Literacy Language and Learning (L3) Project.
Evaluation of VSO Rwanda L3 Components.

Final report

Produced by

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“This report is made possible by the generous support from the American people through the United States Agency for International Development (USAID). The contents are the responsibility of the L3 Initiative and do not necessarily reflect the views of USAID or the United States Government.”
This evaluation report of VSO Rwanda’s component activities of the L3 (Literacy, Language and Learning) Initiative is a result of several parties that have either directly or indirectly contributed to its completion.

I would like to thank those people whose support and inputs have been vital to the process of conducting the evaluation in four selected teacher training colleges (TTCs) and in the neighboring primary schools.

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Papa N. Diouf

Country Director
VSO Rwanda
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<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>CoE</td>
<td>College of Education</td>
</tr>
<tr>
<td>DEO</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>DoS</td>
<td>Dean of Studies</td>
</tr>
<tr>
<td>ECOS</td>
<td>Educational Consulting Success</td>
</tr>
<tr>
<td>EDC</td>
<td>Education Development Centre</td>
</tr>
<tr>
<td>EGRA</td>
<td>Early Grade Reading Assessment</td>
</tr>
<tr>
<td>ESSP</td>
<td>Education Sector Strategic Plan</td>
</tr>
<tr>
<td>FGD</td>
<td>Focus Group Discussions</td>
</tr>
<tr>
<td>GS</td>
<td>Groupe Scolaire</td>
</tr>
<tr>
<td>KII</td>
<td>Key Informant Interview</td>
</tr>
<tr>
<td>L3</td>
<td>Literacy Language and Learning</td>
</tr>
<tr>
<td>LCM</td>
<td>Learner Centered Methodology</td>
</tr>
<tr>
<td>LNAs</td>
<td>Literacy and Numeracy Advisors</td>
</tr>
<tr>
<td>M&amp;E</td>
<td>Monitoring and Evaluation</td>
</tr>
<tr>
<td>MIGEPROF</td>
<td>Ministry of Gender and Family Promotion</td>
</tr>
<tr>
<td>MINALOC</td>
<td>Ministry of Local Government</td>
</tr>
<tr>
<td>MINEDUC</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>PTR</td>
<td>Pupil Teacher Ratio</td>
</tr>
<tr>
<td>REB</td>
<td>Rwanda Education Board</td>
</tr>
<tr>
<td>RENCP</td>
<td>Rwanda Education NGO Coordination Platform</td>
</tr>
<tr>
<td>RTI</td>
<td>Research Triangle Institute</td>
</tr>
<tr>
<td>SBM</td>
<td>School-Based Mentor</td>
</tr>
<tr>
<td>SEN</td>
<td>Special Education Needs</td>
</tr>
<tr>
<td>SEOs</td>
<td>Sector Education Officers</td>
</tr>
<tr>
<td>SGAC</td>
<td>School General Assembly Committee</td>
</tr>
<tr>
<td>TDM</td>
<td>Teacher Development and Management</td>
</tr>
<tr>
<td>TLM</td>
<td>Teaching and Learning Material</td>
</tr>
<tr>
<td>TRCs</td>
<td>Teaching Resource Centers</td>
</tr>
<tr>
<td>TTCs</td>
<td>Teacher Training Colleges</td>
</tr>
<tr>
<td>UR</td>
<td>University of Rwanda</td>
</tr>
<tr>
<td>USAID</td>
<td>United States Agency for International Development</td>
</tr>
<tr>
<td>VSO</td>
<td>Voluntary Services Overseas</td>
</tr>
<tr>
<td>VVOB</td>
<td>Flemish Association for Development Cooperation and Technical Assistance</td>
</tr>
</tbody>
</table>
1. EXECUTIVE SUMMARY

This evaluation report was limited to VSO-R interventions under the Literacy, Language and Learning (L3) Initiative. The L3 Initiative worked with the Rwanda Education Board (REB) and the University Of Rwanda College Of Education (UR-CE) to strengthen teaching and learning in Rwanda, with the aim that children leave primary school with solid literacy and numeracy skills. The L3 project is funded by the United States Agency for International Development (USAID) and implemented by the Education Development Center, Inc. (EDC), with technical assistance from Voluntary Services Overseas (VSO), Concern Worldwide (CW), International Educational Exchange (IEE), and Never Again Rwanda (NAR). The implementation dates were August 2011 – January 20171.

Key VSO activities in support of the L3 initiative can be categorized within two categories: special needs education (SNE) activities, and those activities related to strengthening the teaching skills for teachers, tutors and student teachers in literacy (English and Kinyarwanda) and numeracy.

Recognizing VSO’s existing work in Rwanda, and, specifically, its work with Teacher Training Colleges, and Teacher Resource Centers attached to Teacher Training Colleges, the teacher training component has been comprised of the following key activities:

- Collaborate in the development of a common vision of effective literacy/numeracy teaching and learning, and of tools to measure progress with respect to that vision;
- Incorporate evidence-based literacy/numeracy instructional practices and LLL instructional materials in the TTC (building on an existing VSO/UNICEF strategy) to transform TTCs into “centers of excellence in literacy and numeracy;”
- Contribute to the development and implementation of a school-based mentoring program (SBMP) focused on improving students’ reading, numeracy, and ESL outcomes;
- Contribute to increasing the amount of reading and numeracy instructional materials available to teachers and students;
- Contribute to the development of a community volunteer program to provide additional support to teachers and students in rural and low-income areas that can be scaled up nationwide;
- Pilot additional innovative tools and materials in rural and low-income regions; and
- Coordinate with EDC and other partners to promote a culture of reading at the national, regional, and district levels.

The special needs education (SNE) component has been comprised of the following key activities:

- Implementation of two resource centers that can serve as a scalable model for providing

---

1 EDC(2014; L3(Literacy, Language and Learning):Work plan, October 1,2014-September 30,2015
special needs education and support;
- Guidance and materials provided to parents and community workers on how to deal with special needs children; and
- Teaching strategies for conveying the L3 program effectively to children with special needs identified, and workshops held to disseminate these strategies.

This report highlights the types of work and achievements performed by VSO on the component related to strengthening the teaching skills for teachers, tutors and student teachers in literacy (English and Kinyarwanda) and numeracy.

