TVET TRAINER CERTIFICATION FRAMEWORK

Republic of Rwanda
Ministry of Education

February 2023

TVET TRAINER CERTIFICATION FRAMEWORK

Technically and Financially Assisted by:

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FOREWORD

Rwanda aspires to reach upper income status by 2035 that will require substantial investments in human capital to dramatically improve knowledge and skills of the population. The Government is hence committed to invest in workforce skills across the education and training system.

In this line, Rwanda through the Ministry of Education (MINEDUC) spearheads Technical and Vocational Education and Training (TVET) as one of priorities to generate the skills available for productive use. The strategy recognised by the Ministry of education to vehicle such productive skills into TVET is Competence-Based approach. CBT/CBA approach is hence being implemented since 2017. However, the lack of well-trained trainers is a challenge associated to its implementation, among the others. TVET Trainer Institute (RTTI), which was inaugurated under RP in 2018, has spearheaded capacity building courses for TVET trainers in CBT/CBA, but relevant official certificate structure and process for TVET trainers have not yet been established.

This framework is therefore developed to standardise, harmonise and guide TVET trainers for their continuous professional development. It defines the structure for TVET trainer certification, describes the standardised capacity building pathways for TVET trainers as well as responsible actors within this process and give specifications on relevant procedure elaborated to coordinate and harmonise the certification process between competent TVET agencies, such as RP, RTB, NESA and HEC, and/or TVET institutions, including RP colleges, TSSs and VTCs.

In addition, this document provides key templates, criteria and explanations in TVET trainer certification and capacity building to guide the CBT/CBA implementation to various TVET stakeholders.

Claudette IRERE
Minister of State in charge of ICT and TVET

ACKNOWLEDGEMENT

The Ministry of Education would like to appreciate the TVET Sub-Sector Working Group and its taskforce to develop, review and validate this framework to advance a high-quality TVET system in Rwanda. The list of taskforce members is attached in this document. The ministry's particular appreciation goes to the following chairs of TVET Sub-Sector Working Group and its taskforce:

Group	Roles	Names	Positions & Organisations
TVET Sub-Sector Working Group	Chair	Dipl.-Ing. Paul UMUKUNZI	Director General, Rwanda TVET Board
	Co-Chair	Dr. Sylvie MUCYO	Vice Chancellor, Rwanda Polytechnic
	Taskforce Chair	Aimable RWAMASIRABO	Head of Department in Curriculum and Instructional Materials Department, Rwanda TVET Board
	Taskforce Co-Chair	YOUN, Young Joon	Results & Quality Management Specialist in TVET Quality Management Project on behalf of KOICA

In addition, the Ministry of Education would like to thank the TVET Quality Management Project (TQUM), a strategic national project to provide high-quality and relevant TVET through competency-based training and assessment to Rwandan youth, funded by the Ministry of Education and Korea International Cooperation Agency (KOICA), managed by Rwanda Polytechnic (RP), implemented by RP, Rwanda TVET Board (RTB), National Examination and School Inspection Authority (NESA) and Higher Education Council (HEC), and consulted by Korea University of Technology and Education (Korea Tech) and CANDLE Consulting Co., for its moral, technical and financial assistance in development, review and validation process of this framework.

ABBREVIATIONS AND ACRONYMS

CBA	Competency-based Assessment
CBC	Competency-based Curriculum
CBT	Competency-based Training
CPD	Continuous Professional Development
ESSP	Education Sector Strategic Plan
ESWG	Education Sector Working Group
HEC	Higher Education Council
IAP	Industrial Attachment Program
ICT	Information and Communication Technology
IPRC	Integrated Polytechnic Regional College (RP College)
KOICA	Korea International Cooperation Agency
MINEDUC	Ministry of Education
NESA	National Exam and School Inspection Authority
NST	National Strategy for Transformation
RP	Rwanda Polytechnic
RPL	Recognition of Prior Learning
RQF	Rwanda Qualification Framework
RTB	Rwanda TVET Board
RTTI	Rwanda TVET Trainer Institute
SSWG	Sub-Sector Working Group
TQUM	TVET Quality Management Project
ToT	Training of Trainers
TSS	Technical Secondary School
TVET	Technical and Vocational Education and Training
VTC	Vocational Training Centre

GLOSSARY

Certification	A formal recognition of certificate awarded to a trainee who is successfully verified competences against relevant competency standards.
Competency	An individual's knowledge, skills and attitude to be used, applied and demonstrated in various contexts to perform specific tasks and duties.
Competency-based Assessment	A process of measuring, determining, and documenting a trainee's competences against relevant competency standards.
Competency-based Curriculum	A structured document that determines details of certificate, training, assessment, modules, and training organisation in relevant TVET program to develop trainees' competences against competency standards.
Competency-based Training	Structured trainings, instructions and/or facilitations which develop trainees' competences against relevant competency standards.
Recognition of Prior Learning	A process that examines an individual's non-formal and informal learning (or certificate) to determine to extent to which that individual has achieved required competences.
TVET agencies	The Ministry of Education's affiliated semi-autonomous entities in charge of TVET, including RP (Rwanda Polytechnic), RTB (Rwanda TVET Board), NESA (National Examination and School Inspection Authority), and HEC (Higher Education Council).
TVET institutions	TVET providers, including RP colleges, called IPRCs (Integrated Polytechnic Regional Colleges), TSSs (Technical Secondary Schools), and VTCs (Vocational Training Centres).
Verification	A process of verifying whether a trainee is successfully trained and assessed to achieve competences against relevant competency standards.

