

RWANDA

**Education
Annual Thematic Report**

January – December 2018



A pre-primary student with play and learning materials. ©UNICEF Rwanda/2018/

**Prepared by:
UNICEF Rwanda
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Annual Report 2018

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Abbreviations and Acronyms

ADB	African Development Bank
DEO	District Education Officer
DFID	Department for International Development (UK Government)
DHS	Demographic Health Survey
DRR	Disaster Risk Reduction
EFA	Education for All
EICV	Enquête Intégrale sur les Conditions de Vie des ménages
EDPRS	Economic and Development Poverty Reduction Strategy
ESSP	Education Sector Strategic Plan
EVD	Ebola Virus Disease
FAO	Food and Agriculture Organization
HIV/AIDS	Human Immunodeficiency Virus/ Acquired Immunodeficiency Virus
IEE	International Education Exchange
KAP	Knowledge, Attitudes, and Practices
LSBE	Life skills-based education
MDG	Millennium Development Goal
MINEDUC	Ministry of Education
MIGEPROF	Ministry of Gender and Family Promotion
MINALOC	Ministry of Local Government
MININFRA	Ministry of Infrastructure
MINISANTE	Ministry of Health
MoH	Ministry of Health
NGO	Non-Governmental Organization
OVC	Orphans and other Vulnerable Children
REB	Rwanda Education Board
SDG	Sustainable Development Goals
SEO	Sector Education Officer
SBMP	School Based Mentoring Programme
SWAp	Sector Wide Approach
TTC	Teacher Training College
UNDAF	United Nations Development Assistance Framework
UNESCO	United Nations Education, Science and Culture Organization
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations Children's Fund
USAID	United States Aid for International Development
VSO	Voluntary Services Overseas
WASH	Water Sanitation and Hygiene
WFP	World Food Programme
WHO	World Health Organization

Programme Summary

Country	Rwanda
Programme Component	Education
Donor reference	Thematic Education
Grant reference	SC149905 SC1499050347 (Norwegian Committee), SC149905 0515 (Swiss Committee)
Total contribution	US\$ 5,288,748
Funds used -Dec 2018	US\$ 4,214,062
Grant balance of funds	US\$ 1,074,686
Duration of grant	1 January 2018 – 31 December 2021
Report type	Annual Report
Report due date	March 2018
Reporting period	January – December 2018
Programme outcome and outputs	<p>Outcome: Children, including those in humanitarian situations, are provided with inclusive and equitable quality education and learning opportunities</p> <p>Output 1: The education sector has a functional governance system for the provision of quality, relevant education;</p> <p>Output 2: Children, including vulnerable children, from early childhood to adolescence, have increased access to inclusive basic education;</p> <p>Output 3: Girls and boys, including vulnerable children, have enhanced quality of education for improved learning outcomes;</p> <p>Output 4: Girls and boys, including vulnerable children, have improved gender-equitable opportunities in education</p>
Geographic focus area Focus population	Nationwide, girls and boys in schools, teachers
Number of beneficiaries	<ul style="list-style-type: none"> • Boys and girls in 30 inclusive/model schools • 25,341 Burundi refugee children in Mahama Refugee Camp, Rwanda • 4,400 pre-primary school children in 80 schools • 2,500 students in 50 schools with learning clubs • 31,756 teachers
Programme partners	Ministry of Education, Rwanda Education Board, International non-governmental organisations- Voluntary Services Overseas, Humanity and Inclusion
UNICEF Contacts	<p>Ted Maly, Representative Email: tmaly@unicef.org, Tel: +250788302716</p> <p>Nathalie F. Hamoudi, Deputy Representative Email: nhamoudi@unicef.org, Tel: +250788300717</p>

Executive Summary

Rwanda has achieved significant success in education and has reached universal access to primary education with a net enrolment rate of 98 per cent¹, hence partially progressing towards SDG 4 and SDG 5 and the realisation of articles 28 and 29 of the Convention on the Rights of the Child² (CRC).

However, these gains at the primary level need to be matched with improvements in quality throughout the system. The 2016 move towards a competency-based curriculum was a major achievement; however, approximately half of students are not acquiring foundational knowledge during primary school, with lower rates for rural children. The 2018 “*Learning Achievement in Rwandan Schools*” indicates gaps in learning outcomes, with significant issues in numeracy and literacy for most students, especially girls. Although Rwanda’s education system boasts gender parity in enrolment at the pre-primary, primary, and secondary levels, gender disparities still exist, with lower learning outcomes for girls, and negative social norms that impact both boys and girls in accessing education.

Although access to pre-primary education has been steadily increasing over the past few years, it remains low, with only 24.1 per cent gross enrolment rate, and with marked inequities in reaching the poorest children³.

Equitable access to basic education for vulnerable children remains an issue, as only 70 per cent of children with disabilities are enrolled in primary schools⁴. Moreover, significant dropout and repetition result in a substantial proportion of out-of-school children, especially at the upper primary and secondary levels. The Study on Dropout and Repetition indicates that gender and location remain equity issues to which the quality of education contributes.

Governance also needs improvement in the education sector: Several out-dated policies need revision to align with the evolving context, and data systems need consolidation as the 12 systems currently managing education information are not aligned and fail to adequately inform policy-level decisions.

