

VSO Rwanda Education Programme Area Plan 2009-2014



Country Context

Background

Rwanda is ranked as a country of low human development in the Human Development Index – it ranks at 165 out of 179 countries¹. The population in 2011 was 10,932,000². Adult literacy stands at 64.9% of the adult population 59.8% of female adults are literate; while 71.4% of male adults are literate.

On education specifically:

- In 2010, 5% of GDP in Rwanda was allocated to education.
- In 2009, adult literacy was 66% for women and 74% for men.
- Net enrolment (that is, numbers of children who start school at the right age) is good – around 95.4%. The number of girls completing primary education is also slightly higher than the number of boys completing: 79.8% of girls against 71.4% of boys. The overall figure on completion has improved significantly – from 52.4% of all children in 2008, to 75.6% of all children in 2010. This is largely as a result of the nine-year basic education strategy, which means that the exam at the end of P6 is no longer a determining factor in children progressing to lower secondary school.
- .MINEDUC statistics on repetition rates are unfortunately not disaggregated – the overall repetition rate is 13%. The World Bank, meanwhile, has the repetition rate for girls as slightly lower than for boys: 14.45% for girls, 15.11% for boys.
- The drop out rate is also only available overall, not disaggregated for girls and boys. The overall rate was 11% in 2010.

Gross national income per capita was \$1,130 (compared to a global average of \$10,240, with 90 of the population living on less than \$2 a day. Rwanda is still a largely rural nation, though the numbers of people living in urban areas is increasing. In 1975, just 4% of the population lived in urban areas, increasing to 18.9% in 2010. It is also the most densely populated country in Africa, with number of people per square kilometre rising from 183 per square kilometre in 1981, to 430 per square kilometre in 2010.³ In addition, Rwanda is a rather unequal country in terms of wealth distribution. The Gini coefficient, which measures income distribution, has Rwanda as the most unequal country in the East African Community.

Life expectancy is 55.9 for women, and 53.4 for men. In Rwanda, 50.9% of MPs are women, the highest percentage in the world, and the only country that has a majority of female Members of Parliament. Drop out and repetition rates are relatively equal for girls and boys. These figures are encouraging – but during the lifetime of this Programme Area Plan, we will be exploring what gender issues in education may exist in Rwanda, and how VSO might be positioned to support greater gender equity. Currently, it appears that the disparity between rural and urban is a more major issue in defining life chances.

Rwandan government policy on education

¹ Unless otherwise indicated, all figures from the Human Development Index - http://hdr.undp.org/en/media/HDI_2008_EN_Tables.pdf

² Population Reference Bureau (<http://www.prb.org/DataFinder/Geography/Data.aspx?loc=286>)

³ All data from World Bank DataBank (databank.worldbank.org)

VSO's education programme supports the Government of Rwanda's objectives and priorities in education, as elaborated in the Education Sector Strategic Plan, the Long Term Financing Framework and other policy documents.

Education is a high priority for the Rwandan government, with most policies spelled out in the EDPRS (Economic Development and Poverty Reduction Strategy) and the ESSP (Education Sector Strategic Plan). In recent years however, several major changes have happened:

First, in an effort to achieve 9-year basic education, the Ministry has introduced the following changes:

- all primary schools are now required to implement 'double shifting' (some students come to school in the morning, and others come in the afternoon) – this entails a heavy workload and little preparation time for teachers, and hence low motivation levels risk dropping further;
- specialisation of teachers – a long term measure to create specialist 'language' or 'maths' teachers who would then teach these subjects to a number of years of students; and
- reduction in the number of courses taught in basic education to 5 – English, Maths, Science, Kinyarwanda and General Paper.
- The language of instruction in the early years of primary education (P1 to P3) is Kinyarwanda; from P4 onwards it is English
- In 2010, the Government of Rwanda committed to achieving 12 year free education by 2017.
- There is a renewed emphasis on the importance of early childhood development

In 2008, the Government of Rwanda released a Girls' Education Policy, which aims to:

- Integrate gender issues into national, district, and community programmes and plans;
- Establish a legislative and institutional framework to initiate, coordinate, monitor and evaluate programmes aimed at promoting gender equality in education and training;
- Stimulate collective and concerted efforts, at all levels, to eliminate gender disparities in education and training⁴

Situational analysis

What successes have there been in education?

