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ACRONYMS
SGACs  School General Assembly Committees
DGIE  Directorate of Immigration and Emigration
SEOs  Sector Education Officers
L3  Literacy, Language and Learning
JADF  Joint Action Development Forum
BCC  Behavior Change Communications
CBFs  Community Based Facilitators
DEOs  District Education Officers
1.0 EXECUTIVE SUMMARY

Concern Worldwide has developed and designed a number of programme materials to facilitate the implementation of programme deliverables in target districts.

Notably, SGAC training manuals were developed and translated to Kinyarwanda in a bid to deliver systematic programme training package to the SGACs. These manuals aimed to streamline and maintain consistency in the delivery of trainings by staff and Community Based Facilitators (CBFs). Content of the manuals includes the roles and responsibilities of SGACs; Community Involvement in Promoting Literacy; Community Involvement in Supporting Teacher Motivation; and Community Involvement in Equity in Education. 2,345 training manuals were printed and distributed to all participating schools and local authorities.

Additionally, Behavior Change Communication (BCC) materials were also developed to improve behaviors and attitudes of the communities towards promoting literacy and supporting equity.
in education. These BCC materials were developed based on research\(^1\) done to assess barriers and opportunities in promoting reading at the community level. Findings from the research indicated that parents were not aware of how they could get involved in improving literacy of their children at home and yet there were willing and interested to know how to support their children. Barriers related to gender equity include gendered workloads and expectations. Other inequities that can hinder school attendance or academic performance include poverty and other factors such as being an orphan. As a result, posters on literacy and equity; brochures, books and t-shirts with key messages were produced and distributed to stakeholders in all target schools and communities. **Trainings and experience sharing meetings:** Trainings were held to ensure consistent understanding by CBFs, SGACs and SEOs/DEOs regarding their roles and responsibilities within the programme, as well as the Community Involvement components of the L3 programme. After every SGAC training, participants were obliged to develop action plans with regards to promoting and supporting literacy, teacher motivation and equity in education. These actions were commitments of what they would want to achieve as a school such as setting up IGAs for teachers, organizing reading completions and renovation and equipping girls room just to mention a few.

In order to ensure that the SGAC action plans were being implemented, Concern trained SEOs on M+E and provided a checklist monitoring tool to facilitate follow up of SGACs activities against their action plans. Additionally, monitoring also informed the preselection process for the assessment of initiatives being implemented by schools for provision of grants to best initiatives.

Furthermore, experience sharing meetings were held for the CBFs to discuss quality and challenges being faced during trainings. Concern was able to provide technical support on improving training done CBFs and mitigation options for challenges being faced by the trainers. SEOs also shared experiences on monitoring SGAC initiatives on quarterly basis in order to learn and highlight best practices and find solutions to challenges met while performing their duties.

**Programme Closure and Handover:** At the end of the programme in July 2016, Concern conducted handover sessions with L3 stakeholders in all 12 districts of operation. Participants included Vice mayors in charge of social affairs, DEOs, SEOs, members of SGACs among others. The purpose of the handover sessions was to highlight key achievements in the community involvement components and share best practices with stakeholders. More so, the handover ceremonies denoted that local authorities and schools were to continue sustaining and preserving gains made during L3 programme implementation. Awards were provided to schools with the best initiatives to promote teacher motivation in each district which included initiatives in livestock rearing, boosting saving schemes and hair salons among others.

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\(^1\) Community based barriers and opportunities to promote reading attainment among early grade learners in the rural Southern Province of Rwanda (Research Lead and Report Author: Dr Marty Holland, Centre for Global Development through Education)
2.0 RESULTS

INTERMEDIATE RESULT 1: Improved Quality of Teaching

1.E Incorporate the Rwanda L3 literacy/numeracy models in Teacher Training Colleges (TTCs)

1.F Pilot Initiatives to improve teachers’ motivation and working conditions

Over the past 4 years, Concern has been able to build capacity of different stakeholders in 12 districts including local authorities at district (District Education officers, and Sector Education Officers), head teachers, teachers and parents from the 1,057 schools. Members of School General Assembly Committees (SGACs) were trained on how to engage their communities in supporting teacher motivation in their schools, with an overall objective of improving the quality of teaching.

