

**REPUBLIC OF RWANDA**



**MINISTRY OF EDUCATION**

# **SCHOOL SPORTS STRATEGIC PLAN**

**2020/21- 2024/25**

**July 2020**

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## **FOREWORD**

For effective implementation of the School Sports Policy, it has been necessary to develop a School Sports Strategic Plan that will provide a roadmap and an appropriate framework to render this policy operational.

This School Sports Strategic Plan is in line with international and national strategies. At the international level, it complies with the Sustainable Development Goals (SDGs), International Convention on the Rights of the Child, International Convention on the Rights of Persons with Disabilities and other relevant Conventions; at the national level, it complies with the Education Sector Strategic Plan (2020/21-2024/25), National Strategy for Transformation (NST 1) and is in line with Rwanda Sports Development Policy.

For implementation of this School Sports Strategic Plan, both logical framework and Monitoring and Evaluation framework have been developed to regularly monitor and assess progress towards achieving objectives of the policy.

Given the importance of school sports, schools are expected to promote sports and to make sure that the school environment is favourable for sports development activities; teachers, parents, and the community at large will have to play a perceptible role to make sure that school children benefit fully from physical activities and sports.

While I thank all the people who contributed to the development of this strategic plan, I urge all stakeholders, Ministries, Local Government, Schools, communities and parents to make all efforts so that this strategic plan is operational.

**Dr. Valentine UWAMARIYA**

**Minister of Education**

## **ABBREVIATIONS AND ACRONYMS**

12YBE	: Twelve Years of Basic Education
7YGP	: Seven Year Government Program
9YBE	: Nine Years of Basic Education
ESSP	: Education Sector Strategic Plan
FGD	: Focused Group Discussion
GoR	: Government of Rwanda
HIV/AIDS	: Human Immuno-Deficiency Virus / Acquired Immune Deficiency Syndrome
HLIs	: Higher Learning Institutions
ICT	: Information and Communication Technology
IPRCs	: Integrated Polytechnic Regional Centres
LwD	: Learners with Disability
M&E	: Monitoring and Evaluation
MIGEPROF	: Ministry of Gender and Family Promotion
MINALOC	: Ministry of Local Government
MINECOFIN	: Ministry of Finance and Economic Planning
MINEDUC	: Ministry of Education
MININFRA	: Ministry of Infrastructure
MINISPORTS	: Ministry of Sports
MoH	: Ministry of Health
NGOs	: Non-Government Organizations
NST1	: National Strategy for Transformation 1
PES	: Physical Education and Sports

PTA : Parent-Teacher Association

REB : Rwanda Education Board

RP : Rwanda Polytechnic

RSSF : Rwanda School Sports Federation

SDGs : Sustainable Development Goals

TTC : Teacher Training College

TVET : Technical and Vocational Education and Training

UNESCO : United Nations Educational, Scientific and Cultural Organization

UNICEF : United Nations Children’s Fund

WDA : Workforce Development Authority

## **EXECUTIVE SUMMARY**

The purpose of this school sports strategic plan is to give a roadmap and framework for effective implementation of the School Sports Policy. The strategic logical framework will guide implementation of the School Sports Policy and act as an M&E tool to assess progress towards achieving objectives of the mentioned policy. The logical framework is organized into 9 outcomes, which will be achieved over 5 years. Outputs for each outcome contains specific activities, with indicators, targets, timeline, budgets, with responsible for each activity.

The school sports strategic plan implementation will require efforts from different organizations; financial and human resources will be required to support the implementation. It is therefore important to put in place a coordinating structure under the Ministry of Education. A successful implementation will depend on partnerships between education and sports sector, teachers and sports workers, schools, learners, community and people responsible of school sports programs.

The objective of Monitoring and Evaluation Plan is to assess achievement against elaborated strategies or activities. It includes indicators that measure the impact or processes during the period of implementation; lessons learnt from M&E help to improve future strategic plans' development and implementation. An annual performance review will be conducted as part of the monitoring process with both internal and external partners working together on agreed performance indicators to assess progress.

This strategic plan has identified nine school sports priorities to focus on; to achieve the desired outcomes, this plan should be integrated in all concerned institutions' strategic plans; this strategic plan provides an operational framework for school sports planning and coordination of all stakeholders and enables the creation of a child-friendly school. Capacity building of teachers and educators, curriculum reviews are necessary to achieve the school sports objectives.

## **1.1 BACKGROUND AND OVERVIEW**

### **1.1 Introduction**

The ultimate goal of education is to provide knowledge, develop skills, attitudes and behaviours to the learners so that they can participate actively in the development of their country and eventually become a responsible citizen in society. The Government of Rwanda is actively committed to providing a holistic education that aims to transform the Rwandan citizen in a human capital with the capacity to contribute to socio-economic development.

The Government recognizes the role and importance of Physical Education and Sports to improve and maintain good health, to enrich social relations and to develop critical thinking, to facilitate learning and to develop critical thinking.

The ESSP recommends that all school improvement plans and school management and evaluation programmes will be expected to include provision for physical education in schools because sports and physical activities contribute to the overall development of the child.

Given the important of school sports, all schools are expected to promote sports and to make sure that the school environment is favourable for sports development activities; teachers, parents, Districts and the community at large will have to play a role to make sure that school children benefit fully from physical activities and sports.

A sports promoting school is a school where all children, girls and boys will be stimulated to practice sports, where adequate and sufficient sports facilities are available, where there is enough equipment and materials, where there are competent technical staff to support sports development, where PES is taught and examined like other lessons, where talents of young children are detected and developed.

