



Republic of Rwanda  
Ministry of Education

# **TEACHER DEVELOPMENT AND MANAGEMENT POLICY**

*November 2024*

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## **List of abbreviations**

B.Ed:	Bachelor of Education
CG&C:	Career Guidance & Counselling
CoP:	Community of Practice
CPD:	Continuous Professional Development
DCC:	District CPD Coordinator
DEO:	District Education Officer
DipEd:	Diploma in Education
EAC:	East African Community
EDPRS:	Economic Development and Poverty Reduction Strategy
ESSP:	Education Sector Strategic Plan
GDP:	Gross Domestic Product
ICT:	Information and Communications Technology
ILO:	International Labor Organization
ITT:	Initial (Pre-Service) Teacher Training
LARS:	Learning Assessments for Rwandan Schools
MIFOTRA:	Ministry of Public Service and Labor
MINEDUC:	Ministry of Education, Rwanda
NQT:	Newly Qualified Teacher
PDOs:	Professional Development Officers
PLC:	Professional Learning Community
PGDipEd:	Post-Graduate Diploma in Education
PP:	Policy Priority
PPP:	Public Private Partnership

REB:	Rwanda Education Board
RTB:	Rwanda TVET Board
RTTI:	Rwanda TVET Teacher Institute
SBMP:	School-Based Mentorship Programme
SCC	Sector CPD Coordinator
SGAC:	School General Assembly Committee
SEO:	Sector Education Officer
SWOC:	Strengths, Weaknesses, Opportunities and Challenges
TCOP:	Teacher Community of Practice
TDM:	Teacher Development and Management
TTC:	Teacher Training College
TVET:	Technical and Vocational Education and Training
UNESCO:	United Nations Education, Scientific and Cultural Organization
UR-CE	University of Rwanda – College of Education

## **Foreword**

Education stands as the cornerstone of societal progress and individual empowerment. At its heart, teachers play a pivotal role in shaping young minds, cultivating skills, and nurturing values that foster life long and life wide learning. Recognizing the immense responsibility teachers hold, this *Teacher Development and Management Policy* has been developed to create an environment where educators can flourish, continuously improve, and be supported in their professional journeys throughout the lifespan of this policy; 2025 to 2030.

This policy is grounded in the belief that effective teaching hinges on robust, holistic support systems. It acknowledges the diverse needs of teachers at various stages of their careers—from aspiring educators to seasoned professionals. Through this policy, we aim to create a structured framework that not only enhances teachers' competencies but also upholds their well-being, reinforces accountability, and promotes ethical standards.

Among the core pillars of this policy are comprehensive training programs, transparent recruitment processes, meaningful career advancement opportunities, and continuous performance evaluations. These pillars ensure that our teaching workforce remains adaptable, well-equipped, and motivated to meet the evolving demands of the education landscape.

Furthermore, the policy emphasizes a collaborative approach, calling on policymakers, educational institutions, communities, and teachers themselves to actively participate in shaping an environment conducive to growth. Teachers, as custodians of knowledge and mentors to future generations, deserve not only to be valued but also to feel a sense of pride in their work and their contributions to society.

As we implement this Teacher Development and Management Policy, we reaffirm our commitment to the vision of a vibrant, inclusive, and sustainable educational system. Together, let us honor, uplift, and empower our teachers, ensuring that they have the tools, resources, and respect they need to excel in their roles and inspire the next generation.

**NSENGIMANA Joseph**  
**Minister of Education**

## **1. Introduction**

Rwanda, like many other developing countries in Africa, faces the challenge and pressing duty of eradicating poverty, enhancing equity and expanding access to education without compromising quality, and placing the country on a path of sustainable growth and development. Recognizing that the education sector is a key player in addressing these challenges, efforts have been put in place at policy and implementation levels to develop a robust education system characterized by provision of holistic educational benefits to its citizens.

The Government has, therefore, acknowledged in its education policy pronouncements that the teacher is the main instrument for bringing about the desired improvements in learning, and that adequate teacher management structures, policies and strategies are key factors that can determine teacher performance. The teaching sub-sector has also been undergoing reforms just like all other sub-sectors.

The Government aims at providing a management structure in the teaching sub-sector that will enhance efficiency and control among teachers and education officers at the point where the actual learning occurs. Under the decentralized strategy, the responsibility of policy formulation and national planning for education, setting standards and norms, monitoring and evaluation, curriculum development and approval of educational materials are placed under central government, while the responsibility for execution of policy, planning and general school administration rests with provincial/district authorities and schools.

### **1.1. General overview of Teacher Development and Management in Rwanda**

Rwanda acknowledges the importance of quality basic education for the development of human capital as the trigger for its social, economic and governance transformation. This is reflected in the national strategies and policy framework. For instance, the National Strategy for Transformation (NST2) places emphasis on ensuring quality of education with focus on improving learning outcomes at foundational grades, scale up market relevant education in Basic TVET and high education, increase functional adult literacy, ensuring timely enrolment and progression through education levels and strengthening efforts to

curb and reduce dropouts. These cannot be achieved without an efficient teacher management policy. Teachers are the number one pillar for education to achieve NST2 targets.

The Government is undergoing reforms aiming at providing a management structure in the teaching sector that will enhance efficiency and effectiveness of teachers and education officers in developing minimum proficiency levels and holistic development of learners.

The revision of this Teacher Development and Management policy has resulted from the new changes and challenges ensuing as might be expected from the increasingly efforts to ensure effective teaching and learning, increasing in student enrolment, the promulgation of the law governing the functioning and organization of education, the publication of the teacher statute, advances in learning technology and the improving socio-economic context of Rwanda as well as the challenges brought by the effects of COVID-19.

## **1.2. Rationale for this policy**

Learning outcomes are at risk unless teachers and school leaders demonstrate high levels of accountability for achieving positive learning outcomes. It is increasingly recognized that education systems should foster this accountability and commitment through building the teaching profession as an attractive choice of employment and motivating teachers to follow a clear career path.

Therefore, effective teacher development and management are intended to provide an up-to-date framework to continue addressing issues affecting the quality of teachers, their productivity, motivation and professionalism. The objective of this policy is to strengthen the institutional and structural capacities for improving teacher quality, development and management for pre-primary, primary, secondary and basic TVET.

Teacher competences and accountability can be fostered through effective teacher development and management. It can be further secured by making the teaching profession an attractive choice to quality candidates, offering good working conditions as well as opportunities for professional development and a clear career pathway with in-built incentives for high performance. The objective of this teacher development and management policy is to put in place the foundations that will support an education system that delivers quality.

## **2. Status of Teacher Development and Management**

The Government of Rwanda has made great investments in teachers' development and management. In addition to publishing the Teacher Statute and increasing teachers' salaries, several initiatives are being implemented to motivate teachers, and make the teaching profession more attractive to young people.

### **2.1 A Teacher**

A "Teacher" is a qualified employee of a basic education institution who teaches, heads a basic education institution, supervises teaching and learning or who monitors learners' discipline.

### **2.2 Teacher License**

A Teacher License certifies that an individual in the teaching profession has met the necessary standards to perform teaching or school leadership roles effectively. This license enables teachers to:

- Qualify for promotion to a higher grade,
- Receive scholarships for advanced education, including master's level studies,
- Be appointed as a headteacher or deputy headteacher.

A detailed teacher licensing framework will outline the requirements for obtaining a license.

### **2.3 Teacher development**

Teacher development focuses on improving teachers' skills and teaching practices. This concerns both in-service teachers and those in pre-service (for example, in Teacher Training Colleges and College of Education). A teacher is deemed 'in service' if they occupy a job position to which they were appointed and performs their duties while a teacher in pre-service is the teacher under preparation/in training.

#### **2.3.1 Teacher Training and Continuous Professional Development (CPD)**

A teacher has the right and the duty to undertake capacity development programs to improve his or her expertise and knowledge, in accordance with the relevant laws of

Rwanda. The Continuous Professional Development (CPD) Courses offered to teachers include:

1. Medium of instruction
2. Digital literacy
3. 21st century skills literacy
4. Subject-based teaching approaches including preparation of a lesson, its delivery and assessment
5. Inclusive education and gender equity and equality
6. Career guidance, counselling and remedial
7. Professional ethics and social responsibilities
8. Practical-based training
9. Effective school leadership for headteacher and deputy head teacher
10. Any other training that may be organized by the ministry in charge of education for example, Social Emotional Learning (SEL)

The Ministry in charge of education has the responsibility of budgeting, coordinating, planning, and leading, monitoring and evaluating the outcomes of CPD training inputs in collaboration with its implementing agencies.

Continuous Professional Development will be governed by the CPD framework including both school-based CPD and site-based CPD. On-going CPD activities and related monitoring are linked to TMIS. Furthermore, certificates will be provided for CPD training that hold value for career progression and integrate these certifications into the teachers' professional records.

### **2.3.2 Scholarships/ Professional Teacher Training**

A Cabinet Decision (2019) established a scheme where students who join the teacher-training colleges would receive a non-refundable scholarship from the Higher Education Council (HEC). This scheme is intended to attract the best performing students into the teaching profession. Also, teachers who want to continue with further studies after completing three years of teaching are offered non-refundable scholarships that they do not have to repay on the condition that they will work as a teacher for three further years after graduating from the sponsored courses. Students in Technical Studies will be trained on

pedagogical modules among others to prepare them for career in TVET teaching as pre-service TVET teachers.

### **2.3.3 Career-path scheme for teachers**

A Cabinet decision in January 2019 put in place teacher career pathways development scheme where teachers would be promoted in three stages with financial incentives attached to each promotion. The promotions are based on the performance of the teacher and the level of professional advancement as major criteria. The Cabinet decision was implemented through the publication of the Teacher Statute in 2020 as published in the Presidential Order No. 064/01 of 16/03/2020 establishing special statutes governing teachers in Pre-Primary, Primary, Secondary and Technical and Vocational schools. The CPD Framework and Teacher Statute (currently in draft) will talk more about teacher competencies, progression pathways and assessment protocols for teacher professional development.

## **2.4 Teacher management**

### **2.4.1. Recruitment**

Since 2020, the process of teacher recruitment and appointment is jointly done by Kigali City and Districts, the Ministry in charge of Education and the Ministry in charge of public service. The City of Kigali and District prepare and submit to the Ministry in charge of Education a list of all teaching positions required and schools which need to be provided with teachers.

The Ministry in charge of education publishes the list of teaching positions available based on all teaching subjects in pre-primary, primary, secondary and TVET schools through the public service e-recruitment portal. The Ministry in charge of education is responsible for shortlisting candidates, preparing and conducting exams for the short-listed candidates, and submitting a list of successful candidates to the Ministry in charge of public service to be kept in the public service e-recruitment portal. The Ministry in charge of education submits also to the City of Kigali and Districts a list of newly recruited teachers to be appointed and placed in accordance with the vacant teaching positions.

The Ministry in charge of Public Service manages the process of recruitment and appointment of teachers must manage the process of recruitment and appointment of teachers through the public service e-recruitment portal. It also maintains the database of all successful candidates who are eligible for appointment and placement in case any vacant positions in school are reported during a period of 12 months.

Every newly appointed teacher is subjected to a probation period of twelve (12) months where his or her immediate supervisor evaluates teacher's performance in terms of his or her knowledge, skills, professional capacities, and behaviors (Teacher Statute, 2024).

#### **2.4.2. Placement of Teachers**

The placement of teachers is carried out through the Teacher Management Information System (TMIS) developed to manage teachers' information electronically. Teachers may consult their school placement electronically without calling or visiting the Teacher Development and Management offices. Any issues or complaints on teachers' placement or necessary follow ups are reported in the TMIS. The Teacher Statute (2024) provides guidance and requirements on the placement and promotion within each teacher category. A newly recruited teacher is placed at the Category 1, Grade II as a of junior teacher.

#### **2.4.3 Teacher Management Information System (TMIS)**

The TMIS has been operational since 2022, and it is used for teachers' placement, transfer, promotion, maternity leave management, suspension, termination, CPD programs etc. TMIS is integrated with the following systems: i) the Integrated Personnel and Payroll Information System (IPPIS) under MIFOTRA, ii) the Integrated Financial Management Information System (IFMIS) under MINECOFIN and iii) the National Identification Agency (NIDA). Teacher placement information can be extracted from TMIS by the district education officials and added to the payroll as a supporting document for salary payment.

#### **2.4.4 Teacher performance management**

Teachers are expected to show strong classroom management skills, deep knowledge of their subjects, and a positive rapport with students. Performance management tools, such as individual performance contracts, are designed to align teachers' efforts with both school

objectives and national education goals. Regular feedback is provided to help teachers recognize their strengths and address areas needing improvement. This approach aims to build a motivated and highly skilled teaching workforce, committed to achieving high-quality learning outcomes.

#### **2.4.5 Teacher supervision and evaluation**

School leaders and education officers conduct periodic supervision to monitor teachers' adherence to curriculum standards, instructional quality, and maintain a conducive classroom environment. Evaluation focus on assessing a teacher's effectiveness, including lesson preparation, student-centered pedagogy, and achievement of learning objectives. Both formative and summative evaluations can be conducted to offer constructive feedback and promote continuous improvement. Supervisors use standardized evaluation tools to ensure consistent and fair assessment across schools. Evaluation outcomes guide decisions on professional development and, where necessary, disciplinary actions, enhancing accountability, maintaining high educational standards, and supporting teachers in their professional growth.

#### **2.4.6 Teacher welfare, incentive programs and benefits**

In, 2019, several incentives were introduced to attract students to the teaching profession and to retain current teachers. These incentives include access to Umwalimu SACCO with reduced interest rates, the One Cow per Teacher program, housing for teachers, laptops and motorcycles as rewards for top-performing teachers, a non-refundable teacher scholarship program, a 10% salary increase, and structured career pathways. Additional incentives are also planned to further support teachers.

#### **2.4.7 Teacher career advancement and leadership**

To link benefits to improved teaching, teachers' clear pathways are classified in categories and grades. Teacher categories include Junior teacher, Teacher, Senior teacher, Principal teacher, Senior Principal teacher, and Master teacher. These categories and grades are linked to a rise in teacher salary.

#### **2.4.8 Teacher code of conduct and accountability**

A professional code of conduct for teachers is essential to maintaining high educational standards, encouraging ethical behavior, and creating a supportive learning environment. In Rwanda, where the education sector is undergoing transformative reforms, the emphasis on understanding and implementing this code is crucial to elevating educational quality. Teacher Code of conduct and accountability measures will be redefined to align with the teacher statute and education law. Regular monitoring will foster continuous improvement, not only in the quality of education but also in teachers' overall performance.

#### **2.5. Coordination mechanisms and institutional capacity**

All institutions that support the education sector in general, and teacher development and management in particular, are already well established, with a clear separation of roles and responsibilities from the central to the decentralized levels. Coordination mechanisms of all education stakeholders in Rwanda are well-established through various education sector working groups, technical working groups and task forces at the central level, with on-going efforts to establish and operationalize similar structures at the decentralized levels.

#### **2.6 Teacher demand and supply**

Rwanda has registered great achievements in ensuring access to education at all levels. The MINEDUC 2022-2023 Statistical Yearbook records very good achievement on access to basic education and TVET, and student enrolment increased from 220,435 in 2017 to 540,998 in 2022/2023 in pre-primary, from 2,540,374 primary school pupils to 2,838,343, from 592,501 secondary general education to 842,886 and from 107,501 TVET students to 118,168.

Primary schools recorded an exceptional increase in pupils in 2021-2022 partly because of the enrolment of a double intake in Primary 1, when 450,973 existing pupils were joined by a new intake of 323,804 pupils. Considering the increase in students' numbers, the Government has gradually increased the number of pre-primary teachers from 6,039 in 2017 to 9,118 in 2023/2024, primary education teachers from 41,573 in 2017 to 63,794 in 2023/2024, secondary education teachers from 22,990 in 2017 to 33,533 in 2023/2024. For TVET, the number of public and private teachers increased from 4,161 in 2017 to 8,395 in 2023/2024.

The significant increase in the number of teaching staff in primary (rising from 43,878 in 2019 to 63,794 in 2023/24) has contributed to an improvement in the primary school teacher-pupil ratio, which stood at 42:1 in 2022/23 compared to 57:1 in 2019. We might expect this to have a positive impact on pupils' performance, promotion and learning in classrooms. It remains to be seen whether this is due to a delay in the impact of improved teacher-pupil ratios, or whether some other factor might be in play such as the negative impact of Covid-19 on learning.

