, graduates will benefit from quality education and training which is internationally comparable hence providing career development opportunities beyond Rwanda, and clear learning pathways in the qualification structure which facilitates and supports their lifelong learning and career advancement.

The RQF aims to reinforce the qualification systems by strengthening their integration, coherence, relevance and quality through three interrelated functions, including: the communication function, the reforming function and the regulatory function. In order to ensure the implementation of the functions of the RQF are not fragmented, a Coordination Framework, which involves key stakeholders, shall be established by the Ministry of Education.

The public bodies responsible for regulation of Basic Education, TVET and Higher Education shall ensure the functions of the RQF for applicable qualifications levels. In addition, to ensure implementation of the functions of the RQF, Quality Assurance and Management Guidelines are established as a framework for operationalisation and regulation of the RQF Sub-Frameworks of Basic Education, TVET and Higher Education. The Quality Assurance and Management Guidelines include an indicative plan with strategies to disseminate the RQF with a scope among others: Dissemination objectives; Information to be disseminated; Target groups; Dissemination partners; Dissemination mechanisms; Dissemination work plan, and Monitoring and Evaluation.

Dr. Valentine UWAMARIYA

Minister of Education

1. Introduction

The Rwanda Qualifications Framework has been established by the Ministry of Education to regulate all education and training qualifications and promote and catalyse mobility and career development pathways in Basic Education, TVET and General Higher Education sub sectors.

The establishment of the RQF is based on Article 12 of Law n° 010/2021 of 16/02/2021 determining the organisation of Education specifically on account of an Order of the Minister establishing a qualification framework that shall preside over and mediate the education and training process across all subsectors, in addition to facilitating the gesture of reciprocity of accumulated qualifications from outside Rwanda.

The RQF aims to reinforce the qualification systems by strengthening their integration, coherence, relevance and quality through three interrelated functions, including: the communication function, the reforming function and the regulatory function. The public bodies responsible for regulation of Basic Education, TVET and Higher Education shall ensure the functions of the RQF for applicable qualifications levels. To oversee and ensure the implementation of the three interrelated functions of the RQF is not fragmented, a Coordination Framework which involves key stakeholders shall be established by the Ministry of Education.

1.1. Context and Rationale

In 2016, the Ministry of Education in consultation with the institutions responsible established the Rwanda Education Qualifications Framework (REQF) for regulating the education subsectors, education and training institutions and education stakeholders from the public and private sector. The REQF (2016) aimed at accommodating qualifications frameworks of the previous sectoral qualifications frameworks of the Basic Education, the Qualifications Frameworks (QFs) for Adult Education (2015), TVET Qualifications Framework (2012) and the Qualifications Framework (QF) for Higher Education (2007).

The TVET (2012) and Higher Education (2007) Qualification Frameworks, comprised Levels 1 to 7. The highest qualification type for General Higher Education was the Doctoral Degree, and Advanced Diploma for TVET. The REQF (2016) qualifications then comprised the levels ranging from 1 to 10 where the highest qualification type for TVET Higher Education was the Advanced Diploma at level 7 while the highest qualification type for General Higher Education was the Doctoral Degree at level 10.

To operationalise the REQF (2016), the Ministry of Education in consultation with the public regulatory bodies/institutions of the education sub sectors and other education stakeholders developed the REQF implementation Guidelines. The development and approval process of the Guidelines to implement the RQF at the level of the Ministry of Education, required review of the REQF (2016) and the developed Guidelines in terms of the following key aspects:

- i. Ensuring the principle of lifelong learning Ensuring that the vertical and horizontal mobility is well reflected in the REQF and the implementation Guidelines;
- ii. Ensuring that the level descriptors of the REQF enable program descriptions of TVET Higher Education that are different from those of General Higher Education
- iii. Ensuring that the operationalization and dissemination of the REQF and the Guidelines enable the stakeholders to understand and recognise the RQF and the intended objectives.

1.2. The Role of a National Qualifications Framework

The Government of Rwanda recognises 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.

2. The Revised Rwanda National Qualifications Framework

The motivation behind the revision of The REQF (2016) is to delineate and open up all possible opportunities for lifelong learning and career advancement in terms of:

- Clear classification of the RQF qualifications types;
- Ensuring that education and training mirror the labour market needs;
- Enhancing the design, development and validation of competitive qualifications;
- Promoting the progression and mobility within and across levels and subsectors;
- Reinforcing the methodology used in the recognition of prior learning;
- Regularising the recognition of qualifications obtained within the Rwandan Education system in tandem with those obtained outside Rwanda;
- Ensuring the alignment of the RQF to other national, regional and international qualifications frameworks.

2.1. The Government of Rwanda Development Aspirations

The development landscape in Rwanda has changed considerably since the adoption of Vision 2020 in the year 2000. To gain even more traction towards Vision 2050, integration of the education sub sector has never been key. In light of this, the GoR recognizes regional and global developments in terms of evolving education systems that have implications on employability, mobility and progression of graduates who go through the Rwandan education system in line with the GoR development aspirations.

Similarly, it is imperative to establish the relationship between the Rwanda Education Qualifications Framework with other QFs to provide a basis that would determine the required knowledge, skills and competencies at each level to facilitate vertical and horizontal mobility of learners, their employability and continuous upgrading.

The revised RQF is envisaged to contribute to the development aspirations of the Government of Rwanda in several aspects. For instance, graduates will benefit from quality education and training which is internationally comparable hence providing career development opportunities beyond Rwanda, and clear learning pathways in the qualification structure which facilitates and supports their lifelong learning and career advancement.

Employers will have enormous benefits from a competently trained and skilled workforce with the knowledge, skills and competencies required in an increasingly competitive global economy which Rwanda is already part of. They will employ people with the intellectual capacity and ability to adapt to change in the workplace.

For learners, the RQF will enable them to develop their potential and thereby support the government efforts for social and economic transformation and long-term development in the country. The framework will also facilitate their mobility and progression both within the country and elsewhere.

In particular, the RQF shall constantly prompt all stakeholders to demonstrate how far they are integrating / addressing key aspirational and emerging issues among which will include: Professionalism, Climate Change and Resilience, Sustainable Development Goals, Innovation, Collaboration and links to Socio-economic development.

2.2. The Objectives of the Revised RQF

The main purpose of revising The REQF (2016) is to increase integration of qualifications across the education sub sectors and open up mobility pathways within and across levels, and ensure stakeholders understand and recognise the RQF and the intended objectives.

