

**REPUBLIC OF RWANDA**



**MINISTRY OF EDUCATION**

# **The 2021/22 Forward- Looking Joint Review of the Education Sector**

## ***Narrative Report***

**July, 2021**

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## List of Abbreviations and Acronyms

|                 |  |
|-----------------|--|
| <b>ACES</b>     | African Center of Excellence for Sustainable Cooling and Cold Chain                    |
| <b>ADB</b>      | Asian Development Bank   |
| <b>ADHI</b>     | American Dream Homes   |
| <b>AFD</b>      | Agence Française de Développement  |
| <b>AIMS-NEI</b> | African Institute for Mathematical Sciences Next Einstein Initiative                   |
| <b>APEFE</b>    | Association pour la Promotion de l'Education et de la Formation à l'Etranger (Belgium) |
| <b>ARIPES</b>   | Association Rwandaise des Instituts Privés d'Enseignement Supérieur                    |
| <b>BLF</b>      | Building Learning Foundations  |
| <b>BRD</b>      | Development Bank of Rwanda   |
| <b>B-Tech</b>   | Bachelor degree of Technology  |
| <b>CA</b>       | Comprehensive Assessment   |
| <b>CAPs</b>     | Content Access Points  |
| <b>CASS</b>     | College of Arts and Social Sciences  |
| <b>CAVM</b>     | College of Agriculture, Animal Sciences and Veterinary Medicine                        |
| <b>CBA</b>      | Competence Based Assessment  |
| <b>CBC</b>      | Competence-Based Curriculum  |
| <b>CBE</b>      | College of Business and Economics  |
| <b>CBT</b>      | Competence-Based Technology  |
| <b>CE</b>       | College of Education   |
| <b>C8</b>       | Call 8   |
| <b>CEBE</b>     | Regional Center of Excellence for Biomedical Engineering                               |
| <b>CESB</b>     | Capacity Development and Employment Services Board                                     |
| <b>CFT</b>      | Combating the Financing of Terrorism   |
| <b>CGC</b>      | Career Guidance and Counselling  |
| <b>CMHS</b>     | Medicine and Health Sciences   |
| <b>CNRU</b>     | Rwandan National Commission for UNESCO   |
| <b>CoE</b>      | College of Education   |
| <b>Covid-19</b> | 2019 novel coronavirus   |
| <b>CPD</b>      | Continuous Professional Development  |
| <b>CST</b>      | College of Science and Technology  |
| <b>CTLR</b>     | Curriculum Teaching and Learning Resources   |
| <b>DAFI</b>     | Albert Einstein German Academic Refugee Initiative                                     |
| <b>Dr.</b>      | Doctor   |
| <b>DPs</b>      | Development Partners   |
| <b>DVC</b>      | Deputy Vice Chancellor   |
| <b>ECED</b>     | Early Childhood Educational Development  |
| <b>ECIV 5</b>   | Integrated Household Living Conditions Survey 5  |
| <b>EMIS</b>     | Education Management Information System  |
| <b>ESSP</b>     | Education Sector Strategic Plan  |
| <b>ESYB</b>     | Education Statistical Year Book  |

|                    |  |
|--------------------|--|
| <b>EXIM</b>        | Export-Import (EXIM) Bank  |
| <b>FAO</b>         | Food and Agriculture Organization  |
| <b>FAWE</b>        | Forum for African Women Educationalists  |
| <b>FBO</b>         | Faith Based Organizations  |
| <b>FCDO</b>        | Foreign Commonwealth and Development Office  |
| <b>FL JRES</b>     | Forward Looking Joint Review of Education Sector   |
| <b>Frw</b>         | Rwandan Francs   |
| <b>FY</b>          | Financial Year/Fiscal Year   |
| <b>GIZ</b>         | Deutsche Gesellschaft für Internationale Zusammenarbeit  |
| <b>GMO</b>         | Gender Monitoring Office   |
| <b>GoR</b>         | Government of Rwanda   |
| <b>GPI</b>         | Gender Parity Index  |
| <b>HD PER</b>      | Human Development Public Expenditure Review  |
| <b>HE</b>          | Higher Education   |
| <b>HEC</b>         | Higher Education Council   |
| <b>HEI</b>         | Higher Education Institution   |
| <b>HLIs</b>        | Higher Learning Institutions   |
| <b>HMI</b>         | Hospitality Management Institute   |
| <b>IDP (UR-HQ)</b> | Infrastructure Development Project (University of Rwanda Headquarters)                                   |
| <b>ICT</b>         | Information and Communication Technologies   |
| <b>ICPC</b>        | Integrated Craftsmen Production Centers  |
| <b>ICTP-EAIFR</b>  | Abdus Salam International Center for Theoretical Physics-East African Institute for Fundamental Research |
| <b>IE</b>          | Inclusive Education  |
| <b>IPRC</b>        | Integrated Polytechnic and Regional College  |
| <b>JICA</b>        | Japan International Corporation Agency   |
| <b>JRES</b>        | Joint Review of Education Sector   |
| <b>KOICA</b>       | Korea International Cooperation Agency   |
| <b>LARS</b>        | Learning Achievement in Rwandan Schools  |
| <b>LODA</b>        | Local Administrative Entities Development Agency   |
| <b>LwD</b>         | Learners with Disabilities   |
| <b>MIFOTRA</b>     | Ministry of Public Service   |
| <b>MINALOC</b>     | Ministry of Local Government   |
| <b>MINECOFIN</b>   | Ministry of Finance and Economic Planning  |
| <b>MINEDUC</b>     | Ministry of Education  |
| <b>MINEMA</b>      | Ministry of Emergency Management   |
| <b>MINICIT</b>     | Ministry of ICT & Innovation   |
| <b>MININFRA</b>    | Ministry of Infrastructure   |
| <b>MIS</b>         | Management Information System  |
| <b>MoU</b>         | Memorandum of Understanding  |
| <b>M-Tech</b>      | Master Degree of Technology  |
| <b>MVT</b>         | Massive Vocation Training  |
| <b>N/A</b>         | Not Applicable   |

|                   |  |
|-------------------|--|
| <b>NCST</b>       | National Council for Science and Technology  |
| <b>NEP</b>        | National Employment Program  |
| <b>NER</b>        | Net Enrollment Rate  |
| <b>NESA</b>       | National Examination and School Inspection Authority   |
| <b>NGOs</b>       | Non-Governmental Organizations   |
| <b>NISR</b>       | National Institute of Statistics of Rwanda   |
| <b>NST1</b>       | National Strategy for Transformation 1   |
| <b>ODel</b>       | Open, distance and e-learning  |
| <b>PASET</b>      | Applied Sciences, Engineering and Technology   |
| <b>PER</b>        | Public Expenditure Review  |
| <b>PhD</b>        | Doctor of Philosophy   |
| <b>PTTR</b>       | Pupil Trained Teacher Ratio  |
| <b>P3</b>         | Primary three  |
| <b>P6</b>         | Primary Six  |
| <b>PMO</b>        | Prime Minister’s Office  |
| <b>PSG</b>        | Priority Skills for Growth   |
| <b>RASCSRG</b>    | Rwanda Astrophysics Space and Climate science Research Group                                   |
| <b>RCE VIHSCM</b> | Regional Center of Excellence for Vaccines, Immunization and Health<br>Supply Chain Management |
| <b>RDB</b>        | Rwanda Development Board   |
| <b>REB</b>        | Rwanda Education Board   |
| <b>RHA</b>        | Rwanda Housing Authority   |
| <b>RISA</b>       | Rwanda Information Society Authority   |
| <b>RMI</b>        | Rwanda Management Institute  |
| <b>RP</b>         | Rwanda Polytechnics  |
| <b>RP</b>         | Reconversion Program   |
| <b>RPL</b>        | Recognition of Prior Learning  |
| <b>RPPA</b>       | Rwanda Public Procurement Authority  |
| <b>RQBE</b>       | Rwanda Quality Basic Education   |
| <b>RRA</b>        | Rwanda Revenue Authority   |
| <b>RRT</b>        | Rapid Response Training  |
| <b>RSIF</b>       | Regional Scholarship and Innovation Fund   |
| <b>RTB</b>        | Rwanda TVET Board  |
| <b>RTTI</b>       | Rwanda Technical Teacher Training Center   |
| <b>S3</b>         | Senior three   |
| <b>SACCO</b>      | Savings and Credit Co-operative  |
| <b>SBMs</b>       | School Based Mentors   |
| <b>SDC</b>        | Swiss Agency for Development and Cooperation   |
| <b>SDF</b>        | Skills Development Fund  |
| <b>SDG</b>        | Sustainable Development Goals  |
| <b>SIDA</b>       | Swedish International Development Cooperation Agency   |
| <b>SMM</b>        | Senior Management Meeting  |
| <b>SNE</b>        | Special Needs Education  |

|               |   |
|---------------|---|
| <b>SP</b>     | Sub-Program   |
| <b>STEM</b>   | Science Technology Engineering and Mathematics                              |
| <b>SWG</b>    | Sector Working Group  |
| <b>TAPF</b>   | Technical Assistance Pooled Fund  |
| <b>TES4SD</b> | Transforming Education Systems for Sustainable Development Network<br>Plus  |
| <b>ToGs</b>   | Training Organization Guides  |
| <b>ToR</b>    | Terms of Reference  |
| <b>TLM</b>    | Teaching Learning Materials   |
| <b>TTC</b>    | Teacher Training colleges   |
| <b>TTIs</b>   | Teacher Training Institutes   |
| <b>TVET</b>   | Technical and Vocational Education and Training                             |
| <b>UN</b>     | United Nations  |
| <b>UNHCR</b>  | United Nations High Commissioner for Refugees                               |
| <b>UNCRC</b>  | United Nations Convention on the Rights of the Child                        |
| <b>UNESCO</b> | United Nations Educational, Scientific and Cultural Organization            |
| <b>UNFPA</b>  | United Nations Population Fund  |
| <b>UNICEF</b> | United Nations Children's Fund  |
| <b>UR</b>     | University of Rwanda  |
| <b>USAID</b>  | United States Agency for International Development                          |
| <b>USD</b>    | United States Dollar  |
| <b>VNR</b>    | Voluntary National Review   |
| <b>VTCs</b>   | Technical and Vocational Education and Training                             |
| <b>VVOB</b>   | Flemish Association for Development Cooperation and Technical<br>Assistance |
| <b>WDA</b>    | Workforce Development Authority   |

## Introduction

Forward-Looking Joint Review of Education Sector 2021/22 meeting brought together 138 stakeholders, including SWG Co-chairs of the Education Sector (Lead Development Partner), representative of the PMO, representatives of other concerned line ministries and GoR institutions, representative of MINECOFIN, representatives of MINALOC/LODA, representative of the National Institute of Statistics (NISR), representatives of Development Partner Organizations, representatives of Private Sector operating in education, representatives of civil society organizations involved in education sector and other representatives as deemed appropriately. This forum was an opportunity to engage in policy dialogue and to ensure ownership, accountability and transparency of the NST 1 implementation and monitoring process. The FY 2021/22 requires strategies and innovations to address the socio-economic impact of the global Covid19 pandemic.