UNICEF supports the Government in four strategic areas:

Output 1: The education sector has a functional governance system for the provision of quality, relevant education

There are still data and information coordination issues in the education sector despite a plethora of quantitative data. These issues include duplication of data collection and reporting, and difficulty accessing necessary information. UNICEF is supporting partners to align and integrate data systems into one system for ease of data management. This work aims to meet the need for a comprehensive, digitalised information management system in the education sector, with both central and district government ownership and high data accessibility for all stakeholders. This work builds upon the development of a teacher management information system (TMIS) which UNICEF supports to strengthen data usage for policy decisions. With UNICEF support, the real-time monitoring system within MINEDUC continues to be institutionalised to provide continuous updates of key indicators and drive the improvement agenda, with emphasis on capacity development of the inspectorate system.

Output 2. Children, including vulnerable children, from early childhood to adolescence, have increased access to inclusive basic education

The UNICEF education programme addresses access issues for the most marginalised children in Rwanda, including refugee children, children affected by humanitarian situations, and children with disabilities. Due to UNICEF support, approximately 87 per cent of refugee children are integrated into the national system and supported with education materials.

¹ Ministry of Education, 2017

² The rights to education and child development.

³ MINEDUC 2017

⁴ MINEDUC 2016

UNICEF is working with partners to address demand-side bottlenecks for children with disabilities accessing quality education through the development of a communication toolkit and by modelling inclusive education in 30 schools, one per district, resulting in more than 10,500 children with disabilities being integrated into the national education system.

Access to pre-primary has increased from 13 per cent⁵ to 24 per cent⁶ due to a reduction of supply related bottlenecks. To help improve access to pre-primary, UNICEF and the Ministry of Education have established a partnership with religious leaders to establish pre-primary schools in religious institutions. UNICEF is also continuing to support the design, modelling, and construction of facilities and training of pre-primary teachers.

Output 3. Girls and boys, including vulnerable children, have enhanced quality of education for improved learning outcomes

Given the need to improve the quality of education, UNICEF is supporting the Government in a two-pronged approach towards: 1) Supporting the nationalisation of the school-based mentoring programme, and 2) providing guidance on the reform of pre-service teacher training. As a result, teacher capacity is being developed, with key issues like special needs and inclusive education integrated throughout.

To strengthen the quality of pre-primary education, UNICEF has supported the development of early childhood education standards, which will guide the development and implementation of pre-primary schools. With UNICEF support, and in partnership with the Rwanda Education Board and NGOs, quality pre-primary education is being modelled in 80 pre-primary schools to build teacher capacity and ensure appropriate teaching and learning materials, with a focus on early reading and emergent literacy to support school readiness.

Output 4. Girls and boys, including vulnerable children, have improved gender-equitable opportunities in education

Despite gender parity, gender inequities persist within the education system. To address negative social norms, UNICEF has supported 75 messages through radio, print media, and community engagement, aligning with the National Communications Strategy on Gender, to tackle these bottlenecks.

Addressing gender disparities in learning achievement, UNICEF is supporting the modelling of a remedial support programme to strengthen learning in 50 schools, reaching more than 2,500 students.

Building upon the gender-responsive teacher training package developed in 2017, UNICEF continues to support capacity development of teachers to understand and respond to gender-specific issues that hinder the participation of both boys and girls in the classroom and in the general school environment.

Strategic Context of 2018

Country Situation

Rwanda has achieved considerable progress in human and economic development over the past 20 years and aims to reach middle-income status by 2020. It was one of the few countries that achieved all the Millennium Development Goals. Political stability, strong governance, fiscal and administrative decentralisation and zero tolerance for corruption are among the key factors that attributed to this growth and development.

⁵ MINEDUC, 2013

⁶ MINEDUC, 2017

Rwanda is predominantly young, with 5.4 million out of its estimated 11.8 million population under 18 years of age.⁷ While three quarters of the population lives in rural areas, Rwanda is experiencing rapid urbanisation.

Children's rights are protected by the Constitution of the Republic of Rwanda and by national legislation. Reports to the committees overseeing implementation of the Convention on the Rights of the Child and the Convention on the Elimination of All Forms of Discrimination against Women were submitted in 2011 and 2015, respectively.

Poverty remains widespread, with 39 per cent of the population living below the poverty line, including 16 per cent in extreme poverty.⁸ Children are disproportionately affected and experience multiple overlapping deprivations of their basic needs.⁹

The improved socio-economic situation of Rwanda and competing donor priorities have led to a decrease in Official Development Assistance (ODA). The share of ODA in the national budget declined from 23.7 per cent in 2014 to 16.2 per cent in 2018. The decline in ODA affected the social sectors; ODA in the central education budget fell from 20 per cent in 2013 to 13 per cent in 2017.

However, several challenges remain and Rwanda is still one of the poorest countries in the world – ranked 163 out of 182 countries (Human Development Report 2015) and 19 per cent of its population still vulnerable to multiple deprivations (HDI 2015). The prevalence of stunting among under-five children remains high at 38 per cent. Food insecurity and chronic malnutrition are closely linked with poverty.

In addition to the long-term development objectives, the government and its partners also need to respond to sudden shocks and protracted humanitarian needs. In 2018, these included heavy rains and floods, the outbreak of Ebola in the Democratic Republic of Congo (DRC), and the continuous support for 150,000 refugees in camps.

Education Sector Situation

The overall governance of the education system is supported by several institutions with distinct mandates. The Ministry of Education's work is guided by the ESSP (2018/2019–2024/2025) and supported by several policies with the aim to enhance equity and quality of education.

Several issues affect financing of the education sector. The budgetary allocation to education has grown from about 71 billion RWF in 2006 to 241 billion RWF in 2017/2018 and is predicted to grow to 432 billion RWF in 2022/2023 in nominal terms. As a percentage of the total Government budget, however, this growth has represented a fluctuation and general decline, from 18.3 per cent in 2006 to a low of 12.5 per cent in 2014/2015, a level at which it has remained for several years. This percentage remains below the commitment made at the Incheon Declaration (May 2015) to allocate at least 15–20 per cent of total public expenditure to education. In 2017/2018, the education budget is 12 per cent of the total budget, with only 1.7 per cent allocated to the pre-primary subsector.

