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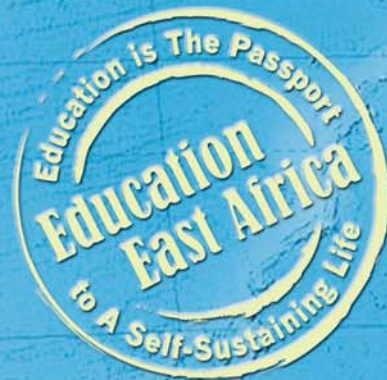
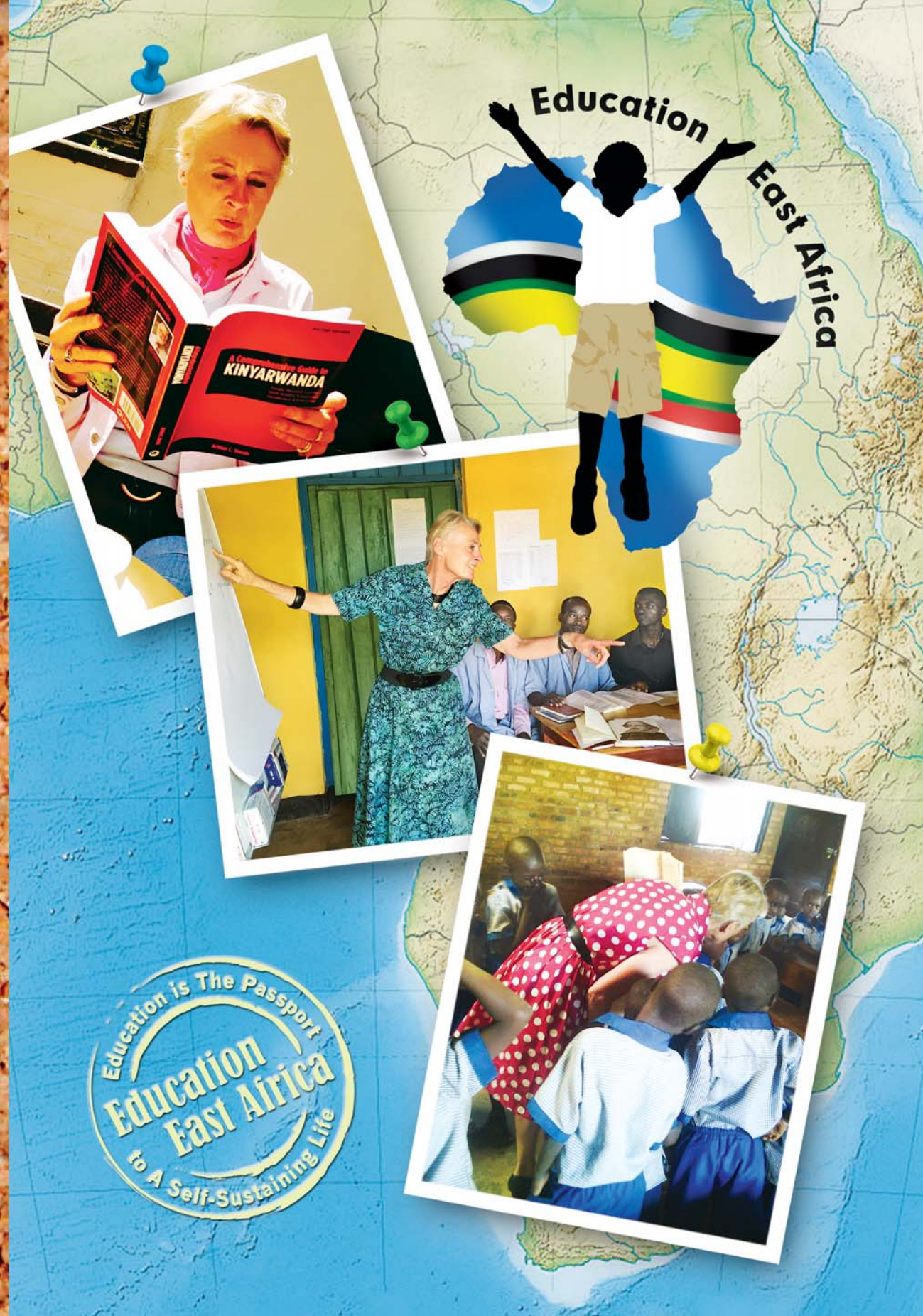
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UK Registered Charity No. 1041672  
Rwanda NGO N113/RGB/NGO/2016  
Tanzania Company Limited by Guarantee No. 69681

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# Only The Educated Are Free.

- Epictetus

We grew up as a species on the plains of East Africa. When we hoisted ourselves onto our hind legs for the first time, some glorious and disastrous things happened. Four million years later we're still here, hoisting ourselves up (*and each other*) with the same curiosity, generosity and optimism that has taken us this far.

Long before they were officially called teachers, the teachers amongst us were teaching others how to do things to sustain ourselves. Eventually this role evolved into the essential job it is today. And while teachers are accustomed to taking on impossible tasks, asking them to teach English before they have had the opportunity to master it themselves is asking too much. And yet this is what happens millions of times a day, in schools all over the world.