Contents

1. INTRODUCTION

1.1. Background

The National Strategy for Transformation 1 (NST 1) outlines the overall mid-term development strategy to achieve the Rwanda's Vision 2050. NST 1 has the pillar, Social Transformation, which has a goal and objective to develop Rwandans into capable and skilled people with quality standards of living in a stable and secure society. The goal and objective are to be achieved through the priority area to enhance the demographic dividend through improved access to quality education.

To achieve the goal and objective, the Government of Rwanda through the Ministry of Education (MINEDUC) spearheads Technical and Vocational Education and Training (TVET) as one of priorities. The Education Sector Strategic Plans (ESSPs) state the Ministry's clear TVET strategy that utilises competency-based approach into TVET. This is also confirmed in the Rwandan Qualification Framework (RQF) that highlights competency-based approach to learning, teaching, assessment, certification and qualification in TVET. To do so, the Ministry emphasises on strategic, coordinated, harmonised and regulated TVET CBT/CBA implementation by its affiliated semi-autonomous entities that include Rwanda Polytechnic (RP), Rwanda TVET Board (RTB), National Examination and School Inspection Authority (NESA) and Higher Education Council (HEC).

The Rwandan TVET has officially initiated the CBT/CBA approach since 2017. Vocational Training Centres (VTCs) have delivered CBT/CBA for the RQF Level 1-2 and Technical Secondary Schools (TSSs) for the RQF Level 3-5. The RQF Level 1-5, called TVET Basic Education, has been coordinated by RTB and harmonised by NESA. RP colleges, called IPRCs (Integrated Polytechnic Regional Colleges), have also implemented CBT/CBA for TVET Higher Education, which is the RQF Level 6 and above, having been coordinated by RP and harmonised by HEC. Indeed, Rwanda has been now in full implementation of CBT/CBA.

However, various challenges have been identified in CBT/CBA implementation during the last years. Above all, TVET trainers have not yet been fully capacitated in CBT/CBA implementation. Although Rwanda TVET Trainer Institute (RTTI), which was inaugurated under RP in 2018, has spearheaded capacity building courses for TVET trainers in CBT/CBA, relevant official certificate structures and processes for TVET trainers have not been established. This has led to confusions and mismanagement to identify, mobilise, employ, and promote competent TVET trainers in CBT/CBA implementation at TVET agencies, including RP, RTB, NESA and HEC, and TVET institutions, including RP colleges, TSSs, and VTCs. In other words, TVET trainer certification structure and process in the Rwandan CBT/CBA system have not been standardised and harmonised by TVET agencies, including RP, RTB, NESA and HEC, while TVET institutions, including RP colleges, TSSs, and VTCs, have not been clearly guided regarding capacity building for TVET trainers and administrators.

The TVET Sub-Sector Working Group (TVET SSWG), the high-level policy dialogue forum with stakeholders, including relevant ministries, TVET agencies, TVET institutions, development partners and labour market-related stakeholders, in the Rwandan TVET sub-sector under the Education Sector Working Group (ESWG), identified the challenges through various meetings and retreats. To tackle the challenges, the TVET SSWG formulated its taskforce in CBT/CBA Implementation. The taskforce was particularly tasked to develop the TVET Trainer Certification Framework. This TVET Trainer Certification Framework was developed by the taskforce, reviewed by TVET SSWG and responsible TVET agencies, including RP, RTB, NESA and HEC, and validated by TVET senior management in MINEDUC.

1.2. Objectives

With the abovementioned background, the main objectives of this framework are to standardise, harmonise and guide TVET trainer for their continuous professional development in the formal TVET system. First of all, the structure for TVET trainer certification is defined and described to standardise capacity building pathways for TVET trainers. Second of all, the responsible actors and relevant procedures are

specified and elaborated to coordinate and harmonise the certification processes between competent TVET agencies, such as RP, RTB, NESA and HEC, and/or TVET institutions, including RP colleges, TSSs and VTCs. Third of all, key templates, criteria and explanations in TVET trainer certification and capacity building are provided to guide the CBT/CBA implementation to various TVET stakeholders.

1.3. Policy Statements

The formal TVET system in Rwanda is established through laws and ministerial orders based on the Article 20 of the constitution of the Republic of Rwanda of 2003 revised in 2015, which states that every Rwandan has the right to education. The Law N° 010/2021 of 16/02/2021 determining the organization of education reveals that TVET is one of three categories of formal education that includes general education, TVET and professional education (Article 12). The same law (Article 13) distinguishes the formal TVET system as three cycles: (1) RQF Level 1 and 2 (delivered by VTCs), (2) RQF Level 3-5 (by TSSs), and (3) RQF Level 6 and above (by RP colleges). The RQF levels in TVET are specified in the Ministerial Order N° 003/MINEDUC/2021 of 20/10/2021 determining Rwanda Qualifications Framework (RQF). This shows that the RQF levels refer to academic qualification as the more the qualification holders' level increases the more their competences increase in terms of the following five domains: (a) knowledge & understanding, (b) applied knowledge, understanding and practice (c) generic cognitive skills, (d) communication, ICT and numeracy skills and (e) autonomy, responsibility and working with others.

In the formal TVET system, competency-based approach is highlighted as the strategic means. The Ministerial Order N° 003/MINEDUC/2021 of 20/10/2021 determining Rwanda Qualifications Framework (RQF) states that learning, teaching, assessment and awarding & recognising degrees and certification in TVET are implemented through competency-based approach. Also, the Ministerial Order Nº 001/MINEDUC/2021 of 20/10/2021 determining standards in education describes that teaching and learning in TVET are based only on the approved curricula (Article 14 of Chapter III), which are required to be developed and implemented based on

competency-based approach according to the 002/MINEDUC/2021 OF 20/10/2021 Establishing Curriculum in General, Professional, and TVET Basic Education (Article 7 of Chapter IV).

