Republic of Rwanda

Education Sector Strategic Plan

2008 – 2012

MINISTRY OF EDUCATION

Foreword

The publication of the Education Sector Strategic Plan (ESSP) 2008 - 2012 marks the update of ESSP2007 - 2011 on the road towards developing Rwanda's education sector and in line with the Rwanda Economic Development and Poverty Reduction Strategy (EDPRS). As such, it will inform development of Education Sector during the next five years. The priorities of nine year basic education and the promotion of science and technology in education with special attention on ICT remain at the core of the Strategic Plan, recognising their role in human resource development for Rwanda. The concepts of universal access and

equity of quality provision underpin the ESSP. These will always occupy the most important place in the sector's planning and implementation activities. The ESSP states the key targeted educational outcomes towards which all levels from Ministry to schools should strive.

The Sector Wide Approach (SWAP) continues to guide the ESSP. This forward-looking plan is an instrument to make education sector policies operational and fully incorporates the GoR aims of economic development and reducing poverty based upon the productive application of skills and technology.
The ESSP is derived from the 10 year Long Term Strategy and Financial Framework (LTSFF). The LTSFF endorsed by development partners in 2006 and contributed to the education sector in Rwanda qualifying for Fast Track Initiative (FTI) funding. The ESSP guides the 3 year Medium Term Expenditure Framework (MTEF), the Annual Budget and the development of the Annual Operational Work Plans.

The ESSP 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 the development of a detailed Operational / Implementation Plan indicating what, by who, and when all activities will be done.

This is an important time for education in Rwanda; there are a number of ambitious policies and initiatives paving the way forward. This is accompanied with increasing Government and Development Partner resources being channelled to the Sector, in order to fill the identified financing gaps.

The focus in for the 2008 Joint Review of Education Sector (JRES) was quality education for economic development and poverty reduction. Seven high level objectives as stipulated in the EDPRS were the key forms with the major purpose being access to quality, equitable and effective education to all Rwandans.

This ESSP aims at improving education, particularly skills development, to meet the labour market demand, increasing the coverage and the quality of nine year basic education, strengthening Post Basic Education (PBE) and Technical and Vocational Education and Training (TVET), and improving the quality of Tertiary Education and fast tracking the 9 year Basic Education Program.

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

Dr. Daphrose GAHAKWA
Minister of Education

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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	*Diréction 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
IISEDP	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
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
PBE	Post Basic Education
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
SG	Secretary General
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

CHAPTER 1 The Education Sector: Overview

1.1 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)

The ESSP reflects the broad philosophical stance adopted by MINEDUC as expressed in the *Mission Statement for Education*. The Mission Statement incorporates national and international aspirations which are to underpin education sector development. The ESSP document therefore acts as a foundation for sectoral and sub-sectoral planning. Chapter two includes the sectors goal, purpose and high level objectives in relation to the Governments Economic Development and Poverty Reduction Strategy (EDPRS). Chapter 6 elaborates the logical framework approach including outputs and planned activities. Chapter 4 gives a descriptive overview of the major sub sector policies.

1.2 National Policy and International goals

MINEDUC has ensured that education sector policies comply with major international goals and national aspirations. The ESSP 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 and the removal of gender disparities. The Education for All (Dakar 2005) commitment is also reflected in the Strategic Plan.

In terms of National Policy, the ESSP is guided by the Education Sector Policy (2003) as well as Vision 2020, the Government's 7 year programme, Long Term Investment Framework (LTIF), and EDPRS. The ESSP builds upon the Government's over arching Economic Development and Poverty Reduction Strategy Paper (EDPRS) which recognises the key role that education can play to improve social and economic well-being and reduce poverty. The financial framework used within the ESSP is the same as that for the EDPRS and the education sector ten year Long Term Strategy and Financial Framework (LTSFF 2006-2015) which have both been endorsed by the Government and Development Partners in Rwanda.

The following diagram summarizes the planning methodology and the relationship between the sector planning documents.

Figure 1: Planning overview

1.3 Planning methodology

Planning in the sector follows the principle that education will be considered holistically as a sector using a *Sector Wide Approach* (SWAp). This includes considering primary, secondary and higher education within the same framework. All policy documents and international

agreements are brought together under the sector's 10 year plan (LTSFF). The five year ESSP stems from this and the *Medium Term Expenditure Framework* (MTEF) is used as a tool to ensure that budget allocations follow the medium and long term paths. The use of the MTEF also ensures that educational proposals are set within the national fiscal planning and management process, with close monitoring and regular evaluation. To support annual planning, annual operational work plans are also in place with detailed activities linked to the Annual Budget.

The Ministry recognises the importance of *partnerships* between government, parents, communities, donors, the private sector, NGOs, FBOs and civil society. There are annual participative consultations in the Joint Sector Review to facilitate participation of both development partners but also Rwandan education stakeholders. During the joint sector reviews, key performance indicators and expenditure performance are evaluated as well as including forward looking discussion on policy issues and development.

1.4 Identification of priority courses and skills for economic development and poverty reduction

The Ministry of Education promotes nine year basic education as the foundation for human resource development in Rwanda. The curriculum is being developed across all subject areas and also to incorporate a number of issues crucial to economic reviewed development poverty reduction. Some issues to be incorporated include reducing the high population growth rate through teaching of life skills, application of ICT, developing entrepreneurship skills, sensitisation on HIV/Aids, promotion of environmental protection, promotion of peace, unity and reconciliation, promotion of Rwandan culture, and gender equality and social inclusion.

Strengthened provision of priority courses have been identified in the following categories; Science and Technology, Engineering, Electronics, Mechanics, Construction, Agriculture, Horticulture, Tourism and Hospitality, Education and Health professions including Medicine and Nursing.

1.5 Main challenges facing the education sector

- Primary completion rates need to improve through a reduction in children dropping out and repeating classes.
- Examination performance needs to be improved
- Rwanda currently has one of the lowest enrolment rates at secondary school level in Sub Saharan Africa. The challenge therefore remains to implement Nine year Basic Education through expansion of enrolment in the *Tronc Commun* level whilst maintaining quality.
- Strengthening of education in science and technology
- Fostering TVET and a higher education system that is tailored to the labour market needs of Rwanda and which is regionally competitive.
- Ensuring the matching of learning outcomes with labour market needs at all levels of education.
- Training, recruiting and retaining teaching staff in order to achieve the targets in both terms of access and quality of education.
- Improving the status of the teacher and providing incentives to increase motivation
- Addressing supply side constraints by increasing schooling capacity – classrooms, adequate textbooks, learning materials etc

- Addressing demand side constraints by reducing the cost of schooling for the poorest – continuation of fee subsidies, and addressing indirect expenses and opportunity costs.
- Promoting girls education to narrow the gap in access and learning achievement at all levels of education especially in S&T fields.
- Expanding the provision of special needs education facilities and training according to levels of disabilities; promoting inclusion within existing schools where this is feasible.
- Implementing student grant loans recovery and designing a sustainable student loan system that targets funds to priority subjects and disadvantaged students.

CHAPTER 2 The Education Sector: Structure

2.1 Central Government

The education sector comprises those educational activities that take place currently under the governance of the four ministries. Of these, MINEDUC has the major responsibility and has been designated in the national *Economic Development and Poverty Reduction Strategy* (EDPRS) as the lead ministry for the education sector and is responsible for policy formation.

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

Ministry of Education (MINEDUC)

sets policy, norms and standards for the education sector; MINEDUC also undertakes planning, monitoring and evaluation at the national level

Ministry of Local Government, Social Affairs and Good Governance (MINALOC)

oversees decentralisation functions of education; administers FARG and community development funds. Monitors performance at decentralized levels (provinces and districts including performance contracts)

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

Sets and administers 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, the EDPRS and LTIF.

A number of public, private and voluntary institutions provide formal education, ranging from pre-schools to universities. Figure 2 shows the broad structure of the education system and figure 3 shows an outline of the qualification framework.

