

Kigali, 29/11/2024
Nº: 4636/REB/05/2024

Mayor of District (All)
District Executive Administrator (All)

Re: Invitation to lower primary Kinyarwanda teachers and pre-primary teachers from all private schools to participate in a training on evidence-based literacy instruction

Dear Madam/Sir,

I am pleased to inform you that USAID Tunoze Gusoma in collaboration with REB, will be conducting a two-day training for lower primary Kinyarwanda teachers and pre-primary teachers from private schools. This training will focus on evidence-based literacy instruction for all private schools that are implementing the national curriculum.

Therefore, I am writing to formally request that you extend invitations to all private school leaders in your District who are currently implementing the National curriculum and are either accredited by NESA or in the process of obtaining accreditation from NESA. We kindly ask that one lower primary Kinyarwanda teacher and one pre-primary teacher from each school be allowed to participate in the upcoming training scheduled for **December 7th and 8th, 2024, starting at 8:00 AM.**

Participants will receive training at various sites, as indicated in the attached list and USAID Tunoze Gusoma project, will cover the costs for the trainers, provide materials to be used in the training (the trainer's manual and participants handouts), as well as water and juice for the trainees. Any additional needs, such as lunch and transportation expenses for teachers attending the training, will be the responsibility of the school where they teach in accordance with the school's policy. The detailed Terms of Reference for this activity are herewith attached.

For additional information, please contact **MURASIRA Gerard**, Director of Teacher Training Unit at REB on **0788625992** or via email: gmurasira@reb.rw and **MUNYANKUMBURWA Fidele**, System Strengthening Advisor in USAID-Tunozé Gusoma via **Tel:0788411493** or Email: fmunyankumburwa@tunozé-gusoma.org.

Yours sincerely,


Dr. MBARUSHIMANA Nelson
Director General



Cc:

- Hon. Minister of Education
- Hon. Minister of State for Education
- Permanent Secretary/MINEDUC
- The Chief of Party, USAID-Tunozé Gusoma

Training sites and targeted number of participants by sites

| Province | District | Targeted number of teachers | Training site |
|----------|--------------------|-----------------------------|------------------|
| Eastern | Gatsibo | 54 | GS Nyarubuye |
| Eastern | Kayanza | 88 | GS Kayanza |
| Eastern | Rwamagana | 60 | GS Rwamagana C |
| Eastern | Bugesera | 84 | GS Nyamata C |
| Eastern | Kirehe | 38 | GS Nyakarambi |
| Eastern | Ngoma | 22 | GS Kibungo A |
| Eastern | Nyagatare | 226 | GS Nyagatare |
| | Sub total | 572 | |
| Kigali | Gasabo | 370 | Gs Remera C |
| Kigali | Kicukiro | 206 | GS Remera P |
| Kigali | Nyarugenge | 94 | GS Camp Kigali |
| | Sub total | 670 | |
| Northern | Burera | 14 | GS Rugarama |
| Northern | Gakenke | 8 | GS Muhoza I |
| Northern | Gicumbi | 8 | |
| Northern | Musanze | 124 | |
| Northern | Rulindo | 20 | GS Tare |
| | Sub total | 174 | |
| Southern | Huye | 36 | GS Butare C |
| Southern | Nyaruguru | 2 | |
| Southern | Nyamagabe | 16 | GS Gikongoro |
| Southern | Nyanza | 16 | GS Nyanza B |
| Southern | Ruhango | 18 | GS Ruhango ADEPR |
| Southern | Muhanga | 52 | GS Gitarama |
| Southern | Kamonyi | 70 | GS Rosa Mystica |
| | Sub total | 210 | |
| Western | Karongi | 26 | GS Nyarubuye |
| Western | Rutsiro | 2 | |
| Western | Rusizi | 26 | GS Gihundwe A |
| Western | Nyamasheke | 8 | |
| Western | Rubavu | 92 | GS Umubano I |
| Western | Ngororero | 6 | GS Mukamira |
| Western | Nyabihu | 16 | |
| | Sub total | 176 | |
| | Grand Total | 1802 | |



TUNOZE GUSOMA

USAID SCHOOLS AND SYSTEMS PROJECT

TERMS OF REFERENCE

Supporting REB to conduct a training for pre-primary and lower primary Kinyarwanda teachers from private schools on literacy instruction

I. Introduction/Background

Schools and Systems/Tunoze Gusoma is a five-year USAID-funded activity which strengthens the education system to enable all pre-primary and lower primary school and classroom environments to be of high quality, inclusive, and focused on learning of foundational reading skills. Specifically, the five-year activity will improve learning outcomes by focusing on increasing Kinyarwanda literacy skills of boys and girls in pre- primary to primary 3 through four intermediate results:

- Pre-primary education system enhanced to develop, promote, and improve emergent literacy,
- Lower primary reading classroom instruction improved,
- School environments improved for increased lower primary reading outcomes, and
- Education systems management strengthened for improved literacy outcomes.

