
TVET QUALITY AUDIT REPORT 2023

Rwanda Qualification Framework Level 1-5

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NATIONAL EXAMINATION AND
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EXECUTIVE SUMMARY

To achieve the goal and objective of National Strategy for Transformation 1 (NST 1), the Ministry of Education (MINEDUC) spearheads Technical Vocational Education and Training (TVET) as one of its priorities. The Education Sector Strategic Plan (ESSP) states its clear TVET strategy that utilizes competency-based training and assessment (CBT/CBA) in TVET. To do so, the TVET Sub-Sector Working Group, which is the high-level policy coordination group under the Education Sector Working Group managed by MINEDUC, developed TVET Competency-based Training and Assessment (CBT/CBA) Implementation Framework. In line with the framework, the National Examination and School Inspection Authority (NESAS) has encouraged Technical Secondary Schools (TSSs for RQF Level 3-5) and Vocational Training Centers (VTCs for RQF Level 1-2) to provide high-quality CBT/CBA.

To regulate the TVET quality, NESAS, in collaboration with TVET Quality Management Project (TQUM), conducted the TVET Quality Audit 2023 to 377 TSSs and 160 VTCs. The quality audit had a purpose of methodical examining TSSs' and VTCs' current TVET qualities against the TVET Quality Standards, which was developed by NESAS in line with the TVET CBT/CBA Implementation Framework. In other words, the quality inspection was rigorous studies and surveys to monitor and evaluate TVET schools' qualities against the pre-defined quality criteria.

The TVET Quality Audit 2023 was carried out by 1 Chief of Inspection, 3 Inspection Coordinators, 4 Inspection Facilitators, and 53 Quality Inspectors. As a result of inspections, TSSs and VTCs were assessed as marks between 1 (the worst) and 100 (the best). Based on the marks, the quality levels of TVET CBT/CBA delivery were evaluated and categorized into excellent (100-85), good (84-65), moderate (64-40), and poor (39-0). The inspection team provided strategic recommendations for TSSs and VTCs to improve their TVET deliveries.

Throughout this audit, the overall quality marks of TSSs (for RQF Level 3-5) were assessed as 66.2 out of 100. While 12 (3.2%) and 210 (55.7%) TSSs were evaluated and categorized as *Excellent* and *Good* in their TVET qualities respectively, whereas 146 (38.7%) schools and 9 (2.4%) schools were categorized as *Moderate* and *Poor*. It was observed that 41.1% of TSSs were revealed as not having the minimum quality assurance levels, which were assumed as the overall quality marks above 65 out of 100 (*Excellent* and *Good*). This undesirable result was likely to stem from the challenging qualities of processes in CBT/CBA (58.3) and Leadership & Management (57.1) in comparison to the basic qualities of inputs in CBT/CBA (74.3) and Leadership & Management (75.0).

Many TSSs had basic inputs in CBT/CBA, including accredited competency-based curricula (CBC), TVET CBT/CBA Implementation Framework, technical workshops, classrooms, sufficient trainers with required qualifications, and trainees meeting entry requirements, and in Leadership and Management, such as administrative facilities, and leaders & staff with required qualifications. However, many TSSs did not possess necessary learning resources, including equipment, tools, materials, consumables, trainer & trainee manuals, and consumables, to deliver CBC. Also, they faced the shortage of supportive facilities, such as smart classrooms, computer laboratories, and libraries, to facilitate trainees' learning performances. More importantly, CBT/CBA implementation statuses were challenging. This was particularly caused by the lack of internal quality assurance activities, especially including internal verification, in TSSs. The quality audit found that the less internal quality assurance activities were conducted, the worse the training and assessment were implemented in TSSs. In addition to the CBT/CBA processes, TSSs were unlikely to manage and maintain their facilities, equipment, materials, and tools, which might lead to deteriorating qualities in CBT/CBA inputs. Also, their student managements, such as enrolment planning, admission management, welfare management, and alumni management, and other supportive managements, such as community outreaches and industry partnerships, were challenging, which might lead to reducing trainee performances. On the other hands, this inspection observed some opportunities to improve the TVET qualities in TSSs. TSSs were likely to perform comparatively high-quality CBT/CBA when they adopted and utilized CBC, when they adopted and utilized the TVET CBT/CBA Implementation Framework, and/or when they had more than 50% of trainers who were pedagogically competent. Therefore, it was concluded in this quality audit that TSSs were required to be improved in their TVET qualities through tackling the above-mentioned weaknesses and threats as well as through strengthening the opportunities.

As far as the TVET qualities in VTCs were concerned, the overall marks were analyzed as **56.3. Out of 160 VTCs, 1 (0.6%) and 47 (29.4%)** were assessed and categorized as *Excellent* and *Good* in their TVET qualities. On the other hands, **84 (52.5%) and 28 (17.5%) of VTCs** were *Moderate* and *Poor*, respectively. This means that only **30%**

of VTCs achieved the minimum quality assurance standards (the overall quality marks above 65 or *Excellent & Good*). This challenging result was likely to come from the process statuses in CBT/CBA (44) and Leadership & Management (50.6) although the inputs in CBT/CBA (62) and Leadership & Management (68.8) were required to be enhanced more. Many VTCs had basic inputs in Leadership and Management, such as administrative facilities, and leaders & staff. Even in the CBT/CBA inputs, the quality was closed to the minimum levels, especially in their curricula, technical workshops, classrooms, sufficient trainers with required qualifications, and trainees meeting entry requirements. Nonetheless, it was observed that **some VTCs were not implementing CBC because some trades in RQF Level 1-2 did not have relevant CBC developed by RTB**. Moreover, **most VTCs faced the shortage of learning resources, including equipment, tools, materials, and consumables**, to deliver CBC. Many VTCs were not yet introduced the official CBT/CBA guidelines. Supportive facilities, such as **smart classrooms, computer laboratories, and libraries, were seldom found in VTCs**. Most seriously, VTCs were unlikely to implement CBT/CBA as required.

Many VTCs' CBT/CBA plannings and implementations were below minimum qualities. This was because of the **lack of internal quality assurances**, especially including CBT/CBA verification. In other words, VTC trainers were unlikely to deliver CBT/CBA in appropriate ways simply because they were **not supervised by school leaders**. This challenging school managements led to low qualities even in leadership implementations, human resource & financial managements, estate & asset managements, student managements, and other supportive managements, such as community outreaches and industry partnerships. Despite the weaknesses, some opportunities were observed in this inspection. Similar to the cases in TSSs, VTCs were likely to improve their qualities when they adopted and utilized CBC, when they were introduced the TVET CBT/CBA Implementation Framework, and/or when they had, at least, 50% of TVET trainers who were pedagogically certified in CBT/CBA. Hence, this quality audit concluded that VTCs should be ameliorated in their TVET qualities, not only, by utilizing the opportunities strategically, but also by enhancing the weaknesses.

Based on the main findings in quality audit, ten strategic recommendations were developed as priorities. **The short-term recommendations** were considered as the **urgent priorities** to be implemented **within one year**. On the other hands, **long-term recommendations** were regarded as **significant priorities to be planned and conducted within three years**. **The strategic recommendations are the followings:**

- **Short-term 1:** TVET CBC for TVET trades that **miss relevant curricula** are required to be developed and distributed. **(Responsible Agency: RTB / Deadline: before the following school year)**
- **Short-term 2:** TVET CBT/CBA Implementation Framework needs to be distributed and disseminated to TSSs and VTCs. **(Responsible Agency: RTB / Deadline: by the end of following school year)**
- **Short-term 3:** Internal Verification should be conducted in each and every term in TSSs and VTCs, which need to submit relevant reports to NESAS. **(Responsible Agency: RTB / Deadline: by the end of the following school terms)**
- **Short-term 4:** At least 50% of trainers in TSSs and VTCs should be **pedagogically certified by Rwanda TVET Trainer Institute (RTTI)**. **(Responsible Agency: RTB / Deadline: by the end of following school year)**
- **Short-term 5:** Inventories are required to be developed to manage and maintain facilities and resources in TSSs and VTCs, which should submit relevant reports, including inventories and maintenance statuses, to NESAS. **(Responsible Agency: NESAS / Deadline: before the following school year)**
- **Long-term 1:** Learning resources should be improved based on school inventories and CBC requirements. **(Responsible Agency: RTB)**
- **Long-term 2:** Pedagogic competencies of all TVET trainers in TSSs and VTCs should be enhanced with RTTI. **(Responsible Agency: RTB)**
- **Long-term 3:** an e-Library is required to be developed in line with RTB's supports to smart classrooms. **(Responsible Agency: RTB)**
- **Long-term 4:** Trainers for general modules, including English, ICT, and/or Entrepreneurship, should be recruited and mobilized in VTCs. **(Responsible Agency: RTB and Districts)**
- **Long-term 5:** Leadership and Management processes are required to be improved in TSSs and VTCs. **(Responsible Agency: Districts)**

I. INTRODUCTION

The National Strategy for Transformation 1 (NST 1) outlines the overall mid-term development strategy in Rwanda. In particular, the 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 expected 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 Ministry of Education (MINEDUC) spearheads Technical Vocational Education and Training (TVET) as one of its priorities. The Education Sector Strategic Plan (ESSP) states its clear TVET strategy that utilizes competency-based training and assessment (CBT/CBA) into TVET. To do so, TVET Sub-Sector Working Group, which is the high-level policy coordination group under Education Sector Working Group managed by MINEDUC, has developed, and validated the following key frameworks: TVET Competency-based Curriculum (CBC) Development Framework, TVET Competency-based Training and Assessment (CBT/CBA) Implementation Framework, and TVET Trainer Certification Framework. The frameworks are expected to function as official guidelines to coordinate, harmonize, implement, and regulate TVET CBT/CBA in TVET institutions, including Technical Secondary Schools (TSSs) and Vocational Training Centres (VTCs).

In line with the MINEDUC's guidance, National Examination and School Inspection Authority (NESAS) was established to ensure the quality of TVET. One of NESAS's mandates is regulating the qualities of public, government-aided, and private TVET institutions in basic education based on Rwanda Qualification Framework (RQF) Level 1-5. To do so, NESAS develops TVET quality standards, and inspects TVET institutions, including TSSs (RQF Level 3-5) and VTCs (RQF Level 1-2). This suggests that NESAS has responsibilities to conduct regular quality audits to TVET institutions in basic education.

To strengthen the national capacities of TVET CBT/CBA quality management, a strategic project, named TVET Quality Management Project (TQUM), was initiated in November 2021. Being co-funded by MINEDUC and Korea International Cooperation Agency (KOICA), the TQUM project has its clear objectives to provide relevant and quality TVET CBT/CBA to produce competent graduates meeting labour market demands. In doing so, the project has three components: (a) to strengthen TVET CBC development framework, (b) to enhance TVET CBT/CBA implementation framework, and (c) to improve capacities of human resources in CBC/CBT/CBA. With the project components, NESAS is expected to achieve capabilities to regulate TVET CBT/CBA in TSSs and VTCs.

Through technical and financial assistance by the TQUM project, NESAS conducted a quality audit for three hundreds seventy-seven (377) TSSs (RQF Level 3-5) and one hundred sixty (160) VTCs (RQF Level 1-2) that has implemented TVET CBT/CBA in basic education. The quality inspection had an objective to methodically examine their current CBT/CBA implementation status against the TVET CBT/CBA Implementation Framework. In other words, the quality inspection was rigorous studies and serves to monitor and evaluate TVET quality against the pre-defined quality standards by NESAS. The result of inspections would be a basis for improving NESAS's quality assurance activities. Therefore, the purpose of TVET Quality Inspection 2022 was to regulate, guide and encourage TSSs and VTCs to improve their TVET CBT/CBA implementation.

This report highlights main findings and implications of this quality audit. This starts from approaches that were used in the inspection at the Chapter II. Then, the inspection results will be presented at the Chapter III, IV and V. Lastly, the Chapter VI will provide strategic recommendations to improve the quality of TVET CBT/CBA implementation in TSSs and VTCs.

II. APPROACHES

II.A. Objectives

The TVET Quality Audit 2023 had a general purpose to assure high-quality and relevant TVET CBT/CBA implementation in TSSs and VTCs that are regulated by NESAS. To do so, the audit was, not only, to monitor and evaluate TVET CBT/CBA delivery, but also to regulate and guide to improve the quality of TVET CBT/CBA. With this purpose, the quality inspection had the following objectives.

Firstly, the TVET CBT/CBA quality was to be monitored and evaluated objectively. To analyse the quality, TSSs and VTCs were to be monitored against pre-defined TVET Quality Standards in line with the TVET CBT/CBA Implementation Framework. The inspection results were to be presented as marks and scores between 1 (the worst) and 100 (the best). Based on the marks, the quality levels of TVET CBT/CBA delivery were to be evaluated and categorized into **excellent (100-86), good (85-66), moderate (65-41), and poor (40-0)**. The results were expected to be utilized as basis for **(re-)accreditation** and quality assurance activities for NESAS to enhance TVET CBT/CBA implementation in TSSs and VTCs.

Secondly, national TVET quality management activities, which were implemented by the TQUM project, were to be assessed to learn effective quality assurance strategies to regulate TSSs and VTCs. In particular, the efficacious of using TVET competency-based curricula (CBC), introducing TVET CBT/CBA Implementation Framework, and training of TVET trainers in CBT/CBA were evaluated in terms of the CBT/CBA delivery in TVET institutions. This was expected for NESAS to identify priorities to improve TVET CBT/CBA delivery in TSSs and VTCs.

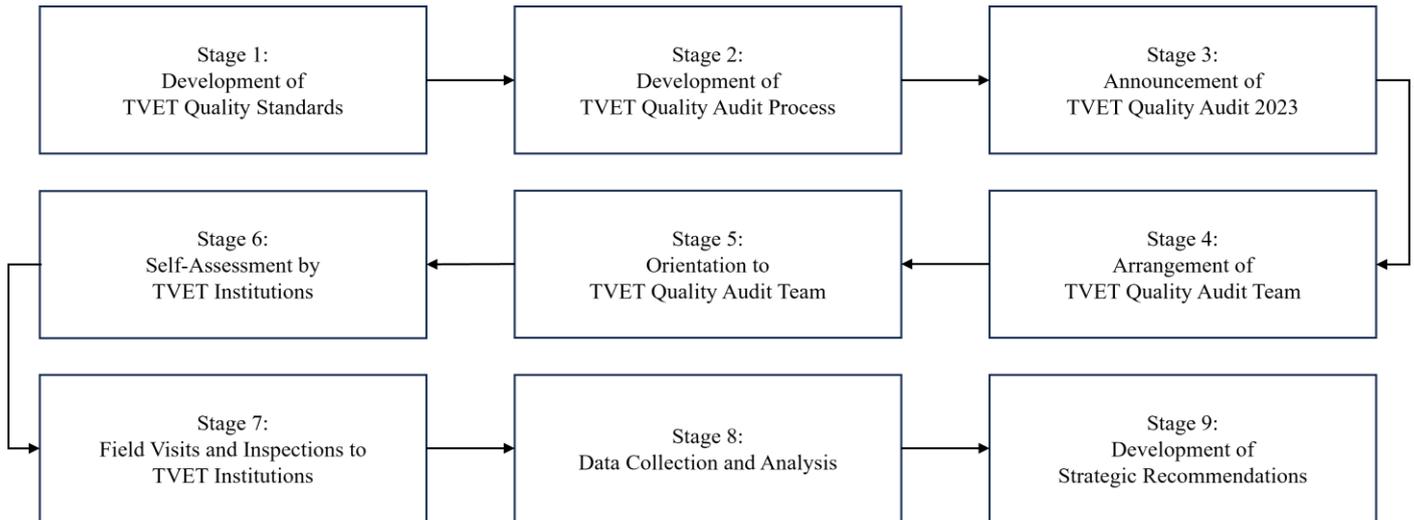
Thirdly, strategic recommendations were to be developed and provided to improve the TVET CBT/CBA delivery in TSSs and VTCs. The recommendations were produced from implications of the above inspection results. The recommendations were required to be specific, measurable, achievable, relevant and time bounded. These would function as priority targets of NESAS's quality assurance activities.

To fulfil the objectives, every TSS and VTC were inspected. In other words, the quality inspection was a complete study of all TVET CBT/CBA implementations in Rwanda Qualification Framework (RQF) Level 1-5. (Annex I shows the objects of TSSs and VTCs in this inspection).

II.B. Operational Framework

To meet the above objectives, the operational framework was developed as presented in the Figure 1. The following nine stages were approved by NESAS: (1) Development of TVET Quality Standards, (2) Development of TVET Quality Audit Process, (3) Announcement of TVET Quality Audit 2023, (4) Arrangement of TVET Quality Audit Team, (5) Orientation to TVET Quality Audit Team, (6) Self-Assessment by TVET Institutions, (7) Field Visits and Inspections to TSSs and VTCs, (8) Data Collection and Analysis, and (9) Development of Strategic Recommendations.

Figure 1: Conceptual Framework



II.C. Inspection Criteria

The TVET Quality Standards were developed based on the TVET CBT/CBA Implementation Framework. The framework was developed by the TVET Sub-Sector Working Group Task-force in CBT/CBA Implementation throughout a series of workshops, studies, and discussions by and between TVET-related leaders, specialists and practitioners in relevant institutions, including NESAS, Rwanda TVET Board (RTB), Rwanda Polytechnic (RP), Higher Education Council (HEC), private polytechnics, TSSs, VTCs, development partners, Korea University of Technology and Education (Korea Tech University), and CANDLE Consulting. Using the framework, the draft standards were proposed by the TQUM project. Then, the standards were reviewed, adjusted, and upgraded by Basic Education and TVET Quality Assurance Department in NESAS. Lastly, it was developed as the TVET Quality Standards 2023 by the leadership of NESAS. This TVET Quality Standards 2023 was used as the criteria against which TSSs and VTCs were to be inspected.

The TVET Quality Standards 2023 consisted of the following structure: (1) quality categories, (2) quality areas, (3) quality criteria, and (4) quality indicators. Quality categories referred to CBT/CBA Input, CBT/CBA Process, Leadership and Management Input, and Leadership and Management Process. Under the categories, there were quality areas. For example, quality areas in CBT/CBA inputs were regulations, facilities, resources, trainers, and trainees while those in CBT/CBA process were training, assessment, and quality assurance. Quality criteria were positioned under quality areas. Under quality criteria, there were quality indicators, which were what TSSs and VTCs were actually inspected. The list of quality standards is attached as Annex III.

Table 1: TVET CBT/CBA Quality Standards (without Indicators)

Category	Area	Criteria
CBT/CBA Input	Regulations	CBC
		CBT/CBA
	Facilities	Technical Workshops
		Classrooms
		Smart Classroom and Computer Laboratory
		Library
	Resources	Equipment, Tools and Materials
		Furniture
		Safety and Security

	Trainers	Sufficiency
		Technical Competency
		Pedagogic Competency
		Trainers for Soft Skills
	Trainees	Quality of Trainees
CBT/CBA Process	Training	Portfolio Management
		Planning
		Implementation
		Planning
	Assessment	Implementation
		Portfolio Management
	Quality Assurance	Training & Assessment Monitoring
		Internal Verification
Leadership and Management Input	Readiness	Strategic Planning
		Accreditation
	Management Facilities	Administrative Facilities
		Welfare Facilities
		Security and Safety Facilities
	Leaders and Staff	Leader
		Staff
Leadership and Management Process	Leadership	Implementation
		School Committee Governance
		Procedures and Communication
	Human Resource and Financial Management	Human Resource Management
		Financial Management
		Procurement Management
	Estate and Asset Management	Estate Management
		Asset Management
	Student Management	Enrolment Plan
		Admission Management
		Welfare Management
		Alumni Management
	Other Management	Community Outreach
Industry Partnership		

With this structure, **TVET Quality Standards 2023** had a marking and **scoring system out of 100**. The overall marks were calculated by the average marks of quality categories. The marks of **quality categories** were computed by the **average scores of relevant quality areas**. The scores of quality areas were determined by the average scores of relevant quality criteria. The scores of quality criteria were assessed by the percentage of average scores in quality indicators.

Table 2: Marking and Scoring System in TVET Quality Standards 2023

Objects	Formula
Overall Marks	Average Marks in all Quality Categories
Marks in Quality Categories	Average Scores in relevant Quality Areas
Scores in Quality Areas	Average Scores in relevant Quality Criteria
Scores in Quality Criteria	(Sum of relevant Quality Indicators) divided by (Count of relevant Quality Indicators) multiply 4 multiply 100
Scores in Quality Indicators	Between 0 (the worst) and 4 (the best)

It is important to note that the TVET CBT/CBA Quality Standards and its marking/scoring system were designed with the following assumption: TVET CBT/CBA could be successfully implemented when the

overall marks were more than 65. In other words, those with overall marks between 100 and 66 were evaluated as achieving minimum quality assurance standards in TVET CBT/CBA delivery. With this assumption, the following quality levels were applied to evaluate the overall quality of TVET CBT/CBA delivery.

Table 3: Quality Levels in TVET Quality Standards 2023

Quality Levels	Overall Marks	Understanding
Excellent	100-86	Achieving minimum quality assurance standards in TVET CBT/CBA implementation
Good	86-66	
Moderate	65-41	Not yet achieving minimum quality assurance standards in TVET CBT/CBA implementation
Poor	40-0	

II.D. Preparation of Inspection

In preparing the audit, the TVET Quality Audit 2023 Process was developed. This process consisted of three steps. At the first step, TSSs and VTCs were requested to conduct their self-assessment against the TVET Quality Standards 2023. In doing so, TSSs and VTCs were expected to prepare the audit. At the second step, TSSs and VTCs were inspected against the standards by designated inspectors. To do so, the inspectors were required to contact relevant district offices and TSSs & VTCs in advance to the field visits and inspections. This was, not only, to confirm the inspection dates, but also to encourage TSSs and VTCs to prepare the audits. At the third step, the inspectors were required to report the inspection coordinators and facilitators with the filled inspection template.

Then, the TVET Quality Audit 2023 was announced by NESA on 23rd May 2023. For announcement, an official announcement approved by the Director General in NESA was issued to all TSSs and VTCs. The announcement included the TVET Quality Standards 2023 and the inspection itinerary.

At the same time, the TVET Quality Audit Team was arranged. It was agreed that the chief of inspection would be the Director General in NESA, and the inspection coordinators would be the Head of Department in Basic Education and TVET Quality Assurance in NESA, Division Manager in Basic Education and TVET Quality Standards in NESA, and Advisor to State Minister in charge of ICT and TVET in MINEDUC. As the inspection facilitators, the Results & Quality Management Specialist, the TVET Monitoring and Evaluation Specialist, the TVET Partnership Coordinator in TQUM were designated. The inspectors consisted of NESA inspectors, and professionals in MINEDUC, RP, and TQUM. The list of inspectors is attached in the Annex I.

Before actual inspections, orientations to the TVET Quality Audit Team were conducted between 27th and 28th of May 2023. The orientations were about the TVET quality management, TVET CBT/CBA Implementation Framework, TVET Quality Standards 2023, TVET Quality Audit Process, and relevant tools, templates, and attitude.

II.E. Process of Inspection

The audit started from the self-assessment by TSSs and VTCs. During the self-assessments between 23rd and 28th May 2023, TSSs and VTCs were encouraged, not only, to improve their current practices but also, to correct their previous misbehavior. For example, in case that trainee portfolios were currently missing in some TSSs and VTCs, TVET institutions were allowed to develop, update, and/or upgrade trainee portfolios.

Between 29th May and 16th June 2023, the actual field visits and inspections were conducted. When

inspectors reached relevant TSSs and/or VTCs, they were expected to have an introductory meeting with school manager (headmaster) in order to introduce the audit objectives, activities, procedures, and criteria. Then, all TVET trades in RQF Level 1-5 at the TSSs and/or VTCs were inspected against the TVET Quality Standards 2023. During this audit, quality indicators were carefully assessed only based on physical evidence provided by relevant TSSs and/or VTCs. Lastly, a debriefing meeting was requested for inspectors to wrap-up the inspection findings.

It is important to note that school managers (headmasters) and TVET trainers in TSSs and VTCs were the champions of inspection. Once they were announced by NESAS (Step 3), they supported the actual field visits and inspection activities. More importantly, they participated in rigorous discussions to develop strategic recommendations in the fields. They provided their high commitment to improve their TVET CBT/CBA delivery. Without their active participation and commitment, the inspection could not have been successful.

Furthermore, it was significant to mention that the audit team was considerably successful to collect and analyse data, then to provide strategic recommendations for individual TSSs and VTCs despite the extremely tough itinerary. Furthermore, they did not hesitate to provide professional comments for comprehensive data analysis and strategic recommendations. One of the most significant successful factors for the inspection was their enthusiasm and professionalism.

With the efforts by school managers, TVET trainers, and inspectors, total 472 TVET institutions were inspected. Out of 472 institutions, the numbers of TSSs and VTCs were 377 and 160, respectively, as some TVET institutions had both TSSs and VTCs. This suggests that this quality audit was a completed survey to all CBT/CBA trades in TSSs and VTCs.

II.F. Data Collection and Analysis

During the field visits and inspections, the inspectors were provided a Microsoft Excel template for TVET Trades in RQF Level 1-2 and those in RQF Level 3-5 to be inspected. With the template, data for quality indicators were collected during the field visits and inspections. The collected data were quantitatively processed by the template to produce scores and marks in quality criteria, areas, categories and overall. Based on overall marks, quality levels for relevant TSSs and VTCs were analyzed. At the same time, the inspectors carried out qualitative analysis to identify strengths, weaknesses, opportunities, and threats for TVET CBT/CBA delivery. Those were written in the same template. Indeed, the inspectors were able to collect and analyse data simultaneously.

Concerning the comprehensive data collection and analysis that were conducted between 19 June and 6 July 2023, the filled templates were delivered to the coordinators and facilitators. They verified the data, developing a comprehensive data set for TVET Quality Audit 2023. Microsoft Excel was used for the comprehensive data collection. Then, the comprehensive quantitative data analysis was conducted through Programming R. In doing so, rigorous quantitative analysis was conducted by the inspection facilitators to score, mark, and level qualities of TSSs and VTCs. Then, the results of quantitative analysis were provided to all inspectors. This was followed by a workshop for qualitative data analysis by the TVET Quality Audit Team. In the workshop, the results of quantitative analysis were understood, explained, and elaborated by inspectors. Then, the SWOT (Strength, Weakness, Opportunity, and Threats) Analysis was implemented by inspectors. This was followed by developing strategic recommendations.

In this audit, the unit of analysis was individual TVET institution (TSS or VTC). In other words, TVET CBT/CBA trades were regarded as components to inspect relevant TVET institutions (TSSs or VTCs). Even though there were some quality indicators that were not applicable for some TVET trades, all applicable quality indicators were inspected. Then, quality indicators were processed to produce scores and marks in

quality criteria, areas, categories and overall, as described in the marking and scoring system of TVET Quality Standards 2023.

Table 4: Collected and Analysed Data in TVET Quality Audit 2023

Type	Province		Status		
			Public	Private	Government-aided
TSS (RQF Level 3-5)	Kigali	34	5	26	3
	Eastern	79	42	22	15
	Northern	64	28	21	15
	Southern	100	33	38	29
	Western	100	37	27	36
Sub-total		377	145	134	98
VTC (RQF Level 1-2)	Kigali	27	2	24	1
	Eastern	37	11	25	1
	Northern	31	10	18	3
	Southern	45	15	22	8
	Western	20	8	8	4
Sub-total		160	46	97	17

Type	TVET Sector	
TSS (RQF Level 3-5)	Agriculture and Food Processing	107 (10.9%)
	Arts and Crafts	120 (12.2%)
	Beauty and Aesthetics	13 (1.3%)
	Business Services	43 (4.4%)
	Construction and Building Services	241 (24.4%)
	Energy	86 (8.7%)
	Hospitality and Tourism	74 (7.5%)
	ICT and Multimedia	117 (11.9%)
	Manufacturing and Mining	81 (8.2%)
	Technical Services	37 (3.8%)
	Transport and Logistics	67 (6.8%)
Sub-total		986 (overlapped)
VTC (RQF Level 1-2)	Agriculture and Food Processing	27 (6.6%)
	Arts and Crafts	120 (29.2%)
	Beauty and Aesthetics	42 (10.2%)
	Business Services	0 (0%)
	Construction and Building Services	79 (19.2%)
	Energy	20 (4.9%)
	Hospitality and Tourism	36 (8.8%)
	ICT and Multimedia	7 (1.7%)
	Manufacturing and Mining	43 (10.5%)
	Technical Services	4 (1.0%)
	Transport and Logistics	33 (8.0%)
Sub-total		411 (Overlapped)

III. Technical Secondary Schools (RQF Level 3-5)

III.A. Overall Quality

As a result of the audit, the overall marks of TSSs’ TVET quality were assessed as 66.2 on average out of 100. As the standard deviation was 11.5, 68% of TSSs were marked between 77.7 and 54.7. The highest mark that a TSS achieved was 91.0 while the lowest mark that a TSS was assessed was 27.2. This suggests that most TSSs were analyzed as levels between *Good* and *Moderate*. Indeed, given the assumption that TSSs which were graded as *Excellent* and *Good* quality levels could deliver TVET CBT/CBA in appropriate ways, 58.9% of TSSs were analyzed as having minimum quality assurance standards in TVET CBT/CBA. In other words, 41.1% of TSSs were assessed as quality levels (*Moderate* and *Poor*) that could not implement CBT/CBA in desirable ways.

Figure 2: Overall Marks in TVET Quality (TSSs / RQF Level 3-5)

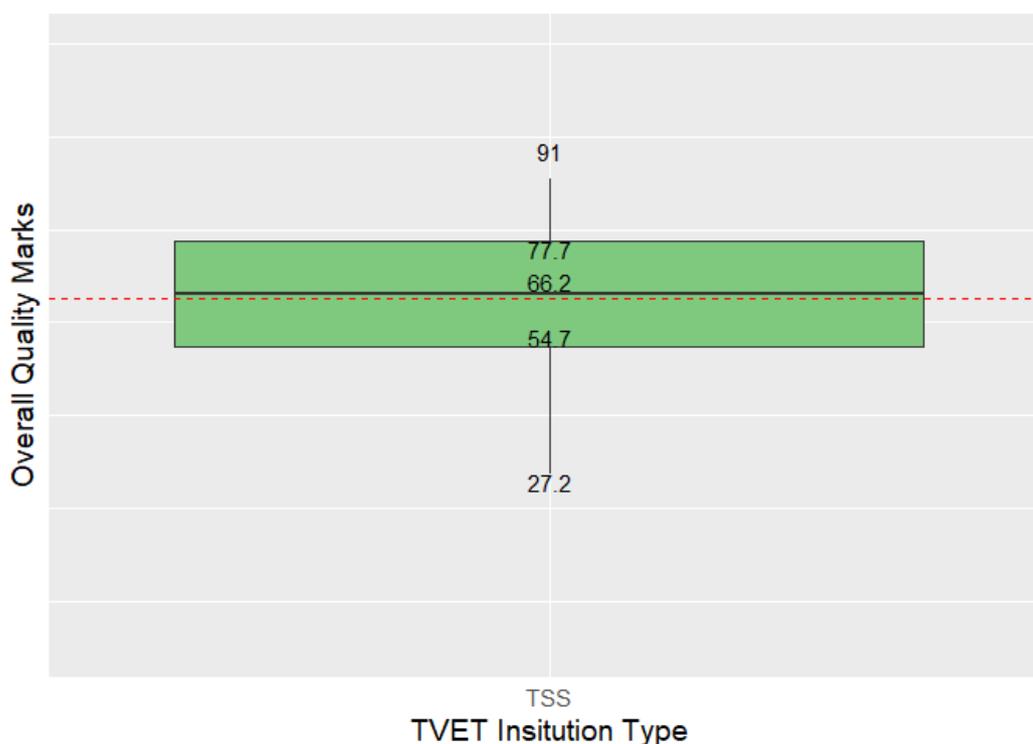


Table 5: Overall Marks in TVET Quality (TSSs / RQF Level 3-5)

Status	Province					Total
	Kigali	Eastern	Northern	Southern	Western	
Public	74.6	69.1	59.4	71.2	69.3	67.9
Private	66.1	64.3	62.0	56.1	63.1	61.7
Government-aided	67.0	73.6	65.6	70.7	69.4	69.8
Total	67.4	68.6	61.6	65.3	67.7	66.2

Table 6: TVET Quality Levels by Status (TSSs / RQF Level 3-5)

Status	Quality Levels				Total
	Excellent (100-85)	Good (84-65)	Moderate (64-40)	Poor (39-0)	
Public	5 (1.3%)	89 (23.6%)	50 (13.3%)	1 (0.3%)	145 (38.5%)
Private	2 (0.5%)	53 (14.1%)	71 (18.8%)	8 (2.1%)	134 (35.5%)
Government-Aided	5 (1.3%)	68 (18.0%)	25 (6.6%)	0 (0.0%)	98 (26.0%)
Total	12 (3.2%)	210 (55.7%)	146 (38.7%)	9 (2.4%)	377 (100%)

Table 7: TVET Quality Levels by Provinces (TSSs / RQF Level 3-5)

Provinces	Quality Levels				Total
	Excellent (100-90)	Good (89-70)	Moderate (69-50)	Poor (49-0)	
Kigali	0 (0.0%)	19 (5.0%)	14 (3.7%)	1 (0.3%)	34 (9.0%)
Eastern	7 (1.9%)	45 (11.9%)	27 (7.2%)	0 (0.0%)	79 (21.0%)
Northern	1 (0.3%)	27 (7.2%)	34 (9.0%)	2 (0.5%)	64 (17.0%)
Southern	2 (0.5%)	57 (15.1%)	38 (10.1%)	5 (1.3%)	102 (27.1%)
Western	2 (0.5%)	62 (16.4%)	33 (8.8%)	1 (0.3%)	98 (26.0%)
Total	12 (3.2%)	210 (55.7%)	146 (38.7%)	9 (2.4%)	377 (100%)

When it comes to main factors that determine the undesirable quality levels in RQF Level 3-5, it seems that the school status had some effects. This was shown by the fact that public (67.9) and government-aided (69.8) schools were marked noticeably higher than private schools (61.7). This suggests that private schools did not meet the recommended qualities in CBT/CBA delivery while public and government-aided did. During the audit, it was repeatedly observed that many private TSSs had particular challenges in CBT/CBA process management compared to public and government-aided schools. Indeed, the quality marks in CBT/CBA Process showed remarkable gaps as those in private, public, and government-aided were 49.7, 62.6, and 63.9, respectively. Thus, it was analyzed that private TSSs would require improvements in TVET CBT/CBA process.

Looking at the provincial differences, TSSs in Northern Province (61.3) were particularly worse than those in City of Kigali (67.4), Eastern Province (68.6), Southern Province (65.0), and Western Province (68.1). This shows that those in Northern Province did not possess the minimum quality in TVET while others did. The poorer quality level of Northern Province was assessed to stem from CBT/CBA Process. While City of Kigali, Eastern Province, Southern Province, and Western Province had quality marks in CBT/CBA Process as 61.5, 66.6, 57.9, and 55.9 in the same order, the one for Northern Province was 50.7. Thus, it seems evident that TSSs in Northern Province had challenges in TVET CBT/CBA process.

Figure 3: Overall Marks in TVET Quality by Status (TSSs / RQF Level 3-5)

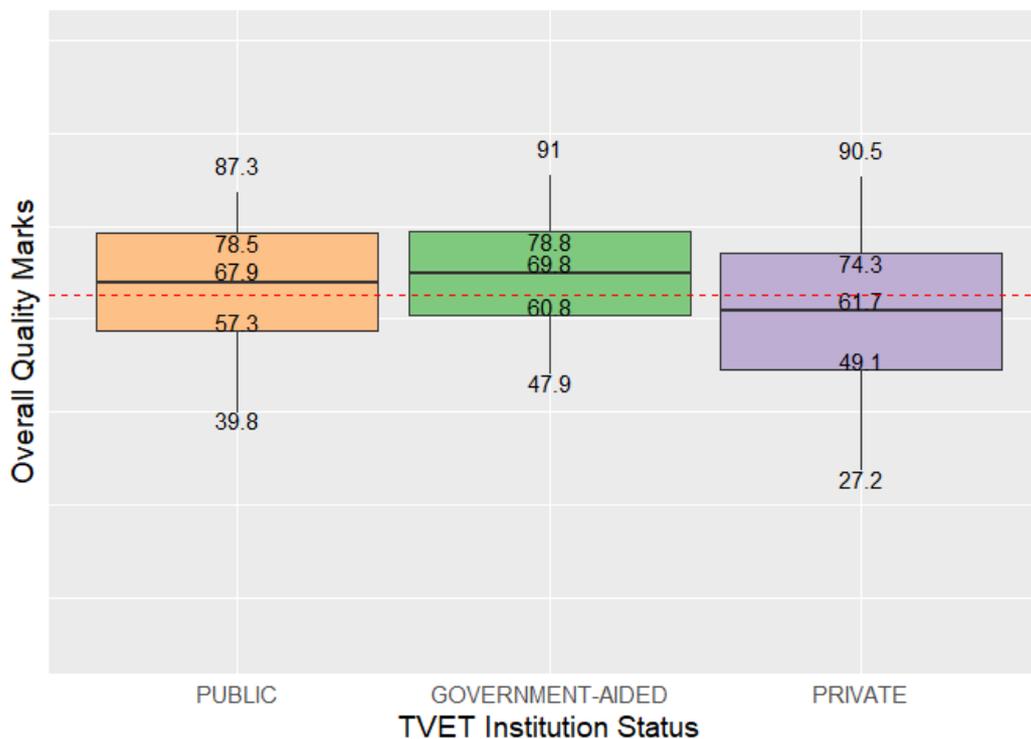
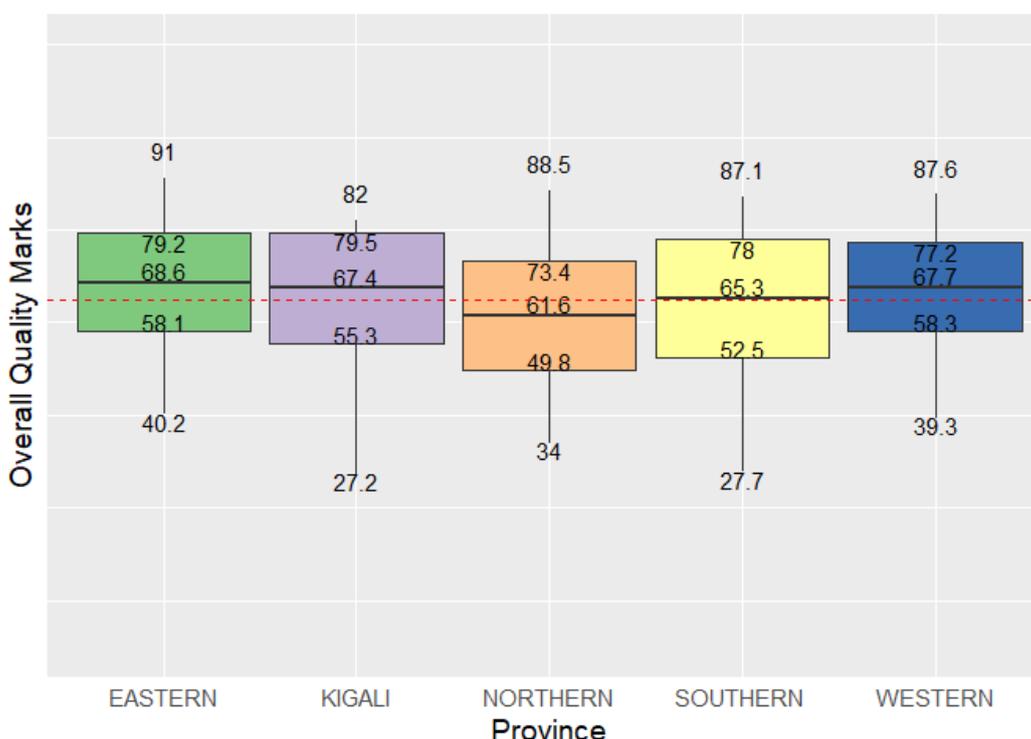


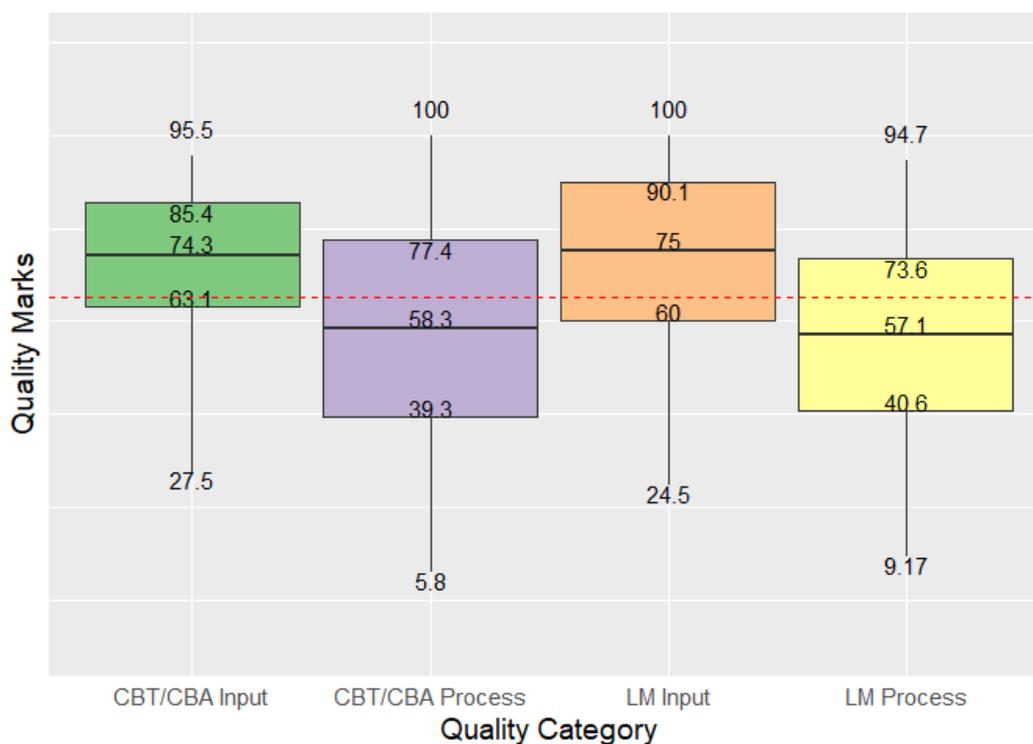
Figure 4: Overall Marks in TVET Quality by Provinces (TSSs / RQF Level 3-5)



As shown in the status and provincial differences, the significant aspect to cause in the overall quality in TSSs was identified as CBT/CBA Process. This was clearly presented when comparing quality categories. As reflected in Figure 5, the quality marks in CBT/CBA Process (58.3) were specifically lower than CBT/CBA Input (74.3). Even in the quality categories regarding Leadership and Management, its process marks (57.1) were significantly lower than the input marks (75.0). These show that processes in CBT/CBA and Leadership

& Management were remarkable challenging in TSSs than inputs. The qualities in CBT/CBA Input, such as facilities and resources, and Leadership & Management Input, such as management facilities, were in the levels that assure minimum qualities in TVET CBT/CBA. On the other hand, the qualities in CBT/CBA Process, including training and assessment, and Leadership & Management Process, including estate and asset management, human resource and financial management, and student management, were evaluated as poor to implement appropriate CBT/CBA. Therefore, it seems evident that the challenging processes in CBT/CBA and Leadership & Management were the critical factors that deteriorated the overall quality in TSSs.

Figure 5: Marks in Quality Categories (TSSs / RQF Level 3-5)



In short, it seems that 41.1% of TSSs in RQF Level 3-5 were not achieving the minimum quality assurance standards in TVET CBT/CBA implementation. This undesirable qualities in TSSs were likely to stem from the challenging processes in CBT/CBA and Leadership & Management. This means that the processes were the significant factors to be enhanced in TSSs.

The next sub-chapters focus on identifying priorities to improve TVET qualities in TSSs. Despite the fact that the main challenges were the processes in TSSs, both inputs and processes were analyzed. This was because the processes were interconnected with the inputs. For instance, training and assessments (CBT/CBA Process) were not implementable without learning resources and competent trainers (CBT/CBA Input). Also, Leadership & Management Input and Process, such as student management, were likely to influence qualities in CBT/CBA delivery. Through this analysis, this inspection targets to develop strategic recommendations to strengthen TVET CBT/CBA in TSSs.

III.B. CBT/CBA Input Quality

The average mark for CBT/CBA Input was 74.3 in TSSs. With the standard deviation of 11.2, 68% of TSSs were marked between 85.4 and 63.1. The highest input mark was 95.5 while the lowest mark that a TSS received was 27.5. This means that most TSSs had minimum inputs to implement CBT/CBA although they were required to improve their inputs further. Therefore, it is maintained that TSSs possessed inputs in basic levels to train and assess trainees with competency-based approach.

Table 8: CBT/CBA Input Marks (TSSs / RQF Level 3-5)

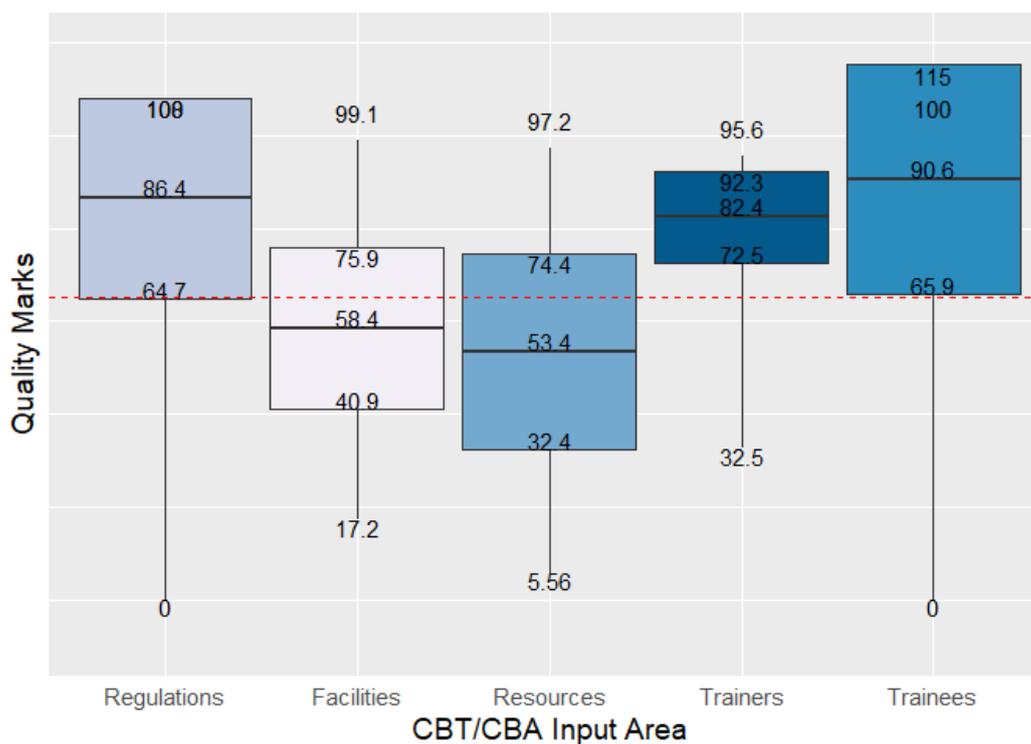
Status	Province					Total
	Kigali	Eastern	Northern	Southern	Western	
Public	80.8	79.9	71.3	79.5	74.0	76.7
Private	73.2	72.6	65.5	68.1	70.9	70.0
Government-aided	78.5	83.0	74.1	76.8	74.6	76.6
Total	74.8	78.5	70.0	74.4	73.4	74.3

Table 9: Quality Areas and Criteria in CBT/CBA Input (TSSs / RQF Level 3-5)

Quality Areas (Marks)		Quality Criteria (Scores)	
Regulations	86.4	Competency-based Curriculum	97.3
		Competence-based Training and Assessment Implementation Framework	75.5
Facilities	58.4	Technical Workshops and Laboratories	78.3
		Classrooms	74.4
		Smart Classroom and Computer Laboratory	49.6
		Library	31.5
Resources	53.4	Equipment, Tools and Materials	48.0
		Furniture	52.7
		Safety and Security	59.6
Trainers	82.4	Sufficiency	84.7
		Technical Competency	97.8
		Pedagogic Competency	65.4
		Trainers for Soft Skills	67.4
Trainees	90.6	Quality of Trainees	90.6

The TVET CBT/CBA input quality consists of the following Quality Areas: (1) Regulations, (2) Facilities, (3) Resources, (4) Trainers, and (5) Trainees. As reflected in Figure 6, the qualities of facilities and learning resources were absolutely challenging than other quality areas. The average scores of facilities and learning resources were 58.4 and 53.4, respectively, which were below the minimum quality levels to deliver CBT/CBA. Except facilities and learning resources, the qualities of regulations (86.4), trainers (82.4), and trainees (90.6) were analyzed as acceptable levels to implement CBT/CBA. Thus, it was identified that the priority areas to be improved in TVET CBT/CBA inputs were facilities and learning resources.

Figure 6: Scores by Quality Areas in CBT/CBA Input (TSSs / RQF Level 3-5)



As far as the quality area of Regulations, which include the quality criteria of Competency Based Curriculum, and CBT/CBA Implementation Framework, is concerned, it was observed that TSSs were comparatively but less-properly regulated in TVET CBT/CBA implementation even though most TSSs adopt CBCs that were accredited by NESAS. The audit found that most TSSs that adopt the TVET CBT/CBA Implementation Framework were those which were directly coordinated by RTB. The other private TSSs that were not directly coordinated by RTB had not yet been properly introduced the framework. Thus, it was apparent that the TVET CBT/CBA Implementation Framework was required to be disseminated to all TSSs to regulate CBT/CBA delivery.

