

Welcome to Progress & Possibilities: USAID Rwanda's Investments in Mother Tongue Early Literacy Development from 2011 to the Present

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September 20th, 2023



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Progress & Possibilities:

USAID Rwanda's investments in mother tongue early literacy development from 2011 to the present



Dr. Catherine Honeyman, September 20, 2023



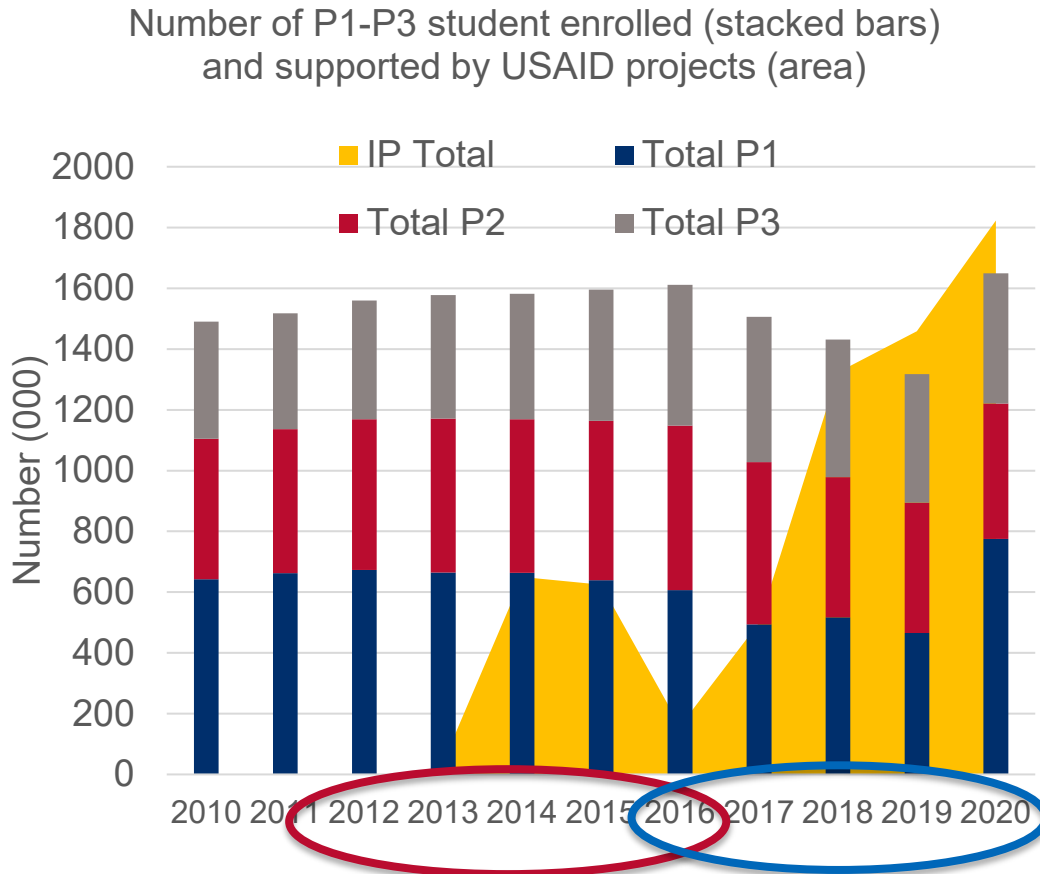
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1. USAID BASIC EDUCATION ACTIVITIES & CURRENT CDCS “LEARN” INTERIM RESULTS

ACTIVITY / CDCS results	IR 2.1 Teacher skills	IR 2.1 Instruction al & learning materials	IR 2.2 Education managemen t system	IR 2.3 Community support
2011-2016 <i>Literacy, Language, and Learning (L3)</i> (EDC)	✓	✓	✓	✓
2015-2017 <i>Mentorship Community of Practice (MCOP)</i> (FHI 360)	✓		✓	
2016-2021 <i>Soma Umenye</i> (Chemonics)	✓	✓	✓	✓
2016-2021 <i>Mureke Dusome</i> (Save the Children)		✓	✓	✓
2017-2020 <i>Itegere Gusoma</i> (UNICEF)	✓	✓		✓
2021-2026 <i>Tunoze Gusoma</i> (FHI 360)	✓	✓	✓	
2021-2026 <i>Uburezi Iwacu</i> (World Vision)		✓		✓
2023-2026 <i>Ibitabo Kuri Twese</i> (EDC)		✓	✓	

USAID has been the major supporter of Kinyarwanda literacy programs with nationwide reach, in collaboration with government and DPs.

