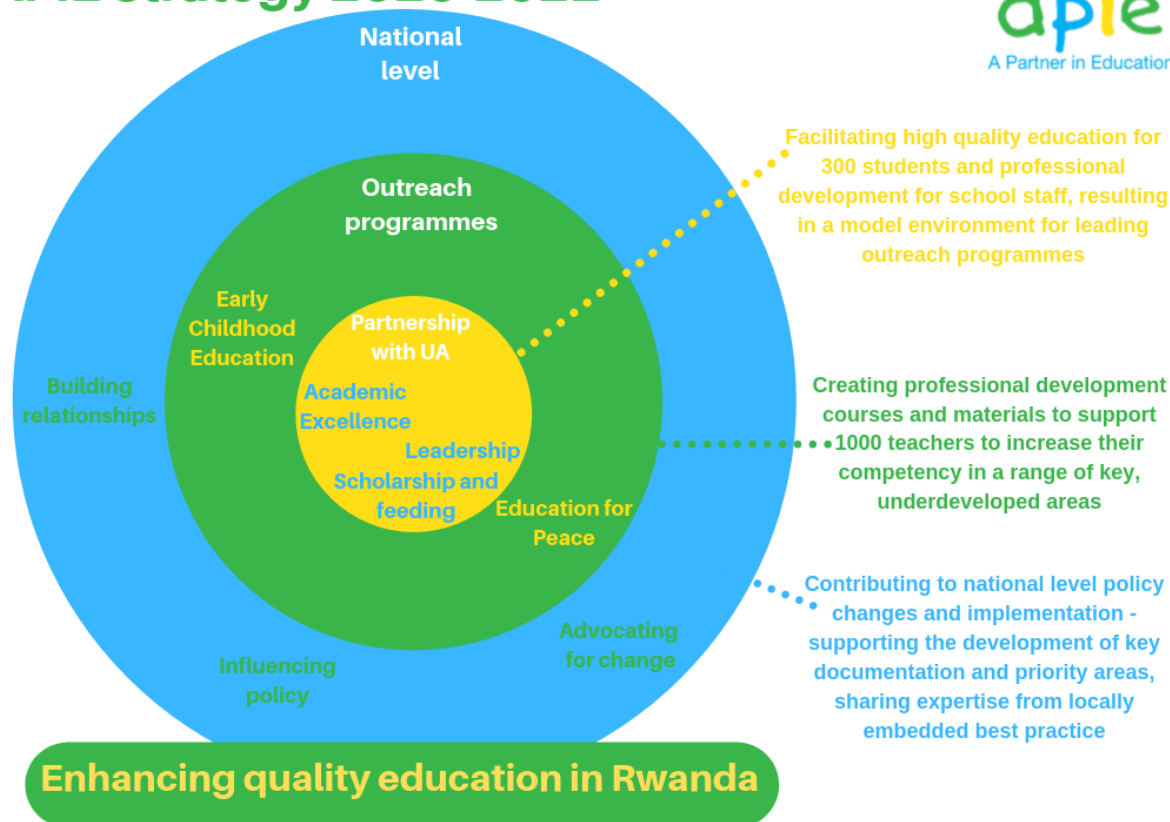


APIE Strategy 2020-2022



Background

By 2015, Rwanda had achieved near universal access to basic education and was one of only four African countries to meet all the UN Millennium Development Goals (MDGs)¹. Subsequently, Rwanda's education system has aspired to focus on building human capital in order to reach the country's development objectives, aligned with both Sustainable Development Goal (SDG) 4, to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, and Rwanda's Vision 2020².

One of the key drivers of change was the introduction of the Competence Based Curriculum, in 2016. This curriculum includes a more holistic, inclusive, learner centred approach which therefore requires changes to teacher training and methodology (ESSP). ICT for learning, improved Language skills of teachers and learners, Early Childhood Education and Inclusion have all been highlighted as essential aspects of the system if all children are to achieve at least basic education and a critical mass are capable of developing the skills necessary for an increasingly knowledge-based economy. A cross cutting theme of peace and values was introduced as an integral and essential element of education for sustainable peace and development in a post conflict society.

As 2020 approaches and the Government and development partners review progress towards key targets, it is clear that the challenges remain enormous. Gaps between targets and reality are in all areas. The National Strategy for Transformation (NST1 2017) sets out the transition from Vision 2020 towards new goals for 2035 and 2050. There are specific education targets in this strategy and other targets which also recognise that education plays a key role in developing citizens who are able to participate fully in the development of Rwanda as it continues to urbanise, modernise and stabilise.