Four out of thirteen TTCs were sampled, and each province was represented. The mixed approach to data collection included the desk review of key relevant documents and reports, structured interview, key informant interviews (KII) and focus group discussions and school observation check list. 122 respondents at local and national levels (from which 40% were female and 60% male) participated in the evaluation.

1.1. Key findings

1.1.1. Relevance of the VSO’s L3 Initiative component

L3 Initiative interventions are aligned with government policies and priorities in the education sector in Rwanda. They are consistent with the Education Sector Strategic plan (2013/14 – 2017/18, P9) particularly its outcomes objectives 1-4. Other project components such as inclusive education and gender are consistent with girls’ education policy (MINEDUC, 2008) in relation to the elimination of gender disparity in education and training; National Gender Policy (MIGEPORF, 2010) with regards to the elimination of gender inequalities in all sectors of national life; and special needs education policy (MINEDUC, 2007) as the project focused on promotion of quality education for learners with special needs. The design of L3 took into consideration the needs of TTCs, and the implementation of the project focused building the tutors and student teachers’ skills and filled the gaps by improving literacy and numeracy teaching methodology.

1.1.2. Effectiveness of VSO’s L3 components

The effectiveness of VSO-R interventions refers to the extent to which the VSO-R interventions were achieved, or are expected to be achieved.

1.1.3. Effective instruction of literacy and numeracy in VSO’s L3 Initiative Component

Various activities were carried out to support effective teaching of literacy and numeracy in TTCs and within primary schools in the neighborhood. Trainings, coaching and making teaching and learning materials (TLM), math camps; writers’ workshops were among the activities that
enhanced the quality of teaching and learning.

Tutors, pre-service teachers and in-service primary school teachers from the four neighboring schools visited reported that they were trained in Learner Centered Methodology (LCM), and used the participatory techniques and practices they had learned, including games, songs and group work to make teaching interesting.

As result of VSO-R training and support, 45 % (male) and 35 % (female) of trained student teachers strongly agreed that their capacities of teaching using LCM improved while 12.5 % (male) and 7.5 % (female) of interviewed student teachers agreed;

For in-service teachers, and with respect to the feedback about improvement of capacities in using LCM, 3 teachers (all women) out of 12 strongly agreed that their capacities improved while 8 (of which 4 were women) out of 12 agreed that their capacities improved;

For tutors in TTCs, 9 (of which one was a woman) out of 12 strongly agreed and 3 (of which one was woman) out of 12 agreed that their capacities in using LCM improved.

1.1.4. Availability and quality of TLM

In four selected TTCs the Teacher Resource Centers (TRCs) built by VSO-R are operational and well equipped with various teaching aids. VSO-R volunteers have actively supported student teachers and in-service teachers to make teaching aids using locally available material such as rice sacks, empty water bottles, banana leaves, boxes, corks and sorghum stem among others.

As observed during the evaluation, 47.5% (male) and 35% (female) among all interviewed students strongly agreed that their capacities in making teaching aids improved while 10% (male) and % (female) agreed.

Of the 12 in-service teachers in primary schools around the TTCs surveyed, 8 strongly agreed that their capacities of making teaching aids using local material improved, while the remaining 4 agreed.

Of the 12 tutors consulted in four TTCs consulted, 12 strongly agreed that their capacities in making teaching aids improved after the trainings. Four agreed, and one tutor was neutral about the question.

1.1.5. Supporting English as language of instruction

Various clubs and initiatives were put in place to promote English language in TTCs so as to improve English skills. The English clubs that are already operational in target schools ran activities including but not limited to media and debating. Specific activities and practices were carried out with the support of tutors and VSO-R volunteers. For example, in May 2016, VSO-R
collaborated with EDC and UR-CE to organize a national debate competition for student teachers from 13 established TTCs.

As a result of the training delivered, 87.5% of student teachers strongly agreed that they are more confident in using English as a language of instruction; 10% agreed, while 2.5% disagreed.

Of the 12 in-service teachers in primary schools, 3 strongly agreed that they are more confident in using English as a language of instruction, while the remaining 9 agreed.

Of the 12 tutors in TTCs, 8 strongly agreed that their self confidence in using English has increased following the training, while the remaining four agreed.

**1.1.6. TTC as centres of excellence in literacy and numeracy instruction**

Respondents (TTCs principals, tutors, head teachers and primary teachers) agreed that TTCs are seen as centers of excellence. TTCs and their neighboring schools are collaborating to improve the quality of teaching. Teachers and head teachers from neighboring primary schools are visiting the TTCs, and loaning the TLM they need in order to improve their teaching in literacy and numeracy.

Children in primary school are also encouraged to go to read in the TRC, or borrow books from the TTC under the supervision of their teachers, going in groups of class levels (this practice has been observed in Save B, where pupils visit TTC Save).

Other initiatives around the TTCs, primary schools and communities include reading campaigns. These involve primary school learners reading text books and stories. There has also been participation in open days, where schools and local leaders have learned from the educational exhibition activities, including in the use of teaching aids made using local material (case of TTC Gacuba II).

**1.1.7. Inclusive education**

As observed in TTCs and surrounding primary schools, both girls and boys were learning and participating in the schools’ activities. Teachers were involving all children, regardless of their family background, gender or types of disabilities. In-service primary school teachers, tutors and student teachers are able to provide basic support to children with special needs or abilities, such as inviting children with hearing impairment to sit in front, being audible and using visible teaching aids.

According to the evaluation results, 62.5% of student teachers strongly agreed that they are able to identify and support children with special needs; 32.5% agreed, 2.5% disagreed, with 2.5% neutral.
Of 12 in-service teachers consulted, 4 strongly agreed that their capacity to identify and support children with special needs improved, 7 agreed, and 1 teacher disagreed.

Of the 12 tutors in TTCs who were asked the same question, 8 strongly agreed; 3 agreed and 1 tutor disagreed.

