



# USAID | RWANDA

FROM THE AMERICAN PEOPLE

**Issue Date:** Monday, November 22, 2010  
**Closing Date:** Monday, December 6, 2010  
**Closing Time:** 17:00 Hours Rwanda Time

**Subject:** USAID-RWANDA-696-11-001-DRAFT-RFA - Future Request for Applications  
“LITERACY, LANGUAGE AND LEARNING” - EARLY LITERACY AND  
NUMERACY INITIATIVE

Ladies/Gentlemen:

USAID/Rwanda announces its intention to invite comments and suggestions on a draft Program Description for the implementation of the program entitled “**Literacy, Language and Learning**” - **Early Literacy and Numeracy Initiative** in Rwanda. The total estimated cost of the award for this program will be approximately US\$15-17 million to support the activities over a four year period.

The final version of the Request for Applications (RFA) is projected to be issued in early January 2011. USAID/Rwanda invites comments and suggestions on the attached draft program description from firms and organizations eligible to compete, experts in the area of Literacy, Language and Learning and other interested parties. U.S. and non-U.S. based organizations may be eligible and are strongly encouraged to review the document, provide comment, and consider submitting applications in response to the resulting final solicitation. The purpose of posting this draft program description is to enhance the quality of the RFA. Comments and suggestions received may be considered as the RFA is finalized.

**THIS IS NOT A REQUEST FOR APPLICATION. PLEASE DO NOT SUBMIT AN APPLICATION IN RESPONSE TO THIS DRAFT AS IT WILL NOT BE CONSIDERED.**

We are soliciting comments and suggestions from interested parties, in order to further refine this draft program description. Your comments will be appreciated and considered as we finalize the RFA for the proposed cooperative agreement. Comments may or may not be incorporated in the program description. USAID/Rwanda will entertain suggestions/comments to the draft program description until the Closing Date and Time stated above. USAID reserves the right to incorporate and/or to reject suggestions and comments on the draft program description. **USAID/ Rwanda will not be able to respond to questions or requests for clarifications resulting from this notice until the final RFA is issued.**

The period of performance is expected to be four years. No information on Pricing, Competition, Instructions to Applicants or Evaluation Criteria is available at this time. Please refrain from submitting questions or requests for clarifications in regard to these sections, as responses will not be provided. When the RFA is issued, any amendments thereof will be posted on [www.grants.gov](http://www.grants.gov), and interested parties should check the website regularly.

**USAID-RWANDA-696-11-001-DRAFT-RFA**

Issuance of this draft program description does not constitute an award commitment on the part of the Government, nor does it commit the Government to pay for any costs incurred in the preparation or submission of comments/suggestions or an application. Furthermore, the Government reserves the right to defer issuance of the RFA solicitation or not to issue an RFA, if such action is considered to be in the best interest of the Government.

Please submit your comments/suggestions electronically to the Regional Agreement Officer, Lauralea Gilpin at [lgilpin@usaid.gov](mailto:lgilpin@usaid.gov) with a copy to the Senior A&A Specialist, Aster Kebede at [askebede@usaid.gov](mailto:askebede@usaid.gov). The email subject line should read “**USAID-RWANDA-696-11-001-DRAFT-RFA**”.

Thank you for your interest in USAID/Rwanda programs.

Sincerely,

Lauralea Gilpin  
Regional Agreement Officer  
USAID/EAST AFRICA

**THIS IS A DRAFT DOCUMENT THAT IS BEING POSTED TO SOLICIT COMMENTS AND SUGGESTIONS PRIOR TO POSTING THE ACTUAL REQUEST FOR APPLICATIONS (RFA)**

**DRAFT PROGRAM DESCRIPTION**

**“LITERACY, LANGUAGE AND LEARNING”  
EARLY LITERACY AND NUMERACY INITIATIVE**

**1. Introduction**

USAID/Rwanda seeks to institute a **Literacy, Language and Learning Initiative** for Rwanda’s education sector. This program aims to improve learning in Rwanda by strengthening early grade literacy in Kinyarwanda and English, and early grade numeracy. Best practice instructional methods will be introduced, the quality of teaching will be strengthened, the availability and use of reading and instructional materials enhanced, and English introduced and reinforced through a radio education program. These are foundational skills that require systemic change and will be implemented in a strong partnership with the Ministry of Education (MINEDUC), building Ministry capacity as needed. Subject to availability of funds, USAID anticipates awarding one Cooperative Agreement with a total estimated cost of US\$15-17 million to support these activities over a four year period.

This program description provides background and instructions to applicants interested in bidding on this Initiative. Further information can be found in USAID/Rwanda’s *Assessment Report and Proposal for an Education Strategy* (October 2010). [To be available on the USAID/Rwanda website this week at the following link: <http://www.usaid.gov/rw/>.]

The principal goal of this project is to improve children’s skills in literacy and numeracy in order to prepare them to participate fully in the knowledge-based economy that is the centerpiece of Rwanda’s Vision 2020. This project will assist the Rwandan government and the Ministry of Education to achieve the following objectives:

- Improve learning outcomes in literacy and numeracy, with a special focus on the early grades
- Improve the teaching of reading and math
- Improve the availability and use of instructional materials
- Strengthen the acquisition of English by students and teachers, with a special emphasis on the transition year of P4
- Improve teacher education systems
- Improve teacher motivation
- Strengthen Ministry capacity to plan and manage the implementation of its Education Sector Strategic Plan, particularly in areas related to this initiative.

## 2. Background

### 2.1 Successes and challenges

Since the genocide of 1994, Rwanda has been rapidly transforming itself into a model country in the sub-region. Between 1996 and 2000, its economy grew dramatically: real GDP grew at a rate of over 10% annually.<sup>1</sup> Since 2000, the Gross National Income per capita has more than doubled from \$222 to \$453. Under the leadership of President Paul Kagame, the Government of Rwanda (GoR) has declared its vision of achieving middle income country status by the year 2020.