The competency-based approach is implemented by the MINEDUC's affiliated semi-autonomous entities, including RP, RTB, NESA and HEC. On the one hand, the RQF Level 1-5 (called TVET Basic Education) is coordinated by RTB and regulated by NESA. RTB is missioned to coordinate TVET CBT/CBA implementation through designing and distributing curricula, teaching materials, trainer's guides, methodologies, and training methods to TSSs and VTCs (the Presidential Order N° 123/01 of 15/10/2020). NESA has the mission to regulate the quality of TVET CBT/CBA through providing accreditations, monitoring the implementation of norms and standards, ensuring the quality of education, and preparing, conducting and marking national exams to TSSs and VTCs (the Presidential Order N° 121/01 of 15/10/2020). On the other hand, the RQF Level 6 and above (called TVET Higher Education) is coordinated by RP and regulated by HEC. The RP has a mission offering TVET CBT/CBA courses leading to diplomas and degrees in RQF Level 6 and above through its subordinated RP colleges (the Law N° 22/2017 of 30/05/2017). The HEC is responsible for enhancing quality of education in RP colleges through its quality assurance activities (the Presidential Order N° 081/01 of 28/08/2020).

In line with this system, RP and RTB are additionally mandated to develop capacities of TVET trainers and administrators regarding CBT/CBA. RP is missioned to coordinate programs and activities to develop and upgrade capacities of TVET trainers and administrators in TVET institutions (the Law N° 22/2017 of 30/05/2017). Similarly, RTB is missioned to coordinate programs and activities that ensure TVET trainers' capacities (the Presidential Order N° 123/01 of 15/10/2020). To do so, Rwanda TVET Trainer Institute (RTTI) was established under RP to develop and implement capacity building courses and relevant certification processes for TVET trainers and administrators (the Organisation Chart in RP). This suggests that RTTI, which is managed by RP in collaboration with RTB's coordination, is the sole agency to spearhead TVET trainer certification.

2. CERTIFICATE STRUCTURE

The TVET trainer certificates consist of the followings: (1) TVET Trainer Certificate, (2) Senior TVET Trainer Certificate, (3) Master TVET Trainer Certificate, (4) TVET School Management and Leadership Certificate, (5) Technical Competency Certificate, and (6) In-Company Instructor Certificate. These certificates present required competences to be achieved by TVET trainers in the formal TVET system. In other words, these certificates suggest TVET trainers a roadmap in continuous professional development. Thus, this certificate structure represents TVET trainers' pathways to develop relevant competences in their careers.

Figure 1: TVET Trainer Certificate Structure
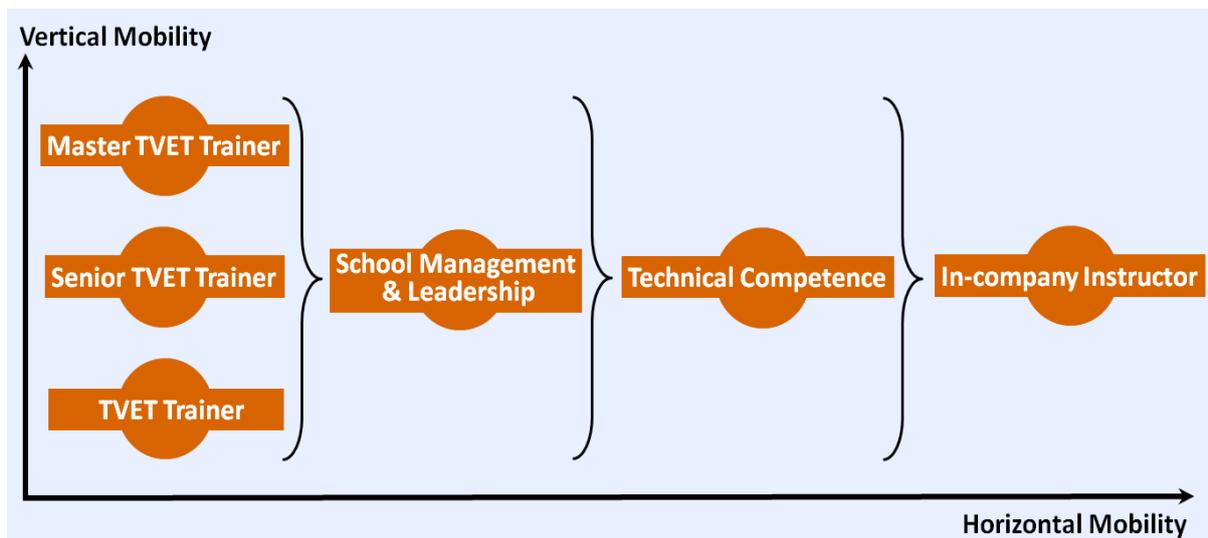
As shown in the below figure, TVET trainers are provided four types of pathways in continuous professional development: (a) pedagogic, (b) managerial, (c) technical, and (d) workplace-based learning related pedagogic competences. Firstly, pedagogical competences in TVET programs and trades are hierarchically represented by TVET Trainer Certificate, Senior TVET Trainer Certificate, and Master TVET Trainer Certificate. Secondly, managerial competences and leadership in TVET institutions are demonstrated in School Management and Leadership Certificate. Thirdly, TVET trainers are verified about their relevant technical competences through various Technical Competency Certificates. Fourthly, pedagogic competences to facilitate work-based learning in industries and/or companies are recognised with In-

company Instructor Certificate. With these types, TVET trainers are encouraged to improve their competences during their careers.