There have been large gains in net enrolment rates, from 57% in 2001 to 95.4% in 2010 and the major aim behind 9 year basic education is to ensure that all Rwandan children have access to a full nine years of education at minimum. The Ministry of Education is keen to move things forward quickly. In 2010, the Government announced the start of a 12 year basic education programme by 2017. This would give access to an upper secondary education for all who want it. Like 9 year basic education, the aim is that it will be fee-free, but unlike 9 year basic education, it will not be compulsory.

⁴ Girl's Education Policy, GoR, April 2008

Teacher salaries were increased in 2007 in an important step towards motivating teachers to remain in the profession. While no research has yet been carried out on whether teachers remained in the profession as a result of this change, informal discussions with teachers point to teacher pay and conditions being the biggest challenge for teachers remaining in the profession. It follows that improved teacher pay and conditions will encourage teachers to remain in the profession. Although secondary school teachers do receive a living wage, for primary school teachers the wage is still far too low. Data from 2008 suggests that the primary school teacher salary in Rwanda is among the lowest in East Africa – below that of Kenya, Tanzania, and Uganda. The Government has increased salaries several times, but it is still too low. Through a number of initiatives – development partner meetings, cluster meetings, quality implementation working group and the RENCOP (Rwanda Education NGO Coordination Platform), networking between organisations working in education and relationships with the ministry have improved.

In terms of gender, the government has made a positive step by requiring all Parent Teacher Associations to have a female and a male student representative. The gender gap in basic education has narrowed significantly over the last five years - the statistics above from the 2010 JRES point to this improvement. However, it would be fair to say that a gender gap still exists in tertiary education - just 33% of students in tertiary institutions are female, compared with 67% male, and the number of women in private tertiary institutions where fees are high and standards are lower than in public institutions is far higher than the number of men.

What challenges remain to be tackled to meet targets?

Major issues exist around QUALITY of education. The major push in the sector since the end of 1994 has been on access to education – quality is now beginning to be addressed, but there is little understanding of the factors that influence quality education.

VSO internationally works with the Dakar Framework for Action definition of quality education:

“All children, young people and adults have the human right to benefit from an education that will meet their basic learning needs in the best and fullest sense of the term, an education that includes learning to know, to do, to live together and to be. It is an education geared to tapping each individual’s talents and potential, and developing learners’ personalities, so that they can improve their lives and transform their societies”⁵

What quality means in the Rwanda context has not yet been analysed. However, a piece of research is currently underway. In the meantime, VSO Rwanda believes that quality education could be achieved through the following:

- High-quality pre-service teacher training which focuses on producing people who can teach, rather than academics.
- Consolidated in-service teacher training, ideally linked to career progression for teachers

⁵ The Dakar Framework for Action, 2000, <http://unesdoc.unesco.org/images/0012/001211/121147E.pdf>,

- Benefits for teachers that are at least in line with teacher benefits regionally
- Responsive relevant curriculum, which is appropriate to the needs and aspirations of children and society
- Sufficient resources for schools – textbooks in line with the curriculum; as well as infrastructure
- Exams that are in line with a responsive, relevant curriculum
- Schools that are accessible and child-friendly for all
- Schools that are well led by competent and well-trained school directors
- A system of inspection which ensures that all schools, and especially the most rural, disadvantaged schools, are visited on at least an annual basis
- Incentives and recognition for teachers so that they remain in the teaching profession
- Clear management of schools through sector, and district education offices
- Continuing low rates of Human Immunodeficiency Virus (HIV) among the youth, young people aware of all their options for HIV prevention and empowered to make the decisions that are right for them
- Continuing commitment to addressing gender and inclusion issues throughout the education system
- Active, engaged Parent Teacher Associations which are representative of the communities they serve
- Clear and timely communication between and within different levels of the education system, from Ministry through district and sector to school and community level
- Children and young people aware of the world outside Rwanda and able to interact with it on an equal basis
- Teacher proficiency in English language to enable the change of language of instruction to English to be effective
- Donor and International Non-Governmental Organisations activity which clearly meets needs of the sector, maximises complementarity and minimises doubling-up of work