Forward-Looking Joint Review of Education Sector 2021/22 meeting had five (5) main objectives:

- i. To present and discuss areas prioritized during the planning and budgeting process.
- ii. To discuss and validate the 2021/22 sector targets and related policy actions.
- iii. To select policy related studies to be conducted in 2021/22 fiscal year.
- iv. To assess progress towards implementation of the 2020/21 policy actions.
- v. To provide the latest status on SDG indicators already monitored by sectors and review the progress against the implementation of the plans and strategies to monitor the additional SDG indicators currently having clear computation methodologies.

In her opening remarks, the Minister of Education Dr. Valentine UWAMARIYA warmly welcomed the participants and reminded that FY 2021/22 is a year that requires strategies and innovations to address socioeconomic impact of the global Covid-19 pandemic. She said that the meeting was an opportunity to share successes of working together with Development Partners in order to meet common goals. She added that it was an opportunity to present priorities at all levels of education and start getting ready to move forward. She acknowledged positive response to the 2021/22 FL JRES Meeting invitation.

In her opening remarks, Anna Wilson Director of Development in British High Commission recognized good progress that has been made in rationalization of public institutions such as the creation of the National Examinations and School Inspection Authority (NESA) and the creation of the Special Needs and Inclusion Unit within REB. She asserted that Development Partners are ready to assist in building the capacity. She argued that Development Partners intend to face and deal with the challenges of the year ahead together with continued strong collaboration, commitment and resilience.

Minister of State in charge of ICT and TVET, in her closing remarks, Claudette IREERE showed appreciation for fruitful discussions and deliberations. She evoked that Rwanda is committed to the Sustainable Development Goal 4 and stated that its targets will be on regular watch. She recommended Development Partners to integrate the ICT in Education in their program.



## Section 1: Areas Prioritized during the Planning and Budgeting Process

This section provides a summary of selected priority areas as discussed and agreed during the planning and budgeting process.

It also highlights the resource allocation linked to selected priorities based on programmes and sub-programmes.

Annex 1 provides the budget details as per MINECOFIN data source reflecting Government and external sources on budget financing.

### Priority areas for the 2021/22 Fiscal Year

Priority Areas for the 2021/22 Fiscal Year to inform the planning and budgeting process for the institutions in the sector:

- Ensure access to pre-primary education so as to increase pre-primary net enrolment rate from 17.5% (2016) to 38.0% by 2022
- Upgrading and increasing school infrastructure and ensuring access to adequate equipment
- Increase the number of qualified teachers and improve their welfare
- Increase the use of ICT in teaching and learning
- Ensure people with disabilities are able to start school and progress through all levels
- Promoting Technical and Vocational Education and Training (TVET)
- Science, Technology, Engineering and Mathematics (STEM) across all levels of education will be promoted
- Increase effort to reduce dropout in primary, lower secondary and upper secondary

### 2021/22 Budget Summary

**Sector Outcome 1:** Improved quality and learning outcomes in Primary and Secondary Education. **131, 821, 124** Rwandan Francs was allocated to Education Sector Planning and Coordination Program which includes three sub-programs namely; (i) Cross-cutting programs in Education, (ii) Policy, Monitoring & Evaluation and (iii) Policy Planning and Analysis.

**Sector Outcome 2:** STEM strengthened across all levels of education. The total budget of **2, 325, 862, 240** Frw was allocated to Education, Science and Technology Research and Development. This will improve on three sub-programs: (i) Science and Technology in Education, (ii) Research Coordination & Promotion and (iii) Research and Climate Change Observatory. A budget of **45, 804, 975, 479** Rwf was allocated to Higher Education Scholarship Management Program.

**Sector Outcome 3:** TVET and HEI programmes are responsive to both labour market needs and the social and economic development of Rwanda. A total budget of **210, 500, 000 Frw** was allocated to Higher Education Quality Assurance Program.

**Sector Outcome 4:** Increased number of students enrolled in TVET and Higher Education Programs. **11, 752, 667, 924 Frw** was allocated to Higher Education Program.

**Sector Outcome 5:** Increased Technical and Vocational Education and Training. A total budget of **11, 515, 826, 360 Frw** was allocated to Technical and Vocational Education.

**Sector Outcome 6:** All learners achieve basic levels of literacy and numeracy in early grades and beyond. **49, 796, 480, 392 Frw** was allocated to Education Quality and Standards, **9, 159, 482, 919 Frw** was allocated to Curricula and Pedagogical Materials and **8, 666, 724, 662 Frw** was allocated to Examination, selection and accreditation in Basic Education.

**Sector Outcome 7:** All school teachers, TVET instructors and higher education lecturers have appropriate levels of skills and competencies to deliver the curriculum. On Teacher Development and Management, **3, 568, 573, 231 Frw** was allocated to pre-primary, primary, secondary and Higher Education Quality Assurance sub-programs.

**Sector Outcome 8:** Enhanced use of ICT to transform teaching and learning and support the improvement of quality across all levels of education in Rwanda. **5, 423, 312, 474 Frw** will be spent to ICT Integration in Education Program while **8, 560, 070, 396 Frw** are allocated to ICT in Education Program.

It is worth noting that Education Budget allocated to Other Sectors is equivalent to **42, 459, 509, 232 Frw**.

## **2021/22 Key Activities Planned by Sub-sector**

### **Basic Education**

- ✓ Recruit new 580 pre-primary teachers;
- ✓ Train 1, 321 pre-primary teachers and Head teachers on use of Teaching Learning Materials;
- ✓ Print and distribute 1, 942, 491 textbooks to pre-primary, primary and secondary education;
- ✓ Equip and operationalize REB studio;
- ✓ Train 30, 000 teachers on the use of the English proficiency modules and methodology and classroom management in order to have appropriate levels of skills and competencies to deliver the curriculum;
- ✓ Recruit 8, 838 primary and secondary teachers;
- ✓ Increase again 10% of teachers salary;
- ✓ Increasing the supply of highly qualified and innovative teachers in STEM disciplines by training 1, 400 primary and secondary science teachers on the use of science kits and how to use local resources to augment the kits in the teaching of science;
- ✓ Provide to 1, 792 Primary and Secondary schools with math kits and 1, 256 primary and secondary schools with science kits;
- ✓ 10, 298 TTC students provided with 50% of government school fees;

- ✓ Supplementary teaching and learning materials, special needs and inclusive education materials delivered to TTCs;
- ✓ Payment of School Construction works at 100% ( Reserve Force and Muhabura Companies will be paid);
- ✓ Upgrading 16 TTCs Schools;
- ✓ Upgrading 16 Models Schools and One New Model School to be constructed at UR- College of Education/ Rukara Campus;
- ✓ Construction of retaining walls in 20 Districts with schools located in land sliding, steep hills and/or high risk zone that need urgent protection (Burera, Gakenke, Gasabo, Gatsibo, Gicumbi, Gisagara, Huye, Kamonyi, Karongi, Muhanga, Ngororero, Nyabihu, Nyamagabe, Nyamasheke, Nyanza, Nyaruguru, Rubavu, Rulindo, Rusizi and Rutsiro);
- ✓ Supply of 75,505 school desks to existing schools;
- ✓ Conduct National Comprehensive Formative Assessment to 3, 984, 569 primary, secondary, TTC students/TVET trainees;
- ✓ Conduct National Examination to 499, 026 candidates in 2021 and 545, 835 candidates in 2022 school year;
- ✓ Conduct school inspection in 548 Basic Education and TVET schools;

## **TVET**

- ✓ Increase TVET trainers by recruiting 1,325 New trainers;
- ✓ Revision of 24 CBT/CBA curriculum of Level 3;
- ✓ Development of 24 Training manuals;
- ✓ Supply of training consumables to 234 public and Government aided TVET schools (61,795 trainees and each one will cost 150,000 Frw, a total of 9,269,250,000Frw will be spent);
- ✓ 2, 400 Trainers to be trained on Pedagogical Training;
- ✓ Construct new 21 TVET schools;

## **HE**

- ✓ Complete the construction of the IDP (UR-HQ; School of Mining; and ODeL Centers);
- ✓ Complete the construction of the CEBE complex;
- ✓ Construction of Nyagatare Veterinary Complex (ongoing);
- ✓ Establish of 10 smart classrooms and 10 smart laboratories, under PSG;
- ✓ Increase the number of publications to 598;
- ✓ Recruit potential candidates for postgraduate studies (21 for PhD and 235 for Masters) in Centers of Excellence (ACEs, CEBE, VIHSCM, ICTP-EAIFR);
- ✓ Conduct National Tracer Survey on Employability of TVET and Higher Education Graduates and Employers satisfaction;
- ✓ Conduct Institutional Audits in 6 HLIs, conduct quality audit to 10 Polytechnics;
- ✓ Conduct Follow up assessments on previous Subject Reviews conducted in different domains;
- ✓ Conduct programmes reviews of 30 new Academic Programmes to ensure their relevance to labour market needs, validate and accredit 60 Training Organization Guides (ToGs) for level 6&level 7 and 30 new curricula for B Tech and M Tech will be developed by RP;
- ✓ Construct and equip a Learning Center at IPRC Huye;
- ✓ Supply and install Training equipment, materials and tools for learning center at IPRC Huye;
- ✓ Supply and install 5,226 Cooking stoves (muvelo) in 2, 648 schools across the country;
- ✓ Supply Training Consumables to 8 IPRCs +HMI+RTTI;

- ✓ Establish 7 Virtual and 1 physical labs in RP Colleges through PSG Projects;
- ✓ Organize National TVET skills and innovative competition;
- ✓ Support Research and Innovative Projects within RP and its affiliated institutions;
- ✓ Assess and certify RP graduates;
- ✓ Upgrade MIS (Management Information System) for improving students registration of RP Colleges;
- ✓ Complete HMI building;
- ✓ A building containing labs and workshops constructed in IPRC Tumba through AFD Project;
- ✓ Develop (8IPRCs+HMI+RTTI) Master Plan for future expansion for all colleges;

## **Section 2: 2021/22 Sector Targets and Related Policy Actions**

This section provides the targets and policy actions for the Sector Indicators.

