NESA
NATIONAL EXAMINATION AND SCHOOL INSPECTION AUTHORITY

2024/2025 Annual Report

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FOREWORD

National Examination and School Inspection Authority (NESA) is a government institution established in 2020 by the presidential order N° 123/01 of 15/10/2020 published in Official Gazette N° 32 bis of 19/10/2020. It was established under the Ministry of Education, to be at the center by monitoring the implementation of Norms and Standards through school inspections and administrating comprehensive assessments from level one (1) to level (5) in TSS and Basic Education in line with Competence Based Curriculum / Training.

The primary purpose of NESA is to ensure quality of education in basic education and Technical Secondary School (TSS) from level one (1) to five (5) and to regulate the comprehensive assessments of students and national examinations. NESA has six responsibilities: (i) to set standards for accreditation of private basic education schools and TSS from level one (1) to five (5); (ii) to monitor the implementation of norms and standards in public, Government subsidized and private basic education and TSSs from level one (1) to five (5); (iii) to ensure the quality of education in public, Government subsidized and private basic education and TSSs from level one (1) to five (5); (iv) to prepare, conduct and mark national examinations; (v) to publish national examinations results; and (vi) to orient students of primary and ordinary level schools who passed the national examinations.

On the other side, NESA has also the powers to award certificate to students who passed national examinations for basic education and level five (5) of TSS; grant accreditation to a private basic education school or a TSS of level one (1) to five (5); authorize a workplace to offer TSS trainings and certificate not more than level five (5); suspend or close a school offering basic education or a TSS of level one (1) to five (5) when considered necessary; equate and provide equivalence of certificates and degrees awarded by foreign schools offering basic education and TSS levels from level one (1) to five (5).

NESA exhorts all stakeholders involved in education quality assurance to build on past successes and keep bolstering the initiatives that have a strong positive impact. This report will give stakeholders in education a broad overview of NESA accomplishments as of the end of the 2024–2025 fiscal year and point out areas that require attention.

We extend our gratitude to all those who took part and contributed to the completion of this report in one way or another.

Sincerely,

Dr. BAHATI Bernard

Director General

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ACRONYMS AND ABBREVIATIONS

AMPL	Assessment for Minimum Proficiency Levels
ANP	Associate Nursing Programme
CAMIS	Comprehensive Assessment Management Information System
APPRENDRE	Appui à la Professionnalisation des Pratiques Enseignantes et au Développement de la Lecture et des Mathématiques
DDG	Deputy Director General
EAC	East African Community
ICT	Information and Communication Technology
LARS	Learning Achievement in Rwandan Schools
LIFT	Leaders in Teaching
L5	Level Five
MEL	Monitoring, Evaluation and Learning
MIDIMAR	Ministry in Charge of Emergency Management
MINALOC	Ministry of Local Government
MINEDUC	Ministry of Education
MINAFET	Ministry of Foreign Affairs and International Cooperation
NCDA	National Child Development Agency
NESA	National Examination and School inspection Authority
PBA	Project-Based Assessment
PISA	Programme for International Student Assessment
P6	Primary Six
QAMIS	Quality Assurance Management Information System
REB	Rwanda Education Board
RP	Rwanda Polytechnic
RTB	Rwanda TVET Board
RTLP	Remedial Teaching and Learning Program
RWF	Rwandan Franc
SDMS	School Data Management System
S3	Senior Three
S4	Senior Four
S6	Senior Six

TTCs	Teacher Training Colleges
TSS	Technical Secondary School
TVET	Technical and Vocational Education and Training
UNICEF	United Nations Children's Fund
UR	University of Rwanda
VSO	Voluntary Service Overseas
Y3	Year Three

EXECUTIVE SUMMARY

The National Examination and School Inspection Authority (NESA) is a government institution established under the Ministry of Education to ensure quality, equity, and credibility in education through school inspection, national examinations, and learning assessments. Its mandate covers basic education and Technical Secondary Schools from Level One to Level Five. During the 2024/2025 fiscal year, NESA continued to play a central role in monitoring education standards, administering examinations, and providing evidence to guide education policy and planning.

During the reporting period, NESA recorded significant achievements across its core functions. National examinations were successfully prepared, administered, marked, and results were published on time in a fair and transparent manner. Digital systems were fully used for candidate registration, marking, results processing, and student placement, which improved efficiency and accountability. Learning assessments such as LARS, PISA 2025, and AMPL were effectively implemented, strengthening national and international benchmarking of learning outcomes. School inspections were expanded and better coordinated, including pedagogical, infrastructural, ICT, and accreditation inspections. Progress was also made in the development of digital quality assurance systems, including QAMIS, to support modern and data-driven inspection processes.

Despite these achievements, NESA faced several operational and systemic challenges. These included shortages of qualified markers in some subjects, high workloads during peak examination periods, delays in the development of QAMIS, and procurement delays affecting the implementation of remedial teaching programs. Additional challenges were observed in human resource capacity, infrastructure constraints, and delays in feedback from some stakeholders. To address these challenges, NESA strengthened coordination, mobilized additional personnel where necessary, improved planning and prioritization, secured additional budget support, and introduced follow-up inspections and improved oversight mechanisms. These measures helped ensure continuity of services and timely delivery of key outputs.

In terms of financial performance, NESA demonstrated strong budget execution. An approved budget of RWF 18.1 billion was implemented, with total expenditure reaching RWF 22.5 billion due to approved reallocations and additional Treasury support to cover priority activities. The majority of resources were allocated to recurrent non-wage activities, reflecting the operational nature of NESA's mandate. Government funding remained the main source of financing, showing strong national commitment to education quality. External audits confirmed compliance with public financial management standards, with no major issues reported.

Looking ahead to the 2025/2026 fiscal year, NESA will focus on strengthening quality assurance through improved digital tools, including the full operationalization of QAMIS. Priority will be given to capacity building for staff at national and district levels, enhanced use of inspection findings for decision-making, and stronger coordination with stakeholders. NESA will continue to administer national and international assessments, evaluate remedial teaching and learning programs, and ensure fairness, transparency, and efficiency in all examination and inspection processes. These priorities will support continuous improvement of education quality in line with national goals and international standards.

SECTION 1: INTRODUCTION

The National Examination and School Inspection Authority (NESA) serves as a pivotal institution within the Rwandan education system, established under Presidential Order N°123/01 on October 15, 2020. Operating under the patronage of the Ministry of Education, NESA is entrusted with the critical responsibility of ensuring the quality and integrity of education across Basic Education and Technical Secondary Schools (TSS) from levels one (1) to five (5). Our mandate encompasses not only the administration of comprehensive assessments and national examinations but also rigorous monitoring of adherence to educational norms and standards through systematic school inspections. This Annual Report covers the 2024/2025 fiscal year, from 1 July 2024 to 30 June 2025. It presents NESA's performance, key results, challenges, and lessons learned during the reporting period.

The main purpose of this report is to ensure accountability, transparency, and performance review. It informs the Government, education stakeholders, development partners, and the general public on how public resources were used and how NESA delivered its mandate. The report also supports evidence-based decision-making and continuous improvement in education quality.

During the reporting period, NESA achieved important results. National examinations were successfully prepared, administered, marked, and results were published on time using secure and digital systems. School inspections were strengthened and expanded, and learning assessments such as LARS, PISA 2025, and AMPL were implemented to generate reliable data on learning outcomes. Progress was also made in digital quality assurance systems to improve efficiency and reporting.

This report is organized into clear sections. It begins with this introduction, followed by sections on key achievements and performance, institutional challenges and mitigation measures, partnerships and collaboration, monitoring and evaluation, financial performance, human resource overview, and the outlook for the next fiscal year. Together, these sections provide a comprehensive and transparent overview of NESA's work and contribution to education quality in Rwanda.

SECTION 2: KEY ACHIEVEMENTS AND PERFORMANCE

2.1. Comprehensive Assessment conducted for Primary and Secondary

To improve the quality of education, the Ministry of Education introduced key strategies to strengthen teaching and learning. One of these strategies is the establishment of a Comprehensive Assessment system in basic education, covering Primary 1 to Primary 6 and Senior 1 to Senior 6. This initiative supports Rwanda's goal of becoming a knowledge-based economy.

