

**Scottish Government Rwanda Development Programme**

**End Year 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 and Research-Rwanda	
1.4	<b>Project Title:</b>	Fostering a Social Practice Approach to Adult Literacies for Improving People's Quality of Life in Western Rwanda	
1.5	<b>Reporting Period:</b>	<b>From:</b> 01/04/2018 <b>To:</b> 31/03/2019	
1.6	<b>Reporting Year:</b>	2	
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 Change</b>	<b>Reason for Change</b>
			<b>Date Change Approved and by Whom</b>
	Outcome 1	Additional Outcome Indicator 1.3	Now training literacy centres tutors
	Output 2	Additional Output Indicator 2.3	Now training literacy centres tutors
1.12	<b>Supporting Documentation</b> Check box to confirm key documents have been submitted with this report	<b>Up to date Logical Framework, which reflects any changes detailed above.</b>	<input checked="" type="checkbox"/>
		<b>Up to date Budget Spreadsheet</b>	<input checked="" type="checkbox"/>
		<b>Recent Case Study</b>	<input checked="" type="checkbox"/>
1.13	Please highlight any actions identified by the Scottish Government in your most recent review. Please tell us about what action you have taken to address this feedback, if relevant.		
<b>Scottish Government Feedback:</b>		<b>Action taken:</b>	

<b>Report Author:</b>	<b>Signature:</b>

## 2. Progress and Results

Please use this section to give an update on the progress the project has made during this reporting period. This section will be reviewed together with your Logical Framework and budget spreadsheet.

2.1 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)

The following progress has been made during this reporting period:

- The 15 TTC tutors, the Professional in Charge of Adult Education in the Ministry of Education and four members of staff from ARTCF have completed the Professional Diploma in Adult Literacies which was validated by the University of Rwanda on the 8th August 2018;
- An addendum to the project MoU requires all partners to agree to meet safeguarding and the TTCs have drafted policies which are subject to final agreement;
- Approval from the Joint Action Development forums to deliver the project in Rusizi, Karongi and Rubavu Districts was obtained in September 2018;
- The Community of Practices Meetings were held in the three districts in January 2019 and included demonstrations of learners being taught using the social practices approach;
- The tutors guide was produced incorporating findings from the literacies research to inform the curriculum for the literacy's projects/courses;
- We have agreed with the three district Directors of Education that we will work with them in delivering the project;
- 15 literacies Centres are collaborating with the project, 20 literacy centres tutors recruited, and 377 learners enrolled in literacies classes. Teaching started in January 2019. The learners will complete at the end of June 2019;
- The four members of staff from ARTCF who completed the Professional Diploma in Adult Literacies are training 24 of their literacy centres tutors who are now using the social practices approach with 1,987 learners. Learners will complete at the end of June 2019.

The start of the delivery of the literacies classes has gone very well. The literacy classes had been running since September 2018 taken by literacy centres tutors. In November and December 2018, the TTC tutors taught the classes for their practical assessment. The learners are very enthusiastic about the social practices approach and say that it compares very favourably with the way they have previously been taught.

	<p>The main challenge was getting JADF approval for delivering literacies/projects classes This was mainly due to IPAR not having had any experience of getting JADF approval. The Aberdeen team took over responsibility for getting the approval with the support of the Professional Developer Lead who knows the District Directors of Education. Approval was given after we agreed to change the delivery of the project so that the districts would see more benefit (see 2.2). The project is now working closely with the districts who are introducing us to literacies centres we can collaborate with. The districts have all said that they will raise the funds so that the literacy centres tutors we train can continue to deliver classes. To do this they will need to raise funds to pay the literacy centres tutors as the literacy centres do not always have the funds to do so. The District Professionals in Charge of Pre-school and Adult Education and one District Director of Education are studying for the Professional Diploma in Adult Literacies.</p>
2.2	<p>Has the focus or plans for delivery changed significantly during the last year? Please highlight what issues or challenges prompted this change and how you anticipate any changes in focus will impact on the previously agreed outcomes. (Max 250 words)</p> <p>The plans for the delivery of the programme has changed to meet the districts requirement that they would get greater benefit from the project and more sustainability. The original plan was for the 15 TTC tutors to each deliver one literacies class every 6 months for 3.5 years (105 classes with 30 learners recruited to every class, a total of 3,150 learners). The volunteers in the original plan were community members able to support the learners by encouraging them to attend classes.</p> <p>We are now working closely with the districts who are introducing us to literacy centres that we can collaborate with. Delivery has changes so that the TTC tutors will now:</p> <ol style="list-style-type: none"> <li>1 Train literacy centres tutors, supported by the professional developers, in the social practices approach at 2 X 2-day training workshops and by on the job training;</li> <li>2 Classes will follow the Rwanda teaching year for adult education – September to July except in 2022 when it will be to the end of March.</li> <li>3 236 literacy centres tutors with be trained in the social practices approach;</li> <li>4 236<sup>1</sup> classes will be delivered;</li> <li>5 7,080<sup>1</sup> learners will take courses delivered using the social practices approach We have increased the numbers of TTC tutors by the administrate assistants taking the Professional Diploma in Adult Literacies and amending their contracts of employment so that training literacy centres tutors is part of their duties.</li> </ol> <p><sup>1</sup>These numbers will increase depending on the number of literacy centres tutors who deliver classes after completing training.</p>
2.3	<p>Taking into consideration what you have achieved during the last year, along with any challenges you have experienced, please highlight to us what lessons you have learned in this reporting period, and how these will be applied in the project in the future. (Max 250 words)</p> <p>In this reporting period we have learned three main lessons:</p>

