UCLA/UR-CE
Women's Leadership Program

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U.S. PARTNER INSTITUTION: University of California, Los Angeles
HOST-COUNTRY PARTNER INSTITUTION: University of Rwanda-College of Education

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I. Acknowledgement

The UCLA and UR-CE partners would like to thank USAID for providing generous funding for this partnership under the Women's Leadership Program. We want to thank USAID/Rwanda, David Rurangirwa, Susan Buckner, and Emily Routte as well as USAID Higher Education, Workforce Development & Training Division Chief Gary Bittner for providing the support to the project and the development of the partnership.

We wish to extend sincere gratitude to Higher Education for Development (HED) for providing administrative and programmatic support. We especially want to recognize and appreciate Senior Program Specialist Marilyn Crane, and highlight her role in the success of the project. Ms. Crane was a sound advisor, committed guide, and enthusiastic supporter of this project. She provided critical support for the project in terms of facilitating reporting, financial and programmatic, and communication with USAID.

The partnership also wishes to acknowledge the essential support it received from various sectors in Rwanda. We want to thank the Rwanda Ministry of Education and former Permanent Secretary Sharon Haba, University of Rwanda leadership specifically, Deputy Vice Chancellor Pudence Rubungisa, and UR-CE Principal George Njoroge for holding the project accountable and for facilitating its success.

We also want to extend appreciation to our project collaborators Bishop John Rucyahana, Permanent Secretary Célestin Ntivuguruwa, Imaginet Ltd., and The Africa Channel for providing valuable input and support.

II. Executive Summary

Rwanda has made impressive strides in gender empowerment and in mainstreaming gender in its policy framework. This enabling policy environment has had the effect of increasing the rate of female enrollments and completion in schools, most significantly at the primary level. However, despite this strong national commitment to gender equity and promising trend, there is still a significant gender gap at secondary and tertiary levels. Bridging this gap at higher levels is critical to development efforts and Rwanda's goal of building an equitably represented knowledge-based economy.

At the higher education level, educational standards for student intake, qualifications of academic staff, and research capacity continue to restrain improvements to the quality of teaching, learning, and research. The establishment of the University of Rwanda (UR) in 2013 with the merger of all the public higher education institutions in Rwanda was a catalyst to drive forward quality reforms by improving quality assurance, consolidating the skills and expertise of academic staff, creating centers of excellence for teaching and research, and improving utilization of resources and facilities. The UR was constituted to give prominence to the role of higher education in accelerating socio-economic growth and the development of a knowledge-based society.

The University of California, Los Angeles (UCLA) and the University of Rwanda-College of Education (UR-CE), under the auspices of the Women's Leadership Program, which was funded by USAID and managed by Higher Education for Development (HED), engaged in a partnership project that focused on fostering strategies that promote gender awareness in education. The project was conceived as a partnership, where the basis of engagement was equal responsibility and sharing of experience. Prior to beginning project activities, the partners sought support of the respective institutional leadership and secured it through a Memorandum of Understanding (MOU).

The UCLA/UR-CE partnership's primary focus was on gender equality—providing equal access to UR-CE's programs, female empowerment—increasing research and

understanding of barriers and obstacles to women fully realizing their rights, and gender integration—creating gender neutral/friendly classrooms and curriculum at all levels. The partnership set out to accomplish this through a set of activities targeting access and enrollment, institutional capacity building, professional development, and curriculum re-design.

During the three year life-cycle of the project, partners accomplished set objectives and served over a thousand participants. Moreover, the project was able to surpass the threshold of 33% female participation, which was difficult to accomplish as women are not well represented at the tertiary level.

The UCLA/UR-CE partnership objective was to strengthen the capacity of UR-CE and its affiliated Teacher Training Colleges (TTCs) to take the lead in promoting gender equity and female empowerment in education. The partnership program included developing outreach and recruitment programs and other interventions to facilitate increased female enrollment, curriculum re-design, institutional capacity building, training in carrying out research, and professional development for UR-CE staff and faculty, trainees. Taken together, these activities aid in identifying and addressing barriers, both social and institutional, that prevent women from accessing not only programs at UR-CE and TTCs, but in society at large.

Objective 1: *To increase the number of highly qualified and gender-sensitive teachers in Rwanda by promoting and supporting women's access to UR-CE, Rwanda Teacher's College, and affiliated Teacher Training Colleges (TTCs)*

The partnership targeted increased access, retention, and completion rates of female students and schools whose graduates are underrepresented at UR-CE, through a number of initiatives focusing on diversifying learning, mentorship, and conducting outreach. Providing flexible learning options expanded the reach of UR-CE programs to areas and populations that were previously not served primarily through traditional learning programs. The partnership launched two eLearning programs, both at the Master's level:

Post Graduate Diploma in Education (74 students) and Master's in Education (12 students). Moreover, to facilitate the development of a broader eLearning program, the partnership created a custom made online learning platform and handed it over to UR-CE and provided training for all e-learning Officers in the School of Open and Distance Learning.

Moreover, outreach programs targeting young women, students from underserved schools, and those interested in staying in, or entering, the teaching profession increased public awareness and information about UR-CE's programs. As part of this program, the partnership collaborated with Bishop John Rucyahana, President of the Unity and Reconciliation Commission, to conduct a series of outreach forums to raise awareness on the importance of female education. Community leaders, religious leaders, and national thought leaders from a number of districts attended. The forums were convened in eight districts across Rwanda: Kigali City (comprised of Nyarugenge, Kicukiro, Gasabo), Nyabihu, Musanze, Kayonza and Rusizi.

Deliverables

1- Flexible Learning options
    a. ELearning platform tailored for UR-CE developed
    b. Two online courses with total enrolment of 86 students delivered via eLearning platform
    c. Training on eLearning platform for lecturers and students
    d. Advanced training on managing and administering eLearning platform for UR-CE ELearning Officers
    e. 74 Lenova computers with attached keyboard for eLearning program
2- Outreach
    a. Training for UR-CE and TTC staff on conducting outreach and targeted recruitment
    b. Gender Empowerment awareness forums in eight districts Kigali City (Nyarugenge, Kicukiro, Gasabo) Nyabihu, Musanze, Kyaonza, and Rusizi with over 600 participants
3- Mentorship

a. Training for UR-CE and TTC staff on mentoring techniques
b. Advanced training for UR-CE and TTC staff on managing mentoring program
c. Mentors manual for UR-CE and TTC staff

Objective 2: *To better inform UR-CE's institutional policies and practices through gender-focused research and capacity building.*

The UCLA/UR-CE partnership worked on building the institutional capacity of UR-CE to increase the quality of research and institutional data that informs policies and procedures, thereby impacting gender equity in education. A component of this objective was to develop, carry out, and disseminate gender-focused research

The partnership target was an 18% increase in gender-focused research conducted and disseminated at UR-CE. The partnership experienced unforeseen delays at the start of the project, which reduced the number of research competition cycles from of three with two awards per cycle to just one. Fortunately, the overwhelming enthusiasm from UR-CE faculty enabled the partnership to award eight research grants during the cycle increasing gender focused research at UR-CE by 18.7% thus, exceeding targets.

Another component of this objective was capacity building of UR-CE leadership and expanding capability of administrative offices. The project organized a week-long workshop focused on strategic planning and change management, in which all 25 heads of departments and administrative units at UR-CE were enrolled in the training. The goal was to:

- Enhance management and leadership skill of unit leaders in running their units using the best international standards;
- Train academic leaders in designing efficient internal processes and procedures in improving service delivery;
- Equip academic leaders in development of unit strategic and action plans.

The objective of capacity building of the planning office was to enable the gathering and dissemination of data that can be used for institutional decision making. The project was able to introduce improvements to the data collection method previously used at UR-CE. The Planning Office is able to provide a wider variety of data sets on demand as well as aggregate data so as to enable clearer articulation of information.

Furthermore, the partnership conducted a workshop to provide planning and data management officials with training in developing more efficient and comprehensive data collection systems. The activities provided participants with training on creating more structured and streamlined reports that will assist in more targeted decision making. The first cycle of reports using this training was developed in October 2014 with the beginning of the new academic year.

Deliverables

1- Gender Focused Research
    a. Introductory workshop on gender in the classroom and gender focused research for UR-CE and TTC staff
    b. Workshop on incorporating gender research methodologies
    c. Training on research methodology, building research models, and data analysis
    d. Integrating Gender into Research grant competition
    e. Eight research projects supported
2- Capacity Building
    a. Workshop for UR-CE senior leadership on change management and strategic planning
    b. Training in data management and relational data reporting

Objective 3: *To improve the capacity of UR-CE to prepare teachers to address gender equity in the classroom through pedagogy, course content, and classroom management techniques.*

The project undertook curriculum development with special attention to ensuring gender-sensitivity and lessons on female empowerment. A new curriculum for Diploma in Primary Education was developed during a four-day workshop, which was then reviewed by UCLA. The curriculum was submitted for the review process but a national moratorium on new programs that, directly and/or indirectly, impact the primary and secondary levels delayed the approval process. However, the curriculum was developed by UR-CE to fill an important need and therefore, URCE Principal has stated that the School of Education will finalize the revisions, resubmit for approval, and URCE will introduce the new program as part of if offerings.

Lastly, the partnership developed a curriculum on adolescent reproductive health to train instructors who would be tasked with teaching an expanded life skills course which would include elements in reproductive health. The goal of the manual is to train and cultivate enlightened teachers who can provide education and information on reproductive health as well as positively support the emotional, physical, and mental development of the students in their classrooms. The project built on this training to develop a socially sensitive yet comprehensive adolescent reproductive health curriculum and train trainers to deliver a culturally appropriate course to students.

Deliverables

1- New curriculum
    a. Diploma in Primary Education
2- New programs
    a. Online bridge credentialing program
    b. Online Masters in Education program
3- Adolescent Reproductive Health
    a. Training to UR-CE and TTC staff on adolescent reproductive health
    b. New curriculum to train instructors on teaching adolescent reproductive health

UCLA and UR-CE will continue their partnership beyond the grant period to work on joint projects as well as several components of this project. Priority for UR-CE over the next several years is curriculum design, capacity building in research, and integrating technology into teaching and management.

The partnership will continue its engagement by working on specific components that align with national and UR-CE priorities. UR and UR-CE leadership requested UCLA's collaboration to continue with several program components such as:

- Curriculum re-design to ensure that UR-CE curricula is in alignment with new competency-based national guidelines and relevant to stated national teaching and learning goals;
- Train pre-service and in-service teachers in learner-centered teaching and train them to deliver competency-based, active, and engaged learning;
- Developing a mechanism for intensive assessment and evaluation of curriculum and pedagogy is institutionalized;
- Building capacity in research and dissemination of research findings;
- Expanding eLearning and use of technology for teaching and administration and management.

Through UR and UR-CE's endorsement, the project was put in touch with several bilateral donors who have expressed interest in supporting various components. The project has taken steps to secure funding and for support for Phase II of the partnership and anticipates beginning the second phase in October 2015.

III. Development Issue and Context for Partnership

Rwanda is a small, landlocked country located in Eastern Africa. Once a shattered nation, today, it is considered one of the rising stars in Africa. It has a relatively young population with a Per Capita GDP (Purchasing Power Parity) of $1,538 and nominal Per Capita GDP of $698 (IMF 2014). It has a relatively high Gini coefficient of 50.8 (Gini Index 2011, World Bank) and a low HDI of 0.506 ranking 151st out of 185 (2014 Human Development Index, UNDP). Rwanda's development goal includes transformation into a middle-income country by 2020 by way of a knowledge-based society. After the 1994, genocide women made up 70% of the population and those aged 0-14 were 48.4% of the population, making the two groups the future of Rwanda with education and gender equity the cornerstone of its development strategy.

Rwanda is one of the few countries that recognizes that the equal participation of women in society is crucial for its efforts to meet stated development goals and to ensure that women are not left behind. Underpinning Rwanda's poverty reduction strategy is increased participation of women in the workforce and equal female participation in all economic spheres. To date, Rwanda has made impressive strides in gender empowerment and in mainstreaming gender in its policy framework. These goals are advanced under the leadership of the Ministry of Gender and Family Promotion which is tasked with introducing young children to gender awareness and sensitivity so they grow up with informed gender values they carry into the workforce and society. This enabling policy environment has had the effect of increasing the rate of female enrollments and completion in schools, most significantly at the primary level. However, despite this strong national commitment to gender equity and promising trend, there is still a significant gender gap at secondary and tertiary levels. Bridging this gap at higher levels is critical to development efforts and Rwanda's goal of building an equitably represented knowledge-based economy.

III. A. Higher Education Sector

The Rwandan Education Sector Strategic Plan (ESSP) was developed around ten outcomes for the sector, for which the three overarching strategic goals are ***access, quality, and relevance of education***. The outcomes for the education sector include increased equitable access to affordable, relevant, academically rigorous higher education that delivers well-trained and qualified graduates. The ESSP also includes a renewed and intensified focus on research and development in higher education and research institutions. At the tertiary level, there is an emphasis on delivering high quality research in partnership with the private sector. The rationale behind this push is that partnerships with international universities strengthen Rwandan institutions of higher learning in the area of quality research projects and sharing of, and exposure to, the latest educational technology such as open, distance and e-learning.

Within Rwandan higher education, educational standards for student intake, qualifications of academic staff, and research capacity continue to restrain improvements to the quality of teaching, learning, and research. Moreover, the recruitment and retention of high-performing staff is a priority in order to ensure a greater level of quality and relevance of courses and support the development of quality within public universities. The establishment of the University of Rwanda was a catalyst to drive forward quality reforms by improving quality assurance, consolidating the skills and expertise of academic staff, creating centers of excellence for teaching and research, and improving utilization of resources and facilities.

III. A. 1. Reforms and Initiatives

In line with Rwanda's goal of developing an information and knowledge-based society and promoting lifelong learning, a number of reforms and initiatives have been introduced to improve educational quality. In the later phase of this project, the Ministry of Education (MINEDUC) and the Rwandan Education Board (REB) announced a new curriculum framework that is competency-based. The stated goal of this new curriculum is "to develop a knowledge-based society and the growth of regional and global competition in the jobs

market." (Competency-Based Curriculum: Curriculum Framework Pre-Primary and Upper Secondary 2015, MINEDUC and REB, p. iv) The need to develop a competitive and competent workforce and citizenry, "has necessitated the shift to a competence-based curriculum to address the issue of the shortage of appropriate skills in the Rwandan education system." (Ibid) Implementation of this curriculum will be done in phases starting with Pre-primary, P1, P4, S1 and S4 beginning in January 2016. However, training of the human resources required to put into service the national curriculum will have to commence immediately. MINEDUC estimates that training teachers, school inspectors, and school leaders is required for successful implementation. Therefore, the focus of University of Rwanda College of Education (UR-CE) is on the training of pre and in-service teachers in pedagogic skills that will facilitate success of the new policy.

The most significant development in Rwandan higher education was the establishment of the University of Rwanda (UR) system. UR was constituted to give prominence to the role of higher education in accelerating socio-economic growth and the development of a knowledge-based society. The central aim of establishing the UR was to transform and improve the quality of public higher education, thereby creating a world-class higher learning institution. Rwanda expects to make dramatic changes in teaching and learning in order to move UR towards a world-class academic institution by underscoring quality education as the basis for knowledge creation, research, and promoting the culture of innovation.

Most recently, the Rwandan Government has tabled a bill before Parliament seeking to give the UR more autonomy. If amendments proposed by the draft law are approved, the university will be more autonomous and better positioned to be successful in its mission. These changes will help the institution deliver quality education by developing innovative teaching and research aimed at addressing the problems of the population, the students, the nation, the region, and the world. Moreover, on April 1, 2015, a number of academic and research staff from different campuses of the UR across the country gathered at UR Huye Campus to establish Organization, Academic and Research Staff Organization (ARSO). According to the concept note defining the mission and objectives of ARSO, this

organization mainly aims at promoting educational values and research at UR, striving for the socio-economic welfare of the members and support of community development activities.

III. B. UCLA/UR-CE Partnership

The University of California, Los Angeles (UCLA) and the University of Rwanda-College of Education (UR-CE), under the auspices of the Women's Leadership Program, which was funded by USAID and managed by Higher Education for Development (HED), engaged in a partnership project that focused on fostering strategies that promote gender awareness in education through:

- diversifying learning and training by integrating technology
- promoting gender-sensitive research approaches
- targeted outreach and awareness programs
- conducting institutional capacity building activities
- creating gender-sensitive curricula

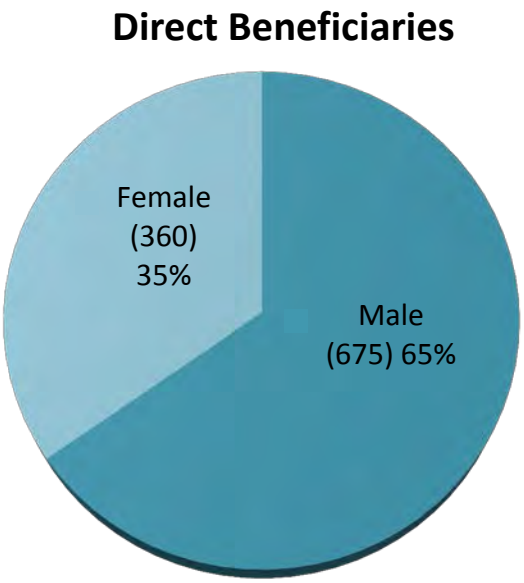
UCLA's African Studies Center (ASC) is one of the oldest and most distinguished research, teaching, and outreach centers on Africa in the United States. It is dedicated to the production and dissemination of knowledge about Africa, ranging from cutting-edge research in the social, human and natural sciences, to public outreach, and to K–12 pedagogical reform. ASC is also home to *African Arts*, the only journal of its kind, and the Marcus Garvey Papers Project. The Center not only coordinates Africanist resources, it also generates critical dialogue and debates about Africa and serves a dynamic international community of scholars, educators, students, and activists who have a shared commitment to Africanist research within and beyond the continent itself. Since its founding, the African Studies Center has played a role in making a difference in Africa, from leading educational reform in the post-colonial phase to advocating social engagement with the 1980s anti-apartheid movement and educational partnerships today.

The University of Rwanda-College of Education (UR-CE) is one of the six colleges of the University of Rwanda, created after the merger of all public higher learning institutions in Rwanda in 2013. UR-CE was established with the intention of positively changing the landscape of human resource development especially in the education profession. The college initially started its operation in 1999 as the Kigali Institute of Education (KIE). The then KIE mandate was to train lower and upper secondary school teachers as well as tutors. UR-CE is the apex institution in teacher education with academic, assessment and certification of all teachers at all levels from primary to secondary school level and with academic quality responsibility over Teacher Training Colleges (TTCs) and the Rukara Campus. The College has ten Distance Training Centers, including four Face-to-Face Regional Training Centers and six Provincial Training Centers across the country. UR-CE has evolved into a dual mode institution offering distance and pre-service programs in various disciplinary areas ranging from certificate to diploma and honor's degree. In addition, in the recent past it has introduced a master's program with a view to increasing its course offering. Currently, UR-CE enrolls an average of 3,000 students, who have fulfilled admission requirements as set by the Rwanda Education Board, in all programs combined on a yearly basis.

The UCLA/UR-CE partnership's primary focus was on ***gender equality***—providing equal access to UR-CE's programs, ***female empowerment***—increasing research and understanding of barriers and obstacles to women fully realizing their rights, and ***gender integration***—creating gender neutral/friendly classrooms and curriculum at all levels. The partnership set out to accomplish this through a set of activities targeting access and enrollment, institutional capacity building, professional development, and curriculum re-design. The partnership developed interventions that integrate USAID's three overarching outcomes: reducing gender disparities in access, reducing female vulnerability through empowerment, and increasing women's capacity for self-determination.

The UCLA/UR-CE partnership objective was to strengthen the capacity of UR-CE and its affiliated Teacher Training Colleges (TTCs) to take the lead in promoting gender equity and female empowerment in education. The increased participation of women in teaching is

important due to the critical role female instructors play in achieving the goals of boosting the completion rate of female students and facilitating the integration of women into the economy. The partnership program included developing outreach and recruitment programs and other interventions to facilitate increased female enrollment, curriculum re-design, institutional capacity building, training in carrying out research, and professional development for UR-CE staff and faculty, trainees. Taken together, these activities aid in identifying and addressing barriers, both social and institutional, that prevent women from accessing not only programs at UR-CE and TTCs, but in society at large. Moreover, this project prepared trainees to integrate gender sensitivity and balance in their classrooms. Over time, this will promote greater gender balance in the classroom and provide an opening for more women to pursue advanced credentials, thus increasing representation of women in the teaching profession.



During the three year life-cycle of the project, partners accomplished set objectives and served over a thousand participants. Moreover, the project was able to surpass the threshold of 33% female participation, which was difficult to accomplish as women are not well represented at the tertiary level.

However, impacting gender equity in education cannot take place in a vacuum. It became apparent to the partnership that supporting the overall education sector goal of increasing quality in education was an underlying theme for project implementation. This was made clear as the UR was established in the early days of the partnership which in turn impacted project objectives and priorities. Therefore, improving quality and capacity building became crosscutting activities as the partners continued their engagement.

IV. Partnership Results

The UCLA-UR-CE partnership goal was to **strengthen UR-CE's capacity to advance women's leadership and prepare graduates to contribute to gender equity and women's economic empowerment through education**.

IV. A. Objective 1

To increase the number of highly qualified and gender-sensitive teachers in Rwanda by promoting and supporting women's access to UR-CE, Rwanda Teachers' College, and affiliated Teacher Training Colleges (TTCs).

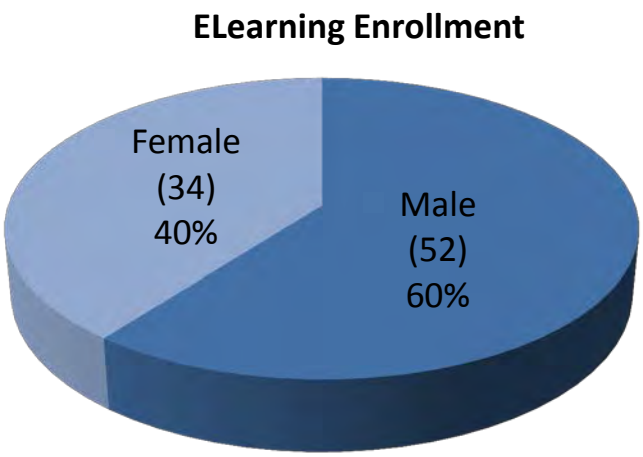
The partnership targeted increased access, retention, and completion rates of female students and schools whose graduates are underrepresented at UR-CE, through a number of initiatives focusing on diversifying learning, mentorship, and conducting outreach. Providing flexible learning options expanded the reach of UR-CE programs to areas and populations that were previously not served primarily through traditional learning programs. Additionally, outreach programs targeting young women, students from underserved schools, and those interested in staying in, or entering, the teaching profession increased public awareness and information about UR-CE's programs.

IV. A. 1. Flexible Learning Options

An important component of the partnership was creating a mechanism for instructional delivery that offered learning options. Developing a mixed instructional model provides the needed flexibility for increasing the capacity to train teachers and to provide in-service teachers with the opportunity to advance their training. ELearning and bridge credentialing programs for teachers in the field are vehicles for increasing access through flexible learning/training programs. To this end, ***the partnership launched two eLearning programs, both at the Master's level: Post Graduate Diploma in Education (74 students) and Master's in Education (12 students).***

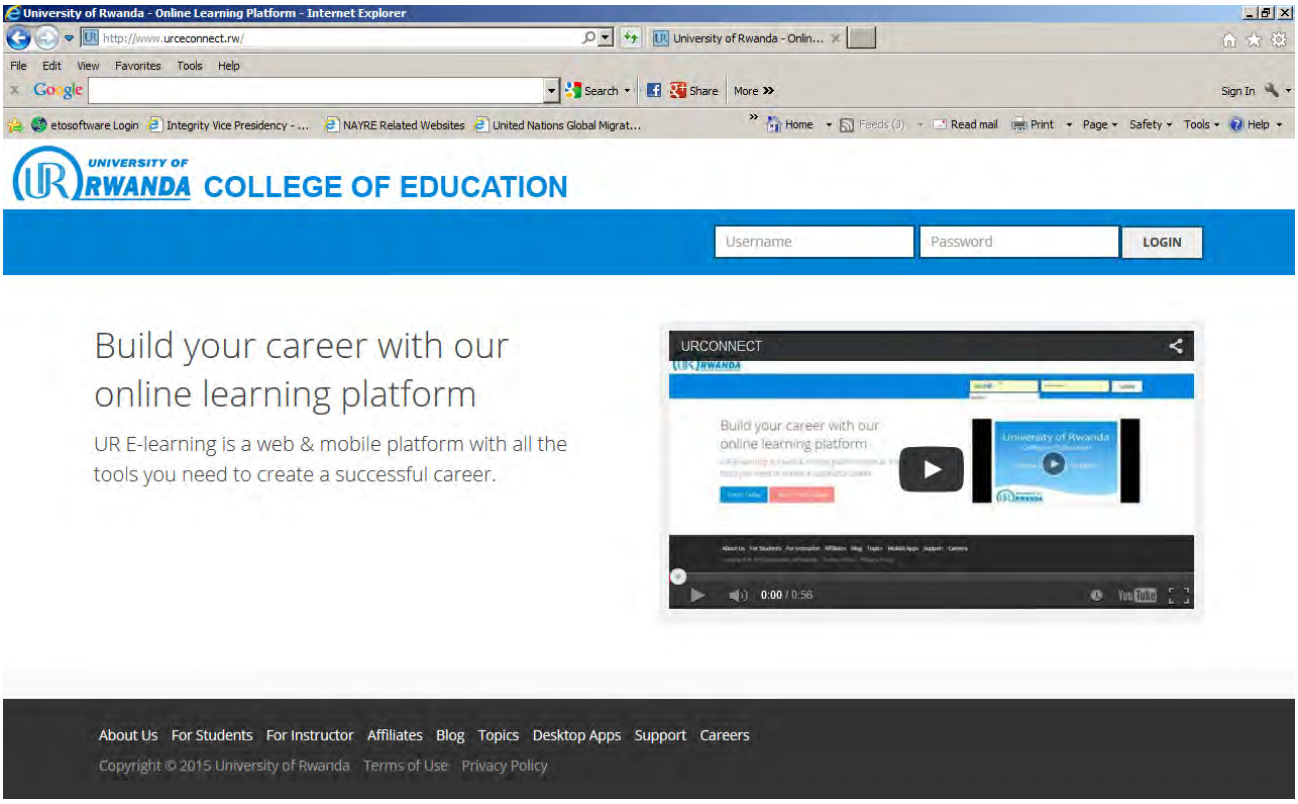
In addition to the newly launched eLearning programs, the partnership planned to convert two newly developed bridge credentialing programs, Diploma in Primary Education (targeting those with Certificates) and Degree in Primary Education (targeting those with Diplomas). The Diploma program was mid-way through the approval process when the project was informed that there was a moratorium on new programs related to the primary and secondary levels. REB was in the process of completing a revision of the national curriculum at the primary and secondary level. Announcement of the new competency-based curriculum guidelines was anticipated to take place in late 2014. However, the announcement was not made until April 2015. This did not leave much time for the partnership to make the necessary revisions, to once again go through the approval process, and open the program for enrollment before June 30, 2015. However, the partnership has secured commitment from UR-CE Principal, who stated that this was an important program for the college, for completing the process and launching the program as part of UR-CE's offerings.

IV. A. 1. i. ELearning



Physical classrooms have limited space and restrictive geography. These limitations mean that a large number of potential students are left behind. Not every student seeking an education can travel or relocate to a major city or devote full-time to school-work. In many cases the students unable to make this accommodation are female who have responsibilities and commitments that prevent them from entering a traditional learning environment. E-learning creates a classroom without walls and enrollment limits. As long as students have a proper device and occasional internet connection, they are able to participate in this digital learning environment.

The partnership introduced eLearning as a vehicle for increasing access to advanced studies for women and those from underserved areas who are unable to participate in traditional learning programs. During the performance period, the partnership piloted an eLearning platform and used lessons learned from the pilot to assist in development of a wider eLearning program. ***(See Appendix I) To facilitate the development of an eLearning program, the partnership created a custom made online learning platform and handed it over to UR-CE and provided training for all e-learning Officers in the School of Open and Distance Learning.***



The PGDPE is a program for those who already have a diploma/degree in education and have been in the field engaged in education-related work. It is a program where most participants are working full-time and upon completion of the program they intend to use their new certification to move forward in their careers. Due to the relative newness of this learning technology, it was determined that mature students would be better placed to tackle the learning curve of the new technology without too much disruption to their

course of study. Further, the PGDPE program provided an opportunity to compare learning outcomes between the previously utilized distance education method and the new system.

For the pilot, the project selected a Lenovo computer, with the attached keyboard using the Windows 8 operating system. The device fulfilled the two primary requirements while at the same time providing users, of all levels, easy functionality and usability. The computers were relatively new to the market and therefore, were not available in Rwanda. The project purchased devices in Uganda at approximately $300/device. Cost of the devices was evenly shared with Microsoft 4Afrika. Anti-virus software and computer sleeves were additional costs covered by the project.

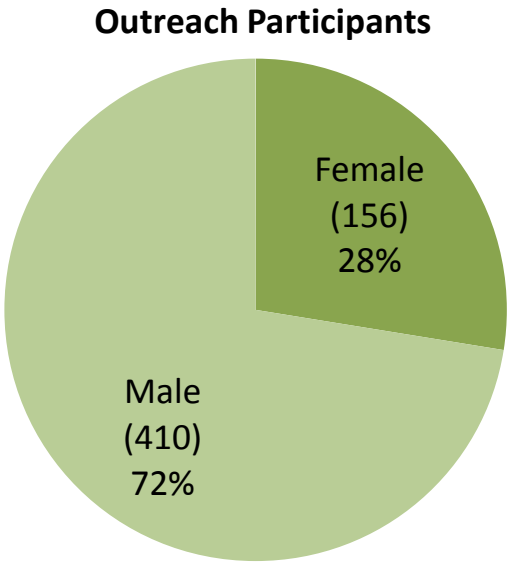
The project leadership had to determine how best to gradually integrate technology. Both lecturers and students were relatively new to eLearning systems and it was necessary to gradually build competency and confidence of users. The program was launched using a mixed use methodology, with lecturers using the eLearning platform to distribute assignments, lecture notes and conduct online discussions while they still traveled to learning centers to deliver weekly lectures. However, the length and frequency of in-person lectures steadily decreased over time. Students used the eLearning platform to complete and submit assignments, conduct research, access readings (both mandatory and suggested/supplementary), send questions to instructors, and engage in online discussion forums. Ultimately, the course will be delivered completely online and the weekly lectures will no longer be necessary.

IV. A. 2. Outreach

Outreach was a central component in raising awareness of the need to empower women through education as well as a means of disseminating information on UR-CE's programs. The partnership kicked-off this component with a two-day workshop on "Developing Outreach Strategies" led by UCLA Assistant Vice Chancellor for Student Diversity, Charles Alexander. The workshop focused on how to reach underserved students and on

understanding the essential components of a student outreach plan. It also addressed the need to support and retain students to increase matriculation and completion rates.

Following the workshop, the partnership also developed a strategy to reach out to stakeholders and secure their buy-in for gender equity in education. As part of the targeted program, the partnership collaborated with Bishop John Rucyahana, President of the Unity and Reconciliation Commission, to conduct a series of outreach forums to raise awareness on the importance of female education. Community leaders, religious leaders, and national thought leaders from a number of districts attended. ***The forums were convened in eight districts across Rwanda: Kigali City (comprised of Nyarugenge, Kicukiro, Gasabo), Nyabihu, Musanze, Kayonza and Rusizi. (See Appendix II)*** The goal of the forums was to encourage community leaders to be proactive in advocating female empowerment in their communities.



The forums were hosted by district mayors and featured content which highlighted the benefits of educating women to the family, community, and nation. Forum participants included Mayors, Vice Mayors, Executive Secretaries, Director of Education Officers, religious leaders, headmasters of secondary schools and representatives of class clusters in primary schools. More than 600 people attended these events. During each forum, participants were presented with two questions for discussion and dialogue:

1- What measures can be taken to reduce student dropouts, unwanted pregnancies and other issues impacting female enrollments?
2- What can be done to change the mindset that hinders and rejects gender equity?

Participants were put into groups to discuss these issues and return with recommendations. These recommendations included:

- Continue the forums and expand them into other districts;
- Develop a system for follow-up and training for district officials in charge of education;
- Develop an advocacy component to legislatively address the obstacles girls/women face in accessing education;
- Penalize those that violate girls'/women's rights;
- Districts should work hand in hand with the parents and teachers in following up the education of the girl-child.

An outreach for gender equity awareness campaigns in secondary schools was scheduled for the last term of the grant period. However, due to the number of closing activities planned for the same period and UR-CE graduation preparations, the partnership was unable to proceed with these activities.

IV. A. 3. Mentorship Training

The partnership provided intermediate and advanced mentor training in April 2014, led by UCLA Assistant Vice Chancellor for Student Diversity, Charles Alexander. At the conclusion of the workshop, the mentors returned to their home institutions with plans for beginning their mentoring roles in September. However, the individual heading the mentoring program at UR-CE as well as for the project left and there was delay in appointing his replacement. Moreover, UR-CE had an existing mentorship program that they wanted to continue and the project provided support for that program instead of duplicating efforts. ***The mentors were provided with a manual on how to engage with their mentees, such as setting up a meeting, conducting a meeting and following up.*** The manual also provided guidance on how to speak to mentees in order to understand any issues or problems they may be experiencing. ***(See Appendix III)***

IV. B. Objective 2

To better inform UR-CE's institutional policies and practices through gender-focused research and capacity building

The UCLA/UR-CE partnership worked on building the institutional capacity of UR-CE to increase the quality of research and institutional data that informs policies and procedures, thereby impacting gender equity in education. A component of this objective was to develop, carry out, and disseminate gender-focused research. Initially the institutional focus of this objective was the Center for Gender, Culture, and Development; however, after discussion it was decided that these activities would be best housed within the School of Education (then Faculty of Education) under the supervision of then Dean, Alfred Otara.

IV. B. 1. Gender Focused Research

The partnership target was an 18% increase in gender-focused research conducted and disseminated at UR-CE. However, the partnership experienced unforeseen delays at the start of the project, which meant that instead of three cycles of research competition with two awards per cycle the partnership was only able to conduct one. ***Fortunately, the overwhelming enthusiasm from UR-CE faculty enabled the partnership to award eight research grants during the cycle increasing gender focused research at UR-CE by 18.7% thus, exceeding targets***.

As a starting point for this component, the Director of the UCLA Center for the Study of Women, Professor Kathleen McHugh, led workshops on understanding gender in the classroom and in research. This was an introductory workshop for all UR-CE faculty and lecturers that facilitated a discussion of how social gender norms exist/manifest in the classroom. The workshop facilitator led a discussion of how teachers and students unknowingly bring to the classroom socially constructed gender norms, thus impacting the learning of women in the classroom. Moreover, the workshop illustrated how gender can be integrated into existing curriculum through inclusion of examples and reading assignments that introduced a gendered understanding.

Following the introductory workshop, the project took a targeted approach in capacity building in research of UR-CE staff. A week-long workshop for UR-CE faculty on incorporating gender research methodologies into their research activities was conducted by Professor Sarah Ssali, Senior Lecturer, School of Women and Gender Studies, College of Humanities and Social Sciences, Makerere University. The workshop encouraged faculty to consider gender throughout the research process, to recognize that "gender" does not equal women and a focus on the social dynamics and power relations between men and women, and to use sex-disaggregated data. The workshop trained participants in gender analysis, the systematic gathering and examination of information on gender differences and social relations in order to identify, understand and redress inequities based on gender into their research activities. There was discussion of the theories and methods employed to conduct gender research or gender-sensitive research that takes into account the differing needs and interests of women and men and their unequal representation through specific design, sampling, analysis and other criteria. ***(See Appendix IV)*** At the end of the workshop, participants were eligible to participate in a grant competition.

The ***Integrating Gender Research Grant*** competition was intended to enable staff at UR-CE to integrate gender into their existing or new research. ***(See Appendix V)*** The grant supported an examination of the role of gender within a broader research question in any discipline. Successful applicants were those that were able to integrate gender into their primary research topic/theme. UCLA provided feedback during the proposal preparation phase by providing structured feedback on research scope and methodology. Six projects were awarded as a result of the competition and two additional projects, examining the disparity in female enrollment as well as policies and procedures that negatively impact female enrollment, were also funded. ***(See Appendix VI) Preliminary findings were presented at "Gender Spectrum: Bridging Theory and Practice" on June 23, 2015 at the Kigali Serena Hotel.***

The seventh research project funded was a result of the UR's findings from an assessment of student profiles, which indicated that enrollment of female students was much lower

than expected. The UR commissioned a study which has been partially funded by the project in order to understand why female high school graduates were not enrolling in UR at higher rates. The UR sponsored research will conduct "an in-depth study with a specific focus on students" with a view to understanding why female enrollment is significantly lower than that of males. The study aims are to provide "[A]n evidence based explanation and analysis is needed for UR to be able to elaborate the necessary strategies to address this specific issue, revert the trend and support female students throughout their studies as well as at the moment of entering the labour market." *(Examining the causes of low enrollment of female students at UR, Submitted by Center for Gender Studies, Centers of the College of Arts and Social Sciences,* proposal submitted for funding consideration*)*

The eight funded research projects was in support of UR's effort to achieve greater gender balance. The project set out to explore and analyze the causes for differential enrollment and completion rates within the UR colleges and between the UR and private higher learning institutions. Early data pointed to higher female enrollment in private colleges and universities and the project intended to examine the reasons behind this discrepancy and arrive at recommendations. The project was commissioned by the Deputy Vice Chancellor for Academic Affairs and Research, Professor Nelson Ijumba.

Additional support to the awarded researchers was provided by Professor Claudia Mitchell-Kernan, former Vice Chancellor of the UCLA Graduate School and Dean of the Graduate Division, including a workshop on data gathering, analysis, and how to build on a research question. More time was devoted to building research models as well as interpreting data and findings to assist participants in their ongoing research projects. Participants were provided with a booklet on available research funding from organizations around the world as well as a booklet on how to write policy briefs for widely disseminating research products and for developing policy recommendations based on research findings. In addition to this workshop, participants were provided with one-on-one meetings to discuss progress in their work. Participant feedback from the research training underscored the impact of the training.

Jane, Center for Gender Studies - College of Arts and Social Sciences, UR.
I must say the WLP/USAID workshop was well organized and came at the right time…[A] lot of new and valuable knowledge was gained through the various lectures over the period of 4 days. Emphasis on group participation proved quite interesting and beneficial to us. One most important observation I made towards the end of the workshop was the motivation and eagerness to engage into research from all even those not so keen at the beginning. "

IV. B. 2. Capacity Building of Senior Leadership

The partnership convened periodic discussions to ensure that project activities were aligned with UR-CE priorities. Given the significant changes taking place in the constitution of UR, the need to train senior UR-CE faculty to proactively respond to the changes taking place was deemed essential. ***In response to this request, the project leaders organized a week long workshop that would focus on strategic planning and change management.*** The goal was to:

- Enhance management and leadership skill of unit leaders in running their units using the best international standards;
- Train academic leaders in designing efficient internal processes and procedures in improving service delivery;
- Equip academic leaders in development of unit strategic and action plans.

In selecting the workshop facilitator, the project sought to retain a trainer that was intimately familiar with higher education issues in Africa and who had a strong track record of working with universities on the continent. Professor Tasse Abye, who currently serves as adviser to the Minister of Higher Education and Scientific Research, Republic of Mauritania and previously served as Assistant Vice-President for Strategic Planning and International Affairs at Addis Ababa University, was selected for this task. The workshop training was accompanied by manuals and sample documents that can be used as reference in the future. This included a step-by-step guide on developing a strategic plan. ***(See Appendix VII)***

All 25 heads of departments and administrative units at UR-CE were enrolled in the training. As a means of gaining greater insight, the facilitator opted to spend the first two days in one-on-one meetings with participants in their work environment. During these meetings, the trainees shared the nature of their position, its challenges, as well as daily operations. In recognition of participants' demanding positions and focused attention and engagement required for the training, the workshop was scheduled from 9am-1pm.

At the end of the workshop, participants requested authorization from UR-CE Principal Njoroge to begin the UR-CE strategic planning process. The Principal provided approval and the facilitator provided participants with guidelines on how to proceed. A committee of thirteen, from those who participated in the workshop was appointed by the Principal and the committee began its work.

IV. B. 3. Data Management

The objective of capacity building of the planning office was to enable the gathering and dissemination of data that can be used for institutional decision making. Early in the project consultation phase, it became apparent that UR-CE had a wealth of data at its disposal but was not utilizing the full power of data management programs as well as efficient report generation in support of decision making. The project Data Officer, UR-CE Director of Planning, James Ngoga, lamented the lack of training in the various report generating offices to provide concise and informative data on demand. The partnership, at that point, added data management as an area that would need to be addressed in order to facilitate project reporting as well as build capacity of UR-CE's administrative reporting offices.

The project was able to introduce improvements to the data collection method previously used at UR-CE. Mr. Ngoga ensured his staff participated in relevant training that has in turn enhanced his office's capacity. As such, the office has gained a number of new tools and methods introduced in data collecting procedures. The Planning Office is able to provide a wider variety of data sets on demand as well as aggregate data so as to enable

clearer articulation of information. Mr. Ngoga was also appointed as Chair of the Strategic Planning Committee where he provides the committee with critical benchmarking data as well as critical information for planning and budgeting.

The project began the data management training with a month-long training on intermediate and advanced EXCEL and ACCESS. Following this initial training, Janice Love, UCLA Senior Data Manager in Institutional Research traveled to Kigali to deliver a week-long training workshop on relational data management, which included training on using ACCESS to develop reports from various data sources. This information allowed the use of more comprehensive and easily accessible data in policy formulation and decision-making. The partnership conducted a workshop to provide planning and data management officials with training in developing more efficient and comprehensive data collection systems. The activities provided participants with training on creating more structured and streamlined reports that will assist in more targeted decision making. ***The first cycle of reports using this training was developed in October 2014 with the beginning of the new academic year.***

Several months after the training, the project followed up with trainees to determine the relevance of the training to their duties. Many felt that the training enabled them to develop more concise and detailed reports that were easier to understand. While in the past they would provide lengthy Excel spreadsheets where users had to comb through pages to get the information they required, after the training they were able to provide the UR-CE leadership with shorter reports that directly responded to their query. Trainee feedbacks included:

> *Leon Ntabomvura, ELearning Officer, School of Open and Distance Learning UR-CE: "This improved my knowledge in data analysis concerning Students Database. I am used to make programming in other languages, but MS Excel makes things faster. I am in charge of Software development in our College, and this has contributed to my efficiency. This has been well covered, and It is has greatly contributed in our daily work of dealing with Data analysis from all staff."*
>
> *Chris Malinga, Registrar, UR-CE*

> *"All Directorates are to submit weekly reports on Friday to the Office of the Principal and discussed in the first hour of Monday 7h:00 to 8h:00. The training made it easier with reporting and management of student data. I now use a student reference number to identify a student not a name as before."*

In addition to the above listed activities, the project had plans to work on the formal affiliation of the Teacher Training Colleges with the UR-CE. This process would increase access at both the TTC (through new programs) and the UC-RE level. However, this initiative has been undertaken by the University of Rwanda system and TTCs are now a unit within UR-CE's School of Education. Although the partnership was involved in initial discussions, it was not involved in the actual implementation of this policy.

Lastly, the partnership had the objective of developing a faculty orientation session where administrative, departmental, and campus-wide information is provided and shared. However, given the continuing policy development at UR and periodic introduction of overarching administrative procedures, this activity has been tabled until UR policies are finalized. At that point UR-CE has indicated that it will develop an orientation for its staff and faculty.

IV. C. Objective 3

To improve the capacity of UR-CE to prepare teachers to address gender equity in the classroom through pedagogy, course content, and classroom management techniques.

IV. C. 1. New Curriculum

The project undertook curriculum development with special attention to ensuring gender-sensitivity and lessons on female empowerment. A four-day workshop, in September 2013, produced a curriculum for a Diploma in Primary Education. ***(See Appendix VIII)*** The workshop was attended by 32 participants overall with 11 participants from outside UR-CE. Outside participants were from FAWE, the Rwanda Education Board, Teacher Training Colleges, and local primary school leaders. UCLA Center X (pedagogy research center in the UCLA School of Education) faculty reviewed the curriculum and provided feedback. ***(See***

Appendix IX) The project made revisions and the final curriculum was submitted for approval; however, it was placed on hold during the review process at the UR-CE academic senate. Once approved and implemented, the partnership planned to develop a distance learning version of the program to be delivered to TTCs.

The national moratorium on new programs, between November 2014 to April 2015, that directly or indirectly impact the primary and secondary levels, posed a great challenge for the project. The length of the moratorium and lack of information on the announcement of the new curriculum framework delayed the approval of the Diploma in Primary Education program. This delay meant that the program would not be ready for student intake as planned in December 2014 and the new target of March 2015 was also unfeasible. For this reason, the project was unable to complete the approval process and enroll students by the end of the project period, June 30, 2015.

The project secured support and buy-in from UR-CE for the diploma program from the start, which mitigated the delay in the approval process. The program was designed by UR-CE faculty with the support of the Principal. Upon encountering the delay in the approval process, the partnership approached the Principal and secured his promise that the Diploma program would be revised and submitted for approval and introduced into UR-CE as a new program.

IV. C. 2. New Programs

The partnership launched two distance learning programs for a degree in primary education and developed an online learning platform to deliver programs fully online. Devices for students and instructors were secured with assistance from Microsoft, and instructor and administrator training took place in November 2014. Student training was held in November 2014, and the PGDPE program launched in December 2014. The MA in Education was launched May 2015. The eLearning platform developed by the partnership was handed over to UR-CE in June 2015.

IV. C. 3. Adolescent Reproductive Health

During the project launch, the project leadership received feedback from the Ministry of Education that a curriculum on adolescent reproductive health was needed as it was soon to become part of the national curriculum. The project took that request under advisement, and after consulting with USAID and HED, decided to integrate reproductive health as a project objective. The curriculum the project developed would train instructors who would be tasked with teaching an expanded life skills course which would include elements in reproductive health. The curriculum for this new course was expected to be part of the national competency-based curriculum guideline. Although a national curriculum has not been delivered, the guideline was in the newly announced framework. ***The partnership moved forward with development of the training manual base on input from experts in the field. (See Appendix X)***

The goal of the manual is to train and cultivate enlightened teachers who can provide education and information on reproductive health as well as positively support the emotional, physical, and mental development of the students in their classrooms. The project built on this training to develop a socially sensitive yet comprehensive adolescent reproductive health curriculum and train trainers to deliver a culturally appropriate course to students.

The process was led by Deborah Mindry, Research Anthropologist, UCLA Center for Culture and Health, Department of Psychiatry and Behavioral Sciences, who led a preliminary session for UR-CE and TTC lecturers on adolescent reproductive health, where participants were given an introduction to the topic and were encouraged to discuss their experience providing young adults with life skills. Along with Patricie Mukangarambe, adolescent health specialist consulting on the manual development, Mindry began the process of writing a curriculum for training instructors to work with adolescents. A draft of the curriculum was reviewed by a panel of experts from UR-CE, the Ministry of Education, the Ministry of Health, and the medical field. The feedback from this panel was integrated into the curriculum and a final version was delivered to UR-CE.

IV. D. Filming of Project Activity

The project was able to collaborate with The Africa Channel (TAC), an American television network, to document the project activities on film. TAC sent a film crew and producer to film project activities and delivered a ten minute video clip which was screened at WLP events and on Rwanda television for two cycles. TAC also developed a thirty episode on women and technology which featured project activities.

IV. E. Stakeholder Engagement and Strategic Alliance

The project was conceived as a partnership, where the basis of engagement was equal responsibility and sharing of experience. Prior to beginning project activities, the partners sought support of the respective institutional leadership and secured it through a Memorandum of Understanding (MOU). Moreover, discussions of the project were conducted in context of long-term partnership and areas of collaboration not covered under WLP project were targeted for execution under the MOU. ***(See Appendix XI)***

The first meeting of the partners was devoted to ensuring that partners understood each institutions' priorities, resources, and limitations. Based on these discussions, project objectives were reviewed and an implementation plan was re-designed. This plan allowed for buy-in by both partners to the objectives of the project and agreement on activities. In the event of a difficultly during project implementation, the partners were able to reference this foundational understanding. ***(See Appendix XII)***

Additionally, the partnership ensured that stakeholders were consulted and engaged through each step of the project. Internally, UR-CE and UR faculty and staff were informed and invited to participate in project implementation. Aside from participating in workshops and trainings, UR-CE and UR faculty and staff were recruited as trainers, consultants, etc. The full buy-in of UR-CE and UR in the project goals has provided great support and allowed project activities to have greater impact than anticipated. For instance, by working closely with then Dean, Dr. Célestin Ntivuguruzwa, of the School of Open and Distance

Learning, the project has been able to make significant contribution to the development of eLearning. Moreover, an eLearning platform was developed in close consultation with School of Open and Distance Learning, ELearning Officers, lecturers and students, thereby ensuring that it served their needs and did not become obsolete upon launching.

The engagement of stakeholders allowed the project to exponentially expand its impact through extended networks and associations. External stakeholders were identified by the partnership and a team of UCLA/UR-CE representatives paid a visit to each stakeholder at the beginning of the project to introduce the partnership. The project reached out to Ministry of Education, Rwandan Education Board, Ministry of Health, Ministry for Local Government, etc., to ensure they were informed and consulted on project activities that fell within their portfolio. Inviting external partners to contribute and engage in activities in their area provides additional expertise and insight as well as a larger beneficiary pool. For instance, by partnering with districts, the project was able to reach key players in education and raise awareness about access and equity.

V. Sharing Learning

V. A. Challenges and Solutions

UR-CE has been a strong and decisive partner during the implementation of this project. The level of support the partnership received from the Principal's Office, the School of Education, the Planning Office, the School of Open and Distance Learning, the Public Relations Office, and other units within UR-CE was unparalleled. The partnership experienced great challenges during the life-cycle of the grant with some issues proving intractable while others were easily resolved. The level of commitment exhibited by the UR-CE partners was inspiring and the cohesiveness of the UR-CE community in working through difficulties with tact and diplomacy was exemplary.

Moreover, the project has received generous support from the Ministry of Education and the leadership of UR. Prior to starting of project activities, the project met with then

Minister of Education Vincent Biruta and then Permanent Secretary Sharon Haba. The project was unavailable during the week to meet with MINEDUC while conducting baseline therefore, the meeting took place on a Saturday, which was unexpectedly accommodating. This flexibility demonstrates the level of hospitality and welcome extended by MINEDUC throughout the life-cycle of the grant. Both KIE and UCLA were present at this meeting and Minister Birtua and PS Haba stressed the significance of equal partnership between then KIE and UCLA, the importance of building KIE's capacity as well as the need to continuing the partnership beyond the funding period. This attentiveness has been extended numerous times by MINEDUC such as when PS Haba launched the project in November 2013 and later her suggestion that the project develops an adolescent reproductive health component. The new incoming PS, Dr. Célestin Ntivuguruzwa, formerly Dean of the School for Open and Distance Learning, was a close associate of the project through its eLearning initiative. As the partnership moves into Phase II, he will continue to be a close collaborator in ensuring partnership activities have wide impact.

Similarly, UR has exhibited ownership of the project and the leadership has made themselves available for consultation and advice. Deputy Vice Chancellor for Academic Affairs Nelson Ijumba met with the project partners and discussed the low female enrollment and ways in which the project can collaborate with UR to investigate this issue. Moreover, Deputy Vice Chancellor for Administration and Finance Pudence Rubingisa met numerous times with the project staff to facilitate activities. He was also diligent in communicating with the project and providing guidance in how best to contribute to UR's capacity building efforts through project activities. DVC Rubingisa was also instrumental in assisting the project solve some of the financial processing issues faced by the UR-CE Finance Office. Moving forward, he has been a strong alley in helping the partnership understand the priorities of UR and how certain components of the project can contribute to achieving UR's goals.

Overall, the project had wide-ranging support not only at UR-CE and UR but also within Rwanda. This was in large part due to the diligent work of UR-CE partners and UCLA-Rwanda representative, who built the pillars of support for the project. They were

conscious of not isolating the project and ensuring that it had broad reach and constituency. The UCLA-Rwanda representative had the added task of ensuring that the project had broader support in Rwanda which meant countless meetings to introduce the project and continuous communication to provide updates. Due to this ground work, issues faced by the project were relatively routine, and were largely due to lack of alignment between professional goals of individuals and objectives of the project.

V. A. 1. Project Management

The project was managed jointly by UCLA and UR-CE with project committees established within both institutions. The project was located in the African Studies Center (ASC) at UCLA and in the School of Education (then Faculty of Education) at UR-CE. UCLA committee consisted of ASC Director Francoise Lionnet as PI and Co-director, ASC Deputy Director Azeb Tadesse as Co-director, former Vice Chancellor of Graduate Studies Claudia Mitchell-Kernan, ASC Center Administrator Sheila Breeding, and UCLA-Rwanda Representative Benjamin Mushuhukye. UR-CE, committee consisted of Head of Primary Education Faustin Habineza as PI and Co-director, CGCD Director Jolly Rubagiza as Co-director, Dean of Faculty of Education Alfred Otara, and Director of Planning James Ngoga. After UR-CE project re-organization, and the departure of Habineza from UR-CE, the committee consisted of Alfred Otara (now Deputy Dean of the School of Education) as PI and Director, James Ngoga, and Jolly Rubagiza with oversight by Principal Njoroge. For administrative purposes, UR-CE was established as a sub-awardee through the UC system with all the reporting and fiduciary responsibilities attached to that designation. ***(See Appendix XIII)*** The UCLA International Institute provided additional project support through Fund Manager and Contract and Grant Specialist, Steven Acosta for financial reporting and training of UR-CE project staff on grant management and financial administration. Financial reporting at UR-CE was handled by UR-CE Director of Finance, Francoise Murerwa.

The initial challenge the project faced was the early ambiguity surrounding ownership of the project in UR-CE (then Kigali Institute of Education [KIE]). The focus of the project was education and gender; therefore, UR-CE appointed the Head of Primary Education, Dr.

Faustin Habineza, (in the Faculty of Education) and the Director of the Center for Gender, Culture, and Development, Dr. Jolly Rubagiza, as co-directors of the project on behalf of UR-CE. The committee had additional members consisting of the Director of Planning, Mr. James Ngoga, and Dean of the Faculty of Education, Dr. Alfred Otara. The initial meeting between the partners was productive and resulted in revision of the project objectives, based on UR-CE priorities.

However, it became apparent very quickly the two co-directors were not communicating with the other committee members and the UR-CE leadership. In a step that exacerbated the communication problem, the Director of CGCD informed the partners that she was the only point of contact for the group and that all communication was to be directed and filtered through her. Unfortunately, she did not participate in any of the monthly partnership conference calls organized by HED and attended by UCLA, USAID, and HED. Moreover, it seemed that the goals and objectives of CGCD had evolved from the initial consultation phase between CGCD, HED, and USAID. Project RFP was developed as a result of consultation with then KIE and capacity building goals of CGCD were a reflection of the center's stated needs. However, in a joint UCLA and CGCD meeting in November 2013, the center articulated priorities outside of the project's mandate further complicating the way forward for the project. ***(See Appendix XIV)***

The determined inaction of UR-CE project co-directors caused extreme delays, severely hindered progress in implementation of project initiatives, and frustrated the other members of the UR-CE project committee and the partnership. For instance, although the project launch was in the planning phase for about a year, the project Co-directors had not carried out any of the proposed plans and activities when the UCLA partners arrived a week before the launch activities in November 2013. When discussing the arrangements, UCLA realized that nothing had been done in preparation for the three-day launch activities which included six workshops and a plenary. Space was not secure, participants were not invited, and arrangements for catering services had not been initiated when UCLA requested an update meeting on the Thursday before the launch meeting on Monday. After the launch, the lack of action persisted with the project coming to a virtual halt in early part

of 2014. This situation raised discussions on several levels of how to proceed in the absence of an executing partner at URCE.

The creation of the University of Rwanda provided a unique opportunity for the partnership to revisit the management structure and evaluate the effectiveness of appointed project directors. The creation of the new UR resulted in the relocation of the project's two host-country implementation partners (Faculty of Education and Center for Gender, Culture, and Development) to be housed in two colleges; the Faculty of Education was now in the College of Education and The CGCD was in the College of Arts Social Science. This occurred as the partnership was dealing with the delay in implementing the gender related components of the project and allowed the project to assess where the bottleneck was occurring.

Initial assessments indicated that the project was experiencing leadership, execution, and communication deficit. This was in some measure due to lack of attention of co-directors as well as to project's placement within two units, thereby lacking a central authority. Thus, that the project lacked a central authoritative owner at UR-CE. This leadership vacuum ultimately caused extensive delays of more than a year. The project was facing decision bottleneck as well. UR-CE organizational culture dictates that one or both of the project co-directors initiated work on project activities and delegated tasks to the committee. In the absence of direction, project committee and staff were unable to move forward on activities. Moreover, the lack of participation by UR-CE committee members and/or representatives in project monthly calls, emails, and other communications created another source of shortfall. The common factor in these issues was the ineffectiveness of the co-directors to execute project implementation.

Therefore, with the larger UR reorganization taking place, there was an opportunity to appeal to UR-CE to revisit the project management and ensure more effective leadership and accountability of the UR-CE project committee. A letter was presented to UR-CE by UCLA, supported by USAID and HED, for situating overall responsibility and accountability of the project under one unit within UR-CE while maintaining the existing component

leadership. ***(See Appendix XV)*** A discussion with UR-CE Principal Njoroge in March resulted in a decision that assigned the new School of Education overall responsibility for the project. UR-CE leadership re-affirmed that project would be housed in Faculty of Education (soon to become School of Education (SOE)) under the direct supervision of the Dean of Education and the Vice-Rector for Research and Post-graduate Studies. This augmented SOE's ownership of the project and allowed UR-CE it to assert authority over project implementation. Moreover, the Dean of Faculty of Education and the Vice-Rector for Research and Post-graduate Studies would be responsible for providing the Principal with monthly progress and financial reports. Along with the proposal, a revised implementation plan was developed reflecting the revised priorities of the CGCD by situating gender-related components in the Faculty of Education. ***(See Appendix XVI)***

In terms of project administration, the administrative and management changes surrounding the organization of University of Rwanda created minor glitches for the project largely due to delay in communications on new policies and procedures. The time lapse between announcement and implementation of new UR policies and processes created periods of uncertainty that impacted project operations. These challenges included undefined new financial processes and personnel changes as well as new policies and procedures governing grant activities that were not communicated to project staff.

The UCLA-Rwanda Representative position enabled the partnership to address the various challenges the project faced during the life-cycle of the grant. The REP position was created shortly after the first partnership meeting and was quickly filled by Benjamin Mushuhukye, a UCLA alumnus, residing in Kigali with extensive networks in Rwanda and UR. Mr. Mushuhukye's initial mandate was to be UCLA's representative in Rwanda for project related activities. However, his duties were quickly amended to provide support to project personnel and to play the role of project intermediary with the various headquarter offices and the Ministry of Education. Mr. Mushuhukye was extremely effective in this role and enabled the project to proactively respond to changing policies, processes, and the overall operating environment at UR-CE and beyond.

V. A. 2. Financial Services

The most tenacious and persistent issue faced by the project was financial management and reporting. The project's financial administration was a constant issue severely impacting project implementation. The project leadership anticipated that project financial processing could potentially be problematic and thus tried to ensure that the UR-CE financial office was part of project committee. In initial meetings, the Vice-Rector for Finance assured the partners that his office would cooperate and provide assistance. He delegated the UR-CE Director of Finance (DOF), Francoise Murerwa, as the liaison between the Financial Office and the project. Therefore, DOF Murerwa was placed on the project committee and provided with a stipend to supplement extra time spent on processing project payments and reports.

Shortly after the start of the project, UCLA provided various financial policy manuals including OMB circular 21, UCLA Financial Policy manual, UCLA Contract and Grants Administration manual, and UCLA Travel Policy manual, to provide DOF with advanced understanding of the policies and guidelines governing the grant. This was followed by a site visit by UCLA Fund Manager for the project (and International Institute Contract and Grants Specialist), Steven Acosta, to work directly with DOF and project staff on how to document expenses and create financial reports. Lastly, several meetings between partners and DOF took place where partners requested clear guidelines and protocol for requesting payments and fund dispersal.

Unfortunately, the DOF, despite the myriad of support provided, did not perform as expected. There were consistent delays and unreliability in paying bills, dispersing funds, and providing expenditure reports in a timely manner. The DOF when asked to process payments was evasive and unwilling to communicate with project personnel. Repeated requests by the UR-CE Principal to the DOF to properly execute her duties resulted in making some progress in urgent situations; however, things would quickly revert to delinquent status and payments and reports would continue to be delayed. Due to the inability of the DOF to process payments for services, a large percentage of the UR-CE

budget and expenses were paid by UCLA. UCLA staff paid for project activities through cash advances from the UCLA corporate card as well as through invoices submitted directly to UCLA accounting.

Moreover, financial reports contained numerous errors and undocumented expenditures that had to be returned for correction, thus further delaying the process. For example, UR-CE's final report was delinquent by over a month and contained numerous errors. As of the writing of this report, a corrected and documented report from DOF has not been received, despite direct orders from UR-CE Principal to do so several weeks ago.

V. A. 3. Gender Surveys

The project encountered heavy resistance from participants completing the Generalized Self-Efficacy and the Opportunity Measure surveys. Administering these surveys has been a learning process. Indication that there was an issue with survey responses became evident early in the project. There were inconsistencies in the responses where some responses were skewed and seemed random while others were simply left blank. The partnership felt that perhaps language was creating a barrier and translated the surveys into Kinyarwanda. Therefore, respondents would receive the survey in both English and Kinyarwanda on the same page. ***(See Appendix XVII)*** Moreover, the project leadership also chose to facilitate survey completion by assigning a team member "to walk" participants through responding to the survey. However, many participants refused to complete the survey. For those who did, most did not finish all the questions. As a result, the project team does not have a reliable benchmark or baseline to measure change.

Facilitating the surveys provided some clarity as it enabled the project to conclude that the issue was not so much with the language of the survey, but with the content. Many expressed their unease in participating in a survey that does not reflect their context. The team met with the group and learned that some of the questions, particularly the ones on self-efficacy that are psychological in nature, are culturally insensitive and offensive such as:

- At root, I am a weak person. (r)
- I usually feel that I am an unsuccessful person. (r)
- I often feel that there is nothing that I can do well. (r)
- I often feel like a failure. (r)

V. B. Lessons Learned and Best Practices

The importance of garnering support for the project at all levels cannot be underestimated. There has to be support and commitment to the project activities from UR-CE staff, faculty, and leadership as well as UR leadership. It was important for the partners, UCLA and UR-CE, to regularly reach out to various stakeholders and provide status updates. The UCLA-Rwanda Representative was instrumental in ensuring that this was done and in maintaining a strong support group to champion the project. When possible, stakeholders were consulted and invited to participate in project activities in various capacities. All effort was made to ensure that stakeholders were not left feeling like spectators, but were instead vested in the project as active participants and essential collaborators.

Relevance of the project to the needs of participants is an important component of a successful program. Project activities have to relate to, and impact, the reality of those participating. It is important that project activities have immediate impact/results in improving the work process of participants. There has to be a direct link with the daily professional realities of participants if there is to be broader support and sustainability of the partnership. For instance, many of the project activities such as data management, research, and curriculum, had immediate impact on the professional lives of those who took part. The participants were able to make use of their training immediately to enhance their work product and professional performance.

An open line of communication, absent of hierarchy and limitations, was an absolute benefit for building the foundation for the team. Every member of the partnership has to be able to communicate freely not only in planning and implementation, but to also express concerns and providing suggestions. The priorities and concerns of partners has to be

understood and addressed and cannot be overlooked. There has to be an honest effort to examine potential obstacles, institutional and external, and the ability of partners to frankly address any concerns. The ability to openly air concerns provided a proactive, supportive environment where partners did not conceal problems and difficulties until they become urgent and immediate. Anticipating possible complications allowed partners to develop a more level-headed and even-handed problem-solving approach.

VI. Sustainability

VI. A. Partnership Elements Likely to be Sustained

UCLA and UR-CE will continue their partnership beyond the grant period to work on joint projects as well as several components of this project. Priority for UR-CE over the next several years is curriculum design, capacity building in research, and integrating technology into teaching and management.

The partnership will continue its engagement by working on specific components that align with national and UR-CE priorities. UR and UR-CE leadership requested UCLA's collaboration to continue with several program components such as:

- Expanding eLearning and use of technology for teaching and administration and management;
- Curriculum re-design to ensure that UR-CE curricula is in alignment with new competency-based national guidelines and relevant to stated national teaching and learning goals;
- Train pre-service and in-service teachers in learner-centered teaching and train them to deliver competency-based, active, and engaged learning;
- Developing a mechanism for intensive assessment and evaluation of curriculum and pedagogy is institutionalized;
- Building capacity in research and dissemination of research findings.

VI. B. Sustainability Capacity

Through UR and UR-CE's endorsement, the project was put in touch with several bilateral donors who have expressed interest in supporting various components. The project has taken the following steps for support for Phase II of the partnership:

- In June, the project submitted a proposal to the Korean International Cooperation Agency (KOICA) for request for support of e-learning and e-management project entitled, *"eLearning Capacity Building for Teacher Training Project."* The project has had a meeting with the KOICA manager of Africa programs in Kampala. As a next step, the project was asked to answer a short questionnaire.

The project objective is to integrate eLearning technology to have an efficient and effective teacher education program and educational services that:

  - increases access to virtual learning outside traditional classroom settings;
  - ensures quality, transparency in academic assessments and accountability through quality assurance using the same globally and nationally accepted academic standards that are applied in conventional face-to-face learning programs.

Project components include:

  - Project Component 1: To ensure quality and relevance of teacher education programs thereby increasing quality in lower levels.
  - Project Component 2: To promote gender equity and access to higher education through eLearning.
  - Project Component 3: To enhance quality assurance mechanisms and systems by integrating technology.

- In August, the project submitted to the British Department For International Development (DFID) a proposal for support of research and curriculum re-

design activities under a project entitled, *"Building Capacity In Competency-Based Curriculum And Research To Increase Instructional Quality And Curriculum Relevance."*

The Project Objective is to strengthen institutional capacity to ensure educational quality and curriculum relevance while increasing the competency and competitiveness of teaching staff through continuous professional development, structured research, and fostering of rare skills.

- Develop a mechanism for reviewing and re-designing curricula to align with the goals of competency-based curriculum and train instructors and in-service teachers in learner-centered learning participatory pedagogy and quality assessment.
- Increase instructor quality and enhance instruction through capacity building of UR-CE staff in research

- Also in August, the project will submit a proposal to German GTZ support of curriculum re-design activities.
- UN, through UNIFEM, has approached the project to collaborate on adolescent reproductive health training using the newly developed training curriculum developed by the partnership.

The project anticipates that funding and activities will be in effect October 2015.

APPENDIX I

ELEARNING REPORT

E-learning Pilot

Mid-point Report

This is a preliminary report on the e-learning pilot implemented by UCLA/URCE Women's Leadership Program- Rwanda. A final and comprehensive report will be provided at the end of the pilot in June 2015.

E-learning Pilot Mid-point Report

As part of the UCLA/URCE Women's Leadership Program (WLP), an e-learning pilot program was initiated in January 2015. The main goal of the WLP e-learning initiative was to provide a flexible learning environment, thereby increasing access to advanced training by women and others unable to participate in traditional learning programs. Physical classrooms have limited space and restrictive geography. The limitation means that a large number of potential students are left behind. Not every student seeking an education can travel or relocate to a major city or devote full-time to school work. In many cases the students unable to make this accommodation are female who have responsibilities and commitments that prevent them from entering a traditional learning classroom. E-learning creates a classroom without walls and enrollment limits. As long as students have a proper device and occasional internet connection, they are able to participate in this digital learning environment.

WLP piloted e-learning at URCE with the Post Graduate Degree in Primary Education. PGDPE is a program for those who already earned a diploma/degree in education and have been in the field engaged in education related work. It is a program where most participants are working full-time and upon completion of the program they intend to use their new certification to move forward in their careers. Therefore, due to the relative newness of this learning technology, it was determined that mature students would be better placed to tackle the learning curve of the new technology without too much disruption to their course. Secondly, it provided an opportunity to compare learning outcomes between the previously utilized distance education method and the new system using technology.