To achieve the above-mentioned results, USAID Tunoze Gusoma is addressing the known education system gaps and transforming classrooms to reflect research-based instruction and assessment, increasing access to gender and disability sensitive education services, improving education service delivery, motivating teachers to adopt best practices by linking success with pupil outcomes, and improving collaboration among education actors. To reach its objectives, USAID -Tunoze Gusoma is collaborating with REB to continue developing the pedagogical competences of pre-primary and lower primary Kinyarwanda teachers, so they are able to effectively implement the Kinyarwanda curriculum in in their classrooms and improve student learning outcomes in early grade reading through trainings and other continuous professional development courses.

Pre-primary and lower primary Kinyarwanda teachers from public and Government Aided schools across the country have been trained and supported on early grade literacy and emergent literacy instructions. However, unlike their counterparts in public and Government Aided schools, the teachers from private schools did not receive any training on this matter yet except the training provided by Tunoze Gusoma in collaboration with NESI on LEGRA administration and CAMIS use in June 2024. During that training teachers and school leaders from private schools requested also the support from the project and REB on

providing training on evidence-based approaches of teaching foundational literacy in pre-primary and lower primary.

In this context, Tunoze Gusoma is partnering with REB to coordinate a training session for approximately 1732 pre-primary and lower primary Kinyarwanda teachers from private schools. These schools are currently implementing the national curriculum and are either accredited by NESAC or in the process of obtaining accreditation from NESAC. You can find a list of schools by clicking on the following link: https://docs.google.com/spreadsheets/d/1hxqtaQT7hntlu5ydfNkGKbc9bbMkVW-to/edit?usp=drive_link&ouid=111819758705801646044&rtpof=true&sd=true

2. Objectives of the training

The primary object of this training is to provide a pre-primary teacher with the necessary knowledge and resources to effectively teach emergent literacy. This will ensure that the needs of the learners are consistently met. Particularly, at the end of these trainings, preprimary trained teachers will be able to:

- Apply the knowledge gained to develop learners' emergent literacy skills.
- Use existing instructional resources effectively to develop children's early grade literacy skills; and
- Strengthen the foundation for children's learning.
- Develop a good understand of other crosscutting pedagogical areas that contribute to literacy acquisition like Social and Emotional Learning (SEL), gender responsive pedagogy and Universal Design for Learning (UDL)

The second objective of this training is to provide lower primary Kinyarwanda teachers with the necessary knowledge and resources to consistently meet the needs of their Learners. This training aims to equip teachers with the tools and skills needed to effectively support their learners' learning and development. Particularly, at the end of these trainings, Kinyarwanda lower primary teachers trained will be able to:

- Be able to identify and explain how the core components of literacy are used to improve Kinyarwanda literacy in lower primary
- Be able to practice teaching and assessing core components of literacy in both pre-primary and lower primary
- Practice integrating Social and Emotional Learning (SEL) concepts into the lessons.
- Use UDL principles and gender responsive pedagogy in their literacy lessons

3. Expected outcomes.

Upon completion of this training, it is expected that each private school will have a lower primary Kinyarwanda teacher and pre-primary teacher who possess a comprehensive understanding of evidence-based approaches for providing literacy instruction in the classroom. These teachers will be skilled in integrating Social Emotional Learning (SEL), UDL and gender responsive techniques into their lessons and will be able to assist their colleagues in implementing evidence-based strategies for delivering foundational literacy instruction in the classroom.

4. Methodology

For this activity to be successful, USAID Tunoze Gusoma will collaborate with REB to develop the training materials. Once developed and translated into Kinyarwanda, the training materials both the trainer manual and participant handout will be reviewed and validated. The review and validation of training materials will be followed by the Training of Trainers (ToT) where about 120 national trainers will be supported to cascade this training to one lower primary Kinyarwanda teacher and a pre-primary teacher from private school. REB will be there to support project team members.

The ToT will be followed by the actual training whereby one pre-primary and one lower primary Kinyarwanda teacher from private school from all 30 districts will be trained. REB staff in collaboration with Tunoze Gusoma team will coordinate the training activities and ensure that all training materials are available on time.

Both ToT and actual training will be fully participatory for participants to interact and exchange as they much as they can. The actual training will take place in a carefully chosen school that will serve as the training site.

