**Education sector strategic plan 2013-2018**

The Government of Rwanda aims to transform Rwanda into a middle income country by 2020. Achieving Rwanda’s social and economic development objectives is largely dependent upon its most valuable resource: its people.

To achieve these goals, the Rwandan people must be provided opportunities to develop knowledge, skills and attitudes to compete in the labour market and contribute to the social and political life of their country. The mission of the Ministry of Education (MINEDUC) is to transform the Rwandan citizen into skilled human capital for the socio-economic development of the country by ensuring equitable access to quality education focusing on combating illiteracy, promotion of science and technology, critical thinking, and positive values.

The Education Sector Strategic Plan (ESSP) outlines how the education sector will strive to achieve this mission. It has been developed in line with EDPRSII to support Rwanda achieve national aspirations for economic transformation, rural development, accountable governance and improved productivity and youth employment. Economic Transformation is impossible to achieve without sustained rural development, improvements in skills and labour productivity, and accountable governance.

The plan is centred on three overarching goals: expanding access to education at all levels, improving the quality of education and training, and strengthening the relevance of education and training to meet labour market demands Technical and Vocational Education & Training (TVET) will provide specific skills to meet labour market demand.

In addition to the foundation of skills offered by the mainstream system of schooling, there is also a need for education focused on adults. Rwanda cannot afford to wait for the current generation of children to enter the labour market, and needs to provide farm workers with the basic skills and education they need to move into the non-farm sector in the short to medium-term. Adult literacy will help create a more productive work force. The majority of agricultural workers have no education qualifications and adult illiteracy remains an issue.

Three goals have been identified to support MINEDUC in achieving its mission of facilitating the development of human capital for the socio-economic development of Rwanda.

These goals are:

* Promoting access to education at all levels,
* improving the quality of education and training,
* Strengthening the relevance of education and training to meet labour market demands.

Equity in education is integrated across all three goals to ensure improved access to quality, demand-driven learning for all students, with a focus on ensuring equity for disadvantaged students, including girls, the rural and urban poor, and children with disabilities.

Ten sector outcomes have been identified to deliver against the three overarching goals of improved access, quality and relevance of education and training.

1. Increased equitable access to 9 years of basic education for all children and expanding access to 12 years of basic education.
2. Increased equitable access to education for students with special educational needs within mainstream and special schools.
3. Improved quality and learning outcomes across primary and secondary education.
4. Qualified, suitably-skilled and motivated teachers and trainers to meet demands of expanding education access.
5. Increased equitable access to relevant, high-quality, demand-driven TVET programmes.
6. . Increased equitable access to affordable, relevant, academically excellent higher education that also delivers quality research outputs.
7. Improved access to school readiness programmes by 2017/18, accompanied by expanded access to three-years of early learning for four-to-six-year olds.
8. Strengthened performance in science, technology and innovation at all levels of education, and application of science, technology and innovation in relevant sectors of the economy.
9. . Increased access to Adult Basic Education to improve adult literacy and numeracy.
10. Improved administrative and management support services, including the management of policy, information, finances, and human resources across the education sector.

This ESSP elaborates the education sector’s priorities for each of these outcome areas and strategies for how these outcomes will be achieved. This is followed by the plan of how the ESSP will be implemented and this outlines the roles and responsibilities of all stakeholders involved at central, district, sector and school level.

The Stakeholders and Partners Development, private sector and NGOs and Civil Society play an important role in education in increasing the flow of funds through budget support, funding education programs and projects, and providing technical assistance where necessary. They play a major role in ensuring the engagement and participation in policy formulation, implementation and monitoring of strategies for educational development.

The following section highlights core components of the ESSP that will be prioritized in order to deliver against the targets of the second EDPRS

* Equitable access to nine-year basic education for all children, and expanding access to twelve-years basic education.
* Improved quality and learning outcomes across primary and secondary education
* Improved relevance of education and training to the labour market, including secondary education, demand-driven TVET and higher education..

Final the ESSP have set **the strategies for achieving outcomes and cross cutting issues**

* Increased equitable access to 9 years basic education for all children, and expanding access to 12 years basic education.
* Increased equitable access to education for students with special educational needs within mainstream and special schools
* Improved quality and learning outcomes across primary and secondary education
* Improved supply of qualified, suitably-skilled and motivated teachers and trainers to meet demands of expanding education access.
* Increased equitable access to relevant, high-quality, demand-driven TVET programmes
* Increased equitable access to affordable, relevant, academically excellent higher education that also delivers quality research outputs
* Improved access to school readiness programmes by 2017/18, accompanied by expanded access to three-years of early learning for four-to-six-year olds.
* Strengthened performance in science, technology and innovation at all levels of education, and application of science, technology and innovation in relevant sectors of the economy.