	<p>a. How to make an application to the JADF and to make certain that the JADF will see its relevance to the Districts development plan. Learning from this experience will make it much easier to get approval in 1919, 1920 and in 1921;</p> <p>b. That working with the districts makes delivering the project much easier as they help us to identify literacies centres we can work with. We will continue to maintain good working relations with the districts;</p> <p>c. That the TTCs need more support with managing the project- both budget and non-budget. We have put in place a support structure for the non-budget elements with one professional developer assigned to each TTC giving them support as necessary. IPAR has given them some support with managing the budget but they need more support. Aberdeen will provide them with more support in the coming year.</p>
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**2.4 Project Impact**  
 In the table below, please list each of your project Impacts, 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 be updated within the logframe

Impact: Improved people's quality of life in Rwanda through increased capacities in literacies

Impact Indicator	Milestone / Achievement	Progress
1.1 Increase the adult literacy rate in Western Province of Rwanda	The 2017/18 is now available and has replaced the 2013/14 rate in the table as the base line.	We have not yet had graduates from literacies classes so any change in this indicator could not be attributed to the project even if more recent data were available.
1.2 Reduce the Poverty Rate in the Western Province of Rwanda	The most recent data for participatory poverty. Is for 2015. The Ministry of Local Government usually publish the data annually, but they are consulting on changing the categories and it is not yet certain when the revised categories will be agreed and data collected.	We have not yet had graduates from literacies classes so any change in this indicator could not be attributed to the project even if more recent data were available.

**2.5 Project Outcomes**  
 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. Progress should also be updated within the relevant fields of your logframe	
Outcome 1: Rwandan social practices approach to adult literacies is successfully implemented in Western Province		
Outcome Indicator	Milestone / Target	Progress
1.1 Validated programme for trainers of trainers in social practices approach to adult literacies - Professional Diploma in Adult Literacy (PDAL).	CDP programme for Professional Developers. PDAL validated by University of Rwanda.	CPD programme in place. PDAL validated by University of Rwanda.
1.2. Number of professionals trained in the social practices approach.	5 Profession Developers 15 Trainers of Trainers completed PADL	5 Professional Developers Trained 20 Trainers of Trainers completed PADL
1.3. Number of literacy centres tutors trained in the social practices approach.	15 literacy centres tutors recruited	20 literacy centres tutors being trained in the social practices approach. will complete training in June 2019. New Outcome Indicator Necessary due to changes in delivery of project.
Outcome 2: A more productive and skilled citizenry and improved quality of life for people in Western Province through the training and graduating of 3000 adults from the social practices approach programme		
Outcome Indicator	Milestone / Target	Progress
2.1 Number of adult learners graduated from the social practices approach to adult literacies	430 learners graduated	377 learners enrolled Delay due to delayed start and changes in delivery of project
2.2 Proportion of graduates that report that participation in the programme has improved their lives	70% of learners report improved quality of life	1 <sup>st</sup> evaluation will be carried out in July/August 2019. Delay due to delayed start and changes in delivery of project.
Please add additional Outcomes / indicators as required		
2.6	<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 be updated within the logframe	
Output 1: A programme for training the trainers in the social practices approach to literacies validated by the University of Rwanda (UoR)		
Output Indicator	Milestone / Target	Progress

