



Bright School



Welcome to the
4th GRADUATION
CEREMONY CLASS OF 2025



ANNUAL REPORT

2024-25



Learning, Teaching, and Systems Change in Action

Advocating for innovative, inclusive, engaging, respectful, joyful education



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Roles as they were during the 2024-25 year.

The Year in Numbers

● Bright School

345

learners from Nursery to Primary

19

teachers in ongoing coaching and mentoring

28

P6 students graduating

1

model school showing play and project-based learning in practice

5

nursery classes

11

primary classes

4

new teaching and administrative staff

2

Peace Corps Volunteers, plus 1 part-time school-based mentor

And some happy news from the staff room: 2 weddings and 3 births.

● Teacher Development

59

in-service teachers supported through mentoring and training

1,107

children reached

5

partner schools mentored using TEACH Rwanda Standards

4

school leaders in instructional leadership development

One full cycle of Modules 1, 2 and 3 completed.

● Inclusion & Equity

10

learners supported through Individual Education Plans (IEPs)

100%

of teachers trained in inclusive, play and project-based pedagogy

2

IEP reviews per term, with parents

3

days of CPD on SEN and inclusion, plus 1 workshop on neurodiversity

● Partnerships

4

new MoUs signed with partners

1

MoU renewed with an existing partner

1

successful district-level Expo

1

new consultancy contract

What We Focused on This Year



- Strengthening Bright School as a living model of high-quality, inclusive teaching and learning, showing what is possible with Rwandan teachers, Rwandan students and the Rwandan curriculum.
- Deepening teachers' understanding of child development, brain development and learning through play and projects: the 'why' behind play, and practical, hands-on tools and strategies to use every day.
- Embedding inclusive practices and SEN systems in everyday classroom teaching, and building knowledge and understanding of neurodiversity.
- Supporting teachers to design meaningful, hands-on, real-life learning built around themes and enriched by community visits and outdoor learning.
- Using data and observation to inform teaching, spot challenges early and support each child's progress.
- Improving dialogue between parents and school: a termly parent survey, a termly school newsletter, a stronger social media presence including a new Bright School Instagram page, an active WhatsApp group for every grade, and engaging termly General Assemblies co-facilitated by an active PTA.

Message from Leadership

The 2024-25 year was one of both challenge and meaningful growth for TEACH Rwanda. It asked us to adapt, reflect and make deliberate choices in service of our long-term vision.

At Bright School, we expanded not only our physical campus but also our organisational capacity. We welcomed a newly trained Finance Officer, a skilled HR Specialist and an experienced School Accountant and Operations Supervisor. Alongside the growing strength of our education team, these additions brought renewed energy, greater transparency and a higher level of professionalism across the organisation, strengthening the foundations for sustainable growth and true collegiality.

At school level, we introduced a revised approach in Upper Primary, focused on both subject delivery and timetabling. We recruited specialist teachers with strong subject knowledge and a shared commitment to child-centred practice, and invested significant time in induction and mentoring to support their transition into the Bright School community. We also purchased land and began building a new eight-classroom block, a major milestone that will allow us to apply for permanent registration as a school.

We were encouraged by high levels of staff retention, reflecting a strong and committed team culture. Student enrolment declined slightly, largely because neighbouring schools have expanded. We recognise this as an ongoing challenge, but we do not see ourselves in competition. Unlike other schools in Muhanga, Bright School remains inclusive in the truest sense, welcoming children regardless of gender, background or academic ability. We resist ranking and comparison, and hold firm to the belief that every child is deserving, capable and able to thrive in the right conditions. We want to be parents' first choice not because of exam results alone, but because of trust, values and the quality of the learning experience we offer.



Our first full Primary 6 cohort graduates; Bright School learners at the FIRST LEGO League Regional Competition in Huye.

This year also brought moments of pride and celebration. We graduated our first full Primary 6 cohort of 28 students, a significant milestone for the school. Our learners competed in the FIRST LEGO League Regional Competition in Huye, showing collaboration, problem-solving and confidence. We also held a joyful Moving Up ceremony for nursery children moving into primary, a moment that reflected both the children's growth and our commitment to listening and responding to parents.

There were challenges too. We said a sad goodbye to long-standing partners, including REAP, as funding constraints brought our Memorandum of Understanding to a close. We also concluded our partnership with the Pharo Foundation after delivering all agreed objectives and helping to develop a sustainable, system-level mentoring model by training their teacher mentors. Endings are never easy, but we are proud of the impact achieved and the relationships built, and we believe the change we saw during these partnerships will last.