In order to achieve this vision, the Rwandan government has been expanding investment in its education system. In 2009, 19% of the total government budget was spent on education in 2009, with 65% of that investment spent on basic education. These increases in investment have resulted in rapid increases in educational access. By 2009, Rwanda's primary school Gross Enrollment Rate (GER) had reached 128% - an increase of almost half over the previous decade, and the Net Enrollment Rate (NER) had reached 93%, an increase of over a third during the same period. The MDG goal of gender parity in primary school by 2015 has already been reached. In fact, girls' net enrollment (94%) was slightly higher in 2009 than that of boys (92%). Additionally, end-of-primary (P6) completion rates almost doubled over the last seven years, rising from 43 % in 2002 to 75% in 2009, with girls' primary school completion rate (78%) exceeding that of boys' (71%).<sup>2</sup> And the transition rate from primary to lower secondary (P6 to S1) reached 95% in 2009, an increase of 131% over 1999 figures, with near-parity between boys and girls reached (96% for boys, 94% for girls). The changes were attributable, in large part, to the institution of the Nine-Year Basic Education Policy (9YBE) in February 2006 which guaranteed 9 years of free basic education for all Rwandan children.<sup>3</sup>

As in other countries around the world, the rapid expansion of Rwanda's education system has come with challenges – in particular in terms of quality. Recognizing this, the MINEDUC has declared the improvement of quality as its main focus for the next strategic plan period of 2010-2015. During this period, the MINEDUC will seek to address the following gaps in quality:

- Teachers' limited pedagogical skills: Though 99% of teachers' are qualified by national standards, most lack the skills to prepare students for a knowledge economy. Teaching tends to be rote, with little attention paid to the application of knowledge or critical thinking. Most teachers lack pedagogical training in the teaching of foundational skills, such as early grade reading or mathematics; child-

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<sup>1</sup> The current GDP rate of growth is about 4%

<sup>2</sup> While in 2000, the primary completion rate for the students coming from the 40 percent of poorest families was 69 percent of the level observed among the students from the richest households, in 2006, this value dropped to 44 percent. MINEDUC (2010) *Rwanda Education Country Status Report: Towards Quality Enhancement and Achievement of Universal Nine-Year Basic Education. An education system in transition; a nation in transition.* Sep.

<sup>3</sup> In collaboration with the World Bank, UNESCO BRED and the Pole de Dakar.

<sup>3</sup> During the recent presidential campaign, President Kagame promised to extend fee free education through the 12<sup>th</sup> year of school, or S6, but the timing of this expansion is unknown.

centered methods, while a popular subject in teacher education, remain beyond the reach of most teachers.

- Teachers' weak English skills: In 2009, English was established as the Language of Instruction (LoI), beginning in Primary 1. (A decision pending in government would modify this policy, allowing for the use of Kinyarwanda as the LoI for P1-3, transitioning to English as the LoI in P4.) Given the recent change to English as the LoI, it is understandable that teachers' English skills are still quite weak. In a survey of 2,600 school teachers conducted in 2009, two-thirds tested at low levels of proficiency (beginner, elementary and pre-intermediate), with the remaining one third testing at Intermediate or Upper Intermediate level.<sup>4</sup> Significant steps have been taken to remedy this situation. With the assistance of the British Council, the MINEDUC has been implementing the Rwanda English in Action Programme (REAP), a plan for improving teachers' English skills. REAP includes 4-week workshops held during the December break during which up to 52,000 teachers at a time have received intensive English training. The British Council also just recently began broadcasting a program called "Teaching English Radio." Numerous schools, communities and TTCs have been assisted by teachers from Uganda, who serve as teachers and teacher educators using English, and communities have mobilized their own resources to produce or acquire English language materials for their schools. All these are important steps toward developing an English-speaking teacher force, but additional assistance will be required.
- Weak literacy and numeracy instruction: While data on the quality of literacy and numeracy instruction are lacking (see "Lack of system performance data" below), evidence from employer surveys, technical skills surveys, and interviews with Rwandan education authorities indicate that Rwandan primary school leavers lack the literacy skills necessary to express themselves in writing, to apply knowledge in different contexts, or to acquire more advanced knowledge or skills to be able to compete in a knowledge economy. Instructional materials support, such as readers, textbooks, teachers' guides, visual aids (e.g. wall charts and manipulables) are also insufficient in number or often underutilized, and teachers receive no pre-service or in-service training on best practices for teaching early grade reading or mathematics. The recent Textbook Procurement and Distribution Policy is being implemented, making some of these materials available to schools, but quantities will remain low for the foreseeable future, and materials in Kinyarwanda, spoken by over 99% of the population, are limited in number.
- Low teacher motivation: Rwandan teachers are among the most poorly paid in sub-Saharan Africa, while teaching some of the largest class sizes in the region.<sup>5</sup> Since 9YBE, many teachers have also increased their workload, teaching double shifts in order to accommodate increased student populations. Efforts have been made to streamline the curriculum and reorganize teaching by specialization, and credit

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<sup>4</sup> MOE (2009) *English language test taken in April 2009 by 2600 primary and secondary school teachers attending in-service training at 9 centers: analysis of results and training implications*. Draft. NB: An international best practice framework was used to classify language proficiency at 6 levels: Beginners, Elementary, Pre-Intermediate, Intermediate, Upper Intermediate and Advanced.

<sup>5</sup> Class sizes reached 68 on average in 2009, a 20% increase since 1999. Yet a 2009 World Bank report found that primary teachers' wages in Rwanda were roughly half of those in 12 other sub-Saharan African countries. Comparison countries included Benin, Burkina Faso, Burundi, Eritrea, Ethiopia, Ghana, Kenya, Madagascar, Mozambique, Niger, Tanzania, or Uganda. Only Ethiopia had larger class sizes.

schemes (e.g., Umwalimu SACCO) have been introduced to incentivize teaching, but these tend to be unevenly implemented. According to recent studies, teacher motivation is low and weakening.

- Equity issues: As noted above, girls' primary school enrollment and completion rates were slightly higher than those of boys in 2009. However, girls' performance in science, mathematics and technology, as well as overall performance on the P6 national leaving examination, is also consistently poorer than that of boys. Perhaps a greater equity concern is that of completion disparities related to children's location (urban vs. rural) and income differences. According to CRS, dropout rates are generally lower for students in food insecure areas.<sup>6</sup> An analysis conducted in 2006 found that the chances of completing primary school for rural children were 37 percentage points lower than children in urban areas, and 72 percentage points lower for children from lower income households than upper income households. And access and completion disparities continued to increase for these two groups as they moved through the education system. Since the institution of 9YBE in 2008-09, these statistics have probably improved, but the patterns of inequity based on location and income will probably persist for some years to come.<sup>7</sup>
- Nascent teacher education systems: Over the last 15 years, a network of Teacher Training Colleges (TTCs) and Colleges of Education (COEs) has been established. Yet the teacher education system is producing substantially fewer teachers than the approximately 3,000 new teachers needed each year. And conditions in the TTCs and COEs mirror ones in the schools for which they are preparing student teachers: large class sizes, insufficient instructional materials, insufficiently trained teachers who rely heavily on rote methods of instruction, and poor use of materials and equipment. In addition, no formal in-service training or Continuous Professional Development (CPD) program currently exists (although a group of NGOs has recently begun working with the TSC to develop an in-service curriculum framework). A career ladder reportedly exists but is only partially implemented.
- Lack of system performance data: No standardized measurement mechanism currently exists in Rwanda to assess student learning or the performance of the educational system, such as the national assessments used in other countries. Nor has Rwanda participated in regional or international assessments such as SACMEQ, PIRLS, or TIMSS. As a result, no data currently exist to determine the extent to which children are acquiring knowledge and skills at various grade levels, or how well the system is delivering the curriculum. A Measuring Learning Achievement (MLA) system, a curriculum-based national student assessment, is under development, supported by UNESCO and led by the National Inspectorate, and is scheduled to be piloted in literacy and mathematics in P3 in 2011. USAID will also be supporting the piloting of the non-curriculum based Early Grade Reading Assessment (EGRA) and Early Grade Math Assessment (EGMA) in early 2011.<sup>8</sup> Significant effort will be required to establish regular assessment practices

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<sup>6</sup> Interview with CRS Country Director.

