COUNTRY COMMITMENTS TO EDUCATION DOMESTIC FINANCING

Education Financing Campaign

"Education Multiplies Possibilities: Investing in our future"

Education is essential to achieve national development goals. Domestic finance is the backbone of education investments. It is the most sustainable source of education funding. However, without decisive actions at the country level, education systems will face wider learning gaps and will not be able to contribute to inclusive growth. Therefore, as part of a global education financing campaign, the Global Partnership for Education (GPE), is encouraging countries to enhance domestic financing for education. GPE will bring together all country commitments to highlight the scale of current collective efforts and potential of prioritizing education.

How can you contribute to the education financing campaign in your own country?

1. *Countries are expected to make commitments in any of the three dimensions of domestic financing (Volume/Adequacy, Efficiency and Equity), based on their respective context and best available evidence.*
2. *Examples of policy actions are provided below in the template. Countries may propose new areas of commitment that will increase Volume and/or improve Efficiency and/or Equity of domestic financing for education.*
3. *For each commitment, countries are encouraged to indicate the expected results/change in resources allocated to education.*

***Note**: To fill out this template, please consult available National Development Plan, Education Sector Plan (ESP), Mid-Term Expenditure Framework, Partnership Compact or other officially approved policies.*

Thank you for participating in this Global Education Financing Campaign. Your inputs will help amplify the efforts of your country and will help elevate education as a global priority.

Country Partner Identification

Country name:	Republic of Rwanda
Ministry/Institution:	Ministry of Education
Date:	18th February 2026

1.Volume commitment

1.1. Please select your areas of commitment by checking relevant boxes below (select all that apply):

☐ Increase or maintain education expenditure level as a share of national budget (excluding. debt services)

☐ Increase or maintain education expenditure as a share of GDP

☒ Other (please specify)

Description of education budget perimeter. ***Please list all line ministries responsible*** *for elements included in the calculation of education expenditures.*

MINEDUC / Districts	Higher Education Partners	Ministry of Health	Ministry of ICT	Ministry of Finance	Security & Justice (RCS, RNP, NRS, NIC)
• FARG Central • Earmarked Transfers • One Cup of Milk Program • NCC/NCDA (School fees for HIV orphans & Ubudehe CAT1) • DDEs, DEOs, SEOs & Engineers Salaries • Construction of ECD Centers - NECDP	• Institute of Legal Practice & Development • Carnegie Mellon University	• Human Resources for Health / Post-Graduate • Centre Hospitalier Universitaire de Butare • Centre Hospitalier Universitaire de Kigali • Institut de Recherche contre les Cancers de l'Appareil Digestif	• Laptops to schools • Schools internet connectivity • Andela & Rwanda Coding Academy • Digital Ambassadors Project & HCD through Digital Skills	• Professional Courses • Rwanda Management Institute (RMI)	• Vocational Training - RCS • National Police Academy - Leadership Courses • IWAWA TVET - NRS • Ubutore Development & Training Center - NIC

MULTIPLY POSSIBILITY FUND EDUCATION

RAB; RDB; RHA	Labour & Employment	Cross-sector / Special Projects
• Horticulture Center of Excellence – Rwanda Agriculture and Animal Resources Development Board • Sector Capacity Development Support Coordination – Rwanda Development Board (RDB) • IDP Model Schools Construction – Rwanda Housing Authority	• Internship Programme – Ministry of Public Service and Labour	• Socio-economic Inclusion of Refugees and Host Communities Project (education component); School Construction – Ministry in Charge of Emergency Management

1.2. Historical and projected expenditure

2025	2026	2027	2028	2029	2025
17% Education budget as % of total national budget excluding debt & other non-flexible budget	**20%** Education budget as % of total national budget excluding debt & other non-flexible budget	**19%** Education budget as % of total national budget excluding debt & other non-flexible budget	**19%** Education budget as % of total national budget excluding debt & other non-flexible budget	**20%** Education budget as % of total national budget excluding debt & other non-flexible budget	**20%** Education budget as % of total national budget excluding debt & other non-flexible budget