During the 2024/2025 school year, comprehensive assessments are conducted at three levels: Classroom assessments and end-of-term one examinations are prepared at school level. Two end-of-term assessments are prepared at district level. End-of-term three assessments are prepared at national level by the National Examination and School Inspection Authority (NESA).

To ensure that examination papers are reliable, valid, and objective, NESA introduced Assessment Standards. These standards provided clear guidance on the structure and content of examination papers. All assessments prepared at school and district levels are guided by these standards. The standards have been distributed to schools, and teachers involved in setting examination questions have been trained on their use and encouraged to apply them in daily assessment activities.

2.2 EAC Essay Writing Competition in Secondary Schools

Every year, the East African Community (EAC) organizes an Essay Writing Competition for students in Partner States. The competition is open to students in Lower Secondary education (Senior One to Senior Four) in Rwanda, Kenya, Uganda, Burundi, and the United Republic of Tanzania.

Students are required to write essays of between 1,000 and 1,500 words in one of the three official languages: Kiswahili, French, or English. Essays are written on a common theme announced by the EAC.

Winners are selected at both national and regional levels. Awards are given to the Best School, First Runner-up School, and Second Runner-up School. Additional prizes are awarded to five special categories, including gender balance, rural and urban schools, learners with disabilities, language use, and students from hard-to-reach areas.

During the 2023/2024 fiscal year, the competition was successfully conducted, and results were officially published by the EAC. In Rwanda, the award ceremony was organized and hosted by the Ministry of Foreign Affairs and International Cooperation (MINAFET).

2.3 Authentication of Academic Documents for Primary and Secondary School Leavers

In recent years, an increasing number of Rwandans have been moving to foreign countries for education and employment. At the same time, cases of academic fraud and examination malpractice have been reported globally. This situation has made the authentication of academic documents a necessary and important activity.

In this context, the Rwanda Education Board, through the Basic Education and TVET Examination Departments, receives requests from local and international institutions to confirm the authenticity of academic documents issued in Rwanda. At NESA, these requests mainly fall into two categories: confirmation of national examination candidates' personal details and certification of academic documents for further studies abroad.

The main challenge identified in this process is inconsistency in applicants' personal information, such as names and parents' names. To address this issue, continuous sensitization of education stakeholders is recommended, with emphasis on the consistent use of official identification and accurate data entry in the Student Data Management System (SDMS).

2.4 Issuance of Equivalence Statements

The Basic Education and TVET Examinations Department, through the Selection, Orientation, and Certification Unit, issues equivalence statements for foreign primary and secondary academic qualifications. This service enables applicants to compare their foreign education credentials with the Rwandan education system.

This activity is conducted routinely throughout the year. However, challenges include inconsistencies in applicants' personal details and a high volume of applications, which places pressure on the available staff.

Proposed solutions include strengthening awareness on consistent identification, increased use of SDMS data, improving reception procedures, and increasing the number of staff assigned to receive and process applications.

2.5 Issuance of Certificates and Academic Credentials

Certificates and result slips are issued to both school-based and private national examination candidates upon request. This activity is carried out regularly and was implemented throughout all four quarters of the 2023/2024 fiscal year.

2.6 Editing and Translation of Academic Documents

The editing and translation of academic and related documents into required languages is a routine service provided upon request. This activity was continuously implemented across all quarters of the reporting period.

2.7 National Examinations (2023/2024)

2.7.1 Key principles that governed the national examinations process

The following principles guided the 2023/2024 national examinations process:

- **Fairness:** All candidates at the same education end cycle sat for the same examinations under similar conditions. Adequate supervision and invigilation were ensured. Any examination malpractice was investigated, and appropriate actions were taken against those responsible.

- **Registration through SDMS:** All candidates were registered online using the SDMS system.

- **Confidentiality:** Strong measures were applied to ensure the security and confidentiality of examinations at all stages, including setting, printing, transportation, distribution, administration, marking, marks processing, and publication of results.

- **Rigorous Examination Setting Process:** Examination items were prepared and validated by selected subject teachers and uploaded into the NESA item bank. NESA subject officers further reviewed and improved the items by developing at least two examination projects, which were then moderated and validated.

- **Tightly Controlled Printing Process:** Question papers were printed under strict 24-hour control in a secure environment. All personnel involved were isolated until the completion of the examination administration.

- **Secure Transportation and Distribution:** Question papers were securely packed and transported to districts and examination centers under strict security measures. At examination centers, papers were stored in strong rooms with two padlocks, with keys held by the head of the examination center and the deputy.

- **Fair and Transparent Marking and Results Management:** Marking, checking, marks processing, and publication of results were conducted in a fair and transparent manner.

2.7.2 Key Measures Implemented to Ensure a Smooth National Examination Process

Several key measures were implemented to ensure the effective and smooth administration of the 2023/2024 national examinations:

- **Digitalization of Examination Processes:** All examination processes were digitalized, including candidate registration, allocation of candidates and invigilators to marking centers, attendance tracking, marks entry, marks processing, grading, and publication of results.

- **Implementation of Ministerial Instructions:** All ministerial instructions governing national examinations were fully implemented.
- **Examination Question Setting and Standards:** The setting of examination items and preparation of examination papers followed approved standards.
- **District Coordination Meetings:** Upon the arrival of examinations in districts, NESA delegates held physical coordination meetings with district examination task forces to plan and manage the examination process.
- **Revised Rules and Regulations:** Rules and regulations for the administration of national examinations were revised, with strong emphasis on the use of secure strong rooms in all examination centers for safe storage of examination papers and materials.
- **Mixed Teams for Marking:** Common subjects for TTC and General Education were marked by mixed teams of markers to reduce bias.
- **Swap of Head Teachers and Deputies:** Head Teachers and Deputy Head Teachers of examination centers were assigned to schools other than their own. The same approach was applied to assessors for practical examinations in TSS and TTC.
- **Increase in Marking Centers:** The number of marking centers increased from five (5) in 2021/2022 to seven (7) in 2022/2023, together with an increase in the number of markers, to speed up the marking process.
- **Adherence to the Revised Grading System:** The revised grading system was strictly applied throughout marks processing, grading, and publication. Raw marks were processed electronically.

Key Characteristics of the Grading System

- ☞ Raw marks for each subject were converted into letter grades.
- ☞ Marks were processed based on approved grade ranges and subject weights.
- ☞ Core subjects were graded using letter grades A, B, C, D, E, S, and F.
- ☞ Subsidiary subjects were graded using letter grades S and F.

Meaning of Letter Grades

- ☞ A: Excellent
- ☞ B: Very Good
- ☞ C: Good
- ☞ D: Satisfactory
- ☞ E: Adequate
- ☞ S: Minimum Pass
- ☞ F: Fail

Grade Boundaries for Core Subjects

- ☞ 80%–100%: A (Excellent)
- ☞ 75%–79%: B (Very Good)
- ☞ 70%–74%: C (Good)
- ☞ 65%–69%: D (Satisfactory)
- ☞ 60%–64%: E (Adequate)
- ☞ 50%–59%: S (Minimum Pass)
- ☞ 0%–49%: F (Fail)

Grade Boundaries for Subsidiary Subjects

- 50%–100%: S (Pass)
- 0%–49%: F (Fail)

Grade Boundaries for Practical National Examinations (TVET and Professional Education)

- 70%–100%: A (Pass)
- 0%–69%: F (Fail)

Grade Point Scale

The revised grading system applies a seven-point scale, where six (6) represents the highest performance (Excellent) and zero (0) represents failure. Total points are calculated by multiplying the grade value by the number of examinable subjects.

Registration

Registration for the National Examinations was conducted through the School Data Management System (SDMS) during the second and third quarters of the academic year. School-based candidates were registered free of charge, in line with Government policy to promote access and equity. Private candidates, however, paid the required registration fees.

At Primary level, the total number of candidates registered in 2024 was 203,098, showing a stable trend compared to 2023. Female candidates slightly decreased by 129, while male candidates increased by 144, resulting in an overall marginal increase of 15 candidates (0.01%). The number of participating schools increased from 3,644 to 3,718, while examination centers rose from 1,097 to 1,117, reflecting improved access to examination services. The number of marking centers remained unchanged at five.