<sup>7</sup> MINEDUC (2010) Op cit.

<sup>8</sup> Rwanda has also participated in East African Community deliberations on the establishment of common curriculum standards but to date, these efforts are in the deliberation stage.

such as these, and to use their results to improve the quality and outcomes of education delivery.

- **Limited management capacity:** The MINEDUC is staffed by a number of highly educated and capable people. However, many units lack the personnel they need to function properly, both at central and decentralized levels. Personnel shortages are due to a lack of a qualified personnel recruitment pool, slow recruitment procedures, high turnover, and insufficient structural capacity. For example, each District Education Office has only one staff member – the DEO – who is clearly unable to carry out both administrative and pedagogical support functions of a decentralized education office. (In response to this problem, the GoR has recently instituted sector-level officers, below the district level, which should help alleviate the burden on the DEOs.) In some cases, personnel are highly skilled but are not appropriately matched to their posts; in other cases, officials occupy leadership positions with no prior training or experience in the basics of management such as planning, budgeting, or personnel management. Staffing shortages and limited capacity have slowed the development of the education sector and the implementation of the ESSP.
- **Funding gaps:** In spite of the highly cooperative donor environment and substantial budgetary support, Rwanda will likely have to continue to rely on external support for the foreseeable future. Even with this support, a gap between funding and education targets contained in the ESSP has been projected as high as \$519 million by 2015. And recently, some budgetary support donors have indicated they will shift sectors – a trend that will reduce funds currently being used to improve educational quality.

## 2.2 GoR priorities

The GoR has recently turned its attention to improving quality, defined as “all children leaving school equipped with the skills, knowledge, attitudes and values needed for Rwanda’s economic and social development and for their own further educational and social development.”<sup>9</sup> This view of quality is in line with Rwanda’s vision for its future as articulated in *Vision 2020*:

Vision 2020 aspires for Rwanda to become a modern, strong and united nation, proud of its fundamental values, politically stable and without discrimination amongst its citizens... The major aspiration of Vision 2020 is to transform Rwanda’s economy into a middle income country.”<sup>10</sup>

The MINEDUC interprets this vision of moving toward middle income country status as a mandate to “transform the Rwandan citizen into skilled human capital for socio-economic development of the country by ensuring equitable access to quality education focusing on combating illiteracy, promotion of science and technology, critical thinking and positive values.”<sup>11</sup>

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<sup>9</sup> Quality Implementation Working Group of Rwanda

<sup>10</sup> Ministry of Finance and Economic Planning (2000) “Rwanda Vision 2020.”

<sup>11</sup> MINEDUC mission statement, cited in Education Sector Strategic Plan for 2010-2015 (ESSP)

### **2.3 GoR and donor initiatives to improve instructional quality**

As noted above, the GoR has initiated a series of reforms intended to improve access and quality. First, it has focused on reducing obstacles to attending school, succeeding in school, and transitioning to lower secondary. Initiatives include the introduction of primary school teacher specialization (subject teaching rather than classroom teaching), the reduction of curriculum subjects and contact hours at the primary level, the introduction of double shifting, the elimination of the P6 exam as a requirement for entrance into lower secondary, and classroom construction.

Second, the GoR has created numerous structures to improve the management of education, including the Teacher Service Commission (TSC) to coordinate teacher pre-service and in-service programs and initiatives, and the Rwanda Education Board (REB) to coordinate the services of the National Curriculum Development Center (NCDC), the Inspectorate, 11 Teacher Training Colleges (to train primary school teachers), 2 Colleges of Education (to train lower secondary teachers), and the Kigali Institute of Education (to train upper secondary teachers). The GoR has also established a national Inspectorate and sector-level offices to support the District Education Offices and the Inspectorate.

Third, the GoR has enacted a staggering number of policies in recent years to guide the expansion of access and the improvement of educational quality. These include policies on Girls' Education, Special Needs, Education Quality Standards, Technical and Vocational Education and Training (TVET), and Higher Education. Three additional policies have the potential to significantly improve the quality of education in the near term. These are the Textbook Procurement and Distribution Policy, which devolves the selection of textbooks to schools and distribution to publishers (a key part of the Ministry's decentralization strategy); the proposed Teacher Development and Management Policy, which is a framework for comprehensive teacher reforms, including standards and procedures for pre-service and in-service training and conditions of service; and the Science, Technology and Innovation (ICT) Policy, which lays out an agenda for introducing ICT systems to Rwanda's educational structures.

The efforts made by the GoR have been made with significant support from the donor community, led by DfID and UNICEF, including substantial funding from the Education for All Fast Track Initiative Catalytic Fund. Rwanda is somewhat unique in the proportion of assistance it receives from the donor community in the form of budgetary support: of the total education budget for 2009/10, the GoR is responsible for approximately 76% and the donor community provides 24% in Sector Budget Support (SBS). Project support by donors is less than a third of the amount given to SBS. This arrangement is due in large part to the highly cooperative nature of the donor and MINEDUC partnership in Rwanda, reassured by numerous reviews and audits which have found Rwanda's management and fiscal management to be acceptable for budgetary support, and only "low to moderate levels" of corruption. However, as noted above, the proportion of SBS is likely to decrease over the coming years.

Important models for the training of teachers do exist. MINEDUC's Rwanda Education in Action Programme (REAP), supported by the British Council, has trained more than 50,000 teachers in English language speaking and teaching over the last three years. VSO, with an average of 40 volunteers at any one time, works to improve teaching, in particular the use of child centered methods (VSO volunteers also train in school management with head teachers, district and sector authorities). VSO, UNICEF, and the Ministry's Teacher Service Commission have just initiated a project (CAPACE) that will stock Teacher Resource Centers at the 11 Teacher Training Institutions with replicable and locally available teaching aids, and train all pre-service primary teachers in application of child centered methods and resource development. They also plan to deliver in-service training, beginning with a focus on Child Friendly schools.

