



United Nations
Educational, Scientific and
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UNESCO

Country Programming Document

RWANDA



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PART I: Situation analysis

Country Assessment

1. Rwanda has made significant progress since the end of the 1994 genocide. With a population of nearly 9 million and a population growth rate estimated at 3.5% per year, Rwanda is the most densely populated country in Africa. Further, 89.5% of the population is rural with people's livelihoods dependent on the natural environment. Economic growth rates have averaged at 5.8% per annum during the last decade, making Rwanda also one of the fastest growing economies in the region. This economic recovery has led to marked improvements in national capacities as reflected by the following data.

Values/keys indicators in UNESCO's fields of competence	
GPD per capital (US\$)	220
Net Enrolment in primary school	93.5%
Primary school completion rate	44.9%
Repetition rate in primary school	15.8%
Pupil to teacher ratio in primary school	71%
Sustainable access to an improved water source	27.4%
Adult HIV prevalence rate [male, female]	3.0 [12.35, 3.0%]
Children working under 11 years, between 11-15 years	1%, 11%
% agriculture sector in GDP in 1998	42.5% of GDP
Superficies of wetlands and aquatic ecosystems	10% of country
Rate of forest regression between 1960 and 1999	42%3% of GDP
% mining sector in GDP (in 2000)	<3% of GDP
% of land suitable for geoparks, geoconservation	<2%
Rate of land erosion between 1960 and 1999	About 15%

2. The government's primary objective for education contained in **Vision 2020** is to provide universal primary education by 2010 and subsequently Education For All (EFA) by 2015. Currently, 84.8% of boys and 86.9% of girls are enrolled in primary school while only 10.6% of boys and 9.5% of girls are enrolled in secondary school. The government faces major challenges in combating illiteracy and providing human resources for socio-economic development through the education system.
3. The prevalence of HIV/AIDS continues to burden the economy, the health sector and even the education sector. According to the **Demographic Household Survey** of 2005, 3% of the Rwanda population aged

15 to 49 years is infected with HIV (3.6% women and 2.3% men). This burdens many social and economic sectors but more importantly, from the point of view of UNESCO, it adversely affects the education sector, for example, in terms of teacher absenteeism, teacher morbidity and mortality, children dropping out of school etc. Rwanda is presently one of the countries in the region which has visibly reduced the spread and prevalence of HIV/AIDS. This notwithstanding, the PRSP clearly indicates that they will further reduce them through prevention of HIV transmission by reinforcing information, education and communication (IEC).

4. The high incidence of poverty (56.9% of the population lives under poverty line), rapid population growth and the over-dependence on subsistence farming (90% of the population are rural) has led to environmental degradation which will require the competencies of UNESCO in the conservation of Biodiversity and the sustainable management of ecosystems. For instance, Rwanda has lost 50.2% of its forest cover.¹
5. Since the early 1990s, mineral exploitation of Rwanda has seen increased production by cooperatives and artisans. This includes ores and concentrates of gold, tin, tungsten and columbium-tantalum (coltan) from a few of the many recorded deposits of a large quantity of minerals. The production of natural methane gas from Lake Kivu as well as limestone and cement continues. Minor production of gem stones was reported as well, and some construction materials were also produced.

Pertinent development issues

6. Rwanda has prepared a long-term development plan to transform the economy from one that is dominated by subsistence agriculture to a knowledge-based economy. Some of the goals which may be of interest for UNESCO's programme

¹ In April 2003, Rwanda completed its National Strategy and a Five-year Action Plan for the conservation of biodiversity, which gives a good assessment of the status of conservation of biodiversity and management of natural resources in the country

areas include an increase in school admission rate to 100%, the attainment of primary school to secondary school transition rate of 80%, access to potable water by 100% of the population and control of land degradation.

7. The country faces the challenge of maintaining and improving on its current performance in order to realize the long-term development objectives as expressed in the **Vision 2020**, the Millennium Development Goals (MDGs) and the Dakar Education For All (EFA) goals. The following are some of the development issues which have been highlighted in the UNDAF (2008-2012). The UNDAF was based on the Economic Development and Poverty Reduction Strategy (EDPRS) which serves as the medium-term strategy document for the **Vision 2020**.

Poverty and agriculture: Up to 90% of Rwanda's population lives in rural areas and is dependent on subsistence agriculture for livelihood. Population growth, internal displacement and poverty have led to soil erosion and low agricultural productivity.