At Ordinary Level (O-Level), candidate registration increased significantly. The total number of candidates rose from 131,602 in 2023 to 143,871 in 2024, representing an increase of 9.32%. Female candidates increased by 6,766 (9.20%), while male candidates increased by 5,503 (9.48%), demonstrating strong participation from both genders. The number of schools offering O-Level examinations increased to 1,871, and examination centers rose from 669 to 693, supporting the growing number of candidates. The number of marking centers remained stable at 22.

Overall, the registration process was smoothly implemented through SDMS, ensuring accuracy, transparency, and efficiency in candidate management across all examination levels.

Iron Stair 1. Key principles that governed the national examinations process since Yearbook/School year ended in July 2024

2.7.3 Question Items Development

Assessment standards and question items were prepared by selected subject teachers and uploaded into an item bank. NESA subject officers reviewed and proofread the items and compiled at least two draft examination papers. These papers were moderated to ensure they were valid, within the syllabus, and appropriate to the candidates' level.

2.7.4 Printing of National Examination Papers

Examination papers were printed under strict security conditions. All personnel involved were isolated from the public and accommodated in one secure location under 24-hour security until the end of the examination period. Question papers were packed according to examination centers.

2.7.5 Administration of National Examinations

Question papers were transported to districts and then to examination centers under tight security. At the centers, papers were stored in strong rooms secured with two padlocks. The keys were kept separately by the head of the examination center and the deputy, and both had to be present to open the strong room each time.

Candidates were checked for prohibited items before entering the examination rooms. Their identification details were covered to protect confidentiality during marking.

To ensure fairness, the same examinations were administered to all candidates. Candidates with disabilities or special needs were provided with appropriate support. All examinations were conducted under similar conditions with close supervision. Any cases of cheating were identified and sanctioned.

Strong security and confidentiality measures were applied at all stages, including question development, printing, transportation, storage, distribution to examination rooms, return of scripts, marking, marks processing, and publication of results.

The head of the examination center and the deputy supervised the entire process, from the distribution of question papers to the packing of scripts and preparation of daily examination reports. Completed scripts were returned to NESA headquarters by the NESA district coordinator.

2.7.6 Marking of National Examinations

The marking of national examinations is conducted annually after the completion of examinations. The exercise involves markers, data entry staff, security personnel, host school administration, and NESA staff, who collectively ensure accurate, secure, and timely marking.

2.7.7 Primary National Examinations Marking

The marking of the Primary National Examinations was conducted in five marking centers, all located in Muhanga District. These centers were Petit Séminaire St Léon Kabgayi, GS Saint Joseph Kabgayi, JAM Fred Nkunda, ECOSE Musambira, and Cité Nazareth. The marking exercise started on 18 July 2024 and generally ended on 17 August 2024. Marks verification and the placement of Senior One (S1) students were carried out at GS St Joseph Kabgayi.

The marking process began on 18 July 2024 with the receipt of candidates' scripts at the marking centers and the reporting of markers to their assigned centers. From 19 to 27 July 2024, a coordination period was conducted. During this period, markers sat for assessment tests, marked fellow markers' scripts, and had their results published. Marker teams were organized, marking schemes were harmonized, and dummy scripts were used for practice.

During the same coordination period, data entry clerks were selected from among the markers. Potential candidates were identified, tested, trained, and assigned data entry responsibilities. Candidates' data were also cleaned, including the completion of residence and other required details.

From 28 July to 11 August 2024, the main marking of Primary Six (P6) candidates' scripts took place. This phase included the marking of scripts, checking of marks, recording of marks on official forms, and entry of marks into the NESA database. Pre-selection of P6 candidates was also conducted during this period.

From 12 to 17 August 2024, marks verification for P6 candidates was carried out, alongside the preparation of marking reports and further data cleaning in the SDMS by data entry clerks. The placement of students into Senior One (S1) was completed from 23 to 24 August 2024.

In terms of staffing, each marking center expected about 520 markers. Attendance was generally high across all centers. GS Saint Joseph Kabgayi received 535 markers for Kinyarwanda, marking 201,966 scripts. Petit Séminaire St Léon Kabgayi hosted 510 markers for Mathematics, marking 201,860 scripts. Cité Nazareth had 510 markers for Social and Religious Studies, marking 201,905 scripts. JAM Fred Nkunda hosted 495 markers for English, marking 201,959 scripts. ECOSE Musambira received 506 markers for PSET, marking 201,937 scripts.

In total, 807,767 examination scripts were marked during the Primary National Examinations marking exercise.

2.7.8 Secondary National Examinations Marking

The marking of Secondary National Examinations, covering Ordinary Level (O' Level) and Advanced Level (A' Level), was conducted in twenty-nine (29) marking centers located across thirteen (13) districts. The exercise started on 4 August 2024 and ended on 31 August 2024.

The main objective of this activity was to ensure the proper marking of Secondary National Examinations in all designated centers. Teachers served as markers, while NESA staff ensured overall coordination of the process. Police officers were assigned to each marking center to guarantee security throughout the exercise.

Marking centers were generally organized by education level and grouped within one district or two nearby districts. For Ordinary Level examinations, the grouping differed slightly due to the large number of marking centers involved.

The marking process began on 5 August 2024 with the receipt of candidates' scripts at the marking centers and the reporting of secondary school markers. From 6 to 16 August 2024, a coordination and standardization period was conducted. During this phase, markers sat for assessment tests, marked fellow markers' scripts, and had their results published. Marking teams were formed, marking schemes were harmonized, and dummy scripts were used for practice. This process ensured consistency and fairness in marking across all subjects and levels.

During the coordination period, data entry clerks were selected from among the markers. Potential candidates were identified, trained, and assigned to specific centers. At the same time, candidates' data were cleaned, including the identification of absent candidates and the completion of residence and other required details.

From 11 to 30 August 2024, the main marking phase took place. This phase included the marking of candidates' scripts, checking of marks, recording of marks on official forms, and entry of marks into the SDMS and other databases. Marks verification, handling of special cases, marks processing, and grading were also carried out. Samples of students' answer booklets were selected for question item analysis, and reports were prepared by team leaders and chief markers for each subject.

Marked answer booklets for General Education were returned to NESA on 25 August 2024, while those for TSS were returned on 31 August 2024.

In terms of staffing, a total of 21,521 markers and checkers were expected across all marking centers. Attendance was high, with 20,673 markers and checkers reporting for duty. This strong participation contributed to the timely completion of the marking exercise.

Overall, the Secondary National Examinations marking exercise was successfully completed within the planned timeframe, ensuring accuracy, fairness, and credibility in the assessment and grading of candidates.

2.7.9. Marks Processing

The grading system applied in the 2023/2024 academic year followed the revised framework introduced in 2021/2022 and 2022/2023. For Advanced Level examinations, results were published using both letter grades and percentages, instead of letter grades only. This improvement enhanced transparency and understanding of candidates' performance.

For the Primary Leaving Examination (P6) and Ordinary Level (S3), each subject was graded using a seven-point scale, where six represents the highest achievement (Excellent) and zero represents failure. The total score for each candidate was calculated by summing the points obtained in all examinable subjects. Candidates who achieved the highest grade in all subjects obtained the maximum possible score, while the minimum pass score was determined using the grade classified as "Fair."

At Advanced Level (S6 and L5), marks were processed using a weighted system based on subject importance. A candidate was considered very successful when achieving 100%, while the minimum pass was set at 50%. For TVET and TTC, passing the practical examinations was mandatory; failure in the practical component resulted in overall failure, regardless of theoretical performance.

The grading ranges were clearly defined, with grades ranging from “A” (Excellent) for scores between 80% and 100%, to “F” (Fail) for scores below 50%.

2.7.10 Publication of National Examination Results

National examination results and student placement outcomes were published through the official electronic platform approved by NESA. After grading, all candidates who passed the Primary Leaving Examination were admitted to Senior One (S1), while those who passed Ordinary Level were placed into Senior Four (S4), Year One (Y1), or Level Three (L3), depending on their chosen pathways.

NESA communicated clear procedures for accessing results and placement information to ensure transparency and equal access for all candidates.