### **1.2. Purpose of the School Sports Strategic Plan**

The purpose of the School Sports Strategic Plan is to give a roadmap and framework for effective implementation of the School Sports Policy. Effective implementation will require efforts from different organizations; financial and human resources will be required to support implementation; a successful implementation will depend on partnerships between education and sports sector, teachers and sports workers, schools, learners, community and people responsible for school sports programs.



### **1.3. Process of developing the School Sports Strategic Plan**

A review of available literature was conducted to assess current situation of PES in Rwanda. The information used to develop the School Sports Policy and the School Sports Strategic Plan was obtained through consultations, interviews and focused group discussions (FGD) that allowed to capture perceptions, feelings and experiences of different people from 15 Districts in all provinces including sports federations, different Ministries and various stakeholders.

Recommendations, observations and inputs from workshop that was organized by MINEDUC where all stakeholders were convened were taken into account.

## 2. ANALYSIS

### 2.1.Key Challenges

The main barriers to learning for children in Rwanda are poor health, poverty, factors such as inadequate and insufficient sports facilities, insufficient sports equipment and materials, lack of skilled and competent technical staff to support sports development in schools and the fact that PES lesson not being taught in some schools.

These factors have an impact on attendance at schools and learners' ability to concentrate on lessons, leading to low retention and low completion rates.

### 2.2.SWOT analysis

<u>Strengths</u>	<u>Weaknesses</u>
<ul style="list-style-type: none"><li>▶ Big number of school children</li><li>▶ Political will</li><li>▶ Good governance system (the existence of decentralized structures for efficient administration)</li><li>▶ In Teacher Training Colleges, PES methodology is taught</li><li>▶ Availability of College of Education at the University of Rwanda</li><li>▶ School children committed to sports activities.</li></ul>	<ul style="list-style-type: none"><li>▶ Debilitated talent detection and development</li><li>▶ Inadequate follow up of detected young talents from schools to develop them into professional sports men and women</li><li>▶ Limited school sports facilities</li><li>▶ PES is not taught in some schools</li><li>▶ Insufficient training of sports teachers</li><li>▶ Limited technical staff (referees, coaches, sports administrators, etc) to manage school sports activities</li><li>▶ Sports for all is not adequately practiced in schools</li><li>▶ Low participation of girls in school sports activities</li><li>▶ Sports for learners with disability and special needs is not promoted</li><li>▶ Lack of sufficient sports development centres</li></ul>

	<p>(academies) to support talent detection and development</p> <ul style="list-style-type: none"> <li>▶ Insufficiency of funds provided for sports in schools</li> <li>▶ Poor working relations between some school sports associations and their respective districts</li> <li>▶ Lack of coordination between institutions</li> <li>▶ In some Universities and Institutions of Higher Education, mass sport is almost inexistent</li> <li>▶ There are no competitions between Universities and Institutions of Higher Education</li> </ul>
<p><b><u>Opportunities</u></b></p> <ul style="list-style-type: none"> <li>▶ Geography and climate favourable for school sports activities</li> <li>▶ Safe/Stable country.</li> <li>▶ Decentralized governance system that facilitates grassroots development of school sports</li> <li>▶ Growing private sector with foreign investors entering the market.</li> <li>▶ Community involvement</li> </ul>	<p><b><u>Threats</u></b></p> <ul style="list-style-type: none"> <li>▶ Parents and heads of school who do not understand the importance of sports for their children</li> <li>▶ Doping practices and abusing of drugs.</li> </ul>

### **3. STRATEGIC FRAMEWORK**

#### **3.1.Strategies for achieving objectives**

1. Sensitization and advocacy
2. Capacity building
3. Research on school sports issues
4. Teaching of PES as a lesson
5. Collaboration among stakeholders
6. Efficient coordination mechanism
7. Monitoring – Evaluation and reporting
8. Life skills development and transfer
9. Parents, community, District involvement and ownership.

#### **3.2.Key strategic areas**

1. Physical Education and Sports lesson
2. Competent technical staff to support sports development in schools
3. Sports for all
4. School sports competition management
5. Talent detection and development
6. Sports facilities
7. Sports equipment and materials
8. Gender in school sports
9. Sports for children with disabilities and special needs

#### **3.3 Priority setting, outputs and key strategies**

##### **3.3.1 Physical Education and Sports lesson**

**Outcome:** Physical Education and Sports lesson taught and examined in all schools

**Outputs:**

1. Regular inspection in all schools to make sure that Physical Education and Sports lesson is taught and examined.
2. Weekly timetable by allocating the PES period at a convenient time and taking other measures to ease the practicability of PES reviewed.