We believe that the changes above would mean lead to higher retention rates for children in school, and that school itself would become more responsive to children’s needs. Children would be more likely to develop the skills and attitudes they need to become active, engaged citizens. Children will be empowered to reach their full potentials, and able to contribute to Rwanda’s development.

VSO recognises that issues around methodology, teacher motivation and retention, and effective school management are crucial to quality of education. Other key issues are around the relevance of the curriculum and the appropriateness of examinations.

One illustration of lack of quality education are figures on repetition rates. In 2001, 36%⁶ of primary students repeated at least one year of school. This has decreased (to 17% in 2008, and to 14% in 2009). However, that 14% of children repeat at least a year of primary school is still not an acceptable figure.⁷ This figure is due to a number of factors, most important of which are an overburdened curriculum and exams that are not clearly linked to curricula.

⁶ Figures from UNESCO - <http://stats.uis.unesco.org/unesco/tableviewer/document.aspx?ReportId=143>

⁷ –Bank DataBank: [data.worldbank.org World](http://data.worldbank.org/World)

A proxy indicator is pupil-teacher ratio. In primary education, this increased dramatically with the introduction of nine year basic education from 62 pupils per teacher in 2004, to 69 pupils per teacher in 2007. Since then, it has reduced, with the latest figure at 58:1. If we take into consideration the 'double shift' introduced with nine year basic education, that means that the average teacher has to teach 116 students a day – 58 in the morning and another 58 in the afternoon. On the one hand, this illustrates a larger number of children enrolling in primary education, but unfortunately, this is not being matched by a big enough increase in the numbers of qualified teachers that the system is producing. A teacher dealing with large numbers of children means less individual attention for students, and less recognition that students learn in different ways. It results in lower quality education.

Education should also be inclusive of disadvantaged groups. For example, there are major disparities between the quality of education available in Kigali and other major towns such as Ruhengeri, Gisenyi and Butare, and that available in rural areas. In general, better opportunities for self-development exist in the capital and urban areas than in rural areas, and it is the gap between urban and rural which is the main barrier to holistic development for Rwanda. There are also disadvantaged groups, for example those marginalised by history (the Batwa), but this is more because they live in very rural areas than because of discrimination as such.

Children with special needs are still not integrated into mainstream education. According to a recent study done by the Union des Personnes Handicapées dans le Lutte contre le Sida (Union of People with Disabilities in the fight against AIDS), there are 32 centres for children with special needs nationwide, with much better coverage of Kigali and the Provinces of the South and West than the East and North. Disabled respondents felt that they were largely left out of the education system (77% of blind people, 79% of deaf people, 70% of people with a learning disability and 76% of people with a physical disability responded that they felt left out of education⁸). Many children with special needs are not recognised as such and are not catered for in mainstream schools. There is little reliable data on the numbers of children with disability who are in school or out of school. Some districts collect what data they can. others do not. The data that is collected may be problematic - for example, one district appears to have included all children with epilepsy in their data on children with special needs. Moreover, there is no disaggregated data to show whether there are gender aspects to this exclusion as well. Many children with relatively mild disabilities are placed in centres when in fact their special needs could quite easily be catered for in mainstream schools, but their learning needs are not recognised nor are teachers able to adapt teaching styles to take into account those needs. There are also many children with special needs who do not go to school at all. Teachers are currently not given any training on recognising a child with special needs, or in how they learn differently. There remains a great deal of stigma towards children with disability, at all levels.