Of all the training programmes **Education East Africa** has created in our twenty-three year history, none has had greater impact on more lives than teaching teachers English. And yet precious little resources are devoted to mastering this essential skill. It's as if teachers are expected to teach something they themselves cannot possibly know. *Incredulous*. Because of this, we are entirely devoted to the job of **Teaching English to Teachers in Rwanda**. But we cannot accomplish this monumental task without you.



A good many highly accomplished people credit their teacher for their success, including philosopher Albert Camus. A few days after Camus won the Nobel Prize he sent his teacher, Louis Germain, this heartfelt letter.

19 November 1957

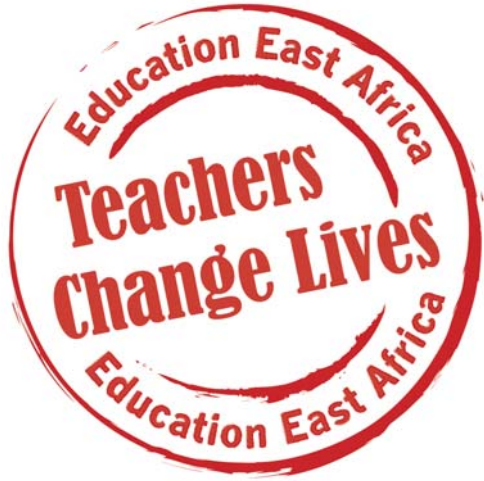
Dear Monsieur Germain,

*I let the commotion around me these days subside a bit before speaking to you from the bottom of my heart. I have just been given far too great an honour, one I neither sought nor solicited. But when I heard the news, my first thought, after my mother, was of you. Without you, without the affectionate hand you extended to the small poor child that I was, without your teaching and example, none of all this would have happened. I don't make too much of this sort of honour. But at least it gives me the opportunity to tell you what you have been and still are for me, and to assure you that your efforts, your work, and the generous heart you put into it still live in one of your little schoolboys who, despite the years, has never stopped being your grateful pupil.*

*I embrace you with all my heart.*

Albert Camus

Camus's letter is a testament to what happens when education lives up to its highest potential and ennobles the human spirit. Because of his teacher, Camus was able to transcend the dismal cards he had been dealt at birth and blossom into the Nobel Prize winning genius we remember.



A great many accomplished people credit a teacher for their success in life.

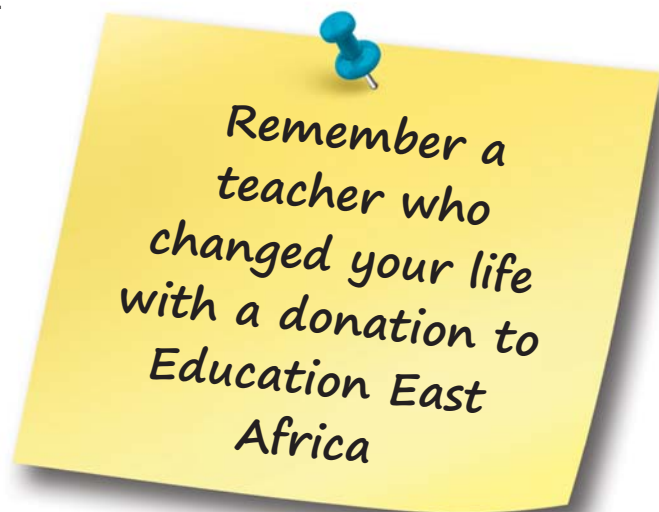
Oprah Winfrey said, "Teachers are often the people who inspire us the most. I know I wouldn't be where I am today without my fourth grade teacher, Mrs. Duncan. She so believed in me, and for the first time, made me embrace the idea of learning."

Microsoft Billionaire Bill Gates credits his fourth grade teacher, Blanche Caffiere, for his love of reading and learning. Today he donates millions to expanding educational opportunities throughout the world.

Without Mrs. Bertha Flowers we would not have Maya Angelou's poetry, biographies and wisdom.

Dame Helen Mirren, upon winning the Bafta Fellowship in 2014, proclaimed, "My journey to this place began with a great teacher. She alone was the person who encouraged me to be an actor."

One of the world's best loved teachers, Anne Sullivan, also known as 'The Miracle Worker,' gave us the incomparable Helen Keller. Though blind, deaf and unable to speak, because of her dedicated teacher, Helen became one of America's best loved authors, lecturers and political activists.



*Real generosity toward the future lies in giving all to the present. - Albert Camus*

Like all charities, our greatest need is financial. We receive no government funding. 95% of the income we raise is invested directly into helping teachers become better teachers by mastering English. We hope you agree there is no more worthy investment of time and money.

### Here's How You Can Support Our Work

By Direct Deposit

NatWest Bank

Account: 13643487 Education East Africa

Sort Code: 60-19-02

*If you choose to support our work by Direct Deposit, please send us a note advising us of this so we can thank you personally. Otherwise, we have no way of knowing it was from you.*

By Cheque

Kindly make your cheque payable to **Education East Africa**

**PO Box 434, Apartment 2**

**Deal, Kent CT14 4BU**

Log on to any one of these websites, type **Education East Africa** into the search bar and when we come up kindly proceed with your donation from there.



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For UK Tax Payers if you're kind enough to include your name, address and postcode with your donation, we will receive Gift Aid Credit making your contribution worth an additional 25%. Please send these details in confidence to [Katy@EducationEastAfrica.org](mailto:Katy@EducationEastAfrica.org). Rest assured, we never share your details with anybody.