We also made a deliberate investment in strengthening our organisation from within, engaging JSA Consulting Rwanda to support TEACH Rwanda and Bright School through a period of growth and transformation. This partnership has helped us move from a largely volunteer-led mindset towards a more mature, professional and sustainable structure, supported by our Kigali team's move into shared office space, which has brought greater collaboration, productivity and a stronger sense of community.

Though heavy with change, this year has left us stronger, more focused and better prepared for what lies ahead. We remain committed to our vision of contributing to a nation of analytical thinkers, collaborative innovators and compassionate leaders, rooted in a culture that values equity, inclusion and lifelong learning.

Rachel Walmsley

Country Representative, TEACH Rwanda

Who We Are and What We Do

VISION

Rwanda will be a nation of analytical thinkers, confident communicators, collaborative innovators and compassionate leaders, with a culture that embeds lifelong learning based on play and projects.

MISSION

Collaborate with education leaders through teacher capacity-building to implement global best practices in play and project-based learning that will result in a world-class education system in Rwanda.

What makes us distinctive?

TEACH Rwanda is an international education development organisation, founded in the USA and deeply rooted in Rwanda since 2010. We work at the heart of education systems, strengthening teaching practice, developing school leadership and transforming learning environments, because we believe quality education begins with empowered educators.

Through our mentoring programme for teachers and school leaders, we support education providers to implement inclusive, culturally relevant and trauma-aware teaching grounded in play and project-based learning. Our approach combines global, research-based best practice with deep local insight, so teachers at Bright School and in our partner schools can adapt learning for diverse needs and build on children's natural skills and interests.

Through ongoing mentorship, classroom observation, professional learning and strong partnerships, TEACH Rwanda supports teachers to create environments where every child is valued. By engaging parents and caregivers and working with other education providers, our impact reaches beyond individual classrooms, strengthening schools and improving learning for children across Rwanda.

Bright School

Bright School, our exemplary school in Muhanga, is operated by TEACH Rwanda, a Rwandan INGO and a non-profit organisation based in the United States. Bright School is more than a school. It is a demonstration site where evidence-based practice, joyful learning and inclusive education come together, so teachers, school leaders and partners can see what is possible when children are placed at the centre of learning and teachers are supported as reflective, skilled professionals.



Why This Work Matters in Rwanda

Learning outcomes

Nearly 92% of Rwandan children have access to primary education, yet too many are not achieving foundational skills. Large classes, an overloaded curriculum and few chances for active learning mean children often move up through grades without mastering literacy, numeracy or problem-solving. These gaps appear early and widen over time, especially for children from low-income households and those with additional learning needs.

Teacher support

Teachers lack sustained, practical support to turn policy and training into daily classroom practice. Professional development is often short-term, theoretical and disconnected from classroom reality. Ongoing coaching, feedback, and time to practise and reflect are limited, leaving teachers under-resourced to meet the diverse needs of their learners.

Teachers as agents of change

Teachers are the most powerful in-school factor in how well children learn. When teachers are equipped with effective, learner-centred strategies such as play and project-based learning and differentiation, classrooms become more inclusive, engaging and effective. Strengthening teacher practice brings immediate benefits for children and lasting change within schools.

Why demonstration schools matter

System reform needs visible, practical examples of what quality teaching and learning look like in context. Demonstration schools are living laboratories where effective teaching, leadership and inclusion can be seen in action. They give teachers, school leaders and policymakers a credible local reference point, bridging policy and practice and showing what is possible with the Rwandan curriculum, Rwandan children and Rwandan teachers.