The Institute for Educational Exchange, a US-based NGO, provides intensive face-to-face pedagogical and English training to teachers using a Training of Trainers model in 14 schools. The Wellspring Foundation conducts pedagogical training for teachers in 8 schools, and will be expanding to 40 schools and 897 teachers in January 2011. And a developing World Bank project intends to train teachers in Catalytic Skills.

### **3. Development hypothesis**

Based on the challenges described above, USAID/Rwanda has developed the following development hypothesis:

*Statement of the problem:* Rwanda's education system is not sufficiently preparing children to participate in a knowledge economy. Many children leave primary school without solid literacy and numeracy skills, as well as the capacity to use their knowledge effectively for critical thinking and problem-solving. The main reason for this problem is that teachers are not using teaching methods that impart these core foundational skills. Teachers are not using these methods because they receive insufficient training and support, a situation made more difficult by the recent switch to English as the medium of instruction. As a result, teachers generally lack the skills or motivation required to teach effectively.

*Proposed strategy:* Rwanda's education system can sufficiently prepare its children to participate in a knowledge economy if teachers learn to use proven methods for teaching literacy and numeracy and the use of English in instruction throughout the primary cycle, if they receive ongoing support and training to continue developing these skills, and if they are provided with incentives to strive for better results.

### **4. Guiding principles**

This Literacy, Language and Learning Initiative will be based on the following guiding principles:

## 4.1 Host Country Ownership and Donor Coordination

“The challenge, as I see it, remains delivering on our mutual commitments and actually translating them into results that improve the lives of Rwandan people...This calls for a reform of how the development industry operates,.....We should hold each other accountable in this socio-economic transformation process, based on the tenets of alignment with home grown systems, agreed priorities and a relentless focus on delivering results...By this I mean achieving a development that does not begin and end with progress reports and figures alone, but where the beneficiaries of that development, the people, our people, have a say and are actively involved in the process.”

*-H.E. President Paul Kagame, 9<sup>th</sup> GoR and DPs Meeting, November 4, 2010*

“But the purpose of development—and what’s needed most right now—is creating the conditions where assistance is no longer needed. So we will seek partners who want to build their own capacity to provide for their people. We will seek development that is sustainable...”

This gives us the opportunity to forge a new division of labor for development in the 21<sup>st</sup> century. It’s a division of labor where—instead of so much duplication and inefficiency—governments, multilaterals and NGOs all work together...

Development that offers a path out of poverty for that child who deserves better. Development that builds the capacity of countries to deliver the health care and education that their people need. Development that unleashes broader prosperity and builds the next generation of entrepreneurs and emerging economies. Development rooted in shared responsibility, mutual accountability and, most of all, concrete results that pull communities and countries from poverty to prosperity.

These are the elements of America’s new approach. This is the work we can do together. And this can be our plan—not simply for meeting our Millennium Development Goals, but for exceeding them, and then sustaining them for generations to come.”

*-President Barack Obama, UN MDG Summit, September 22, 2010*

As outlined in the 2005 Paris Declaration and the 2010 Presidential Policy Directive on Global Development, the US supports efforts to coordinate development assistance based upon the principles of host country ownership, alignment, harmonization, managing for results, and mutual accountability. USAID/Rwanda’s education programs must contribute directly to the GoR’s goals for the education sector as in its Vision 2020, Economic Development Program Poverty Reduction Strategy (EPDRS), and the Education Sector Strategic Plan 2010-2015. Applications must demonstrate an understanding of which donors and implementing partners are working in technical areas similar to the proposed scope of this program, and include strategies for promoting collaboration and avoiding overlap in planned interventions – for example, identifying ways to build on teacher education work conducted by VSO, IEE, the British Council or Peace Corps. Applications must also indicate how the Applicant will collaborate with the host country and donors through its mixed management model, including participation in joint planning and review of the country’s educational activities.

## 4.2 Sustainability

From the outset, sustainability needs to be a guiding principle and objective of USAID/Rwanda’s education programs. The Mission requires that strategies and interventions be developed with a dual focus on documenting short-term results and achieving long-term sustainable impact at building management capacity and improving the functioning of the education system in Rwanda. Programs must contribute to education sector policy development and the creation of systems that will enable Rwanda to continue progress toward long-term education goals as specified in

Vision 2020 and the ESSP after program close-out. It is expected that applications will include specific strategies for ensuring sustainability of results as part of their overall program objectives and all subsequent work plans, especially the adoption of Literacy and Numeracy Initiative principles and practices, and the capacity to scale it up to the entire country after project funding has ended.

### 4.3 Mixed management model

The two tenets above lead to a proposed “mixed management model.” As noted above, the majority of assistance provided to the GoR by the donor community in Rwanda is in the form of budgetary support with the aim of building national capacity to implement educational reform programs. While this approach is well-suited for long-term capacity building, an innovation such as the proposed Literacy and Numeracy Initiative is likely to achieve greater impact in the near term if it is approached as a project rather than budgetary support. However, a project orientation does not exclude a capacity building objective as well. Combining the two approaches provides what we are calling a “mixed management model” (for an example, see

box at right) in which Long Term Technical Assistance (LTTA) will be embedded in the Ministry to assist on a day-to-day basis with capacity building efforts *while at the same time* managing the Literacy and Numeracy Initiative in order to ensure the efficient and timely implementation of the initiative’s deliverables. This model allows for flexibility in the choice of management strategies. For example, processes such as designing, planning, and implementing initiative activities will be carried out in close collaboration with the MINEDUC in order to build capacity and ownership over new approaches introduced through this initiative, with the expectation that MINEDUC will be fully capable of implementation and scaling up after the completion of the project. At the same time, greater efficiency might be achievable by handling some elements of implementation such as procurement outside of Ministry structures.

#### Mixed management model: an example

In an African country, a Chief of Party is managing a USAID-funded project that assists the Ministry of Education with its curriculum reform by providing support for teacher training, curriculum development, and assessment. While she manages this project, the COP also serves on several ministerial committees, providing technical advice and supporting day-to-day management of MOE activities. Because the project is housed in the Ministry, Ministry personnel interact on a daily basis with project staff, each learning from the other.

