Republic of Rwanda
Ministry of Education

EDUCATION SECTOR STRATEGIC PLAN (ESSP)

2024-2029

Abridged version

"The citizens of Rwanda are provided with sustained and inclusive high-quality education with required competencies, skills, and values to drive a rapid social and economic transformation"

OCTOBER 2024

EXECUTIVE SUMMARY

Rwanda continues to prioritize education as a key driver for socioeconomic development, recognizing the transformative power of quality education. Over the past five years, notable progress has been made in increasing access, improving quality, and aligning education with labor market demands. Student enrollment rose from 3.6 million to 4.5 million by 2023, reflecting the country's commitment to enhancing its human capital.

The 2024-2029 Education Sector Strategic Plan aims to further strengthen the quality and market relevance of education. Key objectives include increasing pre-primary net enrollment from 39% to 65%, improving learning outcomes at all levels, reducing dropout and repetition rates, and expanding adult literacy programs. A major focus will be on aligning curricula with labor market needs, particularly in Technical and Vocational Education and Training (TVET) and Higher Education.

To achieve these objectives, the ESSP outlines several priorities and interventions:

Pre-primary education: Increase net enrollment through expanded infrastructure, recruitment of trained teachers, support to Early Childhood Development centres and provision of age-appropriate teaching and learning materials with a focus on play based materials.

Primary education: Improve learning outcomes with a focus on Foundational Literacy and Numeracy skills, reduce dropout and repetition rates, and enhance teacher training. School infrastructure will be upgraded to eliminate double shifts and inclusive education will be promoted by providing necessary resources and capacity for special and inclusive schools.

General secondary education: Focus will be on increasing enrollment from 25% to 36%, improving learning outcomes, providing alternative pathways for out of school children and expanding access to quality STEM courses. Special focus will be to equip secondary schools with science laboratories and equipment.

TVET and Higher Education: Align education with labor market demands by establishing Technical Secondary Schools of Excellence and Vocational Training Centers. ICT will play a major role in improving the quality of education through expanded access to electricity, devices, and internet connectivity.

ICT in education: The integration of inclusive ICT in education is crucial for Rwanda as it adapts to the digital transformation brought about by the 3rd industrial revolution and prepares for the disruptive technologies of the 4th industrial revolution in line with Vision 2050. This transition must be managed considering the country's resources and capabilities, allowing for the gradual implementation of interventions across various educational structures.

By 2029, Rwanda expects to achieve significant milestones, including 65% enrollment in pre-primary education, 70% timely enrollment in primary education, and a reduction in dropout and repetition rates. Moreover, 75% of primary students are expected to achieve proficiency in foundational literacy and numeracy, while 68% of secondary students will transition to higher education without delays. Finally, Technical Vocational Education and Training (TVET) and Higher Learning Institutions (HLIs) will be continuously improved with modern infrastructure   ,

equipment, provisioned with adequate consumables and materials to enhance STEM learning, promote research and innovation aligned to labour market demands.

The successful implementation of the ESSP will require collaboration among government, NGOs, and the private sector to ensure Rwandan citizens are equipped with the skills and knowledge to contribute to the country's transformation and compete in the global market.

I. INTRODUCTION

Rwanda's Vision 2050 aims to drive economic growth and wealth creation for all citizens through reforms in healthcare, education, and skill development. Recognizing the critical role of education, the Education Sector Strategic Plan (ESSP) 2024-2029 outlines strategies to address key educational challenges while building on past achievements. Its goal is to provide sustainable, high-quality, and relevant education for all Rwandans.

Aligned with the National Strategy for Transformation (NST2), the ESSP focuses on equipping citizens with the necessary skills, knowledge, and attitudes to foster ongoing social and economic progress. It serves as a guiding framework for the development of sub-sector educational plans and ensures the creation of consistent annual operational plans and budgets over the next five years.

With the previous ESSP ending, the Ministry of Education developed the new ESSP 2024-2029 through an inclusive and collaborative process. This was informed by consultations with stakeholders and technical retreats to ensure the plan was evidence-based and comprehensive. The MINEDUC Technical Team supervised the process, ensuring a high-quality and timely final document.

The ESSP was also shaped by a review of national development initiatives like Vision 2050, previous education strategies, and mid-term evaluations of NST-1, along with sectoral and district development strategies. Collaboration with various partners including government bodies, development agencies, civil society, private sector entities, and community members ensured a thorough and inclusive development process.

II. EDUCATION SECTOR ANALYSIS

The education sector has made considerable strides since the implementation of the National Strategy for Transformation 1 (NST1) and the Education Sector Strategic Plan (ESSP) 2019-2024. These achievements are evident in improved access, equity, and education quality across all levels, from pre-primary to higher education. However, despite this progress, several persistent and significant barriers continue to hinder the achievement of desired outcomes and socioeconomic development.

This summary outlines the key achievements, gaps, and areas requiring further intervention, which will form the foundation for the next phase of NST2 and a new ESSP. The analysis highlights several priority areas for the education sector:

Access and equity in basic education

Despite progress in basic education, pre-primary enrollment is low at 39%, and children with disabilities have only 65% access to primary education. Secondary enrollment remains a major issue, with just 25% of students enrolled and the majority still in primary school or out of school.