As far as the TVET program/trade related pedagogic and workplace-based learning related pedagogic competences are concerned, it is important to note that their relations are hierarchical. Higher levels of certificates show extended pedagogical competences that cover lower levels of certificates. The below figure shows the relations of pedagogic competences to be verified by the certificates. However, the other certificates, including TVET School Management and Leadership Certificate and Technical Competency Certificate, represent parallel competences required in the formal TVET system.

Figure 2: Pedagogic Competences targeted in TVET Trainer Certificate Structure
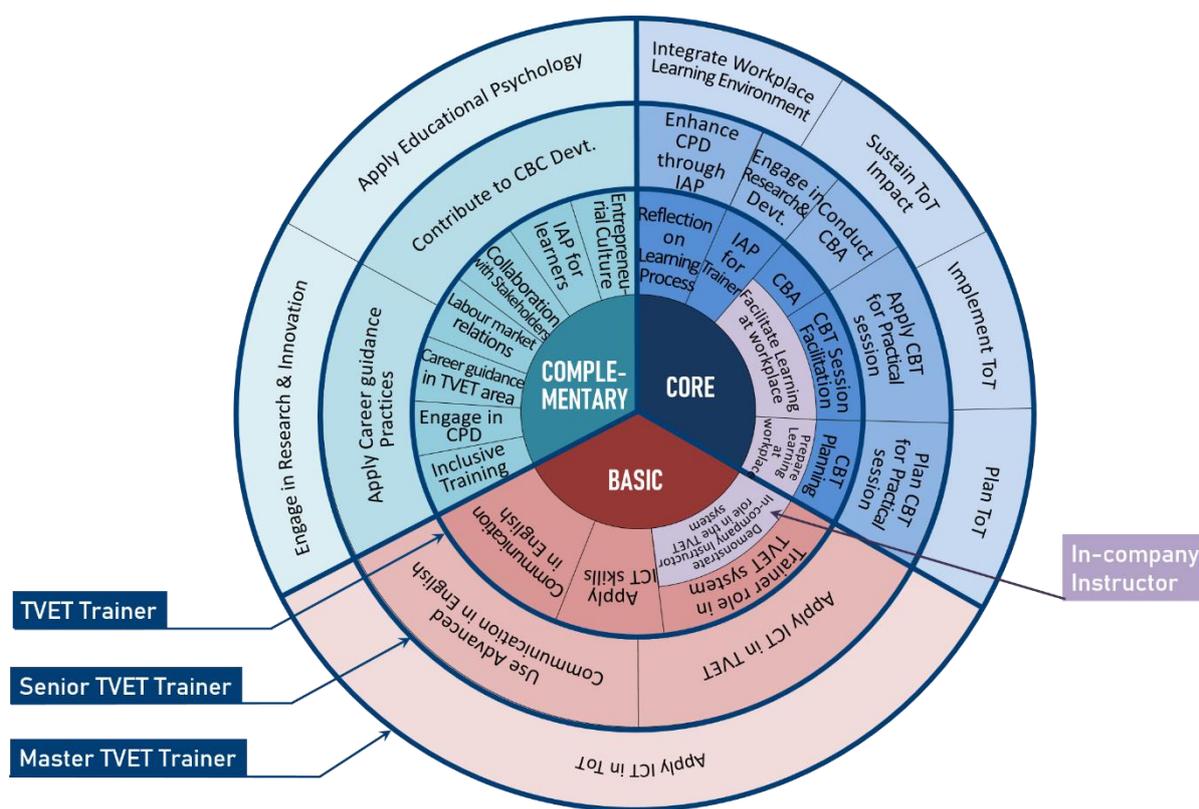
The below describes certificate details when it comes to targeting roles, requirements in qualification and professional experience, verified competences, and specific expertise for TVET trainers.

2.1. TVET Trainer Certificate

(A) Required Role

- To improve the quality of TVET delivery through learner-centred, innovative, and inclusive CBT/CBA in TVET programs and/or trades.

(B) Minimum Requirements

- TVET Certificate Five (RQF Level 5 or equivalent).

(C) Verifiable Competences

1) Communicate in English that supports the learning process
2) Apply ICT skills that support training
3) Demonstrate TVET Trainer role in TVET system
4) Provide inclusive training
5) Engage in Continuous Professional Development
6) Support career guidance in TVET vocational area
7) Involve the labour market in CBT/CBA
8) Collaborate with stakeholders
9) Facilitate workplace learning
10) Promote entrepreneurial culture that supports effective learning
11) Reflect on the learning process
12) Engage in Industry-based training
13) Plan CBT/A Sessions
14) Facilitate Competency-based learning process
15) Facilitate CBA

2.2. Senior TVET Trainer Certificate

(A) Required Role

- To improve the quality of TVET delivery through learner-centred, innovative, and inclusive CBT/CBA in TVET programs and/or trades.
- To facilitate advanced TVET programs and/or trades that require applications of technics/technologies and practical skills.

(B) Minimum Requirements

- TVET Diploma (RQF Level 6 or equivalent) or
  TVET Certificate Five (RQF Level 5) with ten (10) years of professional teaching experience in TVET.

