

TEACH Rwanda Annual Report



July 2015-July 2016



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Vision

Educate and inspire children to become analytical thinkers, thoughtful readers, and strong writers.

Mission

Transform early childhood teacher education in Rwanda.

We Align With Rwandan Goals



Children in Erneste and Anitha's class walked arm-in-arm through their Bright School neighborhood. They looked for signs of Rwandan communication methods: cell phone towers, satellite TV dishes, drums, computers, radio antennae. At the top of the hill, they created a KWL chart about communication.

TEACH Rwanda's Vision and Mission directly address the goals of Rwanda's Education Sector—the Ministry of Education (MINEDUC), Rwanda Education Board (REB), Higher Education Council, Workforce Development Administration, and the University of Rwanda. These goals were established by the government to identify priority areas, set budget allocations, and achieve sustainable development.

TEACH Rwanda is a Rwandan INGO that builds Rwandan leadership capacity in early childhood education.

Rwandan Goals	How TEACH Rwanda Addresses These Goals
<p>Increase access & participation in pre-primary & primary schools</p>	<ol style="list-style-type: none"> 1. Continuously work to expand TR's system of three Exemplary & Project Schools to more areas of the country 2. Operate & partner with public & private schools/organizations in rural & under-served areas to develop Project Schools into Exemplary Schools 3. Implement Fund a Future—a fee-assistance program at Bright School—to assure that vulnerable children have access to high-quality early education
<p>Improve quality & relevance of education & implementation of the new curriculum through teacher training for pre-primary & primary teachers</p>	<ol style="list-style-type: none"> 1. Provide free Module 1 observations for teachers & supervisors at both TR Exemplary Schools so they can see high-quality implementation of the new Rwandan curriculum 2. Offer low-cost Module 2 Teacher Development workshops centered on the new curriculum. Four day-long, interactive sessions build teacher competencies in child development, modern teaching strategies to promote analytical thinking, integrated curriculum planning, & learning environments with engaging Rwandan materials. Workshops are led by experienced TR teachers. 3. Publish <i>Murakaza Neza! Welcome to Our TEACH Rwanda School</i> to inspire teachers & children in play-based schools 4. In partnership with the Gitarama Presbytery, seek funding to establish

	<p>a Teacher Development Center in Muhanga to conduct Modules 1 & 2 on site with Bright School, TR's flagship Exemplary School</p>
<p>Improve quality & relevance of teaching & learning materials in pre-primary & primary schools</p>	<ol style="list-style-type: none"> 1. Provide a basic library of 150 Rwanda-relevant fiction & nonfiction children's books to every TR Exemplary & Project School 2. Equip each TR school with Rwanda-relevant puzzles, blocks, dolls, pretend play props, outdoor play equipment, & art materials 3. Donate 10 children's books to each school whose teachers successfully complete Module 2 4. Publish <i>Bunches & Bunches: How Bananas Grow in Rwanda</i> to support curriculum development 5. Publish <i>Learning Materials for Young Children: Find, Play, Understand! Book 1 Rwanda's Natural & Recycled Resources</i> to enable teachers to equip their classrooms with authentic Rwandan learning materials
<p>Develop infrastructure & equip pre-primary & primary schools, & the University of Rwanda</p>	<ol style="list-style-type: none"> 1. Expand Bright School to include pre-primary & primary to assure continuity in children's high-quality, modern education 2. Equip Bright School classrooms with children's books, blocks, computers, & many other engaging learning materials 3. Negotiate a partnership with the University of Rwanda to establish a TR Exemplary Laboratory School on the campus in Kigali

<p>By 2030, ensure that all girls & boys have access to quality early childhood development, care, & pre-primary education so that they are ready for primary education</p>	<ol style="list-style-type: none"> 1. Continue to expand TR's system of high-quality, modern Exemplary & Project Schools across the country to increase access 2. Continue to expand TR's system of teacher development modules to assure adequate teacher preparation to implement the Rwandan curriculum
<p>By 2030, ensure that all girls & boys complete free, equitable, & quality primary & secondary education leading to relevant & effective learning outcomes</p>	<ol style="list-style-type: none"> 1. Increase primary classes at Bright School one grade level a year through P6 2. Seek primary-school partnerships for TR Exemplary & Project Pre-primary Schools to assure children's continuous progress in high-quality, modern learning environments



Children at Harmony School explored Rwandan crafts as their weekly theme. Clementine asked children to create items with sisal, which some children painted. They danced and sang with a Rwandan drum. Leonce modeled engaging teaching practices as part of TEACH Rwanda's in-service coaching.

