



A Partner in
Education

Annual Report 2019



Contents

Legal and administrative information	3
Structure, governance and management	4
Welcome to our Annual Report	5
APIE AND EDUCATION IN RWANDA	
About APIE	6
Education in Rwanda	7
APIE’s projects in 2019	8
OUR IMPACT IN 2019	
Achieving excellence at Umubano Academy	9
Transforming pre-primary education through EQUIP	22
Peacebuilding through Education for Sustainable Peace	23
Engaging with National Priorities	29
OUR PLANS FOR THE FUTURE	
Next steps - 2020 and beyond	30
FUNDRAISING AND PARTNERSHIPS	
Fundraising	31
Our partners in education	32
Our donors	33





Legal and administrative information

The Trustees, who are also the Directors for the purposes of company law, present their Annual Report of the charitable company for the period ended 31 December 2019.

Registered charity name:

A Partner in Education

Charity registration number:

1133224

Company registration number:

07079874

Registered office:

91 Eaton Terrace, London, SW1W 8TW

Trustees and Directors:

Mr Brooks Newmark

Mr Ian Henn

Sir Keith Ajegbo

Mrs Lucy Newmark

Mr Marcus Starling

Mr Andrew Michael Mitchell

Mr Steve McCauley

Dr Susan Horner

Accountants:

Chariot House, 44 Grand Parade, Brighton, BN2 9QA

Structure, governance and management

The Board of Trustees consists of 8 Trustees who continue in office until retirement or death. New Trustees are selected by existing Trustees and are people who have specific interest in the charity and a range of skills to enhance its development. New Trustees undergo an orientation to brief them of their legal obligations under charity law, the committee and decision-making processes and recent financial activities of the charity.

In 2017, the Board of Trustees recruited three new members; Ian Henn, Marcus Starling and Sue Horner were officially elected to the Board at the Annual General Meeting in December 2017. Two Trustees - Ms Carole Frost and Ms Katherine Llewellyn - resigned in March 2018 and February 2019 respectively. One new Trustee - Mr Andrew Michael Mitchell - was recruited in July 2019.

A Partner in Education (“APIE”) is a charitable company limited by guarantee with no share capital. The company was established under a Memorandum and Articles of Association, which governs its activities and established its objectives and powers. The company was incorporated on 18 November 2009, and the charity was registered in the United Kingdom with the UK registration number 1133224 on 10 December 2009.

On 30 April 2010 an International Non-Governmental Organisation (INGO) called “A Partner in Education” was registered in Rwanda. From this date the INGO took over all the Rwanda-based activities from APIE UK. APIE Rwanda is overseen by the Board of Trustees in the UK.

On 15 March 2016, a charitable organisation called “Friends of APIE, Inc.” was re-registered with 501 (c) (3) status in the USA, determining organisational exemption from paying federal tax and allowing the receipt of tax deductible donations, gifts and transfers. Friends of APIE Inc.’s primary function is to raise awareness and funds to best support the development of the work in Rwanda, working closely with the teams in Rwanda and the UK. Overseen by APIE’s Board of Trustees in the UK, a local executive governing body has been established.



Welcome to our Annual Report

We are very proud to look back at 2019 as the year APIE extended its work in several new directions. Umubano Academy opened its doors to secondary students (see p.13) who are achieving and thriving in all respects. APIE's vision of developing effective outreach based on the best practice at Umubano Academy has come to life through the UK Aid Direct-funded EQUIP programme (see p.22), focused on improving access to and the quality of teaching in pre-primary education across Rwanda. This teacher development programme has also increased the use of ICT in teaching and learning in line with national priorities with the main aim of reducing inequality across the country. APIE's aim of improving inclusion in terms of both access and teacher capacity to support students with special educational needs also feeds into our growing understanding of a model of Education for Sustainable Peace (p.23). Creative Arts have also aided this, expanding the repertoire of teaching and learning strategies and injecting wonderful energy into school life and beyond (p.24). Excitingly, teachers at Umubano embarked on action research into their understanding of Education for Sustainable Peace and are becoming known for their professionalism and passion for a model of education that combines cognitive achievement with wellbeing, inclusion and citizenship, for holistic development of all students; contributing to a peaceful and prosperous future for Rwanda. We hope you enjoy reading about APIE's wide-ranging achievements in 2019 and continue to follow and support our progress in this next phase. Thank you.

Angie Kotler, CEO and Steve McCauley, Chairman of the Board

About APIE



A Partner in Education (APIE) was established as a UK charity ten years ago, in response to an urgent need in Rwanda for schools to be rebuilt in the aftermath of the 1994 genocide. APIE built a school with the aim of working in partnership with its local staff to develop a local model of excellence, that ultimately could be scaled. Umubano Academy opened in 2013 and in seven years has achieved excellence in academic achievement, inclusion, wellbeing, citizenship and as a model of education for sustainable peace. Umubano is now recognised as a 'lead school for peace' in Rwanda and APIE helps maintain this today. APIE is now being asked to scale and disseminate this model across the country. In line with the Government's priorities, APIE aims to help change the bigger picture of teaching practice across Rwanda, whilst continuing to support its students at Umubano Academy and changing individuals' lives at the local level. APIE has recently won an FSI Small Charity Big Impact Award in recognition of our work in Rwanda.

Our vision: A world where all children in Rwanda, regardless of background and circumstance, have the opportunity to receive high quality education.

Our mission: To create sustainable and locally-led teacher training, improving the quality of education in a rapidly developing country.

Our aims: To develop a model school to demonstrate what is possible, run by local teachers and using local materials;
To develop outreach programmes to improve the quality of teaching and educational provision across Rwanda;
To contribute to the improvement of the national education sector in Rwanda.



Education in Rwanda

By 2015, Rwanda achieved near universal access to basic education and gender parity for enrolment. Going forward, Rwanda's education system is focused on building human capital in order to reach the country's development aspirations, as aligned with *Vision 2035*, the *2016 Competency Based Curriculum* and the *Education Strategic Sector Plan (ESSP) 2018/19 - 2022/23*. Since 2018, the Government has been steadily increasing its education budget. There has been an increase in the number of pre-primary schools and the percentage of teachers trained in primary education, as well as progress in access to electricity, drinking water at school; toilets, the internet and technology in classrooms.

Repetition rates in primary and secondary education are reducing, but drop-out rates have increased slightly compared to previous years. Despite stable access to basic education, there are issues related to low quality teaching and learning in Rwanda including low completion rates; low transition to secondary school; low early years enrolment; high repetition rates and low attainment levels.

