System Transformation Grant Annual Progress Report Template for Projects

Status: Accepted

Country	Name of project this grant is contributing to	Grant ID	Project ID (if applicable)
Rwanda	Rwanda - STG	GPE0000832	SC240159

Grant Agent	Grant Type	Approval Date	Grant Effectiveness / Start Date
United Nations Children's Fund	STG	11/27/2023	07/01/2024

Expected Closing Date	Grant Amount	Timeframe Examined in this report		Date of Report Submission
		From Date	To Date	
06/30/2028	31,290,000 (USD)	06/30/2024	06/29/2025	12/15/2025

Implementation Progress

Overall Project Progress this Reporting Period

Overall Progress this Reporting Period 1
Satisfactory (S)

Previous Rating
NA

Detailed Description including factors that lead to an upgrade/downgrade in the rating
Major accomplishments this reporting period.

The Rwanda System Transformation Grant (STG) is designed to support the Government of Rwanda (GoR) accelerate progress in three priority areas identified by the Ministry of Education (MINEDUC) and partners and presented in the partnership compact. These are: i) improving foundational literacy and numeracy; ii) ensuring timely enrolment and progression in foundational grades and beyond; and iii) enhancing education sector capacity, coordination, leadership and financing. In line with these priorities, four core intervention areas (components) were identified by MINEDUC and partners as the primary focus of the STG, namely:

a) Improving English language proficiency of teachers and their capacity to effectively deliver lessons in the official medium of instruction.
b) Improving teaching of foundational literacy and numeracy skills.
c) Enhancing school environment to attract and motivate students to learn.
d) Improving data quality and usage to support evidence-informed decisions at central and district levels.

The major achievements under each component during the reporting period are the following:

Improving English language proficiency of teachers and their capacity to effectively deliver lessons in the official medium of instruction.

A key achievement under this component is the contribution to the improvement of English language proficiency of 7,752 teachers (3,357 male and 4,395 females) in 250 schools across the 30 districts of the

country. The proficiency of these teachers improved through ongoing school-based professional development led by mentor teachers. English clubs were established in the250 schools to promote peer learning, coaching and mentoring by fellow teachers who are English language specialists.

Peer learning, coaching and mentoring have been enhanced by the provision of 8,150 laptops to 249 schools to support the delivery of online and in-person training, including by complementing peer-supported professional development with self-directed digital learning. These interventions are meant to be sustained over time, to ensure progressive improvement of teachers' capacities and competencies to deliver instruction in English. Through the combination of the peer-peer approach and digital learning, MINEDUC aims to ensure 95 per cent of teachers at all levels of the system can demonstrate the minimum proficiency standards required to effectively teach in English by the end of 2029. The support provided through STG is contributing to the achievement of this goal.

Improving teaching of foundational literacy and numeracy skills.
The achievement is harmonized tools for monitoring service delivery in ECD centres. Additionally, a team of 30 trainers have been trained to support the cascading of training of district officials responsible for quality assurance and inspection. The harmonized tools are informed by the harmonized national standards for ECD jointly developed by MINEDUC and the National Child Development Agency (NCDA). The harmonized standards define the core standards for ECD facilities and services in both formal schools and community based, non-formal settings. The standards aim to ensure all ECD centres (in formal and non-formal settings) deliver equitable quality of services.

Enhancing school environment to attract and motivate students to learn
MINEDUC successfully delivered remedial learning programme during the 2023/2024 summer holiday for children in lower primary grades (Primary1- Primary3) who did not meet learning benchmark required for promotion to the next grade. Of the 361,055 learners (170,283 boys and 190,772 girls) who enrolled for the summer holiday remedial learning programme, 343,979 (95 per cent) participated in an assessment administered by the National Examination and School Inspection Authority (NESA) to determine those have met grade level standards for promotion. The assessment result shows that 64 per cent of the learners achieved the expected competencies and qualified for promotion to the next grade level. This contributed to a significant reduction of repetition rates as well as a reduction in the risk of dropout that is often exacerbated by high repetition rate.