Our Vision: Educate & Inspire Children

Educate and inspire children to become analytical thinkers, thoughtful readers, and strong writers.

TEACH Rwanda expects its Exemplary & Project Schools to meet these and many other high standards so that children can remain analytical thinkers while they become thoughtful readers and strong writers—and develop many other understandings.

- ❑ 20 children in each pre-primary classroom with 2 Rwandan teachers
- ❑ 22 children in a primary classroom with a Rwandan teacher
- ❑ teachers complete our Modules 1 & 2 so they can implement modern teaching methods
- ❑ regular in-service coaching by TR leadership staff & volunteers
- ❑ well-equipped classrooms with children's books, blocks, & a variety of learning materials
- ❑ classrooms furnished with child-size tables & seating to encourage interactions



Children in PI at Bright School choose from many resources: banana leaves & fiber, bottle caps, blocks, books, art & writing materials, & dolls. They explore literacy, math, & science in a Rwandan cultural context—through play! Mary Louise creates an engaging environment that inspires learning!

Exemplary & Project Schools



Bright School operates in this rented house. The small outdoor learning space is concrete, perfect for children to draw with sidewalk chalk, roll tires, and ride in jerrycans that their friends pull by ropes.

Bright School, Muhanga, Southern Province

Bright School is our flagship Exemplary School. It opened in 2012 with one pre-primary classroom. It has continued to expand each year. **During FY 2015-16...**

- Bright School moved into a larger rented house so it could house 3 pre-primary classrooms and begin to expand into primary. At full enrollment in this building, we can serve 142 children with seven full-time teachers and a Head Master.
- Five new teachers and assistant teachers completed Modules 1 and 2 to prepare them to use modern teaching methods in which children learn through play.
- Four student interns from the Shyogwe Teacher Training Center spent Term 1 learning about, observing, and engaging in modern learning experiences with pre-primary and primary children.
- TEACH Rwanda furnished one additional pre-primary classroom and one new primary classroom with furniture, books, blocks, and other essential learning materials.
- Nearly 1,000 visitors came to Bright School to see the new Rwandan curriculum being implemented through play. Many of these visitors engaged in guided observations as

part of Module 1 of TEACH Rwanda's teacher development program, and then completed Module 2. The comment visitors most often write in our log: "Amazing!"

- TEACH Rwanda was designated as the legal entity that operates Bright School. All operational decisions are made by our Rwandan Leadership Team.
- On-site TEACH Rwanda volunteers provided teacher mentoring, reviewed weekly learning plans, and coached teachers daily during reflection.
- Bright School's Rwandan Leadership Team responded to parent demands to provide children with high-quality primary education. One primary level will be added each year until all 6 primary levels are offered.
- TEACH Rwanda's influence in educating teachers blossomed across the country. In order to fully implement our INGO's vision, it became evident that an on-site Teacher Development Center and many more classrooms were needed.



We are excited about this architect's drawing of the classroom wing for Bright School's proposed home in Muhanga. Teacher education facilities & offices will be located in the core structure, the higher section.

- TEACH Rwanda was asked to partner with the Gitarama Presbytery to build a permanent facility. The campus will house three pre-primary classrooms and two classrooms each for P1 through P6, teacher education facilities, offices for TEACH Rwanda and the Presbytery, and an English chapel. A capital campaign—**Building for a Bright Future**—is underway to raise \$800,000. The dream: 18 Rwandan teachers plus Rwandan support staff working with 366 children in a high-quality school that serves pre-primary through P6.
- TEACH Rwanda initiated **Fund a Future**, a tuition-assistance program for children from vulnerable families. Seventy children now benefit from partial or full tuition assistance.