(C) Verifiable Competences

- In addition to verifiable competences in TVET Trainer Certificate,
1) Use Advanced Communication in English as a medium of TVET
2) Apply ICT in TVET
3) Contribute to CBC Development
4) Apply career guidance practices
5) Enhance CPD through IAP
6) Engage in research and development
7) Plan Competency Based Training for practical sessions
8) Apply Competency Based Training in practical sessions
9) Conduct Competency Based Assessment

(D) Specific Expertise

1) Curriculum Development
2) Career Guidance

2.3. Master TVET Trainer Certificate

(A) Required Role

- To improve the quality of TVET delivery through learner-centred, innovative, and inclusive CBT/CBA in TVET programs and/or trades.
- To facilitate advanced TVET programs and/or trades that require applications of technics/technologies and practical skills.
- To facilitate training of TVET trainers (ToT)

(B) Minimum Requirements

- Bachelor of Technology (BTech) (RQF Level 8 or equivalent) or
  TVET Diploma (RQF Level 6 or equivalent) with five (5) years of professional teaching experience in TVET.

(C) Verifiable Competences

- In addition to verifiable competences in TVET Trainer Certificate and Senior TVET Trainer Certificate,
1) Apply ICT in ToT
2) Apply Educational Psychology
3) Engage in Research & Innovation
4) Plan ToT
5) Implement ToT
6) Sustain ToT Impact
7) Integrate Workplace Learning Environment

(D) Specific Expertise

- In addition to specific expertise in Senior TVET Trainer Certificate,
  (the below is optional)
1) Apply Educational Psychology
2) Engage in Research & Innovation

2.4. TVET School Management and Leadership Certificate

(A) Required Role

- To improve the quality of TVET through upgrading capacities of leadership and management in TVET institutions.

(B) Minimum Requirements

- Advanced Diploma (RQF Level 7 or equivalent).
- Professional and current experience in TVET.

(C) Verifiable Competences

1) Demonstrate School Manager role in TVET System
2) Manage People and Promote Professional Development
3) Manage Effective use of School Resources
4) Collaborate with Stakeholders
5) Provide Strategic Direction
6) Manage Effective Learning and Training Process
7) Provide TVET Quality Management

2.5. Technical Competency Certificate

(A) Required Role

- To improve the quality of TVET delivery through upgraded technical, practical and/or technological competences in specific fields.

(B) Minimum Requirements

- TVET Certificate Five (RQF Level 5 or equivalent).
- Professional and current experience in TVET.

(C) Verifiable Competences

- Technical, practical, and/or technological competences in TVET fields.

2.6. In-Company Instructor

(A) Required Role

- To facilitate, instruct and/or perform workplace-based learning in industries, companies and/or relevant workplaces in parts of TVET delivery.

(B) Minimum Requirements

- TVET Certificate Three (RQF Level 3 or equivalent) and professional current experience in industries, companies and/or relevant workplaces. Or,
  TVET Certificate Five (RQF Level 5 or equivalent) and professional current teaching experience in TVET.

(C) Verifiable Competences

1) Demonstrate In-company Instructor role in the TVET system
2) Prepare Learning at Workplace
3) Facilitate Learning at Workplace

3. CERTIFICATION PROCESS

The certification process is implemented by RTTI that is managed and supervised by RP. For trainers in TVET Basic Education, RTB is accountable for coordinating their continuous professional development with the certificate pathways while RP is for trainers in TVET Higher Education.

Figure 3: Institutional Arrangement in Certification Process
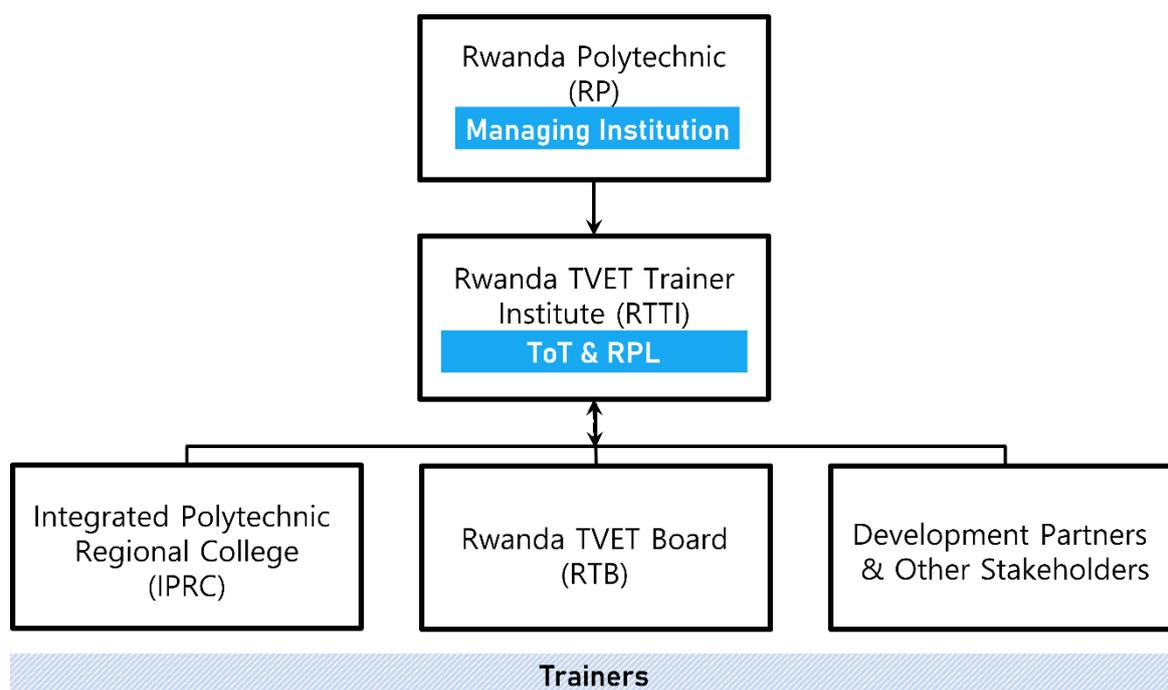
In collaboration with various stakeholders, such as IPRCs, RTB, and development partners, RTTI spearheads the certification process, which consists of training of TVET trainers (ToT), and recognition of prior learning (RPL) for TVET trainers. This suggests that TVET trainers are encouraged to achieve certificates through RTTI's ToT programs, and/or RPL process. In ToT, TVET trainers can be provided the following certificate courses: (1) TVET Trainer Certificate Course, (2) Senior TVET Trainer Certificate Course, (3) Master TVET Trainer Certificate Course, (4) TVET School Management and Leadership Certificate Course, (5) In-Company Instructor Program, and (6) certificate programs in Technical Competences. In case that TVET trainers have verifiable competences with minimum requirements, they can request RPL processes for relevant certificates or modules in relevant certificates.

