UNITED NATIONS RWANDA

Background Note

UNDERSTANDING LDC GRADUATION IMPLICATIONS FOR RWANDA:

Background, process, international experience and UN support

SEPTEMBER 2026

1. BACKGROUND[1]

The Least Developed Country (LDC) category was established in 1971 by the UN General Assembly[2] to identify the world's poorest and most structurally vulnerable countries enabling targeted international support. Rwanda has been an LDC since the inception of the category, as one of the original 25 countries included on the founding list.

The full list of LDCs is reviewed every three years by the Committee of Development Policy (CDP),[3] which is a 24-member expert body reporting to the UN Economic and Social Council (ECOSOC), with Secretariat support from the UN Department of Economic and Social Affairs (DESA). During these triennial reviews, the CDP assesses which countries qualify for inclusion and which may be ready to graduate. Its recommendations require ECOSOC endorsement before the General Assembly acts. Triennial reviews have been conducted since 1991.

To be included in the LDC category means that a country has been formally recognized by the UN as meeting the criteria for severe structural development challenges and has completed the UN inclusion process with its government's consent. The process begins when the CDP determines that a non-LDC country meets the inclusion criteria and notifies the government. If the government does not object, the CDP recommends inclusion to the ECOSOC, which endorses the recommendation. The government then formally accepts inclusion by notifying the UN Secretary-General, after which the UN General Assembly takes note of the decision. From that moment, the country officially becomes an LDC and gains access to the special international support measures, benefits, and preferential treatment available to countries in the LDC category. It is worth noting that inclusion is voluntary rather than automatic; a country can decline to be included, and if it objects during the process, no further action is taken. Since 1971, the founding list of 25 countries grew to 44 through further inclusions, while 8 countries have since graduated.

Figure 1. Inclusion in and graduation from the least developed country category, as of April 2024 (CDP latest assessment)

Year	Status	Country/Countries
2027	Graduation	Solomon Islands
2026	Graduation	Bangladesh; Lao People's Democratic Republic; Nepal
2024	Graduation	Sao Tome and Principe
2023	Graduation	Bhutan
2020	Graduation	Vanuatu

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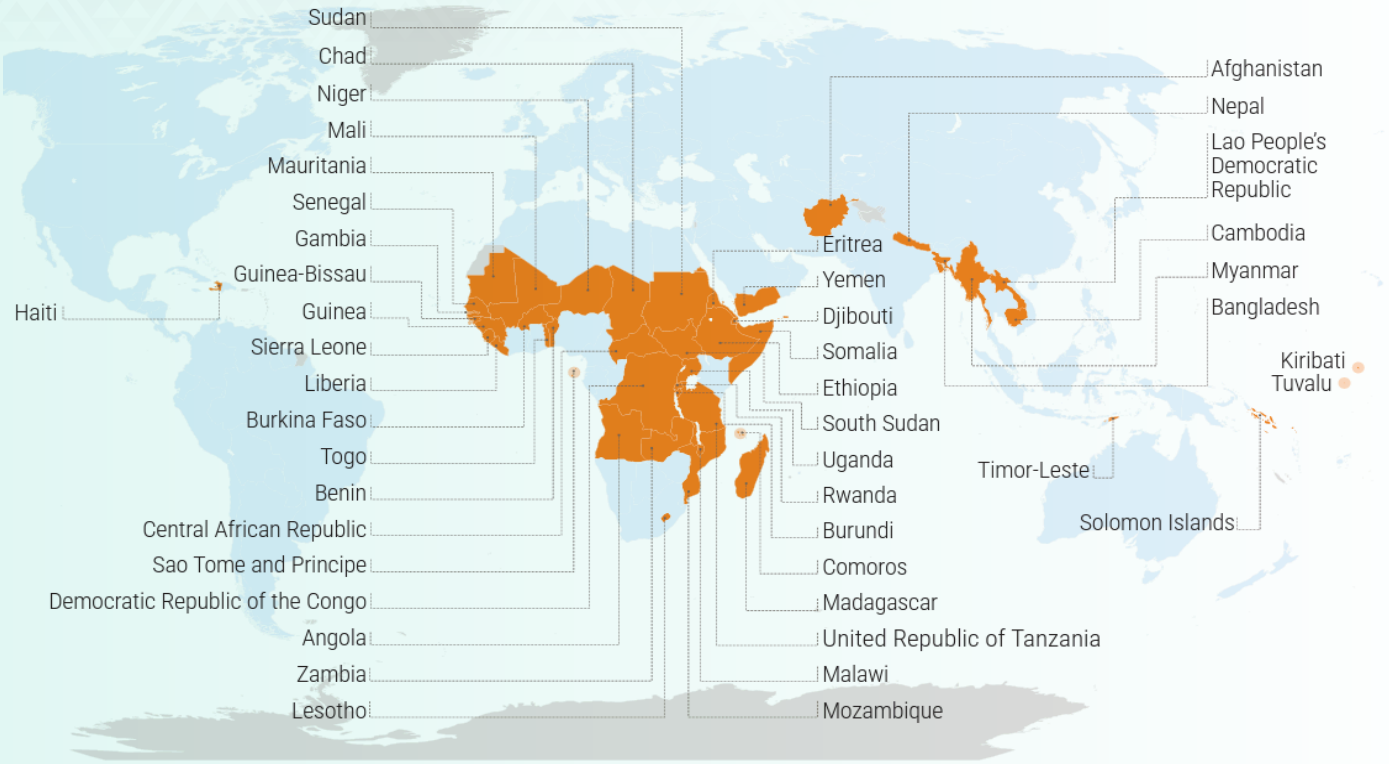
1 *For details see: UN DESA (2024), Handbook on the Least Developed Country Category.*
2 Resolution 2768 (XXVI).
3 *More details on the CDP here:* https://www.un.org/en/desa/committee-development-policy-0

2017	Graduation	Equatorial Guinea
2014	Graduation	Samoa
2012	Inclusion	South Sudan
2011	Graduation	Maldives
2007	Graduation	Cabo Verde
2003	Inclusion	Timor-Leste
2000	Inclusion	Senegal
1994	Graduation	Botswana
1994	Inclusion	Angola; Eritrea
1991	Inclusion	Cambodia; Democratic Republic of the Congo; Madagascar; Solomon Islands; Zambia
1990	Inclusion	Liberia
1988	Inclusion	Mozambique
1987	Inclusion	Myanmar
1986	Inclusion	Kiribati; Mauritania; Tuvalu
1985	Inclusion	Vanuatu
1982	Inclusion	Djibouti; Equatorial Guinea; Sao Tome and Principe; Sierra Leone; Togo
1981	Inclusion	Guinea-Bissau
1977	Inclusion	Cabo Verde; Comoros
1975	Inclusion	Bangladesh; Central African Republic; Gambia
1971	Inclusion	Afghanistan; Benin; Bhutan; Botswana; Burkina Faso; Burundi; Chad; Ethiopia; Guinea; Haiti; Lao People's Democratic Republic; Lesotho; Malawi; Maldives; Mali; Nepal; Niger; Rwanda; Samoa; Somalia; Sudan; Uganda; United Republic of Tanzania; Yemen

Figure 2. Least developed countries as of May 2024 (latest Triennial Review)