Education policies are being revised to support the implementation of the *ESSP* and the *2017-2024 National Strategy for Transformation (NST)*, bringing Rwanda closer to achieving the Sustainable Development Goals (SDG). The 2019 SDG review highlights the crucial role of civil society organisations, the private sector and other development partners in achieving national priorities and the SDGs. Of the 8 interventions that the NST recommends, APIE has focused on addressing: improving access to pre-primary; increasing the number of qualified teachers and improving welfare in order to reduce the student to teacher ratio and improve quality of teaching; increasing the use of ICT in teaching and learning; improving inclusion in terms of access and teacher capacity to support students with special educational needs; the promotion of STEM and the reduction of dropout rates.



57%

of children who start
school in Rwanda
complete primary
education

82%

of children who finish
primary school in
Rwanda, go on to
secondary education

NB: Data provided on this page is derived from numerous reports published by UNESCO, National Institute of Statistics, Rwanda and Rwanda Ministry of Education.

Our scholarship programme

Supporting 30 students from poverty category one with no-fee access to high quality education.



Achieving excellence at Umubano Academy

Upgrading teaching and leadership skills, providing quality school facilities and nurturing the ongoing improvement of Umubano Academy.



Inclusive education

Enhancing equity of access for all students. Equipping teachers with the skills to provide differentiated education for all.



Enhancing Quality Instruction in Pre-Primary (EQUIP)

Reaching pre-primary teachers across Rwanda to develop their skills in play-based learning, utilising the Rwandan national curriculum.



Education for Sustainable Peace

Supporting teachers through action research to capture their learning in relation to inclusion, wellbeing and citizenship; supporting teachers to embed creative strategies into their teaching and enhance the enjoyment and creative expression of students.



2019 projects

Achieving excellence at Umubano Academy

APIE is committed to supporting the teachers at Umubano Academy and enjoys a strong working relationship with the staff. Continuous Professional Development (CPD) took many forms during 2019 and has included: classroom visits; one-on-one assistance and support; knowledge sharing from visitors to the school; continued support from APIE through practical group workshops and pedagogical collaborative discussions; enjoying the outdoors through Sports training; and learning to use art and drama for learning.

APIE believes in encouraging and facilitating teachers at Umubano Academy to connect and interact with other education partners and teachers around the globe. This enables connections with a greater network of practitioners and staying up to date with the latest tools, methodologies, practices and classroom content.

In 2019, APIE conducted 4 whole-staff CPD courses on ICT, Inclusive Education, Education for Peace and Sports. Greater emphasis was given to enabling the school leadership team to lead on staff CPD, with mentoring and co-facilitation provided as needed.

In term 3, 24% of teachers were graded outstanding with the remaining 76% graded very good in lesson observations.

I got training from APIE about how we can manage our class peacefully. I learnt that to manage students is not beating and being harsh to them. Being kind to my students has helped me to solve many problems and they feel at ease to come to me freely to confide themselves.