Rwanda has achieved significant success in education and reached universal primary education with a net enrolment rate of 98 per cent (MINEDUC, 2017), hence partially progressing towards SDG4 and SDG5 and the realisation of articles 28 and 29 of the CRC (the rights to education and child development).

However, these gains at the primary level need to be matched with improvements in quality throughout the system. The 2016 move towards a competency-based curriculum was a major achievement; however, approximately half of students are not acquiring foundational knowledge during primary school, with lower rates for rural children. The 2018 *“Learning Achievement in Rwandan Schools”* indicates gaps in learning outcomes, with significant issues in numeracy and literacy for most students, especially girls. In fact, if Rwanda's education system boasts gender parity in enrolment at the pre-

⁷ National Institute of Statistics of Rwanda (NISR) and Ministry of Finance and Economic Planning (Rwanda), Fourth Population and Housing Census, Rwanda, 2012, Thematic Report, Population Projections, January 2014.

⁸ NISR, Rwanda Poverty Profile Report 2013/2014, 2015.

⁹ NISR and UNICEF Rwanda, Multidimensional Overlapping Deprivation Analysis, forthcoming in 2018.

primary, primary, and secondary levels, gender disparities exist, with lower learning outcomes for girls, and with negative social norms that impact both boys and girls in accessing education.

Although access to pre-primary education has been steadily increasing over the past few years, it remains low, with only 24.1 per cent gross enrolment rate, and with marked inequities in reaching the poorest.

Equitable access to basic education for vulnerable children remains an issue, as only 70 per cent of children with disabilities are enrolled in primary schools (MINEDUC 2016). Moreover, significant dropout and repetition result in a substantial proportion of out-of-school children, especially at the upper primary and secondary levels. The Study on Dropout and Repetition indicates that gender and location remain equity issues to which the quality of education contributes.

Governance also needs improvement in the education sector. Several out-dated policies need revision to align with the evolving context, and data systems need consolidation as the 12 systems currently managing education information are not aligned and fail to adequately inform policy-level decisions.

Results Achieved

UNICEF Rwanda's education programme aligns closely with the Ministry of Education's Education Sector Strategic Plan 2018/2019 – 2023/2024, with an aim to build equity and efficiencies within the system.

As co-chair of the Education Sector Working Group (with DFID), Development Partners' Working Group, the Basic Education Sector Working Group, and co-chair of the Curriculum, Materials and Assessment and Early Childhood Education Technical Working Groups, UNICEF continued to play a critical role in sector coordination in 2018.

Aligning with the UNICEF Strategic Plan, the UNICEF Rwanda outcome level result for the education programme is:

Children, including those in humanitarian situations, are provided with inclusive and equitable quality education and learning opportunities

UNICEF supports the Government in four strategic areas:

Output 1: The education sector has a functional governance system for the provision of quality, relevant education;

Output 2: Children, including vulnerable children, from early childhood to adolescence, have increased access to inclusive basic education;

Output 3: Girls and boys, including vulnerable children, have enhanced quality of education for improved learning outcomes;

Output 4: Girls and boys, including vulnerable children, have improved gender-equitable opportunities in education;

The Education Section of UNICEF Rwanda employs several strategies to contribute to results at the output level and subsequently at the outcome level.

These strategies include:

- i) Modelling best practices and service delivery at the school-level to enhance education opportunities and inform national-level policy decisions.
- ii) Capacity development and institutional building at all levels for improved teaching, planning, implementation, and monitoring.
- iii) Policy engagement for strengthened normative frameworks;
- iv) Communication for Development for increased engagement of duty-bearers in education and to address barriers in social norms.

- v) Evidence generation for strengthened and informed decision-making.
- vi) Engage in advocacy at the national-level with the aim to improve the quality of education for all.
- vii) Development of partnerships and strengthened coordination with key stakeholders for improved cooperation and synergies.
- viii) Strengthen south-to-south cooperation for increased learning and collaboration.

Output 1: The education sector has a functional governance system for the provision of quality, relevant education

There are still data and information coordination issues in the education sector despite a plethora of quantitative data. These issues include duplication of data collection and reporting, and difficulty accessing necessary information. UNICEF is supporting partners to align and integrate data systems into one system for ease of data management. This work aims to meet the need for a comprehensive, digitalised information management system in the education sector, with both central and district government ownership and high data accessibility for all stakeholders. This aligns with the Education Sector Strategic Plan 2018/2019 – 2023/2024, under the priority to 'strengthen governance and accountability across all levels of education in Rwanda' which calls for an improvement in data collection and management processes to improve the relevance and efficiency of planning processes and accountability between the local, district and national levels. This work will build upon the development of a real-time monitoring system.

Since 2016, UNICEF has been supporting MINEDUC to develop and utilise a real-time monitoring system for priority education data. UNICEF supported the design of the ICT-based monitoring platform and equipped sectors education officers with ICT devices. In 2018, this has included equipping education stakeholders such as the Inspectorate and Sector Education Officers with ICT devices and internet connectivity for monitoring and reporting purposes. Training has been supported for the Inspectorate to improve efficiency in data collection.

UNICEF has been providing support for overall teacher training and development. UNICEF supported MINEDUC on the development of the Teacher Management Information System (TMIS), a national teacher database that enhances the management of the teaching workforce.