In addition, there has been an increase in the number of TVET schools and teachers so that each sector can provide technical and vocational education and training. This is one of the strategies to achieve the NST2 target of 60% of O' level leaving students joining Level 3 in TVET.

## **2.7 Teacher quality**

Teacher quality is widely acknowledged as the single most important school-related variable affecting students' learning. This policy, therefore, aims to develop political orientations to improve teacher performance so that there a positive impact to students' learning outcomes. The following aspects of teaching profession will need a particular consideration in order to build teacher quality.

### **2.7.1. Teacher qualifications**

The first criterion in determining a qualified teacher is their completed education level: A2 certificate for Primary, Pre-primary and Vocational Training Centre teachers, A1 & A0 in TSS and general secondary teachers, and A0 from TTCs. The continuous professional development training and communities of practice contribute to teaching quality which in turn impacts learners achieving expected outcomes.

Teacher qualification and certification process to meet minimum qualifications standards as stipulated in Rwanda qualification framework and teacher statute, shall be followed.

### **2.7.2. School facilities (TLMs, ICT equipment, infrastructure)**

Teaching facilities including Teaching and Learning Materials (TLMs), consumables, ICT equipment and school infrastructure (laboratories, well equipped workshops), all have an impact on the quality of education. The Government of Rwanda has invested in building

new classrooms, purchasing, and distributing new computers to smart classrooms and to teachers, connecting schools to the Internet, inhouse textbook production and distribution, equipping workshops in TVET Schools and increased the budget for consumables. This has improved the teaching and learning environments which in turn has increase learners' knowledge and skills. The Ministry in charge of Education and its partners has conducted a range of training events to develop teacher's capacity in ICT skills for teaching. At pre-service level, the Ministry equipped TTCs and the UR-College of Education with teaching materials, computers and internet connectivity to develop pre-service teachers' practical teaching skills. Furthermore, the ministry of education is encouraging TTCs and HLIs to create a demonstration school near their institution that can be used for school teaching practices, lesson observation, and demonstration classes. There is need to multiply efforts to equip teachers in TVET schools and newly established TVET wings.

### **2.7.3. School leadership**

An effective school leadership determines the quality of teachers. School leaders are responsible to create a strategic direction for the school including School Strategic Improvement plan. They put in place and support teachers in activities intended to improve the teaching quality like Continuous Professional Development program and induction of new teachers. The school Head teacher and Deputy Head teacher in charge of studies are also in charge of leading teaching and learning process. They give model lessons, observe teachers, and give constructive feedback. The Deputy Head teacher in charge of discipline is responsible for maintaining students and teacher behavior.

The Ministry in charge of Education's role in improving the quality of school leadership include but not limited to a transparent recruitment process on merit, induction of newly recruited school leaders, Continuous professional development and comprehensive evaluation of school leaders after each 3 years. Professional Standards for Effective School Leadership will also be put in place for school leaders' evaluation. A CPD in Effective School leadership will be mandatory to all in-service school leaders and an entry requirement to new school leaders.

### **3. Impact of Covid-19 on learner performance**

The most recent learning assessment, LARS 2023, found improvements in students' English and Kinyarwanda literacy skills, compared to the 2021 assessment. However, the performance in numeracy has slightly declined between 2021 and 2023. 37.52% of P3 learners assessed in 2023 met the benchmarks in English foundational literacy, compared to 10% in 2021. In Mathematics, 55.60% of P3 learners assessed in 2023 met the national proficiency benchmarks, a decrease of 5.36% compared to 2021. There was an improvement in Kinyarwanda reading comprehension from the previous assessment with 82.70% of the P3 learners assessed in 2023 meeting the national proficiency benchmarks. Despite the overall improvement in English and Kinyarwanda performance, more needs to be done to ensure young Rwandans have a solid foundation on which they will acquire the competencies and attitudes for good jobs and careers in tomorrow's knowledge-based economy.

In general, education in Rwanda has two major ambitions: firstly, to ensure all children have access to education and secondly to continue making improvements needed for better learning outcomes. While the government is taking strong measures to resolve the challenges involved, a well-trained and motivated teacher workforce will play a crucial role in, for example, paying more attention to students who are likely to repeat or to drop out of school and to students with special educational needs (learning difficulties or disabilities).

However, the education sector faces constraints in the supply, employment and retention of a sufficient number of highly qualified and motivated teachers to meet the current learning and teaching demands. The ratio of students per teacher is still high in primary education despite over 50,000 new teachers being recruited since 2021 to reduce that ratio and improve the quality of teaching, learning and support to students.

### **4. SWOC analysis**

Consultations on the strengths, weaknesses, opportunities and challenges for teacher development and management have been held with educational stakeholders at the national

and sub-national levels, as well as with development partners and the general public. The following table summarizes the main SWOC findings:

**Table 1: SWOC analysis**

Strengths	Weaknesses
<ol style="list-style-type: none"> <li>1. ESSP linked with Vision 2050 and NST2, SDGs and other international and regional frameworks</li> <li>2. Political decisions to promote quality education transformation in Rwanda</li> <li>3. Aspirations for an education system that can compare well with other countries, in and beyond East Africa</li> <li>4. Visionary politicians and officials in the system demanding change</li> <li>5. Substantial progress in access to education and gender parity</li> <li>6. Improvements in number of qualified teachers in schools</li> <li>7. Training on pedagogy for teachers with no education background</li> <li>8. Structure for in-service training provision/programs in place School-Based Mentorship Programme (SBMP)</li> <li>9. English language training and assessment for teachers being conducted</li> <li>10. Effective collaboration with partners through innovative projects and</li> </ol>	<ol style="list-style-type: none"> <li>1. Some parents pay little attention to their children’s education</li> <li>2. Inadequate access to and use of ICT</li> <li>3. More theory than practical pedagogical practice in teacher training; many teacher trainers don’t model the best practices</li> <li>4. Lack of Pre-service TVET Teacher Training institution.</li> <li>5. Low retention rate of high performers in teaching profession especially in TVET</li> <li>6. Limited teacher incentives</li> <li>7. Poor English proficiency as a medium of instruction</li> <li>8. Pre-service teacher training institutions not currently linked with CPD initiatives</li> <li>9. Internal inefficiencies in the Education system are still high due to high dropout and repetition of students</li> <li>10. Uncoordinated CPD activities at all levels including teacher CPD provided by development partners</li> </ol>

<p>programmes to find effective solutions for improved practice in teaching, learning and leadership; including CoPs, PLCs, STEM, and English</p> <p>11. School readiness introduced and 9/12YBE access for all children</p> <p>12. Introduction of TVET wings to general education schools in the sectors without TVET schools</p> <p>13. Teachers’ special statute ratified</p> <p>14. Some incentives for Rwandan teachers (e.g. Umwalimu SACCO, Cow/lap top prizes for good/awarded teachers).</p> <p>15. Addition of accommodation for teachers close to more rural schools to encourage placement and retention</p>	
<b>Opportunities</b>	<b>Challenges</b>
<p>1. Political will; the government of Rwanda considering education as a major priority for the country</p> <p>2. Major support for change and funding by support agencies</p> <p>3. Resilience and commitment of the teaching force under/through many changes</p>	<p>1. Lack of employment opportunities, poor capacity and lack of financial resources for education graduates for self-employment</p> <p>2. Limited funding; growing need to invest in Education (ICT, STEM, TVET etc).</p> <p>3. Lack of qualified teachers in some TVET programmes</p> <p>4. % of GDP spent on education below international and EAC average, and</p>

<p>4. Some of the recommended policy changes recommended have already begun</p> <p>5. Partners with different interventions and geographical spread are willing to support</p> <p>6. Peer learning initiatives in the School Leadership &amp; Career Guidance unit &amp; development of Effective School Leadership Standards</p> <p>7. Long term strategy for professional career pathway for Rwandan teachers through the restructuring of the SBMP to a more school-based system</p> <p>8. Potential opportunities for internship and on-the-job training in the growing start-up and small and medium scale businesses</p> <p>9. Covid-19 context accelerating eLearning and digital transformation</p>	<p>below World Bank and UNESCO recommendations and/or standards</p> <p>5. Different parts of the system are not sufficiently moving enough in the same direction or moving at different speeds.</p> <p>6. Limited coordination among various entities supporting pre- and in-service education</p> <p>7. The introduction of the Competence-Based Curriculum (CBC) makes heavy demands on the teaching force; without adequate support and incentives, this could be de-motivating to some teachers.</p> <p>8. Covid-19 impact on Education</p>
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## 5. Policy Orientation

In the Education 2030 Framework for Action, UNESCO provides a concise guide for this TDM policy as it clearly states the importance of teachers and the attention that they are due: “As teachers are a fundamental condition for guaranteeing quality education, teachers and educators should be empowered, adequately recruited and remunerated, motivated, professionally qualified and supported within well-resourced, efficient and effectively governed systems.”

At the national level, the TDM Policy is specifically guided by the following national strategies and plans:

- Vision 2050 and National Strategy for Transformation, 2024-2029
- The Education Sector Strategic Plan 2024-2029
- Teacher Professional Standards 2020,
- Teacher Statute 2024 - draft
- Rwanda Public Sector Pay and Retention Policy, 2012
- Teacher recruitment and deployment policy (2015)
- Teacher performance and evaluation (2018)
- Teacher career pathways and promotion policy (2018)
- Teacher code of conduct and ethics policy (2018)
- Teacher welfare and support policy (2020)
- Competence based curriculum implementation
- Education Law (2021)
- Ministerial Order on Education Standards (2021)
- CPD Framework (2024- in draft)

### **5.1. General policy framework**

The overall mission of the Ministry of Education, which guides the subsector’s visions, is stated as follows:

“The mission of education in Rwanda is to provide all and in an inclusive manner with quality education to solve problems in order to achieve sustainable development” (Republic of Rwanda, 2022).

### **5.2. Vision and Mission**

The vision for the teacher development and management in Rwanda is to be “a leading provider of teacher-related services in addition to the provision of highly motivated, qualified, and competent teachers in Rwanda”.

The mission for the development and management of teachers in Rwanda is to “continuously develop the teaching profession, provide and maintain learning resources and education institutions to ensure provision of sufficient numbers of professional teachers.”

### **5.3. Policy goal, objectives and priorities**

#### **5.3.1. Goal**

The goal is to make teaching a respected and attractive profession in Rwanda as one way of ensuring that education plays its role of catalyzing the social economic transformation of the country.

#### **5.3.2. General objective**

The general objective of this Teacher Development and Management (TDM) policy is “to develop a quality system of teacher production, supply, recruitment, retention, continuous career development and effective management through the upgrading and motivation of all pre-primary, primary, secondary (general and TVET) teachers in schools and centers in Rwanda”.

This objective can only be realized with the recognition that teaching is a distinct and valued profession within the public service, governed by its own code of professional ethics, with having clear pathways for professional and personal development and growth.

#### **5.3.3. Specific objectives**

To achieve the above, the Ministry in charge of Education will overhaul and re-align the nature of teacher training, development, and management to:

- Attract the best performing students to choose the teaching profession.
- Revitalize pre-service training in TTCs, RTTI and UR-CE Secondary school training programs.
- Institutionalize and harmonize teachers’ Continuous Professional Development (CPD) at all levels, including through DCCs and SCCs, and to consider Public Private Partnerships (PPP) in the delivery of accredited and approved CPD.
- Institutionalize and support the teachers’ community of practice (COP) and peer learning system.
- Support teachers to pay special attention to learners’ individual needs to maximize learning outcomes.
- Ensure development of career pathways for both teachers and head teachers and raise the status of teachers by implementing and monitoring a teacher motivation

package, which describes a clear career pathway and the requirements for advancement on that career pathway.

- Create and implement Teacher motivation package to raise teachers' status.
- Further strengthen the teacher management information system (TMIS) and database for teacher management, registration, CPD involvement and licensing system.
- Strengthen the institutional and structural capacities at all levels with special attention to DCCs and SCCs, school leadership and management, and SGACs to ensure the improvement of quality, status and performance of all teachers.

#### **5.3.4. Policy Priorities (PPs)**

PP1: Implementation of teacher motivation and incentives schemes against performance in teaching, enhance the professional status, image and attractiveness of teachers and teaching in Rwanda where all teachers are equally valued.

PP2. Restructure pre-service training so that it attracts the best performers and provides high level professional training with special attention to Rwandan values (indangaciro) and reflecting the academic quality of other East African region education systems and beyond.

PP3. Institutionalize and harmonize Continuous Professional Development (CPD) at all national and sub-national levels, including in schools (for both teachers and head teachers), with a world-class system for planning CPD, appraisal, mentoring, support, assessment, and re-licensing for all teachers is put in place to support it

PP4. Support teachers to pay special attention to improve students' learning outcomes, in an inclusive manner, focusing on learners with special needs education likely to repeat and or drop out of school while attending to gender-specific cross-cutting issues

PP5. Enhance institutional and structural capacities at all levels from school, sector, district, implementing agencies and Ministry in charge of Education to ensure the efficient and effective development and management of teachers

PP6. Develop a resource mobilization strategy to ensure that the resources needed to fully implement the TDM policy are available

PP7. Improve the Teacher Management Information System (TMIS)

PP8. Establish a comprehensive system of support for teachers' English proficiency in general and the use of English as the medium of instruction as well as in STEM and in the use of ICT.

## **6. Communication strategy**

This policy will be widely disseminated online using MINEDUC, REB and RTB web sites, and through any other channel that MINEDUC deems necessary to enable public access. Districts and development partners will also support to disseminate the policy to different stakeholders.

The Ministry of Education believes that the dissemination of this Teacher Development and Management policy will set a clear road map for professionalizing the teaching profession in Rwanda and help to raise the status of teachers both economically and socially. The Ministry of Education also believes that by improving teachers' ability to promote the right kind of values in their students, this will help students become, attitudes and skills that will enable the children to become productive citizens and ensure that they can make real investments in the national development context.

## **7. Strategic and implementation framework**

Table 2 below, links the specific objectives for resolving the current challenges in the education system to their corresponding strategies. Details on the activities are found in the TDM strategic Plan which is annexed to this document.

**Table 2: Strategic and Implementation Framework**

<b>Objectives</b>	<b>Strategies</b>	<b>Activities</b>
<b>Objective 1: Attract sufficient and best-performing students to join teacher-training colleges.</b>	<b>Strategy 1.1</b> Develop a benefit package for students joining teacher-training institutions.	1.1.1 Develop a module on career guidance and counselling with students in secondary schools on the teaching profession to instil a passion for teaching.
		1.1.2 Develop and implement benefit package details for TTC students including tuition subsidy, ICT device, textbooks and other learning materials provision
		1.1.3 Widely disseminate the benefit package information and the career guidance and counselling module to all students in secondary schools, communities, and parents.
		1.1.4 Develop selection criteria to identify and enrol the best performing students in TTCs
<b>Objective 2: Revitalize pre-service training in</b>	<b>Strategy 2.1</b> Restructure pre-service to reflect academic quality of other best	2.1.1 Draw lessons from the regional and international pre-service teacher training best practices and apply them to the Rwanda context.

<b>TTCs, RTTI and UR-CE Secondary school training programs</b>	performing education systems and anchored on Rwandese values (indangagaciro) and able to accommodate bigger numbers of student teachers.	2.1.2 Establish periodical curriculum evaluations and reviews, when necessary, for pre-service teacher education to enable continuous improvement of programme delivery.
		2.1.3. Establish pre-service training institution acting as a centre for innovation in education and a resource centre for pre-service teacher training and CPD and train the student-centred learning approach.
		2.1.4. Establish a well-resourced demonstration school for pre-school and 12 years basic education schoolteachers including TVET teachers
		2.1.5 Make Science practical training mandatory for all pre-service science teachers and be part of their graduation qualifications, while providing them with the required support.
		2.1.6 Strengthen teaching practice by developing Teaching Practice Guidelines and associated tools.
		2.1.7 Develop a strategy and roadmap to upgrade teachers' qualifications

		2.1.8 Make TTCs a distinct category of schools that are different from general secondary schools.
		2.1.9 Define the roles, responsibilities and other institutional arrangements of demonstration schools to facilitate effective teaching practice.
	<b>Strategy 2.2</b> Develop fundamental skills for effective teaching, specifically English proficiency, numeracy, literacy and STEM to all pre-service teachers and students	2.2.1 Improve English proficiency through support (targeted English training in pre-service) and mandating the use of English, not only as a medium of instruction, but also of communication in schools.
		2.2.2 Improve STEM teaching, introduce media literacy and ICT/digital literacy for all pre-service teachers through access to digital literacy courses and ICT infrastructure in pre-service teacher education to ensure effective use of ICT in teaching and learning.
		2.2.3 Review the National teacher qualification framework to include English proficiency as an entry requirement
		2.2.4 Develop TTC tutors' and students' numeracy and literacy skills to ensure effective teaching of mathematics

		2.2.5 Conduct periodic assessment of TTC tutors' and students' English proficiency, numeracy and ICT skills and provide remedial training as necessary.
	<b>Strategy 2.3</b> Create an attractive teaching and learning environment – infrastructure and resources to ensure sufficient, qualified and suitably skilled teachers trained to meet demands of an expanding education system.	2.3.1 Develop TTC infrastructure development master plan.
		2.3.2 Develop a costed, 10-year pre-service teacher education strategic plan.
	<b>Strategy 2.4</b> Improve capacity and motivation package for tutors in teacher training colleges.	2.4.1 Develop and implement a 5-year capacity building and motivation-enhancing plan for tutors in pre-service teacher training colleges.