Wivine, Umubano Academy Teacher

**100% of
teachers graded
outstanding or
very good** in 2019
term 3 lesson observations

15 teachers
trained at UA in 2019



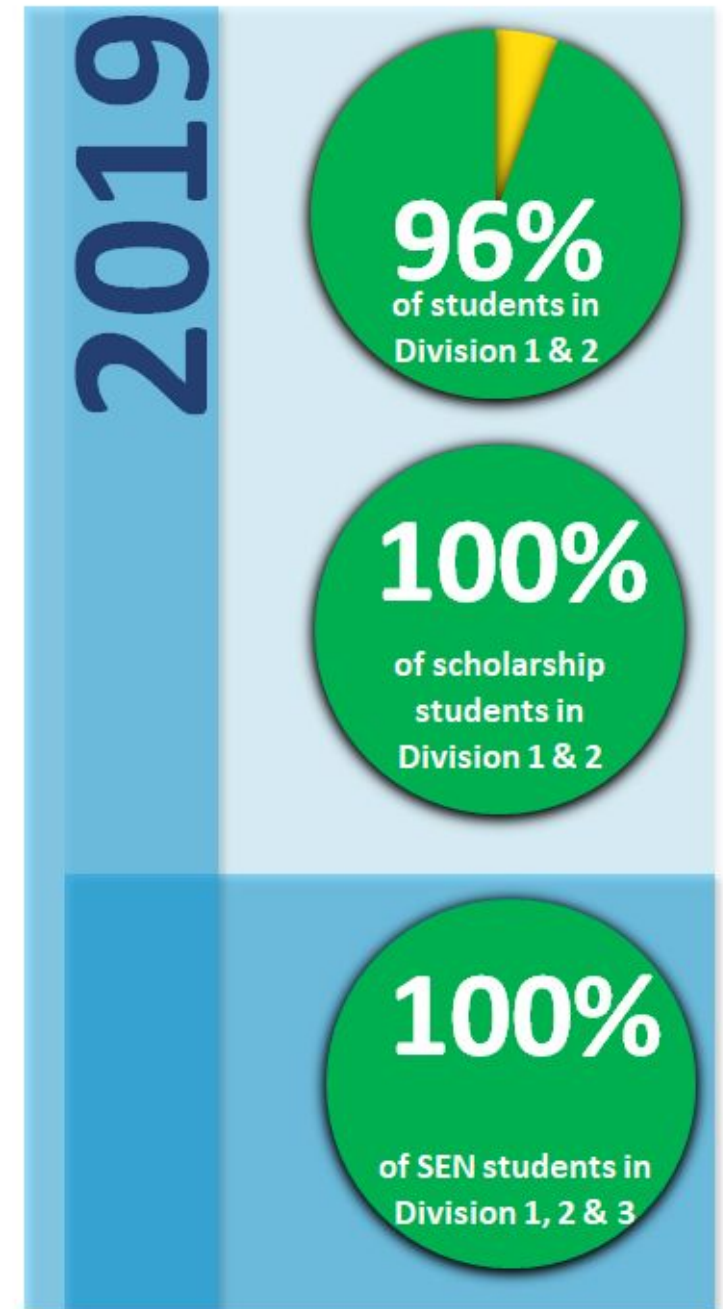
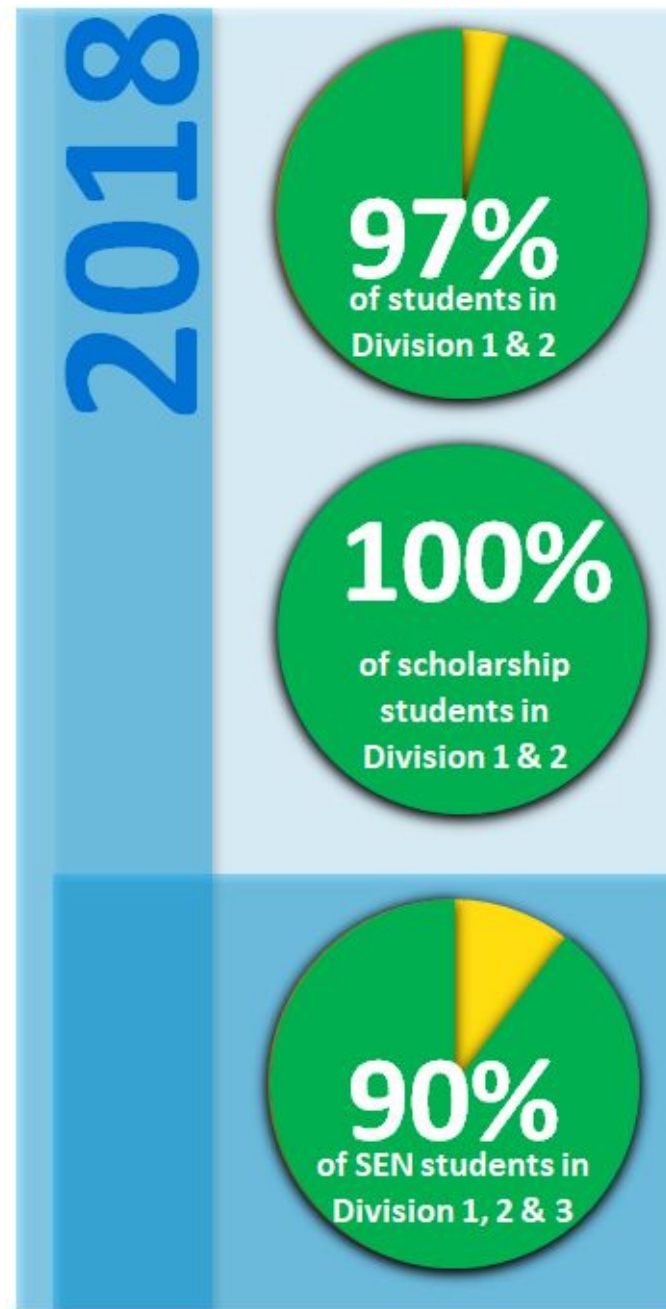
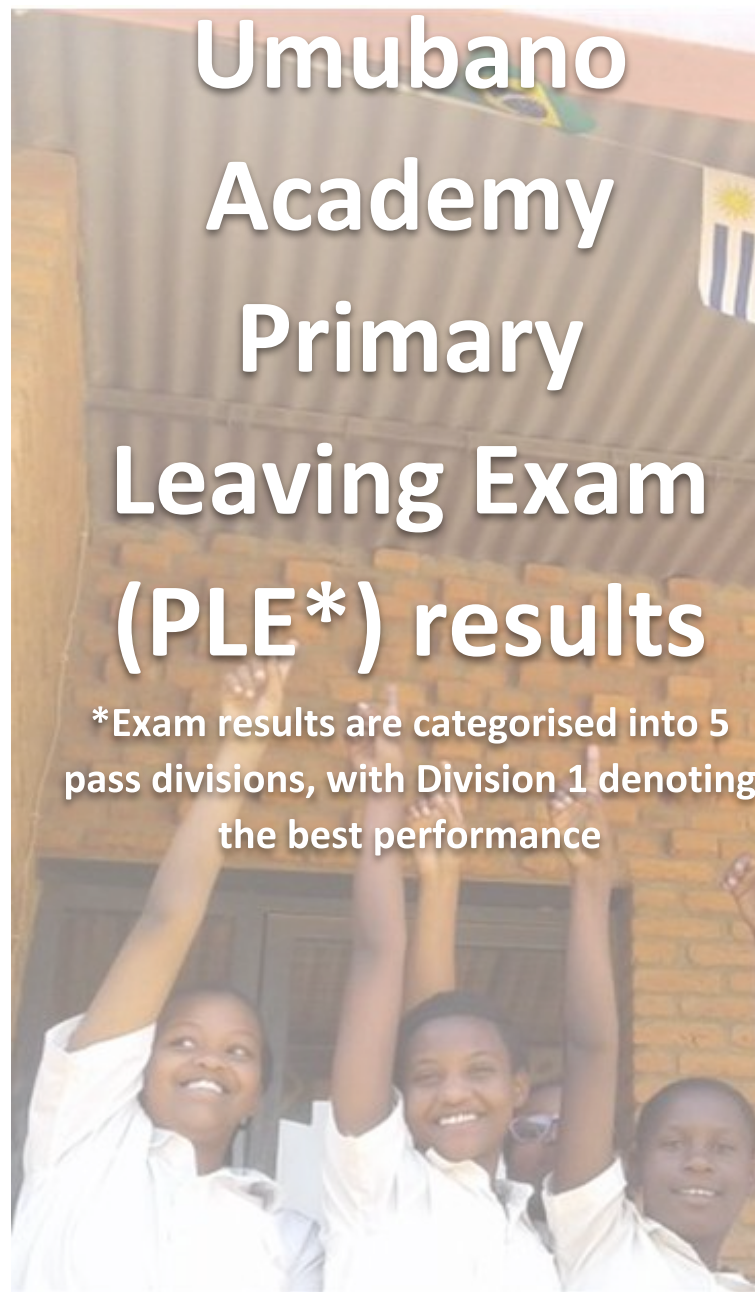
At the start of 2019, Umubano Academy teachers were visited by teachers from St Albans High School for Girls in the UK. The St Albans teachers shared ideas about play-based learning for nursery teachers, addressed assessment for learning, and brought new ideas about sporting and outdoor activities and creative use of resources within the classroom.

In-country volunteers, such as Angela, a Portuguese art teacher, engaged Umubano Academy teachers with simple yet creative techniques to transform common everyday items into novel creations to use as resources to reinforce classroom themes. Paper plates evolved into jelly fish with woollen and fabric tendrils, tissue paper and sellotape on classroom windows were used to create “stained glass windows” and empty cardboard toilet rolls were repurposed into stationary organisers, shape stampers, musical shakers and more! Teachers were encouraged to support other teachers by passing on their new-found skills and sharing their experiences.

Teachers at Umubano Academy consistently express their enthusiasm for embracing more training and developing new skills. APIE is excited about what the new year brings in terms of providing support to our teaching staff and being part of their continued learning journey.