Another milestone achieved was through the government funded national school feeding programme aimed at increasing enrolment and reducing absenteeism. The STG supported the provision of 244 energy-saving cooking stoves to 228 schools across the country, contributing to improved learning environment for over 250,000 primary school learners. Additionally, the 244 energy saving stoves contribute to improved health of the school population with clean air and environment protection due to reduced risks related to deforestation.

Improving data quality and usage to support evidence-informed decisions at central and district levels.
The teacher management information system (TMIS), a digital tool developed to enhance recruitment and management of teachers has been improved by integrating a new module for effective management of maternity leave. The grant supported nationwide training of school administrators and district education officials on the maternity leave module, enabling online request and approval of maternity leave. The module is set to play a pivotal role in improving efficiency in school administration by creating a positive and productive work environment for all educators.

In total, 6,183 education officials (4,922 male and 1,261 female), including 75 district level officials (63 male and 12 female), 3,178 headteachers (2,499 male and 679 females) and 2,930 school data managers (2,360 male and 570 female) benefited from the training.

Implementation challenges or delays

Two key activities initially planned to be accomplished in the first year were not accomplished. These include provision of age-appropriate textbooks and training of pre-primary caregivers in developing foundational skills using differentiated pedagogies. For the textbooks, while these were procured, their distribution is scheduled in year two. The training of pre-primary was delayed because of prioritization of

the remedial learning programme by the Ministry Education. The remedial education session, conducted during the summer holiday, was prioritized in response to high repetition rates, especially in the lower primary grades. The summer remedial learning session was very successful as explained in the major achievements' section.

On the other hand, while the construction of 300 classrooms to reduce congestion in ECD centres and the provision of 37 science laboratory equipment and kits for day secondary schools were planned for year two, their procurement and initial work started in year one. This was decided by the Ministry of Education considering the procurement requirements and procedures to be followed.

The construction of the 300 classrooms is expected to be completed by December 2025 and available for use in term two of the 2025-2026 school year while the science laboratory kits, and equipment will also be available for use in the 2026-2027 school year.

Factors that led to any upgrade/downgrade in the progress rating above
Not applicable. This is the first progress report, so the progress rating has not changed.

Project Implementation Progress, by Component / Objective

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Improving English proficiency of teachers and their capacity to effectively deliver lessons in the official medium of instruction.	Satisfactory (S)	

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:
Only one main activity (sub-components) was planned under this component: Enhance female and male teachers' capacity to use English as a medium of instruction. The implementation status is rated as satisfactory.

The aim of this activity is to improve English language proficiency level of teachers, through on-going school based professional support and training. This includes the establishing English language clubs to provide the platform for peer learning, coaching and mentoring. As planned, 250 English language clubs were established in 250 schools across all 30 districts. The clubs provide an inclusive space for female and male teachers to enhance their skills and competencies in speaking, listening, reading, and writing in English, which will subsequently improve the delivery of lessons in English. In total, 7,752 teachers (43 per cent female) are actively participating in the English language club activities supported by experienced peer mentors who specialise in English language. To ensure consistent and effective roll out of the clubs, guidelines have been developed and disseminated to teachers through the Rwanda Basic Education Board (REB) E-learning platform. In addition, 8,150 laptops (against 7,500 planned) were provided to 249 schools to support the delivery of blended (online and face to face) training and self-directed learning. These complementary interventions will enhance teachers' capacity to deliver instruction in English.