Population and environment: One of its key goals is the integration by 2020 of environmental objectives into all policies and programmes pertaining to economic and social development as well as in all decision-making processes. Its objectives include: the protection of the environment, sustainable management of natural resources and reducing gender inequalities. Over the last decade, Rwanda has lost 50.2% of its forest cover. Population growth, poverty and the consequent heavy reliance on wood fuel as source of energy has led to deforestation, soil erosion and land fragmentation. As a result, water supply will become increasingly problematic as catchment areas become deforested. In order to improve economic growth, Rwanda must break the cycle of poverty, over population, land degradation and decreasing agricultural productivity.

Inequality in income share: Inequality in income distribution is a threat to poverty reduction and social cohesion and an obstacle to sustainable economic development. Wealth is concentrated at the top of the income distribution and the Gini-inefficient, which measures inequality in the distribution of income, has risen from 0.7% to 0.51% in the last five (5) years.

Governance and institutional reform: There has been significant progress in attaining political and socio-economic stability. This has strengthened capacity for good governance through the rule of law. With the highest percentage of female Members of Parliament in the World, Rwanda has made progress in terms of involving women in political decision-making. However, there are still challenges in terms of a free, representative and fair political system and a transparent judicial system. The threat of upheavals in a region that is known for its volatility is also a major challenge.

Education: Net enrollment in primary schools has grown steadily since the mid 1990s. The NER is 93.5% for both boys and girls. Dropout and repetition rates however are still high (31.8 and 14.2 respectively, in 2005). Due to the high repetition rates, the gross enrolment has been rising and is estimated at 145.3% (in 2006). The teacher/pupil ratio averages at 1 teacher for 56 pupils which does not augur well for quality learning. While there is a serious teacher shortage, there is also need to improve the status of teachers in terms of improving salaries and conditions of service. School infrastructure is lacking in many parts of the country, contributing to poor learning environments. Other challenges include overcoming the trauma of Genocide, dealing with the learning needs of high numbers of orphans and displaced children, inadequate teaching and learning materials and financial constraints within the education sector.

HIV and AIDS: A major threat to development efforts in Rwanda is the incidence of HIV and AIDS that undermines efforts to reduce poverty, impacts on education and affects agriculture which is the major economic activity. AIDS has contributed to the high level of orphans and vulnerable children who are currently making up 29% of the Rwanda population. It is important to highlight young women's vulnerability to HIV/AIDS in Rwanda. Some estimates show that young women (age 15-24) are almost twice as likely to be infected with HIV than young men in the same age group. Addressing the gender-specific vulnerability must be key to any intervention.

Culture and social cohesion: The cultural dimension in Rwanda has proved crucial for addressing issues of development, peace

and social cohesion. Rwanda's intangible and tangible cultural and natural heritage as well as the diversity of cultural expressions should be utilized as a pillar of sustainable development and as a leverage for social cohesion in the country.

Challenges and opportunities facing UNESCO

Challenges

8. There are several challenges facing UNESCO in terms of programme participation and implementation in Rwanda. The first concerns UNESCO's in-country situation as a non-resident agency (NRA). Most of the decisions about funding by development partners take place without UNESCO's presence at the table. Secondly, absence of an office on the ground can create a false perception of weak capacity for implementation. UNESCO will have to address both issues relating to its non-resident status by making resources available, for example, to cover costs of frequent visits and awareness-raising at national level, utilizing and building networks of expertise. Apart from working through the NRA coordination analyst of the UN Country Team, UNESCO will also have to look into innovative ways of working together with other UN organizations. For example, UNICEF has recently offered to host UNESCO in the UNICEF Kigali office during strategically important phases of programming in order to draw on UNESCO's expertise in quality education for joint work relating to the UNDAF outcome on quality basic education.
9. UNESCO also faces many challenges in aligning its programme priorities with those of national development goals. Some programme areas such as basic and engineering sciences, communication, information and culture are not prominently reflected in any of the national development documents. Among UNESCO programmes, it is only education that stands out prominently in national development priorities. Here, UNESCO is challenged to identify relevant development goals and targets for which the potential of culture, the sciences and communication as effective tools for development can be harnessed, and whose achievement can be influenced by UNESCO's programmes in the sciences, culture and communication.