Source: UN DESA 2024

2. UNDERSTANDING LDC GRADUATION

One of the greatest concerns regarding graduation, despite it being a significant recognition of a country's development progress, is the potential loss of access to certain support measures. Graduation from LDC status phases out access to a defined basket of LDC-exclusive benefits, including some trade preferences, UN concessional financing and targeted technical assistance[4]. However, it is important to note that this list of exclusive support is narrower than commonly assumed; many forms of international cooperation and development assistance are not tied to the LDC status and will continue to be available to graduating countries. Some specific examples include:

- **Trade:** Duty-free, quota-free (DFQF) schemes exclusive to LDCs and WTO special & differential treatment (most trade measures allow a transition window).
- **Finance & technical support:** Technology Bank for LDCs (5 years post-graduation), Enhanced Integrated Framework (5 years), Least Developed Countries Fund for climate (ongoing projects continue to completion, followed by a gradual reduction).
- **UN system:** priority access in instruments such as UNCDF core resources and the Green Climate Fund's LDC allocation targets; GA travel grants for officials (up to 3 years).
- **Unaffected:** Most bilateral and multilateral cooperation that does not condition eligibility on LDC status.

4 *See Annex 1 for a detailed list all international support measures for LDCs.*

Table 1. About LDC Graduation

Graduation IS…	Graduation is NOT…
A milestone in a country's development – LDC status is conceptually transitory (contrary to LLDC).[5]	The same as becoming a middle-income country.
Recognition by the international community of significant advances in development.	Immediate (a preparatory period of normally 5 years is required) or automatic (need to meet the criteria; other elements taken into account).
A process and the outcome of years-long process combining technical assessments (CDP) and decisions by ECOSOC and the General Assembly, with inputs from the country.	The result of a unilateral decision by the country.
Lead to the loss of LDC-specific support measures (often after a "smooth transition" period).	The same as graduating from the concessional windows of international financial institutions.
Lead to changes in assistance where there are special conditions for LDCs (usually not major changes).	The end of ODA, the end of eligibility for GAVI, Global Fund, or any other form of support, including trade-related, that is not exclusive to LDCs.

Source: UN DESA

The concept of graduation from the LDC category was introduced in 1991 (20 years after its inception) and only eight countries have successfully graduated to date. The Doha Programme of Action (DPoA) for LDCs 2022–2031, which represents a renewed global commitment targeting sustainable, irreversible graduation for LDCs, has set an ambitious objective of enabling 15 additional LDCs to meet graduation criteria by 2031.

As of 2026, the LDC graduation landscape includes 17 countries at different stages of the graduation process (see Table 2):

- Six countries, namely Bangladesh, Lao PDR, Nepal, Solomon Islands, Cambodia, and Senegal, have already received a UN General Assembly resolution confirming their graduation and are progressing toward their scheduled graduation dates.
- Three countries, Djibouti, Kiribati, and Tuvalu, have been recommended for graduation by the CDP but are still awaiting ECOSOC endorsement.
- Two countries, Comoros and Myanmar, have met the graduation criteria multiple times but have had their graduation recommendations deferred by the CDP and will be reassessed during the 2027 Triennial Review.
- Three countries, Rwanda, Uganda, and the United Republic of Tanzania met the graduation criteria for the first time in 2024 and will also be reviewed in 2027.
- Finally, three countries that were previously in the graduation process, namely Timor-Leste, Zambia, and Angola, no longer meet the graduation criteria.

This overall picture illustrates a dynamic graduation pipeline, with a growing number of countries advancing toward graduation while others continue to face structural challenges that affect their graduation prospects.

5 *In addition to LDCs, the UN formally recognizes another two categories of countries with specific eligibility criteria and dedicated international support measures: Landlocked Developing Countries (LLDCs), which are developing countries lacking direct territorial access to the sea; and Small Island Developing States (SIDS), a group of small island and coastal states facing particular sustainable development challenges related to their size, remoteness, and vulnerability to external shocks and climate change. For more details see:* https://www.un.org/ohrlls/

Table 2. LDC Graduation Landscape as of 2026

Category	Countries	Status / Graduation Year
Graduating countries (UN General Assembly has issued the resolution on graduation)	Bangladesh	Graduation scheduled for 2026
	Lao PDR	Graduation scheduled for 2026
	Nepal	Graduation scheduled for 2026
	Solomon Islands	Graduation scheduled for 2027
	Cambodia	Graduation scheduled for 2029
	Senegal	Graduation scheduled for 2029
Recommended for graduation by the CDP (not yet endorsed by ECOSOC)	Djibouti	Recommendation pending ECOSOC endorsement
	Kiribati	Recommendation pending ECOSOC endorsement
	Tuvalu	Recommendation pending ECOSOC endorsement
Met graduation criteria twice or more but deferred by the CDP (to be reassessed at the 2027 Triennial Review)	Comoros	Deferred; reassessment in 2027
	Myanmar	Deferred; reassessment in 2027
Met graduation criteria for the first time in 2024 (to be assessed at the 2027 Triennial Review)	Rwanda	First qualification in 2024
	Uganda	First qualification in 2024
	United Republic of Tanzania	First qualification in 2024
Previously in the graduation process but no longer meet the graduation criteria	Timor-Leste	No longer meets graduation criteria
	Zambia	No longer meets graduation criteria
	Angola	No longer meets graduation criteria

Source: UN DESA (2026)

3. LDC GRADUATION PROCESS

A country graduates by meeting the thresholds on at least two of the three criteria (see table 3) at two consecutive triennial reviews or by exceeding three times the GNI threshold alone (namely the "income-only graduation threshold").[6] All indicators use internationally comparable data with full country coverage, reviewed and re-weighed periodically by the CDP.

Table 3. LDC Graduation Criteria for the 2027 triennial review

Criterion	What it measures / sub-indicators	Graduation threshold	Data source
Gross National Income (GNI) per capita	3-year average GNI per capita (World Bank Atlas method, converted to USD)	≥ US$1,382 (inclusion: ≤ $1,152)	UN DESA Statistics Division – National Accounts Main Aggregates Database
Human Assets Index (HAI)	Health sub-index (under-5 mortality rate, maternal mortality ratio, prevalence of stunting) + Education sub-index (lower-secondary school completion rate, adult literacy rate, gender parity index for lower-secondary school completion)	≥ 66 (inclusion: ≤ 60)	UN inter-agency data (WHO, UNICEF, UN DESA Population Division, World Bank Group, UNFPA); UNESCO Institute for Statistics.
Economic & Environmental Vulnerability Index (EVI)	Economic sub-index (share of agriculture, forestry and fishery of GDP; remoteness and landlockedness; merchandise export concentration; goods and services exports instability) + Environmental sub-index (low coastal-zone population; drylands population; agricultural instability; disaster victims)	≤ 32 (inclusion: ≥ 36)	UN DESA Statistics Division, UNCTAD, UNDRR, FAO.

Sources: UN DESA (2026)

It is worth noting, however, that the CDP does not make graduation recommendations on the basis of graduation criteria alone. In 2020, the CDP decided to enhance the graduation framework by introducing a set of supplementary graduation indicators (SGIs) (see Annex 2 for details). Along with this extended framework, the CDP also takes into account the Vulnerability Profile assessment undertaken by UNCTAD, the country context, and the ex-ante impact assessment undertaken by UN DESA, along with other relevant material. In the past, the CDP has previously deferred graduation in cases where criteria were met but the CDP had concerns about the sustainability of progress (i.e., Nepal and Timor-Leste). The LDC graduation timeline, step by step, is presented in Table 4.