ESSP 2008-2012

Figure 2: Structure of the education system

RWANDA EDUCATION STRUCTURE

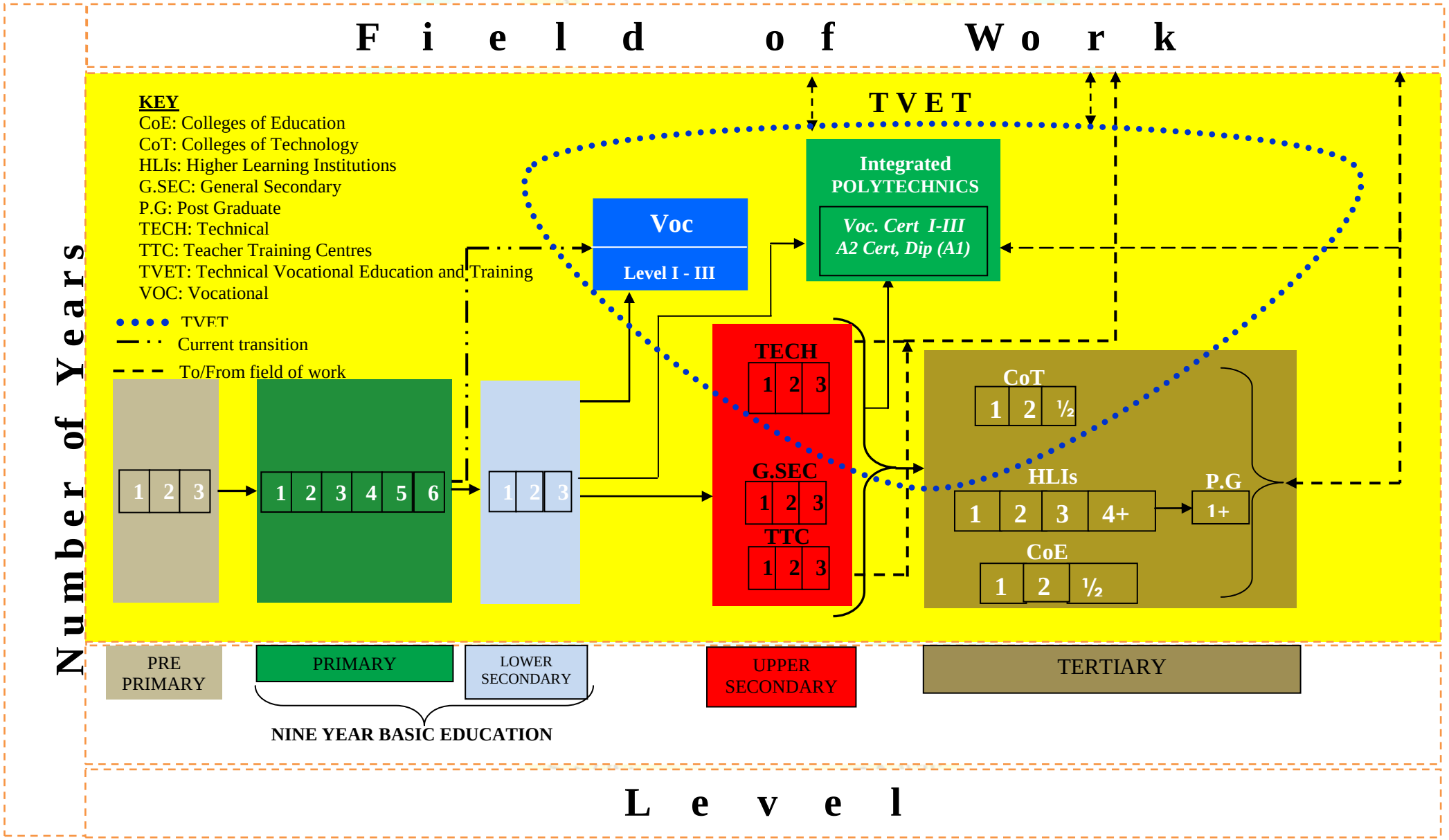

Figure 3: Overview of qualification framework

Qualification level	Primary and Secondary	Technical and vocational education	Teacher Training	Higher Education
Post-graduate				**Masters**
A0			**KIE**	**Degree**
A1		**Grade 1**	**Colleges of education**	**Diploma**
A2	**S4 - S6**	**Grade 2**	**Teacher training colleges**	
Basic education	**S1- S3**	**Grade 3**		
Primary	**P1 - P6**			
Pre-Primary	**PS1 - PS3**			

2.2 Districts

With decentralisation and public service reform currently being implemented across Government, responsibilities for programme and plan implementation and monitoring at the district levels lie with the district education offices.

For the education sector the following service delivery responsibilities lie at district level:

- Implementation of policy and strategic plan (national and province)
- Prepare the strategic plan for district
- Prepare the budget and MTEF
- Monitoring and evaluation for activities in education
- Recruitment of teachers and giving information of teachers employed to MINEDUC through Teacher Service Commission;
- Monitoring of NGO activities and report back to provinces and MINEDUC
- Responsible for the transfer of teachers and students within the same district
- Monitoring of school financial reports and use of capitation grant also teacher's salaries, capitation grant school feeding.

2.3 Schools

It is anticipated that as school management is strengthened, schools themselves will make more decisions and manage increasing amount of funds transferred directly to the school from the capitation grant. The implementation of policies including ensuring access and retention and quality of education primarily lie with schools.

The main source of their finance is the Capitation Grant which in 2007 is RwF 3,500/= per child for school general development (school functioning) and for recruitment of contractual teachers at around for Frw 5000 per teacher per month and allowances for permanent teachers at the rate of RwF 12,500/= per teacher per month.

Schools are expected to have functional and effective school boards and parent teacher associations. They are expected to report their financial resources and expenditures with the school board members, local community and districts.

Head teachers are encouraged to set up school boards and PTA's to help in the management of activities and finance. Schools are being encouraged to develop school plans and maintain financial records in order to improve planning and implementation at the school level. These Plans for implementation of education sector policies the shall a basis for self monitoring and valuation

2.4 Semi-Autonomous bodies

The following bodies have been tasked with specific responsibilities within the education sector. The National Curriculum Development Centre (NCDC) is responsible for development and reviews of curriculum for pre-primary, primary and secondary schools. Rwanda National Examination Council (RNEC) is responsible for the running of the examination system. Inspection General of Education (IGE) carries out school inspection in primary and secondary schools. The Teacher Service Commission (TSC) is responsible for teacher development and management. Student Financing Agency for Rwanda (SFAR) is responsible for administrating the student loans and grants in the higher education system. The "UMWALIMU SACCO" is responsible for teacher cooperatives. The National Council for Higher Education (NCHE) is responsible for accreditation of higher learning institutions and the National Commission for UNESCO (NCU) is responsible for coordination of activities related UNESCO's interventions.

2.5 Role of the Private and Civil Society

Private Sector and Civil Society role in education is now more crucial than ever. As the Government is taking education and training, human resource development as a priority now so that it can support others sectors, private sector and civil society need to do the same, Public Private Partnership (PPP) at all levels with special attention on (TVET and Higher Education).

CHAPTER 3 Goal, purpose and high level objectives

3.1 Summary of goal and purpose for the education sector

The five year Education Sector Strategic Plan has recently been integrated and aligned with the Economic Development and Poverty Reduction Strategy (EDPRS). This has involved producing a logical framework which clearly sets out the purpose of the education sector in relation to the overall goal for the Government.

- **The Goal of the overall Government EDPRS is to: *Achieve sustainable economic growth and social development***
- **The Purpose of the Education Sector is: *Access to quality, equitable and effective education to all Rwandans***

3.2 High level objectives for the education sector

EDPRS high level objectives for education have been outlined as follows:

1. Access to education for all
2. Quality education at all levels
3. Equity in education at all levels.
4. Effective and efficient education system.
5. Science and technology and ICT in education
6. Curriculum to include Culture, Peace Unity and Reconciliation

These high level objectives are to apply to all levels of education

- Pre-Primary
- Primary
- Secondary
- Technical and vocational education and training;
- Higher education
- Science, technology and ICT in education
- Adult literacy
- Girls education
- Special needs education
- School health including HIV/AIDS and sports
- School environment.

The policies for these areas are outlined in the following chapter.

CHAPTER 4 Sub-sector policies

Education in Rwanda is undertaking a fast pace of expansion with new policies and programmes in development that will strengthen this growth. Nine year Basic

Education and Science and Technology in Education remain at the core of the education policy and Long Term Strategy and Financial Framework 2006-2015 and are two major priority areas.

The following sections provide a short summary of different policy areas.

4.1 Nine year basic education

Achieving nine year basic education is one of the main goals and priorities of the Government of Rwanda. It aims to raise the general level of literacy, knowledge and skills in the population, which has the potential to reduce poverty and improve economic growth in the future. The Nine Year Basic Education policy, which was passed by Cabinet in February 2006, will lead to universal of primary education both in terms of enrolment and completion. The plan targets the achievement of lower repetition and drop out rates as well as double shifting of teachers in primary schools. In addition, student places in the first three years of secondary school, *Tronc Commun*, will be substantially expanded.

A summary of the policy targets are:

- Primary completion rate increased from 52% in 2006 to 112% by 2015[1]
- Drop out rate reduced from 15% in 2006 to 5% by 2010 and 2% by 2015
- Repetition rate reduced from 16% in 2006 to 8% by 2010 and 3% by 2015
- Double shifting of teachers reduced from 31% in 2004 to 6% by 2015
- Pupil-teacher ratio reduced from 70.1 in 2006 to 45:1 by 2015
- A textbook ratio of 1:1 in primary school core subjects by 2008
- Gross enrolment rate *Tronc Commun* from 24% in 2006 to 69% by 2015
- Transition rate from primary to *Tronc Commun* of 75% by 2015.

While these remain as per 2006, until they are reviewed in 2009 current efforts are underway to fast track these targets.

The implementation of the Nine Year Basic Education Programme will demand increased numbers of trained teachers, more teaching and learning materials and more classrooms. The challenge will be to undertake effective implementation strategies for this large scale investment to expand capacity and improve quality through managed growth.

The GoR is committed to implementing the 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. The following aspects will be the key elements involved in the expansion to achieve Nine Year Basic Education:

i) Teacher Supply and Teacher Training: Currently there are 9 teacher training colleges (TTCS). It is planned to increase this number so that there are three per province in

[1] Completion rate exceeds 100% because of the large numbers of overage children in the schooling system which also means that the gross enrolment rate has been above 100%.

order achieve teacher supply targets. The aim is for 100% of primary teachers in post to be qualified by 2011, and for enough new teachers to be trained in order to meet increased enrolments and decreased average class sizes and double shifting. MINEDUC has also establishing 2 Colleges of Education of 2½ years after senior Six (S.6) in 2007 (formally TTC Kavumu and TTC Rukara) to train the extra teachers that will be needed at *Tronc Commun* level with the former specializing in Sciences and the latter in Languages. There is an aim to have 1 college of education per province, giving 5 in total, to meet future increased demand for teachers at this level. NCDC will develop a new teacher training curriculum to be in line with the schooling structure at Primary and *Tronc Commun* level.

ii) Curriculum, Learning Materials and Assessment: NCDC is also responsible for developing the required curriculum, textbooks and learning materials for students at all levels. The priority is on the development of all primary core subjects and purchase and distribution of textbooks to meet the 1:1 ratio at primary level. Textbooks will also be increased significantly at the secondary school level. The RNEC is responsible for examining students in line with the set curriculum, awarding certificates, and allocation of student places in secondary schools. As drop out and repetition in primary schools decreases the volume of students going through the examination system is expected to increase RNEC also manage the allocation of students to higher education institutions based on examination performance.

iii) School Infrastructure Development: The increased numbers of pupils in primary and *Tronc Commun* will demand extra classrooms, schools and infrastructure. Districts plan where new schools and new classrooms are to be built and submit their proposals to MINEDUC the construction Department for approval and funds. Districts will assess the level of under-utilization in schools and how much growth can be absorbed through better utilization of existing structures. They also need to consider issues of accessibility in line with the philosophy of building schools closer to communities and identifying localities where there are gaps in provision or above average class sizes. The construction department, MINEDUC is responsible for issuing guidelines on construction and monitoring.