	<p><b>Strategy 2.5</b> Improve linkage between teacher training colleges and schools.</p>	<p>2.5.1 Develop feedback mechanisms between TTCs, demonstration schools and other schools in general and TVET to improve quality of pre-service teacher education including teaching practice, to ensure consistency between pre-service and in-service teacher education, and to trace TTC graduates and their performance.</p>
<p><b>Objective 3: Institutionalise in-service training both online and face to face and Continuous Professional Development (CPD) for teachers, TTC tutors and headteachers.</b></p>	<p><b>Strategy 3.1</b> Introduce a high-quality induction year for newly qualified teachers and require all teachers to be ‘licensed’ following the successful completion of their induction period.</p>	<p>3.1.1 Develop and implement a one-year school-based induction training course while strengthening stakeholder coordination</p>
		<p>3.1.2 Develop teacher licensing mechanism</p>
	<p><b>Strategy 3.2</b> Require all teachers to undertake and record Continuous Professional Development (CPD),</p>	<p>3.2.1 Review CPD framework to ensure inclusion of ECD caregivers and ECE teachers.</p>
		<p>3.2.2 Make a one-year Post-Graduate Diploma (PGDipEd) available for those wishing to get into secondary schools teaching having obtained a subject-based degree.</p>

		3.2.3 Provide special CPD in fundamental skills of English proficiency and skills to use English as a medium of instruction, ICT literacy and better teaching methodology to all teachers including effective use of the teaching and learning materials.
		3.2.4 All basic TVET teachers to practice industry-specific technical skills
	<b>Strategy 3.3</b> Strengthen district and sectors capacity to coordinate CPD.	3.3.1 Strengthen the capacity of school leaders to plan, organize and facilitate CPD activities in their schools
		3.3.2 Strengthen DCC and SCC as well as other CPD structures and systems at district and sector levels on evidence-based decision-making, planning, monitoring and accountability.
<b>Objective 4: Create and support Community of Practice (COP) and peer learning system in both pre-service and in-service</b>	<b>Strategy 4.1</b> Strengthen school-based mentorship	4.1.1 Assess status and develop a comprehensive mentorship programme, including a School Subject Leader system, using the Sector Leaders of Learning as mentors for young teachers to shape their attitude and behaviour
	<b>Strategy 4.2</b> Institutionalise Community of Practice (COP) and peer learning	4.2.1 Review and strengthen National CoP and Peer learning guidelines while fostering collaborative practices between teachers and school leaders

		4.2.2 Designate at least one member of staff in each school to mentor the newly recruited teachers in their school.
	<b>Strategy 4.3</b> Designate regular time within each school term for teacher CPD through peer learning.	4.3.1 Include DCCs and SCCs planning and implementation activities in the national, district and sector-level Imihigo and to develop, monitor and report on quarterly basis peer learning guidelines and CPD activities through SCCs/DCCs. To ensure that DCCs and SCCs are budgeted for, in collaboration with the MINALOC. 4.3.2 Develop and implement a plan for school based CPD and CPD between TTC and demonstration schools
<b>Objective 5:</b> <b>Support teachers to pay special attention to students' learning outcomes</b>	<b>Strategy 5.1</b> Strengthen teacher capacity (both in-service and in pre-service) in Special Needs Education (SNE)	5.1.1. Provide special training to all teachers on effective ways to deliver remedial programs, inclusive education approaches, gender responsive pedagogy, identification and support learners with special needs education (SNE) and other learners likely to repeat or drop school and girls with specific needs 5.1.2 Provide constant support and consultation with parents in support of children with special needs with the involvement of school focal inclusive education teachers,

		5.1.3 Identify one focal inclusive education teacher in each school
		5.1.4 Build teachers' Social Emotional Learning (SEL) and resilient skills to enable them to attend to learners' social emotional needs and build their
	<p><b>Strategy 5.2</b></p> <p>Monitor and regularly evaluate implementation of Competence Based Curriculum (CBC) through comprehensive assessments from the school level to the national level</p>	<p>5.2.1</p> <p>Develop a guide to monitor teachers' implementation of CBC and provide quarterly reports on the progress. This will include the assessment implementation and the use of data to improve instruction and remediation, as well as in for school performance improvement and engagement of caregivers and the community.</p> <p>5.2.2</p> <p>Train teachers on comprehensive assessment and on formative assessment practices including the generation of questions for the national question bank.</p> <p>5.2.3</p> <p>As part of teacher CPD on the implementation of comprehensive assessment, Involve teachers on the crowd sourcing of questions for formative assessment and summative assessment.</p>

	<b>Strategy 5.3</b> Strengthen teachers' English proficiency and the use of English as the medium of instruction/learning through CPD	5.3.1 Monitor the implementation of English proficiency training packages for all the serving teachers. Develop tools for measuring teachers' proficiency.
		5.3.2. Support the training with learning resources such as textbooks and language multimedia laboratories as well as intensive English courses and toolkits and support teachers to establish English COPs to improve their language proficiency and use.
	<b>Strategy 5.4</b> Develop and implement Career Guidance and Counselling (CG&C) policy	5.4.1 Conduct a study on Career Guidance & Counselling to establish the status, challenges and suggested solutions for both issues.
		5.4.2 Conduct study tours to countries with effective CG&C, to learn from their experience and inform the development of the CG&C policy and strategic plan.
		5.4.3 Review existing plans and guidelines and develop a CG&C policy and strategic plan.

	<p><b>Strategy 5.5</b> Review National and School based continuous assessment for all subjects</p>	<p>5.5.1 Train, monitor and report on current formative assessment and comprehensive assessment practices by teachers.</p>
		<p>5.5.2 Conduct different research on learning performance in different subjects and ensure effective use of assessment data</p>
		<p>5.5.3 Conduct LARS and participate in the regional and international assessments.</p>
<p><b>Objective 6: Ensure Career pathway development for both teachers and head teachers</b></p>	<p><b>Strategy 6.1</b> Establish an effective system for appraisal, mentoring, support, assessment, and licensing for all teachers.</p>	<p>6.1.1 Organise district level workshops to present the national Teacher Qualification Framework and Teachers Special Statute and other legal documents relevant to TDM.</p>
		<p>6.1.2. Develop general guidelines for appraisal, mentoring, support, assessment, and licensing for all teachers</p>
		<p>6.1.3 Develop and implement Teacher Motivation Package.</p>

	<p><b>Strategy 6.2</b></p> <p>Support for teachers to upgrade their qualifications and therefore enhance their professional status.</p>	<p>6.2.1</p> <p>Train school staff to provide appraisal, mentoring, support and assessment of teachers.</p>
<p><b>Objective 7: Create and implement Teacher motivation package to raise teachers' status</b></p>	<p><b>Strategy 7.1</b></p> <p>Develop a Comprehensive Incentive Scheme for teachers.</p>	<p>7.1.1</p> <p>Make a comparative analysis of Teachers' incentives packages in the East and Southern Africa region and apply lessons to Rwanda's efforts on the same.</p>
		<p>7.1.2</p> <p>Develop and implement benefit sharing guidelines on TVET teachers benefiting from 30% of the services provided by TVET workshops under their supervision.</p>
		<p>7.1.3</p> <p>Develop and implement a Comprehensive teacher incentive scheme.</p>
		<p>7.1.4</p> <p>Introduce a new Imihigo system for teachers and headteachers, incorporating metrics on teaching performance and learning outcomes</p>

	<p><b>Strategy 7.2</b> Improve the professional status, image and attractiveness of teaching in Rwanda, where all teachers, men and women, are equally valued.</p>	<p>7.2.1 Develop a 10-year plan to increase teachers' salaries progressively, within government means, towards that of civil servants of similar qualifications.</p>
	<p><b>Strategy 7.3</b> Implement the Teacher Statute, Teacher Standards and Teachers Code of Conduct.</p>	<p>7.3.1 Review, institutionalise and disseminate teacher award schemes to best performers.</p> <p>7.3.2 Take disciplinary measures against non-compliant teachers.</p>
	<p><b>Strategy 7.4</b> Introduction of Teaching Professional Allowance (TPA) as teacher salary scales are revised and harmonised with other civil servants of the same qualifications within government means.</p>	<p>7.4.1 Introduce Teaching Professional Allowance (TPA) as teacher salary scales are reviewed and harmonised with other civil servants of same qualifications</p>

	<p><b>Strategy 7.5</b></p> <p>Increase the number of pre-primary teachers in the national payroll at the scale of primary school teachers.</p>	<p>7.5.1</p> <p>Increase the number of pre-primary teachers in the national payroll at the scale of primary school teachers.</p>
<p><b>Objective 8:</b></p> <p><b>Establish and use teacher development and management database in TDM planning and management</b></p>	<p><b>Strategy 8.1</b></p> <p>Utilise Teacher Management Information System (TMIS) for teacher management.</p>	<p>8.1.1</p> <p>Harmonise TMIS with other Education management Information Systems (EMIS), continuous upgrade TMIS to incorporate necessary teacher information (e.g., TTC attended, areas of study, graduation year etc) and establish and make available other data including for SCCs and DCCs, establish and avail other data including those for SCCs and DCCs.</p>
		<p>8.1.2</p> <p>Make use of TMIS in all aspects of teacher development and to implement virtual, remote/distance learning and online training and other online methods of delivering CPD to cover gaps in CPD delivery caused by the COVID-19 context of social distancing.</p>

		8.1.3 Teacher training provided on supporting students affected by unforeseen circumstances such as long illness, natural hazards or COVID 19 including on skills to support such students to learn online and to support those students that cannot access remote learning or online learning.
	<b>Strategy 8.2</b> Develop and keep updating a national projection of teachers required.	8.2.1 Develop and update National and district 10-year teacher supply and demand projections and implement a data simulation/projection model for the same.
<b>Objective 9: Strengthen the institutional and structural capacities at all levels with special attention to school leadership and management to ensure improvement</b>	<b>Strategy 9.1</b> Enhance the quality of school leadership and management.	9.1.1 Conduct effective and efficient school leadership for learning and management Continuous Professional Development (CPD) to all school leadership teams.
		9.1.2 Maintain regular, monthly Professional Learning Community (PLC) meetings of all head teachers
		9.1.3 Develop a system of training, supporting and evaluation of school leadership including working on the same through the DCCs and SCCs.

<b>in the quality and status of all teachers</b>		9.1.4. Introduce the Assistant, or Deputy, Head teacher position in primary schools to institutionalise the “responsible” informal position.
	<b>Strategy 9.2</b> Reinforce the role and responsibilities of class teachers in all pre-primary and P1-P3 classes.	9.2.1 Conduct an assessment on the use of subject teachers versus class teacher system in lower primary level and build teacher capacity in delivering foundational learning
		9.2.2 Provide guidelines for the implementation of the findings from the assessment
	<b>Strategy 9.3</b> Review roles, responsibilities and accountability system in regard to teacher development and management at all levels from central government ministries to school level.	9.3.1 Review roles, responsibilities and accountability system from MINEDUC and MINALOC, MIFOTRA, districts and sectors to school level and develop monitoring strategies including for DCCs and SCCs.
		9.3.2 Introduce Annual Education Joint Reviews at district level.

	<p><b>Strategy 9.4</b> Develop resource mobilisation strategy to ensure availability of funds required to fully implement the TDM policy</p>	<p>9.4.1. Develop and implement a resource mobilisation strategy to raise the required funds to implement the TDM policy.</p>
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## 8. Annex: TDM Strategic Plan



Republic of Rwanda  
**Ministry of Education**

# Teacher Development and Management Strategic Plan

The Teacher Development and Management Strategic plan lays out details of how the TDM Policy will be implemented. This part elaborates detailed activities under each policy objective, roles and responsibilities of each stakeholder, coordination/partnerships, costed M&E framework and communication strategy.

**Objective 1: Attract sufficient and best performing' students to join teacher training colleges**

**Strategy 1.1**

Develop a benefit package for students joining teacher training institutions

**Activities**

1.1.1 Develop a module on Career guidance and counselling to students in secondary schools on teaching profession to create a passion for teaching.

Develop and implement a career guidance and counselling module on teaching profession to students from early years to create a passion for the teaching profession. Role models will be invited to share their experience and give evidence of the beauty of the teaching profession.

1.1.2 Develop the benefit package details including number of beneficiaries and associated cost

Number of students required to join the teaching profession will be calculated and updated basing on teacher demand projections. Students joining teaching profession after will benefit from the following package:

- a) Free scholarship while attending training at TTCs and Rwanda Technical Teacher institute (RTTI) launched in April 2018.
- b) Free scholarship to advance for further training after 3 years of working as a teacher.

1.1.3 Widely disseminate the information.

The information on the incentive package during the teacher training and when teaching such as carrier path development, loans from Umwalimu SACCO etc. will be widely disseminated to eligible students, their parents and public at large through different channels. Teachers who have benefited from such incentives will be invited to hold straight career talk shows students in secondary schools and teacher training institutions.

**Objective 2: Revitalise Pre-service by providing sufficient, qualified and suitably skilled teachers to meet demands of expanding education system**

**Strategy 2.1**

Restructure pre-service (Initial teacher training) so that it reflects academic quality of other best performing education systems and anchored on Rwandese values (indangagaciro) and able to accommodate bigger number of student teachers

## Activities

2.1.1. Draw lessons from preservice teacher training best practices from the region and internationally.

Map up the preservice teacher training policies and practices in all EAC countries and draw common areas and best practices both regionally and internationally and develop proposal for harmonisation.

2.1.2. Review the curriculum for all initial teacher training to respond to best practices, students' needs and Rwandese culture and train the student-centred learning approach.

The curriculum will be based on set teacher professional standards, lessons learnt from the best practice regionally and internationally, and anchored on Rwandese values (**indangagaciro**) There is currently an imbalance between subject and professional studies in initial teacher training courses. Content of all pre-service training will be revised according to set teacher skills and competence standards and in line with the school competency-based curriculum.

2.1.3. Make pre-service training mandatory and provided to all teachers including TVET and ICT teachers.

Currently, there are untrained/unqualified teachers in TVET and ICT courses who never had pedagogical training which affects the level of teaching. All TVET and ICT teachers will have to undergo initial training in TTCs or in the National TVET training institute.

2.1.4. Make science practical training to all preservice science teachers mandatory and part of their graduation qualifications and provide them with the required support.

Teachers who teach sciences do very little on practical training, this is because they were neither not well trained, nor did they do self-training in science practical while at college. All the initial training colleges which offer science trainings will have special program in the practical training and will be supported with the required resources.

2.1.5. Carry out at least two substantial block teaching practices into all initial teacher training programmes, requiring students to put into practice what they have learnt in college.

All the initial teacher training programs will have a minimum of one long-term block teaching practice (i.e. at least 6 weeks each) within each of their final two years. In their final block practices, the student teachers will be expected to have some time of teaching classes independently, with appropriate supervision.

This closer relationship between initial teacher training institutions and schools will have major positive implications for both institutions, leading to overall better teaching and learning.

2.1.6. Change exit requirements from TTCs by adding two more years to allow practical learning experience,

Three years of TTC after lower primary education is not enough for TTC students to acquire sufficient knowledge, skills and practical experience in teaching. Two additional years will focus on more practical learning before joining the workforce and allow TTC graduates to acquire a diploma (A1) after completion.