3.1. Training of Trainers

The ToT programs are procedurally implemented in line with the below figure. The process consists of the followings: (a) Needs Assessment, (b) Training Request, (c) Admission, (d) ToT Implementation, and (e) Certification.

Figure 4: ToT Process
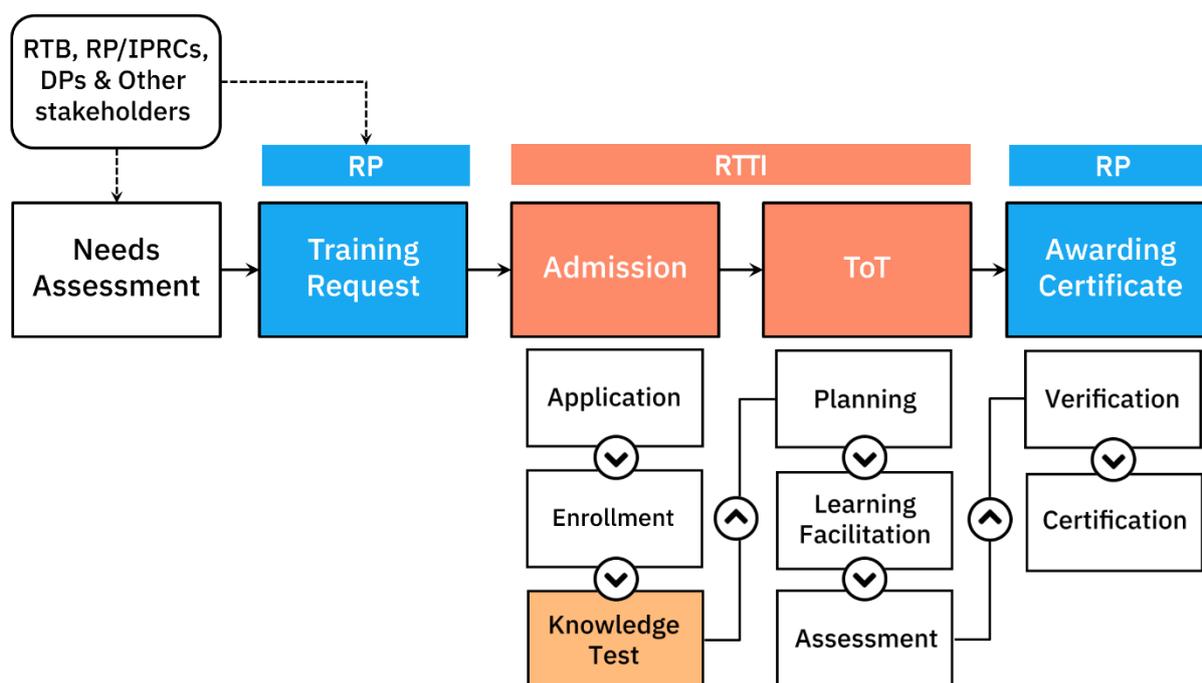
Once ToT needs are identified, official training requests are expected to be made by various stakeholders, such as TVET institutions, RTB, and development partners, to RP as the managing institution for RTTI. Once the formal request for ToT is submitted, RP is required to decide whether relevant ToT program is accepted or declined.

In the admission process, RTTI conducts (a) admission, (b) enrolment, and (c / optional) knowledge test. At the application stage, RTTI require tentative candidates to apply relevant training courses. This is followed by the enrolment stage in which eligible candidates who meets minimum requirements for relevant certificates, which are referenced in the chapter *2. Certificate Structure*, are enrolled in relevant ToT courses. In case that there are high numbers of candidates beyond capacities in ToT implementations, RTTI may apply specific requirements for candidates to enrol relevant trainings. Lastly, knowledge tests are optionally and strategically provided to

tentatively enrolled candidates. The knowledge tests are designed and implemented by RTTI and/or implementation partners for various strategic purposes. For instance, the tests may be used to grasp competences of candidates for the purpose of planning ToT. In case that there are still high numbers of tentatively enrolled candidates beyond ToT capacities, the knowledge tests may be used to identify more eligible candidates. Once the knowledge tests are completed, the candidates are officially enrolled in relevant training.