1.2. Strategic recommendations

Considering the evaluation findings, the following recommendations among others are have been made:

- The primary actors of the project should be consulted and engaged during the design of the project;
- For non-trained student teachers, there is a need for the government and intervening agencies to assess the needs and to develop a comprehensive continual professional development approaches which will respond to their needs in improving literacy and numeracy;
- With respect to the workload of teachers and tutors, the Ministry of Education, Rwanda Education Board and other stakeholders in education should put in place a proper M&E plan concerning the availability of TLM, and literacy and numeracy instruction, in order to empower them to fulfill their responsibilities;
- There is a need to carry out in depth assessment on the sufficiency of TLM and mobilize resources to respond to schools’ needs to promote literacy and numeracy instruction;
- Concerning the high Pupil Teacher Ratio (PTR) that hinders effective teaching and support to children with learning difficulties, government and stakeholders should continue to mobilize resources in order to increase the number of qualified teachers with a particular attention on special needs education, literacy and numeracy instruction;
- There is a need to conduct sustainable extensive trainings for teachers, parents and other key stakeholders in order to increase awareness of supporting children with special needs;
- The achievements in literacy and numeracy under VSO components of the L3 project should be extended to other schools to support teaching and learning in primary schools, with a focus on literacy and numeracy instruction;
- There is a need to improve the promotion and information sharing about TTC’s services to the community and schools to allow for more participation and collaboration around literacy and numeracy teaching improvement;
- The Ministry of Education and other education stakeholders should allocate sufficient resources to enable TTCs to become centres of excellence for literacy and numeracy instruction, and to effectively serve their local community and primary schools;
- VSO volunteers’ placements should be planned to give sufficient time for project implementation and to ensure proper support and monitoring of literacy and numeracy instruction at TTCs and neighboring schools.
2. **INTRODUCTION**

Literacy, Language and Learning (L3) Initiative is a five year (2011-2016) programme with the strategic objective of strengthening teaching and learning so that children leave primary school with solid literacy and numeracy skills. L3 is funded by the United States Agency for International Development (USAID) and implemented by the Education Development Center, Inc. (EDC), with technical assistance from Voluntary Services Overseas (VSO), Concern Worldwide (CW), International Educational Exchange (IEE), and Never Again Rwanda (NAR). The implementation dates were August 2011 – January 2017.

The Overall Objective of L3 was to improve the learning outcomes of primary school pupils in grade 1 to 4, by strengthening the teaching skills for teachers, tutors and student teachers in literacy (English and Kinyarwanda) and numeracy.

Working in collaboration with the MINEDUC via Rwanda Education Board (REB) and the University of Rwanda – College of Education (UR-CoE), the L3 project worked with pre-service and in-service teachers to introduce proven reading and mathematics teaching techniques appropriate for communities and schools in grades one to four, as well as their English language proficiency.

As part of the L3 consortium of partners, VSO targeted and worked in 13 TTCs, namely Byumba and Kirambo (in the Northern province); Mbuga, Muhanga, Save and Cyahinda (in the Southern province); Bicumbi, Matimba and Zaza (in the Eastern province); Mururu, Muramba, Rubengera and Gacuba II (in the Western province). VSO-R volunteers worked with REB/TDM, TTCs (tutors, student teachers) and extended their support to neighboring schools and education officers.

**2.1 L3 Initiative objectives**

Five specific objectives were defined under L3 project

1. Promote the effective instruction of literacy and numeracy;
2. Improve availability and quality of Teaching and Learning in literacy (Kinyarwanda and English) and numeracy (Math);
3. Support the transition to English as the language of instruction;
4. Position TTCs as centres of excellence on literacy and numeracy for teachers in need of professional support;
2.2. Overall and specific objectives of the final evaluation of VSO’s L3 components

The Overall objective of the final evaluation of VSO’s progress toward achieving its L3 component objectives and activities were:

- To collect evidence of potential impact of VSO component interventions on the primary actors;
- To assess the contribution of VSO-R through the L3 project to reported outcomes/impact;
- To assess the sustainability of the achieved results, including the contribution to capacity development;
- To identify and document lessons learned and make recommendations to help VSO-R and stakeholders improve the design and implementation of related future projects and programmes;
- To determine the effectiveness of the VSO L3 component processes and strategies in producing the intended outcomes and impact;
- To identify any unintended positive or negative outcomes from VSO’s component implementation and the challenges and opportunities they present.
3. GENERAL APPROACH AND METHODOLOGY

The overall evaluation methodology was mainly qualitative with some recording of quantitative information. The evaluation questions assessed the extent to which VSO’s L3 component goals and objectives were achieved. The various aspects of VSO’s L3 components that were explored and discussed included but were not limited to the relevance, effectiveness, impact and sustainability. The data collection exercise was carried out from 30 May 2016 to 10 June 2016 by a team of data collectors from VSO-R with the support of the consultant from ECOS Ltd.

3.1. Target respondents and sampling

This evaluation targeted the primary actors of L3 project and also involved other key informants for the purpose of triangulation of the information that was collected at local level. The total number of participants to the evaluation is 122 from which 49 (40%) were female and 73 (60%) were male. The table below indicates the category of respondents who were involved:

<table>
<thead>
<tr>
<th>Category</th>
<th>Female</th>
<th>Male</th>
<th>TOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student teachers</td>
<td>25</td>
<td>31</td>
<td>56</td>
</tr>
<tr>
<td>Tutors</td>
<td>5</td>
<td>14</td>
<td>19</td>
</tr>
<tr>
<td>TT Principal/DOS</td>
<td>0</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>S Head teachers</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>PS teachers</td>
<td>12</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>VSO volunteers</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>SEO</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>DEO/Dir education</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>VSO staff</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>EDC</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>REB</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>GEN TOTAL</td>
<td>49</td>
<td>73</td>
<td>122</td>
</tr>
<tr>
<td><strong>Percentage</strong></td>
<td>40%</td>
<td>60%</td>
<td>100%</td>
</tr>
</tbody>
</table>

The respondents were purposively selected based on the following factors: geographical coverage (ensuring that each province where L3 operated is represented), available resources, and timeline for the evaluation, gender aspects and availability of respondents. The four selected TTCs and neighboring schools are as follows:
Table 2: Selected TTCs

