System Capacity Grant Annual Progress Report Template

Status: Accepted

Country	Grant ID	Grant Agent	Grant Effectiveness/Start Date
Rwanda	GPE0016481	SCG	07/01/2024

Grant Amount	Timeframe Examined in this Report		Date of Report Submission
1,222,285 (USD)	From Date	To Date	12/15/2025
	06/30/2024	06/29/2025	

Area(s) and activity group(s) covered by grant

Window 1: Strengthen gender-responsive planning and policy development for system-wide impact

- System diagnostics, compact development and education sector analyses
- Supporting policies and plans to identify and address multiple forms of exclusion (planning for children with disabilities, system resilience and inclusion of displaced children)

Window 2: Mobilize coordinated action and financing to enable transformative change

- Strengthening budget processes and ministry of finance engagement; identifying opportunities to improve the equity and efficiency of education expenditure, including processes toward gender equality

Window 3: Strengthen capacity, adapt, and learn, to implement and drive results at scale

- Strengthening data systems, including on improving the availability and use of sex-disaggregated data, and data on children with disabilities
- Training and support for government staff and central and decentralized levels, including on the uptake and use of data and evidence
- Support for implementation capacity, including sector plan implementation monitoring, gender responsiveness of the sector and evaluation of sector plans and policies/programs in priority areas; assess monitoring, evaluation and learning capacity, including use of evidence in policy process

Implementation Progress

Overall Project Progress this Reporting Period

Overall progress this reporting period [1]	Previous Rating
Satisfactory (S)	NA

Detailed Description including factors that lead to an upgrade/downgrade in the rating

Major accomplishments

The System Capacity Grant (SCG) second tranche has sustained gains achieved during the first phase and contributed to capacity improvements in education data systems, data quality and use to identify gaps and exclusion, strengthening evidence-informed planning and decisions for inclusive and transformative impact. The activities implemented by the Ministry of Education (MINEDUC) with UNICEF support, addressed critical gaps identified in the enabling factor analysis that informed the Government of Rwanda (GoR) - Global Partnership for Education (GPE) Partnership Compact developed in 2023.

The main achievements include roll out of harmonized guidelines and tools for identification, assessment and referral of children with disability including the Child Functioning Module – Teacher Version (CFM-TV). This has had the following impact: i) improved capacity of teachers to provide inclusive learning opportunities to children with disability ; ii) enhanced capacity of head teachers and school accountants on

integrated financial management information system (IFMIS) that has been linked to the school data management system (SDMS), contributed to enhance financial management and accountability at the school level. The integration of the national IFMIS at the school level further enhanced the operationalization of the SDMS, contributing to improved policy practices, including transparency in the allocation and accountability for capitation grants provided to schools.

An overview of the key activities accomplished with the SCG over the reporting period under each of the three financing windows is presented below

Grant Implementation Progress, by Grant Window

Grant Window	Level of Progress this Reporting Period [2]	Previous Rating
Window 3: Strengthen capacity, adapt, and learn, to implement and drive results at scale	Highly Satisfactory (HS)	NA

Detailed Description:

Window 3: Strengthen capacity, adapt and learn, to implement and drive results at scale.

The following three deliverables were planned to be achieved under this Window 3: (i) the education sector has strengthened system and capacity to effectively monitor and address teachers and students' absenteeism; (ii) the education sector has strengthened data systems and capacity for data-driven decision making.; and (iii) the education sector has a coherent and operational M&E and learning framework.

Deliverable 1: The education sector has strengthened system and capacity to effectively monitor and address teachers and students' absenteeism.

To increase teachers' time on tasks to ensure children progressively learn, MINEDUC developed and rolled out a digital attendance tracking system in 1,000 schools with high repetition rates. The system is accessible through an App with a separate login for teachers and headteachers, and a dashboard for monitoring attendance. The development and rollout of the teacher attendance tracking system addressed the critical challenge of teacher absenteeism which undermines instructional time and learning outcomes.

To facilitate smooth rollout, 36 (18 female) District Data Operation Officers were trained on the use, management, and troubleshooting of the system issues if any. This enabled them to lead training of headteachers and focal teachers from the 1,000 schools and provision of continuous support as the system is used in schools.

This innovation aligns with the emphasis on data-driven teacher workforce management and is expected to improve teacher accountability and time-on-task. This also directly aligns with sector priorities of improving teaching quality and ensuring efficient use of human resources.

