

*Ministry of Education
National Implementation Framework
2010/11-2012/13*

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Note: A number of activities, outputs and targets are still yet to be defined due to ongoing reform processes. Where tentative activities, targets, outputs have been discussed, these are highlighted in red. Where boxes remain empty, discussion is still ongoing. This document should be considered a living document.

Programme objective 1: Improve completion and transition and reduced drop-out and repetition in Basic Education;

STRATEGY	ACTIVITIES	OUTPUT	TARGETS	TIMEFRAME			RESPONSIBILITIES	
				2010/11	2011/12	2012/13	IMPLEMENTATION	MONITORING
1.1 Expansion of Early Childhood Development Provision.	1.1.1. Improve and expand the provision of ECD services and facilities in both rural and urban communities	School readiness assessment indicators developed by Dec 2010;	N/A	X			MINEDUC	IGE
		Costed Infrastructure Strategy/Plan by Dec 2010	N/A	X			MINEDUC's School Construction Unit, MINISANTE	Planning Directorate in MINEDUC.
		Model Centers established in each district.	30 per district of which at least 20% are attached to existing govt schools.	X	X	X	DISTRICT	IGE
		Equitable access to children from disadvantaged communities expanded	Increasing numbers of OVCs enrolled each year (baseline to be established in 2010/2011).	X	X	X	DISTRICT, FBOs, CBOs,	Planning Directorate (EMIS) in MINEDUC.
	1.1.2 Develop and provide relevant & appropriate ECD curriculum and learning materials	Policy of medium of instruction for ECD developed and implemented.	N/A	X			NCDC	IGE
		Curriculum	Curriculum Framework,		X		NCDC	Planning

STRATEGY	ACTIVITIES	OUTPUT	TARGETS	TIMEFRAME			RESPONSIBILITIES	
				2010/11	2011/12	2012/13	IMPLEMENTATION	MONITORING
		Framework, syllabi and Caregivers manuals developed and in use by 2011	syllabi and Caregivers manuals available and in use.	X				Directorate (EMIS) in MINEDUC.
		Appropriate and sufficient quantities of teaching and learning materials developed and supplied to all ECD Centres	Sufficient education materials in all ECD Centres in all 30 districts by 2012/13	X	X	X	NCDC	IGE
	1.1.3. Provide sufficient and qualified and well motivated Caregivers to all ECD Centres;	Facilitators and Caregivers trained in ECD methodologies and content	By 2012/2013 80% percent of facilitators and caregivers will have gone through approved training programme	X	X	X	TSC	IGE
		All ECD Facilitators and Caregivers motivated through the provision of appropriate incentives	Agreed Payment, incentives and conditions of service will be established and implemented.	X	X	X	TSC	IGE
1.2 Fast tracking 9 Year Basic Education	1.2.1. Improve and expand basic schools infrastructure (classrooms and	Infrastructure Needs Assessment developed and School Mapping undertaken	N/A – see below for details on the numbers of classrooms and other infrastructure to be provided.	X	X	X	MINEDUC/construction unit	IGE

STRATEGY	ACTIVITIES	OUTPUT	TARGETS	TIMEFRAME			RESPONSIBILITIES	
				2010/11	2011/12	2012/13	IMPLEMENTATION	MONITORING
	toilets);							
1.3 Mainstreaming child- friendly schools programme	1.3.1. Upgrade /expand school infrastructures according to CFS guidelines and standards;	Child-friendly school infrastructure (classrooms, toilets and sports facilities) built and equipped by 2011/2012	5,915 classrooms (ECD, Primary & Secondary) and 12,000 cubicles of latrine (Boys and girls) by 2012/13;	X	X	X	MINEDUC/construction unit; District	IGE,TSC
	1.3.2 Launch actions to promote girls' participation and learning achievement;	Core gender sensitive indicators and gender in education policy widely disseminated by 2010/2011	Awareness raising campaigns and workshops for relevant stakeholders including NGOs, FBOs and school administrators;	X			DISTRICT,	IGE
1.4 Introducing school health and HIV/AIDS prevention programme	1.4.1 Develop and implement SH and HIV/AIDS programmes in schools;	SH and HIV/AIDS policy and strategic plan finalized and implemented in schools.	School health programmes in all schools by Dec 2012/13	X	X	X	Schools, District,	DISTRICT,IGE
		Health amenities provided in all basic schools;	All schools will have:	X	X	X	Schools, District,	DISTRICT,IGE
			• a functioning anti-aids club ;	X	X	X		
			• a hand washing device;	X	X	X		
• a safe water point ;	X	X	X					

STRATEGY	ACTIVITIES	OUTPUT	TARGETS	TIMEFRAME			RESPONSIBILITIES	
				2010/11	2011/12	2012/13	IMPLEMENTATION	MONITORING
			<ul style="list-style-type: none"> a first aid kit 	X	X	X		
			<ul style="list-style-type: none"> get one cup of milk per pupil for lower basic; 	X	X	X		
			<ul style="list-style-type: none"> debates and discussions are organized once per month in each school; 	X	X	X		
			<ul style="list-style-type: none"> Deworming, voluntary HIV testing, immunization and checking; 	X	X	X		
		School Health Committees trained in handling SH and HIV/AIDS practices;	30% per year over 3 years (reaching 90% by 2012/13	X	X	X	Schools, District	DISTRICT,IGE
		HIV/AIDS Work place programmes introduced.	Care and treatment of infected and affected children and teachers over a three -year period.	X	X	X	Schools, District	DISTRICT,IGE

