

Republic of Rwanda



Ministry of Education

**Education Sector Strategic Plan
2006 - 2010**

April 2006

Foreword

The publication of the Education Sector Strategic Plan 2006 - 2010 (ESSP) marks the fourth update of the ESSP on the road towards developing Rwanda's education sector. The newly emerging priorities of the nine year basic education policy and promotion of science, technology in education are integrated in this. This ESSP states the key educational outcomes of the Ministry of Education which we intend to achieve, and shows our intentions and commitment to encourage and engage all Rwandese people in education.

The approach of the ESSP is to consider the way ahead for the *whole* education sector, its contribution to the economic development and poverty reduction (EDPRS).

This is an important time for education in Rwanda as there are a number of new initiatives and incoming policies which give direction to the way forward. The concepts of universal access and equity of quality provision underpin the ESSP. These will always occupy the most important place in our planning and implementation activities. The implementation of the Nine Year Basic Education programme extends this concept of universal access. Science and technology in education is also emerging as a key priority area within the sector, recognising its role in human resource development for Rwanda.

This forward-looking plan, based on declared targets and indicators is an instrument to make the Education Sector Policy operational and is designed to assist in reducing poverty within Rwanda while creating a foundation for our vision of economic development based upon applications of development skills and technology.

The ESSP is updated following the sector review and appraisal, and is not 'written in stone', nor is it presented as a blueprint for education sector development; rather it is a flexible strategic guide that will be used as a basis for detailed operational planning within changing circumstances. As such, it will inform development during the next five years.

The ESSP is derived from the long term strategy and financial framework (LTSFF) and guides the medium term expenditure framework (MTEF). The ESSP also ties in with the development of the Annual Operational Work Plans (AOWP). The AOWP focus's on the activities required to deliver the major programme outputs, and outlines an integrated and sequenced set of activities aligned with the ESSP.

The next twelve months will provide the Ministry with an opportunity to consolidate the direction for education and training by further embedding our reforms. We will continue to work with our partners to ensure we provide a world-class education system for all persons in Rwanda.

I commend the ESSP as the way ahead for education development in Rwanda and urge all stakeholders and partners to use the plan as a first point of reference when considering how we may all support activities in this very important public sector.

Dr Jeanne D'Arc MUJAWAMARIYA

Minister of Education

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CHAPTER 1 The Education Sector: Overview and Policies

The ESSP 2006-2010 takes the Education Sector Strategic Plan (ESSP) 2005-2010 and the present situation (2006) as its starting point. The ESSP is guided by the Education Sector Policy. It provides a forward-looking plan with strategies, key activities (Chapter 4) and related indicators that have been costed (Chapter 5), and which are based upon the policy goals identified in the Education Sector Policy.

The ESSP reflects the broad philosophical stance adopted by MINEDUC as expressed in the *Mission Statement for Education*. The mission statement takes account of national and international aspirations which underpin education sector development and acts as a foundation for sectoral and sub-sectoral planning. The general *Goals for the Education Sector* are derived from the *Mission Statement*.

The purpose of the ESSP is to assist the poverty reduction process by enhancing Rwanda's human resource through the development of a learning society and provision of knowledge and skills. It is expected that everyone will be able to participate meaningfully and successfully in the basic education process by 2015. Youths and adults who have hitherto not accessed opportunities for educational development will be able to do so. This is consistent with the Government's view that "education and training [are] a critical lynchpin to achieve development and poverty reduction in Rwanda" (ESP, GoR, August 2003).

1.1 The Education Sector

The education sector comprises those educational activities that take place under the governance of the four ministries. Of these, MINEDUC has the major responsibility and has been designated in the national *Poverty Reduction Strategy Paper* (PRSP) as the lead ministry for the education sector.

There are four ministries, each with specific responsibilities, which have significant involvement in education provision and development:

Ministry of Education, (MINEDUC)

sets policy and standards for the education sector; oversees the formal system at pre-primary, primary, secondary and tertiary levels; provides non-formal education for adults, youth, and out of school children; is responsible for vocational training,

Ministry of Local Government, Social Affairs and (MINALOC)

administers salaries; oversees decentralisation functions of education;

Ministry of Public Service, Skills Development, and Labour (MIFOTRA)

sets salary levels and conditions of service for teachers

Ministry of Finance and Economic Planning (MINECOFIN)

sets broad policy and planning frameworks, oversees financial planning, the MTEF, and the PRS

A number of institutions provide formal education, ranging from pre-schools to universities. Figure 1 shows the broad structure of the education system. Table 1 provides selected data for these institutions.

The civil service reforms have led to organizational changes within MINEDUC which are currently being implemented. The departments and units have been reorganized for increased efficiency and effectiveness.

In terms of education delivery, MINEDUC leads policy formulation and is responsible for the setting of norms and standards, and for planning, monitoring and evaluation at national level; MINALOC administers personnel and monitors performance in the provinces and districts; and MIFOTRA sets salary levels and conditions of service.

The GoR is also implementing major reforms in the areas of decentralisation and Public Service. With decentralisation and public service reform currently being implemented, responsibilities for programme and plan implementation and monitoring at the district levels lie with the district education offices. It is anticipated that as school management is strengthened, schools themselves will make more decisions. Teachers provide formal education in schools through a deconcentrated system but the central ministries retain overall responsibility for education. The role of MINEDUC is to create an appropriate operating environment and to steer the education sector towards national priorities and goals. MINEDUC also works with civil and faith-based partners and the private sector to ensure education provision for all.

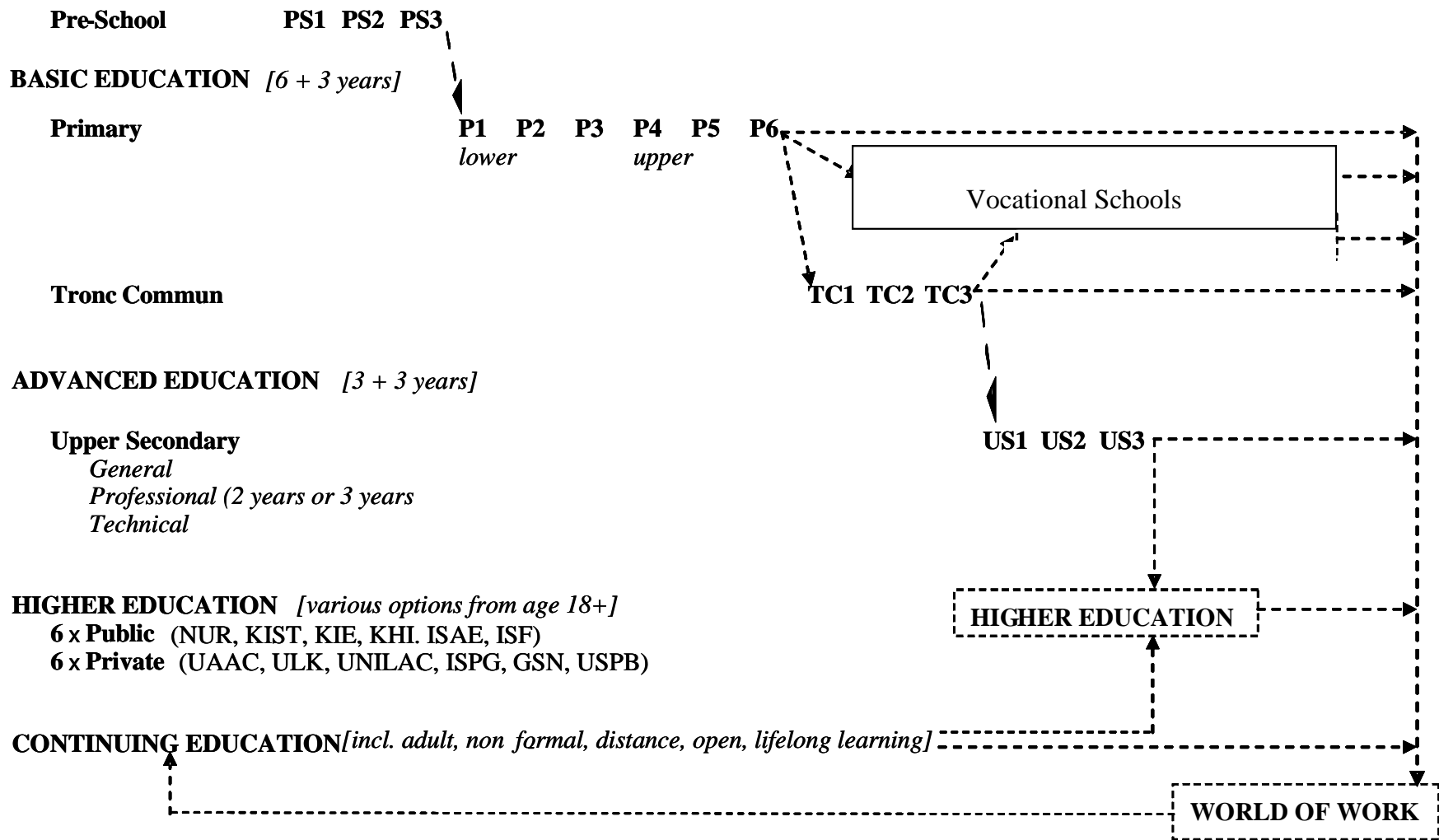
The ESSP 2006-2010 takes the Education Sector Strategic Plan (ESSP) 2005-2010 and the present situation (2006) as its starting point.

Table 1: Selected Statistics for Education (2005)

	No. of Institutions	No. of students	% female	NER %	No. of teaching staff	PTR	% of public recurrent spending *
Pre-school	200	28103	14227				>1%
Public	-	1602	828				
Private	200	26501	13399				
Primary	2295	1 857 841	50.9%	93.5%	29033	69.0	42%
Public	601	535 158	50.5%		8408	63.7	
Subsidised	1627	1 303 491	51.1%		19933	65.4	
Private	67	19 192	49.2 %		692	27.7	
Tronc Commun		142 209	47.6%				13%
Public		46 350	42.6%				
Subsidised		43 943	46.9%				
Private		51 916	52.5%				
Upper Secondary		76 308	46.6%				7%
Public		14 444	38.8%				
Subsidised		23 670	39.7%				
Private		38 194	55.7%				
Total Secondary (TC + US)	504	218 517	47.2%	9.0%	7610	28.7	20%
Public + Subsidised	286	128 407	42.5%		4340	29.6	
Private	218	90 110	53.9%		3270	27.6	
TTC	11	5497	46.8%	<1%	207	25.8	0.4%
Higher	14	25233	39.1%		1738	14.5	30%
Public	6	14456	43.0%		1050	13.7	
Private	8	10777	57.0%		688	15.6	

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A - Structure of the Formal Education System



1.2 National goals and policies

Rwanda's Vision 2020 aims at the development of a knowledge-based and technology-led economy. It seeks to eradicate poverty and to move Rwanda to the list of Middle Income Countries (MIC) by the year 2020. The people of Rwanda are its greatest asset as it has extremely limited natural resources. Education is therefore at the heart of the Visions strategy. In today's globally competitive environment, an educated population is a prerequisite for a country to take on technological challenges and development.

1.2.1 Mission Statement for Education

The global goal of the Government of Rwanda is to reduce poverty and in turn to improve the well-being of its population. Within this context, the aim of education is to combat ignorance and illiteracy and to provide human resources useful for the socio-economic development of Rwanda through the education system.

(Education Sector Policy, page 7)

1.2.2 Challenges

The GoR recognizes the challenges faced in the country which can be summed up as:

1. Developing approaches to deal effectively with the legacy of the genocide, notably the education of orphans and child-heads-of family and the provision of feeding and boarding programmes for such children
2. Addressing the shortage of teachers, both qualitative and quantitative, at all levels and insufficiency of qualified personnel at central and provincial administration levels
3. Improving the status of the teacher and providing incentives for the job given salary and conditions of service which do not motivate
4. Rehabilitating destroyed or defective infrastructure in some parts of the country (including the replacement of furniture, equipment and educational materials destroyed during the war and genocide)
5. Increasing the recurrent budget for education of which the majority is absorbed by salaries, and managing changing donor support as Rwanda moves out of emergency into development
6. Monitoring the system with an inspection service that is still in the early stages of development and building its capacity to meet the norms of planning
7. Completing modernisation process for educational legislation (see Strengths, (b)).
8. Providing adequate supplies of textbooks and relevant educational material in schools
9. Improving internal efficiency (rate of failure, repetition, drop out and insufficiently developed systems to recoup those who are excluded)
10. Improving external efficiency (poor performance of leavers)
11. Rehabilitation and strengthening of education in science and technology
12. Increasing the number and quality of researchers in all domains and increasing the very limited allocation of funding to research
13. Identifying appropriate educational strategies and measures to assist in addressing the HIV/AIDS pandemic
14. Halving the rate of illiteracy.

1.2.3 Goals for the Education Sector

Goals for the education sector seek to build on the strengths of Rwanda whilst acknowledging the challenges to realise the mission statement for the education sector.

1. To educate a free citizen who is liberated from all kinds of discrimination, including gender based discrimination, exclusion and favouritism;
2. To contribute to the promotion of a culture of peace and to emphasise Rwandese and universal values of justice, peace, tolerance, respect for human rights, gender equality, solidarity and democracy;
3. To dispense a holistic moral, intellectual, social, physical and professional education through the promotion of individual competencies and aptitudes in the service of national reconstruction and the sustainable development of the country;
4. To promote science and technology with special attention to ICT;
5. To develop in the Rwandese citizen an autonomy of thought, patriotic spirit, a sense of civic pride, a love of work well done and global awareness;
6. To transform the Rwandese population into human capital for development through acquisition of development skills.
7. To eliminate all the causes and obstacles which can lead to disparity in education be it by gender, disability, geographical or social group.

(Education Sector Policy, page 8)

The above goals give rise to eight specific objectives upon which more specific policies are based and which, to a great extent, dictate the content of the ESSP.

1.2.4 Specific Objectives for the Education Sector

1. To ensure that education is available and accessible to all Rwandese people;
2. To improve the quality and relevance of education;
3. To promote the teaching of science and technology with a special focus on ICT;
4. To promote trilingualism in the country;
5. To promote an integral, comprehensive education orientated towards the respect of human rights and adapted to the present situation of the country;
6. To inculcate in children and sensitize them to the importance of environment, hygiene and health and protection against HIV/AIDS;
7. To improve the capacity for planning, management and administration of education;
8. To promote research as a mobilising factor for national development and harmonise the research agenda.

(Education Sector Policy, page 17)

1.2.5 Guiding Principles

The ESSP is guided by the following six principles that derive from Vision 2020, the PRSP and the *Education Sector Policy*:

1. Education will be considered holistically as a sector and so a whole sector, or *Sector Wide Approach* (SWAp), will be developed to be used to assist the planning and management of the system;
2. A *Medium Term Expenditure Framework* (MTEF) will be used as a tool to ensure that educational proposals are set within the national fiscal planning and

management process in the short and medium term, with close monitoring and regular evaluation.

3. The government affirms the importance of *partnerships* between government, parents, communities, donors, the private sector, NGOs, FBOs and civil society. There will be regular participative consultations, negotiations and meetings co-ordinated by the Government. A horizontal co-ordination between different actors will be established, and, through decentralisation processes, there will be effective vertical links between central government, local government and grass roots groups;
4. There is a need to balance *access, quality and relevance* with a special emphasis on a curriculum that is outcome-oriented and offers the skills and values necessary for development;
5. There shall be *gender consideration* especially in learning achievement for girls and access to education for women, especially in rural areas;
6. *ICT in education* shall be considered as the heart of the education system.

1.3 International compliance

MINEDUC has ensured that education sector policies comply with important international goals and aspirations. The ESSP therefore builds upon the Government's clear commitment in its Poverty Reduction Strategy Paper (PRSP) to the key role that education can play to improve social and economic well-being and reduce poverty. This is consistent with the United Nation's 2000 Millennium Declaration and the Millennium Development Goals (MDG), particularly those that underline the importance of Universal Primary Education (UPE) and the removal of gender disparities.

In terms of poverty reduction and human resource development, education, particularly basic education, is of central importance. Rwanda subscribes to the *Education for All* (EFA) principles and process. MINEDUC has developed an *EFA Plan of Action* that puts into effect the six goals arising from the *World Education Forum* in Dakar, April 2000 quoted below.

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality.
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.
4. Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy,

numeracy and essential life skills

7. And, in addition, to prevent the propagation and limit the expansion of HIV/AIDS infection within and outside the school environment.

CHAPTER 2 Issues in the Education Sector

2.1 New Policy Initiative and their relation to the ESSP 2006-2010

Education in Rwanda is in a dynamic and fast transitional state, and new policies and programmes are either under consideration or are being introduced. These incoming policies and programmes will affect the strategies and activities during the next 5 years and will change the structure of the education system.

