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THE SCIENCE OF IMPROVING LIVES



*A Rwandan student learning to read in Kinyarwanda using new techniques. Photo by: Martin Tindiwensi for USAID Rwanda.*

## RWANDA

### TUNOZE GUSOMA

#### SCHOOLS AND SYSTEMS

The Tunoze Gusoma (“Schools and Systems”) activity improves literacy outcomes for all Rwandan children by partnering with the Government of Rwanda to strengthen education systems from national to local levels. Tunoze Gusoma builds high-quality and inclusive pre-primary and lower primary school and classroom environments focused on foundational literacy skills.

This activity improves language and literacy instruction by training teachers on evidence-based approaches to teaching reading, increasing the availability and use of high-quality teaching and learning materials, and training teachers and school leaders to build children’s social and emotional skills. The activity sustains improvements to early grade reading assessment systems achieved under past USAID activities, strengthens systems for the continuous professional development of the early grade literacy teaching workforce, strengthens resilience to shocks and disruptions to education, and improves resource management at the district level.

## OBJECTIVES

- Improve literacy outcomes for all children by the end of P3,
- Enhance the pre-primary education system to develop, promote and improve emergent language and literacy,
- Improve lower primary reading classroom instruction,
- Improved school environments for increased lower primary literacy outcomes,
- Strengthen education systems management for improved literacy outcomes.

## EXPECTED RESULTS

- Improved reading outcomes, with at least 70 percent of P2 students able to read and understand a grade-level text,
- Over 27,600 pre-primary and primary teachers trained in evidence-based and inclusive literacy pedagogy,
- All 16 Teacher Training Colleges improved pre-service teacher training in literacy instruction,
- Improved Comprehensive Assessment Management Information System (CAMIS) to better track learner outcomes in the classroom and system-wide.

## RESULTS ACHIEVED TO DATE

- Developed and implemented continuous professional development modules for teachers and Teacher Training College tutors,
- Supported 2,902 public and government-aided schools, to date reaching a total of 283,798 pre-primary students and 2,061,740 lower primary students,
- Provided 200,000 teaching and learning materials to support pre-primary and lower primary,
- Trained 24,097 pre-primary and primary teachers on evidence-based and inclusive literacy pedagogy,
- Trained 13,047 education administrators and officials on school management practices to improve early literacy development,
- Supported 3,098 school executive committees to strengthen parents' and communities' partnership with schools to promote children's literacy,
- Developed district, sector, and school protocols for data management and data use, with 60 percent of sectors now collecting Local Early Grade Reading Assessment data.

**BUDGET:** US \$30 million

### DURATION

2021-2026

### ACTIVITY LOCATIONS

Nationwide in all public and government-aided pre-primary and primary schools.

### IMPLEMENTING PARTNER

Family Health International (FHI 360).

### SUB-AWARDEES

Florida State University and Save the Children International.

### KEY COUNTERPARTS

Ministry of Education (MINEDUC), Rwanda Basic Education Board (REB), and National Examination and School Inspection Authority (NESA).

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