In launching the pilot, the project had to determine how to gradually integrate technology. Both lecturers and students are relatively new to e-learning systems and it was necessary to gradually build competency and confidence of users. Currently, the program is utilizing a mixed use methodology, with lecturers using the e-learning platform to distribute assignments, lecture notes and to conduct online discussions while they still travel to learning centers to deliver weekly lectures. However, the length and frequency of in-person lectures has steadily decreased over time. Students use the e-learning platform to complete and submit assignments, conduct research, access readings (both mandatory and suggested supplementary), send questions to instructors, and engage in online discussion forums. Ultimately, the course will go completely online and the weekly lectures will no longer be necessary.

Devices

UCLA, URCE and Microsoft 4Afrika engaged in extensive discussions about appropriate devices for the pilot. In selecting the devices for the pilot, functionality and accessibility were two primary considerations. During the initial discussions it was thought that Windows mobile phones might satisfy both requirements. However, it was decided that the relatively small screen might prove difficult for long reading and writing assignments. Discussions moved to considering eight-inch tablets with attached keyboards. The price point for these devices was within reach for the average user and the keyboards provided the necessary comfort for lengthy assignments. Finally, the project selected Lenovo computers, with the attached keyboard using the Windows 8 operating system. The device fulfilled the two primary requirements while at the same time providing users, of all levels, easy functionality and usability. The computers were relatively new to the market and therefore, were not available in Rwanda. The project purchased devices in Uganda at approximately $300/device. Cost of devices was evenly shared with Microsoft 4Afrika. Anti-virus and computer sleeves were additional expenses covered by the project.

Participants

The student enrollment for this program increased from 50 to 70 to 74. The use of technology did not seem to deter registration. The dropout rate for this program in the past was low with only 2 or 4 students. The pilot program has not had a student dropout. Most of those enrolled in the program are/were teachers with many aspiring to use this program to move up to the next level in their careers. All participants have never used an e-learning system and a very small number considered themselves computer literate before the training they received as part of this pilot. The average participant does not own a computer and does not have regular Internet access at home. Many are downloading their lessons at work, at the learning center, and in cyber cafes and then working on their assignments off-line. All participants, instructors and students, are interested in a mechanism that would allow them to purchase a computer and are eager to integrate it into their teaching. They also felt that this e-learning system is more cost effective, in the long run, since they are saving money on making copies, transportation, and access to supplementary reading, while gaining more time to devote to their studies.

The lecturers are also relatively new to e-learning platforms and received basic training in uploading their syllabi, tracking student progress, and monitoring assignments. During the pilot, it's anticipated that the lecturers will gain familiarity with the e-learning and its many functionalities. In order to fully utilize the system, lecturers have to receive training in converting their courses into interactive digital lessons and

integrate video and other digital media. Once lecturers are able to deliver their lectures through video (live and pre-recorded), the pilot can go completely on-line and in class lectures can be eliminated.

Learning management system

There were several considerations in selecting a learning platform.

- The e-learning platform must have off-line capability. Due to issues of connectivity and availability of internet, it was critical that the learning platform can be used off-line.
- The system must be easy to learn and navigate for both users and the administrator. Taking into consideration the possibility that some students would have limited computer literacy, an easy-to-use system was necessary.
- The ability to customize as needed is also important. Flexibility to add features and/or change visuals and the system is important. The system must be intuitive to students who will be using the system and not based on the developers' assumptions.
- Scaling is s also a factor. Ability to scale up or down the platform as needed was an important consideration. In the early days of the program it was anticipated that few features would be utilized; however, as users gained proficiency, it became evident that additional features such as video would be used widely.

The initial preference of the project was to develop an e-learning platform from scratch by utilizing a Rwandan firm with secondary preference being using a platform developed in Africa. After some consultation with Microsoft 4Afrika partners, the project was informed that the capacity to develop a platform from scratch did not exist in Rwanda. Ultimately, Brainshare was the only company recommended and the project accepted that recommendation for the pilot as it was customized for the African context and it was based in region.

Lessons learned

The e-learning pilot program utilized an e-learning platform developed by Brainshare, a Uganda based company. Brainshare's platform is a system based on "open source" that was modified with certain customizations. Open source is a free license software that can be used as is or through customization. Brainshare charges a leasing fee for use of its platform and the fee structure proposed was as follows:

- Post pilot (after June 2015) $10,000 to add other students
- Annual fee going forward for the university $5,000
- Any other unit setup $15,000

Other issues that arose during the first part of the pilot include:

- The Brainshare system offers some customization for institutions, but users have to adjust to its functionality rather than the system catering to their context and understanding;
- Expanding use could prove to be cost prohibitive and raised issues of sustainability;
- Brainshare is based in Kampala and the platform is housed on the developer's server and users access the content though the Internet, which raised a number of issues with connectivity;
- The platform had extensive technical issues which went unresolved by Brainshare. This lack of responsiveness required the expansion of responsibilities of the URCE based administrator to include technical support.

Moreover, the project was engaged in discussions with URCE officials about the sustainability of the learning platform. A recent study conducted by URCE estimated that the use of a leased elearning platform would significantly increase program fees. Currently the fee for URCE's distance learning programs is 600,000RWF per student per year. However, that fee would increase to approximately 960,000RWF per student per year if URCE utilized a leased elearning platform. This fee is significantly higher than the costs quoted by Brainshare earlier in the pilot. URCE acknowledged that this would pose a significant barrier to expanding elearning and the sustainability of the project's elearning pilot.

Mid-point adjustments

After evaluating the benefits and drawbacks of continuing with Brainshare, the project reached the conclusion that an initial investment in building an e-learning platform was well worth the investment, responded to the need for sustainability, and would have longer lasting impact. There was a sustained search for firms in the region that would have the expertise to develop an e-learning platform. The search was successful in identifying a Rwanda-based technology firm, Imaginet, which has been working on developing an e-learning platform. The partnership and Imaginet entered a collaborative relationship where the partnership will provide support for development of an e-learning platform to fit URCE's needs, technical and financial.

The project tasked Imaginet to develop an e-learning system to project specifications and to provide training for the project e-learning administrator who will be charged with managing and maintaining it. Imaginet is building a scalable system for the project which will be owned by URCE at the end of the pilot. The system can then be scaled up for expanded use should URCE grow its online offering.

Additional advantages to using locally developed e-learning platform that would be retained by URCE are:

- building internal capacity, both human and technological, as well as national capacity;
- platform is developed with direct consultation with users and with deep understanding of the Rwandan context;
- ability to create satellite sites that would house the full system and where users can use intranet to download lessons faster and at no cost. The full e-learning platform would be housed within an internal system at each satellite site allowing students to access it through an internal network, neutralizing connectivity and cost concerns. This means that the full e-learning platform would be housed within an internal system at each satellite site allowing students to access it within an internal network neutralizing connectivity and cost concerns;
- URCE can increase student enrollment in online programs at will;
- URCE can increase number of courses offered at will.

Training and support

Training and support provided by Brainshare was not sufficient for the project and often involved additional travel cost of the Brainshare CEO to Kigali. Brainshare did not have a technical support unit and training, nor was there a company-wide plan for providing support and training for leasees. All training and support was conducted by CEO Charles Muhindo and the project encouraged him to secure a local partner that would be able to provide these services in Rwanda. However, Mr. Muhindo, was disinclined and indifferent to building the necessary relationship to effectively function in Rwanda. It appeared that he was positioning himself as the sole person who could provide all services associated with Brainshare. Microsoft 4Afrika proposed providing financial support to scale up Brainshare's capacity in order to meet the demands of this project. However, this proved to be too challenging as Mr. Muhindo was unresponsive and Brainshare was ultimately unable to meet the training and support needs of the project.

Lessons learned

Training and support is critical to successful learning outcomes. A thoroughly thought-out training and support plan is a critical component. The likelihood is that majority of the users have very little, if any, computing experience and have never used an e-learning platform. Brainshare's previous experience has been with institutions that have provided the e-learning platform to computer literate users, and therefore was only prepared to train participants on the online system. However, many participants required basic

computer training before they could tackle the platform. This oversight created a situation where students did not feel well-prepared to work effectively on the platform. The URCE platform administrator required training and access to the platform APP, which was not made readily available by Brainshare. Moreover, numerous requests for assistance in resolving software issues have gone unanswered. The platform administrator at URCE devoted substantial time in providing training and support that should have been delivered by Brainshare. Ultimately, the administrator became the first line of support for users, even though he did not have access to the full platform, which was required in order to provide effective assistance. Further details on failure in training and support can be found in administrator's report.

Mid-point Adjustments

Given the centrality of training and support for proper use of the system, it is a central part of the agreement with Imaginet. By engaging a local firm with a proven track record in post-sales service to develop the e-learning platform, training and support will be easily accessible as the learning platform would be fully loaded on URCE systems. Additionally, a service contract with the platform developer for second level support provides well-rounded service and support. Imaginet will provide in-depth training to administrator, lecturers and learners. The administrator will be trained to be the first line of support for the e-learning platform. The system will be housed within URCE servers and therefore, provides URCE IT personnel and the platform administrator with direct access to the system. They will be trained and given access to all parts of the system. Imaginet will take on the role of second line support in the event of support required serious issues. The fact that Imaginet is located in Kigali facilitates development of close working relationships with URCE in providing training and support and eliminates the need for additional travel costs to address technical issues with the system.

Furthermore, URCE ownership of the e-learning platform will allow for development of a training protocol that is responsive to needs of system users. URCE IT unit can take ownership and responsibility for managing, administering, and providing training for the e-learning platform program. Training could include basic computing as well as MS Office Suite.

Devices

The computers selected for the pilot proved to be easy to operate for the students and lecturers. Once they received the necessary training, they were able to utilize the devices not only for the program, but in other areas of their lives. Many of the participants reported using the computer in their classrooms, which increased their students' interests in the lessons. Others commented on how having a computer motivated them to conduct online research and explore the other functionalities of the device. Overall, all

participants reported that they considered themselves computer literate and able to use the computers in both their professional and private lives.

Lessons Learned

The devices for the pilot were not "given" to students, but rather were loaned for the duration of the program. Participants will have to return the computers upon completion of their degrees in December 2015. After becoming familiar with the computer and realizing the impact it has had on their lives, they lobbied the project to allow them to keep the computers. However, that would not be possible as the program will have an intake of another cohort for the program and those students will also require devices. Once they realized that the computers would not be theirs to keep, they were interested in discussing ways they can afford to own a computer. Moreover, the issue of modem and internet access at home was also raised. Participants explored ways they could purchase a modem and airtime in order to access the e-learning platform at home. A member of UCLA's project team, former Vice Chancellor for Graduate Studies, Claudia Mitchell-Kernan, purchased modems for all 74 students from her own personal funds. The students were grateful for this support and were able to fully realize the importance of internet connectivity for themselves and their households. In subsequent discussions, some participants expressed their willingness to put money saved from copies and transportation towards this cost while for others, even with a free modem, money for airtime was still out of reach.

Mid-point adjustments

Ownership of a computer by each student enrolled in an e-learning program needs to be a goal. The impact of such a rapid rate of computer literacy, especially in areas outside of Kigali where these programs would be placed, would have an impact that would reverberate throughout society, from the classroom, to the home, to the community, and the nation as a whole. One of the benefits of URCE owning the e-learning platform would be that funds initially committed to leasing the platform can be better used assisting students with computer ownership. Participants indicated that they would be interested in a financing system that would enable them to purchase their own computer. Preliminary discussions on ways to make computers affordable focused on equal share between URCE and the student. It is important that students are not given computers, but instead they are given an opportunity to actively participating in affording one. A portion of the registration fee could go towards providing 50% (about $150) of the cost of the computer while students would pay their 50% ($150) in monthly installments over the course of their program. The students would keep their computers at the conclusion of their degree.

This pilot provided the WLP project with many insights and understanding about introducing e-learning at URCE. It afforded an opportunity to explore areas that might require attention and adjustment. The experience of the lecturers and students was critical to understanding its utility as a learning environment. Therefore, all effort was made to ensure that technology was not an issue or an obstacle to students' learning. Conducting the pilot on a leased platform allowed the project to troubleshoot important areas before committing time and resources to developing a large scale system. Lessons learned from this pilot have been used to develop a concept paper on deploying e-learning to the wider URCE community and development of a UR level e-learning platform.

APPENDIX II

OUTREACH REPORT

RAW REPORT ON THE OUREACH OF WOMEN LEADERSHIP PROGRAM IN 8 DISTRICTS OF RWANDA

The Background

We carried out this outreach at the request of University of Rwanda College of education in partnership with University of California Loss Angeles to promote the education of girls in Rwanda.

The outreach help to expose serious deterioration of values and issues that strain education of girls' "child" continue to face and also is a greater revealer on the facts that girls face a lot of impediments on their journey to high education.

Secondly the outreach exposes the deficiency of our cultural practices and values; originally in our Rwandan culture women played important role in decision making in family matters, in governance of the society, women were consulted; before their husbands gave cows' donations and before their daughters were given in marriages and in distribution of land to other members of the family.

In the governance of society, Rwanda had a queen mother who took an important role in the social politics, therefore that was a set of example of women being important in the Rwandan society.

On the part of general education, Rwanda has excelled in the promotion of gender policy in practice to have 64% of women in parliament, and in other different position in Rwanda. This is one of home sourced or grown solution.

As we may reflect in general or report on the findings, the girl children in our society still suffer from some kind of indirect or direct attacks of impediments against of their smooth flow of education; which may indirectly or directly act as contradiction to the policy on gender and also deprive girls benefit from the equal opportunities for all Rwandese. We are grateful to the remarkable achievements in the field of education in 1994 after liberation of Rwanda, and after stopping the genocide against Tutsi in the same year, Rwanda had one university but today we have so many Universities; so to say that both men and women have step up their engagement in education and results is very encouraging. Nonetheless, we have to expose the existing hardships that we found in this outreach against the progressive study of girls children in our

society, as we reached out into 8 districts namely, Kigali City comprised of Nyarugenge, Kicukiro, Gasabo and Nyabihu, Musanze, Kayonza and Rusisi.

Welcome remarks in Rusizi

They all agreed on the fact that girls are facing difficulties caused by an attitude and sorts of abuses. As we may show common findings and recommendations as well as uniqueness from different districts.

Presentation in Nyabihu

The presentation we shared with every district leaders we met, include Mayors, Vice Mayors, Executive Secretaries, Director of Education officers, Religious leaders, Headmasters of Secondary schools and Representatives of clusters in primary schools more than 600 people were present plus representatives of University of California (UCLA) and representatives of University of Rwanda College of education (URCE).

Participants in Musanze District

We shared with them that girls as citizen who are called and meant to be productive, ethical and patriotic, therefore need to be well trained at all levels:

- At home with all family values and provisions

- At school at all levels

- In National and international issues

The Girl child in a long term:

Mothers shape the destiny of her members; so she needs to be vastly educated in order to bless her family.

She is a leader: Rwanda is highly gender sensitive therefore, we must provide and advocate for the education of all children and more so that of women; given our cultural bearings and attitude towards the education of the girls.

Presentation of resolutions in Rusizi

The practical today

All children register in schools but the highest number of drop outs are women due to the following reasons:

a) In case of lack of provisions parents choose to keep boys in schools than girls.

b) Girls get pregnant and drop out. Very few return to school after delivery

c) Girls work more at home and find very little time to do their home work or revise hence perform poorly.

d) Girls are victims of violence, drugs addicts and are hurt by sexual abuses

e) Given in marriage at an early age

Participants in Kigali city

Due to the above presentation the participants the importance of girls education discussed in groups, the following questions and came up with recommendations:

1. **What are the values we must teach our children for the promotion of gender sensitivity / equality?**

2. **What are the measures that can be taken to fight against dropout, unwanted pregnancies and other bad behaviors by girls**?

3. **What can be done to change the mindset on girls that is based on the culture that hinders Gender equity**?

4. **What can we do for girls to understand that they are meant to be good parents and leaders for Rwanda in near future?**

FINDINGS OF CHALLENGES FACING GIRL's EDUCATION

SIMILARITIES CHALLENGES

- Parents "attitude" unequal treatment between girls and boys
- Girls "child" do more work at home and even at school than boys
- Girls are more victims of gender violence

- Cultural beliefs contribute a lot to the discrimination of girls
- Unwanted pregnancy among young girls is common and threatening
- In towns where are less pregnancies but there is a high level of promiscuity; girls use family planning pills and other measures, which distract them from quality of education.
- Drop out of schools for girls is very high
- Poor performance among girls
- Inferiority complex is an issue for girls who are not encouraged to promote their talents and confidence.
- Girls dependency on men
- Lack of parent's commitment and lack of commitment to listen, and discuss with their girls child

These kids carrying heavy loads are only girls

- Poverty and attitude contribute to injustice inflicted on girls more in distributing opportunities equitably between boys and girls
- Ignorance encouraged by false attitude of parents contribute to unfair treatment inflicted on girls
- Misunderstand of gender equality
- Some misconception of girls thinking that better education leads to marriage
- Many think that for girl is good enough after secondary level, parents stop their responsibilities for further studies to their children
- Parents do not provide the specific needs of their daughters in school, hence creating different types of temptations for the girls.

- Very few girls who get pregnant in schools, get chance to go back to school after delivery
- Girls are victims of drugs addicts who hurt them and suffer all sort of sexual abuses

Participants in Kigali city

UNIQUE CHALLENGES

- Polygamy is high in Musanze and Rusizi District
- Girls trafficking in Musanze, Kayonza and Rusizi District strongly expressed , this include those who are sold to men for sexual in hotel and elsewhere within the country.
- The parents who give their daughters at a very young age (in Musanze)
- Girls who completed 12 years basic education are at home while the boys enrolled in practical schools, some parents discouraged girls (Rusizi)
- Uneducated parents don't encourage their kids in education
- Girls who produce babies when they are young suffer abuses.
- Girls headed families especially when her mum died or separated with her pattern, she became responsible for her brothers and sisters
- Girls suffer sexual advances and favours before they are given jobs

Participants in Musanze District

COMMON RESOLUTIONS

1. **A) The values to teach our children to promote gender sensitivity /**

- To be Self-reliance and Self-respect (decency and dignity)
- To appreciate what their parents have or can offer in order to improve on them
- To be a good model and Patriotic
- To be courageous and hard working
- To be visionary and strategic
- To be self confident
- To love God and neighbor
- To be patient
- To love themselves and others
- To be contented with whom they are not laboring to be like others but the best of you.
- Trained girls to say no or yes in the appropriate way and time
- To avoid discrimination on girls "children" in giving them domestic work even at school.
- To give all children equal rights
- To help them to choose their destiny based on their talents.

One of the lady Mayors

1. **B) For the girl to understand that she will be a good parent and a good leader for Rwanda – Role of society to establish these values**

- Parents should be exemplary to their daughters (children)
- To show the girls child that they are able like their brothers
- To show the girl child the opportunities she has in her country and the ways to benefit from them.
- To appreciate her every time she does well
- Train her with love, good values and encouragement
- Teach her to have faith convictions and the taboos depending on Rwandan Culture,
- To help girls to change the mindset of thinking that boys are more valuable than them or will provide for their needs.
- Parents must take a good time to listen and converse with daughters at every stage of their lives
- Teach her through testimony especially by her parents' example
- To motivate her to study very purposively and sensibly
- To give all children (boys and girls) equal opportunities / chances

2. **What measures to be taken to fight against dropout, unwanted pregnancies and other bad behaviors developed by girls**?

- Sensitization on girls education is highly needed

- To give discipline or punish those who commit violence against women and more so those who abuse girls and stagnate their future life.
- To teach them their rights
- To teach them about the reproductive process
- To put in place counseling to those who are violated
- Mobilization through various stakeholders in education to sensitize parents to know the value of girls' child by giving them the examples,
- To encourage parents to give girls the required basic need to the girls,
- To teach girls to appreciate what their family can afford to provide and work hard for a bright future.
- To put in place funds available at District level to help girls who are vulnerable in society (V.U.P).
- To punish very seriously those who discontinue girls' education,
- To fully work hand in hand with the parents, teachers and local leaders in following up the education of the girl child.
- Respecting and putting in action the rules and regulations that encourage and even punish those who violate girls' rights in general.
- Educate children in primary school about their reproductive life and processes as they grow
- To put in place cooperatives that offer housemaids a profession in service
- Every parent should "treat the children with the same rights"
- To protect children from abusive work, anything which prevents them from attending school
- To give children the basic needs and materials they need to study well,
- To sensitize the parents to promote school feeding program

Presentation of resolutions in Musanze

3. **What can be done to change the mindset that is based on the culture? (that hinders and rejects Gender equity)**?

- To explain very well the meaning of gender equality and the promotion of talents for all children.
- To break down the culture of impunity and more so those who cover up those who abuse girls.
- To promote evening discussion of mothers and fathers
- To emphasize education for all children
- To educate our children the values and taboos of the Rwandan culture
- Avoid sayings and proverbs which reject and discourage a woman and promote those which give them value
- To establish clubs for girls
- To put in place policies and laws that regulates and punishes the practice of covering those who abuse girls and women in general.

Participants in Kayonza District

Recommendations

- To have this outreach in all districts of Rwanda and put in place the strategies to transform our education for all and have a systematic follow up, do training and workshop to different people especially girls and women for gender sensitivity by encourage them into their rights and responsibilities to the nation at all levels.
- Girls still need advocacy because they face a lot of impediments in their education and life in general.
- To sustain our national gender vision and strategy; we need to constantly educate the girl "child" well at all levels.
- Girls need attention to show them their potential and their contribution to the national development

- To have a follow up of this outreach on the education of the girl "child" and hoping to put in place a sustainable women leadership program so as to see the implementation of the national policy on gender.

Particular cases

- One student at Groupe Scolaire de Gakenke in Rusizi got unwanted pregnancy caused by her brother in law, as a result her sister chased her away (a case study).
- In Nyabihu District, three girls dropped out school to generate some income for their brother to keep studying
- In Kayonza District one of the girls at Gahini Fawe School a girl missed out of school for some days. Nobody knew where she was for some days
- In Musanze District the parents encourage their daughters to get marriage at very young age
- In Kigali, girls use family planning methods to avoid pregnancy but being so promiscuous they don't get guilty results in their education. Psychologically deficient

Highlighted words

- ✓ "The more the girls educated, the more productive girls they may get, it is easier to teach people who are educated" By Dr Alfred Ottara
- ✓ "Everyone contributions shall make a difference in our society and we don't need permission to do good things" by Bishop John Rucyahana.

This report produced by Bishop John Rucyahana assisted by Kankindi Christine
May 26, 2015

APPENDIX III

Mentoring Manual

UNIVERSITY OF RWANDA
COLLEGE OF EDUCATION

SCHOOL OF EDUCATION

Mentoring Handbook

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ACKNOWLDGEMENTS

"Mentoring is to support and encourage people to manage their own learning in order that they may maximise their potential, develop their skills, improve their performance and become the person they want to be." Eric Parsloe, The Oxford School of Coaching & Mentoring

Counseling Technique section was adopted from the UCLA Academic Advancement Program (AAP) Graduate Mentoring and Research Programs (GMRP) Office.

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WHAT IS MENTORING?

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Peer mentoring: engaging pre-service teachers in mentoring one another

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This article discusses a *peer mentoring* teacher education initiative that aims at developing pre-service teachers' capacities to participate successfully in learning communities, both during their initial teacher education and throughout their teaching careers. Peer mentoring utilizes the latest conceptualization of mentoring, that of co-mentoring by Bona *et al.* or that proposed by Hargreaves and Fullan, where all teachers give and receive support. Such a conceptualization challenges the traditional assumption that the mentor knows best and is consistent with the latest approaches to teacher professional development, where teachers are encouraged to participate in learning communities. A peer mentoring teacher education initiative is described and three essential elements are highlighted.

Introduction

The terms 'mentor' and 'mentoring' have been around for a long time and various definitions of mentoring exist in the literature. In regard to professional development, *mentoring* has traditionally referred to a formal process whereby a more experienced person is able to give support and advice to a less experienced colleague for the purpose of professional growth. However, this definition is changing. In the context of teacher development, there are many applications of mentoring, including the use of mentoring in initial teacher education, teacher induction, and transition periods of re-entry and role changes. This article focuses on the use of mentoring in initial teacher education. However, unlike much of the literature, which applies the term *mentor* to the role of cooperating teachers in their work with pre-service teachers during their school experiences, this article highlights the mentoring role that pre-service teachers can play for each other.

The first part of the paper draws on the literature of teacher professional development, school reform and mentoring to highlight the influence of constructivist

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thinking on the changes that are being advocated in these areas. The next section brings the literature of teacher development and mentoring together by positioning the process that learning communities undergo as a mentoring one. This is followed by a consideration of the role of initial teacher education in the development of mentoring skills and understandings in pre-service teachers and three essential elements are identified. An example of peer mentoring at the University of South Australia is then described.

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The influence of constructivist thinking on teaching, teacher development, school leadership and mentoring

At first glance, the term *peer mentoring* might seem somewhat of a paradox given that mentoring is normally associated with expert–novice relationships. However, there has been a recent shift in the literature to reconceptualize mentoring as much more of a collaborative or collegial relationship. There is a shift away from the mentor as expert, hierarchical one-way view to a more reciprocal relationship. Terms such as *co-mentoring* (Bona *et al.*, 1995), *mutual mentoring* (Landay, 1998), *collaborative mentoring* (Mullen, 2000) and *critical constructivist mentoring* (Wang & Odell, 2002) are being used to reflect these changes. The term 'peer mentoring' is used in this article deliberately to highlight these changes and also to focus on pre-service teachers acting as mentors for one another.

A shift towards collegial learning relationships is also apparent in the literature on teacher professional development and school reform. A current trend in teacher development is the establishment of professional learning communities that provide a positive and enabling context for in-service teachers' professional growth (McLaughlin, 1997; Peters, 2001). By participating in such communities, teachers provide support and challenge for one another to 'learn new practices and to unlearn old assumptions, beliefs and practices' (McLaughlin, 1997, p. 84). Various names have been used to describe learning communities for teacher development, including: *teacher research groups* (Grimmett, 1995), *communities of practice* (Wenger, 1998), *learning circles* (Collay *et al.*, 1998; Le Cornu *et al.*, 1999, 2002), *inquiry communities* (Cochran-Smith & Lytle, 1999) and *teacher networks* (Lieberman, 2000). Regardless of name, the work of such communities is to promote professional dialogue, which aims to enable teachers to ultimately change practices and social relationships in classrooms and schools, so that learning outcomes are maximized for *all* learners.

Much of the school reform work in the past decade has also focused on the development of schools as learning communities. Schools have made changes to the ways they are organized and structured, in recognition of the view that many of the structures in traditionally organized schools have impeded teaching and learning. Changes have also been made to school cultures, resulting in the breaking down of individualistic cultures where teachers spent much of their working lives separated from one another, to more collaborative situations, which involve interdependency and teamwork, more participatory decision-making processes and a commitment to shared goals about teaching and learning (Hargreaves, 1994; Peters *et al.*, 1996). Teacher

learning is facilitated in collaborative cultures, as teachers learn with and from one another and feelings of isolation experienced by staff are reduced.

In developing schools as learning communities, new notions of leadership have also emerged. As Elliott *et al.* (1999) have explained, 'Traditional role-based leadership, underpinned by notions of positional authority and exercised through "top-down governance", is inadequate for the demands of the restructured school' (p. 172). The change of emphasis was depicted in Senge's (1990) article, entitled 'The leader's new work: building learning organisations'. In developing learning communities, teacher learning became a priority and part of the principal/school leader's role was seen as providing opportunities for staff to learn to work differently and to assume new roles and responsibilities. According to Connolly *et al.* (2000), one of the significant developments in the school improvement journey is the movement of leadership down the organization. This dispersion of leadership represents a monumental shift in how school leadership is conceptualized. It effectively blurs boundaries of role, where all participants in a community of learners have the opportunity to move in and out of a range of roles. *Teachers as leaders* and *capacity building* are growing themes in the literature, which reflect a commitment to teachers' growth and support their critical engagement with both learning and participation in leadership (Smyth *et al.*, 1997; Seddon, 1999; Lambert, 2000).

All of these trends represent a shift away from the traditional transmission models of schooling, teaching, and teacher development and mentoring, and highlight the influence of constructivist thinking. Central to constructivism is the notion that learners play an active role in constructing their own meaning, while proponents of social constructivism also acknowledge the role of social interaction in learning. A social constructivist view of learning therefore suggests that learning should be 'participatory, proactive, communal, collaborative and given over to the construction of meanings rather than receiving them' (Bruner, 1996, p. 84). Such is the experience of learning for teachers in learning communities and indeed for students in classrooms that are being re-cultured to reflect a constructivist philosophy. In such classrooms, there is a commitment to participation and on 'pedagogies of co-construction ... with their emphasis on reflecting, building, inquiring, talking, writing and project-centred learning' (Holt-Reynolds, 2000, p. 22). Windschitl (2002) stressed the priority given to collaborative activities in constructivist classrooms, where 'discourse is valued as a way to help students make ideas explicit, share ideas publicly, and co-construct knowledge with others' (p. 146).

There is no doubt that educators are being challenged currently to work in new collaborative ways with both their students and with one another. It might be argued that there has never been a better time for such opportunities to exist, that is for educators to work collaboratively with one another. Teaching is more complex than it has ever been amid a current difficult economic, social and political context. As teachers are being called upon to teach differently and school leaders are being asked to lead differently, there is new learning for all concerned. Consequently, all teachers now need support, which differs significantly from the past view, where only novices were seen to need support (Hargreaves & Fullan, 2000). There is a growing emphasis

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in the literature on the affective dimension of educational change as it is becoming clear that the development of learning communities is not without challenges to people's emotional well-being (Fullan, 1997; Hargreaves, 1998; Cochran-Smith & Lytle, 1999; Little, 2001; Stokes, 2001). Nelson and Hammerman (1996) hinted at the emotional aspect when they noted that reinventing one's practice from within a new epistemology 'generates substantial dissonance with most teachers' prior ideas about teaching which teachers must work through to extend their knowledge and teaching skills' (p. 7).

Clearly there is a need in the current context for teachers to have access to both personal and professional support, as teachers need to be supported both emotionally and intellectually.

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Mentoring: the process of learning communities

It has long been recognized that traditional mentoring has mutual benefits for all participants—the mentee is provided with support, while the mentor is provided with opportunities for reflection on practice and is affirmed for his/her expertise (Murray *et al.*, 1998; Odell & Huling, 2000). However, one of the problems identified in the mentoring literature is the issue of traditional power hierarchies, particularly when experienced teachers are mentors for pre-service teachers or beginning teachers or in other expert–novice situations (Eddy, 1969; Martinez, 2003). Reconceptualizing mentoring as a process of co-learning challenges the traditional hierarchical relationship dynamics by positioning the participants differently. As Bona and co-authors (1995) have argued, 'Placing the "co" before "mentoring" reconstructs the relationship as non-hierarchical; "co" makes mentoring reciprocal and mutual' (p. 119). In the past, the mentor was positioned as the wise one imparting knowledge to a 'mentee', that is, the mentee was clearly the learner. With co-mentoring, both are positioned as co-learners or co-constructors of knowledge.

Given the new definition of mentoring, I would argue that the process undertaken by learning communities is a mentoring one. In learning communities, participants become genuinely involved in one another's learning, as well as their own. Participants are positioned as co-learners as they engage in professional dialogue with one another. Lieberman (2000) highlighted this focus when she stated that 'teachers are provided with opportunities to create as well as receive knowledge' (p. 226). The relationships are of a much more collegial, equal nature, as participants become co-constructors of knowledge and co-learners. Learning communities attempt to reduce expert–novice hierarchies by positioning everyone as a learner as they engage in a mentoring process.

There is a number of reported benefits for teachers who participate in learning communities, including their feeling more positive about the profession (Darling-Hammond, 1996) and reducing their isolation (Lieberman, 2000). Most important, however, learning communities are seen by many as an effective way to support teachers and bring about the changes that are deemed necessary for effective teaching and learning in the twenty-first century (Cochran-Smith & Lytle, 1999;

Darling-Hammond *et al.*, 1999; Lieberman, 2000). Cochran-Smith and Lytle (1999), for example, stressed that teachers who participate in learning communities often become agents of change in the classroom and school.

The role of initial teacher education

There is a role for initial teacher education in preparing teachers of the future to participate effectively in learning communities. We cannot assume that pre-service teachers will be fortunate enough to be involved in learning communities during their school experiences, nor can we assume that they will have the necessary skills and understandings to act as mentors. We as teacher educators therefore need to have an explicit commitment to developing mentoring skills and understandings and to providing opportunities for prospective teachers to engage with the process of mentoring. In my role as a university-based teacher educator, I propose that there are three crucial components of an initial teacher education program committed to this priority. These are the development of a *mentoring attitude, interpersonal skills* and *critical reflection skills*.

Mentoring attitude

For a long time in education, many educators have argued for the development of particular attitudes. Dewey (1933), for example, maintained that the three attitudes of 'open-mindedness', 'responsibility', and 'wholeheartedness' are necessary for reflective teaching. Additionally, Noddings (1992, 1994) has argued for a *caring* attitude that not only involves 'the act of affirming and encouraging the best in others' (1992, p. 25), but is also about encouraging the best in oneself. Noddings (1994, cited in Collinson & Killeavy, 1999) made the point that for teachers, 'caring implies competence: wanting the best for students leads *caring* teachers to become increasingly competent themselves' (p. 350; emphasis in original). One might infer from this that caring teachers would involve themselves in ongoing professional learning. I would argue that such a commitment demonstrates a *mentoring* attitude.

A *mentoring* attitude values both one's own learning and the learning of others. An effective mentoring relationship is underpinned by the notion of reciprocity, where each person is required to adopt the role of learner, and needs also to be prepared to take on the role of a facilitator of someone else's learning. There is a mutual exchange and each person is not just concerned with 'what am I learning?', but also 'how can I assist someone else's learning?'. Kochan and Trimble (2000, p. 21), in describing their mentoring relationship, wrote that they became 'co-learners in a process of discovery', and in so doing, exemplified Mullen and Lick's (1999) notion of *synergistic co-mentoring*. Mullen and Lick (1999) coined this concept to capture the essence of co-mentoring as a synergistic process that 'supports opportunity, dialogue, enthusiasm and change' (p. 11). The focus on reciprocity seems central to effective participation in learning communities. In writing about the 'new technologies of collaboration' (p. 1), Schrage (1990) argued that successful collaboration requires a

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high level of cognitive involvement by participants, as well as a preparedness by them to contribute to the creation of a shared understanding.

Developing an attitude in prospective teachers that requires them to not only take responsibility for their own learning, but also to accept some responsibility for the learning of their peers, is challenging. This is particularly so given the prevailing traditional individualistic culture of teaching. Several writers have commented on the difficulty of developing an understanding that teaching is a collaborative practice (Manouchehri, 2002; Bullough *et al.*, 2003). Bullough *et al.* (2003), for example, when trying to develop a peer teaching model of student teaching, wrote:

> The belief that to teach is to work in isolation, to plan lessons alone, solve problems alone, and to stand alone in front of a classroom and to talk at children, is a recognised and major impediment to educational renewal. (p. 67)

Interpersonal skills

There is no doubt in mentoring, that highly developed interpersonal skills are required. This is illustrated in the following example based on a mentoring group of teacher educators:

> We are always learning how to listen better, how to respectfully challenge one another, how to give feedback in non-threatening and responsible ways, how to receive feedback with equanimity, how to 'stay with' a person in his or her struggle to understand his or her teaching, and how to stay open. (Rodgers, 1993, p. 8)

Many initial teacher education programs have for a long time acknowledged the importance of developing communication skills, however traditionally the focus has been on working with students in classrooms. A consequence, as Evans (2001) has pointed out, is that many teachers prefer to work with children and are neither comfortable nor particularly well skilled at dealing with situations involving adults, particularly where conflict is likely. And even when teachers do work more with each other, as Peters *et al.* (1996) discovered in a study on school restructuring, while teachers felt comfortable discussing educational issues with their colleagues, they were uneasy when it came to engaging in critical reflection that might involve questioning, challenging and debating one's own and others' practices and controversial teaching and learning issues. It is therefore necessary for teacher education programs to develop prospective teachers' interpersonal skills in working with adults as well as students, such that they feel confident to participate with adults as well as children and to be able to deal with conflicts and differing worldviews.

Taylor (2002) emphasized that a 'culture of trust' is needed for successful collaboration and that a reciprocation of trust needs to be built between peers or between peers and leaders. In order to build trust, pre-service teachers need to be able to demonstrate empathy and understanding and be able to speak and listen in ways that demonstrate that they value themselves and others. Prospective teachers need to be taught these skills of assertive communication, so that they can relate much more in partnership with one another and with children rather than in traditional more

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hierarchical relationships. Here again, they need to need to develop an understanding of the reciprocal nature of the learning process and an appreciation for reciprocal ways of working.

Critical reflection skills

Many initial teacher education programs have had a commitment to developing critical reflection skills and understandings for some time now. Yost *et al.* (2000) have noted that a 'consistent recommendation of such programs is the need to attend to and address the beliefs that pre-service teachers bring with them to the teacher education program' (p. 47). Critical reflection involves prospective teachers learning to reflect on these beliefs and question their own and others' assumptions in an effort to uncover values and interests served and not served by the arrangements of schooling. The processes of critical reflection are underpinned by a strong commitment to social justice.

The development of critical reflection skills will enable student teachers to engage in the level of professional dialogue that is necessary for active participation in learning communities. That is, they will be able to have substantial learning conversations, where they can open up their ideas and beliefs to critique and also support and challenge their peers in doing the same, as they learn to cater for the needs of *all* children. Critical reflection skills need to be seen as a component of mentoring, so that mentoring is conceptualized as not only about providing personal support for another, but also about providing professional support by challenging ideas and beliefs. This is in keeping with Rodriguez's (1995) concept of *multicultural mentoring*. She argued that mentors' values and assumptions must be examined, so that multiple perspectives are promoted, rather than mentoring which aims for homogenization or conformity to one viewpoint.

What we know from the teacher development literature is that the critical reflection process is challenging and at times can be very uncomfortable for those involved (Smyth, 1993, cited in Brown, 1995; Tremmel, 1993). Thus, there is a need for a trusted colleague with whom to practise such conversations. A strategy that has been used in a number of teacher education programs is the notion of critical friends, where pairs and groups of students work together to develop skills of reflection. Hatton and Smith (1995) have argued that engaging in dialogue with a peer who acts as a critical friend is an impetus for powerful reflection. It is particularly effective, they maintain, when the relationship between the peers is one of friendship that permits high levels of risking and trusting. They found that reflection was optimized when critical friends were prepared to confront one another with seeming contradictions in what was said. Manouchehri (2002), in a recent study on the development of professional knowledge of prospective teachers, confirmed the value of peer discourse and collaborative reflection in helping prospective teachers develop the capacity to take on new perspectives.

The notion of reciprocity needs to be made explicit in critical friendships. That is, the purpose of working with a critical friend is twofold: to develop one's own

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reflection skills and to facilitate the development of one's partner's reflection skills. Traditionally, the focus has often been on the individual as a learner, rather than recognizing the mentor role as well. This is a subtle but important shift of focus.

Peer mentoring: an initial teacher education example

For many years now, the teacher education programs at the University of South Australia have had a commitment to developing reflective practitioners. Various practices and strategies, including reflection time and journaling, have been described elsewhere (see Dobbins, 1996; Reid *et al.*, 1998). The focus here is on *peer mentoring*, which is developed within the practicum courses of the four-year Bachelor of Education program and the graduate 18-month Bachelor of Education program.

Here *peer mentoring* refers to participants becoming directly involved in each other's learning by being mentors for each other. It is not to imply that peer mentoring can occur only in a pair. I agree with Hargreaves and Fullan (2000), who claimed that 'mentoring in the new millennium' should see mentoring move from being performed in pairs to becoming an integral part of professional cultures in schools. However, as a starting-point, I am advocating an approach to mentoring, where students work together in pairs, so that they learn how to participate successfully in learning communities. Such an approach has the advantage of providing a collaborative relationship based on a partnership where neither of the participants holds a position of power over the other. This is not insignificant given the issue of equality in relationships, discussed earlier in the paper.

In the final practicum experience in both programs, as well as being placed with a school mentor, each student teacher acts as a peer mentor for at least one other. During the block practicum experiences, the expectation is for peers to have weekly contact. How they do this is negotiable and may involve face-to-face meetings, phone calls or email contact and can be a paired activity or a larger group as they decide to merge to support each other through the challenges and dilemmas associated with being a student teacher.

It is acknowledged in the literature that the experience of being a *pre-service teacher* has its own dynamic, with its own set of relationships, rules, intellectual and emotional responses, judgments, and unpredictability (Britzman, 1991; Dobbins, 1994; Groundwater-Smith *et al.*, 2001). Increasingly, the benefits of engaging in dialogue with peers and supporting one another throughout practicum experiences are being recognized (Featherstone *et al.*, 1997; Le Cornu *et al.*, 2001). The use of information communication technology (ICT) makes it even more possible for pre-service teachers to establish and sustain communication with their peers during a practicum experience and to provide personal and professional support to their colleagues (Le Cornu *et al.*, 2000).

As well as providing opportunities for the pre-service teachers to engage with the process of mentoring, their capacities for mentoring are developed throughout their program. In each program, there is a commitment to developing a mentoring

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attitude, interpersonal skills and critical reflection skills. The mentoring attitude is developed in a number of ways. This includes being explicit about particular attitudes such as *open-mindedness*, *responsibility* and *wholeheartedness* and being congruent with these in the messages that are given to students, in face-to-face interactions, email communications, online and written program materials. It also is reflected in how we, as lecturers, work with students in workshops and being explicit about how we want them to work with one another. The notion of reciprocity is explained such that the students understand that there is an expectation that they care about other students' learning as well as their own. Each workshop lecturer aims to develop a democratic, respectful culture of discussion and debate and we try and help student teachers 'make sense of their learning' (Smyth, 1993) rather than dictating what it should look like. This is similar to establishing what Awaya and co-authors (2003) have termed a *culture of mentoring*.

The interpersonal and critical reflection skills are explicitly taught and practised during on-campus workshops. Students spend 20 minutes of each of their practicum workshops, developing their skills with a critical friend. In this way they learn how to interact with each other as intellectual partners. This time is based around journal responses and each person is encouraged to elaborate on their journal entries, pose questions and discuss them, clarify issues, expand on their earlier opinions and discuss how they might view or do things differently. At the end of the 20 minutes, the discussion is opened up to the whole group, so that students also have opportunities to articulate their emerging views in a larger context. The aim of these times is for each student to be able to develop their ability to talk about what they are doing, why they are doing it and in whose interests. This, of course, is in keeping with outcomes of any critical reflection process in many teacher education programs.

However, what we are also doing is trying to encourage students to appreciate the role they play in assisting their peer(s) in being able to do this. This is the mentoring aspect. The goal is for pre-service teachers to develop an appreciation of the skills that are needed for engaging in professional dialogue that is enabling, both for themselves and others.

Conclusion

I have argued in this paper that there is a role for initial teacher education in preparing teachers of the future to participate effectively in learning communities. Teacher educators need to have an explicit commitment to developing mentoring skills and understandings and to providing opportunities for prospective teachers to engage with the process of mentoring.

Peer mentoring has been proposed as a strategy for pre-service teachers to become directly involved in each other's learning by being mentors for each other. The example provided in this article illustrates how the necessary mentoring attitude, interpersonal skills and critical reflection skills were developed on-campus and then the pre-service teachers were required to practise these skills and understandings

during the practicum experiences, where they were expected to provide professional support for each other.

The ultimate aim of peer mentoring is that pre-service teachers will have the confidence and willingness to participate actively in professional learning communities in the future. This participation will be based on the notions of social justice and reciprocity, whereby they will have a commitment to examining the consequences of their professional practices in catering for the needs of *all* students and they will also have the capacities to enable their colleagues to be able to do this.

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INTRODUCTION

The Diploma in Primary Education is a programme that was developed to upgrade primary school teachers from the advanced level certificate (A2) in Primary Teacher Education, obtained after three years of training in Teacher Training Colleges (TTCs), up to a Diploma level (A1).

The programme of the Diploma in Primary Education is designed for teachers with a Primary Teacher Education Certificate or Equivalent (A2) and currently serving in Rwandan primary schools, from Primary One (P1) to Primary Six (P6). In these schools, three main subjects are taught: science and elementary technology, mathematics, social studies, and languages (Kinyarwanda and English). The medium of instruction is Kinyarwanda from P1 to P3 and English from P4 to P6.

Primary school teachers are expected to be sufficiently trained and able to help in moulding of young people. The programme of the Diploma in Primary Education will contribute to meeting these expectations by increasing the primary school teachers' content and pedagogical knowledge and skills in the specific subjects they teach.

The Diploma Primary Education programme seeks to offer a platform for the systematic strengthening of teaching and learning of subject matters and their specific teaching methods and learning styles. The programme sets up foundations for future specialisation in the following three areas: science, technology and mathematics education, social studies education and languages education. With this specialisation, the quality of education in Rwandan primary schools will continue to improve.

SCHOOL-BASED DIPLOMA IN PRIMARY EDUCATION (SBDPE)

The Diploma in Primary Education programme is school-based, in that recruits are teachers who are already teaching in primary schools. They remain in their jobs while attending the courses of the programme.
The delivery mode of teaching and learning is adapted to these conditions of the learning environment. The programme's specific aims are to:

1. Increase the teachers' content knowledge in the subjects taught in Rwandan primary schools, such as science, technology, mathematics, social studies and languages.
2. Improve on the teachers' pedagogical knowledge and skills with the focus on specific teaching methods of the subjects of science, technology, mathematics, social studies and languages.
3. Develop an understanding of the curricula taught in Rwandan primary schools.
4. Develop the understanding of Gender in classroom and in curriculum
5. Awaken evaluation skills of the impact of educational policies and standards on primary curricula and innovative teaching methods.
6. Engage primary schools teachers in reflective thinking about contemporary issues in innovative teaching methods schools
7. Develop meaningful home-made and realistic solutions to real world, realistic problem situations relating to teaching in Rwandan primary schools.

The programme has three path ways. The first one is science, Technology and Mathematics education. It will cover equations and numerical equations, metric analysis, probability and

elementary statistics, general science and modern science. The second path way is social studies education. This will cover the study of Rwanda, the study of Africa, creative performance and physical education. The third pathway is languages education. The languages to be taught are Kinyarwanda, English and French. The topics to be covered are grammar, morphology, and literature. Also a great emphasis will be given to communication skills. As school-based programme, technology will be an essentially tools in its delivery.

COUNSELLING TECHNIQUES

Since no two student consultation requests/appointments will ever be exactly the same, it is important to know that there is no one set mentoring structure or approach that will work for all students. It is also important to know that while you are mentoring students on the School-Based Diploma in Primary Education (SBDPE), it is not your responsibility to become an expert in every discipline taught in this program. For discipline- and program- specific details about the SBDPE or program structure, students should be referred to the program leader or coordinator.
With that said, there are certain practices and/or techniques that will facilitate your job as a graduate mentor. These include techniques to prepare for your appointments, techniques while you are meeting with the student, and techniques for the post-appointment period.

PRE-APPOINTMENT

Preparing for Your Appointment in Less than 2 Minutes

Unless you are meeting with a student to discuss more detailed and complex issues, preparing for each consultation/appointment should not take more than 2 minutes. Oftentimes students have set questions or topics that they want to discuss that are not captured in the appointment/consultation scheduler intake form on Counsellor Desktop.

DURING THE APPOINTMENT

Interacting with the Student

As mentioned earlier, no two appointments/consultations will ever be the same even when you are meeting with the same student for follow-up appointments/consultations, because there are many external and internal factors for both the mentor and the student that affect the dynamics of the interaction. As such, you should always remember two things while meeting with students: (1) you are neither a therapist nor academic counsellor in your role as a mentor, therefore neither you nor the student should have the expectation that you will help them resolve any personal or academic issues; and (2) you have a right to express your boundaries with students and those boundaries may very well vary from student to student depending on your established rapport with the student.

Factors to consider while meeting with students:

1. Listen to verbal cues –
    - What is the student saying or not saying? What is their tone while speaking?

2. "Listen" to non-verbal cues (i.e. body language) –
    - What is their body language telling you about their current state?
    - Do their non-verbal cues match their verbal cues?

3. Assess the immediacy of the student's needs –
    - How many needs (or discussion topics/questions) did the student mention?
    - Are there some that are more urgent than others?
    - Is the student prioritizing their needs or do you need to help them prioritize their needs?

4. Validate the student's experience

5. Normalize their experience or the situation (Ex: You are not the only student who feels anxious about that period of Action Research. Other students also feel overwhelmed by the prospect of their action research.)

6. Restating (i.e. summarizing) what the student said –
    - This is especially important if the student has spoken for several minutes because it helps both of you keep track of what was just said

7. Make referrals but don't use it as an excuse to dismiss the student and cut you meeting short

8. Ask probing and open-ended questions
    - Have those difficult conversations. If the student does not feel comfortable speaking about it, respect their decision to not want to discuss it but make it clear that you are there to support them and are willing to discuss it when they feel ready
    - Find creative ways to ask questions about those difficult subjects.
    - Examples of "difficult" conversations: low performance/low weighted marks pursuing a career/educational path that parents are enforcing

9. What are you as the URCE mentor experiencing during the appointment?

10. Crisis situations – Ask for support or help if you need it!

11. Become aware of the time and pace your appointment!

POST-APPOINTMENT

Follow-ups

You should always follow-up with a student and email them any referrals that you made during the appointment/consultation or let them know that it was a pleasure meeting with them and discussing their academic progress and action research and future plans.

If you do not have time to complete the Record of Interview for the appointment, jot down a few notes. Rule of thumb: the notes (in bullet- point format) do not have to be complete sentences and should fit in a regular sized post-it note. You can type or handwrite your notes but whatever system that you use should help you remember what the appointment was about once you sit down to complete the ROI.

If you have another appointment immediately following your previous appointment (aka back-to-back appointments) give yourself a minute to reenergize, stretch, refocus, nourish yourself, and prep for the appointment.

ROLE PLAYS

Triad Role Plays

Instruction: Get into groups of three to forma triad. One of you will be the mentor, another will be the student, and the third will be the observer. For each role play you have 5 minutes for the role play, 3 minutes for feedback from the observer, and 2 minutes for debrief with the entire group.

1. This is a new primary school teacher who wants to learn more about the programme of diploma in primary Education and getting involved in the process of registration.

2. This is a first-year student who wants to learn more about changing the pathway or the school and getting involved in action research of her/his new pathway in the new school.

Fishbowl Role Plays

Instruction: Sit in a circle. There will be two volunteers sitting in the middle of the circle. One of the volunteers will be the mentor, the second volunteer will be the student, and the remaining mentors sitting around the circle will serve as the observer. For each role play you have 7 minutes for the role play and 2 minutes for debrief with the entire group.

1. The student is a non-traditional student who shared that one of the reasons that s/he went to a Private School first was because s/he could not pass the math course at the Ordinary level Exit Exam.

2. This is a student who is very involved in her/his community and would like to continue her/his work in the community in the teaching profession but does not know how to get the certificate in Primary Teacher Education and is unsure if her/his marks can even be considered.

Dyad Role Plays

Instruction: Get into groups of two. One of you will be the mentor and the other will be the student. For each role play you have 10 minutes for the role play, 3 minutes for feedback from the student, and 2 minutes for debrief with the entire group.

1. This student is interested in applying to Languages Education programs, which require a minimum weighted mark between 50-70% 2.5 cumulative. The student is a junior with weighted marks of 48%1.5 weighted marks but does not readily disclose her/his and overall academic performance.

2. This student is pursuing law school because student's parents and family want the student to work as a public defender in their community. The student is not interested in law school but is going through the motions in order to please her/his family members. The student is not sure what else s/he could study in URCE. The student has taken several service learning courses and is active in her/his community outreach student organization.

MENTOR PROGRAM POLICY AND PROCEDURES

ELIGIBILITY POLICY

It is the policy of the URCE Mentoring Program that each participant must meet the defined eligibility criteria. Mentoring staff should be knowledgeable of and understand all eligibility criteria required for mentor and mentee participation in the program.

Mentor Eligibility Requirements:

1. Be a full time student in one of the teacher training institutions
2. Have earned a Diploma level (A1) accreditation in Education
3. Have earned a Degree level (A0) accreditation in Education
4. Being Faculty in RTC, URCE, or TTC
5. Be willing to adhere to all URCE Mentoring Program policies and procedures
6. Agree to a one-year commitment to the program
7. Commit to spending a minimum of eight hours a month with the mentee
8. Be willing to communicate with the mentee weekly
9. Agree to attend mentor trainings as required
10. Be willing to communicate regularly with the supervising mentor and submit monthly meeting and activity information

Mentee Eligibility Requirements:

1. Be a primary school teachers with a Primary Teacher Education Certificate or Equivalent (A2) registered or aspiring to register in a URCE Programme
2. Currently serving in Rwandan primary schools, from Primary One (P1) to Primary Six (P6)
3. Demonstrate a desire to participate in the program and be willing to abide by all URCE Mentoring Program policies and procedures
4. Agree to a one-year commitment to the program
5. Commit to spending a minimum of eight hours a month with the mentor
6. Be willing to communicate with the mentor weekly
7. Agree to attend mentee trainings as required
8. Be willing to communicate regularly with the supervising mentor and discuss monthly meeting and activity information

SCREENING POLICY

It is the policy of the URCE Mentoring Program that each mentor and mentee applicant completes a screening procedure. All staff members must be trained and required to carefully follow the screening procedures.

At minimum, the following screening procedures are required for mentor and mentee applicants. Supervising mentor must ensure that each applicant completes these established minimum screening procedures:

Mentor Screening Procedures

1. Attend the two-hour mentor training
2. Complete written application

Mentee Screening Procedures

1. Attend the two-hour mentee training
2. Complete written application
3. Obtain school consent for participation
4. Complete personal (mentee) interview

The decision to accept an applicant into the program will be based upon a final assessment done by supervising mentor at the completion of the mentor or mentee screening procedure. The director of the mentorship program will has final approval for an applicant's acceptance into the program. No reason will be provided to mentor applicants rejected from participation in the program. All mentors are expected to meet the eligibility criteria.

Documentation of the screening process must be maintained for each applicant and placed in files with the URCE program office.

TRAINING POLICY

It is the policy of the URCE Mentoring Program that all mentors and mentees attend a minimum two-hour initial training session prior to being matched. The agendas must cover basic program guidelines, mandatory reporting, and communication/relationship building skills.

Each mentor and mentee will attend an additional two-hour in service training session at least twice per year. These in service sessions will be offered to each group at least quarterly.

It is the responsibility of the supervising mentor to plan, develop, and deliver all training sessions. Evaluation forms will be collected from each training session for the purposes of evaluating/improving the content of the trainings and trainer performance.

RECRUITMENT PROCEDURE

1. All new mentors must receive training and are required to understand the mentoring program's recruitment plan.

2. The supervising mentor will take the lead in developing the Annual Recruitment Plan with input from the director of the mentorship program. Planning should be finalized one month prior to the beginning of the new school year.

3. The supervising mentor will complete a detailed Quarterly Recruitment Activity Plan of specific tasks, roles and responsibilities, and a week-by-week timeline. This activity plan must be reviewed and approved by the director of the mentorship program prior to implementation.

4. The supervising mentor is responsible for ensuring implementation of the Annual Recruitment and Quarterly Activity Plans.

5. The supervising mentor will finalize and distribute the quarterly recruitment activity plan to stakeholders.

TRAINING PROCEDURE

General Training Procedures

1. Each mentor and mentee must attend a two-hour training session prior to being matched as well as at least two in-service training sessions per year of involvement in the URCE Mentoring Program, the latter being offered to each group at least quarterly. (*see Mentor Orientation in Documents and Form section*)

2. The supervising mentor has the lead role in managing training session logistics, developing curriculums and training materials, facilitating the session, and processing the training evaluation forms. Sessions should be conducted by supervising mentor along with outside experts, and mentors and mentees currently in the program.

3. Training evaluations *(see Training Evaluation in Documents and Forms section)* forms will be distributed and collected following all training sessions.

4. A training manual and supporting materials will be developed and maintained separately from the policy and procedure manual by the supervising mentor. Training materials will be reviewed and updated based upon program and training evaluation feedback at least semi-annually. *(see Mentee/Mentor Training Outline in Documents and Forms section)*

Initial Training Session

1. After potential mentors and mentees have completed the screening process and been accepted to participate in the program, the supervising mentor will notify them of the next training times and schedule them to attend a training session. Two days prior to the training, the coordinator will call to remind participants about the training.

2. Basic mentor and mentee training sessions will be held once a month.

3. Participants must complete the Training Completion Forms *(see Documents and Forms section),* which will be added to the files.

4. Content for the initial training sessions must include basic program guidelines, safety issues, and communication/relationship building skills. *(see Documents and Forms section)*

5. A training completion certificate will be given to each participant at the end of their initial training session. *(see Documents and Forms section)*

In-service Training Sessions

1. Once matched, each mentor and mentee must attend at least two in-service training sessions during the course of the year. Attendance at each session will be noted and dated on their file log sheet.

2. Mentor and mentee in-service training sessions will be offered each term.

3. Content for the in-service sessions will be determined based on feedback provided by mentors and mentees during the support meetings or based on feedback and suggestions from mentors and mentees.

Training Attendance Failure

1. If a mentor or mentee schedules their attendance and fails to attend an Initial Training session *twice* without prior notification and good reason as deemed by the supervising mentor, he/she will not be accepted into the URCE Mentoring Program.

2. If the mentor or mentee fails to attend the required number of in-service training sessions per year, the mentor or mentee will not be eligible to be matched again at the end of their existing mentoring relationship.

3. Failure to complete training sessions coupled with identified match problems may result in the match being terminated and may result in exclusion from future involvement in the URCE Mentoring Program.

DOCUMENTS AND FORMS

MENTOR ORIENTATION SESSION

Session Outline

Title:
This session would include materials to help you plan and deliver an introductory orientation session for prospective mentors inquiring about the program. The objectives of this session are intended to:

1. Provide a basic understanding of the program and mentor roles and expectations
2. Help mentors determine if they want to complete an application and continue through the screening process
3. Explore simple and effective approaches to mentoring

An agenda for this one-hour informational session provides approximate times for each section and might include the following:

1. **Icebreaker: Introductions** (10 minutes)
   Conduct short, interactive activity that allows mentors to introduce themselves to a partner, to a small group, and then to the entire group

2. **The Power of Mentoring** (15 minutes)
   Have current mentor(s) speak and reflect on the benefits to themselves as mentors

3. **URCE Mentoring Program** (15 minutes)
   Overview of program including brief description of screening process/steps, training and time commitments

4. **Youth in the Program** (10 minutes)
   Have current mentee(s) speak about the benefits to themselves from having a mentor in their lives

5. **Wrap-Up** (10 minutes)

Thank prospective mentors for coming and provide application packets and business cards for them to take

MENTEE ORIENTATION SESSION

Session Outline

Title:
This training workshop should include materials to help you plan and deliver an introductory training workshop for new mentors. The objectives of this training are intended to help new mentors:

1. Develop a deeper understanding of mentor roles and expectations

2. Learn strategies for effectively mentoring a youth

3. Understand clearly the program guidelines and policies that they must operate within as mentors

An agenda for a two-hour training workshop, and approximate times for each activity, might include the following:

1. **Icebreaker: Introductions** (15 minutes)

2. **Roles of a Mentor** (20 minutes)
1. Activity Ideas

BREAK (15 minutes)

2. **Counselling Techniques** (25 minutes)

3. Other Important Program Guidelines (20 minutes)

4. **Wrap-Up – What's Next?** (15 minutes)
1. Matching Process

MENTOR TRAINING COMPLETION WORKSHEET

Congratulations on completing your training and we look forward to working with you as a URCE mentor!

List three things you learned during this session that will help you when you begin your new role as a mentor. They can be skills, attitudes, or anything else. Then explain *how* you plan to use these in working with your mentee.

1.

2.

3.

This certifies that I have completed my initial training and that I fully understand and agree to follow the guidelines and requirements of being a mentor in the URCE Mentoring Program

_____ _____

Mentor Signature Date

_____

Print Name

USAID FROM THE AMERICAN PEOPLE HED Higher Education for Development UCLA UNIVERSITY OF RWANDA

MENTEE TRAINING OUTLINE

Session Title: ------
This training workshop should include materials to help you plan and deliver an introductory training workshop for new mentees. The objectives of this training are intended to help new mentees:

1. Develop a deeper understanding of their role as a mentee

2. Know what to expect from a mentor and how working with a mentor can help them succeed in life

3. Understand clearly the program guidelines and policies that they must operate within as mentees

An agenda for a two-hour training workshop, and approximate times for each activity, might include the following:

1. **Icebreaker: Introductions** (20 minutes)

2. **What is a mentor?** (20 minutes)
1. Activity Ideas

2. **Talking and Relating to Your Mentor** (25 minutes)

BREAK (15 minutes)

3. **Other Important Program Guidelines** (20 minutes)

4. **Wrap-Up – What's Next?** (15 minutes)
1. Questions

MENTEE TRAINING COMPLETION WORKSHEET

Congratulations on completing your training and we look forward to working with you as a URCE mentee!

List three things you learned during this session that will help you when you begin your new role as a mentee. They can be skills, attitudes, or anything else. Then explain *how* you plan to use these in working with your mentor.

1.

2.

3.

This certifies that I have completed my initial training and that I fully understand and agree to follow the guidelines and requirements of being a mentee in the URCE Mentoring Program.

_____ _____

Mentor Signature Date

_____

Print Name

TRAINING EVALUATION

Name (optional): _____ Date: _____

1. What did you find to be most useful in this workshop?

2. What did you find to be least useful?

3. Was there anything you felt was missing from this session that you would have liked to learn more about?

4. In what other ways could we improve this session?

5. Please rate the following: on a scale of 1-5 with 1=Poor and 5=Excellent

Effectiveness of trainer	1	2	3	4	5
Training room	1	2	3	4	5
Training content	1	2	3	4	5
Training activities	1	2	3	4	5

6. List other topics or concerns you would like to have addressed in future training sessions.

7. Other comments:

MENTOR CONTRACT

Name: _____ Date: _____

By choosing to participate in the URCE Mentoring Program, I agree to:

1. Follow all rules and guidelines as outlined by the supervising mentor, mentor training, program policies, and this contract
2. Be flexible and provide the necessary support and advice to help my mentee succeed
3. Make a one-year commitment to being matched with my mentee
4. Meet at least eight hours per month with my mentee
5. Make at least weekly contact with my mentee
6. Be on time for scheduled meetings or call my mentee at least 24 hours beforehand if I am unable to make a meeting
7. Submit monthly meeting times and activities to the supervising mentor, and regularly and openly communicate with the supervising mentor as requested
8. Inform the supervising mentor of any difficulties or areas of concern that may arise in the relationship
9. Attend in-service mentor training sessions twice per year

I agree to follow all the above stipulations of this program as well as any other conditions as instructed by the supervising mentor at this time or in the future.

_____ _____

(Signature) (Date)

MENTEE CONTRACT

Name: _____ Date: _____

By choosing to participate in the URCE Mentoring Program, I agree to:

1. Follow all rules and guidelines as outlined by the supervising mentor, mentee training, program policies, and this contract
2. Have a positive attitude and be respectful of my mentor
3. Make a one-year commitment to being matched with my mentor
4. Meet at least eight hours per month with my mentor
5. Make at least weekly contact with my mentor
6. Be on time for scheduled meetings or call my mentor at least 24 hours beforehand if I am unable to make a meeting
7. Discuss monthly meeting times and activities with the supervising mentor, and regularly and openly communicate with the supervising mentor as requested
8. Inform the supervising mentor of any difficulties or areas of concern that may arise in the relationship
9. Attend mentee training sessions twice per year

I agree to follow all the above stipulations of this program as well as any other conditions as instructed by the supervising mentor at this time or in the future.

_____ _____

(Signature) (Date)

MENTOR CONTACT SHEET

Name of Mentor: ___________________________ Date of Birth: ______________

Home Phone: ___________ Work Phone: ___________ E-Mail: ________________

Mentee Name: __________________________________

Date	Purpose/Notes:

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APPENDIX IV

Gender Focused Research Workshop

GENDER FOCUSED RESEARCH

Principles, Methodology and Methods

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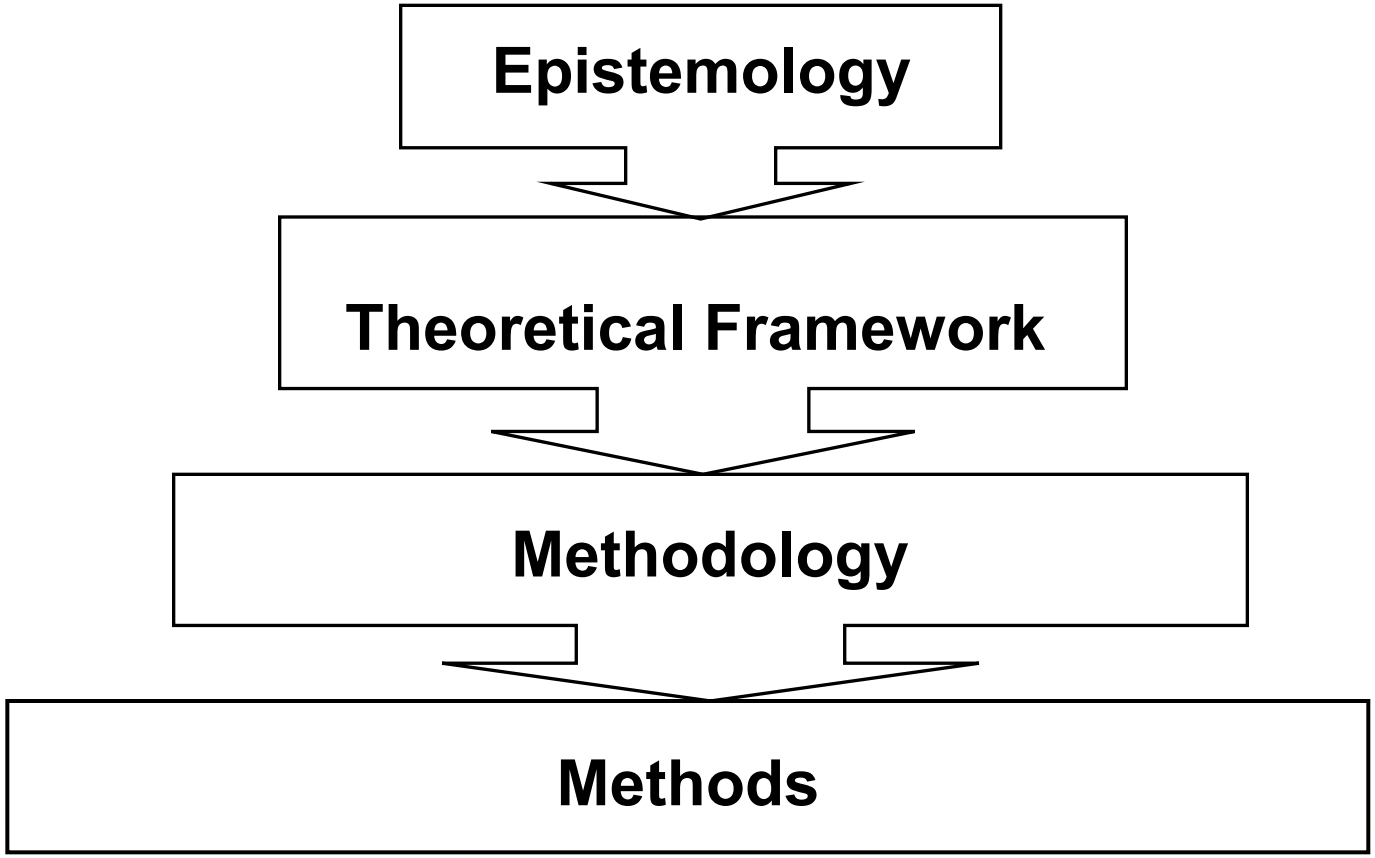
Presentation Plan

- Review Research as a Process
- Theoretical Underpinnings of Gender Focused Research
- Gender in Research (Epistemological)
- Gender in Research (Methodological)
- Gender and Research (Content)
- Gender and Research (Context)
- Characteristics of Gender Focused Research

Exercise One

- Review the Handout – The Lie of the Land and answer the following:
  - What doing think is going on?
  - What do you think is the researcher's conclusions
  - Why do you think he concludes the way he does?