The range and number of incoming policies during the next 2-3 years as indicated in the ESSP 2006-2010 and the introduction of Nine Year Basic indicates the progress that is being made in Rwanda's education system and the country's strategic direction.

The most important of these new policies are identified in the ESSP 2006-2010, and revisions to the strategic and financial frameworks have been made wherever possible.

2.1.1 Nine Year Basic Education

This is one of the key emerging priorities. Nine year basic education costings are now reflected in the Financial Framework (chapter 5). Achieving Nine Year Basic Education for All is one of the main goals of the Government of Rwanda. It will aim to raise the general level of knowledge and skills in the population, which has the potential to reduce poverty. The Nine Year Basic Education programme, which has been passed through Cabinet, will lead to the universalization of primary education, and to lower repetition and drop out rates. Double shifting will be much reduced and the Tronc Commun will be substantially expanded.

The implementation of the Nine Year Basic Education programme will demand increased numbers of trained teachers, more learning materials and more classrooms. The challenge will be to develop effective implementation strategies for a large scale investment in improved quality, expanded capacity and managed growth. A major challenge will also be to access the required financial resources.

The following considerations and proposals have been put forward to manage the expansion to Nine Year Basic Education:

i) Teacher Supply and Teacher Training: The major strategy is establishing 4 National Colleges of Education (each eventually enrolling up to 500 trainees) to train the extra Tronc Commun teachers that will be needed. A new teacher training curriculum will have to be developed in line with the training approach chosen and the needs of new teachers at primary and Tronc Commun level

ii) Curriculum, Learning Materials and Assessment: These will have to be comprehensively revised within a conceptual framework that provides continuity of learning from Grades 1 to 9. Priority will be on the development of a new national core curriculum. This will require decisions concerning which core subjects should be prioritized at primary and secondary levels and what the desired learning outcomes should be. A national assessment strategy linked to curriculum outcomes will have to be developed.

iii) School Infrastructure Development: The increased numbers of pupils will demand extra classrooms and schools. The proposed programme will assess the level of under-utilization in schools and how much growth can be absorbed through better utilization of existing structures. However, additional classrooms will need to be built which implies a substantial building programme and capital investment.

iv) School Management and Efficiency: Expanded access requires reduction in costs per student if the resource envelope is not to be exceeded. The Nine Year Basic plan promotes reductions in subsidized boarding and aims to have no more than 10% subsidized boarding at Tronc Commun by 2015 and 20% at Upper Secondary. Increased efficiency will also be achieved through improved teacher deployment, reduced non teaching administrative staff, and active and purposeful school improvement plans (SIPs). Management training for education personnel will therefore be required. Effective school monitoring and evaluation systems to track progress and identify potential problem areas will also need to be in place.

The GoR is committed to implementing a Nine Year Basic Education programme. Institutional and human resource capacity to implement the programme will be critical to its successful implementation and to ensure that expanded access does not detract from the quality of the education in the classroom.

2.1.2 Science and technology in education

This is another key policy with emerging priority along with 9 year basic education for all. The science and technology policy within education is now integrated into the financial framework chapter 5. Promoting Science and Technological education is an essential strategy to achieve the human development objectives set out in Vision 2020 and the EDPRS. A National Science, Technology, Scientific Research & Innovation Policy was approved by the cabinet in July 2005. It forms the basis for an operational integration of the science and technology education programme. The policy identifies under-developed skills in all areas of Science and Technology and the lack of resources in teaching institutions to support the teaching of quality science and technology education. The policy proposes an enabling legal and policy framework and its strategy envisages strong partnership with the Private Sector and the ICT Sector. The key objectives of capacity building in science and technology are to achieve sufficient number of students, who are trained to a high level so that graduates from vocational schools, technical schools and Higher Technical, Professional and Technological Institutions meet the development needs of Rwanda. MINEDUC and the National Council for Science, Technology and Innovation will have coordinating roles and will work with the National Council for Higher Education (NCHE).

The importance of ICTs lies less in the technology itself than in its ability to create greater access to information and communication. The GoR's "Integrated ICT-led Socio-Economic Development Policy and Plan for Rwanda" aims to transform Rwanda into an information-rich knowledge based society and economy within twenty years. A National Information and Communication Infrastructure Plan (NICI) has been developed to provide the structure for the implementation of the above policy. The strategy seeks to promote and popularize the use and integration of science and computer literacy in schools and workplaces, and to intensify training efforts in technical and scientific fields. In addition, it hopes to establish a network of

Science and Technology resource centres to link in with other information sources. The development of an ICT curriculum, for primary and secondary schools is in progress.

The policy demands an approach of integrated reinforcement for Science and Technology education within primary, secondary and vocational schools and in higher education. At Primary Level, the aim will be to cultivate the interest of pupils in science and technology to ensure a good grounding in scientific thinking as well as to create a participative learning environment. This will require: a review and improvement of the learning environment for science and technology within primary schools; a review and implementation of improved teaching methods for primary science within the Teacher Training Colleges (TTCs); and the provision of resource kits and books for primary science teaching.

Intervention at secondary school aims to ensure high quality science and technology education in schools. Schools will be provided with adequate science materials/equipment for the practical teaching of biology, physics and chemistry, and there will be sufficient pupil text books. A review on methods of secondary science teaching is anticipated to improve the quality teacher training and classroom instruction in science areas.

A key policy objective is to maximize access to vocational training by having one training institution in each district. This will require a school building programme, a curriculum review and training programmes to improve teaching methods. At Technical School level, the aim is to build twelve Technical Schools nationally to cater to the same general needs as for the vocational training but at a higher technicians/technologists level. Major aims for Technical, Professional and Higher Academic institutions are to provide greater time and improved resources for needs-related research and to train instructors to support Vocational and Technical school training.

2.2 UPDATES TO DIFFERENT SUB-SECTORS IN RELATION TO 2006-2010 ESSP

2.2.1 Teacher Development & Management (TD&M)

The objective of the TD&M policy, linked to Nine Year Basic Education, is to strengthen accountability for improving teacher quality in all basic education schools in Rwanda. It forms part of MINEDUC's contribution to Vision 2020 and to reducing poverty. It endorses measures to improve teachers' working conditions and status and affirms that teachers at all levels will be trained in sufficient numbers. The TD&M policy aims to promote a range of training approaches and it supports learner-centredness. An important component will be to incentivize teachers towards continuous professional development.

The policy on teacher development envisages teachers progressing through 3 professional stages – newly qualified, a probation of three years, and post-probation with emphasis on continuous development. Core teaching values and competence profiles will be structured according to areas of competencies and will lead to the establishment of a coherent teacher education curriculum and the introduction of a range of new qualifications framework. School-based training, at primary and secondary levels, supported by Teacher Training Colleges (TTCs) and Colleges of education (CoE) links and on-the-job mentoring will

become increasingly important. Teacher motivation at all levels is an important consideration.

The problem of teacher demand and supply as key policies like the nine year basic education is implemented is given special attention. Two strategies are planned . One is to upgrade some TTCs to Diploma offering (A1) Colleges of education (CoE) to supplement KIE in training teachers for TC. Second is all institutions to embark on internal efficiency mechanisms to ensure optimal production of teachers.

Two important strategies are emerging in teacher management and motivation. These are establishment of a task force to lead the process of establishment of The Teachers Service Commission. The second one is the establishment of Teachers Cooperative.

2.2.2 Post Basic Education & Training (PBET)

An evolving coherent framework for Post Basic Education and Training is under consideration, which includes the re-conceptualisation of the present structure of the education system as Basic Education will soon be P1-P6 + TC1-TC3. This will have consequent implications for the rationalisation of the Upper Secondary curriculum and examinations and for the school building programmes.

A major area of focus will be on the coverage or inclusiveness of PBET with regard to Professional and Technical and Vocational training, as well between formal and non formal technical education. A coherent framework, backed up by adequate data, is to be developed for management and planning purposes to ensure that incoming policies, projects and programmes will be aligned with a coherent approach to the sub-sector as a whole. The PBET policy/strategy development will contribute to Rwanda's Technical and Education policy and strategy and to its national skills development.

2.2.3 Higher Education

The Government of Rwanda (GoR) policy is to establish a coherent and comprehensive strategic framework that sets out the governance, function, role, form and shape of the higher education system. This framework is detailed in the Higher Education Law, the Higher Education Policy and the Higher Education Sub-sector Plan.

A key component of the framework is the 2005 Higher Education Law. This law defines the operating environment for all higher education institutions (HEIs), both public and private. It specifies the roles, responsibilities and duties of all HEIs. The Law was approved by Parliament in March 2005. Higher Education Institutions will have two years to comply with all the requirements of the Law from the date it is gazetted.

The Law mandates the establishment of two semi-autonomous organizations. Together these new organizations will oversee the development of higher education according to the Government's stated aims and priorities. These are outlined in the Higher Education Policy and Sub-sector Plan. Each institution will have a specific remit and set of responsibilities within the overall framework.

The National Council of Higher Education (NCHE) will support the development of a National Strategic Planning Framework. It will establish a National Quality System and a

National Qualification Framework. It will also have the power to accredit and approve the operations of all higher education providers. The Student Financing Agency for Rwanda (SFAR) will manage all student financing, such as loans, grants, bursaries and scholarships. Both of these agencies have been approved by Cabinet, and are awaiting legal approval from Parliament.

The intended outcome of these initiatives and reforms are to allow the maximum autonomy to individual institutions for their own micro-management, whilst at the same time ensuring that the system as a whole is responsive to national priorities and flexible to changing conditions.

An important premise for growth in Higher Education is the ability to attract private sector investment. A further area for consideration concerns the training of graduates in Rwanda. This will be done by organizing post-graduate studies within the country and also by sending students abroad to obtain training in those professional fields which cannot be accessed in Rwanda. This strategy will increase the number of nationals working in professional and technical areas, reduce the number of expatriate lecturers, and thereby lower the costs of Higher Education provision.

2.2.4 Technical and Vocational Education

The contribution of vocational training centres in skills development is recognised. The Ministry of Education is in the process of developing a policy for formal vocational training sub sector and also revising the curriculum for vocational training centres. The Ministry of Education intends to improve the existing vocational training centres. Each district is encouraged to establish at least one vocational training centre.

There exist a technical education policy and strategy. The intention of the Ministry is to strengthen the existing technical schools (ETOs). Also, to upgrade some ETOs to providing advanced diplomas at the level of A1. The Ministry will start with 2 ETOs in 2006.

2.2.5 Adult Literacy

The GoR has set a target of having 80% of the population literate by 2010. The recent 'Synthesis of the 2002 Census' indicates that some "60% of the population aged 15 years and above can read and write at text in at least any one language", and that men have a higher literacy rate than women. The highest rates of literacy are within the 15-34 year age range.

A draft policy for youth and adult literacy is to be developed by MINEDUC. It will seek to be appropriate to Rwanda's context in terms of cultural links and practices (e.g. using the Umuganda tradition, ensuring peace and reconciliation etc). The proposed policy distinguishes between 'learning to read and write' (Kinyarwanda, French and English), and 'reading and writing to learn'. The latter is important if people are to access information easily (lifeskills, health care etc).

The revised organizational structure at MINEDUC encourages the linkage between Formal and Non Formal Education (NFE) and places the 'catch up' and adult literacy programme within the same NFE unit. This allows any literacy programme to be not only a major goal for primary education but also for out-of-school education.

The challenge is to go further by having an intersectoral approach with strong partnerships with Faith-based and Civil Society organizations. This would promote diversified strategies within an over-arching national programme for vulnerable groups (rural communities, out-of-school youths, OVCs and women).

The long-term strategy will demand that Adult Literacy Centres be upgraded and that there will be increased production and distribution of diversified literacy material available to adolescents, and younger and older adults. Consideration is also being given to financial incentives and forms of recognition for literacy trainers. Alternative ways of reaching non-literate persons are important such as through the media (e.g. radio, television for ‘wide public information’), and through the use of school facilities as community resources. An expanded nation-wide literacy programme demand adequate funding by the Government, sufficient trainers and materials, as well as a rolled out national plan within the decentralized context.

2.2.6 Open, Distance and e-Learning (Ode-L)

There is a draft policy for Open, Distance and e-Learning which promotes the expanded use of distance learning in all sub-sectors (primary, secondary tertiary). At present, the main distance education programme, which has been developed in-country, is for under-qualified secondary teachers (at KIE). The Kigali Institute of Science and Technology (KIST) and the National University of Rwanda (NUR) also have a number of programmes offered through the African Virtual University (AVU).

The main challenges to be faced in the deployment of distance and e-learning in Rwanda will be that of developing a vision of the way in which blended learning solutions can be used to develop educational provision in Rwanda, and of developing realistic media and technology choices and access to technology. Building up capacity in distance and e-learning methods will thus be important. It will also be necessary to guarantee the quality and consistency of standards, and any Open and Distance Learning strategy will have to design appropriate qualifications and credit structures that will embrace both face-to-face and distance learning.

Decisions will require to be made concerning at what levels distance and e-learning will be used (i.e. primary, secondary, teacher training levels etc), which institutions will be involved and to what extent, and whether there will be a central coordinating and resource centre. Any major distance and e-learning initiative will demand continued funding and strong political support.

The challenges and risks are many including the need for a strong change management process in existing institutions to re-gear to a distance learning approach – e.g. logistical management (i.e. development, production and delivery schedules and operations). Important will be the need for an effective quality assurance system to ensure the development of appropriate, high quality materials produced in-country and for strong student support systems (tuition, help desks etc.). A major programme design consideration will be how to ensure that students acquire the necessary practical experience which is required on some courses.

2.2.7 Early Childcare and Development (ECCD)

The Ministry will continue with its role of policy and co-ordination while encouraging private sector and communities and civil society to continue with the role of implementation. Studies done in this sub sector will soon be updated leading to the development of a Early childcare and Development (ECCD) policy.

2.2.8 Girls Education

A Girls Education policy is to be developed; a draft consultancy report is to be discussed at the JSR 2006. Recommendations have been made to establish a national Task Force for the coordination of Girls Education in Rwanda and to include Girls Education into the MTEF. A Communication Strategy for Girls Education is also being proposed so that the various partners (students, teachers, administrators, parents, the private sector and partners, and donors) can address particular issues and harmonise their efforts. MINEDUC further intends to coordinate a Girls Education Movement to sensitise students at all levels in the formal and non formal system, as well as those not in school.

Key areas of proposed intervention will be to ensure that girls have access to adequate sanitation in schools and that girls should be protected so that they can study in an environment free from abuse. There are also plans to scale up the number of Tuseme clubs in secondary schools so as to empower girls by helping them to analyse issues affecting their education and to come up with relevant solutions.

The quality of girls education is also a major area of focus in terms of improving the retention rate of girls in post primary and tertiary education, and especially for girls from poor households. Increased consideration of gender issues in education through training programmes for all teachers is required if increased number of girls are to enter into maths, science and technology subject areas.

2.2.9 Cross Cutting Issues

Gender, HIV/AIDS, and 'Hard to Reach' children (or OVCs) are interlinked cross-cutting issues and they correlate strongly to poverty alleviation. They are major determinants of strategic choices - not only for education but for all social services.

2.2.10 HIV/AIDS

The incidence of HIV/AIDS in Rwanda is much less than in neighbouring states, but even so the pressure on communities to provide welfare and support to people with AIDS has implications for the overall financing of education - loss of financial revenues, contributions-in-kind, and numbers of children withdrawn from schools. Moreover, the loss of trained and experienced teachers impacts on teacher supply with consequent cost implications for the training of new teachers to meet shortfalls.

MINEDUC targets two distinct groups: children between the ages of 5-14 who are at much less risk of infection and thus constitute a 'window of hope', and youths between 14 and 24 who are in the high risk category and where education is much needed. This requires a coherent education HIV/AIDs sector policy and strategic response which is multi-sectoral and complementary to a national programme. There is no HIV/AID Education policy as yet but MINEDUC will soon be developing the policy and an Education Strategic Plan (2005-10).

2.2.11 ‘Hard to Reach’ Children

The Government of Rwanda has been a strong advocate in ensuring that ‘Hard to Reach’ children access education through flexible pilot complementary or “catch up” programmes. A major strategy has been to elaborate what should constitute a minimum learning package to achieve ‘gender best practices’, and the integration of life skills and HIV/AIDS education.

Key priority challenges for the ESSP 2005-2010 will focus on issues of:

- Planning and assessment - developing a policy for ‘Hard to Reach’ children to facilitate strategic planning and resource mobilization; capacity-building at all levels within a decentralised system, as well as support to community involvement in monitoring and planning ‘Hard to Reach’ children education at school levels.
- Ensuring quality provision of education and learning achievement through an improved MLA literacy and numeracy skill, and lifeskills (inclusive of the promotion of peace and reconciliation strategies); scaling up the ‘catch-up’ programme.
- Intersectoral coordination - provision of water and sanitation, gender responsive facilities in HIV/AIDS education, and the integration of lifeskills orphan care and treatment for children.