4.2 Science and Technology in Education

Science and Technology is one of the key policy priorities along with 9 year Basic Education for all. Promoting science and technology 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. The Policy proposes an enabling legal and policy framework and its strategy envisages strong partnership with the private sector and the ICT sector. This Policy forms the basis for an operational integration of the Science and Technology Education Strategy and Work Plan. It has been identified that there are under-developed skills in all areas of science and technology and that there are a lack of resources in teaching institutions to support the teaching of quality science and technology education. 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.

The Strategy demands an approach of integrated reinforcement for Science and Technology education within primary, secondary and vocational and technical schools and in higher education. In particular the participation of girls in science and technology is to be promoted.

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. Each school will have a science corner.

Intervention at secondary school aims to ensure high quality science and technology education in schools. Schools will be provided with adequate science materials/equipment including laboratories for the practical teaching and the practicals during the national examinations of biology, physics and chemistry. 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.

ICT in learning institutions also forms a component of the Strategy. The importance of ICT lies less in the technology itself, but rather its ability to create greater access to information and communication and use of ICT as alternative channel of education provision through e-learning. The use of solar panels in schools is also to be expanded. The Science and Technology in education strategy seeks to promote and popularise 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.

4.3 Teacher Development and Management (TDM)

The objective of the teacher development and management policy is to strengthen teaching quality in all schools in Rwanda. It endorses measures to improve teachers' working conditions and status as well as planning for sufficient numbers of teachers to be trained at all levels. The TDM policy aims to promote a range of training approaches and it supports learner - centeredness. An important component will provide incentives for teacher to evaluate continuous professional development.

The policy on teacher development envisages teachers progressing through 3 professional stages – newly qualified, 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 Centres (TTC) and Colleges of Education (CoE) links and on-the-job mentoring will become increasingly important.

The problem of teacher demand and supply as key policies like the nine year basic education are implemented is given special attention. One is to upgrade some TTCs to Diploma level offering (A1) Colleges of education (CoE) to supplement KIE in training teachers for *tronc commun* level.

Teacher motivation at all levels is an important consideration. Strategies into attracting, retaining and motivating teachers are being considered including non-salary incentives.

Two important moves are emerging in teacher management and motivation. These are establishment of the Teachers Service Commission (TSC). The second one is the establishment of the Teachers Cooperative which is being established at all districts and more than 85% of teachers are registered members.

4.4 Post Basic Education (PBE)

A PBE strategy is being developed to ensure sustainability of basic education and good entry into Higher Education Technical and Vocational Education and Training (TVET) in its generic definition (TVET Policy) shall have strong emphasis.

4.5 Technical and Vocational Education and Training (TVET)

To push the knowledge-based and technological-led economy and promote sustainable development, the strengthening of TVET is recognized as an indispensable prerequisite. As a sub-sector policy in the education sector policy, the TVET Policy has now been approved and it comprises of formal, non-formal and informal education and training at all levels. The policy aims to widen the access to TVET and to provide the recipients with necessary skills and knowledge to be able to exercise a profession which respond to labour market need within the country and region.

The policy will be translated into strategic plan with the close linkage with Science and Technology and Innovation (STI) policy and the National Employment Policy, economic sector development, district development strategies and other related policies. In the development of the TVET system, the TVET Authority and guiding instruments such as National Qualifications Framework are essential.

To ensure the provision of competent workforce according to the different market needs, TVET must improve its quality and relevance. To bring such a change in TVET, strong partnership especially in financing among the government, private sectors, communities and non-governmental organizations and general public at large need to be encouraged.

The main tasks in the TVET strategy concerns;

- Establish link between all levels of TVET Vocational at Certificate level, technical at Certificate level (A2) and Technical at Diploma level (A1) to ensure vertical and horizontal mobility;
- Establishment of a National Coordinating Authority.
- Development of National Qualification Framework
- Development of new and existing TVET institutions including starting of advanced

diplomas at the A1 level.
- Revision and development of curricula which assure the outcome-based contents at all levels.
- Strengthening of pre and in service training of TVET teachers
- Development of data base and its management for effective planning, monitoring and evaluation of TVET.
- Widening the basis of TVET funding;

4.6 Higher education

The number of public and private institutions and students has been rising significantly over the last decade however enrolments in higher education is still in Rwanda low to regional and international standards. The Government plans to continue to increase the enrolment of students through both the public and private sector in order to build a stock of human resources necessary for the economic development of Rwanda.

The Government of Rwanda (GoR) 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 (2005). The Higher Education Policy has been reviewed and soon to be approved by the cabinet.

The 2005 Higher Education 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 October 2005. Higher Education Institutions will have two years to comply with all the requirements of the Law from the date it is gazetted particularly in relation to adequate infrastructure, equipment and staff.

The Law mandates the establishment of two semi-autonomous organizations. Together these organizations will oversee the development of higher education according to the Governments 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 for Higher Education (NCHE) is responsible for accreditation. The National Council of Higher Education will establish a National Qualification Framework. It will have the power to accredit of all higher education institutions. 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 accountable and is responsive to national priorities and flexible to changing conditions.

The Student Financing Agency for Rwanda (SFAR) is responsible for managing students' loans, grants, bursaries and scholarships. The aim is to move towards targeting loans to priority subject areas such as science and introduce the means testing of students.

In order to increase cost effectiveness in public sector provision, institutions will be encouraged to share resources such as science laboratories and specialist staff.

Crucially an important premise for growth and strengthening of Higher Education in Rwanda will be the ability to attract private sector investment and provision.

The training of students at graduate level has recently been introduced in some subject areas. Teaching in priority subjects will be organized through 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 in the long term lower the costs of public Higher Education provision in the long run.

4.7 Adult literacy

The most recent household living conditions survey (EICV 2005) indicates that 65.3% of the population aged 15 years are literate. There is a higher literacy rate for men (71.5%), than women (60.1%). MINEDUC, within the economic development and poverty reduction strategy (EDPRS) has set a target of having 85% of men and 80% of women literate by 2011. Achieving this would mean that Rwanda would be in line to meet the millennium development goal of cutting the illiteracy rate by half by 2015.

A policy for adult literacy has been drafted by MINEDUC. The proposed policy will concentrate on the teaching of literacy in Kinyarwanda. The adult literacy department is developing strong partnerships with faith-based and civil society organizations, and provides guidance to adult literacy centres and associations who carry out implementation. At present, activities in this sub sector are "demand led", whereby MINEDUD provides training and materials to those local adult literacy centres that request it. Some partner organisations have self designed materials and undertake follow up visits to students.

Adult literacy centres are operated by local groups and often utilise the facilities of local government buildings and schools. It is estimated that there is an adult literacy centre in every cell (around 2,150 throughout the country). There are no plans to construct separate adult literacy centre buildings and MINEDUC promotes the utilisation of existing community buildings.

The focus of Government support is to continue on the development and distribution of literacy materials. Teaching manuals and exercises for both teachers and students exist and are distributed by MINEDUC. The content includes the teaching of numeracy, and also covers the issues of health, HIV/Aids, reproductive health, hygiene, agriculture and justice. The successful completion of the course is similar to the completion of primary school year 3. Possibilities could be explored on how literacy students can be given a route for continuation in further studies within the formal education system for example entry into primary school year 4.

Post literacy resources are also to be provided to students. Materials to establish small libraries will be given, in existing buildings or through a mobile library resource. This will provide the opportunity for those that have undertaken literacy programmes to have access to materials to improve their skills.

The main challenge for the functioning of adult literacy programmes is in the provision of a well motivated set of adult literacy trainers. Currently literacy trainers undertake teaching in adult literacy centres on a voluntary basis; however the ministry has provided other forms of incentives such as the donation of radios and bicycles.

4.8 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. The development of the Early Childcare and Development (ECCD) Policy has started.

4.9 Girls education

A Girls' Education Policy has been developed and approved by the Cabinet. Girls' education also has specific budget lines in the MTEF and annual education budget. One major recommendation is alternative action especially for girls in science and technology areas in high education.

This aims to improve girls' enrollment, retention, completion and transition to higher levels of education. There is a particular focus on achievement and performance in national exams at all levels.

A National Task Force for the coordination of Girls' Education in Rwanda was established in 2005. MINEDUC is developing a Strategy to cover all ministry activities regarding girls. A specific 5 year Plan which is aligned to the EDPRS and the ESSP has been developed for the Girl's Education School Campaign covering activities financed by MINEDUC and activities financed by Development Partners. Girls should be protected so that they can study in an environment free from abuse.