Gender disparities continue to exist in school management - the majority of head teachers both in primary and secondary schools are male, whereas most teachers are female. At the District level too, anecdotal evidence shows that most DEOs are male. There are questions too as to how much decision-making

⁸ Mapping of Associations of Disabled People and Interventions in the domain of Disability, UPHLS, 2009.

power women who sit on PTAs have, particularly since PTAs tend to attract relatively influential men from the surrounding community.

Lessons learnt from previous Programme Area Plan (PAP)

Key achievements from PAP 2004 – 2009

Key achievements from the 2004-2009 VSO Rwanda education PAP were creation of partnerships with different district education offices and diocesan education offices, the achievement of funding and roll out of the PHARE project, and advocacy for teacher pay and conditions, which had an impact on teacher salary increases in 2007. Partnerships moved from being between VSO and single organisations to being between VSO and multiple organisations based on geographic area. VSO started working in education management, and started understanding more about the use of didactic materials in primary schools.

In terms of volunteers, we were more successful in recruiting volunteers with the right kinds of skills who also had French language skills, largely because of our recruitment link with CUSO-VSO.

Lessons learnt from PAP

Lessons learnt from the 2004-2009 VSO Rwanda education PAP were around phasing out of interventions in secondary school teaching, the importance of focusing on basic/primary education, and the challenges of district and diocesan partnerships. Our work in HIV and AIDS prevention brought learning around focus and interventions at different levels with communities and schools.

VSO's education PAP 2004 – 2009 focussed on volunteer placements which combined teaching in secondary schools with teacher training of teachers at school level. Unfortunately for a number of reasons this proved largely unsuccessful. Teachers in secondary schools, having been through a relatively extensive pre-service programme did not feel the need to be 'trained' further, despite the training being offered being on child-centred methods of teaching, of which most secondary teachers had little understanding. In addition, schools had a tendency to see volunteers placed in their institutions as regular teachers who should be teaching a full timetable. This left little room for training and mentoring. Students, too, were unused and often unable to respond to child-centred methods.

Further analysis showed us that around 80% of children do not complete schooling through to the end of secondary. The largest drop out happened after the former P6 exam, which marked the transition between primary and lower secondary. Given our limited resources, and a clear need for higher quality basic education, we made a decision to focus on this sector.

Partnering with districts and dioceses was not without its problems. We started partnering with districts in the same year they were created (2006), and their role in school management has remained unclear. Lack of human capacity at districts proved a challenge too – there are, on average just 2 people at district level, who take responsibility for an average of 100+ primary and 15 secondary schools. There are also constant changes of staff in districts, and little attention given to handover between new and old staff means partnerships often have to start from scratch. The role of the Diocesan

education office is also not very clear, when districts are responsible for private subsidised (libre-subsidie) schools. As a result, there is a focus in this new programme area plan on strengthening partnerships with districts, while gradually phasing out our work with dioceses.

Our HIV prevention work through the PHARE (Prevention of HIV and AIDS through Education in Rwanda) project focussed largely on secondary school Anti-AIDS clubs, building the capacity of members to inform their peers and communities about HIV prevention. This project has resulted in a number of successes, and we feel the time is right for a re-focus on basic education, in line with the rest of the programme area. One area that is related to gender in basic education, is knowledge, for boys and girls, on sexual health and puberty. VSO is interested in working in this area, and particularly with a focus on peer education and the role of parents in children's sexual health and decision-making abilities.

At a global level, VSO made much progress in the area of national volunteering. Good models for using national volunteers to support education programmes were developed in a number of countries – particularly Ghana and Cameroon. Ghana, for example, has a large-scale national volunteering intervention using recent graduates to support teaching in the disadvantaged north of the country. In looking at this new PAP, Rwanda is learning from these and other examples.

Lessons were learned also about the level of engagement of volunteers in the education programme, and actions around setting up of a volunteer steering group and education sector meetings were taken.

New PAP interventions

The VSO Rwanda education PAP for 2009-2014 will clearly focus on the Government of Rwanda's drive to improve quality education, and marks several clear departures from our previous work to focus more clearly on:

- Quality of Primary and basic education, including literacy and numeracy development
- Whole school management
- Community engagement for child and teacher retention
- Work with national volunteers
- HIV and AIDS prevention through education at primary level

How did the decision to work in these areas come from our learning?

