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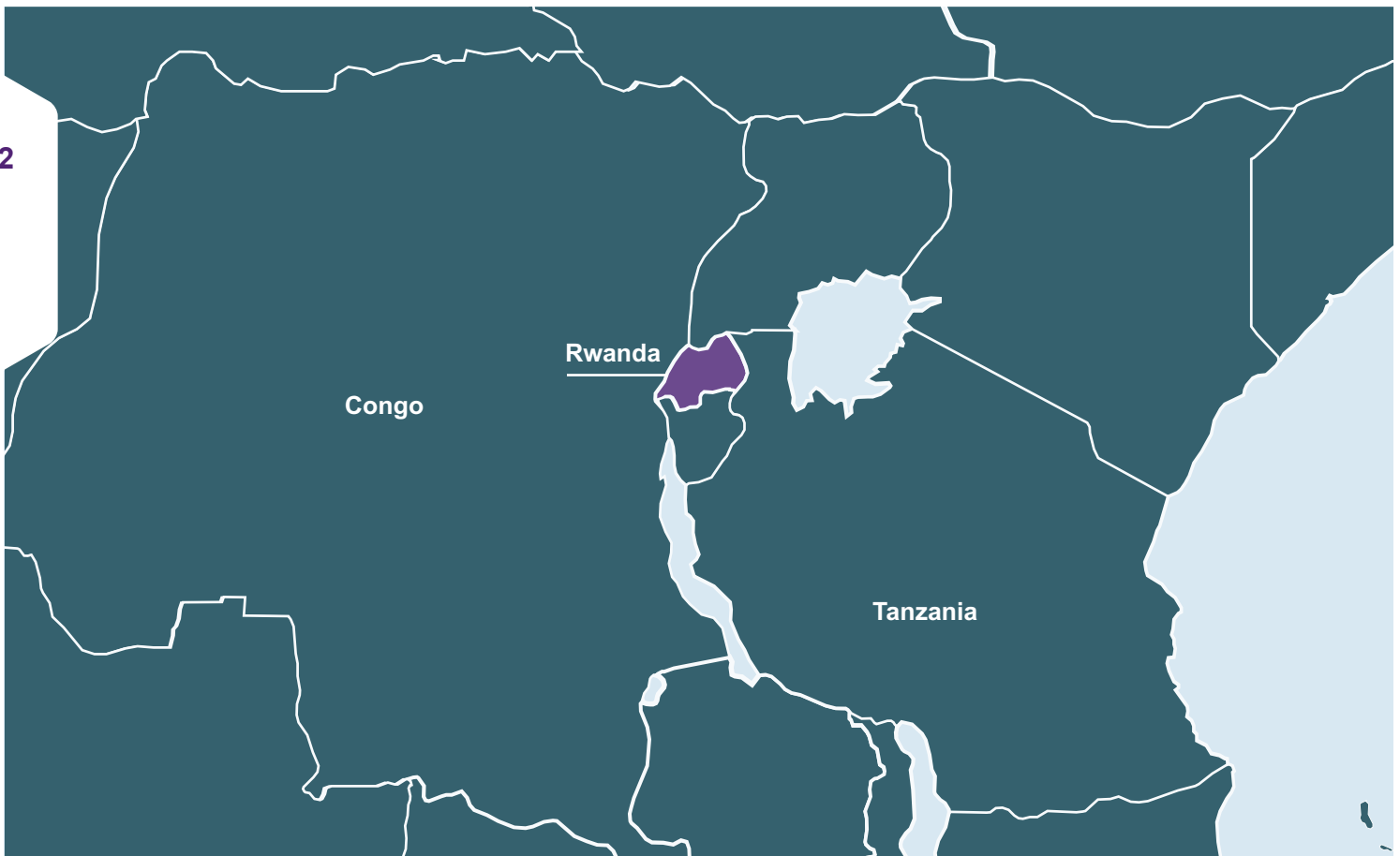
**NOKUT** 



**Rwanda**

# Refugees Country Briefing

**ARENA aims to enable access to higher education for refugees, displaced persons and persons in a refugee-like situation.**



## Rwanda

**Official name:** Republic of Rwanda (Republika y'u Rwanda)

**Location:** Rwanda is a landlocked country south of the equator in east-central Africa. It is bordered by Uganda to the north, Tanzania to the east, Burundi to the south and lake Kivu and the Democratic Republic of the Congo (Congo-Kinshasa, DRC) to the west

**Population:** 12,712,431 (2020 est.)

**Ethnic groups:** Like Burundi, the majority ethnic groups are Hutu and Tutsi, with Hutus making up 85% of the population and Tutsis 14%. The Twa, a hunter-gatherer group makes up about 1% of the population (2002 data)

**Languages:** Kinyarwanda, English and French

This country briefing – especially developed to help with the evaluation of credentials of refugees, displaced persons and persons in a refugee-like situation – should give orientation on the education system in Rwanda in the light of recent political and economic developments in this country. It presents a systematised overview on its higher education system and links to the available information sources that are useful for the evaluation of qualifications of refugees coming from Rwanda, even in cases where candidates present insufficient or lack of documentation.