The minimum quality package (standards for improving Education Quality in Rwanda) is being used to give regulations concerning school environment that will benefit children in general, and some interventions are aimed specifically at girls. This includes access to adequate sanitation in schools, separate toilets for girls and boys.

There are also plans to scale up the number of girls' empowerment clubs in primary and 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.

4.10 Special Education Needs

The National Policy for Children with Special Educational Needs has been developed and approved by the cabinet. Policy relates specifically to learners who are considered to

special educational needs such as those with disabilities or with other educational needs. It recognizes that such categories require additional support, or special provisions in order to enable them to access and complete their education successfully. In responding to this category of learners, the sector policy fulfils the national obligation of addressing education as an equal right for every citizen and enabling those who have special educational needs to attain their full potential, it offers an equal opportunity in education in accordance to the National constitution of 2003. The Policy complements the general political nationally and international orientation of building fair and equal society which recognizes the value of every human being. Children with special gifts / talents shall also be given due attention.

4.11 School Health

The School Health Policy is currently in draft. It aims to adopt a holistic approach to school health covering issues surrounding HIV/Aids, reproductive health, hygiene, nutrition and school feeding, school environment, and mental health and trauma and sports.

There are a wide range of activities that are planned to be undertaken in order to implement the School Health Policy. These include distribution of materials, and adoption on school health issues into the curriculum. Sensitisation campaigns within schools can include the use of drama, songs and sport. The use of competitions and radio programmes will continue to increase awareness and improve school health. A key part of the Strategy will include the training of focal points in districts to help guide implementation at school level.

Schools can use part of their capitation grant funding in order to undertake activities related to school health.

In relation to the HIV/AIDs component of school health; Rwanda is much lower prevalence rates than in neighbouring states. 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. Additionally, the loss of trained and experienced teachers' impacts on teacher supply with has 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.

CHAPTER 5 Logical Framework – outputs, activities and indicators

OBJECTIVIES	OBJECTIVELY VERIFIEBLE INDICTAORS	FROM	TO	MEANS OF VERIF-ICATION	ASSUPMTIONS
GOAL					
Achieve sustainable economic growth and social development					
PURPOSE					
Access to quality, equitable and effective education to all Rwandans	**Equitable access to education:** 1a) Net enrolment rate primary 1b) Gross Enrolment rate Primary 1c) Gross Enrolment rate *Tronc Commun* 1d) Gross Enrolment rate Upper Secondary 1e) Gross Enrolment rate Higher Education 1g) Enrolment Technical education A2 1f) Enrolment Teacher training colleges 1h) Enrolment Colleges of Technology A1 1i) Enrolment Colleges of Education A1	2006 All Male/Fem 95% 48%/52% 145% 49%51% 24% 52%48% 13% 53%47% 3.2% X%/X% 8,323 89%/11% 4,424 est 58%/42% 0[2] 0[3]	2012 All Male/Fem 100% 50%.50% 123% 50%/50% 55% 50%/50% 19% 50%/50% 4.5% 50%/50% 9,200 75%/25% 11,202 50%/50% 1,800 75%/25% 5,814 50%/50%	EMIS EICV Census	Private sector expansion as well as public.

[2] Colleges of Technology have now opened in 2007 with 200 students.
[3] Colleges of Education are planned to start in 2008 with 200 students.
NOTE: Some indicators have no available data. This shall be available when EMIS in completed in 2009

	Quality of education:	2006 All Male/Fem	2012 All Male/Fem	EMIS EICV	
	2a) Completion rate Primary	52.4% 49%/51%	125% 50%/50%		
	2b) Completion rate *Tronc Commun*	20.4% 53%/47%	46% 50%/50%		
	2c) Completion rate Upper Secondary	11.4% 53%/47%	17% 50%/50%		
	Number of students who pass national exams for transition into S1 & S4 public schools, and public university with SFAR loan	2006	2012	EMIS RNEC	
		All Male/Female	All Male/Female		
	3a) Primary Y6	23,797 62%/38%	50,000 50%/50%		
	3b) *Tronc Commun* Y3	12,604 68%/32%	20,000 50%/50%		
	3c) Upper Secondary Y6	X X%/X%	X 50%/50%		
	Number of students who pass national exams above minimum mark and receive leaving certificate				
		All Male/Female	All Male/Female	RNEC	
	4a) Primary Y6	X X%/X%	X 50%/50%		
	4b) *Tronc Commun* Y3	X X%/X%	X 50%/50%		
	4c) Upper Secondary Y6	25,698 55%/45%	30,000 50%/50%		
	Effective Education :	All Male/Female	All Male/Female	EICV LFS	
	5a) Employment rate for graduates from Secondary education	X X%/X%	X X%/X%		
	5b) Employment rate for graduates from TVE	X X%/X%	X X%/X%		
	5c) Employment rate for graduates from Higher education	X X%/X%	X X%/X%		
	6) Adult Literacy rates increased by 2011:	2005 Women Men	2012 Women Men	EICV	
	All	60% 72%	80% 85%		
	Kigali	84% 90%	90% 93%		
	Urban	67% 76%	82% 87%		
	Rural	57% 69%	78% 83%		
OUTPUTS					

1. National & decentralized systems strengthened to increase participation in the effective management of schools and improve monitoring and evaluation through EMIS.	7) The percentage of schools with operational PTAs increases to: PTA: Primary Secondary 8) % of districts with district education plans that conform to MINEDUC guidelines (i.e include plans for adult literacy, girls ed, special needs ed, budgeting, MTEF etc) 9) % of primary schools visited district education teams inspector % of secondary schools visited district education teams inspector 10) Reliable data is available disaggregated to ensure disparities are addressed by Gender District Urban/rural Special needs groups	2006 78% 79% 0% 35% 33% 24% 32% Yes Yes No No	2012 100% 100% 100% 100% 100% 100% 100% Yes Yes Yes Yes	PER District Reports PER EMIS EICV District Reports	Strong community participation
2. Education system responsive to individual and national needs.	11) Increased number of students enrolled in courses in identified key skill areas: Technical Education Public and Private A2 Technical Education Public and Private A1 Sciences in Upper Secondary Sciences in Higher Education **Key Inputs** – Three new ETOS A2 Three new Colleges of Technology A1	2006 All Male/Fem 8.323 89%/11% 0 43% 63%/37% 21% 73%/27%	2012 All Male/Fem 9.200 75%/25% 1,800 70%/30% 50% 50%/50% 30% 60%/40%	EMIS	Individual and national needs are well identified by stakeholders

3. Curriculum revised to be responsive to individual and national needs.	12) Employer satisfaction with knowledge, skills and competence in recent graduates increased. Technical & Vocational Education Higher education	2006 ≤ 50% (estimated) X%	2012 60% 85%	Tracer Studies: baseline has low sample returns	Needs assessment conducted
4. Education resources are available in adequate numbers, are durable, curriculum compliant and utilized.	13) Primary and *Tronc Commun* pupil-textbook ratio for core subjects 14) Science equipment: Primary science corners per school *Tronc commun* kits per school Upper secondary laboratories in schools Student-TVE toolbox ratio	2006 3:1 (estimated) 0 0 X 4:1 (estimated)	2012 1:1 1:1 X:1 3:1 1:1	EMIS NCDC	Resources are effectively used in schools through appropriate teaching methods
5. Sufficient numbers of teachers supported to deliver quality teaching and learning	15) Pupil-teacher ratio: Primary Secondary Technical Education **Key Input** – Number of teachers employed Primary Secondary Technical Education 16) Increased percentage of teachers with qualifications: Primary (civil service) Primary (contract teachers) Secondary Technical & vocational education Higher Education	2006 71:1 30:1 *26:1* public 30,637 7,818 119 public 2006 98.3% X% 52.2% ≤ 20% (estimated) X%	2009 2012 60:1 50:1 35:1 32:1 25:1 20:1 37,382 41,883 11,105 15,712 400 550 2009 2012 99% 100% 99% 100% 55% 65% 30% 35% X% X%	EMIS	Health sector provides adequate services for teachers. Attraction and retention of teachers improves. Quality of teacher training is adequate.

6. Strategy in place to ensure improved access retention, achievement and performance for girls and women at all levels of education	17) % of students passing national exams for transition to S1 & S4 public schools, and public university who are girls Primary *Tronc commun* Upper secondary	2005 38% 32% 45%	2012 50% 50% 50%	EMIS RNEC	Continued political and community will to support girl's education
7. Appropriate and increased infrastructure which meets educational and social needs	18) Pupil-classroom ratio decreased to: Primary Secondary **Key Input** – Number of classrooms Primary Secondary Higher education labs	2006 66:1 46:1 30,434 579 X	2009 2012 59:1 52:1 46:1 44:1 35,529 38,053 7,901 11,620 X X	EMIS	Evidence based planning at district and school level
	19) Schools with an adequate number of separate sanitation facilities for boys and girls (decreased student-latrine ratio) Student-latrine ratio; Primary Secondary Higher education	2006 All Girls 136:1 X X X X X	2012 All Girls 80:1 80:1 X X X X		

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5.1 National Education Policy, Strategy and Guidelines Matrix 2008-2012 (Draft)

Priority actions are marked with * and which are included in EDPRS summary policy matrix

