



Republic of Rwanda
Ministry of Education

INCLUSIVE QUALITY TEACHING AND LEARNING FOR ALL GIRLS AND BOYS

PROGRAM DOCUMENT

FOR

**RWANDA SYSTEM TRANSFORMATION GRANT
GLOBAL PARTNERSHIP FOR EDUCATION**

October 2023

PROJECT SUMMARY TABLE

Country	Rwanda
Programme	Education
Grant	System Transformation Grant (STG)
Donor	Global Partnership for Education (GPE)
Coordinating agency	Foreign, Commonwealth and Development Office (FCDO)
Grant agent	United Nations Children's Fund (UNICEF)
Goal	Ensure inclusive and high-quality teaching and learning opportunities for both girls and boys.
Objectives	<ul style="list-style-type: none"> • Improve foundational literacy and numeracy. • Ensure timely enrolment and progression in foundational grades and beyond. • Enhance education sector capacity, coordination, leadership and financing
Expected results	<ul style="list-style-type: none"> • Improved English language proficiency of teachers and their capacity to effectively deliver lessons in the official medium of instruction. • Improved teaching of foundational literacy and numeracy skills • Enhanced school environment to attract and motivate students to learn. • Improved data quality and usage to support evidence-informed decisions at central and district levels.
Beneficiaries	Direct: girls and boys aged 3–17 years in Rwanda. Indirect: teachers, community members, parents, school leaders and others
Geographic coverage	National
Requested funding	USD 31,290,000
Planned duration of grant implementation	4 years (1 July 2024 to 30 June 2028)
Date of submission	20 October 2023
Contact Persons	Charles Karakye, Permanent Secretary, Ministry of Education Charles Avelino, Chief Education, UNICEF

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LIST OF ACRONYMS

ALP	Alternative Learning Program
BLF	Building Learning Foundations programme.
CAMIS	Comprehensive Assessment Monitoring Information System
CBC	Competence Based Curriculum
COVID-19	Corona Virus Disease of 2019
CwD	Children with Disabilities
DP	Development Partner
EAC	East African Community
ECD	Early Childhood Development
ECP	Education Cooperation Programme
ELDS	Early Learning Development Standards
EMIS	Education Management Information System
ESA	Education Sector Analysis
ESPIG	Education Sector Program Implementation Grant
ESSP	Education Sector Strategic Plan
ESW	Early Warning System
ESWG	Education Sector Working Group
EU	European Union
FCDO	Foreign and Commonwealth Development Office
FLS	Foundational Learning Strategy
GA	Grant Agent
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GPE	Global Partnership for Education
GPI	Gender Parity Index
ITAP	Independent Technical Advisory Panel
JICA	Japan International Cooperation Agency
JRES	Joint Review of the Education Sector
LARS	Learning Assessments in Rwandan Schools
MEL	Monitoring, Evaluation and Learning
MINALOC	Ministry of Local Government
MINECOFIN	Ministry of Finance
MINEDUC	Ministry of Education
NER	Net Enrolment Rate
NESA	National Examination and School Inspection Authority
NGO	Non-Governmental Organisation
NIR	Net Intake Rate
NISR	National Institute of Statistics of Rwanda
NSAL	National Strategy for Accelerated Learning
NST1	National Strategy for Prosperity and Transformation 1
P1 – P6	Primary 1 to Primary 6

PC	Partnership Compact
PER	Public Expenditure Review
QBE	Quality Basic Education
REB	Rwandan Basic Education Board
RENCP	Rwandan Education NGOs Coordination Platform
SCG	Systems Capacity Grant
SDG	Sustainable Development Goal
SDMS	School Data Management System
SEN	Special Education Needs
STEM	Science, Technology, Engineering and Mathematics
STG	Systems Transformation Grant
TBD	To Be Determined
TES	Transforming Education Summit
TLM	Teaching and Learning Material
TMIS	Teacher Management Information System
ToC	Theory of Change
TTC	Teacher Training Colleges
TVET	Technical and Vocational Education and Training
UK	United Kingdom
UN	United Nations
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

I. RWANDA COUNTRY CONTEXT

Rwanda is a young country with a population of 13.2 million people (NISR, 2022), of which 44.5 percent is under the age of 18.¹ Its young population, coupled with sustained strategic macroeconomic reforms and investments in human capital, has enabled substantial economic growth over the last decade. Prior to the economic headwinds caused by the COVID-19 pandemic, Rwanda's per capita annual gross domestic product (GDP) growth was among the fastest in the world at an annual average rate of 5.2 percent between 2000 and 2019². However, despite projected growth of over 8 percent in 2020, the pandemic drove the Rwandan economy into its first contraction since 1994, with GDP contracting by 3.4 percent, making it one of the hardest-hit economies in Sub-Saharan Africa (SSA)³.

With continued and strategic investments in human development, Rwanda is on a path of recovery. In 2021, Rwanda's GDP grew by almost 11 percent⁴, reflecting its broad base recovery from the 2020 recession. Part of this success has been facilitated by Rwanda's effective response to the pandemic as well as the broader global economic recovery, which boosted Rwandan exports. Through localized lockdowns, expanded social protection programs for the most vulnerable, and an inclusive vaccine rollout, Rwanda has effectively managed the recurring waves of COVID-19 infections. About 77 percent of the population have received at least one dose of the vaccine, and 67 percent have been fully vaccinated, making for one of the highest vaccination rates in the SSA⁵.

Building on its impressive economic growth, Rwanda's Vision 2050 captures the country's high aspirations for future security, prosperity, and modernity. It sets a target of achieving upper-middle income status by 2035 and high-income status by 2050, so sustaining high rates of inclusive economic growth will be vital. If Rwanda is to achieve its Vision 2050, four essential and interdependent drivers of future growth need to be harnessed – innovation, integration, agglomeration, and competition⁶. Boosting these growth drivers will require reforms in six key areas: (i) human capital development; (ii) export dynamism and regional integration; (iii) well-managed urbanization; (iv) competitive domestic enterprises; (v) agricultural modernization; and (vi) capable and accountable public institutions.

According to the “Future Drivers of Growth in Rwanda” report, a joint study by the Government of Rwanda and the World Bank, realizing its ambitious growth targets, Rwanda needs to start with a massive effort to build its human capital. This calls for a special emphasis on reducing stunting and improving access to and quality of basic education.

Education is one of the most important aspects of social and economic development. It improves people's capabilities and is strongly associated with various socio-economic variables such as lifestyle, income, and fertility for both individuals and societies. According to the DHS

¹ 5th population and housing census, Rwanda, 2022

² <https://data.worldbank.org/indicator/SP.POP.0014.TO.ZS?locations=RW>.

³ World Bank Group. Rwanda Economic Update. June 2021. Edition 17.

⁴ IMF estimation.

⁵ Vaccination rate as of May 8, 2022: <https://ourworldindata.org/covid-vaccinations?country=RWA>

⁶ World Bank, 2022

2019-20, maternal education is a strong predictor of child stunting. For instance, the prevalence of stunting among children whose mothers have no education is 45 percent compared with 6 percent among those whose mothers have more than a secondary education. In addition, under-5 mortality rates decline with increasing mother's education, from 62 deaths per 1,000 live births among children whose mothers have no education to 17 deaths per 1,000 live births among children whose mothers have more than a secondary education.

Education is one of the most important determinants of an individual's knowledge and behavior. In particular, female education delays first childbirth: women with secondary education begin childbearing about three years later than women with no education. Fertility rates decrease with increasing education levels: from 4.4 children per woman with no education to 3.7 children per woman with secondary education and 3.3 children per woman with higher education (DHS 2019-20). This emphasizes the critical need to prioritize girls' education and empower females in general.

II. EDUCATION SECTOR CONTEXT

Rwanda has made impressive gains in improving access to primary education. Rwanda is among the Sub-Saharan African countries that have attained universal access to primary education. Presently, the net enrolment rate stands at 95.2%⁷ for children aged 6-12 years. This indicates that almost every child within the primary education age range is attending primary school.

Challenges amidst positive developments: The development targets of Vision 2050 show a promising image of a prosperous middle-income country by 2035. But statistics related to human capital highlight critical gaps that will have to be addressed if these targets are to be realized. According to the 2022 Census (NISR, 2023), almost 45 per cent of Rwanda's population is under 18 years of age. This young population must have access to quality education if they are to constitute a skilled workforce: enablers include timely enrolment into school-readiness programmes and steady progression through basic education and beyond. It also requires a school system that provides foundational and age-appropriate literacy, numeracy and socio-emotional skills. However, due to lack of infrastructure and other factors, timely enrolment and smooth progression remain a challenge.

During the 2021/22 academic year, the average number of pupils in pre-primary classrooms was 40 (the recommended number is 30 per classroom). In primary education, class sizes can reach 60 pupils (recommended number is 45). In secondary education, class sizes average 37, slightly more than the recommended 35. A shortage of classrooms means that 64 per cent of schools operate a double-shift system, which provides considerably less learning time per week than single-shift schools. To eliminate this, 11,068 more classrooms are required.⁸

Focus on foundational learning as a pillar to human capital development: In Rwanda's current Education Sector Strategic Plan (ESSP) 2018/19–2023/24, pre-primary education has been

⁷ 2021/22 Education statistics.

⁸ MINEDUC statistics, 2023

prioritized as a vital foundation for future learning, particularly for children from disadvantaged backgrounds who lack meaningful parental support. Currently, only 24 per cent of children aged 3–5 years are enrolled in formal early learning programmes, which falls short of the National Strategy for Transformation (NST-1) target of 45 per cent. Although many children attend non-formal early childhood development (ECD) centres (59 per cent accessing early learning programmes are enrolled in home-based ECD facilities), there is limited support in terms of finance, learning materials and capacity-building for caregivers. Majority of all ECD also lack support in terms of school feeding and nutritious foods, a building block for human capital development. There is clearly a need to provide adequate support and resources to these non-formal ECD settings.

Access to pre-primary education at the right age is crucial to laying cognitive foundations and providing children with foundational literacy skills. Pre-primary schooling also helps narrow socio-economic gaps between learners by providing children from poorer backgrounds the cultural capital to succeed in further education. MINEDUC and its partners are striving to accelerate efforts to reach the NST-1 targets related to net enrolment in pre-primary education. These include increasing infrastructure and the numbers of qualified staff and mobilizing parents to support their children, and the expansion of the National School Feeding Programme to pre-primary schools.