2.1.7. Review the national teacher qualification framework that specifies entry requirement to include English proficiency.

The academic quality of students who are enrolled in TTCs/ Colleges of Education, and in particular their written and oral command of the appropriate language of instruction, is a concern that currently has major implications for the Rwandan education system. Clear basic entry requirements for prospective teachers with an emphasis on English proficiency will be established and applied.

## **Strategy 2.2**

**Develop fundamental skills for effective teaching specifically English proficiency and STEM including ICT literacy to all preservice teachers**

2.2.1. Develop English proficiency and skills to use English as a medium of instruction

This is one of the general skills every teacher must have. The established system of assessing all teachers level of competences and develop both online and face to face training and certification will be strengthened. Also, the best practices learned from current English teaching will be scaled up.

2.2.2. Improve STEM teaching, develop ICT literacy in all preservice teachers to ensure effective use of ICT in research and better teaching methodology

There are several initiatives to support teachers' capacity in using ICT in education. This is another fundamental skill in the transformation of teaching and learning in Rwanda. New initiatives that are building on the existing ones will be adopted.

## **Strategy 2.3**

**Create an attractive teaching learning environment – infrastructure and resources to ensure sufficient, qualified and suitably-skilled teachers trained to meet demands of expanding education system**

## **Activities**

### 2.3.1. Review TTCs and TVET Teacher training institute masterplan

The teacher training institutions will be well resourced in terms of infrastructure and other physical resources. A masterplan will be developed where it does not exist or reviewed where necessary or where it does not fit the current education developmental trends.

The current situation requires more teachers especially in pre-primary and primary schools- Heavy workload, big class sizes, double-shifting and lack of adequate preparation time. All these require more teacher, hence expansion of intakes in the training institutions.

### 2.3.2. Develop a costed 10-year teacher training strategic plan for preservice training.

There is also a need to ensure that all initial teacher training institutions are well equipped with appropriate books, ICT equipment and software, Multipurpose language laboratories, well equipped science laboratories and other relevant resources. A ten-year Strategic plan for preservice will be developed to address institutional and systems issues as well as physical and teaching and learning materials demands.

## **Strategy 2.4**

Improve capacity and motivation package for tutors in teacher training institution

### **Activities**

2.4.1 Develop and implement a 5-year Capacity building plan for tutors in preservice teacher training institutions.

## **Strategy 2.5**

Improve link between teacher training institutions and schools

### **Activities**

2.5.1 Develop feedback mechanisms from schools to TTCs of graduate teachers in practice and from TTCs to schools on training mechanisms and develop follow up mechanisms to graduate teachers starting work.

Develop mechanisms for feedback between the schools and TTCs to link pre-service and in-service teachers on CPD.

### **Objective 3: Institutionalise in-service training both online and face to face and Continuous Professional Development (CPD) for teachers, TTC tutors and head teachers**

#### **Strategy 3.1**

Introduce a high-quality induction year for newly qualified teachers and require all teachers to be 'licensed' following the successful completion of their induction period.

#### **Activities**

##### 3.1.1. Develop and implement a one-year probation period for new teachers

Every newly appointed teacher is subjected to a probation period of twelve (12) months where his or her immediate supervisor evaluates the teacher's performance in terms of his or her knowledge, professional capacities, and behaviours. When a teacher starts the probation period, the competent authority must inform the teacher, in writing, of his or her responsibilities and duties. A teacher on probation enjoys the same rights as any other teacher who successfully completed the probation. A teacher, who has successfully completed probation, is no longer subjected to a new probation, when he or she is employed as a teacher elsewhere (Teacher Statute, 2020). An induction and support of senior teacher will provide support to newly appointed teacher.

#### **Strategy 3.2**

Require all teachers to undertake and record Continuous Professional Development (CPD). All basic TVET teachers to practice industry-specific technical skills

#### **Activities**

##### 3.2.1. Review CPD framework and guidelines.

A CPD framework and Guidelines were developed in 2016. There have been many efforts in teacher training through using a "cascade approach". This approach will be reviewed to take into considerations different strategies in this policy, specifically in adopting the school-based approach to CPD delivery.

##### 3.2.2. Make a one-year Post-Graduate Diploma (PG DipEd) available for those wishing to enter secondary teaching having obtained a subject based first degree.

A one-year Post-Graduate Diploma in Education (PGDipEd) will be a professional requirement for all graduates who wish to become teachers without prior teacher training

3.2.3. Provide special CPD in fundamental skills of English proficiency and the skills to use English as a medium of instruction and ICT literacy in research and better teaching methodology for all teachers including effective use of the teaching and learning materials.

The English support programme will be developed and implemented for all teachers. The program will involve assessment of teachers' levels, providing training both online and face to face and assessment of performance and certification. Those passing one level will be promoted to next level. This will be one of the considerations in teachers remunerated carrier development.

### **Strategy 3.3**

Strengthen sectors capacity to coordinate CPD.

3.3.1 Strengthen the capacity of school leaders to plan, organize and facilitate CPD activities in their schools.

Teachers' capacity in planning, organizing, facilitating, follow up and monitoring continuous professional development activities is paramount in each school. This ensures that CPD activities are effectively carried out without officious follow up procedures.

3.3.2 Strengthen DCC and SCC as well as other CPD structures and systems at sector level using lessons learnt from best practice in the existing projects.

The sectors are closest to schools and are in charge of school inspection, they will be supported in terms of capacity to coordinate and provide professional advice on CPDs ranging from the district to the sector level through the DCC and SCC structure.

**Objective 4: Create and support teachers in their Communities of Practice (TCOP) and peer learning systems both in pre-service and in-service.**

### **Strategy 4.1**

Strengthen a school-based mentorship programme

Activities

4.1.1 Assess current status and develop a comprehensive mentorship program

A study on school-based mentorship will be conducted and use the findings to develop a comprehensive Mentorship program in schools to shape teachers' attitude and behaviour.

## Strategy 4.2

Institutionalize Teacher Community of Practice (COP) and peer learning

### Activities

#### 4.2.1 Develop National COP and Peer learning guidelines

TCOP and Peer learning guidelines have been highly recommended as a natural way on how learning can best be done in schools. A review on the current status will be done and TCOP and Peer learning guidelines will be developed and supported.

#### 4.2.2 Designate at least one member of staff in each school to mentor the newly recruited teachers in their school.

Having completed their initial teacher training at a college, Newly Qualified Teachers who start their new career require a great deal of support, both from their initial training institutions and from their colleagues in the school system. Good induction and probation processes are essential.

The current support for newly qualified teachers in Rwanda has not been standardized. The head teachers, senior teachers, and Directors of Studies will receive training on how to support the newly qualified teachers and a special teacher designated to support them in their respective schools.

## Strategy 4.3

Designate regular time within each school term for teacher CP through peer learning.

### Activities

#### 4.3.1 Include DCCs and SCCs planning and implementation activities in national, district and sector-level Imihigo and to develop, monitor and report on quarterly basis peer learning guidelines and CPD activities through SCCs/DCCs. To ensure that DCCs and SCCs are budgeted for working closely with the MINALOC.

The challenge expressed by many teachers on CPD was lack of time due to their heavy teaching load. Each school will designate regular time at least two hours a week for teachers to engage in learning and there will be designed strategy for monitoring and reporting on this initiative. CPD activities at school will be based on and linked to DCCs and SCCs plans.

#### 4.3.2 Develop and implement a plan for school based CPD and CPD between TTC and demonstration schools.

Mandatory CPD in TTCs is critical just as the school based one. TTCs will also be supported through tutors' CPD and focus on demonstration schools.

**Objective 5: Support teachers (both in-service and in pre-service) to pay special attention to students' learning outcomes**

**Strategy 5.1**

Identification and support to learners with special education needs and those likely to repeat or drop out and girls with specific needs

**Activities**

5.1.1. Provide special training to all teachers on effective ways to deliver remedial program, identification and support learners with special needs education needs (SNE) and other learners likely to repeat or drop school and girls with specific needs

There has been a general tendency that teachers mostly focus on the good performing students and less on the needy or low performing students. As the government is making efforts in reducing double shift and class size, teachers will be given support to identify as early as possible and support learners with special needs education needs (SNE) and other learners likely to repeat or drop out of school and girls with specific needs. This will include a special focus on effective ways to deliver remedial programs to learners who are lagging.

5.1.2. Constant support and consultations with parents in support of children needing support

The primary role of supporting children is the responsibility of parents. This is not done especially with poor and uneducated parents. These parents will be supported in early identification and regular support of these children who need more support. Teachers will develop a mechanism of constant consultations with parents on how best to support these children.

5.1.3 Develop a guide to monitor teachers' implementation of CBC and provide annual reports on progress.

Reporting mechanisms need to be strengthened. To avoid diverse reporting formats, reporting timelines and to speed up the monitoring of CBC, a reporting and monitoring guide is necessary.

5.1.4 Build teachers' Social Emotional Learning (SEL) and resilient skills to enable them to attend to learners' social emotional needs.

SEL will be added to the professional development areas both in pre- and in-service training so that they can (i) teach in ways that take learners' SEL skills and (ii) help the learners in their class develop SEL and resilience skills. Indeed, Research has shown that children with social and emotional skills do better in school, have improved relationships with peers and adults, are better adjusted emotionally, and have improved mental health. Other researchers suggest that SEL is part of the 21<sup>st</sup> century skills. It influences learning, is associated with gains in learning achievement, classroom behaviour, better stress management and twice the chance of completing school.

## **Strategy 5.2**

Monitor and regularly evaluate implementation of Competence Based Curriculum (CBC) through comprehensive assessments at school level up to national level

5.2.1 Develop a guide to monitor teachers' implementation of CBC and provide annual report on progress

The monitoring guide will include assessment implementation and the use of data to improve instruction and remediation, as well as in for school performance improvement and engagement of caregivers and the community.

The CBC has been in operation since 2016. A Monitoring guide on CPD implementation will be developed and the progress will be reported on annually. The findings from the programme review will be used to refine the guidelines and other policy decisions.

5.2.2 Train teachers, both pre-service and in-service, on comprehensive assessment and on formative assessment practices including the generation of questions for the national question bank.

The Comprehensive assessment recently introduced will be monitored and a report be submitted after every three years of implementation. The findings will inform the review of the program as appropriate. Teachers will be trained on formative assessment practices and the generation of questions for assessment and then use the tools available to practice the same with their students.

5.2.3 As part of teacher CPD on the implementation of comprehensive assessment, involve pre-service and in-service teachers on the crowd sourcing of questions for formative and summative assessments.

Once trained on formative assessment and question setting, teachers will participate in the question development crowdsourcing exercise by REB.

### **Strategy 5.3**

Strengthen English proficiency and use of English as the medium of instruction for in-service teachers

5.3.1. Monitor implementation of English proficient training package for in service teachers for all teachers.

There will be four major areas to be implemented- Online testing of every teacher proficiency levels; Developing training modules; offering the training both online and face to face; and Assessment of acquired proficiency and certification. These activities will be closely monitored, and lessons learnt will support the improvement of the activities.

5.3.2. Support the training with learning resources such as textbooks and language multimedia laboratories.

All Teacher training institutions will be supported with textbooks and multimedia language laboratories. In-service teacher training resource rooms will be equipped with books and different online materials. The in-service teachers will also benefit from multimedia language laboratories. CPD programs for teachers will also focus on the effective use of teaching and learning materials.

### **Strategy 5.4**

Develop and implement Career Guidance and Counselling (CG&C policy)

#### **Activities**

5.4.1 Conduct a study on CG&C to establish the status – challenges and suggest solutions

A study to provide evidence on how students are onboarding their career paths (successes and challenges) in Rwanda and the experience of the best performing countries in CG&C will be undertaken to inform policy practicability.

5.4.2 Review existing plans and guidelines and develop CG&C policy and strategic plan.

The CG&C policy will cover all levels of education from pre-primary through secondary education including TVET. It will essentially focus on individual learners needs vis-a-vis the labour market demands. The first step is the development of CG&C framework and its implementation to guide the policy development. The policy with the costed implementation plan will follow.

## Strategy 5.5

Review National and School based continuous assessment for all subjects

### Activities

5.5.1 Train, monitor and report on current formative assessment and comprehensive assessment practices by teachers.

After the teachers have been trained on how to set questions, a monitoring plan on how teachers are performing will be developed as well: comprehensive assessment practices and their CPD needs.

5.5.2 Conduct different research on learning performance in different subjects and ensure effective use of assessment data

Good learning outcome is the aim of any education system. This needs a close monitoring mechanism especially in this era of the fast-changing world. Multiple research projects will be conducted to establish evidence and propose solutions.

5.5.3 Conduct LARS and participate in regional and international assessments

Rwanda has been conducting different Learning assessment in some subjects. This exercise will continue to cover as many subjects as possible. Rwanda will also start participating in regional and international assessment

## Objective 6: Ensure Career pathway development for both teachers and head teachers

### Strategy 6.1

Establish an effective system for appraisal, mentoring, support, assessment, and licencing for all teachers.

### Activities

6.1.1. Organise district level workshops to present the national Teacher Qualification Framework and Teachers Special Statute and other legal documents relevant to TDM.

These documents are available on websites, but some teachers may not get access to them. The Ministry in charge of Education will conduct workshops at district level to present these documents to district education officials. This aims to ensure that all teachers and stakeholders have the same understanding on these key documents.

### 6.1.2. Develop general guideline for appraisal, mentoring, support, assessment, and licensing for all teachers

The general guideline and associated Monitoring and Evaluation strategy for appraisal, mentoring, support, assessment, and licensing for all teachers will be developed.

#### **Strategy 6.2**

Support for teachers to upgrade their qualifications and therefore enhance their professional status.

#### **Activities**

##### 6.2.1. Train head teachers and senior school staff to provide appraisal, mentoring, support and assessment of teachers.

Teachers' appraisal, mentoring, support and assessments are essential for any system to improve, and it is fundamental that head teachers get trained to undertake this effectively. Although some mentoring and support models are in place, they are not undertaken by head teachers. An established appraisal system linked to career path tracking will be developed for head teachers for their reference.

### **Objective 7: Create and implement Teacher motivation package to raise teachers' status**

#### **Strategy 7.1**

Develop an incentive scheme for teachers

#### **Activities**

##### 7.1.1. Make a comparative analysis of Teachers' incentives package in the East and Southern Africa region

A comparative analysis of Teachers incentives package in The East and Southern Africa region will be made and recommendations on how to review Rwanda teacher's incentives provided to Ministry in charge of Education.

##### 7.1.2. Develop and implement Benefit sharing guidelines on TVET teachers benefiting 30% of the services provided by TVET workshops under their supervision.

TVET workshops are a good source of income in addition to practical teaching. Encouraging teachers in TVET to make maximum use of the workshops will improve the skills of the teachers and more practical training to students and can be used for incentives to teachers too. An incentive package of

about 30% of funds generated from workshops activities performed by the teachers introduced. This is a great professional related incentives and additional incentive to TVET teachers.

#### 7.1.3. Develop and implement a comprehensive teacher incentive scheme.

A comprehensive incentive scheme taking into consideration different suggestions in this policy will be developed, discussed with concerned government institutions and teachers. An evaluation of its implementation will be done after 5 years and reviewed where necessary.

#### 7.1.4 Introduce a new Imihigo system for teachers and headteachers, incorporating metrics on teaching performance and learning outcomes.

This will encourage teacher performance with regards to improving learning outcomes. Teaching and learning need to be improved, Imihigo system have proven to be efficient in implementing the most pressing issues with high level of priority and impact.

### **Strategy 7.2**

Improve the professional status, image and attractiveness of teachers teaching in Rwanda, where all teachers are equally valued.

#### **Activities**

7.2.1 Develop a 10-year plan to increase teachers' salaries progressively, within government means, towards that of civil servants of similar qualifications. The award system has been ongoing for some time and proved effective. This award scheme will be institutionalized discussed and disseminated to all teachers and general public.

### **Strategy 7.3**

Implement the Teacher Statute and Teacher Standards.

#### **Activities**

#### 7.3.1. Develop, monitor and report on annual basis the Teacher Statute and Teachers Qualification Standards Implementation Plan

An Implementation plan of the Teacher Statute and Teachers Qualification Standards will be developed, monitored and reported on annual basis.

### **Strategy 7.4**

Revise teacher salary scales to take account professional qualifications, experience and actual performance

7.4.1. Develop a 10-year plan to increase teachers' salaries progressively within government means towards that of civil servant of similar qualifications.