We would not exist without the enthusiasm and commitment of our donors, trustees, volunteers, professional staff, and, of course, our patron Dame Judi Dench CH.

Thank you. We greatly appreciate your generosity.



*Education is  
The Passport to  
a Self-Sustaining Life.*

# Education is Life

Education is the passport to a self-sustaining life.

We create and deliver in-service training, books and materials for teachers and pupils. This work is transforming primary education in East Africa.

We were established in 1994 by Katy Allen, MBE.

We are funded by your generosity. We receive no government support. 95% of the income raised is invested in education and employment.

We have improved the education of over 6,000 pupils. Nearly 400 teachers have benefited from our hands-on teacher training.

Our vocational training and village crafts shop help equip those we serve with the skills required for greater independence.

We inspire curiosity and confidence in the communities we serve.

We are grateful for your interest and support.





*Life is either a daring adventure - or nothing. Helen Keller*

“Did you think you were going to cry all the way to Kilimanjaro?” This perfectly reasonable question is posed by the Australian sitting next to me on the plane leaving London. It’s in response to the huge kitchen roll I’m clutching on my lap. The truth is I thought it entirely possible I might cry the entire 5,000 mile journey.

“Would you like a jelly baby?” she offers. I accept in spite of feeling as if I’m leaping off a cliff with absolutely no idea how far the drop might be. Sixteen feet or bottomless? Impossible to tell. I’m leaving everything I have known: My career as a London tax lawyer; My cosy flat; Family, friends, community; My local gym and the little place around the corner where I’ve been getting my hair cut for years; Opera; Theatre; Bookshops; Museums; The Byron scholar who has shared nearly half my life. Everything.

At the age of thirty-six, I arrived in the sprawling village on the slopes of Mount Kilimanjaro alone. Having visited Tanzania only twice before, I had yet to establish friendships. I brought few possessions with me, mostly books, along with a heady streak of optimism.



Many times self-doubt threatened to envelop me. I did not know if my idea for Village Education Project Kilimanjaro would be successful, or leave me as destitute as those I hoped to help. I had never worked in the charity sector and was overwhelmed by how much I hoped to accomplish. There was no guide book, no telephone, no internet.

It's hard to say what possesses anyone to strip down to their barest self and stand alone in a world that is often unaccommodating to new ideas that challenge age-old problems. Naturally there had been the moment standing on top of Mount Kilimanjaro, in February 1993, when I began to see my life wasn't nearly big enough. This gnawing awareness plagued me and surfaced again and again.

I used to work out at the YMCA sports club in Central London. There one day, with Africa ever on my mind, I struck up a conversation at the gym with Alf Dubs. He was someone I had come to know and admire.

"I'm in a real quandary," I admitted. "I don't know what to do. Should I give all this up, and go to Africa?"



"When I have difficult decisions," he replied, "I imagine myself at the end of my life, and wonder would I then regret that I hadn't done this."

Of course Lord Dubs was right. Impossible as it has sometimes seemed, I have never regretted my decision to leave England for Africa.

Education is the great equaliser. It gives us confidence and choices we would otherwise be unlikely to have. Not enough of us have access to a really good education in the crucial early years. This is why, once I recognised the tremendous void, I could not resist committing myself heart and soul to helping improve the fate of as many people as possible.

For the first seven years I lived without running water, electricity, a proper lavatory or any of the modern day conveniences we take for granted. My home was a single, small room built from cement blocks. I had a bed, a table and four chairs. I made a kitchen in one corner with a paraffin stove, standing nine inches high, and a bucket of water.