Significant gains have been made in access to education, with the primary level net enrolment rate at over 95% and the pre-primary net enrolment rate at 39%. However, over 40% of parents still view early learning as a choice rather than a necessity. As a result, only 39% of children aged 3-5 have access to formal pre-primary education, falling short of the NST1 target of 45%. Also, 64% of primary schools operate on a double shift system, with learners spending 22 hours per week with teachers out of the recommended 42 hours. 65% of the students with disabilities have been enrolled in school, but there needs to be sustained effort for further enrolment and making schools more inclusive. The average NER of 25% at secondary schools presents a critical challenge, given that over a million secondary-school-aged children are still in primary schools. The transition from primary to lower secondary education was 82.9% in 2022/23, falling short of the NST1 target of 87.1%.

Key interventions to address persistent access issues include the construction of 11,340 new, resilient, and inclusive classrooms to ensure a classroom-pupil ratio of 30:1 in 2029 from the current 63:1 in pre-primary education. MINEDUC will also facilitate 4,625 out of 37,000 Early Childhood Development Centers to meet preprimary standards. To phase out double shifts in lower primary, 27,045 inclusive classrooms and other school infrastructure will be availed to attain a classroom pupil ratio of 46:1 in the next five years, from the current 62:1. School feeding program will also be sustained with a focus on ensuring all schools have required and sufficient facilities including access to tap water supply, kitchens, and cooking stoves. To ensure access for children with disabilities, 5 special schools for children with Autism and intellectual challenges will be constructed across all provinces.

To further strengthen pre-primary education, the ESSP will prioritize enhancing infrastructure in remote areas where access is significantly low. A plan to equip all pre-primary schools with modern and inclusive playgrounds and adequate facilities will be embedded. Moreover, teacher capacity building, particularly on play-based and learner-centred methodologies, will be critical in ensuring all learners, regardless of abilities, are engaged effectively.

Quality and efficiency in basic education

Despite progress in improving the quality of basic education, the majority of primary students still do not meet grade-level proficiency in foundational literacy and numeracy. High repetition and dropout rates remain the biggest challenges facing the education sector.

Significant progress has been made in foundational learning, supported by a five-year strategy. The 2023 LARS report shows improvements in P3 literacy: Kinyarwanda proficiency rose from 68% to 83%, and English literacy from 10% to 38%. In addition, 55.6% of P3 students met expected Math benchmarks, while 37.52% of S3 learners met minimum English proficiency, below the 84.1% target.

Despite these gains, major gaps remain, informing NST2 priorities. The learning-adjusted years of schooling is 3.9, below the sub-Saharan average of 4.9. Only 38% of P1 students complete primary education in six years, and 11.3% of those who began P1 finished S6 in 12 years.

Dropout rates are concerning: 5.5% in primary, 11% in lower secondary, and 4.5% in upper secondary. Repetition rates have also surged to 30.2% in primary and 13.5% in secondary by 2022.

Moreover, teacher certification remains a challenge, with 54% of pre-primary and 35% of primary teachers uncertified, impacting Kinyarwanda, English, and Math outcomes. The high pupil-to-trained teacher ratios (113 for pre-primary and 62 for primary) hinder learning. Additionally, only 44.5% of secondary schools have at least two SMART classrooms, falling short of the 64.8% NST1 target, limiting the integration of ICT in education.

To address the challenges of repetition and improve foundational learning, the ESSP will implement a remedial learning programme targeting learners who fall behind in literacy and numeracy. This will be supported by diagnostic assessments to identify learning gaps early. Additionally, a comprehensive teacher mentoring, and support programme will be established under the revised CPD framework, emphasizing continuous professional development and peer learning.

Key interventions to improve the quality and efficiency of basic education include the recruitment of 19,864 trained primary teachers to achieve a 46:1 trained teacher pupil ratio and 14,793 pre-primary and ECD teachers to lower the ratio from 113:1 to 30:1 by 2029. Additionally, 5,964,647 textbooks will be distributed to reach a 1:1 textbook-to-pupil ratio in primary schools, and age-appropriate play-based teaching materials will be provided for pre-primary and ECDs.

Capacity building for teachers, particularly enhancing their English proficiency, is another priority, with 90% of primary teachers targeted to reach an intermediate English level. Training on effective pedagogical approaches, like remedial education, will also be emphasized to reduce primary school repetition rates. 20 resource rooms and assessment centres will be constructed to promote inclusive education for children with disabilities.

Access and equity in basic TVET

Cognisant of the overall progress made in TVET in Rwanda, challenges still exist with regards to the availability of adequate infrastructure, equipment and conducive learning environments, which negatively affects the access and equity in basic TVET. Currently, Rwanda has achieved a 43% enrolment rate, hence, this aim will remain a key priority within the framework of NST2, as well as the ESSP. In order for basic TVET to be accessible and provide equal opportunities for learners, efforts have been made to increase the number of TVET schools (technical secondary schools (TSS), vocational training centres (VTC)), which as of 2024 are 571 in total, covering all administrative sectors in Rwanda. In addition, under NST1, there is also a target of ensuring that 60% of 9YBE graduates who transition to upper secondary are enrolled in TVET. To achieve this target and ensure equity in access, the above challenges will need to be effectively addressed.

Key interventions to improve access to basic TVET include constructing Technical Secondary Schools of Excellence in all 30 districts and establishing Vocational Training Centres in every cell, aiming to provide vocational training to nearly 85,000 students. Additional measures include building 930 new classrooms, and 75 dormitories will also be constructed to ensure access to TVET.