Efforts under this output in 2018 focused on laying the foundation for establishing a functional governance system, including securing funding, developing strategic partnerships, and procuring technical support through consultancies.

Output 2: Children, including vulnerable children, from early childhood to adolescence, have increased access to inclusive basic education

One priority of the ESSP (2018/2019–2024/2025) is to ensure equitable opportunities for all Rwandan children and young people at all levels of learning. However, only about 70 per cent of children with disabilities are enrolled in school. The study on Children with Disabilities and their Right to Education: Republic of Rwanda identified several critical bottlenecks for children with disabilities in accessing quality education.

To address these issues, UNICEF will continue to partner with key stakeholders to promote inclusive education as a model of teaching and learning that meets the education needs of all children, with a focus on ensuring access for children with disabilities. Efforts will also address demand-side barriers to reduce stigma and discrimination through community awareness campaigns and other initiatives. As a result, a toolkit has been developed on awareness-raising for inclusive education and the rights of children with disabilities to education.

UNICEF has partnered with international non-governmental organization, Humanity and Inclusion, to develop the capacity of teachers and other education stakeholders to ensure they have the necessary knowledge and skills to promote inclusive education and provide children with disabilities a conducive educational environment.

In line with the revision of the pre-service framework for teacher training, UNICEF has supported Rwanda Education Board on the integration of inclusive education, which has resulted in the

development of a Special Education Needs and Inclusive Education course, which has been inserted into the pre-service framework.

Building on the modelling of inclusive education in 18 schools, UNICEF and partners have worked to develop an additional 30 inclusive schools as models in each district, with a focus on modelling individual education plans.

During the reporting period, UNICEF continued supporting education services in schools in Mahama Camp for Burundian refugee children through the procurement and distribution of scholastic materials, benefitting more than 25,000 students for the 2019 academic year. In 2018, UNICEF worked towards Ebola response and preparedness, which will result in trainings for key education stakeholders and distribution of communication for development materials in 2019.

Given the limited access to pre-primary education, UNICEF partnered with the Ministry of Education to engage religious leaders to sensitise and engage them in service provision. Resulting from a workshop with representation from various religious institutions, more than 1,100 pre-primary centres were pledged to be opened in early 2019 utilising existing religious structures, drawing upon church contribution for financial support, and using the religious platform to sensitise parents and community members on the importance of early learning. UNICEF will support this initiative by providing copies of the play-based, competency-based curriculum, Early Childhood Education standards, teachers' guide, and scheme of work to each of the religious institutions.

Output 3: Girls and boys, including vulnerable children, have enhanced quality of education for improved learning outcomes

To improve the quality and relevance of education, UNICEF will continue to support the implementation of the competency-based curriculum. UNICEF aims to address the quality of education in schools, with programmes to improve pedagogy and the overall learning environment. This work has translated into two main programmes.

1. **The school-based mentorship programme.** Since 2015, UNICEF has been modelling school-based mentoring and since 2017, the Ministry of Education has adopted the model to scale nationwide through their School-Based Mentoring Policy (2017). This system appoints a teacher at the school level to provide support to their colleagues in pedagogy and the English language. In 2018, UNICEF continued to support school-based mentoring to ensure a sustained approach to government scale-up. In early 2018, UNICEF supported REB to finalise two training manuals to support continuous professional development by school-based mentors. These two training manuals complement another two developed in 2016-2017. Throughout the year, UNICEF supported the Government to provide capacity development to school-based mentors to strengthen their training and facilitation skills.
2. **Revision of the TTC curriculum.** In 2018, UNICEF engaged with REB and other education stakeholders to revise the Teacher Training College (TTC) curriculum to ensure that pre-service teacher training is better aligned to the basic education competency-based curriculum (CBC). As a result, the TTC framework has been developed and syllabi have been revised, which also sees the inclusion of a course on Special Education Needs and Inclusive Education.

To support increased access to quality pre-primary education, UNICEF financially and technically oversaw the development of the Early Childhood Education Standards, which set the guidelines for the establishment and operationalisation of pre-primary education centres. UNICEF continued to model pre-primary education through the construction of an additional 16 centres, eight of which were completed in 2018. These centres consist of three classrooms, WASH facilities, handwashing stations, and fences. The facilities include age-appropriate furniture, play-based learning materials, and outdoor equipment. Moreover, in partnership with Voluntary Service Overseas, UNICEF is modelling quality early education in 80 government pre-primary centres, with an emphasis on promoting early reading and emergent literacy. As a result, more than 4,400 students have engaged in pre-primary education and school readiness activities.

Output 4: Girls and boys, including vulnerable children, have improved gender-equitable opportunities in education

The 2016 midterm review process highlighted the need for more focused programming on gender, given persisting gender inequities in the education sector. These disparities are highlighted in the 2015 and 2016 Education Management Information System (EMIS) reports on achievement, access and transition in various levels of education for boys and girls. National examination results at the primary, lower-secondary and upper-secondary levels indicate that boys consistently performed better than girls in national examinations during 2008–2014 (MINEDUC, 2016). Conversely, boys are more likely to repeat and more likely to drop out of primary school (MINEDUC, 2015). These issues were triangulated by the findings in the study on dropout and repetition (2017). The Knowledge, Attitudes, and Practices (KAP) Study on Gender and Education (2017) found that there are significant social norms that negatively impact on the education trajectories of both boys and girls.

To overcome these and other bottlenecks, UNICEF is partnering with MINEDUC to develop and implement a national communication strategy around gender and education. This communication initiative aims to improve the knowledge, attitudes and practices among parents and children to remove gender-related barriers in education, while addressing social norms that negatively impact learning. The communication activities target parents and community members and girls themselves. Throughout 2018, 75 messages were delivered through radio, print media, community engagement and theatre.

