

UNICEF RWANDA

Annual Thematic Report

Basic Education and Gender Equality



Pre-primary children with play and learning materials. @UNICEF Rwanda

Reporting Period: January – December 2016
Prepared by: UNICEF Rwanda
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Programme Summary

Country	Rwanda
Programme Component	Education
Donor reference	Thematic Basic Education and Gender Equality
Grant reference	SC149905; SC1499050347; SC1499050423; SC1499050424; SC1499050466; SC1499050467
Total contribution (programmable amount)	USD 4,824,797.06
Funds used to date (Jan-December, 2016)	USD 4,102,822.06
Grant balance of funds	721,974.28
Duration of grant	SC1499050347: 1 March 2015 to 31 December 2017 SC1499050423: 21 October 2015 to 31 December 2017 SC1499050424: 21 October 2015 to 31 December 2017 SC1499050466: 1 May 2016 to 31 December 2017 SC1499050467: 1 May 2016 to 31 December 2017
Report type	Annual Report
Report due date	24 March 2017
Reporting period	January – December 2016
MTSP organizational target	FA2: Basic education and gender equality <ul style="list-style-type: none"> • KRA1: Access to quality early childhood care and education • KRA2: Access and completion of quality basic education & disparity reduction • KRA3: Educational quality and increase school retention, completion and achievement rates;
Geographic focus area	Nationwide
Focus population	Pre-primary, primary and basic education schools pupils nationwide, teachers, PTAs, district authorities; officials from the Ministry of Education and its affiliated institutions.
Number of beneficiaries	Education Officials: 577 Parents and Community Members: 42,720 Teachers: 27,000 Students: 98,800
Programme partners	Ministry of Education (MINEDUC), Rwanda Education Board (REB), DFID, districts, UN agencies, civil society organizations (Inspire, Educate, Empower [IEE], ADRA, VSO) and the donor community.

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Acronyms

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

1. Executive Summary

Rwanda has achieved significant success in education pertaining to the Millennium Development Goals, achieving universal access to primary education with a net enrolment rate of 97.6 per cent (Ministry of Education (MINEDUC), 2016).

However, equitable access to basic education for vulnerable children is an issue; only 70 per cent of children with disabilities are enrolled in primary schools (2012 census data, MINEDUC 2016). Data indicates significant dropout and repetition rates, resulting in a significant proportion of out-of-school children, especially at the upper primary and secondary levels. According to MINEDUC data for 2015, there are still more than 175,000 dropouts annually in primary schools alone.

Rwanda's education system boasts the highest participation rates in East Africa as well as gender parity in net and gross enrolment at the pre-primary, primary, and secondary levels. In fact, girls' enrolment surpasses boys' enrolment at all levels. Despite these achievements, gender dynamics continue to play an important but complex role in the enabling environment for girls' and boys' learning; national data shows that both girls and boys face gender-related barriers to learning.

Moreover, gains at the primary level need to be matched with improvements in quality throughout the system. Results from 2014 (published 2016) indicate that there are significant issues related to learning outcomes in numeracy and literacy for most students in Rwanda. The primary level 2 literacy test, focusing on comprehension and vocabulary, had an average test score of 45% and the numeracy test had an average test score of 33%. Similar results were realized in the results at primary level 5.

Access to pre-primary education has been steadily increasing over the past few years, but it also remains an issue, with only a 17.9 per cent net enrolment rate (NER) (MINEDUC, 2016).

Rwanda's national education programme aligns closely with UNICEF's Education Sector Strategic Plan. As co-chair of the Education Sector Working Group (with DFID) and chair of the Curriculum, Materials, and Assessment and Early Childhood Education Working Groups, UNICEF continued to play a critical role in 2016.

In 2016, UNICEF Rwanda, with the support from thematic funding, worked with the Government of Rwanda in four strategic areas:

1. Increasing access to basic education, especially for vulnerable children:

The UNICEF education programme addresses access issues for the most marginalised children in Rwanda, including refugee children, children affected by humanitarian situations, out-of-school children, children at risk of dropping out, and children with disabilities. Support has been given to ensure that the necessary teaching and learning materials are available. Moreover, UNICEF is promoting inclusive education and is working at the policy level for system reform and strengthening while modelling at the school level. Overall, in 2016, more than 20,000 vulnerable children were reached by UNICEF support. UNICEF is also working to increase the evidence base, which has resulted in the finalised study on Disability in Education and the commencement of the Drop-Out and Repetition Study.

2. Improving the quality of education:

Given the need to improve the quality of education, UNICEF has continued financial and technical support to MINEDUC to support curriculum reform. The curriculum has been revised from knowledge-based to competency-based and implementation of the new curriculum commenced in January 2016. With significant effort, more than 27,000 teachers and education stakeholders have been trained. Ongoing monitoring of the training has resulted in a shift from the cascade model to a school-level training model for increased support and effectiveness. UNICEF has also provided technical and financial support to the second and third Learning Achievement in Rwanda School Assessment (2014 and 2016).

While there is a breadth of quantitative data available in Rwanda to measure progress in the education system, there is little qualitative information available to monitor progress made against programmes and interventions. To that end, UNICEF is engaging with MINEDUC and the Rwanda Education Board to improve monitoring of the education sector. In 2015, UNICEF implemented innovative tablet-based real-time monitoring in pre-primary education. In 2016, this work was scaled up with UNICEF's technical and financial support. All Sector Education Officers and Inspectors are now equipped with the capacity to undertake real-time tablet-based monitoring of various aspects of the education system, including implementation of the competency-based curriculum, gender issues, and the use of teaching and learning materials.