The response from all people and teachers consulted indicate a strong concern on the low level of teachers' salaries making them devote some of their teaching time on other income generating activities to supplement the small salary or leave teaching for other work or at worse never enter the classroom at all after several years of teacher training. A lot of efforts have been made to support teachers including salary increase whenever possible. A ten-year plan showing projections of teachers in the system and suggestions on progressive increase of teachers' salaries starting with primary school teachers will be developed. At a start Teachers Professional Allowances will be introduced to all primary and secondary including TVET teachers as the review and harmonisation is prepared.

### **Strategy 7.5**

#### **Increase the number of pre-primary teachers in the national payroll**

#### **Activities**

7.5.1. Upsurge pre-primary teachers in the national payroll starting at the scale of primary school teachers.

The pre-primary education teachers are supported with allowances from parents which despite being small sometimes not available regularly. One of the key recommendations from the people consulted was that these teachers who are doing a wonderful job need to be paid just like other teachers.

**Objective 8: establish and use teacher development and management data base in TDM planning and management**

### **Strategy 8.1**

#### **Utilize Teacher Management Information System (TMISD) for teachers management**

#### **Activities**

8.1.1. Harmonise Teachers MIS with other Education management Information Systems (EMIS), continuous upgrade TMIS to incorporate necessary information and establish and make available other data including for SCCs and DCCs.

Teachers' data is found in several data management systems such as Ministry EMIS, NISR, Household and Demographic Surveys, Development partners statistics. The harmonisation of these sources to ensure there is no conflict which has started will be completed showing how each source can be used. The TMIS, including Teachers' development and management Identification number (TDM Id. No.) will be used in all aspects of teacher development and management including training, recruitment, transfer and promotion.

- 8.1.2. Make use of MIS in all aspects of teacher development and to implement virtual, remote/distance learning and online training and other online methods of delivering CPD to cover gaps in CPD delivery caused by the COVID-19 context of social distancing.

There are other data systems teacher's needs for their day-to-day work especially on children they teach. The student data base will be established through establishing Students Identification numbers (SI No.) Teachers and parents will be referring to this number to get information they need on students. Other required information will also be included in Teachers MIS. Online video conferencing and virtual meetings will be explored as alternatives to delivering CPD.

- 8.1.3. Teacher training provided on supporting students affected by unforeseen circumstances such as long illness, natural hazards or COVID 19 including on skills to support such students to learn online and to support those students that cannot access remote learning or online learning.

Teachers will be trained on managing long absences from their students to ensure learning outcomes are still achieved.

## **Strategy 8.2**

Develop and keep updating a national projection of teachers

### **Activities**

- 8.2.1 Develop and update national, district 10-year teacher supply and demand projections.

Teacher management has been on very short-term perspective and sometimes on ad hoc basis with no clear long-term implications. The 10-year teacher supply and demand projections will be developed to assist in meeting the needs for quality improvement and teacher education budget rationalization.

## **Objective 9: Strengthen Teacher development and management institutional and structural capacities at all levels**

### **Strategy 9.1**

#### Enhance school leadership quality and management

##### **Activities**

##### 9.1.1. Conduct Effective and Efficient School leadership workshops to all school leadership teams.

All head teachers, their deputies, School boards and SGA chairpersons and deputies will undergo training workshops at district level discuss on school leadership. School inspection section on leadership will be given more attention.

##### 9.1.2 Maintain regular, monthly Professional Learning Community (PLC) meetings of all head teachers

Head teachers in Rwanda are not always the ‘leaders’ of teaching and learning in their schools. They often see themselves and are seen by others more as administrators. A system to ensure effective school leadership will scaling up of regular Professional Learning Community (PLC) meetings with all head teachers and through development of an Induction course to newly employed head teachers and a comprehensive CDP training for serving head teachers on key areas of school leadership and management. The results from the training will be one of the criteria for appointing or maintaining head teachers. DCCs and SCCs will be used to support this as well.

##### 9.1.3. Develop a system of training, supporting and evaluation of school leadership including working on the same through the DCCs and SCCs

A robust system in place to not only support and train teachers but also evaluate them on a regular basis is one of the most critical areas to ensure effective leadership and management of teachers.

##### 9.1.4 Introduce the Assistant, or Deputy, Head teacher position in primary school to institutionalise the “responsible” informal position.

To support headteachers in their responsibilities, a deputy position should be created by formalizing the role of the “responsible”. This is an urgent need especially in primary schools.

## Strategy 9.2

Reinforce the role and responsibilities of class teachers in all pre-primaries and P1-P3 classes

### Activities

#### 9.2.1

Conduct an assessment on the use of subject teachers versus class teacher system in lower primary level and build teacher capacity in delivering foundational learning

The use of class teacher versus subject teacher serves distinct educational purposes, impacting both the structure of student support and the specialization of instruction with focus on what method helps learners develop more than the other. The main goal is ensuring consistency, pastoral support, holistic development, sense of belong, individualized support etc.

#### 9.2.2 Provide guidelines for the implementation of the findings from the assessment.

The findings from the assessment will lead to an informed decision making. Therefore new/improved guidelines will be developed, communicated and implemented to improve a holistic child development in general and learning outcomes in particular

## Strategy 9.3

Review roles, responsibilities and accountability system in regard to teacher development and management at all levels from central government ministries to school level

#### 9.3.1 Review roles, responsibilities and accountability system from MINEDUC and MINALOG, MIFOTRA, districts and sectors to school level and develop its Monitoring strategy

The current roles, responsibilities and accountability system at all levels regarding teacher development and management will be reviewed and where appropriate changes will be made as well.

#### 9.3.2 Introduce Annual Education Joint Reviews at district level.

Implement the annual joint review mechanism at the district level as well as continue at the national level.

## Strategy 9.4

Develop a resource mobilization strategy to ensure availability of funds required to fully implement the TDM policy

#### 9.4.1 Develop a resource mobilising strategy to raise the required funds to implement the TDM policy.

The identified policy objectives strategies and activities will require a lot of resources in terms human and material and financial requirements. A resource mobilizing strategy to raise the required funds will be developed. The strategy will be done through wide consultations and learning from other countries. It will clearly show the contribution of all stakeholders and partners- The Government, communities including parents, private sector, development partners and students themselves in the realization of the policy objectives.

## **9. Roles and responsibilities**

The responsibility for policy formulation and national planning for education, setting standards and norms, monitoring and evaluation, curriculum development and approval of educational materials rest with the central government. However, under the Government of Rwanda's decentralised strategy, the implementation of policy, planning and general administration and leadership of schools is the responsibility of provincial/district and the schools themselves.

### ***Ministry of Education (MINEDUC)***

The Ministry of Education has jurisdiction in primary, secondary, professional and technical education and has oversight responsibility for policy development, monitoring and evaluation of teacher development and management. MINEDUC has the power to delegate responsibility, review roles and responsibilities of supporting institutions or organisations in charge of the preparation and management of teachers in Rwanda.

### ***Ministry of Finance and Economic Planning (MINECOFIN)***

The role of MINECOFIN is to provide a broad line for policy orientation in all policy reviews and consider teacher development and management as one the key drivers in the national macro-economic framework. MINECOFIN will also provide the financial support required.

### ***Ministry of Public Service and Labour (MIFOTRA)***

MIFOTRA's role is to give the teaching profession their due prioritisation in the national civil service sector. This will be through progressively increasing their personal emoluments and other benefits.

### ***Ministry of Local Government (MINALOC)***

MINALOC is responsible for participating in the recruitment and transfers and in the day-to-day management of teachers in pre-primary, primary and secondary including TVET schools.

### ***Ministry of Gender and Family Promotion (MIGEPROF)***

MIGEPROF is responsible for Early Childhood Development (ECD) and will have a great role in working with MINEDUC in all matters related to ECD and family/parent involvement in education

### ***The University of Rwanda - College of Education (UR-CE)***

The University of Rwanda - College of Education (UR-CE) will have its role expanded to include coordination of the initial secondary teacher training in Rwanda. UR-CE will also assist in the provision of expertise in initial teacher training for primary schools. UR-CE will contribute to teacher training for all categories of teachers, and for the training of education management personnel including college principals, college tutors, head teachers, school mentors, and other specialised professional training in education.

The Ministry of Education will support UR-CE and TTCs in providing collaborative support for the mentoring of new teachers. It will also train district officials to support school-based teacher training. UR-CE will work with REB to develop, review, evaluate and revise the Teacher Training Curriculum. The Teacher Training Curriculum will be matched to the training modality chosen and the needs of new teachers at primary and secondary levels. Other responsibilities shall include the determination of teacher assessment criteria and certification requirements and issuance of teacher certificates.

### ***Rwanda Education Board (REB)***

REB will guide the professionalization of the teaching service for basic education and will be responsible for issues related to teacher licensing, placements (recruitment), promotions, retirements, and deaths. REB will also deal with issues of the demand for, and the supply of, teachers based on local government requirements and national projections. This information will constitute the national database on teachers and will be used in managing the costs and financing of teacher development in Rwanda.

The Department in charge of Teacher Development and Management and Career Guidance and Counselling within REB will initiate and draft policies and plans, coordinate the training and management of teachers and coordinate career guidance and counselling in schools. Reference documents for the department will be reviewed and the department will be supported in terms of capacity to develop and manage teachers more efficiently and effectively.

### ***Rwanda TVET Board (RTB)***

Rwanda TVET Board as an institution mandated with the coordination of all programmes, projects, and activities that can fast-track the TVET programmes in Rwanda at all levels 1 to level5; will guide the professionalization of the teaching service for basic TVET and will be responsible for issues related to TVET Teachers recruitment and placement, transfers, promotions, retirements, and deaths. The Department of Training Management will coordinate the training and management of teachers and coordinate career guidance and counselling in TVET schools.

RTB will ensure the implementation of TDM policy at all levels and linkage of TDM policy with the other TVET policies and other TVET related national and international policies and standards.

### ***Rwanda Polytechnic (RP)***

RP through Rwanda TVET Trainer Institute (RTTI) is responsible for training TVET school teachers to equip them with the necessary technical and pedagogical skills in teaching for improved professionalism. In service Teachers will be given opportunities to upgrade their levels of Education through RP in all its levels and Programmes.

### ***Districts and sectors***

Districts will become collaborative organisations for teacher development and management. They will share responsibility for planning and managing the trainees on school-based training with TTC, UR and RP and their affiliated colleges. Officers in charge of education will liaise with REB and RTB to track the demand and supply of teachers at district level using central government guidelines and criteria. District and Sector CPD Committees will inform the district authorities on CPD needs among the teachers and compile data for the CPD part of the District Education Plan. Sector Education Inspectors will monitor the education activities at sector level and report to Districts.

### ***Schools***

The school leadership including School General Assembly Committees (SGACs) have the first responsibility in implementing the TDM policy. In addition to this, since the trainees will be required to spend a term in schools as part of their initial teacher training, schools will become important sites for teacher training. Participating schools will therefore be provided with the needed professional learning resources (e.g. teaching and learning materials) to support the school-based element of training.

The Head teachers and teacher mentors will play a pivotal role in school-based teacher training as well as in the induction of the newly appointed teachers. Where possible, the latter will also serve as resource personnel in CPD activities at school and district levels.

School General Assemblies (SGAs) and its committees (SGACs) play an important role in supporting the school, its staff and students, but also to hold head teachers and teachers accountable of school-based teacher development and management initiative and programmes.

## **10. Coordination and partnerships**

The sector coordination will continue to be led by MINEDUC through its structures of coordination structures. Specifically, the TDM policy covering both basic and TVET education will be coordinated

through the ESWG and the two TWGs for Basic Education and TVET TWG. The Teacher Professional Development Task Force will be expanded to include TVET heads of departments and development partners. There will be special sessions in Joint Sector Review sessions to discuss the progress of TDM implementation. Similar joint reviews will be carried out annually at district level. Scaling up best practices in ongoing projects and seeking new partners in TDM will strengthen the current partnership.

### **11. Monitoring and evaluation**

Monitoring, evaluation and the sequencing of the activities are shown in the monitoring and evaluation framework (Table 2). This shows how each activity will be implemented with corresponding targets and indicators, when the activities will be implemented and their means of verification. The major mechanism for monitoring of the plan's implementation will be through Ministry's regular visits, inspection and annual reports from schools. There will also be the traditional Joint Education Sector Reviews twice a year where Teacher development and management issues will be presented and evaluated. In the first two years a series of studies and tools will be developed to inform and support the implementation of major initiatives in the plan. These include but not limited to the following:

- Motivation /benefits package for students joining teacher training colleges
- Modules for developing English proficiency and ICT literacy
- Development of a 10 Year pre-service training plan and TTCs and RTTI master plans
- Review of the mentorship, Community of Practice and Peer- Learning strategy
- Develop a Career Guidance and Counselling Policy and Strategic Plan
- Develop a comprehensive Teacher Incentive Scheme and a 10 Year salary increase plan for serving teachers.

### **12. Financial implications**

The overall costs of implementing this policy should focus, amongst other areas on revitalization of pre-service teacher training institutions, CPD programmes, teacher's motivation initiatives, as well as effective management of in-service and pre-service teachers.

### **13. Strategic Implementation Plan for Teacher development**

For effective implementation of this policy, the TDM policy and Strategic Implementation Plan have been developed. The implementation plan is attached to this document.

#### **14. Communication strategy**

The TDM policy will be widely disseminated online using MINEDUC, REB and RTB web sites, and through any other channels that MINEDUC deems necessary, for general public access.

The Ministry of Education believes that the dissemination of this policy statement on Teacher Development and Management will set a clear road map for professionalising the teaching profession in Rwanda and help to raise the status of teachers both economically and socially. The Ministry of Education also believes that efforts to improve teachers' capabilities to instil the right kind of values, attitudes and skills in their learners will enable those children to become productive citizens. As such, the improvement in teachers' professionalism will translate into real investments in the national development context.

### 15. Monitoring and Evaluation Framework

Objective / Strategies / Activities	Target	Indicator	Indicator	Indicator	Indicator	Indicator	Indicator	Means of verification
			2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	
<b>Objective 1: Attract sufficient and best performing students to join teacher training colleges</b>								
<b>Strategy: 1.1 Develop a Benefit package for students joining teacher training institutions</b>								
<b>Activities:</b>								
1.1.1 Develop a module on Career Guidance and Counselling to students in secondary schools on teaching profession to create love to teaching	Module developed in Yr1 and taught each year	Module developed and used	Module used	Module used	Module used	Module used	Evaluation done	Annual reports
1.1.2 Develop benefit packages for students joining teaching including number of beneficiaries and associated costs	Benefit Package developed and implemented	Package developed	Package disseminated	Package implemented	Package implemented	Package implemented	Evaluation done	Annual reports
1.1.3 Package widely disseminate through different communication programs such TV, Radio, SMS	Communication programs	Communication frequency	Once/ week	Once/ week	Twice/ month	Once/ month	Once/ term	Reports

Objective / Strategies / Activities	Target	Indicator	Indicator	Indicator	Indicator	Indicator	Indicator	Means of verification
			2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	
1.1.3. Establish pre-service training institution acting as a centre for innovation in education and a resource centre for and CPD in the area	One innovation centre created per TTC and UR-CoE	Operational one innovation centre per TTC or UR-CoE	Two centres per year	Two centres per year	Two centres per year	Two centres per year	Two centres per year	Centres
1.1.4. Establish a well-resourced demonstration school for pre-school and 12 years basic education schoolteachers.	One demonstration school per centre and UR-CoE	Operational school demonstration	One demonstration school per TTC & UR-CoE	One demonstration school per TTC & UR	CoE	One demonstration school per TTC & UR	CoE	Demonstration schools
<b>Objective 2: Revitalize Pre-service by providing sufficient, qualified and suitably skilled teachers to meet demands of expanding education system</b>								
<b>Strategy 2.1:</b> Restructure pre-service (Initial teacher training) so that it reflects academic quality of other best performing education systems and anchored on Rwandese values (indangagaciro) and able to accommodate bigger number of student teachers								
<b>Activities:</b> 2.1.1 Draw lessons from preservice teacher training best	A study carried out	Use of the results from the study approved	Results used	Results used	-	-	-	