Candidates accessed their individual results either online through the SDMS platform or for General Education candidates, via SMS. Online access was mandatory for TSS and Professional Education candidates.

2.7.11 General Performance Overview

The 2024 Primary Leaving Examination recorded a strong overall performance. More than 96% of candidates passed, representing a significant improvement compared to the previous year. Female candidates slightly outnumbered male candidates in both participation and success rates.

Similarly, Ordinary Level results showed notable improvement. The general pass rate increased to over 93%, compared to less than 87% in the previous year. Female candidates represented the majority of candidates, while performance outcomes showed balanced results between genders.

In General Education at Advanced Level, the overall pass rate stood at 67.5%. Male candidates performed slightly better than female candidates. All candidates were required to take Entrepreneurship as a compulsory subject, alongside their principal and subsidiary subjects.

In Professional Education (PE) schools, performance remained very high, with a pass rate above 97%. Male candidates slightly outperformed female candidates. Eligibility for certification required both theoretical and practical success.

In TVET schools, the pass rate exceeded 96%. As in TTC, practical examinations played a critical role, and failure in practical assessments resulted in overall failure. Male candidates performed marginally better than female candidates.

2.7.12 Appeals, Name Corrections, and Certification

Candidates wishing to appeal their results were allowed to submit appeals within 30 days from the date of results publication.

Candidates with name discrepancies were given seven calendar days to correct their records through the SDMS platform. Regular candidates collected certificates from their schools, while private candidates collected theirs from NESA headquarters.

2.7.13 Placement of P6 and S3 Successful Candidates

Placement of successful P6 and S3 candidates marked the final stage of the national examinations process. Only candidates who passed were eligible for placement.

Placement was conducted based on three key criteria: candidates' performance, their school or program choices, and the availability of places in schools. For day schools, proximity to the student's home was also considered to reduce travel challenges.

Candidates who did not meet the cut-off for their first-choice boarding school or subject combination were placed in the nearest available alternative that closely matched their preferences.

Candidates who failed were not promoted but were instead supported through remedial education programs to prepare them for future examinations.

2.7.14 Placement Statistics and Gender Trends

In Senior One (S1) placement, over 195,000 students were placed. The majority were placed in day schools, while a smaller proportion joined boarding schools. Female students accounted for slightly more than half of all placements, reflecting continued progress in girls' education.

For S4, Y1, and L3 placements, TVET and General Education attracted the largest number of students. Boarding schools remained more common in TVET and TTC, while day schooling was more prevalent in General Education. Overall, female students outnumbered male students in total placements, although male dominance was observed in some boarding TVET programs.

After placement appeals, minor adjustments were made, resulting in updated placement figures. These changes did not affect the overall trends.

2.7.15 Key Observations

The placement data demonstrates a well-functioning and transparent education system. TVET and General Education continue to attract the largest number of students, highlighting the importance of skills development and academic pathways. Female participation remains strong across all levels, especially in day schooling.

The findings suggest a growing need for increased investment in TVET infrastructure and a gradual transition of some General Education facilities into technical education institutions, to better respond to national skills development priorities.

2.8 Strengthen Quality Assurance through Robust Inspections

To enhance education quality, NESA implemented a range of inspection-related interventions. These included pedagogical, infrastructural, hygiene, remedial, and school readiness inspections; follow-up and special inspections; review meetings; joint inspections with stakeholders; and continuous support to schools to implement inspection recommendations.

Key activities carried out during the year included joint annual planning between the Quality Assurance Department and SPIU, assessment of the rollout of Project-Based Assessment (PBA), inspection of ICT integration in teaching and learning, and inspection of private schools offering international programs.

2.8.1 Joint Impactful Inspection Planning

A joint inspection plan comprising 55 quality assurance activities was prepared and fully implemented, representing 100% achievement of the planned target. The plan was developed through joint efforts with development partners to ensure alignment and coordination across inspection, monitoring, infrastructure standards, and district-level implementation.

As a result, priority inspection areas for 2024/2025 were clearly identified and consolidated into an Impactful Annual Action Plan. This approach improved coordination, reduced duplication, and strengthened classroom-level outcomes.

Lessons learned showed that joint planning significantly improves inspection effectiveness and timely provision of actionable insights. However, further alignment with development partners and earlier stakeholder engagement remain key areas for improvement.

2.8.2 Assessment of Project-Based Assessment (PBA) Implementation

NESA assessed the implementation of PBA in 436 schools, covering 98% of science schools. The assessment involved surveys with teachers, students, administrators, and classroom observations.

Findings showed that 80% of teachers integrated PBA into classroom instruction, while 88% of students reported adequate teacher guidance and 91% expressed increased confidence through project work. Classroom observations revealed varying levels of real-world application, with time allocation for PBA identified as a major challenge, particularly in public and government-aided schools.

Overall, PBA demonstrated strong impact on learner engagement, creativity, and competency development. Lessons learned highlighted the need for standardized assessment tools, adequate funding for materials, stronger teacher training, improved digital access, enhanced monitoring, and increased parental involvement.

2.8.3 ICT Integration in Teaching and Learning

NESA, in collaboration with district and sector education officials, conducted a nationwide inspection of ICT integration in 2,063 schools across Basic Education and TVET.

The inspection revealed that 91% of computers were functional, while 9% were non-functional, representing a significant investment risk. ICT use in teaching, assessment, and student engagement showed encouraging progress, particularly in assessment practices and support for learners with special needs.

Despite these achievements, challenges remained, including lack of ICT rooms in many schools, disparities in teacher training across districts, limited maintenance systems, and uneven digital access. Strengthening infrastructure, structured professional development, and inclusiveness for learners with special needs were identified as priorities.

2.8.4 Inspection of Schools Offering International Programs

NESA inspected 76 schools offering international programs across seven districts. The inspections assessed accreditation compliance, curriculum alignment, teaching practices, governance, financial management, infrastructure, and ICT integration.

While many schools demonstrated strong alignment with international standards, significant gaps were identified in accreditation compliance, governance structures, financial systems, infrastructure, and technology use. About half of the institutions showed strong performance, particularly in curriculum quality and student support.

The inspections highlighted the need for stronger regulatory enforcement, improved leadership capacity, and enhanced inclusiveness for learners with special needs to ensure high-quality international education in Rwanda.

2.9 Strengthened Accreditation Standards for Basic Education and TSS

NESA maintained rigorous accreditation and quality audit processes to ensure curricula alignment with national and international benchmarks.

2.9.1 TVET Quality Audit

The 2025 TVET Quality Audit covered 558 TSSs and VTCs and aligned with national transformation priorities. The audit revealed high compliance with competency-based curricula and strong technical competence among trainers. Strategic recommendations were developed to address gaps.

However, weaknesses were identified in pedagogical practices, facilities, internal verification processes, leadership, and industry engagement. Annual quality audits were confirmed as a key driver of improved teaching and learning outcomes.

2.9.2 General Education School Accreditation

NESA inspected 800 schools and produced 1,600 accreditation reports. While a proportion of schools were granted accreditation, many were recommended for improvement due to infrastructure gaps, staffing shortages, governance weaknesses, and partial implementation of recommendations.

The process demonstrated growing institutional demand for accreditation and improved compliance trends. Regulation of private coaching centers marked an important milestone, though readiness remains a challenge for some centers.

2.9.3 TVET Curriculum Accreditation

Eleven TVET curricula submitted by RTB were reviewed and accredited. Six curricula scored above average, while five required further improvement, particularly in Music and Performing Arts and Carpentry.

The accreditation process confirmed the value of independent quality review in strengthening curriculum content and practical skills development. Improvements are needed in internal validation, stakeholder engagement, and alignment with the Rwanda Qualifications Framework.

2.10 Digitization and Automation of Services

NESA continued progress toward full digitization through the development of the Quality Assurance Management Information System (IREME).

2.10.1 IREME Development

During the year, the accreditation module was launched, and the inspection module entered the review phase. Stakeholder training expanded significantly, increasing system users from 150 to 416.

The transition from paper-based to system-based operations marks a major milestone in institutional transformation. Continued training and faster use of data for informed decision-making remain priorities to strengthen quality assurance and learning outcomes.

