

# Scottish Government Rwanda Development Programme

## End of Year 1 Report

<b>1. General Project Information</b>			
1.1	<b>Project Reference Number:</b>	RWA3	
1.2	<b>Name of Organisation:</b>	University of Aberdeen	
1.3	<b>Lead Partner(s):</b>	University of Aberdeen Institute of Policy Analysis-Rwanda	
1.4	<b>Project Title:</b>	Fostering a Social Practices Approach to Adult Literacies for Improving People's Quality of Life in Western Rwanda	
1.5	<b>Reporting Period:</b>	<b>From:</b> 01/10/2017 <b>To:</b> 31/03/2018	
1.6	<b>Reporting Year:</b>	1	
1.7	<b>Project Start date</b>	01/10/2017	
1.8	<b>Project End date</b>	31/03/2022	
1.9	<b>Total Project Budget*</b>	£1,191,795	
1.10	<b>Total Funding from IDF*</b>	£1,191,795	
1.11	Have you made any changes to your logframe? If so, please outline proposed changes in the table below. Please note all changes require Scottish Government approval. If changes have already been approved, please indicate this in the table.		
	<b>Outcome/Output</b>	<b>Proposed /Agreed Change</b>	<b>Reason for Change</b>
			<b>Date Approved and by whom</b>
	Output 1	Activity 1.5 added	Need to have further and discussions with districts, Ministry of Education (MOE) and Rwanda Education Board (REB) re project implementation
	Output 5	Activity 5.2 adult literacies and stakeholder workshop year 2 cut	Too early in project implementation for a workshop. Full briefing on
			[redacted]12/17
			[redacted]12/17

		project given at launch event.	
1.12	<b>Supporting Documentation</b> <b>Check box to confirm key documents have been submitted with this report</b>	<b>Up to date Logical Framework, which reflects any changes detailed above.</b>	√
		<b>Up to Date Budget Spreadsheet</b>	√
		<b>Case Study</b> *Non-submission agreed with Carrie Sweeney	X*
<b>Report Author:</b> [redacted]		<b>Signature:</b> [redacted]	

## 2. Progress and Results

2.1	<p>Please give an update on the progress your project has made during the reporting period. Please use this space to update us on what has gone well and any challenges you have experienced, detailing how you have overcome these. (Max 500 words)</p> <p>The project has made progress in year 1 and planned activities have been carried out. This is despite project implementation being delayed by the time taken to get the MOU in place and consequent delays in transferring the budget to IPAR -Rwanda (see sections 2.3 &amp; 3.2).</p> <p>Five main activities were planned for year 1: the launch of the project; a scoping exercise; developing a programme for training literacies professional developers and tutors to be validated by the University of Rwanda, College of Education, (URCE) as a postgraduate professional diploma (PgDCProfD); and carrying out literacies research to inform the curriculum and delivery of the literacies courses/projects.</p> <p>The project launch was held on 12<sup>th</sup> January 2018. It was well attended by representatives from government, the districts in Western Province and NGOs/INGOs/Development Partners working in adult education. The launch was reported in the local media, print and TV.</p> <p>The scoping exercise was carried out in October 2017 and completed in February 2018. It proved impossible to get appointments with all the relevant officials in October and protracted negotiations with the University of Rwanda over the MOU (see 3.2) during the January visit meant it could not be completed then. The District Directors of Education are keen to work with us in delivering the project but indicated that they would like to have further discussions with us. It is important that we have these discussions as we need the districts to agree to us implementing the project. The MOE is very</p>
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	<p>supportive of the project and the Professional in the Ministry in Charge of Adult Education will join the literacies tutors training programme. REB are also supportive of the project and have agreed to validate a qualification in adult literacies education. We need to discuss this with them further.</p> <p>The team at the University of Aberdeen (UOA) have worked with the professional developer team from the URCE to develop the professional developer training programme which will be validated as a Postgraduate Continuing Professional Diploma (PgDCProfD). Despite some delays in the appointments the team has completed work on the programme and it is ready to be submitted to the URCE for validation.</p> <p>The literacies research was carried out in March and the first week of April. However, it was impossible to complete all the elements of the research before the Genocide Memorial period. The survey was completed but much of the qualitative research still needs to be done. The research had been planned for January/February but was delayed because IPAR did not have the funds to cover the cost until the transfer was made from the UOA. This means that it has not yet been possible to analyse the data and write up a summary of the main findings from the survey. We will do this in May. The qualitative research is planned June/July so that the findings are available before the tutor training workshop in August 2018.</p> <p>The University has awarded 2 Elphinstone PhD scholarships for 2 Rwandan colleagues working on the project.</p>
2.2	<p>Have you completed all baselines for the project? If not please explain why and describe what plans are in place to ensure these are completed. If you have please ensure these have been added into your logframe. (Max 200 words)</p> <p>All baselines for the project have been completed and added to the logframe.</p>
2.3	<p>Have you experienced any delays to planned activities? Please provide full details including what action is being taken to bring activities back on track. (Max 250 words)</p> <p>Project implementation was delayed due to the delay in the signing of the MOU (see 3.2 below). UOA could not transfer funds to IPAR until the project MOU was signed by all parties. The funds were not received by IPAR until 12<sup>th</sup> February.</p> <p>We were able to progress activities that did not require expenditure and IPAR covered the costs for in-country transport and subsistence for the scoping study and the project launch.</p> <p>The project launch and the workshop for designing the literacies professional developer programme were moved from November 2017 to January 2018 because of the delays in signing the MOU. The literacies research was carried out in March 2018 rather than in February as originally planned and it was not possible to complete the qualitative research.</p> <p>All activities are now on track with the exception of the preliminary analysis of</p>

