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**

cyangwa y'impamyabumenyi		diplôme
Icyiciro cya 2: Iyemezwa ry'impamyabushobozi n'iry'impamyabumenyi zatangiwe mu Rwanda	**Section 2: Authentication of certificates and degrees issued in Rwanda**	**Section 2 : Régime d'authentification des certificats et des diplômes délivrés au Rwanda**
Ingingo ya 11: Gusaba iyemezwa ry'impamyabushobozi cyangwa iry'impamyabumenyi	**Article 11: Application for authentication for a certificate or degree**	**Article 11 : Demande d'authentification d'un certificat et d'un diplôme**
Ingingo 12: Ibigize idosiye y'ubusabe bw'iyemezwa ry'impamyabushobozi cyangwa iry'impamyabumenyi	**Article 12: Content of the application file for authentication of a certificate or degree**	**Article 12 : Contenu d'un dossier de demande d'authentification d'un certificat ou d'un diplôme**
Ingingo ya 13: Gusuzuma ubusabe bw'iyemezwa ry'impamyabushobozi cyangwa iry'impamyabumenyi	**Article 13: Consideration of application for authentication of a certificate or degree**	**Article 13 : Examen de la demande d'authentification d'un certificat ou d'un diplôme**
UMUTWE WA IV: INGINGO ZISOZA	**CHAPTER IV: FINAL PROVISIONS**	**CHAPITRE IV : DISPOSITIONS FINALES**
Ingingo ya 14: Ivanwaho ry'ingingo zinyuranyije n'iri teka	**Article 14: Repealing provision**	**Article 14: Disposition abrogatoire**
Ingingo ya 15: Igihe iri teka ritangirira gukurikizwa	**Article 15: Commencement**	**Article 15 : Entrée en vigueur**

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
Minisitiri w'Uburezi;	**The Minister of Education;**	**Le Ministre de l'Éducation ;**
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;	Pursuant to the Constitution of the Republic of Rwanda of 2003 revised in 2015, especially in Articles 121, 122 and 176;	Vu la Constitution de la République du Rwanda de 2003 révisée en 2015, spécialement en ses articles 121, 122 et 176 ;
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;	Pursuant to Law n° 010/2021 of 16/02/2021 determining the organisation of education, especially in Articles 12 and 65;	Vu la Loi n° 010/2021 du 16/02/2021 portant organisation de l'éducation, spécialement en ses articles 12 et 65 ;
Inama y'Abaminisitiri yateranye ku wa 13/10/2021, imaze kubisuzuma no kubyemeza;	After consideration and approval by the Cabinet, in its meeting of 13/10/2021;	Après examen et adoption par le Conseil des Ministres, en sa séance du 13/10/2021;
ATEGETSE:	**ORDERS:**	**ARRÊTE :**

UMUTWE WA MBERE: INGINGO RUSANGE	CHAPTER ONE: GENERAL PROVISIONS	CHAPITRE PREMIER : DISPOSITIONS GÉNÉRALES
Ingingo ya mbere: Icyo iri teka rigamije	**Article One: Purpose of this Order**	**Article premier : 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 *Rwanda Qualifications Framework « RQF »* 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 *Rwanda Qualifications Framework, « RQF »* ;
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.

UMUTWE WA II: IBISHINGIRWAHO MU GUTANGA NO MU KWEMERA IMPAMYABUMENYI N'IMPAMYABUSHOBOZI N'UBURYO BWO KUVA MU GICE KIMWE CY'UBUREZI UJYA MU KINDI	CHAPTER II: CRITERIA FOR AWARDING AND RECOGNISING DEGREES AND CERTIFICATES AND MODALITIES OF MOVING FROM ONE CATEGORY TO ANOTHER	CHAPITRE II : CRITÈRES D'OCTROI ET DE RECONNAISSANCE DES DIPLÔMES OU DES CERTIFICATS ET LES MODALITÉS DE TRANSFERT D'UNE CATÉGORIE À UNE AUTRE
Ingingo ya 2: Icyo RQF igamije	**Article 2: Purpose of RQF**	**Article 2 : Objet de RQF**
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.	RQF determines the guidelines of education, training certificates, degrees, and promotes mobility and progress in formal education.	Le RQF détermine les lignes directrices d'octroi des certificats, des diplômes ainsi que la mobilité dans l'éducation formelle.
Ingingo ya 3: Ibiranga RQF	**Article 3: Features of RQF**	**Article 3 : Caractéristiques de RQF**
a. RQF irangwa n'ibi bikurikira:	RQF has the following features:	RQF présente les caractéristiques suivantes :
1° RQF igizwe n'inzego icumi (10) z'impamyabushobozi n'impamyabumenyi;	1° RQF consists of ten (10) levels of certificates and degrees;	1° RQF comprend dix (10) niveaux des certificats et des diplômes ;
2° RQF igenga ibintu biri mu ngeri eshanu (5) zikurikira:	2° RQF is anchored to the following five (5) domains:	2° RQF vise les cinq (5) domaines suivants :
b. ubumenyi, ugusobanukirwa, n'ibikorwangiro;	a. knowledge, understanding, and practice;	a. la connaissance, la compréhension, et la pratique ;