The quality area of Facilities is composed of Technical Workshops, Classrooms, Smart Classroom & Computer Laboratory, and Library. Throughout the inspection, it was revealed that most TSSs had basic and sufficient workshops and classrooms to deliver TVET CBT/CBA. However, it was qualitatively observed that many TVET trades did not have technical specifications for workshops to deliver CBCs. In other words, many workshops could not be assessed in their qualities and status based on **technical workshop specifications (TWSs), which was supposed to be inserted in CBCs**. This suggests that the qualities of CBCs were required to be strengthened. Moreover, it was maintained that the qualities of some technical workshops were not promising to deliver high-quality CBT/CBA. This means that developing TWSs was requested when CBCs were developed and distributed, which would be able to assure the quality of technical workshops in TVET trades. More importantly, the audit found that **many TSSs did not have supportive facilities, including smart classrooms, computer laboratories, and/or libraries**, to improve teaching and learning. Because the supportive facilities were regarded as effective in improving trainees' learning, TSSs were considerably

encouraged to improve the quantities and qualities of smart classrooms, computer laboratories, and libraries.

Figure 7: Scores by Quality Criteria of Regulations in CBT/CBA Input (TSSs / RQF Level 3-5)

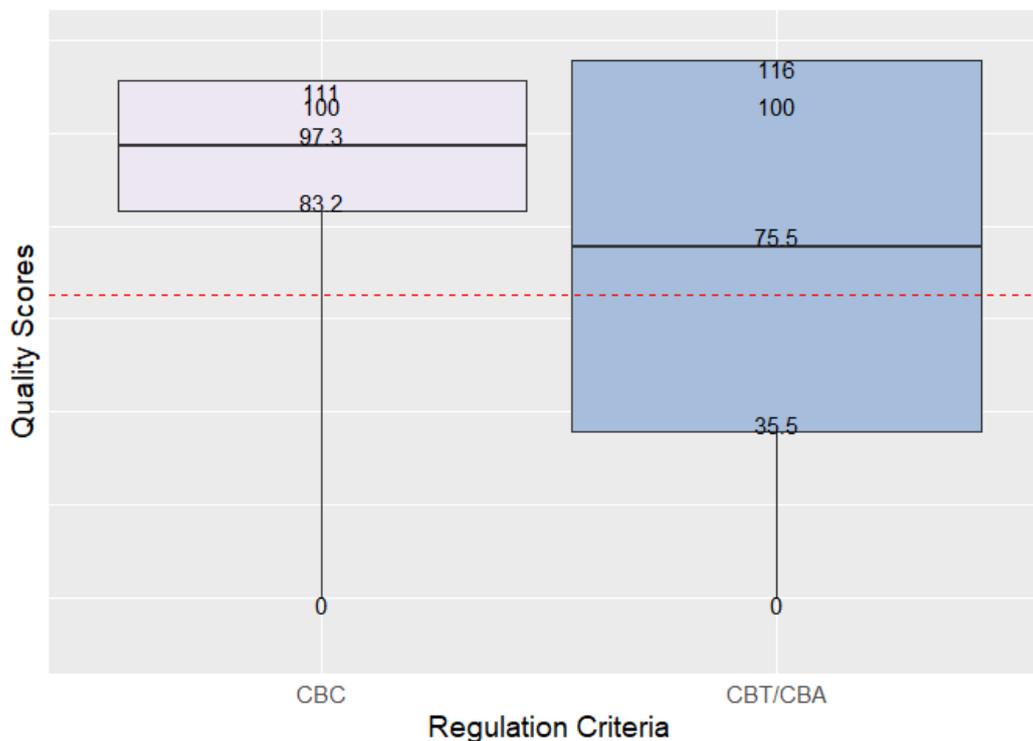
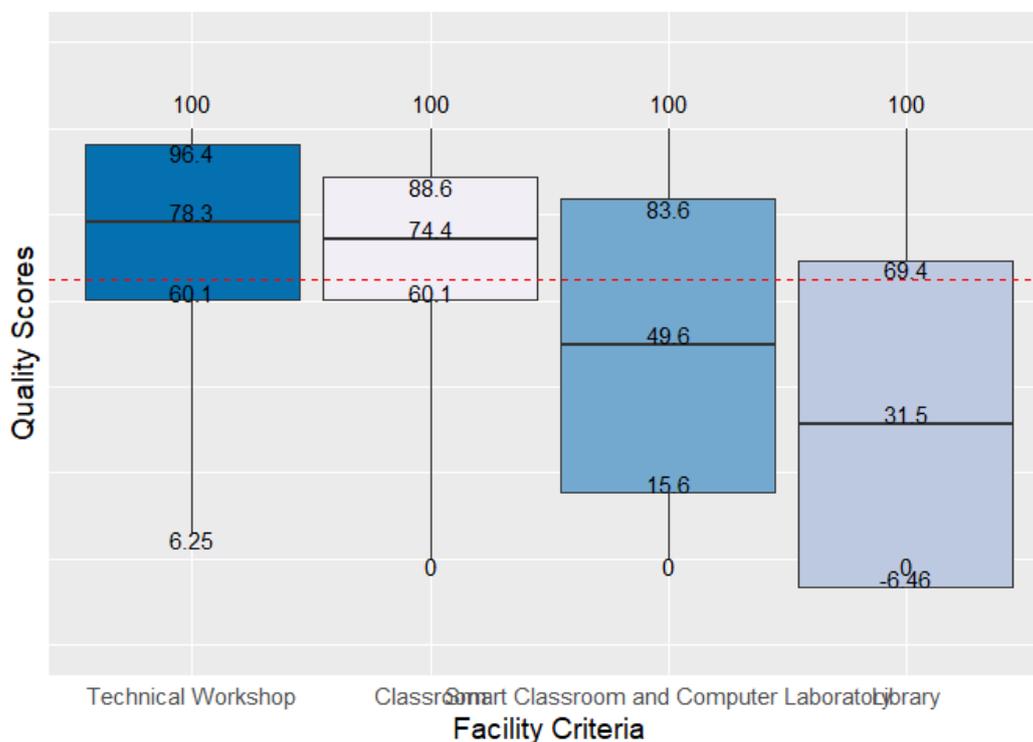


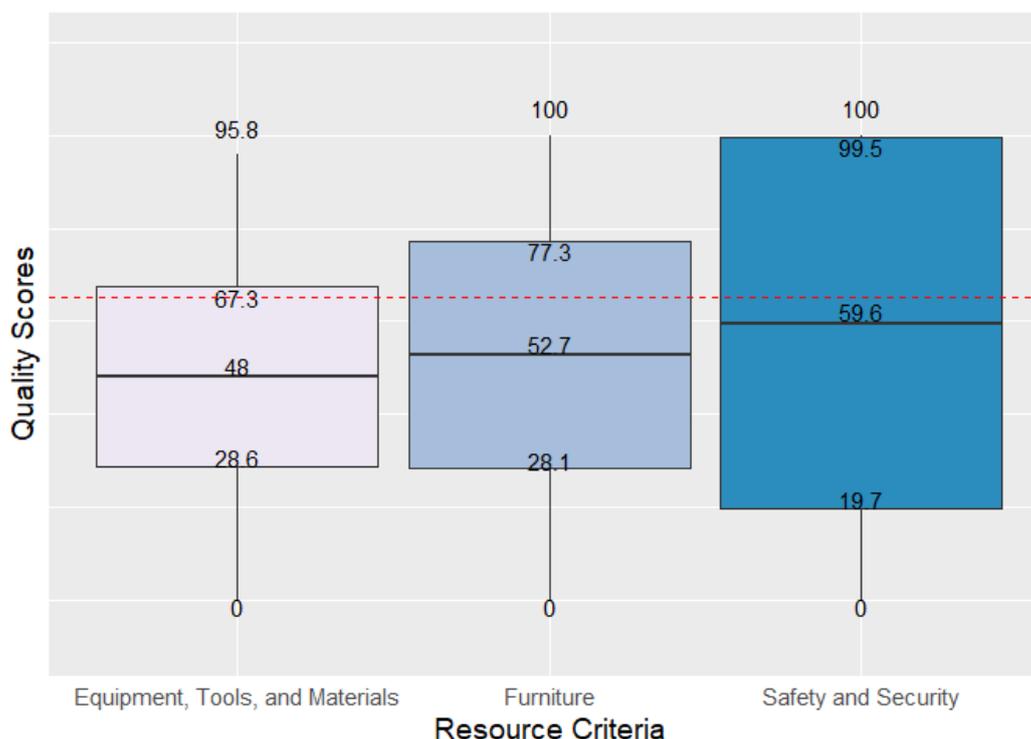
Figure 8: Scores by Quality Criteria of Facilities in CBT/CBA Input (TSSs / RQF Level 3-5)



In the quality area of Resources, the availability and quality of Learning Equipment, Materials, Tools, Furniture, and Safety & Security Tools were indicators to inspect TSSs. The list of equipment, materials, and tools was supposed to be appeared in CBCs as Standard Tools and Equipment Lists (STELs) per TVET trade. However, it was **identified that many CBCs did not have STELs**. This made this inspection challenging to monitor and evaluate the status of learning resources objectively. Nevertheless, many TSSs claimed that they

could not deliver CBT/CBA based on relevant CBCs because of the shortage of equipment, tools and materials. Furthermore, most TVET trades did not have relevant trainer & trainee manuals. Many TSSs did not have relevant and sufficient reading materials for trainees. Many TSSs did not have sufficient furniture, such as trainee desks and chairs, and safety and security tools in workshops. According to TSSs and inspectors, the lack of sufficient learning resources was the primary concerns in TVET CBT/CBA implementation. Indeed, **the quality scores in learning resources were under the minimum level to deliver CBT/CBA**. Therefore, it was highly requested for TSSs to improve their learning resources.

Figure 9: Scores by Quality Criteria of Resources in CBT/CBA Input (TSSs / RQF Level 3-5)



Concerning the quality area of Trainers that consist of the quality criteria in Sufficiency, Technical Competencies, Pedagogic Competencies, and Trainers for Soft Skills, it was observed that many TSSs had sufficient and qualified TVET trainers in their fields. However, it was assessed that many **TVET trainers did not have enough pedagogical competences to deliver CBT/CBA**. Approximately **a half of TVET trainers were certified in pedagogical competences** in TVET CBT/CBA. This means that **the other half of trainers were not yet competent to implement TVET CBT/CBA**. Arguably, the challenging pedagogical competences of trainers were likely to be linked with the challenging quality levels of TVET CBT/CBA process.

In the quality area of Trainees, **most TVET trainees were meeting minimum requirements to enter relevant TVET CBT/CBA trades**. However, it was noticeable that **a few TSSs accepted some ineligible trainees in TVET trades in RQF Level 3-5**. Or, a few TSSs **did not have any documents to manage their trainees**. To avoid these cases, it was required for NESAS to regulate TSSs regarding the trainee registration.

In sum, this audit revealed that TSSs had basic TVET inputs to implement CBT/CBA. However, it was significantly identified that the following inputs hindered TVET CBT/CBA delivery particularly. **Firstly, many TSSs did not have sufficient necessary learning resources**, including equipment, tools, and consumables, to deliver CBCs. **Secondly, TSSs were unlikely to have supportive facilities**, such as smart classrooms, computer laboratories, and libraries, to facilitate trainees' learning process in CBT/CBA. **Thirdly, most TVET trainers were not competent to implement CBT/CBA** because of their challenging pedagogic skills. **Fourthly, some private TSSs were required to be introduced TVET CBT/CBA Implementation**

Framework. Lastly, CBCs were required to include training organizational guides (TOGs), including Trainer Profile, STELs and TWSs, to orient and guide TSSs for TVET CBT/CBA inputs. This audit argues that these five aspects are priorities to improve TVET CBT/CBA inputs.

Figure 10: Scores by Quality Criteria of Trainers in CBT/CBA Input (TSSs / RQF Level 3-5)

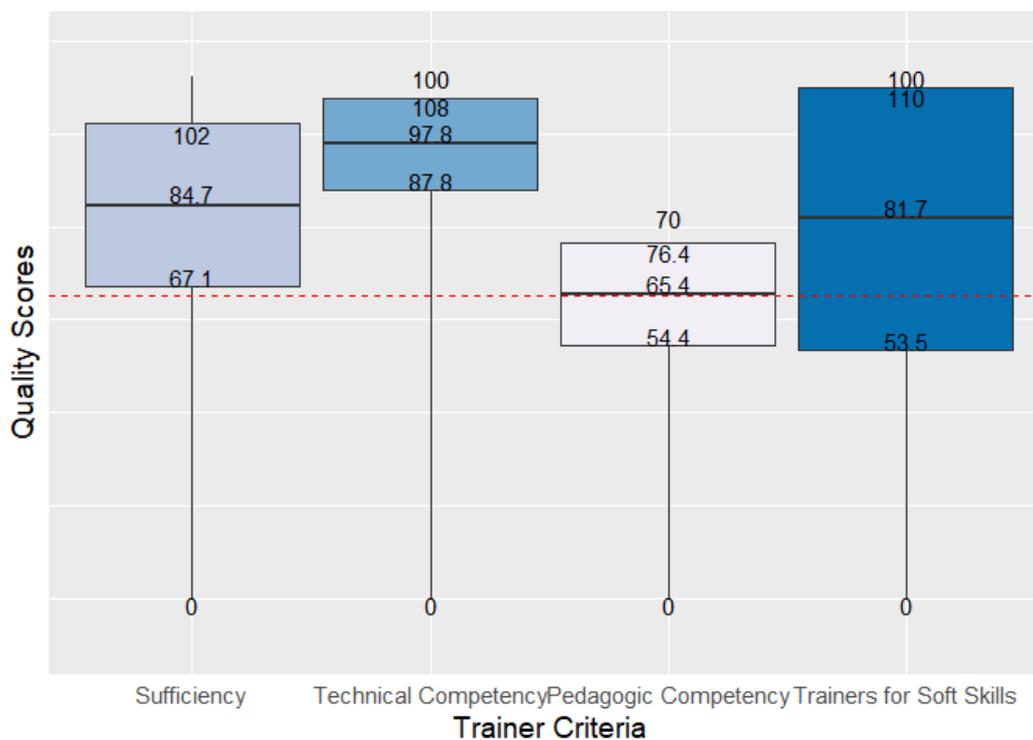
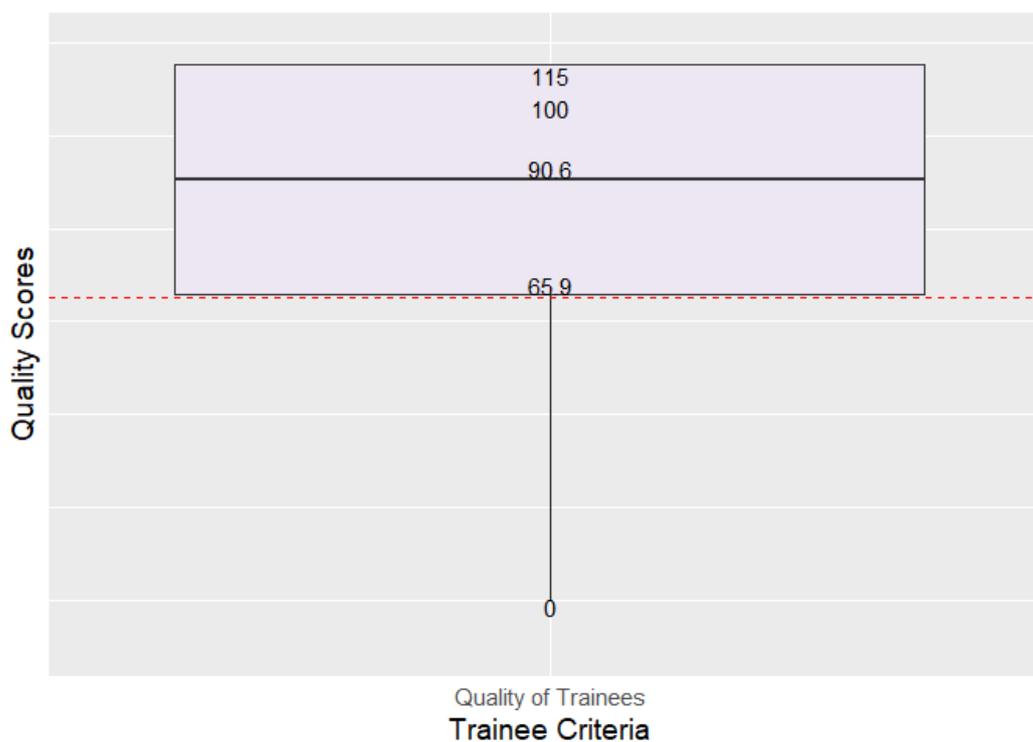


Figure 11: Scores by Quality Criteria of Trainees in CBT/CBA Input (TSSs / RQF Level 3-5)



III.C. CBT/CBA Process Quality

This quality inspection measured the TSSs' CBT/CBA process as 58.3 on average. Most TSSs (68%) were marked between 77.4 and 39.3 as the standard deviation was 19. Out of 377 TSSs, Busasamana TSS achieved the highest mark of 100 while the lowest mark that a TSS received was 5.8. With this wide range of process marks, TSSs were analyzed as challenging in TVET CBT/CBA delivery in general. This presents that most TSSs were required to be improved in its process quality in TVET CBT/CBA.

Table 10: CBT/CBA Process Marks (TSSs / RQF Level 3-5)

Status	Province					Total
	Kigali	Eastern	Northern	Southern	Western	
Public	73.7	71.2	51.2	64.0	58.6	62.6
Private	59.6	54.1	46.5	44.4	46.6	49.7
Government-aided	57.7	72.3	56.8	69.7	59.1	63.9
Total	61.5	66.6	50.9	58.1	55.6	58.3

Looking at quality areas in CBT/CBA Process, which consists of (1) Training, (2) Assessment, and (3) Quality Assurance, it was significant to note that the score of quality assurance (40.2) was considerably lower than training (73.1) and assessment (61.7). Although the scores of training and assessment were required to be improved further, that of quality assurance was remarkably underscored. This means that school managers' (headmasters') internal quality assurance activities, such as coordinating, monitoring and supervising CBT/CBA, were not appropriately implemented. More importantly, the less the score of quality assurance was, the less the scores of training and assessment were in TSSs (Figure 13). In other words, the challenging qualities of CBT/CBA were likely to stem from the poor quality assurance in TSSs. With this regard, it seems apparent that the quality assurance activities were the top priority to improve CBT/CBA process in TSSs.

Table 11: Quality Areas and Criteria in CBT/CBA Process (TSSs / RQF Level 3-5)

Quality Areas (Marks)		Quality Criteria (Scores)	
Training	73.1	Trainer Portfolio Management	90.5
		Training Planning	78.2
		Training Implementation	50.5
Assessment	61.7	Trainee Portfolio Management	71.6
		Assessment Planning	59.5
		Assessment Implementation	54.0
Quality Assurance	40.2	Training and Assessment Monitoring	62.1
		Internal Verification	18.4

Figure 12: Scores by Quality Areas in CBT/CBA Process (TSSs / RQF Level 3-5)

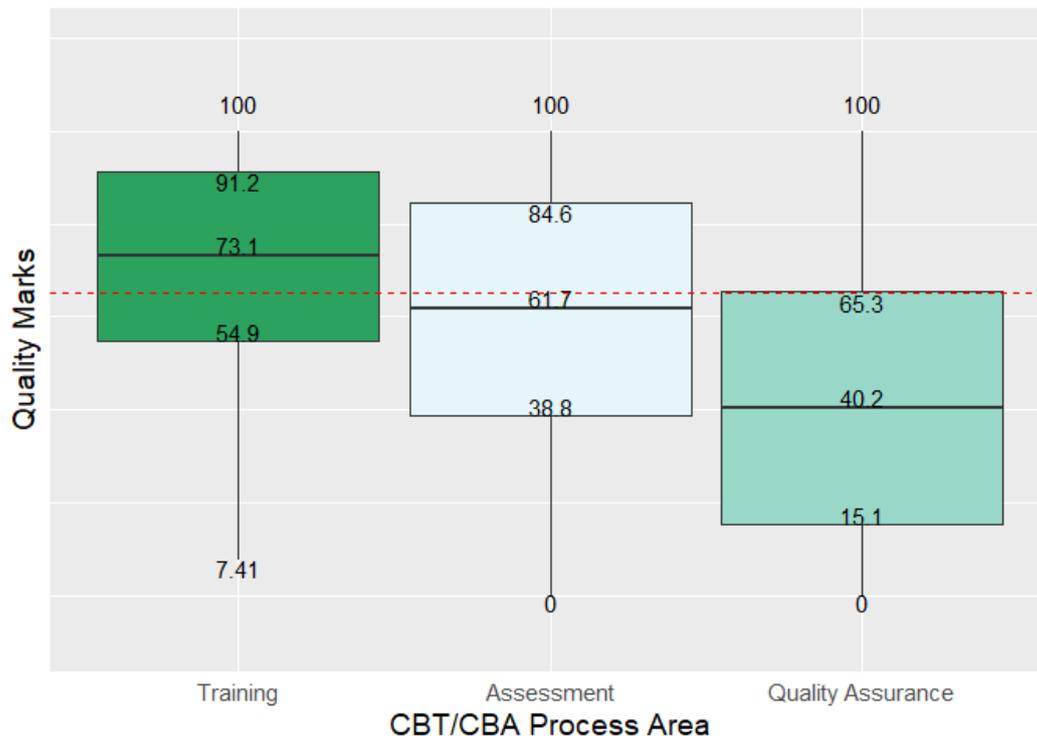


Figure 13: Relationship between Quality Assurance and Training & Assessment (TSSs & VTCs / RQF Level 1-5)



As for the quality area of Training, which consists of Trainer Portfolio Management, Training Planning, and Training Implementation, it was clearly observed that the progress of CBT implementation (50.5) was significantly underscored compared to trainer portfolio management (90.5) and CBT planning (78.5). Because the indicators in CBT implementation were mainly related to checking and reviewing evidence

verifying the CBT progress, it could not be argued that TVET trainers did not implement CBT as planned. As most TVET trainers appealed, CBT might be implemented as planned although concrete evidence was absent in many TSSs. However, it seems apparent that CBT in TSSs was not properly monitored and supervised by school management. According to qualitative observations and interviews by the inspectors, the reason why relevant evidence did not exist was the lack of requests by school managers (headmasters) or deputy school managers (deputy headmasters) in charge of studies. Therefore, the challenging quality in training implementation was arguably due to the challenging quality assurance activities in TSSs. In other words, internal quality assurance activities were required to enhance CBT.

Figure 14: Scores by Quality Criteria of Training in CBT/CBA Process (TSSs / RQF Level 3-5)



In the quality area of Assessment, which includes Assessment Planning, Assessment Implementation, and Trainee Portfolio Management, it was observed that the CBA planning (59.5) and implementation (54.0) did not meet the minimum quality levels. Interestingly, although both CBA planning and implementation were challenging in their practices and qualities, TSSs made some efforts to manage trainee portfolios (71.6). However, during the audit, the effectiveness of trainee portfolio management was frequently questionable because of the low level of CBA. This suggests that the overall CBA process was in a challenging status in TSSs. Due to the lack of CBA planning, formative assessments were not appropriately implemented as required in CBCs. More significantly, many TSSs were not able to implement Summative practical assessments because the assessment materials and consumables were unlikely to be procured without early planning. As trainee portfolios were usually required at the end of school years, TSSs were trying to collect some CBA evidence, but the portfolio qualities could not be desirable. These challenging practices in CBA were required to be improved by school leadership. In other words, the CBA process was required to be coordinated, guided, monitored, and supervised by TSSs' internal quality assurance activities. Hence, the CBA process was expected to be ameliorated by internal quality assurance activities in TSSs.

Figure 15: Scores by Quality Criteria of Assessment in CBT/CBA Process (TSSs / RQF Level 3-5)

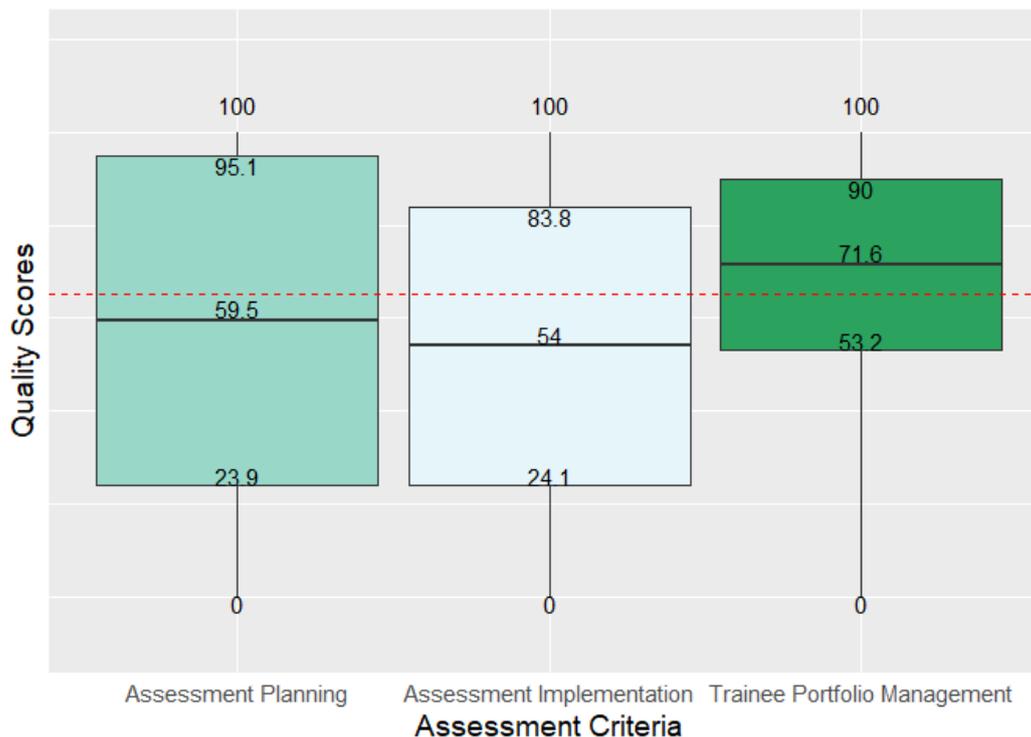
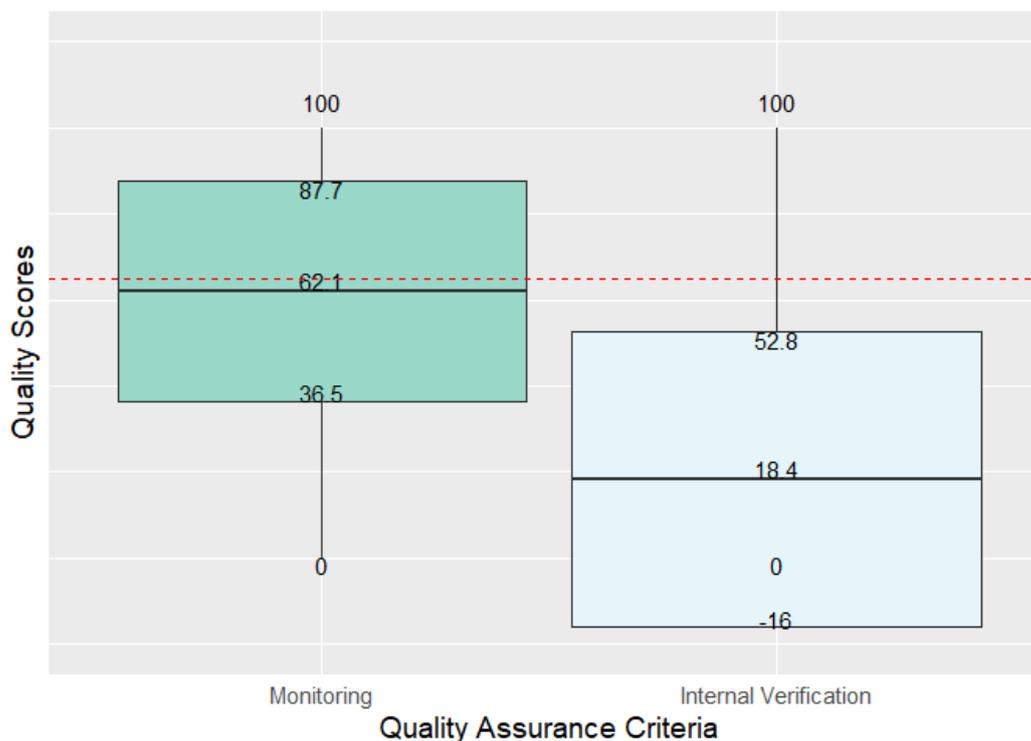


Figure 16: Scores by Quality Criteria of Quality Assurance in CBT/CBA Process (TSSs / RQF Level 3-5)



Regarding the quality area of Quality Assurance, key activities, including CBT/CBA Monitoring (62.1) and Internal Verification (18.4), were unlikely to be implemented in most TSSs. As shown in the CBT and CBA processes, training and assessments were not properly coordinated, guided, and monitored by school managers (headmasters) and/or deputy school managers (deputy headmasters) in charge of studies. Most seriously, it was identified that most TSSs were not supervising and verifying the CBT/CBA process. The absence of internal verification means TVET trainers were not actually supervised in TVET CBT/CBA delivery. This led to the challenging CBT/CBA implementation in TSSs. Therefore, it seems clear that the

internal verification was required to be implemented as the top priority to improve the TVET CBT/CBA process.

To sum up, this quality audit maintains that the TVET CBT/CBA process in TSSs was not meeting minimum quality standards. This was because TSSs’ internal quality assurance activities were poorly managed. In particular, the lack of internal verification seemed the critical factor to deteriorate the CBT/CBA process. Consequently, it is concluded in this inspection that TSSs’ quality assurance activities, especially including internal verification, were the top priority to enhance TVET CBT/CBA process.

III.D. Leadership and Management Input Quality

The Input of Leadership and Management was assessed as 75.0 on average. 68 per cent of TSSs were marked between 90.1 and 60 as the standard deviation was 15.0. The highest mark that a TSS achieved was 100 while the lowest mark was 24.5. These mean that many TSSs had a wide range of qualities in Leadership and Management Input. Nevertheless, TSSs were analyzed as meeting the minimum input qualities in Leadership and Management to support CBT/CBA. Even though their inputs were expected to be enhanced further, it seems that TSSs had basic inputs to implement leadership and management in appropriate ways.

Table 12: Leadership and Management Input Marks (TSSs / RQF Level 3-5)

Status	Province					Total
	Kigali	Eastern	Northern	Southern	Western	
Public	78.9	67.0	67.7	82.4	81.1	74.5
Private	74.6	73.1	77.4	64.8	78.2	72.6
Government-aided	74.7	72.6	77.9	81.1	80.8	79.0
Total	75.2	69.7	73.1	75.3	80.2	75.0

Table 13: Quality Areas and Criteria in Leadership and Management Input (TSSs / RQF Level 3-5)

Quality Areas (Marks)		Quality Criteria (Scores)	
Readiness	64.2	Strategic Planning	58.1
		Accreditation	70.4
Management Facilities	69.1	Administrative Facilities	83.1
		Welfare Facilities	64.6
		Security and Safety Facilities	59.5
Leaders and Staff	91.8	Leader	93.1
		Staff	90.5

The Leadership and Management input quality consists of the following Quality Areas: (1) Readiness, (2) Management Facilities, and (3) Leaders and Staff. The chart below shows that the management facilities

(69.1) and leaders & staff (91.8) reached at having the basic quality levels to support CBT/CBA. However, the quality of readiness, such as strategic planning and accreditation status, was marked as 64.2, which was slightly below the minimum level. This suggests that TSSs were requested to improve their strategic planning and accreditation status to enhance their inputs in leadership and management.

Figure 17: Scores by Quality Areas in Leadership and Management Input (TSSs / RQF Level 3-5)

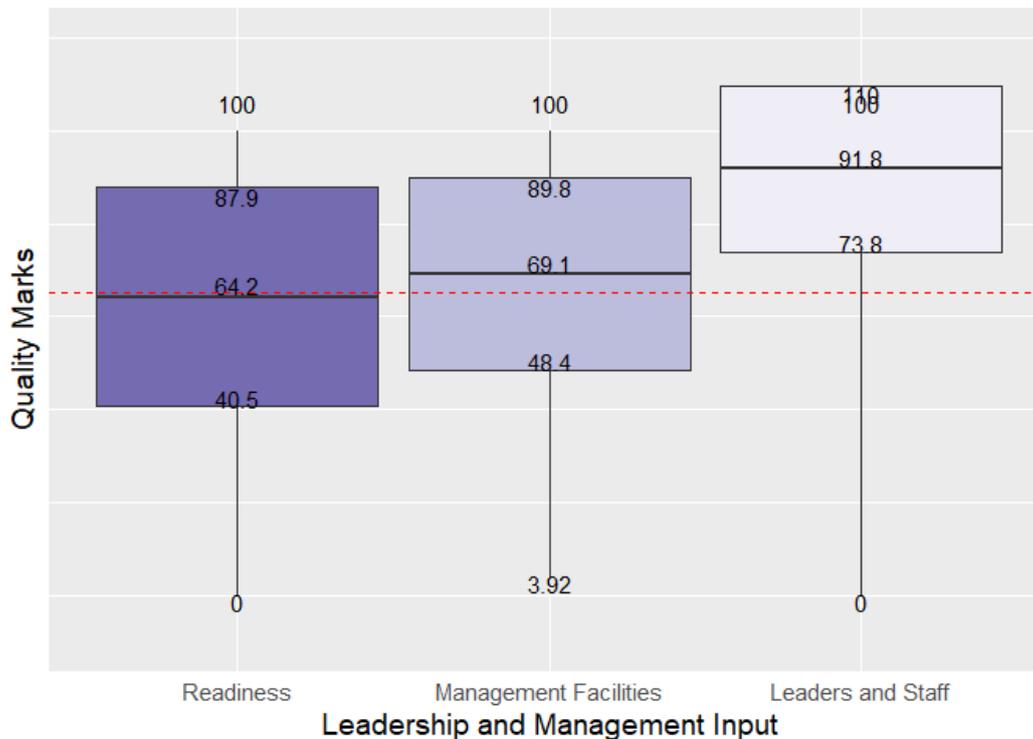
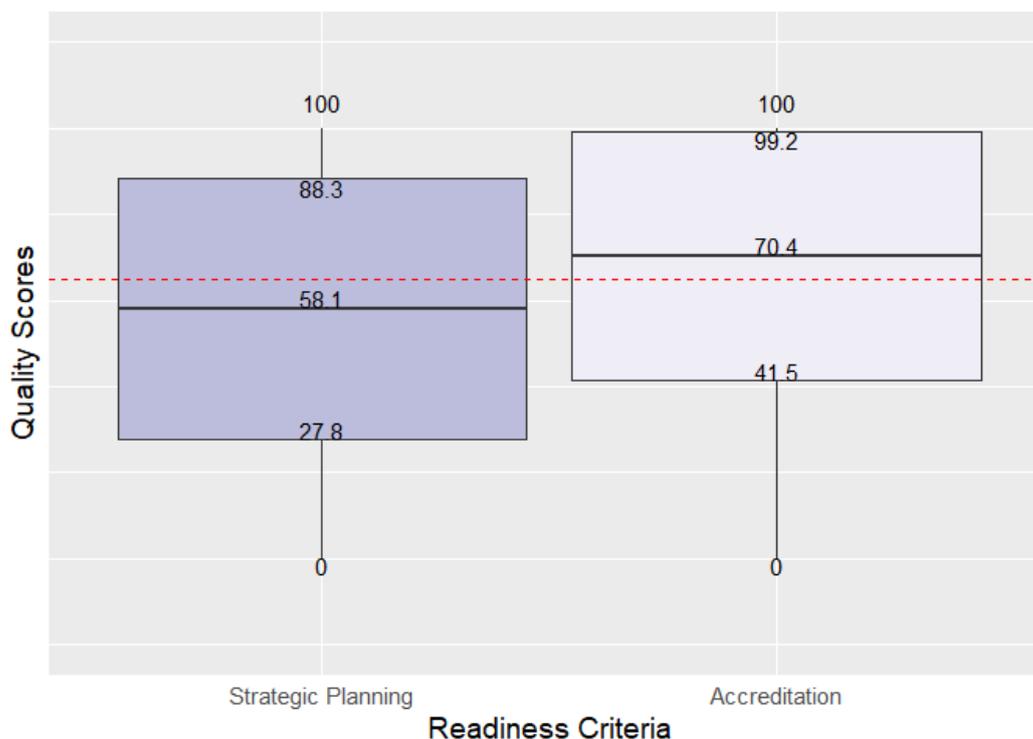


Figure 18: Scores by Quality Criteria in Readiness in Leadership and Management Input (TSSs / RQF Level 3-5)

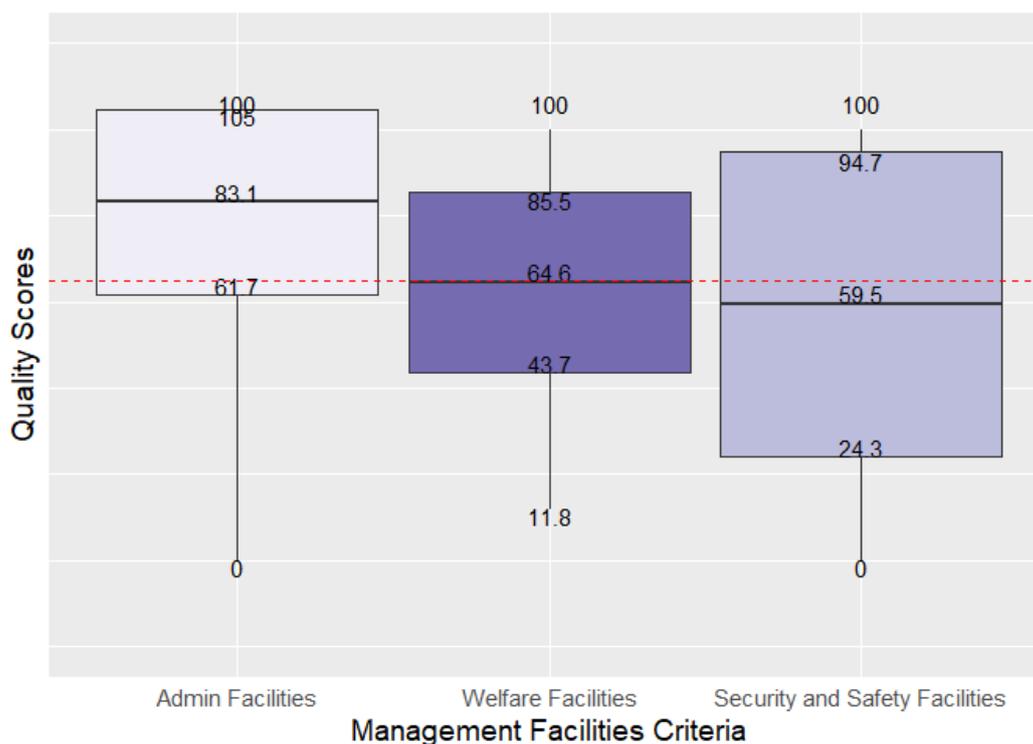


As far as the quality criteria of Readiness was concerned, the Strategic Planning (58.1) was assessed as key challenges in comparison to the Accreditation status (70.4). Looking at strategic plans in TSSs,

important aspects, such as institutional visions, missions, mandates, and/or organizational structures, were missing, overlapping, or unclear. This led to some difficulties to support academic service in TSSs. Even in the accreditation status, TSSs were supposed to have all accreditation documents provided by NESAS for every TVET trades that they implement. However, it was observed that some TSSs were delivering TVET trades without proper accreditation by NESAS. Because accreditation is related to ensuring the very minimum qualities in CBT/CBA, this might cause in challenging qualities in CBT/CBA. Thus, TSSs were encouraged to strengthen their strategic planning and accreditation status to enhancing their teaching and learning service.

In the quality area of Management Facilities, the quality criteria are administrative facilities, welfare facilities and security and safety facilities. This inspection identified that the administrative facilities (83.1) were in good conditions to deliver CBT/CBA. However, welfare facilities (64.6) and security & safety facilities (59.5) were required to be improved in some levels. Although the welfare facilities were almost at the minimum level, some supportive facilities, including their dining halls, toilets, fences, and/or playgrounds, were challenging in many TSSs. More importantly, many TSSs did not have necessary safety facilities, such as fire extinguishers.

Figure 19: Scores by Quality Criteria in Management Facilities in Leadership and Management Input (TSSs / RQF Level 3-5)



The highest quality in Leadership and Management Input was the quality area of Leaders & Staff. The average scores of leader and staff were 93.1 and 90.5 in the same order. This means that most TSSs had school managers (head teachers) and administrative & supporting staff based on their organizational structure and qualification requirements. Thus, it was assessed that TSSs had good human resources to manage and implement their CBT/CBA trades.

In short, the key area to be improved in Leadership and Management Input was readiness. In particular, strategic plans in TSSs were requested to be improved in their qualities. Plus, the accreditation status in TSSs were required to be re-arranged by NESAS to ensure the very minimum qualities in CBT/CBA. Furthermore, welfare and safety & security facilities had some rooms to be enhanced in TSSs.

Figure 20: Scores by Quality Criteria in Leaders & Staff in Leadership and Management Input (TSSs / RQF Level 3-5)



III.E. Leadership and Management Process Quality

In Leadership and Management Process, the quality marks in TSSs were analyzed as 57.1. With the standard deviation of 16.5, most TSSs (68%) stood at the quality marks between 73.6 and 40.6. Out of 377 TSSs, the highest mark that a TSS achieved was 94.7 while the lowest mark was 9.2. These show that TSSs were in a wide range of qualities in the leadership and management process. More seriously, most TSSs were not meeting the minimum levels of qualities to support teaching and learning. Hence, it is argued that many TSSs were in challenging levels to manage high-quality TVET CBT/CBA.

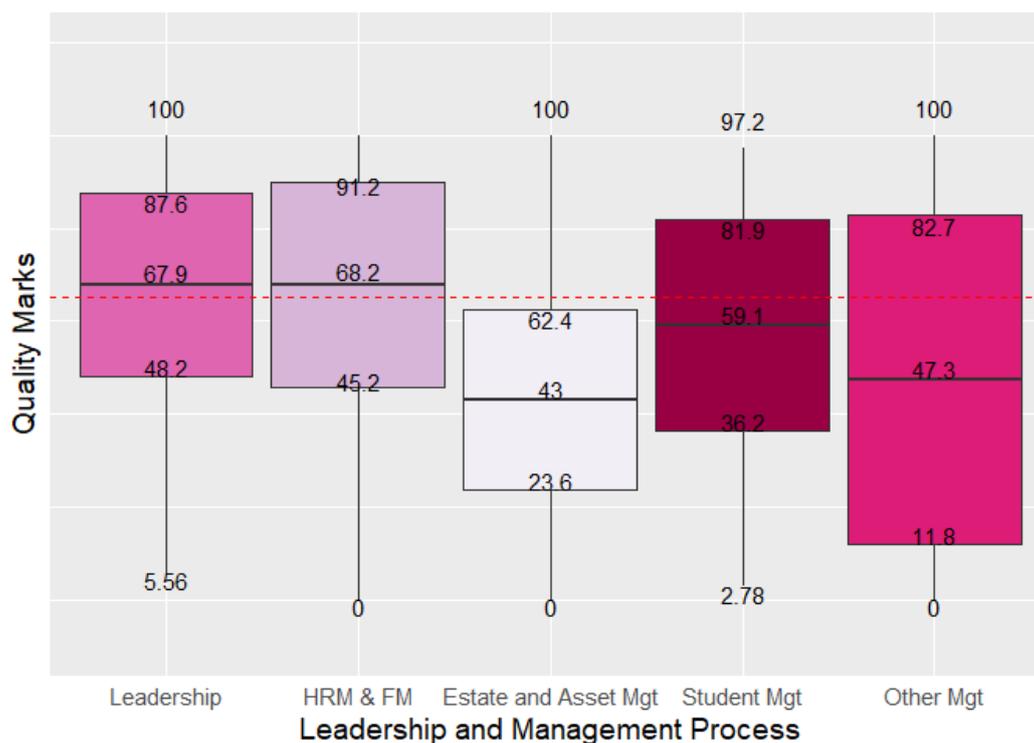
Table 14: Leadership and Management Process Marks (TSSs / RQF Level 3-5)

Status	Province					Total
	Kigali	Eastern	Northern	Southern	Western	
Public	65.0	58.5	47.4	58.8	63.6	57.8
Private	56.9	57.4	58.5	47.3	56.6	54.4
Government-aided	57.2	66.4	53.5	55.2	63.2	59.8
Total	58.1	59.7	52.4	53.4	61.6	57.1

Table 15: Quality Areas and Criteria in Leadership and Management Process (TSSs / RQF Level 3-5)

Quality Areas (Marks)		Quality Criteria (Scores)	
Leadership	67.9	Implementation	67.6
		School Committee Governance	71.2
		Procedures and Communication	64.9
Human Resource and Financial Management	68.2	Human Resource Management	62.9
		Financial Management	66.1
		Procurement Management	75.5
Estate and Asset Management	43.0	Estate Management	48.4
		Asset Management	37.6
Student Management	59.1	Enrolment Plan	59.7
		Admission Management	70.1
		Welfare Management	40.8
		Alumni Management	65.8
Other Management	47.3	Community Outreach	32.2
		Industry Partnership	62.3

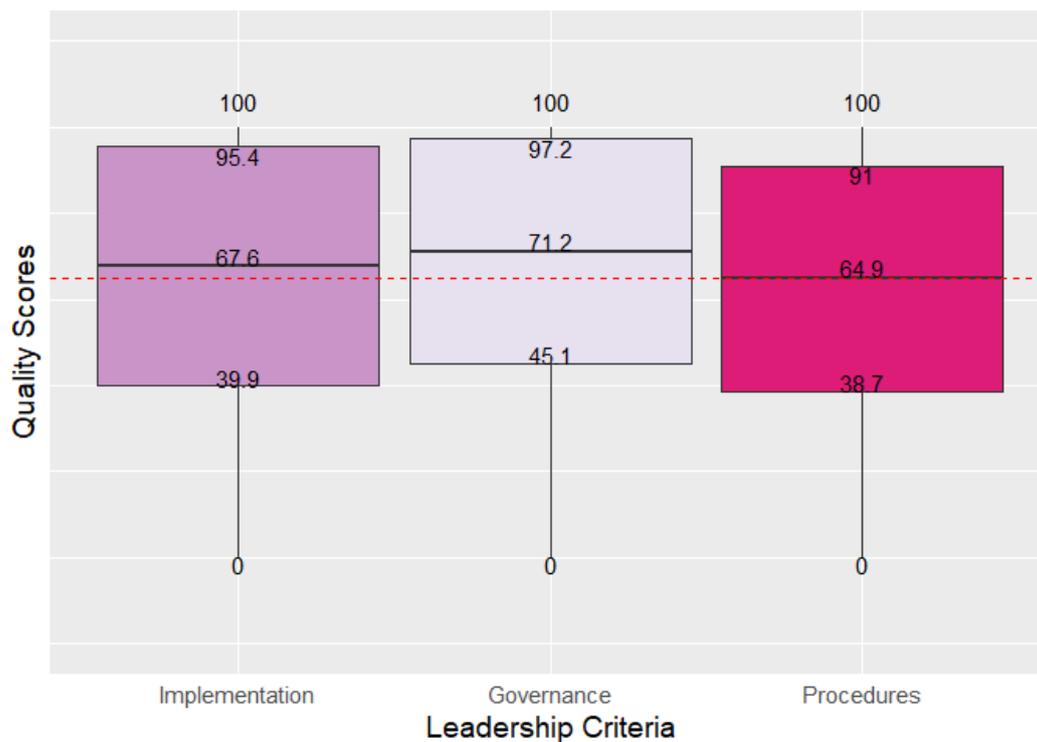
Figure 21: Scores by Quality Areas in Leadership and Management Process (TSSs / RQF Level 3-5)



When it comes to quality areas that include (1) Leadership, (2) Human Resource Management and

Financial Management, (3) Estate and Asset Management, (4) Student Management, and (5) Other Management, the qualities of leadership (67.9) and human resource management & financial management (68.2) stood at the basic levels to support CBT/CBA. However, the quality levels of estate & asset management (43.0), student management (59.1) and other management (47.3) were below the minimum levels. In particular, the status of estate & asset management and other management, such as community outreach, were absolutely worse than the other areas. Thus, those specific areas were required to be ameliorated for the purpose to enhance TVET qualities.

Figure 22: Scores by Quality Criteria in Leadership in Leadership and Management Process (TSSs / RQF Level 3-5)



Regarding the quality criteria of Leadership, the leadership implementation, school committee governance, and procedures & communication were assessed in this audit. As a result, all of them were analyzed as acceptable in their qualities to implement leadership. In the leadership implementation (67.6), the status of action plans, budget plans, and monitoring & evaluation stood at the minimum level to support CBT/CBA. Likewise, the school committee governance had appropriate school executive committees and/or school feeding committees with certain levels of implementation status in many TSSs. Even though the procedures and communications were comparatively lower in qualities, procedural & operational manuals and/or school organigrams were likely to be implemented in TSSs.

Concerning Human Resource Management and Financial Management, their qualities were at the certain minimum levels. In the human resource management (62.9), key activities, including work performance contracting, performance evaluations, recruitment, staff filing, staff attendance recording, and/or capacity building, were managed and implemented in many TSSs although there were some rooms to be improved. In the financial management (66.1), budget planning, financial reporting, and/or audit reporting were being conducted in TSSs. When TSSs had the procurement management (75.5), their planning, tender committee operations, tender documenting, and/or tender reporting were properly implemented. Therefore, it was claimed by relevant inspectors that TSSs were likely to have basic status in human resource and financial management.

In contrast to leadership and human resource & financial management, the quality area of Estate and Asset Management stood at far below the minimum level to support CBT/CBA delivery. The average scores

of estate management and asset management were 48.4 and 37.6, respectively. Both in infrastructure and assets, including learning equipment, tools, and materials, valid insurances were rarely found in most TSSs. Furthermore, many TSSs were not managing their inventories for their facilities, equipment, tools, materials, furniture and so on. More seriously, maintenance for learning facilities and resources were seldom implemented in many TSSs. Because the estate and asset managements were directly linked to the future qualities in existing CBT/CBA and Leadership & Management inputs, these challenging statuses were regarded as significant by the inspectors. Thus, it was argued that the poor managements in estates and assets were the potential threats to TVET CBT/CBA delivery in TSSs.

