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)	06/30/2025	06/29/2026	09/30/2026

Implementation Progress

Overall Project Progress this Reporting Period

Overall Progress this Reporting Period 1
Satisfactory (S)

Previous Rating
Satisfactory (S)

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

This report presents progress and results achieved under the Rwanda System Transformation Grant (STG) during the second year of implementation, covering the period from 1 July 2025 to 30 June 2026. The programme document under the grant was approved in November 2023 and implementation commenced on 1 July 2024.

The grant supports three interconnected system-level priorities identified by the Ministry of Education (MINEDUC) and education sector partners and presented in the Rwanda Partnership Compact: 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. These three priorities are being advanced through four mutually reinforcing programme components, namely:

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

The first year of implementation, concluded on 30 June 2025, established the implementation foundations and generated initial results across the four components. Building on the results achieved in Year One, the key achievements under each programme component during the second reporting period are outlined below.

Component 1: Improving English language proficiency of teachers and their capacity to effectively deliver lessons in the official medium of instruction.

Strengthened teacher capacity and continuous professional development opportunities are contributing to improved quality of instruction in foundational years. In 2025, the Government of Rwanda launched a national digital English language programme for teachers with support from the World Bank. It was scaled up in 2026 in partnership with the Mastercard Foundation. As this fully funded initiative serves the objective of improving English language proficiency of teachers, the Ministry of Education requested the reallocation of US$3.1 million out of the US$7.1 million budgeted for this component to remedial education under Component 3. The GPE approved the reallocation in January 2026.

During this reporting period, the grant focused on strengthening the English clubs established in the previous year, providing teachers with opportunities for peer-to-peer learning and regular language practice. The clubs helped create a collaborative learning environment that reinforced confidence of teachers in using English for classroom instruction, complementing the digital learning efforts supported by the complementary national programme. In addition, the grant supported the provision of 246 laptops to 33 Technical and Vocational Education and Training (TVET) schools to facilitate both online and face-to-face professional development. The laptops are intended to enhance training by combining peer-supported learning with self-directed digital learning, thereby contributing to the continued improvement of English language proficiency for teachers.

Component 2: Improving teaching of foundational literacy and numeracy skills.

Improved access to quality curriculum resources, teacher preparation reforms and inclusive education support is strengthening foundational learning opportunities for all learners. The grant continued to support the curriculum reforms initiated by the Ministry of Education in 2025. The key achievements include revision of 375 textbooks for primary and secondary education and a comprehensive review of the Primary Teacher Training College (TTC) curriculum. The TTC reform extended the duration of teacher training from three to five years and strengthened curriculum focus on foundational and transferable skills and effective pedagogical practices, to better equip future primary school teachers with the knowledge and competencies required to deliver high-quality teaching and improve learning outcomes.
To support the rollout of the revised school curriculum, the grant financed the procurement and distribution of 39,600 English phonics workbooks for Primary 2 and Primary 3 (P2 and P3) learners, along with 6,600 P1 English Read Aloud Stories. These resources enable learners to apply phonics-based reading approaches, contributing to improvement in reading fluency and comprehension. Additionally, the 396,000 pre-primary textbooks procured during the previous reporting period were distributed to 900 schools in 11 Districts, improving the availability of age-appropriate learning materials and the quality of early learning services for 162,924 children (82,660 male and 80,264 female).
The grant further supported the deployment of 63 Braille and Rwanda Sign Language experts (36 male and 27 female) to 63 inclusive model schools, to strengthen the capacity and skills of 2,700 teachers in the model and nearby schools. Through ongoing coaching, mentoring, and school-based support, the experts are helping teachers to integrate inclusive pedagogical practices into classroom instruction and better respond to the diverse learning needs of children with visual and hearing impairments. In addition, the experts are fostering greater community awareness and engagement to reduce stigma and increase support for the enrolment, participation, and retention of children with disabilities. Collectively, these efforts are expected to contribute to more equitable and inclusive learning environments and improved learning outcomes for children with visual and hearing impairments.

Component 3: Enhancing school environment to attract and motivate students to learn.