2. USAID DIRECTLY REACHED 100% of P1, P2, & P3 PUPILS

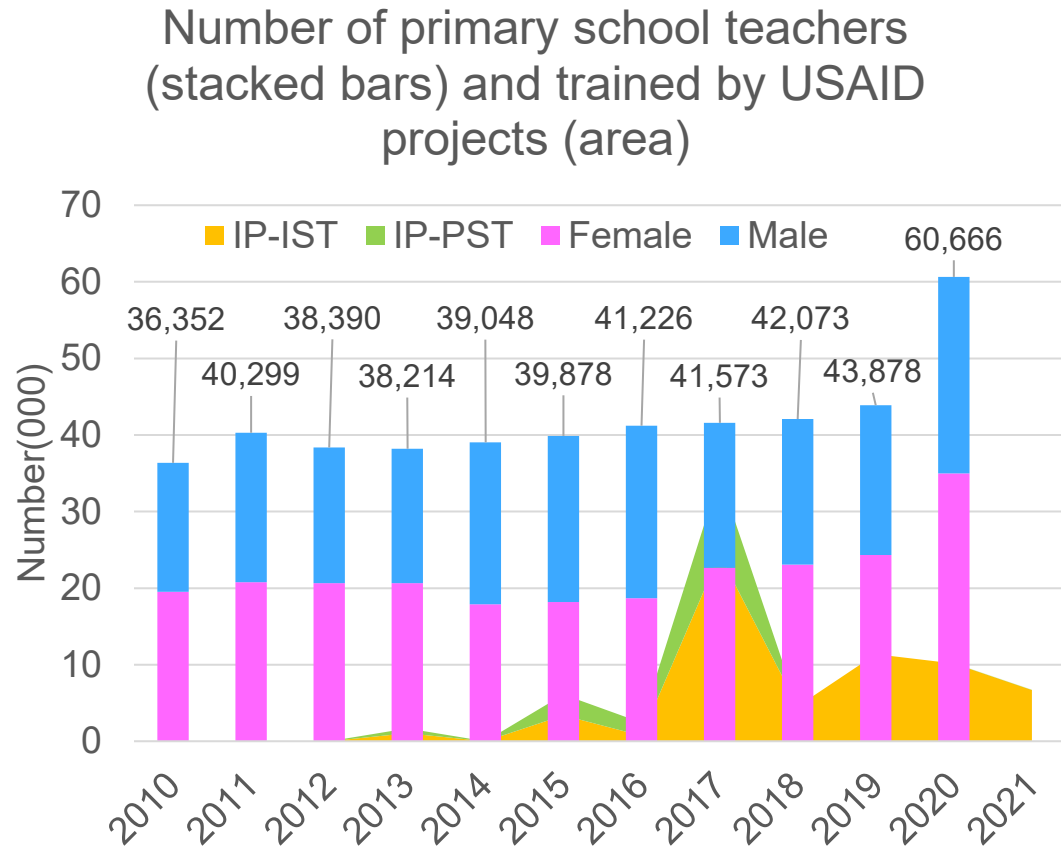


- The **bars** show the numbers of students **enrolled** (in thousands). Different colors represent different grades.
- The **area graph** are the conservative numbers of students supported by **USAID** projects.
- **L3 reached about 1/3** of all P1-P3 students in 2014 & 2015. Life of project reach reported in 2016 was 2,447,341.
- **Soma Umenye supported more students than were officially enrolled** in 2019 [1.3m reached/1.32m enrolled] and 2020 [1.65m reached/1.46m enrolled].

Graph Data Source: Ministry of Education. Statistical Yearbooks

Primary students receiving USAID assistance Source: L3 annual reports 2013, 2017; Chemonics annual reports 2020, 2021.