Figure 23: Scores by Quality Criteria of Human Resource Management and Financial Management in Leadership and Management Process (TSSs / RQF Level 3-5)



Looking at the quality area of Student Management, which includes quality criteria of enrolment plan, admission management, welfare management, and alumni management, it was clearly analyzed that welfare management (40.8) was significantly challenging. Even if the school feeding was mandatory for secondary schools, some TSSs were not providing feeding programs to their trainees. Student counselling was rare. Operational uses of female rooms and playgrounds were not frequent. These were required to be improved as welfare managements. Except the welfare management, the enrolment plan (59.7), admission management (70.1), and alumni management (65.8) were assessed as around the minimum levels. However, it was noticeable that individual TSSs' qualities were so different each other. Even though some TSSs had better managements, other TSSs' managements were significantly worse. Hence, it seems evident that TSSs were required to improve their student management. Given the assumption that student welfare is connected to student performance, TSSs' student management might be regarded as a potential threat to CBT/CBA delivery.

Figure 24: Scores by *Quality Criteria of Estate and Asset Management in Leadership and Management Process (TSSs / RQF Level 3-5)*



Figure 25: Scores by *Quality Criteria of Student Management in Leadership and Management Process (TSSs / RQF Level 3-5)*

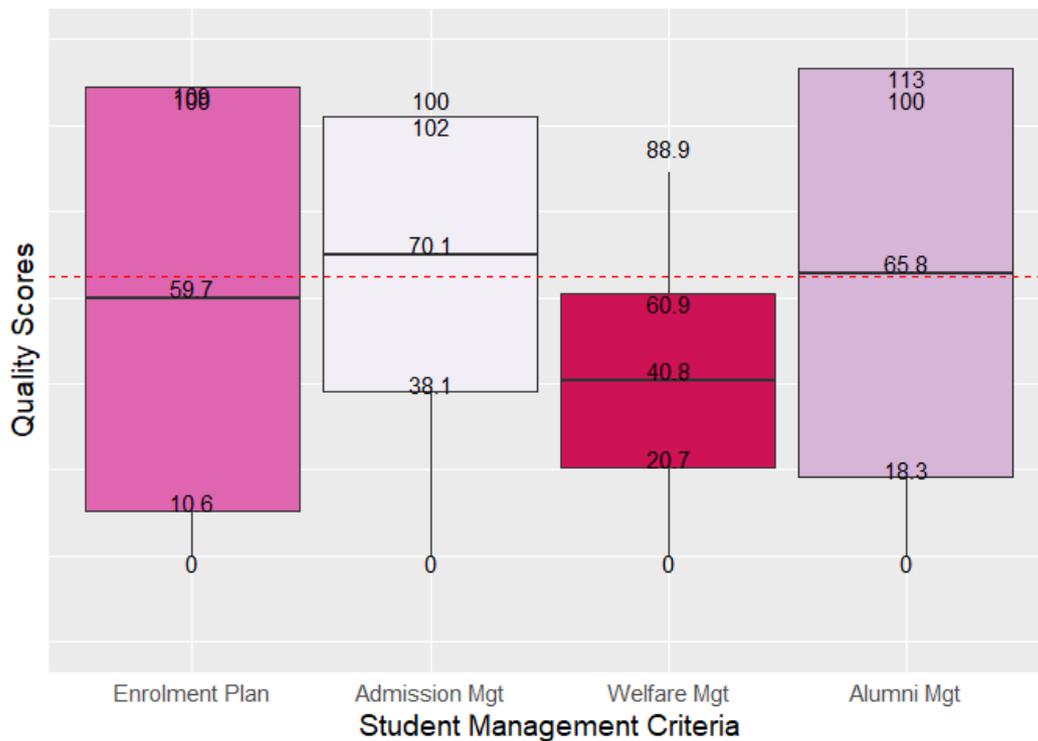


Figure 26: Scores by Quality Criteria of Other Management in Leadership and Management Process (TSSs / RQF Level 3-5)



In the Other Management, it was observed that TSSs’ community outreach (32.2) and industry partnership (62.3) were below the minimum standards. In other words, many TSSs did not have any evidence to plan and implement community outreach activities. Also, their industry partnerships were not enough to implement CBT/CBA. It was important to note that community outreach and industry partnership were supposed to be related to teaching and learning processes. This means that TSSs were unlikely to connect their supportive managements to CBT/CBA processes. Thus, the qualities in community outreach and industry partnership were regarded as threats to improving trainee performances.

In summary, this quality audit found that TSSs were unlikely to operationalize their leadership and management process in appropriate ways. Although their managements in leadership and human resource & financial management were meeting the minimum standards, the estate & asset management, student management, and other management stood at challenging levels to support their CBT/CBA delivery. The following aspects were particularly identified in deteriorating TSSs’ CBT/CBA. Firstly, TSSs were rarely managing and maintaining their learning facilities, equipment, materials, and tools, which might lead to reducing qualities in CBT/CBA inputs. Secondly, the student managements had a huge range of qualities in TSSs. This might be connected to challenging managements in CBT/CBA processes. Thirdly, as many TSSs were reluctant to manage community outreach and industry partnership, various opportunities to link school activities and CBT/CBA delivery were missing in TSSs. In this inspection, these three factors were identified as critical to improving leadership and management in line with the CBT/CBA quality.

IV. Vocational Training Centres (RQF Level 1-2)

IV.A. Overall Quality

This quality audit measured the overall marks of VTCs’ TVET quality as 56.3 out of 100. During the inspection, College Foundation Sina Gerard was assessed as the highest-marked VTC with 88.6 whilst there was a VTC which received the lowest mark of 0. Except these extraordinary schools, 68% of VTCs were marked between 72.4 and 40.3 as the standard deviation was 16.0. This means that TVET CBT/CBA implementation in RQF Level 1-2 was analyzed as *Moderate*. In other words, many VTCs were not meeting the minimum quality assurance standards (the mark of 65).

Figure 27: Overall Marks in TVET Quality (VTCs / RQF Level 1-2)

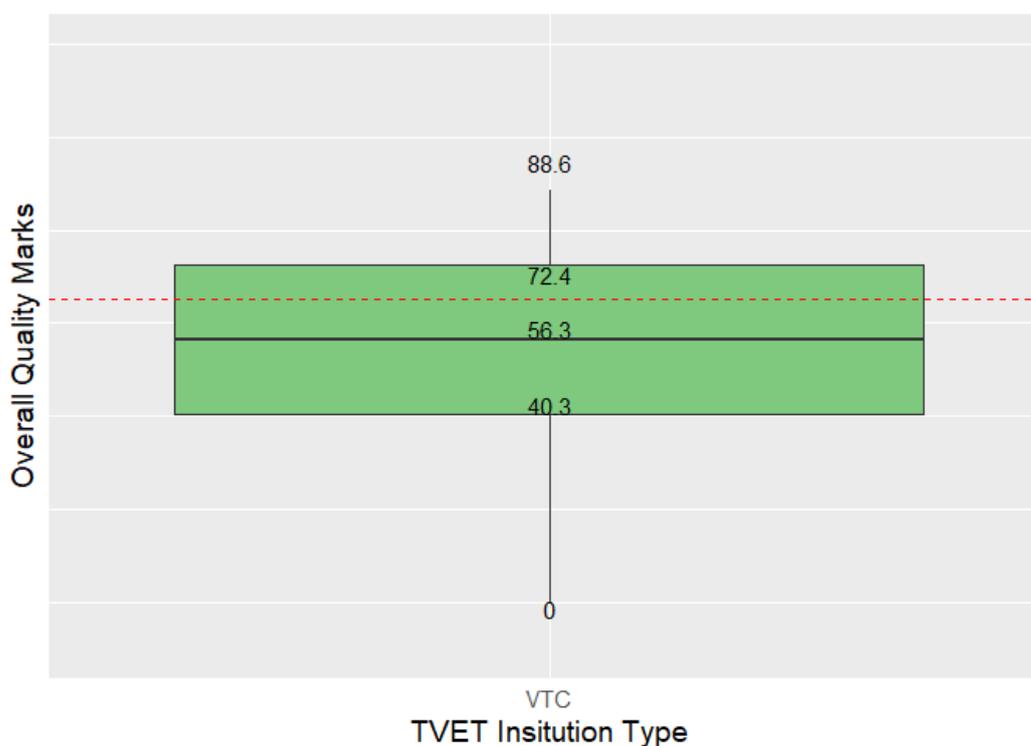


Table 16: Overall Marks in TVET CBT/CBA Quality (VTCs / RQF Level 1-2)

Status	Province					Total
	Kigali	Eastern	Northern	Southern	Western	
Public	68.4	64.7	49.0	65.1	66.7	61.9
Private	56.8	50.6	44.6	53.9	52.5	51.9
Government-aided	52.0	82.6	57.9	67.4	70.1	66.3
Total	57.5	55.7	47.3	60.2	61.4	56.3

When looking at the numbers and percent of VTCs were categorized into *Excellent* (100-85), *Good* (84-65), *Moderate* (64-40), and *Poor* (39-0), the quality levels in VTCs were grasped as *moderate* in average. There was only one *Excellent* VTC (College Foundation Sina Gerard). Even *Good* VTCs were only 47 (29.4%)

out of 160. The majority of VTCs were evaluated as *Moderate* (84 schools (52.5%)) and *Poor* (28 schools (17.5%)). This shows that the average quality levels in VTCs were regarded as challenging to implement TVET CBT/CBA.

Table 17: Quality Levels by Status (VTCs / RQF Level 1-2)

Status	Quality Levels				Total
	Excellent (100-90)	Good (89-70)	Moderate (69-50)	Poor (49-0)	
Public	0 (0%)	19 (11.9%)	24 (15.0%)	3 (1.9%)	46 (28.8%)
Private	1 (0.6%)	20 (12.5%)	51 (31.9%)	25 (15.6%)	97 (60.6%)
Government-aided	0 (0%)	8 (5.0%)	9 (5.6%)	0 (0%)	17 (10.6%)
Total	1 (0.6%)	47 (29.4%)	84 (52.5%)	28 (17.5%)	160 (100%)

Table 18: Quality Levels by Provinces (VTCs / RQF Level 1-2)

Provinces	Quality Levels				Total
	Excellent (100-90)	Good (89-70)	Moderate (69-50)	Poor (49-0)	
Kigali	0 (0%)	7 (4.4%)	17 (10.6%)	3 (1.9%)	27 (16.9%)
Eastern	0 (0%)	14 (8.8%)	14 (8.8%)	9 (5.6%)	37 (23.1%)
Northern	1 (0.6%)	4 (2.5%)	15 (9.4%)	11 (6.9%)	31 (19.4%)
Southern	0 (0%)	13 (8.1%)	30 (18.8%)	3 (1.9%)	46 (28.8%)
Western	0 (0%)	9 (5.6%)	8 (5.0%)	2 (1.3%)	19 (11.9%)
Total	1 (0.6%)	47 (29.4%)	84 (52.5%)	28 (17.5%)	160 (100%)

As far as influential factors that cause in the challenging quality levels in VTCs were concerned, the difference in school status was noticeable. Private VTCs (51.9) were considerably worse than public (61.9) and government-aided (66.3) VTCs. Although private and public VTCs were not meeting the minimum standards in TVET qualities, the quality in private schools was remarkably lower. This inspection found that many private VTCs had specific challenges in processes both in CBT/CBA and Leadership & Management. This suggests that private VTCs were required to be ameliorated in TVET processes.

Concerning the provincial differences, VTCs in all provinces were analyzed as not achieving the minimum quality standards in TVET. Nonetheless, VTCs in Northern Province (47.3) were significantly challenging compared to those in City of Kigali (57.5), Eastern Province (55.7), Southern Province (59.7), and Western Province (62.5). In Northern Province, TVET processes in CBT/CBA and Leadership & Management were very under-performed. Thus, although VTCs in all provinces were expected to be improved in general, it seems apparent that those in Northern Province were required to be particularly enhanced in their process qualities in CBT/CBA and Leadership & Management.

Figure 28: Overall Marks by Status (VTCs / RQF Level 1-2)

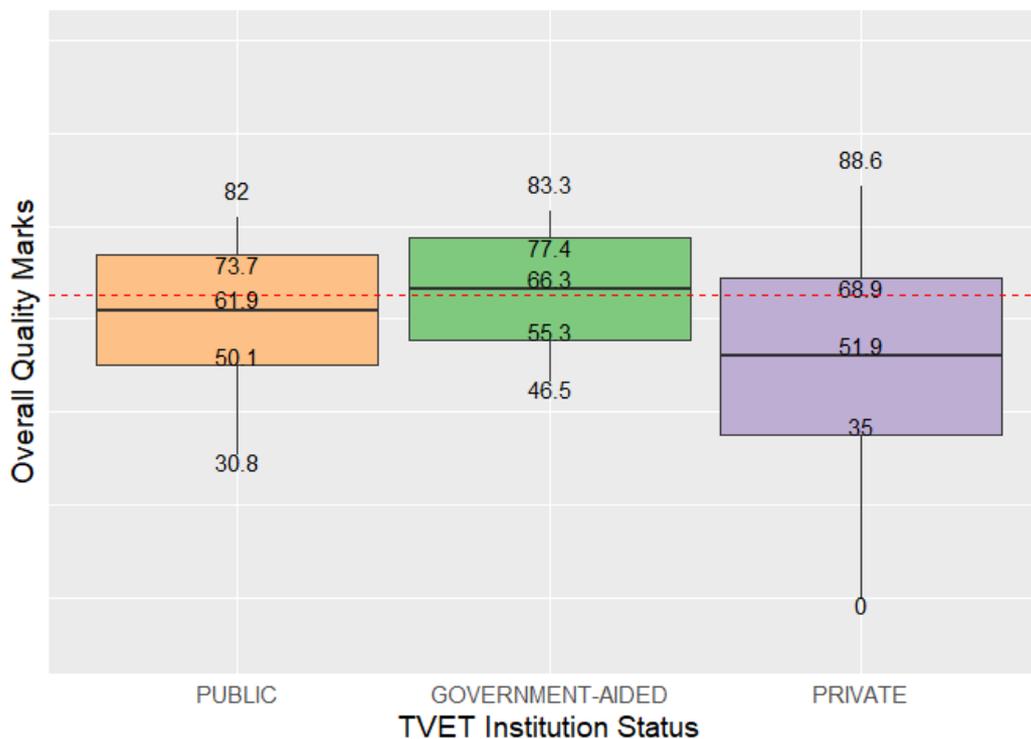
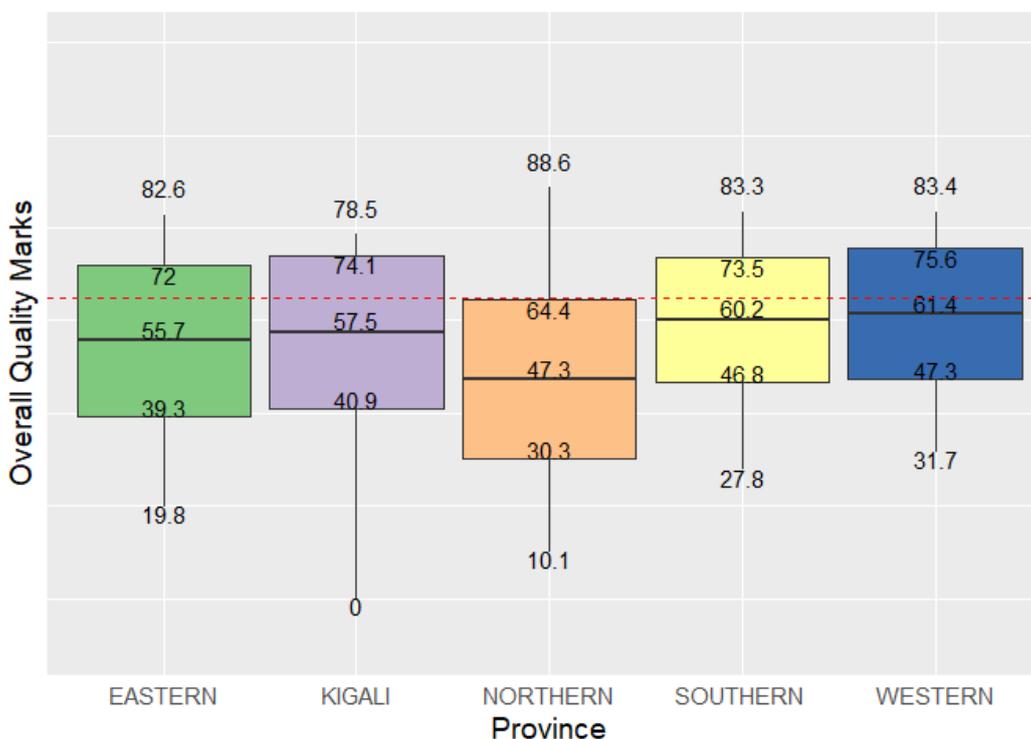


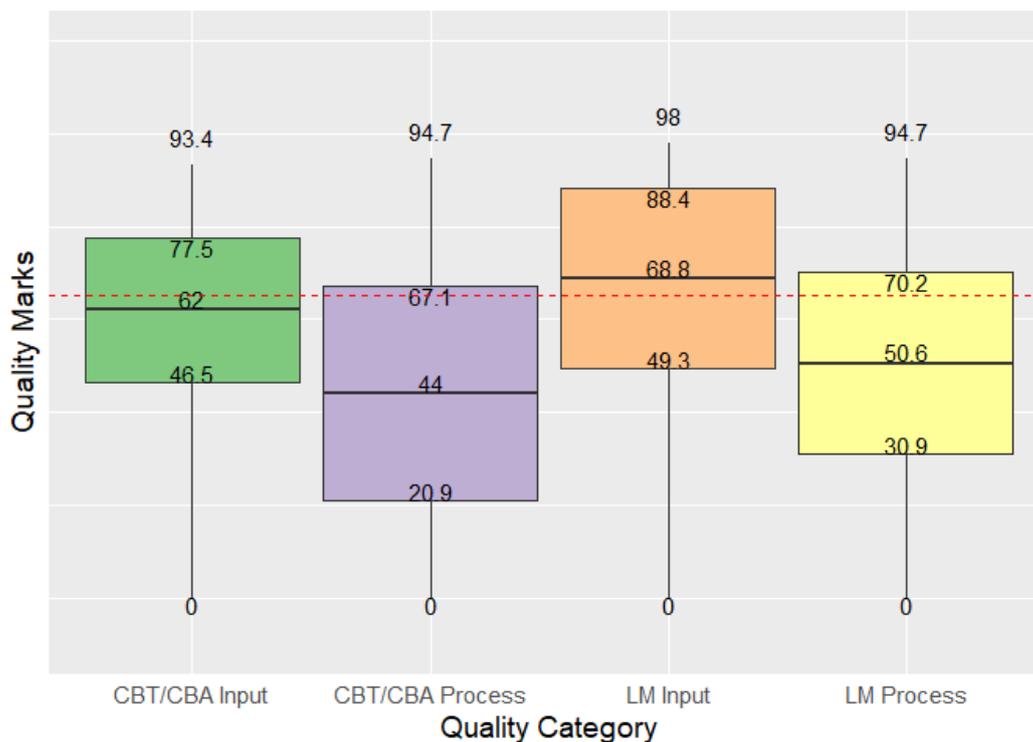
Figure 29: Overall Marks by Provinces (VTCs / RQF Level 1-2)



It is important to note that these gaps in school status and provinces were caused from the challenging processes in CBT/CBA and Leadership & Management. Indeed, the figure below shows that qualities in CBT/CBA Process (44.0) and Leadership & Management Process (50.6) were significantly poorer than those in CBT/CBA Input (62.0) and Leadership & Management Process (68.8). The qualities in CBT/CBA Input, such as facilities and resources, and Leadership & Management Input, such as management facilities, stood at

near the levels that assure minimum qualities in TVET CBT/CBA. On the other hand, the qualities in CBT/CBA Process, including training and assessment, and Leadership & Management Process, including estate and asset management, human resource and financial management, and student management, were assessed as poor to implement appropriate CBT/CBA. Therefore, it was evident that the under-performing processes in CBT/CBA and Leadership & Management were the critical factors that deteriorated the overall quality in VTCs.

Figure 30: Quality Categories (VTCs / RQF Level 1-2)



To sum, it seems apparent that numerous VTCs in RQF Level 1-2 were not achieving the quality assurance standards in TVET delivery. Only 30% of VTCs were regarded as achieving minimum quality assurance standards while the other 70% of VTCs were required to be improved in qualities. These undesirable qualities in VTCs were likely to stem from the challenging processes in CBT/CBA and Leadership & Management rather than the inputs. This suggests that the TVET processes were the significant factor to be improved in VTCs.

The next sub-chapters identify sub-factors to influence TVET qualities in VTCs. Despite the fact that the main challenges were the processes in VTCs, both input and process were analyzed. This was because the processes were interlinked with the inputs. For example, training and assessments (CBT/CBA Process) were not implementable without learning resources and competent trainers (CBT/CBA Input). Also, Leadership & Management Input and Process, such as student management, were likely to influence qualities in CBT/CBA delivery. Through this analysis, this inspection targets to develop strategic recommendations to strengthen TVET CBT/CBA in VTCs.

IV.B. CBT/CBA Input Quality

The input marks of VTCs' TVET CBT/CBA quality were inspected as 62 out of 100. 68 percent of VTCs' input marks stood at between 77.5 and 46.5 as the standard deviation was 15.5. The highest input mark that a VTC received was 93.4 while the lowest was 0. This shows that many VTCs had minimum inputs to implement CBT/CBA although they were required to improve their inputs further. Thus, this inspection maintains that VTCs had inputs in quality levels close to the minimum standards to implement CBT/CBA.

Table 19: CBT/CBA Input Marks (VTCs / RQF Level 1-2)

Status	Province					Total
	Kigali	Eastern	Northern	Southern	Western	
Public	71.8	71.5	52.3	70.1	67.8	66.3
Private	62.1	57.9	52.5	60.3	65.2	59.1
Government-aided	59.7	78.0	56.9	69.5	67.9	66.8
Total	62.8	62.5	52.9	65.3	66.7	62.0

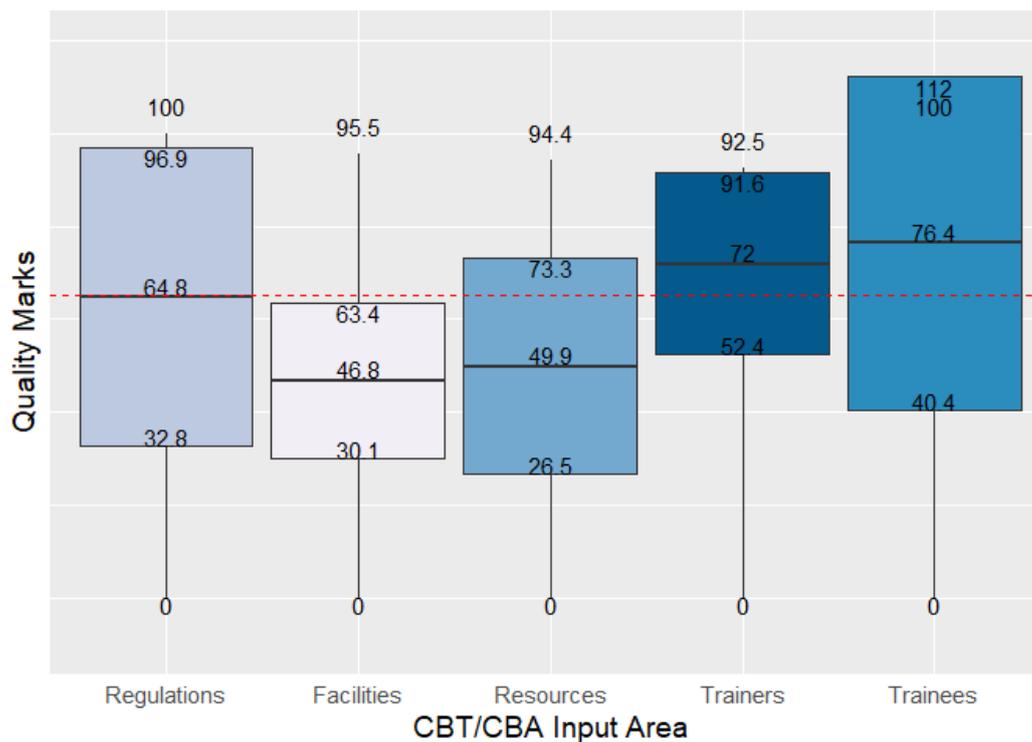
Table 20: Quality Areas and Criteria in CBT/CBA Input (VTCs / RQF Level 1-2)

Quality Areas (Marks)		Quality Criteria (Scores)	
Regulations	64.8	Competency-based Curriculum	75.9
		Competence-based Training and Assessment Implementation Framework	53.8
Facilities	46.8	Technical Workshops and Laboratories	81.6
		Classrooms	69.2
		Smart Classroom and Computer Laboratory	26.1
		Library	10.1
Resources	49.9	Equipment, Tools and Materials	41.5
		Furniture	57.5
		Safety and Security	50.6
Trainers	72.0	Sufficiency	83.8
		Technical Competency	89.8
		Pedagogic Competency	63.0
		Trainers for Soft Skills	51.4
Trainees	76.4	Quality of Trainees	76.4

The CBT/CBA Input quality is composed of the following quality areas: (1) Regulations, (2) Facilities,

(3) Resources, (4) Trainers, and (5) Trainees. Figure 31 shows the average marks in quality areas. This presents that the qualities of facilities and learning resources were noticeably challenging than other quality areas. The average scores of facilities and learning resources were 46.8 and 49.9 in the same order. These were far-below the minimum quality marks (65) to deliver CBT/CBA. Except facilities and learning resources, the qualities of regulations (64.8), trainers (72.0), and trainees (76.4) stood at the minimum levels to implement CBT/CBA. Thus, it was identified that the significant factors to deteriorate TVET CBT/CBA inputs were facilities and learning resources.

Figure 31: Scores by Quality Areas in CBT/CBA Input (VTCs / RQF Level 1-2)



Regarding the quality area of Regulations, which consists of the quality criteria of Competency-based Curriculum, and CBT/CBA Implementation Framework, Figure 32 presents the scores of the quality criteria. It was unfortunate that some VTCs did not utilise updated CBCs in delivering CBT/CBA although many VTSs adopted accredited CBCs. This was because some CBCs were not yet developed by RTB for relevant TVET trades. More importantly, it was clearly observed that VTCs were not properly regulated in TVET CBT/CBA implementation. In other words, most VTCs were not coordinated, facilitated, and guided regarding how to implement TVET CBT/CBA. This inspection found that most VTCs that adopt the TVET CBT/CBA Implementation Framework were those which were directly coordinated by RTB. The other private VTCs that were not directly coordinated by RTB had not yet been properly introduced the framework. Thus, it was apparent that the TVET CBT/CBA Implementation Framework was required to be introduced to all VTCs to regulate CBT/CBA delivery. These suggest that most VTCs were required to be regulated better by RTB through updated CBCs and TVET CBT/CBA Implementation Framework.

The quality area of Facilities has the following quality criteria: Technical Workshops, Classrooms, Smart Classroom & Computer Laboratory, and Library. As shown in Figure 33, it was revealed that most VTCs had basic workshops and classrooms to deliver TVET CBT/CBA. However, it was observed that most VTCs did not have supportive facilities, including smart classrooms, computer laboratories, and/or libraries, to improve trainees' performances. Because the supportive facilities were regarded as effective in CBT/CBA, VTCs were encouraged to improve the quantities and qualities of smart classrooms, computer laboratories, and libraries.

Figure 32: Scores by Quality Criteria of Regulations in CBT/CBA Input (VTCs / RQF Level 1-2)

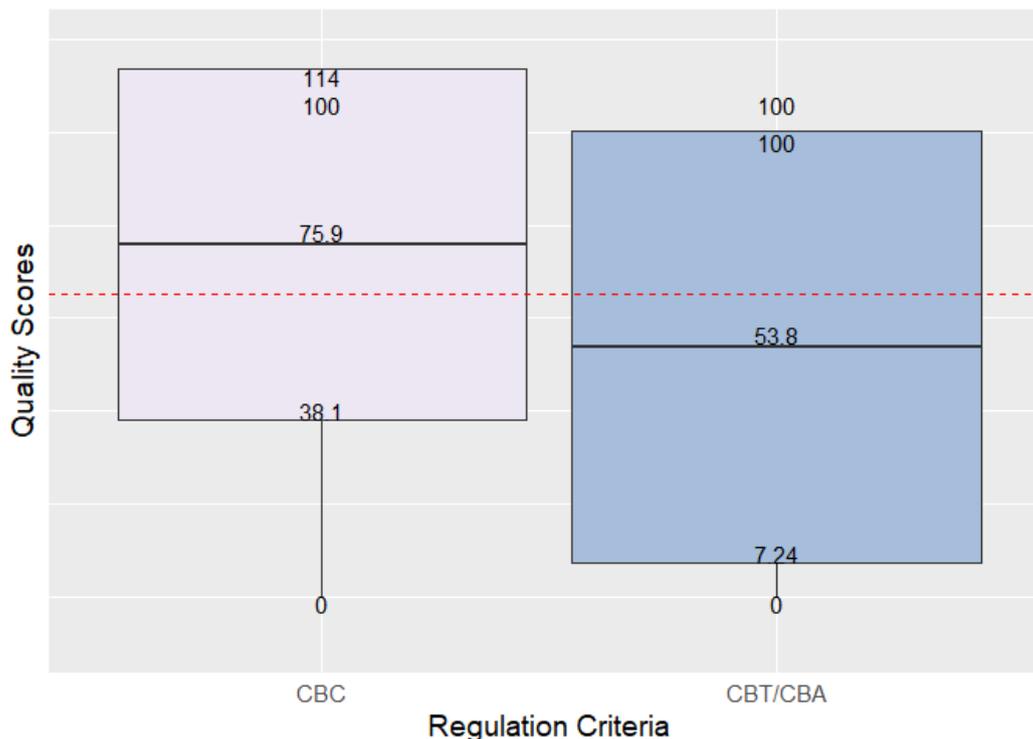
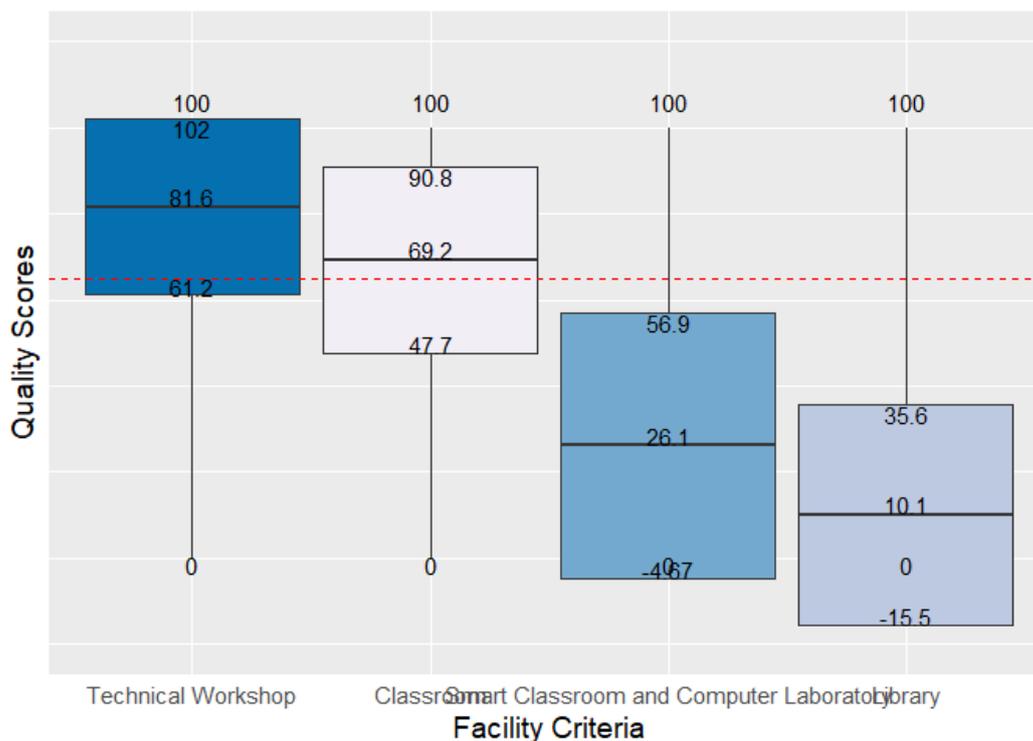


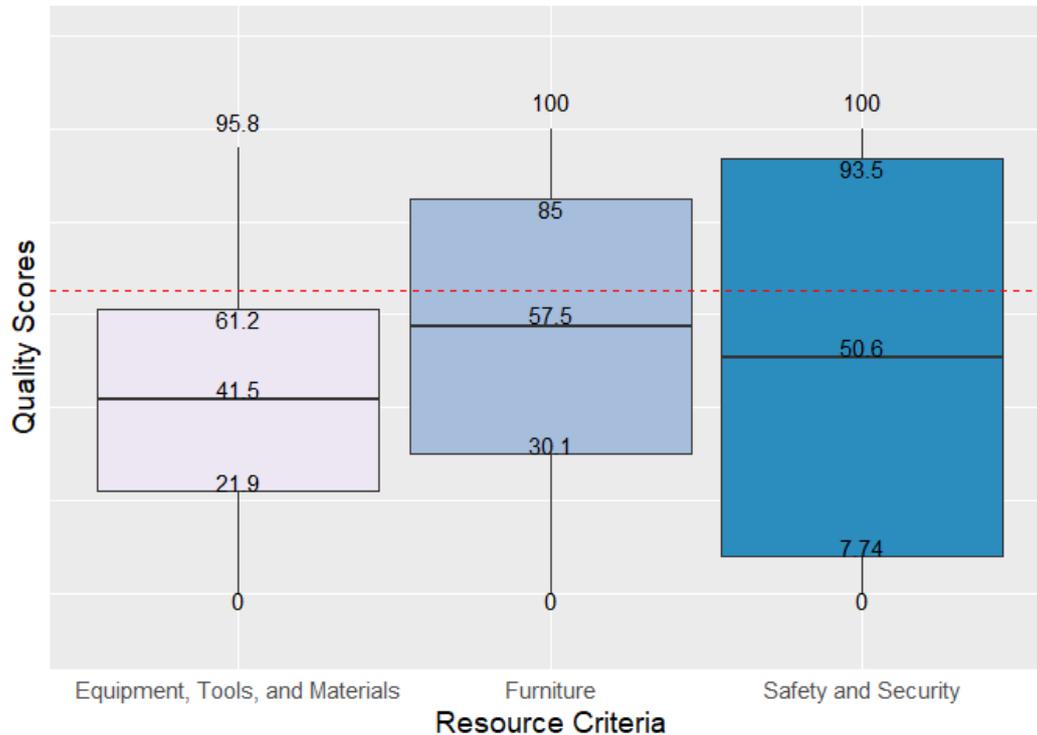
Figure 33: Scores by Quality Criteria of Facilities in CBT/CBA Input (VTCs / RQF Level 1-2)



The quality area of Resources consists of the following quality criteria: Learning Equipment, Materials and Tools, Furniture, and Safety and Security Tools. The list of equipment, materials, and tools was supposed to be appeared in CBCs as Standard Tools and Equipment Lists (STELs) per TVET trade. However, it was identified that many CBCs did not have STELs. This made this inspection challenging to monitor and evaluate the status of learning resources objectively. However, many VTCs argued that they could not deliver CBT/CBA based on relevant CBCs because of the shortage of equipment, tools and materials. Furthermore, most TVET trades did not have relevant trainer & trainee manuals. Many VTCs did not have relevant and

sufficient reading materials for trainees. Many TSSs did not have sufficient furniture, such as trainee desks and chairs, and safety and security tools in workshops. According to VTCs and inspectors, the lack of sufficient learning resources was the primary concerns in TVET CBT/CBA implementation. Thus, VTCs were required to enhance learning resources.

Figure 34: Scores by Quality Criteria of Resources in CBT/CBA Input (VTCs / RQF Level 1-2)



In the quality area of Trainers, sufficiency, technical competencies, pedagogic competencies, and trainers for soft skills were the quality criteria to be inspected. Throughout the audit, it was revealed that many VTCs had sufficient and qualified trainers in their technical fields. However, it was identified that many TVET trainers did not have enough pedagogical competences to deliver CBT/CBA. Approximately more than a half of TVET trainers were certified in pedagogic competences in TVET CBT/CBA. This means that about a half of trainers were not yet competent to implement TVET CBT/CBA. More significantly, around a half of VTCs did not have necessary trainers for soft skills, such as Language, ICT, and Entrepreneurship. Arguably, the challenging pedagogical competences of trainers were likely to be linked with the challenging quality levels of TVET CBT/CBA process.

In the quality area of Trainees, many TVET trainees were meeting minimum requirements to enter relevant TVET CBT/CBA trades. However, it was noticeable that some VTCs accepted trainees without considering whether they were eligible in TVET trades of RQF Level 1-2. To avoid these cases, it was required for NESAS to regulate VTCs regarding the trainee registration.

As a result of this inspection, it was concluded that VTCs had very basic inputs to implement CBT/CBA in their TVET trades. However, it was considerably noticed that the following inputs impeded TVET CBT/CBA delivery. Firstly, because some CBCs were not yet developed for relevant TVET trades, some VTCs were not implementing CBCs. Secondly, many VTCs did not have sufficient necessary learning resources, including equipment, tools, and consumables, to implement CBT/CBA. Thirdly, most VTCs did not have supportive facilities, such as smart classrooms, computer laboratories, and libraries, to facilitate trainees' academic performances. Fourthly, many TVET trainers were not pedagogically competent to implement CBT/CBA. Fifthly, many private TSSs were not yet introduced the TVET CBT/CBA Implementation Framework. Lastly, many VTCs were requested to have the necessary trainers in English, ICT,

and Entrepreneurship.

Figure 35: Scores by Quality Criteria of Trainers in CBT/CBA Input (VTCs / RQF Level 1-2)

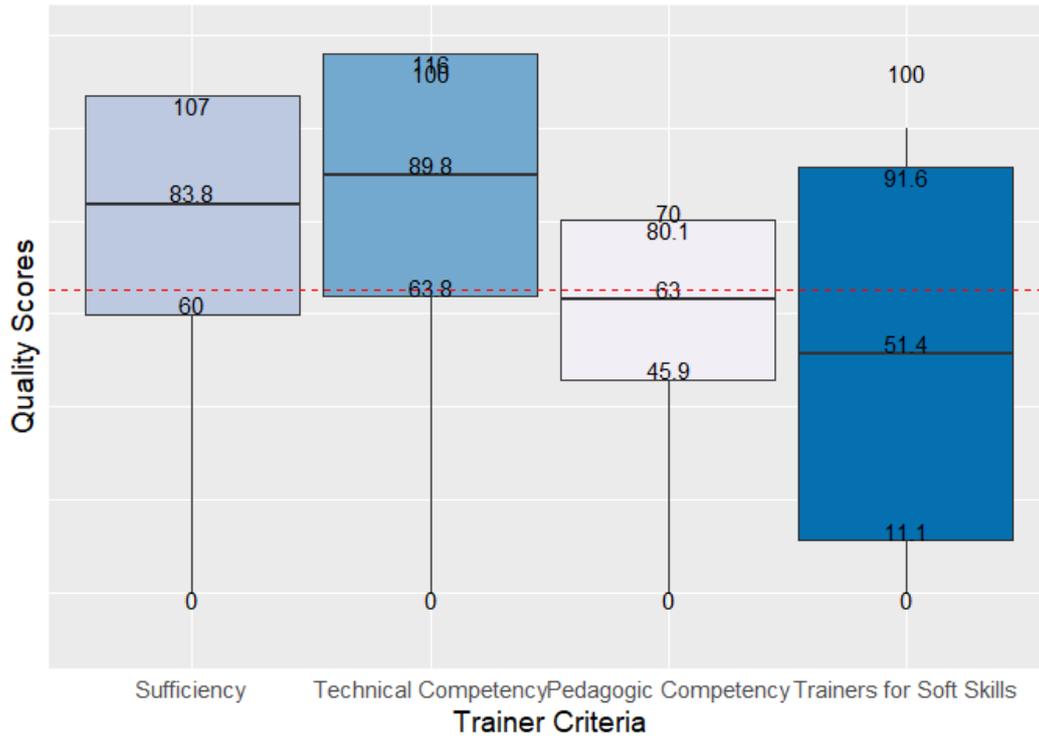
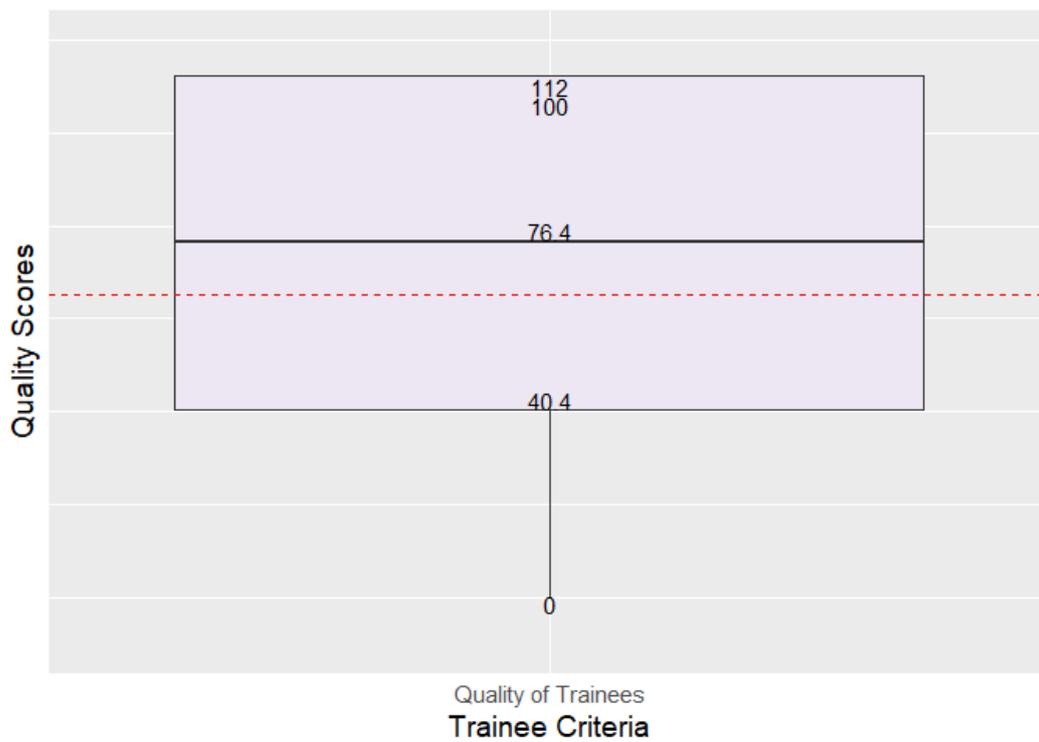


Figure 36: Scores by Quality Criteria of Trainees in CBT/CBA Input (VTCs / RQF Level 1-2)



IV.C. CBT/CBA Process Quality

The CBT/CBA Process marks of VTCs were assessed as 44.0 out of 100. The standard deviation was 24.9, which means that 68% of VTCs were marked between 67.1 and 20.9. In other words, most VTCs had a very wide range of qualities in CBT/CBA Process. The VTC that achieved the highest process marks was Saint Bernard VTC (94.7). On the other hands, there was a VTC which was assessed as 0, the lowest process mark in this inspection. These results present that the CBT/CBA process qualities in VTCs were significantly challenging in TVET CBT/CBA. Most VTCs were required to be improved in their process qualities.

Table 21: CBT/CBA Process Marks (VTCs / RQF Level 1-2)

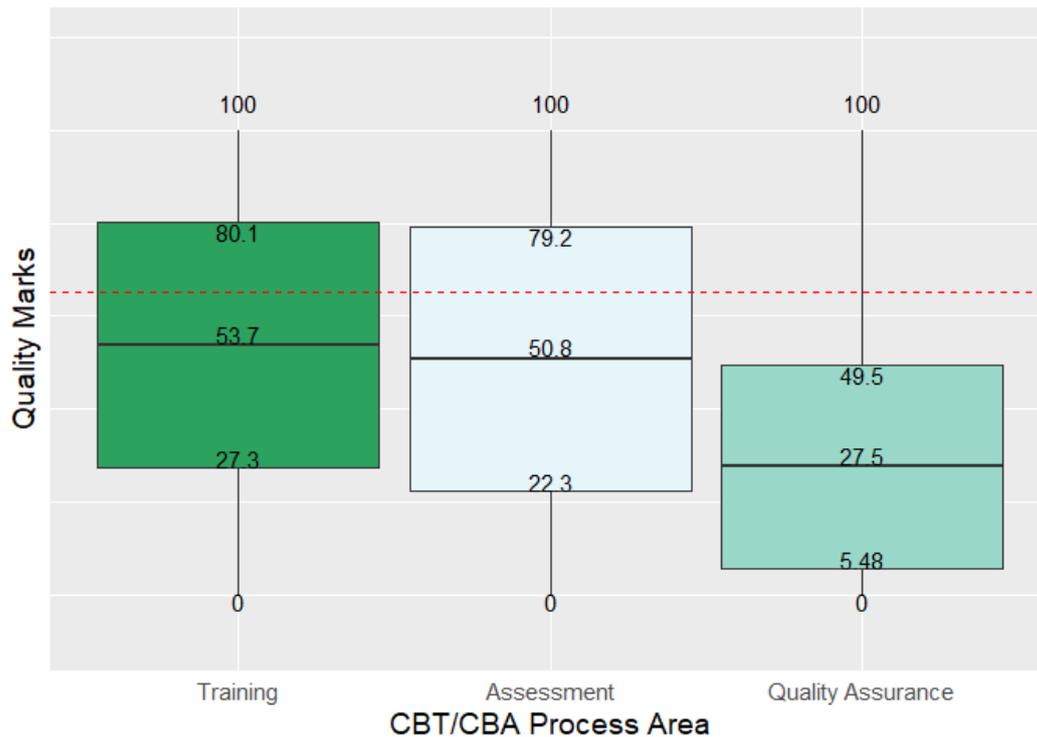
Status	Province					Total
	Kigali	Eastern	Northern	Southern	Western	
Public	51.9	52.5	36.6	52.3	48.6	48.4
Private	53.8	35.8	31.2	42.0	34.3	40.7
Government-aided	45.9	84.3	35.9	54.8	47.5	50.9
Total	53.4	42.1	33.4	47.8	42.4	44.0

The TVET CBT/CBA process management includes the following quality areas: (1) Training, (2) Assessment, and (3) Quality Assurance. Looking at the marks shown in Figure 37 and Table 22, the score of quality assurance (27.5) was remarkably worse than training (53.7) and assessment (50.8). Although the marks of training and assessment were even in very challenging quality levels, that of quality assurance was considerably under-marked. This means that school managers' (headmasters') internal quality assurance activities, such as coordinating, monitoring and supervising CBT/CBA, were not appropriately implemented. More importantly, the higher the score of quality assurance was, the higher the scores of training and assessment were in VTCs (Figure 13). In other words, the challenging qualities of CBT/CBA were likely to come from the poor quality assurance in VTCs. Therefore, it is argued that the quality assurance activities in VTCs were required to be improved in TVET CBT/CBA.

Table 22: Quality Areas and Criteria in CBT/CBA Process (VTCs / RQF Level 1-2)

Quality Areas (Marks)		Quality Criteria (Scores)	
Training	53.7	Trainer Portfolio Management	75.2
		Training Planning	59.8
		Training Implementation	26.1
Assessment	50.8	Trainee Portfolio Management	64.5
		Assessment Planning	39.4
		Assessment Implementation	48.3
Quality Assurance	27.5	Training and Assessment Monitoring	43.4
		Internal Verification	11.6

Figure 37: Scores by Quality Areas in CBT/CBA Process (VTCs / RQF Level 1-2)



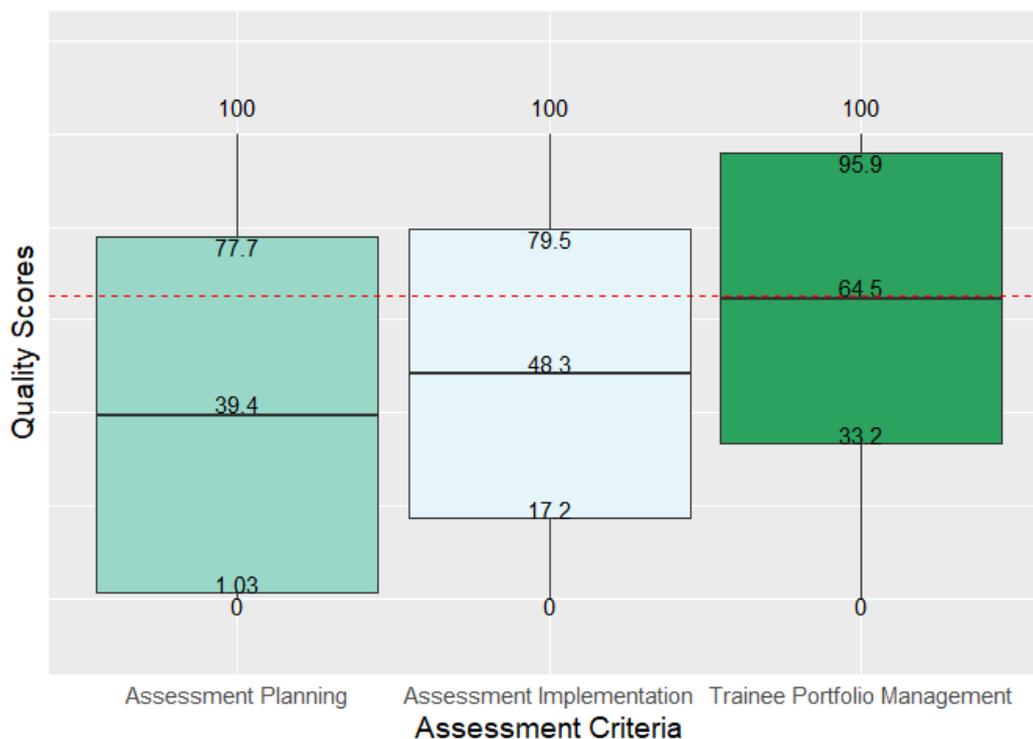
The quality area of Training consists of Trainer Portfolio Management, Training Planning, and Training Implementation. As presented in Table 22 and Figure 39, this inspection identified that CBT planning (59.8) and CBT implementation (26.1) were not meeting the minimum standards in CBT. More importantly, they were considerably underscored than trainer portfolio management (75.2) and CBT planning (59.8). Because the indicators in CBT planning and implementation were concerned with reviewing and confirming documents verifying the CBT progress, it could not be apparently concluded that TVET trainers did not conduct CBT planning and implementation. As most TVET trainers appealed, there were possibilities that CBT was planned and implemented although concrete evidence was absent in many VTCs. However, it seems apparent that CBT in VTCs was not properly monitored and supervised by school management. According to qualitative observations and interviews by the inspectors, the reason why relevant evidence did not exist was the lack of requests by school managers (headmasters) or deputy school managers (deputy headmasters) in charge of studies. Therefore, the challenging qualities in training planning and implementation were arguably due to the challenging quality assurance activities in VTCs. In other words, internal quality assurance activities were closely related to improving the CBT process.