More learners achieved minimum grade-level competencies and progressed to the next grade, contributing to reduced repetition and improved retention across primary education. At the end of the 2024/2025 school year, the Ministry of Education introduced summer holiday remedial learning programme to address persistently high repetition rates, particularly in primary education. The programme enabled nearly two-thirds of the 360,000 participating learners to achieve the minimum competencies required for promotion to the next grade. Building on this significant achievement, the grant continued to support the remedial learning programme during the 2025/2026 summer holiday period, targeting P1 to P5 learners who had not attained the required competencies for promotion to the next grade at the end of the school year.

The holiday remedial learning programme was implemented in 3,227 schools, reaching 840,525 learners, including 458,958 (199,535 female and 259,423 male) in lower and 381,567 (194,558 female and 187,009 male) in upper primary. Of these, 574,078 learners, representing 68.3 per cent of the total participants assessed by the National Examination and School Inspection Authority (NESA), achieved the minimum grade level learning benchmarks required for promotion. The result increased the share of learners promoted to the next grade, contributing to a significant reduction in repetition rates and lowering the risk of dropout, which is often exacerbated by repetition. Across primary grades (P1-P5), the repetition rate declined from 29.7 per cent in 2022/23 to 20.4 per cent in 2024/25, demonstrating a significant improvement internal efficiency and progression of learners through the education system. Weekend remedial learning reached233,409 (136,513 female and 96896 male) learners, supported by 32, 246 (10, 726 female and21,520 male) teachers, contributing to improvement in the performance of learners in national examinations.
Children, particularly in remote and underserved areas, benefited from safer and more conducive learning environments through expanded education infrastructure. Another significant achievement during the reporting period was the completion of 313 classrooms and 324 toilet facilities construction across all 30 districts. The additional classrooms expanded learning space in pre-primary education, helping to reduce overcrowding, and improve the learning environment, particularly in remote and underserved schools. Construction was implemented through home-grown school construction approach introduced by the Government of Rwanda. The approach promotes shared responsibility among the Ministry of Education, district authorities, and sector-level local governments. This collaborative model strengthens local ownership, enhances implementation efficiency, and accelerate the delivery of much-needed education infrastructure.

Component 4: Improving timely data collection and usage to support evidence-informed decisions at central and district levels.

Strengthened education data systems and institutional capacity are improving the availability and use of evidence for education planning, management and accountability. The grant continued to strengthen the school data management system (SDMS) and teacher management information system (TMIS), further improving the availability, quality, and use of education data for evidence-based planning and decision-making. A key milestone achieved was the integration of the 36 District Processing Officers (DPOs) into government payroll. The DPOs were previously funded through the GPE grant to fill a critical technical capacity gap that had constrained data quality and the effective use of education data for decision-making. The integration of the DPOs into government payroll ensured sustainable technical support to district education officials and school leaders in the effective use of education data systems, contributing to better data-driven education management.

Strengthened digital management of teacher professional development is improving the availability and use of real-time data for monitoring, accountability and teacher support. In addition, the TMIS was upgraded with a new Continuous Professional Development (CPD) module to strengthen the management of teacher professional development by school leaders, district level authorities with oversight support from Rwanda Basic Education Board at the central level. The module enables teachers to register for CPD courses online, track their progress, and record course completion. It also allows school leaders to track participation and validate completion of mandatory training, facilitating timely support, monitoring, and accountability. The system provides a reliable mechanism for managing teacher professional growth and ensuring that professional development opportunities are effectively utilized by teachers, contributing to progressive improvement in their competencies. Prior to the introduction of the CPD module, there was no systematic way to track teacher participation in professional development activities, limiting the ability of school leaders to monitor progress, identify support needs, and ensure accountability.

To support rollout of the CPD module within the TMIS, 3,393 (2,595 male and 798 female) headteachers, 2,537 (627 female and 1910 male) school based CPD Coordinators and 88 District Education Officials (73 male and 15 female) were trained on its use to strengthen management of teacher professional development, including tracking of participation and course completion. The training strengthened the capacity of participants to navigate the TMIS, manage teacher profiles, assign subjects and CPD trainees and update credentials. These changes are updated real time in the TMIS, contributing to more reliable and timely availability of CPD participation data for school, district, and national-level planning and decision-making.