Programme objective 2: Ensure that educational quality continues to improve

STRATEGY	ACTIVITIES	OUTPUT	TARGETS	TIMEFRAME			RESPONSIBILITIES	
				2010/11	2011/12	2012/13	IMPLEMENTATION	MONITORING
2.1 Improving quality through enhanced teaching & learning at all levels	2.1.1 Review and develop a comprehensive and holistic curriculum framework and provide relevant materials	Common Curriculum Framework developed and implemented by 2011/2012."	Revised syllabi distributed to all schools by 2011/2012	X	X		NCDC	IGE
	2.1.2 Develop and provide relevant teaching and learning materials to all levels	Core materials and learning aids developed by 2011/2012."	Text books developed and distributed in partnership with Publishers and other business houses.	X	X		NCDC	IGE
	2.1.3 Develop an effective evaluation, management and delivery system for education materials	Textbooks awarded to publishers Schools form textbook selection committees and designate book evaluators."	1926 to 2408 schools each year 250 book evaluators.	X	X	X	NCDC	IGE
	2.1.4 Provide sufficiently qualified and well motivated teachers to all basic schools;	Teachers trained in content and methodologies through pre- and in-service modes	The number of newly appointed teachers with the required pre-service qualifications,	X	X	X	TSC	DISTRICT,IGE
		Teachers motivated with	Annual salary increases every year	X	X	X	TSC	IGE

STRATEGY	ACTIVITIES	OUTPUT	TARGETS	TIMEFRAME			RESPONSIBILITIES	
				2010/11	2011/12	2012/13	IMPLEMENTATION	MONITORING
		appropriate incentives						
2.2 Improving pupil/student performance at all levels of learning	2.2.1 Improving methodology in literacy and numeracy in Grades 1-3 ;	English as a medium of instruction and for enhancement of literacy and numeracy skills introduced at all levels	X number of schools using English as a medium effectively (The specific target is still to be fixed).	X			TSC	IGE
	2.2.2 Introducing life/catalytic skills at lower and upper secondary levels	Teaching of life and catalytic skills introduced at lower and upper secondary levels	30% of schools introducing life and catalytic skills by 2013	X	X	X	Schools	IGE
	2.2.3 Strengthening remedial work on literacy and numeracy	Opportunities for remedial lessons in all schools	75% of primary schools have remedial programmes for students with literacy and numeracy learning difficulties	X	X	X	Schools	IGE
2.3 Strengthening a system of monitoring of learning achievement at school and national level,	2.3.1 Support monitoring and Evaluation of monitoring learning achievement at Grade 3 and Grade 6 levels	Student learning achievements measured.	Assessments prepared and administered in each school	X	X	X	Schools/Inspectorate	IGE
		Schools inspected regularly	Each school inspected at least once per term.	X	X	X	Schools/inspectorate	IGE
		Monitoring and evaluation of learning achievement conducted;	Monitoring conducted twice per year while evaluation in 2012/2013	X	X	X	Schools/inspectorate	IGE

Programme Objective 3: Develop a skilled and motivated teaching, training and lecturing workforce

STRATEGY	ACTIVITIES	OUTPUT	TARGETS	TIMEFRAME			RESPONSIBILITIES	
				2010/11	2011/12	2012/13	IMPLEMENTATION	MONITORING
3.2 Developing in-service training.	3.1.2 Recruit qualified teachers for Primary and Lower Secondary.	New teachers recruited	X number of teachers recruited per year (These target number are yet to be finalized).	X	X	X	REB, TSC	REB, TSC
	3.2.1 To review curriculum for in-service training in pedagogical skills for non qualified teachers.	Teachers trained in learner-centered methods	80% of non qualified teachers trained and certified by 2013.	X	X	X	NCDC	IGE
	3.2.2 Implement a quality system of In-Service (INSET) and Continuing Professional Development (CPD) for qualified teachers.	Teachers trained and upgraded.	100% qualified teachers trained and certified by 2013	X	X	X	TSC	IGE
	3.2.3 Strengthen the teaching of Maths and Science under the SMASSE Project	Maths and Science teachers trained in learner centered approaches and in modern technologies and put into use.	All schools, in 30 districts	X	X	X	MINEDUC	IGE
3.3 Building the capacity of the	3.3.1 Conduct tours and exchange visits	Exchange visit made with East	X number of TSC staff,	X	X	X	TSC, REB	TSC, REB

