



Project Information Document (PID)

Appraisal Stage | Date Prepared/Updated: April 23, 2020 | Report No: 148081



BASIC INFORMATION

A. Basic Project Data

Country RWANDA	Project ID P174046	Project Name Rwanda COVID-19 Education Response (GPE)	Parent Project ID (if any) P168551
Region EAST AFRICA	Estimated Appraisal Date MAY 1, 2020	Estimated Board Date MAY 13,2020	Practice Area (Lead) EDUCATION
Financing Instrument Investment Project Financing	Borrower(s) Republic of Rwanda	Implementing Agency Ministry of Education (MINEDUC)	

Development Objective(s): To improve teacher competency and student retention and learning in basic education

Components

1. Component 1: Enhancing teacher effectiveness for improved student learning
2. Component 2: Improving the school environment to support student learning
3. Component 3: Developing institutional capacity to strengthen teaching and learning
4. Component 4: Supporting the national COVID-19 response for continued learning, recovery, and resilience in education sector

PROJECT FINANCING DATA (US\$, Millions)

SUMMARY

Total Project Cost	9.72
Total Financing	9.72
of which IBRD/IDA	0.0
Financing Gap	0.0

DETAILS

World Bank Group Financing

International Bank for Reconstruction and Development	
---	--



International Development Association (IDA)	
IDA Credit	
IDA Grant	
Trust Funds	
EFA-FTI Education Program Development Fund	9.72
TF Program #2 (provide details)	
Other Funding (provide details)	

Environmental and Social Risk Classification

Decision

B. Introduction and Context

Country Context

The coronavirus (COVID-19) pandemic poses serious economic and public health threats to Rwanda. Rwanda was in the middle of an economic boom prior to the COVID-19 outbreak. Even though the COVID-19 shock is expected to be transitory with potential recovery possible in 2021, the overall adverse economic impact on Rwanda will be substantial. A preliminary analysis shows that the growth rate for 2020 will decelerate to around 5 percent and Rwanda’s strategic services export sector will be hit hard. The economy will be further impacted by declining international prices for the commodities that Rwanda exports. The Government of Rwanda will face reduced tax revenues in an environment requiring additional spending to mitigate the public health crisis. While Rwanda will be able to maintain debt sustainability despite the severity of this shock, there will likely be a high premium on concessional borrowing to cover the additional financing needs.

Rwanda is at high risk of transmission of COVID-19 and has already reported 154 confirmed cases (as of April 23, 2020). The Government has demonstrated strong leadership and has taken swift action to tackle the risks and flatten the curve on COVID-19. The Government put in place a mandatory national lock down policy on March 21, 2020 to be in effect until April 30, 2020 when the situation is evaluated to inform future decisions. This includes border closings and stringent social distancing policies including closing schools, colleges, churches, and bars; mandating home-based work except for critical services; and banning motorcycle drivers from carrying passengers.



An estimated 3,574,070¹ (EMIS, 2018) students are out of school due to the lockdown. If the lockdown continues, it could have profound long-term negative impacts on the country's development. The proposed AF will aid Rwanda to address the immediate effects of the pandemic by supporting continuity of learning at the present time and to prepare for the school system's reopening once the spread is contained. In this respect the AF aims to minimize the negative effects of the crisis in both the short and medium term, to protect human capital in Rwanda. Following the World Health Organization (WHO) recommendations to stop the human-to-human transmission of COVID-19, the Republic of Rwanda developed the [National COVID-19 Preparedness and Response Plan](#). In addition, the Government supported by the donor community has put together an [Education Sector COVID 19 Response Plan – Keeping the Doors Open for Learning](#).

Sectoral and Institutional Context

The COVID-19 pandemic has already had profound impacts on education by closing schools almost everywhere; now, the damage will become even more severe as the health emergency translates into a deep global recession. Unless Rwanda mount major efforts to respond, together these shocks will exact long-run costs on human capital and welfare.

Government stay-at-home orders in response to the pandemic, while ensuring containment of spread, will likely result in a plethora of challenges for education in the short, medium and long term. Increased poverty for those who are unable to work from home and earn an income may lead to an increased burden of out-of-pocket cost for schooling as well as a higher opportunity cost of education for households. School closures bring the risk of increased school drop-out, particularly for girls and those from poor households, and increased levels of violence against and by children. Lower income generation and halting of school feeding programs will likely translate to higher rates of malnutrition among learners and their families. As schools reopen, they may find children with lower motivation to continue schooling. Teachers (especially preprimary and voluntary) may leave their jobs for higher paying options. If not dealt with appropriately, school re-opening may also present continued risk of disease transmission.

The Ministry of Education (MINEDUC) and Ministry of ICT (MINICT) have signed a deal with Airtel and MTN internet service providers on March 24, 2020 to enable free access to education content on e-learning portals of REB (elearning.reb.rw), University of Rwanda (elearning.ur.ac.rw), and Rwanda Polytechnic (elearning.rp.ac.rw) to support remote learning by basic education students, tertiary and TVET students.