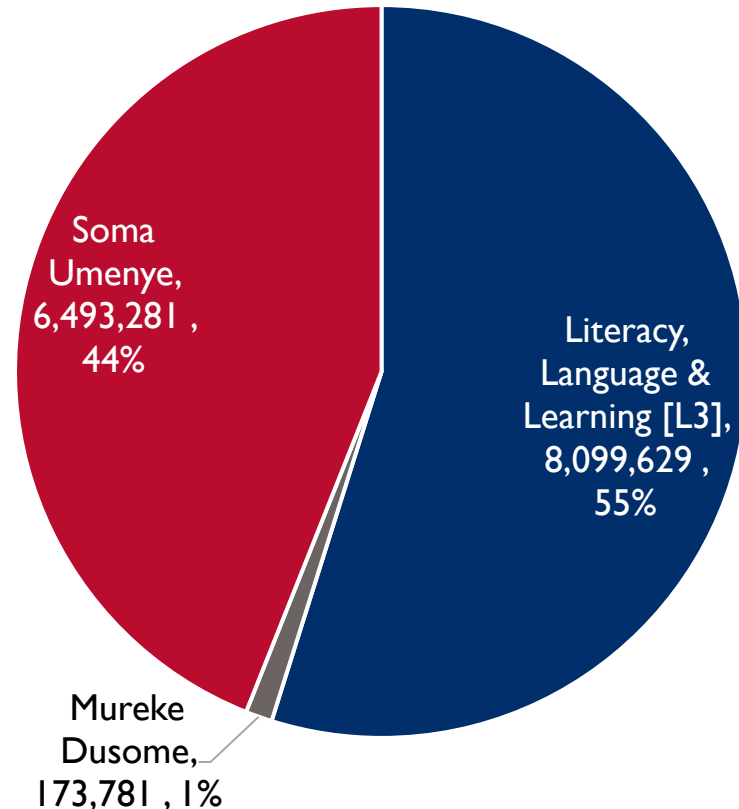
3. USAID TRAINED 2 OUT OF 3 PRIMARY SCHOOL TEACHERS and 1-2 LEADERS PER SCHOOL



- The bar graph shows the total **number of primary school teachers (P1 -P6)** reported by MINEDUC.
- The number of **educators trained by USAID IPs (P1 -P3)** through in-service training (IST) and pre-service (PST) training are in the area graph.
- The **L3 activity** trained **24,405 primary school teachers** through IST, and **10,231** through PST.
- **Soma Umenye** trained (IST) approximately **18,000 teachers** and **4,000 school leaders** including head teachers, directors, SEIs, & DEOs.

Graph Data Source: Ministry of Education. Statistical Yearbooks
 Primary school trained teachers Sources: L3, 2013, 2015, 2016 and 2017; Chemonics, 2019

4. USAID DISTRIBUTED 1 BOOK FOR EVERY P1-P3 PUPIL, MULTIPLE TIMES



- Cumulatively USAID Activities distributed **14.8 Million** teaching and learning materials, according to final reports. Students each **had their own Kinyarwanda textbook** in 2015, 2016, 2018, 2019, and 2020/2021.
- Supported the **growth of a national publishing industry** with Kinyarwanda-language materials
- EDC observed [2017] that 49% of Kinyarwanda and 90% of English classes **used no textbooks**. Chemonics reported **textbook survival rates** for 2021 [P1 at 46%, P2 at 60%, P3 at 63%].
- **Books were sent home** during COVID-19, leading to lower book availability currently.
- The new **Ibitabo Kuri Twese** activity aims at improving the national TLM market system and supply chain.