**Photo coverage:**  
Kigali center in Rwanda  
**Photo:** Shutterstock

**Source:** CIA World Factbook, Encyclopaedia Britannica, Rwanda Ministry of Education

# Current situation

## HISTORICAL BACKGROUND

A Tutsi ruled kingdom, whose borders still define those of present-day Rwanda, was established in the 16th century. In the 1890s the Rwandan kingdom was integrated into German East Africa. After the Great War it became a part of the Belgian mandate of Rwanda-Urundi until independence in 1962. Both colonial powers ruled through a pro-Tutsi monarchy.

The end of colonialism ushered in a change in the balance of power as the Party for Hutu Emancipation (Parti du mouvement de l'émancipation hutu, Parmehutu) rose in power and overthrew the monarchy, leading to the exodus of thousands of Tutsis to neighbouring countries. However, with Tutsi political power fleeting, regional divisions arose amongst Hutu leaders, eventually culminating in the 1973 Habyarimana coup. He would be re-elected, as sole presidential candidate, in 1983 and 1988 and remain leader of the country until his death in 1994.

In 1990 Tutsis belonging to the Rwandan Patriotic Front (Front Patriotique Rwandais, FPR) crossed the border from Uganda forcing the government to the negotiating table. The 1993 Arusha agreement called for the implementation of a broad-based transition government, including the FPR, much to the dismay of extremist Hutus.

In 1994 in hitherto unclear circumstances a plane carrying president Habyarimana was shot down over Kigali, killing all on board. The next day prime minister Agathe Uwilingiyimana was assassinated. The resulting power vacuum cleared the way for the formation of an extremist Hutu government whose army and militia groups unleashed the Rwandan genocide.

In response the FPR took up arms again and was able to secure most of the country within a few months, leading to the establishment of a new government under Hutu Pasteur Bizimungu and Tutsi Paul Kagame.

As Hutus sought refuge in Zaïre, present day DRC, an international spill-over of the conflict ensued in the eastern parts of this country.

## CURRENT POLITICAL SITUATION

Rwanda is a multiparty presidential republic led by Paul Kagame. The president functions as head of state, the prime minister as head of government. A bicameralist parliament acts as legislative body. The first multiparty national elections took place in 2003. The 2010 multiparty presidential elections occurred in a climate of repression that saw independent and opposition news outlets banned and members of the opposition harassed and even murdered. The elections resulted in a 93% victory for Kagame.

Under the 2003 constitution, the president is directly elected for a once renewable term of seven years. However, in 2015 and 2017 the constitution was amended to allow Paul Kagame to run for additional terms, allowing him to potentially remain in office until 2034.

## IMPACT ON THE SYSTEM OF EDUCATION

The 1994 genocide profoundly disrupted the school system on a psychological, pedagogical, HR and infrastructural level. Nevertheless, despite manifold challenges the educational system re-established itself within a couple of months. These days, education is considered a primary investment to fuel Rwanda's economic growth.

In the 21st century, Rwanda's primary educational objective was to provide free universal basic education by 2015 and therefore has considerably increased the amount of schools, classrooms, learning material and education staff. Additionally, TVET education also received a strong policy and funding focus. Despite these measures, the pupil teacher ratio remains high due to increased enrolment rates. Consequently, double-shift systems had to be enabled to facilitate classroom management.

While many pupils still drop out of education or resit years, the reforms are successful as enrolment rates steadily rose. This includes improved access to education for girls.

# Education in Rwanda

## RESPONSIBLE GOVERNING BODIES

The ministry that oversees education in Rwanda is the Ministry of Education or the MINEDUC. Up until 2011, the designated examination council for national examinations in primary education, lower secondary education and upper secondary education was the Rwanda National Examinations Council or the RNEC.

In 2011 a merger of institutions under the Ministry of Education took place. The RNEC merged into the Rwanda Education Board or the REB along with the National Curriculum Development Centre, the Students Financing Agency, the Teachers Service Commission and the National Inspectorate of Schools. The REB is responsible for coordinating and implementing education activities at the pre-primary, primary and secondary education levels. The REB is also responsible for organizing national examinations in primary education and general secondary education.

The Workforce Development Authority or the WDA is an autonomous agency supervised by the MINEDUC that was formed in 2008 to guide the development of skills and competencies of the workforce. Since 2016, the WDA's mandate has been redefined to become a TVET overall supervisory and quality standards board. The WDA inherited the RNEC's responsibility of organizing national examinations in technical and vocational upper secondary education until this responsibility was passed on to Rwanda Polytechnic around 2019.