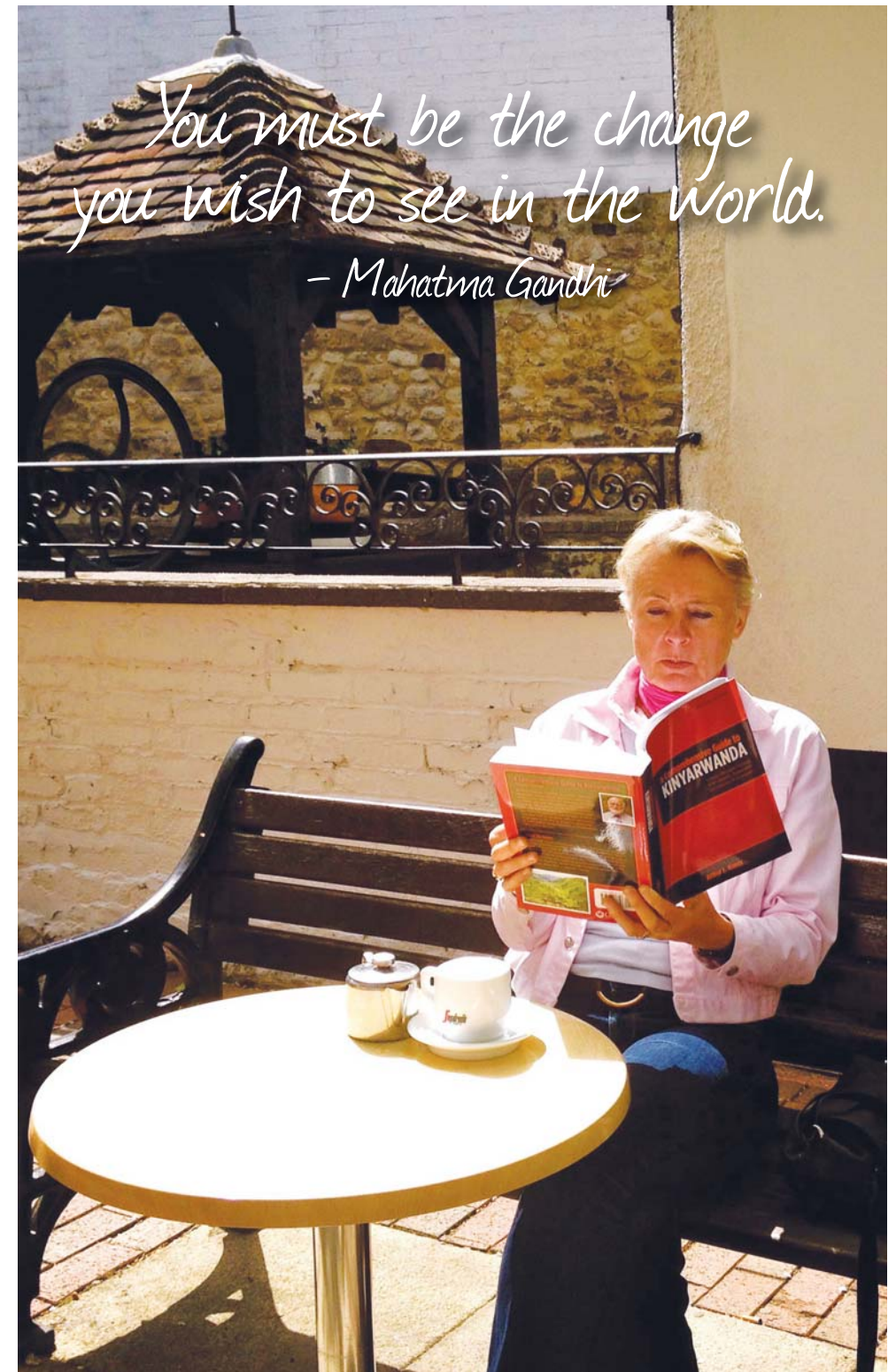
Every day seemed to bring some kind of unexpected struggle: Visits to every official in person and waiting three hours for the officer who had "just popped out"; Trying to have an important conversation with the deputy minister for education in his office,



while he watched the flatscreen television behind me; Twelve journeys to Dar es Salaam (nine hours away) to persuade the utility company to connect 3-phase electricity to the vocational training school; Urgent, last-minute demands to drop everything and attend meetings that may or may not actually take place; Re-establishing ourselves again and again with every new official who couldn't be bothered to find our file in his office.

I walked everywhere, miles and miles a day with a sturdy basket hanging from my shoulder. My cotton skirts wore out in the place where the basket rubbed against my hip. I worked in many poor schools, witnessing first-hand how much teachers are asked to do with absolutely nothing. Once I mastered Swahili, I began communicating with teachers and pupils in their own language. Speaking to them in their native tongue gave me tremendous insight into how I could better teach English.

Being fluent in Swahili also helped establish The Charity's credibility. The Tanzanian media, including national television, have interviewed me several times about our work. Of course now that we're in Rwanda (more about this in a moment) I am learning Kinyarwanda.



In order to remain solvent, I returned to England for a few months each year. I took whatever job I could get and raised the money required to keep The Charity moving forward. Family and friends also rallied around to help keep us afloat. With everything so tenuous, it's a testament to the human spirit we were able to keep going.

I did not take a salary until 2001, seven years after leaving England. It was £6,300 that first year. Twelve years on it was set at £17,000, where it stands today. For perspective, the average UK salary is £27,600. My salary as a tax lawyer in 1993 was £54,000, but my job satisfaction today is worth millions.

Eventually I was able to recruit volunteers and staff. As we grew our reputation grew with us, necessitating the writing of articles, speeches, teaching materials and textbooks. As more people found out about us, I was invited to give talks about our work to various groups and organisations. One especially gracious group of women took it upon themselves to recommend me for an MBE (Member of the Order of the British Empire). Much to my surprise, I was awarded the MBE for Services to Education in Tanzania, in 2001.



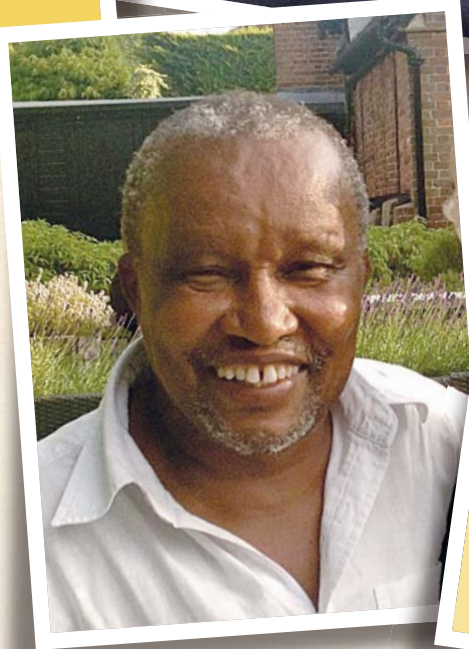


My life and The Charity's destiny dramatically changed for the better when I married Tanzanian educator Dilly Mtui in 2002. For over thirty years, Dilly was a much-loved primary school teacher and head teacher. His passion for education, warm rapport with everyone he meets and hands-on experience make him an invaluable part of our past, present and future. There is no question, I could not do what I do without Dilly.