Objective / Strategies / Activities	Target	Indicator	Indicator	Indicator	Indicator	Indicator	Indicator	Means of verification
			2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	
practices from the region and internationally.								
2.1.2 Review the curriculum for all initial teacher training to respond to best practices, students' needs and Rwandese culture.	Curriculum reviewed and used	Curriculum disseminated to all colleges	Curriculum assessment	Curriculum reviewed	Curriculum used	Curriculum used	Curriculum evaluated	Evaluation report
2.1.3. Make pre-service training mandatory and provided to all teachers including TVET and ICT teachers and train the student centred learning approach.	All teachers have pre-service teacher training certificate/ diploma	Guidelines developed and disseminated	Training done	Training done	Training done	Training done	Training done	Inspectors report
2.1.4 Make Science practical training to all preservice science teachers mandatory and part of their graduation qualifications and provide them with the required support.	All science teachers have practical training in all areas of	% of Syllabus covered	70% covered	80% covered	90% covered	95% covered	100% covered	Annual reports

Objective / Strategies / Activities	Target	Indicator	Indicator	Indicator	Indicator	Indicator	Indicator	Means of verification
			2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	
	sciences syllabus							
2.1.5 Carry out at least two months of block <b>teaching practices</b> in all initial teacher training programmes	All graduates attend block teaching practice	Number and duration of block teaching attended	One BT for one month each	One BT for one month each	One BT for one month each	Two BT for one month each	Two BT training for one month each	Annual reports
2.1.6. Change of exit requirement from TTCs to add two years of practical learning	Exit requirement revised	TTC graduates equipped with enough practical skills	Program assessment	Review of qualification framework	Change implemented	Change implemented	Change implemented	Annual report
2.1.7 Review National teacher qualification framework that specifies entry requirement to include English proficiency	National Qualification framework reviewed	National Qualification framework reviewed	National Qualification framework used	-	-	-		

Objective / Strategies / Activities	Target	Indicator	Indicator	Indicator	Indicator	Indicator	Indicator	Means of verification
			2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	
<b>Strategy 2.2: Develop</b> fundamental skills for effective teaching specifically English proficiency and STEM, including ICT literacy to all preservice teachers training								
2.2.1 Develop English proficiency and skills modules to use English as a medium of instruction modules	Modules developed	Modules developed	Modules used	-	80%	90%	100%	
2.2.2 All preservice teachers trained in STEM teaching and English proficiency	All teachers have Grade A English proficiency	% of teachers with Grade a? English proficiency	70%	75%				
2.2.3 Develop ICT literacy module for all preservice teachers to ensure effective use of ICT in research and better teaching methodology	Module developed	Module developed	Module used		90%	95%	100%	

Objective / Strategies / Activities	Target	Indicator	Indicator	Indicator	Indicator	Indicator	Indicator	Means of verification
			2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	
2.2.4. All pre-service teachers trained on use of ICT in research and better teaching methodology	All teachers have ICT in Education certificate	% of preservice teachers with ICT in Education certificate	80%	85%	90%	95%	100%	
<b>Strategy 2.3: Create an attractive teaching and learning environment – infrastructure and resources to ensure sufficient, qualified and suitably-skilled teachers trained to meet the demands of expanding education system</b>								
<b>Activities</b> 2.3.1. Review TTCs and RTTI masterplans	All 18 Colleges have infrastructural masterplans	Number of colleges with masterplans	5	8	Plans implemented	Plans implemented	Plans implemented	
2.3.2. Develop a costed 10-year pre-service teacher training strategic plan for pre-service training.	The 10 Year Plan developed	The 10 Year Plan developed	Need assessment	Plans developed	Implementation	Implementation	Implementation	
<b>Strategy 2.4: Improve capacity and motivation package for tutors in teacher training institution</b>								

Objective / Strategies / Activities	Target	Indicator	Indicator	Indicator	Indicator	Indicator	Indicator	Means of verification
			2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	
<b>Activities</b> 2.4.1 Develop and implement a 5 Year Capacity Development plan for tutors in preservice teacher training institutions.	The 5 Yr Plan developed	The 5 Year plan developed	he plans used	he plans used	he plans used	he plans used	he plan used	
<b>Objective 3: Institutionalize in-service training both online and face to face and Continuous Professional Development (CPD) for teachers, TTC tutors and head teachers</b>								
<b>Strategy 3.1: Introduce a high-quality Induction year for newly qualified teachers and require all teachers to be ‘licensed’ following the successful completion of their induction period.</b>								
<b>Activities</b> 3.1.1. Develop and implement one-year online induction in-service training while strengthening stakeholder coordination	All teachers undergo one Year online induction training	% of teachers did induction training	30%	60%	80%	90%	100%	
<b>Strategy 3.2: Require all teachers to undertake and record Continuous Professional Development (CPD)</b>								

Objective / Strategies / Activities	Target	Indicator	Indicator	Indicator	Indicator	Indicator	Indicator	Means of verification
			2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	
<b>Activities</b> 3.2.1. Review CPD framework and guidelines and ensure harmonisation of its implementation	CPD Guidelines reviewed	CPD Guidelines used	CPD Guidelines used	CPD Guidelines used	Course conducted	Course conducted	Course conducted	
3.2.2. Develop and implement one year induction in-service training	One year Induction course	Course conducted	Course conducted	Course conducted	The PG Dip Ed offered	The PG Dip Ed offered	The PG Dip Ed offered	
3.2.2 Make a one-year Post-Graduate Diploma (PG DipEd) available for those wishing to go to secondary teaching, having obtained a subject based degree.	A one-year Post-Graduate Diploma programme developed (PG DipEd)	The PG Dip Ed offered	The PG Dip Ed offered	The PG Dip Ed offered	90%	95%	100%	
3.2.3. Provide special CPD in fundamental skills of English proficiency and skills to use English as a medium of instruction	All teachers have English Proficiency in Education	% of teachers with Grade A? English proficiency	80%	85%	90%	95%	100%	

Objective / Strategies / Activities	Target	Indicator	Indicator	Indicator	Indicator	Indicator	Indicator	Means of verification
			2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	
and ICT literacy in research and better teaching methodology to all teachers including effective use of the teaching and learning materials.	certificate English proficiency and Grade A ICT literacy certificate	and ICT literacy						
<b>Strategy 3.3: Strengthen sectors capacity to coordinate CPD.</b>								
<b>Activities</b> 3.3.1 Strengthen the capacity of school leaders to plan, organize and facilitate CPD activities in their schools	Teachers equipped with knowledge and skills to implement CPD	Teachers' capacity building sessions on CPD implementation conducted	Training modules developed	Capacity building trainings conducted	REB annual reports			
3.3.2 Strengthen CPD structures and systems at sector level using lessons learnt from best practice in the existing projects.	CPD structures / systems at sector strengthened	The structures/ systems used	The structures/ systems used	The structures/ systems used	The structures/ systems used	The structures/ systems used	The structures/ systems used	REB annual reports

Objective / Strategies / Activities	Target	Indicator	Indicator	Indicator	Indicator	Indicator	Indicator	Means of verification
			2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	
<b>Objective 4: Create and support Teacher Community of Practice (COP) and peer learning system in both pre-service and in-service</b>								
<b>Strategy 4.1: Strengthen school-based mentorship</b>								
<b>Activities</b> 4.1.1 Assess current status and review the comprehensive mentorship programme	The comprehensive Mentorship programme implemented	% of subjects covered	40%	60%	75%	90%	100%	Quarterly reports
<b>Strategy 4.2: Institutionalize Teacher Community of Practice (COP) and peer learning</b>								
<b>Activities</b> 4.2.1. Review and strengthen National CoP and Peer learning guidelines while fostering collaborative practices between teachers and school leaders	National COP and Peer learning guidelines used	% of schools using the guidelines	50%	60%	100%	-	-	

Objective / Strategies / Activities	Target	Indicator	Indicator	Indicator	Indicator	Indicator	Indicator	Means of verification
			2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	
4.2.2. Designate at least one member of staff in each school to mentor the newly recruited teachers in their school.	one member of staff in each school to mentor the newly recruited teachers	% of schools with active mentor	50%	70%	100%	-	-	
<b>Strategy 4.3: Designate regular time within each school term for teacher Community of Practice through peer learning.</b>								
<b>Activities</b> 4.3.1. Develop, monitor and report on quarterly basis Peer learning guidelines	Peer learning guidelines developed and monitored	Annual reports	Annual reports	Annual reports	Annual reports	Annual reports	Annual reports	
<b>Objective 5: Support teachers to pay special attention on students learning outcome</b>								
<b>Strategy 5.1: Strengthen teacher capacity (both in-service and in pre-service) in Special Needs Education (SNE)</b>								
<b>Activities:</b> 5.1.1 Provide special training to all teachers on effective ways to	All teachers trained on identification	% of schools with at least 50% of	40%	60%	Another 416 ToTs Phase 3	Another 416 ToTs Phase 4	Evaluation of the program	Annual reports

Objective / Strategies / Activities	Target	Indicator	Indicator	Indicator	Indicator	Indicator	Indicator	Means of verification
			2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	
deliver remedial programs, inclusive education approaches as well as identification and support learners with special needs education (SNE) and other learners likely to repeat or drop school and girls with specific needs	and Support to children needing special support	Teachers trained						
5.1.2. Constant support and consultations with parents of children with special educational needs	All parents supported to support children needing support	Four trainers of Trainers (ToTs) at sector level trained to support trainers at sector levels	416 ToTs phase 1	Another 416 ToTs Phase 2	Another 416 ToTs Phase 3	Another 416 ToTs Phase 4	Evaluation of the program	Annual reports
5.1.3 Identify one focal inclusive education teacher in each school	Every school to have an inclusive	A focal person for inclusive education per						

Objective / Strategies / Activities	Target	Indicator	Indicator	Indicator	Indicator	Indicator	Indicator	Means of verification
			2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	
	education focal person	school available						
5.1.4 Build teachers' Social Emotional Learning (SEL) and resilient skills to enable them to attend to learners' social emotional needs.	SEL to be included in CPD programmes	CPD programmes to include SEL						
<b>Strategy 5.2:</b> Monitor and regularly evaluate implementation of Competence Based Curriculum (CBC) through comprehensive assessments at school level up to national level								
Activities 5.2.1. Develop a guide to monitor teachers, implementation of CBC, (including assessment implementation and the use of data to improve instruction and remediation, as well as school performance improvement and engagement of caregivers and the community)	CBC implementation monitored and evaluated	% of subjects monitored and evaluated	30%	50%	70%	85%	100%	

Objective / Strategies / Activities	Target	Indicator	Indicator	Indicator	Indicator	Indicator	Indicator	Means of verification
			2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	
and provide quarterly reports on progress								
<b>Strategy 5.3: Strengthen English proficiency and use of English as the medium of instruction for in-service teachers</b>								
<b>Activities</b> 5.3.1. Monitor implementation of English language proficient training package for in service teachers for all teachers. Develop tool for measuring teachers' language proficiency levels	English proficient training package for in service teachers for all teachers.	English proficient training package report	English proficient training package report	English proficient training package report	Resources provided	Resources provided	Evaluation done	
5.3.2. Support CPD the training with learning resources such as textbooks, language multimedia laboratories and support teachers to establish English COPs to improve their language proficiency and use.	CPD the training with learning resources such as textbooks and language laboratories	Assessment of resource requirement in next 5 years	Resources provided	Resources provided	Resources provided	Resources provided	Evaluation done	

Objective / Strategies / Activities	Target	Indicator	Indicator	Indicator	Indicator	Indicator	Indicator	Means of verification
			2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	
<b>Strategy 5.4: Develop and implement a Career Guidance and Counselling (CG&amp;C) policy</b>								
<b>Activities</b> 5.4.1. Review existing plans and guidelines and develop CG&C policy and strategic plan.	CG&C policy and strategic plan.	CG&C policy and strategic plan developed	CG&C policy and strategic plan implemented	CG&C policy and strategic plan implemented	CGC and its implementation	CGC and its implementation		
5.4.2 Conduct study tours to countries with effective CG&C, to learn from their experience and inform the development of the CG&C policy and strategic plan.	Study tours conducted	Lessons learned implemented	CGC policy developed inspired by the lessons learned	CGC and its implementation	CGC and its implementation	CGC and its implementation		
<b>Strategy 5.5 Review National and School based Continuous Assessment in all subjects</b>								
<b>Activities</b> 5.5.1. Monitor and report on current Comprehensive assessment	Comprehensive assessment monitored and lessons learnt used	Evidence of better performance	Evidence of better performance	Evidence of better performance	Evidence of better performance	Evidence of better performance	Evidence of better performance	

Objective / Strategies / Activities	Target	Indicator	Indicator	Indicator	Indicator	Indicator	Indicator	Means of verification
			2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	
	for improvement							
5.2.2. Conduct different research on learning performance in different subjects	Research on learning performance in conducted	Evidence of better performance	Evidence of better performance	Evidence of better performance	Evidence of better performance	Evidence of better performance	Evidence of better performance	
5.5.3. Conduct LARS and participate in regional and international assessments	LARS and participate in regional and international assessments conducted	LARS and participate in regional and international assessments	Evidence of better performance					
<b>Objective 6: Ensure Career pathway development for both teachers and head teachers</b>								
<b>Strategy 6.1: Establish an effective system for appraisal, mentoring, support, assessment, and licencing for all teachers.</b>								
<b>Activities</b> 6.1.1 Organise sector level workshops to present the National Teacher Professional Standards,	Teacher Professional Standards and Teachers	% of sectors covered	50%	70%	70%	90%	100%	

Objective / Strategies / Activities	Target	Indicator	Indicator	Indicator	Indicator	Indicator	Indicator	Means of verification
			2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	
Teachers' Special Statute and other legal documents relevant to TDM.	Special Statute and other legal documents relevant to TDM known to all teachers							
6.1.2. Develop general guideline for appraisal, assessment, and licencing for all newly recruited teachers	All newly recruited teachers appraised, assessed and licenced	% of newly recruited appraised, assessed and licenced	30%	50%	70%	90%	100%	
<b>Strategy 6.2: Support for teachers to upgrade their qualifications and therefore enhance their professional status.</b>								
<b>Activities</b> 6.2.1. Train school staff to provide mentorship, appraisal, and assessment of teachers.	All Head Teachers and senior school staff trained	% of Head Teachers and senior school staff trained	30%	50%	70%	90%	100%	
<b>Objective 7: Create and implement Teacher motivation package to raise teachers' status</b>								

Objective / Strategies / Activities	Target	Indicator	Indicator	Indicator	Indicator	Indicator	Indicator	Means of verification
			2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	
<b>Strategy 7.1: Develop an incentive scheme for teachers.</b>								
<b>Activities</b>	A study done	Study report recommendations used	Study report recommendations used	Study report recommendations used	20%	30%		
7.1.1. Make a comparative analysis of teachers' incentive packages in the East and Southern Africa region								
7.2.2. Develop and implement benefit sharing guidelines on TVET teachers benefiting 30% of the services provided by TVET workshops under their supervision.	Teachers benefit 30% of the services they provide in TVET workshops.	% of benefit received	10%	15%	70%	80%	- 90%	
7.1.3. Develop and implement a comprehensive teacher incentive scheme.	All teachers benefit from comprehensive teacher	Minimum % of the package each	50%	60%	70%	80%	90%	

Objective / Strategies / Activities	Target	Indicator	Indicator	Indicator	Indicator	Indicator	Indicator	Means of verification
			2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	
	incentive scheme	teacher to benefit from						
7.1.4 Introduce a new Imihigo system for teachers and headteachers, incorporating metrics on teaching performance and learning outcomes	Teaching performance and learning outcomes incorporated in Imihigo	All teachers include teaching and learning performance into their Imihigo	Imihigo preparations	Imihigo incorporated				
<b>Strategy 7.2: Improve the professional status, image and attractiveness of teachers teaching in Rwanda</b>								
<b>Activities</b> 7.2.1. Develop a 10-year plan to increase teachers' salaries progressively within government means towards that of civil servant of similar qualifications.	Plan developed and discussed	Plan implemented	Plan implemented	Plan implemented	Plan implemented	Plan implemented	Plan implemented	
<b>Strategy 7.3: Implement the Teacher Statute and Teacher Standards and Code of Conduct.</b>								
<b>Activities</b>	All eligible teachers	% Annual increase of	10%	20%	20%	20%	20%	