Graph Data Source: EDC 2017; Chemonics 2021

5. SYSTEM-LEVEL INFLUENCES

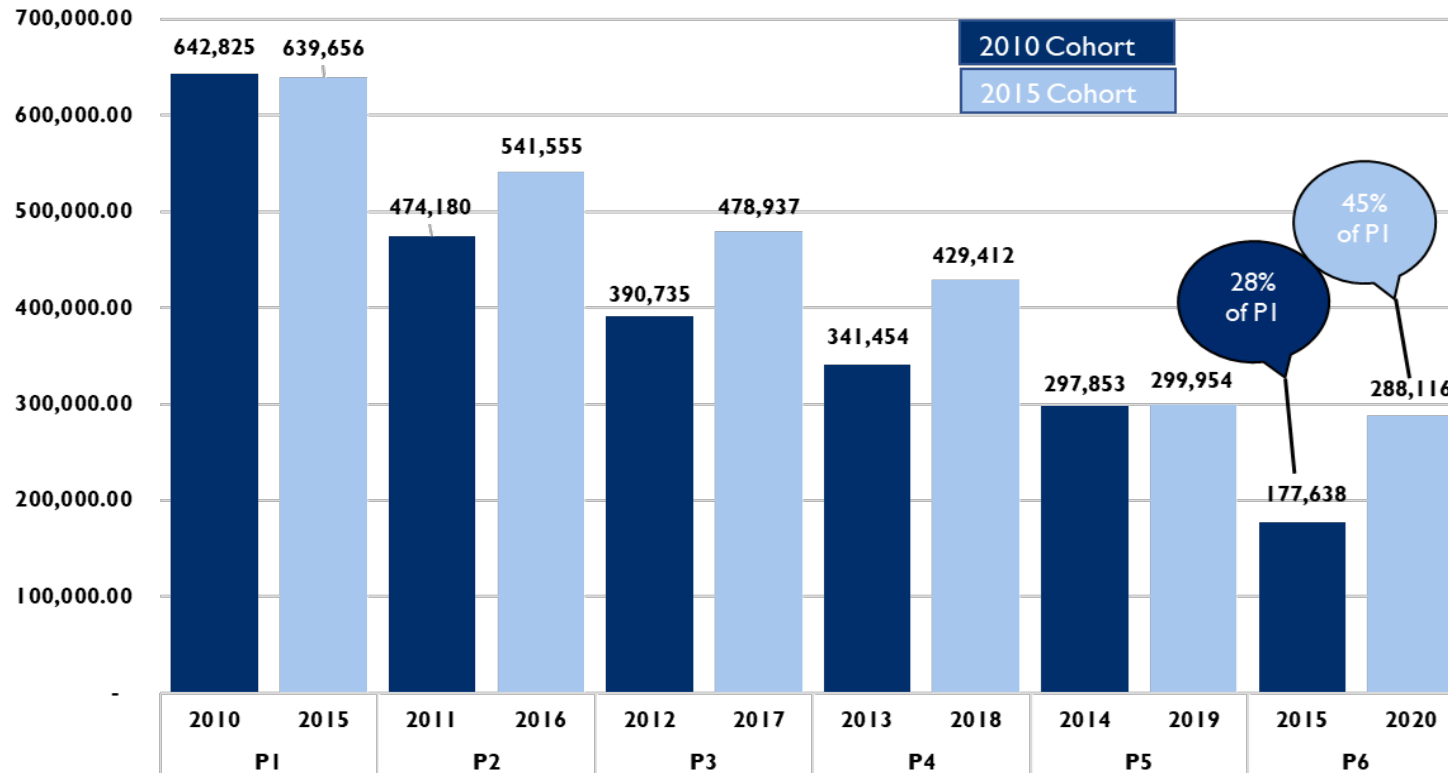


- Raised the profile of the **importance of mother tongue literacy** and established the **Soma Rwanda** platform to promote a reading culture
- Introduced **improvements to the national curriculum** and TLMs
- Promoted **classroom book collections, community libraries, and writing competitions** that are now sustained through other means
- Improved **pre-service training**, introduced **school mentorship** and supported improved **school-based continuing professional development** structures
- Influenced **new national assessment practices**, now embedded and sustained