The Research Process



Methods:

- The technique or procedures used to gather and analyse data related to some research questions or hypothesis
  - Focus groups
  - Case studies
  - Questionnaires
  - Observation,
  - etc

Methodology:

- The strategy, plan of action, process or design lying behind the choice and use of particular methods and linking the choice and use of methods to desired outcomes
  - **Ethnography**
  - **Grounded Theory**
  - **Survey Research**
  - **Action Research**
  - **Discourse Analysis**
  - **etc**

Theoretical Perspective:

- It is a way of looking at the world and making sense of it
- What assumptions guide our study design
- (In some books this is merged with the methodology)
  - Positivism, Feminism, Critical Inquiry, Postmodernism
  - Etc
- The philosophical stance informing the methodology, thereby providing a context for the process and grounding its logic and criteria

Epistemology

- The theory of knowledge embedded in the theoretical perspective and thereby in the methodology.
- Philosophical questions relating to the nature of knowledge and truth
- It is a way of understanding and explaining how we know what we know
- Determines what kind of knowledge are possible and how we can ensure that they are both adequate and legitimate
  - Objectivism; Constructionism; Subjectivism

Objectivism:

- Objectivist methodology argues that meaning, hence meaningful reality, exists apart from the operation of any consciousness

  (Hence, from Objectivism, to positivism, survey research and statistical analysis)

Subjectivism

Meaning does not arise from the interplay between subject and object, but is imposed on the object by the subject. The object makes no contribution. Meaning can be constructed out of nothing, or from somewhere else and imported onto the subject. (Structuralist, Post structuralist, Postmodernism forms of thought).

Constructionism:

- Rejects the above view of knowledge. Argues that there is no objective truth waiting there to be discovered. Truth and meaning come from our engagement with realities in this world. Hence there is no meaning without a mind. Meaning is not discovered but constructed. Different people construct meaning differently.

Ontology

- Refers to the philosophical questions relating to the nature of being and the purpose of existence.
- It refers to the 'meaning of life'.

Paradigms

- Defined as a set of beliefs, values and techniques which is shared by members of the scientific community, and which acts as a guide or map dictating the kinds of problems scientists should address and the types of explanations that are acceptable to them (Kuhn 1970).

Paradigms (Types)

- ***Positivist*** (positivism, and other positivist methods) – The assumption that knowledge can be discovered by collecting data through observation and measurement and analysing it to establish truths

Positivist Research often answers the what and magnitude questions

Interpretivist

- *Interpretive* (ethnography, socio-linguists, psychoanalysis, symbolic interactionism, etc)
  - Refers to research in the hermeneutic tradition which seeks to uncover meaning and understand the deeper implications revealed in data about people. It encompasses a wide range of research approaches including ethnography and case study.

    This often seeks to uncover meanings and reasons behind the meanings.

Critical

- *Critical* (Critical sociology, Marxism, Feminism).
  - Refers to research which engages with assumptions and meanings beneath the surface. It denotes an oppositional stance to assumptions of authority.

Often concerned with difference, deconstruction and their implication.

Deductive

- Research which uses established theories as a framework to develop hypotheses, in contrast to inductive

Inductive

- Research which constructs theories from empirical data by searching for themes and seeking to make meanings from the evidence, in contrast to deductive.

Symbolic Interactionism

- A set of theories concerning the way that individuals form and maintain their identity in relation to others. It is based on the notion that social interaction is made up of patterned and often habitual behaviours or utterances which have easily recognisable symbolic meanings which invite responses of similarly patterned behaviors from others.

Symbolic Interactionism

- It is the domain of qualitative research which is interested in how people make sense of their world and assign meanings of interaction with others.

Ethnomethodology

- A research approach which adopts the methods of ethnography but may not be strictly classified as ethnography. Prioritises methods which collect data about people e.g. interviewing and structured observation.
- A discipline which focuses on methods and procedures employed by people when they define and interpret everyday life.

Ethnomethodology

- The Study of common sense knowledge, its creation and use in natural settings.

Hermeneutics

- Focuses on studying and interpreting texts and other manifestations of cultures.

NB: See comparison of these in RH research

Enter Feminism

Feminisms

There are different types of feminisms, each emphasising different issues:

1st Wave Feminism:

- Women's civil and legal rights
- Access to opportunity
- Entry into the public
- Equality
- Women and Class oppression

2nd Wave Feminism:

- Patriarchy
- Sexuality
- Reproduction and Motherhood
- Alienation
- Gender Division of Labour
- Deconstruction
- Race and Identity
- Post Colonialism
- Poverty and Culture

Feminist Criticisms of Traditional Research

- Androcentrism / Androcentricity
- Overgeneralisation/Overspecificity
- Gender Insensitivity
- Double Standards
- Sex Appropriateness
- Familism
- Sexual Dichotomism

Feminist Inquiry

Epistemological

- What counts as knowledge?
- What counts as valid knowledge?
- Can research about women's issues be considered valid?

Methodological

- How has knowledge about women been generated?
- How was the research conducted?
- What power relations were involved?
- How much power did women wield in the research process

KIGALI DOCS\Research Process.doc

Hence, Feminist Inquiry entails a paradigm shift, from the emphasis on empiricism and positivist

Feminist Research

- Theoretical Underpinnings
  - Informed by Feminism
  - Rooted in Constructionist Epistemology
  - Subscribes to the Critical paradigm
  - Post Structuralist in nature esp. With regard to discourse

Feminist Research

- It is research on and for women
- Feminist research uses qualitative methods (compare with power and hierarchy in interviewing)
- Feminist research should be empowering for participants
- Feminist research is directed towards social change.

Feminist Research – Forms

- *Feminist Empiricism* (Adding women to the existing scientific framework, without critiquing it)
- *Feminist Standpoint* (Because women experience life differently, they are in the best position to produce accounts on women)
- *Feminist postmodernism* (Deconstruction)

Feminist Research Basic Principles

- It is research on and for women (*women be asked their answers need to be understood from their viewpoint, rather than imposing on them labels derived from elsewhere.*)
- Feminist research uses qualitative methods (compare with power and hierarchy in interviewing)
- Considers power relations in the research process
- Feminist research should be empowering for participants
- Feminist research is directed towards social change.

Characteristics of Feminist Research

- Rejection of the male paradigm
- Female Prism – gender bias focusing on women, and rejects masculine as being universal (vs androcentric blinders; female subjects and researchers)
- Puts gender in the centre of social inquiry
- Emphasises women's experiences (social position, history, roles, etc)

- Discloses distortions related to such experiences
- Emphasis on women and their situation as opposed to males
- Sees gender as the nucleus of women's experiences, perceptions, lives, shaping their consciousness, etc

- Rejects the subject-object dichotomy – artificial separation of researcher and researched
- Solely about women and primarily for women
- Consciousness raising
- Empowerment and Transformation

From Feminism to Gender

- Feminism provides the theory/theoretical framework,
- Gender provides the analytical category through which we can operationalise feminist theory

Gender: A History

- Originally the inverse of the essentialist term 'sex'
- Biological essentialism seen as a legacy of western culture
- Femininity and masculinity
- Cultural rather than biological
- An essential tool of modern feminist analysis

Application to Gender Focused Research

- Gender is one key concept to operationalise feminist research
- Gender disaggregated data
- Gender sensitive concepts
- Gender sensitive research methods
- Gender sensitivity in the data collection process

Checklist for Gender Sensitive Research

- Acknowledge own bias (no gender research is '*politically*' neutral – objective)
- Identify the human and social components, ie the power relations in the research
- Have a gendered conceptual framework reflecting males and females experiences and the differences between them

Checklist Continued:

- Avoid androcentrism, prejudices and double standards
- Gender sensitive methods and methodology
- Gender balanced research team
- Consider gender in choosing your sample
- Gender balanced reporting/representation of results

Checklist Continued:

- Is the data gender disaggregated?
- Is gender central to the analysis?
- What are the potential impacts on men and women
- Is the language gender senstitive?

Application to the Research Projects

- From our discussion what topic(s) do you think are possible in the field of education?
- What is the best way to study it?
- Can you locate the power relations at all the processes, from beginning to end?
- How are these power relations likely to affect your research process and findings?
- Can you rethink how gender could be integrated
- Can you rethink how best to improve your study?

Challenges

- That it is not an independent methodology
- Issues of validity and reliability
- Representativeness and Generalisability – (Small sample)
- Objectivity may be compromised – Arising from standpoint and consciousness rising
- Ethical concerns – e.g. Consent

Key Sources

1. Crotty, M. (1998), The Foundations of Social Research, Meaning and Perspective in the Research Process, London, Sage.
2. Maynard, M. (2000), Methods, Practice and Epistemology: The Debate about Feminism and Research, in Maynard, M and Purvis, J. (eds), Researching Women's Lives from a Feminist Perspective, Taylor and Francis, Philadelphia.
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4. Mies, M. (1999), Towards a Methodology for Feminist Research in Hammersley M. (ed.), Social Research, Philosophy, Politics and Practice, Sage, London, Pp. 64-82
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INTRODUCTION to GRANT WRITING

Presented by:
College of Social & Behavioral Sciences and
Social & Behavioral Sciences Research Institute
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All information contained in this presentation may be found at the SBSRI web site located at:

www.w3.arizona.edu/~sbsri/

Workshop Objectives

Objective 1:

To gain a better understanding to the grant writing process

Objective 2:

To develop a *preliminary* grant proposal that you can submit to an agency for funding

Presentation Focus . . .

- The majority of the information contained in this presentation focuses on procedures for filing a research grant application to organizations like the National Science Foundation, however . . .

- Information contained in this presentation also discusses general components of a non-research grant application.

Development Workshop Agenda

1. Introduction
2. Access to Information & How to Locate Funding
3. Reading an RFP / NOFA
4. Constructing the Grant Narrative
5. Sample NSF grant application and Reviewer Comments
6. Sample Writing Exercises

Pre-Proposal Contacts

- 4-STEP PROCESS to fine tune your proposal planning:

1. Download the application forms and guidelines from the Internet or write for the application forms and guidelines
2. Call a past grantee
3. Call a past reviewer
4. Contact the Program Officer

General Information on Completing a Grant Application

- Potential applicants frequently direct questions to officials of the Department regarding application notices and programmatic and administrative regulations governing various direct grant programs.

- In general, this information applies to all grant competitions, however, it is necessary to review grant guidelines for each and every grant.

Extension of Deadlines

- Waivers for individual applications are not granted, regardless of circumstances. Under very extraordinary circumstances a closing data may be changed. Such changes are announced in the Federal Register and apply to all applications.

Copies of the Application

- Each grant guideline will state the number of original(s) and copies that must be provided to the grantor. If bound, one copy should be left unbound to facilitate electronic scanning and any necessary reproduction.

- Applicants should not use colored paper, foldouts, photographs, or other materials that are hard to duplicate.

Notification of Funding

- You can expect to receive notification within 3 to 6 months (or longer) of the application closing date, depending on the number of applications received and the number of competitions with closing dates at about the same time.

- The requested start date should therefore be a minimum of 6 months after the application closing data.

Format for Applications

- The application narrative should be organized to follow the exact sequence of the components in the selection criteria used to evaluate applications.

- Always check your grant guidelines to learn the sequence of components required.

Length of Application

- All applications must adhere to the requirements specified in the grant guidelines.

- Under *no circumstances* should the grant narrative exceed the prescribed limit of pages allowed in the narrative.

Locating Funding Sources

- Social & Behavioral Sciences Research Institute website:

  http://w3.arizona.edu/~sbsri/

How to Read an RFP/NOFA

(Request for Proposal / Notice of Funding Availability)

- Answer these questions:
  - What is the purpose of this grant?
  - Is it compatible with your mission and purpose?
  - Are we eligible to apply?
  - If not, could we jointly apply with another organization?
  - What is the deadline for submission, receipt or postmark?

- What is the expected average award amount and range?
- How many awards are anticipated?
- What are the “match or in-kind requirements”?
- Are the application materials included in the RFP/NOFA? Is not, where can I obtain them?
- Who is the Program Officer and how can I contact that person?
- What specific activities/expenditures are eligible under this grant?
- What are the caps/limits on activity expenditures?

- What activities/expenditures are ineligible?
- Will this program fund new, continuing and/or expansion of projects?
- What selection criteria will be used to evaluate proposals?
- How will points be distributed among the criteria?
- What additional features will be considered in making award decisions (for example: geographic location; low income participants)
- What guidelines are given for preparing the application itself (page length, supporting documentation, signatures, number of copies)

Reading Between the Lines . . .

- Is the grantor expecting applicants to propose solutions to solving a broad challenge or concern?

- Does the grantor already know what kinds of strategies and approaches it will fund and is just looking for grantees to support them?

Model for Proposal Development

1. Initial Project Idea / Goals of Organization
2. Assess your capability
3. Assess the need for the idea
    a. Build Support and Involvement
    b. Gather the Necessary Data
4. Select the Funding Source
5. Plan Proposal Writing
6. Write the Proposal
7. Submit the Proposal

General Components of a Programmatic Grant Proposal

1. Title Page
2. Abstract
3. Purpose
4. Statement of Need / Significance
5. Project Design & Methodology
6. Evaluation
7. Dissemination
8. Qualifications / Key Personnel
9. References Cited
10. Budget
11. Appendix

General Components of an NSF (Research) Grant

1. Abstract
2. Project Summary
3. Problem Statement
4. Theoretical Background and Hypotheses
5. Literature Review
6. The Research Setting
7. Applied Significance
8. Research Design and Methods
9. Research Timetable
10. References Cited
11. PI Background

Sample NSF Research Grant

- Obtain a copy of the Cultural Anthropology NSF grant application and reviewer comments for: *The Effects of Infertility on Status and Access to Resources Among Wamakonde Women of Tanzania*
- This grant was submitted by Principal Investigator, Monique Borgerhoff Mulder at University of California at Davis.
- The grant application and reviewer comments can be downloaded from the NSF website at:

www.nsf.gov/sbe/bcs/anthro/samples/borgprop.htm

Title Page(s) / Cover Sheet

- This sheet provides all the basic information about your grant.
- In federal grants this is called the “Federal Assistance Form” and includes such information as: title of project; project director’s name, address and phone; inclusive dates of grant, total budget amount, signature of authorizing agent.
- In research grants this is called the “Cover Sheet” and includes applicable program announcement, solicitation or program description information.

Table of Contents

- NSF Grants: A Table of Contents is automatically generated for the proposal by the FastLane system. The proposer cannot edit this form.

- Programmatic Grants: you will need to generate a Table of Contents (use automatic table generation format provided by your word processing software such as Word or WordPerfect)

Abstract

- A self-contained ready for publication description of the project covering objectives; need and significance; procedures; evaluation; and dissemination components.

- Should stress end products or project's advancement of knowledge. Usually 200 to 500 words long.

Best Way to Prepare Program Abstract

- The program abstract should be one page in length, unless otherwise indicated, and:
  - List the title of the program
  - Name of the Priority and CFDA Number or appropriate grantor funding program number
  - Indicate if the project addresses a new or an improvement of an ongoing program
  - Basically answer the questions: Who, What, Where, When, Why, and How

Project Description: (format for research grants)

The main body of the proposal should be a clear statement of the work to be undertaken and should include:

Project Description

- The main body of the proposal should be a clear statement of the work to be undertaken and should include:
  - Objectives for the period of the proposed work and expected significance
  - Relation to longer-term goals of the PI's project
  - Relation to the present state of knowledge in the field to work in progress by the PI under other support and to work in progress elsewhere

Problem Statement

The statement also should indicate any broader impacts of the proposed activity, addressing the following:

- indicate how the project will integrate research and education by advancing discovery and understanding while at the same time promoting teaching, training, and learning
- Discuss any ways in which the proposed activity will broaden the participation of underrepresented groups

Problem Statement – cont'd.

3. If relevant, discuss how the project will enhance the infrastructure for research and/or education, such as facilities, instrumentation, networks, and partnerships

4. Indicate how the results of the project will be disseminated broadly to enhance scientific and technological understanding

5. Identify potential benefits of the proposed activity to society at-large

Sub-Components of a Research Grant (refer to the sample NSF grant application)

- Theoretical Background and Hypotheses
- Literature Review
- The Research Setting
- Applied Significance
- Research Design & Methods
- Research Time Table
- References Cited

Know the difference between . . .

- GOALS: happen AFTER the life of the grant

- OBJECTIVES: happen DURING the life of the grant and generally incorporate a component within which to measure effectiveness

Non-Research Grant Procedures

(see Objectives & Methods sample sheets)

- A plan of action for how the purposes will be achieved.
- In non-research projects, this section usually starts with a description of the overall approach and its relevance or innovativeness and then provides details on methodology, participants, organization and timeline.
- In research projects, one usually describes the design, population and sample, instrumentation, data analysis and time schedule. This may also include a review of related research.

Evaluation

- Details the means by which the local agency and funding source will know that the project has accomplished its purposes.
- May also describe plans for collecting information or data to improve project operation.
- States purpose of evaluation; type of information to be collected; details on instruments, data collection, analysis, utilization and how results will be reported.

Dissemination

- Specifies how products and findings will be shared with others. This section may also detail reports to be provided to funding source.

Qualifications

- Documents the ability of the sponsoring organization to successfully complete the project, including prior related experience.
- Outlines facilities and equipment required and how these will be provided.
- Lists specific personnel who will work on the project and what they will do. Includes brief resumes; describes rational for any consultants to be involved, their role, and background and evidence of their commitment to participate.

Sustainability (Future Funding)

- Sustainability, or “future funding” statements, enable a grantor to see what plans or options you have developed to secure funds beyond the life of the grant.

- No grantor wants to see the funded program “disappear” after the initial funding expires.

Reviewer's Comments (refer to sample NSF grant)

- The reference NSF grant received the following overall ratings:
  - Reviewer No. 1: Excellent
  - Reviewer No. 2: Very Good
  - Reviewer No. 3: Good-Fair

Note the distinction in the reviewers' comments. The reviewer comments are downloaded off the NSF website at:

www.nsf.gov/sbe/bcs/anthro/samples/borgrevs.htm

Sample Grant Writing Exercises

University of Arizona

College of Social & Behavioral Sciences

Grant Writing Tips:

http://w3.arizona.edu/~sbsri/

Writing_Tips_frameset.htm

INTRODUCTION TO GRANTS WRITING

Sarah Ssali, PhD

Aims of Presentation

- Understanding the Principals of Grants Writing
- Distinguishing between Grants Proposal Writing and Academic Proposal Writing
- Steps in Grants Proposal Writing
- Components of a Research Grant
- Key Questions in Grants Writing
- Sourcing for Funding

Grants Writing Defined

- Grant writing is the process of identifying, researching and applying for grants.

- Grant writing refers to the practice of completing an application process for funding provided by an institution such as a government department, corporation, foundation or trust. Such application processes are often referred to as either grant "proposals" or "submissions."

Academic Proposal Writing

- Scholarly pursuit:
  - Individual passion
- Past oriented:
  - Work that has been done
- Theme-centered:
  - Theory and thesis
- Expository rhetoric:
  - Explaining to reader
- Impersonal tone:
  - Objective, dispassionate
- Individualistic:
  - Primarily a solo activity
- Few length constraints:
  - Verbosity rewarded
- Specialized terminology:
  - “Insider jargon”

Grants Proposal Writing

- Sponsor goals:
  - Service attitude
- Future oriented:
  - Work that should be done
- Project-centered:
  - Objectives and activities
- Persuasive rhetoric:
  - “Selling” the reader
- Personal tone:
  - Conveys excitement
- Team-focused:
  - Feedback needed
- Strict length constraints:
  - Brevity rewarded
- Accessible language:
  - Easily understood

Steps in Grants Writing

- Ideas Development
- Assessment of Need
- Team Formation and Clear definition of roles
- Workshops to refine the idea
- Consulting key persons (e.g. those who have won such a grant before)
- Grants Application writing
- Proposal review and refinement
- Proposal Submission
- Responding to Reviewer’s Comments
- Grants Administration

Key Questions:

- What is the purpose of this grant?
- Is it compatible with your mission and purpose?
- Are we eligible to apply?
- If not, could we jointly apply with another organization?
- What is the deadline for submission, receipt or postmark?
- What is the expected average award amount and range?

- How many awards are anticipated?
- What are the “match or in-kind requirements”?
- Are the application materials included in the RFP/NOFA? Is not, where can I obtain them?
- Who is the Program Officer and how can I contact that person?
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- What activities/expenditures are ineligible?
- Will this program fund new, continuing and/or expansion of projects?

- What selection criteria will be used to evaluate proposals?
- How will points be distributed among the criteria?
- What additional features will be considered in making award decisions (for example: geographic location; low income participants)
- What guidelines are given for preparing the application itself (page length, supporting documentation, signatures, number of copies)

Components of a Grant – Programmatic

1. Title Page
2. Abstract
3. Purpose
4. Statement of Need / Significance
5. Project Design & Methodology
6. Evaluation
7. Dissemination
8. Qualifications / Key Personnel
9. References Cited
10. Budget
11. Appendix

Components of a Grant – Research

1. Abstract
2. Project Summary
3. Problem Statement
4. Theoretical Background and Hypotheses
5. Literature Review
6. The Research Setting
7. Applied Significance
8. Research Design and Methods
9. Research Timetable
10. References Cited
11. PI Background

Important Clues

- Think like the funder, not like your organisation
  - What does the funder want?
  - What language and terminology is the funder using, not what you are accustomed to

PROPOSAL WRITING AND DATA COLLECTION

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Aim:

- Key Components of a Proposal
- Designing the Proposal
- The Data Collection Methods
- Planning the Fieldwork
- Explore the different strategies in data collection

Key Components in Proposal Writing

- Introduction:
  - Background to the Study
  - Statement of the Problem
  - Objectives
  - Justification/Rationale
  - Theoretical Framework
  - Conceptual Framework
  - Definition of Key Concepts

- Literature Review
  - Scan all the available literature in the area
  - Conduct a systematic review, showing what the key debates are
  - Explore these debates
  - Show how the debates inform your study
- Methodology
  - The research Area
  - The Study Population
  - Methods and their Justification

GENDER FOCUSED PROPOSALS REQUIRE GENDER INTEGRATION IN ALL STAGES FROM THE TOPIC TO THE METHODS

Steps in Proposal Writing

Method 1 of 2: Planning Your Proposal

1 **Define your issue and solution.** This should be fairly straightforward. What's the problem you're addressing? How would you like to solve it? Get it as narrow (and doable) as possible.
   - Your proposal needs to define a problem *and* offer a solution that will convince uninterested, skeptical readers to support it.[1] Your audience may not be the easiest crowd to win over. Is the solution you're offering logical and feasible? What's the timeline for your implementation?

2 **Think about your audience.** For starters, who are they? You need to make sure that you think about your audience and what they might already know or not know about your topic before you begin writing.
   - What do you want your audience to get from your proposal? Is there an overall vibe to your proposal? How do you want them to emerge from it?
   - Refine your tone to meet your audience's expectations and desires. What do they want to hear? What would be the most effective way of getting through to them? How can you help them understand what you're trying to say?

3 **Keep elements of style in mind.** Depending on your proposal and who'll be reading it, you need to cater your paper to fit a certain style. What do they expect? Are they interested in your problem?

- Think about the level of jargon you can employ. If the readers are educated, it can be a lot.
- How are you going to be persuasive? Do you have a topic that can use ethos, pathos, or logos? You want to touch on their emotions, but remain credible by using only facts.

4 **Make an outline.** This will not be part of the final proposal, but it will help you organize your thoughts. Make sure you know all of the relevant details before you start.

- Your outline should consist of your problem, your solution, how you'll solve it, why your solution is best, and a conclusion. If you're writing an executive proposal, you'll need to include things like a budget analysis and organizational details.

Method 2 of 2: Writing Your Own Proposal

1. **Start with a firm introduction.** This should start out with a hook. Ideally, you want your readers enraptured from point one. Make your proposal as purposeful and useful as possible. Use some background information to get your readers in the zone. Then state the purpose of your proposal.
   - If you have any stark facts that shed some light on why the issue needs to be addressed and addressed immediately, it's a safe bet that's something you can start with. Whatever it is, make sure what you start out with is a fact and not an opinion.
2. **State the problem.** After the introduction, you'll get into the body, the meat of your work. Here's where you should state your problem, giving a panoramic perspective on the issue. If your readers don't know much about the circumstance, fill them in.
   - Emphasize why your problem needs to be solved and needs to be solved now. How will it affect your audience if left alone? What circumstances have led to its existence? Make sure to answer all questions (begged or otherwise) and cover them with research and facts. Use credible sources liberally.

3 **Propose solutions.** This is arguably the most important part of your proposal. Actually, it *is* your proposal. To make sure you've got a persuasive one, think of the following:

- Get your project to be considered on a larger scale. Example: "Greater knowledge of tuna behavior can allow us to create a more comprehensive management strategy and ensure canned tuna for future generations."
- Your readers should leave your paper assured that you can solve the problem effectively. Literally everything you write should either address the problem or how to solve it.
- Do not assume that your audience will be on your side. The whole purpose of your proposal is to convince them of this. Don't be overconfident that they'll easily believe you. Try to put yourself in the reader's shoes as you write.

- Research your proposal extensively. The more examples and facts you can give your audience, the better -- it'll much more convincing. Avoid your own opinions and rely on the hard research of others.
- If your proposal doesn't prove that your solution works, it's not an adequate solution. If your solution isn't feasible, nix it. Think about the results of your solution, too. Pre-test it if possible and revise your solution if need be.
- Make sure your proposal makes sense financially. If you're proposing an idea to a company or a person, consider their budget. If they can't afford your proposal, it's not an adequate one. If it does fit their budget, be sure to include why it's worth their time and money.
- Include a very precise schedule of the work you're proposing. When do you envision it starting? At what pace will it progress? How does each step build on the other? Can certain things be done simultaneously? Being as meticulous as possible will give your sponsor confidence in you and grant them solace.[2]

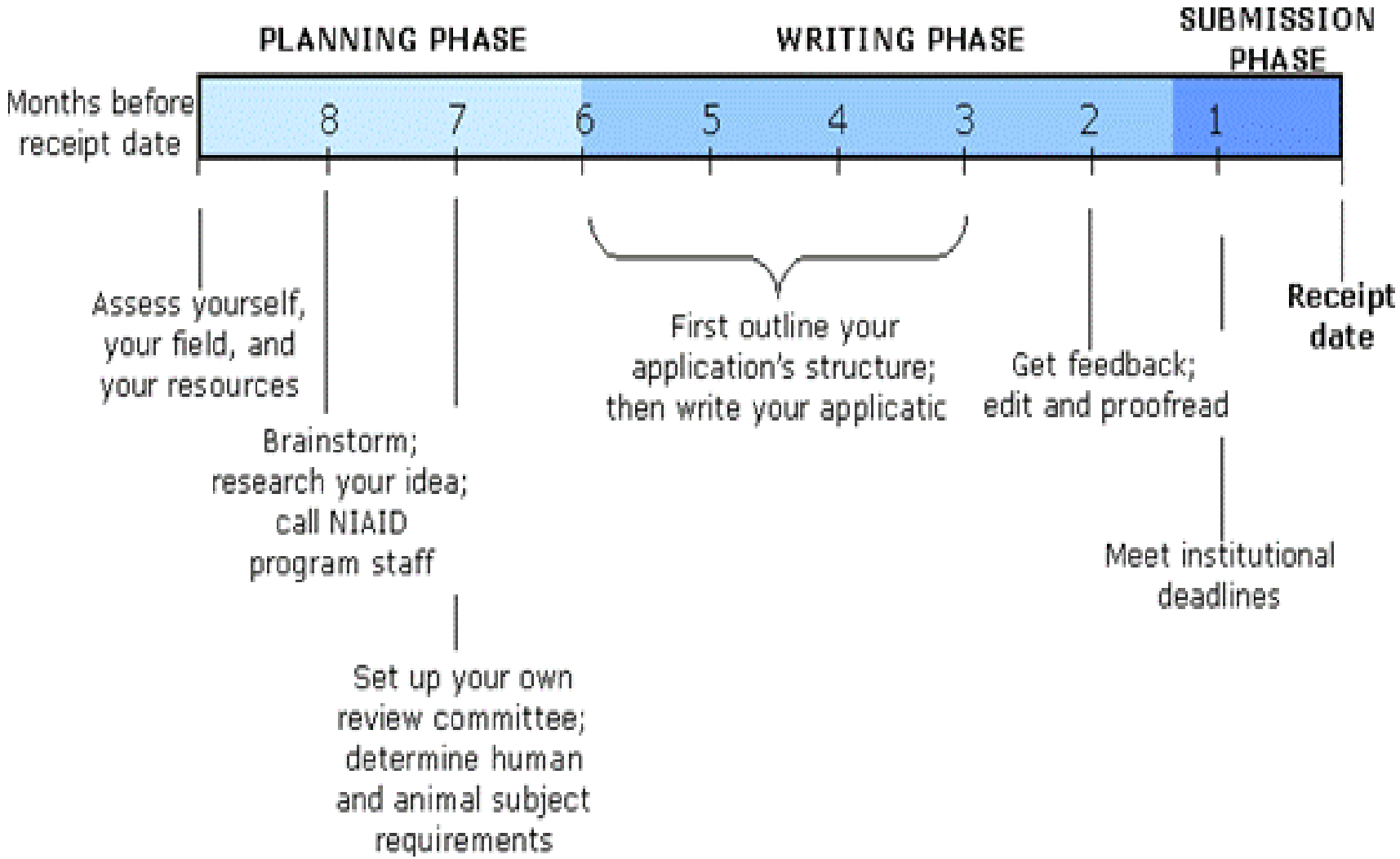
4 **Wrap up with a conclusion.** This should mirror your introduction, succinctly wrapping up your general message. If there are consequences to your proposal not being undertaken, address them. Leave your audience thinking ahead. And, as always, thank them for their consideration and time.

- If you have extra content that doesn't exactly fit into your proposal, you may want to add an appendix or abstract of sorts. But know that if your paper is too bulky, it may scare people off. If you're in doubt, leave it out.
  - If you have two or more appendices attached to your proposal, letter them A, B, etc. This can be used if you have data sheets, reprints of articles, or letters of endorsement and the like.[2]

5 **Edit your work.** Be meticulous in writing, editing, and design of the proposal. Revise as necessary to make it clear and concise, ask others to critique and edit it, and make sure the presentation is attractive and engaging as well as well organized and helpful.[1]

- Have another set of eyes (or two) read over your work. They'll be able to highlight issues your mind has grown blind to. There may be issues that you haven't completely addressed or questions you've left open-ended.
- Make sure to look for grammar, spelling, and punctuation errors, too! Any mistakes on your end will make you look less educated and less credible, reducing your likelihood of getting approved.

STEPS IN PROPOSAL WRITING


PLANNING PHASE
WRITING PHASE
SUBMISSION PHASE
Months before receipt date
8
7
6
5
4
3
2
1
Assess yourself, your field, and your resources
Brainstorm; research your idea; call NIAID program staff
Set up your own review committee; determine human and animal subject requirements
First outline your application's structure; then write your applicatic
Get feedback; edit and proofread
Meet institutional deadlines
Receipt date

1. Outline Your Proposal

- Develop an outline – a structured framework that plans the content, organisation and flow of the information in your proposal

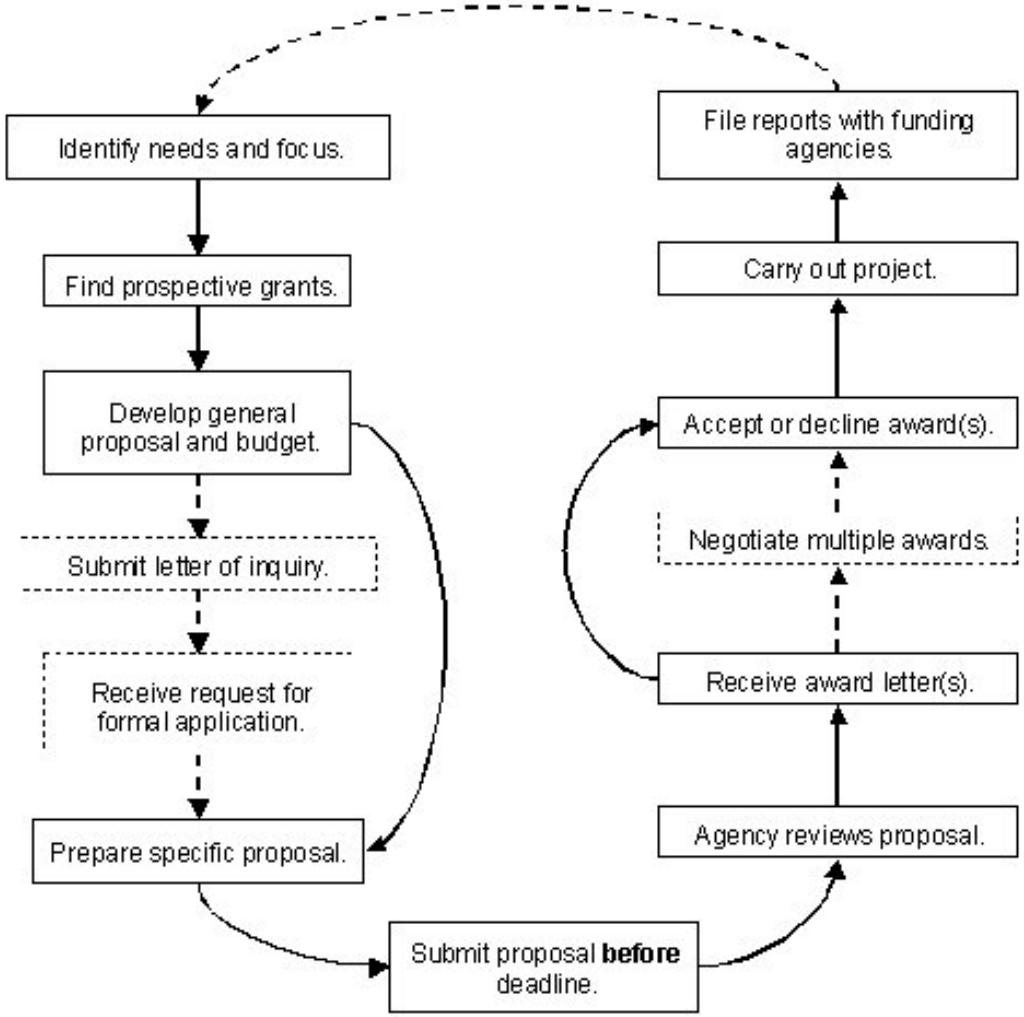
2. Write Your Proposal

- Only when you have develop a compelling plan for your proposal can you now begin to write the sections' content

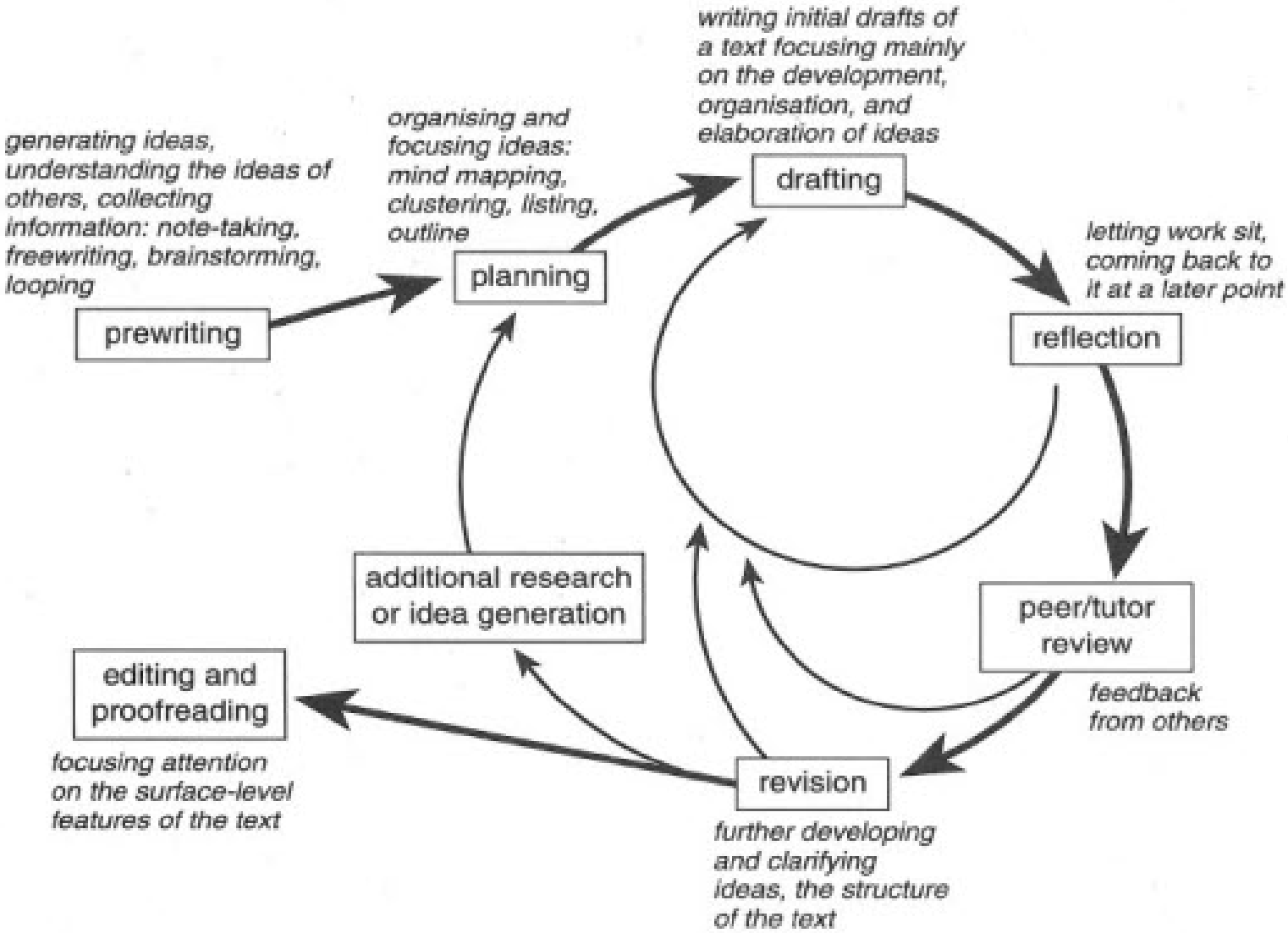
Read, Re-read, Revise & Edit

- The best writing is re-writing – revise and edit your text until you are confident your ideas flow and read well.

Diagram 1. The Grant Writing Process



---------- Dashed lines indicate possible additional steps.


generating ideas, understanding the ideas of others, collecting information: note-taking, freewriting, brainstorming, looping
prewriting
organising and focusing ideas: mind mapping, clustering, listing, outline
planning
writing initial drafts of a text focusing mainly on the development, organisation, and elaboration of ideas
drafting
letting work sit, coming back to it at a later point
reflection
peer/tutor review
feedback from others
revision
further developing and clarifying ideas, the structure of the text
additional research or idea generation
editing and proofreading
focusing attention on the surface-level features of the text

Writing and Winning a Grant: Examples and How-To's

NATIONAL CHINESE LANGUAGE CONFERENCE

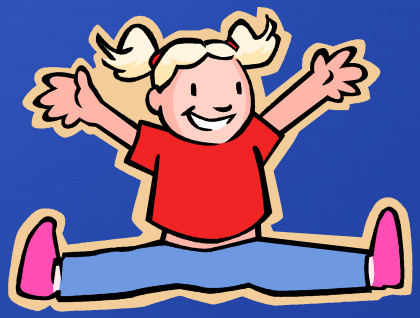
MAY 1, 2009

CHICAGO

Great Truths About Grant Writing

Great Truth # 1

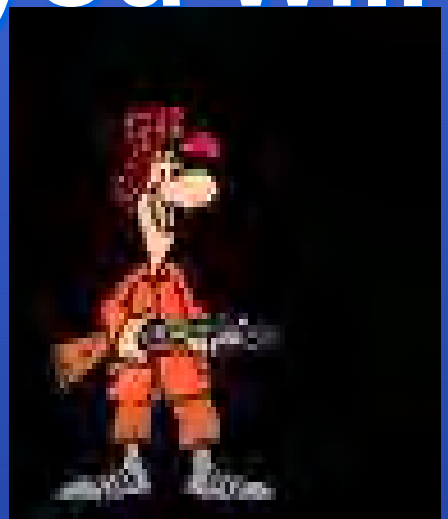
Grant writing is NOT a stream-of-consciousness activity!



Great Truths About Grant Writing

Great Truth # 2

Every proposal must be tailored to the funder to whom you will submit



Great Truth # 3

The secret to successful grant writing is meticulous attention to *every* detail.

Great Truth # 4

Like a treasure hunt, a good proposal leads the reader through a carefully reasoned, well articulated sequence of arguments.

Great Truth # 5

A good proposal conveys the image of a great crew stuck in the leakiest boat around but with the ability and a plan to fix it.

The Pre-Proposal Phase

1) Develop your idea…

The Pre-Proposal Phase

2) Assess your idea critically:

- Does it meet a critical need?
- Is it feasible?
- Is it cost-effective?
- Do you have the capacity to pull it off?
- If not, who could help you?

The Pre-Proposal Phase

- Is there support for your idea?
- What's different or unique about your idea?
- What about the leaky boat test?

Can you convince a funder that your boat is really leaky AND that you have a great plan to fix it?

Pre-proposal Phase:

At the very BEGINNING of the grant-writing process, what do you need to do?

Build and Document Support for Your Idea:

1) Building support–

   Possible processes and activities?

2) Documenting support–
   - Letters of support?
   - Partners?
   - Other ideas?

Building an argument for your proposed project: Documenting the NEED

1) A process for planning and gathering input.
2) A needs assessment?
3) Research!!
4) Data and statistics can be helpful.

Ideas for Research

1) Look for similar projects.

2) What can you learn from them?

3) Why will your project be different?

Don’t forget the Program Officer as a source of information and advice!

The Leakiest Boat

Need

AND

Capacity

Can you pull it off?

- Assess your Capacity.

- Shore up your weaknesses!
  - Advisory Committee
  - Consultants

Develop a Plan Early in the Process!

- The plan will **focus** your efforts.
- It will give you a **reality check** as you begin.
- It will help you gather the **help** you'll need.

What Do You Plan to DO?

Goals-

Objectives-

Outcomes

In terms of **student** outcomes!

What will the **students** know and be able to do as a result of this project?

The Pre-proposal Phase, Contd.

1) Develop goals, objectives, outcomes. (Where are you going?)

2) Design the evaluation/assessment plan.(What will it look like when you get there?)

3) Design the project activities. (How will you get there?

4) Select the project personnel.

(Who will help you get there?)

The Pre-proposal Phase, Contd.

5) Work out the time line for the project.

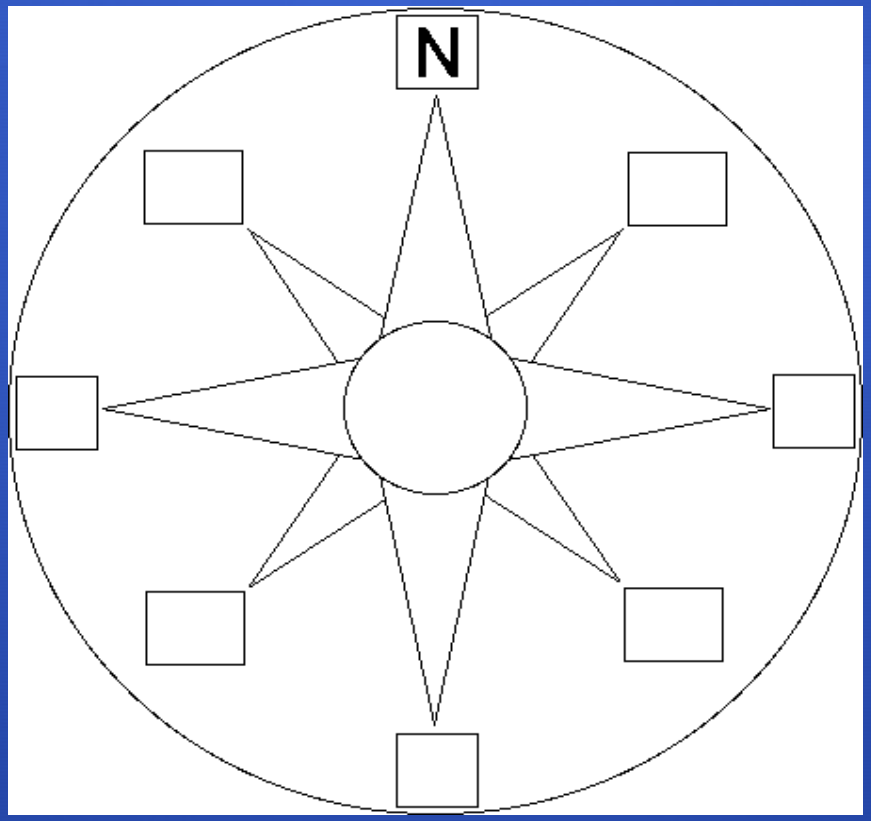
(What will happen <u>when</u>?)

6) Work out the budget for the project.

(What will it <u>cost</u>?)

Backward Design:

Begin with the end in mind!



The Management Plan

1) Activities (Methods)

2) Project Personnel

3) Timeline

Management Plans––

- There are LOTS of ways of explaining to the funder what you plan to do.

It's the FUNDER who decides how you will present your case!

- Nevertheless, the planning and the components remain the same.

Designing a Management Plan

Beginning with your goals and objectives:

1) What is going to happen to get you there?
2) Who will be responsible for it happening?
3) Who will support that person?

Designing a Management Plan

4) **When** will each activity **begin**?

5) **When** will each activity **end**?

6) How will you know that you have been successful? (**evaluation**)

Building a Budget

There are generally two pieces to a budget:

1) The formal budget.
2) The budget narrative.

This always depends on the funder so don’t hesitate to ask questions! Funders expect you to do so.

Building a Budget

Notice that we are still in the Pre-proposal phase.

Why would we build a preliminary budget <u>before</u> writing the proposal?

Budget Hints

1) Be realistic.
2) Justify any item that seems too high or too low.
3) Build in expected cost increases (pay, benefits, materials, etc,)
4) Don’t forget fringe benefits!
5) Check with the funder if you have any questions.

Finally! Writing the Proposal!

The cardinal rules:

1) Read the directions.

2) Make check lists for yourself.

3) Follow every single, itty bitty, stupid, nit picky guideline.

Other Critical Hints

1) **Be clear, be concise, be clean!**
2) **Eliminate all mistakes, no matter how small. (grammar, spelling, punctuation)**
3) **Recruit “naïve readers” to read your proposal critically.**
4) **Get ready to write, rewrite, then rewrite your proposal.**

Questions?

Presenters

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DATA COLLECTION AND ANALYSIS

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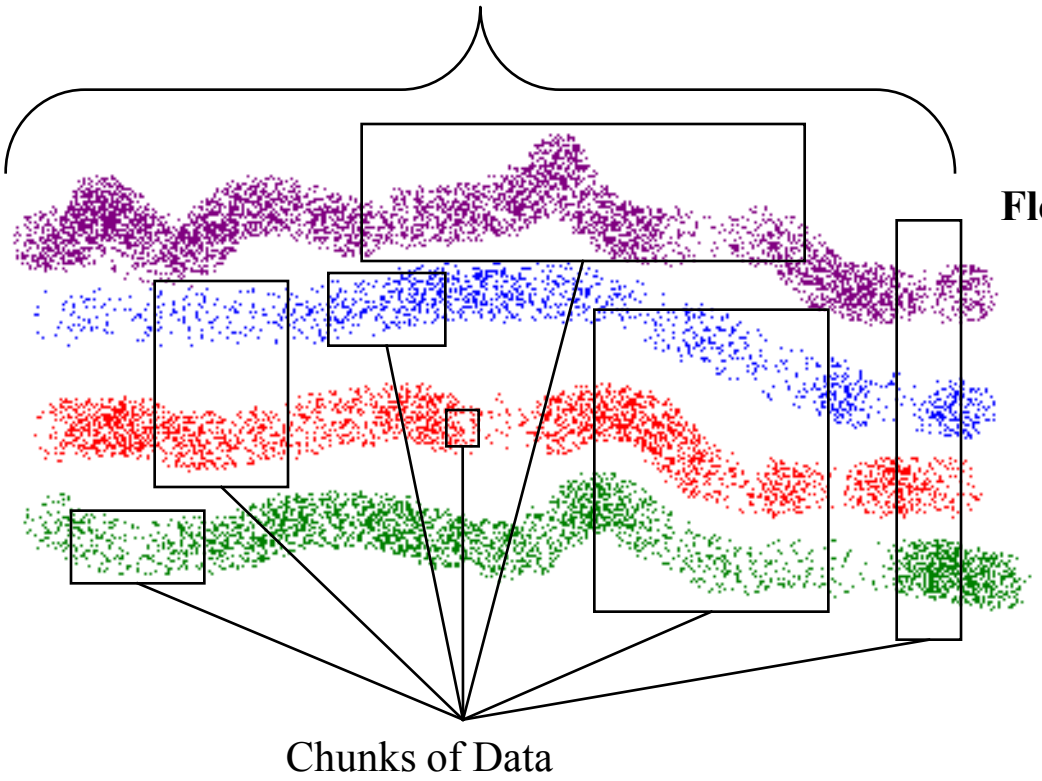
Aim of the Session:

- Differences in Data
- Need for different types of data collection methods
- Different types of data analysis
- How we can engender data collection and analysis

What is Data?

- Fact (What is it?)
- Behaviour (What did you do?)
- Reason/Rational? (Why?)
- Environmental? (Where?)
- Process? (How?)
- Emotional (How did you feel?)
- Cognitive? (What did you think?)
- Opinions

What is a Datum?



Flows of Experience:

Behavioral (What did you do?)

Emotional (How did you feel?)

Cognitive (What did you think?)

Environmental (What else was happening?)

Source: Gery Ryan 2008

What do you want to Generate?

- **Lists**
  - **"Why"** (e.g., "Why did you decide to join the military?")
  - **Description of things not related to time** (e.g., "Can you describe the problems you've had with your health care provider?")
- **Relational**
  - **Compare & contrast across people, space & time** (e.g., "How is this episode of asthma different from the previous episode?")
  - **Frames** (e.g., "How is X related to Y?")
- **Process**
  - **Mechanisms** (e.g., "Describe the steps you have to pass through to process an application for welfare.")
  - **"How"** (e.g., "How did you decide to join the military?")
  - **Descriptions of events** (e.g., "Describe how your illness progressed.")

Source: Gery Ryan 2008

- Short Responses
  - Word, phrases, or sentence answers to specific queries.
    - E.g., “What characteristics would you use to describe your son or daughter?” or “Why did you recycle (or not) the last aluminum can you had?”
  - Good for cultural domain analysis
- Medium Responses
  - Short 1- to 2-paragraph sized descriptions of events, experiences, observations, etc.
    - E.g., “Please describe the last time you had a cold or flu?”
  - Good for how things work
- Long Responses
  - E.g., Life histories, immigration histories, published novels, stories, speeches, etc.
  - Not necessarily good for comparisons

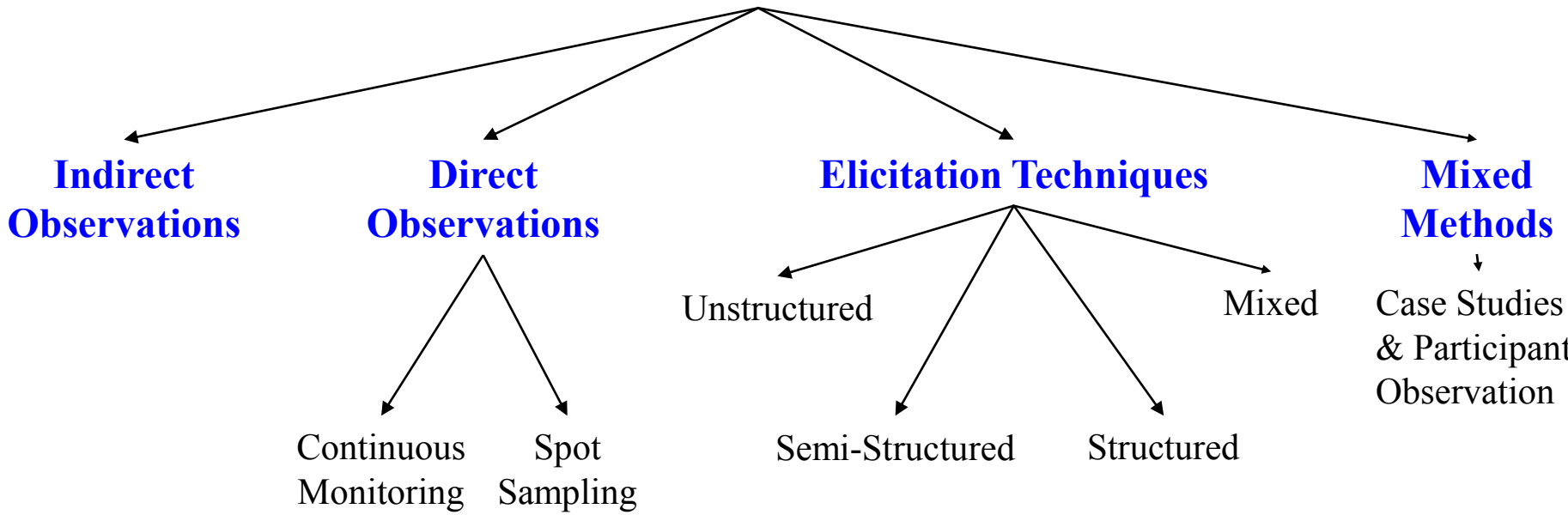
Source: Gery Ryan 2008

Where does Data Come from?

- Experiences
- Indirect Observations
- Direct Observations
- Elicitation techniques
- Mixed Methods

Where Do Qualitative Data Come From?

Techniques for Producing Qualitative Data



Source: Gery Ryan 2008

Aims of Qualitative Research:

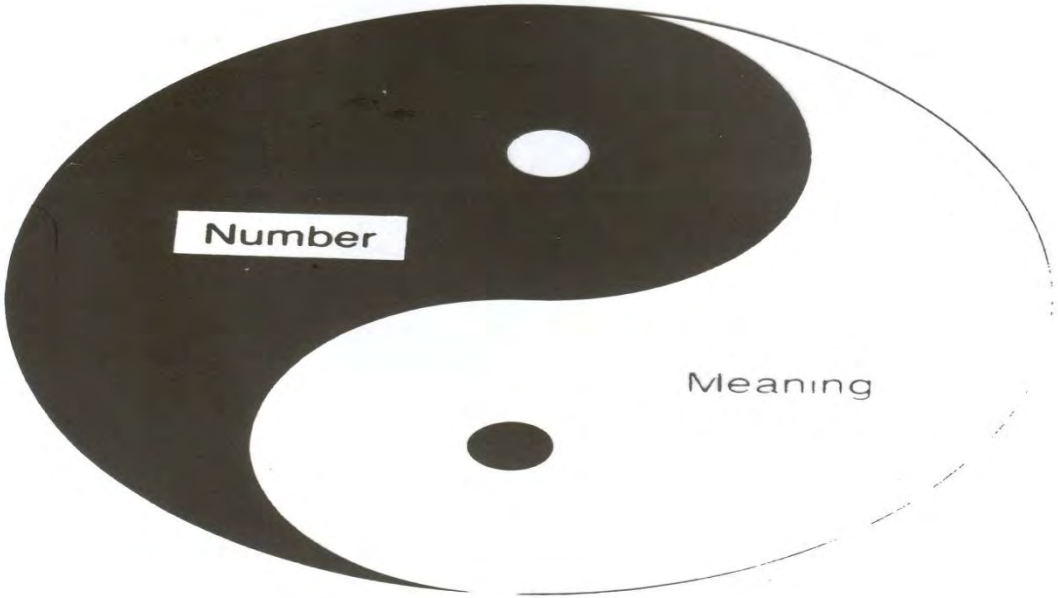
- Develop concepts which help to understand social phenomena in natural (rather than experimental) settings
- Unravel meanings
- investigate the meaning of social phenomena as experienced by the people themselves
- Document experiences, and views of all the participants

Data Collection Methods

- In-depth Interviews
- Unstructured Interviews
- Focus Group Discussions
- Case Studies
- Observation (esp. Participant)
- Discourse Analysis
- Documentary Analysis

DATA ANALYSIS

QUANTITATIVE & QUALITATIVE DATA IN DYNAMIC BALANCE



Source: MIPH Session 8,
LSTM, Liverpool University

"Qualitative Data Analysis" Ian Dey

Data Analysis

- Open, Axial, Pattern, Selective Coding
- Pattern matching
- Clustering
- Memoing
- Thematic Analysis
- Generalisation
- Discourse Analysis

- Content Analysis
- Interpretation
- Data Reduction
- Data Display
- Software – NUDIST, EZ TEXT, OPEN CODE, ANOVA, etc

Aim of analysis

- To be able to make comparisons, explain differences, provide descriptions and explanations of the views or perceptions held by research participants

- Process involves sifting and interpreting

Source: MIPH Session 8, LSTM, Liverpool University

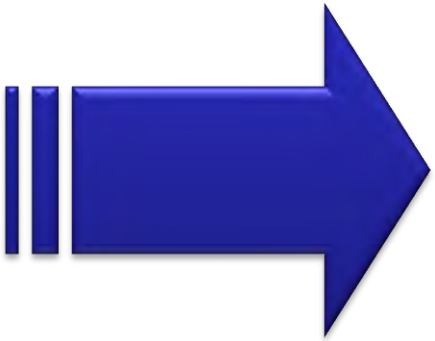
Qualitative data analysis

Transcripts

Field notes

Observations

Documents



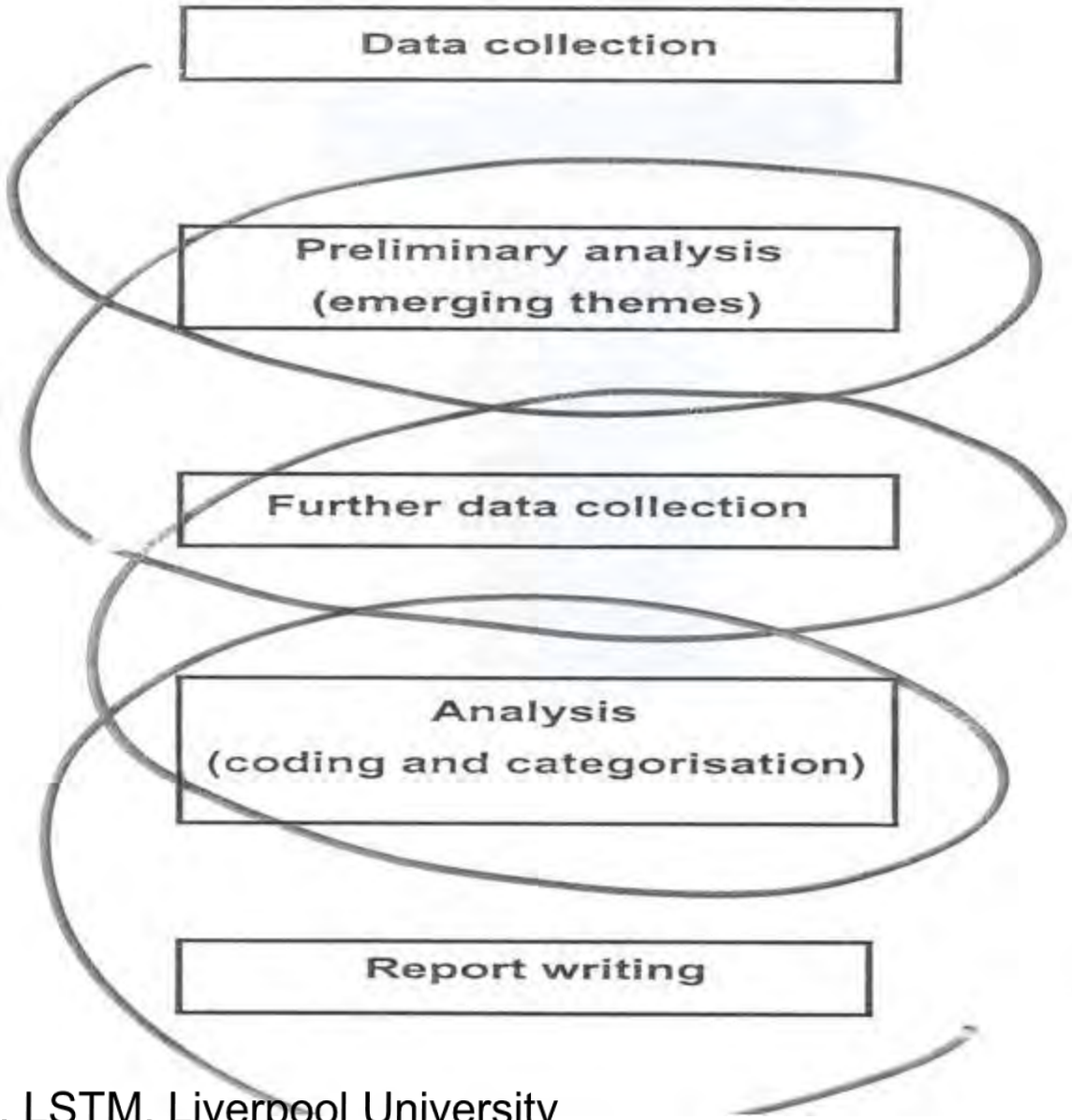
Description

Explanation

Theory

Source: MIPH Session 8, LSTM, Liverpool University

Qualitative analysis procedures



Source: MIPH Session 8, LSTM, Liverpool University

Rigour in analysis

- How did the researcher manage, organise and reduce the data?
- How were themes and concepts identified?
- What process was used to generate findings from data collected?

Source: MIPH Session 8, LSTM, Liverpool University

Trustworthiness

"In my view, validity (trustworthiness) of interpretation in any form of qualitative research is contingent upon the 'end product' including a demonstration of **how that interpretation was reached**……the validity (trustworthiness) of your interpretation will be strengthened both if you give some sense of how your standpoint or analytical lens feeds into your **interpretation**, and also if you can show why the other interpretative perspectives which you have considered are less compelling than your own"

Mason, J. 1996:150

Source: MIPH Session 8, LSTM, Liverpool University

Common analysis approaches

- Content analysis
- Conversation analysis
- Grounded theory
- Policy or evaluation analysis (Framework, matrix analysis)

Source: MIPH Session 8, LSTM, Liverpool University

Common analysis tasks

- Content analysis to identify key issues
- Indexing of textual data
- Constant comparison of coded data
- Analytical categories to describe & explain patterns
- Communicating what the data reveal using diagrams, illustrative quotes

Source: MIPH Session 8, LSTM, Liverpool University

Computer software can help with

- Sorting & coding
- Retrieval
- Systematic searching
- Data storage
- Not reliant on handwritten material

Source: MIPH Session 8, LSTM, Liverpool University

Caution

- Computer software cannot <u>analyse</u> qualitative data for you!
- Taking the data beyond description requires analytical skills
- Aim is to move towards explanation

Source: MIPH Session 8, LSTM, Liverpool University

Stages in framework analysis

1. Familiarisation	Phase 1 summarising
2. Identifying a thematic framework	
3. Coding or indexing	
4. Charting	Phase 2 interpreting
5. Mapping & interpretation	

Source: MIPH Session 8, LSTM, Liverpool University

1. Familiarisation

- Immerse yourself in your data!
- Review a selection of your data
- Become familiar with your data set
- Note recurring issues, concepts, patterns

Source: MIPH Session 8, LSTM, Liverpool University

2. Identify a thematic framework

- Simple content analysis may be useful
- Search for recurring words, views or phrases

Source: MIPH Session 8, LSTM, Liverpool University

3. Coding / indexing the data

- Process of applying the thematic framework or index systematically to all data

- Read through transcripts and assign codes to relevant words, sentences or paragraphs of text

Source: MIPH Session 8, LSTM, Liverpool University

3. Coding / indexing the data

- Identify sentences, quotations in the transcript, which illustrate the concepts or issues in the thematic framework
- Use a highlighter pen where the quote is situated in the transcript
- It is important not to lose the context from which the quotes are taken

Source: MIPH Session 8, LSTM, Liverpool University

3. Coding / indexing the data

- Manually
  - Code in transcript margin, colour code sections of text

- Computer assisted
  - Import transcripts into MAXqda, set up coding system, apply codes to each transcript

Source: MIPH Session 8, LSTM, Liverpool University

Phase 1: Trustworthiness check!

- **Data quality** – eyeball the balance of qu's & responses in transcripts. Did you use open questions and probes?
- Have you started to develop ideas or theories about what the respondents are telling you?
- Is there a consistency of views or opinions in the transcripts?
- **Reflexivity** - How much does the **content** of the interview support your ideas? Are you listening 'selectively'? Have you ignored important issues?
- Have you over-emphasised points because **you** think they're important?

Source: MIPH Session 8, LSTM, Liverpool University

Constant comparison

- Long list of codes
- Which are the most important?
- Compare coded sections with each other
- Can any be collapsed?
- Are there any ‘themes’ emerging?

Source: MIPH Session 8, LSTM, Liverpool University

4. Charting

- Helps reduce and summarise data

- One chart for each main emerging theme
- Retain original terms, phrases, expressions
- Don’t interpret
- Don’t dismiss material at this stage

Source: MIPH Session 8, LSTM, Liverpool University

4. Charting

- Charts are created in Word/Excel
- Cut & paste coded segments or enter summaries of views
- Remember to note where in the original transcripts the extracts are from

Source: MIPH Session 8, LSTM, Liverpool University

Charting

- Helps to compare data across themes
- Include as much data as needed so you don’t need to return to transcript
- Summarise without losing context of content

Source: MIPH Session 8, LSTM, Liverpool University

5. Mapping & interpretation

- Using your charts, map the range and nature of viewpoints, refine categories, create typologies and find associations between themes

- Interpretation is influenced by your original research objectives as well as themes emerging from your data

- Describe your data
- Lead into explaining your data (higher level analysis)

Source: MIPH Session 8, LSTM, Liverpool University

Descriptive account

- Identify range of views in each theme
- Assign labels to the data (categories)
- This is the start of ‘interpretation’

Source: MIPH Session 8, LSTM, Liverpool University

Descriptive account

- Interrogate all cases (respondents)
- Categories begins to recur
- Sometimes you can collapse categories together
- Work towards a meaningful classification of your data
- Refine main themes

Source: MIPH Session 8, LSTM, Liverpool University

Descriptive analysis

- Greater understanding and meaning of each theme
- Note range of views, experiences across all cases
- Describe common features of themes
- Identify illustrative quotes
- Develop typologies?

