



Republic of Rwanda  
Ministry of Education

# Implementation Guidelines for School Imihigo

September 2025



## Background

Starting in the 2025-2026 academic year, teachers will be evaluated on classroom presence, lesson preparation, pedagogy, accurate use of CAMIS, and pupil learning outcomes, while head teachers will be assessed on school management, data quality, and examination results. These imihigo establish clear expectations, emphasize professional standards, and provide a framework for recognition and support.

The School Imihigo are designed to strengthen accountability and improve learning outcomes in schools by linking daily school practice to measurable results.

Through the formalization of responsibilities at both classroom and school leadership levels, the Imihigo system ensures that teachers and school administrators contribute directly to better teaching, stronger pupil achievement, and more transparent school management.



## 1. Teacher Imihigo (Learning-based)

Starting the academic year 2025-2026, all primary and general education secondary teachers' imihigo will be evaluated based on their activities in five components:

- **Presence:** Teacher presence in respective classrooms (according to timetable)
- **Preparation:** Availability and use of lesson planning forms in classrooms
- **Pedagogy:** Teaching methods as observed in the classroom
- **Participation in CAMIS:** Entering all students' marks for all subjects accurately, correctly, and on time in the Comprehensive Assessment Management Information System
- **Pupil Learning Outcomes:** Improvement in student learning outcomes

In September, head teachers and deputy head teachers (school leaders) will meet with their teachers to explain the new *imihigo* form, including the five domains, the goals, and indicators for each. School leaders will assess teachers' performance on each of these goals throughout the year, with teachers receiving percentile scores based on the results. The protocols and processes for the evaluation of teacher imihigo performance in each domain is outlined:

Domain	Objective	Guidelines
Presence	Assess teacher attendance in classrooms	<p>Teachers are expected to report to their lessons on time and must sign the attendance register. Teachers must seek approval from the Head Teachers or leader in charge in case of unavoidable absence.</p> <p>Head Teacher shall regularly evaluate the attendance of teachers and keep track of unexcused absences. Every day, Head Teachers will enter information from the attendance register in their own records and observe the count of unexcused absence for each teacher. The lower the number of absences, the better the performance for teachers.</p> <p>Sector Education Inspectors (SEIs) will conduct random unannounced visits to audit the teacher attendance registers. They will visit schools and verify whether the teachers were present or absent on that day through a physical check. Any mismatches between the official Headteacher's entries and SEI records will be reported.</p>
Preparation	Assess preparation using appropriate lesson planning format before lesson delivery	<p>Teachers are required to prepare complete lesson plans by filling out the details of the lesson in the form provided by REB before conducting the lessons. Lesson plans must be made available for inspection by the Head Teacher or SEI at any time.</p> <p>Head Teachers will <b>evaluate lesson plans weekly</b>, ensuring that every teacher is randomly inspected at least once per week. During inspections, teachers should demonstrate their lesson plans for that specific day. Head Teachers will evaluate and count the number of weeks teachers did not have lesson plans.</p> <p>SEIs will conduct <b>unannounced visits</b> to verify the accuracy of Head Teachers' lesson plan scoring. On the day of the visit, SEIs will record whether teachers have lesson plans for the most recent days on which these were recorded by the Head Teacher, any discrepancies will be reported.</p>





Domain	Objective	Guidelines
<b>Pedagogy</b>	Assess teacher performance in the classroom	<p>Teachers are required to deliver lessons using clear objectives, structured instructional methods, active student engagement, and formative assessment techniques. They must also maintain a positive classroom culture and provide remedial support where necessary throughout lesson delivery.</p> <p>Head Teachers will conduct classroom observations to evaluate pedagogy. Each teacher shall be <b>observed at least once per term</b>, with Head teachers using the standardized NESA classroom observation form. Head Teachers will score teachers using the provided rubric and maintain records for each observation and then record classroom observation results in the provided digital form, on termly basis.</p> <p>Sector Education Inspectors (SEIs) will conduct classroom observations, independently evaluating a sample of teachers in each school, using the same observation form, and their scores will be compared against HT/DoS evaluations. Any discrepancies between SEI and Head-teacher records will be reported.</p>
<b>Participation in Comprehensive Assessment Management Information System (CAMIS)</b>	Assess teachers' use of the Comprehensive Management Information System.	<p>Teachers are required to <b>regularly enter student assessment results</b> and other required information into CAMIS according to the deadlines set by REB and NESA. Entries must be accurate, complete, and submitted on time.</p> <p>Head Teachers in collaboration with teachers must ensure SDMS information on students' lists, teachers' subjects and class groups are regularly updated.</p> <p>NESA will calculate and record participation scores centrally, drawing directly from CAMIS records. Scores will reflect the proportion of required submissions completed on time.</p>
<b>Pupil Learning Outcomes</b>	Incorporate student learning in teacher performance evaluation	<p>NESA will calculate pupil learning outcome scores centrally, based on the <b>end-of-term III student marks recorded by teachers</b> in CAMIS for P1 to P5 students, and <b>Primary Leaving Examination results for P6</b> teachers.</p> <p>The contribution of each pupil-subject to a teacher's score in this domain will be the percentile rank of that pupil relative to other pupils in the same subject and grade and district, who also had similar scores in the prior year.</p> <p>Exam Script audits and re-tests will be conducted by NESA and MINEDUC to ensure accuracy and fairness in CAMIS marks entry.</p>