## RECOGNISED HIGHER EDUCATION INSTITUTIONS

- List of accredited public HEIs: <https://hec.gov.rw/index.php?id=34>
- List of accredited private HEIs and their programmes: <https://hec.gov.rw/index.php?id=35> (this page is empty at the time of writing, but an archived version can

be accessed at <https://web.archive.org/web/20200227155714/http://hec.gov.rw/index.php?id=35>

- List of TVET-institutions: <https://mis.rp.ac.rw/schools>

## ACCREDITATION BODIES

- The Rwanda Education Board or the REB is responsible for the accreditation of primary and secondary schools.
- The workforce Development Authority or the WDA is responsible for the accreditation of TVET schools.
- The Higher Education Council or the HEC is responsible for accrediting private higher education institutions and for monitoring the quality of programmes offered in higher education.

## TYPES OF HIGHER EDUCATION INSTITUTIONS

The University of Rwanda was founded in 2013 as a merger of all previous public higher education institutions:

- National University of Rwanda
- Kigali Institute of Science and Technology
- Kigali Institute of Education
- Higher Institute of Agriculture and Animal Husbandry
- School of Finance and Banking
- Umutara Polytechnic
- Kigali Health Institute

In 2011 a merger of institutions under the Ministry of Education took place.

Rwanda Polytechnic was founded in 2017 as a merger of all Integrated Polytechnic Regional Centers (IPRC's) that previously offered TVET at the tertiary level and all WDA departments involved in teaching and research. Rwanda Polytechnic now offers and coordinates TVET at all educational levels. RP also has at least one college or IPRC offering TVET at the higher education level in every province and in the city of Kigali.

The third and final public HEI is the Institute of Legal Practice and Development and was established to meet the demand for a legal workforce with enhanced skills. It fulfils this task by offering short courses and programmes at "postgraduate diploma" level in various legal specializations.

In 2018/2019, 63,5% of all Rwandan students in higher education studied at one of the about 37 private higher education institutions.

### NATIONAL EDUCATION REFORMS

Education in Rwanda has seen its share of reforms over the years.

Before the catastrophic events in the 90's, the main educational language was French and the structure of the system of education was strongly inspired by the Belgian pre-Bologna system of education. Secondary education was concluded with a Diplôme d'humanités (humanities diploma) or a Diplôme de fin d'études secondaires (secondary leaving diploma). The first cycle of higher education took two years to complete and was concluded with a Diplôme du baccalauréat. The second cycle of higher education had a duration of 2-4 years and led to the award of Diplôme du licence or Diplôme d'ingénieur or Doctorat en médecine. The third cycle was concluded with a Diplôme du doctorat.

Before the foundation of the Rwanda National Examinations Council or the RNEC in the late 90's, secondary assessments and certification were mainly the responsibility of secondary schools. The RNEC was involved in harmonizing national curricula and started organizing state examinations by 1997/1998.

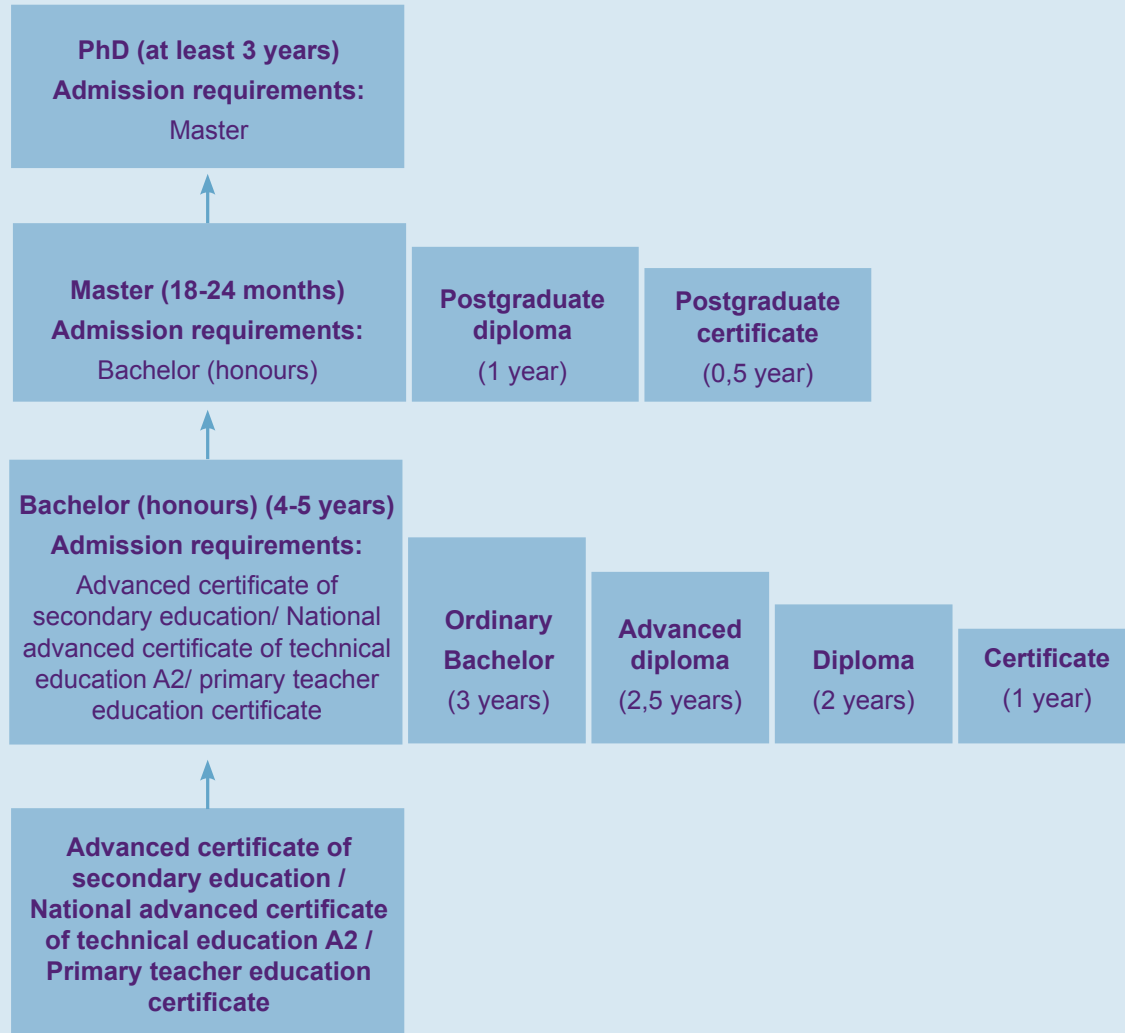
Before the catastrophic events in the 90's, the main educational language was French and the structure of the system of education was strongly inspired by the Belgian pre-Bologna system of education.

