

SYSTEMIC IMPACT & SUSTAINABILITY

By 2027, this partnership will deliver sustainable mechanisms that function independently:

- Institutional Strengthening for Scalability: Providing the technical framework necessary to expand access to pre-primary and community-based ECE services.
- Curriculum: Recommendations for revising Early Childhood Education in Teacher Training Colleges (TTCs), ensuring teachers are equipped with play-based pedagogies.
- Human Capital: Strengthening national and district-level inspection systems with a cadre of inspectors specializing in Early Childhood Education (ECE).
- Teacher Learning Materials: Identifying a core set of cost-effective play-based materials.
- Parental Engagement: Enhancing the institutional foundations and outreach strategies that encourage consistent parental involvement in ECE.

This EU Twinning Project No. RW 22 NDICI SO 01 25 forms part of the European Union's Global Gateway initiative, which aims to mobilise €150 billion in investments under the Africa–Europe Investment Package to strengthen infrastructure, education, health systems, and digital connectivity.

This project directly contributes to Rwanda's long-term development agenda under Vision 2050, the National Strategy for Transformation (NST2), and the Education Sector Strategic Plan (ESSP). By reinforcing play-based foundational learning, strengthening teacher preparation systems, and enhancing inspection mechanisms, the project advances the goals of Rwanda's Foundational Learning Strategy to ensure that every child acquires essential literacy, numeracy, and socio-emotional competencies.

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GOVERNANCE & CONSORTIUM

This project is funded by the European Union and implemented by a consortium of public sector experts.

Key Stakeholders:

- Direct Beneficiary: Rwanda's Ministry of Education (MINEDUC)
- Affiliated Agencies: Rwanda Basic Education Board (REB) and National Examination and School Inspection Authority (NESA)
- Key Institutional Partners: The Ministry of Gender and Family Promotion (MIGEPROF) and its affiliated agency, the National Child Development Agency (NCDA)

Implementing Partners:



Lithuania's
Ministry of
Education,
Science and
Sports



European
Social Fund
Agency



National
Agency for
Education



Finland's
Häme University
of Applied
Sciences

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Strengthening the Delivery of Early Childhood Education and Community Support for Learning in Rwanda



Funded by
the European Union

STRATEGIC INSTITUTIONAL ALLIANCE

The EU Twinning Project is a partnership designed to strengthen the capacity of Rwanda's Ministry of Education to achieve its national targets for Early Childhood Education (ECE). Rwanda's Ministry of Education, together with Lithuania's Ministry of Education, Science and Sports and Finland's Häme University of Applied Sciences, will adapt and apply evidence-based solutions across four critical components of the ECE system.

THE MANDATE: FROM ACCESS TO EXCELLENCE

Rwanda has achieved remarkable success in expanding access to pre-primary education, with enrollment nearly tripling since 2017. The current imperative is to match this expansion with qualitative excellence. Central to this is the integration of play-based learning methods, which foster creativity, social skills, and holistic cognitive development. This project strengthens the institutional capacity to manage this growth, ensuring that every child in Rwanda enters primary school ready.

FOUR PILLARS OF TRANSFORMATION



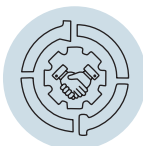
ACCESS & PLANNING

Developing evidence-based recommendations and plan to expand pre-primary and community-based ECE services equitably.



TEACHING QUALITY

Providing technical guidance for the design of training programs and materials for pre-primary teachers, firmly anchoring instructional quality in play-based foundational learning and the effective use of play-based resources.



QUALITY ASSURANCE

Updating the inspection framework to help monitor and support play-based teaching practices in learning environments.



COMMUNITY ENGAGEMENT

Strengthening the role of parents and communities in creating supportive home learning environments and reading cultures.

DELIVERING RESULTS THROUGH INSTITUTIONAL COLLABORATION

The project is implemented through structured institutional exchange and technical collaboration:

- Expert Missions to Rwanda: Lithuanian and Finnish public sector experts conduct technical missions, working alongside national counterparts to share evidence-based methodologies and co-develop tools tailored to Rwanda's context.
- Study Visits to Lithuania and Finland: Four structured study visits enable Rwandan officials and technical staff to observe best practices in Early Childhood Education systems, teacher preparation, and quality assurance mechanisms.
- Pre-primary Sector Capacity Building: Strengthening school inspector expertise in planning, implementing, and monitoring ECE service provision and pedagogical support.

This peer-to-peer collaboration model ensures knowledge exchange, contextual adaptation, and long-term institutional sustainability.