Quality and relevance of basic TVET

Despite the efforts to improve the quality and relevance of basic TVET, there are still huge challenges existing with regard to ensuring that all TVET schools are adequately equipped – in line with the quality standards and the industry development. The need for modern equipment, consumables and workshops is quite high, i.e., only 50% of all TVET schools are considered with "excellent" or "good" quality. There is still a shortage of qualified teachers with the necessary pedagogical and technical skills to teach the various TVET programs and courses on offer, as well as comparatively high turnover of staff resulting from low retention levels. The lack of pre-service training for TVET teachers and the limited opportunities for specialised in-service capacity building for TVET teachers is a huge challenge that needs to be addressed by the development and implementation of a sustainable and effective strategy. Another challenge for the basic TVET sector is the insufficiency of teaching and learning resources (Equipment and training manuals) to ensure that TVET teachers and students are supported with relevant practical training and methodological guidance and textbooks covering the TVET modules included in the curriculum for the given trade.

Key interventions to improve the quality of TVET include capacity building for 4,185 in-service teachers, supplying training consumables to all 606 L1 to L5 TVET schools, and continuously reviewing and aligning the TVET curriculum to meet job market demands.

Access and equity in Higher Education

Gaps still exist in access and equity in higher education. In as much as the enrolment per 100,000 inhabitants increased from 772 in 2016/17 to 887 in 2022/23 (the global average is 3,405) gaps still exist since there is low enrolment in higher learning institutions averaging 30%. This is mainly due to limited number of public university classrooms to accommodate the total number of existing and new eligible students.

Key interventions to enhance access to higher education include construction of classrooms with a capacity to host 6,000 students and hostels to accommodate an additional 6,000 students.

Quality and relevance of Higher Education

Improving quality and relevance of higher education remains very critical in human capital development. Despite the progress, critical interventions have to be made to improve the quality of education and employability of university graduates, which has been at 45 % over the past 10 years. There are 0.6 low annual per capita publications against the target of 1.0. A low Gross Domestic Expenditure on Research and Development (GERD) is expressed as a percentage of GDP at 0.79% in 2022/23.

While higher learning institutions (HLIs) have made significant progress in implementing research projects, there is a need for a more targeted focus on both the quantity and quality of research projects to enhance their contribution to socioeconomic development.

Key interventions to improve the quality of Higher Education include reviewing 88 academic programs and developing 14 new ones to align with labor market needs. Additionally, the number of PhD programs in public higher learning institutions will be increased from 39 to 64, and the percentage of academic staff with PhD qualifications in higher learning institutions will rise from 25% to 32%.

Through all education levels, targeted interventions to integrate ICT in education service delivery, such as developing accessible and interactive digital content, digital content platforms, and strengthening education data management systems for evidence-based decision-making.

III. STRATEGIC FRAMEWORK FOR THE EDUCATION SECTOR STRATEGIC PLAN

The overarching goal of the education sector over the next five years is to improve the quality and market relevance of education. To achieve this, the sector has outlined the following specific key objectives:

- Ensure timely enrolment and progression through education levels.
- Enhance quality of education at all levels with focus on improving learning outcomes at foundational grades.
- Expand access to market-relevant education in Basic TVET and Higher Education.
- Strengthen efforts to reduce dropout rate at all levels of education.
- Increase functional adult literacy.
- Increased use of ICT in Teaching and Learning at all levels of education
- Strengthened data systems and accountability mechanisms.

In general, the ESSP 2024-2029 will focus on 4 main priority areas, with 8 outcomes and 30 key interventions that will contribute to the achievement of this goal. The table below summarizes the key priority areas, outcomes, and interventions.

Table 1: ESSP strategic priorities and associated outcomes and key interventions

Priority Area	Outcomes	Key Interventions
Ensure timely enrolment and progression through education levels.	Increased net enrollment in pre-primary from 39% to 65%	- Construct 11,340 new, resilient, and inclusive classrooms to reach the Classroom Pupil Ratio of 30:1. - Facilitate 4,625 out of 37,000 Early Childhood Development centres to meet preprimary standards and recruit 9,251 teachers for ECDs.
	Improved timely enrollment, efficiency and equity in basic education	- Construct 27,045 inclusive classrooms and other school infrastructure for primary education to phase out double shifts. - Sustain school feeding program by connecting all schools to tap water supply, construction of kitchens and supplying cooking stoves. - Establish 5 model special schools for children with Autism and other severe intellectual challenges. - Construct 20 resource and assessment centres for children with disabilities - Expand functional adult literacy programs to train 601,656 learners out of the 2,920,660 non-literate adults.
	Increased net enrolment in general secondary education	- Operationalize attendance tracking and early warning and response mechanisms to reduce repetition and dropout in secondary schools. - Sustain school feeding program. - Strength career guidance and counselling services to all secondary schools. - Provide alternative pathways for out of school children including reentry to formal education

