



**REAP**

2019 Annual Report



## To our Friends and Supporters:

2019 marked our first full year of operating our Community Learning Center and Library. What we learned in our first 10 years of partnering with the Duha School convinced us that we needed to address the needs of the larger community to best face the challenges of poverty, literacy, women's inequality, and public health. In 2019, we fortified our programming by establishing partnerships and in formalizing collaborations with the University of Rwanda's School of Nursing in Rwamagana, the Presbyterian Church of Rwanda, and the Kigali Public Library. We were proud to host a year-long program for the Girl Guides to develop leadership and entrepreneurial skills. The Leman School donated 35 iPads that to the CLCL for students to use in our digital literacy programs. With sponsorship from Nabu, formerly Libraries For All, we downloaded each device with children's stories in native Kinyarwanda.



The last several months of 2019 were invested in the incubation and opening of our Early Childhood Education Program designed to integrate social-emotional learning with academic instruction. Under the talented leadership of REAP's Country Director, Paulin Mutatsineze, and REAP's Board President, Geoffrey Mutabazi, we have assembled a talented and multidisciplinary team: Senior Literacy Specialist, Eugene Nteziyaremye, Early Childhood Specialist, Elsaphane Bikorimane, Technology Consultant, Joseph Semafara, and Community Organizers, Bridgette Mukanywandwi and Jerome Kayirange. Our team has forged a thriving community presence that has given us the collective strength to effectively face the COVID Pandemic in early 2020.

With the steadfast contribution of our donors, REAP has sustained and expanded opportunities for a new generation of Rwandan children. Your support directly impacts each child as seen in their expressive faces and daily curiosity. Together, we thank you.

In gratitude,

**Edward M. Ballen**  
 Founder and Executive Director

## Our Mission:

*To create an integrated approach to education and community development that enriches literacy and fosters socio-economic well-being.*

## Our Focus:

*Community Development, Gender Equity, Public Health, Literacy, Innovation*

## A Word from Our Country Director

As the world suffers the consequences of the novel coronavirus, impoverished communities such as Musha are the most at-risk with food and health services at the top of the long list of needs.

In addition to providing food supplies from our community farm to hungry families, REAP's Community Learning Center and Library has been selected by the local government to serve as a meeting space for community savings

groups. The primary aim is to support micro-savings initiatives that will fund health insurance for families. Every Thursday and Friday, our Community Organizer, Brigitte, leads the group of about 50 people with instruction and conversation around problems these households face as it relates to health, nutrition and hygiene. Thanks to the savings group, this year, 114 families were able to provide themselves with a year of health insurance among other necessities.

Jean Paulin Mutatsineza



# Our Programs

## Community Development

### Parent evening

Each week the CLCL hosts and facilitates an evening of conversation and education for parents in the community. We cover real family problems such as, marital conflicts, domestic abuse, alcoholism, children's rights, and micro-savings.

*77 families were able to provide themselves with clothing and 114 families afforded health insurance for the year.*

One of the reasons REAP's CLCL hosts the Parent Evening is to provide parents with a productive event to occupy their time. This is an extract of an interview our Community Organizer had with one of the parents whose life was changed by the program:

*"After REAP built the CLCL, more women and men attended the parent evening because the new place looked attractive and because REAP had added a beneficial component: the Savings Group. One day, I attended just because I didn't have money to go to the bar. I listened to other stories of exemplary women who had improved their lives as a result of the Savings Group. I joined the savings group and would watch "Zirara Zishya" a local TV series screened at REAP's CLCL and which is about how chronic alcoholism negatively affects family life...I left my friends who I used to go to drink with and got new ones from the Parent Evening group. I stopped drinking and focused on improving my life and my household. Last year, the community was impressed by my turnaround and voted me as the village leader representing women." - Uwimbabazi Alphonsine, 32*



### Positive Parenting

30 families were trained in First Steps for 17 weeks, a parenting curriculum developed by Save the Children.

*Trainees improved their parenting knowledge, attitudes and practices by about 67%*

Source: KAP (Knowledge, Attitudes and Practices) Survey built in the program and taken by trainees before and after training.

## Gender Equity

### Girl guides

In partnership with Rwanda's Girl Guides Association, a local unit of 50 girls was formed and trained for 10 months in leadership, entrepreneurship, sex education, volunteerism and character development.

This year an additional 34 girls own pigs, which has increased the total number of girls who now own pigs to 160.



As a result of their training, the girl guides club conducted community service in the Akabare community. The troop constructed a house for a homeless elderly woman with 5 children. The officer in charge of social affairs commended the girl guides' tremendous contribution.

## Public Health

### Village kitchen

One Saturday per month, at least 25 families gather at REAP's kitchen and meet our Community Organizer who leads various activities aiming at educating the families around good nutrition.