	the survey research data, which will be carried out in May and the qualitative research which will be carried out in May/June subject to the budget being carried over.	
2.4	<b>Project Outcomes</b> In the table below, please list each of your project Outcomes, and provide further detail on your progress and results over this reporting period. Describe any delays or other challenges that you have experienced and how these have been addressed, and provide information about any unexpected results (for example where targets have been vastly exceeded). Progress should also be updated within the relevant fields of your logframe.	
	Outcome:	
	<b>Outcome Indicator</b>	<b>Milestone / Achievement</b>
	1.1 Validated programme in social practices for adult literacies developers developed	Adult literacies professional developers programme in place
	1.2 Number of professional developers trained	5  The 5 professional developers working on the project have been 'trained' by working with the Aberdeen team in developing the programme. They have undertaken a programme of guided reading in the Social Practices approach and discussed this among themselves and with the Aberdeen team via on-line discussions, SKYPE meetings and a 7-day workshop in Kigali in January 2018. In year 2, working with the UOA team they will train the 15 literacies tutors. We are in discussion with the districts, the MOE and REB to look at the possibilities of training literacy volunteers, at little additional cost to the

			<p>project ( 3 days of training instead of 1), to increase the numbers of tutors trained as literacies tutors using the social practices approach. Also, we have agreed with a local NGO that delivers literacy courses in Southern Providence, Association Rwandaise Des Travailleurs Chretiens Feminins, that the 4 members of their staff that train volunteer tutors can join our training programme at no cost to our project.,</p>
	<p>Outcome 2 Number of adult learners graduated from the social practices to literacies programme</p>	<p>0</p>	<p>There will be no adult learners graduating from the programme until March 2019. However, we are in discussion with the districts about how we can work with them to identify learners to participate in our programme. The programme for training the training of literacies tutors has been drafted and part of the research that will inform the curriculum has been carried with the rest scheduled to be carried out in May/June.</p>
<p>2.5</p>	<p><b>Project Outputs</b> In the table below, please list each of your project Outputs, and provide further detail on your progress and results over this reporting period. Describe any delays or other challenges that you have experienced and how these have been addressed and provide information about any unexpected results. Progress should also be updated within the logframe</p>		

Output:		
Output Indicator	Milestone / Target	Progress
1.1 Number of professional developers completing CPD in training the trainers in the social practices approach to adult literacies	5	The 5 professional developers have undertaken the CPD. They will continue to be mentored by the Aberdeen team as the project moves to training the literacies tutors.
1.2 15 adult literacies tutors completed CPD in the social practices approach to adult literacies		The tutors will be trained in year 2. The training programme has been drafted and will be submitted to the URCE in May 2018 for validation. This training programme is for BEd graduates who will be qualified to train literacies tutors as well as qualifying them as adult literacies tutors. We are discussing the validation of a programme for training adult literacies tutors with the REB. This would be at the senior 6 leaving level, the same level as the primary school teaching qualification.
2.1 Number of learners recruited to social literacies courses		The first learners will not be recruited until October 2018. However, we are in discussion with the districts re recruitment to the programme.
2.2 Number of courses delivered		No courses will be delivered until October 2018.
2.3 Number of adult learners graduating from the adult literacy programme		There will be no graduates from the programme until March 2019
2.4		There will be no