Katy Allen  
 MBE  
 Director  
 Teacher  
 Fundraiser  
 Spokeswoman  
 Lawyer  
 Advocate  
 Problem Solver  
 Optimist  
 Pragmatist  
 Londoner  
 Spin Cyclist  
 English Grammar Bore  
 Stickler for Detail  
 Classical Music Patron  
 Champagne Sipper  
 Friend  
 Wife



Dilly Mtui  
 Head Teacher  
 Teacher  
 Mediator  
 Coordinator  
 Motivator  
 Community Elder  
 Tanzanian  
 English Speaker  
 Interpreter  
 Sage  
 Maverick  
 Visionary  
 Entrepreneur  
 Gardener  
 Lager Connoisseur  
 Husband  
 Father  
 Grandfather



Village Education Project Kilimanjaro  
is now Education East Africa

*Village Education Project Kilimanjaro was established in 1994. We retained this name for twenty-one years, then in 2015 we metamorphosed into Education East Africa to reflect our expansion into Rwanda.*

*After twenty-one years our work in Tanzania was becoming untenable. New regulations were put in place for obtaining visas for foreign personnel, including me, in spite of working there for over two decades and being married to a Tanzanian. This made the process long, onerous and increasingly expensive. Corruption at the Ministerial level eventually blocked our English books from being adopted nationwide. Then corruption at the district level kicked in, further hampering our efforts. When officials failed to write the necessary letters, without bribes, for our tremendously successful English projects to continue, we reluctantly realised it was time to focus our energies and resources elsewhere.*

*Clearly our legacy in Tanzania is significant. The improvements to the infrastructure of over 30 primary schools increased motivation, attendance and general well-being. However, our greatest legacy can be witnessed in the 400-plus primary school teachers who embraced our teaching methods, while improving their English. Our books and materials continue to be put to good use in the schools we worked in.*

*Happily we can report that the Vocational Training School in Mshiri is now in the hands of the community it serves.*



Under Dilly's capable tutelage, The Charity's Motor-Mechanics Centre at Njia Panda is fast becoming a fully functioning operation. The mechanics workshop is complete. Vehicles are worked on for general repairs, panel beating, and re-spraying. The apprenticeship programme promises to be as popular as we anticipated.

For some time we had been hearing about neighbouring Rwanda's non-corrupt and efficient conduct of business, particularly as it relates to the charity and education sectors. This inspired us to investigate how we might expand our work into Rwanda and ultimately relocate to this ambitious country for three primary reasons:

- Demonstrated need for our teacher-training
- Strong commitment to education
- Ability to partner with Rwandan government and other organisations



We were very lucky to be introduced to Emmy Nyirigira on our first visit to Rwanda in the spring of 2015. He had lived in England for many years as a refugee. Upon returning to the country of his birth in 2013 he was appointed to serve on the Education Commission. He works in government, and although still relatively young, knows nearly everyone there is to know. He helped us put together our Rwandan Board of Trustees, and was responsible for getting our Rwandan Non-Government-Organisation (NGO) registered quickly.



## Bet Your House on The Teachers

Sean Coughlan  
BBC's Education Correspondent  
November 30, 2016

The OECD's education guru Andreas Schleicher has a catchphrase: "No education system can be better than the quality of its teachers". And this week's TIMSS rankings have the same message - success is inseparably linked to the supply of good quality teachers. Whatever headline-grabbing wheezes might be deployed by education ministers, it all comes down to investing in teachers.

*We are in the right place at the right time. Twenty months after our first exploratory visit to Rwanda, we have accomplished the following:*

- We have secured all required Visas and Work Permits.*
- We have put together our stellar Rwandan Board of Trustees (you will meet them in a moment).*
- We have registered our new partner-organisation as a local Non-Government-Organisation (NGO). We have called this Support to Primary Education Rwanda (SPER). As an independent entity it will allow us to apply for some local funding.*
- We have been endorsed by the Rwanda Education Board (REB)*
- We were invited by Gasabo District to work in four government primary schools. We started our Teacher Training there in August 2016.*
- Before we started work in the schools we met the Mayor of Gasabo District, the Vice Mayor for Social Affairs, the Head of Primary Section in The District, and then the District Education*

Officer. The latter organised two meetings for us. The first meeting was with the Head Teachers of our four project schools and some of the English teachers. Our offer of help with our project was enthusiastically received, and the Head Teachers themselves suggested the next meeting with all the teachers, as well as some parents. That meeting was a great success.

- We have worked with over twenty teachers in our project schools and all of them use our NOEC books to improve their teaching. They have fully endorsed our programme in an independent evaluation.



- We have had successful meetings with the Hon. Minister for Education, Secretary of State for Primary and Secondary Education, Director General of Rwanda Education Board (REB), Heads of Linguistics and Materials, Examinations, and Teacher Development at REB.
- We are part of a Technical Working Group for the Teacher Development department at REB, and we have had meetings with the main government donors: Department for International Development (UK Aid); US AID; Unicef; Save the Children;

Voluntary Service Overseas; Action Aid, et al. So far, none of these large organisations is actively involved in the teaching and learning of English in primary schools.