Harmony School's classroom is at the far left of the Ready for Reading library in Rwinkwavu. The school's outdoor play area is fenced in, providing a convenient space for sand, clay, & water play.

Harmony School, Rwinkwavu, Eastern Province

Our second Exemplary School is located in and operated by Ready for Reading /Rwinkwavu Community Library and Learning Center, next door to Partners in Health. Ready for Reading, like TEACH Rwanda, is a member of the Rwanda Education NGO Coordinating Platform (RENCP). The library serves the community with literacy and computer classes, music and sports programs, as well as an array of other services.

Harmony School opened in 2014 with one pre-primary class taught by two well-prepared Rwandan teachers. **In FY 2015-16...**

- Harmony School added a second afternoon session. Full enrollment was doubled to 40 children.
- Parents and staff asked TEACH Rwanda about the possibility of expanding into primary. More classroom space is needed, or a partnership with another school, to achieve this dream.
- Four hundred forty-five visitors observed teachers and children in Harmony School. For the first time, these in-service and pre-service teachers observed children learning through play and teachers using modern teaching methods and materials. Eighteen representatives of INGOs and NGOs in Rwanda, all members of RENCP, were delighted to find modern educational practices in a rural setting.
- TEACH Rwanda continued to provide books, replenish art materials, and offer other new learning resources to the school.
- TEACH Rwanda provided continuing education for staff through supervisory visits, teacher mentoring, weekly learning plan reviews, and workshops.



Olivier's class compared the growth stages of beans planted by subsistence farmers in two fields next to their rural school. Kigabiro Brilliant School's water tanks are empty because the pipes running to them from the roof were removed by thieves. The local cell offices are in the right background.

Kigabiro Brilliant School, Nduba Sector, Gasabo District

Kigabiro Brilliant School is our newest Project School. It is a public school operated in partnership with Gasabo District. The school is located in an isolated rural area outside of Kigali, Rwanda's capital city. **In FY 2015-16...**

- The school opened in March 2016 with three pre-primary classrooms in a newly constructed building.
- Six teachers staff this school, which can serve 60 children in the morning and 60 in the afternoon. Morning sessions are fully enrolled. Parents are being sensitized to the idea that afternoon classes are appropriate for young children.
- All teachers successfully completed TEACH Rwanda Modules 1 and 2, some observing at Bright School, others at Harmony School.

- TEACH Rwanda initially provided appropriate children’s furniture and blocks made by carpenters in Rwanda, children’s books, and an array of other essential learning materials to equip all three classrooms and a teacher meeting room.
- Kigabiro Brilliant School teachers have demonstrated creativity by choosing themes that engage children in Rwandan culture: fishing pond, church, isombe, dancing, avocados.
- TEACH Rwanda volunteers and staff continue to mentor Kigabiro teachers on-site each week, review their learning plans, and add to classroom resources. We also provide lunch for these dedicated teachers each week.
- Kigabiro Brilliant School faces many challenges: few parents in this isolated rural school can afford to pay school fees so teachers have been paid very little since the school opened (Rwandan public schools do not yet pay pre-primary teachers); the school has no water source and no electricity; teachers and children are hungry, and many show signs of malnutrition, but without payment of school fees enriched porridge, a traditional Rwandan dietary supplement, cannot be purchased. TEACH Rwanda advocated for teacher salaries and the other issues in forums including JRES, meetings with District Education officials and the mayor, and a brief news documentary on Contact TV.



Children in Claudine’s Kigabiro Brilliant School class created their own traditional Rwandan dance apparel with rice sacks. They are learning through play in an authentic Rwandan cultural context.

Our Mission: Transform Early Childhood Teacher Education



Teachers in our modules learn by **DOING**, using all of their senses, cooperating with each other, discovering new learning materials, & finding solutions to questions that puzzle them. Most teachers have never seen glue, jigsaw puzzles like this one, children's books, blocks, or markers. They learn through **PLAY** with natural Rwandan resources, just as they will teach.

