

**Evaluation Report Title: Evaluation of Results Based Aid in Education 2013  
Evaluation Report**

**Response to Evaluation Report (overarching narrative)**

Upper Quartile in association with the Institute of Policy Analysis and Research (IPAR-Rwanda) have been commissioned by the UK Department for International Development (DFID) to undertake a **mixed-methods process and impact evaluation of the results-based aid (RBA) pilot in Rwandan education (2012-2014)**, considering if, how and in what circumstances the RBA pilot has contributed to the results envisaged in the Memorandum of Understanding (MoU) agreed between DFID and the Government of Rwanda (GoR).

The main purpose of the evaluation is to determine any contribution of the RBA pilot to additional learners completing key stages in primary and secondary education and additional teachers becoming competent in the use of English as the medium of instruction.

The evaluation considers the response of the recipient and other key actors to RBA, the influence of the various interrelated factors that impact on the achievement of the two agreed results, identifies 'lessons learned' about how to improve the RBA pilot in Rwandan education, and considers the effectiveness of RBA more generally as a funding mechanism.

The findings presented in the report relate to 2012, the first year of implementation of the three-year RBA pilot. The evaluation states that it is too early in the evaluation to make strong recommendations, as the findings are still emerging. As such many the recommendations are tentative and will be refined in the coming two years.

The evaluation finds that, in year one, the RBA pilot did not make a significant contribution to the observed increase in completion in 2012, for which a payment of approximately £1.16 million was made by DFID to the GoR in May 2013. It concludes that it is too early in the implementation of the RBA pilot to expect results or to assess value for money of the pilot from DFID's perspective.

The evaluation concludes that the GoR's response to the RBA agreement has been very positive, with strong messages being sent down through the system regarding both completion and teachers' proficiency in English. RBA has prompted the strengthening of this message. The evaluation found a high level of government ownership of the RBA agreement and good strategic alignment of the RBA agreement with existing government priorities. The evaluation considers that the RBA pilot should be sustained in its current form.

The findings and recommendations of the year one report have been shared with the GoR and presented by DFID and Ministry of Education to stakeholders at the Joint Sector Review of the education sector on 19 June 2014.

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Recommendations	Accepted or Rejected	If “Accepted”, Action plan for Implementation or if “Rejected”, Reason for Rejection
1. The Government of Rwanda may need to consider weighting the capitation grant in favour of schools in the poorest communities.	Accepted	DFID Rwanda has repeatedly raised this issue in policy dialogue with the Permanent Secretary. Evidence for the need for pro-poor targeting of the capitation grant was generated by NGO research in Rwanda in 2012. As a result, the 2014/15 budget of the Ministry of Education will target the capitation grant at schools in poorer communities. DFID will monitor the impact of this change in policy on access to children from the poorest quintiles under the next Rwanda education sector programme.
2. The Government of Rwanda should consider the provision of targeted support for districts with high proportions of schools experiencing problems and districts with low levels of literacy.	Rejected	It is too early in the evaluation to act upon this recommendation. DFID-Rwanda has been advised by Upper Quartile that this recommendation will be refined in year two and three of the evaluation. In particular, the indicator ‘districts experiencing problems’ needs to be unpacked, as does the type of ‘targeted support’ envisaged. This could be interpreted as targeted capitation grant, as per the first recommendation.
3. The importance of a positive effect of the presence of female teachers on female learner’s completion at the primary level is a factor to be noted by the Government of Rwanda.	Accepted	Noted. This finding has been shared with the Ministry of Education. DFID is supportive of a review of the Girls’ Education Policy being undertaken by the Girl Hub in Rwanda and will share this finding with the review team for consideration.
4. The Government of Rwanda should consider the provision of targeted support for female learners in districts with high proportions of schools experiencing problems and in districts with low levels of literacy	Rejected	As per the response to the second recommendation, it is too early in the evaluation to act upon this recommendation. DFID-Rwanda has been advised by Upper Quartile that this recommendation will be refined in year two and three of the evaluation. In particular, the indicator ‘districts experiencing problems’ needs to be unpacked, as does the type of ‘targeted support’ envisaged.
5. Emphasis should be placed by the Government of Rwanda on facilitating access to quality education for disabled children.	Accepted	The National Education Sector Plan (2012-2017) includes an outcome of improving access to quality education for children with disabilities, accompanied by a significant increase in the national education budget to support children with disabilities. All new

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		<p>classrooms, including those funded through DFID Sector Budget Support, are built to enable inclusive access. Since 2012, the national education statistics have captured the number of children with disabilities in school, enabling support to be better targeted and visibility raised.</p> <p>DFID is funding two projects focused on Inclusive Education - Handicap International (£578,691) and ADRA (£621,411). We are also providing funding through an Accountable Grant with VSO (£3.915m), which will strengthen capacity of teachers at primary level to use learner centred and inclusive methods of teaching; strengthen school leadership; and by modelling effective teaching and learning within teacher training colleges. It will also support the achievement of results in governance, supporting people with disabilities (PWD) to have more choice and control over their own development. It will do so by supporting inclusion of PWD in district planning processes; strengthening organisations of PWD and developing models of good practice in service delivery for PWD.</p>
<p>6. At this stage there is no evidence to support adjustments to the Results Based Aid agreement, which should be sustained.</p>	<p>Accepted</p>	<p>No action required</p>
<p>7. The Government of Rwanda should continue to communicate the RBA message to lower levels of the education system and continue to emphasise the importance of quality education. In communicating this message, the Government of Rwanda should consider making a public announcement of how the RBA funds will be spent.</p>	<p>Accepted</p>	<p>The recommendation has been shared with the Ministry of Education. A principle of RBA is 'recipient discretion'. As such, DFID Rwanda will respond to requests from the Government of Rwanda for technical assistance, but will not directly influence how the RBA results are achieved.</p>