##### **3.3.2 Competent technical staff to support sports development in schools**

**Outcome:** Competent technical staff to support sports development in schools availed

### **Outputs:**

1. PES lesson reinforced in faculty of PES in College of Education and in Teacher Training Colleges (TTCs)
2. On job trainings organized for PES teachers in schools.
3. Students from secondary schools are encouraged to choose PES faculty in HLIs
4. PES reinforced in the College of education of the university of Rwanda and other Universities and Institutions of Higher Education are encouraged to launch a PES faculty

### **3.3.3 Sports for All**

**Outcome:** Sports for all (traditionally known as mass sports) practiced in all primary, secondary schools and in Universities and Institutions of Higher Education

### **Outputs:**

1. Instructions given on Sports for all enforced
2. Regular inspections to make sure that instructions concerning sports for all are followed carried out
3. Facilities, equipment and materials appropriate to the age of the children at all levels availed.
4. HLIs sports competitions for sports development set up

### **3.3.4 School sport competitions management**

**Outcome:** School sport competitions management improved

### **Outputs:**

1. Districts administrations are sensitized on proper management of school sport competitions
2. Staff respectively in charge of education are part of the school sports association

### **3.3.5 Talents detection and development**

**Outcome:** School children's talents detected and developed

**Outputs:**

1. Talents of school children are systematically detected and developed using appropriate technical methods for each sports discipline
2. RSSF is strengthened in order to enable it to efficiently promote games, talents detection and development in schools

### **3.3.6 Sports facilities**

**Outcome:** Adequate and sufficient sport facilities for both boys and girls developed

**Outputs:**

1. Instructions requiring all schools to have enough space reserved for sports activities strictly followed by all schools including new schools
2. Sensitization to create new playgrounds using community works (Umuganda) carried out
3. Common playgrounds at the level of each sector developed
4. Grounds for recreational activities for all schools availed and a gymnasium constructed where possible

### **3.3.7 Sports equipment and materials**

**Outcome:** Sport equipment and materials obtained

**Outputs:**

1. Sports equipment and materials increased in all schools
2. TVET schools and IPRCs are encouraged to manufacture sports equipment

### **3.3.8 Gender in school sports**

**Outcome:** Participation of girls in school sports activities is enhanced

**Outputs:**

1. Sensitization campaign to improve the level of participation of girls in school sports activities carried out
2. Role modelling and mentorship programmes for mostly young women and girls in sports related disciplines in schools promoted
3. The number of female coaching educators at all levels increased

### **3.3.9 Sports for children with disabilities and special needs**

**Outcome:** Sports for children with disabilities and special needs promoted

**Outputs:**

1. Appropriate sports facilities for children with disabilities and special needs developed
2. Appropriate and sufficient equipment and materials for children with disabilities and special needs availed
3. Coaching educators of children with disabilities and special needs trained in school sports

### **3.4 Financing the implementation of the logical framework**

The MINEDUC will provide the overall oversight of school sports although all concerned Ministries will contribute through their own budgets; partnerships with civil society, religions institutions and other partners operating in different Districts will be developed.

Financial contributions from multilateral, bilateral donors, international NGOs are expected to finance integrated school sports programs nationwide.

**Table 1: Cost by key strategic area (in RwF millions)**

Key areas	Total in millions	%	Source of funding
1. Physical Education and Sports lesson taught and examined in all schools	308	2.4%	MINEDUC, REB, WDA
2. Competent technical staff to	533	4.1%	MINEDUC, REB, RP, MINISPORTS,

support sports development in schools availed			Districts, UR, RP, HEC
3. Sports for all (traditionally known as mass sports) practiced in all primary, secondary schools, in Universities and in Institutions of Higher Education	1885	14.5%	MINEDUC, REB, RP, MINISPORTS, Districts
4. School sports competitions management improved	3300	25.4%	MINEDUC, REB, RP, MINISPORTS, Districts
5. School children's talents detected and developed	2136	16.4%	MINEDUC, REB, RP, MINISPORTS
6. Adequate and sufficient sports facilities for both boys and girls developed	660	5%	MINEDUC, REB, RP, MINISPORTS, MINALOC, MININFRA and Districts
7. Sports equipment and materials obtained	1450	11.2%	MINEDUC, REB, RP, MINECOFIN, MINISPORTS and Districts
8. Participation of girls in school sports activities is enhanced	1260	9.7%	MINEDUC, REB, RP, MINISPORTS, MIGEPROF, MINALOC and Districts
9. Sports for children with disabilities and special needs promoted	1470	11.3%	MINEDUC, REB, RP, MINISPORTS, MINALOC, Districts
<b>Total</b>	<b>13002</b>	<b>100%</b>	



**Table 2: Estimated budget (in RWF)**

Program area	2020/21	2021/22	2022/23	2023/24	2024/2025	Budget in millions
<b>Outcome 1: Physical Education and Sports lesson taught and examined in all schools</b>						
1. Inspections to make sure that PES is taught and examined in all schools carried out	60	60	60	60	60	300
2. Weekly timetable of PES in all schools reviewed	8	0	0	0	0	8
<b>Sub-total budget for outcome 1</b>						308
<b>Outcome 2: Competent technical staff to support sports development in schools availed</b>						
1. Curriculum and weekly timetable in College of Education reviewed	30	0	0	0	0	30
2. Weekly timetable in Teacher Training Colleges reviewed	8	0	0	0	0	8
3. Training tools developed and trainers availed	70	0	0	0	0	70
4. Catering for trainees	60	60	60	60	60	300
5. One sensitization meeting per year to encourage students in secondary school to choose PES faculty in Higher Education conducted	8	8	8	8	8	40
6. PES Curriculum reviewed	30	0	0	0	0	30