TEACH Rwanda made significant progress in FY 2015-16 to develop its long-term teacher education system. We are gradually implementing our vision of a nationwide system to prepare Rwandan teachers to implement the new Rwandan curriculum. This competency-based curriculum intends for children to learn through play from pre-primary through P 3. *Why is a comprehensive teacher education system needed?*

- In traditional Rwandan schools, children are expected only to obey and memorize. They are afraid to give wrong answers. Children are typically bored and dread school. They

quickly forget what they memorized after their exams. Rwanda's alarming, highest dropout rate is now in P1. Pre-primary and primary teachers are required only to have a secondary diploma. Many have no further education and no background in teaching or child development.

- Modern education methods encourage children's natural capacities to explore, figure out math and science principles for themselves, discover the joys of reading and writing, and continue to be analytical thinkers. Children are treated with respect. In these settings, children are engaged and eager to come to school. They remember what they understand.
- The new Rwandan curriculum was introduced in 2016. One teacher per school was trained by Rwanda Education Board trainers. Rwandan teachers are eager to learn how to be better teachers, but there are few opportunities for them to do so. TEACH Rwanda is the only INGO to offer high-quality, hands-on, practical teacher education designed to improve learning for children.

TEACH Rwanda's Founder and President, Janet Brown, has worked with Rwandan teachers for 6 years to implement a philosophy of best practices—based on research, theory, and classroom experience—within a Rwandan cultural context. Her 50 years of international work with teachers, education associations, and accreditation systems led to development of TEACH Rwanda's systematic approach to teacher education—our Modules. These Modules were requested by the Muhanga District Education Officer in 2013.

Modules 1, 2, & 3

TEACH Rwanda's Module system will eventually include six levels. The first two modules were developed in 2013-14 and continue to be revised with each participating group, based on feedback from our experience with Rwandan teachers and Module leaders.

- **Module 1, Observe & Discuss**—A one-day guided observation in a TEACH Rwanda Exemplary School enables teachers to see Rwanda's new curriculum, and international best practices, being implemented. A maximum of three observers are welcome in each classroom. Teachers from around the globe, children's book writers and illustrators, school administrators, and all others are welcome to observe. Module 1 visits are scheduled in advance at no cost. Other curious visitors, including parents, educators, and community leader, are welcome at any time.

- **Module 2, Observe & Implement**—This series of four weekly, interactive workshops has been designed for pre-service and in-service Rwandan teachers. They must complete Module 1 first. Workshops are led by TEACH Rwanda’s team of experienced teachers/teacher educators. A maximum of 10 teachers can be enrolled, assuring many opportunities for participation, interaction, play with learning materials, role play to practice new teaching techniques, and reflection on weekly assignments in their own classrooms. We try to serve a full group in each module, including teachers who cannot pay. Teachers explore how children learn, ways to encourage analytical thinking, how to plan a relevant & integrated curriculum, and ideas for setting up an engaging learning environment with furniture and learning materials. We request payment of \$500 plus expenses such as travel, to offer Module 2.

Ten Teacher Mentors with IEE engaged in Modules 1 and 2 in August and September 2015. The group then shared the teaching techniques they learned with teachers in at least 30 schools affiliated with IEE.

In 2016, an extensive revision of Module 2 was prepared for teachers who have far fewer resources than are available in TEACH Rwanda schools. This revised module was immediately implemented, and further revised, with three rural groups of teachers—30 teachers in Rulindo, Rwamagana, and Bugasera—in partnership with Help a Child.

- **Module 3, Observe & Practice—Classroom Mentoring**—Teachers who successfully participate in Modules 1 and 2 may request on-site visits by a TEACH Rwanda Teacher Mentor or expert volunteer. This module is available for a modest fee. The system was field-tested in 2016 with teachers at the Rugalika Association of Education.



Our modules rely on readily available, traditional Rwandan resources—such as tires & sticks—as learning materials for teachers & children. These rural teachers in Rulindo had great fun playing with a common Rwandan toy: tires & sticks.