1.1 The Professional Diploma for Adult Literacies validated by the University of Rwanda	Diploma validated	Diploma validated by University of Rwanda
1.2 Adult literacies' Tutors Guide produced	Tutors Guide produced	Tutors Guide produced
Output 2: Professional developers trained as trainers of trainers for the social practices approach to adult literacies and TTC tutors trained as trainers of trainers.		
Output Indicator	Milestone / Target	Progress
2.1 5 Professional Developers completed CPD in training the trainers for the social practices approach to adult literacies	5 Professional Developers completed training	5 Professional Developers completed training
2.2 15 trainers of trainers passed the PDAL	15 trainers of trainers passed the PDAL	20 trainers passed PDAL
2.3 195 literacy centres tutors trained in the social practices approach	15 tutors recruited	20 tutors recruited
Output 3: 3000 learners graduated from the Rwanda social practices approach to adult literacies programme		
Output Indicator	Milestone / Target	Progress
3.1 Number of adult learners recruited	450 learners recruited, at least 50% female	377, learners recruited, 78% female
3.2 Number of courses delivered	15 courses delivered	15 courses being delivered. Completed June 2019
3.3. Number of adult learners graduated	430 graduated	377 learners should graduate in June 2019
Output 4: Finding from social practices to literacies reseach used to inform the delivery of the literacies programme		
Output Indicator	Milestone / Target	Progress
4.1 Research findings used to inform Tutors' Guide and training materials	Reseach findings used to inform Tutors' Guide and training materials	Reseach findings used to inform Tutors' Guide and training materials
Output 5: Development of a long-term strategy for adult literacies in Rwanda embedding the social practices approach to adult literacies within the education system		
Output Indicator	Milestone / Target	Progress
5.1 Social practices approach to adult literacies community of practice workshops held	Social practices approach to adult literacies community of practice workshops held	Social practices approach to adult literacies community of practice workshops held

5.2 Number of meetings with MoE and REB officials to discuss the long-term adoption of the social practices approach to adult literacies	Meetings	Meeting held with MoE, REB, district directors of education and professionals in charge of adult education. Professional in Charge of Adult Education in the MoE completed PDAL.
5.3 National level plan for social literacies approach developed	None for 2018-19	Literacies research completed that will provide the evidence to underpin a policy brief for policy actors.

Please add additional Outputs / indicators as required

2.7	If data is not available to update progress against planned milestones or targets for any Outcome or Output indicators, please provide an explanation below, including how you plan to overcome any gaps in monitoring data. (Max 250 words)		
	Where data is not available it is because of the delayed start to the project.		
2.8	Have any evaluations/ reviews been produced during the reporting period? Please give details of these below, including any key recommendations from these and how they will be addressed. Please attach any evaluations to the report. (Max 200 words)		
	None		
2.9	<b>Changes to Logframe</b> Please outline any changes you have made (with permission from SG) or would like to propose, to your logical framework. Please include full justification for proposed changes below.		
Indicator no	Proposed change	Reason for change	Date Change Approved and by Whom.
Outcome 1	Additional Outcome Indicator 1.3	Now training literacy centres Now training literacy centres tutors	
Output 2	Additional Outcome Indicator 2.3	Now training literacy centres Now training literacy centres tutors	
Have you included an updated version of your logical framework, which reflects these proposed changes? Yes			

### 3. Partnerships and collaboration

This section allows you to discuss how partnership working is progressing on the project, as well as wider collaboration and sharing of learning.

3.1	Please give an update on how partnership working has progressed during this reporting period, letting us know about any highlights, challenges or changes to roles and responsibilities. (Max 350 words)
	There have been no changes in roles or responsibilities although one TTC team leader has gone abroad for further study. His replacement as principal has taken on the role of team leader and is taking the

