



## APIE Strategy 2023-2025

APIE's 2023-2025 Strategic Plan continues to build on our previous work, categorised under the following three priority areas:-

- 1. Umubano Academy (UA)** – The focus at UA is on supporting leadership, teaching and learning. Working closely with the Head Teacher, APIE supports the school with governance, professional development for teachers and with the implementation of specific projects e.g. the school library, creative arts and inclusive education. **In 2023-2025, the Scholarship programme will be developed with greater focus on the Secondary GIRL Circle, funded by the US Friends of APIE. In-school projects will include emphasis on Social and Emotional Learning (SEL), Gender Responsive Pedagogy and School Improvement Planning.**
- 2. Outreach programmes** – In the past three years APIE has established two successful outreach teacher training courses which blend in-person training with predominantly online courses. EQUIP (Enhancing Quality Instruction in Pre-primary) has benefitted 2000 Nursery teachers and trainee teachers to date and was our UK Aid Direct funded project (funding ended Dec 2021). E4PP (Education for Positive Peace) was rolled out to nursery, primary and secondary teachers in 2022 and reached 5000 beneficiaries, funded by BFSS and Lef Pillon. **In 2023-2025 APIE will establish a consultancy arm whereby APIE can provide services to other NGOs and education businesses (e.g. private schools) in Rwanda. Outreach projects will include a new focus on Social and Emotional Learning (SEL) and Girls Education.**
- 3. National engagement** – APIE has provided support to the Ministry of Education and Rwanda Education Board alongside other development partners. As Co-Chair of RENCP's Early Childhood Working Group, we enhanced collaboration between organisations and supported the government specifically with Inclusive Education and English methodology. APIE is often invited to high-level events to share expertise and provide insights on behalf of schools and non-governmental organisations. **In 2023-2025 we will continue to offer technical advice at government level to aid national priorities and become a thought leader with MINEDUC and REB**

Fundraising is another important cross-cutting aspect of our work. **In 2023-2025, we will build internal expertise around diversifying funding streams and develop a corporate funding strategy** to add to our current focus on writing grant funding applications, managing online

fundraising campaigns, liaising with UK schools and communicating with current and potential donors (high net worth individuals, small and large trusts and foundation, and one off/regular givers).

This Strategic Plan provides an overview of the strategic period 2023-2025. The Strategic Implementation Plan is also available for year on year implementation targets.

### Priority Area 1: Umubano Academy

What is UA like in 2025?	What is APIE's role in achieving this?
<p><b>Marketing and Reputation</b> - The school is known as an affordable, excellent quality English medium school where language acquisition and development are areas of excellence.</p> <ul style="list-style-type: none"> <li>-UA is recognised by MINEDUC and REB as a model of excellence; innovative practices are acknowledged.</li> <li>- All classes are full to capacity</li> <li>- Waiting list for all classes in Nursery, Primary and Lower Secondary.</li> <li>- <i>Potential to expand into Upper Secondary.</i></li> </ul>	<ul style="list-style-type: none"> <li>- Continued mentoring and coaching for UA staff</li> <li>- Organising and supporting with high level visits</li> <li>- Sharing UA learning in meetings with REB and MINEDUC and on social media</li> <li>- Mentoring and supporting with marketing, IT communications and other strategies to increase enrolment e.g. engaging parent ambassadors to market the school through word-of-mouth</li> </ul>
<p><b>Infrastructure</b> - The school infrastructure is safe, accessible and includes new facilities including an access bridge, new play facilities and a science laboratory</p> <ul style="list-style-type: none"> <li>- All school facilities are well used and well maintained including the school library which has a wide range of books and research materials</li> </ul>	<ul style="list-style-type: none"> <li>- Securing funding for the laboratory build</li> <li>- Securing funding and permissions / government support for bridge construction</li> <li>- Securing funding to improve the play ground</li> <li>- Reporting to donors e.g. Dinan Family</li> </ul>
<p><b>Teaching and Learning</b> - P6 and O' level results have been consistently very good, with no candidate below Division 2 unless the student has a SEN which has been a barrier to attainment in Divisions 1 and 2 but which has been rigorously addressed through SEN interventions to maximise attainment</p>	<ul style="list-style-type: none"> <li>- CPD on T&amp;L/pedagogy, inclusion (E4PP strategies included) and STEM</li> <li>- Leadership support on data tracking and intervention</li> <li>- Coaching leadership on strategies to improve exam outcomes</li> <li>- Developing the SEN policy and practices, developing the approaches to</li> </ul>