Two sub-activities planned under this component were not completed and rescheduled to the second year. These include refining the English training content to incorporate automated assessment and certification through the REB-e-learning platform and training of pre-primary, primary and secondary school teachers to further improve their English proficiency. MINEUDC is currently reviewing the delivery approach of English language proficiency improvement programme in collaboration with other partners, including the World Bank and the Mastercard Foundation. The aim is to transition to fully digital training and competency assessment, starting with 38,000 teachers in partnership with the World Bank. The training is planned to commence in the 2025-2026 fiscal year that started in July 2025

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Improving teaching the foundational literacy and numeracy skills.	Moderately Satisfactory (MS)	

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:

Three main activities (sub-components) were planned under this component: i) training of ECD caregivers to effectively implement the curriculum; ii) provision of age-appropriate textbooks and iii) strengthening monitoring and assessment mechanisms in ECD centres. The implementation status of activities planned under this component is rated as moderately satisfactory.

The main achievement under this component is the development and validation of a harmonized ECD service delivery monitoring tools. Following validation of the tools, MINEDUC trained 30 master trainers to support cascading of training to decentralized education officials. The training of officials at the decentralized level is planned to take place in year two. The development of the tool and related capacity strengthening are expected to improve consistency and standardization of the monitoring of ECD services delivery. In the same context, MINEDUC procured 396,000 textbooks for the pre-primary schools. Their distribution is scheduled in year two.

The provision of equipment and materials to resource rooms and assessment centres as well as the training of inclusive education focal teachers on inclusive education approaches, including early identification and detection of disabilities were implemented with the system capacity grant.

On the other hand, the activities including building the capacity of female and male primary teachers in developing foundational skills using differentiated pedagogies, capacity building of female and male teachers from inclusive Model Schools on Sign Language and Braille as well as the distribution of Science and Elementary Technology (SET) textbooks in upper primary schools, were put on hold to prioritize the implementation of government's strategies for remedial learning.

Component / Objective	**Level of Progress this Reporting Period** [2]	**Previous Rating**
Enhancing school environment to attract and motivate students to learn.	Satisfactory (S)	

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:

Three main activities (sub-components) were planned under this component: i) Reduce repetition and dropout rate in primary and secondary education.; ii) Enrich learning environment in ECD, primary and secondary education. The implementation of activities planned for component three is rated as Satisfactory.

The activities under this component are aimed at supporting schools to provide an enabling environment for timely enrolment and progression learners through primary and secondary education at the appropriate age and complete of their education within the expected timeframe.

Reduce repetition and dropout rate in primary and secondary education
Remedial education was identified as a key intervention needed to improve learning outcomes for struggling learners, contributing to the reduction of dropout and repetition rates that have been a persistent challenge in the education sector. The policy framework guiding remedial learning as a strategy include Foundational Learning Strategy developed in 2024 and the Competence-Based Curriculum (CBC) which promotes chid centred pedagogical approaches which places learning at the centre of teaching.

Accordingly, MINEDUC successfully delivered remedial learning programme during the 2023/2024 summer holiday for children in lower primary grades (P1-P3) who did not meet learning benchmark required for promotion to the next grade. Over 417,000 learners were identified as in need of the remedial support during the summer holiday. Of these, 361,055 (86 per cent) learners (170,283 boys and 190,772 girls) participated in the remedial learning sessions while 343,979 (95 per cent) participated in an assessment administered by National Examination and School Inspection Authority (NESA) to determine those have met grade level standards for promotion. The result shows that 64 per cent of the learners assessed (343,979) achieved the expected competencies and qualified for promotion to the next grade level. This contributed to a significant reduction of repetition rates as well as the risk of dropout that is often exacerbated by high repetition rate.

To ensure effective implementation, the intervention entailed training of 1,308 trainers who trained 28,502 (13,079 male and 15,423 female) lower primary school teachers on remedial learning approaches and

strategies. The training focused on the use of remedial approach and strategies to enhance pupils' learning progress. These strategies focused on supporting students in three foundational subjects, namely Kinyarwanda, English, and Mathematics.

While the training was meant to provide a framework for a consistent delivery of remedial learning, it had a significant impact on the teachers' capacities as well, especially in terms of their understanding of remedial education approaches, especially ability to identify and meet the individual needs of students.