### 4.4 Use of best-practices

Improvement of literacy and numeracy instruction in the early grades will incorporate *proven instructional methods* – i.e., international best practices that have demonstrated significant impact in learner outcomes in settings similar to Rwanda. These methods will likely include some combination of context-appropriate approaches to instructional materials development and use; the effective use of local language to support learning; the systematic use of the building blocks of literacy acquisition such as pre-reading skills, decoding skills, and phonemic awareness; the systematic use of the building blocks of numeracy skills development such as linking school mathematics to students’ daily lives, , the use of manipulatives to reinforce

mathematical concepts, and reflection on mathematical processes and problem-solving strategies (meta-cognition); the use of child-centered approaches to develop autonomy, team-work, problem-solving, and critical thinking skills; strategies for the continued strengthening of literacy and numeracy skills in the upper primary grades; strategies for strengthening teachers' knowledge of English and mathematics in instruction (see next section); strategies for applying teachers' content knowledge in literacy and numeracy; and locally appropriate strategies for the use of ICT.

#### **4.5 Language and Learning**

In light of the difficulties discussed above related to the adoption of English as the Language of Instruction, it has become imperative that Rwandan teachers increase both their working knowledge of English *and* their capacity to teach in English as quickly as possible if student performance is to improve. Moreover, if the current policy proposal to retain Kinyarwanda as the LoI for P1-3 with the transition to English in P4 is enacted, a concerted effort will be required to ensure initial literacy and numeracy instruction are provided systematically in Kinyarwanda while English is introduced orally, followed by the increasing use of English as a written LoI until it is finally fully adopted as the LoI in P4. This approach allows children to establish a strong foundation in reading and math in their first language while gradually acquiring the basics of a second language, to which they will successfully transfer their knowledge and skills by P4. Research has shown that if this is done systematically, the transfer to learning in L2 results in better learning outcomes in *both* L1 and L2 than if students had started in L2, or if their instruction in L1 had been haphazard. In light of these observations, the Applicant will clearly explain its plan for the use of Kinyarwanda and English in instruction throughout the primary cycle.

#### **4.6 A holistic approach**

Though Rwanda's adult literacy rate is approximately 70%, most literacy is confined to urban areas; it has been estimated that 50% of rural adults are illiterate. By most accounts, a reading culture is still mostly nonexistent in Rwanda, and teachers often complain that parents do not fully appreciate the importance of schooling for their children. To address these challenges, the Applicant should propose a design that includes in-school factors that foster educational quality such as instructional materials and equipment, support from colleagues and Head Teachers, opportunities for professional development, and management practices that enhance learning (e.g., time on task). At the same time, the Applicant should consider community factors such as parental involvement in schooling and family and community literacy approaches that, over time, can build a culture of reading and an understanding that parents have an important role to play in their children's academic success.

#### **4.7 ICT**

Consistent with the Presidential Policy Directive on Global Development recently signed by President Obama, this project will "seek and scale up technologies in development-focused innovation" to "increase the utilization of science and technology

in developing countries.”<sup>12</sup> Worldwide, information and communication technologies (ICT) are revolutionizing access to information and disseminating it across all disciplines. The potential of ICT to foster educational development in Rwanda is clear when one considers the ease with which information can be communicated. Virtually all Rwandans speak Kinyarwanda as their mother tongue. Though television penetration is still low (television ownership is 11%) and computer access is even lower, mobile phone penetration is high and rising, with 39% of Rwandans owning at least one phone. And radio saturation in the country is extremely high: 75% of Rwandans own one or more radios, and listenership is approximately 99%.<sup>13</sup> A fiber optic backbone is scheduled to be installed within the next year, raising the possibility of greater connectivity throughout the country.

These facts suggest that while infrastructure is still limited for some ICT options, it is already sufficient for others. In addition to traditional methods of enhancing teaching and learning - e.g., face-to-face training, print materials, etc. – nontraditional, innovative methods should be explored. This procurement shall therefore include a component of instructional radio to support learners and teachers in their acquisition of English. The innovative use of other ICT approaches such as MP3 players, video, cell phones, and other technologies should also be explored. The combination of ICT solutions proposed to improve learning outcomes will be one criterion for judging the technical merit of this application. The incorporation of public/private partnerships to expand the use of ICT is also encouraged.

#### **4.8 Teacher motivation**

As noted above, many Rwandan teachers endure some of the most difficult conditions of service in Africa. While some incentive schemes have been introduced to motivate these teachers, additional measures will be taken to incentivize teaching. Applicants should propose innovative approaches that tap community resources and good will, teacher recognition programs, professional development opportunities and income generation schemes.

#### **4.9 Equity**

As noted above, while gender parity in enrollment and completion has been achieved – even surpassed – at the primary level, girls’ achievement is still lower than boys and must be addressed. Partners must propose specific strategies, activities, and results for improving girls’ performance as part of proposed program interventions. Moreover, the “equity gap” between urban and rural students, as well as between students from higher and lower income households, must also be addressed. USAID/Rwanda does not intend to be prescriptive in determining what type of equity strategy or activities should be implemented, but is looking for applications that demonstrate serious commitment to this issue, resulting in measurable improvements in persistence and success in school by girls and children from rural areas and low income households.

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<sup>12</sup> US Department of State (2010) *Presidential Policy Directive on Global Development*. Unclassified document from the Department of State.

<sup>13</sup> Media High Council (2009) Rwanda Audience Survey 2009 Executive Summary. Kigali: [www.mhc.gov.rw](http://www.mhc.gov.rw)

The Applicant shall disaggregate all information by gender, urban/rural and income, and data collected on all indicators/results reported to USAID and shall undertake all other steps necessary to ensure that every intervention under this Cooperative Agreement is gender appropriate and reflects sensitivity to the particular problems and needs of these groups.

#### **4.10 Phased rollout**

Due to the level of funding allocated for this procurement, some components of the Literacy and Numeracy Initiative might be able to reach schools in all districts (e.g., radio) while other components (e.g., materials) might only be able to reach two to three of Rwanda's five provinces over the life of the project. These provinces will be selected by the Recipient in consultation with MINEDUC and USAID. The Recipient will be expected to provide a rationale for the choice of provinces based on its analysis of piloting conditions and considerations for scaling up. The Recipient will provide support to MINEDUC to enable it to scale up to the entire country after the project has ended. Because this will be a new initiative, care must be taken to ensure that lessons are learned from experience before scaling up. A premium will be placed on gathering evidence to examine the effects of interventions. In addition, while short-term results are important, the focus should be on long-term results, solid programming, and MINEDUC capacity-building. The initiative should therefore be designed to roll out in phases, with critical practices being tried on a smaller scale before expanding to the regional or national level. Program Elements, including Illustrative Activities

### **5. SCOPE OF WORK**

As noted above, the principal goal of this project is to improve children's skills in literacy and numeracy in order to prepare them to participate fully in a knowledge economy. This goal will be achieved through the introduction of a Literacy and Numeracy Initiative whose objectives are as follows:

- Improve learning outcomes in literacy and numeracy, with a special focus on the early grades (P1-P3 and the transition to English in P4)
- Improve the teaching of reading and math
- Improve the availability and use of instructional materials
- Strengthen the acquisition of English by students and teachers, with a special emphasis on the transition year of P4
- Improve teacher education systems, both pre-service and in-service
- Improve teacher motivation
- Strengthen Ministry capacity to plan and manage the implementation of its Education Sector Strategic Plan, particularly in areas related to this initiative.