	Level of satisfaction of learners with the programme		graduates from the programme until March 2019
	3.1 Social practices approach to adult literacies practice network established and 4 meetings held with reports produced	Network established and meeting held, with report produced.	The launch (inaugural meeting of the network) was held on 12 <sup>th</sup> January 2018. All participants are sent a regular update on the project.
	4.1 Number of meetings with MoE and REB officials to discuss long-term adoption of the Social Practices approach within education policy	Project launch event held	The launch event was held on 12 <sup>th</sup> January 2018. In addition we have had a meeting with officials at the MoE at which they expressed strong support for the project and asked if the Professional in Charge of Adult Education could take the training programme. We have agreed to this. We have met with the Director and Deputy Director of REB. They are also very supportive of the programme and we are in discussion with them re having a course for training literacies tutors validated as a professional qualification.
	4.2 National Plan for social literacies approach developed		End of project indicator/target. However, the ongoing discussions with the MOE and REB are laying the groundwork for this.
<b>3. Operational plans and partnerships</b>			
3.1	Are all staff required to deliver the project now in place? If not, please explain what action you are taking to ensure all essential roles as outlined in your application, are in place as you move into year two of the project. If plans for staffing has changed, please tell us about this. (Max 200 words)		

	All the staff are in place apart from the 3 administrative assistants for the teacher training colleges. They are not due to start work until August 2018.							
3.2	<p>Are all partnerships on the project now in place? Please update on how these partnerships are progressing, letting us know about any highlights, challenges or changes to roles and responsibilities. (Max 300 words)</p> <p>All partnerships are in place and working well with no changes in roles and responsibilities. There were delays in signing the MOU initially due to staff shortages at the UOA and then to delays at University of Rwanda (UR). IPAR and the 3 TTCs agreed to sign the MOU in late November 2017 with the University of Rwanda indicating that they needed 2 more weeks to review the document. After several reminders, they informed us, on the 22<sup>nd</sup> December, that the MOU was being progressed to the responsible senior manager for approval. Then, after further discussions, they informed us on the 8<sup>th</sup> January that the MOU would have to go to the Ministry of Justice to get approval for the applicable law to be the law of Scotland and that this would take at least 4 weeks. To prevent further delay we agreed with IPAR and UR that the University would sign an agreement with IPAR for its role in the project (agreeing to 5 members of staff being employed by IPAR to work on the project and validating the adult literacies course as a postgraduate continuing professional diploma programme). This was one of the options discussed when the project was being negotiated. This agreement has now been signed. IPAR has also signed sub-agreements with the three TTCs re the distribution of the budget. The UOA transfers the Rwanda budget to IPAR who are responsible for oversight of and reporting on it to the University.</p>							
3.3	<p>Have any visits to the project taken place in this period? Please give details including key activities and outputs of these visits.</p> <table border="1" data-bbox="260 1368 1406 2027"> <thead> <tr> <th data-bbox="260 1368 691 1447">Date of Visit</th> <th data-bbox="691 1368 1050 1447">Key achievements / outputs of visit</th> <th data-bbox="1050 1368 1406 1447">Follow up actions</th> </tr> </thead> <tbody> <tr> <td data-bbox="260 1447 691 2027">20<sup>st</sup> – 28<sup>th</sup> November 2017</td> <td data-bbox="691 1447 1050 2027">           Tools for the literacies survey drafted.            Tools for the qualitative research drafted.            Survey design agreed and application to National institute of Statistics of Rwanda for a visa completed.            Visit to the 3 TTCs to discuss project implementation.            Visit to URCE to discuss project implementation.            Meetings with 4 District Directors of Education.         </td> <td data-bbox="1050 1447 1406 2027">           Check progress re survey visa application.            Ensure all partners sent a copy of the MOU with all signatures.            Review how we could work more closely with the districts in delivering the project.            Facilitate communication between the Rwanda Project manager and the finance administrator at         </td> </tr> </tbody> </table>		Date of Visit	Key achievements / outputs of visit	Follow up actions	20 <sup>st</sup> – 28 <sup>th</sup> November 2017	Tools for the literacies survey drafted. Tools for the qualitative research drafted. Survey design agreed and application to National institute of Statistics of Rwanda for a visa completed. Visit to the 3 TTCs to discuss project implementation. Visit to URCE to discuss project implementation. Meetings with 4 District Directors of Education.	Check progress re survey visa application. Ensure all partners sent a copy of the MOU with all signatures. Review how we could work more closely with the districts in delivering the project. Facilitate communication between the Rwanda Project manager and the finance administrator at
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	<p>Meeting with NGOs running literacies projects in Southern Province.</p> <p>Discussed project management and budget with Rwanda project manager.</p> <p>Approved spread sheet of budget allocation for each Rwanda partner – 3 TTCs.</p>	the UOA
2 <sup>nd</sup> – 15 <sup>th</sup> January	<p>Negotiated a way that UR could fully deliver its role in the project without further delay.</p> <p>Finalised the detailed budget for the literacies research.</p> <p>Worked with the professional developers to design the literacies professional training programme</p> <p>Project launch</p> <p>Meeting with local Project Manager re project implementation.</p> <p>Meeting of Project Steering Committee</p>	<p>Ensure contract between UR and IPAR drawn up and signed.</p> <p>Ensure contracts between IPAR and TTC drawn up and signed.</p> <p>Organise transfer of budget to IPAR once UR signed a contract with IPAR.</p> <p>Approve Steering Committee minutes and send to all members and attendees</p>
23 <sup>rd</sup> February - 5 <sup>th</sup> March 2018	<p>Training of researchers for the qualitative literacies research</p> <p>Training of data collectors for the survey.</p> <p>Meeting with 3 District Directors of Education.</p> <p>Meeting with MOE.</p> <p>Meeting with Director and Deputy Director REB.</p> <p>Meeting with in country Project Manager re project implementation.</p> <p>Meeting with lead Literacies Professional Developer re the validation of the</p>	<p>Draft letter for IPAR to send out inviting District Directors of Education, REB and MOE to a meeting on 3<sup>rd</sup> May to discuss the implementation of the project in Western Province</p> <p>Invite the Principal URCE and the College's senior management team to a meeting on 4<sup>th</sup> May to brief them on the project in preparation for their review of the PgDipCPD when it is submitted for validation.</p>