<p>-Inclusion is a priority at UA - the school is well known for its strengths in Special Educational Needs support, personalised learning and gender-responsive practices, supporting 10% of the school population who have SEN.</p> <p>- ICT is well utilised in lessons and the Competence-Based Curriculum is comprehensively delivered.</p> <p>-Co-curricular activities are on offer, with a particular focus on Creative Arts</p>	<p>tracking, intervention and support with the SENCO</p> <p>- Advise on Creative Arts, with input from Friends of APIE</p>
<p><b>Pastoral/Well-being</b> - The pastoral system is a strength of the school and has an inspiring middle leadership team who drive behaviour for learning, E4PP and active character development activities including the design and delivery of a Personal, Social and Health Education (PSHE) curriculum.</p> <p>-Students living in extreme poverty are being supported to gain an outstanding education through the UA scholarship programme.</p> <p>- Girls are supported with particular gender-responsive projects and initiatives.</p>	<p>-Creating a Personal, Social and Health Education syllabus for P6 and S1 and timetabling this as a subject.</p> <p>- Supporting the coaching and mentoring of a new pastoral team, including rigorous pastoral support for scholarship students. Providing pastoral support to the students and quality assuring this.</p> <p>- CPD on gender-responsive pedagogy</p>
<p><b>Management</b> - Management of school is rigorous, in line with the ambitious SIP.</p> <p>- Teaching and learning is evaluated consistently, by both internal and external observers in a range of quality assurance activities, including lesson observations.</p> <p>- QA is followed up with relevant measures for improvement.</p>	<p>- Coaching and mentoring of the school leadership to ensure key documents are detailed and implemented (SIP and annual quality assurance map)</p> <p>- Design and delivery of CPD for all staff</p> <p>- Supporting quality assurance activities’ mapping and implementation e.g. lesson observations, performance management, feedback and review cycles</p>
<p><b>Leadership</b> - School leadership team is shown to be effective in all aspects through external evaluations.</p> <p>- UA’s strategic plan has a clear vision for the school’s continuous improvement trajectory.</p> <p>- A well-managed shared drive holds the school artefacts; policies, protocols,</p>	<p>- As members of the UA Board, contributing to targets set for the HT and leadership team</p> <p>- Coaching leadership to build and embed school culture and maintain school improvement targets</p> <p>- Support distributed leadership and delivery of the Rwandan government’s</p>

<p>plans and resources which are easily accessible.</p>	<p>set education (Imihigo) targets  - Provide ICT support on knowledge management systems</p>
<p><b>Teaching School</b> - UA staff provide CPD to teachers from other schools.  -International connections thrive, with teachers from UA and other countries collaborating using online platforms and through international exchange visits to share best practice.  - The school is a teaching centre of national significance.  -Consider increasing UA to upper secondary,and replicating UA elsewhere in Rwanda and in other countries.</p>	<p>-Designing and delivering training sessions  - Coaching UA team members on CPD facilitation techniques  - Introducing UA to innovations in the CPD target areas through links to international partners and through APIE team members' expertise</p>
<p><b>Financial security</b> - The budget of the school is managed rigorously with the HT collaborating closely with the Office Manager, sharing monthly financial updates with the board.  - As a self-sustaining, not-for-profit NGO, Umubano Academy is able to take advantage of the legal and financial benefits of this status.  - The Scholarship Programme is sustained with long term fundraising partnerships from UK schools and online giving platforms</p>	<p>-Rationalising the relationship between UA and Umubano Organisation and APIE with support from the APIE COO  -Review regular financial reports from the school, and advise where the systems and processes of financial management could be improved  -APIE representation on the UA Board where financial decisions are made  -APIE continues to fund scholarship places to UA and other specific value-adding components</p>

