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SOMA UMENYE ACTIVITY

QUARTERLY PROGRAM REPORT
QUARTER 1, FISCAL YEAR 2018 (OCTOBER 1-DECEMBER 31, 2017)
STEPHEN BLUNDEN

DEVELOPMENT OBJECTIVE: INCREASED OPPORTUNITIES FOR RWANDAN CHILDREN AND YOUTH TO SUCCEED IN SCHOOLING AND THE MODERN WORKPLACE.

IR 1: CLASSROOM INSTRUCTION IN EARLY-GRADE READING IMPROVED

IR 2: SYSTEMIC CAPACITY FOR EARLY-GRADE READING INSTRUCTION IMPROVED

Contract No. AID-OAA-I-14-00055, **Task Order No.** AID-696-TO-16-00001

Prepared For

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January 19, 2018

This publication was produced for review by the United States Agency for International Development. It was prepared by Chemonics International Inc.

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Cover photo: Children and their teacher in a classroom at GS Kabusunzu, a public school in Nyarugenge District in Kigali City. (Credit: Nshimiyimana Alexis/USAID Soma Umenye)

DISCLAIMER

The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States government.

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ACRONYMS

AAM	Assessor Accuracy Measures
BLF	Building Learning Foundations (DFID)
CPD	Continuing Professional Development
CPMD	Curriculum and Pedagogical Materials Development (REB)
CRPD	Convention on the Rights of Persons with Disabilities (United Nations)
COP	Community of Practice
DA	District Advisor (Soma Umenye)
DCC	District Continuing Professional Development Committee
DDE	District Director of Education
DDG	Deputy Director General
DEO	District Education Officer
DFID	Department of International Development
DG	Director General
DOS	Director of Studies
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
ES	Executive Secretary
ESSP	Education Sector Strategic Plan
FHI	Family Health International
FY	Fiscal Year
GOR	Government of Rwanda
GS	Groupe Scolaire
ICT	Information and Communication Technologies
IR	Intermediate Result
KLT	Kinyarwanda Lead Teacher
L3	Literacy, Language and Learning Initiative
MEL	Monitoring, Evaluation and Learning
MINALOC	Ministry of Local Government
MINECOFIN	Ministry of Finance and Economy Planning
MINEDUC	Ministry of Education
MTN	Mobile Telephone Network

NGO	Non-Governmental Organization
NRTT	National Reading Training Team
NUDOR	National Union of Disability Organizations in Rwanda
PI	Primary Grade 1
P2	Primary Grade 2
P3	Primary Grade 3
PA	Provincial Advisor (Soma Umenye)
PLN	Professional Learning Network
RALGA	Rwanda Association of Local Government Authorities
REB	Rwanda Education Board
RFTOP	Request for Task Order Proposals
RWF	Rwandan Franc
SBM	School-Based Mentor
SCC	Sector Continuing Professional Development Committee
SEO	Sector Education Officer
SGAC	School General Assembly Committees
SIP	School Improvement Plan
SNE	Special Needs Education
SSL	School Subject Leader
TEMP	Teacher Education Management and Professionalization Department
TLM	Teaching and Learning Materials
TTC	Teacher Training College
UNICEF	United Nations Children's Fund
URCE	University of Rwanda, College of Education
USAID	United States Agency for International Development
VVOB	Flemish Association for Development Cooperation and Technical Assistance

EXECUTIVE SUMMARY

This quarterly report details Soma Umenye activities and achievements between October 1 and December 31, 2017.

The objective of the Soma Umenye project, which is a five-year initiative of USAID and REB, is to improve reading outcomes in Kinyarwanda for at least 1 million children in public and government-aided schools in Rwanda by the end of Grade 3. Specifically, Soma Umenye will ensure that at least 70 percent of these students are able to read grade-level text with fluency and comprehension.

This quarter, under Intermediate Result (IR)1, interventions included:

- Preparation for and engagement with CPMD regarding revising and developing P1 textbooks in order to incorporate recommendations from the instructional materials situation analysis.
- Work on the training modules for P1 Phase 3 teacher training and P2 teacher training.
- Support to REB to conduct an assessment of the training needs of school leaders.

This quarter, under Intermediate Result (IR)2, interventions included:

- Raising the profile of children's literacy at the provincial and district levels through the Andika Rwanda National Story Writing competition.
- Collection of data in an Early Grade Reading Assessment of P1 students in 161 schools.

These activities are further described in Section 2 below. Section 3 describes challenges and lessons learned, while Section 4 outlines activities planned for next quarter.

SECTION I

PROJECT OVERVIEW

A. BACKGROUND

Basic education remains a priority for the government of Rwanda (GOR) and remarkable progress has been made in the country. Alongside these advances, some challenges remain related to the availability of sufficient funds for primary education. To address this problem, USAID Soma Umenye is working hand in hand with the GOR to provide a complete package of interventions to increase the number of students that achieve grade-level fluency and comprehension standards in Kinyarwanda. The project was awarded to Chemonics in July 2016.

B. PROGRAM DESCRIPTION

USAID Soma Umenye was designed in response to the government of Rwanda's priorities and the evidence (demonstrated by assessments like the Learning Assessment in Rwandan Schools) that early grade reading required additional investment. Its objective is to improve reading outcomes in Kinyarwanda for at least 1 million children. Specifically, Soma Umenye will target all children in Grades 1-3 attending public and government-aided schools nationwide and ensure that at least 70 percent of these students are able to read grade-level text with fluency and comprehension. Below, Exhibit I lists Soma Umenye's results framework.

Exhibit I. USAID Soma Umenye Project Results Framework

Development Objective: Increased opportunities for Rwandan children and youth to succeed in schooling and the modern workplace	
IR 1: Classroom instruction in early-grade reading improved	IR 2: Systemic capacity for early-grade reading instruction improved
Sub-IR 1.1: Evidence-based, gender- sensitive early-grade reading materials available and used	Sub-IR 2.1: National advocacy mechanisms for early-grade reading interventions strengthened
Sub-IR 1.2: Teachers' use of evidence- based, gender-sensitive instructional practices in early-grade reading increased	Sub-IR 2.2: Student and teacher performance standards and benchmarks for early-grade reading applied
Sub-IR 1.3: Capacity of head and mentor teachers to coach and supervise early-grade reading instruction strengthened	Sub-IR 2.3: Research-based policies and curricula in support of early-grade reading instruction implemented
Sub-IR 1.4: Schools' and teachers' use of student assessment results improved	Sub-IR 2.4: Early-grade reading assessment systems strengthened
	Sub-IR 2.5: Capacity of TTCs to prepare effective early-grade reading teachers improved
Cross-Cutting: Gender and inclusion of students with special needs, ICT	

IR 1 focuses on the classroom and school-level interventions necessary to improve evidence-based reading instruction, including provision of materials, training and coaching, supportive leadership, and analysis and use of student assessment results.

IR 2 focuses on strengthening the capacity of the education system in Rwanda to implement and support high-quality, evidence-based reading instruction throughout the country, and thereby enabling high quality reading instruction to continue beyond the life of Soma Umenye.

SECTION 2

ACHIEVEMENTS AND DISCUSSION OF MAJOR ACTIVITIES

A. OPERATIONAL ACTIVITIES

During this quarter, Soma Umenye initiated recruitment of the following positions:

- Director of Monitoring, Evaluation and Learning
- Provincial Advisor for the Eastern Province
- Musanze District Advisor
- Kamonyi District Advisor and,
- Two Drivers

Soma Umenye has identified two potential vendors for the printing of PI textbooks and teacher guides and is currently arranging site visits to assess their capacity and financial responsibility. We have also identified two possible vendors to deliver 500 bookshelves and will be visiting their facilities to assess their capacity. We are in the final stages of contracting with MTN Mobile Money to ensure safe cashless payment and recordkeeping of all transactions made to trainees (and other future beneficiaries) for their stipends. Soma Umenye completed official registration of the two vehicles acquired from USAID ROADS II implemented by FHI 360.

In addition, Soma Umenye welcomed a new chief of party, Steve Blunden, to the project during Quarter I.

B. TECHNICAL ACTIVITIES

During the past quarter, Soma Umenye was visited by Goal I Team Leader Rebecca Rhodes and Senior M&E Advisor on the Evidence Team Elena Walls, who reviewed Soma Umenye's design. Among other things, they recommended that Soma Umenye:

- Focus activities on those most likely to impact reading outcomes;
- Tie teacher professional development content directly to the teaching and learning materials (TLM) in use;
- Engage REB more directly in questions of the design of its Kinyarwanda program (which includes reading, writing, speaking, and listening).

Soma Umenye revised its work plan to reflect the recommendations.

BI. IR 1: CLASSROOM INSTRUCTION IN EARLY-GRADE READING IMPROVED

BI a. Sub-IR 1.1: Evidence-based, gender-sensitive early-grade reading materials available and used

1.1.1. Collaborate with CPMD to redefine REB's Kinyarwanda program within its competency-based curriculum.

Following agreement with USAID on the Kinyarwanda instructional materials situation analysis report (Annex C), the technical team shared it with CPMD and began discussing key principles to guide the revision of the PI Kinyarwanda teaching and learning materials (TLM) (Annex D). In addition, Soma Umenye proposed to CPMD three options for changing the sequence and pace of letter introduction in the textbook (see Exhibit 2). To support CPMD's consideration of the proposed revisions, the technical team developed sample lessons for the PI student textbook and teacher's guide (based on an evidence-based approach) for review.

Exhibit 2. Options for Sequence and Pace of Letter Introduction

Scenario	Is it possible to create connected texts early enough in the teaching cycle?	How long might it take before connected texts are introduced?
Current sequence and pace are both maintained.	It is not possible to create connected texts early enough with the current sequence and pace (as all the vowels are taught first). At least two to three consonants would need to be introduced before connected texts could be developed. Moreover, at the initial stage, a letter is taught for one week, which would mean it would take at least eight to nine weeks before a connected text can be developed	Following the current pace and sequence, letter R (the first consonant to be explicitly taught after the vowels, thus allowing for the most basic connected texts) is taught at approximately lesson 66 ,
Current sequence is maintained, but pace of letter introduction is increased.	Possibly. This would be an improvement on the current sequence and pace. Right now, each letter is taught for eight lessons (one week). If we were able to speed up the pace (two letters per week), then even if all the vowels are taught first, connected texts might be introduced much earlier.	Assuming, we had one week for foundation week only and started introducing letters in Week 2, at a rate of two letters per week, letter R could be reached at approximately lesson 28 , which would be about four weeks into the school year.
Sequence is made productive, pace is increased	Yes. Of course, with an ideal productive sequence and an appropriate pace, we'd be able to start connected text very early on.	One week for foundation, at a rate of two letters per week, connected text could be used around lesson 24 or about three weeks into the school year, possibly sooner.

In December, after careful consideration and an internal consultative meeting, CPMD requested Soma Umenye to maintain the existing sequence and pace of the introduction of letters.

1.1.3. Collaborate with REB to develop/revise materials to meet the requirements of the above-mentioned Kinyarwanda program.

During the quarter, Soma Umenye's technical team prepared for the revision of the P1 Kinyarwanda textbooks. The team:

- analyzed early grade Kinyarwanda texts to define the most productive sequence of introducing letters to students learning to read in Kinyarwanda,
- identified a list of vocabulary words appropriate for P1 textbooks and readers as well as word lists for all letters (vowels, consonants, and blends) to be used in decodables, and
- developed parameters for how to review the five core components (phonological awareness, phonics, vocabulary, fluency, and comprehension) in each lesson as well as how to gradually release responsibility to students for reading activities.

In undertaking these tasks, the team incorporated recommendations from the situation analysis. These elements were shared and discussed with CPMD.

1.1.5. Provide adaptations that make the materials described above accessible to students with disabilities.

In FY17 Quarter 4 and FY18 Quarter 1, Soma Umenye conducted a situation analysis of materials currently available in schools to support children with disabilities to learn to read (Annex E). The situation analysis:

- identifies the types of disabilities that affect Kinyarwanda learning and reading capacity in P1-P3 children,
- identifies existing screening tools for children with disabilities,
- catalogs what inclusive learning materials are currently available,
- categorizes existing teaching materials and disability tools, and
- identifies gaps and recommendations in this area.

In general, it found that (1) no standardized screening tools exist to identify children with disabilities (and indeed non-standardized tools are often used) and (2) few materials exist to support their access to the curriculum. Its recommendations include:

- Soma Umenye should include how to screen for additional learning needs as part of the teacher training modules. All children in P1-P3 should receive a routine hearing and screening test using tools and protocols adapted to the Rwandan context. Information obtained from the BLF pilot can help inform the development of such tools. Soma Umenye should develop/adapt vision and screening tools and protocols that can be considered by MINEDUC to implement nationally. These tools will follow international best practice of first screening vision and hearing needs, then screening for additional learning needs and finally conducting an assessment as needed by a multidisciplinary team of trained professionals (as appropriate to the Rwandan context).
- Soma Umenye should develop a module on inclusive education practices for mainstream P1-P3 Kinyarwanda teachers as part of its teacher training that builds on REB's existing Guide to Inclusive Education in Pre-Primary, Primary, and Secondary Education. Soma Umenye should help adapt the pre-service

curriculum at TTCs to add a requisite course on supporting children with disabilities in the mainstream classroom.

- Soma Umenye should conduct a gender and social inclusion review of existing textbooks and make recommendations on how new textbooks could better include gender and disability issues. This information will be consistent with USAID's Guidance on Gender and Inclusiveness in Teaching and Learning Materials and will ensure the persons with disabilities are equitably portrayed in an empowering manner.
- Soma Umenye should explore conducting a national audit of existing assistive technologies for students with disabilities in Soma Umenye-supported schools to assess what is currently available and procure additional resources, such as magnifying glasses, as needed to support the learning of students with disabilities in Rwanda.
- Soma Umenye should include inclusive education as part of its research agenda. Research that Soma Umenye will consider undertaking will focus on improving literacy skills for students with disabilities and strengthening instructional approaches for teachers using approaches like Universal Design for Learning.

B1b. Sub-IR 1.2: Teachers' use of evidence-based, gender- sensitive instructional practices in early-grade reading increased

1.2.2. Collaborate with REB to create training materials to build on teaching and learning materials created under sub-IR 1.1 and secure REB approval.

In October, Soma Umenye engaged TEMP staff, URCE staff, TTC staff, P1 and P2 Kinyarwanda teachers, and national trainers in a nine-day workshop in Muhanga to create P1 (Phase 3) and P2 training modules. During the first week of the workshop, participants focused on revising the P1 modules and in the second week, they developed P2 modules.

Exhibit 3. Areas of Focus in Training Module Development

P1 (Phase 3) Training	P2 Training
<ul style="list-style-type: none"> • Overview of early grade reading • Overview of Phase 1 and Phase 2 training • Writing competencies • Identifying writing activities in the classroom materials • Identifying key skills and activities for training • Scripting demonstrations and practice in training • Drafting scripts for demonstration and practice for writing 	<ul style="list-style-type: none"> • Identifying P2 competencies and aligning with five key components of reading • Identifying P2 activities in the classroom materials • Identifying key skills and activities for training • Drafting scripts for demonstration and practice.

Following revision of the P1 TLM (in Quarter 2) and the P2 materials (in Quarter 4), Soma Umenye will work with TEMP and URCE to align these modules with the revised TLM.

1.2.3. Train National Reading Training Team (NRTT) to deliver teacher training.

Given the expansion in the number of schools covered by Soma Umenye in Year 2 (from 33 to 100 percent), Soma Umenye worked to expand the NRTT to enable coverage of the teachers, head teachers, and directors of studies (DOSs) to be trained. In Quarter 1, Soma Umenye identified 200 education leaders from among REB staff, URCE staff, TTC staff, DEOs, SEOs and head teachers, who will join the NRTT. In identifying these new trainers, Soma Umenye targeted individuals that earned (1) a post-graduate diploma in effective school leadership from URCE (2) a certificate from VVOB.

Blc. Sub-IR 1.3: Capacity of head and mentor teachers to coach and supervise early-grade reading instruction strengthened

1.3.5. Orient head teachers to REB's Kinyarwanda program.

In Quarter 1, Soma Umenye supported REB to conduct an assessment of the training needs of school leaders (Annex F). The goal of the assessment was to identify (1) the CPD needs of school leaders and (2) opportunities for Soma Umenye to build on existing efforts by REB and other partners. To conduct the assessment, Soma Umenye organized a workshop and focus group interviews with a sample of district directors of education, sector education officers, head teachers, DOSs, and early grade Kinyarwanda teachers. Soma Umenye also conducted focus group interviews with REB and URCE as well as relevant implementing partners (VVOB, Mureke Dusome, and BLF) in order to learn from their experiences.

Findings and recommendations from the needs assessment include:

- Soma Umenye school leadership training should reinforce and work within the policies, systems and processes that are already in place. Hence, training materials and course topics must be based on the standards for school leaders. Soma Umenye training should also reinforce the topics covered in the Diploma in School Leadership that VVOB/URCE/REB are rolling out and must not be perceived as undermining it.
- Soma Umenye should focus its school leadership training on school management of, and support for, early grade reading. Besides those skills specific to improving early grade reading, the course should include generic management skills such as how to undertake clinical supervision of teachers, involving (1) structured lesson observations and lesson conferencing sessions, (2) how to resource a classroom, and (3) how to motivate teachers, but with a specific focus on early grade reading. Skills as strategic planning and developing a school improvement plan (SIP) — which everyone interviewed agreed are poorly developed, illustrated by the lack of a SIP in most schools — can be illustrated using early grade reading case studies.
- Soma Umenye should advocate for school leaders to understand that the foundations of students' academic success are laid in P1–P3, so it is illogical to place the lowest performing teachers as early grade teachers (seen as the least prestigious positions). The seeds of this message have already been planted and will be reinforced through the school leadership training. It should also be communicated more broadly by Soma Umenye to MINEDUC/REB, MINALOC, and others who can effect this change.

B1d. Sub-IR 1.4: Schools' and teachers' use of student assessment results improved

1.4.1. Collaborate with REB to develop assessment protocol, including guidance regarding how to use assessment results

Based on the findings and recommendations from the analysis of data from the assessment pilot (included in the FY2017 Quarter 4 quarterly program report), the technical team has incorporated its findings into an action plan for revision of the teacher's guide and assessment tools. After the teacher's guide and assessment tools are revised, they will be validated with REB.

B2. IR 2: SYSTEMIC CAPACITY FOR EARLY-GRADE READING INSTRUCTION IMPROVED

B2a. Sub-IR 2.1: National advocacy mechanisms for early-grade reading interventions strengthened

2.1.1. Develop/implement transition plan

USAID held a meeting of partners delivering USAID projects in Kigali in November. One of the areas of focus was to review our approach to transition planning. The meeting acknowledged the need for consultative and review meetings with GOR — from design through implementation — to ensure ownership, sustainability, and improved transition processes.

Exhibit 4. USAID Transition Planning Questions

With the long-term goal of working towards the end of USAID (partner) assistance:

- How can or should we plan to evolve our relationship with the GOR and the scope of our assistance?
- How could we work differently to support the goal of decreasing the need for foreign assistance?
- What should USAID/Rwanda do in the period remaining in the current CDCS to prepare for the changes outlined above?

Soma Umenye will meet with USAID in Quarter 2 to present and finalize Soma Umenye's transitional plans, which will include activities in Year 2 as well as each remaining year of the project.

During Quarter 1, Soma Umenye held an internal review of the REB ESSP Dashboard, focused on the potential of REB to develop an ESSP 3 dashboard, with the support of Soma Umenye and other development partners. This proposal could have systemic advantages as the ESSP 3 includes clear early grade reading goals/indicators and advocating for an ESSP dashboard with those indicators could ensure MINEDUC and REB focus on early grade reading data when reflecting on overall education performance.

In addition, with the ESSP 3 focus on district education plans aligned to ESSP 3 goals, there is potential for an ESSP 3 dashboard to be made available at district level, informing district review of education performance and informing district planning. While this concept is unlikely to be realized in 2018, proposing an ESSP 3 dashboard including early grade reading indicators is an important step in the foundations of revised district education planning.

2.1.5. Support Andika Rwanda (“Rwanda Writes”) to raise national-level profile of children's literacy

During this quarter, Soma Umenye secured approval for and printed competition guidelines and promotional materials from the Andika Rwanda Steering Committee (co-chaired by the head of CPMD). The guidelines were directed at vice mayors of social affairs (who have oversight over education activities within their district), district directors of education, SEOs, and head teachers. Soma Umenye also developed a plan for distribution of these materials. In addition, Soma Umenye developed key messages for Andika Rwanda that will be pushed by SMS to targeted DEOs, SEOs, head teachers, and teachers.

To publicize the competition, Soma Umenye and REB organized provincial and district meetings. Soma Umenye organized five meetings with provincial officials (chaired by the provincial governor or his/her representative) to discuss strategies to increase popular participation in Andika Rwanda. At these meetings, the officials showed a lot of enthusiasm for the writing competition and pledged their support to make it successful and help improve Kinyarwanda reading and writing skills among first, second, and third grade students. Next, Soma Umenye and REB organized 30 district orientation meetings, where vice mayors of social affairs and REB inspectors urged district education officials, SEOs, TTC principals, and head teachers to ensure that the Andika Rwanda competition is a success in their jurisdiction by promoting the creation of quality stories within the competition timelines.

B2b. Sub IR 2.2: Student and teacher performance standards and benchmarks for early grade reading applied

2.2.1 Draft and/or finalize grade-level literacy standards in Kinyarwanda for P1-P3

This quarter, Soma Umenye reviewed existing draft Kinyarwanda curricular standards for P1-P3 in preparation for engagement with CPMD and EAD regarding the standards in Quarter 3.

B2c. Sub-IR 2.3: Research-based policies and curricula in support of early-grade reading instruction implemented

2.3.1. Develop research agenda to strengthen existing or create new policies and curricula to foster improved early grade reading instruction and student reading outcomes

Following USAID's review of Soma Umenye in November, Soma Umenye is reviewing its research agenda and will present a revised version to USAID in Quarter 2.

B2d. Sub-IR 2.4: Early-grade reading assessment systems Strengthened

2.4.2. Administer EGRA assessment

In October, Soma Umenye collaborated with REB inspectors and EAD to administer an EGRA in 164 school from September 25 through October 12, 2017. Soma Umenye cleaned and analyzed the data in the succeeding months and the EGRA report will be available in Quarter 2. Data collection was conducted by 15 data collection teams, each composed of a supervisor and three assessors.

Each supervisor was provided with resources to use during data collection, including a route map, daily schedule, and sampling and AAM procedure reminders. A WhatsApp group including Soma Umenye MEL staff, EdIntersect team members, and all team supervisors was set up in order to facilitate communication across all parties during data collection.

In the first week of fieldwork, most teams were based in the Kigali City, Northern or Eastern provinces. Teams were dispersed across three provinces and located no more than one to two hours' drive from school sites. Two EdIntersect team members (in person during the first week of data collection) and four Soma Umenye staff members (in person throughout the data collection) provided data collection oversight across each province.

Factors that contributed to successful data collection were: daily procedure reminders (AAM and student sampling prompts), supervisor protocol, the WhatsApp group to facilitate communication between supervisors and Soma Umenye MEL staff, data quality checks, bi-weekly check-ins with Soma Umenye MEL staff, and organized schedules and route maps.

Challenges experienced during fieldwork included: transportation issues (e.g., car trouble, broken bridge), conducting student sampling (e.g., not following procedure, insufficient number of students), following AAM procedures, absent/late head teachers or teachers, tablet issues, and incorrect marking of a few subtasks. As each issue emerged, it was dealt with on the spot by the supervisor or during debriefing/troubleshooting sessions. If the supervisor could not resolve the issue directly, then the Soma Umenye MEL Director or MEL staff members provided guidance over WhatsApp. As most issues were resolved during the first week, the second week of data collection went smoothly with minimal challenges.

B2e. Sub-IR 2.5: Capacity of Teacher Training Colleges (TTCs) to Effectively Prepare Teachers of Early-Grade Reading Increased

No activities were planned for this quarter.

C. MEL ACTIVITIES

School monitoring data. The MEL team has begun analyzing school monitoring data that was collected in FY17. The goal of the analysis was to see trends and correlations between teacher performance during the lesson observation and the teacher and head teacher surveys. Additionally, initial data cleaning and some descriptive analysis as well as deeper analysis were conducted. A learning workshop is scheduled in Quarter 2 with technical and field staff once the Year 2 work plan activities and Year 2 MEL plan are updated.

Compilation of actual results. The MEL team finalized the review and compilation of FY17 Q4, semi-annual and annual indicators' actual results and the data has been uploaded in Aid Tracker +, Q4 and annual indicator matrix and PIRS.

Year 2 MEL plan. Soma Umenye updated the MEL Plan (including PIRS and disaggregations) based on the revised Year 2 work plan. Targets for out years were also revised. The plan was submitted to USAID for feedback.

D. COMMUNICATIONS ACTIVITIES

Communication plan. Soma Umenye's Communication Plan was reviewed and revised to align more specifically with Year 2 workplan. This plan will be revised, if needed, on an annual basis.

Media engagement and mobilization. During this quarter, the Soma Umenye twitter account was re-activated. The communication team created Twitter buzz with a series of exchanges with districts posting their photos from, and impressions of, Andika Rwanda district meetings. The communication team also attended district meetings to collect photographs and conduct interviews with DEOs for upload to Twitter and use in Andika Rwanda materials.

This quarter, as Andika Rwanda competition kicked off, an article on this competition was published in the New Times Rwanda (<http://www.newtimes.co.rw/section/read/225479/>).

Soma Umenye visibility materials. This quarter, the Soma Umenye communication team finalized the branding and design of Andika Rwanda visibility materials and provided initial designs for posters, and standees that were distributed in all schools and TTCs.

Soma Umenye communications materials. The Soma Umenye communication team revised and updated communications collateral to include generic Powerpoints, talking points, FAQ sheet, and brochure. The communications team met with/presented to a provincial/district advisor workshop on brand and core messaging.

E. ACTIVITY MANAGEMENT

During Quarter 1, Soma Umenye held a two-day workshop with PAs and DAs to:

- update PAs and DAs on the draft Year 2 work plan and their role in delivery
- get their feedback on the work plan to inform the final version

- introduce the concept of Soma Umenye district planning (which will be further developed in Quarter 2)
- develop a communications tool kit to enable DAs to present USAID Soma Umenye correctly to districts and to answer frequently asked questions (such as, what are the benefits of changing the phasing of project delivery to include all PI teachers in Year 2).
- focus on USAID Soma Umenye branding, including a presentation from USAID/Rwanda communications specialists.

SECTION 3

CHALLENGES AND LESSONS LEARNED

A. PROBLEMS ENCOUNTERED AND PROPOSED REMEDIAL ACTIONS

Alignment with CPMD with respect to the sequence and pace of the curriculum. As discussed above, Soma Umenye engaged productively with CPMD regarding the revision of P1 Kinyarwanda TLM. We discussed a range of issues, including the sequence and pace of introducing letters to P1 students. Soma Umenye presented the case that the sequence could be revised to reflect a more productive sequence (i.e., a sequence that allows the creation of words earlier in Term 1) and introduced at a faster pace (to allow the creation of a great number of words at an earlier stage). The draft EGRA report shows that — while many P1 students are learning their letters — very few are learning how to decode words, which could be the result of the slower introduction of words in P1.

However, CPDM (based on their experience) did not agree with this approach, agreeing instead to keep the same sequence and pace that currently exists. In their feedback, CPMD stated: “We are also advising you to follow the Kinyarwanda Curriculum the way it is. In literacy, you cannot judge within one year that a person is not able to read, yet it is a process which is fully completed within three years according to Rwandan Sector Education Policy. The current curriculum lasts up to now for two years. Therefore, it is too early to conclude that it has failed yet there is no evidence from conducted research on the field which can be the base for revision.” Soma Umenye believes that this could be the basis for discussion for a review of REB’s curriculum after Year 3 of delivery (2018), with changes effected by the end of Year 3 of Soma Umenye (in 2019).

Further, CPMD states that “There are no worries to follow P1 Curriculum of Kinyarwanda because after two terms learners can read about 50% of Kinyarwanda words.’ Following CPMD’s guidance, Soma Umenye plans to engage CPMD over the course of Year 2 and into Year 3 to co-design research to evaluate the curriculum following three years of implementation.

However, Soma Umenye believes that this may reduce the level of achievement possible for P1-P3 students in reading Kinyarwanda in the short term. Nevertheless, we appreciate CPMD’s willingness to engage productively on this issue, and we will seek to engage them in conducting research to find out whether P1 Kinyarwanda students could handle a different sequence and pace.

B. SUCCESS STORIES

See Annex A.

SECTION 4

ACTIVITIES PLANNED FOR NEXT QUARTER

A. OPERATIONAL ACTIVITIES

Soma Umenye is waiting for budget and workplan approval to finalize any further recruitments. Upon approval, Soma Umenye will initiate the following recruitments.

- Deputy Technical Director IR 1
- Deputy Technical Director IR 2
- Deputy Operations Director
- EGR Program Assistant
- 3 District Advisors (Karongi, Nyamasheke, Rusizi)
- Finance Assistant
- Training and Logistics Assistant

B. TECHNICAL ACTIVITIES

BI. IR 1: CLASSROOM INSTRUCTION IN EARLY-GRADE READING IMPROVED

BI a. Sub-IR 1.1: Evidence-based, gender-sensitive early-grade reading materials available and used

1.1.1. Collaborate with CPMD to redefine REB's Kinyarwanda program within its competency-based curriculum.

In the process of reviewing the curriculum last quarter, REB suggested that it expected to begin its curriculum review after three years of implementation (starting in 2019). Soma Umenye will engage REB to begin to plan for this curriculum review (which could result in further definition of the Kinyarwanda curriculum).

1.1.2. Define an evidence-based “essential core” of materials that can be maintained by schools after the life of the project.

In Quarter 2, Soma Umenye will engage REB to consider and approve the proposed “essential core” of materials:

- student textbook (1:1 ratio per student)
- teacher's guide (1:1 ratio per teacher)
- read aloud book (1:1 ratio per teacher)
- set of decodables (1:1 ratio per student in PI)
- set of leveled readers (one per classroom)

To support the sustained availability of these materials, Soma Umenye will engage with the relevant departments of REB to identify a replacement schedule of these materials that fits REB's budget.

1.1.3. Collaborate with REB to develop/revise materials to meet the requirements of the above-mentioned Kinyarwanda program.

In Quarter 2, Soma Umenye will work with CPMD to revise existing Kinyarwanda instructional materials for PI (according to the feedback provided by CPMD).

1.1.5. Provide adaptations that make the materials described above accessible to students with disabilities.

In Quarter 2, Soma Umenye will engage with MINEDUC, REB, and other implementing partners focusing on supporting children with disabilities (such as BLF, UNICEF, and Handicap International) to

- get their feedback to Soma Umenye's proposal to begin to support children who face barriers in accessing the curriculum through vision and hearing screening, and
- begin to draft a multi-year plan for how Soma Umenye will support children who face barriers in accessing the curriculum.

B1b. Sub-IR 1.2: Teachers' use of evidence-based, gender- sensitive instructional practices in early-grade reading increased

1.2.1. Collaborate with REB to develop sustainable model for in-service.

As part of finalizing Soma Umenye's professional development training framework, Soma Umenye will meet with TEMP to review the proposed CPD modalities and identify key questions about their implementation (given that they are included among the modalities from REB policies).

1.2.2. Collaborate with REB to create training materials to build on teaching and learning materials created under sub-IR 1.1 and secure REB approval.

In Quarter 2, Soma Umenye will work from the PI training modules developed with REB in Quarter 1 to align them with the revised instructional materials before they are validated by REB.

1.2.4. Support training of teachers using the approved training materials.

After the training modules have been validated, Soma Umenye will conduct training for the NRTT and will support the NRTT to conduct teacher training starting from March.

1.2.5. Support school-based professional development.

In Quarter 2, Soma Umenye will meet with TEMP to discuss topics for the self-study modules and videos (and the process of approving those modules/videos when they are complete) and will begin developing them.

B1c. Sub-IR 1.3: Capacity of head and mentor teachers to coach and supervise early-grade reading instruction strengthened

1.3.1. Support REB to identify the appropriate school personnel to serve as a Kinyarwanda coach.

This work will be done as part of the meetings described under Activity 1.2.1.

1.3.2. Collaborate with REB to develop coaching protocols and tools based on REB-approved materials.

In Quarter 2, Soma Umenye will collaborate with TEMP to develop coaching protocols and tools. Soma Umenye will work with REB to develop coaching tools (forms) that will be used to guide the coach to document their observations and identify areas in which to give positive and constructive feedback. These forms will also serve the purpose of record keeping as they will be signed and counter signed by the teacher and the coach.