"Before attending the training, I had no real understanding of remedial learning. I used to think it was just revision. Now, I realize it's much more than that. It involves assessing the learner's level and providing individualized support to help them meet their specific needs ." Emmanuel Ndungutse, a teacher at Ecole Primary Gahini in Kayonza Disrict mentioned in interview.To complement remedial education efforts, MINEDUC launched the "Nawe Wagera Kure" (You too can reach far) campaign to sensitize and encourage communities to ensure regular school attendance and contribute to reducing school dropout by engaging successful alumni, high-profile individuals such as Members of Parliament, senior government officials, and university lecturers as role models. Community mobilization and awareness raising events were held in 90 schools across the country, directly reaching 117,106 learners (58,233 boys and 58,873 girls). This intervention was not directly funded by the STG. It is a critical effort led by the government to promote close collaboration between schools and their communities in support of children's learning. In addition, 14.545 youth volunteers and 8,795 school administrative and decentralized education officials supported the remedial learning sessions. This demonstrated the critical role of school-community partnership in improving the quality of education, especially to give assurances to parents and caregivers about the importance of the programme. Lastly, the grant contributed to improving efficiency of the national school feeding programme fully funded by the government. Specifically, the grant supported procurement of 244 energy-saving cooking stoves distributed to 228 schools selected from 29 districts across the country. The energy saving stoves are expected to improve health and wellbeing of school population, by reducing dependency of the 228 schools on wood fuel, a key driver of deforestation. In addition, 97 storekeepers and cooks (44 Male and 53 female) in schools of City Kigali were trained on nutrition and Sanitation. The training emphasized the importance of nutrition and guiding them on how to prepare balanced and nutritious meals for the students. The expectation from the training is to improve school feeding management practices. To support schools on the provision of nutritious diet, 12 school gardens were established as model in Kayonza District and were provided with 5,600 grams of selected seedlings for each school. The gardens are expected to provide vegetables for supplementing the main school meals and create learning experience for students, including on climate change education,

Enrich Learning environment in ECD, primary and secondary education.
The activities under this sub-component are planned to be implemented in the second year. However, procurement related to construction of 300 ECD classrooms and 37 science laboratories as well as provisions of hygiene and sanitation materials to students with disabilities have been initiated to ensure timely completion in year two.

Component / Objective	**Level of Progress this Reporting Period** [2]	**Previous Rating**
Improving timely data collection and usage to inform central and district level education interventions	Satisfactory (S)	

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:
Two main activities (sub-components) were planned under this component: i) Improve collection and management of gender and disability data and inter-agency feedback on data use.; ii) Strengthen monitoring, assessment, and quality assurance system. The implementation of these activities is rated Satisfactory. Improve collection and management of gender and disability data and inter-agency feedback on data use

In the context of improving data quality and usage to inform planning, delivery and decision making around education interventions, the main milestone achieved was the nationwide training on the newly developed maternity leave module in the TMIS. The maternity leave module is set to play a pivotal role in improving allocation of substitute teachers in replacement of those on maternity leave, thus improving efficiency in school administration, and also teacher welfare and creating a positive and productive work environment for all educators.

To ensure effective roll out of the system, 6,183 officials (4,922 male and 1,261 female) were trained on functionality of the newly introduced module in the TMIS. The trained officials include 75 district education officials (63 male and 12 female), 3,178 headteachers (2,499 male and 679 females) and 2,930 school data managers (2,360 male and 570 female). The training enhanced understanding and

capacities of the education officials on the use of the TMIS to effectively and efficiently manage maternity leave through the digital platform. The training and the module will further enhance compliance with national labour laws and education sector guidelines.

However, the gender composition of the attendees revealed a marked disparity, including among head teachers where only 21 per cent are female. This imbalance underscores the importance of implementing strategies to encourage greater female representation in leadership positions and training opportunities. Addressing this gap is crucial to ensuring a more equitable and inclusive approach to developing educational leadership across all districts.