¹ UNESCO (2017) Country profile: Rwanda. Available at:

http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/SC/pdf/FEI_Country_profile_Rwanda.pdf (accessed 25/06/19)

² Rwanda Vision 2020, revised 2012.

The key issue in 2020

Although Rwanda has clear ambitions, both the Ministry of Education (MINEDUC) and a World Bank report (2018)³ highlight major concerns over the current quality of education in Rwanda and the gap between aspiration and reality. Indicators of low-quality teaching and learning include:

- low primary completion rates;
- low transition to secondary school;
- low early years enrolment;
- high repetition rates and
- low attainment levels⁴.

Gross intake of students into the first grade of primary school in 2016 was 129.84% due to overage and underage students starting the first grade. 55.25% of students complete the last grade of primary and only approximately 75% of these transition to secondary school⁵. Other low-income countries perform higher for both primary and secondary, clearly flagging a concern about the skills gap regarding future economic and social stability. Other factors contributing to low quality education include issues with language of instruction, over-crowded classes and under-trained teachers, incidental fees associated with government schools that are intended to be 'fee free', and the overall low quality of classroom practice and school experience for both teachers and students⁶.

The 2017-2024 Rwandan National Strategy for Transformation (NST1) outlines eight key strategic education interventions in relation to the following objectives⁷:

1. improving access to pre-primary;
2. strengthening students' foundational skills in Kinyarwanda, English and Mathematics;
3. upgrading and expanding school infrastructure; increasing the number of qualified teachers and improving welfare;
4. increasing the use of ICT in teaching and learning;
5. improving the inclusion of people with disability in terms of access and teacher capacity to support additional needs;
6. promoting Technical and Vocational Education and Training (TVET) to meet labour market demand;
7. promoting Science, Technology, Engineering and Maths (STEM) and
8. the reduction of dropout rates⁸.

Rationale for APIE's Strategy 2020 +

The need for support in teacher training and capacity development is clear. While there are many large scale programmes aimed at closing gaps, APIE has spent the last five years working with Umubano Academy (formerly Umubano Primary School) developing and nurturing a model school which can now demonstrate best practice and excellent outcomes in many of the key areas: effective CPD for in-service and new teachers; teaching and learning quality across the age range; strong and effective language teaching (English, Kinyarwanda and French); use of ICT for teaching and learning (SMART classrooms); Early Childhood Education; assessment for learning, Inclusion, all embedded in an overall strong ethos of holistic education and education for sustainable peace, where both teachers and students develop strong skills of participation, resilience and reconciliation and there is strong parental engagement, meaning that learning is mutually reinforced in school and home.

³ World Bank (2019) 'Future drivers of growth in Rwanda, innovation, integration, agglomeration and competition'

⁴ Ministry of Education Rwanda (2017) 'Education Sector Strategic Plan' draft (2018/19 – 2022/23)

⁵ UNESCO institute of statistics (2019). Available at: <http://uis.unesco.org/country/RW> (accessed 25/06/19)

⁶ World Bank (2019) 'Future drivers of growth in Rwanda, innovation, integration, agglomeration and competition'

⁷ Ministry of Education Rwanda (2017) '7 Years Government Programme: National Strategy for Transformation (NST 1) 2017-2024.

Introduction to Strategic Plan 2020-2022

This strategic plan aims to take forward APIE's work with Umubano Academy and to develop our outreach work in order to make a significant contribution to the improvement of education in Rwanda. We will do this by building on the twin strands of our Theory of Change and adding an additional strand:

- 1. Supporting Umubano 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**

We work alongside the Government of Rwanda and have increasingly been acknowledged as contributing significantly to national policy and practice. In the coming period, we will continue to develop our relationships and partnerships to ensure that our work is positioned and supported nationally. To reflect this, a third strand has been included in this strategy:

- 3. Contributing to the improvement of the national education sector in Rwanda**

APIE's unique selling point is that we already have an established model school. Umubano Academy (UA), can demonstrate best practice not only through exam results, but also by being an outstanding example of education for peace and inclusion, developing social and emotional wellbeing and resilience, key skills for the workplace and overall adult life in a peaceful, prosperous society. APIE also now has a track record of developing successful outreach projects, delivered in partnership with the school.