Regarding the quality area of Assessment, which includes Assessment Planning, Assessment Implementation, and Trainee Portfolio Management, it was found that the CBA planning (39.4) and CBA implementation (48.3) were not achieving the very basic qualities. More interestingly, although both CBA planning and implementation were challenging in their practices and qualities, VTCs made some efforts to manage trainee portfolios (64.5). This shows that TVET trainers in VTCs were likely to implement CBA without appropriate planning process. Due to the lack of CBA planning, formative assessments were not appropriately implemented as required in CBCs. More significantly, many VTCs were not able to implement Summative practical assessments because the assessment materials and consumables were unlikely to be procured without early planning. As trainee portfolios were usually required at the end of TVET trades, VTCs were making efforts to compile some CBA evidence, but the portfolio qualities were challenging. These challenging practices in CBA were required to be improved by school leadership. In other words, the CBA process was required to be coordinated, guided, monitored, and supervised by VTCs' internal quality assurance activities. Thus, the CBA process was highly interconnected with the quality assurance activities in VTCs.

Figure 38: Scores by Quality Criteria of Training in CBT/CBA Process (VTCs / RQF Level 1-2)



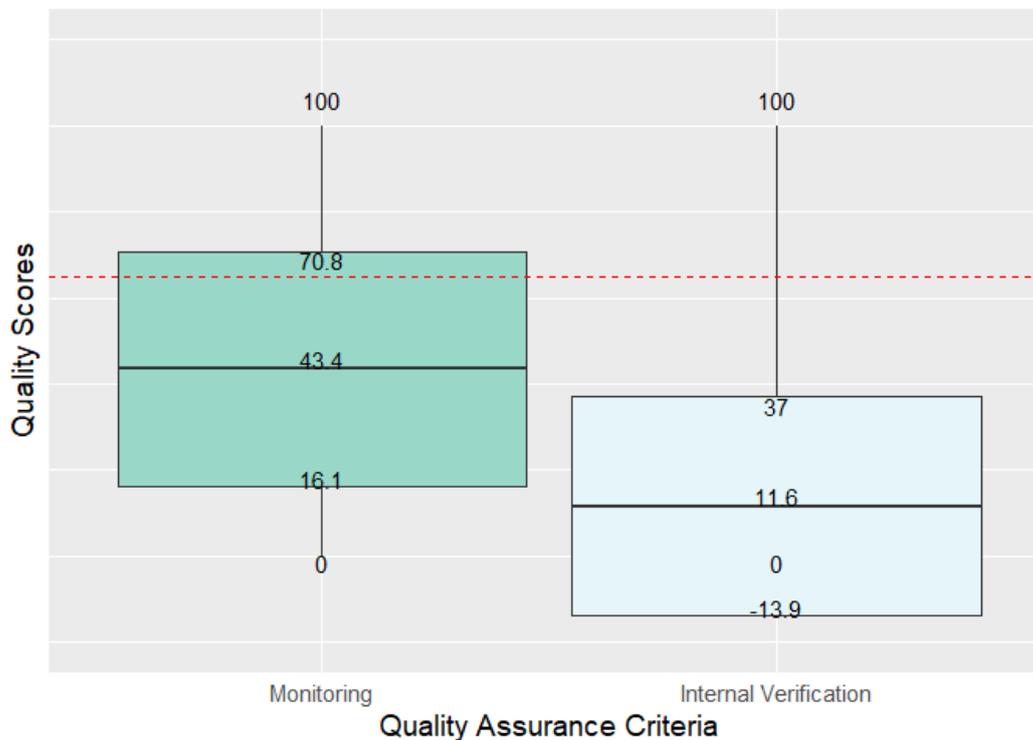
Figure 39: Scores by Quality Criteria of Assessment in CBT/CBA Process (VTCs / RQF Level 1-2)



When it comes to the quality area of Quality Assurance, key activities, including CBT/CBA Monitoring (43.4) and Internal Verification (11.6), were unlikely to be implemented in VTCs. As shown in the CBT and CBA process, training and assessments were not properly coordinated, guided, and monitored by school managers (headmasters) and/or deputy school managers (deputy headmasters) in charge of studies. Most seriously, it was identified that most VTCs were not supervising and verifying the CBT/CBA process. The absence of internal verification means TVET trainers were not actually supervised in TVET CBT/CBA delivery. This led to the challenging CBT/CBA implementation in VTCs. Therefore, it seems clear that the

internal verification was required to be implemented as the top priority to improve the TVET CBT/CBA process.

Figure 40: Scores by Quality Criteria of Quality Assurance in CBT/CBA Process (VTCs / RQF Level 1-2)



In short, this quality inspection concludes that the TVET CBT/CBA process was not meeting minimum quality standards in VTCs. This seems caused by the poorly managed internal quality assurance activities in VTCs. In particular, the lack of internal verification seemed the critical factor to deteriorate the CBT/CBA process. Therefore, it is argued that VTCs’ quality assurance activities, especially including internal verification, were the top priority to enhance TVET CBT/CBA process.

IV.D. Leadership and Management Input Quality

This inspection assessed the input marks in Leadership and Management as 68.8 on average. As the standard deviation was 19.5, 68 per cent of TSSs were marked between 88.4 and 49.3. The highest mark that a TSS achieved was 98 while the lowest mark was 0. These mean that many TSSs had a wide range of qualities in Leadership and Management Input. However, many TSSs were analyzed as meeting the minimum input qualities in Leadership and Management to facilitate CBT/CBA. Even though their inputs were expected to be improved more, TSSs had very basic inputs to implement leadership and management in appropriate ways.

Table 23: Leadership and Management Input Marks (VTCs / RQF Level 1-2)

Status	Province					Total
	Kigali	Eastern	Northern	Southern	Western	

Public	89.9	74.5	58.2	82.1	84.6	75.8
Private	63.2	63.7	59.7	65.9	62.5	63.2
Government-aided	65.0	81.3	81.4	83.7	84.1	82.1
Total	65.2	67.3	61.3	74.6	75.2	68.8

Table 24: Quality Areas and Criteria in Leadership and Management Input (VTCs / RQF Level 1-2)

Quality Areas (Marks)		Quality Criteria (Scores)	
Readiness	58.5	Strategic Planning	51.1
		Accreditation	65.9
Management Facilities	65.2	Administrative Facilities	75.0
		Welfare Facilities	62.2
		Security and Safety Facilities	58.3
Leaders and Staff	82.8	Leader	86.9
		Staff	78.8

In the Leadership and Management Input, the quality areas of (1) Readiness, (2) Management Facilities, and (3) Leaders and Staff were inspected. The Figure 41 presents that the management facilities (65.2) and leaders & staff (82.8) were having the basic quality levels to support CBT/CBA. However, the quality of readiness, such as strategic planning and accreditation status, was marked as 58.5, which was below the minimum quality level. This suggests that VTCs needed to improve their strategic planning and accreditation status to enhance their inputs in leadership and management.

Figure 41: Scores by Quality Areas in Leadership and Management Input (VTCs / RQF Level 1-2)

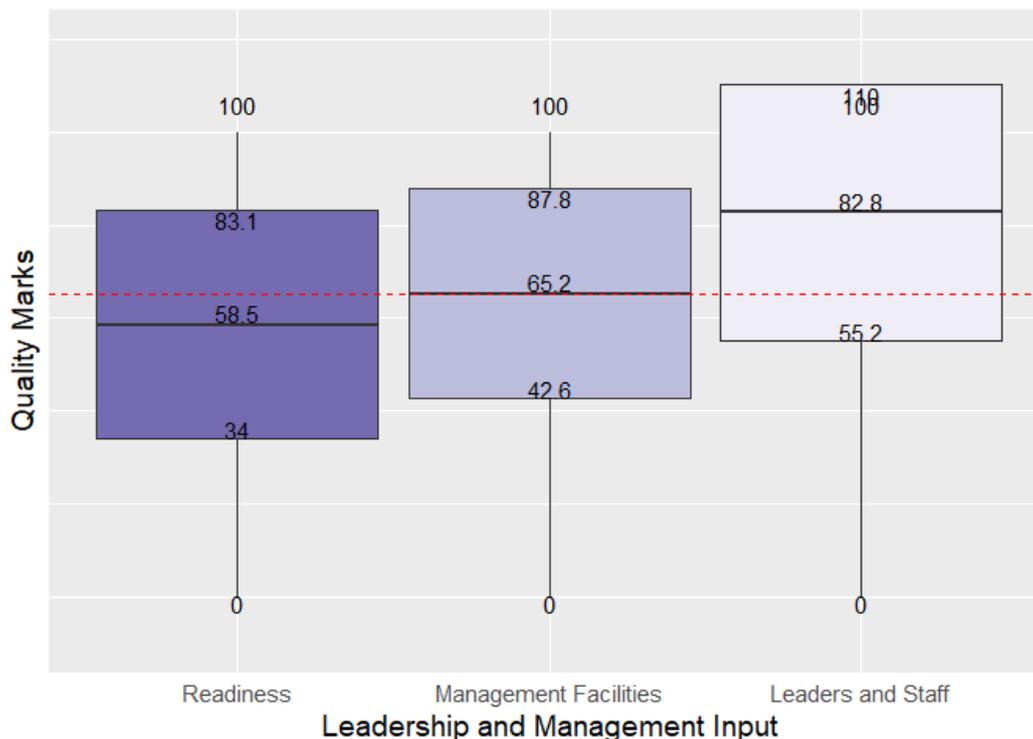
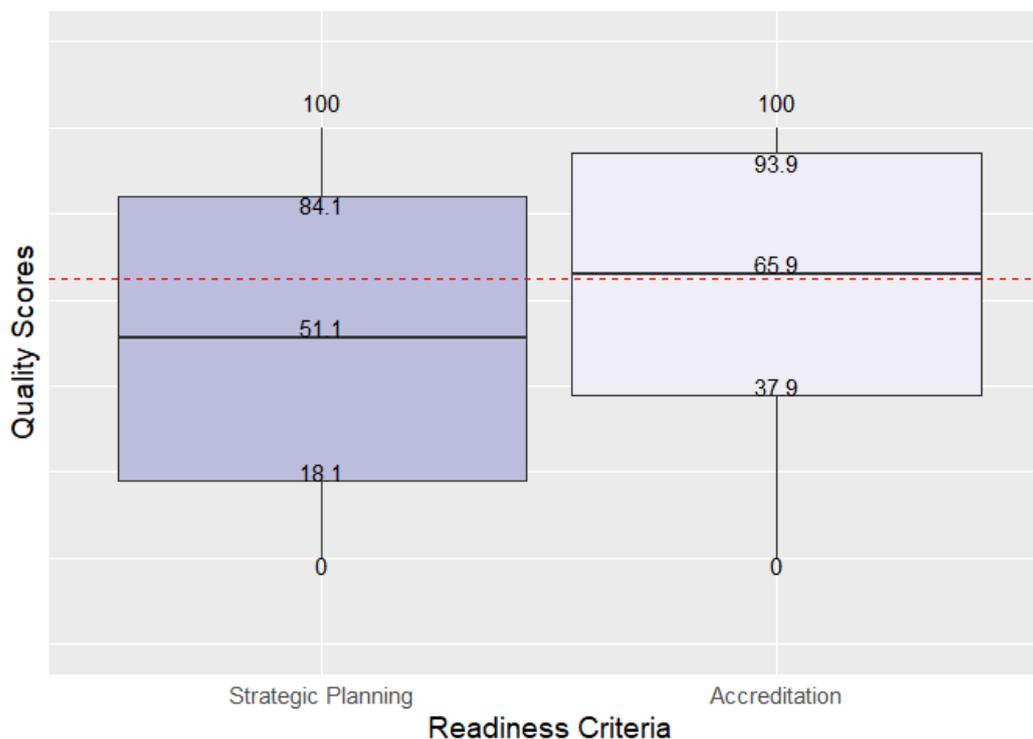


Figure 42: Scores by Quality Criteria in Readiness in Leadership and Management Input (VTCs / RQF Level 1-2)



Regarding the quality criteria of Readiness, the Strategic Planning (51.1) was analyzed as considerable factor in comparison to the Accreditation status (65.9). Assessing strategic plans in VTCs, key areas, such as institutional visions, missions, mandates, and/or organizational structures, were missing, overlapping, or unclear. This led to some difficulties to support academic service in VTCs. Even in the accreditation status, all VTCs were required to have accreditation documents for every TVET trades under implementation. However, it was revealed that some VTCs were delivering TVET trades without proper accreditation by NESAS. Because accreditation is related to ensuring the very minimum qualities in CBT/CBA,

this might result in challenging qualities in CBT/CBA. Thus, VTCs were encouraged to strengthen their strategic planning and accreditation status to enhancing their teaching and learning service.

The quality area of Management Facilities, which have criteria of administrative facilities, welfare facilities and security and safety facilities. During this audit, it was identified that the administrative facilities (75.0) were in good conditions to support CBT/CBA. On the other hand, welfare facilities (62.2) and security & safety facilities (58.3) were required to be improved. Even though the welfare facilities were almost at the minimum level, some supportive facilities, including their dining halls, toilets, fences, and/or playgrounds, were challenging in many VTCs. More importantly, many VTCs did not have necessary safety facilities, such as fire extinguishers.

During this inspection, the quality area of Leaders & Staff was assessed as the highest quality in Leadership and Management Input. The average scores of leader and staff were 86.9 and 78.8, respectively. This means that most VTCs had school managers (head teachers) and administrative & supporting staff based on their organizational structure and qualification requirements. Thus, it was assessed that VTCs had good human resources to manage and facilitate their CBT/CBA trades.

Figure 43: Scores by Quality Criteria in Management Facilities in Leadership and Management Input (VTCs / RQF Level 1-2)

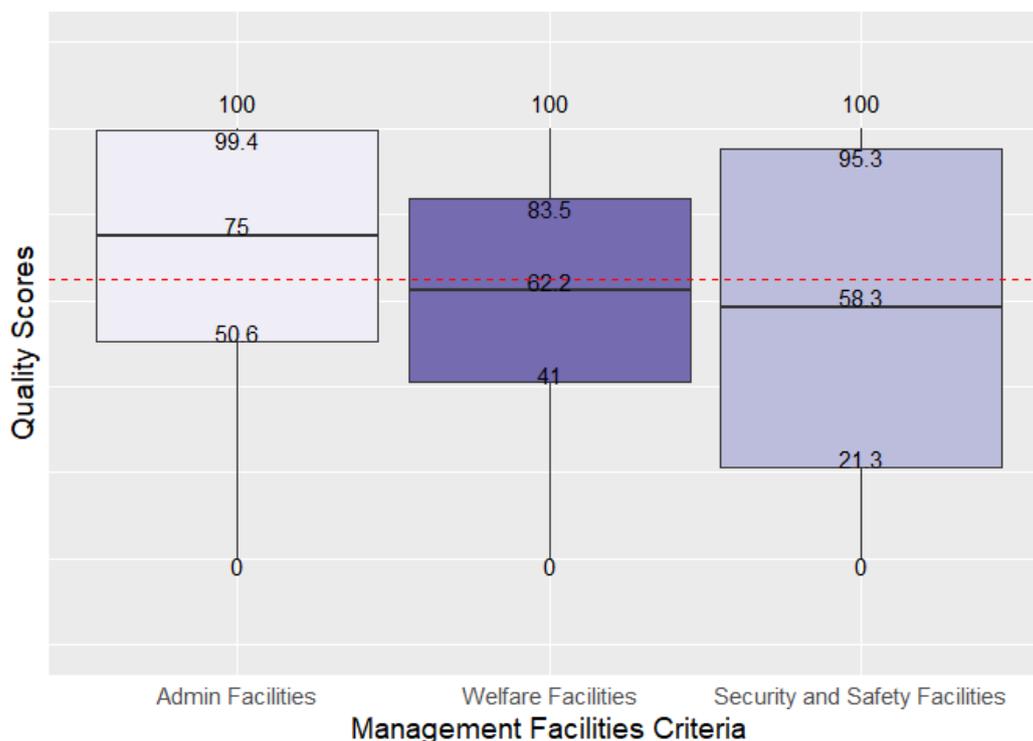
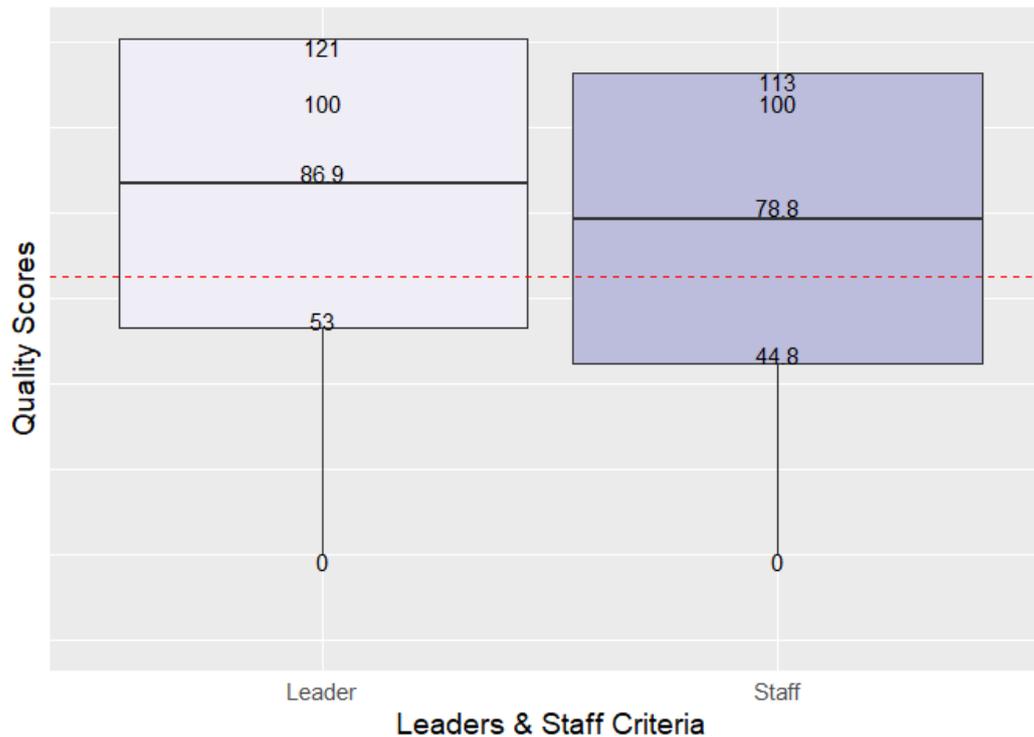


Figure 44: Scores by Quality Criteria in Leaders & Staff in Leadership and Management Input (VTCs / RQF Level 1-2)



In sum, the key area to be improved in Leadership and Management Input was readiness. In specific, VTCs’ strategic plans were requested to be improved in their qualities. Moreover, the accreditation status in VTCs were required to be reviewed by NESAS to encourage the very minimum qualities in CBT/CBA. In addition, welfare and safety & security facilities had to be improved in some levels.

IV.E. Leadership and Management Process Quality

The quality of Leadership and Management Process was marked as 50.6 out of 100. 68% of VTCs were assessed as the marks between 70.2 and 30.9 with the standard deviation of 19.7. The highest mark that a VTC achieved was 94.7 while the lowest mark was 0. In other words, most VTCs were at the wide range of qualities in the leadership and management process. More seriously, most VTCs were not achieving the minimum levels of qualities to facilitate CBT/CBA. Therefore, it is maintained that many VTCs were in challenging levels to support high-quality and relevant CBT/CBA.

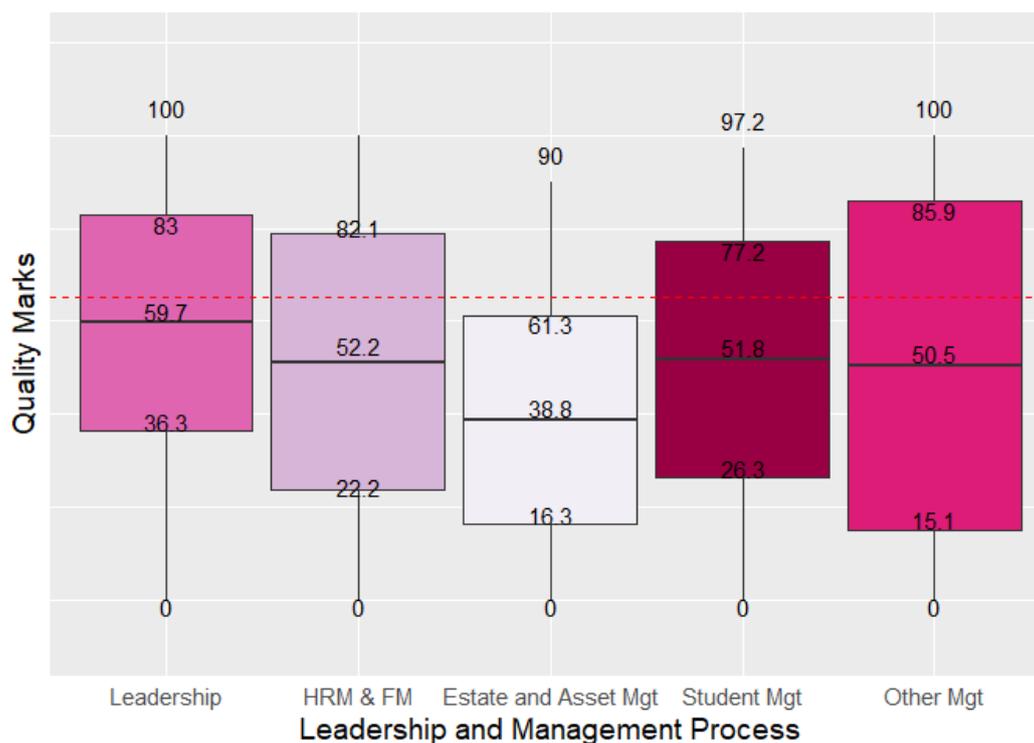
Table 25: Leadership and Management Process Marks (VTCs / RQF Level 1-2)

Status	Province					Total
	Kigali	Eastern	Northern	Southern	Western	
Public	60.1	60.3	49.0	56.1	65.6	57.2
Private	48.2	45.1	35.1	47.5	47.9	44.8
Government-aided	37.2	86.6	57.4	61.6	81.1	65.5
Total	48.7	50.8	41.8	52.9	61.4	50.6

Table 26: Quality Areas and Criteria in Leadership and Management Process (VTCs / RQF Level 1-2)

Quality Areas (Marks)		Quality Criteria (Scores)	
Leadership	59.7	Implementation	65.2
		School Committee Governance	54.4
		Procedures and Communication	59.4
Human Resource and Financial Management	52.2	Human Resource Management	50.1
		Financial Management	57.1
		Procurement Management	49.2
Estate and Asset Management	38.8	Estate Management	44.9
		Asset Management	32.7
Student Management	51.8	Enrolment Plan	45.0
		Admission Management	60.6
		Welfare Management	33.9
		Alumni Management	67.5
Other Management	50.5	Community Outreach	37.2
		Industry Partnership	63.8

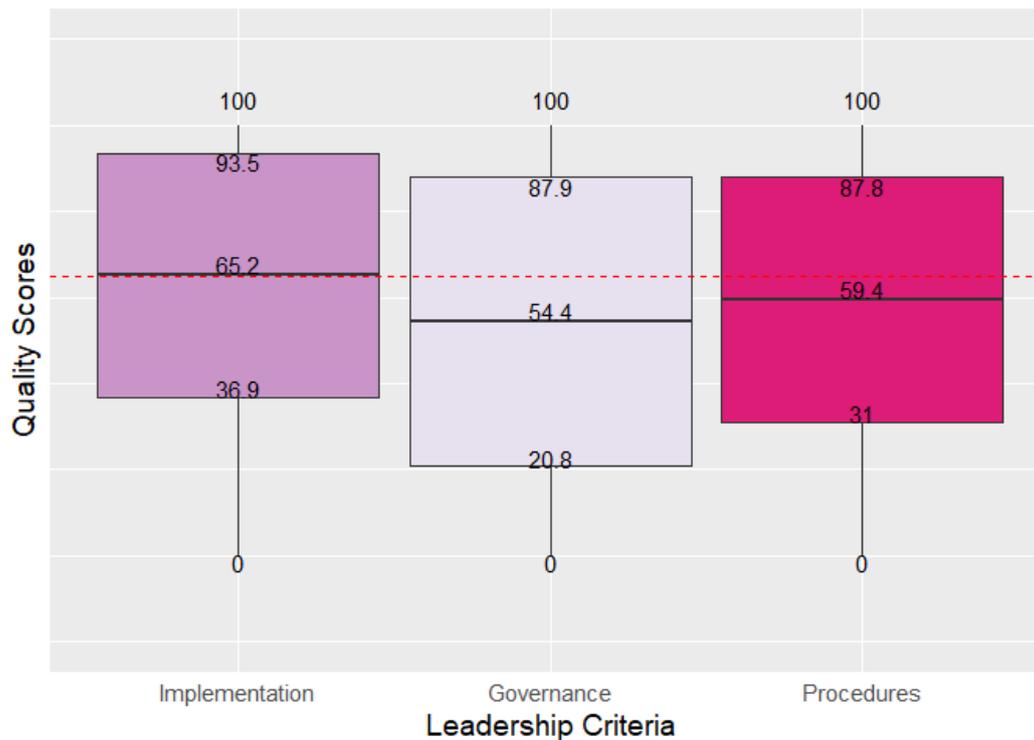
Figure 45: Scores by Quality Areas in Leadership and Management Process (VTCs / RQF Level 1-2)



The Leadership and Management Process is composed of quality areas, including (1) Leadership, (2)

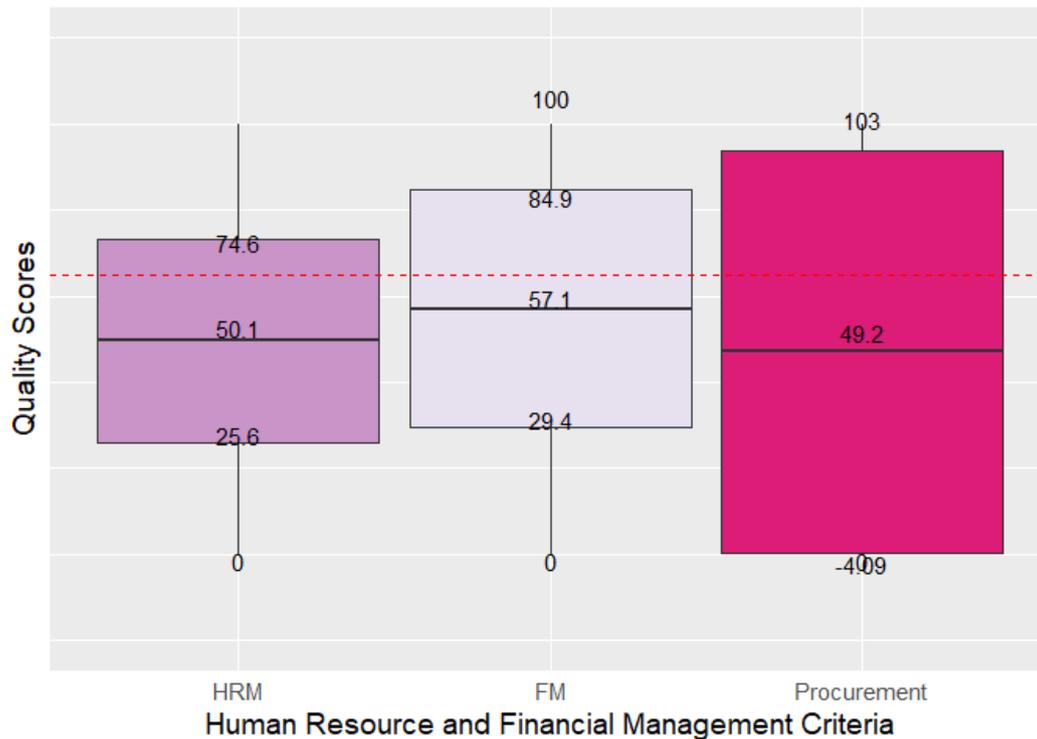
Human Resource Management and Financial Management, (3) Estate and Asset Management, (4) Student Management, and (5) Other Management. In this audit, the qualities were assessed as 59.7, 52.2, 38.8, 51.8, and 50.5 in the same order. These mean that every quality area in the Leadership and Management Process was not meeting the minimum standards. Out of the quality areas, the status of estate & asset management was particularly challenging than the other areas. Hence, the VTCs’ Leadership and Management Process was requested to be ameliorated with the specific focus on the estate and asset management.

Figure 46: Scores by Quality Criteria in Leadership in Leadership and Management Process (VTCs / RQF Level 1-2)



In the quality criteria of Leadership, the leadership implementation, school committee governance, and procedures & communication were inspected in this audit. The results present that the leadership implementation (65.2) stood at the very minimum level to facilitate CBT/CBA. However, the VTCs’ school committee governance (54.4) and procedures & communication (59.4) were in challenges. In other words, VTCs did not have appropriate school committee governance in school executive committees and/or school feeding committees without acceptable implementation status. VTCs were unlikely to have procedural & operational manuals and/or school organigrams. Thus, it seems evident that VTCs were required to improve their governance and procedures.

Figure 47: Scores by Quality Criteria of Human Resource Management and Financial Management in Leadership and



Even in the quality area of Human Resource Management and Financial Management, their qualities stood at below the certain minimum levels. In the human resource management (50.1), key activities, including work performance contracting, performance evaluations, recruitment, staff filing, staff attendance recording, and/or capacity building, were not managed and implemented in many VTCs. In the financial management (57.1), budget planning, financial reporting, and/or audit reporting were not properly conducted in VTCs. When VTCs had the procurement management (49.2), their planning, tender committee operations, tender documenting, and/or tender reporting were inappropriately conducted. Therefore, it was claimed by relevant inspectors that VTCs were in noticeable challenges in human resource and financial management.

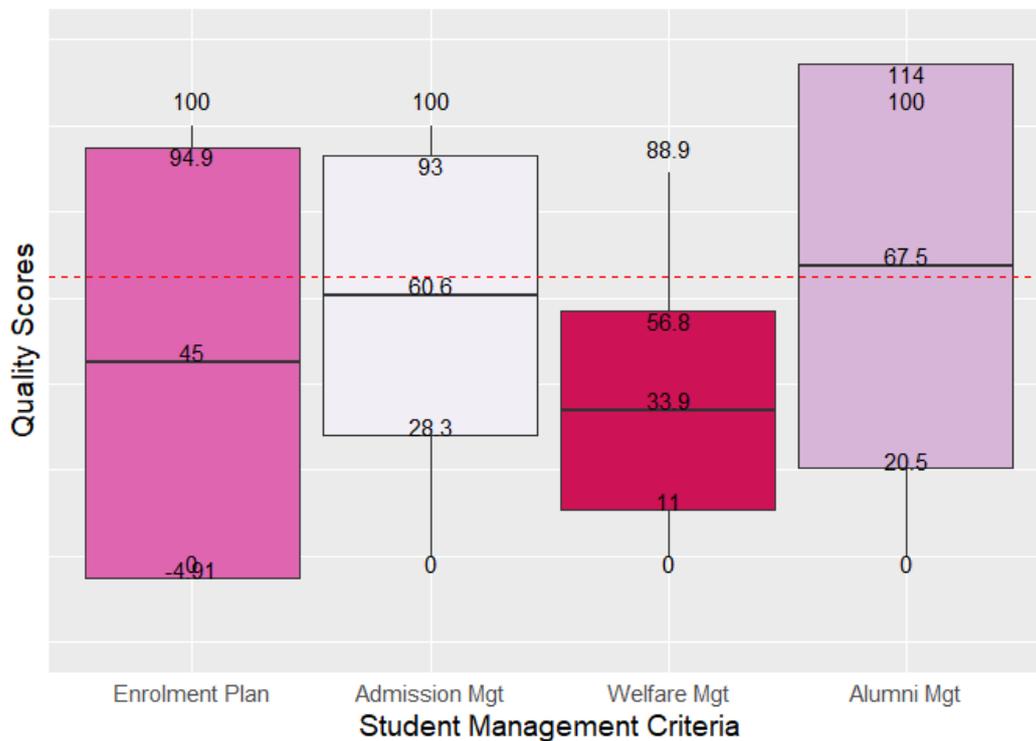
More seriously, the quality area of Estate and Asset Management stood at far below the minimum level to support CBT/CBA delivery. The average scores of estate management and asset management were 44.9 and 32.7, respectively. Both in infrastructure and assets, including learning equipment, tools, and materials, valid insurances were rarely found in most VTCs. Furthermore, most VTCs were not managing their inventories for their facilities, equipment, tools, materials, furniture and so on. Most importantly, maintenance for learning facilities and resources were seldom implemented in most VTCs. Because the estate and asset managements were directly linked to the future qualities in existing CBT/CBA and Leadership & Management inputs, these challenging statuses were regarded as significant by the inspectors. Thus, it was argued that the poor managements in estates and assets were the potential threats to TVET CBT/CBA delivery in VTCs.

Figure 48: Scores by Quality Criteria of Estate and Asset Management in Leadership and Management Process (VTCs / RQF

Level 1-2)



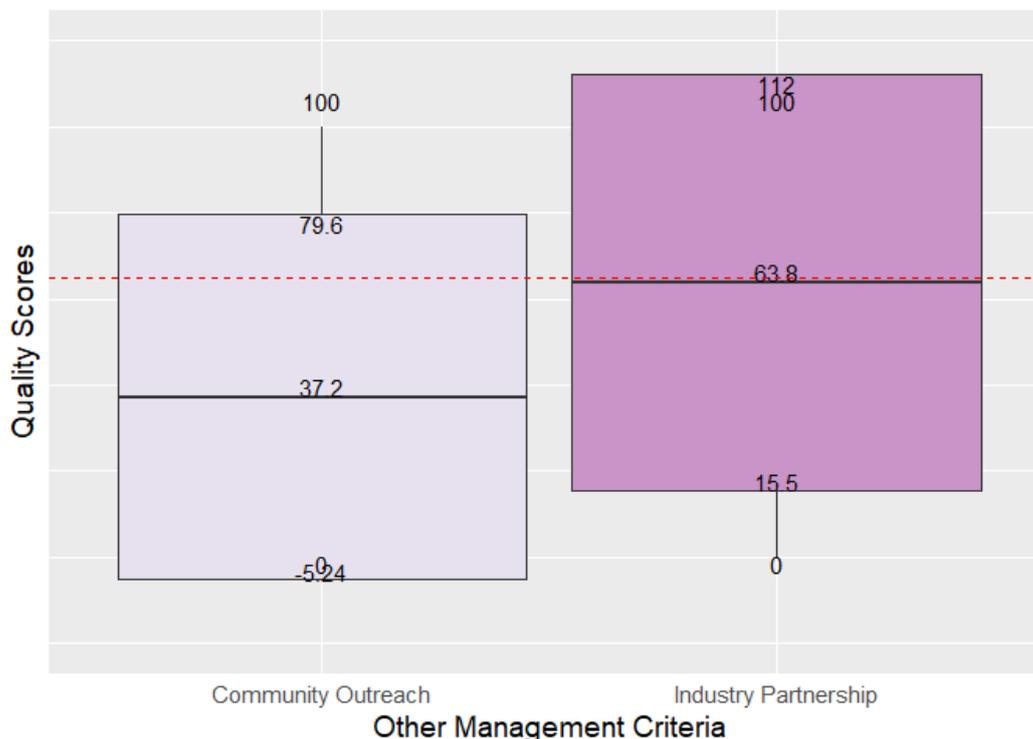
Figure 49: Scores by Quality Criteria of Student Management in Leadership and Management Process (VTCs / RQF Level 1-2)



Concerning the quality area of Student Management, which includes quality criteria of enrolment plan, admission management, welfare management, and alumni management, most criteria were analyzed as challenging except the alumni management (67.5). Looking at the enrolment plan (45.0), many VTCs did not have any strategies and plans to mobilize trainees in their TVET trades. Even the admission management (60.6) was not understandable in many VTCs. More seriously, many VTCs were not providing necessary feeding programs, student counselling, and/or operational use of female rooms and playgrounds as the student welfare management (33.9). Consequently, given the assumption that student management is connected to student

performance, VTCs’ student management were regarded as a potential threat to CBT/CBA delivery.

Figure 50: Scores by Quality Criteria of Other Management in Leadership and Management Process (VTCs / RQF Level 1-2)



In the Other Management, it was observed that VTCs’ community outreach (37.2) and industry partnership (63.8) were below the minimum standards. It was important to note that community outreach and industry partnership were supposed to be related to teaching and learning processes. This means that VTCs were unlikely to connect their supportive managements to CBT/CBA processes. Thus, the qualities in community outreach and industry partnership were regarded as threats to improving trainee performances.

In short, this quality audit revealed that VTCs were unlikely to conduct their leadership and management process in appropriate ways. Every quality area in VTCs’ leadership and management process was not meeting the very minimum standards to support their CBT/CBA delivery. The following aspects were particularly identified in deteriorating VTCs’ CBT/CBA. Firstly, many VTCs did not have appropriate school governance, procedures, human resource & financial management. This could impede ordinary school managements in VTCs. Secondly, VTCs were rarely managing and maintaining their learning facilities, equipment, materials, and tools, which might lead to reducing qualities in CBT/CBA inputs. Thirdly, many VTCs did not conduct necessary student managements, which might be connected to challenging managements in CBT/CBA processes. Fourthly, as many VTCs were reluctant to manage community outreach and industry partnership, various opportunities to link school activities and CBT/CBA delivery were missing in VTCs. In this audit, these four factors were identified as critical to improving leadership and management in line with the CBT/CBA quality.

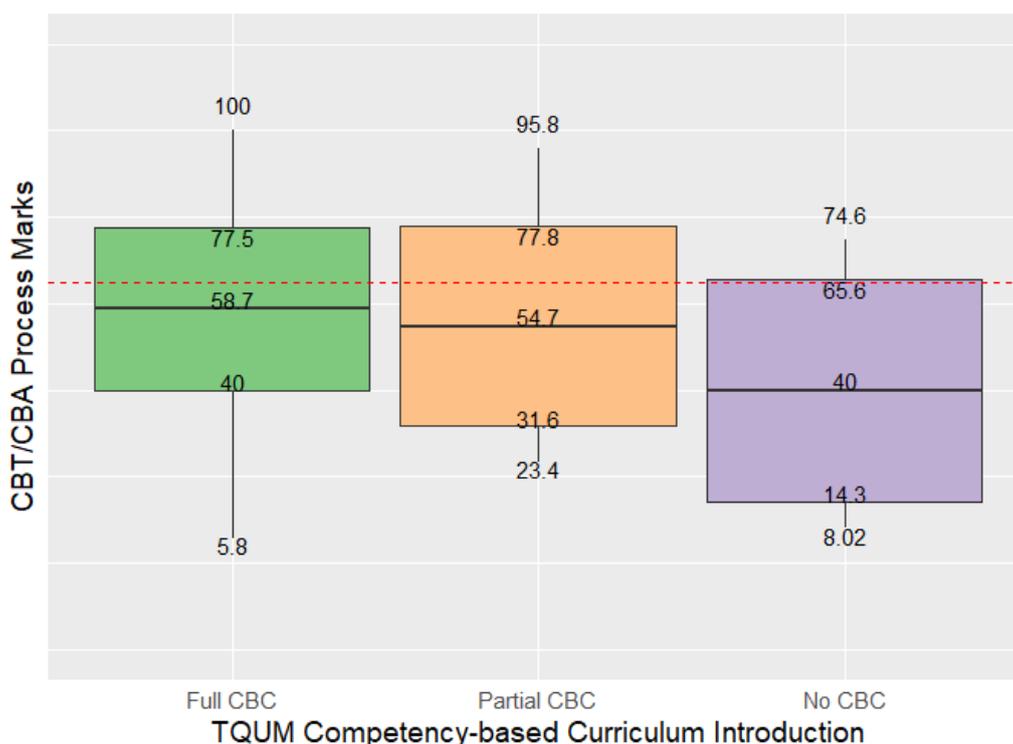
V. QUALITY ASSURANCE

V.A. TVET Competency-based Curriculum

To strengthen the TVET CBT/CBA qualities, RTB and NESAS had introduced their national TVET Competency-based Curricula (CBCs) to TSSs and VTCs. In doing so, RTB had developed and revised their CBCs, and then NESAS provided accreditation to them. This was followed by NESAS to encourage TSSs and VTCs to adopt and utilize accredited CBCs in their CBT/CBA processes. This intervention had a main target to improve TSSs' and VTCs' qualities in CBT/CBA processes.

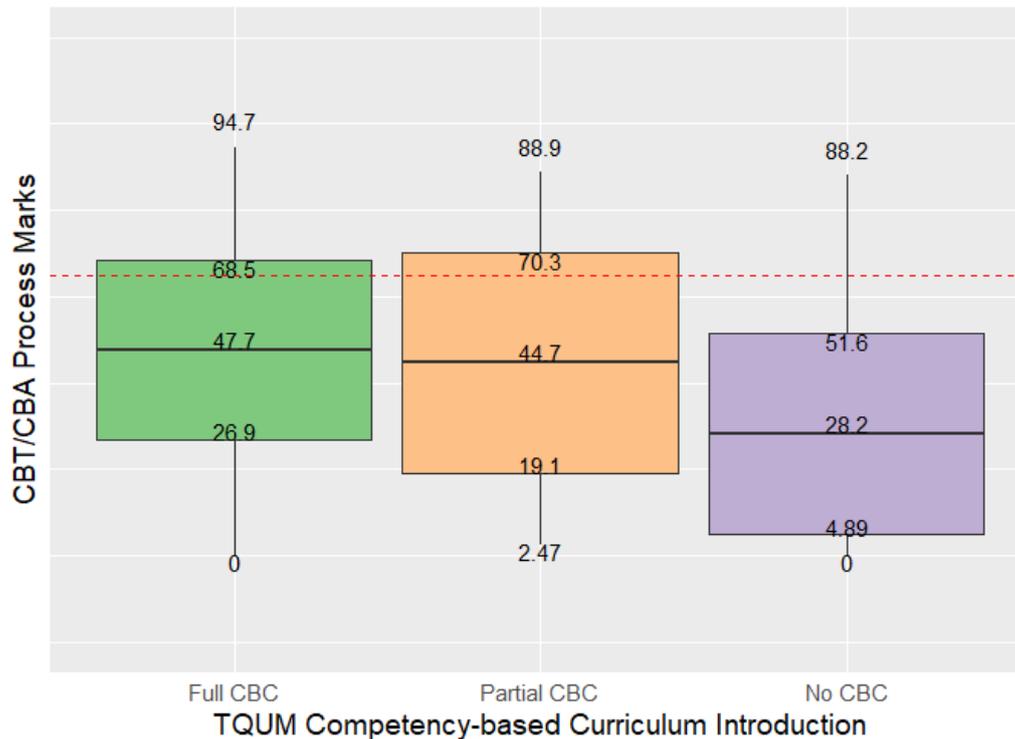
In this quality audit, the CBT/CBA Process marks were compared between TSSs and VTCs with and without CBCs that were developed by RTB and accredited by NESAS. Looking at the Figure 51, the CBT/CBA Process marks in TSSs using accredited CBCs fully, partially, and without using CBCs were 58.7, 54.7, and 40.0, respectively. Similarly, the CBT/CBA Process Marks in VTCs using accredited CBCs were 47.7, 44.7, and 28.2 in the same order (Figure 52). These present that, once TSSs and VTCs adopted and utilized CBCs either fully or partially, their CBT/CBA Process Marks were enhanced noticeably. Regarding the fact that the difference between the full and partial usage of CBCs were not huge, TSSs and VTCs seemed to regard accredited CBCs as the standard guidelines to deliver CBT/CBA according to the observations by inspectors. Thus, it seems that introducing CBCs was closely connected to improving some qualities in CBT/CBA processes.

Figure 51: CBT/CBA Process Marks of TSSs with and without TVET Competency-based Curriculum (RQF Level 3-5)



Thus, it is maintained that introducing CBCs could guide TSSs and VTCs to implement CBT/CBA in appropriate ways. This suggests that TSSs and VTCs were required to be strategically regulated by NESAS regarding adopting and using CBCs in their TVET trades. In other words, NESAS is expected to regulate the usage of CBCs as its strategic quality assurance activities.

Figure 52: CBT/CBA Process Marks of VTCs with and without TVET Competency-based Curriculum (RQF Level 1-2)



V.B. TVET CBT/CBA Implementation Framework

The TVET CBT/CBA Implementation Framework was developed by the TVET Sub-Sector Working Group Task-force, which included TVET-related leaders, specialists, and practitioners in relevant institutions, including NESAS, RTB, RP, HEC, private polytechnics, TSSs, VTCs, development partners, Korea University of Technology and Education (Korea Tech University), and CANDLE Consulting. This has objectives to standardize, harmonize and guide technical and operational processes in CBT/CBA in the formal TVET system based on RQF. In other words, the framework has a main target to improve TSSs’ and VTCs’ qualities in CBT/CBA processes.

To introduce, distribute, and disseminate the framework, NESAS had encouraged TSSs and VTCs to follow the framework as the official guidelines in TVET CBT/CBA processes. More importantly, RTB had introductory sessions to TSSs and VTCs. In specific, a series of capacity building workshops were provided to school managers, deputy school managers in charge of studies, and representative trainers in TSSs and VTCs that were directly coordinated by RTB. With the introductory sessions, it was expected that the TSSs and VTCs that participated the sessions performed better CBT/CBA processes compared to the others.

Indeed, this quality audit revealed the remarkable gaps between TVET institutions with and without the framework introductions. In TSSs, the with-and-without gap was 11.4, and the gap was 8.9 in VTCs. In other words, if TSSs and VTCs were introduced the standardized and harmonized guidelines in TVET CBT/CBA, their performances in CBT/CBA could be improved. Therefore, it is argued that TSSs and VTCs are required to adopt and utilize the CBT/CBA Implementation Framework to improve their TVET qualities. In doing so, nationwide introductory sessions regarding the framework are expected to be carried out by RTB and NESAS as their effective quality assurance activities.