<table>
<thead>
<tr>
<th>Location</th>
<th># TTCs by location</th>
<th>Total sample TTC</th>
<th>Names</th>
<th>Surrounding Primary school</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>North</td>
<td>2</td>
<td>1</td>
<td>Byumba</td>
<td>GS Byumba Catholique</td>
<td>Gicumbi</td>
</tr>
<tr>
<td>South</td>
<td>4</td>
<td>1</td>
<td>Save</td>
<td>Save B</td>
<td>Gisagara</td>
</tr>
<tr>
<td>East</td>
<td>3</td>
<td>1</td>
<td>Bicumbi</td>
<td>GS Akanzu</td>
<td>Rwamagana</td>
</tr>
<tr>
<td>West</td>
<td></td>
<td>1</td>
<td>Gacuba II</td>
<td>GacubaII A</td>
<td>Rubavu</td>
</tr>
<tr>
<td>TOTAL</td>
<td>13</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.2. Data collection techniques

Mixed techniques of data collection were applied during the evaluation process to collect qualitative and quantitative information about the L3 project:

- **Desk research**: Projects documents including relevant report, surveys and other government’s policies were reviewed to get some secondary information that supplemented the primary data from the evaluation. The documents reviewed include but were not limited to L3 project reports, L3 work plan, L3 baseline summary report, project outcomes, Rwanda Education Sector Strategic plan ESSP 2013/14 – 2017/18, National policies and relevant websites);

- **Structured interview** questions that were discussed with respondents in TTCs (Principal, Tutors, students teachers); neighboring schools (Head teachers, in service teachers); VSO volunteers, SEOs, DEOs);

- **Focus group discussions** were organized with seven tutors in TTC Gacuba II, eight student teachers TTC Save; six in service teachers in GS Akanzu. The participants discussed specific questions and shared their experiences with L3 project implementation;

- **Key informant interviews (KII)**: 6 informants at national levels with REB/TDM, EDC and VSO key staff were interviewed;

- **School observation check list** was used in four selected primary schools in the vicinity of TTCs and TTCs themselves. The observation focused on key elements including: school organization and documentation; classroom and facilities; and application of learner centered methodology.

3.3. Data collection strategy

After the development and validation of the evaluation tools per category of respondents, a team of five data collectors were trained on research ethics, and reviewed and discussed tools that were translated into Kinyarwanda. The consultant and five data collectors went together from one district to another to ensure quality data and learn from one site to another for possible improvements.
3.4. Ethical consideration

Before undertaking the evaluation, VSO-R has formally informed local authorities and TTCs located in four districts namely Gisagara, Gicumbi, Rwamagana and Rubavu. Prior to conducting interview, the data collector informed the respondents about the purpose of the evaluation and then invited them to sign a consent form. The following ethical guidelines were respected: voluntary participation; confidentiality, freedom of choice to withdraw from the evaluation anytime they want and that there was no consequence to them.

3.5. Data analysis method

After the data collection was done, further processes, namely data entry and data analysis, were performed. Quantitative data were analysed using the excel sheet while qualitative data were transcribed and analysed using thematic content analysis technique in line with the objectives of the project.

3.6. Limitations

Some limitations were encountered during the evaluation of VSO’s L3 components. These included the lack of specific baseline data of the project for the purpose of comparison against the set objectives where it was applicable; unavailability of some local leaders and tutors which requiring scheduling adjustments and seek replacements. The schedule and teaching activities were challenging. New strategies were undertaken to ensure that at least relevant information was gathered to fill in the gaps before the end of data collection period. In TTCs, in agreement with the principals, the team of data collectors met student teachers after their lunch for interviews while tutors were met during the break time. Other limitation of the study is about the fact that some of the student teachers (primary actors) who would have shared their experience with the project activities have finished and left the TTCs.
4. EVALUATION FINDINGS AND DISCUSSIONS

This section presents and discusses the findings of VSO’s L3 component evaluation with emphasis on relevance, effectiveness, impact of the project, the sustainability, and lessons learned and best practices and challenges associated with the implementation of VSO’s L3 component. The information was collected from 122 respondents at local and national level from which 49 are female (40%) and 73 (60%) were male.

4.1. Relevance of the VSO’s L3 Component

The ability to read and understand a simple text is one of the most fundamental skills a child can learn. Without basic literacy there is little chance that a child can escape the intergenerational cycle of poverty. Recent evidence indicates that learning to read early and at a sufficient rate (with comprehension) is essential for learning well. Acquiring literacy becomes more difficult as students grow older; children who do not learn to read in the first few grades are more likely to repeat and eventually drop out.

Research shows that children develop mathematical skills at different levels before beginning formal schooling. In the United States and in developing countries, it is evident that many students from low-income backgrounds begin school with a more limited skill set than those from middle-income backgrounds (National Council of Teachers of Mathematics [NCTM], 2004b, 2008).

Rwanda recognizes that education for all has to mean more than children enrolling in school. Access to education must lead to learning. Education systems around the world may emphasize different learning objectives and different aspects of children’s social, emotional, and cognitive development, but all educators would agree that children should acquire basic reading and math skills in primary school.

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3 RTI International (2009, P1): Early Grade Reading Assessment Toolkit
5 RTI (2012): Early Grade Reading and Mathematics in Rwanda, Final report
The interventions of VSO-R under the L3 Initiative are aligned with government policies and priorities in education as reflected in ESSP 2013/14 – 2017/18, P9 particularly outcomes objectives 1 to 4:

- Increased equitable access to 9 years of basic education for all children and expanding access to 12 years of basic education;
- Increased equitable access to education for students with special educational needs within mainstream and special schools;
- Improved quality and learning outcomes across primary and secondary education;
- Qualified, suitably-skilled and motivated teachers and trainers to meet the demand of expanding education access.

The VSO’s L3 components contributed to the establishment of teacher development and management policy. The implementation of VSO’s L3 components contributed to the increase of qualified science and language teachers. They also contributed to girls’ education policy, which contributed to the reduction of gender disparity in education and training, to the National Gender Policy, which contributed to the reduction of gender inequalities in all sectors of national life; and to the Special Needs Education Policy, which promoted the quality education for learners with special needs;

The aim of VSO-R’s Education Programme is to support the Government of Rwanda to improve the quality of education for all children in primary schools and nine-year basic education in target districts. VSO-R promotes inclusion across all interventions especially supporting people with disabilities to know their rights; build their capabilities to advocate for access to quality services;

The design of L3 took into consideration the needs of TTCs and skills gaps for tutors and student teachers to improve teaching of methodology; literacy and numeracy.