2.2.12 Special Education Needs

There is no policy for Special Education Needs (SEN) but a study has been completed and will help to produce a policy and long-term strategy, which will require incorporation into the Annual Operation Plans of all sub-sectors given that some 10% of all students suffer from some form of disability. Most of the current SEN activities are run by NGOs and churches as there are only 5 educational centres for children with hearing, visual, physical and mental disabilities and only 1 is at secondary school level. Inevitably, SEN activities are restricted to a small number of students with disabilities.

Key priority challenges for the ESSP 2006-2010 will focus on issues of:

- Increasing the general awareness of SEN
- Making sure that ‘special needs and support services’ form part of the education system
- Working towards a barrier-free physical environment
- Facilitating a supportive and inclusive psycho-social learning environment
- Developing a flexible curriculum to ensure access for all learners
- Inclusion of SEN concerns into the school curriculum
- Instructional and monitoring/evaluation strategies for teachers
- Providing effective development programmes for educators, support personnel, and other relevant human resources
- Developing a community-based support system which tackles cultural issues concerning disabled and otherwise challenged people
- Ensuring an EMIS system which identifies the numbers of children needing assistance
- Ensuring there is a programme of professional development involving the Pre-service and In-service

The incoming SEN programme will require funding for data collection, training of specialists, equipment and making special provision/alterations of physical facilities. It will also require an in-service programme for some, if not all, teachers with regard to SEN strategies – e.g. how to cope and assess differential learning in the ordinary classroom

2.2.13 Peace and Reconciliation

Education at all levels (primary, secondary and tertiary) is an important means of addressing issues of peace and reconciliation in the context of Rwanda post-1994. National and individual values emphasizing peace, harmony and reconciliation will infuse the revision of the History and Civic Education primary curricula for which the NCDC is seeking resources. The Guidance and Counselling curriculum is also to be undertaken and will explore innovative ways of counselling for trauma healing of children at primary and secondary levels and to ensure resources in schools.

2.2.14 Private Sector Involvement

Under MINEDUC's sector wide approach to planning in the new ESSP, it is recognised that the non government sector must play a crucial role if the dual education aims are to be achieved. That is, all children will have access to nine years of basic education. Management of the non government sector's expansion and the quality of its provision in a fiscally sustainable manner is a critically important policy issue especially when the proposed route is one whereby the GoR intends to mix government finance with private delivery and private ownership of a considerable proportion of the post-primary education service.

If GoR is to provide incentives for growth of the non government sector, then specific policies will be needed to guide this action so that it does not subsidize the rich, that it provides value- for-money in terms of quality education and that it targets the very poor in society. MINEDUC will require an integrated programme of action that embraces assessments of the constraints to expanding non-government provision; evaluation of possible approaches to promoting growth in non government provision and the implications of such approaches for equity and for unit costs; costed scenarios for promoting expanded provision and for targeting disadvantaged children; and a policy and strategic framework for a managed scheme or package of schemes to promote non government provision.

CHAPTER 3 Monitoring Education Sector Performance

3.1 ESSP Review

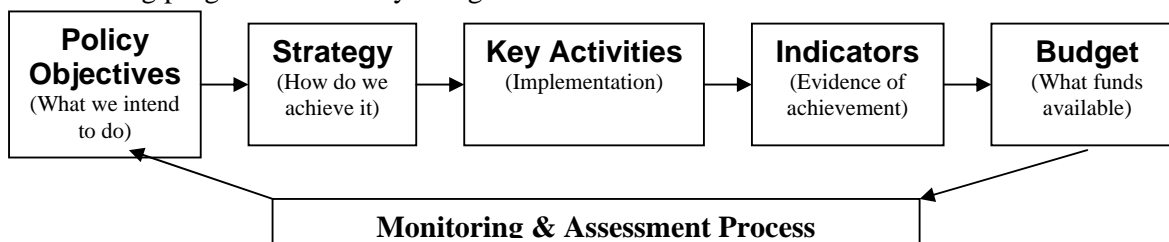
The process of accountability, to which the Government of Rwanda is committed, dictates that there should be a Joint Review of the Education Sector (JRES) on a regular basis (annually for the foreseeable future). The JRES will review the education sector performance which is led by MINEDUC. It is conducted in concert with all internal and external development partners. In terms of the monitoring of education performance, the purpose of the JRES is to ensure that there are effective returns on the investments being made in the education sector and that the intended beneficiaries, i.e. students, children, parents and all other stakeholders, are indeed benefiting.

The first Joint Review of the Education Sector in April-May 2003 signified the start of the review process. The performance of the sector is evaluated against commissioned reports, inspection reports, sector indicators, target completion and visits to educational establishments. Working in tandem with our development partners, the performance review will inform future policy, future work programmes and the on-going development of the ESSP itself.

The JRES will be arranged to complement the annual progress report and the budgetary cycle so that informed decisions can be taken. Likewise the review will take place prior to the revision of the AOWPs. The review will cover whole sector performance and will, of necessity, cover all aspects of annual educational development, including projects and sub-programmes.

3.2 Monitoring Progress

The ESSP will serve to guide the formulation of the Annual Operation Work Plans and to provide a framework for the monitoring and assessment of achievements. Its purpose is to elaborate GoR's vision through policy objectives. These objectives are realized through outlined key activities within broad budget indications. The process is shown below (Fig 1). The strategies and key activities must therefore be realistic and the indicators SMART¹ if they are to be useful. Evidence of success includes qualitative indicators that require the application of professional judgment to assess the extent to which they have been achieved. The combination of measurable and qualitative indicators will make monitoring and evaluating progress a relatively straightforward task.



(Fig 1) – Monitoring process

¹ SMART – Specific, Measurable, Achievable, Realistic and Time Bound

The revisions to the ESSP and framework layout seek to capture this process within a more readable and manageable document. In addition, the PRSP Policy Matrix for the Education Sector provides a guiding framework for the monitoring of the ESSP by outlining key policy areas, targets to achieve, and responsibility allocations.

The indicator system will address the following requirements for monitoring sector performance:

- a) ***The need to have a comprehensive grasp of the state of implementation in relation to ESSP targets.***

Policy makers and decision makers, including managers of implementing agencies and other stakeholders, will be informed about the issues, challenges, successes and progress in the sector so that evidence-based analyses and decisions can be made.

- b) ***The need to maintain focus on problem areas, critical concerns and priorities.***

As well as taking forward the sub-sectors, there should be provision for special and possibly unforeseen policy directions which may need particular monitoring. The tracking of indicators will provide an early warning of unexpected circumstances.

- c) ***The need to generate support for educational interventions.***

Support for specific interventions will be necessary in order to increase the probability of their successful implementation. This may call for a revision of indicators and implies that the system must be flexible.

- d) ***The need to provide feedback to all stakeholders***

The indicator system in the policy matrix will assist in providing clear and unambiguous feedback to stakeholders through periodic reporting procedures.

- e) ***The need for coordination shall be established and supported***

Additionally, a framework of key performance indicators (Table 2) which relates directly to the ESSP and the PRS has been developed within MINEDUC and the Education Development Partners Group. These indicators will be used by GoR and development partners as the primary measure of impact and outcome against inputs when assessing education performance in poverty reduction. .

3.3 Key Performance Indicators for Rwanda

INPUT INDICATORS	2004	2005	2006 Baseline	2007	2008	2009	2010
Education spending as % of GDP ²	5.0%	5.2%	5.2%	5.4%	5.6%	5.9%	6.1%
Education spending as % of GoR Budget ³	14.6%	13.9%	16.5%	17.0%	17.5%	18.0%	18.5%
Government spending on Education as % of total public expenditure ⁴	23%	24%	25%	25%	25%	25%	25%
Recurrent expenditure on Primary Education as % of total recurrent expenditure on education	41%	43%	45%	46%	46%	49%	46%
Recurrent expenditure on Tronc Commun as % of total recurrent expenditure on education			14%	15%	14%	15%	15%
Recurrent expenditure on Upper Secondary Education as % of total recurrent expenditure on education			6%	6%	6%	6%	7%
Recurrent expenditure on Secondary Education as % of total recurrent expenditure on education	23%	20%	18%	21%	20%	21%	22%
Recurrent expenditure on Higher Education as % of total recurrent expenditure on education	30%	29%	29%	26%	22%	20%	20%
Recurrent Exp per Primary Pupil (RWF) ⁵	9,472	10,712	13,653	15,770	18,230	21,100	24,165
Recurrent Exp per Tronc Commun Pupil (RWF)	73,884	73,467	70,207	71,306	72,406	73,518	74,281
Recurrent Exp per Upper Secondary Pupil (RWF)	63,150	75,584	86,435	94,392	102,874	108,845	121,344

² GDP figures are projections on 5% growth. The base 2004 figure is taken from Masabo (2005) report, Minecofin. Education spending is government spending on primary, secondary, higher, informal, STR and institutional support. This includes the recurrent and development budget of Mineduc and the provinces as found in the ESSP.

³ Education spending is as is defined above in note 2.

⁴ This is recurrent education spending as a proportion of the GoR budget minus interest payments, debt repayments, arrears and capital expenditure.

⁵ The figures on recurrent expenditure per primary, tronc commun and upper secondary pupil do not include expenditure on science and technology.

Average Exp per Higher Education Student	795,418	828,040	958,047	976,082	978,980	977,548	973,843
Ratio of Higher Education to Primary education unit costs	86	77	70	62	54	46	40
STR (IRST) expenditure as % of GDP	0.07%	0.07%	0.08%	0.09%	0.10%	0.11%	0.12%
OUTPUT INDICATORS (PRIMARY)	2004 Baseline	2005	2006	2007	2008	2009	2010
Pupil: Teacher ratio ⁶ (not including head teachers)	66.9	69.0	63.5	61.8	60.2	58.7	55.6
Pupil: Teacher ratio ⁷ (including head teachers)	62.0	64.0	59.2	57.7	56.2	54.8	52.0
Number of teachers (not including head teachers)	26192	26944	30590	32364	34063	35741	37335
Number of teachers (including head teachers)	28254	29033	32785	34668	36467	38242	39949
Primary teachers certified to teach according to national standards	23112	25255					
Male qualified (%)	87%	94%					
Female qualified (%)	89%	94%					
Number of years schooling for primary graduate	11.5					6.6	
Class Size ⁸	51	51	51	51	51	51	50
Number of Classrooms	29385	29748	31904	33285	34544	35741	36630
Pupil-Classroom ratio	62	63	61	60	59	59	57
Number of schools	2262	2295					
School size (average number of pupils)	775	810					

⁶ The target is that Pupil-Teacher Ratio is to fall, however, it has been rising since 2001. Head teachers are not included in the PTR.

⁷ The target is that Pupil-Teacher Ratio is to fall, however, it has been rising since 2001. Head teachers are not included in the PTR.

⁸ Class size is smaller than pupil-teacher ratio and pupil-classroom ratio because of double shifting.

Pupil-textbook ratio (for core subjects)							
Number of computers							
Pupil-Computer ratio							
Non-salary as % of Recurrent Spending	31.1%		38.1%	41.5%	45.0%	45.0%	45.0%
OUTPUT INDICATORS (TRONC COMMUN)	2004 Baseline	2005	2006	2007	2008	2009	2010
Pupil-Teacher Ratio	30		30	30	31	31	31
Number of teachers (Including non-public)	4381		5637	6186	6899	7883	9063
Primary teachers certified to national standards							
Number of classrooms (public only)	1663		2266	2575	3004	3617	4395
Pupil-Classroom Ratio	47		47	46	46	46	46
Number of schools							
Pupil-Textbook Ratio (for core subjects)							
Number of computers							
Pupil-Computer ratio							
Non-salary as % of recurrent spending			65%	64%	62%	60%	59%
% Pupils Boarding	58%		41%	35%	30%	25%	21%
OUTPUT INDICATORS (UPPER SECONDARY)	2004 Baseline	2005	2006	2007	2008	2009	2010
Pupil-Teacher Ratio	26	26	26	27	27	26	26
Number of teachers (including non-public)	2885	3113	3278	3348	3415	3487	3615

% teachers qualified to national standards							
Number of classrooms (public and L.S only)	896	940	975	1030	1093	1164	1244
Pupil-classroom ratio	40	40	40	40	40	40	40
Pupil-textbook ratio (for core subjects)							
Number of computers							
Pupil-Computer ratio							
Non-salary as % of recurrent spending			60%	60%	60%	60%	60%
% Pupils Boarding	75%	72%	69%	66%	63%	60%	55%
OUTPUT INDICATORS (HIGHER)	2004 Baseline	2005	2006	2007	2008	2009	2010
Number of students							
Number of lecturing staff							
Number of academic staff with Masters qualification							
Number of academic staff with PHD qualification							
Student/lecturer ratio							
% of ex-pat lecturers							
OUTCOME INDICATORS (PRIMARY)	2004 Baseline	2005	2006	2007	2008	2009	2010
Gross enrolment rate (%) ⁹	129%	136%	140%	141%	142%	142%	137%
Gross entry rate (%)	195%	206%	163%	149%	137%	125%	120%

⁹ GER, NER, and completion rate vary slightly from previously published statistics because of updated base population projections.

Net enrolment rate (%)	92%	92%	94%	94%	95%	96%	97%
Primary completion rate (World Bank method)	42%		65%	75%	85%	109%	122%
Primary completion rate (UNESCO method)	51%		74%	84%	94%	119%	132%
Average repetition rate	19%		15%	13%	11%	10%	9%
Average drop out rate	14%		12%	10%	8%	5%	5%
Transition to Tronc Commun ¹⁰	60%		47%	46%	48%	42%	43%
Pupil - Qualified Teacher ratio	75.8	73.6					
Learning achievement in core subjects (MLA and or/national assessment test scores)							
OUTCOME INDICATORS (TRONC COMMUN)	2004 Baseline	2005	2006	2007	2008	2009	2010
Gross Enrolment Rate	20%	23%	26%	28%	30%	33%	36%
Net Enrolment Rate							
Completion Rate	14%	16%	21%	23%	25%	27%	30%
Average Repetition Rate	9%	9%	8%	8%	7%	6%	6%
Average Drop Out Rate							
Transition Rate to Upper Secondary		91%	83%	67%	63%	60%	57%
Pupil-Qualified teacher ratio							
Exam Performance							
OUTCOME INDICATORS (UPPER SECONDARY)	2004 Baseline	2005	2006	2007	2008	2009	2010

¹⁰ Includes transition to private Tronc Commun schools. Although this is projected to fall, TC enrollment is still rising significantly.

Gross Enrolment Rate	11%	12%	13%	13%	14%	14%	15%
Net Enrolment Rate							
Completion Rate	8%	10%	11%	12%	12%	13%	13%
Average Repetition Rate	5%	5%	5%	5%	5%	5%	4%
Average Drop Out Rate							
Pupil-Qualified Teacher Ratio							
Exam Performance/Learning Achievement							
OUTCOME INDICATORS (HIGHER)	2004 Baseline	2005	2006	2007	2008	2009	2010
Number of student places provided							
Gross Enrolment Rate							
Net Enrolment Rate							
Average Repetition Rate							
Average Drop Out Rate							
Completion Rate							
Student-Qualified lecturer ratio							
OUTCOME INDICATORS (STR)	2004 Baseline	2005	2006	2007	2008	2009	2010
Number of science students – upper secondary							
Number of science students – higher education							
Number of engineers qualified?							

IMPACT INDICATORS	2004 Baseline	2005	2006	2007	2008	2009	2010
Youth literacy rate (15-24 year olds)	84**						
Average Literacy (15 and above)	60***						

** UN source - Millenium Development Goals Status Report 2003

*** GoR source - 'Synthesis of the 2002 Census'

Notes:

1. Under the planned Education Management and Information System (EMIS) these indicators could also be disaggregated according to gender, district, type of school etc.
2. Blank fields may be present for suggested new indicators which could be monitored in the future by the new EMIS system or other sources.