Teachers' performance components will be aggregated to a *teacher score* by averaging them with the following weights:

- Presence: 12.5%
- Preparation: 12.5%
- Pedagogy: 12.5%
- Participation in CAMIS: 12.5%
- Pupil Learning Outcomes: 50%



P. O. Box: 622, Kigali

Email: [info@mineduc.gov.rw](mailto:info@mineduc.gov.rw)

Hotline: 2028



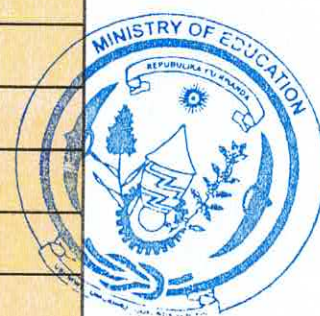
Head Teachers and Deputy Head Teachers in charge of Studies (DoS) will submit the evaluation records (for Presence; Preparation; Pedagogy) of each teacher from their school to the Ministry of Education and NESA through the designated digital platform. These records will be combined with the Participation in CAMIS and Pupil Learning Outcomes scores to generate the final percentile rank and score for each teacher.

The Ministry of Education and NESA will then communicate results to all districts and teachers, with rankings produced at district level. Each district will receive consolidated teacher rankings to guide recognition, accountability, and targeted support.

The aggregate teacher score is translated into a teacher percentile rank within each district. Teacher percentile ranks are translated into imihigo scores, annual bonuses, and eligibility for horizontal promotion according to the following mapping with:

- imihigo scores 80% and above reflecting excellent performance,
- imihigo scores between 70%-79% reflecting satisfactory performance, and
- imihigo scores below 70% reflecting performance in need of improvement.

<i>Percentile rank</i>	<i>Imihigo score</i>	<i>Bonus amount (percent of salary)</i>
95 - 100	95%	5%
90 - 94	90%	5%
85 - 89	85%	5%
80 - 84	80%	5%
71 - 79	79%	3%
65 - 71	78%	3%
58 - 64	77%	3%
52 - 58	76%	3%
45 - 51	75%	3%
38 - 44	74%	3%
31 - 37	73%	3%
24 - 30	72%	3%
17 - 23	71%	3%
10 - 16	70%	3%
5 - 9	66%-69%	0%
0 - 4	60%-65%	0%





## 2. School Leaders Imihigo (Head Teachers, DoS, Accountant Secretaries)

The School Leaders' Imihigo formalise key leadership responsibilities for Head Teachers and Deputy Head Teachers in charge of Studies (DoS), and Accountant Secretaries. These contracts strengthen accountability and ensure that school leaders drive improvements in management, teaching, data quality, and learner outcomes.

### Domains of Evaluation

Head Teachers will be evaluated across two domains:

1. **School Management (50%)** – covering SIP development and implementation, CPD, remedial programs, teacher evaluations, school feeding, quality of education data, financial accountability, infrastructure management, and school hygiene.
2. **School Performance (50%)** – covering performance in national examinations and effective use of SDMS.

Deputy Head Teachers in charge of Studies will be evaluated across three domains:

1. **Attitudes and values/behaviour (20%)** – presence, integrity, commitment, and conduct.
2. **Improved teaching quality (50%)** – conducting teacher classroom observations and recording evaluations across the 4Ps: presence, preparation, pedagogy, and participation in CAMIS.
3. **Accurate and complete data in SDMS (30%)** – ensuring all school data is truthful, complete, and timely.

### Roles in Implementation

#### School Level

- Head Teachers and DoS/Accountant Secretaries are responsible for implementing their imihigo activities.
- They must keep records of teacher evaluations, reports, and evidence for each indicator.
- School leaders will submit teacher evaluation records through the designated digital platform for consolidation.

#### Local Government Level

- Districts evaluate the **School Management domains of Head Teachers** and the **Attitudes and Values/Behaviour domain of DoS and Accountant Secretaries**.
- Districts ensure quarterly monitoring, verification, and review of records.
- Districts consolidate scores and submit to central government with fidelity and timeliness to ensure accountability, recognition, and targeted support.



#### Central Government Level

- MINEDUC and NESAC evaluate the School Performance domain of Head Teachers (national examination results and data system use and quality).
- MINEDUC and NESAC evaluate the Improved Teaching Quality and Data Systems domains for DoS.
- Rwanda Basic Education Board (REB) monitors and reports signed imihigo in each school.
- Central government calculates final percentile ranks, aggregates results across domains, and communicates final results to districts and schools.

## Monitoring & Reporting

- Evaluation timelines are termly for management and teaching quality indicators, and annual for SIPs and school performance.
- All evaluation records are submitted digitally to ensure transparency and alignment across districts.
- Results will be consolidated into final scores (out of 100) and percentile ranks at the school and district levels.

## Expected Results

- Strengthened school leadership and accountability.
- Improved quality of teaching and learning support.
- Reliable education data for planning and monitoring.
- Improved performance in national examinations.
- Transparent performance records and equitable recognition of teachers and school administrators

Schools will submit evaluation reports and enter accurate, complete, and timely data into national education data systems. The Ministry of Education will continue to maintain a continuous feedback cycle through statistics, performance reviews, and targeted support, reinforcing that improved education outcomes are a shared national responsibility.

Kigali, on 10/09/2025



Charles Karakye

**Permanent Secretary**

**Ministry of Education**