Opportunities

10. Rwanda is one of the eight "Delivering as One" pilot countries.² The UN Country Team (UNCT) is in the process of converting the UNDAF into a "One Programme", operationalized through a common operational document (COD) for the entire UN system, with "One Budgetary Framework". The latter will consist of three components: the agencies core budget; the pooled fund from donors; and the extra-budgetary project funds. UNESCO, like all other agencies, will be able to use the pooled fund in addition to its core fund in order to implement activities in the country. This automatically offers an opportunity for an increased funding for programme activities.
11. In the UN reform, participation in the "One Programme" will not only be on the basis of the organization's mandate but on the basis of its credibility, capacity, experience and the legitimacy it offers to the activity. Specialized agencies such as UNESCO, with recognized expertise in various fields, will offer its coordinating or lead support in the areas of its programme work.
12. Rwanda has adopted ICTs as the engine of its service industry-led economic growth. For UNESCO, which has a major programme in communication, this is an opportunity for extra-budgetary fund-raising.
13. The global importance of the biodiversity of the Virunga Massif has been internationally recognized by the approval of the Volcans Biosphere reserve in 1983. Because of the political and economic situation, the reserve faces severe problems due to increasing population pressure and poverty expanding agricultural areas, poaching of gorilla, illegal wood. The status of biosphere reserve is a good entry point to reactivate the *Man and Biosphere* programme and to improve the sustainable management of natural resources in the country. In addition, the Virunga Ecosystem, which is a transborder site composed of the Volcano National Park (Rwanda), the Virunga National park (Democratic Republic of Congo) and the Mgahinga Gorilla National Park (Uganda), is recognized as a potential geopark and geoconservation site which should be protected. Similar issues apply to the Akagera National Park, which is under enormous pressure since partial devastation following the Genocide.

² The eight "Delivering as One" pilot countries are: Albania, Cape Verde, Mozambique, Pakistan, Rwanda, Tanzania, Uruguay, and Viet Nam.

PART II: Past and present cooperation – lessons learnt

Key results achieved

Education

14. UNESCO has been supporting the Ministry of Education with EFA advocacy and in developing education quality assurance and standards. Technical support has been provided for setting up more effective quality assurance and in monitoring progress toward EFA goals. The Rwanda UNESCO National Education Support Strategy (UNESS) process started in April 2007 and is grounded in the **Rwanda Education Sector Strategic Plan** (2006-2010). Five priority areas have been identified under the Rwanda UNESS for 2008-2009 and will inform future work.³ On-going support for the development of the Rwanda UNESS is proving useful in terms of sharpening priority areas for collaboration with UNESCO that address gaps in the EFA agenda and that are suited for UNESCO lead support. In the area of HIV and AIDS, UNESCO has supported the development of the Education Sector Policy on HIV and AIDS, including HIV prevention and life skills education, education sector workplace guidelines and capacity-building for teachers for the preparation of training materials. Support for these activities has been taken from the Regular Programme and extra-budgetary sources.

Science and Technology

15. Using its regular budget, UNESCO supported the process for the formulation of a science and technology policy. DFID and UNU collaborated in the study and production of the related document which is now being used by the Government to guide its programme for science and technology, capacity building and utilization. UNESCO also supported staff development in science and technology in two higher education institutions.

Post-graduate fellowships were awarded to staff members of KIST and NUR to study for Masters and PhD, although progress has yet to be made in terms of awarding fellowships to more female researchers. In 2004, UNESCO trained several staff of Kigali Institute of Technology (KIST) to use ICT in teaching helping to overcome the problem of textbook shortage. Extra-budgetary resources were used for these activities. The funds were obtained through the UNESCO Nairobi Office Project: *The African Network of Scientific and Technological Institutions (ANSTI)*.

16. Support has been provided to the universities for sensitization of Science and Engineering Faculties on the need to mainstream HIV/AIDS into curricula, and for capacity-building for lecturers on how to teach the mainstreamed courses. This has been achieved through use of extra-budgetary resources.

Social and human sciences

17. UNESCO has been working with Ministers of Social Development of the East African Community Partner States, which includes Rwanda, and key stakeholders, such as civil society and social science scholars, institutions and networks, in the framework of East African Community cooperation to create greater synergies between research, policy and action. The other Partner States are Burundi, Kenya, Tanzania, and Uganda. These efforts will be strengthened by the establishment in the near future of a Forum of Ministers responsible for social development in the East African Partner States, which was strongly endorsed by the **13th Extraordinary Meeting of the Council of Ministers of the East African Community** (Arusha, Tanzania, 16-18 April 2007)⁴.

