



Project Information Document (PID)

Concept Stage | Date Prepared/Updated: 07-Nov-2018 | Report No: PIDC25795



BASIC INFORMATION

A. Basic Project Data

Country Rwanda	Project ID P168551	Parent Project ID (if any)	Project Name Quality Basic Education for Human Capital Development in Rwanda (P168551)
Region AFRICA	Estimated Appraisal Date Jun 03, 2019	Estimated Board Date Sep 20, 2019	Practice Area (Lead) Education
Financing Instrument Investment Project Financing	Borrower(s) Ministry of Finance and Economic Planning, Republic of Rwanda	Implementing Agency Ministry of Education, Republic of Rwanda	

Proposed Development Objective(s)

To improve student learning and progression in basic education in Rwanda.

PROJECT FINANCING DATA (US\$, Millions)

SUMMARY

Total Project Cost	150.00
Total Financing	150.00
of which IBRD/IDA	150.00
Financing Gap	0.00

DETAILS

World Bank Group Financing

International Development Association (IDA)	150.00
IDA Credit	150.00

Environmental and Social Risk Classification
Moderate

Concept Review Decision
Track II-The review did authorize the preparation to



continue

B. INTRODUCTION AND CONTEXT

I. COUNTRY CONTEXT

1. **Rwanda aspires to transform from a low-income, agriculture-based economy to a knowledge-based, service-oriented economy with middle-income country status by 2035.** Rwanda's current annual GDP growth rate¹ of 6.8 percent is projected to increase to 7.5 percent in 2020. The country has reduced the percentage of people living below poverty line from 58.9 percent in 2000 to 39.1 percent in 2013.² The fertility rates have declined from 5.6 births per woman in 2000 to 4.0 births per woman in 2015, indicating a slow but positive trend toward population control; the current population of Rwanda is 12.2 million. To continue this momentum, the government is making efforts across sectors through four strategic areas: economic transformation, rural development, productivity and youth employment, and accountable governance.³

2. **The Government of Rwanda is increasingly emphasizing human capital development to support the economic and social transformation of the country.** Rwanda is among 28 early adopter countries of the Human Capital Project of the World Bank. In the recent World Bank study – *Future Drivers of Growth in Rwanda*⁴, it identified the development of world-class human capital as the first reform priority — with an emphasis on basic education and early literacy. The study further indicates that a child who starts school at the age of four in Rwanda can expect to complete 6.5 years of schooling by age eighteen. However, when years of schooling are adjusted for quality of learning, this is only equivalent to 3.8 years; there is a learning gap of 2.7 years. Additionally, the regional findings of the World Bank in *Facing Forward: Schooling for learning in Africa*⁵ highlight specific areas that would help increase human capital, through improvements in basic education. To develop human capital, the Government of Rwanda is currently prioritizing higher level applied science, technology, and skills to positively transforming its education system. The implementation of these education priorities depends on building a foundation of human capital, which starts with the early stages of education.

3. **Rwanda wants to become a regional high-tech hub and is now investing in its education system to advance in this direction.** The Government of Rwanda strongly believes that information and communications technology (ICT) can enable Rwanda to leap-frog the key stages of industrialization and fast track Rwanda's economic transformation as the country strives to align its national development agenda to global trends. A key focus area of the 2015 National ICT Strategy and Plan is to develop high-quality skills and knowledge base by leveraging ICT.⁶ This plan will help transform the education system using ICTs to improve accessibility, quality, and relevance to the developmental needs of Rwanda.

II. SECTORAL AND INSTITUTIONAL CONTEXT

Government Commitment and Progress made

4. **Rwanda's high-level commitment to the education and skills agenda is evident from a range of initiatives.** The government has been articulating and implementing strategic plans since 1996 and has engaged many stakeholders and partners in the process. The World Bank is engaged in four initiatives on this front: (a) Rwanda Priority Skills for Growth (PSG) Program-for-Results (P4R); (b) Africa Centers of Excellence (ACE); (c) Partnership for Skills in Applied Sciences,

¹ World Bank. 2018. <https://data.worldbank.org/country/rwanda>.

² World Bank. 2018. <https://data.worldbank.org/indicator/SI.POV.NAHC?locations=RW>.

³ Government of Rwanda. 2012. *Rwanda Vision 2020*.

⁴ World Bank. 2018. *Future Drivers of Growth in Rwanda: Innovation, Integration, Agglomeration, and Competition*.