The need for timely progress through education: Many school-age children do not start school on time or progress smoothly through the grades. For example, gross enrolment rate (GER) at primary school is 142 per cent while net enrolment rate (NER) is 87 per cent (children aged 6-11 years). The high GER in primary indicates a significant presence of students who are older than the typical age range for primary education. The GER for lower secondary school is 57 per cent while the NER is 13 per cent. At upper secondary school, the GER is 28 per cent while the NER is only 6 per cent. The low NER in secondary schools suggests that many students who should be in secondary education are still in primary education. Transition rates from primary to lower secondary have dropped significantly from 72 per cent in 2019 to 67 per cent in 2021; transition from lower to upper secondary fell from 86 per cent in 2019 to 74 per cent in 2021.

Inequity in enrolment and achievement for children with disabilities and girls: A total of 38,937 children with disabilities attend schools from pre-primary up to lower secondary levels. They represent less than 1 per cent of the total population (4,159,782) of learners enrolled in the entire education system (MINEDUC, 2023a). The recent population and census data shows that 65 per cent of children (67 per cent for girls) aged 6–17 years with disabilities are attending school compared with 82 per cent of their peers. There are many children with disabilities who do not attend school, especially in rural areas where basic disability-friendly infrastructure and related services are rare. Girls with disabilities are more disadvantaged. To address this, there has been renewed focus on how better foundational learning can be transformed to be gender and disability inclusive.

The National Girl’s Education Policy (2008) emphasizes government commitment to ensure equal access to quality education for both girls and boys. The current ESSP (2018/19–2023/24) prioritizes gender parity and advancing girls’ education, with all indicators related to access and learning disaggregated by gender and regularly reported. However, according to the fourth round

of the Learning Assessment for Rwanda Schools (LARS) results (NESA, 2022), boys outperformed girls in all subjects. The gap between girls and boys increases as learners progress up the education ladder as shown in the table below (percentages rounded up to the nearest whole number).

Gendered performance in Rwandan schools (LARS-IV)

Grade level	Percentage of students meeting minimum grade level proficiency		
	Subject	Male	Female
P3	English	13	8
	Maths	63	59
P6	English	42	36
	Maths	32	31
	English	43	33
S3	Maths	41	36
	Science	43	37

These clear gender disparities call for a transformation of the education system. Key system-level factors must be identified and addressed to catalyse the process, which will include a critical exploration of school- and community-based factors that hinder the timely enrolment and smooth progression of girls in school. Causes for the poor learning outcomes include a lack of school readiness, poor quality instruction, lack of quality teaching and learning materials, and the general lack of sustained monitoring.

To enhance systematic intervention on foundational learning bottlenecks, MINEDUC has developed a National Foundational Learning Strategy 2022/23–2027/28. The strategy aims to guarantee that children attain the fundamental numeracy and literacy skills necessary for future learning.

III. PROJECT CONTEXT

The System Transformation Grant support to Rwanda will address challenges in foundational learning and help realise the country’s development aspirations. This project document outlines the priority areas for grant funding. In the approved partnership compact document, the Government (through MINEDUC) has identified improved inclusive quality teaching and learning as the priority policy reform of the education sector. The partnership compact document states that this will lead to the following key outcomes: (i) improved foundational literacy and numeracy; (ii) timely enrolment and progression in foundational grades and beyond; and (iii) enhanced education sector capacity, coordination, leadership and financing. The partnership compact demonstrates strong government commitment to place this reform within the framework of the national vision “to transform Rwandan citizens into skilled human capital to drive socio-economic development”. The project document is therefore designed to build on ongoing efforts, including those financed through existing GPE initiatives described below:

The Education Sector Programme Implementation Grant (USD 30.8 million)

ESPIG implementation began in July 2020 and is due to end in June 2024. The current grant agent is UNICEF, who replaced the United Kingdom's Department for International Development in this role. The ESPIG has fixed and variable elements – disbursement of the variable part is subject to achievement of six targets related to learning, equity and efficiency indicators. The grant supports implementation of the 2018/19–2023/24 ESSP: programme components are teacher professional development (focusing on English proficiency and inclusive education pedagogies); procurement of teaching and learning materials for learners in pre-primary and upper primary (including those with special education needs); enhancing focus on science, technology, engineering and mathematics (STEM) subjects in pre-primary, primary and lower secondary; and school infrastructure improvement in lower secondary.

The Multiplier Grant (USD 30 million)

Multiplier Grant implementation began in November 2022 and due to end in July 2027; the grant agent is the World Bank. The focus is to enhance teacher effectiveness for improved student learning, improving the school environment to support student learning, developing institutional capacity, and accelerating learning and building resilience. The project is aligned with the 2018/19–2023/24 ESSP and focuses on basic education. It supports effective literacy instruction by supporting teachers, providing books and texts for children, and fostering children's language abilities and a love of books and learning. It also addresses the challenges of the COVID-19 pandemic, the change (to English) in the language of instruction, the increased numbers of teachers, rapid expansion of school infrastructure and the need to strengthen the teaching of science and technology.

The System Capacity Grant (USD 1,177,715)

Rwanda is eligible for USD 2.4 million under this grant, for which UNICEF is the grant agent. In February 2023, Rwanda accessed some USD 1.2 million to support identified priorities by February 2024. Activities under this grant include developing the partnership compact, strengthening data systems; training government staff on the analysis and use of education data; developing capacity in head teachers on financial management and accountability; and bringing the monitoring, evaluation, and learning (MEL) framework into operation.

The COVID-19 Accelerated Grant (USD 10 million)

This ran from May 2020 to September 2021; the grant agent was the World Bank. Its purpose was to accelerate learning recovery and build resilience through optimizing and implementing remote learning approaches for continued learning, and supplementing school grants to ensure the safe return of all students to school after lockdown. The response measures included providing hand-washing facilities and water tanks, catch-up programmes, supplementary grants for lunch and learning materials to vulnerable pre-primary and primary students, training teachers in school safety guidelines, and a back-to-school campaign.

IV. PROJECT DESCRIPTION

As the System Transformation Grant cannot fund all the priorities identified in the partnership compact, another round of consultation with education partners identified strategic priorities to be the primary focus of the STG. These are discussed below.

4.1. Project objectives

The overall goal of this project is to ensure inclusive, high-quality teaching and learning opportunities for girls and boys, including those with disabilities. The project will contribute to achieving the following priorities identified in the partnership compact:

- a) Improve foundational literacy and numeracy.
- b) Ensure timely enrolment and progression in foundational grades and beyond.
- c) Enhance education sector capacity, coordination, leadership and financing.

To achieve transformative change, targeted interventions will ensure that issues of gender and disability are fully integrated during planning and implementation. This is based on the understanding that individual student characteristics combine with gendered social norms influence how students experience education in terms of access, transition through grades and overall achievement.

4.2. Project Components

The project will focus on the following components:

- 1) Improving English language proficiency of teachers and their capacity to effectively deliver lessons in the official medium of instruction.
- 2) Improving teaching of foundational literacy and numeracy skills
- 3) Enhancing school environment to attract and motivate students to learn.
- 4) Improving data quality and usage to support evidence-informed decisions at central and district levels.

Component 1: Improving English language proficiency of teachers and their capacity to effectively deliver lessons in the official medium of instruction (USD 7,128,638).

This component contributes to the first priority of the partnership compact. The main goal is to enhance teachers' proficiency in English language (the medium of instruction) so that they can confidently and effectively communicate and deliver lessons in English.

The situation

Low teacher capacity and skills lead to poor learning outcomes. According to the World Bank (2022), one third of newly recruited teachers (who constitute a quarter of the teaching force) were

not certified to teach foundational learning. Only 4 per cent of teachers possess intermediate to advanced English language skills. A mere 38 per cent of teachers in Primary 1 (P1) to Primary 3 (P3) meet the required standards for teaching in English (World Bank, 2018).

There have been several initiatives to improve teachers' proficiency in English. Under the Rwanda Quality Basic Education for Human Capital Development Project (QBEP) the World Bank supports the enhancement of English and digital proficiency in all primary and secondary schools including 17 demonstration schools, 16 teacher training colleges and University of Rwanda College of Education (UR-CE).

Quality Basic Education Project supports 36,000 teachers in pre-primary, primary and secondary education. The project adopts a blended learning approach to train teachers, using digitalized English modules. Teachers use these modules to achieve an intermediate level of English proficiency, as mandated by MINEDUC, supported by school-based mentors who are carefully selected and trained to support their colleagues. The Building Learning Foundation project has provided training to all primary teachers in English. Additionally, the British Council is currently implementing the Secondary Teachers English Language Improvement Rwanda (STELIR) project, aiming to train 6000 lower secondary teachers. These initiatives collectively strive to enhance the English proficiency of teachers. Significant progress has been made under these projects, but gaps remain.

Gaps and proposed enhancements

Quality Basic Education Project and STELIR project do not cover all teachers, as Rwanda currently has 102,580-teaching staff in public schools (6,131 in pre-primary, 64,275 in primary and 31,174 in secondary schools) (MINEDUC, 2023a). A total of 60,580, are not benefiting from the training, so this project will complement QBEP and STELIR project by providing training in English for the remaining teachers, concentrating on speaking, listening, reading and writing English. Various initiatives, such as language workshops and English language clubs, will be implemented in schools to support teachers. A community of practice will be introduced to help teachers to practise delivering lessons in English.

The blended learning approach (using information and communication technology (ICT) and school-based mentors) has proved inadequate, so this project will incorporate a teacher accountability system to monitor and guarantee the achievement of the required proficiency level. Completion of the English training programme will be considered during a teacher's performance appraisal and will serve as the basis for teacher certification. This will guarantee that teachers are held responsible for their participation in training programmes.

In contrast to the Building Learning Foundation (BLF) project, which primarily focuses on improving the English proficiency of primary teachers, this project aims to support teachers across all school levels. And although the BLF Project uses a blended learning approach incorporating school-based management and ICT, its effectiveness is hindered by inadequate monitoring and follow-up. This project will therefore implement a robust monitoring and accountability system to ensure its efficacy. Coordination and collaboration with all stakeholders involved in this initiative

will be carried out prior to project implementation. This is to ensure that efforts are not duplicated and to provide training to teachers who have not previously benefited from similar training.

Subcomponent 1.1: Enhance female and male teachers' capacity to use English as a medium of instruction.

Since English is the medium of instruction, there will be a special focus on improving the English language skills of teachers. The training program will concentrate on enhancing teachers' abilities in speaking, listening, reading, and writing in English. Teachers will receive support through various initiatives implemented at the school level. These initiatives will involve the creation of an English learning -friendly environment, such as the introduction of English clubs and debates within schools. Additionally, a community of practice will be established to enhance English learning and lesson delivery. Intentional strategies will be put in place to ensure that a gender inclusive approach is in place, both during the identification of teachers to be trained and the training environment.