³ UNESS is the country-based education support strategy document which comprises the selection of a set of government priority areas in education for UNESCO to address in coordination and synergy with other development partners with the objective of enabling the country to achieve EFA and education development more broadly.

⁴ The Forum is expected to become an entity under the Community cooperation mechanism.

Communication

18. UNESCO Headquarters financed the *Maison de la Presse* in Rwanda from the Regular Programme and has been executing various extra-budgetary projects including assistance to the Radio Station of the National University of Rwanda (NUR) in Butare. The equipment for the Radio Station and the associated capacity building efforts were financed by the European Union. More recently, there has been assistance for the creation of the High Council of the Press (HCP).

Culture

19. In the framework of the UNESCO Interreligious Dialogue programme, the African Women of Faith Network in Rwanda has been strengthened as a part of the larger pan-African network of religious women's group, including through workshops and training of trainers activities.
20. Efforts have been undertaken in order to proceed towards validation of the indicative list of cultural and natural sites of Rwanda which include the Volcano National Park and the Nyungwe National Forest. In 2006, Rwanda, together with the Democratic Republic of Congo and Uganda, has advanced a joint proposal to inscribe the Ecosystem of Virunga on the World Heritage List. UNESCO has been active in further fostering national capacities to apply for inscription on the List of World Heritage Sites, including through a technical capacity-building course.
21. UNESCO supported in 2006 a project for capacity building in cinematography for the promotion of local culture including training workshops for capacity building in audio-visual techniques, film production and film screening. Funds for this activity were taken from the regular budget.

Lessons learnt

22. Many of UNESCO's activities from which Rwanda has benefited are undertaken at the cluster or regional level, with the exception of education sector initiatives that have been and are carried out at country level such as monitoring progress toward EFA goals, improving quality assurance and standards, capacity building on HIV/AIDS and education. As UNESCO puts increased focus on the country-level, it will be important to maintain some of these cluster-wide activities without losing impact and effectiveness. Because of limited resources, it may therefore be necessary to continue some activities (especially higher level science-related training) at the cluster level. Thus, under the UCPD, funds earmarked for training in Rwanda could be pooled with similar ones from Uganda and Kenya to have a joint training activity in science.
23. Another lesson learnt is that UNESCO can have impact even with limited funds if they strategically select activities in a chain of processes leading to a particular goal. The involvement of UNESCO in the preliminary (preparatory) and final stages of developing a science and technology policy enabled it to gain equitable credit and credibility. This lesson will be useful for the "One Programme" where the focus will be on results and various agencies will be expected to identify and implement activities in the process leading to the result.
24. UNESCO's engagement with Ministers of Social Development in the East African Community Partner States, including Rwanda, is based on years of experience in promoting efforts to strengthen the links between research, policy and action through, among other means, encouraging active interaction between Ministers responsible for social development in Member States and other social actors, building on the experience of the Forum of Ministers of Social Development of Latin America and the Caribbean.

25. UNESCO decided to spearhead the establishment of Forums of Ministers of Social Development in East Africa and in other regions on the basis of the positive feedback received on the experience in Latin America and the Caribbean. Following many consultations with UNESCO, the Ministers responsible for social development in the East African Community Partner States concluded that a duly constituted Forum of Ministers would strengthen existing ties of cooperation between their countries. They decided that the Forum would facilitate the sharing of experiences and harmonizing policy approaches in areas of common concern, such as combating poverty and social exclusion, eradicating the HIV/AIDS pandemic and addressing other social ills.

26. In the area of culture UNESCO will draw on its mandate for the fostering of cultural diversity and intercultural dialogue to strengthen various UNDAF results areas through targeted action. Most development issues including governance and even education have cultural dimensions that have to be addressed for the success of any intervention. Accordingly UNESCO is proposing to strengthen the contribution of culture to sustainable development and demonstrate the importance of dialogue to social cohesion, reconciliation and peace.

PART III: Proposed cooperation framework: Country Programme 2008-2009

27. The proposed cooperation framework highlights UNESCO's participation in the UNDAF 2008-12 and also identifies other activities (regional, cluster and national) from which Rwanda will benefit.

