



Republic of Rwanda
Ministry of Education

Transforming Education Summit 2022

National Statement of Commitment

August 2022

1. Introduction

Rwanda's development vision is entering a new transformation phase of its population that is regionally and globally competitive and economically and socially secure. In that perspective, the Government of Rwanda (GoR) is investing mostly in quality basic education for all, emphasizing on gender, socioeconomic growth and geographic entities. The primary education net enrollment rates increased (98.9%) in 2020/2021 with 99.1% for females and 98.7% for males.¹

A number of initiatives were taken to enable all children to access and complete basic education, such as building 22,505 new classrooms, distribution of 3,483,123 textbooks to primary schools, distribution of 202,879 English supplementary reading materials/story books, distribution of 5,210 pre-primary curricula and scheme of work, training of 580 caregivers/pre-primary teachers, increase of teachers' salary, providing capitation grants and school feeding to schools (MINEDUC, 2022)²

However, the education system in Rwanda is still facing the challenge of high dropout rates and repetition which reduced the number of children who complete primary education lower secondary education and upper secondary education. The net enrollment rate and gender parity need to be improved at all levels.

The Ministry of Education (MINEDUC) budgeting and planning process is guided by strategic priorities set in the Rwanda Vision 2050; 7 Years Government Program (National Strategy for Transformation, NST1) 2017-2024, as well as the Education Sector Strategic Plan (ESSP) 2018/2019-2023/2024. For example, the ESSP five priorities areas for the 2022/2023 fiscal year are: (1) ensuring access and participation in pre-primary education and all learners attending and completing basic education by constructing new pre-primary classrooms, (2) enhancing science technology, engineering and mathematics (STEM) by establishing new smart classrooms, (3) increasing the use of ICT in teaching and learning by equipping teachers and students with computers devices, (4) strengthening English Language Proficiency, and (5) continuing to support special needs and inclusive education.

2. Learning recovery efforts in Rwanda

To deal with the challenges caused by the spread of COVID-19 pandemic such as closure of schools, the Government initiated different actions to ensure that children continue learning at home. Through the MINEDUC and key partners digital content and lessons were developed and were transmitted to learners through radios or televisions for primary and secondary education levels. The higher learning institutions adopted a transition from face-to-face to online teaching and a blended mode of delivery.

The MINEDUC initiated a remedial learning program to support slow learners, those with learning deficiencies caused by staying at home over a long period without any learning support materials as well as learners who reintegrated from school dropout and out of school children. The program was implemented during weekends, before and/or after normal day classes, depending on the school context.

In addition, the MINEDUC has conducted education campaigns at village levels with the theme: "Back to School Campaigns" with the purpose of ensuring that all children are back to school. Campaigns were conducted house to house by village leaders in collaboration with school leaders and youth

¹ MINEDUC (2022). 2020/2021 education statistical yearbook.

² MINEDUC (2021). 2020/2021 backward-looking joint review of the education sector.

volunteers (Community Education Workers). Campaigns also used messages on radio, TV, WhatsApp, etc.

The Ministry of Education Commitment has the above objectives:

- The percentage of primary, secondary, TVET and tertiary education school/Institutions with internet connectivity will increase,
- The student-computer ratio at all education levels will decrease
- Promote ICT-led education to effectively support and enhance quality of teaching and learning in schools.
- Strengthen the remedial and catch-up learning in all primary and secondary schools so as to support slow learners and out-of-school children reintegrated in schools.
- Continue to promote inclusive education focusing on disability and girl's education.
- Zero out of school program to be implemented.

3. Transforming Education

The Ministry of Education adopted the use of competence-based curriculum for primary and secondary education, aiming at enhancing quality learning outcomes that are relevant to Rwanda's social and economic development, reducing disparities and inefficiencies by removing barriers at supply, demand, and governance levels. The GoR increased teachers' salary and facilities to get loan salary from teachers' cooperative "Umwalimu SACCO", strengthened teachers' capacity development, effectively leading of competence-based curriculum (CBC), teaching and learning process, learning environment and students' welfare. There is an expansion of early childhood education for improved school readiness, engagement of communities and other sectors such as health, child protection, youth skills development. As for school accountability, all schools are audited annually by District audit committee as well as the Office of the Auditor General. The Government is committed to keep high motivated and trained teachers and strengthening comprehensive assessment.

The GoR through the Directorate General of Digitalization expects a digital transformation of the Ministry of Education and its affiliated institutions and improved use of information technologies in teaching and learning. Teachers and school leaders were trained in guidance and counseling aiming at supporting children with mental health-related issues.

A teacher management and development policy was developed to strengthen the teachers' capability of leading teaching and learning effectively. Moreover, the GoR created a department of Teacher Development & Management and Career Guidance & Counseling aiming to ensure effective and efficient management, development and training of teachers.

The GoR adopted school feeding program aiming at feeding learners at school, focusing on those from poor families. Equipped Girls Room per school was created as a strategy to support girls at school with particular focus on supporting girls from poor families.

4. Next steps after the Transforming Education Summit

After the transforming education summit, the GoR through the Ministry of Education will share the resolutions of the summit and needed actions for implementation with its agencies (REB, NESAs, and RTBs), districts and stakeholders.

The Transforming Education Summit resolutions will be translated into the national context and the Ministry of Education will use existing mechanisms and structures in partnership with stakeholders.