STRATEGY	ACTIVITIES	OUTPUT	TARGETS	TIMEFRAME			RESPONSIBILITIES	
				2010/11	2011/12	2012/13	IMPLEMENTATION	MONITORING
Teacher Service Commission.	(with/to Kenya, Tanzania and Uganda) to familiarise with different approaches of strengthening management of Teacher Education.	African countries of Kenya, Tanzania and Uganda.	TTC, CoE Principals and tutors					
	3.3.2 Review current training in school management and whole school development programmes.	Programmes reviewed with the aim of improvement	All programmes reviewed.	X	X	X	TSC	IGE
3.4 Strengthening the Implementation of the use of English as the medium of instruction.	3.2.1 Train teachers in the use of English as a medium of instruction	All teachers trained in the use of English as a medium of instruction	English is used as a medium of instruction in all levels of education	X	X	X	TSC	IGE
	3.2.2 Provide resources and learning materials to reinforce teachers' English language skills.	Sufficient numbers of learning materials and resources are available.	Through various initiatives (print-based, audio, radio, mobile phone) English language materials available in all schools.	X	X	X	NCDC	MINEDUC, REB
	3.2.3 Establish a school-based mentor system to support teachers growing proficiency in English	School-based mentors trained to support teachers in using English medium	Cohort of professionals in place by end 2013 to provide school-based mentoring to all teachers needing this	X	X	X	SCHOOLS	IGE

STRATEGY	ACTIVITIES	OUTPUT	TARGETS	TIMEFRAME			RESPONSIBILITIES	
				2010/11	2011/12	2012/13	IMPLEMENTATION	MONITORING
			form of support					
	3.2.4 Regularly assess levels of proficiency in English among teachers and trainers	A standardized assessment tool for teachers' English proficiency	All teachers and trainees assessed and referred for support if necessary.	X	X	X	TSC	IGE
	3.2.5 Provide English language learning opportunities for parents, school leavers and local communities.	Sufficient numbers of learning materials and resources are available.	Through various initiatives (print-based, audio, radio, mobile phone) English language learning materials are provided to 50% of adult population by end of 2013.	X	X	X	TSC	IGE
3.5 Introduction of measures to improve teacher recruitment, motivation and retention, such as expansion of the SACCO initiative.	3.5.1 Put in place an upgrading qualification system for teachers, inspired by the EAC policy.	Highly qualified skilled and motivated teachers retained.	An upgrading qualification system harmonized with EAC standards by 2013.	X	X	X	TSC	IGE
	3.5.2 Attract and maintain graduates in teaching career.	Registration and accreditation system for teachers operational by 2011.	Graduate students of TTI are joining the education sector.	X	X	X	SFAR	TSC
	3.5.3 Initiate a national Advertising Campaign to promote the	A number of competent teachers are	Campaigns put in place, attract new	X	X	X	TSC	IGE

STRATEGY	ACTIVITIES	OUTPUT	TARGETS	TIMEFRAME			RESPONSIBILITIES	
				2010/11	2011/12	2012/13	IMPLEMENTATION	MONITORING
	attractiveness of the teaching profession.	joining and staying within the teaching profession by choice.	teachers in the educational sector and encourage them to stay.					
	3.5.4 Introduction of a system of interest free or very low interest loan for modes of transport for teachers to reach schools.	Teachers accessing loans from SACCO	Draft proposal concerning low interest loan for transport of teachers to schools is prepared and budget available.	X	X	X	SACCO	REB,TSC
	3.5.5 Streamline/reinforce payment of social security contributions for teachers.	Teacher housing or allowances provided.	Teachers living and working conditions have been improved.	X	X	X	MININFRA	MINEDUC
	3.5.6 Reduce teacher contribution on healthcare (RAMA).	Healthcare contribution reduced and functional.	All teachers (qualified and non-qualified).	X	X	X	RAMA	MINEDUC
	3.5.7 Review Primary School Teacher salaries	Established negotiation machinery for teachers in collaboration with the recognized teachers' organization by the Government of Rwanda.	All teachers (qualified and non-qualified). DEOs, MINEDUC	X	X	X	TSC	MINEDUC. TSC
	3.5.8 Establish a	Code of	All teachers at	X	X	X	TSC	REB

STRATEGY	ACTIVITIES	OUTPUT	TARGETS	TIMEFRAME			RESPONSIBILITIES	
				2010/11	2011/12	2012/13	IMPLEMENTATION	MONITORING
	teacher code of conduct, including a statement of ethical goals which support the provision of quality education.	conduct for teachers in place.	all levels.					
	3.5.9 Establish an electronic National Teacher Registration System (NTRS) and a National Teacher Licensing System (NTLS)	NTRS and NTLS established and functional	All teachers at all levels.	X	X	X	TSC	REB
3.6 Developing a regulatory framework to govern and monitor the various institutions that provide pre-and in-service teacher training.	3.6.1 Review current institutional links between KIE, NCDC, IGE, NEC.	Review of the links completed	All teacher training institutions and service providers	X	X	X	EAC Ministry	MINEDUC, REB
	3.6.2 Draft instruments and articles of affiliation; to include legal responsibilities, functions and duties, roles and responsibilities, reporting lines and funding/budgeting arrangements.	Instruments drafted	Ministries dealing with education and legal matters	X	X	X	TSC,	REB
	3.6.3 List the statutes that need amendment to allow for affiliation, including those of higher education.	Statutes listed	Ministries dealing with education and legal matters	X	X	X	TSC	MINEDUC, REB
	3.6.4 Take the necessary legal measures to amend existing statutes as required.	Parliamentary approval	All teacher training institutions	X	X	X	TSC, EAC	MINEDUC, REB
3.7 Developing	3.7.1 To put in place	System	TTCs, CoEs,	X	X	X	TSC. MINEDUC	MINEDUC,