What did they learn? They explored the *physics* of motion (round things roll & balance on a thin surface when moving), *invention* of tools (bent a stick to guide the tire), *geometry* (the stick forms a long triangle), *cooperation* (work together), *literacy* (talk with each other), as well as *physical* coordination & movement (Lambert climbed a tree to get the stick, bent it, & ran with the tire).

These teachers EXPERIENCED an integrated curriculum in which children learn through PLAY!

Three additional modules are part of TEACH Rwanda’s long-term vision to transform early childhood teacher education in Rwanda.

- **Module 4, Observe & Engage**—An expanded educational program in which a TEACH Rwanda Teacher Mentor leads 10 on-site workshops. This remains to be developed as demand increases.
- **Module 5, Observe & Study**—Our plan is to offer an introductory early childhood education course in partnership with TTCs across the country. This will be developed as resources become available.
- **Module 6, Observe, Learn, & Lead**—We expect to be involved in early childhood education curriculum development in Rwandan universities. This plan involves establishing a TEACH Rwanda Exemplary Laboratory School on each campus. Negotiations are ongoing with faculty at the University of Rwanda and the University of Kigali. In 2016, TEACH Rwanda began to explore partnerships with Lehigh University in Bethlehem, Pennsylvania, and Michigan State University in East Lansing, Michigan.

TR Teacher In-Service Education

TEACH Rwanda regularly supervises every school in our system of Exemplary and Project Schools. Bright School’s Head Master, Dative Muhawenimana, TEACH Rwanda’s Finance Officer, Emmy Niyirora, and TEACH Rwanda volunteers carried most of this responsibility until July, 2016, when Leonce Mwizerwa was promoted from a classroom lead teacher to the position of TEACH Rwanda’s first Teacher Mentor.

- **Learning plan reviews.** In February 2016, TEACH Rwanda revised our learning plan form to embed elements of the new Rwandan curriculum. Each week, all 15 teachers’ learning plans are reviewed by our Teacher Mentor and/or an expert TEACH Rwanda volunteer. Recommendations are expected to be implemented.
- **Classroom coaching.** All eight classrooms in TEACH Rwanda schools are regularly observed by TEACH Rwanda experts and our new Teacher Mentor. Coaching and modeling of modern teaching practices is routinely provided.
- **Daily reflection.** Each day, our 15 TEACH Rwanda teachers are expected to analyze their classroom experiences, identify strengths and weaknesses, and work together to find resolutions to challenges. Reflection guidelines are provided as yet another opportunity to increase professionalism and build Rwandan leadership capacity in early childhood education.

- **Exemplary & Project School supervision.** All three TEACH Rwanda schools expect one official supervisory visit each month. These visits may be conducted by an on-site supervisor, our Teacher Mentor, or in-country TEACH Rwanda volunteer board members. An extensive report details compliance with our standards, describes observations, identifies areas for improvement, and includes photos to document the visit. Reports are submitted to TEACH Rwanda for review and follow-up as needed.



Our workshops are engaging! The cast and narrator of *The Fire Children* posed, in costume with props, on their stage set. Reading children's literature, in English and Kinyarwanda, is a key element of an integrated, modern curriculum.

When children play the roles of characters, they gain many understandings.

Reenacted stories are remembered forever!

- **Workshops.** TEACH Rwanda offers workshops for all of our teachers to address topics that we discern or are requested by school staff. In FY 2015-16 these workshops were conducted.
 - **English Education.** Bill Whipple & Carol Bobb, TEACH Rwanda board members, led an August 2015 workshop that focused on English vocabulary

and spelling, especially with regard to learning plan preparation and reading stories with children. Key words were identified. Teachers reenacted *The Three Little Pigs* and held a debate.