The trained school data managers are expected to serve as focal points, to support and guide teachers in their respective schools to adequately utilize the module. This approach ensures knowledge transfer, promoting widespread understanding and implementation of the data system.

Strengthen monitoring, assessment, and quality assurance system. The implementation of these activities is rated Satisfactory.

Given the ongoing work on integration of the various education management information systems, one activity planned under this sub-component (refine the financial accountability framework and support its implementation through training and monitoring) has been rescheduled to year two. The other activities (including development of an automated school scorecard embedded into Comprehensive Assessment Management Information System (CA-MIS) and Quality Assurance Management Information system (QUAMIS) were previously planned to be implemented in year two

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Component / Objective	**Level of Progress this Reporting Period** [2]	**Previous Rating**
Grant Agent Implementation Support Costs	Satisfactory (S)	

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:
The programme continued to be implemented through existing education sector structures. MINEDUC remained responsible for overall management of implementation, coordination, and monitoring. Through its SPIU, MINEDUC oversees the administration of financial management, internal audit, disbursement, procurement, M&E, planning operations, human resource management, environmental and social (E&S) matters, and communications related to the project.
STG funded activities are planned and implemented in close collaboration with districts and MINEDUC affiliated agencies, especially the Rwanda Basic Education Board (REB) and National Examination and Schools Inspection Authority (NESA).

The Ministry of Education's SPIU led the implementation of specific activities outlined in components 3 and 4, focusing on school constructions and capacity building related to the School Data Management Information system.
The Rwanda Basic Education Board SPIU led the implementation of activities outlined in component 1 and component 2. Additionally, the SPIU of the National NESA spearheads the implementation and monitoring of activities specified in component 4, which is centred on assessment, quality assurance and the use of CAMIS. Single Project Implementation Units have been established in the Ministry of Education and its implementing agencies with an objective of creating an effective institutional framework to guide the process of designing and implementing projects in order to fast track realization of development targets envisaged in various education sector strategic plans.

UNICEF, as grant agent, ensured timely implementation and progress reporting. UNICEF continued working closely with the Ministry of Education, Rwanda Basic Education Board and NESA to ensure a government-led planning and delivery process and provide technical support as needed. UNICEF team also ensured the monitoring of implementation progress, including outputs and intermediate outcomes. The team oversaw compliance with financial management, procurement, and safeguard requirements.

Lessons, innovative/promising practices

A key emerging practice from this reporting period is the integration of technology of peer led professional development for improved English proficiency. This was enabled by the provision of laptops as well as the establishment of school English clubs. This blended approach is expected to serve as a model to inform roll out of the initiative to other schools.

The “Nawe Wagera Kure (You too can reach far)” campaign is proven to be a promising initiative for the efforts to reduce dropout and repetition rates. While such initiatives will be continued in subsequent years of the programme, the model could be replicated by engaging community and opinion leaders in school-level activities mainly targeting drop-out, absenteeism and repetition rates

Impact stories

Impact stories were developed featuring the roll out and reach of “Nawe Wagera Kure” campaign—designed to inspire students to continue their education despite any challenges they face. The initiative featured role models: individuals who completed their primary education at the respective schools and subsequently achieved notable success. Below are the links showcasing the events:

https://www.newtimes.co.rw/article/24965/news/education/former-pm-makuza-urges-students-to-embrace-civic-duty-dream-big

https://www.newtimes.co.rw/article/25058/news/featured/featured-govt-officials-support-nawe-wagera-kure-campaign-urge-learners-to-shape-their-future

https://www.newtimes.co.rw/article/25058/news/featured/featured-govt-officials-support-nawe-wagera-kure-campaign-urge-learners-to-shape-their-future

https://www.newtimes.co.rw/article/25016/news/featured/featured-gs-bugarama-students-urged-to-embrace-heroism-in-nawe-wagera-kure-campaign

https://x.com/ClaudetteIrere/status/1902759699893657663?t=te6JsHKckhLzw1nwByqkNg&s=08

https://x.com/peterkagabo/status/1902995557678792880?t=ImVwuvEWS7CA-P3HZaOJ7g&s=08