APIE currently has DfID funding (2020-21) for Early Childhood Education (ECE) outreach work in three districts and a five-year (2018-2022) MoU with Aegis Trust with the remit of sharing best practice in education for sustainable peace with other schools. Having spent five years developing a model of best practice in the key areas of concern nationally, APIE aims to position itself as able to contribute to the implementation of plans to improve the quality of education more widely in Rwanda.



1. Partnership with Umubano Academy

It is imperative for the school to maintain high standards, continuing to improve and be innovative, in order to succeed as a learning institution and to be a model for others in the country. **In 2020-2022 APIE will be** focusing on targeted agreed areas to continue to develop best practice, sustainability and a high quality locally led school.

APIE's support to the school will comprise of:

1. **School excellence development** – Identifying, in partnership with the school leadership, areas within the school that need support, in relation to national and school priorities. Also, developing and finding ways to help the school progress, through continued provision of CPD and by trialling innovative concepts, where appropriate, with the aim of becoming a model school in these areas e.g. creative arts, language teaching, assessment, inclusion and SEN, all of which are already in development at UA. Where possible, APIE will identify visiting teachers from the UK (e.g. St Albans school with whom UA already has an established relationship) or in-country experts, who are willing to self-fund a visit to UA to provide CPD in an area aligned to their professional expertise and which matches an identified need within the school. In addition, funding will be sought to enable UA teachers to engage in a reciprocal visit to UK schools during the course of this strategy.
2. **Leadership and Strategy support** – Supporting the leadership team to develop their own leadership programme and undergo leadership CPD. Also, providing consultation on the school's strategy and operations. Funding will be sought to enable key leadership staff (Head teacher, Deputy Head and Office Manager) to upgrade their professional development through relevant courses and study visits.
3. **Scholarship programme** – Funding the scholarship programme, which enables children from the poorest local families to attend UA at no cost; supporting 30+ students as identified through the pre-existing criteria¹ for the duration of this strategy. An endowment fund fundraising initiative and regular donor programme will be developed in order to fundraise in a more sustainable way. In addition to this, we would like to start a scholarship feeding programme to provide scholarship students with breakfast and lunch at school daily, free of charge.

| | Expected outcomes for the end of 2022 |
|--------------------------------------|---|
| School excellence development | <ul style="list-style-type: none"> - <i>At least 90% of the students achieve Division 1 or Division 2 at PLE</i> - <i>At least 210 students demonstrate impact of APIE's work on wellbeing, inclusion & citizenship</i> - <i>At least 18 teachers graded v. good or outstanding in lesson observations</i> - <i>At least 3 teachers co-facilitate outreach training with APIE</i> - <i>UA is recognised by the community as an exemplary school with at least 300 students on the roll</i> |
| Leadership and Strategy | <ul style="list-style-type: none"> - <i>HT and UA leadership team lead day to day running of school with increasing confidence and competence</i> - <i>Progress is sustainable. All senior staff are prepared and confident in leadership roles.</i> - <i>UA board of governors responsible for financial oversight and performance of UA</i> |
| Scholarship | <ul style="list-style-type: none"> - <i>At least 30 students complete the academic year with access to free of charge quality education at UA. APIE contribution capped at £36,300</i> |



2. Outreach professional development programmes

The focus of APIE outreach training is based on identifying a national need, ensuring this can be addressed by personnel with expertise in this area and where Umubano Academy is able to offer a model of best practice. Both the MINEDUC report on their recent Quality Enhancement Education Awareness Campaign (2019) and the World Bank’s Human Capital Project Appraisal Document indicate that **developing model schools can support rapid acceleration of improvement of quality education**. We seek to be closely allied to the Ministry’s developments in model schools, where APIE is well positioned to consult and support a wider roll out of the model school process.

The way in which we deliver outreach training has to ensure that it maximises the impact of learning from our model school whilst minimising disruption to UA school life and ensuring quality teaching and learning continues at Umubano Academy. Through a combination of face to face interaction (workshops, conferences and collaborations) and e-Learning courses, including the use of film and virtual support from APIE staff, APIE will design and deliver training courses to support the development of teachers and leaders in other schools, across the country.

Our outreach projects will focus on Early Childhood Education and Education for Peace, embedding Inclusive Education as an ongoing crosscutting theme in all our work. There is also the possibility of developing a small- scale outreach project with UK organisation, the Ministry of Stories, which would focus on creating after-school story-writing clubs at Umubano Academy and one or two nearby government schools. In addition to this we have signed an MoU with the NGO ABE UK, to pilot a Kids Master of Business Administration (MBA) with students at Umubano Academy, with the agreement that APIE will present a report on the pilot and make a recommendation to MINEDUC for the course’s wider dissemination in Rwanda.