Category	2008	2009	2010	2011	2012
Education Sector Wide Policies and Strategies	Revise Education Sector Strategic Plan (ESSP 2008-2012)	Revise Long-term strategy and financing framework including projections (LTSFF 2010-2025)			*EDPRS self evaluation *Revise Education Sector Strategic Plan (ESSP 2013-2017)
Sub-sectors: Pre-primary, primary, secondary and adult literacy	*Develop post basic education strategy	*Adult literacy policy published Early Childhood Care and Development Policy and Strategic Plan finalized *Revise Textbook policy *Evaluate curriculum to ensure consistency between basic & post basic education	*Evaluation of progress in nine year basic education policy *Put in place Minimum Learning Achievement	*Secondary education policy developed (see 2008) *Evaluate use of textbooks	
Sub-sectors: TVET, Higher Ed and science and technology	*Higher education policy finalized and published *TVET policy finalized and published *ICT in education policy (2008) Public Private Partnership Strategy developed	*Science, technology and ICT in education policy in place (2008) *Develop and cost TVET Strategic plan. *Conduct employer survey to establish baseline data on employment of TVET graduates and adequacy of training (RWODA/LMIS)	*Establish Science and Technology Centres of Excellence at 6 public higher learning institutions	*Tracer studies to assess labour market matching in Higher Education and TVET *Conduct follow up survey on employment of TVET graduates and adequacy of training (RWODA/LMIS) *Establish capacity building fund to support science and technology innovation for girls	*Carry out impact evaluation of TVET on economic development
Sub-sectors: Cross cutting issues	*Special Needs Education Policy published *Girl Education Policy and Strategy published	*Special Needs Education Strategic Plan finalized and costed (*2011) *Girls Education Strategic Plan finalized and costed	Evaluation of school health and sports policy	*Evaluation of Girls education policy and strategy	

Category	2008	2009	2010	2011	2012
Teachers	*Teacher Development and Management Policy finalized (*2010) *Recruit 1000 teachers	Teacher absenteeism study conducted *Recruit additional 2000 contract teachers		Evaluation of teacher performance contracts	
Construction	Revise construction norms and deliver to schools				
Districts	District education plans (2008-2012) developed		*Guidelines for PTA's and School Boards issued		District education plans revised (2013 -2017)
School management	Good practice manuals in school management distributed	Evaluate use of capitation grant in schools	Revise capitation grant guidelines for primary and *tronc commun*	*Monitoring and Learning Achievement guidelines distributed to schools	Revise good practice manuals in school management
Semi-Autonomous agencies	*SFAR means testing guidelines in place * Minimum Education Quality Standards framework in place (*2010)	NCHE accreditation guidelines in place	*Evaluation of minimum quality standards conducted		
Monitoring and Evaluation	*Develop EMIS phase 1 and M&E phase 1. Effective EMIS and M&E system framework in place	* Enhanced EMIS system operational in districts *School Mapping linked to GIS and construction planning, Revise school construction guidelines *EMIS phase 3 : School based EMIS commenced	Public Expenditure Review EMIS operations at all levels	School-based EMIS - Phase **3 in place**	Evaluation study on EMIS and M&E

5.2 LOGICAL FRAMEWORK ACTIVITIES

This chapter identifies the major activities for implementation over the ESSP/EDPRS period 2008-2012. These are categorised below under the relevant EDPRS outputs. Annual operation work plans will incorporate these work streams linked to the budget classification. This chapter also acts as a guide to decentralized levels on activities to be prioritised in the education sector.

OUTPUT 1: National & decentralized systems strengthened to increase participation in the effective management of schools and improve monitoring and evaluation through EMIS:

1.1 Management committees which reflect stakeholder groups are formed in each education institute, e.g. school boards, TVET boards, Board of Governors (higher learning institutions), and student councils.

1.2 Capacity building of education staff and management committees to:
- Plan, manage, monitor and evaluate education policy at their level of responsibility.
- Address issues related to cross cutting issues; HIV/AIDS, gender equity, environment, social inclusion in their education institutions
- Implement specific programmes and activities

1.3 Conduct staffing needs assessment for all programme and activity areas to identify recruitment needs (skills, number, and location)

1.4 Campaign to raise awareness of the role of communities/stakeholders (e.g. Parent Teacher Associations) in the decision making activities of their local education institutes

1.5 Inspection system strengthened to improve quality standards and management in schools

1.6 Capacity building at central, district and institution level in data collection, verification, analysis, reporting, dissemination and use for planning.

1.7 Conduct research on effectiveness and impact of education interventions including regular public expenditure reviews;

1.8 Build up examination system so it includes monitoring of learning achievement (MLA);

1.9 Guidelines produced for developing a sustainable and effective EMIS and M&E system including:
- data to be collected at all levels;
- tools and approaches for information gathering
- EMIS reporting mechanisms and effective models of dissemination

1.10 Capacity building at central, district and institution level in data collection, verification, analysis, reporting, dissemination and use for planning.

1.11 Mechanisms in place to increase access to EMIS data and reports on education including the Ministry of Education website.

OUTPUT 2: Education system responsive to individual and national needs.

2.1 All education institutes implement a range of study modalities to meet the needs of students, those in work and unemployed youths and adults, e.g. day release, evenings, distance, internships, on the job training, adult literacy programmes;

2.2 Identify and promote science, technology and vocational subjects to meet economic development priorities.

2.3 Awareness raising activities to ensure education policies related to social inclusion, gender equity, and HIV/AIDS are implemented at all levels of the education system for staff, teachers and lecturers, students and ancillary workers;

2.4 Girls education programme implemented:

- Awareness raising/ school campaigns
- Summer schools to help tackle under achievement of girls in examination performance

2.5 Adult literacy programme implemented including training program for literacy providers and on-the-job trainers.

2.6 Where funds are available, provide appropriate support to targeted vulnerable children (e.g. extreme poor, HIV/AIDS, disability) to ensure access to education.

- Provide support to targeted vulnerable children to ensure access to education.
- Targeted school feeding, gardening and nutrition programmes at primary level
- School uniforms to identified students living below the poverty line
- Special needs facilities and equipment provided

2.7 Awareness raising activities and sensitisation programmes to ensure education policies related to social inclusion, gender equity, and HIV/AIDS are implemented at all levels of the education system for staff, teachers and lecturers, students and ancillary workers

2.8 Investigate the possibility of designing formula funding of capitation grant to target most needy schools

2.9 Develop child profiles in school and District level assessments to understand where there are special needs.

2.10 Allocate student loans and grants through means-testing and targeting of priority subjects

2.11 Organize for Rwanda to participate in a program e.g. SAQMEC that assesses academic achievement through cross-country comparisons.

2.12 Training for providers of early childhood care and development

OUTPUT 3: Curriculum revised to be responsive to individual and national needs.

3.1 Revise current curricula and develop new curricula and qualification framework for priority economic sectors with a focus on competences.

3.2 Promote Rwandan authorship and production.

3.3 Revise and develop syllabus to be consistent with the curriculum

3.4 Key stakeholders identify and approve all current and new teaching and learning materials as sensitive to cross cutting issues (environment, gender, disability, HIV/AIDS and other vulnerable groups, life skills, population and family life education) responsive to the revised curriculum and requirements of the students.

3.5 Curricula promotes positive attitudes towards gender equity, HIV/AIDS, social inclusion, population issues, unity, peace and reconciliation and arts and culture, entrepreneurial skills, environmental education.

3.6 Develop norms and standards, and system of quality control for curriculum;

3.7 Implement training programme for teachers in the use of new curricula implemented by the National Curriculum Development Centres

OUTPUT 4: Education resources are available in adequate numbers, durable, curriculum compliant and utilized

4.1 Key stakeholders identify and approve all current and new teaching and learning materials as sensitive to cross cutting issues (environment, gender, disability, HIV/AIDS and other vulnerable groups, life skills, population and family life education) responsive to the revised curriculum and requirements of the students.

4.2 Purchase and distribute quality durable textbooks, teaching guides and other materials based on stakeholder recommendations, school requests and educational priorities;

4.3 Undertake training programmes to ensure effective development, use and care of education resources.

4.4 Establish network of teachers at each level of education to support development and exchange of teaching materials

OUTPUT 5: Sufficient numbers of teachers supported to deliver quality teaching and learning

5.1 Develop and implement cost effective and sustainable in-service training programme based on identified needs at primary, secondary and TVET and higher education

5.2 Develop programme of capacity building for identified priority areas of Higher Education to support the expatriate exit strategy e.g. study visits, mentoring, and career development plans;

5.3 Cost effective pre-service teacher education system equipped to meet increased demand for teachers in all curricula areas.

5.4 National Teacher Qualifications Framework developed.

5.5 Develop qualification system for trainers in technical and vocational subjects

5.6 Appropriate initial training for trainers of technical and vocational subjects

5.7 Introduce conditional scholarships and tied contracts to reduce teacher attrition

5.8 Develop human resource strategy to support increased recruitment and efficient deployment of teachers.

5.9 Provide incentives to support retention of teachers, e.g. salaries indexed to international benchmarks, housing, bonuses for performance, credit facilities

5.10 Primary school management committees trained to monitor teacher absenteeism and link between teacher incentive awards and teacher performance.