Rwanda Education Sector & Community Improvements

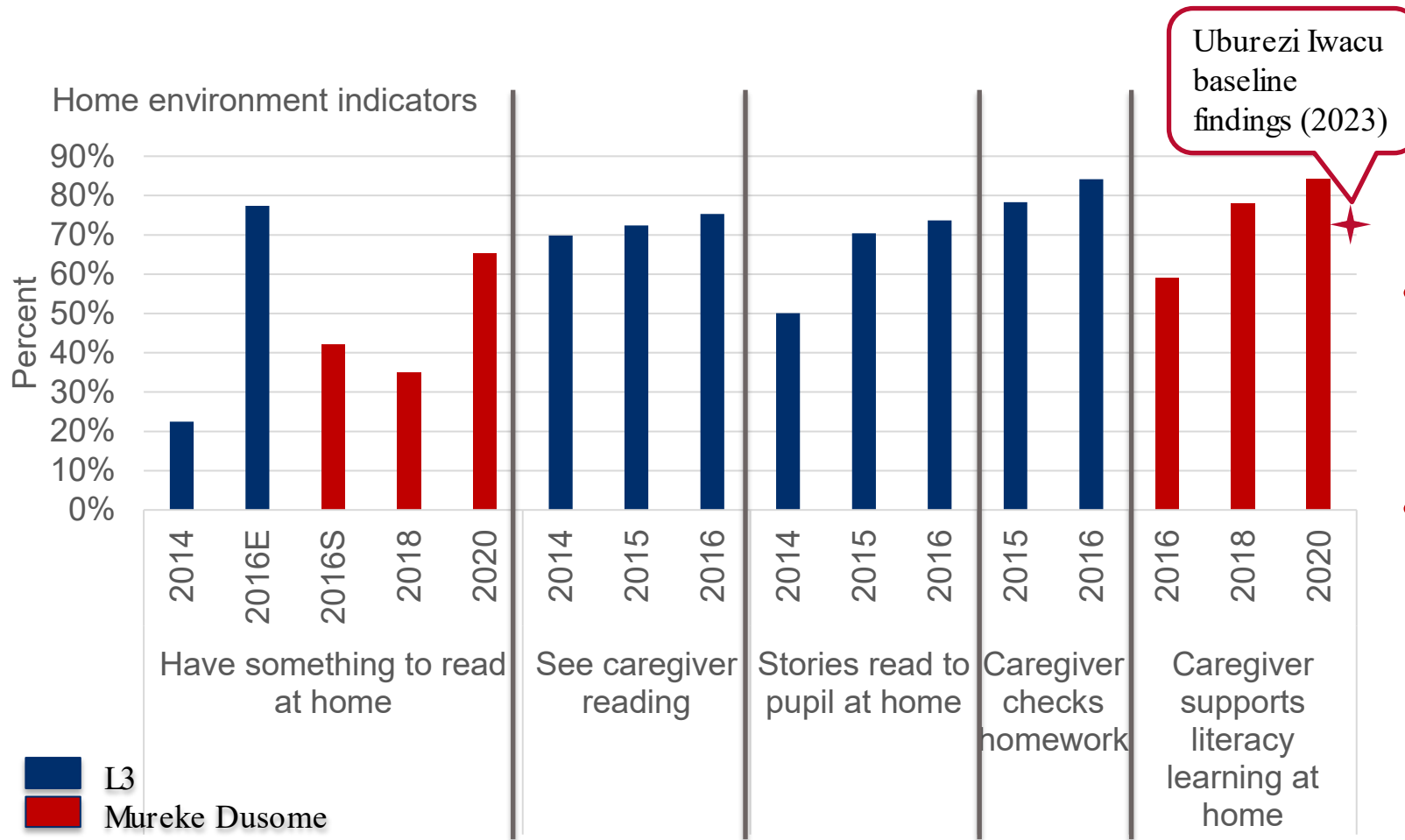


6. RWANDAN P1-P6 ON-TIME PROGRESSION RATES IMPROVED



- Only 28% of the 2010 cohort reached P6 on time (advancing one grade each year) between P1 in 2010 and P6 in 2015 (f = 31%, m = 25%).
- This improved to 45% of the 2015 cohort reaching P6 on time in 2020/21 (f = 50%, m = 41%).

7. USAID STRENGTHENED HOME & COMMUNITY SUPPORT



All **caregiver support indicators showed improvements** over the life of each activity.

- **Home & community support increases** appear to correlate with increased enrollment and retention rates.
- Partially sustained improvements: In the 2023 Uburezi Iwacu baseline, **72% of caregivers engaged in at least one reading activity** in the past week, up from 59% in 2016.

(UI baseline p. 20, table 13 – inverse of 0 activities)

Sources: EDC baseline (2014), midline (2016), endline (2017) reports . Save the Children, midline (2019) and endline (2021) reports

Kinyarwanda Literacy Outcomes



8. READING OUTCOMES: EARLY GRADE READING ASSESSMENT (EGRA) EXAMPLE & INDICATORS

Rwanda's EGRA assesses children in Kinyarwanda ; the below example text is provided in English for ease of understanding.

Passage reading and comprehension:

Passage:

My name is Senga. I live on a farm with my mother, father, and sister Ana. Every year, the land gets very dry before the rains come. We watch the sky and wait. One afternoon as I sat outside, I saw dark clouds. Then something hit my head, lightly at first and then harder. I jumped up and ran towards the house. The rains had come at last.

Comprehension questions:

1. Where does Senga live?
2. Why does the land get dry?
3. Why do Senga and his family watch the sky?
4. What hit Senga on the head?
5. How do you think Senga felt when the rains came?