3. Increasing access to pre-primary education:

There are significant bottlenecks facing the sub-sector, resulting in low access to pre-primary education. These bottlenecks include limited fiscal space; lack of physical infrastructure; lack of qualified teachers; lack of teaching and learning materials.

UNICEF has been working over the course of the country programme to address these bottlenecks. Significant efforts have been made in strengthening the capacities of teachers, with more than 90 per cent of all pre-primary teachers trained with continued support to teachers at the classroom-level. UNICEF is expanding access to pre-primary education through the design and construction of model pre-primary facilities. This design has been adopted by the Government and partners. UNICEF has provided technical support to the Government to advocate for increased budget allocations.

4. Addressing gender barriers in education:

As per the 2016 Mid-Term Review, a new output was created to address gender disparities in education. To lay the groundwork for programming and to strengthen the evidence base, UNICEF, the Ministry of Education, and Plan International are undertaking a youth-led and youth-informed study of gender in education.

2. Strategic Context of 2016

a) Country Situation

Over the past five years, Rwanda has accelerated implementation of Vision 2020, which aims at achieving middle-income status by 2020. The country has continued to own and lead its development process in a particularly innovative and committed way and has registered very positive development results reflected in the high levels of inclusive economic growth, notable gains in poverty reduction and gender empowerment.

Rwanda has made significant achievements in the areas of human development and is one of only a few African countries to achieve most of the MDGs. The transition from the MDGs to the Sustainable Development Goals (SDGs) continued in 2016, through the domestication process of the SDGs. In addition, the Demographic and Health Survey (DHS 2014/15) and Integrated National Household Survey (EICV 4, 2013/2014) data show that the country has successfully narrowed equity gaps in a number of social indicators and made great progress in delivering essential services to the most vulnerable.

Between 2001 and 2016, real GDP growth in Rwanda averaged about eight per cent per annum. Recovering from the 2012 aid shortfall, the economy grew 7.4 per cent (year-on-year) in 2015, 0.4 percentage higher than in 2014. The country also reinforced broad macro-economic reforms by sustained improvements in the business environment, which were reflected in a dramatically improved ranking in the World Bank's "Doing Business" Report, from 150th (2008) to 56th position (2016).

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

b) Education Sector Situation

Rwanda is one of the top performing countries in sub-Saharan Africa in education, having achieved MDG 2 for universal access to primary education with a net enrolment rate of 97.6 per cent (MINEDUC, 2016) thanks to significant efforts over the last decade of the Rwandan Government, supported by its partners, to expand access throughout the country.

Despite gains in access to education, quality of education remains an issue. The Learning Achievement in Rwanda Schools (LARS) test results from 2014 and available as of 2016 noted considerable concern in the literacy and numeracy levels of students. The primary level 2 literacy test, focusing on comprehension and vocabulary, had an average test score of 45 per cent and the numeracy test had an average test score of 33 per cent. Similar results were realised in the results at primary level 5.

Equitable access to basic education for vulnerable children is an issue; only 70 per cent of children with disabilities are enrolled in primary schools (2012 census data, MINEDUC 2016).

The overall completion rate has been declining since 2011 when it peaked at 78.6 per cent; it now stands at 71.1 per cent (MINEDUC, 2016). The drop-out rate has decreased from 10.9 per cent in 2011 to 5.7 per cent in 2015 (MINEDUC, 2016). The qualified teacher to pupil ratio at lower primary level stands at 1:62, which is an improvement from the 2010 figure of 1:64. Further progress, however, is required in this area to achieve the national target of 1:48 by 2017/18.

Progress towards MDG 3 is encouraging, with gender parity having been achieved at the pre-primary, primary, and secondary levels of education. However, girls are significantly under-enrolled in comparison with boys, in technical and vocational education and in tertiary education.

After Primary 4, the dropout rate spikes, and only about 60 per cent of girls and boys complete school. Analyses show that girls and boys who dropout of primary school are adolescents coming from the most

marginalised communities. They face very complex, and often multiple, gender-based and socio-economic barriers.

There is a strong gender component in the exclusion of marginalized boys and girls. Boys outperform girls in 26 out of 30 districts, based on national examination results at P6 and S3 levels from 2008-2014 (MINEDUC, 2016). Girls in Rwanda are much less likely to achieve in the top division (I) of the national P6 and S3 exams. On the P6 exam, in 2014, there were 20 and 30 per cent fewer girls in the Division I of the P6 and S3 examinations, respectively. National learning assessments confirm the under achievement of girls in upper primary school (LARS, 2014; FARS, 2015). Boys face their own challenges. They are more likely to repeat and dropout out of primary school, and the primary completion rate for boys is 10 percentage points lower than for girls.

Rwanda's Education Sector Strategic Plan (ESSP) 2013-2018 commits to expanding access to three years of early learning for three-to-six year olds, with the national goal to increase access to 30 per cent by 2017 - 2018. However, enrolment rates in pre-primary education remain a challenge, with only a 17.5 per cent net enrolment rate for 2016.

In 2014, UNICEF led a sector-wide bottleneck analysis, which was updated in 2016. The main bottlenecks identified were supply, in a lack of pre-primary facilities available for children, government budget availability for the sector, and the quality of learning environments, including staffing. Within the past year, there has been improvement in the policy framework with strong government commitment to scale-up access to quality pre-primary education.

Yet, expanding pre-primary education of good quality and in an equitable manner in particular, remains a challenge. The current situation means that a large proportion of the Rwandan population between the ages of 4-6 are excluded from any early learning and development opportunities, especially children living in rural areas and those from poorer backgrounds.

