

# TFN Impact Report

Name of your Organisation:	A Partner in Education (APIE)
Name of the project TFN funded:	Investing in Organisational Stability
Date Funded by TFN:	17/11/2021
Were you able to undertake your project as planned?	Yes
If no, please outline how the project has changed.	
Can you describe and/or demonstrate the specific impact that TFN funding has had against your initial objectives?	<p>Funding from TFN has supported APIE's continued development this year, increasing APIE's fundraising capacity, strengthening support to Umubano Academy and progressing APIE's outreach project planning and implementation. See impact below:</p> <p>Improvement of teaching at Umubano Academy:</p> <p>Teachers undertake weekly Continued Professional Development (CPD) sessions with the Executive Director of Education (EDE), which TFN helped to fund. These sessions covered topics such as inclusion, gender responsive teaching, lesson planning, quality assurance, child protection and safeguarding, assessment for learning, mentoring, active citizenship, emotional intelligence and social skills. There is an extensive timetable planned for the 2022/23 academic year to continue improving teachers' skills and practice.</p> <p>There are 18 teachers at Umubano Academy. According to lessons observed by the leadership team, the quality of teaching and learning improved on a termly basis. In term 2, the outstanding lessons increased by 5.5%. In term 3 outstanding lessons improved by 11.1% compared to term 1. No lessons were described as developing or inadequate.</p> <p>Umubano Academy teacher: "At the beginning I struggled very much with positive behavior management. It was hard for me to manage the class until I learned positive behavior management strategies I learnt in induction training and CPD. I am also thankful to my colleagues because they supported me in peer observations and team work."</p>

Improvement in quality education provision at Umubano Academy:

Umubano Academy's end of year assessments in the 2021 - 2022 school year indicated that students and their teachers have been able to close knowledge gaps after the periods of missed education during COVID-19 related lock downs and school closures. The Primary 6 (P6) and Senior 3 (S3) externally assessed national examination results were very positive, with the majority of students attaining excellent results and 25% of P6 learners achieving the highest possible aggregate of 30 points. The first ever S3 results were pleasing as all candidates performed well and one Umubano Academy student scored the maximum possible aggregate of 54 points. Survey results from students and parents demonstrate satisfaction with the teaching and learning received at Umubano Academy.

The EDE helped develop strategies with the Umubano Academy leadership team to improve the performance of students, including:

- Mentoring programme for some candidates in P6 and all candidates in S3;
- Personalised targets for every S3 learner and continuous tracking of their progress;
- Revising the whole curriculum well before national exams and completing past papers;
- Parent-teacher academic progress consultations;
- Differentiation during lessons and providing interventions to each learner;
- Planning a period for intensive teaching and learning to close learning gaps.

Number of pre and in-service teachers reached through outreach programmes:

4,478 pre and in-service teachers completed APIE's Education for Positive Peace (E4PP) outreach programme that was rolled out nationally in 2022.

APIE staff observed the following at a sample of seven schools at the end of the project:

100% of observed teachers promoted critical thinking

60% of teachers had at least one E4PP strategy displayed in the classroom and referred to it during the lesson

86% of teachers used Gender-Responsive teaching practices

100% of teachers self-reported increased knowledge and now implement at least one of the E4PP practices

For pre-service teachers, APIE team members conducted phone interviews with a sample of 400 TTC student teachers (trainee teachers). 100% of these student teachers reported that they include E4PP elements in their teaching practice.

61% of teachers achieved a higher score on the post-test compared to the pre-test. Overall, amongst all beneficiaries, 64% improved their test score from the pre- to the post-test. This demonstrates an increase in knowledge of E4PP strategies.

Ability to embed outreach programmes into Government systems:

The E4PP e-learning course was approved by the Rwandan Education Board (REB) in February 2022. The course was then uploaded onto the REB's e-learning platform in March 2022. This demonstrates that REB is taking ownership of the course and helping to ensure its sustainability.