The following are the objectives of the revised RQF:

1. To create a integrated national qualifications framework for learning and training achievements for Basic Education, TVET, Higher Education among other service providers in industry and professional practice;
2. To improve the understanding of the Rwandan education system, including learning pathways and qualifications and how they relate to each other.
3. To ensure that Rwandan education and training standards are defined by agreed learning outcomes that are applied consistently.
4. To enhance and coordinate the quality of education and training by setting standards across levels of qualifications in the different education subsectors;
5. To promote competence-based approaches to learning, teaching and assessment in all Rwandan education subsectors;
6. To provide multiple pathways that encourage learners to upgrade their skills, knowledge and competencies to respond to the changing needs of education and the labour market;
7. To promote the recognition of prior learning through which, formal and informal learning are measured and mediated for recognition across different contexts for credit, access, inclusion or advancement in the national formal education and training system and labour market;
8. To establish a reference framework for Rwandan education and training providers to ensure that they meet required quality standards and award qualification certificates and degrees which are nationally, regionally, and internationally recognized.

2.3. 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.

3. 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.

3.1. Basic education

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

3.1.1. 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.

3.1.2 Pre-Primary Education

Pre-primary Education is typically designed for children from the age of 3 to 5 years. This level is characterised 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.

3.1.3. 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.

3.1.4. 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.

i. Lower Secondary Education

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

ii. Upper Secondary Education

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

a. General Education

At this level, learners take subject combinations. At the end of Upper General Secondary School (A-Level), all learners sit for national examination leading to the award of Advanced General Certificate of Education.

b. Professional Training Education

Upon completion of Lower Secondary Education/Ordinary Level Certificate, learners may enrol for Professional Training Education for a duration of three (3) years. At the end of this course, learners sit for the National Examination which leads to a qualification related to the field of training.

c. Technical and Vocational Education and Training (TVET)

Upon completion of Lower Secondary Education/Ordinary Level Certificate, learners may enrol for TVET into levels 3 to 5. At the end of this training, learners sit for the National Examination which leads to a qualification related to the field of training/Trade.

6.1.3.3. 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 recognises 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.

6.2.3.4. 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 realisation 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.

4. The Structure of the RQF

4.1. The Features of The Rwanda Qualifications Framework The RQF,

- i. Consists of 10 qualification levels;
- ii. 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
- iii. Elaborates one set of descriptors for each of the 10 qualification levels. 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;
- iv. Articulates all the Sub-Frameworks of the Rwanda Education sub sectors of Basic Education, TVET, Higher Education;
- v. Provides an indication of career-qualification pathways linking academia, practice, industry and employment possibilities;
- vi. Indicates examples of nationally recognised 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;
- vii. Is aligned to regional and continental qualifications frameworks;
- viii. Provides an oversight and coordination framework of the Sub-Frameworks of the RQF regulated by the institutions responsible for different education subsectors;
- ix. Has Quality Assurance and Management Guidelines to facilitate implementation and regulate the Sub-Frameworks of the RQF

4.2. 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

Table 1: The Level Descriptors of the Integrated RQF

Domain Level	Knowledge & understanding	Applied Knowledge, Understanding and Practice	Generic Cognitive Skills	Communication, ICT and numeracy skills	Autonomy, responsibility and working with others
Level 10 <i>(Ex: PhD, Post Doctorate)</i>	<p>Demonstrate knowledge and understanding of</p> <ul style="list-style-type: none"> • A systematic and critical knowledge of a substantial and complex body of knowledge at the forefront of one or more specialisms • The knowledge generated through research or equivalent work that advance the subject/discipline/sector • The originality, creativity and innovation in the field of study or area of professional practice. 	<p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> • Apply a significant range of principles, techniques, practices, standards and methods associated with a subject/discipline; • Design and execute any range of research projects methodically and purposefully in view of generating also new knowledge; • Practice and act in the context of new problems, unpredictable and complex situations. 	<p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> • Make informed judgments on complex issues in the absence of complete data and offer original insights; • Apply a constant and integrated approach to the evaluation and synthesis of new and complex ideas, information and issues; • Modify and develop ideas, policies and practices in the light of evaluative feedback; • Analyze complex tasks and break them down into logical stages; • Evaluate arguments and analyze information to come up with your own conclusions. 	<p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> • Clearly and academically write and communicate at international level; • Produce and communicate aims, processes and outcomes/findings/results/theories for innovative publishable works which meet international standards to academic and general audiences; • Develop communication strategy to disseminate research outputs and contribute to the policy initiatives and 	<p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> • Exercise personal responsibility and autonomy to work and deal with complex and novel situations in professional or equivalent environments; • Take responsibility for the leadership of a team and the management of resources in a professional or equivalent environment; • Work in ways which are reflective, critical and

Domain Level	Knowledge & understanding	Applied Knowledge, Understanding and Practice	Generic Cognitive Skills	Communication, ICT and numeracy skills	Autonomy, responsibility and working with others
				<p>proposals as well as their implementation to employers and/or public bodies;</p> <ul style="list-style-type: none"> Identify, select, plan and use appropriate IT applications, computational software and emerging technologies to address societal problems through research and scholarships; Interpret, use and evaluate numerical approaches, graphic information and techniques. 	<p>based on research-based evidence;</p> <ul style="list-style-type: none"> Deal with complex professional and global issues.
Level 9 <i>(Ex: MSc, MA, MPhil, M. Tech, Medical Fellowship, Postgra</i>	<p>Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> An advanced and integrated knowledge of the main areas and current issues of the subject/discipline or more specialisms 	<p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> Explore a selected range of principles, techniques, practices, standards and methods associated with a subject/discipline; 	<p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> Deal with complex issues and make informed judgments in the absence of complete data or consistent data/information 	<p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> Communicate with a range of audiences using appropriate methods with different levels of 	<p>Be able to demonstrate:</p> <ul style="list-style-type: none"> Initiative and personal responsibility Self-direction and originality in

Domain Level	Knowledge & understanding	Applied Knowledge, Understanding and Practice	Generic Cognitive Skills	Communication, ICT and numeracy skills	Autonomy, responsibility and working with others
<i>duate Diploma, Postgraduate Certificates)</i>	<ul style="list-style-type: none"> The relevant techniques applicable to their research or advanced scholarship 	<ul style="list-style-type: none"> Design and execute a defined scope of research projects methodically and purposefully; Apply a selected range of research and innovation methodologies to identify, define and develop products in an area of specialization; Demonstrate originality in the application of knowledge, together with a practical understanding of established techniques of applied research for innovation and product development. Be able to practice and act in the context of new problems. 	<ul style="list-style-type: none"> Analyze, evaluate and synthesize issues which are at the forefront of knowledge Demonstrate original responses to problems and issues. 	<p>knowledge or expertise</p> <ul style="list-style-type: none"> Communicate and defend substantial innovative ideas that are product of research or development in a field of specialisation Demonstrate the ability to interact and intervene effectively within the learning system, with peers, colleagues and specialists Adapt and use appropriate technological tools for specific applications 	<p>tackling and solving problems</p> <ul style="list-style-type: none"> Ability to plan and implement decisions at a professional level Skills of life-long learning, leadership and the management of resources
Level 8	Demonstrate systematic understanding of:	Be able to:	Be able:	Demonstrate ability to: <ul style="list-style-type: none"> Present and communicate 	Demonstrate ability to:

Domain Level	Knowledge & understanding	Applied Knowledge, Understanding and Practice	Generic Cognitive Skills	Communication, ICT and numeracy skills	Autonomy, responsibility and working with others
(Ex: BSc, BA, B.Tech)	<ul style="list-style-type: none"> • An advanced theoretical and technical knowledge within a discipline or professional context • A range of established techniques of enquiry or research methods 	<ul style="list-style-type: none"> • Explore a guided range of principles, techniques, practices, standards and methods associated with a subject/discipline; • Execute a defined scope of research projects methodically and purposefully; • Apply a defined range of research and innovation methodologies to identify, define and develop products in an area of specialization; • Demonstrate awareness in the application of knowledge, together with a practical understanding of established techniques of applied research for innovation and product development. 	<ul style="list-style-type: none"> • Critically identify, define, conceptualise and analyse, complex/professional level problems and issues. • Identify and solve professional Level problems in familiar and unfamiliar contexts • Make judgments where data/information is limited and/or comes from a range of sources • Demonstrate technical skills to use published research for new products • Demonstrate some originality and creativity in dealing with professional issues. • Offer professional level insights, interpretations and solutions to problems and issues. • Critically review and consolidate knowledge, 	<p>academic, professional or occupational ideas, problems and solutions in a variety of formats to both specialist and non-specialist audiences</p> <ul style="list-style-type: none"> • Apply technological/computer and numerical tools for analysis and modelling different types of solutions • Apply in a self-critical manner, learning strategies to effectively address his/her professional and ongoing learning needs 	<ul style="list-style-type: none"> • Take personal responsibility for decision making • Act autonomously in professional and equivalent activities • Work with others to bring about change, development and/or new thinking • Reflect on own learning needs and take responsibility for gaining the necessary knowledge and/or skills

Domain Level	Knowledge & understanding	Applied Knowledge, Understanding and Practice	Generic Cognitive Skills	Communication, ICT and numeracy skills	Autonomy, responsibility and working with others
			skills and practices in a subject/ discipline.		
Level 7 <i>(Ex: Advanced Diploma)</i>	<ul style="list-style-type: none"> • Demonstrate and/or work with: • A broad knowledge of the scope, defining features, and main areas of a subject/discipline • Detailed knowledge in some areas • An understanding of a limited range of core theories, principles and concepts • Outline knowledge and understanding of some major current issues and specialism, research and equivalent scholarly/academic processes 	<ul style="list-style-type: none"> • Demonstrate the ability to: • Use a defined range of principles, techniques, practices, standards and methods associated with a subject/discipline; • Apply knowledge, skills and understanding in a broad range of complex technical activities. • Carry out routine lines of enquiry into socio-technical problems and issues; • Adapt routine practices within accepted standards. 	<p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> • Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues which are within the common understandings of the subject/discipline. • Use a range of approaches to formulate evidence-based solutions/responses to defined and/or routine problems/issues. • Critically evaluate evidence-based solutions/responses to defined and/or routine problems/issues 	<p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> • Develop and communicate ideas and opinions in well-formed arguments using appropriate academic, professional, or occupational discourses • Adapt personal interaction style to a given audience • Use a range of standard applications to process and obtain data • Identify the need of IT solutions, appropriate methodologies and techniques according to the context requirements 	<p>Demonstrate ability to:</p> <ul style="list-style-type: none"> • Exercise autonomy and initiative in some activities at a professional level; • Take significant managerial or supervisory responsibility for resources and the work of others in defined areas of work; • Take the lead on planning in familiar or defined contexts; • Take a continuing account of your own and others' roles, responsibilities and contributions

Domain Level	Knowledge & understanding	Applied Knowledge, Understanding and Practice	Generic Cognitive Skills	Communication, ICT and numeracy skills	Autonomy, responsibility and working with others
				<ul style="list-style-type: none"> Communicate effectively using written and spoken professional language in a professional context 	<p>in carrying out and evaluating tasks.</p> <ul style="list-style-type: none"> Work in support of current professional practice under guidance
Level 6 <i>(Ex: Diploma)</i>	<p>Demonstrate broad knowledge, understanding and awareness of /or work with:</p> <ul style="list-style-type: none"> The subject/discipline in general and substantial depth in their area(s) of study Some main theories, concepts and principles, and current issues and specialism The evolving/changing nature of knowledge and understanding The difference between 	<p>Be able to:</p> <ul style="list-style-type: none"> Apply knowledge and understanding in unpredictable contexts Use some of the basic and routine professional skills, techniques, practices and/or materials associated with a subject/discipline in both routine and non-routine contexts Use a range of appropriate methods and procedures Plan how skills will be used to address unfamiliar situations and/or problems and 	<p>Develop the ability to:</p> <ul style="list-style-type: none"> Present and evaluate arguments on issues which are within the common understandings of the subject/discipline. Use a range of approaches to solving/resolving defined and/or routine problems/issues within familiar contexts. Have command of analytical interpretation of a wide range of data Use a range of approaches to formulate evidence based solutions/responses to 	<p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> Communicate and present effectively reliable and coherent information using appropriate professional conventions and formats for a given context/subject/discipline Use appropriate technological tools, numerical and graphical data to measure progress and achieve goals/targets. 	<p>Demonstrate and exercise ability in:</p> <ul style="list-style-type: none"> Taking some initiative and independence in carrying out defined activities at a professional level Taking some managerial responsibility for the work of others within a defined and supervised structure Managing limited resources

Domain Level	Knowledge & understanding	Applied Knowledge, Understanding and Practice	Generic Cognitive Skills	Communication, ICT and numeracy skills	Autonomy, responsibility and working with others
	explanations based on research-based evidence and other forms of explanations.	adapt these as necessary.	defined and /or routine problems/ issue. <ul style="list-style-type: none"> Evaluate evidenced-based solutions/responses to defined and /or routine problems/ issues. 		within defined areas of work <ul style="list-style-type: none"> Taking account of own and others, roles and responsibilities in carrying out and evaluating tasks Working with others in support of current professional practice under guidance.
Level 5 <i>(Ex: Advanced General Certificate of Secondary Education, Advanced Professional Certificate)</i>	Be able to: <ul style="list-style-type: none"> Demonstrate and/or work with factual and theoretical knowledge of a range of facts, ideas, properties, materials, terminology, practices, techniques about subject/discipline Relate the subject/ discipline to a range 	Demonstrate the ability to: <ul style="list-style-type: none"> Apply knowledge and understanding in known/practical contexts Use some of the basic/routine practices, techniques and/or materials associated with a subject/ discipline in routine contexts which may have non-routine elements. 	Be able to: <ul style="list-style-type: none"> Obtain, organise and use factual and theoretical information in problem solving Make generalizations and predictions Draw conclusions and suggest solutions. 	Demonstrate the ability to: <ul style="list-style-type: none"> Produce and respond to detailed and relatively complex written and oral communication in both familiar and unfamiliar contexts Operate in different kinds of systems and understand how actions in one area impact on the other 	Take some responsibility to: <ul style="list-style-type: none"> Supervise the work of others and lead established teams in the implementation of routine work Manage limited resources within defined and supervised areas of work