7. Admission conditions in Physical Education and Sports section in universities and institutions of high education defined	5	0	0	0	0	5
8. Two sensitization meetings per year on launching Physical Education and Sports section between MINEDUC, Universities and HLIs carried out	8	8	8	8	8	40
9. On site visits to assess the readiness of Universities and HLIs to launch the Physical Education and Sports section carried out	2	2	2	2	2	10
<b>Sub-total budget for outcome 2</b>						533
<b>Outcome 3: Sports for all (traditionally known as mass sports) practiced in all primary, secondary schools and in Universities and Institutions of Higher Education</b>						
1. One sensitization meeting per year between MINEDUC and District Administration carried out	4	4	4	4	4	20
2. One sensitization meeting per year between District on one side and schools, parents and partners on the other side carried out	30	30	30	30	30	150
3. On site visit per year to ensure that sports for all is practiced carried out	40	40	40	40	40	200
4. Sports equipment and materials acquired	240	240	240	240	240	1200
5. One sensitization meeting per year between MINEDUC and heads of HLIs carried out	3	3	3	3	3	15
6. The capacity of Rwanda University Sports Federation to organise HLIs sports competitions reinforced	60	60	60	60	60	300

<b>Sub-total budget for outcome 3</b>						1885
<b>Outcome 4: School sports competitions management improved</b>						
1. School sports competitions at all levels organised.	600	600	600	600	600	3000
2. Two sensitization meetings per year to be convened by District involving all stakeholders in school sports competitions carried out	60	60	60	60	60	300
3. The staff having education in their responsibilities appointed in the school sports association committee	0	0	0	0	0	0
<b>Sub-total budget for outcome 2</b>						3300
<b>Outcome 5: School children' talents detected and developed</b>						
1. Physical fitness tests in all schools organised.	60	60	60	60	60	300
2. Training camps organised.	160	160	160	160	160	800
3. Children with special skills in sports and physical abilities are oriented in schools equipped with sports facilities and their skills are nurtured	37.6	37.6	37.6	37.6	37.6	188
4. Trainings of persons in charge of sports activities with regard to detection of talents from school level to National level carried out	70	70	70	70	70	350
5. The budget allocated to RSSF increased	99.6	99.6	99.6	99.6	99.6	498
<b>Sub-total budget for outcome 5</b>						2136

<b>Outcome 6: Adequate and sufficient sports facilities for both boys and girls developed</b>						
1. On site visits to assess availability of space for sports carried out	6	6	6	6	6	30
2. One sensitization meeting per year between Districts officials and central government carried out	6	6	6	6	6	30
3. Two sensitization meetings per year between Districts and school, parents carried out	60	60	60	60	60	300
4. District Annual budget line allocated to sports facilities in schools created/increased	0	0	0	0	0	0
5. Sports centres comprising playgrounds for different games at the level of each sector constructed and maintained	60	60	60	60	60	300
6. Grounds for recreational activities and gymnasium where possible acquired	0	0	0	0	0	0
<b>Sub-total budget for outcome 6</b>						660
<b>Outcome 7: Sports equipment and materials obtained</b>						
1. Sports equipment and materials acquired in all schools	270	270	270	270	270	1350
2. Curriculum and weekly timetable reviewed	30	0	0	0	0	30
3. Training tools developed and trainers availed	14	14	14	14	14	70
<b>Sub-total budget for outcome 7</b>						1450

<b>Outcome 8: Participation of girls in school sports activities is enhanced</b>						
1. Two sensitization meetings per year between Districts on one side and schools and parents on the other side to discuss strategies to increase the level of participation of girls in school sports activities carried out	60	60	60	60	60	300
2. Role modelling and mentorship programmes for mostly young women and girls in sports related disciplines in schools carried out	120	120	120	120	120	600
3. One sensitization meeting per year to encourage female students in secondary school to choose PES faculty in Higher Education conducted	12	12	12	12	12	60
4. Training of female PES teachers and coaches in schools carried out	60	60	60	60	60	300
<b>Sub-total budget for outcome 8</b>						1260
<b>Outcome 9: Sports for children with disabilities and special needs promoted</b>						
1. Existing facilities rehabilitated/adjusted	120	120	120	120	120	600
2. Special equipment and materials needed acquired	100	100	100	100	100	500
3. Training tools developed and trainers availed	70	0	0	0	0	70
4. Catering for trainees	60	60	60	60	60	300
<b>Sub-total budget for outcome 9</b>						1470
<b>Total amount of the strategic plan</b>	2,801.2	2,550.2	2,550.2	2,550.2	2,550.2	13002

### **3.5. Capacity building**

To implement the School Sports Policy Plan, capacity building is of paramount importance; it is important to build capacity of human resources at central and District levels, to ensure that all actors have sufficient knowledge about this School Sports Strategic Plan.

#### **3.5 Strategic logical framework**

The table below gives a logical framework which will guide implementation of the School Sports Strategic Plan and act as a M&E tool to assess progress towards achieving objectives of the School Sports Policy. The framework is organized into 9 outcomes, which will be achieved over 5 years. Outputs for each outcome contains specific activities, with indicators, targets, time line, budgets, with responsible for each activity.

**Table 3: Logical framework**

Indicator	Baseline 2019/20	Target 2020/21	Target 2021/22	Target 2022/23	Target 2023/24	Target 2024/2025	Source of verification	Assumptions	Budget in millions	
<b>Outcome 1: Physical Education and Sports lesson taught and examined in all schools</b>										
<b>Output 1.1: Regular inspection to make sure that Physical Education and Sports lesson is taught and examined carried out</b>										
1. Inspections to make sure that PES is taught and examined in all schools carried out	Inspections reports	100%	100%	100%	100%	100%	MINEDUC, Districts reports	WDA, annual	Availability of budget	300
<b>Output 1.2: Weekly timetable by allocating the PES period at a convenient time and taking other measures to ease the practicability of PES in all school reviewed</b>										
1. Weekly timetable of PES in all schools reviewed	Existing timetable	100%	-	-	-	-	RP, REB reports	annual	REB, RP planning	8
<b>Total budget for outcome 1</b>									<b>308</b>	
<b>Outcome 2: Competent technical staff to support sports development in schools availed</b>										
<b>Output 2.1: PES lesson reinforced in faculty of PES in College of Education and in Teacher Training Colleges (TTC)</b>										