To address poor learning among girls, UNICEF is partnering with local non-governmental organisations to establish model remedial learning clubs at the school level. These clubs aim to improve the learning outcomes of underperforming girls, particularly in literacy and numeracy. They also aim to create a space in which girls can build their confidence and create a peer- support network. In 2018, this work was piloted in 50 schools, reaching more than 2,500 students. The remedial curriculum is designed to improve basic literacy and numeracy learning outcomes, life skills, and empower girls. The curriculum was designed upon global learning and evidence on education support that result in improved learning outcomes.

In 2017, UNICEF joined in partnership with MINEDUC, REB, and the University of Rwanda, College of Education to develop a gender-responsive teacher training and resource package. In 2018, UNICEF continued to train teachers to build the capacity of teachers to understand the gender-specific issues that hinder the participation of both boys and girls in the classroom.

Risks and Assumptions

The risk management exercise undertaken by UNICEF Rwanda identified several risks in the education programme in Rwanda. A main risk includes high-level attrition and turnover among education officials at the national, district and school levels. This hinders training and capacity development.

Rwanda also experiences continuous humanitarian situations due to the geopolitical situation of its neighbouring countries as well as the country's own natural disasters. These situations can negatively impact the education sector as it copes with infrastructure damage or influxes of refugees. Such situations can also impact the technical and financial capacity of UNICEF to respond in a timely manner while maintaining adequate progress against the development programme plans.

The education sector has experienced a fluctuating funding situation. Financing from the central government has been on a downward trajectory and official development assistance has remained unpredictable. The GPE proposal, which will be presented to the GPE Board in 2018, also remains an uncertain source of funding to the education sector. The unpredictability of internal and external funds to the sector creates uncertainty on whether progress against national-level priorities will be met.

To achieve results, the education programme relies on UNICEF's comparative advantage, largely as an advocate for children, a convener and provider of technical advice. It is not within the technical or financial scope of the programme to address all barriers to education. Therefore, it is assumed that other education stakeholders, including the Government, will address the bottlenecks and barriers that UNICEF is unable to address directly.

Over the next country programme, the Ministry of Education and other education stakeholders are expected to continue their cooperation to provide the political will and technical capacity to advance progress in the education sector.

The areas not supported directly by UNICEF, including technical and vocational education and training (TVET) and higher education, will be supported by other actors, under the coordination of GIZ and SIDA, respectively. Information, communication, and technology (ICT) in education will be primarily supported by the Mastercard Foundation, and coordinated by the United Nations Educational, Scientific and Cultural Organization (UNESCO).

Finally, it is assumed that the capacity development undertaken within the next country programme will result in the willingness and ability of teachers and other duty-bearers to apply their knowledge and skills to the education context. To this end, UNICEF will support evidence-generated training approaches complemented by pre-service training to help to ensure longer-term results.

Added value of the thematic contribution

The high-level support - both financial and technical - which UNICEF has provided to the education sector in Rwanda over the last number of years, including those elements outlined in this report, have supported the Government of Rwanda to make great progress in the education sector. There has been a large expansion of the education sector in general, and impressive increases in the number of children attending schools.

Rwanda has outlined its ambitious path to development, which requires considerable support to achieve. UNICEF, as a partner in high regard in the education sector, is often called upon to support government priorities. The availability of thematic funds enables UNICEF to be flexible enough to respond to these expectations, which has been critical to the overall education programme.

Thematic funds were used to complement other resources to ensure that refugee children are supported in their education in Rwanda. The flexibility of thematic funding allowed UNICEF to undertake key activities to support emerging areas, contributing to national goals for inclusion and gender equity, and ensuring that the most marginalised children are afforded their access to quality education.

Results Assessment Framework

Key results	Progress indicators	Baseline (2017/2018)	Target (2018/2019)	Progress
Outcome statement				
Girls and boys, in particular the most marginalized and those affected by humanitarian crises, are provided with inclusive and equitable quality education and learning opportunities.	Gross enrolment ratio in pre-primary education (SDG 4.2) (SP and Regional Office (RO) indicator)	24%	31.8%	Progress is being made, but GER for Pre-Primary education remains low and off-track to meet the target.
	per cent of children out of school (SP and RO indicator)	2.4%	2.25%	Progress is being made in this area, with 2% of students being out of school.
	per cent of improvement in learning outcomes (P6 level) (SP and RO indicator)	44% (literacy); 38% (numeracy) (2014 data)	tbd	The 2018 LARS indicated some progress in learning outcomes with 56.4% of students meeting minimum proficiency in literacy and 59% in numeracy
Output Statements	Progress Indicators	Baseline (2017/2018)	2018/2019	Means of Verification
1. The education sector has a functional governance system for the provision of quality, relevant education.	Availability of Education Management Information System that transparently feeds findings back to communities or school management committees	2	2	Data is collected and available through the Joint Review of the Education Sector by the end of the school year and in published form within three months of the end of the school year.
2. Children, including vulnerable children, from early childhood to adolescence, have increased access to inclusive basic education.	per cent of UNICEF-targeted girls and boys in humanitarian situations who have participated in early learning, primary or secondary education through UNICEF-supported humanitarian programmes. (SP indicator)	80%	82.5%	UNICEF supported 25,341 Burundian refugee students in accessing their education, representing 85% of all Burundian refugee children being reached.
	Availability of materials and communications that support the inclusion of children with disabilities (Standard Output indicator)	3	3	Some evidence exists that suggests stigma and discrimination occurs at the community-level against people with disabilities, as per the Study on Disability in Education, Rwanda, 2016. UNICEF is supporting addressing this through a national toolkit on communication and through social media.
	Innovations to improve access and learning for the most disadvantaged children are implemented	2	2	ICT is being integrated into innovated remedial education for strengthened support to the most marginalized students, but scope is limited.