Pre-and post-training assessments showed proficiency in use of the CPD module increased from 31.9 per cent to 63.4 per cent, while application in the system nearly doubled after completion of the training. These initial data demonstrate strengthened institutional capacity and increased readiness to leverage the TMIS for monitoring, accountability, and continuous improvement of teaching quality.

In terms of factors that led to any upgrade/downgrade in the progress rating above. This is not applicable. The progress rating remains satisfactory, as reported in the first year.

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)	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:

This component has only one main activity (sub-component), aimed at enhancing the capacity of 140,000 teachers to effectively use English as a medium of classroom instruction. The implementation status of the component is rated Satisfactory.

While the scope of activities was adjusted following the expansion of complementary national English language programmes supported by the World Bank and Mastercard Foundation, the component remained on track to achieve its revised objectives. In response to the availability of alternative financing for teacher English language development, US$3.1 million (43 per cent) of the originally allocated US$7.1 million budget was reallocated to remedial education under Component 2 with approval from GPE. The reallocation primarily affected activities related to teacher training and materials for supporting school-based English clubs.

With the remaining resources, the grant focused on sustaining school-based professional development mechanisms established during the first year of implementation. A total of 250 English clubs continued to operate across supported schools, reaching 7,725 teachers. The clubs provided structured opportunities for peer learning, language practice and professional exchange, helping teachers strengthen their confidence and ability to use English in classroom instruction.

To complement these efforts, the grant supported the procurement and distribution of 246 laptops for teachers in 33 TVET schools. The laptops expanded access to digital learning resources and online professional development opportunities, enabling teachers to engage in self-directed learning and continuous skills development.

Overall, the key deliverables planned under the component were completed as scheduled following the approved restructuring of activities. The continued operation of English clubs and provision of digital learning equipment strengthened access to professional development opportunities and supported ongoing efforts to improve 91,260 (44,701female and 46,324 male) teachers' English language proficiency and classroom practice.

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Improving teaching the foundational literacy and numeracy skills.	Satisfactory (S)	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 during the reporting period under this component: i) training of pre-primary 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 satisfactory.

Subcomponent 2.1: Train pre-primary caregivers to effectively implement the curriculum.

During the reporting period, the grant supported the training of teachers and school leaders on the Universal Design for Learning (UDL) principles, remedial learning approaches and phonics instruction to strengthen their capacity to deliver foundational learning using inclusive and learner-centred approaches.

Against a target of 57,695 teachers from 3,224 schools across 30 districts, 45,212 (21,081 male and 24,861 female) teachers (78 per cent of the target) and 1,004 (359 female and 645 male) headteachers completed the training. Training delivery was supported by 360 experienced Master Trainers established by the Rwanda Basic Education Board (REB) to facilitate continuous professional development at scale. The one-tier cascade training model ensured consistent training quality, strengthened supervision and provided a cost-efficient mechanism for reaching teachers nationwide.

Training outcomes indicate that the intervention successfully strengthened teacher competencies. Pre- and post-training assessments showed that the proportion of teachers demonstrating medium-to-advanced skills in remedial learning increased from 60 per cent to 85 per cent, representing a 25-percentage-point improvement. Similarly, the proportion of teachers demonstrating the desired competencies in phonics instruction increased from 30 per cent to 75 per cent following the training. In addition, the grant continued to support school-based professional development through the deployment of 63 Braille and Rwanda Sign Language experts to inclusive model schools across the country. Through coaching, mentoring and classroom support, the experts provided continuous professional development to approximately 2,700 teachers, strengthening their capacity to apply inclusive pedagogical approaches and better support learners with disabilities.
Overall, the planned activities under this subcomponent were substantially completed, resulting in strengthened teacher capacity to deliver foundational literacy instruction, remedial learning interventions and inclusive education practices in supported schools.

