



RWANDA
EDUCATION
FOR ALL COALITION

**VERIFICATION REPORT ON THE ACHIEVEMENT OF
LEARNING OUTCOMES AND TARGETS.**

RWANDA EDUCATION FOR ALL COALITION

APRIL 2025

Acronyms and abbreviations

EICV	Integrated Household Living Conditions Survey
ESSP	Education Sector Strategic Plans
CPD	Continuous Professional Development
CWPM	Correct Words Read Per Minute
DPs	Development Partners
GPE	Global Partnership for Education
GPF	Global Proficiency Framework
GPLs	Global Proficiency Levels
LARS	Learning Achievement in Rwandan Schools
MINEDUC	Ministry of Education
NESA	National Examination and School Inspection Authority
NISR	National Institute of Statistics of Rwanda
REB	Rwanda Basic Education Board
REFAC	Rwanda Education For All
SDG	Sustainable Development Goals
SDMS	School Data Management System
STEM	Science, Technology, Engineering, and Mathematics
USAID	United States Agency for International Development
WB	World Bank

Results at a glance.

- 69.0% of the P3 learners assessed meet global proficiency benchmarks in Kinyarwanda oral reading familiar isolated words.
- 85.2% of P3 learners assessed meet global proficiency benchmarks in Kinyarwanda oral reading of correct words in a continuous text.
- 68.50% of P3 learners assessed, meet global proficiency benchmarks in Kinyarwanda reading comprehension. Females performed higher (69 percent) than males (68 percent).
- 65.2% of P6 learners assessed meet global proficiency benchmarks in English. Males performed better (66 percent) than females (64 percent).
- 91.4% of P6 learners assessed meet global proficiency benchmarks in Mathematics. Male learners performed marginally better (92 percent) than female learners (91 percent).
- 49.4% of P3 learners assessed, meet global proficiency benchmarks in English foundational Literacy skills. Males' performance is higher (50 percent) than that of females (49 percent).
- 75.2% of P3 learners assessed, meet global proficiency benchmarks in Mathematics. Males (75 percent) and females (75 percent) performed equally.

I. Introduction and Background

The Government of Rwanda is prioritizing efforts to build back a more resilient and better performing education system. Different studies by REFAC confirms that high rates of learning poverty are an early signal that education systems are failing to ensure that children develop critical foundational skills and thus are far from reaching, and in many cases potentially will not reach the SDG 4 target of universal quality education for all by 2030.

Lost foundational learning will also affect dropout and repetition rates and eventually lead to children not completing basic education. Those who complete despite a lack of or a limited foundation in basic skills will attain lower skill levels, which in turn reduces productivity.

From this evidence base, the development of foundational skills has become an imminent priority for the Ministry of Education (MINEDUC). To accelerate literacy and numeracy, improving access, quality, and equity several noteworthy initiatives have been implemented. These include initiatives to expand pre-primary education, improve teacher training, enhance foundational learning, and leverage technology. A primary goal is to ensure that all children, including those with disabilities, have access to quality education and are equipped with the necessary skills for future success.

In particular, to enhance foundational learning strategy, the ministry of education has developed national foundational learning strategy to ensure children acquire essential numeracy and literacy skills. To implement the strategy, the Ministry of Education secured GPE Education Sector Program Implementation Grant with the purpose to support the implementation of the current Education Sector Strategic Plan (ESSP) with a focus on teacher training in English and Inclusive Education, provision of teaching and learning materials and textbooks, enhancing STEM, and modernizing school infrastructure.

Currently, Rwanda benefits from five grants provided by the GPE: namely,

- Education Sector Program Implementation Grant (ESPIG) - US\$30.8 million
- Multiplier Grant (MG) - US\$30 million
- System Capacity Grant (SCG) - US\$2.4 million
- Program Development Grants - US\$195,500
- System Transformation Grant - US\$31.29 million

Targets verified and verification mechanism.

In the year 2024/25, the Ministry of Education has successfully attained a number of learning outcomes, equity and efficiency targets as follows.