The coach's guide will help them plan and execute class observations. It will also include a script for coaches to use to support them in the early days of coaching. The coaching protocols will be gender-sensitive and emphasize creating an environment where both men and women feel comfortable voicing their opinions, recognizing that some people may be less vocal than others.

1.3.3. Collaborate with REB to finalize training materials for designated coaches for Kinyarwanda teachers.

Soma Umenye will work with TEMP to develop/finalize training materials for the designated coaches for Kinyarwanda teachers. There will be two broad areas of training for coaches; (1) the technical aspects of early grade reading and (2) the basics of coaching techniques. To be effective, a coach needs to understand the instructional strategies very well. In addition, they need to know how to observe a teacher's teaching and be positive in giving feedback (both positive and constructive). One key step is agreeing with the teacher on the teaching skills on which the coach will focus. Therefore, training must prepare coaches to take this supportive (rather than supervisory approach).

Before beginning module design, Soma Umenye will conduct a quick training needs assessment of the coaches. Once the training materials are finalized, Soma Umenye will seek REB's validation for them.

1.3.5. Orient head teachers to REB's Kinyarwanda program.

In Quarter 2, Soma Umenye will collaborate with TEMP to finalize the orientation module for head teachers and then seek REB's validation. Soma Umenye will train NRTT members in use of the module, and then support them to orient head teachers.

B1 d. Sub-IR 1.4: Schools' and teachers' use of student assessment results improved

1.4.1. Collaborate with REB to develop assessment protocol (to be included in teacher guide), including guidance regarding how to use assessment results

In Quarter 2, Soma Umenye will organize a validation workshop to finalize the assessment protocol for PI. The guidelines describe how to conduct the assessment and how to interpret the results to improve instruction.

1.4.2. Provide simple templates for teachers to use to analyze assessment results (and for head teachers and/or SGACs to analyze aggregate results) that allows identification of children with need for additional support (zero scorers)

In Quarter 2, Soma Umenye will finalize the assessment tools with REB. The tools provided as part of the assessment protocol are simple and easy-to-use. They enable teachers to draw basic conclusions from the assessment, i.e., identifying skills that need to be reinforced or retaught. They also allow teachers to identify underperformers (children with zero scores) who might need additional support. Finally, they will allow teachers to compare the performance of boys and girls to identify and address any inequity. Head teachers can use the same template to compile the results of multiple classes (and shifts) to develop a grade-level picture of early grade performance within the school, which they can share with SGACs.

B2. IR 2: SYSTEMIC CAPACITY FOR EARLY-GRADE READING INSTRUCTION IMPROVED

B2a. Sub-IR 2.1: National advocacy mechanisms for early-grade reading interventions strengthened

2.1.1. Develop/implement transition plan

By the end of Quarter 2, Soma Umenye will develop a draft transition plan, the goal of which is to promote high-level GOR ownership of Soma Umenye's approach and interventions so that these interventions will be continued under GOR auspices. Specifically, Soma Umenye will arrange two meetings first with USAID to get a full understanding of USAID's strategy for its projects' transition and another one with USAID and GOR to discuss the early grade reading strategy for transition.

Soma Umenye will meet with development partners to propose an internal roadmap for the development of a REB ESSP dashboard, with a view to advocating for this dashboard to MINEDUC and REB. This proposal will also be discussed internally as part of Soma Umenye's transitional planning.

2.1.2. Advocate for the early grade goals of the ESSP 3.

In this quarter, Soma Umenye will organize a workshop to develop a holistic roadmap for the development of ESSP 3 dashboard which includes early grade reading indicators. We will invite REB, MINEDUC, and other key players in the education sector. The proposed dashboard will focus on ESSP 3 indicators, providing MINEDUC and REB with a snapshot of their progress towards their ESSP 3 goals.

Soma Umenye is also planning a study tour to visit USAID/Kenya's Tusome early grade reading project with a specific focus on reviewing their approach to coaching and their use of technology. This tour is planned for Quarter 2.

2.1.3. Strengthen capacity of districts to identify and respond to local and national early grade reading priorities

In Quarter 2, Soma Umenye will seek ways to engage MINECOFIN on their contribution to the development of the next round of district development plans in 2018. Working through our DAs, Soma Umenye will engage the districts to get ambitious but achievable PI-P3 early grade reading targets included in the plans.

2.1.4. Plan a regional conference on early grade reading

In Quarter 2, Soma Umenye will develop the concept note for the regional conference on early grade reading that will be held in November 2018. This conference will offer a venue for sharing best practices and evidence in the East Africa region on early grade reading, specifically targeting areas for potential reflection for Rwandan delivery of early grade reading.

2.1.5. Support Andika Rwanda to raise national-level profile of children's literacy

During Quarter 2, Soma Umenye — in collaboration with the Andika Rwanda Steering committee — will offer technical support in the organization of Andika Rwanda juries, criteria setting, committee orientation, and selection of the best stories at district level. Soma Umenye will also validate and approve Andika Rwanda campaign messages to targeted audience.

B2b. Sub IR 2.2: Student and teacher performance standards and benchmarks for early grade reading applied

No activities planned this quarter.

B2c. Sub-IR 2.3: Research-based policies and curricula in support of early-grade reading instruction implemented

2.3.1. Develop research agenda to strengthen existing or create new policies and curricula to foster improved early grade reading instruction and student reading outcomes

Soma Umenye will engage with REB to propose several studies related to issues of the design of REB's Kinyarwanda program.

2.3.2. Implement research agenda activities in collaboration with Rwandan stakeholders

Soma Umenye will draft a proposal for a time on task study and share it with USAID and with REB. The study will look at:

- The amount of time allocated by the curriculum to Kinyarwanda and whether schools generally reach this target amount of time (looking at any unplanned school closures or reduced class time due to teacher/student absences),
- The amount of time devoted to curricular learning (reading, writing, listening, speaking, and other curricular elements) in PI-P3 Kinyarwanda classrooms

(looking at time spent on non-learning activities such as classroom discipline or roll call), and

- The amount of time allocated in P1-P3 Kinyarwanda classrooms to learning to read and write (including looking at how class time is used to help achieve REB's reading/writing-related grade-level standards).

This study is intended to contribute to REB's review of its competency-based curriculum (part of its *imihigo*) to help inform time allocation within the curriculum to Kinyarwanda reading and writing competencies.

B2d. Sub-IR 2.4: Early-grade reading assessment systems strengthened

2.4.3. Analyze and report on EGRA data

Soma Umenye will finalize the EGRA report in Quarter 2 and prepare for a dissemination workshop with REB in Quarter 3.

B2e. Sub-IR 2.5: Capacity of Teacher Training Colleges (TTCs) to Effectively Prepare Teachers of Early-Grade Reading Increased

No activities planned this quarter.

C. MEL ACTIVITIES

Learning workshop. The MEL team will organize a learning workshop with field staff, the technical team, REB staff and other partners to review the data and analysis conducted. The workshop will as well as serve as preliminary recommendations to update FY18 tools as necessary.

Revision of school monitoring tools. Under the leadership of the new MEL director, the MEL team will review the school monitoring tools in light of changes to Soma Umenye's intervention model in Year 2 and propose changes to the school monitoring tools. To make those changes, the MEL team will conduct a workshop with REB staff to update the school monitoring tools and train district advisors on how to use the revised tools during their routine school monitoring and lesson observation activities.

Rolling assessments. The MEL team will hold a consultative meeting with REB to revise the LEMA tools (in line with Soma Umenye's Year 2 implementation model) and prepare inspectors, DEOs, and SEOs for data collection at the end of Term 2.

Data quality assurance. The MEL team will conduct data quality assurance check for Soma Umenye indicators and other implementation activities, including trainings and TLM distribution in schools.

Compilation of Quarter 2 actual results. The MEL team will compile Quarter 2 actual results for Soma Umenye indicators. They will collect and compile the data on participants who will attend Soma Umenye trainings organized in Quarter 2 and TLMs distribution, among other elements.

Collection and compilation of school-level data. MEL will design, pilot and launch the school profile tool to collect data to be used for planning, procurement, and MEL purposes.

D. COMMUNICATIONS ACTIVITIES

Media engagement and mobilization. The communication team is working on a media kit to be submitted to USAID.

Soma Umenye visibility materials. This quarter, the communication team will update internal signage, materials, business cards and badges to conform with USAID brand guidelines.

Soma Umenye communications materials. In Quarter 2, the communications team will finalize tools to support team compliance with USAID brand requirements.

E. ACTIVITY MANAGEMENT

In Quarter 2, Soma Umenye will:

- Review and revise our project delivery tracker.
- Develop a summary Year 2 work plan and disseminate to districts following a workshop with PAs and DAs to ensure full understanding of planned PI training and plans to develop P2 essential core.
- DAs will develop their own Soma Umenye district plans which will be monitored by Soma Umenye through PAs.

ANNEX A. SUCCESS STORIES

SNAPSHOT

Teachers Enable Students to Engage Directly in Learning

Teachers in Rwanda are finding innovative ways to improve reading instruction.



Alphonsine Fitina uses bottle tops to teach letter recognition to students at Kamegeri Primary School.

PHOTO: Fidele Azarugarura/USAID's Soma Umenye

Schools participating in USAID Soma Umenye training are seeing their teachers adopting innovations to help their students build reading skills, such as recognizing which letters make which sounds. USAID Soma Umenye, a partnership between the Rwandan Education Board (REB) and USAID, works with teachers to improve early grade reading outcomes for students in P1-P3.

Before USAID Soma Umenye training, reading and writing instruction at Kamegeri Primary School in the Nyamagabe District tended to be lecture. This relegated students to passive learning. Today, its teachers are thinking of ways to engage children in learning — to move from modeling reading skills to enabling students to take on reading tasks themselves.

Alphonsine Fitina, a P1 Kinyarwanda teacher at Kamegeri, has turned a common household item into a game that helps students build letter knowledge.

“After the training, we came up with innovative ideas to improve early grade reading in Kinyarwanda. For example, I teach reading and writing in such a way that all learners are motivated and engaged. I started from local and no cost materials like bottle tops to make teaching aids: writing the letters in bottle tops and asking children for example to identify the letters to build their phonological awareness. I sometimes ask them to make words using letters written in bottle tops and that approach works perfectly.”

She continued, “Before the training I did not think about teaching materials and aids especially for reading and writing in Kinyarwanda. I could not even imagine what kind of teaching materials we could use, except the alphabet chart bought by the school.”

Cecile Nyirambarushimana, a P1 Kinyarwanda teacher at Rubona Primary School in Gisagara District, added, “Despite the challenge we face from the lack of reading materials, the students are motivated by the use of locally made teaching aids. We expect a positive impact.”

ANNEX B. REPORTING AGAINST INDICATORS (Q1 FY 2018)

Indicator (type, source)	Definition	Data Source, Collection Frequency, and Disaggregation	Baseline/Annual Targets	Actual FY17 Q1 Results	Notes
Objective: Improved literacy outcomes for children in early grades					
All targets are annual (not cumulative) unless otherwise noted.					
1. Percent of P1-P3 students able to read grade-level text with fluency and comprehension (outcome, RFTOP: Deliverable K)	The average percent of P1, P2, and P3 students enrolled in government and government-assisted primary schools who meet MINEDUC grade-level reading benchmarks in Kinyarwanda for their grade	Source: EGRA Frequency: annual Disaggregation: sex, province, rural/urban, disabled/non-disabled, ¹ grade	B: 35% (fluency), 10% (comprehension) for P1 Y1: 20% (Act.: not applicable because the baseline was set in Year 1) Y2: 35%	n/a	The baseline was conducted in 2017. This indicator is reported annually.
2. Number of children whose reading outcomes in Kinyarwanda are improved (outcome, RFTOP: Deliverable J)	The number of children who (1) move from zero scores to at least 1 correct word per minute (cwpm) or (2) move from at least 1 cwpm to at least 10 cwpm. The children under consideration are attending P1-P3 in public and government-aided primary schools.	Source: EGRA Frequency: annual Disaggregation: sex, province, rural/urban, disabled/non-disabled, grade	B: 0 Y1: 60,447 (Act.: not applicable because the baseline was set in Year 1) Y2: 227,500	n/a	The baseline was conducted in 2017. This indicator is reported annually.
3. Number of learners reached in reading programs at the primary level with USG assistance	Number of students enrolled in P1, P2, and P3 in project-supported schools. These learners are the beneficiaries	Source: MINEDUC EMIS, District statistics Frequency: annual	B: 0 Y1: 172,707 (Act.: 158,468) Y2: 650,000	n/a	This is an annual indicator and the actual result will be reported in Q4

¹ Our goal is to disaggregate this indicator by disability status. We are consulting with the government on this issue. This applies to all indicators with disability status a disaggregation factor.

Indicator (type, source)	Definition	Data Source, Collection Frequency, and Disaggregation	Baseline/Annual Targets	Actual FY17 Q1 Results	Notes
(output, F indicator ES 1-5)	whom we define as those enrolled in public and government-aided schools and grade levels benefitting from Soma Umenye interventions.	Disaggregation: grade, sex, district, disabled/non-disabled, Age (10-14 & 15-19)			
4. Number of education administrators and officials who complete professional development activities with USG assistance (output, F indicator ES 1-12)	Number of education officials or administrators of schools receiving training in aspects of their current positions with project support. By administrators and officials in this indicator, we mean individuals involved in the organization, management, operations, and support systems within the education system.	Source: project records Frequency: quarterly Disaggregation: sex, district, disability, occupation, focus of training	B: 0 Y1: 700 (Act.: 1,499) Y2: 5,411	0	No training for education administrators and officials was planned in Q1.
4A. Percent of head teachers successfully trained (output, custom: Deliverable G)	Percent of head teachers in project-supported schools who complete Soma Umenye-supported training modules.	Source: MINEDUC records Frequency: Quarterly Disaggregation: sex, district	B: 0 Y1: 90% (Act. 0%) Y2: 90%	0%	No training for headteachers was planned in Q1.
IR 1: Classroom instruction in early- grade reading improved					
5. Number of primary school educators who complete professional development activities (1) on implementing evidence-based reading instruction (ES 1-7), (2) to advance outcomes consistent with	The number of primary or secondary school educators that successfully complete Soma Umenye training on evidence-based reading instruction and on cross cutting issues in literacy education: gender and inclusion	Source: project records Frequency: quarterly Disaggregation: sex, district, position, topic of training, in-service vs. pre-service	B: 0 Y1: 3,263 (Act.:1,572) Y2: 4,750	0%	No training for teachers was planned in Q1.

Indicator (type, source)	Definition	Data Source, Collection Frequency, and Disaggregation	Baseline/Annual Targets	Actual FY17 Q1 Results	Notes
gender equality or female empowerment through their roles in public or private sector institutions or organizations (GNDR-8), or (3) on teaching students with special educational needs (ES 1-8) (output, custom)					
5A. Percent of early grade reading teachers successfully trained (output, RFTOP: Deliverable E)	Percent of P1-P3 teachers of Kinyarwanda in project-supported schools who complete Soma Umenye-supported training modules.	Source: project records Frequency: quarterly Disaggregation: sex, grade, district	B: 0 Y1: 90% (Act.:93%) Y2: 90%	0%	No training for teachers was planned in Q1.
6. Number of USG-assisted organizations and/or service delivery systems that serve vulnerable persons strengthened (output, F indicator ES.4-3)	Count of entities and/or procedures serving at-risk beneficiaries made more effective with USG resources.	Source: Official reports, training registers, review and analysis of project records Frequency: annual Disaggregation: type of organization	B: 0 Y1: N/A (Act.: N/A) Y2: 1	n/a	This indicator was added in Year 2. This is an annual indicator and the actual result will be reported in Q4.
Sub-IR 1.1: Evidence-based, gender-sensitive early-grade reading materials available and used					
7. Number of primary textbooks and other teaching and learning materials (TLM) provided with USG assistance. (output, F indicator ES 1-10)	For this indicator, we refer to the Kinyarwanda Teaching and Learning materials (teacher guides, textbooks, read-aloud books, and story-books) provided with USAID assistance.	Source: project records Frequency: Quarterly Disaggregation: district, grade, TLM type	B: 0 Y1: 896,610 (Act.: 89,492) Y2: 2,725,000	0	No TLMs were distributed to schools in Q1 FY18 as the revision process was underway.
8. Percent of primary	Percent of project-supported	Source: School	B: 0	n/a	This is an annual

Indicator (type, source)	Definition	Data Source, Collection Frequency, and Disaggregation	Baseline/Annual Targets	Actual FY17 Q1 Results	Notes
school classrooms that receive a complete set of essential reading instructional materials with USG assistance (output, RFTOP: Deliverable F, F indicator ES 1-11)	schools that have received the right number of the “essential core” books instructional materials for a classroom including: <ul style="list-style-type: none"> • One reading instructional guide for each teacher • One student reading workbook per student • One set of decodable readers per student • One set of supplemental reading materials per classroom and teaching and learning materials, such as educational recordings. 	records Frequency: annual Disaggregation: district	Y1: 100% (Act.:0%) Y2: 100% (5,625 of 5,625)		indicator and the actual result will be reported in Q4.
9. Percent of observed classrooms in which children are using project-provided books (outcome, custom)	Percent of observed classrooms in which at least 75 percent of children are observed using project-provided materials during observed reading lessons (i.e., they have a copy of the book for themselves and it is open)	Source: Classroom observations Frequency: termly Disaggregation: district, grade	B: 0 Y1: N/A (Act.: N/A ²) Y2: 50%	n/a	Data will be reported in Quarter 2 (during Term 2).
Sub-IR 1.2: Teachers’ use of evidence-based, gender-sensitive instructional practices in early-grade reading increased					

² In Year 1, DA observations of classrooms in Quarter 4 found that 42% of children had textbooks (at this point, Soma Umenye had distributed no books). The 2017 EGRA, which was administered in October after Soma Umenye had distributed the Drakkar book, found that 73% of children had books. However, the figure of 73% included all available books rather than just those provided by Soma Umenye. In the 2018, EGRA we will ensure that enumerators only count the revised PI teaching and learning materials.

Indicator (type, source)	Definition	Data Source, Collection Frequency, and Disaggregation	Baseline/Annual Targets	Actual FY17 Q1 Results	Notes
-. Number of primary or secondary school educators who complete professional development activities (1) on implementing evidence-based reading instruction, (2) to advance outcomes consistent with gender equality or female empowerment through their roles in public or private sector institutions or organizations, or (3) teaching students with special educational needs	See indicator 5 above.				
10. Percent of teachers demonstrating essential skills in the teaching of reading (outcome, custom)	Percent of teachers who are observed demonstrating essential skills during teaching of reading in Kinyarwanda in their classrooms according to observation protocol.	Source: School Monitoring Lesson Observation Frequency: Quarterly Disaggregation: sex, grade, district	B: TBD Y1: TBD (Act.: N/A) Y2: 30%	n/a	Data will be reported in Q2 (at the end of term 1 of school year).
Sub-IR 1.3: Capacity of head and mentor teachers to coach and supervise early-grade reading instruction strengthened					
-. Number of education administrators and officials who complete professional development activities with USG assistance	See coach training disaggregation under indicator 4.				
11. Percent of PI-P3 Kinyarwanda teachers who report receiving adequate	The percent of PI-P3 Kinyarwanda teachers who report receiving adequate (as	Source: Grade monitoring questionnaire	B: TBD Y1: 0 (Act.: N/A) Y2: TBD	n/a	Data will be reported in Quarter 2 (during

Indicator (type, source)	Definition	Data Source, Collection Frequency, and Disaggregation	Baseline/Annual Targets	Actual FY17 Q1 Results	Notes
coaching for the implementation of an evidence-based early grade reading approach (outcome, custom)	defined by frequency - minimum of one visit every two weeks - and quality teacher rating of usefulness of satisfactory or better) coaching and supervision for the implementation of evidence-based early grade reading approach.	Frequency: Quarterly Disaggregation: sex, district, grade			Term 2).
12. Percent of head teachers demonstrating essential leadership skills in the support of early grade Kinyarwanda literacy in their school (outcome, custom)	Percent of head teachers who are observed demonstrating essential skills during classroom visits according to observation protocol.	Source: School observations Frequency: quarterly Disaggregation: sex, district, occupation	B: TBD Y1: TBD (Act.: N/A) Y2: 20%	n/a	Data will be reported in Quarter 2 (during Term 2).
Sub-IR 1.4: Schools' and teachers' use of student assessment results improved					
- . Percent of teachers demonstrating essential skills in the teaching of reading (outcome, custom)	See indicator 10 above.				
13. Percent of schools (1) sharing assessment results with SGACs and (2) helping SGACs use assessment results to inform parents (outcome, custom)	Percent of schools whose head teachers share P1-P3 reading in Kinyarwanda assessment results with SGACs and recommend simple methods to SGACs that parents can use to help students improve their reading outcomes.	Source: visits to sample of sites Frequency: Quarterly Disaggregation: grade of results, district, school action (sharing results vs. helping SGACs use results)	B: TBD Y1: TBD (Act.: N/A) Y2: 20%	n/a	Data will be reported in Q2 (at the end of term 1 of school year).

Indicator (type, source)	Definition	Data Source, Collection Frequency, and Disaggregation	Baseline/Annual Targets	Actual FY17 Q1 Results	Notes
IR 2: Systemic capacity for early-grade reading instruction improved					
14. Number of laws, policies, regulations, or guidelines developed or modified to improve primary grade reading programs (outcome, F indicator, includes Deliverable I)	Number of laws, policies, regulations, or guidelines created or modified with the purpose of improving the quality of education services (particularly with respect to early grade reading and not including fluency and comprehension standards or with respect to gender equality)	Source: MINEDUC records Frequency: annual Disaggregation: type of document, focus of policy	B: 0 Y1: 0 (Act.:1) Y2: 1	n/a	This is an annual indicator and the actual result will be reported in Q4
Sub-IR 2.1: National advocacy mechanisms for early-grade reading interventions strengthened					
15. Percent of agreed-on annual activities in the approved transition plan that are completed (outcome, custom)	The percent of activities that Soma Umenye and REB have agreed to move forward in the Soma Umenye transition plan that are completed the year that they are scheduled.	Source: REB records Frequency: annual Disaggregation: N/A	B: 0 Y1: N/A Y2: 50%	n/a	This indicator was added in Year 2. This is an annual indicator and the actual result will be reported in Q4
Sub-IR 2.2: Student and teacher performance standards and benchmarks for early-grade reading applied					
16. Number of early grade reading performance standards approved by MINEDUC (output, custom)	Number of standards created to cover aspects of early grade reading (such as fluency and comprehension)	Source: MINEDUC records Frequency: annual Disaggregation: focus of standard	B: 0 Y1: 0 (Act.:0) Y2: 0	n/a	This is an annual indicator and the actual result will be reported in Q4
17. Number of early grade reading teacher performance standards approved by MINEDUC	Number of teacher principles of effective literacy instruction covering aspects of early grade reading (such as fluency or	Source: MINEDUC records Frequency: annual Disaggregation: focus	B: 0 Y1: 0 (Act.:0) Y2: 0	n/a	This is an annual indicator and the actual result will be reported in Q4

Indicator (type, source)	Definition	Data Source, Collection Frequency, and Disaggregation	Baseline/Annual Targets	Actual FY17 Q1 Results	Notes
(outcome, custom)	comprehension) that are approved by MINEDUC and communicated to education sector actors	of standard			
Sub-IR 2.3: Research-based policies and curricula in support of early-grade reading instruction implemented					
18. Number of scientific studies published or conference presentations given as a result of USG assistance for research programs (outcome, F indicator)	The number of studies of which findings are shared with national and/or international audiences through publication or presentation at a conference (like CIES) or peer-reviewed journals.	Source: project records Frequency: annual Disaggregation: topic of study, presentation or publication	B: 0 Y1: 1 (Act.:0) Y2: 2	n/a	This is an annual indicator and the actual result will be reported in Q4.
Sub-IR 2.4: Early grade reading assessment systems strengthened					
19. Number of times Soma Umenye-supported assessment data is cited by policymakers in official documents, presentations, or media interviews. (outcome, custom)	Number of times MINEDUC/REB staff refer to Soma Umenye-supported assessment results in reports, policy guidance, presentations, or media interviews	Source: MINEDUC and media records Frequency: quarterly Disaggregation: medium of communication	B: 0 Y1: 0 (Act.:0)Y2: 2	0	Soma Umenye baseline data analysis was finalized in FY18 Q1 and the dissemination is planned in subsequent quarters.
Sub-IR 2.5: Capacity of TTCs to prepare effective early grade reading teachers improved					
20. Number of host country tertiary education institutions receiving capacity development support with USG assistance (output, F)	The number of tertiary institutions of higher learning that successfully complete capacity training (including in early grade literacy research) that are supported by the	Source: project records Frequency: annual Disaggregation: N/A	B: 0 Y1: 1 (Act.: 1) Y2: 1	n/a	This is an annual indicator and the actual result will be reported in Q4.

Indicator (type, source)	Definition	Data Source, Collection Frequency, and Disaggregation	Baseline/Annual Targets	Actual FY17 Q1 Results	Notes
indicator ES 2-1)	project.				

ANNEX C. KINYARWANDA INSTRUCTIONAL MATERIALS SITUATION ANALYSIS

EXECUTIVE SUMMARY

One of the objectives of the Soma Umenye Activity is to identify an “essential core” of evidence-based instructional materials in Kinyarwanda for grades 1-3 that can be maintained by schools after the life of the activity, including, at a minimum, teacher’s guides with scripted lessons, student textbooks, and classroom sets of decodable and leveled readers. To achieve this objective, Soma Umenye is conducting three situational analyses: (1) of instructional materials, (2) of supplementary materials, and (3) of materials to support children with disabilities in learning to read in Kinyarwanda.

The goal of the instructional materials situation analysis (this document) was to evaluate materials (student books, teacher’s guides, and teacher read aloud books) currently (or planned to be) used in Kinyarwanda classes in grades 1-3 to determine whether they needed any revision to include essential evidence-based instructional practices and deliver the best early grade reading outcomes.

To conduct the analysis, Soma Umenye consultants and staff delivered a five-day workshop to enable REB curriculum experts, teachers, and education specialists from Soma Umenye and Save the Children to evaluate existing Kinyarwanda instructional materials. The materials evaluated are listed in Exhibit I below.

Exhibit I. Instructional Materials Evaluated

Instructional Materials	Copyright	Use in Schools
Primary grade 1 (P1)		
L3 package (student book, teacher’s guide, teacher read aloud book)	REB	Currently in use in schools
Drakkar package (student book, teacher’s guide)	Drakkar Publishers	Currently in use in schools
Primary grade 2 (P2)		
L3 package (student book, teacher’s guide, teacher read aloud book)	REB	Currently in use in schools
Drakkar package (student book, teacher’s guide)	Drakkar Publishers	Currently in use in schools
Primary grade 3 (P3)		
L3 package (student book, teacher’s guide, teacher read aloud book)	REB	Not yet distributed to schools

Workshop participants used evaluation tools tailored to the Rwandan context to analyze how well the currently available textbooks reflect the five foundational skills underlying early grade reading competency: phonological awareness, phonics, fluency,

vocabulary, and comprehension.³ These five are essential underpinnings of a competence-based curriculum in literacy. Participants also evaluated other features of the textbooks, including illustrations, design, layout, gender equality, and the incorporation of the general competencies set forth in the current curriculum.

FINDINGS

The results indicated that all evaluated instructional materials for PI-3 would be more effective if revised to be more in line with evidence-based practices.

- **Curriculum.** All instructional materials evaluated broadly follow the curriculum, are generally grade-appropriate, and are organized in a logical manner.
- **Key elements of literacy knowledge.** All instructional materials evaluated generally cover the key elements of literacy knowledge and skills.
- **Opportunities to practice essential skills.** While all instructional materials work to achieve this goal, there are significant opportunities for improvement related to several key skills, including the teaching of vocabulary, and reading comprehension.
- **Effective use of illustration.** In all evaluated instructional materials, illustration is generally used effectively. However, there are significant opportunities to improve this use by linking illustrations to instructional objectives.
- **Areas for improvement.** All instructional materials were found to have opportunities for improvement. Speaking generally,
 - phonological awareness activities were found to be insufficient,
 - phonics was often well taught but lacked enough opportunities for student practice and review,
 - vocabulary activities do not sufficiently prompt students to connect vocabulary to new contexts,
 - illustrations are not adequately linked to instructional strategies, and
 - teacher guides did not include sufficient higher-order comprehension activities. (See Exhibit 2 below for more detail.)

Exhibit 2. Summary of Findings

Instructional Materials	Areas for Improvement
Primary grade 1 (P1)	
L3 package (rated 22 percent sufficient)	<ul style="list-style-type: none"> • Needs revision related to <ul style="list-style-type: none"> — phonics (more review exercises), — comprehension (guidance related to re-telling important events in a story), — fluency (increase in timed readings), — phonological awareness (additional activities in student book), — vocabulary (use in new contexts), and — additional features (reduce amount of text on page)
Drakkar package (rated 13 percent sufficient)	<ul style="list-style-type: none"> • Needs extensive revision related to instruction in <ul style="list-style-type: none"> — vocabulary, — fluency, and — comprehension skills.
Primary grade 2 (P2)	
L3 package (rated 37 percent sufficient)	<ul style="list-style-type: none"> • Needs revision related to <ul style="list-style-type: none"> — phonological awareness (deficits in exercises for segmenting

³ See page 9 of this report for a definition of these terms.

Instructional Materials	Areas for Improvement
	and blending) — fluency (lack of timed readings) — vocabulary (use of vocabulary in new contexts) — comprehension (include reading comprehension questions that draw on higher order thinking)
Drakkar package (rated 23 percent sufficient)	<ul style="list-style-type: none"> Needs revision related to <ul style="list-style-type: none"> Phonological awareness (need activities added to support development of this skill)
Primary grade 3 (P3)	
L3 package (rated 44 percent sufficient)	<ul style="list-style-type: none"> Needs revision related to <ul style="list-style-type: none"> Phonological awareness (better draw students' attention to the few new blends introduced in P3). Phonics (additional review, which helps children who are behind on phonics to catch up) Fluency (lack of timed readings, need to increase the length of decodable texts as the year progresses)

Instructional material packages should have a rating no lower than 85-90 percent sufficient, with the ideal being nearly 100 percent. This rating of 100 percent is separate from compliance with any given curriculum. It refers to compliance with best practices in literacy development from evidence-based research across multiple languages. Thus, for any curriculum to succeed, materials need to use activities proven to develop literacy skills. This can only be ensured by making instructional materials based on an evidence-based approach.

RECOMMENDATIONS AND NEXT STEPS

This report recommends the revision of one textbook and teacher's guide for each P1, P2, and P3 in order to ensure that the book used in Rwandan early grade classrooms includes the best evidence-based approaches to build students' abilities to learn to read successfully in Kinyarwanda. It recommends that REB (and Soma Umenye would be happy to support REB in this work):

- Confirm that the scope of sequences of P1-P3 books meets the needs of students.
- Ensure systematic teaching of the five foundational skills of reading, including sufficient review by students of what they are learning,
- Ensure the presence of sufficient decodable texts for children to practice reading,
- Ensure that vocabulary activities give children the opportunity to connect vocabulary to new contexts,
- Add timed readings to help children build fluency skills,
- Ensure texts in P2 and P3 build higher-order comprehension activities, and
- Align teacher's guide content with any revisions in the student book.

Next steps will in part depend on REB's decision regarding whether it would like to procure instructional materials from private-sector publishers or whether it would like to develop instructional materials itself. If it takes the first path, Soma Umenye can support publishers (including Drakkar) to create evidence-based reading materials. If REB takes the second path, Soma Umenye can support REB staff to revise the L3 instructional materials (as REB owns the copyright to these materials).

One advantage of the second option is that it is more likely to enable Soma Umenye to deliver P1 and P2 materials to classrooms early in the 2018 school year.

INSTRUCTIONAL MATERIAL EVALUATION

BACKGROUND

In Rwanda, currently two textbooks (with accompanying teacher guides) have been approved by the Rwanda Education Board (REB) — which is part of the Ministry of Education — and are in use for teaching Kinyarwanda in early grades (grades 1 through 3). One set was developed by Drakkar Publishers and another by the USAID-supported L3 program, in collaboration with REB. Recent evaluation data from Rwandan schools has not indicated a high level of achievement in reading in Kinyarwanda in early grades. While the quality of textbooks is not the only factor that impacts students' learning achievement, it does play a significant role. It is in this context that Soma Umenye jointly with REB's Curriculum Pedagogical Materials Production and Distribution (CPMD) Department undertook a comprehensive assessment of instructional materials for teaching Kinyarwanda in early grades. Following visits to classrooms and discussions with teachers, REB experts, and publishers, Soma Umenye developed a framework for an evaluation workshop as well as the draft instruments for use in the workshop.