Early Childhood Education - EQUIP Phase 2 - Project proposal for 2021 – 2022

APIE developed the Enhancing Quality Instruction in Pre-primary (EQUIP) project in response to the need for better models of good practice, devising a training course that includes videos of pre-primary classrooms in action, along with theory and opportunities for teachers to apply their learning practically in the classroom. This DFID funded project started in January 2019 and will finish in January 2021. The project will reach all pre-primary schools in 3 rural districts across Rwanda.

APIE is seeking grant funding to scale up the EQUIP project during the 2020-2022 strategy. The EQUIP course is a quality product that has been validated by REB and subjected to rigorous pilot testing to ensure its effectiveness. Our first aim is to work with the World Bank to implement the course in model schools⁹ across the country, and then to integrate the course into the Teacher Training College ECE curriculum.

| Expected outcomes for the end of 2022 |
|--|
| <p>17 model schools host students from Teacher Training Colleges (TTCS) meaning:</p> <ul style="list-style-type: none"> - Course reaches approximately 40 TTC students per year from this year onwards <p>The course is also embedded in the ECE option at 16 Teacher Training Colleges across the country, meaning:</p> <ul style="list-style-type: none"> - Course is completed by approximately 650 third year TTC students |

⁹ The model schools will be set up by MINEDUC, through a loan from the World Bank, to enable 17 model schools to be established in strategic locations across Rwanda with one school in each district, ensuring that these are also nearby the 16 Teacher Training Colleges and University of Rwanda College of Education. These schools are existing schools that are likely to be identified in 2020. In-depth support will be needed in order to transform them into schools of innovation and best practice. APIE is in discussion with the World Bank and MINEDUC, proposing to have a key role in the development phase.

- *At least 75% of TTC students report improved understanding of the CBC curriculum for Pre-primary.*

Education for Sustainable Peace (E4SP) – A holistic approach - Project proposal for 2020-2022

APIE has an existing five-year MoU with Aegis Trust (2017-2022). This MoU cites Umubano Academy as **Lead School for Peace (embedding the Peace and Values cross cutting theme in school life)** with the brief to share its practice more widely across the country. To support this process, APIE’s CEO has embarked (2018-2021) on a doctoral study of *education for peace* and will work with the APIE and UA teams to develop an in depth case study of Umubano Academy over the next two years, to better understand and articulate what is happening, so that APIE is in a stronger position to share learning from strong evidence-based practice.

Over the next three years this higher level of understanding will place APIE at the heart of national developments in Rwanda relating to education for sustainable peace and enable Umubano and APIE staff to lead CPD for school leaders across the country. The 3-year project has two aims: *To continue to refine and improve the model of education for sustainable peace at UA* and *to develop a learning network of lead schools across Rwanda*. At UA this means continuing the ongoing work at whole school level, including leadership and policy, curriculum, pedagogy and ethos; with wellbeing, inclusion and citizenship as core themes.

The proposed outreach work will involve baseline research followed by a combination of eLearning modules (developed at UA and accessed via Aegis Trust’s digital platform), whole school learning visits from leadership teams of 20 schools to UA and providing ongoing guidance and support to those schools; thereby developing learning networks (communities of practice) on the core themes and skills of **education for sustainable peace**. We are also working with Aegis Trust and the Ministry of Education to consider how best to integrate E4SP into the proposed network of model schools to be attached to the teacher training colleges, which would have a further reach, thereby creating a critical mass of competent professionals. The CPD model will focus on whole school change so will include leaders and key teachers across subject areas and will enable intra as well as inter-school dialogue.

| Expected outcomes for the end of 2022 |
|--|
|--|

| |
|---|
| <p><i>By the end of 2022, the model schools will be hosting TTC students on internship and visits from other local schools, reaching at least 50 TTC students, 100 additional teachers and impacting 5000 students:</i></p> |
|---|

- | |
|---|
| <ul style="list-style-type: none"> - <i>A national learning network is established and members are given the opportunity to share case studies at the first national conference in 2022.</i> - <i>The majority of teachers’ state that the programme has had an influence on their classroom practice and their understanding of teaching and learning</i> - <i>The majority of teachers’ state that they have made significant changes to their classroom management</i> - <i>The majority of teachers’ report a positive change in the relationship between teacher and students as a result of these changes</i> - <i>HTs, SEIs and DEO’s articulate understanding and support for positive change in schools according to a range of agreed indicators</i> |
|---|

Nb. These outcomes are based on recommendations from DFID and the Seven Principles of social value, to make sure that we do not over claim. We will constantly seek to gain deeper evidence of change as the work spreads and is embedded.