⁵ Bashir, S., Marlaire, L., Elizabeth N., and Jee-Peng T. 2018. *Facing Forward: Schooling for Learning in Africa*. Washington, DC: World Bank.

⁶ Government of Rwanda. 2015. *National ICT Strategy and Plan*, p. 7-13.



Engineering and Technology (PASET); and (d) the Mathematics and Science for Sub-Saharan Africa (MS4SSA) program for which the World Bank provides technical assistance. Strengthening the foundations of the basic education system is critical to the long-term success and sustainability of these initiatives, a realization that has been further bolstered by a series of recent studies and assessments of the basic education system and learning outcomes.

5. **The Ministry of Education (MINEDUC) has systematically prepared policies and plans aligned with priorities and accountability structures; however, it falls short on its implementation capacity.** MINEDUC collects basic education management information system (EMIS) data and produces an annual statistical report including indicators for tracking performance over time. There is also a Learning Assessments in Rwandan Schools (LARS) system that monitors student progress annually. The Education Sector Strategic Plan (ESSP) 2018–2024 outlines clear objectives for the education sector. It enjoys wide consensus among development partners and the MINEDUC. As such MINEDUC’s political will and commitment to improving the education sector is apparent. It has also sought to decentralize structures for implementation, which include formalizing legal, ministerial, and presidential orders and performance contracts (*imihigo*) at national and subnational levels. However, despite these efforts, MINEDUC’s implementation capacity remains weak.

6. **Education funding is not commensurate with the goals, and it is one of the key factors for weak implementation capacity.** Education spending is less than 5 percent of the total GDP which is low for a country like Rwanda with a large population of children and youth and a huge need in developing infrastructure. The proportion of total education budget to the national budget is estimated to be 13 percent in the FY 2017/18, while the target was 20 percent of the total government budget.⁷ As a result, the estimated costing for ESSP 2018–2024 indicates that there is a 23 percent funding gap for implementation. Rwanda’s underspending on primary education largely reflects the modest pay of its primary school teachers who receive just 66 percent of the average salary of primary teachers in low-income African countries—much lower than the salaries of primary teachers in Tanzania, Uganda, and Burundi. By contrast, Rwanda’s teachers in both lower and secondary schools earn about 20 percent more than their peers in the region.

7. **Despite underspending on education, Rwanda has made progress in schooling and in improving the learning conditions in schools.** Rwanda is categorized as an “emerged” country, according to the recent 2018 World Bank study⁸ of education in Sub-Saharan Africa (SSA). The country has greatly expanded access to education at all levels, especially at lower primary. The primary net enrolment ratio (NER) increased to 93 percent in 2017, with gender parity⁹. Rwanda increased primary gross enrollment ratio (GER) to over 100 percent in 2013. By 2017, practically all primary and secondary schools had toilets, nearly 60 percent had tap water, and hydroelectric supply is available in more than 55 percent of primary schools and in more than 70 percent of secondary schools. The government has made a concerted effort to introduce ICT to schools and computers are available in nearly 70 percent of the primary schools and 85 percent of secondary schools.¹⁰ The Internet is accessible in 25 percent of primary, and in more than 40 percent of secondary schools. ICT in some form has been introduced for teaching and learning in 44 percent of primary and 60 percent of secondary schools. Science kits have been distributed to 37 percent of primary schools and 66 percent of secondary schools.¹¹ This progress is commendable given the many challenges the country has faced during the conflict in the mid-nineties. However, substantial work remains to be done to universalize basic education, particularly at the lower secondary level.

8. **Access to primary education is largely comparable by gender but widens by income and urban-rural residence, especially around the transition to secondary grades.** Rwanda stands out for achieving gender equality in access to both primary and lower secondary education in a region where some bias favoring boys is common. However, significant rural versus urban gaps persists in lower secondary education. Differences in transition rates between primary and lower

⁷ Government of Rwanda. June 2017. *2017/18 Forward-looking Joint Review of Education Sector Summary Report*.

⁸ Bashir, et al. 2018.

⁹ UNESCO-UIS. 2018. Rwanda. <http://uis.unesco.org/country/RW>

¹⁰ However, more information is necessary on the pattern of use and maintenance of computers made available to children.