6 *The income-only graduation threshold is $4,146 for the 2027 review.*

Table 4. LDC Graduation Process

Stage	Action	Situation of Rwanda and timing of next steps
Country meets the criteria for the first time at a CDP Triennial Review	If a country is found to meet the graduation criteria, the CDP informs the government and the UN's Economic and Social Council (ECOSOC).	Rwanda met the graduation criteria for the first time in 2024
Information gathering, awareness raising, and beginning preparations within country	The CDP appoints a rapporteur among the CDP members, who will lead CDP analysis of the country. Relevant UN entities prepare information that will be used by the CDP in its decision and by the country in its preparation for graduation. This includes data collection, an ex-ante impact assessment undertaken by UN DESA; a vulnerability profile study prepared by UNCTAD; and an overview of the country's overall development and relevant issues, in consultation with the government and other UN entities. The main conclusions are consolidated in a "graduation assessment". The relevant UN entities and the rapporteur engage with the government. This is an important period for awareness raising across the relevant government entities and among international partners and stakeholders.	For Rwanda, this stage corresponds to the period from 2024 to 2026. The rapporteur for Rwanda is Ms. Nyovani Madise.
Decision on graduation	Three years after the country meets the criteria for the first time, the CDP reviews the country once more. A preparatory meeting is held, usually in January. The government is invited to submit a written statement on its views on graduation and to give a presentation at the meeting, including on risks to the sustainability of the progress achieved. The government may update its statement after the official preparatory meeting but before the formal triennial review, which takes place during the CDP Plenary.	Rwanda will be reviewed by the CDP again during the first quarter of 2027

	The CDP reviews preliminary data on the LDC criteria and considers the analysis undertaken on the country's development, vulnerabilities and expected impacts of graduation, as well as a set of supplementary indicators and the position presented by the country. At the CDP's plenary meeting (usually in February or March), three conclusions are possible: • If the CDP finds that the country no longer meets the criteria, the process ends. It will start anew when the country is found to meet the criteria again[7]. • If the country meets the graduation criteria for a second consecutive time, the CDP will recommend it for graduation unless it finds that the least developed country criteria scores and the additional information, including the views expressed by the Government, reveal significant concerns over the sustainability of the progress achieved by meeting the graduation criteria[8]. • If the CDP has concerns of that nature, it defers its decision to the subsequent triennial review. Normally, it would contemplate deferment only if requested by the Government in the written submission[9]. The CDP reports its findings to ECOSOC and informs the government.	
ECOSOC endorsement	If the CDP has recommended graduation, normally within the same year, ECOSOC endorses the recommendation through its annual resolution on the CDP report. There have been cases in which ECOSOC has not been able to find consensus on the matter and has deferred the decision to a subsequent session (Kiribati, Tuvalu and Djibouti).	If the CDP recommends Rwanda's graduation in 2027, ECOSOC would issue its resolution in June or July 2027.

7 *In 2021, Zambia met the graduation criteria; in 2024, it no longer did.*

8 *Lao PDR met the graduation for the first time in 2018, and for the second in 2021, when it was recommended for graduation.*

9 *Nepal met the graduation criteria for the first time in 2015 and for the second time in 2018, but the CDP had concerns and deferred its decision to 2021, when it recommended graduation; Timor-Leste met the graduation criteria in successive triennial reviews since 2015, but the CDP deferred its decision due to concerns over the sustainability of development progress, and in 2024 Timor-Leste no longer met the graduation criteria.*

General Assembly resolution	The General Assembly takes note of the recommendation for graduation in a resolution issued during the first session following the ECOSOC endorsement. This resolution will determine the graduation date. Currently, the standard period between the resolution and actual graduation (the "preparatory period") is of 3 years. However, the General Assembly may decide on a longer period and has done so in several cases. TheCDP has consistently found that countries require a five-year preparatory period in order to prepare for a smooth transition, and ECOSOC has recognized this requirement.	If ECOSOC endorses the CDP's recommendation in June 2027, the General Assembly will consider the matter during the session starting in September 2027 (82nd session).
Preparatory period (between the General Assembly resolution and the date of graduation)	The country is still an LDC during this period. It should prepare its smooth transition strategy. The CDP monitors the country's development progress and the preparation of the transition strategy and report to ECOSOC and consults the respective governments in this regard. Countries report to the CDP annually. The enhanced monitoring mechanism currently applied by CDP includes a crisis response process. In case a country is hit by a disaster of significant proportions or a severe external shock, the crisis response process can enable action related to graduation, particularly concerning the graduation timing.	Example: if the General Assembly issues its resolution in December 2027 and determines a 5-year preparatory period, Rwanda will graduate in December 2032.
Transition period (the years immediately after graduation)	The country is no longer an LDC. LDC-specific support measures are withdrawn (after the smooth transition periods when applicable). The CDP continues to monitor the country's development progress and the implementation of the transition strategy annually for three years after graduation, then at the two successive triennial reviews.	Example: if Rwanda graduates in December 2032, it will be monitored by the CDP in 2033, 2034, 2035, 2038 and 2041

Source: Information prepared by UN DESA.

4. POST GRADUATION TRENDS OF RECENTLY GRADUATED COUNTRIES

This section examines five recent LDC graduated countries to illustrate post-graduation trends: Cabo Verde (2007), the Maldives (2011), Samoa (2014), Vanuatu (2020), and Bhutan (2023). Drawing on the CDP Secretariat's triennial review datasets and the SGI database, the analysis explores what actually happened in these economies five years before and five years after graduation (as data availability permits), highlighting sector-specific developments in the years surrounding their transition out of the LDC category.

The dashboard presented in Table 5 suggests that graduation from the LDC category is best understood not as an end-state achievement, but as the beginning of a new phase of development characterized by continued progress in human development and productive capacity alongside persistent structural vulnerabilities. Across the five recent graduates analyzed, improvements outnumber deteriorations in most indicator groups, particularly in areas related to education, health, infrastructure, demographic transition, and economic transformation. However, the results also demonstrate that graduation does not automatically reduce exposure to external shocks, environmental risks, or structural constraints associated with small and vulnerable economies.

The evidence supports the notion that sustained post-graduation success depends less on graduation itself than on the ability of countries to consolidate gains, diversify their economies, and strengthen resilience during the transition period. This is very important.

From an economic vulnerability perspective, the experiences of Cabo Verde, the Maldives, Samoa, and Vanuatu reveal substantial heterogeneity. While several countries improved indicators linked to productive capacity, export diversification, and sectoral transformation, progress was often offset by deteriorations in export concentration, terms-of-trade volatility, aid dependence, and external balance indicators. Improvements in productive capacity are particularly widespread, suggesting that graduation has generally coincided with structural upgrading and increased domestic economic capabilities. Nevertheless, the persistence of weaknesses in export structures and the mixed performance of indicators related to external demand highlight that many graduates remain vulnerable to fluctuations in global markets.