*In the beginning of this year, APIE organised for UK teachers to come to our school and train us in sport lessons. From that training, I gained new skills and used them with SEN children in their learning on new games. They also left us with new sport materials which helped me to support them. **Alice, Umubano Academy Teacher***



Scholarship programme

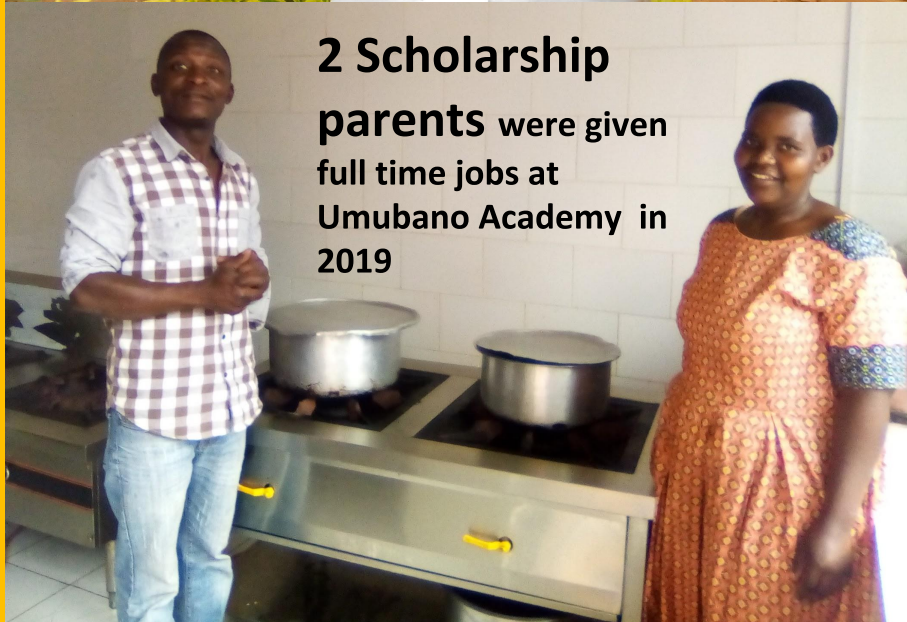
In 2019, APIE's scholarship programme provided school places, uniforms and scholastic materials to 33 children who live near Umubano Academy and whose families are in the lowest poverty category in the country. Through this programme, students get the opportunity to access quality education in their local community together with their peers, in a nurturing environment that all children deserve.

JOHN'S STORY

Before coming to Umubano Academy, *John attended a school where students were regularly beaten. John says the school only allowed two minute breaks for students during the day, which wasn't enough time to have something to eat. Teachers were often 20 minutes late and class sizes were over 60, meaning John struggled to get his questions answered and his academic achievement suffered.

John's parents decided to apply to Umubano Academy's scholarship programme, as they live within 30 minutes walking distance of the school. John says his parents saw that the school was both peaceful and hopeful, and wanted him to go there. Thanks to donations to our scholarship appeal, John has been at Umubano Academy since 2013 and is now studying in Senior 1.

**Names have been changed to protect and safeguard the identity of young children.*



2 Scholarship parents were given full time jobs at Umubano Academy in 2019

GRACE'S STORY

"...beating a kid won't change their behaviours but it will make them scared of you more...when you attend class you even start to quiver, you see them sitting down and goose bumps come."

*Grace is grateful to no longer be at her previous school, where making a mistake led to harsh punishments and bullying between students was an everyday reality. Getting a scholarship at Umubano Academy has changed Grace's life now and for the future. This was only possible through the contributions made to APIE's scholarship fund.

Grace likes learning without fear of punishment and feels safe at school. Having trained teachers who are polite to students and a school which sticks to its timetable is important to her. Grace doesn't have to share her chair or her desk and doesn't have to fight for her voice to be heard in a class of 60 students. APIE's scholarship fund enables us to help students like Grace to thrive in a nurturing school environment, so they don't have to face classrooms which they fear. The scholarship fund also assists the families of scholarship children, helping them gain employment where possible and find ways to support their children at home.

**Names have been changed to protect and safeguard the identity of young children.*



A student talks on Royal FM with Umubano Academy Head Teacher, Jean de Dieu Dusingize, about life at Umubano and her aspirations to be a Veterinary Doctor, spurred on by her participation in the [Kids MBA course](#) at school.

Donations to our [Scholarship Fund](#) enable us to provide school places for students like Grace. A regular monthly donation of £30 will fund a scholarship place for a year.

Introducing secondary at Umubano

In January 2019, Umubano Academy opened its secondary section, starting with a senior 1 class of 15 students and two new teachers. Secondary students enjoy a broad spectrum of subjects, taught by qualified subject specialist teachers. Students have reported that the extra opportunities they are exposed to in the secondary school enable them to be 'more responsible, and to grow'.

Amongst these additional opportunities are more school trips, including to a meteorology station and the Richard Kandt museum which were greatly enjoyed by all. Science lessons in secondary are now hosted in a specialist science laboratory which students describe as 'Exciting - experiments make things very real!'

Further highlights have been the effective use of ICT in lessons. Every classroom is equipped with projectors and speakers which students said 'make our lessons interesting and interactive.' Teachers also received training on how to effectively implement ICT into lessons.

APIE has supported the secondary section to partner with a school in the UK. Next year we plan to host students and teachers from this school, where they can collaborate on a school project and the staff and students can learn from each other.



*A good thing I have learnt is about promoting peace. I have gotten it from the staff, both Umubano Academy and APIE staff. The way they receive students and teachers makes everyone wish to promote peace also among others. **Joseph, Umubano Academy Teacher***



Since Umubano Academy opened, **100%** of our scholarship students have achieved Division 1 or Division 2 in their Primary Leavers Examinations and they have all continued into secondary education.

Grille scholars at Umubano

Five students who transitioned from P6 into the secondary programme when it opened in January 2019, were awarded scholarships funded by the Grille Foundation. Of the five students, three of them are the highest academic achievers in the class and one is a talented musician who performed in the Ubumuntu Arts Festival in July 2019. Two of the scholarship students represented the school in a meeting with the President of Rwanda last year and one of them had the opportunity to converse with the Minister of Education. Unprompted, she asked the Minister how youth in Rwanda could support out-of-school children, recommending that students such as herself could go to rural areas to give master classes to those who were not fortunate enough to be in school. Her desire to share the opportunity she has been given as a result of the Grille scholarship is both touching and inspiring.

We are exceptionally proud of our scholarship students and look forward to continuing to share their progression in the years to come, as we track them through their further education.

Inclusive education at Umubano

With funding from Lef Pillon Trust we have been able to continue the Special Educational Needs (SEN) programme at Umubano Academy. This allows us to work with students who need additional support and build the knowledge and expertise of our teaching and support staff.