UNDAF/ One Programme

28. The UNESCO Rwanda country programme activities and goals will contribute to all five areas of the UNDAF results matrix. The five UNDAF outcomes are:

Result 1: Good governance enhanced and sustained

Result 2: The growth of the population is reduced with marked reduction in child and maternal deaths; transmission and impact of HIV and other major epidemics reduced

Result 3: All children in Rwanda acquire a quality basic education and skills for a knowledge-based economy

Result 4: Management of environment, natural resources and land is improved in a sustainable way

Result 5: All people in Rwanda are less vulnerable to social and economic shocks

29. The key areas for future cooperation within the UNDAF programme and the expected results are as follows:

Result 1: Good governance enhanced and sustained

OUTCOME 1: Rule of law

- Elaboration of regulatory frameworks for the protection of freedom of expression and freedom of the press. Setting up of mechanisms for the protection of journalists; freedom of expression and universal access to information bills published. [CI]

OUTCOME 2: Decentralization accountability and transparency

- Preparation of National Communication, Information and ICT Policy. Creation of watchdog institutions to ensure transparency and accountability in particular independent media institutions. [CI]

OUTCOME 3: Participation in democratic governance

- Preparation of National Communication, Information and ICT Policy; Setting up communication channels to ensure a two-way communication processes between the State and the Rwandan population. [CI]

OUTCOME 5: Evidence based policy making

- Improved conditions of life for increasing numbers of people in Rwanda as demonstrated by relevant human development indicators. [SHS]
- Demonstrable progress towards the attainment of the Millennium Development Goals (MDGs) as a result of intensified regional integration efforts in different domains, including greater cooperation among the Partner countries in social development programmes. [SHS]
- Strengthened linkages between research, policy and action. [SHS]
- Sound policies that acknowledge the importance of cultural diversity for development [CLT]

Result 2: The growth of the population is reduced with marked reduction in child and maternal deaths; transmission and impact of HIV and other major epidemics reduced

OUTCOME A2: Prevention of HIV

- Protective behaviors adopted and effective preventive services utilized by HIV-exposed

- population especially the youth and the women. Production of e-learning materials on HIV and AIDS to facilitate student learning. [SC]
- Organization of workshop for development and production of CDs on HIV and AIDS in collaboration with the faculties of science and engineering. [SC]
- More cultural activities used in the fight against HIV / AIDS [CLT]

OUTCOME A3: Mitigation of AIDS

- Preparation and implementation of media awareness campaigns to fight stigma, discrimination and marginalization of PLW A; increased understanding and support for PLW A; development of peer support campaigns. [CI]
- Training of journalists in writing and reporting on HIV/AIDS; training of government Information Officers in the collection, processing and distribution of appropriate information about HIV/AIDS. [CI]
- Use of culture in the fight against HIV/AIDS and the identification and advocacy against harmful cultural practices. [CLT]

Result 3: Expand access and improve quality of basic education

OUTCOME 1: Enrolment

- Early childhood Development and Education (ECDE) for teachers and parents. Development of ECDE materials Implementation of strategy on ECDE. [ED]

OUTCOME 2: Retention

- Development of operational special needs education programme that is inclusive. [ED]

OUTCOME 3: Achievement

- Information and management system for monitoring learning achievement (MLA).Application of learner centered methodologies.[ED]
- Life skills integrated into the curriculum. [ED]

- Improving literacy levels and setting up adult and continuing education. [ED]
- Development of Strategic plan for technical and vocational education (TVET). Elaboration of TVET curricula, use of new pedagogies for TVET. Identification of equipment needs and preparation of long term financial plan [ED]

Result 4: Management of environment, natural resources and land is improved in a sustainable way

OUTCOME 1: Effective systems

- Management of the Virunga Volcanoes Biosphere Reserves (BR) is consistent with Seville strategy and statutory framework of BR [SC]
- The Virunga Volcanoes BR management is a model of sustainable management at local and national level [SC]
- Assessment of the vulnerability of water surface to environmental changes [SC]
- Assessment of urban groundwater vulnerability [SC]
- Water dependencies systems under stress and societal response [SC]

OUTCOME 2: Ecosystems of national and global importance are restored and protected against degradation

- The local sustainable development plan/framework includes the protection of the Virunga Volcanoes Biosphere reserve [SC]
- Technical and operational capacities of districts for management of wastes and contaminants developed [SC]
- Development of culturally-sensitive components in formal and non-formal education systems

OUTCOME 3: Utilization of natural resources enhance productivity in an environmentally friendly way

- Ecotourism is a development tool for sustainability of the Virunga Volcanoes BR [SC]