COMPETENCE-BASED CURRICULUM AND EARLY GRADE READING FOUNDATIONS

The instructional materials evaluated follow Rwanda's current curriculum, which is competence-based. The curriculum is detailed, specifying the content, sequence, and timing of elements. The teacher's guides for both L3 and Drakkar include the competences from the curriculum covered in the materials.

The evaluation did not address the materials' compliance with the curriculum specifically, as previous reviews have deemed them compliant. Thus, the evaluation workshop focused on the evidence-based research on the early grade reading skills that lead to improved literacy rates in younger children. These skills are

- phonological awareness,
- phonics,
- fluency,
- vocabulary, and
- comprehension (listening and reading comprehension).

Below, we include definitions of each of these terms.

- *Phonological awareness.* Phonological awareness can be defined as “the ability to detect, manipulate, or analyze the auditory aspects of spoken language (including the ability to distinguish or segment words, syllables, or phonemes), independent of meaning.”⁴ Phonemes are distinct units of sound within a word in a given

⁴ National Center for Family Literacy, “Developing early literacy: Report of the national early literacy panel. A scientific synthesis of early literacy development and implications for intervention.” 2008, quoted in RTI International, “Early Grade Reading Assessment (EGRA) Toolkit, Second Edition,” 2015, Washington, DC: USAID, p. 20.

language. For example, in the English word “hat” there are three phonemes: “h,” “ae,” and “t.”

- *The alphabetic principal and phonics.* The alphabetic principle is the understanding that words are made up of sounds (i.e., phonemes) and that letters are symbols that represent those sounds. Teaching these letter-to-sound and sound-to-letter mappings is an instructional method commonly known as phonics.⁵
- *Vocabulary.* Vocabulary refers to the ability to understand the meaning of words when we hear or read them (receptive vocabulary), as well as to use them when we speak or write (productive vocabulary). Reading experts have suggested that vocabulary knowledge of between 90 and 95 percent of the words in a text is required for comprehension.⁶
- *Fluency.* Fluency is “the ability to read text quickly, accurately, and with proper expression.” Fluency can be seen as a bridge between word recognition and text comprehension.⁷
- *Comprehension.* Reading comprehension is the ultimate goal of reading. It enables students to make meaning out of what they read and use that meaning not only for the pleasure of reading but also to learn new things, especially other academic content. Reading comprehension is a highly complex task that requires both extracting and constructing meaning from text. In addition, listening comprehension is overall oral language comprehension, including the oral understanding of vocabulary.⁸

During the workshop, some participants asked if evaluating against the research findings was in harmony with the competence-based curriculum since the curriculum specifies what students should be able to do. In fact, there is no conflict. The curriculum specifies what the students should be able to do / where the students need to end up, but no curriculum can detail how to write the book to get the students there. The research principles focus on *how* students develop literacy skills, and thus are an appropriate framework for analyzing textbooks for a variety of curricula, including a competence-based one.

THE RWANDAN CONTEXT: TAILORING AN EVALUATION TOOL FOR KINYARWANDA

Currently, REB’s Textbook Approval Committee uses a specific tool to evaluate textbooks. However, this tool is not specifically designed to evaluate the efficacy of the textbook in building early grade reading skills (drawing on the international research that defines the skills to be developed by the textbook). It is important that any evaluation tool reflect the linguistic and cultural context of the textbooks. The evaluation tool that was used as a basis for the Rwandan evaluation tool was developed at the University of Oregon. This tool serves as the basis for the evaluation of textbooks across the United States and other countries around the

⁵ RTI, 2015, pp. 21-22.

⁶ RTI, 2015, p. 24.

⁷ National Institute of Child Health and Human Development, “Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups” 2000, quoted in RTI, 2015, p. 25.

⁸ RTI, 2015, pp. 25, 27.

world, as well as by leading educational publishers such as Pearson and Scholastic. It is from this starting point that the Kinyarwanda tools were developed.

Linguistically, Kinyarwanda is obviously different from English (the context in which the University of Oregon tool was developed). This has a major impact on the categories of phonological awareness and phonics. An example with respect to phonological awareness is the open-syllable structure of Kinyarwanda. Thus, while it is imperative for English literacy development to focus not only on initial phonemes of a word but also on final consonant phonemes of a word,⁹ it is inappropriate to do so for Kinyarwanda since words do not end in consonants. An example with respect to phonics is the progression from single syllable to multi-syllable words, which is the norm in teaching students to read English words. The English language is not particularly morphologically rich (that is, it does not use multiple stems, root words, prefixes, and suffixes), and has many single-syllable words. In contrast, Kinyarwanda is morphologically rich, and therefore many common words that are appropriate for younger learners are multi-syllabic. These examples illustrate the linguistic considerations of adapting an evaluation tool for Kinyarwanda textbooks.

Cultural context also shapes the evaluation tool. For example, the evaluation tool acknowledges the Rwandan values of gender inclusion and equality. While important for all societies, Rwanda is keen to ensure such representation in the illustrations and texts of its instructional materials, informing the adaptation of the evaluation tool.

Drafts of the three evaluation tools were reviewed by native speakers of Kinyarwanda with backgrounds in education.

EVALUATION TOOL RATING SYSTEM

Evaluation tools for instructional materials are difficult to design. Simple tick boxes with “yes” or “no” ratings are not helpful in identifying concrete shortcomings and do not lead to specific suggestions for change. Furthermore, these types of instruments require no accountability for ratings, allowing participants to give only cursory thought to the process. Conversely, evaluation tools that pose questions with only open-ended answers are very difficult to quantify for more than a few participants. These open-ended instruments also require a lot of time and thought from participants, and may not be suitable for larger evaluations, like ours, in which several instructional materials packages needed to be evaluated over five days.

As a result, we agreed on a hybrid evaluation tool: one with three tick-box choices as well as open-ended responses. With respect to each item, participants chose one of three options:

1. Always present / Sufficient
2. Present, but needs revision to be sufficient
3. Insufficient / Not present

⁹ Phonemes are distinct units of sound within a word in a given language. For example, in the English word “hat” there are three phonemes: “h,” “ae,” and “t.”

For the rating of “Always present / Sufficient,” participants had to provide a minimum of three pieces of specific evidence, from either the student’s book or teacher’s book, as support. Specific pages or stages in a lesson counted as specific evidence. The specific evidence demonstrates that each aspect of the five key components of a research-based approach to literacy was sufficiently represented. Furthermore, by gathering evidence, we could ensure that participants were not only evaluating attentively, but also clearly understanding the concepts.

For the “Present, but needs revision” and “Insufficient / Not present” ratings, participants did not have to provide three pieces of evidence since these ratings indicated a lack of sufficient examples.

WORKSHOP DESIGN AND IMPLEMENTATION

WHAT WAS EVALUATED?

Over the course of the five-day workshop in Nyamata (Bugesera District), participants evaluated five textbooks: L3 textbooks for P1, P2, and P3, and the Drakkar textbooks for P1 and P2. Participants analyzed the student’s books, the teacher’s guides, and the read aloud book (only available for the L3 books).

Posters / wall charts, flashcards, and audio recordings were not evaluated for four reasons:

- First, while these materials are important, they are not consistently distributed and used in all classrooms, and within the textbook industry, they are not considered core materials.
- Second, the use of these materials as an essential part of classroom instruction would be indicated in the teacher’s guides, which were available to all participants during the evaluation.
- Third, the purpose of the evaluation workshop was to define a core package of materials and the nature of that core package; supplementary material evaluation will be conducted at a later date.
- Finally, evaluating these materials during the Nyamata workshop would have required more than five days, which was the minimum time needed to evaluate the core instructional materials packages (student’s book, teacher’s guide, and any accompanying read alouds).

WHO WERE THE PARTICIPANTS?

There were 24 participants, including REB curriculum specialists, classroom teachers, specialists from Soma Umenye and Save the Children, and specialists from the University of Rwanda College of Education.

The participants conducted their evaluations anonymously. Soma Umenye prepared a sign-up sheet of a randomized number table to allocate reviewer codes. Participants used only their number code on their evaluation instruments, and only Soma Umenye staff had access to the numbers. This ensured that each participant felt truly free to express his/her opinion. The randomized numbering also ensured that each voice will be heard equally without deference to position or title. The sign-up sheet is secure in Soma Umenye’s files.

IMPLEMENTATION

Workshop Elements

The five-day workshop began with an overview of the five elements of a research-based early grade reading framework, including review of the most recent research underpinnings. Then participants actively engaged in sessions dedicated to fleshing out each of the five elements.

In addition, participants evaluated additional features of the textbooks that are not part of the above-mentioned early grade reading framework, including how well the material reflected the general competences of the competence-based curriculum as well as the clarity of the illustrations, design, and layout of the instructional materials.

Instrument Refinement

Although the evaluation instruments were shared with USAID, native speakers of Kinyarwanda, and education specialists prior to the workshop, participants' discussions revealed additional refinements to the instrument, which the Soma Umenye team incorporated on the spot. The new copies were printed in our workshop room and distributed immediately. In designing the workshop, we felt strongly that participants should have the opportunity to modify the evaluation instrument based on meaningful discussion, and thus this flexibility was incorporated into our workshop and participants shared their inputs to finalize adaptation of the tools.

There were two changes. One change eliminated an item in the comprehension section as it was too difficult to distinguish meaningfully from a following item. Another item's length (from the phonics section) was reduced to clarify the language regarding blends. Neither change had a major impact on the way the training or evaluation occurred, but they underscore the collaborative relationship amongst all at the workshop in developing the first instrument to evaluate materials for literacy development of Kinyarwanda speakers.

Kinyarwanda Translation

We discussed the issue of translating the instrument and decided to provide the instrument in English only. This was more of a logistical issue in that adding the layer of translation would hinder our flexibility to refine the instrument during the workshop as well as make the compilation of the data more time consuming. However, since English was a third language for most of the participants, we agreed they could write their comments or provide their evidence for ratings in Kinyarwanda. This was critical to give participants their best opportunity to evaluate the textbooks for their native language in their native language.

To ensure that all participants understood the evaluation rubrics, we went through them together and provided simultaneous interpretation in Kinyarwanda during the workshop. This helped some participants to translate the rubrics as necessary for later reference when they were evaluating by themselves / in their groups.

Groupings

Participants conducted their evaluations in groups, but each recorded his or her individual scores (rather than consensus group scores). The groups were assigned

randomly, ensuring that each group consisted of at least one REB specialist, one teacher, and a Soma Umenye / Save the Children specialist. Participants remained in these groups throughout the five days. This grouping method offered the best possibility for exchange of viewpoints and experiences.

Although working in groups, each participant completed his/her own evaluation sheet. We anticipated that not all members of the group would agree on every point, so asking for individual sheets ensured that we heard each participant's viewpoint. Even if everyone in the group agreed, we asked each participant to submit his/her own evaluation sheet.

DATA ANALYSIS METHODOLOGY

PURPOSE OF ANALYSIS

The purpose of the analysis was to evaluate each instructional package (student's book, teacher's guide, and read aloud, if applicable) on its own merit with respect to the elements of a research-based approach to best develop literacy skills in the early grades. Because comparison of titles was not our goal, we did not have every participant evaluate every book. There simply would not have been time. However, a local expert, Mr. Joseph Murekeraho, stepped in to evaluate all the titles personally using the same rubrics. This helped achieve balance in the process. His evaluation is largely in line with the results of the evaluation workshop and will be discussed more fully in the results section. The results set forth are not intended to make any comparisons between the L3 and Drakkar texts.

PROCEDURE

We collected each participant's evaluation sheet at the end of each evaluation period. Sometimes evaluation periods were in the evening on the participants' own time (given the amount of material that had to be reviewed). Participants handed their sheets to the workshop facilitator so that all sheets were accounted for and they were placed in separate folders according to the grade level and book evaluated. They were not reviewed by the workshop facilitator while in Nyamata. After the workshop, the evaluation sheets were taken to Kigali and given to a Soma Umenye staff member (who had not been at the workshop) who tallied the raw scores on a blank page by hand and returned them to the workshop facilitator (to be included in this report). As preservation of and access to these evaluation sheets are critical to the integrity of the process, they remain in Kigali at the Soma Umenye offices.

As mentioned above, throughout the workshop, we emphasized that participants give three pieces of evidence to support a rating of "Always present / Sufficient." Once back in Kigali, the Soma Umenye consultant and staff went through the all the sheets and flagged instances where a participant rated an element as "Always present / Sufficient" but did not provide three specific pieces of evidence. These ratings were reassigned to the "Present, but needs revision to be sufficient" category. The reasoning for this was that the participant sometimes provided one or two pieces of evidence, so we had an idea of what the participant felt was sufficient and could recommend further revision along those lines. We also felt that because of the large number of items and length of the evaluation process, it was possible that

participants had inadvertently marked the wrong box because they knew they were not providing enough evidence. We felt that it would be unfair to the participants and their efforts to completely discount their ratings since they had done them in good faith by providing partial evidence. However, the implications of allowing insufficient evidence to support the highest rating would be detrimental to the process and, ultimately, to the students if recommendations to revise the textbooks rose or fell on the evaluation.

To separate the pedagogical/methodological elements of the research-based literacy approach from the additional features, the consultant calculated the results in two ways: first, using all the criteria and then again, using only the five core research-based literacy elements. This ensured that any decision to go forward with or forgo revision would be based on the content of the instructional materials, not the quality of illustrations or design or compliance with the general competences of the curriculum, etc.

In the final stage of the data analysis, the Soma Umenye materials specialists who had attended the training translated the evidence cited by the participants. This ensured that the participants' comments written in Kinyarwanda informed this report. I reviewed all the translations to ensure that the comments reflected an understanding of the concepts and supported the reviewed elements appropriately. Given that the Rwandan participants have superior knowledge regarding the language and the context, the data for the highest rating was included in ambiguous situations. Thus, none of the participants' highest ratings were reassigned based on interpretation of the evidence they provided.

RESULTS

EXPECTATIONS

In the United States, school districts expect close to a 100 percent "Always present / Sufficient" rating as higher percentages indicate strong incorporation of research-based components that have been proven to develop strong literacy skills. It is unreasonable to expect this 100 percent highest rating in the Rwandan context as the publishing sector is still developing — including the base of textbook writers — as is the evaluation system for instructional material packages. However, instructional materials that do not reflect evidence-based research are likely to be ineffective, resulting in low literacy skills. Thus, to balance effectiveness against realistic expectations, 85-90 percent "Always present / Sufficient" rating is probably reasonable, although there is no research indicating what the range should be.

DRAKKAR PRIMARY I

Result Snapshot

Drakkar Textbook

Summary of Primary I Ratings – Adjusted for ratings with no/insufficient evidence

	Sufficient		Needs revision		Insufficient
Phonological awareness (6 criteria)	6 ●	32 ○	10 ○		
Phonics (5 criteria)	25 ●	14 ○	4 ○		
Fluency (4 criteria)	1 ●	38 ○	16 ○		
Vocabulary (8 criteria)	0 ●	11 ○	68 ○		
Listening comprehension (5 criteria)	2 ●	12 ○	27 ○		
Additional features (7 criteria)	19 ●	49 ○	7 ○		

Primary I Totals (35 criteria)	53 ●	156 ○	132 ○		
Core Early Grade Literacy elements: Primary I Totals (28 criteria)	34 ●	107 ○	125 ○		

Total 341 marks possible

21% sufficient / adequate

79% insufficient or non-existent

Five Core Early Grade Literacy Elements

Total 266 marks possible

13% sufficient / adequate

87% insufficient or non-existent

This low rating was the result of particularly poor performance in vocabulary, fluency (1 highest rating / 16 lowest ratings, in the raw data), and comprehension (2 highest ratings / 27 lowest ratings, in the raw data). Revision of this material would be extremely extensive, particularly for the teacher's guide, which would essentially need to be rewritten to reflect the best practices in literacy instruction. The local expert who evaluated the same instructional package separately also rated this book at a lower level.

L3 PRIMARY I

Result Snapshot

L3 Textbook

Summary of Primary I Ratings – Adjusted for ratings with no/insufficient evidence

	Sufficient		Needs revision		Insufficient
Phonological awareness (6 criteria)	6 ●	32 ○	10 ○		
Phonics (5 criteria)	16 ●	34 ○	0 ○		
Fluency (4 criteria)	6 ●	18 ○	11 ○		

	Sufficient		Needs revision		Insufficient
Vocabulary (8 criteria)	11 ●	35 ○	34 ○		
Listening comprehension (5 criteria)	19 ●	17 ○	12 ○		
Additional features (7 criteria)	38 ●	28 ○	0 ○		
Primary I Totals (35 criteria)	96 ●	164 ○	67 ○		
USAID Core Early Grade Literacy elements: Primary I Totals (28 criteria)	58 ●	136 ○	67 ○		

Total 327 marks possible

29% sufficient / adequate

71% insufficient or non-existent

Five Core Early Grade Literacy Elements Total 261 marks possible

22% sufficient / adequate

78% insufficient or non-existent

The workshop participants' overall adjusted rating for this package was 22 percent adequate. This was the only title on which Mr. Murekeraho differed from the participants. He rated L3 Primary I as 44.4 percent "Always present / Sufficient." His rating was higher largely on the basis of the phonics and vocabulary sections, which he rated as 80 percent and 50 percent highest rating.

Phonics

Of the five categories, phonics outperformed the others, with no lowest rating marks and a 30 percent "Always present / Sufficient" score from the workshop participants. The necessary revision to this material is clear from the evidence section of evaluation sheets. Participants cite the need for revision and review, with representative comments such as "cumulative review exercises are missing" and "revision of previously introduced sounds [is] not enough."

Comprehension

Comprehension was the second-best category, with about 39 percent "Always present / sufficient" score, but of the remaining 61 percent, 25 percent of the listening comprehension material was rated "Insufficient / not present." The combined rating of 61 percent with the "Present, but needs revision" category does indicate that there is significant work to be done to upgrade this comprehension material. Upon further examination of the comments and material, significant improvement can be made by revisions to the teacher's guide, as indicated by representative participant comments: "Need more instruction on re-telling important events; instructions to guide teachers and learners through the story are not available; all comprehension activities throughout the textbook are of literal nature." These comments reveal that the read aloud component is very helpful to develop comprehension skills, and there were no specific revisions suggested to this material, only to the accompanying teacher's guide sections.

Mr. Murekeraho rated this element poorly. He gave only one of the six criteria the highest rating. Thus, his assessment of the teacher's guide material indicates that

there is definite room for improvement. He supported his rating by indicating that the comprehension questions need to go beyond factual recall and move higher up on the Bloom's Taxonomy framework.

Fluency

Fluency was problematic because of the lack of timed readings. Timed readings are essential to developing the automaticity needed to acquire smooth, accurate, and fast reading. If children don't get opportunity to practice timed reading, their fluency suffers. Some studies indicate that only when students practice timed reading and receive feedback on their speed do they improve their fluency. Other relevant representative participant comments identified improvements needed to the teacher's guide, including "In teacher's guide, teacher is not reminded on paying attention on reading accurately with fluency," and "Teacher's guide does not provide criteria for fluency. Instructions should be added so that the teacher is able to guide learners in fluency reading."

Furthermore, participants felt that the number of texts could be increased to provide sufficient material to develop fluency, although the amount of the increase would have to be further discussed.

Phonological Awareness

This category is problematic. Most participants indicated that there was not enough phonological awareness work in the materials (12.5 percent highest rating). However, their comments revealed some disagreement as to what phonological awareness actually is. Many of them felt that letters on the page constituted phonological awareness, but this is primarily phonics because letters represent the symbol of phonemes in script. Thus, in this report, the comments emphasized are those that revealed an understanding that phonological awareness is auditory, and that listening / speaking to show phonological awareness is crucial. Participants who understood this distinction indicated that "opportunities of identifying and saying words that contain a target sound are found in the teacher's guide, but they are not found in the student book." They also identified the need for more segment and blending activities in the student book.

These are quality suggestions but incorporating all of them would require extensive revision to the student's book material.

Vocabulary

Vocabulary did not score well: only 13.8 percent highest rating. The largest improvements identified would encourage the students to demonstrate understanding of vocabulary in new or different contexts, e.g., "Though children use them [vocabulary words] in sentences, they are not totally encouraged to be beyond repeated context."

Revising the vocabulary component would be done through revision to both the teacher's guide and student's book. The extent of revisions would have to be discussed.

Additional Features

Participants responded generally favorably to the illustrations, design, layout, portrayal of girls in active roles, and the representation of the general competences. The most common comment was related to the amount of text on the page, which is vividly captured by the comment, “Some pages [are] clouded by letters.” Participants identified the following pages as the prime examples of this issue: 20, 21, 28, 29, 36, 52, 53.

Participants also identified illustrations requiring revision, including those on pages 7, 10, 22, 34, 51, 59, 99.

DRAKKAR PRIMARY 2

Result Snapshot

Drakkar Textbook

Summary of Primary 2 Ratings – Adjusted for ratings with no/insufficient evidence

	Sufficient		Needs revision		Insufficient	
Phonemic awareness (4 criteria)	4	●	13	○	23	○
Phonics (4 criteria)	14	●	17	○	0	○
Fluency (4 criteria)	6	●	21	○	12	○
Vocabulary (8 criteria)	17	●	28	○	19	○
Reading comprehension (5 criteria)	14	●	40	○	10	○
Additional features (7 criteria)	9	●	48	○	9	○
Primary 1 Totals (33 criteria)	64	●	167	○	73	○
USAID Core Early Grade Literacy elements: Primary 1 Totals (26 criteria)	55	●	119	○	64	○

Total 304 marks possible

21% sufficient / adequate

79% insufficient or non-existent

Five Core Early Grade Literacy Elements Total 238 marks possible

23% sufficient / adequate

77% insufficient or non-existent

This title did not perform well. Workshop participants rated it as 23 percent “Always present / Sufficient” while Mr. Murekeraho rated it as 15 percent “Always present / Sufficient.” Mr. Murekeraho’s evaluation is striking in that he did not give a single highest rating in the categories of phonics, vocabulary, fluency, or comprehension. Workshop participants also rated vocabulary, fluency and comprehension poorly, but they were more satisfied with the phonics material.

Phonemic Awareness

This category was almost entirely absent, according to the evaluations. It received only four “Always present / Sufficient” ratings, which is 11 percent. Such a low highest rating total indicates that serious revision of this interpretation of the curriculum would need to be done, in both the students’ as well as the teacher’s material.

L3 PRIMARY 2 Result Snapshot

L3 Textbook

Summary of Primary 2 Ratings – Adjusted for ratings with no/insufficient evidence

	Sufficient		Needs revision		Insufficient	
Phonological awareness (4 criteria)	13	●	9	○	18	○
Phonics (4 criteria)	30	●	3	○	2	○
Fluency (4 criteria)	6	●	22	○	16	○
Vocabulary (8 criteria)	17	●	59	○	4	○
Reading comprehension (6 criteria)	25	●	24	○	1	○
<i>Additional features (7 criteria)</i>	39	●	31	○	5	○
Primary 1 Totals (33 criteria)	130	●	148	○	46	○
USAID Core Early Grade Literacy elements: Primary 1 Totals (26 criteria)	91	●	117	○	41	○

Total 324 marks possible

40% sufficient / adequate

60% insufficient or non-existent

Five Core Early Grade Literacy Elements

Total 249 marks possible

36.5% sufficient / adequate

63.5% insufficient or non-existent

The L3 P2 material fared better than its P1 sibling, with a 36.5 percent highest rating. The total number of lowest rating marks was fewer in the P2 textbook than in the P1 textbook, and a preponderance of the marks fell in the middle rating of “Present, but needs revision to be sufficient.” This indicates revisions required to meet the early grade reading framework minimum standards may not be as extensive as those required for the P1 book.

Mr. Murekeraho rated this title as 30.3 percent “Always present / Sufficient.”

Phonics

Phonics was the superstar of the L3 P2 book. Of 35 total marks in this category, 30 were the highest rating. This was also the rare instance in which all 30 of the highest

rating marks were adequately supported with evidence. Thus, phonics is in very good shape in the P2 book.

Phonological Awareness

As with the L3 PI book, this category did not score well. Participants identified segmentation and blending as the largest deficits. They also felt that teachers could use different techniques to draw students' attention to the same phonemes in different words, for example, on page 54, /tw/ and /bw/. The teacher could use pictures to facilitate identification of these sounds in different syllables of those words.

Fluency

As with the P1 book, the lack of timed readings is a glaring omission. Unfortunately, participants did not provide much guidance on how to improve the elements they gave middle and lowest ratings to.

Vocabulary

Participants rated vocabulary very highly in the raw data (71 percent highest rating). However, upon examination, the majority of these were unsupported, citing no evidence. Thus, 40 ratings were reassigned to the middle rating, resulting in a highest rating of 21 percent. The participants' comments that offer insight into the revision necessary point to inclusion of new contexts for vocabulary practice and venturing beyond gap filling for practice. However, this category should be further discussed to determine what revision, if any, should occur.

Comprehension

This category also had a larger number of reassignments due to lack of evidence for the highest rating. However, the comments given indicate that the types of reading comprehension questions could be improved to include higher order thinking as well as factual recalling. Mr. Murekeraho did not award any highest ratings in this category.

L3 PRIMARY 3 Result Snapshot

L3 Textbook

Summary of Primary 3 Ratings – Adjusted for ratings with no/insufficient evidence

	Sufficient		Needs revision		Insufficient	
Phonological awareness (2 criteria)	19	●	18	○	5	○
Phonics (4 criteria)	49	●	17	○	12	○
Fluency (6 criteria)	56	●	46	○	21	○
Vocabulary (6 criteria)	48	●	83	○	3	○
Reading comprehension (7 criteria)	56	●	79	○	2	○

<i>Additional features (5 criteria)</i>	22	●	75	○	2	○
Primary I Totals (30 criteria)	250	●	318	○	45	○
USAID Core Early Grade Literacy elements: Primary I Totals (25 criteria)	228	●	243	○	43	○

Total 613 marks possible

40.7% sufficient / adequate

59.3% insufficient or non-existent

Five Core Early Grade Literacy Elements Total 514 marks possible

44.4% sufficient / adequate

55.6% insufficient or non-existent

The L3 P3 book was the most highly-rated of all the instructional materials. It had an adjusted highest rating of 44.4 percent. Its highest rating score in the raw data was 73.7 percent, but lack of evidence necessitated reassignment of many ratings. It is possible that participants were fatigued by the time they rated the P3 book. They evaluated the entire L3 P3 package on the final day of the workshop. At the end of a long week, they may have been less diligent about recording supporting examples. To ensure consistency and preserve the integrity of the process, we had to follow the same data procedures as for the other levels.

Mr. Murekeraho did not rate this title quite as highly as the workshop participants did. He rated it as 38 percent “Always present / Sufficient.” He was most critical of the comprehension material, awarding only one highest rating in this category. His ability to assess the language and types of comprehension questions supported his rating well, and thus his evaluation may be more reflective than the relatively more generous evaluation of the workshop participants.

Phonological Awareness

At P3, this is less of an issue as students are expected to have mastered phonological awareness (and phonics) so that they can focus on fluency, vocabulary development and comprehension. However, the few blends that remain at P3 could benefit from improved treatment, as in the other levels, by use of different techniques to draw students’ attention to the phoneme in different syllables or words.

Furthermore, students would benefit from additional review of previously covered phonemes. This revision would solidify the foundations for those who did not grasp the concepts in P1 or 2. Such systematic revision, however, would require more extensive revision of both the student’s book and teacher’s guide.

Phonics

Although this category had almost 63 percent of the highest rating, the participants identified the need for revision as one of the areas requiring improvement. Again, this is an important safety net to ensure that those students who did not master the concepts in P1 or P2 have this opportunity to catch up.

Incorporating systematic revision, however, would require overall review of the texts and activities to ensure that both the student’s book and teacher’s guide work in concert to do so.

Fluency

As with the previous levels, timed reading was the glaring deficient item. Participants also identified the need to increase the length of decodable texts as the school year progresses. This is an important area to upgrade as students need to develop a sustained ability to read smoothly, quickly, and accurately. Furthermore, some participants felt that the teacher's guide instructions could be improved to help students develop more fluent reading, for example, including instructions for more silent readings.

Vocabulary

This category had relatively few lowest ratings, but many middle ratings (62 percent). Many participants identified the need to improve the antonym and synonym work. This is an important part of vocabulary development at the P3 level as students' vocabularies need to increase so that they are able to understand a variety of informational and narrative texts beyond those presented in their class textbook.

In addition, participants also identified the issue of including different contexts for vocabulary practice. Participants also identified this as lacking in P1 and P2.

Comprehension

This category performed very well. Only two markings were in the "Not present / Insufficient" category. The most common suggestions for revision related to summarizing at the end of readings, including them as well as helping teachers to guide students in summarizing. Participants also felt the variety of higher-level comprehension questions could be improved. These suggestions would probably be manageable without extensively revising the student's book or teacher's guide.

RECOMMENDATIONS

CORE PACKAGE

Based on the participants' analyses, the ideal core package of instructional materials for the early grade primary years consists of a student's book (one for each student), a scripted teacher's guide (one for the class teacher), and one read aloud book. Decodables would be required to allow children to practice their phonics skills as they learn. The read aloud is not a supplementary text. It contains most of the oral or listening comprehension work for P1. (Comprehension in P2 and P3 should be based on reading rather than listening.)

Timeframe to Produce Core Packages for Primary 1-3

In publishing, it is typical to work backwards from the time of distribution. If we would like books in classrooms around the beginning of the school year, first we need to account for the printing and distribution time. Thus, it is important to get absolutely final, camera-ready material that has been approved by REB by November/December. Thus, there has to be a sense of urgency in planning and executing this work, and Soma Umenye proposes to work closely with REB staff to revise P1 and P2 books in 2017-2018 (and revise P3 books in 2018 for the 2019 school year).

RECOMMENDED CHANGES

Primary 1

- Confirm that the scope and sequence meets the needs of the children in PI. The scope and sequence should be systematic, comprehensive, progressive and should ensure systematic scope of revision. The textbook and the teacher's guide should be built on the scope and sequence.
- Ensure systematic teaching of phonological awareness and scope for its practice.
- Include systematic and extensive teaching of phonics and scope for its practice.
- Add additional decodable texts for reading fluency
- Provide planned, systematic and extensive scope of comprehension teaching and practice.
- Identify and use a productive sequence of introducing letters so that connected texts could be introduced early enough to create ample opportunity for reading practice for children.
- There should be a progressive sequencing of texts used in textbook so that children get opportunity to read simple and shorter connected texts at the beginning and then gradually the length of text is expanded.
- Revise vocabulary activities so that students connect the vocabulary to new contexts (this affects both the student's book and teacher's guide).
- Revise reading texts to ensure gradually increasing length of passages.
- Ensure that vocabulary is recycled throughout the textbook.
- Include systematic and planned review of content for students on a regular basis.
- Add timed readings from the middle of the year onward (this would add pages).
- Ensure teacher's guide is well scripted and uses scaffolding as the key teaching-learning strategy.
- Write teacher's guide notes for new material in student's book

Primary 2

- Should REB decide to revise the scope and sequence of early grade literacy instruction, the textbook and teacher's guide should be built on this revised scope and sequence.
- Add phonological awareness activities to the student's book using illustrations.
- Continue to build systematic phonics skills through practice.
- Gradually expand exercises to build vocabulary, fluency, and comprehension skills and allow students time to practice these skills.
- Ensure vocabulary is recycled throughout the textbook.
- Provide additional and systematic opportunities for students to review previous material.
- Add timed readings from the beginning of the year (this would add pages).
- Revise reading texts to ensure students encounter longer and longer passages that are more complex in structure and use of vocabulary.
- Amend teacher's guide and student's book to include higher-order comprehension activities.
- Write teacher's guide notes for new material in student's book.

Primary 3

- Should REB decide to revise the scope and sequence of early grade literacy instruction, the textbook and teacher's guide should be built on this revised scope and sequence.

- Focus on fluency, vocabulary, and comprehension activities.
- Provide limited review of phonics.
- Include additional and systematic opportunities for students to review previous material.
- Ensure texts for practicing reading comprehension are diverse and provide opportunities to practice both lower and higher order comprehension skills.
- Write teacher's guide notes for new material in student's book.

Additional Features

Though there were some features of the design and illustration that were appreciated, in most cases, the evaluators were not happy with the quality of the design and thus the following recommendations are important to consider:

- Use illustration as part of the instruction not just for decoration/ beautification.
- Ensure illustrations are clear, attractive, child-friendly and culturally appropriate.
- Be purposeful in determining the density of text/pictures.
- Set a standard for the proportion of text and illustration and use it throughout.
- Make color, illustration and design attractive to children.
- Use a specific font size in a planned and consistent way; for example, font size in P1 should be larger than P2 or P3 and there should not be changes in font size within a book.