- **Story Work.** In October 2015, Jerry Stropnick, a storyworker/actor, and his Rwandan translator, Emmanuel Twamu Habimana, spent a week at Bright and Harmony Schools. They encouraged groups of children to tell their own stories by providing story prompts. At least four of these stories will be published in 2017 as children's books. Jerry and Emmanuel also demonstrated many techniques for teachers to engage children in storytelling and character reenactment. Teachers in both schools, and community members in Rwinkwavu, also took part in telling their own stories to each other.
- **Learning English Through Children's Literature.** Children's books were the focus of a workshop in November 2015 conducted by Bill Whipple and Emmy Niyirora. Participants "sold" books to be reenacted, eventually choosing *The Fire Children*. They designed their own costumes and sets. A heated debate on punishing children concluded the workshop (everyone agreed that punishment is not conducive to learning and healthy relationships).
- **Gardening.** Darcy Dodd and Bill Whipple, TEACH Rwanda board members, conducted a hands-on workshop in May 2016: What Can a Child Learn From a Garden? Teaching the New Rwandan Curriculum Using a Garden. Teachers from all three schools were introduced to key areas in the new Rwandan curriculum. Darcy led the group in yoga, an effective centering and calming technique with children. Each participant designed and created a mini-terrarium with recycled water bottles.



At the gardening workshop, each teacher invented his or her own mini-terrarium. Dative & Charlotte worked together, and then described how they created their terrarium. First, they cut the water bottle with a machete. They added water in the bottle, put soil in the overturned top, inserted the plant, and removed the cap before placing the top into the water. New English vocabulary, scientific method, tools, recycled and natural materials, public speaking—they experienced integrated learning in a simple science project. And children can enjoy the same process in their classrooms!

How We Measure Success

How do we know that TEACH Rwanda’s model of using Exemplary and Project Schools as Centers of Excellence to conduct teacher education is effective—for Rwandan children and teachers? Just ask any TEACH Rwanda teacher, parent, child, Module or workshop participant, partner, local leader, or visitor to our schools. They all wish they had attended schools like ours when they were children!

Testimony

After 6 years of experience in Rwanda, the most convincing documentation about our success remains anecdotal. Children eagerly come to school and reluctantly leave at the end of the day. The sounds of joyful, engaged learning permeate all of our buildings. Teachers ask for more workshops...more coaching...more feedback...more photos on Facebook! Parents ask our schools to provide primary classes, so that their children can continue to learn in a modern setting with enough learning materials—and be respected and called by name by their teachers. Thousands of photos now document children’s active learning and teachers encouraging interactions with children. Children thrive in our schools!

“The job that is being done (at Bright School) is amazing: child-friendly teaching-learning activities, learner centered, enough materials and locally made. There should be a close collaboration between District, MINEDUC and REB, and TEACH Rwanda as the work of TEACH Rwanda can positively impact on teaching and learning in Rwanda.”

*–Victorien Lewamungu, REB School Inspector,
Southern Province, October 2015*

Children's Progress Reports

At the beginning of the school year or whenever a new child enters, teachers record children's skills on a variety of developmental indicators. Teachers constantly observe children and make notes about their progress. Children write and draw in their journals and on paper. All work has names and dates. Teachers and volunteers take photos of children's block constructions, work with clay, and experiences in the community. At the end of each term, teachers indicate whether children rarely, sometimes, or always demonstrate competencies that develop during that period of a child's life.

- Teachers use their data to select relevant themes, design learning experiences with individual and groups of children, and talk with families about their children's progress.
- TEACH Rwanda Head Masters/Supervisors, Teacher Mentor, and volunteers review the results to inform ourselves as we coach teachers and choose topics for reflection and in-service workshops.
- Progress reports are also shared with officials when children transfer to a new school.

We hope to find a researcher who can analyze these reports in greater depth.



Children remove stems from cassava leaves. They will grind them with a large mortar and pestle into isombe, a traditional Rwandan food. Damascene, Kigabiro Brilliant School's leader and a teacher, supervised their engaging, culturally relevant experience.

Research

Vidya Thirumurthy, Ph.D., and Amanda Hartley, her student assistant, both from Pacific Lutheran University in Tacoma, Washington, worked with TEACH Rwanda teachers and staff in early June 2015. Their goal was to conduct research on how Rwandan culture is blended with modern teaching strategies in TEACH Rwanda classrooms. Their enthusiasm for learning WITH and FROM our teachers was contagious when they visited all three TEACH Rwanda schools.