Result 5: Rwanda population benefits from economic growth and is less vulnerable to social and economic shocks

OUTCOME 3: Diversification /food security

- Diversified incomes and improved food security for vulnerable households. Increase in culture-based industries. Number of activities promoted for income generation. [CLT]

Non-UNDAF activities

30. As a cluster office for all UNESCO programmes and a Regional Office for Science, the Nairobi Office will undertake activities which may not be in the UNDAF results matrix but will nonetheless reinforce them. Below are some of the activities from which Rwanda will benefit:

Basic and Engineering sciences

31. UNESCO will contribute to the use of science and technology in development and economic growth and assisting higher education institutions in the country to train high-level scientists. In this connection, UNESCO will strengthen the teaching capacity in S&T faculties in the universities. There will be long-term capacity enhancement through support for staff development activities and there will also be contribution towards short-term solution by way of support for visiting professors. Five (5) university staff will be trained to PhD level and 10 visiting professors will be supported to go to Rwanda and assist in teaching S&T courses.

32. Rwanda will benefit from the reinforcement of the scientific collaboration of states for the management of natural resources in trans-boundary areas, e.g. Uganda, Tanzania, Burundi and Democratic Republic of Congo.

Culture

33. UNESCO will contribute to developing curricula reflective of cultural heritage education. This activity will reinforce the UNDAF result in **Education**.
34. UNESCO will contribute to the conservation of natural resources by assisting Rwanda to ratify and implement the 1972 World Heritage Convention. This will strengthen UNDAF Result 4: Environment.

PART IV: Partnerships

35. The following are some of the expected partners who will collaborate with UNESCO in the implementation of the programmes elaborated in this document:

- **UNDP** – *Possible areas of cooperation:* Governance and Rule of Law: Enhancement of democratic processes. Communication and information strategies; role of the media in ensuring transparency, accountability and protection of human rights. Establishment of regulatory frameworks for the protection of freedom of speech and freedom of the press. Training of media professionals and government Information Officers, in the collection, processing and distribution of information to monitor and ensure transparency, accountability and good governance.
- **Article 19, International Media Services, PANOS, AMARC, Africa Media Development Initiative (AMDI), FEMNET, ECONNEWS.**
Main fields of activity: Communication, information and ICTs support. *Possible areas of cooperation:* Implementation of communication, information and ICT policy papers. Training, advisory services and project implementation.
- **Regional media training institutions.** *Possible areas of Cooperation:* Regional training of trainers, fellowships, specialized training in the field of communication information and ICTs.
- **UNICEF** – *Possible areas of cooperation:* Provision of quality education for all. Fight against HIV / AIDS. Community-based communication strategies. HIV/AIDS awareness campaigns.
- **UNAIDS Joint programme.** *Possible areas of cooperation:* Fight against HIV/AIDS, IEC awareness campaigns. Media support.
- **Other partners:** Rwanda Ministry of Education (MINEDUC), National Curriculum Development Centre (NCDC), Kigali Institute of Education (KIE), Teacher Training Colleges (TTCs), National University of Rwanda and Kigali Institute for Science and Technology. Rwanda Ministry of Information and Communication, NURC, National University of Rwanda; Rwanda Ministry of Arts and Culture; The World Conference of Religions for Peace (WCRP)

UCPD Results Matrix (Outcomes/Results included in the UNDAF/One Plan)

UNDAF/One Plan expected outcome/result	Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources in US\$	Mobilization Target in US\$
Result 1: Good governance enhanced and sustained				
Outcome 1. Rule of law	Elaboration of regulatory frameworks for the protection of freedom of expression and freedom of the press. [CI]	> Setting up of mechanisms for the protection of journalists; Freedom of expression and universal access to information bills published	N/A	150,000
Outcome 2. Decentralization accountability and transparency	Preparation of National Communication, Information and ICT Policy. [CI]	> Creation of watchdog institutions to ensure transparency and accountability in particular independent media institutions	N/A	200,000
Outcome 3. Participation in democratic governance	Preparation of National Communication, Information and ICT Policy. [CI]	> Setting up communication channels to ensure a two-way communication processes between the State and the Rwandan population	N/A	(Re. above)
Outcome 5. Evidence based policy making	<ul style="list-style-type: none"> > Improved conditions of life for increasing numbers of women and men in the Partner countries as demonstrated by relevant human development indicators. [SHS] > Institutionalized democratic governance processes in the Partner countries. [SHS] > Demonstrable progress towards the attainment of the Millennium Development Goals (MDGs) as a result of intensified regional integration efforts in different domains, including greater cooperation among the partner countries in social development programmes. [SHS] > Strengthened linkages between research, policy and action. [SHS] > Sound policies that acknowledge the importance of cultural diversity for development [CL] 	<ul style="list-style-type: none"> > Evidence of expansion of democratic space, vibrant dialogue between Ministers of Social Development and other key social actors, including civil society and the citizenry at large, and greater involvement by civil society in regional integration efforts. > Emergence and consolidation in Partner countries of greater support among Governments for social science research and the use of evidence from research and analysis in the formulation of social and economic policies. > Policies showing cultural considerations. 	N/A	

