



Improving learning outcomes for struggling learners in upper primary to achieve all learning milestones in Rwanda

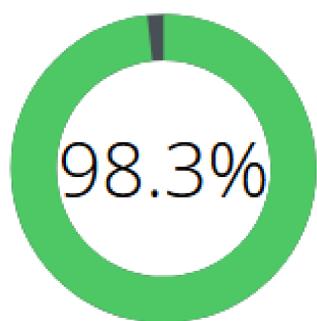


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Issues

- The Government of Rwanda's Education Sector Strategic Plan for 2023/24 gives an outline for an education structure while seeking to "ensure Rwandan citizens to have sufficient and appropriate skills, competences, knowledge and attitudes to drive the continued social and economic transformation of the country and to be competitive in the global market"



- Rwanda has achieved significant success in providing universal access to primary education, with a net enrolment rate (NER) of 98.3% (MINEDUC, 2018).
- However, pre-primary enrolment is still low.

- The national assessment of learning achievements in Rwandan schools showed that 45.3% of P2 students achieved grade-level competency in literacy and 32.9% in numeracy.
- There was no significant difference at P5, with 44.1% achieving literacy and 38.3% competent in numeracy. Furthermore, school completion and learning quality are low.
- Aim:** The TND programme seeks to improve learning outcomes for struggling learners in upper primary and ensuring that children get the required support to achieve all learning milestones before completing primary school.

Description

- Imbuto Foundation initiated the TND programme which seeks to improve learning outcomes for struggling learners in upper primary and ensuring that children get the required support to achieve all learning milestones before completing primary school.



- In partnership with UNICEF, Imbuto Foundation has established remedial learning clubs for struggling learners in 201 schools across 13 districts.

❖ **Data collection:** Imbuto Foundation created digital, adapted tools for standard data collection tools for:

- Early Grade Reading Assessment (EGRA);
- Early Grade Mathematics Assessment (EGMA); and
- Snapshot of School Management Effectiveness (SSME)-student instrument

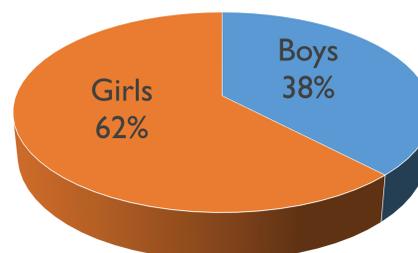
The tools are an adaptation of an original work published by RTI International and licensed under the Creative Commons Attribution 4.0 International License.

The study population consists of a cohort of 3276 upper primary students in 80 schools.

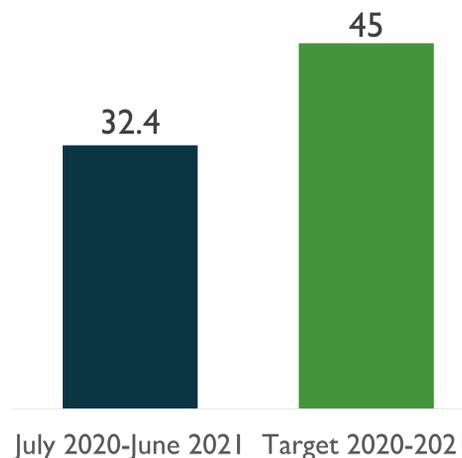
❖ **Data Analysis:** Descriptive analysis have been generated using SPSS.25.

Lessons Learned

- % distribution of learners by gender



- Average number of correct words per minute in Kinyarwanda/English within schools of intervention.



- The findings indicated that majority of the students (89.2%) responded in kinyarwanda followed by (8.2%) who responded in English.
- The average number of correct words per minute is 32.4 in kinyarwanda/English while the average scores in a core mathematical assessment is 53.4%.
- 8.2% students reported being supported by siblings while 31.1% are supported by parents at home



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- With 462 teacher mentors and more than 9,000 students, we are positive to have a quiet shift on a Aproprate skills, competences, knowledge and attitudes.

Next Steps

- As 28.9% of students are not assisted in revising their studies at home, we recommend sensitization of parental engagement in children's education.
- As the programme keeps on extending its approaches Path, Imbuto Foundation aims to strengthen the learning mechanism through applicable training to peers and a routine monitoring approaches with Partners within areas of intervention.
- Key words:** Twige Neza Dutsinde, Strategic framework, Remedial learning.

The Foundation is governed by the philosophy that "A seed well planted, watered, nurtured and given all the necessary support successfully grows into a healthy plant, one that reaches high and stands tall." Imbuto Foundation envisions this for all its current initiatives and those in the future.

For more information: www.imbutofoundation.org