Given that our interventions at secondary level lacked effectiveness, as described above, lead to a decision to focus on primary education. This change also came from an understanding that issues in the education sector around quality begin at primary level; and because issues around retention of children through the basic education cycle (9 years) meant that targeting the secondary sector was only having impact on a relatively limited numbers of children.

Learning from the PHARE project also lead to a shift and a desire to work at primary level, since many young people that are engaged in sexual relationships are still in primary schools. There is also much more

understanding about the importance of involving parents and communities in HIV prevention among young people.

Programme Intervention Logic

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| Aim /Goal | Children - both boys and girls - in rural areas of Rwanda are provided with better quality and broader education for personal and social development |
| Objectives | <ol style="list-style-type: none"> 1. To improve whole school management in basic education schools in target districts with concurrent impact on quality of teaching and learning. 2. To impact on quality education through ensuring teachers in basic education schools in target districts are using learner-centred methodologies; that they are equipped to teach basic literacy and numeracy locally-made resources are in evidence in the classroom and teachers are able to teach well through English. 3. To improve the quality of teaching in basic education schools through work at pre-service level, including work with Teacher Training Colleges and Colleges of Education; and advocacy on quality education including teacher conditions. 4. To increase school retention rates and HIV prevention awareness through increased engagement of communities in schools. 5. To ensure children in schools have access to a broader education through work on a global learning perspective. |

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| Outcomes | <ol style="list-style-type: none"> 1. School leaders in target schools have been trained and supported to implement MINEDUC quality standards and school management improves. 2. Teachers in target districts are provided with the knowledge and means to use learner-centred methodologies; teach basic literacy and numeracy; and to make and use locally made resources for teaching. 3. Pre-service teachers at teacher training institutions are trained in participatory methodologies, and are able to see participatory teaching methodologies in practice during teaching practice in schools. 4. At the national level, relevant curricula are in place and are in use in schools; exams are linked to the curriculum and are testing skills needed for Rwanda's development 5. Coordination between national and international NGOs working in education is effective, and VSO is an active voice in the central coordination mechanism and in the relevant working groups. Knowledge of both parents and children on HIV prevention are increased 6. 175 partnerships between schools in Rwanda and the UK are in place and are provided with high quality support; Children and teachers are actively engaged in the programme. 7. Communities are supported to improve retention of children in schools, particularly retention of vulnerable and excluded groups of children 8. National level policy discussion and debate is informed by VSO experience 9. VSO Rwanda has a clear advocacy position which focuses on improving quality of education through engagement with Government and includes advocacy for improved teacher conditions. |
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| Activities | <ol style="list-style-type: none"> 1. Placement of international volunteers with districts to work with school leaders in basic education schools on implementation of quality standards. Training of Sector Education Officers and head teachers so that they are able to provide peer support to one another. 2. Placement of international volunteers with districts to work with teachers in basic education schools on learner centred methods across the curriculum and literacy and numeracy; including resource development. Training of teachers to become 'advanced teachers' who train others in their schools and sectors. Development of, and MINEDUC approval for, guides to ensure volunteers are using appropriate and tested methods which in addition to a core focus attempt to address gender inequity. 3. Placement of international volunteers with Teacher Training Institutions (Colleges of Education, TTCs to work on methodology instruction to pre service teachers (including where possible teaching practice at schools that district volunteers work with). 4. Work with Rwanda Education Board on developing appropriate curricula for basic education, meaningful examinations, useful school inspections, and teacher development and management systems and structures. 5. Advocacy and policy engagement at national level, with a particular policy focus on quality of education for all children. Placement of international volunteers and (teams of) national volunteers at district level to engage with communities on advocacy for retention in schools, global education and HIV prevention. 6. Development of materials on HIV prevention for communities; global education materials for schools and where appropriate materials for advocacy for retention of children in school. 7. Through management of Global Schools Partnership programme, ensure that 175 Rwandan schools are linked with UK schools and are supported to work on joint curricular activities for greater global understanding in schools. 8. Development of a clear gender mainstreaming strategy, and work with organisations working in gender where appropriate 9. Engagement in policy forums at national level with Government and other agencies working in education to inform, influence and ensure complementarity of activities. |
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Strategies and interventions – e.g. capacity building, partnership and networking, NV etc