Bright School: The Heart of Our Work

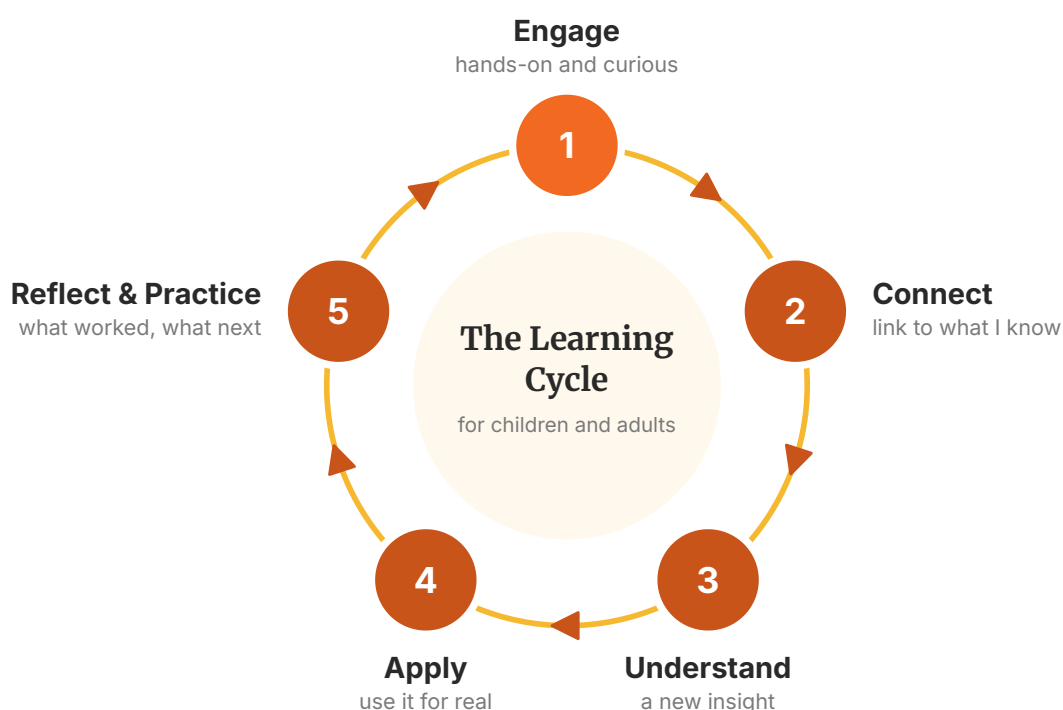
Bright School at a glance

At Bright School, children engage joyfully in meaningful, relevant learning with the Rwandan Competency-Based Curriculum (CBC).

- Students build knowledge and skills through play and project-based learning built around a weekly theme.
- Class sizes range from 20 in nursery to 28 in upper primary, so every child can take part fully.
- Teachers are mentored to respectfully engage children's analytical thinking, nurture their executive function skills, **and** prepare them for Rwandan exams and success at secondary level and beyond.
- Classes are truly inclusive. We don't rank, we don't turn children away because of low performance, and we help those who are struggling with Individual Education Plans, tailored support and the nurture they need to build self-esteem and academic competence.
- Our Fund a Future scholarships make it possible for the most vulnerable children in our community to access an education that can lift their families out of poverty.
- Classrooms and our library are full of interesting books in three languages that children choose and love to read. Natural and recycled items, blocks, clay and puzzles are everywhere.

The TEACH Rwanda Learning Cycle

TEACH Rwanda has developed a practical tool to help teachers design learning that reflects what we know about how children, and adults, learn best. It is deliberately a cycle: learning is not linear, and deep understanding develops over time through experience, reflection and practice. It also reflects our belief in lifelong learning, where teachers and learners alike keep growing, adapting and refining their understanding.



The cycle begins with **Engage**: meaningful, hands-on activities that spark curiosity and motivation, designed by teachers to be relevant, playful and connected to real life. Learners then **Connect**, linking new experiences to prior knowledge, language and lived experience, so new ideas are never taught in isolation.

Connections lead learners to **Understand** new concepts and ways of thinking. Understanding grows when they **Apply** it through problem-solving, projects, discussion or practical tasks, testing ideas and learning from mistakes. Finally they **Reflect & Practice**. Reflection feeds the next experience, restarting the cycle at a deeper, wider level.

Typical classrooms

Our well-prepared teachers choose weekly themes that spark children's curiosity. Popular themes include transport, construction, weddings, chickens and soil. Each week begins with children sharing what they already know and what they want to learn, and ends with a review of what they learned and a list of what they want to find out next. Teachers use a curriculum web to plan, integrating the theme across all subjects in lower primary and across Social Studies and Science in upper primary.



P1 THEME: LIQUIDS

Children suggested they could make their own juice. They used maths to work out the cost of ingredients, and counted and measured how much fruit to use, what size to cut the pieces and how long to cook it. Science happened as they saw and smelled the fruit change through cutting and heating. They discussed hygiene before cooking, eating and cleaning, and enjoyed good nutrition when they drank their juice. **They live what they learn.**



NURSERY 1 THEME: FRUIT AND NATURE

N1 children visited a banana plantation, exploring and learning how bananas grow. They bought yellow bananas, practising with money, and used banana leaves to make crafts, learning about recycling and caring for the environment. The visit helped them connect with nature, be creative and understand why we look after the world around us. **Real-life learning in real-life contexts.**

Children's outcomes

At Bright School, we believe every child has something special to offer.