The above recommended changes require a systematic examination and revision of material throughout the books. It is not simply a matter of replacing an exercise here and there as issues such as vocabulary recycling and text length development will have cumulative effects that require other activities to be shortened or lengthened. This will affect page layout and production.

For all three grades, the above suggestions require more pages in the current student's books, and possibly the teacher's guides. This will affect costs. The exact specifications of what could be done would have to be balanced against the cost increase. In other words, costs will dictate the number new pages and the content team would have to decide how to best allocate the new content most effectively. Think of the textbook pages as prime real estate, and the book revision team as architects. The architects have to make choices about how to best develop the land they have to work with.

ANNEX D. PROPOSED STRATEGIC PRINCIPLES FOR REVISING THE TEACHING AND LEARNING MATERIALS

STRATEGIC PRINCIPLES

Following the recommendations of the situation analysis and other structured and semi-structured feedback from lower primary teachers, Soma Umenye proposes to use the following eight key principles to guide its revisions of the P1 teaching and learning materials.

PRINCIPLE 1: REFLECT THE KINYARWANDA LEARNING AND ASSESSMENT STANDARDS

Soma Umenye will align revisions with the existing curriculum and learning standards.

PRINCIPLE 2: MAXIMIZE OPPORTUNITIES TO DEVELOP THE KEY COMPONENTS OF LITERACY IN EVERY LESSON

Although the emphasis on particular components will shift as students' progress through P1 and P2, Soma Umenye will work to systematically incorporate practice for the all five key components of reading — plus writing — into the Kinyarwanda lessons. At the same time, Soma Umenye recognizes that 40 minutes does not always provide enough time to cover all components. We will therefore follow a principle of integrating the components as much as practically possible. The components are:

Phonological Awareness

Phonological awareness is the ability to identify and manipulate the sound structures of the words children hear and know (The term phonological awareness is rather an umbrella term that includes various skills including phonemic awareness. Phonemes are distinct smallest units of sound within a word in a language. For example, in the English word “hat” there are three phonemes: “h,” “ae,” and “t.”)

Phonics

Phonics is an understanding of how the sounds in spoken language relate to the symbols in written text, and how these combine together to make words (i.e., the correspondence between a letter symbol and a sound). Students need to learn the patterns (or “code”) of how sounds and symbols relate so they can decipher the words they read and spell words correctly.

Vocabulary

Students need to learn the meaning and pronunciation of a wide range of words to support their reading comprehension and to use this vocabulary knowledge in their speaking, reading and writing.

Fluency

Fluency is determined by how quickly, accurately, and expressively someone reads, which, taken together, facilitate the reader's construction of meaning. Fluency is demonstrated during oral reading through ease of word recognition, appropriate pacing, phrasing, and intonation. Students need to be able to read quickly and accurately in order to understand the meaning of the text. If students are reading slowly, taking time and mental energy to decode each word one-by-one will limit their ability to understand what they are reading.

Comprehension

Listening and reading comprehension is the thinking that the reader does to ensure that s/he is able to construct meaning from text. Students need instruction, practice, and strategies to identify information, interpret and understand the meaning of what they hear and read.

Writing

Students need to develop the ability to apply their knowledge of phonics, vocabulary, grammar and syntax, to write in a range of genres.

Handwriting

Students will have plenty of practice to develop clear and consistent handwriting, first in print, then in cursive.

Oral Language

Research has shown that being exposed to rich oral language and vocabulary has significant positive influence in children's reading comprehension. Many children, particularly those coming from poor families, are not normally exposed to wide range of vocabulary. To compensate for that reality, PI materials will create a rich oral environment in classrooms so that children can be exposed to a wide range of oral vocabulary. That will help them improve reading comprehension.

Language comprehension

Revised PI materials will provide adequate opportunity for children to learn and practice oral comprehension. Children will listen to stories read by teacher and then they will be asked questions to share their understanding of the story.

PRINCIPLE 3: ENSURE THAT SKILLS ARE TAUGHT SYSTEMATICALLY THROUGHOUT THE GRADE

In addition to providing students with ample practice to read independently during the daily Kinyarwanda lessons, Soma Umenye, where necessary, will ensure that instructional content is introduced systematically across PI. In particular:

- Provide enough practice to allow mastery of each skill

- Provide regular revision of phonics
- Follow a defined progression and sequence of skills (for example in the progression of comprehension questions, increase the number of questions based on inference)
- Move from the most common to less frequent features of the language
- Use an appropriate pacing of phonics content
- Introduce a writing scheme for learning to write independently about familiar topics

PRINCIPLE 4: PROVIDE MORE TIME FOR INDEPENDENT READING PRACTICE

Soma Umenye maintains that students need ample practice in reading decodable texts to build their phonics, fluency, and comprehension skills. Throughout the revision process, Soma Umenye will include independent reading practice of decodable words as well as decodable connected texts into lessons during P1 and P2, in addition to the decodable stories that are already present in the textbooks.

PRINCIPLE 5: FOLLOW AN ‘I DO-WE DO-YOU DO’ METHODOLOGY

In alignment with the lower primary Kinyarwanda syllabus, Soma Umenye will continue to include opportunities for inquiry-based learning/discovery learning. At the same time, Soma Umenye also wants to ensure that students are explicitly taught new phonics content. To support these pedagogies, Soma Umenye will plan to incorporate the following revisions:

- Implementing a gradual release of responsibility (“I do”- model; “we do” - shared practice; “you do” - independent practice) for each lesson activity in the teacher guide
- Incorporate daily plans for every lesson into the teacher guide for teachers to follow each day when they are delivering their Kinyarwanda lessons, with explicit guidance on how to both support inquiry-based learning and teach skills explicitly

PRINCIPLE 6: PROVIDE REGULAR OPPORTUNITIES FOR THE APPLICATION OF SKILLS, THE DEVELOPMENT OF GENERIC COMPETENCES, FORMATIVE ASSESSMENT, AND MODELS FOR SUMMATIVE ASSESSMENT

Soma Umenye’s strategy for revision will ensure that there are enough opportunities for students to apply their learning using the following generic competences:

- Critical thinking and problem-solving skills
- Creativity and innovation
- Research
- Communication
- Cooperation, interpersonal relations and life skills

We also propose to include a summative review at the end of every term (in both the students' book and teacher's guide).

PRINCIPLE 7: MAINTAIN THE EXISTING ARRANGEMENT OF UNITS

Soma Umenye proposes to retain the existing number of units and the number of lessons within each unit, but with some adjustment of focus in each lesson. (See [Implication 2](#) below.). Soma Umenye will always refer to the key unit competence, and learning contents and activities proposed in the curriculum.

PRINCIPLE 8: USE A SIMPLE AND UNIFORM DESIGN FOR TEACHING AND LEARNING MATERIALS

Using simple and consistent design features for the teaching and learning materials will help to ensure that both teachers and students are able to familiarize themselves with and follow the daily instructional routines. With this, Soma Umenye will work to:

- Limit the number of different lesson types so that it is easy for students and teachers to follow
- Ensure that student books use a uniform design

Soma Umenye will also seek to use as much of the existing teaching and learning content as possible

PRACTICAL IMPLICATIONS OF THE ABOVE PRINCIPLES

IMPLICATION 1: ESTABLISH BENCHMARKS FOR EACH GRADE, BASED ON THE LEARNING AND ASSESSMENT STANDARDS AND THE CURRICULUM

Doing so will enable materials writers to plan the progression of skills towards the benchmark for each grade, and to write appropriate activities. See 'Draft benchmarks,' below.

IMPLICATION 2: REVISE THE CYCLE OF LESSONS WITHIN UNITS

Soma Umenye proposes to combine the listening and analysis into the first lesson, so that there is opportunity to practice more skills. Lessons 2-4 would include focus on all skills, at level of phonics, word-level decoding and vocabulary development. The new 'fifth lesson' would be reading practice, using a new decodable text in the textbook. The final two lessons of the week would be for application/evaluation. The change would therefore be as follows:

Current cycle

- Listening to the story (or reading and understanding the story)
- Analyzing the story

- Identifying and reading the blend (1)
- Writing the blend (1)
- Identifying and reading the blend (2)
- Writing the blend (2)
- Evaluation
- Evaluation

Proposed revised cycle

- Listening and analyzing (mainly oral but with review of phonology and writing of already learned letters/blends)
- Listening and analyzing (identifying and reading the blends, and also vocabulary development)
- Letters and words with reading practice
- Letters and words with reading practice
- Letters and words with reading practice
- Letters and words with reading practice
- Application and evaluation (very much based on “you do” principle, and with a productive activity that allows teachers to support students)
- Application and evaluation

IMPLICATION 3: REVIEW, REVISE AND HARMONIZE THE CONTENT OF THE EXISTING TEXTBOOK, TEACHER’S GUIDE, AND READ-ALOUD BOOKS

This will require new layouts, with some new activities and illustrations.

- Review the length and content of the existing read-aloud stories, particularly in PI books
- Consider adding new decodable texts to consolidate and practice what has been learned (in line with revised criteria based on the ones already developed for the decodable readers)
- Check that the texts in the main decodable stories conform to the criteria already developed for the decodable readers
- Remove any unnecessary text from the student’s book (e.g., the instructions to the teacher)
- Ensure wherever possible that all activities are indicated in the student’s book

IMPLICATION 4: WRITE NEW MATERIAL FOR THE APPLICATION AND EVALUATION LESSONS, INCLUDING REVIEW MATERIAL AT THE END OF EACH TERM

This final two lessons of each week will provide opportunities for students to use their creativity and powers of expression in a guided way and to collaborate in applying their learning. As these lessons will be more open ended, the teacher will have time to monitor and support individual students. (In PI, this will be a combination of oral production, drawing, writing, and collaborative learning.)

DRAFT BENCHMARKS FOR P1

In the following draft benchmarks, we have expanded the bulleted statements (taken from the NLAS) to set out what students should be able to do by the end of P1 and P2. These will be useful in the materials revision process.

Listening and speaking have been combined. Writing and grammar have also been combined. The NLAS includes vocabulary as a separate standard, which is included here both within oral and in writing.

LISTENING AND SPEAKING

- Listening to simple questions, instructions and discussions, and apply what they have learned.
- Listening to short stories and messages and answering questions.
- Speaking out loud about common health experiences and answering simple questions.
- Telling simple stories and answering questions.

Students can read and can identify and discuss the vocabulary of the read-alouds and other sources.

They can identify and suggest words that rhyme with each other.

In P1, students can discuss inference questions orally, based on the stories they have listened to.

They can segment and blend the words provided by the teacher and that they read.

They can answer simple question orally in complete sentences with grammar that is usually correct and are able to respond to oral corrections.

READING

- Identifying and reading aloud commonly used Kinyarwanda compound words.
- Reading simple sentences aloud.
- Reading simple, short and common stories that are decodable.

By the end of P1, students can segment and blend the words that they read.

They can read the sentences and stories in the textbooks and reading books with appropriate expression and fluency and answer a variety of comprehension questions that relate to a simple text.

WRITING AND IMPLICIT GRAMMAR

- Copying letters, words, and simple sentences correctly.
- Writing letters, words, and simple sentences without referring to books.

- Identifying and using letters, creating syllables and new words in Kinyarwanda.
- Identifying ways of linking syllables, creating words and reading out loudly and clearly.

Students can copy letters, words and sentences with clear and consistent writing (non-cursive).

They can use their developing phonic knowledge to write short labels (captions) for pictures, using the letters that they have learned.

They are aware of the need for spaces between words and use simple punctuation such as capital letters and full stops.

Students' handwriting is of a consistent size, generally on the line, and letters are generally formed correctly.

ANNEX E. SITUATIONAL ANALYSIS OF CLASSROOM SUPPORT FOR CHILDREN WITH DISABILITIES IN READING

EXECUTIVE SUMMARY

By ratifying the United Nations Convention on the Rights of Persons with Disabilities (CRPD) in 2008, the development of domestic policies, and the inclusion of disability as a cross-cutting theme in key education documents, the government of Rwanda (GOR) has signaled a strong commitment to improving the education of children with disabilities. This commitment is supported by the United States Agency for International Development (USAID) Soma Umenye project which includes disability inclusion as a cross-cutting theme. Soma Umenye is a five-year project that targets all children in Grades 1-3 attending public and government-aided schools nationwide ensuring that at least 70 percent of students can read grade-level text with fluency and comprehension.¹⁰ To support disability inclusion, Soma Umenye worked with the National Union of Disability Organizations of Rwanda (NUDOR)¹¹ to conduct a situational analysis to assess the situation of the education of children with disabilities in Rwanda.

The overall objective of this situational analysis is (1) to guide Soma Umenye in building on the previous work conducted regarding inclusion of students with special needs in lower primary (P1-P3) Kinyarwanda classrooms and (2) to guide future Soma Umenye work in promoting inclusiveness at the student level, at the teacher level, and at the system level by making learning and teaching materials inclusive. Findings and recommendations from this situational analysis will be used to broaden Soma Umenye's understanding the challenges and opportunities related to the education of children with disabilities in Rwanda, as well as what screening and inclusion tools already exist so that Soma Umenye can determine how best to structure its future interventions and assistance.

Led by NUDOR, this multimodal analysis involved a literature review of relevant materials and policies, classroom observation of 10 schools (five inclusive schools and five segregated schools), interviews with teachers, focus groups, and parent

¹⁰ Grades 1-3 are often referred to as Primary 1-3, or P1-3, in Rwanda.

¹¹ NUDOR is established as a civil society organization since September 17th, 2010 by 8 National organizations of Persons with Disabilities. Through its activities, NUDOR aims to ensure that the practical needs of persons with disabilities at personal and institutional levels are fully addressed with an emphasis on empowerment. NUDOR's vision is a society where people with disability enjoy the same human rights and opportunities as other citizens. NUDOR's mission is to serve as a voice of organizations of People with Disabilities, to share their experience, to express their views and to support them in strengthening their capacities and achievements. NUDOR advocates for the rights and needs of people with disabilities, by putting more effort on advocating for the rights to education: inclusive education but a quality education for children with disabilities.

surveys conducted over a three-month period of August to October 2017. The report findings are organized into the following categories: (1) policies and legal framework; (2) enrollment, literacy and out-of-school rates for children with disabilities; (3) identification of children with disabilities; (4) educational settings; (5) teacher training; (6) curriculum; (7) textbooks, materials and assistive devices; and (8) parent and community engagement. The assessment also provides specific recommendations for the Soma Umenye project. The disability community, MINEDUC and REB validated the finding and recommendations during a workshop that took place in November 2017.

INTRODUCTION

The government of Rwanda has made a strong commitment to improving the quality of education for all children in the country. As a result, student enrolment has increased significantly over the last five years in primary school (Republic of Rwanda, 2016a, p. 22). To support improved literacy outcomes in Kinyarwanda for students in early primary grade (PI-P3) in public and government-aided schools, the government of Rwanda (GOR) and the USAID are supporting the Soma Umenye (“read and understand”) project. It will ensure that at least 70 percent of PI-P3 students can read fluently and understand grade-level text in Kinyarwanda. This objective will be achieved through teacher training, provision of textbooks and supplementary reading materials and strengthen early grade reading delivery systems. Work with children with disabilities is a cross-cutting element of Soma Umenye. To better understand current challenges and priorities related to the education of children with disabilities, NUDOR conducted a situational analysis.

METHODOLOGY

NUDOR conducted a multi-model methodological approach that used both qualitative and quantitative data. The methodology included a literature review, interviews with key stakeholders, classroom observation/teacher interviews, and focus group discussions. Data collected through this process was analyzed and interpreted in the findings. A team of ten NUDOR staff with experience and background in education and special needs/inclusive education was engaged as part of the NUDOR assessment team. NUDOR’s disability inclusion specialist who has a background in education and serves as the focal point for Soma Umenye in NUDOR led the assessment team. Throughout the data collection period, the NUDOR assessment team attempted to maintain a neutral attitude avoiding personal feelings and opinions and observing transparent methods. A summary of these methods along with the limitations of the situational analysis is described below.

LITERATURE REVIEW

NUDOR conducted a literature review with a focus on key government policies and planning documents between August and October 2017. The literature review was initially conducted by NUDOR and then complemented by a Soma Umenye consultant who reviewed international documents to obtain best practices related to inclusive education as well as additional academic and relevant publications from nongovernmental organizations (NGOs) and international agencies. The assessment

team review a total of 30 documents as part of this process. Anne A list bibliography and cited resources.

STAKEHOLDER INTERVIEWS

As part of the assessment, NUDOR conducted consultative meetings with key stakeholders working in the areas of inclusive education. Meetings conducted by the Soma Umenye Gender and Social Inclusion Advisor and the consultant also helped inform the findings and recommendations of the report. A compiled list of stakeholder interviews conducted by NUDOR is provided in Appendix B.

CLASSROOM OBSERVATIONS/ TEACHER INTERVIEWS

NUDOR conducted classroom observations and teacher interviews in 10 schools in Rwanda. This included five general education, or mainstream, schools and five segregated schools for children with disabilities. The criteria for school selection included: (1) one school per province and one in Kigali city; and (2) schools engaged in Phase 1 or Phase 2 of the Soma Umenye project.¹² For general education schools, there was an additional criterion to include at least one school where NUDOR has conducted work on inclusive education. Likewise, for specialized schools, NUDOR selected schools that represent a focus on different types of disabilities including a school for students who are deaf/hard of hearing, a school for students who are blind/low vision, a school for students with intellectual disabilities, and two schools that includes students representing various types of disabilities.¹³ Exhibit I provides specific information on the schools selected for the classroom observation and teacher interviews.

No.	District	Sector	School Name	Type	Province	SU Phase
1	Rulindo	Rusiga	GS Rukingu	Mainstream school	North	3
2	Nyagatare	Karangazi	GS Rwisirabo	Mainstream school	Est	1
3	Kamonyi	Kayenzi	GS Bubazi	Mainstream School	South	1
4	Ngororero	Hindiro	Muramba A PS	Mainstream school	West	2
5	Nyarugenge	Mageragere	GS Burema	Mainstream school	Kigali city	2
6	Nyaruguru	Kibeho	Educational Institute for the Blind Kibeho	Segregated school	South	1
7	Nyagatare	Gatunda	Umutara School for the deaf	Segregated school	Est	1
8	Rubavu	Gisenyi	Ubumwe Community	Segregated school for	West	1

¹²GS Rukingu has been selected regardless of being in Phase 3 to ensure the representation of the Northern Province. HVP Gatagara Gikondo was also selected regardless of being in Phase 3 because of its specialty as a recognized school for children with intellectual disabilities.

¹³ As there are no school dedicated to students with physical disabilities, NUDOR selected an additional school that provides instruction to students with different categories of disability.

			Center(UCC)	different types of disabilities		
9	Kicukiro	Gikondo	HVP Gatagara Gikondo	Special center for intellectual disabilities	Kigali city	3
10	Nyamasheke	Ruharambuga	Ngwino Nawe village of CWDs	Segregated school for different types of disabilities	West	1

NUDOR created a classroom observation checklist, included in Appendix C, for capturing information while observing early grade Kinyarwanda teachers. NUDOR also created a questionnaire for Kinyarwanda teachers. Also, NUDOR interviewed the school's head teacher, sector education officer (SEO), and district director of education (DDE). In total, NUDOR interviewed 11 head teachers, six SEOs, and eight DDEs. The classroom observation checklist and the teacher interview were piloted in GS Burema, which is also among sampled schools. NUDOR revised the tools as needed based on the field testing. Appendix D provides the results and data collected from the classroom observations.

NUDOR worked closely with Soma Umenye district advisors and school headteachers to organize classroom observations and teacher interviews. Before undertaking this activity, NUDOR made sure that individuals engaged in the assessment were informed about the activity and that — while information obtained from the visit will be used in the final report — their names and personal information would remain confidential. Participants were then asked to sign a consent form to be interviewed. The assessment team held all the meetings at schools except for a few interviews held at the district director of education's office. Appendix E and F respectively provide the interview questions used for both teachers and head teachers. Appendix G provides a summary of the answers to the interviews that took place.

FOCUS GROUP DISCUSSIONS

NUDOR conducted focus group discussions with members of the school's parents' committee and with parents of children with special needs. See Appendix H for the discussion guide. A total of nine focus group discussions took place with 68 people. Discussions were recorded to ensure maximum capture of information.

LIMITATIONS

There were several limitations encountered as part of the situational analysis. First, due to time limits, classroom observations took place in only ten schools. In addition, the NUDOR assessment team selected schools based on pre-determined criteria rather than randomized. Data collection was also restricted to nine districts and focused on schools identified as having taken specific steps towards educating children with disabilities. Due to these limitations, inferences cannot be made with respect to the national education system. The data collected should, therefore, be considered as a snapshot rather than a comprehensive representation of Kinyarwanda teaching across the country. Despite the limitations, the assessment

can serve as a basis for further action planning to address issues and barriers faced by children with disabilities in learning Kinyarwanda.

ASSESSMENT FINDINGS

POLICIES AND LEGAL FRAMEWORK

International Policies

On December 15, 2008, the GOR ratified the United Nations Convention on the Rights of Persons with Disabilities. The GOR has not yet ratified the CRPD Optional Protocol (UN Office of the High Commissioner for Human Rights, 2017). By ratifying the CRPD, the GOR commits to providing inclusive education for all children with disabilities as well as to “facilitate the learning of [b]raille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring” (United Nations, 2006, art. 24). Likewise, the CRPD obligates that countries facilitate “the learning of sign language and the promotion of the linguistic identity of the deaf community” (United Nations, 2006, art. 24). The CRPD Committee urges governments to “transfer of resources from segregated to inclusive environments” (UN Office of the High Commissioner for Human Rights, 2016, pg. 22).

National Policies

According to a 2008 African Decade of Persons with Disabilities report on the inclusion of persons with disabilities in Rwanda, a strong connection was noted between the international commitments and national legal framework in regard to disability inclusion. The right to education, including an articulated role of the government to support the education of children with disabilities’, is mandated by Article 20 of the Rwandan Constitution of 2015. (Government of Rwanda, 2015). Additional legislation and policies that mandate the education of children are summarized in Exhibit 2.

Name	Date	Summary of Rights
Law No. 01/2007	January 20, 2007	Relates to the protection of persons with disability in general
Law No. 02/2007	January 20, 2007	Relates to the protection of persons with disability who are former combatants
Ministerial Order No. 010/07.01	October 12, 2007	Provides for the regulation of the federations, associations, and centers responsible for the welfare of persons with disabilities
Organic Law No. 02/2011	July 27, 2011	Makes education compulsory and free in primary and lower secondary public school. This law was extended in 2012 to also include compulsory and free education in upper secondary public school.

The Special Needs Education Policy of 2008 represents the first legislation dedicated to the education of children with disabilities. The policy details current challenges for children with disabilities in Rwanda to access education, defines the categories of disabilities to which the policy applies, and the different objectives and strategies related to special need education. The five objectives of the Special Needs Education Policy include (Republic of Rwanda, 2007):

- Objective 1: Ensure the conditions that permit educationally disadvantaged learners to enroll in, remain in and complete school.
- Objective 2: Promote quality education for learners with special educational needs
- Objective 3: Mobilize a coalition in support of education for learners with special educational needs
- Objective 4: Establish mechanisms for planning and coordination of efforts to improve educational outcomes for learners with special educational needs
- Objective 5: Establish a system for regular monitoring, evaluation and reporting on the implementation of the National Policy for learners with special educational needs
- Objective 6: Attention to gifted and talented learners

In 2013, the Special Needs Education Policy was reviewed and renamed the Special Needs and Inclusive Education Policy. A Special Needs and Inclusive Education Strategic Plan 2015/16-2019/20 was also developed to support its implementation (United Nations Children's Fund [UNICEF], 2016). This document could not be reviewed as it has not yet been disseminated to disabled persons organizations (DPOs). The draft strategic plan outlines challenges and opportunities, policy objectives, the need for a participatory approach with persons with disabilities, and the need for confidentiality. This strategic plan, however, does not detail how the country can move from a segregated towards a fully inclusive education system to be aligned with the CRPD. (Republic of Rwanda, 2001). NUDOR did not participate in the drafting of the newly revised Special Needs and Inclusive Education Policy nor the Inclusive Education Strategy.

STRATEGIC PLANS

The Education Sector Strategic Plan (ESSP) 2010-2015 serves as the foundation for education sector planning. The purpose of the ESSP is “equitable access to quality education that provides opportunities for livelihoods for all Rwandan” (Republic of Rwanda, 2010, pg. 37). Special need education is listed as a strategic priority within the ESSP to “ensure that all categories of learners with special needs access quality education services” (Republic of Rwanda, 2010, pg. 18). Specifically, the ESSP sets out the following strategies related to special needs education (Republic of Rwanda, 2010, pg. 18):

- “reviewing the existing [Special Needs Education] policy to ensure it caters for all relevant groups;
- providing a minimum package of material support to learners with special educational needs;

- providing flexible and accessible alternative opportunities for learners with special educational needs;
- training, deploying and supporting teachers and technical staff in special needs education;
- sensitizing parents, learners, and communities on the importance of education for learners with special needs;
- integrating provision for learners with special needs within district plans.”

Similarity, the five-year ESSP (2013/2014 – 2017/2018) focuses one of its ten outcomes specifically on the education of children with disabilities. Outcome 2 states “increased equitable access to education of students with special educational needs within mainstream and special schools” (Republic of Rwanda, 2013, pg. 9). Special need education is also a cross-cutting issue in teacher training and management, curriculum development, school management, higher education, and other areas. Currently, Rwanda does not have a strategic plan in place that focuses on inclusive education strategies.

ENROLLMENT AND LITERACY RATES FOR CHILDREN WITH DISABILITIES

Enrollment Rates

In general, Rwanda has very high enrollment across the country. For primary schools, net enrollment rates have increased from 97 percent in 2013 to 99 percent in 2016 (Republic of Rwanda, 2016a). Data also shows that girls are enrolling at higher rates compared to boys with 50.1 percent of enrolled students being girls compared to 49.9 percent being boys (Republic of Rwanda, 2016a).

As indicated by the Education Statistical Yearbook, students with disability represent 7.5 percent, or 19,118 students, of the 2,546,263 total students enrolled in primary education (MINEDUC, 2016). Of these students, 12.1 percent are deaf/hard of hearing, 17.2 percent are blind/low vision, 3.7 percent have speech-related disabilities, 37.4 percent have a physical or mobility-related disability, 17 percent have a learning disability, and 6.6 percent have multiple disabilities (Republic of Rwanda, 2016a). Information is currently not collected for students with intellectual disabilities. Unlike students without disabilities, girls with disabilities have lower enrollment rates, representing 44.4 percent, compared to boys with disabilities at 55.6 percent. This showcases a need to put more emphasis on the education of children with disabilities and the need to focus on education for girls with disabilities.

Students with disabilities are less likely to remain in school especially as they advance in grades. It is estimated that very few students with disabilities are enrolled in secondary school (UNICEF, 2016). The number of students with disabilities graduating from primary school goes from 0.8% to 0.2% in tertiary education levels (Karangwa, E., 2017)

Literacy Rates

Rwanda has made a strong commitment to improving literacy rates, especially among early grade readers. Many people with disabilities, however, do not know how to read or write. Research carried out by the Ministry of Finance and Economic

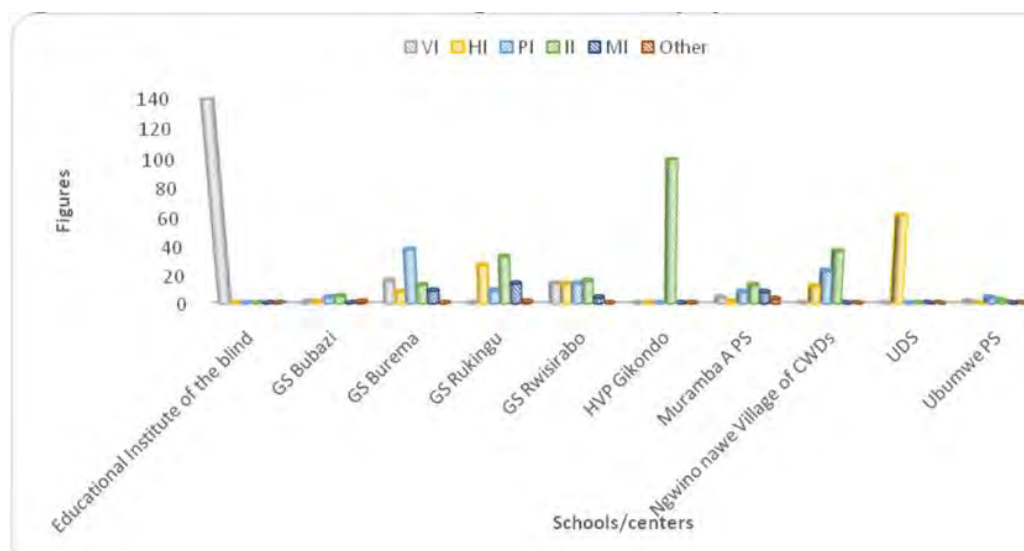
Planning (MINECOFIN) in 2005 revealed illiteracy among more than half of people with disabilities. Specifically, literacy rates among people with disabilities in Rwanda are much lower than for people without a disability: 50 percent of people with a disability are able to read, compared to 72 percent of people without disabilities.

Class Size and Student Teacher Ratios Classroom observations conducted during the assessment show an average class size of 43 students in mainstream schools (with a range from 27 to 73). Segregated schools observed as part of the assessment averaged much smaller class size with an average of 21 students per class (with a range from 5 to 74). Exhibit 3 demonstrates the enrollment, and average class size of children with disabilities in the schools observed while Exhibit 4 provides a breakdown of the percentages of categories of disabilities enrolled within the different schools.

School	No. of Teachers	No. of Students	Average Classroom Size	CWD ¹⁴						Total No of CwDs	%
				V	H	P	I	M	O		
GS Rukingu	31	847	27	0	27	9	33	14	1	84	9.9
GS Rwisirabo	40	1,984	50	14	14	14	16	4	0	62	3.1
GS Bubazi	11	709	64	1	1	4	5	0	1	12	1.7
Muramba A PS	36	1,906	53	4	1	8	13	8	3	37	1.9
GS Burema	37	2,690	73	16	8	38	13	9	0	84	3.1
Educational Institute of the Blind	26	140	5	140	0	0	0	0	0	140	100.0
Umutara School for the Deaf	9	62	7	0	62	0	0	0	0	62	100.0
Ubumwe Community Center	19	1,399	74	1	0	4	2	0	0	7	0.5
HVP Gatagara Gikondo	7	54	8	0	0	0	54	0	0	54	100.0
Ngwinonawe Village of CWDs	6	72	12	0	13	18	33	8		72	100.0

Source: Field data collection

¹⁴ Visual disability (V), Hearing disability (H), Physical disability (P), Intellectual disability (I), multiple disabilities (M). The other category (o) includes children with albinism, children with epilepsy, and little people.



IDENTIFICATION OF CHILDREN WITH DISABILITIES

International best practice promotes the provision of routine vision and hearing screening for all children in the classroom. If children continue to struggle academically then additional, more comprehensive assessments are performed by trained multidisciplinary teams. These assessments identify both academic strengths and challenges and inform individualized education planning and determine what types of supports and accommodations a student may require.

Currently, there are no policies or nor standardized tools or protocols related to the screening and identification of children with disabilities in Rwanda. The Rwanda chapter in the Praeger International Handbook of Special Education indicates that “According to Mary Kobusingye, who is in charge of special needs education in the MOE, the 10 special schools that are registered by the MOE freely identify and enroll students who present themselves during period of registration” (Karangwa, E., 2017, pg. 246). Within Rwanda hearing and vision screenings are not routinely performed in the classroom to assess if a child has low vision or is hard of hearing. Two schools for the deaf in Rwanda (Nyamirambo and Huye) conduct audiology testing services prior to admission. (Karangwa, E., 2017).

Tools that exist tend to focus on visibly apparent disabilities and do not address moderate disabilities or learning disabilities. (UNICEF, 2016). Too often screening tools are used to diagnosis a disability and incorrectly serve as the basis to determine educational setting and in the case of children who have intellectual disabilities if they will or will not receive academic instruction.

In the past, nonprofit organizations such as Handicap International, and Volunteer Service Organization (VSO) have introduced screening tools into mainstream schools. For example, in 2013-2014, Handicap International introduced screening tools for disability (as part of the United Kingdom Department for International Development (DFID)-funded Inclusive Future in Rwanda project), including an educational assessment. However, these efforts were not sustainable as the tools

were not adapted by MINEDUC nor routinely used. The DFID-funded Building Learning Foundation (BLF) project will conduct a pilot with randomized controlled trials to assess vision needs and promote referrals to glasses as part of the project (C. Penfold & D. Gregory, personal communication, August 24, 2017).