The Literacy and Numeracy Initiative will be carried out principally through three components: improved quality of teaching, improved availability and use of teaching and learning materials, and support for English.

Relative weights of each component of this procurement should be approximately as follows:

Improved quality of teaching	30%
Improved availability and use of teaching and learning materials	20%
Support for English	35%
Strengthened MoE capacity	10%
Improved equity in education	5%
<b>Total</b>	<b>100%</b>

### 5.1 *Improved quality of teaching*

This component includes the development and initiation of new methods for teaching literacy and numeracy in the early grades, training of teachers in the use of active learning methods throughout the primary cycle, reinforcing teachers' understanding and use of English as a medium of instruction, and strengthening the capacity of TTCs and the TSC to design and deliver pre-service and in-service teacher education activities. Teacher training efforts will coordinate and collaborate with existing Ministry and education partner activities.

#### Illustrative activities

- Collaborate with MINEDUC and education partners to identify, develop, and harmonize effective literacy and numeracy instructional approaches to be used in the early grades
- Introduce best practices instructional strategies through materials and teacher training that provide teachers with specific, systematic guidance for the teaching of literacy and numeracy in the early grades
- Incorporate best practices instructional strategies in literacy and numeracy into primary school and teacher education curricula, both for early grade literacy and numeracy learning
- In collaboration with education partners, train TTC personnel in best practices methods of teaching literacy and numeracy, using active learning and critical thinking approaches, while reinforcing their English skills
- Assist the TSC with the development of pre-service and in-service professional development policies, procedures, and structures
- Pilot initiatives to improve the conditions of teaching and learning in schools – e.g., community provision of school-based meals, income generation activities, low-cost, and engagement of teacher assistants recruited from the community
- Pilot innovative methods for increasing teacher motivation such as leveraging community support for teachers, promoting social enterprise initiatives in schools, promoting microfinance solidarity groups, providing bonuses for improved teacher attendance and student learning, and consolidating the teacher career structure and career path.<sup>14</sup> The use of district-wide performance incentives such as those

<sup>14</sup> Such teacher motivation programs have been shown to improve learning outcomes. For example, in Andhra Pradesh, India, teachers were provided with bonus payments (3% of annual pay) based on the average improvement

used in Rwanda’s health sector performance-based financing model might be explored.

### Targets

- All teachers and their students in P1-6 in target provinces
- All Head Teachers and DEOs in target province schools
- Community members in target provinces
- Teacher educators in the TTCs

NB: Target schools will include all public and combined public/private primary schools in pilot provinces

### Illustrative indicators:

#### *USAID common indicators*

- Number of teachers/educators trained with USG support

#### *Rwanda-specific indicators*

- Percentage of children demonstrating 3rd and 6th grade competency in reading and math
- Number of teachers using literacy and numeracy teaching practices introduced through this initiative
- Number of initiatives introduced to improve teacher motivation
- Number of initiatives introduced to improve conditions of instruction
- Number of initiative programs introduced
- Increase in learning outcomes associated with the changes in teaching behaviors

## **5.2 Improved availability and use of teaching and learning materials**

This component includes the provision of teaching and learning materials to be used with new literacy and numeracy instructional methods, with a focus on local production of materials; the use of instructional materials in the classroom; the exploration of new teaching and learning technologies (ICT); and the promotion of a reading culture.

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of their students' test scores. At the end of two years of the program, students in incentive schools performed significantly better than those in control schools. Incentive schools also performed better on subjects for which there were no incentives, suggesting positive spillovers. See Muralidharan, Karthik Ventakesh Sundararaman (2009) “Teacher performance pay: Experimental evidence from India.” NBER Working Paper Number w15323. Available at SSRN: <http://ssrn.com/abstracts=1469117>

Illustrative activities:

- Provide literacy and numeracy instructional materials to teachers and students to support new literacy and numeracy instructional methods
- Develop a variety of methods for producing and providing textbooks, readers, and nonfiction works to children – e.g., low-cost, no-cost materials, local publishing, translation of story books into Kinyarwanda, teacher- and learner-generated materials, and sponsoring of local/child authors
- Explore local printing or materials production possibilities. The development of local printing presses might be explored, using paper sourced by local publishers to reduce cost.
- Develop strategies to ensure that materials are used effectively – e.g., securing classroom cupboards, use of student materials monitors, book lending schemes, Headmaster supervision of materials storage and their regular use in instruction
- Introduce radio or other ICT modalities to improve instruction. Examples might include Interactive Radio Instruction (IRI), use of video for teacher training to model best practices, use of teachers’ web portals or televised lessons of model teachers, use of cell phones to provide ongoing training and information, and use of smartphones to access lesson plans and or content in specific subject areas.
- Promote reading through such strategies as story book writing competitions, the publication of community texts (e.g., newspapers), the involvement of parents in school-based activities, the promotion of text-based activities over the radio (e.g., story reading)

Targets

- All teachers and their students in P1-6 in target provinces
- All Head Teachers and DEOs in target province schools
- Community members in target provinces Teacher educators in the TTCs

Illustrative indicators:*USAID common indicators*

- Number of textbooks and other teaching and learning materials provided with USG assistance<sup>15</sup>

*USAID/Rwanda-specific indicators*

- Number of instructional materials produced using local materials, authors, and technologies
- Number of instructional materials provided to teachers and students
- Frequency of use of instructional materials or technology in teaching and learning
- Number/percentage of teachers using instructional materials or technologies effectively in teaching and learning

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<sup>15</sup> With priority given to materials obtained or made locally.

- Increase in learning outcomes associated with the use of these instructional materials and technologies

### **5.3 Support for English**

This component focuses on the support for English, starting with oral language skill development in Primary 1, and gradually preparing pupils for the transition to English in P4. The sound of English will be modeled for students and teachers through the use of instructional radio, which will also provide teachers with guidance in the use of best practices in literacy and numeracy instruction using active learning methods. English instruction through radio will serve as a complement to face-to-face training and materials provided to teachers. Other ICT modalities for supporting teaching and English will also be explored.