When children leave Bright School at the end of Primary, we want them to be confident, curious and ready for the next step in their learning. Our learners grow into thoughtful young leaders who care about others, think creatively, solve problems and don't give up when things are difficult. They learn to believe in themselves, to dream big and to take pride in who they are as Rwandans. We want them to feel agency from a young age, and the power to create change in their country even as children.

Success at Bright School means more than good grades. It is also about kindness, respect, teamwork and resilience. We help every child discover what makes them shine, whether that is coding, art, music, public speaking, fashion, mathematics or writing, so they can use their talents to make a positive difference in their communities and the world.

Top 10 Bright School learner attributes

- 1 **Confident communicator**
Expresses ideas clearly in Kinyarwanda and English, and through storytelling, art, play, coding and performance, speaking with self-belief.
- 2 **Curious, lifelong learner**
Asks questions, seeks out new knowledge, explores freely and sees learning as an exciting journey rather than a task.
- 3 **Creative thinker and innovator**
Experiments with new ideas, uses imagination and embraces hands-on exploration to bring concepts to life.
- 4 **Problem solver**
Analyses challenges, tries different strategies, learns from mistakes and persists until they find a solution.
- 5 **Caring and compassionate citizen**
Understands others' needs, shows empathy and actively supports classmates, family and community.
- 6 **Resilient, with a growth mindset**
Doesn't give up when things are hard, sees challenges as opportunities and knows effort leads to growth.
- 7 **Proud and responsible Rwandan**
Values their culture, identity and language, understands civic responsibility and takes pride in Rwanda's development.
- 8 **Collaborative team player**
Listens, shares ideas, builds friendships and contributes positively to group work and shared goals.
- 9 **Ethical and respectful leader**
Shows honesty, fairness and responsibility, leading with humility and integrity from early childhood.
- 10 **Agent of change**
Believes they can make a difference, takes initiative and uses their talents to improve their school, community and country.

Inclusion and Equity

Inclusion and equity are not add-ons at TEACH Rwanda. They are built into how teaching and learning are designed and experienced.

We define inclusion as intentionally creating learning environments where all children, whatever their ability, background, language or learning profile, can take part meaningfully and thrive. Learning through play and projects is inclusive by nature: children engage with ideas through many media, all their senses, movement, dialogue, creativity and collaboration. This aligns closely with Universal Design for Learning (UDL), which calls for multiple means of engagement, representation and expression, and with global evidence that learning through play supports deeper understanding, motivation and equity for diverse learners.

Teachers are supported to differentiate thoughtfully, adapting content, process and outcomes to the strengths and needs in their classrooms. A new data analysis tool helps them spot patterns of progress and challenge for individual learners or subjects, and choose targeted, practical interventions that support every child's growth.

Inclusion in practice at Bright School

At Bright School, inclusion is visible in everyday teaching rather than reserved for specialist support. Learning experiences are flexible and open-ended, so children can reach concepts and show understanding in different ways: storytelling and role play, manipulatives, drawing, construction and movement, or collaborative problem-solving and projects that build strong literacy and numeracy. Learners with different language levels, preferences or confidence can all take part. Project-based learning adds sustained opportunities to work at different levels of complexity, make choices and build on individual strengths alongside peers, indoors and out.

Alongside this universal approach, Bright School has strengthened its Special Educational Needs (SEN) provision in a deeper, more systematic way. Through intensive professional development, teachers use structured observation tools to notice learning, behavioural and developmental patterns over time, so needs are identified early and met promptly rather than children falling through the gaps.

From observation to Individual Education Plans

Once needs are identified, teachers work together on Individual Education Plans (IEPs) with clear, achievable targets for each child. IEPs are practical working documents, closely linked to classroom practice and reviewed **twice each term with parents**. This cycle of observation, planning, implementation and review keeps support responsive, evidence-informed and grounded in each child's learning.

“

You have created an environment where every child, including those with special needs, can learn, grow, and belong. Because of this inclusive spirit, Asher was saved from any form of discrimination and was able to improve in many ways: socially, intellectually, in language, physically, and in practical life skills. These are lifelong treasures he carries with him. Asher found friendship not only with teachers, but also with students, administration staff, and even kitchen staff. This sense of belonging gave him dignity, confidence, and joy. For this, we as a family are forever grateful.

Jean Claude, parent of a child with Down syndrome at Bright School



Friendship and hands-on learning at Bright School.