Umubano Academy's dedication to inclusive education is illustrated by our employment of an SEN teacher and Coordinator, funded by Lef Pillon Trust. Teachers have received training from the in-school specialists and have developed Individualised lesson plans to cater for the needs of our SEN students. Students have benefited from individualised, one to one lessons as well as class-based support. Funding from Lef Pillon Trust also enables APIE to continue developing and evaluating this much needed model of SEN support, so that we can embed it in our outreach work.

In 2019, Umubano Academy teachers benefited from a range of training sessions to enhance their ability to provide inclusive education. Training focused on using questioning techniques for students with SEN; differentiation; use of number fans, card sorts, ICT and props; and group work.

At Umubano Academy we strive to provide a supportive learning environment which encourages students to contribute during lessons. Positive reinforcement, recognition and acknowledgment, through the use of house points, stickers and peer applause, all contribute to building a confident student as well as establishing a productive classroom atmosphere.

19 students
received 1:1
intervention support
in 2019



3 students
graduated
from the SEN
programme for
in-class support



100%
of students with
SEN passed their
Primary Leaving
Exam in 2019





WINNER'S STORY

*Winner joined Umubano Academy when she was 7 years old. She has Childhood Absence Epilepsy, which means that she has frequent asymptomatic seizures, causing her brain to miss key information and learning.

Umubano Academy's SEN teacher has been working with Winner for the past two years leading up to her Primary Leavers Examination which she sat in November 2018. Winner tried her best but didn't manage to get sufficient marks to pass her exams. Her parents came to talk to Umubano Academy's head teacher for some advice and together they decided that Winner would be best placed at Umubano Academy to continue her secondary education.

Winner is only able to access a small amount of the curriculum. With support from APIE, Umubano Academy devised an individual programme for Winner. This allows her to socialise with her peer group and learn the skills needed to ensure she leaves lower secondary with a good chance of gaining employment.

Her parents said *"We recognise the value of education at Umubano and are so grateful for the support Winner's teachers have given her."*

**Names have been changed to protect and safeguard the identity of young children*

ICT at Umubano Academy

The Grille Foundation's funding for ICT was used to equip the 12 classrooms at Umubano Academy with data projectors, laptops, sound bars, a roaming internet connection and a set of laptops for use by secondary students. This equipment has become part of the learning culture at Umubano. From using the projector to play games in French, to studying a Kids MBA with visiting students from a UK school, ICT is now integral to daily school life and the students love interacting with the different forms of multimedia. At any time, it is typical to see half the classes using ICT which shows a huge increase in engagement. The use of ICT has increased active participation amongst our students in lessons. When asked what they think of ICT at school, one Senior One pupil claimed *"ICT makes our lessons more interesting, and it prepares us better for jobs in the future!"*

The funds from Grille Foundation also enabled APIE to train two teachers to become ICT Lead Teachers. Our ICT Manager led a weekly training session over 8 weeks and offered mentoring to two teachers, who are now able to support the school in addressing a range of ICT problems. This means the school no longer has to pay for an ICT technician to solve basic issues.

In April, teachers also received training on how to effectively use new ICT equipment to enhance student learning from visiting teachers from St Albans, our partner school in the UK.



*APIE trained us in the use of ICT for improving our teaching: Using power point presentation during class instruction; use of Microsoft Excel; and editing and shaping different digital teaching charts. **Jonathan, Umubano Academy Teacher***



*What I like about technology is that we can search for things we do not know about like the first person to go on the moon. **Umubano student***

Impact of ICT at Umubano Academy

In 2019, Sheetal Sridhar, a Masters students from Sussex University, conducted research to understand the role of technology in teaching and learning at Umubano Academy. The study involved classroom observations, teacher interviews and focus group interviews with students.

KEY FINDINGS

- Use of technology within the school had helped transform student behaviour.
- Teachers used technology to plan and prepare for lessons and create engaging content and were thus able to maximise their use of time in the classroom.
- Teachers had a strong growth mindset and had created a safe space for peer learning and support.
- Access to technology seemed to have eased the responsibilities vested on teachers to plan extensively and be well prepared for their classes.
- There were ongoing challenges around safe use of technology, infrastructure to support multiple usages and the need to further practice ICT skills.
- There was a need for further training of teachers to equip them with skills to use ICT to enhance learning and achieve effective teaching and learning outcomes.

Promoting literacy at Umubano

Access to quality, contextually relevant books is essential for student learning. A large number of English story books have been donated through our partner schools in the UK, and these books provide the students with great opportunities to read and develop a love of reading. Thank you to Ena Carroll Isles, our UK Schools Ambassador and to all the students and schools who donated books to us in 2019!

Umubano Academy also now has wider access to local books that feature African role models and contextually relevant pictures. Recently, more local books have been produced, with support from NGOs, which are especially important for younger students and for those who find literacy challenging. Umubano teaches in a tri-lingual context, so it is essential to have books in French and Kinyarwanda as well as English. In partnership with the Victoria League Commonwealth of Friendship, we were able to purchase 600 new books for the library. This has enabled our students to enjoy book series, to take home books in Kinyarwanda to share with their parents who may not speak English and to follow books in French. Many of the older generation in Rwanda still speak French and our school community often raises this as an issue. Having French books that students can borrow and read together with their elders has been recommended by community members. You said and we listened! Thank you to the Victoria League for supporting us in this venture.

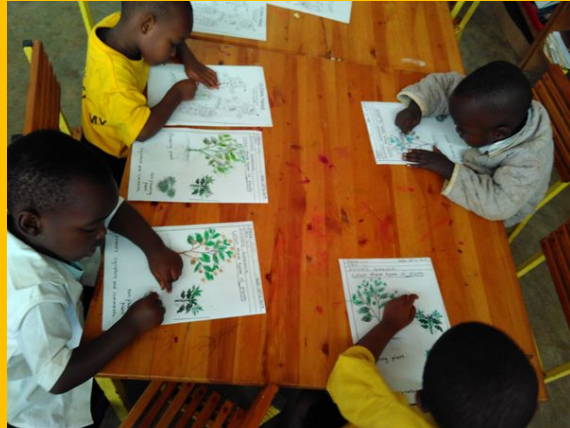
We have great plans to further transform our school library, with a full time Librarian and research facilities for our students. We look forward to reporting on this in 2020.



English
Kinyarwanda
French



books bought in 2019



*In the film I taught a lesson on shapes, numbers and their correspondence in numeracy by using local materials like sticks, stones, bottle tops and leaves. After the lesson, I was asked to explain how I teach through play and how it helps the students in an interview. **Deborah, Umubano Academy Teacher***

Nursery education at Umubano

Continuing to develop best practice in the nursery at Umubano was a particular focus in 2019 as our nursery featured in APIE's outreach course, EQUIP. When asked who would like to star in our teacher training videos, all of the teachers were keen to get in front of the camera! Teacher Frida explained: *"APIE has taught us so much about how to understand the competence based curriculum and do learning through play with the children. Of course we want to share this with teachers all over Rwanda and help them to learn what we have learnt. This is our calling."*

In 2019, the nursery teachers focused on improving their use of ICT in lessons; updating their safeguarding training; art in practice; questioning students according to their ability and level; use of open-ended and closed questions; and play-based learning.