STRATEGY	ACTIVITIES	OUTPUT	TARGETS	TIMEFRAME			RESPONSIBILITIES	
				2010/11	2011/12	2012/13	IMPLEMENTATION	MONITORING
Teacher Education Management Information System (TEMIS) system in teacher education and in TSC.	the TEMIS system.	developed and functioning.	TSC					REB
	3.7.2 To identify internet facilities for each TTCs and CoEs including the required needs.	Internet facilities identified and needs assessed.	TTCs, CoEs, TSC	X	X	X	TSC. MINEDUC	MINEDUC, REB

Programme objectives 4: Ensure that the post-basic education (PBE) system is better tailored to meet labour market needs

STRATEGY	ACTIVITIES	OUTPUT	TARGETS	TIMEFRAME			RESPONSIBILITIES	
				2010/11	2011/12	2012/13	IMPLEMENTATION	MONITORING
4.1 Encouraging greater private enterprise involvement and partnership in PBE, including upper secondary, higher education, teacher education, and TVET	4.1.1 Develop a strategy in PBE - key sectors - that engages the private sector	Partnerships established in 4 priority areas (PE, PBE, STI & by 2012;	Partnerships providing strategic input into planning and evaluation processes	X	X		RNEC	IGE
	4.1.2 Encourage private sector financing of post-basic education	Private sector contributing financial resources	30% of PBE funding coming from private sources	X	X	X	RNEC	IGE
	4.1.3 Review curriculum in upper secondary; TVET and HL Institutions together with private sector representatives;	Curriculum reviewed	Areas in the curriculum addressing labour market demands – including skills for employability 2% of trained teachers using new curriculum				NCDC	IGE
				X	X	X		

4.1.4 Conduct a skills audit to assess labour market needs	Updated assessment of the skills deficit in Rwanda	Action plan for addressing the skills deficit	X	X		RNEC	IGE
4.1.5 Introduce strategies for resource mobilization for PBE;	Reduced reliance on direct government funding;	System of accounting for private share of institutional funding;	X	X	X	MINEDUC	IGE
4.1.6 Revise approach for enhanced access to internships, work placements and career guidance in HLIs and TVET institutions	System for internships, work placements and career guidance enhanced. Teachers trained on career guidance	(Number of) HLIs and TVET institutions linked to the private sector in terms of internship and placements. Career guidance offered in X number of institutions	X	X	X	HLIs and TEVET	IGE

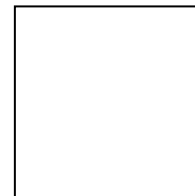
	4.1.7 Train teachers on revised curriculums	Teachers trained on revised curriculum	(Number of) Teachers using new curriculums by 2012/3	X	X	X	TSC	IGE
4.2 Expansion and strengthening of TVET	4.2.1 Develop a national qualifications framework harmonized with the EAC	National Qualifications Framework (NQF) Developed	Number of institutions adopting the NQF	X	X		HLIs and TEVET	IGE
	4.2.2 Increase provision and quality of training in priority areas;	Quality standards in TVET delivery developed by 2012/3; Teachers trained	Responsive TVET provision in all the 30 districts by 2012/3; Number of qualified TVET teachers	X	X	X	HLIs and TEVET	IGE
	4.2.3 Establishment of a skills fund responsive to labour market demands;	Private sector more actively engaging in the sector	Evidence of a shift towards a demand driven TVET sector	X	X	X	TVET	IGE

			Increased number of private sector companies offering training					
4.3 Expansion of a sustainable student loans system targeting disadvantaged students and improved student grants recovery	4.3.1 Develop and implement a strategy for expanding loan system;	Loan system strategy developed by 2010/2012;	(Number of) Students accessing loans increases while recovery government/banks improves;	X	X	X	TSC	IGE
0	4.3.2 Develop student loans system to encourage students to study S&T and education;	Incentives for students to study S&T and Science Education established.	(Number of) Students accessing and rate of recovery of loans by government/banks improves;	X			TSC	IGE
4.4 Introduction of open, distance and e-learning in HLIs	4.4.1 Develop a quality control mechanism for open, distance and e-learning	tbd	tbd	X	X	X	ODeL	IGE

	Strengthen the existing office of open, distance, and e-learning						0	0
	Expand virtual campuses	tbd	tbd	X	X	X	0	0
				X	X	X		
4.5 Regional harmonisation with the East African Community (EAC)	4.5.1 Sharing NQFs at regional workshops	Increased number of m/f students accessing higher education in the region	100% of Rwandan higher education institutions regionally recognized				TVET	IGE
					X	X		
	4.5.2. Contribute to discussions on establishment of regional qualifications framework	Increased number of students from the EAC accessing Rwandan institutions	Increased proportion of TVET institutions regionally recognized				HLIs and TEVET	IGE
					X	X		
4.6 Harmonization and improved coordination of the management of the PBE sector	4.6.1. Establish quality assurance frameworks at the national and institutional levels;	Increased participation of private providers in PBE discussions and policy formulation;	Forums established and implementing frameworks at national and district levels				IGE	IGE
				X	X	X		

	4.6.2. Establish a framework for engaging the private sector providers in PBE for improved coordination	Increased division of labour in areas common to all sub sectoral institutions in PBE						IGE	IGE
				X	X				

Note: The TVET/PBE sub-sectors are currently being reformed. Activities, outputs etc will be updated accordingly once agreed.