To ensure that teachers are actively engaged in learning, the project will establish a monitoring and accountability system for teachers. Prior to employment, pre-service teachers will be required to complete all training modules and obtain an intermediate English level certificate. Similarly, in-service teachers will have to complete the training modules and possess an intermediate English level certificate before being considered for promotion. A designated timeframe will be set for teachers to complete the training programs, and failure to do so may result in certain sanctions that will be determined by responsible agencies. Training materials will be reviewed to ensure that training material are checked to avoid any possibility of gender stereotypes.

Component 2: Improving teaching of foundational literacy and numeracy skills (USD 6,006,118).

This outcome contributes to priority 2 of the partnership compact, which focuses on ensuring that boys and girls, including those with disabilities, begin their education at the right age and progress through the basic education ladder without interruption. Its objective is to equip teachers with the necessary pedagogical skills and dispositions to effectively support children to acquire fundamental skills and progressively continue to learn.

The situation

Rwanda has significantly improved literacy and numeracy in pre-primary and primary education. However, the coverage of school readiness programmes remains limited, contributing to poor learning outcomes in the foundation years. There are still many over-age children in different grade levels due to high repetition and dropout rates.

The government of Rwanda has implemented various initiatives to enhance the quality of education such as USAID *Tunozze Gusoma* project that focuses on ECD and training primary-school teachers to improve early literacy skills, actively support the improvement of teachers' competence in foundational literacy, active pedagogy, and social-emotional learning. The USAID *Uburezi Iwacu* project collaborates with communities and parents to create a home environment conducive to learning. The LEGO Foundation emphasizes hands-on quality learning through play

for children aged 3–6 years. The European Union is committed to enhancing access to pre-primary education and improving its quality through teacher training and the provision of teaching and learning materials, especially age-appropriate toys. These projects collectively contribute to the holistic development of teachers and children in foundational literacy and numeracy.

Gaps and proposed enhancement

These projects have laid important foundations, but there are still notable gaps, particularly in terms of coverage and the effectiveness of training. Many programmes focus on formal ECD (including school-based ECD and ECD in private centres) and give limited attention to non-formal settings, such as home- and community-based ECD centres. According to MINEDUC (2023a), approximately 58 per cent of ECD learners are enrolled in home-based ECD, and 10 per cent are enrolled in community based ECD.

This project is committed to supporting all aspects of ECD. It will provide comprehensive support to teachers through training programmes that cater to both formal and non-formal ECD environments. The project will also provide the textbooks necessary to enhance the quality of education in all ECD settings, whether school-, centre-, home- or community-based. The aim is to create an inclusive and holistic approach that supports children’s development and learning.

There are gender disparities in terms of access to and participation in professional development opportunities. Female teachers, especially pregnant or nursing mothers, face greater challenges in accessing such opportunities. Adaptations to accommodate their needs are rarely made (VSO Rwanda, 2012).

This project is dedicated to supporting all teachers, including women, to develop the competencies, including gender responsive pedagogies they require to effectively support children’s learning. A critical approach will be adopted to ensure that access to and completion of foundation literacy training will not be affected by gender issues.

Subcomponent 2.1: Pre-primary Caregivers training to effectively implement the curriculum.

This subcomponent will support the delivery of the pre-primary curriculum through training of all teachers/ caregivers in Nursery 1, 2 and 3. The training will focus on teaching numeracy and literacy and its pedagogy using play-based learning and differentiated approach. This will involve the harmonization of the ECD training program for formal ECD and development of training program for non-formal ECD. Assessment mechanism will be strengthened in all ECD settings through this project harmonizing assessment standards. The project will target female and male caregivers in both formal and non-formal ECD. The training curriculum will be reviewed to ensure that it is gender and disability friendly. The proposed training will complement others such as the upcoming in-service training package for teacher certification.

Subcomponent 2.2: Age appropriate and accessible Learning materials.

To support the curriculum at the early childhood level, this subcomponent would finance accompanying learning materials with a focus on gender, age appropriate and disability friendly textbooks and other supplementary readers for all children at the Nursery level 1, 2 and 3. The subcomponent will finance the acquisition of learning materials (books) for age and gender appropriate play-based learning both at school and community/ home based ECD. The provision of accessible books in different formats like braille materials, Sign Language materials for children with disabilities will be supported through this project.

Subcomponent 2.3. Strengthen monitoring and assessment mechanism in ECD.

This subcomponent will support a gender and disability inclusive monitoring and assessment activities in ECD. Training of district and sector staff on monitoring and quality assurance of the ECD will be supported through this component. A unified monitoring tool will be developed to ensure that early childhood development (ECD) service delivery is formally and consistently monitored.

Component 3: Enhancing the school environment to attract and motivate students to learn (USD 13,189,940).

This component aligns with priority 2 of the partnership compact, which aims to enhance the learning outcomes of children in nursery, primary and secondary schools, decrease repetition and dropout rates, and create opportunities for both girls and boys, including those with disabilities, to excel. The purpose is to support schools to provide the enabling environment for children to enrol in ECD and progress through primary and secondary education at the appropriate age, and successfully complete their education within the expected timeframe.

The situation

The Rwanda partnership compact highlights several issues, including high rates of repetition and dropout. It also notes the problem of low enrolment in nursery and secondary education, a low transition rate from primary to secondary school, and a significant proportion of students not achieving grade level competencies.

According to a study conducted by Laterite in 2017, most children who complete primary and secondary school are older than the typical age for their grade level. Only a small percentage of children are enrolled in grades that match their age. In 2017, only 9 per cent of 13-year-olds and just 37 per cent of 15-year-olds had finished primary school.

According to MINEDUC data (2023a), there has been a significant decrease in the primary school dropout rate, from almost 10 per cent in 2021 to 7 per cent in 2022. But the repetition rate has risen from 11 per cent to 14 per cent over the same period. The highest repetition rate (30 per cent) is observed in P1. In secondary education, the dropout rate has decreased slightly, from 10 per cent in 2021 to 9 per cent in 2022. But repetition has increased from 8 per cent to 9 per cent.

The Special Needs and Inclusive Education Policy reveals that children with disabilities are four times more likely to drop out of school and have an 18 per cent higher chance of repeating a

primary school class. These figures emphasize the need to improve access and retention rates and ensure that schools meet minimum functionality standards.

There is concern regarding the progression within the education system. The Ministry of Education report of 2023 shows that only around 11 per cent of students successfully reach S6 without any delays. Most students – 89 per cent of the student population – clearly face challenges or experience delays in completing their education on time. Creating an appealing and motivating school environment has the potential to reduce dropout and repetition rates among primary and secondary school students.

Several initiatives have been implemented to decrease dropout and repetition and promote students' progress in education. These efforts include a school feeding programme, setting up girls' clubs, constructing classrooms to eliminate double shifts and more. Despite these initiatives, the problem of poor internal efficiency in education persists.

Gaps and the proposed enhancement

Despite efforts made by the government and partners to decrease girls' dropout rate, girls still encounter challenges (including early pregnancy) that impede their progress. To address this issue, the project aims to support the re-enrolment of teen mothers through an alternative programme that offers flexibility in their return to school and provides them with a second chance to pursue their education.

With the support of the World Bank and GPE, the Government has successfully built over 22,000 new classrooms. Nonetheless, 64 per cent of schools still implement double shifts, which restricts effective learning time. This underscores the urgent requirement for 11,068 more classrooms to eradicate the double-shift system and afford students better educational opportunities.

According to MINEDUC (2023a), the enrolment rate in pre-primary education is currently 24 per cent. To reach the 45 per cent target set by the ESSP 2017/18-2023/24, an additional 8,200 classrooms will be needed. The European Union will support the construction of some of these classrooms and this project will contribute to narrowing the gap to ensure ongoing efforts aimed at increasing demand for pre-primary education is appropriately matched by required space to accommodate increased enrolment.

One of the ESSP priorities is to increase the use of ICT in schools and improve the environment for STEM subjects. However, only 20 per cent of primary schools and 45 per cent of secondary schools have access to 'smart' classrooms. The ESSP aimed to have 88 per cent of primary and 89 per cent of secondary schools equipped with these facilities. The percentage of secondary schools with science laboratories is currently below 9 per cent, far below the ESSP target of 55 per cent (MINEDUC, 2023a). These statistics clearly highlight the pressing need for smart classrooms and science laboratories in schools, so this project aims to provide support for their construction to bridge this gap and facilitate the integration of ICT and improvement of the STEM environment in schools.

In addition, improving the learning environment in both pre-primary and primary levels will ultimately generate demand for secondary education. This underscores the necessity of ensuring that secondary education is well-prepared to effectively accommodate the influx of students.

Subcomponent 3.1: Reduce repetition and dropout rate in primary and secondary education.

The objective of this subcomponent is to create a conducive school environment that fosters learner motivation and progression in education. It aims to provide individual support for learners and will be achieved through the implementation of various initiatives. These include an Early Warning System to identify and address potential learning bottlenecks /behavioral challenges by establishing a remedial learning program to assist struggling students, support for school feeding programs by targeting schools without sufficiency kitchen equipment and training of teachers and students to effectively use school gardens to provide nutritious diet.

Such warning systems will also include improved access to information for SGAECs and parents, connecting to use of CAMIS and SDMS platforms and provision of a simple data dashboard to see learning outcome results and school attendance status of every student.

This subcomponent will also implement alternative learning programs specifically tailored for girls who have dropped out of school due to early pregnancies and due to current conditions, they cannot re-enroll in conventional education. Such alternatives will include the establishment of accelerated programs and enrolment on short trades where skills can be acquired to improve their livelihoods. To ensure conducive learning environments, gender and disability interventions will be put in place to ensure that learning environments are tailored to the unique need for boys and girls.

Subcomponent 3.2: Enhance schools and community partnerships.

The objective of this subcomponent is to encourage parents, families, community organizations, and individuals to actively participate in school activities, decision-making processes, and initiatives that support student learning. This will be achieved through fostering open communication between teachers and parents on issues affecting students learning outcomes and provide opportunities for parents to participate in school committees, attend workshops, or contribute to classroom activities.

On a specific note, a model will be developed where successful girls will be supported to visit their schools and motivate their female counterparts including struggling female students through mentorship and other forms of motivations. Women community members will be encouraged to join school-community committees to promote school community partnerships for effective learning and other related initiatives.

Subcomponent 3.3: Enrich the learning environment in ECD, primary and secondary education.

The objective of this subcomponent is to enhance the learning outcomes of students in ECD, primary and secondary education by providing them with modern equipment, as well as teaching and learning materials that will help improve their practical skills. This will be achieved through

the provision of smart classrooms to secondary schools, provision of science laboratories equipment, construction of ECD classrooms and science laboratories and ensuring social and emotional wellbeing of students especially students with disabilities and girls.