3. Planning and Results by Programme Area

Building on the principle of ensuring government ownership in the education sector, the UNICEF education programme is based on the following strategies:

- Ensuring ownership and sustainability and to meet Vision 2020 targets. This means continuing to align UNICEF interventions with government plans and priorities, such as the national EDPRS and the ESSP.
- At the central and decentralised levels, plan, budget and coordinate the education sector. At the central level, this includes UNICEF providing technical assistance and support to key officials within MINEDUC and REB.
- Work with development partners to attract additional resources for quality basic education within the sector-wide approach. This means ensuring UNICEF influences other UN agencies and development partners to channel their technical and financial support to ensure access and quality education in the country.
- Ensure the education programme is based on evidence of proven effective interventions. For example, in 2015 UNICEF undertook a study on the education of children with disabilities, which will inform MINEDUC policies.
- Build the capacities of the National Education NGO community as a means to share best practices from their interventions to inform policy making and support civil society organisations.

For the country programme, the expected outcome level result for the education programme is:

Improved and equitable participation in and completion of quality, inclusive education

To work towards achieving this outcome, UNICEF Rwanda programmes in four output areas:

- i) Increasing access to basic education, especially for vulnerable children;
- ii) Improving the quality of education;
- iii) Increasing access to pre-primary education;
- iv) Addressing gender barriers in education.

Output 2.1: Children, especially those most vulnerable, have expanded access to basic education

UNICEF is working to ensure that the most marginalized children have access to quality education; in Rwanda the work targets children with disabilities and refugee children, as the most vulnerable and most limited access, compared to other population groups.

In 2016, thanks to the thematic funds, UNICEF in partnership with Handicap International, supported MINEDUC and REB to advance inclusive education as a cross-cutting issue in the national competency-based curriculum. UNICEF support worked towards achieving outcome 2 of the Education Sector Strategic Plan (ESSP) to ensure that children with disabilities or special educational needs are accessing equitable, inclusive and quality education in more than 2,528 primary schools.

With thematic funds, UNICEF supported REB to develop an inclusive education teachers' guide along and related training materials. These were used to train 41 REB officials and 536 districts and sector education officers. Furthermore, 2,528 teachers nationwide were trained (one teacher per school) particularly on the identification of learning barriers, the application of different teaching pedagogies, and determining strategies to ensure all learners can participate and achieve learning outcomes.

In addition, a national curriculum for children with mental disabilities was developed by REB, with the support of UNICEF and Handicap International. The curriculum was aligned to the competency-based curriculum and aims to Rwanda to promote and support equitable access to education for all children.

A comprehensive pre-service inclusive education programme was developed for all teacher training colleges (TTCs) by the University of Rwanda-College of Education, with support from UNICEF, REB, and Handicap International. The programme aims to equip all 2,630 primary student teachers enrolled in the 16 TTCs with skills in inclusive teaching methods.

Thematic funds have also been utilised to support the establishment of five inclusive model schools (one per province) and to implement a well-designed national inclusive education model in the five model schools and in 13 child friendly schools. Expected lessons learnt will lead to the scale up of implementation of the inclusive education model in all schools nationwide.

UNICEF utilized thematic funds, in conjunction with other funding sources, to support children in humanitarian situations to ensure that they have access to basic education. As a result, more than 20,000 children – primarily Burundian refugees – were able participate in education.

In terms of promoting gender-equity, thematic funds were utilized to support research on the knowledge, attitudes, and practices in relation to gender and education. The aim of the research is to highlight the voices, perceptions, and experiences that reflect the diverse realities of girls and boys in order to inform and contribute to the government and SDG 5.

Data is being collected and the initial findings are expected in the first quarter of 2017. The research will inform UNICEF and the Government's future programming in addressing gender equity issues in education.

Output 2.2: Increased capacity of duty-bearers for the provision of quality, relevant education

Despite gains in access to education in Rwanda, the quality of education remains an issue. The Learning Achievement in Rwanda Schools (LARS) test results from 2014 and available as of 2016 noted considerable concern in the literacy and numeracy levels of students.

To address the quality issue, this grant has been used to support technical assistance to the national curriculum review process, as well as printing and distribution of curriculum materials to support the rollout of the competency-based curriculum in schools. This shift has the potential to better equip

children with the skills and competencies they need to develop into adults capable of contributing to Rwanda's future labour market and realising its vision of becoming a knowledge-based middle-income country. The basic education national curriculum review process has been completed and curriculum materials have been distributed to schools.

The competency-based curriculum is being rolled out over a three year period beginning in January 2016 for pre-primary and Primary 1 and 4 and Secondary 1 and 4. The new curriculum will equip pre-primary and lower primary children with basic literacy, numeracy, language and social skills, which are foundational blocks to enable them to engage in all other learning. The secondary school curriculum builds upon this knowledge and promotes a range of transferable cross-cutting skills including team-work, problem-solving, and interpersonal communication. This puts Rwandan children on the pathway to attaining the aspiration of the Ministry of Education to:

...transform Rwandan citizens into skilled human capital for the socio-economic development of the country by ensuring equitable access to quality education, focusing on combating illiteracy, the promotion of science and technology, critical thinking, and positive values.

With the support of thematic funding, approximately 133,200 curriculum and training materials were developed and disseminated, and approximately 27,000 teachers, administrators, and other education officials were trained on the competency-based curriculum. As a result of this activity, education stakeholders better understand the philosophy of competency-based education as well as their role to support its implementation.

To provide support for overall teacher training and development, with support from thematic funds, UNICEF worked with MINEDUC on the development of the Teacher Management Information System (TMIS) in 2016. This is a national teacher database that will help enhance the management of the teaching workforce. With teacher training in progress to implement the new curriculum, TMIS will support REB in the collection and management of teacher data, subsequently informing MINEDUC of plans for teacher development and deployment.