These trainings were facilitated by Community Based Facilitators (CBFs) alongside Concern staff, using the SGAC (PTC) training manual with focus on Teacher Motivation. After training sessions, all SGACs developed action plans in relation to teacher motivation to address challenges that teachers were facing such as walking long distances to their homes for lunch which would delay afternoon lessons, seeking credit from the teachers’ microfinance institution-Umwalimu SACCO resulted into absenteeism due to long lines and processes at the bank, and inadequate teacher salaries.

In this regard, SGACs began implementing their action plans which birthed different kinds of initiatives to improve teacher motivation in their schools. Initiatives included provision of meals (tea break and lunch) for teachers, and set up of tontines within the school. These particular initiatives reduced instances of teacher absenteeism. Providing meals and setting up of tontines has helped address the challenges teachers faced such as the long distances they would often walk to get lunch and to access credit from banks during working hours which affected teaching and learning.

In addition to the above, SGACs set up a number of IGAs to improve teacher motivation. Some of these IGAs include livestock rearing (goats, cows, pigs), banana growing, hair cutting salon and small boutiques. 87.7% of household were undertaking initiatives and out of the 927 initiatives undertaken by SGACS to improve teacher motivation and wellbeing, 174 (18%) initiatives were provided with financial support (grants) by Concern. Assessment and final selection of best initiatives was collectively undertaken by the District Education Officer, Sector
Education Officers and Concern staff. Assessment was on the basis of the SGACs’ action plans and status of implementation.

_Table below outlines type and number of initiatives set up to improve teacher motivation and wellbeing that received financial;

<table>
<thead>
<tr>
<th>Type</th>
<th>Number of IGAs supported</th>
<th>Amount awarded (RWF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hair salon</td>
<td>50</td>
<td>17,045,000</td>
</tr>
<tr>
<td>Small livestock (pig/goat/rabbit)</td>
<td>34</td>
<td>14,862,000</td>
</tr>
<tr>
<td>Cow rearing</td>
<td>73</td>
<td>39,012,500</td>
</tr>
<tr>
<td>Agriculture/cultivation</td>
<td>14</td>
<td>5,742,500</td>
</tr>
<tr>
<td>Small business/boutique</td>
<td>3</td>
<td>1,200,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>174</strong></td>
<td><strong>77,862,000</strong></td>
</tr>
</tbody>
</table>

It is important to note that as part of programme sustainability, these initiatives are all seconded and approved by parents during the school assembly meetings. Parents and the community continue to contribute to the initiatives undertaken by offering labor and advice, organic manure, and organizing the collection of small funds to buy livestock as well as supervising the progress of initiatives.

**INTERMEDIATE RESULT 2: Improved Availability and Use of Teaching and Learning Materials**

2.B Pilot additional innovative tools and materials in rural and low-income regions

2.C Support student, teacher and community production of low-cost/no-cost materials

2.D Promote a culture of reading  

Concern Worldwide also trained all the 1,057 SGACs and their members on issues relating to community involvement in promotion of literacy. Barriers and opportunities to promoting literacy were discussed during the trainings from which action plans were developed to promote literacy in their respective schools and communities. The findings indicated that some of the barriers to literacy in communities included a lack of basic reading materials, resources and conditions conducive to reading. Conversely, a number of opportunities were also identified for literacy promotion, such as children who are enthusiastic about reading and who want to read and be supported in learning to read, as well as considerable political goodwill around the cause of improving literacy. SEOs and DEOs were also trained in this component in order to engage them in the organization and follow up of literacy activities in their areas of duty.
Trainings were conducted using the training manual with particular focus on community involvement in promoting literacy. CBFs and staff facilitated the sessions.