Based on interview results with the respondents at local level, it was noted that there was no contribution or involvement of tutors and students teachers in the design of L3 project. The training and follow up support were appreciated by the primary actors as they met their needs:

> Trainings organized by VSO in various aspects under L3 Initiative came at the right time and we appreciate the collaboration and initiatives in education. Said one TTC tutor during interview

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6 http://www.rencp.org/about/member-organizations-1/voluntary-service-overseas
7 VSO (2013): Agreement for collaboration between KIE and VSO Rwanda, p2
During the evaluation of the VSO’s L3 components, there was no specific unintended and unexpected changes (positive or negative) identified as a result of the project implementation. All reported changes are in line with the project design and interventions.

4.2. Effectiveness of VSO’s L3 components

4.2.1. Effective teaching of literacy and numeracy

Various activities were carried out to support effective teaching of literacy and numeracy in TTCs and surrounding primary schools. Trainings, coaching, and distribution of TLM improved the teaching and learning process.

4.2.1.1. Learner Centered Methodology

Learner centered methodology was among the key areas of focus to promote effective teaching and learning process. The pre-service teachers and in-service teachers reported that they were trained in LCM in their teaching practices using various participatory techniques including games, songs and group work. They confirmed that the learner is at the centre of teaching, while the teacher is seen as a facilitator.

The figure below indicates the level of confidence of using LCM by student teachers based on the training they have received from VSO under L3 Initiative.

Figure 1: Student teachers feedback in using LCM (N=40)

Source: Primary data, VSO’s L3 Component evaluation (June 2016)
As shown in the Chart above, 80% of trained student teachers strongly agreed that their capacities of teaching using LCM improved, while of interviewed student teachers agreed;

For in-service teachers and with respect to the feedback about improvement of capacities in using LCM, 3 teachers out of 12 strongly agreed that their capacities improved while 8 out of 12 agreed that their capacities improved;

For tutors in TTCs, 9 out of 12 strongly agreed and 3 out of 12 agreed that their capacities in using LCM improved.

For both student teachers, tutors and teachers in primary schools, the big class size and limitations associated to the TLM were mentioned as factors that are effecting the effective application of LCM.

4.2.1.2. Other types of trainings and pedagogical support services

As reported by the respondents through individual interview and FGDs, student teachers, teachers, tutors, head teachers, principals and SEOs participated in various kind of the trainings delivered by VSO or and EDC for effective teaching. Some trainings took place at TTCs, one selected primary school or at the district level depending on the needs and agreement with the district education officer (e.g. Rwamagana district).

The respondents confirmed that they benefited from various training sessions in the following ways:

 ✓ Trainings on literacy and numeracy focused on teaching languages (Kinyarwanda, English) and Math;
 ✓ Math camps with a focus on teaching mathematics;
 ✓ Training on revised curriculum (competence based curriculum);
 ✓ Writers’ workshop aiming at helping teachers and student teachers to make their own stories in local context;
 ✓ Special education needs/inclusive education whereby the participants discussed how to identify and support children with special education needs;
 ✓ Making and using teaching aids developed from locally available materials;
 ✓ Using technology (telephone and radio speakers provided by EDC).

During the evaluation period, some pre-service teachers and primary school teachers testified that VSO volunteers helped them in the preparation of pedagogical lessons and provided advice and coaching services on how they could improve their teaching practices.
4.2.1.3. Teacher motivation

Teacher motivation and incentives in TTCs and neighboring schools was explored and discussed; and it could affect the quality of teaching and learning process. According to the Teacher Development and Management Policy in Rwanda (2007, P6) the lack of facilities like accommodation and limited capacity of teacher training institutions for pre-service teachers are among the factors that influence teacher supply.

In TTCs, the principals and tutors reported that they get a monthly bonus (between from 40,000 RFW-60,000 RFW) that is given by parents on school fees. Other kinds of incentives and motivation include tontine among the tutors, tea break and lunch through a minimum contribution from tutors and partly covered by the school administration. It was noted that TTC Byumba offers accommodation for tutors at a low cost.

4.2.2. Availability and quality of TLM

One of key objectives of VSO’s L3 components was to ensure that good quality TLMs are available in schools. The TRC is one of the channels to develop and disseminate the teaching aids to supplement TLM that was distributed by EDC in collaboration with the REB.
4.2.2.1. Teaching Resource Centre

In four selected TTCs of Save in Gisagara district, TTC Byumba in Gicumbi district, TTC Bicumbi in Rwamagana district and TTC Gacuba II in Rubavu district there are operational and equipped TRCs.

Literacy and Numeracy Advisors are VSO volunteers actively supporting student teachers and in service teachers to make teaching aids using local available material such as rice sacs, empty water bottles; banana leaves, cartons; corks; and sorghum trees among others. It was also realized that TTCs appointed a person in charge of TRC who worked with VSO volunteers on a daily basis. TRC have teaching aids used by student teachers during their teaching practices and where applicable, they leave some material at the neighboring schools to be used by teachers and to help them to make their own as was confirmed during interviews.

“We recognize the technical support of VSO by its volunteers who assist teachers, tutors and students in effective implementation of L3 and LCM. Owing to the VSO support, we are no longer facing the problem of TLM and the budget that was allocated to purchasing teaching aids has reduced compared to the situation before.” (Principal of TTC Bicumbi, in Rwamagana District)

4.2.2.2. Training on TLM production

VSO delivered trainings on how to make teaching aids using low cost or no cost available materials. Student teachers, in service teachers and tutors were among the key beneficiaries of the trainings. The main purpose of the training was to get additional teaching aids without
necessarily relying on the TLM to be provided from the school budget.

The figure below indicates the feedback of student teachers (pre service teachers) in four TTCs about the capacities of making teaching aids as a result of VSO training.

**Figure 3: Feedback of student teacher in making teaching aids (N=40)**

| % students teachers with improved capacities in making teaching aids with local materials |
|---------------------------------|-----------------|-----------------|
| Agree                           | 10              | 7.5             |
| Strongly agree                  | 35              | 47.5            |

*Source: Primary data, VSO’s L3 Component final evaluation (June 2016)*

As observed during the evaluation, 82.5% of interviewed students strongly agreed that their capacities in making teaching aids improved while 17.5% agreed.