Figure 53: CBT/CBA Process Marks of TSSs with and without TVET CBT/CBA Implementation Framework (RQF Level 3-5)

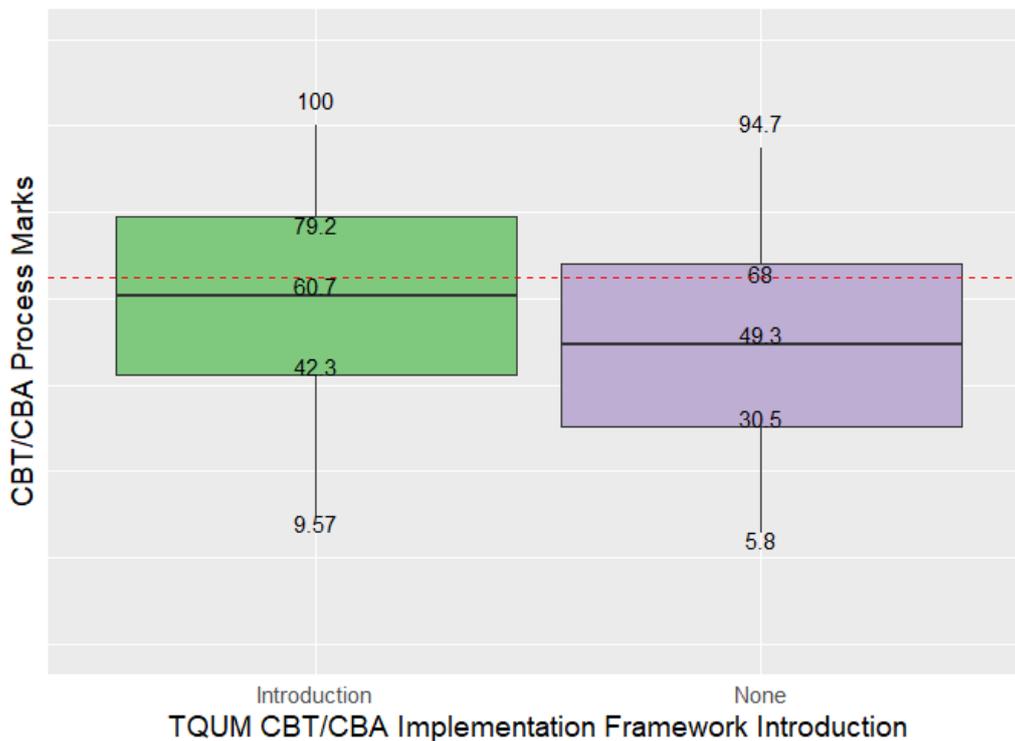
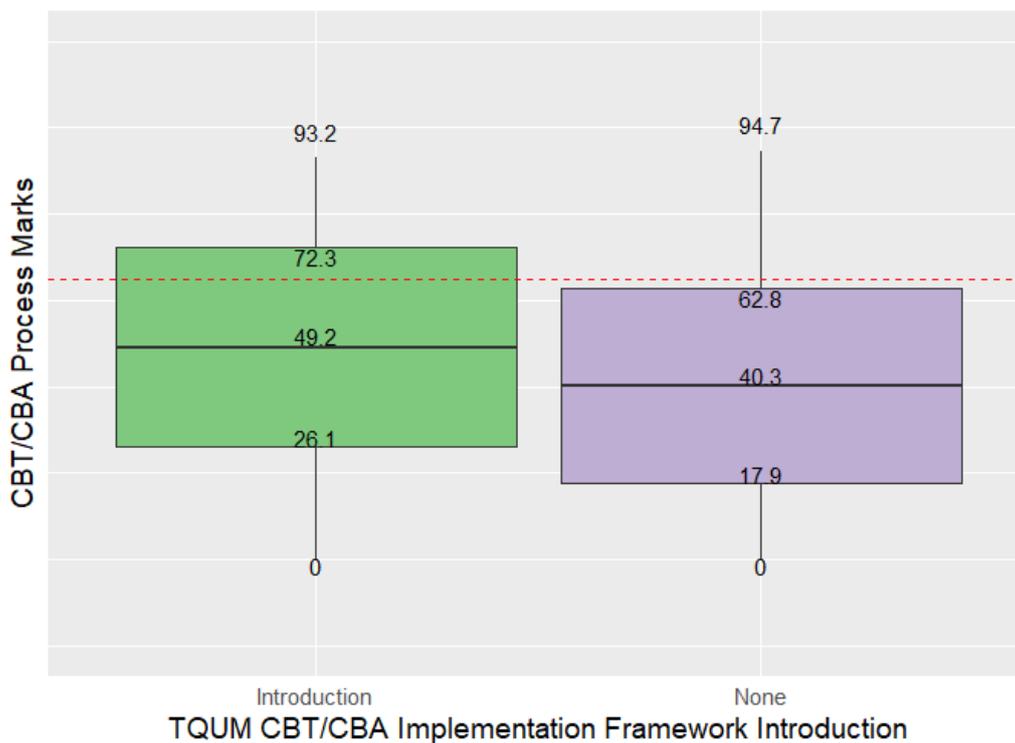


Figure 54: CBT/CBA Process Marks of VTCs with and without TVET CBT/CBA Implementation Framework (RQF Level 1-2)



V.C. Training of Trainers with Rwanda TVET Trainer Institute (RTTI)

Figure 55: CBT/CBA Process Marks of VTCs with and without more than 50% of certified TVET Trainers (RQF Level 1-2)

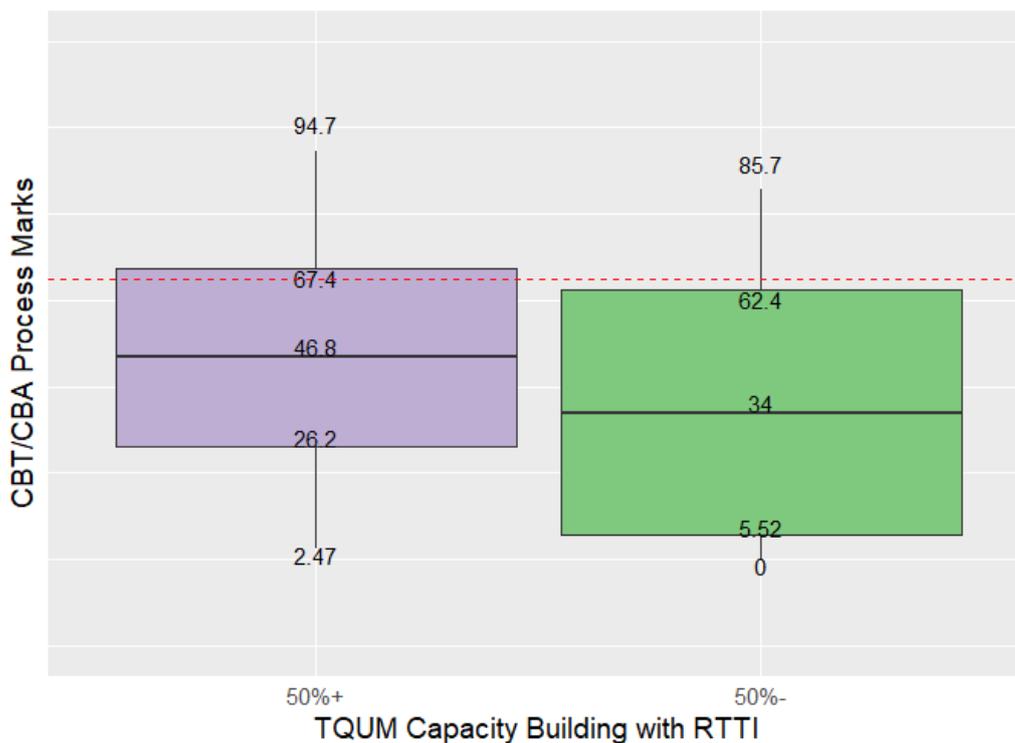
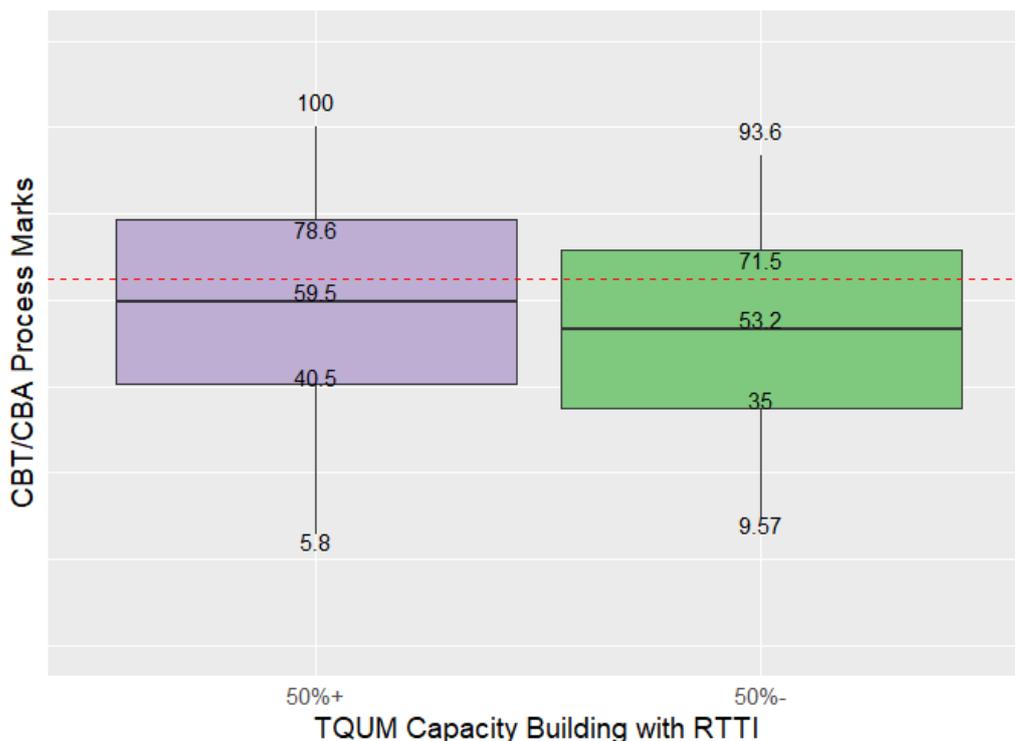


Figure 56: CBT/CBA Process Marks of TSSs with and without more than 50% of certified TVET Trainers (RQF Level 3-5)



In order to improve the pedagogic competencies and soft skills of TVET trainers, Rwanda TVET Trainer Institute (RTTI) was established under RP. Since 2016, RTTI provided its official certificate courses including TVET Trainer Certificates, Senior TVET Trainer Course, and TVET School Management and Leadership Course. As a result, 2,464 trainers were granted TVET Trainer Certificates, 80 Senior TVET

Trainer Certificates, and 21 TVET School Management and Leadership Certificates. With the high performances, RTTI assumes that TSSs and VTCs can improve their CBT/CBA qualities when more than 50% of trainers are certified by RTTI.

During this audit, the CBT/CBA Process marks were compared between TVET institutions having more than and less than 50% of certified trainers by RTTI. In TSSs that had more than 50% of certified trainers, 6.3 marks were higher than those less than 50%. More importantly, VTCs with more than 50% of certified trainers were marked as 46.8 while those without 50% were 34.0, which reflects the significant difference of 12.8 marks in CBT/CBA Process. Without surprising, TVET trainers were likely to perform better in CBT/CBA when they were pedagogically equipped by RTTI. In other words, the TVET qualities in TSSs and VTCs could be strengthened if more TVET trainers were trained by RTTI.

Consequently, TSSs and VTCs are highly encouraged to train their trainers through RTTI's TVET Trainer Certificate Course and Senior TVET Trainer Certificate Course. To do so, RTB, which is the official coordinator in training of TVET trainers in TSSs and VTCs, is recommended to spearhead the training of trainer courses in RTTI. Furthermore, NESAS is required to become a champion of RTTI to assure the qualities in TVET CBT/CBA processes.

VI. CONCLUSION

VI.A. Technical Secondary Schools (RQF Level 3-5)

Throughout this quality audit, the overall quality marks of TSSs were assessed as 66.2 out of 100. While 12 (3.2%) and 210 (55.7%) TSSs were evaluated and categorized as *Excellent* and *Good* in their TVET qualities, 146 (38.7%) and 9 (2.4%) were *Moderate* and *Poor*. This suggests that 41.1% of TSSs were revealed as not having the minimum quality assurance levels, which were assumed as the overall quality marks above 65 out of 100 (*Excellent* and *Good*). During this audit, private TSSs and TSSs in Northern Province were comparatively challenging in their qualities. More importantly, the undesirable results were likely to stem from the challenging qualities of processes in CBT/CBA (58.3) and Leadership & Management (57.1) in comparison to the basic qualities of inputs in CBT/CBA (74.3) and Leadership & Management (75.0). Thus, this inspection concluded that approximately 40% of TSSs, especially in the status of private and the Northern Province, were required to improve in their qualities especially in processes of CBT/CBA and Leadership & Management.

In the CBT/CBA Input, TSSs were analyzed as having the basic and minimum inputs to delivery CBT/CBA as the quality marks were 74.3 on average. However, it was important to note that the following factors were still hindering TVET CBT/CBA delivery in TSSs. Firstly, many TSSs did not have sufficient necessary learning resources, including equipment, tools, materials, and consumables, to deliver CBCs. Secondly, TSSs were unlikely to have supportive facilities, such as smart classrooms, computer laboratories, and libraries, to facilitate trainees' learning process in CBT/CBA. Thirdly, most TVET trainers were not competent to implement CBT/CBA because of their challenging pedagogic skills. Fourthly, some private TSSs were required to be introduced TVET CBT/CBA Implementation Framework. Lastly, some CBCs were required to be reviewed, updated, and revised to include training organizational guides (TOGs), such as Trainer Profile, STELs (Standard Tools and Equipment Lists) and TWSs (Technical Workshop Specifications), to orient and guide TSSs for TVET CBT/CBA inputs. This audit argued that these five aspects were priorities to improve TVET CBT/CBA inputs.

Regarding the CBT/CBA Process, the quality marks of TSSs were measured as 58.3 on average. This suggests that many TSSs were not achieving the minimum standards in CBT/CBA processes. Although some specific aspects, such as training implementation, and assessment planning & implementation, were identified as challenging, the most significant factor was analyzed as the poorly managed internal quality assurances in TSSs. In particular, the shortage of internal verification activities in TSSs were critical to deteriorate the CBT/CBA processes. This was because the less internal verification activities were conducted, the worse the training and assessment were implemented in TSSs. In other words, the challenging qualities of CBT/CBA were likely to stem from the poor status of quality assurance, especially internal verification's, in TSSs. With this regard, this inspection assessed that the quality assurance activities were the top priority to improve CBT/CBA processes in TSSs.

As for the Leadership and Management Input, TSSs were found as having the minimum levels of inputs with the average marks of 75. Nonetheless, some rooms were identified to improve their qualities to facilitate TVET qualities in TSSs. Above all, strategic plans, including their visions, missions, mandates, and business plans, in TSSs were requested to be improved in their qualities. Moreover, the accreditation status in TSSs were required to be re-arranged by NESAS to ensure the very minimum qualities in CBT/CBA. Also, welfare and safety & security facilities could be enhanced in some more levels in TSSs.

In the Leadership and Management Process, the quality marks in TSSs were analyzed as 57.1, which was below the minimum levels to support CBT/CBA. Although their performances in leadership and human

resource & financial managements were meeting the minimum standards, the estate & asset management, student management, and other management stood at challenging levels to support their CBT/CBA delivery. The following aspects were particularly identified in deteriorating TSSs’ CBT/CBA. Firstly, TSSs were rarely managing and maintaining their learning facilities, equipment, materials, and tools, which might lead to reducing qualities in CBT/CBA inputs. Secondly, the student managements, such as enrolment planning, admission management, welfare management, and alumni management, had a huge range of qualities in TSSs. Given the assumption that student welfare is connected to student performance, TSSs’ student management might be regarded as a potential threat to CBT/CBA delivery. Thirdly, as many TSSs were reluctant to manage community outreach and industry partnership, various opportunities to link school activities and CBT/CBA delivery were missing in TSSs.

During the inspection, it was noticeable that some quality assurance activities by NESAS and RTB were effective to improving the processes in CBT/CBA in TSSs. The key findings were the followings. First of all, once TSSs adopted and utilized competency-based curricula (CBCs), their qualities in CBT/CBA processes were enhanced remarkably. This was because CBCs could function as the road-map to deliver CBT/CBA. Second of all, the introduction of TVET CBT/CBA Implementation Framework to TSSs was likely to improve their performances in CBT/CBA. This was because the framework functioned as a standardized and harmonized guideline to implement CBT/CBA in TSSs. Third of all, it was revealed in this inspection that the CBT/CBA process qualities in TSSs were improving when they had more than fifty per cent of trainers who were certified by RTTI. As the training of trainer courses in RTTI focus on necessary trainer competences in CBT/CBA, TSSs with competent trainers were likely to enhance their status in quality CBT/CBA delivery.

With the main findings, it was concluded in this audit that TSSs had the following strengths, weaknesses, opportunities, and threats to produce competent TVET graduates that labour markets demand.

Table 27: SWOT Analysis (TSSs / RQF Level 3-5)

Strengths	Weaknesses
<ul style="list-style-type: none"> • Having CBT/CBA inputs above minimum levels, including adopting accredited CBCs, adopting CBT/CBA Implementation Framework, availability of technical workshops, classrooms, sufficient trainers with required qualifications, and trainees meeting entry requirements. • Having Leadership and Management inputs above minimum levels, including administrative facilities, and leaders & staff with required qualifications. • Performing CBT/CBA deliveries in training planning and trainer & trainee portfolio managements. 	<ul style="list-style-type: none"> • Shortage of necessary learning resources, including equipment, tools, materials and consumables, to deliver CBCs. • Shortage of supportive facilities, such as smart classrooms, computer laboratories, and libraries, to facilitate trainees’ learning performances. • Challenging status of some curricula which were required to be reviewed, updated, and revised, including TOGs, Trainer Profiles and STELs, to orient and guide CBT/CBA. • Some TSSs that were not introduced the TVET CBT/CBA Implementation Framework. • Challenging CBA status, especially in assessment planning and implementation. • Low status in community outreaches and industry partnerships, which could improve trainee performances. • Poorly managing internal quality assurance activities, especially including internal verification, which were directly linked to challenging qualities in CBT/CBA. • Poorly managing and maintaining status in facilities, equipment, materials, and tools, which might lead to reducing qualities in CBT/CBA

	<p>inputs.</p> <ul style="list-style-type: none"> Poorly managing status in student affairs, including enrolment planning, admission management, welfare management, and alumni management, which might lead to reducing trainee performances.
Opportunities	Threats
<ul style="list-style-type: none"> Implementing better CBT/CBA when TSSs adopted and utilized CBCs, which were developed by RTB and accredited by NESA. Delivering better CBT/CBA when TSSs adopted and utilized the TVET CBT/CBA Implementation Framework. Ensuring better CBT/CBA when TSSs had more than 50% of trainers who were certified by RTTI. 	<ul style="list-style-type: none"> Limited involvement of the industry in training delivery.

VI.B. Vocational Training Centres (RQF Level 1-2)

This inspection revealed that the overall quality marks of VTCs were 56.3. Out of 160 VTCs, 1 (0.6%) and 47 (29.4%) VTCs were assessed and categorized as *Excellent* and *Good* in their TVET qualities. On the other hand, 84 (52.5%) and 28 (17.5%) VTCs were *Moderate* and *Poor*, respectively. This means that only 30% of VTCs achieved the minimum quality assurance standards (the overall quality marks above 65 or *Excellent & Good*). In particular, many private VTCs were relatively poorer in their qualities. This challenging result was caused by the process statuses in CBT/CBA (44.0) and Leadership & Management (50.6) although the inputs in CBT/CBA (62.0) and Leadership & Management (68.8) were required to be enhanced in some levels. Therefore, it was maintained that approximately 70% of VTCs had challenging qualities in TVET, especially in processes of CBT/CBA and Leadership & Management.

Looking at the CBT/CBA Input, it was found that many VTCs had minimum inputs although the quality marks (62) were slightly below the minimum standards. Nevertheless, it was identified that the following puts impeded TVET CBT/CBA delivery. Firstly, because some CBCs were not yet developed for relevant TVET trades, some VTCs were not implementing CBCs. Secondly, many VTCs did not have sufficient necessary learning resources, including equipment, tools, and consumables, to implement CBT/CBA. Thirdly, most VTCs did not have supportive facilities, such as smart classrooms, computer laboratories, and libraries, to facilitate trainees' academic performances. Fourthly, many TVET trainers were not pedagogically competent to implement CBT/CBA. Fifthly, many private TSSs were not yet introduced the TVET CBT/CBA Implementation Framework. Lastly, many VTCs were requested to have the necessary trainers in English, ICT, and Entrepreneurship. With the six identifications, VTCs were required to improve their CBT/CBA inputs.

In the CBT/CBA Process, VTCs showed the particular challenges as the quality marks were measured as 44.0 on average. This presents that most VTCs were not performing the minimum qualities of CBT/CBA processes. In general, most aspects in CBT/CBA were not implemented in appropriate ways. However, it was assessed that the most significant factor was the internal quality assurance in VTCs. In specific, the lack of internal verification activities in VTCs were regarded as critical to the challenging CBT/CBA processes. This was because the less internal verification activities were conducted, the worse the training and assessment were implemented in VTCs. In other words, the challenging qualities of CBT/CBA were likely to come from the poor status of quality assurance, especially internal verification, in VTCs. Hence, it was concluded in this

inspection that the quality assurance activities were the most significant in CBT/CBA processes in VTCs.

The only strength that VTCs had was assessed as the Leadership and Management Input. The average marks were 68.8, which were above the minimum quality levels. However, some factors were found to enhance their qualities to support TVET qualities in VTCs. Firstly, strategic plans, including their visions, missions, mandates, and business plans, in VTCs were required to be improved in their qualities. Secondly, the accreditation status in VTCs were expected to be reviewed by NESAS to ensure the very minimum qualities in CBT/CBA. Thirdly, welfare and safety & security facilities were requested to be enhanced in some more levels in VTCs.

Concerning the Leadership and Management Process, the quality marks in VTCs were measured as 50.6. This was below the minimum quality levels to facilitate CBT/CBA. Indeed, every area in the Leadership and Management Process was evaluated as below the minimum quality levels. However, the following aspects were particularly identified in deteriorating VTCs’ CBT/CBA. Above of all, many VTCs did not have appropriate school governance, procedures, human resource & financial management. This could impede ordinary school managements in VTCs. Also, VTCs were rarely managing and maintaining their learning facilities, equipment, materials, and tools, which might lead to reducing qualities in CBT/CBA inputs. Plus, many VTCs did not conduct necessary student managements, which might be connected to challenging managements in CBT/CBA processes. Furthermore, as many VTCs were reluctant to manage community outreach and industry partnership, various opportunities to link school activities and CBT/CBA delivery were missing in VTCs. In this audit, these four factors were identified as critical to improving leadership and management in line with the CBT/CBA quality.

As far as effective quality assurance activities were concerned, key findings were similar to those in TSSs. Firstly, it was revealed that VTCs’ qualities in CBT/CBA processes were improved noticeably when VTCs adopted and utilized competency-based curricula (CBCs). Secondly, the introduction of TVET CBT/CBA Implementation Framework to VTCs was likely to strengthen their performances in CBT/CBA. Thirdly, it was identified that, when VTCs had more than fifty per cent of trainers who were certified by RTTI, their CBT/CBA process qualities were remarkably enhanced.

With the main findings, this audit concluded that VTCs had the following strengths, weaknesses, opportunities, and threats to produce competent TVET graduates that labour markets demand.

Table 28: SWOT Analysis (VTCs / RQF Level 1-2)

Strengths	Weaknesses
<ul style="list-style-type: none"> • Having CBT/CBA inputs closed to the minimum levels, including adopting accredited CBCs, availability of technical workshops, classrooms, sufficient trainers with required qualifications, and trainees meeting entry requirements. • Having Leadership and Management inputs above minimum levels, including administrative facilities, and leaders & staff with required qualifications. 	<ul style="list-style-type: none"> • Poor status of some curricula which were required to be developed, reviewed, updated, and revised, including TOGs, Trainer Profiles and STELs, to orient and guide CBT/CBA. • Poor status of CBT/CBA deliveries in training planning & implementation, and assessment planning & implementation. • Shortage of necessary learning resources, including equipment, tools, materials and consumables, to deliver CBCs. • Many VTCs that were not introduced the TVET CBT/CBA Implementation Framework. • Shortage of supportive facilities, such as smart classrooms, computer laboratories, and libraries, to facilitate trainees’ learning performances. • Low status in community outreaches and

	<p>industry partnerships, which could improve trainee performances.</p> <ul style="list-style-type: none"> • Poorly managing internal quality assurance activities, especially including internal verification, which were directly linked to challenging qualities in CBT/CBA. • Poorly managing and maintaining status in facilities, equipment, materials, and tools, which might lead to reducing qualities in CBT/CBA inputs. • Poorly managing status in student affairs, including enrolment planning, admission management, welfare management, and alumni management, which might lead to reducing trainee performances.
Opportunities	Threats
<ul style="list-style-type: none"> • Implementing better CBT/CBA when VTCs adopted and utilized CBCs, which were developed by RTB and accredited by NESAS. • Delivering better CBT/CBA when VTCs adopted and utilized the TVET CBT/CBA Implementation Framework. • Ensuring much better CBT/CBA when VTCs had more than 50% of trainers who were certified by RTTI. 	<ul style="list-style-type: none"> • Limited involvement of the industry in training delivery.

VI.C. Strategic Recommendations

Based on the above mentioned conclusions and NESAS’s priority assessments, ten strategic recommendations were developed to improve the qualities of TVET delivery in TSSs and VTCs. The recommendations were divided into short-term (within 1 year) and long-term (within 3 years). The short-term recommendations were considered as the urgent five priorities to be tackled within one year. To do so, NESAS developed strategic and feasible recommendations. Regarding the long-term recommendations, they were regarded as five priorities that could not be sorted out within one year due to limited resources and current capacities. With the recommendations, NESAS shall monitor and evaluate the progress of the recommendations throughout the following quality audits.

Short-Term Recommendation 1:

TVET CBCs for TVET trades that miss relevant curricula are required to be developed and distributed. (Responsible Agency: RTB / Deadline: before the following school year)

During this audit, it was observed that some TVET trades, especially in VTCs, did not have competency-based curricula. Moreover, many CBCs for TVET trades in RQF Level 4-5 were not yet developed. As this inspection identified that CBCs had visible effects to improving TVET qualities in TSSs and VTCs, CBCs for TVET trades that missed relevant curricula were urgently required to be developed and distributed. **Thus, NESAS recommends RTB to develop and distribute the CBCs.** When CBCs are developed, specific CBT/CBA - related information, such as training package (course structure, and flow chart), assessment package (assessment methodology, type, criteria and scoring), and modules (competence

standards, learning outcomes, indicative content, learning resources, facilitation techniques, assessment methods, Summative assessments), are recommended to be included to guide TVET CBT/CBA process. Furthermore, it is also highly recommended for RTB to include Training Organization Guides (TOGs), including Trainer Profile, Standard Tools and Equipment Lists (STELs), and Technical Workshop Specifications (TWSs), in CBCs to guide and regulate CBT/CBA inputs. The CBCs should be developed, at least, before the beginning of relevant school years to implement the TVET trades.

Short-Term Recommendation 2:

TVET CBT/CBA Implementation Framework needs to be distributed and introduced to TSSs & VTCs. (Responsible Agency: RTB / Deadline: by the end of following school year)

Although many TSSs and VTCs were already distributed and introduced the TVET CBT/CBA Implementation Framework, some were not yet done. More importantly, this inspection found that TVET qualities were noticeably improved when the framework was distributed and introduced to TSSs and VTCs. These suggest that the framework is required to be distributed and introduced to TSSs and VTCs that had not yet adopted and utilized the framework. **To do so, RTB is recommended to distribute the framework**, but also to have introductory sessions to TSSs and VTCs. This should be done during the following school year, so that TSSs and VTCs can ameliorate their TVET qualities.

Short-Term Recommendation 3:

Internal verification should be conducted in each and every term in TSSs and VTCs, which need to submit relevant reports to NESA.

(Responsible Agency: NESA / Deadline: by the end of following school terms)

This audit concluded that the most critical challenge in TVET qualities was related to the fact that many TSSs and VTCs had not implemented its internal quality assurance activities, especially including internal verification. In particular, it was revealed in this inspection that the less internal verification activities were conducted, the worse the training and assessment were implemented in TSSs and VTCs. Therefore, TSSs and VTCs are strongly recommended to conduct regular internal verification as their key internal quality assurance activities. According to the TVET CBT/CBA Implementation Framework, internal verification are supposed to be conducted in each and every school term. Moreover, NESA is expected to regulate the CBT/CBA verification activities. Therefore, NESA encourage TSSs and VTCs to submit their internal verification reports at the end of school terms. This commitment to regulate internal verification in TSSs and VTCs is considered as the top urgent priority for NESA.

Short-Term Recommendation 4:

At least 50% of trainers in TSSs and VTCs should be pedagogically certified by RTTI.

(Responsible Agency: RTB / Deadline: by the end of following school year)

In this quality audit, pedagogic competences of TVET trainers were comparatively challenging in connection to the low quality of CBT/CBA processes. This was confirmed in the fact that TVET qualities were improved when TSSs and VTCs had more than 50% of pedagogically certified trainers by RTTI. In other words, TSSs and VTCs are highly recommended to have, at least, 50% of certified trainers to enhance the CBT/CBA processes. This requires RTB to coordinate training and trainers in collaboration with RTTI. Hence, NESA recommends RTB to plan and implement RTTI training to TVET trainers in TSSs and VTCs.

Short-Term Recommendation 5:

Inventories are required to be developed to manage and maintain facilities and resources in TSSs and VTCs, which should submit relevant reports, including inventories and maintenance statuses, to NESAS. (Responsible Agency: NESAS / Deadline: before the following school year)

This inspection observed that many TSSs and VTCs had not managed their estates and assets. TSSs and VTCs were unlikely to manage basic inventories for their facilities and resources. This was considered as key threats to TVET inputs and processes. Thus, TSSs and VTCs are requested to develop their inventories. Furthermore, they are recommended to manage and maintain their infrastructures, equipment, materials, and tools based on their inventories. This leads NESAS to regulating their estate and asset managements. Hence, NESAS requests TSSs and VTCs to submit their inventory and maintenance status reports before the following school years. The reports will function as, not only, ensuring the maintenance of estates and assets in TSSs and VTCs, but also, procuring and providing necessary CBT/CBA facilities, resources, and materials to public and government-aided TSSs and VTCs.

Long-Term Recommendation 1:

Learning resources should be improved based on school inventories and CBC requirements. (Responsible Agency: RTB)

As TSSs and VTCs had challenges to procure learning resources, such as equipment, materials, tools, and consumables, RTB is expected to intervene TSSs and VTCs to be equipped. In doing so, RTB is highly recommended to support them based on relevant CBC requirements, especially including TOGs, and the school inventories to be submitted to NESAS. In case that some public TSSs and VTCs had idling resources which are not related to CBC requirements in TVET trades, RTB is encouraged to consider the resources to be re-arranged and re-located to TSSs and VTCs that need in their relevant TVET trades.

Long-Term Recommendation 2:

Pedagogic competences of all TVET trainers should be enhanced with RTTI. (Responsible Agency: RTB)

It is recommended for RTB to coordinate and facilitate TSS and VTC trainers to develop their pedagogic competences to implement TVET CBT/CBA in desirable ways. To do so, RTB is encouraged to use RTTI's certificate courses, such as TVET Trainer Certificate Course and Senior TVET Trainer Certificate Course, which have targets for in-service trainers' pedagogic competences, including CBT, CBA, English, ICT and so on. These certificate courses should reach to all TVET trainers in TSSs and VTCs.

Long-Term Recommendation 3:

An e-Library is required to be developed in line with RTB's supports to smart classrooms. (Responsible Agency: RTB)

This quality inspection observed that many TSSs and VTCs had challenges to be equipped with supportive facilities, including smart classrooms, computer laboratories, and library. As the supportive facilities are linked to trainees' learning processes and performances, it is recommended for TSSs and VTCs to have those facilities. This suggests that RTB is encouraged to provide smart classrooms or computer laboratories to public and government-aided TVET schools. However, due to the limited resources, providing libraries to each public school might be challenging. Also, procuring learning materials, such as trainer & trainee manuals, textbooks, and reading materials, might be huge burdens to be provided to TSSs and VTCs.

In this regard, NESAS recommends RTB to develop its online library that distribute necessary learning materials. This will be effective to facilitating trainees to access to learning materials once TSSs and VTCs have smart classrooms and/or computer laboratories.

Long-Term Recommendation 4:

Trainers for general modules, including English, ICT, and/or Entrepreneurship, should be recruited and mobilized in VTCs.

(Responsible Agency: RTB and Districts)

In this audit, it was found that VTCs did not have sufficient trainers for general modules, such as English, ICT, and Entrepreneurship. Even though all TVET CBCs require soft skill modules to be implemented in all TVET trades, VTCs were unlikely to implement the modules in appropriate ways. This was because trainers for general modules were rarely hired by VTCs. Thus, NESAS recommends RTB and Districts to recruit and dispatch TVET trainers for general modules to public and government-aided VTCs.

Long-Term Recommendation 5:

Leadership and Management Processes are required to be improved in TSSs and VTCs. (Responsible Agency: Districts)

During this audit, the other concerns were the Leadership and Management processes. TSSs and VTCs had challenges in the estate and asset management, the student management, and community outreach & industry partnership managements. More seriously, VTCs had additional difficulties in leadership and human resource & financial managements. This should be improved gradually in collaboration with District Offices in charge of Leadership and Management in TSSs and VTCs. Thus, NESAS recommends District Offices to intervene those qualities. For example, Districts are recommended to organize and conduct community outreach activities and industry partnerships to foster trainees' learning activities in TSSs and VTCs. Also, Districts are encouraged to strengthen TSSs' and VTCs' strategic planning to make impacts on producing employable graduates in TSSs and VTCs. In doing so, student managements, such as enrolment planning, student welfare managements, and/or alumni managements, are required to be enhanced. Hence, District Offices are recommended to plan and implement strategic activities to develop leadership and managements in TSSs and VTCs.

Done at Kigali on 09/10/2023.

Dr. Bernard BAHATI
Director General NESAS

Annex I. List of Audited TSSs and VTCs

Institution	Province	District	Status	Type
LYCEE DE LA SAINTE TRINITE-APED TSS	Eastern	Bugesera	Private	TSS
BATIMA TSS	Eastern	Bugesera	Public	TSS
GS DIHIRO TSS	Eastern	Bugesera	Public	TSS
NYAMATA T.S.S	Eastern	Bugesera	Public	TSS
NELSON MANDELA TSS	Eastern	Bugesera	Public	TSS
GS KAGASA MWOGO /TSS	Eastern	Bugesera	Public	TSS
GS MUSENYI/TSS	Eastern	Bugesera	Government-Aided	TSS
NDAMA TSS	Eastern	Bugesera	Government-Aided	TSS
COLLEGE ST FRANÇOIS XAVIER -APEBU NYAMATA TSS	Eastern	Bugesera	Private	TSS
KIZIGURO TSS	Eastern	Gatsibo	Government-Aided	TSS
GS KARAMA NYAGIHANGA TSS	Eastern	Gatsibo	Public	TSS
COBANGA TSS (COLLEGE BAPTISTE DE NGARAMA)	Eastern	Gatsibo	Private	TSS
GS MUNINI TSS	Eastern	Gatsibo	Public	TSS
UMUTARA POLYTECHNIC NYAGATARE GAKONI TSS	Eastern	Gatsibo	Public	TSS
ESIM	Eastern	Gatsibo	Private	TSS
BENEBIKIRA TSS	Eastern	Gatsibo	Private	TSS
EFA NYAGAHANGA TSS	Eastern	Gatsibo	Government-Aided	TSS
GAKONI	Eastern	Gatsibo	Public	TSS
GATSIBO TSS	Eastern	Gatsibo	Public	TSS
GITUZA	Eastern	Gatsibo	Government-Aided	TSS
GS GIHETA TSS	Eastern	Gatsibo	Public	TSS
LYCEE SAINT ALEXANDRE SAULI DE MUHURA TSS	Eastern	Gatsibo	Government-Aided	TSS
NGARAMA TSS	Eastern	Gatsibo	Public	TSS
GS RUKARA CATHOLIQUE	Eastern	Kayonza	Government-Aided	TSS
GS BUHABWA TSS	Eastern	Kayonza	Public	TSS
G.S JURU/TSS	Eastern	Kayonza	Government-Aided	TSS
AMIZERO INSTITUTE OF TECHNOLOGY AND	Eastern	Kayonza	Private	TSS

Institution	Province	District	Status	Type
HOSPITALITY				
ES NDEGO/TSS	Eastern	Kayonza	Public	TSS
COLLEGE APPEKA KABARONDO TSS	Eastern	Kayonza	Public	TSS
ES RURAMIRA/TSS	Eastern	Kayonza	Public	TSS
INSTITUT DON BOSCO KABARONDO	Eastern	Kayonza	Private	TSS
NYAMIRAMA TSS	Eastern	Kayonza	Government-Aided	TSS
SAINT CHRISTOPHER	Eastern	Kayonza	Private	TSS
KAYONZA	Eastern	Kayonza	Private	TSS
KIREHE ADVENTIST TSS	Eastern	Kirehe	Private	TSS
KIREHE TSS	Eastern	Kirehe	Public	TSS
GS.MUSHIKIRI/TSS	Eastern	Kirehe	Public	TSS
GS MPANGA TSS	Eastern	Kirehe	Public	TSS
GS MIGONGO/TSS	Eastern	Kirehe	Public	TSS
G.S KIYANZI TSS	Eastern	Kirehe	Public	TSS
GS GAHARA TSS	Eastern	Kirehe	Public	TSS
APENA TSS	Eastern	Kirehe	Government-Aided	TSS
AKAGERA INTERNATIONAL SCHOOL	Eastern	Kirehe	Private	TSS
GS NYANKURAZO TSS	Eastern	Kirehe	Public	TSS
MUTENDELI TSS	Eastern	Ngoma	Public	TSS
ES RUKIRA/TSS	Eastern	Ngoma	Public	TSS
GARDEN TSS	Eastern	Ngoma	Private	TSS
GS GAHIMA TSS	Eastern	Ngoma	Government-Aided	TSS
GS GAHURIRE	Eastern	Ngoma	Public	TSS
G.S GASETSA/TSS	Eastern	Ngoma	Public	TSS
GS JARAMA TSS	Eastern	Ngoma	Government-Aided	TSS
G.S KABIRIZI B TSS	Eastern	Ngoma	Public	TSS
GS RUBONA TSS	Eastern	Ngoma	Public	TSS
G.S RWINTASHYA/TSS	Eastern	Ngoma	Government-Aided	TSS
IPRC NGOMA	Eastern	Ngoma	Public	TSS
KIGARAMA TSS	Eastern	Ngoma	Government-Aided	TSS
ES MUSAMVU	Eastern	Ngoma	Private	TSS
EAV GITWE TSS	Eastern	Ngoma	Public	TSS
RWIMIYAGA TSS	Eastern	Nyagatare	Private	TSS

Institution	Province	District	Status	Type
CLEVERLAND TSS	Eastern	Nyagatare	Private	TSS
CENTRE EXODUS NYAGATARE	Eastern	Nyagatare	Private	TSS
CYONDO TSS	Eastern	Nyagatare	Public	TSS
ECOLE TECHNIQUE PAROISSIALE NYARUREMA TSS	Eastern	Nyagatare	Private	TSS
GS CYABAYAGA TSS	Eastern	Nyagatare	Public	TSS
GS NDEGO TSS	Eastern	Nyagatare	Public	TSS
GS NYAKIGANDO TSS	Eastern	Nyagatare	Public	TSS
GS RYABEGA TSS	Eastern	Nyagatare	Public	TSS
NTOMA	Eastern	Nyagatare	Public	TSS
SHONGA TSS	Eastern	Nyagatare	Public	TSS
LYCEE ISLAMIQUE DE RWAMAGANA	Eastern	Rwamagana	Private	TSS
BETHLEHEM TVET SCHOOL	Eastern	Rwamagana	Private	TSS
KARENJE ADVENTIST SECONDARY SCHOOL	Eastern	Rwamagana	Private	TSS
LYCEE DU LAC MUHAZI ASPEJ	Eastern	Rwamagana	Private	TSS
APPEGA GAHENGERI TVET SCHOOL	Eastern	Rwamagana	Public	TSS
GS JANJAGIRO TSS	Eastern	Rwamagana	Public	TSS
GS CYIMBAZI TSS	Eastern	Rwamagana	Public	TSS
CENTER FOR CHAMPIONS TSS	Eastern	Rwamagana	Government-Aided	TSS
GS NYAKARIRO TSS	Eastern	Rwamagana	Public	TSS
ECOLE TECHNIQUE SAINT KIZITO MUSHA	Eastern	Rwamagana	Private	TSS
CLUB HOTEK TSS	Kigali	Gasabo	Private	TSS
DOCTRINA VITAE	Kigali	Gasabo	Private	TSS
GLORY ACADEMY	Kigali	Gasabo	Private	TSS
INTERNATIONAL TECHNICAL SCHOOL OF KIGALI (ITS)	Kigali	Gasabo	Private	TSS
G.S.RUBINGO TSS WING	Kigali	Gasabo	Public	TSS
GS NDUBA TSS	Kigali	Gasabo	Government-Aided	TSS
RUSORORO APAER INSTITUTE	Kigali	Gasabo	Private	TSS
BUMBOGO TSS	Kigali	Gasabo	Public	TSS
FOREVER TSS	Kigali	Gasabo	Government-Aided	TSS
KIGALI EXCELLENT TOURISM AND HOSPITALITY ACADEMY (KETHA)	Kigali	Gasabo	Private	TSS

Institution	Province	District	Status	Type
SOS TECHNICAL HIGH SCHOOL	Kigali	Gasabo	Private	TSS
GS RUGANDO TSS	Kigali	Gasabo	Public	TSS
WORLD MISSION TSS	Kigali	Gasabo	Private	TSS
GACURIRO TSS	Kigali	Gasabo	Public	TSS
ADEF TVET SCHOOL	Kigali	Kicukiro	Private	TSS
ECOLE SECONDAIRE SAINT PATRICK	Kigali	Kicukiro	Private	TSS
COLLEGE GEORGE FOX DE KAGARAMA (CGFK)	Kigali	Kicukiro	Private	TSS
LYCEE DE KICUKIRO APADE TVET SCHOOL	Kigali	Kicukiro	Private	TSS
SAINT PHILIP TVET SCHOOL	Kigali	Kicukiro	Private	TSS
GS AYABARAYA	Kigali	Kicukiro	Private	TSS
CHARLES DE JESUS	Kigali	Kicukiro	Private	TSS
DON BOSCO GATENGA	Kigali	Kicukiro	Private	TSS
SAMUDUHA INTEGRATED COLLEGE TVET	Kigali	Kicukiro	Private	TSS
ST EMMANUEL COMPLEX TVET SCHOOL MASAKA	Kigali	Kicukiro	Private	TSS
IPRC KIGALI TSS	Kigali	Kicukiro	Private	TSS
ESSA NYARUNGUNGA TVET SCHOOL	Kigali	Kicukiro	Private	TSS
SAINT FRANCIS GOOD SHEPHERDS TSS	Kigali	Nyarugenge	Private	TSS
GS DU MONT KIGALI APACE	Kigali	Nyarugenge	Private	TSS
KIGALI LEADING TSS	Kigali	Nyarugenge	Private	TSS
KANYINYA TSS	Kigali	Nyarugenge	Public	TSS
GS INSTITUT FILLIPO SIMALDONE (IFS)	Kigali	Nyarugenge	Government-Aided	TSS
ES SAINT JOSEPH LE TRAVAILLEUR TSS	Kigali	Nyarugenge	Private	TSS
ST JOSEPH INTEGRATED TECHNICAL COLLEGE	Kigali	Nyarugenge	Private	TSS
SOLIDALITY ACADEMY	Kigali	Nyarugenge	Private	TSS
GS MUSASA TSS	Northern	Burera	Public	TSS
GS GASEKE TSS	Northern	Burera	Public	TSS
GS GITARE II TSS	Northern	Burera	Government-Aided	TSS
COLLEGE GEORGE FOX DE BUTARO TSS	Northern	Burera	Private	TSS
CEPEM TSS	Northern	Burera	Private	TSS
CYANIKA TSS	Northern	Burera	Government-Aided	TSS
ST. PAUL MURWA TSS	Northern	Burera	Government-Aided	TSS
GS MUCACA TSS	Northern	Burera	Public	TSS
KABONA TSS	Northern	Burera	Public	TSS

Institution	Province	District	Status	Type
ECOLE TECHNIQUE KARUGANDA	Northern	Burera	Government-Aided	TSS
GS RUSHARA TSS	Northern	Burera	Public	TSS
ES GAHUNGA TSS	Northern	Burera	Private	TSS
LCA MATABA ACEDI	Northern	Gakenke	Private	TSS
RUSHASHI TVET	Northern	Gakenke	Public	TSS
CYABINGO TSS	Northern	Gakenke	Public	TSS
JANJA TSS	Northern	Gakenke	Government-Aided	TSS
ES BUHUGA TSS	Northern	Gakenke	Government-Aided	TSS
EAV RUSHASHI TSS	Northern	Gakenke	Public	TSS
NEMBA TSS	Northern	Gakenke	Public	TSS
ES GATONDE TSS	Northern	Gakenke	Public	TSS
GS RWAHI TSS	Northern	Gakenke	Public	TSS
GS ST JOSEPH MUNYANA TSS	Northern	Gakenke	Government-Aided	TSS
GS MUHONDO APAPEM TSS	Northern	Gakenke	Private	TSS
BUKURE TSS (ES BUKURE)	Northern	Gicumbi	Public	TSS
APEBU BYUMBA	Northern	Gicumbi	Private	TSS
APAPEGIRUBUKI TSS	Northern	Gicumbi	Public	TSS
APAPEGI CYURU TSS	Northern	Gicumbi	Private	TSS
GS REBERO TSS WING	Northern	Gicumbi	Public	TSS
GICUMBI TSS	Northern	Gicumbi	Public	TSS
COLLEGIO SANTA ANTONIO MARIA	Northern	Gicumbi	Government-Aided	TSS
MULINDI TSS	Northern	Gicumbi	Public	TSS
MANYAGIRO TSS	Northern	Gicumbi	Government-Aided	TSS
GS RUBAYA TSS	Northern	Gicumbi	Government-Aided	TSS
GS MUNYINYA TSS	Northern	Gicumbi	Government-Aided	TSS
SAINT LAURENT GASEKE TSS	Northern	Gicumbi	Government-Aided	TSS
GS NYABISHAMBI TSS	Northern	Gicumbi	Public	TSS
MUKARANGE TSS	Northern	Gicumbi	Public	TSS
CYUMBA TSS	Northern	Gicumbi	Public	TSS
ESIR TSS	Northern	Musanze	Private	TSS
ESTB BUSOGO TSS	Northern	Musanze	Public	TSS
ETEFOP TSS	Northern	Musanze	Private	TSS
GS GIKORO TSS	Northern	Musanze	Public	TSS

Institution	Province	District	Status	Type
GS KITABURA TSS	Northern	Musanze	Public	TSS
RWAZA TSS	Northern	Musanze	Government-Aided	TSS
MIPC TSS	Northern	Musanze	Private	TSS
GS KIGOMBE TSS	Northern	Musanze	Private	TSS
CBS KINIGI TSS	Northern	Musanze	Private	TSS
AL KARAM ACADEMY	Northern	Musanze	Private	TSS
APICUR TSS	Northern	Musanze	Private	TSS
AEBR/ITB RUHENGERI	Northern	Musanze	Private	TSS
IBB TSS	Northern	Rulindo	Private	TSS
ES RWAHI TSS	Northern	Rulindo	Private	TSS
ES REMERA- MBOGO	Northern	Rulindo	Private	TSS
BUYOGA TSS	Northern	Rulindo	Public	TSS
GS RUSIGA TSS	Northern	Rulindo	Public	TSS
CYUNGO TSS	Northern	Rulindo	Private	TSS
MAHAZA TSS	Northern	Rulindo	Private	TSS
GS BINAGA TSS	Northern	Rulindo	Public	TSS
GS BUREGA TSS	Northern	Rulindo	Public	TSS
COLLEGE FONDATION SINA GERARD	Northern	Rulindo	Private	TSS
KINIHIRA TSS	Northern	Rulindo	Public	TSS
APEKI TUMBA TSS	Northern	Rulindo	Government-Aided	TSS
BUSHOKI TSS	Northern	Rulindo	Public	TSS
KISARO TSS	Northern	Rulindo	Public	TSS
COLLEGE ST JOSEPH KANSI	Southern	Gisagara	Government-Aided	TSS
GIKONKO TSS	Southern	Gisagara	Public	TSS
KIGEMBE TSS	Southern	Gisagara	Public	TSS
E.S MAGI/TSS	Southern	Gisagara	Government-Aided	TSS
MUGOMBWA TSS	Southern	Gisagara	Public	TSS
SAINT KIZITO SAVE TSS	Southern	Gisagara	Government-Aided	TSS
ES MUGANZA TSS	Southern	Gisagara	Public	TSS
GS NYAGAHURU II TSS	Southern	Gisagara	Public	TSS
MUSHA ADVENTIST TSS	Southern	Gisagara	Government-Aided	TSS
DON BOSCO RANGO TVET SCHOOL	Southern	Huye	Private	TSS
MARABA TSS	Southern	Huye	Public	TSS

Institution	Province	District	Status	Type
MSGR MUBIRIGI CATHOLIC TSS	Southern	Huye	Private	TSS
KABUTARE TSS	Southern	Huye	Public	TSS
GS ST BONIFACE KARAMA TSS	Southern	Huye	Government-Aided	TSS
GROUPE SCOLAIRE DES PARENTS	Southern	Huye	Private	TSS
GS GISHIHE	Southern	Huye	Government-Aided	TSS
GS NYUMBA TSS	Southern	Huye	Government-Aided	TSS
IPRC HUYE TSS	Southern	Huye	Public	TSS
G.S RUROGWE	Southern	Huye	Government-Aided	TSS
RWABUYE TSS	Southern	Huye	Government-Aided	TSS
GS RUYUMBA TSS	Southern	Kamonyi	Government-Aided	TSS
SAINTE ANNE MUGINA	Southern	Kamonyi	Private	TSS
SAINT IGNACE MUGINA	Southern	Kamonyi	Government-Aided	TSS
FR. RAMON KABUGA T.S.S	Southern	Kamonyi	Government-Aided	TSS
COLLEGE APPEC REMERA RUKOMA TSS	Southern	Kamonyi	Government-Aided	TSS
GS RUYANZA TSS	Southern	Kamonyi	Public	TSS
GSKAYUMBU-TSS	Southern	Kamonyi	Government-Aided	TSS
KAYENZI	Southern	Kamonyi	Public	TSS
KIGESE	Southern	Kamonyi	Public	TSS
RUNDA TSS	Southern	Kamonyi	Public	TSS
CHRISTIAN TSS	Southern	Muhanga	Private	TSS
BUREAU SOCIAL DE DEVELOPMENT (BSD) VTC	Southern	Muhanga	Private	TSS
GAHOGO TVET	Southern	Muhanga	Private	TSS
MADE IN RWANDA VTC	Southern	Muhanga	Private	TSS
URUKUNDO LEARNING CENTRE VTC	Southern	Muhanga	Private	TSS
ECOLE TECHNIQUE KABGAYI (ETEKA)	Southern	Muhanga	Private	TSS
MUHANGA TECHNICAL CENTER TSS	Southern	Muhanga	Private	TSS
PADRI VJEKO CENTRE TSS	Southern	Muhanga	Private	TSS
KIYUMBA TSS	Southern	Muhanga	Public	TSS
SAINT SYLVAIN TSS	Southern	Muhanga	Private	TSS
HAIP SHYOGWE TSS	Southern	Muhanga	Private	TSS
NYABIKENKE TSS	Southern	Muhanga	Government-Aided	TSS
FRED NKUNDA TSS	Southern	Muhanga	Private	TSS
SAINT PETER COLLEGE OF SHYOGWE TSS	Southern	Muhanga	Private	TSS

Institution	Province	District	Status	Type
G.S. GASOVU TSS WING	Southern	Muhanga	Private	TSS
ACEJ KARAMA	Southern	Muhanga	Government-Aided	TSS
ITER RUTOBWE TSS	Southern	Muhanga	Private	TSS
MUSHUBATI VTC	Southern	Muhanga	Private	TSS
RWANDAN SCHOOL OF CREATIVE & ARTS	Southern	Muhanga	Private	TSS
MUHANGA VTC	Southern	Muhanga	Private	TSS
ACODES MUSHISHIRO TSS	Southern	Muhanga	Private	TSS
BULINGA TSS	Southern	Muhanga	Public	TSS
MWOGO TSS	Southern	Nyamagabe	Public	TSS
KADUHA TSS	Southern	Nyamagabe	Public	TSS
GS MUSANGE TSS	Southern	Nyamagabe	Public	TSS
ES BISHYIGA TSS	Southern	Nyamagabe	Public	TSS
G.S. GATARE/TSS	Southern	Nyamagabe	Government-Aided	TSS
CYANIKA TSS	Southern	Nyamagabe	Public	TSS
GS NKUMBURE TSS	Southern	Nyamagabe	Government-Aided	TSS
UWINKINGI TECHNICAL SECONDARY SCHOOL	Southern	Nyamagabe	Government-Aided	TSS
DON BOSCO NYAMAGABE TVET SCHOOL	Southern	Nyamagabe	Government-Aided	TSS
KIBUMBWE TSS	Southern	Nyamagabe	Public	TSS
GSNDP CYANIKA	Southern	Nyamagabe	Government-Aided	TSS
COLLEGE MONT SION APADEM	Southern	Nyanza	Private	TSS
BUSASAMANA TSS	Southern	Nyanza	Public	TSS
COLLEGE MARANATHA	Southern	Nyanza	Private	TSS
HANIKA ANGLICAN INTEGRATED POLYTECHNIC	Southern	Nyanza	Private	TSS
GS RUGARAMA TSS	Southern	Nyanza	Public	TSS
KAVUMU TECHNICAL SECONDARY SCHOOL	Southern	Nyanza	Public	TSS
ESPANYA TSS	Southern	Nyanza	Private	TSS
HVP GATAGARA TSS	Southern	Nyanza	Government-Aided	TSS
NYANZA TECHNICAL SECONDARY SCHOOL	Southern	Nyanza	Public	TSS
SAINTE TRINITE NYANZA TSS	Southern	Nyanza	Private	TSS
GS NYAGISOZI TSS	Southern	Nyanza	Government-Aided	TSS
LYCEE DE NYANZA	Southern	Nyanza	Private	TSS
KIBEHO TSS	Southern	Nyaruguru	Public	TSS
MUTOVU TSS	Southern	Nyaruguru	Public	TSS