As a result of the trainings, SGACs committed, in their actions plans, to conduct literacy events in their respective schools and engage the wider community in these events. Some of the literacy events included reading competitions, debates, sketches/skits, community campaigns, song and dance with key messages on literacy. 913 schools participated in literacy events which were organized in 163 Sectors in the 12 districts where Concern worked over the 4 years of implementation. These were organized by SEOs, head teachers and SGACs in respective locations. Concern Worldwide provided awards such as t-shirts, books and pens with key literacy messages to participating children. In total, 35,153 children received an award during the reading competitions and 84 reading clubs were created in schools. These events were attended by local authorities including DEOs, SEOs, Executive Secretaries; parents, teachers, children and community members.

Additionally, Concern Worldwide also participated in commemorating the annual Literacy Week by organizing events at district level depending on where and when the L3 programme would be implementing.

Behavior Change Communications (BCC) materials developed to promote the culture of reading in schools were also distributed to all the 1057 schools. These materials were developed in consultation with stakeholders and pre-tested among SGACs and communities based on the findings from the research\textsuperscript{2}. These materials include posters, t-shirts, books, calendars and leaflets with key messages in relation to promoting community support to literacy. These posters were installed and displayed at the target schools. Also, radio spots were aired on community radios to create awareness of the importance of school-community partnerships in promoting literacy.

Table below shows type and number of BCC materials developed with key messages on the promotion of the culture of reading

<table>
<thead>
<tr>
<th>Item</th>
<th>Posters</th>
<th>T-shirts</th>
<th>Calendars</th>
<th>Leaflets</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>17,448</td>
<td>3,095</td>
<td>60</td>
<td>30,939</td>
<td>51,542</td>
</tr>
</tbody>
</table>

\textsuperscript{2} Community based barriers and opportunities to promote reading attainment among early grade learners in the rural Southern Province of Rwanda
During trainings, SGACs were also encouraged to utilize the existing L3 community libraries within their communities. These community libraries were important for parents to access because it increased their awareness about types of reading materials available for their children to read.

As a result of literacy activities conducted at schools and the community, parents are now (1) reading aloud for children at home, (2) providing time for children to read at home, (3) borrowing books from school libraries to be able to read for children at home, and (4) encouraged to buy reading books for their children. Importantly, teachers have also changed their behavior towards literacy by providing or utilizing a reading hour, and set up reading clubs in their schools (84 reading clubs set up in 84 schools). This has boosted children interests in reading and parents being able to take part in their reading.

**INTERMEDIATE RESULT 3: Support for English**

3.C Use the SBMP and VSO volunteers to reinforce teachers’ English

**INTERMEDIATE RESULT 4: Strengthen Ministry Capacity**

4.B Transform TTCs into centers of excellence for literacy/numeracy

**INTERMEDIATE RESULT 5: Improved Equity in Education**

5.A Ensure equal access to quality instruction

5.B Promote positive image of girls and other marginalized groups

High school dropout rates by girls was majorly highlighted by community members during the Community Barriers and Opportunities assessment to promoting literacy attainment that was conducted at the commencement of the programme. Many girls and their families could not afford basic items for girls during their menstruation periods such as sanitary pads and other hygiene materials. Additionally, some schools did not have the capacity to facilitate girls especially those from vulnerable households as well as providing a dignified space for girls to clean up in case they got their periods while at school. It was noted that when girls got their periods while at school, most would leave school either temporarily until their periods were gone or never returned to school due to embarrassment.

In drawing up action plans, SGACs endeavored to include equipping girls rooms in their respective schools with the necessary items like sanitary pads, towels etc. Some SGACs
constructed or rehabilitated girls’ rooms to make them more dignified for girls to access and utilize.

After assessment of equity in education initiatives in the 5 pilot districts, Concern in partnership with EDC provided equity grants to schools with initiatives that promoted girls dignity.