2.11 Development of the Quality Assurance Management Information System (QAMIS)

Significant progress was made in the development of the Quality Assurance Management Information System (QAMIS). The inspection and accreditation modules advanced through phased User Acceptance Testing. User feedback was incorporated to improve system functionality and ensure readiness for the planned system launch in July 2025.

2.12 Learning Achievement in Rwandan Schools (LARS 2025)

The Learning Achievement in Rwandan Schools (LARS) 2025 assessment was successfully administered in 592 schools nationwide. The assessment measured learners' competencies in literacy and numeracy at Primary 3, Primary 6, and Senior 3 levels. LARS provided reliable data to track learning trends, inform curriculum reforms, and support national and international reporting, including Sustainable Development Goal indicators. The exercise also strengthened NESA's technical capacity in large-scale assessment design and implementation.

2.13 Rwanda's Participation in PISA 2025

Rwanda successfully participated in the Programme for International Student Assessment (PISA) 2025. The national launch demonstrated strong political commitment to education quality. The main survey was conducted in 213 schools, involving 6,957 students aged 15 years. Participation in PISA strengthened international benchmarking, increased public awareness on education quality, and provided valuable data to guide future education policies and reforms.

2.14 Assessment for Minimum Proficiency Levels (AMPL)

Under the partnership with the UNESCO Institute for Statistics, NESA implemented the Assessment for Minimum Proficiency Levels (AMPL) to monitor progress toward SDG 4.1.1a. Key achievements included the adaptation of assessment tools to the national context, training of national teams and enumerators, and successful administration of the assessment in 150 sampled schools. Data entry and processing were initiated using internationally recognized systems to ensure quality and credibility.

2.15 Remedial Teaching and Learning Program (RTLP)

NESA and REB advanced the preparation of the Remedial Teaching and Learning Program to support lower primary learners with learning difficulties. Although procurement delays affected implementation timelines, important groundwork was completed, including the development of assessment tools, inception reporting, and piloting activities. Full implementation of Phase One is scheduled for the next academic year, with continued technical support from the World Bank.

SECTION 3: INSTITUTIONAL CHALLENGES AND MITIGATION MEASURES

3.1 Challenges

During the 2023/2024 reporting period, National Examination and School Inspection Authority faced several operational, human resource, and systemic challenges that affected the effective delivery of examination and assessment services. Key challenges and corresponding mitigation considerations are outlined below.

- Some markers did not report to the marking centers as expected. In several subjects, especially at Senior Three (S3) level, the number of available markers was lower than planned. As a result, the existing teams worked an additional average of two and a half hours per day to meet the marking deadlines.

- The volume of Technical and Vocational Education and Training (TVET) and Senior Six (S6) examination scripts was higher than anticipated. The initially planned number of markers was not sufficient to complete the marking on time. To address this situation, additional teachers were mobilized and deployed to support the marking exercise.

- The multiplication and use of dummy scripts did not progress as planned for S6 and TVET marking centers. This was mainly due to the prioritization of Primary Six (P6) and S3 marking, whose results were required urgently to allow Senior One (S1) and Senior Four (S4) students to begin the new school year on time. As S6 and TVET results were not time-critical, their verification process was conducted later at NESA Headquarters instead of at the marking centers.

- The prioritization of P6 and S3 marking also led to the temporary redeployment of data entry teams and equipment from S6 and TVET centers to lower levels. Consequently, the marking period for S6 and TVET examinations was extended.

- Funds allocated for feeding markers were not released on time. This situation created operational challenges across all marking centers, particularly in ensuring adequate meals for markers during the exercise.

- There was a shortage of qualified markers in some specialized trades, notably Music, Graphic Arts, and Ceramic Sculpture. This challenge is linked to relatively low marking allowances compared to the income earned by specialists in their regular professional practice.

- The harmonization period for marking was insufficient in some subjects, which affected the speed and efficiency of the marking process.

- The workload related to examination setting is very high. One examination subject officer is often responsible for both primary and secondary levels, including comprehensive assessment and national examinations, across general education, professional education, and TVET streams.

- NESA organizational structure does not yet fully provide all required human resources. Some subject examiners, especially in professional and TVET subjects, are not part of the permanent structure. This situation necessitates the outsourcing of external specialists.

- There is a shortage of appropriate working materials, including office supplies and relevant reference documents such as textbooks and manuals.

- The physical working environment remains challenging, with some offices lacking adequate space, furniture, and essential equipment.

- There is currently no structured institutional or individual capacity-building plan to support continuous staff development.

- Cases of leakage related to comprehensive assessment were reported, requiring strengthened control and monitoring mechanisms.

- The institution received a high number of appeals from candidates, which increased administrative workload.

- A particularly large number of appeals concerned Advanced Nursing Programmes (ANP) and Teacher Training Colleges (TTC), where available school capacities are limited.

- Many students expressed strong preference for a small number of highly demanded schools, including College Saint André, Lycée Notre-Dame de Cîteaux, Lycée de Kigali, École des Sciences de Byimana, École des Sciences de Musanze, GS Saint Aloys Rwamagana, FAWE Girls' School, and ES Stella Matutina.

- Schools located in remote areas attracted fewer applicants during the appeal process.

- Some students faced financial constraints and preferred to attend nearby day schools.

- In several day schools, students were reluctant to enroll in available subject combinations or trades, especially when these schools were far from their homes and required long walking distances.

- Some students showed limited interest in TVET trades, preferring science combinations and TTC pathways.

- In densely populated areas such as the City of Kigali, Rwamagana, and Nyamata in Bugesera District, the number of TVET day schools is insufficient. As a result, many students interested in TVET programs could not secure placement.
- During school inspections, key challenge was observed in the timely transmission of inspection reports to Local Government authorities. In several cases, feedback from Local Government on identified issues was delayed or not received, which limited follow-up actions and affected the full achievement of some planned outcomes.
- Delays in the development and integration of the Quality Assurance Management Information System (QAMIS). The system was expected to be completed and integrated into the Education Management Information System (EMIS) by 30 June 2025. However, the system developer did not progress as planned, and no system administrator was assigned during the reporting period. As a result, the rollout of digital quality assurance processes was delayed, limiting the effective management and use of the system.
- Delays in the implementation of the Remedial Teaching and Learning Program. Procurement delays led to the postponement of remedial teaching activities to the next academic year. This affected the timely delivery of planned interventions intended to address learning gaps among lower primary learners.

3.2 Mitigation Measures

To address the challenges identified during the reporting period, the following mitigation measures are proposed to strengthen the efficiency, quality, and sustainability of examination processes.

- The allowance rates for markers should be reviewed and increased in order to attract and retain sufficient qualified markers, especially in specialized subjects and trades.

- The coordination and harmonization period for markers should be extended. This will allow adequate time for standardization of marking schemes and improve consistency and quality of marking.

- For some subjects, such as Geography and History, particularly at Senior Three (S3) level, the continued use of objective questions is recommended. This will support faster marking and help ensure that marking for these subjects is completed within the same timeframe as other subjects.

- The number of photocopying machines at marking centers should be increased. This will facilitate faster multiplication of dummy scripts and reduce delays in the dummy marking process. As a result, Senior Six (S6) and TVET marking activities will not take longer than planned.

- Funds for feeding markers and checkers should be released on time. Timely availability of these funds will enable marking centres to operate smoothly and provide adequate support to staff during the marking period.

- Marking centers should be equipped with adequate and modern computers to support efficient mark recording and verification.

- NESA should ensure the availability of sufficient computers specifically dedicated to data entry activities to avoid delays in marks processing.

- NESA organizational structure should be fully staffed. Filling vacant positions will enhance institutional performance and reduce reliance on external specialists.

- NESA should ensure the availability of relevant textbooks, reference materials, and other instructional resources for subject specialists. This will help ensure that examination questions fully align with the national curriculum and reduce the time spent searching for materials.

- The number of TVET schools should be increased, particularly in densely populated areas, to provide more learning opportunities and choices for students.

- Subject combinations should be better redistributed across schools and sectors to promote diversity and allow candidates to access a wider range of options.

- The overall marking period should be reviewed and reasonably extended, excluding excessive daily working hours. This will reduce fatigue among markers and help minimize errors, thereby improving the overall quality of marking.