Institution	Province	District	Status	Type
BTR RWAMIKO TSS	Southern	Nyaruguru	Government-Aided	TSS
GS RASANIRO TSS	Southern	Nyaruguru	Government-Aided	TSS
GS LIBA TSS	Southern	Nyaruguru	Public	TSS
KIYONZA TSS	Southern	Nyaruguru	Government-Aided	TSS
GS MUSEBEYA TSS	Southern	Nyaruguru	Government-Aided	TSS
NYAGISOZI TSS	Southern	Nyaruguru	Public	TSS
GS NYABIMATA TSS	Southern	Nyaruguru	Public	TSS
G.S MUNINI TSS	Southern	Nyaruguru	Government-Aided	TSS
MPANDA TSS	Southern	Ruhango	Public	TSS
ES KINAZI TSS	Southern	Ruhango	Public	TSS
KINAZI TSS A	Southern	Ruhango	Public	TSS
C.F PRO.RU	Southern	Ruhango	Private	TSS
GS INDANGABUREZI TSS	Southern	Ruhango	Private	TSS
GITISI TSS	Southern	Ruhango	Private	TSS
RUHANGO TSS	Southern	Ruhango	Private	TSS
HEROES INTEGRATED TECHNICAL SECONDARY SCHOOL	Southern	Ruhango	Private	TSS
APECAS MUYUNZWE T.S.S	Southern	Ruhango	Private	TSS
SAINT JOSEPH TSS NZUKI	Southern	Ruhango	Government-Aided	TSS
NTONGWE TSS	Southern	Ruhango	Public	TSS
ESAPAG GITWE	Southern	Ruhango	Private	TSS
ECOLE TECHNIQUE SAINTE TRINITE DE RUHANGO	Southern	Ruhango	Private	TSS
LYCEE DE RUHANGO IKIREZI	Southern	Ruhango	Private	TSS
COLLEGE DE BETHEL TSS	Southern	Ruhango	Private	TSS
MUTARA TSS	Southern	Ruhango	Public	TSS
VUNGA TSS	Southern	Ruhango	Private	TSS
IPK KIRINDA TSS	Western	Karongi	Private	TSS
RUBENGERA TECHNICAL SECONDARY SCHOOL	Western	Karongi	Private	TSS
ESA BIRAMBO TSS	Western	Karongi	Government-Aided	TSS
ESAPAN TSS	Western	Karongi	Private	TSS
ES NGOMA TSS	Western	Karongi	Government-Aided	TSS
ES RUBENGERA TSS	Western	Karongi	Government-Aided	TSS
GS BISESERO TSS	Western	Karongi	Government-Aided	TSS

Institution	Province	District	Status	Type
GS GISOVU TSS	Western	Karongi	Government-Aided	TSS
GS MANJI TSS	Western	Karongi	Government-Aided	TSS
L'ESPERANCE	Western	Karongi	Private	TSS
MUHORORO TSS	Western	Karongi	Public	TSS
MURUNDI TSS	Western	Karongi	Public	TSS
RUBENGERA II TSS	Western	Karongi	Public	TSS
ST JOSEPH BIRAMBO TSS	Western	Karongi	Government-Aided	TSS
IPESAR TSS	Western	Karongi	Government-Aided	TSS
GS CYNAMA TSS	Western	Karongi	Government-Aided	TSS
MUNANIRA TSS	Western	Karongi	Public	TSS
IPRC KARONGI	Western	Karongi	Public	TSS
MURAMBA TSS	Western	Ngororero	Private	TSS
GS KAVUMU B TSS	Western	Ngororero	Public	TSS
GS RUNAYU TSS	Western	Ngororero	Public	TSS
HINDIRO TSS	Western	Ngororero	Public	TSS
GS IBUKA/ KABAYA	Western	Ngororero	Private	TSS
ESECOM	Western	Ngororero	Private	TSS
GATUMBA TSS	Western	Ngororero	Public	TSS
MUHORORO TSS	Western	Ngororero	Public	TSS
EAV KIVUMU TSS	Western	Ngororero	Public	TSS
COLLEGE APEJERWA NYANGE TSS	Western	Ngororero	Government-Aided	TSS
GS BUNGWE TSS	Western	Ngororero	Public	TSS
ES KAVUMU TSS	Western	Ngororero	Public	TSS
GS GATOVU TSS	Western	Nyabihu	Public	TSS
GS MURAMA TSS	Western	Nyabihu	Government-Aided	TSS
CBK KABAYA TSS	Western	Nyabihu	Private	TSS
KIBIHEKANE TSS	Western	Nyabihu	Public	TSS
KIBISABO TSS	Western	Nyabihu	Public	TSS
NYABIHU TSS	Western	Nyabihu	Public	TSS
BIGOGWE TSS	Western	Nyabihu	Government-Aided	TSS
GROUPE SCOLAIRE AKIMITONI/TSS	Western	Nyabihu	Government-Aided	TSS
COLLEGE APARPE TSS	Western	Nyabihu	Private	TSS
GS GISAKURA TSS	Western	Nyamasheke	Public	TSS

Institution	Province	District	Status	Type
GS REMERA A TSS	Western	Nyamasheke	Government-Aided	TSS
MWEZI	Western	Nyamasheke	Government-Aided	TSS
SHANGI	Western	Nyamasheke	Government-Aided	TSS
EAV NTENDEZI	Western	Nyamasheke	Public	TSS
GS MUYANGE TSS	Western	Nyamasheke	Government-Aided	TSS
GS YOVE TSS WING	Western	Nyamasheke	Government-Aided	TSS
GS MUGONERO TSS	Western	Nyamasheke	Government-Aided	TSS
TYAZO	Western	Nyamasheke	Government-Aided	TSS
GIHOMBO TSS	Western	Nyamasheke	Public	TSS
KARENGERA TSS	Western	Nyamasheke	Government-Aided	TSS
COLLEGE ST MARTIN HANIKA	Western	Nyamasheke	Private	TSS
GS ST RAPHAEL RUGANOTSS	Western	Nyamasheke	Government-Aided	TSS
ECOLE SECONDAIRE ISLAMIQUE DE GISENYI(ESIG)-TSS	Western	Rubavu	Private	TSS
ECOLE TECHNIQUE NAZAREENE INTERNATIONAL	Western	Rubavu	Private	TSS
COLLEGE SAINT WENCESLAS/APEFOC-KANAMA	Western	Rubavu	Private	TSS
HOPE TECHNICAL SECONDARY SCHOOL	Western	Rubavu	Private	TSS
ECOLE SECONDAIRE BAPTISTE DE LA FRATERNITE(ESBF TSS)	Western	Rubavu	Private	TSS
COLLEGE NAZAREEN DE GISENYI	Western	Rubavu	Private	TSS
ECOLE D'ARTS DE NYUNDO	Western	Rubavu	Government-Aided	TSS
ST. MARY DOMINIC MAZZARELLO	Western	Rubavu	Private	TSS
ST MARTIN GISENYI TSS	Western	Rubavu	Government-Aided	TSS
ECOLE SECONDAIRE TECHNIQUE DE GISENYI(ESTG)	Western	Rubavu	Government-Aided	TSS
GS SHWEMU II/TSS	Western	Rubavu	Public	TSS
RUBAVU TECHNICAL COLLEGE TSS (RTC) TSS	Western	Rubavu	Private	TSS
GS BIHE TSS	Western	Rubavu	Government-Aided	TSS
GS BUSASAMANA II TSS	Western	Rubavu	Government-Aided	TSS
COLLEGE BAPTISTE GACUBA II TVET	Western	Rubavu	Private	TSS
GS BISIZI TSS	Western	Rubavu	Public	TSS
ECOLE TECHNIQUE AUTOMOBILE DE	Western	Rubavu	Government-Aided	TSS

Institution	Province	District	Status	Type
GISENYI(ETAG)				
MUHARI	Western	Rusizi	Public	TSS
JILL BARHAM TSS	Western	Rusizi	Private	TSS
MIZERO	Western	Rusizi	Government-Aided	TSS
SAINT PETER TSS	Western	Rusizi	Private	TSS
NYARUSHISHI	Western	Rusizi	Public	TSS
COLLEGE ISLAMIC DE BUGARAMA TSS	Western	Rusizi	Private	TSS
COLLEGE LA LUMIERE DE GASHONGA TSS	Western	Rusizi	Public	TSS
GS KIYOVU TSS	Western	Rusizi	Public	TSS
MUGANZA TSS	Western	Rusizi	Public	TSS
GS CYIRABYO TSS	Western	Rusizi	Government-Aided	TSS
FRIENDS SCHOOL OF KAMEMBE TSS	Western	Rusizi	Private	TSS
RASANO TSS	Western	Rusizi	Public	TSS
NYABIHANGA TSS	Western	Rusizi	Government-Aided	TSS
GIHEKE TSS	Western	Rusizi	Public	TSS
GS CYIBUMBA TSS	Western	Rusizi	Government-Aided	TSS
MATARE TSS	Western	Rusizi	Public	TSS
MIBILIZI TSS	Western	Rusizi	Government-Aided	TSS
GS RWINZUKI TSS	Western	Rusizi	Government-Aided	TSS
GS TRINITE	Western	Rutsiro	Private	TSS
COLLEGE INDASHYIKIRWA	Western	Rutsiro	Public	TSS
GS RWINGONGO	Western	Rutsiro	Government-Aided	TSS
GS BWIZA	Western	Rutsiro	Public	TSS
GS NYAGAHINIKA TSS	Western	Rutsiro	Private	TSS
GS BUMBA TSS	Western	Rutsiro	Government-Aided	TSS
BUMBA TSS	Western	Rutsiro	Government-Aided	TSS
GS NYABIRASI TSS	Western	Rutsiro	Public	TSS
KIVU HILLS ACADEMY	Western	Rutsiro	Private	TSS
ES KABONA	Western	Rutsiro	Public	TSS
GS KABEZA	Western	Rutsiro	Public	TSS
EPR NYAMIRAMA VTC	Eastern	Bugesera	Private	VTC
GASORE SERGE FOUNDATION VTC	Eastern	Bugesera	Private	VTC
XTRA MILE VOCATIONAL TRAINING CENTER	Eastern	Bugesera	Private	VTC

Institution	Province	District	Status	Type
GITAGATA REHABILITATION CENTER	Eastern	Bugesera	Public	VTC
URUMURI CL VTC	Eastern	Bugesera	Public	VTC
RUHUHA VTC	Eastern	Bugesera	Public	VTC
MIRACLE CORNERS VTC	Eastern	Bugesera	Private	VTC
GAKONI	Eastern	Gatsibo	Public	VTC
GITUZA	Eastern	Gatsibo	Government-Aided	VTC
SAINTE JOSEPHINE VTC	Eastern	Gatsibo	Private	VTC
UMBRELLA TVET SCHOOL	Eastern	Gatsibo	Private	VTC
MUKARANGE VTC	Eastern	Kayonza	Public	VTC
SACCA COMPLEX TVET SCHOOL	Eastern	Kayonza	Private	VTC
AMIZERO INSTITUTE OF TECHNOLOGY AND HOSPITALITY	Eastern	Kayonza	Private	VTC
AGAKIRIRO VTC	Eastern	Kayonza	Private	VTC
KABARONDO VTC	Eastern	Kayonza	Private	VTC
SAINT CHRISTOPHER	Eastern	Kayonza	Private	VTC
KAYONZA	Eastern	Kayonza	Private	VTC
SAKE VTC	Eastern	Ngoma	Public	VTC
SAINTE AIMABILIS VTC	Eastern	Ngoma	Private	VTC
NAZARETH VTC	Eastern	Ngoma	Private	VTC
NDABUC TVET SCHOOL	Eastern	Ngoma	Private	VTC
UMUTARA DEAF SCHOOL VTC	Eastern	Nyagatare	Private	VTC
CENTRE D'EDUCATION DE BASE MIMULI VTC	Eastern	Nyagatare	Private	VTC
CENTRE EXODUS NYAGATARE	Eastern	Nyagatare	Private	VTC
NTOMA	Eastern	Nyagatare	Public	VTC
NYAGATARE CORRECTIONAL FACILITY	Eastern	Nyagatare	Public	VTC
UNITED TRAINING SERVICES VTC	Eastern	Nyagatare	Private	VTC
PADIRI ENRICO MAURI KARENJE VTC	Eastern	Rwamagana	Private	VTC
KWIGIRA VTC SCHOOL	Eastern	Rwamagana	Public	VTC
RAFAELLO DELLE NOCCE VTC	Eastern	Rwamagana	Private	VTC
IMANZIVTC	Eastern	Rwamagana	Private	VTC
HANDS ON TVET SCHOOL	Eastern	Rwamagana	Private	VTC
MUYUMBU VTC	Eastern	Rwamagana	Private	VTC
RCS RWAMAGANA VTC	Eastern	Rwamagana	Public	VTC

Institution	Province	District	Status	Type
BETHLEHEM TVET SCHOOL	Eastern	Rwamagana	Private	VTC
RUBONA VTC SCHOOL	Eastern	Rwamagana	Public	VTC
CENTRE DES METIERS ASSOMPTION DE KABUYE	Kigali	Gasabo	Private	VTC
DON BOSCO MUHAZI TVET	Kigali	Gasabo	Private	VTC
CLUB HOTEK TSS	Kigali	Gasabo	Private	VTC
KIGALI EXCELLENT TOURISM AND HOSPITALITY ACADEMY (KETHA)	Kigali	Gasabo	Private	VTC
EMVTC REMERA	Kigali	Gasabo	Private	VTC
ESTHER'S AID	Kigali	Gasabo	Private	VTC
GACURIRO TSS	Kigali	Gasabo	Public	VTC
CENTRE PRESBYTERIEN D'AMOUR DES JEUNES	Kigali	Kicukiro	Private	VTC
GARUKA TSS	Kigali	Kicukiro	Private	VTC
KICUKIRO WOMEN TVET CENTRE	Kigali	Kicukiro	Private	VTC
ERM HOPE TVET SCHOOL	Kigali	Kicukiro	Private	VTC
CEFORMI TVET SCHOOL	Kigali	Kicukiro	Private	VTC
UMUSHUMBAMWIZA TVET SCHOOL	Kigali	Kicukiro	Private	VTC
IHUMURE TVET SCHOOL	Kigali	Kicukiro	Private	VTC
MWANANSHUTI TVET SCHOOL	Kigali	Kicukiro	Private	VTC
UMUHOZA TVET SCHOOL	Kigali	Kicukiro	Private	VTC
SKIM TVET SCHOOL	Kigali	Kicukiro	Private	VTC
CHARLES DE JESUS	Kigali	Kicukiro	Private	VTC
DON BOSCO GATENGA	Kigali	Kicukiro	Private	VTC
GIRITEKA TVET SCHOOL	Kigali	Kicukiro	Private	VTC
JOC KIGALI VTC	Kigali	Nyarugenge	Government-Aided	VTC
CEFOTRAR VTC	Kigali	Nyarugenge	Private	VTC
BUTAMWA VTC	Kigali	Nyarugenge	Private	VTC
KIGALI LEADING TSS	Kigali	Nyarugenge	Private	VTC
NEW HOPE TECHNICAL INSTITUTE	Kigali	Nyarugenge	Private	VTC
NYARUGENGE RCS VTC	Kigali	Nyarugenge	Public	VTC
INKURU NZIZA KIMISAGARA SKILLS TRAINING CENTRE	Kigali	Nyarugenge	Private	VTC
RUNABA VTC	Northern	Burera	Private	VTC
CYANIKA TSS	Northern	Burera	Government-Aided	VTC

Institution	Province	District	Status	Type
MARIA RAFAELA NKUMBA VTC	Northern	Burera	Private	VTC
JANJA TSS	Northern	Gakenke	Government-Aided	VTC
SAINTE LUCIE VTC RULI	Northern	Gakenke	Private	VTC
JOC MUHONDO VTC	Northern	Gakenke	Private	VTC
RUSHASHI TVET	Northern	Gakenke	Public	VTC
CYABINGO TSS	Northern	Gakenke	Public	VTC
CFP MUSEKE TVET	Northern	Gakenke	Private	VTC
NEMBA TSS	Northern	Gakenke	Public	VTC
IZERE VTC	Northern	Gicumbi	Public	VTC
RWESERO VTC	Northern	Gicumbi	Private	VTC
RUTARE TVET	Northern	Gicumbi	Public	VTC
CENTRE DIOCESAIN DES JEUNES CHINA KEITETSI	Northern	Gicumbi	Private	VTC
EAR KAGEYO VTC	Northern	Gicumbi	Private	VTC
EAR KIBARI VTC	Northern	Gicumbi	Private	VTC
RUSHAKI VTC	Northern	Gicumbi	Public	VTC
CYUMBA TSS	Northern	Gicumbi	Public	VTC
BUMARA VTC	Northern	Musanze	Private	VTC
BUSOGO VTC SAINT MARTIN	Northern	Musanze	Private	VTC
MUTOBO VTC	Northern	Musanze	Public	VTC
FUTURE FOR KIDS VTC	Northern	Musanze	Private	VTC
RWAZA TSS	Northern	Musanze	Government-Aided	VTC
VOLANOEES VTC	Northern	Musanze	Private	VTC
AL KARAM ACADEMY	Northern	Musanze	Private	VTC
AUTO SAINTE FAMILLE VTC	Northern	Rulindo	Private	VTC
SHYORONGI VTC	Northern	Rulindo	Public	VTC
GS RUSIGA TSS	Northern	Rulindo	Public	VTC
MUREHE VTC	Northern	Rulindo	Private	VTC
CYUNGO TSS	Northern	Rulindo	Private	VTC
COLLEGE FONDATION SINA GERARD	Northern	Rulindo	Private	VTC
TVET N.D.B. GISAGARA	Southern	Gisagara	Private	VTC
EUGENIE SMET VTC	Southern	Gisagara	Government-Aided	VTC
CENTRE CULTUREL ET MANUELE MARIA RAFAELA VTC SCHOOL	Southern	Huye	Private	VTC

Institution	Province	District	Status	Type
DON BOSCO RANGO TVET SCHOOL	Southern	Huye	Private	VTC
HUYE PRISON TVET	Southern	Huye	Public	VTC
MUBUMBANO VTC	Southern	Huye	Private	VTC
RWABUYE TSS	Southern	Huye	Government-Aided	VTC
MARABA TSS	Southern	Huye	Public	VTC
CENTRE DE FORMATION SAINT LEONARD VTC	Southern	Kamonyi	Private	VTC
CPJSP-KAMONYI VTC	Southern	Kamonyi	Private	VTC
SAINTE ANNE MUGINA	Southern	Kamonyi	Private	VTC
SAINT IGNACE MUGINA	Southern	Kamonyi	Government-Aided	VTC
KAYENZI	Southern	Kamonyi	Public	VTC
KIGESE	Southern	Kamonyi	Public	VTC
SAINT BERNARD VTC	Southern	Kamonyi	Private	VTC
MUHANGA TECHNICAL CENTER TSS	Southern	Muhanga	Private	VTC
PADRI VJEKO CENTRE TSS	Southern	Muhanga	Private	VTC
KIYUMBA TSS	Southern	Muhanga	Public	VTC
HAIP SHYOGWE TSS	Southern	Muhanga	Private	VTC
ITER RUTOBWE TSS	Southern	Muhanga	Private	VTC
CYANIKA TSS	Southern	Nyamagabe	Public	VTC
KIGEME VTC	Southern	Nyamagabe	Private	VTC
KIBUMBWE TSS	Southern	Nyamagabe	Public	VTC
KADUHA TSS	Southern	Nyamagabe	Public	VTC
UWINKINGI TECHNICAL SECONDARY SCHOOL	Southern	Nyamagabe	Government-Aided	VTC
DON BOSCO NYAMAGABE TVET SCHOOL	Southern	Nyamagabe	Government-Aided	VTC
MWOGO TSS	Southern	Nyamagabe	Public	VTC
APIDERBU BUSORO TVET SCHOOL	Southern	Nyanza	Private	VTC
KIM FOUNDATION MAYAGA TVET	Southern	Nyanza	Private	VTC
HVP GATAGARA TSS	Southern	Nyanza	Government-Aided	VTC
RCS NYANZA TVET SCHOOL	Southern	Nyanza	Public	VTC
KIBEHO VTC	Southern	Nyaruguru	Public	VTC
NDAGO VTC	Southern	Nyaruguru	Public	VTC
KIYONZA TSS	Southern	Nyaruguru	Government-Aided	VTC
NYAGISOZI TSS	Southern	Nyaruguru	Public	VTC
MPANDA TSS	Southern	Ruhango	Public	VTC

Institution	Province	District	Status	Type
KINAZI TSS A	Southern	Ruhango	Public	VTC
C.F PRO.RU	Southern	Ruhango	Private	VTC
GITISI TSS	Southern	Ruhango	Private	VTC
RUHANGO TSS	Southern	Ruhango	Private	VTC
HEROES INTEGRATED TECHNICAL SECONDARY SCHOOL	Southern	Ruhango	Private	VTC
APECAS MUYUNZWE T.S.S	Southern	Ruhango	Private	VTC
SAINT JOSEPH TSS NZUKI	Southern	Ruhango	Government-Aided	VTC
NTONGWE TSS	Southern	Ruhango	Public	VTC
LYCEE DE RUHANGO IKIREZI	Southern	Ruhango	Private	VTC
VUNGA TSS	Southern	Ruhango	Private	VTC
RAYS OF HOPE TVET SCHOOL	Western	Karongi	Private	VTC
ASSOMPTION VTC	Western	Ngororero	Private	VTC
JOMBA VTC	Western	Nyabihu	Private	VTC
KIBIHEKANE TSS	Western	Nyabihu	Public	VTC
MWEZI	Western	Nyamasheke	Government-Aided	VTC
NTENDEZI VTC	Western	Nyamasheke	Private	VTC
SHANGI	Western	Nyamasheke	Government-Aided	VTC
NYAMASHEKE PARISH ST AUGUSTIN TVET SCHOOL	Western	Nyamasheke	Private	VTC
TYAZO	Western	Nyamasheke	Government-Aided	VTC
UBUMWE COMMUNITY CENTER VTC	Western	Rubavu	Private	VTC
RUBAVU VTC	Western	Rubavu	Public	VTC
VISION JEUNESSE NOUVELLE	Western	Rubavu	Private	VTC
ST. MARY DOMINIC MAZZARELLO	Western	Rubavu	Private	VTC
MUHARI	Western	Rusizi	Public	VTC
MIZERO	Western	Rusizi	Government-Aided	VTC
NYARUSHISHI	Western	Rusizi	Public	VTC
NKOMBO VTC	Western	Rusizi	Public	VTC
SAINT ANNE VTC KIVUMU	Western	Rutsiro	Public	VTC
IWAWA REHABILITATION CENTER	Western	Rutsiro	Public	VTC

Annex II. List of TSSs and VTCs with (re)-accredited and not (re)-accredited trades

1. BUGESERA DISTRICT

i. TSS

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited trades and Levels	Not (Re)_Accredited trades and Levels
1	BUGESERA	APEDI RUHUHA	TSS	PRIVATE	Boarding	1. Building construction L3-5 2. Electrical technology L3-5	None
2	BUGESERA	MUSENYI TSS	TSS	GV AIDED	Day	1. Agriculture L3-L5 2. Manufacturing technology L3-5	None
3	BUGESERA	GS DIHIRO/ TSS	TSS	PUBLIC	Day	1. Animal Health L3-5 2. Agriculture L3-5 3. Manufacturing technology L3-5	None
4	BUGESERA	Batima TSS	TSS	PUBLIC	DAY	1. Building construction L3-5 2. Manufacturing technology L3-5	None
5	BUGESERA	Ndama TSS	TSS	GV AIDED	Day	1. Animal health L3-5 2. Fashion design L3-5	None
6	BUGESERA	GS Kagasa Mwogo TSS	TSS	PUBLIC	Day	1. Building construction L3-5 3. Manufacturing technology L3-5	None
7	BUGESERA	NYAMATA TSS	TSS	PUBLIC	BOARDING	1. Building construction L3-5 2. Networking and internet technologies L3-5 3. Fashion design L3-5 4. Wood technology L3-5 5. Electrical technology L3-5 6. Renewable energy L3-5 7. Manufacturing technology L3-5 8. Land surveying L3-5 9. Electronics and telecommunication L3-5 10. Interior design L3-5	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited trades and Levels	Not (Re)_Accredited trades and Levels
8	BUGESERA	Nelson Mandela TSS	TSS	PUBLIC	BOARDING	1. Building construction L3-5 2. Manufacturing technology L3-5 3. Electrical Technology L3-5 4. Fashion Design L3-5	None
9	BUGESERA	College St François Xavier -APEBU NYAMATA TSS	TSS	PRIVATE	BOARDING	1. Building construction L3-5 2. Electrical Technology L3-5 3. Food and Beverage Operation L3-5 4. Tourism L3-L5 5. Software Development L3-L5	None

ii. VTCs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades
1	BUGESERA	RUHUHA VTC	VTC	PUBLIC	BOARDING	1. Tailoring L1 2. Hair dressing L1	None
2	BUGESERA	URUMURI Community Learning VTC	VTC	PRIVATE	DAY	1. Tailoring L1	None
3	BUGESERA	Nyamirama VTC	VTC	PRIVATE	Day	1. Masonry L1 2. Tailoring L1 3. Welding L1	None
4	BUGESERA	XTRA MILE VTC	VTC	PRIVATE	Day	1. Welding L1	NONE
5	BUGESERA	Gasore Serge Foundation VTC	VTC	PRIVATE	Day	Tailoring L1	None
6	BUGESERA	GITAGATA REHABILITATION CENTER VTC	VTC	PUBLIC	BOARDING	1. Hair dressing L1 2. Tailoring L1 3. Culinary arts L1	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades
7	BUGESERA	MIRACLE CORNERS VTC	VTC	PRIVATE	Day	1. Tailoring L1	Computer repair and maintenance L2. The school decided to make it a short course.

2. BURERA DISTRICT

i. TSSs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
1	BURERA	GS GASEKE	TSS	PUBLIC	DAY	1. Animal health L3-4 2. Agriculture L3-5	None
2	BURERA	GS RUSHARA TSS	TSS	PUBLIC	DAY	1. Building construction L3-5 2. Wood Technology L3-5	None
3	BURERA	KABONA TSS	TSS	PUBLIC	BOARDING	1. Building construction L3-5 2. Wood technology L3-5 3. Automobile Technology L3-5	None
4	BURERA	COLLEGE GEORGE FOX DE	TSS	PRIVATE	BOARDING	1. Building construction L3-5 2. Computer system and architecture L3-5	None
5	BURERA	SAINT PAUL MURWA TSSS	TSS	GOV AIDED	DAY	1. Masonry L1 2. Building construction L3-5 3. Carpentry L1 4. Wood technology L3-5	None
6	BURERA	GS GITARE II	TSS	GOV AIDED	DAY	1. Tailoring L4-L5 2. Fashion design L3-5 3. Masonry L4-5 4. Building construction L3-5	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
7	BURERA	CYANIKA TSS	TSS	PUBLIC	Boarding	1.Carpentry L1 2.Wood technology L3-5 3.Electrical technology L3-5 4.Domestic electricity L1	None
8	BURERA	CEPEM TSS	TSS	Private	Boarding	1.Building construction L3-5 2. Food and Beverage operations L3-5 3. Tourism L3-5	None
9	BURERA	GS MUSASA TSS	TSS	Public	Day	1.Electrical technology L3-5	None
10	BURERA	ECOLE TECHNIQUE DE KARUGANDA	TSS	GOV AIDED	Boarding	1.Building construction L3-5 2. Plumbing Technology L3-5 3.Tourism L3-5 4.Public works L3-5	None
11	BURERA	GS MUCACA TSS	TSS	GOV AIDED	DAY	1.Building technology L3-5 2.Electrical technology L3-5	None
12	BURERA	ES GAHUNGA TSS	TSS	PRIVATE	Boarding	1.Automobile technology L3-5 2. Electronics and telecommunication L3-5 3. Building construction L3-5 4. Agriculture L3-5 5. Electrical Technology	None

ii. VTCs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
1	BURERA	RUNABA VTC	VTC	PRIVATE	DAY	1. Carpentry L1 2. Tailoring L1	None
2	BURERA	MARIA RAFAEL NKUMBA VTC	VTC	PRIVATE	DAY	1. Tailoring L1 2. Hairdressing L1	None

3. GAKENKE DISTRICT

i. TSSs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
1	Gakenke	ES GATONDE TSS	TSS	PUBLIC	DAY	1. Building construction L3-5 2. Manufacturing technology L3-5	None
2	Gakenke	JANJA TSS	TSS	GOV AIDED	BOARDING	1. Building construction L3-5 2. Electrical technology L3-5 3. Fashion design L3-5 4. Wood technology L3-5 5. Masonry L1 6. Tailoring L1 7. Carpentry L1 8. Domestic Electricity L1	None
3	Gakenke	ES BUHUGA TSS	TSS	GOV AIDED	DAY	1. Wood technology L3-5 2. Manufacturing technology L3-5	None
4	Gakenke	EAV RUSHASHI TSS	TSS	PUBLIC	BOARDING	1. Agriculture L3-5	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
						2. Animal health L3-5	
5	Gakenke	GS RWAHI TSS	TSS	PUBLIC	DAY	1. Building construction L3-5 4. Wood technology L3-5	None
6	Gakenke	GS MUNYANA TSS	TSS	GOV AIDED	DAY	1. Fashion design L3-5 2. Wood technology L3-5	None
7	Gakenke	RUSHASHI TSS	TSS	PUBLIC	DAY	1 Tailoring L1 2. Welding L1 3. Building construction L3-5 4. Manufacturing technology L3-5 5. Fashion design L3-5	None
8	Gakenke	Cyabingo TSS	TSS	PUBLIC	DAY	1. Tailoring L1 2. Carpentry L1 3. Hairdressing L1 4. Fashion design L3 -5 5. Building construction L3-5	None
9	Gakenke	NEMBA TSS	TSS	PUBLIC	DAY	1. Tailoring L1 2. Welding L1 3. Domestic electricity L1 4. Electrical technology L3-5 6. Building construction L3--5 7. Manufacturing technology L3-5 8. Fashion design L3-5	None
10	Gakenke	GS APAPEM MUHONDO TSS	TSS	PRIVATE	Day and Boarding	1. Building construction L3-5	None
11	Gakenke	LYCEE CATHOLIC SAINT ALAIN DE MATABA	TSS	PRIVATE	Boarding	1. Animal health L3-5 2. Agriculture L3-5	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
						3. Building construction L3-5	

ii. VTCs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
1	Gakenke	C.F.P MUSEKE VTC	VTC	PRIVATE	DAY	1. Tailoring L1 2. Leather works L1	None
2	Gakenke	JOC MUHONDO VTC	VTC	PRIVATE	DAY	1. Tailoring L1 2. Hairdressing L1 3. Welding L1	None
3	Gakenke	SAINTE LUCIE VTC	VTC	PRIVATE	BOARDING	Tailoring L1	None

3. GASABO DISTRICT

i. TSSs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
1	GASABO	GLORY ACADEMY	TSS	PRIVATE	DAY	1. Software Development L3-5 2. Networking & Internet Technology L3-5 3. Food and Beverage Operations L3-5 4. Tourism: L3-5 5. Building construction L3-5	None
2	GASABO	CLUB HOTEK TSS	TSS	PRIVATE	DAY	1. Hair dressing L1, 2. Tailoring L1 3. Culinary Arts L1	1. Food and Beverage Operations L3-5 (lack of classrooms, shortage of tools & equipment)

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
3	GASABO	G.S. RUBINGO TSS	TSS	GOV AIDED	DAY	1. Fashion Design: L3-5 2. Building Construction: L3-5	None
4	GASABO	INTERNATIONAL TECHNICAL	TSS	PRIVATE	BOARDING	1. Tourism: L3-5 2. Food and Beverage Operations L3-5 3. Networking and Internet Technology L3-5 4. Computer System and Architecture L3-5	None
5	GASABO	DOCTRINA VITAE	TSS	PRIVATE	BOARDING	1. Customs & Tax Operations L5 (Under Phasing out)	None
6	GASABO	GS NDUBA TSS	TSS	GOV AIDED	DAY	1. Manufacturing Technology L3-5 2. Automobile Technology L3-5	None
7	GASABO	SOS TECHNICAL HIGH SCHOOL	TSS	PRIVATE	BOARDING	1. Software Development L3-5 2. Networking and Internet Technology L3-5 3. Computer systems and Architecture L3-5 4. Electronics and Telecommunication L3-5 5. Plumbing L1 6. Domestic Electricity L1 7. Welding L1	None
8	GASABO	KETHA/KIGALI EXCELLENT TOURISM AND HOSPITALITY ACADEMY	TSS	PRIVATE	DAY	1. Tourism L3-5 2. Culinary arts L1 3. Food and Beverage operations L3-5	None
9	GASABO	BUMBOGO TSS	TSS	PUBLIC	DAY	1. Food processing L3-5 2. Food beverage operations L3-5 3. Culinary arts L1	None
10	GASABO	FOREVER TSS	TSS	GOV AIDED	BOARDING AND DAY	1. Computer systems & Architecture L3-5 2. Software development L3-5 3. Land surveying L3-5 4. Public works L3-5 5. Electrical technology L3-5	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
						6. Heavy machinery L3-5	
11	GASABO	WORLD MISSION TSS	TSS	PRIVATE	DAY	1. Software Development L3-5 2. Multimedia Production L3-5 3. Networking and Internet Technologies 3-5	None
12	GASABO	BUMBOGO TSS	TSS	PUBLIC	DAY	1. Food processing L3-5 2. Culinary Arts L1 3. Food beverage operations L3-5	None
13	GASABO	GS RUGANDO TSS	TSS	PUBLIC	DAY	Software Development L3-5 Networking and Internet Technology L3-5	None
14	GASABO	GACURIRO TSS	TSS	PUBLIC	DAY	1. Automobile Technology L3-5 2. Building constructions L3-5 3. Wood Technology L3-5 4. Food and Beverage Operations L3-5 5. Food Processing L3-5 6. Tourism L3-5 7. Culinary Art L1 8. Computer System and Architecture L3-5. 9. Manufacturing Technology Level L3-5 10. Welding L1, 11. Fashion Design L3-5 12. Tailoring L1 13. Hair dressing L1 14. Carpentry L1 15. Agriculture L3-5	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
15	GASABO	APAER RUSORORO	TSS	PRIVATE	BOARDING	1.Tourism L3-5 2.Software Development L3-5 3. Electronics and Telecommunication L3-5 4. Building Construction L3-5 5. Fashion Design L3-5	None

ii. VTCs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
1	GASABO	Centre des Metiers Assomption de Kabuye /CMAK	VTC	PRIVATE	DAY	1.Tailoring L1 2.Hair Dressing L1 3.Masonry L1 4.Culinary Arts L1	None
2	GASABO	KABERA VTC	VTC			1.Tailoring L1 2. Hair dressing L1	None
3	GASABO	DON BOSCO MUHAZI VTC	VTC	PRIVATE	DAY	1. Tailoring L1 2. Culinary Arts L1 3.Masonry L1	None
4	GASABO	EASTER'S AID VTC	VTC	PRIVATE	DAY	1. Culinary Arts L1 2. Tailoring L1	NONE
5	GASABO	EMVTC REMERA	VTC	PRIVATE	DAY	None	Automobile repair and maintenance-L1 (No Curriculum for This

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
							Trade)

5.KAMONYI DISTRICT

i. TSSs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
1	KAMONYI	SAINT IGNACE MUGINA TSS	TSS	GOV AIDED	BOARDING	1.Carpentry L1 2.Building Construction L3-5 3.Computer System and Architecture L3-5 4.Networking and Internet Technology L3-5 5. Masonry L1	none
2	KAMONYI	Sainte Anne TSS&VTC Mugina	TSS	PRIVATE	DAY	1.Tailoring level 1	1. Fashion design L3-5 (No classrooms for this trade, no administrative document observed)
3	KAMONYI	Fr. Ramon KABUGA TSS	TSS	GOV AIDED	BOARDING AND DAY	1. Building Construction L3-5 2. Multimedia Production L 3-5 3. Computer system and Architecture L3-5 4. Wood Technology L3-5	None
4	KAMONYI	KIGESE TSS	TSS	PUBLIC	DAY	1. Building construction L3-5 2. Masonry L1 3. Tailoring L1 4. Carpentry L1 5. Fashion design L3-5	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
5	KAMONYI	RUNDA TSS	TSS	PUBLIC	BOARDING	1. Building construction L3-5 2. Surveying L3-5 3. Software Development L3-5 4. Computer System and Architecture L3-5	None
6	KAMONYI	KAYENZI TSS	TSS	PUBLIC	BOARDING	1. Tailoring L1 2. Fashion Design L3-5 3. Masonry L1 4. Carpentry L1 5. Welding L1 6. Manufacturing Technology L3-5 7. Domestic electricity L1 8. Electrical Technology L3-5 9. Hairdressing L1 10. Building construction L3-5 12. Wood Technology L3-5	None
7	KAMONYI	College APPEC REMERA RUKOMA	TSS	PRIVATE	BOARDING	1. Computer system and Architecture L3-5 2. Software Development L3-5 3. Building construction L3-5	None
8	KAMONYI	GS Kayumba/TSS	TSS	GOV AIDED	DAY	1. Fashion design L3-5 2. Building Construction L3-5	None
9	KAMONYI	GS RUYUMBA TSS	TSS	GOV AIDED	DAY	1. Fashion design L3-5 2. Building Construction L3-5	None
10	KAMONYI	GS RUYANZA TSS	TSS	PUBLIC	DAY	1. Fashion design L3-5 2. Building Construction L3-5	None

ii. VTCs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
1	KAMONYI	CENTRE DE FORMATION SAINT LEONARD/VTC	VTC	PRIVAT E	DAY	1. Tailoring L1	1. Masonry L1 (No classroom, any tools and equipment)
2	KAMONYI	SAINT BERNARD/VTC	VTC	PRIVAT E	DAY	1. Tailoring L1 2. Hairdressing L1	None
3	KAMONYI	CPJSP KAMONYI VTC SCHOOL	VTC	PRIVAT E	DAY	1. Tailoring L1 2. Hair dressing L1	None

6. GATSIBO DISTRICT

i. TSSs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
1	GATSIBO	GS MUNINI/TSS	TSS	Public	day	1. Fashion design L3-5 2. Building construction L3-5	None
2	GATSIBO	LYCEE ST ALEXANDRE SAULI DE MUHURA TSS	TSS	Government Aided	Boarding	1. Fashion Design L3-L5 2. Networking And Internet TechnologyL3 3. Software Development L3-L5 4. Computer System Architecture L3	None
3	GATSIBO	GS KIZIGURO TSS	TSS	Government Aided	DAY	1. Computer System and Architecture L3-L5 2. Software Development L3-5	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
4	GATSIBO	GAKONI TSS	TSS	Public	DAY	1. Masonry L1 2. Tailoring L1 3. Welding L1 4. Leather works L1 5. Carpentry L1 6. Fashion design L3-5 7. Leather technology L3-5 8. Manufacturing technology L3-5 9. Building construction L3-5 10. Wood Technology	None, However boarding facility is closed
5	GATSIBO	GATSIBO TSS	TSS	Public	Boarding	1. Building Construction L3-5 2. Electrical Technology L3-5 3. Land Surveying L3-5 4. Public Work L3-5	None
6	GATSIBO	GITUZA TSS	TSS	Government Aided	Boarding	1. Tailoring L1 2. Masonry L1 3. Welding L1 4. Hair dressing L1 5. Carpentry L1 6. Fashion design L3-5 7. Wood technology L3-5 8. Manufacturing technology L3-5 9. Building construction L3-5 10. Automobile technology L3-5	None
7	GATSIBO	ESIM TSS	TSS	Private	Boarding	Tourism L3-5	None
8	GATSIBO	UMUTARA POLYTECHNIC	TSS	Public	Boarding	1. Building Construction L3-5 2. Wood Technology L3-5 3. Animal Health L3-5 4. Agriculture L3-5	None
9	GATSIBO	EFA NYAGAHANGA	TSS	Government Aided	Boarding	1. Animal health L3-5 2. Agriculture L3-5	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
						3. Food processing L3-5	
10	GATSIBO	NGARAMA TSS	TSS	Public	Boarding	1. Building construction L3-5 2. Fashion design L3-5 3. Manufacturing L3-5 4. Electrical technology L3-5 5. Wood technology L3-5 6. Hair dressing L1 7. Tailoring L1	None
11	GATSIBO	GS KARAMA NYAGIHANGA TSS	TSS	Public	DAY	1. Building construction L3-L5 2. Fashion design L3-L5	None
12	GATSIBO	COLLEGE BAPTISTE DE NGARAMA (COBANGA)	TSS	Private	Boarding	1. Tourism L3-5 2. Software development L3-5	None
13	GATSIBO	BENEBIKIRA TSS	TSS	Private	Boarding	1. Fashion design L3-5 2. Wood technology L3-5 3. Building construction L3-5 4. Food and Beverage operation L3-5	None
14	GATSIBO	GS GIHETA TSS	TSS	Public	DAY	1. Building construction L3-L5 2. Fashion design L3-L5	None

ii. VTCS

	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
1	GATSIBO	UMBRELLA VTC	VTC	Private	DAY	1. Tailoring L1 2. Culinary Arts L1 3. Hair Dressing L1	None

	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
2	GATSIBO	ST JOSEPHINE VTC	VTC	Private	Boarding	1. Tailoring L1 2. Culinary Arts L1 3. Hair Dressing L1	None

7. GICUMBI DISTRICT

i. TSSs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
1	GICUMBI	Gicumbi TSS	TSS	Public	Day	1. Electrical technology L3-L5	None
2	GICUMBI	Collegio Santo Antonio Maria Zaccaria TSS	TSS	Government Aided	Boarding	1. Building construction L3-5 2. Computer system and architecture L3-5 3. Software Development L3-5 4. Plumbing Technology L3-5 5. Wood Technology L3-5	None
3	GICUMBI	GS REBERO TSS I	TSS	Public	Day	1. Building construction L3-5 2. Fashion design L3-5	None
4	GICUMBI	BUKURE TSS	TSS	Public	Boarding	1. Agriculture L3-5 2. Animal health L3-5	none.
5	GICUMBI	APEGIRUBUKI TSS	TSS	Public	Boarding	1. Building constructions L3-5 2. Public works L3-5	None
6	GICUMBI	APAPEGI CYURU TSS	TSS	Private	Boarding	1. Building construction L3-5	

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
7	GICUMBI	APAPEB TSS	TSS	Private	Boarding	None (The school closed itself)	1. Computer system and architecture L3-5 2. Building construction L3-5 3. Electrical technology L3-5
8	GICUMBI	GS MANYAGIRO TSS	TSS	Gov-Aided School	Day	1. Fashion design L3-5 2. Manufacturing Technology L3-5	None
9	GICUMBI	CYUMBA TSS	TSS	Public	Boarding and Day	1. Automobile technology L3-5 2. Wood technology L3-5 3. Carpentry L1	1. Automobile repair and maintenance L1 (No Curriculum for This Trade) to check the boarding status
10	GICUMBI	MUKARANGE TSS	TSS	Public	Boarding and Day	1. Building construction L3-5 2. Masonry L1 3. Electrical technology L3-5 4. Domestic Electricity L1	None (to further check if it is both day and boarding)
11	GICUMBI	GS RUBAYA TSS	TSS	Public	Day	1. Wood Technology L3-5 2. Manufacturing Technology L3-5	None
12	GICUMBI	GS NYABISHAMBI TSS	TSS	Public	Day	1. Building Construction L3-5 2. Wood Technology L3-5	None
13	GICUMBI	GS MUNYINYA TSS	TSS	Public	Day	1. Automobile Technology L3-5 2. Electrical Technology L3-5	None
14	GICUMBI	MULINDI TSS	TSS	Public	Bording	1. Computer systems and Architecture L3-5 2. Networking and internet technologies L3-5 3. Software Development L3-5	None
15	GICUMBI	St Laurent de Gaseke TSS	TSS	Gov Aided	Bording	1. Electrical Technology L3-5 2. Software Development L3-5 3. Electronics and Telecommunication L3-5	None

ii. VTCs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
1	GICUMBI	RWESERO VTC	VTC	Private	Boarding	1. Tailoring L1 2. Masonry L1 3. Culinary Arts L1 4. Carpentry L1	none
2	GICUMBI	IZERE VTC	VTC	Public	Day	1. Welding L1.	
3	GICUMBI	RUTARE VTC	VTC	Public	Day	None	1. Baking L1 2. Fruit and vegetables production L1 (No Curriculum for These Trade)
4	GICUMBI	EAR KAGEYO VTC	VTC	Private	Day	1. Tailoring L1 2. Carpentry L1 3. Welding L1 4. Masonry L1	None
5	GICUMBI	KIBALI VTC	VTC	Government Aided	Day	1. Welding L1 2. Culinary Arts L1 3. Tailoring L1	1. Automobile Body Works (No Curriculum for This Trade)
6	GICUMBI	RUSHAKI VTC	VTC	Public	Day	1. Tailoring L1 2. Domestic electricity L1	None
7	GICUMBI	CENTRE DES JEUNES CHAINA KEITETSI VTC	VTC	Private	Day	1. Tailoring L1 2. Hair dressing L1	None

8. GISAGARA

i. TSSs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
1	GISAGARA	MUSHA Adventist TSS	TSS	Gov Aided	Boarding	1. Building construction L3-5 2. Electrical Technology L3-5	None
2	GISAGARA	GIKONKO TSS	TSS	Public	Boarding	1. Software development L3-5 Building construction L3-5 3. Electrical Technology L3-5 4. Masonry L1 5. Tailoring L1 6. Carpentry L1 7. Hair dressing L1	2. None
3	GISAGARA	KIGEMBE TSS	TSS	Public	Day	1. Fashion Design L3-5 Building construction L3-5 3. wood Technology L3-5 4. Masonry L1 5. Carpentry L1 6. Tailoring L1	2. None
4	GISAGARA	College St Joseph KANSI	TSS	Gov Aided	Boarding	1. Building construction L3-5 2. Plumbing Technology L3-5 3. Electrical Technology L3-5 4. Software Development L3-5	None
5	GISAGARA	ES MAGI TSS	TSS	Public	Day	1. Manufacturing technology L3-5 2. Building construction L3-5	None
6	GISAGARA	MUGOMBWA TSS	TSS	Public	Day	1. Building construction L3-5 2. Fashion Design L3-5 3. Electrical technology L3-5 4. Masonry L1 5. Tailoring L1	None
7	GISAGARA	ES MUGANZA TSS	TSS	Public	Day	1. Building Construction L3-3 2. Fashion Design L3-5 3. Electrical Technology L3-5	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
8	GISAGARA	GS NYAGAHURU 2 TSS	TSS	Public	Day	1. Fashion design L3-5 2. Electrical Technology L3-5	None
9	GISAGARA	St KIZITO SAVE TSS	TSS	Gov Aided	Boarding	1. Building construction L3-5 2. Electronics and telecommunication L3-5 3. Computer systems and Architecture L3-5 4. Wood technology L3-5 5. Electrical Technology L3-5 6. Multimedinea Production L3-5 7. Land survey L3-5 8. software Development L3-5 9. Public works L3-5	None

ii. VTCs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
1	GISAGARA	Notre Dame de Bonne Esperance GISAGARA VTC	VTC	Private	Day	1. Tailoring L1 2. Culinary art L1 3. Hairdressing L1	None
2	GISAGARA	Eugenie Smet VTC	VTC	Gov Aided	Day	1. Tailoring L1 2. Masonry L1 3. Carpentry L1 4. Building construction L3-5 5. wood technology L3-5	None

9. NYAMASHEKE DISTRICT

i. TSSs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
1	NYAMASHEK E	EAV NTENDEZI	TSS	PUBLIC	BOARDING	1. Agriculture, L3-5 2. Animal Health, L3-5	None
2	NYAMASHEK E	G.S SAINT JEAN BOSCO DE YOVE	TSS	GOV AIDED	DAY	1. Fashion Design, L3 -5 2. Wood technology L3 -5	None
3	NYAMASHEK E	MWEZI TSS	TSS	GOV AIDED	Day and Boarding	1. Building construction L3 -5 2. Masonry L1 2. Wood technology, L3-5 3. Fashion Design, L3-5 4. Tailoring L1	None
4	NYAMASHEK E	SHANGI TSS	TSS	GOV AIDED	Day and Boarding	1. Electrical technology, L3 -5 2. Food and Beverage operation L3-5 3. Automobile technology L3-5 4. Manufacturing technology, L3-5	None
5	NYAMASHEK E	TYAZO TSS	TSS	GOV AIDED	Day and Boarding	1. Building Construction, L3-5 2. Wood Technology, L3-5 3. Food and Beverages Operation, L3-5 4. Manufacturing Technology, L 3-5 5. Fashion Design, L3-5	None
6	NYAMASHEK E	GIHOMBO TVET	TSS	PUBLIC	DAY	1. Wood Technology, L3-5 2. Manufacturing Technology L3-5	None
7	NYAMASHEK E	KARENTERA TSS	TSS	GOV AIDED	BOARDING	1. Building Construction, L3-5 2. Wood Technology, L3-5 3. Fashion Design, L3-5 4. Electrical Technology, L3-5	None
8	NYAMASHEK E	Mugonero TSS	TSS	GOV AIDED	day	1. Building Construction, L3-5 2. Fashion Design, L3-5	None
9	NYAMASHEK	Saint Martin Hanika TSS	TSS	PRIVATE	BOARDING	1. Networking and Internet Technologies,	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
	E					L3-5	
10	NYAMASHEK E	G.S. RUGANO TSS	TSS	GOV AIDED	DAY	1. Building Construction, L3-5 2. Manufacturing Technology, L3-5	None
11	NYAMASHEK E	GS GISAKURA TSS	TSS	PUBLIC	DAY	1. Building Construction L3 -5 2. Wood Technology L3-5	none
12	NYAMASHEK E	GS Ste Marie Merci MUYANGE TSS	TSS	GOV AIDED	DAY	1. Electrical Technology L3-5 2. Wood Technology, L3-5	None
13	NYAMASHEK E	GS REMERA A TSS	TSS	Gov Aided	Day	1. Electrical technology L3-5 2. Manufacturing Technology L3-5	None

ii. VTCs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
1	NYAMASHEKE	NYAMASHEKE PARISH ST AUGUSTIN TVET SCHOOL	VTC	PRIVATE	DAY	1. Masonry, L1 2. Carpentry, L1 3. Welding, L1 4. Tailoring, L1	None