P6 Exam Results

Across Rwanda, great importance is placed on the Primary 6 National Leavers' Exams (PLE). At TEACH Rwanda, we believe education is about much more than exam results, but we recognise that parents, local leaders and national authorities often use them to judge a school. We are proud of every child who prepares for and sits these exams. Children's performance can be affected by many things, including trauma, family illness, socio-economic challenges, vulnerability or special educational needs. In many schools, children who struggle or have additional needs are turned away. At Bright School, we believe in the potential of every child.

96.4%

pass rate (27 of 28 learners), against 75.64% nationally

28

learners sat the PLE in 2024-25

92.8%

top individual score

6

learners (21.4%) placed in boarding secondary schools

Pass rate, 2024-25

Share of candidates scoring 50% or above

Bright School

27 of 28 learners



96.4%

National average

all candidates



75.64%

Bright School P6 class

Share of the 28 learners

English: passed



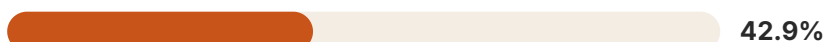
100%

Scored above 70%



57.1%

English: above 80%



42.9%

Boarding placement



21.4%

The official national pass mark is 50%. For many parents, though, success means a place at a boarding secondary school, where the cut-off score changes each year, so results are often judged by the number of placement letters rather than the number of learners who pass.

Over the last two years, fewer learners have been placed in boarding schools because of the government's policy to strengthen secondary day schools. Previously, learners scoring above 70% were placed in

boarding schools, which many parents see as offering a better education. This year the threshold was 83%. For context, 16 learners (57.1%) at Bright School scored above 70%.

Only one learner (3.6%) scored below 50%, compared with 24.36% of candidates nationally. She came from an extremely vulnerable family situation that affected her wellbeing and learning for many years. In many other school settings, she would very likely have dropped out and would not have had the psychosocial and financial support Bright School gave her. We see her result, an average of 46.6% across all subjects, as the complete opposite of a failure.

Maths was the lowest-performing subject, as it is nationally, with an average of 55.2% and 5 learners (17.9%) scoring below 50%. Every other subject averaged above 70%, and the class average across all five examined subjects was 75%. English was the strongest: all 28 learners passed and 12 (42.9%) scored above 80%.

Achievements and New Initiatives

Nursery Moving Up Ceremony

This year we closed the academic year with our first ever Nursery Moving Up Ceremony, inspired by parents asking for a graduation for Nursery 3 children as they leave nursery and prepare to join P1. Many graduations in Rwanda involve long hours of sitting, speeches from local dignitaries and an adult-centred atmosphere. For some years we resisted a graduation for our youngest children, because research shows such events can be stressful, overwhelming and meaningless for them. Since piloting a termly parent survey, we felt it was time to show parents that we can listen to their requests while staying true to our values and to what we know is good for children.

The event was vibrant, interactive and full of celebration. Children passed through a tunnel of hands while the community sang them along the journey from the nursery building to the primary building. They performed songs they had chosen, some made speeches and shared poems they had composed in their heads, they gave their teachers homemade thank-you cards, and shared food and drinks with their parents.



Primary 6 Graduation Ceremony

We held our annual P6 Graduation Ceremony for the class of 2025, complete with hat throw, cake, drinks, songs and certificates. Our students were proud and emotional, and we celebrate every one of them as they move on in their education as proud Bright School alumni.

Free enrichment provision

To extend learning beyond the classroom, Bright School hosted its fifth annual Enrichment Summer Camp: a week of activities for Bright School students and children from the wider Muhanga community. For the first time it was free of charge, widening access while raising the school's profile and strengthening community ties. Experienced facilitators led construction, robotics, modern dance, traditional dance and rugby, helping children build confidence, learn new skills and make friends. It also increased our P6 enrolment, as several children from competitive schools chose to stay for the next year.

Preparation programme for students entering P6

In response to strong parent demand, Bright School introduced an after-school preparation programme for P6 and a summer programme for students just completing P5. In the hour after school, teachers revisited the week's new content, clearing up misconceptions and strengthening understanding through peer learning, discussion, paired research, group work and focused groups for students needing extra support. The programmes built confidence and motivation while reducing exam stress, and could grow into a small income-generating activity (IGA).

A part-time school-based mentor

To strengthen our own capacity for teacher development, Bright School appointed a part-time School-Based Mentor from within the teaching team. A former P4 teacher, she had consistently shown strong expertise, creativity, drive and a clear gift for supporting colleagues. A part-time teaching role now gives her time for peer support and mentoring, building a culture of collaboration, reflective practice and continuous improvement.