The Head of the Teacher Development Department, at the Rwanda Education Board, recently wrote me an email in which he stated, "You have the English language knowledge, pedagogy, teaching and East African experience that we in REB and the donor/NGO community lacks. So we are lucky to have you, really!" To receive this reaction in such a short time working in the country is proof that our years in Tanzania have made us stand out.

As we become increasingly familiar with Kigali and the surrounding area, we're witnessing enthusiastic dedication to education, as well as real improvements in other areas such as infrastructure, agricultural development, health, and expanding tourism. This will solidify Rwanda as a leader in African business and promote strong economic growth for all citizens.

Rwanda - Land of A Thousand Hills



Our greatest assets in Rwanda are our Trustees; Emmy Nyirigira, Allan Mugabi, Martin Masabo, and Andrew Kettlewell. These four gentlemen, along with our Education Director, Damian Ntaganzwa, and our Programme Officer, Ivan Kayonga, are the wind-beneath-our-wings.

*If you want to go fast, go alone.  
If you want to go far, go together.*  
African Proverb

Damian Ntaganzwa  
Education Director  
Public Speaker  
Advocate for English  
Teacher  
Equality Enthusiast  
Motivator  
Mediator  
Negotiator  
Futurist  
News/  
Current Affairs Fanatic  
Coffee Lover  
Husband  
Father



Ivan Kayonga  
Programme Officer  
Coordinator  
Journalist  
Communicator  
Radio Show Host  
Kinyarwanda Teacher  
Grassroots Leader  
Conflict Resolver  
Badminton Player  
Sunday School Teacher  
Livestock Rearer  
Runner  
Red Wine Appreciator  
Widower  
Father



Emmy Nyirigira  
Manager of Agropy  
at Horizon Group  
International Development  
Specialist  
Serves on President's  
Education Commission  
Chair of Trustees  
Economist  
Social Networker  
Rwandan Patriot  
Enthusiast  
BBC Radio 4 Fanatic  
London Lover  
Massage Indulger  
Somerset Romantic  
Steam Sauna Aficionado  
Husband  
Father  
Friend



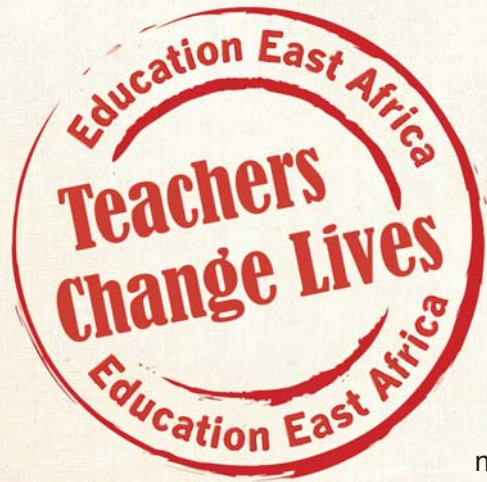
Martin Masabo  
Head Master of  
Lycee De Kigali  
Serves on President's  
Education Commission  
Trustee  
Headmaster  
Educator  
Reader  
Counsellor  
Negotiator  
Adviser  
Current Affairs Addict  
Optimist  
Swimmer  
Husband  
Father



Allan Mugabi  
Chief Financial Officer at  
Horizon Group  
Trustee  
Accountant  
Economist  
Volunteer Youth Leader  
Sunday School Teacher  
Fun Football Player  
Swimmer  
Adventurer  
Gym Goer  
Innovative Thinker  
Humourist  
Adviser



Andrew Kettlewell  
Financial Management Advisor  
at Social Protection Support  
Trustee  
Chartered Accountant  
Yorkshire Man  
Yorkshire Tea Drinker  
Rugby Player and Referee  
Marathon Runner  
International Traveller  
Morning Person  
Hot Chilli Fiend  
Cheese Connoisseur  
Husband  
Father  
History Lover  
Uncle



There is no greater resource than a confident, enthusiastic, skilful teacher. Teachers have more direct influence over a country's productivity than any government. With two billion people expected to be using or learning English by 2020, the need for teachers with a good understanding of English (and how to teach it) has never been more important.

We are still a new project in Rwanda, but our experience of over 20 years in Tanzania has made us stand out, and given us credibility. The readiness with which the teachers have accepted our programme and learned from it has cemented our project as a very serious part of the development work in this forward-looking country.

Primary Education lasts for six years; the official school age at this level is from 7 to 12 years old. Though Rwanda has dramatically expanded access



to education, with the highest primary school enrolment rate in Africa, this admirable acceleration has come at the expense of quality. Investment in teachers must be given the same priority as universal access to education. Only then will pupils gain the skills needed to become the productive workforce Rwanda deserves.

Rwanda considers education a critical investment for the country's growth and development. Understandably, the country still faces many challenges such as the onerous task of double-shift teaching for the primary school teachers and the language transition from French to English, which has been very difficult for teachers who do not have adequate time to improve their skills in English language.

One of the dedicated teachers we have the honour of working with is Laetitia Uwizeyimana. She helps to inspire our commitment to making teacher training the absolute priority it deserves to be. Not many of us could do Mrs. Uwizeyimana's job.