The following sector outcomes have been given special attention:

### **1) Increased access to pre- primary education**

- **Indicator**

- Net Enrolment Rate in pre- primary

- **2021/22 Target** is to increase NER pre-primary from 24.6% in 2018/19 (Baseline) to **38%**

- **2021/22 Policy Actions** include:

- Engage Faith Based Organizations and Private Sector Partners to increase the access to pre-primary education;
- Recruit 580 new pre-primary teachers;

### **2) Ensure Gender Parity in participation and achievement at all levels of education**

- **Indicator**

- Gender Parity Index (GPI)

- **2021/22 Target** is in:

- Pre-primary: 1.02 (with baseline of 1.05 in 2019)
- Primary: 1.01 (with baseline of 1.00 in 2019)
- Lower secondary: 1.03 (with baseline of 1.21 in 2019)
- Upper secondary: 1.03 (with baseline of 1.27 in 2019)
- TVET: 0.86 (with baseline of 0.70 in 2019)
- Higher Education: 0.9 (with baseline of 0.85 in 2019)

- **2021/22 Policy Actions** include:

- Conducting Gender Based Education behavior change communication campaigns in schools;
- Ensure that 35% of SDF beneficiaries/trainees have to be females;

- 3) **TVET and HEI programmes are responsible to both labour market needs and Rwanda's social and economic development**
- **Indicator**
    - Percentage of employers satisfied with University and TVET graduates
  - **2021/22 Target** is 86.0% of employers satisfied with TVET graduates with baseline of 77%. On the other side, 2021/22 Target is 80.4% of employers satisfied with HEI graduates with baseline of 74.6%.
  - **2021/22 Policy Actions** include:
    - Conduct National Tracer Survey on Employability of TVET and Higher Education Graduates and Employers satisfaction;
- 4) **Reduced Drop out at primary, lower and upper secondary**
- **The drop out ratio** is targeted to be 2.5 % in primary, 3 % in lower secondary, and 2% in upper secondary for 2021/22. This is against a baseline of 7.8 % in primary, 9.1% in lower secondary and 5.1 % in upper secondary.
  - **2021/22 Policy Actions** include:
    - Conduct awareness campaign against dropout and improve on parental involvement;
    - Scale up school feeding program in Pre-primary and Primary schools;
- 5) **Improved education quality in primary and secondary education**
- **Indicators**
    - Pupils: Trained Teacher Ratio (primary)
    - Percentage of schools with access to computers & Internet
    - Percentage of learners achieving minimum proficiency in numeracy in S3
  - **The target for 2021/22** according to ESSP is that the ratio of Pupil: Trained teacher will be improved to 55:1 (with the baseline of 60:1). In 2021/22, 85.4 % of primary schools and 85.70 % of secondary schools will have computers against the baseline of 83.4 % in primary and 85.4 % in secondary schools in 2019. Percentage of learners achieving minimum proficiency in numeracy in S3 will increase to 87.00 % in 2021/22 from 78.80 % in 2018 as baseline.
  - **2021/22 Policy Actions** include:
    - Recruit 4,636 new primary teachers;
    - Train all newly recruited teachers (28,208) on methodology and classroom management;
    - Provide internet connectivity to 600 schools;
    - Conduct Learning Achievement for Rwandan School (LARS V)
- 6) **Increased Technical and Vocational Education and Training**
- **Indicators**
    - Employability of TVET Graduates
    - Percentage of students enrolled in TVET as proportion of total students
  - **2021/22 Target** for Employability of TVET Graduates is 82% with the baseline of 66% in 2019. On the other side, 2021/22 Target for Percentage of students enrolled in TVET as proportion of total students is 51.70% with the baseline of 30.1% in 2019.
  - **2021/22 Policy Actions** include:
    - Strengthening academic industrial linkage;

## 7) **Increased enrolment in STEM related courses in Higher Education and TVET**

- **Indicator**

- Percentage of students enrolled in STEM related courses as proportion of total students in higher education and TVET

- **2021/22 Target** for students enrolled in STEM related courses as proportion of total students in higher education and TVET is 68.40% with a baseline of 47% in 2019 at Tertiary Education level.

- **2021/22 Policy Actions include:**

- Increase in number of TVET infrastructures;
- Expand the capacity of Physical and virtual labs and workshops for existing RP Colleges facilities;

### **Section 3: Policy Related Studies to be conducted in 2021/22 Fiscal Year**

This section highlights the Sector Priority Studies for 2021/22. Refer to Annex 3 for details.

### **Section 4: Progress against Planned 2020/21 Studies**

This part highlights the 2020/21 studies that were undertaken in the last fiscal year and the progress towards their policy actions implementation. For further details, refer to Annex 4.

### **Section 5: Progress towards Implementation of the FY 2020/21 Policy Actions**

This section provides a brief description of the progress against 2020/21 policy actions. Refer to Annex 5 for details.

### **Section 6: Latest Status on SDG Indicators**

Sustainable Development Goal 4 is to ensure inclusive and equitable quality education and promote lifelong learning. The complete list of SDG 4 indicators includes 11 global and 32 thematic indicators. Though all indicators in SDG4 are not captured in ESSP, but all strategic objectives and targets are reflected in ESSP. Specific mechanism to monitor progress are elaborated under national taskforce team. This section provides the SDG targets, indicators and progress against implementation plans to monitor indicators.

The following SDG targets have been considered:

**4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes**

**Indicators:**

4.1.1 Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

**Plans to monitor indicators include:**

- Conduct Learning Achievement for Rwandan School (LARS IV)
- Rwanda plans to participate in regional/international assessment;

**Current progress against the implementation plan:**

- LARS IV was conducted but delayed to be approved due to covid-19 measures;
- Rwanda started the registration process to participate in PISA, negotiations are ongoing;

**4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education**

**Indicators:**

4.2.1 Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex.

**Plans to monitor indicators include:**

- Provide Scholastic materials to most vulnerable kids/learners in Pre-primary and primary;

**Current progress against the implementation plan:**

- 807, 694 vulnerable children in pre-primary and primary schools were give scholastic materials and school feeding;

**4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education**

**Indicators:**

4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex

**Plans to monitor indicators include:**

- Improve on early childhood to set the foundation for lifelong learning and well-being;
- There is a strategy of constructing at least one classroom for Pre-Primary at all public primary schools;

**Current progress against the implementation plan:**

- With FBO the government of Rwanda opened more than 1,000 new nursery classrooms;
- 650 newly constructed schools have availed at least one classroom for pre-primary education;

**4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university**

**Indicators:**

4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex

**Plans to monitor indicators include:**

- NEP (Nation Employment Program);
- Formalization of adult literacy;

- Ensuring the access to quality literacy opportunities and materials;
- Equal opportunity to men and women in awarding scholarships.

**Current progress against the implementation plan:**

- The following Statistics of NEP graduates are the achievement of NEP programs in 2020-2021:
  - ✓ Massive Vocation Training (MVT): 843
  - ✓ Rapid Response Training (RRT): 400
  - ✓ Recognition of Prior Learning (RPL): 1929
  - ✓ Integrated craftsmen production centers (ICPC): 230
  - ✓ Reconversion program (RP): 85
- Rwanda Education Board (REB) has developed the adult education curriculum for Level I in 2014 in quest to formalize adult education;
- Draft of adult education curriculum for Level II & III was developed and ready for proofreading and validation;
- During selection of students to be granted study loans/grants, all students are provided equal opportunities regardless their gender.

**4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent work and entrepreneurship**

**Indicators:**

4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill

**Plan to monitor indicators includes:**

- Enhanced use of ICT to transform teaching and learning and support the improvement of quality across all levels of education in Rwanda by equipping primary, secondary, TVET and higher education institutions with smart classroom, enhancing teaching skills in ICT across all levels.