Programme Objective 5: Ensure equity within all fields and throughout all levels of education and training

STRATEGY	ACTIVITY	OUTPUT	TARGET	TIMEFRAME			RESPONSIBILITIES	
				2010/11	2011/12	2012/13	IMPLEMENTATION	MONITORING
5.1 Specific interventions to raise performance of girls	5.1.1 Step up community and PTAs sensitization and involvement on identifying obstacles to girl's education and defining solutions for improvement of girl's education;	Communities and PTAs actively involved in promoting girls education;	Girls education included in the agenda of every district and PTA/PTC meeting;	X	X		DG of Primary, Secondary and Tertiary education,	IGE, EMIS, RNEC
			One third of PTC members are women	X	X	X	PTAs	IGE, EMIS, RNEC
	5.1.2 Operationalize Girls Education Taskforces at district level;	Initiatives to promote girls education included in every school improvement plan;	Action plans and reports produced every GETF and incorporated within District development plans;	X	X	X	Districts	IGE, EMIS, RNEC
	5.1.3 Provide separate water and sanitation facilities within all schools;	Obstacles to participation of girls in school removed;	All schools comply with MINEDUC standards for pupil: latrine ratio for girls and boys;	X	X	X	Schools	IGE, EMIS, RNEC
	5.1.4 Identify the most vulnerable girls in schools and mobilize funds to support them;	Most vulnerable girls identified and financial support mobilized;	(Number of) Girls identified as poor receive financial support;	X	X	X	Schools	IGE, EMIS, RNEC
	5.1.5 Provide counseling on reproductive health for boys and girls and psycho-social issues;	Girls socio-psychological and physical well being improved;	2 staff per school trained to provide counseling;		X	X	Teachers	IGE, EMIS, RNEC
	5.1.6 Review gender sensitivity in the school and teacher training curriculum and teaching and learning materials;	Teaching and learning content more favorable to girls' learning;	Gender sensitivity systematically addressed in every curriculum review by NCDC;	X			Local government;	IGE, EMIS, RNEC
5.1.7 Train teachers to	All teachers trained on	(Number of)		X	X	TSC	IGE, EMIS,	

STRATEGY	ACTIVITY	OUTPUT	TARGET	TIMEFRAME			RESPONSIBILITIES		
				2010/11	2011/12	2012/13	IMPLEMENTATION	MONITORING	
	apply gender-sensitive teaching methodologies;	gender-sensitive teaching methodologies (including assessment and remedial teaching);	Teachers trained on gender sensitive teaching methodologies;					RNEC	
	5.1.8 Schools identify, retain and provide incentives for female role model teachers;	Female role model teachers are awarded;	Annual awards to female role model teachers per District;	X	X	X	Schools	IGE, EMIS, RNEC	
	5.1.9 Sensitize and train teachers and parents to promote participation of girls in science and technology streams;	Increased interest and participation of girls in science and technology;	Annual awards for girls performing well in science and technology per school;	X	X	X	MIGEPROF	IGE, EMIS, RNEC	
5.2 Specific interventions to raise the performance of learners with special needs, including 15 categories identified by MIGEPROF;	5.2.1 Conduct studies on different categories of OVCs, equity and school inclusion for planning purposes;	Analysis of needs for OVCs improved;	Baseline Study on OVCs by Dec 2010;	X			MIGEPROF	Planning Directorate (EMIS)	
		Recommendations (about the best balance between inclusive and specialized education made);	Complementary Study on Equity and inclusion by Dec 2012;		X		Planning Directorate (EMIS)	IGE, EMIS, RNEC	
	5.2.2 Sensitization campaign for communities and PTAs to promote participation of different categories of OVCs in education;	Communities and PTAs actively involved to promote education for OVCs;	OVC issues included in the agenda of every district and PTA/PTC meeting; Parents with children with special needs are represented in PTC;			X	X	Districts	IGE, EMIS, RNEC
		5.2.3 Consider financial support for participation of OVCs in schools;	Obstacles for participation of OVCs in education removed;	Minimum package provided to specific categories of vulnerable children or children with		X	X	Districts	IGE, EMIS, RNEC