5.11 Train school staff in issues related to health, sanitation, environmental protection and maintenance;

5.12 Training of teachers in English and French to build capacity to teach through the medium of the respective languages [measured in number of teachers trained, number of training courses]

OUTPUT 6: Strategy in place to ensure improved access, retention, achievement and performance for girls and women at all levels of education system

6.1 Girls education programme implemented including awareness raising/ school campaigns and remedial classes for girls especially in sciences and maths subjects to help tackle under achievement of girls in examination performance

6.2 School and community campaign on the promotion of girl's access, retention, performance, completion and achievement in education

6.3 Training girls at all levels in life skills especially in empowerment skills, population issues and health skills

6.4 Ensure adequate sanitation facilities separated for girls and boys

6.5 Sensitisation to increase girl's participation in science and technology

6.6 Pilot programs to assess impact of any other proposed interventions in improve girls access and achievement in education system

OUTPUT 7: Appropriate and increased infrastructure which meets educational and social needs

7.1 School mapping strengthened to enable central and local government authorities, including local consultations to plan schools closer to communities in order to improve access and reduce average distance to schools

7.2 Schools equipped to meet curricula demands especially teaching and learning materials for science and technology

7.3 Train school staff in issues related to health, sanitation, environmental protection and maintenance

7.4 Higher education facilities expanded specifically laboratories and equipment for priority subjects.

CHAPTER 6 Monitoring and Evaluation of the Education Sector

6.1 Existing M&E Mechanisms

The first Joint Review of the Education Sector in April-May 2003 signified the start of more systematic review process. MINEDUC has since held a Joint Review of the Education Sector (JRES) on an annual basis. The JRES reviews education sector performance in terms of policy, planning, budget execution and progress against set indicators. The one week event involves participation of a large range of government institutions, including line Ministries, Development Partners, NGOs (both international and local), FBOs, district and school officials. Education Sector Cluster meetings are had every and two months, education sector senior management meeting, NGOs forum, districts joint reviews are all mechanisms put in place in order to enable M & E of education policies and strategies.

The performance of the sector is evaluated against research and reports, general inspection of education reports, sector indicators, target completion and visits to educational establishments. Working in tandem with development partners, the performance review informs future policy, work programmes and the on-going development of the ESSP and other sector plans. The review covers whole sector performance and therefore all levels of education.

6.2 New Innovations

Within this ESSP, four other key innovations have been put in place to ensure effective M&E. These are:

- Education Management Information System
- Sector M & E programme
- Impact Evaluation
- Monitoring Learning Achievements

6.2.1 Education Management Information System

The Ministry of Education has engaged consultants who are developing an EMIS to strengthen policy implementation through evidenced-based decision making and enhanced monitoring and evaluation at multiple levels. The EMIS shall enable MINEDUC to monitor and evaluate education activities at school, district and national levels, and shall be able to aggregate and disaggregate critical information by various criteria. The system will deliver the defined Key Performance Indicators, by topics such as learning performance; enrolment, transition, repetition, drop-out rates; textbook and Pupil: Teacher ratios and teacher qualifications.

In 2008, the annual data collection process begins with the distribution to schools of questionnaires to fill out and submit to MINEDUC. In 2009, the historical data collection process shall change, utilizing the improved methodologies and ICT system designed by the EMIS Consultants. In 2009 the schools shall continue to complete a paper census document, however, the data shall now be entered electronically at district level into the

EMIS system, which shall provide for more efficient and improved information sharing to the Ministry and other internal and external stakeholders.

The long-term goal of the EMIS implementation is for the majority of data to be entered into EMIS at the school level. Electronic completion at the individual school level is expected to begin in 2009. There shall be an initial entry of core data at the beginning of the school year for reporting of the annual census. This information shall then be updated on a regular basis during the year, which shall enable more frequent monitoring and evaluation of education programmes against objectives throughout the year. This process shall result in the provision of the major part of the data required at national level for evaluating progress against Logframe and ESSP indicators.

Districts shall also be responsible for providing data to the Sector on specific performance indicators based on their own performance and qualitative analysis of performance of schools.

6.2.2.1 Capacity Building for EMIS

Capacity Building in using the EMIS shall be critical to the sustainability and success of the EMIS implementation. Success of school-level electronic data entry will depend heavily on the capacity building which has been planned as part of the EMIS consultancy. The school-based EMIS capacity building activities will support the goals of other MINEDUC capacity building initiatives, including improved data collection, data analysis, monitoring and evaluation, and school management. MINEDUC and district level capacity building on using EMIS will support key MINEDUC objectives including strengthening policy and planning, decentralization, and institutional management. Out of the capacity building efforts at the MINEDUC, district and school level will be have the development of EMIS Officers. EMIS Officers will be responsible for further training, monitoring and evaluation of timely inputs and exchange of information between stakeholders linked by the EMIS, and handling the integration of EMIS activities at the school, district and MINEDUC level.

6.2.2.2 Data collection by non education agencies

There are a number of performance indicators where data is not currently collected in the precise form required, even though they are somewhat similar to data currently collected by the NISR/EICV. To collect this data a formal request will be made to NISR to ensure the EICV questions and recording desegregations are included in the next EICV survey (2011).

Specific data requirements from NISR include

- Employment rate for graduates of Secondary, TVET and Higher Education
- Adult Literacy rates increased by 2012
- Proportion of employers who are satisfied with the performance of graduates

Specific data on these indicators shall be collected through the MIFOTRA - Labour Market Information Survey (AMIS) which is planned for 2009. This should provide baseline data for the indicators to be captured through EICV.

6.2.2 M & E Programme

MINEDUC has developed a M&E programme for the sector and training on its use is underway. This is a programme showing how each level from school, sectors, Districts to National level shall conduct M&E use of the results and reporting mechanisms. Based on their respective School Improvement Plans and District Development Plans, schools and districts will carry out their own self assessment and monitoring and evaluation of performance against the targets they have set themselves. This will include data that may not be reported to another level but should be used to inform their own planning and strategy development processes. It is advised that each school and district draws up their own monitoring and evaluation framework to support this. Schools are encouraged to put in place PTAs in order to strengthen their school management. The role of PTAs is crucial in school management and reducing high drop out rates as well as reducing repetition rates. This will improve their planning and monitoring and evaluation system. Sectors and Districts are expected to conduct Education Sector. Education reviews once year sometime around October to December. These levels shall learn from the JRES at Central level which has been ongoing each year for about seven years to date. Subsequently, results from one level shall inform the other level. It is expected that each semi autonomous agency under MINEDUC shall conduct self annual reviews assessment and share results.

6.3 Alignment with EDPRS Results and Policy Matrix.

All indicators from the EDPRS Results and Policy Matrix are present in the Education Sector Logframe and the ESSP. These documents contain a wider number of indicators than in the logframe and some are key to show progress in implementation.

The Education Sector logframe and ESSP are consistent with the vision for economic and social development. The Logframe contains outputs and indicators which refer to skills development in key technical and science areas to meet the demand for students to graduate with the knowledge, skills and attitudes which increase their opportunities for employment and entrepreneurship. It also provides support for students from the vulnerable household through provision of school feeding and means tested SFAR loans for those entering Higher Education.

6.4 Information process

The diagram below illustrates the relationship between data input and access to data. Data held in EMIS shall be security protected through the use of user authentications to gain access to different levels of information by all departments. This shall ensure that personal information regarding students and teachers shall only be available to those with clearance for their official duties.

Analysis of data collected through EMIS will enable professional officers to plan and monitor provision of inputs in line with targets, e.g. recruitment of teachers, educational resources, facilities. It will also support identification of progress re: access and quality of education in terms of enrolment, repetition rates, transition rates and completion rates. It will enable them to measure to what extent they are meeting national targets through the inputs they are providing and what further support is needed.

All authorized professional education officers at national and district level and will have access to the data in EMIS which will reduce the need to request information from schools, districts and agencies. Schools will also be able to access information in EMIS to enable them to measure their performance against other schools. This process will support their school level planning and prioritising.

The benefits for professional officers and the Department of Policy and Planning and capacity building in having instant access to the information they need is that it will revolutionise the way everyone works. They shall no longer have to make paper trail requests for information; calculations regarding inputs per school or per student will be calculated using their own computer terminal to interface with EMIS; performance of districts and individual schools in national exams shall be available enabling easy identification of underperforming schools and support planning of targeted in-service provision based on need.