The thematic funds have been utilised to support the enhancement of quality learning for girls and boys, which has been a priority for UNICEF Rwanda since 2012. UNICEF has been modelling in-service teacher development for the national School-Based Mentorship Programme (SBM), both at the national level through policy support and at the school level through partnership with Inspire, Educate and Empower Rwanda (IEE Rwanda), formerly known as International Education Exchange, a local NGO. Placement of School-based Mentors in 45 schools have supported activities to improve teaching pedagogy by supporting the development of teaching aides, lesson preparation, and learner involvement in teaching. These activities benefited 1,638 teachers, creating supportive teaching and learning environments for 77,651 children, including 39,836 girls and 37,815 boys. These activities have also supported 542 School General Assembly Committee members with learner support strategies, reaching approximately 42,720 parents.

While there is a breadth of quantitative data available in Rwanda to measure progress in the education system, there is little qualitative information available to monitor progress made against programmes and interventions. To that end, UNICEF is engaging with MINEDUC and REB to improve monitoring of the education sector. In 2015, UNICEF implemented innovative tablet-based real-time monitoring in pre-primary education. In 2016, this work was scaled up with UNICEF's technical and financial support using thematic funds. As a result, all Sector Education Officers and Inspectors are now equipped with the capacity to undertake real-time tablet-based monitoring of various aspects of the education system, including implementation of the competency-based curriculum, gender issues, and the use of teaching and learning materials.

As part of the education sector's support, in May 2016, UNICEF utilised thematic funds to support the 2016-2017 forward-looking Joint Review of the Education Sector (JRES). This review brought together all stakeholders in education (including DFID, with whom UNICEF co-chairs the Education Sector Working Group) to analyse progress towards the achievement of the objectives outlined in the 2013-2018 Education Sector Strategic Plan (ESSP) and the budget. The JRES also aimed at identifying SDG indicators to monitor in the Rwandan education sector level, to inform Rwanda's progress with implementation of the SDGs. Among the main priorities identified were strategies to address repetition

and maintain progression, teacher compensation, strategies to ensure effective implementation of the competency-based curriculum, and SDG indicator prioritization to include focus on quality outcomes. All priorities aim to strengthen equitable access and learning for all children in Rwanda.

Output 2.3: The education system ensures increased access to affordable and quality pre-primary education system

Pre-primary education is a recently emerging priority within the education sector, aimed at providing early learning opportunities for children between three and six years. In the new ESSP, the Ministry of Education and partners have put the progressive expansion of pre-primary and school readiness programmes among key priorities. Early Childhood Education (ECE) is recognised in the new ESSP as a vital foundation for learning, particularly for children from more disadvantaged backgrounds.

However, the challenges in expanding access to quality pre-primary school programmes are considerable. In 2014, UNICEF led a sector-wide bottleneck analysis, which was updated in 2016. The main bottlenecks identified were supply, in a lack of pre-primary facilities available for children; Government budget availability for the sector; and quality of learning environments, including staffing. Within the past year, there has been improvement in the policy framework with strong Government commitment to scale-up access to quality pre-primary education.

The construction of new ECE centres countrywide needs mass investment, and those that exist need to be improved to ensure that they are age-appropriate. Expansion also targets children from poorer backgrounds and in rural areas, as many of the current programmes are urban-based and require a user fee.

To scale-up access to quality pre-primary education, UNICEF is constructing model pre-primary facilities consisting of three classrooms, WASH facilities, handwashing stations, and a fence to protect the facilities. According to 2014 data from the Ministry of Education, Gisagara District in the Southern Province has the second lowest pre-primary gross enrolment rate of 4.0 per cent. Therefore, it is one of the top priority districts for the Government and UNICEF in scaling up access to quality pre-primary education.

In 2016, UNICEF utilised thematic funds to lay the groundwork to determine the site location and procure a contractor for construction of a centre within Groupe Scolaire Kabeza Village, Gasagara District. As of 2016, the school had 2,124 students in primary school and 207 in secondary school will start in 2017. The tendering process was undertaken in 2016 and in early 2017 the technical and financial evaluation began by REB, in partnership with UNICEF. A construction firm has been engaged and the construction has commenced.

Once the construction has been completed, the facilities will be equipped with age-appropriate furniture, play-based and learning materials, and outdoor equipment.

It is expected that the school will reach approximately 90 pre-primary students per year. Recurrent costs will be covered by the Government, including teacher salaries and school management, or by community members in the form of school materials. This support will be sustained for future years and contribute to expanding access to pre-primary education in line with the Ministry of Education goals and objectives.

To build teacher capacity in pre-primary, UNICEF used thematic funds to provide technical support to pre-service teaching trainings, in partnership with Voluntary Service Overseas (VSO). This support was realized through the provision of capacity-building support and materials at 13 teacher training colleges, in 13 districts and 65 select schools with pre-primary classes to ensure that young children are able to access quality preschool education.

As a result, the ability of TTCs to produce early childhood education graduates with greater capacities was strengthened through the development of high quality teaching and learning materials (TLM); training the ECE tutors to deliver the curriculum by usage of the teaching and learning materials, and the use of learner-centred methods; train and orient the student teachers by observing lessons and allowing them to practice inclusive and effective teaching methods.