STRATEGY	ACTIVITY	OUTPUT	TARGET	TIMEFRAME			RESPONSIBILITIES	
				2010/11	2011/12	2012/13	IMPLEMENTATION	MONITORING
			special needs.					
	5.2.4 Provide counseling for OVCs on socio-psychological issues;	OVCs socio-psychological and physical well-being improved;	2 staff per school trained to provide counseling (idem girls);	X	X		TSC	IGE, EMIS, RNEC
	5.2.5 Adapt curriculum and teaching and learning materials for children with special needs;	Teaching and learning conditions for children with special needs improved;	Curriculum, materials and equipment available at identified inclusive schools and specialized schools;	X	X		TSC	IGE, EMIS, RNEC
	5.2.6 Train teachers to teach children with special educational needs	Initiatives to promote OVC education included in every school improvement plan;	(Number of) Teachers trained on assessment and remedial teaching;		X	X	TSC	IGE, EMIS, RNEC
	5.2.7 Regularly assess OVC performance and provide remedial teaching for underperforming learners	OVCs identified by schools as most vulnerable oriented to financial support services;	Annual awards to role model teachers of children with special needs per sector;	X	X	X	REB	IGE, EMIS, RNEC
5.3 Improving provision for adult literacy skills development	5.3.1 Develop and implement strategic plan for implementing the policy;	Adult Literacy Policy and planning framework established;	Adult Literacy Plan developed and published by end 2011;	X			NCDC	IGE
	5.3.2 Provide more materials and training for teachers at adult literacy centers;	Conditions for training adult illiterates improved;	(Number of) Adult literacy training centers provided with adequate sets of relevant materials and professional training;		X	X		
	5.3.3 Use and improve existing education facilities and resources to provide adult literacy	Communities and PTAs promoting adult literacy training established;	(Number of) Adult literacy learners;	X	X	X		

STRATEGY	ACTIVITY	OUTPUT	TARGET	TIMEFRAME			RESPONSIBILITIES	
				2010/11	2011/12	2012/13	IMPLEMENTATION	MONITORING
	training;							
	5.3.4 Provide incentives for committed adult literacy trainers;	Manpower for training adult illiterates increased;	(Number of) Trained and motivated adult literacy trainers;		X	X		

Programme Objective 6: Strengthened performance in and application of science and technology

STRATEGY	ACTIVITY	OUTPUT	TARGET	TIMEFRAME			RESPONSIBILITIES	
				2010/11	2011/12	2012/13	IMPLEMENTATION	MONITORING
6.1 Address specific interventions to address underdeveloped skills in all areas of science and technology	6.1.1 Train teachers in science teaching methodology at pre- and in-service levels	Sufficient numbers of skilled teachers trained in science and ICT methodologies	50% of teachers utilizing science and ICT methodologies	X	X	X	TSC	TSC
	6.1.2 Provide sourcebooks and hold exhibitions on teacher created science teaching aids. Organise science days and essay competitions	Sourcebooks produced and exhibitions regularly conducted; schools running science competitions	Sourcebooks provided to 50% teachers; exhibitions taking place once a year at national, district and provincial levels	X	X	X	DG-STI	IGE
6.2 Special interventions to address limited resources in teaching institutions to support the teaching of quality science and technology education;	6.2.1 Share resources among schools through increased numbers of practical science centres based in centres of excellence;	Practical science centres set up and functioning	5 practical science centers per district by 2013 (baseline being 2 Centers per District, already in place). These are in the Upper Secondary;	X	X	X	TSC	IGE
	6.2.2 Establish national level cooperative for science teachers to ensure quality.	Science equipment and consumables purchased from cooperatives	5 branches of cooperatives established at Provincial level by 2013	X	X	X	DG-STI	IGE
6.3 Learning about ICT and integrating ICT within all subject areas at all levels	6.3.1 Conceptualize, design, produce and distribute the promotional materials.	Distributed promotional material – children accessing promotional materials.	Promotional materials to be developed and 80% of school going population reached by 2013	X	X	X	DG-STI	IGE
	6.3.2 Develop	Availability of	• Audio promotional	X	X	X	DG-STI	IGE

STRATEGY	ACTIVITY	OUTPUT	TARGET	TIMEFRAME			RESPONSIBILITIES	
				2010/11	2011/12	2012/13	IMPLEMENTATION	MONITORING
	broadcast content to promote ICT in Education	broadcast outreach material	materials to be developed and broadcasted to 80% of school going population by 2013 • The video promotional materials to be developed and broadcasted to the 50% of school going population by 2013					
	6.3.3 Design and launch an online portal promoting ICT in Education	Online portal developed and populated with promotional content material to raise an awareness of ICT in Education	Functioning online portal by 2011	X	X	X	DG-STI	IGE
6.4 Expansion of ICT Infrastructure	6.4.1 Provide Technology learning devices and computer labs for primary, secondary school and HLIs as suitable	Affordable electricity, ICT equipments, networking, connectivity and application software available in schools	• 50 % of primary schools electrified and enabled to access ICT based learning by 2013 • 90% of secondary schools electrified and enabled to access ICT based learning by 2013 • 90%of HLIs equipped with all necessary ICT equipments (school of ICT)	X	X	X	DG-STI	IGE
	6.4.2 Design programme for university students and teachers to purchase laptops on a loan basis	Teachers and students have access to laptops	• 50% of university students and teachers facilitated to purchase laptops	X	X	X	DG-STI	IGE
	6.4.3 Provide Hardware	Availability of ongoing technical support for	2 teachers per school trained for basic	X	X	X	TSC,RDB-IT	IGE

