Secondary Teachers English Language Improvement Rwanda is delivered in collaboration with the Mastercard Foundation and implemented by British Council in partnership with Rwanda Basic Education Board (REB). STELIR aims to improve the English language proficiency of Lower Secondary Teachers in the Rwandan state education system to at least intermediate level, reaching 6,000 in-service teachers across 14 districts, plus 1,000 Lower Secondary Pre-Service teachers in training at the University of Rwanda College of Education (URCE), with the ultimate goal of improving learning opportunities for lower secondary pupils.

STELIR aims to achieve a sustainable change in the Rwandan education system by adapting training materials for the Rwanda Education Board (REB) for face-to-face intensive and online delivery and by developing a cadre of local English Teacher Trainers (both face to face trainers and e-Teacher/ Moderators) who can deliver ongoing training after the project has ended.

STELIR three-stage blended English language course: At the core of STELIR's design is a three-stage language development programme, the STELIR blended English language course. This is a blended English language course comprising of: 30 or 60 hours (dependent on language level) of intensive in-person English lessons over one or two weeks; 60 or 90 hours of asynchronous online learning with weekly synchronous live sessions over 20 weeks; and a third stage of in-person continuous professional development led by School-Based Mentors (SBMs) at schools. Teachers' first contact with STELIR is the British Council's Aptis English proficiency test to gauge their level of English, and they are then offered STELIR three-stage blended English language courses at the appropriate level.

Level			
B1	30 hour full-time course over one week	90 hour blended course over 20 weeks	SBM-led, school-based, peer-supported CPD over 5-6 months
A2	30 hour full-time course over one week	90 hour blended course over 20 weeks	SBM-led, school-based, peer-supported CPD over 5-6 months
A1	60 hour full-time course over two weeks	60 hour blended course over 20 weeks	SBM-led, school-based, peer-supported CPD over 5-6 months

STELIR three-stage blended English language course

Innovation and ICT: Technology is at the heart of Rwanda's vision to spearhead social and economic transformation. Relevant, quality education for all is key and ICT in education is regarded as a strategic lever to raised standards. The STELIR design recognises this and aims to champion innovation to support Rwanda in being recognised within the region and globally as an innovator in terms of using pioneering and cost-effective technology to deliver teacher development initiatives at scale.

Gender: Whereas females make up the majority of primary school teachers in Rwanda (56.8%), they account for only 33.7% of secondary school teachers (Education Statistical Yearbook, 2020/2021). This means secondary female teachers are in a minority both at school level and when participating in professional development opportunities for teachers at large. Since being in a minority of almost one female to every three males can undermine self-confidence and lower self-esteem, in turn inhibiting participation and learning, STELIR ETTs and eTMs are trained in inclusive teaching techniques, ensuring female participants are given equal time in speaking practice and that their contributions to group discussions are valued.

STELIR is intentional with its support for female teachers to attend the English courses, talking to them first about their needs during a personalised invitation phone call and then providing support (financial, logistical, accommodation, and meals) for women with young children to attend with their infants and child minders. This extra support helps ensure women can fully participate in the face-to-face training stage. For support during the online training stage, there are eight female eTMs (one per district) facilitating women's WhatsApp communities for female teachers to help each other to overcome barriers to their participation. Anonymised feedback from these groups has enabled the STELIR team to make adaptations to increase participation, for example schedule adjustments.

In addition, STELIR emphasised the importance of identifying women trainers (ETTs and eTMs) in the selection process, so that they can be role models and mentors for female teachers participating in the project.

BRITISH COUNCIL

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REB | RWANDA BASIC EDUCATION BOARD

Secondary Teachers English Language Improvement Rwanda (STELIR)

Year 1 – 2022/2023

www.britishcouncil.rw

STELIR Year 1 timeline

September 2022

Partnership between the Mastercard Foundation and the British Council commences for the STELIR programme and the inception phase begins.

November 2022

Aptis tests for 572 lower-secondary teachers in one district.

December 2022

185 lower-secondary teachers in one district take part in one-week intensive English courses as a proof of concept and to provide learning opportunities in preparation for at scale training roll-out.

February 2023

STELIR Public launch, Minister of State for Primary and Secondary Education, Hon. Gaspard Twagirayezu: "We believe this is the right and sustainable way to prepare our teachers for the important job they have to prepare students for the complex world of work".

August - September 2023

2,590 lower-secondary teachers across eight districts participate in Stage 1 – Intensive English courses.

June 2023

Aptis tests for 1,031 year 2 students at the University of Rwanda – College of Education

April – July 2023

120 school-based mentors and TTC tutors participate in **STELIR skill-building activities** and complete UK-certified courses to prepare them for roles as **English Teacher Trainers (ETTs) and e-teacher moderators (eTMs).**

March 2023

Aptis tests for over 3,047 lower-secondary teachers of English and STEM subjects across seven districts.

October 2023

832 pre-service student teachers at the University of Rwanda – College of Education take part in Stage 1 Intensive English courses.

October 2023 onwards

3,422 influencers (pre-service and in-service teachers) currently engaged in Stage 2 – online English courses.

Total STELIR direct outreach for year 1

4,874 Influencers (40% Female)

3,272 Youth

89% Rural or peri-urban areas

68 Self-identify as having a range of disabilities.

3,422 Influencers are currently engaged in skill building activities

Progress against shared measures

2,482 Youth

1,091 female, 1,391 male have completed training opportunities (Shared measure 1.1.1.4)

98% Teachers

report using English in the classroom more confidently and effectively by applying the skills gained through STELIR: Views of target influencers on usefulness, relevance, application, and awareness of training activities (Shared measure 1.1.1.6)

98% Teachers

reported having a more positive mindset regarding teacher continuing professional development after engaging in STELIR activities: Changes in mindsets (Shared measure 3.6.1)

Progress against key target for teacher Aptis tests

Target by 2025: → **6,000 in-service teachers** → **1,000 pre-service teachers**

Year 1: → **3,619 in-service teachers** (F 37%, M 63%) → **1,031 pre-service teachers** (F 50%, M 50%)

In-Service Teachers

60% of programme target achieved.

Pre-Service Teachers

103% of 2025 programme target achieved