Component 4: Improving data quality and usage to inform central and district level education interventions (USD 3,788,104).

This component aligns with priority 3 of the partnership compact, which aims to support education management through better coordination of interventions, education data collection and use to inform decision making, and to improve students' learning outcomes.

The situation

Rwanda has made tremendous progress in strengthening institutions and the systems set up to generate quality data and support evidence-informed decisions. The National Examination and School Inspection Authority (NESA) was established in 2020. The education management information system (EMIS) is being revamped to ensure timely publication of annual statistical reports. The teacher management information system (TMIS), the comprehensive assessment management information system (CAMIS) and the school data management systems (SDMS) have all been operationalized. MINEDUC is further working on a system to integrate these systems.

However, the effective use of data gathered by these systems is hampered by capacity gaps in the end users. And limited infrastructure to use the computerized systems also affects timely availability of data to MINEDUC and all its stakeholders.

The education sector has benefitted from many interventions by development actors. Dialogue and coordination are inclusive, and several efforts are under way to strengthen coordination. Programmes supported by development partners are implemented in close collaboration with the relevant MINEDUC agencies and updates are regularly shared at the technical working groups under the umbrella of the education sector working group (ESWG). Education partners work collaboratively under the leadership of MINEDUC but monitoring and reporting of activities carried out by district-level authorities remains a challenge. The lack of strong connection between local and central government is another issue that hampers effective coordination.

The Government is committed to progressively increase resources for the education budget. Every fiscal year the Ministry of Finance and Economic Planning (MINECOFIN) transfers funds to public schools via districts. For the 2022/23 fiscal year, the Government increased the capitation grants allocated to schools so that the parental contributions to school feeding could be lowered. As the capitation grants to schools' increase, it becomes imperative to guarantee the efficient use of these resources.

Many partners have endeavoured to support the Government to improve its data systems. UNICEF, USAID, the World Bank, Innovation for Poverty Action (IPA) and Educate! are all supporting NESA to improve learning outcomes assessment system and MINEDUC to generate timely and reliable data. Through the Accelerator Programme, the Government is also receiving support to continue to benchmark its assessments to the Global Proficiency Framework and set learning

targets. Educate! and UNICEF support the training of teachers and school headteachers on SDMS, TMIS and CAMIS.

Gaps and proposed enhancements

Several challenges hinder the timely and accurate provision of education statistics, including the lack of staff who can make use of educational statistics. This project will support training for district directors of education, sector education inspectors, and staff from MINEDUC and its affiliated agencies. The focus of the training will be on utilizing the SDMS, LTMIS and CAMIS to generate and use data for effective planning and decision making. This project will also rollout financial accountability skills for all primary and secondary school headteachers, and the financial accountability framework will be revised to incorporate elements of equitable distribution of funds to schools.

Subcomponent 4.1. Improve collection and management of gender and disability data and interagency feedback on data usage.

The objective of this subcomponent is to enhance the collection of education data and ensure its utilization for gender and disability informed decision-making. School staff, education sector personnel, as well as local and central government employees, will be empowered to gather and utilize data to improve learning outcomes for boys and girls.

Subcomponent 4.2: Strengthen monitoring, assessment, and quality assurance system.

The objective of this subcomponent is to strengthen the assessment and quality assurance system by upgrading the infrastructure and ensuring that sector and district inspectors are trained to conduct quality assurance of education programs using the available systems. The quality assurance systems will be designed to ensure a gender and inclusive quality assurance approach.

4.3. Description of project interventions

This project will allocate funds towards strategic activities aimed at achieving its goal – to ensure inclusive and high-quality teaching and learning opportunities for both girls and boys.

Component 1: Improving English proficiency of teachers and their capacity to effectively deliver lessons in the official medium of instruction.

Subcomponent 1.1. Enhance Female and male teachers' capacity to use English as a medium of instruction.

Activity 1.1.1: Refine English training programmes to include monitoring and accountability system and support female and teachers to improve their English proficiency.

The existing English training program has a total of 6 modules. These training modules are designed in such a way that whoever completes all five training modules achieves an intermediate

level of English. The main challenge is that there is no mechanism in place to ensure that teachers complete the training modules.

This initiative will involve hiring a consultant to review the English training program. The training modules will be revised to include a timeline for completing each module, elements of automated assessment, and certification. Additionally, the training modules will be revised to enhance their inclusivity. An audio version of the training modules will be created to assist teachers with visual impairments and others who prefer learning through an auditory format.

Activity 1.1.2: Train all teachers at all levels of education in English using a blended learning approach.

Teachers from pre-primary, primary, and secondary schools covered under this project will be assigned specific timelines for online learning. Once the online learning period is concluded, face-to-face training sessions will be organized at selected centers. School Based Mentors and School Head Teachers will receive support to facilitate these face-to-face training sessions. Special attention and support will be provided to female teachers to ensure their active participation in the face-to-face training. This support will include creating a conducive training environment that enables their attendance.

Each training module will have a designated timeframe within which all teachers are expected to complete it. Teachers will be permitted to progress to the next training module after successfully completing the assessment of the previous module. After completing all five training modules, a final assessment will be conducted. Those who pass the assessment will be awarded a certificate of completion for the English training program. This certificate will be linked to employment eligibility and promotions. Teachers possessing this certificate will receive additional benefits, such as being recognized and rewarded as outstanding educators, priority consideration for transfers, and other incentives. Possessing the certificate will also be a requirement for new teachers and for existing teachers seeking promotion or transfer opportunities. To facilitate teacher training, this project intends to provide laptops to the teachers covered under this initiative.

Activity 1.1.3: Support the school environment to create a gender- and disability-friendly atmosphere for English language practice.

It has been documented that a substandard school environment, which does not facilitate teachers in practicing listening and speaking English, negatively impacts their confidence and proficiency in delivering English instruction. To address this issue, English audio materials and various accessible reading materials will be supplied to schools. The provision of materials in various formats is intended to facilitate access to resources for teachers with disabilities. Teachers will be actively encouraged to utilize these resources, and debate competitions among teachers will be supported at both the school and sector levels. English debate competitions among students have demonstrated effectiveness, and drawing from this experience, organizing similar English debate competitions among teachers is anticipated to yield positive results.

Activity 1.1.4: Establish a learning resource centre for teachers' self-learning.

The Rwanda Basic Education Board (REB) has an e-learning platform with numerous resources. As part of enhancements, the REB e-learning platform will be further developed, featuring a dedicated section for the English training program. This specialized section will encompass all English modules, audio materials, and additional resources such as reading books that were distributed to teachers. Accessibility features will also be incorporated into the platform to ensure it is usable and navigable for teachers with disabilities.

Component 2: Improving teaching of foundational literacy and numeracy skills.

Subcomponent 2.1: Train Pre-primary caregivers to effectively implement the curriculum.

Activity 2.1.1: Harmonize the ECD training programme for formal ECD and develop training programme for non-formal ECD.

The lack of a standardized training program for pre-primary teachers has been identified as a significant challenge affecting the professional development of pre-primary educators. Currently, there is a wide array of pre-primary teacher training materials being used by different stakeholders in pre-primary education. This project aims to address this issue by supporting the harmonization of the training program.

Workshops will be organized, involving all stakeholders in pre-primary education, to review and harmonize the training program. This initiative will ensure that all pre-primary teachers are trained on the same content and equipped with the necessary skills to effectively deliver quality education. In addition to this, non-formal Early Childhood Development Centers, including community based and home-based ECDs, have caregivers who lack professional training to teach in the ECD setting. This project will provide support by designing a specialized training program appropriate for these caregivers, enhancing their capabilities and improving the overall quality of education in non-formal ECD centers.

Activity 2.1.2: Develop and distribute training programme and curricula for non-formal ECD.

An observed deficiency is the lack of teaching and training materials for caregivers in Early Childhood Development (ECD) centers. This project aims to address this issue by supporting the provision of teaching guides and materials to all caregivers. This provision will ensure consistency in the content being delivered by caregivers across the country.

Moreover, a system of joint monitoring and quality assurance activities will be supported. Both central and local authorities will collaborate to conduct these monitoring activities. This joint effort is essential to ensure adherence to standards and maintain the quality of education provided in ECD centers throughout the country.

Activity 2.1.3: Train ECD caregivers on early identification and detection of disabilities and support identification, assessment and referral services for children with disabilities.

Early identification and prompt intervention are crucial in preventing and addressing disabilities. Building on successful implementations of early identification and referral systems for children with disabilities, this project aims to scale up this initiative.

The project will facilitate the scaling up by providing functional assessment tools to all schools and conducting training sessions for Early Childhood Development (ECD) and pre-primary teachers. These training sessions will focus on early identification, assessment, and appropriate referral procedures for children with disabilities. Female trainees will be facilitated to attend the training sessions by providing suitable time to attend the trainings.

Additionally, community and parental education and mobilization efforts will be supported by the project. Empowering communities and parents to actively participate in the early identification and detection of disabilities will contribute to a more comprehensive and effective approach in ensuring the well-being and development of children.

Activity 2.1.4: Build capacity of female and male primary teachers in teaching foundational skills(literacy, numeracy and social emotional skills) using differentiated pedagogy and play-based learning approaches.

Targeted instruction that aligns with the learning level of individual students have been acknowledged as an effective strategy in aiding children to learn and master foundational skills. This project will support the development of training materials focusing on targeted instruction, and primary teachers will receive training on implementing this pedagogy.

Comprehensive training materials and teacher guides centered around targeted instruction will be created and made available to teachers. In parallel, pre-primary teachers will receive specialized training in play-based learning, emphasizing its importance and effective implementation in early childhood education.

Training sessions will be conducted at the school level, facilitated by master trainers. Special efforts will be made to empower female teachers to become master trainers. The training approach will emphasize a practical and hands-on methodology, encouraging active participation and experiential learning during the training sessions. This approach will enhance the effectiveness of the training and ensure that teachers can apply what they learn directly in their teaching practices.

Activity 2.1.5. Build capacity of teachers in inclusive Model Schools in Sign Language and Braille.

Primary and secondary school teachers lack experience in Braille and sign language, which affects the education of deaf and blind students. Deaf and blind students are left behind and cannot learn effectively, especially in inclusive model schools. This project aims to provide support for teacher training in 60 inclusive model schools. Initially, accessible and interactive training materials for Braille and sign language will be developed. Training will be organized at the school level and facilitated by 60 national volunteers who will be deployed to schools to support teachers and students in Braille and sign language. Female volunteers will be encouraged to apply and will be facilitated during the deployment process.

Subcomponent 2.2: Age-appropriate and accessible textbooks provided.

Activity 2.2.1: Provide textbooks and other supplementary readers to learners in all ECD settings.