1. Curriculum and weekly timetable in College of Education reviewed	Existing curriculum and weekly timetable	100%	-	-	-	-	UR-CE annual reports	UR planning	30
2. Weekly timetable in Teacher Training Colleges reviewed	Existing curriculum and weekly timetable	100%	-	-	-	-	MINEDUC/REB annual reports	REB planning	8
<b>Output 2.2: On job trainings organized for PES teachers in schools</b>									
1. Training tools developed and trainers availed	Existing PES curriculum	100%	-	-	-	-	MINEDUC annual reports	Availability of budget	70
2. Catering for trainees	None	20%	40%	60%	80%	100%	MINEDUC annual reports	Availability of budget	300
<b>Output 2.3: Students from secondary schools are encouraged to choose PES Faculty in Higher Education</b>									
1. One sensitization meeting per year to encourage students in secondary school to choose PES faculty in Higher Education conducted	None	1 meeting	1 meeting	1 meeting	1 meeting	1 meeting	MINEDUC, REB, WDA annual reports	MINEDUC, REB, WDA planning	40



**Output 2.4: PES reinforced in the College of education of the university of Rwanda and other Universities and Institutions of Higher Education are encouraged to launch a PES faculty**

1. PES Curriculum reviewed	Existing curriculum	100%	-	-	-	-	MINEDUC/HEC annual reports	Availability of budget	30
2. Admission conditions in Physical Education and Sports section in universities and institutions of high education defined	None	100%	-	-	-	-	MINEDUC annual reports	MINEDUC planning	5
3. Two sensitization meetings per year on launching Physical Education and Sports section between MINEDUC, Universities and HLIs carried out	None	2 meetings	2 meetings	2 meetings	2 meetings	2 meetings	MINEDUC annual reports	MINEDUC planning	40
4. On site visits to assess the readiness of Universities and HLIs to launch the Physical Education and Sports section carried out	Number of applications received	100%	100%	100%	100%	100%	MINEDUC annual reports	Availability of budget	10
<b>Total budget for outcome 2</b>									<b>533</b>

**Outcome 3: Sports for all (traditionally known as mass sports) practiced in all primary, secondary schools and in Universities and Institutions of Higher Education**

**Output 3.1: Instructions given on Sports for all enforced**

1. One sensitization meeting per year between MINEDUC and District Administration carried out	None	1 meeting	1 meeting	1 meeting	1 meeting	1 meeting	MINEDUC annual reports	MINEDUC planning	20
2. One sensitization meeting per year between District on one side and schools, parents and partners on the other side carried out	None	1 meeting	1 meeting	1 meeting	1 meeting	1 meeting	District annual reports	District commitment	150

**Output 3.2: Regular inspections to make sure that instructions concerning sports for all are followed carried out**

1. On site visit per year to ensure that sports for all is practiced carried out	Sports for all reports	100%	100%	100%	100%	100%	MINEDUC, Districts reports	Availability of budget	200
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**Output 3.3: Facilities, equipment, and materials appropriate to the age of the children at all levels availed**

2. Sports equipment and materials acquired	None	20%	40%	60%	80%	100%	MINEDUC annual reports	Availability of budget	1200
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**Output 3.4: HLIs Sports competitions for sports development set up**

1. One sensitization meeting per year between MINEDUC and heads of HLIs carried out	None	1 meeting	1 meeting	1 meeting	1 meeting	1 meeting	MINEDUC annual reports	MINEDUC, HEC, RP, planning	15
2. The capacity of Rwanda University Sports Federation to organise HLIs sports competitions reinforced	Existing budget	100%	100%	100%	100%	100%	MINEDUC annual reports	MINEDUC, RP, HEC planning	300
<b>Total budget for outcome 3</b>									<b>1885</b>
<b>Outcome 4: School sports competitions management improved</b>									
<b>Output 4.1: Districts administrations are sensitized on proper management of school sport competitions</b>									
1. School sports competitions at all levels organised.	Existing budget	100%	100%	100%	100%	100%	MINEDUC/REB, MINISPORTS annual reports	MINEDUC/REB and MINISPORTS planning	3000
2. Two sensitization meetings per year to be convened by District involving all stakeholders in school sports competitions carried out	Existing school sports Association meetings	2 meetings	2 meetings	2 meetings	2 meetings	2 meetings	District annual reports	District commitment	300

<b>Output 4.2: Staff respectively in charge of education are part of the school sports association</b>									
1. The staff having education in their responsibilities appointed in the school sports association committee.	Existing school sports Association committees	100%	-	-	-	-	District annual reports	District commitment	-
<b>Total budget for outcome 4</b>									<b>3300</b>
<b>Outcome 5: School children' talents detected and developed</b>									
<b>Output 5.1: Talents of school children are systematically detected and developed using appropriate technical methods for each sports discipline</b>									
1. Physical fitness tests in all schools organised.	None	20%	40%	60%	80%	100%	MINEDUC/REB, MINISPORTS annual reports	Availability of budget	300
2. Training camps organised.	What is done in existing camps	20%	40%	60%	80%	100%	MINEDUC/REB, MINISPORTS annual reports	Availability of budget	800