In their farewell to Bright School teachers, where they made the most intensive observations, this is what they reported to our teachers:

“There are cultural aspects in everything you do: materials, interactions, everything! To sum it all up—you are all excellent teachers. Also we have to say in many places you have time for language, math, art—in your classes are all interrelated.”

Children sang and danced in celebration of their visit, we all blew kisses, and everyone hopes they return to Rwanda soon. Their complete report will be submitted for publication in a refereed journal in education.

TEACH Rwanda welcomes researchers who seek to document how effectively our teachers implement their new skills to support children’s growth and development.

Amanda and Vidya worked with a translator to capture and analyze narratives of teacher/child interactions, children’s story telling, & children’s original drawings.

They took many photos & videos, wrote & interpreted copious observations, & interviewed teachers to learn more about their work.

Both of them joyfully jumped into children’s dancing. They ground isombe, played drums, & immersed themselves in Rwandan culture.



Our Partnerships

TEACH Rwanda forms partnerships with government entities and non-governmental organizations whose goals align with ours. We were proud to work with these partners in the United States and in Rwanda during FY 2015-16:

- Gasabo District, Stephen Rwamulangwa, Mayor
- Gitarama Presbytery of the Presbyterian Church in Rwanda
- Help a Child
- Judith's Reading Room
- Ministry of Education, Rwanda (MINEDUC)
- Muhanga District
- Ready for Reading/Rwinkwavu Community Library and Learning Center
- Rwanda Education Board (REB)
- Rwanda Education NGO Coordination Platform (RENCOP)
- University of Rwanda College of Education

TEACH Rwanda is an active participant in the Abana Writers' Café sponsored by Save the Children/USAID and Save the Children's book review process. Jan Brown is a member of the Library for All Rwandan Advisory Board. This organization provides free downloads of books on smart phones.