Do you have plans to increase ***education expenditure per child*****:** ☐*Yes* ☐*No*
If yes, please provide
Currency:
-Baseline:
- Year:
- Amount per child:
- Target:
-Year:
- Amount per child:

-Indicate the policy framework or any other official documents where information on the baseline and targets can be found

1.4. Basis for commitment to increase funding for education

Please list, and briefly describe, any planned or ongoing actions aimed at increasing resources for education *— for example:*

☐*Raising additional revenues (e.g., through tax reforms or better tax collection), specify*

☐*Developing strategies for long-term, sustainable education financing (e.g., earmarked taxes, public-private partnerships, etc.), specify*

☐*Improving budget execution, specify*

☐*Other, specify*

Note: Please ensure that listed actions are supported by the National Development Plan, Education Sector Plan (ESP), Partnership Compact or other officially approved policies.

2.Efficiency commitment

Please list, and briefly describe any planned or ongoing actions to improve efficiency of education finance and expected results *— for example:*

☐***Improving public financial management systems for better governance, accountability, and delivery. - Specify***

The Government of Rwanda is implementing a set of measures to improve efficiency, transparency, and equity in education financing. These include strengthening capacity at national, district, and school levels through training on the Ministry of Finance's Integrated Financial Management Information System (IFMIS) and the Education Management Information Systems; expanding the use of digital platforms to manage capitation grants, school feeding, and expenditure commitments; and ensuring traceable fund flows to and from schools.

At the policy level, key frameworks have been approved and are being operationalized, including the School Feeding Financing Strategy and revised earmarked transfer guidelines that prioritise children with disabilities and girls' education through targeted allocations and budget lines.

In addition, the Education Sector Earmarked Transfer Guidelines clearly define outputs, performance indicators, allocation formulas, and eligible expenditures for capitation grants, school feeding, teacher salaries, and learning materials. Requests and disbursements are processed through the School Data Management Information System (SDMS) on a quarterly basis, ensuring predictability, expenditure control, and accountability from the Ministries, districts to schools.

Expected results are more predictable and timely fund flows to schools; reduced leakages and delays; and stronger accountability

☐***Streamlining teacher management and remuneration mechanisms. - Specify***

The Government continues to strengthen the Teacher Management Information System (TMIS) to manage the public teaching workforce. TMIS is interoperable with the IFMIS, the national payroll system (IPPIS) and the National Identification Agency (NIDA) system, enabling verification of teachers and accurate payroll management.

Teacher salaries and statutory benefits are financed through earmarked transfers based on ID-verified teacher numbers per district, ensuring that payroll commitments are aligned with approved staffing and supported by integrated teacher and financial management systems

Expected results:
Improved accuracy and transparency in teacher deployment and remuneration; eliminated ghost workers; better workforce planning for over 120,000 teachers

☐***Reduce fragmented financing and implementation mechanisms. - Specify***

The ESSP consolidates education financing and implementation under a single sector framework aligned to NST2, with harmonized planning, budgeting, and monitoring across sub-sectors. Cross-cutting priorities such as school feeding, ICT, inclusion, and teacher development are coordinated through inter-ministerial plans and results frameworks.

The earmarked transfer framework consolidates multiple education financing streams under a single, harmonized set of guidelines, covering pre-primary, primary, secondary, TVET, and non-formal education. This reduces fragmentation by aligning financing, implementation responsibilities, and reporting requirements across districts and sub-sectors.

Expected results:
Reduced duplication of interventions; better coordination across agencies and partners; clearer links between financing, implementation, and results.

☐***Enhancing education and financial data tracking systems and availability. - Specify***

The Government is strengthening education data systems, including the SDMS, TMIS, Comprehensive Assessment MIS (CAMIS), and Quality Assurance MIS (QAMIS), and investing in capacity to use data for planning, monitoring, and risk management. These systems support tracking of attendance, learning outcomes, teacher deployment, and resource use.