Teacher Development and Professional Growth

Our three-module mentoring process is designed to change the way the Rwandan education system works, by preparing the whole school team with the knowledge and skills to support children's integrated learning through play and projects.

Module 1

Observation

At a school where TEACH Rwanda Standards are in daily practice (typically Bright School), teachers and school administrators see small classes (20 to 28), children's original writing and drawing on the walls, materials children choose for themselves, books for reading pleasure, free play, and teaching that builds understanding and real-life application. Lunch with Bright School teachers opens up informal conversation, and the day closes with guided reflection with TEACH Rwanda staff.

Module 2

Workshops

Four day-long sessions, held at least a week apart so teachers and school leaders can apply their new learning in between. Participants explore child and brain development research, put evidence-based practice to work, use planning and teaching tools as live documents, and create engaging learning environments.

Module 3

Classroom mentoring

Mentors support teachers as they put new skills into practice. This is central to our two-year MoUs with partner schools. Mentoring and face-to-face reflection build robust, sustainable systems, and every visit is followed by a detailed report on each teacher's achievements, recommendations and whole-school goals.

Throughout, Bright School and other partners showing TEACH Rwanda Standards in practice act as training sites, mentoring spaces and living laboratories. We keep adapting the programme so it stays relevant to current policy and applies across all of nursery and primary.



Learning focus areas

Child development

Early childhood education principles; brain development and neuroscience; how brains are nurtured by caregivers through play and projects; age-appropriate milestones.

Play-based professional practice

What to say to promote analytical thinking; coaching conflict resolution; developing executive function; open-ended questions that prompt problem-solving, creativity and planning; tools for assessment and review; writing objective observations.

Play and projects to deliver the CBC

Using Dale's Cone of Experience and Bloom's Taxonomy to plan joyful, social, multi-sensory, age-appropriate and inclusive learning; building schemes of work around themes; integrating higher-order thinking and projects for a balanced curriculum in nursery and primary.

Foundational literacy

Reading strategies and when to ask comprehension questions; using books and storytelling in class; story re-enactment; building early literacy through scribbling, drawing and writing original stories.



Module 2 shifted my entire perspective on education. I discovered that Learning through Play is a better and research-based approach to education and through it we can make education both fun and deeply impactful in the long-term. The practical delivery style perfectly proved that creativity and learning go hand-in-hand.

Jerome Kayiranga, Bright School Accountant and Operations Supervisor

Other TEACH Rwanda Partnerships

Ongoing partnerships

Bright School is our flagship and lies at the heart of what we do, but it is not an island, and TEACH Rwanda's impact reaches much wider. This year we continued valued partnerships with **Komeza** and **Harmony** Nursery Schools, where TEACH Rwanda Standards can be seen in daily practice, giving children the foundational skills and enthusiasm for learning they need to start primary school.

We were also proud to partner with **Umubano Academy** in Kigali, operated by A Partner in Education (APIE), providing professional development and mentoring across Umubano's nursery and primary school in terms 2 and 3 of 2024-25. Teachers were highly receptive and willing to try new practices, and while classroom application varied, several made significant strides towards playful, learner-centred teaching. Building on these results, APIE renewed the partnership for a further year, also providing another income stream for TEACH Rwanda.

EDD Gahanga: TEACH Rwanda Standards in daily practice

Over two years, TEACH Rwanda has built a strong and highly valued partnership with EDD (Empower Develop Dignify), a nursery and primary school in Kigali. EDD has shown exceptional commitment to continuous improvement, engaging fully with feedback, acting on every agreed recommendation and embedding change across the school, a culture of reflection, accountability and learning. We are proud to recognise EDD as a partner school where TEACH Rwanda Standards can be seen in daily practice. In July 2025 we began discussions to renew our Memorandum of Understanding for a further year.

New partnerships

Igit Africa

A creative enterprise producing high-quality, culturally relevant learning products such as puzzle maps, playing cards and digital games that celebrate African heritage and Black culture while sparking imagination for children and adults.

Bridgevision

A Kigali publisher that helped us print the first edition of *Natural & Recycled Resources: Find, Play, Understand!*, with hundreds of ideas for learning through play and projects using tyres, leaves, bottle caps, animal bones, water and much more.

Engineers Without Borders Rwanda

Through careful relationship building, TEACH Rwanda co-founder Jane Brown secured this partnership when we most needed technical help to expand Bright School's campus. EWB provided architectural drawings, support with BOQs and budgets, technical input and site visits. We will be renewing this MoU in the coming months.

