

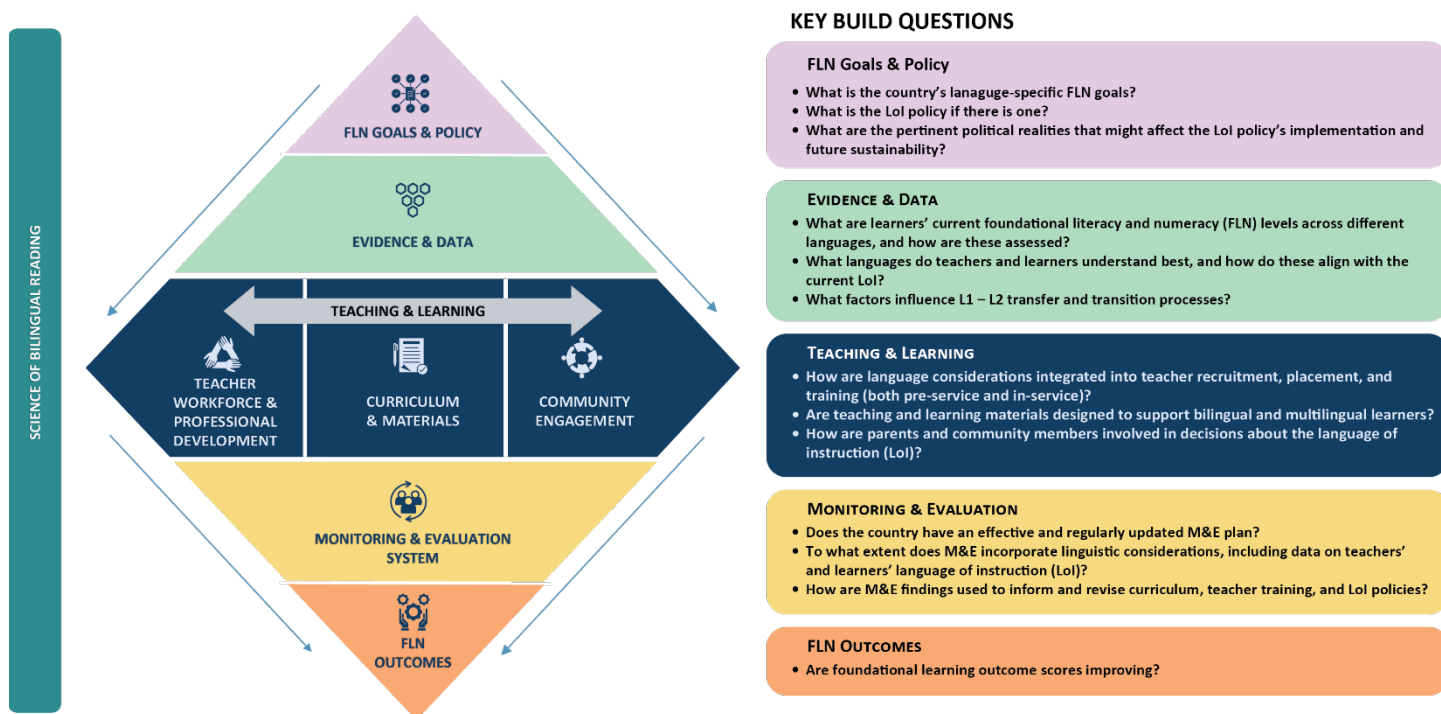
Blueprint for the Use of evidence In Language of Instruction (LoI) Decisions (BUILD) – Rwanda Evidence Brief

BUILD OBJECTIVES

The Blueprint for the Use of Evidence in Language of Instruction Decisions (BUILD) is a framework to support policy makers and stakeholders to design an evidence based, politically viable, and actionable plan to answer the following question: **How do we effectively integrate language decisions to significantly improve foundational learning in a specific country?**

BUILD is currently being used in Côte d'Ivoire, Mozambique, Rwanda, and Senegal. The framework is guided by the following questions for each tier of the education system to holistically assess and address systemwide factors in language of instruction (LoI) decision making for foundational learning.

BUILD FRAMEWORK



BUILD METHODS



Policy and Teaching
Materials Analysis



Stakeholder
Consultations



Quantitative Analysis
of FLN Datasets

KEY PRIORITIES

System-Wide Alignment of Language Policy, Teacher Capacity, and Classroom Practice

There is a persistent misalignment between learners' language profiles (Kinyarwanda as L1 and emerging English), teachers' English proficiency (linguistic and pedagogical), and the English-medium LoI policy in the early grades. These dimensions should be systematically tracked using high-quality, language-sensitive data. This evidence should then inform curriculum refinement, teacher deployment, professional development, and instructional support to better equip teachers to deliver early literacy instruction in English while strategically leveraging Kinyarwanda to support English literacy development.

Explicit Design and Integration of Bilingual Instructional Pathways for English-Medium Learning

Despite significant investments in foundational learning, system-level guidance grounded in the Science of Bilingual Reading remains limited. Clear technical design is needed to guide learners' transition from strong Kinyarwanda oral and literacy foundations to English literacy and English-medium instruction. This includes explicit guidance on the timing, pedagogy, and assessment of bilingual instructional pathways, particularly when and how English decoding and comprehension should be accelerated using learners' Kinyarwanda language skills to bridge to English oral language and literacy development.

Sustained Teacher Professional Development for English-Medium Early Literacy

Teachers need targeted, ongoing support to effectively implement English-medium instruction in the foundational grades. While Rwanda has invested heavily in CPD and English proficiency initiatives, greater emphasis is needed on sustained, practice-embedded professional development that integrates English language development with early literacy pedagogy. This includes structured guidance on managing bilingual classrooms, supporting comprehension, and moving from ad hoc code-switching toward intentional, evidence-based bilingual instructional practices.

Language-Sensitive Monitoring, Evaluation, and Research for Continuous Improvement

Rwanda's strong M&E systems would be strengthened by the integration of explicit language-related FLN indicators, including benchmarks for English oral language development, decoding thresholds, and reading fluency and comprehension by language and grade. Targeted research—using cohort tracking and analytic approaches—is also needed to better understand classroom-level transfer thresholds between Kinyarwanda and English and to inform decisions about accelerating English-medium instruction. Over time, this will require institutionalizing language-sensitive assessment and data use across inspection, coaching, and planning systems, and aligning these data with teacher support and deployment policies.