Allocation formulas for capitation grants, school feeding, chalks, and TVET consumables are based on standardized data such as learner enrollment, teacher numbers, and school characteristics, all captured and validated through SDMS. This strengthens data consistency and traceability across planning, budgeting, and execution.

Expected results:
More timely and reliable data for decision-making; improved monitoring of dropout, repetition, and learning outcomes; stronger early warning and accountability mechanisms.

☐***Adopting innovative budgeting approaches oriented towards education outcomes (e.g. results-based budgeting). - Specify***
Earmarked transfers are explicitly linked to defined outputs and performance indicators, including learner coverage, school feeding provision, supervision of examinations, and support to special needs education, strengthening the link between budget allocations and service delivery results.

☐***Enhancing service delivery to improve learning, retention, and completion. - Specify***
The guidelines prioritize financing for interventions that directly affect retention and completion, including school feeding, capitation grants, learning materials, girls' education support, school hygiene, and special needs education, ensuring that resources reach schools in a timely and predictable manner.

☐***Other, specify.***
Quarterly disbursement schedules and clear expenditure ceilings across pedagogical inputs, running costs, and school infrastructure further improve efficiency by limiting ad hoc spending and reinforcing budget discipline at school level.

Note: Please ensure that listed actions are supported by the National Development Plan, Education Sector Plan (ESP), Partnership Compact or other officially approved policies.

3.Equity commitment

Please list, and briefly describe any planned or ongoing actions to promote equitable resource allocation *— for example*:

☐***Strengthening redistributive policies and mechanisms (including needs-based funding formulas for schools or teachers' allocation).***

Earmarked transfer guidelines and sector policies prioritize disadvantaged learners, including children with disabilities, girls, and learners from poor households. Teacher deployment and infrastructure investments target underserved areas.
The earmarked transfer guidelines apply differentiated allocation formulas that provide higher per-learner allocations for children with disabilities and targeted support to special and regular schools offering inclusive education.

Expected results:
More equitable distribution of resources across districts and schools; reduced disparities in access and learning outcomes.

☐***Tracking of equitable resource distribution***

Education and financial data systems are used to track allocations, school feeding coverage, capitation grants, and teacher deployment by location and learner characteristics.
District-level allocations are published by output and sub-program, enabling tracking of resources across districts, education levels, and priority groups such as learners with disabilities and girls.
Expected results:
Improved visibility of who benefits from public education spending, stronger evidence for corrective action.

☐***Adopting pro-poor budgeting mechanisms, gender-based or disability-based budgeting approaches***.

The guidelines include dedicated outputs and budget lines for girls' education, school sanitation, learners with disabilities, and special needs education, embedding gender and disability responsiveness directly into budget execution

☐***Directing resources to reduce gaps in school access***

The ESSP prioritizes infrastructure, school feeding, pre-primary expansion, and alternative learning pathways in districts and communities with low enrollment, high dropout, and high repetition.

Earmarked transfers finance school feeding, capitation grants, learning materials, and infrastructure rehabilitation across all districts, with particular emphasis on underserved schools not covered by external programs, supporting more equitable access to education services.
Expected results:
Improved access, retention, and progression for disadvantaged learners.

☐***Other, specify***
The use of uniform national guidelines ensures that all districts apply the same eligibility criteria and allocation rules, reducing disparities driven by local discretion

Note: Please ensure that listed actions are supported by the National Development Plan, Education Sector Plan (ESP), Partnership Compact or other officially approved policies.

4.Endorsement of the commitments

Please indicate all the institutions that endorsed the commitment as relevant

☐Head of State Office ☐ Prime Minister Office ☒ Ministry of Finance ☒ Ministry of Education ☐Other Ministries or agencies (please specify)