Priority Area	Outcomes	Key Interventions
Enhance quality of education at all levels with focus on improving learning outcomes at foundational grades.	Improved learning outcomes in basic education	- Recruit 5,542 trained pre-primary teachers and ensure Continuous Professional Development of 6,382 existing teachers. - Provide age-appropriate Play-based Teaching and Learning materials to preprimary and ECDs. - Recruit 19,864 teachers from teacher training institutions and provide training to 21,664 untrained in-service teachers. - Provide 5,964,647 textbooks to reach 1:1 textbook pupil ratio in primary. - Construction of science laboratories and provide science equipment to all secondary schools with science combinations.
	Increased use of ICT in Teaching and Learning at all levels of education	- Provide ICT infrastructure and equipment to increase the % of schools using ICT in teaching and learning. - Develop accessible and interactive digital content and train teachers in the use of e-learning platform. - Strengthen education data management systems for evidence-based decision making
Scale up access to market -relevant Education in Basic TVET and Higher Education	Enhanced access to quality education in Basic TVET (from 43% to 60%)	- Establish 29 TSS centers of excellence in all districts. - Scale up Vocational Training Center to 2,044 cell level (through workplace learning approaches) - Sustain the school feeding program in TVET schools for 264,353 learners. - Enhance basic TVET Teacher Capacities for 4,185 in-service Teaching Staff - Enhance basic TVET Teacher Capacities for 4,185 in-service Teaching Staff

Priority Area	Outcomes	Key Interventions
	Enhanced quality of higher learning education	- Construct 2 classroom blocks and 2 student Hostels in Rukara and Busogo campuses. - Review 88 programs and develop 14 new programs in alignment with the Labor Market Needs. - Collaborate with the private sector to produce 7 new product-oriented transformative and innovative research projects. - Increase the number of PhD programs from 39 programs to 64 PhD programs in Public Higher Learning Institutions
Enhance data and evidence-based teacher decision-making, school leadership, and accountability at all levels of education.	Strengthened data systems and accountability mechanisms	- Invest in education data systems and integration for improved data collection, analysis, reporting, and usage to inform decision making and policies. - Strengthen systemic quality assurance, monitoring, and support, including improved linking of central and decentralized education planning and inspection. - Strengthen personnel numbers and capacities of school leadership and administration, particularly at the primary level and in large schools

III.1. Alignment with NST2 and Other Sector Strategies

The Education Sector Strategic Plan 2024-2029 aligns closely with national, regional, and global commitments by addressing key priorities in education, promoting equitable access, and improving the quality of learning outcomes.

1. **National Strategy for Transformation (NST2)**: The Education Sector Strategic Plan (ESSP) 2024-2029 aligns closely with Rwanda's NST2, particularly in its emphasis on improving enrollment in preprimary education and enhancing the overall quality of education.

2. **Rwanda Vision 2050:** The ESSP is a key instrument for realizing Rwanda's Vision 2050, which aims for a knowledge-based economy and high standards of living for all Rwandans. By focusing on improving the quality of basic education, promoting digital literacy, and investing in vocational and technical education, the ESSP contributes to building the human capital necessary to drive Rwanda's long-term development ambitions.

3. **Foundational Learning Strategy**: The ESSP is in harmony with Rwanda's FLS, as it prioritizes strengthening foundational literacy and numeracy at the early stages of education. The plan includes specific interventions to enhance teacher capacity, curriculum development, and student assessments to improve learning outcomes at the foundational level, a critical component of long-term educational success.

4. **Rwanda Partnership Compact**: The ESSP also aligns with the Rwanda Partnership Compact by focusing on coordinated efforts among government agencies, development partners, and the private sector to strengthen educational outcomes. Through collaboration, the plan ensures alignment of resources, policies, and initiatives, thus enhancing efficiency and the achievement of education sector goals.

5. **Alignment with the Sustainable Development Goals (SDGs)**: The ESSP is directly linked to SDG 4, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Rwanda's plan emphasizes improving foundational learning, ensuring access for marginalized groups, and enhancing the quality of education to meet global standards, aligning with the broader targets of the SDGs.

6. **Continental Education Strategy for Africa (CESA)**: Rwanda's ESSP supports CESA's goals of promoting science, technology, and innovation, improving teacher development, and fostering inclusive education systems. The strategic plan integrates regional objectives, contributing to Africa's collective efforts to modernize education, enhance skills development, and create knowledge-based economies.

In sum, the ESSP 2024-2029 is a comprehensive plan that ensures coherence with national aspirations and international commitments, laying a strong foundation for sustainable development through education.

III.2. Mainstreaming Cross-Cutting Areas (CCAs)

This set of interventions emphasizes the urgent need to incorporate contemporary issues, values, practices, and policies into the transformation of education and skills development. While these crosscutting areas are embedded in the main strategic priorities, it is important to highlight them separately to ensure they receive adequate attention during the ESSP implementation.

The key focus areas for the ESSP include gender equality and empowerment, community engagement, environmental sustainability, climate change, risk reduction in the education sector, the impact of social media, health and nutrition.

Integrate climate and environmental concerns as a key priority in national plans, strategies, policies, and curricula. Develop educational content tailored to local contexts and specific environmental challenges.

The proposed crosscutting interventions in this ESSP are the following:

Climate and environment

- Integrate **climate and environmental concerns as a key priority** in national plans, strategies, policies, and curricula.
- Enhance both **in-service and pre-service teacher training** on climate change awareness.
- Support the transition to **green schools** by developing resilient, eco-friendly and energy-efficient school infrastructure and implementing initiatives like school gardens, water harvesting, and recycling.