Result 2: [...] marked reduction in [...] transmission and impact of HIV; malnutrition and other major epidemics are reduced

<p>Outcome 1. Prevention of HIV</p>	<ul style="list-style-type: none"> > Protective behaviours adopted and effective preventive services utilized by HIV –exposed population especially the youth and the women. > Production of e-learning materials on HIV and AIDS to facilitate student learning. [SC] > Organization of workshop for development and production of CDs on HIV and AIDS in collaboration with the faculties of science and engineering. [SC] > More cultural activities used in the fight against HIV/AIDS. [CL] 	<ul style="list-style-type: none"> > Increased understanding and support for PLWA. > Development of peer support campaigns. Training of journalists in writing and reporting on HIV/AIDS in a gender-responsive manner. > Training of Government Information Officers in the collection, processing and distribution of appropriate information about HIV/AIDS. > Production of gender-sensitive e-learning materials on HIV and AIDS to facilitate student learning. > Workshop organized for development and production of CDs on HIV and AIDS for the faculties of Science and Engineering. > Evidence of cultural activities used in the fight against HIV and AIDS. 	<p>N/A</p>	<p>300,000</p>
<p>Outcome 2. Mitigation of AIDS</p>	<ul style="list-style-type: none"> > Preparation and implementation of media awareness campaigns to fight stigma, discrimination and marginalization of PLWA; increased understanding and support for PLWA; development of peer support campaigns. > Training of journalists in writing and reporting on HIV/AIDS; training of government Information Officers in the collection, processing and distribution of appropriate information about HIV/AIDS. > Use of culture in the fight against HIV/AIDS and the identification and advocacy against harmful cultural practices 	<ul style="list-style-type: none"> > Number of media awareness and peer support campaigns. > Number of journalists and government officers trained. > Evidence of cultural considerations in advocacy and prevention 	<p>N/A</p>	<p>(same as above)</p>

Result 3: Expand access and improve quality of basic education				
Outcome 1. Enrolment.	<ul style="list-style-type: none"> > Expansion of early childhood development programmes. [ED] > ECDE training for teachers and parents. [ED] > Development of ECDE materials. [ED] > Implementation of strategy on ECDE [ED] 	<ul style="list-style-type: none"> > ECDE human resources (teachers and parents) are developed. > Adequate ECDE materials are produced > ECDE services at community level are integrated 	25,000 ⁵	350,000
Outcome 2. Retention	<ul style="list-style-type: none"> > Introduction of special needs education. [ED] > An operational special education programme. [ED] 	<ul style="list-style-type: none"> > Special needs programme in place 	20,000	180,000
Outcome 3. Achievement	Monitoring learning achievement	<ul style="list-style-type: none"> > EMIS for MLA decentralized 	30,000	300,000
	<ul style="list-style-type: none"> > Information and management system for monitoring learning achievement (MLA) decentralized. [ED] > Application of learner-centered methodologies [ED] > Life skills integrated into school curriculum. [ED] 	<ul style="list-style-type: none"> > Learner centered teaching taking place > Life skills in the curriculum 		
	Improving literacy and setting up adult and continuing education	<ul style="list-style-type: none"> > Accurate, timely and sex-disaggregated literacy data 	30,000	150,000
	<ul style="list-style-type: none"> > Accurate and updated information in literacy levels. [ED] > Flexible system of adult literacy and education and qualifications framework. [ED] 	<ul style="list-style-type: none"> > Framework for adult literacy and education 		
Development of technical and vocational education	<ul style="list-style-type: none"> > Strategic TVET plan 	25,000 ⁵	200,000	
	<ul style="list-style-type: none"> > Development of strategic plan for TVET. [ED] 			<ul style="list-style-type: none"> > TVET curriculum
	<ul style="list-style-type: none"> > Elaboration of TVET curriculum aligned to market needs. [ED] 			<ul style="list-style-type: none"> > Evidence of new TVET pedagogies
	<ul style="list-style-type: none"> > Use of new pedagogies for TVET. [ED] 			<ul style="list-style-type: none"> > Equipment plans and schemes
	<ul style="list-style-type: none"> > Equipment needs elaborated. [ED] 			<ul style="list-style-type: none"> > Financial plan
<ul style="list-style-type: none"> > Long term financial plan for TVET. [ED] 				