Subcomponent 2.2: Provide age-appropriate and accessible textbooks

A major milestone under this subcomponent was the distribution of age-appropriate teaching and learning materials to strengthen foundational learning in early grades. A total of 39,600 P2 and P3 English phonics workbooks procured during the reporting period and 396,000 pre-primary textbooks procured in Year One were distributed to 900 schools. These materials were provided to address critical shortages of learning resources in Early Childhood Development (ECD) centres and lower primary classrooms, enabling caregivers and teachers to deliver more structured, interactive, and developmentally appropriate instruction, which are evidence informed strategies that contribute to improvement in foundational learning outcomes.
By providing children with access to age-appropriate learning materials during the early years, the intervention is expected to strengthen foundational literacy and language development, improve learner engagement, and create a stronger foundation for future learning outcomes.Programme resources were also strategically redirected toward interventions with demonstrated potential to address persistent foundational learning gaps in primary education.

The second activity initially planned under this component: Digitisation of lower secondary education textbooks (Mathematics, English, Chemistry, Biology, Health Science, and Physics) was discontinued following a Ministry of Education request to reprogramme the allocated funds to support the national remedial learning programme. The reallocation responded to persistent foundational learning gaps in primary education and enabled resources to be directed toward an immediate sector priority. The recommendation was endorsed by the Education Sector Working Group and approved by GPE in November 2025.
This decision reflects the programme's responsiveness to emerging evidence and sector priorities, ensuring that available resources were directed towards interventions with the greatest potential to improve learning outcomes, particularly for vulnerable learners. The digitisation activity will be supported through complementary government-financed programmes.

Subcomponent 2.3: Strengthen monitoring and assessment mechanisms in early childhood development centres.

The two activities planned under this subcomponent were:
(i) the finalization of a harmonized minimum standards for both school-based and community-based ECD centres, supported by a comprehensive nationwide mapping of all ECD facilities; and
(ii) (ii) the development and operationalization of a clustering framework that links community-based ECD centres with nearby formal schools.

However, these activities were deferred to Year Three to allow the completion of critical foundational interventions jointly led by the Ministry of Education and the National Child Development Agency (NCDA). This included the clustering of community-based ECD centres with established schools; an approach designed to improve access to public resources and services, including capitation grants, school feeding programmes, and the deployment of qualified teachers and caregivers. This approach is expected to strengthen supervision, quality assurance, and professional support for newly recruited pre-primary teachers, ultimately improving the quality of teaching and learning and enhancing learning outcomes for young children in ECD settings.

The decision to defer implementation reflected a deliberate systems-strengthening approach that prioritized the establishment of foundational policy and institutional reforms before introducing additional operational frameworks. By supporting the Government to first strengthen governance, coordination and service delivery arrangements for community-based ECD centres, the programme helped create the

enabling conditions necessary for sustainable implementation and scale-up of quality assurance interventions. This sequenced approach reinforces national ownership and increases the likelihood that investments will generate lasting improvements in the quality and equity of early childhood development services.

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Enhancing school environment to attract and motivate students to learn.	Satisfactory (S)	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. The first focuses on reducing repetition and dropout rate in primary and secondary education and the other on enhancing the learning environment in ECD, primary and secondary education enriched. The overall implementation of the component is rated as Satisfactory.

Subcomponent 3.1: Reduce repetition and dropout rate in primary and secondary education

Under this sub-component, the grant supported the scale-up of the Government-led remedial learning programme through two complementary pathways: (i) a holiday remedial learning programme targeting primary school learners who had not attained the competencies required for promotion to the next grade, and (ii) a weekend remedial learning programme for learners in examination classes requiring additional academic support. The interventions were designed to address learning gaps that contribute to repetition, poor academic performance, and school dropout.

The holiday remedial learning intervention was implemented in 3,227 schools nationwide and reached 840,525 primary school learners (453,981 male and 386,544 female). To support effective delivery, 45,942 teachers (21,081 male and 24,861 female) were trained on evidence-based remedial learning approaches, including tailored instruction to address individual learning needs. The intervention was complemented by supportive supervision and monitoring by school leaders and district education officials to ensure consistent attendance and the provision of essential support services, such as snacks for participating learners. 7

Post intervention assessments conducted by the National Examination and School Assessment Authority (NESA) showed that 68 per cent of participating learners achieved the learning benchmarks required for promotion to the next grade. In total, 494,767 learners, including 290,072 learners in lower primary and 204,695 learners in upper primary, achieved the required proficiency. Performance gains were particularly notable in key transition grades, specifically those progressing from P3 to P4, demonstrating effectiveness of the intervention in closing learning gaps and supporting learners to remain on track in their education journey.