Added value of the thematic contribution

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

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

Moreover, the flexibility of thematic funding ensures that emerging priorities can be addressed. This was evident in 2016 as the office went through a mid-term review of its programme. One of the emerging areas of priority was gender in education. Given gender disparities at different levels of education, affecting boys and girls differently, it was decided that this would be a new output area within the education programme. Within 2016, a number of activities were undertaken to lay the groundwork for this programme, including a Knowledge, Attitude, and Practice (KAP) Study on gender and education which aims to provide the evidence base for future programming. The flexibility of thematic funding allowed UNICEF to undertake key activities to support this emerging output area, contributing to national goals for gender equity, and ensuring that the most marginalised children are afforded their access to quality education.

4. Financial analysis

Planned Budget, 2016

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

The total planned budget for 2016 was US\$ 5,850,000 (including programme support costs), with US\$ 1,350,000 from regular resources and US\$ 4,500,000 from other resources.

Table 1: Planned Budget by Output, 2016

Outputs	Funding Type ¹	Planned budget USD ²
Output 1: Access to Inclusive Education	ORR	868,000
	RR	150,000
Output 2: Quality Education	ORR	1,957,523
	RR	285,277
Output 3: Pre-Primary Education	ORR	1,340,000
	RR	150,000
Education Support Costs	ORR	334,477
	RR	764,723
TOTAL		5,850,000

Country-level Thematic Contributions, 2016

The Norwegian, Turkish, and United Kingdom Committees for UNICEF along with United States Fund for UNICEF and IKEA Foundation contributed to the UNICEF Rwanda education programme by providing thematic funds in 2016.

These funds were strategic in achieving the results outlined in this report. The significance of flexible thematic funding cannot be overstated in terms of how the funds can be used as well as the duration of the thematic fund grants. There is an expectation that UNICEF will continue to provide substantial support to the government priorities in the education sector. The availability of thematic funds, which are flexible enough in nature for UNICEF to respond to such expectations, have been critical to the overall success of the education programme

¹ RR: Regular Resources, ORR: Other Resources - Regular (add ORE: Other Resources - Emergency, if applicable)

² Planned budget for ORR (and ORE, if applicable) does not include estimated recovery cost.

Table 2: Country-Level Thematic Contributions

Donor	Contribution	Programmable amount
Norwegian Committee for UNICEF	495,301.36 USD	495,301.36 USD
IKEA Foundation – Soft Toys	108,906.37 USD	108,906.37 USD
Turkish National Committee for UNICEF, Bilkent Üniversitesi	113,206.14 USD	113,206.14 USD
United Kingdom Committee for UNICEF – Ikea Foundation	327,046.82 USD	327,046.82 USD
United States Fund for UNICEF	157,687.17 USD	157,687.17 USD

Expenditure, 2016

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

Table 3: Thematic Expenditure, By Programme Area

Key intervention areas/activities implemented	Expenditure (US\$)
OUTCOME 1: EDUCATION	
Output 6.3 Programme Support Costs	9.54
Activity 6.3.1 Salaries and other Staff Costs	9.54
OUTCOME 2: EDUCATION	
Output 2.1 ACCESS TO INCLUSIVE EDUCATION	218,293.74
Activity 2.1.1 Exclusion and Out-of-School	61,268.74
Activity 2.1.2 Children with Disabilities Education	123,179.04
Activity 2.1.3 Gender / Girls' Education	33,468.13
Activity 2.1.5 Education in Emergencies	337.31
Output 2.2 QUALITY EDUCATION	808,452.09
Activity 2.2.1 Curriculum Development and Implementation	376,365.02
Activity 2.2.2 Quality Assurance and Assessments	4,435.60
Activity 2.2.3 Teacher Development and SBM	10,608.77
Activity 2.2.4 Rwanda Reads Package and LTM	225,836.61

Activity 2.2.5 Whole School Improvement Programme	180,546.90
Activity 2.2.6 Planning, Coordination, Policies	10,659.19
Output 2.3 PRE-PRIMARY EDUCATION	95,403.24
Activity 2.3.1 ECE Studies, Standards and Guidelines	-13,556.54
Activity 2.3.3 Model Education Component of ECD&F	79,273.41
Activity 2.3.3 Capacity Development for ECD	29,686.37
Output 2.5 PROGRAMME SUPPORT	82,495.18
Activity 2.5.1 Staff Salaries and other Related Costs	82,495.18
OUTCOME 5: EARLY CHILDHOOD DEVELOPMENT AND FAMILY	47,359.16
Output 5.4 PROGRAMME SUPPORT	47,359.16
Activity 5.4.1 Salaries and Security for Staff	47,359.16
Total	

Planned Budget, 2017

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

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

Table 4: Planned Budget, 2017

Outputs	Funding type	January to December 2017		
		Planned USD	Funded Budget USD	Shortfall USD
Output 1: Access to Inclusive Education	RR	150,000	150,000	-
	ORE	820,000	245,365.81	(220,583.63)
	ORR		795,217.82	
Output 2: Quality Education	RR	285,277	211,290.83	73,986.17
	ORR	2,036,323	576,216.55	1,460,106.45
Output 3: Pre-Primary Education	RR	150,000	131,297.05	18,702.95
	ORR	1,809,200	454,882.40	1,354,317.60
Output 4: Gender and Education	RR	150,000	133,575.15	16,424.85
	ORR	863,500	851,000	12,500
Program Support	RR	764,723	428,368.45	336,354.55
	ORR	334,477	96,079.38	238,400.62
S/Total Regular Resources	RR	1,500,000	1,054,531.48	445,468.52
S/Total Other Regular Resources	ORR	5,863,500	3,018,761.96	2,844,738.04

Outputs	Funding type	January to December 2017		
		Planned USD	Funded Budget USD	Shortfall USD
Grand Total for 2017		7,363,500	4,073,293.44	3,290,206.56

5. Future Workplan, by Programme Area

Output 2.1: Children, especially those most vulnerable, have expanded access to basic education

UNICEF plans to continue ensuring that all children, including the most marginalised, have access to quality basic education.