Deliverable 2: The education sector has strengthened data systems and capacity for data-driven decision making.

To strengthen the education sector data system, thirty-six data processing officers (DPO) were trained and deployed to the thirty districts by MINEDUC to support the capacity building of head teachers and district education officials on how to use the SDMS, including the newly introduced finance module. One DPO was assigned to each of the 30 districts, five at the provincial level, and one at MINEDUC. In addition to providing ongoing support to school leaders, Sector Education Inspectors as well as district education officials, the DPOs provide quality control of data collected and entered into different data systems, especially the SDMS. As a result, data quality has improved, and turnaround time of data production has significantly reduced.

The grant further supported the improvement of data quality and timely publication of the 2023/2024 Education Statistical Yearbook. This was achieved by integrating automated data quality check, standard tables and graphs in the SDMS, thus minimizing the need for manual data validation and analysis which often increase the risk of data inconsistences and errors. The publication of annual education statistics boosts timely availability of data, contributing improved data utilization for planning and decision making, thereby responding to a priority area of enhancing evidence-based policy making.

Deliverable 3: The education sector has a coherent and operational M&E and learning framework.

By strengthening the functionality and efficiency of the SDMS, the SCG contributed to the development of an Integrated Education Management Information System (IEMIS) that brings together thematic information management systems, especially the SDMS, Teacher Management Information System (TMIS) and the Comprehensive Assessment Management Information System (CAMIS) into a holistic Education Management Information System (EMIS). The integration of the SDMS with the thematic systems that allow data iterability between the SDMS and the thematic information systems (CAMIS, TMIS etc). The integration and iterability allows the thematic systems to access school level information such as personal data of teachers and students including grades, they are at directly from the SDMS thus eliminating the risk of information and data inconsistences across the systems.

This initiative is also meant to address challenges related to data demand and timely availability for utilization, to strengthen the organizational framework for data management, and enhance evidence informed planning and decision-making.

Another milestone was the support the development of Education Sector Strategic Plan (ESSP) 2024–2029 which include a detailed monitoring and evaluation matrix providing a comprehensive structure mechanism for monitoring ESSP implementation. It also incorporates mechanisms to promote upward and downward accountability, ensure transparency in reporting, and support learning at all levels of the system. Specific activities accomplished include the training of 30 national schools' inspectors on the monitoring of ESSP implementation. It is expected that continuous monitoring across all levels of the education system will help document achievements and inform evidence-based adjustments. In addition, monitoring data collected by inspectors will feed into annual performance reports to inform strategic decisions and track progress against ESSP targets.
The SCG also supported the operationalization of Education Sector Working Group Operational Framework which was developed with the support of the first tranche

Grant Window	**Level of Progress this Reporting Period** [2]	**Previous Rating**
Window 1: Strengthen gender-responsive planning and policy development for system-wide impact	Satisfactory (S)	NA

Detailed Description:
Window one: Strengthen gender-responsive planning and policy development for systemwide impact

Two key deliverables: (1) Partnership compact midterm review report is available to inform action in areas needing further improvement, including improved gender disaggregated data collection, and (2) the education system has enhanced capacity to provide inclusive learning environment for students, including children with disabilities and special educational needs-were planned under this window as presented below.

Deliverable 1: Partnership compact midterm review report is available to inform action in areas needing further improvement, including improved gender disaggregated data collection.

The midterm review aims to assess the progress made toward the partnership compact's targets and indicators and inform action in areas needing further improvement including production of quality, disaggregated education data.

The review, initially planned for the first quarter of 2025, has been rescheduled to the fourth quarter of 2025, following the issuance of guidelines by the GPE Secretariat in June 2025.

In preparation for the midterm review, the SCG supported the finalization of Education Sector Strategic Plan (ESSP) 2024/2025 - 2028/2029. To that end, the Ministry of Education, leveraged the strong education sector working group platform to conduct consultations with key education sector stakeholders, including organizations representing persons with disabilities such as National Union of Disability Organizations in Rwanda (NUDOR). Based on those consultations, the ESSP was developed through a comprehensive and inclusive process guided by the principle of 'leaving no-one behind.