10. NYARUGENGE DISTRICT

i. TSSs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
1	NYARUGENGE	GS Institute Fillipo Smaldone (IFS)	TSS	Gov. Aided	Boarding and Day	1. TAILORING, L1, 2. Fashion design, L3-5	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
2	NYARUGENGE	ES St Joseph Le Travailleur	TSS	PRIVATE	Day	1. Building constructions L3-5 2. Food and Beverage operations L3-5 3. Software Development L3-5 4. Tourism L3-5 5. Electronics and Communication L3-5 6. Automobile Technology L3-5	None
3	NYARUGENGE	SOLIDARITY ACADEMY	TSS	PRIVATE	Day	1. Electrical Technology, L3-5 2. Domestic electricity, L1 3. Electronics and Telecommunication, L3-5 4. Food and beverage services, L3-5	Electronic services, L2 (No Curriculum for This Trade)
4	Nyarugenge	KANYINYA TSS	TSS	Gov. Aided	Boarding	1. Building Construction L3-5 2. Fashion Design L3-5 3. Automobile Technology L3-5	None
5	Nyarugenge	GS DU MONT KIGALI APACE	TSS	PRIVATE	Boarding & Day	1. Software Development L3-5 2. Tourism L3-5 3. Electronics And Telecommunication L3-5 4. Multimedia Production L3-5 5. Networking And Internet Technology L3-5	None
6	Nyarugenge	KIGALI LEADING TSS	TSS	PRIVATE	DAY	1. Food and Beverage Operations L3-5 2. Tourism L3-5 3. Software Development L3-5 4. Culinary Arts L1	1. Automobile Technology, L3-5 (No tools and equipment) 3. Automobile Repair and Maintenance L1 (No Curriculum for This Trade)
7	Nyarugenge	SAINT FRANCIS GOOD SHEPHERDS	TSS	Private	DAY	1. Food and Beverage Operations L3-5 2. Tourism L3-5	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
8	Nyarugenge	St Joseph Integrated Technical College	TSS	PRIVATE	DAY	1. Software Development, L3-5 2. Land Surveying, L3-5 3. Domestic Electricity, L1 4. Welding, L1 5. Solar Energy, L1 6. Building Construction L3-5 7. Computer Systems and Architecture L3-5 8. Public Works L3-5	None

ii. VTCs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
1	NYARUGENGE	JOC KIGALI VTC	VTC	PRIVATE	DAY	1. Hair Dressing, L1 2. Tailoring, L1	1. Auto motive repair and maintenance, L1 (No Curriculum for This Trade)
2	NYARUGENGE	RCS NYARUGENGE VTC	VTC	PUBLIC	Boarding	1. Tailoring L1 2. Computer application L2 3. Hair dressing L1	1. Auto mobile repair and maintenance L1 (No Curriculum for This Trade)
3	NYARUGENGE	BUTAMWA VTC	VTC	PRIVATE	Boarding	1. Tailoring L1 2. Hair dressing L1 3. Welding L1 4. Fashion design L3-5	1. Masonry L1 2. Domestic electricity L1 (No workshops, no tools and equipment).
4	NYARUGENGE	Inkuru nziza Kimisagara Training Center	VTC	PRIVATE	DAY	1. Tailoring L1 2. Masonry L1 3. Welding L1 4. Hair Dressing L1 5. Culinary Arts L1 6. Domestic Electricity L1	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re) Accredited Trades and Levels	Not (Re) Accredited Trades and Levels
5	NYARUGENGE	CEFOTRAR VTC	VTC	PRIVATE	DAY	1. Tailoring L1 2. Masonry L1 3. Welding L1 4. Leather Works L1 5. Carpentry L1 6. Hairdressing L1	None
6	NYARUGENGE	INSIDE DESIGN ACADEMY	VTC	PRIVATE	DAY	None	The School Delivers Short Course in Multimedia
7	NYARUGENGE	NEW HOPE TECHNICAL INSTITUTE	VTC	PRIVATE	DAY	1. Tailoring, L 1 2. Culinary Arts, L 1 3. Hair Dressing, L 1	None

11. RUBAVU DISTRICT

i. TSSs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re) Accredited Trades and Levels	Not (Re) Accredited Trades and Levels
1	RUBAVU	Ecole Technique Automobile de Gisenyi	TSS	Gov Aided	Day	1. Automobile Technology, L 3-5	None
2	RUBAVU	College Nazareen de Gisenyi	TSS	PRIVATE	Day	None	Software development, L3-5 (not operational trade and inappropriate computers)
3	RUBAVU	Ecole Technique Nazaréenne International (ETENI)	TSS	Private	Day	1. Building construction, L 3-5	None
4	RUBAVU	Ecole Secondaire islamique de Gisenyi (ESIG)-TSS	TSS	Private	Day	1. Networking and internet technology, L 3-5 2. Tourism, L 3-5	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
5	RUBAVU	CSW/APEFOC KANAMA TSS	TSS	PRIVATE	boarding	1.Electronics and Telecommunication, L 3-5 2. Building Construction, L 3-5	None
6	RUBAVU	Ecole d'Art de Nyundo	TSS	Gov Aided	boarding	1.Fine and Plastic Arts, L 3-5	None
7	RUBAVU	GS SHWEMU II TSS	TSS	Public	Day	1.Building Construction, L3-5	None
8	RUBAVU	RUBAVU Technical College /TSS	TSS	PRIVATE	Boarding	1.Food and Beverage operations L3-5 2.Electronics and Telecommunication L3-5 3.Tourism L3-5 4.Automobile Technology L3-5	None
9	RUBAVU	Saint Mary Dominic Mazzarello	TSS	Private	boarding	1.Fashion Design L3-5 2.Food and Beverage operation L3-5	None
10	RUBAVU	Saint Martin GISENYI TSS	TSS	Gov Aided	DAY	1.Plumbing Technology L3-5 2.Electrical Technology L3-5 3.Fashion Design L3-5 4.Manufacturing Technology L3-5	1.Software Development L3-5 (lack of classrooms, only 11 working computers for 79 students)
11	RUBAVU	ESTG TSS	TSS	Gov Aided	boarding	1.Software Development L3-5 2.Electrical Technology L3-5	None
12	RUBAVU	GS BIHE TSS	TSS	Gov Aided	DAY	1.Building Construction, L 3-5 2.Automobile Technology, L 3-5	None
13	RUBAVU	GS BUSASAMANA IITSS	TSS	Gov Aided	DAY	1.Electrical Technology L3-5 2.Wood TechnologyL3-5	None
14	RUBAVU	Hope TSS	TSS	PRIVATE	DAY	1. Electronics and Telecommunication L3-5	Networking And Internet Technology L3-5 (No workshop, no minimum required STELS)

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
15	RUBAVU	Ecole Secondaire Baptiste de la Fraternite	TSS	PRIVATE	DAY	1. Electronic Services, L5 2. Networking, L 5	1. Electronics and Telecommunication L3-5 2. Networking and Internet Technology L3-5 (damaged classrooms, no school feeding, teachers not regularly paid, No required tools and equipment)
16	RUBAVU	GS BISIZI TSS	TSS	Public	day	1. Manufacturing Technology, L 3-5 2. Building construction, L 3-5	None
17	RUBAVU	College Baptiste Gacuba II	TSS	Private	Boarding	1. Software Development, L 3-5 2. Electrical technology L3-5	None

ii. VTCs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
1	RUBAVU	EMAKA	VTC	PRIVATE	Day	None	The school offers Short Course of Tailoring
2	RUBAVU	Vision Jeunesse NouvelleVTC	VTC	PRIVATE	Day	1. Tailoring, L 1	1. Hairdressing L1 2. Welding L1 (No workshop, no STEL)
3	RUBAVU	UBUMWE Community Center	VTC	Private	Day	Tailoring L1	None
4	RUBAVU	RCS Rubavu VTC	VTC	PUBLIC	boarding	Lether works, L 1	None

12. NYANZA DISTRICT

i. TSSs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
1	NYANZA	HVP GATAGARA TVT SCHOOL	TSS	Gov Aided	Boarding	1. Fashion design L3-5 2. Manufacturing technology L3-5 3. Hair dressing L1	none
2	NYANZA	ESPANYA	TSS	PRIVATE	Boarding	1. Computer system and architecture L3-5 2. Electronics and telecommunication, L3-5 3. Building construction L3-5 4. Networking and internet technology, L3-5 5. Multimedia Production L3-5	None
3	NYANZA	COLLEGE MONT SION APADEM	TSS	PRIVATE	Boarding	1. Building construction, L3-5 2. Electronic and telecommunication, L3-5 3. Software development, L3-5	None
4	NYANZA	KAVUMU TSS	TSS	PUBLIC	Boarding	1. Automobile technology, L3-5 2. Manufacturing technology, L3-5 3. Computer system and architecture, L3-5 4. Plumbing technology, L3-5	None
5		RUGARAMA TSS	TSS	PUBLIC	DAY	1. Building construction, L3-5 2. Fashion design, L3-5	None
6	Nyanza	COLLEGE MARANATHA TSS	TSS	PRIVATE	BOARDING	1. Computer system and architecture, L3-5 2. Electronics and telecommunication, L3-5 3. Electrical technology, L3-5 4. Multimedia production, L3-5 5. Building and construction, L3-5	None
7	Nyanza	HANIKA TSS	TSS	PRIVATE	Boarding	1. Networking and internet technology, L3-5 2. Software development, L3-5 3. Automobile technology, L3-5 4. Building construction, L3-5 5. Electrical technology, L3-5	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
8	NYANZA	BUSASAMANA TSS	TSS	PUBLIC	Boarding	1. Carpentry, L1 2. Wood technology, L3-5 3. Masonry, L1 4. Building construction, L3-5 5. Welding, L1 6. Manufacturing technology, L3-5 7. Tailoring, L1 8. Fashion design, L3-5	None
9	NYANZA	GS NYAGISOZI TSS	TSS	Gov Aided	Day	1. Electrical technology, L3-5 2. Automobile technology, L3-5	None
10	NYANZA	LYCEE DE NYANZA	TSS	PRIVATE	Boarding	1. Tourism, L3-5 2. Software development L13-5 3. Networking and internet technology, L3-5 4. Multimedia production, L3-5 5. Electrical technology, L3-5 6. Electronics and telecommunication, L3-5 7. Building construction, L3-5 8. computer system and architecture, L3-5 9. Automobile Technology, L3-5 10. Food And Beverage Operations, L3-5	None
11	NYANZA	SAINTE TRINITE NYANZA TSS	TSS	Private	Boarding	1. Automobile technology, L3-5 2. Tourism, L3-5 3. Building construction, L3-5 4. Electronic and telecommunication, L3-5 5. Computer system and Architecture, L3-5 6. Food and Beverage Operations L3-5 7. Multimedia Production L3-5	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
12	NYANZA	NYANZA TSS	TSS	PUBLIC	Boarding	1. Electrical Technology, L3-5 2. Electronic and Telecommunication, L3-5 3. Automobile Technology, L3-5 4. Computer system and Architecture, L3-5 5. Multimedia Production, L3-5 6. Interior design, L3-5 7. Land Surveying, L3-5 8. Building construction, L3-5 9. Wood Technology, level 3-5 10. Renewable Energy, L3-5 11. Public works, L3-5 12. Manufacturing Technology	None

ii. VTCs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
1	NYANZA	APIDERBU BUSORO	VTC	PRIVATE	DAY	1. Masonry, L1 2. Welding, L1 3. Carpentry, L1 4. Tailoring, L1	None
2	NYANZA	RCS NYANZA VTC	VTC	PUBLIC	Boarding	1. Tailoring, L1 2. Computer application, Level 2	None
3	NYANZA	KIM FOUNDATION MAYAGA TVET	VTC	PRIVATE	DAY	1. Tailoring, L1 2. Masonry, L1	None
4	NYANZA	RERUMWANA CENTER VTC - CBC	VTC	PRIVATE	DAY	1. Culinary arts, L1 2. Food and beverage service, L1	None

13. RUHANGO DISTRICT

i. TSS (all schools are TSSs)

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
1	RUHANGO	GITISI TSS	TSS	PRIVATE	BOARDING	1. Building Construction, L3-5 2. Automobile Technology, L3-5 3. computer System and Architecture, L3-5 4. Multimedia Production, L3-5 5. Food And Beverages Operations, L3-5 6. Electrical Technology L3-5 7. Masonry- L1 8. Engine Mechanics L1 9. Culinary Art L-1 10. Dressing-L1 11. Tailoring-L1 12. Software Development L3-5	None
2	RUHANGO	C.F.PRO.RU TVET /TSS	TSS	PRIVATE	BOARDING	1. Automobile Technology L3-5	1. Automobile Body Works L1 (No Curriculum for This Trade)
3	RUHANGO	GS INDANGABUREZI TSS	TSS	PRIVATE	BOARDING	1. Building Construction, L3-5 2. Computer System and Architecture, L3-5 3. Networking And Internet Technology, L3-5 4. Electronics and Telecommunication, L3-5 5. Electrical Technology, L3-5 6. Building Construction, L3-5 7 Software Development, L3- 5 8. Multimedia Productions L3-5	None
4	RUHANGO	KINAZI TSS A	TSS	PUBLIC	BOARDING	1. Building construction L3 -5 2. Fashion design L3-5 3. wood technology L3-5 4. Electrical technology L3-5 5. Manufacturing technology L3-5 6. Welding L1 7. Masonry L1 8. Carpentry L1 9. Hairdressing L1 10. Tailoring L1	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
5	RUHANGO	ES KINAZI TSS	TSS	PUBLIC	BOARDING	1. Animal Health, L3-5 2. Agriculture L3-5	None
6	RUHANGO	APECAS MUYUNZWE TSS	TSS	private	BOARDING	1. Software Development L3-5 2. Masonry L1 3. Automobile Technology L3-5 4. Tailoring L1 5. Hair Dressing L1 6. Building Construction, L3-5	1. Computer System and Architecture L3-5 (No tool, equipment and material, no workshop)
7	RUHANGO	SAINT JOSEPH TSS NZUKI	TSS	Private	BOARDING	1. Automobile Body Works, L1 2. Carpentry, L1 3. Tailoring- L1 4. Automobile Technology, L3-5 5. Building Construction, L3-5 6. Masonry, L1	None
8	RUHANGO	MPANDA TSS	TSS	PUBLIC	Boarding	1. Masonry- L1 2. Carpentry L1 3. Tailoring L1 4. Welding L1 5. Culinary Art L1 6. Hairdressing L1 7. Manufacturing Technology, L3-5 8. Wood Technology, L3-5 9. Building Construction, L3-5 10. Electrical Technology, L3-5 11. Food and Beverage Operation, L3-5 12. Fashion Design, L3-5	None
9	RUHANGO	Heroes Integrated Technical	TSS	PRIVATE	Boarding	1. Automobile technology, L3-5 2. Building Construction Technology L3-5	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
10	RUHANGO	VUNGA TSS	TSS	PRIVATE	Boarding	1. Building constructions L3-5 2. Wood technology 3-5 3. Tailoring L1 4. Fashion design L3-5 5. Hair dressing L1 6. Welding L1	None
11	RUHANGO	RUHANGO TSS	TSS	PRIVATE	BOARDING	1. Automobile technology L3-5	1. Electronic and Telecommunication L3-5 (No workshop, shortage of tools and equipment) 2. Automobile Repair and Maintenance-L1 (No Curriculum for This Trade)
12	RUHANGO	MUTARA TSS	TSS	PUBLIC	DAY	1. Building constructions L3-5 2. Wood Technology L3-5 3. Tailoring L1 4. Masonry L1	1. None
13	RUHANGO	COLLEGE DE BETHEL TSS	TSS	PRIVATE	BOARDING	1. Computer systems and Architecture L3-5 2. Software Development L3-5 3. Multimedia production L3-5 4. Electronic and Telecommunication L3-5 5. Building construction L3-5 6. Electrical Technology L3-5	None
14	RUHANGO	NTONGWE TSS	TSS	PUBLIC	DAY	1. Masonry L 1 2. Building Construction L 3-5 3. Welding L 1 4. Tailoring L 1 5. Fashion Design 6. Domestic Electricity L1 7. Hairdressing L1 8. Manufacturing Technology L3-5	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
15	RUHANGO	ECOLE TECHNIQUE ST. TRINITE DE RUHANGO	TSS	PRIVATE	BOARDING	1. Automobile Technology L3-5 2. Building construction L3-5 3. Computer Systems and Architecture L3-5 4. Fashion Design L3-5 5. Food and Beverage Operations L3-5 6. Networking and Internet Technology L3-5 7. Tourism L3-5	None
16	RUHANGO	Lycee de Ruhango - IKIREZI/EMERU INTWARI	TSS	PRIVATE	BOARDING	1. Building Constructional 3-5 2. Fashion design 3-5 3. Computer systems and Architecture, L 3-5 4. Multimedia Production, L 3-5 5. Food and Beverage operations, L 3-5, 6. Hairdressing, L 1 7. Culinary arts, L 1 8. Tourism, L 3-5 9. Automobile Technology, L 3-5 10. Hair dressing, L 1	Automobile body works, L 1 (No Curriculum for This Trade)
17	RUHANGO	ESAPAG	TSS	PRIVATE	BOARDING	1. Computer system and Architecture, L3-5 2. Software Development, L 3-5	None

14. NYARUGURU DISTRICT

i. TSSs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
1	NYARUGURU	GS LIBA	TSS	Government Aided	Day	1. Agriculture L3-5 2. Automobile Technology L3-5	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
2	NYARUGURU	KIYONZA TSS	TSS	Government Aided	Day	1. Masonry L1 2. Carpentry L1 3. Culinary Art L1 4. Tailoring L1 5. Building construction, L3-5 6. Fashion design, L3-5	None
3	NYARUGURU	NYAGISOZI TSS	TSS	Public	Boarding	1. Masonry L1 2. Domestic Plumbing L1 3. Domestic Electricity L1 4. Welding L1 5. Carpentry L1 6. Building construction L3-5 7. Plumbing Technology L3-5 8. Electrical Technology L3-5 9. Manufacturing technology L3-5	None
4	NYARUGURU	GS MUSEBEYA TSS	TSS	Government Aided	DAY	1. Building construction L3-5 2. Fashion Design L3-5	None
5	NYARUGURU	KIBEHO TSS	TSS	PUBLIC	BOARDING	1. Carpentry L1 2. Lather works L1 3. Woog technology L3 -5 4. Manufacturing Technology L3 -5 5. Electrical Technology L3 -5 6. Plumbing Technology L3 -5	None
6	NYARUGURU	GS RASANIRO TSS	TSS	Government Aided	Day	1. Fashion Design L3-5 2. Building constriction L3-5	None
7		GS MUNINI TSS	TSS	Government Aided	Day	1. Building construction L3-5 2. Electrical technology L3-5	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
8	NYARUGURU	GS BTR TWAMIKO	TSS	Government Aided	Boarding	1. Building construction L3-5 2. Electrical Technology L3-5 3. Networking and internet technology L3-5 4. Computer System and architecture L3-5 5. Electronics and telecommunication L3-5 6. Software Development	None
9	NYARUGURU	MUTOVU TSS	TSS	Public	Boarding	1. Building construction L3-5 2. Multimedia Production L3-5 3. Software Development L3-5	None
10		GS NYABIMATA TSS	TSS	Government Aided	Day	1. Building construction L3-5 2. Wood Technology L3-5	None

ii. VTCs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
1	NYARUGURU	NDAGO VTC	VTC	Public	Day	1. Masonry L1 2. Tailoring L1 3. Welding L1 4. Hair dressing L1	None
2	NYARUGURU	Faina Jerusalem	VTC	Private	Day	1. Masonry L1 2. Tailoring L1	None

15. KAYONZA DISTRICT

i. TSSs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
1	KAYONZA	GS BUHABWA TSS	TSS	Public	Day	1. Animal health L3-5	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
						2. Agriculture L3-5	
2	KAYONZA	GS JURU TSS	TSS	Gov Aided	Day	1. Building construction L3-5 2. Manufacturing technology L3-5	None
3	KAYONZA	GS RUKARA TSS	TSS	Gov Aided	Day	1. Building construction L3-5 2. Electrical technology L3-5	None
4	KAYONZA	INSTITUT DON BOSCO KABARONDO TSS	TSS	Private	Boarding	1. Building Construction L3-5 2. Food and Beverage Operations L3-5 3. Electrical Technology L3-5 4. Land Surveying L3-5 5. Software Development L3-5 6. Wood Technology L3-5 7. Manufacturing Technology L3-5	None
5	KAYONZA	COLLEGE APPEKA KABARONDO TSS	TSS	Private	Boarding and Day	1. Building Construction L3-5 2. Networking and Internet Technology L3-5	None
6	KAYONZA	E.S NDEGO I TSS	TSS	Public	Boarding	1. Building Construction L3-5 2. Electrical Technology L3-5	None
7	KAYONZA	St Christopher TSS	TSS	Private	Boarding	1. Fashion Design l3-5 2. Automobile Technology l3-5 3. Multimedia Production l3-5 4. Computer Systems and Architecture L3-5 5. Tailoring L1	1. Automobile repair and Maintenance L1 (No Curriculum for This Trade)
8	KAYONZA	ES RURAMIRA TSS	TSS	public	Day	1. Manufacturing Technology L3-5 2. Automobile Technology L3-5	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
9	KAYONZA	NYAMIRAMA TSS	TSS	Public	Boarding	1. Fashion Design L3-5 2. Electrical Technology L3-5 3. Wood Technology L3-5 4. Manufacturing Technology L3-5 5. Building Construction L3-5 6. Plumbing Technology L3-5 7. Tailoring L1 8. Welding L1 9. Carpentry L1 10. Masonry L1 11. Plumbing L1	None
10	KAYONZA	KAYONZA TSS	TSS	Private	Boarding and Day	1. Food and Beverage Operations L3-5 2. Culinary Arts L1	None
11	KAYONZA	AMIZERO INSTITUTE OF TECHNOLOGY AND HOSPITALITY.	TSS	Private	Boarding and Day	1. Hair Dressing L1 2. Tailoring L1 3. Welding L1 4. Plumbing L1 5. Masonry L1 6. Carpentry L1 7. Food and Beverage Operations L3-5 8. Culinary Arts L1	None

ii. VTCs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
1	KAYONZA	MUKARANGE VTC	VTC	Public	Day	1. Tailoring L1 2. Welding L1	1. Automobile body work L1 (No Curriculum for This Trade)

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
2	KAYONZA	SACCA COMPLEX VTC	VTC	Private	Day	1. Hair dressing L1 2. Culinary arts L1 3. Masonry L1 4. Tailoring L1	None
3	KAYONZA	KABARONDO VTC	VTC	Private	Boarding	1. Welding L1 2. Tailoring L1 3. Hair Dressing L1	None
4	KAYONZA	AGAKIRIRO VTC	VTC	Private	Day	1. Carpentry L1 2. Welding L1 3. Leather Works L1	1. Tailoring L1 2. Hair Dressing L1 (No tools and equipment & not operational trades since 2019)

16. HUYE DISTRICT

i. TSSs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
1	HUYE	Groupe scolaire des parents	TSS	Private	Boarding and Day	1. Electronics and telecommunication L3-5 2. Software Development L3-5 3. Computer system and architecture L3-5	None
2	HUYE	MARABA TSS	TSS	public	Day	1. Building Construction, L 3-5 2. Masonry L1 3. Fashion design L3-5 4. Tailoring L1 5. Welding L1 6. Carpentry L1	None
3	HUYE	GS RUGOGWE TSS	TSS	Gov Aided	Day	1. Building construction L3-5 2. Fashion design L3-5	none

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
4	HUYE	RWABUYE TSS	TSS	public	Boarding	1. Building constructions L3-5 2. Fashion design L3-5 3. Manufacturing technology L3-5 4. Wood technology L3-5 5. Food and beverage operations L3-5 6. Electrical technology L3-5 7. Hair dressing L1 8. Welding L1 9. Carpentry L1	none
5	HUYE	IPRC HUYE TSS	TSS	public	Boarding	1. Industrial electricity L5 (under phasing out) 2. Road construction L5 (under phasing out)	None
6	HUYE	GS NYUMBA TSS	TSS	Gov Aided	Day	1. Wood technology L3-5 2. Building construction L3-5	None
7	HUYE	GS KARAMA TSS	TSS	Gov Aided	Day	1. Building construction L3-L5 2. Wood technology L3-L5	None
8	HUYE	GS GISHIHE	TSS	Gov Aided	Day	1. Software Development L3-5 2. Computer system and Architecture L3-5	None
9	HUYE	Msgr MUBILIGI Catholic TSS	TSS	Private	Boarding	1. Computer systems and architecture L3-5 2. Software Development L3-5 3. Multimedia production L3-L5 4. Networking and internet technology L3-5	None
10	HUYE	KABUTARE TSS	TSS	public	Boarding	1. Animal healthy L3-L5 2. Food processing L3-L5 3. Agriculture L3-5 4. Forestry L3-L5	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
11	HUYE	Don Bosco Rango TSS	TSS	Private	Day	1. Culinary Arts L1 2. Building construction L3-5 3. Tailoring L1 4. Food and beverage L 3-5 5. Welding L1 6. Carpentry L1	None

ii. VTCs

Sn	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
1	HUYE	MUBUMBANO VTC	VTC	Private	Day	1. Masonry L1 2. Lather works L1 3. Welding L1 4. Tailoring L1	None
2	HUYE	CENTRE CULTUREL ET MANUEL MARIA RAFAELA VTC	VTC	Private	Day	Tailoring L1	None
3	HUYE	Huye Prison VTC	VTC	public	Boarding	1. Carpentry L1	None

17. KICUKIRO

i. TSSs

SN	District	School Identification	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
1	KICUKIRO	IPRC KIGALI/TSS	TSS	Public	Day	1. Building Constructions-L3-5 2. Public works- L3-5 3. Electrical Technology-L3-5 5. Electronics and Telecommunication L3-5 5. Networking and Internet Technologies-L3-5 6. Automobile technology-L3-5	None

SN	District	School Identification	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
						7. Manufacturing Technology-L3-5	
2	KICUKIRO	ADEF TSS	TSS	Private	Day	1.Welding-L1 2.Carpentry-L1 3.Wood technology-L3-5 4.Manufacturing Technology-L3-5	None
3	KICUKIRO	CHARLES DE JESUS	TSS	Private	Day	1.Carpentry -L1 2.Domestic electricity-L1 3.Tailoring-L1 4.Automobile technology-L3-5 5.Manufacturing Technology-L3-5 6.Welding-L1	None
4	KICUKIRO	COLLEGE GEORGE FOX DE KAGARAMA	TSS	Private	Day	1. Software Development-L3-5 2. Tourism-L3-5 3. Networking and internet technologies L3	None
5	KICUKIRO	Saint Philip	TSS	Private	Day	1.Food and beverage operations L3-5 2. Software Development L3-5 3.Tourism-L3-5	None
6	KICUKIRO	LYCEE DE KICUKIRO APADE TVET SCHOOL	TSS	Private	Boarding	1. Food and Beverage Operations-L3-5 2. Tourism-L3-5 3. Computer systems and architecture-L3-5 4. Software development-L3-5 5. Networking and Internet Technologies-l3-5 6. Multimedia Production-3-5 7. Building construction-L3-5 8. Electronics and Telecommunication -L3-5	None

SN	District	School Identification	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
7	KICUKIRO	ST EMMANUEL COMPLEX TSS MASAKA	TSS	Private	Boarding	1.Computer System and Architecture 2. Software development-L3-5 3. Building construction-L3-5 4. Electronics and Telecommunication -L3-5	None
8	KICUKIRO	GS AYABARAYA TSS	TSS	Public	Day	1. Automobile technology-L3-5 2. Manufacturing Technology-L3-5	None
9	KICUKIRO	ECOLE SCONDAIRE ST PATRICK	TSS	Private	Day	1.Food and Beverage Operations L3-5 2.Tourism -L3-5 3.Software development-L3-5	None
10	KICUKIRO	SAMUDUHA INTEGRATED COLLEGE	TSS	Private	Boarding	1. Tourism -L3-5 2.Computer systems and architecture-L3-5 3.Networking and Internet Technologies-L3-5 4.Building construction-L3-5 5.Electrical Technology-L3-5 6.Automobile technology-L3-5	None
11	KICUKIRO	DON BOSCO GATENGA TSS	TSS	Private	Day	1.Culinary arts-L1 2. Food and Beverage Operations-L3-5 3.Welding-L1 4.Building construction-L3-5 5.Plumbing Technology-L3-5 6.Domestic Plumbing-L1 7.Carpentry-L1 8.Electrical Technology-L3-5	1. Electronic Services L2 (No Curriculum for This Trade)
12	KICUKIRO	ESSA NYARUNGUNGA TSS	TSS	Private	Boarding	1. Tourism-L3-5 2. Food and Beverage Operations-L3-5 3. Building construction-L3-5 4. Computer systems and architecture-L3-5 5. Software development-L3-5	None

ii. VTCs

SN	District	School Identification	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
1	KICUKIRO	KICUKIRO WOMEN VOCATIONAL CENTER	VTC	Private	day	1. Tailoring L1 2. Hair Dressing L1	None
2	KICUKIRO	GIRITEKA VTC	VTC	Private	Boarding	1. Culinary Arts L1	1. Food and Beverage Services L1 (No Curriculum for This Trade)
3	KICUKIRO	MWANANCUTI VTC	VTC	Private	Day	1. Hair dressing-L1 2. Culinary arts-L1	1. Automobile body works-L1 (No Curriculum for This Trade)
4	KICUKIRO	CENTRE PRESBYTERIEN D'AMOUR DE JEUNES (CPAJ)	VTC	Private	Boarding and Day	1. Hairdressing L1 2. Fashion design L1	None
5	KICUKIRO	GARUKA VTC	VTC	Private	Day	1. Culinary arts L1 2. Tailoring L1	None
6	KICUKIRO	UMUHOZA VTC	VTC	Private	Day	Tailoring L1	None
7	KICUKIRO	UMUSHUMBAMWIZA TSS	VTC	Private	Day	1. Tailoring-L1 2. Culinary Arts-L1 3. Hair dressing-L1	None
8	KICUKIRO	ERM HOPE TSS	VTC	Private	Boarding	1. Tailoring-L1 2. Culinary Arts-L1 3. Hair dressing-L1 4. Welding-L1 5. Masonry- L1	None
9	KICUKIRO	SKIM VTC	VTC	Private	Day	1. Tailoring-L1 2. Hair dressing-L1	1. Culinary Arts-L1 (No workshop, Shortage of tools& equipment),

SN	District	School Identification	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
10	KICUKIRO	CEFORMI VTC	VTC	Private	Day and Boarding	1. Tailoring-L1 2. Culinary Arts-L1 3. Hair dressing-L1 4. Domestic electricity-L1 5. Welding-L1 6. Domestic Plumbing-L1 7. Carpentry-L1 8. Masonry- L1	1. Automobile repair and maintenance-L1 (No Curriculum for This Trade)
11	KICUKIRO	IHUMURE VTC	VTC	Private	Day	1. Tailoring-L1 2. Hair dressing-L1 3. Welding-L1 4. Carpentry-L1	1. Domestic electricity L1 (No workshop, No trainees and trainers, No tools and equipment)

18. KARONGI DISTRICT

i. TSSs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
1	KARONGI	RUBENGERA TSS	TSS	Private	Boarding and Day	Wood Technology L3-5	None
2	KARONGI	RUBENGERA II TSS	TSS	Public	Boarding and Day	1. Building Construction L3-5 2. Manufacturing Technology L3-5 3. Food and Beverages Operation L3-5	None
3	KARONGI	ES RUBENGERA TSS	TSS	Gov Aided	Boarding and Day	1. Software Development L3-5 2. Networking and Internet Technologies L3-5	None
4	KARONGI	MURUNDI TSS	TSS	Public	Day	1. Fashion Design L3-5 2. Tailoring L1	None
5	KARONGI	MUHORORO TSS	TSS	Public	Day	1. Fashion Design L3-5	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re) Accredited Trades and Levels	Not (Re) Accredited Trades and Levels
						2. Tailoring L1	
6	KARONGI	GS GISOVU TSS	TSS	Gov Aided	Boarding	1. Agriculture L3-5 2. Forestry L3-5 3. Animal Health L3-5	None
7	KARONGI	GS BISESERO TSS	TSS	Gov Aided	Day	1. Manufacturing Technology L3-5 2. Building Construction L3-5	None
8	KARONGI	ST JOSEPH BIRAMBO TSS	TSS	Gov Aided	Day and Boarding	1. Water and Irrigation L3-5 2. Plumbing Technology L3-5 3. Manufacturing Technology L3-5 4. Domestic Plumbing L1 5. Welding L1	Small Scale Irrigation L1 (No Curriculum for This Trade)
9	KARONGI	ESA BIRAMBO TSS	TSS	Gov Aided	Boarding	1. Software Development	None
10	KARONGI	GS MANJI TSS	TSS	Gov Aided	Day	1. Fashion Design L3-5 2. Building Construction L3-5	None
11	KARONGI	ESAPAN TSS	TSS	Private	Boarding	1. Building Construction L3-5	None
12	KARONGI	ESPERANCE TSS	TSS	Private	Boarding	1. Agriculture L3-5	None
13	KARONGI	IPK KIRINDA	TSS	Private	Boarding	1. Building Construction L3-5 2. Networking And Internet Technology L3-5	None
14	KARONGI	ES NGOMA TSS	TSS	Gov Aided	Day	1. Automobile Technology L3-5 2. Manufacturing Technology L3-5	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
15	KARONGI	MUNANIRA TSS	TSS	Public	Day	1. Leather Works L1 2. Leather Technology L3-5	None
16	KARONGI	IPESAR TSS	TSS	Gov Aided	Day	Fashion Design L3-5	None
17	KARONGI	IPRC KARONGI	TSS	Public	Boarding	1. Building Construction L3-5 2. Electrical Technology L3-5 3. Automobile Technology L3-5 4. Manufacturing Technology L3-5	None
18	KARONGI	GS CYINAMA TSS	TSS	Gov Aided	Day	1. Fashion Design L3-5 2. Building Construction L3-5	None

ii. VTCs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
1	KARONGI	RAYS OF HOPE TVET	VTC	Private	Day	1. Tailoring L1	None

19. KIREHE DISTRICT

i. TSSs (All schools are TSSs)

SN	District	School Identification	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
1	KIREHE	KIREHE ADVENTIST TSS	TSS	Private	Boarding	1. Building construction L3-5 2. Tourism L3-5 3. Multimedia Production L3-5 4. Music and Performing arts L3-5 5. Automobile Technology L3-5 6. Software development L3-5	None
2	KIREHE	GS GAHARA TSS	TSS	Public	Day	1. Carpentry L1 2. Welding L1 3. Wood Technology L3-5 4. Manufacturing Technology L3-5	None
3	KIREHE	AKAGERA INT'L SCHOOL	TSS	Private	Boarding and Day	1. Building construction L3-5 2. computer system and architecture L3-5 3. Electronics and telecommunication L3-5 4. Tourism L3-5 5. Food and beverage services L3-5	None
4	KIREHE	GS KIYANZI TSS	TSS	Public	Day	1. Software development L3-5	None
5	KIREHE	GS NYANKURAZO TSS	TSS	Public	Day	1. Manufacturing Technology L3-5 2. Electrical Technology L3-5	None
6	KIREHE	KIREHE TSS	TSS	Public	Day	1. Building Construction L3-5 2. Plumbing Technology L3-5 3. Electrical Technology L3-5 4. Fashion Design L3-5 5. Manufacturing Technology L3-5 6. Wood Technology L3-5 7. Domestic plumbing L1 8. Carpentry L1 9. Domestic Electricity L1	None

SN	District	School Identification	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
7	KIREHE	GS MIGONGO TSS	TSS	Public	Day	1.Fashion design L3-5 2. Leather technology L3-5	None
8	KIREHE	GS MPANGA TSS	TSS	Public	Day	1.Agriculture L3-5 2. Building Construction L3-5	None
9	KIREHE	APENA TSS	TSS	Gov Aided	Boarding	1.Automobile technology L3-5 2. Building construction L3-5 3. Software development L3-5 4. Animal health L3-5 5. Agriculture L3-5	None
10	KIREHE	GS MUSHIKIRI TSS	TSS	Public	Day	1.Fashion design L3-5 2. Building construction L3-5	None

20. MUSANZE DISTRICT

i. TSSs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
1	MUSANZE	ESTB BUSOGO TSS	TSS	Public	Boarding	1.Building construction L3-5 2.Wood Technology L3-5 3.Public Works L3-5 4.Plumbing Technology L3-5 5.Electrical Technology L3-5 6.Food and Beverage operations L3-5 7.Front Office &House Keeping Operations L3-5 8.Food Processing L3-5 9.Manufacturing Technology L3-5	None
2	MUSANZE	GS KITABURA TSS	TSS	Public	Day	1) Electrical Technology L3-5 2) Fashion Design L3-5	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
3	MUSANZE	GS GIKORO TSS	TSS	Public	Day	1) Building construction L3-5 2) Wood Technology L3-5	None
4	MUSANZE	ETEFOP TSS	TSS	Private	Boarding	1. Buliding construction L3-5 2. Fashion Design L3-5 3. Wood technology L3-5 4. Manufacturing technology L3-5 5. Networking and Internet technologies L3-5 6. Food and Beverage Operations L3-5 7. Automobile Technology L3-5 8. Electronics and Telecommunication L3-5	None
5	MUSANZE	CBS KINIGI	TSS	Private	Boarding	1. Food and Beverage Operations L3-5 2. Tourism L3-5	None
6	MUSANZE	RWAZA TSS	TSS	Gov Aided	Day	1. Fashion Design L3-5 2. Automobile Technology L3-5 3. Electrical Technology L3-5	None
7	MUSANZE	ESIR TSS	TSS	Private	Boarding	1. Building construction L3-5 2. Networking and Internet Technology L3-5 3. Tourism L3-5	None
8	MUSANZE	MIPC TSS	TSS	Private	Boarding	1. Food and Beverage Operations L3-5 2. Networking and internet technology L3-5 3. Software Development L3-5 4. Electrical Technology L3-5 5. Building construction L3-5 6. Tourism L3-5 7. Carpentry L1	None
9	MUSANZE	GS KIGOMBE TSS	TSS	Private	Boarding	1. Food and Beverage operation L3-5 2. Tourism L3-5	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
10	MUSANZE	ITB RUHENGERI TSS	TSS	Private	Boarding	1.Networking and internet Technology L3-5 2.Electronics and Telecommunication L3-5 3.Electrical Technology L3-5	None
11	MUSANZE	AL KALAM ACADEMY (former GASANZE TSS)	TSS	Private		1.Automobile Technology L3-5 2. Masonry L1 3. Tailoring L1	None
12	MUSANZE	LYCEE DE RUHENGERI APICUR/TSS	TSS	Private	Boarding	1.Computer systems and architecture L3-5 2.Software Development L3-5 3.Building construction L3-5 4.Tourism L3-5	None

ii. VTCs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
1	MUSANZE	BUSOGO VTC Saint Martin	VTC	Private	Day	1.Masonry L1 2.Tailoring L1 3.Hairdressing L1	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
2	MUSANZE	MUTOBO VTC	VTC	Public	Boarding	1.Fashion Design L3-5 2.Agriculture L3-5 3. Building construction L3-5 4.Domestic plumbing L1 5.Tailoring L1 6.Masonry L1 7.Hairdressing L1 8.Welding L1 9.Domestic electricity L1	1.Automobile repair and maintenance L1 2. Food crop production and processing L1 (No Curricula for These Trades)
3	MUSANZE	VOLCANOES VTC	VTC	Private	Day	None	1.Tailoring L1 (any classroom, the school is not following RTB curricula, no trainees, no trainers, only 8 sewing machine)
4	MUSANZE	BUMARA VTC	VTC	Private	Day	None	1.Tailoring L1 2. Masonry (The school closed itself)
5	MUSANZE	FURURE FOR KIDS VTC	VTC	Private	Day	1.Tailoring	None

21. MUHANGA DISTRICT

i. TSSs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
1	MUHANGA	ECOLE TECHNIQUE KABGAYI (ETEKA)	TSS	Private	Boarding	1.Electrical Technology L3-5 2.Building Construction L3-5 3.Automobile Technology L3-5	None
2	MUHANGA	MUHANGA TECHNICAL CENTER (MTC)	TSS	Private	Boarding	1.Networking and Internet Technology: L3-5 2.Software Development: L3-L5 3. Automobile Technology L3-5 4.Hair dressing L1 5.Food & Beverage operations L3-5 6.Culinary Arts L1 7.Building Construction L3-5 8. Masonry L1	Automobile repair and maintenance (No curriculum for this trade)
3	MUHANGA	PADRI VJEKO CENTRE TSS	TSS	Private	Boarding and Day	1.Networking and Internet Technology: L3-5 2. Masonry L1, 3. Carpentry L1 4. Tailoring L1, 5. Fashion Design L3-5 6. Welding L1 7. Building construction L3-5 8.Computer systems and architecture L3-5 9. Wood Technology L3-5	None
4	MUHANGA	CHRISTIAN TSS	TSS	Private	Day	1. Culinary Arts: L5 (Under phasing out) 2. Culinary Arts: L1	1. Food and Beverage operations: L3-5 (shortage of tools and equipment, teachers with required qualification)
5	MUHANGA	NYABIKENKE TSS	TSS	Gov Aided	Boarding	1.Food Processing L3-L5 2.Animal Health L3-L5 3.Agriculture L3-L5 4.Forestry: L3-L5	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
6	MUHANGA	KIYUMBA TSS	TSS	Public	Boarding and Day	1. Wood Technology L3-L5 2. Building Construction L3-L5 3. Masonry L1, 4. Tailoring L1, 5. Fashion Design L3-L5 6. Leather Technology L3-L5 7. Software Development L3-L5 8. Carpentry L1	None
7	MUHANGA	SAINT SYLVAIN TSS	TSS	Private	Boarding	1. Land Surveying L3-5 2. Masonry L1 3. Building Construction L3-5 4. Renewable Energy L3-5 Electrical Technology L3-5	1. None
8	MUHANGA	HAIP SHYOGWE TSS	TSS	Private	Day and Boarding	1. Culinary Arts L1 2. Hair Dressing L1 3. Masonry L1 4. Tailoring L1 Building Construction L3-5	None
9	MUHANGA	FRED NKUNDA TSS	TSS	Private	Boarding	1. Building Construction L3-L5 2. Automobile Technology L3-L5 3. Food & Beverage L3-L5	None
10	MUHANGA	Saint Peter College SHYOGWE TSS	TSS	Private	Boarding	1. Masonry L1 2. Software Development L3-L5 3. Building Construction L3-L5	None
11	MUHANGA	G.S. GASOVU TSS WING	TSS	Gov Aided	Day	1. Animal Health L3-L5 2. Agriculture L3-L5	None
12	MUHANGA	BULINGA TSS	TSS	Public	Boarding	1. Software Development L3-5 2. Networking and Internet Technology L3-5 3. Computer Systems and Architecture L3-5	None
13	MUHANGA	ACEJ KARAMA School	TSS	Gov Aided	Boarding	1. Networking and Internet Technology L3-5 2. Computer Systems and Architecture L3-5	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
14	MUHANGA	ACODES TSS	TSS	Private	Boarding	1. Software Development L3-L5 2. Networking and Internet Technology L3-5	None
15	MUHANGA	RWANDA CREATIVE SCHOOL of ARTS	TSS	Public	Boarding	1. Music & Performing Arts L3-L5	None
16	MUHANGA	ITER RUTOBWE TSS	TSS	Public	Boarding	1. Building Construction L3-L5 2. Automobile Technology L3-L5 3. Electrical Technology L3-L5 4. Masonry L1	Automobile repair and maintenance L1 (No curriculum for this trade)

ii. VTCs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
1	MUHANGA	Bureau Social de Development VTC	VTC	Private	Day	1. Tailoring L1 2. Culinary L1 3. Carpentry L1	1. Automobile repair maintenance L1 (No Curriculum for This Trade)
2	MUHANGA	URUKUNDO LEARNING CENTER VTC	VTC	Private	Day	1. Tailoring L1	None
3	MUHANGA	GAHOGO VTC	VTC	Private	Boarding and Day	1. Hair dressing L1 2. Tailoring L1 3. Leather works L1 3. Welding L1	1. Ceramic & Sculpture L1 2. Automobile body works L1 3. Graphic Arts L1 (No Curricula for These Trades)
4	MUHANGA	MADE IN RWANDA VTC	VTC	Private	Boarding and Day	None	1. Hair dressing L1 2. Leather works L1 3. Tailoring L1 (Dangerous infrastructure,

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
							rare tools and equipment, teachers are not paid)
5	MUHANGA	MUHANGA VTC	VTC	Public	Day	1.Tailoring L1 2.Domestic electricity L1	1.Automobile repair and maintenance L1 (No Curriculum for This Trade)
6	MUHANGA	MUSHUBATI VTC	VTC	Public	Day	1. Masonry L1 2. Culinary Arts L1 3. Hair dressing L1	None

22.NGOMA DISTRICT

i. TSSs

SN	District	School Identification	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
1	NGOMA	IPRC NGOMA	TSS	Public	Boarding	1.Building Construction L3-L5 2. Manufacturing Technology L3-L5 3. Automobile Technology L3-L5 4. Wood Technology L3-L5 5. Networking and Internet Technology L3-L5 6. Electrical Technology L3-L5	None
2	NGOMA	MUSAMVU TSS	TSS	Private	Boarding and Day	1. Building Construction L3-L5 2. Software Development L3-L5	None
3	NGOMA	G.S RUBONA TSS	TSS	Public	Day	1. Software Development L3-L5 2. Building Construction L3-L5	None

SN	District	School Identification	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
4	NGOMA	G.S GAHIMA TSS	TSS	Gov Aided	Day	1.Fashion Design L3-L5 2.Building Construction L3-L5	None
5	NGOMA	G.S RWINTASHYA TSS	TSS	Gov Aided	Day	1. Building Construction L3-L5 2. Wood Technology L3-L5	None
6	NGOMA	G.S JARAMA TSS	TSS	Gov Aided	Day	1.Fashion Design L3-L5 2.Building construction L3-L5	None
7	NGOMA	G.S GAHURIRE TSS	TSS	Public	Day	1. Software Development L3-L5 2. Agriculture L3-L5 3. Building construction L3-L5	
8	NGOMA	G.S KABIRIZI B TSS	TSS	Public	Day	1. Electrical Technology L3-L5 2. Leather Technology L3-L5	None
9	NGOMA	GARDEN TSS	TSS	Private	Boarding	1. Software Development L3-L5 2. Building Construction L3-L5 3. Automobile technology L3-L5 4. Welding L1 5. Masonry L1	1.Automobile repair and Maintenance L1 (No Curriculum for This Trade)
10	NGOMA	KIGARAMA TSS	TSS	Public	Boarding	1.Software Development L3-L5 2.Tourism L3-L5 3.Computer Systems and Architecture L3-L5	None
11	NGOMA	G.S GASETSA TSS	TSS	Public	Day	1. Fashion Design L3-L5 2. Building Construction L3-L5 3. Animal Health L3-5	None
12	NGOMA	E.S RUKIRA TSS	TSS	Public	Day	1. Software Development L3-L5	None

SN	District	School Identification	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
						2. Building Construction L3-L5	
13	NGOMA	E.S MUTENDERI TSS	TSS	Public	Boarding	1. Electrical Technology L3-L5 2. Forestry L3-L5 3. Building Construction L3-L5 4. Tourism L3-L5	None
14	NGOMA	EAV GITWE TSS	TSS	Public	Boarding	1. Animal Health L3-L5 2. Agriculture L3-L5 3. Building Construction L3-L5 4. Software Development L3-L5	None

ii. VTCs

SN	District	School Identification	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
1	NGOMA	NDABUC TVET SCHOOL	VTC	Private	Day	1. Tailoring L1 2. Hair Dressing L1	1. Leather work L1 (No classroom, very few tools and equipment)
2	NGOMA	SAKE VTC	VTC	Public	Day	1. Masonry L1 2. Welding L1 3. Tailoring L1	1. Automobile Body Works L1 (No curriculum for this trade)
3	NGOMA	NAZARETH VTC	VTC	Private	Day	1. Tailoring L1 2. Hair Dressing L1	None
4	NGOMA	St Amabilis VTC	VTC	Private	Day	1. Tailoring L1	None