The data analyzed suggest that economic diversification remains one of the most critical policy priorities in the post-graduation period, especially for countries with narrow production bases (e.g., small island developing states) who continue to be exposed to external shocks.

The strongest and most consistent gains are observed under the human assets dimension. Nearly all countries recorded improvements in indicators related to child nutrition, health outcomes, educational attainment, literacy, fertility decline, and labor productivity. Access to electricity, sanitation, and other basic services also improved in most cases, indicating that graduation has generally been accompanied by continued expansion of essential infrastructure and social services.

Table 5. Recent LDC Graduates performance over Supplementary Graduation Indicators (SGIs)

(5-year average before graduation compared to 5-year average after graduation)

Theme	Indicator	Cabo Verde (2007)	Maldives (2011)	Samoa (2014)	Vanuatu (2020)
Economic vulnerability	GDP growth rate (%)	Worsened	Worsened	Improved	Worsened
	GDP growth volatility	Worsened	Worsened	Improved	Worsened
	External debt (% of GNI)	Improved	Improved	Worsened	Worsened
	Total debt servicing (% of exports and primary income)	Improved	Improved	Worsened	Worsened
	Personal Remittances, received (% of GDP)	Worsened	Worsened	Worsened	Improved
	ODA received as percentage of GNI	Worsened	Worsened	Worsened	Worsened
	Tourism receipts as share of exports	Improved	Insufficient data	Worsened	Insufficient data
	Current account balance (% of GDP)	Worsened	Improved	Improved	Worsened
	Standard deviation of net barter terms of trade over 20 years	Worsened	Insufficient data	Insufficient data	Worsened
	Cereal import dependency	Insufficient data	No change	No change	Worsened
	Tax revenue as share of GDP	Worsened	Improved	Improved	Worsened
	Gross domestic savings (% of GDP)	Insufficient data	Insufficient data	Improved	Worsened
	Share of employment in agriculture	Improved	Improved	Improved	Improved
	Productive capacities index	Improved	Improved	Improved	Improved
	Percentage of individuals using the internet	Improved	Improved	Improved	Improved
	Renewable electricity capacity per capita (KW)	Improved	Improved	Improved	Improved
	Percentage of population with access to electricity	Improved	Improved	Improved	Improved
	Global Adaptation Index	Improved	Worsened	Improved	Improved
	Direct economic loss attrib. to disasters relative to GDP (%)	Worsened	Insufficient data	Improved	Improved
Environmental vulnerability	Annual mean levels of fine particulate matter	Insufficient data	Improved	Worsened	Insufficient data
	Access to at least basic sanitation (% of population)	Improved	Improved	Improved	Worsened
	Access to at least basic drinking water (% of population)	Improved	Improved	Improved	Improved
	Freshwater withdrawal (proport. of available freshwater)	Worsened	Worsened	Insufficient data	Insufficient data
	Red list index	Improved	Worsened	Worsened	Worsened
	Domestic material consumption per capita	Worsened	Improved	Improved	Improved

Human assets	Human development index	Improved	Improved	Improved	Improved
	Prevalence of undernourishment (% of population)	Worsened	Insufficient data	Worsened	Worsened
	Mortality from CVD, cancer, diabetes or CRD between exact ages 30 and 70 (%)	Improved	Improved	Improved	Insufficient data
	Diphtheria tetanus toxoid and pertussis (DTP3) immunization coverage among 1-year-olds (%)	Improved	Improved	Worsened	Worsened
	Gross secondary school enrolment ratio	Improved	Insufficient data	Improved	Improved
	Mean years of schooling	Improved	Improved	Worsened	Improved
	Total fertility rate (live birth per woman)	Improved	Improved	Improved	Improved
	Dependency ratio, i.e. the ratio of youth (Age 0-14) and elderly (age 65+) to population of age 15-64.	Improved	Improved	Improved	Worsened
	Labor force participation rate, female (% of female population ages 15+)	Improved	Improved	Worsened	Worsened
Income	Gross national disposable income (GNDI) per capita	Improved	Insufficient data	Improved	Improved
	GDP per capita	Improved	Improved	Improved	Improved
	Gross national income (GNI per capita) at PPP	Improved	Improved	Improved	Improved
	Gini coefficient of disposable income	Improved	Improved	Insufficient data	Insufficient data
	Population below international poverty line ($2.15)	Insufficient data	Improved	Insufficient data	Insufficient data
Other	Population of concern to UNHCR (% of total population)	No change	No change	Worsened	Worsened
	Intentional homicides (per 100,000 people)	Insufficient data	Worsened	Improved	Insufficient data
	Voice and accountability	Improved	Worsened	Improved	Improved
	Government effectiveness	Improved	Worsened	Improved	Improved
	Women empowerment index	Improved	Worsened	Insufficient data	Improved

Source: Prepared by UN RCO based on data from SGIs accessible here.

These results reinforce the importance of investments in human capital as a key driver of sustainable graduation. Notably, countries that achieved the broadest post-graduation improvements, such as Cabo Verde and the Maldives, also performed strongly across multiple human development dimensions, suggesting a close relationship between social progress and long-term resilience.

Environmental vulnerability presents the most mixed picture across LDC graduates. While many countries improved access to water, sanitation, electricity, and forest conservation outcomes, progress was not always matched by improvements in broader environmental sustainability indicators. Several countries experienced deterioration in measures related to natural resource pressures, biodiversity, or environmental exposure, while disaster-related vulnerabilities remained significant. This divergence highlights a key strategic challenge for graduating countries: development gains and rising incomes do not necessarily translate into reduced environmental vulnerability. As climate change intensifies, the ability to invest graduation-related gains into climate adaptation, disaster preparedness, and sustainable resource management may become increasingly important for preserving development achievements.

Overall, Cabo Verde emerges as one of the strongest performers, recording improvements across productive capacity, employment structure, infrastructure access, education, health, and demographic indicators, despite continuing challenges related to aid dependence and external economic vulnerability. The Maldives similarly achieved broad-based progress in human development and productive capacity, although some environmental and external vulnerability indicators worsened. Samoa's results are more balanced, showing notable advances in income and social indicators while facing setbacks in several vulnerability dimensions. Vanuatu demonstrates that substantial gains in productive capacity and income can occur even when exposure to environmental and external shocks remains high. Bhutan's assessment is reduced due to significant data gaps.