**Current progress against the implementation plan:**

- 2, 411 TVET trainers have been given laptops;
- HLIs improved on e-learning platforms and digitalize the teaching, learning and assessment materials;

**4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations**

**Indicators:**

4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated

**Plans to monitor indicators:**

- Promote gender equality in education as a human right and a development multiplier;
- Monitor the progress of girls and the educational attainment levels of women;

**Current progress against the implementation plan:**

- A package of gender issues for TTCs and model schools was developed and disseminated;



**4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy**

**Indicators:**

4.6.1 Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex

**Plans to monitor indicators include:**

- Increase access to basic education;
- Increase in number of teachers with improved capacity in early grade literacy and numeracy;

**Current progress against the implementation plan:**

- 21, 505 classrooms and 31, 392 latrines were constructed to increase access in education;
- 580 pre-primary teachers were added to Government payroll;

**4.7. By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.**

**Indicators:**

4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment

**Plans to monitor indicators include:**

- Increase the number of teachers trained in gender-responsive pedagogy;

**Current progress against the implementation plan:**

- 387 TVET gender focal person and school managers were trained on gender mainstreaming training module;

**4.a. Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all**

**Indicators:**

4.a.1 Proportion of schools with access to (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic hand washing facilities

**Plans to monitor indicators include:**

- Increase the number of schools with adequate & appropriate material and accessible infrastructure for students with disability;
- It is planned that by 2024 all schools will have access to water and electricity;
- Increase of hand washing facilities and basic drinking water in all schools;

**Current progress against the implementation plan:**

- All schools without electricity and water are being identified so as they can be connected by 2024;
- 1, 099 hand washing facilities were provided by World Bank in 2020/21 FY;
- 256 hand washing facilities were provided by World Vision in 2020/21 FY;
- National Exam in braille is being provided;

- All UR campuses have started renovating old buildings taking into consideration specialized tailored disability infrastructure. The current implementation status is at 25% on average;

**4.b. By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries**

**Indicators:**

- 4.b. Volume of official development assistance flows for scholarships by sector and type of study

**Plan to monitor indicator** includes:

- Proper mechanisms monitoring to ensure that a high number of Rwandans benefit from cooperation scholarships available to developing countries;

**Current progress against the implementation plan:**

- 141 Rwandan students are granted scholarship to pursue their studies in critical skills through different cooperation scholarships namely; Japan, China, South Korea, commonwealth scholarships, Mauritius, Canada, Hungary, Russia, United Arab Emirates, etc.

**4.7.c. By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.**

**Indicators:**

- 4.c.1 Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training

**Plans to monitor indicators** include:

- Increase the number of trained teachers through Teacher Training Institutes (TTIs);
- Increase in the number trained teachers through Teacher Training Institutions by improving pupil-trained teacher ratio in Primary and Secondary Schools;

**Current progress against the implementation plan:**

- 21 senior trainers trained in CBA/CBT;
- 15 schools managers and director of quality assurance trained in schools management;

## Section 7: Key Recommendations

Through different discussions, the participants agreed on a number of key recommendations that will be implemented:

1. To include in the JRES report the full figures of the education budget including education budget from other Ministries which would increase the percentage of education budget as a percentage of the overall Government budget as well as the Pre Primary/ Primary/ Secondary/ TVET percentage breakdown;
2. To include more indicators focusing on learning outcomes in the priority indicators and targets in the next FY;
3. To employ technology and digital solutions in teacher training as well as a focus on early grade literacy and numeracy development;
4. To develop a standardized approach in remedial education across all schools using the REB's remedial education curriculum and tools/resources;
5. To capture all Development Partners interventions/contributions in implementation of different activities/programs;
6. Development Partners to submit their comprehensive annual action plans and quarterly implementation reports.

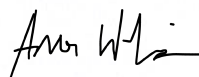
Signed by:

Chair of ESWG



**Samuel MULINDWA**  
Permanent Secretary,  
MINEDUC

Representative/Education Development Partners  
Co-Chair of ESWG



**Anna Wilson**  
Director of Development,  
British High Commission

# ANNEXES

## Annex 1: Linking Sector Outcomes Budget Programmes and Sub-Programmes 2021/22 FY

| <b>Programme</b>   | <b>Sub-Programme</b>   | <b>2021/22 Budget allocated</b> |
|--|--|---------------------------------|
| <b>MINISTRY OF EDUCATION AND AFFILIATED AGENCIES</b>   |  | <b>179,960,374,761</b>          |
| <b>Sector Outcome 1: Improved quality and learning outcomes in Primary and Secondary Education.</b>            |  |                                 |
| <b>Education Sector Planning and Coordination</b>  | <b>SP 1.1: Cross Cutting Programs in Education<br/>SP 1.2: Policy, Monitoring and Evaluation<br/>SP 1.3: Education Policy planning and Analysis</b>                        | <b>131,821,124</b>              |
| <b>Sector Outcome 2: ICT strengthened across all levels of education.</b>                                      |  |                                 |
| <b>Education , Science and Technology Research and Development</b>   | <b>SP 1.1: Science and Technology in Education<br/>SP 1.2: Research Coordination and Promotion<br/>SP 1.3: Research and Climate Change Observatory</b>                     | <b>2,325,862,240</b>            |
| <b>Sector Outcome 3: All learners achieve basic levels of literacy and numeracy in early grades and beyond</b> |  |                                 |
| <b>Education Quality and Standards</b>   | <b>SP 1.1: Pre-primary Education Quality and Standards<br/>SP 1.2: Primary Education Quality and Standards<br/>SP 1.3: Lower Secondary Education Quality and Standards</b> | <b>49,796,480,392</b>           |
| <b>Curricula and Pedagogical Materials/Curriculum, Teaching and Learning Resources (CTLR)</b>                  | <b>SP 1.1.Pre-Primary<br/>SP 1.2.Primary<br/>SP.1.3.Secondary</b>  | <b>9, 159, 482, 919</b>         |
| <b>Examination, Selection and Accreditation</b>  | <b>SP 2.1.Primary (P6)<br/>SP 2.2.Lower Secondary (S3)<br/>SP 2.3.Upper Secondary (S6)</b>   | <b>8,757,738,662</b>            |

| <b>Programme</b>   | <b>Sub-Programme</b>  | <b>2021/22 Budget allocated</b> |
|--|---|---------------------------------|
| <b>Sector Outcome 4: All school teachers, TVET instructors and higher education lecturers have appropriate levels of skills and competencies to deliver the curriculum</b> |   |                                 |
| <b>Teacher Development and Management and Career Guidance and Counselling (TDM &amp; CGC)</b>  | <b>SP 1.1.Pre-Primary<br/>SP 1.2.Primary<br/>SP.1.3.Secondary<br/>SP 1.4 Higher Education Quality Assurance</b>   | <b>3,568,573,231</b>            |
| <b>Sector Outcome 5: Enhanced use of ICT to transform teaching and learning and support the improvement of quality across all levels of education in Rwanda</b>            |   |                                 |
| <b>ICT Integration in Education</b>  | <b>SP 1.1 :Primary<br/>SP 1.2 :Secondary<br/>SP 1.3 :Higher Education (ICT strengthened in HE)</b>  | <b>5,423,312,474</b>            |
| <b>Technical and Vocational Education</b>  | <b>SP 1.2 : Technical and Vocational Curricular Development Training and Examination<br/><br/>SP 1.2: Technical and Vocational School Infrastructure Development<br/><br/>SP 1.3 : Integrated Technical and Vocational Facilities<br/><br/>SP 1.4: TVET Standards and Accreditation<br/><br/>SP 1.5: TVET Quality Assurance</b> | <b>12,538,563,802</b>           |
| <b>ICT in Education</b>  | <b>ICT in Education</b>   | <b>8,560,070,396</b>            |

| <b>Programme</b>   | <b>Sub-Programme</b>  | <b>2021/22 Budget allocated</b> |
|--|---|---------------------------------|
| <b>Sector Outcome 7 : STEM Strengthened across all levels of education</b>   |   |                                 |
| <b>Higher Education Scholarship Management</b>   | <b>SP 1.1: Higher Education Scholarship Management</b>              | <b>45,804,975,479</b>           |
| <b>Higher Education Quality Assurance</b>  | <b>SP 1.1: Higher Education Quality Assurance</b>                   | <b>210,500,000</b>              |
|  | <b>SP 1.2: Accreditation, Standards and Qualification Framework</b> |                                 |
| <b>Sector Outcome 8: Improved administrative and management support services, including the management of policy, information, finances, and human resources across the education sector</b> |   |                                 |
| <b>Administrative and Support Services</b>   | <b>SP 1.1: Administrative and Support Services</b>                  | <b>21,930,326,117</b>           |
| <b>DECENTRALIZED EDUCATION SECTOR</b>  |   | <b>262,684,262,158</b>          |
| <b>Earmarked transfers</b>   | <b>SP 1.1: Pre-Primary and Primary Education</b>                    | <b>262,684,262,158</b>          |
|  | <b>SP 1.2: Secondary Education</b>                                  |                                 |
|  | <b>SP 1.3: Tertiary and Non-Formal Education</b>                    |                                 |
| <b>TOTAL EDUCATION SECTOR</b>  |   | <b>442,644,636,919</b>          |

## Annex 2: Targets and Policy Actions for the Sector Indicators Matrix

| NST1 Sector outcome  | Sector outcome indicators  | Baseline (2018/19)            | 2021/22 Targets | 2021/22 Policy Actions/ Priority   |
|--|--|-------------------------------|-----------------|--|
| <b>Social Transformation Pillar</b>  |  |                               |                 |  |
| <b>Education Sector</b>  |  |                               |                 |  |
| Increased access to pre-primary education  | Net Enrolment Rate in pre- primary                                   | 24.6%                         | 38.0%           | <ul style="list-style-type: none"> <li>• Engage Faith Based Organizations and Private Sector Partners to increase the access to pre-primary education;</li> <li>• Recruit 580 new pre-primary teachers;</li> </ul>                                   |
| Ensure Gender Parity in participation and achievement at all levels of education                                 | Gender Parity Index (GPI)  | GPI-NER Pre-Primary: 1.05     | 1.02            | <ul style="list-style-type: none"> <li>• Conduct Gender Based Education <b>behavior change communication campaigns</b> in schools;</li> <li>• Ensure that 35% of SDF beneficiaries/trainees are females;</li> </ul>                                  |
|  |  | GPI-NER Primary: 1.00         | 1.01            |  |
|  |  | GPI-NER Lower Secondary: 1.21 | 1.03            |  |
|  |  | GPI-NER Upper Secondary: 1.27 | 1.03            |  |
|  |  | GPI-NER TVET: 0.70            | 0.86            |  |
| GPI- Higher Education: 0.85  | 0.9  |                               |                 |  |
| TVET and HEI programmes are responsible to both labour market needs and Rwanda's social and economic development | Percentage of employers satisfied with University and TVET graduates | 77% (TVET)<br>74.6% (HE)      | 86.0%<br>80.4%  | <ul style="list-style-type: none"> <li>• Conduct National Tracer Survey on Employability of TVET and Higher Education Graduates and Employers satisfaction;</li> </ul>   |
| Reduced Drop out at primary, lower and upper secondary   | Drop out ratio   | Primary: 7.8%                 | 2.5%            | <ul style="list-style-type: none"> <li>• Conduct awareness campaign against dropout and improve on parental involvement;</li> <li>• Scale up school feeding program from pre-primary to secondary schools and/or TVET level 1 to level 5;</li> </ul> |
|  |  | Lower Secondary: 9.1%         | 3%              |  |
|  |  | Upper Secondary: 5.1%         | 2%              |  |