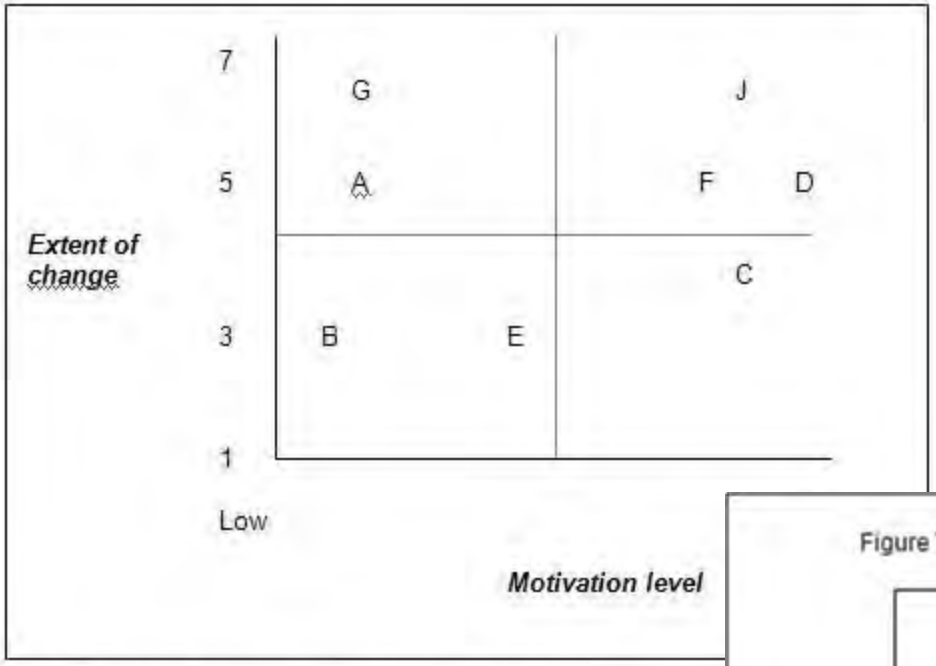
Source: MIPH Session 8, LSTM, Liverpool University

Typology

“Classification made up of categories that divide some aspect of the world into parts along a continuum” (Patton 2002)

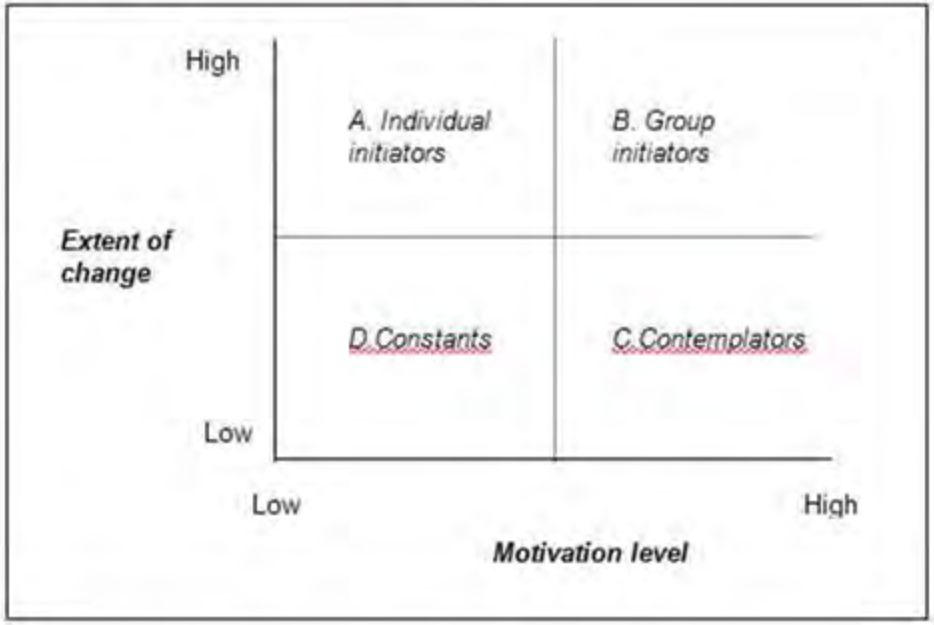
Source: MIPH Session 8, LSTM, Liverpool University

Figure 7.2 Motivation level plotted against extent of behaviour change at each study site



Source: Analysis of quantitative and qualitative data

Figure 7.3 Typology of behaviour change



Source: Analysis of quantitative and qualitative data

Source: MIPH Session 8, LSTM, Liverpool University

Explanatory accounts

- Higher stage of analysis
- Find patterns in the data

Source: MIPH Session 8, LSTM, Liverpool University

Explanatory accounts

- Are respondent characteristics associated with particular views? (sub-groups)
- What views go together? (linkages)

Source: MIPH Session 8, LSTM, Liverpool University

Interpretation

- Organising and describing themes, patterns, categories and content does not constitute *interpretation*

- Much qualitative research stops at presenting descriptive accounts

Source: MIPH Session 8, LSTM, Liverpool University

Interpretation

- Go beyond descriptive data
- Within themes:
  - Describe which viewpoints go together
  - Explain if respondent characteristics associated with certain views
- Illuminate important things we didn’t know

Source: MIPH Session 8, LSTM, Liverpool University

Interpretation tips

- What are the **most important** themes emerging from your whole dataset?
- Are these **really** key themes?
- Do they exist across **all** transcripts?
- **Interrogate** your data – constant comparison
- Look for deviant cases/ outliers

Source: MIPH Session 8, LSTM, Liverpool University

Phase 2: Trustworthiness check!

- **Respondent validation** - where possible get their views on your interpretations
- Have I upheld confidentiality and privacy? Have I acted in the spirit of the informed consent I received?
- **Fair dealing/negative cases** - Have you have captured the range of ppt perspectives, meanings, understandings?

Source: MIPH Session 8, LSTM, Liverpool University

Phase 2: Trustworthiness check!

- **Triangulation** – have you compared and contrasted data reported through different methods & different participants?
- **Reflexivity** –how might you have shaped the data / analysis process?
- **Audit trail** – can you describe the analysis process; how coding evolved into themes and interpretations?
- Have I provided sufficient data to allow a reader to judge whether interpretation is supported by the data?

Source: MIPH Session 8, LSTM, Liverpool University

Summary - Framework analysis

- Data management and reduction through specific stages
- Transparent, reliable
- Can provide descriptive & explanatory analysis

Source: MIPH Session 8, LSTM, Liverpool University

Phase 2: Trustworthiness check!

- **Respondent validation** - where possible get their views on your interpretations
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Source: MIPH Session 8, LSTM, Liverpool University

Rigour in analysis

- How did the researcher manage, organise and reduce the data?
- How were themes and concepts identified?
- What process was used to generate findings from data collected?

Source: MIPH Session 8, LSTM, Liverpool University

Advantages

- Collects information in depth
- Data is richer and holistic
- Enables one to build networks within the research
- Flexibility
- Local ‘groundedness’ – context
- Good at locating meanings

- Good at studying processes and causality because of the sustained period
- Studies events in their natural setting

Challenges

- Too much data collected
- A lot of time required to analyse it
- Issues of validity and reliability
- Representativeness and Generalisability – (Small sample)
- Objectivity may be compromised
- Ethical concerns – e.g. Consent
- Long periods for fieldwork

Key Sources

1. Crotty, M. (1998), The Foundations of Social Research, Meaning and Perspective in the Research Process, London, Sage.
2. Maynard, 1994:10, in Madge et al., 1997, p. 86 in Qualitative Research Glossary, 2003
3. Miles, M.B. and Huberman, A, M (1994), Qualitative Data Analysis, Thousand Oaks, Sage.
4. Punch, K. (1998), Introduction to Social Research, Quantitative and Qualitative Approaches, London, Sage.
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6. Sarantakos, S. (1998), Social Research, Basingstoke, Palgrave.
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Why Academics Have a Hard Time Writing Good Grant Proposals

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Author's Note

This paper was presented as part of the 2006 Symposium at the annual October meeting of the Society of Research Administrators International in Quebec City, where it was awarded Best Paper of the Year.

Abstract

This paper discusses the contrasting perspectives of academic prose versus grant writing, and lists strategies grant specialists can use to help researchers break old habits and replace them with techniques better suited to the world of competitive grant proposals.

Introduction

When they are new to the grant game, even scholars with fine publishing records can struggle with proposal writing. Many are surprised to find that the writing style that made them successful as academics is not well suited to crafting a winning proposal. To succeed at grant writing, most researchers need to learn a new set of writing skills.

Academic Writing

For purposes of this discussion "academic writing" is defined as that style commonly adopted for scholarly papers, essays, and journal articles. The following is a typical example:

> Taken together with the findings from the present study that (a) workplace aggression in the primary job was more closely associated with negative work experiences and (b) both situational and individual characteristics played a role in aggression in the secondary job, future research might benefit from a greater focus on the subjective salience of the job as a moderator of the relationship between workplace experiences and supervisor-targeted aggression. Indeed, despite the differential effects of situational and individual difference factors on aggression, it is notable that the individual difference factors exerted a consistent but relatively low-level effect on aggression across contexts, whereas the more salient situational experiences exerted context-specific effects. (Inness, Barling, and Turner, 2005)

Look at the Difference

To start, glance at the first pages in any sampling of winning grant proposals. The first thing you notice is that they look different from pages in typical academic journals. Sentences are shorter, with key phrases underlined or bolded to make them stand out. Lists are printed bullet style. Graphs, tables and drawings abound. Now read the pages more carefully. The writing is more energetic, direct and concise. The subject matter is easy to understand, as there are fewer highly technical terms.

Each time you learn something about a subject entirely new to you. You are intrigued by exciting new ideas that have a good chance for success. In short, you quickly agree that the review panels made the right choices in funding these proposals.

The lesson here is a hard one for beginners: Success in grant writing is a matter of style and format as much as content. Make no mistake—the best written proposal will not win money for a weak idea. But it is also true that many good ideas are not funded because the proposal is poorly written (New & Quick, 1998; Steiner, 1988). Sometimes the failure is due to a weak or missing component that is key to a good proposal. The research plan may be flawed or incomplete. The evaluation methods might be inadequate. The researchers may not be qualified to carry out the work. But all too often, the core problem in a failed proposal lies in the writing itself, which bears too many characteristics of academic prose. (A baffled professor once came to my office bearing the written critiques he had received from reviewers of a failed proposal. One of them included this killer remark: "Reads like a journal article.")

Contrasting Perspectives

To understand the dimensions of the overall problem, consider the contrasting perspectives of academic writing versus grant writing:

Table 1

Academic Writing versus Grant Writing: Contrasting Perspectives

Academic Writing	Grant Writing
Scholarly pursuit: *Individual passion*	**Sponsor goals:** *Service attitude*
Past oriented: *Work that has been done*	**Future oriented:** *Work that should be done*
Theme-centered: *Theory and thesis*	**Project-centered:** *Objectives and activities*
Expository rhetoric: *Explaining to reader*	**Persuasive rhetoric:** *"Selling" the reader*
Impersonal tone: *Objective, dispassionate*	**Personal tone:** *Conveys excitement*
Individualistic: *Primarily a solo activity*	**Team-focused:** *Feedback needed*
Few length constraints: *Verbosity rewarded*	**Strict length constraints:** *Brevity rewarded*
Specialized terminology: *"Insider jargon"*	**Accessible language:** *Easily understood*

Scholarly Pursuit versus Sponsor Goals
Driven to make unique contributions to their chosen fields, scholars habitually pursue their individual interests, often with a good deal of passion. When seeking financial support for these endeavors, however, many find that potential sponsors simply do not share their enthusiasm. "A sound concept, but it does not fit our current funding priorities," or similar phrases, are commonly found in letters that deny funding. With the exception of a few career development programs, funding agencies have little interest in advancing the careers of ambitious academics. Sponsors will, however, fund projects that have a good chance of achieving *their* goals. This is why seasoned grant writers devote a good deal of time parsing grant program announcements, highlighting passages that express what the sponsors want to accomplish, and what kind of projects they will pay for. Then the writers adopt a service attitude, finding ways to adapt their expertise to match the sponsor's objectives. Finally, they test their ideas with grant program officers before deciding to write a proposal. As one of our university's consistently successful grant writers put it: "My epiphany came when I realized that grant programs do not exist to make me successful, but rather my job is to make those programs successful."

Past versus Future Orientation
In academic writing, the researcher is describing work that has already been done: Literature has been reviewed, an issue examined, a thesis presented, a discovery made, a conclusion drawn. Grant writers, by contrast, describe in detail work that they wish to do. For some disciplines, good grant writing can be viewed as science fiction, i.e., it must be grounded in solid science, but the research design itself is a set of logical yet imagined activities that have yet to take place. This in itself is a major shift in perspective that seasoned scholars find difficult when starting to write proposals.

Theme-Centered versus Project-Centered
Scholarly writers are prone to dwell on theme, thesis and theory. Essays and books can be devoted to the authors' original thinking, contributions of past and present scholars, or the evolution of entire schools of thought. They draw us into the realm of ideas. Grant writers, however, draw us into a world of action. They start by sketching out an important problem, then they move quickly to describing a creative approach to addressing that problem with a set of activities that will accomplish specific goals and objectives. The overall project is designed to make a significant contribution to a discipline or to a society as a whole.

Academic writers often seek funding to "study," "examine," or "explore" some theme or issue. But this can be deadly, as sponsors rarely spend money on intellectual exploration. They will, however, consider funding *activities* to accomplish goals that are important to them. It is the project that interests them, not just the thinking of the investigator. Finally, academic essays end with their authors' final conclusions, while grant proposals end with their projects' expected outcomes.

Expository versus Persuasive Rhetoric
The academic writer uses language to explain ideas, issues and events to the reader. The aim is to build a logical progression of thought, helping the reader to share the writer's intellectual journey and to agree with the core themes of the piece. But the language in a grant has to be stronger; it must sell a nonexistent project to the reader. The writer has to convince the reviewer that the proposed research is uniquely deserving. The whole effort is geared toward building a winning argument, a compelling case that scarce dollars should be spent on a

truly exceptional idea that has an excellent chance for success. Grant reviewers are a notoriously skeptical lot who reject a majority of proposals, so writers must use language strong enough to win their reluctant support. In effect, a good proposal is an elegant sales pitch.

Impersonal versus Personal Tone
From their undergraduate term papers to their doctoral dissertations and numerous papers that followed, scholars have been conditioned to generate prose in proper academic style—cautious, objective and dispassionate, exclusively focused on the topic, with all evidence of the writer's persona hidden from view. Grant writers, however, seek the reviewers' enthusiastic endorsement; they want readers to be excited about their exemplary projects, so they strive to convey their own excitement. They do this by using active voice, strong, energetic phrasing, and direct references to themselves in the first person. Here are some examples:

> Our aim with this innovative curriculum is to improve the supply of exceptionally skilled paramedics with National Registry certification.
>
> This project will provide your grant program with a powerful combination of cutting edge nanoscale science and frontier research in applied geochemistry.
>
> Though we launched this large and ambitious program just two years ago, we are gratified by the regional and national awards it has garnered.

Sentences like these violate editorial rules of many scholarly journals.

Solo Scholarship versus Teamwork
With the exception of co-authored work, academic writing is mostly a solo activity. Perched at a desk, in the library or at home in the den, the solitary scholar fills page after page with stolid academic prose. When the paper or book chapter is completed, it may be passed to one or two readers for final proofing, but the overall endeavor is highly individualistic. Good grant writing, however, requires teamwork from the outset. Because their ultimate success depends upon nearly unanimous approval from a sizeable group of reviewers, grant writers place high value on feedback at every phase of proposal writing. Before the first draft, a thumbnail sketch of the basic concept will be sounded out with colleagues before sending it on to a grant program officer to test whether the idea is a good fit. Large multi-investigator proposals are typically broken into sections to be written and rewritten by several researchers, then compiled and edited by the lead writer. Many large proposals are submitted to a "red team" for internal review before sending them out to the funding agencies. Even single investigator proposals have been combed over repeatedly as the documents move from first draft to the final product. Proposals that bypass this essential process have a much greater chance of failure.

Length versus Brevity
Verbosity is rewarded in academe. From extended lectures to journals without page limits, academics are encouraged to expound at great length. A quick scan of any issue of *The Chronicle of Higher Education* reveals the degree to which simple ideas can be expanded to multiple pages. A common technique is to stretch sentences and paragraphs to extreme lengths. Consider the following example, which won a Bad Writing Contest sponsored by the journal *Philosophy and Literature:*

> The move from a structuralist account in which capital is understood to structure social relations in relatively homologous

> ways to a view of hegemony in which power relations are subject to repetition, convergence, and rearticulation brought the question of temporality into the thinking of structure, and marked a shift from a form of althusserian theory that takes structural totalities as theoretical objects to one in which the insights into the contingent possibility of structure inaugurate a renewed conception of hegemony as bound up with the contingent sites and strategies of the rearticulation of power. (Butler, 1997)

An extreme example perhaps, but its characteristics can be seen in many scholarly essays.

Grant reviewers are impatient readers. Busy people with limited time, they look for any excuse to stop reading. They are quickly annoyed if they must struggle to understand the writer or learn what the project is all about. Worse, if the proposal does not intrigue them by the very first page, they will not read any further (unless they must submit a written critique, in which case they immediately start looking for reasons to justify why the proposal should not be funded). When asked to describe the characteristics of good grant writing, senior reviewers put qualities such as "clear" and "concise" at the top of the list (Porter, 2005). Brevity is not only the soul of wit; it is the essence of grantsmanship. Or, to cite Mies van der Rohe's famous dictum about modern architecture: "Less is more."

Specialized Terminology versus Accessible Language

Every discipline uses specialized terminology, much of it dictated by the need to convey precise meaning. But there reaches a point where specialized words become needlessly complex and the reader becomes lost in a tangle of dense verbiage. As Henson (2004) points out, a spell comes over us when we know our writing will be evaluated, either by editors or by grant reviewers: We want our work to appear scholarly, so we habitually inflate our prose with large words and complicated sentences to achieve the effect of serious thinking. Unfortunately, such tactics have the opposite effect on readers. Alley (1996) shows how too many big words and convoluted expressions can result in muddled jargon:

> The objective of this study is to develop an effective commercialization strategy for solar energy systems by analyzing the factors that are impeding commercial projects and by prioritizing the potential government and industry actions that can facilitate the viability of the projects.

A sentence like this could kill a grant proposal on the first page. Grant writers cannot afford to lose even one reviewer in a barrage of obtuse phrasing. They must use language that can be understood by a diverse group of readers, some of whom may be as highly specialized as the writer, but most will be generalists. Reworking the cumbersome structure above, Alley comes up with simpler, more accessible language:

> This study will consider why current solar energy systems have not yet reached the commercial stage and will evaluate the steps that industry and government can take to make these systems commercial.

Fewer words with greater clarity—a tradeoff that will improve the score of any grant proposal. But how can one consistently strike a balance between scholarly precision and meaning that is clear to a mixed audience? One NIH web site on grant writing advises writers to study articles published in *Scientific American* (National Institute of Allergy and Infectious Diseases [NIAID], 2006). Here world class scientists use accessible language to teach a general

readership about complex subjects while simultaneously informing them of cutting edge developments. Good proposals do the same. The following excerpt is from a recent *Scientific American* article on stem cells and cancer research:

> Conventional wisdom has long held that any tumor cell remaining in the body could potentially reignite the disease. Current treatments therefore, focus on killing the greatest number of cancer cells. Successes with this approach are still very much hit-or-miss, however, and for patients with advanced cases of the most common solid tumor malignancies, the prognosis remains poor. (Clarke & Becker, 2006)

Clinically accurate yet easily understandable, this would be a fine introduction to a grant proposal.

Remedial strategies

Given the contrasting perspectives listed above, what can the university research office do to help academics adapt to the unfamiliar standards of grant writing? First, recognize that no one likes to be told they do not write well, especially highly educated folk who are justly proud of their intellectual achievements. Nevertheless, proactive and tactful research administrators can do much to help instill good proposal writing habits. Here are five remedial strategies that instruct without offending.

1. Home-Grown Workshops

For young investigators, grant writing workshops are an effective way to learn good writing techniques. Home-grown workshops, taught by any combination of research office personnel and grant-savvy faculty, can yield positive returns at a very low cost. Beginning workshops on basic grant writing skills should be offered on a regular basis, supplemented periodically by those focusing on specific funding agencies. Especially popular are presentations by successful grant writers and copies of winning proposals (Porter, 2004).

2. Reading Successful Proposals

Winning grants teach by example. By perusing several, the new grant writer will note some common differences from accepted academic style, and can be encouraged to mimic them. Successful proposals from one's own institution can be put online, with access limited to internal researchers. Copies of winning proposals can also be purchased from The Grant Center at reasonable rates: www.tgcigrantproposals.com. Finally, successful proposals can be obtained directly from federal agencies under the Freedom of Information Act, but be prepared to wait several months for the documents to arrive, with sensitive information deleted.

3. Editing by a Grants Specialist

While no amount of editorial polishing can save a weak idea, a seasoned grant writer can add value to a sound concept by judicious editing. This is labor intensive at first but once the writer catches on to the simpler, livelier style of grant writing, the need for personal attention drops off rapidly.

4. Red Team Reviews

Writing a strong proposal for a major multidisciplinary grant is a challenging project all by itself, one that can overwhelm the researchers, for whom grant writing is often an additional chore on top of full workloads. One effective tool is to form an internal review team consisting of experienced senior colleagues. If carefully selected for their expertise and reputations, their written comments can have great impact. Be warned, however: A considerable degree of gentle but persistent nagging is required for the writers to have the

document ready for internal review with sufficient lead time before the sponsor's deadline.

5. Writing Tips

Finally, the research office should post a set of simple writing tips on its web site. These are most helpful if examples of bad writing are contrasted with effective revisions. Seeing them side by side, readers will quickly spot which bad characteristics are their own, and will note how they can craft better versions. Alley's work, in particular, is peppered with numerous examples of weak composition contrasted with more effective phrasing. A truly time tested source is Strunk and White's familiar Elements of Style (2000). Versions of this concise, lively handbook have been popular for nearly half a century, and its instructions for crisp and vigorous writing will give heart to academics who are trying to break old habits.

Conclusions

As competition intensifies for limited research dollars, proposal success rates for most agencies are declining. To be successful in this environment, proposals must be written in a strong, persuasive style, and academic writers accustomed to a different style need help to develop more effective writing habits. Such leadership can be provided by a proactive research office that is sensitive to this pervasive need.

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APPENDIX V

Gender Research Competition

UCLA/URCE

Integrating Gender Research Grant

The UCLA/URCE Women's Leadership Program announces the availability of research funds through the Integrating Gender Research Grant. The intent of this award is to enable staff of University of Rwanda College of Education to integrate gender into their existing or new research. The grant will support an examination of the role of gender within a broader research question in any discipline. Successful applicants will integrate gender into their primary research topic/theme. Project will be for 6 months beginning December 1, 2014. At the conclusion of the grant period, recipients will submit a publishable article on their research and findings and will present at a WLP gender conference planned for June 2015.

URCE staff may apply for up to $6,000 to facilitate their research project. Interested applicants should send a two-page proposal to WLP, womenleadershipprogram@kie.ac.rw containing:

- A brief bio and academic and research background of applicant
- The nature of the research project and its gender focus/question

Along with the two-page proposal please include the attached project budget, itemizing all costs and showing how the WLP funds will be used and how additional costs, if any, would be covered

All applications should be submitted by Friday, October 24, 2014

Grants may be used for research-related travel and receipted expenses, research or administrative assistance, reproduction and data processing costs, research services, and to purchase relevant materials, software, and supplies. Grants may not be used to supplement salary, for office computers, or for travel to professional meetings (unrelated to proposed research).

The grant period will begin December 1, 2014. Only expenses incurred within the grant period of December 1, 2014 - May 31, 2015 are eligible. All unused funds will revert back to WLP at that time. Acceptance of the grant represents a commitment 1- to abide by its rules, 2- publish and present an article on research and findings, and 3- submit a brief final report evaluating the impact of the grant on the recipient's project and career.

If you receive other funding to cover the same expenses for which you requested funding from this grant competition, you will need to notify us and amend your budget accordingly.

UCLA/URCE Integrating Gender Research Grant, 2014

Name:_____

Project Expenses:

Expenses	Amount Requested from Funder
Contract Services (consulting, professional) *(Please provide details)*	RWF
Training & Professional Development *(Please provide details)*	RWF
Travel ***1. Please describe nature of travel, including destination, purpose, number of days, etc.*** **Transportation:** (Air, bus, train, etc) **Lodging:** **Meals & Incidentals:** **Miscellaneous expenses** *(describe in detail):*	RWF
Supplies	RWF
Printing, Copying & Postage	RWF
Conferences, meetings, etc. *(Please provide details)*	RWF
***Other** *(Please provide details)* **-**_____	RWF
TOTAL EXPENSES	RWF

Brief Budget Narrative: *(Please provide a detailed description of how the requested budget will be utilized)*

Project Support: (Please indicate all funding sources)

APPENDIX VI

Gender Focused Research Projects

INTEGRATING GENDER RESEARCH

GENDER FOCUSED RESEARCH PROJECTS

1. Gender Analysts of Research Involvement at Higher Learning Institutions in Rwanda: Looking Back and Thinking Ahead. A Case Study of URCE

RESEARCHERS
Dr. Nimusabe R. Paradie
Dr. Claudien Ntahomvukiye
Ms. Chantal KabandaDusabe
Mr. Asasira Simon Rwabyoma
Mr. Francois Niyonzima
Mr. Innocente Uwineza

SUMMARY
Academic qualification and academic promotion are highly linked to research works (Kinchin, 2012). Research benefits the individual, the institutions as well as the entire country. According to an National Council on Higher Education (NCHE) survey, research output in Rwandese public and private Higher Learning Institutions (HLI) is likely to be low (NCHE, 2012). It has been found that in Rwandese public and private HLI, the level of publication is still very low, but relatively high in research institutions like ISAR, IRST (Butera, Gakuba Shyaka & Habimana, 2012).

Understanding the scope and reach of a prior gender-related research involvement can focus new research, building on existing knowledge while mapping out gaps for further research. Therefore, it is effective to question female and male academic staff about their involvement in research. The present study will stress the need for a gender analysis and it will seek to encourage equal participation of men and women in research teams at Higher Learning Institutions in Rwanda. Gender analysis in research will help identify gender inequalities that need to be addressed to create a human-rights friendly environment that is conducive for research development. Given that Rwanda is promoting a knowledge-based economy, there is a need to invest in human resources so everyone qualifies to make an effective contribution to national development. The main purpose of this gender analysis will be to assess not only men and women's needs, concerns and interests, but also opportunities, constraints and best practices to be engaged in research in HLI in Rwanda.

RESEARCH OBJECTIVES
The main objective will be to conduct a gender analysis of research involvement in the University of Rwanda (UR). The study will have the following specific objectives:

1. To analyse the gender-focused policies applied to involve men and women in research at UR;
2. To identify the perceptions that female and male academic staff have toward research in higher learning institutions;
3. To show effective ways of handling misconceptions toward research among academic staff for enhancing the research practice in higher learning institutions in Rwanda;
4. To generate knowledge on how to respond to the needs, capabilities and priorities of both men and women involved in research at UR.

Summary of the preliminary findings

According to the preliminary findings of the study, both male and female participants had almost the same views about motivation and challenges related to research engagement, specific women's opportunities or challenges to be engaged in research as well as the strategies to promote women's involvement in research.

The findings showed that although very few lecturers are motivated by the desire to be respected, majority of them are involved in research by the desire to be promoted. With regard to the challenges related to research engagement, majority of respondents emphasized that workload is the big challenge for UR-CE academic staff to be involved in research. They were of the opinion that the time allocated to do research is not enough and is not clearly known by the academic staff according to UR-CE academic policy. Considering research collaboration, respondents, both men and women emphasized that lack of skilled and efficient co-researchers at UR-CE is a challenge for them to be involved in research. They added that lecturers, especially senior ones are characterized by self-centered attitude and lack participation in group activities.

In relation to financial challenges, respondents pointed out that fund are limited and the conditions of their use are very tough. Concerning the academic resources, the vast majority of respondents were of the opinion that UR-CE library is not equipped with relevant and recent volumes of books and journals. Apart from the challenges related to workload, research collaboration, financial issues and academic resources, participants highlighted personal issues that interfere with research. Respondents were in agreement that consultancies with other institutions and personal and family circumstances interfere with research activities of some UR-CE lecturers.

With regard to the benefits of research, respondents emphasized the following challenges—research findings and recommendations remain at institutional levels rather than contributing to policy making decisions; most research is only undertaken for academic purposes rather than promoting sustainable development of the country. Finally, most consultancy studies conducted by academic staff for Government, NGOs or international organizations are presented as reports rather than leading to publication in scientific journals. Other challenges listed by respondents were—lack of research skills, non-recognition of the benefits of research, lack of reading culture, some academic staff are lazy, lack of supportive consultancy and research policy, limitation of research project to education in UR-CE, lack of the culture of research, inadequate number of senior academic staff in UR-CE and inadequate facilities for publication.

As far as women involvement in research is concerned, it was found that family responsibilities, social and reproductive roles as well as societal norms and beliefs affect women's research involvement. It was also revealed that women are not well placed in academic leadership to influence research policies and program at UR-CE. This might be due to their low academic qualification.

Concerning the strategies for promoting women research involvement at UR-CA, respondents recommended that UR-CE should promote women involvement in research by creating an environment that attracts and retains women in research career and ensure equal opportunities among all academic staff. In addition, respondents indicated that as women are less represented and not highly qualified, UR-CE should encourage and facilitate them to go for further studies, recruit more women, ensure gender balance in research teams and encourage women to occupy leadership positions.

2. *An Investigation into the Gender Responsiveness of the Upper Primary Social Studies Curriculum in Rwanda*

Dr. Gabriel Nizeyimana
Mr. Ali Kaleeba
Dr. Patrick Suubi
Ms. Margret Mahoro
Mr. Thacien Musabyemana

SUMMARY

Every society has its gender beliefs and gender stereotypes which are often reflected in the school curriculum. When children enter the school environment, the images of male and female portrayed in books can crystallize their concepts about gender and consequently, their own self-image, behavior, aspirations and expectations (Mirza, 2006), and gender identity can be impacted.

Therefore, the purpose of this study is to investigate the extent to which the upper primary school curriculum content and delivery in social studies subjects responds and contributes to gender identity formation. The reason for choosing upper primary students (10 – 12 years) is that although children are able to acquire gender identity and information about gender categories as early as two years (Powlishta, Sen, Serbin, Poulin-Dubois & Eichstedt, 2001), they develop clear understanding of social construction of gender at the age of 9-10 years. At this age, children develop gender schema that are much broader than simple play preferences (Leinbach, Hort & Fagot, 1997). At the national level, this study will bring to light areas where improvement is needed, consequently helping curriculum designers and policymakers to address gender disparities.

RESEARCH OBJECTIVES

Specifically, this research study seeks to realize the following specific objectives:

1. To examine the extent to which the upper primary social studies curriculum content is gender sensitive;
2. To explore the upper primary social studies curriculum delivery (methodology);
3. To identify possible strategies of making the upper primary social studies curriculum gender sensitive for the formation of learners' gender identity.

PRELIMINARY FINDINGS

SST Curriculum Content Analysis

The SST curriculum content shows a desire to take gender issues into account. For example, one of the general objectives of the entire primary SST curriculum is to: "Develop in the learner responsible participatory behaviours in addressing social challenges like … gender equity, as well as human and children's rights". p.12. In addition, an objective of the class 4-6 curriculum is to explain, with examples, the importance of gender equality and complementarity. Moreover, in the general introduction of the entire Primary SST curriculum and the specific Upper primary curriculum content, third person pronouns such as he and she, her and his, and so on are used together e.g. his/her and she/he, showing a conscious desire to be gender neutral. The Primary 4 and primary 5 curricula each have a topic directly concerning gender. The topic for primary 4 is titled 'Gender in our District', while the topic for primary 5 is titled 'Gender in our Province'. Gender issues are also implicit in other topics, e.g. 'Factors of disharmony in the District', 'Equality among people in our Province', etc.

Text book content analysis

Most of the authors of all the 9 text books reviewed were men. Gender stereotypes are evident in text books. Females are portrayed to be engaged more than males in such activities as weeding and picking tea, fetching water, selling groceries, handcraft, caring for children, etc. Males are portrayed to be engaged more than females in such activities as leadership of institutions, transportation, security, and generally to be more involved in labor intensive work such as oil drilling, crashing stones, fishing use of modern farming equipment, etc. The pictures in the text books generally do not show gender balance although a few do. Women are portrayed as nurses and men as doctors. There are a few examples of writers trying to show gender awareness, e.g. having same number of boys and girls on the cover page of the text book.

Gender as a criterion in text book writing

Authors get instructions on what should be in the text books and these instructions include a gender aspect. The instructions are contained in the learning and teaching specifications, which state, "Text books and teachers' guides must avoid any kind of gender stereotyping and should ensure text and illustrations demonstrate gender equality at school, in work, at leisure and in pursuit of opportunities". Evaluation criteria for text books include the text book being free from gender stereotypes and biases. Further, text book approval committees looks at gender issues before approving a text book.

Gender awareness

All the participants interviewed were aware of gender issues. Teachers had different views on how gender affects education with most agreeing that it has an impact on education while other thought that it was no longer an important issue. Children in urban schools were more aware of gender issues than children from rural schools e.g. one boy from rural school thought it was about birth control. There were also differences in how rural and urban children conceived the impact of gender on education. Children from rural school thought it had no impact while those from urban schools said it had an impact.

SST Curriculum delivery and assessment

The methodology and suggested teaching methods in the SST curriculum do not have an obvious gender element in them. In all the lessons observed, girls were more active than boys in classroom activities. Teachers were not gender sensitive when choosing learners to answer questions asked and assigning them group work activities. Some teachers seemed not to understand how gender can be incorporated into assessment and teaching, e.g. one teacher said: *'You cannot plan to ask questions to an equal number of boys and girls what is important is to ensure that learners follow and understand the lesson'.*

3. The Impact of Sexist Language on the Women Status at Advanced Level in Rwandan Secondary Schools

RESEARCHERS

Dr. Joséphine Tuvuzimpundu
Mr. Gilbert Nyandwi
Dr. Emmanuel Ahimana
Dr. Anthony Kamanzi

SUMMARY

Sexist language used in everyday discussions has a negative influence on the members of the Rwandan society in general and women in particular. In Rwandan secondary schools, male

students/teachers' connotative language is likely to contribute generally to the current submissive status of Rwandan women. In Kinyarwanda some of these words are *inkumi, isenene, icyana, akabati, igisyo, nyakatsi, igitegwajoro, akanyogwe,* etc. And in French and English, the words with negative connotations are *Sogolon*, *une donzelle,* and *big mum* respectively. It is therefore important to examine the effects of those distorted forms of communication and also devise ways and means of eradication of them in Rwandan society

Normally, language is the primary instrument of communication for most people. It has an evident social cultural function/role; however in this world of globalization, the language grows diachronically and synchronically with either positive or negative influence on the members of society. The "negative influence" lowers the status of women and hinders the promotion of gender balance.

This study is crucial as it attempts to sensitize educators and other stakeholders about the importance of gender neutral communication if sexist language is not prohibited, stereotypes of women will continue.

RESEARCH OBJECTIVES

1. To evaluate the implications of sexist language used by different members of the society in general and the school community in particular;
2. To show how the present subordinate status of the Rwandan women is the result of that abuse of language in the daily communication;
3. To describe the impact of the sexist language on the status of women in Rwandan society in general and in Rwandan Secondary Schools in particular.

4. Teenage Motherhood and the Right to Education: Experience of Teenage Mother School Dropouts in Rwanda

RESEARCHERS
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Ms. Marie Chantal Bagaye
Mr. Edward Katwaza
Ms. Jane Umutoni

SUMMARY
Although Rwanda has recently developed gender-based policies to boost the education of the girl child, a close analysis of education policy and practice in Rwanda indicates that there are social cultural factors that affect girls' education in terms of enrollment, retention and completion rates. Central to these socio-cultural factors is the phenomena of teenage motherhood and the right to education. According to UNICEF (2001), there is a wide variation across societies regarding how the issues of teenage motherhood and the right to continue education is perceived. A variety of factors might explain societies varied perceptions of this phenomenon. This research will focus on exploring the socio-cultural issues that affect teenage mother's re-admission to schools.

The prevalence of teenage pregnancy in Rwanda has been on a steady increase in recent years. For example, according to the Rwanda Demographic and Health Survey (RDHS, 2010) teenage mothers in Rwanda increased from 4% (girls between the ages of 10 and 18) in 2005 to close to 6% by 2010. For teenage mothers who have dropped out of school, the loss of educational investment incurred by their families is enormous. To critically analyze the issue of teenage pregnancy and its impact, it

is imperative to conduct this study and establish causes of teenage pregnancy. It also important to explore its impact by documenting first-hand experiences of teenage mothers and their significant others, especially in regard to continued educational opportunity or lack thereof.

RESEARCH OBJECTIVES

1. Explore and analyze the factors that cause secondary school teenage pregnancies;
2. Critically analyze the challenges faced by teenage mothers in selected areas
3. Analyze the social cultural and gender-based factors that hinder re-admission of teenage mothers in secondary schools;.
4. Establish strategies to mitigate teenage pregnancy in schools and re-think best strategies to re-integrate them in the school system.

Preliminary Findings

FINDINGS: Causes of Teenage pregnancies

From the preliminary findings, evidences show that the major causes of teen pregnancy is poverty in Nyabihu District. One of the teenage mother interviewed who was 14 year old said that she was given 1000 Rwf by the teacher who impregnated her, which can be called it a "disguised rape".

The other cause is the high population density in school and around school. The school has got one of the highest population densities with the number of students at 3,611. As of the interview said that *"It's very difficult monitor who is mixing with who*" after the classes.

It was also discovered the other causes is the insufficient knowledge of reproductive health education as some of the respondent mentioned that: "*I was told I would develop breasts if I had sex"* said a 14 year teenage mother. From the research also, it was found out the other causes of teenage motherhood is the lack of access to birth control.

It was also established that the location of the school also contributes to the teenage motherhood. If the school is located in a thriving business center, where older men take advantage of the strenuous living conditions, business owners lure girls to their shops. Particularly during lunch time, girls who can't afford money for school meals are vulnerable to offers of snacks from these business owners. It also located near the army barracks.

Other factors include:

1. 1-Pressure to maintain social harmony based on patriarchal system*:*

"If a girl gets pregnant, parents rush to marry her to the child's father to mask the "shame" on the girl's family".

2. Cultural practices that is silent on violence:

"Its *shame for girls to get pregnant, but the boys' family feels the pride. Boys can marry when they are fathers, it would be difficult for women*" (Girl in FGD)

3. Pressure to marry early"

"It is difficult to get a husband in this region when you are above 25" (Girl in FGD)

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5. Girls in Technical and Vocational Education and Training (TVET)! Towards Alleviating Gender Based Challenges Faced by Female Students in Rwanda TSS

RESEARCHERS

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SUMMARY
Rwanda's Vision 2020 emphasizes the importance of promoting gender equality and equity through education by continuously updating and adapting its laws on gender (Mineduc, 2008b). The current Rwandan educational policy, as shaped from EDPRS 2 and MDGs, highlights gender issues as well as technical and vocational curriculum. The current curriculum puts much emphasis on competency based components, hands on or practical skills.

"In 2007, in technical subjects, the percentage of girls taking these classes were 21% in Electricity, 6% in General and Automobile Mechanics, 9% in Building Construction, and 36% in other Technical Education. Girls tend to select subjects that are more traditionally associated with female vocation, such as Accounting (64%) or Secretariat (87%)" (Mineduc, 2008c: 19). Therefore, there is a need to identify the challenges faced by female students in TSS and strategies to overcome them. This research is timely as the Rwandan government is working towards meeting the Vision 2020 goals. In addition, as the number of girls increases slightly in TVET, to the knowledge of this research team, few, if any, studies have investigated the girls' experience and the challenges they face when they choose the TVET path.

Teaching technical skills in Rwanda is one of the building blocks to increase productivity and to assist employment opportunities for young people. However, there is still a significant lack of female participation in the study of technical skills, despite a continuing increase in the TVET budget to recruit and sustain them. Historically, vocational and technical studies have been male dominated, but the current trend indicated that progress is being made in this area and girls are enrolling in TVET. The increase in understanding the importance and necessity of gender mainstreaming calls for a collective effort to address the issue. As educators sensitive to the issue, the research team felt that a study was necessary in order to gain insight into the nature of challenges that Rwandan female students face in TVET and to identify strategies to mitigate those challenges.

RESEARCH OBJECTIVES
The general objective of the study is to identify the challenges faced by female students in Rwanda TVET and to develop strategies to overcome them. The specific objectives are:

1. To identify challenges faced by female students in TVET;
2. To analyse how these students deal with challenges they face in TVET;
3. To explore the implication of challenges faced by TVET female students and to evaluate the impact on their performance in the program;
4. To determine the most relevant strategies to address those challenges.

Preliminary findings

Finding one:

Several challenges were identified and grouped into the following categories:

- Financial related challenges
- Social and affective support
- Teaching-learning process and resources

- Social stereotypes and gender based mistreatment
- Female biological status
- Feeding and health related issues
- Administration related challenges
- Others

Finding two:

- Female students in TSS get help from various stakeholders.
- They mainly always rely on their parents or relatives (about 60%) but never on either their head teachers or deputy head teachers as reported by about 40% of participants.
- At school they mostly get help from teachers and master of discipline;
- Collaboration among students was highlighted as helping in dealing with challenges they face as slightly more than half of participants reported to usually and/or always get help from fellow students.

Finding three:

Though at different level, the following factors have significant impact on TSS female students' performance:

- Not having chosen the combination has no significant negative impact on their performance since about 74% reported that it has small or no impact at all;
- Studying in a mixed school doesn't impact negatively on their performance as more than 90% reported that it has small or no impact at all;
- There was an equally shared view that the fear of not getting a technical job as a female after schooling has an impact on female students performance;
- Shortage of teaching material was reported to have a significant negative impact on their performance as about 60% reported to have big impact;
- Being taught by a majority of male teachers doesn't impact at all on students' performance (85% reported so);
- The impact of the belief that technical schools are made for male is hold differently. While slightly less than 70% reported that such belief has small or no impact at all, about 20% consider it as having a very big negative impact on their academic performance.
- Financial difficulties are the most negatively impacting on the students' performance as reported by about 80%;
- Lack of attention to the particularity of female is almost equally perceived as some think that it has a very big and big impact while others see it as having no impact at all;
- Although there was some claims that female students' performance is affected by discouragement from both colleagues and teachers the later was seen as critical with about 30% reporting that the discouragement from teachers has very big and big impact.

Finding four:

The following strategies for addressing the challenges that TSS female students face were pointed out. ***(These are participants' suggestions but the implementation of those strategies may be seen from various stakeholders' perspectives)***

- Addressing financial problems;
- Providing social and affective support;
- Avoiding gender based stereotypes and mistreatment;
- Improving teaching learning process and resources;
- Considering female biological status differences;
- Addressing feeding and health issues;

- Administration capacity building.

6. *The Role of Single Fathers in the Education of their Children: Case study of Gasabo District, Rwanda*

RESEARCHERS

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Dr. Celestin Kayonga, Geographer, Demographic data Analyst

SUMMARY

RESEARCH OBJECTIVES

- To identify the role that single fathers in Rwanda play in the education of their children;
- To explore the academic achievement of learners from single-father households.

METHODOLOGY:

- Mixed research methods will be employed;
- Both quantitative and qualitative research methods will be used to increase credibility of the study;
- A survey instrument will be used to collect demographic data as well as data on participants' perceptions of single fatherhood and their children's education;
- Qualitative data will provide descriptive data of participants' lives

SAMPLE SIZE AND SAMPLING

- A non-probability sampling procedure will be used to recruit 30 research participants;
- Participants will include: single fathers, school administrators & school teachers;
- Specifically, snowball sampling will be employed;
- The goal of this study is not to make generalizations but to understand in-depth the phenomenon of study;

RESEARCH AREA

GASABO District

RESEARCH FINDINGS

We collected basic quantitative and qualitative data from learners and parents, but few number of other actors of education working in different schools of Gasabo district, as planned have been interviewed. Only Gihogwe Secondary School, IFAK and Groupe Scolaire of Bumbogo have been covered. This will be done shortly.

In Groupe scolaire of Bumbogo, only 48 students are raised by single parents. Among these learners, 21 are girls while 27 are boys. Concerning the number of parent's gender, 43 parents out of 48 are females, this represent basically a big majority of single female parents of 89.58%!

About the academic achievements of these students, percentages vary from 34% to 77%. In general, there is no parent sex influence to the learners' academic achievements. For example in senior 1, for both 2013 and 2014, success varies basically from 34% to 65%. Moreover, this success showed that the lowest percentage belongs to a boy raised by single women, and the highest belongs to a boy

raised by a male parent. In 2014, the highest percentage belongs to a boy raised by a male parent and the lowest to a boy raised by a single female as it is in the previous academic year.

In Gihogwe secondary School, there are 133 single parents whereby 36 single parents are female, what represent 27.06%. There is also a big majority of girls raised by single parents, representing 102 (76.69%) out of 133.

About the academic achievements of students, in senior 2, for 2013, the lowest percentage (45%) is for a boy raised by a single male parent while in 2014, the lowest (40%) is for a boy raised by a single female parent. Thus, as shown above, the sex of the parent for these single families doesn't intervene in learner's performance, while it is well known that in secondary school in Rwanda, boys perform better than girls in general. Other academic factors such as different kind of motivation and school follow up should be explore later, but, we found out that in IFAK, the school infrastructure and school seriousness are fundamental in learners performance.

7. *Gender Differences in Education Outcomes: A Situational Analysis of Enrollment and Graduation Rates between Public and Private Higher Learning Institutions in Rwanda*

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SUMMARY
The role of education as an engine to Rwanda's development is reflected the Rwanda Vision 2020, the Education Sector Strategic Plan (ESSP 2013-18) and EDPRS 2. To promote inclusive development, Rwanda has made substantial progress toward gender empowerment, most notably with the achievement of 48.8 percent female representation in Parliament and similar high levels of female representation at all levels of governance (Curran, Evans, Piron, & Driscoll, 2006). However, despite Rwanda's policy to involve women in the country's development agenda, and the recent increase in political participation, there remains substantially low numbers of female students in public universities. For example, from a tracer study that was conducted by Rwanda's High Education Council in all Higher Learning Institutions (HLIs) (HEC, 2015), 65.5% of the respondents were male while only 34.5 % were female. Although these findings are not segregated by public versus private HLIs, a cursory look at the statistics would point to low numbers of female enrollment in public HLIs. Whereas significant research about female students' enrollment and completion rates has been carried out in primary and secondary schools, very little has been done to study the differential enrollment of female and male students in faculties within public HLIs and differential enrollment preferences of female and male students between public and private institution.

RESEARCH OBJECTIVES
The overall objective of this study is explore and analyze the causes for differential enrollment and completion rates within the University of Rwanda Colleges and between the University of Rwanda and private HLIs. Specifically, this study will seek to address the following objectives:

1. To identify enrollment trends and completion rates between female and male students within the University of Rwanda Colleges;

2. To develop a cooperative analysis of the enrollment and retention rates of female and male students in public and private HLIs;
3. To explore the social cultural and economic factors that account for differential enrollment of female and male students in public and private HLIs.

PRELIMINARY FINDINGS

The findings of this study generally reveal that in public universities, the completion rate was relatively higher (58.3%) than in private (41.7%). This discrepancy was partly attributed to the fact that prior to 2012, all public universities used to provide bursary and scholarship to all students and this motivated many students to work hard so as to be admitted in public higher learning institutions. Concerning fields of study, the completion rate varied from one discipline to another with humanities having a greater number of graduates than sciences. The low enrolment and completion rates in sciences are linked with choice of subject combination at advanced level in secondary schools where many students tend to choose humanities. This was evident especially between 2004 and 2010 (REB, 2010).

Overall, the enrolment and competition rate of females was relatively lower (40.5%) than males (59.5%) over the reviewed period. Also, the findings show that the proportion of female graduates (31.1%) was significantly smaller than that of males (68.9%) over the reviewed period. Nonetheless, females in private universities were more than males and this situation was reported to be currently the same. In relation to reasons for students' preference of private or public universities, it was found that private institutions outperform public ones mostly in aspects of providing opportunity for students to choose the courses they want ((90%). Some of the other reasons include:

- Offering ability to study and work (89.5%);
- Flexible admission criteria (82.3%);
- The possibility of admitting students at lower pass marks (80%);
- Affordable fees (75%).

On the other hand, public universities have advantage over private ones particularly mainly in terms of high public reputation (87.3%), provision of adequate skills and competencies (84%), and conferred degrees which are believed to be highly recognized on the labor market (82.8%).

The study findings show that apart from college of Medicine and Health Sciences where the graduation rate of females (50.8%) was nearly the same as that of males (49.2%), in all other public universities, males outnumbered females in terms of completion rate. Nonetheless, in private universities, females comprised relatively higher proportions than males with the exception of one institution.

Overall, public universities had more graduates in Science domains than private and the vice versa with regard to Arts and Social Sciences. In public universities, the fields that had a greater number of graduates than in private universities were Agriculture, Veterinary Medicine and Sciences (100%), Medicine (100%), Engineering (100%), Applied and Pure Sciences (98.7%), Health Sciences (100%), and Education (59.1%). Private universities outnumbered public only in Business and Economics (60.1%), Arts and Social Sciences (608.8%), Computer Science and ICT (55.9%), and Services (100%). This difference is due to the fact that apart from Computer Sciences, private universities had not yet introduced sciences in the reviewed period.

Girls are more affected than boys in their academic pursuit. Specifically, early motherhood(75.3%), loss of parents/guardians (70%) poor performance in A level exams(55.9%), family responsibilities

as well lack of specific gender counselling services greatly militate against students' enrollment and completion of higher education.

APPENDIX VII

Capacity Building Manual

UNIVERSITY OF CALIFORNIA LOS ANGELES
UNIVERSITY OF RWANDA - COLLEGE OF EDUCATION

Capacity Building Workshop Strategic Planning Workbook

Major Components of a Strategic Plan

Strategic plans can come in many different shapes and sizes, but they all have the following components. The list below describes each piece of a strategic plan in the order that they're typically developed.

- **Mission statement:** The mission statement is an overarching, timeless expression of your purpose and aspiration, addressing both what you seek to accomplish and the manner in which the organization seeks to accomplish it. It's a declaration of why you exist as an organization.
- **Vision statement:** This short, concise statement of the organization's future answers the question of what the company will look like in five or more years.
- **Values statement or guiding principles:** These statements are enduring, passionate, and distinctive core beliefs. They're guiding principles that never change and are part of your strategic foundation.
- **SWOT:** A SWOT is a summarized view of your current position, specifically your strengths, weaknesses, opportunities, and threats.
- **Competitive advantage:** Your competitive advantage includes what you're best at compared to the competition.
- **Long-term strategic objectives:** These long-term strategic focus areas span a three-year (or more) time horizon. They answer the question of what you must focus on to achieve your vision.
- **Strategies:** Strategies are the general, umbrella methods you intend to use to reach your vision.
- **Short-term goals/priorities/initiatives:** These items convert the strategic objectives into specific performance targets that fall within the one- to two-year time horizon. They state what, when, and who and are measurable.
- **Action items/plans:** These specific statements explain *how* a goal will be accomplished. They're the areas that move the strategy to operations and are generally executed by teams or individuals within one to two years.
- **Scorecard:** You use a scorecard to report the data of your key performance indicators (KPIs) and track your performance against the monthly targets.
- **Financial assessment:** Based on historical record and future projections, this assessment helps plan and predict the future, allowing you to gain much better control over your organization's financial performance.

Your Strategic Planning Framework

Strategic planning has a basic overall framework. Not to oversimplify the strategic planning process, but by placing all the parts of a plan into the following three areas, you can clearly see how the pieces of your plan fit together:

- **Where are we now?** Review your current strategic position and clarify your mission, vision, and values.

- **Where are we going?** Establish your competitive advantage and your vision. Clearly see the direction your organization is headed.
- **How will we get there?** Lay out the road to connect where you are now to where you're going. Set your strategic objectives, goals, and action items and how you'll execute your plan.

Tips for Better Strategic Planning

Before you get too far into your strategic planning process, check out the following tips — your quick guide to getting the most out of your strategic planning process:

- **Pull together a diverse, yet appropriate group of people to make up your planning team.** Diversity leads to a better strategy. Bring together a small core team — between six and ten people — of leaders and managers who represent every area of the company.
- **Allow time for big-picture, strategic thinking.** People tend to try to squeeze strategic planning discussions in between putting out fires and going on much needed vacations. But to create a strategic plan, your team needs time to think big. Do whatever it takes to allow that time for big-picture thinking (including taking your team off-site).
- **Get full commitment from key people in your organization.** You can't do it alone. If your team doesn't buy in to the planning process and the resulting strategic plan, you're dead in the water. Encourage the key people to interact with your customers about their perception of your future and bring those views to the table.
- **Allow for open and free discussion regardless of each person's position within the organization.** (This tip includes you.) Don't lead the planning sessions. Hire an outside facilitator, someone who doesn't have any stake in your success, which can free up the conversation. Encourage active participation, but don't let any one person dominate the session.
- **Think about execution before you start.** It doesn't matter how good the plan is if it isn't executed. Implementation is the phase that turns strategies and plans into actions in order to accomplish strategic objectives and goals. The critical actions move a strategic plan from a document that sits on the shelf to actions that drive business growth.
- **Use a facilitator, if your budget allows.** Hire a trained professional who has no emotional investment in the outcome of the plan. An impartial third party can concentrate on the process instead of the end result and can ask the tough questions that others may fear to ask.
- **Make your plan actionable.** To have any chance at implementation, the plan must clearly articulate goals, action steps, responsibilities, accountabilities, and specific deadlines. And everyone must understand the plan and his individual role in it.
- **Don't write your plan in stone.** Good strategic plans are fluid, not rigid and unbending. They allow you to adapt to changes in the marketplace. Don't be afraid to change your plan as necessary.
- **Clearly articulate next steps after every session.** Before closing the strategic planning session, clearly explain what comes next and who's responsible for what. When you walk out of the room, everyone must fully understand what he's responsible for and when to meet deadlines.

- **Make strategy a habit, not just a retreat.** Review the strategic plan for performance achievement no less than quarterly and as often as monthly or weekly. Focus on accountability for results and have clear and compelling consequences for unapproved missed deadlines.
- **Check out examples.** Although you can't borrow someone else's strategy, you can find inspiration and ideas from the examples of others. Here is one website with a catalog of example strategic plans by industry: OnStrategy. Check it out for quick access to ideas.

Strategic Planning Pitfalls to Avoid

Strategic planning can yield less than desirable results if you end up in one of the possible planning pitfalls. To prevent that from happening, here's a list of the most common traps to avoid:

- **Not having a burning platform:** Fundamentally, organizations don't have to have a strategic plan. Really, they don't. Yes, you'll run a better operation and, yes, a strategic plan is an outstanding management tool. But you and everyone on your team needs to agree on why this effort is important. What's your burning platform that's causing you to invest in this effort now?
- **Relying on bad info or no info:** A plan is only as good as the information it's based on. Too often, teams rely on untested assumptions or hunches, erecting their plans on an unsteady foundation.
- **Ignoring what your planning process reveals:** Planning isn't magic: You can't always get what you want. The planning process includes research and investigation. Your investigation may yield results that tell you not to go in a certain direction. Don't ignore that information!
- **Being unrealistic about your ability to plan:** Put planning in its place. It takes time and effort to plan well. Some companies want the results but aren't willing or able to make the investment. Be realistic about what you can invest. Find a way to plan that suits your available resources, which include your time, energy, and money.
- **Planning for planning's sake:** Planning can become a substitute for action. Don't plan so much that you ignore the execution. Well-laid plans take time to implement, and results take time to yield an outcome.
- **Not having your house in order first:** Planning can reveal that your house isn't in order. When an organization pauses to plan, issues that have been buried or put on the back burner come to the forefront and can easily derail its planning efforts. Make sure your company is in order and no major conflicts exist before you embark on strategic planning.
- **Copying and pasting:** Falling in to the trap of copying the best practices of a company similar to yours is easy. Although employing best practices from your industry is important, other organizations' experiences aren't relevant to your own. Organizations are unique, complex, and diverse. You need to find your own path instead of following a cookie-cutter approach.
- **Ignoring your culture and organizational readiness:** Strategy and culture are intimately intertwined. Ignore this fact at your peril. Culture eats strategy for lunch (and dinner if you're not careful). With that in mind, adapt your planning to fit what you know

works for your organizational rhythm, ethos, and needs right now. A big pitfall — the biggest actually — is not fitting the process to your organizational needs. Consider a simpler process or one that's more robust.

Society for College and University Planning
INTEGRATED PLANNING FOR HIGHER EDUCATION

A Practical Guide to Strategic Planning in Higher Education

by Karen E. Hinton

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About the Society for College and University Planning (SCUP)

The Society for College and University Planning is a community of higher education planning professionals that provides its members with the knowledge and resources to establish and achieve institutional planning goals within the context of best practices and emerging trends.

What is Integrated Planning?

Integrated planning is the linking of vision, priorities, people, and the physical institution in a flexible system of evaluation, decision-making and action. It shapes and guides the entire organization as it evolves over time and within its community.

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Foreword

Over the course of my career as a strategic planner in higher education, I have worked with a wide variety of individuals who have misconstrued the role of strategic planning in the academy. A great number of individuals are unaware of the necessary components of a strategic plan and what is required to implement and sustain such a plan. Some of the misinformed were consultants in occupations that serve the post-secondary community, and others were members of a college or university. Regardless of their relationship to the academic enterprise, those who misunderstand or are uninformed about planning practice can be a serious detriment to successful planning.

The costs of engaging in a poor planning process range from disillusioned faculty, staff, and students, to poor use of vital resources, to failed accreditation reviews which, in turn, cause an institution to lose funding and prestige. The stakes are high, but the rewards are higher. A well designed and implemented strategic planning process can provide an institution with a forum for campus-wide conversations about important decisions. The process can also be organized to make assessment, resource allocation, and accreditation easier, and be a source of information about progress and achievement with very real meaning to those associated with the institution.

This booklet is written to provide a practical overview of what strategic planning should be at the post-secondary level and define the elements of a successful process. The content offers a brief overview of the history of strategic planning in the academy from a practitioner's perspective and a more detailed examination of current planning practice. In some ways the content of this monograph is an examination of the criticism that strategic planning as a process is too linear to cross organizational silos and achieve institutional transformation. I believe those who have taken the view of strategic planning as a tool of limited use need a better understanding of the process.

It is my hope that those who engage in all types of planning activities on behalf of a post-secondary institution will use this information to educate themselves about what a strategic plan is and what its potential can be.

About This Book

"Undergoing a strategic planning process can be a monumental task, especially for higher education institutions that are attempting a more contemporary model for the first time. Dr. Hinton's guide shortens the learning curve and unites college leadership with its intuitive, step-by-step approach. It not only takes you through the planning process, but also provides guidance on how to ensure the plan's long-term success."

Kasey McKee
Vice President, College Advancement
St. Charles Community College (SCC) Foundation

About the Author

Karen E. Hinton, PhD, has more than twenty-five years of experience in planning and administration in higher education, serving at large and small public and private colleges and universities, a community college, and a university system office. She has developed, facilitated, and managed numerous strategic plans, accreditation self-studies, and process improvement initiatives in a wide range of situations.

As a senior associate for Rickes Associates, Inc., Hinton currently continues to work with institutions, providing leadership and support for strategic planning, regional accreditation, and administrative studies.

Hinton has taught courses in composition, literature, and research methods, and served as an academic advisor for undergraduate and graduate students. She served as SCUP's membership liaison for New Mexico, up-state New York, and as a board member for the North Atlantic region. She is currently a member of the American Society for Quality. Hinton has made numerous presentations and written articles and reviews for such publications as *Knowledge Directions* (the journal of The Institute for Knowledge Management) and *Planning for Higher Education.*

The author and the society would like to thank *Planning for Higher Education* Editorial Review Board member, Arnold J. Gelfman, Executive Director, Planning, Assessment & Research, Brookdale Community College, for his meaningful contributions to the development of this guide.

Section One: Overview of Strategic Planning in Higher Education

From the point at which George Keller published his *Academic Strategy: The Management Revolution in American Higher Education* in 1983, American post-secondary institutions have struggled with the concept of and uses for strategic planning in the academy. Prior to Keller, long-range planning was practiced by most institutions, but this was often a budget-driven, incremental process intended to ensure long-range fiscal planning. Prior to Keller, strategic planning was conducted in the realm of corporate or military operations, where mission driven long-term objectives and short-term actions needed to be efficiently integrated through a type of administrative coordination most colleges and universities never aspired to emulate.

Cohen and March (1974) used the term "loosely coupled organization" to describe the competing and sometimes opposing operational cultures of the academy. This phrase captures the essence of an organization which, at its core, finds institutionally comprehensive planning antithetical to many of the activities that give American higher education its unique, dynamic character.

The emergence of strategic planning in higher education coincided with the difficulties experienced in all of education in the 1970s and 1980s, as enrollments began to fluctuate, student demographics started to change, and funding became inconsistent. At this point, futures research and the rise of technology-enabled data collection and analysis pointed the way to strategic planning as one solution for developing a proactive stance in the environment of changing demands and declining resources.

The difficulties with initial attempts to convert corporate strategies to the culture of higher education were legion. Adapting a process designed to motivate assessment-based change within a short timeframe was frustrating at best and ineffective most often. While corporations developed their planning processes based on market data and customer-driven production, academe was limited in the data it could bring to bear on its issues and did not view itself as serving "customers".

At its beginning, the strategic plan in post-secondary education was viewed as a tool to articulate institutional mission and vision, help prioritize resources, and promote organizational focus. As a result, many of the early strategic planning efforts produced documents that described the institution, but did little to motivate a process. These "shelf documents" often sowed the seeds of discontent within the institution, since many who participated in the process spent long hours on the plan's development and then saw relatively little implementation.

At the time strategic planning was beginning to gain some acceptance in higher education, federal and state governments, and the major accrediting commissions, were responding to external demands for accountability through the development of standards for assessment and learning outcomes measures. Historically, accreditation standards were based on types of administrative data such as the fiscal stability of the institution, the number of faculty with terminal degrees, and the number of volumes in the library. However, the need to arrive at specific assessment measures for the academic enterprise was seen as the purview of academic staff who, because of their professional culture, had a difficult time determining what, if anything, could measure the learning process.

To tighten the standards, the accreditation commissions began to insist institutions have a strategic plan and an assessment plan in order to meet accrediting requirements. By the 1990s, workshops provided by the various accrediting commissions outlined expectations regarding the scope of an institutional planning and assessment process. Institutions began to find themselves under serious scrutiny during their reaccreditation processes if they did not have a working strategic plan and some form of assessment plan in place.

The pressure to provide documented planning and assessment did not only come from the accrediting commissions, however. At the same time, state and federal governments began tying funding and regulatory oversight to accountability measures, moving the business of the academy into the arena of political discourse. With the reduction in student populations and funding, most post-secondary institutions were competing for extremely limited resources. Identifying and developing the assessment measures necessary to support the case for institutional self-determination and continued funding created an environment that led to the rise of campus strategic planning offices. The concurrent development of technology and methodology in institutional research

supported this organizational focus through accountability measures, making the planning process more data driven.

Also, at about this time, the US Department of Commerce widened the scope of its Malcolm Baldrige award to include hospitals and educational institutions. Application for the award required documented analysis of process improvement within the context of mission-driven activities. The Baldrige application process had originally been developed specifically for corporations. Adaptation of the processes in education took a number of years and was considered by most in academe to be irrelevant to the mission of the academy. However, the underlying concept of the Baldrige application requirements combined strategic planning, assessment, and process improvement in such a way that various accrediting commissions saw in it a framework that influenced their expectations.

By the late 1990s, blue ribbon panels and various educationally related organizations had begun defining some standardized indicators of achievement to be used as evaluation output measures in higher education. A number of state and federal reports were developed based on these measurements, giving rise to an entire industry of consumer-focused comparative reports, such as state report cards and the college evaluation issues of a number of magazines.

By the end of the century, it appeared strategic planning had become a victim of the ever-fickle cycle of management theories du jour. The frustrations of staff and faculty who had spent countless hours on strategic plans that were never implemented created an internal environment where stakeholders refused to participate. “We tried that and nothing ever happened,” was a common response to the calls for planning at the campus level. Even colleges and universities with successful planning processes began to dismantle their planning offices in favor of new initiatives focused on assessment.

The literature of the time shifted from institutional strategic planning to institutional leadership, giving some indication of what might have been wrong with higher education’s initial attempts to adopt the practice. The calls for leadership, compounded with increasing demands for accountability and assessment, meant strategic planning was bypassed for shorter-term solutions of immediate issues. In essence, the academy was back to reactive, incremental problem-solving.

However, the accrediting commissions kept requiring institutional strategic plans as a major part of the standards they used to assess an institution’s ability to meet its mission. This presented a problem for many colleges. Institutions needing a strategic plan to satisfy accrediting requirements began to develop what they believed were strategic plans in conjunction with some other form of planning. In some cases the institution was in the process of developing an information technology (IT) plan, an academic master plan (including the all-encompassing assessment component), or even a facilities master plan. This, they believed, would fill the requirement for an institutional strategic plan. Of course, various members of the staff might sit on the committee to ensure “realistic” initiatives were implemented incrementally so they would not strain limited resources. But the real issues remained: once an institution produced a document called a strategic plan, what did it do and how did it get implemented?

What was lost during this evolution was the institutional understanding of the role of a strategic plan and what key elements were necessary for the plan to function.

Section Two: Components of a Strategic Plan

Contemporary strategic plans have multiple components and each component serves a specific purpose. These components are planning tools used either separately or in groups, but their development is usually, of necessity, a linear progression. One of the purposes of the planning process is to ensure these individual components are aligned with each other and mutually supportive.

While not technically a part of the strategic plan, the mission statement is the foundation for it because everything contained in the strategic plan must be aligned with the mission. In addition to the mission statement, a vision statement, institutional goals, and an optional values statement comprise the supporting documents establishing the context for a strategic plan. These supporting documents provide specific points of guidance in the planning process. The vision statement is the expression of institution aspiration, and is based on analysis of the institution's environment. Institutional goals provide the mechanism for evaluating progress toward the vision, and values statements describe the manner in which the institution will work to achieve its goals.

Figure 1 Components of a Strategic Plan

Institutional Mission and Values

Mission

The foundation of any strategic plan is the institutional mission statement. This statement delineates, in concise language, why the institution exists and what its operations are intended to achieve. For publicly controlled institutions, this statement of purpose may be dictated by the state, but for all institutions the statement serves as the explanation for the existence of the organization.

Historically, mission statements were long, exhaustively detailed descriptions of the institution's founding, curricular history, unique culture and current services. The mission statement also often included an explanation of what the institution stood for and what it intended its students to become. An interested student of strategic planning can open any archived college catalog to find, within the first few pages, a mission statement at least a full page long containing all the historic information about the institution anyone would care to know. These types of mission statements have been termed "comprehensive mission statements" because they tend to include everything anyone thought might be important to know about the institution.

With the advent of contemporary planning methods, however, the comprehensive mission statement became a limiting factor in the planning process. Two major problems were created by trying to develop a strategic plan based on a comprehensive mission statement. First, it could be difficult to sift through the verbiage to isolate and

identify *specifically* those elements of the statement everyone agreed identified the foundation for all activities. This identification was critical because the accrediting commissions had formed an evaluation standard to examine how well all operations aligned with the mission. Comprehensive missions, as a result of their breadth, provided ample opportunity for wide interpretation; a condition called "mission creep". Institutions found themselves having to justify community outreach or academic programs that extended the activities of the institution beyond its actual mission. From the perspective of the accrediting commission, a situation where the institution was using resources for activities beyond the scope of its mission indicated the institution might not be using its resources as effectively as possible. This definition of "institutional effectiveness" meant accrediting commissions were looking for a direct relationship between how the institution used its resources and what the mission statement outlined as the reason the institution existed.

The second limitation of comprehensive mission statements was that most of them were rife with statements about institutional culture and values. While critical to revealing how the institution differed from others with similar characteristics, the effect of these statements was to virtually require the institution to evaluate and assess them as part of institutional effectiveness. With all the other aspects of assessment academe needed to oversee, developing measurements for values was perhaps not the most critical priority.

As a result of these very real limitations, more recent planning practice limits the mission to its primary function. The mission statement is stripped down to a very short, basic statement of purpose. If the institution believes it also needs to provide a separate set of institutional goals, they can be appended to the shorter mission statement in a subsection or displayed in conjunction with the mission statement. The mission statement can then be a clear, concise statement, "This is *what* we are here to do."

Values

Values have been removed from the mission to their own Values Statement component. There, they explain what the institution stands for and the way in which it intends to conduct its activities. In some cases, these values are so important the institution has programs and assessment measures to support and sustain them as key elements. But regardless of their priority, within the context of planning and evaluation, the values statement should declare, "These are the characteristics we believe are important in *how* we do our work."

The Institutional Vision Statement

The institutional vision statement is one of the most important components of a strategic plan. The vision statement is an institution's clear description of what it intends *to become* within a certain timeframe. The vision statement defines the institution's strategic position in the future and the specific elements of that position with relationship to the mission statement. In some cases, the vision is that of one leader at the campus. Often this leader is the president, but the vision can sometimes come from an academic vice president or provost. Usually, however, the vision is reviewed and revised by members of the campus community, especially the strategic planning committee.

Vision statements benefit the planning process by providing everyone in the institution with the same vision of the future. If the purpose of the planning process is to align mission, vision, goals and resources, it is critical to ensure those who will be called upon to implement the strategic plan are all "pulling in the same direction". This is especially true if the vision statement is really a reflection of one person's vision for the institution. In this case, it is in the best interests of the institution to provide stakeholders with an opportunity to "own" the vision, either through review and revision of the statement or some form of early input into the statement draft.