23.NYABIHU DISTRICT

i. TSSs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
1	NYABIHU	GS AKIMITONI/TSS	TSS	Gov Aided	Day	1. Building construction L3-5 2. Fashion Design L3-5	None
3	NYABIHU	CBK KABAYA TSS	TSS	Private	Boarding	1. Automobile technology L3-5 2. Networking and Internet technology L3-5	None
4	NYABIHU	KIBISABO TSS	TSS	Public	Boarding	1. Animal Health L3-5 2. Agriculture L3-5 3. Forestry L3-5	None
5	NYABIHU	KIBIHEKANE TSS	TSS	Public	Boarding	1. Solar Energy L1 2. Masonry L1 3. Welding L1 4. Electrical technology L3-5 5. Renewable Energy L3-5 6. Tourism L3-5 7. Domestic Electricity L1	1. Automobile Repair and Maintenance L1 (No curriculum for this trade)
6	NYABIHU	GS GATOVU/TSS	TSS	Public	Day	1. Building Construction L3-5 2. Manufacturing technology L3-5	None
7	NYABIHU	GS MURAMA/TSS	TSS	Gov Aided	Day	1. Electrical Technology L3-5 2. Wood Technology L3-5	None
8	NYABIHU	NYABIHU TSS	TSS	Public	Boarding and Day	1. Food and Beverage operations L3-5 2. Food processing L3-5 3. Manufacturing technology L3-5 4. Fashion Design L3-5	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
9	NYABIHU	BIGOGWE TSS	TSS	Gov Aided	Boarding	1. Animal health L3-5 2. Agriculture L3-5 3.Forestry L3-5 4.Computer systems and Architecture L3-5	None
10	NYABIHU	COLLEGE APARPE TSS	TSS	Private	Boarding	1. Tourism L3-5 2. Electrical Technology L3-5 3.Building Construction L3-5 4.Networking and Internet Technology L3-5	None
11	NYABIHU	RWANDA CODING ACADEMY	TSS	Public	Boarding	Software Programming and embedded systems L3-5	None

ii. VTCs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
1	NYABIHU	JOMBA VTC	VTC	Private	Day	1.Tailoring L1	1. Automobile Body Works L1 (No curriculum for this trade)

24. NGORORERO DISTRICT

i. TSSs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
1	NGORORERO	GS RUNAYU TSS	TSS	Gov Aided	Day	1. Wood Technology L3-5 2.Fashion Design L3-5	None
2	NGORORERO	HINDIRO TSS	TSS	Public	Day	1.Food Processing L3-5 2.Fashion Design L3-5 3.Leaner Works L1	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
3	NGORORERO	GS IBUKA KABAYA	TSS	Private	Boarding	1.Tourism L3-5 2.Building Construction L3-5	None
4	NGORORERO	ESECOM RUCANO TSS	TSS	Private	Boarding	1.Tourism L3-5 2.Building Construction L3-5 3.Networking and Internet Technologies L3-5	None
5	NGORORERO	GS KAVUMU B TSS	TSS	Public	Day	1. Wood Technology L3-5 2.Fashion Design L3-5	None
6	NGORORERO	MURAMBA TSS	TSS	Private	Boarding	1.Automobile Technology L3-5 2.Building Construction L3-5 3.Electrical Technology L3-5 4.Fashion Design L3-5	None
7	NGORORERO	EAV KIVUMU	TSS	Gov Aided	Boarding	1. Building construction L3-5 2.Public works L3-5 3.Animal health L3-5 4.Agriculture L3-5 5.Software development L3-5	None
8	NGORORERO	GATUMBA TSS	TSS	Public	Boarding	1. Building construction L3-5 2.Electrical technology L3-5	None
9	NGORORERO	MUHORORO TSS	TSS	Public	Day	1. Building construction L3-5 2.Masonry L1 3.Electrical technology L3-5 4.Domestic Electricity L1 5.Carpentry L1 6.Wood technology L3-5	None
10	NGORORERO	ES KAVUMU	TSS	Public	Day	1.Manufacturing technology L3-5 2.Wood technology L3 -5	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
11	NGORORERO	GS BUNGWE TSS	TSS	Public	Day	1.Wood technology L3-5 2.Fashion design L3-5	None
12	NGORORERO	COLLEGE APEJERWA NYANGE TSS	TSS	Gov Aided	Boarding	1.Animal Health L3-5 2.Agriculture L3-5	None

ii. VTCs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
1	NGORORERO	ASSUMPTION NYANGE VTC	VTC	Private	Day	1.Tairoring L1 2.Carpentry L1 3.Masonry L1	None

25.NYAGATARE DISTRICT

i. TSSs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
1	NYAGATARE	CENTRE EXODUS TSS	TSS	Private	Boarding	1.Food and beverage operation L3-5 2.Building construction L3-5 3.Fashion design L3-5 4.Electrical technology L3-5 5. Culinary arts L1 6. Masonry L1 7. Tailoring L1 8. Domestic electricity L1	None
2	NYAGATARE	GS CYABAYAGA TSS	TSS	Public	Day	1.Building construction L3-5 2.Electrical technology L3-5	None
3	NYAGATARE	GS NYAKIGANDO TSS	TSS	Public	Day	1. Building construction L3-5 2. Fashion design L3-5	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
4	NYAGATARE	School name: CYONDO TSS	TSS	Public	Boarding	1. Building construction L3-5 2. Fashion design L3-5 3. Plumbing technology L3-5	None
5	NYAGATARE	GS NDEGO TSS	TSS	Public	Day	1. Fashion design L3-5 2. Manufacturing technology L3-5	None
6	NYAGATARE	ETP NYARUREMA TSS	TSS	Private	Boarding	1. Building construction L3-5 2. Software Development L3-5 3. Automobile technology L3-5	None
7	NYAGATARE	GS RYABEGA TSS	TSS	Public	Day	1. Building construction L3-5 2. Automobile technology L3-5	None
8	NYAGATARE	NTOMA TSS	TSS	Public	Day and Boarding	1. Building construction L3-5 2. Fashion design L3-5	None
9	NYAGATARE	SHONGA TSS	TSS	Public	Day and Boarding	1. Building construction L3-5 2. Wood technology L3-5 3. Masonry L1 4. Carpentry L1	None
10	NYAGATARE	CLEVERLAND TSS	TSS	Private	Boarding	1. Tourism L3-5 2. Software Development L3-5	None
11	NYAGATARE	RWIMIYAGA TSS	TSS	Private	Boarding	1. Building construction L3-5 2. Tourism L3-5	None

ii. VTCs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
1	NYAGATARE	Umutara Deaf School	VTC	Private	Day	1. Masonry L1 2. Tailoring L1	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
						3. Hair dressing L1	
2	NYAGATARE	Nyagatare correctional facility VTC	VTC	Public	Day	1. Masonry L1 2. Carpentry L1 3. Welding L1 4. Hair dressing L1 5. Tailoring L1	None
3	NYAGATARE	CENTRE D'EDUCATION DE BASE MIMURI VTC	VTC	Private	Day	1. Hair dressing L1 2. Tailoring L1	NONE
4	NYAGATARE	UNITED TRAINING SERVICES	VTC	Private	Day	None	Automobile body works L1 (No curriculum for this trade)

26. NYAMAGABE DISTRICT

i. TSSs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
1	NYAMAGABE	GS MUSANGE TSS	TSS	Public	Day	1. Manufacturing technology L3-5 2. Building construction L3-5	None
2	NYAMAGABE	KADUHA TSS	TSS	Public	Day	1. Building construction L3-5 2. Masonry L1, 3. Carpentry L1 4. Fashion design L3-5 5. Tailoring L1	None
3	NYAMAGABE	GS Gatara TSS	TSS	Gov Aided	Day	1. Animal health L3-5 2. Agriculture L3-5	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
4	NYAMAGABE	ES Bishyiga TSS	TSS	Public	Boarding	1. Automobile technology L3-5 2. Fashion design L3-5 3. Building construction L3-5 4. Masonry L1 5. Tailoring L1	None
5	NYAMAGABE	WINKINGI TSS	TSS	Gov Aided	Day	1. Building Construction L3-5 2. Masonry L1 3. Tailoring L1	None
6	NYAMAGABE	GS Nkumbure	TSS	Gov Aided	Day	1. Building construction L3-5 2. Fashion design L3-5	None
7	NYAMAGABE	MWOGO TSS	TSS	Public	Day	1. Fashion design L3-5 2. Tailoring L1 3. Wood technology L3-5 4. Carpentry L1 5. Automobile technology L3-5 6. Masonry L1	Automobile body Works L1 (No curricula for this trade)
8	NYAMAGABE	KIBUMBWE TSS	TSS	Public	Day	1. Building construction L3 2. Masonry L1 3. Fashion design L3-5 4. Tailoring L1 5. Carpentry L1 6. Wood technology L3-5	None
9	NYAMAGABE	CYANIKA TSS	TSS	Public	Day	1. Food processing L3-5 2. Food and beverage operations L3-5 3. Fashion design L3-5 4. Tailoring L1 5. Leather technology L3-5 6. Leather works L1	Food and beverage services L1 (No curriculum for this trade)

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
10	NYAMAGABE	GSNDP CYANIKA	TSS	Gov Aided	Boarding	1. Multimedia production L3-5 2. Building construction L3 3. Wood technology L3-5 4. Software development L3-5 5. Interior Design L3-5 6. Computer system and architecture L3-5	None
11	NYAMAGABE	DON BOSCO NYAMAGABE TSS	TSS	Gov Aided	Boarding	1. Fashion design L3-5 2. Tailoring L1 3. Building construction L3-5 4. Masonry L1 5. Automobile technology L3-5 6. Wood technology L3-5 7. Carpentry L1 8. Hair dressing L1 9. Electrical technology L3-5 10. Domestic electricity L1	1. Automobile Body Works (No curriculum for this trade)

ii. VTCs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
7	NYAMAGABE	KIGEME VTC	VTC	Private	Day	1. Tailoring L1 2. Masonry L1 3. Carpentry L1	none

27. RUSIZI DISTRICT

i. TSSs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
1	RUSIZI	SAINT PETER TSS	TSS	Private	Boarding	1. Building construction L3-5	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
2	RUSIZI	COLLEGE ISLAMIQUE DE BUGARAMA	TSS	Private	Boarding and Day	1. Building construction L3-5	None
3	RUSIZI	NYARUSHISHI TSS	TSS	Public	Day	1.Fashion Design L3-5 2.Building construction L3-5 3 3. Electrical technology L3-5 4. Wood technology L3-5 5.Manufacturing technology L3-5	None
4	RUSIZI	GS Yove TSS	TSS	Gov Aided	Day	1.Fashion Design L3-5 2.Wood technology L3-5	None
5	RUSIZI	GS RWINZUKI TSS	TSS	Gov Aided	Day	1.Building construction L3-5 2.Manufacturing technology L3-5	None
6	RUSIZI	COLLEGE LUMIERE DE GASHONGA TSS	TSS	Public	Boarding	1.Building construction L3-5	None
7	RUSIZI	GS KIYOVU TSS	TSS	Public	Day	1. Building construction L3-5 3 2.Electrical technology L3-5 3	None
8	RUSIZI	MUGANZA TSS	TSS	Public	Boarding and Day	1.Building construction L3-5 2.Plumbing technology L3-5 3.Wood technology L3-5 4.Electrical technology L3-5	None
9	RUSIZI	JILL BARHAM TSS	TSS	Private	Boarding	1.Food and Beverage operations L3-5 2. Networking and internet technologies L3-5 3. Tourism L3-5	None
10	RUSIZI	FIEND SCHOOL OF KAMEMBE TSS	TSS	Private	Boarding and Day	1. Multimedia Production L3-5 2. Software Development L3-5	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
11	RUSIZI	MIZERO TSS	TSS	Gov Aided	Boarding	1.Food and Beverage operations L3-5 2. Culinary arts L1 3.Building construction L3-5 4. Software Development L3-5 5. Tailoring L1 6. Masonry L1	None
12	RUSIZI	GIHEKE TSS	TSS	Public	Boarding	1.Building construction L3-5 2.Electrical technology L3-5 3.Electronics and telecommunication L3-5 4.Computer System and architecture L3-5 5.Software development L3-5 6.Networking and internet technologies L3-5	None
13	RUSIZI	MATARE TSS	TSS	Public	Boarding	1.Building construction L3-5 2.Computer System and architecture L3-5 3.Network and internet technologies L3-5 4.Software development L3-5 5. Tourism L3-5	None
14	RUSIZI	SAINT PAUL RASANO TSS	TSS	Public	Day	1. Building construction L3-5	None
15	RUSIZI	GS NYABIHANGA TSS	TSS	Gov Aided	Day	1.Building construction L3-5 2.Manufacturing technology L3-5	None
16	RUSIZI	GS CYIBUMBA TSS	TSS	Gov Aided	Day	1. Building construction L3-5 2. Fashion Design L3-5	None
17	RUSIZI	GS CYIRABYO TSS	TSS	Gov Aided	Day	1.Manufacturing technology L3-5 2.Building construction L3-5	None
18	RUSIZI	MIBILIZI SAINT Augustin TSS	TSS	Gov Aided	Boarding	1. Electronics technology L3-5 2.Building construction L3-5 3.Electronics and Telecommunication L3-5	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
19	RUSIZI	MUHARI VTC	TSS	Public	Day	1. MasonryL1 2. Domestic electricity L1 3. Welding L1 4. Tailoring L1 5. CarpentryL1	None

ii. VTCs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
16	RUSIZI	NKOMBO VTC	VTC	Public	Day	1. MasonryL1 2. Domestic electricity L1 3. Welding L1 4. Tailoring L1 5. CarpentryL1 6. Plumbing	None

28. RULINDO DISTRICT

i. TSSs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
1	Rulindo	GS RUSIGA TSS	TSS	Public	Day	1. Building Construction L3-5 2. Fashion Design L3-5	None
2	Rulindo	APEKI TUMBA TSS	TSS	Gov Aided	Boarding	1. Building Construction L3-5 2. Software Development L3-L5 3. Computer Systems and Architecture L3-5	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
3	Rulindo	BUSHOKI TSS	TSS	Public	Day	1.Food Processing L3-L5 2.Culinary Art L1 3. Tailoring 1 4. Fashion Design L3-5	None
4	Rulindo	KINIHIRA TSS	TSS	Public	Boarding	1.Masonry L1 2.Domestic Electricity L1 3.Domestic Plumbing L1 4.Carpentry L1 5.Welding L1 6.Building Construction L3-5 7.Wood Technology L3-5 8.Electrical Technology L3-5 9.Plumbing Technology L3-5	None
5	Rulindo	CYUNGO TSS	TSS	private	Boarding and Day	1.Automobile Technology L3-5 2.Building Construction L3-5 3.Automobile Body Works L1 4.Fashion Design L3-5 5.Tailoring L1	
6	Rulindo	IBB TSS	TSS	private	Boarding	1. Automobile Technology L3-5 2. Software Development L3-5	1.Building construction L3-5 (No tools nor equipment)
7	Rulindo	College Fondation SINA Gerard	TSS	private	Boarding	1.Automobile Technology L3-5 2.Animal Health L3-5 3.Fashion Design L3-5 4.Agriculture L3-5 5. Building Construction L3-5 6. Food processing L3-5 7.Tailoring L1 8.Masonry L1 9.Hair Dressing L1 10.Welding L1 11.Carpentry L1 12.Automobile Body Works L1	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
8	Rulindo	BUYOGA TSS	TSS	Public	Boarding	1. Building Construction L3-5 2. Public Works L3-5 3. Food and Beverage Operations L3-5	None
9	Rulindo	KISARO TSS	TSS	Public	Boarding	1.Agriculture L3-5 2.Animal Health L3-5 3.Mining Technology L3-5	None
10	Rulindo	ES REMERA MBOGO TSS	TSS	private	Boarding	1. Software Development L3-5	1. Building Construction L3-5 (No tools nor equipment)
11	Rulindo	GS BINAGA TSS	TSS	Public	Day	1. Fashion Design L3-5 2. Building Construction L3-5	None
12	Rulindo	GS BUREGA TSS	TSS	Public	Day	1. Fashion Design L3-5 2. Manufacturing Technology L3-5	None
13	Rulindo	GS MAHAZA TSS	TSS	Public	Day	1. Fashion Design L3-5 2. Building Construction L3-5 3. Tailoring L1	None
14	Rulindo	ES RWAHI TSS	TSS	private	Boarding	1. Building Construction L3-5	None

ii. VTCs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
1	Rulindo	AUTO ECOLE STE FAMILLE VTC	VTC	private	Boarding and Day	None	1. Automobile Body Works L1 (No curriculum for this trade)

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
2	Rulindo	Centre INSHUTI/ KINIHIRA	VTC	private	Day	1. Masonry L1 2. Culinary Art L1 3. Tailoring L1 4. Welding 5. Hair Dressing	None
3	Rulindo	KINIHIRA AGI VTC	VTC	Public	Day	None	Food crop production and processing L1 (No Curriculum for This Trade)
4	Rulindo	BUREHE VTC	VTC	private	Boarding and Day	1. Culinary Art L1 2. Tailoring L1 3. Hair Dressing L1	None
5	Rulindo	IPEA VTC	VTC	private	Day	1. Tailoring L1	None
6	Rulindo	SHYORONGI VTC	VTC	Public	Day	1. Hair Dressing L1 2. Culinary Arts L1 3. Food and beverage services	None
7	Rulindo	RULINDO YOUTH FRIENDLY CENTRE	VTC	Public	Day	1. Tailoring L1	None
8	Rulindo	FPCE TVET SHYORONGI	VTC	private	Day	1. Hair Dressing L1	none

29. RUTSIRO DISTRICT

i. TSSs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
1	RUTSIRO	Gs Trinite	TSS	Private	Boarding	1. Computer Systems and architecture L3-5 2. Networking and Internet technologies L3-5	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
2	RUTSIRO	College Indashyikirwa	TSS	Private	Day	1.Wood Technology L3-5	None
3	RUTSIRO	Kivu Hills Academy	TSS	Private	Boarding	1.Building Constructions L3-5 2. Computer Systems and Architecture L3-5 3. Networking and Internet technologies L3-5 4. Tourism L3-5	None
4	RUTSIRO	BUMBA TSS	TSS	Gov aided	Boarding	1. Building Constructions L3-5 2.Masonry L1, 3. Electrical Technology L3-5 4.Domestic electricity L1 5.Welding L1, 6. Manufacturing Technology L3-5 7.Plumbing Technology L3-5 8.Domestic Plumbing L1 9. Fashion Design L3-5 10.Tairoling L1	None
5	RUTSIRO	GS BUMBA TSS	TSS	Gov aided	Boarding	1.Software development L3-5 2.Computer systems and architecture L3-5	None
6	RUTSIRO	GS NYAGAHINIKA TSS	TSS	Private	Boarding	1. Building Constructions L3-5 2. Electrical technology L3-5	None
7	RUTSIRO	GS NYABIRASI TSS	TSS	Gov aided	Day	1.Automobile Technology L3-5 2. Manufacturing TechnologyL3-5	None
8	RUTSIRO	GS KABEZA TSS	TSS	Gov aided	Day	1. Agriculture L3-5 2. Automobile Technology L3-5	None
9	RUTSIRO	ES KABONA TSS	TSS	Public	Day	1.Building construction L3-5 2.Fashion design L3-5	None
10	RUTSIRO	GS BWIZA TSS	TSS	Gov	Day	1.Animal Health L3-5	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
				aided		2.Wood Technology L3-5	
11	RUTSIRO	GS RWINGONGO TSS	TSS	Gov aided	Day	1.Manufacturing technologyL3-5 2.building construction L3-5	None
12	RUTSIRO	IWAWA REHABILITATION CENTER				1.Masonry L1 2.Carpentry L1 3. Tailoring L1	None

ii. VTCs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
1	RUTSIRO	SAINT ANNE VTS	VTC	Private	Day	Tailoring L1	None
2	RUTSIRO	IWAWA REHABILITATION CENTER				1.Masonry L1 2.Carpentry L1 3. Tailoring L1	None

30. RWAMAGANA DISTRICT

i. TSSs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_Accredited Trades and Levels	Not (Re)_Accredited Trades and Levels
1	RWAMAGANA	GS CYIMBAZI TSS	TSS	Public	Day	1. Wood Technology L3-5 2. Fashion Design L3-5	None
2	RWAMAGANA	APPEGA GAHENGERI TSS	TSS	Public	Boarding	1.Building construction L3-5 2.Computer systems and architecture L3-5 3. Networking and Internet Technologies L3-5	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
3	RWAMAGANA	GS JANJAGIRO TSS	TSS	Public	Day	1. Automobile technology L3-5 2. Manufacturing Technology L3-5	None
4	RWAMAGANA	CENTER FOR CHAMPIONS TSS	TSS	Gov Aided	Boarding	1. Building construction L3-5 2. Electrical Technology L3-5 3. Fashion design L3-5 4. Manufacturing technology L3-5 5. Plumbing Technology L3-5	All L1 courses as there are no classes for them
5	RWAMAGANA	ECOLE TECHNIQUE SAINT KIZITO MUSHA	TSS	Private	Boarding	1. Building construction L3-5 2. Wood technology L3-5 3. Networking internet technology L3-5 4. Food and Beverage operation L3-5 5. Software Development L3-5	None
6	RWAMAGANA	BETHLEHEM TVET SCHOOL	TSS	Private	Boarding and Day	1. Fashion design L3-5 2. Tailoring L1 3. Hair dressing L1	None
7	RWAMAGANA	KARENJE ADVENTIST SECONDARY SCHOOL	TSS	Private	Boarding	1. Building construction L3-5 2. Networking and Internet technology L3-5 3. Computer system and Architecture L3-5 4. Electronics and Telecommunication L3-5 5. Software Development L3-5 6. Automobile technology L3-5	None
8	RWAMAGANA	GS NYAKALIRO TSS	TSS	Public	Day	1. Building construction L3-5 2. Agriculture L3-5	None
9	RWAMAGANA	LYCEE DU LACK MUHAZI-ASPEJ	TSS	Private	Boarding	1. Networking and internet technologies L3-5 2. Building construction L3-5 3. Tourism L3-5	None
10	RWAMAGANA	Lycee Islamic Rwamagana	TSS	Private	Boarding	1. Fashion design L3-5 2. Networking and Internet technology L3-5	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
						3.Plumbing Technology L3-5 4. Computer system and Architecture L3-5	

ii. VTCs

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
1	RWAMAGANA	HANDS ON TVET SCHOOL	VTC	Private	Day	1.Tailoring L1 2.Masonry L1	None
2	RWAMAGANA	RUBONA VTC	VTC	Public	Day	1. Tailoring-L1 2. Culinary Arts-L1 3. Domestic electricity-L1 4. Carpentry-L1 5. Masonry- L1	None
3	RWAMAGANA	KWIGIRA VTC	VTC	Private	Day	1.Tailoring-L1 2.Culinary Arts-L1 3.Domestic electricity-L1	1. Plumbing-L1 (Trade that is not operational)
4	RWAMAGANA	IMANZI VTC	VTC	Private	Day	None	1.Automobile repair and Maintenance L1 (No Curriculum for This Trade), Boarding facility closed
5	RWAMAGANA	Padiri Enrico Mauri Karengye VTC	VTC	Private	Day	Tailoring L1	None
6	RWAMAGANA	MUYUMBU VTC	VTC	Private	Day	1. Tailoring L1 2. Masonry L1	1.Automobile repair and maintenance L1 (No Curriculum for This Trade)
7	RWAMAGANA	RCS RWAMAGANA VTC	VTC	Public	Boarding	1. Masonry L1 2. Welding L1 3. Domestic plumbing L1 4. Domestic Electricity L1	None

SN	District	School Name	Type	Status	Boarding/Day/ Boarding and Day	(Re)_ Accredited Trades and Levels	Not (Re)_ Accredited Trades and Levels
8	RWAMAGANA	Raffaello delle Nocche	VTC	Private	Day	Tailoring L1	None

Note:

- 1) This list is produced based on the conducted TVET Quality Audit 2022/2023 (May-June 2023).
- 2) With reference to The Ministerial Order N° 001/MINEDUC/2021 of 20/10//2021 determining standards in Education that has established the well-defined TVET trades from level one (1) to level five (5) throughout different economic sectors; of which Some of the trades phased out and the others were introduced to enhance quality training. The following trades with no official curricula that are aligned with the above Ministerial Order fall in the short course programs and the schools that are operating the listed trades will need to collaborate with RTB in all related services:
 1. Automobile repair and maintenance L1,
 2. Automobile Body Works L1,
 3. Baking L1,
 4. Fruit and vegetables production and processing L1,
 5. Food crop production and processing L1,
 6. Food and Beverage Services L1,
 7. Electronic Services L2,
 8. Small scale irrigation L1,
 9. Ceramic and Sculpture L1 and
 10. Graphic Arts L1.

Annex III. List of TVET Quality Audit 2023 Team

S/N	Role	Name	Institution	Position
1	Chief of Inspection	Dr. Bernard BAHATI	NESA	Director General
2	Inspection Coordinator	KAVUTSE Vianney Augustine	NESA	Head of Department for Basic Education and TVET Quality Assurance
3	Inspection Coordinator	BONEZA Angelique	NESA	Division Manager of Basic Education and TVET Quality Standards
4	Inspection Coordinator	NIYONGABO Eric	MINEDUC	Advisor to Minister of State in charge of ICT and TVET
5	Inspection Facilitator	YOUN, Young Joon	TQUM	Results and Quality Management Specialist
6	Inspection Facilitator	HAKIZIMANA Joseph	TQUM	TVET Monitoring and Evaluation Specialist
7	Inspection Facilitator	BUNANI Jean Baptiste	TQUM	TVET Partnership Coordinator
8	Inspection Facilitator	Maria Bernadette RAMOS	TQUM	Project Leader & Senior TVET Specialist
9	Inspector	MBARUBUKEYE Evariste	NESA	Nyaruguru DPI
10	Inspector	TUYISENGE Emmanuel	IPRC Gishari	DAQA/ Certified in School Leadership and Management.
11	Inspector	BATAMURIZA Liliane	IPRC Musanze	CBA Verifier
12	Inspector	MURAGWA George	NESA	Huye DPI
13	Inspector	UWIHOREYE Boaz	NESA	Nyamagabe DPI
14	Inspector	NTIHINYURWA Jean Bosco	IPRC Gishari	Lecturer/ Senior TVET Trainer
15	Inspector	UWAJENEZA Philomene	IPRC Karongi	CBA Verifier
16	Inspector	MIZERO HARAGIRIMANA Fiacre	NESA	Nyagatare DPI
17	Inspector	NZABANDORA Evariste	NESA	Gatsibo DPI
18	Inspector	UWAMAHORO Bonevanture	IPRC Ngoma	Assistant -Lecturer
19	Inspector	HAKIZIMANA Jean DAMASCENE	IPRC Musanze	CBA Verifier
20	Inspector	TURAGIWENIMANA Theoneste	NESA	Kayonza DPI
21	Inspector	NTAMBARA Monday Didas	NESA	Burera DPI
22	Inspector	NYIRASAFARI Gaudence	NESA	ACCOUNTANT
23	Inspector	NIYONKURU	TQUM	TVET Quality Assurance Specialist

S/N	Role	Name	Institution	Position
		Sylvestre		
24	Inspector	GIRABANA Annet	NESA	Kamonyi DPI
25	Inspector	NTAKIRUTIMANA Vincent	NESA	Ruhango DPI
26	Inspector	ABAYISENGA Marie Rose	IPRC Kitabi	CBA Verifier
27	Inspector	MUSABYIMANA Daniel	NESA	Rusizi DPI
28	Inspector	NTIBITURA Jacques	NESA	Muhanga DPI
29	Inspector	KAYITESI Anne Marie	IPRC Karongi	Ag. DAQA/ Senior TVET Trainer
30	Inspector	MUKESHIMANA Eugene	IPRC Huye	C&G officer
31	Inspector	MUGENGA MITARI Viateur	MINEDUC	SPECIALIST
32	Inspector	MUNANIRA Fred	NESA	TVET non STEM subjects Inspector
33	Inspector	NIWEMUKIZA Callixte	NESA	Gakenke DPI
34	Inspector	NDABAMENYE Jacques	IPRC Karongi	Instructor/ Senior TVET Trainer
35	Inspector	NTAMUHANGA Samuel	NESA	Nyamasheke DPI
36	Inspector	INGABIRE Clementine	IPRC kigali	Ag. DAQA/ Senior TVET Trainer
37	Inspector	NSENGIYUMVA Christophe	NESA	Maths and Science Subjects Specialist
38	Inspector	SIMBARIKURE Jean Pieree	IPRC Kigali	QA Officer
39	Inspector	MAHEREZO Joseph	IPRC Karongi	Assistant-Lecturer/ Senior TVET Trainer
40	Inspector	NDUWAYO Pie	NESA	Specialist
41	Inspector	SINDIKUBWABO Innocent	NESA	Specialist
42	Inspector	KARANGWA Jean Bosco	IPRC Huye	CBA Verifier
43	Inspector	GUMYUSENGE Jean Bosco	MINEDUC	SPECIALIST
44	Inspector	NIYIRORA Claver	NESA	Nyarugenge DPI
45	Inspector	HABAGUHIRWA Jean Claude	IPRC Tumba	Quality Assurance Officer
46	Inspector	HABIYAMBERE Ildephonse	NESA	School Accreditation Specialist
47	Inspector	NIZEYIMANA Francois	NESA	Kirehe DPI
48	Inspector	Jeanne Marie Chantal MUKAYIGAMBA	IPRC Huye	CBA Verifier

S/N	Role	Name	Institution	Position
49	Inspector	NIYIGENA Vestine	NESA	Rulindo DPI
50	Inspector	BAJENEZA Jean de Dieu	NESA	Ngoma DPI
51	Inspector	Evariste BIZIMANA	IPRC Kitabi	Ag. Director of AQA
52	Inspector	HISHAMUNDA Ignace	NESA	TVET STEM Subjects Inspection specialist
53	Inspector	TUYISENGE Melchior	NESA	Nyanza DPI
54	Inspector	DUKUZIMANA Therese	TQUM	TVET Quality Assurance Specialist
55	Inspector	UWINEZA Scholastiques	NESA	Gasabo DPI
56	Inspector	HABIMANA Jacques	NESA	Rwamagana DPI
57	Inspector	NYABYENDA Jean Baptiste	NESA	Gisagara DPI
58	Inspector	UGIRASHEBUJA Annick Claudine	IPRC Gishari	Pedagy Monitor
59	Inspector	NYIRAGATESI Emmerance	NESA	Kicukiro DPI
60	Inspector	KAMUGISHA Geofrey	NESA	Bugesera DPI
61	Inspector	SHYIRAMBERE Dieudonné	IPRC Kitabi	Lecturer

Annex IV. TVET CBT/CBA Quality Standards

Category	Area	Criteria	Indicator	Indicator No.	
CBT/CBA Input	Regulations	CBC	Availability of Accredited CBC	CBT/CBA Input 1	
		CBT/CBA	Availability of Guiding Documents regarding CBT/CBA Implementation	CBT/CBA Input 2	
	Facilities	Technical Workshops		Availability of Technical Workshops	CBT/CBA Input 3
				Quality of Technical Workshops	CBT/CBA Input 4
				Availability Of Store For Tools And Materials For Each Workshop	CBT/CBA Input 5
				Availability Of Electricity In All Workshops	CBT/CBA Input 6
		Classrooms		Sufficiency of Classrooms	CBT/CBA Input 7
				Availability Of At Least One Classroom By Each Level Of Each Trade	CBT/CBA Input 8
				Availability Of At Least One Classroom Of 4 Windows By Each Level Of Each Trade	CBT/CBA Input 9
				Availability Of At Least One Classroom Having 2 Doors By Each Level Of Each Trade	CBT/CBA Input 10
				Availability Of At Least One Classroom With Maximum Capacity Of 30 Trainees By Each Level Of Each Trade	CBT/CBA Input 11
				Availability Of Ceiling To Prevent Noisy For All Classrooms	CBT/CBA Input 12
				Availability Of Electricity In All Classrooms	CBT/CBA Input 13
		Smart Classroom and Computer Laboratory		Availability Of At Least 1 Smart Classroom	CBT/CBA Input 14
				Availability Of Internet Connectivity For Smart Classroom	CBT/CBA Input 15
			Availability of Computer Laboratory	CBT/CBA Input 16	
			Availability Of Computer Laboratory Having 2 Doors And 2 Windows	CBT/CBA Input 17	
	Library		Availability Of Library	CBT/CBA Input 18	
			Availability Of A Library Of 7Mx10M Having 2 Doors And 4 Windows	CBT/CBA Input 19	
	Resources		Availability of Equipment, Furniture, Tools, Materials, ICT devices and/or software	CBT/CBA Input 20	

Category	Area	Criteria	Indicator	Indicator No.
		Equipment, Tools and Materials	Status of Equipment, Furniture, Tools, Materials, ICT devices and/or software	CBT/CBA Input 21
			Availability of Trainer & Trainee Manuals	CBT/CBA Input 22
			Availability Of A Computer For Each Trainee	CBT/CBA Input 23
			Availability Of A Projector In Each Trade	CBT/CBA Input 24
			Availability of Reading Materials	CBT/CBA Input 25
		Furniture	Availability Of One Desk Per Two Trainees (Seat And Table)	CBT/CBA Input 26
			Availability Of One Chair For Trainer In Each Classroom	CBT/CBA Input 27
			Availability Of One Table For Trainer In Each Classroom	CBT/CBA Input 28
			Availability Of Shelves To Store Materials In Each Classroom	CBT/CBA Input 29
			Availability Of Dustbin In Each Classroom And Workshop	CBT/CBA Input 30
	Safety and Security	Availability Of Safety And Security Requirements For Each Trade	CBT/CBA Input 31	
	Trainers	Sufficiency	Sufficiency of Trainers	CBT/CBA Input 32
			Fulfilment Of Trainee-Trainer Ratio Of 30:1	CBT/CBA Input 33
		Technical Competences	Availability Of Qualified Technical Trainers	CBT/CBA Input 34
		Pedagogic Competences	Certification of Trainers	CBT/CBA Input 35
		Trainers for Soft Skills	Availability Of Qualified Language Trainers	CBT/CBA Input 36
			Availability Of Qualified ICT Trainers	CBT/CBA Input 37
			Availability Of Qualified Entrepreneurship Trainers	CBT/CBA Input 38
	Trainees	TVET Trainees	Quality of Trainees	CBT/CBA Input 39
CBT/CBA Process	Training	Portfolio Management	Availability of Trainer Portfolios	CBT/CBA Process 1
		Planning	Availability of Chronogram	CBT/CBA Process 2

Category	Area	Criteria	Indicator	Indicator No.	
			Availability of Training Timetable	CBT/CBA Process 3	
			Availability of Scheme of Works	CBT/CBA Process 4	
			Quality of Scheme of Works	CBT/CBA Process 5	
			Availability of Handouts (for Module contents)	CBT/CBA Process 6	
			Availability of Instructions, Manuals and/or Protocols for Practical Sessions (for Module contents)	CBT/CBA Process 7	
			Availability of Session Plans	CBT/CBA Process 8	
			Quality of Session Plans	CBT/CBA Process 9	
			Availability of IAP Plans	CBT/CBA Process 10	
			Implementation	Availability of Reflection of Session	CBT/CBA Process 11
				Availability of IAP Completion Reports	CBT/CBA Process 12
	Assessment	Planning	Availability of Assessment Plans	CBT/CBA Process 13	
			Availability of IAP Assessment Plans	CBT/CBA Process 14	
		Implementation	Status of Assessment Implementation	CBT/CBA Process 15	
			Availability of Summative Assessment reports	CBT/CBA Process 16	
			Quality of Summative Assessment Reports	CBT/CBA Process 17	
			Availability of Formative Assessment Results	CBT/CBA Process 18	
			Availability of IAP Assessment Reports	CBT/CBA Process 19	
		Portfolio Management	Availability of Trainee Portfolios	CBT/CBA Process 20	

Category	Area	Criteria	Indicator	Indicator No.			
Quality Assurance			Quality of Trainee Portfolios	CBT/CBA Process 21			
			Training & Assessment Monitoring	Availability of Module Progressive Reports	CBT/CBA Process 22		
				Availability of Attendance Reports	CBT/CBA Process 23		
				Session Delivery Monitoring Reports	CBT/CBA Process 24		
				IAP Monitoring with logbooks	CBT/CBA Process 25		
				Assessment Monitoring Reports	CBT/CBA Process 26		
				Internal Verification	Availability of Trainee Portfolio Verification Reports	CBT/CBA Process 27	
			Quality of Trainee Portfolio Verification Reports		CBT/CBA Process 28		
			Leadership and Management Input	Readiness	Strategic Planning	Availability Of Strategic Plan With Clear Vision, Mission, Organisational Structure, And Mandates	LM Input 1
						Availability Of School Budget Proposal In Strategic Plan	LM Input 2
Availability Of Procurement Plan In Strategic Plan (Procurement Plan With Tender Committee)	LM Input 3						
Availability Of Business Plan For Production Unit In Strategic Plan (Availability Of Operational Production Unit With Business Plan)	LM Input 4						
Accreditation	Availability Of Accreditation Documents Per Trade	LM Input 5					
	Availability Of Self-Assessment Report For Accreditation	LM Input 6					
	Availability Of Recommendation Letter By District For Accreditation	LM Input 7					
	Availability Of Land Title Or Lease Contract For Validity Of At Least 5 Years	LM Input 8					
	Availability Of Legal Registration Certificate By Rdb/Rgb	LM Input 9					
	Availability Of Legal Permission For Use Of Land By District	LM Input 10					

Category	Area	Criteria	Indicator	Indicator No.
	Management Facilities	Administrative Facilities	Availability Of At Least One Convenient Academic Staff Room	LM Input 11
			Availability Of An Office For School Manager	LM Input 12
			Availability Of An Office For Bursar	LM Input 13
			Availability Of An Office For Depute School Manager In Charge Of Studies	LM Input 14
			Availability Of An Office For Depute School Manager In Charge Of Discipline	LM Input 15
			Availability Of Convenient Administrative Offices	LM Input 16
			Availability Of Internet Connectivity In All Administrative Offices	LM Input 17
			Availability Of Administrative Facilities Constructed With Authorised Materials	LM Input 18
			Availability Of Ceiling To Prevent Noisy For All Administrative Facilities	LM Input 19
		Welfare Facilities	Availability Of A Fence Built In Accordance With The Norms Of Construction Which Guarantee The Security Of Learners And The School Property	LM Input 20
			Availability Of At Least A Modern Toilet For Staff For Each Gender That Can Serve At Least 15 Staff	LM Input 21
			Availability Of At Least A Modern Toilet For Learners For Each Gender That Can Serve 30 Trainees	LM Input 22
			Availability Of A Dining Hall With (6 Windows And 2 Doors, Container Of Portable Water,Shelves To Store Plates And Cups,Ceiling To Prevent Noise)	LM Input 23
			Availability Of A Space For Hand Washing Facilities(Toilet,Gate,Dinning Hall, Others Places Not Mentioned)	LM Input 24
			Availability Of A Kitchen (With Modern Cooking Stove, Means Allowing To Keep Clean Water,Tiling For Kitchen)	LM Input 25
			Availability Of A Playground For Different Games And Sports Which Can Accommodate Trainees And Staff	LM Input 26
			Availability Of At Least 2 Water Tanks With 5 Meter Cube(One Water Havesting Tank And atleast One With Distant Water Tap	LM Input 27
			Availability Of A Dormitory Constructed(With Authorized Construction Materials,Toilets And Bathroom In The Same Building,A Mosquito Net For Each	LM Input 28

Category	Area	Criteria	Indicator	Indicator No.	
			Trainee, Tiling For Toilets And Bathroom For Dormitory)		
			Availability Of Pathway For The People With Disability	LM Input 29	
			Availability Of At Least A Special Room For Female Learners	LM Input 30	
			Availability Of Clean Drinking Water	LM Input 31	
			Availability Of A Garden And Trees In The School Yard	LM Input 32	
			Availability Of School Access To Main Road	LM Input 33	
			Availability Of Basic Cleaness (Toilet, Classroom, Kitchen, Dormitory, Dinning (Absence Of Bushes And Pools Of Water)	LM Input 34	
			Availability Of Waste Water Management Facilities	LM Input 35	
			Availability Of A Multi-Purpose Hall Built With Authorized Construction Materials	LM Input 36	
			Security and Safety Facilities	Availability Of At Least A Valid Fire Extinguisher In Each Building	LM Input 37
				Availability Of At Least A Lightening Arrestor For Each Building	LM Input 38
				Availability Of At Least An External Lighting In All Buildings	LM Input 39
	Leaders and Staff	Leader	Availability Of A Head Teacher, School Manager Or Principal With Relevant Qualification According To Ministerial Order	LM Input 40	
		Staff	Availability Of All Administrative Staff According To Organisational Structure (School Head Teacher, Deputy Head Teacher In Charge Of Training And Deputy Head Teacher In Charge Of Discipline)	LM Input 41	
			Availability Of All Supporting Staff With Relevant Qualification According To Organisational Structure (Accountant, Warden, Matron And Workshop Assistant For Each Workshop)	LM Input 42	
	Leadership and Management Process	Leadership	Implementation	Availability Of Annual Action Plan Reflecting Strategic Plan	LM Process 1
				Availability Of Annual Budget Plan Reflecting The Annual Action Plan	LM Process 2
				Availability Of M&E Report On Implementation Of The Annual Action Plan	LM Process 3
				Availability Of School Executive Committee (SEC)	LM Process 4

Category	Area	Criteria	Indicator	Indicator No.	
		School Committee Governance	Availability Of School Feeding Committee	LM Process 5	
			Availability Of At Least 1 Minutes Of School Executive Committee (SEC) Per Term	LM Process 6	
			Availability Of 2 Minutes Of School General Assembly (SGA) Meeting Per Year	LM Process 7	
			Availability Of At Least 2 Minutes Of Meetings Between School Administration And Students Per Term	LM Process 8	
			Availability Of At Least 1 Minute Of Meeting Between School Administration And Supporting Staff Per Month	LM Process 9	
		Procedures and Communication	Availability Of Procedural And Operational Manual	LM Process 10	
			Availability Of School Organigram	LM Process 11	
			Availability Of 1 Minutes Of School Pedagogical Meeting Per Month	LM Process 12	
			Availability Of Suggestion Box	LM Process 13	
		Human Resource and Financial Management	Human Resource Management	Availability Of Human Resource Procedure Manual	LM Process 14
				Availability Of Work Performance Contract	LM Process 15
				Availability Of Performance Evaluation Report And Appraisal	LM Process 16
	Availability Of Recruitment Plan			LM Process 17	
	Availability Of Recruitment Report			LM Process 18	
	Availability Of Staff File			LM Process 19	
	Availability Of Staff Attendance Records			LM Process 20	
	Availability Of Monthly Payroll			LM Process 21	

Category	Area	Criteria	Indicator	Indicator No.
			Availability Of Staff Capacity Building Plan	LM Process 22
			Availability Of Implementation Report Of Staff Capacity Building	LM Process 23
			Availability Of Staff Disciplinary Committee / Reports	LM Process 24
		Financial Management	Availability Of Operational Manuals In Financial Management And Procurement	LM Process 25
			Availability Of Operational Budget Plan	LM Process 26
			Availability Of Monthly/Termly Financial Report	LM Process 27
			Availability Of Annual Financial Report	LM Process 28
			Availability Of Annual Internal Audit Reports	LM Process 29
		Procurement Management	Availability Of Procurement Plan	LM Process 30
			Availability Of Operational Tender Committee	LM Process 31
			Availability Of Tender Documents	LM Process 32
			Availability Of Tender Reports	LM Process 33
	Estate and Asset Management	Estate Management	Availability Of Annual-Based Inventory Reports For Infrastructure	LM Process 34
			Availability Of Annual Maintenance And Safety Report Of Infrastructure	LM Process 35
			Availability Of Valid Insurance Contracts For Infrastructure	LM Process 36
			Availability Of School Greening, Cleaning And Beautification Based The Plan	LM Process 37

Category	Area	Criteria	Indicator	Indicator No.	
	Asset Management		Availability Of Waste Management Mechanism Including Bio Degradable And Non-Bio Degradable Waste	LM Process 38	
			Availability Of Stock Cards	LM Process 39	
			Availability Of Stock Requisition Forms	LM Process 40	
			Availability Of Term-Based Inventory Reports Of Equipment And Materials	LM Process 41	
			Availability Of Term-Based Maintenance And Safety Plan	LM Process 42	
			Availability Of Term-Based Maintenance And Safety Report	LM Process 43	
			Availability Of Annual Disposal Plan	LM Process 44	
			Availability Of Annual Disposal Implementation Report	LM Process 45	
			Availability Of Valid Insurance Contracts For Equipment	LM Process 46	
	Student Management	Enrolment Plan		Availability Of Enrolment Plan Or Strategy For Relevant Trades	LM Process 47
		Admission Management		Availability Of Admission Procedures For Trainees	LM Process 48
				Availability Of Trainee Admission Report	LM Process 49
				Availability Of Trainee Filing System	LM Process 50
		Welfare Management		Availability Of School Feeding Program	LM Process 51
				Availability Of Counselling Program And Counseling Report	LM Process 52
				Availability Of Report On Counselling	LM Process 53

Category	Area	Criteria	Indicator	Indicator No.
			Availability Of Operational Use In Female Learner Room	LM Process 54
			Availability Of Operational Plan For Sports And Recreation And Reporting	LM Process 55
			Availability Of Implementation Report On Sports And Recreation	LM Process 56
			Availability Of Itorero Room (Icyumba Cy'Indashyikirwa)	LM Process 57
			Availability Of Inclusiveness Plan	LM Process 58
			Availability Of Reports On Inclusiveness	LM Process 59
		Alumni Management	Availability Of Graduate Filing System	LM Process 60
	Other Management	Community Outreach	Availability Of Annual Plan For Community Outreach	LM Process 61
			Availability Of Implementation Reports On Community Outreach	LM Process 62
		Industry Partnership	Availability Of At Least 3 MOUs With Relevant Private Companies Per Each Trade	LM Process 63

Annex V. Quality Audit Results

1. Technical Secondary Schools (RQF Level 3-5)

Quality Categories	Marks	Quality
Overall	66.2	GOOD
CBT/CBA Input	74.3	
CBT/CBA Process	58.3	
LM Input	75.0	
LM Process	57.1	

Quality Categories	Quality Areas	Score (Percentage)
CBT/CBA Input	Regulations	86.4
	Facilities	58.4

	Resources	53.4
	Trainers	82.4
	Trainees	90.6
CBT/CBA Process	Training	73.1
	Assessment	61.7
	Quality Assurance	40.2
LM Input	Readiness	64.2
	Management Facilities	69.1
	Leaders and Staff	91.8
LM Process	Leadership	67.9
	Human Resource and Financial Management	68.2
	Estate and Asset Management	43.0
	Student Management	59.1
	Other Management	47.3

Quality Categories	Quality Areas	Quality Criteria	Score (Percentage)
CBT/CBA Input	Regulations	Competency-based Curriculum	97.3
		Competence-based Training and Assessment Implementation Framework	75.5
	Facilities	Technical Workshops and Laboratories	78.3
		Classrooms	74.4
		Smart Classroom and Computer Laboratory	49.6
		Library	31.5
		Resources	Equipment, Tools and Materials
	Trainers	Furniture	52.7
		Safety and Security	59.6
		Sufficiency	84.7
		Technical Competency	97.8
	Trainees	Pedagogic Competency	65.4
		Trainers for Soft Skills	67.4
	Quality of Trainees	90.6	
CBT/CBA Process	Training	Trainer Portfolio Management	90.5
		Training Planning	78.2
		Training Implementation	50.5
	Assessment	Trainee Portfolio Management	71.6
		Assessment Planning	59.5
		Assessment Implementation	54.0
	Quality Assurance	Training and Assessment Monitoring	62.1
Internal Verification		18.4	
Leadership and Management Input	Readiness	Strategic Planning	58.1
		Accreditation	70.4
	Management Facilities	Administrative Facilities	83.1
		Welfare Facilities	64.6

		Security and Safety Facilities	59.5
	Leaders and Staff	Leader	93.1
		Staff	90.5
Leadership and Management Process	Leadership	Implementation	67.6
		School Committee Governance	71.2
		Procedures and Communication	64.9
	Human Resource and Financial Management	Human Resource Management	62.9
		Financial Management	66.1
		Procurement Management	75.5
	Estate and Asset Management	Estate Management	48.4
		Asset Management	37.6
	Student Management	Enrolment Plan	59.7
		Admission Management	70.1
		Welfare Management	40.8
		Alumni Management	65.8
	Other Management Leadership	Community Outreach	32.2
		Industry Partnership	62.3

2. Vocational Training Centres (RQF Level 1-2)

Quality Categories	Marks	Quality
Overall	56.3	MODERATE
CBT/CBA Input	62.0	
CBT/CBA Process	44.0	
LM Input	68.8	
LM Process	50.6	

Quality Categories	Quality Areas	Score (Percentage)
CBT/CBA Input	Regulations	64.8
	Facilities	46.8
	Resources	49.9
	Trainers	72.0
	Trainees	76.4
CBT/CBA Process	Training	53.7
	Assessment	50.8
	Quality Assurance	27.5
LM Input	Readiness	58.5
	Management Facilities	65.2
	Leaders and Staff	82.8
LM Process	Leadership	59.7
	Human Resource and Financial Management	52.2
	Estate and Asset Management	38.8
	Student Management	51.8
	Other Management	50.5

Quality Categories	Quality Areas	Quality Criteria	Score (Percentage)
CBT/CBA Input	Regulations	Competency-based Curriculum	75.9
		Competence-based Training and Assessment Implementation Framework	53.8
	Facilities	Technical Workshops and Laboratories	81.6
		Classrooms	69.2
		Smart Classroom and Computer Laboratory	26.1
		Library	10.1
	Resources	Equipment, Tools and Materials	41.5
		Furniture	57.5
		Safety and Security	50.6
	Trainers	Sufficiency	83.8
		Technical Competency	89.8
		Pedagogic Competency	63.0
		Trainers for Soft Skills	76.4
	Trainees	Quality of Trainees	76.4

CBT/CBA Process	Training	Trainer Portfolio Management	75.2
		Training Planning	59.8
		Training Implementation	26.1
	Assessment	Trainee Portfolio Management	39.4
		Assessment Planning	48.3
		Assessment Implementation	64.5
Quality Assurance	Training and Assessment Monitoring	43.4	
	Internal Verification	11.6	
Leadership and Management Input	Readiness	Strategic Planning	51.1
		Accreditation	65.9
	Management Facilities	Administrative Facilities	75.0
		Welfare Facilities	62.2
		Security and Safety Facilities	58.3
	Leaders and Staff	Leader	86.9
Staff		78.8	
Leadership and Management Process	Leadership	Implementation	65.2
		School Committee Governance	54.4
		Procedures and Communication	59.4
	Human Resource and Financial Management	Human Resource Management	50.1
		Financial Management	57.1
		Procurement Management	49.2
	Estate and Asset Management	Estate Management	44.9
		Asset Management	32.7
	Student Management	Enrolment Plan	45.0
		Admission Management	60.6
		Welfare Management	33.9
		Alumni Management	67.5
	Other Management Leadership	Community Outreach	37.2
		Industry Partnership	63.8