To implement relevant ToT programs, RTTI is expected to plan, facilitate, and assess candidates in accordance with Competency-Based Curriculum (CBC) and other specific requirements for relevant certificate courses. This process is conducted by competency-based approaches in which the official guidelines and frameworks, including TVET Competency-based Training and Assessment Framework, are referenced and applied with necessary modifications. It is important to note that actual implementations of ToT programs may be done by implementing partners, such as but not limited to training institutions, development partners, project implementation units, or industries/companies, if necessary. For example, technical and practical trainings may be provided by relevant companies or training institutions in partnership with RTTI. Pedagogical or managerial trainings may be offered by specific project implementation units, development partners or TVET agencies. In those cases, RP and RTTI are required to establish partnership with them to clarify roles and responsibilities. More importantly, actual ToT implementation processes are required to be documented with trainer and trainee portfolios for the purpose of quality assurance.

Upon ToT implementations are completed, RP is expected to proceed on its certification process in line with CBCs and other specific requirements for relevant certificate courses. To do so, candidates are required to be verified of their achieved competences targeted in relevant ToT programs. In practice, trainer and trainee portfolios are usually verified about whether candidates are appropriately trained and assessed in line with standardised competency-based approaches. In some cases, verification processes may be strategically applied with specific requirements for relevant certificate courses. For example, In-company Instructor Certificate Course may require practical assessments in apprentices even though portfolio verifications are completed. In any ways, only for candidates who are fully and strictly verified of

their competences required in ToT programs, relevant certificates are officially provided by RP.

3.2. Recognition of Prior Learning

When TVET trainers have verifiable competences that are not attained by the abovementioned ToT programs, they may apply for relevant certificates, or a/some specific competency(s) in relevant certificates, through RPL. This RPL application is examined by RTTI to decide whether applied TVET trainers are eligible to be recognised with relevant certificates, or a/some specific competency(s) in relevant certificates. For trainers who are successfully verified in RPL, relevant certificates are formally provided by RP.

Figure 5: RPL Process
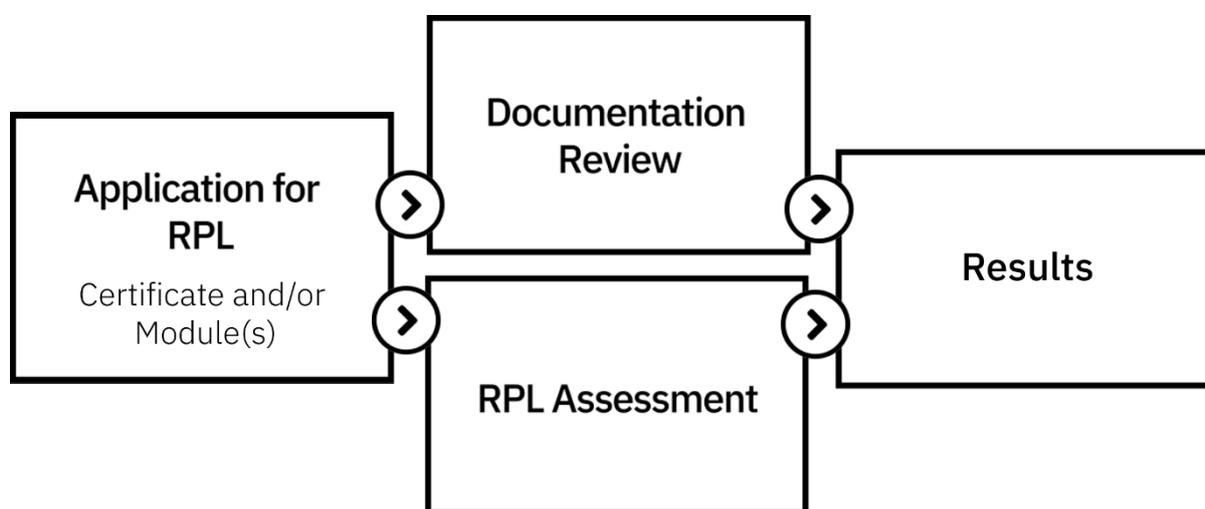
In the application stage, candidates are expected to apply for a certificate or a/certain competency(s) within the certificate. The application for a certificate is called RPL for certificate while the one for a/some competency(s) within the certificate is RPL for module(s). This application process is required to be addressed to RP cc to RTTI.

At the RPL implementation stage, there are two types of examinations: (a) document review, and (b) assessment. When candidates possess equivalent documents, such

as but not limited to certificates that are not issued by RP/RTTI, the document review track is conducted. In this track, documents are reviewed regarding whether candidates have verifiable competences defined in the certificate structure. On the other hands, the RPL assessment track is applied to candidates who do not have supporting documents verifying relevant competences. In this case, candidates are provided relevant assessments in ToT programs.

For successful candidates in RPL, relevant certificates or module(s) recognitions are granted by RP/RTTI. In case that candidates are denied, they may appeal decisions about RPL, which is followed by appropriate responses by RP/RTTI.