APIE's support helped teachers to engage students by using real life examples and practical learning. Use of ICT helped teachers to save time when creating documents, to create interesting lesson activities for students and to play music and rhymes. The teachers felt that they improved their teaching, helping to bring more theories to life this year with a positive impact in the classroom.

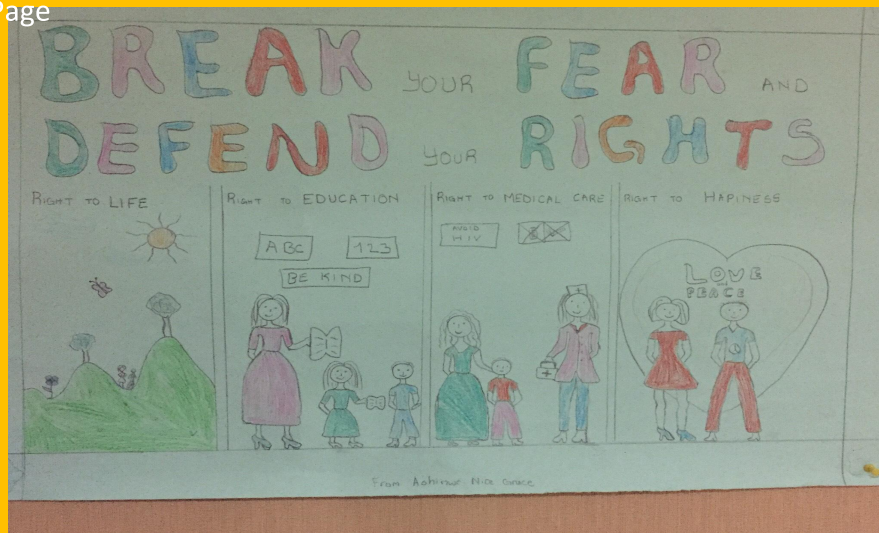
EQUIP

Our UK Aid Direct funded Enhancing Quality Instruction in Pre-primary (EQUIP) project started in January 2019 and will end in January 2021. The EQUIP eCourse, which the Grille Foundation provided match funds for, was researched and developed by APIE and validated by the [Rwanda Education Board](#) and [Ministry of Education](#). The course contains 8 modules including an introduction, overview and 6 learning areas of the pre-primary curriculum in Kinyarwanda (Rwanda’s mother tongue and the language of instruction in pre-primary). The modules feature Umubano Academy’s nursery teachers who provided video examples, interviews and photos of the Rwandan curriculum in action, making this easily identifiable for Rwandan teachers across the country. Each module is available offline and has a corresponding online assessment. This enables APIE to receive regular updates directly from participants and to track progress.

The pilot, which involved 7 schools and took place in Umubano Academy’s newly kitted out teacher training hall – courtesy of the Grille Foundation and pictured right - demonstrated that the course is already having an impact in the classroom, equipping teachers with the skills to make their lessons more interactive and play based. Teachers like the easy-to-navigate system and reported that the course brings the curriculum to life, with activity ideas that they can immediately use in their classrooms.

We will be training head teachers and sector education inspectors across three districts in Rwanda in March 2020. They will then be able to facilitate the use of the course in 250+ schools. APIE will provide ICT support with ‘community of practice’ groups set up through whatsapp. We will conduct field visits and focus group discussions to monitor the course’s progress next year.





*I have learnt that education for peace (E4P) is very important because when children are learning through play they are happy and motivated which helps them to understand better. And I have discovered that E4P helps students to love and enjoy learning. **Deborah, Umubano Academy Teacher***

*I have learnt and discovered many things as a result of APIE's support - promoting peace through the social skill of the week and developing songs and poems that promote peace. Students and I even made doves that we presented on International Peace Day. **Eric, Umubano Academy Teacher***

Education for Sustainable Peace

In 2018 Umubano Academy was externally validated as Lead School for Peace by our partner, Aegis Trust. As part of of Memorandum of Understanding with Aegis we embarked on an internal inquiry to deepen our understanding of what it means to be a school for peace and how we can best share this model with other schools. Our action research was led by Head Teacher Jean de Dieu Dusingize and our CEO. Everyone at Umubano was involved in discussions over several months. We started by asking two big questions: *What does peace mean to you?* and *What does education for peace mean to you?* Many more questions arose out of these and led to a whole school conversation about how Umubano can support the development of sustainable peace in Rwanda.

Education for Sustainable Peace (E4SP) places peacebuilding at the heart of school life, which in turn supports students to feel safe, valued, responsible and able to achieve to the best of their ability. The evidence for E4SP is clear: excellent exam results as well as individual success stories of children with multiple challenges and the ability of Umubano students to perform in public with confidence. Teachers are increasingly reflective, professional and collegiate in their approach. The comments of students who arrived at Umubano this year at secondary level and whose primary school experience had been very different, also emphasise the need for this work to be shared with more schools. Perhaps most striking are the words of a child's father who moved house so that his children could attend Umubano: *"This school goes beyond teaching, something you rarely find, to really get the child to find him or herself, to be at ease, at peace and to develop in a healthy way."*

Creative Arts for Sustainable Peace

Our partners at the [Tony Randall Theatrical Fund](#) support APIE to run an ongoing Creative Arts for Sustainable Peace programme at Umubano Academy. In 2019, this consisted of a holiday camp during the Genocide against the Tutsi memorial period, a teacher-training initiative to embed drama into the Social Studies curriculum and taking part in the Ubumuntu Festival for humanity.

The holiday camp is now an annual event, providing focused and relevant extracurricular activities for students during the school holidays to engage students in creative content outside of the usual classroom setting.

In April “PEACE” was the central theme of the holiday programme. It encouraged students to think about this concept and express their ideas through activities including art, drama, cultural dance, traditional drumming and free play time.

At the end of the week, students presented their creative outputs to each other and visiting parents from the local community, sharing their ideas on peace, unity and remembrance. Parents responded positively to this initiative which helped them to talk to their children about peace and conflict through simple child-friendly language. Following on from this, we have been asked to provide additional support to families who find it hard to discuss the Genocide appropriately with their children. The Arts camp brought up the opportunity for this discussion, and by working with Aegis Trust we plan to provide further support to our parents next year.