¹¹ Government of Rwanda. 2017. Cited in draft 2018 Rwanda Economic Update (13th edition): *Schooling for learning: Tackling a Looming Crisis*.



secondary education, for example, reveal wide gaps: 53 percent in urban areas, compared with 33 percent in rural areas; and 52 percent among the richest quintile, completed with just 26 percent in the poorest.¹²

Student progression in basic education

9. **Rwanda has a highly unfavorable pattern of progression in early grades.** Rwanda's GER of approximately 200 percent, compared with a median GER of 150 percent for SSA, signals a 100 percent over enrollment. Rwanda's Early Grade Bulge Index¹³ (at -5.5), is the lowest among the 103 countries¹⁴, reflecting a significant lack of progression in schooling beyond grade 1, high shares of underage and overage children in grade 1, and exceptionally large classes, a situation with serious consequences for learning. Another indicator of the bulge is the ratio between grade 2 and grade 1 enrollments, which has been stagnating in the 60–70 percent range since 1998, implying that a significant share of first graders fail to progress to grade 2 each year, but are instead exiting and reentering grade 1 the following year.

10. **The problem of early grade bulge is in part related to limited provision of preprimary schooling.** Despite the government's commitment to early childhood development (ECD), preprimary was only allocated 2 percent of FY 2017/18 education budget. Consequently, there is insufficient access to early childhood education with only 21 percent of children enrolled in preprimary, almost 10 percent short of the target of 30 percent mentioned in the ESSP 2013–2018. Furthermore, while every public primary school is required to have at least one preprimary classroom attached to it, most do not have the resources to do so. The situation implicitly forces primary schools to absorb large numbers of underage children, creating conditions of serious overcrowding. In 2015 over 18 percent of grade 1 enrollment was under age. Although class size is not the only condition for improving learning, a class size exceeding 50 makes it virtually impossible to learn in the early grades. The implicit absorption of preschoolers into grade one also ignores the fact that most primary school teachers in Rwanda are not equipped to provide developmentally appropriate instruction to underage children.

11. **Repetition is frequent in the first years of primary school and in the years preceding the transition to secondary school.** The 2017 Education Sector Analysis (ESA) found that 73 percent of pupil years are used sub-optimally on repeated years or pupil years of those who drop out prior to completion.¹⁵ For primary-school-age children, repetition and reentry rates are high, and dropout rates are low. For secondary-school-age children, repetition and reentry rates are low, but dropout rates are high. The primary retention rate up to grade 6 is below 70 percent and the survival rate up to grade 9 is just below 40 percent. Repetition and dropout rates in primary school are at 16 percent and 6 percent respectively. By grade 6, it is estimated that about 85 percent of children in the education system have repeated at least once.

12. **Students who drop out of secondary school are less likely to reenroll than those who drop out of primary school.** Transition from primary to lower secondary is at 71 percent. Evidence shows that reentry rates fall significantly as children get older and dropout becomes more permanent with age and with each passing grade. An estimated 71 percent of children of primary-school-age (7–12) who dropped-out of school between 2013 and 2015 reenrolled by 2017. In contrast, only 23 percent of children of lower secondary-school-age (13–15) who dropped out during the same period reenrolled in school. The issues of repetition, dropout, and low primary-to-secondary transition are thoroughly explored in recent reports by the MINEDUC/UNICEF¹⁶ and World Bank.¹⁷ Costs for schooling and quality of education are two prominent reasons for dropping out¹⁸. Other factors include poverty at the household level, education level of the household head,

¹² Bashir et al, 2018; also cited in the 2018 Rwanda Economic Update (draft).

¹³ The index comprises four measures: (a) grade 1 GER; (b) ratio of enrollment in grade two to enrollment in grade one; (c) grade 1 GIR; and (d) preprimary GER. The official repetition rate is not used because of the measurement problems. A principal components analysis was used by Bashir et al. (2018) to create a single index from these four indicators for 103 low- and middle-income countries, a third of which are in Sub-Saharan Africa. A high negative value (below -2) can be taken as a sign of low progression, while a high positive number indicates better progression.

¹⁴ Bashir et al. (2018).

¹⁵ MINEDUC. 2017. Education Sector Analysis.

¹⁶ MINEDUC/UNICEF. 2017. Understanding Dropout and Repetition in Rwanda: Full Report.

¹⁷ MINEDUC/UNICEF. 2017; and Bashir et al. 2018.