The lack of trained professionals also complicates the identification process. For example, the lack of specialized speech therapists impedes the ability to screen and assesses for language and communication problems (K.E. Minisante, personal communication). Only three schools in Rwanda are known to have access to physiotherapy services and occupational services, and two schools provide music therapy and speech therapy (Karangwa, E., 2017).

In 2015, the University of Rwanda College for Education (URCE) established Educational Assessment Centers that provide identification services for children with disabilities and medical support. These centers were established without the coordination of MINEDUC or direction coordination with schools (M. Kobusingye, personal communication, August 24, 2017).

EDUCATIONAL SETTINGS

Segregated Settings

Although the GOR has ratified the CRPD, which requires countries to provide inclusive education, segregated educational settings for children with disabilities continue to exist and receive government funding. The Rwandan chapter in the Praeger International Handbook of Special Education states there are two types of schools that educate children with disabilities segregated schools/centers and inclusive¹⁵ or child-friendly schools. Specifically, the dean of Inclusive and Special Needs Education at the University of Rwanda states:

“Although an increasing number of centers provide services for children with disabilities and related special needs in Rwanda, only 10 that are managed by qualified educationalists and follow the MOE programs that are actually recognized by the Ministry as schools. In essence, most of the children with disabilities in Rwanda are cared for in centers that are run by inadequately qualified managers, and therefore do not necessarily offer appropriate educational services.” (Karangwa, E., 2017, pg. 247)

MINEDUC stated that they are unaware of how many centers are being privately operated by NGOs or other groups as they do not register or engage with MINEDUC. Data from a 2014 UNICEF reports indicated that there at least 50 centers operating in the country (UNICEF, 2014) It is unlikely that these schools are following the national curriculum or providing quality educational services (M. Kobusingye, personal communication, August 24, 2017). The specialized schools that are supported by the ministry are not evenly spread throughout Rwanda and — due to the small number of schools — are insufficient to provide for the education of all children with disabilities in Rwanda (UNICEF, 2016). In some cases, such as the

¹⁵ In Rwanda, inclusive and integrated schools are used interchangeably.

School for the Blind in Rwamagana district, teachers' salaries are provided by MINEDUC, but there is a small fee for families to attend and board at the school. The MOE does not currently have a transition plan on how to move from providing education services in segregated toward inclusive setting but also does not intend to open additional segregated schools within the country (M. Kobusingye, personal communication, August 24, 2017).

Inclusive Settings

There are approximately 55 primary schools and 15 upper primary schools that are considered to be inclusive or child-friendly (Karangwa, E., 2017). In 2013, Handicap International began a project to develop resource rooms in general education settings to support the inclusion of children with disabilities. Between 2013 and 2014, Handicap International established resource rooms in 18 schools. Resource rooms were designed to provide additional supports for students who are blind or deaf in the mainstream setting. They provided materials in alternative formats and provided access to assistive devices. In addition, resource room teachers were trained on inclusive education support and provided a basic introduction to sign language and Braille. It is unclear how many, resource rooms are still operational. (M. Kobusingye, personal communication, August 24, 2017).

Funded primarily by UNICEF, Handicap International is also implementing the Promoting Inclusive Learning for Children with Disabilities in Rwanda Programme (2015-18). This project is creating five model schools equipped with staffed resource rooms as well as with assistive devices and materials required for inclusive education. These model schools will support nearby primary and secondary schools. Each model school will benefit from specialized staff such as speech, occupational, and physical therapists as well as other support service providers, such as teacher assistants (Chemonics, 2016).

During the assessment observation, four schools had resource rooms provided by NGOs. Of these, one resource room is still operational. The school management at several of the sampled schools acknowledged that the equipment in the resource room is insufficient and rarely used; however, a well-equipped resource room can be very useful for during in-service training on inclusion as they are equipped with alternative format materials and teaching aids, flat screen TV, sign language CDs and teaching aids.

Two schools observed as part of the assessment have started a practice of "transitional rooms." In transitional rooms, children with different types of disability receiving an education at segregated schools who prove to be academically successful, are allowed to transition to mainstream schools. Typically, these children who are mainstreamed do not receive additional supports but instead are expected to adapt to the environment.

CURRICULUM, ACCESS TO TEXTBOOKS, ASSISTIVE DEVICES, AND ACCOMMODATIONS

Curriculum

In 2016, the Competency-Based Curriculum (CBC) was completed and launched in all Rwandan schools. This curriculum considers the needs of learners with special

education needs in mainstream schools and focuses on academic content. Specifically, the CBC states that “teaching and assessment strategies must ensure that no learner is placed at a disadvantage on the grounds of gender or special needs” (MINEDUC, 2015, pg. 23). In addition, “the full curriculum needs to be accessible to every learner, rather than having lower expectations for those with impairments and disabilities” (MINEDUC, 2015, pg. 23). This approach of having access to the full curriculum follows the international best practice. The curriculum should be modified or individualized yet consistent with the national curriculum instead of providing alternative curriculum to students with disabilities.

The practice of providing all children with disabilities access to the national curriculum has yet to be universally adapted within Rwanda. For example, students who are blind are often not taught science or chemistry. Furthermore, historically, centers for students with intellectual disabilities did not provide academic instruction and focused more on life skills. REB, UNICEF, and Handicap International are in the process of developing an alternative curriculum for children with disabilities roughly based on the national curriculum. In this approach, there will be three levels of academic instruction provided to children based on their assessed and perceived academic capacity (B. Mukakizma, personal communication, August 29, 2017). This approach is not aligned with the policies being developed by Inclusion International, the International Disability Alliance (IDA) member of individuals and parents of children with an intellectual disability, which instead states that all children should have access to the national curriculum, but that curriculum should be individually tailored to the specific child’s academic strengths and needs.

Though the CBC states that all children should have access to the national curriculum, the CBC does not provide guidance or tips on how teachers can adapt or modify curriculum or assess the learning and literacy of children with disabilities. In addition, there is no guidance or universal promotion of the use of Individualized Education Plans (IEPs) to help promote learning.

Adapted Textbooks and Materials

The lack of textbooks and materials in alternative format remain a large problem within Rwanda. This is a challenge throughout Rwanda for both children with and without disabilities. Often textbook procurement is provided by NGOs or other sources outside of the government. MINEDUC recognized that many children with disabilities, in particular, lack access to textbooks, adapted sources and other materials and hopes to focus on the provision of these resource in the future (M. Kobusingye, personal communication, September 5, 2017).

In the schools visited, only the Educational Institute for the Blind had access to magnifying glasses or books in Braille.

Assistive Devices

The provision of assistive devices — such as glasses, wheelchairs, communication devices — are typically provided by parents rather than by the Ministry of Health. The school for the blind and a few other schools equipped with a resource room have access to assistive devices to support education, such as the slate and stylus or

a Perkins Braille. Audio books, large print materials, and pictograms are typically not provided to students who need them in mainstream classrooms.

The school for the blind and a few other schools equipped with a resource room have access to assistive devices to support education, such as the slate and stylus or a Perkins Braille. However, none of the schools visited had audio books, large print materials, or pictograms. In some cases, innovative teachers have developed low-tech assistive devices to help facilitate learning. For example, in one of the assessed schools, teachers have adapted a chair and table for a child who uses their toes to write.

Most teachers lack the training or technical knowledge to use assistive technologies in the classroom to support learning, and the schools observed as part of this assessment noted that many teachers find this to be confusing and challenging.

TEACHER TRAINING

Special and Mainstream Education Teachers

In Rwanda, there is a general lack of trained teachers in the field of special education. The United Nations Educational, Scientific and Cultural Organization (UNESCO) recommends a hierarchy of teacher training opportunities in an inclusive education system:

- **“All teachers** should be trained on inclusive practices as they will undoubtedly have a child with a disability in their classroom at some point in time.
- **Many teachers** (ideally, at least one per school) should develop more comprehensive expertise on disability related to more common learning challenges and disabilities. These individuals can serve as an on-site resource and advisor to their peers.
- **A few teachers** should develop higher levels of expertise in the diverse challenges that mainstream teachers may encounter and serve as a consultant to those schools and teachers as needed.” (UNESCO, 2003, as cited in Hayes & Bulat, 2017, pg. 23)

Currently, all levels of trained teachers are difficult to encounter in Rwanda’s education system.

In 2014, the School of Inclusive and Special Needs Education was established at the University of Rwanda College of Education (URCE). The first cohort of students will graduate in 2017, and it is hoped that many of these trained teachers will work within the Teacher Training Colleges (TTCs) to train general education teachers on the basic elements of inclusive education (E. Karangwa, personal communication, August 21, 2017). Dr. Karangwa stated in a recent publication that:

“The inadequacy and inappropriateness of educators in schools for children and youth with special education needs...effectively underpins the capacity and ranges of personnel that offers services in the schools. According to Mary Kobusingye of the MOE and Tussime Angelique of REB, the exact number of education, social workers, and physiotherapists serving in the schools for

children with special needs is unknown because they are not necessarily employees of the education sector” (Karangwa, E., 2017, pg 249-250).

Mary Kobusingye estimates that at most there are 50 teachers with specialized training in Rwanda (M. Kobusingye, personal communication, August 24, 2017).

In Rwanda, teachers for schools for the blind and schools for the deaf typically only receive specialized training once they are employed by the school. As a result, many teachers in the schools for the blind and schools for the deaf are only proficient but not fluent in sign language and Braille. In many cases, teachers in schools in segregated schools, as observed in the school for the deaf in Nyagatare district, Gatunda Sector (part of the assessment) have not obtained a teaching degree from a TTC but rather are graduated from secondary school. In addition, when there are teachers who are blind or deaf working within the schools, they also have not received training through a TTC. For example, when visiting the Bicumbi TTC in the Rwamagana District, Kirganbiro Sector, school staff mentioned that they have only had one student in the past who had a disability and in that case, it was an individual with a moderate physical disability.

To promote the inclusive education of children with disabilities, there have been several efforts to train general education, or mainstream, teachers on basic principles of inclusive education. Currently, inclusive education is not part of general education teacher in-service training nor is it a required component of pre-service training. The majority of these efforts have been made by NGOs or by other groups. In 2016, UNICEF and REB trained 92 teachers, two trainers per school, as trainers for inclusive education. These 92 trainers then subsequently trained 2,771 pre-primary, primary, and secondary level teachers for five days. UNICEF stated that as of August 2017, 2,572 teachers had been trained in inclusive education (B. Mukakizma, personal communication, August 29, 2017). In addition, the National Council for Persons with Disabilities (NCPD) has trained 210 teachers in inclusive education in the Western province (UNICEF, 2016). Other groups that have provided similar training include NUDOR, VSO, and Handicap International.

The classroom observation and interviews found that the number of training teachers had received on inclusive education varied significantly by school, with some schools receiving no training to other receiving support over a six-month period. Exhibit 5 provides a summary of the training in inclusive education received by the schools included in the assessment.

School Name	Total No. of Teachers in School	Number of teachers trained	Name or group who provided training	Training Duration
GS Rukingu	31	2	Handicap International and NUDOR	1 day- basic principles of inclusive education 4 days- inclusive sports 1 day- Sign language
GS	40	1	Handicap	1 day- basic principles of

School Name	Total No. of Teachers in School	Number of teachers trained	Name or group who provided training	Training Duration
Rwisirabo			International and NUDOR	inclusive education 5 days- inclusive sports 1 day- Sign language
GS Bubazi	11	2	Handicap International	6 months
Muramba	36	2	Handicap International and NUDOR	1 day- basic principles of inclusive education 5 days- inclusive sports 1 day- Sign language 1 day-developing training materials (VSO)
GS Burema	37	1	Handicap International and NUDOR	1 day- basic principles of inclusive education 6 days- inclusive sports 1 day- Sign language
Educational Institute of the blind	26	26	URCE	2-month training for new staff
Umutara School for the Deaf	9	9	NA	No training provided by outside groups
Ubumwe Community Center	19	0	NA	No training provided by outside groups
HVP GatagaraGikondo	7	0	NA	No training provided by outside groups
Ngwinona we Village of CWDs	6	6	Rwanda Aid, NUDOR, Handicap International and National Council of Children	

Most of the schools interviewed did not feel the training provided was enough to provide children with the support they need. In addition, when only a few teachers from each school were trained, their job responsibilities remained the same as previously so could only support other teachers in their schools when time allowed. Furthermore, while the one day of training on sign language was appreciated, it clearly does not allow teachers to become fluent or even proficient in the language. Teachers in all of the observed schools requested more time for training related to inclusive education.

Only one of the ten schools observed as part of the assessment (GS Rukingu) stated they are aware and have received training on the Guide to Inclusive Education in Pre-primary, primary and Secondary Education; the other schools were not aware that the guide existed.

Guide to Inclusive Education in Pre-primary, primary and Secondary Education. To provide teachers with guidance on how to educate children with different types of disabilities, in 2016, REB — with the support of UNICEF — developed the Guide

to Inclusive Education in Pre-primary, Primary and Secondary Education. This guide provides practical pedagogical tips for teachers to teach reading and address communication difficulties (Republic of Rwanda, 2016b, pg.60-64). Some of the strategies provided in the guide include

- 1) Strategies for learners with difficulties decoding words,
- 2) Strategies for learners with difficulties with comprehension, and
- 3) Strategies for learners with difficulties in speech and language

The guide uses the practices of Universal Design for Learning which focuses on learning needs rather than disability diagnosis.

PARENT AND COMMUNITY ENGAGEMENT

Parent Engagement

Parent engagement is key to the success of all children, including children with disabilities. However, when existing policies are not well known, as is the case in Rwanda, this becomes a barrier to the participation of parents in the education of their children. In some visited schools (GS Rwisirabo, GS Burema, Muramba A PS, GS Rukingu), Parents of children with disabilities are organized in self-help groups to support their children through rehabilitation services such as physiotherapy and are supporting teachers as social workers.

The information collected from focus group discussion with parents demonstrates that parents are willing to support their children with disabilities to go to school. Sixty-two of 70 targeted parents in this assessment responded that inclusion of all children is very essential; admitting children with disability in special schools/center requires maximum capacity. However, the focus groups revealed that many parents could use support to understand how to best support their child's academic needs outside of school.

Community Engagement

In addition to the importance of parent and school partnership to improve the education of children with disabilities, engaging with the community is also important.

In eight of ten sampled schools, parents have joined groups with the aim of mobilizing the community to support children with disability to attend schools. Schools in conjunctions with parents have started to reach the community. Through these community mobilization and awareness-raising efforts, the rate number of children with disabilities enrolled in schools has increased.

In 80 percent of the sampled schools, parents are working on mobilizing the community to support children with disabilities to attend schools. Schools, working in conjunction with parents, have started to outreach to the community to persuade the community that children with disabilities should receive an education. Through this community mobilization and awareness raising, the rate number of children with disabilities enrolled in the assessed schools has increased.

RECOMMENDATIONS

The recommendations below are based on the findings of this study. These are intended to increase and improve social inclusion activities within the Soma Umenye project. The recommendations include:

Recommendations 1: Policy. Soma Umenye project staff should support MINEDUC as appropriate and explore options to help adopt the Special Need Inclusive Education Policy and Inclusive Education Strategic Plan.

Recommendation 2: Identification of Children with Disabilities. Soma Umenye should include how to screen for additional learning needs as part of the teacher training modules. All children in P1-P3 should receive a routine hearing and screening test using tools and protocols adapted to the Rwandan context. Information obtained from the BLF pilot can help inform the development of such tools. Soma Umenye should develop/adapt vision and screening tools and protocols that can be considered by MINEDUC to implement nationally. These tools will follow international best practice of first screening vision and hearing needs, then screening for additional learning needs and finally conducting an assessment as needed by a multidisciplinary team of trained professionals (as appropriate to the Rwandan context).

Recommendation 3: Teacher Training. Soma Umenye should develop a module on inclusive education practices for mainstream P1-P3 Kinyarwanda teachers as part of its teacher training that builds on REB's existing Guide to Inclusive Education in Pre-Primary, Primary, and Secondary Education. Soma Umenye should help adapt the pre-service curriculum at TTCs to add a requisite course on supporting children with disabilities in the mainstream classroom.

Recommendation 4: Textbooks and Materials. Soma Umenye should conduct a gender and social inclusion review of existing textbooks and make recommendations on how new textbooks could better include gender and disability issues. This information will be consistent with USAID's Guidance on Gender and Inclusiveness in Teaching and Learning Materials and will ensure the persons with disabilities are equitably portrayed in an empowering manner.¹⁶

Recommendation 5: Assistive Devices. Soma Umenye should explore conducting a national audit of existing assistive technologies for students with disabilities in Soma Umenye-supported schools to assess what is currently available and procure additional resources, such as magnifying glasses, as needed to support the learning of students with disabilities in Rwanda.

Recommendation 6: Research. Soma Umenye should include inclusive education as part of its research agenda. Research that Soma Umenye will consider undertaking will focus on improving literacy skills for students with disabilities and strengthening

¹⁶ More information on the guide can be found at: http://pdf.usaid.gov/pdf_docs/PBAAF472.pdf

instructional approaches for teachers using approaches like Universal Design for Learning.

CONCLUSIONS

In recent years, the government of Rwanda has made impressive gains towards improving the education of children with disabilities, especially when developing policies and including disability inclusion as cross-cutting issues in key government planning documents. There are also several successful models for inclusive education within Rwanda that can be built upon and expanded to support all children, regardless of type or severity of the disability. Significant work remains, however, related to providing inclusive education with trained teachers, appropriate tools, supports and accommodations throughout the country. In addition, some current programming -- especially practices related to identification and access to curriculum- need to be revised and strengthened to ensure they follow international standards. With the support of its motivated disability community, Rwanda has the opportunity to strengthen the education of children with disabilities.

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APPENDIX B. STAKEHOLDERS INTERVIEWS

Date	Location	Meeting/Visit description
5/9/2017	MINEDUC UR/ CE	Consultative meeting with MINEDUC/ SNE Professional and UR – CE/ SNE School on learning and literacy for children with disabilities
6/9/2017	REB NCPD	Consultative meeting with MINEDUC/ SNE Professional and UR – CE/ SNE School on learning and literacy for children with disabilities
21/9/2017	Kigali city/ HVPGATAGARA NGORORERO/ MURAMBA A PS	<ul style="list-style-type: none"> Interviews with Head Teacher, Sector Education and the DDE Classroom observation and administration of questionnaires on inclusion of CWDs to PI-P3 Kinyarwanda teachers Focus Group discussion with parents on school inclusion of CWDs
22/9/2017	RUBAVU/ UBUMWE PS KIGALI CITY/ GS BUREMA	<ul style="list-style-type: none"> Interviews with Head Teacher, Sector Education and the DDE Classroom observation and administration of questionnaires on inclusion of CWDs to PI-P3 Kinyarwanda teachers Focus group discussion with parents on school inclusion of CWDs
25/9/2017	NYAMASHEKE/ NGWINO	<ul style="list-style-type: none"> Interviews with Head Teacher, Sector Education and the DDE

Date	Location	Meeting/Visit description
	NAWE VILLAGE OF CWDs NYAGATARE/ GS RWISIRABO	<ul style="list-style-type: none"> Classroom observation and administration of questionnaires on inclusion of CWDs to PI-P3 Kinyarwanda teachers Focus group discussion with parents on school inclusion of CWDs
26/9/2017	NYAGATARE/ UDS NYARUGURU/ EIB Kibeho	<ul style="list-style-type: none"> Interviews with Head Teacher, Sector Education and the DDE Classroom observation and administration of questionnaires on inclusion of CWDs to PI-P3 Kinyarwanda teachers Focus group discussion with parents on school inclusion of CWDs
27/9/2017	KAMONYI/ GS BUBAZI RULINDO/ GS RUKINGU	<ul style="list-style-type: none"> Interviews with Head Teacher, Sector Education and the DDE Classroom observation and administration of questionnaires on inclusion of CWDs to PI-P3 Kinyarwanda teachers Focus group discussion with parents on school inclusion of CWDs

APPENDIX C. CLASSROOM OBSERVATION CHECKLIST

Classroom Observation Checklist Form

S/N	Items	Comments/Observation
1	Total number of children in the classroom:	
2	Total number of girls:	
3	Total number of boys:	
4	According to the teacher, what is the number of identified girls with disabilities present in the classroom at the time of observation?	
5	According to the teacher, what is the number of identified boys with disabilities present in the classroom at the time of observation?	

S/N	Items	Comments/Observation
6	Is there a resource room in the school? • If yes, is it still being used?	
7	Is there a trained special education teacher in the school? • If yes, ○ Do they work full time on special education work or do they have other jobs within the school? Please explain ○ Who provided the training?	
8	Children's work and visual aids are displayed throughout the classroom?	
9	The teacher provides opportunities for students to connect their learning to their previous experiences and to explore learning in real life context?	
10	The teacher moves throughout the classroom-using continuous monitoring and evaluation to support student's learning?	
11	Teacher Communicates appropriately for all learners needs (e.g. volume and one of voice speed of speech)	
12	Are formal instruction/lectures used in the classroom? (for example, is the teacher providing a prepared group lesson to the entire class)	
14	Are manipulative (or sensory objects) used in the classroom to reinforce learning?	
15	Are children allowed to interact with each other during non-formal instruction time?	
16	Does the teacher call upon or engage all students (including those with disabilities) during the	

S/N	Items	Comments/Observation
	classroom instruction?	
17	Do all students have direct sight lines to the teacher and the blackboard?	
18	Does the teacher write concepts on the chalkboard as well as explain them verbally?	
19	Are the textbooks and materials used in the general education classes available in Braille?	
20	Are daily calendars or visual schedules used to provide reminders to students as to what will occur during the school day?	
21	<p>Are the following assistive devices available in the classroom or resource room?</p> <ul style="list-style-type: none"> • Braille • Slate and Stylus • Magnifiers • Braille learning materials • Communication boards or pictures • Alternative writing devices (such as adapted writing tools) 	

APPENDIX D. SCHOOL DATA FROM CLASSROOM OBSERVATION CHECKLIST

S/ N	Items	Muramba A PS	Ubumwe PS	Ngwino Nawe	Ed. Inst. of Blind	GS Rukingu	HVP Gatagara Gikondo	GS Burema	GS Rwisirabo	Umutara Deaf School	GS Bubazi
1	Total number of children in the classroom										
	P1	41	60		6		11	60			50
	P2	35							52		39
	P3		58					56	47	8	
2	Total number of girls										
	P1	21	32	4	2		2	25			21
	P2	19							29		
	P3		24							2	
3	Total number of boys										
	P1	20	28		4		9	35			29
	P2	16							23		
	P3		34							6	
4	According to the teacher, what is the number of identified girls with disabilities										

S/ N	Items	Muramba A PS	Ubumwe PS	Ngwino Nawe	Ed. Inst. of Blind	GS Rukingu	HVP Gatagara Gikondo	GS Burema	GS Rwirabo	Umutara Deaf School	GS Bubazi
	present in the classroom at the time of observation?										
	P1	2		3	2		2	1			5
	P2	1	1								
	P3									2	
5	According to the teacher, what is the number of identified boys with disabilities present in the classroom at the time of observation?										
	P1	1	1	4	4		9	1			1
	P2	1							1		
	P3		1					1		6	
6	Is there a resource room in the school?	Y	N	N	N	N	N	Y	Y	N	Y
	Is it used?	Mainly used during sign language lesson but						Not used because it is not equipped	Not used because it is not equipped		No longer used

S/ N	Items	Muramba A PS	Ubumwe PS	Ngwino Nawe	Ed. Inst. of Blind	GS Rukingu	HVP Gatagara Gikondo	GS Burema	GS Rwirabo	Umutara Deaf School	GS Bubazi
		still materials are not enough (only flat screen, sign language CD, Few teaching Aids)									
7	Is there a trained special education teacher in the school?	Y	N	Y	Y	Y	Y	Y	Y	Y	Y
	If yes, Do they work full time on special education work or do they have other jobs within the school? Please explain Who provided the training?	Two teachers trained by HI for 60 days Special teachers do not work full time because of a busy schedule.		They are all trained, and they work full time on special education	They are all trained, and they work full time on special education	teachers from P1 and P2 are trained on special needs education by REB and they do not work full	they are all trained on special needs education- Mental disability by HI but also in collaboration with UR/CE and they work full time on special	Teachers are being continuously trained by HI and NUDOR and they do not work full time on special education	Teachers are being continuously trained by HI and NUDOR and Soma Umenye and they do not work full time on special education	They are trained and work full time	They are trained by HI and by Soma Umenye and they do not work full time on special education

S/ N	Items	Muramba A PS	Ubumwe PS	Ngwino Nawe	Ed. Inst. of Blind	GS Rukingu	HVP Gatagara Gikondo	GS Burema	GS Rwirabo	Umutara Deaf School	GS Bubazi
						time on special time.	education				
8	Children's work and visual aids are displayed throughout the classroom?	No children's work and very few teaching visual aids are displayed	No children's work and very few teaching visual aids are displayed	No children's work and enough teaching visual aids are displayed	N	N//A	No children's work and enough teaching visual aids are displayed	No children's work and very few teaching visual aids are displayed. Kept in boxes		No children's work and enough teaching visual aids are displayed	No children's work and enough teaching visual aids are displayed
9	The teacher provides opportunities for students to connect their learning to their previous experiences and to explore learning in real life context?	N	Yes, difficult words are explained, revision of previous lesson is done	Yes, concrete materials are displayed , and children are invited to use them at their own choice	Y	N/A	Y	Y	N	Y	N

S/ N	Items	Muramba A PS	Ubumwe PS	Ngwino Nawe	Ed. Inst. of Blind	GS Rukungu	HVP Gatagara Gikondo	GS Burema	GS Rwisirabo	Umutara Deaf School	GS Bubazi
10	The teacher moves throughout the classroom-using continuous monitoring and evaluation to support student's learning?	Y	Y	Y	Y	N	Y	Y	The teacher moves in the classroom, but she did not mind about the learners who are playing during her lesson delivery.	Y	
11	Teacher communicates appropriately for all learners needs (e.g. volume and one of voice speed of speech)	N	Y	Y	Y	N/A	Y	Y	Y	Y	Y
12	Are formal instruction/lectures used in the classroom? (for example, is the teacher providing a prepared group	Y	Y	Y	Y		in Class I, the lesson plan outline objective of each individual child and	Y	Y	Y	Y

S/ N	Items	Muramba A PS	Ubumwe PS	Ngwino Nawe	Ed. Inst. of Blind	GS Rukingu	HVP Gatagara Gikondo	GS Burema	GS Rwirabo	Umutara Deaf School	GS Bubazi
	lesson to the entire class)						teaching process is based on individual needs and capacity.				
14	Are manipulative (or sensory objects) used in the classroom to reinforce learning?	N	N	Y	Materials are there (e.g.: cat which can be manipulated and produce voices) but they were not used during the observed lesson as they were not relevant to the lesson.		Y	Y	N	Y	N
15	Are children allowed to interact with each	Children were asked to read in	Children were asked to read in	Y	N		Y	Group work in reading	N	N	Children were asked to read in

S/ N	Items	Muramba A PS	Ubumwe PS	Ngwino Nawe	Ed. Inst. of Blind	GS Rukingu	HVP Gatagara Gikondo	GS Burema	GS Rwirabo	Umutara Deaf School	GS Bubazi
	other during non-formal instruction time?	small groups however, they were given one book while sitting face to face	small groups								small groups
16	Does the teacher call upon or engage all students (including those with disabilities) during the classroom instruction?	They are engaged and encouraged in their answers but not structured and documented	only cases with visible disabilities are recognized and engaged	Y	Y		Y	They are engaged and encouraged in their answers but not structured and documented. The teacher does not know sign language.	They are engaged and encouraged in their answers but not structured and documented. The teacher does not know sign language.	Y	They are engaged and encouraged in their answers but not structured and documented
17	Do all students have direct sight lines to the teacher and the blackboard?	PI arrangement in arrows, arrangement in U	PI in rows arrangement and P3 in U shape	Semi-circle	N/A		Semi-circle	The arrangement in U shape which is challenging	U shape	U shape	U shape

S/ N	Items	Muramba A PS	Ubumwe PS	Ngwino Nawe	Ed. Inst. of Blind	GS Rukingu	HVP Gatagara Gikondo	GS Burema	GS Rwisirabo	Umutara Deaf School	GS Bubazi
		shape in P2. The arrangement in U shape which is challenging to some children who cannot see the on the chalkboard without turning back!						to some children who cannot see the on the chalkboard without turning back!			
18	Does the teacher write concepts on the chalkboard as well as explain them verbally?	In P1, the teacher writes on the chalkboard but did not explain the concepts. In P2 the teacher did not write	In P1, the teacher writes on the chalkboard and explained the concepts. In P3 the teacher	Y	N/A		A few words are written on the chalkboard, but all concepts are explained clearly	The teacher writes on the chalkboard and explained the concepts clearly	only title is written to the chalkboard	Only use of sign language	Gapyote udupyisi

S/ N	Items	Muramba A PS	Ubumwe PS	Ngwino Nawe	Ed. Inst. of Blind	GS Rukingu	HVP Gatagara Gikondo	GS Burema	GS Rwirabo	Umutara Deaf School	GS Bubazi
		on the chalkboard.	used the chalkboard and did explain the concept clearly.								
19	Are the textbooks and materials used in the general education classes available in Braille?	N	N	N	Y	N	N	N	N	NA	N
20	Are daily calendars or visual schedules used to provide reminders to students as to what will occur during the school day?	Timetable available and displayed in English	Timetable available and displayed in English	N	N		Visual representation of schedules is in place.	N	N	Timetable available and displayed in English	Timetable available and displayed in English
21	Are the following assistive devices available in the classroom or resource room?										