- Follow-up inspections were introduced to track the implementation of inspection recommendations. In addition, a joint and impactful inspection plan was developed for the next fiscal year to strengthen coordination, improve communication with Local Government, and ensure timely feedback and corrective actions.

- To address the delays related to QAMIS, NESA strengthened oversight of the system development process to improve adherence to agreed timelines. In addition, budget resources were secured to support hosting systems and related infrastructure. Looking ahead, NESA will improve planning timelines to ensure more realistic implementation schedules. Discussions will also be held with the World Bank to seek approval for the early recruitment of key technical staff, including a system administrator, to ensure the system becomes fully operational without further delay.

- To mitigate the delays in the Remedial Teaching and Learning Program, a baseline assessment has been scheduled for the third and fourth weeks of Term One of the 2025/2026 academic year. This assessment will guide targeted remedial interventions. Future planning will place stronger emphasis on alignment with the school calendar to ensure timely and smooth implementation of remedial teaching activities.

SECTION 4: PARTNERSHIPS AND COLLABORATION

During the reporting period, NESA continued to work closely with key national, regional, and international partners to effectively deliver its mandate. These partnerships played an important role in strengthening coordination, improving service delivery, and ensuring the credibility of examinations, assessments, and school inspection processes.

NESA worked under the guidance of the Ministry of Education (MINEDUC) as its parent institution and collaborated with other government institutions, including the Ministry of Finance and Economic Planning (MINECOFIN), the Ministry of Local Government (MINALOC), the Ministry of Health (MoH), MIDIMAR, NDCA, district administrations, and security organs involved in examination administration. These institutions provided policy direction, financial support, coordination, and security to ensure smooth implementation of activities.

The Authority also partnered with development partners and technical agencies such as the World Bank, UNICEF, APPRENDRE, EDUCATE, LIFT, Save the Children, and VSO. Their support focused on assessment reforms, capacity building, data systems, and quality assurance. At the regional and international levels, NESA collaborated with the East African Community (EAC) and international assessment bodies in the implementation of LARS, PISA, and AMPL studies. Academic and research institutions, including the University of Rwanda (UR) and Rwanda Polytechnic (RP), provided technical expertise and research support. Schools, teachers, inspectors, examination officers, parents, and local authorities remained essential operational partners throughout the year.

Collaboration during the year was mainly based on joint planning and implementation of activities, sharing of technical expertise, data and information exchange, and coordinated monitoring and evaluation. NESA and its partners worked together to plan and administer national examinations, conduct school inspections, and implement assessments in line with national standards. Digital platforms were used to support data sharing and reporting, while regular coordination meetings and joint reviews ensured alignment, timely decision-making, and problem solving.

Technical cooperation strengthened the skills of examination officers, inspectors, markers, and other staff through targeted training and hands-on support. Financial collaboration supported joint budget planning, resource mobilization, and timely release of funds to facilitate examination and assessment activities.

As a result of these partnerships, NESA successfully administered national examinations, processed and published results on time, and conducted student placement in a transparent and fair manner. The collaboration improved data quality, strengthened examination security, enhanced staff capacity, and ensured the successful completion of planned initiatives. Participation in regional and international assessments also enabled benchmarking and learning from international best practices.

Overall, partnerships significantly improved service delivery, accountability, and stakeholder ownership of education assessment and school inspection processes. NESA remains committed to strengthening and expanding these partnerships in the coming years to further enhance the quality, credibility, and impact of its services in Rwanda.

SECTION 5: MONITORING, EVALUATION AND LEARNING (MEL)

This section explains how NESA monitored its activities, measured results, and used evidence to improve performance during the 2024/2025 financial year. Monitoring, Evaluation, and Learning remained a key management function to support accountability, quality service delivery, and continuous improvement.

During the reporting period, NESA implemented regular monitoring and evaluation activities based on the approved Annual Joint Impactful Inspection Plan. Monitoring tools included theme-based inspection reports, school self-assessment data, surveys, digital dashboards, administrative data from the School Data Management System (SDMS), and routine progress reports from departments. Field visits were conducted to schools, examination centers, and marking centers to verify compliance with approved guidelines, standards, and timelines.

Digital systems were widely used to track candidate registration, examination administration, marking progress, data entry, results processing, and student placement. In addition, consultations were held with schools, district education officers, inspectors, and examination personnel to collect feedback and address implementation challenges in a timely manner.

Monitoring and review findings showed that most planned activities were implemented as scheduled, particularly in the administration of national examinations, marking, publication of results, and student placement. The increased use of digital systems improved data accuracy, reduced delays, and strengthened transparency. The number of schools inspected continued to increase annually, and inspection data contributed to better planning and prioritization of quality assurance interventions.

However, monitoring also identified some challenges. These included partial follow-up of inspection recommendations, delays in reporting by some centers, shortages of markers in selected subjects, and high workloads during peak examination periods. Appeals and data corrections during placement were higher than expected, highlighting the need to further strengthen data validation and communication at school level. Reviews also emphasized the importance of maintaining an accurate and up-to-date schools database on compliance with education norms and standards.

Internal reviews and financial audits confirmed compliance with approved procedures and public sector regulations, and no major weaknesses were reported.

Based on evidence and lessons learned, NESA introduced practical adjustments to improve performance. These included strengthening coordination with schools and districts, reallocating staff during peak periods, prioritizing critical examination levels, and shifting some capacity-

building activities to online platforms with extended timelines to ensure full participation. Findings also informed recommendations to increase the number of trained markers, improve data quality at source, enhance ICT infrastructure, and strengthen continuous capacity building for staff and examination personnel.

Overall, the MEL function supported informed decision-making and continuous improvement. Lessons learned during the year will guide planning and implementation for the 2025/2026 financial year, with a strong focus on efficiency, quality, and timely delivery of NESA's services.

SECTION 6: FINANCIAL PERFORMANCE

6.1 Budget Overview

During the reporting period, National Examination and School Inspection Authority was allocated an approved budget of RWF 18,128,835,737. By the end of the fiscal year, the total committed and spent amount reached RWF 22,498,064,519, resulting in an execution rate of 124.1%.

The execution rate exceeded 100% due to approved budget reallocations and additional funds provided by the Treasury to cover identified financing gaps and priority activities. These adjustments ensured the smooth implementation of planned and unplanned critical operations.

6.2 Revenue Sources

The primary source of funding was Government financing. Wages and salaries amounted to RWF 928,887,450, while recurrent non-wage expenditure totaled RWF 15,094,964,587. Development funding, including loans and grants, amounted to RWF 3,585,652,365.

Overall, Government funding represented approximately 90.4% of the initial budget, while development funding accounted for about 9.6%. This funding structure reflects strong Government commitment to the implementation of NESA's mandate.

6.3 Major Spending Categories

Expenditure was mainly directed toward recurrent non-wage activities, which represented 83.3% of the approved budget. Wages and salaries accounted for 5.1%, while development expenditure represented 19.8%. Variations across categories were influenced by approved budget reallocations during implementation.

6.4 Financial Audit Summary

An external financial audit was conducted in accordance with the International Standards of Supreme Audit Institutions (ISSAIs) and the Code of Ethics for International Organizations. The audit confirmed that the financial statements were fairly presented and complied with public sector accounting and reporting regulations.

No major financial management issues were identified, indicating sound financial governance and effective use of public resources during the reporting period.

SECTION 7: HUMAN RESOURCE OVERVIEW

The National Examination and School Inspection Authority (NESA) continues to strengthen its human resource capacity to effectively deliver its mandate. The NESA organizational structure is designed to cover all key functions, including international and national assessments, education quality assurance, administration and finance.

7.1 Staffing Structure

The total number of staff increased from 124 to 126 with the addition of the Deputy Director General (DDG) office, reflecting ongoing efforts to strengthen institutional capacity. Fifteen vacant positions are currently under recruitment, and 34 professional interns are engaged to support operations.

7.2 Gender and Equity

NESA is committed to gender balance and equity in its workforce. Currently, there are 81 male staff (78%) and 23 female staff (22%). The Authority continues to implement strategies to promote gender equity in recruitment and career progression.