In addition, interventions around remedial learning program were featured on Government newspaper Imvaho (https://m.imvahonshya.co.rw/gahunda-nzamurabushobozi-yimuye-638-byabanyeshuri-bari-gusibira/)

https://www.newtimes.co.rw/article/28933/news/education/how-remedial-learning-gives-every-child-a-fair-chance-to-succeed

https://www.newtimes.co.rw/article/18977/news/education/reb-introduces-remedial-courses-for-over-300000-lower-primary-pupils

https://rwandadispatch.com/how-remedial-education-is-giving-students-a-second-chance/

and tutorial video on remedial learning publicized on REB Youtube Channels on the following links:

https://youtu.be/kJdpn9Fx5DU?si=Dp53QqaYal3cEYdt

https://www.youtube.com/watch?v=0XS6A09kJIg

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

#	File Name	Document Type	Description
1	ANNEX-STG Results Framework_Progress report _October 2025.docx	Results Framework	System Transformation Grant Results Famework as of October 2025

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
9,687,974	10,251,070.38	105.81	On Track

Budget Variance Analysis for the Current Reporting Period

Total Approved Budget for the Current Reporting Period
9,687,974

Total Expenditure for the Current Reporting Period
10,251,070.38

Management Performance

Level of Management Performance
Satisfactory (S)

Previous Rating
NA

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

Procurement: The procurements processes are managed by Single Projects Implementation Units (SPIUs) at MINEDUC and REB guided by the Government procurement policies and procedures. MINEDUC sometimes requests direct procurement by UNICEF.

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 System Transformation Grant activities.

Management: UNICEF, as the grant agent, has dedicated staff embedded at MINEDUC who consistently monitor the implementation of System Transformation Grant 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).

Revisions to the grant

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

Yes

Detailed Description

To respond to the emerging needs of the education sector, there have been changes in the initial workplan mainly for year one. Changes include the re-allocation of funds to the government priorities including remedial learning programme to address significant increase in repetition rates from 24 per cent in 2021/2022 to 30 per cent in 2022/2023. Other changes include activities rescheduled from first to second year for better alignment with similar interventions funded by the Government or other development partners.

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

Likely

Detailed Description

Some changes have been proposed by the project steering committee. The proposed changes will be presented to the Education Sector Working Group for approval before submission to the GPE Secretariat

Annexes

Annex 1: List of Acronyms

Acronym	Description
CAMIS	Comprehensive Assessment Management Information System
ECD	Early Childhood Development
GEA	Girls' Education Accelerator
GPE	Global Partnership for Education
GoR	Government of Rwanda
LG	Local Government
M&E	Monitoring and Evaluation
MINEDUC	Ministry of Education
NA	Not Applicable

NESA	National Examination and School Inspection Authority
NER	Net Enrolment Rate
QUAMIS	Quality Assurance Management Information System
REB	Rwanda Basic Education Board
SDMS	School Data Management System
STG	System Transformation Grant
TLMMIS	Teaching and Learning Material Management Information System
TMIS	Teacher Management Information System
ToTs	Trainers of Trainers
UNICEF	United Nations Children's Fund
VP	Variable Part

Annex 2: Global Numbers Reporting Template

Provide the data related to GPE's three global numbers for this reporting period below

- Textbooks purchased and distributed through GPE grants
- Teachers trained through GPE grants
- Classrooms built or rehabilitated through GPE grants

Note: For cofinanced grants, please provide the proportion that can be attributed to GPE grant. For example, if the grant's financial contribution accounts for 50 percent of a teacher training activity, the proportion that can be attributed to GPE grant for the number of teachers trained through that activity would be 50%. If the unit of analysis in the indicator is the number of schools and not classrooms, please enter an estimated number of classrooms and provide an explanation in the comments box.