VSO partners with districts as organisations that have responsibility for supervising schools. In the absence of consolidated plans for in service training for head teachers and teachers, VSO volunteers work with teachers and head teachers directly in 3 selected sectors per district at a time. At this level, their work focuses on training teachers to become advanced teachers who are able

to support teachers in their own school and in other schools in their sectors; and on working with head teachers and Sector Education Officers (SEOs) on quality standards, while ensuring that peer support networks are encouraged between head teachers and SEOs.

We currently partner with 22 districts, the majority of which are in the South and East of Rwanda, though we do work with districts in all Provinces of Rwanda, except Kigali. Within those partnerships we currently work with one College of Education, and all 11 Teacher Training Colleges nationwide.

Districts have limited capacity for managing schools. This is largely due to a lack of human resource capacity – there are in most districts no more than 2 people who are responsible for all primary and secondary schools in the district. The result is that schools largely have to manage themselves. The plans to devolve school management to the sector level will largely happen through the sector education officer (SEO).

In the meantime, working directly with school head teachers and teachers has a direct impact on improving the quality of education in target schools – because, importantly, VSO volunteers do not just train teachers and head teachers. They listen to understand the issues there are, work with the teachers and head teachers to overcome these issues and implement learner centred methods and whole school management, and mentor teachers through difficulties faced in implementation. The result is head teachers who are able to manage their schools well with the involvement of their communities, and teachers who are able to use learner centred methods for the benefit of children in the classroom.

We aim to consolidate the use of volunteers by playing a bigger role at the national level. We are already viewed as a key player in the education sector in Rwanda, and we aim to build on this, becoming an organisation that is respected, well known, and able to really influence policy by feeding up information from the grassroots. In terms of organisational capacity building, we are working with development partners (UNICEF, USAID) and the Rwanda Education Board in a Quality Implementation Working Group; we are an active participant in development partner and cluster meetings, and we work on a number of other initiatives to build the capacity of the Ministry to ensure quality education. We hope that within the lifetime of the PAP, the QIWG will serve its function in terms of both policy development and practical initiatives. VSO will supply technical support in this area as well.

VSO Rwanda's advocacy is centred on working with the government to increase understanding of quality education and to work with them to achieve it for all children in Rwanda. Part of this includes advocating for improved teacher conditions and gender equity in education.

Working with communities on issues around HIV prevention and teacher and child retention in school is an ideal opportunity to utilise the national volunteering resource of Rwanda. National volunteers will be more in tune with communities and able to communicate effectively with them. Working alongside international volunteers will build the capacity of national and international volunteers.

Given Rwanda's recent history, we also feel it is important to work together with others on education to prevent genocide. We have partnered with the Aegis Trust and Kigali Memorial Centre since 2007 and work with them to support their education programme. Our Global Education Work also supports knowledge sharing around issues that affect Rwanda today – both within Rwanda and in the outside world – through CONNECT magazine. Through Global School Partnerships, a project funded internationally through DFID, we are working to link schools in Rwanda to schools in the UK so that they are each able to learn about their respective contexts.

There are many links between education and some of the other programmes and interventions that VSO Rwanda works on in the areas of disability, national volunteering and secure livelihoods. Please see the section below on programme linkages for more information.

Geographical focus and reasons for it

As stated above, VSO is currently working with 22 districts We will continue to work with the Aegis Trust and Kigali Memorial Centre.