	scale and are sustainable. (Standard Output indicator)			
3. Children, from early childhood to adolescence, including vulnerable children, have enhanced quality of education for improved learning outcomes.	Early learning policy and early learning programmes including quality early learning curriculum and standards (Standard Output indicator)	3	3	The quality of early learning varies amongst different centres but is guided by national ECE standards to improve the environment for teaching and learning, and teaching is against a play-based, competency-based curriculum.
	# of primary teachers who received training with funding provided by UNICEF (Standard Output indicator)	27,000	30,000	In addition to the previously trained 27,000 teachers, UNICEF trained an additional 4,756 teachers in 2018.
4. Girls and boys, including vulnerable children, have improved gender-equitable opportunities in education.	Gender-responsive education system, for access (SP indicator)	2	2	UNICEF is supporting the modelling of remedial education, for girls who are under-performing, but scope is limited.
	Out-of-school adolescent girls accessing formal or non-formal education with the support of UNICEF (Standard Output indicator)	2	2	UNICEF is supporting the modelling of remedial education, for girls who are under-performing, but scope is limited.
	Gender-responsive teaching and learning systems (SP indicator)	1	1	Under the priority to strengthen equitable opportunities, the ESSP promotes gender-responsive environments through the capacity development of teachers. But, the budget lines are insufficient to meet the targets.

Financial analysis

Planned Budget 2018

The UNICEF Rwanda Country Programme is aligned to the national EDPRS II 2013-2018 and to the Rwandan Government fiscal year July-June.

The total planned budget for 2018 was US\$ 5,288,748 (including programme support costs).

Table 1: Planned Budget by Output, 2018

OUTCOME 2. EDUCATION (January – June 2018)		
Outputs	Funding Type¹⁰	Planned budget USD¹¹
Output 1: Access to Inclusive Education	RR	8,631
	ORE	56,982
	ORR	183,949
Output 2: Quality Education	RR	31,190
	ORR	487,916
Output 3: Pre-Primary Education	RR	2,375
	ORR	677,863
Output 4: Gender in Education	RR	
	ORR	379,283
Education Support Costs	RR	237,647
	ORR	136,987
OUTCOME 4 EDUCATION (July – December 2018)		
Output 1: Functional Governance System for the provision of Quality, Relevant Education.	RR	222,149
	ORR	174,851
Output 2: Increased Access to Inclusive Basic Education	RR	190,416
	ORR	726,956
	ORE	
Output 3: Enhanced Quality of Education for improved learning outcomes.	RR	151,571
	ORR	971,964
Output 4: Improved Gender-Equitable Opportunities in Education.	RR	55,144
	ORR	649,856
TOTAL		5,288,748

Country-level Thematic Contributions 2018

The Swiss Committee for UNICEF and Norwegian Committee for UNICEF contributed to the UNICEF Rwanda education programme by providing thematic funds in 2018.

These funds were strategic in achieving the results outlined in this report. The significance of flexible thematic funding cannot be overstated in terms of how the funds can be used as well as the duration of the thematic fund grants. There is an expectation that UNICEF will continue to provide substantial

¹⁰ RR: Regular Resources, ORR: Other Resources - Regular (add ORE: Other Resources - Emergency, if applicable)

¹¹ Planned budget for ORR (and ORE, if applicable) does not include estimated recovery cost.

support to the government priorities in the education sector. The availability of thematic funds, which are flexible enough in nature for UNICEF to respond to such expectations, have been critical to the overall success of the education programme.

Table 2: Country-Level Thematic Contributions

Donor	Grant number	Contribution	Programmable amount
Swiss Committee for UNICEF	SC1499050515	216,049.3	205,334.14
Norwegian Committee for UNICEF	SC1499050347	1,554,291.94	1,476,577.35
Total		1,770,341.24	1,681,911.49

Expenditure 2018

As mentioned, the flexibility of thematic funds, has allowed the Rwanda Country Office to pool these resources with other sources of funds to help achieve the overall objectives of the education programme. This report provides an update on achievements and overall results and the initiatives undertaken to support those achievements. The following table provides an overview of some of the major components of the programme to which the thematic funds contributed.

Table 3: Overall Expenditure, by Results Area

Organizational Target	Expenditure Amount*			
	Other Resources - Emergency	Other Resources - Regular	Regular Resources	All Programme Accounts
22-01 Equitable access to quality Education	56,982	811,828	488,541	1,357,351
22-02 Learning outcome	-	2,418,868	397,881	2,816,749
22.03 Skills development	-	28,158	11,804	39,962
Total	56,982	3,258,854	898,226	4,214,062

Table 4: Thematic Expenditure, by Results Area

Key intervention areas/activities implemented	Expenditure (US\$)
OUTCOME 2: EDUCATION	
Output 2.1 ACCESS TO INCLUSIVE EDUCATION	183,949.34
Output 2.2 QUALITY EDUCATION	388,210.81
Output 2.3 PRE-PRIMARY EDUCATION	215,386.22
Output 2.4 GENDER AND EDUCATION	127,244.67
Output 2.5 PROGRAMME SUPPORT	129,833.11
OUTCOME 4: EDUCATION	
Output 4.1 FUNCTIONAL GOVERNANCE SYSTEM	8,633.74