Ubumuntu Arts Festival

Umubano Academy was both privileged and proud to take part in the [Ubumuntu Arts Festival](#) again this year, with support from visiting artists from the USA, funded by the [Tony Randall Theatrical Fund](#).

Alexander Star teamed up with students to create, compose and produce a brand new song called “High Favour”. Each student noted items that they were thankful for and these ideas were woven into meaningful lyrics by Alexander Star. The students had solo parts in the performance, where they rapped or sang their lyrics. After several days of dedicated rehearsal, recording, sampling and mixing, the final product was a great hit with all who heard it.

A second group of students worked with Christopher Myers on a novel project, which sought to visually transport students to real and fantastical places. The start of this project saw students painting pictures of places which had significant meaning to them. Through the use of a green screen, the students were then able to be ‘magically transported’ into the scene they had created. These inspiring and creative images were turned into a large scale projection which was screened during Umubano Academy’s performance at the festival amphitheatre.

There was spontaneous applause and genuine heartfelt appreciation for the collaborations of Umubano Academy with the visiting artists. Students were high spirited and enthusiastic throughout. Umubano Academy looks forward to working with more visiting artists in the future on creative collaborations.



Ubumuntu Arts Festival is a national celebration of humanity in Rwanda. The word Ubumuntu means humanity.



Transform Africa Summit 2019

The [Transform Africa Summit](#) is the Smart Africa flagship event. Under the theme "Boosting Africa's Digital Economy", the Summit in 2019 attracted over 4000 participants, including Heads of State and Government, First Ladies, UN Broadband Commissioners, Regulators, Public & Private Sector, International Organizations, Industry Leaders, Investors, Entrepreneurs, Young Innovators, Civil Society and Academia.

A group of Umubano Academy students were selected to participate in a special performance at the 2019 Summit. Performing alongside seasoned musicians, singers and performers from [Mashirika Arts](#), the original piece encompassed poetry, singing, dancing, drumming and rhythmic movement. Many concentrated hours were spent by the students in the School Hall learning the words of the recitations, the accompanying song and the movements for the special day. Dedication and perseverance were exhibited as students practiced through torrential thunderstorms and even late into the evenings until they had perfected their performance and mastered all their moves, gaining approval from the President's Office. From start to finish, the children worked on this piece and performed it in just two weeks! Once again, Umubano students rose to the challenge and the performance received excellent reviews.

Embedding drama in Social Studies

Roberta Minotti, our Educational Drama Consultant, delivered 8 sessions to primary classes and teachers to facilitate drama activities as a tool to explore social studies topics. The P1, P2, P3 and P4 classes were invigorated and enthralled by Roberta's infectious energy and passion for creative expression.

The objective of the sessions was to show how teachers could use drama to make social studies lessons more creative and enjoyable. Roberta used energizer activities, games, role play skits and a number of other creative educational theatre activities. At the end of the programme, Roberta supplied teachers with lesson plans and teacher guides for each of the weekly themed topics.

100% of Umubano teachers used strategies learnt in these sessions in social studies classes after the programme ended. They all reported that they believed the strategies enhanced the interaction of students and helped nervous students to engage more, as they could do so through acting, rather than using their own voice. Students also reported positive impact from the sessions, saying they didn't realise they were learning until they went back to the classroom and noticed that the social studies textbook matched what they had done in the school hall. They said it was much easier to remember information if they had acted it out or practised it in a song or game and they thought learning through drama was a great way of teaching at Umubano.



*From that Creative Arts programme teachers were able to create stories and dramas as well as other art activities to help children learn through active ways in class. **Jeanette, Umubano Academy Teacher***

*I thought about this Creative Arts Program widely because it gave me skills about how I can create my own pedagogical arts and implement them in lessons. This program also strengthened my teaching methodologies. **Jonathan, Umubano Academy Teacher***

*[Drama is] many lessons in one lesson. It teaches peace, when they organise themselves, it's a cooperation game, how people can live together. Also all students are engaged and it is not teacher centred. **Participating Teacher***



*I believe in the power of creative arts to really enhance education because arts, creative arts makes learning enjoyable....Participation is very active. **Head Teacher***

Evaluation of Creative Arts for Peace

Danae Jerrim, a Sussex University Masters Student, evaluated teachers' perspectives of the Creative Arts programme, which includes the use of group work, experiential learning and opportunities for students to practice and develop their critical thinking.

KEY FINDINGS

- The approach to drama complemented the school's Education for Sustainable Peace ethos and Rwanda's national curriculum.
- Teachers should continue discussions in the classroom to link drama activities with curricular content, enabling teachers and students to see the benefit of drama for learning.
- Teachers found drama particularly useful as a tool for discussing sensitive topics where students could 'become someone else' rather than talking from their own perspective.
- Teachers felt the tools were useful for teaching social studies objectives. Sometimes teachers were uncomfortable about encouraging children to take on a different gender or religious role to their own. This could be a focus for further development through the programme.
- All teachers expressed a desire to use drama beyond social studies lessons.

National engagement

Over the last 5 years, APIE has developed Umubano Academy as a model school. More recently, we have also delivered successful outreach projects. This experience of both building a successful school and using our learning to make improvements in teaching and learning more widely throughout Rwanda puts APIE in a unique position to contribute to a wider change in the quality of education in the country. National level partnership and influence provides us with a platform to share our learning on a wider scale and contribute to national level policy development and strategic planning. National engagement also enables us to build trust and enhances our reputation as an organisation with expertise in quality education.

APIE's engagement at national level in 2019:

- APIE sat on 6 national level working groups, taskforce and technical working groups, collaborating closely with the Ministry of Education and Rwanda Education Board.
- APIE contributed to the advancement of the Inclusive Education Policy and national Literacy Strategy for Rwanda.
- APIE Co-chaired the Rwanda Education NGO Coordination Platform (RENCP) Early Childhood Working Group with Plan International, bringing together 30 NGOs working in pre-primary.
- APIE organised a collaboration event between Government of Rwanda officials and NGOs to discuss pre-primary priorities.
- APIE participated in the National Union of Disabilities Rwanda Roundtable Workshop on Inclusive Education, the World Bank's Global Learning Poverty action day and Rwanda's forward and backward looking Joint Review of the Education Sector meetings.