In October 2008, the government decided to change the language of instruction from French to English in early 2009. This decision was controversial in that it was announced only months before implementation. A lot of teachers were unprepared and struggled to teach in English. In 2011, the government decided that the first three years of primary education could be taught in Kinyarwanda. In December 2019, the MINEDUC announced that they will over time be re-implementing English as the language of instruction for the first three years of primary education as well.

Following the 2005 law n° 20/2005 governing the organization and functioning of higher education, the Rwanda National Qualifications Framework for Higher Education was implemented in 2007 and introduced the current qualification structure in Rwandan higher education.

In 2012, the Workforce Development Authority finalized the Rwanda TVET Qualifications Framework outlining TVET-qualifications as they are currently offered in Rwanda.

## Education chart



## Education system

The Rwandan system of education has survived a lot of hardship. In line with Rwanda joining the East African Community, the system of education was transformed from a Belgian inspired system with French as the language of instruction to an Anglo-Saxon system of education with English as the language of instruction.

Despite an impressive improvement of enrolment rates in primary education, high drop out and repetition rates remain a challenge.

### PRE-HIGHER EDUCATION

In 2007, Rwanda introduced a policy of nominally free nine-year basic education (9YBE) and expanded this to 12-years basic education (12YBE) in 2010, although schools still tend to charge a number of fees.

Pre-higher education in Rwanda follows a 6+6 structure. Both primary and secondary education consist of two sub cycles of three years each. National exams are organized after the sixth year of

primary education (P6), the third year of secondary education (S3 or ordinary level) and the sixth year of secondary education (S6 or advanced level).

Upper secondary education is divided in three separate sectors: general secondary education (sciences, humanities and languages), TVET (level 5) and Teacher Training Colleges (TTC).

The Rwanda TVET Qualifications Framework divides TVET in 7 educational levels. The first level (TVET foundation certificate) is considered to be at primary education level. The second level (TVET basic certificate) is considered to be at the lower secondary level. TVET levels 3-5 are considered to be at the upper secondary educational level with level 5 being considered comparable to a secondary leaving qualification.

### Primary Education

#### *Primary leaving certificate*

- theoretical age: 7-13
- language of instruction: Kinyarwanda (grade 1-3) and English (grade 4-6)
- access requirements: none
- access to further studies: lower secondary level
- official duration of studies: 6 years
- requirements for completion of studies: successfully completing the national primary leaving examination after the final year (P6)

### Secondary Education

#### *Ordinary level certificate of education*

- theoretical age: 13-16
- language of instruction: English
- access requirements: primary leaving certificate
- access to further studies: upper secondary level
- official duration of studies: 3 years
- requirements for completion of studies: successfully completing the ordinary level national examinations after the final year (S3)

#### *Advanced general certificate of secondary education (1998-2011)*

- French: Certificat du cycle supérieur de l'enseignement secondaire
- theoretical age: 16-19
- language of instruction: English
- access requirements: ordinary level certificate of education
- access to further studies: this qualification gives access to higher education
- official duration of studies: 3 years