| <b>NST1 Sector outcome</b>                                    | <b>Sector outcome indicators</b>  | <b>Baseline (2018/19)</b> | <b>2021/22 Targets</b> | <b>2021/22 Policy Actions/ Priority</b>  |
|---|---|---------------------------|------------------------|--|
| Improved education quality in primary and secondary education | Pupils: Trained Teacher Ratio (primary)                                 | 60:1                      | 55:1                   | <ul style="list-style-type: none"> <li>Recruit 4,636 new primary teachers;</li> <li>Train all newly recruited teachers (28,208) on methodology and classroom management;</li> </ul>        |
|   | Percentage of schools with access to computers & Internet               | Primary: 83.4%            | 85.40%                 | <ul style="list-style-type: none"> <li>Provide 4,305 laptops and 2,589 projectors in both primary and secondary schools;</li> <li>Provide internet connectivity to 600 schools;</li> </ul> |
|   |   | Secondary: 85.4%          | 85.70%                 |  |
|   | Percentage of learners achieving minimum proficiency in numeracy in S3  | 78.80%(in 2018)           | 87.0%                  | <ul style="list-style-type: none"> <li>Conduct Learning Achievement for Rwandan School (LARS V);</li> </ul>  |
| Increased Technical and Vocational Education and Training     | Employability of TVET Graduates   | 66%                       | 82%                    | <ul style="list-style-type: none"> <li>Strengthening academic industrial linkage;</li> </ul>   |
|   | Percentage of students enrolled in TVET as proportion of total students | 30.1%                     | 51.7%                  | <ul style="list-style-type: none"> <li>Increase in number of TVET infrastructures;</li> </ul>  |
| Increased enrolment in STEM related courses in                | Percentage of students enrolled in                                      | 47%                       | 68.4%                  | <ul style="list-style-type: none"> <li>Expand the capacity of Physical and virtual labs and workshops for</li> </ul>   |

| <b>NST1 Sector outcome</b> | <b>Sector outcome indicators</b>  | <b>Baseline (2018/19)</b> | <b>2021/22 Targets</b> | <b>2021/22 Policy Actions/ Priority</b> |
|----------------------------|---|---------------------------|------------------------|---|
| higher education and TVET  | STEM related courses as proportion of total students in higher education and TVET |                           |                        | existing RP Colleges facilities;        |

### Annex 3: Policy related Studies to be conducted in 2021/22 Fiscal Year

| Sector outcome   | Planned Studies & Duration  | 2021/22 Budget              | Funding Source       |
|--|---|-----------------------------|----------------------|
| All learners achieve basic levels of literacy and numeracy in early grades and beyond                            | Conduct <i>Learning Achievement for Rwandan School (LARS V)</i> is scheduled to take place 2021/22 and will cover Kinyarwanda, English and Mathematics for P3, English and Mathematics P6 and English, Mathematics and Science S3.          | <b>300,000 USD</b>          | RQBE Project         |
| Increasing Relevance for TVET  | Students' Satisfaction & Industrial Attachment Survey   | <b>88, 694, 000 Frw</b>     | Government of Rwanda |
|  | Employability & Employers Satisfaction for IPRCs Graduates C8   |                             |                      |
|  | Trainers Industrial Attachment  |                             |                      |
| TVET and HEI programmes are responsible to both labour market needs and Rwanda's social and economic development | Conduct <i>National Tracer Survey on Employability of TVET and Higher Education Graduates and Employers satisfaction.</i> (1 year)  | <b>50,000,000 Frw</b>       | Government of Rwanda |
| Increased research and development that responds to Community challenges with innovative approaches              | Rwanda Astrophysics Space and Climate Science Research Group (RASCSRG)  | <b>93, 531, 037 Frw</b>     | External Grant       |
|  | Leaders In Teaching Initiative Program  | <b>2, 550, 993, 879 Frw</b> | External Grant       |
|  | Transforming Education Systems for Sustainable Development (TES4SD) Network Plus  | <b>95, 991, 822 Frw</b>     | External Grant       |
|  | The Management of research support, innovation and capacity building activities of the Regional Scholarship and Innovation Fund (RSIF) under the Partnership for skills in Applied Sciences, Engineering and Technology (PASET) Initiative. | <b>44, 789, 240 Frw</b>     | External Grant       |

| <b>Sector outcome</b>   | <b>Planned Studies &amp; Duration</b>  | <b>2021/22 Budget</b>    | <b>Funding Source</b> |
|---|--|--------------------------|-----------------------|
| Increased research and development that responds to Community challenges with innovative approaches | Gender differentials and mobility constraints in urban area: A Case of Kigali City   | <b>11, 063, 721 Frw</b>  | External Grant        |
|   | Real time assessment of the indoor air pollution in sub-Saharan households (Case study: Rwanda rural and urban areas)                              | <b>43, 983, 033 Frw</b>  | External Grant        |
|   | Leveraging Artificial Intelligence and Data Science Techniques in Harmonizing, Sharing, Accessing and Analyzing SARS-COV-2/COVID-19 Data in Rwanda | <b>276, 084, 373 Frw</b> | External Grant        |

#### Annex 4: Progress against planned 2020/21 Studies

| Sector outcome  | 2020/21 Planned Studies  | Brief progress  | Comments/Challenges and actions to be taken if any   |
|---|--|---|--|
| All learners achieve basic levels of literacy and numeracy in early grades and beyond               | Roll out of LARS tools/instruments(administration) and produce report                                      | Learning Achievement for Rwanda School (LARS) IV was rolled out and approved final draft report available   | Roll out delayed due to COVID-19 Pandemic  |
| Enhanced quality learning outcomes that are relevant to Rwanda's social and economic development    | Assessment of the impact of Skills Development Fund (SDF) on employment and enterprise performance (Call3) | A consultant to carry out the assessment of the impact of SDF on employment and enterprise performance (C3) is hired. A draft inception report was presented on 16 <sup>th</sup> June 2021.   | The contract of the firm which conducted the assessment of the impact of SDF on employment and enterprise performance for C1 was cancelled due to the World Bank Recommendation. Transition from former WDA and RTB as well as the procurement procedures took time to hire another competent firm.  |
| Increased research and development that responds to Community challenges with innovative approaches | Ranking exercise for Higher Learning Institutions conducted  | Procurement process to recruit a consultancy firm that will support HEC to conduct Ranking Exercise of Higher Learning Institutions including Polytechnics is still in progress. The Ranking will be conducted in FY 2021-22. The process delayed due to the merger of HEC's and WDA's responsibilities in order to bring on board in the ranking exercise of Polytechnics. | Delays in procurement process due to the Impact of Covid-19: There was no teaching activities undertaken since March to September 2020 as all HLIs were closed due to Covid-19 Pandemic; Due to rationalization process of Public Institution that took long, the activity concerning ranking exercise of higher learning institutions including polytechnics delayed a lot. HEC has started the procurement process; the ranking exercise will be |

| Sector outcome   | 2020/21 Planned Studies   | Brief progress   | Comments/Challenges and actions to be taken if any                           |
|--|---|--|--|
|  |   |  | conducted in the first quarter of next Fiscal Year.                          |
| Increased enrolment in STEM related courses in Higher Education and TVET | Number of students to be granted scholarship in STEM Programme to study in Local HLIs | <ul style="list-style-type: none"> <li>• <b>43%</b> students in STEM related Programmes (2018/19 data for Tertiary Education).</li> <li>• Out of <b>31,486</b> Students that were granted study loans in 2020/21 Academic Year, in local HLIs, <b>24,073</b> Students are in STEM programmes.</li> </ul> | None   |
| Increasing Relevance for TVET  | Conduct Baseline Tracer Survey for IPRCs Graduates                                    | RMI is conducting Baseline Tracer Survey for IPRCs Graduates and the final document will be available by end of July 2021  | The study delayed due to covid-19 and it will be available next fiscal year. |
| Increasing Quality for TVET  | Study on Impact Assessment for CBT/CBA  | The study was fully completed on 4 <sup>th</sup> January 2021.   | None   |