APIE has exposed me to the outside world and getting in touch with other teachers both within and outside Africa. The non-stop continuous refresher courses they provide continue to enable our professional development. **Samuel, Umubano Academy Teacher**

Next steps – 2020 and beyond

APIE has produced a new [strategy for 2020-2022](#) following consultation with our beneficiaries. The new strategy has three main strands outlining how we will focus our efforts over the next 3 years:

1. **Supporting Umubano Academy to be a recognised and sustainable centre of excellence**
2. **Developing partnerships and outreach programmes to improve the quality of teaching and educational provision in Rwanda**
3. **Contributing to the improvement of the national education sector in Rwanda**

Umubano Academy remains at the heart of our work. We will focus on supporting our secondary section, with a consultant working specifically to embed international best practice in partnership with our growing secondary team. We also hope to work with Oaklands, our partner school in the UK, including a visit from Oaklands staff and students through British Council funding. We will continue to develop our Creative Arts, Scholarship and Inclusive Education programmes, under the broader theme of Education for Sustainable Peace, and have plans to transform our library with commitments from a new US Family Trust.

In 2020, we will continue our EQUIP project, and also seek funds to extend the project into Teacher Training Colleges and Model Schools across the country, in response to the pilot feedback which demonstrates a national need for this in Rwanda. We will be launching our E4SP outreach project, with ongoing action research at Umubano Academy and the opportunity to develop eCourses related to our learning.

Nationally, APIE remains committed to working responsibly and responsively. We hope to be given the opportunity to continue our leadership in the pre-primary sub sector and to constantly review other ways that we can support the Government of Rwanda and its national priorities.

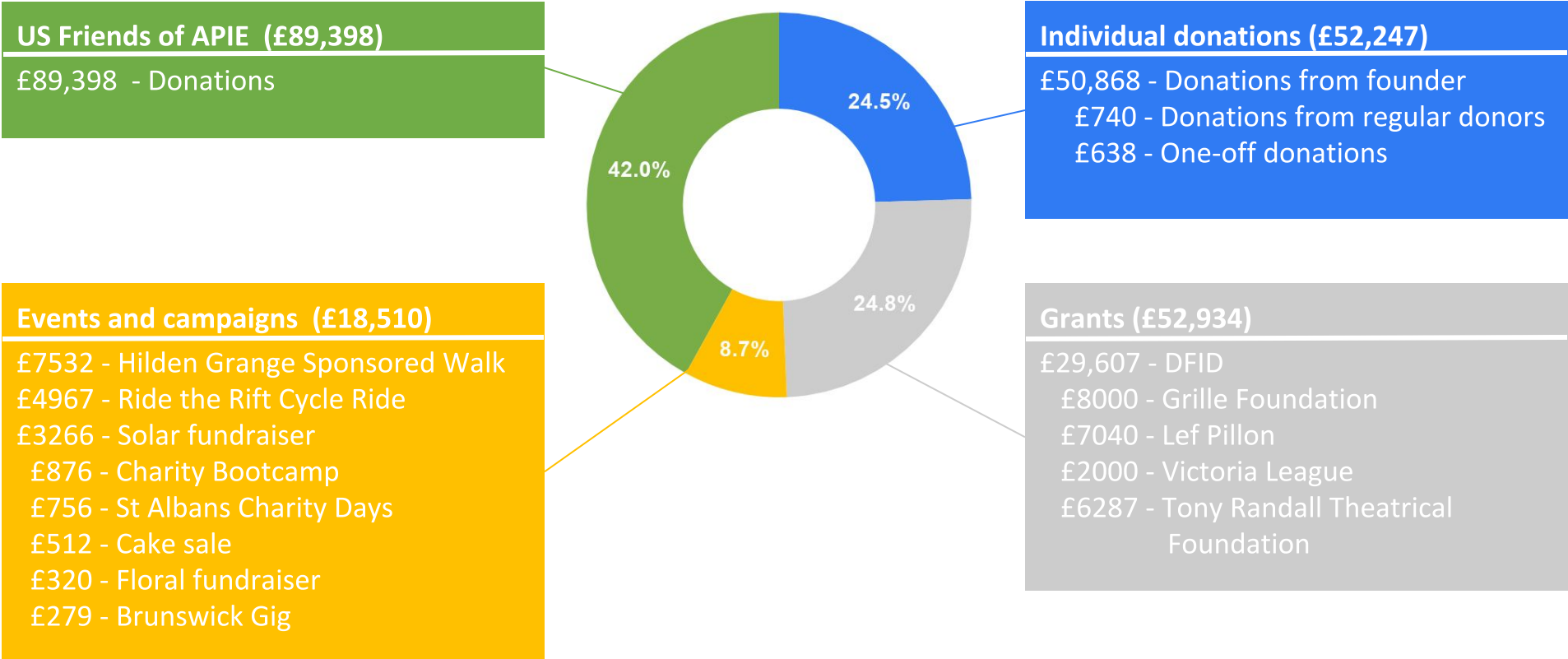


*APIE is doing tremendously in a number of things; great teaching and assessment strategies; offering support to improve outcomes for SEN students; integrating ICT in the teaching and learning process. We can't wait to see what will be next! **Samuel, Umubano Academy Teacher***

Fundraising

2019 was a bumper fundraising year for APIE, with the energy, time and generosity of many volunteers raising funds for our scholarship programme and other projects.

APIE income for 2019



£18,510
raised from fundraising events and campaigns in the UK

£52,247
donated by individuals in the UK

£89,398
raised by US Friends of APIE

Our partners in education

Partnership is at the heart of everything APIE does. We are incredibly fortunate to have so many inspiring and committed supporters and partners in Rwanda, the UK, the US and elsewhere. These organisations and individuals make the work of APIE possible, and it is truly a pleasure for us to work with people from all walks of life who each bring something unique to APIE. Thank you, on behalf of everyone in APIE, for your contribution to our vision of a world in which all children have access to high quality, inclusive education. We also extend our thanks to all the students, staff, parents and governors of Umubano Academy for inspiring us with their determination and hard work every single day - it's an honour to be your partner in education.

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|--|---------------------------------------|
| Aegis Trust | Hove Park School |
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| Danae Jerrim | MINEDUC |
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| Dinan Family Foundation | Nikki Patience |
| Ena Carroll-Isles | Oaklands School |
| The Foundation for Social Improvement | RENCP |
| Grille Foundation | Roberta Minotti |
| Heather Randall | Rwanda Education Board |
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Victoria League
World Bank



Individual donors

We extend our appreciation and gratitude to every donor for their generosity and support, and in particular to the following donors who have made a significant contribution. We also have numerous anonymous donors and regular givers whose contribution is very much appreciated.

Harry Blake
Tony Bulleid
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St Monica's School
Gene and Tracy Sykes
Malcolm and Carolyn Wiener
Paul Maeder and Gwill York
Eric and Aerin Zinterhofer

We have listed here our major donors up to the end of 2019. Every effort has been made to ensure the accuracy of our listings. Please email hannah@partnerineducation.org to make us aware of any errors or omissions.



This report is approved by the order of the Board of Trustees on -----.

Dr Sue Horner – Chair