The mission and vision statements provide the two ends of an analytical view of the institution from which the strategic plan is developed. The mission and vision represent the current and envisioned state of the institution. The strategic plan is used to bridge the gap between the two.

It is regularly assumed by members of the campus community that a vision statement can only be produced if market research has been conducted to determine what educational needs are not being met by peer and

aspirational institutions. This perception is only partially true. In fact, market research is more effective if it is conducted *after* the vision statement has been written and approved. What is needed to complete a strategic plan is, more often, an environmental scan. The differences between an environmental scan and market research are explained in Section Eight, "A Table of Troublesome Terms".

One of the most curious problems with writing a vision statement comes when those writing the statement have to decide whether the verbs in the statement are present or future tense. There are so many subtle implications for either approach, and it is often the case that the strategic planning committee will write the vision statement in one tense and then change it to the other.

Strategic Goals and Objectives

There is much confusion about the terms used to name the parts of a strategic plan. Many people use the words "goal" and "objective" almost interchangeably, and have a distinct rationale for their particular definitions. In point of fact, as long as everyone involved in the planning process agrees to a definitional hierarchy, any combination of words can be used. However the words goal and objective carry connotations that can help guide their use in the process. The word goal connotes specific achievement; a target reached and "checked off". The word objective is slightly more general in connotation. An objective helps set a course by giving a general direction, but an objective does not usually contain the specifics of its own completion. Given the nature of the activities required to implement a plan, and the need to assess the achievement of the plan's implementation, it seems logical to use terms that encourage overarching directional guidance for the major themes that organize the plan, and more specific terms for the parts of the plan requiring accountability and measurement.

For example, a major theme in many strategic plans is to improve academic programs. Each institution has its own perspective on what is important about academic programs, and these statements usually reflect an institutionally-specific perspective. One institution might want to ensure programs and curriculum fit the educational needs of its student population, while another institution is more interested in improving its curriculum by expanding its graduate and research programs. These are very general desires, and might best be called strategic objectives, themes, or even directions. However, the specific actions taken to improve academic programs could range from ensuring all academic programs offer an internship option for students who want "real world" experience to setting target enrollments for specific graduate programs or research dollars brought to the campus. These types of actions seem to fit more closely the definition of a goal, because they can be measured and "checked off".

Regardless of the words selected to name the parts of a strategic plan, these basic elements—goals and objectives—form the basis of the portion of the strategic plan most often used as the public document, approved by the governing board, and distributed to the campus community.

There is one final caution about the goals and objectives of a strategic plan—timing. Most colleges and universities use either a five or ten year cycle for their plans. These cycles are often driven as much by the reaccreditation schedule as any internal issue. For this reason, most strategic plans have overarching themes that are very general and do not tend to change over time. In fact, in many planning processes, these overarching themes can be carried over from one planning cycle to the next with only minor modification. The goals used as the basis for the implementation plan are a different issue, however. There is a tendency to "front load" or "back load" the deadlines for the goals in a plan.

Front loading usually occurs because enthusiasm is high and everyone would like to see the plan successfully completed. Another reason front loading occurs is those who are determining the deadlines are used to thinking in short one or two year timeframes. This approach misses completely the purpose of a five or ten year planning cycle, which allows more complex solutions to be spread out over a longer period of time. In either circumstance, front loaded goals take the form of assuming a goal can be completed in a very short period of time, and also assumes a minimum of effort. These assumptions encourage people responsible for the implementation to take

the fastest, least complicated path to completion. In many cases, if an issue has risen to the level of the strategic plan, it is not easily addressed nor is it a simple issue.

Back loading usually occurs when members of the institutional community are not committed to the plan or are unsure about the resources needed to implement. A thoughtful strategic planning committee will use its collective wisdom to ensure each goal is appropriately phased.

There are several reasons phasing is necessary. One of the most obvious is, in many cases, before one action can be taken, another has to be completed. A second reason, where resources are concerned, is any need to accrue the personnel, facilities, or funding necessary for the action. Using the strategic planning committee as a forum to question and test the reasonableness of proposed deadlines is often a challenge. In many cases, institutional personnel are not used to thinking holistically about initiatives with wide-ranging scopes or timelines. It is difficult to develop in planning committee members that sense of strategic thinking that allows them to look cross-functionally to see the implications for the entire institution. For example, if the institution has determined it will expand the number and types of student support services offered through Student Affairs, most planning committee members will assume Student Affairs will see to the implementation. However, what if that implementation requires an upgrade to technology? The IT department needs to consider what the upgrade will require and how long it will take, not only in terms of technology but also with regard to staff training. Additionally, the Facilities Department will need to know if there are to be changes to the spaces currently being used in Student Affairs, or if new space needs to be found and what length of time it may take to produce that space. While a great many of these types of issues can be discussed in committee and the deadlines revised, in some cases the projects are complicated enough to require actual process analysis techniques to determine the sequence of actions. Regardless of the method used, the result is a strategic plan populated with short-, middle-, and long-range deadlines that form the backbone of a strategic plan that is realistic in terms of what can be accomplished and in what timeframe.

Taking the time to ensure the strategic plan reflects such phasing has two other significant benefits. First, it provides a learning opportunity regarding institution-level thinking for members of the planning committee. Second, phasing the major goals of the strategic plan begins the process of thinking through the implementation plan, which will build on the phased aspects of the strategic plan.

What the strategic planning committee should not allow is an effort to “cost out” the entire plan as if it were all going to be implemented simultaneously. A demand for costing out is often an attempt to scale back the scope of the plan, but can also be seen as a misunderstanding of how the planning process works. Scaling back a plan as a result of tight resources will happen automatically if it needs to happen. What is incumbent on the members of the planning committee is to ensure the transformational aspects of the vision are captured in the goals and objectives and phasing is realistic for implementation.

It is important to remember the ultimate purpose of a strategic plan is to drive resource allocation. If the institution has a vision requiring additional resources, it phases implementation of that vision over time, including securing the resources to make it happen.

The Implementation Plan

Turning goals and objectives into a working plan is the function of the Implementation Plan. This part of the strategic planning process is not usually for public consumption, and seldom is made available to the governing board. There are a variety of reasons this working document is not widely distributed, but the primary one is, more than any other part of the strategic plan, the implementation plan is revised, amended, and changed frequently to respond to environmental factors. While the strategic plan’s goals and objectives remain a source of guidance and focus, the implementation plan delves into the messy work of getting the job done.

One other aspect of the implementation plan critical to the planning process—and also to the budgeting process—is identifying the resources each goal and step will require. It should be noted resources, in this instance, are defined in the broadest way possible. Resources for implementing a strategic plan include: people, time, space,

technology, and funding. Sometimes, the exact amount of a critical resource is not known at the time of the plan's inception; however, the type of resource can be identified. It is important to know what specific resources will be needed and continue to refine the size of the need as the plan develops.

The implementation plan needs to be directive, clear, and documented. The implementation of a strategic plan depends on the institution's ability to turn strategic thoughts into operational action. For this reason it is necessary to document who is responsible for implementing an action, a date by which the action is expected to be completed, and what measures will be used to assess completion of the action. It is wise to ensure the person assigned responsibility for the action has the authority to make it happen. It is also wise to identify one and only one person to be the agent accountable for overseeing completion of the action. Obviously many people or departments may be needed to implement a specific action. However, if a group is designated as accountable, each person in the group will believe someone else in the group is taking charge.

Section Three: Coordinating the Planning Process

The Planning Committee

Institutions without a standing planning committee should create and maintain one. Many institutions select representatives from the major stakeholder groups to serve on a planning committee with the intention that, once the plan has been created, the group is disbanded. In much the same way institutions form working groups and a steering committee for reaccreditation self-studies, they try to bring enough insight to the table to give balance and reality to the initial product. However, there are three extremely important reasons to have a standing planning committee.

First, the work of the strategic planning committee has to be learned by its members. Very few people appointed to a planning committee have a working knowledge of strategic planning, or the broad institutional perspective to do it well in the beginning. It takes time and hard work to develop a functioning planning committee that can operate effectively. If the committee is only formed to create the plan, and then does not participate in its implementation and assessment, all the hard-won knowledge is lost.

Second, to ensure the plan is being implemented, there has to be some sort of monitoring process to assist with decisions and keep the planning process on track and responsive. While this can be done by a single individual, it is difficult for a single individual to have a working knowledge of all aspects of such a large and complex organization. This complexity is precisely the reason stakeholders from the various functional areas are called together in the first place. Committee members know why a certain goal or step must come prior to another, or why a particular goal is no longer as relevant in year three of the plan as it was in year one.

Finally, it is vital to have as many stakeholders as possible understand how the planning process works. Non-permanent members of the planning committee, such as students and faculty who normally need to rotate off the committee, can be replaced with new members in staggered terms. Such a rotation allows new people to learn from the committee, while the replaced members take their knowledge back with them to their departments. This type of participatory learning increases the ability of the entire institution to understand how the planning process works and supports strategic thinking across the campus. These benefits accrue in the same way a reaccreditation self-study helps teach the campus community about itself. Part of the advantage with the planning process is it is continuous. The learning should never be allowed to be shelved for five or ten years.

The Charge to the Committee

There are no circumstances in which a planning committee should be formed without a written charge. For standing committees the written charge is absolutely essential and should contain, at a minimum:

The size and composition of the planning committee:

- The most effective size of a planning committee is between 10 and 12 people.
- The senior administrative staff should always be included as permanent members.
- Academic staff and students should be included and given limited terms to account for restrictions in long-term time commitments. Where these members can be drawn from leadership positions, such as President of the Faculty Senate or President of the Student Government Association, the appointment provides additional benefits for distribution of information and access to readily identified groups of stakeholders.
- It is preferable that the president of the institution chair the committee. This stipulation can be a “deal breaker” if presidential engagement is less than complete. The presence of the president is critical because it provides integrated leadership and support as the group deliberates. Few people have a better strategic sense of the institution than its president. His or her perspective brings together not only all aspects of the institution’s operations, but also any concerns of the governing board and the system office, if it is a state

system institution. Also, if the president does not participate, the group's decisions cannot be considered completed until the absent president is briefed and has commented. This type of situation nullifies the purpose of the group and eviscerates the group's role in producing and implementing a plan.

Finally, while the governing board is responsible for approving the strategic plan and monitoring it at the policy level, the president reports to the governing board, and therefore will be required to explain, advocate, and interpret the plan to the satisfaction of the board. It is difficult for a president to act as the official leader of the planning process if he or she has not fully participated.

The length of terms:

If the planning group is a standing committee, the length of terms for the non-permanent members needs to be rotated so that the committee does not face large turnovers that leave a leadership vacuum.

- Obviously, most student members will only have a year or two during which they are available.
- Faculty may also only have a year or two if they experience a change in teaching duties or take a sabbatical that impacts their ability to participate. In order to ensure that the original balance is maintained, the position or type of member should be designated in the Charge. For example, committee membership might include two academic deans, one librarian, the president of the faculty senate, one undergraduate student, and one graduate student. In this way, when, to further the example, the librarian's term has expired, there is a clear record that the position should be refilled by someone from the library. It also avoids the issue of non-permanent members deciding they will stay on when their terms have expired. If the person who has been president of the faculty senate no longer holds that position, the place on the planning committee must be relinquished for the new president.

The scope of responsibilities of the committee:

There is a tendency for planning committees to fall into one of two traps. They either believe they have no authority at all, and therefore demur from decisions and accountability, or they believe every action taken on behalf of the strategic plan should be approved by them prior to action. Neither position bodes well for the institution, so it is necessary to literally tell the members of the committee the scope of their responsibilities. This scope can be easily described through a series of bulleted statements directing the activities of the committee to the necessary tasks and then establishing who is responsible for each.

The expectation for participation for each member:

It would seem obvious to many that if one is selected to a committee, one has an obligation to participate. However, we also recollect that many parts of the institution believe planning is either not possible or not important enough to take time away from primary duties. This situation is especially true if there has been a failed strategic plan previously, or if the institution's leaders are not actively involved. For these reasons, it is important to specify that members of the strategic planning committee have certain professional responsibilities. Among these are: attending meetings, contributing at the meetings, collecting information bearing on the plan from constituents, helping to educate the campus community about the process, and disseminating the plan.

For a standing committee, the guidance provided by the written charge ensures that, over years of change in membership and environment, it is always clear why the committee exists and what is expected.

Deciding the Planning Year

There are a number of ways in which the planning process needs to be coordinated. One of the most basic issues in coordination concerns the multiple calendars that drive academe. The most important reason for implementing an institutional strategic plan is it provides the framework for making budget decisions and decisions about resources in general. For this reason alone, it is critical that the budget cycle and the planning cycle be aligned, not

only on an annual basis, but over the long term. This is a more difficult result to achieve than might be supposed, especially since the budget cycle often follows either the state or federal fiscal calendar (July-June or October-September) and the planning cycle tends to follow the academic calendar. Using the academic calendar not only results in different start and end dates, but also compresses the planning year because so many of the key participants are not available during the summer. So, while it is an axiom that the plan drives the budget, it is also true that the budget calendar drives the planning calendar. It requires careful analysis of the various steps in the annual budget cycle to determine when annual planning goals need to be confirmed to support decision-making in the budget.

There is an additional calendar that should be mentioned in regard to the planning cycle and that is the calendar used by human resources (HR). The HR calendar is usually January through December. Depending on how fully the strategic plan is used, if personnel decisions and the resources to support them are aligned with an HR calendar, the alignment of all three cycles into one may be quite difficult. While it may seem there is little to be gained in adding the HR calendar year to the mix, it is important to remember there are two personnel issues that provide most institutions with plan-critical data: professional development plans which have attendant training costs; and, annual payroll data, which usually reflect the largest non-capital institutional expenditure.

Each institution is slightly different in its ability to adjust these processes so they are mutually supportive. However, being able to show an integrated calendar and a transparent process between planning and budget is a key factor in documenting that the planning process is working as it should.

Using a Planning Consultant

At this point it may be beneficial to discuss the appropriate use of a planning consultant. A motivating factor in developing this document was my reflection on differences among planning consultants and the ways in which they are used by the institutions that hire them. There are a number of reasons an institution might decide to hire a planning consultant; however, some reasons are more appropriate than others.

The primary reason an institution begins to consider hiring a planning consultant is that the institution has decided to initiate a strategic plan, either through its own volition or because it has been compelled to do so by an accrediting commission, governing board, or state agency. If the first circumstance is true, it is often because there has either been a turnover at an executive position (president, provost, or senior vice president) or, ironically, because an accreditation self-study is coming due and will require demonstration of institutional planning.

Unfortunately, an institution can decide to start the planning process in absence of any knowledge of how to achieve an effective end product. As described in Section I, most of the administrative support for strategic planning (offices and staff for strategic planning) was eliminated during the 1990s. There are few institutions that can boast of staff with enough comprehensive experience to lead and support an institutional strategic plan without some external guidance. So, as the institution begins the process, it discovers planning is more complex and difficult than anyone suspected. It is also true that sometimes the wrong institutional personnel are assigned to lead the process, causing stumbles, misdirection, or even political problems that slow or stop the process.

At that point, someone decides to call in a consultant to “advise” them and make the process workable. Examples abound of institutionally-initiated planning where the institution started with activities that should occur in mid-process, leaving out very critical early-process preparation. These institutions come to a point where they have no idea what comes next but, when the consultant arrives, they are looking for someone who can take the mess and “just tell us what the plan should be”.

No consultant, or external agent, should ever tell the institution what its strategic plan should contain or how it should be implemented without the careful development of a forum for institutional consensus-building. Consultants cannot “tell” an institution what it should achieve with a strategic plan any more than an institution’s president can “tell” each of his staff specifically how they will implement his vision. Without the ownership developed through a participatory process, the likelihood of a failed plan is enormous, as are incidences of process sabotage and simple non-implementation (Robertson and Tang, 1997).

The best way to understand how the planning consultant can help is to remember: a qualified consultant is a master of the process, but institutional staff are masters of the content. This means a very good consultant can provide guidance and options for the process based on the content the campus community develops and the way campus culture shapes the issues. An outstanding consultant can even analyze the institution and challenge it with new ways of thinking or doing, but members of the institution must control the plan and its content.

An additional advantage to engaging an experienced planning consultant is to engage someone who has the skill to facilitate the planning committee meetings. This extra benefit allows everyone on the planning committee to participate in the meetings without having to be concerned about meeting management. This situation is particularly helpful for senior administrators who do not often have an opportunity to act as contributing community members. Good outside facilitation is also helpful to the entire campus community because an outside facilitator can balance competing voices to ensure the plan reflects the needs and aspirations of all stakeholders, not just those who can dominate a meeting.

It should be noted that not all "planning" consultants are able to support a comprehensive institutional strategic plan. Understanding contemporary strategic planning is essential to a successful planning process. Institutions that use a consultant need a basic understanding of contemporary strategic planning as preparation to hire the right consultant. There is great value in finding a consultant who has experience as a staff or faculty member at an institution, understands the relationship between strategic planning, assessment, and accreditation, and has a balanced perspective of an institution's many functional areas. It is necessary for each institution to evaluate the strengths and weaknesses of any potential consultant and, from that, determine if the "fit" is the right one for the institution at that point in time.

A well-crafted, implemented strategic planning process will be self-sustaining and the consultant's contract is usually complete once the Implementation Plan is drafted; although, sometimes the consultant is further engaged to assist with the implementation process. It is not generally assumed, however, if the strategic plan includes, for example, IT upgrades, new facilities, or new academic programs, that the consultant's role would be expanded. For these reasons, it is important that the campus planning leaders who hire a planning consultant be able to match the culture and priorities of their institution with the skills, training, and long-term experience of the planner they select.

Section Four: Assessment and Metrics

Institutional Assessment

According to regional accrediting commissions, planning-related assessment at the intuitional level occurs in two forms: institutional effectiveness and learning outcomes. Commission expectations for documentation of these processes have not been well defined, and descriptors are relatively vague. (For additional clarification, particularly with regard to institutional effectiveness, see Middaugh's "Closing the Loop: Linking Planning and Assessment").

Both institutional effectiveness and learning outcomes are, in reality, calls for accountability and demonstrated process improvement. For that reason, this section will consider the concepts that support developing metrics for both processes because they are core to the planning process. In addition, this section will discuss a component of institutional assessment that is very often overlooked: administrative assessment. It should be noted, however, that specific program and learning outcomes assessment techniques are not the focus of this treatise and have not been included.

Institutional Effectiveness

Accrediting commissions require documented evidence that all activities using institutional resources support the institution's mission. Using the definition of resources as funding, facilities, technology, personnel, or time, accrediting commissions ask the institution to show how its mission is being advanced through effective use of these resources. Institutions that have developed "Institutional Goals" as part of their mission statements often use these goals as the foundation of their assessment measures. Those institutions that do not choose to have a list of institutional goals sometimes parse the mission statement to develop their assessment metrics. In either circumstance, it is critical that the statements being assessed are clearly written so the interpretive assessment measures make sense.

In the past, institutions have fallen back on the use of the older and more traditional assessment measures to demonstrate their effectiveness, and some of these do fit the situation. Such measures as graduation rates, retention rates, and percent of faculty with terminal degrees in appropriate disciplines do relate to the parts of the institutional mission that concern supporting education to the institution's target student population. However some other types of institutional goals are trickier to measure. A non-specific institutional goal is a goal that requires interpretation to determine its measurement. For example, most institutions currently include institutional goals about technology, either in the learning process or as a way to reduce cost and bureaucracy, or both. The question is: based on the wording of the goal, how does an institution prove this use of technology is occurring and that it is having positive results? Just spending money on technology does not prove it; neither does showing the number of staff engaged in training in the use of technology. The answer to the question is: what did the institution specifically have in mind when it set the goal? In other words, what did the institution expect success to change? In some cases, the answer lies in data that are readily available: the number of students who apply and register on-line, allowing a reduction in the number of staff in the registrar's office, or the number of syllabi that include competency in the use of program-specific technology as a course outcome. In other cases, the data are not available, nor is there an easy way to get them. This dearth of data is usually the result of a need for clarity and specificity in the goal. There are two questions that are extremely helpful to the planning committee as they draft goal statements: "How will we know if we reach this goal, and how will we prove it?"

Learning Outcomes

The most important thing to remember about learning outcomes is that the assessment is not about people, it is about process. The initial resistance to assessment by many faculty was the perception that learning outcomes assessment was a euphemism for faculty evaluation. The assessment process was not, nor was it ever intended to be, about evaluating faculty based on whether or not students passed their classes. That said, it should be

acknowledged that most institutions include the end-of-course student/faculty evaluation as one data set in the overall process. However, the important issue for accrediting is the demonstration, by an institution's academic staff, of mastery of the learning process the curriculum is designed to achieve. This understanding of the process is the purpose behind course and program outcomes statements and the use of multiple measures to capture learning assessment in disparate programs.

Because the focus of this document is on strategic planning, this section will not delve into the myriad ways in which learning outcomes can be assessed. It is sufficient to acknowledge that, in addition to institutional effectiveness, learning outcomes is a component of the institutional planning process that must be guided by and integrated into the strategic plan. These outcomes results also provide process improvement data to inform the planning process. It is critical that those involved in the institutional planning process, including any external consultants, understand the vital nature and role of these assessment activities.

Administrative Assessment

Perhaps administrative assessment is less often an area of concern because it is assumed institutions with strong personnel evaluation systems are monitoring achievement and goal completion and need not specify how this is accomplished. However, there are a number of issues that bear on assessment within the context of "administration". Personnel evaluation systems aside, assessing staff retention, satisfaction, and training and development programs would seem to be an obvious area of import for any institution. While it is clear these issues would provide helpful diagnostic information for the more effective administration of an institution, it should also be clear these same issues have a direct impact on resource allocation and should be included in the strategic plan so they can be prioritized and budgeted. It should also be noted that, while most institutions automatically think of the campus executives and employees who work in administrative offices as "the administration," it is also true there is administration on the academic and student affairs sides of the house. These staff should not be left out of a process when it helps identify and improve supervision, management, and the work environment.

There are also issues associated with the development and maintenance of policies and procedures at the institutional and department level. How these policies and procedures are created, reviewed, implemented, and disseminated is an aspect of administration critical to an effectively administered institution. Examples of why policies and procedures are critical to the effective administration of an institution abound; however, there are two aspects that are less obvious and are worth discussion here.

The first is the group of concerns associated with institutional continuity, demonstrated compliance with legislated regulations, and emergency and disaster preparedness. All of these issues can only be resolved through the appropriate application of policies and procedures that ensure the effective operation of the institution in extreme circumstances.

The second critical facet of institutional policies and procedures usually manifests itself as a deficiency in internal communications. I have observed in every planning process a universal desire to "improve communications." The problem with this desire is it is focused on the symptom, not the problem. In almost all cases, if root cause analysis is conducted, "lack of communication" is the result of non-existent or poorly devised procedures that do not direct appropriate follow-on action. In other words, staff do not know when they have completed a specific action they need to follow up with other departments, log the action, or initiate dissemination of the information to someone. A brief discussion in any planning group about this situation will confirm the problem could be rectified with written procedures and staff training. However, it is rarely within the authority of the planning committee to oversee this type of activity. And while planning committees regularly come to the conclusion the institution should address the problem, the initiatives are rarely delegated unless senior administrators commit to them and a timeframe and accountability are written into the Implementation Plan.

Section Five: The Self-Sustaining Planning Process

The key to keeping a strategic plan flexible and continuously updated is a regular schedule of assessment and revision. If this schedule is maintained, the planning process can continue for as long as the institution desires. There are four times frames for conducting assessment related to a strategic plan; the first two occur annually; the second and third are conducted at the end of the full planning cycle.

Through the mid-year status report and the end-of-year assessment, the institution has two opportunities each year to keep implementation on schedule and provide occasions for the Implementation Plan to be revised. These revisions keep the plan flexible and allow the institution to adjust to changes in the environment.

The third and fourth assessment points occur at the end of the multi-year planning cycle, when the expiring plan is reviewed and the planning process is improved.

Annual Cycle Assessment

Figure 2 shows the two points in the planning year where evaluation is critical to the success of the Implementation Plan for that year, and even longer-term in some cases. The first point is the assessment that occurs at the beginning of the planning year when the planning committee reviews the achievements of the previous year's plan and affirms or modifies the goals and steps for the coming year. The second point is a mid-year review which provides the institution with the opportunity to ensure goal completion. By meeting at a time in the planning year when mid-point corrections and assistance can have a positive impact on achievement, the planning committee can direct resources or identify problems to promote success.

Figure 2 Annual Cycle Assessment

Full Cycle Review

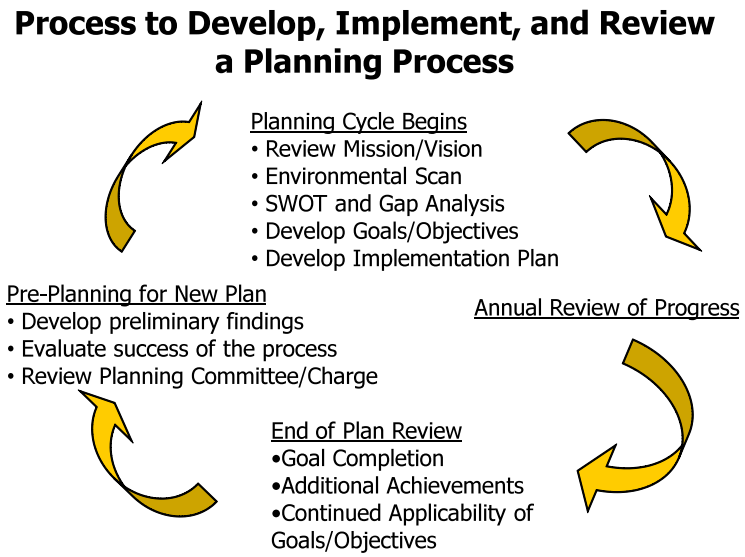
Report on the Achievement of the Strategic Plan

The second set of assessment points in the strategic plan occurs just prior to the plan's end date. The annual assessment process will have produced documented achievement on a year-by-year basis, but it is important to the culture of the institution to be able to reflect on this achievement and begin to learn how much can be accomplished through proper management of the planning process. This assessment produces a final accounting of achievement for the life of the strategic plan. For this reason it is also important to document accomplishments not originally included in the plan. These extra achievements are important because they represent the institution's ability to be flexible, take advantage of unforeseen opportunities, and still maintain focus on meeting goals that move toward a vision.

Review of the Effectiveness of the Planning Process

The final assessment point of an institution's strategic plan comes as the previous plan is ending and a new plan is developed. The focus of the assessment is not on the achievement of specific items in the plan, but rather a look at how the planning process can be improved. Figure 3 shows the cyclical process and when the process should include reflection on how it worked and what changes might make it better.

Figure 3



In some cases, an institution may identify something in the planning process needing immediate attention. However, an immediate correction does not serve the same function, or provide the same benefit as taking time to have the planning committee work with stakeholder groups across the campus to garner information about what did and did not work.

The "Face" of Planning on Campus

The time-consuming aspects of documenting each year's achievements, integrating the various initiatives, and keeping deadlines relevant and visible can be easily underestimated. The continuously evaluated planning process is one facet of a self-sustaining strategic plan; however, having a person who is the "face" of planning on a campus is equally critical to successful implementation. Many institutions make the mistake of believing stewardship of the planning process can either be added to someone's duties or picked up intermittently. I have never seen a campus where either approach worked successfully in the long-term. As Hollowell et al (2006) point out, the function of integrating data collection, document management, scheduling, and disseminating needs a face and a home.

There is an additional aspect to the designation of a single person to coordinate the planning process and that is the synergy that develops when someone is able to provide context and linkages across the divisional and departmental silos so prevalent in academe.

In my experiences as the staff member responsible for coordinating planning on campus, I was able to bring information about activities and initiatives to disparate parts of the institution that would not, ordinarily, have heard the information. I usually scheduled two visits per year with anyone who had been designated responsible for an item in the implementation plan. These visits were part of the annual assessment and intended to confirm progress, identify issues, and probe for additional information with an impact on planning. It was common in these situations to share what I had learned from others on campus and make connections between resources and

aspirations. Frequently, I had opportunities to put people in touch with each other to collaborate or plan together. The advantages were too numerous to count, and the additional integration of planning and operations kept the planning process visible and flexible.

Understandably, most campuses are reluctant to reopen campus planning offices, but if an institution is committed to successful strategic planning, it should think carefully about who will manage the plan and how it will be managed on an operational basis. Ensuring the planning process has someone who will take responsibility for documentation and support is critical. This person can also coordinate aspects of integrating strategy into operations, which is yet another way to ensure success.

Section Six: The Critical Impact of Institutional Culture

The impact of institutional culture on strategic planning cannot be overestimated. In fact, if you gave the same strategic plan to ten different institutions, those institutions would each interpret the plan differently and develop ten different implementation plans. These differences are usually the result of at least three critical factors: the institution's unique environment (including the institutional mission and history of the organization); the structure and competence of the administrative staff of the institution; and, the development of staff commitment to planning.

The Environment

The environmental situation of any post-secondary institution reflects not simply the external environment of competitors and economic conditions; it also reflects the internal environment. It is why the environmental scan portion of a new planning process is so important, and why focusing that scan on external environment alone leaves the process incomplete.

A college's or university's internal environment is partially defined by the institution's current mission and also by the institution's historical development. And the historical development of any institution is obviously heavily influenced by any of its previous mission statements. Institutions that have experienced a change of mission, such as expanding from a two-year to a four-year college, or changing from an all-male college to co-ed, will carry vestiges of the prior mission with them as culture. Few institutions have missions identical to their original statement, which is one of the reasons mission review is necessary at the beginning of a strategic plan. As internal and external environments change, the institution must change to adapt to conditions. While the examples of change used above are at the extreme end of the scale, there are countless changes in mission statements made on a regular basis to respond to any number of factors, including simple updates to language. However, even these small changes can present a challenge to the planning process by obscuring vestiges of previous institutional belief.

In addition to awareness of institutional history, planners must also be able to listen analytically to what members of the institutional community believe about the institution. It is standard analysis in several disciplines (ethnography, organizational communications, and organizational development, for example) to listen to the stories an organization or culture tells itself about its history. These stories are usually told to help explain why events in the past are still relevant to the present. They also help the outsider understand why the internal workings of an institution are defined they way they are.

A related analysis can be conducted to listen for the types of comparisons the culture uses to describe how it works. In some cases, the comparison may be "this college is like one large family," in others the college may be "a well-oiled machine". In either case, staff members are expressing the ways in which they approach their responsibilities and the problem-solving process. The key factor in this analysis is that whatever comparison is used automatically limits the ways in which the institution will attempt to make decisions. An institution that regards itself as "one large family" will make decisions based on people, their participation, and their commitment to the organization. An institution that is "a well-oiled machine" will look at processes and the administrative hierarchy to see what can be done. What planners need to know is that solution styles for one type of school will be unacceptable to another type of school. The "large family" culture will not use "machine" methods to make decisions nor will the "machine" institution be willing to make decisions using a "family" method. By extension, strategic plans will reflect the internal view of the institution in its approach and its priorities. Planners should understand that using the internal environment as a gauge of organizational readiness for various levels of planning is critical to a successful planning process.

Administrative Structure and Staff Competence

Another factor influencing institutional culture is the administrative situation of the institution. We all know organization charts for an institution reflect the *theoretical* way work is organized. The reality is usually quite different for a wide range of reasons. Personalities, experience, and competence all play a significant part in how work is actually accomplished in any institution. At the executive level, the relationships among the key players are unique at every institution and depend on such vagaries as office proximity, individual motivation, and even long-standing working relationships. If the implementation of a strategic plan is based on leadership, responsibility, accountability, and coordination, it is easy to see how the individual members of an administrative team will have an elemental role in determining how, or even whether, the plan is successful.

Developing Staff Commitment to Planning

Planning is an administrative activity that depends on the "managers, administrators, and academic leaders" of a college or university (Norris and Poulton, 5). Academic institutions have been defined as "organized anarchies" which exhibit the following characteristics: 1) problematic goals (goals that are either vague or in dispute); 2) unclear technology (technology is familiar but not understood); and, 3) fluid participation (major participants wander in and out of the decision process) (Cohen and March, 1974). Obviously, all three of these characteristics present problems for planners who are engaged in defining goals, measuring progress, and working with organization members who need to be dedicated to a planning process.

Once mission and goals are defined, the need for collective commitment becomes the driving force in effective planning. Organizations that do not achieve the commitment and the organizational will to use the planning process as a tool will not be able to successfully complete a plan. This need for collective commitment is the difference between a planning process that works and one that does not. Commitment is the reason it is important to ensure all stakeholders have an opportunity to participate in the process, and that their participation is recognized. This inclusion becomes as important as the process itself. In order to facilitate collective commitment, a college or university planner must be able to understand and work within the campus culture.

The Various Components of Campus Culture

The previous section discussed the importance of administrative culture on the success of an institutional planning process, but there are more facets in the culture of a college or university than the administrative hierarchy, and they all have a role in the process.

Strategic planning is derived directly from corporate futures research. A significant problem is that simply superimposing corporate practice onto academic organizations does not take into consideration the existence of a unique faculty culture which, in the main, rejects corporate culture. Because the responsibility for planning is largely administrative, planners often have difficulty engaging faculty in the planning process. Differences in the values systems of administrative and collegial culture can produce a tension that can become a serious obstacle to planning. Compounding this cultural difference is the evolution of staff as professional administrators.

In recent times, a wide range of positions at colleges and universities has become the purview of staff who have no experience as faculty members. This was not the case only a few decades ago, when faculty members had a much more active role in administration and student affairs (Schoenfeld, 1994).The specialization was probably inevitable; teaching loads, professional development demands, and higher emphasis on research have increased the number of hours faculty need to spend in their roles as educators. In addition, the administrative complexities of institutional budgeting, financial aid packaging, co-curricular student affairs programming and institutional advancement require an equal professional focus and their own specialized training. The difficulty is that the academy is now broken into various groups with little experience in the work conditions and professional expectations of the other groups.

As a strategic plan begins to take shape, the priorities of the faculty are usually high on everyone's list of issues; however, it is not always true that faculty priorities have undeniable primacy. The rise of programming in Student

Affairs; the ever-present concerns over campus safety, especially for urban and residential campuses; the changing profile of the student population and the attendant changes in expectations are but part of an institutional balancing act that is negotiated through the strategic plan. The planning process should provide a forum for institutional discussions about what the pressing priorities for resource allocation are and how they can be integrated to the benefit of all stakeholders.

Defining Issues in Cultural Terms

While all of the theoretical perspectives used to analyze organizational behavior differ in their foci, definitions, and assumptions about commitment, one common theme is the impact of informal social structures as a mechanism for fostering commitment. Robertson and Tang (1995) point out that the need for commitment is linked directly to the organizational characteristics that have their origins in planning initiatives: decentralization and the setting of missions and goals. Planning groups are necessarily engaged in activities that require commitment. For them, the three elements identified as necessary to fostering that commitment are: social process, leadership, and structural design. Understanding each institution's culture is the key to designing and implementing a planning process designed to work for the specific institution. The designated facilitator for the planning process must be able to assist the planning committee in using these elements to correctly translate the institutional culture into the plan.

Social processes are a set of cooperative norms or congruence between individual and organizational values which encourage shared commitment and stability of leadership. It is sometimes referred to as affiliation need. The manifestation of this element is that people within the organization will express their approval of the organization based on what they believe the organization is accomplishing and what it stands for. This element is also the process by which people are absorbed into the culture of the organization; a process sometimes referred to as "enculturation".

Leadership is a behavior used to enhance member motivation by facilitating congruence of individual and organizational interests, and to continuously communicate and clarify the vision which becomes the focus of the organization's culture. It should be clear from the outset that leadership can occur at any level of the organization. The key to leadership is that the leader facilitates social processes for the rest of the organization on a continuous basis, using the organization's vision as the focus. This element is critical to the implementation of a strategic plan, based as it is on a shared vision.

Structural design is an organizational characteristic used to foster commitment while reducing the possibility commitment will develop counter to broader organizational goals through support of "bottom-up" and stakeholder participation. By allowing broad access to the process, those stakeholders who might be tempted to view the planning process as an executive mandate instead have a voice in that process. This type of design also offers leaders a forum for reinforcing the vision that binds the goals together.

These three elements of informal cultural structure have a direct bearing on the development of commitment to planning by fostering an environment that promotes "buy-in". In addition, these same elements have a normative influence on group culture and can help to shape the dynamics of group decision-making.

Developing a Culture of Planning and Strategic Thinking

Early in the 1970s, one story that planners used to demonstrate the efficacy of strategic planning was as follows: President John Kennedy had visited NASA to tour the facilities. He reportedly asked a janitor, "What do you do here?" The janitor is supposed to have replied, "I'm here to help put a man on the moon." This story has become one of those mythological tales that illustrates a critical factor in successful planning: everything that happens at an institution can be related to planning and everyone in the organization needs to be involved in the process at their appropriate level. There are several ways to ensure everyone has access to the planning process and participates.

Getting an entire organization involved in a planning process does not mean everyone has to be appointed to the planning committee, nor should everyone expect his or her specific input will be included as a planning document "wish list". What is necessary is to validate the vision and the relative priorities of the strategic plan with members of the organization. This can be accomplished in a variety of ways, all of which will require some additional effort on the part of members of the strategic planning committee. This is the reason for having a written charge to the planning committee specifically defining expectations for members as internal planning advocates.

Open forums and discussion groups led by the president or members of the planning committee are one way to collect important information and extend participation. Another is to use electronic venues, such as websites and chat rooms. An additional method for simultaneously collecting input and disseminating information about the process is to have planning committee members conduct focus groups with the various stakeholder groups of the institution. This can be done by department affiliation or by interest group. Even board of trustee members should have an opportunity to participate in this process.

Once a draft plan is ready for public presentation, the planning committee must go back to the stakeholders and explain the various components of the plan and how the information they received from the institutional community was used in the planning process. This feedback loop in the process keeps the process transparent and accessible to the entire community and acknowledges those who participated.

What should be avoided is the equation of a broadly participative process with an endless series of open forums and focus groups designed so absolutely everyone associated with the institution has multiple opportunities for input into the process. Even institutional brainstorming is more effective if the process is structured and sequential. In fact, the larger the pool of participants, the more crucial it is to have a structured process:

- The president of a multi-campus college beginning its strategic plan insisted the process include repeated campus-wide stakeholder sessions that would continue throughout the months the plan was being drafted. There was no predesigned structure to integrate these input sessions, so the results of each session were all considered equal to each other. Each new session elicited ideas that either piled more on the heaping list of suggestions or replaced ideas from a previous session. There were two fatal drawbacks to this never-ending type of brainstorming. The first was the process was so chaotic that within a few weeks most participants were completely confused by what was supposed to be happening. For example, items and issues the planning committee believed had been firmly included in the list of goals and objectives had been replaced with something new no one remembered talking about. The second drawback was that stakeholders had been asked to spend significant amounts of time and energy constantly attending meetings, providing feedback, refining documents, and reviewing new information. It was inevitable, once the process reached the point where it was necessary to began distilling all the information down to a reasonable list of goals and objectives, the exhausted, confused stakeholders did not see evidence their suggestions had been included. Disillusionment with the plan permeated the institution before the plan was even finalized.

As discussed in Section V, having a person who is the face of planning on campus is another critical factor in making planning part of the institutional fabric. In addition to senior administrators and members of the planning committee, the person who monitors the implementation of the plan is able to provide leadership at all levels of the institution in conjunction with the planning process.

One of the most visible methods for making planning important at an institution is to use public occasions, the institutional website, and print materials to promote the plan and report its success. Public acknowledgement of how the plan works and what has been accomplished are vital reminders to the entire institution that the plan is not a shelf document and is actively being used to make decisions and mark progress. If an organization sees the demonstrated participation and support of its executives in the planning process, the process will be taken seriously.

However, the most important way to ensure the entire campus is involved in the planning process is to "operationalize" it, so that everyone is using the planning process as a framework for decision-making.

Section Seven: From Strategic to Operational

The contemporary strategic plan in post-secondary education serves an integrative and coordinating function. Hollowell et al (2006) have indicated the primary driver of the strategic plan is academic planning, a perspective that could be argued.

A strategic plan for any specific timeframe for any individual institution should focus on whatever is necessary to help the institution reach its vision. If that vision is dominated by changes or improvements in academic activities then, of course, it is the engine for the plan. It is also clear, because the primary enterprise of any college or university is educational, adequate support of academic activities is the ultimate rationale for everything done by or on behalf of an institution. However, strategic plans have relatively mid-range timeframes. There are situations where the conditions within the institution require focusing institutional attention and resources on something other than the academic plan. Examples of these conditions can include such occurrences as financial issues; addressing serious deferred maintenance problems over a period of time; or, upgrading the institution's technology systems. These priorities should be reflected in the focus of that particular strategic plan.

Campus planning leaders need to understand that the purpose of the strategic plan is to focus on how resources will be allocated for a specific period of time (usually 3, 5, or 10 years) to achieve the vision. That may mean academic planning, while still continuing, is not the primary driver of a specific strategic plan. A situation of this type is one of the many instances when the function of the planning committee as a forum for campus-wide strategic thinking is invaluable. If stakeholders are asked to subordinate their priorities for the good of the institution, it is better for them to know the reason for the decision and participate in the process rather than simply be told they will not be getting any resources.

To continue the example of a strategic plan not focused on academic planning, there may be a temptation for faculty members of a planning committee to stop participating based on an assumption they have no interest in a plan focused on information technology or facilities. If this situation occurs, it is incumbent on the facilitator and the other planning committee members to demonstrate how the disaffected stakeholders can participate. Pointing out the impact of the decisions on non-priority areas and soliciting cross-functional information from those whose areas are not the plan's focus are excellent ways to reinforce the synergies that can occur in a balanced process. Access to a forum to discuss and participate in the decisions on priorities provides all stakeholders with an opportunity to understand the nature of the competing demands on resources and an understanding of how the decisions are made.

Operational and Tactical Planning

Implementation of a plan becomes a critical exercise in coordination because the institution is a network of divisions and departments that operate as silos and independent actors. A planning process must be successful in taking a strategic view of the organization and weighing the relative demands for resources against the vision of the institution.

The next challenge is to implement those decisions at functional levels within the institution, across divisions and departments. In addition to understanding the strategic level of planning as the key to transforming an institution's vision, using operational and tactical planning provides the institution with the tools and insight to implement the plan.

Figure 4 Levels of Institutional Planning

Operational Planning

Operational planning is planning that takes place at the department level of an organization. In institutions where planning is not integrated, operational planning usually means the divisions and departments develop their own visions and, with them, their own list of critical resource needs. What this means at budget time is that each functional area has its own requests for institutional resources and these are not necessarily linked to the budget requests from any other functional area. Additionally, operational units tend to plan for improvements of current operations. It is rare that an operational unit has the vision to plan for strategic positioning. So the types of plans an operational unit makes are usually in response to immediate needs. "If we had a new copier we could be more efficient;" "if only we had more full-time faculty we could increase enrollment in our program;" or, "we need an additional full-time person because everyone in the department is overloaded with work" are some of the common issues that surface during department planning sessions.

One of the very real results of this type of budgeting is that "whoever yells the loudest gets the resources", which can produce a bitter, competitive attitude among those areas not funded. Because the resources of any institution are limited, and the requests for those resources are unlimited, there will be winners and losers at budget time every year. The annual roulette of resource allocation exacerbates the very operational thinking that limits visionary planning at the department level. If departments believe they have to fight for the most basic resources, they also tend to believe dreaming big is a waste of time.

The advantage for the institution using its strategic plan to allocate resources is everyone knows ahead of time which activities have priority and which will be receiving the resources in any given budget year. In addition, because the prioritization of these activities was an institution-wide negotiation, there is some buy-in and some patience with the process. While not foolproof, a budget cycle directly linked to the planning process not only makes more effective use of institutional resources, it also allows the campus community to follow the process with some understanding of how and why decisions are made.

Tactical Planning

Tactical planning involves the policies and procedures necessary for effective management, planning, budgeting, and assessing. For most institutions it does not seem to be worthwhile to spend the amount of time necessary to develop and maintain written policies and procedures except where they are required by law or because of accounting practices. As a result, the operational procedures and policies of offices and departments across campus are the unwritten legacies of institutional tradition and can be inconsistently applied or changed by anyone at any time, given cause.

It often becomes clear during the planning process that the guidance and regulation provided by written policies and procedures is missing from critical areas of the institution. This situation allows people to disregard process,

ignore new initiatives, or even create competing plans. It also prevents the institution from developing standards for operational conditions.

Examples of the importance of this type of planning become clear during the implementation of a strategic plan, especially at the department level. The situations where tactical issues begin to disrupt implementation of a strategic plan usually occur when a planning initiative requires two or more departments to work together in a way they have never done before. Without precedence, the procedures that would normally define and describe such issues as interdepartmental communication, the roles of the supervisors, and the expectations for coordination of staff are unclear and must be created. The creation of such procedures rests almost entirely on the assumption that someone in one of the departments will take the initiative for the necessary activities. This assumption is often incorrect. Examples of this type of situation include:

- A state university system with numerous satellite campuses and learning centers across the state. The university also supported an aggressive Division of Continuing Education. Over time, the off-campus sites begin to experience declining enrollments, frequently linked to the Division of Continuing Education offering courses in the area. These Continuing Education courses were usually offered in local high schools, were advertised locally, had lower tuition, and were not coordinated with the nearest off-campus site. Because the off-campus sites had higher overhead expenses, and were required to charge standard tuition rates, they believed they were at a disadvantage in attracting local students. In addition, the state provided formula-driven funding that was directly linked to enrollment.
- A private college determined to eliminate the long lines that invariably formed during the opening day of the semester. Using root cause analysis, the college determined that the reason for the long lines was "registration bounce", a phenomena experienced by many colleges prior to the adoption of on-line registration. The lines formed when a student attempted to register, was told his or her account was on hold and needed to be cleared in Student Accounts. The student was sent to stand in line at Student Accounts, only to find that the problem was related to financial aid. The student was sent to the Financial Aid office to clear the account, returned to stand in line at Student Accounts to confirm the clearance to register, and then returned to the line in the Registrar's office to finally complete the registration. When the college's administrative staff coordinated an effort to align policies and procedures, the lines disappeared and the number of students who were carried through the first three weeks of the semester with an outstanding balance was reduced from several pages of names to less than twenty students.

Strategic vs. Tactical Planning

Given a recent emphasis on "inclusive" planning processes, it will be helpful to draw a distinction between strategic planning and tactical planning. The tendency to replace "top-down" structure and organization in the planning process with "bottom-up" initiatives should be examined carefully. Tactical planning can be a product of a strategic plan, but it seldom results in strategic thinking unless it is used as a means of identifying an issue in its broadest cross-functional context.

At every step in the process of developing goals and objectives in a strategic plan, planners must examine the scope of the proposed action to make sure they are framing strategic rather than operational or tactical actions. A strategic plan that is, in reality, a tactical plan will have little impact on moving the institution toward its vision, and the "to do" list produces small, short-term gains at best. Part of the responsibility of facilitating a planning group is to challenge campus planners on the content and wording of each goal to achieve to make the plan strategic.

The second example, above, of a college determined to improve its registration process is a case in point. The college's vision was of an institution offering excellent student services and effective financial and business practice among other elements. The strategic plan included goals in Student Affairs to improve registration and in Administrative Affairs to reduce the number of students who were dropped for non-payment each semester. None of the offices involved in the solution of this issue had the resources to reengineer the entire process on their own. And while each of them understood the part of the process they were responsible for, it took the larger, strategic

view to organize and resolve the problem. A bottom-up process would have produced three or four separate initiatives without context or coordination. Because the strategic plan provided the context, the resources were organized to address the issue based on a broader understanding of why it was in the college's interest to respond.

The Role of the Governing Board in the Planning Process

Of all the stakeholder groups associated with a post-secondary institution, the governing board is the one that hopefully has the best understanding of strategic positioning and strategic level planning. Board members make policy decisions effecting the entire institution and serve on long-range committees from budgeting and academic programs to buildings and grounds. In many cases they can have an overview of the institution few can match. Their understanding of the mission of the institution is based in concrete concerns such as fiduciary responsibility and stewardship. But involving members of the governing board in a planning process must be handled correctly. Where the board has not been involved, or involved inappropriately, in the planning process, the president should make arrangements for board training. The Association of Governing Boards (AGB) makes training available to its members, and some strategic planning facilitators are also able to work with a board to provide insight into their role.

Generally, members of governing boards should (1) ensure planning takes place, and (2) insist plans are used regularly for decision making. In carrying out these basic responsibilities, boards should attend to the following:

- recognize and promote the usefulness of planning in higher education and support its use,
- review and approve a planning process for the institution,
- hold the chief executive accountable for the planning function,
- participate in certain steps in the planning process, and
- use the institution's plans to make decisions, especially those that involve setting priorities and allocating resources (Haas, 1).

However, board members should not become involved in the implementation of the plan, and this restriction can be frustrating for some board members. For good or ill, most people who have been appointed to a board are there because at some point they were very good managers. It is probably more difficult than one would suppose for a board member who has expertise in management to not be involved. Regardless, the line between board-appropriate oversight and campus-level management must be maintained throughout the planning process. Despite occasional advocacy (Calareso, 2007), there is a real danger of conflict and usurpation if board members slip from oversight of the strategic policy level of the institution to operations and day-to-day management of implementation.

- A small college with an active board had a number of board members who were retired engineers from a major international corporation. One of the board members was deeply involved in specific areas related to on-campus housing. At issue was the board's planning mandate to cap enrollment in an attempt to prevent the need for additional housing, a cost the board was attempting to delay. One of this board member's chief concerns was why the college was over-subscribed in housing by progressively larger numbers of students each fall. He spent hours developing his own process for tracking residential students and projecting housing demand. At every board meeting, he would grill the director of housing about her methodology and assert that it was incorrect. The college president finally asked the directors of institutional research and housing to work with the board member to help him understand the process for estimating demand. After six weeks of meetings and discussion, the board member finally realized the complexity of the process and the number of variables he had neglected to include in his calculations. In addition to the time spent by staff to support these meetings, the operational aspect of a board member by-passing the college president and the vice president for student affairs to try to manage housing was disruptive to the entire college.

Driving Strategic Implementation Down Into the Organization

The most comprehensive method for ensuring a strategic plan guides the operations of the institution is to link the institutional plan with department plans. This is done by requiring each department to combine its operational goals with any items from the strategic plan assigned to the department through the department's annual plan. This department plan should then form the basis for budget requests and show how the requests are linked to the strategic plan. In most cases, the departments discover that assignments made through the strategic plan are actions they would likely have taken at some point on their own. However, with the timing of implementation derived from the institutional plan, when the department accomplishes these items is integrated into the larger context.

The most direct link between the strategic plan and operational plans is the budget. By using the department annual plans as the basis for budget requests each year, an institution can not only monitor how well the plan is being implemented, it can even direct the priorities of the plan through the budget by establishing budget assumptions prior to the time period in which departments are developing their budget requests. These assumptions, which should reflect the strategic goals for the coming fiscal year and the funding limitations for requests outside the established goals, help departments make requests based on realistic expectations for their department and the institution as a whole. One other beneficial aspect to this process is that institutions with multiple-year budgets can actually begin to anticipate budget demands by reviewing the sequence of priorities and projects in the "out" years of the strategic plan.

The impact of plan-based budgeting underscores the importance of aligning the planning cycle with the budget cycle as explained in Section III. Since the budget calendar is almost always fixed, it is critical to ensure the annual planning cycle has reached a point where the guidance it provides has been confirmed and disseminated prior to operational budget development each year. This alignment requires some thinking through, and in some instances the first year of a new planning cycle will overlap a previously approved budget from the preceding fiscal year. The reality of this type of situation is that most institutions begin to implement the first year of their strategic plan even during its development. Very often, many of the actions scheduled for the first year of the plan have been in progress for months by the time the official planning document is approved by the institution's governing board.

One final method for comprehensively guiding operations through the strategic plan is through the annual personnel review process. Although this is common practice in corporations, it becomes a more complicated application in academic institutions. It should be noted this link between institutional planning goals and personnel reviews is rarely used in the same way it is in the corporate world, to set productivity targets. In academic organizations use of the planning process is used more as a method of anticipating than reviewing.

While annual planning goals and accountability can certainly be used as part of a personal development plan or as a guide for setting individual achievement goals for the coming year, one of the most valuable ways they can be used is to ascertain how much and what types of staff development and training will be needed. When an institution develops its vision for the future, much of what goes into that vision is the idea of transforming the institution into something better, stronger, more focused, and more flexible. It is seldom the case that the institution's staff are already prepared to teach and work in such and environment. For example, if the institution wants to more thoroughly integrate technology solutions into both classroom and office, technicians may have to be hired to support the transformation, and faculty and staff will have to be trained to work with the new technology. Or, if the institution intends to refocus or expand its curriculum, the staff will have to be prepared. Most obviously, there is need to evaluate whether or not the appropriate faculty are available. Additionally, there are issues regarding admissions counselors, career services staff, student learning support staff, and library staff, who all have to be brought along in the development of curricular changes. These are but some of the most obvious types of planning initiatives that have impact on the training, development, and evaluation of staff at any institution.

It is important to use a variety of methods to integrate the plan actively into decision-making at all levels of the institution. It is not enough to develop an implementation plan and assume the institution will adopt planning as a way of conducting operations. If a range of integrative methods is not used, the implementation plan becomes

little more than a gloss on daily operations and business as usual. Those who are assigned responsibility for actions in the plan do the minimum to accomplish what they must without shifting to a strategic understanding of their roles. An institution that uses its planning process as a tool to integrate decisions and long-range thinking helps itself stay focused, direct its resources, and control its future.

Driving Strategic Thinking Up the Organization

The previous discussion focused on how the strategic planning process can be used at the highest levels of administration to align and prioritize operations within the institution. That "top-down" perspective is critical because it is necessary to coordinate the various silos with enough perspective to maintain a balanced view of the organization. However, it is equally critical to have information flow up through the process from the operations level. In most cases this practice is accomplished through three venues for collecting and analyzing operational issues:

1. department plans,
2. Strategic Planning Committee mid-year review session, and
3. the goal confirmation meeting held at the beginning of each planning year.

Departments required to submit annual plans as the basis for their budget requests will necessarily document operational issues. These issues are problems the department is currently facing or will be encountering in the immediate future. By incorporating these items into the annual plan, they become part of the flow of information back to the coordinating function of the strategic planning process. These operational issues reflect concerns the departments have about being able to conduct their activities on a basic level and usually involve requests for resources such as physical space, additional staffing, or policy decisions that impact the department.

Another place in the planning process that offers an opportunity for learning what operational issues the institution must address can occur during the mid-year review process of the annual planning cycle. This review is intended to provide an opportunity for extra support in completion of annual planning goals. Since the strategic plan is likely to include goals in every area of the institution, when the strategic planning committee meets to review progress, it hears about unresolved issues from the functional units across the campus. The information from these reports often concerns departmental difficulty in completing a specific goal, although sometimes the report is more positive and the Planning Committee learns that a goal has been completed early. In either case, the information is critical to understanding what the operational issues and conditions are within the organization.

Finally, the goal confirmation meeting the Strategic Planning Committee holds at the beginning of each planning year is another opportunity for operation-level concerns to be incorporated into the institution-level process. In much the same way the mid-year meeting provides a forum for problem-solving, the initial annual meeting allows those who represent the perspectives of the functional units to examine the impact of various internal concerns with the entire group. Often these concerns are related to external matters, changes in personnel, or the unforeseen consequences of a new initiative. As with the information from the mid-point meetings, these issues may need to be added to the year's list of planning activities, or may have an impact on implementation of established planning goals.

Regardless of the route by which information comes into the planning process, the advantage is that it ends up with the forum most likely to understand and use the information. The benefit to the institution is that, as the strategic planning committee becomes adept at analyzing this type of information, members become better at seeing patterns, opportunities, and synergies.

Section Eight: A Table of Troublesome Terms

Figure 5 A Table of Troublesome Terms

Mission	The mission statement is simply a purpose statement. It explains in one or two sentences what the institution seeks to accomplish, why it exists, and what ultimate result should be expected. Language in the mission statement is usually expressed using verbs in the infinitive (to increase, to improve, etc.) and also should identify any problems or conditions that will be changed.
Vision	The vision statement is the institution's destination for the length of the strategic plan. Vision statements contain the specific characteristics or features that will define the organization in its future state. The vision statement is used to motivate and inspire, and is understood to be achievable.
Gap Analysis	This procedure assesses the "gap" between the institution's current status and the specific features of the vision. It also identifies what actions need to be taken to close the gap.
SWOT Analysis	SWOT (Strengths, Weaknesses, Opportunities, and Threats) is used as a framework for the environmental scan. The procedure allows planners to support the gap analysis with additional information about what actions need to be taken in the strategic plan to move the institution to its vision.
Environmental Scan	Information collected through the environmental scan is general in nature and provides the organization's planners with a common understanding of trends and issues for the future so they are able to develop a vision. The environmental scan provides the basis for organization-wide discussions focused on "futuring". A good environmental scan does not attempt to develop detailed data or market analysis, and does not use projections based on current trends, unless those trends are seen to be evolving into a larger issue. The scan is used to inform the organization's vision and identify the broad strategic objectives that will become a guideline for an action plan. There are two major components to an environmental scan, the external environment and the internal environment. Both should be examined to determine whether or not members of the organization have a unified view of the future and what resources they believe they have or will need as they move forward.

Section Nine: The Relationship of Other Types of Institutional Plans to the Strategic Plan

A variety of plans are developed across an institution, each originating in the functional silo of a different division or department. Few staff, academic or non-academic, on any campus are in a position to understand the full scope of their institution's operations, so each silo believes itself to be the least-supported and most mission-critical on campus. As a result, each silo tends to develop its plan based on its activities and the never-ending need for a larger portion of the institution's resources. If the institutional strategic planning process is not strong enough to coordinate these wide-ranging efforts, keeping track of all the plans can rapidly become an exercise in herding cats.

The advantages of using the strategic planning process for this integrative purpose are numerous; however the two primary gains are in anticipating and prioritizing budget demands and identifying complimentary, competing, or contradictory goals.

What the Strategic Plan Provides Other Plans

The Strategic Plan should contain relevant information about the following issues, at a minimum:

- Enrollment goals and enrollment management initiatives;
- Student population goals, such as percent of students living on campus, shifts in student categories, etc.;
- New academic programs, educational initiatives, changes in pedagogy and the need for supporting facilities;
- The impact of changes in enrollment, programs, or student type on support services and facilities;
- Student Affairs programming initiatives;
- Changes in staffing levels and training and development needs for both academic and non-academic staff; and,
- Goals or initiatives from department or division plans that rise to the strategic or institutional level.

These issues all have a direct bearing on the coordination and use of resources: funding, facilities, personnel, and time. For these reasons, an institution's strategic plan must also be aligned with the institutional budget cycle and should incorporate and coordinate other planning initiatives within the institution, such as the academic plan, the IT plan, the Facilities Master Plan, and the various Institutional Advancement plans.

The table below demonstrates the integrative function of a comprehensive strategic plan. The columns on the left list the various types of plans an institution may have developed over time. The row headings are data elements and informational categories usually associated with a strategic plan. Those elements that are checked are common to both the strategic plan and the more specific planning effort. It is clear from the number of checked elements that without a strategic planning process to integrate the multiple and varied issues, there is no one place to organize planning and resource allocation.

Figure 6 The Strategic Plan as Integrator and Source

	Enrollment Projections	Student Population	New Academic Programs	Changes in Pedagogy	Initiatives & Partnerships	Student Services Initiatives	Staffing Need	Staff Training & Development	Community Relations	Facilities Initiatives	IT Initiatives
Academic Master Plan	•	•	•	•	•	•	•	•		•	•
Enrollment Management Plan	•	•	•	•		•	•		•	•	
Budget Plan	•	•	•	•	•	•	•	•	•	•	•
IT Plan	•	•	•	•	•	•	•	•		•	•
Facilities Master Plan	•	•	•	•	•	•	•	•	•	•	•
Advancement Plan	•	•	•		•				•	•	
Student Services Plan	•	•	•	•	•	•	•	•	•	•	•
Library Plan	•	•	•	•	•	•	•	•		•	•
Residence Life Plan	•	•	•		•	•	•	•	•	•	•
Athletics Plan	•	•			•	•	•	•	•	•	

Long-Range Budgeting

Of all the processes that benefit from a strategic plan, long-range budgeting has the most direct relationship. For institutions that budget without a strategic plan the tendency is to make budget-based decisions leading to incremental change rather than strategic change: the institution only improves or changes as the budget allows. In addition, major changes and initiatives are viewed as an addition to the current budget. The notion of reallocating resources based on planned change requires a vision that provides context for the budget.

In plan-based budgeting, the long-range allocation of resources is not only driven by a context that makes reallocation practical, it also provides a blueprint for phasing initiatives so they can be realistically supported by the budget. Knowing how many and what types of students the institution intends to attract, what programs in Student Affairs (including Student Life and Residence Halls) will be needed to support those students, how academic programs may change, what technology initiatives will need to be developed, what types of staffing levels and training are projected, and what types and number of facilities will be required are all part of an institution's ability to anticipate a budget. The information for all these aspects of budgeting does not come together in one place unless the strategic plan integrates them. The additional layer of information provided through the department plans also brings operational budget issues into the mix. The comprehensive context is crucial to ensuring budget resources are allocated appropriately in support of the institutional mission and vision.

There is also the added value of making the budgeting process easier for stakeholders to follow.

> It might seem too ambitious to strive to make the budget process transparent and participative under such pressure. On the contrary, an inclusive process can make a budget more realistic by taking advantage of the knowledge and experience of faculty, staff, students, and other groups.

Their participation increases the likelihood that they will at least understand and support the institutional decisions the budget represents (Chabotar, p.106).

Academic Plans

One of the most misunderstood aspects of academic plans is their relationship to other institutional plans. In many cases, it is assumed the academic plan is a policy document that defines faculty workload, faculty governance, and the learning outcomes process. While this can be true for institutions that do not conduct comprehensive academic plans, for those that do, the academic plan is a font of information for so many other planning processes across campus. However, there is also a wealth of information from other areas of the institution that can be equally valuable to academic planners.

A case in point is the relationship between Academic Affairs and Student Affairs. During the last two decades this relationship has changed significantly, and in recent years that change has accelerated. Lines of communication between the two areas are not always as consistent and strong as they should be, however. Partnerships can be built to strengthen co-curricular programs, special interest houses, or combination activities. But these often rely on personalities rather than documented procedures and organizational links.

- Where there are hidden issues, the solutions are not so clear. One community college, for example, was trying to make positive improvement to its retention rate for students who were declared Liberal Arts majors. The academic departments developed a number of initiatives to address the attrition issues, but nothing seemed to be helping. During a strategic planning meeting, where students were members of the planning committee, one student illuminated the potential source of the problem. New students were being advised by financial aid counselors to declare themselves Liberal Arts majors to take advantage of the broader financial aid benefits, even if the students really wanted a technical degree or a certificate. As a result, students declared the A.A. degree in Liberal Arts, took courses leading to certificates or non-degree programs, then left the institution. In their wake, data showed non-completers at astoundingly high rates. There was no existing forum for identifying the impact of this phenomenon on an academic program, so the problem persisted until the planning process began integrating information.

Academic planners need to ensure the information they have about current and future activities within the teaching and learning environment is made available and is explained to other planners on campus. But it is also clear the links and effects of planning across campus require academic planners know what is being planned by other members of the campus community.

Facilities and Master Plans

Strategic plans provide critical guidelines to an institution by developing the information necessary to ensure facilities meet the current and anticipated needs of students, faculty and staff. Some of the most egregious examples of mismanaged planning can occur during a facilities or master plan process. The costs in these circumstances are large because they involve capital funds and the long-term problems associated with physical spaces that do not support campus operations.

Where an institution believes it has a strategic plan, but in fact does not, the difficulties are compounded. Some institutions develop broad institutional position statements that describe values or philosophies in glowing general terms. In most cases, these statements are not defined but the institution believes the manifesto fills the role of strategic plan. Other institutions collect the wish lists of all their major divisions and believe compiling these resource requests constitutes a strategic plan. Neither of these situations provides the information necessary to realistically inform consultants who program, design, and ultimately build physical space on a campus.

Examples of these types of situations abound.

- A community college refused to develop an enrollment management plan with enrollment projections based on actual trend analysis. The college could not come to a decision about the number of classrooms it

would need over the period of its new master plan. Instead, it relied on the estimates of its academic department chairs, who based their requests on current experience with classroom scheduling problems. This process overestimated the need by a significant amount based on realistic data analysis.

- A state university made a decision to lower its student/faculty ratio by hiring more full-time faculty and reducing class size. However, during the master planning process, the master planning team was initially asked to program more large classrooms while no provision had been made for additional faculty office space.
- Another state college had mandated department strategic plans, including personnel projections for improving operations and supporting new initiatives. These projections had never been analyzed by the institutional planning committee. When the master planning team developed personnel projections based on the department strategic plans, the number of new, full-time lines required to meet the proposed need was staggering. The college had to review the department plans and revise each based on the likely number of new positions that would be funded by the state, which was a substantially smaller number.

It is difficult for academic programmers and architects to anticipate need if the institution has not had the internal discussion that leads to consensus about the future direction of programs and services. And to compound this problem, many institutions that have not engaged in a planning process expect the facilities or master planning consultants to provide them with this vision. I have always considered this situation tantamount to asking a stranger how you should do your job. The responsibility for an institution's future depends upon the vision and leadership of its own community. Asking consultants "how large should we be?" or "what programs should we offer?" is ceding the future of the institution to outsiders who have a vested interest in a specific relationship with the campus. There is also the question of whether or not the particular consultant has the knowledge and training to support a decision-making process of this magnitude. In many cases he or she is trained and has worked in an area significantly different from the skills and experience necessary to facilitate a strategic plan.

Institutions considering a major facilities plan or master plan project should take the time to first complete an institutional strategic plan. The amount of ambiguity the master planning consultants will face will be greatly reduced. In addition, the institution will have a more complete understanding of what it will need and will be able to evaluate potential consultants and their proposals more effectively, participate in the facilities planning process more completely, and achieve a better plan in the end. In addition, a competent master planning team will ask for data that will be easily accessible and the purpose for the requests will be more clear if the strategic plan has already been completed.

IT Plans

Given the cost of technology and the need to continuously upgrade both hardware and software, even institutions that do not have a strategic plan will often have a technology plan. Part of the problem with having a technology plan without a strategic planning process is that the IT plan is created in a vacuum. There are two very excellent results for an institution that uses its strategic planning process to integrate IT planning.

First and foremost, everything that occurs on a campus is supported in some way by and has an impact on IT; from academic programs to student services to administrative functions. Whether it is academic or administrative computing, the purpose of the IT department is to keep operations running smoothly with the most advanced systems possible. It is imperative IT planners know what is being planned across campus, not only in terms of current operations but also to help anticipate new and future demands for technology.

The second benefit to IT, and to the institution, is the collaborative knowledge IT staff can bring to the planning process. While I have experienced IT staff who resisted change and seemed to see obstacles in every proposal, those situations are the exception rather than the rule. Most IT staff are eager to collaborate, happy to help solve problems, and more than willing to amend policies for the good of the institution. Having them participate in strategic planning discussions not only helps others envision possibilities, it helps the planning committee with

realistic estimates of cost, time, and training for new initiatives. As with other types of campus planning, IT planning benefits from the integrative function provided by the strategic planning process.

Advancement Plans

In the highly competitive world of institutional advancement, any fund raising campaign is dependent on its ability to offer information about the institution that is attractive to donors. This concept is especially true if there are buildings involved; however, donors can be excited by more than brick and mortar. While Advancement's need for information about plans across campus is not as high-profile nor as immediate as IT's need, it does exist. Advancement officers are always ready to promote plans for new programs and services to help donors feel like a part of the institution. Whether the information will be of interest to alumni, corporate partners, or major donors through a capital campaign, Advancement staff have deep interest in being part of an institutional planning process.

In tandem with the benefit of learning about proposed new programs and services, Advancement often can provide information about potential funding for initiatives. This information can come as a result of contacts with potential donors who are looking for a specific type of project to fund. It can also come from knowledge of the numerous types of grant opportunities available through philanthropic foundations.