Rwanda Education Board (REB) already has a functional e-learning platform that is being used for sharing learning resources and materials for teachers and students. Under subcomponent 1.1 of the QBEP, this platform will be revised to accommodate additional learning features. In the meantime, the available platform will serve the immediate and mid-term needs of this activity. Additional resources for this activity are being generated through partner support, internet service providers, and other ongoing large scale education operations in the country.

Currently, REB, with the support of development partners, is broadcasting educational content for XX hours a week on Radio Rwanda for the month of April 2020. While partner support for drafting scripted

¹ Please note that the total school age population in Rwanda is 5,552,385 (NISR, 2018) while a smaller number are currently enrolled in schools.



lessons will continue, the agency needs to strengthen its own production capacity to reduce costs and sustain airing of educational content for longer hours and for longer term. With the support of Rwanda Polytechnic faculty and students specializing in radio production and broadcasting and utilizing the experience of University of Rwanda that is already running its own radio channel, REB will establish a non-commercial educational radio in order to provide medium to long term support for multi-media learning.

The establishment of the studio and all production equipment is ongoing with the support of UNICEF and under component 2.2 of the QBEP. Facilities and capacities generated during this period will be sustained for longer term institutionally driven use of multi-media support to education, health, and social campaigns.

The existing model of school capitation grants can be revised to include COVID-19 response measures. Capitation grants are disbursed to districts annually as part of earmarked funds to support the purchase of teaching and learning materials, school feeding at the secondary level, the provision of sanitary napkins for girls and other items. Additional examples of school grant transfers made to districts include school hygiene products, water tanks, school garden equipment, school materials transport costs, and exam center supervision costs. According to the Education Sector Strategic Plan (2018), capitation grants are given via districts to schools based on the number of children in each school, enabling equitable targeting of resources. Districts also receive funds for the construction of classrooms, with funds allocated in line with MINEDUC Education Management Information System (EMIS) and school mapping data, which identify districts and schools with a need for infrastructure. The budget, in the form of an earmarked transfer, is transferred from the Ministry of Finance and Economic Planning (MINECOFIN) to the District on a quarterly basis. Currently, capitation grants are provided for all public and government-aided primary students and secondary students at the rate of RWF 4860 (approx. US\$5) per student per year. By supplementing these grants for targeted interventions schools can help reduce the cost of schooling for vulnerable groups as well as provide motivation to students to return on school opening.

C. Proposed Development Objective(s)

To improve teacher competency, student retention and learning in basic education.

Key Results

Improving teacher competency

1. Share of P1-S3 public and government-aided school teachers awarded certificate of achieving at least intermediate level of competency in English
2. Gain in average scores of targeted lower secondary teachers on tests of mathematics and science

Improving student retention

3. Share of P1 students who reach P6

Improving learning

4. Share of P3 students in public and government-aided schools achieving grade-level proficiency in English
5. Share of P3 students in public and government-aided schools achieving grade-level proficiency in numeracy



D. Project Description

The proposed Additional Financing (AF) in the amount of US\$9.7 million from the Global Partnership for Education (GPE) is being prepared to support the country's COVID-19 Education Response. The funding will be provided as AF to the Rwanda Quality Basic Education for Human Capital Development Project (QBEP) (P168551). QBEP is funded by an IDA credit of US\$200 million equivalent and was approved by the Board of Executive Directors on July 30, 2019, signed by the Government of Rwanda on August 1, 2019 and became effective on November 20, 2019. The project development objective of the parent project is to improve teacher competency and student retention and learning in basic education.

The proposed Additional Financing (AF) will add a fourth component to QBEP. It will finance select activities from MINEDUC's *Education Sector COVID-19 Response Plan*, to support continuation of quality learning while protecting the health and well-being of approximately 2 million (50 percent female) students and an estimated 40,000 teachers targeted under the parent project in the short, medium, and long term. The proposed activities are organized and sequenced to provide seamless support for the sector to resume its activities and emerge stronger and more resilient to face future shocks. The package of preparedness and response activities proposed under this AF are to achieve the following sub-objectives:

- a. Continuing learning and tracking student progress;
- b. Ensuring safe re-opening of schools and return of all students;
- c. Ensuring health and safety of students and teachers on return to schools;
- d. Protecting vulnerable groups of students (including girls, children with disabilities and those from low-income households) from compounded negative impacts of the crisis;
- e. Generating resilience to prepare for potential recurrence of COVID19 or for other emergencies.

Component 4: Supporting the national COVID-19 response for continued learning, recovery, and resilience in education sector (US\$9.72 million equivalent). The proposed project activities are organized into two sub-components identified for the modality of service delivery, such as remote support for continued learning and wellbeing of students and teachers, and school-based capitation grants to ensure safe reopening and return of all students.