The available data reveals a pupil textbook ratio of 14:1 for pre-primary and 1:5 for primary in sciences and elementary. This project will focus on rectifying this imbalance by supporting the provision of textbooks in pre-primary to achieve a textbook pupil ratio of 1:1 in subjects such as Kinyarwanda, pre-numeracy, and world discovery.

Additionally, the project will support the provision of science and elementary technologies textbooks to achieve a textbook pupil ratio of 1:1 at the primary level. This initiative aims to ensure that each pupil has adequate access to the necessary textbooks, fostering an improved learning environment and enhanced educational outcomes.

Activity 2.2.2: Provide accessible textbooks and other devices to learners with disabilities.

The Rwanda Basic Education Board, in collaboration with UNICEF and the World Bank, has successfully developed accessible textbooks for all subjects in primary education. These accessible textbooks have been made available on the REB eLearning platform. However, recognizing that not all students, especially those in primary education, can access the REB eLearning platform, this project aims to bridge the gap.

The project will facilitate the distribution of these accessible textbooks to various schools. Schools equipped with smart classrooms will be identified, and these accessible textbooks will be utilized by students while at school.

In addition, students with visual impairments will receive support through the provision of Orbit Readers containing textbooks and other reading materials. Furthermore, comprehensive training programs will be conducted for students and teachers to ensure they are proficient in using and maintaining Orbit Readers effectively. This project will also support the digitalization of lower secondary core subjects and facilitate their distribution to schools equipped with smart classrooms.

Subcomponent 2.3: Monitoring and assessment mechanism in ECD strengthened.

Activity 2.3.1: Build capacity of local and central government staff on monitoring and assessment of ECD services.

A significant majority of children of pre-primary school age are enrolled in non-formal Early Childhood Development (ECD) centers. However, evidence indicates that these ECD centers lack adequate support, particularly in terms of quality assurance. To address this gap, this project will focus on building the capacity of local leaders and school inspectors to effectively monitor the teaching and learning activities in these non-formal ECDs.

Through targeted training and skill development, local leaders and school inspectors will be empowered to conduct thorough and comprehensive monitoring of non-formal ECD centers. This capacity building initiative aims to ensure that the educational experiences and quality of learning provided in these centers are enhanced, ultimately benefiting the young learners enrolled in them.

Component 3: Enhancing school environment to attract and motivate students to learn.

Subcomponent 3.1: Reduce repetition and dropout rate in primary and secondary education.

Activity 3.1.1: Implement gender- and disability-friendly remedial learning programmes in target primary schools.

In Rwanda, a remedial learning program is currently undergoing implementation. Three models of remedial learning are being piloted, and following the evaluation, the most effective model will be selected for initial implementation in 300 schools. This project aims to facilitate the adoption of the best model in 100 schools, with a priority focus on schools in rural areas that cater to students with disabilities and refugee students.

The project will focus on capacity building for teachers to ensure the effective implementation of the remedial learning program. Training sessions and workshops will be organized to enhance the skills and knowledge of teachers, enabling them to effectively facilitate and administer the remedial learning program. This capacity building initiative aims to improve the overall quality and efficiency of the remedial learning interventions in Rwanda.

Activity 3.1.2: Develop and implement alternative programmes to address dropout caused by teenage pregnancy.

The Accelerated Education Program has proven successful in providing opportunities for dropouts, particularly girls who have left school due to early pregnancies. This project will take the initiative to pilot the Accelerated Education Program in Rwanda. The program will be piloted in five districts characterized by the highest prevalence of teenage pregnancy and high dropout rates. The program will be meticulously designed, considering critical aspects such as teachers, curriculum, and advocacy to emphasize the importance of the Accelerated Education Program.

Efforts will be made to ensure that the curriculum is tailored to suit the needs of the target audience, providing an effective and efficient educational pathway for reintegration. Additionally, a comprehensive advocacy campaign will be launched to highlight the benefits and significance of the Accelerated Education Program, encouraging more individuals to participate and benefit from this initiative.

Activity 3.1.3: Support school feeding programme.

A substantial majority (86.3%) of students in the Rwandan education system currently benefit from school meals. Nonetheless, data indicates that 427 schools lack adequate kitchen infrastructure. These schools primarily accommodate a large number of students, leading to insufficient infrastructure and facilities due to the student population. The shortage of adequate infrastructure negatively impacts learning time (lunch is served in turns) and places students in these schools at a disadvantageous situation. This project will concentrate on improving the infrastructure related to school feeding, such as energy-efficient cooking stoves, aluminium plates and utensils, in order to assist those schools that lack sufficient kitchen equipment.

The project will also support training programs for staff involved in meal preparation, emphasizing the importance of nutrition, and guiding them on how to prepare balanced and nutritious meals for the students. Schools headteachers and teachers will also be encouraged to leverage on the schools' farms to grow vegetables and other products that can be used to supplement the main meals. Students will also be involved in improving school gardens as part of their learning experience. This will be part of climate change education to equip students with skills to use school gardens for environmental purposes.

Subcomponent 3.2: Learning environment in ECD, primary and secondary education enriched.

Activity 3.2.1: Provide smart classrooms in 200 schools.

During the Transforming Education Summit, Rwanda made a significant commitment to empower schools and students to leverage technology for enhancing teaching and learning. This grant initiative aligns with that commitment and focuses on supporting 200 carefully selected schools by providing them with smart classrooms. The data reveals that 1,120 schools are currently equipped with smart classrooms. Among these, 45.3% of general and professional secondary schools have these facilities, 36% of TVET L1-L5 institutions have smart classrooms, while only 20.3% of primary level schools possess this technology. The project aims to prioritize primary level schools to ensure they are equipped with smart classrooms, especially focusing on those situated in rural districts. The smart classrooms will be equipped with modern technology to facilitate the seamless integration of Information and Communication Technology (ICT) into the education process.

Activity 3.2.2: Provide assistive devices and other support for students with disabilities in 100 schools.

Statistics indicate that 65.3% of children with disabilities between the ages of 6 and 17 attend school, compared to 81.7% of children without disabilities. This demonstrates that access to education for children with disabilities is still a challenge. One of the reasons for the low access to education for children with disabilities is the lack of assistive devices and other support materials.

The Ministry of Education has established 60 inclusive model schools (2 schools per district), specifically designed to accommodate a considerable number of students with disabilities. Moreover, there are 40 special schools and centers that cater to a significant population of students with disabilities. Regrettably, due to the poverty associated with disability, the majority of these students lack sufficient support in terms of Assistive Technology and other essential materials. This project aims to conduct a study to evaluate the technological requirements of students with disabilities in these schools and to provide them with the necessary assistive technologies. These assistive devices will include Orbit Readers, wheelchairs, crutches, etc.

Additionally, students with physical disabilities, especially girls with cerebral palsy and spina bifida, who have incontinence, struggle to remain in school due to a lack of hygienic materials. This project will support identified girls with disabilities by providing hygienic materials to help them remain in school and learn in a conducive environment.

Activity 3.2.3: Construct 300 ECD classrooms and 60 science laboratories.

Access to pre-primary education is hindered by the insufficiency of pre-primary classrooms. This project will support the construction of 300 pre-primary classrooms, with 10 classrooms allocated per district. The construction of these classrooms will ideally be aligned and channelled through the EU school construction programme, for which the feasibility study is ongoing and will be finalized in June 2024. The feasibility study will identify the areas within the districts that are in urgent need of classrooms. This project will give priority to schools in rural areas that specifically require pre-primary classrooms.

Improving access to pre-primary and primary education will lead to increased demand for secondary education. This underscores the need to also enhance secondary education to ensure that students transitioning to secondary education have a conducive learning environment. Therefore, this project will support the construction of science laboratory equipment in selected day secondary schools that offer science combinations but lack the necessary science laboratories. To ensure equity, priority will be granted to Day Secondary Schools situated in rural areas of Rwanda.

Activity 3.2.4: Equip nation STEM Centre with science equipment.

The Rwanda Basic Education Board has initiated a project to build a national STEM center. This center will serve as a facility of excellence and will be used to train teachers and students in science and technology. The Rwanda STG project will provide science equipment to the STEM centre to enhance teachers and students' practical skills in science and technology.

Outcome 4: Improving timely data collection and usage to inform central and district level education interventions.

Subcomponent 4.1. Improve collection and management of gender and disability data and inter-agency feedback on data use improved.

Activity 4.1.1: Establish systems to make gender- and disability-disaggregated learning achievement data open and accessible to system actors, school staff, parents and partners.

It has been observed that LARS and other assessment results are not disseminated to the schools and parents, preventing them from taking appropriate actions to improve students' learning outcomes. Learning benchmarks are also unknown to parents and teachers, hindering their ability to contribute effectively to their children's education. This project aims to support the creation of a dashboard that schools can use to visualize their students' results and compare them with those of other students in the sector. Bulk messages will be utilized to educate parents about numeracy and literacy benchmarks and encourage them to actively participate in their children's education.

Activity 4.1.2: Train district and sector education officials on gendered education data collection, analysis and use for gender- and disability-inclusive educational planning.

The Rwanda STG Grant will support the capacity building of 416 education sector inspectors and 30 National Inspectors and 30 District Director of Education on the collection and use of education data.

Subcomponent 4:2: Strengthen monitoring, assessment and quality assurance system.

Activity 4.2.1: Refine the financial accountability framework and support its implementation through training and monitoring.

The GPE System Capacity Grant supported the education sector in the development of a financial accountability system and the training of school headteachers on this system. The STG will provide support for training school accountants who have recently been hired to work with schools in managing school capitation grants and other funds.

Activity 4.2.2. Refine the usability of CAMIS and other systems and roll out training for female and male school leaders and teachers on systems use.

The Ministry of Education operates various data systems, including CAMIS, SDMS, TMIS, and TLMMIS, aimed at aiding decision-making processes. There's a strategic plan to integrate these

systems. However, before integration, there are existing gaps within these systems that must be addressed to ensure they generate the intended data. The STG project will play a crucial role in refining and fully developing these systems to enhance their functionality and effectiveness.

Teachers have received training on CAMIS and other systems, supported by organizations like the World Bank and GPE-SCG. The GPE-STG will continue to provide support for the training of newly recruited teachers and headteachers every year during the 4-year project period. This initiative aims to ensure that the new teachers and headteachers are proficient in utilizing these systems effectively.

V. THEORY OF CHANGE/ RESULTS CHAIN

MINEDUC, UNICEF and education development partners propose a theory of change that presupposes that: **IF** teachers are supported to improve their English proficiency and use English confidently to deliver lessons, **IF** teachers are supported to teach foundational literacy and numeracy, **IF** the school environment is improved to attract and motivate students (particularly girls and students with disabilities) and **IF** the education data system is improved to provide timely and reliable data for informed decision making, **THEN** all children (including girls and boys and those with disabilities) will have access to quality and inclusive learning.