7.3 Staff Turnover and Retention

Staff retention remains high, with a low turnover rate of 0.3%. This reflects employee satisfaction and commitment to NESA's mission of maintaining high standards in assessments and quality assurance.

SECTION 8: OUTLOOK FOR THE NEXT FISCAL YEAR 2025/2026

This section outlines NESA's priorities and expectations for the 2025/2026 fiscal year. In the coming year, the National Examination and School Inspection Authority will continue to focus strongly on assessment and quality assurance activities. Key priorities will include improving digital tools to support faster and more effective school inspections, reporting, and decision-making. Joint inspections with key stakeholders will be strengthened to enhance information sharing and streamline coordination.

A major planned initiative for the year is the launch of the Quality Assurance Management Information System (IREME). This system will support digital inspections, improve data management, and enhance timely reporting and follow-up of inspection findings.

NESA will also carry out its core mandate in examinations and assessments. Planned activities include preparation of question bank items, printing of examination papers, administration and marking of national examinations for the 2024/2025 academic year, processing and publication of results, and placement of students into appropriate schools and programs. The Authority will further oversee the issuance of A-Level certificates and the administration of routine assessments, including the End of Term 3 Comprehensive Assessment and National Examinations.

In addition, the 2025/2026 fiscal year will mark the completion of international assessment activities initiated in the previous year, including LARS, PISA, and AMPL. The findings from these assessments will inform education policy, planning, and continuous improvement of learning outcomes nationwide.

In the 2025/2026 fiscal year, the SPIU will continue to work with NESA departments to strengthen quality assurance in education. The focus will be on building the capacity of NESA and district staff, especially on school construction standards, improving the use of standardized inspection tools and inspection findings, and finalizing and operationalizing QAMIS. Assessment activities will include the administration of LARS, PISA, and AMPL, continued training of CAMIS users, and the evaluation of remedial teaching and learning programs in selected schools to guide future improvements.

NESA will continue to implement all activities with fairness, transparency, and efficiency, in line with national education priorities and international best practices. Increased government funding for quality assurance activities presents a key opportunity to strengthen school quality checks and improve overall education standards across the country.

LIST OF ANNEXES

Annex 1: Candidates' registration statistics

Description	Gender	2022	2023	2024	Variation 2024-2023	%
A. Primary						
Number of Candidates	Female	126,470	111,964	111,835	-129	(0.12)
	Male	103,688	91,119	91,263	144	0.16
	Total	**230,158**	**203,083**	**203,098**	**15**	**0.01**
Number of Schools		3,556	3,644	3,718	74	2.03
Number of Examination centers		1,095	1,097	1,117	20	1.82
Number of Marking Canters		3	5	5	0	-
B. O-LEVEL						
Number of Candidates	Female	70,719	73,561	80,327	6,766	9.20
	Male	56,870	58,041	63,544	5,503	9.48
	Total	**127,589**	**131,602**	**143,871**	**12,269**	**9.32**
Number of Schools		1,799	1,799	1,871	72	4.0
Number of Examinations Centers		618	669	693	24	3.59
Number of Marking Centers		11	22	22	0	0

Annex 2: Calendar for Management of Primary Leaving Examination

Timeline	Activity
18/07/2024	Students scripts are received at the marking centers
	Markers report to P6 marking centers
19-27/07/2024	**Coordination period** • Markers sitting for examination; • Marking markers' scripts; • publishing markers' results; • Organizing markers teams • Harmonization of marking schemes; • Working on Dummies
	Selection of data entry clerks among the markers • Identification of potential data entry clerks • Giving them a test • Training • Assigning them work **Cleaning candidates' data** • Filling in their residence and other necessary details
28/07/2024 to 11/08/2024	**Marking of P6 candidates' scripts** • Marking exercise • Marks checking • Marks recording on forms • Marks entry in the NESA Database
	P6 candidates' pre-selection
12/08/2024-17/08/2024 18-22/08/2024	P6 Marks verification Making other marking reports Data cleaning in SDMS by data entry clerks
23 to 24/08/2024	Placement of S1 students

Annex 3: Calendar for O-Level, A-Level, TTC, and TVET National Exams

Timeline	Activity
05/08/2024	Students' scripts are received at the marking centers
	Secondary markers report to marking Centers
06-16/08/2024	**Coordination period/standardization** • Markers taking examination: 06/08/2024 • Envelopes coding: 06 -10/08/2024 • Marking markers' scripts: 06/08/2024 • publishing markers' results 06/08/2024 • Organizing markers teams0: 6/08/2024 • Harmonization of marking schemes: 07 - 08/08/2024 (General Education) • Working on Dummies: 08 - 9/08/2024 (General Education) • Working on Dummies: 08 - 16/08/2024 (TSS)
	Selection of data entry clerks among the markers 07 - 8/08/2024 • Identification of potential data entry clerks • Training • Assigning them to centres **Cleaning candidates' data** • Identifying absent candidates • Filling in their residence and other necessary details
11 -30/08/2024 21 – 30/08/2024	**Marking of candidates' scripts** • Marking exercise: 11 -20/08/2024 • Marks checking: 11 -23/08/2024 (General Education, • Marks checking: 18 -28/08/2024 (TSS) • Marks recording on forms: 11 -24/08/2024 (O' Level) • Marks entry in the SDMS/Database: 13 -24/08/2024 (General Education) • Recording of marks forms and Marks entry in the SDMS/Database: 19-30/8/2024 (TSS)
	• Marks verification, • Handling special cases (identifying unrecorded marks) • Marks processing and Grading • Sampling students' answer booklets to be used for Question Item Analysis. • Recording marks in Excel in preparation of Question Item Analysis. • Generating team Leaders' and Chief Markers' reports for each subject. (25/8/2024): Bringing marked answer sheets back to NESA (General Education)
31/8/2024	Bringing marked answer sheets back to NESA (TSS)

Annex 4: Summary of primary leaving examinations performance comparing two years

Candidates	2023		2024			
Total registered candidates	Number	Percentage	Number	Percentage	Number	Percentage
	230,158	*100%*	203,083	*100%*	203,098	*100%*
Total Candidates who sat for all exams	**227,720**	**98.9%**	**201,679**	**99.30%**	**201,836**	**99.4%**
Total females who sat for all exams	125,271	55.0%	111,276	55.17%	111,176	55.1%
Total males who sat for all exams	102,449	45.0%	90,403	44.83%	90,660	44.9%
Total Candidates who passed	**206,286**	**90.69%**	**183,611**	**91.09%**	**195,463**	**96.8%**
Total Females candidates who passed	114,286	55.40%	101,512	55.29%	107,834	55.2%
Total Males candidates who passed	92,000	44.60%	82,099	44.71%	87,629	44.8%
Total Candidates who Failed	**21,434**	**9.28%**	**17,952**	**8.91%**	**6,492**	**2.3%**
Total females' candidates who failed	10,985	4.82%	**9,705**	8.73%	3,375	
Total Males candidates who failed	10,449	4.59%	8,247	9.13%	3,117	

Annex 5: Summary for 2024 Primary results

Results for standard boundaries					
	Male	%	Female	%	Total
Number of candidates registered for PLE	91,263	44.9	111,835	55.1	203,098
Number of candidates who sat for PLE	90,772	44.9	111,249	55.1	202,021
Number of candidates who sat for all exams	90,660	44.9	111,176	55.1	201,836
Number of graded candidates	90,746	44.9	111,209	55.1	201,955
Number of candidates with Pass mention	87,629	44.8	107,834	55.2	195,463
Number of candidates with Fail mention	3,117	48.0	3,375	52.0	6,492
General Performance/ Pass	**96.6**	**97.0**		**96.8**	
General Performance/ Fail	**3.4**	**3.0**		**3.2**	

Annex 6: Summary of ordinary secondary level examinations indicators comparing three years