According to the feedback of in-service teachers in primary schools around the TTCs, 8 out of 12 strongly agreed that their capacities of making teaching aids using local material improved, while 4 agreed.

In 4 TTCs consulted, 7 tutors out of 12 strongly agreed; 4 agreed that their capacities in making teaching aids improved after the trainings and 1 tutor was neutral about the question.

The respondents indicated that the time constraints (due to the teaching schedule which is heavy) is a key barrier to put in practice what they learned from the training with respect to the production of teachings aids using the local material.

4.2.3. Support to English as language of instruction

The support to English as language of instruction was one of the intermediate outcome results of the project. A set of activities were carried out by VSO in TTCs as described in this report. The support services were done through trainings or support to extra curricula activities such as clubs in TTCs.
4.2.3.1. Clubs in TTCs

Various clubs and initiatives were put in place to promote English language in TTCs. From the field interviews, the following category of clubs was found in TTCs in connection to the support of English.

**Media clubs:** Student teachers are members of this club and are interested in writing stories, gathering information and disseminating them to the public and readers of English language. Student teachers develop writing and communication skills that may impact on the quality of teaching when they will be engaged in teaching.

“As student teacher I am happy to be a member of media club as it helps me to do research in various topics that are contributing to my teaching skills in near future”. Emmanuel Bizimana, Student teacher at TTC Byumba.

**Debate clubs:** Members of the clubs document relevant topics and participate in discussions with others and contribute debates. This exercise developed a culture of public speaking and communication skills in English. In May 2016, VSO in collaboration with EDC and URCE organized a two days competition debate for student teachers from all 13 TTCs supported under L3 project.

Other existing clubs\(^8\) (may differ from one TTC to another) that perform extracurricular activities with the support of VSO Volunteers include: English club, TRC, Tusome / Tuseme Club, Writing club / Poetry, Newsletter / Journalism / Media, Book club, Story-telling, Picture story club, Drama, Debate, Gender based club, East African Community Club and Scout Club.

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\(^8\) VSO L3 (October 2014-September 2015): Annual Report/Plans and Achievements
4.2.3.2. Use of English in teaching and learning

Students, teachers and tutors were asked to share their experiences with respect to the level of self-confidence in using English language as resulted from the trainings and interaction on L3 Project.

The feedback from the student teachers on the use of English is summarized here below:

**Figure 5: Feedback of student teachers in using English (N=40)**

![Bar chart showing feedback of student teachers in English use]

% student teachers with improved self-confidence in using English as language of instruction

- **Strongly agree**: 55
- **Agree**: 32.5
- **Disagree**: 2.5

**Source**: Primary data, VSO’s L3 Component final evaluation (June 2016)

With the support activities to English, 87.5% of student teachers strongly reported that they are confident in using English; 10% agreed, while 2.5% disagreed that there was an improvement of self-confidence in using English as a language of instruction.

In relation to the self-confidence in using of English as language of instruction in primary schools, 3 in service teachers out of 12 strongly agreed while 9 teachers agreed they confidently use English in teaching.
In TTCs, 8 out of 12 tutors strongly agreed that their self confidence in using English improved and 4 out of 12 agreed that their self confidence in using English has improved after the training.

At national level, VSO collaborated with the REB/TDM department and EDC to develop and administer English tools aiming at assessing the level of English for teachers in the School-based Mentoring Program (SBMP) schools. The results of assessment served in the design and preparation of trainings for School Based Mentors countrywide.

4.2.4. TTC as centre of excellence in literacy and numeracy instruction

According to the criteria as drafted by VSO about TTC as centres of excellence in literacy and numeracy instruction, the assessment reviewed aspects which included the access to TTCs for professional development for surrounding in service teachers, supporting reading culture among students and children in primary schools and other innovative practices that promote teaching literacy and numeracy.

4.2.4.1. School Library

All four TTCs consulted have school libraries with various textbooks being used by tutors and student teachers. The surrounding schools (Groupe Scolaires) have rooms of books which compared primary schools with grade 1-6 (Save B in Gisagara district). The TTCs allow in-service teachers to use their libraries for their professional development as needed. In libraries there is a culture of keeping records of the persons who borrow books and the date of lending, to monitor the lending process.

4.2.4.2. Collaboration between TTCs and the community

TTCs and neighboring schools are collaborating towards improvements of quality teaching. Teachers and head teachers from the primary schools are allowed to visit the TTCs and to borrow the TLM. Though the opportunities are open for them, some factors are likely to influence their number of visits such as time constraints, transport fees and teacher motivation. Children in primary schools are also encouraged to go to read or to borrow books from the TTC under the supervision of their teachers or the librarian (case of TTC Save).

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9EDC/REB: Progress Testing, Final Report English Proficiency of Teachers
10VSO, criteria (draft) for Teacher Training Colleges as Centre for Excellence
During school practice, student teachers interact with in-service teachers in various locations to share learning, and their experiences in teaching using learner centred methodology. Another aspect of collaboration happens during student teacher teaching practices, and in making and using teaching aids.

According to the report on TTC situational analysis carried out by University of Rwanda, College of Education (UR-CE 2016, page 25), the majority of the tutors (87.7%) confirmed that they work with surrounding primarily schools for teaching practice, whereas 64.1% confirmed that they work with neighboring schools in organizing teacher training. Most tutors revealed the contact with schools in the surrounding areas is structured with clear roles and responsibilities and teachers of schools come regularly to TTCs. Among tutors 17% stated that the contact is not structured at all.

Other initiatives around the TTCs, school and community reported include reading campaigns which involved primary school learners reading text books and stories, participating in open days where community, schools and local leaders interact, and demonstrating use of teaching aids made, using locally available materials (case of TTC Gacuba II).

4.2.5. Inclusive education

Access and equity of education is part of L3 objectives under VSO interventions. Information about inclusive education, education of girls and boys and children with disabilities was addressed during the intervention. As observed in TTCs and surrounding schools during evaluation, both girls and boys were learning and equally participating in schools’ activities. Teachers tried to involve all children regardless of their family background, gender, or types of disabilities, despite lack of experience and facilities for providing sufficient support. Unfortunately, high quality of teacher support to children with disabilities requires specialised skills and knowledge, which teachers don’t have.