- requirements for completion of studies: successfully completing the national examination after the final year (S6). Minimal results for receiving the certificate can slightly vary depending on the year of the examination and are usually mentioned on the backside of the certificate

#### *Advanced certificate of secondary education (since 2012)*

- theoretical age: 16-19
- language of instruction: English
- access requirements: ordinary level certificate of education
- access to further studies: this qualification gives access to higher education. In order to be admitted to undergraduate programmes, a student should have at least two principal passes
- official duration of studies: 3 years
- requirements for completion of studies: successfully completing the national examination after the final year (S6). Minimal results for receiving the certificate can slightly vary depending on the year of the examination and are usually mentioned on the backside of the certificate

#### *Professional certificate of secondary education level A2 (1998-2011)*

- French: Diplôme d'études secondaires professionnelles A2
- theoretical age: 16-19
- language of instruction: English
- access requirements: ordinary level certificate of education
- access to further studies: this qualification gives access to higher education
- official duration of studies: 3 years
- requirements for completion of studies: successfully completing the national examination after the final year (S6). Minimal results for receiving the certificate can slightly vary depending on the year of the examination and are usually mentioned on the backside of the certificate

#### *National advanced certificate of technical education A2 (since 2012) also known as: TVET level 5 (since around 2019)*

- theoretical age: 16-19
- language of instruction: English
- access requirements: ordinary level certificate of education or a TVET level 4 qualification
- access to further studies: this qualification

- gives access to higher education
- official duration of studies: 3 years
- requirements for completion of studies: successfully completing the national examination after the final year (S6). Minimal results for receiving the certificate can slightly vary depending on the year of the examination and are usually mentioned on the backside of the certificate

## HIGHER EDUCATION

The current Rwandan higher education system was introduced along with the Rwanda National Qualifications Framework for Higher Education, which consists of 7 levels from certificate of higher education (level 1) until PhD or professional doctorate (level 7). The academic year runs from October to June.

In order to obtain general access to higher education, two principal passes for the Advanced certificate of secondary education are required. Technical Secondary leaving credentials (A2) or qualifications from teacher training colleges can also be accepted. With regard to admission, higher education institutions are free to determine their own rules and regulations.

For example, the University of Rwanda requires students to have at least an aggregate score of 18 for specified relevant courses for general entry to some of their colleges. However, for general entry to the Colleges of Science and Technology (CST), Medicine and Health Sciences (CMHS) and Agriculture, Animal Sciences and Veterinary Medicine (CAVM) an aggregate score of at least 24 for specified relevant courses are required. More information about admission to the University of Rwanda can be found on [https://admissions.ur.ac.rw/?q=Academic\\_Programmes](https://admissions.ur.ac.rw/?q=Academic_Programmes)

In the TVET subsector, TVET level 6 (diploma) and TVET level 7 (advanced diploma) are considered to be higher education as well.

### Short Cycle

#### *Certificate of higher education (RNQF for HE level 1)*

- language of instruction: English
- access requirements: general access to higher education
- access to further studies: possibility to advance to level 2

- official duration of studies: 1 year
- requirements for completion of studies: obtaining at least 120 credits at level 1

#### *Diploma in higher education (RNQF for HE level 2)*

- language of instruction: English
- access requirements: general access to higher education
- access to further studies: possibility to advance to level 3
- official duration of studies: 2 years
- requirements for completion of studies: obtaining at least 240 credits with at least 120 credits at level 2

#### *Advanced diploma in higher education (RNQF for HE level 3)*

- language of instruction: English
- access requirements: general access to higher education
- access to further studies: possibility to advance to level 4
- official duration of studies: 2,5 years
- requirements for completion of studies: obtaining at least 300 credits with at least 60 credits at level 3

### First Cycle (Bachelor level)

#### *Ordinary Bachelor (RNQF for HE level 4)*

- language of instruction: English
- access requirements: general access to higher education
- official duration of studies: 3 years
- requirements for completion of studies: obtaining at least 360 credits with at least 60 credits at level 3 and 60 credits at level 4

#### *Bachelor (honours) (RNQF for HE level 5)*

- language of instruction: English
- access requirements: general access to higher education
- access to further studies: access to postgraduate studies
- official duration of studies: 4-5 years
- requirements for completion of studies: at least 480 credits with at least 60 credits at level 3, 60 credits at level 4 and 120 credits at level 5

### Second Cycle (Master level)

#### *Postgraduate certificate (RNQF for HE level 6)*

- language of instruction: English
- access requirements: Bachelor (honours)
- official duration of studies: 0,5 year



- requirements for completion of studies: obtaining at least 60 credits at level 6

#### *Postgraduate diploma (RNQF for HE level 6)*

- language of instruction: English
- access requirements: Bachelor (honours)
- official duration of studies: 1 year
- requirements for completion of studies: obtaining at least 120 credits at level 6