c. gushyira mu bikorwa ubumenyi, ugusobanukirwa, n'ibikorwangiro;	b. applied knowledge, understanding and practice;	b. la connaissance, la compréhension, et la pratique appliquées ;
d. ubushobozi bushingiye ku bumenyi muri rusange;	c. generic cognitive skills;	c. les compétences cognitives génériques ;
e. ubushobozi bwo guhanahana amakuru, ubwa ICT n'ubwo kubara;	d. communication, ICT and numeracy skills;	d. les compétences en communication, en ICT et en calcul ;
f. ubwigenge, gufata inshingano no gukorana n'abandi;	e. autonomy, responsibility and working with others;	e. l'autonomie, responsabilité et travail en commun ;
3° RQF ishyira hamwe ibiranga buri cyiciro cy'impamyabushobozi cyangwa impamyabumenyi mu nzego icumi (10) z'impamyabushobozi n'impamyabumenyi;	3° RQF elaborates a set of descriptors for each of the ten (10) levels of certificates and degrees;	3° RQF élabore un ensemble de descripteurs pour chacun des dix (10) niveaux des certificats et des diplômes ;
4° RQF igaragaza ibyiciro by'impamyabushobozi n'impamyabumenyi zo mu byiciro muri buri gice cy'uburezi;	4° RQF articulates sub-frameworks of certificates and degrees of cycles of education in each category;	4° RQF articule les sous-cadres des certificats et des diplômes des cycles d'enseignement dans chaque catégorie d'éducation ;
5° RQF itanga icyerekezo cy'imyigire n'imyigishirize mbonezamwuga ibihuza n'imyigire, ibikorwangiro, ahakorerwa umwuga n'amahirwe y'umurimo;	5° RQF provides an indication of career-qualification pathways linking academia, practice, industry and employment opportunities;	5° RQF donne une indication des parcours de qualification professionnelle reliant l'académique, la pratique, l'industrie et les possibilités d'emploi ;
6° RQF igaragaza ubwoko	6° RQF indicates types of certificates and	6° RQF indique les types des certificats et

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;	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;	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 ;
7° RQF ikurikiza ibyiciro by'ibipimo mpuzamahanga ngenderwaho mu burezi;	7° RQF is aligned to International Standard Classification of Education;	7° RQF est aligné sur la classification internationale standard de l'éducation ;
8° RQF iha inzego zishinzwe ibice by'uburezi bitandukanye uburyo bwo kugenzura no guhuza ibyiciro biteganywa na RQF;	8° RQF provides an oversight and coordination framework of the sub-frameworks of the RQF regulated by the institutions responsible for different education cycles;	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 ;
9° RQF ifite imirongo ngenderwaho yo gutsura ubuziranenge mu gushyira mu bikorwa no mu kugenzura ibyiciro bya RQF.	9° RQF has quality assurance and management guidelines to facilitate implementation and regulate the sub-frameworks of the RQF.	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.
RQF iri ku mugereka w'iri teka, mu rurimi rw'Icyongereza.	RQF is annexed to this Order, in English language.	Le RQF est annexé au présent arrêté, en langue anglaise.
Ingingo ya 4: Inzego z'impamyabushobozi n'impamyabumenyi	**Article 4: Levels of certificates and degrees**	**Article 4 : Niveaux des certificats et des diplômes**
RQF igena inzego icumi (10)	RQF determines ten (10) levels of certificates	RQF détermine dix (10) niveaux de certificats

z'impamyabushobozi n'impamyabumenyi ku buryo bukurikira:	and degrees as follows:	et des diplômes comme suit :
1° mu burezi bw'ibanze bw'inyigisho rusange, inyigisho mbonezamwuga n'iz'imyuga n'ubumenyingiro:	1° in basic education of general education, professional education, and technical vocational education and training:	1° dans l'enseignement de base de l'enseignement général, de l'enseignement de profession et de de l'enseignement technique et professionnel :
a. urwego rwa mbere: *Primary School Leaving Certificate, Adult Education Certificate na technical vocational education and training Certificate 1;*	a. level 1: Primary School Leaving Certificate, Adult Education Certificate and technical vocational education and training Certificate 1;	a. 1er niveau : *Primary School Leaving Certificate, Adult Education Certificate,* et *technical vocational education and training Certificate 1;*
b. urwego rwa 2: *Ordinary Level Certificate of Education* na *technical vocational education and training Certificate 2;*	b. level 2: Ordinary Level Certificate of Education and technical vocational education and training Certificate 2;	b. 2ème niveau : *Ordinary Level Certificate of Education* et *technical vocational education and training Certificate 2;*
c. urwego rwa 3, urwa 4 n'urwa 5: *Advanced General Certificate of Secondary Education, Advanced Professional Certificate of Secondary Education,* na *technical vocational education and training Certificate 3, 4, 5.*	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.	c. 3ème, 4ème, 5ème niveau : *Advanced General Certificate of Secondary Education, Advanced Professional Certificate of Secondary Education,* et *technical vocational education and training Certificate 3, 4, 5.*
2° mu mashuri makuru y'inyigisho rusange n'inyigisho z'imyuga n'ubumenyingiro:	2° in general and technical vocational education and training higher education:	2° dans l'enseignement supérieur général et d'enseignement technique et professionnel :