ANNEX. TASKFORCE MEMBERS IN TVET SUBSECTOR WORKING GROUP TASKFORCE IN CBT/CBA IMPLEMENTATION

No.	Name	Organisation	Position
1	Mr. NIYONGABO Eric	MINEDUC	Advisor to MOS for ICT & TVET
2	Dr. Sylvie MUCYO	RP	Vice Chancellor
3	Prof. MUSABE Richard	RP	Deputy Vice-Chancellor in Charge of Training, Institutional Development, and Research (DVC-TIDR)
4	Mr. Joseph Silvano MFINANGA	RP	Technical Advisor in Academic quality assurance and program development
5	Dr. Yongabo Parfait	RP	Division Manager in charge of Institutional Development, Applied Research and Consultancy
6	Mr. Daton Eric NGIRINSHUTI	RP	Division Manager in charge of Digital Content and Connectivity ·
7	Mr. SERUHUNGO Kamanzi	RP	Advisor to Vice Chancellor
8	Mr. Jean de Dieu Mulindahabi	RP	Quality Assurance Coordination Specialist
9	Mr. BIZIYAREMYE Jean Baptiste	RP	Energy and Natural Resources Quality assurance specialist
11	Mr. Aimable RWAMASIRABO	RTB	Head of Department Curriculum and Instructional Material Development
12	Mr. Jean de Monfort UWINTWARI	RTB	CBT/CBA implementation Specialist
13	Mr NTAHONTUYE Felix	RTB	Agriculture and Animal health trades Specialist
14	Mr. Emmanuel NGENDAHIMANA	NESA	Ag. Director of TVET Trades Question Item Unit
15	Mr. Ildephonse HABIYAMBERE	NESA	School Accreditation Specialist
16	Mr. DUSABIMANA Theodore	HEC	Head of Department- Polytechnics Quality Standards
17	Dr. NDIKUBWIMANA Theoneste	HEC	Head Of Department: Academic Quality; Accreditation; Standards and Qualification Framework
18	Mr. Fabien HABIMANA	HEC	Analyst
19	Dr. Gervais MUNYANZIZA	IPRC-Gishali	Deputy Principal in Charge of Academics and Training
20	Mr. SHEMA Fred	IPRC-Gishali	Director of Academic Services
21	Mr. NTIHINYURWA Jean Bosco	IPRC-Gishari	Assistant Lecturer

No.	Name	Organisation	Position
22	Mr. MUSINGA MPAMBARA Callixte	IPRC-Gishari	Assistant Lecturer & HoD of Agriculture Engineering
23	Dr. Amon GASAGARA	IPRC-Huye	Deputy Principal in Charge of Academics and Training
24	Mr. NDABAMENYE Theogene	IPRC-Huye	Lecturer HoD of Civil Engineering
25	Mr. Leonard MANIRAMBONA	IPRC-Karongi	Deputy Principal in Charge of Academics and Training
26	Mrs. KAYITESI Anne Marie	IPRC-Karongi	Ag. Director of Quality Assurance
26	Mr. MANIRAHARI Philogene	IPRC-Karongi	Academic Quality Assurance Officer
27	Dr. Alice IKUZWE	IPRC-Kigali	Deputy Principal in Charge of Academics and Training
28	Mrs. INGABIRE Clementine	IPRC-Kigali	Ag. Director of Quality Assurance
29	Mr. SABUSHIMIKE Donatien	IPRC-Kigali	Lecturer and HoD of ICT
30	Mr. BENIMANA Jean Claude	IPRC-Kigali	Lecturer
31	Mr. JAMBO Jean D'Amour	IPRC-Kigali	Assistant Lecturer
32	Dr. NSENGUMUREMYI Concorde	IPRC-Kitabi	Deputy Principal in Charge of Academics and Training
33	Mr. HAKIZIMANA Isidore	IPRC-Kitabi	Lecturer & HoD of Nature Conservation &
34	Eng. Emile ABAYISENGA	IPRC-Musanze	Principal
35	Dr. Esdras NSHIMYUMURENYI	IPRC-Musanze	Deputy Principal in Charge of Academics and Training
36	Mr. ISHIMWE Viviane	IPRC-Musanze	Assistant Lecturer & HoD of Electrical Technology
37	Mr. MUSONERA Ephrem	IPRC-Ngoma	Principal
38	Dr. Jean Claude HABUMUGISHA	IPRC-Ngoma	Deputy Principal in Charge of Academics and Training
39	Mr. TUYISENGE Edmond Nicolas	IPRC-Ngoma	Assistant Lecturer & HoD of Mechanical Engineering
40	Mrs. MUNEZERO Wivine	IPRC-Ngoma	Trainer
41	Dr. MUHIRWA Alexis	IPRC Tumba	Deputy Principal in Charge of Academics and Training
42	Mr. NKURANGA Jean Bosco	IPRC-Tumba	Director of Quality Assurance
43	Mr. BANANEZA Christophe	IPRC-Tumba	Assistant Lecturer
44	Prof. KOH Jinhyun	TQUM	Project Manager
45	Mrs. Maria Bernadette M. Ramos	TQUM	Project Leader

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47	Dr. HWANG Suk	TQUM	TVET CBT/CBA Expert
48	Prof. RIM Kyung Hwa	TQUM	TVET Occupational Standards Expert
49	Dr. KIM Euikyung	TQUM	TVET Training Expert
50	Dr. LEE Byung Chul	TQUM	TVET Curriculum Development Expert
51	Prof. LEE Sang Kon	TQUM	TVET Labour market Analysis Expert
52	Dr. KANG Seon Ae	TQUM	TVET Labour market Analysis Expert
53	Mrs. JE Dabin	TQUM	Project Action Officer
54	Mr. GANZA Jean Francois Regis	TQUM	TVET Curriculum Development Specialist
55	Mr. HATEGEKIMANA Olivier	TQUM	TVET Curriculum Development Specialist
56	Mrs. DUKUZIMANA Therese	TQUM	TVET Quality Assurance Specialist
57	Mr. NIYONKURU Sylvestre	TQUM	TVET Quality Assurance Specialist
58	Mr. Aimable NZABIRINDA	TQUM	TVET Capacity Building Specialist
59	Mr. HARELIMANA Wilson	TQUM	TVET Capacity Building Specialist
60	Mr. Joseph HAKIZIMANA	TQUM	TVET M&E Specialist
61	Mr. BUNANI Jean Baptiste	TQUM	TVET Partnership Coordinator

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