Domain Level	Knowledge & understanding	Applied Knowledge, Understanding and Practice	Generic Cognitive Skills	Communication, ICT and numeracy skills	Autonomy, responsibility and working with others
<i>e of Secondary Education, TVET Certificate V)</i>	of practical everyday applications.	<ul style="list-style-type: none"> Plan how skills will be used to address set situations/problems and adapt these as necessary. 		areas within the systems as well as the impact of personality types on business operations and communication <ul style="list-style-type: none"> Use standard ICT applications to process and obtain a variety of information and data. 	<ul style="list-style-type: none"> Assume roles related the tasks being carried out Assume a significant role in the evaluation of the work and improvement of practices and processes.
Level 4 <i>(Advanced General Certificate of Secondary Education, Primary Teacher Education Certificate, TVET</i>	Demonstrate and/or work with: <ul style="list-style-type: none"> Basic and factual knowledge in a subject/discipline with some theoretical components A range of simple facts and ideas about a subject/discipline Knowledge and understanding of basic processes, materials and terminology. 	Demonstrate the ability to: <ul style="list-style-type: none"> Relate ideas and knowledge to personal/practical contexts; Complete some routine and non-routine tasks using knowledge associated with a subject/discipline; Plan and organize both familiar and new tasks; Select appropriate tools and materials following both 	Demonstrate the ability to: <ul style="list-style-type: none"> Use a problem solving approach to deal with a situation or issue which is straightforward in relation to a subject/discipline. Operate in a familiar context, but where there is a need to take account of or use additional information of different kinds, some of which will be theoretical or hypothetical. 	Demonstrate ability to: <ul style="list-style-type: none"> Communicate and present information reliably and accurately in written and in oral or signed form Convey complex information to a variety of audiences and for a variety of purposes and understand organisational operating environment as a 	Demonstrate ability to: <ul style="list-style-type: none"> Work alone or with others on routine tasks with minimum supervision. Contribute to the setting of goals and timelines Negotiate goals and responsibilities for self-and/or work team with manager/supervisor.

Domain Level	Knowledge & understanding	Applied Knowledge, Understanding and Practice	Generic Cognitive Skills	Communication, ICT and numeracy skills	Autonomy, responsibility and working with others
<i>Certificate IV)</i>		function related and safety protocols; <ul style="list-style-type: none"> Adjust tools and materials where necessary to avoid wasteful practices; Think and question basic logics and follow up with an action, and a sense of accountability. 	<ul style="list-style-type: none"> Use some abstract constructs e.g. make generalizations and/or draw conclusions. 	system within a wider context	<ul style="list-style-type: none"> Take leadership responsibility for some tasks. Identify own strengths and weaknesses relative to the work; Make some contribution to the review, evaluation and improvement of practices and processes.
Level 3 <i>(Ex: Advanced General Certificate of Secondary Education, Advanced Professional Certificate)</i>	Demonstrate and/or work with: <ul style="list-style-type: none"> Basic knowledge in a subject/discipline Some simple facts and ideas about a subject/discipline/sector. Knowledge of basic processes, materials and terminology. 	Demonstrate ability to: <ul style="list-style-type: none"> Relate knowledge to personal/practical contexts; Use a few basic/routine skills to complete routine tasks; Select and use appropriate tools and materials safely and effectively with guidance; 	Demonstrate ability to: <ul style="list-style-type: none"> Use a problem solving approach to deal with a situation or issue which is straightforward in relation to a subject/discipline. Operate in familiar context, but where there is a need to take account of or use additional information of different kinds, some 	Demonstrate the ability to: <ul style="list-style-type: none"> Produce coherent presentation and report in a simple written and oral communication in familiar contexts and display competence in oral, written, and visual communication Understand the organisation or 	Demonstrate the ability to: <ul style="list-style-type: none"> Work alone or with others on tasks with regular, directive supervision. Contribute to the setting of goals, timelines, etc. Contribute to the review of completed work and offer

Domain Level	Knowledge & understanding	Applied Knowledge, Understanding and Practice	Generic Cognitive Skills	Communication, ICT and numeracy skills	Autonomy, responsibility and working with others
<i>e of Secondary Education, TVET Certificate III)</i>		<ul style="list-style-type: none"> • Apply a range of procedures and techniques in the field of study, to solve problems in fairly routine contexts; • Think and question basic logics and follow up with an action. 	<p>of which will be theoretical or hypothetical.</p> <ul style="list-style-type: none"> • Operate in straightforward/ routine contexts, but where there may be some unusual features. • Identify/take account of some of the consequences of action/inaction. • Demonstrate operational knowledge in the field of study • Possess analytical skills in the field of study 	<p>operating environment as a system, and application of skills in measuring the environment using key instruments and equipment.</p> <ul style="list-style-type: none"> • Use the most straightforward features of familiar applications to process and obtain information, manipulate numerical and graphical data in familiar contexts 	<p>suggestions for improving practices and processes.</p> <ul style="list-style-type: none"> • Identify own strengths and weaknesses relative to the work.
Level 2 <i>(Ex: Ordinary Level Certificate of Education, TVET Certificate II)</i>	<p>Demonstrate and/or work with:</p> <ul style="list-style-type: none"> • Basic knowledge in a subject/discipline • Simple facts and ideas in, and associated with, a subject/discipline/sector 	<ul style="list-style-type: none"> • Relate knowledge with some prompting to personal and/or everyday contexts; • Use a few basic / routine skills to undertake familiar tasks; • Use with guidance, basic tools and materials, safely and effectively; 	<p>Be able to:</p> <ul style="list-style-type: none"> • Demonstrate broad-based knowledge; • Use rehearsed stages for solving problems; • Operate in personal and/or everyday contexts; • Identify with a prompting process to 	<p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> • Collect, organise and report information clearly and accurately, and express an opinion on given information clearly in a simple written, oral communication and signed form 	<p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> • Work alone or with others on simple tasks under frequent directive supervision • Participate in the setting of goals, timelines, etc