Peace Corps

Peace Corps Volunteers work alongside our team at Bright School, supporting nursery and primary education and teacher development, and filling gaps we couldn't cover before. Our first volunteer serves as Monitoring, Evaluation and Outreach Coordinator, leading content, digital communications, data visualisation and programme monitoring.

National and development partner engagement

TEACH Rwanda works with development partners and coordination platforms across Rwanda to strengthen alignment, learning and collective impact. Ongoing engagement with VSO, Right to Play and UNICEF includes field visits and shared learning on teacher development, play-based learning and inclusion. We are an active member of the Rwanda Education NGO Coordination Platform (RENCAP), taking part in its quarterly meetings, and join key technical working groups including Teacher Development and Education Leadership (TDEL) and Early Childhood Development (ECD). Locally, we take part each year in the Joint Action Development Forum (JADF) Expo in Muhanga District, increasing visibility, accountability and collaboration with district authorities and partners.



Learning, Challenges and Adaptation

This year taught us important lessons about the realities of growth, funding and capacity. Programmes kept moving forward, but some planned initiatives were delayed or adapted because of external shifts and internal constraints. These experiences have sharpened our understanding of what TEACH Rwanda needs to grow sustainably.

Kitchen and Bakery

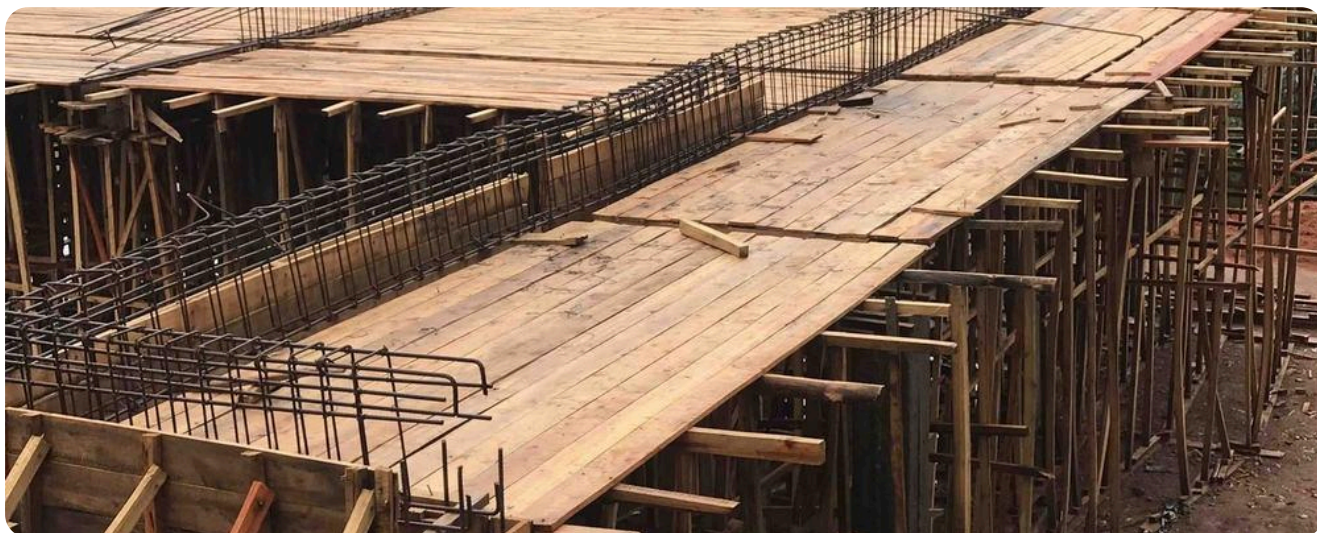
The planned Kitchen and Bakery, supported by a Rotary Global Grant, did not progress as expected. New grant requirements called for a stronger WASH (Water, Sanitation and Hygiene) focus and a redesign of the proposal. Rising prices since the first application in 2021, plus essential WASH infrastructure such as a toilet block, handwashing stations and rainwater harvesting, increased the funding needed. We are now seeking additional resources before the grant can be realised.

Leaving EPR premises

Our full move out of EPR premises was delayed. Without enough capital to add classrooms on our own site, the move was not feasible this year, and it remains planned for next year. Despite the monthly rent, we continue to value our relationship with the church: car parking, road access, playing grounds and shared use of the chapel for General Assemblies and graduations remain important parts of our MoU.