¹⁸ Bashir et al. (2018). Based on the latest World Bank LSMS and latest USAID DHS data.



geographical access to school, and disabilities.¹⁹ Delayed start of education also remains an important challenge for survival rates in the Rwanda. In 2017, 20 percent of new entrants into grade 1 were over the prescribed age of 7. Evidence shows that late starters begin their formal education at a significant disadvantage²⁰; a late start is a key predictor of future dropout, particularly after grade 6 when students are transitioning from primary to lower secondary level.

Student Learning Outcomes

13. **The weak foundation in lower primary undermines learning at all subsequent levels and may be one of the key contributing factors for low internal efficiency.** National assessment results indicate that most children in primary school do not acquire age appropriate literacy and numeracy skills. A few small-scale Early Grade Reading Assessments (EGRA), which along with national level tests, indicate that learning outcomes are low with majority children in primary school not acquiring age-appropriate literacy and numeracy skills.²¹ According to the 2011 EGRA, only 45 percent of grade 2 and 45 percent of grade 5 students met grade level expectations on Kinyarwanda and English respectively. The 2017 LARS²² assessment found that only 54 percent of grade 3 pupils in Kinyarwanda and 59 percent in mathematics reached expected grade-level benchmarks. Other recent assessments conducted by Department for International Development (DFID) and the United States Agency for International Development (USAID) projects found similar lower performance. This suggests that low levels of learning, as measured for early grades, may be a contributing factor to school dropout and focusing on improving learning would thus be good both for its own sake and for its impact on retention.²³

14. **Evidence on learning levels, especially at lower secondary level, is fragmented and insufficient.** In Rwanda, as in most of Sub-Saharan Africa, secondary students' learning outcomes have not been systematically and widely documented. It is impossible to make international comparisons because Rwanda does not participate in international or regional studies such as TIMSS (Trends in International Mathematics and Science Study) and SACMEQ (Southern and East African Consortium for Monitoring Educational Quality). No information is available on learning levels of lower secondary students. Additionally, no information is available on student performance in science in basic education grades.

Rwanda's move to English as a Language of Instruction

15. **There has been a mixed of response and various impacts due to Rwanda's move to English as the language of instruction in school.** According to the government, the key motivation behind this move was economic; it was a strategy to facilitate regional integration and provide citizens with a point of entry into the global market economy. The MINEDUC in the ESSP 2010–15 noted that the move has helped cut down on teacher training and curriculum content from 3 languages to 2, and that while this switch may be expensive in the short term, in the longer term it will be more cost effective, especially on textbook procurement. However, this move has presented significant challenges for both students and teachers. Most children have not yet mastered reading in Kinyarwanda by grade 4 and a large proportion of teachers are not equipped with English proficiency to teach at the grade 4-level. These two factors negatively affect student learning outcomes, which could be mitigated with a delayed switch to English as LOI. There is widespread agreement among education experts that children learn to read more efficiently when they do so in a familiar language; this is reflected in student learning outcomes. However, the government has not yet agreed with this recommendation.

Teacher Training, Competence, and Professional Development

16. **The professional competence of teachers is critical for effectively implementing any reform agenda into practice.** From 2000, the number of teachers in Rwanda has grown by 1.5 times in primary, and 4.6 times in secondary

¹⁹ MINEDUC/UNCEF. 2017.

²⁰ MINEDUC/UNCEF. 2017.

²¹ USAID. 2014. Rwanda National Reading and Mathematics Assessment. Kigali: USAID, Education Development Center.

²² REB. 2018. Learning Achievement in Rwandan Schools.

²³ World Bank. June 2018. Discussion Note on Basic Education in Rwanda: Key Issues and Recommendations. Based on Facing Forward: Schooling for Learning in Africa.



education, the latter among the fastest rates in the SSA.²⁴ The expansion has helped staff schools with additional teachers to accommodate the large increases in student enrollments. However, its rapid pace, especially at the secondary level, has adversely affected the quality of the workforce. Until 2012, no more than a third of the primary school teacher force had diploma level qualification. Training on the new competency-based curriculum (CBC) is insufficiently resourced. As a result, during the 2017 Building Learning Foundations (BLF) baseline for pedagogic practices when 751 lower primary lessons were observed, it was found that only 28 percent of teachers met the benchmark set for competence.