The SCG support on the finalization of ESSP contributed to ensuring the priorities identified in the partnership compact were reflected in the Education Sector Strategic Plan (ESSP) 2024/2025 - 2028/2029 and implementation of the plans is underway. The analysis of progress made in the sector and key gaps that informed the priorities presented in the strategic plan will serve as benchmark for assessing progress towards the partnership compact targets and indicators.

Deliverable 2: The education system has enhanced capacity to provide inclusive learning environment for students, including children with disabilities and special educational needs.

To achieve this deliverable, the System Capacity Grant (SCG) supported upskilling of 4,207 teachers (2,485 males and 1,722 female) to lead the scale up of identification, assessment and referral of children with disability, ensuring inclusive learning opportunities for all children. The reliability of tools and processes used to identify the needs children with disabilities have been improved, by transitioning from the medical model of assessment to the Child Functioning Module – Teacher Version (CFM-TV) approach and tools. The CFM-TV is a standardized, teacher-administered tool, globally used to identify children with functional difficulties in schools. It focuses on specific domains relevant to the educational context and in classroom settings. This shift from the medical model to the Child Functioning Module – Teacher Version (CFM-TV) strengthens inclusive education by focusing on children's functional abilities rather than medical diagnoses. The tool enables teachers to understand and provide appropriate support to student with diverse functional challenges in a comprehensive and consistent manner- allowing each learner to receive early support and inclusive participation. It also builds teacher capacity to adapt teaching methods, making learning more accessible. This rights-based approach promotes equity, accessibility, and quality learning opportunities for all children.

To achieve the desired outcome, MINEDUC and Rwanda Basic Education Board (REB) led the development of training manual for the harmonized guidelines and tools for identification, assessment and referral of children with disabilities/Special Education Needs (SEN). This was followed by the training of a pool of 19 master trainers (15 male and 4 female) who then led training of the 4,207 (2,485 males and 1,722 female) inclusive education focal teachers from all public and government subsidized schools across the country, representing 84 per cent of 5,024 teachers targeted (one from every school).

Besides building the capacity of teachers to ensure they can identify and provide inclusive learning support to children with disability, MINEDUC integrated the harmonized tools/questionnaires (CFM-TV) into the School Data Management System (SDMS), ensuring alignment with global standards. The training of teachers and the harmonized questionnaire integrated into SDMS improved the accuracy of data on students with disability not only at classroom and school levels but also at decentralized (districts and provinces) and national levels. Coupled with improved timeliness of education data production through the School Data Management System (SDMS), that is fully digital, the enhanced quality of data on children with disability will contribute to ensuring inclusive interventions and equitable resource allocation, directly aligned with Rwanda's commitment to equity and inclusion.

In addition to this, MINEDUC provided equipment and materials in resource rooms created in 10 schools to support the provision of specialized support to children with disabilities and SEN. Services provided in the resource rooms include academic, emotional and basic rehabilitation needed to improve learning and wellbeing of students with disability. The services provided are tailored to individual needs like reading, writing, math, social skills and work completion. This support may be given individually or in small groups.

The individualized needs are informed by further assessment of children with disabilities to gain deeper understanding of additional support such as assistive devices and rehabilitation services the children require to enable them to optimally participate in learning activities.

The resource rooms are positioned in schools that are centrally located to enable them support children with disability in other schools in the neighbouring areas, expanding the reach of the teachers to support

children with disabilities outside their own schools.

Grant Window	Level of Progress this Reporting Period 2	Previous Rating
Window 2: Mobilize coordinated action and financing to enable transformative change	Satisfactory (S)	NA

Detailed Description:
Window two: Mobilize coordinated action and financing to enable transformative change.

Deliverable1: Public schools have strong and efficient financial accountability system.

Building on the gains achieved under the previous tranche on integration of School Data Management System (SDMS) and Integrated Financial Management Information System (IFMIS), the second tranche was used to strengthen the integration of SDMS and IFMIS and ensure the effective use of data in the integrated systems by school, district, and central government staff.

To improve efficiency and financial accountability at school and district levels, particularly of capitation grants and school feeding funds, the SCG has enhanced the capacity of 5,698 headteachers and accountants from secondary schools on how to use the SDMS to request and report utilization of funds.