a. urwego rwa 6: *Diploma* itangwa mu cyiciro cya mbere;	a. level 6: Diploma offered in the 1st cycle;	a. 6ème niveau : *Diploma* décerné dans le premier cycle ;
b. urwego rwa 7: *Advanced Diploma* itangwa mu cyiciro cya mbere;	b. level 7: Advanced Diploma offered in the 1st cycle;	b. 7ème niveau : *Advanced Diploma* décerné dans le premier cycle ;
c. urwego rwa 8: *Bachelor's Degree* itangwa mu gusoza icyiciro cya mbere;	c. level 8: Bachelor's Degree offered at the end of 1st cycle;	c. 8ème niveau : *Bachelor's Degree* décerné à la fin du premier cycle;
d. urwego rwa 9: *Postgraduate Certificate, Postgraduate Diploma, Medical fellowship* cyangwa *Medical Subspeciality,* na *Master's Degree* itangwa mu gusoza icyiciro cya 2;	d. level 9: Postgraduate Certificate, Postgraduate Diploma, Medical Fellowship or Medical Subspecialty, and Master's Degree offered at the end of 2nd cycle;	d. 9ème niveau : *Postgraduate Certificate, Postgraduate Diploma, Medical fellowship* ou *Medical Subspeciality*, et *Master's Degree* décerné à la fin du deuxième cycle;
e. urwego rwa 10: *Doctorate Degree*.	e. level 10: Doctorate Degree	e. 10ème niveau : *Doctorate Degree*.
Ingingo ya 5: Ibishingirwaho mu gutanga cyangwa kwemera impamyabushobozi n'impamyabumenyi	**Article 5: Criteria for awarding or recognising certificates or degrees**	**Article 5 : Critères d'octroi ou de reconnaissance de certificats ou de diplômes**
Ibishingirwaho mu gutanga cyangwa kwemera impamyabushobozi n'impamyabumenyi bikubiye mu nyandiko ya RQF iri ku mugereka w'iri teka.	Criteria for awarding or recognising a certificate or a degree are indicated in RQF document in annex to this Order.	Les critères d'octroi ou de reconnaissance d'un certificat ou d'un diplôme sont indiquées dans RQF en annexe du présent arrêté

Ingingo ya 6: Uburyo bwo kuva mu gice kimwe cy'uburezi ujya mu kindi	**Article 6: Modalities of moving from one category to another**	**Article 6 : Modalités de transfert d'une catégorie à une autre**
Uburyo umunyeshuri ashobora kuva mu gice kimwe cy'uburezi ajya mu kindi bugaragara muri RQF iri ku mugereka w'iri teka.	Modalities in which a learner may move from one category to another are indicated in RQF in annex to this Order.	Les modalités de transfert, d'un apprenant d'une catégorie à une autre, sont indiquées dans RQF en annexe du présent arrêté.
UMUTWE WA III: IMIHWANIRE N'IYEMEZWA BY'IMPAMYABUSHOBOZI N'IMPAMYABUMENYI	**CHAPTER III: EQUIVALENCE AND AUTHENTICATION OF DEGREES AND CERTIFICATES**	**CHAPITRE III: RÉGIME D'ÉQUIVALENCE ET D'AUTHENTIFICATION DES DIPLÔMES ET DES CERTIFICATS**
Icyiciro cya mbere: Imihwanire y'impamyabushobozi n'iy'impamyabumenyi zatangiwe mu mahanga	**Section One: Equivalence of certificates and degrees issued abroad**	**Section première : Régime d'équivalence des diplômes et des certificats délivrés à l'étranger**
Ingingo ya 7: Gusaba imihwanire y'impamyabushobozi cyangwa y'impamyabumenyi	**Article 7: Application for equivalence for certificates or degrees**	**Article 7 : Demande d'équivalence des certificats et des diplômes**
Umuntu ushaka gusaba imihwanire y'impamyabushobozi yatanzwe 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.	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.	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.
Idosiye y'ubusabe itangwa binyujijwe mu	The application file for equivalence is	Le dossier de demande d'équivalence est

buryo bw'ikoranabuhanga bwo gutanga serivisi.	submitted through online mode of service delivery.	transmis par voie électronique de prestation de services en ligne.
Ingingo ya 8: Ibigize idosiye y'ubusabe bw'imihwanire y'impamyabushobozi isoza amashuri yisumbuye	**Article 8: Content of application file for equivalence for secondary education certificate**	**Article 8 : Contenu du dossier de demande d'équivalence d'un certificat d'études secondaires**
Idosiye y'ubusabe bw'imihwanire y'impamyabushobozi isoza amashuri yisumbuye yatangiwe mu mahanga igizwe ni inyandiko zikurikira:	An application file for equivalence for secondary education certificate issued abroad contains the following documents:	Le dossier de demande d'équivalence d'un certificat d'études secondaires délivré à l'étranger contient les documents suivants :
1° ifishi yujuje, iboneka ku rubuga rw'urwego rushinzwe ibizamini bya Leta;	1° a filled form, available on web site of the organ in charge of national examination;	1° un formulaire rempli, disponible au site web de l'organe chargé des examens nationaux ;
2° kopi y'impamyabushobozi iriho umukono wa noteri, igaragaza ko usaba yasoje amashuri yisumbuye;	2° a notarised copy of certificate certifying that the applicant completed secondary education;	2° une copie notariée du certificat d'études secondaires, attestant que le requérant a terminé les études secondaires ;
3° kopi z'indangamanota, ziriho umukono wa noteri, z'imyaka nibura ibiri (2) ya nyuma y'amashuri yisumbuye;	3° notarised copies of school reports of at least the last two (2) years of secondary education;	3° des copies notariées des bulletins scolaires d'au moins de deux (2) dernières années d'études secondaires ;
4° kopi y'indangamuntu cyangwa ya pasiporo y'usaba.	4° a copy of applicant's ID Card or passport.	4° une copie de la carte d'identité ou du passeport du requérant.