### Annex 5: Progress towards implementation of the FY 2020/21 Policy Actions

| NST 1 Outcome  | Sector outcome indicators  | B-Baseline (2017/18)<br>S-Status (2018/19)<br>T-ESSP Targets (2020/21) | 2020/21 Policy Actions  | Progress against implementation of 2020/21 Policy actions  |
|--|--|--|---|--|
| <b>Social Transformation Pillar<br/>Education Sector</b>   |  |  |   |  |
| All learners enter primary school at the correct age and successfully complete 12 years of basic education | Percentage of children aged 4-6 enrolled in pre-primary education programs (i.e NER) | B= 20.8 %<br>S= 24.6 %<br>T= 38.0%                                     | Increase in number of kids enrolled in Pre-primary Education; | <ul style="list-style-type: none"> <li>✓ Private Sector Partners and Faith Based Organizations were involved in Pre-primary education;</li> <li>✓ 580 pre-primary teachers were recruited and are on Government payroll;</li> <li>✓ 632 pre-primary teachers were trained on effective use of Teaching Learning Materials;</li> <li>✓ 3,840 bookshelves were supplied to pre-primary schools;</li> </ul> |
|  | Transition from primary to lower secondary   | B= 71.6 %<br>S= 72.2 %<br>T= 87.1 %                                    | Reduce long distance from home to schools                     | <ul style="list-style-type: none"> <li>✓ 650 new schools have been established countrywide;</li> <li>✓ 22, 505 new classrooms and 31, 392 latrines were constructed to reduce long distance and overcrowding classes;</li> </ul>   |

| NST 1 Outcome | Sector outcome indicators                          | B-Baseline (2017/18)<br>S-Status (2018/19)<br>T-ESSP Targets (2020/21)                                 | 2020/21 Policy Actions   | Progress against implementation of 2020/21 Policy actions  |
|---------------|--|--|--|--|
|               | Transition from lower secondary to upper secondary | B= 85.4 %<br>S= 86.1%<br>T= 92.2%  | Train teachers on CBC and English as medium of instruction (EMI)   | <ul style="list-style-type: none"> <li>✓ Delay to start teacher training due to COVID-19 restrictions to mass gatherings and the training was planned to be conducted face to face;</li> <li>✓ In order to cope up with COVID-19, blended training (Face to Face/Online) will be conducted;</li> </ul> |
|               | Gross intake rate in the last grade of primary     | B= 82.9 %<br>S= 95.4 %<br>T= 83.8 %  |  |  |
|               | Gender Parity Index (GPI)                          | GPI Pre-primary<br>B= 1.04<br>S= 1.05<br>T= 1.02<br><hr/> GPI Primary<br>B= 1.01<br>S= 1.00<br>T= 1.01 | Promote gender equality in education as human right;<br><br>Conduct campaign against teenage pregnancies in schools; | No physical campaign conducted in 2020-21 FY due to Covid-19 but a Gender package has been developed with key messages to solve gender issues such as teenage pregnancy, girls drop out, school related gender-based violence, gender and human rights,  |



| NST 1 Outcome | Sector outcome indicators | B-Baseline (2017/18)<br>S-Status (2018/19)<br>T-ESSP Targets (2020/21) | 2020/21 Policy Actions  | Progress against implementation of 2020/21 Policy actions   |
|---------------|---------------------------|--|---|---|
|               |                           | GPI Lower Secondary<br>B= 1.25<br>S= 1.21<br>T= 1.03                   |   | gender responsive pedagogy and management of girl's room. User guide of that package has been developed and disseminated in all TTCs and model schools whereby 217 teachers have been trained.  |
|               |                           | GPI Upper Secondary<br>B= 1.35<br>S= 1.27<br>T= 1.03                   |   |   |
|               |                           | GPI TVET (Level 1-5)<br>B= 0.84<br>S= 0.79<br>T= 0.86                  |   |   |
|               |                           | GPI Higher Education<br>B= 0.71<br>S= 0.85<br>T= 0.86                  | UR to increase the number of female students in African Centers of Excellence: Data Science, Energy for Sustainable Development, Internet of Things and Innovative, Teaching Learning, Mathematics and Science. | <ul style="list-style-type: none"> <li>✓ UR prioritizes females for accommodation/hostels;</li> <li>✓ UR increased stipends given to female students in African Centers of Excellence;</li> <li>✓ GPI in UR is 0.56 for AY 2019/20 (Considering 9, 683 total female students and 17, 248 total male students);</li> </ul> |

| NST 1 Outcome   | Sector outcome indicators   | B-Baseline (2017/18)<br>S-Status (2018/19)<br>T-ESSP Targets (2020/21)  | 2020/21 Policy Actions  | Progress against implementation of 2020/21 Policy actions   |
|---|---|---|---|---|
|   |   |   |   | ✓ GPI in UR is 0.60 for AY 2020/21 (9, 483 total female students and 15, 712 total male students. However, registration is still ongoing until 10 <sup>th</sup> June 2021); |
| Increased participation and achievement of children and young people with disabilities and SEN at all levels of education | % of schools having adapted infrastructure and materials for students with disabilities | Pre-Primary:<br>B= 8.2%<br>S= 10%<br>T= 27.3%<br>Primary:<br>B= 24%<br>S= 23%<br>T= 31.8%<br>Secondary:<br>B= 28.6%<br>S= 35.6%<br>T= 34.4% | Provide school infrastructure (classrooms, latrines and labs) which are user friendly with all learners | 22,505 Classrooms, 31, 392 latrines and additional 2, 616 disabled toilets were constructed for 2020/2021 FY are user friendly with Learners with Disabilities;             |
| TVET and HEI programmes are responsive to both labour market needs and Rwanda's social and                                | Number of TVET trainers with technical and pedagogical skills                           | B =244<br>S= 508<br>T= 360  | Train TVET trainers in technical and pedagogical skills   | <b>RTB</b><br>Support to Rehabilitation Centers: 23 trainers were trained by TVET Lead trainers in April 2021;<br><b>RP</b>   |

| NST 1 Outcome        | Sector outcome indicators                             | B-Baseline (2017/18)<br>S-Status (2018/19)<br>T-ESSP Targets (2020/21) | 2020/21 Policy Actions                              | Progress against implementation of 2020/21 Policy actions  |
|----------------------|---|--|---|--|
| economic development |   |  |   | <p>21 Senior Trainers are attending the Senior TVET Training in RTTI;</p> <p>722 TVET trainers, in-company instructors, School managers and Quality Assurance Directors were trained</p>   |
|                      | Percentage of employers satisfied with TVET graduates | B= 77%<br>S= 78.20%<br>T= 86.0%  | Equip schools with relevant equipment and materials | <p>Three schools: Nyagisozi TVET school (Plumbing, Welding and Electrical); Nyabihu TVET school (Tailoring) and Muhanga TVET school (Tailoring, masonry and carpentry) were equipped</p> <p>Supply of equipment in 81 TVET wings (9 Trades) where:</p> <ul style="list-style-type: none"> <li>• 5 trades are fully supplied,</li> <li>• 2 trades – equipment arrived in the country,</li> <li>• 2 trades – expected in July</li> </ul> |

| NST 1 Outcome                          | Sector outcome indicators  | B-Baseline (2017/18)<br>S-Status (2018/19)<br>T-ESSP Targets (2020/21) | 2020/21 Policy Actions   | Progress against implementation of 2020/21 Policy actions   |
|--|--|--|--|---|
|  | Percentage of employers satisfied with university graduates      | B= 74.60%<br>S= 74.60%<br>T= 80.4%                                     | Recommendations of 2018/2019 National Tracer survey on employability of TVET and HE graduates, and employers' satisfaction report implemented by HLIs. | <p>NB: All remaining will be supplied by September 2021</p> <ul style="list-style-type: none"> <li>✓ 24 (level 6 and 7) Programmes/curricula that are more relevant to the labour market were developed;</li> <li>✓ Industrial attachment was reinforced at Higher Education level (for both General HE and TVET Programmes) – in RP, 9 MoU with different companies (both trainers and trainees);</li> <li>✓ Practical-Oriented teaching approaches including hands on and practical trainings were strengthened by provision of consumables;</li> <li>✓ Skills upgrading to TVET trainers.</li> </ul> |
| Strengthened STEM across all levels of | Proportion of students enrolled in science and technology fields | Upper Secondary:<br>B= 58.7%   | Equip smart classrooms with projectors;  | Currently, 851 schools have smart   |

| NST 1 Outcome  | Sector outcome indicators | B-Baseline (2017/18)<br>S-Status (2018/19)<br>T-ESSP Targets (2020/21) | 2020/21 Policy Actions   | Progress against implementation of 2020/21 Policy actions   |
|--|---------------------------|--|--|---|
| education in Rwanda to increase the relevance of education for urban and rural markets | at upper secondary        | S= 55.40%<br>T= 60.7%  | Develop and upload digital content aligned to CBC secondary schools ;<br>Deploy CAPs to primary schools ;<br>Provide laptop to schools ;<br>Provide internet connection to schools | classrooms; 92 in 2020/2021<br><br>1,350 laptops were provided to primary schools and 5,554 to secondary schools;<br><br>99 projectors were provided to secondary schools;<br><br>Under QBE project, 1,832 projectors have been already received by REB to be delivered to schools after codification;<br><br>200 schools were connected to internet; |

## Annex 6: Latest Status on SDG indicators

| SDG Targets  | SDG indicator   | Plans or strategies to monitor the indicator   | Current Progress against the implementation of plans or strategies to monitor the indicator  |
|--|---|--|--|
| 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes       | 4.1.1 Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex | <p>Conduct Learning Achievement for Rwandan School (LARS IV) is scheduled to take place 2020/21 and will cover Kinyarwanda, English and Mathematics (for P3); English and Mathematics (for P6) and English, Mathematics and Science (for S3).</p> <p>Rwanda plans to participate in International Assessment</p> | <ul style="list-style-type: none"> <li>✓ LARS IV was conducted but delayed to be approved due to covid-19 measures;</li> <li>✓ Rwanda got a response letter detailing the requirements to participate in regional/international assessment;</li> </ul> |
| 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education | 4.2.1 Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex.   | <p>Establish School Feeding program in ECD;</p> <p>Provide Scholastic materials to most vulnerable students in Pre-primary and primary;</p> <p>Introduction of One Cup of milk program;</p>  | 807, 694 most vulnerable children in pre-primary and primary schools were give scholastic materials and school feeding;  |
| 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education | 4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex   | <p>Improve on early childhood to set the foundation for lifelong learning and well-being;</p> <p>Improve the chances that children will complete school, experience good physical and mental health, and</p>   | <ul style="list-style-type: none"> <li>✓ Rwanda is signatory to the UNCRC and the African Charter on the Rights and Welfare of the Child;</li> <li>✓ Much progress has been made within the Education elements of ECD;</li> </ul>                      |