	<p>PDAL. He has familiarised himself with the project and is managing the project well with the support of the Professional Developer assigned to his TTC.</p> <p>We have continued cooperating with ARTCF. The four members of their staff who took the PDAL are training 44 of their literacy centres tutors in the social practices approach using a combination of workshops and on the job training with 1,987 learners being taught by these tutors. We are working with them to see if we can raise the funding for the 44 tutors to continue to deliver literacies classes when ARTCF finishes the project it has been running in Western Provence. They will continue to train some of their literacy centres tutors in the social practices approach in Southern or Northern Provence.</p> <p>The TTCs are working well with the districts and linking up with literacy centres to deliver the project is working well. The conditions at some of the literacy centres are challenging with classes held in the open and many without chalkboards.</p> <p>The challenge has been building the capacity of the TTC tutor teams and admin assistant. They have found the management and administration of the project challenging especially the budget.</p>	
3.2	<p>How are you monitoring and assessing your partners capacity to manage and deliver the project as it progresses? Please outline any plans for training, capacity building or shared learning between your organisation and your partner (s). (Max 300 words).</p> <p>The Aberdeen team is in weekly contact with IPAR and the Professional Development Team Leader so that any issues can be discussed before they become too much of a problem. The TTCs only started to have responsibility for any of the delivery of the project in August 2018. It quickly became evident that they needed more support to deliver the project than we had anticipated, and one member of the PD team was assigned to each TTC to support the TTC teams in the delivery of the project. They are in weekly contact with the TTC team leader and visit the colleges if that is felt necessary. The local Project Manager has given the TTCs support with the budget and the UK Project Manager has visited each TTC twice to discuss project implementation and explain the budget. We are planning to deliver some training and administration and finance to the TTC administrators in the next couple of months. The Aberdeen team continue to support the PDs in delivering the training in the social practices approach for the TTC and literacy centres tutors.</p>	
3.3	Please give details below of all visits to country during this reporting period, the purpose and outputs of each visit.	
<b>Date of visit</b>	<b>Key achievements / outputs of visit</b>	<b>Follow up actions</b>
May 2018	Discussions with District Directors of Education as to how the project could	To progress applications to the



	work with the districts to support the achievement of the districts' targets and objectives	Joint Action Development Forums as required by law
August /September 2018	<p>Delivery of workshop for TTC literacies tutors and agreement on the content of the tutors' guide.</p> <p>Agreement in, in principle, negotiated with the JADFs in Rusizi, Karongi and Rubavu that the project be delivered in their districts provided it offered more in terms of meeting district targets and sustainability.</p>	<p>Literacies tutors' guide to be drafted and agreed by Aberdeen team and Professional Developers.</p> <p>Completion and submission of the JADF forms to each district</p>
October 2018	<p>Meetings with PDs, the TTCs and district officials in each district. Explained the budget to the TCC team leaders. Discussed project delivery with TTC teams, Professional Developers and district officials. Agreed on way of working with districts and training literacy centres tutors. Districts committed to raising funding to enable trained literacy centres tutors to continue to deliver literacies classes after they have completed the training. District officials advised starting the first delivery of the courses in January as December is the rainy season and it can be difficult to get to the rural literacy's centres (92% of the population in Western Province live in rural areas).</p>	<p>To review budget and see where efficiency savings could be made to enable the project to project implementation to be changed to meet districts expectations. On basis of provisional agreement at meeting district officials agreed the JACFs would approve the applications. TTC tutors and district officials to agree on literacy centres project would work with for 1<sup>st</sup> delivery and make introductions</p>
January 2019	<p>Community of practice workshops held. Agreed with Professional Development Team and TTC Tutors that we should not purchase Western learning resources but to use local resources to ensure sustainability of</p>	<p>To procure materials needed for learners to make illustrated books using white sacking.</p>

	<p>project. Efficiency saving from this would go towards the budget reprofiling need for the implementation of the changes to the delivery of the project.</p> <p>Agreed with the District Officials our proposal for project delivery in each district over the course of the project we aimed to train 77 literacy centres tutors in the social practices approach and graduate at least 2,310 learners. We also agreed that as we were working with the literacies centres we would follow the normal pattern of delivery of courses running from September to June.</p>	
<i>Add more rows if required</i>		
3.4	<p>Please tell us about any dissemination and learning throughout this reporting period. How have you promoted effective learning across the project? Please explain what processes you have used both internally and externally to share learning from the project so far, and how this learning is being used. (Max 300 words)</p> <p>Information about the project and what it is doing is disseminated through IPAR's monthly e-update which is distributed to politicians, policy makers, development partners, academics and others in Rwanda interested in policy making and development including adult education.</p> <p>The Community of Practice Workshops were attended by representatives from literacies centres in each of the districts and senior local government officials. At the workshops they were able to learn more about the project and to see demonstrations of students learning using the social practices approach.</p> <p>Local radio in one district broadcast a programme on the project which included one of the TTC team leaders talking about the project and what it aimed to do.</p>	
3.5	<p>With reference to Q39a &amp; 39b in your original application form, please highlight how you are maintaining an awareness of others working in this region, giving details of collaboration, joint working or partnerships with others. (Max 300 words)</p> <p>We remain the only project in Rwanda training adult literacies tutors using the social practices approach and ensuring that tutors are trained so that they can effectively enable learners to gain literacies skills.</p> <p>ARTCF, with whom we are collaborating, is the only organisation delivering literacy training in Western Province, which is just one element of a project to empower women, in the any of the three districts we are working in that has external funding. ARTCF is only running its project funded by an international NGO for one year, 2018-19.</p> <p>We are working closely with the three districts and the district officials know all the literacy centres working in the district and have introduced us to literacy centres that we can collaborate with.</p>	