Ingingo ya 9: Ibigize idosiye y'ubusabe bw'imihwanire y'impamyabushobozi cyangwa y'impamyabumenyi y'amashuri makuru	**Article 9: Content of application file for equivalence for higher education certificate or degree**	**Article 9 : Contenu du dossier de demande d'équivalence d'un certificat ou d'un diplôme d'enseignement supérieur**
Idosiye y'ubusabe bw'imihwanire y'impamyabushobozi cyangwa y'impamyabumenyi y'amashuri makuru igizwe ni inyandiko zikurikira:	An application file for equivalence for higher education certificate or degree contains the following documents:	Le dossier de demande d'équivalence d'un certificat ou d'un diplôme d'enseignement supérieur délivré à l'étranger contient les documents suivants :
1° ifishi isaba yujuje neza,	1° a well filled application form;	1° un formulaire d'application bien rempli,
2° kopi y'impamyabushobozi cyangwa impamyabumenyi isabirwa imihwanire iriho umukono wa noteri;	2° a notarised copy of Certificate or Degree for which the equivalence is applied for;	2° une copie notariée du certificat ou du diplôme pour lequel l'équivalence est demandée ;
3° kopi y'indangamanota iriho umukono wa noteri kuri buri rwego;	3° notarised copies of academic transcripts for each level;	3° les copies notariées des relevés de notes de chaque niveau ;
4° kopi y'impamyabushobozi cyangwa impamyabumenyi, iriho umukono wa noteri, yashingiweho usaba yemererwa kwinjira mu cyiciro cy'amashuri makuru;	4° a notarised copy of Certificate or Degree that served as the basis to be admitted in level of higher education	4° une copie notariée du certificat ou du diplôme qui a servi de base pour être admis au niveau d'enseignement supérieur
5° kopi y'indangamuntu cyangwa pasiporo y'usaba;	5° a copy of applicant's ID card or passport;	5° une copie de la carte d'identité ou du passeport du requérant ;
6° ibaruwa imenyekanisha yatanzwe n'urwego bireba rushinzwe ibizamini cyangwa icyemezo cy'uburyo bw'isuzuma hakoreshejwe iyakure, ku	6° a recognition letter issued by relevant Examination Body or a Proof of Online Assessment, for graduate studying through online mode of delivery.	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

bantu bize mu buryo bw'iyakure.		en ligne.
Ingingo ya 10: Gusuzuma ubusabe bw'imihwanire y'impamyabushobozi cyangwa y'impamyabumenyi	**Article 10: Consideration of application for equivalence of a certificate or degree**	**Article 10 : Examen de la demande d'équivalence d'un certificat ou d'un diplôme**
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.	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.	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.
Nyuma y'iryo gereranya hemezwa agaciro k'impamyabushobozi cyangwa k'impamyabumenyi yatangiwe mu mahanga hagereranyijwe impamyabushobozi cyangwa impamyabumenyi zo mu Rwanda.	After the equating, the level of certificate or degree issued abroad is established in relation to national certificates or degrees.	Après cette comparaison, le niveau du certificat ou du diplôme délivré à l'étranger est déterminé par rapport aux certificats ou aux diplômes nationaux.
Ubusabe bw'imihwanire y'impamyabushobozi cyangwa impamyabumenyi busuzumwa mu gihe kitarenze iminsi irindwi (7) y'akazi, uhereye ku munsi idosiye y'usaba yuzuye.	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.	La demande d'équivalence d'un certificat ou d'un diplôme est examinée endéans sept (7) jours ouvrables à partir du jour ou le dossier du demandeur est complet.