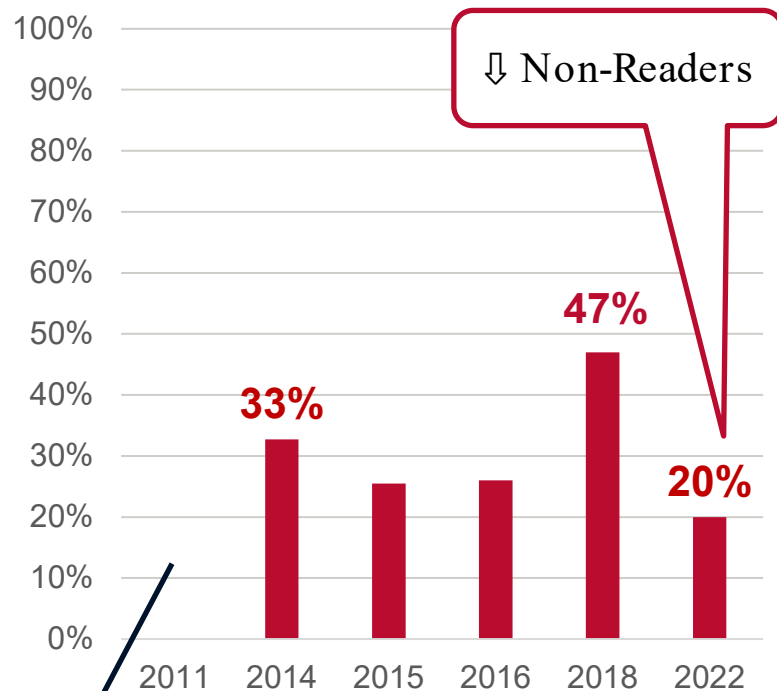
ORAL READING ABILITY INDICATORS (IN KINYARWANDA)

- NON-READERS = Percent of P2 pupils who read 0 words correctly
- STRONG READERS = Percent of P2 pupils meeting the oral reading fluency benchmark, in words per minute
- COMPREHENSION = Percent of P2 pupils correctly answering at least 3/5 of reading comprehension questions

*Note: The reading comprehension benchmark has fluctuated, but this presentation has matched past data to the current benchmark of answering at least 3 of 5 questions correctly. All students are included in this analysis, including nonreaders (those who could not read any of the passage are counted as having answered 0 of 5 questions correctly)