Utilising thematic funds in 2017, UNICEF intends to continue partnering with Handicap International, REB, and other education stakeholders to scale-up inclusive education as a model of education. This will result in the continued development of model inclusive education schools. In doing so, UNICEF and partners will be creating and developing adaptive, secure, healthy, inclusive and accessible learning environments for all, including those with disabilities and those with special educational needs. This will include promoting children's participation, family inclusion and community involvement.

Moreover, the validation and dissemination of the specific curriculum for children with intellectual difficulties by REB and teacher training will be undertaken.

Work at the University of Rwanda – College of Education and at teacher training colleges will continue to implement inclusive programmes and align courses to the competency-based curriculum. This will be completed by teacher training programmes on the competency-based curriculum, with a focus on special and inclusive education.

As needed, UNICEF Rwanda will continue to work in humanitarian settings to ensure that children affected by emergencies, including refugees, are afforded their right to access basic education.

Output 2.2: Increased capacity of duty-bearers for the provision of quality, relevant education

To work towards the continued improvement of the quality of education, UNICEF will utilize thematic funds for further support to MINEDUC and REB in the implementation of the competency-based curriculum through trainings for education stakeholders and teachers.

UNICEF intends to support the phase 3 training planned for the last quarter of 2017 to further help teachers and children transition smoothly to the new content and teaching methodologies. Continued support for teacher trainings on the competency-based curriculum will benefit over 61,000 teachers.

In 2017, UNICEF will use thematic funds to continue its collaboration with IEE Rwanda to support in-service continuous professional development of teachers, especially through support to the national SBM programme. This programme will support quality teaching and learning, as well as parent and community involvement, in children's learning, in over 1,300 schools in 13 districts. It is expected that this will result in improved teaching pedagogy, and therefore improved learning at the primary school level.

At the national and school levels, UNICEF will support monitoring. Building on the pilot from 2016, UNICEF will continue to support the Inspectorate system to collect and analyse real-time data on the education system, which will feed into programme design and implementation. UNICEF, with the support from thematic funds, will work with partners to build a dashboard that will populate indicators and real-time data that can be accessed and utilized for programming planning.

UNICEF will also continue its technical support in the assessment of learning outcomes. REB, with support from partners including UNICEF, will undertake learning assessments at Primary 6 and Senior 3 in 2017, which will be used to feed into programme support to strengthen the quality of education.

In 2017, UNICEF will provide final support to the implementation of the Teacher Management Information System (TMIS), a national teacher database that will help enhance the management of the teaching workforce. With teacher training in progress to implement the new curriculum, TMIS will support REB in the collection and management of teacher data, subsequently informing MINEDUC of plans for teacher development and deployment.

Finally, UNICEF will continue its role as co-chair of the education sector, ensuring strong and effective coordination amongst Government and development partners, working for transparency, open dialogue and fruitful cooperation to achieve access to quality education for all children.

Output 2.3: The education system ensures increased access to affordable and quality pre-primary education system

With the support of thematic funds, UNICEF will continue to support REB in ECE teacher capacity development to ensure quality play-based learning.

Specific attention will be given to developing the pre-reading skills of children in pre-primary education. This will be achieved by strengthening the quality of pre-reading instruction in pre-primary classrooms in targeted schools. In addition, UNICEF will work with partners to develop teachers' knowledge and pedagogical skills, especially in the area of pre-reading. Complementing this work, and understanding the importance of parental engagement, especially at the pre-primary level, UNICEF will work to ensure effective community and parental involvement to improve pre-primary literacy skills. UNICEF and partners, with the support of thematic funds, will mobilise community members and parents to increase their understanding on how to promote pre-primary literacy in the home and community.

Moreover, UNICEF will support REB to empower school head teachers and Sector Education Officers to enable them to monitor and support early childhood education centres and pre-reading for their sustainability and stakeholders' engagement in early childhood education.

In 2017, UNICEF will continue to provide technical and financial support to REB in the construction of model pre-primary centres, in an effort to promote and scale-up access to quality pre-primary education.

Output 2.4: Critical bottlenecks are addressed to ensure gender equity at pre-primary, primary, and secondary levels of education

In support of the Ministry of Education's Girls' Education Policy and ESSP, UNICEF will support work to tackle gender-related barriers to learning in upper primary school (P4-P6). This work, in collaboration with partners, will work to improve girls' learning achievements in upper primary and reduce boys' dropout in upper primary by reducing gender barriers.

This will be realised through a communications initiative to improve knowledge, attitudes and practices among parents and children on how to support learning. UNICEF will support MINEDUC to undertake a national communication initiative to improve support for girls' education in the family. Communication activities will target parents, community members, and young girls. The strategy will be based on the results of a KAP study that will be undertaken with MINEDUC and implementing partners.

UNICEF will work with local partners to establish model peer-learning support clubs in two priority districts. Learning clubs will target girls and boys that are falling behind academically. The primary aim of these learning clubs is to improve the learning outcomes of girls, particularly in language and mathematics. The clubs will also aim to create a space for girls to build confidence and to create a peer support network. Learning clubs will meet after school three times a week and will be facilitated by a mentor teacher.

In 2017, UNICEF, with thematic funds, will support MINEDUC and REB to develop and implement a gender responsive teacher training and resource package. UNICEF will support MINEDUC and REB to

develop a resource package for teachers and to roll out training on gender-responsive teaching for head teachers and teachers. Adolescents will be engaged as partners in designing the content of the teacher resource.