*The table below shows the schools that received financial support from L3 for their equity initiatives.*

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>SECTOR</th>
<th>SCHOOL</th>
<th>Amount awarded (RWF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUGESERA</td>
<td>RUHUHA</td>
<td>RUGARAMA P.S</td>
<td>480,000</td>
</tr>
<tr>
<td>HUYE</td>
<td>RUSATIRA</td>
<td>G.S KOTANA</td>
<td>480,000</td>
</tr>
<tr>
<td>GASABO</td>
<td>NDUBA</td>
<td>SHA P.S</td>
<td>480,000</td>
</tr>
<tr>
<td>RULINDO</td>
<td>BUSHOKI</td>
<td>NGARAMA P.S</td>
<td>480,000</td>
</tr>
<tr>
<td>KARONGI</td>
<td>MURUNDI</td>
<td>SANZA P.S</td>
<td>480,000</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>2,400,000</td>
</tr>
</tbody>
</table>

As one girl student from Karongi district mentioned, ‘our girls’ room is an extremely helpful space that allows us to manage our periods “with dignity”. We use it very frequently, and the ‘aunt’ teaches us (girls) about menstrual hygiene and the benefits of using the girls’ room.’

The noted impact of equity initiatives in various schools have seen increased number of school with girls’ rooms, equipping these rooms with acceptable hygiene materials including sanitary pads, emergency skirts and underwear, towels/kitenge, soap, basin and water etc., and parents are increasingly taking up their roles in providing materials and information to their daughters regarding menstrual periods and the importance of continuing their education.

5.C Train teachers and parents to address barriers

Community involvement in supporting equity in education is another component of training that was provided to the 1,057 SGACs and their members. Using the training manual, facilitators trained parents and teachers on how to address gender related challenges affecting children’s school attendance as well as involving the community in supporting school initiatives to promote equity in education.
After training sessions, SGACs developed action plans in order to address equity barriers to education. As a result, one of the major activities was that the SGACs constructed and rehabilitated girls’ rooms, equipped girls’ rooms with necessary materials, and a total of 174 gender clubs were set up, among other activities.

Concern Worldwide also developed and distributed 2,064 BCC posters relating to the promotion of equity in education with key messages encouraging the communities to provide support and equal opportunities to children from poor families; orphans; children living with disabilities; and girls and boys to attend school. It is estimated that an average of 1057*1000 children *500 parents could have seen these BCC materials while at school or while visiting the school or child at school.

5.D Provide additional resources to rural, low-income areas

5.E Increase awareness of equity issues at key nodes Concern

163 SEOs were trained to support monitoring of the implementation of SGAC action plans using checklists provided by Concern. Monitoring reports were provided by SEOs on a quarterly basis to Concern. Furthermore, quarterly follow-up meetings were held with SEOs to review implementation, share best practices, discuss challenges and suggest solutions to issues that would arise during monitoring activities. Some of the issues shared during meetings with SEOs included the modalities and frequencies of visiting each SGAC and its initiatives, communication between programme staff and SEOs and examples of progress made by SGACs attributed to follow up. Concern provided a lump sum allowance on quarterly basis to facilitate SEOs’ movement and communication during L3 monitoring activities.

The programme also developed a learning paper to assess and document the impact of the L3 community involvement school-community partnership with particular focus on lessons learned, challenges and best practices in engaging schools and their communities. It was clear that parents have become more involved in reading for their children while at home, and providing time at home for children to read and do homework.

Additionally, joint supervision and follow-up visits by SEOs and Concern staff to SGAC activities was done.

“From P1 to P4, girls would outnumber boys in class, but as they approached puberty, the number of girls in class would decrease rapidly. Now, the girls have a club headed by an ‘aunt’ (female teacher) elected by the students themselves. This ‘aunt’ provides sex education and teaches them how to use the girls’ room. As result, the drop-out rate has decreased from 4% to 1%. What’s more, many girls from other schools are seeking to enroll in our school because of the support that girls receive here.” said Thomas Munyabarenzi, the head teacher of Sanza Primary School in Karongi District.
4.0 LESSONS LEARNED

Concern

1) When programme implementation began, it was difficult for SGACs to implement the L3 programme due to the fact they were not clear about what their roles and responsibilities were. Therefore based on the school governance law of 2012, Concern updated the training manual to include roles and responsibilities of SGACs in order for the L3 programme to be implemented effectively. Clearly outlining the roles and responsibilities of SGACs in the training manual facilitated the understanding of what is expected of them as committee members within the programme and improved the quality of programme delivery as a whole.