- One of Rwanda's most significant achievements in education is universalizing access to primary school education, with a net attendance rate in primary school was 92.8% and in secondary school was 33.7% for 2023/2024 school year according to 2023/2024 EICV7 report¹. The 2022 Rwanda Population and Housing Census reported a net attendance rate of 89.3% in primary

¹ National Institute of Statistics of Rwanda (NISR) (2025) Seventh Integrated Household Living Conditions Survey (EICV7) Report: NISR

schools. Additionally, Rwanda has set a goal to increase pre-primary enrolment from 35% to 65% by 2029.

- In 2023, 68.25% of P6 students performed at or above the benchmark in mathematics, according to nesa.gov.rw. According to MINEDUC, 35.1% of P6 students above benchmark in Math by June 2024. Both data shows a significant improvement compared to 2021, where only 32.14% of students met the benchmark².
- In addition, the results also mention that in a P6 Literacy test, 40.90% of male students met the benchmark compared to 36.22% of female students, according to nesa.gov.rw.
- Remedial learning is effectively implemented in 50% percent of the districts with a high repetition rate by June 2024³

The verification of the level of achievement of learning outcome, equity and efficiency was conducted using the Rwanda Learning Achievement in Rwandan School 2023 report and the monitoring of the implementation of the remedial learning program.

II. Methodology used to verify the achievement of learning outcomes, equity and efficiency.

In order to gather relevant information and data, REFAC employed the following methodology to verify the attainment of the aforementioned targets:

2.1. Review and validation of LARS Report

REFAC hired an external consultant. The consultant conducted desk review including review of the Rwanda Learning Achievement in Rwandan School (LARS) report to compile relevant data and verify the achievement the targets against the specified targets.

2.2. Field Visit to Selected Schools

The consultant working closely with Rwanda Education for All Coalition staff selected specific schools and conducted on-site visits. This involved interacting with teachers and students to inquire about their participation in the LARS and to assess the implementation of the remedial learning program.

Through focus group discussions, questions were posed to learners to gain insights into their perspectives on the administration of the LARS. Specifically, the level of achievement of students in the LARS while interviews with head teachers, deputy head teachers in charge of studies, and teachers were conducted to understand the implementation of the remedial learning program, identify challenges in its implementation, and gather insights on how the program contributes to reducing repetition rates in those districts. The school visits also involved an examination of the availability of learning materials to support the remedial learning program.

²Learning Achievement in Rwandan Schools Analysed using global proficiency benchmarks, December 2023.

³<https://www.mineduc.gov.rw/index.php?eID=dumpFile&t=f&f=94389&token=37c0946df8c7c0e0e424edf817d8d8704c074366>

2.3. Classroom Observations

To ascertain the teachers' familiarity with the remedial learning program, the team observed teachers during remedial learning sessions. This observation helped in understanding how teachers provide support to learners with learning difficulties during the remedial learning sessions.