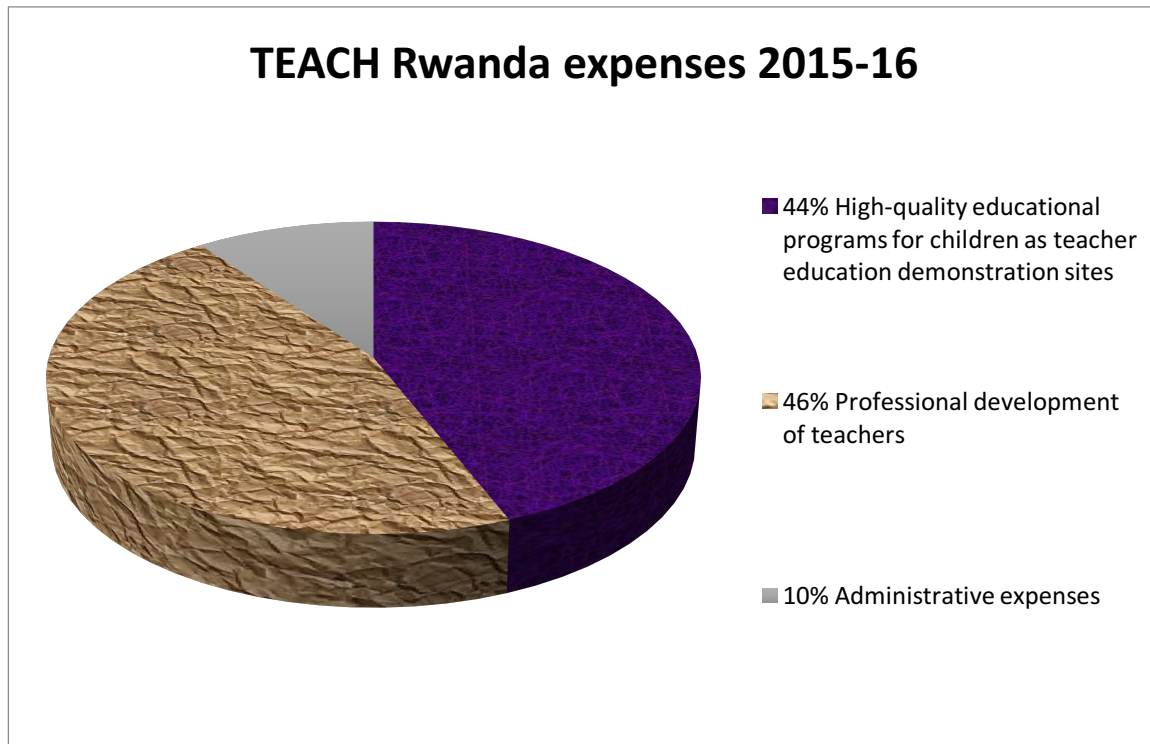


Bright School proudly displays our Judith's Reading Room sign, placed in the library in 2015. We are the only school in Rwanda to have been granted this honor by Judith's Reading Room, in Bethlehem, Pennsylvania.

Children at Bright School come to our school library, which has more than 300 high-quality children's books, many of them donated by Judith's Reading Room, to discover the world around them. Many other titles from Judith's Reading Room were distributed to other TEACH Rwanda schools and schools participating in Module 2. Children in all schools may choose from books Kinyarwanda, English, or French.

Our FY 2015-16 Impact in Numbers

Financial report



Total expenses: \$57,948 including in-kind donations

Consistent with TEACH Rwanda's vision and mission, our resources were dedicated to

- high-quality educational programs for children that are teacher education demonstration sites (44%), and
- professional development of teachers (46%).

Our few administrative expenses included charges for accounting and tax preparation, our Web site, and software. Volunteers in the U.S. and Rwanda—Board members and other TEACH Rwanda supporters—conducted, supervised, and documented all possible initiatives. **We are a lean, transparent organization that is passionate about building Rwandan capacity to lead it into the future!**

Impact on the lives of Rwandan children, families, teachers, & communities

TEACH Rwanda continues to transform a growing number of lives of Rwandan children, teachers, families, government officials, and all others who learn about our revolutionary work in the country! Here's a glimpse of our impact this year.

	TEACH Rwanda Schools	Other Rwandan Schools
Rwandan teachers & substitute teachers prepared to provide high-quality early education in our schools	20	--
Rwandan in-service teachers educated in Module 2	21	50
Children's lives directly enriched	265	4300
Volunteers in the U.S.A.	80	--
Volunteers in Rwanda	60	7
Visitors & observers: international educators, government officials, NGO representatives, book illustrators, parents, community members	Bright School 943 Harmony School 445 Kigabiro Brilliant School 415 TOTAL: 1,803	--
TTC Interns, tutors, & observers at Bright School	50	--
Weekly learning plans reviewed for teachers in TR schools	170	--
TEACH Rwanda teachers promoted to leadership positions	5	--
In-kind donations of learning materials for children	\$3,938	\$1,440
In-kind donations to support teacher education	\$410	--
In-kind donations to support administrative costs	\$671	--
Rwanda-relevant, high-quality children's books donated to school and community libraries	750	360



THANK YOU!

No wonder visitors to TEACH Rwanda schools remark, “AMAZING!” You have just reviewed what a few dedicated volunteers have accomplished this year—and since our founding in 2012—with your contributions!

How do we accomplish so much on a shoestring budget?

- 📁 Our offices are our laptops and cell phones.
- 📁 We walk or ride motorcycles in Kigali. We ride public buses. To get to rural schools, we hire a driver for the day. Our magnetic car signs get lots of puzzled looks!
- 📁 We count on volunteers to get things done—especially our Board, Financial Management Team, Gratitude Team, Fundraising team, and Volunteer Coordinator. We throw a packing party and everyone fills up donated suitcases!
- 📁 **We thrive on children’s hugs and their infectious joy as they learn through play in a Rwandan cultural context! A 6-year-old drummer can make your heart pound with happiness!**

We look forward to seizing opportunities to make gigantic leaps forward—especially Building for a Bright Future—in the years to come. You help us make it happen!

Janet F. Brown
Founder & President
TEACH Rwanda