| SDG Targets | SDG indicator | Plans or strategies to monitor the indicator   | Current Progress against the implementation of plans or strategies to monitor the indicator   |
|-------------|---------------|--|---|
|             |               | <p>contribute positively to society;</p> <p>There is a strategy of constructing at least one classroom for Pre-Primary at all public primary schools</p> | <ul style="list-style-type: none"> <li>✓ 2, 602 school kitchens are being constructed countrywide to scale up school feeding program from pre-primary to upper secondary Education and/or TVET Level 1 up to Level 5;</li> <li>✓ 630 deputy head teacher in charge of discipline trained on some aspects of psychology (emotions management and resilience);</li> <li>✓ The number of Pre-primary classrooms increased from 5, 509 in 2017/2018 to 5, 879 in 2018/2019 FY;</li> <li>✓ 19,874 copies of pre-primary TLMs and 3,840 closed bookshelves were provided to schools;</li> <li>✓ 3,010 pre-primary teachers and caregivers have been trained on Effective Use of Teaching Learning Materials and other components of child development;</li> <li>✓ 650 newly constructed schools have been given at least</li> </ul> |

| SDG Targets   | SDG indicator  | Plans or strategies to monitor the indicator   | Current Progress against the implementation of plans or strategies to monitor the indicator  |
|---|--|--|--|
| 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university | 4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex | <p>NEP (Nation Employment Program) : Which has the following sub-programs :</p> <ul style="list-style-type: none"> <li>- Massive Vocational Training</li> <li>- Rapid Response Training</li> <li>- Recognition of Prior learning</li> <li>- Apprenticeship / In - company Training</li> </ul> <p>Construction of new classroom for secondary to reduce long distance;</p> <p>Formalization of adult literacy;</p> <p>Ensuring the access to quality literacy opportunities and materials;</p> <p>Guaranteeing that students of all ages have competent literacy instruction;</p> <p>Equal opportunity to men and women in awarding scholarships.</p> | <p>one classroom for pre-primary kids;</p> <ul style="list-style-type: none"> <li>✓ Massive Vocation Training (MVT): 843</li> <li>✓ Rapid Response Training (RRT): 400</li> <li>✓ Recognition of Prior Learning (RPL): 1929</li> <li>✓ Integrated craftsmen production centers (ICPC): 230</li> <li>✓ Reconversion program (RP): 85</li> <li>✓ 21,505 Classrooms and 31,392 latrines were constructed;</li> <li>✓ Rwanda Education Board (REB) has developed the Adult Education curriculum for Level I in 2014 in quest to formalize Adult Education.</li> <li>✓ Draft of Adult Education Curriculum for Level II &amp; III was developed and ready for proofreading and validation.</li> <li>✓ During selection of students to be granted study loans/grants, all students are provided equal</li> </ul> |



| SDG Targets  | SDG indicator   | Plans or strategies to monitor the indicator  | Current Progress against the implementation of plans or strategies to monitor the indicator  |
|--|---|---|--|
|  |   |   | opportunities regardless their gender.   |
| 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent work and entrepreneurship | 4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill                      | Enhanced use of ICT to transform teaching and learning and support the improvement of quality across all levels of education in Rwanda by equipping primary, secondary, TVET and higher education institutions with smart classroom, enhancing teaching skills in ICT across all levels | <ul style="list-style-type: none"> <li>✓ A total of 2, 411 TVET trainers have received laptops;</li> <li>✓ RP upgraded MIS in order to facilitate RP Colleges students registration, storages/information;</li> <li>✓ ICT labs of RP Colleges were well equipped;</li> <li>✓ As a response to Covid-19 pandemic, several activities were implemented to ensure the use of digitalization of teaching, learning and Assessment materials especially in HLIs and Polytechnics;</li> <li>✓ Higher Learning Institutions digitalized the teaching, learning and assessment materials;</li> <li>✓ HLIs were improved their E-learning platforms;</li> </ul> |
| 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable,                                    | 4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and | Promote gender equality in education as a human right and a development multiplier;<br><br>Monitor the progress of girls and the  | A package on gender issues for TTCs and model schools was developed and disseminated to schools with the following topics :Gender and Human Rights, Gender-Based Violence, Gender  |

| SDG Targets  | SDG indicator  | Plans or strategies to monitor the indicator   | Current Progress against the implementation of plans or strategies to monitor the indicator   |
|--|--|--|---|
| including persons with disabilities, indigenous peoples and children in vulnerable situations  | conflict-affected, as data become available) for all education indicators on this list that can be disaggregated   | educational attainment levels of women;  | and Reproductive Health, Gender Responsive Pedagogy (GRP) and Management of the girl' s room and gender related issues  |
| 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy   | 4.6.1 Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex   | Increase access to basic education;<br>Improve on English language skills;<br>Increase in number of teachers with raised capacity in early grade literacy and numeracy;<br>Assess standards of Pre-primary, primary and secondary Education; | <ul style="list-style-type: none"> <li>✓ 580 Pre-primary teachers were added to teachers being remunerated by GoR;</li> <li>✓ 21, 505 classrooms and 31, 392 latrines were constructed to increase access in education;</li> </ul>  |
| 4.7. By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development. | 4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment | Increase the number of teachers trained in gender-responsive pedagogy  | <ul style="list-style-type: none"> <li>✓ 387 TVET Gender focal person and School Managers were trained on Gender Mainstreaming training Module;</li> <li>✓ Various education policies are being revised to comply with this commitment;</li> <li>✓ The curriculum were revised to include missing components related to this indicators;</li> </ul> |

| SDG Targets   | SDG indicator   | Plans or strategies to monitor the indicator  | Current Progress against the implementation of plans or strategies to monitor the indicator  |
|---|---|---|--|
| 4.a. Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all                                       | 4.a.1 Proportion of schools with access to (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic hand washing facilities | <p>Increase the number of schools with adequate material and infrastructure for students with disability;</p> <p>Increase of hand washing facilities and basic drinking water in all schools;</p> | <ul style="list-style-type: none"> <li>✓ All schools without electricity and water are being identified so as they can be connected by 2024;</li> <li>✓ 1099 hand washing facilities were constructed by World Bank in 2020/21 FY;</li> <li>✓ 256 hand washing facilities were constructed by World Vision in 2020/21 FY;</li> <li>✓ National Exam in braille is being provided;</li> <li>✓ All UR campuses have started renovating old buildings taking into consideration specialized tailored disability infrastructure. The current implementation status is at 25% on average;</li> </ul> |
| 4.b.By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment | 4.b.Volume of official development assistance flows for scholarships by sector and type of study  | Proper mechanisms monitoring to ensure that a high number of Rwandans benefit from Cooperation scholarships available to developing countries.  | 141 Rwandan students are granted scholarship to pursue their studies in critical skills through different Cooperation Scholarships like Japan, China, South Korea, Commonwealth scholarships, Mauritius, Canada, Hungary, Russia, United Arab Emirates, etc.   |

| SDG Targets   | SDG indicator   | Plans or strategies to monitor the indicator   | Current Progress against the implementation of plans or strategies to monitor the indicator   |
|---|---|--|---|
| in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries                                   |   |  |   |
| 4.7.c. By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States. | 4.c.1 Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training | <p>Increase the number of trained teachers through Teacher Training Institutes (TTIs)</p> <p>Increase in the number trained teachers through Teacher Training Institutions by improving pupil-trained teacher ratio in primary and secondary schools</p> | <ul style="list-style-type: none"> <li>✓ 21 Seniors trainers trained in CBA/CBT;</li> <li>✓ 15 Schools managers and Director of quality assurance trained in schools management;</li> </ul> |

## Annex 7: Progress implementation of the recommendations from the Office of Auditor General

| Progress implementation of the recommendations from the Office of Auditor General |  |   |   |
|---|--|---|---|
| 2019/20 Financial Year  |  |   |   |
| SN  | Audit Observation  | Recommendations   | Progress against recommendation   |
| 1   | Enquiries with the school’s authorities during the field visit revealed that the supplied fiber optic or 4G LTE internet connection was frequently very weak/slow. For examples of schools with slow/weak optic fiber or 4G LTE internet connection (FAWE Girl’s School, GS Kacyiru II, GS Rugando and ES Nyagatare)   | The management of REB should examine why the fiber optic internet connection supplied to schools is slow/weak and take appropriate action accordingly.                                  | FAWE Girls’ School actions were taken (eg.: acquisition and distribution of router to the school to increase the speed of internet. Also the school has increased its bandwidth from 1 Mbps to 3Mbps;<br><br>The issue of coverage at GS Kacyiru II has been resolved by providing new two powerful outdoor devices for both primary and secondary and those devices provide better signal. GS Rugando and Nyagatare secondary school internet issue has been resolved; |
| 2   | Damaged computers that remained unrepaired to bring them back to use: Physical verification conducted in 39 schools that were visited revealed that a total of 617 damaged positivo computers had remained unrepaired to bring them back to use. The major damages included failure of power supply, broken screens, blocked key boards, outdated operating system, etc. The audit noted that the damaged ones had been reported by the schools to the respective IPRCs repair centres, however those computers were not repaired. | The Management of REB should examine the above issues and adequately engage the other parties to the maintenance and repair service agreement to ensure that it is fully complied with. | Ongoing MoU will be amended and the mentioned issues will be considered.  |

**Progress implementation of the recommendations from the Office of Auditor General**

**2019/20 Financial Year**

| SN | Audit Observation  | Recommendations   | Progress against recommendation  |
|----|--|---|--|
| 3  | <p>Opening a bank account without authorization from the Accountant General: article 62 of the Ministerial Order N° 001/16/10/Tc of 26/01/2016 relating to financial regulations states that the Accountant General is the sole delegated authority with the responsibility for authorizing the opening and closing of bank accounts of public entities. No public entity shall open a bank account in the National Bank of Rwanda or in any financial institution including making changes to the bank account signatories without written authorization of the Accountant General.</p> <p>On 12 November 2018, Rwanda Polytechnic opened a bank account N° 00002-01390212073-32 / USD in COGEBANQUE. However, there was no evidence indicating that prior to opening this bank account, RP sought authorization from the Accountant General.</p> | <p>RP management should ensure that any bank account is opened upon approval by the Accountant General.</p> | <p>No similar cases noted during the year ended 30<sup>th</sup> June 2021. The account opened after audit recommendations has followed the procedures.</p> |
| 4  | <p>Lack of disaster recovery plan and offsite backup<br/>Observation: Business Continuity Management Guidelines for Government of Rwanda issued by RISA in 2019 in its section 6 states that every institution large or small should have both a backup mechanism and disaster recovery solution in place. However, it was noted that Rwanda Polytechnic</p>   | <p>RP management should ensure that a disaster recovery plan is developed and offsite backup is made.</p>   | <p>Full implemented</p>  |