#### *Master (RNQF for HE level 6)*

- language of instruction: English
- access requirements: Bachelor (honours). At the University of Rwanda, the classification of the Bachelor should be at least second class upper division
- access to further studies: provides access to the doctorate level
- official duration of studies: 18-24 months
- requirements for completion of studies: obtaining at least 180 credits with at least 140 credits at level 6

### **Third Cycle (Doctorate level)**

#### *Doctorate (PhD) or Professional doctorate (RNQF for HE level 7)*

- language of instruction: English
- access requirements: Master degree
- official duration of studies: at least 3 years
- requirements for completion of studies: public defence of dissertation

### **Teacher Education**

#### *Primary teacher education certificate (A2-level)*

- theoretical age: 16-19
- language of instruction: English
- access requirements: ordinary level certificate of education
- access to further studies: this qualification gives access to higher education
- official duration of studies: 3 years
- requirements for completion of studies: successfully completing the national examination after the final year (S6)

#### *Diploma in education (lower secondary education)*

- gives teaching rights for two subjects
- language of instruction: English
- access requirements: general access to higher education
- official duration of studies: 1,5 years

#### *Bachelor of education (honours) (primary education or secondary education)*

- gives teaching rights for two subjects
- language of instruction: English
- access requirements: general access to higher education
- access to further studies: access to postgraduate studies
- official duration of studies: 3 years

#### *Postgraduate diploma in education*

- can be studied after a non-teaching degree
- language of instruction: English
- access requirements: Bachelor (honours). At the University of Rwanda, the classification of the Bachelor should be at least second class upper division
- official duration of studies: 1 year

#### *Master of education in ... (subject)*

- language of instruction: English
- access requirements: Bachelor (honours). At the University of Rwanda, the classification of the Bachelor should be at least second class upper division
- access to further studies: provides access to the doctorate level
- official duration of studies: 18-24 months

### **Medicine and Health Sciences**

#### *Bachelor of medicine and surgery (honours)*

- language of instruction: English
- access requirements: for admission at the University of Rwanda, two passes in chemistry and biology with at least a minimum of 60 aggregate points in total are required. Students also have to take an aptitude test or interview
- official duration of studies: 5 years (6 years until recently)
- requirements for completion of studies: the programme involves several clinical clerkships. After obtaining the qualification, students have to do a 12 months rotating internship in surgery, obstetrics and gynaecology, internal medicine and paediatrics to obtain a medical internship certificate and then succeed for an exam to be registered with Rwanda Medical and Dental Council

### *Master of medicine in ... (medical specialization)*

- language of instruction: English
- access requirements: Bachelor of medicine and surgery + completed internship. For admission at the University of Rwanda, experience and passing an entry examination are also required
- access to further studies: provides access to the doctorate level
- official duration of studies: 4 years

### **Engineering Education**

#### *Bachelor of Science in engineering (honours)*

- language of instruction: English
- access requirements: general access to higher education
- access to further studies: access to postgraduate studies
- official duration of studies: at least 4 years
- requirements for completion of studies: at least 480 credits with at least 60 credits at level 3, 60 credits at level 4 and 120 credits at level 5. Programmes in engineering usually also include a project and an industrial attachment to acquire practical skills

## Grading System

### UPPER SECONDARY EDUCATION

Examinations in general upper secondary education are taken in the three subjects of their chosen combination (for example: mathematics, economics and geography). Next to that, students also take an examination in “entrepreneurship” and have to do a “general paper”. The maximum score for the general paper is S.

For admission purposes, results or recent certificates can be calculated into a weighted aggregate score by multiplying the obtained points for each subject by the respective subject weight and adding them together. The general paper has a subject weight of 1. All other subjects in general upper secondary education have a subject weight of 3.

If someone obtains an A for mathematics, economics, geography and entrepreneurship and an S for general paper, that will lead to a total weighted aggregate score of 73 ( $6 \times 3 + 6 \times 3 + 6 \times 3 + 6 \times 3 + 1 \times 1$ ). For general admission to undergraduate programmes, at least two principal passes are required.

Examinations in technical upper secondary education are taken in all courses of the chosen option and in the subject “practical”. The weighted aggregate score is mentioned on the certificate.

### Grading system – Upper Secondary Education

Letter grade	Aggregate points	Description
A	6	Principal pass
B	5	Principal pass
C	4	Principal pass
D	3	Principal pass
E	2	Principal pass
S	1	Subsidiary pass
F	0	Fail

### SECONDARY EDUCATION (PREVIOUS GRADING SYSTEMS)

Before 2010, subjects were graded between A (5 points) and E (1 point) and failed courses received an F (0 points). Certificates were awarded to candidates who obtained at least an E in three subjects. Students in technical secondary education also had to obtain at least a score of D for the practical.

Before 1997, secondary scores were mentioned as percentages with 50% being the pass mark. Whether a student succeeded for a school year was decided by a school’s deliberation jury.