		PgDipCPD	Follow up with the REB re the validation of a training programme for literacies tutors.
<p><b>4. Financial Information</b></p> <p>This section will be reviewed alongside your end of year financial report, which must be included with this report. Please ensure an explanation for any variance to planned expenditure is provided against each budget line in the space provided in the budget spreadsheet.</p>			
4.1	<p>If your spending is not on track as expected, please outline the reasons why, and detail what plans are in place to bring spending back on track. If you are requesting changes to your budget at this stage, please outline them below. (Max 350 words)</p>		
	<p>Delayed spend on:</p> <ol style="list-style-type: none"> <li>1. the literacies research due to the delay in signing the MOU and the consequence delays in transferring funds to IPAR. We have completed the survey but were not able to complete the qualitative research before the Genocide period. We plan to do the outstanding research in May/June.</li> <li>2. Aberdeen staffing due to the way the finance section calculates staffing costs.</li> </ol> <p>Re-profiling of true underspend (£16132.54)</p> <ol style="list-style-type: none"> <li>1. international flights increase the amount available as we have to run the workshop for literacies tutors in August when flights are more expensive (£1,000.00);</li> <li>2. in-country subsistence for TTC tutors to attend training workshop (£2,700.00);</li> <li>3. Output 1 – meeting with districts, Rwanda Education Board and Ministry of Education to plan project implementation (£2,000.00 - £810 under implementation budget, £850 for accommodation district officials included in local staff subsistence budget line and £340 for bus travel included in local staff other travel budget line);</li> <li>4. Output 3 Increase the budget for developing and producing leaning materials (£5,493.54);</li> <li>5. Output 3- Increase the days of training for the community volunteers as we are now planning to train them as literacies tutors (£3,000.00);</li> <li>6. Ring fenced in year 2 for use later (£1,939.30).</li> </ol> <p>The underspend of £16,132.54 arises from:</p> <ol style="list-style-type: none"> <li>1. Aberdeen staffing due to lower than predicted inflation (£127.30);</li> <li>2. room rental - error in budget -TTCs not involved in project until year 2 (£6,300);</li> <li>3. international staff in country subsistence – shorter stay than planned, able to use car for scooping study for daily transfer between hotel and IPAR, less expensive accommodation than budgeted for (£3093.24 after deducting the over spend on flights and travel in Scotland - £412.40);</li> <li>4. Output 1 workshop - reduced to half day due to time constraints</li> </ol>		

(£1,354.00);

5. Output 4 training for survey research – able to secure a hall at no cost for training (£3,522.00);
6. Capital – IPAR did not require a desk top computer and printer (had the College of Education been the in-country lead as originally planned they would have (£1,736.00).

#### **5. Any other Information**

Please use this section to tell us any other relevant information regarding your project. (Max 350 words)

We have agreed with a local NGO (Association Rwandaise des Travailleurs Chretiens Feminins) running literacies classes in the Southern Province using volunteers that the four members of their staff that train the volunteers can join the training programme qualifying them as trainers of literacies tutors using the social practice approach and as tutors. This is at no cost to the project. They will then use the training programme for volunteer tutors that we are developing to train their volunteers.