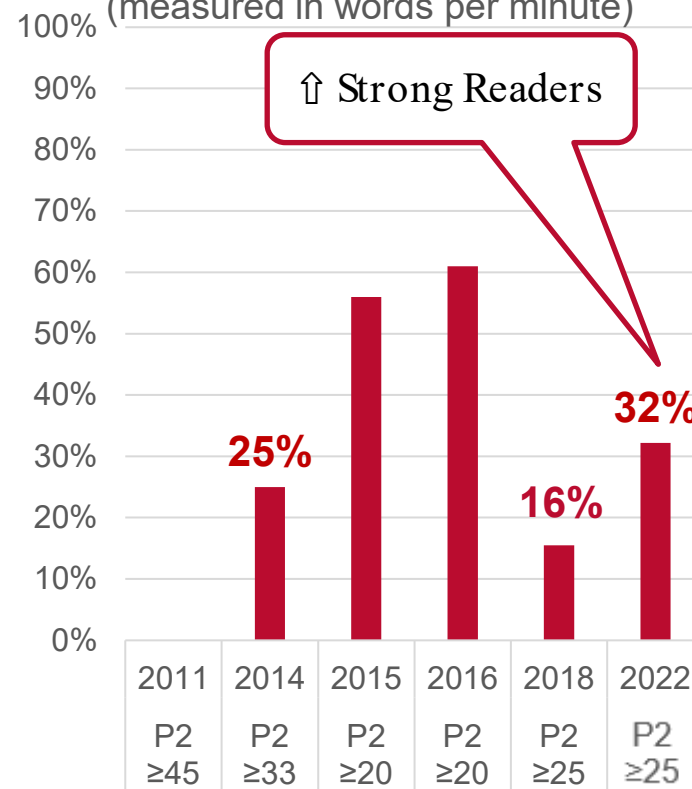
9. USAID CONTRIBUTED TO ↓ NON-READERS, ↑ STRONG READERS, & ↑ COMPREHENSION

Percent of P2 students **reading aloud zero words** correctly per minute

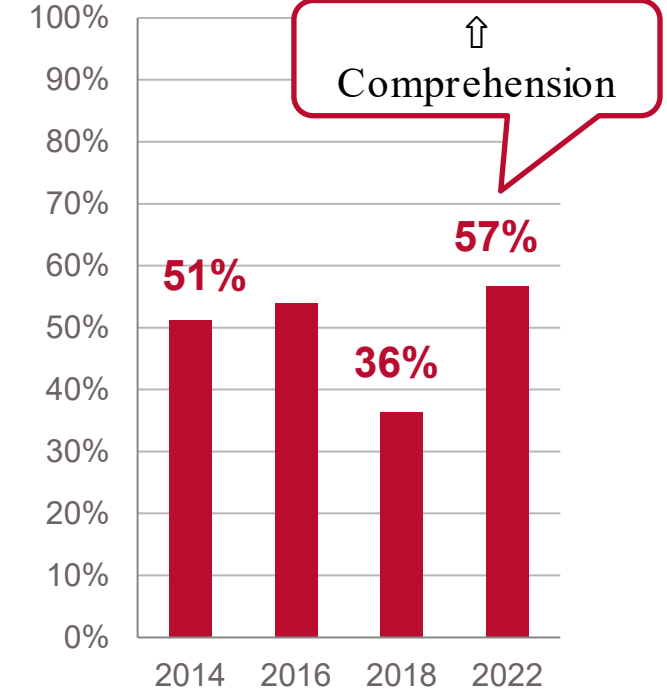


2011 data included only P4 and P6, showing that 13% of P4 pupils were unable to read

Percent of P2 students meeting **oral reading fluency benchmark** (measured in words per minute)



Percent of P2 readers **reading with comprehension** (min. 3 of 5 correct)



Note: 2014, 2018, and 2022 were nationally representative random samples of schools. **2018 and 2022 had larger samples** (1,550 and 2,131 P2 pupils respectively) than in 2014 (600 P2 pupils). The 2015 and 2016 studies followed the progress of the same 2014 sample of schools.

10. BASIC EDUCATION RESULTS AT A GLANCE

RWANDAN CONTEXT

- **↑ enrollment** rates 2010-2020
- **↑ passing** rates 2010-2020
- **↑ retention** rates 2010-2015 & 2015-2020
- COVID-19 closures in 2020 and 2021

USAID ACTIVITIES – LARGEST CONTRIBUTOR TO EARLY KINYARWANDA LITERACY

- funded **8 Activities** (2011 to present)
- directly **reached 100%** of P1-P3 students
- trained **2 out of 3 teachers** in 2017
- distributed **books for every** P1-P3 student and now working to strengthen the TLM market system
- **1-2 leaders trained** multiple times per school
- increased **community support** for reading
- established **regular national reading assessments**

STUDY CONCLUSIONS

- USAID Activities have **successfully scaled to reach all P1 to P3 students**, school leaders, and Kinyarwanda teachers, and many communities.
- Increasing **home & community support** keeps children enrolled in school and increases exposure to reading outside of school.
- Key **system-level changes—in curriculum, teacher CPD, locally -produced TLMs, & assessment** were strongly influenced by USAID's activities
- **Literacy rates have improved** over the years USAID has been implementing basic education activities.
 - **↓ non-readers** 2014-2022
 - **↑ strong readers** 2014-2022
 - **↑ reading comprehension** 2014-2022

Thank You



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Panel Discussion: USAID Rwanda's Investments in Early Literacy Development

Moderator:

Sharon Haba, Deputy Director, Education Office, USAID/Rwanda

Panelists:

- Camille Kanamugire, Head of examinations and assessment at the National Examination and School Inspection Authority (NESA)
- Leon Mugenzi, Head of Teacher Development and Management at the Rwanda Basic Education Board (REB)
- Alphonsine Dusabeyezu, Head Teacher GS Kacyiru



Closing / Next Steps

- If you have questions or comments, please email Meghan Hussey with the Center for Education: mhussey@usaid.gov
- Follow USAID Literacy and Foundational Learning activities, events, and resources on a special page on EducationLinks: www.edulinks.org/announcements/celebrate-literacy-and-foundational-learning-usaid

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