Objective / Strategies / Activities	Target	Indicator	Indicator	Indicator	Indicator	Indicator	Indicator	Means of verification
			2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	
7.3.1 Review, institutionalize and disseminate teacher award scheme to best performers	receiving awards	teachers receiving awards						
7.3.2. Review the teachers' code of conduct with disciplinary measures for misbehaving/indiscipline teachers	Reviewed code of conduct implemented	Code of conduct reviewed	Code of conduct implemented	Annual reports				
<b>Strategy 7.4: Introduce teachers professional allowances as teachers' salaries are revised and harmonised with other civil servants of same qualifications</b>								
<b>Activities</b> 7.4.1 Introduce a teachers' professional allowance as teachers' salaries are revised and harmonised this with other civil servants with the same qualifications within government means	Teachers Professional allowance	2% of teachers' salaries	Annual report					
<b>Strategy 7.5: Increase the number of pre-primary teachers in the national payroll</b>								

Objective / Strategies / Activities	Target	Indicator	Indicator	Indicator	Indicator	Indicator	Indicator	Means of verification
			2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	
<b>Activities</b> 7.5.1. Increase the number of pre-primary teachers to Government payroll.	Public and Government aided pre-primary teachers paid at primary teachers' rates	41,500 per month	41,500	41,500 with any other benefits	Annual report			
<b>Objective 8: Establish and use teacher development and management data base in TDM planning and management</b>								
<b>Strategy 8.1: Utilize Teacher Management Information System (TMIS) for teacher management</b>								
<b>Activities</b> 8.1.1. Harmonise TMIS with other Education management Information Systems (EMIS) and upgrade it to accommodate more information on teachers	TMIS harmonised with other Education management	New MIS used	New MIS used	New MIS used	Other data systems used	Other data systems Used	Other data systems used	

Objective / Strategies / Activities	Target	Indicator	Indicator	Indicator	Indicator	Indicator	Indicator	Means of verification
			2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	
8.1.2. Establish and make available other data systems required for teachers support	Other data systems required for teachers support available	Other data systems used	Other data systems used	Other data systems used	MIS used	MIS used	MIS used	
8.1.3. Make use of TMIS in all aspects of teacher development and management	TMIS used	MIS used	MIS used	MIS used	MIS used	MIS used	MIS used	
<b>Strategy 8.2: Develop and keep updating a national projection of teachers</b>								
<b>Activities</b> 8.2.1 Develop and update national, district 10-year teacher supply and demand projections.	National, district 10-year teacher supply and demand projections done	The Projections used	The Projections used	The Projections used	The Projections used	The Projections used	The Projections used	
<b>Objective 9: Strengthen the institutional and structural capacities at all levels with special attention to school leadership and management to ensure improvement of quality and status of all teachers, men and women.</b>								

Objective / Strategies / Activities	Target	Indicator	Indicator	Indicator	Indicator	Indicator	Indicator	Means of verification
			2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	
<b>Strategy 9.1: Enhance school leadership quality and management</b>								
<b>Activities</b>								
9.1.1. Conduct effective and efficient school leadership for learning and management Continuous Professional Development (CPD) for all school leadership teams.	School leadership improved in all schools	% of schools meeting 75% school leadership mark in School inspection increase	60%	70%	Evidence of better performance from PLC meetings	Evidence of better performance from PLC meetings	Evidence of better performance from PLC meetings	
9.1.2. Maintain regular, monthly Professional Learning Community (PLC) meetings with all head teachers	Plc meetings done and reports produced	Evidence of better performance from PLC meetings	Evidence of better performance from PLC meetings	Evidence of better performance from PLC meetings	80%	90%	100%	
9.1.3. Develop a system of supporting and evaluation of school leadership.	School leadership	% of schools supported and evaluated	60%	70%	50%	60%	70%	

Objective / Strategies / Activities	Target	Indicator	Indicator	Indicator	Indicator	Indicator	Indicator	Means of verification
			2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	
	supported and evaluated							
9.1.4. Introduce Deputy Head teachers starting with big schools	Deputy heads in place	% of schools with deputy head teachers	30%	40%	50%	60%	70%	
<b>Strategy 9.2 : Reinforce the role and responsibilities of class teachers in all pre-primary and P1-P3 classes</b>								
9.2.1 Conduct an assessment on the use of subject teachers versus class teacher system in lower primary level and build teacher capacity in delivering foundational learning	Assessment conducted	Assessment results available	Assessment results and guidelines available					Annual reports
9.2.2 Provide guidelines for the implementation of the findings from the assessment	Guidelines developed	% of schools implementing the guidelines	50%	75%	100%			
<b>Strategy 9.3: Review roles, responsibilities and accountability system in regard to teacher development and management at all levels from central government ministries to school level</b>								

Objective / Strategies / Activities	Target	Indicator	Indicator	Indicator	Indicator	Indicator	Indicator	Means of verification
			2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	
9.5.1 Review roles, responsibilities and accountability system from MINEDUC and MINALOC, MIFOTRA, districts and sectors to school level and develop its monitoring strategy	Roles/responsibilities/accountability system clear and followed at all levels	Roles/responsibilities/accountability system followed	Roles/responsibilities/accountability systems evaluated					
<b>Strategy 9.4: Develop</b> resource mobilisation strategy to ensure availability of funds required to fully implement the TDM policy								
9.4.1 Develop a resource mobilising strategy to raise the required funds to implement the TDM policy.	TDM Strategic Plan is fully funded	The financing gap narrowed towards 0%	40%	30%				

## **16. Costs and Financing Framework**

### **a. Cost**

The TDM plan is expected to cost a total of **Rwf 41,909,721,149** (US\$ 38,712,476)

Major cost areas include:

- A teacher professional allowance for all primary and secondary school teachers 2% of salary monthly salary
- Support to pre-service and in-service teacher training workshops
- Block teaching practice for one month each year in the final two years of Preservice teacher training.
- Studies to inform implementation of key policy decisions such as a 10-year teacher development and management plan, teachers motivation packages etc.

NB: There are some activities in the plans in which have resources and implementation have started, so these are not costed.

### **b. Source of funds**

The Government will continue to be the major source of funds with other funds are expected from Education Development Partners. A resource mobilization plan will be developed to raise the resources required for the policy implementation.

The table below provides cost details for the activities identified.

**17. TDM Strategic Plan Costing (in Rwf)**

Projected costs (Assuming 6% Inflation)										
Objective	Strategy/ Outcome	Output Indicators	Unit Cost	Input	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	Grand
					Cost	Cost	Cost	Cost	Cost	Total
					7,599,209,725	7,206,414,841	7,707,715,301	8,558,278,221	9,502,403,061	40,574,021,149
Objective 1: Attract sufficient and best performing students to join teacher training colleges	Strategy 1.1  Develop a Benefit package for students joining teacher training intuitions	Output 1.1.1: Module on CG&C to students in secondary schools to love teaching developed	40,000	Module develope d	38,160,000	-	-	-	-	38,160,000
		Output 1.1.2: Benefit package for students joining teaching developed.	40,000	Learning material s Produce d	33,920,000	-	-	-	-	33,920,000
	Output 1.1.3: Information disseminated through	9,000	Informat ion Dissemi	54,950,400	57,697,920	64,054,231	71,109,737	78,941,348	326,753,635	

Projected costs (Assuming 6% Inflation)										
Objective	Strategy/ Outcome	Output Indicators	Unit Cost	Input	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	Grand Total
					Cost	Cost	Cost	Cost	Cost	
					7,599,209,725	7,206,414,841	7,707,715,301	8,558,278,221	9,502,403,061	40,574,021,149
		TV programs Radio programs		nated through different media						
Objective 2: Revitalise Pre-service by providing sufficient, qualified and suitably skilled teachers to meet	Strategy 2.1: Restructure pre-service (Initial teacher training) so that it reflects academic quality of other best performing	Output 2.1.1: A short desk study on Preservice Teacher training best practices	225,000	Consulta nt Hired	21,465,000	-	-	-	-	21,465,000
		Output: 2.1.2. An addendum to Preservice teacher training curriculum to accommodate best practices developed	40,000	Worksh op Conduct ed	-	84,800,000	-	-	-	-

Projected costs (Assuming 6% Inflation)										
Objective	Strategy/ Outcome	Output Indicators	Unit Cost	Input	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	Grand
					Cost	Cost	Cost	Cost	Cost	Total
					7,599,20 9,725	7,206,41 4,841	7,707,71 5,301	8,558,27 8,221	9,502,403,0 61	40,574,02 1,149
demands of expanding education system	education systems and anchored on Rwandese values (indangaciro ) and able to accommodate bugger number of student teachers	Output :2.1.3 Support to TVET & ICT in Pre-services teaching methodology and train the student- centred learning approach.	40,000	Worksh ops	33,920,0 00	35,616,0 00	39,576,1 60	43,971,9 38	48,851,251	201,935,3 48
		Output :2.1.4 Annual training workshops on science practical training in TT Institutions	40,000	Worksh ops	848,000	890,400	1,030,74 4	1,186,52 6	1,359,444	5,315,114
		Output :2.1.5 Block teaching practice done every year for 1600 students	100,00 0	Facilitati on allowanc es to tutors	356,160, 000	373,968, 000	415,210, 480	460,989, 633	511,804,49 2	2,118,132, 605

Projected costs (Assuming 6% Inflation)										
Objective	Strategy/ Outcome	Output Indicators	Unit Cost	Input	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	Grand Total
					Cost	Cost	Cost	Cost	Cost	
					7,599,20 9,725	7,206,41 4,841	7,707,71 5,301	8,558,27 8,221	9,502,403,0 61	40,574,02 1,149
				and student						
		Output :2.1.6 A plan to add 2 years of practical learning to TTC	270,00 0	Consulta ncy	34,344,0 00	36,061,2 00	-	-	-	70,405,20 0
		Output :2.1.7 Support to TTCs & RTTI to Teacher English proficiency	270,00 0	Consulta ncy	34,344,0 00	-	-	-	-	34,344,00 0
	1.1.3. Establish pre- service training institution acting as a centre for	Number of innovation centres	25,000, 000	Schools/ UR-CoE	25,000,0 00	25,000,0 00	25,000,0 00	25,000,0 00	25,000,000	75,000,00 0

Projected costs (Assuming 6% Inflation)										
Objective	Strategy/ Outcome	Output Indicators	Unit Cost	Input	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	Grand
					Cost	Cost	Cost	Cost	Cost	Total
					7,599,209,725	7,206,414,841	7,707,715,301	8,558,278,221	9,502,403,061	40,574,021,149
	innovation in education and a resource centre for and CPD in the area									
	1.1.4. Establish a well-resourced demonstration school for pre-school and 12 years basic education schoolteachers	Number of demonstration schools	55,000,000	TTCs & UR-CoF	55,000,000	55,000,000	55,000,000	55,000,000	55,000,000	275,000,000

Projected costs (Assuming 6% Inflation)										
Objective	Strategy/ Outcome	Output Indicators	Unit Cost	Input	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	Grand
					Cost	Cost	Cost	Cost	Cost	Total
					7,599,209,725	7,206,414,841	7,707,715,301	8,558,278,221	9,502,403,061	40,574,021,149
	Strategy 2.2	Output: 2.2.1 Modules for English proficiency and English as Medium of instruction skills developed		N/A	-	-	-	-	-	-
	Develop fundamental skills for effective teaching specifically English proficiency and STEM and literacy to all preservice teachers	Output: 2.2.2 Modules on media literacy and STEM including ICT/digital literacy developed		N/A	-	-	-	-	-	-

Projected costs (Assuming 6% Inflation)										
Objective	Strategy/ Outcome	Output Indicators	Unit Cost	Input	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	Grand
					Cost	Cost	Cost	Cost	Cost	Total
					7,599,20	7,206,41	7,707,71	8,558,27	9,502,403,0	40,574,02
					9,725	4,841	5,301	8,221	61	1,149
	Strategy 2.3	Output: 2.3.1 TTCs and TVET Teacher training Institute master plan reviewed	270,00 0	Consulta ncy	34,344,0 00	-	-	-	-	34,344,00 0
	Create an attractive teaching learning environment – infrastructure and resources to ensure sufficient, qualified and suitably- skilled teachers trained to meet demands of expanding	Output :2.3.2 A 10-year Preservice Teacher training plan developed	40,000	Worksh op to develop and validate d Plan conduce d	2,968,00 0	3,116,40 0	3,501,60 4	3,929,18 0	4,403,790	17,918,97 5

Projected costs (Assuming 6% Inflation)										
Objective	Strategy/ Outcome	Output Indicators	Unit Cost	Input	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	Grand
					Cost	Cost	Cost	Cost	Cost	Total
					7,599,209,725	7,206,414,841	7,707,715,301	8,558,278,221	9,502,403,061	40,574,021,149
	education system									
	Strategy 2.4 Improve capacity and motivation package for tutors in teacher training institution	Output: 2.4.1 A 5-year Capacity Development Plan for tutors in pre-service teacher training institutions developed	270,000	Hiring Consultant	17,172,000	-	-	-	-	17,172,000

Projected costs (Assuming 6% Inflation)										
Objective	Strategy/ Outcome	Output Indicators	Unit Cost	Input	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	Grand
					Cost	Cost	Cost	Cost	Cost	Total
					7,599,209,725	7,206,414,841	7,707,715,301	8,558,278,221	9,502,403,061	40,574,021,149
Objective 3: Institutional ise in- service training both online and face to face and Continuous Professional Developme nt (CPD) for teachers, TTC tutors and	Strategy 3.1  Introduce a high-quality induction year for newly qualified teachers and require all teachers to be 'licensed' following the successful completion of their induction period.	Output :3.1.1  A one year in service teacher induction module developed while strengthening stakeholder coordination	40,000	Worksh op to develop and validate d module conducte d	8,480,000	-	-	-	-	8,480,000

Projected costs (Assuming 6% Inflation)										
Objective	Strategy/ Outcome	Output Indicators	Unit Cost	Input	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	Grand Total
					Cost	Cost	Cost	Cost	Cost	
					7,599,209,725	7,206,414,841	7,707,715,301	8,558,278,221	9,502,403,061	40,574,021,149
headteachers	Strategy 3.2 Require all teachers to undertake and record Continuous Professional Development (CPD)	Output :3.2.1 CPD Framework and Guidelines reviewed	60,000	One day meeting to review CPD framework organized	7,632,000	-	-	-	-	7,632,000
		Output :3.2.2 A Post –Graduate Diploma course offered	850,000	Fees for postgraduate provided	180,200,000	189,210,000	210,924,100	235,026,751	261,780,694	1,077,141,545
		Output :3.2.3 CPD for English Proficiency and for ICT Literacy developed	-	N/A	-	-	-	-	-	-

Projected costs (Assuming 6% Inflation)										
Objective	Strategy/ Outcome	Output Indicators	Unit Cost	Input	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	Grand Total
					Cost	Cost	Cost	Cost	Cost	
					7,599,209,725	7,206,414,841	7,707,715,301	8,558,278,221	9,502,403,061	40,574,021,149
		3.2.4 All basic TVET teachers to practice industry-specific technical skills								
	Strategy 3.3 Strengthen sectors capacity to coordinate CPD.	Output :3.3.1 Capacity of school leaders to plan, organize and facilitate CPD activities strengthened	50,000,000	Training material s, facilitators and venue	50,000,000 50,000,000	50,000,000	50,000,000	50,000,000	50,000,000	250,000,000

Projected costs (Assuming 6% Inflation)										
Objective	Strategy/ Outcome	Output Indicators	Unit Cost	Input	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	Grand
					Cost	Cost	Cost	Cost	Cost	Total
					7,599,209,725	7,206,414,841	7,707,715,301	8,558,278,221	9,502,403,061	40,574,021,149
		Output 3.3.2 Guidelines on CPD structures and systems at sector level using lessons learnt from best practice in the existing projects.	40,000	Meeting to share CDP best practices	52,915,200	55,560,960	61,715,066	68,546,123	76,128,596	314,865,945
Objective 4: Create and support Teacher Community	Strategy 4.1 Strengthen school-based mentorship	Output :4.1.1 Support to schools to implement COP and peer learning using capitation grant.	500,000	Support to schools	1,715,610,000	1,801,390,500	2,000,073,455	2,220,611,535	2,465,408,804	10,203,094,294

Projected costs (Assuming 6% Inflation)										
Objective	Strategy/ Outcome	Output Indicators	Unit Cost	Input	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	Grand Total
					Cost	Cost	Cost	Cost	Cost	
					7,599,209,725	7,206,414,841	7,707,715,301	8,558,278,221	9,502,403,061	40,574,021,149
of Practice (COP) and peer learning system in both pre-service and in-service	Strategy 4.2 Institutionalize Teacher Community of Practice (COP) and peer learning	Output: 4.2.1 National COP and Peer learning guidelines developed	60,000	Worksh op to elaborat e and validate TCO P& Peer learning guidelin e conducte d	12,720,000	-	-	-	-	12,720,000
		Output: 4.2.2 Guidelines on designation of one member of staff in each school to mentor	40,000	Worksh op to validate guidelin	7,632,000	-	-	-	-	7,632,000