S/ N	Items	Muramba A PS	Ubumwe PS	Ngwino Nawe	Ed. Inst. of Blind	GS Rukingu	HVP Gatagara Gikondo	GS Burema	GS Rwirabo	Umutara Deaf School	GS Bubazi
	Braille	N	N	N	Y		N	N	N	N	N
	Slate and stylus	N	N	N	Y		N	N	N	N	N
	Magnifiers	N	N	N	Y		N	N	N	N	N
	Braille learning boards	N	N	N	Y		N	N	N	N	N
	Communication boards or pictures	N	N	N	Y		Y	N	N	N	N
	Alternative writing devices	N	N	N	Y		N	N	N	N	N

APPENDIX E. TEACHER, HEAD TEACHER, SEO AND DEO INTERVIEW QUESTIONS

Interview with Head teachers SEOs and DEOS

1. Please describe your school/*Mushobora kuduha ishusho y'ikigo uyobora*. How many children attend your school? *Mufite abana bangahe kuri ishuri?* What is the teacher/student ratio? *Ugererenyisha umwarimu abarirwa abana bangahe?* Where do you receive funding? *Ni hehe mukura ingengo y'imari?* Do you feel you receive adequate support from the government regarding resources and services? *Mubona inkunga y'ibikoresha ndetse n'ibindi bikenerwa muhabawa na Leta ihagije?* Do you receive any supplemental resources from other groups (e.g. NGOs, etc.)? *Haba hari ubundi bufasha mubona buvuye mu bandi baterankungu?* (If applicable)
2. Have you and your teachers received training on inclusive education? *Haba hari amahugurwa abarimu ndetse namwe ubwanyu mwabonye ku burezi budaheza?* If so, from whom? *Niba mwarabonye amahugurwa yatanze na nde?* How long was the training (e.g. how many days)? *Ayo mahugurwa yaba yaratanze mu igihe kingana gute?* Do you feel like that training was sufficient for you to provide inclusive education? *Mwumva ayo mahugurwa ahagije kugira ngo mubashe kwigisha abana bose ndetse n'abafite ubumuga bunyuranye?* What type of training would you like in the future? *Ni ayahe mahugurwa mubona akenewe kugira ngo muteze imbere uburezi budaheza?*
3. What is the current process to identify children with disabilities? *Ni ubuhe buryo buriho bwifashishwa mu kumenya abana bafite ubumuga?* Is there a tool used by all teachers? *Haba hari uburyo n'ibikoresho abarimu bifashisha mu kumenya abana bafite ubumuga?* Are there routine dyslexia, vision and hearing and nutrition screenings that take place within the classroom in the general education schools? *Haba hariho uburyo buhoraho bwifashishwa mu kumenya abanyeshuri bafite ubumuga bwo kutabona, bwo kumva no kuvuga?*
4. What services are currently available to children with disabilities (e.g. Braille instruction, sign language instruction, assistive technology, etc.)? *Haba hari uburyo bworohereza abafite ubumuga mu myigire yabo (nk'inyandiko y'abatabona, ururimi rw'amarenga...?)* What is being done to help (individualization) in the classroom? *Ni iki gikorwa mu guha umwana ubufasha bwihariye mu ishuri?* How are these services provided to the population (e.g. government funded or privately supported)? *Ubu bufasha bwihariye butangwa na nde ku banyeshuri?*
5. Do all learning and teaching materials meet the needs of all learners (including print rich materials)? *Uburyo n'ibikoresho byifashishwa mu kwigisha byaba bibereye abana bose harimon'abafite ubumuga?*

6. What are challenges faced by children with special needs while learning to read in P1-P3? *Ni izihe mbogamizi abana bafite ubumuga bo mu mwaka wa mbere, mu wa kabiri no mu wa gatatu w'amashuri abanza bahura nazo mugihe biga gusoma ururimi rw'Ikinyarwanda? What is the necessary support to help children with special needs and children with disability in reading Kinyarwanda? Ni ubuhe bufasha b'ibanze abana bafite ubumuga mu gihe biga gusoma ururimi rw'Ikinyarwanda?*

7. What role should parents have in the future? *Ni uruhe ruhare ababyeyi bagira mu guteza imbere uburezi budaheza abana bafite ubumuga?*

8. What role should DPOs have in the future? *Ni uruhe ruhare imiryango y'abafite ubumuga yagira mu guteza uburezi budaheza abana bafite ubumuga?*

9. What types of programs would you like MOE to conduct in the future? *Hari izindi gahunda mwifuzako Minisiteri y'uburezi yashyiraho mu guteza imbere uburezi budaheza? What role should inclusive schools have in the future? Ni uruhe ruhare ibigo by'amashuri byakira abana bose byagira mu komezaguteza imbere uburezi bw'abana bafite ubumuga?*

Question	Ngororero	Nyaruguru	Rubavu
Please describe your school/Mushobora kuduha ishusho y'ikigo muyobora?			
How many children attend your school? Mufite abana bangahe kuri iri shuri?			More than 100,000
What is the teacher/student ratio? Ugereraniye Umwarimu abarirwa abana bangahe?			70:1
Where do your schools receive funding? Nihehe ibigo by' amashuri byanyu bikura ingengo y'imari?	Funds from government known as capitation grant and school feeding, Parents contribution for teachers' bonus.	Capitation grant and school feeding	Capitation grant, school feeding, school building + Rubavu district own revenues
Do you feel you receive adequate support from the government regarding resources and services? Mubona inkunga y' ibikoresheho ndetse n' ibindi bikenerwa muhabwa na Leta ihagije?	Capitation grant and school feeding are insufficient compared to the current cost of life: Rwf 56 per child per day.	Not sufficient	Not enough otherwise we should deal with high number of children in the classroom.
Do you receive any supplemental resources from other groups (e.g. NGOs, etc.)? (If applicable) Haba hari ubundi bufasha mubona buvuye mu bandi baterankunga?	A is a model inclusive school in Western province. Some NGOs give their contribution	NGOs provide support in infrastructure; computer laboratory, WC, Savings not in running cost.	NGOs are in capacity building
Have you and your teachers received training on inclusive education? Haba hari amahugurwa abarimu nanyu ubwanyu mwabonye ku burezi budaheza?	Yes	Yes	Yes, one teacher per sector
If so, from whom? Niba mwarabonye amahugurwa yatanze na nde?	Handicap International	Handicap International	Handicap International
How long was the training (e.g. how many days)? Ayo	2 weeks (study tour to Uganda)	2 weeks	3 days

Question	Ngororero	Nyaruguru	Rubavu
mahugurwa yaba yaratanzwe mu gihe kingana gute?			
Do you feel like that training was sufficient for you to provide inclusive education? Mwumva ayo mahugurwa ahagaije kugira ngo mubashe kwigisha abana bose ndetse n' abafite ubumuga bunyuranye?	No, we got basic knowledge on inclusive education. Normally trainings must be continuous	How to assess disability, and the needs of children of different types of disability, inclusive education and reach big number of teachers.	Not sufficient
What type of training would you like in the future? Ni ayahe mahugurwa mubona akenewe kugirango muteze imbere uburezi budaheza?	Sign Language, Braille and Teaching methodology.		inclusive education to district authorities, all sector education officer and all schools
What is the current process to identify children with disabilities? Ni ubuhe buryo buriho bwifashishwa mukumenye abana bafite ubumuga?	Observation made by teachers in case of physical and deaf children. No scientific way to identify disability	it is simple to assess physical impaired, blind and deaf. Psychological problem is assessed with time as a child is in touch with teacher.	Simple observation
Is there a tool used by all teachers? Haba hari uburyo n' ibikoresho abarimu bifashisha mu kumenya abana bafite ubumuga?	No specific tool	Normally we need appropriate tools to each type of disability even WC as well as chairs reason why we think always to send CWDs to the special schools.	Observation and a format got from Handicap International.
Are there routine dyslexia, vision and hearing and nutrition screenings that take place within the classroom in the general education schools? Haba hari uburyo buhoraho bwifashishwa mu kumenya abanyeshuri bafite ubumuga bwo kutabona, bwo kutumva no kutavuga?	No visual impaired accommodated by the Muramba A School.		Ubumwe community center support in identification of children with visual impairment.
What services are currently available to children with disabilities (e.g. Braille instruction, sign language instruction,	SLI is developed in the Rukingu School.		No Braille documentation

Question	Ngororero	Nyaruguru	Rubavu
assistive technology, etc.)? Haba hari uburyo bworohereza abafite ubumuga mu myigire yabo (nk'inyandiko y'abatabona, ururimi rw' amarenga,...?)			
What is being done to help (individualization) in the classroom? Ni iki gikorwa muguha umwana ubufasha bwihariye mu ishuri?	Number of children in class is reasonable. Ratio is around five children per class which means it is very easy for a teacher to assist each child individually.		none discrimination by their colleagues, accessible infrastructures
How are these services provided to the populations (e.g. government funded or privately supported)? Ubufasha bwihariye butangwa na nde ku banyeshuri?	His/her colleague children, teachers, school authorities and parents.		Government from central government budget, well trained teachers
Do all learning and teaching materials meet the needs of all learners (including print rich materials)? Uburyo n' ibikoresho byifashishwa mu kwigisha byaba bibereye abana bose harimo n' abafite ubumuga?	District: teaching materials are not appropriate as in one class there are several types of disabilities. Even methodology should be updated as curriculum changes.		No adequate tools so it is like a charity not a right based
What are challenges faced by children with special needs while learning to read in PI-P3? Ni izihe mbogamizi abana bafite ubumuga bo mu mwaka wa mbere, mu wa kabiri no mu wa gatatu w' amashuri abanza bahura nazo mu gihe biga gusoma ururimi rw' ikinyarwanda?	Integration with school community in the first days of school year, short time allocated to the lesson, lack of appropriate teaching materials.	Status of families especially those children who come from poor families, they do not have required materials. High number of children in class and short time allocated to the lesson	No special books and time while learning to read Kinyarwanda
What are the necessary support to help children with special needs and children with disability in reading Kinyarwanda? Ni	Teacher repeats several times for the CWDs.	Special attention to those children with disability.	Ensure the degree of disability of each child by doctor and assist the child in his/her education based on the recommendations provided by the

Question	Ngororero	Nyaruguru	Rubavu
ubuho bufasha bw' ibanze buhabwa abana bafite ubumuga mu gihe biga gusoma ururimi rw' ikinyarwanda			doctor.
What role should parents have in the future? Ni uruhe ruhare ababyeyi bagira mu guteza imbere uburezi budaheza abana bafite ubumuga?	Enroll his/her child to school; provide school materials to his/her child.		Assist the child when arrives at home
What role should DPOs have in the future? Ni uruhe ruhare imiryango y' abafite ubumuga yagira mu guteza imbere uburezi budaheza abana bafite ubumuga?	Advocacy for continuous training to teachers and inclusive teaching materials	training to the teachers and avail books, follow up the implementation of skills gained during the trainings.	Support the availability of data and specific needs of each child. Provide appropriate books and trainings to the teachers. DPOs work with schools as (Pepiniere: French vocabulary!) of their members.
What types of programs would you like for the MOE to conduct in the future? Hari izindi gahunda mwifuzako ko Minisiteri y' uburezi yashyiraho mu guteza imbere uburezi budaheza?	Clear and detailed policy on inclusive education and its full implementation. Increase budget for inclusive education regarding training and materials.	Trainings to the teachers and provide book to the children. Reasonable salary to the teachers in public schools. Once the salary is good also teacher will do his/her best in gathering children.	To avail special budget for inclusive education. Appropriate books to each type of disabilities. Appoint a teacher in charge of inclusive on school structure.
What role should inclusive schools have in future? Ni uruhe ruhare ibigo by' amashuri byakira abana bose byagira mu gukomeza guteza imbere uburezi bw' abana bafite ubumuga?	Promote integration of CWDs and appoint the teachers in class based on specific skills on disability and inclusive education.		Advocate for one teacher in charge of inclusive on school structure.

APPENDIX F. QUESTIONNAIRE TO PI-P3 KINYARWANDA TEACHERS

District/ Akarere:

Sector/ Umurenge:

School/ Ishuri:

Question 1. The extent to which education for all children and children with disability is understood/Imyumvire ku burezibw'abana bose ndetse n'abafite ubumuga

No	Items/Ibibazo			
1	Are all children with disabilities accepted in the school/class regardless of the severity of their disability? <i>Abana bose bafite ubumuga baba bakirwa ku ishuri hatitawe ku buremere bw'ubuga bafite?</i>			
2	Have teachers received training on how to provide instruction on how to learn to read and write in Braille and orientation and mobility training, to operate learning media and technological devices (for example, Braille, refreshable Braille, accessible computer devices) for learners who are blind or low vision? <i>Haba hari amahugurwa atandukanye abarimu babonye mu kwigisha gusoma no kwandika inyandiko y'atababona, kubafasha kwiyo bora no gukoresha ibindi bikoresha byihariye bifasha abana batabona ku ishuri?</i>			
3	Prior to placement, did the child receive any screening? <i>Haba hari isuzuma umwana akorerwa mbere yo kwakirwa mu ishuri?</i>			
4	Are IEPs informed by assessments that identify a child's strengths and weaknesses that are conducted by a multidisciplinary team? <i>Ubufasha bw'umyigire bwihariye bwaba bugenwa n'isuzuma ryihariye umwana yakorewe n'itsinda ry'ababihugukiwe?</i>			
5	Is curriculum adapted or modified for students who may need additional support? <i>Integanyanyigisho ivugurwa hashingiwe ku bufasha bwihariye umwana akenera?</i>			
6	Does the teacher use a lesson plan that takes into account all learners' needs? <i>Mwarimu ategura isomo akanaryigisha yitaye ku bufasha bwihariye abana bafite ubumuga bakeneye?</i>			
7	Are testing accommodations provided to children as needed (keyboard, no time limit, etc.) <i>Uburyo bw'imibarize bwitakubana bafite ubumuga bunyuranye?</i>			
8	Do school staffs regularly engage with families and provide families with information on their child's progress? <i>Abarezi baba bakorana n'ababyeyi b'abana bafite ubumuga bakanabamenyesha imizamukire mu myigire y'abana yabo?</i>			
9	Does the school conduct outreach services with the community or hold			

N o	Items/Ibibazo			
	regular events with the community? <i>Ishuri ryaba hari gahunda rigira yo gusura ababyeyi cgangwa izindi gahunda zihoraho mu ngo?</i>			
10	Do you feel prepared to educate children with disabilities in your classroom? <i>Wumva witeguye bihagije kwigisha abana bafite ubumuga bunyuranye mu ishuri ryawe?</i>			
11	If you have questions about inclusion, do you know who to go and receive the right answer? <i>Mu gihe ugize ikibazo ku burezi bw'abana bafite ubumuga bunyuranye, hari aho ubona ubufasha bukwiye?</i>			

Question 2. What are some of the best practices that you use in your daily learning and teaching process to meet all your learners needs?

Mu myigishirize yawe ya buri muni, ni utuhe dushay waba ukoresha kugira ngo ugere kuri buri mwana ndetse n'ufite ubumuga?

Question 3. What are the challenges do you face while teaching children with special needs to read Kinyarwanda? / Ni iziheimbogamizimuhuranazo mu gihemwigishagusomaikinyarwanda?

Question 4. What kind of support can be given to children with disabilities to improve Kinyarwanda reading skills? / Ni ikicyakorwakugirangohatezweimberegusomaikinyarwandakubanabafiteubumugan'abafi teizindimbogamizi ?

District/ Akarere:

Sector/ Umurenge:

School/ Ishuri:

APPENDIX G. RESPONSES TO QUESTIONNAIRE TO P1- P3 KINYARWANDA TEACHERS

Question 1. The extent to which education for all children and children with disability is understood/Imyumvire ku burezi bw'abana bose ndetse n'abafite ubumuga

No	Items/Ibibazo	Yes/Yego	No/Oya	What do you think? Mubitekerezaho iki?
1	<p>Are all children with disabilities accepted in the school/class regardless of the severity of their disability?</p> <p><i>Abana bose bafite ubumuga baba bakirwa ku ishuri hatitawe ku buremere bw'ubuga bafite?</i></p>	19	3	<p>YES</p> <ul style="list-style-type: none"> • Every child is accepted however there is still a negative mindset of parents of CWDs towards inclusive education (Muramba) • Children are accepted because of the awareness campaign but there are still some children who are still at home. Hopefully, next year all children will be at school (Muramba) • Yes, not all categories of disabilities are accepted in this school because we normally select them based on two categories (simple and medium mental disabilities) – (HVP-Gatagara Gikondo) • Every child with disability is accepted here because it is their rights (GS Burema). • What we think is that our country respect everyone rights and does not discriminate any one (GS Burema). • To support the inclusive education and to respect persons with different disabilities because it is not their own choice (GS Burema). <p>NO</p> <ul style="list-style-type: none"> • No, not every child with disabilities are accepted in this school because we firstly do an assessment to make sure a child

No	Items/Ibibazo	Yes/Ye go	No/O ya	What do you think? Mubitekerezaho iki?
				<p>has hearing disability (Umutara School for Deaf)</p> <ul style="list-style-type: none"> No, we cannot educate all children with disabilities, so we normally work with a team to assess them because we receive children according to their age and mental abilities (HVP Gatagara Gikondo).
2	<p>Have teachers received training on how to provide instruction on how to learn to read and write in Braille and orientation and mobility training, to operate learning media and technological devices (for example, Brailleurs, refreshable Brailleurs, accessible computer devices) for learners who are blind or low vision?</p> <p><i>Haba hari amahugurwa atandukanye abarimu babonye mu kwigisha gusoma no kwandika inyandiko y'abatabona, kubafasha kwiyoobora no gukoresha ibindi bikoresha byihariye bifasha abana batabona ku ishuri?</i></p>	9	13	<p>YES</p> <ul style="list-style-type: none"> Yes, we have had different trainings especially on Sign Language (Umutara School for Deaf). What we think is that this kind of trainings is so important because it has helped us as teachers to know how work with them in the society (GS Burema). But it was not sufficiently depending on the training content and training period (GS Burema). <p>NO</p> <ul style="list-style-type: none"> They have received trainings that will help them to support children with disabilities, personally I have received trainings on Sign Language (Umutara School for Deaf) We didn't receive trainings on Braille and other assistance mobility for persons with visual disabilities, but we received trainings on Teaching methodology of people with disabilities. We don't have Braille materials and it is needed (HVP Gatagara-Gikondo). Every teacher is trying his/her

No	Items/Ibibazo	Yes/Ye go	No/O ya	What do you think? <i>Mubitekerezaho iki?</i>
				<p>effort to make sure every child understands what the teacher is teaching based on her or his intellectual capacity. The training was general (HVP Gatagara-Gikondo).</p> <ul style="list-style-type: none"> • We did not receive training on Braille and mobility for them but it needed because here in this school we have some of children with visual disability and sometimes helping them to move from one side to another we use his/her hand (HVP Gatagara – Gikondo).
3	<p>Prior to placement, did the child receive any screening? <i>Haba hari isuzuma umwana akorerwa mbere yo kwakirwa mu ishuri?</i></p>	13	9	<p>YES</p> <ul style="list-style-type: none"> • We have a team that has in charge of assessing learner before accepting in this special school like psychologist doctor, special teacher and there is in this field. (HVP Gatagara –Gikondo). • Different Psychologist and Teachers are working together to identify the disability of a child (HVP Gatagara –Gikondo). • The school has psychologist, physiology, orthopedic services, there is also different test and techniques used to assess the intellectual capacity. (HVP Gatagara- Gikondo). • Because they want to know the capacity of child and any other problem the child has (GS Burema). • Because he or she must attend the school, so there is no any reason that can stop her or him to learn together with others (GS

No	Items/Ibibazo	Yes/Yes go	No/No ya	What do you think? <i>Mubitekerezaho iki?</i>
				<p>Burema).</p> <ul style="list-style-type: none"> Yeah there an assessment because every child who come at school she or he must be assessed by the school authorities (Umutara School for Deaf). <p>NO</p> <ul style="list-style-type: none"> Because he or she has rights on education, there is no need of doing an assessment or screening (Umutara School for Deaf) Every child is accepted without any criteria (GS Burema).
4	<p>Are IEPs informed by assessments that identify a child's strengths and weaknesses that are conducted by a multidisciplinary team?</p> <p><i>Ubufasha bw'imyigire bwihariye bwaba bugenwa n'isuzuma ryihariye umwana yakorewe n'itsinda ry'ababihugukiwe?</i></p>	II	II	<p>YES</p> <ul style="list-style-type: none"> The first support we provide to a child is to train him or her on sign language that will help him or her to communicate (Umutara School for Deaf). Because after being assessed, the teacher will support them according to their level of capacity (GS Burema). What we realized is that it has helped the child to reach the school; for example: the children who received the wheelchairs (GS Burema). They have received prosthetics (GS Burema). Every child must be assessed (HVP Gatagara- Gikondo). We decide the class in which a child will belong in based on assessment report of every child (HVP Gatagara- Gikondo). All information from the assessment can be very important in helping disabled

No	Items/Ibibazo	Yes/Yes go	No/No ya	What do you think? Mubitekerezaho iki?
				<p>child (HVP Gatagara – Gikondo).</p> <ul style="list-style-type: none"> • Very sure all children have been assessed. <p>NO</p>
5	<p>Is curriculum adapted or modified for students who may need additional support?</p> <p><i>Integanyanyigisho ivugurwa hashingiwe ku bufasha bwihariye umwana akenera?</i></p>	13	9	<p>YES</p> <ul style="list-style-type: none"> • It is very important because it helps the child to understand at least what they have been through (Umutara School for Deaf). • We can educate child according to his/her capacities that is why curriculum can be modified in order to fit the need of students (HVP Gatagara- Gikondo). • Here the teacher used to adapt depending on the level of student; but still we have questions of the curriculum because we are still waiting the approved special curriculum for students with special needs (HVP Gatagara – Gikondo). • It is better that the curriculum should be adapted depending on support the child need (GS Burema). • It is adapted depending on everyday needs of a child (GS Burema). • It is adapted to make sure a student has learnt something at least (GS Burema). • It can fine to adapt it because it can help a child to learn somethings (Umutara School for the Deaf). <p>NO</p> <ul style="list-style-type: none"> • There is temporally special curriculum to support children

No	Items/Ibibazo	Yes/Ye go	No/O ya	What do you think? <i>Mubitekerezaho iki?</i>
				with special needs because there is no approved one by the government (HVP Gatagara-Gikondo).
6	<p>Does the teacher use a lesson plan that takes into account all learners' needs?</p> <p><i>Mwarimu ategura isomo akanaryigisha yitaye ku bufasha bwihariye abana bafite ubumuga bakeneye?</i></p>	22	0	<p>YES</p> <ul style="list-style-type: none"> • We teach them based on their type of disability just to make sure he or she understood what has been taught (Umutara School for Deaf). • Just to give them a package that will support them in the future (GS Burema). • Yes for sure, the teacher should support all children equally (GS Burema). • Stay closely to children with disabilities and facilitate them (GS Burema). • Yeah, that how it is being done (every child has his own lesson objectives). Every day, the teacher work very hard to make sure every student have understood what they have learned (HVP Gatagara-Gikondo). • Yes, because every student is supported separately not in general (HVP Gataraga-Gikondo). • Lesson plan is essential in education (HVP Gatagara – Gikondo). • You teach him or her what we have prepared and you know it help him or her (Umutara School for Deaf). <p>NO</p>
7	Are testing accommodations	21	1	<p>YES</p> <ul style="list-style-type: none"> • Assessment helps to recognize

No	Items/Ibibazo	Yes/Yego	No/Oya	What do you think? Mubitekerezaho iki?
	<p>provided to children as needed (keyboard, no time limit, etc.) <i>Uburyo bw'imibarize bwita ku bana bafite ubumuga bunyuranye?</i></p>			<p>when the goal of teacher is achieved in order to know the abilities of student (HVP Gatagara –Gikondo).</p> <ul style="list-style-type: none"> • This it is done by teachers 9HVP Gatagara Gikondo). • It is done but there are many challenges especially student with hearing and visual disability who do not have materials and limited teachers to support them (HVP Gatagara –Gikondo). • Because they have learned together with others of course the examination should be the same (GS Burema). • Because the teacher should be close to him or her (GS Burema). • The student with disability are facilitated depending on his or her disability (GS Burema). • Yeah, we normally use that(umutara school for deaf). <p>NO</p> <ul style="list-style-type: none"> • They are examined the same as other student (Umutara School for Deaf)
8	<p>Do school staffs regularly engage with families and provide families with information on their child's progress? <i>Abarezi baba bakorana n'ababyeyi b'abana bafite ubumuga bakanabamenyesha imizamukire mu myigire y'abana yabo?</i></p>	22	0	<p>YES</p> <ul style="list-style-type: none"> • Yes, the teachers inform always the parents on their child's progress (umutara school for Deaf). • When the child comes at school and they told him to bring his parents and sometimes they come with them (GS Burema). • We can say that the teachers can not do this job alone without the support of their parents (GS Burema).

No	Items/Ibibazo	Yes/Ye go	No/O ya	What do you think? Mubitekerezaho iki?
				<ul style="list-style-type: none"> Teachers and Parents of children with disabilities communicated the child's progress and discuss the strategies for improvement (GS Burema). They work together; especially with PSI, Meeting with parents, parents visit to school and sometimes we use written communication; and there even a fixed phone that is being used to communicate with parents and other persons we want to be communicated for purpose (HVP Gatagara –Gikondo). A part for the general meetings, every parent is called and discuss on her or his child' progress (HVP Gatagara –Gikondo) The school with parents have regular meeting that's what we call PSI and every term meeting with parents (HVP Gatagara – Gikondo). Yes for sure, they need to explain to parents (Umutara School for Deaf). <p>NO</p> <ul style="list-style-type: none">
9	<p>Does the school conduct outreach services with the community or hold regular events with the community?</p> <p><i>Ishuri ryaba hari gahunda rigira yo gusura ababyeyi cgangwa izindi gahunda zihoraho mu ngo?</i></p>	10	12	<p>YES</p> <ul style="list-style-type: none"> Yes, the school conducted that kind of services in the community (Umutara School for Deaf). The school has a teacher in charge of social affairs of children with disabilities and follow the work of the association of parents of children with disabilities and give the report to

No	Items/Ibibazo	Yes/Ye go	No/O ya	What do you think? <i>Mubitekerezaho iki?</i>
				<p>the school leaders (GS Burema).</p> <ul style="list-style-type: none"> • The school leaders used to have meetings with parents of children with disabilities (GS Burema). • The school staff and teacher can visit the child's parents (HVP Gatagara –Gikondo). • They meet together and discuss on the problem of children (Umutara School for Deaf). <p>NO</p> <ul style="list-style-type: none"> • I think we can have a plan of visiting parents at home (GS Burema). • To support the parents of children with disabilities to establish the common activities that can be done together (GS Burema). • This plan will help us a lot because we suppose to have in place 9HVP Gataraga – Gikondo). • It useful program but not achieved (HVP Gatagara – Gikondo).
10	<p>Do you feel prepared to educate children with disabilities in your classroom?</p> <p><i>Wumva witeguye bihagije kwigisha abana bafite ubumuga bunyuranye mu ishuri ryawe?</i></p>	14	8	<p>YES</p> <ul style="list-style-type: none"> • Yes there is no problem because I'm always ready to teach them (Umutara School for Deaf). • Based on skills and knowledge and personal documentation, I need to work as professional (GS Burema). • I'm ready because I have been trained on that and so far I like this kind of Job (GS Burema) • I think that more trainings is needed that will help to continue

No	Items/Ibibazo	Yes/Yes go	No/No ya	What do you think? <i>Mubitekerezaho iki?</i>
				<p>supporting children with disabilities because it is their rights like as other students (GS Burema).</p> <ul style="list-style-type: none"> • Yes but with emphasis on the number of them and material needed (HVP Gatagara – Gikondo). • But it needs a lot of support; it is not possible to different types of disabilities • Because I'm professional in that field of special education; I'm prepared to do that (HVP Gatagara –Gikondo). • I'm ready to teach children with different types of disabilities (Umutara School for Deaf). <p>NO</p>
11	<p>If you have questions about inclusion, do you know who to go and receive the right answer?</p> <p><i>Mu gihe ugize ikibazo ku burezi bw'abana bafite ubumuga bunyuranye, hari aho ubona ubufasha bukwiye?</i></p>	12	10	<p>YES</p> <ul style="list-style-type: none"> • Yeah there is and the School leaders are here to support us. • At school, organizations that support our school such as NUDOR and HI (GS Burema). • The school leaders should look for fund to support the children with disabilities and the children should be taken to different hospital for physio (GS Burema). • We work together with teachers and school leaders and we also advocate for further support from NUDOR and HI (GS Burema). • Sometimes we get support and sometimes not (HVP Gatagara – Gikondo) • When I face challenges in my

N o	Items/Ibibazo	Yes/Yes go	No/O ya	What do you think? Mubitekerezaho iki?
				<p>teaching, I need help from the experts in this field (HVP Gatagara –Gikondo).</p> <ul style="list-style-type: none"> • I consult the person with lot of experiences and ask for help (Umutara School for Deaf).

Question 2. What are some of the best practices that you use in your daily learning and teaching process to meet all your learners needs?

Mu myigishirize yawe ya buri munsu, ni utuhe dushyiraho ubuho ukoresheye kugira ngo ugere kuri buri mwana ndetse n'ufite ubumuga?

Answers:

- I need to use sign language every day in order to support the children with hearing disabilities (Umutara School for Deaf);
- The best practices I use in daily learning can be changed according to the mood of student same can be teaching by doing or learning by doing and learners centered method (HVP Gatagara – Gikondo);
- The first thing is love them and be always close to them (HVP Gatagara-Gikondo);
- I normally make sure that I know the interest of every child and prepare the adapted exercises to him (HVP Gatagara – Gikondo);
- Use of teaching aids (GS Burema);
- Use of group discussion and correct student's views (GS Burema);
- To make I'm friend of them (GS Burema);
- Discussion with them on their history or life condition (GS Burema);

- To show the children that you love them and be close to them, I will make sure that I have met with all children with disabilities before they leave school (GS Burema);
- Moving in class (GS Burema);
- I use sign language, graphics, different teachings aids and to show them that I 'm here to support them (Umutara School for Deaf);
- To use loud voices (speak loudly) and Sign language (Umutara School for Deaf);
- Children don't have the same capacity of hearing (GS Rwisirabo);

Mu myigishirize yawe ya buri muni, ni utuhe dushay waba ukoresha kugira ngo ugere kuri buri mwana ndetse n'ufite ubumuga?

- Learning through songs, rhythms, concrete learning materials displayed through the classroom, active and participative methods, songs, games, praise and positive reinforcement, move throughout the school and help every child (GS BUBAZI)
- Identifying every child's special needs and helping him accordingly, use of concrete manipulative objects, games, competition and song while learning, cooperative learning, school and homework, interaction and encouragement of the children within and out of the school (GS Rukingu)
-

Question 3. What are the challenges do you face while teaching children with special needs to read Kinyarwanda? / *Ni izihe imbogamizi muhura nazo mu gihe mwigisha gusoma ikinyarwanda?*

Answers:

- Difficulties in lesson assimilation to children with hearing disabilities (Umutara School for Deaf).
- We do not have any special curriculum in Kinyarwanda and lack of books (HVP Gatagara-Gikondo).

- To teach children with intellectual disabilities in speaking (pronunciation) is not easy (HVP Gatagara-Gikondo).
- It is difficult to support each child just to make sure he or she understands the content of the lesson (HVP Gatagara-Gikondo).
- Teachers are not enough because we are supposed to be two teachers in one class (HVP Gatagara-Gikondo).
- We faced the challenges of lack of enough teaching materials (HVP Gatagara-Gikondo);
- Children who have are confused of languages or alphabet because it is too much (GS Burema);
- Big number of student in a class (GS Burema);
- Children with hearing disabilities do not know to read correctly (GS Burema);
- Children with visual disabilities use lots of effort for their education (GS Burema);
- It requires the additional time to children with disabilities because when we emphasize on spending more with children with disabilities we end up with not achieving the lesson objectives (GS Burema);
- The Kinyarwanda books are not enough and the graphics are not many; so it will be good if we can have the books with graphics, word in small and capital letters and sign language graphics so that children with disabilities will be able to learn new words (GS Rwisirabo);

Question 4. What kind of support can be given to children with disabilities to improve Kinyarwanda reading skills?/ Ni iki cyakorwa kugira ngo hatezwe imbere gusoma ikinyarwanda ku bana bafite ubumuga n’abafite izindi mbogamizi ?

Answers:

- They should have enough materials that are accessible for them and also different teaching aids that have graphics, words and sign language figures (Umutara School for Deaf).
- Kinyarwanda curriculum is needed with special teaching materials like audio-visual support also is needed and more books with attractive pictures, colors to the learners with different disabilities (HVP Gatagara-Gikondo).
- To increase the number of teachers in these special schools (HVP Gatagara-Gikondo).
- To avail the special curriculum and teaching materials (HVP Gatagara-Gikondo).
- Trainings to teachers and society at large are needed (HVP Gatagara-Gikondo).
- To provide teaching materials and other materials that can help them to read Kinyarwanda but also remember that there are some children who do how to read and not spelling correctly (HPV Gatagara-Gikondo);
- Teaching aids and materials for children with visual disabilities (GS burema);
- To avail the newspapers that can help students to read (GS burema);
- Strengthening the awareness campaigns in the society (GS burema);
- Parents of children with disabilities should be trained on supporting their children to read Kinyarwanda; this will help us to organize the awareness campaigns and make sure all children are taken to schools (GS burema);
- Write the student's books with clear letters and may be use of capital letter where possible (GS Rwisirabo);

APPENDIX F. FOCUS GROUP DISCUSSION WITH PARENTS

Theme 1: **Understanding Special needs education**

Imyumvire ku burezi bw'abana bafite ubumuga

- 1.1. What is the attitude of the general population towards children with disabilities?
- 1.2. What is your current role related to the education of children with disabilities in the country? Please describe current programs or initiatives.
- 1.3. What actions or laws are in place to build awareness and improve the acceptance of children with disabilities?
- 1.4. How would you describe the current educational system for children with disabilities?

Theme 2: **The way parents identify difficulties that children with disability.**

Uburyo ababyeyi bamenya imbogamizi abana bafite ubumuga bahura nzo mu myigire

- 2.1. What was the consultation process with people with disabilities for the existing laws?
- 2.2. What is the current process to identify children with disabilities?
- 2.3. Is there a tool used by all teachers? Are there routine vision, dyslexia, nutrition and hearing screenings that take place within the classroom in the general education schools?

Theme 3: **Existence of resources for children with disability.**

Ibitabo byo gusoma by' ururimi rw'ikinyarwanda bisanzwe biriho byaba byita ku bana bose harimo n'abafite ubumuga bunyuranye n'izindi mbogamizi mu gusoma?

- 3.1. What educational resources (curriculum, textbooks, etc.) are available and accessible to children with disabilities?
- 3.2. What services are currently available to children with disabilities (e.g. Braille instruction, sign language instruction, assistive technology, etc.)?
- 3.3. What community resources exist to build awareness of the need to educate children with disabilities?
- 3.4. What are the strengths of the current system? What are the challenges?

Theme 4: **Recommendations/suggestions to improve teaching and learning of all children including children with disability**

Ingamba/ ibyifuzo/ inama kugira ngo abana bose ndetse n'abafite ubumuga.

- 4.1. What could be done in the future to improve the education of children with disabilities in the future?
- 4.2. What types of programs would you like for the MOE to conduct in the future?
- 4.3. What role should schools for the blind or schools for the deaf have in the future?
- 4.4. What role should parents have in the future?
- 4.5. What role should DPOs have in the future?
- 4.6. How could the existing laws be strengthened and gaps overcome?