Domain Level	Knowledge & understanding	Applied Knowledge, Understanding and Practice	Generic Cognitive Skills	Communication, ICT and numeracy skills	Autonomy, responsibility and working with others
		<ul style="list-style-type: none"> ● Apply basic procedures and techniques; ● Think and question basic logics. 	<p>deal with a situation or issue;</p> <ul style="list-style-type: none"> ● Operate in familiar contexts using given criteria; ● Recognize some identified consequences of action. 	<ul style="list-style-type: none"> ● Carry out simple tasks for numerical and graphical data in routine contexts ● Apply basic procedures, techniques and in problem-solving ● Use technology to communicate in various settings and contexts. 	<ul style="list-style-type: none"> ● Identify, given simple criteria, own strengths and weaknesses relative to the work ● Participate in the review of completed work and the identification of ways of improving practices and processes.
Level 1 <i>(Ex: Primary School Leaving Certificate, Adult Education Certificate, TVET Certificate I)</i>	<p>Demonstrate and/or work with:</p> <ul style="list-style-type: none"> ● Simple facts and concepts in a school learning and everyday situations 	<p>Be able to:</p> <ul style="list-style-type: none"> ● Participate in experiential situations to the achievement of basic tasks, with varying degrees of support. ● Use basic knowledge of their surroundings to be curious. ● Demonstrate a basic sense to both think and question. 	<p>Be able to:</p> <ul style="list-style-type: none"> ● Express him/herself verbally and in writing, reading; and in numerate. 	<p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> ● Apply appropriate basic communication skills across settings, purposes and audiences ● Use and manipulate basic IT/digital tools in life situations and school work context 	<p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> ● Work alone or with others on simple routine, familiar tasks under frequent and controlled supervision ● Take responsibility for learning ● Communicate verbally,

Domain Level	Knowledge & understanding	Applied Knowledge, Understanding and Practice	Generic Cognitive Skills	Communication, ICT and numeracy skills	Autonomy, responsibility and working with others
					<p>produce normal text and responds to simple written communication in his/ her mother tongue</p> <ul style="list-style-type: none"> ● Use of his/her knowledge and experience to participate in a democratic and inclusive society ● Identify, given simple criteria, some strengths and/or weaknesses of the work.

5. Designing and Development of Qualifications of the RQF

The purpose of level descriptors for Levels 1 to 10 of the RQF is to ensure coherence in learning achievement in the allocation of qualifications and part qualifications to particular levels, and to facilitate the assessment of the national and international comparability of qualifications. The philosophy of 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.

5.1. The use of the RQF level descriptors

The use of the RQF level descriptors to design and develop qualifications shall take into consideration the following key aspects:

- The RQF level descriptors provide an overview of the expected competencies of a learner at a given level of the RQF;
- The RQF level descriptors shall provide a basis for constructive alignment while developing and reviewing education and training programmes;
- The RQF level descriptors serve as a reference system only. As such, their use for constructive alignment requires further reference to other academic resources, benchmarking and national skills analyses;
- The RQF level descriptors also imply flexibility in promoting relevance where specificity of a level / programme is evident;
- The RQF level descriptors indicate the level of expected complexity of learning outcomes at each appropriate level of the RQF Sub-Frameworks.

5.2. Credit Value

The measurement unit for each qualification type of the RQF is based on minimum and accumulated credits/notional hours as indicated in Figure 2. The credit system mainly applies to General and TVET higher education.

A credit is equated to learning outcomes achievable in 10 notional learning hours. One credit is equated to 10 hours of notional student learning. The minimum number of credits in one academic year of study leads is 120 and this amounts to 1200 notional learning hours. Notional learning hours include direct contact time with teachers or trainers ('directed learning'), time spent in studying, doing assignments, and undertaking practical tasks ('self-directed') as well as time spent in assessment. The number of credits is worked out on the basis of the amount of time that an 'average' learner at a specified study level might be expected to take to achieve the expected learning outcomes. No credits are earned if the learning outcomes are not achieved.

Credits are used to:

- i. Reward incremental progress of learners;
- ii. Facilitate student transfer;
- iii. Recognise prior learning;
- iv. Standardise of the RQF

The use of credits enables learners to accumulate credit and facilitate the transfer within and between education providers. The guidelines for use of the Credit Accumulation and Transfer (CAT) system of the RQF shall be provided by regulatory bodies for specific Sub-Frameworks.

5.3. Recognition of Prior Learning

The RQF provides for assessment of an individual's prior learning (including formal, informal and non-formal learning) to:

- i. Value and validate the competence of a person and provide equal opportunities for assessing and acknowledging it;
- ii. Improve access to education and vocational training for everyone, including people who are socially disadvantaged, in order to broaden their opportunities to acquire a qualification and compete in the labour market;
- iii. Support lifelong learning and mobility within and across the three main education subsectors and the labour market.

The evaluation and recognition of prior learning shall be conducted by regulatory bodies for specific sub-frameworks

6. The Qualifications Levels and Sub-Frameworks of the RQF

The RQF has three Sub-Frameworks which include Basic Education, TVET and Higher Education as indicated in tables 1, 2 and 3. The three Sub-Frameworks of the RQF have a total of twenty-two qualification types weighted in credits and notional hours. The measurement unit for each qualification type is based on minimum and accumulated credits/notional hours as indicated in tables 1, 2 and 3.

6.3. Basic Education sub-framework

The Basic Education Sub-Framework ranges from qualification level 1 to 5 of the RQF, with six qualification types. The measurement unit for each level is based on (cumulative) notional hours.

Table 2: Levels, Qualification Types and Notional Hours for General Basic Education Sub-Framework

Level		Basis Education		Notional Hours
5	General Basic Education	Advanced General Certificate of Secondary Education	Advanced Professional Certificate of Secondary Education	*3510
4				
3				
2		Ordinary Level Certificate of Education		*3510
1		Primary School Leaving Certificate	*1560	
		Adult Education Certificate	*972	

***Cumulative Notional Hours**

6.2 TVET Sub-Framework

The TVET Sub-Framework has qualification types in Lower Level TVET and TVET Higher Education from qualification levels 1 to 9. There are five qualification types (from level 1 to 5) in Basic TVET. In TVET Higher Education, there are two qualification types of the Diploma and the Advanced Diploma at levels 6 and 7, respectively. The revised RQF has introduced two qualification types of BTech and MTech at the TVET sub-framework at qualification levels 8 and 9, respectively. The measurement unit for each level is based on both minimum and cumulative credits.

Table 3: Levels, Qualification Types and Credits for TVET Sub-Framework

Level	Lower Level and Higher Education TVET	TVET	Credits
9	TVET Higher Education	MTech/**Postgraduate Certificate/Postgraduate Diploma	180
8		BTech	*480
7		Advanced Diploma	*360
6		Diploma	240
5	Basic TVET Level	Certificate 5	156
4		Certificate 4	156
3		Certificate 3	156
2		Certificate 2	156
1		Certificate 1	40

***Cumulative credits**

****Credits may differ**

6.3 The General Higher Education Sub-Framework

The General Higher Education Sub-Framework is from qualification level 6 to 10 of the RQF, with seven qualification types. The measurement unit for each level is based on minimum credits.