Peace and human rights.
- Promote values-based education by integrating human rights, peace education, global citizenship, intercultural dialogue, life skills, and mental health into national curricula.
- Establish safe school programs, psychosocial support services, health education modules, and peace-building and human rights clubs in schools to GBV, mental health, and child protection.

Gender equality and inclusion
- Mainstream gender and inclusion in all policies and practices and enforce dedicated gender policies.
- Enhance the recruitment of female teachers and implement gender-responsive pedagogy, while promoting girls' education through community initiatives, safe spaces, and the provision of hygiene kits.
- Encourage female enrolment in STE(A)M, TVET, and higher education, particularly in underrepresented fields, with scholarships and mentorship.
- Provide accelerated education programmes for over age students and those with special educational needs.

IV.   MONITORING AND EVALUATION

IV.1. Monitoring and Evaluation approach

During the implementation of the ESSP, timely monitoring and evaluation will be conducted to assess progress toward the targets, identify challenges and opportunities, gather evidence for learning and adjustments, and inform decisions. To enhance ownership and accountability, stakeholders will be engaged to participate in the monitoring and evaluation of activities.

Monitoring and Evaluation Coordination: The Directorate of Education Sector Planning, Monitoring and Evaluation under MINEDUC, will lead MEL activities in collaboration with other key actors. Key agencies such as REB, RP, NESA, RTB, UR, and HEC conduct significant MEL activities and provide quarterly progress reports to MINEDUC for compilation. All M&E data will be disaggregated by District, gender, disability, and other units of interest, as indicated in the M&E matrix. To effectively execute timely M&E, each MINEDUC agency will create annual operational plans that align with ESSP and NST2 priorities, and M&E findings will be presented to education stakeholders in different education forums for feedback and joint learning.

Monitoring & Evaluation Data Sources and Tools: Monitoring and evaluation data will be collected from schools as a primary unit of education service delivery. School and District M&E will be centrally processed in the EMIC database to produce the EMIS Report; quantitative data collection tools like surveys will be developed to assess stakeholders' satisfaction with the different education services. Learning assessment tools will also be designed to assess learners' progress towards learning targets. In addition, qualitative tools like interviews and focus will be administered to collect perspectives of the different service providers, partners, and education service beneficiaries on provided services. Data from qualitative and quantitative sources will be triangulated to generate a comprehensive picture of the different aspects of education.

I.1. Key Performance Indicators and Policy Actions from 2024 -2029

It should be noted that M&E activities will focus on assessing the process toward the key performance indicators and implementing associated policy actions. All the indicators have been projected based on the current baseline from the MINEDUC Education statistical years book, 2023, and project to the next five years in 2019.

Increased net enrollment in preprimary from the current 39% to 65% in 2029: This is one of the key ESSP outcomes, and its associated targets include increasing the net enrolment rate in pre-primary from the current 39% to 65%, reducing the classroom teacher ration from 60:1 to 30:1 and reducing the trained pupil-teacher ratio form 113:1 to 40:1. Other targets are increasing the number of preprimary schools with appropriate play-based materials from 10% to 50%, increasing the number of ECDs supported to meet pre-primary standards from 667 to 4,668 and the number of children fed at school from 540,998 to 1,193,219. These targets will be spread across the five years, and timely monitoring tools will be developed to ensure timely checks on progress.

Improved timely enrollment, efficiency, equity, and learning outcomes in primary education: Timely enrollment and transition through primary education have been a key bottleneck to the education sector, and targets and appropriate interventions have been developed to address these challenges. These include the following, among others: Increasing the net intake rate in primary education from 45.7 % to 70%, reducing the dropout rate from the current 5.5% to 3.9%, and reducing the repetition rate from 30.2% to 15%. Further, the number of children with disabilities enrolled in primary schools will be increased from 40,324 to 80,323. Interventions on improving learning outcomes aim to increase the % of learners at or above basic proficiency in Kinyarwanda from 69% to 98% Kinyarwanda and from 37.52% to 70% in English, respectively. The primary teachers' English proficiency will increase from 4% to 70%, while the textbook-pupil ratio will also improve from 4:1 to 1:1.

Increased net enrolment and quality in basic secondary education: To improve quality and equity in basic secondary, the focus will be put on achieving the following target: Increasing the net enrollment from 26.2% to 36%, increasing the % of secondary school teachers with basic English language proficiency from 38% to 75%, increasing the % of learners at or above basic proficiency in Mathematics (From 63.8% to 72%) and English in S3 (From 42.7 % to 75%). The % students transitioning from secondary to higher education will also increase from 58% to 68%, while the % of general secondary schools with science laboratories will increase from 11% to 30%. The number of schools with career guidance and counseling corners will be increased from 1,632 to 4,923, and the number of learners fed at school will increase from 710,799 to 796,789.

Enhanced access to quality education in Basic TVET through Workplace learning: Access and quality in Basic TVET and workplace learning are key ingredients to a productive workforce and constitute a crucial outcome in ESSP. The following key targets have been set for this outcome. The % of students enrolled in TVET as a proportion of total students enrolled in upper secondary will increase from 43% to a target of 60%, the number of TSS Centers of Excellence established will increase from 1 to 30, and the number of VTCs established will increase from 104 to 2044. To accelerate skills development and employment rates, the number of graduates from vocational training through workplace learning should be increased from 23,296 to 83,296. The number of TVET classrooms constructed will increase from 2,223 to 3,153. Learners fed at school will be increased from the current 76,839 to 154,358.