## Priority Area 2: Outreach Projects and Consultancy

What is APIE like in 2025?	How will we make that happen?
<p><b>Early Childhood Education</b> - working with in-service and pre-service teachers to implement our curriculum innovations. New emphasis on school leaders (Head Teacher or Director of Studies) and quality assurance.</p>	<ul style="list-style-type: none"> <li>- Secure funding and deliver EQUIP Phase III</li> <li>-EQUIP Phase III impact is visible in classrooms around the country</li> <li>-EQUIP Phase IV is in the implementation stage</li> <li>-EQUIP course is available on multiple open-source platforms and is embedded in the TTC training curriculum</li> </ul>
<p><b>Inclusive Education</b> - Draws on aspects of Education for Peace, with a <b>new focus on Girls’ Education</b> and a deeper focus on <b>Special Educational Needs (SEN)</b> and on <b>Social and Emotional learning (SEL)</b>.</p>	<ul style="list-style-type: none"> <li>-E4P Phase II in the implementation phase with APIE supporting school leadership to embed the strategies in their school cultures</li> <li>- Funding secured with FCDO and Girls’ Education project is underway</li> </ul>
<p><b>Consultancy Services</b> - APIE is well known as a consultancy service provider which offers high quality consultancy to larger NGOs and programmes around curriculum development, teacher training, school improvement, research and evaluation</p>	<ul style="list-style-type: none"> <li>-Formal setup in place for consultancy services with full understanding of, and compliance with, Rwandan law</li> <li>- Pro-actively seek consultancy opportunities</li> <li>- Follow up on activities leading on from Education Commission consultancy</li> </ul>
<p><b>Staff</b> - The APIE team in Rwanda has 8 permanent full-time members; 2 Rwandan project officers, a Rwandan ICT officer, a Rwandan finance officer, a Rwandan M&amp;E and Data officer, a Project Manager, an Executive Director of Education and CEO. The APIE team in the UK has a Communications and Operations Manager and a Fundraising Consultant</p>	<ul style="list-style-type: none"> <li>-Recruit highly skilled Rwandan nationals with contextual knowledge</li> <li>-Build culture and knowledge between APIE staff through international exchange visits, team building and CPD activities</li> <li>-Maintain an APIE office to enhance collaboration and communication</li> <li>-Utilise best practice strategies to support staff in meeting priorities</li> </ul>
<p><b>Governance</b> - Diverse, active Board members and Patrons who regularly engage with APIE and visit the projects wherever possible. Board members offer advice according to their strengths which cover the range of needs APIE has as an organisation.</p>	<ul style="list-style-type: none"> <li>-New Board members recruited adding Rwandan representation on the Board, balancing the gender composition and strengthening fundraising elements</li> <li>-Board portfolios are updated to ensure Board member and Patron contributions match their strengths, Board members receive training</li> <li>-Create an organised annual timetable and report for monitoring Board activity</li> <li>-Strengthen relationship with Umubano board</li> </ul>

**Finance** - Funding is stable and secured for the next 5 years, enabling APIE to look towards investment in new programmes and relationships. Financial management is well organised, meets compliance needs and is approved by the Board. Funding is secured from high profile international funders.

- Continually pursue funding opportunities by maintaining a UK based fundraiser position, focusing on long term funding opportunities and recruiting volunteer fundraisers
- Maintain excellent relationships with funders and donors
- APIE staff undergo financial training to improve financial management
- Board finance committee (and Treasurer in particular) review finances and suggest improvements to financial management

### Priority Areas 3: National Influence and Engagement

What is APIE's National influence and engagement like in 2025?	How will we make it happen?
<p><b>Reputation and impact</b> - Strong reputation in Rwanda among development organisations and with the government (MINEDUC and REB). APIE programmes are rigorously focused on achieving impact and are recognised among beneficiaries, government departments and partner organisations for measurable impacts.</p>	<ul style="list-style-type: none"> <li>-Share project updates and findings with key stakeholders at national level</li> <li>-Coordinate close collaboration between development partners and their programmes to avoid duplication and maximise impact</li> <li>-Communicate our consultancy offerings and market our expertise</li> </ul>
<p><b>Influencing national policy</b> - We are recognised as a leader in the Rwandan education sector, and are asked to participate in a range of government workshops and meetings frequently. Our expertise aligns with national strategy goals and the Education Sector Strategic Plans and we are consulted regularly by REB and MINEDUC. We are recognised as experts in ECE, Inclusive Education and School leadership.</p>	<ul style="list-style-type: none"> <li>-Contribute to Technical Working Groups and Co-Chair at least one group.</li> <li>-Develop and maintain strong and positive connections with MINEDUC and REB and participate in think tanks/consultation activities</li> </ul>
<p><b>Potential partnerships</b> - APIE has clearly marketed traits making them desirable partners in specific programmatic areas. We will lead partnerships as well as working in consortium with others. We are in discussion with development partner organisations in 2 other countries in the region, to launch our successful ECE / Inclusive Education programmes in their schools/ with their teachers.</p>	<ul style="list-style-type: none"> <li>-Develop and share clear communications on our expertise in specific focus areas with potential partners</li> <li>-Prospecting with multi-national organisations (e.g. Save the Children and THINK Equal)</li> <li>-Continue to work on the PEAs collaboration plan (or similar partnerships)</li> <li>-Develop consortium approaches with other organisations (e.g. Learning Through Play consortium for Lego Foundation funding)</li> </ul>
<p><b>Communications Strategy</b> - We are seen as problem solvers and leaders in educational thinking. Our Communications are well branded, demonstrate impact and highlight APIE's key messages in a clear and succinct manner.</p>	<ul style="list-style-type: none"> <li>-Include current and potential trends in the Education sector in Rwanda in our communications</li> <li>-Develop extensive Branding guidance and consistency of 'voice'</li> <li>-Produce and share lively and impactful reports, resulting in increased engagement in our work from a variety of audiences</li> </ul>