#### Illustrative activities:

- Review and, where necessary, reinforce the English curriculum in P1-4 to support its phased adoption as the LoI in P4. This includes working with the Ministry and development partners to reach consensus on how English is to be used in each grade, and how it is to be introduced as the LoI in P4.
- Develop and implement an instructional radio program and other supports designed to assist teachers in P1-4 classroom in the use of English – as a subject in P1-3 and as the LoI in P4. Other supports may include face-to-face training to complement existing English training programs, teaching and learning materials, and other ICT modalities (see 5.1.2, bullet #4 above).

#### Targets

- All teachers and their students in P1-4 in target provinces
- All Head Teachers and DEOs in target province schools
- Teacher educators in the TTCs

#### Illustrative indicators:

##### *USAID common indicators*

- Number of textbooks and other teaching and learning materials provided with USG assistance

##### *USAID/Rwanda-specific indicators*

- Number of radio and other ICT programs produced
- Number of teachers using radio and other ICT-based instructional methods
- Frequency of use of these instructional technologies
- Effectiveness of use of these instructional technologies
- Increase in learning outcomes associated with the use of these instructional technologies

- Extent to which teachers change their practice in other subjects after having used these technologies (e.g., transfer of active learning methods to instruction in other subject areas not supported by radio instruction)

#### **5.4 Cross-cutting sub-component: Strengthen MoE Capacity to implement activities to improve the quality of education**

This cross-cutting sub-component includes initiatives to develop the capacity of the MoE to deliver the Literacy and Numeracy Initiative, to manage other programs in the reform, and to assess system performance.

##### Illustrative activities:

- Embed LTTA in the MINEDUC or TSC to provide day-to-day support in planning and management of ESSP education activities as well as this project’s activities
- Strengthen the role played by TTCs in teacher training – e.g., improving access to TTCs for teachers, conducting in-service training in TTCs, using TTCs as a hub for outreach to teachers, and making TTCs “centers of excellence” for the use of new literacy and numeracy methods or the development of ICT for teacher education
- Provide assistance to MINEDUC in design and implementation of MLA, EGRA, EGMA and other student assessments
- Provide guidance on the possibility of linking these assessments to others in the sub-region (e.g., the UNITY/Uganda MLA sponsored by USAID) through the use of common standards or anchor items (see box at right)
- Provide assistance on the incorporation of their results in decision making processes – e.g., by identifying areas of instruction that require strengthening, areas of teacher training to reinforce, and areas of the curriculum to revise
- Help RNEC develop P6 national examinations questions that assess thinking skills required for a knowledge economy – e.g., analysis, problem-solving, application of principles to new contexts, written self-expression
- Ensure that the MINEDUC provides Full Time Equivalent (FTE) as counterparts to embedded LTTA in order to build sustainability.

##### **International standards and anchor items**

The MINEDUC has been working with the East African Community for several years in an effort to establish common international curriculum standards across countries. Such standards could, in time, serve as a basis for comparing learning outcomes across countries. Another approach would be to use items from assessments in other countries in Rwanda’s MLA or other assessments. These “anchor items” could then be used to “equate” tests across countries, enabling comparisons of performance because scores would be “true” or comparable. The use of international standards or anchor items should be explored for this project.

##### Targets

- MINEDUC or Teacher Service Commission and the TTCs (via embedded LTTA – the unit where LTTA will be posted will be determined at a later date)
- NCDC

- RNEC
- Inspectorate and partners assisting with MLA and other assessments

Illustrative indicators:

*USAID common indicators*

- Does your program support education systems/policy reform? If yes, please describe the contributions of your program, including progress against any mission-level outcome or impact indicators.
- Number of administrators and officials trained
- Number of laws, policies, regulations, or guidelines developed or modified to improve equitable access to or the quality of education services

*USAID/Rwanda-specific indicators*

- Number of Ministry officials playing a meaningful role in the design, planning or management of the Literacy and Numeracy Initiative
- Number of activities or programs initiated by Ministry officials with project support (other than the Literacy and Numeracy Initiative)
- Capacity of MoE strengthened in key management areas – e.g., planning budgeting, use of data for decision making
- Number of decisions made in consideration of findings from assessments of student learning or system effectiveness

### **5.5 Cross-cutting sub-component: Improved equity in education**

This cross-cutting sub-component includes initiatives to increase gender-sensitive practices in teaching and learning (e.g., unbiased materials and training, promotion of equity in roles and tasks in school) and to sensitize community members about the importance of girls' education. It will also address persistence and success in school by children from rural areas and low income households

Illustrative activities:

- Train MINEDUC personnel in the development of gender-sensitive materials, methods, and training approaches
- Identify causes of girls' dropout and low completion rates, and pilot experimental programs to reverse these trends, including activities that increase girls' perceptions regarding agency and their place in school and in society
- Train community members in gender roles in education and roles communities can play in improving girls' retention in and completion of primary school
- Review curriculum materials and instructional practices and suggest revisions that aim to improve the interest and performance of rural and low income students
- Propose special programs – e.g., remediation, additional materials, training for teachers in identifying and assisting children in need
- Disaggregate M&E data by gender, urban/rural status and income level

### Targets

- All teachers and their students in P1-6 in target provinces
- All Head Teachers in target province schools
- Community members in target provinces: involvement in initiatives to promote girls' retention and completion in school
- Gender Office, MINEDUC
- NCDC
- Teacher educators in the TTCs
- Inspectorate and DEOs
- Monitoring and Evaluation Division, MINEDUC

### Illustrative indicators:

#### *USAID common indicators*

- Number of administrators and officials trained
- Number of laws, policies, regulations, or guidelines developed or modified to improve equitable access to or the quality of education services

#### *USAID/Rwanda-specific indicators*

- Number and percentage of children and youth, boys and girls, completing primary school
- Number and percentage of girls staying in school from year to year
- Number and percentage of girls expressing greater agency about their role in schooling and in society
- Increase in attendance and completion for rural and low income students
- Increase in performance in literacy and numeracy for rural and low income students

## **6. Monitoring and Evaluation, including targets & indicators**

Consistent with the President's Foreign Assistance Policy cited above, USAID/Rwanda is committed to "plac(ing) rigorous procedures to evaluate impact, report on results, and reallocate resources, and inform policy accordingly" (Section 20). To that end, the Applicant will ensure that the Monitoring and Evaluation elements are included in its application.

### **6.1 Illustrative indicators and targets**

Based on the illustrative indicators provided above, the Applicant will provide its own set of indicators, including clear baseline and target data to illustrate progress toward expected results. A final list of indicators will be confirmed in collaboration with USAID after the award is made.