APPENDIX G. DATA FROM FOCUS GROUP DISCUSSION WITH PARENTS

Theme 1: Understanding special needs while learning in general and particularly reading in P1-P3	
I.I. What is the attitude of the general population towards children with disabilities?	
Rubavu	<ul style="list-style-type: none"> • Education for all. Education that is not excluding children with disability. • I think education of CWDs is now good, children with disability can attend schools and learn with others. To me all children are equal. Children with disability have equal right to education. • Inclusive education means that all children including those with disability are benefiting from all educational services like lessons, teaching materials and games. Education for all without discriminating children with disability where CWDs are not isolating from other children.
GS Bubazi	<ul style="list-style-type: none"> • At GS Bubazi, all children are taken into consideration in teaching and learning process. Children with disability normally are studying with others with no disability in the same classes; In this sector, the community understand the inclusion of children with disabilities in the mainstreaming schools that's why the parents brought their children with disabilities here at school; Before introducing the inclusion of CWDs, the community was considering children with mental disability, hearing impairment and visual impairment as unable children. • For the CWDs to go to school, the local leaders sensitized their parents then the parents kept mobilizing each other finally the parents felt happy and confident to bring their CWDs at school. Farther more, the children are treated equally because the teachers were trained on inclusion and the parents are aware of inclusion. Moreover, at this time, CWDs are enjoying and playing with others at school.
GS Burema	<ul style="list-style-type: none"> • I first of all thank NUDOR for having put more efforts in the inclusion of CWDs in education at our school; In the past, There was not the inclusion of CWDs in schools but now The CWDs are participating in the academic life like others; however there is a long journey to go because parents still have negative attitudes towards the ability and potentials of CWDs while the teachers do not understand well how CWDs can be helped to study with others with no disability. • The inclusion of CWDs in education is still a challenge at this school; It would be better to have transitional classes to prepare CWDs to attend regular classes with others with no disabilities before the parents had misunderstandings on the inclusion of CWDs in the education but currently, the whole community at least understand their role of supporting in inclusive education; discrimination decreased and some CWDs are not isolating from the community. • My child cannot study while am not nearby; Actually, CWDs should be helped in their education because are children like others. • Really studying it's a must and necessary; even if there are some challenges, they have to attend school with others because when they

	<p>are studying with others They become happy and they enjoy life but the teachers still have little knowledge to support CWDs to learn effectively. Currently, in the community there is no a problem but before my child with intellectual disability was a problem in the community; he is being abuse; Truly, it is very heard to change the mindset of the community at once there are still many challenges to work on;</p> <ul style="list-style-type: none"> • Actually, the mind set is slowly changing due to the ability and potentials that are shown by CWDs at school; this build the confidence of parents and become proud of their CWDs.
GS Gikondo	<ul style="list-style-type: none"> • I understand that It is way set by the government in partnership with the private sector federation to help the persons with disabilities so that they may improve their lives. • I understand that It is way set for not excluding anyone in education so that themselves may live in good life. Concerning the education of CWDs, I understand that it is value that the government gave to CWDs in order to be like others with no disabilities.
GS Rwisirabo	<ul style="list-style-type: none"> • The education for CWDs is the education like the other ones where no one should really be left out as I t was before. • I am one of the parents of CWDs at this school: in the past our children with disabilities could not go to school as others; after NUDOR came to sensitize us. We gathered ourselves in the group We have been told that CWDs can study as others with no disabilities; we only knew that they can study in their special schools we could not imagine that CWDs can study with others in regular schools but now our CWDs attend regularly some in before noon others in the afternoon; in our days it is good.
1.2. What is your current role related to the education of children with disabilities in the country? Please describe current programs or initiatives.	
Rubavu	<ul style="list-style-type: none"> • My role as parent is to encourage my child to go to school. I help my child to revise lessons like reading and writing. I do the follow up at school to see the progress of my child. I am PTC representative, parents normally fulfill their duties to support their children with disability like supporting in school materials, school fees and helping them to revise lessons.
GS Bubazi	<ul style="list-style-type: none"> • Our role as parents of CWDs is normally to take children to school and support them to get the basic school materials.
GS Burema	<ul style="list-style-type: none"> • Our role is to take care of our CWDs and looking for them the school materials. • I have a CWD with physical disability is a wheel chair user; my role is to facilitate him to get to school by paying the transport and we are trying to help our CWDs to revise their lessons at home. The school initiatives are to mobilize the community to bring their children at school and the school provides additional support to parents of CWDs and they formed a group of parents of CWDs and they regularly meet at school to discuss on their children's education and We thank the school for the provision of a piece of land to us. Also at this school, we initiated an education advisors mobilization committee

	<p>that aims at improving the inclusive education and mobilize the community on the rights of PWDs especially in education and we are being trained on how we can help our CWDs in their lives. My role is to do a follow up of learning progress of my CWDs when is coming back to home, I ask him what learnt at school.</p> <ul style="list-style-type: none"> • Our role also is to support the idea of inclusive education because then our CWDs are studying with others with no disability enjoy, relax, and show their ability and potentials.
GS Gikondo	<ul style="list-style-type: none"> • The role of parents is to take care of CWDs and fulfilling all the duties of the parents to the child. I lived far away from the school, it was very hard to bring my child at school, but I managed to live nearest the school so that I can take him to school easily; in general, the role is to take the CWD to school and bring him/her back home. My role is to look for the CWD the basic needs which are necessary to him/her such as school materials. • My role is to bring the child at school, I also sensitize the other parents of CWDs to bring them here, I always visit him. I am the leader of the committee of the parents of CWD: Actually, the role of parents is one hundred percent; We always tell the parents that They have to take care of their children because are for themselves rather than others; they have not to let their children being taken care of only by the center or school. My role is to work closely with the teachers on the education of my child; when is back at home I try to follow up what learnt at school then I inform the teach on the progress of his education process.
GS Rwisirabo	<ul style="list-style-type: none"> • I am one of the parent of CWDs: my role as parent first of all we grouped together; then We mobilize the other parents who CWDs but who don't bring them to school, we approach them, we tell them that CWDs are children like others and We inform them that is possible that they can take them to school. • Our role at school, we provide the basic school materials to our CWDs as school uniform, paying school fees and other basic services. • My role is also to approach the teachers and tell them how the can take care of their CWDs and advise them what would really be done for the well learning of our CWDs. For example: I asked the teacher to let my CWD study in the same shift with his brother who has no disability such that he may help him in the way coming to school; the teacher allowed me currently my child can miss the classes; and I told my CWD to talk to the teacher any time he has a problem or some time when he is abused by his classmates. My other role is to help my CWD for the home work; when he gets at home I take my time to help him to revise the lessons I also help him to learn language currently when he comes he greets me: Mamy how are YOU: while before he has his own language which I could not understand. • My role is to teach my CWD to help the parents in the daily home activities then after I tell her to do the home work.
I.3. What actions or laws are in place to build awareness and improve the acceptance of children with disabilities?	

Rubavu	<ul style="list-style-type: none"> Children with disability are participating in different activities like studying, playing games and are involved in decision making these show us that the laws and policy are in place even if we do not know them. Normally laws are in papers however the implementation is a problem.
GS Bubazi	<ul style="list-style-type: none"> We know that the laws and policies are in place, but we are not trained on them. When the government says education for all, automatically CWDs are included. At this school, In the partnership with the Handicap International We started making our school physically accessible by building paths, Removing the stairs and putting the chalk board at lower level. While elaborating laws and policies generally the government don't consult PWDs; our role is to support in implementation of these laws and policies. Using our parents group. Another role of the parents is to mobilize house to house the parents who did not bring their CWDs to school and to teach them how to take care of them equally as the other children with no disabilities because We have basic knowledge on disability and its different types.
GS Burema	<ul style="list-style-type: none"> We know that laws are there, but we don't know much about them; however, at this school We have formed group of parents, we have inclusive education clubs and we have the committee of advisors on the inclusive education to support the education for all.
GS Gikondo	<ul style="list-style-type: none"> The law is there: it is done or elaborated on national level. We know nothing on them because we were not consulted before its elaboration.
GS Rwisirabo	<ul style="list-style-type: none"> The law that stipulates on the education for all is there we know and CWDs are included. I hear talk about the laws; but we little about it.
1.4. How would you describe the current educational system for children with disabilities?	
Rubavu	<ul style="list-style-type: none"> Inclusive education is somehow advanced, because we are seeing children with disability going to school others admitted to special centers. However, there are so many things to do like training parents and teachers on how they can help effectively CWDs of all types. There is a need of training on the right of children with disability, training on inclusive education and how parents can help in developing inclusion.
GS Bubazi	<ul style="list-style-type: none"> In general, CWDs are facilitated to attend regular schools and the teachers inside the classes try to help them following the lessons as others.
GS Burema	<ul style="list-style-type: none"> The system is OK, however the CWDs are not effectively supported as it should be; there are still many challenges to solved so that our CWDs may study at the same level as others with no disabilities.
GS Gikondo	<ul style="list-style-type: none"> We were not consulted any time, that's why we don't know one thing on it.
GS Rwisirabo	<ul style="list-style-type: none"> I know that sometimes they consult them like in the elections; PWDs are approached and they elect their representatives; but the problem is that they elected don't come back for their beneficiaries.
Theme 2: The way parents identify difficulties that children with disability and others with special needs are facing	

2.1. What was the consultation process with people with disabilities for the existing laws?	
Rubavu	<ul style="list-style-type: none"> • Since my child became disabled, no one consulted my child. • Generally, children with disability or persons with disability are not consulted during elaboration of laws and policy. No consultation
GS Bubazi	N/A
GS Burema	N/A
GS Gikondo	N/A
GS Rwisirabo	N/A
2.2. What is the current process to identify children with disabilities?	
Rubavu	<ul style="list-style-type: none"> • I have a child who was born with disability, we have those who became disabled later, in general, we know type of disability when we go to the hospital. But locally we do not have ways or tools to know if someone has disability.
GS Bubazi	<ul style="list-style-type: none"> • Surely, at school there are ways of identifying CWDs using like checklist and some books provided by Handicap international and teachers have been trained how to use these tools. • We as parents, we don't know how effective it is but I think you can get the right answer from the teachers because are the ones who are using these tools.
GS Burema	<ul style="list-style-type: none"> • It is easy to know the disability of our children; at the age of two months I discovered his disability. • Due to the lack of screening tools and screening process, we have nothing to say about the effectiveness of the screening process.
GS Gikondo	<ul style="list-style-type: none"> • There is no a process of identifying disability; me I discovered that my child has disability because at the age of five months my child could not show the physical characteristics as others of the same age; I managed to take him to the hospital then they told me to take him at Gatagara where they are able to treat him. Me I knew that my child is disabled after seeing that is not like others of the same age; but I affirmed it after the medical diagnosis. I identified the disability of my child after seeing that the other mother's child of the same age with the mine one could stand while the mine one could not that how I knew that my child is already disabled.
GS Rwisirabo	<ul style="list-style-type: none"> • There is no process of identifying disability. Depending on such disability you can easily discover it for example: visual impairment, when the child will become blind you know it very early; but speaking impairment You discover it after normal speaking period of the child.
2.3. Is there a tool used by all teachers? Are there routine vision, dyslexia, nutrition and hearing screenings that take place within the classroom in the general education schools?	
Rubavu	<ul style="list-style-type: none"> • There are not.
GS Bubazi	<ul style="list-style-type: none"> • At GS Bubazi, we have checklist and books that were provided by Handicap international during the training so are used to screen children with visual impairment and those with hearing impairment.
GS Burema	<ul style="list-style-type: none"> • Those tools are not available. We know that someone has disability through the medical consultation; ourselves cannot know it easily.
GS Gikondo	<ul style="list-style-type: none"> • No specific tools that are available except books and other toys that are used by children to play.
GS Rwisirabo	<ul style="list-style-type: none"> • Here we don't have those screening tools We only use eyes and

	heart. Here there is also a problem of confusing disability and disease; mostly, parents can think the child is disabled while he is ill and there are some cases that we knew of some children who were called disabled mute after it was discovered that was disease not disability.
Theme 3: Existence of inclusive resources for children with disability and other children with special reading needs.	
3.1. What educational resources (curriculum, textbooks, etc.) are available and accessible to children with disabilities?	
Rubavu	<ul style="list-style-type: none"> Children with disability are not reading, if you are blind or low vision how could you read a regular book with small letters? I think those who wrote and published books didn't take into consideration persons with disability. our children are only attending but they don't have many things to do at school.
GS Bubazi	<ul style="list-style-type: none"> We really have so many books and other teaching materials, but they are not inclusive; the children with visual impairment and those with hearing impairment cannot benefiting from them; At this school we don't have the books with large print, we don't have the books in braille, no books with pictures for intellectually disabled ones as well as those with sign language.
GS Burema	<ul style="list-style-type: none"> No specific resources for CWDs available. I know that no books accessible for CWDs I only see them playing on the ground.
GS Gikondo	<ul style="list-style-type: none"> Here books are there but are not accessible; but the curriculum was developed but we still wait for its approval.
GS Rwisirabo	<ul style="list-style-type: none"> Actually, those accessible resources like text books or other books in general are not available here. Concerning the sign language, here there is a television that help to teach sign language.
3.2. What services are currently available to children with disabilities (e.g. braille instruction, sign language instruction, assistive technology, etc.)?	
Rubavu	<ul style="list-style-type: none"> At this school, we don't have Braille or sign language. Children with disability learn just using memory or cram.
GS Bubazi	<ul style="list-style-type: none"> Actually, at this school no particular service related to braille and sign language.
GS Burema	<ul style="list-style-type: none"> The school doesn't have the capacity of availing adequate service to CWDs. There is a book of sign language; the teachers have been trained on it but not all; the challenge is that a teacher has many children to teach due to the fact that he cannot find a time to specifically take care of a CWD.
GS Gikondo	<ul style="list-style-type: none"> At this center we don't have blind and deaf children so no braille and sign language.
GS Rwisirabo	<ul style="list-style-type: none"> Those accessible services such as: assistive devices, braille or other technology tools here are not available except sign language as we mentioned, there is a television which helps to teach the signs. The other services which are provided here are the rooms reserved for those with severe impairments who may sometimes fall down due to some serious sicknesses.
3.3. What community resources exist to build awareness of the need to educate children with disabilities?	
Rubavu	<ul style="list-style-type: none"> We have some initiative like group of parents that mobilize all children

	to go to school. We have also some clubs of children that deal with reading. Let's read club.
GS Bubazi	<ul style="list-style-type: none"> In our sector, we have a group of parents of CWDs who mobilize each other and try to teach each other on the right of CWDs; They do house to house mobilization and in some community meetings like Umuganda We try to sensitize the public on the rights of PWDs and children with disabilities in particular.
GS Burema	<ul style="list-style-type: none"> In this sector, we have a group of parents of CWDs that is in charge of mobilizing and sensitizing on how parents can take their CWDs to school; we also sensitize on the rights of PWDs in general. At this school we have a committee of inclusive education advisors that also mobilize and sensitize on the rights of CWDs especially of their education.
GS Gikondo	<ul style="list-style-type: none"> As parents of CWDs we do mobilization to the other parents who are not yet taking their CWDs to school.
GS Rwisirabo	<ul style="list-style-type: none"> At this school, there is a committee of parents of CWDs that is in charge of mobilizing on the rights of the CWDs whose parents do not allow them to go to school.
3.4. What are the strengths of the current system? What are the challenges?	
Rubavu	<ul style="list-style-type: none"> Teachers are not able to teach effectively children with disability.
GS Bubazi	<ul style="list-style-type: none"> The strength of inclusive educational system at this school is the first step of bringing CWDs at school; The community members are aware of the importance of inclusion of children with special needs and those with disabilities in particular; while the challenges are that the system is still facing are the following: Teachers are not enough trained on the inclusive aspect the other one is the lack of accessible books, schools materials and teaching aids in general; the sign language, braille books and the books with picture are not available at all.
GS Burema	<ul style="list-style-type: none"> Most of the teachers do not have the adequate knowledge to teach CWDs of the all categories; the materials and teaching aids in general are still insufficient and not accessible to all children. I have a child with visual impairment, the teachers have challenges on how they teach him he cannot go to the chalk board. My child has a physical disability: I used to bring my child at school on my back; after I became physically weak but thanks God after the donors gave me a wheel chair. It is very heard for the PWDs to survive; as parents we have a major challenge of spending a lot of money to the hospital for their health care services.
GS Gikondo	<ul style="list-style-type: none"> The strength is that there is a law of inclusive education even if it is known; then the challenges is that some parents do not take care of their children they only waiting for the donors to do their works; another challenge is to not have in place the tools of identifying the disability of our children except taking him/her to the hospital
GS Rwisirabo	<ul style="list-style-type: none"> The current strengths available are laws, the committee of the CWDs parents and donors. About the challenges there is limited knowledge of teachers on how to take care of CWDs inside the classes, unavailability of accessible resources a limited knowledge on the sign language for the teachers to help deaf children, lack of the means of

	helping visually impaired children which cause them to not go to school as their colleagues do.
Theme 4. Recommendations to better learning for all children and children with disability (screening tools, textbooks, training of parents)	
4.1. What could be done in the future to improve the education of children with disabilities in the future?	
Rubavu	<ul style="list-style-type: none"> The government should put in place more schools that receive all children with disability. The schools should admit all children with disability without excluding some types. All institutional levels should avail assistive materials.
GS Bubazi	<ul style="list-style-type: none"> In the future, we recommend to have all teachers trained in the sign language, braille, how to provide adequate service to CWDs and inclusive education in general as well; To establish resource room that contains all assistive materials and teaching aids in general.
GS Burema	<ul style="list-style-type: none"> My recommendation is that the teachers should put more efforts in taking care of CWDs. My recommendation is that the teachers should be trained a lot and there is a need of availing the accessible materials and teaching aids in general. My recommendation is to have trainings of teachers on how to take care of CWDs in the different categories due to fact that they can master the specific needs of each category of CWD.
GS Gikondo	<ul style="list-style-type: none"> The government should establish many centers for the CWDs with disabilities especially for those with intellectual disability.
GS Rwisirabo	<ul style="list-style-type: none"> Actually, we decided that the inclusive education is necessary to our CWDs; It is needed that the government should put more efforts in this concept of inclusive education by providing different training to the teachers.
4.2. What types of programs would you like for the MOE to conduct in the future?	
Rubavu	<ul style="list-style-type: none"> The ministry of education should train teachers on special needs education.
GS Bubazi	<ul style="list-style-type: none"> The ministry of education should publish the accessible books friendly to children according to their levels. The ministry should accelerate this program of inclusive education in all schools so that the CWDs may study in the neighboring schools.
GS Burema	N/A
GS Gikondo	<ul style="list-style-type: none"> The government should establish a sustainable program of training the teachers of CWDs because it is not easy for the normal teacher to teach these CWDs with a package of how to take care of these children especially these with intellectual disability.
GS Rwisirabo	<ul style="list-style-type: none"> These programs should in the future providing training on how different CWDs in the schools would be taken care of sustainably.
4.3. What role should schools for the blind or schools for the deaf have in the future?	
Rubavu	<ul style="list-style-type: none"> The school of children with visual impairment and those with hearing impairment should find out adequate materials, chairs and desks that fit all learners.
GS Bubazi	<ul style="list-style-type: none"> The already trained teacher should try to train other teachers so that this concept of inclusiveness may reach to many teachers.

GS Burema	<ul style="list-style-type: none"> The centers of children with intellectual disabilities should help in providing training to parents and teachers on how they can take care of these children.
GS Gikondo	N/A
GS Rwisirabo	<ul style="list-style-type: none"> The role would be providing the training on braille and training on the sign language to the teachers and the others who may necessarily need them. These centers should in the future keep on doing advocacy toward the difficulties that children with intellectual disability are facing in their daily life.
4.4. What role should parents have in the future	
Rubavu	<ul style="list-style-type: none"> Parents should provide basic school materials. Parents should take their children at school.
GS Bubazi	<ul style="list-style-type: none"> The parents should keep taking care of their CWDs as they do for the others; They should always conduct a follow up at school to see the progress of the CWDs. They should help their CWDs in the revise lessons at home.
GS Burema	<ul style="list-style-type: none"> The parents of CWDs should take their CWDs to school and bring them back at home; secondly, we have also to teach them the Rwandan culture including the different values such as hygiene ETC; Thirdly, we have to look for them the basic school materials. As parents, we have to look for a time to help our CWDs in the revision of the lessons at home such as teaching them reading and writing.
GS Gikondo	<ul style="list-style-type: none"> For me, I understand that the parents of CWDs should first of all put their children on the exposure; we don't have to isolate them in the home; the other thing we should do is to pay for them the school fees.
GS Rwisirabo	<ul style="list-style-type: none"> We as parents shall continue to sensitize through our group the other parents to take their children to school but we shall soon even go in the other school to mobilize them to include CWDs in the teaching learning process. The thing which should be better is to create some touchable letters for blind people to touch on so that they may know how to read. We shall also continue to sensitize the other parents. As we already did, we shall keep on creating love between parents and their children with disabilities showing them that are able and potential, love between CWDs and the other children without disability.
4.5. What role should DPOs have in the future?	
Rubavu	<ul style="list-style-type: none"> DPOs should advocate for the right of children with disability and increase awareness campaigns.
GS Bubazi	<ul style="list-style-type: none"> The DPOs should in the future keep advocating for the rights of PWDs and They have to contribute in the provision of assistive devices depending on different categories of disability. The DPOs also should in the future contribute in mobilization and the provision of different types of trainings regarding the advocacy, inclusion and the rights of PWDs in general. The different DPOs and the other disability related initiatives should work closely with NCPD entities.
GS Burema	<ul style="list-style-type: none"> The DPOs should help to set one day on the monthly basis which can

	be called a reading day where parents and CWDs meet and read different books together.
GS Gikondo	<ul style="list-style-type: none"> The DPOs should deal with the mobilization and the advocacy for the rights of these CWDs.
GS Rwisirabo	<ul style="list-style-type: none"> The laws should stipulate on the ways of having strong and sustainable inclusive education by providing all the necessities said above.
4.6. How could the existing laws be strengthened and gaps overcome?	
Rubabu	N/A
GS Bubazi	<ul style="list-style-type: none"> The laws, policies and regulation have been already published; however, its implementation is still a problem to be discussed on, and there is a need of putting it into actions train on it, disseminate it wherever in the different accessible formats.
GS Burema	<ul style="list-style-type: none"> The law should clarify how the teachers should keep on being trained in different issues such as braille sign language and how in particular CWDs would be taken care of differently; The law should also clarify the role of parents of CWDs can contribute in the daily life of CWDs in general and at school in particular.
GS Gikondo	<ul style="list-style-type: none"> The law should clarify the way of motivating the parents and teachers of the CWDs because their education is very difficult and expensive so it is very important to be recognized by the government.
GS Rwisirabo	N/A

ANNEX F. REPORT ON ANALYSIS OF THE SCHOOL LEADERSHIP CAPACITY BUILDING NEEDS IN RWANDA

SECTION I: OBSERVATIONS ON THE RWANDAN EDUCATION SYSTEM

I.1 THE STRUCTURE

This is a very brief summary as the system is well-known to those reading this report. However, it is important for me to present my interpretation of the system as some of the recommendations relate to my understanding of the system and how it functions. Therefore, it is essential that any misunderstandings I have gained are rectified.

The Rwandan education system has a range of types of public schools categorized by the combination of phases they offer. These include primary schools running from Grade 1 to Grade 6, secondary schools with six senior grades, and also nine-year basic education schools and 12-year basic education schools. The latter have been developed out of primary schools which were permitted to add secondary grades making for a combined school with both primary and secondary learners. These various computations are not unusual in a system undergoing transformation.

Another sign of a system in flux is the evident mix of French and English systems. The 'responsible' and Director of Studies or Dean of Studies (both terms are used for the DOS) are vestiges of the previous system. At the same time the system is developing a form that is typical of an Anglophone system, with the head teacher having control over a distributed leadership system with a key focus on instructional leadership. There is even a move towards pure class teaching in the early grades, which is typical of an English-influenced system.

The education system also has unique features related to the system being in transition. Each school is meant to have a School Based Mentor (SBM). These SBMs are meant to assist the teachers transition from teaching in the French medium and teacher centred system to an English one with a more leader-centred pedagogy. There is also the appearance of a system of distributed leadership through a system of senior teachers, with titles such as Head of (Subject) Department and School Subject Leaders (SSL), but these titles seem to be used interchangeably.

A key feature of the education system is the level of decentralisation. As with most Anglophone education system in Africa the Rwandan education system has been decentralised. While this is positive, in bringing the control of schools and learning closer to the communities, it also creates complex lines of communication, management and accountability. The district education officers are employed by the district, and so are answerable through the District Director of Education (DDE) to the district Mayor. However, professionally these officers take leadership from the Rwanda Education Board (REB). In interview these officials, which included the DDE,

who is responsible for all education delivery in the district, the District Education Officers (DEOs) who are responsible for different phases of the schooling system in the district and School Education Officers (SEOs), who are responsible for the professional support of a cluster of schools, and report to the DEO, indicated that their dual lines of accountability – to the Mayor and the REB – did not create problems for them.

In common with many other African countries, school leadership has not been a major focus among the senior management of the Ministry (MINEDUC) or the REB. There is an emerging understanding of the importance of effective school management to the performance of schools. This appears to have been on the internal NGO agenda originally, but is now increasingly part of the REB agenda, but not without some challenges being faced by the REB school leadership unit. This highlights another feature of the Rwanda education system, the influence that international NGOs have on the system. This is similar to many African education systems. However, there seem to be some positive developments with increasing coordination of implementation plans, sharing of resources and training courses between NGOs and with REB. It is probably too early to determine whether donors will agree to greater integration of efforts. There are already signs that they may resist such a development. What is positive is that all the courses and interventions seem to be basing their interventions and content on government documents, such as the standards for school leadership, which were mentioned regularly during interviews.

The main school governance structures are the School General Assembly Committee (SGAC) and the Parent Teachers' Association. The former includes parent and teacher representatives as well as the head teacher and school owner. Most schools in Rwanda fall under one or other religious denomination. The SGAC is elected for a three-year period. However, as the appointment cycle varies from school to school it is very difficult to put in place any standard programmes for them, as members are at different stages of their engagement with their school. While there are a number of programmes which aim to get parents and communities more involved in school and particularly in support of early grade activities, the level of community and parental engagement with their local school seems to be low. This includes Soma Umenye's sister project, also funded by USAID, Mureke Dusome. This project is aimed at building stronger relations between school leaders and their communities. It is training head teachers using a set of modules based on the six national Parent – School Partnership Standards, developed by REB. The SEOs are also doing the course, so that they can better mentor and support the head teachers. The assignments are practice-based and get the participants to implement what they have learned.

While there is a burgeoning focus on using data to inform decision making in schools and districts, the basis for this, a national Education Management Information System (EMIS), generating data which is less than a year old, is missing. Interviewees reported that the only way to get data is to approach the 30 district offices and even then, response rates can be slow and the quality of the data may be in doubt. This seems peculiar in a country which prides itself on its ICT focus. This is an area which all stakeholders in Rwandan education should work together with REB to solve.

Ironically, South Sudan, with all its problems, has a centralised, quite efficient EMIS system with up-to-date data, which is readily accessible.

1.2 RESEARCH METHODOLOGY

Over a five-day period in early November 2017 the I met with a range of national, district and school level actors in the education system, including those working in relevant NGO organisations.

The consultation process was initiated with consultations with Soma Umenye school leadership managers. These briefings on the project were followed by meetings with senior managers in the REB and the project liaison in USAID, as the management and funders for the project to ensure their expectations of the process would be met by the proposed mode of consultation and data gathering.

The model of consultation adopted in Kigali was one of individual and group interviews, which were held in various offices in Kigali.

District- and school-based education personnel were invited over three days to a hotel in Nyamata, some 30 km from Kigali, where the main modes of interaction were workshops and interviews. The full list of the interview sessions and workshops and the list of those who were interviewed and involved in the workshops is included as Appendix B. A standard agenda for the day is included as Appendix C.

All the interviews were conducted using semi-structured interview tools. The workshops were a late addition and were standardised across the three days of engagement with school and district-based personnel. They involved an introduction to the project and a brief expose on the importance of early grade reading and the critical role of school and district management in the planning and delivery of high quality early grade literacy in Kinyarwanda. Following this introduction, the participants were divided into groups of 5 or 6 members and given a set of 6 – 8 questions to discuss. The group work took about two hours. This was followed by a two-hour feedback session, which was facilitated by Mr Ndahayo, while I took notes and asked probing questions, as well as acting as setting out potential scenarios and getting feedback from the participants. The workshop was followed by the conducting of interviews with all the participants. This was conducted in parallel by myself and members of the Soma Umenye School Leadership team using the interview tools. School managers – the head teachers and the DOSs also filled in a questionnaire. This was designed to triangulate with a number of the workshop and interview questions, to ensure that the data collected was verified as thoroughly as possible.

The notes from the workshop reporting sessions were inputted directly onto the computer, while those from the interviews were either written at the time and then inputted onto computer later the same day, or where possible, inputted directly onto the computer during the interview. By the end of my visit almost all the notes had been written up. They make for exhaustive reading, so are presented in summarised form in the findings section and in Appendix A.

SECTION 2: FINDINGS AND ANALYSIS

The next section presents the findings from the five days of data gathering. The findings are organised under a set of sub-headings related to the requirements of the project and its main clients. Appendix A provides more detail to some of the points, as it reports on the main points of discussion and agreement both in the focus group interviews, the questionnaire for school leaders and the workshops.

2.1 SOMA UMENYE PROJECT

The school leadership element in the Soma Umenye project has a number of objectives. These are primarily to prepare the school leaders, which includes any school leader who can play a role in supporting the early grade Kinyarwanda teachers in improving the reading and comprehension skills of their learners. The school leaders who can play this role vary between schools as the interviews with teachers indicated that different schools have different combinations of management team members. Most commonly these management teams, with capacity to support the early grade teachers included the head teacher, the DOS (in 9-year and 12-year basic education schools), the SSL for languages, and the school-based mentor. Some teachers and school managers reported having all these management personnel and some reported only having a head teacher and SSL.

Over a period of three years the project aims to train the school leaders in all the approximately 2500 schools with early grade classes. The current plan is to train them on academic leadership with a particular focus on the REB's 'Standards for School Leaders' which talk to academic standards; and then specifically on the management of early grade reading assessment. My role is to focus on the general school leadership training block and prepare modules for that training. The first block of training has been completed with the first cohort of school leaders, using the same materials as were used over a longer period to train the Kinyarwanda teachers.

The main driver for the second block of training is the need to refocus head teachers from seeing themselves purely as administrators to being instructional leaders in their schools. This a fundamental change, which will require a mind-shift by head teachers and considerable support from national and district education authorities along with social partners working in schools. The interviews indicated that there is buy-in to this change from all parties and willingness on the part of all the head teachers interviewed to be part of that change. However, when SEO, DEO and DDE were asked to rank what their school head teachers spend most time on, they agreed that most time is still spent on administration, while 'leading teaching and learning' was ranked second. The school leaders broadly supported this finding. When asked to rank the three things they spend most time on out of a list the following results were recorded.

Element	Percentage of Choices
Office work	10%
Staff management	12%
Learner discipline	20%
Responding to district and REB requests	4%

Element	Percentage of Choices
Supporting teachers	23%
Inspecting teachers	15%

Although the respondent group included 23 school leaders from across Rwanda, 10 of these school leaders were DOSs. This inevitably skews the findings somewhat towards teaching and learning support. However, even taking that into consideration three of the head teachers indicated that they spend more time on teacher support than on office work, while four said they spend most time on office work and one said s/he spends most time on staff management. If we group the categories into either administrative or teacher focused work, we find that 47.5% of the choices were administrative and 52.5% teacher focused, although 15% of the latter was 'teacher inspection' which could be viewed as administrative rather than teacher support.

Interestingly the district officials believe that the head teachers spend most time on: Firstly, on School management and administration; secondly on attending meetings and responding to requests; and thirdly on supporting teaching and learning. They suggested that teaching and learning support should take up more time than attending meetings – which they are responsible for organising!

What is clear from this very rough survey is that the head teachers involved in the first cohort in Soma Umenye are increasingly seeing their jobs as involving teacher support as well as the traditional administrative functions. This confirms the perceptions of the district officials. This is important for the success and sustainability of the project.

2.2 TRAINING FOR APPOINTMENT AS A HEAD TEACHER

All the respondents acknowledged that head teachers are not trained prior to their appointment. Worse, some head teachers are appointed straight out of college, or within a few years of leaving college. After being short-listed the test that some head teacher candidates sit, which is set by the RALGA (Rwanda Association of Local Government Authorities), is not adequate to test the skills of an aspirant head teacher and was reported to be of a general nature.