4.2.5.1. Children with special education needs

In general, the types of disabilities found in schools as reported by respondents include ones with minor visual impairment, hearing impairment, physically handicaps and mental disabilities. As a result of the training delivered under the L3 Initiative for in-service teachers, tutors and pre-service teachers are able to provide basic support.

11 EDC (2016): TTC Situational analysis report, Tutor’s questionnaire, page 25
For example, inviting any child with a visual or hearing impairment to sit at the front of the class, using appropriate speaking levels and using visible teaching aids. The school community members have been sensitized to reduce stigma around children with disabilities and to discourage calling children with disabilities bad names such as “kaguru”, “kamuga” (referring to physical handicap), or kajisho (referring to visual impairment).

The respondents expressed their level of improved practices in supporting children with special needs after the support of VSO.

**Figure 6: Feedback of student teachers to support children with special needs (N=40)**

![Bar chart showing feedback of student teachers to support children with special needs](chart)

*Source: Primary data, VSO’s L3 Component final evaluation (June 2016)*

According to the figure above, 62.5% of student teachers strongly agreed that they are able to identify and support children with special needs; 32.5% agreed; 2.5% disagreed and 2.5% was neutral.

Regarding the capacities of supporting children with special needs, 4 in service teachers out of 12 strongly agreed that their capacities improved; 7 agreed and 1 teacher (a man) disagreed.

8 tutors strongly agreed that capacities to support children with special needs had improved; 3 tutors agreed and 1 tutor disagreed. According to the report on TTC situational analysis by University of Rwanda-College of Education (2016), the vast majority of respondents with a percentage of 73.1% confirmed that special needs components should be cross cutting in TTC curriculum whereas only 12.4% revealed that it should be stand alone.

**4.2.5.2. Other vulnerable children**

A vulnerable child is a person under 18 years of age exposed to conditions, which do not permit him/her to fulfill her/his fundamental rights for her/his harmonious development. The issue of protection of children rights and fighting against school dropout was one of key resolutions from the Rwanda 13th National Leadership Retreat that took place in Gatsibo District (Gabiro) from
12\textsuperscript{th} to 14\textsuperscript{th} March 2016. In response to the issue, leaders prioritized taking care of vulnerable children; mobilizing schools’ resources for assisting poor children so that they can learn with at least minimum requirements including pens and notebooks. Parents have been encouraged to be responsible for providing food, health care and scholastic materials to their children. The figure below gives indicative information on the number of children who were reintegrated after the leadership retreat and on immediate actions taken by local leaders in collaboration with schools and teachers.

Figure 7: Total Number of reintegrated children in four visited primary schools

![Total number per sex of reintegrated children per School](chart.png)

Source: Primary data, VSO’s L3 Component final evaluation (June 2016)

\[12\] EDC (2016): TTC Situational analysis report, Tutor’s questionnaire, p. 16
\[13\] MINALOC (2003, p8) National policy for orphans and other vulnerable children

\[14\] [http://www.rwandapedia.rw/explore/umwiherero](http://www.rwandapedia.rw/explore/umwiherero)
During the evaluation work, it was noted that in four primary schools visited by the evaluation team around the TTCs, 101 children from which 44 (43.5%) girls were reintegrated as a result of immediate community actions on reducing dropout.

Even though some children were brought back to school through mobilizations organized by VSO’s L3 component, some respondents believed that root causes of dropouts were linked to family conflict, domestic work, family poverty and children heads of households.

4.2. Impact of VSO’s L3 Components

Long-term positive effects on improved learning outcomes (literacy and numeracy) for grade 1 - 4 pupils are likely to happen, due to the VSO L3 component interventions and collaboration among stakeholders at national and local levels including Government institutions, districts, Handicap International (area of disability), VVOB (area of school management), EDC (lead organization on L3 interventions), CONCERN Worldwide (community engagement through the support provided to Parent Committees), Faith Based Organizations(FBOs) and University of Rwanda-College of Education.

VSO interventions were good as they supported students to improve languages skills and a good number of student teachers, teachers and tutors were trained and improved capacities in various topics including use of LCM and making teaching aids using local materials. Student teachers confirmed

Some VSO L3 component impacts were noted during the evaluation, as follows:

- Trained teachers, tutors and student teachers improved their capacities and skills in teaching using LCM, making and using locally made teaching aids. Student teachers are likely to influence in service teachers by sharing their experiences and knowledge acquired from TTCs.
- In service teachers, tutors and student teachers increased their awareness with respect to the special needs education and support to vulnerable children. They play a key role in mobilizing parents to bring to school the children with disabilities so as to enjoy their rights to education;
- The creation and functioning of clubs at TTCs is one of the channels that are promoting English skills for enabling the pre service teachers to teach well literacy and numeracy;
- Owing to the project interventions, local community and neighboring schools are more and more learning from the TTCs and improving the reading culture among the children through regular visits to the reading room as it was mentioned by respondents from TTC Save in Gisagara District, Southern Province;
- In service teachers reported improvement of their skills in lesson planning through the support and coaching offered by VSO volunteers and this contributed to better performance of learners in literacy and numeracy.
4.3. Sustainability

Based on the evaluation findings and filed observations, the positive achievements under the L3 Initiative through the VSO interventions are likely to be sustainable beyond the project through the following available opportunities:

- The promotion of literacy and numeracy is reflected in the national education priorities and all stakeholders and government institutions (REB, districts) are expected to align their support and to monitor the effective implementation.

  “As TTC we have our own material and we will keep trainings to teachers in primary schools to make TTCs a centre of excellence. We wish to cover neighboring schools with the support of tutors per domain of teaching subject. The role of Tutor in literacy and numeracy will also be important during the supervision of student teachers internship”. DOS, TTC Gacuba II

- Trained tutors/facilitators in TTCs are likely to contribute to the sustainability of the learning outcomes of student teachers and learners in primary schools by taking up the work done by VSO volunteers under the L3 Initiative through writers workshops, math camps, and other support activities to the clubs as extra curricula activities;

- The acquired knowledge and skills in LCM will be supported through the implementation of CBC by in service teachers and student teachers and the ones who benefited from the L3 interventions will act as agents of change for effective teaching in primary schools;

- The trainings delivered by the project under L3 interventions including Math camps, writers’ workshops, reading and writing clubs are contributing to the success of teaching literacy and numeracy in schools;

- Improved culture of peer to peer learning exercise among teachers and cooperation whereby trained teachers are supporting non-trained and share good teaching practices and methodology.