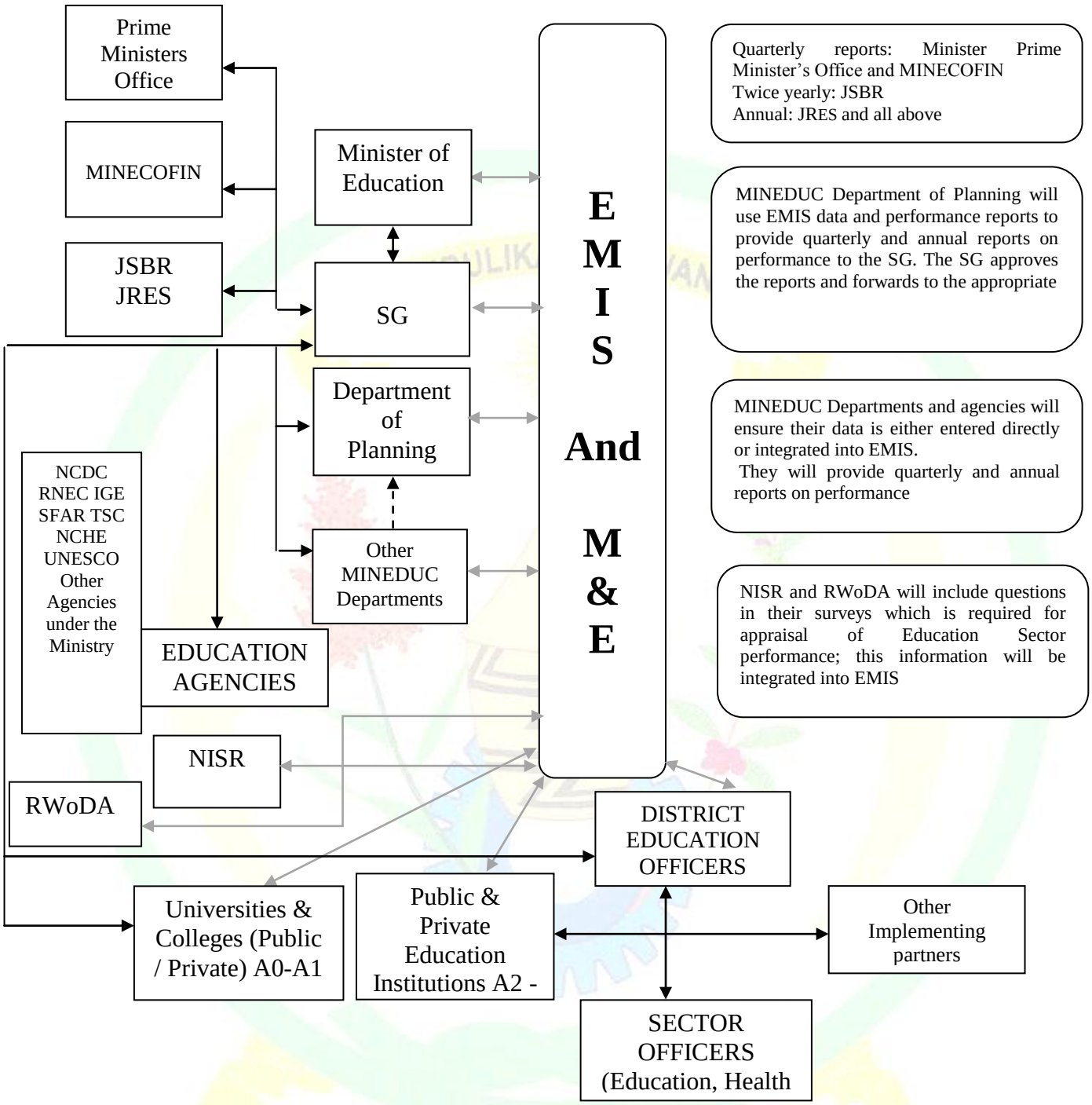
A further benefit shall be improvement in the availability and accuracy of data and its use to analyse progress on performance in upwards reporting from MINEDUC to the Prime Minister's Office, MINECOFIN and to the Sector Partners.

Information from different reports from School self assessment shall inform sectors who informs district and district to MINEDUC. Semi autonoums institutions too shall provide information of self reviews to MINEDUC.

All these data from EMIS and information from Education Sector , M&E shall be internally shared within MINEDUC departments and agencies as well as other Government institutions and all development partners.

UBUMWE - UMURIMO - GUKUNDA IGIHUGU

Figure 2: Sector Monitoring and Evaluation Process (diagram).



By 2009, most education institutions will enter their Data directly into the EMIS system. Secteurs and implementing partners will provide data to DEOs; this data will be entered directly into EMIS. Data will be updated regularly to record any changes. Institutions, Secteurs and implementing partners will provide quarterly and annual performance reports to DEOs. Security measures will be put in place to ensure officers in districts, MINEDUC and its agencies have access to all EMIS data they need for planning, implementation, monitoring and evaluation without violating privacy of individuals.

M&E results shall be reported to higher levels and shared by all partners.

Data into EMIS and access to EMIS data

Reports and feedback on progress

6.1 Key Performance Indicators – update 2008-2012

REF	Input indicators	2004 Baseline	2007 Actual	2008 Projection	2009 Projection	2010 Projection	2011 Projection	2012 Target
MINEDUC	Recurrent expenditure on Primary Education as % of total recurrent expenditure on education	41%	42%	49%	51%	51%	50%	50%
	Recurrent expenditure on Secondary Education as % of total recurrent expenditure on education	23%	21%	17%	17%	18%	19%	22%
	Recurrent expenditure on Higher Education as % of total recurrent expenditure on education	30%	31%	26%	24%	24%	23%	22%
	Recurrent Exp per Primary Pupil (RWF)4	9,472	16,478	20,741	23,835	27,209	30,059	33,932
	Ratio of Higher Education to Primary education unit costs	86		66	62	62	60	57
	Output indicators (Primary)	2004 Baseline	2007 Actual	2008 Projection	2009 Projection	2010 Projection	2011 Projection	2012 Target
	Pupil: Teacher ratio (including head teachers)	62	71	57	56	53	50	47
	Number of teachers (not including head teachers)	28,254	31,215	35,809	37,382	39,274	40,617	41,883
	Primary teachers certified to teach	23112	31,112					41,883
	Class Size[5]	51	54	50	50	49	48	47
	% of classes in double shift		59%					
	% of teachers double shifting	31%	37.5%					15%
	Number of Classrooms	29385	30737	34380	35529	36770	37461	38053
	Pupil-Classroom ratio	62	69.5	60	59	57	54	52
	Student-latrine ratio -(% of latrines for girls)		130:1					80:1 (50%
	% of schools having water harvesting systems							
	% of schools with minimum package of solar panels							
	Pupil-textbook ratio (estimated for core subjects)	3:1						1:1
	Number of computers							
	Pupil-Computer ratio							
	% of schools with operational -School boards -PTAs		78%	85%	90%	95%	97%	100%

[4] The fiigures on recurrent expenditure per primary, tronc commun and upper secondary pupil do not include expenditure on science and technology.

[5] Class size is smaller than pupil-teacher ratio and pupil-classroom ratio due to double shifting in grades 1-3.

NOTE: Some indicators have no available data. This shall be available when EMIS is completed in 2009

REF	OUTPUT INDICATORS (SECONDARY)	2004 Baseline	2006 Actual	2008 Projection	2009 Projection	2010 Projection	2011 Projection	2012 Target
MINEDUC	Gross Enrolment		18%					37%
	Pupil-Teacher Ratio	26:1	30:1		35:1			32:1
	Teachers (including public & private)	7750						
	Primary teachers certified to national standards	51%						
	Number of classrooms (public and private)	4573						
	Pupil-Classroom Ratio	45						
	Student-latrine ratio -(% of latrines for girls)							
	Number of schools	504						
	Pupil-Textbook Ratio (for core subjects)							
	Number of computers							
	Pupil-Computer ratio							
	% of schools with operational school boards and PTAs							
	OUTPUT INDICATORS (TVET)	**2004 Baseline**	**2007 Actual**	**2008 Projection**	**2009 Projection**	**2010 Projection**	**2011 Projection**	**2012 Target**
	Pupil-Teacher Ratio		26:1 est					20:1
	% qualified teachers		<20%					35%
	Pupil-classroom ratio							20:1
	OUTCOME INDICATORS (PRIMARY)	**2004 Baseline**	**2007 Actual**	**2008 Projection**	**2009 Projection**	**2010 Projection**	**2011 Projection**	**2012 Target**
	Gross enrolment rate (%)[6]	129%	141%	142%	142%	137%	130%	
	Gross entry rate (%)	195%	149%	137%	125%	120%	114%	
	Net enrolment rate (%)	92%	97%	98%	100%	100%	100%	100%
	Net enrolment rate (EICV lowest income quintile)							
	Primary completion rate (World Bank method)	42%	75%	85%	109%	124%	126%	
	Primary completion rate (UNESCO method)	51%	84%	94%	119%	133%	134%	
	Average repetition rate	19%	13%	11%	10%	8%	7%	
	Average drop out rate	14%	10%	8%	5%	5%	5%	
	Transition from primary to *Tronc Commun*[7]	60%	49%	44%	45%	48%	48%	

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

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

	% teachers that are qualified				99%			100%
	Number of students who pass national exams -(% girls)		23,797 (38%girls)					50,000 (50%)
	Learning achievement in core subjects (MLA to be developed)							
REF	**OUTCOME INDICATORS (*TRONC COMMUN*)**	**2004 Baseline**	**2007 Actual**	**2008 Projection**	**2009** Projection	**2010 Projection**	**2011 Projection**	**2012 Target**
MINEDUC	Gross Enrolment Rate	20%	29%	32%	37%	42%	49%	
	Completion Rate	14%	23%	25%	29%	33%	39%	
	Transition Rate to Upper Secondary		70%	67%	65%	61%	56%	
	% teachers that are qualified		52%		55%		65%	
	Number of students who pass national exams -(% girls)		12,604 (32%girls)					20,000 (50%)
	OUTCOME INDICATORS (UPPER SECONDARY)	**2004 Baseline**	**2006 Actual**	**2008 Projection**	**2009** Projection	**2010 Projection**	**2011 Projection**	**2012 Target**
	Gross Enrolment Rate	11%	14%	14%	15%	16%	18%	
	Completion Rate	8%	12%	12%	13%	14%	15%	
	% teachers that are qualified		52%	53.6%	55%	60%	62%	65%
	Number of students who pass national exams -(% girls)							
	OUTCOME INDICATORS (TRAINING COLLEGES A1)	**2004 Baseline**	**2007 Actual**	**2008 Projection**	**2009** Projection	**2010 Projection**	**2011 Projection**	**2012 Target**
	Colleges of Education			200				5,814
	Colleges of Technology		200					1,800
	OUTCOME INDICATORS (TVET)	**2004 Baseline**	**2006 Actual**	**2008 Projection**	**2009** Projection	**2010 Projection**	**2011 Projection**	**2012 Target**
	Enrolment Level (technical education A2)		**8,323**					**9,200**
	Number of students completing courses in key skill areas (to be identified)							
	Employer satisfaction rating of recent graduates							
	Pupil-teacher ratio (technical education A2)		**26:1 est**		**25:1**			**20:1**
	OUTCOME INDICATORS (HIGHER)	**2004 Baseline**	**2007 Actual**	**2008 Projection**	**2009** Projection	**2010 Projection**	**2011 Projection**	**2012 Target**
	Number of students	27,787						
	Gross Enrolment Rate	3.2%						4.5%
	Number of students completing courses in key skill areas (sciences not including medicine) -(% girls)	18.7% (13.4%)						30% (30%)

	Employer satisfaction rating of recent graduates							
REF	**IMPACT INDICATORS**	**2004 Baseline**	**2006 Actual**	**2008 Projection**	**2009** Projection	**2010 Projection**	**2011 Projection**	**2012 Target**
MINEDUC	Adult literacy rate (aged 15 and above)		65.3%					82%
	Male literacy rate (15 and above) All Kigali Urban Rural		72% 90% 76% 69%					85% 93% 87% 83%
	Female literacy rate (15 and above) All Kigali Urban Rural		60% 84% 67% 57%					80% 90% 82% 78%

CHAPTER 7 Financial Framework for the ESSP

7.1 Cost Projections 2008-2012

The following tables show the summary of the ESSP cost projections (both recurrent and capital costs) over the period 2008-2012.