Section Ten: Summary of Thoughts

Recent critics have asserted that strategic planning is not a transformative process. These assertions label the strategic plan as too linear to provide real transformation (Chance, p.40). They also believe strategic planning is conducted through team leadership and it requires specialist thinking (Baer, Duin, and Ramaley, p.7).

While in theory strategic planning is linear, it should be clear from this document applying the theory is anything but linear. The number of institutional variables, including campus culture and politics, make development of a strategic plan more analogous to conducting an orchestra.

It should also be clear leadership in a planning process, and for the campus as a whole, is leadership regardless of whether it occurs through teams or individuals. In fact, there are a number of individuals who must be leaders of the planning process to reinforce institutional commitment to the process.

Finally, there is the issue of specialist thinking as a core competency in the planning process. Anyone who has had an opportunity to facilitate a strategic planning committee will attest to the fact that one of the hardest things committee members have to learn during the planning process is how to think strategically and at the institutional level. While this requires thinking differently than most people do on a day-to-day basis in the course of their assigned duties, it is not specialist thinking as much as it is integrated, conceptual thinking. It would be a serious comment on the quality of our educational leaders to imply integrated, conceptual thinking is so specialized that members of the campus community cannot apply the concept in a practical way.

What is missed in all the arguments about the failings of strategic planning is it is a transformational process that provides a forum and a method for creating and implementing an organizational vision. It is not easy to do, but those who participate in an effective planning process marvel at the energy and empowerment the process provides to the entire organization. With a functioning strategic plan in place, all types of campus plans work more effectively.

The secret, if there is one, is to ensure someone qualified to facilitate the process is directing it. Most institutions have neither the dedicated expertise nor the understanding necessary to conduct a full institutional strategic planning process without some support. Lack of experience and training can lead to plans that are only partially developed, not implementable, or skewed by the domination of one part of the institution. It can also lead to the contracting of consultants who may or may not have the appropriate background to facilitate the process.

Dedicated planners, internal or external, can bring experience, intuition, and creativity to an otherwise mysterious process. To that end this document is intended to offer some enlightenment.

Section Eleven: Tips, Techniques, and Templates

To assist in planning, organizing, and facilitating a planning process, this section offers various templates and techniques for some of the critical phases.

Pre-Planning Decisions Checklist

Pre-planning

- What role will senior staff have in the process?
  - Is the president committed to providing the necessary leadership role?
  - Are senior staff committed to leading implementation of the plan?
- How will we balance the Planning Committee membership?
  - How many members do we need to effectively balance institutional perspectives?
  - How will we organize the ongoing work of the Planning Committee?
- How inclusive will the process be?
  - At which points in the process will the entire institutional community be involved?
  - What form will that involvement take?
- Will we use a consultant to facilitate?
  - To whom will the consultant report and what will be the contractual range of responsibility?
  - How do we identify a consultant who has an understanding of all the various areas of institutional operations?

Identifying the Resources

- Is our budgeting process multi-year?
  - If yes, does it align with the strategic planning cycle?
  - If no, what steps do we need to take to develop a multi-year budget process?
  - What is the current resource allocation/budget request process?
    - How will this process be driven by a strategic plan?
    - Will departments and divisions need to adjust their budget request planning as a result of a new, plan-driven, multi-year process?
- How will we use environmental scanning in the process?
  - Internal and external scans
  - General trends and benchmarks
- What other institutional plans already exist and need to be included in the development of the strategic plan?
- How will regional and discipline-specific accreditation reports be addressed through the planning process?

Managing the Strategic Plan

- Who needs to officially approve the plan?
  - What sequence of approvals is appropriate?
  - How will the approvals be scheduled and who will be responsible for presenting the plan?
- Who will be responsible for draft documents?
- Who will be responsible for monitoring implementation?
- Who will manage and update the documents during the life of the plan?
- Who will be the "face of planning" on campus?

Sample Charge Letter

The charge letter text below contains the basic elements of a written charge to any planning committee. The letter is usually modified to fit the culture and unique needs of each campus; however, these basic elements are always included:

Charge to the Strategic Planning Committee

Thank you for agreeing to serve on the Strategic Planning Committee. Your participation is not only critical to the strength of the College, it is also very much appreciated. The planning process is our way of prioritizing the activities and resources that support our mission. The Strategic Planning Committee is charged to support and monitor the planning process in the following areas:

I. The Committee

The Strategic Planning Committee is a standing committee established to develop and monitor the strategic planning process for this institution. The composition of the membership includes:

- 3 Senior Staff
- 2 Faculty Representatives
- 1 Student Representative (SGA President)
- 1 Staff Representative
- 1 Alumni Representative
- 2 Staff Support

Terms of service for administrative committee members will be continuous. Terms of service for non-administrative committee members will be set for a predetermined length of time.

Leadership

- The President will serve as Chair of the Committee.
- The Provost will serve as Vice Chair.
- The Director of Institutional Research will manage the completed strategic plan and support assessment of the implementation plan.

II. Strategic Planning Process

The strategic planning process will include the following:

- Development and oversight of all appropriate planning documents (Vision Statement, Strategic Plan, Implementation Plan, etc.)
- A 5-year cycle for implementation of The Plan
- A regularized annual cycle of implementation and assessment
- Institution-level and department-level components

III. Roles and Responsibilities

Committee members will be responsible for the following:

- Understanding the components of an institutional strategic plan and developing those that are necessary (i.e., Vision, Mission, Values Statement, etc.).
- Developing and supporting the objectives and goals of the institutional strategic plan.
- Engaging identified stakeholder groups in the development of the objectives and goals for the institutional strategic plan, and providing feedback to those groups on a continuing basis.
- Overseeing review of annual plans for progress.
- With the support of the Director of Institutional Research, identifying or developing key indicators and assessment measures to document implementation of the Strategic Plan objectives and goals and reviewing those indicators and measures on an annual basis.
- Actively participating in committee activities and discussions.

IV. Other Responsibilities

In addition to the roles and responsibilities outlined above, Committee members will also:

- Promote and advocate for implementation of the institution's Strategic Plan to all internal and external stakeholders.
- Actively engage in disseminating information about the planning process, the Strategic Plan, and its implementation.
- Be aware of strategic issues in the internal or external environment related to the institutional planning process and ensure that the Committee is informed.

This document should be issued from the Office of the President as either a letter or a memo, and can be reissued either annually, or in conjunction with new appointments to the committee over time.

Sample Calendar for Integrating Annual Budget, Planning, and Human Resources Processes

Figure 7 Sample Budget and Planning Year Calendar

Sample Budget and Planning Year Calendar			
July	August	September	October
Begin Budget Year	Begin Strategic Plan Year		
November	December	January	February
	End HR Year	Begin HR Year Mid-Point Strategic Plan Year	
March	April	May	June
		End Strategic Planning Year	End Budget Year

Note: In this example the planning year has been reduced to 10 months to accommodate the academic calendar.

A Technique for Group Participation in the SWOT Analysis

This technique is a modified facilitator's exercise, the Gallery Walk. It works well for groups of up to 16 people, making it a good fit for planning committees. The object of the exercise is the identification and development of a list of issues based on an internal environmental scan.

Materials:

- A room large enough for the entire group to move freely and enough wall space to post sheets of flip chart paper.
- Four flip charts or wall-sized Post-Its on easels. The easels should be spaced as far apart as possible, for example one in each corner of the room.
- Markers for each flip chart.
- Masking tape for completed pages, unless the large Post-Its are being used.

Activity:

- Mark the top of each flip chart—Chart 1: Strengths; Chart 2: Weaknesses; Chart 3: Opportunities; Chart 4: Threats.
- Divide the committee into four smaller groups. Make an attempt to evenly distribute people from different functional areas so a small group is not composed of all administrators or faculty, for example. Note: Having people count off by fours can be a way to equally distribute them into the four groups.
- Explain to the committee that each group will begin with one of the flip charts and be given 8-10 minutes to identify all the issues related to the institution that apply to the chart's theme (strengths, weaknesses, etc.)
- Assign each group to one of the charts and mark the start time.
- Make a general announcement when there is a minute left for the groups' time at their chart.
- When time is called, each group moves to the next chart—either clockwise or counter-clockwise.
- The time allotted for the second round should be 1-2 minutes less than the first round. Groups will find that many of the issues they want to identify are already listed. When time is called, each group moves to the next chart, with slightly less time than the previous round. The exercise continues until all groups have worked on each chart.
- The facilitator should use some judgment about the amount of time the groups spend at each board. Although there should be an effort to keep the exercise moving along, if members of a group have listed everything they can think of on their assigned chart, the conversation they will have while waiting to move to the next chart is often a good team-building opportunity. Allowing a minute or two for this type of interaction at the small group level can prove beneficial when the entire committee reassembles for the larger discussion.
- The facilitator should remove chart pages that have been completely filled up and affix them to the wall as close to the easel as possible.

Analysis:

- When the group is reseated, a group discussion takes place. The facilitator reads through each item on each page, asking for clarification when necessary.
- Observations that should be made include:

- Does the issue rise to the strategic/institutional level or is it an operational issue? If it is an operational issue, but symptomatic of a larger problem, the issue should be redefined.
- In many cases, there is strong correlation between strengths and opportunities or threats and weaknesses. A discussion of these related issues often helps committee members develop an understanding of possible solutions.
- The discussion should focus on quantifiable definitions where possible.

The discussion generated during this exercise is a foundation for the Gap Analysis.

And alternative technique for groups of up to 25 is an adaptation of "structured brainstorming". In this technique, the planning committee members stay seated and the facilitator uses either flip charts or even a computer and projector to record comments.

Activity:

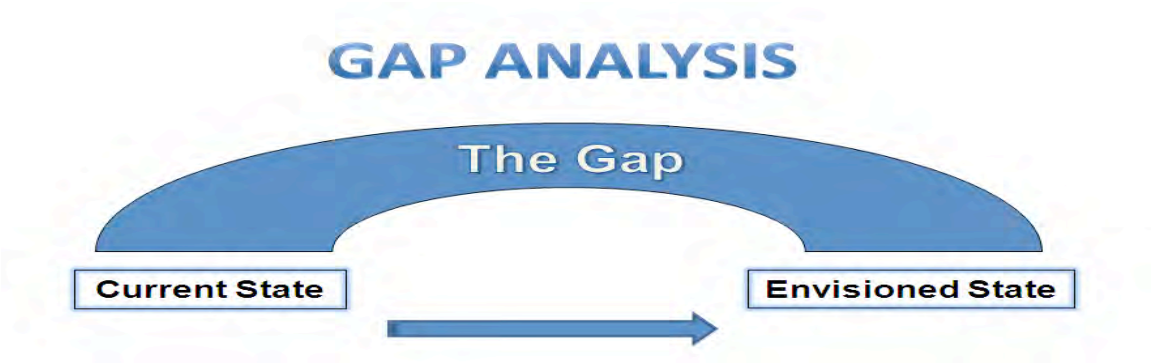
- The facilitator announces the themes to be considered—strengths, weaknesses, threats, or opportunities, and the method by which each member will be called upon. (A systematic method may involve beginning at one side of a conference table and ending at the other, or indicating the start and end positions of the room.)
- It is recommended that the facilitator focus on one theme at a time to help group members' comments reinforce each other.
- Each committee member is called upon to contribute one statement or issue without comment from the rest of the committee. When that comment has been recorded, the next committee member contributes an issue.
- A committee member is allowed to pass if he or she cannot contribute to the specific issue.
- When committee members have run out of comments, the group should move on to the next theme.
- When all themes have been covered, the facilitator should allow a few moments of silent reflection by the committee and then the analysis follows the same format as the "gallery walk" technique.

Developing the Gap Analysis

There are a number of techniques for helping a planning committee conduct the Gap Analysis.

If the committee members work more productively with visual cues, a diagram such as the one below provides a creative structure for the discussion.

Figure 8 Gap Analysis



The purpose of the Gap Analysis is to provide an environment that encourages consensus among group members about what needs to occur to eliminate the gap between the institution's current state and its vision.

Using the Vision Statement and the results of the SWOT Analysis, the group should focus on the gaps between the two. In order to complete a Gap Analysis, the committee will need to align the specific details of both the SWOT and the Vision Statement. The pertinent elements in this analysis are identification of:

- gaps between current conditions and the Vision
- issues that occur in more than one gap or are linked to other issues
- any current condition issues or elements of the Vision that do not have a counterpart in the other

If the group works best within a creative environment, the diagram in Figure 9 will provide a format for discussion.

Figure 9

Current Issue	**Step 1**	**Step 2**	**Step 3**	**Step 4**	***Desired Goal***

The Gap Analysis is the foundation for the development of the themes or objectives that organize the both the Strategic Plan and its more detailed companion, the Implementation Plan.

Sample Implementation Plan Format

Effective implementation of a strategic plan is the outcome of a process focused on action rather than description. There are a number of specific details that reinforce implementation, including assignment of responsibility, deadlines, and identification of measures of completion. Through the recommended semi-annual review, the goals of the strategic plan can be managed with transparency and flexibility. In fact, the implementation plan format needs to be easily revisable to respond to the changes that will occur during the life-time of the strategic plan it supports.

The example in Figure 10 shows a portion of an implementation plan that includes the most basic parts of implementation. The first three columns indicate the goal and step, the fourth column provides the institution with a deadline for completion. The "Assigned To" column represents the title of the person ultimately responsible for ensuring implementation. Resources can sometimes be estimated as in Step 8, but often can only be categorized in a general way, especially if the action will take place several years in the future. The final column has its foundation in the way the goal is cast, which is why being specific in the language of the goal is critical.

Figure 10 Sample Implementation Plan

Goal	Steps	Description	Deadline **(Date)**	Assigned to **(Title)**	Resources **(Personnel, Space, Funding, Time, Technology)**	Assessment **(A unit of measure)**
2		**Implement student learning outcomes & development assessment programs**				
	1	Conduct workshops for chairs/faculty		Provost / Dir. IR	No additional resources required	All chairs and faculty will have participated in a workshop by the deadline.
	2	Inventory existing assessment activities		Chairs / Dir. IR	No additional resources required	A comprehensive inventory on file with Provost by the deadline.
	3	Develop / refine department Mission Statements, Goals, & Objectives		Chairs / Dir. IR	No additional resources required	Each academic department will file Mission, Goals, and Objectives with Provost by deadline.
	4	Departments/Schools develop draft assessment plans		Deans / Chairs	No additional resources required	Draft assessment plans will be submitted to Institutional Research and the Provost by the deadline.
	7	Departments/Schools revise and finalize plans		Deans / Chairs	No additional resources required	Final assessment plans are filed with Institutional Research and Provost.
	8	Departments collect / analyze for improvement, annually file report with Dir. IR		Dir. IR / Provost	$50K Assist. to Dir. IR + $20K office/ equip.	Assistant Hired

An Implementation Plan such as the one shown in Figure 10 is invaluable during the semi-annual reviews embedded in a self-sustaining planning process. If the Implementation Plan is contained in a spreadsheet program, it can be filtered by deadline, assignment of responsibility, or even by resource to support long-range budget planning.

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Society for College and University Planning
INTEGRATED PLANNING FOR HIGHER EDUCATION

Why INTEGRATED PLANNING?

SCUP PLANNING INSTITUTE

» REMOVE SILOS » WORK COLLABORATIVELY » USE RESOURCES WISELY

You've heard the stories . . .

. . . every budget meeting is a trial because priorities aren't established.

. . . an institution goes on probation because it did not "pass" planning on its accreditation review.

. . . a system opens multiple new buildings on campuses across the state but does not have the funding to operate them.

. . . a new president's leadership falters because his or her staff resists working transparently or collaboratively.

What is INTEGRATED PLANNING?

Integrated planning is the linking of vision, priorities, people, and the physical institution in a flexible system of evaluation, decision-making and action. It shapes and guides the entire organization as it evolves over time and within its community.

Benefits of INTEGRATED PLANNING

ALIGN INSTITUTIONAL PRIORITIES WITH RESOURCES

Three years of using an integrated budget process, one where funding decisions were transparent and clearly tied to strategic goals, brought about "the end of whining" for a Midwestern, regional university.

MAKE ACCREDITATION WORK FOR YOU

The SCUP Planning Institute helped put integrated planning to work at a Southern university and it resulted in a "no concerns or problems" accreditation review.

CONTAIN AND REDUCE COSTS

As part of a comprehensive sustainability effort, integrated planning meets the requirements of the American College and University Presidents Climate Commitment (ACUPCC), and that adds up to savings in utilities for campuses across the country.

Core Competencies for INTEGRATED PLANNING

Senior leaders excel when the people who report to them understand how essential it is to

- » engage the right people
- » in the right conversations
- » at the right time and
- » in the right way.

Integrated planning might not solve every problem on campus, but it is sure to provide a solution to the most important issues. To be effective, and for you as a senior campus leader to be successful, everyone who plans on your campus needs these core competencies:

ENGAGE THE RIGHT PEOPLE: Identify the people who need to be in the room and work with them effectively.

SPEAK THEIR LANGUAGE: Create and use a common planning vocabulary for communicating.

KNOW HOW TO MANAGE A PLANNING PROCESS: Facilitate an integrated planning process and manage change.

PRODUCE A SHARED PLAN: Produce an integrated plan that can be implemented and evaluated.

READ THE PLANNING CONTEXT: Collect and filter relevant information.

GATHER AND DEPLOY RESOURCES: Identify alternative and realistic resource strategies.

SCUP
PLANNING
INSTITUTE

Whether you are new to the field or are an experienced professional, you will find the institute is a concrete way to create an effective network of planning colleagues, learn best practices, and grow in your career.

This intensive, three-step program on integrated planning in higher education is designed to develop the six competencies of integrated planning in participants.

Taken in sequence, the SCUP Planning Institute Steps I, II, & III represent a unique merging of the knowledge of experts in planning with a dedication to using assessment to continuously enhance each workshop's outcomes for participants.

Institute faculty members are drawn from across the country and the world, from all types of institutions. They facilitate learning through engaging exercises, small group work, and analysis of the SCUP Walnut College Case Study.

SCUP PLANNING INSTITUTE *The Steps in Brief*

Attend as a SCUP member and save on registration: www.scup.org/join

STEP I: FOUNDATIONS OF PLANNING IN HIGHER EDUCATION

STEP I is the 30,000-foot view of integrated planning. The aim of this step is to provide participants with a clear understanding of what integrated planning models generally look like, what elements are important in integrated planning, and how the big picture ideas, such as mission, vision, and values, impact integrated planning. It is also an introduction into the vocabulary of planning.

Participants in the initial workshop in the series of three use SCUP's Walnut College Case Study to apply the basic elements of integrated planning. The value of evidence-based planning is emphasized, as is the central place that the academic mission holds in focusing and driving campus decisions.

STEP II: FOCUSED KNOWLEDGE FOR INTEGRATED PLANNING PROCESSES

STEP II takes a look at the process of planning. What does it take to create a plan? What details are involved in fleshing out a plan? What does a planning document look like? And what moves a plan into action? This step expands the vocabulary of each individual discipline into the range of another—academics, facilities, and budget/finance.

The intersection of academic, resource/budget, and facilities planning defines a nexus for learning-specific lessons in integrated planning. The SCUP Walnut College Case Study is the basis for practicing an integrated planning process that results in a plan reflecting the collaboration of all functional areas at Walnut College. In the process of creating the plan, participants will gain a deeper understanding of the needs and issues confronting key functional areas on campus during a planning initiative.

STEP III: INTEGRATED PLANNING—WORKING WITH RELATIONSHIP REALITIES

STEP III begins the process of managing the changes envisioned and set into motion by Steps I and II. It's all about the people—individuals who can stop a process dead in its tracks, or pick it up and run with it. It brings the language of organizational change and psychology into the everyday office where it can inspire, convince, or mediate the cultural, social, and political dynamics that make change a real challenge.

Step III focuses on the cases that campuses bring to the workshop for its active learning component. Through the development of a change profile, each participant creates strategies for moving an integrated planning process forward on campus. Understanding the nature of relationships on campus—up, down, and sideways—and how they affect the planning and change processes can make the difference in achieving the institution's goals.

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I. STRATEGIC PLANNING PROCESS BACKGROUND INFORMATION

A. A DEFINITION OF STRATEGIC PLANNING

Strategic planning is a tool for organizing the present on the basis of the projections of the desired future. That is, a strategic plan is a road map to lead an organization from where it is now to where it would like to be in five or ten years.

It is necessary to have a strategic plan for your organization. In order to develop a comprehensive plan for your organization which would include both long- range and strategic elements, we suggest the methods and mechanisms outlined in this manual.

The plan must be: simple, written, clear, based on the real current situation, and have enough time allowed to give it a time to settle. It should not be rushed. Rushing the plan will cause problems.

B. PURPOSE OF STRATEGIC PLANNING

The purpose of strategic or long-range planning is to assist an organization in establishing priorities and to better serve the needs of its constituency. A strategic plan must be flexible and practical and yet serve as a guide to implementing programs, evaluating how these programs are doing, and making adjustments when necessary.

A strategic plan must reflect the thoughts, feelings, ideas, and wants of the developers and mold them along with the organization's purpose, mission, and regulations into an integrated document. The development of a plan requires much probing, discussion, and examination of the views of the leaders who are responsible for the plan's preparation. However, more often than not, the development of the plan is less complicated than is the implementation.

Implementation, in essence, pulls a plan apart and diffuses it throughout an organization. Every unit within the organization which is involved must then accept the plan, agree to its direction, and implement specific actions. In order to effectively and efficiently implement a plan, all individuals involved in its implementation must function as a whole or the plan is destined for failure.

C. STEPS IN A STRATEGIC PLANNING PROCESS (Example I)

Although every strategic planning process is uniquely designed to fit the specific needs of a particular university, every successful "model" includes most of these steps.

The university begins by identifying its vision and mission. Once these are clearly defined, it moves on to a series of analyses, including external, internal,

gap, and benchmarking, which provide a context for developing organization's strategic issues. Strategic programming follows and the organization develops specific strategies including strategic goals, action plans, and tactics. Emergent strategies evolve,

challenging the intended tactics, and altering the realized strategy. Periodically, the organization evaluates its strategies and reviews its strategic plan, considering emergent strategies and evolving changes. It usually takes several years before strategic planning becomes institutionalized and organizations learn to think strategically.

Note: Here we briefly review steps essential to success of any strategic planning process.

1. **Vision And Mission**

   Identification of the organization's vision and mission is the first step of any strategic planning process. The university's vision sets out the reasons for organization's existence and the "ideal" state that the organization aims to achieve; the mission identifies major goals and performance objectives. Both are defined within the framework of the university's philosophy, and are used as a context for development and evaluation of intended and emergent strategies. One can not overemphasize the importance of a clear vision and mission; none of the subsequent steps will matter if the organization is not certain where it is headed.

2. **Environmental Scan**

   Once the vision and mission are clearly identified, the university must analyze its external and internal environment. The environmental scan, performed within the frameworks of the ***Five Forces Model*** and ***SWOT***, analyzes information about organization's external environment (economic, social, demographic, political, legal, technological, and international factors), the industry, and internal organizational factors. The ***labor market projections*** provided on this site are most valuable for the environmental scan. Please refer to the brief description of the ***Basic Models*** .

3. **Gap Analysis**

   Organizations evaluate the difference between their current position and desired future through gap analysis. As a result, a university can develop specific strategies and allocate resources to close the gap (CSUN strategic planning leadership retreat, April 1997), and achieve its desired state.

4. **Benchmarking**

   Measuring and comparing the university's operations, practices, and performance against others is useful for identifying "best" practices. Through an ongoing systematic benchmarking process campuses find a reference point for setting their own goals and targets.

5. **Strategic Issues**

   University determines its strategic issues based on (and consistent with) its vision and mission within the framework of environmental and other analyses. Strategic

   issues are the fundamental issues the organization has to address to achieve its mission and move towards its desired future.

6. **Strategic Programming**

   To address strategic issues and develop deliberate strategies for achieving their mission, universities set strategic goals, action plans, and tactics during the strategic programming stage.

   Strategic goals are the milestones the campus aims to achieve that evolve from the strategic issues. The SMART goals model is essential to setting meaningful goals. Smart goals are **s**pecific, **m**easurable, **a**greed upon, **r**ealistic, and **t**ime/cost bound.

   "***Action plans*** ... define how we get to where we want to go," the steps required to reach our strategic goals.

   Tactics are specific actions used to achieve the strategic goals and implement the strategic plans.

7. **Emergent Strategies**

   Unpredicted and unintended events frequently occur that differ from the university's intended strategies, and the university must respond. Emergent strategy is "a pattern, a consistency of behavior over time," "a realized pattern [that] was not expressly intended" in the original planning of strategy. It results from a series of actions converging into a consistent pattern (Mintzberg, 1994, p. 23-25).

8. **Evaluation Of Strategy**

Periodic evaluations of strategies, tactics, and action programs are essential to assessing success of the strategic planning process. It is important to measure performance at least annually (but preferably more often), to evaluate the effect of specific actions on long-term results and on the organization's vision and mission (Rowley, Lujan, & Dolence, 1997). The organization should measure current performance against previously set expectations, and consider any changes or events that may have impacted the desired course of actions.

9. Review Of The Strategic Plan

After assessing the progress of the strategic planning process, the university needs to review the strategic plan, make necessary changes, and adjust its course based on these evaluations. The revised plan must take into consideration emergent strategies, and changes affecting the organization's intended course.

10. Strategic Thinking

With time, people in the university routinely make their decisions within the framework of the organization's strategic vision and mission. Strategic planning becomes an organizational norm, deeply embedded within the organization's decision-making process, and participants learn to think strategically as part of their regular daily activities (Lerner, 1999). Strategic thinking involves "arraying options through a process of opening up institutional thinking to a range of alternatives and decisions that identify the best fit between the institution, its resources, and the environment" (Rowley, Lujan, & Dolence, 1997, p. 15).

NOTE: A note regarding factors or drivers that may be important to an organization's master plan process from Caruthers, J. Kent and Daniel T. Layzell. 1999:

Caruthers et al. describes the development of campus master planning beginning with an overview of what it is, and how it relates to capital budgeting. Emphasizes the importance of integrating the master plan process within the overall planning framework of the institution. Describes nine master plan drivers: 1) projected enrollment and staffing levels; 2) current and future academic programs; 3) support programs and other university activities; 4) current space use and condition; 5) land availability; 6) health, safety, and accessibility issues; 7) local community considerations; 8) architectural and aesthetic considerations, and; 9) financial consideration.

D. ROLE OF MANAGEMENT IN THE STRATEGIC PLANNING PROCESS

The primary tasks of strategic management are to understand the environment, define organizational goals, identify options, make and implement decisions, and evaluate actual performance. Thus, strategic planning aims to exploit the new and different opportunities of tomorrow, in contrast to long-range planning, which tries to optimize for tomorrow the trends of today (Drucker 1980, p. 61).

E. STRATEGIC PLANNING PROCESS SUMMARY (Example II)

1. Strategic Planning

The word "strategy" comes from the Greek *strategos*, referring to a military general and combining *stratos* (the army) and *ago* (to lead). The primary tasks of strategic management are to understand the environment, define organizational goals, identify options, make and implement decisions, and evaluate actual performance. Thus, strategic planning aims to exploit the new and different opportunities of tomorrow, in contrast to long-range planning, which tries to optimize for tomorrow the trends of today (Drucker 1980, p. 61).

Most colleges and universities currently engage in long-range planning, but they can fruitfully augment that work by using the concepts of strategic planning and thereby enhance their ability to steer a course in a changing external environment. This section briefly describes the traditional models for long-range planning and

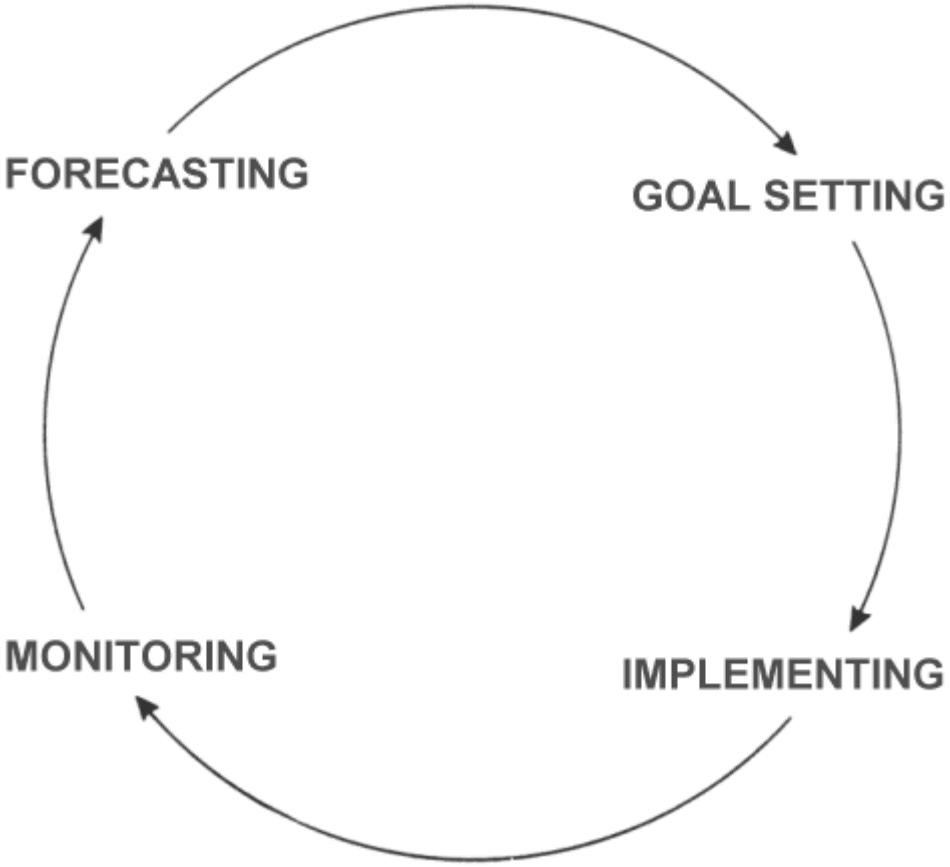
environmental scanning and then shows how these two models can be merged to provide the basis of a strategic planning process.

Traditional long-range planning in its most elementary form is based on the concept that planning consists of at least four key steps--monitoring, forecasting, goal setting, and implementing--which are intended to answer these questions: (1) Where is the organization now? (2) Where is it going? (3) Where does it want to go? and (4) What does it have to do to change where it is going to get to where it wants to go? (Renfro 1980b, 1980c; see figure 1). Performing these activities is a continuing process that, for example, produces a one-year operating plan and a five- or ten-year long-range plan every year. The long-range planning cycle begins by **monitoring** selected trends of interest to the organization, **forecasting** the expected future of those trends (usually based upon extrapolation from historical data using regression analysis or a similar technique), defining the desired future by **setting** organizational **goals** in the context of the expected future, developing and **implementing** specific policies and actions designed to reduce the difference

between the expected future and the desired future, and **monitoring** the effects of these actions and policies on the selected trends.

a. Long-Range Planning

FIGURE 1
LONG-RANGE PLANNING

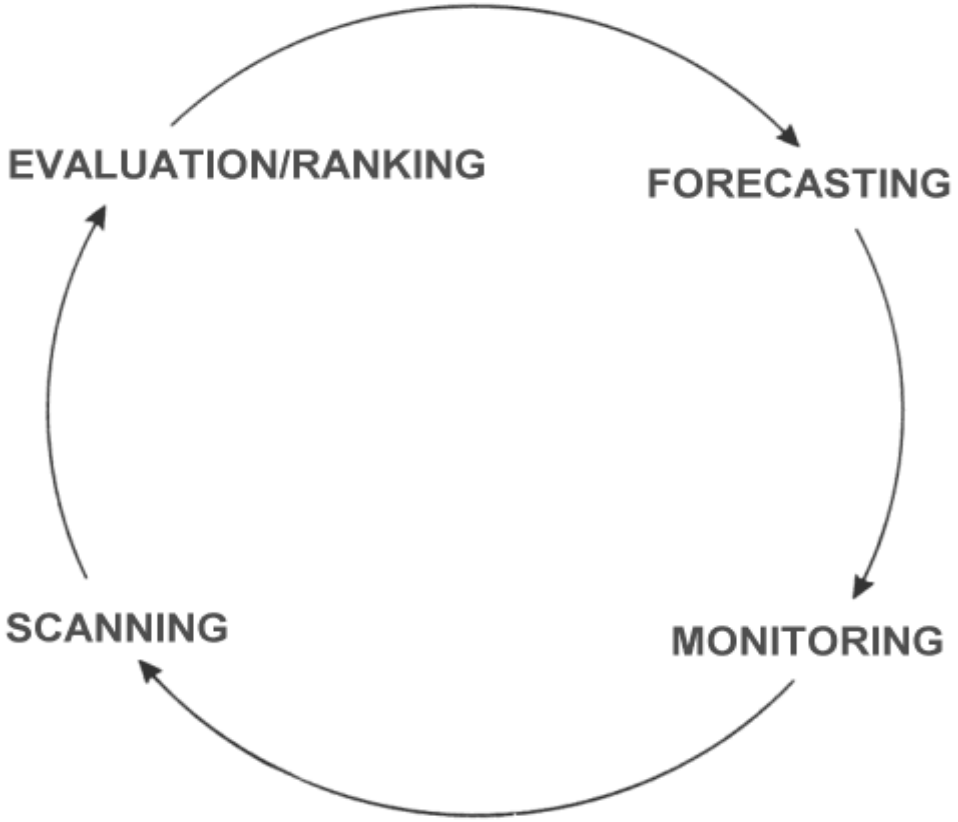


The environmental scanning model (figure 2) begins with **scanning** the external environment for emerging issues that pose threats or opportunities to the organization. As part of this step, trends are specified that describe the issues and can be used to measure changes in their nature or significance. Each potential issue or trend is then analyzed (**evaluation**/**ranking**) as to the likelihood that it will emerge and the nature and degree of its impact on the organization if it should actually materialize. This stage produces a rank ordering of the issues and trends according to their importance to current or planned operations. The next stage, **forecasting,** focuses on developing an understanding of the expected future for the most important issues and trends. In this stage, any of the modern forecasting techniques may be used. Once the forecasts are made, each issue and trend is then monitored to track its continued relevance and to detect any major departures from the forecasts

made in the preceding stage. **Monitoring,** in effect, identifies areas for additional and continued **scanning.** For example, subsequent monitoring may begin to suggest that an original forecast of the employee turnover rate is no longer credible, which would imply the need for more focused scanning, forecasting, and analysis to develop a more credible projection (see Renfro and Morrison 1984).

b. Environmental Scanning

Figure 2
ENVIRONMENTAL SCANNING



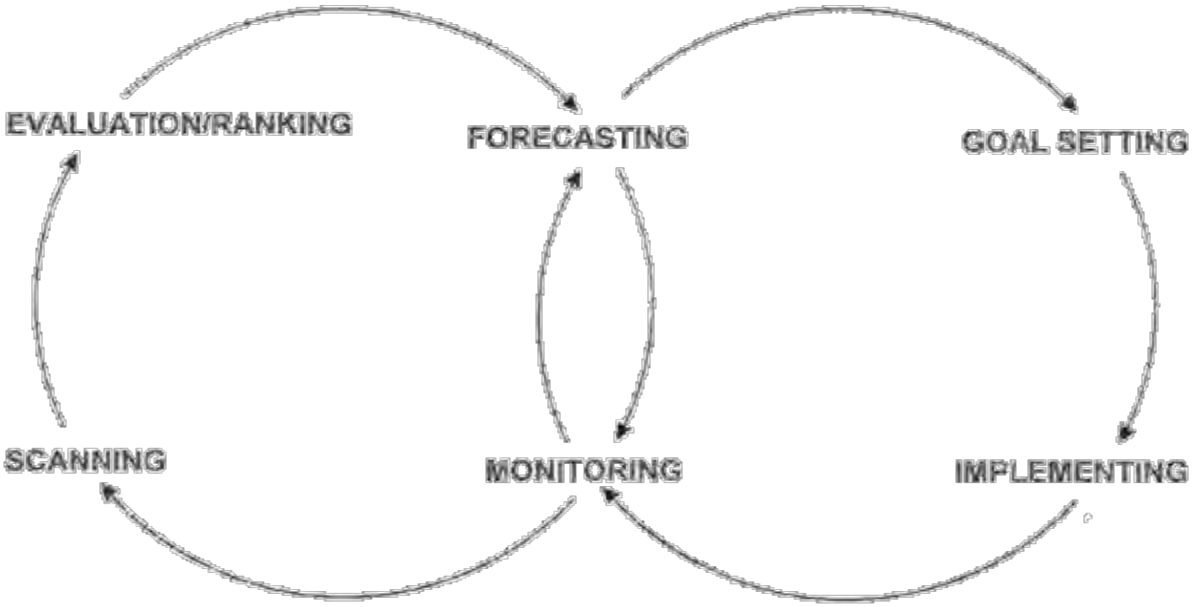
As noted earlier, one of the major limitations of the traditional long-range planning model is that information about the changing external environment is usually not taken into account systematically or comprehensively. When this omission occurs because of an assumption that "we cannot predict external changes," long-range planning destines itself to surprise and failure, if only because it locks itself to the information known from direct experience in the past and immediate present.

Information from the external environment adds important components to long-range planning, however. First, it identifies new and potentially crucial subjects that should be added to those identified and tracked during monitoring. Second, it identifies possible developments that must be used to adjust the forecasts of the internal issues derived from forecasting--specifically, the surprise events that are used in policy impact analysis or techniques like probabilistic systems dynamics and in other rigorous forecasting methods used in traditional long-range planning.

These two models of planning-long-range planning and environmental scanning-may be merged. The interrelated model, *the strategic planning process,* consists of six identifiable stages: environmental scanning, evaluation of issues, forecasting, goal setting, implementation, and monitoring (see figure 3). The merged model, then, allows information from the external environment in the form of emerging developments to enter the traditionally inwardly focused planning system, thereby enhancing the overall effectiveness of an institution's planning. More specifically, it allows the identification of issues and trends that must be used to modify the internal issues derived during monitoring.

c. The Strategic Planning Process

Figure 3
THE STRATEGIC PLANNING PROCESS



Source: Renfro and Morrison 1984.

The argument for combining these two models becomes apparent when the future that happens *to the institution* and the future that happens *for the institution* are contrasted. In the future that happens to the institution (the typical "planned" future), new developments are not anticipated before they force their way to the top of the agenda, demanding crisis management and the latest fire-fighting techniques. In this future, issues are usually defined by others whose interests do not necessarily include those of the institution or its purpose. Not only are threats from the external environment not anticipated as early as possible; key opportunities will be missed or diminished in value.

In the future that happens for the institution, in contrast (the "strategic" future), administrative leadership is focused more on fire prevention and less on fire fighting. Hence, it is able to exercise more careful judgment in the orderly and efficient allocation of resources. Certainly management will still have to deal with unforeseen developments, but they will probably be fewer and less traumatic. Thus, institutions will be able to pursue their mission with greater confidence and consistency because they will be interrupted by fewer and smaller fire-fighting exercises.

F. STRATEGIC PLANNING PROCESS SUMMARY (Example III)

1. Strategic Planning Model

The strategic plan needs to include a Mission Statement, Objectives, Goals, and an Action (or Implementation) Plan.

a. Mission Statement

This is the agreed-upon statement by the organization and explains the reason for its existence. It is necessarily broad to encompass the diversity within the organization. The statement is not precise in its measurements nor does it need to be, but it does need to be periodically reviewed by the organization to see whether it still encompasses all of the relevant activities of the organization.

b. Objectives

The objectives are the areas of emphasis within the organization. Rather than specific statements with a specific goal, objectives state that the organization plans to continue to do quality work in the following areas. These objectives or areas of emphasis need to be attained by discussion and review of the organization's current activities as well as activities in which it would like to participate.

c. Goals

These need to be both long-term and short-term goals; six months, one-year, three-years, and ten-year goals need to be set so that the strategy for reaching these goals can be outlined in the plan. Most organizations recommend setting the long-term goals first and then setting short-term goals: those goals which can be reached as steps to attaining the long-term goal.

d. Action Plan

The Action Plan should be designed after the main goals and objectives have been set in order to attain the mission in a straightforward and measurable way. With an Action Plan, the goals themselves can be obtained. Without the Action Plan, and the measures it entails, it would be impossible to implement the plan and measure its success.

2. Strategic Planning Processes And Mechanisms

a. Gathering of Background Information

Background information is used by your Strategic Planning Committee for its review. By shifting through that information, the Committee would be able to develop a sound basis to continue their work. After existing information has been gathered, another information gathering activity should take place. Develop a survey questionnaire to poll all members for their viewpoints on the directions your organization should take. After the information has been synthesized from the questionnaires as well as from information already gathered, move to the second step.

b. A Planning Workshop

Suggestions are recommended as put forth in an article by John N. Bailey in Leadership magazine, Spring 1981, pp. 26-29. The title of the article is "Strategic Planning: Lead Your Association With a Plan for Tomorrow". Based on this article, your organization needs to gather information on five basic questions:

(1) Where are we now? *(The Situation)*
(2) How did we get there? *(Our Momentum)*
(3) Where are we going? *(The Direction)*
(4) Where should we be going? *(Desired Direction)*
(5) How will we get there? *(The Strategic Plan)*

Bailey recommends that after gathering the background information, the planning workshop should take place. The first session would assess the current situation and how you arrived at that present situation. The second activity of this first workshop is to try to figure out where you are going

and where you want to be. This is a very hard-hitting and difficult time for any organization given the economic conditions and the change within higher education.

c. Designing a Planning Workbook

The planning Workbook will bring together all of the information gathered during the Planning Workshop, sift through the ideas put forward, and organize them into

a meaningful body for review by the Planning Workshop attendees and other interested parties in the organization.

d. Second Planning Workshop

After the Planning Workshop information has been gathered into a workbook, another workshop should be planned. At this workshop (which should not be held too long after the first one), several things need to be accomplished. In the first half-day a Mission Statement should be adopted/reviewed for the organization. The Mission Statement will include what the organization intends to stand for; what it hopes to contribute to the world-at-large. It should set goals for the organization and then, having set the goals, fulfill the Mission Statement by translating each goal into a specific objective. This means that the Mission Statement will be carried forth into a strategic plan.

e. The Committee Structure

The Strategic Planning Committee should be composed of people who understand the organization, but also who have a constant feel for the organization and where it is moving. The Strategic Planning Committee should be made a permanent standing committee within the organization with a rotating membership. This will encourage constant review and updating by the organization's members.

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KATHLEEN A. PARIS, PH.D., CONSULTANT

November, 2003
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What is Strategic Planning?

Strategic planning is a means of establishing major directions for the university, college/school or department. Through strategic planning, resources are concentrated in a limited number of major directions in order to maximize benefits to stakeholders--those we exist to serve and who are affected by the choices we make. In higher education, those stakeholders include students, employers of graduates, funding agencies, and society, as well as internal stakeholders such as faculty and staff. Strategic planning is a structured approach to anticipating the future and "exploiting the inevitable." The strategic plan should chart the broad course for the entire institution for the next five years. It is a process for ensuring that the budget dollars follow the plan rather than vice versa. Strategic planning is not just a plan for growth and expansion. A strategic plan can and often does guide retrenchment and reallocation.

McConkey (1981) said that the essence of strategy is differentiation. What makes this university or college or department different from any other? Educational institutions, like other service organizations, can differentiate themselves based on types of programs, delivery systems, student clientele, location, and the like. Similarly, a department or administrative unit involved in strategic planning will identify its unique niche in the larger university community and focus its resources on a limited number of strategic efforts, abandoning activities that could be, should be, or are being done by others.

Why Is Strategic Planning Essential?

Formalized strategic planning grew out of budget exercises in the America of the 1950s and spread rapidly. By the mid-1960s and throughout the 70s, strategic planning (in many forms) was occurring in most large corporations

(Mintzberg, 1994). Even the federal government used a Planning-Programming-Budgeting System (PPBS) during this time.

Public and nonprofit organizations recognized the usefulness of strategy formulation during the 1980s, when the notion of marketing for public and non-profit organizations gained prominence. Most well-known models of public and nonprofit strategic planning have their roots in the Harvard policy model developed at the Harvard Business School (Bryson, 1988). The systematic analysis of strengths, weaknesses, opportunities and threats (SWOT) is a primary strength of the Harvard model and is a step in the strategic planning model used at UW-Madison (Figure 1.1). Given its thirty-some years of practice in this country, why is strategic planning essential now?

These are times of rapid change. Will Rogers said, "Even if you're on the right track, you'll get run over if you just sit there." No university or college or department can remain static for long. Neither can an institution survive for long with knee-jerk responses to change. Strategic planning should minimize crisis-mode decision-making.

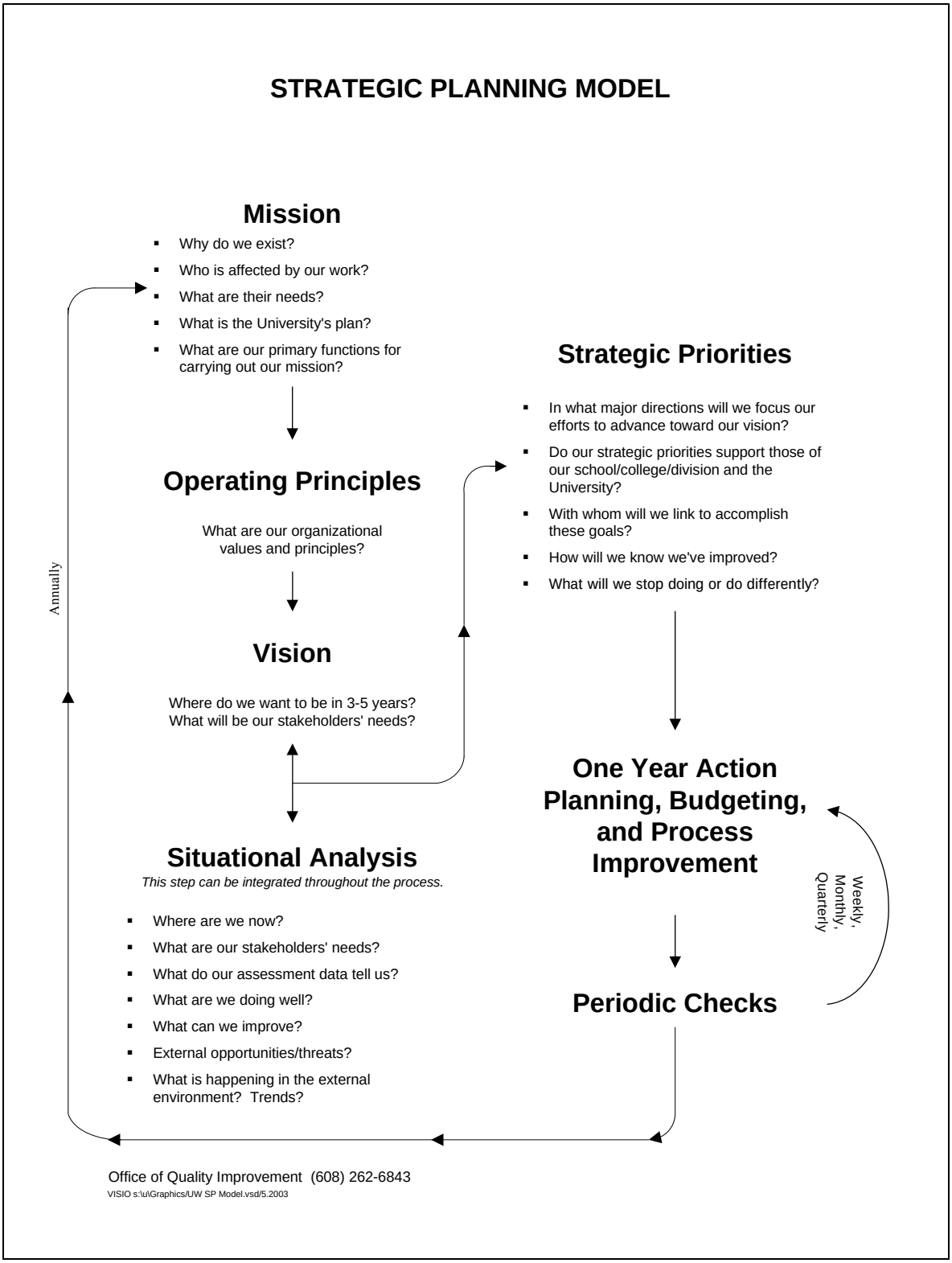

Figure 1.1 Strategic Planning Model

These are times of social and cultural complexity. One small group at the top cannot know the needs of students, employers and other stakeholder without their input. It is also difficult for one small internal group to know all that is occurring in the external environment that will have an impact, positive or negative, on the university or college.

There are times of interdependence. Bryson (1988) provides three examples of formerly distinct arenas that are now very much interconnected: domestic and international: public, private and nonprofit; and educational and economic policies. The blurring of these distinctions means that although many organizations and institutions are involved, no one is fully in charge. This increased environmental ambiguity requires educational institutions and other public entities to think and act strategically as never before (Bryson, 1988).

Traditional financial resources for the support of higher education are not likely to increase. Cut-backs are the norm in educational financing. Yet demands for services continue to expand. Strategic planning gives the university, the college, the department, and the administrative unit the opportunity to chart its own course and to focus its own future. Jurinksi (1993) calls strategic planning an intellectual exercise. As such, the process is uniquely suited to higher education.

Keller (1983) speaks of conscious academic strategy as an appropriate response to turbulence.

> ...The dogma of colleges as amiable, anarchic, self-correcting collectives of scholars with a small contingent of dignified caretakers at the unavoidable business edge is crumbling. A new era of conscious academic strategy is being born. The modern college and university scene is one that is no longer so fiercely disdainful of sound economics and financial planning or so derisive of strategic management. Professors and campus administrators are now uniting to design plans, programs, priorities, and expenditures in order to insure their futures and to keep American higher education among the world's best. (pp. viii-ix)

Strategic v. Long-Range Planning

It is sometimes thought that strategic planning is just another buzz word for long-range planning. There are major differences between strategic planning

and garden variety long-range planning. First, strategic planning is much more sensitive to the external environment than long-range planning. Traditionally, long-range planning was inwardly focused. The goals and objectives were formulated with minimal attention to the larger system in which the institution functioned.

Traditional long-range planning could be conducted with minimal involvement of stakeholders, those affected by the plan. Strategic planning, particularly the model in Figure 1.1 which has been used in a variety of departments, offices, and colleges on the UW-Madison campus, relies on information from internal and external stakeholders regarding their needs, expectations and requirements as the foundation for planning.

Related to the first difference is the fact that traditional long-range planning tends to maintain the status quo over time. Assuming that the future will be a linear extension of the present, planners typically spend little time attempting to reshape the organization. Strategic planning is much more likely to result in a deliberate shift in direction or refocusing of mission in light of changes, actual or anticipated.

Since long-range planning has generally been oriented to the status quo, visioning was not a critical component. Strategic plans, however, are developed around a vision of success or a vision of the desired future. This idealized word picture represents the best possible future for the institution. The plan helps the make this shared vision a reality.

Bryson (1988) points out another distinction. Long-range planning focuses more on specifying goals and objectives, while strategic planning is more focused on identifying and resolving issues. In fact, goals and objectives which are considered operational planning should not be developed before a college or university has completed its strategic planning.

Keller (1983) says that strategic planning places the fate of the institution above all else.

> Strategic planning places the long-term vitality and excellence of the college or university first. It cares about traditions, faculty salaries, and programs in Greek, agriculture, and astrophysics. But it cares about institutional survival more, so that there will be places for scholars of Greek, agriculture, and astrophysics to teach and do their research. Scholars cannot easily hang their shingle out like physicians or architects.... Professors still need to unite as a universitas. (p. 151)

Benefits of Strategic Planning

Effective strategic planning can accrue many benefits to the organization. First, it enables the organization to be proactive and to actively shape its own destiny. Because the process requires attention to trends and external developments, an educational institution or department is less likely to be taken by surprise by a new problem or development.

Stakeholders--those affected by the organization--are involved in the planning process. Thus the institution or department receives valuable feedback both on successful efforts and on areas where improvements should be made.

Representatives from faculty, academic staff, and classified staff should be involved as each group brings a unique perspective to the process. This involvement throughout the process helps ensure that those who have major responsibilities to carry out the plan understand the plan and the reasons behind it. Being involved in the planning process can contribute greatly to employees' commitment to mutual goals and a sense of organizational unity.

Similarly, the active involvement of stakeholders in the planning process creates external advocacy for the organization. Employers, for example, are much more likely to support an educational initiative such as a new degree program or a revamped curriculum if they have a first-hand role in a well-designed planning process. Note that the term is "active involvement." External stakeholders have traditionally served in advisory capacities to the educational enterprise. Involvement in strategic planning is much more substantive than the advisory role. Their involvement essentially lays the groundwork for continuing support and participation by those stakeholders.

A major benefit of strategic planning in higher educational institutions is that it can lend stability to the organization in spite of increasingly frequent leadership changes. Simmons and Pohl (1994) found that from 1980 to 1994 at the University of Wisconsin-Madison, the average dean's tenure was five years. They further noted that the average length of leadership tenure was declining sharply with each year. Their observation was that

> Strategic planning creates a broad decision-making group by actively involving middle and operational levels of management. By pushing decision-making down, a system for strategic planning can help the organization maintain a core purpose during times of changing leadership. (p. 2)

Simmons and Pohl (1994) also pointed out that a broadly-based participative strategic planning process can actually make the most of the frequent leadership changes by coupling a new leader's external perspective with a stable core internal group that is committed to mutual goals and a shared vision of a successful future.

The Dark Side of Strategic Planning

The dark side of strategic planning is not so very dark, but it is has some inherent hazards. Jurinski (1993) says that strategic planning efforts that fail typically do so because the organization underestimated the required amount of time, effort and money from the start. The process takes time. It is difficult for any organization or group to go through a strategic planning process in less than two concentrated days in addition to shorter preparatory sessions and later meeting(s) to revise plans based on feedback. Figure 1.1 shows the steps in a strategic planning model which has been used at the University of Wisconsin-Madison. From the day the decision is made to create a strategic plan, several months are generally required to complete the process. (Most of this time is lead time for scheduling the major planning session.) Some planning efforts occur over many months and even years. This long time line is generally not advisable or necessary. People become exhausted by the process and the effort loses momentum.

A good planning process costs money. Bringing people together requires places to meet, facilitators, meals and refreshments, travel costs, audiovisual rentals, and the like.

Strategic planning can be risky in that deliberate decisions are made to focus or refocus the organization. This means that "something has to go" or at the very least, "something has to change." One of the hallmarks of strategic planning is fresh, bold approaches that break through barriers. Ideally, these new strategies propel the organization to its vision. In the worst case scenario, poorly considered strategic decisions can be disastrous. One purpose of having a broadly representative group of internal and external stakeholders involved is to help avoid organizational decisions that would be viewed retrospectively as errors.

Elements of a Successful Strategic Planning Process

Five ingredients are essential for an effective strategic planning process--the right people, good data, preparation, a structured process, and adequate resources of time and dollars. Each of these five elements is revisited later.

- *People*
  Having the right people means that all the key stakeholders are represented in some way. Usually this is done through a representation system where each participant in the planning event is there representing a particular stakeholder group--students, business, faculty, classified staff, academic staff, affiliated agencies and the like. The responsibility of all participants is to take the preliminary planning results back to the group they represent to receive feedback. This feedback, both positive and negative, is then brought back to the group and used for revising the draft plans.

- *Data*
  One of the connections between strategic planning and continuous quality improvement is the reliance on data as the basis for decision-making. Data on stakeholder/customer needs and their evaluation of existing services are required for the planning process. The more hard data that are available to describe the current situation, the better the chances of a good plan. Strategic planning in the absence of reliable data can be dangerous. Yet, it is not unusual to find organizations planning for the future with little or no reliable information about the true state of affairs. Some organizations find, upon beginning a strategic planning process, that they must create a temporary plan while collecting crucial data on which to base subsequent strategic planning.

- *Preparation*
  Those who are planning the future of their department, school, college or institution should be adequately prepared for the task. It is unwise to plan without some notion of the many alternative directions and what others have found to be successful. It is common for an educational institution to invite futurists to speak to the planning team prior to the planning event. This helps loft people's thinking past the issues of today and later helps them create the vision of a desired future. Outstanding videotapes are available on change and paradigm shifts. Seeing and discussing these programs helps individuals to prepare to make the small and large changes that are inevitable with or without a strategic plan. Some planning groups have brief book

reviews in which each member reports on the a current book that illuminates the organization's choices. Some groups visit other institutions to get ideas on what is working successfully elsewhere. Preparation that expands the group's perception of what is possible and desirable creates the most innovative and bold plans.

- *A Structured Planning Process*
  Most of us have attended at least one meeting where everyone talked but when it was all over, nothing had been accomplished. This common experience points out the need for a structured planning process. Structured means designated and sequenced activities such as brainstorming, small group work, listing, summarizing, prioritizing and the like. Structure requires a facilitator who is responsible for maintaining the process without having input into the content. A structured planning process makes it possible for everyone in attendance to participate fully, while discouraging domination by high-verbal, high-status group members.

  The approach to strategic planning used by various departments and offices and at the University of Wisconsin-Madison represents a combination of the eight step strategic planning model for public and non-profit organizations created by Bryson (1988) and the Technology of Participation (ToP) approach developed by the Institute of Cultural Affairs, Chicago (Spencer, 1989). The ToP workshop methodology is used by Institute facilitators throughout the world for community development planning.

  The model in Figure 1.1 reflects a belief in intellectual fusion--that is, that when people of good will come together to plan and when they are given a structure in which to work together, the results are far superior to what any individual in the group could generate alone. The structure of the process described here helps mitigate the "camel designed by a committee" phenomenon which occurs because of excessive compromise. In the model presented here, the group strives for consensus beginning with individuals, then small groups, then the group as a whole.

  In consensus, members commit to supporting the results of the group's work even if they do not agree with every single point in the plan. This support is based on the individual belief that "Even though this is not my favorite choice, I will support it because I believe I had adequate opportunity to discuss my views and this choice is the best one for us at this time." A skilled facilitator will also help the group

resist conglomerating too many ideas such that the original thinking of all of them are lost.

Individuals who were initially cool to a structured planning process often express satisfaction and sometimes delight at the end of the planning event, both for the intellectual stimulation and the tangible results.

- *Resources of Time and Dollars*
  The costs of a sound planning process and the time required for optimal planning were both discussed earlier. Both inadequate time and too much time are detrimental to the process.

The Role of the Leader in Strategic Planning

Planning has been one of the traditional "ings" of management. Some leaders initially experience discomfort at the idea of involving all levels of staff in planning. Some might view involving all levels of staff in planning as abrogating their responsibility. The leader's responsibility, however, is to ensure that a sound planning process occurs and that the budget follows the plan. Thus the leader's role is to create the structure for planning and to participate in the process fully. James Renier, Honeywell Corporation, commented on broad involvement in planning:

At some point you've go to loosen the reins, delegate. It's almost like being on a battlefield in a fog. It's too much to ask the commander to describe the terrain as if the fog wasn't there...we've got to be willing to listen and say, well, someone else has seen through part of the fog so we'd better listen carefully to that person.

Senge (1990) uses an ocean liner metaphor to discuss leadership in a learning organization. He suggests that the organizational leader is not the captain or navigator, but rather the designer of the ocean liner. Senge says that the leadership task is designing the learning processes whereby the people in the organization can deal productively with the critical issues and develop mastery in the learning disciplines. Senge says:

> This is new work for most experienced managers, many of whom rose to the top because of their decision-making and problem-solving skills, not their skills in mentoring, coaching and helping others learn. (p.345)

Characterizing the implementation of a sound planning process as the leader's responsibility is consistent with the designer metaphor. Leaders, though they should participate actively, should not serve as facilitators for their own organizations' planning processes. Their ideas and/or style may inhibit full participation of the group. Similarly, it is seldom advisable for any planning facilitator to participate as a planning team member. The roles of facilitator and participant are generally not compatible and facilitation, of itself, requires one's full attention.

Relationship of Strategic Planning to Continuous Quality Improvement

Quality may be defined as meeting the needs and exceeding the expectations of stakeholders. It is difficult to imagine an organization dedicated to continuously improving its services or products that does not have a strategic plan. One of W. Edwards Deming's basic requirements for continuous quality improvement is constancy of purpose (Gabor, 1990). It is significant that virtually all strategic planning models begin with reviewing, refining or creating the mission statement based on stakeholders and their needs. The mission statement then becomes the foundation upon which all subsequent planning builds.

Strategic planning is a process of identifying some common directions for the department, division, school or college based on needs of the external and internal stakeholders. In a quality environment, all employees share some common understandings and commitments relative to what they wish to accomplish together for their stakeholders. This does not mean that entrepreneurial activity cannot take place, but it does mean that there is some minimal level of shared effort and some common directions. Greater collaboration can yield enormous benefits for the individuals in the department or organization.

Quality improvement processes tend to focus on the operational end of the planning model shown in Figure 1.1 and especially on those critical or core processes that are carried out almost on a daily basis. Quality tools are used to improve processes and subprocesses within the organization, whereas strategic planning serves to focus the efforts of the organization as a whole. Thus, an effective strategic planning process provides a framework within which quality tools and processes can be utilized (Gibson, 1994). Taken together, strategic planning and continuous quality improvement can

dramatically improve the ability of the organization to meet the needs of its internal and external stakeholders.

Tying the Budget to the Plan

Budgets are basically links between financial resources and human behavior in order to accomplish policy objectives or in other words, budgets are a series of goals with price tags attached.

Aaron Wildavsky (1984)

A strategic plan is of limited value unless it is used in the budget exercise. It is not uncommon to find institutions whose planning processes have little or no relationship to budgeting processes. The reasons for this are complex and include factors such as the historical pattern of financial decision-making and the availability of accurate financial data throughout the organization. In some cases, organizations simply do not have a means to connect planning and budgeting very well. For those organizations who wish to focus their financial resources via a strategic planning process, this model provides a relatively uncomplicated structure and process for doing so. The example provided here shows how a department's planning and budgeting processes are linked. Figure 1.2 is a sample budgeting form, the Program Plans and Budget Requests form that would be completed by each program (or cost-center or subunit) within the department. Note that each program is required to complete a minimal amount of self-assessment and to have annual objectives. These objectives represent activities that help the department move in the strategic directions identified in the planning process.

This process amounts to a program budgeting approach. In program budgeting, instead of presenting budgetary requests in line-item form for supplies, maintenance, personnel, as is the case with traditional incremental budgeting, requests are made in terms of goals or end-products. Program budgeting is viewed as useful for relating ends to means and emphasizing the policy effects of the budget.

The budgeting process outlined here becomes a very public and intelligible activity in contrast to traditional line item budgeting which Wildavsky says de-emphasizes overt conflict among competing programs. A process that seeks to minimize overt conflict, he says, "encourages secret deliberations, non-partisanship, and the recruitment of personnel who feel comfortable in sidestepping policy decision most of the time" (p. 137).

Wildavsky (1984) makes the point that program budgeting brings to light more overt conflict. He says, "It is much easier to agree on a small addition or decrease than to compare the worth of one program [or goal] to that of all others" (p. 136). The planning model presented here helps mitigate the amount of budgetary conflict by creating, up-front, strategic directions and prioritized goals through a process in which everyone participates, either directly or indirectly.

A certain amount of the total budget can be set aside for opportunistic or entrepreneurial activities that do not necessarily align with the strategic plan. The discretionary budget is a relatively small percentage of the whole, as salaries comprise the majority of the budget in most higher education institutions. Currently, it is not unusual that the entire discretionary budget for a department is used for entrepreneurial activities, with little or no departmental focus.

Note that in the Program Plans and Budget Requests form in Figure 1.2, requests for positions, equipment, and materials over $500. are submitted as resources needed to accomplish objectives. It has been a practice at the University of Colorado at Boulder that no new positions are approved without a formal strategic plan which shows how the position will enhance effectiveness of the plan. Individual programs, majors, or other subunits submit their plans and budget requests using the form in Figure 1.2.

PROGRAM PLANS AND BUDGET REQUESTS

Program(s):

Department:

Submitted by:

1. **Major Accomplishments:**

   (Anticipated status at the end of the semester. List appropriate data and/or projected accomplishments related to last year's plans.)

2. **Strengths and Opportunities:**

   (What are the major strengths of the program? What opportunities exist because of these strengths? What external factors contribute to these strengths and opportunities?)

3. **Limitations, Barriers, Weaknesses:**

   (What factors limit progress? What barriers limit future development? Identify any weaknesses that should be addressed in planning for the future.)

4. **What are your 3-5 year goals for this program?**

5. **Objectives:**

List objectives proposed for next year:	What College and/or University Strategic Directions are addressed by each objective?

6. **What are the curriculum or program changes for the upcoming year?**

7. **What are the projected enrollments for the program?**

8. **List new staff needed** (in priority order)**:**

9. **List new major equipment required** (in priority order, $500 and up)**:**

10. **List new/modified facilities needed** (for capital exercise)**:**

11. **Identify other major budget changes including activities and expenses from last year which have been deleted in this budget.**

Figure 1.2 Program plans and budget requests

DEPARTMENT CHAIR'S PLANNING AND BUDGET PRIORITIES

Department:

Programs/Cost Centers Included:

Chair:

1. **Major Accomplishments:** (What has the department achieved in the past year?)
2. **Strengths and Opportunities:**

   (What are the major strengths and vitality of this department? What opportunities exist because of these strengths? What external factors contribute to these strengths and opportunities?)
3. **Limitations, Barriers, Weaknesses:**

   (What factors limit progress? What barriers limit future development? Which of these are under our control? Identify any weaknesses which should be addressed in planning for the future.)
4. **Long-Range Goals and Objectives:**

   (Where is this department moving in the next 3-5 years? What are the long-range directions? What changes will be needed over the next few years? Will this department grow/decline/remain the same in terms of students, staff, and faculty?)
5. **Objectives:**

List objectives proposed for next year:	What College and/or University Strategic Directions are addressed by each objective?

6. **New Personnel Priorities:**

Identify personnel priorities.	How do these priorities relate to the goals/objectives of the department?

7. **New Equipment Priorities:**

Identify equipment priorities.	How do these priorities relate to the goals/objectives of the department?

8. **Facility Change/Capital Exercise Priorities:**

Identify your facility change/ capital exercise priorities.	How do these priorities relate to the goals/objectives of the department?

9. **What are the implications for other departments or services?** (Attach a separate sheet for this. It will be distributed to the appropriate departments.)

Figure 1.3 Department chair's planning and budget priorities

Chair's Role

Figure 1.3 is the Department Chair's Planning and Budget Priorities form. This is the department chair's priority plan which includes requests for resources. Note that the proposed objectives are shown in relation to a strategic direction. Thus the chair (and/or appropriate committee) still makes budgetary decisions, however, the criteria for these decisions are known in advance and the financial decision-making process is made explicit.

In a school or college, departments would be asked to show how their proposed activities support the strategic directions of the school or college. The school or college would indicate which university themes or strategic directions are being addressed through the school or college's strategic directions and/or goals.

Self-Evaluation of Strategic Planning Process

Following are fourteen questions that those responsible for planning in a department, school, college, division, or higher educational institution as a whole can ask about the strategic and annual planning process. The more heartily these questions can be answered in the affirmative, the more effective the planning exercise is likely to be. These questions are also found in Figure 1.4.

1. **Does the mission concisely state what will be done for whom?**

   A concise mission statement telling what the organization does for whom is the ideal beginning of a strategic plan. If this mission is not clear and agreed upon, the rest of the process will be unsatisfactory. A rambling mission statement is less effective than a finely pointed statement. The mission for the University of Wisconsin-Madison is interpreted as follows: to "create, integrate, transfer and apply knowledge."

2. **Is the vision a descriptive statement of where and what the organization wants to be in the future?**

   The vision statement should be vivid enough that a stakeholder can discern the institution's intentions. For example, "being the best..." doesn't say enough. Such a statement does not provide us with information on what being the "best" would look like. A vision statement

should paint a word picture of what the institution hopes to become. It should stretch the institution to change without being impossible.

3. **Is there evidence that representatives of employees at all levels (faculty, academic staff, support staff, administration) participated in a meaningful way in strategic and annual planning?**

   Although every individual in an organization cannot usually participate in all phases of the planning process, everyone can participate in some phase of the process. The model presented here is a representative democracy model in which a group (the planning council) selected to represent the whole is charged with developing the strategic plan. It is the responsibility of all members of the planning council to communicate the preliminary results and seek feedback from the constituencies they represent, whether faculty, staff, administration, support staff or students In addition, results of staff surveys or other staff input can inform the situational analysis. In the annual planning and budgeting phase, all employees are involved in identifying goals, objectives, activities, and budgetary needs for their work group or unit for the coming year. All employees are involved in determining needed professional development based on the goals and objectives that are developed collaboratively.