Creative Arts programme – Project proposal 2020-2022

Following the impact of the Creative Arts programme trialled in 2019 at Umubano Academy - increased confidence in students and teachers and perceived improved learning outcomes in the social studies curriculum - the Tony Randall Theatrical Fund has agreed to continue funding and supporting APIE with an ongoing Arts programme for the next three years.

The creative arts provide an opportunity for teaching in a participatory, engaging and interactive way. This is aligned with the values of the CBC which promotes active learning over passive methods of teaching and also the school’s

education for peace ethos. This includes recurrent themes such as group work, improving problem solving skills, critical thinking, inclusivity, cooperation, overcoming conflicts and helping to develop confidence.

From the 8-week teacher training programme run this year, we have sufficient evidence that using drama to teach for peace has complemented our approach to holistic learning. With no central teacher training available for active, participatory and learner centred approaches, there is need for this work to be shared more widely, to help schools better implement the skills and values of the CBC.

The annual programme will vary in content (TBC) but will feature four key components:

1. Creative Arts camp
2. Teacher training
3. After school arts club
4. Community performance

| Expected outcomes for the end of 2022 | |
|--|--|
| Creative Arts camp | <p><i>At least 100 students attend a Creative Arts camp at UA which is open to students from schools in the local area</i></p> <ul style="list-style-type: none"> - <i>The majority of students developed a new skill the Arts Camp and would be interested in attending another one</i> |
| Teacher training sessions | <p><i>30 local teachers attend teacher training sessions on Creative Arts</i></p> <ul style="list-style-type: none"> - <i>The majority of teachers felt the CA was useful for achieving the social studies objectives' (such as critical thinking)</i> - <i>The majority of teachers felt that both their own and student attitudes towards the CA changed over the duration of the training</i> |
| After school Arts club | <p><i>At least 30 students attend an after school club at each school</i></p> <ul style="list-style-type: none"> - <i>The majority of students state they have developed a new skill at the club</i> - <i>The majority of students state that participating in the club has increased their confidence</i> |
| Community performance | <p><i>10 schools participate in a Children's Creative Arts festival held at UA</i></p> <ul style="list-style-type: none"> - <i>The majority of Head Teachers state that the festival has created an opportunity for community involvement in school practices</i> - <i>The majority of the students taking part state that participating in the festival has increased their confidence</i> - <i>The majority of the students taking part state they have developed a new skill</i> |



3. Contributing to the improvement of the national education sector

APIE has always sought to contribute to a wider change in the quality of education in Rwanda. As such, it is important that our impact reaches beyond the direct beneficiaries of our work. National level partnership and influence provides us with a platform to share our learning on a wider scale. Rwanda is unique in the way development partners work together. There is a high level of collaboration between partners and the government, and development partner contributions are significant, impacting policy level and strategic change.

Contributing to national level policy development and strategic planning enables us to build trust and reputation as an organisation with expertise, worth investing in. To date, APIE has secured a DFID funded grant following recommendations from in-country DFID staff who were aware of our credentials and responded positively to our application. Where larger donor funding is concerned, an existing relationship has to be there at national level. The Chair of RENCP stated that “APIE is one of the few active members on RENCP who I can contact for direct support. They are developing a reputation as a trusted implementer. UNICEF recently mentioned APIE as an active partner at national level.”

APIE currently sits on several strategic committees which enables us to influence decision making. We are also asked for advice by Ministers and others on an ad hoc basis and are one of a few organisations who are invited to do so. Umubano Academy is gaining recognition as a test bed for innovation by government officials and other development partners. Drawing on its work at the school, APIE is asked to contribute to national policy and implementation discussions to support improvement in the Rwandan education system. We are developing a reputation for expertise, practical implementation of policy and for being responsive, reliable and collaborative.