17. **The need for teacher language training is apparent since most Rwandan teachers face challenges in using English at the language of instruction.** Aptis testing²⁵ during the BLF baseline found that only 38 percent of grade 1–3 teachers meet the required standard to teach the subject using English as the LOI. Concerns have also been raised through USAID regarding the scope and sequence of the lower primary literacy curriculum. The importance of this issue was emphasized in the recent 2018 World Bank regional study *Facing Forward: Schooling for Learning in Africa*. The Government of Rwanda recognizes the critical issue that most teachers are not prepared to teach in English and has started emphasizing the need to improve their English proficiency with the support from development partners such as DFID and USAID.

18. **Enhancing the quality and role of Teacher Training Colleges (TTCs) has been identified as a critical step in education reform in the country.**²⁶ It is important to provide systematic assessments²⁷ on teacher professional needs and the state of TTCs to ensure quality professional development for new and current teachers. Discussions with development partners and the government highlight the relevance of continuous quality professional development for teachers at all levels. Particular concerns were raised about the weak alignment between pre-service and in-service training with the CBC, as well as insufficient opportunity for practice-based learning. Agreements based on these discussions have been documented in *Core Script for Improving Quality in Basic Education*.²⁸ Additional recommendations focus on prioritizing improvements to teacher competence in English, professional development support for Sector Education Officers and head teachers, and development of teacher career pathways that reward excellence in classroom practice.

Mathematics and Science in Basic Education

19. **Rwanda's aspirations for STEM-based human capital development face challenges due to a scarcity in qualified teachers.** When tested²⁹ on secondary school-level mathematics, physics, chemistry, and biology, the average teacher test scores were rated as not satisfactory. The scores for biology and physics were particularly low with teachers averaging in the 60 percent range. These results were concerning as the sample of teachers tested were mostly from the better schools and were expected to perform at high level. The tests also provide indications of specific subject topics that need additional support through preservice training and in-service professional development. With regards to student performance at lower secondary level, there is no national or internationally comparable statistics for Rwandan students in science and mathematics.

20. **The government's interest in leveraging the use of ICTs for teaching and learning in basic education exceeds the technical capacity of MINEDUC and the preparedness of teachers.** The Rwanda Education Board (REB) emphasizes the need for overall reform in how science and mathematics are taught in schools, moving from lecture-driven method to student-centered and activity-based pedagogy that incorporates the use of ICTs. International best practices in education show that technology can help by allowing students to learn at their own pace, helping repeating and dropout students catch up and reintegrate, stimulating wider learning styles through use of audio-visual materials, and increasing the opportunities for inclusion. However, there is lack of institutional capacity and resources to identify the most relevant

²⁴ Bashir et al. 2018.

²⁵ Aptis is an English language proficiency test, designed to meet the diverse needs of organizations and individuals globally (British Council, 2018).

²⁶ Rwanda development partners. 2018. Core Script: Improving the quality basic education in Rwanda.

²⁷ The MINEDUC/REB is currently carrying out a survey of the TTCs — needs and opportunities — to inform the Project design.

²⁸ Drafted in Sept.–Oct. 2018, this document proposes a 'core script' of 10 joint priorities for action and policy reform in basic education that are shared by DFID, USAID, UNICEF, and the World Bank.

²⁹ Tests by the NJ Center for Teaching and Learning (NJCTL) and administered by a national team under the World Bank's regional M4SSA initiative.



initiatives and scale-up in an efficient and sustainable manner. At the same time, the digital literacy of teachers and trainers is lacking and not likely to improve unless they have necessary access to equipment and Internet connectivity.

School infrastructure and learning conditions

21. **Learning environment, materials, and facilities are inadequate.** Aiming for improvements in quality and learning, the government has set targets for pupil to qualified teacher ratio at 48:1 at primary level, and 29:1 at secondary level.³⁰ However, due to a shortage of infrastructure and high rates of repetition in early grades, primary classrooms are overcrowded. Despite double shifting (which was adopted as a transitional arrangement a decade ago but continues to be the norm) some classrooms have up to 80–90 students. Double shifting limits instructional time to a mere 4 hours per day and results in teacher fatigue, which contributes to poor student learning outcomes. Phasing out double shifting is a long-term goal that requires enormous investment. The Government of Rwanda’s estimate is that an additional 28,000 classrooms will be needed.³¹ Reducing the early grade enrollment bulge and repetition can also reduce the needs for additional classroom and teachers. With regards to books, the average textbook to pupil ratio across all grades and subjects is 1:5, which according to international evidence, is too low to support learning.³² Similar shortages apply to other learning facilities and infrastructure, including science laboratories.