III. Targets achieved and level of achievement.

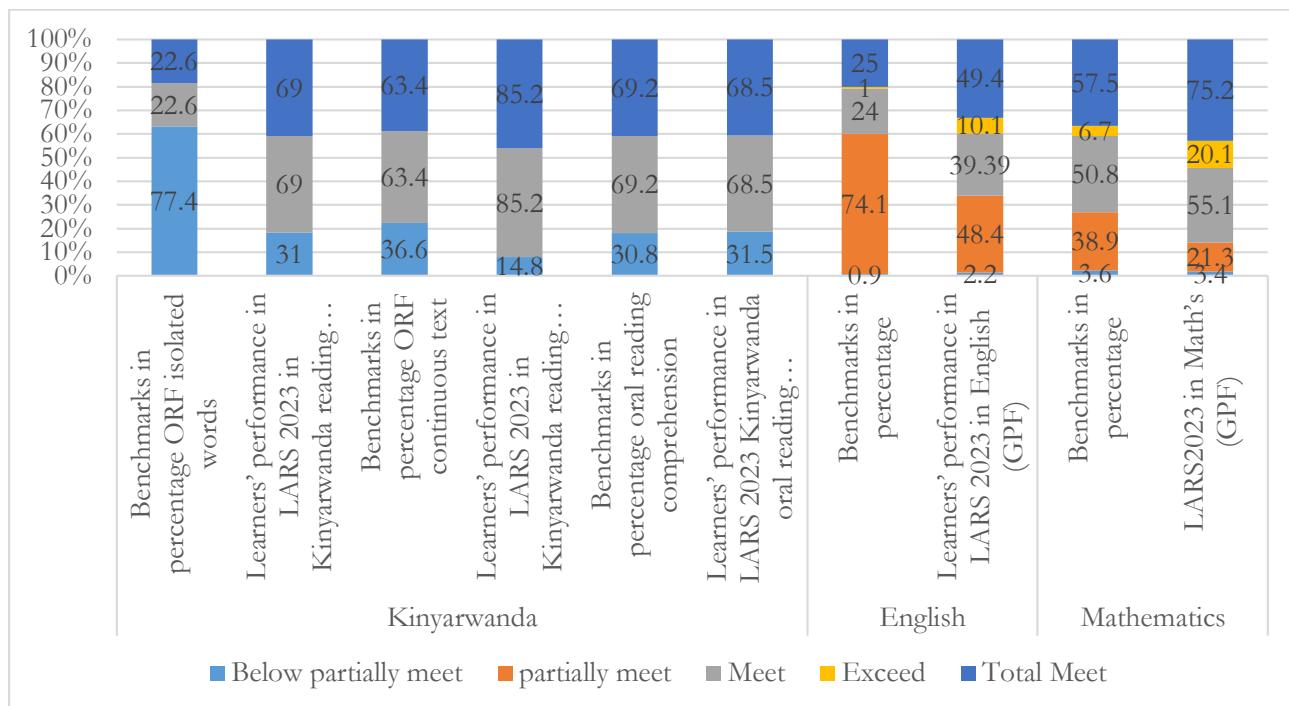
3.1. Findings

Under this section, we present both qualitative and quantitative results.

3.1.1. Review of LARS report

The team verified indicators related to learning outcomes, utilizing the Learning Achievement in Rwandan School (LARS) report of 2023 for verification. The LARS, conducted in 586 schools, involved a representative sample of 25,080 learners across primary levels (P3, P6) and senior level (S3). For a confidence level of 95% with a margin of error of 5%. This sample size of learners is equivalent to 3.3% of the total learners' population targeted by the assessment, which is 769,078 students. The findings are as below.

Comparison of P3 learners who meet global proficiency benchmarks in Kinyarwanda, English and Mathematics subjects



Source: LARS report December, 2023

As seen from the graph above, the overall results of the analysis of learners' performance for P3 and P6 were analysed using the global proficiency benchmarks. The results are interpreted as follows:

Primary 3 Kinyarwanda

- 69.0 percent of the P3 learners assessed, meet global proficiency benchmarks in Kinyarwanda oral reading familiar isolated words (40–50 CWPM), and the mean is 40 CWPM. The percentage of females meeting the benchmarks (71) is higher compared to males (67). However, there is no statistically significant difference between learners' performance of males and females (p-value $0.362 > 0.05$).
- 85.20 percent of P3 learners assessed, meet global proficiency benchmarks in Kinyarwanda oral reading of correct words in a continuous text, with a mean of 40.8 CWPM. Females performed higher (86 percent) than males (84 percent) in the number of correct words read per minute. However, no statistically significant differences was noticed between males and females (p-value $0.298 > 0.05$).
- 68.50 percent of P3 learners assessed, meet global proficiency benchmarks in Kinyarwanda reading comprehension. Females performed higher (69 percent) than males (68 percent), although no statistically significant difference was noticed between the two categories (p-value $0.334 > 0.05$).