In 2020- 2022 APIE aims to:-

1. Extend existing involvement through being a member of, and contributing to, relevant high-level decision-making groups e.g. Basic Education Sector Working Group, ECE Technical Working Group and Inclusion Taskforce.
2. Build on existing networks, relationships and partnerships with NGOs and major donors
3. Respond to requests for advice, particularly by the government, on educational and policy matters with comprehensive and relevant inputs
4. Anticipate issues and developments in which APIE can seek to influence policy and action.

| Expected outcomes for the end of 2022 | |
|--|--|
| Membership and contribution to high-level decision-making groups including: | <ul style="list-style-type: none"> - National level engagement in APIE’s approach to teacher development - Evidence of contributing to improvements in schools across Rwanda and Improved quality of ECE provision |
| Building relationships with NGOs and major donors | <ul style="list-style-type: none"> - APIE secures large scale funding from a major donor for future project work |
| Advising the government on educational and policy matters | <ul style="list-style-type: none"> - APIE contributes to Improved national policy - APIE advises the government on model schools development |
| Anticipating issues and developments where APIE can seek to influence policy and action | <ul style="list-style-type: none"> - APIE’s proactive suggestions for improvement are taken up by REB, MINEDUC etc. |

Income generation Strategy 2020-2022

The overall aim of this next period is to ensure sustainable income streams to continue the work in a focused and strategic manner so that the staff team is able to concentrate on delivering a high quality product.

Recruitment of an experienced Business Development Manager or Fundraiser in the UK is recommended. A new structure is proposed whereby the Executive Director leads on strategy and operations in Rwanda together with a new Business Development Manager (UK based) who will lead on the income generation strategy. These joint - equal but different - lead roles will be closely managed by the Chair of the APIE board.

Our aim is to raise £250,000 per annum of the strategy, £750,000 in total. It will also be essential to try to build reserves during this period to allow for development, agility and responsiveness to opportunity in this rapidly changing landscape. We have proved that we can deliver high quality results against all our targets, and have consistently worked within limited budget for the five-year period 2015-19. We have also proved that we are capable of attracting grant funding and major donations from individuals, as well as achieve our target amount for the scholarship fund each year through a range of fundraising efforts. Our UK schools' ambassador has run effective campaigns in the past year and contributed significantly to the scholarship fund 2018, as has the newly constituted US Friends Board. Members of the team have attended training in effective scaling, building a case for support and online campaigns. We now also have a current and comprehensive database (CRM) of stakeholders in the UK and an energetic and enthusiastic board of our US Friends who are poised to generate support for APIE in this next period plus ongoing efforts from our UK Schools Ambassador.

In this next phase we will build on these successes and learning in the following ways:

1. Run online and offline campaigns, using FB and/or other platforms to develop regular giving. Year 1 target to achieve **£1000**, to grow over three years to reach **£5,000** per annum. This will build on the small number of regular donors who donate monthly on-line and who run small offline campaigns, e.g. cake sales, which raise between £500 and £1000 pounds each year.
2. Support UK schools Ambassador to maximise opportunities with UK schools – target **£10,000 pa** with a view to finding one private school to commit larger amounts in the long term. St. Albans donate in kind and cash annually.
3. Work closely with the US board to guide, inspire and support them in fundraising both for the Scholarship Fund, including feeding programme, and for unrestricted core funding to enable us to deliver the new strategy especially on national outreach – target for 2020: **\$75,000**
4. Approach to three HNW donors to commit to \$25,000 pa over next three to four years for unrestricted core funds. Target per annum: **\$75,000**
5. Increase capacity for bid writing, relationship building and stakeholder engagement – targets against projects in strategic plan to include **£50,000** for extension of EQUIP for 2021 – 2022 and other similar size grants.
6. Pursue funding through grants in the UK and US as well as WB funding via MINEDUC for our outreach strand of E4SP (which includes a focus on inclusion, citizenship and wellbeing as well as more specific strands of peace-building within the history and social sciences curriculum.) We are doing this in partnership with Aegis Trust and have several target funders for this, including DfID. **Target £280,000** over three years.
7. Additional grant writing for smaller projects including solar panels and additional capital costs will be carried out on a regular basis through events and specific campaigns or grant applications.
8. Explore possibilities of investment finance in education and development as this is a growing field for ongoing sustainable development as thought leaders and innovators in education for peace and prosperity. This is for long term roll out of model school programme to match funding from WB.
9. UK core costs request to Newmarks to be capped at £50,000. Additional requirements for 2020 – 2022 to be sought through grant funding as % project costs. However, there may be a need for the board to underwrite in 2020 to ensure fundraising capacity is in place. Total core costs in UK for 2020 estimated currently as: **£60,000** to include new full-time post of *Business Development Manager*, with aim of reducing core cost request to Newmarks further from 2021 onwards.