The programme also demonstrated strong value for money. Based on programme expenditure and assessment results, the estimated cost per learner achieving proficiency was RWF 13,305 (US$ 9), demonstrating the feasibility of delivering remedial learning as a cost-effective strategy for accelerating learning recovery, improving progression rates, and strengthening foundational skills among primary school learners not only in Rwanda but across low-income country contexts.

The weekend remedial learning intervention reached 233,409 struggling learners (136,513 girls and 96,896 boys) in candidate classes (Primary 6, Senior 3, and Senior 6). This intervention was delivered by 32,246 teachers (21,520 male and 10,726 female) trained in effective remedial learning strategies, enabling targeted support for learners at risk of failing to achieve expected learning benchmarks.

The intervention contributed to significant improvements in national examination outcomes, with pass rates increasing by more than 10 percentage points at both primary and lower secondary levels. At the primary level, the pass rate increased from 76 per cent in 2025 to 88 per cent in 2026, while at the lower secondary level it rose from 64 per cent to 86 per cent over the same period. These results again are consistent with widely acknowledged evidence on the effectiveness of targeted remedial support in improving learning outcomes and strengthening progression to higher levels of education.

These broad-based remedial learning interventions paired with supportive supervision mechanisms strengthened the capacity of schools to provide targeted support to learners at risk of repetition and dropout,

while promoting equitable access to foundational learning opportunities.

In addition, to support the collection of school level remedial data, 300 laptops were procured and distributed to 300 standalone, less-resourced primary schools, selected to prioritize the schools with the greatest resource needs. The 300 reached schools currently have functioning digital tools for remedial-learning data collection, management, and analysis, strengthening real-time tracking of learner progress and giving school leaders better information to guide instructional decisions.

Subcomponent 3.2: Enrich Learning environment in ECD, primary and secondary education

The planned interventions under this component included the establishment of smart classrooms in 200 schools, provision of assistive devices and support services for learners with disabilities in 100 schools, construction of 300 pre-primary classrooms, development of 60 science laboratories in day secondary schools, and equipping the National STEM Centre with modern science equipment.

A major achievement during the reporting period was the completion of 313 pre-primary classrooms and 324 latrine facilities across all 30 districts, exceeding the target of 300 classrooms. This investment has created safer, more inclusive, and child-friendly learning environments for an estimated 12,000 young children, while strengthening the capacity of the education system to expand access to quality early childhood education.

These investments are expected to enhance readiness of children to learn by providing space that enables application of age-appropriate learning strategies such as learning through plan and reduce classroom overcrowding. The additional classrooms contribute to equity, particularly in underserved communities, enabling more children to benefit from quality early learning opportunities that lay the foundation for future learning and development.

The expansion of school infrastructure further directly contributes to the second National Strategy for Transformation (NST2) target of reaching pre-primary net enrolment to 65 per cent by 2029 and strengthens the foundations for productive human capital development.

Construction of the 35 science laboratories, installation of smart classrooms and procurement of assistive devices and related support for learners with disabilities experienced implementation delays and will be completed in Year Three. Delays were mainly related to procurement processes and the sequencing of preparatory activities required to support effective implementation.

For the assistive devices, the Rwanda Basic Education Board (REB) prioritized the procurement of devices for learners with visual and hearing impairments. To ensure schools are prepared to effectively utilize the devices upon delivery, teachers with expertise in Braille and Rwandan Sign Language were recruited to support capacity building in schools with high enrolment of learners with disabilities. In addition, approximately 2,700 teachers are currently receiving school-based professional development and coaching to strengthen support for learners with disabilities. This preparatory work will help maximize the impact of the investment and strengthen inclusive access to quality education.

Equipping of the National STEM Centre with science equipment was discontinued, following an approved reallocation of funds to support the national remedial learning programme in response to emerging sector priorities. The reallocation was endorsed by the Education Sector Working Group and approved by GPE in January 2026. To ensure the original objective is achieved, the Ministry of Education has committed to mobilizing funding from complementary programmes and government resources to support the equipping of the National STEM Centre. As a result, progress toward the broader component objectives remains on track, with alternative financing avenues.