III. RELATIONSHIP TO COUNTRY PARTNERSHIP FRAMEWORK (CPF)

22. **The proposed IPF (with DLIs) provides the human capital development support to the World Bank’s Rwanda Country Partnership Strategy (CPS) FY2014-2018 (extended to FY 2020).** The CPS identified select priorities for World Bank support within 3 main themes: (1) accelerating economic growth - private sector driven and job-creating, (2) improving the productivity and incomes of the poor through rural development and social protection, and (3) supporting accountable governance through public-financial management and decentralization. Progress toward these priorities will depend in large part, on the availability of enhanced human capital in the country. The proposed Project aims to develop children’s foundational literacy, numeracy, social and digital skills; it will underpin the development of this human capital.

23. **Specifically, the proposed Project is aligned to the Performance Learning Review (PLR) of the CPS in Rwanda.**³³ The 2017 PLR maintained that the CPS 2014-18 required some adjustment to address several second-generation issues emerging in Rwanda. This project has been designed to address persistent challenges of education and skill development of young citizens by leveraging the use of ICTs and by building systemic capacity to adopt and use teaching- learning practices and accountability structures, that are commensurate to the changing socio-economic needs of the country.

24. **The World Bank’s ongoing Human Capital Project and associated initiatives provide the overarching framework for this proposed Project.** Rwanda is an early adopter of the World Bank’s Human Capital Development project, which recognizes basic education as a key driver of social and economic growth. This project will contribute to the lifecycle development approach providing education services from early years through tertiary level by complementing other IDA-financed projects in Rwanda, which focus on skills development and higher education.

C. PROPOSED DEVELOPMENT OBJECTIVE(S)

I. PROPOSED PROJECT DEVELOPMENT OBJECTIVE (PDO)

25. The proposed PDO is to improve student learning and progression in basic education³⁴ in Rwanda.

³⁰ Government of Rwanda. June 2017. *2017/18 Forward-looking Joint Review of Education Sector Summary Report*.

³¹ Rwanda development partners. 2018. *Core Script: Improving the quality basic education in Rwanda*.

³² World Bank. 2015. *Getting Textbooks to Every Child in SSA*.

³³ World Bank. March 2017. *Performance and Learning Review of the CPS for Rwanda for FY 2014/18*.

³⁴ For the purposes of this project, basic education is defined as pre-primary through grade 9. The TTCs and University of Rwanda–College of Education will also be a key part of the Project due to their impact on the quality of teachers for basic education.



II. KEY RESULTS

26. Results indicators will be fully defined during the Project preparation process. At this concept note stage, it is proposed that progress toward PDO achievement be measured by the following results indicators. These indicators have a two-pronged goal: completion of schooling with improved levels of learning.

Key results	Key indicators
Student learning:	1) Percentage of grade 3 students in public schools meeting grade-level expectations in English, by gender and urban/rural
	2) Percentage of grade 3 students in public schools meeting grade-level expectations in mathematics, by gender and urban/rural
	3) Percentage of grade 9 (last year of lower secondary school) students meeting grade-level expectations in science, by gender and urban/rural
Student progression:	4) Survival rates in basic education by grade, by gender, and by urban/rural

D. CONCEPT DESCRIPTION

27. **The proposed Project aims at overcoming some critical constraints to student progression and learning in basic education in Rwanda.** Its design is driven by the following principles: (a) align with the Education Sector Strategic Plan (ESSP) and coordinate with development partners’ programs and initiatives; (b) target critical areas to achieve transformational change in basic education; (c) use technology and innovative approaches for accelerated learning and improved classroom practice; and (d) build models and scale up successful pilots for systemwide impact. Given the nature of interventions and lessons learned from the projects under implementation in Rwanda currently, MINECOFIN and MINEDUC have agreed that the most appropriate financing instrument for this project is investment project financing (IPF). A small proportion of the Project funding will be associated with disbursement-linked indicators (DLIs). These DLIs will be designed to achieve policy changes in a few critical areas (see subcomponent 4.1).

Component 1: Improving early grade progression and learning³⁵, and the transition to lower secondary school.