Projected costs (Assuming 6% Inflation)										
Objective	Strategy/ Outcome	Output Indicators	Unit Cost	Input	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	Grand Total
					Cost	Cost	Cost	Cost	Cost	
					7,599,209,725	7,206,414,841	7,707,715,301	8,558,278,221	9,502,403,061	40,574,021,149
		the newly recruited teachers (NQTs) in their school provided to schools		es conducted						
	Strategy 4.3  Designate regular time within each school term for teacher CP through peer learning.	Output :4.3.1 reports on COP and Peer learning produced	60,000	Meeting to share finding and validated a report	205,873,200	216,166,860	240,008,815	266,473,384	295,849,056	1,224,371,315

Projected costs (Assuming 6% Inflation)										
Objective	Strategy/ Outcome	Output Indicators	Unit Cost	Input	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	Grand
					Cost	Cost	Cost	Cost	Cost	Total
					7,599,20 9,725	7,206,41 4,841	7,707,71 5,301	8,558,27 8,221	9,502,403,0 61	40,574,02 1,149
Objective 5: Support teachers (both in- service and in pre- service) to pay special attention on students learning outcome	Strategy 5.1  Identification and support to learners with special education needs and those likely to repeat or drop out and girls with specific needs	Output: 5.1.1. special training to all teachers on effective ways to deliver remedial program, gender responsive pedagogy, identification and support learners with special needs education needs (SNE) and other learners likely to repeat or drop school and girls with specific needs developed	40,000	Training Conduct ed every year	105,830, 400	111,121, 920	123,387, 731	137,002, 782	152,115,48 8	629,458,3 20

Projected costs (Assuming 6% Inflation)										
Objective	Strategy/ Outcome	Output Indicators	Unit Cost	Input	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	Grand Total
					Cost	Cost	Cost	Cost	Cost	
					7,599,209,725	7,206,414,841	7,707,715,301	8,558,278,221	9,502,403,061	40,574,021,149
		Output :5.1.2 Consultations and awareness with parents in support of children with special educational needs	40,000	Meeting in all District	3,816,000	4,006,800	4,489,948	5,026,242	5,621,529	22,960,519
	Strategy 5.2: Monitor and regularly evaluate implementation of Competence Based Curriculum (CBC) through comprehensive	Output :5.2.1 Monitoring of teachers implementation of CBC and quarterly reports on progress developed	40,000	Consulta tions with teachers	274,497,600	288,222,480	319,969,353	355,208,382	394,323,704	1,632,221,518

Projected costs (Assuming 6% Inflation)										
Objective	Strategy/ Outcome	Output Indicators	Unit Cost	Input	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	Grand Total
					Cost	Cost	Cost	Cost	Cost	
					7,599,20 9,725	7,206,41 4,841	7,707,71 5,301	8,558,27 8,221	9,502,403,0 61	40,574,02 1,149
	assessments at school level up to national level									
	Strategy 5.3 Strengthen English proficiency and use of English as the medium of instruction for in-service teachers	Output :5.3.1 Implementation of English proficient training package for in service teachers for all teachers Monitoring report	-	N/A	-	-	-	-	-	-
		Output :5.3.2 Learning resources such as textbooks and language multimedia laboratories for CPD provided	-	N/A	-	-	-	-	-	-

Projected costs (Assuming 6% Inflation)										
Objective	Strategy/ Outcome	Output Indicators	Unit Cost	Input	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	Grand
					Cost	Cost	Cost	Cost	Cost	Total
					7,599,209,725	7,206,414,841	7,707,715,301	8,558,278,221	9,502,403,061	40,574,021,149
	Strategy 5.4	Output :5.4.1 Review existing plans and guidelines and develop CG&C policy and strategic plan	270,000	Consulta ncy	17,172,000	-	-	-	-	17,172,000
	Develop and implement Carrier Guidance and Counselling (CG&C policy)									
	Strategy5.5.	Output: Study tours conducted, and lessons learned implemented	4,8,000,000	CGC Staff	2,400,000	2,400,000	-	-	-	4,800,000
	Conduct study tours to countries with effective CG&C, to learn from their experience and inform the									

Projected costs (Assuming 6% Inflation)										
Objective	Strategy/ Outcome	Output Indicators	Unit Cost	Input	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	Grand Total
					Cost	Cost	Cost	Cost	Cost	
					7,599,209,725	7,206,414,841	7,707,715,301	8,558,278,221	9,502,403,061	40,574,021,149
	development of the CG&C policy and strategic plan.									
	Strategy 5.5. Review national and school based continuous assessment for all subjects	Output 5.5.1. Monitor and report on current comprehensive assessment	5,000,000	Research conducted	5,000,000	5,000,000	5,000,000	5,000,000		
		Output 5.5.2 Conduct different research on learning performance in different subjects and ensure effective use of assessment data	5,000,000	Research conducted	5,000,000	5,000,000	5,000,000			

Projected costs (Assuming 6% Inflation)										
Objective	Strategy/ Outcome	Output Indicators	Unit Cost	Input	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	Grand
					Cost	Cost	Cost	Cost	Cost	Total
					7,599,209,725	7,206,414,841	7,707,715,301	8,558,278,221	9,502,403,061	40,574,021,149
		Output 5.5.3. Conduct LARS and participate in regional and international assessments.	200,000,000	Assessments done	200,000,000	200,000,000	200,000,000	200,000,000	200,000,000	
Objective 6: Ensure Carrier pathway development for both teachers and head teachers	Strategy 6.1 Establish an effective system for appraisal, mentoring, support, assessment,	Output :6.1.1 District level workshops to present the national Teacher Professional Standards and Teachers Special Statute and other legal documents relevant to TDM conducted	40,000	Dissemination Workshop	137,248,800	144,111,240	-	-	-	281,360,040

Projected costs (Assuming 6% Inflation)										
Objective	Strategy/ Outcome	Output Indicators	Unit Cost	Input	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	Grand
					Cost	Cost	Cost	Cost	Cost	Total
					7,599,209,725	7,206,414,841	7,707,715,301	8,558,278,221	9,502,403,061	40,574,021,149
	and licencing for all teachers.	Output :6.1.2 General guideline for appraisal, mentoring, support, assessment, and licencing for all teachers developed.	40,000	Worksh op to validate guidelin es conducte d	5,088,000	5,342,400	5,972,464	6,671,835	7,448,137	30,522,836
	Strategy 6.2 Support for teachers to upgrade their qualifications and therefore enhance their professional status.	Output: 6.2.1: Train school staff to provide appraisal mentoring support and assessment of teachers	40,000	Training conducte d	411,746,400	432,333,720	479,932,829	532,767,840	591,414,703	2,448,195,492

Projected costs (Assuming 6% Inflation)										
Objective	Strategy/ Outcome	Output Indicators	Unit Cost	Input	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	Grand
					Cost	Cost	Cost	Cost	Cost	Total
					7,599,20 9,725	7,206,41 4,841	7,707,71 5,301	8,558,27 8,221	9,502,403,0 61	40,574,02 1,149
Objective 7: Create and implement Teacher motivation package to raise teachers status	Strategy 7.1  Develop an incentive scheme for teachers	Output: 7.1.1. A study on Comparative analysis of Teachers incentives package in the East and Southern Africa region done	270,00 0	Consulta ncy	17,172,0 00	-	-	-	-	17,172,00 0
		Output :7.1.3 Benefit sharing guidelines on TVET teachers benefiting 30% of the services provided by TVET workshops under their supervision developed	40,000	Worksh op organize d	15,264,0 00	-	-	-	-	15,264,00 0
		Output :7.1.4 A Comprehensive	40,000	Meeting conduce d	8,480,00 0	-	-	-	-	8,480,000

Projected costs (Assuming 6% Inflation)										
Objective	Strategy/ Outcome	Output Indicators	Unit Cost	Input	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	Grand
					Cost	Cost	Cost	Cost	Cost	Total
					7,599,209,725	7,206,414,841	7,707,715,301	8,558,278,221	9,502,403,061	40,574,021,149
		teacher incentive scheme developed								
		Output :7.1.5: Teaching Profession allowances provided	2% of teacher s salary	2% of teacher salaries	2,650,245,685	2,782,757,969	3,088,861,346	3,428,636,094	3,805,786,064	15,756,287,158
	Strategy 7.2 Improve the professional status, image and attractiveness of teachers teaching in Rwanda, where all	Output :7.2.1 Teacher award scheme to best performers developed and disseminated	500,000	Selectio n Conduct ed	220,480,000	231,504,000	257,499,440	286,354,378	318,383,360	1,314,221,178

Projected costs (Assuming 6% Inflation)										
Objective	Strategy/ Outcome	Output Indicators	Unit Cost	Input	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	Grand Total
					Cost	Cost	Cost	Cost	Cost	
					7,599,209,725	7,206,414,841	7,707,715,301	8,558,278,221	9,502,403,061	40,574,021,149
	teachers are equally valued.									
	Strategy 7.3 Implement the Teacher Statute, Teacher Standards and Teachers Code of Conduct.	Output :7.3.1 Review, institutionalise and disseminate teacher award schemes to best performers.	270,000	Consulta ncy	25,758,000	-	-	-	-	25,758,000

Projected costs (Assuming 6% Inflation)										
Objective	Strategy/ Outcome	Output Indicators	Unit Cost	Input	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	Grand
					Cost	Cost	Cost	Cost	Cost	Total
					7,599,209,725	7,206,414,841	7,707,715,301	8,558,278,221	9,502,403,061	40,574,021,149
		Output 7.3.2 Take disciplinary measures against non-compliant teachers.								
	Strategy 7.4 Revise teacher salary scales to take account professional qualifications, experience and actual performance and harmonised with other civil servants of	Output :7.4.1 Teacher salary scales to take account professional qualifications, experience and actual performance and harmonised with other civil servants of same qualifications revised	270,000	Consultancy	42,930,000	-	-	-	-	42,930,000

Projected costs (Assuming 6% Inflation)										
Objective	Strategy/ Outcome	Output Indicators	Unit Cost	Input	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	Grand Total
					Cost	Cost	Cost	Cost	Cost	
					7,599,20 9,725	7,206,41 4,841	7,707,71 5,301	8,558,27 8,221	9,502,403,0 61	40,574,02 1,149
	same qualifications									
	Strategy 7.5  Increase the number of pre- primary teachers in the national payroll	Output :7.5.1  Pre-primary teachers in public and Government aided schools included on Government payroll	41,600	Number teacher recruited every year	301,616, 640	316,697, 472	351,578, 290	390,295, 998	433,272,65 4	1,793,461, 053

Projected costs (Assuming 6% Inflation)										
Objective	Strategy/ Outcome	Output Indicators	Unit Cost	Input	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	Grand
					Cost	Cost	Cost	Cost	Cost	Total
					7,599,209,725	7,206,414,841	7,707,715,301	8,558,278,221	9,502,403,061	40,574,021,149
Objective 8: Establish and use teacher development and management data base in TDM planning and management	Strategy 8.1 Utilize TMIS for teachers management	Output :8.1.1 Teachers MIS with other Education management Information Systems (EMIS) harmonised and upgraded to accommodate more information on teachers	-	N/A	-	-	-	-	-	-
		Output :8.1.2 Other data systems required for teachers support established and made available	60,000	Workshop conducted	4,452,000	4,674,600	5,252,406	5,893,771	6,605,685	26,878,462

Projected costs (Assuming 6% Inflation)										
Objective	Strategy/ Outcome	Output Indicators	Unit Cost	Input	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	Grand Total
					Cost	Cost	Cost	Cost	Cost	
					7,599,20 9,725	7,206,41 4,841	7,707,71 5,301	8,558,27 8,221	9,502,403,0 61	40,574,02 1,149
	Strategy 8.2  Develop and keep updating a national projection of teachers	Output: 8.2.1  National, district 10- year teacher supply and demand projections developed and updated	40,000	Worksh op Conduct ed	12,720,0 00	13,356,0 00	14,867,5 60	16,545,3 92	18,407,785	75,896,73 6
Objective 9: Strengthen the institutional and structural capacities at all levels with special	Strategy 9.1  Enhance school leadership and management	Output :9.1.1  Effective and efficient school leadership	40,000	Worksh op Conduct ed	411,746, 400	-	-	-	-	411,746,4 00
		Output :9.1.2  Regular professional learning community	630,00 0	Consulta ncy	40,068,0 00	-	-	-	-	40,068,00 0

Projected costs (Assuming 6% Inflation)										
Objective	Strategy/ Outcome	Output Indicators	Unit Cost	Input	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	Grand Total
					Cost	Cost	Cost	Cost	Cost	
					7,599,20 9,725	7,206,41 4,841	7,707,71 5,301	8,558,27 8,221	9,502,403,0 61	40,574,02 1,149
attention to school leadership and management to ensure improvement of quality and status of all teachers, men and women		Output :9.1.3 school leadership support and evaluation system								
		Output :9.1.4 Assistant, or Deputy, Head teacher position introduced in primary schools								
	Strategy 9.2	Output :9.2.1 guidelines of moving from subject to class teacher system including support to Mathematic, Kinyarwanda and English 'home	40,000	Worksh op conduce d	6,360,00 0	-	-	-	-	6,360,000

Projected costs (Assuming 6% Inflation)										
Objective	Strategy/ Outcome	Output Indicators	Unit Cost	Input	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	Grand Total
					Cost	Cost	Cost	Cost	Cost	
					7,599,209,725	7,206,414,841	7,707,715,301	8,558,278,221	9,502,403,061	40,574,021,149
	and P1-P3 classes	classrooms' for P1-P3 provided								
	Strategy 9.3 Review roles, responsibilities and accountability system in regard to teacher development and management at all levels from	Output :9.3.2 Roles, responsibilities and accountability system from MINEDUC and MINALOG, MIFOTRA, districts and sectors to school level and develop its Monitoring strategy reviewed	40,000	Meeting organized	16,960,000	17,808,000	19,809,280	22,030,701	24,496,478	101,104,459

Projected costs (Assuming 6% Inflation)										
Objective	Strategy/ Outcome	Output Indicators	Unit Cost	Input	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	Grand
					Cost	Cost	Cost	Cost	Cost	Total
					7,599,209,725	7,206,414,841	7,707,715,301	8,558,278,221	9,502,403,061	40,574,021,149
	central government ministries to school level									
	<b>Strategy 9.4</b> Develop resource mobilisation strategy to ensure availability of funds needed to fully	Output :9.4.1 A resource mobilisation strategy to raise the required funds to implement the TDM policy	150,000	Consultative workshop conducted	15,900,000	-	-	-	-	15,900,000

Projected costs (Assuming 6% Inflation)										
Objective	Strategy/ Outcome	Output Indicators	Unit Cost	Input	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	Grand
					Cost	Cost	Cost	Cost	Cost	Total
					7,599,209,725	7,206,414,841	7,707,715,301	8,558,278,221	9,502,403,061	40,574,021,149
	implement the TDM policy									

## **18. Communication Strategy**

The TDM Strategic Plan will be shared with all education development partners in education to guide their interventions in teacher development and management. The TDM strategic plan will also be disseminated to all districts and sectors to guide District Education Plans, Sector Education Plans and School Improvement Plans so these clearly link with and support the TDM Strategic Plan. Communication will be made through training workshops for all stakeholders and partners at district level. All stakeholders and partners will be required to provide Annual Implementation reports of their TDM plans to the Ministry of Education for consolidation and for further guidance if required.

## **19. Conclusion**

The teacher management policy is designed to create a professional, motivated, and effective teaching workforce that directly contributes to the achievement of national education goals. By establishing clear standards in performance management, supervision, evaluation, and career advancement, the policy ensures that teachers receive the guidance, incentives, and recognition they need to grow in their roles. Additionally, providing welfare support and a well-defined code of conduct reinforces a culture of accountability, professionalism, and ethical behaviour.

Together, these measures not only enhance the quality of education delivered to students but also elevate the teaching profession in Rwanda. This policy serves as a framework for cultivating dedicated and skilled educators who are committed to continuous improvement, ensuring that all students receive a high-quality education and are equipped to succeed in a rapidly evolving world.