



# Advancing the right to read in Rwanda

## Signature Programme Overview

**This signature programme aims to reverse the global crisis in learning by providing, in Rwanda, a continuum of services for children aged 0 – 9 focused on supporting learning outcomes and early grade literacy that ensures all children leave school able to read.**

Using the latest evidence of what works best when trying to help children learn to read and write, together with innovative approaches to community action and the literate environment, we will:

- 1. Close the gap in early childhood care and education services before school.**
- 2. Improve the teaching of reading in school.**
- 3. Develop a culture of literacy and learning out of school.**
- 4. Increase children's access to high quality, local language reading materials.**

We will generate evidence that proves our approach delivers the intended results; is possible at scale; represents good value for money; and can be implemented by government and communities.

We will also prove, through an independent randomised control trial conducted by Stanford University, the benefits of out of school reading promotion and support for literacy acquisition.

We will use that evidence to generate a policy consensus; mobilise supportive actors and undertake direct policy influencing in Rwanda and internationally to achieve systemic change in how reading is taught, supported outside of school and ensure that children have the reading material to acquire and then use their new literacy skills.

# The Challenge

## The global learning crisis

Providing quality education to all children is an unfinished global agenda. The gains in children's access to education that have been achieved in the last decade should not mask the magnitude of the challenge ahead. There is a growing recognition that in framing its overall objectives narrowly in terms of expanding access to education, the international community has largely neglected to address the basic preconditions for learning.



**61 million**  
children still out of school



**200 million**  
children attending school in developing countries struggle to read basic words

## The crisis in learning in Rwanda

The global phenomenon is mirrored in Rwanda.

### Significant success

- 93% Net enrolment – 94% for girls, 92% for boys
- Completion rates (P6) have doubled to 75%

### Matched by big challenges

- 13% of P4 students could not read a single word of a Kinyarwanda P2-P3 level text.
- 13% of them could read less than 15 words correctly in a minute.
- 40% of P4 students could not answer even half of the comprehension questions relating to the passage they just read.

## The Solution

Evidence shows that targeted attention to two key priorities, namely;

1. early childhood development;
- and
2. literacy in lower primary school

could make a decisive difference in reversing the global crisis in learning so that all children leave school able to read.

The signature programme will consequently provide a continuum of services for children aged 0 – 9 focused on supporting learning outcomes and early grade literacy in particular.

# Our Four Pillars



# Achieving change

## Change for children in Rwanda

- 140,000 children have new skills and support and materials to use them
- 1,800 teachers have new skills, knowledge and confidence
- 92,000 parents have improved skills and knowledge and support to use them
- 50 new children's books in Kinyarwanda and the local book chain's capacity has improved

## Systemic change in Rwanda and globally

We want to show in Rwanda and to the world that reversing the learning crisis through our four pillars:

- Delivers results
- Is possible at scale
- Is cost effective
- Can be implemented by government and communities

## Policy change

### Rwanda

Pre and In-service teacher training policy and practice improves

Has policy and funding for out of school action in support of learning and literacy

Has policy and funding that supports quality, local language children's literature

### Internationally

Policy and financial investments support out of school action for learning and literacy

Policy and financial investments support increased availability of and access to quality, local language children's literature

## Proving it!

We want to use the signature programme to prove impact, including:

- The gains that derive from a continuum of activities for children aged 0 - 9
- The added benefits for literacy acquisition and retention of community action

To do so we have designed a randomised control trial which will be independently implemented by Stanford University

## Budget

The cost of the signature programme is £10 million over five years.

£5 million of this has been secured.

## Strategic alignment

The proposal was developed with the assistance of Save the Children US.

It will be a direct contribution to Save the Children International's literacy focused breakthrough and has the support of the Education Global Initiative.

## A world of opportunity

Growing international interest in and recognition of the problem, together with the emergence of early grade reading and literacy as priority issues in Rwanda, combine to create a unique opportunity for us to demonstrate that our innovative approach works and to influence policy and practice nationally and internationally with those findings, making a significant contribution to resolving the global crisis in learning.

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