Lessons, innovative/promising practices

The development of an IEMIS required investments and collaboration between MINEDUC and Rwanda Information Society Authority (RISA), an independent agency under the Ministry of Information and Communication Technology and Innovation (MINICT). RISA is responsible for manging external contractors required to support development of IT solutions for all Government institutions. It also includes dashboard and visualization features which will enable MINEDUC team to create, manage, and customize dashboards based on data stored. This will facilitate evidence-based decision-making through interactive visualizations and reports. While its development represents a significant advancement and milestone in education data management, the lesson learned is that continuous efforts are required for its roll- out, maintenance and building the capacity of education officials at schools, sector, district and central levels to ensure its effective use

Impact stories

A human-interest story highlighting one of the programme’s achievements is attached as Appendix 3. It portrays the use of equipment and materials for resources centres provided to schools to support education with disabilities and SEN. It also captures the experience of teachers who were trained on disability related identification, assessment, and referral tools, including the Child Function Module-Teacher version.

At first glance, Groupe Scolaire (GS) Rosa Mystica in Kamonyi District looks like any other school in Rwanda. Children run across the courtyard during break, classrooms echo with voices, and teachers prepare lessons for their students. But in one classroom, something remarkable is taking place: children with and without disabilities are learning side by side.
This is where Agasaro Teta, a young girl with a disability, spends her school days. Her journey tells a story not only of her resilience, but also of Rwanda’s growing commitment to ensure that every child learns, no matter their circumstances.
A Parent’s Painful Past

At her modest home in Ruyenzi, Agasaro's mother, Musabyemariya Marguerite, recalls the challenges she faced raising a child with a disability.

"Before joining the inclusive school, my daughter could not count, read fluently in Kinyarwanda, or speak English," Marguerite says. "At home, she would break things because she didn't know how to manage them. People in the community called her names, even saying it was witchcraft. The stigma was too much."

Like many parents, Marguerite once believed her daughter's future was limited. Without teachers trained to support her, Agasaro risked being left behind.

A Transformation at School and Home

Everything began to change when Agasaro enrolled at GS Rosa Mystica, one of the schools where teachers have been trained by the Ministry of Education in collaboration with the Global Partnership for Education through UNICEF, to ensure inclusive learning opportunities for all children, including those with disabilities. For the first time, she entered a classroom where her learning needs were recognized, her abilities nurtured, and her right to learn ensured.

Today, Agasaro can count, read short passages, and even speak English. At home, she helps her mother with daily chores, tasks that once felt unimaginable.

"I used to think my child would never manage in school," Marguerite says with pride. "Now I see her learning, smiling, and dreaming like any other child. I am grateful to the government and UNICEF for making this possible."

Tangible Outputs, Knowledge Products, Results Framework and other Supporting Documentation

#	File Name	Document Type	Description
1	Final report CCE.pdf	Knowledge Product	Climate Change Risks and Vulnerabilities in the Rwandan Education Sector: Strategy and Action Plan for Climate Resilience and Green Education Services in Rwanda.

The documents listed were submitted with the progress report. If you'd like access to them, please contact the grant operations officer for your country.

Financial Reporting & Grant Management

Financial Reporting on GPE Grant

Cumulative Financial Absorption Rate

Approved Budget to Date	Cumulative Expenditure	Cumulative Financial Absorption Rate	Level of Financial Absorption
1,307,844	1,194,424	91.33	On Track

Budget Variance Analysis for the Current Reporting Period

Total Approved Budget for the Current Reporting Period
1,307,844

Total Expenditure for the Current Reporting Period
1,194,424

Management Performance

Level of management performance
Satisfactory (S)

Detailed Description
The overall implementation performance of SCG second tranche is rated as satisfactory, mainly in aspects of financial management, procurement, safeguarding and other fiduciary matters.

Procurement was mainly undertaken by UNICEF upon Ministry of Education (MINEDUC) request. UNICEF applied its procurement procedures for consultants, goods and services.

Audit: MINEDUC regularly carries out internal audits to assess both the implementation of activities and financial management. A consolidated report is produced quarterly. The Office of the Auditor General of Rwanda conducts an annual audit of government accounts. No significant issues or shortcomings were reported during this reporting period. UNICEF, as the grant agent, conducts spot checks on the utilization of funds transferred to MINEDUC for SCG activities.

Management: UNICEF, as the grant agent, has dedicated staff embedded at MINEDUC who consistently monitor the implementation of SCG activities. The staff collaborates with MINEDUC and its implementing agencies to ensure effective execution of activities. UNICEF also provides biannual progress updates to members of the Education Sector Working Group (ESWG).