The Tunoze Gusoma responsibilities will be the following:

- Training materials development, printing and distribution
- Refreshments and other training stationaries
- Honoraria for national trainers

The REB responsibilities will be the following:

- Collaborate with TG on training materials development, review and validation
- Send invitations to private schools through the district authority.
- Collaborate with TG to choose the training venues (Schools)
- Share data of pre-primary and lower primary private schools (school names, names on head teachers and contacts, etc...)
- Co facilitates the ToT and follow up actual training by national trainers and school level cascade

Private school responsibilities:

- Paying transport and lunch for teachers that will attend the training (1 lower primary teacher who previously participated on the LEGRA and CAMIS training + 1 selected teacher of pre-primary)

The participants from districts that have a very few numbers of schools (e.g. less than 20 participants in the whole district) will be trained in a site of the neighbouring districts. The number of participants will vary between 40-45 per room and each room will be assigned to 2 trainers. Tunoze Gusoma and REB staff will collaboratively work together to ensure success of school level trainings. The following are the steps of the training in details:

School level cascade

It is believed that that after the actual training at district level, trained teacher will in turn train their colleagues at the school level. To facilitate the school level cascade training, USAID Tunoze Gusoma in collaboration with REB will provide facilitator handout that will be used at the school level during the time of training all lower primary Kinyarwanda teachers at each school. Some tutorial Videos will be also shared

with them so that they can be used at school level. The coordination and supervision of the training at the school level will be done by USAID Tunoze Gusoma in close collaboration with REB.

5. Training logistics

i. ToT

The ToT will have a well-paced timetable for activities that will allow enough time for presentations, discussions, and group activities. The training day will begin at 8:00 am in the morning and end at 5:00 pm. Sessions will be separated by healthy breaks to allow participants to take a break for tea, and other for meals. In addition, Participants in the ToT will be facilitated with accommodation and transportation fees according to the government of Rwanda and USAID Tunoze Gusoma transport policies.

ii. Actual Training

The actual training will be for 2 days and Tunoze Gusoma will cover the cost related to the site's maintenance, juices and mineral water for participants and trainers and printing handout and guidelines. USAID - Tunoze Gusoma will distribute the training materials to the training sites one day prior to the starting date. Tunoze Gusoma staff will support this process to ensure that all materials are available at the training venues on time.

Since USAID Tunoze Gusoma will not provide lunch and transportation, the private schools who will send participants to this training will be also responsible for their lunch, transport facility for their staff according to their internal policies.

6. Timeline & venue

The following table shows timelines and location for Rehearsal, ToT, and Actual Training

| Activity | Timeline | Participants | Venue |
|----------------------------|--|--|---------------------|
| Training of Trainers (ToT) | 30th November to 1 st December 2024 | Tunoze Gusoma Staff, REB staff and Trainers | |
| Actual training | 7-8 December 2024 | One lower primary Kinyarwanda teacher and one pre-primary teacher for literacy from each private school. | Different Districts |

Agenda

Tentative agenda for the training in private schools – lower primary

Day 1

| Time | Sessions |
|---------------|--|
| 8:30 – 9:00 | Opening the training Registration |
| 9:00 – 10:30 | Kinyarwanda Teaching and Learning Materials (TLMs) used in Lower primary schools |
| 10:30 – 10:45 | Coffee break |
| 10:45 – 11:15 | How children learn to read |
| 11:15 – 13:00 | Quick review of the components of reading and writing |
| 13:00 – 14:00 | Lunch time |
| 14:00 – 15:00 | Developing SEL skills through literacy lessons |
| 15:00 – 16:30 | Practice lesson 1: Listening comprehension with read aloud |
| 16:30 – 17:00 | Review of the day & Closing |

Day 2

| Time | Sessions |
|---------------|--|
| 8:30 – 9:00 | Day 2 start up |
| 9:00 – 10:30 | Practice lesson 2: Decoding |
| 10:30 – 10:45 | Coffee break |
| 10:45 – 12:15 | Practice lesson 3, 5 or 7: Reading comprehension |
| 12:15 – 13:15 | Lunch time |
| 13:15 – 14:30 | Practice lesson 4: Writing |
| 14:30 – 16:00 | Practice lesson 6: Reading and Writing exercises |
| 16:00 – 17:00 | Reminder for lesson 8 and 9: Linkages with previous training on assessment |
| 17:00 | Review of the day 2 & Closing |