Before 2008, the following grading scale was used

CLEF/KEY		Equivalence	
A & A	= Grande distinction/Excellent	A & A-	= A (principal)
B+, B & B-	= Distinction/Very Good	B+ & B	= B (principal)
		B- & C-	= C (principal)
C+, C, C- & D+	= Satisfaction/Good	C & C-	= D (principal)
D & D-	= Passable/Pass	D+	= E (Principal)
		D & D-	= Subsidiary
E	= Echee/Failure	E	= F

(Source: backside of a 2008 Advanced General Certificate of Secondary Education)

## HIGHER EDUCATION

As the system of education transitioned to a more Anglo-Saxon system of education, the grading system in higher education changed as well. While older qualifications mention scores out of 20 and degree classifications like “satisfaction” and “distinction”, newer qualifications mention percentages, “grade points” and “honours classifications” instead.

### Grading System – University of Rwanda

Percentage	Letter grade/ Grade points	Description
80–100%	A / 5	Excellent
70–79,99%	B+ / 4	Very good
60–69,99%	B / 3	Good
50–59,99%	C / 2	Pass

The pass mark is usually 50% but can be set higher for postgraduate programmes. Grading scales can differ between institutions. The charts below show the current grading scale and honours degree classification scale of the University of Rwanda:

### Grading System (Honours Degree) – University of Rwanda

Marks	Classification
80–100% No module less than 70%	First class honours
70–79,99% No module less than 60%	Second class honours, upper division
60–69,99%	Second class honours, lower division
50–59,99%	Pass

# Information Resources, Recommendations and Best Practices

## DATABASES AND NATIONAL BODIES

### ENIC-NARIC Network

Information regarding national authorities in charge of higher education issues in Rwanda: <https://www.enic-naric.net/africa.aspx?country=Rwanda&c=140>

### Existing Country Databases

- Nuffic. (2015). The education system of Rwanda described and compared with the Dutch system.
- UK-NARIC. (2020). Rwanda.
- WES. (2019). World education news + reviews - education in Rwanda.
- AACRAO. Edge: Rwanda.
- UNESCO. (2010). World data on education, 7th edition – Rwanda.

### National Education Bodies

- Ministry of Education: <https://mineduc.gov.rw>
- Rwanda Education Board: <http://reb.rw>
- Workforce Development Authority: <https://www.wda.gov.rw>
- Rwanda Polytechnic: <https://rp.ac.rw>
- Higher Education Council: <http://www.hec.gov.rw>

## EVALUATION RECOMMENDATIONS

### Documentation

Before 1998, documents in Rwanda were usually issued in French. Between 1998 and 2008, documents were issued bilingually in French and English. Since 2008, secondary certificates are issued only in English and higher education institutions have also been slowly replacing their bilingual documents with English only documents.

After national examinations in secondary education, students first receive a result slip that mentions their results for the national examination. In recent years, upper secondary results are also

published on the website of the REB (<http://results.reb.rw>) and Rwanda Polytechnic (<https://mis.rp.ac.rw/exam/results>). About one to two years after the examination, students receive their secondary leaving certificate.

A 2018 article of the New Times newspaper mentions that the REB started printing certificates for the 2017 examinations locally instead of working with foreign print houses to shorten the issuing time. The article also quotes the REB director saying that only the results of locally printed documents were included on the results page of the REB website, but that they plan to add results of earlier promotions as well in time.

In higher education, students normally receive an academic transcript and a degree certificate.

### Fraudulent Documents and Diploma Mills

If you have any questions concerning the authenticity of a document or the accreditation of an institution, we recommend that you contact your national ENIC-NARIC centre.

### Additional Information

Some higher education institutions in Rwanda give graduation booklets to their students at graduation ceremonies. As these booklets mention the names of all graduating students, some students keep these booklets. The University of Rwanda, for example, sometimes publishes digital copies of graduation lists on their website. The National University of Rwanda went even further and used to keep a webpage that mentioned graduation lists for most (but not all) promotions in the institution's history: <https://web.archive.org/web/20140208051007/http://nur.ac.rw/spip.php?article80>.

## EXISTING BEST PRACTICES

### European Area of Recognition Manual

[http://www.eurorecognition.eu/manual/ear\\_manual\\_v\\_1.0.pdf](http://www.eurorecognition.eu/manual/ear_manual_v_1.0.pdf)

### Recommendation on the Recognition of Refugees' Qualifications under the Lisbon Recognition Convention and Explanatory Memorandum

<https://rm.coe.int/recommendation-on-recognition-of-qualifications-held-by-refugees-displ/16807688a8>

### European Qualifications Passport for Refugees (EQPR)

<https://www.coe.int/en/web/education/recognition-of-refugees-qualifications>

### Toolkit for Recognition of Refugees' Qualifications

[https://www.nokut.no/globalassets/nokut/artikkelbibliotek/utenlandsk\\_utdanning/veiledere/toolkit\\_for\\_recognition\\_of\\_refugees\\_qualifications.pdf](https://www.nokut.no/globalassets/nokut/artikkelbibliotek/utenlandsk_utdanning/veiledere/toolkit_for_recognition_of_refugees_qualifications.pdf)

## The Toolkit projects

ARENA is the third cycle Refugees and Recognition - Toolkit project. The two previous are:

### TOOLKIT

The first project took place between 2016–2018. The overall goal was to enhance the mobility, employability and access to further studies for refugees. The main outcome of the project was the Toolkit for Recognition of Refugees' Qualifications, representing a first-aid kit for staff working with the assessment of inadequately documented qualifications.