## **6.2 Data sources, collection methods and monitoring and evaluation plan**

The Applicant shall develop a plan for collecting, evaluating and validating data which will be used to measure overall progress and compare status over time (which will become the Project Management Plan or PMP). Within the PMP, the Applicant shall develop performance indicators and show how baseline measurements can be established to assess the impact of the proposed interventions to arrive at the expected results. The PMP shall also include detailed definitions for each indicator and an explanation of how data and information will be collected, analyzed and used as well as the cost effectiveness of such activities.

An external mid-term evaluation of program activities and directions will be required within the program budget.

Further reporting requirements will be detailed in the final program description.

## ANNEX 1

### 1. Related Programs

Rwanda's principle partners in basic education are DfID, UNICEF, the World Bank, and now, USAID:

- DfID: With a commitment of \$35 million from 2009-2013, DfID is one of Rwanda's most important partners in basic education. DfID provides Sector Budgetary Support to strengthen systems of planning and finance, to conduct capacity development and sector analyses, and to promote skills development for economic growth. DfID is the chair of the donors' group.
- UNICEF: UNICEF has committed \$21.5 million for the 2009/10-2013 period to provide Sector Based Support for the expansion of child-friendly schools, policy development, equity and girls' education, and support for OVC and children with special needs. UNICEF chairs the Quality committee within the donors' group.
- World Bank: With a contribution of \$3.6 million and management of the FTI Catalytic Fund, World Bank is another major basic education partner. However, the Bank shifted its strategy recently from basic education to adopting a systemic approach to post-basic education, with a comprehensive view of general secondary, TVET and higher education. The new strategy is expected to be completed in FY 2010 and a skills development project is expected to follow in FY 2012.
- FTI The Education for All Fast-Track Initiative Catalytic Fund has contributed substantially to the GoR's education budget in recent years. Through the FTI Catalytic Fund, Rwanda received a \$70 million grant for 2007 and 2008 and a "bridge grant" of \$35 million for 2009. With DfID support, the GoR is currently applying for an additional \$100 million grant.
- USAID is currently supporting two basic education projects and phasing out a third:
  - The *Akazi Kanoze/ Youth Livelihoods Project* is a four-year, multi-sectoral funded project to address the needs of Rwanda's significant youth population (52%) and those of the labor market by providing out-of-school youth with workforce readiness skills, and connections to employment, self-employment or back to formal education. Akazi Kanoze is targeting 12,500 youth from ages 14-24 years old with a focus on out-of-school youth. AK works through a network of 75 implementing partners. It is led by Education Development Center (EDC) as the implementing partner.
  - The *Rwanda Education Commons (REC)*, a project whose aim is to help advance the effective use of technology for education in Rwanda through such activities as the development of an ICT in education policy and a costed strategic implementation plan, creation of multimedia content for online and offline distribution; and the creation of an online portal to provide connected education stakeholders access to relevant resources and opportunities for discussion and collaboration. It is led by the Academy for Educational Development (AED) as the implementing partner.
  - The *Ambassador Girls Scholarship Program* (currently being phased out) has addressed the constraints to girls' participation, retention and

achievement in school by providing scholarships and mentoring services to almost 10,000 vulnerable secondary school students.

Other donors and partners contributing to the basic education sector include:

- The Netherlands: SBS
- GTZ: employment skills, support for TVET
- British Council: Technical assistance to the TSC, initiation of “Teaching English Radio”
- JICA: mathematics and science education/SMASTE<sup>16</sup>, TVET and ICT capacity development
- Peace Corps: teaching, in-school in-service training and support to TTCs
- VSO: Teacher and school management training, including CAPACE program’s pre-service teacher resource centers in TTCs to strengthen child-centered methods and local material development.<sup>17</sup>

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<sup>16</sup> Strengthening of Mathematics, Science and Technology Education

<sup>17</sup> CAPACE: Contextual, Active, Participative, Applicable, Communicative, Experiential

**ANNEX 2****Key Reference Documents (links to be provided with final PD)**

USAID/Rwanda (2008) *Follow up 2006 technical and information gathering review to focus on ICT in education sector*. Technical Service Solutions, under the aegis of AEI.

Ministry of Education. (2010) *Appraisal: Education Sector Strategic Plan (ESSP) 2010-2015*. July.

Ministry of Education. (2010) *Education sector strategic plan 2010-2015 (final draft for appraisal)*

Ministry of Education. (2010) *Teacher education, management and professionalization reform summit*.

Ministry of Education. (2010) *Joint review of the education sector summary report April 20<sup>th</sup>, 2010*.

Ministry of Finance and Economic Planning. (2007) *Economic development and poverty reduction strategy 2008-2012 (Draft 090707)*

Ministry of Finance and Economic Planning. (2000) *Rwanda vision 2020*. July.

Muralidharan, Karthik Ventakesh Sundararaman (2009) "Teacher performance pay: Experimental evidence from India." NBER Working Paper Number w15323. Available at SSRN: <http://ssrn.com/abstracts=1469117>

USAID/Rwanda (2010) *Assessment report and proposal for an education strategy*. Kigali: USAID/Rwanda. October 2010 (forthcoming).

World Bank, UNESCO and Pole de Dakar (2010) *Rwanda Education Country Status Report: Towards Quality Enhancement and Achievement of Universal Nine-Year Basic Education. An education system in transition; a nation in transition*. September.

**ACRONYMS**

AED	Academy for Educational Development
ALP	Accelerated Learning Program
COE	College of Education
CAPACE	Contextual, Active, Participative, Applicable, Communicative, Experiential VSO
CPD	Continuous Professional Development
DEO	District Education Officer
DfID	Department for International Development UK
EDC	Education Development Center
EFA	Education for All
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
EPDRS	Economic Development Program Poverty Reduction Strategy
ESSP	Education Sector Strategic Plan
FTE	Full Time Equivalent
FTI	Fast Track Initiative
GoR	Government of Rwanda
GER	Gross Enrollment Rate
GTZ	Gesellschaft für Technische Zusammenarbeit Germany_
IST	Information Communication Technologies
JICA	Japan International Cooperation Agency Japan
LoI	Language Of Instruction
LTTA	Long Term Technical Assistance
MLA	Measuring Learning Assessment
MINEDUC	Ministry of Education
NCDC	National Curriculum Development Center
NER	Net Enrollment Rate
PIRLS	Progress in International Reading Literacy Study
PMP	Project Management Plan
REC	<i>Rwanda Education Commons</i>
RNEC	Rwanda National Examinations Council
SACMQ	Southern African Consortium for Monitoring in Education Quality
SBS	Sector Budget Support
TIMSS	Trends in International Mathematics and Science Study
TSC	Teacher Service Commission
TTC	Teacher Training College
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
USG	United States Government
VSO	Voluntary Service Overseas UK
WDA	Workforce Development Agency