CHAPTER 4 Strategic Framework

Throughout the ESSP, the policy objectives and the guiding principles are generally considered within 4 delivery areas and one service area, giving five *areas of focus*. These are:

1. Basic Education (BE)
2. Secondary Education (SE)
3. Higher Education (HE)
4. Science, Technology and Research (STR)
5. Planning and Management (PM)

The strategic framework gives clear indication of policy goals for education strategies and key activities with targets. Strategies have been costed in outline (see Chapter 5 and Annex 1 for further details). In the case of the basic and secondary sub-sectors, more detailed indicative costs are provided for non-salary expenditures. These give rise to prioritisation decisions. Items listed refer to Policy Objectives in the frameworks. The Policy Objectives are listed in the order of their appearance in the frameworks

Topics	Policy Objectives
1. Access	BE2 BE3 SE1 HE6
2. Adults, Non-formal, Out-of-school	BE2 BE8
3. Capacity Building	BE5 BE 8 SE6
4. Construction & equipment	BE2 BE3 BE8 BE10 SE1 SE2 SE6 STR6
5. Cost sharing and Recovery	STR5 PM6
6. Counselling	SE2 PM8
7. ECCD	BE1 SE7
8. Distance Education	SE7 HE7
9. Financial Management, Accountability	MTEF, BE2 BE3 HE2 HE3 HE5 PM1 PM3
10. Disadvantaged Groups (Girls, SEN & OVCs)	BE2 BE5 SE2 SE7 HE6 STR3
11. Governance, System Management, Planning, Coordination, Communities	BE1 BE3 SE6 SE7 HE4 HE6 STR1 PM1 PM3 PM4
12. HIV/AIDS	BE9 SE2 SE7 HE8
13. M&E & EMIS	PM2 STR1 STR4
14. Nine Years BE/UPE	BE3 SE 3 SE7 PM1
15. Non Government involvement (FBO, CSOs private sector)	STR4 STR11 PM5 PM7
16. Quality/Efficiency/Relevance	BE2 BE4 SE1 SE4 SE6 HE8 STR1 PM4
17. Science, ICT	BE7 SE5 SE7 STR1 to STR6
18. Social Contribution of Education	BE9 BE10 SE6 STR4 STR2
19. Teacher Training	BE1 BE2 BE8 BE10 SE1 SE6 STR6
20. Textbooks, Curriculum	BE6 SE3 SE7 HE9 STR11 PM1
21. TVET	BE10 SE6

4.1 Basic Education Strategic Framework (BE)

4.1.1 Overall Objective

The broad goal of the Basic Education subsector is to provide a foundation for increased equitable access to education for all children. This will be primarily focused through a Nine Year Basic Education programme which will increase access, retention and quality in primary education, improve institutional management, and reduce disparities and inequalities. There will also be increased education opportunities (including Vocational and

4.1.2 Priorities

Literacy opportunities) for out-of-school children, youths and adults. In the Non Formal Education sector, the aim is to achieve an 80% literacy rate.

- Increase the participation of young children in ECCD centres
- Seek out and reintegrate out-of-school children into the formal education system, & offer alternative education opportunities for "hard-to-reach" children
- Ensure a coherent planning process for the training of teachers and the construction of schools to meet increased enrolment
- Build more classrooms and schools at Primary level
- Train a greater number of primary teachers within a reorganised and improved teacher training system
- Improve the quality of education at all levels to improve the school completion rate for all with emphasis on girl learning achievements
- Increased emphasis on the teaching of science and technology, mathematics, and ICT
- Reduce the adult illiteracy rate
- Increase opportunities for out-of-school youth and adults to follow vocational training programmes

4.1.3 Policy Objectives

- Provide facilities, materials and training for education on HIV/AIDS and Special Education Needs
- To extend the provision of Early Childhood Care and Development

- To provide quality basic education on an equitable basis to all Rwandans
- To achieve Universal Primary Education by 2010 within the Nine Year Basic Education programme
- To maintain regular inspection of all institutions and personnel
- To ensure effective decentralisation, community ownership and participation in education provision
- To develop, monitor and review an outcome-oriented and streamlined BE curriculum
- To promote interest in Science and Technology
- To halve the level of adult literacy by 2015
- To provide life-skills awareness programme for all educators, communities and pupils
- To promote practical and entrepreneurial skills at all levels of the basic education system, including vocational training for out-of-school girls and boys, men and women

Policy Objectives	Strategies	Key Activities	Indicative Targets	Ref:
BE1 Extend provision of Early Childhood Care and Development	<p>Ensure a proper ECCD policy & operational framework</p> <p>Increase access of children to quality early childhood care</p> <p>Ensure quality provision for ECCD</p> <p>Encourage private sector involvement</p>	<ul style="list-style-type: none"> • Develop and implement a national policy and strategy on early childhood education and care • Establish community ECCD centres with MINEDUC support for materials & equipment and training • Provide ECCD training for NCDC & Inspection personnel • Develop a relevant and integrated ECCD curriculum • Research/prepare Rwandan material for stimulation kits -ECCD/home visits/ parenting • Re-establish CEAPS • GoR to recruit and pay ECCD trainers • Train ECCD teachers • Incentivise the private sector 	<ul style="list-style-type: none"> • Consultancy paper to be presented • 2006 ECCD national policy & strategy in place & included in MTEF • 2010 community centres in 106 districts • 2010 50% of pre-6year olds to access pre-schools and other home/community-based care services • 2006-07 ECCD materials prepared & distributed for all • Inspectorate orientation programmes • 2007 CEAPS operational • 2007/8 300 ECCD teachers trained • 2006/7 Trainers to support community supported centres 	BE6
BE2 Basic education shall be provided	Reintegrate children who are not in primary school, by implementing a national 'catch-up' programme	<ul style="list-style-type: none"> • Identification of OVCs and needy children • Develop a strategy for comprehensive care and support to OVCs • Develop appropriate learning/teaching 	<ul style="list-style-type: none"> • 2008 Scale up 'numbers of catch-up' to 50 centres with materials & teachers • 2007 Education programme for OVCs costed & in 2007-09 MTEF 	BE3 BE5 SE1

Policy Objectives	Strategies	Key Activities	Indicative Targets	Ref:
equitably to all Rwandans	<p>Offer flexible complementary Basic Education programmes for 'hard to reach' groups</p> <p>Integrate gender issues in all aspects of Basic education</p> <p>Ensure education provision for children with special needs</p>	<p>programmes and materials support for 'catch-up' centres</p> <ul style="list-style-type: none"> • Train centre teachers in the 'catch-up' programme • Develop and implement appropriate teaching and learning programmes for flexible classes • Develop Girls Education policy and strategy • Train teachers/role models in gender issues in classrooms and homes & appropriate materials supplied • Gender sensitisation meetings with parents • Appropriate sanitation for girls attending schools • Improve teaching, learning and assessment methods, promote gender-sensitive teaching • Ensure policy & strategy for SEN & institutional capacity • Establish new SEN centres • Mainstreaming of pupils into schools • Monitoring and evaluation of SEN programme 	<ul style="list-style-type: none"> • Improved education indicators for OVCs • 2007 Alternative education opportunities for "hard-to-reach" children costed & in 2007-09 MTEF • 2006 Girls Education Policy to be developed • 2007 Girl drop-out rate reduced to 5% in the 5 high girl drop-out rate provinces • SEN national policy & strategy adopted in 2006/2007 • Capacity building within MINEDUC • By 2006 Equipment for SEN schools, • 2005-07 SEN teachers for various disabilities • 2006-07 INSET SEN programme • Training of Inspectors, & preparation for mainstreaming • By 2007 – Increased numbers of SEN pupils mainstreamed into public schools • 2008 – Review of mainstreaming, process • SEN students included in sport activities • 2006 Monitoring report available 	SE2 SE7 HE6 PM1
BE3 Achieve Universal Primary Education	Nine Year BE strategies & plans in place & operational	<ul style="list-style-type: none"> • Drafting of overall Nine Year Basic plan by the responsible committees 	<ul style="list-style-type: none"> • 2006 – Implementation strategy & action plans developed & agreed • Statement for schools on the role of Year 	SE1 SE7 PM1

Policy Objectives	Strategies	Key Activities	Indicative Targets	Ref:
by 2010 within the Nine Year Basic Education programme	<p>Improve access at Primary level</p> <p>Improve internal efficiency at Primary level</p> <p>Improve school management</p>	<p>(NBEEC/SITEC/ TETEC/ CURTEC/FEMTEC) inclusive of resources needed (funds, HR, structures etc)</p> <p>Implementation of Nine Year Basic programme</p> <p>Pre-requisite implementation phase operational:</p> <ul style="list-style-type: none"> • Increase & develop teachers to meet increased enrolment • Develop & implement a leadership strategy for Head Teachers • Build schools/classrooms to provide necessary extra accommodation and facilities • Ensure funding is available and capitation grants are well used <p>Provide quality learning through the alignment of curriculum, teaching and assessment so as to:</p> <ul style="list-style-type: none"> • Reduce double shifting in lower primary • Reduce repetition rate 	<p>6 as a transition year</p> <ul style="list-style-type: none"> • 2006 Implementing Nine Year Basic (MTEF 2007-09) • 2006 TD&M policy in place • 2010 Increase of 9605 teachers in primary schools (total of 39,718) • 2006-10 10, 300 classroom constructed to agreed 'Norms & Standards' • Capitation of RWF 2500 per pupil for all schools from 2006 • 2010 – Projected target of children in schools achieved • 2010 - Less than 15% in G1-3 • 2010 - Repetition rate reduced to 9% • 2010 - Primary Completion Rate (PCR) of 76% • 2010 - Reduce number of years to complete primary cycle from 10+ to 8 yrs • 2010 - 1:49 T:P ratio • 2010 Reduce admin staff by 15% • Inspection reports indicating SIPs done • School management validated through regular inspections 	

Policy Objectives	Strategies	Key Activities	Indicative Targets	Ref:
		<ul style="list-style-type: none"> • Increase Primary Completion (PCR) • Reduce number of years of schooling • Improve T:P ratio • Training in school planning and accountability procedures • Reduce non-teaching administrative staff 		
<p>BE4 Regular inspection of all institutions and personnel</p>	<p>Prepare for the introduction of Nine Year Basic Education</p> <p>Improve the inspection/ advisory service</p>	<ul style="list-style-type: none"> • Review of educational outcomes consonant with the revised curriculum • Ongoing re-orientation & training of the inspection service towards an inspection/ advisory support role within a decentralised & more discretionary management system 	<ul style="list-style-type: none"> • 2006-07 Assessment document available for GIE • • 2006 – Increase in numbers of primary school visited • 2006 – Training programme for the remaining 4 untrained inspectors & 12 Provincial Directors completed • 2006 Training of 17 subject specific inspectors completed • 2006 Training of all District Inspectors (106) completed • 2006/08 Training for 400 Head Teachers at Secondary & 2400 HTs at Primary level completed • Regular meetings between GIE & 4 Regional Inspectors • • 2006/07 Decision on feasibility of outsourcing & possible inspection training programme for 500 teachers 	<p>BE5 BE6</p>

Policy Objectives	Strategies	Key Activities	Indicative Targets	Ref:
		<ul style="list-style-type: none"> Ongoing support to Regional Inspectors Review of policy options for outsourcing some inspection duties 		
BE5 Ensure effective decentralisation, community ownership and participation in education provision	<p>Decentralisation of financial/resource management</p> <p>Promote community capacity to take responsibility for certain educational activities</p>	<ul style="list-style-type: none"> Ensure continuous process of abolition of mandatory school fees at primary level Design and implement a system to monitor and evaluate the operations of PTA and BoG Participatory development of guidelines (incl finance management) for SMC/BoGs Ensure capacity building and roll out at all levels during the province to district transition process Build financial management capability with prepared guidelines on the issue and use of capitation grants for primary schools & ensuring parental/community involvement 	<ul style="list-style-type: none"> SIP and monitoring system of fund utilization in place 2006 All Primary school have a PTA-led SMC in place Ongoing training programmes for all primary schools Transparent and appropriate use of capitation funds shown in school reports 	BE4 PM4
BE6 Develop, monitor and review an outcome-oriented and streamlined BE curriculum	<p>Restructuring of NCDC</p> <p>Continued development of the primary curriculum</p> <p>Produce high quality learning/teaching materials & ensure availability</p>	<ul style="list-style-type: none"> Establish proposed new structures subject to GoR approval Enhance the professional capacity of the NCDC Ongoing updating of the primary curriculum content. Revision/merging & harmonisation of curriculum between P6 & TC1 Production of materials 	<ul style="list-style-type: none"> 2006 QA/Academic Committee & Management Committee in place Management manual developed Train 50 curriculum personnel Materials/equipment/ICT supplied Institutional links established 2006 Harmonised primary curriculum in place 2006-07 R.E; Art; Music; PE revised 2006 Guidance & Counselling curriculum developed 2006 Maths/ Social Studies TG & pupil books- developed, printed and 	BE4 BE9 SE1 SE2 SE3 SE4 SE6 SE7 PM2 PM3 PM4

Policy Objectives	Strategies	Key Activities	Indicative Targets	Ref:
	Conduct evaluations for all pupils in line with national and international standards	<ul style="list-style-type: none"> Integrate continuous assessment of learning into the learning/teaching process Develop & administer Monitoring Learning Achievement (MLA) instruments for Lower & Upper Primary 	<p>distributed to all schools</p> <ul style="list-style-type: none"> 2006 Math revised & distributed 2006 STE/Civic Ed – extra printing 2006 School Gardening curriculum completed 2007 Ratio of 1 book for every 3 pupils Teacher:Manual of 1:1 in core subjects 1 MLA test/level per 3 year period 2006 MLA Analysis & report prepared 	
BE 7 Promote interest in Science and Technology	<p>Improve the quality of Teaching Aids</p> <p>Improve Classroom infrastructure to optimize the learning environment for Science and Technology</p> <p>Teacher Training to improve quality of Science and Technology teaching</p> <p>ICT available in all primary schools</p>	<ul style="list-style-type: none"> 2,200 Primary schools - provide 40 Science Kits and sets of Science books Review needs for improved Classroom design / school layout. Implement improved classroom design nationally Review of remedial actions being undertaken in other countries. Develop and implement policies and teaching methods to optimize primary science and technology teaching Provide Primary Science Teaching Courses for Teachers & in TTCs Procure and install computers in each Primary school Implement ICT Programme to teach ICT skills to Primary School teachers 	<ul style="list-style-type: none"> 2006 Pilot programme of 20 schools with Science Kits and book 2006-07 Review assessment completed 2007 -08. Follow-up programme into remaining schools depending on review results. 2006 - Improved Classroom design / school layout to provide science facility in each Primary School 2007-2008 Building programme 2006-08 Improved Primary Science Teaching in Teacher Training Colleges (TTCs) June 2006-08 PCs & training courses provided in each Primary School 	STR1-7
BE 8 Current levels of	Expand the Adult Literacy programme for All and assure the	<ul style="list-style-type: none"> Develop a policy document, via consultative seminars 	<ul style="list-style-type: none"> 2007 National AL policy & strategy 2007 Updated MTEF to include costed 	BE2 BE4

Policy Objectives	Strategies	Key Activities	Indicative Targets	Ref:
adult illiteracy will be halved by 2015	<p>necessary policy framework & budget</p> <p>Improve motivation of literacy trainers</p>	<ul style="list-style-type: none"> • Sensitize education administrations to AL & mobilize communities • Provide opportunities for older and younger adults, out-of-school youths to attend ALCs • Develop, print/purchase, distribute literacy materials • Equip ALCs with consumable materials • Upgrade ALCs • Train trainers-of-trainers (TOTs) • Train provincial and district literacy trainers • Train provincial/local functional literacy mobilisers • Monitor and evaluate all components of the literacy strategy wrt appropriateness, efficiency & effectiveness • Offer literacy trainers financial incentives • Provide recognition to literacy trainers 	<p>national literacy programme</p> <ul style="list-style-type: none"> • 2010 - 80% Adult literacy achieved through expanded Literacy classes • Numbers attending ALC classes in Annual assessment reports available • 2006 Reprint of existing Ad Literacy materials for 305,000 learners • 2007 Newspapers delivered to ALCs • 2007 Revision of manuals/materials and distribution to districts • 2006-10 Reprint of existing Ad Literacy manuals for 20,000 ALCs • 2006 Ensure ALCs can accommodate learners properly • 2006-07 Cadre of TOTs in place • 2006-10 Ongoing training for literacy workers • Annual assessment reports available • Costed plans in MINEDUC and provincial budgets 	HE7 PM5
BE 9 Life skills awareness for all educators, communities and pupils	<p>Protect pupils against physical, sexual and emotional violence</p> <p>Improve school health environment</p>	<ul style="list-style-type: none"> • HIV/AIDS policy drafted • Sensitise communities on child violence and the promotion of a child protection culture • Establish psycho-social support service for teachers and pupils 	<ul style="list-style-type: none"> • The existing National HIV/AIDS policy to be revised in 2006 and integrated into strategic plan • Provincial & District (106) meetings on violence awareness • 2006 Voluntary HIV testing for teacher 	BE2 BE6 SE2 SE7