Icyiciro cya 2: Iyemezwa ry'impamyabushobozi n'iry'impamyabumenyi zatangiwe mu Rwanda	**Section 2: Authentication of certificates and degrees issued in Rwanda**	**Section 2 : Régime d'authentification des certificats et des diplômes délivrés au Rwanda**
Ingingo ya 11: Gusaba iyemezwa ry'impamyabushobozi cyangwa iry'impamyabumenyi	**Article 11: Application for authentication for a certificate or degree**	**Article 11 : Demande d'authentification d'un certificat et d'un diplôme**
Umuntu ushaka gusaba iyemezwa ry'impamyabushobozi cyangwa iry'impamyabumenyi yatangiwe mu Rwanda, ashyikiriza idosiye y'ubusabe umuyobozi w'urwego rubishinzwe.	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.	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.
Idosiye y'ubusabe bw'iyemezwa ry'impamyabushobozi cyangwa iry'impamyabumenyi itangwa binyujijwe mu buryo bw'ikoranabuhanga bwo gutanga serivisi.	The application file for authentication of a certificate or degree is submitted through online mode of service delivery.	Le dossier de demande d'authentification d'un certificat ou d'un diplôme est transmis par voie électronique de prestation de services en ligne.
Ingingo 12: Ibigize idosiye y'ubusabe bw'iyemezwa ry'impamyabushobozi cyangwa iry'impamyabumenyi	**Article 12: Content of the application file for authentication of a certificate or degree**	**Article 12 : Contenu d'un dossier de demande d'authentification d'un certificat ou d'un diplôme**
Idosiye isaba iyemezwa ry'impamyabushobozi cyangwa iry'impamyabumenyi igizwe n'inyandiko zikurikira:	The application file for authentication of a certificate or degree contains the following documents:	Le dossier de demande d'authentification d'un certificat ou d'un diplôme contient des documents suivants :
1° ibaruwa isaba yandikiwe umuyobozi w'urwego rushinzwe amashuri	1° an application letter addressed to the Head of organ in charge of higher	1° une lettre de demande adressée au responsable de l'organe chargé de

makuru;	education;	l'enseignement supérieur ;
2° kopi y'impamyabushobozi cyangwa y'impamyabumenyi, iriho umukono wa noteri, isabirwa kwemezwa;	2° a notarised copy of a certificate or degree to be authenticated;	2° une copie notariée du certificat ou du diplôme à authentifier,
3° kopi z'indangamanota ziriho umukono wa noteri;	3° notarised copies of transcripts;	3° les copies notariées des relevés de notes ;
4° kopi y'indangamuntu cyangwa ya pasiporo y'usaba.	4° a copy of an applicant's ID Card or passport.	4° une copie de la carte d'identité ou du passeport du requérant.
Ingingo ya 13: Gusuzuma ubusabe bw'iyemezwa ry'impamyabushobozi cyangwa iry'impamyabumenyi	**Article 13: Consideration of application for authentication of a certificate or degree**	**Article 13 : Examen de la demande d'authentification d'un certificat ou d'un diplôme**
Ubusabe bw'iyemezwa ry'impamyabushobozi cyangwa iry'impamyabumenyi yatangiwe mu Rwanda busuzumwa mu gihe kitarenze iminsi irindwi (7) y'akazi, uhereye ku munsi idosiye y'ubusabe yakiriweho.	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.	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.
UMUTWE WA IV: INGINGO ZISOZA	**CHAPTER IV: FINAL PROVISIONS**	**CHAPITRE IV: DISPOSITIONS FINALES**
Ingingo ya 14: Ivanwaho ry'ingingo zinyuranyije n'iri teka	**Article 14: Repealing provision**	**Article 14: Disposition abrogatoire**
Ingingo zose z'amateka abanziriza iri kandi zinyuranyije naryo zivanyweho.	All prior provisions of Orders contrary to this Order are repealed.	Toutes les dispositions antérieures contraires au présent arrêté sont abrogées.

Ingingo ya 15: Igihe iri teka ritangirira gukurikizwa	Article 15: Commencement	Article 15: Entrée en vigueur
Iri teka ritangira gukurikizwa ku munsi 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

The Rwanda Qualifications Framework (RQF)

Table of content

Tables

3

Figures

4

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**	Authorizing an educational institution to operate, upgrade the cycle or recognition of its curricula, degrees and certificates. 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.
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)**	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: • 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**	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. 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.
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.

9

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.: • 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.

13

No	Terminology	Explanation
51.	**Volume of learning measure**	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.

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 nº 010/2021 of 16/02/2021 determining the orgarnisation 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 enrols 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

23

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 *(Ex:PhD, Post Doctorate)*	Demonstrate knowledge and understanding of ● 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.	Demonstrate the ability to: ● 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.	Demonstrate the ability to: ● 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.	Demonstrate the ability to: ● 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	Demonstrate the ability to: ● 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

24

Domain / Level	Knowledge & understanding	Applied Knowledge, Understanding and Practice	Generic Cognitive Skills	Communication, ICT and numeracy skills	Autonomy, responsibility and working with others
				proposals as well as their implementation to employers and/or public bodies; ● 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.	based on research-based evidence; ● Deal with complex professional and global issues.
Level 9 *(Ex: MSc, MA, MPhil, M. Tech, Medical Fellowship,Postgra*	Demonstrate knowledge and understanding of: ● An advanced and integrated knowledge of the main areas and current issues of the subject/discipline or more specialisms	Demonstrate the ability to: ● Explore a selected range of principles, techniques, practices, standards and methods associated with a subject/discipline;	Demonstrate the ability to: ● Deal with complex issues and make informed judgments in the absence of complete data or consistent data/ information	Demonstrate the ability to: ● Communicate with a range of audiences using appropriate methods with different levels of	Be able to demonstrate: ● 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
duate Diploma, Postgraduate Certificates)	● The relevant techniques applicable to their research or advanced scholarship	● 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.	● Analyze, evaluate and synthesize issues which are at the forefront of knowledge ● Demonstrate original responses to problems and issues.	knowledge or expertise ● 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	tackling and solving problems ● 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: ● Present and communicate	Demonstrate ability to:

26

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)	• An advanced theoretical and technical knowledge within a discipline or professional context • A range of established techniques of enquiry or research methods	• 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.	• 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,	academic, professional or occupational ideas, problems and solutions in a variety of formats to both specialist and non-specialist audiences • Apply technological/comput er 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	• 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

27

273

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 *(Ex: Advanced Diploma)*	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	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.	Demonstrate the ability to: ● 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	Demonstrate the ability to: ● 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	Demonstrate ability to: ● 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

28

Domain \ Level	Knowledge & understanding	Applied Knowledge, Understanding and Practice	Generic Cognitive Skills	Communication, ICT and numeracy skills	Autonomy, responsibility and working with others
				● Communicate effectively using written and spoken professional language in a professional context	in carrying out and evaluating tasks. ● Work in support of current professional practice under guidance
Level 6 *(Ex: Diploma)*	Demonstrate broad knowledge, understanding and awareness of /or work with: ● 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	Be able to: ● 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	Develop the ability to: ● 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	Demonstrate the ability to: ● 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.	Demonstrate and exercise ability in: ● 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. ● Evaluate evidenced-based solutions/responses to defined and /or routine problems/ issues.		within defined areas of work ● 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 *(Ex: Advanced General Certificate of Secondary Education, Advanced Professional Certificat*	Be able to: ● 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: ● 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: ● Obtain, organise and use factual and theoretical information in problem solving ● Make generalizations and predictions ● Draw conclusions and suggest solutions.	Demonstrate the ability to: ● 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: ● 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

30

Domain / Level	Knowledge & understanding	Applied Knowledge, Understanding and Practice	Generic Cognitive Skills	Communication, ICT and numeracy skills	Autonomy, responsibility and working with others
e of Secondary Education, TVET Certificate **V)**	of practical everyday applications.	● 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 ● Use standard ICT applications to process and obtain a variety of information and data.	● 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 *(Advanced General Certificate of Secondary Education, Primary Teacher Education Certificate, TVET*	Demonstrate and/or work with: ● 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: ● 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: ● 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: ● 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: ● 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
Certificate IV)		function related and safety protocols; ● 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.	● Use some abstract constructs e.g. make generalizations and/or draw conclusions.	system within a wider context	● 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 *(Ex: Advanced General Certificate of Secondary Education, Advanced Professional Certificat*	Demonstrate and/or work with: ● 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: ● 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: ● 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: ● 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: ● 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
e of Secondary Education, TVET Certificate III)		• 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.	of which will be theoretical or hypothetical. • 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	operating environment as a system, and application of skills in measuring the environment using key instruments and equipment. • Use the most straightforward features of familiar applications to process and obtain information, manipulate numerical and graphical data in familiar contexts	suggestions for improving practices and processes. • Identify own strengths and weaknesses relative to the work.
Level 2 *(Ex:Ordinary Level Certificate of Education, TVET Certificate II)*	Demonstrate and/or work with: • Basic knowledge in a subject/discipline • Simple facts and ideas in, and associated with, a subject/discipline/sector	• 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;	Be able to: • Demonstrate broad-based knowledge; • Use rehearsed stages for solving problems; • Operate in personal and/or everyday contexts; • Identify with a prompting process to	Demonstrate the ability to: • 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	Demonstrate the ability to: • 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
		• Apply basic procedures and techniques; • Think and question basic logics.	deal with a situation or issue; • Operate in familiar contexts using given criteria; • Recognize some identified consequences of action.	• 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.	• 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 *(Ex: Primary School Leaving Certificate, Adult Education Certificate, TVET Certificate I)*	Demonstrate and/or work with: • Simple facts and concepts in a school learning and everyday situations	Be able to: • 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.	Be able to: • Express him/herself verbally and in writing, reading; and in numerate.	Demonstrate the ability to: • Apply appropriate basic communication skills across settings, purposes and audiences • Use and manipulate basic IT/digital tools in life situations and school work context	Demonstrate the ability to: • Work alone or with others on simple routine, familiar tasks under frequent and controlled supervision • Take responsibility for learning • Communicate verbally,

34

280

Domain / Level	Knowledge & understanding	Applied Knowledge, Understanding and Practice	Generic Cognitive Skills	Communication, ICT and numeracy skills	Autonomy, responsibility and working with others
					produce normal text and responds to simple written communication in his/ her mother tongue ● 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:

36

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	• *Masters • *Medical Fellowship/Medical Subspeciality	180
	• Postgraduate Diploma	120
	• Postgraduate Certificate	60
8	Bachelors	480
7	Advanced Diploma	360
6	Diploma	240