Finally, UNICEF aims to launch small-scale innovation grants for youth activists. Adolescent social activists will be provided with the opportunity to design and implement a social change initiative to improve learning and reduce dropout in their community. A call for proposals will be organised in priority districts, and one project from each sector will be selected, funded, and monitored for implementation.

6. Expression of Thanks

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

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

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

Annex I: Details of programme indicators, targets and progress updated for 2016

For the country programme, July 2013 – June 2018, the expected outcome level result for the education programme is: “Key learning outcomes (school readiness, literacy/numeracy and employability skills) for all children are improved, focusing on vulnerable children”. To help achieve the outcome level result, the programme has three outputs, each with a set of key strategies to achieve those results:

Outcome 1. Key learning outcomes including literacy, numeracy and employability skills for all children improved, with special attention to vulnerable children and school readiness.			
OUTCOME INDICATORS	BASELINE (% OR #)	TARGET (% OR #)	PROGRESS (% OR #)
Per cent of education budget allocated for ECD/pre-primary.	0.1per cent (2012-2013)	2 per cent(2014-2015) 3 per cent (2016-2017)	3 per cent (2014).
Per cent of children between ages of 4-6 accessing ECD and pre-primary services	13 per cent (2012)	30 per cent (2017)	13.3 per cent (2014)
Per cent of children with disabilities enrolled in primary-school	68 per cent Source: NISR Census 2012 (attendance rate is used as a proxy)	80 per cent (2018)	No change to baseline as data collected by EMIS refers to numbers only (not percentage). EMIS indicates 20,000 out of a school population of 2.2 million have disabilities (less than 1 per cent).
Output 1 Children, especially those vulnerable, have expanded access to basic education			
OUTCOME INDICATORS	BASELINE (% OR #)	TARGET (% OR #)	PROGRESS (% OR #)
Per cent of children in emergency contexts receiving education	83 per cent (2013)	100 per cent	Approximately 85 per cent of children living in refugee camps are accessing basic education services.
# of teachers trained in Inclusive Education	0 (2013)	2,500	2,528 teachers nationwide have been trained in inclusive education, with support from UNICEF

# of studies completed to inform programming for vulnerable children.	0 (2013)	2	The Drop-out and Repetition Study Inception Report has been finalised (along with methodology) and data collection completed by December 2016; the KAP study on Gender in Education is on-going.
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Output 2.2 Quality and relevance of education improved

OUTCOME INDICATORS	BASELINE (% OR #)	TARGET (% OR #)	PROGRESS (% OR #)
National competency and skills based curriculum in place and rolled out in all schools	No (2013)	Yes	The competency-based curriculum is being rolled out in a phased approach, commencing in 2016, to be finalised in 2018.
Number of teachers trained on child-centred pedagogy	0 (2013)	15,000	To date, 23,591 teachers have been trained on the competency-based curriculum, with UNICEF support.

Output 2.3 Critical bottlenecks are addressed to expand access to quality pre-primary and early learning programmes

OUTCOME INDICATORS	BASELINE (% OR #)	TARGET (% OR #)	PROGRESS (% OR #)
# of pre-primary teachers trained in early learning and school readiness	0	2,000	2,203 pre-primary teachers were trained on ECE and the pre-primary competency-based curriculum, with the support of UNICEF.
# of pre-primary model schools constructed	0	14	UNICEF has constructed seven pre-primary centres and is in the process of constructing an additional four.
# of pre-primary schools using appropriate early learning and play materials	0	2,000	With UNICEF support, 2,173 pre-primary schools have received ECE materials and have been trained on how to use them appropriately.
New pre-primary curriculum rolled-out in	No	Yes	As of January 2016, all 2,834 pre-primary schools

all pre-primary schools nationwide			are implementing the pre-primary curriculum.
Output 2.4 Critical bottlenecks are addressed to ensure gender equity at pre-primary, primary, and secondary levels of education			
OUTCOME INDICATORS	BASELINE (% OR #)	TARGET (% OR #)	PROGRESS (% OR #)
# of programming strategies in place to improve the learning of girls and boys in target districts	0 (2013)	3 (2018)	The foundations for the development of programming strategies are being laid in 2016 in collaboration with partners. A knowledge generation strategy is already in place to gather new evidence on dropout and repetition and on knowledge, attitudes, and practices around gender and education.

Annex II: Human Interest Story I

Thanks to quality, pre-primary learning, children aspire to learn

By Firmin Dusengumuremyi

7 February 2017 - Gasabo District – Keza is five years old. She is in her last year of pre-primary school at Gasanze School, one of the UNICEF-supported Child-Friendly Schools. She is excited about graduating from pre-primary and speaks happily about her teachers and the variety of toys she finds in class.

When asked what she dreams to be in the future, Keza responds without hesitation. “I want to be the president when I grow. I am in school to prepare myself for that dream.” Explaining how her lessons



5-year-old Keza at Gasanze Nursery School

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help her towards her dream, Keza proudly adds, “my teacher gives me time to play with toys and he teaches us Kinyarwanda and Mathematics. I know a president must know how to read and write and should know how to count well.”

Gasanze School is a beneficiary of the UNICEF CFS model rollout by the Ministry of Education in which over 70 schools were constructed. Most recently, in collaboration with the Adventist Development and Relief Agency, the school has received an addition of a pre-primary section. This initiative is part of the UNICEF pilot model for early learning, supported by Schools for Africa and UK Department for International Development. As a full-fledged primary school from pre-primary, Gasanze School has spacious, aerated classrooms, improved sanitation and hygiene facilities, a well-stocked library, disability-friendly

buildings and pathways, and green safe playgrounds. The recently added pre-primary unit has been equipped with child-appropriate furniture and a range of play-based materials to support children’s learning.