## A Day in The Life of Laetitia Uwizeyimana, Teacher, Mother, Wife.

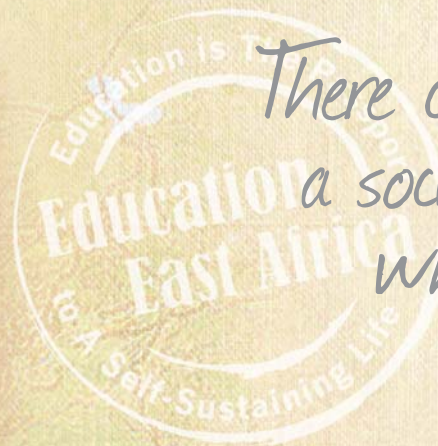


My day begins around 5 in the morning. With six children at home between the ages of 2 and 14, there's a lot to accomplish before I walk to school. As my husband is also a teacher, we are both committed to educating as many children as possible.

The first class starts at 7:20. There are sixty pupils in my Year Three Class, all eager to learn English. I work two, four-hour shifts Monday to Friday. The second shift begins at 12:40. By the end of the day, I will have taught 120 children. I get a lot of satisfaction from teaching.

Education East Africa is helping me improve my English, while also helping me teach English to my pupils. The NOEC books Katy introduced to the classroom are exactly what we need to become proficient in English.

Sometimes I get home for a quick lunch, sometimes not. After school I pick up provisions for dinner, cook, eat and squeeze in chores before bedtime. Fortunately, our older children help with the younger ones. Morning comes much too soon in the Uwizeyimana household.



*There can be no keener revelation of a society's soul than the way in which it treats its children*

*- Nelson Mandela*

## Our Teacher Training Programme

Much of education is focused on the wrong priorities. Too many charities think getting everyone a computer, tablet or smart phone is all it takes to lift people out of poverty. If only life was that easy. Primary school teachers cannot be replaced by technology.

The heart and soul of Education East Africa is Teacher-to-Teacher training, combined with our own highly instructive books and materials. We understand that many of the teachers we train struggle with English as a second language, so our books are written in their native tongue.

Our classes are small, with eight to twelve teachers working diligently to improve their English skills. We use everyday common products such as boxes and tins as teaching aids, because these are the kind of props teachers can easily access. Combining the visual with the tactile not only improves comprehension, it also encourages teachers to teach interactively themselves.

We create a sense of camaraderie by turning something as common as a tea break into an opportunity for interactive improvisation, with the teachers practising newly learned skills with one another in a relaxed, supportive environment. Even the most reticent amongst them is eventually enticed to participate fully in the fun, demonstrative exchange our courses are designed to encourage.





Everyone learns faster when freed to express themselves with confidence.

These workshops are conducted in the teachers' native tongue. This is particularly important for English training as the finer details of English language structures can be explained. Teachers leave our classes with renewed energy and focus to do what they do best: Teach. Once they've experienced our training, they're eager to come back for more and we are just as motivated to work with them again and again.

One of our many goals is to share our Teacher Training expertise with other educational enterprises who share our philosophy and passion. With an average teacher/pupil ratio of 1/60, a well-educated teacher needs all the stamina she can muster. Equipping her with the skills and books she requires to prepare the next generation is essential.

A single well-trained teacher can help lift hundreds of children out of poverty. This is the most important work we can do. Because of your support and encouragement, we have improved the education of over 400 primary school teachers and 6,000 pupils to date. Now, with your help, we have the opportunity to ramp this up substantially in Rwanda.



Helping Teachers  
and Young People  
Master Skills  
for Life



He who learns, teaches.  
- Ethiopian Proverb



## New Original English Course for Rwandan Primary Schools

Englishman Frederick George French, CBE, was a true Renaissance man. In his long and distinguished career he was a military officer, judge, author, teacher, philanthropist. His legacy is the engaging, pictorial English grammar books he created for East Africa in the 1950s. These timeless books, known originally as The New Oxford English Course: East Africa (NOEC) have done a better job of helping teachers teach English than anything published before or since. Tens of thousands of East Africans credit Mr. French's textbooks with their facility with the English language. Throughout the 1950s and 1960s these books were used to teach English in nearly every school in East Africa.



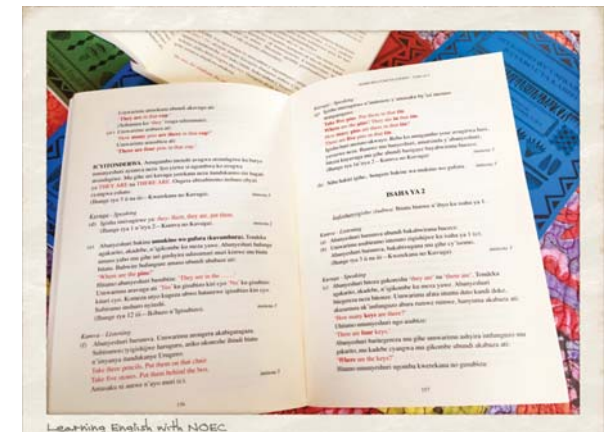
When meeting someone who has learned English from the NOEC books, you can't help but admire their excellent command of the language. Successive textbooks do not come close to teaching English with the universal clarity these books provide.