Taken together, the findings underline three strategic lessons for countries approaching graduation, such as Rwanda. First, investments in human assets appear to generate the most durable post-graduation gains and should remain central to transition strategies. Second, economic diversification and productive transformation remain essential because many graduates continue to exhibit high levels of export dependence and external vulnerability after graduation. Third, resilience-building must become an increasingly important component of graduation policies, particularly in the context of climate change, natural disasters, and evolving global economic conditions. The evidence analyzed from recent graduates therefore suggests that successful graduation is not defined solely by improvements in development indicators at the point of exit from the LDC category, but by the capacity to sustain progress, manage vulnerabilities, and navigate the post-graduation environment without jeopardizing long-term development gains.

a. Eligibility for Official Development Assistance (ODA)

The Development Assistance Committee (DAC) of the Organization for Economic Co-operation and Development (OECD) classifies as ODA recipients all low-income and middle-income countries, including LDCs, based on gross national income (GNI), with the exception of former G8 members, EU members, and countries with a firm date for entry into the EU. The list of ODA recipients is revised every three years. Countries that have exceeded the high-income threshold as classified by the World Bank for three consecutive years at the time of the review graduate from the list. The last review took place in 2023, and the next one was postponed to 2027 as the graduation criteria are currently under review.[10]

10 *More information here:* https://www.oecd.org/en/topics/sub-issues/oda-eligibility-and-conditions/dac-list-of-oda-recipients.html

Table 6. Income Status of recent LDC Graduates

Country (graduation year in brackets)	-5	-4	-3	-2	-1	T-0	+1	+2	+3	+4	+5
Bhutan (2023)	LM	LM	LM	LM	LM	LM	LM	LM	LM	LM	
Cabo Verde (2007)	LM	LM	LM	LM	LM	LM	LM	LM	LM	LM	LM
Maldives (2011)	LM	LM	LM	LM	LM	LM	UM	UM	UM	UM	UM
Samoa (2014)	LM	LM	LM	LM	LM	LM	LM	LM	LM	UM	UM
Sao Tome and Principe (2024)	LM	LM	LM	LM	LM	LM	LM				
Vanuatu (2020)	LM	LM	LM	LM	LM	LM	LM	LM	LM	LM	LM

Source: Prepared by UN RCO based on World Bank data accessible here.

Notes: LM: Lower-Middle-Income; UM: Upper-Middle-Income.

Table 6 highlights that LDC graduation does not automatically lead to the loss of ODA eligibility (that is based on income criteria and only happens after countries achieve high income status), as these are separate processes, allowing countries to continue receiving development assistance well beyond their graduation from the LDC category. Most recent LDC graduates remained classified as lower-middle-income countries at the time of graduation, and most continued to hold this status in subsequent years, receiving ODA funding (Table 7). Only the Maldives and Samoa advanced to upper-middle-income status after graduation but remain ODA-eligible.[11]

Table 7. ODA received as percentage of GNI, before and after LDC Graduation (T=0 Graduation)

Country (graduation year in brackets)	-5	-4	-3	-2	-1	T-0	+1	+2	+3	+4	+5
Cabo Verde (2007)	15.3	18.2	15.9	17.4	13.1	9.0	10.6	10.8	18.7	12.7	13.4
Maldives (2011)	2.2	1.9	2.5	1.2	3.9	2.0	2.2	0.7	0.7	0.6	0.6
Samoa (2014)	11.0	18.8	12.4	15.7	14.7	12.3	11.6	10.7	15.9	15.1	14.1
Vanuatu (2020)	25.1	16.2	15.0	13.9	12.2	15.2	15.3	10.6	n.a.	n.a.	n.a.
Bhutan (2023)	4.6	7.1	8.8	4.9	7.1	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.

Source: Prepared by UN RCO based on data from SGIs accessible here.

b. IDA Eligibility

IDA[12] eligibility is based on a country's relative monetary poverty, defined as GNI per capita below an established threshold (i.e., operational cutoff) which is updated annually ($1,365 for the 2027 fiscal year). Eligibility can also extend to countries above this threshold that lack the creditworthiness to borrow from the IBRD,[13] including several small island economies.

11 *For the current list of ODA-eligible countries see:* https://www.oecd.org/en/topics/sub-issues/oda-eligibility-and-conditions/dac-list-of-oda-recipients.html

12 *The International Development Association (IDA) is the World Bank Group's concessional financing arm, providing grants and low or no-interest loans to Low Income Countries. More info:* https://ida.worldbank.org/en/home

13 *The International Bank for Reconstruction and Development (IBRD) is the World Bank's Group arm supporting middle-income*

Based on these two dimensions (income level and creditworthiness) IDA classifies borrowing countries into three groups: i) IDA-only (below the threshold, not creditworthy for IBRD); ii) Gap (above the threshold for more than two consecutive years, but still not creditworthy for IBRD); and, iii) Blend (creditworthy for IBRD while still eligible for IDA). As of 2026, 78 countries are eligible to receive IDA resources. Graduation from IDA is intentionally a gradual and multistage process, considering a case-by-case analysis of specific country situations, which involves typically the following sequence:

- IDA-only to Gap: Countries above the IDA operational threshold for two consecutive years, but not yet assessed as creditworthy for IBRD lending, are reclassified as "gap" countries.
- IDA-only (including gap) to Blend: Once IBRD assesses a country as creditworthy (a step the country itself must request), it moves to blend status, becoming eligible for both IDA and IBRD financing.
- Blend to IBRD-only: This is the final stage, where a country loses IDA eligibility entirely. This decision weighs macroeconomic prospects, debt distress risk, vulnerability to shocks, institutional capacity, and poverty/social indicators.

Considering the above, it is worth highlighting that LDC graduation and IDA graduation operate on entirely separate tracks and neither implies the other. LDC status is assessed against income, human assets, and economic vulnerability criteria, and graduating from it is fundamentally a recognition of broader structural and developmental progress. IDA eligibility, by contrast, is driven mainly by income levels and IBRD creditworthiness.

In the case of Rwanda, access to IDA financing in very relevant as IDA loans account for 58% of the total multilateral debt, which in turn accounts for 75% of the total external public outstanding debt, as of December 2025. Whereas the country's per capita GNI has remarkably increased 51% from $760 to $1,150 in 2018-2025, and the gap with the IDA graduation threshold (operational cutoff) has been reduced by half in the same period, from 32% to16%, IDA graduation for Rwanda does not show strong fundamentals as yet.

Table 8. Gross National Income (GNI) Per capita (Atlas Method, current USD)

IDA Fiscal Year	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
Calendar Year	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**
Rwanda	760	820	780	850	970	1030	1070	1150
IDA graduation threshold	1175	1185	1205	1255	1315	1335	1325	1365

Source: Prepared by UN RCO based on World Bank's Per Capita Income Guidelines for Operational Purposes, FY2020–FY2027 editions, and World Development Indicators.

Regarding LDC graduated countries, except for Botswana (LDC graduate since 1994 and IDA graduate since 1974) and Equatorial Guinea (LDC graduate since 2017 and IDA graduate since 1999), all other countries continue to access IDA resources to date as their structural and human development gains have not necessarily translated into the income levels or capital-market access that would trigger IDA graduation.

and creditworthy low-income countries by providing loans, guarantees, risk management products, and advisory services.

Table 9. LDC Graduated Countries: financial terms to receive IDA resources as of 2026

Country (graduation year in brackets)	IDA terms
Bhutan (2023)	Borrowing on small economy terms.
Cabo Verde (2007)	Blend country: IDA-eligible and IBRD-eligible. Also, borrowing on small economy terms.
Maldives (2011)	Borrowing on small economy terms.
Samoa (2014)	Borrowing on small economy terms.
Sao Tome and Principe (2024)	Borrowing on small economy terms.
Vanuatu (2020)	Borrowing on small economy terms.

