

IDELA Baseline Assessment Rwanda



Project facts

- Only 18% and 5% of children in Rwanda and Mozambique have access to quality ECE centers
- GREAT-ECE (2022-2024) aims to improve the quality of ECE in Rwanda and Mozambique by assessing the effectiveness and scalability of a gender-responsive and play-based learning teacher training
- The project is funded by IDRC and is implemented in five pilot schools in Ruhango district Rwanda and five pilot schools in Namaacha district Mozambique



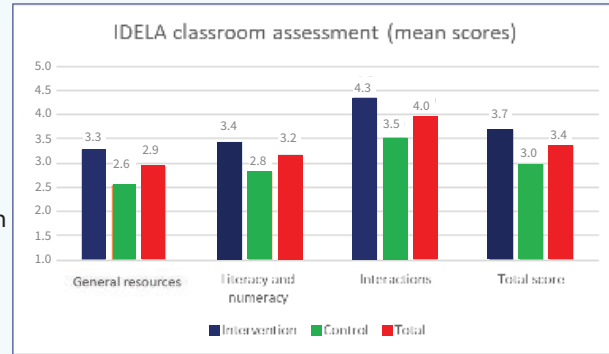
IDELA Assessments

- The International Development and Early Learning Assessment (IDELA) is an easy-to-use, rigorous global tool that measures children's early learning and development among 3.5 to 6 years and their school and classroom environment
- The IDELA child and classroom tools are used at baseline and endline in intervention and control schools in Rwanda and Mozambique
- 500 children from 10 schools in Rwanda district were involved in the Rwanda baseline assessment



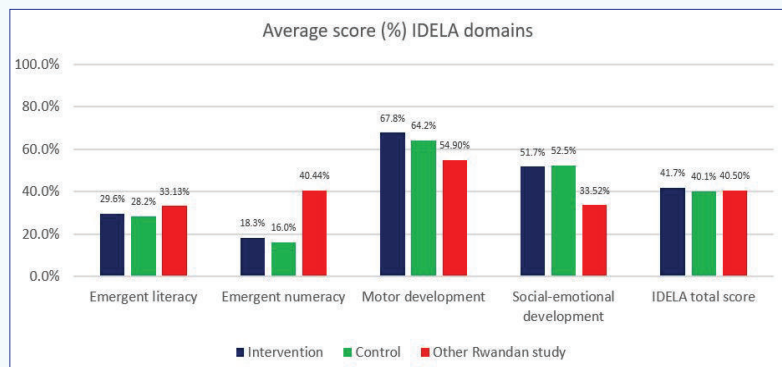
Teaching and school conditions in baseline schools in Rwanda

- **86.4%** of teachers are female
- **81.8%** are new to the teaching profession; <=3 years experience
- All teachers obtained the basic teaching qualifications
- Only **50%** of the schools offer a transition program to prepare pre-primary children for primary education
- Only **45.5%** regularly engage with parents
- Teaching conditions are challenging:
 - 1 teacher to 67 students on average
 - Poor access to Continuous Professional development for ECE teachers with only 33.7% reporting to have received coaching or mentoring
 - Little general resources available in classrooms
 - Literacy and numeracy environments in classrooms can improve



IDELA baseline findings Rwanda

- Covers four major domains of early childhood development: Emerging numeracy, emerging literacy, motor development and socio-emotional development
- Relatively low score on literacy and numeracy
- Relatively high score on motor development and social-emotional development
- Significant differences between the study arms for the IDELA emerging numeracy and motor development however, these differences can be explained by a difference in age between the study arms.



Next steps

The evidence that is gathered during the GREAT-ECE project will be used to support local and national level government stakeholders in the scaling of ECE training programs in Rwanda and Mozambique.