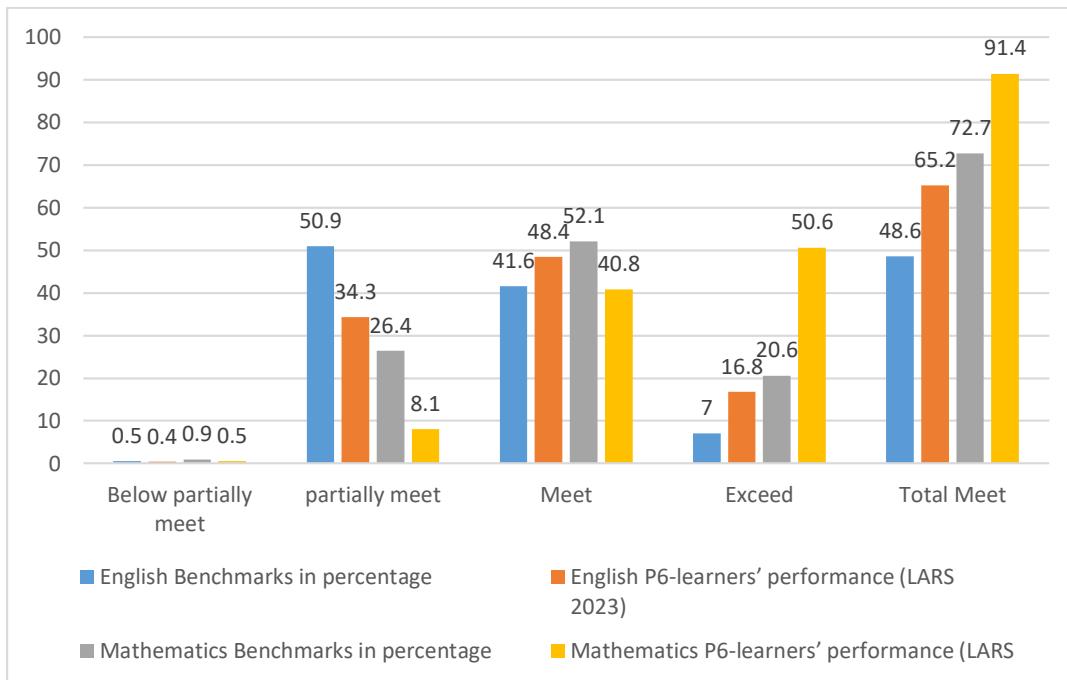
Primary 3 English

- 49.40 percent of P3 learners assessed, meet global proficiency benchmarks in English foundational Literacy skills. Males' performance is higher (50 percent) than that of females (49 percent), but no statistically significant difference was found between these two categories of learners (p-value $0.084 > 0.05$).

Primary 3 Mathematics

- 75.24 percent of P3 learners assessed, meet global proficiency benchmarks in Mathematics. Males (75 percent) and females (75 percent) performed equally, and no statistically significant differences were found between them (p-value $0.083 > 0.05$).

Comparison of P6 learners who meet global proficiency benchmarks in English and Mathematics subjects.



Source: LARS

Primary 6 English: 65.23 percent of P6 learners assessed meet global proficiency benchmarks in English. Males performed better (66 percent) than females (64 percent), but no statistically significant differences were found between males' and females' performance (p -value $0.653 > 0.05$).

Primary 6 Mathematics: 91.40 percent of P6 learners assessed meet global proficiency benchmarks in Mathematics. Male learners performed marginally better (92 percent) than female learners (91 percent) and no statistically significant difference was found between males' and females' performance (p -value $0.720 > 0.05$).

Factors associated with learners' performance in LARS 2023

According to the results of the verification, learner performance, which plays a key role in achieving the set targets, is strongly influenced by a number of factors, such as the family environment, learner characteristics, school environment, and assessment itself, among others. This information is grouped and discussed according to the themes that emerged from the discussion.

- 1) Individual related factors: Results shows that learners cognitive abilities, motivation and mental health influences how they grasp and apply what they have learnt hence affecting their performance. LARS report highlights that head teachers reported that The existence of issues such as absenteeism and indiscipline at school substantially decreases learners' scores in Kinyarwanda (-5 percentage points).