The head teachers, district officials, REB and NGO officials all indicated that most head teachers are exposed to a five-day course on school management organised by the REB for newly appointed head teachers. This course does not seem to be run very regularly so head teachers reported that they had been in their post for a year or longer before being called to attend this course. One of the NGOs involved in training head teachers said that the initial training course for teachers includes a module on school management, but this was not an adequate preparation for heading a school. A lecturer at one of the Teacher Training Colleges clarified that this is not even a module but a 'chapter' as she put it, in the overall teacher training course, and therefore not designed to prepare trainees to play a school management role – it is more about raising awareness of the issues involved in school management.

2.3. APPOINTMENT AS HEAD TEACHER

There was some disagreement about the way that head teachers are appointed. The district officials argued that it is done professionally by RALGA. However, other respondents, including head teachers, stated that it is open to abuse. Most respondents agree that however they are appointed the result is the appointment of some head teachers who are not able to manage their school effectively or professionally. Teachers reported that their head teachers varied from competent and conscientious to neglectful and rude.

District officials indicated that the process for church owned schools was different. The church would short list and interview and pass the names of the preferred three candidates to the district HR department where a final decision would be made. This process may cover the majority of schools. It was unclear how the final decision would be made by the district HR department.

2.4 SCHOOL LEADERSHIP TRAINING OVERLOAD AND PLANNING

Head teachers are faced with a range of projects all of which involve the training of the head teacher. This is positive, in that clearly the understanding has taken root across the system that it is counterproductive to introduce an innovation without the head teacher understanding what it is and what the implications will be for the teaching and learning environment. In addition, there is a considerable amount of training specifically designed for the head teachers, particularly in relation to the change in focus of their job to one mainly involving administration to one of leading the school and driving the teaching and learning. All the relevant respondents said that the head teachers needed a lot of training and that there was no overload. As one official said: “How can continuous learning be too much?”. The head teachers seemed to share this view, stating that they did not even mind if the training was on a similar subject to that which they already had experienced, as long as it brought a new perspective and new facts. This was not a view shared by some NGOs who believe that there is a surfeit of training being targeted at head teachers.

There was a general view that while head teachers are targeted for multiple training opportunities, the DOS are often ignored. Soma Umenye was picked out as one of the few projects to target DOSs and train them.

The district officials did comment that the training providers do not coordinate their training which creates challenges. This is being dealt with at a national level, apparently. The senior member of the BLF team reported that in response to schools and REB complaining about the there being too much training for teachers and head teachers, a ‘Literacy and Numeracy Working Group’ is being set up by the service providers including Soma Umenye to coordinate training. One way that this will work between BLF and Soma Umenye is that they will not both train in the same months, as some of the early grade teachers are attached to both projects. There is even talk of the two projects running joint workshops and sharing resources. A suggestion that they might share a single governance structure was rejected by the donors.

The apparent positive attitude to heavy training schedules may have something to do with the relative youth of the head teachers and district officials. Most were in their 30s and 40s with only a few in their 50s. This is much younger than the profile of

school managers in most other countries. It is likely to mean that they will be generally eager to learn and believe that they can go on being promoted if they have more knowledge and skills.

There was general agreement that training alone will not bring about change in the schools and that school leaders also require access to ongoing support, coaching and mentoring. As one senior official in an NGO involved in school leadership development said, *“We’ve been training for a long time, but it has had no impact”*. Another respondent in an NGO which is piloting a diploma in school leadership for head teachers stated that *“We don’t expect the course will turn people into excellent head teachers”*, but, in line with the respondent in another NGO, he emphasized the importance of the communities of practice (CoPs) which bring the candidates together regularly. The diploma course is linked to a shorter certificate course for SEOs, where part of their assessment is based on their ability to act as a resource person for the CoP in their cluster of schools. They both argued that such peer support and development networks were making a real difference to the competence and skills of the head teachers involved. This realistic view of the potential for training to change how head teachers work, was echoed by a focus group of district officials, who, when asked if training is enough said, *“No, for training to be successful there is a need of follow up and involvement of local leaders, peer learning and evaluation from different stakeholders”*. There was some concern by those promoting CoPs that they might not survive after the course is over, hence, there is an attempt to bring involvement in such a CoP as part of the performance contract head teachers sign. The thinking is that following the end of the course the CoPs would continue to play a role as a grouping where best practice can be shared and where school leaders share solutions to common challenges. Building in role for the SEOs as resource people for the CoPs may also help them become institutionalised, as long as they are seen by SEOs and school leaders as providing a useful forum.

While these are positive findings there was a word of warning. The respondent from USAID and those from Soma Umenye indicated that the training must be seen as relevant and adding real value. They made clear that head teachers are quite able to complain to REB if they feel that the training they are being offered is not of decent quality.

Head teachers and other respondents agreed that the best time to train them was in the holidays and next best was on weekends, although it was pointed out that some head teachers, particularly Seventh Day Adventists, would not come to training on Saturdays or Sunday, based on their religious observance.

When asked about who they prefer to have training them, the most popular answer was a Rwandan expert, then REB officials and NGO trainers. They also showed interest in having their peers training them. There was little support for having foreign experts doing the training. The preference is strongly for being exposed to a range of training methods, although overall interactive learning methods such as groupwork was particularly enjoyed. This is significant for Soma Umenye as this means that the head teachers are likely to be well-disposed towards Rwandan trainers as long as they use interactive methods.

2.5 ROLE CONFUSION BETWEEN HEAD TEACHERS AND DIRECTORS OF STUDY

There was some discussion about whether, as head teachers take on a more teaching and learner centred role, there would be increased role overlap and conflict with the DOS. There was unanimity that this would not happen as the DOS reports to the head teacher and so the head teacher is in a powerful position to make sure that there is no overlap in roles. The district officials did comment that where head teachers fail to carry out their duties and leave the DOS to pick up the pieces there is conflict. They were careful to point out that this is not due to role overlap but personal differences, arguments related to control of finances, with most DOSs saying they have no knowledge of or access to the school budget, and the staff supporting the DOS against the head teacher or vice versa. There was agreement by all groups that one of the main reasons for conflict relate to the head teacher's personality and neglect of duty creating overload on the DOS. This situation was apparently evident in a small number of schools and the general view of head teachers, DOSs and the district officials is that head teachers engaging in instructional leadership is welcomed.

2.6 MANAGEMENT AND SUPPORT OF EARLY GRADE KINYARWANDA TEACHERS

There was considerable discussion on who is best placed to provide support to the early grade Kinyarwanda teachers at school and classroom levels. The consensus reached with all respondent groups was that the School Subject Leader (SSL) level is the best level to support these teachers. However, it was pointed out that the relevant SSL is the SSL for Languages. However, because the focus during the transition from French to English medium of instruction has been on English in the upper grades, most SSLs for Language will be appointed because they teach English well and they are appointed to support English, French, KiSwahili and Kinyarwanda. It was agreed that this is not a good basis for supporting early grade Kinyarwanda teachers, as they are rarely Kinyarwanda specialists and even more rarely early grade specialists. The solution was suggested by the teachers and endorsed by the other groups, including the Soma Umenye team. This is to identify in each school a high performing teacher in Kinyarwanda who is also a skilled early grade teacher and appoint her/him as 'SSL for Kinyarwanda'. As the school leadership specialist in Soma Umenye put it, an SSL specifically for early grade Kinyarwanda, would,

“Have ample time to informally and formally support and coach his/her colleague teachers effectively. Moreover, the message to have a focused person to support the Kinyarwanda teachers for the project to achieve its goal was echoed by the Director of Teacher Training in REB, who in one consultative meeting, stressed the need to have such focused interventions that complements and supplements Rwanda Education Board structures”.

He also explained that a Kinyarwanda SSL would be in line with REB's policy of developing capacity to lodge the competence-based curriculum in schools. The project implementers also recognised the significance of having someone dedicated to Kinyarwanda in the school who they can work with and through to influence practice in early grade classes. However, the district officials pointed out that it would be better to call this person by another name as the appointment would be based on election by their peers and would be by necessity informal. It was therefore

agreed that this report would propose that each school in the project should have the early grade teachers elect a Kinyarwanda Lead Teacher or KLT.

There was some debate about whether the KLT should be elected or chosen based on performance and other objective criteria. It is worth noting that in a similar process BLF, with its focus on early grade English literacy and mathematics, the project is undergoing an elaborate identification and interview process to identify National and Local Leaders of Learning (NLL and LLL) who are high performing head teachers and SEOs. They apply after an information sharing meeting and then must present an expression of interest (Eol) to apply. After that they are interviewed by a district panel, which includes a majority of education professionals: the DEO, dean of SEOs, and dean of secondary head teachers. Each of the short-listed candidates' schools are visited to ensure that what they have claimed on their Eol is verified. The names then go to REB which verifies the appointments. The LLLs will particularly focus on driving the communities of practice. As Soma Umenye is working with the same schools the building of capacity at teacher level makes sense. It will complement BLF's focus on head teachers and SEOs. Soma Umenye should determine based on the dynamics of the schools whether getting the other early grade teachers and teachers of Kinyarwanda to elect one of their number against set performance and personality criteria makes more sense than having the KLT selected by the project based on commitment and capacity or by the district office based on similar criteria. There was total agreement that however they are selected it must be based on criteria and those doing the selection must be held accountable for following the agreed selection process. However, there are clearly budget implications with the KLT proposal for Soma Umenye to consider and this will require agreement with and commitment from GOR for such a proposal to be sustainable.

While the KLT can take the lead in supporting their colleagues' implementation of improved methods of teaching early grade reading in Kinyarwanda, the head teachers and DOSs should also be trained and prepared to provide support to the early grade Kinyarwanda teachers. There are a number of reasons for this, including the kudos which comes with being observed and supported by the head teacher and DOS. A number of the teachers, particularly in schools which include senior grades, commented that the school leaders, and particularly the DOS, never show any interest in their work. The teachers also commented that if the head teacher understands their needs it is easier to access resources for their classes, as the head teacher is the chief accounting officer in the school.

In schools which have a SBM the teachers also wanted that teacher trained and aware of what is expected of them. This seemed to be because the SBM has influence over where resources are allocated and has influence in the school generally.

2.7 ORGANISATION OF EARLY GRADE TEACHING

There was considerable discussion, particularly with the teachers, district officials and REB officials, about replacing the 'professorat', or subject specialist system, in early grades with a class teacher system. This would mean that each P1 to P3 class would have their own class teacher who would, as far as possible, teach all learning

areas to that class. This builds a strong relationship between the teacher and the child and, as one district official put it, does not “*confuse the children when they first come into school with all these changes of faces and places*”. This was unanimously supported.

One focus group of head teachers said the “*Professorat in P1 to P3 classes is a barrier to good learning*”. The focus was on how the change could be implemented. The district officials and REB senior manager argued that they could put it into practice immediately as it was an internal arrangement within the school. However, for official endorsement, the senior REB official present committed to taking the recommendation to senior management of REB for official endorsement.

The need for early grade teachers to be competent and for them to be given decent classrooms and access to resources was noted by the district officials. They agreed that often P1 teachers specifically and early grade teachers generally are seen as “punishment” classes and are starved of funds and put in the poorest classrooms. The district officials were aware that this is happening and committed to trying to reverse this trend, as they recognised that if the school gets early grade right then the rest of the teachers and the school benefits, as do the learners.

2.8 CERTIFICATION OF MANAGEMENT OF EARLY GRADE TEACHING

There was some discussion about whether training for school leaders managing early grade reading would be best certificated. This question was posed as VVOB with REB is implementing a certificated diploma course for school managers in partnership with the University of Rwanda College of Education (URCE). This Diploma in School Leadership is assessed in part through practice, with 120 SEOs trained to provide coaching and support, particularly to the Professional Learning Networks (PLNs). The PLNs are communities of practice aimed at supporting the trainees, who are mainly serving head teachers. The course is based on the 5 standards for school leaders. Much of the practice-based assessment is based on the development of the candidate’s school improvement plan (SIP). The perception of many of the respondents was summed up by the school leadership specialist in the Soma Umenye team, who stated,

“A certificate or a diploma for someone who have completed the training is a great token and sign of recognition that someone has been part of the activity; and this is important because having a certificate distinguishes the holder from the one who does not have it. For example, if we could provide certificates or diplomas to all our trainers and trainees, it would benefit them in the future when a future reading project wants to employ local trainers. Moreover, the practice will as well benefit development partners and the Ministry of Education when they want to locate and employ people who have strong competences in teaching reading in their training and activities”.

There is an obvious concern that any programme and certificate that Soma Umenye would issue for school leadership training has currency beyond the project. So Soma Umenye, along with other education service providers, needs to make sure that its certificates are recognised by REB and are certified professionally, so they have

national value and help advance the career of the candidate. The school leadership specialist goes on to state,

“What I personally think is a sustainable solution to this question is that REB takes on a leadership role and decides technical areas that need more support so it can effectively deliver on its duties; and then works with development partners that support those areas to design programmes for the College of Education and Teacher Training Colleges as part of their pre-service curriculum as well as for a post graduate diploma for whoever wants to sharpen their knowledge in their field of endeavour. This would provide venues for sustainability of development partners’ interventions and respond adequately and equitably to the needs of the country in years to come”.

It is worth noting that VVOB school leadership specialists did not believe that there was any duplication if Soma Umenye trains the school leaders on early grade reading support. Although they do get some training on lesson observation and clinical support it needs reinforcement. As this is part of the head teacher’s performance contract they are likely to welcome extra training and development in it. Hence, there is room to supplement the diploma course, which could be seen as the training spine, around which Soma Umenye could add value. In fact, VVOB even suggested that Soma Umenye may want to use some of its materials, which are all open source, in districts where VVOB is not working.

2.9 COACHING AND MENTORING

A common theme throughout the five days of data collecting was the regular mention of coaching and mentoring. When explored further with head teachers and district officials it became clear that there is a reasonable understanding of the two terms and the difference between them. However, Soma Umenye school leadership personnel admitted that they suspected that the terms are often used incorrectly. The important issue in these conversations is that the various respondent groups all acknowledged the need for more than training for changes in schools to be implemented and sustained. This is important as it should assist Soma Umenye in talking about and introducing elements of coaching and mentoring into its programme with school leaders. Further the head teachers cited it as one of their main training needs.

There are a number of possibilities when building capacity to support school leaders. These are:

- Working with and training SEOs to be able to provide mentoring and coaching services to their schools. The SEOs in the data collection process agreed that they could play that role. However, the senior REB manager pointed out that first the SEOs have to be empowered to avoid being dragged into various tasks by the district management. The best way of avoiding this would be to work with the SEOs to agree on an intensive approach to supporting their weaker head teachers. The only concern is that some of the SEOs have never been head teachers so it is not clear whether head teachers will listen to them. One head

teacher of a high performing school in Kigali commented that his SEO avoids his school as he cannot offer him any relevant support. To avoid this, the SEOs need to be trained to provide mentoring and coaching while also being trained on how to manage their engagement with schools, and how to identify weak head teachers who require assistance.

- Building communities of practice (CoP) which bring clusters of head teachers together on a regular basis to solve challenges and assist each other. Head teachers, in their responses during the workshop indicated that they prefer being trained by their peers. This readiness to be trained and coached by other school leaders should be harnessed and is particularly powerful when supported by CoPs. CoPs tend to work best if they are focused on a single or a few focus areas, and linked to some external stimuli. CoPs which have their origins in working together to solve specific course related challenges or to respond to assignments are often sustainable.
- Building the internal capacity of schools to plan and manage effective school based inservice (SBI) training. As Rwandan schools move towards a more distributed leadership model such mutual support within schools should be encouraged and harnessed by Soma Umenye.

2.10 SPECIFIC NEEDS OF HEAD TEACHERS

When the various groups were asked about the needs that head teachers and other school leaders have the main ones mentioned were skills in school leadership, such as setting the school's vision, planning and specifically strategic planning, and school management skills including human resource management, and finance management.

There was also a lot of attention paid to the need they have to be able to work better with communities around the school so as to gain community support. It was also pointed out that many schools are overcrowded and have financial challenges. They try and achieve their objectives with too few resources, and limited infrastructure.

Many of the head teachers also mentioned their need for ICT training so that they can run their schools and lives better.

While these are needs raised by head teachers, Soma Umenye will need to decide whether they are needs which are within the scope of their project. Some of the needs may be met by BLF.

The district officials also believe they need their coaching and mentoring skills developed so that they can better perform their teacher support and accountability role.

When asked about the specific needs that head teachers have in relation to their ability to support early grade reading in their schools the district officials listed the following: Refresher training on school leadership; training on making teaching aids; training on early grade reading instruction practices; training on working with SGACs; training on coaching and mentoring; and training in facilitation skills. A focus group of NGO trainers added to that with the need for head teachers to be trained

on skills in working with their learners' parents on supporting early grade reading at home.

2.1.1 SCHOOL PLANNING

While having a school strategic plan or school improvement plan (SIP) is a policy requirement for all schools, it was clear that most head teachers manage schools which have no SIP or any other strategic planning document. Realising this, REB is reported to be in the process of developing a manual on school improvement planning.

Where a SIP is in place the head teachers stated that often they are copied off another school, with only the name of the school changed. Even where a school develops its own SIP, it seems it is all too often a management plan, not one developed with a wide range of stakeholders, as required. The head of a project impacting on school leadership reported that often the SIPs only focused on infrastructural needs and not the core issues of the school – teaching and learning – and did not use data to inform the priorities. However, there were a few schools where the Kinyarwanda teachers asserted the process is inclusive and involved internal and external stakeholders. As the SIP is a key planning document for the school it is important that the project work with school leaders to master the planning process and in the process, make sure that early grade reading and instructional leadership are prominent on the plan.

Linked to head teachers' training needs and school planning capacity is the ability of schools to generate data, analyse that data and use it to inform planning. This is a gap in most head teachers' skill set according to various respondents. As head teachers did not mention it as one of their training needs, it seems that the programmes working with school leaders need to foreground this requirement.

SECTION 3: IMPLICATIONS FOR SOMA UMENYE

3.1 IMPLICATIONS FROM INTERVIEWS AND WORKSHOPS: PRINCIPLES DRIVING TRAINING

- The training should reinforce other training programmes for school management and not overlap or duplicate. This is potentially tough to plan, but REB has made it clear that it wants to avoid Soma Umenye doing anything which triggers upset by head teachers. Most head teachers hate being forced to go to workshops or training which duplicate something they have already done or know. Claiming it is a refresher process usually fails. If there is a danger of this, it is preferable to provide additional information and case studies which are not in the earlier courses.
- Soma Umenye training should reinforce and work within the policies, systems and processes which are already in place or which others have developed. Hence, the training materials and course must be based on the standards for school leaders. It should also reinforce the Diploma in School Leadership which VVOB/URCE/REB are rolling out and must not be seen as undermining it. If Soma Umenye training precedes the diploma roll out in a particular district, this is likely to work, especially if the links are made, as the participants will later feel that it gives them an advantage in doing the diploma. But if we are working in a district

where the diploma has already been rolled out then it is critical that Soma Umenye does not appear to repeat the contents of the diploma – that is likely to lead to legitimate complaints reaching the REB.

- Soma Umenye could consider making its school leadership training a part of, or a full, diploma or certificated course based at TTCs and other training institutions. Given TTC staff weaknesses, the Soma Umenye would have to consider who could deliver the course but include the TTC lecturers in a mentoring arrangement so that they learn how to do competence-based training and so that each TTC is left with a viable school leadership certificate or diploma course on their books, which they have the staff to deliver.
- Training should be demand-side driven and not supply-side driven. Soma Umenye must avoid making assumptions about what school leaders need. However, the workshops indicated some challenges common to most schools. This includes strategic planning and development of the SIP. It was clear that the school leaders struggle with these skills and so rarely develop the school's SIP, or copy the SIP of another school, so defeating the whole purpose of site-based planning. Using the training to ensure that school leaders understand how to develop a SIP and using the lodging of early grade reading in their SIP is probably the best way of mainstreaming early grade reading in the schools and giving it status, while also building strategic planning capacity.
- This report notes that many head teachers do not seem to have been appointed correctly based on competence and proven management ability. This will undermine all attempts to improve what goes on in schools and so, ultimately, the future of the country. It is essential that appointment of head teachers is professionalised. It can remain with the district, but they must work to guidelines, include educational professionals in any recruitment, testing and interview process, and possibly put forward two possible candidates for REB to endorse the best candidate. This will help prevent corruption, nepotism and favouritism. Soma Umenye should use its position to advocate such a process wherever possible. The training can assist in rectifying some of the knowledge and skills deficit that head teachers will have, but it cannot do nearly enough to compensate.

3.2 IMPLICATIONS FROM INTERVIEWS AND WORKSHOPS: THE TRAINING MATERIALS

- Soma Umenye will focus its school leadership training and materials on school management of, and support for, early grade reading. Besides those specific to early grade reading the course should include generic management skills such as how to undertake clinical supervision of teachers, involving structured lesson observations and lesson conferencing sessions, how to resource a classroom, and how to motivate teachers, but with a specific focus on early grade reading. Even such skills as strategic planning and developing a SIP, which everyone agreed are poorly developed, illustrated by the lack of a SIP in most schools, can be illustrated using early grade reading case studies.
- The training should as far as possible be practical, building practical skills and capacity to use effective tools, such as lesson plan templates, lesson observation tools, SIP planning frameworks etc. The approach in the modules should therefore use case studies and scenarios and require participants to undertake assignments in their own schools.

- As the project moves into its second cohort of schools in 2018, it would be sensible to consult with school leaders who have already been trained by VVOB in districts which are already part of the diploma course and which will be part of the Soma Umenye roll out, about their specific training needs in relation to managing the teaching of early grade reading, so as not to repeat the training they have already experienced in the diploma course. The second-generation training materials would need to be written with those needs in mind.

SECTION 4: RECOMMENDATIONS FOR THE SOMA UMENYE SCHOOL LEADERSHIP PROGRAMME

The following are the key recommendations for Soma Umenye project, more broadly, based on the findings from the needs assessment. These are recommendations which go well beyond the consultant's school leadership mandate, as they talk to the overall aims of the project.

- The workshops unanimously endorsed the idea of Soma Umenye working with REB and structures of the local government, to get the school management in each project school to select a Kinyarwanda Lead Teacher (KLT) to lead the intervention in the school. This teacher would provide support and coaching to other Kinyarwanda teachers in the early grades. The KLT should be recognised by her colleagues as a thought and pedagogical leader, who exhibits competent teaching and learner management skills, as well as being able to influence the school's leaders. The KLT, if possible, should be relieved of some lessons each week so he or she can support colleagues. However, as this has never been implemented for SSLs, it is unlikely it will be for the KLT. Possibly the project could make it a condition of involvement in the second cohort of schools that such provision is made in each school.
- Soma Umenye needs to advocate for early grade teachers to be dedicated class teachers able, with support, to present all learning areas required in P1 – P3. This would end the 'professorat' system in those grades. This would ease the management of the early grades and will probably improve early grade results. An increase in learners leaving P3 with Kinyarwanda reading skills is likely to translate into lower rates of learner dropout and repetition in later grades and therefore improve throughput and so system efficiency and therefore overall value for money represented by the education system.
- Soma Umenye should advocate for school leaders to understand that the foundations of the school are laid in P1 – P3, so it is illogical to place the lowest performing teachers to teach lower grades, in the worst classrooms. The seeds of this message have already been planted, and will be reinforced through the school leadership training, but also need to be reflected more broadly through the interactions which Soma Umenye management have with REB, the Ministry of Local Government, and others who can effect this change.
- There is a need to build skills of school leaders, district education staff and teachers as well as School Boards, in strategic planning and developing SIPs with the wider school community.
- Soma Umenye should consider working with Teacher Training Colleges (TTCs), which at the moment have not developed specific offering targeted at school leaders, to offer a certificate or diploma course in school leadership with

specialisation in early grade (reading) support. The advantage of using TTCs is that they are spread across the country and are set up to deliver and certify courses. However, there is general agreement that they are weak on delivery capacity and would struggle with the concept and practice of practice-based assessment. To get around this problem Soma Umenye school leadership specialists and trainers should be trained to deliver the course. While delivering the course, TTC lecturers should be involved and so gain mentoring in designing, delivering and assessing such a course. This would build the sustainable capacity in the country to deliver such school leadership programmes beyond the project. This could be done in cooperation with the VVOB to ensure that the course is of similar quality to their diploma in school leadership being delivered with URCE.

APPENDIX A: KEY FINDING FROM INTERVIEWS AND WORKSHOPS

This appendix provides a brief overview of the key points that came from each group of interviewees. It is not meant to be exhaustive but to provide some key points that came up in the interviews. This is important as the full transcripts are not reproduced in this document. This is because they are very lengthy, do not add a lot of value in themselves and finally to transcribe them in full would take a considerable amount of time, when the priority is to develop the training modules under very tight deadlines.

KEY FINDINGS FROM INTERVIEWS WITH NGOS

There is a strong relationship with the REB, with a particular focus on the standards for school leaders which all the NGOs mentioned is their keystone document when training and supporting school leaders.

They are increasingly claiming to align their offerings which relate to school leaders. This may be because REB has apparently picked up complaints from school head teachers about un-coordinated training and clashes between training programmes. It also shows a readiness by all the NGOs interviewed to use the standards for school leadership as a key document driving their school leadership development programmes. However, some realised that the key was to have the school leaders practicing what they had learned.

The NGO respondents were sceptical about getting head teachers to become more proactive instructional leaders. This was drawn from experience.

There is a fair amount of overlap in the offerings of various NGOs. Soma Umenye is working closely with both BLF and Save the Children, which are parallel projects. These links need to be constantly managed and improved.

The key offering available for school leaders (specifically head teachers at present) is the VVOB/URCE/REB diploma course in school leadership.

There was some naivete on the likelihood of behaviour change in schools based purely on training. This is a lesson many countries have learned the hard way, from experience.

KEY FINDINGS FROM INTERVIEWS WITH SCHOOL LEADERS

Head teachers are not trained for heading a school prior to being appointed although all those interviewed had subsequently been on a 5-day REB course on managing a school.

They are generally appointed to a head teacher post on the basis of being good teachers. However, there was some disagreement about how they get appointed. The district officials insisted that the process was objective and not prejudiced: this was not a view shared by other respondents, who asserted that poor candidates regularly get appointed and that this is often a reflection of nepotism, favouritism and other corrupt practices at district level. The appointment of head teachers in church schools is largely controlled by the church with a final decision being made by the district office from the three candidates the church shortlists.

Head teachers asserted that there is no cross over and role confusion between them and DOSs.

They supported the idea of Soma Umenye and REB working together to identify and appoint Kinyarwanda Lead Teachers to lead the early grade reading programme in each school.

They all seemed comfortable that their role is increasingly focused on instructional leadership. However, they report that the biggest pressure on their time remains administration and staff management. Teachers and district official reports indicate they are over-stating their commitment to instructional leadership.

While acknowledging their need to be instructional leaders, the head teachers indicated that to play this role with early grade reading was something they were able to do, but needed training and support to do it well.

They argued that they cannot get enough training and that they don't feel training fatigue. They are happiest being trained by local experts, their peers and government officials and not keen to be trained by foreign experts.

KEY FINDINGS FROM INTERVIEWS WITH KINYARWANDA EARLY GRADE TEACHERS

The teachers aspire to being DOSs and head teachers because they have power, earn well and can influence change.

They present a varied profile of their school leaders from being effective and thoughtful to being callous and lazy. On average they scored their leadership and management skills at an average of 3.5 out of 5. This indicates that there is room for improvement in the performance of head teachers and DOSs.

They supported the idea of Soma Umenye and REB working together to identify and appoint Kinyarwanda Lead Teachers to lead the early grade reading programme in each school.

They observed that the DOS tends to be very school and teacher focused while the head teacher is often out of the school. They observe that conflict between the head teacher and DOS tends to happen when the DOS is forced to fill the head teacher's shoes because the head teacher is absent regularly.

The teachers reported getting coaching and mentoring support from DOSs and SEOs but not head teachers. Lesson observations do happen – conducted by head teachers and DOSs, as well as district officials – but many teachers reported frustration with the feedback which they get, which is often weak and in one case was only delivered days after the observation. However, in some schools they reported that the quality of the lesson observation and feedback has improved since the schools' leaders were trained by Soma Umenye. Clearly school leaders' clinical lesson observation and conferencing skills need to be strengthened.

Generally, they claim that since the project started PI teachers are being treated with a lot more respect by the school leaders. They claimed this was motivating and helped them grow in dedication and commitment.

The teachers reported to be left out of the SIP process, even if it happens in the school – which was the case in a minority of schools.

Overall, they claimed to feel confident in teaching Kinyarwanda reading, particularly after getting Soma Umenye support and training. They did indicate the need for further training on managing resources and dealing with children with special education needs.

KEY FINDINGS FROM INTERVIEWS WITH DISTRICT EDUCATION OFFICIALS

The district officials see the main school management needs as being financial training, and training on supporting teachers.

Along with other focus groups, they supported the idea of Soma Umenye and REB working together to identify and appoint Kinyarwanda Lead Teachers to lead the early grade reading programme in each school.

They argue that the main challenges school leaders face is limited and irregular government funding, weak financial systems, weak strategic planning skills, limited knowledge of how to manage school resources and limited capacity in schools to follow up on and institutionalise training.

They were broadly in agreement with the Soma Umenye training of school leaders being certificated and formally accredited.

The SEOs and DEOs indicated that to fulfil their support role in regard to early grade reading they require training and support in methodology and in using the

requisite tools and instruments. However, they did claim to be confident in supervising early grade reading.

APPENDIX B: INTERVIEWS CONDUCTED BETWEEN 31ST OCTOBER 2017 AND 4TH NOVEMBER 2017

Interview record from focus group discussions and interviews held in Kigali and Nyamata to inform the Soma Umenye School Leadership Training Programme.

Date	Organisation	Person	Capacity
31/10/17	Rwanda Education Board	Claudien Nzitabakuze	DDG: Teacher Education Management and Professionalization
31/10/17	Rwanda Education Board	Eugene Rukeba	Director of School Leadership and Management Unit
31/10/17	USAID	Emile Rudasingwa	Basic Education Specialist
31/10/17	Save the Children	Solange Umwizerwa	School Leadership Coordinator
		Jonathan	School Community Partnerships Coordinator
		Akiili Jean Claude	School Leadership and Management Officer
		Jeanne Providence	Training Coordinator
01/11/17	Heads of Schools Organisation – Rwanda (HOSO)	Martin Masabo	National Advisory Council member
		Fr Innocent Gatete	Chairman, National Advisory Council
01/11/17	VVOB	Stefaan Vande Walle	Education Advisor: School Leadership
		Chantal Dusabe Kabanda	Education Advisor/Coordinator School Leadership Diploma Course
02/11/17	Building Learning Foundations (BLF)	John Rutayisire	Associate: Education Development Trust and former DG of Education.
02/11/17	Schools	13	Head teachers from all 4 provinces and Kigali City
02/11/17	Schools	10	DOSs from all 4 provinces and Kigali Region
02/11/17	University of Rwanda College of Education	2 male	University of Rwanda College of Education School Leadership specialists
02/11/17	Teacher Training Colleges	32 male; 1 female	Teacher training college School Leadership specialists
03/11/17	Schools	24 (22 f; 2 m)	Teachers of Kinyarwanda from all 4 provinces and Kigali City.

Date	Organisation	Person	Capacity
03/11/17	Soma Umenye	8 (7m; 1f)	5 Provincial advisers and 2 district advisers for Soma Umenye + REB director Field advisers.
04/11/17	District and REB	23 (4f; 18m)	10 SEOs, 10 district level (DEOs and DDEs). 3 officials from SL and M unit in REB.
Total:	95 respondents		

Also 01/11/17 attended REB meeting with partners on the DCC/SCC District CPD Committee and Sectoral one.

APPENDIX C: EXAMPLE OF AGENDA FOR THE DATA COLLECTION WORKSHOPS

Timetable for Workshop and Interviews
District Officials and REB School Leadership Unit Officials
Palast Rock Hotel, Nyamata, Rwanda

4th November 2017

Time	Activity	Lead
8.00 – 8.30	Introduction to the research and to the day	Protogene and Martin
8.30 – 8.45	Introduction to group work and dividing group	Martin
8.45 – 10.00	Group work (5 groups)	Team oversight
10.00 – 10.30	Report back	Group leaders
10.30 – 11.00	Tea	
11.00 – 12.00	Complete report back	Group leaders
12.00 – 13.30	Focus group interviews: District officials (parallel groups)	Martin, Protogene, Jane
13.30 – 15.00	Focus group interview with REB SL & M Unit	Martin

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