Output 4.2 INCREASED ACCESS TO INCLUSIVE EDUCATION	135,572.01
Output 4.3 ENHANCED QUALITY OF EDUCATION	600,837.21
Output 4.4 GENDER EQUITY	114,490.86
OUTCOME 6: ADVOCACY, COMMUNICATIONS, AND PARTNERSHIP	
Output 6.1 COMMS, ADVOCACY, AND PARTNERSHIP	-1,519.32
Output 6.2 COMMUNICATION FOR DEVELOPMENT	32,847.92
Output 6.3 PLANNING, MONITORING, EVALUATION	5.42
Output 6.4 PROGRAMME SUPPORT	56,981.11
OUTCOME 8: OPERATIONAL EFFECTIVENESS	
Output 8.1 OPERATIONAL SUPPORT	48,494.61
OUTCOME 800: PROGRAMME EFFECTIVENESS	
Output 8.1 PLANNING, MONITORING AND EVALUATION	1,500
Output 8.2 CROSS-SECTORAL	12,094.99
Total	2,054,513.28

Table 5: Total Expenditure, by Specific Intervention Codes

Specific Intervention Code	Expenditure
22-01-01 Provision of (formal and non-formal) early learning / pre-primary education (including in temporary learning spaces)	405,611
22-01-03 Provision of (formal and non-formal) primary education (including in temporary learning spaces)	39,134
22-01-06 System strengthening - inclusive education for children with disabilities	232,235
22-01-08 System strengthening - risk informed programming, including climate, resilience, disaster, conflict, and emergency preparedness	65,923
22-01-10 System strengthening - gender-responsive access (excluding SRGBV)	-15,799
22-01-11 Other activities for equitable access to quality education e.g. school feeding, school grants	2,032
22-01-12 Education analyses including OOSCI, Education Sector Analyses, etc.	59,936
22-01-14 Education Management Information System (EMIS) (excluding learning assessment systems)	7,533
22-01-99 Technical assistance - Equitable access to quality education	560,744
22-02-04 Provision or procurement of multiple-levels (or alternative pathways of education) learning materials	104,472
22-02-06 Digital learning materials and ICT in education	395
22-02-07 Provision of early learning / pre-primary education teacher training	416,284
22-02-11 Provision of inclusive teacher training for children with disabilities	90,992

22-02-14 System strengthening - early learning / pre-primary policy, leadership, and budget	153,067
22-02-15 System strengthening - early learning / pre-primary standards and governance	264,528
22-02-17 System strengthening - curricula and learning materials design (excluding early learning / pre-primary)	194,475
22-02-18 System strengthening - learning assessment systems	35,831
22-02-20 System strengthening - teacher development, management, and support	952,917
22-02-22 System strengthening - gender-responsive teaching and learning (excluding SRGBV)	422,270
22-02-23 Education analyses including OOSCI, Education Sector Analyses, etc.	23,141
22-02-26 Education sector planning including coordinating role, SDG 4, etc.	28,177
22-02-99 Technical assistance - Learning outcomes	130,200
22-03-11 Education sector planning including coordinating role, SDG 4, etc.	39,963
Grand Total	4,214,062

Planned Budget, 2019

The table below provides an overview of the financial resources utilised to implement the initiatives and activities of the UNICEF Rwanda education programme.

The contribution of all partners and donors is recognised and appreciated in facilitating the achievement of those results, particularly those donors who provided thematic funds.

Table 6: Planned Expenditure for 2019

Outputs	Funding type	January to December 2019		
		Planned USD	Funded Budget USD	Shortfall USD
Output 1: Improved governance system	RR	294,803	100,010	-194,793.00
	ORR	524,704	587,978.93	63,274.93
Output 2: Access to Education	RR	509,042	745,315.84	236,273.84
	OR/E	1,339,704	910,209.69	-429,494.31
Output 3: Quality of Education	RR	199,498	303,201.05	103,703.05
	ORR	1,187,598	1,584,271.28	+396,673.28
Output 4: Gender and Education	RR	85,000	10	-84,990.00
	ORR	579,806	344,125.83	-235,680.17
S/Total Regular Resources	RR	1,088,343	1,148,536.89	+60,193.89
S/Total Other Regular Resources	OR/E	3,631,812	3,426,585.73	-205,226.27
Grand Total for January – December 2019		4,720,155	4,575,122.62	

Future Workplan

Output 1: The education sector has a functional governance system for the provision of quality, relevant education

In 2019, UNICEF will continue to work to support the overall governance of the education sector.

UNICEF will support the Ministry of Education and the Inspectorate system to improve monitoring and evaluation of the overall sector. This work should result in a framework developed, which would guide and develop the Inspectorate system.

Continuing to build upon work from 2018, UNICEF will continue to provide technical support to the Government to align and integrate data systems into one system for ease of data management. This work will map existing data needs and systems.

To strengthen teacher management in Rwanda, UNICEF will continue its support to Rwanda Education Board and Teacher Training Colleges to ensure a systematic approach to utilising data from the Teacher Management Information System that can inform decisions pertaining to student enrolment and course offerings at the pre-service level.

Output 2: Children, including vulnerable children, from early childhood to adolescence, have increased access to inclusive basic education

To ensure that children with disabilities have access to quality education, UNICEF will continue to partner with key stakeholders to promote inclusive education as a model of teaching and learning that meets the education needs of all children, with a focus on ensuring access for children with disabilities. Moreover, work will address demand-side barriers to reduce stigma and discrimination through community awareness campaigns and other initiatives.