4. **Is there evidence that data on the needs of all the stakeholders but especially those from outside of the organization were sought and used in the planning process?**

   Like all quality-based processes, this planning model is dependent upon solid information. If information on stakeholders' needs and satisfaction was not available when the current plan was being developed, the plan should include mechanisms for collecting such data within the current budget year.

5. **Are goals prioritized annually?**

   It is usually difficult to permanently prioritize strategic directions and major goals since there may be a great deal of interactivity among them. It is useful, however, to prioritize strategic directions and/or goals on an annual basis, focusing first on the actions that tend to drive the others. The important thing is that each staff member is able to prioritize which activities are most critical to concentrate on in a given year.

6. **Are limitations, barriers and weaknesses addressed in goals and objectives?**

   In the excitement of planning for the future, it is not difficult to forget about problems and barriers. Some of this "forgetting" is actually necessary in order to push past the present and into the future. However, it is important to reconsider the problems and barriers when developing strategic directions. The question groups ask themselves is, “What do we have in our favor (a strength or opportunity) that can help us get over, around or through this barrier?” It is not necessary to have a strategic direction for every barrier, however the best strategies attack several problems at once. Also, it is helpful to identify early in the process which barriers or problems are most harmful so that when strategic directions are identified, a check can be done to ensure that the most potent problems or barriers are addressed in the plan.

7. **Is there evidence in strategic and operational plans that planners looked beyond immediate day-to-day concerns and into the future?**

   One of the things that distinguishes strategic planning from traditional long-range planning is the assumption that the future will not be a linear extension of the past. A good planning process anticipates probable future(s) by collecting information from internal and external sources. Some groups have a futurist come in to speak about future trends. Some groups have book reviews in advance of the planning event. Some take today's figures on enrollments and/or revenues and show how different future scenarios would affect the institution. The planning process itself should involve a structured, formal effort to anticipate future trends and the changing needs of stakeholders.

8. **Does the plan show that choices have been made in terms of types of service or activities, delivery system, who will be served, geographic scope, processes used, and the like?**

   Strategic planning requires a willingness to focus resources. Thus it is unlikely that an organization would continue doing everything it had done in the past in the same way if the organization was serious about planning strategically.

9. **Do measures of success test the underlying hypotheses about cause-and-effect relationships?**

   This question assumes that measures of success have been identified for goals and/or key activities. These measures of success should go beyond "process" measures such as “report completed” or "course redesigned" although these process measures are also important. Kaplan and Norton (1996) characterize strategy as a set of hypotheses about cause-and-effect relationships. Feedback (termed “measures of success” here) should be able to "test, validate, and modify the hypotheses imbedded in ...strategy" (p. 84). For example, the decision of an academic department to redesign a course or courses is based on the assumption that something will improve as a result. If no attempt is made to determine what changed as a result of the effort (Did students grasp key concepts as reflected in exam grades? Did a higher percentage satisfactorily complete? Could students demonstrate deeper levels of understanding and mastery?), the department has no way to know if its hypothesis was right and whether the work of redesigning was worth the effort. Even more importantly, if nothing is learned about the effects of the redesign beyond the fact that it was done, the faculty have no new information on which to base future decisions about course redesign.

10. **Do annual plans show evidence of cooperation, collaboration and/or integration of resources?**

    Another of the anticipated results of strategic planning is that by taking the time to study and better understand the organization and the milieu in which it functions, people begin to see new possibilities for leveraging their resources with other groups' resources. Particularly in higher education where the decrease in public funding is affecting almost all departments and units in some way, there are savings to be gained by cooperating, collaborating or pooling resources. For example, it is a common scenario to have a similar course offered by two departments, each course with a low enrollment. A cooperative agreement for both departments to alternately offer the course (by semester or year) would free up faculty in one of the departments for research, teaching other courses, curriculum development, service or other activities. In another scenario, very small departments can share administrative staff and services. (Sharing administrative costs with other departments may be the only way some very small, specialized departments can remain in existence.) Campus administrative units can pool funds for activities such as professional development or printed informational literature.

These opportunities seldom surface in day-to-day operations, but can become plainly possible through a planning process.

11. **Are formal progress reports presented at least once during each year?**

    To ensure that progress is being made toward meeting the goals that move the organization in its strategic directions, it is essential that progress reports are presented to the organization at least once in a given fiscal year. Holding people accountable for specific activities helps ensure that the plan is not forgotten. In fact, check dates should be identified for each goal or major activity early in the planning process.

12. **Is there a copy of the strategic plan (or a summary) in the hands of every full-time staff member?**

    Not only should employees have a piece of paper that outlines the mission, vision and strategic direction of their department, school/college/division or institutions, employees should be able to articulate the key themes. If the strategic plan cannot be generally understood by the people who make it a reality, it is not much of a plan.

    Many institutions have taken the key elements of their strategic planning process and created a mission/vision/strategy brochure that can go out to all employees reinforcing the commitment to some common directions or goals. (Following a strategic planning process, one school district added the mission statement to its stationery and had the mission painted on the wall of the gymnasium as a reminder to everyone.)

13. **When a major decision must be made, is the strategic plan consulted?**

    One of the major reasons for going through a planning process is to help focus the efforts of an organization. It would be counter-productive to make those decisions and then ignore them during times of crisis or stress. Since new opportunities and problems will continually present themselves, the plan should serve as a guide for dealing with them. If the plan doesn't offer guidance on which issues or needs to pursue or address and which should be left to others, something is lacking. Either the plan's power to inform decision-making has not be fully realized or the plan itself is too abstract to be useful or there were opportunities

and problems that were not anticipated in the situational analysis and environmental scanning phases of the process.

14. **Does the budget follow the plan?**

As was suggested earlier, it is essential that the budget follow the plan. If there is no intention to align resources with the planning process or no feasible mechanism with which to do so, there is little point to engaging in the exercise. Internal and external constituents can become cynical and hostile if they have devoted their time and energy to a task that has no real impact on resource decisions.

Bryson (1988) provides good advice regarding the utility of planning, "It is strategic thinking and acting that are important, not strategic planning." He says that any strategic planning activity that gets in the way of strategic thought and action should be scrapped (p. 2).

Self-Evaluation of Strategic Planning Process	
1.	Does the mission concisely state what will be done for whom?
2.	Is the vision a descriptive statement of where and what the organization wants to be in the future?
3.	Is there evidence that representatives of employees at all levels (faculty, academic staff, support staff, administration) participated in a meaningful way in strategic and annual planning?
4.	Is there evidence that data on the needs of all the stakeholders but especially those from outside of the organization were sought and used in the planning process?
5.	Are goals prioritized annually?
6.	Are limitations, barriers and weaknesses addressed in goals and objectives?
7.	Is there evidence in strategic and operational plans that planners looked beyond immediate day-to-day concerns and into the future?
8.	Does the plan show that choices have been made in terms of types of service or activities, delivery system, who will be served, geographic scope, processes used, and the like?
9.	Do measures of success test the underlying hypotheses about cause-and-effect relationships?
10.	Do annual plans show evidence of cooperation, collaboration and/or integration of resources?
11.	Are formal progress reports presented at least once during each year?
12.	Is there a copy of the strategic plan (or a summary) in the hands of every full-time staff member?
13.	When a major decision must be made, is the strategic plan consulted?
14.	Does the budget follow the plan?

Figure 1.4 Questions for self-evaluation of strategic plan process

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UNIVERSITY OF CALIFORNIA LOS ANGELES
UNIVERSITY OF RWANDA - COLLEGE OF EDUCATION

Capacity Building Workshop Strategic Planning Workbook

I. STRATEGIC PLANNING PROCESS BACKGROUND INFORMATION

A. A DEFINITION OF STRATEGIC PLANNING

Strategic planning is a tool for organizing the present on the basis of the projections of the desired future. That is, a strategic plan is a road map to lead an organization from where it is now to where it would like to be in five or ten years.

It is necessary to have a strategic plan for your organization. In order to develop a comprehensive plan for your organization which would include both long- range and strategic elements, we suggest the methods and mechanisms outlined in this manual.

The plan must be: simple, written, clear, based on the real current situation, and have enough time allowed to give it a time to settle. It should not be rushed. Rushing the plan will cause problems.

B. PURPOSE OF STRATEGIC PLANNING

The purpose of strategic or long-range planning is to assist an organization in establishing priorities and to better serve the needs of its constituency. A strategic plan must be flexible and practical and yet serve as a guide to implementing programs, evaluating how these programs are doing, and making adjustments when necessary.

A strategic plan must reflect the thoughts, feelings, ideas, and wants of the developers and mold them along with the organization's purpose, mission, and regulations into an integrated document. The development of a plan requires much probing, discussion, and examination of the views of the leaders who are responsible for the plan's preparation. However, more often than not, the development of the plan is less complicated than is the implementation.

Implementation, in essence, pulls a plan apart and diffuses it throughout an organization. Every unit within the organization which is involved must then accept the plan, agree to its direction, and implement specific actions. In order to effectively and efficiently implement a plan, all individuals involved in its implementation must function as a whole or the plan is destined for failure.

C. STEPS IN A STRATEGIC PLANNING PROCESS (Example I)

Although every strategic planning process is uniquely designed to fit the specific needs of a particular university, every successful "model" includes most of these steps.

The university begins by identifying its vision and mission. Once these are clearly defined, it moves on to a series of analyses, including external, internal,

gap, and benchmarking, which provide a context for developing organization's strategic issues. Strategic programming follows and the organization develops specific strategies including strategic goals, action plans, and tactics. Emergent strategies evolve,

challenging the intended tactics, and altering the realized strategy. Periodically, the organization evaluates its strategies and reviews its strategic plan, considering emergent strategies and evolving changes. It usually takes several years before strategic planning becomes institutionalized and organizations learn to think strategically.

Note: Here we briefly review steps essential to success of any strategic planning process.

1. **Vision And Mission**

   Identification of the organization's vision and mission is the first step of any strategic planning process. The university's vision sets out the reasons for organization's existence and the "ideal" state that the organization aims to achieve; the mission identifies major goals and performance objectives. Both are defined within the framework of the university's philosophy, and are used as a context for development and evaluation of intended and emergent strategies. One can not overemphasize the importance of a clear vision and mission; none of the subsequent steps will matter if the organization is not certain where it is headed.

2. **Environmental Scan**

   Once the vision and mission are clearly identified, the university must analyze its external and internal environment. The environmental scan, performed within the frameworks of the ***Five Forces Model*** and ***SWOT***, analyzes information about organization's external environment (economic, social, demographic, political, legal, technological, and international factors), the industry, and internal organizational factors. The ***labor market projections*** provided on this site are most valuable for the environmental scan. Please refer to the brief description of the ***Basic Models*** .

3. **Gap Analysis**

   Organizations evaluate the difference between their current position and desired future through gap analysis. As a result, a university can develop specific strategies and allocate resources to close the gap (CSUN strategic planning leadership retreat, April 1997), and achieve its desired state.

4. **Benchmarking**

   Measuring and comparing the university's operations, practices, and performance against others is useful for identifying "best" practices. Through an ongoing systematic benchmarking process campuses find a reference point for setting their own goals and targets.

5. **Strategic Issues**

   University determines its strategic issues based on (and consistent with) its vision and mission within the framework of environmental and other analyses. Strategic

   issues are the fundamental issues the organization has to address to achieve its mission and move towards its desired future.

6. **Strategic Programming**

   To address strategic issues and develop deliberate strategies for achieving their mission, universities set strategic goals, action plans, and tactics during the strategic programming stage.

   Strategic goals are the milestones the campus aims to achieve that evolve from the strategic issues. The SMART goals model is essential to setting meaningful goals. Smart goals are **s**pecific, **m**easurable, **a**greed upon, **r**ealistic, and **t**ime/cost bound.

   "***Action plans*** ... define how we get to where we want to go," the steps required to reach our strategic goals.

   Tactics are specific actions used to achieve the strategic goals and implement the strategic plans.

7. **Emergent Strategies**

   Unpredicted and unintended events frequently occur that differ from the university's intended strategies, and the university must respond. Emergent strategy is "a pattern, a consistency of behavior over time," "a realized pattern [that] was not expressly intended" in the original planning of strategy. It results from a series of actions converging into a consistent pattern (Mintzberg, 1994, p. 23-25).

8. **Evaluation Of Strategy**

Periodic evaluations of strategies, tactics, and action programs are essential to assessing success of the strategic planning process. It is important to measure performance at least annually (but preferably more often), to evaluate the effect of specific actions on long-term results and on the organization's vision and mission (Rowley, Lujan, & Dolence, 1997). The organization should measure current performance against previously set expectations, and consider any changes or events that may have impacted the desired course of actions.

9. Review Of The Strategic Plan

After assessing the progress of the strategic planning process, the university needs to review the strategic plan, make necessary changes, and adjust its course based on these evaluations. The revised plan must take into consideration emergent strategies, and changes affecting the organization's intended course.

10. Strategic Thinking

With time, people in the university routinely make their decisions within the framework of the organization's strategic vision and mission. Strategic planning becomes an organizational norm, deeply embedded within the organization's decision-making process, and participants learn to think strategically as part of their regular daily activities (Lerner, 1999). Strategic thinking involves "arraying options through a process of opening up institutional thinking to a range of alternatives and decisions that identify the best fit between the institution, its resources, and the environment" (Rowley, Lujan, & Dolence, 1997, p. 15).

NOTE: A note regarding factors or drivers that may be important to an organization's master plan process from Caruthers, J. Kent and Daniel T. Layzell. 1999:

Caruthers et al. describes the development of campus master planning beginning with an overview of what it is, and how it relates to capital budgeting. Emphasizes the importance of integrating the master plan process within the overall planning framework of the institution. Describes nine master plan drivers: 1) projected enrollment and staffing levels; 2) current and future academic programs; 3) support programs and other university activities; 4) current space use and condition; 5) land availability; 6) health, safety, and accessibility issues; 7) local community considerations; 8) architectural and aesthetic considerations, and; 9) financial consideration.

D. ROLE OF MANAGEMENT IN THE STRATEGIC PLANNING PROCESS

The primary tasks of strategic management are to understand the environment, define organizational goals, identify options, make and implement decisions, and evaluate actual performance. Thus, strategic planning aims to exploit the new and different opportunities of tomorrow, in contrast to long-range planning, which tries to optimize for tomorrow the trends of today (Drucker 1980, p. 61).

E. STRATEGIC PLANNING PROCESS SUMMARY (Example II)

1. Strategic Planning

The word "strategy" comes from the Greek *strategos*, referring to a military general and combining *stratos* (the army) and *ago* (to lead). The primary tasks of strategic management are to understand the environment, define organizational goals, identify options, make and implement decisions, and evaluate actual performance. Thus, strategic planning aims to exploit the new and different opportunities of tomorrow, in contrast to long-range planning, which tries to optimize for tomorrow the trends of today (Drucker 1980, p. 61).

Most colleges and universities currently engage in long-range planning, but they can fruitfully augment that work by using the concepts of strategic planning and thereby enhance their ability to steer a course in a changing external environment. This section briefly describes the traditional models for long-range planning and

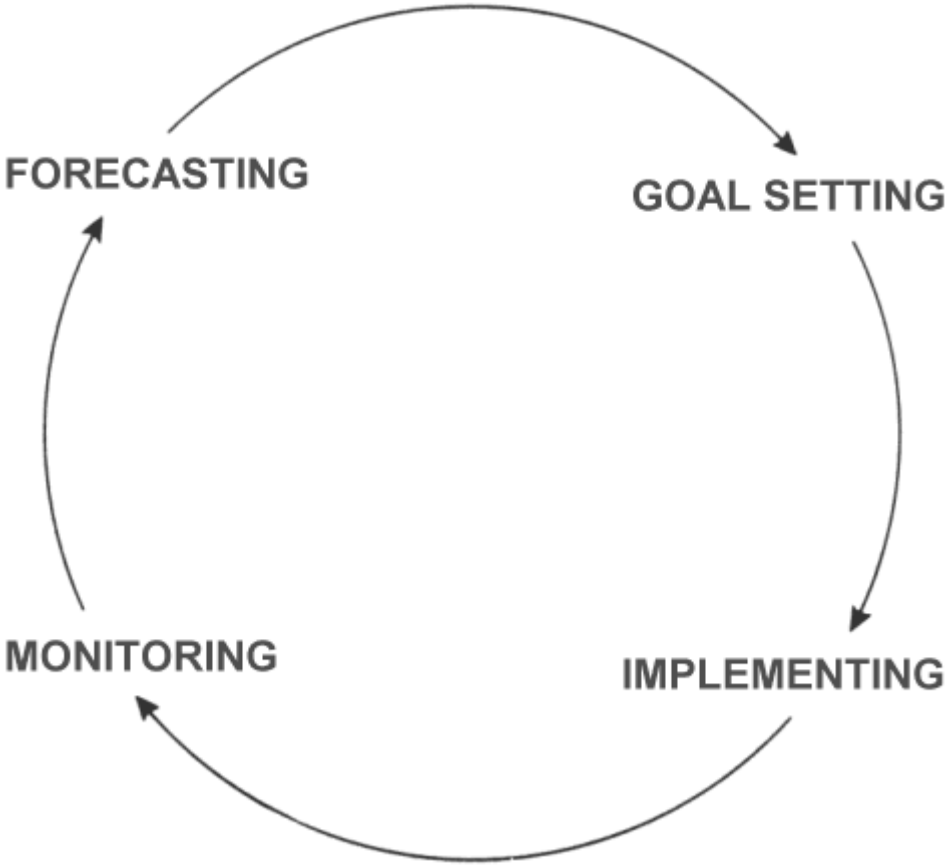
environmental scanning and then shows how these two models can be merged to provide the basis of a strategic planning process.

Traditional long-range planning in its most elementary form is based on the concept that planning consists of at least four key steps--monitoring, forecasting, goal setting, and implementing--which are intended to answer these questions: (1) Where is the organization now? (2) Where is it going? (3) Where does it want to go? and (4) What does it have to do to change where it is going to get to where it wants to go? (Renfro 1980b, 1980c; see figure 1). Performing these activities is a continuing process that, for example, produces a one-year operating plan and a five- or ten-year long-range plan every year. The long-range planning cycle begins by **monitoring** selected trends of interest to the organization, **forecasting** the expected future of those trends (usually based upon extrapolation from historical data using regression analysis or a similar technique), defining the desired future by **setting** organizational **goals** in the context of the expected future, developing and **implementing** specific policies and actions designed to reduce the difference

between the expected future and the desired future, and **monitoring** the effects of these actions and policies on the selected trends.

a. Long-Range Planning

FIGURE 1
LONG-RANGE PLANNING

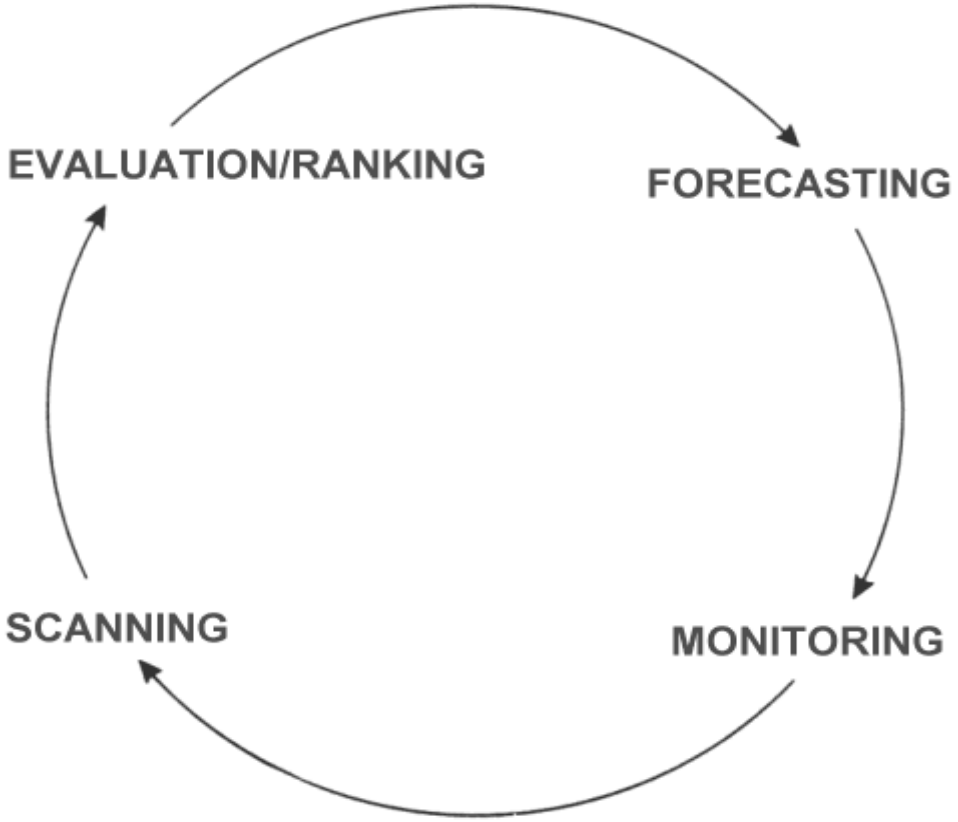


The environmental scanning model (figure 2) begins with **scanning** the external environment for emerging issues that pose threats or opportunities to the organization. As part of this step, trends are specified that describe the issues and can be used to measure changes in their nature or significance. Each potential issue or trend is then analyzed (**evaluation**/**ranking**) as to the likelihood that it will emerge and the nature and degree of its impact on the organization if it should actually materialize. This stage produces a rank ordering of the issues and trends according to their importance to current or planned operations. The next stage, **forecasting,** focuses on developing an understanding of the expected future for the most important issues and trends. In this stage, any of the modern forecasting techniques may be used. Once the forecasts are made, each issue and trend is then monitored to track its continued relevance and to detect any major departures from the forecasts

made in the preceding stage. **Monitoring,** in effect, identifies areas for additional and continued **scanning.** For example, subsequent monitoring may begin to suggest that an original forecast of the employee turnover rate is no longer credible, which would imply the need for more focused scanning, forecasting, and analysis to develop a more credible projection (see Renfro and Morrison 1984).

b. Environmental Scanning

Figure 2
ENVIRONMENTAL SCANNING



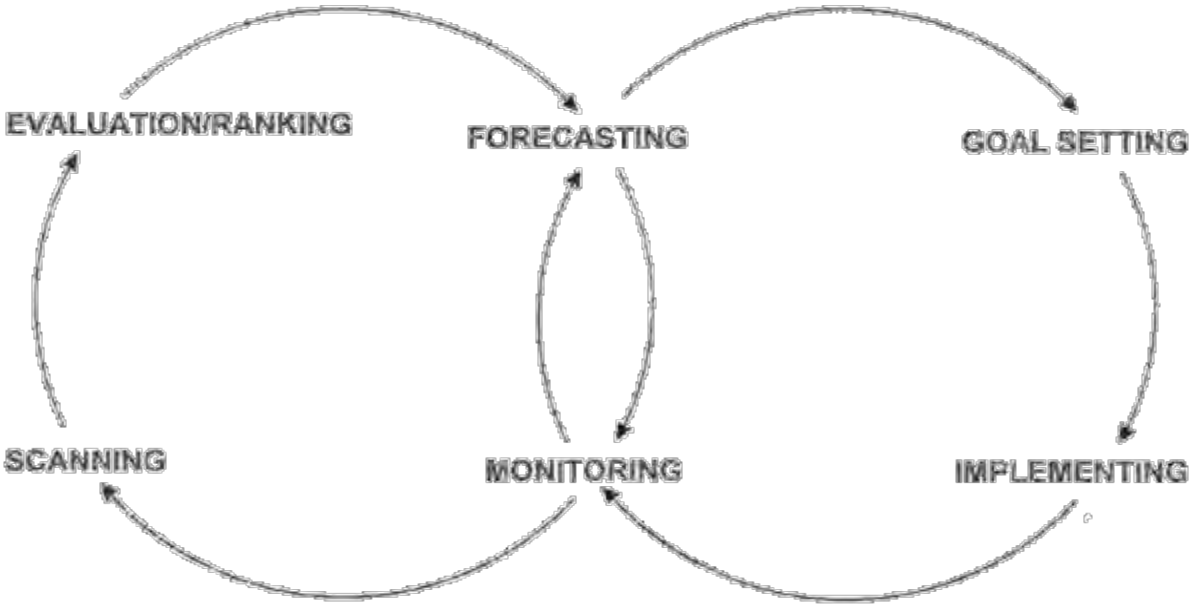
As noted earlier, one of the major limitations of the traditional long-range planning model is that information about the changing external environment is usually not taken into account systematically or comprehensively. When this omission occurs because of an assumption that "we cannot predict external changes," long-range planning destines itself to surprise and failure, if only because it locks itself to the information known from direct experience in the past and immediate present.

Information from the external environment adds important components to long-range planning, however. First, it identifies new and potentially crucial subjects that should be added to those identified and tracked during monitoring. Second, it identifies possible developments that must be used to adjust the forecasts of the internal issues derived from forecasting--specifically, the surprise events that are used in policy impact analysis or techniques like probabilistic systems dynamics and in other rigorous forecasting methods used in traditional long-range planning.

These two models of planning-long-range planning and environmental scanning-may be merged. The interrelated model, *the strategic planning process,* consists of six identifiable stages: environmental scanning, evaluation of issues, forecasting, goal setting, implementation, and monitoring (see figure 3). The merged model, then, allows information from the external environment in the form of emerging developments to enter the traditionally inwardly focused planning system, thereby enhancing the overall effectiveness of an institution's planning. More specifically, it allows the identification of issues and trends that must be used to modify the internal issues derived during monitoring.

c. The Strategic Planning Process

Figure 3
THE STRATEGIC PLANNING PROCESS



Source: Renfro and Morrison 1984.

The argument for combining these two models becomes apparent when the future that happens *to the institution* and the future that happens *for the institution* are contrasted. In the future that happens to the institution (the typical "planned" future), new developments are not anticipated before they force their way to the top of the agenda, demanding crisis management and the latest fire-fighting techniques. In this future, issues are usually defined by others whose interests do not necessarily include those of the institution or its purpose. Not only are threats from the external environment not anticipated as early as possible; key opportunities will be missed or diminished in value.

In the future that happens for the institution, in contrast (the "strategic" future), administrative leadership is focused more on fire prevention and less on fire fighting. Hence, it is able to exercise more careful judgment in the orderly and efficient allocation of resources. Certainly management will still have to deal with unforeseen developments, but they will probably be fewer and less traumatic. Thus, institutions will be able to pursue their mission with greater confidence and consistency because they will be interrupted by fewer and smaller fire-fighting exercises.

F. STRATEGIC PLANNING PROCESS SUMMARY (Example III)

1. Strategic Planning Model

The strategic plan needs to include a Mission Statement, Objectives, Goals, and an Action (or Implementation) Plan.

a. Mission Statement

This is the agreed-upon statement by the organization and explains the reason for its existence. It is necessarily broad to encompass the diversity within the organization. The statement is not precise in its measurements nor does it need to be, but it does need to be periodically reviewed by the organization to see whether it still encompasses all of the relevant activities of the organization.

b. Objectives

The objectives are the areas of emphasis within the organization. Rather than specific statements with a specific goal, objectives state that the organization plans to continue to do quality work in the following areas. These objectives or areas of emphasis need to be attained by discussion and review of the organization's current activities as well as activities in which it would like to participate.

c. Goals

These need to be both long-term and short-term goals; six months, one-year, three-years, and ten-year goals need to be set so that the strategy for reaching these goals can be outlined in the plan. Most organizations recommend setting the long-term goals first and then setting short-term goals: those goals which can be reached as steps to attaining the long-term goal.

d. Action Plan

The Action Plan should be designed after the main goals and objectives have been set in order to attain the mission in a straightforward and measurable way. With an Action Plan, the goals themselves can be obtained. Without the Action Plan, and the measures it entails, it would be impossible to implement the plan and measure its success.

2. Strategic Planning Processes And Mechanisms

a. Gathering of Background Information

Background information is used by your Strategic Planning Committee for its review. By shifting through that information, the Committee would be able to develop a sound basis to continue their work. After existing information has been gathered, another information gathering activity should take place. Develop a survey questionnaire to poll all members for their viewpoints on the directions your organization should take. After the information has been synthesized from the questionnaires as well as from information already gathered, move to the second step.

b. A Planning Workshop

Suggestions are recommended as put forth in an article by John N. Bailey in Leadership magazine, Spring 1981, pp. 26-29. The title of the article is "Strategic Planning: Lead Your Association With a Plan for Tomorrow". Based on this article, your organization needs to gather information on five basic questions:

(1) Where are we now? *(The Situation)*
(2) How did we get there? *(Our Momentum)*
(3) Where are we going? *(The Direction)*
(4) Where should we be going? *(Desired Direction)*
(5) How will we get there? *(The Strategic Plan)*

Bailey recommends that after gathering the background information, the planning workshop should take place. The first session would assess the current situation and how you arrived at that present situation. The second activity of this first workshop is to try to figure out where you are going

and where you want to be. This is a very hard-hitting and difficult time for any organization given the economic conditions and the change within higher education.

c. Designing a Planning Workbook

The planning Workbook will bring together all of the information gathered during the Planning Workshop, sift through the ideas put forward, and organize them into

a meaningful body for review by the Planning Workshop attendees and other interested parties in the organization.

d. Second Planning Workshop

After the Planning Workshop information has been gathered into a workbook, another workshop should be planned. At this workshop (which should not be held too long after the first one), several things need to be accomplished. In the first half-day a Mission Statement should be adopted/reviewed for the organization. The Mission Statement will include what the organization intends to stand for; what it hopes to contribute to the world-at-large. It should set goals for the organization and then, having set the goals, fulfill the Mission Statement by translating each goal into a specific objective. This means that the Mission Statement will be carried forth into a strategic plan.

e. The Committee Structure

The Strategic Planning Committee should be composed of people who understand the organization, but also who have a constant feel for the organization and where it is moving. The Strategic Planning Committee should be made a permanent standing committee within the organization with a rotating membership. This will encourage constant review and updating by the organization's members.

Major Components of a Strategic Plan

Strategic plans can come in many different shapes and sizes, but they all have the following components. The list below describes each piece of a strategic plan in the order that they're typically developed.

- **Mission statement:** The mission statement is an overarching, timeless expression of your purpose and aspiration, addressing both what you seek to accomplish and the manner in which the organization seeks to accomplish it. It's a declaration of why you exist as an organization.
- **Vision statement:** This short, concise statement of the organization's future answers the question of what the company will look like in five or more years.
- **Values statement or guiding principles:** These statements are enduring, passionate, and distinctive core beliefs. They're guiding principles that never change and are part of your strategic foundation.
- **SWOT:** A SWOT is a summarized view of your current position, specifically your strengths, weaknesses, opportunities, and threats.
- **Competitive advantage:** Your competitive advantage includes what you're best at compared to the competition.
- **Long-term strategic objectives:** These long-term strategic focus areas span a three-year (or more) time horizon. They answer the question of what you must focus on to achieve your vision.
- **Strategies:** Strategies are the general, umbrella methods you intend to use to reach your vision.
- **Short-term goals/priorities/initiatives:** These items convert the strategic objectives into specific performance targets that fall within the one- to two-year time horizon. They state what, when, and who and are measurable.
- **Action items/plans:** These specific statements explain *how* a goal will be accomplished. They're the areas that move the strategy to operations and are generally executed by teams or individuals within one to two years.
- **Scorecard:** You use a scorecard to report the data of your key performance indicators (KPIs) and track your performance against the monthly targets.
- **Financial assessment:** Based on historical record and future projections, this assessment helps plan and predict the future, allowing you to gain much better control over your organization's financial performance.

Your Strategic Planning Framework

Strategic planning has a basic overall framework. Not to oversimplify the strategic planning process, but by placing all the parts of a plan into the following three areas, you can clearly see how the pieces of your plan fit together:

- **Where are we now?** Review your current strategic position and clarify your mission, vision, and values.

- **Where are we going?** Establish your competitive advantage and your vision. Clearly see the direction your organization is headed.
- **How will we get there?** Lay out the road to connect where you are now to where you're going. Set your strategic objectives, goals, and action items and how you'll execute your plan.

Tips for Better Strategic Planning

Before you get too far into your strategic planning process, check out the following tips — your quick guide to getting the most out of your strategic planning process:

- **Pull together a diverse, yet appropriate group of people to make up your planning team.** Diversity leads to a better strategy. Bring together a small core team — between six and ten people — of leaders and managers who represent every area of the company.
- **Allow time for big-picture, strategic thinking.** People tend to try to squeeze strategic planning discussions in between putting out fires and going on much needed vacations. But to create a strategic plan, your team needs time to think big. Do whatever it takes to allow that time for big-picture thinking (including taking your team off-site).
- **Get full commitment from key people in your organization.** You can't do it alone. If your team doesn't buy in to the planning process and the resulting strategic plan, you're dead in the water. Encourage the key people to interact with your customers about their perception of your future and bring those views to the table.
- **Allow for open and free discussion regardless of each person's position within the organization.** (This tip includes you.) Don't lead the planning sessions. Hire an outside facilitator, someone who doesn't have any stake in your success, which can free up the conversation. Encourage active participation, but don't let any one person dominate the session.
- **Think about execution before you start.** It doesn't matter how good the plan is if it isn't executed. Implementation is the phase that turns strategies and plans into actions in order to accomplish strategic objectives and goals. The critical actions move a strategic plan from a document that sits on the shelf to actions that drive business growth.
- **Use a facilitator, if your budget allows.** Hire a trained professional who has no emotional investment in the outcome of the plan. An impartial third party can concentrate on the process instead of the end result and can ask the tough questions that others may fear to ask.
- **Make your plan actionable.** To have any chance at implementation, the plan must clearly articulate goals, action steps, responsibilities, accountabilities, and specific deadlines. And everyone must understand the plan and his individual role in it.
- **Don't write your plan in stone.** Good strategic plans are fluid, not rigid and unbending. They allow you to adapt to changes in the marketplace. Don't be afraid to change your plan as necessary.
- **Clearly articulate next steps after every session.** Before closing the strategic planning session, clearly explain what comes next and who's responsible for what. When you walk out of the room, everyone must fully understand what he's responsible for and when to meet deadlines.

- **Make strategy a habit, not just a retreat.** Review the strategic plan for performance achievement no less than quarterly and as often as monthly or weekly. Focus on accountability for results and have clear and compelling consequences for unapproved missed deadlines.
- **Check out examples.** Although you can't borrow someone else's strategy, you can find inspiration and ideas from the examples of others. Here is one website with a catalog of example strategic plans by industry: OnStrategy. Check it out for quick access to ideas.

Strategic Planning Pitfalls to Avoid

Strategic planning can yield less than desirable results if you end up in one of the possible planning pitfalls. To prevent that from happening, here's a list of the most common traps to avoid:

- **Not having a burning platform:** Fundamentally, organizations don't have to have a strategic plan. Really, they don't. Yes, you'll run a better operation and, yes, a strategic plan is an outstanding management tool. But you and everyone on your team needs to agree on why this effort is important. What's your burning platform that's causing you to invest in this effort now?
- **Relying on bad info or no info:** A plan is only as good as the information it's based on. Too often, teams rely on untested assumptions or hunches, erecting their plans on an unsteady foundation.
- **Ignoring what your planning process reveals:** Planning isn't magic: You can't always get what you want. The planning process includes research and investigation. Your investigation may yield results that tell you not to go in a certain direction. Don't ignore that information!
- **Being unrealistic about your ability to plan:** Put planning in its place. It takes time and effort to plan well. Some companies want the results but aren't willing or able to make the investment. Be realistic about what you can invest. Find a way to plan that suits your available resources, which include your time, energy, and money.
- **Planning for planning's sake:** Planning can become a substitute for action. Don't plan so much that you ignore the execution. Well-laid plans take time to implement, and results take time to yield an outcome.
- **Not having your house in order first:** Planning can reveal that your house isn't in order. When an organization pauses to plan, issues that have been buried or put on the back burner come to the forefront and can easily derail its planning efforts. Make sure your company is in order and no major conflicts exist before you embark on strategic planning.
- **Copying and pasting:** Falling in to the trap of copying the best practices of a company similar to yours is easy. Although employing best practices from your industry is important, other organizations' experiences aren't relevant to your own. Organizations are unique, complex, and diverse. You need to find your own path instead of following a cookie-cutter approach.
- **Ignoring your culture and organizational readiness:** Strategy and culture are intimately intertwined. Ignore this fact at your peril. Culture eats strategy for lunch (and dinner if you're not careful). With that in mind, adapt your planning to fit what you know

works for your organizational rhythm, ethos, and needs right now. A big pitfall — the biggest actually — is not fitting the process to your organizational needs. Consider a simpler process or one that's more robust.

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STRATEGIC PLANNING IN THE UNIVERSITY

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What is Strategic Planning?

Strategic planning is a means of establishing major directions for the university, college/school or department. Through strategic planning, resources are concentrated in a limited number of major directions in order to maximize benefits to stakeholders--those we exist to serve and who are affected by the choices we make. In higher education, those stakeholders include students, employers of graduates, funding agencies, and society, as well as internal stakeholders such as faculty and staff. Strategic planning is a structured approach to anticipating the future and "exploiting the inevitable." The strategic plan should chart the broad course for the entire institution for the next five years. It is a process for ensuring that the budget dollars follow the plan rather than vice versa. Strategic planning is not just a plan for growth and expansion. A strategic plan can and often does guide retrenchment and reallocation.

McConkey (1981) said that the essence of strategy is differentiation. What makes this university or college or department different from any other? Educational institutions, like other service organizations, can differentiate themselves based on types of programs, delivery systems, student clientele, location, and the like. Similarly, a department or administrative unit involved in strategic planning will identify its unique niche in the larger university community and focus its resources on a limited number of strategic efforts, abandoning activities that could be, should be, or are being done by others.

Why Is Strategic Planning Essential?

Formalized strategic planning grew out of budget exercises in the America of the 1950s and spread rapidly. By the mid-1960s and throughout the 70s, strategic planning (in many forms) was occurring in most large corporations

(Mintzberg, 1994). Even the federal government used a Planning-Programming-Budgeting System (PPBS) during this time.

Public and nonprofit organizations recognized the usefulness of strategy formulation during the 1980s, when the notion of marketing for public and non-profit organizations gained prominence. Most well-known models of public and nonprofit strategic planning have their roots in the Harvard policy model developed at the Harvard Business School (Bryson, 1988). The systematic analysis of strengths, weaknesses, opportunities and threats (SWOT) is a primary strength of the Harvard model and is a step in the strategic planning model used at UW-Madison (Figure 1.1). Given its thirty-some years of practice in this country, why is strategic planning essential now?

These are times of rapid change. Will Rogers said, "Even if you're on the right track, you'll get run over if you just sit there." No university or college or department can remain static for long. Neither can an institution survive for long with knee-jerk responses to change. Strategic planning should minimize crisis-mode decision-making.

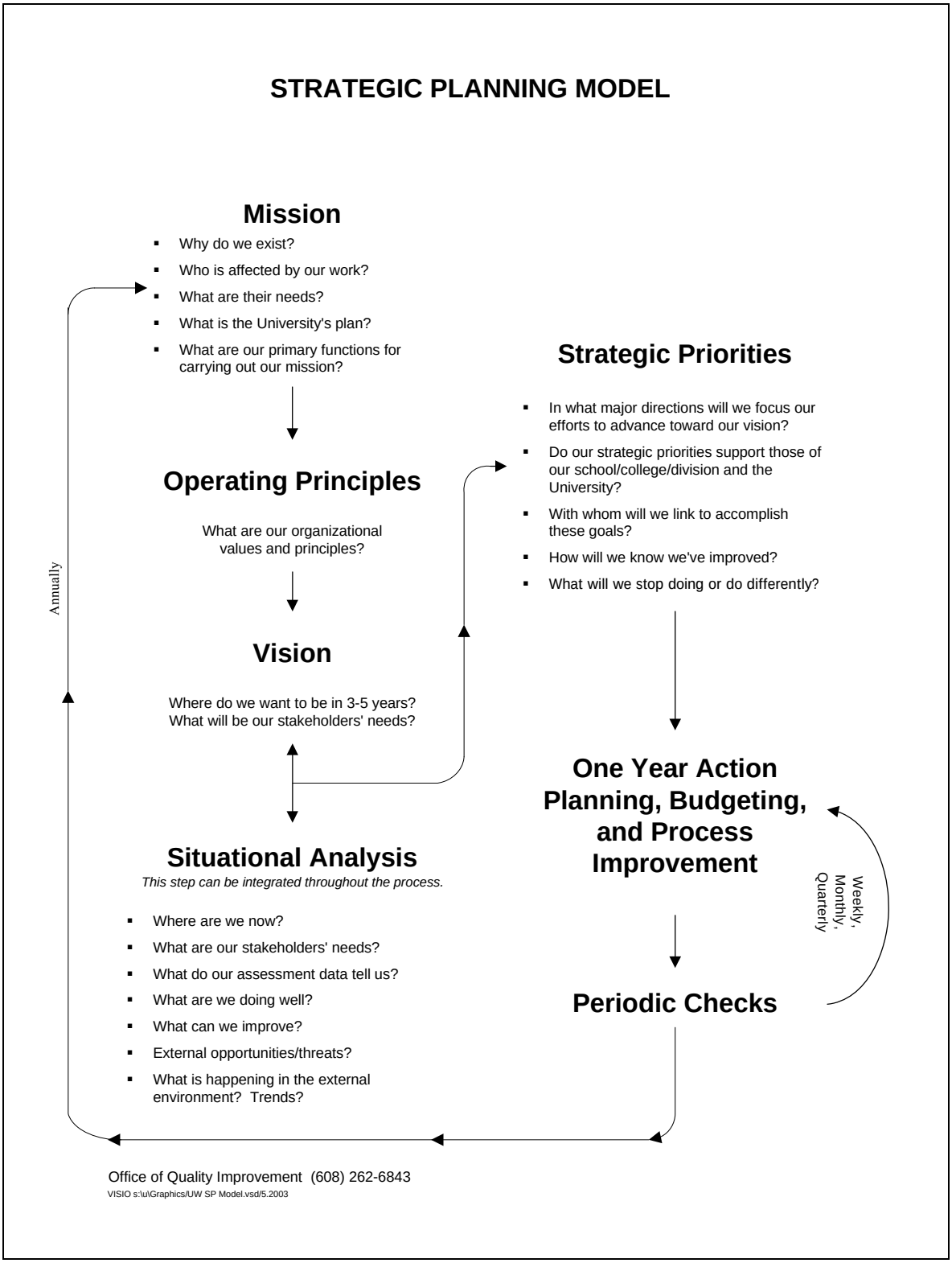

Figure 1.1 Strategic Planning Model

These are times of social and cultural complexity. One small group at the top cannot know the needs of students, employers and other stakeholder without their input. It is also difficult for one small internal group to know all that is occurring in the external environment that will have an impact, positive or negative, on the university or college.

There are times of interdependence. Bryson (1988) provides three examples of formerly distinct arenas that are now very much interconnected: domestic and international: public, private and nonprofit; and educational and economic policies. The blurring of these distinctions means that although many organizations and institutions are involved, no one is fully in charge. This increased environmental ambiguity requires educational institutions and other public entities to think and act strategically as never before (Bryson, 1988).

Traditional financial resources for the support of higher education are not likely to increase. Cut-backs are the norm in educational financing. Yet demands for services continue to expand. Strategic planning gives the university, the college, the department, and the administrative unit the opportunity to chart its own course and to focus its own future. Jurinksi (1993) calls strategic planning an intellectual exercise. As such, the process is uniquely suited to higher education.

Keller (1983) speaks of conscious academic strategy as an appropriate response to turbulence.

> ...The dogma of colleges as amiable, anarchic, self-correcting collectives of scholars with a small contingent of dignified caretakers at the unavoidable business edge is crumbling. A new era of conscious academic strategy is being born. The modern college and university scene is one that is no longer so fiercely disdainful of sound economics and financial planning or so derisive of strategic management. Professors and campus administrators are now uniting to design plans, programs, priorities, and expenditures in order to insure their futures and to keep American higher education among the world's best. (pp. viii-ix)

Strategic v. Long-Range Planning

It is sometimes thought that strategic planning is just another buzz word for long-range planning. There are major differences between strategic planning

and garden variety long-range planning. First, strategic planning is much more sensitive to the external environment than long-range planning. Traditionally, long-range planning was inwardly focused. The goals and objectives were formulated with minimal attention to the larger system in which the institution functioned.

Traditional long-range planning could be conducted with minimal involvement of stakeholders, those affected by the plan. Strategic planning, particularly the model in Figure 1.1 which has been used in a variety of departments, offices, and colleges on the UW-Madison campus, relies on information from internal and external stakeholders regarding their needs, expectations and requirements as the foundation for planning.

Related to the first difference is the fact that traditional long-range planning tends to maintain the status quo over time. Assuming that the future will be a linear extension of the present, planners typically spend little time attempting to reshape the organization. Strategic planning is much more likely to result in a deliberate shift in direction or refocusing of mission in light of changes, actual or anticipated.

Since long-range planning has generally been oriented to the status quo, visioning was not a critical component. Strategic plans, however, are developed around a vision of success or a vision of the desired future. This idealized word picture represents the best possible future for the institution. The plan helps the make this shared vision a reality.

Bryson (1988) points out another distinction. Long-range planning focuses more on specifying goals and objectives, while strategic planning is more focused on identifying and resolving issues. In fact, goals and objectives which are considered operational planning should not be developed before a college or university has completed its strategic planning.

Keller (1983) says that strategic planning places the fate of the institution above all else.

> Strategic planning places the long-term vitality and excellence of the college or university first. It cares about traditions, faculty salaries, and programs in Greek, agriculture, and astrophysics. But it cares about institutional survival more, so that there will be places for scholars of Greek, agriculture, and astrophysics to teach and do their research. Scholars cannot easily hang their shingle out like physicians or architects.... Professors still need to unite as a universitas. (p. 151)

Benefits of Strategic Planning

Effective strategic planning can accrue many benefits to the organization. First, it enables the organization to be proactive and to actively shape its own destiny. Because the process requires attention to trends and external developments, an educational institution or department is less likely to be taken by surprise by a new problem or development.

Stakeholders--those affected by the organization--are involved in the planning process. Thus the institution or department receives valuable feedback both on successful efforts and on areas where improvements should be made.

Representatives from faculty, academic staff, and classified staff should be involved as each group brings a unique perspective to the process. This involvement throughout the process helps ensure that those who have major responsibilities to carry out the plan understand the plan and the reasons behind it. Being involved in the planning process can contribute greatly to employees' commitment to mutual goals and a sense of organizational unity.

Similarly, the active involvement of stakeholders in the planning process creates external advocacy for the organization. Employers, for example, are much more likely to support an educational initiative such as a new degree program or a revamped curriculum if they have a first-hand role in a well-designed planning process. Note that the term is "active involvement." External stakeholders have traditionally served in advisory capacities to the educational enterprise. Involvement in strategic planning is much more substantive than the advisory role. Their involvement essentially lays the groundwork for continuing support and participation by those stakeholders.

A major benefit of strategic planning in higher educational institutions is that it can lend stability to the organization in spite of increasingly frequent leadership changes. Simmons and Pohl (1994) found that from 1980 to 1994 at the University of Wisconsin-Madison, the average dean's tenure was five years. They further noted that the average length of leadership tenure was declining sharply with each year. Their observation was that

> Strategic planning creates a broad decision-making group by actively involving middle and operational levels of management. By pushing decision-making down, a system for strategic planning can help the organization maintain a core purpose during times of changing leadership. (p. 2)

Simmons and Pohl (1994) also pointed out that a broadly-based participative strategic planning process can actually make the most of the frequent leadership changes by coupling a new leader's external perspective with a stable core internal group that is committed to mutual goals and a shared vision of a successful future.

The Dark Side of Strategic Planning

The dark side of strategic planning is not so very dark, but it is has some inherent hazards. Jurinski (1993) says that strategic planning efforts that fail typically do so because the organization underestimated the required amount of time, effort and money from the start. The process takes time. It is difficult for any organization or group to go through a strategic planning process in less than two concentrated days in addition to shorter preparatory sessions and later meeting(s) to revise plans based on feedback. Figure 1.1 shows the steps in a strategic planning model which has been used at the University of Wisconsin-Madison. From the day the decision is made to create a strategic plan, several months are generally required to complete the process. (Most of this time is lead time for scheduling the major planning session.) Some planning efforts occur over many months and even years. This long time line is generally not advisable or necessary. People become exhausted by the process and the effort loses momentum.

A good planning process costs money. Bringing people together requires places to meet, facilitators, meals and refreshments, travel costs, audiovisual rentals, and the like.

Strategic planning can be risky in that deliberate decisions are made to focus or refocus the organization. This means that "something has to go" or at the very least, "something has to change." One of the hallmarks of strategic planning is fresh, bold approaches that break through barriers. Ideally, these new strategies propel the organization to its vision. In the worst case scenario, poorly considered strategic decisions can be disastrous. One purpose of having a broadly representative group of internal and external stakeholders involved is to help avoid organizational decisions that would be viewed retrospectively as errors.

Elements of a Successful Strategic Planning Process

Five ingredients are essential for an effective strategic planning process--the right people, good data, preparation, a structured process, and adequate resources of time and dollars. Each of these five elements is revisited later.

- *People*
  Having the right people means that all the key stakeholders are represented in some way. Usually this is done through a representation system where each participant in the planning event is there representing a particular stakeholder group--students, business, faculty, classified staff, academic staff, affiliated agencies and the like. The responsibility of all participants is to take the preliminary planning results back to the group they represent to receive feedback. This feedback, both positive and negative, is then brought back to the group and used for revising the draft plans.

- *Data*
  One of the connections between strategic planning and continuous quality improvement is the reliance on data as the basis for decision-making. Data on stakeholder/customer needs and their evaluation of existing services are required for the planning process. The more hard data that are available to describe the current situation, the better the chances of a good plan. Strategic planning in the absence of reliable data can be dangerous. Yet, it is not unusual to find organizations planning for the future with little or no reliable information about the true state of affairs. Some organizations find, upon beginning a strategic planning process, that they must create a temporary plan while collecting crucial data on which to base subsequent strategic planning.

- *Preparation*
  Those who are planning the future of their department, school, college or institution should be adequately prepared for the task. It is unwise to plan without some notion of the many alternative directions and what others have found to be successful. It is common for an educational institution to invite futurists to speak to the planning team prior to the planning event. This helps loft people's thinking past the issues of today and later helps them create the vision of a desired future. Outstanding videotapes are available on change and paradigm shifts. Seeing and discussing these programs helps individuals to prepare to make the small and large changes that are inevitable with or without a strategic plan. Some planning groups have brief book

reviews in which each member reports on the a current book that illuminates the organization's choices. Some groups visit other institutions to get ideas on what is working successfully elsewhere. Preparation that expands the group's perception of what is possible and desirable creates the most innovative and bold plans.

- *A Structured Planning Process*
  Most of us have attended at least one meeting where everyone talked but when it was all over, nothing had been accomplished. This common experience points out the need for a structured planning process. Structured means designated and sequenced activities such as brainstorming, small group work, listing, summarizing, prioritizing and the like. Structure requires a facilitator who is responsible for maintaining the process without having input into the content. A structured planning process makes it possible for everyone in attendance to participate fully, while discouraging domination by high-verbal, high-status group members.

  The approach to strategic planning used by various departments and offices and at the University of Wisconsin-Madison represents a combination of the eight step strategic planning model for public and non-profit organizations created by Bryson (1988) and the Technology of Participation (ToP) approach developed by the Institute of Cultural Affairs, Chicago (Spencer, 1989). The ToP workshop methodology is used by Institute facilitators throughout the world for community development planning.

  The model in Figure 1.1 reflects a belief in intellectual fusion--that is, that when people of good will come together to plan and when they are given a structure in which to work together, the results are far superior to what any individual in the group could generate alone. The structure of the process described here helps mitigate the "camel designed by a committee" phenomenon which occurs because of excessive compromise. In the model presented here, the group strives for consensus beginning with individuals, then small groups, then the group as a whole.

  In consensus, members commit to supporting the results of the group's work even if they do not agree with every single point in the plan. This support is based on the individual belief that "Even though this is not my favorite choice, I will support it because I believe I had adequate opportunity to discuss my views and this choice is the best one for us at this time." A skilled facilitator will also help the group

resist conglomerating too many ideas such that the original thinking of all of them are lost.

Individuals who were initially cool to a structured planning process often express satisfaction and sometimes delight at the end of the planning event, both for the intellectual stimulation and the tangible results.

- *Resources of Time and Dollars*
  The costs of a sound planning process and the time required for optimal planning were both discussed earlier. Both inadequate time and too much time are detrimental to the process.

The Role of the Leader in Strategic Planning

Planning has been one of the traditional "ings" of management. Some leaders initially experience discomfort at the idea of involving all levels of staff in planning. Some might view involving all levels of staff in planning as abrogating their responsibility. The leader's responsibility, however, is to ensure that a sound planning process occurs and that the budget follows the plan. Thus the leader's role is to create the structure for planning and to participate in the process fully. James Renier, Honeywell Corporation, commented on broad involvement in planning:

At some point you've go to loosen the reins, delegate. It's almost like being on a battlefield in a fog. It's too much to ask the commander to describe the terrain as if the fog wasn't there...we've got to be willing to listen and say, well, someone else has seen through part of the fog so we'd better listen carefully to that person.

Senge (1990) uses an ocean liner metaphor to discuss leadership in a learning organization. He suggests that the organizational leader is not the captain or navigator, but rather the designer of the ocean liner. Senge says that the leadership task is designing the learning processes whereby the people in the organization can deal productively with the critical issues and develop mastery in the learning disciplines. Senge says:

> This is new work for most experienced managers, many of whom rose to the top because of their decision-making and problem-solving skills, not their skills in mentoring, coaching and helping others learn. (p.345)

Characterizing the implementation of a sound planning process as the leader's responsibility is consistent with the designer metaphor. Leaders, though they should participate actively, should not serve as facilitators for their own organizations' planning processes. Their ideas and/or style may inhibit full participation of the group. Similarly, it is seldom advisable for any planning facilitator to participate as a planning team member. The roles of facilitator and participant are generally not compatible and facilitation, of itself, requires one's full attention.

Relationship of Strategic Planning to Continuous Quality Improvement

Quality may be defined as meeting the needs and exceeding the expectations of stakeholders. It is difficult to imagine an organization dedicated to continuously improving its services or products that does not have a strategic plan. One of W. Edwards Deming's basic requirements for continuous quality improvement is constancy of purpose (Gabor, 1990). It is significant that virtually all strategic planning models begin with reviewing, refining or creating the mission statement based on stakeholders and their needs. The mission statement then becomes the foundation upon which all subsequent planning builds.

Strategic planning is a process of identifying some common directions for the department, division, school or college based on needs of the external and internal stakeholders. In a quality environment, all employees share some common understandings and commitments relative to what they wish to accomplish together for their stakeholders. This does not mean that entrepreneurial activity cannot take place, but it does mean that there is some minimal level of shared effort and some common directions. Greater collaboration can yield enormous benefits for the individuals in the department or organization.

Quality improvement processes tend to focus on the operational end of the planning model shown in Figure 1.1 and especially on those critical or core processes that are carried out almost on a daily basis. Quality tools are used to improve processes and subprocesses within the organization, whereas strategic planning serves to focus the efforts of the organization as a whole. Thus, an effective strategic planning process provides a framework within which quality tools and processes can be utilized (Gibson, 1994). Taken together, strategic planning and continuous quality improvement can

dramatically improve the ability of the organization to meet the needs of its internal and external stakeholders.

Tying the Budget to the Plan

Budgets are basically links between financial resources and human behavior in order to accomplish policy objectives or in other words, budgets are a series of goals with price tags attached.

Aaron Wildavsky (1984)

A strategic plan is of limited value unless it is used in the budget exercise. It is not uncommon to find institutions whose planning processes have little or no relationship to budgeting processes. The reasons for this are complex and include factors such as the historical pattern of financial decision-making and the availability of accurate financial data throughout the organization. In some cases, organizations simply do not have a means to connect planning and budgeting very well. For those organizations who wish to focus their financial resources via a strategic planning process, this model provides a relatively uncomplicated structure and process for doing so. The example provided here shows how a department's planning and budgeting processes are linked. Figure 1.2 is a sample budgeting form, the Program Plans and Budget Requests form that would be completed by each program (or cost-center or subunit) within the department. Note that each program is required to complete a minimal amount of self-assessment and to have annual objectives. These objectives represent activities that help the department move in the strategic directions identified in the planning process.

This process amounts to a program budgeting approach. In program budgeting, instead of presenting budgetary requests in line-item form for supplies, maintenance, personnel, as is the case with traditional incremental budgeting, requests are made in terms of goals or end-products. Program budgeting is viewed as useful for relating ends to means and emphasizing the policy effects of the budget.

The budgeting process outlined here becomes a very public and intelligible activity in contrast to traditional line item budgeting which Wildavsky says de-emphasizes overt conflict among competing programs. A process that seeks to minimize overt conflict, he says, "encourages secret deliberations, non-partisanship, and the recruitment of personnel who feel comfortable in sidestepping policy decision most of the time" (p. 137).

Wildavsky (1984) makes the point that program budgeting brings to light more overt conflict. He says, "It is much easier to agree on a small addition or decrease than to compare the worth of one program [or goal] to that of all others" (p. 136). The planning model presented here helps mitigate the amount of budgetary conflict by creating, up-front, strategic directions and prioritized goals through a process in which everyone participates, either directly or indirectly.

A certain amount of the total budget can be set aside for opportunistic or entrepreneurial activities that do not necessarily align with the strategic plan. The discretionary budget is a relatively small percentage of the whole, as salaries comprise the majority of the budget in most higher education institutions. Currently, it is not unusual that the entire discretionary budget for a department is used for entrepreneurial activities, with little or no departmental focus.

Note that in the Program Plans and Budget Requests form in Figure 1.2, requests for positions, equipment, and materials over $500. are submitted as resources needed to accomplish objectives. It has been a practice at the University of Colorado at Boulder that no new positions are approved without a formal strategic plan which shows how the position will enhance effectiveness of the plan. Individual programs, majors, or other subunits submit their plans and budget requests using the form in Figure 1.2.

PROGRAM PLANS AND BUDGET REQUESTS

Program(s):

Department:

Submitted by:

1. **Major Accomplishments:**

   (Anticipated status at the end of the semester. List appropriate data and/or projected accomplishments related to last year's plans.)

2. **Strengths and Opportunities:**

   (What are the major strengths of the program? What opportunities exist because of these strengths? What external factors contribute to these strengths and opportunities?)

3. **Limitations, Barriers, Weaknesses:**

   (What factors limit progress? What barriers limit future development? Identify any weaknesses that should be addressed in planning for the future.)

4. **What are your 3-5 year goals for this program?**

5. **Objectives:**

List objectives proposed for next year:	What College and/or University Strategic Directions are addressed by each objective?

6. **What are the curriculum or program changes for the upcoming year?**

7. **What are the projected enrollments for the program?**

8. **List new staff needed** (in priority order)**:**

9. **List new major equipment required** (in priority order, $500 and up)**:**

10. **List new/modified facilities needed** (for capital exercise)**:**

11. **Identify other major budget changes including activities and expenses from last year which have been deleted in this budget.**

Figure 1.2 Program plans and budget requests

DEPARTMENT CHAIR'S PLANNING AND BUDGET PRIORITIES

Department:

Programs/Cost Centers Included:

Chair:

1. **Major Accomplishments:** (What has the department achieved in the past year?)
2. **Strengths and Opportunities:**

   (What are the major strengths and vitality of this department? What opportunities exist because of these strengths? What external factors contribute to these strengths and opportunities?)
3. **Limitations, Barriers, Weaknesses:**

   (What factors limit progress? What barriers limit future development? Which of these are under our control? Identify any weaknesses which should be addressed in planning for the future.)
4. **Long-Range Goals and Objectives:**

   (Where is this department moving in the next 3-5 years? What are the long-range directions? What changes will be needed over the next few years? Will this department grow/decline/remain the same in terms of students, staff, and faculty?)
5. **Objectives:**

List objectives proposed for next year:	What College and/or University Strategic Directions are addressed by each objective?

6. **New Personnel Priorities:**

Identify personnel priorities.	How do these priorities relate to the goals/objectives of the department?

7. **New Equipment Priorities:**

Identify equipment priorities.	How do these priorities relate to the goals/objectives of the department?

8. **Facility Change/Capital Exercise Priorities:**

Identify your facility change/ capital exercise priorities.	How do these priorities relate to the goals/objectives of the department?

9. **What are the implications for other departments or services?** (Attach a separate sheet for this. It will be distributed to the appropriate departments.)

Figure 1.3 Department chair's planning and budget priorities

Chair's Role

Figure 1.3 is the Department Chair's Planning and Budget Priorities form. This is the department chair's priority plan which includes requests for resources. Note that the proposed objectives are shown in relation to a strategic direction. Thus the chair (and/or appropriate committee) still makes budgetary decisions, however, the criteria for these decisions are known in advance and the financial decision-making process is made explicit.

In a school or college, departments would be asked to show how their proposed activities support the strategic directions of the school or college. The school or college would indicate which university themes or strategic directions are being addressed through the school or college's strategic directions and/or goals.

Self-Evaluation of Strategic Planning Process

Following are fourteen questions that those responsible for planning in a department, school, college, division, or higher educational institution as a whole can ask about the strategic and annual planning process. The more heartily these questions can be answered in the affirmative, the more effective the planning exercise is likely to be. These questions are also found in Figure 1.4.

1. **Does the mission concisely state what will be done for whom?**

   A concise mission statement telling what the organization does for whom is the ideal beginning of a strategic plan. If this mission is not clear and agreed upon, the rest of the process will be unsatisfactory. A rambling mission statement is less effective than a finely pointed statement. The mission for the University of Wisconsin-Madison is interpreted as follows: to "create, integrate, transfer and apply knowledge."

2. **Is the vision a descriptive statement of where and what the organization wants to be in the future?**

   The vision statement should be vivid enough that a stakeholder can discern the institution's intentions. For example, "being the best..." doesn't say enough. Such a statement does not provide us with information on what being the "best" would look like. A vision statement

should paint a word picture of what the institution hopes to become. It should stretch the institution to change without being impossible.

3. **Is there evidence that representatives of employees at all levels (faculty, academic staff, support staff, administration) participated in a meaningful way in strategic and annual planning?**

   Although every individual in an organization cannot usually participate in all phases of the planning process, everyone can participate in some phase of the process. The model presented here is a representative democracy model in which a group (the planning council) selected to represent the whole is charged with developing the strategic plan. It is the responsibility of all members of the planning council to communicate the preliminary results and seek feedback from the constituencies they represent, whether faculty, staff, administration, support staff or students In addition, results of staff surveys or other staff input can inform the situational analysis. In the annual planning and budgeting phase, all employees are involved in identifying goals, objectives, activities, and budgetary needs for their work group or unit for the coming year. All employees are involved in determining needed professional development based on the goals and objectives that are developed collaboratively.

4. **Is there evidence that data on the needs of all the stakeholders but especially those from outside of the organization were sought and used in the planning process?**

   Like all quality-based processes, this planning model is dependent upon solid information. If information on stakeholders' needs and satisfaction was not available when the current plan was being developed, the plan should include mechanisms for collecting such data within the current budget year.

5. **Are goals prioritized annually?**

   It is usually difficult to permanently prioritize strategic directions and major goals since there may be a great deal of interactivity among them. It is useful, however, to prioritize strategic directions and/or goals on an annual basis, focusing first on the actions that tend to drive the others. The important thing is that each staff member is able to prioritize which activities are most critical to concentrate on in a given year.

6. **Are limitations, barriers and weaknesses addressed in goals and objectives?**

   In the excitement of planning for the future, it is not difficult to forget about problems and barriers. Some of this "forgetting" is actually necessary in order to push past the present and into the future. However, it is important to reconsider the problems and barriers when developing strategic directions. The question groups ask themselves is, “What do we have in our favor (a strength or opportunity) that can help us get over, around or through this barrier?” It is not necessary to have a strategic direction for every barrier, however the best strategies attack several problems at once. Also, it is helpful to identify early in the process which barriers or problems are most harmful so that when strategic directions are identified, a check can be done to ensure that the most potent problems or barriers are addressed in the plan.

7. **Is there evidence in strategic and operational plans that planners looked beyond immediate day-to-day concerns and into the future?**

   One of the things that distinguishes strategic planning from traditional long-range planning is the assumption that the future will not be a linear extension of the past. A good planning process anticipates probable future(s) by collecting information from internal and external sources. Some groups have a futurist come in to speak about future trends. Some groups have book reviews in advance of the planning event. Some take today's figures on enrollments and/or revenues and show how different future scenarios would affect the institution. The planning process itself should involve a structured, formal effort to anticipate future trends and the changing needs of stakeholders.

8. **Does the plan show that choices have been made in terms of types of service or activities, delivery system, who will be served, geographic scope, processes used, and the like?**

   Strategic planning requires a willingness to focus resources. Thus it is unlikely that an organization would continue doing everything it had done in the past in the same way if the organization was serious about planning strategically.

9. **Do measures of success test the underlying hypotheses about cause-and-effect relationships?**

   This question assumes that measures of success have been identified for goals and/or key activities. These measures of success should go beyond "process" measures such as “report completed” or "course redesigned" although these process measures are also important. Kaplan and Norton (1996) characterize strategy as a set of hypotheses about cause-and-effect relationships. Feedback (termed “measures of success” here) should be able to "test, validate, and modify the hypotheses imbedded in ...strategy" (p. 84). For example, the decision of an academic department to redesign a course or courses is based on the assumption that something will improve as a result. If no attempt is made to determine what changed as a result of the effort (Did students grasp key concepts as reflected in exam grades? Did a higher percentage satisfactorily complete? Could students demonstrate deeper levels of understanding and mastery?), the department has no way to know if its hypothesis was right and whether the work of redesigning was worth the effort. Even more importantly, if nothing is learned about the effects of the redesign beyond the fact that it was done, the faculty have no new information on which to base future decisions about course redesign.

10. **Do annual plans show evidence of cooperation, collaboration and/or integration of resources?**

    Another of the anticipated results of strategic planning is that by taking the time to study and better understand the organization and the milieu in which it functions, people begin to see new possibilities for leveraging their resources with other groups' resources. Particularly in higher education where the decrease in public funding is affecting almost all departments and units in some way, there are savings to be gained by cooperating, collaborating or pooling resources. For example, it is a common scenario to have a similar course offered by two departments, each course with a low enrollment. A cooperative agreement for both departments to alternately offer the course (by semester or year) would free up faculty in one of the departments for research, teaching other courses, curriculum development, service or other activities. In another scenario, very small departments can share administrative staff and services. (Sharing administrative costs with other departments may be the only way some very small, specialized departments can remain in existence.) Campus administrative units can pool funds for activities such as professional development or printed informational literature.

These opportunities seldom surface in day-to-day operations, but can become plainly possible through a planning process.

11. **Are formal progress reports presented at least once during each year?**

    To ensure that progress is being made toward meeting the goals that move the organization in its strategic directions, it is essential that progress reports are presented to the organization at least once in a given fiscal year. Holding people accountable for specific activities helps ensure that the plan is not forgotten. In fact, check dates should be identified for each goal or major activity early in the planning process.

12. **Is there a copy of the strategic plan (or a summary) in the hands of every full-time staff member?**

    Not only should employees have a piece of paper that outlines the mission, vision and strategic direction of their department, school/college/division or institutions, employees should be able to articulate the key themes. If the strategic plan cannot be generally understood by the people who make it a reality, it is not much of a plan.

    Many institutions have taken the key elements of their strategic planning process and created a mission/vision/strategy brochure that can go out to all employees reinforcing the commitment to some common directions or goals. (Following a strategic planning process, one school district added the mission statement to its stationery and had the mission painted on the wall of the gymnasium as a reminder to everyone.)

13. **When a major decision must be made, is the strategic plan consulted?**

    One of the major reasons for going through a planning process is to help focus the efforts of an organization. It would be counter-productive to make those decisions and then ignore them during times of crisis or stress. Since new opportunities and problems will continually present themselves, the plan should serve as a guide for dealing with them. If the plan doesn't offer guidance on which issues or needs to pursue or address and which should be left to others, something is lacking. Either the plan's power to inform decision-making has not be fully realized or the plan itself is too abstract to be useful or there were opportunities

and problems that were not anticipated in the situational analysis and environmental scanning phases of the process.