To achieve each of these conditions, the following change paths are proposed – **IF**:

- Gender-friendly and inclusive ECD training materials are developed and delivered for both non-formal and formal ECDs.
- Assessment and monitoring mechanisms are strengthened in ECD.
- Female and male teachers are trained on the early identification and detection of disabilities.
- Inclusive, accessible, and age-appropriate textbooks are provided.
- Female and male teachers are trained to teach foundational skills using differentiated pedagogy, gender-sensitive pedagogy and play-based learning approaches.
- English training programme is refined to include monitoring and accountability
- Female and male teachers are supported to improve English communication and lesson delivery.
- EWS to identify students at risk of dropout and repetition is developed and implemented.
- Gender- and disability-inclusive remedial learning programmes to support struggling learners are refined and implemented.
- Classrooms are constructed for ECD.
- Science laboratories are constructed, and laboratory equipment is provided.
- Schools are equipped with smart classrooms.
- Effective partnerships between the home, school and community are created to support children to achieve their educational goals.
- Integration of EMIS is supported and infrastructure provided.
- Teachers, district and others are trained to use available EMIS.
- Systems to make learning achievement data are open and accessible to system actors, school staff, parents and partners.

- An alternative programme for teenage girls who drop out of school due to early pregnancy is developed and implemented.
- School feeding programme is supported through improved school's kitchen infrastructure and capacity building.

THEN:

Quality and inclusive learning will be accessible to all children, regardless of their gender, ability or disability. The proportion of children attending school at the appropriate age will be raised, ensuring that every student advances through the education system and attains fundamental literacy and numeracy skills.

Enabling factors

The enabling factors will include continued good governance; adequate domestic financing of education, good partnerships at the sub-national and national level; increased demand by communities for education for boys and girls including those disabilities and special needs. Sector wide responses that support intersectoral approaches and address intersectoral barriers to education access by children especially those living in extreme poverty are quite key.

Assumptions

- All stakeholders are willing to engage proactively in the reform measures.
- Education partners align financing to complement the achievement of outcomes of this project.
- Financial commitments are released on time and used promptly.
- Decentralized education officials are empowered and demonstrate commitment to collect, analyse and use educational data.

VI. IMPLEMENTATION ARRANGEMENTS

Planning, implementation, and coordination arrangements: The programme will be implemented through existing education sector structures. MINEDUC will be responsible for overall management of implementation, coordination, and monitoring. The Ministry of Education (MINEDUC) through the SPIU will take overall coordination responsibility of the project under the leadership of MINEDUC Permanent Secretary (PS). In addition, it will oversee administration of Financial Management, internal audit, disbursement, procurement, M&E, planning operations, human resource management, environmental and social (E&S) matters, and communications related to the project. It will carry out the consolidation of project documents, including the costed Annual Work Plans (AWPs), the results framework and M&E reports, progress reports, and semi-annual reports.

Activities will be planned and implemented in close collaboration with districts and MINEDUC affiliated agencies, especially the Rwanda Basic Education Board (REB) and National Examination and Schools Inspection Authority (NESA). The Ministry of Education's SPIU will oversee the implementation of specific activities outlined in components 3 and 4, focusing on school constructions and capacity building related to the School Data Management Information system.

The Rwanda Basic Education Board has a proficient SPIU that will take the lead in implementing activities outlined in component 1 and component 2. Additionally, the SPIU of the National NESA will spearhead the implementation and monitoring of activities specified in component 4, which is centered on assessment, quality assurance and the use of CAMIS.

Single Project Implementation Units have been established in the Ministry of Education and its implementing agencies with an objective of creating an effective institutional framework to guide the process of designing and implementing projects in order to fast track realization of development targets envisaged in various education sector strategic plans.

Experiences from both the Quality Basic Education Project and the GPE-COVID response grant have illustrated the effectiveness of projects and grants implemented by the SPIU, showcasing smooth and successful delivery of results. Given this demonstrated effectiveness, the GPE-STG grant will utilize the SPIU to take the lead in implementing, monitoring, evaluating, and reporting on the activities funded by the grant.

UNICEF, as grant agent, will ensure timely implementation and progress reporting. UNICEF will work closely with the Ministry of Education, Rwanda Basic Education Board and NESA to ensure a government-led planning and delivery process and provide technical support as needed.

Monitoring, evaluation and reporting arrangements: The Single Project Implementation Units within MINEDUC, REB or NESA will be responsible for day-to-day monitoring of activities. These units will also monitor and report on implementation progress. MINEDUC SPIU will consolidate the reports from specific SPIU and submit the report to the GPE.

Each implementing agency's SPIU has a designated leading person responsible for Monitoring and Evaluation (M&E), who will consistently monitor the implementation of GPE-STG activities. In addition to the designated M&E lead, a project manager and an M&E specialist will be hired to ensure the effective implementation, regular monitoring, and accurate reporting on the activities. The existing staff of the SPIUs will actively participate in and implement the planned activities to ensure successful project outcomes.

UNICEF will be responsible for ensuring that high-quality work is carried out in accordance with the quality assurance procedures developed by MINEDUC. MINEDUC will work with UNICEF to ensure that the education sector working group members are informed about the progress of the grant activities and are consulted on technical aspects. UNICEF will consult with MINEDUC on any changes needed, including implementation timelines and submit an annual implementation progress report as well as the completion report. Reporting will be aligned with the government's reporting systems.

Financial management and disbursement arrangements: The STG funds will be disbursed by the grant agent to designated bank accounts of MINEDUC, REB, and NESAs in Rwanda, utilizing the existing government financial procedures and mechanisms. Collaboratively, the Ministry of Education will work with the Ministry of Finance and Economic Planning to establish these accounts in the National Bank of Rwanda for each implementing agency.

MINECOFIN will facilitate the cash flow to REB, MINEDUC, and NESAs, and the funds will be integrated into the National budget. The Ministry of Education has already reached an agreement with MINECOFIN regarding the funding modality for the STG Grant. Based on past experiences with the Multiplier Grant and COVID-19 response grant, this modality has proven effective in implementing, monitoring, and reporting on GPE Grants.

UNICEF will utilize its well-established financial management system to transfer funds to the designated MINEDUC, REB, NESAs bank accounts. As necessary, UNICEF will also provide technical support to MINEDUC, REB, NESAs to help manage emerging risks related to absorption, as well as those related to financial reporting.

Funds will be disbursed to MINEDUC, REB, NESAs designated bank accounts, using the Harmonized Approach to Cash Transfers (HACT) which is already being used to guide request and reporting of funds provided by UNICEF to MINEDUC and affiliated agencies. Disbursed funds will be managed and reported by the single project implementation units (SPIUs) within REB, NESAs, MINEDUC under oversight of the Permanent Secretary with support from relevant Director Generals and other designated officials. Using the existing system will ensure effective management of fiduciary risks and contribute to enhancing efficiency of established government financial systems and timely execution of the programme.

In addition, UNICEF HACT policies and procedures provide clear guidance on financial reporting. HACT ensures effective and efficient management of risks that may occur during the life cycle of the programme. The approach is compatible with the Government financial reporting and assurance system and can potentially contribute to improving tracking of development assistance provided to the education sector.

Results monitoring and evaluation arrangements: Thorough monitoring and evaluation will ensure timely learning and targeted adaptations during project implementation. There will be regular reflection sessions with the implementing team, monthly and quarterly reports and progress-review workshops, plus internal mid-term and endline evaluation reports. The project will monitor and report on progress using outcome and intermediate results indicators, using the results framework and the theory of change.

MINEDUC and affiliated agencies will be responsible for defined aspects of project indicators and planned results consolidated into an integrated monitoring and evaluation plan. Key data will be monitored using existing systems such as the SDMS database.

Sustainability

At the start of implementation, a series of consultations will be conducted with education stakeholders to establish and embed pathways to sustainability. A range of pathways are planned

to ensure that lessons are well documented and mainstreamed into MINEDUC education documents. Such pathways include having a gender expert during implementation so that project activities are designed to achieve equitable transformation within the education system. The Education Sector Planning, Monitoring, and Evaluation team at the Ministry of Education will be engaged prior to the implementation stage to ensure the inclusion of project activities in the education sector plan and Mid-Term Expenditure Framework.

VII. KEY RISK

The overall risk of the STG is low. Key risks that could adversely affect the achievement of the project and the sustainability of results are as described in the following paragraphs.

Technical design of the project – Low: The project is complex and with various components and implementation arrangements organized at national, district, and sector levels. The Rwanda STG project is introducing new activities such as the Accelerated Learning Program, the implementation of Early Warning System, the introduction of differentiated pedagogy that need detailed technical planning, as well as development of new training materials and program.

Given the magnitude of these new activities and their impact on REB and REB-SPIU, it is crucial to mitigate the load by ensuring thorough planning. Prior to project effectiveness, it is recommended that all SPIUs engage in consultations with relevant partners to develop a comprehensive implementation plan. This plan should undergo approval by the Ministry of Education management.

Furthermore, the Annual Work Plan should align with the Rwanda STG project objectives and the Partnership Compact, ensuring that the strategies and actions are cohesive and directed toward achieving the desired outcomes of the project. This proactive approach will enhance efficiency, coordination, and effective management of the project's diverse components and activities.

Institutional capacity for implementation and sustainability risk- Low: The GPE SCG has played a pivotal role in supporting the Ministry of Education in enhancing its education system. This support includes strengthening the data system and improving the Monitoring and Evaluation (M&E) system. Additionally, the SPIUs of REB, MINEDUC, and NESAC have been adequately staffed with appropriate personnel to ensure the effective implementation and monitoring of the project.

To further bolster the capabilities of the existing teams, the project will hire two critical roles: a project manager and an M&E specialist. These additional hires will provide essential support and expertise, contributing to the successful execution of the project and ensuring efficient monitoring and evaluation processes.

Fiduciary – Low. The financial management and procurement arrangements of the project offer substantial assurance that the allocated funds will be utilized for their intended purpose in a transparent, effective, and efficient manner. The SPIUs have exhibited a commendable

understanding of project procurement and management, which is evidenced by their successful management of numerous similar projects, funded not only by the GPE but also by other donors.

This experience places the SPIUs in a strong position to execute effective financial management and procurement practices throughout the project's duration. Their track record of managing similar projects highlights their competence and capability to ensure responsible financial management and efficient procurement processes, contributing to the project's success and desired outcomes.