List of partners and partner types and planned placements (table)

| Partner name | Province | Area of intervention | Target area and beneficiaries |
|--------------------|------------|---|---|
| MINEDUC | Nationwide | Policy support Informing new and existing policies through information from grassroots Developing specific placements where requested | <ul style="list-style-type: none"> ▪ Nationwide ▪ All children ▪ All teachers ▪ All education managers ▪ Communities |
| Nyamagabe District | South | Methodology Literacy and Numeracy School management School partnerships | <ul style="list-style-type: none"> ▪ Basic Education Teacher sectors ▪ Basic Education head target sectors ▪ Children in basic education target sectors ▪ Communities in target sectors |
| Nyagatare District | East | As per Nyamagabe District above | |
| Nyaruguru District | South | As per Nyamagabe District above | |
| Ngoma District | East | As per Nyamagabe District above | |

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| Kirehe District | East | |
| Nyanza District | South | As per Nyamagabe District above |
| Gatsibo District | East | As per Nyamagabe District above |
| Gisagara District | South | As per Nyamagabe District above |
| Muhanga District | South | As per Nyamagabe District above |
| Kamonyi District | South | As per Nyamagabe District above |
| Burera District | North | As per Nyamagabe District above |
| Nyamasheke District | West | As per Nyamagabe District above |
| Ngororero District | West | As per Nyamagabe District above |
| Karongi District | West | As per Nyamagabe District above |
| Rusizi District | West | As per Nyamagabe District above |
| Rubavu District | West | |
| Rwamagana District | East | |
| Bugesera District | East | |
| Gicumbi District | North | |
| Musanze District | North | |
| Gasabo District | Kigali | Global Education including work with Kigali Memorial C |
| Ruhango District | South | Global Schools Partnerships |
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Resource plan

VSO Rwanda's education programme is currently funded by:

VSO core budget (Non-Canadian and South-South Volunteer costs only)
 CIDA through the CPPA grant (includes specific funding for gender and partnership work)

UNICEF Rwanda (CAPACE Project)
 DfID Global School Partnerships
 Rwanda Ministry of Education (MINEDUC) – non CPPA volunteer allowances

USAID (the L3 Programme, with EDC and others)

We have recently developed a concept note to continue our work in HIV prevention through education at primary level together with community engagement for retention of teachers and students. HIV prevalence rates are currently relatively low in Rwanda, especially compared with other countries in the region (3% national prevalence rate in 2005⁹ - new data from a demographic health survey should be available in 2011). VSO is keen to make sure that the prevalence rates remain low through working with children, youth, schools and communities to educate in both prevention and life skills. We hope that this will be funded by Irish Aid or another bilateral donor within the next year.

Ambition

VSO Rwanda aims to be seen as a lead non governmental organisation working on quality education by 2014. We will measure success in this area on the following aspects:

- Quality education is taken seriously at the national level and sound strategies for achieving it are being implemented nationwide
- Learner centred learning methodology is seen as the only way to teach effectively, and is in use across Rwanda both at pre-service and in-service levels
- VSO is able to promote models of good practice around use of learner centred methods and school leadership
- VSO is working more clearly with MINEDUC and organisations such as UNICEF, which will lead to more prominence and understanding of our work

Where do we see change?

Volunteers work directly with schools, so we see impact at classroom and school management level. They also work with management structures at district and sector level, and we are beginning to see some changes in practice at this level. For example, a number of districts are now able to interpret national exam results; and teachers are becoming more familiar and comfortable with learner centred methods, and their applicability to their own classrooms, through training and mentoring of teachers.

We see change at the national level through engagement in the policy dialogue; quality education being on the agenda of GoR, and grassroots information from our volunteers feeding into policy through various forums including the development partners meeting, cluster group discussions and the new Quality Improvement Working Group.

During the lifetime of the PAP, we aim to work much more with communities and PTAs. This is dependent on sourcing funding, but if work is able to go ahead in this area, we would expect to see more community support for both teacher and student retention as well as HIV prevention.

⁹ CNLS (Comite National pour la Lutte contre le SIDA/National Commission for the Fight Against AIDS) website: http://www.cnls.gov.rw/vih_sida_rwanda_en.php.