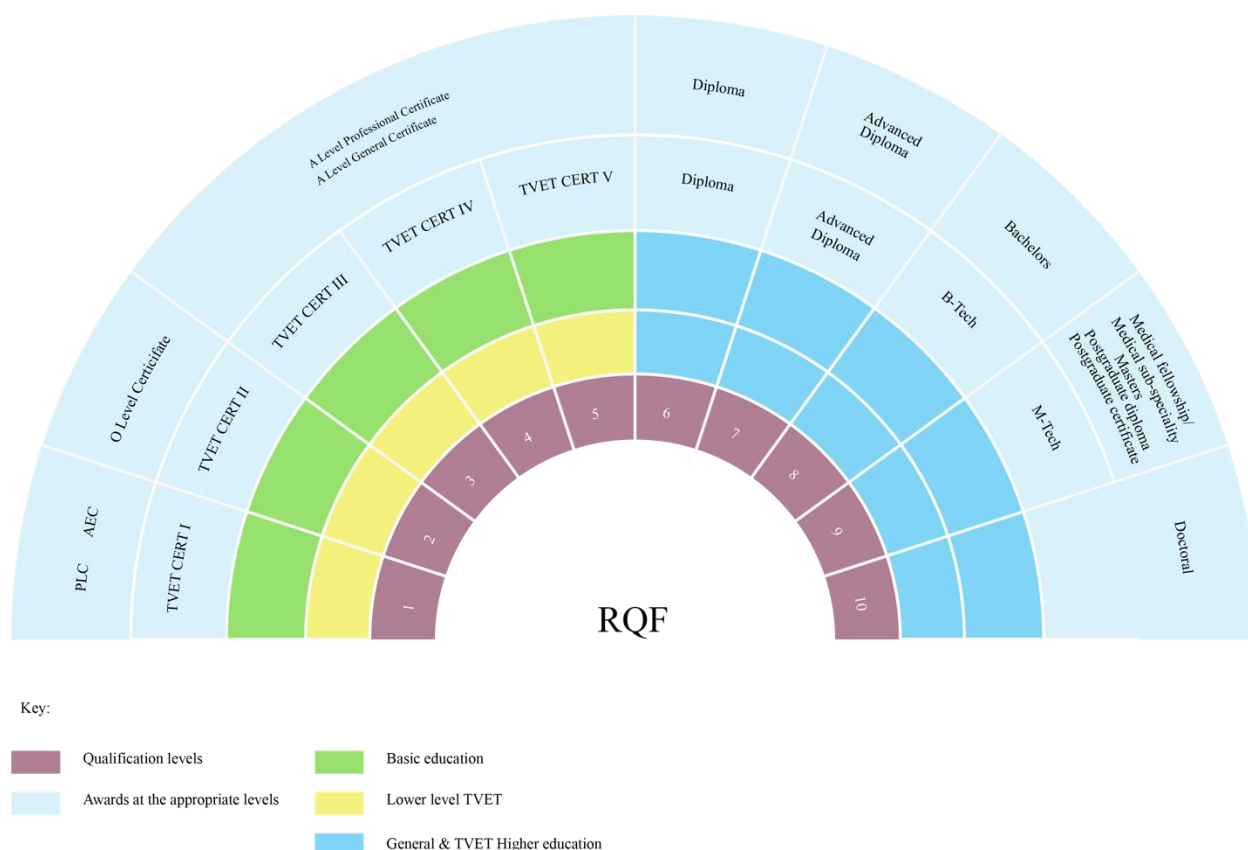
Table 4: Levels, Qualification Types and Credits for Higher Education Sub-Framework

Level	General Higher Education	Credits
10	Doctoral	360
9	<ul style="list-style-type: none"> • *Masters • *Medical Fellowship/Medical Subspeciality 	180
	<ul style="list-style-type: none"> • Postgraduate Diploma 	120
	<ul style="list-style-type: none"> • Postgraduate Certificate 	60
8	Bachelors	480
7	Advanced Diploma	360
6	Diploma	240

***The number of credits may differ depending on the nature programme of study.**

The Sub-Frameworks of Basic Education, TVET and General Higher Education are an integral part of the integrated RQF aimed at accommodating any qualification of the Rwanda Education sub sector frameworks, other Education systems outside Rwanda, and industry and professional training as illustrated in Figure 1.

Figure 1: Diagram of the Ecosystem of the Education Sub-Frameworks



7. The RQF Career - Qualification Pathways

This section of the RQF provides an indication of career pathways leading from education and training qualifications at all levels in addition to offering education institutions some perspective on how to constantly be on the lookout for emerging disciplines, fields, opportunities among other realities in an unpredictable future full of complexity. The aim of doing this is threefold:

- To point to teaching / learning institutions what areas to target and how to pursue them;
- To give learners an idea of potential destinations and;
- To mitigate concerns over ranking and or links to job opportunities due to varying qualification type nomenclature.

7.1.The RQF Qualifications map

Figure 2 indicates examples of nationally recognised qualification types at each appropriate qualification level of the RQF Sub-Frameworks. The examples of qualification types provide the basis for recognition and equating qualification types that may be obtained outside the Rwandan Education system.

Figure 2: The RQF Qualifications Map

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 General Certificate of Secondary Education		Advanced Professional Certificate of Secondary Education	TVET Certificate V		*3510	156
TVET Certificate IV				156			
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

Vertical and Horizontal Mobility

The RQF aims to improve the existing qualification systems by strengthening their integration, coherence, relevance, and quality. Part of this reform is the clarification of the vertical and horizontal links between different types of Qualifications as illustrated in Figure 3:

Figure 3: The RQF Qualification Levels Vertical and Horizontal Mobility

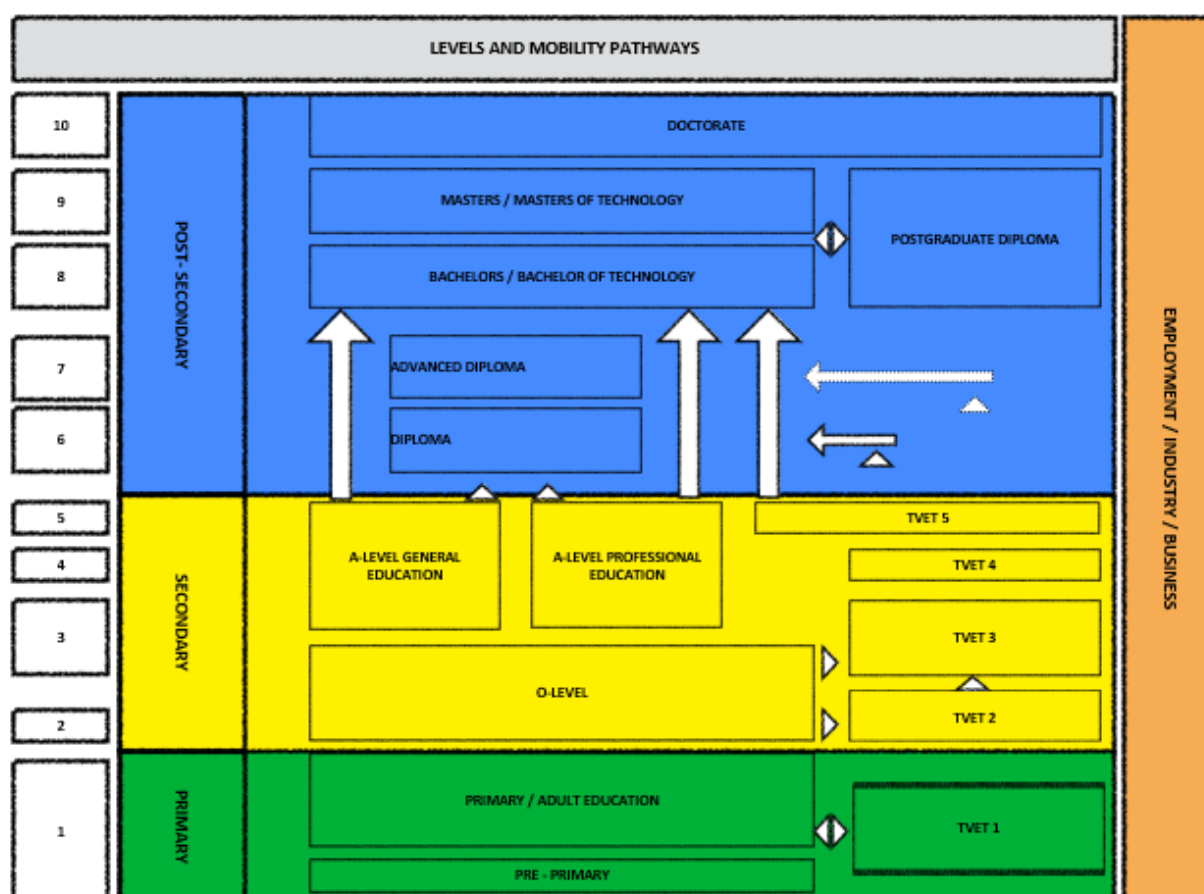


Figure 3 above illustrates opportunities to progress vertically (in the same sub-sector, for instance within general education sub-sector) or progress horizontally (move to a different sub-sector, from general education to TVET). The narrative is in the RQF Implementation Guidelines.

8. Evaluation and Recognition of National and Foreign Qualifications

The benchmarking and alignment of the RQF to national, regional and international qualifications frameworks provides a basis to evaluate and recognise equivalence between qualifications obtained outside the Rwandan Education System.

The RQF is aligned to the International Standard Classification of Education (ISCED) illustrated in table 4.

Table 5: Alignment of the RQF to the International Standard Classification of Education (ISCED)

RQF	ISCED 2011
Level 1 1.0 Pre – Primary	0 Early childhood education 01 Early childhood educational development (designed for children aged under 3 years) 02 Pre-primary (designed for children aged 3 years and above)
1.1 Primary 1.2 Adult Education/TVET I	1 Primary
Level 2 Secondary Ordinary level / TVET II	2 Lower Secondary
Level 3 TVET Certificate III Level 4 TVET Certificate IV Level 5 Secondary Advanced Level TVET Certificate V	3 Upper Secondary
	4 Post-Secondary Non-Tertiary
Level 6 Diploma, Level 7 Advanced Diploma	5 Short Cycle Tertiary
Level 8 Bachelors Bachelor of Technology	6 Bachelor's or Equivalent Level

Level 9 Masters / Postgraduates/Medical Fellowship Master of Technology	7 Master's or Equivalent Level
Level 10 Doctoral (PhD)	8 Doctoral or Equivalent Level

The benchmarking and alignment of the RQF implies that qualifications obtained from outside the Rwanda Education system/Qualifications Framework, subject to meeting the standards equivalent to those set by the RQF should be recognised and issued equivalences. The criteria for recognition and issuance of equivalence certificates are established by public organs responsible for regulating the Sub-Frameworks of Basic Education, TVET and Higher Education.

9. The Implementation of the RQF

The operationalisation of the RQF requires a coordinated approach in terms of the following:

- i. Regulation and Coordination Framework;
- ii. Quality Assurance and Management Processes;
- iii. Dissemination Framework;
- iv. Monitoring and Evaluation Mechanisms

9.1.The Legal Quality, Coordination and Governance of the RQF

The RQF is provided for in the Law N° 010/2021 of 16/02/2021 determining the organization of education, specifically in its Article 12 which stipulates that: An Order of Minister establishes the qualification framework of each level of education, which also determines equivalence and authentication of degrees or certificates issued abroad and those issued in Rwanda.

9.2.The Coordination Framework of the RQF

In order to achieve the interrelated functions of the RQF of communication, reforming and above all regulation and insure effective implementation of its objectives at the Sub-Framework level, there is need to establish a Coordination Framework. The Rwanda Qualifications Framework Coordination Committee shall be established by the Ministry of Education comprised of representatives from key stakeholders and partners to:

- i. Organise periodic stakeholders consultative meeting aimed at monitoring the implementation of the RQF and applicable guidelines.
- ii. Advise the Ministry of Education on any action to be taken for successful implementation of the RQF and its guidelines.

The Coordination Framework of the RQF is illustrated in Figure 4.