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

- Implementation of Nine Year Basic Education policy
- Expansion of Science and Technology within education

The costs are broken down by the different sub sector policy levels. This costing are consistent with the EDPRS Medium case scenario and the LTSFF (2006-2015). They do not therefore include the proposed activities of extended school feeding, school uniform provision and building of teacher housing. Recent evidence shows that population growth in Rwanda may be higher than first projected – costing may therefore be revised in the near future to take account of this.

Table 1: Summary of Recurrent Financial Projections by budget programme (m FRW)

	2007	**2008**	**2009**	**2010**	**2011**	**2012**
pre-primary	234	255	300	340	366	402
primary	34,066	42,576	50,015	56,642	61,054	67,057
tronc commun	8,952	9,820	11,261	13,420	16,547	20,243
upper secondary	4,400	4,872	5,510	6,516	7,788	9,150
teacher (TTCs & CoEs)	817	837	883	926	873	799
Technical	737	900	990	1,089	1,089	1,089
Vocational	615	915	1,353	1,776	1,920	2,064
higher	20,377	21,645	22,403	24,214	25,865	29,481
adult literacy	516	758	940	1,027	895	670
institutional support	3,317	3,510	3,571	3,633	3,697	3,763
Total	74,030	86,089	97,226	109,582	120,094	134,718

Note: All figures are in nominal terms

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

	2007	**2008**	**2009**	**2010**	**2011**	**2012**
pre-primary	0%	0%	0%	0%	0%	0%
primary	46%	49%	51%	52%	51%	50%
tronc commun	12%	11%	12%	12%	14%	15%
upper secondary	6%	6%	6%	6%	6%	7%
teacher (TTCs & CoEs)	1%	1%	1%	1%	1%	1%
Technical Education	2%	2%	2%	3%	3%	1%
vocational education	1%	1%	1%	2%	2%	2%

higher	28%	25%	23%	22%	22%	22%
Adult literacy	1%	1%	1%	1%	1%	0%
institutional support	4%	4%	4%	3%	3%	3%
total	100%	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.

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, preliminary costings have been included in the financial framework.

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

	2007	**2008**	**2009**	**2010**	**2011**	**2012**
primary	**7,987**	**8,306**	**8,639**	**8,984**	**9,344**	**9,717**
tronc commun	**4,609**	**4,851**	**5,521**	**6,317**	**8,498**	**8,190**
upper secondary	**1,333**	**1,444**	**1,977**	**2,632**	**2,689**	**2,149**
teacher training	**1,500**	**1,200**	**500**	**500**	**200**	**100**
technical	**520**	**541**	**562**	**585**	**608**	**633**
vocational	**125**	**260**	**675**	**702**	**1,460**	**1,518**
Higher (ex pat salaries)	**1,628**	**1,623**	**1,568**	**1,574**	**1,552**	**1,621**
Higher (construction)	**1,156**	**2,059**	**1,881**	**1,924**	**1,973**	**2,082**
Other projects	**2,850**	**2,708**	**2,572**	**2,444**	**2,321**	**2,205**
Total[8]	**21,708**	**22,992**	**23,895**	**25,662**	**28,645**	**28,215**

7.2 Funding the ESSP

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

Table 4 Finance assumptions and projections

	2007	**2008**	**2009**	**2010**	**2011**	**2012**
GDP (RwF millions)	**1,521,450**	**1,716,196**	**1,990,787**	**2,301,350**	**2,586,717**	**2,912,643**
GDP growth (real)	12.8%	16.0%	15.6%	12.4%	12.6%	12.6%
population (in	9.3	9.6	9.8	10.1	10.4	10.6

[8] 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.

millions)						
population growth	2.8%	2.8%	2.8%	2.8%	2.6%	2.6%
GDP per capita (RwF)	163,455	179,423	202,570	227,969	249,532	273,733
domestic revenue (RwF millions)	219,089	252,281	298,618	352,106	403,528	468,936
domestic revenue as % of GDP	14%	15%	15%	15%	16%	16%
external resources (RwF millions)	204,153	191,799	195,516	194,606	194,606	194,606
external resources as % of total revenue	48%	43%	40%	36%	33%	29%
total GoR budget	**405,286**	**431,886**	**486,862**	**540,350**	**249,532**	**273,733**
total resources for education (RwF millions)	**82,581**	**71,744**	**81,912**	**93,461**	**403,528**	**468,936**

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 (m Frw)

	2007	2008	2009	2010	2011	2012
Planned expenditure	97,110	110,458	122,553	136,670	150,188	162,619
Recurrent	74,030	86,089	97,226	109,582	120,094	133,078
development (construction)	20,080	21,368	22,326	24,088	27,093	26,542
development (technical assistance + expatriate salaries)	2,850	2,708	2,572	2,444	3,000	2,205
Resources	82,581	71,744	81,912	93,461	104,799	119,114
MTEF budget ceiling	69,612	57,923	66,333	76,170	86,454	99,536
Development budget of which project support (capital construction)	9,969	14,325	12,580	14,291	15,345	17,373
Development budget of which project support (TA + expatriate salaries)	2,850	2,708	2,572	2,444	3,000	43,505
Financing gap Recurrent (MTEF)*	4,418	2,943	30,893	33,413	33,649	33,542
financing gap (= expenditure-resources)	14,529	38,714	40,640	43,209	45,389	9,169

Note: the ESSP financing gap is based on LTSFF projections. The LTSFF shall be revised early 2009.

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 2007. 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.

CHAPTER 8 Implementing and Managing Change in the Rwanda Education Sector

Whilst the capacity of the Ministry of Education has been strengthened over the past several years in key areas of planning, budgeting and expenditure management, there are institutional and human resource capacity constraints that may impede

achievement of the ESSP that need immediate attention and capacity development. The numbers of officials in central Government have reduced dramatically over the past few years, as implementation responsibility has been decentralised which also have a thin staff.

The Ministry of Education is taking a two phase approach to capacity development. In Phase One the emphasis is on managing change and taking action to improve performance. The priority areas for action are the strengthening of school management, improving the management of local education services and the developing the capacity of the central ministry to monitor and evaluate progress in and changes to the delivery of education services.

Phase Two will build from the success of initiatives in Phase One and be responsive to demand. The emphasis will be on managing change and performance to further improve the quality of the delivery of education services in Rwanda.

Major focus shall be to ensure capacity development is managed in a sequenced manner in order to support and add value to core management, planning, monitoring and evaluation of functions critical to improved service delivery. During Phase One an Education Sector Institutional and Capacity Development Action Plan has been developed. The Ministry will work closely with the Human and Institutional Development Agency (HIDA) on a number of shared initiatives to manage change.

8.1 Key Areas of support for Phase One

8.1.1 Central Ministry Desk Officers

Professional and management development support that focuses on key individual and team work priorities and learning needs e.g. monitoring and evaluation skills and abilities, managing priorities, negotiating and influencing and working effectively with partners and colleagues.

8.1.2 District Education Teams

Training and development programmes with mentoring support to enable the District teams, including officers at sector levels, to acquire and sustain the necessary knowledge, skills and abilities in:

(i) Education management and planning;
(ii) Monitoring education service delivery;
(iii) Building relationships between communities and schools.

8.1.3 Primary, Secondary and Technical Schools

High quality accredited modular training programmes in school management that includes:

- All issues of school management including the development of school plans, construction, effective use of textbooks and other learning materials, management of human and physical resources including appropriate human resource management for schools to cover teaching and administrative staff, financial management and reporting, effective use of capitation grants, preparation of school accounts, school boards and parent teacher associations;

- Key cross cutting issues such as gender in education, support for orphans and vulnerable children, the integration of disabled children (social inclusion) into the school system, HIV awareness and prevention, the promotion of life skills, improvements to the school environments and the effective management of extra curricular activities and out of school clubs;

- Mentoring support from experienced school management practitioners to support the learning experiences of participants throughout the programme;

- Assessment within the Government of Rwanda examination system that enables head teachers who meet all the assessment criteria to receive formal academic accreditation at the end of the programme;

- Annual assessments of performance discussed with each participant and made available to District Education Officers.

8.1.4 Semi Autonomous Agencies

These agencies shall be supported in learning from similar institutions in the region and beyond in developing/review of their five year strategic plans and M&E programmes. Such initiatives for Inspector General of Education.

9. 0 Conclusion

This ESSP shall guide development of Sub sector plans, District education plans as well as School improvement plans as well as other partners interventions in education. There shall be annual reviews and reports on the targets and indicators identified, and suggestions for improvement be accommodated for better implementation in the following year. This document, different from the previous documents which has been reviewed every year shall be reviewed after 2012 in consistence with EDPRS 2008-2012.