Source: Prepared by UN RCO with data from World Bank https://ida.worldbank.org/en/about/borrowing-countries

5. RWANDA'S 2024 LDC GRADUATION PROGRESS

Rwanda is set for graduation consideration in 2027, alongside Tanzania and Uganda, during the next CDP's Triennial Review scheduled for the first quarter of the year. In its 2024 Triennial Review the CDP found that Rwanda fulfilled the criteria for graduation for the first time (see indicators in Table 10), meeting two out of the three graduation thresholds for the first time:[14]

- Human Assets Index: surpassing the benchmark with a score of 66.8 (exceeding the threshold of 66); and
- Economic and Environmental Vulnerability Index: achieving a score of 28.2 (performing better than the threshold of 32).
- Yet, the country's GNI per capita, at USD 843, fell short of the graduation threshold of USD 1,306, meaning the income criterion was not met at this stage.

14 *Access the CDP Report here:* https://docs.un.org/en/E/2024/33 *and database:* Official triennial review dataset (2000-2024)

Table 10. LDC Graduation Criteria for Rwanda (2024 Triennial Review)

Criterion	Indicator	Rwanda	Component index	Inclusion threshold	Graduation threshold	Source
Gross national income	GNI per capita	$843		$1,088	$1,306	World Bank
Economic and environmental vulnerability index (EVI)	Overall EVI (index)	28.2		36 or above	32 or below	
	Share of agriculture, forestry and fishing in GDP	27.3	44.6			UN/DESA, Statistics Division
	Remoteness and landlockedness	70.2	75.2			CDP Secretariat
	Merchandise export concentration	7.4	56.2			UNCTAD
	Instability of exports of goods and services	6.1	12.2			UN/DESA, Statistics Division
	Share of population living in low elevated coastal zones	0.0	0.0			CIESIN
	Share of population living in drylands	0.0	0.0			CDP Secretariat
	Instability of agricultural production	7.4	31.7			FAO
	Victims of disasters	0.07	5.9			UNDRR
Human assets index (HAI)	Overall HAI (index)	66.8		60 or below	66 or above	
	Under-five mortality rate	38.0	83.0			UN IAG for Child Mortality Estimation
	Prevalence of stunting	29.8	45.4			UNICEF/WHO/World Bank Joint Child Malnutrition Estimates
	Maternal mortality rate	259	78.8			UN IAG for Maternal Mortality
	Lower secondary education completion rate	33.1	25.6			UNESCO
	Adult literacy rate	75.9	67.9			UNESCO
	Gender parity index for lower secondary education completion	1.1	100.0			UNESCO

Source: Prepared by UN RCO with data from UN DESA: Rwanda country profile

6. SMOOTH TRANSITION STRATEGIES: EXPERIENCES FROM OTHER COUNTRIES[15]

One of the most important processes for LDC graduation is the development of a Smooth Transition Strategy. According to the UN General Assembly Resolution 67/221 (2013) a smooth transition strategy should "include a comprehensive and coherent set of specific and predictable measures that are in accordance with the priorities of the graduating country while taking into account its own specific structural challenges and vulnerabilities as well as its strengths". The DPOA also urges development and trading partners and the UN system to support the implementation of smooth transition strategies and encourages LDCs and development partners to integrate graduation and smooth transition strategies into their national development and aid strategies.

The smooth transition strategy process should be country-led and follow context-appropriate processes. The Handbook on the Least Developed Country Category[16] contains guidance on the process. The General Assembly currently recommends that countries develop the smooth transition strategy during the period between the date in which the recommendation for graduation is taken note of and the effective graduation date (known as the preparatory period).

Graduation can affect different areas of government and different stakeholders. It is important to secure institutional mechanisms and consultation mechanisms that ensure different perspectives are heard; effective solutions are developed and that implementation is coordinated and coherent. There is no one-size-fits all institutional solution for intragovernmental coordination and stakeholder involvement, but the experience of peers can be useful references. For example, Bangladesh created a National Committee on Graduation, with seven thematic subcommittees, one of which was tasked with coordinating the smooth transition process and designing a consultative mechanism. Lao PDR created a special task force for the smooth transition strategy under the LDC National Steering Committee, and held consultations with the private sector, NGOs and development partners.

Engagement with trade and development partners is also critical for a smooth transition. Cabo Verde, organized a transition support group with its development partners, supported by the UN starting two years before graduation. Cabo Verde was also able to secure an extended transition period under the European Union's Everything But Arms initiative. Samoa agreed on a Joint Policy matrix with its development partners, which became the basis for the delivery of aid once graduation became effective. The Maldives participated actively in efforts on behalf of the LDC group, including the extension, for three years, of support to attend the meetings of the General Assembly. Other countries have engaged with partners on the issue of graduation either bilaterally or in the context of regular development partner roundtable meetings.

Evidence from six recent / in-progress graduations can offer relevant insights for Rwanda (Table 11):

- Integrate early: embed the Smooth Transition Strategy (STS) in existing government plans—leveraging Rwanda's strong planning frameworks (NST2 and future NST3). Bhutan and Vanuatu embedded their STS in existing national plans rather than creating a wholly new document.
- Establish coordination: form a whole-of-government committee for LDC graduation. All countries in graduation process or that have graduated formed a national committee including ministries of finance, trade, foreign affairs and planning — with sub-committees for specific impact areas (trade preferences, IP rights, tariffs). The Government in Rwanda has established an LDC Graduation Task Force led by MINECOFIN and comprising: MINICOM, MINECOFIN, MIFOTRA, MOYA, MININFRA, MINEDUC, MINEMA, MINAGRI, MOHA, MOE, LANDS, MINAFFET, RDB, BNR, NISR, RRA, UNDP, PSF, MINICT, MIGEPROF, and MINISPORT.

15 *This section is based on UN DESA (2025),* LDC graduation: experiences with smooth transition strategies.

16 *See* UN DESA (2024), Handbook on the Least Developed Country Category.

- UN Resident Coordinator's Office (RCO) as convener: Use the RCO to coordinate UN and partner support, facilitate consultative processes and assist with vulnerability assessments. In Bangladesh, Bhutan, and Solomon Islands specifically, the Resident Coordinator's Office coordinated UN system support, engaged bilateral/multilateral partners, and helped structure Local Consultative Group or Round Table engagement. In Rwanda, the RCO is playing a pivotal role in convening all stakeholders and will support MINECOFIN and the government in conducting the vulnerability assessment from the government's perspective upon their request (see details in the next section)
- Enable crisis response: to mitigate the impact of external shocks on meeting graduation criteria, Rwanda can learn from precedents like Solomon Islands' use of enhanced monitoring to secure transition extensions during crises. The Solomon Islands successfully used the CDP's Enhanced Monitoring Mechanism to secure a 3-year extension when COVID-19, civil unrest and Ukraine-driven food/fuel crisis affected readiness. This sets an important precedent for Rwanda to consider in the event of unforeseen shocks.
- Prioritize peer learning: engage with other graduating countries for knowledge sharing, with the RCO leading and supporting coordination of these exchanges.

Table 11. Smooth Transition Strategies Arrangements

Country	Graduation	National Strategy type	Lead institution(s)
Bangladesh	2026	Standalone Smooth Transition Strategy (STS) (5 strategic pillars)	National Committee on LDC Graduation; led by Ministry of Finance (ERD) & PM's Office
Bhutan	2023	Embedded in 13th Five-Year Plan	LDC task force under the Office of the Prime Minister
Lao PDR	2026	Standalone STS (22 priority actions, 4 pillars)	Ministry of Foreign Affairs; LDC National Steering Committee
Nepal	2026	Standalone STS (6 strategic pillars)	National Planning Commission; High-Level LDC Graduation Steering Committee (chaired by PM)
Solomon Islands	2027	Standalone STS, two-pronged (impact mitigation + sustained progress)	Cabinet with Ministry of National Planning & Development Coordination; UNESCAP/ UNDESA support
Vanuatu	2020	Embedded in National Sustainable Development Plan + 24 measures	National Coordinating Committee on LDC Graduation

Source: UN DESA (2025), LDC graduation: experiences with smooth transition strategies.