40

286

*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
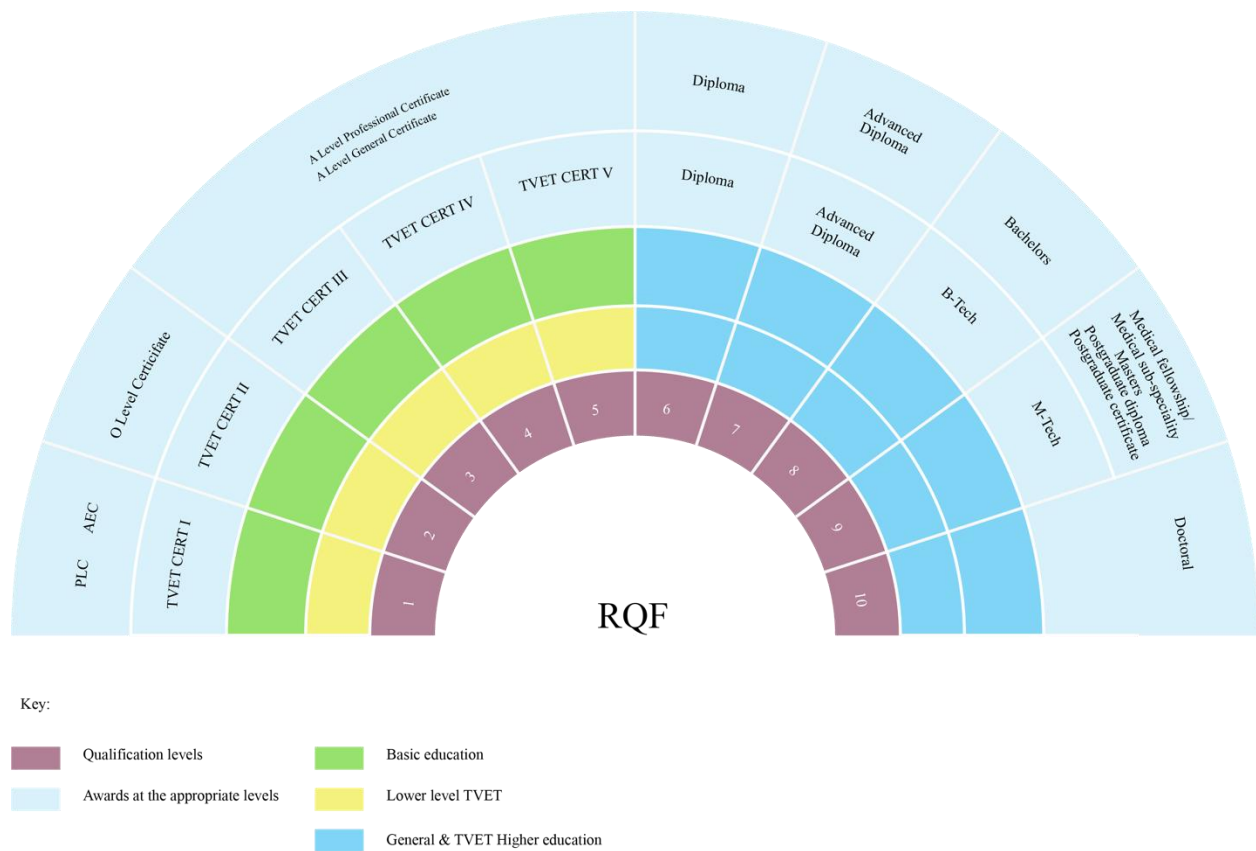
7. The RQF Career - Qualification Pathways

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:

41

- 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
4			TVET Certificate IV		156
3			TVET Certificate III		156
2	Ordinary Level Certificate of Education		TVET Certificate II	*3510	156
1	Primary School Leaving Certificate		TVET Certificate I	*1560	40
	Adult Education Certificate			*972	

: Notional Hours

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

42

288

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:

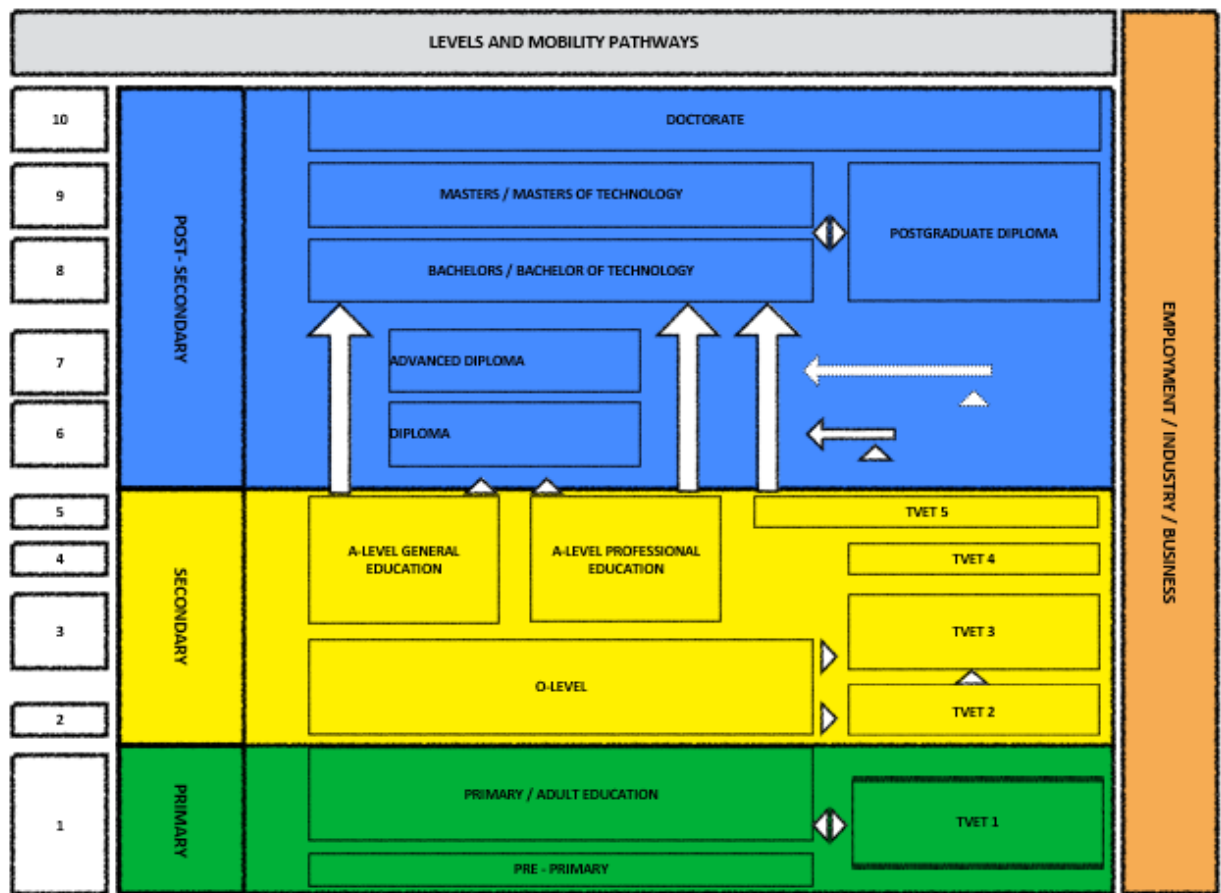**Figure 3: The RQF Qualification Levels Vertical and Horizontal Mobility**

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 16/02/2021determining 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.

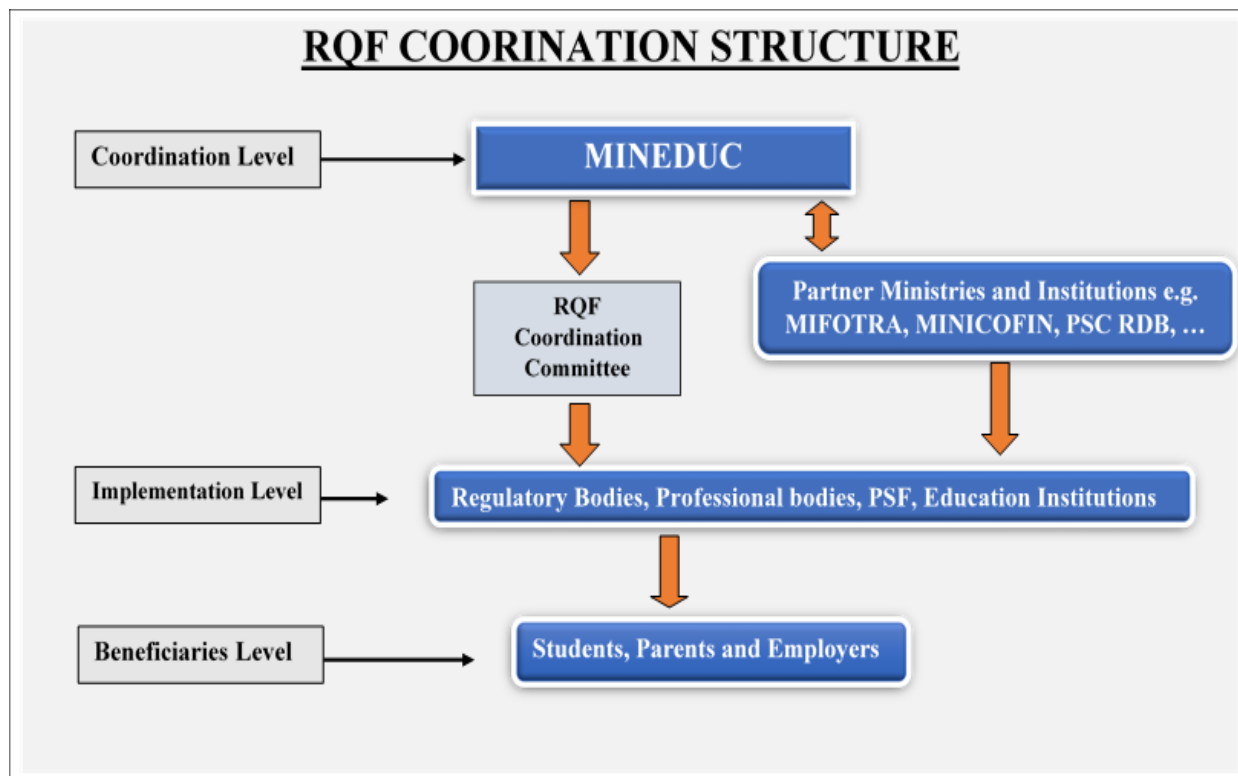**Figure 4: A Structure on the Coordination of the RQF**

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 nº 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 nº 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**

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