Enhanced quality of higher learning education: To improve access and quality of higher education, there will be an increase in the percentage increase of students accommodated at UR hostels from the current 25.3% to 32%. The number of innovative projects created (Leading to new products and systems) will increase from 4 to 14. To improve the quality of teaching staff, the percentage of PhD holders among Academic staff is set to increase from 25.3% to a target of 32%.

ICT and Internet connectivity are critical catalysts for quality education. As such, the percentage of schools using ICT for teaching and Learning is set to increase from 41% to 55% across all levels of education, and the rate of schools with connectivity will increase from 59.5 to 80%. The

computer student ratio is set to improve from 8:1 to 6:1, and the computer-student ratio in primary education will improve from 4:1 to 2:1.

II.   COSTING

The ESSP outlines two potential funding approaches: a) The Government of Rwanda can refine and expand existing funding strategies, and b) Introduce and sustain new financing mechanisms, such as revolving funds, with support from the private sector. The ESSP gives an overview of the costs associated with different levels of the education sector, including the expenses required to implement the interventions detailed in the ESSP, which focus on policies with significant financial impact. Moreover, the analysis considers various efficiency measures to enhance the financial sustainability of the ESSP. To ensure the accuracy of the costing methods, certain general assumptions have been made. Furthermore, assumptions for each education level are based on the previously presented logical framework and associated targets.

III.   CONCLUSION

In conclusion, the Education Sector Strategic Plan 2024-2029 represents a bold and transformative roadmap for improving the quality and market relevance of education in Rwanda. By focusing on strengthening foundational learning, expanding access, fostering innovation, and enhancing the skills and competencies of learners, the ESSP aims to equip Rwandan students with the tools needed to thrive in a rapidly changing global economy.

The plan emphasizes the importance of aligning education with national development goals, such as Vision 2050 and the National Strategy for Transformation, while also addressing key global commitments like the Sustainable Development Goals.

Through collaborative efforts with government agencies, development partners, and communities, the ESSP envisions an education system that not only fosters academic excellence but also produces graduates who are well-prepared to contribute meaningfully to Rwanda's socio-economic development. With its clear objectives and strategic focus, the ESSP 2024-2029 sets the stage for a more inclusive, equitable, and high-quality education system that will drive the country's transformation and secure its future success.

ANNEXES

Annex 1: Theory of Change

Outcome 1: Increased net enrollment in pre-primary from 39% to 65%	
A	Avail 11,340 new, resilient, and inclusive classrooms [to reach the Classroom Pupil Ratio of 30:1 (773, 099 learners) from 63:1 in 2023 (540,998) and 15,184 teachers will be recruited]
A	Mobilize parental and community support for increasing pre-primary enrolment
Q	Recruit 5,542 trained pre-primary teachers and ensure Continuous Professional Development of 6,382 existing teachers (to reach the pupil trained teacher ratio of 45:1 from 113:1)
Q/A	Facilitate 4,625 out of 37,000 Early Childhood Development centres to meet pre-primary standards [(416,284) learners will be enrolled and 9,251 teachers will be recruited)].
Q	Provide age-appropriate teaching and Learning materials for 4,338 pre-primary schools (with a focus on play based materials)
Outcome 2: Improved timely enrollment, efficiency, equity and learning outcomes in primary education	
A	Avail 27,045 inclusive classrooms and other school infrastructure for primary education (to phase out double shifts and reduce overcrowding to reach classroom-pupil ratio of 46:1 from 62:1)
A	Sustain the school feeding program in primary education for 3,180,117 learners
A	Establish 5 model special schools for children with Autism and other severe intellectual challenges
Q	Construct additional 20 resources rooms and assessment centres in the remaining 20 districts to enhance inclusive education
Q	Recruit 19,864 teachers from teacher training institutions and provide training to 21,664 untrained in-service teachers.

Q		Provide English training to 95% of all primary teachers.
Q		Improve Foundational Literacy and Numeracy skills with a focus on Foundational grades
Q		Reduce dropout rate from 5.5% to 3.9% by enhancing school and community collaboration
Q		Provide 5,964,647 textbooks to reach 1:1 textbook pupil ratio in primary
Q		Reduce repetition rate from 30.2% to 15% by continuously implementing remedial learning education strategies
Q		Expand functional adult literacy programs to train 601,656 learners out of the 2,920,660 non-literate adults
Outcome 3: Increased net enrolment and quality in basic secondary education		
A		Sustain the school feeding program in secondary education for 796,789 learners
A		Enhance socio-emotional learning skills for secondary learners by establishing career guidance and counseling corners (in 1,977 schools)
Q		Reduce dropout rate from 7.5% to 4% by operationalizing attendance tracking and early warning and response mechanisms (mechanisms involve parents, local leaders, learners, teachers and school leaders, etc.)
Q		Reduce Repetition rate from 13.5% to 7.5%
Q		Provide relevant STEM related infrastructure and teaching and learning materials
Outcome 1: Enhanced access to quality education in Basic TVET (from 43% to 60%)		
A		Establish 29 TSS centers of excellence in all districts.
A		Sustain the school feeding program in TVET schools for 264,353 learners.
A		Enhance socio-emotional learning skills for TVET learners by establishing career guidance and counseling corners (in 606 TVET schools)
A		Scale up Vocational Training Center to 2,044 cell level (through workplace learning approaches)
Q		Enhance basic TVET Teacher Capacities for 4,185 in-service Teaching Staff