All the literacy centres in the three districts are run by local churches/NGOs with most classes run in a church or in the open. Classes are delivered by untrained tutors many of whom have themselves only completed primary school education.

#### 4. Inclusion & accountability

With reference to question 38 in section E of your original application, please use this section to tell us how you are mainstreaming through your project, ensuring that you are aware of and actively working to reach vulnerable and marginalised groups.

4.1 Is the project still relevant for the beneficiaries you are working with? Please highlight how you ensure accountability on the project, ensuring beneficiaries have the opportunity to feedback on the project and influence its development? (max 250 words)

The project is still relevant for the intended beneficiaries. The most recent household survey data shows that there was no reduction in the number of adults in Western Province that could not read a simple passage between 2013/14 and 2016/17.

The social practices approach enables learners to identify what knowledge and skills will be beneficial for them in their everyday lives. Learners are supported in gaining the literacies and numeracies skills that will benefit them.

Learner evaluation will be conducted at the end of every course and this feedback, together with the evaluation of the literacy centres tutors and the TTC tutors will be used to improve the delivery of the courses. In addition, the mid-course training sessions for literacy centres tutors will be an opportunity for them to reflect with the TTC Tutors and Professional Developers on how the courses are going and agree any changes. The training will also be an opportunity for peer to peer learning and learning from good practice.

4.2 Do you have an awareness of particularly vulnerable or marginalised groups within the community in which your project is working? Please give details on how you are disaggregating data to recognise these groups across the project. (Max 250 words)

We have identified the following groups as vulnerable /marginalised and as less likely to be able to read a simple passage:

- Women are less likely than men to have basic skills. We have disaggregated data by gender.
- The very poorest are less likely to have lack basic skills but we cannot collect reliable data on poverty.
- Older people are less likely to have basic skills. Poor sight prevents many leaning literacies skills. We will disaggregate data by age.
- The most vulnerable and marginalised group in Rwanda are the Batwa (Historically Marginalised people) who make up about 0.3% of the population. Few have basic skills. There are about 740 households In Rusizi, 300 in both Karongi and Rubavu. We will disaggregate data when possible.

4.3	<p>How is your project working to actively meet the needs of these vulnerable and marginalised groups, ensuring they are benefiting from the project? Please outline any mechanisms you are using. (Max 250 words)</p> <p>Those that lack basic reading, writing and numeracy skills are, in the main by definition, vulnerable, that is that they are disproportionately likely to be amongst the poorest. The project is targeted at those without these basic skills.</p>
4.4	<p>Taking into consideration some of the challenges of mainstreaming, please describe any challenges you have faced in reaching vulnerable and marginalised groups, how you have overcome these or plans you have developed to support inclusion on the project. (Max 250 words)</p> <p>The districts are introducing us to literacy centres where they think that the project can best make a difference. This includes sectors where the uptake of literacy classes has been low. All are in rural areas where the poor are most heavily concentrated.</p> <p>We have noted that men are much less likely to enrol in classes than women and the difference is too large to be accounted for by the fact that men are more likely to have basic skills than women. We will put effort into encouraging men to enrol in classes.</p> <p>We have also noted that men are more likely to be literacy centres tutors than women. This is undoubtedly due to women working significantly longer hours than men when account is taken of domestic labour and childcare. We will nevertheless try and encourage women to become literacy centres tutors. We will investigate if any Batwa villages are located near the literacy centres when we recruit students in August 2019, 2020 and 2021 and if there are encourage them to come to classes. This will be difficult both because of stigma and loss of income. Classes are held in the afternoons when farmer workers who make up the majority of the population can attend. Batwa generally rely on making and selling pottery, casual labouring or begging so they lose income if they attend literacy classes.</p>

## 5. Financial Reporting

This section will be reviewed alongside your budget report, which should be included alongside your narrative and logframe. Please ensure this spreadsheet is completed with both a detailed breakdown of expenditure for this financial year, along with your projected spend for the next financial year.