Tentative agenda for Emergent literacy training for Pre-primary Private schools

Day 1

| Time | Session |
|---------------|---|
| 8:30 – 9:00 | Welcome remarks and introduction |
| 9:00 – 9:30 | Overview of USAID Tunoze Gusoma |
| 9:30-10:30 | Child development milestones and what children need for positive holistic development |
| 10:45-11:45 | The pre-primary daily schedule and key approaches |
| 11:45- 13:00 | The emergent literacy pillars Kinyarwanda Teaching and Learning Materials (TLMs) |
| 14:00-15:00 | SEL |
| 15:15- 16:00 | GESI |
| 16:00 – 16:30 | Read aloud and story telling |
| 16:30-17:00 | Closing |

Day 2

| Time | Session |
|---------------|---|
| 8:30 – 8:45 | Opening and overview of day 1 |
| 8:45 – 9:15 | Practice fun literacy activities |
| 9:15 – 10:00 | Learning Corner demonstration, and relevant learning aids development |
| 10:00 -10:30 | Steps to lesson plan (Web diagram) |
| 10:45– 12:00 | Steps to lesson plan (Weekly, daily and lesson plan) |
| 12:00- 13:00 | Delivery of the prepared lessons on Kinyarwanda and learning corners |
| 14:00 – 14:45 | Delivery of the prepared lessons on reading aloud continued |
| 14:45-15:45 | Explore the step-by-step guide for the school level cascade |
| 15:45 – 17:00 | Wrap up and closing |

7. Participants

The current training will be attended by Lower primary Kinyarwanda teachers who attended the training on LEGRA administration and use of CAMIS and one teacher representing others in pre-primary from each private schools. The training will be supported and facilitated by Tunoze Gusoma staff and REB staff. The table below shows the details of participants who are expected to attend the workshop.

| | Participant name | Position | Institution | Activity to attend |
|-----|--|------------------------------------|--|-------------------------|
| 1. | Mugenzi Leo | Head of TDM Department | REB | ToT |
| 2. | Murasira Gerard | Director of Teacher Training unit | REB | ToT and Actual Training |
| 3. | Habiyakare Poconi | Training Officer | REB | ToT and Actual Training |
| 4. | Mukantahondi Venantie | Kinyarwanda Curriculum Officer | REB | ToT and Actual Training |
| 5. | Kubwimana Fortunee | Inspection | NESA | ToT and Actual Training |
| 6 | Rubanda Jean Francois | Kinyarwanda Examination Officer | NESA | ToT and Actual Training |
| 7. | 106 Trainers | National Trainers | Existing Trainers used by Tunoze Gusoma in previous training | ToT and Actual Training |
| 8. | 831 Lower primary Kinyarwanda teachers and 901 pre-primary teachers from each private school | Teachers | Private schools | Actual training |
| 9. | Bugingo Kamana Dieudonne | DCOP | USAID Tunoze Gusoma | ToT |
| 10. | Chantal Uwiragiye | Technical Director | USAID Tunoze Gusoma | ToT |
| 11. | Munyankumburwa Fidele | SSA | USAID Tunoze Gusoma | ToT and Actual Training |
| 12. | Niyitegeka Dative | Literacy Advisor | USAID Tunoze Gusoma | ToT |
| 13. | Setaha Benjamin | Senior ECE Specialist | USAID Tunoze Gusoma | ToT and Actual Training |
| 14. | Kembabazi Irene | Community Level Support Specialist | USAID Tunoze Gusoma | ToT and Actual Training |
| 15 | Alphonse Ntirenganya | CPD Specialist | USAID Tunoze Gusoma | ToT and Actual Training |
| 16 | Boniface Nsengiyumva | DPIC | USAID Tunoze Gusoma | ToT and Actual Training |
| 17 | Jean Claude Nshimiyimana | Senior DDC | USAID Tunoze Gusoma | ToT and Actual Training |
| 18 | Kabandana Alex | Consultant | USAID Tunoze Gusoma | ToT and Actual Training |
| 19 | Uwamariya Clotilde | Consultant | USAID Tunoze Gusoma | ToT and Actual Training |
| 20 | Nshimiyumuremyi Faustin | Consultant | USAID Tunoze Gusoma | ToT and Actual Training |
| 21 | Mukankusi Theopiste | Consultant | USAID Tunoze Gusoma | ToT and Actual Training |

| | Participant name | Position | Institution | Activity to attend |
|----|-------------------------|-----------------|---------------------|---------------------------|
| 22 | Twagirayezu Jean Bosco | Consultant | USAID Tunoze Gusoma | ToT and Actual Training |
| 23 | Gatete Jules | SEL Specialist | USAID Tunoze Gusoma | USAID Tunoze Gusoma |
| 24 | 10 DDCs | DDC | USAID-TG | ToT and Actual Training |