Policy Objectives	Strategies	Key Activities	Indicative Targets	Ref:
		<ul style="list-style-type: none"> • Train teachers, Provincial and District personnel, and PTA members on hygiene and sanitation, nutrition, and HIV/AIDS • Establish PTAs and provide training for the members • Establish a division for Counselling and Guidance in MINEDUC, and in each province • Provide water supply systems and adequate sanitation facilities to schools • Monitor School Feeding impact on enrolment, repetition, and dropout 	<p>trainers/teachers</p> <ul style="list-style-type: none"> • 2007 Voluntary HIV testing for students/teachers • • TOT for parents in 106 districts • 2006 504 Peer educators in place • 2006-08 One week workshops in 12 provinces for teachers on health, hygiene, HIV/ AIDS completed • 2006-08 One week Focal Point workshops in 106 districts completed • HIV/AID materials for all schools • • 2008 1000 C&G teachers trained at province & district levels completed • • 2008 All Primary Schools with clean water and sanitation • • Ongoing annual monitoring reports 	
BE 10 Promote practical and entrepreneurial skills at all levels of the basic education system, including vocational training for out-of-school girls and boys, men and women and linked to functional literacy programmes	<p>Embed vocational training within education system</p> <p>Provide out-of-school youths with appropriate access to training for employment linked to supply/demand</p>	<ul style="list-style-type: none"> • Ensure legal, policy & partnership basis for technical and vocational training • Build partnerships & linkages between YTCs and private partners • Secure finance for expansion programme • • Establish new training centres • Rehabilitate existing, non-functional centres • • Recruit and train sufficient trainers for all YTCs 	<ul style="list-style-type: none"> • 2006-07 National VET policy & costed strategy in place • 2006 private sector partnership (MINEDUC, CSOs & private groups) agreement in place • 2006-07 Ensure costed programme & funding & ongoing programme thereafter • • 2006-09 20 new/rehabilitated YTCs • 2006-08 Ongoing training for 182 senior personnel in YTCs • 2006-10 Ongoing training for about 800 YTC craft/trades trainers • • 2006-10 Progressive revision & 	BE4 BE8 SE6 PM3 PM5

	<p>Improve quality and relevance of YTC programmes</p>	<ul style="list-style-type: none"> • Produce, procure, and distribute textbooks and consumable materials • Ensure inspections of all YTCs • Ongoing analysis of market labour needs linked to the relevance of courses offered 	<p>expansion of curriculum subject areas</p> <ul style="list-style-type: none"> • 2006-2010 Purchase & distribution of materials for all YTCs • • 2006-10 Ongoing inspection of all YTCs • • Monitor need for new courses 	
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4.2 Secondary Education Strategic Framework (SE)

4.2.1 Overall Objective

Our priority is to expand secondary enrolments in line with the implementation of the Nine Year Basic Education programme and to improve the quality of education provision. We will achieve this by reducing wastage and building new classrooms. Where resources exist, we will review curricula and improve the supply and use of teaching and learning materials. Science, ICT and technical education will receive special attention and technical schools will be strengthened.

4.2.2 Priorities

- Expand Lower Secondary (tronc commun) by constructing more classroom/schools in tandem with the expansion of Primary Education under the Nine Year Basic Education programme.
- Gradually reduce boarding provision by constructing new tronc commun schools in populated areas where pupils will not need to board.
- Seek additional ways and means to reduce the cost of Secondary Education provision
- Improve the quality of education throughout Secondary level through curriculum reform, upgrading of teacher qualifications and the provision of curriculum compliant textbooks and other teaching/learning materials.
- Maintain the participation of girls at both levels of Secondary education and improve their performance.
- Provide incentives to increase private provision of Secondary Education.
- Strengthen existing technical schools
- Tackle HIV/AIDS through the provision of special educational materials and programmes.
- Establish counselling and guidance services to assist in combating HIV/AIDS, trauma and other issues.
- Establish specialised schools at Upper Secondary level for the teaching of ICT and other Science and Technology subjects.
- Rationalise curriculum provision through the grouping of specialised subjects and the elimination of duplication

4.2.3 Policy Objectives

- To improve enrolment rates, access and equity in TC and Upper-Secondary.
- To reduce disparities in Secondary Education (Gender SEN & HIV/AIDS)
- To revise the Tronc Commun & Upper Secondary curriculum and text books

- To ensure that evaluation and assessment procedures contribute to educational quality
- To enhance ICT, Sciences and Technical subjects in Secondary Education
- To provide a quality learning environment and academic excellence in secondary schools
- To enhance the provision of technical and vocational education
- To ensure the quality of teaching in secondary schools, and high-quality, cost-effective Primary teacher training in TTCs to support Universal Primary and Nine Year Basic Education

Policy Objective	Strategies	Key Activities	Indicative Targets	Ref:
SE1 Improve enrolment rates, access and equity in TC and Upper Secondary.	<p>Increase the intake capacity of Tronc Commun & Upper Secondary schools.</p> <p>Improve the internal efficiency of TC & US schools</p> <p>Improve the utilization of available financial resources</p>	<ul style="list-style-type: none"> • Build more classrooms& expand existing schools • Create a sustainable school learning environment • Reduce drop out and repetition rates through the provision of sufficient learning materials, trained teachers (including ICT training) and adequate equipment • Implement a strategy to support the teaching of the new curriculum and materials • Ensure adequate numbers of qualified teachers • Develop & implement a leadership strategy for HTs • Training in school planning, finance management and accountability procedures • Reduce non-teaching administrative staff • Reduce administrative staffing • Gradually eliminate boarding facilities through the improved location of new TC and US schools • Increase the intake capacity of private schools 	<ul style="list-style-type: none"> • 2006 Implementing Nine Year Basic (MTEF 2007-09) • 2010 530 new TC Classes built • 23836 additional pupils in TC schools • 2010 Transition Rate Primary/TC 39% • 2010 TC Repetition Rate 4% • 2010 TC Drop Out Rate 5% • 2010 Transition Rate TC/U.Sec 42% • 2010 US Repetition Rate 3% • 2010 US Drop Out Rate 4% • 2010 TC Pupil Teacher Ratio 1:30 • 2010 887 new teachers trained for TC • 2010 152 new teachers trained for US • 2010 US Pupil Teacher Ratio 25 • School organizational capacity & responsiveness improved • Appropriate financial reporting • 2010 Reduce admin staff by 15% • 2010 80% of school staff in class teaching • 2010 TC Boarding students reduced to 25% • 2010 US Boarding students reduced to 40% 	BE3 SE6 SE7 HE7 STR1 PM6 PM7

Policy Objective	Strategies	Key Activities	Indicative Targets	Ref:
	Diversify modes of education delivery in Secondary Education	<ul style="list-style-type: none"> • Provide support for increased private investment (contributions for SIPs, orphans, tax incentives) • Alternatives to traditional secondary education i.e. evening classes, distance & virtual education, alternative schools. • Mechanisms for monitoring and evaluation of the Nine Year BE process developed and operational. 	<ul style="list-style-type: none"> • Ensure Parents' Associations in all districts are active and have guidelines • 2008 10% of local education. costs derived from parental and community groups • 2006 Assessment of ODL approaches to learning at all levels completed • Monitoring reports from the Coordinating & Technical committees available (NBEEC/ SITEC/ TETEC/ CURTEC/ FEMTEC) 	
SE2 Reduce disparities in Secondary Education (Gender SEN & HIV/AIDS)	<p>Ensure proper Gender policy & operational framework</p> <p>Establish mechanisms that encourage girls and children from disadvantaged backgrounds to enter and stay in Secondary school.</p> <p>Mainstream gender into the education sector</p>	<ul style="list-style-type: none"> • Develop Gender policy and strategic plan • Strengthen gender capacity analysis • Raise awareness to increase girl access & retention in all schools • Undertake children participation & empowerment activities • Design & provide appropriate Guidance/Counselling services in every secondary school. • Teacher gender awareness/training programmes • Assessment of scholarship programmes for needy pupils in Secondary education • Ensure that all needy pupils girls and disadvantaged 	<ul style="list-style-type: none"> • 2006 Gender policy & strategic plan in place • 2006 Analysis of girls/SEN under-performance identified & remediation measures in place • 2006 Study on girl education by Profemme & FAWE completed • Construction of a second FAWE school at Umutara • 2006-2007 Increased number of active gender clubs - Tuseme Speak-Out & Young Peoples' Alliance • 2008 Proportions of girls and children disadvantaged backgrounds attending public SE schools raised to 50% (TC) and 48% (US) • 2006 Guidance & Counselling pilot programme in 20 Secondary schools. • 2006 SMT and gender in education training programme for teachers • Funds allocated for needy girl pupils (FAWE & PACFA) 	BE1 BE2 BE9 HE6 STR5 PM3

Policy Objective	Strategies	Key Activities	Indicative Targets	Ref:
	<p>Provide suitable learning environments for girl pupils</p> <p>Ensure proper SEN policy & operational framework</p> <p>Provide appropriate learning opportunities for those with special education needs SEN.</p> <p>Strengthen HIV/AIDS awareness in Secondary Schools</p>	<p>children have their school fees paid from the District Ed. Fund</p> <ul style="list-style-type: none"> • Target/incentivize girls to enter into Science, Maths & Technology (SMT) subject areas • Build appropriate sanitation facilities for girls • Develop SEN policy and strategic plan • Develop a pilot programme to mainstream SEN pupils and monitor results • Expand mainstreaming SEN programme subject to review • Ensure effective school programme for SEN pupils through SEN awareness & teacher training programmes • HIV/AIDS policy drafted • Establish psycho-social & health support service for teachers and pupils • Workshops on HIV/AIDS awareness & counselling 	<ul style="list-style-type: none"> • Increased number of pupils/girls from needy backgrounds entering into Secondary schools. • 2006-2010 Increased number of girls taking SMT subjects • 2008 All TC/US schools will have suitable toilets that ensure girls' privacy • 2006 SEN policy & strategic plan in place. • 2006 Capacity building within MINEDUC & sensitization to SEN requirements • 2006 SEN pilot assessment available • 2006 Funding assistance from GoR to facilitate access through user-friendly buildings in pilot schools • Equipment for SEN pilot schools provided suitable needs (visually/auditory impairment, physically disadvantaged etc) • Teacher coping skills of SEN pupils raised • Increased number of SEN pupils registering for SMT subjects • 2006 Acceptance of HIV/AIDS National policy & 2006-09 Strategic Plan developed & costed in MTEF 2007-09 • Ongoing strengthening of Anti AIDS clubs in schools • 2006 Voluntary HIV testing for trainers/teachers • 2007 Voluntary testing for students/teachers • Ongoing education measures in place for 	

Policy Objective	Strategies	Key Activities	Indicative Targets	Ref:
		<p>for school staff</p> <ul style="list-style-type: none"> Facilitate production of HIV/AIDS awareness documentation for schools 	<p>raising awareness of HIV/AIDS and other health hazard prevention</p> <ul style="list-style-type: none"> 2007 Appropriate HIV/AIDS IEC packages for all schools 	
<p>SE3 Revise the TC & US curriculum and text books</p>	<p>NCDC to revise all TC and US curricula as appropriate.</p>	<ul style="list-style-type: none"> Harmonise curricula between P6 & TC1 & revise TC curricula wrt Nine Year Basic Education introduction Identify and rationalise subject grouping Provide workshops to explain new framework arrangements Revise curricula in all subjects at US Develop and distribute core subject materials with emphasis on maths and science textbooks 	<ul style="list-style-type: none"> 2006 Existing curricula evaluated and revised for TC Subject grouping and instructional framework in place 2006 Existing curricula evaluated and revised for US Ongoing History project material for TC & US 2006 History curriculum completed 2006 Guidance and Counselling curriculum for secondary education completed 2008 Materials developed and distributed for Biology/Chemistry/Physics (TC Science Project) 2007 Ratio of 1 book for every 3 pupils Teacher:Manual of 1:1 in core subjects 	<p>BE6 SE7</p>
<p>SE4 Evaluation/assessment contributes to educational quality</p>	<p>Reinforce the NEC.</p>	<ul style="list-style-type: none"> Train NEC staff and provide necessary equipment Provide quality examination papers and certificate Ensure effective and transparent administration and marking 	<ul style="list-style-type: none"> 2008 Exams consonant with national curriculum 	<p>BE4 BE6</p>

Policy Objective	Strategies	Key Activities	Indicative Targets	Ref:
<p>SE5 Enhance ICT, Sciences and Technical subjects in Secondary Education</p>	<p>Science and technology equipment in SE schools to promote the teaching of S&T</p> <p>Foster student interest in Science and Technology</p> <p>At Upper Secondary level to provide a solid foundation in S&T to equip capable students to continue into higher S&T Institutions and future employment</p>	<p>Ensure well equipped science facilities by:</p> <ul style="list-style-type: none"> • Reviewing needs for Science Facility at Lower secondary level • Equipping and render functional all science labs technical and general secondary schools + materials <p>Ensure quality provision of Science and Technical instruction in TCs by:</p> <ul style="list-style-type: none"> • Reviewing the effectiveness of teaching practice & curricula in other countries • Improving science and technology teaching practice & curricula in all TCs • Providing S&T teaching training courses at TC level <p>Ensure quality provision of Science and Technical instruction at US by</p> <ul style="list-style-type: none"> • Reviewing the effectiveness of teaching practice & curricula in other countries • Improving science and technology teaching practice & curricula in all TCs • Providing S&T teaching training courses at TC level <ul style="list-style-type: none"> • Develop pupils ability to use ICT & install computers in each Upper Secondary School 	<ul style="list-style-type: none"> • 2006 Survey of needs completed • 2010 All TC schools equipped with Science Facilities <ul style="list-style-type: none"> • 2006 – Survey of international ‘best practice’ • 2006-08 - Equip and implement ICT Programme to teach ICT skills to TC teachers • 2010 TC school science teachers trained in the teaching of TC science • 2006-10 Improved curricula and teaching practice being undertaken in all TC schools. <ul style="list-style-type: none"> • 2010 30 US schools (and TTCs) with purpose built & equipped biology, physics and chemistry laboratories • 2006-07 All US Schools provided with Science text books • 2010+ improved curricula and teaching practice being undertaken in all US schools <ul style="list-style-type: none"> • 2008 Computers in all US schools & training programmes undertaken 	<p>SE6 SE7 STR1 STR4 STR5 STR6 STR7</p>
<p>SE6 Provide quality instruction in technical and vocational education</p>	<p>Raise the level of technical & professional training</p>	<ul style="list-style-type: none"> • Ensure consonance between technical and professional training and international standards within national needs • Improve the infrastructure, provision of equipment & supply of materials in technical education • Ensure course programmes are practical & workshops fully utilized • Maintain a high quality TVET pre-service and in-service training programme 	<ul style="list-style-type: none"> • Training programmes will be regularly reviewed every 5 years • 2006–10 Construction of new ETOs & rehabilitation of existing ETOs • Ensure all ETOs have sufficient materials • Follow-up assessment of practical training programmes • 2006 - 80% of trainers qualified to teach • A specialised TVET training department 	<p>BE10 SE3 SE7 HE9 STR1-6</p>

Policy Objective	Strategies	Key Activities	Indicative Targets	Ref:
	Ensure the relevance of technical & professional programmes	<ul style="list-style-type: none"> • Motivate teachers to enter/remain within technical education • Research on HR/labour market needs • Establish linkages between Sec Schools, YTCs, Higher Education Technical Institutions and the private sector to ensure complementarity in skills provision 	<ul style="list-style-type: none"> established in a Higher Institution • Incentive schemes to retain ETO trainers established • Technical programme will be aligned to the needs of Rwanda & the private industry sectors • Workforce supply is matched to current & future demand • A co-ordination unit for institutional linkages established 	
SE 7 Ensure quality teaching in secondary schools, and high-quality, cost-effective Primary teacher training in TTCs to support UPE	<p>Ensure the professionalisation of teachers</p> <p>Establish training courses for Heads of department</p> <p>Provide teachers, trained in participatory, learner-centred</p>	<ul style="list-style-type: none"> • TD&M policy finalised and recommendations undertaken • Incentives to recruit/retain teachers • Ensure clear standards for teachers • Train new heads of departments and subject advisors/monitors for all schools • Establish school performance indicators, quality standards, quality teaching and learning at all levels • Schools regularly inspected and performance monitored according to agreed standards/norms • Education programme through upgrading of TTCs to 	<ul style="list-style-type: none"> • 2005 TD&M policy in place • 2006 Recommended structures in TD&M policy established • • By end of 2006: • Career structures in place • Housing & Savings & Loan incentives for teachers in place • Support for teaching unions • Efficient teacher demand/supply procedures • • 2006 Core teaching values & competence profiles for continuing professional development established • 2006-07 Standards for teaching and teacher training at all levels established • 2006-07 Certification Framework • • Subject departments established and trained departmental heads appointed • Publish inspection reports on the web • • • • • 2010 9605 Primary teachers trained to meet 	<p>BE2 BE3 BE6 SE1 SE3 SE5 SE6 HE7 HE8 STR1 STR6</p>

Policy Objective	Strategies	Key Activities	Indicative Targets	Ref:
	<p>approaches at the various levels with emphasis on meeting HR needs of Nine Year Basic Education</p> <p>Increase specific area skills of teachers at all levels</p>	<p>CoE</p> <ul style="list-style-type: none"> • Revise pre- and in-service (distance education) courses for KIE and NUR to reflect new curriculum structure, content and approaches in TC/US • Develop a system of provincial teacher in-service support services • Provide TTCs with learning/teaching equipment and materials, appropriate for BE-focused classroom training • Strengthen the methodology components in TTC/CoE (including gender & subject specific L-centred approaches) • Develop a SEN component for the TTC curriculum • Further develop an ECCD component for the TTC curriculum • Finalise draft training manual for HIV/AIDS/ lifeskills education, and gender materials for teacher the training curriculum • Teacher training provided in ICT and technical subjects 	<p>Nine Year Basic Education requirements</p> <ul style="list-style-type: none"> • 2005 Establish viability of teacher upgrading by Distant Education & expand if feasible • • • 2006 INSET programmes for all starting with provinces requiring most help (Chibungo, Mutara, Butare) & targeting partially qualified teachers • Develop school-based resource centres in 106 Districts • • 2008 Contextualised teacher training curricula appropriate to Rwanda & textbooks for all Primary subjects distributed to CoE/TTC • • • Recruit short-term outsourced trainers to provide training programmes for ICT and technical teachers 	

4.3 Higher Education Strategic Framework

4.3.1 Overall Objective

To develop the higher education sector in order to meet manpower needs for social and economic development.