3. Children with special skills in sports and physical abilities are oriented in schools equipped with sports facilities and their skills are nurtured	Existing Talent development schools.	20%	40%	60%	80%	100%	MINEDUC/RE, MINISPORTS annual reports	Availability of budget	188
<b>Output 5.2. RSSF is strengthened in order to enable it to efficiently promote games, talents detection and development in schools</b>									
1. Trainings of persons in charge of sports activities with regard to detection of talents from school level to National level carried out	None	100%	-	-	-	-	MINEDUC, REB, MINISPORTS annual reports	Availability of budget	350
2. The budget allocated to RSSF increased	The existing budget	30%	30%	30%	30%	30%	MINEDUC, MINISPORTS annual reports	Availability of budget	498
<b>Total budget for outcome 5</b>									<b>2136</b>
<b>Outcome 6: Adequate and sufficient sports facilities for both boys and girls developed</b>									
<b>Output 6.1: Instructions requiring all schools to have enough space reserved for sports activities strictly followed by all schools including new schools</b>									
1. On site visits to assess availability of space for sports carried out	Number of applications received	50%	50%				MINEDUC, Districts reports	Availability of budget	30
<b>Output 6.2: Sensitization to create new playgrounds using community works (Umuganda) carried out</b>									

1. One sensitization meeting per year between Districts officials and central government carried out	None	1 meeting	1 meeting	1 meeting	1 meeting	1 meeting	MINEDUC annual reports	MINEDUC planning	30
2. Two sensitization meetings per year between Districts and school, parents carried out	None	2 meetings	2 meetings	2 meetings	2 meetings	2 meetings	District annual reports	District commitment	300
<b>Output 6.3: Common playgrounds at the level of each sector developed</b>									
1. District Annual budget line allocated to sports facilities in schools created/increased	Existing budget	100%	100%	100%	100%	100%	District annual reports	District commitment	-
2. Sports centres comprising playgrounds for different games at the level of each sector constructed and maintained	None	20%	40%	60%	80%	100%	District annual reports	Availability of budget	300
<b>Output 6.4: Grounds for recreational activities for all schools availed and a gymnasium constructed where possible</b>									
1. Grounds for recreational activities and gymnasium where possible acquired	None	20%	40%	60%	80%	100%	District annual reports	District/schools commitment	-
<b>Total budget for outcome 6</b>									<b>660</b>
<b>Outcome 7: Sports equipment and materials obtained</b>									

<b>Output 7.1: Sports equipment and materials increased in all schools</b>									
1. Sports equipment and materials acquired in all schools	Existing sports materials and equipment	20%	40%	60%	80%	100%	District annual reports	District commitment	1350
<b>Output 7.2: TVET Schools and IPRCs are encouraged to manufacture sports equipment</b>									
1. Curriculum and weekly timetable reviewed	Existing curriculum and weekly timetable	100%	-	-	-	-	MINEDUC/REB annual reports	Availability of budget	30
2. Training tools developed and trainers availed	None	20%	40%	60%	80%	100%	MINEDUC annual reports	Availability of budget	70
<b>Total budget for outcome 7</b>									<b>1450</b>
<b>Outcome 8: Participation of girls in school sports activities is enhanced</b>									
<b>Output 8.1: Sensitization campaign to improve the level of participation of girls in school sports activities carried out</b>									

1. Two sensitization meetings per year between Districts on one side and schools and parents on the other side to discuss strategies to increase the level of participation of girls in school sports activities carried out	None	2 meetings	2 meetings	2 meetings	2 meetings	2 meetings	District annual reports	District commitment	300
<b>Output 8.2. Role modelling and mentorship programmes for mostly young women and girls in sports related disciplines in schools promoted</b>									
1. Role modelling and mentorship programmes for mostly young women and girls in sports related disciplines in schools carried out	None	2 meetings	2 meetings	2 meetings	2 meetings	2 meetings	District annual reports	MIGEPROF planning	600
<b>Output 8.3. The number of female coaching educators at all levels increased</b>									
1. One sensitization meeting per year to encourage female students in secondary school to choose PES faculty in Higher Education conducted	None	1 meeting	1 meeting	1 meeting	1 meeting	1 meeting	MINEDUC/REB, MIGEPROF annual reports	MINEDUC/REB planning	60
2. Training of female PES teachers and coaches in schools carried out	None	20%	40%	60%	80%	100%	MINEDUC, REB, MIGEPROF, RSSF annual reports	MINEDUC/REB planning	300
<b>Total budget for outcome 8</b>									<b>1260</b>



<b>Outcome 9: Sports for children with disabilities and special needs promoted</b>											
<b>Output 9.1: Appropriate sports facilities for children with disabilities and special needs developed</b>											
1. Existing facilities rehabilitated/adjusted	Existing facilities	20%	40%	60%	80%	100%	MINEDUC reports	annual	Availability of budget	600	
<b>Output 9.2: Appropriate and sufficient equipment and materials for children with disabilities and special needs availed</b>											
2. Special equipment and materials needed acquired	None	20%	40%	60%	80%	100%	MINEDUC reports	annual	Availability of budget	500	
<b>Output 9.3: Coaching educators of children with disabilities and special needs trained in school sports</b>											
1. Training tools developed and trainers availed	None	100%	-	-	-	-	MINEDUC reports	annual	Availability of budget	70	
2. Catering for trainees	None	20%	40%	60%	80%	100%	MINEDUC reports	annual	Availability of budget	300	
<b>Total budget for outcome 9</b>										<b>1470</b>	
<b>Total amount of the strategic plan</b>										<b>13002</b>	

#### **4. IMPLEMENTATION PLAN**

The School Sports Policy implementation will require efforts from different organizations; financial and human resources will be required to support the implementation. It is therefore important to put in place a coordinating structure under the Ministry of Education.