STRATEGY	ACTIVITY	OUTPUT	TARGET	TIMEFRAME			RESPONSIBILITIES	
				2010/11	2011/12	2012/13	IMPLEMENTATION	MONITORING
	maintenance training and required toolbox to the school and district level	schools	troubleshoot and ICT equipment maintenance where ICT is deployed. At least 2 high level technician per district by 2012/13					
6.5 ICT in Education Capacity building	6.5.1 Identify and adapt ICT training standards and competencies	Contextualized ICT competency standards for teachers, learners and education administrators	<ul style="list-style-type: none"> Adoption of contextualized ICT competency standards for Teachers by 2011/12 	X	X		NCDC ,TSC	IGE
	6.5.2 Raise awareness about the use of ICT standards and competencies	Trained Teacher Educators, Education Administrators and stakeholders on the contextualized ICT competency standards.	<ul style="list-style-type: none"> Awareness training programme for stake holders 	X			NCDC ,TSC	IGE
	6.5.3 Develop appropriate curriculum based on the contextualized ICT competency standards	Availability of curriculum and assessment based on the contextualized ICT competency standards	Availability of the ICT in Education curriculum and assessment in reference to ICT competency standards by 2011/12	X	X		NCDC ,TSC	IGE
	6.5.4 Train Teacher Educators, Teachers (pre and in-service) and Education Administrator for ICT integration into Education, planning and management	Improved capacity for integrating ICT into teaching, learning and administration	<ul style="list-style-type: none"> All the Secondary school teachers to be trained based on the ICT Competency standards by 2012/13 70% of the primary school teachers trained based on ICT competency standards by 2013 100% of administrator by 2013 	X	X	X	NCDC ,TSC	IGE

STRATEGY	ACTIVITY	OUTPUT	TARGET	TIMEFRAME			RESPONSIBILITIES	
				2010/11	2011/12	2012/13	IMPLEMENTATION	MONITORING
			• 100% of the pre-service teachers are trained based on the contextualized ICT competency standards					
6.6 Development of Digital Learning Resource Materials (Digital content includes data, photographs, text, graphics, 3D images, spatial models and maps, music, film, and sound, and applications that help us use or make sense of content. That content can be accessed via computers, television, radio, CDs, DVDs, handheld mobile devices including cell phones and digital media players, etc.	6.6.1 Develop Digital Content Evaluation framework and guidelines	Availability of Digital Content Evaluation framework	Develop the Digital Content Evaluation framework by 2011/12	X	X		DG - S&T	IGE
	6.6.2 Develop Digital Learning Resource Materials	Available Digital Learning Resource Materials for all levels	<ul style="list-style-type: none"> • 80% of digital content for HLIs available by 2013 • 80% of Science, Maths and English language subjects made into Digital Learning Resource for secondary schools by 2013 • 50% of digital learning materials for Science, Maths and English language for Primary Schools by 2013 	X	X	X	DG-STI	IGE
	6.6.3 Make the Digital Learning Resource Materials accessible (online and offline)	Established delivery mechanism for reaching out Digital Learning Resource Materials to Schools	The Digital Learning Resource Materials reached out to all the Schools and HLIs through suitable mode of delivery (offline/online) by 2013	X	X	X	DG-STI	IGE
	6.6.4 Establish research network for Need analysis, formative and summative evaluation of Digital	Intensive research on the need analysis, production quality, approaches to integration of Digital Learning Materials	Established network of Researchers carrying out contextualized researches to provide relevant input for course correction and	X	X	X	DG-STI	IGE

STRATEGY	ACTIVITY	OUTPUT	TARGET	TIMEFRAME			RESPONSIBILITIES	
				2010/11	2011/12	2012/13	IMPLEMENTATION	MONITORING
	Learning Resource Material	into teaching & learning practices and ongoing quality enhancement	creation / up gradation of Digital Learning Resource Materials - ongoing from 2011 to 2013					

Programme objective 7: Strengthen institutional framework and management capacity for effective delivery of education services at all levels

STRATEGY	ACTIVITY	OUTPUT	TARGET	TIMEFRAME			RESPONSIBILITIES	
				2010/11	2011/12	2012/13	IMPLEMENTATION	MONITORING
7.1 Leveraging resources to address the funding gap	7.1.1 Develop a system for engaging external and private sectors in financing and accounting for their financial contributions to education sub-sector;	A framework and guidelines for strengthening external and private sector partnership in 4 priority sub sectors established;	External and private sector funding contributions to education over three years (2010/2011) increases;	X			MINEDUC (planning).	District offices
		Local communities, private sector and the international partners mobilized and sensitized on the need for financing education;.	(Number of) Parents, government and non-government partners sensitized on their roles in the provision of education services;	X	X		District and sector offices.	MINEDUC (planning).
		Unit Cost Study conducted and results utilized for revising Costing frameworks	Unit cost study by March 2011	X			MINEDUC (planning).	MINEDUC (Planning)
	7.1.2 Engage external partners in financing education programmes and other activities;	EFA-FTI Catalytic funds applied for	Application for FTI Catalytic funds completed in September 2010.	X			MINEDUC (planning).	MINEDUC (Planning)
		Joint reviews of education sector organized and held bi-annually.	Increased participation of parents, government and private sector in joint reviews;	X	X	X	MINEDUC (planning).	MINEDUC (planning).
	7.1.3 Engage private education providers.	Support to Banque Rwandese de Development (BRD) fund to facilitate private sector credit provided.;	1. Rwf 500 million per year made available to BRD;	X	X	X	MINEDUC (DAFF)	MINEDUC (planning)