The challenge for the sub-sector during the plan period (2005-2010) will be to continue with its efforts to modernize and reform Higher Education. The overall aims are to substantially increase student numbers and improve quality while reducing costs and implementing the expatriate exit strategy. This will largely be achieved through efficiency measures including the introduction of formula funding, a cost-recovery student loan scheme and by widening the resource base with encouragement for public Higher Learning Institutions (HLIs) to seek private funding.

4.3.2 Priorities

- Higher Education Law gazetted and implemented
- Establish a fully functional and active National Council for Higher Education (NCHE)
- Increase access to tertiary education including greater representation of females at all levels in all domains
- Implementing a Formula Funding model by 2006
- Establishing the legal basis of the Student Financing Agency for Rwanda (SFAR) and attendant loan scheme
- Reorganising the Directorate of HE for policy and monitoring effectiveness
- Introducing more diverse sources of funding for HLI, including income generation, cost recovery and greater private-sector participation
- Educating increasing numbers of graduates to higher-degree level for the eventual placement in HLI staff establishments and to replace the expatriate teaching cadre.
- Ensuring the full integration of an HIV/AIDS component into curricula in all Higher Education institutions

4.3.3 Policy Objectives

- Promoting the development of Science & Technology teaching in line with the development goals of Rwanda
- To improve and modernise the higher education system:
- To expand higher education system through efficient and effective systems
- To roll out student cost sharing scheme

- To improve the governance, management and planning of Higher Education
- To diversify the funding of higher education by private and other non-governmental means
- To develop HE to accommodate a more diverse population including equal opportunities for the disadvantaged (particularly females) in all programmes
- To develop effective systems of continuing education within HLIs
- To provide high quality relevant HE for national development and unity
- To ensure high level theoretical and practical training being undertaken in Rwanda to train science and technology professionals and technicians
- To establish links with high level Institutions in other Countries.

Policy Objective	Strategies	Key Activities	Indicative Targets	Ref
HE1 Improve the higher education system			2005 Higher Education law gazetted	
HE2 Expand the higher education system through efficient and effective systems	Implement systems of funding & governance reforms to improve performance and efficiency, and lower costs	<ul style="list-style-type: none"> • Update the formula funding system • Review financial projections in the light of strategic plans • Comprehensive Strategic Plan for whole sub-sector • Expatriate exit strategy • Agree key performance criteria 	<ul style="list-style-type: none"> • 2007 Formula funding model implemented • 2006 Strategic plans in place for all institutions • 2006 Exit strategy currently being developed with individual institutions • 2006 Efficiency plan agreed for each institution 	HE3 HE5 PM1 PM6
HE3 Roll out student cost sharing scheme	Ensure effective recovery system loan scheme for all students attending institutes of higher learning	<ul style="list-style-type: none"> • Review range of policy options for student loan schemes 	<ul style="list-style-type: none"> • 2005 Legal basis of Student Financing Agency for Rwanda (SFAR) confirmed • 2006 Loan Scheme fully operational • 2007 Reduce annual student loans over time 	HE2
HE4 Improve the governance, management and planning of Higher	Reorganise the DHE to take on a funding and monitoring role Establish a new NCHE	<ul style="list-style-type: none"> • Review practice and capacity of the DHE, & provide financial and M&E training as necessary 	<ul style="list-style-type: none"> • 2006 Reorganisation of Directorate of HE completed 	HE2 HE5 PM1 PM2 PM6

Policy Objective	Strategies	Key Activities	Indicative Targets	Ref
Education		<ul style="list-style-type: none"> • Draft and develop regulations and TORs for the new NCHE • Establish National Strategic Planning System for HE 	<ul style="list-style-type: none"> • 2005 National Council for Higher Education established • 2006 National Higher Education Strategy produced 	
HE5 Diversify the funding of higher education by private and other non-governmental means	Create the conditions that encourage the planned growth of private and non-government higher education	<ul style="list-style-type: none"> • Investigate the legal, fiscal and investment conditions necessary to encourage private investment in higher education • NCHE to establish system and procedures for accrediting and licensing non-government institutes of higher education 	<ul style="list-style-type: none"> • 2006 Expert study on private funding modalities completed • 2006 Regulations for the establishment of private institutions approved & in place • 2006 National Guidelines for Enterprise and Commercial Activities in place 	STR8 PM3 PM5 PM6 PM9
HE6 Develop HE to accommodate a more diverse population including equal opportunities for the disadvantaged (particularly females) in all programmes	Develop costed programme for HE to a greater and more diversified student intake	<ul style="list-style-type: none"> • Develop guidelines for access and social inclusion • Conduct a baseline study on girls' education in the tertiary subsector • Develop national strategy for females in HE • Develop IEC and sensitisation programmes for parents of potential female students • HE institutions and HE Directorate to collaborate with Secondary Directorate to foster suitable secondary programs for girls & improve girls' performance 	<ul style="list-style-type: none"> • 40% of all students in public HLIs will be female by 2008 (from 26% in 2001) dependent on SE graduation • 2007 Guidelines for Student Support Standards developed & in operation 	STR5
HE7 Develop effective systems of continuing education within HLIs	Develop and implement appropriate, relevant and diverse Continuing Education programmes (distance learning, outreach, evening classes, tailor-made courses)	<ul style="list-style-type: none"> • Include Continuing Education as a line in the MTEF • Identify sources of public, community, FBO and private support for Continuing Education 	<ul style="list-style-type: none"> • 2006 Open/Distance learning policy in place • 2006 Open/Distance Learning Unit initiated within MINEDUC • 2010 Operational Centres for Continuing Education in every HLI 	PM1 PM2 PM6 PM7
HE8 Provide high quality relevant HE for national development and unity (with	Develop HE systems and programmes	<ul style="list-style-type: none"> • Identify and operate a scholarship award scheme with an element of positive discrimination towards female scholars 	<ul style="list-style-type: none"> • 2010 Cadre of well-qualified national staff in all HLIs • 2010 Educate up to 600 graduates to international masters and doctoral level 	STR8 PM9

Policy Objective	Strategies	Key Activities	Indicative Targets	Ref
emphasis on relevant civics education elements)		<ul style="list-style-type: none"> • Develop NQEF • Establish NQAI system • Develop a NTLF & life skills programme within all students' study experience • Establish an agreed National Community Service system (for all HE students) and agree the content of a core academic programme • Decide the extent to which community and core curriculum activities will be credited towards final qualifications • Develop details of core activities with all stakeholders • Establish clear curriculum linkages with other education sub-sectors and labour market requirements 	<ul style="list-style-type: none"> • 2008 National Qualifications & Equivalencies Framework developed • 2008 National Quality Assurance & Inspection system implemented • 2010 National Teaching and Learning Framework agreed • 2008 Agreed Core Curriculum in use (incl life skills, HIV/AIDS, community service, citizenship, entrepreneurship) 	
HE9 Undertake high level theoretical and practical training in Rwanda to train professionals and technicians	<p>Ensure the provision of courses and associated high level technical equipment</p> <p>Ensure the training of lecturers and instructors to the appropriate standard</p> <p>Networking with international institutions to assess</p>	<ul style="list-style-type: none"> • Curriculum Review, including opening of new course programs (e.g. Civil, Mechanical, Electrical Electronic, Computer Science) • Reinforce the Technical Training equipment in: KIST, KHI, ISAE, KIE, to ensure high quality technological training equipment and laboratories to support the courses being undertaken • Select lecturers per Institution to develop with high level Training • Review achievements and record of international institutions. Identify those to be 	<ul style="list-style-type: none"> • 2010 All courses/course established & content appropriate to needs • 2010 All Institutions equipped to required standard for training • 2010 All institutions with enough high calibre Rwandan lecturers/ supporting staff • Partnership Links established 	STR4 STR9-11

Policy Objective	Strategies	Key Activities	Indicative Targets	Ref
	appropriateness/willingness to develop educational links	<p>associated with and work towards forging partnership link</p> <ul style="list-style-type: none"> • Monitor programme 	<ul style="list-style-type: none"> • 2007 – 2010 Monitoring & assessment reports available annually 	

4.4 Science, Technology & Research (STR)

4.4.1 Objective

To create the foundation of scientific knowledge and technical expertise that will underpin the need development needs as elaborated in Vision 2020

The national political direction of Rwanda is defined by Vision 2020 and the *Integrated ICT-led Socio Economic Development Policy and Plan for Rwanda 2001-2005*. The challenge is to construct a knowledge-based economy founded on the use of information technology and the applications of science. This vision presupposes the creation in Rwanda of a society and of an economy rich in information. Implicit within the vision (and a prerequisite for its realisation) is that capacity building in science, technology/ICT and research should take place at all levels. The mission is to train a cadre of Rwandan citizens capable of bringing technological innovation to the nation and to raise the profile of science and technology.

4.4.2 Priorities

- The promotion of the teaching of science and technology (S&T) at all levels
- The training of sufficient qualified personnel to teach science and technology
- The establishment and strengthening of a body to co-ordinate research programmes
- The provision of scientific and technical equipment with emphasis on ICT
- The identification (and development) of urgent and relevant research programmes.
- The training and development of researchers to foster high level research
- The establishment and strengthening of a body to co-ordinate research programmes
- The identification (and development) of urgent and relevant research programmes.
- The training and development of researchers to foster high level research

4.4.3 Policy Objectives

- To foster a positive climate for science teaching
- To promote ICT in education

- To increase significantly the rate of enrolment and in particular the proportion of women in Scientific, Technological and ICT streams
- To improve the quality of STR education by providing the Education Sector with qualified STR personnel & trainers
- To popularise technological innovations and achievements, and to promote innovation and the transfer of appropriate technology
- To increase funding for research through diversification of potential funding sources
- To develop scientific research and cooperation consonant with local needs and Rwandan society

Policy Objective	Strategies	Key Activities	Indicative Targets	Ref
STR1 Improve the quality of STR education by providing the Education Sector with qualified STR personnel & trainers	<p>Establish a national framework for STR</p> <p>Increase the number of teachers qualified in Science and Technology</p> <p>Improve the quality of teaching in Science and Technology</p>	<ul style="list-style-type: none"> • Finalisation of the STR Policy development • Define priority training needs for Science and Technology teachers • Increase STR student places in Teacher Training HLI • Improve motivation among teachers of Science and Technology & ICT • Training to be within less costly international venues • STR departments in Teaching Training institutions develop a quality assurance programme 	<ul style="list-style-type: none"> • 2006-07 STR National policy & strategy developed and accepted • 2006 Feasibility Report on options for promoting STR & ICT in education sector completed • 2006 Report on prioritised areas of needs and numbers of S&T teachers completed • 2006/07 Terms and conditions of service for STR teachers improved • Cost of training STR personnel reduced • 2008-10 Qualified STR teachers available in all fields • Quality assurance reports available 	BE3 SE2 SE5 SE6 SE7 HE8
STR2 Improve the quality of administration in Science Model schools & ETOs	Establish standards and criteria for the recruitment of Heads of Model schools & ETOs	<ul style="list-style-type: none"> • Agree on standards and criteria for recruiting Science Model schools & ETOs with all concerned • Train and appoint according to agreed criteria 	<ul style="list-style-type: none"> • Suitably qualified and experienced STR personnel appointed to appropriate positions 	SE5 SE6 SE7
STR3 Promote a positive climate for Science teaching	Develop a positive perception to STR	<ul style="list-style-type: none"> • Put in place awareness raising campaigns to demonstrate the importance of Science • Hold 'Science Days' in schools for students and parents 	<ul style="list-style-type: none"> • Improved positive public perception of Science 	BE7 SE1 SE6 SE7 HE6

Policy Objective	Strategies	Key Activities	Indicative Targets	Ref
				STR5
STR4 Use of Science, Technology & ICT for the benefit of society	Ensure the acceptance of STR for human and institutional development & management	<ul style="list-style-type: none"> • Provide a favourable environment for the application of scientific knowledge in resolving the everyday problems of the population • Facilitate the dissemination of scientific knowledge within the community • Collaborate with the Department of Planning to create a framework for partnership between scientific institutions and industry 	<ul style="list-style-type: none"> • The results of scientific research are accessible to the general public and are exploited • Researchers will have the right to assert intellectual property rights • Partnership agreements will be established between research and teaching institutions, NGOs, civil society, and industries 	BE7 SE6 HE9 PM9
STR5 Significantly increase the rate of enrolment in Scientific, Technological and ICT streams	<p>Improve the status of STR and ICT professions</p> <p>Promote gender-based STR programmes</p>	<ul style="list-style-type: none"> • Proposals for payment of incentives to technical personnel • Collaborate with the Department of Planning to create associations for scientists and technicians • Encourage girls to enrol in scientific & technological streams at all levels • Sensitise the general public on gender, science and technology 	<ul style="list-style-type: none"> • Increase in the number of students in scientific and technological streams • 2007 Reduced barriers for girls impeding access to science education 	BE7 SE5 SE7 PM9
STR6 MINEDUC to promote ICT in Education	<p>Use of Information Technology tools in schools</p> <p>Coordinate the national "School Net" programme</p> <p>Monitor and evaluate the implementation of the "Integrated ICT-led Socio-economic Development Policy and Plan" in</p>	<ul style="list-style-type: none"> • Continue policy of promoting IT in schools • Continue & monitor the implementation of putting computers into schools • Establish a secretariat named "IT at school"; promote "Sponsor a School" initiative (IISED, E1.4) • Develop a programme to set up mobile computer laboratories (MCLs - IISED, E2.3) • Guide the national "School Net" committee • Monitor and evaluate the implementation of the "School Net" programme and establish an annual report system • Advise on curriculum development and the evaluation system for ICT at school • Set up national consultative structures for 	<ul style="list-style-type: none"> • 2008 Information technology used in classrooms for teaching purposes • Ongoing national co-ordination of the ICT programme in the education system 	BE7 SE5 SE6 SE7P PM9

Policy Objective	Strategies	Key Activities	Indicative Targets	Ref
	the field of education	<p>teaching and research in IT (NCCE, RARN, etc)</p> <ul style="list-style-type: none"> • Take part in the development of the distance education programme in schools (NEDET) • Advise on setting up regional structures for teaching and research on geographical data (RITI, GIS, RESSI) 		
STR7 Obtain increased research funding from diversified sources	Mobilisation of funds by research institutions from their principal partners	<ul style="list-style-type: none"> • Department of Planning & STR departments in HLIs to promote private sector financing for STR 	<ul style="list-style-type: none"> • 2007-10 Private sector partners financing research in HLIs • Ongoing public & private partnerships in research 	HE5 PM7 PM9
STR8 Develop scientific research and cooperation consonant with local needs	<p>Create a structure for the coordination and planning of research programmes</p> <p>Promote local knowledge & use of local products resulting from research</p>	<ul style="list-style-type: none"> • Organise a consultative meeting for the setting up of a coordination body • Initiate and support inter-institutional research programmes • Participative regional joint research ventures • Carry out study tours to benefit from experience elsewhere 	<ul style="list-style-type: none"> • 2007 Research coordination body is functional and efficient • Research programmes are satisfactorily carried out in research institutions • Research outcomes effectively reach users and beneficiaries • Research papers on local needs/research programmes published 	HE9 PM1 PM7 PM9
STR9 Development of scientific personnel & development of research capacity	<p>Ensure the provision of courses and associated high level Science and Research equipment</p> <p>Ensure the training of researchers, lecturers and instructors to the appropriate standard</p>	<ul style="list-style-type: none"> • Review of STR training curriculum in HLIs • Reinforce the Scientific Training equipment in: UNR, IRST, to ensure high quality academic and practical training, including research needs aimed at the development needs of Rwanda in particular in the area of technology transfer • Select lecturers per Institution to develop high level training 	<ul style="list-style-type: none"> • All courses & content appropriate to Rwanda's practical/research needs • All Institutions equipped to appropriate standard for high level research 	STR8

	<p>Networking with Organizations engaged in pioneering work in Science and Technology. Develop educational and research links. Work towards accreditation with Internationally acclaimed Academic, Research and Professional Bodies</p>	<ul style="list-style-type: none"> • Survey to review capacity needs of all institutions. • Provide institutional support to public research centres and institutions conditional on the development of strategic plans • Review against needs and priorities of Vision 2020 and establish areas of Scientific Research which can benefit Rwanda. Identify best in field international organizations against these priorities and work towards forging partnership links 	<ul style="list-style-type: none"> • Priorities to be established against this review to maximize the benefits to the institutions against the needs of Rwanda • All research institutions staffed with sufficient high calibre Rwandan lecturers/supporting staff • Partnership links established 	
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4.5 Planning and Management Strategic Framework (PM)

The *Education Sector Policy* (2002) provides the basis for a strategic approach to sector development, including the monitoring, evaluation and reporting of sector performance. The responsibility of MINEDUC and its co-ministries, Provinces, Districts and schools is to establish, implement and oversee the monitoring and evaluation of sector performance in order to make the most efficient use of scarce resources, within clearly defined roles and constraints.