##### **a. Institutional framework**

A successful implementation will depend on partnerships between education and sports sector, teachers and sports workers, schools, learners, community and people responsible of school sports programs.

##### **i. National level**

###### ***School sports steering committee***

A steering committee composed of decision makers in different Ministries and partners will provide overall leadership and guidance for implementation of the policy. School sports is the responsibility of the Ministry of Education with support of other Ministries, different national and international NGOs, United Nations agencies and private sector.

###### ***School sports technical working group***

A technical committee will be set up to support the steering committee and will be composed of technical staff from key Ministries/institutions, United Nations agencies and NGOs. Members of this committee will agree on specific actions to take and will report to the steering committee on progress made.

##### **ii. Decentralized levels**

###### ***District level***

School sports activities will be coordinated by the school sports committee composed of a representative from District Administration, a representative from School Sports Association and other people involved in education at the district level; the responsibilities of this committee will include: mobilizing resources from parents, community, development partners operating in the district for school sports activities, M&E all school sports activities. This committee will also report on the progress of the implementation plan at the national level. Specific output related to school sports should be made part of district performance contract.

### ***Sector level***

The district committee will delegate some of its responsibilities to the sector level; the coordinator of activities in the sector will be a representative from the Sector Administration and this committee will be comprised of a representative from the school sports association and other people involved in education at sector level; the responsibilities of this level will be: sensitizing and mobilizing community about school sports and will assist in M&E of sports activities.

### ***School level***

At the school level, there will be a committee responsible for school sports activities. The school sports committee will be composed of the head teacher, the teacher in charge of PES, two representatives from students (1 boy and 1 girl) and parents' representative. School sports activities will be integrated in the school action plan.

#### **b. Monitoring and evaluation**

The objective of M&E plan is to assess achievement against elaborated strategies or activities. It includes indicators that measure the impact or processes during the period of implementation; lesson learned from M&E help to improve future strategic plans' development and implementation.

An annual performance review will be conducted as part of the monitoring process with both internal and external partners working together on agreed performance indicators to assess progress. This joint review will reinforce trust.

#### 4.3. School Sports Policy monitoring and evaluation framework

Program area	Frequency	Source of information	Responsible
<b>Outcome 1: Physical Education and Sports lesson taught and examined in all schools</b>			
Inspections to make sure that PES is taught and examined in all schools carried out	Annual	MINEDUC, WDA, Districts annual report	MINEDUC, WDA, Districts
Weekly timetable of PES in all schools reviewed	Annual	REB, RP annual report	REB, RP
<b>Outcome 2: Competent technical staff to support sports development in schools availed</b>			
Curriculum and weekly timetable in College of Education reviewed	Annual	MINEDUC, UR annual report	MINEDUC, UR
Weekly timetable in Teacher Training Colleges reviewed	Annual	MINEDUC, REB annual report	MINEDUC, REB
Training tools developed and trainers availed	Annual	MINEDUC, MINISPORTS, DISTRICTS annual report	MINEDUC, MINISPORTS, DISTRICTS
Catering for trainees	Annual	MINEDUC, MINISPORTS, DISTRICTS annual report	MINEDUC, MINISPORTS, DISTRICTS

One sensitization meeting per year to encourage students in secondary school to choose PES faculty in Higher Education conducted	Annual	MINEDUC, REB, RP annual report	MINEDUC, REB, RP
PES Curriculum reviewed for HLIs	Annual	HEC annual report	HEC
Admission conditions in Physical Education and Sports section in universities and institutions of high education defined	Annual	HEC, UR annual report	HEC, UR
Two sensitization meetings per year on launching Physical Education and Sports section between MINEDUC, Universities and HLIs carried out	Annual	HEC annual report	HEC
On site visits to assess the readiness of Universities and HLIs to launch the Physical Education and Sports section carried out	Annual	MINEDUC, HEC annual report	MINEDUC, HEC
<b>Outcome 3: Sports for all (traditionally known as mass sports) practiced in all primary, secondary schools and in Universities and Institutions of Higher Education</b>			
One sensitization meeting per year between MINEDUC and District Administration carried out	Annual	MINEDUC, MINALOC annual report	MINEDUC, MINALOC

One sensitization meeting per year between District on one side and schools, parents and partners on the other side carried out	Annual	DISTRICTS annual report	DISTRICTS
On site visit per year to ensure that sports for all is practiced carried out	Annual	MINEDUC, MINISPORTS, DISTRICTS annual report	MINEDUC, MINISPORTS, DISTRICTS
Sports equipment and materials acquired	Annual	MINEDUC, MINISPORTS annual report	MINEDUC, MINISPORTS
One sensitization meeting per year between MINEDUC and heads of HLIs carried out	Annual	MINEDUC, HEC, RP annual report	MINEDUC, HEC, RP
The capacity of Rwanda University Sports Federation to organise HLIs sports competitions reinforced	Annual	MINEDUC, RP, HEC annual report	MINEDUC, RP, HEC
<b>Outcome 4: School sports competitions management improved</b>			
School sports competitions at all levels organised.	Annual	MINEDUC, REB, RP, MINISPORTS annual report	MINEDUC, REB, RP, MINISPORTS
Two sensitization meetings per year to be convened by District involving all stakeholders in school sports competitions carried out	Annual	DISTRICTS annual report	DISTRICTS