Figure 4: A Structure on the Coordination of the RQF

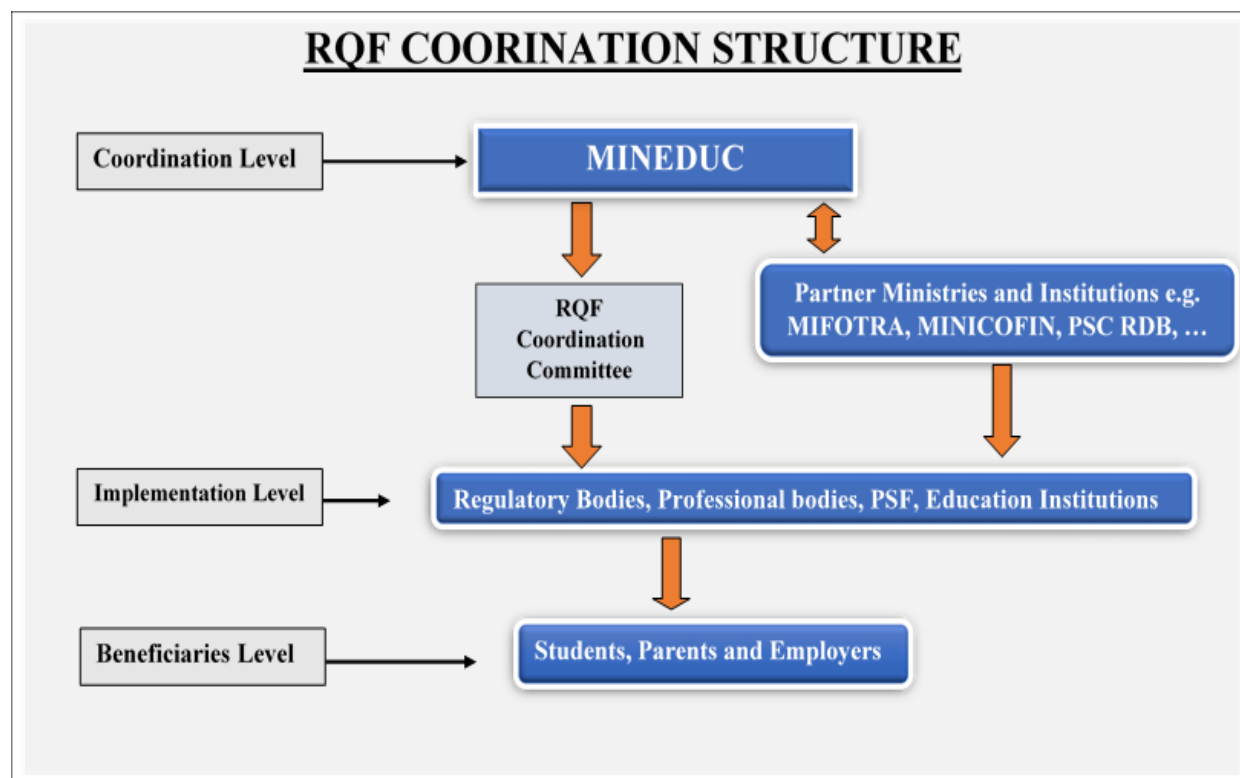


Figure 4 illustrates a coordination framework to ensure implementation of the RQF. The aim is to ensure regular consultation at the level of the Ministry of Education including a broader stakeholder group of the relevant Ministries of, Labour, Youth, ICT, representatives of industry, regulatory bodies, professional bodies, representatives of learners/parents bodies among others.

10. The Quality Assurance and Management Guidelines of the RQF

In order to implement the RQF interrelated functions of communication, reform and regulation, the current quality assurance and management guidelines shall be applicable within a transition time frame that will lead to alignment with the following Guidelines of the RQF.

The implementation Guidelines of the functions of the RQF are set in a separate Handbook. The following is a summary of the Guidelines aimed at providing guidance and oversight of the Sub-

Frameworks of Basic Education, TVET and Higher Education. The following guidelines are elaborated further in a separate Handbook, the RQF Guidelines.

10.1. Guidelines for Academic Programme Accreditation

The guidelines for Academic Programme Accreditation shall establish the basis for translating and evaluating all provisions of the RQF as appropriate into guidelines for programme and curriculum review and development.

10.2. Guidelines for Quality Assurance of accredited academic programs

The quality assurance guidelines of accredited programs shall set procedures for quality assurance of accredited programs.

10.3. Guidelines for assessing Learning Outcomes

The guidelines for assessing learning outcomes shall act as a reference for assessment, recognition and registration of qualifications acquired through different learning modes notwithstanding the length of training provided they meet the defined minimum standards of the expected competencies.

10.4. Guidelines for qualifications linkages, vertical and horizontal mobility

The guidelines for implementing qualifications linkages, vertical and horizontal mobility shall aim to facilitate mobility and progression of learners within and between education sub sectors through credit accumulation and credit transfer.

10.5. Guidelines for Recognition of Prior Learning

The guidelines for recognition of prior learning provide a framework to recognise and assign credits to prior learning so as to enable the recognition and registration of qualifications acquired through non-formal education and training.

10.6. Guidelines for recognition of qualifications

The guidelines for recognition of qualifications shall ensure the assessment, recognition and registration of qualifications obtained from other education systems, and the issuance of certificates of equivalencies by the regulatory and professional bodies.

10.7. Specific Quality Assurance and Management Guidelines

The regulatory bodies responsible for the Sub-Frameworks of Basic Education, TVET and General Higher Education shall use the current guidelines, review/develop specific quality assurance and

management guidelines to ensure quality of education and training, and recognition of industry and professional development.

11. Dissemination of the RQF

To achieve the interrelated functions of the RQF of communication, reforming and regulation, a dissemination plan to ensure the RQF is elaborated by the various stakeholders. An indicative plan with strategies to disseminate the RQF is presented in the Guidelines to implement the RQF.

The following is the scope of the dissemination plan:

1. Dissemination objectives
2. Information to be disseminated
3. Target groups
4. Dissemination partners
5. Dissemination mechanisms
6. Dissemination work plan
7. Monitoring and Evaluation

Bibonywe kugira ngo bishyirwe ku mugereka w'Iteka rya Minisitiri n° 003/2021/MINEDUC ryo ku wa 20/10/2021 rigena ibishingirwaho mu gutanga no mu kwemera impamyabumenyi n'impamyabushobozi, imihwanire n'iyemezwa byazo, n'uburyo bwo kuva mu gice kimwe cy'uburezi ujya mu kindi	Seen to be annexed to Ministerial Order n° 003/2021/MINEDUC of 20/10/2021 determining criteria for award and recognition of degrees and certificates, equivalence and authentication of degrees and certificates, and modalities of moving from one category to another	Vu pour être annexé à l'arrêté ministériel n° 003/2021/MINEDUC du 20/10/2021 déterminant les critères d'octroi et de reconnaissance des diplômes ou des certificats, le régime d'équivalence et d'authentification des diplômes et des certificats, et les modalités de transfert d'une catégorie à une autre
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Kigali, 20/10/2021

(sé)

Dr UWAMARIYA Valentine

Minisitiri w'Uburezi

Minister of Education

Ministre de l'Éducation

Bibonywe kandi bishyizweho Ikirango cya Repubulika:

Seen and sealed with the Seal of the Republic:

Vu et scellé du Sceau de la République :

(sé)

Dr UGIRASHEBUJA Emmanuel

Minisitiri w'Ubutabera akaba n'Intumwa Nkuru ya Leta

Minister of Justice and Attorney General

Ministre de la Justice et Garde des Sceaux