Candidates	2022		2023		2024	
	Number	Percentage	Number	%	Number	%
Total registered candidates	127,589	100%	**131,602**	100%	**131,602**	100%
Total Candidates who sat for all exams	127,078	*99.6%*	**131,051**	*99.6%*	**131,051**	***99.6%***
Total Females Candidates who sat for all exams	70,429	*55.4%*	**73,273**	*55.4%*	**73,273**	*55.91%*
Total Males Candidates who sat for all exams	56,649	*45.6%*	**57,778**	*45.6%*	**57,778**	*44.09%*
Total Candidates who passed	108,566	*85.66%*	**113,874**	*85.66%*	**113,874**	***86.97%***
Total Females candidate who passed	58,804	*54.16%*	61,807	*54.16%*	61,807	*54.28*
Total male candidate who passed	49,762	*45.84%*	52,067	*45.84%*	52,067	*45.72%*
Total candidate who failed	**18,169**	*14.37%*	**17,067**	*14.37%*	**17,067**	***14.37%***
Total Females Candidates who failed	11,300	*62.19%*	11,413	*62.19%*	11,413	*15.59%*
Total Males candidates who failed	6,869	*37.81%*	5,654	*37.81%*	5,654	*9.80%*

Annex 7: Summary for S3 results

Descriptions	Total	Female	%	Male	%
Number of candidates registered for OL	143,871	80,327	55.8	63,544	44.2
Number of candidates who sat for OL	143,227	79,933	55.8	63,294	44.2
Number of candidates who sat for all exams	143,109	79,863	55.8	63,246	44.2
Number of graded candidates	143,157	79,890	55.8	63,267	44.2
Number of candidates with Pass mention	134,245	73,649	54.9	60,596	45.1
Number of candidates with Fail mention	8,912	6,241	70	2,671	30
General Performance/ Pass	**93.8**	**92**		**95.8**	
General Performance/ Fail	**6.2**	**8**		**4.2**	

Annex 8.1: Summary of performance in General Education schools

Items	Male	%	Female	%	Total
Number of registered Candidates	40,762	46.5	46,981	53.5	87,743
Number of candidates who sat for GE-TSS-PE	40,680	46.4	46,918	53.6	87,598
Number of candidates who sat for all exams	40,564	46.4	46,874	53.6	87,438
Number of candidates who are graded	40,671	46.4	46,912	53.6	87,583
Number of candidates with Pass Mention	35,399	50.6	34,495	49.4	69,894
Number of candidates with Fail Mention	5,272	29.8	12,417	70.2	17,689
General Performance/ Pass		40.4		39.4	79.8
General Performance/ Fail		6.0		14.2	20.2

Annex 8.2: overall performance in General Education schools over the last two years

Category	Year	Total	%	Male	%	Female	%
Number of Candidates registered for GE [A]	2022/2023	48,699	100%	21,317	43.8%	27,382	56.2%
	2023/2024	56,543	100.0	23,641	41.8	32,902	58.2
Number of Candidates who sat for GE Exams [B]	2022/2023	48,455	99%	21,186	43.7%	27,269	56.3%
	2023/2024	56,316	99.6	23,538	41.8	32,778	58.2
Number of Candidates Who sat for all exams in GE [C]	2022/2023	48,371	99.8%	21,136	43.70%	27,235	56.30 %
	2023/2024	56,216	99.4	23,532	41.8	32,768	58.2
Number of Candidates who missed some or all exams in GE [B - C]	2022/2023	84	0.002 %	50	0.6	34	0.4
	2023/2024	227	0.4	103	0.2	124	0.2
Number of Candidates with PASS Mention in GE [D]	2022/2023	46,051	95.04 %	20,521	44.6%	25,530	55.4%
	2023/2024	**38,016**	**67.5**	**18,134**	**47.7**	**19,882**	**52.3**
Number of Candidates with FAIL Mention in GE [B - D]	2022/2023	2,404	4.96%	665	27.7%	1,739	72.3%
	2023/2024	**18,284**	**32.5**	**5,398**	**9.6**	**12,886**	**22.9**

Annex 9: Candidates in General Education

Items	Total	%	Male	%	Female
Number of registrered Candidates	56,543	23,641	41.8	32,902	58.2
Number of candidates who sat for General Education	56,316	23,538	41.8	32,778	58.2
Number of candidates who sat for all exams	56,216	23,472	41.8	32,744	58.2
Number of candidates with pass or fail mention	56,300	23,532	41.8	32,768	58.2
Number of candidates with Pass Mention	38,016	18,134	47.7	19,882	52.3
Number of candidates with Fail Mention	18,284	5,398	29.5	12,886	70.5
General performance/Pass	67.5		32.2		35.3
General performance/Fail	32.5		9.6		22.9

Annex 10: Candidates' performance in Primary Leaving Examination schools

Category	Year	Total	%	Male	%	Female	%
Number of Candidates registered for PE [A]	2022/2023	4,001	100%	1,708	42.7%	2,293	57.3%
	2023/2024	4,271	100.0	1,911	44.7	2,360	55.3
Number of Candidates who sat for PE Exams [B]	2022/2023	4,000	99.98%	1,708	42.7%	2,292	57.3%
	2023/2024	4,269	100.0	1,910	44.7	2,359	55.3
Number of Candidates who sat for all exams in PE [C]	2022/2023	3,998	99.95%	1,708	42.7%	2,290	57.3%
	2023/2024	4,266	99.9	1,910	44.8	2,358	55.2
Number of Candidates who missed some or all exams in PE [B - C]	2022/2023	2	0.1%	0	0%	2	100%
	2023/2024	2	0.05	1	0.02	1	0.02
Number of Candidates with PASS Mention in PE [D]	2022/2023	3,989	99.7%	1,705	42.7%	2,284	57.3%
	2023/2024	**4,188**	**98.1**	1,893	45.2	2,295	54.8
Number of Candidates with FAIL Mention in PE [B - D]	2022/2023	11	0.3%	3	27.3%	8	72.7%
	2023/2024	**80**	**1.9**	**17**	**0.4**	**63**	**1.5**

Annex 11: Performance in TSS schools

Category	Year	Total	%	Male	%	Female	%
Number of Candidates registered for TSS [A]	2022/2023	28,192	100%	15,226	54.0%	12,966	46.0%
	2023/2024	30,899	100.0	16,834	100.0	14,065	100.0
Number of Candidates who sat for TSS Exams [B]	2022/2023	28,070	99.6%	15,163	54.0%	12,907	46.0%
	2023/2024	30,743	99.5	16,752	54.2	13,991	45.28
Number of Candidates who sat for all exams in TSS [C]	2022/2023	27,850	99%	15,061	54.1%	12,789	45.9%
	2023/2024	30,630	99.1	16,669	53.9	13,961	45.2
Number of Candidates who missed some exams in TSS [B - C]	2022/2023	220	0.8%	102	46%	118	54%
	2023/2024	156	0.5	82	0.3	74	0.2
Number of Candidates with PASS Mention in TSS [D]	2022/2023	27,410	97.65%	14,822	54.1%	12,588	45.9%
	2023/2024	**29,542**	**95.6**	**16,200**	**52.4**	**13,342**	**43.2**
Number of Candidates with FAIL Mention in TSS [B - D]	2022/2023	660	2.35%	341	51.7%	319	48.3%
	2023/2024	**1,188**	**3.8**	**542**	**1.8**	**646**	**2.1**

Annex 12: Senior One Placement Statistics for 2023/2024

	Boarding			Day			Total		
Category	Male	Female	Total	Male	Female	Total	Male Placed	Female Placed	total_placed
S1	6,841	8,116	14,957	80,763	99,662	180,425	87,604	107,778	195,382

Annex 13: S4, Y1 and L3 Placement Statistics for 2023/2024

	DAY SCHOOLS			BOARDING SCHOOLS			TOTAL (Day +Boarding)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
S1	79,914	98,898	**178,812**	7,549	8,734	**16,283**	87,463	10,7632	**195,095**
S4 GE	20,322	33,052	**53,374**	12,908	14,563	**27,471**	33,230	4,7615	**80,845**
L3	8,518	10,093	**18,611**	16,168	12,063	**28,231**	24,686	22,156	**46,842**
Y1 TTC	0	0	**0**	2,782	3,874	**6,656**	2,782	3,874	**6,656**
Y1 ANP	0	0	**0**	169	182	**351**	169	182	**351**
Y1 ACC	15	29	**44**	768	1596	**2364**	783	1625	**24,08**
TOTAL	108,769	142,072	**250,841**	40,344	41,012	**81,356**	149,113	183,084	**332,197**

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