STRATEGY	ACTIVITY	OUTPUT	TARGET	TIMEFRAME			RESPONSIBILITIES	
				2010/11	2011/12	2012/13	IMPLEMENTATION	MONITORING
		Proposal for parliament to revise law preventing high profit-making in education institutions made;	Official proposal made to Parliament;	X			2. MINEDUC (planning)	MINEDUC (planning)
		Public-Private Partnership Forum involving MINEDUC and private sector (that meets at least twice a year) established;	MINEDUC-Private sector forum established;	X			MINEDUC (management)	MINEDUC (planning)
		Position in MINEDUC responsible for advocating and reviewing private sector involvement in the education sector established.	Position established by 2010/2011	X			MINEDUC (management)	MINEDUC (planning)
7.2 Improve use of information systems such as the Education Management Information System	7.2.1 Strengthen EMIS and its utilization at all levels.	Skilled EMIS staff by MINEDUC recruited;	Two ICT experts in charge of the system;	X	X	X	DG-STI	MINEDUC (Planning Dept.)
		Supportive ICT infrastructure in place.	Supportive ICT infrastructure in place.	X	X	X	DG-STI	MINEDUC (Planning Dept.)
		Improved ICT infrastructure in core MINEDUC.	Supportive ICT infrastructure in place.	X	X	X	DG-STI	MINEDUC (Planning Dept.)
	7.2.2 Decentralisation of EMIS.	All DEOs and district ICT officers trained in EMIS system;	All district officers able to use EMIS system;	X	X	X	DG-STI	MINEDUC (Planning Dept.)
		Improved ICT infrastructure in district offices;	EMIS rolled out to districts by 2011/12;	X	X		DG-STI	District offices.
		All sector education officers trained in EMIS system;	EMIS rolled out to sectors by 2011/12.;	X	X		DG-STI	District offices.
		Improved ICT	By 2013 EMIS system	X	X	X	DG-STI	District offices.

STRATEGY	ACTIVITY	OUTPUT	TARGET	TIMEFRAME			RESPONSIBILITIES	
				2010/11	2011/12	2012/13	IMPLEMENTATION	MONITORING
		infrastructure in sector offices.	linked from the sector to the Ministry.					
		Ensure already approved personnel in place at sector level;	Every sector has education officer in place;	X	X	X	District Mayor;	District offices.
		Request to Ministry of Infrastructure for more transport facilities for district and sector offices;	Request to MININFRA made;	X	X		MINEDUC (Planning);	MINEDUC (DAFF);
		Improved ICT capacity.	Laptops provided to every district and sector office.	X			MINEDUC (ICT)	MINEDUC (ICT).
7.3 Strengthening monitoring of learning achievement at school and national level	7.3.1 Monitor and Evaluate learning outcomes in all basic schools;	School readiness indicators (including MLA) developed and used to measure learning achievements.	All basic schools and ECD centres regularly inspected by 2012/13	X	X	X	IGE	District offices.
		M&E Strategic Framework developed and operational by 2010/2011	Core indicators (including MLA) and actions to promote girls participation learning achievement established by 2012	X	X	X	IGE	District offices.
		Schools inspected regularly	Each school at least once per term.	X	X	X	IGE	District offices.
		Monitoring and evaluation of learning achievement conducted	Monitoring conducted twice per year while evaluation in 2012/2013	X	X	X	IGE	District offices.
	7.3.2 Design and administration of instruments, data collection and analysis, feedback	Improved performance of students and graduates	Learning achievement is monitored at all critical stages of education	X	X	X	IGE	MINEDUC
	7.3.3 Provide training to PTCs;	Training provided to PTCs.	PTCs strengthened	X	X	X	IGE	District offices.
		Updated guidelines	Guidelines and	X	X	X	2. MINEDUC (DG	District offices.

STRATEGY	ACTIVITY	OUTPUT	TARGET	TIMEFRAME			RESPONSIBILITIES	
				2010/11	2011/12	2012/13	IMPLEMENTATION	MONITORING
		and procedures for PTCs.	procedures for PTCs updated and disseminated.				Education).	
		PTC members to make annual visits to best rated schools in their district.	Annual visits system in place.	X	X	X	District and sector offices.	District offices.
	Development of digital archiving of documents for MINEDUC.	Improve core MINEDUC ICT infrastructure to include shared server for documents;	Server in place at MINEDUC that permits access to shared digital documents by both core MINEDUC and at the district level.		X	X	MINEDUC (ICT)	MINEDUC (Planning)
		Improve ICT infrastructure at district level to allow digital access to MINEDUC documents;			X	X	X	MINEDUC (ICT)