7. UN SYSTEM'S SUPPORT TO RWANDA DURING GRADUATION PREPARATION PROCESS

Rwanda began its graduation assessment process in 2024 after meeting the graduation criteria for the first time. If Rwanda's eligibility is confirmed in 2027, graduation is expected to take effect within the following 5 years, initiating a transition period during which LDC preferences will be gradually withdrawn according to an agreed timeline.

The 2026–2027 period is a critical preparation window for Rwanda's graduation the assessment. During this time, UN DESA and UNCTAD are preparing Rwanda's Vulnerability Profile and ex-ante impact assessment, ahead of the CDP recommendation scheduled for February/March 2027.

The UN system has already started supporting the government of Rwanda prepare for the next triennial review, including organizing key preparatory activities:

- **LDC Trade Resilience Workshop** organized in September 2025 by UN-OHRLLS, along with the Ministry of Trade and Industry and the UN RCO, which brought together key national stakeholders to review and validate evidence-based strategies for accelerating Rwanda's export diversification and enhancing its trade resilience, and provided a platform for multi-stakeholder dialogue on mitigating the impact of rising global trade tensions, escalating tariffs, and the potential loss of LDC-specific preferences associated with graduation.
- **Awareness Raising with key government stakeholders:** during the annual UN-Government Joint Steering Committee in November 2025; the UN RCO made a presentation on the LDC graduation process to government, UN Country Team and development partners highlighting the main aspects of LDC graduation, the process and key milestones for 2026.
- **Awareness Raising with UN Staff:** organization of UN Staff Townhall meetings about LDC graduation in October 2025 with the participation of the CDP Secretariat and another in July 2026, to sensitize UN staff in Rwanda regarding upcoming technical activities and overall LDC background for Rwanda.
- **National Review Report for the Midterm Review of the Doha Programme of Action** (DPoA) for LDC, undertaken in late 2025 / early 2026 by MINICOM as the LDC focal point for the DPoA, and supported by the UN RCO and UN-OHRLLS.
- **Vulnerability Profile Validation Workshop** undertaken in June 2026 by UNCTAD along with MINECOFIN and the UN RCO, to validate the preliminary findings of the Vulnerability Profile of Rwanda and to facilitate an inclusive, multi-stakeholder dialogue on the country's prospective graduation from the LDC category.
- **Ex-Ante Impact Assessment mission and workshop** to take place in October 2026, being organized by UN DESA along with MINECOFIN and the UN RCO, with the objective of strengthening Rwanda's national preparedness for the 2027 CDP triennial review and understanding of what a potential graduation from the LDC category means.
- **Preparation of the Government's own position on LDC Graduation:** the UN RCO is supporting MINECOFIN to prepare the government's own assessment and statement to be submitted to the CDP in early 2027.

Additional support to countries is also available through the Sustainable Graduation Support Facility (iGRAD) introduced during the Fifth United Nations Conference on Least Developed Countries (LDC5) and Doha Programme of Action (DPoA). iGRAD was developed by UNDESA in collaboration with the Office of the High Representative for the Least Developed Countries, Landlocked Developing Countries and Small Island Developing States (OHRLLS), and is a country-led, partnership-based, global facility, to assist LDCs move up and out from the category, transition smoothly and achieve sustainable and irreversible graduation. Six main service offering lines (SOLs) are provided under iGRAD:

- **Service Offering Line 1 (SOL1):** Addressing the loss of existing LDC-specific international support measures (ISMs).
- **Service Offering Line 2 (SOL2):** Improving the ability of graduating and graduated LDCs to access non-LDC-specific support.
- **Service Offering Line 3 (SOL3):** Preparing and implementing smooth transition strategy.
- **Service Offering Line 4 (SOL4):** Assistance in Accessing Financing Transition and Beyond.
- **Service Offering Line 5 (SOL5):** Facilitating South-South Cooperation, dialogue and sharing country as well as region-specific knowledge and experience.
- **Service Offering 6 (SOL6):** Ensuring effective participation in the monitoring process of the CDP.

Eligibility to access iGRAD services is tied to meeting the graduation threshold and an official request made to UNDESA and UNOHRLLS. iGRAD is currently piloted in a number of countries (e.g., Vanuatu and Bangladesh).[17] Rwanda could also access this supporting facility.

Finally, it is important to highlight that the United Nations Inter-Agency Task Force (IATF) on LDC Graduation Support, established by the Inter-Agency Consultative Group on LDCs, also provides strengthened and coordinated UN system-wide support to countries preparing to graduate from the LDC category. Bringing together UN agencies and other international and regional organizations, the IATF supports graduating LDCs in managing a smooth and sustainable transition by addressing their specific development needs and goals. It also works to build awareness and mobilize political support from development and trade partners for the challenges countries may face after graduation, helping to ensure that progress is not disrupted. Activated at the request of graduating countries, the Task Force provides coordinated support for transition strategies while fostering stronger collaboration among UN entities, donors, and graduating LDCs throughout the graduation process.

17 *For more information see:* https://www.un.org/ldcportal/content/sustainable-graduation-support-facility

8. CONCLUSIONS

Graduation from the LDC category is a milestone that recognizes and validates significant development progress, but it also requires preparation to ensure a smooth transition.

Impacts are real but concentrated on specific areas (trade preferences, loss of access to some UN funding windows, along with special treatment and flexibility to implement WTO rules).

For Rwanda, the main issue is not simply the existence of LDC trade preferences, but rather to what extent the country utilizes these preferences, with a focus on which products and in which markets. Most of the impact related to graduation is linked to these trade preferences. The graduation and impact assessments—conducted by UN DESA in the coming months—will provide crucial analysis on Rwanda's actual use of these preferences, helping to inform policy decisions.

Graduation from LDC status is distinct from becoming a middle-income country. Many LDCs have already achieved middle-income status;[18] therefore, a country becoming middle-income is not a criterion to graduate from the LDC category. The LDC graduation category is based on three dimensions: income per capita, human assets, and economic and environmental vulnerability.

Graduation from LDC status does not mean a country will lose access to Official Development Assistance (ODA). Many development partners (including the World Bank, the IMF, GAVI (Alliance for vaccines), the Global Fund and numerous bilateral donors) do not base their support on LDC classification.

The evidence from five recent LDC graduates analyzed in this document suggests that successful graduation is not defined solely by improvements in development indicators at the point of exit from the LDC category, but by the capacity to sustain progress, manage vulnerabilities, and navigate the post-graduation environment without jeopardizing long-term development gains. These findings underline three strategic lessons for countries approaching graduation, such as Rwanda:

- First, investments in human assets appear to generate the most durable post-graduation gains and should remain central to transition strategies;
- Second, economic diversification and productive transformation remain essential because many graduates continue to exhibit high levels of export dependence and external vulnerability after graduation.
- Third, resilience-building must become an increasingly important component of graduation policies, particularly in the context of climate change, natural disasters, and evolving global economic conditions.