Please note carry over of funds to the next financial year should have been agreed with the Scottish Government by January 31<sup>st</sup> of the current financial year.

5.1	<p>With reference to your budget spreadsheet, please give a detailed explanation of any variances between planned and actual expenditure, including reasons for the variances and whether these are as a result of timing issues, price achieved, quantity etc. If these are temporary variances, please outline plans for expenditure. (Max 350 words)</p>
	<p>Delayed spend is due to the delay to the start of the implementation of the project and will be spent in the coming year. True Underspend = £22129.78</p>

Amount requested for reprofiling = £20323.70  
 Total of funds to be ringfenced in year 3 = £3745.38 (£1806.08 not requested for reprofiling +1939.30 ringfenced in year 2)

Efficiency savings in 2018-19 were made in order to be able to fund the revised project plan.

**Reprofiling of Underspend**

Falls into two categories - necessary expenditure not included in the original budget and expenditure to fund the revised project plan.

Expenditure not covered in original budget £

**T & S**

Aberdeen Team travel expenses

- 3 flights as have to travel in August when more expensive for workshop when TTCs on holiday. 750
- travel to airport [included in flight in proposal] 300.00
- travel to Edinburgh for meetings with Scottish Government  
 128.70  
 1X2 rail tickets

**Running costs**

- Stationary for TTCs offices 40.00

**Project Implementation**

**Output 3**

- Printer cartridge (office printing) 300.00
- Paper for handouts for literacy centres tutors 63.00
- District Accountability Days (requirement to deliver project – budget = 3X £300 for contribution to district as required by JADF Law and 3X £300 for costs of display etc.) 1,800

**Expenditure to deliver the revised project plan**

**Staffing**

- Salary literacy centres tutors (paid as set down by districts) 4,224.00

**Project Implementation**

**Output 2**

- Workshop for TTC Literacies Tutors (additional training given change in plan for project implementation). 800.00
- Air time for TTC tutors)(necessary for keeping in touch with literacy centres tutors and literacy's centres) 2,160.00

**Output 3**

- Airtime for literacy centres tutors (necessary for them to keep in contact with TTC tutors) 873.00

	<ul style="list-style-type: none"> <li>Workshops (2X2 days X 3TTCs) for training literacy centres tutors</li> </ul>	8,925.00
5.2	Please give details of any capital expenditure in this reporting period.	
	Total £4314 <ul style="list-style-type: none"> <li>75 mobile phones for literacy centres tutors</li> <li>15 Tripod Whiteboards</li> <li>3 Sony Digital Cameras</li> <li>150 Basic School Calculators</li> </ul>	
5.3	Please explain how you are working to ensure cost effectiveness on the project, whilst maintaining the quality of delivery. (Max 250 words)	
	All expenditure is reviewed to make certain that it is essential to ensure the quality delivery of the project. All expenditure in Rwanda is done on a best value principal with larger expenditure (e.g. learning materials, capital equipment) put out to tender and other expenditure based on the best value of three quotes whenever possible.	

## 6. Any other Information

Please use this section to tell us any other relevant information regarding your project. If the additional information included within this section is urgent, please ensure it is highlighted. (Max 250 words)

We have carefully calculated the costs of delivering the revised project plan in 2020-21 and 2021-22 and will have adequate efficiency savings and savings from not purchasing expensive learning materials and using locally produced materials that are very low cost to be able to fund the project. We are assuming that the year 3 ringfenced funds will also be available.

District Accountability Days are open days for citizens to hold local government accountable for the delivery of services. All projects being delivered by NGOs in the district are expected to attend and have a stall and display explaining their project. International NGOs are required by law to make a contribution to the district of £300.

Literacy centres tutors terms of 'employment' are set down by the district and include paying them. The districts advise the sum to be paid which is subject to taxation. We have agreed £60 per tutor per course. This is roughly pro-rata equivalent to the salary of a primary school teacher which is £460 a year. The district also advise that the payment is made as a lump sum when the tutors have completed delivery of the courses to make certain they do not abandon classes. We have provisionally agreed with the tutors that we will pay them a monthly sum of £5 a month for 8 months and £20 at the end of month 9 when the students have taken the examination.