Outcome 2: Enhanced quality of higher learning education		
A	Construct 2 classroom blocks and 2 student Hostels in Rukara and Busogo campuses (Increase accommodation capacity of 6,000 students).	
Q	Review 88 programs and develop 14 new programs in alignment with the Labor Market Needs	
Q	Collaborate with the private sector to produce 7 new product- oriented transformative and innovative research projects.	
Q	Increase the number of PhD programs from 39 programs to 64 PhD programs in Public Higher Learning Institutions	
Q	Increase the % of academic staff with PhD qualification from 25% to 32% in Higher Learning Institutions	
Outcome 1: Increased use of ICT in Teaching and Learning at all levels of education		
A	Provide ICT infrastructure and equipment in schools [to increase the % of schools using ICT in teaching and learning from 41.1% 65% (Smart classrooms, computers labs, internet connectivity, Electricity etc.)]	
Q	Develop accessible and interactive digital content and train teachers in the use of e-learning platform	
Q	Strengthen education data management systems for evidence-based decision making	

Annex 2: ESSP Monitoring and Evaluation Matrix

No	ESSP Outcome	Indicators	Units	Baseline (2023/24)	Annual Targets					Means of verification and Data Sources	Responsibility for reporting
					24/25	25/26	26/27	27/28	28/29		
Social Transformation Pillar											
1	**Increased net enrollment in**	Net enrolment rate in pre-primary	%	39%	44.2%	49.4%	54.6%	59.8%	65%		

No	ESSP Outcome	Indicators	Units	Baseline (2023/24)	Annual Targets					Means of verification and Data Sources	Responsibility for reporting
					24/25	25/26	26/27	27/28	28/29		
	pre-primary from 39% to 65%									EMIS report	MINEDUC
		Pupil to classroom ratio	Ratio	63:1	63:1	60:1	50:1	40:1	30:1	EMIS report	MINEDUC
		Trained teacher to pupil ratio in pre-primary	Ratio	113:1	110:1	85:1	65:1	55:1	45 1	EMIS Report	MINEDUC
		Number of pre-primary schools with appropriate play-based materials	#	10%	608 (15%)	1,557 (33%)	2,490 (39%)	3,945 (49%)	4,338 (50%)	EMIS Report	MINEDUC
		Number of ECDs supported to meet pre-primary standards	#	0	0	667	2,334	4,001	4,625	EMIS report	MINEDUC
		Number of learners fed at school	#	540,998	632,972	786,065	847,659	1,065,026	1,193,219	EMIS Report	MINEDUC

| No | ESSP Outcome | Indicators | Units | Baseline (2023/24) | Annual Targets | | | | | Means of verification and Data Sources | Responsibility for reporting |
					24/25	25/26	26/27	27/28	28/29		
		Number of schools with school feeding support facilities (Kitchen, cooking stoves, tap water supply)	#	3,464	3,464	3,614	3,764	3,901	4,051	EMIS Report	MINEDUC
2	**Improved timely enrollment, efficiency, equity and learning outcomes in primary education**	Net intake rate in Primary 1	%	45.7%	50%	55%	60%	65%	70%	EMIS report	MINEDUC
		% of P1 students who attended preprimary	%	35.3%	40.3%	45.3%	50.3%	55.3%	65%	EMIS Report	MINEDUC
		Pupil to classroom ratio	Ratio	62:1	55:1	50:1	48:1	47:1	46:1	EMIS report	MINEDUC
		Dropout rate in primary	%	5.5%	5%	4.8%	4.5%	4%	3.9%	EMIS report	MINEDUC
		Repetition rate in Primary	%	30.2 %	28%	25%	20%	17%	15%	EMIS report	MINEDUC
		# of children with disabilities enrolled in primary schools	#	40,342	45,323	54,323	64,323	74,323	80,323	EMIS Report	MINEDUC

N o	ESSP Outcome	Indicators	Units	Baseline (2023/24)	Annual Targets					Means of verification and Data Sources	Responsibility for reporting
					24/25	25/26	26/27	27/28	28/29		
		% learners at or above basic proficiency in Kinyarwanda/English/numeracy in P3.	%	Kinyarwanda: 69% English: 37.52% Numeracy: 55.6%	- - -	79% 50% 65%	- - -	98% 60% 70%	- - -	LARS Report	MINEDUC
		Textbook to Pupil Ratio	Ratio	4:1	4:1	3:1	2:1	1:1	-	EMIS Report	MINEDUC
		% of teachers meeting English proficiency level	%	4%	10%	60%	80%	90%	95%	EMIS Report	MINEDUC
		Number of learners fed at school	#	2,624,481	2,735,608	2,846,734	2,957,861	3,068,987	3,180,117	EMIS Report	MINEDUC
		Number of schools with school feeding support facilities (Kitchen, cooking stoves, tap water supply)	#	3,602	3,602	3,712	3,824	3,936	4,048	EMIS report	MINEDUC