Sub-component 4.1: Optimizing and implementing remote approaches for continued learning, wellbeing and resilience. Continuation of student learning while also generating systemic resilience to future disruptions is the primary goal of this component. This will employ a combination of modalities:

- Expand remote learning opportunities for students and teachers during school closure through radio broadcasting of lessons aligned to the competency-based curriculum.
- Promote the development and use of alternative audio-visual materials on national television and the REB youtube channel (zero-rated).
- Strengthen the use of Rwanda Education Board's (REB) e-learning platform for students and teachers to access different subject textbooks, lessons and assessments. The e-learning platform will support continuous professional development of teachers by allowing them to access training modules.
- Adopt mobile phone technology (free SMS) to enable communication between REB and teachers, and with parents, for regular communication of messages around the use of remote learning options

In addition to *continued student learning*, this component will deliver the following set of interrelated activities using a combination of radio, television, and online channels: (a) Disease control and prevention: Audio and visual



content specific to management of the current pandemic; (b) Continued professional development (CPD) of teachers remotely during school closure and after; (c) Back-to-school campaign. This involves educating students and the community on disease prevention for safe and sustained re-opening of schools, and motivating students to return to school; (d) Gender sensitization campaign to mobilize community support for protection of vulnerable girls and boys from various forms of violence; and (e) Parent and community engagement in student learning.

Sub-component 4.2: Supplementing school grants to support safe re-opening, student re-entry and sustained progression in schools. Under this subcomponent, MINEDUC will reassess the composition of eligible capitation grants expenditures and supplement it with additional financing in order to prioritize the following needs: (a) Enhanced provision of soaps and hand-washing facilities adaptive to persons with disabilities to schools; (b) Provision of scholastic materials to schools (for children) in order to offset the cost of schooling for poor households; (c) Provision of targeted² nutrition support³ for at least 3 months (achievable without requiring construction of kitchens) in collaboration with development partners and districts; (d) Organization of parent and community mobilization activities through Local Government and School General Assembly Committees to ensure that students’ return to school; (e) Establishment of remedial (catch-up) programs for students at risk of repetition and dropping out (drawing additional resources from other ongoing learning support projects). The targeting criteria is being established in consultation with the ministry and development partners. These adjustments and additional provisions will be in effect for the short- and medium-term support (until end of the 2020 calendar year). If the crisis conditions continue or worsen, the school grant composition will be reassessed for necessary modifications.

Legal Operational Policies

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

Summary of Assessment of Environmental and Social Risks and Impacts

E. Implementation

Institutional and Implementation Arrangements

Like the parent project, implementation will be mainstreamed within MINEDUC and REB with the project activities falling under the responsibility of the relevant departments/agencies. The Chief Budget Manager of each agency will be responsible for the timely implementation and results of the activities through their respective SPIUs. Districts and Sectors will also play a key role in implementation and progress monitoring through its taskforce of District Education Officers (DEOs) and Sector Education Officers (SEOs). The Steering Committee (SC), already established, will guide, oversee, and review implementation progress. Amendments will be made to the TOR of the SC to include the review and monitoring of the proposed AF component as part of QBEP. The Permanent Secretary (PS) will chair the SC

² Targeting criteria to be established

³ An exception is being sought from the Africa Regional Vice President to finance school feeding expenditures.



meetings. All Chief Budget Managers of the agencies implementing the project, their respective SPIUs, and project coordinators will attend the meetings (virtually if necessary).

For implementation arrangements, the AF will follow the same model designed to support the delivery of QBEP, in line with the existing Government arrangements for project implementation. As currently in practice, two SPIUs will oversee coordination and support of implementation: one located within MINEDUC and one in REB. Similarly, districts are responsible for implementation at the subnational levels. The MINEDUC-SPIU will oversee overall project coordination. In addition, MINEDUC-SPIU will supervise and coordinate the overall FM, internal audit, disbursement, procurement, M&E, planning operations, environmental and social (E&S) matters, and communication of the project. It will carry out the consolidation of project documents, including budgeted Annual Work Programs (AWPs); Results Framework and M&E reports; and quarterly progress reports. It will also facilitate internal and external communication and other supporting activities. The MINEDUC-SPIU reports to the PS of MINEDUC.

The *REB-SPIU* will be responsible for the implementation of subcomponent 4.1 as well as for the monitoring and reporting arrangements to provide data on the progress of the proposed activities in both delivery, reach, and outcomes. The *MINEDUC-SPIU* will be responsible for the implementation of subcomponent 4.2 on school capitation grants. They will follow their existing arrangements of assessing grants for each school and transferring those directly to schools along with guidance for expenditures and reporting.

CONTACT POINT

World Bank: Huma Kidwai, Senior Education Specialist, hkidwai@worldbank.org

Borrower/Client/Recipient: Ronald Nkusi, Ministry of Finance (MINECOFIN), ronald.nkusi@minecofin.gov.rw

Implementing Agencies

- Samuel Mulindwa, Permanent Secretary, Ministry of Education (MINEDUC), smulindwa@mineduc.gov.rw
- Irene NDAYAMBAJE, Director General, Rwanda Education Board, indayambaje@reb.rw



FOR MORE INFORMATION CONTACT

The World Bank
1818 H Street, NW
Washington, D.C. 20433
Telephone: (202) 473-1000
Web: <http://www.worldbank.org/projects>

APPROVAL

Task Team Leader(s):	Huma Kidwai
----------------------	-------------

Approved By

Country Director:	Carlos Felipe Jaramillo	April 27, 2020
-------------------	-------------------------	----------------