VIII: PROJECT APPRAISAL SUMMARY

A. Technical, Economic and financial Analysis

The proposed interventions in the project are not only technically sound but also strongly supported by evidence. They are anticipated to yield high returns and have been designed to align seamlessly with key national and sectoral education frameworks. These interventions are in harmony with the Rwanda Partnership Compact, demonstrating a commitment to collaborative efforts for educational advancement. Moreover, they align with Rwanda's commitment to the Transforming Education Summit, the Education Sector Strategic Plan 2018/24, The Foundational Learning Strategy, the National Strategy for Transformation, and the Rwanda Vision 2050, ensuring a cohesive approach towards achieving education goals and enhancing the educational landscape in Rwanda.

The project expected results: (i) Improved English language proficiency of teachers and their capacity to effectively deliver lessons in the official medium of instruction,(ii)Improved teachers' competence in teaching foundational literacy and numeracy, (iii)Enhanced school environment to attract and motivate students to learn,(iv)Improved data quality and usage to support evidence-informed decisions at central and district levels, are supported by evidence and have the power to transform education and the lives of children of Rwanda.

Improving teachers' capacity: Teachers play a critical role in improving learning. Evidence shows that beyond any other school-based factor, teacher effectiveness is the most important predictor of student learning⁹. A qualified, motivated and well supported teacher has the power to unleash children's learning potential. The Global Partnership for Education ascertained that supporting quality teaching is essential because it improves learning outcomes, reduces the number of out-of-school children, and puts students on the path to success. The first and second components of this project are focused on empowering teachers by enhancing their knowledge and skills. The objective is to motivate and enable them to deliver a high quality of education, ultimately benefiting the children of Rwanda. The anticipated outcome of these efforts is that children will effectively learn, progress through their education, and eventually achieve a level

⁹ GPE- 2025 strategy

where they can earn a fruitful livelihood. This emphasizes the critical role that quality education and skilled teachers play in shaping the future and well-being of the youth in Rwanda.

Improving access to quality Early Childhood Education: The other critical component of this project is a focus on foundational learning. International research suggests that promoting early education is likely to yield high returns. Without receiving adequate stimulation in early childhood, children may enter school ill-prepared and will be more likely to have poor academic performance, to repeat grades, and to drop out of school compared to children whose cognitive skills and overall school readiness are higher upon primary school entry¹⁰. Ample international evidence has shown that gaps in knowledge and ability between disadvantaged children and their more advantaged peers open early, tend to persist throughout life, and are difficult and costly for countries to close¹¹. Improvements in the quality of the early education offered to nursery students in Rwanda would foster positive outcomes, including building valuable skills and boosting the earning potential of these students, and ultimately strengthening Rwanda's workforce and helping to grow its economy.

Enhancing school environment for students to learn: Evidence shows that grade repetition poses enormous economic pressure on education systems. A recent study finds that in countries where repetition rates are high, the costs to education systems (and potentially to societies) are huge. For example, Malawi and Burundi spend more than 20 percent of their annual education budgets in primary education on repetition. Rwanda, Côte d'Ivoire, and Cameroon spend 10 to 15 percent of their primary education budgets on repeaters. In South Africa, the direct cost of repetition is over US\$750 million a year in primary school alone. In addition, the non-monetary consequences, such as gross over-enrollment in the early grades (which leads to overcrowded classrooms and age distortions), potentially further reduce the efficiency of education systems.¹² Evidence shows a relationship between grade repetition and dropout. A study found that students repeating grades are more likely to drop out than students with similar abilities who are not held back. Another study shows a negative effect of grade repetition on the probability of being enrolled in school the following year¹³.

¹⁰ Heckman, J. J., & Masterov, D. V. (2007). The productivity argument for investing in young children. *Applied Economic Perspectives and Policy*, 29(3), 446-493.

¹¹ Reynolds, A. J., Temple, J. A., Robertson, D. L., & Mann, E. A. (2001). Long-term effects of an early childhood intervention on educational achievement and juvenile arrest: A 15-year follow-up of low-income children in public schools. *Jama*, 285(18), 2339-2346

¹² Hares, S., A.L. Minardi, J. Rossiter (2020). Grade Repetition in Developing Countries: Repeat to Fail or Second Time's a Charm? Blog Post. Center for Global Development // <https://www.cgdev.org/blog/grade-repetition-developing-countries-repeat-fail-or-second-times-charm>

¹³ Glick, P., Sahn, D.E., 2010. Early academic performance, grade repetition, and school attainment in Senegal: a panel data analysis. *World Bank Econ. Rev.* 24 (1), 93–120.

Girls are much likely to be out of school from age 16 onwards, due to lower re-entry rates, as dropout is more permanent for girls than for boys. The main causes identified for this are: (i) girls reach Primary 6 before boys; (ii) girls are historically less likely to make the transition to secondary school; (iii) pregnancy and early marriage are likely to be a dropout driver for females over 18 still enrolled in school; (iv) girls are more likely to drop out due to unexpected household circumstances (e.g., death of a family member).¹⁴

The United Nations Education for Scientific and cultural organization¹⁵, revealed that, education reforms need to involve all educational stakeholders to support effective teaching and learning styles that may work, due to well-equipped laboratories, libraries and also effective classrooms settings. UNESCO noted that, the schools without school infrastructures or those with insufficiency materials affect learners' achievements in schools.

The interventions outlined in component 3 of this project are well-aligned with the evidence from various studies. The integration of an Early Warning System to identify students at risk of dropout is a strategic move that has been supported by research, especially in low- and middle-income countries¹⁶. This approach is designed to effectively reduce the dropout rate and ensure that students complete their educational cycles.

Similarly, the implementation of a school feeding program, as mentioned in the interventions, has been recognized for its positive impact on students' retention and learning¹⁷. This initiative contributes to creating a conducive learning environment that supports students' overall well-being and active engagement in education.

Furthermore, incorporating the use of Information and Communication Technology (ICT) in teaching and learning aligns with the evidence indicating its positive effect in motivating students to learn and remain in schools. Additionally, the acknowledgment of computer-assisted learning as a promising tool to enhance learning outcomes reinforces the value of integrating technology in education.

Overall, component 3 interventions are thoughtfully designed to integrate evidence-based strategies that have proven to be effective in promoting student retention, learning, and overall educational success.

¹⁴ MINEDUC (2027). Drivers of dropout and repetition in schools.

¹⁵ UNESCO : <https://policytoolbox.iiep.unesco.org/policy-option/school-infrastructure>

¹⁶ Angelina Nunes de Vasconcelos(2023). Advancing school dropout early warning systems: the IAFREE relational model for identifying at-risk students

¹⁷ Ndayisaba JC(2022). effect of school feeding program on students' academic performance in Rwanda.

Improving data quality and usage to support evidence-informed decisions: A successful EMIS can inform policy, support education planning and improve monitoring of education systems¹⁸. The EMIS can contribute to a more efficient and higher performing education system that will ensure better educational outcomes, and subsequently bring economic benefits. Accurate and timely data is critical for informed decision-making and management and to ensure that resources and time are placed where they are most needed. Moreover, the EMIS can foster transparency and accountability, and in turn promote equity. It can promote dialogue by providing quality data and knowledge to a broader community (schools, teachers and parents, researchers, non-governmental organizations, multilateral organizations). An EMIS can also be used as an early warning system to help schools identify and assist at-risk students to prevent dropout¹⁹. The emphasis on data usage and support for EMIS, as highlighted in the fourth component of the project, signifies the project's commitment to harnessing the potential of accurate and timely data to enhance education coordination, drive informed decision-making, and ultimately improve the educational landscape.

The project is expected to yield high returns. Improving quality teaching through the capacity building of teachers in English (component 1), improving foundational learning through capacity building of teachers in effective pedagogy and provision of appropriate and inclusive textbooks,(component 2), enhancing school environment through the reduction of dropout and repetition rates in schools and provision of modern school infrastructures like science laboratories, smart classrooms(component 3) and enhancing the use of data to inform policy decision(component 4) are expected to increase education quality and enhance student's learning outcomes. In the long run, these interventions are assumed to increase educational attainment and adulthood earnings.

B. Fiduciary

(i) Financial management

The financial management of the project will be overseen and managed by the Single Project Implementation Units (SPIUs) under REB, MINEDUC, and NESA. The Ministry of Education Permanent Secretary will provide overall supervision to ensure effective financial management.

Importantly, the financial management processes will strictly adhere to the Government of Rwanda's financial management information system, ensuring compliance with national financial regulations and guidelines. This alignment will enhance transparency, accountability, and efficient

¹⁸ EMIS Definition: Data system that collects, monitors, manages, analyses, and disseminates information about education inputs, processes, and outcomes—in particular, student learning. Abdul-Hamid, H. (2017). Value of Data: Better Data, Better Education

¹⁹ Makwati, G., Audinos, B., & Lairez, T. (2003, December). The role of statistics in improving the quality of basic education in Sub-Saharan Africa. In *ADEA Biennial Meeting* (pp. 3-6)

utilization of project funds in line with established financial procedures and protocols. The goal is to maintain a robust financial management framework that guarantees prudent financial practices and responsible use of resources throughout the project's duration.

Top of Form

The project has established a reporting and auditing framework to ensure transparency and accountability in financial management. The timeline for financial reporting and auditing is as follows:

- **Interim Financial Reports**

Interim financial reports will be submitted every six months, within 45 days of the close of each six-month period. These reports will provide a comprehensive overview of the project's financial status and transactions during that period.

- **Annual Audit**

An annual audit will be conducted by the Office of the Auditor General of Rwanda. This audit will encompass the entire financial year, assessing financial records, transactions, and compliance with relevant financial regulations and guidelines.

- **Submission to UNICEF**

A copy of the annual audit report, accompanied by a management letter, will be submitted to UNICEF within six months of the close of the financial year. This submission will ensure transparency and provide an overview of the project's financial integrity and adherence to established financial practices.

(ii) Procurement

Each Single Project Implementation Unit (SPIU) within REB, MINEDUC, and NESAs will be responsible for developing both an annual work plan and a procurement plan. These plans are crucial for outlining the project's activities, milestones, and procurement needs in a structured and strategic manner.

Moreover, the SPIUs will benefit from the expertise of experienced procurement specialists who possess a deep understanding of government procurement processes. These specialists will play a key role in guiding and executing the procurement activities in adherence to government procurement rules, the financial act, and the Public Procurement act.

In terms of the functionality of procurement structure, MINEDUC, REB, NESAs will use the Rwanda's Umucyo E-procurement system. Rwanda Public Procurement Authority will continue to conduct procurement audit at least annually. The project will adhere to the GoR Procurement

Law, and it is provided for that when this Law conflicts with provisions of a bilateral or multilateral treaty related to public procurement to which the GoR is a party, the provisions of those agreements prevail.