- 2) Family social-economic background: Findings revealed that family income, parental education and access to basic needs and other resources influence student learning outcomes. Review from the LARS reports showed that for primary three, only learners' age and parents' employment were statistically significant. Older learners' scored lower on Kinyarwanda tests, with each additional year of age being associated with a 1-percentage point drop in their score while older learners scored lower in English tests, with each additional year of age being associated with a 1-percentage point drop in their score on both tests.
- 3) School environment: It was noted that positive and supportive relationship between teachers and learners fosters a sense of school belonging and encouraging better education. In addition, better teaching practices, including clear explanations, engaging activities and appropriate feedback significant influences learning outcomes. Overall, school environment including safety, inclusivity and the availability of resources affects the well-being of learners at school and largely contributes to the academic outcomes.
- 4) Assessment of learner's knowledge and administering of tests; continuous teacher's preparation of the assessments, including access to quality teaching and learning materials, well designed assessments fairly administered improves learning outcomes
- 5) It was also revealed that Learners who travel 1 to 3 kilometers to school (one hour) scored 2 percentage points lower than those who travel less than 1 kilometer (less than 1 hour).
- 6) Learners who do homework or have someone who reads to them at home frequently score 1 percentage point higher in both instances.
- 7)
- 8) It was noted that learners' performance is lower in English compared to other subjects assessed in P3 and P6. Teachers and head teachers interviewed responded that the lower proficiency level of teachers in English is among barriers that effect negatively quality teaching and learning activities. As for learners with disabilities, it was noted by students, teachers and head teachers that the insufficiency of qualified and trained teachers in special education needs as well as insufficiency of special education needs materials for learning at school and at home are among the challenges that affect negatively learning for learners with disabilities.

Key Recommendations.

To significantly achieve high learning outcomes and to attain the set targets, gains in access to education must be accompanied by improved quality of learning. This calls for a sharper focus on quality to ensure improvement in learning outcomes and school attendance, and to help all children including girls and those with disabilities develop cognitively, creatively and emotionally while they acquire the skills, knowledge, values and attitudes they need to become responsible, active and productive citizens.

In our verification, most learners appear to be performing very well. Primary pupils demonstrate excellent performance in literacy and numeracy. They gain sufficient skills in language, as well as in mathematics. Although there have been some improvements, there are still some gaps, such as competency gaps, where weakest students still have difficulty reading. Therefore, the following recommendations need to be considered in order to close these gaps.

The policy level:

- 1) The education sector needs to improve teachers' competence on English proficiency (P1-P6), evaluate their ability to teach in English in adherence to the instruction policy of teaching in English and enhance pre-service teacher training on English proficiency of future teachers.
- 2) More adequate learning materials and qualified staff should be availed to inclusive schools to better support learners with disabilities.
- 3) Continuing invest in building more schools to reduce the distance from home to school; ideally, primary school learners should travel less than 1 kilometer to access school.
- 4) Using existing organs to strengthen sensitization of parents on timely enrollment of children in primary school to avoid over-aged learners, which negatively affects their performance, progress, and repetition.

The school Level

- 1) The school-community partnership should be strengthened to support learners attendance and learning at school and at home. Schools should develop internal mechanisms to improve teachers and learners proficiency level in English. These include, for example, promoting peer learning in teaching and learning using English, initiating English clubs, etc.
- 2) Strengthening remedial learning sessions at schools to support learners who are lagging behind and over-aged children through inclusive remedial learning and/or alternative or accelerated education programs.
- 3) Ensuring that reading materials are available and used in both households and schools and in order to promote transition from Kinyarwanda to English as the medium of instruction in lower primary. They should be varied, with a focus on English reading materials because these are still few in Rwanda.

The community Level

- 1) Parents, guardians, and extended family members should allocate more time to supporting their children in lower primary school levels. Such support could include engaging them in reading activities and availing reading materials to them.
- 2) Increasing awareness about the importance of early children enrolment and the negative impact of school dropout and repetition on learning at the village and cell levels. To discuss earlier with school leaders about children who are at risk of repetition and dropout.

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