While it is tempting to think new always equates with progress, this is not necessarily true, particularly as it applies to education and literature. There is a reason Shakespeare, Dickens and Winnie-the-Pooh are as popular today as they were in their time.



They transcend age, geography and circumstance. We have all had our Hamlet, Scrooge and Pooh moments, whether we live in Kigali or London. Thus it is with the classic English books, Frederick George French gave us some sixty years ago. Nothing comes close to them for teaching English.

Our dream has long been to get our textbooks and teachers' guides in the hands of every teacher in East Africa. This dream is supported by our five-year course for teaching English as a foreign language. Our NOEC books are amended versions of Mr. French's classics. Along with our books we provide teacher training on how to use them. All our books are accompanied by Teacher's Notes and, for Book One and Book Two by an additional Handbook. These are presented in **Kinyarwanda** so that the teachers can understand the explanations and instructions, and easily see the target English language which is printed in red ink. For help with the target English language, each Teacher's book has a dictionary, and a pronunciation guide which guides the teachers how they can make the English sounds using sounds from **Kinyarwanda** words.



We recently retained the services of an independent consultant to interview the teachers we're training in Rwanda. Their enthusiasm and comments in response to our programme is heartwarming. Here are some of the things they had to say about learning with NOEC:

*"If I had had this book earlier I would be like Shakespeare. With these books we can build a proper understanding of the language"*

*"Most of the new words I say and their pronunciation are from the NOEC books. For example, the difference between 'cat' and 'cart'."*

*"The books help us to achieve where we're going."*

*"These books go deeper than the materials we are using"*

*"In the curriculum there is no guidance on how to actually teach. With the NOEC the book tells you exactly how to do things."*

The vast majority of teachers are not competent in speaking the English language and, therefore, have great difficulty in teaching it. Most books and support materials give them very little guidance on how to teach, and even less guidance on how to pronounce the words properly. More fundamentally, other books and support materials do not pay attention to the structure of the language. We hope to change this.



### Teacher's Books

NOEC provides certainty that the teaching will be systematic, progressing from one point to another in regular fashion; that English will be broken down to a limited number of regular patterns and that these will be practised regularly and systematically; that new habits and skills will be learned by practising the patterns of behaviour of the language; that the pupils will enjoy the content and be motivated to learn.

The Handbook for use with the Teacher's Notes to Book One helps the teacher to organise the lessons and to understand parts of English speech. It also sets out extensively the various techniques to be used in teaching the language.

The Teacher's Notes to Books One and Two give detailed lesson notes for each period with suggested timings, the stress to be given to words and how to use teaching aids. It also highlights difficulties that will be faced by Kinyarwanda speakers and how to overcome these difficulties.

Here's what Frederick George French had to say about the importance of establishing a solid foundation when learning English:

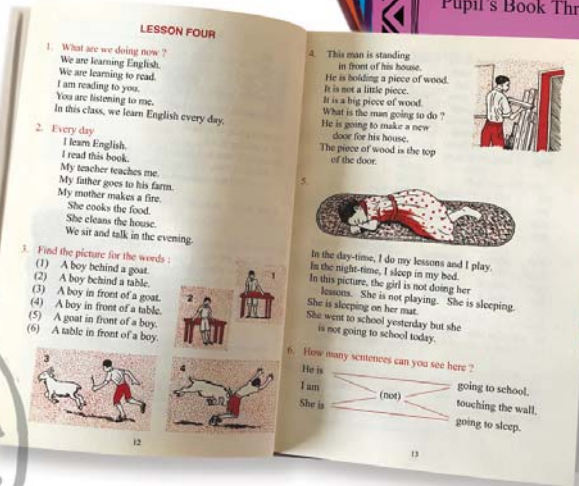
*"The framework of the English language is best presented in typical sentence-patterns. There are not very many of them, but the pupils should give their whole attention to each one. First they must hear each pattern, then say it, then practise it again and again. It is important that they should add to their vocabulary; but it is even more important that they should thoroughly master the patterns."*

Whatever the reason, the fact remains that many teachers have suffered a loss of confidence in themselves and what they have been teaching, and there has been a marked swing away from grammatical studies, which very often, did give both teachers and pupils something solid to hold on to. As a result the teaching of English seems to have lost whatever 'backbone' it may well have had, and standards have suffered. The NOEC books provide a solid solution to this.

### Pupil's Books

The most important key to the success of the NOEC books is the pupil's books themselves. The content is of meaning and interest to the pupils, drawing on their environment and people and things to whom and to which they can relate. The stories are mostly funny, and mostly follow the same characters through several episodes. The content is built up by repetition and revision; each lesson uses language items from previous lessons so that the language learning is continuous and not segmented.

The exercises are many and various. The early books emphasise looking at words and pronouncing them, while recognising them and differentiating them from similar words. There is built-in group and pair work, and lots of action suggested for the pupils to be able to demonstrate their understanding. This makes learning English fun for everyone.



## Primary Advantages to Learning English with NOEC Books

- Teachers learn on-the-job by being taken through the structural patterns step-by-step with their pupils.
- Teachers are helped by the thorough guidance in the teacher's books, combined with the pronunciation guides.
- Pupils are provided with sufficient practice of each step for the meaning and structure to be thoroughly understood.
- Pupils are motivated by the stories, graphics and by the interactive classroom practice exercises.