In 2019, at least 300 families participated in Village Kitchen. Families collect food supplies from home while vegetables and fruits from our farm are used as food supplements to provide the community with a balanced meal.



## Maternal health and Early Childhood Development



In addition to our monthly maternal health and early childhood with pregnant women, we launched an Early Childhood Development Program in January 2020. The program continues to center parenting and maternal health while highlighting the interplay in a child's social and emotional development.

This year, 35 parents attended this program and 13 of them safely delivered babies with ample community support.



## Innovation

### Farming

Our staff agronomist works with parents in the community to till the half acre of earth at the CLCL. Parents take turns volunteering in the garden and learn farming techniques that increase productivity and self-sufficiency.



## Our Take on Sustainability

REAP is committed to ensuring that our programs are fiscally and environmentally sustainable. Our goal is to continue to partner with community-based organizations on initiatives that are founded, and implemented, by local community members. In the coming year, we aim to further to increase and measure our self-sufficiency.

## Literacy and Education

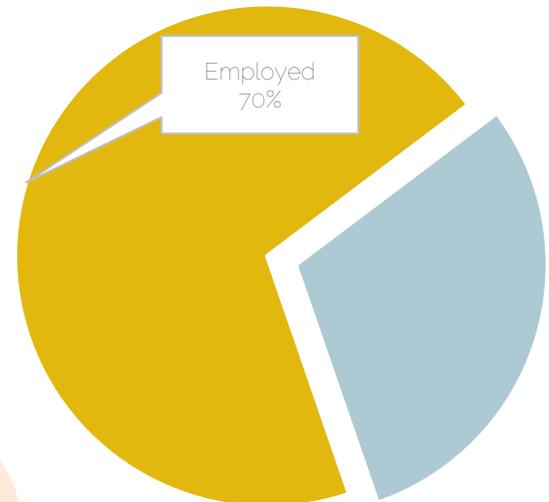
### English for employment

21 of the 30 program graduates are now hired as a result of the program.



*“...the most conducive adult literacy center in the entire sector amongst other 50+ reading centers.” - Musha Sector government representative*

### ALUMNI EMPLOYMENT OUTCOMES



**Kinyarwanda literacy**  
In 2019, another class of 48 adults successfully graduated in Kinyarwanda reading, writing and numeracy.

### Leveled Literacy Intervention

Getting a first-class score allows the student to enroll in one of the 60 schools of excellence in the entire country. LLI, an American research-based English reading program is being utilized by REAP to teach reading to primary school students who are learning English as a second language.

**64% of students who got first class in grade six national exams were LLI graduates.**

## Student clubs

REAP continues its technical support to the student clubs formed (Tuseme Club with a traditional troupe, Sexual Education Club, Student Leadership Club, Business club and Girl Guides).



A total of 315 students participate in the clubs which are aimed at developing students' leadership and entrepreneurial skills while developing their enthusiasm for school.

This year, our Traditional troupe ranked 3<sup>rd</sup> in the District-wide cultural competition in which brought together 77 schools.

## Teachers' lunch program

An entry level primary school teacher earns around \$50 a month while they work the longest day (from 7am to 5pm). Before REAP's lunch program, most of them used to not eat lunch or eat some light snacks which reduced their energy and concentration.

With REAP's support, all 38 primary school teachers had a nice lunch every school day throughout the year. This sustains them during the day and thus improves their teaching

*"Living two hours away from Duha school, it was impossible for me to go home for lunch. I have no other way [to eat] because my salary is not even enough to feed my family and take my children to school. I am very grateful to REAP for the lunch program"*

*Mediatrice, teacher.*

## Saturday school

Thanks to our Saturday School, the overall pass rate in national exams at Duha was 78.5%!

81 students achieved the score required to enroll in boarding schools (also known as schools of excellence and where students have more opportunities to go on to university and /or get a job upon completion of high school).

## Extending the library to the classrooms

After REAP established the Duha School Library in 2013, students' desire to read increased substantially. Being the only library in a school of over 4,000 students, the demand exceeds the capacity by far.



REAP's Classroom reading project allows 3,264 students and 35 teachers in the primary section of the school to access the library on a daily basis.

After buying more children's storybooks in English and mother tongue, REAP trained teachers in read aloud strategies. Books were classified according to grade levels and reading levels and put in bins for teachers to carry in classrooms and conduct read-aloud sessions or facilitate reading by self.

## New Partnerships

*As the CLCL attracts more attention from other nonprofits, 2019 has been a year for laying the foundation for fruitful partnerships including: University of Rwanda's Rwamagana School of Nursing and Midwifery, GLOW Global through Ready for Reading, Teach Rwanda and Strive Rwanda Foundation.*

CONNECT:

[www.reaprwanda.org](http://www.reaprwanda.org) | [info@reaprwanda.org](mailto:info@reaprwanda.org)



@reaprwanda