For further information, visit: <https://www.nokut.no/en/Refugees-and-Recognition/toolkit>

### REACT

The follow-up project REACT took place between 2018–2020. Here the Toolkit methodology was successfully tested as a supplement to ordinary admission procedures in cooperation with several European higher education institutions. The main outcome was the REACT Q-Card for Admission Officers, providing recommendations for action at higher education institutions working towards enabling access to further studies for refugees.

For further information, visit: <https://www.nokut.no/en/react/refugees-and-recognition>



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# What is ARENA?

**ARENA (Refugees and Recognition – Toolkit 3) is an Erasmus+ supported project, which aims to contribute towards more transparent and professional procedures for the recognition of refugees' qualifications in Europe. The project builds on the completed Refugees and Recognition – Toolkit project, where a common methodological approach to the recognition of refugees' qualifications was developed with the Toolkit for Recognition of Refugees' Qualifications.**

## Goal

The overall goal of the ARENA project is to enhance the mobility, employability and access to further studies for refugees, displaced persons and persons in a refugee-like situation, including those without official documentation of their educational background.

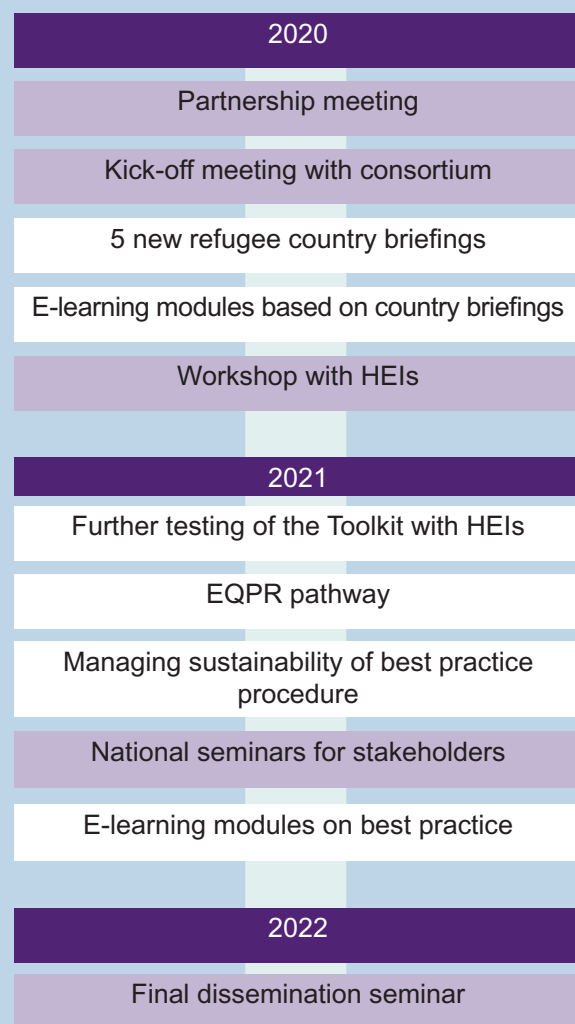
## Activities

The activities are structured around three main focus areas concerning the further testing of the Toolkit in major refugee receiving countries, managing sustainability of identified best practice procedures and assessment schemes, and addressing the need for updated and relevant information resources.

### MAIN PROJECT ACTIVITIES

- Further testing of the Toolkit in cooperation with NARICs and HEIs from Greece and Malta
- Mapping of how HEIs in Italy view the EQPR as a supplementary document for admission to further studies
- Managing sustainability of best practice procedure identified in the REACT project
- Development of five new refugee country briefings on the educational systems of Yemen, Burundi, Rwanda, Sudan and Palestine
- Development of e-learning modules

### TIMELINE



## WANT TO KNOW MORE?

To enable the accessibility and transparency of the project's work, the results will be made available on the project's website on a continuous basis.

### Websites:

<https://www.nokut.no/en/arena-toolkit-3>

### Email:

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This document was developed in the framework of the EU-funded project Refugees and Recognition – Toolkit 3 (ARENA) by the ENIC-NARIC centres of Norway, Italy, Belgium (Flanders), the Netherlands, Malta and Greece.



Co-funded by the  
Erasmus+ Programme  
of the European Union



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