GPE Indicators

Textbooks purchased and distributed

#	Indicator	Actual Number Achieved (during this reporting period)	This system transformation grant annual progress report is learning oriented and seeks to:	Comments

1	Number of age-appropriate textbooks	396,000	100	The figure represents the number of pre-primary textbooks procured. The distribution to school is expected in year two

GPE Indicators

Teachers trained

#	Indicator	Actual Number Achieved (during this reporting period)	This system transformation grant annual progress report is learning oriented and seeks to:	Comments
1	Number of teachers and Headteachers trained in CAMIS, SDMS, TLMMIS and TMIS	6,183	100	The training focused on use of TMIS- Maternity leave module. Participants included education officials, head teachers and school data managers.

GPE Indicators

Classrooms built or rehabilitated

#	Indicator	Actual Number Achieved (during this reporting period)	This system transformation grant annual progress report is learning oriented and seeks to:	Comments
1	Number of classrooms constructed	0	0	The construction of 300 classrooms and 37 laboratories are planned to be completed in year 2.

Annex 3: Cumulative Beneficiary Children Reporting Template

Provide the **cumulative** number of children of pre-primary, primary and secondary school age (both in school and out of school) and other students (adolescents beyond secondary school age and adult learners participating in basic education programs), who **directly participated in project activities, received project-supported incentives or services, or benefited from project interventions so far. Also provide relevant disaggregated values by sex (applicable to all grants)**. If appropriate and available, provide disaggregated values by varied subgroups and by education level. Reporting beneficiary data cumulatively means counting all beneficiaries as a running total, adding up all beneficiaries since the start of the grant. Data on beneficiaries are to be collected using the methods and tools proper to each project. It is understood that some disaggregated data will only be collected if a project expressly targets specific subgroups through their interventions and uses their own methods for counting beneficiary children/other students.[i] Please provide the number or proportion of girls of varied subgroups in the comment section below, if available.

NOTE: For cofinanced grants, please provide the numbers for the entire program and indicate the proportion that can be attributed to GPE grant. For example, if the grant's financial contribution accounts for 40 percent of the program that is cofinanced by GPE and oher donors, enter 40% in "% atributed to this grant".

	Pre-primary (optional)	Primary (optional)	Secondary (optional)	Others (optional)	Total	% attributed to this grant (for cofinanced grants)
Number of children who directly benefited from the project	515,377	2,812,409	744,110	0	4,071,896	100
Of which, girls	255,678	1,377,215	420,357	0	2,053,250	100
Of which, children with a disability (optional)	3,125	31,751	5,132	0	40,008	100
Of which, refugee children (optional)						
Of which, internally displaced children (optional)						
Of which, out-of-school children, in school-age (optional)						
Of which, children from marginalized ethno-cultural/ linguistic minorities: specify which ones (optional)						

Provide any comments on beneficiary children, if needed. This could include, for example, the definition employed by the grant for a particular subgroup (including a more granular description of these subgroups), the approach/tool used to calculate the number of beneficiaries overall or by subgroup, any limitation of the approach/tool employed for this calculation and reasons why data on beneficiary children are unavailable. Please provide the number or proportion of girls for varied subgroups in the comment section below, if available.

Annex 4: GEA Indicators Reporting Template

GEA Core indicators	Baseline	Results for this reporting period		GPE contribution (optional for cofinanced grants)	Comments
		Target	Actual		
Indicator name					
Date					

1 Highly Unsatisfactory - The project has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory - The project has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory - The project has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs, but a resolution is likely. Moderately Satisfactory - The project is expected to achieve most of its major outputs efficiently with moderaten shortcomings or

delays. Satisfactory - The project is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory -The project is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.

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

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