4.5.1 Priorities

- Support for the development and accessibility of free compulsory primary education and Nine Basic Education
- Carry out research/studies in critical areas in education
- Establish and publicise norms and standards
- Strengthen the Monitoring and Evaluation function at central, provincial, district and school levels
- Improve the collection, processing and presentation of statistics (in line with indicators and targets of the ESSP)
- Develop an effective EMIS
- Devise, introduce and use appropriate reporting formats and review mechanisms
- Oversee the production of and provide management oversight for Annual Operational Work Plans that are in phase with the budget cycle and which inform the MTEF
- Develop Science and Technology policy and strategy with special emphasis on girls
- Appoint and train suitable staff who will implement and maintain the above

4.5.2 Policy Objectives

- To identify, clarify and strengthen roles and to build capacity at all levels of educational management
- To strengthen Monitoring and Evaluation throughout the education system
- To ensure equity in resource allocation
- To assist decentralised authorities, schools and communities to achieve effective discretionary management and community participation
- To review, rationalise and strengthen non government (CSO, FBO) & development partners in broad sector education management and financing
- To provide guidelines on cost sharing, cost recovery and general financial efficiency

- To increase private sector participation in the education sector
- To assist NCDC to develop counselling and guidance services for schools
- To ensure studies & research in critical areas of education are carried out

Policy Objective	Strategies	Key activities	Indicative Targets	Ref:
PM1 Ensure clear and efficient planning processes, and build capacity at all levels of educational management	<p>Ensure clear & efficient planning processes</p> <p>Clarify policy, management and implementation roles of MINEDUC, Provinces, Districts and schools</p> <p>Ensure programming efficiency</p>	<ul style="list-style-type: none"> • Development of ESSP • Improved ESSP coordination by establishing ESSP Change Management Team (ECMT) and support for its operations • Development of budgeted Annual Operational Work Plans • Operational mechanisms for the ECMT developed • Review of MTEF • Establish Post Basic Educ/Training Task Force • Identify 'good practice' for all levels of management • Prepare, publish and circulate operational manuals, including guidelines on institutional roles and on harmonising 'good practice', for use at all levels of educational management • Prepare a policy and planning framework which defines community/CDC participation in construction, management and other education issues • Prepare agreed detailed work programmes at all levels of management • Identify HRD needs and competencies at all levels of the management system (central and non-central) and provide targeted training to upgrade the technical competence of selected staff • Establish report formats and procedures, produce and disseminate guidelines • Conduct management audit and institutional capacity- 	<ul style="list-style-type: none"> • 2006-2010 ESSP in place, rolled out & monitored • 2006 ECMT operational • 2006-10 AOWP developed & follow up of budgeted action plans drawn up at Province level • MTEF 2006-10 ceilings & Budgets consistent with sector financing strategy • 2006 Coherent PBET framework • Operational manuals for officers in MINEDUC/Provinces/Districts developed and in place • 2006 Agreed Work Programmes in place & reviewed annually • 2006- 07 HRD and Capacity Building programme designed, in place and operational 	<p>BE1 BE2 BE5 BE6 BE10 SE1 SE2 SE6 SE7 HE2 HE4 STR1 PM2</p>

Policy Objective	Strategies	Key activities	Indicative Targets	Ref:
	Ensure financial and management transparency	building assessment survey and follow-up on findings	<ul style="list-style-type: none"> • 2006 Framework for future reporting on expenditure established • Education sector PETS available 	
PM2 Strengthen Monitoring and Evaluation throughout the education system	Develop/improve M&E systems at all levels EMIS processes at central, provincial, district & school levels operational	<ul style="list-style-type: none"> • Design user friendly EMIS/FMIS to assist M&E systems • Establish appropriate EMIS systems in all provinces, districts and schools • Collaborate with NEC, IGE, to complement EMIS processes • Strengthen M&E and accountability measures at MINEDUC, provincial, district, school and institutional levels • Monitor school performance through regular school inspections conducted against agreed norms and indicators • Train officials at HQ, provincial district & Secondary school administrators in EMIS 	<ul style="list-style-type: none"> • 2006-07 Monitoring and evaluation (M&E) systems developed and implemented to all Provinces, Districts & secondary schools • 2006 EMIS reviewed & strengthened in MINEDUC • <i>Education Statistical Abstract</i> published annually • Update of ESSP/AWOP indicators • 2006 Planning Unit upgraded in data collection, analysis and presentation • 2008 All Secondary school administrators trained in EMIS 	BE4 SE4
PM3 Ensure equity in resource allocation	Develop pro-poor initiatives in education Ensure policy for secondary education sector and	<ul style="list-style-type: none"> • Use manpower and other needs-assessments to determine educational needs at all levels • Establish formulae to assess 'disadvantaged criteria' • Design resource allocation formula to ensure equity across sub-sectors and across districts • Develop school guidelines on management of resources & training • Establish report formats and procedures, produce and disseminate guidelines 	<ul style="list-style-type: none"> • Budget allocations analyzed • 2006-07 Education administrators with copy of guidelines & training at District/ School levels undertaken • 2007 Secondary school administrators school management training completed • 2006-2010 Trimestrial financial reports per year from each secondary 	BE2 BE3 BE8 BE9 BE10 SE1 SE2 HE2 HE5 HE7 HE8 STR3 PM1 PM5

Policy Objective	Strategies	Key activities	Indicative Targets	Ref:
	equitable distribution of resources to schools	<ul style="list-style-type: none"> • Train school administrations in the management of financial, material and human resources. • Ensure full involvement of PTA and BoG, especially in financial reporting 	school received at each provincial education office and 1 composite report received by for each secondary school from the provincial education offices	
PM4 Assist primary and secondary unit, decentralised authorities and communities to ensure effective decentralisation and community ownership and participation	<p>Ensure communities take responsibility for some educational activities</p> <p>Ensure efficient use of capitation grants</p>	<ul style="list-style-type: none"> • Prepare/review guidelines as to the establishment and operation of PTA/BoGs (with an emphasis on financial resource management) • PTA and BoG management committees in every primary and secondary schools • Design and implement a system to monitor and evaluate the operations of PTA and BoG • SIP development & quality assured • Guidelines & training on the issue and use of capitation grants for schools linked to quality assurance • Develop procedures for monitoring application of formula funding and allocate responsibilities 	<ul style="list-style-type: none"> • Every Primary school has a PTA-led SMC properly constituted by December 2005 and every Secondary school has a BoG in place by 2006 • Every Primary school receives a per capita allocation of RWF 1000 per pupil per annum (directly from the centre) to be overseen by the SMC, accounted for and spent in accordance with SIPs • Enrolment based formula funding scheme for allocation of capitation developed • Regular inspections and SIP assessments 	BE5 SE1 PM3
PM5 Review, rationalise and strengthen non government (CSO, FBO) & development partners in broad sector education management and financing	<p>Ensure effective effective mechanisms regarding the management of schools</p> <p>Review 'partnership principles' & co-ordination procedures</p>	<ul style="list-style-type: none"> • Review Establish SWAp management system, ensuring regular meetings of ETG • Prepare sector audits for Review • Collaborate with FBOs to focus their support towards the holistic development of schools and students • Partner/stakeholder funding and cooperation programmes for underfunded areas 	<ul style="list-style-type: none"> • Annual JRES & documentation • 2006 Regulations for school management in partnership with private/religious bodies available • 2006-2010 Donor , private investment & stake-holders support for education • 2006-2010 International partnerships with external institutions 	BE5 BE8 SE6 HE5 HE9 STR5
PM6 Provide guidelines on cost sharing,	Ensure cost recovery at all levels of the education sector	<ul style="list-style-type: none"> • Develop guidelines on 'Cost-Sharing' and 'Cost Recovery' • Monitor schools to ensure adherence to 	<ul style="list-style-type: none"> • 2006 National guidelines on cost sharing and cost recovery • 2006 All tertiary institutions to submit 	HE2 HE3 PM7

Policy Objective	Strategies	Key activities	Indicative Targets	Ref:
cost recovery and general financial efficiency		<p>guidelines on fees/costs</p> <ul style="list-style-type: none"> • HLIs capacity building strategy including Expatriate Staff Exit Strategy 	<p>cost recovery proposals to MINEDUC</p> <ul style="list-style-type: none"> • 2006 Expatriate Exist Strategy operational 	
PM7 Increase private sector participation in the education sector	Determine and provide enabling environment for the Private Sector to participate in the education process	<ul style="list-style-type: none"> • Identify and monitor the contribution that the private sector makes to education • Develop partnership initiatives through inclusive management approaches (aimed at schools, communities and businesses) • Publish regulations regarding the management of schools in partnership with private bodies (including FBOs) • Private sector develops own fora at regional and national level 	<ul style="list-style-type: none"> • Schools-Communities-Businesses partnership programmes in place at national and local levels by 2006 	BE5 PM6
PM8 Assist NCDC to develop counselling and guidance services for schools	Evaluate Counselling and Guidance needs and provide training to education professionals at all levels	<ul style="list-style-type: none"> • Set up a management body for Counselling and Guidance under the leadership of NCDC and including subsectoral Departments of MINEDUC • Determine the extent of the mandate for Counselling and Guidance services 	<ul style="list-style-type: none"> • All primary and Secondary schools will have Counselling and Guidance services 	BE2 BE9 SE2
PM11 Ensure studies & research in critical areas of education are carried out	Use studies and research to ensure education policy and strategy respond to the real situation	<ul style="list-style-type: none"> • Research and Planning Unit to supervise and manage the studies 	Key topics of Studies to be identified and undertaken.	SE6 STR2 PM6 PM1

CHAPTER 5 Financial Framework for the ESSP

5.1 Cost Projections

The following tables show the summary ESSP funding breakdown and requirement (recurrent and development) in terms of cost projections for the period 2006-2010. The costs are broken down by sub-sector/level of education. Annex 1 contains more detailed summaries outlining the assumptions made for each level.

The ESSP Financial Framework has sought to balance the priorities expressed by the Government of Rwanda. These are the:

- achievement of Universal Primary Education
- implementation of Nine Year Basic Education policy
- expansion of Science and Technology within education

Table 1: Summary of Recurrent Financial Projections by Sub-Sector (m FRW)

	2006	2007	2008	2009	2010
pre-primary	185	323	504	741	1,004
primary	26,325	31,382	38,520	45,982	51,495
tronc commun	7,500	9,939	11,611	13,943	16,790
upper secondary	2,597	4,437	5,091	5,653	7,939
teacher (TTCs & CoEs)	784	940	1,162	1,194	1,623
higher	16,009	16,554	16,970	17,295	20,945
non-formal	1,100	1,356	5,143	5,412	5,780
STR (IRST)	981	1,215	1,443	1,674	1,900
institutional support	1,772	2,305	2,618	2,864	3,332
Total	57,253	68,450	83,062	94,758	110,807

Note: All figures are in real terms, and inflation adjustment would be needed for nominal budget requests.

Table 2: Sub-Sector Share of Recurrent Resource Needs (m FRW)

	2006	2007	2008	2009	2010
pre-primary	0%	0%	1%	1%	1%
primary	46%	46%	46%	49%	46%
tronc commun	13%	15%	14%	15%	15%
upper secondary	5%	6%	6%	6%	7%
teacher (TTCs & CoEs)	1%	1%	1%	1%	1%
higher	28%	24%	20%	18%	19%
non-formal	2%	2%	6%	6%	5%
STR (IRST)	2%	2%	2%	2%	2%
institutional support	3%	3%	3%	3%	3%
total	100%	100%	100%	100%	100%

When considering the sub-sectoral breakdown and disregarding expenditure on non formal, STR and institutional support the ESSP financial projections are broadly in line with World Bank best practice indicators which are: 50% for the primary education sub-sector (including pre-primary education), 20-25% for the secondary education sub-sector, and around 20-25% for the higher education sub-sector. Planned expenditure on science and technology in education has been allocated to the appropriate levels of education i.e primary, tronc commun, upper secondary and higher. Vocational schools are found under the non-formal budget line and technical schools are found under the budget line for upper secondary. See Annex B (page 74) for a separation and breakdown of planned expenditure on science and technology across these levels of education.

It is important to note that there is no finalised strategy presently for some areas (for example adult literacy) and for some areas such as girls education a policy is being drafted, however, costings are yet been integrated into the financial framework. Once these are in place, the costs for certain sub-sectors may increase.

Table 3: Summary of Capital Financial Projections by Sub-Sector (m FRW)

	2006	2007	2008	2009	2010
primary	9,536	9,918	10,315	10,727	11,156
tronc commun	4,299	4,471	4,650	4,836	5,030
upper secondary	816	2,437	2,535	2,636	2,742
Higher (ex pat salaries)	2,091	1,682	1,226	751	259
Higher (construction)	-	127	80	118	155
non-formal	5	5	7	10	10
Total¹¹	16,748	18,641	18,813	19,078	19,351

5.2 Funding the ESSP

The following table shows the assumptions that lie behind projected resources, both domestic and external.

Table 4 Finance assumptions and projections

	2006	2007	2008	2009	2010
GDP (RwF millions)	1,294,500	1,359,225	1,427,186	1,498,546	1,573,473
GDP growth (real)	5.0%	5.0%	5.0%	5.0%	5.0%

¹¹ This total is for planned expenditure to meet classroom construction and rehabilitation needs. In reality the development budget in 2006 is 10.3Bill RWF, of which 8Bill is estimated to go on technical assistance and ex-pat salaries. This implies that there is a large financing gap, however, an unknown size of this gap is likely to be filled by non-governmental organisations. More detailed information of non-government activities in classroom construction is needed in order to assess the capital financing gap more accurately.

population (in millions)	8.6	8.8	9.1	9.3	9.6
population growth	2.6%	2.8%	2.8%	2.8%	2.8%
GDP per capita (RwF)	150,918	154,217	157,571	160,994	164,502
domestic revenue (RwF millions)	196,177	208,773	222,138	236,317	251,359
domestic revenue as % of GDP	15%	15%	16%	16%	16%
external resources (RwF millions)	208,561	221,687	235,878	250,935	266,907
external resources as % of total revenue	52%	52%	52%	52%	52%
total GoR budget	404,738	430,459	458,016	487,252	518,267
domestic recurrent resources for education (RwF millions)	27,376	30,201	33,270	36,602	40,217
share of domestic resources for education	14%	14%	15%	15%	16%
external recurrent resources for education (RwF millions)	29,104	32,069	35,328	38,866	42,705
share of external resources for education	14%	14%	15%	15%	16%
development budget for education (RwF millions)	10,302	10,908	11,554	12,237	12,957
dev budget as % of total GoR budget	2.5%	2.5%	2.5%	2.5%	2.5%
total resources for education (RwF millions)	66,782	73,178	80,153	87,705	95,879
Education as % of GDP	5.2%	5.4%	5.6%	5.9%	6.1%
Education as % of GoR budget	16.5%	17.0%	17.5%	18.0%	18.5%

With table 4 as a basis, table 5 shows the likely sources of funds available and the resulting financing gap over the plan period.