C. Environmental and Social

The Environmental and Social Risks Classification (ESRC) for this project has been categorized as moderate. Given this classification, the project team is well-aware of potential environmental risks associated with building classrooms and science laboratories. To mitigate these risks, the Ministry of Education has devised several strategies:

Environmental Risk Mitigation

- The project will follow the environmental risk assessment conducted by the European Union delegate during the planning of classrooms construction.
- An assessment of schools at risk of flood and landslides has been conducted using the GPE-Program Development Grant. The findings from this assessment will inform the construction of classrooms and science laboratories, ensuring they are situated in safe areas.

Social Risk Mitigation

- Social risks are anticipated to be very low for this project.
- The integration of gender and disabilities considerations throughout the project development will further mitigate potential social risks and enhance inclusivity.

These mitigation measures underscore the project's commitment to responsible and sustainable development, considering both environmental and social aspects. By following established assessments and integrating gender and disabilities perspectives, the project aims to minimize adverse impacts and promote a safe, inclusive, and environmentally conscious approach in its implementation.

Sexual Exploitation, Abuse and Harassment Risk Mitigation

The STG project will involve activities related to construction and training of teachers, headteachers and other staff which may cause risks of SEAH. SEAH risk factors commonly associated with infrastructure projects and training activities will be considered and measures will be undertaken to minimize the SEAH risks.

The Ministry of Education (MINEDUC) will raise awareness on SEAH and on available safe reporting mechanisms. MINEDUC will also monitor and ensure compliance with the following government of Rwanda policies and laws:

- The presidential order of 25/2/2021 determining professional ethics required for a public servant.
- Ministerial order No 004/2026 of 08/01/2016 determining rules, governing code of conduct of Headmasters, teachers and students.
- Law No 59/2008 of 10/09/2008 on prevention and punishment of GBV
- Law No.71/2018 of 31/08/2018 relating to protection of the child.
- Law N° 66/2018 of 30/08/2018 regulating labour in Rwanda (article 5 on Occupational Health and, Safety prescribes the duty of an employer to ensure that every worker works under satisfactory, safe and healthy condition.
- Law N°68/2018 of 30/08/2018 determining offences and penalties in general. Article 149 states that any person who commits sexual harassment commits an offence.
- UN protocol on allegations of sexual exploitations and Abuse involving implementing partners will also be enforced.

IX: RESULTS FRAMEWORK AND MONITORING

Indicate name	Baseline 2022/2023	Intermediate targets			End target
		1	2	3	
<i>Component 1: Improved English proficiency of teachers and their capacity to effectively deliver lessons in the official medium of instruction</i>					
Number of teachers receiving laptops to facilitate online and face to face training.	TBD	7500			7500
Number of teachers per schools participating in English debate competition disaggregated by gender and disabilities.	TBD	2000	3500	2000	7500
Share of female teachers participating in training sessions	TBD	60	65	70	80
Percentage of teachers accessing English training program platform	TBD	80	90	95	100
Share of female teachers accessing English training platform	TBD	60	65	70	80
Percentage of teachers meeting the intermediate level of English proficiency disaggregated by gender and disabilities	TBD	-	20	20	60
Share of female teachers meeting intermediate level of English	TBD		10	10	40
Percentage of learners meeting benchmark for English in P3 disaggregated by girls and boys, and disability	10		40	-	45
<i>Component 2: Improving teaching of foundational literacy and numeracy skills</i>					
Textbook Pupil ratio in preprimary and upper Primary <ul style="list-style-type: none"> • Kinyarwanda • Pre-Numeracy • World Discovery 	Preprimary 1:14	-	01:10 01:04	01:06 01:02	Pre-primary 1:6 Upper primary 01:02

Indicate name	Baseline 2022/2023	Intermediate targets			End target
		1	2	3	
• Science and Elementary Technology	Upper Primary 01:05				
Number of non-formal ECD receiving curriculum and training materials	TBD	-	27,961	-	27,961
Number of caregivers and pre-primary teachers trained on early identification, functional assessment of disabilities.	TBD	10,800	10,400	9,797	30,997
Number of pre-primary and primary teachers trained on differentiated pedagogy	TBD	18,978	18,740	18,740	56,458
Number of teachers in inclusive model schools and TTCs trained in braille and Sign Language		-	2678	-	2678
Number of students with Disabilities receiving Assistive Technologies	TBD	-	150	-	150
Percentage of learners meeting benchmark for Kinyarwanda in P3, disaggregated by gender and disability	68	-	75		78
Percentage of learners meeting benchmark for mathematics in P3, disaggregated by gender and disability	16	-	44		48
Share of P3 female students in public and government-subsidized schools achieving grade-level proficiency in numeracy - Female			50		60
<i>Component 3: Enhancing school environment to attract and motivate students to learn.</i>					
Number of public-subsidized schools implementing remedial learning programmes	2500		100	-	100
Alternative programme for teenage mothers and other dropout students is developed	No		Yes		Yes
Percentage of teen mothers enrolled in the program	0	30	40	50	70

Indicate name	Baseline 2022/2023	Intermediate targets			End target
		1	2	3	
Dropout rate by level of education disaggregated by gender and disability	8.6	8	7	6.5	5.5
Average repetition rates in primary (P1-P6) - female	7.9	7	6	5.5	4.5
Repetition rates by level of education disaggregated by gender and disability	14.3	13	12	11	10
Average repetition rates in primary (P1-P6) - female	13.6	12	11	10	9
NER in pre-primary, disaggregated by gender and disability	24.2	39	45	55	60
Female Net enrollment in preprimary	24.4	35	42	53	58
Transition rate from primary to secondary school	66.8	67.5	68.5	69.5	70.2
Female transition rate from primary to lower secondary	68.4	70.6	74	76	78
Number of classrooms constructed	336		300	-	300
Number of science laboratories constructed	TBD		60	-	60
Number of smart classrooms equipped			200	-	200
Percentage of students fed at schools	86.3				100
<i>Component 4: Improving timely data collection and usage to inform central and district level education interventions.</i>					
Assessment results dashboard available	No		yes	yes	yes
Education sector coordination system available	No	yes	yes	yes	yes
Number of central and local government staff trained on the use of data for planning and decision making	TBC	-	729	729	1458
Number of schools' accountants trained on financial accountability system	0	557	556	558	1672
Number of teachers and Headteachers trained on CAMIS, SDMS , TLMMIS and TMIS	TBC	-	18,170	18,170	36,340

X. MONITORING AND EVALUATION PLAN

Indicator	Baseline	Target	MoV	Responsible
<i>Component 1: Improved English proficiency of teachers and their capacity to effectively deliver lessons in the official medium of instruction</i>				
Number of teachers receiving laptops to facilitate online and face to face training.	TBD	7500	Acquisition report	REB
Number of teachers per schools participating in English debate competition disaggregated by gender and disabilities.	0	7500	School report	REB
Share of female teachers participating in training sessions	0	80	School report	REB
Percentage of teachers accessing English training program platform	TBD	100	eLearning platform report	REB
Share of female teachers accessing English training platform	TBD	80	eLearning platform report	REB
Percentage of teachers meeting the intermediate level of English proficiency disaggregated by gender and disabilities	TBD	60	Assessment report	REB
Share of female teachers meeting intermediate level of English	TBD	40	Assessment report	REB
Percentage of learners meeting benchmark for English in P3 disaggregated by girls and boys, and disability	10	45	LARS report	NESA
<i>Component 2: Improving teaching of foundational literacy and numeracy skills</i>				
Textbook Pupil ratio in preprimary and upper Primary <ul style="list-style-type: none"> • Kinyarwanda • Pre-Numeracy • World Discovery • Science and Elementary Technology 	1:14 1:5	1:6 1:2	SDMS	REB
Number of non-formal ECD receiving curriculum and training materials	TBD	27961	Delivery note	REB
Number of caregivers and pre-primary teachers trained on early identification, functional assessment of disabilities.	TBD	30997	SDMS	REB
Number of pre-primary and primary teachers trained on differentiated pedagogy	TBD	56,458	SDMS	REB

Number of teachers in inclusive model schools and TTCs trained in braille and Sign Language		2678	SDMS	REB
Number of students with Disabilities receiving Assistive Technologies	TBD	150	Acquisition report	REB
Percentage of learners meeting benchmark for Kinyarwanda in P3, disaggregated by gender and disability	68	78	LARS	NESA
Percentage of learners meeting benchmark for mathematics in P3, disaggregated by gender and disability	16	48	LARS	NESA
Share of P3 female students in public and government-subsidized schools achieving grade-level proficiency in numeracy - Female		60	LARS	NESA
<i>Component 3: Enhancing school environment to attract and motivate students to learn.</i>				
Number of public-subsidized schools implementing remedial learning programmes	2500	100	School report	REB
Alternative programme for teenage mothers and other dropout students is developed	No	Yes	Program available	MINEDUC
Percentage of teen mothers enrolled in the program	0	70	Program report	REB
Dropout rate by level of education disaggregated by gender and disability	8.6	5.5	SDMS	MINEDUC
Average repetition rates in primary (P1-P6) - female	7.9	4.5	SDMS	MINEDUC
Repetition rates by level of education disaggregated by gender and disability	14.3	10	SDMS	MINEDUC
Average repetition rates in primary (P1-P6) - female	13.6	9	SDMS	MINEDUC
NER in pre-primary, disaggregated by gender and disability	24.2	60	SDMS	MINEDUC
Female Net enrollment in preprimary	24.4	58	SDMS	MINEDUC
Transition rate from primary to secondary school	66.8	70.2	SDMS	MINEDUC
Female transition rate from primary to lower secondary	68.4	78	SDMS	MINEDUC
Number of classrooms constructed	336	300	SDMS	MIEDUC
Number of science laboratories constructed	TBD	60	SDMS	MINEDUC
Number of smart classrooms equipped		200	SDMS	MINEDUC
Percentage of students fed at schools	86.3	100	SDMS	MINDUC
<i>Component 4: Improving timely data collection and usage to inform central and district level education interventions.</i>				

Assessment results dashboard available	No	Yes	Dashboard available	NESA
Education sector coordination system available	No	Yes	System available	MINEDUC
Number of central and local government staff trained on the use of data for planning and decision making	TBC	1458	Training report	MINEDUC
Number of schools' accountants trained on financial accountability system	0	1672	SDMS	MINEDUC
Number of teachers and Headteachers trained on CAMIS, SDMS , TLMMIS and TMIS	TBC	36,340	EMIS	MINEDUC, NESA, REB

Please note that a more detailed and specific Monitoring and Evaluation Plan will be developed during the development of the annual work plan.

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