Capacity area window 1: Strengthen gender-responsive planning and policy development for system-wide impact: Satisfactory

Under window one, two major activities were planned, one successfully completed and the second one due to be completed in the last quarter of the year. Specifically, the delayed activity is development of the partnership compact. Nevertheless, the grant supported finalization of Education Sector Strategic Plan (2024/25-2028/2029) and the beginning of its implementation. This was done in the context of partnership compact.

The second major activity is training of teachers on identification, assessment and referral tools and processes, including the CFM- TV. In total, 4,207 teachers (84% of target) were trained to support rollout of the harmonized tools for identification, assessment and referral of children with disability.

The training of teachers complemented other related investments including the provisions of equipment and materials for resources centres in 10 schools to support children

Those efforts improved the availability of planning tools at schools, decentralized and central levels and enabling more efficient data collection in classroom settings and enable teachers to understand and support diverse student needs.

Capacity area window 2: Mobilize coordinated action and financing to enable transformative change: Satisfactory

The single activity planned under window two was successfully conducted, demonstrating a performance level close to 100%. It entailed strengthening budget processes through integration of SDMS and IFMIS as well as strengthening education official's capacity on financial processes.

In relation to this, the Ministry of Education trained 5,698 Headteachers and Accountants from secondary schools on the use of efficiency uses of capitation grant and school feeding funds and 464 Headteachers and Accountants from standalone primary schools on how to use School Data Management Systems (SDMS) to request and report utilization of funds. This equipped them with tools and skills needed to effectively manage schools' resources, hence improving financial accountability systems.

Capacity area window 3: Strengthen capacity, adapt, and learn, to implement and drive results at scale: Highly Satisfactory

Three main activities planned under window three were successfully completed. These include the scale up of teacher Attendance tracking system in 1,000 schools; recruitment and continuous support of 30 district-based staff to support schools in the use of data systems as well as support the Ministry of Education on the production of education statistical yearbooks and dissemination of education statistics.

These activities were conducted to strengthen data systems, including to improve the availability and use of disaggregated data, and data on children with disabilities as well as supporting the education sector to have a coherent and operational Monitoring, Evaluation and Learning (MEL) framework.

The grant enabled the recruitment of 36 DPOs who continuously provide professional development and support to school leaders, SEIs as well as district education officials, they also provide quality control of data collected and entered into the data systems mainly SDMS.

In addition, with SCG systems Capacity Grant, the Education Statistical Yearbook 2023/2024 was developed and published for use not only in the education sector but also by the public. The publication of annual education statistics boosted data availability and timeliness contributing to the data utilization for planning and decision making, thereby responding to a priority area of enhancing evidence-based policy making.

Revisions to the grant

This period, have there been any revisions to the grant other than those submitted to the Secretariat for their approval?

No

How likely is that the grant agent will submit a request for revision to the Secretariat in the next 12 months for their approval?

Highly Unlikely

Annexes

Annex 1: List of Acronyms

Acronym	Description
CAMIS	Comprehensive Assessment Management Information System
DPO	Data processing officers
EMIS	Educational Management Information System
ESA	Enterprise Solution Architecture
ESWG	Education Sector Working Group
ESSP	Education Sector Strategic Plan
GoR	Government of Rwanda
GPE	Global Parentship for Education
IFMIS	Integrated Financial Management information System
MINECOFIN	Ministry of Finance and Economic Planning
MINEDUC	Ministry of Education
NESA	National Examination and School Inspection Authority
NUDOR	National Union of Disability Organizations in Rwanda
RISA	Rwanda Information Society Authority
SCG	System Capacity Grant
SDMS	School Data Management System
SEN	Special Educational Needs
TMIS	Teacher Management Information System
UNICEF	United Nations Children's Fund

1 Highly Unsatisfactory- The grant has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory - The grant has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory - The grant has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs but a resolution is likely. Moderately Satisfactory - The grant is expected to achieve most of its major outputs efficiently with moderate shortcomings or delays. Satisfactory – The grant is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory - The grant is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.

2 Highly Unsatisfactory – The window has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory – The window has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory – The window has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs but a resolution is likely. Moderately Satisfactory – The window is expected to achieve most of its major outputs efficiently with moderate shortcomings. Satisfactory – The window is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory – The window is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.

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