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	Moderately Satisfactory (MS)	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 Moderately satisfactory.

Subcomponent 4.1: Improve collection and management of gender and disability data and inter-agency feedback on data use

This subcomponent supports the development of an integrated education data with a single sign-on functionality and centralized dashboards across key education management information systems. It will also strengthen data disaggregation and simplification through artificial intelligence applications within the Education Data Intelligence Centre.

Once operational, the integrated data system will streamline data management processes and improve access to timely and reliable data for policymakers, school leaders, and other stakeholders. In addition, the use of AI-driven analytics will enhance the education sector's ability to identify disparities, generate actionable insight, and better target interventions to locations and schools most in need.
However, implementation progressed more slowly than anticipated due to challenges in recruiting the specialized technical experts required to support system development and work alongside the Ministry of Education technical team. As a result, implementation of the system development activities was delayed during the reporting period.

The recruitment process has since advanced substantially, with the required expertise expected to be in place early in Year Three. Preparatory work completed during the reporting period has positioned the subcomponent to move into the implementation phase, and completion of the planned activities remains on track within the overall programme timeframe.

Subcomponent 4.2: Strengthen monitoring, assessment, and quality assurance system

This subcomponent focuses on strengthening the effectiveness and use of data from education data systems including CAMIS, TMIS, SDMS, and TMIS, while building the capacity of school leaders and teachers in data collection, management, and utilization. These investments aim to improve data quality, strengthen evidence-based decision-making, and support more effective planning and monitoring across the education sector.

During the reporting period, significant progress was made in strengthening the capacity of education stakeholders to use data for planning, monitoring, and decision-making. A total of 6,028 education officials (4,588 male and 1,440 female), including head teachers, school based Continuous Professional Development (CPD) Coordinators, and District Education Officers, were trained on the newly developed module for teacher professional development within the Teacher Management Information System (TMIS). The training on the CPD module enhanced the ability of the education officials on how to use real-time data to plan, track, and monitor teacher professional development, enabling more informed decisions on teacher deployment, training priorities, and support to enhance performance where needed. The below table provides a snapshot of the CPD dashboard in the TMIS.

To sustain data-driven decision-making at district and school levels, the grant also supported the deployment of 36 Data Processing Officers and 11 Teacher Management Information System (TMIS) Officers (3 male and 8 female). These officers provide ongoing technical support to district education officials and school leaders on use of the operational education data systems, improving data quality, accessibility, and utilization for planning, monitoring, and service delivery. A key sustainability milestone was achieved in June 2026 when all the 36 Data Processing Officers were integrated into the government payroll system, ensuring the continuation of critical technical support beyond the life of the grant and strengthening institutional capacity for evidence-based education management.

In addition, the Ministry of Education and NESA developed standardized Monitoring and Evaluation (M&E) and Quality Assurance tools aligned with the STG Quality Framework and trained 30 NESA District-Based Inspectors in their application. This has strengthened institutional capacity to conduct systematic performance monitoring, generate evidence-based performance reports, and use the data to identify implementation gaps and inform corrective actions.

Collectively, these investments are enhancing the education sector's ability to use high-quality data to improve accountability, resource allocation, teacher development, and ultimately learning outcomes

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

1. Community-led infrastructure delivery strengthens both efficiency and sustainability. The implementation of classroom and latrine construction demonstrated that community-led, home-grown infrastructure approaches can provide an effective mechanism for expanding education infrastructure at scale. Beyond delivering infrastructure in a cost-efficient manner, active engagement of parents, teachers, local leaders, and community members strengthened ownership and accountability throughout the construction process. This increased local commitment to the maintenance and utilization of facilities, suggesting that community participation should remain a central consideration in future school infrastructure investments to enhance sustainability and value for money.

2. Financing modalities should be aligned with the implementation realities of infrastructure projects. Implementation of school construction activities highlighted the importance of aligning financing and cash transfer arrangements with the operational requirements of infrastructure projects. Construction activities typically require significant upfront investments and implementation periods that extend beyond quarterly planning cycles. The experience suggests that adopting more flexible disbursement arrangements for capital-intensive investments could improve implementation efficiency, reduce delays associated with cash flow constraints, and support timely delivery of planned outputs while maintaining appropriate financial oversight and accountability mechanisms.