Table 5: Financing Gap not including science & technology in education (m FRW)

	2006	2007	2008	2009	2010
expenditure	81,421	91,688	101,440	113,014	124,453
recurrent	57,198	65,100	74,159	84,924	95,528
development (construction)	16,223	18,588	19,281	20,089	20,925
development (technical assistance + expatriate salaries)	8,000	8,000	8,000	8,000	8,000
Resources	66,782	73,178	80,153	87,705	95,879
MTEF	56,480	62,270	68,599	75,469	82,923
Development budget	10,302	10,908	11,554	12,237	12,957
of which project support (TA + expat salaries)	8,000	8,000	8,000	8,000	8,000
of which project support (estimated construction)	2,302	2,908	3,554	4,237	4,957

financing gap (=expenditure-resources)	14,639	18,510	21,287	25,309	28,574
financing gap as % of total resources	22%	25%	27%	29%	30%
recurrent financing gap	718	2,829	5,561	9,456	12,606
capital (construction) financing gap	13,921	15,680	15,727	15,853	15,968

Table 6: Financing Gap including science & technology in schools (m FRW)

	2006	2007	2008	2009	2010
Original financing gap (as above)	14,639	18,510	21,287	25,309	28,574
New S&T financing gap	55	1,624	5,915	6,815	12,096
New Total Financing Gap	14,694	20,134	27,203	32,123	40,670

Contributions to education from FARG have not been included in these figures for the MTEF, nor in the projected expenditure, as FARG funds are categorised under social protection in MINALOC rather than under the education sector.

The data in tables 1-4 are based upon projections from actual figures for 2006. The data also take into consideration the indicative targets set for certain factors, e.g. enrolment rates across the different sub-sectors, in order to ascertain a realistic resource envelope for both recurrent expenditure and capital investments.

Annex A - Education and Financial Projections 2006-2010

Definitions of Some Key Education System Indicators

1. **GER** (Gross Enrolment Rate): the relationship between the total number of pupils in primary education and the total population of school age (7-12 years).

$$\text{GER} = \frac{\text{Total number of pupils in primary schools} \times 100}{\text{Population aged 7 to 12 years}}$$

2. **NER** (Net Enrolment Rate): the relationship between the total number of pupils in primary education aged 7-12 years and the total population of school age (7-12 years).

$$\text{NER} = \frac{\text{Total number of pupils in primary schools aged 7 to 12 years} \times 100}{\text{Population aged 7 to 12 years}}$$

3. **P6 Completion Rate**: There are a number of ways in which the completion rate can be calculated. For ease of comparison between countries UNESCO uses:

$$\text{Completion Rate (UNESCO)} = \frac{\text{Enrollment in P6} \times 100}{\text{Population Aged 12 years}}$$

For the relationship between the number of non-repeaters in P6 (i.e the number of students that actually complete at the end of the year) and the number of 12-year olds in the population.

$$\text{Completion Rate (World Bank)} = \frac{\text{Non-Repeaters in P6} \times 100}{\text{Number of pupils in P6 6 years ago}}$$

This definition of the completion rate is expressed as a percentage of the whole cohort (regardless of whether they are in school or not); it is *not* expressed in terms of completion of students enrolled. For this measure, an alternative definition could be used:

$$\text{Alternative Completion Rate} = \frac{\text{Non-Repeaters in P6} \times 100}{\text{Number of pupils in P6 6 years ago}}$$

Number of pupils in P6 6 years ago

4. **Transition Rate:** the relationship between the official school-age enrolment rate in S1 and the official school-age completion rate in P6 the year before.

$$\text{TR} = \frac{\text{New entrants in S1 in year } n+1 \times 100}{\text{P6 non-repeaters in year } n}$$

Whilst the transition rates at secondary level may seem to be falling, this does not mean that there are fewer children going into secondary schools. The transition rate is projected to temporarily fall if completion rates in primary education are to improve very rapidly, whilst expansion in secondary education is slower in comparison initially.

5. **Promotion Rate:** the relationship between the number of newly registered pupils in a class and the total number of pupils who were in this class in the previous year. This is not included in the projections but is a residual of the repetition and drop rates below.
6. **Repetition Rate:** the relationship between the number of repeaters observed in a class and the total number of pupils in that class in the previous year.
7. **Dropout Rate:** the relationship between the number of dropouts in a class and the total number of pupils in that class in the previous year.

Annex B - Summary Projections

student & teacher projections	2006	2007	2008	2009	2010
primary					
total enrolment	1,941,738	2,000,921	2,051,151	2,096,183	2,076,706
repetition rate	15%	13%	11%	10%	9%
drop-out rate	12%	10%	8%	5%	5%
gross enrolment ratio	140%	141%	142%	142%	137%
completion rate (std method)	65%	75%	85%	109%	122%
cohort survival rate to reach grade 6				75%	
number of teachers	32,785	34,668	36,467	38,242	39,949
number of new teachers needed	2,866	2,839	2,869	2,854	2,228
student teacher ratio	59	58	56	55	52
class size	51	51	51	51	50
% double shifting teachers				15%	

tronc commun

	2006	2007	2008	2009	2010
transition rate (primary to TC)	47%	46%	48%	42%	43%
total enrolment (including private)	170,028	187,142	209,385	240,103	278,107
repetition rate	8%	8%	7%	6%	6%
gross enrolment ratio	26%	28%	32%	36%	41%
completion rate (std method)	21%	23%	25%	28%	32%
% private	38%	36%	34%	31%	28%
% boarding in public schools	41%	35%	30%	25%	21%
number of teachers	5,637	6,186	6,899	7,883	9,063
number of new teachers needed	831	1,022	1,329	1,574	1,773
student teacher ratio	30	30	30	30	31

upper secondary

	2006	2007	2008	2009	2010
transition rate (primary to TC)	83%	67%	63%	60%	57%
total enrolment (including private)	83,977	86,887	89,813	93,008	96,602
repetition rate	5%	5%	5%	5%	4%
gross enrolment ratio	13%	13%	14%	14%	15%
completion rate (std method)	11%	12%	12%	13%	13%
% private	53%	52%	51%	50%	48%
% boarding in public schools	69%	66%	63%	60%	55%
number of teachers	3,278	3,348	3,415	3,487	3,615
number of new teachers needed	234	234	243	302	326
student teacher ratio	26	26	26	27	27
class size (public schools)	40	40	40	40	40

teacher education (primary & tronc commun)

	2006	2007	2008	2009	2010
total enrolment in pre-service	5,605	6,196	6,675	6,045	7,549
number of teacher educators	216	240	260	237	296

higher education

total public enrolment (home)	12,519	12,720	12,949	13,207	13,419
total private enrolment (home)	8,263	8,345	8,429	8,513	8,683
total overseas enrolment	587	569	547	519	493

recurrent expenditure	2006	2007	2008	2009	2010
pre-primary					
% of primary recurrent expenditure	0.7%	1.0%	1.3%	1.7%	2.0%
total recurrent expenditure (RwF millions)	185	323	504	741	1,004
primary					
teacher's salary as multiple of GDP/capita	3.7	3.9	4.0	4.2	4.2
salary exp. per student (RwF)	9,400	10,312	11,289	12,336	13,291
non-salary exp. per student (RwF)	4,252	5,458	6,941	8,764	10,874
recurrent exp. per student (RwF)	13,653	15,770	18,230	21,100	24,165
total recurrent expenditure (RwF millions)	26,510	31,555	37,392	44,230	50,183
tronc commun					
teacher's salary as multiple of GDP/capita	3.7	3.9	4.1	4.3	4.5
salary exp. per student (RwF)	24,983	26,673	28,410	30,199	31,884
non-salary exp. per student (RwF)	46,400	45,482	44,542	43,583	42,397
recurrent exp. per student (RwF)	71,383	72,155	72,953	73,782	74,281
total recurrent expenditure (RwF millions)	7,500	8,436	9,626	11,218	13,184
upper secondary					
teacher's salary as multiple of GDP/capita	3.9	4.3	4.7	5.0	5.4
salary exp. per student (RwF)	34,155	37,413	40,555	42,671	47,680
non-salary exp. per student (RwF)	52,280	56,979	61,451	64,330	71,521
recurrent exp. per student (RwF)	86,435	94,392	102,006	107,001	119,201
total recurrent expenditure (RwF millions)	3,381	3,898	4,466	4,981	5,932

Science & technology in education – Annual Summary Costings (RWF Mills)

The following table provides a summary of the costings planned for science and technology in education by the appropriate allocation of money in ESSP budget sub-programmes.

	2006	2007	2008	2009	2010
1. Planning & monitoring	55	260	131	22	8
2. Primary Education	-	150	1,633	2,493	2,316
3. Secondary Education	-	2,522	2,626	2,662	2,590
4. Vocational Training (T.C)	-	93	3,690	3,728	4,011
5. Technical Training (U.S)	-	218	436	450	2,227
6. Higher Education	-	16	125	185	3,668
Total Planned Expenditure (RWF)	55	3,259	8,640	9,540	14,821

	2006	2007	2008	2009	2010
teacher education (primary & tronc commun)					
teacher's salary as multiple of GDP/capita	4.6	4.8	5.0	5.2	5.4
salary exp. per student (RwF)	35,229	37,734	40,346	43,071	45,666
non-salary exp. per student (RwF)	104,561	113,957	122,903	128,660	143,041
total recurrent expenditure (RwF millions)	784	940	1,090	1,038	1,424
higher					
HLL operational exp. per public student (RwF)	648,282	632,189	614,737	595,926	575,756
total recurrent expenditure (RwF millions)	16,009	16,538	16,845	17,110	17,277
non-formal					
exp. per literacy student (RwF)	1,771	1,928	2,094	2,267	2,416
exp. per YTC student (RwF)	121,935	112,385	103,070	94,008	84,793
total recurrent expenditure (RwF millions)	1,100	1,263	1,452	1,684	1,769
STR					
% of higher recurrent expenditure	6.1%	7.3%	8.6%	9.8%	11.0%
total recurrent expenditure (RwF millions)	981	1,215	1,443	1,674	1,900
institutional support					
% of total recurrent expenditure	3.0%	3.0%	3.0%	3.0%	3.0%
total recurrent expenditure (RwF millions)	1,717	1,946	2,203	2,502	2,791

capital expenditure	2006	2007	2008	2009	2010
primary					
classrooms	31,904	33,285	34,544	35,741	36,630
new classrooms needed (smoothed to 2015)	1,124	1,124	1,124	1,124	1,124
rehabilitation needed (smoothed to 2015)	688	688	688	688	688
student classroom ratio	61	60	59	59	57
class size	51	51	51	51	50
% double shifting classrooms				15%	
cost per classroom (RwF millions)	7.0	7.3	7.5	7.8	8.2
total capital expenditure (RwF millions)	9,536	9,918	10,315	10,727	11,156
tronc commun					
classrooms (public)	2,228	2,474	2,787	3,206	3,739
new public classrooms needed (smoothed to 2015)	474	474	474	474	474
public rehabilitation needed (smoothed to 2015)	90	90	90	90	90
student classroom ratio (public)	47	46	46	46	46
class size (public)	47	46	46	46	46
cost per classroom (RwF millions)	8.6	8.9	9.3	9.7	10.1
total capital expenditure (RwF millions)	4,299	4,471	4,650	4,836	5,030
upper secondary					
classrooms (public)	975	1,030	1,093	1,164	1,244
new public classrooms needed (smoothed to 2015)	86	86	86	86	86
public rehabilitation needed (smoothed to 2015)	30	30	30	30	30
student classroom ratio (public)	40	40	40	40	40
class size (public)	40	40	40	40	40
cost per classroom (RwF millions)	8.6	8.9	9.3	9.7	10.1
total capital expenditure (RwF millions)	816	2,437	2,535	2,636	2,742

higher education

expatriate salaries (RwF millions)

infrastructure (RwF millions)

total capital expenditure (RwF millions)

non-formal education

YTCs (public)

new YTCs

total capital expenditure (RwF millions)

	2006	2007	2008	2009	2010
expatriate salaries (RwF millions)	2,091	1,682	1,226	751	259
infrastructure (RwF millions)	-	127	80	118	155
total capital expenditure (RwF millions)	2,091	1,809	1,306	869	414
non-formal education					
YTCs (public)	31	34	37	41	46
new YTCs	3	3	4	5	5
total capital expenditure (RwF millions)	5	5	7	10	10

Annex C - Abbreviations and Acronyms

ALC	Adult Learning Centre
AOWP	Annual Operational Work Plan
BE	Basic Education
BoG	Board of Governors
CEAPS	Centre d'Expérimentation des Activités Pré-Scolaires
CFJ	Centre de Formation de la Jeunesse (see YTC)
CFP	Centre de Formation Professionnelle
CoE	Colleges of Education
CURTEC	Curriculum Technical Committee
De-L	Distance and e-Learning
DEPE	Direction d'Etudes et Planification (Department of Planning)
ECCD	Early Childhood Care and Development
ECMT	ESSP Change Management Team
EFA	Education For All
EMIS	Education Management Information System
ESI	Ecole Secondaire Inferieure
ESP	Education Sector Policy
ESSP	Education Sector Strategic Plan
ETO	Ecole Technique Officielle (Upper Secondary Technical School)
FBO	Faith Based Organisations
FEMTEC	Finance and Educational Management Technical Committee
GER	Gross Enrolment Ratio
GoR	Government of Rwanda
HEIs	Higher Education Institutions
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
HLI	Higher Learning Institute
HRD	Human Resource Development
HT	Head Teacher
ICT	Information and Communication Technology
IEC	Information, Education, Communication
IGE	Inspector(ate) General of Education
IISEDPA	Integrated ICT-led Socio Economic Development Policy and Plan for Rwanda 2001 - 2005
INSET	In-Service Education of Teachers
IRST	Institut de la Recherche Scientifique et Technologique
ISAE	Institut Supérieur d'Agronomie et d'Elevage
ISFP	Institut Supérieur des Finances Publiques
JRES	Joint Review of the Education Sector
KHI	Kigali Health Institute
KIE	Kigali Institute of Education
KIST	Kigali Institute of Science and Technology
M&E	Monitoring and Evaluation
MDG	Millennium Development Goals
MIC	Middle Income Countries
MIFOTRA	Ministry of Public Service, Skills Development, & Labour
MINALOC	Ministry of Local Government, Good Governance and Social Affairs and
MINECOFIN	Ministry of Finance and Economic Planning

MINEDUC	Ministry of Education, Science, Technology and Scientific Research
MLA	Monitoring Learning Achievement
MTEF	Medium Term Expenditure Framework
NBEEC	Nine Year Basic Education Executive Co-ordinating Committee
NCDC	National Curriculum Development Centre
NCHE	National Council for Higher Education
NEC	National Examinations Council
NEDET	National Electronic Distance Education and Training
NER	Net Enrolment Ratio
NFE	Non-Formal Education
NGO	Non-Governmental Organisation
NICI	National Information Communication Infrastructure
NICTPP	National ICT Policy and Plan
NQEF	National Qualifications & Equivalencies Framework
NUR	National University of Rwanda
ODe-L	Open, Distance and e-Learning
OVC	Orphans & Vulnerable Children
P1 etc	Primary year 1
PBET	Post Basic Education and Training
PCR	Primary Completion Rate
PM	Policy and Management focus area
PRESET	Pre-Service Education of Teachers
PRSP	Poverty Reduction Strategy Paper
PS1 etc	Pre-School year 1
PTA	Parent-Teacher Association
PTR	Pupil Teacher Ratio
RARN	Rwandan Academic and Research Network
REDNET	Rwanda Education Network
RESSI	Rwandan Experimental SMART Schools Initiative
RITI	Regional Information Technology Institute
RNIE	Rwanda National Institute of Education
S1 etc	Secondary year 1
SE	Secondary Education focus area/working group
SEN	Special Education Needs
SFAR	Student Financing Agency of Rwanda
SIP	School Improvement Plan
SITEC	School Infrastructure Technical Committee
SMC	School Management Committee
STR	Science, Technology and Research
SWAp	Sector-Wide Approach
TC	Tronc Commun
TD&M	Teacher Development & Management
TETEC	Teacher Education Technical Committee
ToR	Terms of Reference
TTC	Teacher Training College
UPE	Universal Primary Education
US	Upper Secondary
YTC	Youth Training Centre
NB:	Some abbreviations and acronyms are not available in English. Therefore the French version is used.