No	ESSP Outcome	Indicators	Units	Baseline (2023/24)	Annual Targets					Means of verification and Data Sources	Responsibility for reporting
					24/25	25/26	26/27	27/28	28/29		
		Number of non-literate adults trained.		109,196	109,196	259,610	410,024	560,438	710,852	EMIS report	MINEDUC
3	**Increased net enrolment and quality in basic secondary education**	Net enrollment rate in Secondary education	%	26.2%	28%	30%	32%	34%	36%	EMIS report	MINEDUC
		% learners at or above basic proficiency in Mathematics, science and English in S3	%	Maths: 63.8% English: 47.2% Science: 65.6%	-	68% 49.5% 70%	-	72% 75% 75%	-	LARS Report	MINEDUC
		% of general secondary and TVET teachers meeting English proficiency level	%	38%	45%	60%	70%	75%	80%	EMIS Report	MINEDUC
		% of transition rate from secondary to higher education	%	58.5%	60.5%	62.5%	64.5%	66.5%	68%	EMIS report	MINEDUC
		% of general secondary schools	%	11%	13%	20%	25%	28%	30%	EMIS report	MINEDUC

N o	ESSP Outcome	Indicators	Units	Baseline (2023/24)	Annual Targets					Means of verification and Data Sources	Responsibility for reporting
					24/25	25/26	26/27	27/28	28/29		
		with science laboratories									
		Number of schools with career guidance and counseling corners	#	1,632	455	3,278	4,101	2,000	4,923	Report	REB
		Number of learners fed at school	#	710,799	727,997	745,195	762,393	779,591	796,789	EMIS Report	MINEDUC
		Number of schools with school feeding support facilities	#	1,847	1,847	1,957	2,067	2,179	2,293	EMIS Report	MINEDUC
4	Enhanced access to quality education in Basic TVET and Workplace learning.	% of students enrolled in TVET as proportion of total students enrolled in upper secondary	%	43%	45%	50%	55%	59%	60%	EMIS report	NESA
		# of TSS Centers of Excellence established	#	1	1	5	9	18	30	EMIS report	MINEDUC
		# of VTCs established	#	104	50	480	1,110	1,562	2,044	Report	RTB

N o	ESSP Outcome	Indicators	Units	Baseline (2023/24)	Annual Targets					Means of verification and Data Sources	Responsibility for reporting
					24/25	25/26	26/27	27/28	28/29		
		# of graduates of Vocational training through Workplace learning.	#	23,296	28,296	43,296	58,296	73,296	83,296	EMIS report	RTB
		#TVET classrooms constructed	#	2,223	2,408	2,719	2,936	3,110	3,153	EMIS report	RTB
		# of schools with standard workshops	#	522	522	543	564	585	606	EMIS report	RTB
		Number of trained in-service basic TVET Teachers	#	1,317	1,317	2,363	3,410	4,456	5,502	EMIS report	RTB
		Number of learners fed at school	#	76,839	113,608	141,231	175,917	200,361	264,353	EMIS report	MINEDUC
		Number of career guidance and counseling corners established	#	0	72	210	348	506	606	EMIS report	RTB
		Number of learners provided with adequate	#	106,722	113,608	141,231	175,917	200,361	264,353	EMIS report	MINEDUC

No	ESSP Outcome	Indicators	Units	Baseline (2023/24)	Annual Targets					Means of verification and Data Sources	Responsibility for reporting
					24/25	25/26	26/27	27/28	28/29		
		training consumables									
5	**Enhanced quality of higher learning education**	% of PhD holders among Academic staff.	%	25%	26%	28%	30%	31%	32%	EMIS	UR
		% of students enrolled in STEM related courses as proportion of total students in higher education.	%	44.6%	48%	51%	55%	58%	60%	EMIS report	HEC
		Number of innovative projects created (Leading to new products, systems)	#	7	8	9	12	13	14	Reports	UR, RP
		% Student accommodated at UR hostels	%	23%	23%	23%	23%	40%	40%	Reports	UR
6	**Increased use of ICT in Teaching and Learning at**	% of schools using ICT for teaching and Learning	%	41.1%	45%	50%	55%	60%	65%	EMIS Report	MINEDUC

| No | ESSP Outcome | Indicators | Units | Baseline (2023/24) | Annual Targets | | | | | Means of verification and Data Sources | Responsibility for reporting |
					24/25	25/26	26/27	27/28	28/29		
	all levels of General Basic Education and TVET	Computer teacher Ratio in primary	Ratio	4:1	4:1	3:1	2:1	1:1	1:1	EMIS report	MINEDUC
		Computer Student ratio	Ratio	8:1	8:1	7:1	6:1	5:1	4:1	EMIS report	MINEDUC
		% of schools with internet connectivity	%	59.5%	59.5%	70%	80%	85%	90%	EMIS report	MINEDUC
		% of schools connected to on grid electricity	%	80.7%	82%	87%	90%	93%	95%	EMIS report	MINEDUC
7	Strengthened data systems and accountability mechanisms	% of school leaders and teachers trained on the use of IEMIS	%	0%	30%	60%	80%	90%	100%	Report	MIMEDUC
		% of schools using assessment data for improved teaching and learning outcomes of students.	%	0%	30%	60%	80%	90%	100%	Report	MINEDUC
		% of teachers with performance	%	0%	40%	60%	80%	90%	100%	Report	MINEDUC

No	ESSP Outcome	Indicators	Units	Baseline (2023/24)	Annual Targets					Means of verification and Data Sources	Responsibility for reporting
					24/25	25/26	26/27	27/28	28/29		
		contracts meeting exceptional standard benchmarks									

Annex 3: Implementation Plan (It is in a separate document)