Ongoing funding secured for project work to continue through 2021 until at least 2023

APIE has successfully fundraised £45,700 since winning TFN funding last year, which includes £17,500 for outreach projects for the first quarter of 2023. APIE attended a corporate fundraising course in an effort to expand our fundraising avenues. Corporate fundraising provides opportunities for multi year funding to further the impact of our work in Rwanda. As a result of this course, APIE has now been able to begin

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	researching corporate funding prospects and has begun creating a corporate fundraising strategy.
<b>What portion of the project did TFN fund?</b>	5%
<b>How many direct beneficiaries did the TFN funded project reach?</b>	5513
<b>How many indirect beneficiaries did the TFN funded project reach?</b>	22726
<b>Were you able to leverage further funding as a result of TFN support?</b>	Yes
<b>If yes, how much were you able to raise?</b>	[A TFN member] put us in contact with her family's foundation, The Nelson Foundation in the US, who chose APIE for funding. This was \$20,000 towards APIE's outreach projects.
<b>Did you receive any pro-bono support, volunteer offers or introductions as a result of the event?</b>	Yes
<b>If yes, please can you provide details of the support you received?</b>	As above.
<b>Has the training you received from TFN better prepared you in pitching your organisation to potential funders?</b>	Yes
<b>Has TFN increased your capacity to raise further funds?</b>	Yes
<b>How important was TFN funding in helping you achieve your objectives?</b>	We wouldn't have been able to achieve our objectives without TFN funding
<b>Since presenting at TFN, has your organisation undergone any other significant changes?</b>	APIE is currently planning two new outreach programmes which it hopes to launch in 2023, designed in response to identified needs in the Rwandan education system and to feedback from our current courses. This will include a focus on girls' education, inclusion, behaviour for learning and social and emotional learning.

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	<p>Our previous CEO, Amy Barnecliff has left APIE and we now have a new team member from Rwanda who is the Chief Operating Officer. APIE's EDE is currently acting as CEO.</p>
<p><b>Do you have any other comments or feedback on the experience of the TFN process?</b></p>	
<p><b>Can you tell us any personal stories to highlight the value of the project?</b></p>	<p>Case study 1: Kaza, Umubano Academy teacher who undertook the E4PP teacher training course.</p> <p>"My name is Keza. I am 26 years old and I teach at Umubano Academy. I have loved teaching since I was young. When I teach, I love interacting with my students and it makes me happy when I am helping them. I completed the Education for Positive Peace (E4PP) course in December 2021. I heard about it from the school administration. They told us how useful the course is and I decided to complete it immediately. Before E4PP, behaviour management in my classroom was a challenge. My classroom management style was different compared to what I do now.</p> <p>I learned that using rewards and focusing on positive behaviours are effective behaviour management techniques and I started implementing them. It is also important to change how we talk to learners. I also started having Parent's Meetings. Teaching is not only about delivering the subject content - it is important to develop the social and emotional skills of the learners as well. I want my learners to have a positive well-being and to make good life decisions for themselves. When you care about the learners, they also start caring about themselves. The learners used to not be open with me, but now they approach me and feel comfortable with me because I talk to them. Now, when they engage in negative behaviours, they think about themselves and about me as well. I ask them what will be the consequences of their behaviour and how it will affect their learning. Then, they think twice about their behaviour and make it positive.</p> <p>I now treat my learners like I would treat my own children. My goal for the future is to be an excellent role model to my learners - intellectually, emotionally and physically. Teachers can teach anywhere at any time - not just when they are in the classroom. I now try to treat people outside of the classroom in the same way as I do with my learners. I try to speak in a positive way, be peaceful, not abruptly jump to conclusions, think before making decisions, and listen to others without making judgments.</p> <p>Overall, this course is very useful. We are fortunate that it is</p>

available free of charge. I encourage as many teachers as I can to complete the course as well."□

## Case study 2: Scholarship Student at Umubano Academy

A Senior 3 scholarship student at Umubano Academy completed his final year of education in July 2022. John scored maximum marks in all of his subjects and when interviewed by the APIE team, shared his excitement over his results!

"I am really happy to be given this chance to express how happy I am about the support I got from this school. I am really thankful because what I got as an aggregate in this National Exam is actually built up from small things; but those small things gave me something great, a great achievement in my life. It's due to the teachers and even my friends. At this school I got emotional support, I got education, I got the training I need to be who I am now. So actually, I can start by thanking this school, because financially they have helped me. I wasn't actually able to get all the fees and all the materials I needed. The teachers here are exceptional; we were their children, they were our parents. People when I meet them, they congratulate me, but I remember where it came from - I'll keep it in my heart well sealed."