MS4SSA Rwanda Action Plan

An initiative to improve mathematics and science for Sub-Saharan Africa
Outline

1. After this conference: in-country consultations
2. Program implementation phases
3. Features of the proposed Rwanda program
4. Assessment and evaluation
5. Support requested from MS4SSA
6. Budget
1. After this conference and in-country consultations

- Mission report
- Build country ownership
- Selection of schools
- Curriculum alignment
- Selection of trainees
- Identification of budget sources
Program Implementation: Phase one

- Prototype
- 24 schools
- Curriculum alignment and development of training modules
- Development of the training program
- Purchase of equipment
- Training for the Trainer of trainers (UR CE, REB, teachers, inspectors)
- Create a platform for communication
- Define the specifications and guidelines for the Rwanda MS4SSA model
Piloting

5 ToTs (Maths, Physics, Chemistry, Biology, Pedagogy + ICT, Material Science, PBL, Learning, Robotics)

- District 1: 6 schools
  24 teachers

- District 2: 6 schools
  24 teachers

- District 3: 6 schools
  24 teachers

- District 4: 6 schools
  24 teachers

- 5 ToTs from URCE
- 24 Schools

- 96 teachers
- Grade 7-9 modules
Program implementation: Phase Two

- Review of phase one.
- Launch of the program - preparation of the next phase of the schools.
- Purchase of equipment.
- Train inspectors and teachers.
Features of the proposed Rwanda model

- Use of round tables.
- Teacher is a facilitator.
- Support teachers to use rubrics.
- Peer formative assessment (in the absence of clickers).
- Use of projects-based learning outside the classroom.
- Robotics introduced to national platforms (miss geek, science week, science and math clubs in schools).
- More interactive and exercise based lesson delivery.
- Cascade model - Successful schools adopt other weak schools as part of their career pathways
- Synergy with existent programs – JICA, VVOIB, MCF
## Assessment of the model

<table>
<thead>
<tr>
<th>What</th>
<th>How</th>
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<tr>
<td>Increased teachers’ competencies (subject based knowledge).</td>
<td>Pre test, post tests, comparison of teachers’ knowledge with a control group of teachers in schools that are not MS4SSA recipients.</td>
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<td>Improved delivery in the classroom (teachers are more of facilitators, supportive and intentional about helping children that do not understand).</td>
<td>Analysis of data generated from the formative assessments to evaluate whether teachers are behaving differently in the classroom.</td>
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<td>Increased efficiency of teachers</td>
<td>Use surveys to determine teachers access to resources, time to prepare lessons and time to assess student performance.</td>
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<td>Improved learner outcomes (long term)</td>
<td>End term and national exams, surveys</td>
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Support requested from MS4SSA

- Technical assistance during the ToT training.

- Additional material development in partnership.

- Budget support
Budget 2017

- Details to be fixed after discussing with the Ministry of Education
- Partners
- ToT training in November-December
- Implementation in schools: January 20018