The staff having education in their responsibilities appointed in the school sports association committee.	Annual	DISTRICTS annual report	DISTRICTS
<b>Outcome 5: School children' talents detected and developed</b>			
Physical fitness tests in all schools organised.	Annual	MINEDUC, MINISPORTS, RSSF, SPORTS FEDERATION annual report	MINEDUC, MINISPORTS, RSSF, SPORTS FEDERATION
Training camps organised.	Annual	MINEDUC, MINISPORTS, RSSF, SPORTS FEDERATION annual report	MINEDUC, MINISPORTS, RSSF, SPORTS FEDERATION
Children with special skills in sports and physical abilities are oriented in schools equipped with sports facilities and their skills are nurtured	Annual	MINEDUC, MINISPORTS, RSSF, SPORTS FEDERATION annual report	MINEDUC, MINISPORTS, RSSF, SPORTS FEDERATION
Trainings of persons in charge of sports activities with regard to detection of talents from school level to National level carried out	Annual	MINEDUC, MINISPORTS, RSSF, SPORTS FEDERATION annual report	MINEDUC, MINISPORTS, RSSF, SPORTS FEDERATION
The budget allocated to RSSF increased	Annual	MINEDUC annual report	MINEDUC
<b>Outcome 6: Adequate and sufficient sports facilities for both boys and girls developed</b>			

On site visits to assess availability of space for sports carried out	Annual	MINEDUC, MININFRA, Districts annual report	MINEDUC, MININFRA, Districts
One sensitization meeting per year between Districts officials and central government carried out	Annual	MINEDUC, MINISPORTS annual report	MINEDUC, MINISPORTS
Two sensitization meetings per year between Districts and school, parents carried out	Annual	DISTRICTS annual report	DISTRICTS
District Annual budget line allocated to sports facilities in schools created/increased	Annual	MINEDUC, DISTRICTS annual report	MINEDUC, DISTRICTS
Sports centre comprising playgrounds for different games at the level of each sector constructed and maintained	Annual	DISTRICTS, MINISPORTS annual report	DISTRICTS, MINISPORTS
Grounds for recreational activities and gymnasium where possible acquired	Annual	DISTRICTS, MINISPORTS annual report	DISTRICTS, MINISPORTS
<b>Outcome 7: Sports equipment and materials obtained</b>			
Sports equipment and materials acquired in all schools	Annual	DISTRICTS annual report	DISTRICTS
Curriculum and weekly timetable in TVET and IPRCs reviewed	Annual	RP annual report	RP
Training tools developed and trainers availed	Annual	RP, MINISPORTS annual report	RP, MINISPORTS



<b>Outcome 8: Participation of girls in school sports activities is enhanced</b>			
Two sensitization meetings per year between Districts on one side and schools and parents on the other side to discuss strategies to increase the level of participation of girls in school sports activities carried out	Annual	MIGEPROF, MINISPORTS, DISTRICTS annual report	MIGEPROF, MINISPORTS, DISTRICTS
Role modelling and mentorship programmes for mostly young women and girls in sports related disciplines in schools carried out	Annual	MIGEPROF, MINISPORTS, DISTRICTS annual report	MIGEPROF, MINISPORTS, DISTRICTS
One sensitization meeting per year to encourage female students in secondary school to choose PES faculty in Higher Education conducted	Annual	MIGEPROF, MINISPORTS, HEC, DISTRICTS annual report	MIGEPROF, MINISPORTS, HEC, DISTRICTS
Training of female PES teachers and coaches in schools carried out	Annual	MIGEPROF, MINISPORTS, DISTRICTS annual report	MIGEPROF, MINISPORTS, DISTRICTS
<b>Outcome 9: Sports for children with disabilities and special needs promoted</b>			

Existing facilities rehabilitated/adjusted	Annual	MINEDUC, REB, RP, MINISPORTS, MINALOC, Districts, Paralympic Committee, RSSF and Sports Federations annual report	MINEDUC, REB, RP, MINISPORTS, MINALOC, Districts, Paralympic Committee, RSSF and Sports Federations
Special equipment and materials needed acquired	Annual	MINEDUC, REB, RP, MINISPORTS, MINALOC, Districts, Paralympic Committee, RSSF and Sports Federations annual report	MINEDUC, REB, RP, MINISPORTS, MINALOC, Districts, Paralympic Committee, RSSF and Sports Federations
Training tools developed and trainers availed	Annual	MINEDUC, REB, RP, MINISPORTS, MINALOC, Districts, Paralympic Committee, RSSF and Sports Federations annual report	MINEDUC, REB, RP, MINISPORTS, MINALOC, Districts, Paralympic Committee, RSSF and Sports Federations
Catering for trainees	Annual	MINEDUC, REB, RP, MINISPORTS, MINALOC, Districts, Paralympic Committee, RSSF and Sports Federations annual report	MINEDUC, REB, RP, MINISPORTS, MINALOC, Districts, Paralympic Committee, RSSF and Sports Federations

## **5. CONCLUSION**

This strategic plan has identified nine school sports priorities to focus on; to achieve the desired outcomes, this plan should be integrated in all concerned institutions' strategic plans; this strategic plan provides an operational framework for school sports planning and coordination of all stakeholders and enables the creation of a child-friendly school. Capacity building of teachers and educators, curriculum reviews are necessary to achieve the school sports objectives