Impact stories

A human-interest story highlighting the programme's achievements on remedial education is attached as annex. Specifically, the story depicts how Rwanda is addressing learning gaps through a nationwide

remedial learning program aimed at strengthening foundational literacy and numeracy skills.

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

#	File Name	Document Type	Description
1	Impact Story_ Remedial learning_Progress report_September 2026_.pdf	Knowledge Product	Impact story
2	_Final_STG Results framework_Annual Progress Report_September 2026_.pdf	Results Framework	Results framework for 2026 annual progress report
2	FINAL SC240159 System Transformation Grant - September 2026 -Progress Report_uploaded_.pdf	Knowledge Product	Full annual progress report
2	FINAL SC240159 System Transformation Grant - September 2026 -Progress Report_uploaded_.pdf	Knowledge Product	Detailed annual progress report

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
24,750,930

Cumulative Expenditure
23,950,532.66

Cumulative Financial Absorption Rate
96.77

Level of Financial Absorption
On Track

Budget Variance Analysis for the Current Reporting Period

Total Approved Budget for the Current Reporting Period
24,750,930

Total Expenditure for the Current Reporting Period
23,950,533

Management Performance

Level of Management Performance
Satisfactory (S)

Previous Rating
Satisfactory (S)

Detailed Description
The overall performance is satisfactory, particularly in the areas of financial management, procurement, safeguarding, and other fiduciary matters.

Financial assurance: UNICEF continued to apply its established Harmonized Approach to Cash Transfers (HACT) framework to ensure sound financial management, fiduciary oversight, compliance, and risk management throughout grant implementation. All planned financial assurance activities were completed during the reporting period, and no significant financial management or compliance issues were identified.

Procurement. The Government of Rwanda has a robust procurement regulations and procedures, which are consistently followed by the team under Single Project Implementation Units (SPIUs) at MINEDUC and REB assigned to manage implementation of activities funded by the grant. Compliance with procurement requirements remained satisfactory throughout the reporting period. In selected cases, the Government requested UNICEF to undertake direct procurement in line with UNICEF policy and procedures and comparative advantages. These included the procurement of laptops and the printing of teaching and learning materials to support timely and efficient implementation.

Audit: MINEDUC regularly conducts internal audits to assess both activity implementation and financial management, with consolidated reports produced quarterly. Strong audit and assurance mechanisms remained in place throughout the reporting period. In addition, the Office of the Auditor General of Rwanda continued its annual audit of government accounts. No significant audit findings or control weaknesses were reported during the period. UNICEF, in its role as Grant Agent, also conducted spot checks and financial assurance activities to verify the appropriate use of funds transferred to MINEDUC for System Transformation Grant implementation.

Management: UNICEF maintained dedicated technical and programme management capacity to oversee grant implementation and monitor progress against planned results. Close collaboration between UNICEF, MINEDUC, REB, and other implementing agencies ensured effective coordination, compliance with agreed policies and procedures, and timely resolution of implementation challenges. Progress updates were shared with members of the Education Sector Working Group (ESWG), further strengthening transparency, accountability, and collective oversight of grant implementation.

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?

No

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?

Unlikely

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
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	435,600	100	The figure represents the number of pre-primary textbooks and P2 and P3 English workbooks procured and distributed to schools.

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 on remedial education, UDL and phonics instruction	45,212	100	The number represent the number of educators trained Universal Design for Learning (UDL) principles and Phonics Instruction. The training aimed to equip teachers with pedagogical skills and competence needed to effectively support learning for children
2	Number of head teachers and CPD Coordinators trained on TMIS CPD Module	6,028	100	The number represent headteachers and teachers trained on CPD module developed on Teachers Management Information System

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	313	100	The 313 classrooms and 324 latrines were constructed to reduce overcrowing and improve learning environment for learners

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	579,140	2,742,504	734,554		4,056,198	100
Of which, girls	288,217	1,334,607	417,453		2,038,277	100
Of which, children with a disability (optional)	3,514	1,334,607	417,453		2,083,277	100
Of which, refugee children (optional)	6,008	24,976	12,039		43,023	100
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.