28. The first component of the Project will address the key challenges related to poor progression in early grades, weak learning outcomes in these grades, and low transition from primary to lower secondary school. This component is organized in three interrelated subcomponents:

29. **Subcomponent 1.1: Develop and use audio-visual materials for emergent literacy, numeracy, and science, as well as social skills, for preschool and early grade children, teachers, and parents.** This subcomponent will contribute to strengthening school readiness and improving progress and learning in early grades. The program will benefit students, teachers, and parents, relevant to preprimary level through grade 3. Audio-visual digital content that includes stories, songs, and games targeting early literacy, mathematics, and science, as well as socioemotional skill development for preschool to early grades of primary, will be developed. Learning content will be developmentally appropriate, relevant to the context of Rwanda, and linked closely to the early childhood education (ECE) needs and the Ministry of Education’s newly launched competency-based curriculum (CBC). Methods of both online and off-line delivery of this content will be explored (given low electricity and Internet connectivity in many rural areas of the country). Delivery options will include multi-media to reach children, teachers, and parents, both through home and school. All content will be produced in both Kinyarwanda and English to support skills and proficiency in both languages.

30. **Subcomponent 1.2: Provide an essential school infrastructure package to improve learning conditions and transition to lower secondary school.** This subcomponent will contribute to the improvement of the learning

³⁵ Early learning includes preschool and early grades of primary school.



environment to enhance student progression and learning results. It will benefit students and teachers from preprimary level through grade 9. A needs assessment of the existing state of facilities is critical and will be prioritized based on which target schools will be identified. The selection criteria will be discussed with the government and will further be determined based on the size of this component. Following a needs assessment, the essential school infrastructure package will be provided to targeted schools so that at least a minimum standard of resources required for learning is present. This subcomponent is critical in addressing the issues of double shifting and overcrowding in the classrooms to improve quality of instruction and progression within and beyond primary school to secondary school. A special focus will be placed on supporting preprimary classrooms in selected schools to expand ECE opportunities and fulfill the requirements for early learning in a safe, well-resourced environment at targeted primary schools. Additionally, in schools where the lack of Internet connectivity³⁶ inhibits learning, the Project will support schools to use Internet to enhance instruction and ensure that children have access to a wealth of online education resources.

31. **Subcomponent 1.3: Support the national campaign on the importance of school attendance and completion, particularly for girls and children in rural areas.** A large-scale campaign will be conducted (as an extension of the national *Quality Education Enhancement Awareness Campaign*³⁷) for parents, communities, and schools, highlighting the importance of timely school enrollment and attendance starting in the preprimary years, as well as the importance of school completion. The campaign will also promote inclusive education and encourage parents, communities, and schools to care more about the educational needs of children with disabilities.

Component 2: Enhancing the learning of English, mathematics, science, and digital literacy.

32. This component will contribute to improving English language proficiency, digital literacy, and scientific concepts and application, for both students and teachers from primary and lower secondary school, as well as the Teacher Training Colleges (TTCs) and University of Rwanda-Colleague of Education (UR-CE). The component will leverage the power of e-learning and good practices from ongoing interventions and pilots within the country and region. The e-learning activities will have three major elements implemented across the proposed activities: (a) developing content using national and international experts,³⁸ as well as adaptation of open-source materials, (b) leveraging partnerships for use of technology to build a national eLearning platform or adapt an international platform for local use; and (c) designing impact evaluations with a baseline, midline, and endline allowing for a phase-wise implementation and timely corrections in design and implementation of the proposed interventions. Specific activities could include: (i) e-learning platforms for learning English, digital literacy, and science for students and teachers, and (ii) bilingual language translation and learning for students from UR-CE and TTCs to translate digital stories between Kinyarwanda and English, thereby improving English proficiency for teachers at all levels.

Component 3: Developing effective teachers to support learning.

33. This component intends to improve teacher effectiveness through both preservice and in-service training approaches so that teachers, who are new or already in the teaching force, will be better equipped to teach effectively.

34. **Subcomponent 3.1: Transform Teacher Training Colleges to produce qualified new primary teachers.** This subcomponent aims to improve quality of the TTCs, which supply new primary teachers to all schools in Rwanda and yet have been largely neglected for years. The TTCs currently suffer from a lack of basic infrastructure and learning materials

³⁶ Fiber optic connection is beginning to become more common in the cities and towns but with limited availability in the rural areas. As an alternative, 3G and 4G routers loaded with monthly subscriptions to the Internet could be provided to each school. More evidence is required.