Grant-seeking capacity

As grants become a more strategic focus, we found we need a dedicated application team and a more streamlined process. In this relatively new area we had early “teething problems” finding suitable opportunities, aligning them with our priorities and writing effective Letters of Inquiry. Securing reliable, diversified income remains one of our greatest ongoing challenges.



Building work on the Bright School campus.

Looking Ahead: 2025-26

Priorities for Bright School

The coming year will focus on consolidating quality while strengthening long-term sustainability. Academically, we aim for strong P6 results through consistent teaching quality, targeted learner support and careful monitoring of progress. Bright School will also deepen its pastoral care, because wellbeing, confidence and identity are essential to learning.

A key development will be a **Girls Programme** that helps learners build practical skills, self-awareness and confidence to navigate social and systemic barriers, preparing them not only for exams but for life.

Moving from rented premises to a permanent campus will bring stability, better learning spaces and room for longer-term planning. To build financial resilience, we hope to develop income-generating activities, including agriculture for the school kitchen, coaching programmes for P5 and P6, and our bakery. We also hope to raise teacher salaries towards a living wage that reflects our values, keeps retention high and affirms the professional value of educators.

Teacher development goals

Teacher development will stay central to Bright School's role as a demonstration of effective practice, strengthening existing skills and introducing new strategies so teaching stays consistent, reflective and evidence-informed. The long-term aim is for Bright School teachers to act as peer mentors for other educators, and next year Bright School will have a full-time, non-teaching mentor with this goal in mind.

We will deepen our partnership with local Teacher Training Colleges (TTCs) to offer structured internships: trainee teachers gain hands-on experience in an innovative school, and the school builds a pipeline of future educators already aligned with its approach. A community development programme will help families understand and trust child-centred learning, and new school partnerships, formalised through MoUs, will extend our reach.

Evidence and learning agenda

In 2025-26, Bright School will capture and analyse qualitative and quantitative data more systematically, covering learner outcomes, classroom practice, teacher development and family engagement. The aim is a research paper that documents impact, identifies areas for growth and contributes to wider dialogue on effective, inclusive education in Rwanda, while guiding our own improvement and engaging donors and stakeholders.

What support is needed

To realise these priorities we must strengthen our internal capacity: qualified, innovative staff across programme and school functions, and leaders guided by clear principles that shape decisions, practice and culture, so growth never dilutes our values. Continued investment in people, systems and infrastructure will help Bright School move from a strong model of practice to a stable, scalable example of holistic, high-quality education.

Financial Overview

Revenue

During the reporting period, TEACH Rwanda's income came mainly from international partners, with national consultancy services making a smaller but strategically important contribution. International donations amounted to USD 165,000 (92.9%) and national consultancy income to USD 12,576 (7.1%), bringing total revenue to USD 177,576. International funding remained the backbone of our financial sustainability and made possible a critical transition from a largely volunteer-based model to a fully paid organisational structure.

Where our income came from

Share of total revenue of USD 177,576

International donations

USD 165,000

92.9%

National consultancy

USD 12,576

7.1%

Expenditure

In line with our mission and long-term vision, we allocated resources across priority programme and operational areas, strengthening existing programmes, building staff and teacher capacity and meeting key operational needs. Continued investment in people, alongside long-term infrastructure such as land, a dining hall and a playground, will support the growth of the Bright School campus and a better, child-centred learning environment.

How we spent it

Share of total expenditure

Staff & teacher development

37%

Fund a Future scholarships

24%

Campus expansion

22%

Operational costs

17%

With Gratitude



None of the work in this report would be possible without the collective commitment of our partners.

We are deeply grateful to the donors who believe in our vision and invest in the possibility of high-quality, inclusive education for every child. Your trust and generosity turn ideas into action and sustain the steady, long-term work that real educational change requires.

To the schools that open their doors to collaboration, thank you for your courage and commitment to continuous improvement. Your willingness to innovate, reflect and grow keeps our work grounded in the realities of classrooms and the needs of children.

To the teachers who bring learning to life each day, we are so grateful for you. You are the heartbeat of TEACH Rwanda. Your dedication, creativity and care for your students are central to our success, and your daily effort shapes confident, capable, kind lifelong learners.

We are also deeply grateful to the wider community of parents, caregivers and local partners, whose encouragement and engagement strengthen the places where children learn and grow.

Finally, special thanks to **Scott Garrigan and the Garrigan Foundation** for many years of generous support and steadfast belief in this mission. Your partnership has played a vital role in helping this work take root and grow.

Together, this community of partners makes it possible to move forward with hope, purpose and shared responsibility for the future of education.



TEACH Rwanda

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