Planning and review

Partnership framework

VSO internationally has recently developed a Partnership Framework, which aims to define how VSO works in partnership with local organisations. Key parts of this process are organisational capacity assessment and partnership review.

PPA/CPPA

As part of the monitoring system for VSO's international Programme Partnership Agreement funding agreement with DFID, VSO Rwanda's education programme will undertake a process of impact assessment during the life of this PAP. A baseline study will be undertaken in 2009 to gather information on our partner organisations, and this will be used for monitoring progress of partners over the life of the PAP.

Though funding from CIDA (CPPA - Canadian Programme Partnership Agreement) VSO Rwanda will look at issues of gender equality and strengthening partnerships within the Education programme. Research will be conducted in 2009 and actions identified will be undertaken during the life of this PAP. Funding will be available from CIDA for this work. We aim to have decided what priority work in gender needs doing by early 2011.

Partnership reviews are an essential part of VSO's monitoring and evaluation process. We aim to do partnership reviews annually with our partners, with lighter touch reviews for newer partners or those without significant VSO intervention, and full partnership reviews for established partners or those with several VSO interventions. Lighter touch reviews can be conducted with volunteers and organisation directors alone; fuller partnership reviews would require participation of beneficiaries (teachers and children) and several people who work with volunteers as well. As of October 2011, we are developing new monitoring and evaluation systems to coordinate DPPA, CPPA and other funder requirements.

Programme linkages

There are a few clear linkages to other programmes within VSO Rwanda.

Disability

We aim to work towards inclusive education – which includes children with disabilities. In the lifetime of this PAP we would like to work on pre service and in service training for teachers in identifying and working with children with special needs. This is because there is a clear link between this work and what volunteer methodology trainers are currently doing, and because it is an area in which identified need is great. The Disability Programme will continue to work with some special needs centres with the aim of making them centres of excellence in service provision. We would also like to continue advocating for

special needs to be on the agenda in education – for example through the Government’s Education Sector Strategic Plan to 2014, and support its implementation from policy to practice.

National Volunteering

VSO works to support organisations of national volunteers, including LoV Rwanda, an umbrella organisation of national volunteering organisations. Mobilising the human resource of Rwanda will be of major importance in the achievement of Vision 20:20. Through our relationships with national volunteering organisations, we are hoping to work with national volunteers on community engagement and retention of children and teachers in the education system. This is an area we are currently seeking funding for.

Secure Livelihoods

At the time of writing, VSO Rwanda does not have a programme in secure livelihoods. During the lifetime of this PAP, VSO Rwanda would be interested in further researching the link between secure livelihoods and child retention in school, and looking towards working with issues of secure livelihoods as a means of reaching education for all.

Acronyms

| Acronym | Meaning |
|----------------|--|
| CIDA | Canadian International Development Agency |
| CPPA | Canadian Programme Partnership Agreement |
| CSO | Civil Society Organisation |
| CUSO-VSO | The Canadian member of the VSO federation |
| DFID | Department for International Development |
| EDPRS | Economic Development and Poverty Reduction Strategy |
| EFA | Education for All |
| EMIS | Education Management Information System |
| ESSP | Education Sector Strategic Plan |
| GoR | Government of Rwanda |
| LTFF | Long Term Financing Framework |
| MDG | Millennium Development Goal |
| MINEDUC | Ministry of Education |
| NGO | Non-Governmental Organisation |
| P1,2,3 etc | Primary 1, 2, 3 etc – years of primary school |
| PAP | Programme Area Plan |
| PHARE | Prevention of HIV AIDS in Rwanda through Education |
| PPA | Programme Partnership Agreement |
| QIWG | Quality Implementation Working Group |
| SEO | Sector Education Officer |
| TTC | Teacher Training College |
| UNICEF | United Nations Children’s Fund |
| UPHLS | The Umbrella Organisation of People Living with Disabilities in the Fight against AIDS |

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| USAID | United States Agency for International Development |
| VSOe | Voluntary Service Overseas Eire (Ireland) |