UNICEF Rwanda will continue to respond to and work to mitigate the impact of humanitarian situations on children. This work will support Congolese refugee children to improve the quality of teaching and learning. And, work will be undertaken to equip the education sector with the necessary skills for Ebola Virus Disease (EVD) preparedness, which will result in trainings for key education stakeholders and distribution of communication for development materials in January 2019.

Given the limited access to pre-primary education, UNICEF will continue to expand its partnership with religious leaders to sensitise and engage them in service provision. UNICEF will provide support through the provision of copies of the play-based, competency-based curriculum, Early Childhood Education standards, teachers' guide, and scheme of work, to each of the religious institutions.

Output 3: Girls and boys, including vulnerable children, have enhanced quality of education for improved learning outcomes

To improve the quality and relevance of education, UNICEF will continue to support the school-based mentoring programme to build capacity in teaching and learning at the school-level. This will build the capacities of school-based mentors in facilitating learning amongst their colleagues and will strengthen district-level support to the school-based mentoring programme.

UNICEF will support Rwanda Education Board and Teacher Training Colleges (TTC) in implementing its revised pre-service teacher curriculum, ensuring that the tutors (professors) have the necessary capacity to deliver the curriculum. Emphasis will be on the new inclusive education course and gender as a cross-cutting theme. Support from UNICEF will also go towards the procurement and delivery of essential teaching and learning materials.

In 2019, UNICEF will continue to support pre-primary education through the completion of 12 additional pre-primary centres and modelling quality early education in 80 government pre-primary centres, with an emphasis on promoting early reading and emergent literacy. Sensitization on the ECE standards, which were developed and validated in 2018, will be undertaken, with emphasis on building capacity of

education stakeholders, including the Inspectors, to support schools in utilising the standards to maintain quality learning environments.

Output 4: Girls and boys, including vulnerable children, have improved gender-equitable opportunities in education

In 2019, with support from Hempel Foundation and the Spanish Committee for UNICEF, UNICEF Rwanda will continue to partner with MINEDUC to implement a national communication strategy around gender and education. This communications initiative aims to improve the knowledge, attitudes and practices among parents and children to remove gender-related barriers in education, while addressing social norms that negatively impact learning.

To address poor learning among girls, UNICEF will continue to model remedial learning at the school level with local non-governmental organisations. It is intended that in 2019, this remedial programme will integrate information, communication, and technology (ICT) into learning for a strengthened approach to meeting the learning needs of the students.

Expression of Thanks

Much progress has been made in education in Rwanda over the last several years; there has been an impressive increase in the number of school-going children. In addition, the capacity of MINEDUC to plan and deliver large-scale programmes, such as the revision of the national curriculum from knowledge-based to competency-based, ensures that progress towards ensuring access to quality education for all children is being made. However, there are still significant challenges to ensure that SDG 4 is met.

UNICEF Rwanda is grateful to the donors who have contributed to the education thematic funding for their support and commitment to education in Rwanda. There is an expectation that UNICEF will continue to provide substantial support to the government priorities in the education sector, and the availability of thematic funds, which are flexible enough to respond to such expectations, have been critical to the overall education programme. In such a context, the continued support of donors will ensure that UNICEF can support the Government of Rwanda to reach its objective of providing quality education for all its children.

The results detailed in this report are evidence of the progress being made, and thematic funds have helped to ensure that many more Rwandan children are accessing quality education. Special thanks must also go to UNICEF's many partners in the country, from MINEDUC and REB to sister UN agencies, and to several civil society organisations, including Imbutu Foundation, IEE, Girl Effect, and VSO.

Annex I: Human Interest Story

School-based Mentorship for improved Teacher Capacity

Groupe Scolaire Zaza A

Zaza Sector
Ngoma District
Rwanda

In 2016, the Ministry of Education adopted and implemented a nation-wide programme to improve teacher capacity at the school-level, through the school-based mentor programme. Each school subsequently appointed a school-based mentor, to support teaching and learning practices at the school.

Vedaste Muziramakenga is a school-based mentor, at Groupe Scolaire Zaza A. He is one of the 832 sector-based mentor trainers who also facilitates and supports other mentors in his sector. Beyond his teaching responsibilities, he supports other teachers in his school on continuous professional development.

He balances his multiple roles, noting that “It is interesting to be able to share knowledge with fellow teachers...but also challenging.”

These mentors have been trained, through UNICEF support, to build their capacity in facilitating and leading other teachers. Vedaste noted that “it was an opportunity to meet fellow mentor trainers, interacting on content to support our work of education mentorship”

Vedaste has supported his fellow colleagues throughout the past year, working towards building their capacity to facilitate child-centred learning and understand different pedagogical approaches.

He has noted a different in the teachers at Groupe Scolaire Zaza A in their teaching practices resulting in an improved learning environment at the school.



Mentor trainer facilitating a CPD session at Groupe Scolaire Zaza A

Annex II: Donor report feedback form

Name of Report: **UNICEF Rwanda Annual Thematic Report Basic Education and Gender Equality 2018**

Reference number: SC1499050515; SC1499050347

Please return to UNICEF (email): tmaly@unicef.org, with copy to nhamoudi@unicef.org

SCORING: 5 indicates “highest level of satisfaction” while 0 indicates “complete dissatisfaction”

To what extent did the narrative content of the report conform to your reporting expectations?

5	4	3	2	1	0

To what extent did the funds utilization part of the report conform to your reporting expectations?

5	4	3	2	1	0

To what extent does the report meet your expectations with regards to the analysis provided, including identification of difficulties and shortcomings and remedies to these?

5	4	3	2	1	0

To what extent does the report meet your expectations with regards to reporting on results?

5	4	3	2	1	0

Please provide us with your suggestions on how this report could be improved to meet your expectations.