2) Originally the programme was designed to cover all schools countrywide however the budget allocation to the L3 Community Involvement component was too inadequate to cover the target schools and would negatively affect programme quality. Concern discussed and agreed with EDC and REB to reduce the area of coverage to 40% of schools nationwide hence 12 districts covered as well as train 2 members of SGACs who would do cascade training to their peers. Fortunately, Concern used internal resources in order to increase the number of SGACs members trained from 2 to 5 SGAC members per School.

3) In 2011, Concern was to directly implement the L3 programme in the 12 districts however scope coverage was still too large given the few programme staff (6) available. To mitigate this challenge, Concern changed the approach by hiring 20 Community Based Facilitators (CBFs) who would facilitate trainings of SGACs. The Community Based Facilitators were provided with the necessary trainings and tools needed for effective and efficient training of SGACs.

4) Lastly, Literacy events were planned to be held at district level but this was not accessible by many schools nor adequate enough to support children and community members in improving literacy. Consequently, the programme decided to expand literacy events from district level to sector level and eventually at school level reaching many members of the communities.

5.0 POLICY, DIALOGUE, AND SUPPORT

Concern participated in the harmonization of training manuals for SGACs that would be used by different organizations. Currently, these manuals are now available and can be accessed by community involvement partners and REB.

Concern also participated in the school leadership management/community involvement unit technical working group under REB/MINEDUC. Concern continued to share experiences and training manuals and advocated for the approval of the ministerial order under the SGACs functionality and decision making.

Concern Worldwide, an active member of Rwanda Education Network Coordination Platform (RENCP), chaired the Community Involvement sector working group for a period of 2 years (2014/2015). During this tenure, members of the community involvement sector working group
shared experiences, organized field visits as well as engaged in policy discussions in regards to community involvement in education.

6.0 PARTNER LINKAGES

Concern

In the areas where mobile libraries were present, SGACs were referred and encouraged to utilize the mobile libraries set up by EDC.

In 2014, Concern in collaboration with EDC produced a PTC visual aid to enhance understanding of the L3 community involvement component. These were meant to be distributed to locations where Concern was not able to reach during the L3 programme life. The visual aid/video covered community involvement in promotion of literacy, teacher motivation and equity in education.

Concern Worldwide also participated in the Literacy conference organized by EDC in May 2016 and shared lessons learned, challenges and way forward for school-community partnerships.

7.0 SUSTAINABILITY

Concern

Given that there was minimal engagement of local authorities and reduced chances for sustainability at the beginning of the programme, Concern opted to engage SEOs in the follow up of SGACs activities and monitoring the utilization of grants provided for teacher motivation to the 174 initiatives. SEOs were trained on monitoring and evaluation of these initiatives as well as provided with the necessary tools (checklist). In so doing, SEOs take the responsibility to ensure that SGACs are implementing activities against their action plans.

The provision of awards to SGACs is a means of ensuring sustainability especially because parents and teachers are actively involved in decision making on how the funds provided are being used and allocated at school level hence increased interest and ownership of initiatives.

8.0 FINANCE AND ADMINISTRATION

Concern

In total, 80,262,000 RWF was awarded to initiatives that sought to increase engagement of communities in promoting and supporting teacher motivation and equity in education. These awards were given to SGACs who manage the funds and utilization is supervised by SEOs.

<table>
<thead>
<tr>
<th>Award Category</th>
<th>No. of Recipients / schools</th>
<th>Amount (RWF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers Motivation Awards</td>
<td>174</td>
<td>77,862,000</td>
</tr>
<tr>
<td>Equity Awards</td>
<td>5</td>
<td>2,400,000</td>
</tr>
<tr>
<td>TOTAL</td>
<td>179</td>
<td>80,262,000</td>
</tr>
</tbody>
</table>
9.0 ANNEXES: FINAL DOCUMENTS AND PRODUCTS

Include here final training manuals, BCC materials, criteria or guidelines, and any other materials developed.

- Training manuals (heavy – already sent to EDC on flash drive)
- BCC materials (Literacy and Equity) (heavy- to be sent to EDC on flash drive)
- Learning Paper (being revised based on EDC comments)
- PTC video (heavy- already sent to EDC 2014)