5 ED figure indicative at present

Result 4: Management of environment, natural resources and land is improved in a sustainable way

<p>Outcome 1: Effective system for environment management and ecosystem conservation supported by an enabling policy framework</p>	<ol style="list-style-type: none"> 1. Management of the Virunga Volcanoes BR is consistent with the Seville strategy and statutory framework of BR 2. The Virunga Volcanoes BR management is a model of sustainable management at local and national level 3. Assessment of the vulnerability of water surface to environmental changes 4. Assessment of urban groundwater vulnerability 5. Water dependencies systems under stress and societal response 	<ol style="list-style-type: none"> 1.1. BR review is completed 1.2. BR zonation is updated 1.3. BR activities are coordinated by a multi-stakeholder committee 1.4. Regulatory measures are taken at local level to insure the effectiveness of the 3 functions of the BR 2.1. An integrated and participative management plan is elaborated 2.2. The management plan is implemented 3.1. Data on water quality and quantity, 3.2. Vulnerability maps, 3.3. Training activities 4.1. Urban groundwater vulnerability maps 5.1. Improved water Acts, 5.2. Groundwater protection activities, 5.3. Training activities undertaken 	<p>10 000</p>	<p>500 000</p>
<p>Outcome 2: Ecosystems of national and global importance are restored and protected against degradation</p>	<ol style="list-style-type: none"> 1. The local sustainable development plan/framework includes the protection of the Virunga Volcanoes BR 2. Technical and operational capacities of districts for management of wastes and contaminants developed 3. Development of culturally-sensitive components in formal and on-formal education systems 	<ol style="list-style-type: none"> 1.1. Data on BR biodiversity are updated 1.2. Local communities are trained and use techniques and methods to restore and protect ecosystems 1.3. Appropriated measures are undertaken to protect most endangered species 2.1. Training activities undertaken 	<p>5000</p>	<p>25000</p>
<p>Outcome 3: utilization of natural resources to enhance productivity in an environmentally friendly way</p>	<ol style="list-style-type: none"> 1. Ecotourism is a development tool for sustainability of the Virunga Volcanoes BR 	<ol style="list-style-type: none"> 1. An ecotourism development plan is elaborated 2. Local communities are involved in ecotourism activities 3. Increase of incomes coming from ecotourism activities at local level 	<p>5000</p>	<p>150,000</p>

Result 5: Rwandan population benefits from economic growth and is less vulnerable to social and economic shocks

<p>Outcome 1. Diversification/ food security</p>	<ul style="list-style-type: none"> > Diversification incomes and improved food security for vulnerable households. [CI] > Increase in culture-based industries. [CLT] > Support for income-generating activities in the field of arts and crafts. [CLT] 	<p>Drafting of a comprehensive national plan for the development of service industries and job creation for women and men through the use of ICTs</p> <p>Number of activities promoted for income generation.</p>	<p>N/A</p>	<p>150,000</p>
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UCPD Results matrix (outcomes/results not included in UNDAF/One Plan)

Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources in US\$	Mobilization target in US\$	UNDAF/One Plan outcome/result to which expected result could be seen as contributing – if any
Capacity building of Science and Technology staff in universities	Trained staff at PhD level 8 visiting professors sponsored	5,000	150,000	UNDAF result 3 on education
Several staff trained in the digitization of their lecture notes	Number of staff using ICT in teaching and learning	N/A	200,000	UNDAF result 3 on education
A plan developed for the implementation of the existing science policy	Availability of the science plan	5,000	20,000	UNDAF results 4 and 5
Curriculum related to heritage education	Availability of the new curricula on heritage education	N/A	20,000	UNDAF result 3 on education
Ratification and implementation of the 1972 World Heritage Convention	World Heritage convention ratified by Rwanda	N/A	5,000	UNDAF result 4 on environment