The United Nations system stands ready to support the Government of Rwanda throughout the graduation process, if it materializes, including the preparation of the graduation and impact assessments, the design of a smooth transition strategy, and the implementation of measures to mitigate potential risks. Looking ahead, Rwanda's immediate priority will be to use the evidence generated through the upcoming assessments to identify areas where support measures may be needed, maximize the utilization of existing trade opportunities, and strengthen the foundations for sustained, inclusive, and resilient growth. By continuing to invest in human capital, advancing economic diversification and productive transformation, and strengthening resilience to external shocks and climate-related risks, Rwanda can ensure that graduation becomes a steppingstone towards achieving its Vision 2050 objectives and securing lasting development gains.

18 *In Africa, these include Angola and Senegal both of which are scheduled for graduation, and Lesotho and Zambia.*

ANNEX 1. INTERNATIONAL SUPPORT MEASURES FOR LEAST DEVELOPED COUNTRIES

International Support Measures (ISMs) available to LDCs comprise three main areas: international trade, development cooperation, and support for participation in international forums. The content of the ISMs is presented below and more detailed information can be found on the LDC Portal.

A. International Trade

1. **Preferential market access for goods;**
   a. Duty-free, quota-free market access and preferential tariffs
   b. Preferential rules of origin for goods
   c. Preferential market access before and after graduation
2. **Preferential treatment for services and service suppliers;**
3. **Special treatment and flexibility to implement WTO rules;**
4. **Special treatment and flexibility regarding obligations under regional agreements;**
5. **Special priority in trade-related technical assistance and capacity-building.**

B. Development Cooperation

1. **Commitments in bilateral official development assistance flows to least developed countries.**
   a. Quantitative commitments on official development assistance by donors
   b. Donor-specific terms and conditions for LDCs after graduation
2. **Multilateral and regional development cooperation**
   a. International and regional financial institutions
   b. United Nations system
3. **Mechanisms dedicated primarily to least developed countries, and their provisions for graduated countries**
   a. Technology Bank for the Least Developed Countries
   b. Climate change: work programme for the least developed countries, the Least Developed Countries Expert Group and the Least Developed Countries Fund
   c. United Nations Capital Development Fund (UNCDF)
   d. Investment Support Programme for the Least Developed Countries by the International Development Law Organization and the Office of the High Representative
4. **Scholarships and other forms of financial support for education and research**

C. Support for participation in international forums

1. **Caps and discounts on the contribution of least developed countries to United Nations system budgets**
2. **Support for travel to participate in the annual sessions of the General Assembly.**
3. **Capacity-building for participation in negotiations**
4. **Other forms of support for participation in international forums**

   a. Flexibility in reporting requirements

   b. Support for the costs of diplomatic representation

ANNEX 2. SUPPLEMENTARY GRADUATION INDICATORS

Theme	Concept	Indicator
Economic vulnerability	GDP growth	GDP growth rate (%)
	GDP volatility	GDP growth volatility
	External debt	External debt (% of GNI)
	Debt servicing	Total debt servicing (% of exports and primary income)
	Remittances	Personal Remittances, received (% of GDP)
	ODA	ODA received as percentage of GNI
	Tourism	Tourism receipts as share of exports
	Current account	Current account balance (% of GDP)
	Terms of Trade volatility	Standard deviation of net barter terms of trade over 20 years
	Food import dependency	Cereal import dependency
	Tax revenues	Tax revenue as share of GDP
	Gross domestic savings	Gross domestic savings (% of GDP)
	Adjusted net savings	Adjusted net savings (% of GNI), adjusts net savings for resource depletion, CO2 and particulate emissions damage and education expenditures
	Agriculture employment	Share of employment in agriculture
	Productive capacities index	Productive capacities index, a comprehensive measure of productive capacities based on 46 individual indicators
	Internet users	Percentage of individuals using the internet
	Renewable electricity use	Renewable electricity capacity per capita (KW)
	Access to electricity	Percentage of population with access to electricity

Theme	Concept	Indicator
Environmental vulnerability	Environmental performance index	Environmental Performance Index 2024 edition, based on 40 indicators on environmental health and ecosystem vitality
	Global Adaptation Index	Global Adaptation Index, based on 45 indicators capturing climate change vulnerability in life-supporting sectors and readiness to invest in adaptation
	Climate Change Risk Index	INFORM Climate Change Risk Index
	Loss from disasters	Direct economic loss attributed to disasters relative to GDP (%)
	Air pollution	Annual mean levels of fine particulate matter (population-weighted), by location (micrograms per cubic meter)
	Sanitation access	Access to at least basic sanitation (% of population)
	Water access	Access to at least basic drinking water (% of population)
	Water stress	Freshwater withdrawal as a proportion of available freshwater resources
	Water-related ecosystems	Proportion of water basins experiencing high surface water extent changes
	Red list index	Red list index, showing trends in overall extinction risks of species
	Deforestation	Change in forest cover (percentage)
	Material consumption	Domestic material consumption per capita, i.e. direct imports plus domestic extraction less direct exports of materials divided by population

Theme	Concept	Indicator
Human assets	Human development index	UNDP's Human development index
	Multidimensional poverty	Multidimensional poverty index, capturing ten dimensions of deprivations in health, education and standard of living
	Social protection	Proportion of population covered by at least one social protection benefit
	Undernourishment	Prevalence of undernourishment (% of population)
	Non-communicable diseases	Mortality from CVD, cancer, diabetes or CRD between exact ages 30 and 70 (%)
	Immunization coverage	Diphtheria tetanus toxoid and pertussis (DTP3) immunization coverage among 1-year-olds (%)
	Secondary school enrolment	Gross secondary school enrolment ratio
	Level of schooling	Mean years of schooling
	Quality of learning	Learning-adjusted (expected) years of school
	Fertility	Total fertility rate (live birth per woman)
	Dependency ratio	Dependency ratio, i.e. the ratio of youth (Age 0-14) and elderly (age 65+) to population of age 15-64.
	Female labor participation	Labor force participation rate, female (% of female population ages 15+) (modeled ILO estimate)
Income	Disposable income	Gross national disposable income (GNDI) per capita, market exchange rates
	GDP per capita	GDP per capita, market exchange rates
	National income	Gross national income (GNI per capita) at purchasing power parity conversion factors
	Income inequality	Gini coefficient of disposable income
	Income poverty	Percentage of population below international poverty line ($2.15)
Other	Battle death	Battle deaths per 100,000, 20-year average
	Population of concern	Population of concern to UNHCR as percentage of total population
	Displaced persons	Stock of persons internally displaced by conflict as percent of total population
	Homicides	Intentional homicides (per 100,000 people)
	Voice and accountability	Voice and accountability; perceptions of citizens' participation in selecting governments as well as of freedom of expression, association, and media
	Government effectiveness	Government effectiveness, capturing perceptions of the quality of public services and policies
	Women political empowerment index	Women empowerment index, providing information on women's civil liberties, civil society participation, and political participation

Source: Prepared by UN RCO with information from CDP accessible here.

Scan for more information

www.rwanda.un.org