³⁷ MINEDUC. 2018. [Quality enhancement awareness campaign](#)

³⁸ The Project will consider using a combination of open source material, plus collaborate with REB, local publishers, and CSOs.



(for example, ICT facilities, labs, books, and Internet access). There is also an absence of sufficient support to students and teachers in improving their English proficiency, subject knowledge, and teaching practices aligned with the CBC.

35. **Subcomponent 3.2: Develop demonstration schools to empower in-service teachers.** To support continuous in-service professional development for teachers, more opportunities can be made available. This will be done with the selection of 30 comprehensive schools (one school per district) to become demonstration schools. These schools will be equipped with ICT, language, and science laboratories; innovative approaches in school-based CPD; and appropriate teaching practices. Demonstration schools will be selected close to UR-CE and TTCs for easy access for student teachers who may visit demonstration schools for observations and internships. This subcomponent will also provide support to scale up key lessons from the pilot under the MS4SSA initiative of the World Bank. By adopting lessons from MS4SSA, this intervention would strengthen the evidence base for reforms in teachers' content knowledge and pedagogical skills in science and mathematics. Demonstration schools will lead in conceptual innovation and disseminate new ideas to other schools thereby leading to a transformational change in the country's teaching and learning practices.

Component 4: Support policy development and project management to deliver results.

36. **Subcomponent 4.1: Support policy development.** This sub-component will support policy development in key areas including criteria of selection of students to UR-CE and TTCs, teacher recruitment, deployment, promotion and pay, and participation in the regional and/or international education assessment programs. The funding of this subcomponent will be linked to performance which will be assessed on a set of DLIs. The achievement of DLIs which will determine the release of funds will be verified by an independent third-party verification agency.

37. **Sub-component 4.2: Strengthen project implementation and management capacity.** This sub-component will develop the capacity of key officials and staff within MINECOFIN, MINEDUC, REB and related agencies to effectively deliver results on this Project. Following a thorough review of current capacity to be carried out jointly with MINEDUC and MINECOFIN, gaps will be identified, and relevant support will be provided through intensive training sessions, regular feedback and coaching around Project implementation, management and coordination, monitoring and evaluation, procurement and financial management (around IPF with DLI modality), as well as the social and environment standards. This Project entails significant focus on learning outcomes that comes with necessary emphasis on assessment and timely course corrections. Hence, the Project will place special attention to the M&E capacity of the Project implementation unit with a larger aim of impacting and integrating with MINEDUC's capacity and sustainability of relevant M&E practices and systems. The capacity of the education management information system (EMIS) will be also reviewed and strengthened to produce reliable and timely data for system monitoring.



Note to Task Teams: The following sections are system generated and can only be edited online in the Portal.

Legal Operational Policies	Triggered?
Projects on International Waterways OP 7.50	No
Projects in Disputed Areas OP 7.60	No

Summary of Screening of Environmental and Social Risks and Impacts

The project proposes to undertake basic infrastructure works for improved learning conditions. The works will include rehabilitation of existing classrooms and facilities such as laboratories; and construction of additional classrooms. The potential environmental and social risks and impacts from the works will mainly be the generic construction works associated risks and impacts that include noise, dust emissions, vegetation clearance, soil erosion, accidents and injuries etc. The project could also involve some minimal agricultural encroachers on school land. The severity of these risks and impacts will further be assessed when the construction activities are confirmed. It is anticipated that the civil works will take place in existing school compounds, increasing the risk of Sexual exploitation and Abuse (SEA). The project offers an opportunity for gender inclusive basic education mainstreaming into the project targeting those under risk. This includes gender designing appropriate facilities. Rwanda’s Education Sector Strategic Plan (ESSP) emphasizes the need for a more innovative approach to inclusive education to improve enrolment, progression, transition and completion rates of the most vulnerable populations. However, despite these initiatives, inclusive education remains a new concept in Rwanda and many teachers lack the basic knowledge and skills to implement it in the classroom. This project could partly support MINEDUC sector priority on disability inclusion. It is envisaged that the project will prepare the following ESA instruments, RPF, ESMF, SEP during preparation and RAPs, ESIA/EMPs.

Note To view the Environmental and Social Risks and Impacts, please refer to the Concept Stage ESRS Document.

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