**Progress implementation of the recommendations from the Office of Auditor General**

**2019/20 Financial Year**

| SN | Audit Observation  | Recommendations  | Progress against recommendation   |
|----|--|--|---|
|    | doesn't have the disaster recovery plan and offsite backup mechanism.  |  |   |
| 5  | <p>(i) HEC did not disclose the following information in the financial statements: Outstanding student loans disbursed up to 2016 equivalent to Frw 68,745,659,000 with the corresponding number of students who must pay the above loans and Frw 150,523,757,000 disbursed after 2016 up to December 2019 as per the BRD audited report.</p> <p>(ii) Accumulated loan recoveries kept by BRD not disclosed by HEC equivalent to Frw 9,257,546,000 in its financial statements for the year ended 30 June 2020</p> | <p>The management of HEC in consultation with MINEDUC and MINECOFIN should ensure that public funds whose management was entrusted to BRD are disclosed in HEC financial statements. The disclosed information would include, among others, number of students who ought to pay loans and total amount due, loans recovered as at the financial reporting date and the disclosed information would be supported by the list of students with their outstanding dues.</p> | <p>HEC management will engage relevant authorities to establish mechanisms to ensure that outstanding student loans and accumulated loan recoveries whose management was entrusted to BRD are disclosed in HEC financial statements.</p> <p>The challenge is, to know the actual number of students to pay back the loan and how the revolving fund should be recorded in HEC financial statements. HEC will engage MINEDUC, MINECOFIN and BRD to come-up with the tangible solution.</p> |

**Progress implementation of the recommendations from the Office of Auditor General**

**2019/20 Financial Year**

| <b>SN</b> | <b>Audit Observation</b>  | <b>Recommendations</b>  | <b>Progress against recommendation</b>  |
|-----------|---|---|---|
| 6         | Tuition fees (Frw 104,700,000) and living allowances (37,760,000) paid to students not academically active (suspended their studies, dropped out or died). Review of available documentations revealed that tuition fees paid for ineligible students was subsequently deducted from payment to BRD by HEC in quarter 4 (April-June 2020) and BRD did the same and deducted such amount from the payment to UR. However, these cases could had been identified and considered early before payment of tuition fees for each quarter.  | The management of HEC in collaboration with BRD, University of Rwanda and Rwanda Polytechnic should ensure that the pay lists submitted for payment of students' tuitions fees reflect active and eligible students. This will help to ensure the payment is done for eligible students | HEC worked with UR, BRD and RP and ensured that, submitted list of students reflects the actual number of academically active students.<br><br>Joint Regular Reconciliations of the available lists of students is done on quarterly basis and the final detailed lists support funds to be transferred to BRD. |
| 7         | Lack of revenue collection reports and other supporting documentation for the “non-tuition revenue” presented in the financial statements: the statement of revenue and expenditure reflects total revenue of Frw 63,210,801,717 collected during the year ended 30 <sup>th</sup> June 2020. This amount includes non-tuition revenue totaling Frw 778,809,387 collected from consultancy, research, training and laboratory activities, agricultural and livestock products and rental on properties. However, this non-tuition revenue totaling Frw 778,809,387 was not supported by monthly and annual revenue collection reports to facilitate reconciliation between the expected and the actual amounts collected and recorded in the books of account. | UR management should ensure that the collection reports for each type of collected revenue are prepared and reconciled to the amount collected and reported in the financial statements.  | Going forward, all the campuses/colleges will be preparing their respective revenue collection reports and avail the relevant supporting documents.   |



**Progress implementation of the recommendations from the Office of Auditor General**

**2019/20 Financial Year**

| <b>SN</b> | <b>Audit Observation</b>   | <b>Recommendations</b>  | <b>Progress against recommendation</b>   |
|-----------|--|---|--|
| 8         | Inconsistency between financial statements and underlying revenue reports in respect of revenue received from sales of academic documents: the financial statements for the year ended 30 <sup>th</sup> June 2020 include a revenue of Frw 20,601,237 generated from sales of academic documents by all the <b>six (6)</b> Colleges and the UR Headquarter. However, the underlying monthly collection reports prepared by all the Colleges and the UR Headquarter show that only Frw 8,440,000 was collected as revenue received from sales of academic documents during the year ended 30 <sup>th</sup> June 2020. Hence, an unexplained difference of Frw 12,161,237. | Management should investigate the highlighted difference and take appropriate action accordingly. Going forward, appropriate review should be made to avoid such inconsistencies between financial statements and underlying information. | Investigation on the above highlighted differences between reported sales of academic documents and underlying revenue collection reports will be done and appropriate measures will be taken depending on the results of the investigation. |

## Annex 8: Progress against Implementation of Forward Looking JRES 2020/21 Recommendations

| No. | Recommendations   | Progress against Implementation<br>Challenges<br>Way forward   | Responsible Institutions                 |
|-----|---|--|--|
| 1   | Ministry and its affiliated agencies to evaluate the results of the considerable inputs to the education sector, especially in learning outcomes of students and consider a public-expenditure review of the sector to understand the effectiveness and efficiency; | The World Bank has begun work on a Human Development PER (focusing on health, education and social protection). The HD PER will have an education chapter which is likely to focus on the role of teachers across all levels of education. Preliminary work has already begun with a review of past EMIS (Education Management Information System) and ECIV5 (Integrated Household Living Conditions Survey 5) data. Currently, the Bank team is analyzing student enrollment by income quintile, average wage by education attainment and returns to education in Rwanda. The team will also make projections for the number of teachers that may be required by the sector over the next five years and unit cost per student (by province). Work on the PER is expected to be completed by June 2022. | MINEDUC<br>REB<br>HEC<br>RP<br>RTB<br>UR |

| No. | Recommendations   | Progress against Implementation<br>Challenges<br>Way forward  | Responsible Institutions                             |
|-----|---|---|--|
| 2   | <p>ESWG to support the school reopening planning through:</p> <ol style="list-style-type: none"> <li>i. Holding regular Education Sector Working Group meetings for strengthened collaboration;</li> <li>ii. Districts through school leaders to receive appropriate and timely information to prepare appropriate for school reopening, taking into consideration the continuity of learning and the well-being of children;</li> <li>iii. MINEDUC and REB to consider a school calendar that takes into consideration a transitional and remedial programme, including psychosocial support, to allow children to ease into the school system;</li> <li>iv. MINEDUC to ensure accessibility of all new construction, for children with disabilities;</li> <li>v. MINEDUC and REB to continuously support the capacity development of teachers on Sexual and Reproductive Health;</li> <li>vi. MINEDUC and REB to continuously improve access to quality pre-primary education;</li> <li>vii. Development Partners and Private Sectors to continuously support the Government of Rwanda, through Education Sector Working Group in school reopening, specifically, and school construction Project, in general, where technical and financial gaps are noted;</li> </ol> | <ul style="list-style-type: none"> <li>– ESWG Meetings were organized on quarterly basis;</li> <li>– Head teacher received and monitored the school reopening and ensured the continuity of learning and the well-being of children;</li> <li>– Head teacher received and monitored the school reopening and ensured the continuity of learning and the well-being of children;</li> <li>– The school calendar was elaborated and taken into consideration a transitional and remedial programme, including psychosocial support, to allow children to ease into the school system;</li> <li>– All 22,505 new school construction works considered accessibility for learners with disabilities for 2020/2021 Fiscal Year;</li> <li>– Education Sector Working Group meetings are organized on quarterly basis;</li> <li>– Strategies to enhance effective School Leadership and accountability were established (45 school leaders were trained in School Management and Leadership);</li> <li>– Efforts to engage Education Partners to build more partnership were considerably made; Joint Planning arrangement with Education Partners was established;</li> </ul> | <p>MINEDUC<br/>REB<br/>HEC<br/>RP<br/>RTB<br/>UR</p> |

| No. | Recommendations   | Progress against Implementation<br>Challenges<br>Way forward  | Responsible Institutions                 |
|-----|---|---|--|
| 3   | Ministry and its affiliated agencies to ensure further development and programming to take forward the pledges at the Global Platform to support refugee education, with MINEMA and UNHCR, as well as consider refugees in the teacher recruitment process;   | <ul style="list-style-type: none"> <li>– UR received every year around 20 refugees, under sponsorship of DAFI. The number is limited due to budget constraints;</li> <li>– Around 100 refugees were eligible but only 20 were registered due to the above mentioned budget constraints;</li> </ul>  | MINEDUC<br>REB<br>HEC<br>RP<br>RTB<br>UR |
| 4   | Ministry and its affiliated agencies to review the SDG plans and strategies against the indicators to recognize the continuous professional development of teachers and school leaders as well as the consideration libraries in their role in contributing to the SDGs;  | <ul style="list-style-type: none"> <li>– SDG plans and strategies against the indicators were reviewed and policy actions have been established to achieve SDG Goals;</li> </ul>  | MINEDUC<br>REB<br>HEC<br>RP<br>RTB<br>UR |
| 5   | RP and RTB to provide further support for consumables in TVET, with consideration of non-traditional financing measures as well as speeding up analytical studies related to IPRCs' tracer surveys and Assessment on training capacity for companies for effective implementation of Industrial Attachment and Dual Training. | <ul style="list-style-type: none"> <li>– A total budget of 1,627,175,510 Frw was earmarked to All Districts and distributed to 144 TVET schools both Public and Government aided in two installments depending on the number of students of each school. The document of new proposal financial model that can guide RP and its Colleges in the future was developed and presented in the office of Prime Minister Office;</li> <li>– Tracer surveys and Assessment on training capacity for companies for effective implementation of Industrial Attachment, the study was not yet done due to covid-19 pandemic;</li> </ul> | RP<br>RTB<br>MINECOFIN<br>Districts      |