Through play, children are able to engage in hands-on activities as they interact with their classmates. This approach enhances innovation and creativity as children are able to play and learn according to individual interests and choices.

Jean Claude Munyeshyaka, Keza’s teacher, says, “When pupils begin their first year of nursery school, they are excited but shy. They are usually unable to speak because they are not with their parents. This is a good time for us to start engaging them until they are able to talk and share their thoughts.” Jean Claude explained that the lessons he teaches his students in nursery prepare them to start primary school with a solid foundation. Jean Claude uses the early learning teaching manual developed by Rwanda Education Board with the support of UNICEF. As part of overall support to the curriculum review process, towards the currently rolled-out competency-based curriculum, UNICEF has collaborated with the Ministry of Education to develop the first ever pre-primary curriculum. Jean Claude has also benefitted from UNICEF-supported national trainings for caregivers on facilitating play-based learning, and continues to benefit from teaching support through the UNICEF-supported school-based mentorship programme aimed at supporting the national school-based mentorship programme implemented by Rwanda Education Board.



Keza (right) with her classmate Wilson (left) discussing their future goals. ©UNICEF Rwanda/Houser/2017

Expanding access to pre-primary education is only one of the ways UNICEF and the Government of Rwanda collaborate to create a vibrant new generation with visions like Keza's. Encouraging children to dream big and plan their future is essential for strengthening Rwanda's education system. In schools like Keza's, each student has a personal file, where teachers keep track of a child's individual interests based their habits during play. This allows teachers to support their students' passions to achieve their dreams.

Eugenie Mukamurenzi, headmistress at Gasanze, said, "I am happy about our progress impacting quality education. I hope UNICEF will continue to help the Government of Rwanda support our school so we can ensure quality education for the future generation of students."

Annex III: Human Interest Story II

Rwanda's new competency-based curriculum brings out creative teaching in educators like Gervais

By Veronica Houser

7 February 2016 – Gasabo District – Gervais Bizimana greets students and teachers alike with a wide smile and a warm embrace. His pride in his teaching spills from him in the form of eloquent stories and passionate ideas; it is impossible not to feel inspired by his motivation and drive.



Gervais Bizimana in the reading room at Gasanze Child Friendly School
©UNICEF Rwanda/Houser/2017

Gervais is a primary school teacher at Gasanze Child Friendly School. Gasanze's campus sits high on a hill just north of Kigali, overlooking green rice paddies and a winding stream in the valley below. Gasanze is one of UNICEF's model schools, an initiative in collaboration with the Ministry of Education. Most recently, in collaboration with the ADRA, Gasanze received the addition of a pre-primary centre, part of UNICEF pilot models for early learning, achieved in partnership with Schools for Africa and the UK Department for International Development. Gasanze School offers spacious, aerated classrooms, improved sanitation and

hygiene facilities, a well-stocked library, disability-friendly buildings and pathways, and green safe playgrounds.

Gervais has been teaching for seven years, two of which have been at Gasanze School. He teaches English to students in Primary 6 – the last year of primary before sitting for their national exams and beginning secondary school. Gervais loves teaching; he will tell anyone willing to listen that “education is key to development” and speaks earnestly about the new Competency-based Curriculum, rolled out in January 2016 by the Ministry of Education, with the support of UNICEF. Aiming to reverse the classroom culture of teacher-centred, knowledge-based instruction, the Competency-based Curriculum seeks to equip students with practical knowledge and skills to allow them to develop into strong contributing members of Rwandan society.

Gervais is an enthusiastic advocate of the Competency-based Curriculum. “When we were using the old skills-based curriculum, the teacher was there like a priest,” he laughs. “We only read notes out loud and didn't give the learners a chance to participate.” Focusing on improving his students' critical thinking and problem-solving skills, Gervais now uses a variety of activities in his classroom, including role play, games, and groupwork. “The new Competency-based Curriculum engages our learners to be more active than the teacher...It is focusing on the interests of our learners,” he says.

Averaging around 60 students in one class, Gervais certainly has his hands full. He admits that after teaching for several years using a particular method, it was difficult to quickly shift his teaching style and adopt new strategies. To address this challenge, UNICEF supported curriculum trainings to familiarize teachers like Gervais with new learner-centred, participative methods of teaching. In addition to national level trainings, teachers continue to benefit from ongoing support through the UNICEF-supported national school-based mentorship programme.



Gervais engages students in comprehension activities during a literacy session.
©UNICEF Rwanda/Houser/2017

Gervais feels strongly that he has a responsibility to become a better educator and works hard to include cross-cutting issues into his lessons, such as gender equality and environmental protection, which are further elaborated in the Competency-based Curriculum. He describes how the Competency-based Curriculum allows space for these issues by creating an environment of demonstrative learning. For example, Gervais noticed when calling for increased student participation, young boys were more likely to volunteer their opinions than girls.

This created an opportunity for discussions about gender equality and the importance of multiple perspectives.

Gervais asserts that his favourite thing about the Competency-based Curriculum is encouraging his students to teach each other and themselves. "Using the previous curriculum, children normally wrote notes and didn't use many books," he says. "But nowadays, we give the children the chance to be the researchers, to solve their problems themselves." These skills are essential for children to help Rwanda develop into a knowledge-based middle-income society.

Annex IV: Donor report feedback form

Name of Report: **UNICEF Rwanda Annual Thematic Report Basic Education and Gender Equality 2016**

Reference number: **SC1499050424, SC1499050423, SC1499050391, SC1499050347**

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

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

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

5	4	3	2	1	0

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

5	4	3	2	1	0

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

5	4	3	2	1	0

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

5	4	3	2	1	0

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