4.5. Lessons learned and good practices

The following lessons and good practices were noted from the project implementation by the evaluation team:

- Use of Teacher Resource Centres (TRCs): The TRCs have provided space for teachers to create teaching aids made from locally available low cost materials;

- Student teachers who are conversant with LCM are likely agents of change of the teaching profession: the student teachers acquired knowledge and practices of teaching,
using LCM;

- Improved skills and confidence in using English proficiency as language of instruction: There is high possibility for change to happen in teaching practices for teachers in primary schools;

- Education expertise of VSO volunteers: TTCs and neighboring schools do appreciate the expertise of Volunteers in transforming the teaching practices by using TLM and putting the child at the centre of learning (LCM).

- Math camps are useful approaches for teachers and learners to improve the teaching of math and stimulate critical thinking.

- The stories produced during the writers workshops for teachers, student teachers and tutors are likely to attract more engagement and attention of learners as story writers.

- Media and debate clubs in TTCs are contributing to the use of English and public speaking for student teachers.

- Parents’ Reading Campaign has been promoted through use of community libraries: The TTCs have dedicated a reading room where books are available both for academic work and reading;
4.6. Challenges

Though the evaluation reported positive achievements of VSO’s components of the L3 Initiative, there are some challenges that will require attention from various stakeholders in order to continually improve the learning outcomes in literacy and numeracy for pupils in P1-P4:

- Limited number of trained student teachers in TTCs compared to the needs in teaching and learning literacy and numeracy: Not all student teachers in TTCs are trained under L3 project interventions;
- Workload of teachers and tutors which is usually heavy and affect effective practice of the knowledge and skills gained for teaching literacy and numeracy;
- Insufficient TLM and some of the L3 equipment (e.g., mobile phone and speakers) were not working properly;
- Insufficient or lack of incentives and motivation for teachers usually affects the learning outcome for learners in literacy and numeracy instruction;
- High pupil teacher ratio (PTR) in lower primary schools hinders effective teaching of literacy and numeracy and also hinders the adequate support that should be given to children with learning difficulties;
- Insufficient school budget to purchase appropriate TLM and to repair L3 material for teaching literacy and numeracy P1-P4;
- Insufficient knowledge and skills of primary teachers, student teachers and tutors to support children with special needs, particularly children with mental disability;
- The concept of TTC as centre of excellence is still at early stages: Though TTCs are seen as centres of excellence schools in their vicinity, remote primary schools can’t easily access services provided by TTCs.
- There were no specific baseline data and set of indicators for each project objectives under VSO interventions with regards to literacy and numeracy interventions.
5. CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion

The final evaluation of VSO interventions in TTCs and neighboring primary schools under the Literacy, Language and Learning (L3) Initiative has shown good achievements considering various activities that were carried out to meet the project outcome objectives.

Various project interventions included but were not limited to trainings in the areas of Learner centered methodology, use of L3 material (mobile phone and Speakers from EDC), trainings on how to make teachings aids using locally available material, writers workshops whereby participants acquired knowledge on how to make rice sac books; training in teaching literacy and numeracy, math camp whereby teachers learned how to teach math concepts using local material, facilitating reading campaigns, organizing and facilitating debate among the student teachers among others.

Respondents reported their experiences and positive changes which occurred in their lives as a result of VSO interventions in their working places. The evaluation team noted positive effects in improved capacities and skills in using LCM, self confidence in using English as a language of instruction, improved capacities of teachers and tutors making their own teaching aids, improved skills in identification, giving basic support to children with special education needs and establishment of functioning of clubs in TTCs as source of knowledge and skills for promoting literacy and numeracy instruction for student teachers.

The capacities of Teacher Training Colleges were strengthened so as to be centres of excellence in literacy and numeracy instruction. From the evaluation findings, it was noted that in service teachers and surrounding communities are benefiting from the TTCs in terms of using the library, reading rooms, borrowing TLM and also getting advice and coaching services aiming at promoting effective teaching and learning process.
5.2. Recommendations
Considering the challenges highlighted in this report in connection to the project implementation, the following was recommended:

- For non-trained student teachers, there is a need for the government and intervening agencies to assess the needs and to develop a comprehensive continual professional development approaches which will respond to their needs in improving literacy and numeracy;

- With respect to the workload of teachers and tutors, the Ministry of Education, Rwanda Education Board and other stakeholders in education should put in place a proper M&E plan about the availability of TLM, literacy and numeracy instruction for immediate action aiming at empowering them to fulfill their responsibilities;

- For teacher motivation and incentives, there is need to explore and put in place a mechanism of motivating teachers so as to retain competent and qualified ones and also making the career more attractive for pre service teachers currently in TTCs. The motivation initiatives in TTCs should be maintained and encouraged so as to promote literacy and numeracy instruction in primary schools;

- In relation to the insufficient TLM, there is a need to carry out in depth assessment and mobilize resources to respond to the school’s needs to promote literacy and numeracy instruction;

- Concerning the high Pupil Teacher Ratio (PTR) that hinders the effective teaching and support to children with learning difficulties, government and stakeholders should continue to mobilize resources in order to increase the number of qualified teachers with a particular attention to special needs education, literacy and numeracy instruction;

- For the insufficient knowledge and skills of some primary teachers to support children with special needs, there is a need to conduct sustainable extensive trainings for teachers, parents and other key stakeholders in order to increase awareness in this area;

- The project achievements in literacy and numeracy under VSO components of the L3 project should be extended to other schools to support teaching and learning outcomes;

- With regard to the concept of “TTC as centres of excellence in literacy and numeracy instruction” there is a need to improve the communication and information sharing about TTCs services to the community and schools for more participation and collaboration toward literacy and numeracy teaching improvement. The collaboration between TTCs and the neighboring community should be done in a structured way;

- The Ministry of Education and other education stakeholders should allocate enough resources to enable TTCs to become centres of excellence for literacy and numeracy instruction and to effectively serve local community and all primary schools.
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