14. **Does the budget follow the plan?**

As was suggested earlier, it is essential that the budget follow the plan. If there is no intention to align resources with the planning process or no feasible mechanism with which to do so, there is little point to engaging in the exercise. Internal and external constituents can become cynical and hostile if they have devoted their time and energy to a task that has no real impact on resource decisions.

Bryson (1988) provides good advice regarding the utility of planning, "It is strategic thinking and acting that are important, not strategic planning." He says that any strategic planning activity that gets in the way of strategic thought and action should be scrapped (p. 2).

Self-Evaluation of Strategic Planning Process	
1.	Does the mission concisely state what will be done for whom?
2.	Is the vision a descriptive statement of where and what the organization wants to be in the future?
3.	Is there evidence that representatives of employees at all levels (faculty, academic staff, support staff, administration) participated in a meaningful way in strategic and annual planning?
4.	Is there evidence that data on the needs of all the stakeholders but especially those from outside of the organization were sought and used in the planning process?
5.	Are goals prioritized annually?
6.	Are limitations, barriers and weaknesses addressed in goals and objectives?
7.	Is there evidence in strategic and operational plans that planners looked beyond immediate day-to-day concerns and into the future?
8.	Does the plan show that choices have been made in terms of types of service or activities, delivery system, who will be served, geographic scope, processes used, and the like?
9.	Do measures of success test the underlying hypotheses about cause-and-effect relationships?
10.	Do annual plans show evidence of cooperation, collaboration and/or integration of resources?
11.	Are formal progress reports presented at least once during each year?
12.	Is there a copy of the strategic plan (or a summary) in the hands of every full-time staff member?
13.	When a major decision must be made, is the strategic plan consulted?
14.	Does the budget follow the plan?

Figure 1.4 Questions for self-evaluation of strategic plan process

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Society for College and University Planning
INTEGRATED PLANNING FOR HIGHER EDUCATION

A Practical Guide to Strategic Planning in Higher Education

by Karen E. Hinton

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About the Society for College and University Planning (SCUP)

The Society for College and University Planning is a community of higher education planning professionals that provides its members with the knowledge and resources to establish and achieve institutional planning goals within the context of best practices and emerging trends.

What is Integrated Planning?

Integrated planning is the linking of vision, priorities, people, and the physical institution in a flexible system of evaluation, decision-making and action. It shapes and guides the entire organization as it evolves over time and within its community.

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Foreword

Over the course of my career as a strategic planner in higher education, I have worked with a wide variety of individuals who have misconstrued the role of strategic planning in the academy. A great number of individuals are unaware of the necessary components of a strategic plan and what is required to implement and sustain such a plan. Some of the misinformed were consultants in occupations that serve the post-secondary community, and others were members of a college or university. Regardless of their relationship to the academic enterprise, those who misunderstand or are uninformed about planning practice can be a serious detriment to successful planning.

The costs of engaging in a poor planning process range from disillusioned faculty, staff, and students, to poor use of vital resources, to failed accreditation reviews which, in turn, cause an institution to lose funding and prestige. The stakes are high, but the rewards are higher. A well designed and implemented strategic planning process can provide an institution with a forum for campus-wide conversations about important decisions. The process can also be organized to make assessment, resource allocation, and accreditation easier, and be a source of information about progress and achievement with very real meaning to those associated with the institution.

This booklet is written to provide a practical overview of what strategic planning should be at the post-secondary level and define the elements of a successful process. The content offers a brief overview of the history of strategic planning in the academy from a practitioner's perspective and a more detailed examination of current planning practice. In some ways the content of this monograph is an examination of the criticism that strategic planning as a process is too linear to cross organizational silos and achieve institutional transformation. I believe those who have taken the view of strategic planning as a tool of limited use need a better understanding of the process.

It is my hope that those who engage in all types of planning activities on behalf of a post-secondary institution will use this information to educate themselves about what a strategic plan is and what its potential can be.

About This Book

"Undergoing a strategic planning process can be a monumental task, especially for higher education institutions that are attempting a more contemporary model for the first time. Dr. Hinton's guide shortens the learning curve and unites college leadership with its intuitive, step-by-step approach. It not only takes you through the planning process, but also provides guidance on how to ensure the plan's long-term success."

Kasey McKee
Vice President, College Advancement
St. Charles Community College (SCC) Foundation

About the Author

Karen E. Hinton, PhD, has more than twenty-five years of experience in planning and administration in higher education, serving at large and small public and private colleges and universities, a community college, and a university system office. She has developed, facilitated, and managed numerous strategic plans, accreditation self-studies, and process improvement initiatives in a wide range of situations.

As a senior associate for Rickes Associates, Inc., Hinton currently continues to work with institutions, providing leadership and support for strategic planning, regional accreditation, and administrative studies.

Hinton has taught courses in composition, literature, and research methods, and served as an academic advisor for undergraduate and graduate students. She served as SCUP's membership liaison for New Mexico, up-state New York, and as a board member for the North Atlantic region. She is currently a member of the American Society for Quality. Hinton has made numerous presentations and written articles and reviews for such publications as *Knowledge Directions* (the journal of The Institute for Knowledge Management) and *Planning for Higher Education.*

The author and the society would like to thank *Planning for Higher Education* Editorial Review Board member, Arnold J. Gelfman, Executive Director, Planning, Assessment & Research, Brookdale Community College, for his meaningful contributions to the development of this guide.

Section One: Overview of Strategic Planning in Higher Education

From the point at which George Keller published his *Academic Strategy: The Management Revolution in American Higher Education* in 1983, American post-secondary institutions have struggled with the concept of and uses for strategic planning in the academy. Prior to Keller, long-range planning was practiced by most institutions, but this was often a budget-driven, incremental process intended to ensure long-range fiscal planning. Prior to Keller, strategic planning was conducted in the realm of corporate or military operations, where mission driven long-term objectives and short-term actions needed to be efficiently integrated through a type of administrative coordination most colleges and universities never aspired to emulate.

Cohen and March (1974) used the term "loosely coupled organization" to describe the competing and sometimes opposing operational cultures of the academy. This phrase captures the essence of an organization which, at its core, finds institutionally comprehensive planning antithetical to many of the activities that give American higher education its unique, dynamic character.

The emergence of strategic planning in higher education coincided with the difficulties experienced in all of education in the 1970s and 1980s, as enrollments began to fluctuate, student demographics started to change, and funding became inconsistent. At this point, futures research and the rise of technology-enabled data collection and analysis pointed the way to strategic planning as one solution for developing a proactive stance in the environment of changing demands and declining resources.

The difficulties with initial attempts to convert corporate strategies to the culture of higher education were legion. Adapting a process designed to motivate assessment-based change within a short timeframe was frustrating at best and ineffective most often. While corporations developed their planning processes based on market data and customer-driven production, academe was limited in the data it could bring to bear on its issues and did not view itself as serving "customers".

At its beginning, the strategic plan in post-secondary education was viewed as a tool to articulate institutional mission and vision, help prioritize resources, and promote organizational focus. As a result, many of the early strategic planning efforts produced documents that described the institution, but did little to motivate a process. These "shelf documents" often sowed the seeds of discontent within the institution, since many who participated in the process spent long hours on the plan's development and then saw relatively little implementation.

At the time strategic planning was beginning to gain some acceptance in higher education, federal and state governments, and the major accrediting commissions, were responding to external demands for accountability through the development of standards for assessment and learning outcomes measures. Historically, accreditation standards were based on types of administrative data such as the fiscal stability of the institution, the number of faculty with terminal degrees, and the number of volumes in the library. However, the need to arrive at specific assessment measures for the academic enterprise was seen as the purview of academic staff who, because of their professional culture, had a difficult time determining what, if anything, could measure the learning process.

To tighten the standards, the accreditation commissions began to insist institutions have a strategic plan and an assessment plan in order to meet accrediting requirements. By the 1990s, workshops provided by the various accrediting commissions outlined expectations regarding the scope of an institutional planning and assessment process. Institutions began to find themselves under serious scrutiny during their reaccreditation processes if they did not have a working strategic plan and some form of assessment plan in place.

The pressure to provide documented planning and assessment did not only come from the accrediting commissions, however. At the same time, state and federal governments began tying funding and regulatory oversight to accountability measures, moving the business of the academy into the arena of political discourse. With the reduction in student populations and funding, most post-secondary institutions were competing for extremely limited resources. Identifying and developing the assessment measures necessary to support the case for institutional self-determination and continued funding created an environment that led to the rise of campus strategic planning offices. The concurrent development of technology and methodology in institutional research

supported this organizational focus through accountability measures, making the planning process more data driven.

Also, at about this time, the US Department of Commerce widened the scope of its Malcolm Baldrige award to include hospitals and educational institutions. Application for the award required documented analysis of process improvement within the context of mission-driven activities. The Baldrige application process had originally been developed specifically for corporations. Adaptation of the processes in education took a number of years and was considered by most in academe to be irrelevant to the mission of the academy. However, the underlying concept of the Baldrige application requirements combined strategic planning, assessment, and process improvement in such a way that various accrediting commissions saw in it a framework that influenced their expectations.

By the late 1990s, blue ribbon panels and various educationally related organizations had begun defining some standardized indicators of achievement to be used as evaluation output measures in higher education. A number of state and federal reports were developed based on these measurements, giving rise to an entire industry of consumer-focused comparative reports, such as state report cards and the college evaluation issues of a number of magazines.

By the end of the century, it appeared strategic planning had become a victim of the ever-fickle cycle of management theories du jour. The frustrations of staff and faculty who had spent countless hours on strategic plans that were never implemented created an internal environment where stakeholders refused to participate. “We tried that and nothing ever happened,” was a common response to the calls for planning at the campus level. Even colleges and universities with successful planning processes began to dismantle their planning offices in favor of new initiatives focused on assessment.

The literature of the time shifted from institutional strategic planning to institutional leadership, giving some indication of what might have been wrong with higher education’s initial attempts to adopt the practice. The calls for leadership, compounded with increasing demands for accountability and assessment, meant strategic planning was bypassed for shorter-term solutions of immediate issues. In essence, the academy was back to reactive, incremental problem-solving.

However, the accrediting commissions kept requiring institutional strategic plans as a major part of the standards they used to assess an institution’s ability to meet its mission. This presented a problem for many colleges. Institutions needing a strategic plan to satisfy accrediting requirements began to develop what they believed were strategic plans in conjunction with some other form of planning. In some cases the institution was in the process of developing an information technology (IT) plan, an academic master plan (including the all-encompassing assessment component), or even a facilities master plan. This, they believed, would fill the requirement for an institutional strategic plan. Of course, various members of the staff might sit on the committee to ensure “realistic” initiatives were implemented incrementally so they would not strain limited resources. But the real issues remained: once an institution produced a document called a strategic plan, what did it do and how did it get implemented?

What was lost during this evolution was the institutional understanding of the role of a strategic plan and what key elements were necessary for the plan to function.

Section Two: Components of a Strategic Plan

Contemporary strategic plans have multiple components and each component serves a specific purpose. These components are planning tools used either separately or in groups, but their development is usually, of necessity, a linear progression. One of the purposes of the planning process is to ensure these individual components are aligned with each other and mutually supportive.

While not technically a part of the strategic plan, the mission statement is the foundation for it because everything contained in the strategic plan must be aligned with the mission. In addition to the mission statement, a vision statement, institutional goals, and an optional values statement comprise the supporting documents establishing the context for a strategic plan. These supporting documents provide specific points of guidance in the planning process. The vision statement is the expression of institution aspiration, and is based on analysis of the institution's environment. Institutional goals provide the mechanism for evaluating progress toward the vision, and values statements describe the manner in which the institution will work to achieve its goals.

Figure 1 Components of a Strategic Plan

Institutional Mission and Values

Mission

The foundation of any strategic plan is the institutional mission statement. This statement delineates, in concise language, why the institution exists and what its operations are intended to achieve. For publicly controlled institutions, this statement of purpose may be dictated by the state, but for all institutions the statement serves as the explanation for the existence of the organization.

Historically, mission statements were long, exhaustively detailed descriptions of the institution's founding, curricular history, unique culture and current services. The mission statement also often included an explanation of what the institution stood for and what it intended its students to become. An interested student of strategic planning can open any archived college catalog to find, within the first few pages, a mission statement at least a full page long containing all the historic information about the institution anyone would care to know. These types of mission statements have been termed "comprehensive mission statements" because they tend to include everything anyone thought might be important to know about the institution.

With the advent of contemporary planning methods, however, the comprehensive mission statement became a limiting factor in the planning process. Two major problems were created by trying to develop a strategic plan based on a comprehensive mission statement. First, it could be difficult to sift through the verbiage to isolate and

identify *specifically* those elements of the statement everyone agreed identified the foundation for all activities. This identification was critical because the accrediting commissions had formed an evaluation standard to examine how well all operations aligned with the mission. Comprehensive missions, as a result of their breadth, provided ample opportunity for wide interpretation; a condition called "mission creep". Institutions found themselves having to justify community outreach or academic programs that extended the activities of the institution beyond its actual mission. From the perspective of the accrediting commission, a situation where the institution was using resources for activities beyond the scope of its mission indicated the institution might not be using its resources as effectively as possible. This definition of "institutional effectiveness" meant accrediting commissions were looking for a direct relationship between how the institution used its resources and what the mission statement outlined as the reason the institution existed.

The second limitation of comprehensive mission statements was that most of them were rife with statements about institutional culture and values. While critical to revealing how the institution differed from others with similar characteristics, the effect of these statements was to virtually require the institution to evaluate and assess them as part of institutional effectiveness. With all the other aspects of assessment academe needed to oversee, developing measurements for values was perhaps not the most critical priority.

As a result of these very real limitations, more recent planning practice limits the mission to its primary function. The mission statement is stripped down to a very short, basic statement of purpose. If the institution believes it also needs to provide a separate set of institutional goals, they can be appended to the shorter mission statement in a subsection or displayed in conjunction with the mission statement. The mission statement can then be a clear, concise statement, "This is *what* we are here to do."

Values

Values have been removed from the mission to their own Values Statement component. There, they explain what the institution stands for and the way in which it intends to conduct its activities. In some cases, these values are so important the institution has programs and assessment measures to support and sustain them as key elements. But regardless of their priority, within the context of planning and evaluation, the values statement should declare, "These are the characteristics we believe are important in *how* we do our work."

The Institutional Vision Statement

The institutional vision statement is one of the most important components of a strategic plan. The vision statement is an institution's clear description of what it intends *to become* within a certain timeframe. The vision statement defines the institution's strategic position in the future and the specific elements of that position with relationship to the mission statement. In some cases, the vision is that of one leader at the campus. Often this leader is the president, but the vision can sometimes come from an academic vice president or provost. Usually, however, the vision is reviewed and revised by members of the campus community, especially the strategic planning committee.

Vision statements benefit the planning process by providing everyone in the institution with the same vision of the future. If the purpose of the planning process is to align mission, vision, goals and resources, it is critical to ensure those who will be called upon to implement the strategic plan are all "pulling in the same direction". This is especially true if the vision statement is really a reflection of one person's vision for the institution. In this case, it is in the best interests of the institution to provide stakeholders with an opportunity to "own" the vision, either through review and revision of the statement or some form of early input into the statement draft.

The mission and vision statements provide the two ends of an analytical view of the institution from which the strategic plan is developed. The mission and vision represent the current and envisioned state of the institution. The strategic plan is used to bridge the gap between the two.

It is regularly assumed by members of the campus community that a vision statement can only be produced if market research has been conducted to determine what educational needs are not being met by peer and

aspirational institutions. This perception is only partially true. In fact, market research is more effective if it is conducted *after* the vision statement has been written and approved. What is needed to complete a strategic plan is, more often, an environmental scan. The differences between an environmental scan and market research are explained in Section Eight, "A Table of Troublesome Terms".

One of the most curious problems with writing a vision statement comes when those writing the statement have to decide whether the verbs in the statement are present or future tense. There are so many subtle implications for either approach, and it is often the case that the strategic planning committee will write the vision statement in one tense and then change it to the other.

Strategic Goals and Objectives

There is much confusion about the terms used to name the parts of a strategic plan. Many people use the words "goal" and "objective" almost interchangeably, and have a distinct rationale for their particular definitions. In point of fact, as long as everyone involved in the planning process agrees to a definitional hierarchy, any combination of words can be used. However the words goal and objective carry connotations that can help guide their use in the process. The word goal connotes specific achievement; a target reached and "checked off". The word objective is slightly more general in connotation. An objective helps set a course by giving a general direction, but an objective does not usually contain the specifics of its own completion. Given the nature of the activities required to implement a plan, and the need to assess the achievement of the plan's implementation, it seems logical to use terms that encourage overarching directional guidance for the major themes that organize the plan, and more specific terms for the parts of the plan requiring accountability and measurement.

For example, a major theme in many strategic plans is to improve academic programs. Each institution has its own perspective on what is important about academic programs, and these statements usually reflect an institutionally-specific perspective. One institution might want to ensure programs and curriculum fit the educational needs of its student population, while another institution is more interested in improving its curriculum by expanding its graduate and research programs. These are very general desires, and might best be called strategic objectives, themes, or even directions. However, the specific actions taken to improve academic programs could range from ensuring all academic programs offer an internship option for students who want "real world" experience to setting target enrollments for specific graduate programs or research dollars brought to the campus. These types of actions seem to fit more closely the definition of a goal, because they can be measured and "checked off".

Regardless of the words selected to name the parts of a strategic plan, these basic elements—goals and objectives—form the basis of the portion of the strategic plan most often used as the public document, approved by the governing board, and distributed to the campus community.

There is one final caution about the goals and objectives of a strategic plan—timing. Most colleges and universities use either a five or ten year cycle for their plans. These cycles are often driven as much by the reaccreditation schedule as any internal issue. For this reason, most strategic plans have overarching themes that are very general and do not tend to change over time. In fact, in many planning processes, these overarching themes can be carried over from one planning cycle to the next with only minor modification. The goals used as the basis for the implementation plan are a different issue, however. There is a tendency to "front load" or "back load" the deadlines for the goals in a plan.

Front loading usually occurs because enthusiasm is high and everyone would like to see the plan successfully completed. Another reason front loading occurs is those who are determining the deadlines are used to thinking in short one or two year timeframes. This approach misses completely the purpose of a five or ten year planning cycle, which allows more complex solutions to be spread out over a longer period of time. In either circumstance, front loaded goals take the form of assuming a goal can be completed in a very short period of time, and also assumes a minimum of effort. These assumptions encourage people responsible for the implementation to take

the fastest, least complicated path to completion. In many cases, if an issue has risen to the level of the strategic plan, it is not easily addressed nor is it a simple issue.

Back loading usually occurs when members of the institutional community are not committed to the plan or are unsure about the resources needed to implement. A thoughtful strategic planning committee will use its collective wisdom to ensure each goal is appropriately phased.

There are several reasons phasing is necessary. One of the most obvious is, in many cases, before one action can be taken, another has to be completed. A second reason, where resources are concerned, is any need to accrue the personnel, facilities, or funding necessary for the action. Using the strategic planning committee as a forum to question and test the reasonableness of proposed deadlines is often a challenge. In many cases, institutional personnel are not used to thinking holistically about initiatives with wide-ranging scopes or timelines. It is difficult to develop in planning committee members that sense of strategic thinking that allows them to look cross-functionally to see the implications for the entire institution. For example, if the institution has determined it will expand the number and types of student support services offered through Student Affairs, most planning committee members will assume Student Affairs will see to the implementation. However, what if that implementation requires an upgrade to technology? The IT department needs to consider what the upgrade will require and how long it will take, not only in terms of technology but also with regard to staff training. Additionally, the Facilities Department will need to know if there are to be changes to the spaces currently being used in Student Affairs, or if new space needs to be found and what length of time it may take to produce that space. While a great many of these types of issues can be discussed in committee and the deadlines revised, in some cases the projects are complicated enough to require actual process analysis techniques to determine the sequence of actions. Regardless of the method used, the result is a strategic plan populated with short-, middle-, and long-range deadlines that form the backbone of a strategic plan that is realistic in terms of what can be accomplished and in what timeframe.

Taking the time to ensure the strategic plan reflects such phasing has two other significant benefits. First, it provides a learning opportunity regarding institution-level thinking for members of the planning committee. Second, phasing the major goals of the strategic plan begins the process of thinking through the implementation plan, which will build on the phased aspects of the strategic plan.

What the strategic planning committee should not allow is an effort to “cost out” the entire plan as if it were all going to be implemented simultaneously. A demand for costing out is often an attempt to scale back the scope of the plan, but can also be seen as a misunderstanding of how the planning process works. Scaling back a plan as a result of tight resources will happen automatically if it needs to happen. What is incumbent on the members of the planning committee is to ensure the transformational aspects of the vision are captured in the goals and objectives and phasing is realistic for implementation.

It is important to remember the ultimate purpose of a strategic plan is to drive resource allocation. If the institution has a vision requiring additional resources, it phases implementation of that vision over time, including securing the resources to make it happen.

The Implementation Plan

Turning goals and objectives into a working plan is the function of the Implementation Plan. This part of the strategic planning process is not usually for public consumption, and seldom is made available to the governing board. There are a variety of reasons this working document is not widely distributed, but the primary one is, more than any other part of the strategic plan, the implementation plan is revised, amended, and changed frequently to respond to environmental factors. While the strategic plan’s goals and objectives remain a source of guidance and focus, the implementation plan delves into the messy work of getting the job done.

One other aspect of the implementation plan critical to the planning process—and also to the budgeting process—is identifying the resources each goal and step will require. It should be noted resources, in this instance, are defined in the broadest way possible. Resources for implementing a strategic plan include: people, time, space,

technology, and funding. Sometimes, the exact amount of a critical resource is not known at the time of the plan's inception; however, the type of resource can be identified. It is important to know what specific resources will be needed and continue to refine the size of the need as the plan develops.

The implementation plan needs to be directive, clear, and documented. The implementation of a strategic plan depends on the institution's ability to turn strategic thoughts into operational action. For this reason it is necessary to document who is responsible for implementing an action, a date by which the action is expected to be completed, and what measures will be used to assess completion of the action. It is wise to ensure the person assigned responsibility for the action has the authority to make it happen. It is also wise to identify one and only one person to be the agent accountable for overseeing completion of the action. Obviously many people or departments may be needed to implement a specific action. However, if a group is designated as accountable, each person in the group will believe someone else in the group is taking charge.

Section Three: Coordinating the Planning Process

The Planning Committee

Institutions without a standing planning committee should create and maintain one. Many institutions select representatives from the major stakeholder groups to serve on a planning committee with the intention that, once the plan has been created, the group is disbanded. In much the same way institutions form working groups and a steering committee for reaccreditation self-studies, they try to bring enough insight to the table to give balance and reality to the initial product. However, there are three extremely important reasons to have a standing planning committee.

First, the work of the strategic planning committee has to be learned by its members. Very few people appointed to a planning committee have a working knowledge of strategic planning, or the broad institutional perspective to do it well in the beginning. It takes time and hard work to develop a functioning planning committee that can operate effectively. If the committee is only formed to create the plan, and then does not participate in its implementation and assessment, all the hard-won knowledge is lost.

Second, to ensure the plan is being implemented, there has to be some sort of monitoring process to assist with decisions and keep the planning process on track and responsive. While this can be done by a single individual, it is difficult for a single individual to have a working knowledge of all aspects of such a large and complex organization. This complexity is precisely the reason stakeholders from the various functional areas are called together in the first place. Committee members know why a certain goal or step must come prior to another, or why a particular goal is no longer as relevant in year three of the plan as it was in year one.

Finally, it is vital to have as many stakeholders as possible understand how the planning process works. Non-permanent members of the planning committee, such as students and faculty who normally need to rotate off the committee, can be replaced with new members in staggered terms. Such a rotation allows new people to learn from the committee, while the replaced members take their knowledge back with them to their departments. This type of participatory learning increases the ability of the entire institution to understand how the planning process works and supports strategic thinking across the campus. These benefits accrue in the same way a reaccreditation self-study helps teach the campus community about itself. Part of the advantage with the planning process is it is continuous. The learning should never be allowed to be shelved for five or ten years.

The Charge to the Committee

There are no circumstances in which a planning committee should be formed without a written charge. For standing committees the written charge is absolutely essential and should contain, at a minimum:

The size and composition of the planning committee:

- The most effective size of a planning committee is between 10 and 12 people.
- The senior administrative staff should always be included as permanent members.
- Academic staff and students should be included and given limited terms to account for restrictions in long-term time commitments. Where these members can be drawn from leadership positions, such as President of the Faculty Senate or President of the Student Government Association, the appointment provides additional benefits for distribution of information and access to readily identified groups of stakeholders.
- It is preferable that the president of the institution chair the committee. This stipulation can be a “deal breaker” if presidential engagement is less than complete. The presence of the president is critical because it provides integrated leadership and support as the group deliberates. Few people have a better strategic sense of the institution than its president. His or her perspective brings together not only all aspects of the institution’s operations, but also any concerns of the governing board and the system office, if it is a state

system institution. Also, if the president does not participate, the group's decisions cannot be considered completed until the absent president is briefed and has commented. This type of situation nullifies the purpose of the group and eviscerates the group's role in producing and implementing a plan.

Finally, while the governing board is responsible for approving the strategic plan and monitoring it at the policy level, the president reports to the governing board, and therefore will be required to explain, advocate, and interpret the plan to the satisfaction of the board. It is difficult for a president to act as the official leader of the planning process if he or she has not fully participated.

The length of terms:

If the planning group is a standing committee, the length of terms for the non-permanent members needs to be rotated so that the committee does not face large turnovers that leave a leadership vacuum.

- Obviously, most student members will only have a year or two during which they are available.
- Faculty may also only have a year or two if they experience a change in teaching duties or take a sabbatical that impacts their ability to participate. In order to ensure that the original balance is maintained, the position or type of member should be designated in the Charge. For example, committee membership might include two academic deans, one librarian, the president of the faculty senate, one undergraduate student, and one graduate student. In this way, when, to further the example, the librarian's term has expired, there is a clear record that the position should be refilled by someone from the library. It also avoids the issue of non-permanent members deciding they will stay on when their terms have expired. If the person who has been president of the faculty senate no longer holds that position, the place on the planning committee must be relinquished for the new president.

The scope of responsibilities of the committee:

There is a tendency for planning committees to fall into one of two traps. They either believe they have no authority at all, and therefore demur from decisions and accountability, or they believe every action taken on behalf of the strategic plan should be approved by them prior to action. Neither position bodes well for the institution, so it is necessary to literally tell the members of the committee the scope of their responsibilities. This scope can be easily described through a series of bulleted statements directing the activities of the committee to the necessary tasks and then establishing who is responsible for each.

The expectation for participation for each member:

It would seem obvious to many that if one is selected to a committee, one has an obligation to participate. However, we also recollect that many parts of the institution believe planning is either not possible or not important enough to take time away from primary duties. This situation is especially true if there has been a failed strategic plan previously, or if the institution's leaders are not actively involved. For these reasons, it is important to specify that members of the strategic planning committee have certain professional responsibilities. Among these are: attending meetings, contributing at the meetings, collecting information bearing on the plan from constituents, helping to educate the campus community about the process, and disseminating the plan.

For a standing committee, the guidance provided by the written charge ensures that, over years of change in membership and environment, it is always clear why the committee exists and what is expected.

Deciding the Planning Year

There are a number of ways in which the planning process needs to be coordinated. One of the most basic issues in coordination concerns the multiple calendars that drive academe. The most important reason for implementing an institutional strategic plan is it provides the framework for making budget decisions and decisions about resources in general. For this reason alone, it is critical that the budget cycle and the planning cycle be aligned, not

only on an annual basis, but over the long term. This is a more difficult result to achieve than might be supposed, especially since the budget cycle often follows either the state or federal fiscal calendar (July-June or October-September) and the planning cycle tends to follow the academic calendar. Using the academic calendar not only results in different start and end dates, but also compresses the planning year because so many of the key participants are not available during the summer. So, while it is an axiom that the plan drives the budget, it is also true that the budget calendar drives the planning calendar. It requires careful analysis of the various steps in the annual budget cycle to determine when annual planning goals need to be confirmed to support decision-making in the budget.

There is an additional calendar that should be mentioned in regard to the planning cycle and that is the calendar used by human resources (HR). The HR calendar is usually January through December. Depending on how fully the strategic plan is used, if personnel decisions and the resources to support them are aligned with an HR calendar, the alignment of all three cycles into one may be quite difficult. While it may seem there is little to be gained in adding the HR calendar year to the mix, it is important to remember there are two personnel issues that provide most institutions with plan-critical data: professional development plans which have attendant training costs; and, annual payroll data, which usually reflect the largest non-capital institutional expenditure.

Each institution is slightly different in its ability to adjust these processes so they are mutually supportive. However, being able to show an integrated calendar and a transparent process between planning and budget is a key factor in documenting that the planning process is working as it should.

Using a Planning Consultant

At this point it may be beneficial to discuss the appropriate use of a planning consultant. A motivating factor in developing this document was my reflection on differences among planning consultants and the ways in which they are used by the institutions that hire them. There are a number of reasons an institution might decide to hire a planning consultant; however, some reasons are more appropriate than others.

The primary reason an institution begins to consider hiring a planning consultant is that the institution has decided to initiate a strategic plan, either through its own volition or because it has been compelled to do so by an accrediting commission, governing board, or state agency. If the first circumstance is true, it is often because there has either been a turnover at an executive position (president, provost, or senior vice president) or, ironically, because an accreditation self-study is coming due and will require demonstration of institutional planning.

Unfortunately, an institution can decide to start the planning process in absence of any knowledge of how to achieve an effective end product. As described in Section I, most of the administrative support for strategic planning (offices and staff for strategic planning) was eliminated during the 1990s. There are few institutions that can boast of staff with enough comprehensive experience to lead and support an institutional strategic plan without some external guidance. So, as the institution begins the process, it discovers planning is more complex and difficult than anyone suspected. It is also true that sometimes the wrong institutional personnel are assigned to lead the process, causing stumbles, misdirection, or even political problems that slow or stop the process.

At that point, someone decides to call in a consultant to “advise” them and make the process workable. Examples abound of institutionally-initiated planning where the institution started with activities that should occur in mid-process, leaving out very critical early-process preparation. These institutions come to a point where they have no idea what comes next but, when the consultant arrives, they are looking for someone who can take the mess and “just tell us what the plan should be”.

No consultant, or external agent, should ever tell the institution what its strategic plan should contain or how it should be implemented without the careful development of a forum for institutional consensus-building. Consultants cannot “tell” an institution what it should achieve with a strategic plan any more than an institution’s president can “tell” each of his staff specifically how they will implement his vision. Without the ownership developed through a participatory process, the likelihood of a failed plan is enormous, as are incidences of process sabotage and simple non-implementation (Robertson and Tang, 1997).

The best way to understand how the planning consultant can help is to remember: a qualified consultant is a master of the process, but institutional staff are masters of the content. This means a very good consultant can provide guidance and options for the process based on the content the campus community develops and the way campus culture shapes the issues. An outstanding consultant can even analyze the institution and challenge it with new ways of thinking or doing, but members of the institution must control the plan and its content.

An additional advantage to engaging an experienced planning consultant is to engage someone who has the skill to facilitate the planning committee meetings. This extra benefit allows everyone on the planning committee to participate in the meetings without having to be concerned about meeting management. This situation is particularly helpful for senior administrators who do not often have an opportunity to act as contributing community members. Good outside facilitation is also helpful to the entire campus community because an outside facilitator can balance competing voices to ensure the plan reflects the needs and aspirations of all stakeholders, not just those who can dominate a meeting.

It should be noted that not all "planning" consultants are able to support a comprehensive institutional strategic plan. Understanding contemporary strategic planning is essential to a successful planning process. Institutions that use a consultant need a basic understanding of contemporary strategic planning as preparation to hire the right consultant. There is great value in finding a consultant who has experience as a staff or faculty member at an institution, understands the relationship between strategic planning, assessment, and accreditation, and has a balanced perspective of an institution's many functional areas. It is necessary for each institution to evaluate the strengths and weaknesses of any potential consultant and, from that, determine if the "fit" is the right one for the institution at that point in time.

A well-crafted, implemented strategic planning process will be self-sustaining and the consultant's contract is usually complete once the Implementation Plan is drafted; although, sometimes the consultant is further engaged to assist with the implementation process. It is not generally assumed, however, if the strategic plan includes, for example, IT upgrades, new facilities, or new academic programs, that the consultant's role would be expanded. For these reasons, it is important that the campus planning leaders who hire a planning consultant be able to match the culture and priorities of their institution with the skills, training, and long-term experience of the planner they select.

Section Four: Assessment and Metrics

Institutional Assessment

According to regional accrediting commissions, planning-related assessment at the intuitional level occurs in two forms: institutional effectiveness and learning outcomes. Commission expectations for documentation of these processes have not been well defined, and descriptors are relatively vague. (For additional clarification, particularly with regard to institutional effectiveness, see Middaugh's "Closing the Loop: Linking Planning and Assessment").

Both institutional effectiveness and learning outcomes are, in reality, calls for accountability and demonstrated process improvement. For that reason, this section will consider the concepts that support developing metrics for both processes because they are core to the planning process. In addition, this section will discuss a component of institutional assessment that is very often overlooked: administrative assessment. It should be noted, however, that specific program and learning outcomes assessment techniques are not the focus of this treatise and have not been included.

Institutional Effectiveness

Accrediting commissions require documented evidence that all activities using institutional resources support the institution's mission. Using the definition of resources as funding, facilities, technology, personnel, or time, accrediting commissions ask the institution to show how its mission is being advanced through effective use of these resources. Institutions that have developed "Institutional Goals" as part of their mission statements often use these goals as the foundation of their assessment measures. Those institutions that do not choose to have a list of institutional goals sometimes parse the mission statement to develop their assessment metrics. In either circumstance, it is critical that the statements being assessed are clearly written so the interpretive assessment measures make sense.

In the past, institutions have fallen back on the use of the older and more traditional assessment measures to demonstrate their effectiveness, and some of these do fit the situation. Such measures as graduation rates, retention rates, and percent of faculty with terminal degrees in appropriate disciplines do relate to the parts of the institutional mission that concern supporting education to the institution's target student population. However some other types of institutional goals are trickier to measure. A non-specific institutional goal is a goal that requires interpretation to determine its measurement. For example, most institutions currently include institutional goals about technology, either in the learning process or as a way to reduce cost and bureaucracy, or both. The question is: based on the wording of the goal, how does an institution prove this use of technology is occurring and that it is having positive results? Just spending money on technology does not prove it; neither does showing the number of staff engaged in training in the use of technology. The answer to the question is: what did the institution specifically have in mind when it set the goal? In other words, what did the institution expect success to change? In some cases, the answer lies in data that are readily available: the number of students who apply and register on-line, allowing a reduction in the number of staff in the registrar's office, or the number of syllabi that include competency in the use of program-specific technology as a course outcome. In other cases, the data are not available, nor is there an easy way to get them. This dearth of data is usually the result of a need for clarity and specificity in the goal. There are two questions that are extremely helpful to the planning committee as they draft goal statements: "How will we know if we reach this goal, and how will we prove it?"

Learning Outcomes

The most important thing to remember about learning outcomes is that the assessment is not about people, it is about process. The initial resistance to assessment by many faculty was the perception that learning outcomes assessment was a euphemism for faculty evaluation. The assessment process was not, nor was it ever intended to be, about evaluating faculty based on whether or not students passed their classes. That said, it should be

acknowledged that most institutions include the end-of-course student/faculty evaluation as one data set in the overall process. However, the important issue for accrediting is the demonstration, by an institution's academic staff, of mastery of the learning process the curriculum is designed to achieve. This understanding of the process is the purpose behind course and program outcomes statements and the use of multiple measures to capture learning assessment in disparate programs.

Because the focus of this document is on strategic planning, this section will not delve into the myriad ways in which learning outcomes can be assessed. It is sufficient to acknowledge that, in addition to institutional effectiveness, learning outcomes is a component of the institutional planning process that must be guided by and integrated into the strategic plan. These outcomes results also provide process improvement data to inform the planning process. It is critical that those involved in the institutional planning process, including any external consultants, understand the vital nature and role of these assessment activities.

Administrative Assessment

Perhaps administrative assessment is less often an area of concern because it is assumed institutions with strong personnel evaluation systems are monitoring achievement and goal completion and need not specify how this is accomplished. However, there are a number of issues that bear on assessment within the context of "administration". Personnel evaluation systems aside, assessing staff retention, satisfaction, and training and development programs would seem to be an obvious area of import for any institution. While it is clear these issues would provide helpful diagnostic information for the more effective administration of an institution, it should also be clear these same issues have a direct impact on resource allocation and should be included in the strategic plan so they can be prioritized and budgeted. It should also be noted that, while most institutions automatically think of the campus executives and employees who work in administrative offices as "the administration," it is also true there is administration on the academic and student affairs sides of the house. These staff should not be left out of a process when it helps identify and improve supervision, management, and the work environment.

There are also issues associated with the development and maintenance of policies and procedures at the institutional and department level. How these policies and procedures are created, reviewed, implemented, and disseminated is an aspect of administration critical to an effectively administered institution. Examples of why policies and procedures are critical to the effective administration of an institution abound; however, there are two aspects that are less obvious and are worth discussion here.

The first is the group of concerns associated with institutional continuity, demonstrated compliance with legislated regulations, and emergency and disaster preparedness. All of these issues can only be resolved through the appropriate application of policies and procedures that ensure the effective operation of the institution in extreme circumstances.

The second critical facet of institutional policies and procedures usually manifests itself as a deficiency in internal communications. I have observed in every planning process a universal desire to "improve communications." The problem with this desire is it is focused on the symptom, not the problem. In almost all cases, if root cause analysis is conducted, "lack of communication" is the result of non-existent or poorly devised procedures that do not direct appropriate follow-on action. In other words, staff do not know when they have completed a specific action they need to follow up with other departments, log the action, or initiate dissemination of the information to someone. A brief discussion in any planning group about this situation will confirm the problem could be rectified with written procedures and staff training. However, it is rarely within the authority of the planning committee to oversee this type of activity. And while planning committees regularly come to the conclusion the institution should address the problem, the initiatives are rarely delegated unless senior administrators commit to them and a timeframe and accountability are written into the Implementation Plan.

Section Five: The Self-Sustaining Planning Process

The key to keeping a strategic plan flexible and continuously updated is a regular schedule of assessment and revision. If this schedule is maintained, the planning process can continue for as long as the institution desires. There are four times frames for conducting assessment related to a strategic plan; the first two occur annually; the second and third are conducted at the end of the full planning cycle.

Through the mid-year status report and the end-of-year assessment, the institution has two opportunities each year to keep implementation on schedule and provide occasions for the Implementation Plan to be revised. These revisions keep the plan flexible and allow the institution to adjust to changes in the environment.

The third and fourth assessment points occur at the end of the multi-year planning cycle, when the expiring plan is reviewed and the planning process is improved.

Annual Cycle Assessment

Figure 2 shows the two points in the planning year where evaluation is critical to the success of the Implementation Plan for that year, and even longer-term in some cases. The first point is the assessment that occurs at the beginning of the planning year when the planning committee reviews the achievements of the previous year's plan and affirms or modifies the goals and steps for the coming year. The second point is a mid-year review which provides the institution with the opportunity to ensure goal completion. By meeting at a time in the planning year when mid-point corrections and assistance can have a positive impact on achievement, the planning committee can direct resources or identify problems to promote success.

Figure 2 Annual Cycle Assessment

Full Cycle Review

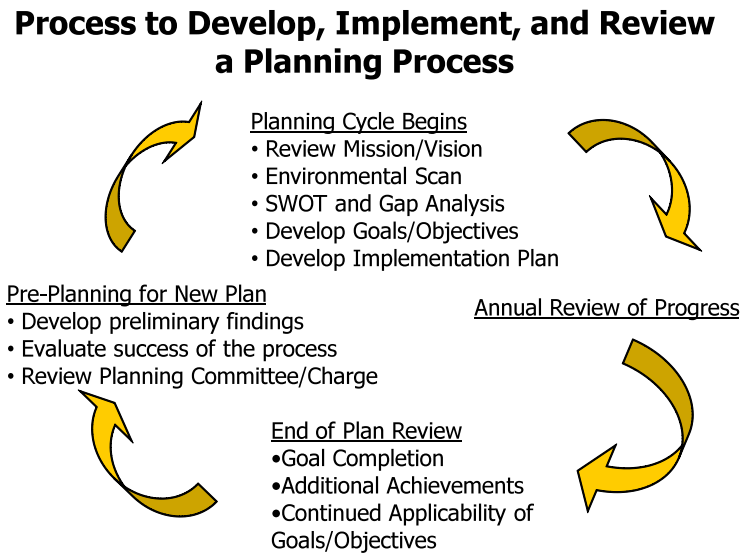
Report on the Achievement of the Strategic Plan

The second set of assessment points in the strategic plan occurs just prior to the plan's end date. The annual assessment process will have produced documented achievement on a year-by-year basis, but it is important to the culture of the institution to be able to reflect on this achievement and begin to learn how much can be accomplished through proper management of the planning process. This assessment produces a final accounting of achievement for the life of the strategic plan. For this reason it is also important to document accomplishments not originally included in the plan. These extra achievements are important because they represent the institution's ability to be flexible, take advantage of unforeseen opportunities, and still maintain focus on meeting goals that move toward a vision.

Review of the Effectiveness of the Planning Process

The final assessment point of an institution's strategic plan comes as the previous plan is ending and a new plan is developed. The focus of the assessment is not on the achievement of specific items in the plan, but rather a look at how the planning process can be improved. Figure 3 shows the cyclical process and when the process should include reflection on how it worked and what changes might make it better.

Figure 3



In some cases, an institution may identify something in the planning process needing immediate attention. However, an immediate correction does not serve the same function, or provide the same benefit as taking time to have the planning committee work with stakeholder groups across the campus to garner information about what did and did not work.

The "Face" of Planning on Campus

The time-consuming aspects of documenting each year's achievements, integrating the various initiatives, and keeping deadlines relevant and visible can be easily underestimated. The continuously evaluated planning process is one facet of a self-sustaining strategic plan; however, having a person who is the "face" of planning on a campus is equally critical to successful implementation. Many institutions make the mistake of believing stewardship of the planning process can either be added to someone's duties or picked up intermittently. I have never seen a campus where either approach worked successfully in the long-term. As Hollowell et al (2006) point out, the function of integrating data collection, document management, scheduling, and disseminating needs a face and a home.

There is an additional aspect to the designation of a single person to coordinate the planning process and that is the synergy that develops when someone is able to provide context and linkages across the divisional and departmental silos so prevalent in academe.

In my experiences as the staff member responsible for coordinating planning on campus, I was able to bring information about activities and initiatives to disparate parts of the institution that would not, ordinarily, have heard the information. I usually scheduled two visits per year with anyone who had been designated responsible for an item in the implementation plan. These visits were part of the annual assessment and intended to confirm progress, identify issues, and probe for additional information with an impact on planning. It was common in these situations to share what I had learned from others on campus and make connections between resources and

aspirations. Frequently, I had opportunities to put people in touch with each other to collaborate or plan together. The advantages were too numerous to count, and the additional integration of planning and operations kept the planning process visible and flexible.

Understandably, most campuses are reluctant to reopen campus planning offices, but if an institution is committed to successful strategic planning, it should think carefully about who will manage the plan and how it will be managed on an operational basis. Ensuring the planning process has someone who will take responsibility for documentation and support is critical. This person can also coordinate aspects of integrating strategy into operations, which is yet another way to ensure success.

Section Six: The Critical Impact of Institutional Culture

The impact of institutional culture on strategic planning cannot be overestimated. In fact, if you gave the same strategic plan to ten different institutions, those institutions would each interpret the plan differently and develop ten different implementation plans. These differences are usually the result of at least three critical factors: the institution's unique environment (including the institutional mission and history of the organization); the structure and competence of the administrative staff of the institution; and, the development of staff commitment to planning.

The Environment

The environmental situation of any post-secondary institution reflects not simply the external environment of competitors and economic conditions; it also reflects the internal environment. It is why the environmental scan portion of a new planning process is so important, and why focusing that scan on external environment alone leaves the process incomplete.

A college's or university's internal environment is partially defined by the institution's current mission and also by the institution's historical development. And the historical development of any institution is obviously heavily influenced by any of its previous mission statements. Institutions that have experienced a change of mission, such as expanding from a two-year to a four-year college, or changing from an all-male college to co-ed, will carry vestiges of the prior mission with them as culture. Few institutions have missions identical to their original statement, which is one of the reasons mission review is necessary at the beginning of a strategic plan. As internal and external environments change, the institution must change to adapt to conditions. While the examples of change used above are at the extreme end of the scale, there are countless changes in mission statements made on a regular basis to respond to any number of factors, including simple updates to language. However, even these small changes can present a challenge to the planning process by obscuring vestiges of previous institutional belief.

In addition to awareness of institutional history, planners must also be able to listen analytically to what members of the institutional community believe about the institution. It is standard analysis in several disciplines (ethnography, organizational communications, and organizational development, for example) to listen to the stories an organization or culture tells itself about its history. These stories are usually told to help explain why events in the past are still relevant to the present. They also help the outsider understand why the internal workings of an institution are defined they way they are.

A related analysis can be conducted to listen for the types of comparisons the culture uses to describe how it works. In some cases, the comparison may be "this college is like one large family," in others the college may be "a well-oiled machine". In either case, staff members are expressing the ways in which they approach their responsibilities and the problem-solving process. The key factor in this analysis is that whatever comparison is used automatically limits the ways in which the institution will attempt to make decisions. An institution that regards itself as "one large family" will make decisions based on people, their participation, and their commitment to the organization. An institution that is "a well-oiled machine" will look at processes and the administrative hierarchy to see what can be done. What planners need to know is that solution styles for one type of school will be unacceptable to another type of school. The "large family" culture will not use "machine" methods to make decisions nor will the "machine" institution be willing to make decisions using a "family" method. By extension, strategic plans will reflect the internal view of the institution in its approach and its priorities. Planners should understand that using the internal environment as a gauge of organizational readiness for various levels of planning is critical to a successful planning process.

Administrative Structure and Staff Competence

Another factor influencing institutional culture is the administrative situation of the institution. We all know organization charts for an institution reflect the *theoretical* way work is organized. The reality is usually quite different for a wide range of reasons. Personalities, experience, and competence all play a significant part in how work is actually accomplished in any institution. At the executive level, the relationships among the key players are unique at every institution and depend on such vagaries as office proximity, individual motivation, and even long-standing working relationships. If the implementation of a strategic plan is based on leadership, responsibility, accountability, and coordination, it is easy to see how the individual members of an administrative team will have an elemental role in determining how, or even whether, the plan is successful.

Developing Staff Commitment to Planning

Planning is an administrative activity that depends on the "managers, administrators, and academic leaders" of a college or university (Norris and Poulton, 5). Academic institutions have been defined as "organized anarchies" which exhibit the following characteristics: 1) problematic goals (goals that are either vague or in dispute); 2) unclear technology (technology is familiar but not understood); and, 3) fluid participation (major participants wander in and out of the decision process) (Cohen and March, 1974). Obviously, all three of these characteristics present problems for planners who are engaged in defining goals, measuring progress, and working with organization members who need to be dedicated to a planning process.

Once mission and goals are defined, the need for collective commitment becomes the driving force in effective planning. Organizations that do not achieve the commitment and the organizational will to use the planning process as a tool will not be able to successfully complete a plan. This need for collective commitment is the difference between a planning process that works and one that does not. Commitment is the reason it is important to ensure all stakeholders have an opportunity to participate in the process, and that their participation is recognized. This inclusion becomes as important as the process itself. In order to facilitate collective commitment, a college or university planner must be able to understand and work within the campus culture.

The Various Components of Campus Culture

The previous section discussed the importance of administrative culture on the success of an institutional planning process, but there are more facets in the culture of a college or university than the administrative hierarchy, and they all have a role in the process.

Strategic planning is derived directly from corporate futures research. A significant problem is that simply superimposing corporate practice onto academic organizations does not take into consideration the existence of a unique faculty culture which, in the main, rejects corporate culture. Because the responsibility for planning is largely administrative, planners often have difficulty engaging faculty in the planning process. Differences in the values systems of administrative and collegial culture can produce a tension that can become a serious obstacle to planning. Compounding this cultural difference is the evolution of staff as professional administrators.

In recent times, a wide range of positions at colleges and universities has become the purview of staff who have no experience as faculty members. This was not the case only a few decades ago, when faculty members had a much more active role in administration and student affairs (Schoenfeld, 1994).The specialization was probably inevitable; teaching loads, professional development demands, and higher emphasis on research have increased the number of hours faculty need to spend in their roles as educators. In addition, the administrative complexities of institutional budgeting, financial aid packaging, co-curricular student affairs programming and institutional advancement require an equal professional focus and their own specialized training. The difficulty is that the academy is now broken into various groups with little experience in the work conditions and professional expectations of the other groups.

As a strategic plan begins to take shape, the priorities of the faculty are usually high on everyone's list of issues; however, it is not always true that faculty priorities have undeniable primacy. The rise of programming in Student

Affairs; the ever-present concerns over campus safety, especially for urban and residential campuses; the changing profile of the student population and the attendant changes in expectations are but part of an institutional balancing act that is negotiated through the strategic plan. The planning process should provide a forum for institutional discussions about what the pressing priorities for resource allocation are and how they can be integrated to the benefit of all stakeholders.

Defining Issues in Cultural Terms

While all of the theoretical perspectives used to analyze organizational behavior differ in their foci, definitions, and assumptions about commitment, one common theme is the impact of informal social structures as a mechanism for fostering commitment. Robertson and Tang (1995) point out that the need for commitment is linked directly to the organizational characteristics that have their origins in planning initiatives: decentralization and the setting of missions and goals. Planning groups are necessarily engaged in activities that require commitment. For them, the three elements identified as necessary to fostering that commitment are: social process, leadership, and structural design. Understanding each institution's culture is the key to designing and implementing a planning process designed to work for the specific institution. The designated facilitator for the planning process must be able to assist the planning committee in using these elements to correctly translate the institutional culture into the plan.

Social processes are a set of cooperative norms or congruence between individual and organizational values which encourage shared commitment and stability of leadership. It is sometimes referred to as affiliation need. The manifestation of this element is that people within the organization will express their approval of the organization based on what they believe the organization is accomplishing and what it stands for. This element is also the process by which people are absorbed into the culture of the organization; a process sometimes referred to as "enculturation".

Leadership is a behavior used to enhance member motivation by facilitating congruence of individual and organizational interests, and to continuously communicate and clarify the vision which becomes the focus of the organization's culture. It should be clear from the outset that leadership can occur at any level of the organization. The key to leadership is that the leader facilitates social processes for the rest of the organization on a continuous basis, using the organization's vision as the focus. This element is critical to the implementation of a strategic plan, based as it is on a shared vision.

Structural design is an organizational characteristic used to foster commitment while reducing the possibility commitment will develop counter to broader organizational goals through support of "bottom-up" and stakeholder participation. By allowing broad access to the process, those stakeholders who might be tempted to view the planning process as an executive mandate instead have a voice in that process. This type of design also offers leaders a forum for reinforcing the vision that binds the goals together.

These three elements of informal cultural structure have a direct bearing on the development of commitment to planning by fostering an environment that promotes "buy-in". In addition, these same elements have a normative influence on group culture and can help to shape the dynamics of group decision-making.

Developing a Culture of Planning and Strategic Thinking

Early in the 1970s, one story that planners used to demonstrate the efficacy of strategic planning was as follows: President John Kennedy had visited NASA to tour the facilities. He reportedly asked a janitor, "What do you do here?" The janitor is supposed to have replied, "I'm here to help put a man on the moon." This story has become one of those mythological tales that illustrates a critical factor in successful planning: everything that happens at an institution can be related to planning and everyone in the organization needs to be involved in the process at their appropriate level. There are several ways to ensure everyone has access to the planning process and participates.

Getting an entire organization involved in a planning process does not mean everyone has to be appointed to the planning committee, nor should everyone expect his or her specific input will be included as a planning document "wish list". What is necessary is to validate the vision and the relative priorities of the strategic plan with members of the organization. This can be accomplished in a variety of ways, all of which will require some additional effort on the part of members of the strategic planning committee. This is the reason for having a written charge to the planning committee specifically defining expectations for members as internal planning advocates.

Open forums and discussion groups led by the president or members of the planning committee are one way to collect important information and extend participation. Another is to use electronic venues, such as websites and chat rooms. An additional method for simultaneously collecting input and disseminating information about the process is to have planning committee members conduct focus groups with the various stakeholder groups of the institution. This can be done by department affiliation or by interest group. Even board of trustee members should have an opportunity to participate in this process.

Once a draft plan is ready for public presentation, the planning committee must go back to the stakeholders and explain the various components of the plan and how the information they received from the institutional community was used in the planning process. This feedback loop in the process keeps the process transparent and accessible to the entire community and acknowledges those who participated.

What should be avoided is the equation of a broadly participative process with an endless series of open forums and focus groups designed so absolutely everyone associated with the institution has multiple opportunities for input into the process. Even institutional brainstorming is more effective if the process is structured and sequential. In fact, the larger the pool of participants, the more crucial it is to have a structured process:

- The president of a multi-campus college beginning its strategic plan insisted the process include repeated campus-wide stakeholder sessions that would continue throughout the months the plan was being drafted. There was no predesigned structure to integrate these input sessions, so the results of each session were all considered equal to each other. Each new session elicited ideas that either piled more on the heaping list of suggestions or replaced ideas from a previous session. There were two fatal drawbacks to this never-ending type of brainstorming. The first was the process was so chaotic that within a few weeks most participants were completely confused by what was supposed to be happening. For example, items and issues the planning committee believed had been firmly included in the list of goals and objectives had been replaced with something new no one remembered talking about. The second drawback was that stakeholders had been asked to spend significant amounts of time and energy constantly attending meetings, providing feedback, refining documents, and reviewing new information. It was inevitable, once the process reached the point where it was necessary to began distilling all the information down to a reasonable list of goals and objectives, the exhausted, confused stakeholders did not see evidence their suggestions had been included. Disillusionment with the plan permeated the institution before the plan was even finalized.

As discussed in Section V, having a person who is the face of planning on campus is another critical factor in making planning part of the institutional fabric. In addition to senior administrators and members of the planning committee, the person who monitors the implementation of the plan is able to provide leadership at all levels of the institution in conjunction with the planning process.

One of the most visible methods for making planning important at an institution is to use public occasions, the institutional website, and print materials to promote the plan and report its success. Public acknowledgement of how the plan works and what has been accomplished are vital reminders to the entire institution that the plan is not a shelf document and is actively being used to make decisions and mark progress. If an organization sees the demonstrated participation and support of its executives in the planning process, the process will be taken seriously.

However, the most important way to ensure the entire campus is involved in the planning process is to "operationalize" it, so that everyone is using the planning process as a framework for decision-making.

Section Seven: From Strategic to Operational

The contemporary strategic plan in post-secondary education serves an integrative and coordinating function. Hollowell et al (2006) have indicated the primary driver of the strategic plan is academic planning, a perspective that could be argued.

A strategic plan for any specific timeframe for any individual institution should focus on whatever is necessary to help the institution reach its vision. If that vision is dominated by changes or improvements in academic activities then, of course, it is the engine for the plan. It is also clear, because the primary enterprise of any college or university is educational, adequate support of academic activities is the ultimate rationale for everything done by or on behalf of an institution. However, strategic plans have relatively mid-range timeframes. There are situations where the conditions within the institution require focusing institutional attention and resources on something other than the academic plan. Examples of these conditions can include such occurrences as financial issues; addressing serious deferred maintenance problems over a period of time; or, upgrading the institution's technology systems. These priorities should be reflected in the focus of that particular strategic plan.

Campus planning leaders need to understand that the purpose of the strategic plan is to focus on how resources will be allocated for a specific period of time (usually 3, 5, or 10 years) to achieve the vision. That may mean academic planning, while still continuing, is not the primary driver of a specific strategic plan. A situation of this type is one of the many instances when the function of the planning committee as a forum for campus-wide strategic thinking is invaluable. If stakeholders are asked to subordinate their priorities for the good of the institution, it is better for them to know the reason for the decision and participate in the process rather than simply be told they will not be getting any resources.

To continue the example of a strategic plan not focused on academic planning, there may be a temptation for faculty members of a planning committee to stop participating based on an assumption they have no interest in a plan focused on information technology or facilities. If this situation occurs, it is incumbent on the facilitator and the other planning committee members to demonstrate how the disaffected stakeholders can participate. Pointing out the impact of the decisions on non-priority areas and soliciting cross-functional information from those whose areas are not the plan's focus are excellent ways to reinforce the synergies that can occur in a balanced process. Access to a forum to discuss and participate in the decisions on priorities provides all stakeholders with an opportunity to understand the nature of the competing demands on resources and an understanding of how the decisions are made.

Operational and Tactical Planning

Implementation of a plan becomes a critical exercise in coordination because the institution is a network of divisions and departments that operate as silos and independent actors. A planning process must be successful in taking a strategic view of the organization and weighing the relative demands for resources against the vision of the institution.

The next challenge is to implement those decisions at functional levels within the institution, across divisions and departments. In addition to understanding the strategic level of planning as the key to transforming an institution's vision, using operational and tactical planning provides the institution with the tools and insight to implement the plan.

Figure 4 Levels of Institutional Planning

Operational Planning

Operational planning is planning that takes place at the department level of an organization. In institutions where planning is not integrated, operational planning usually means the divisions and departments develop their own visions and, with them, their own list of critical resource needs. What this means at budget time is that each functional area has its own requests for institutional resources and these are not necessarily linked to the budget requests from any other functional area. Additionally, operational units tend to plan for improvements of current operations. It is rare that an operational unit has the vision to plan for strategic positioning. So the types of plans an operational unit makes are usually in response to immediate needs. "If we had a new copier we could be more efficient;" "if only we had more full-time faculty we could increase enrollment in our program;" or, "we need an additional full-time person because everyone in the department is overloaded with work" are some of the common issues that surface during department planning sessions.

One of the very real results of this type of budgeting is that "whoever yells the loudest gets the resources", which can produce a bitter, competitive attitude among those areas not funded. Because the resources of any institution are limited, and the requests for those resources are unlimited, there will be winners and losers at budget time every year. The annual roulette of resource allocation exacerbates the very operational thinking that limits visionary planning at the department level. If departments believe they have to fight for the most basic resources, they also tend to believe dreaming big is a waste of time.

The advantage for the institution using its strategic plan to allocate resources is everyone knows ahead of time which activities have priority and which will be receiving the resources in any given budget year. In addition, because the prioritization of these activities was an institution-wide negotiation, there is some buy-in and some patience with the process. While not foolproof, a budget cycle directly linked to the planning process not only makes more effective use of institutional resources, it also allows the campus community to follow the process with some understanding of how and why decisions are made.

Tactical Planning

Tactical planning involves the policies and procedures necessary for effective management, planning, budgeting, and assessing. For most institutions it does not seem to be worthwhile to spend the amount of time necessary to develop and maintain written policies and procedures except where they are required by law or because of accounting practices. As a result, the operational procedures and policies of offices and departments across campus are the unwritten legacies of institutional tradition and can be inconsistently applied or changed by anyone at any time, given cause.

It often becomes clear during the planning process that the guidance and regulation provided by written policies and procedures is missing from critical areas of the institution. This situation allows people to disregard process,

ignore new initiatives, or even create competing plans. It also prevents the institution from developing standards for operational conditions.

Examples of the importance of this type of planning become clear during the implementation of a strategic plan, especially at the department level. The situations where tactical issues begin to disrupt implementation of a strategic plan usually occur when a planning initiative requires two or more departments to work together in a way they have never done before. Without precedence, the procedures that would normally define and describe such issues as interdepartmental communication, the roles of the supervisors, and the expectations for coordination of staff are unclear and must be created. The creation of such procedures rests almost entirely on the assumption that someone in one of the departments will take the initiative for the necessary activities. This assumption is often incorrect. Examples of this type of situation include:

- A state university system with numerous satellite campuses and learning centers across the state. The university also supported an aggressive Division of Continuing Education. Over time, the off-campus sites begin to experience declining enrollments, frequently linked to the Division of Continuing Education offering courses in the area. These Continuing Education courses were usually offered in local high schools, were advertised locally, had lower tuition, and were not coordinated with the nearest off-campus site. Because the off-campus sites had higher overhead expenses, and were required to charge standard tuition rates, they believed they were at a disadvantage in attracting local students. In addition, the state provided formula-driven funding that was directly linked to enrollment.
- A private college determined to eliminate the long lines that invariably formed during the opening day of the semester. Using root cause analysis, the college determined that the reason for the long lines was "registration bounce", a phenomena experienced by many colleges prior to the adoption of on-line registration. The lines formed when a student attempted to register, was told his or her account was on hold and needed to be cleared in Student Accounts. The student was sent to stand in line at Student Accounts, only to find that the problem was related to financial aid. The student was sent to the Financial Aid office to clear the account, returned to stand in line at Student Accounts to confirm the clearance to register, and then returned to the line in the Registrar's office to finally complete the registration. When the college's administrative staff coordinated an effort to align policies and procedures, the lines disappeared and the number of students who were carried through the first three weeks of the semester with an outstanding balance was reduced from several pages of names to less than twenty students.

Strategic vs. Tactical Planning

Given a recent emphasis on "inclusive" planning processes, it will be helpful to draw a distinction between strategic planning and tactical planning. The tendency to replace "top-down" structure and organization in the planning process with "bottom-up" initiatives should be examined carefully. Tactical planning can be a product of a strategic plan, but it seldom results in strategic thinking unless it is used as a means of identifying an issue in its broadest cross-functional context.

At every step in the process of developing goals and objectives in a strategic plan, planners must examine the scope of the proposed action to make sure they are framing strategic rather than operational or tactical actions. A strategic plan that is, in reality, a tactical plan will have little impact on moving the institution toward its vision, and the "to do" list produces small, short-term gains at best. Part of the responsibility of facilitating a planning group is to challenge campus planners on the content and wording of each goal to achieve to make the plan strategic.

The second example, above, of a college determined to improve its registration process is a case in point. The college's vision was of an institution offering excellent student services and effective financial and business practice among other elements. The strategic plan included goals in Student Affairs to improve registration and in Administrative Affairs to reduce the number of students who were dropped for non-payment each semester. None of the offices involved in the solution of this issue had the resources to reengineer the entire process on their own. And while each of them understood the part of the process they were responsible for, it took the larger, strategic

view to organize and resolve the problem. A bottom-up process would have produced three or four separate initiatives without context or coordination. Because the strategic plan provided the context, the resources were organized to address the issue based on a broader understanding of why it was in the college's interest to respond.

The Role of the Governing Board in the Planning Process

Of all the stakeholder groups associated with a post-secondary institution, the governing board is the one that hopefully has the best understanding of strategic positioning and strategic level planning. Board members make policy decisions effecting the entire institution and serve on long-range committees from budgeting and academic programs to buildings and grounds. In many cases they can have an overview of the institution few can match. Their understanding of the mission of the institution is based in concrete concerns such as fiduciary responsibility and stewardship. But involving members of the governing board in a planning process must be handled correctly. Where the board has not been involved, or involved inappropriately, in the planning process, the president should make arrangements for board training. The Association of Governing Boards (AGB) makes training available to its members, and some strategic planning facilitators are also able to work with a board to provide insight into their role.

Generally, members of governing boards should (1) ensure planning takes place, and (2) insist plans are used regularly for decision making. In carrying out these basic responsibilities, boards should attend to the following:

- recognize and promote the usefulness of planning in higher education and support its use,
- review and approve a planning process for the institution,
- hold the chief executive accountable for the planning function,
- participate in certain steps in the planning process, and
- use the institution's plans to make decisions, especially those that involve setting priorities and allocating resources (Haas, 1).

However, board members should not become involved in the implementation of the plan, and this restriction can be frustrating for some board members. For good or ill, most people who have been appointed to a board are there because at some point they were very good managers. It is probably more difficult than one would suppose for a board member who has expertise in management to not be involved. Regardless, the line between board-appropriate oversight and campus-level management must be maintained throughout the planning process. Despite occasional advocacy (Calareso, 2007), there is a real danger of conflict and usurpation if board members slip from oversight of the strategic policy level of the institution to operations and day-to-day management of implementation.

- A small college with an active board had a number of board members who were retired engineers from a major international corporation. One of the board members was deeply involved in specific areas related to on-campus housing. At issue was the board's planning mandate to cap enrollment in an attempt to prevent the need for additional housing, a cost the board was attempting to delay. One of this board member's chief concerns was why the college was over-subscribed in housing by progressively larger numbers of students each fall. He spent hours developing his own process for tracking residential students and projecting housing demand. At every board meeting, he would grill the director of housing about her methodology and assert that it was incorrect. The college president finally asked the directors of institutional research and housing to work with the board member to help him understand the process for estimating demand. After six weeks of meetings and discussion, the board member finally realized the complexity of the process and the number of variables he had neglected to include in his calculations. In addition to the time spent by staff to support these meetings, the operational aspect of a board member by-passing the college president and the vice president for student affairs to try to manage housing was disruptive to the entire college.

Driving Strategic Implementation Down Into the Organization

The most comprehensive method for ensuring a strategic plan guides the operations of the institution is to link the institutional plan with department plans. This is done by requiring each department to combine its operational goals with any items from the strategic plan assigned to the department through the department's annual plan. This department plan should then form the basis for budget requests and show how the requests are linked to the strategic plan. In most cases, the departments discover that assignments made through the strategic plan are actions they would likely have taken at some point on their own. However, with the timing of implementation derived from the institutional plan, when the department accomplishes these items is integrated into the larger context.

The most direct link between the strategic plan and operational plans is the budget. By using the department annual plans as the basis for budget requests each year, an institution can not only monitor how well the plan is being implemented, it can even direct the priorities of the plan through the budget by establishing budget assumptions prior to the time period in which departments are developing their budget requests. These assumptions, which should reflect the strategic goals for the coming fiscal year and the funding limitations for requests outside the established goals, help departments make requests based on realistic expectations for their department and the institution as a whole. One other beneficial aspect to this process is that institutions with multiple-year budgets can actually begin to anticipate budget demands by reviewing the sequence of priorities and projects in the "out" years of the strategic plan.

The impact of plan-based budgeting underscores the importance of aligning the planning cycle with the budget cycle as explained in Section III. Since the budget calendar is almost always fixed, it is critical to ensure the annual planning cycle has reached a point where the guidance it provides has been confirmed and disseminated prior to operational budget development each year. This alignment requires some thinking through, and in some instances the first year of a new planning cycle will overlap a previously approved budget from the preceding fiscal year. The reality of this type of situation is that most institutions begin to implement the first year of their strategic plan even during its development. Very often, many of the actions scheduled for the first year of the plan have been in progress for months by the time the official planning document is approved by the institution's governing board.

One final method for comprehensively guiding operations through the strategic plan is through the annual personnel review process. Although this is common practice in corporations, it becomes a more complicated application in academic institutions. It should be noted this link between institutional planning goals and personnel reviews is rarely used in the same way it is in the corporate world, to set productivity targets. In academic organizations use of the planning process is used more as a method of anticipating than reviewing.

While annual planning goals and accountability can certainly be used as part of a personal development plan or as a guide for setting individual achievement goals for the coming year, one of the most valuable ways they can be used is to ascertain how much and what types of staff development and training will be needed. When an institution develops its vision for the future, much of what goes into that vision is the idea of transforming the institution into something better, stronger, more focused, and more flexible. It is seldom the case that the institution's staff are already prepared to teach and work in such and environment. For example, if the institution wants to more thoroughly integrate technology solutions into both classroom and office, technicians may have to be hired to support the transformation, and faculty and staff will have to be trained to work with the new technology. Or, if the institution intends to refocus or expand its curriculum, the staff will have to be prepared. Most obviously, there is need to evaluate whether or not the appropriate faculty are available. Additionally, there are issues regarding admissions counselors, career services staff, student learning support staff, and library staff, who all have to be brought along in the development of curricular changes. These are but some of the most obvious types of planning initiatives that have impact on the training, development, and evaluation of staff at any institution.

It is important to use a variety of methods to integrate the plan actively into decision-making at all levels of the institution. It is not enough to develop an implementation plan and assume the institution will adopt planning as a way of conducting operations. If a range of integrative methods is not used, the implementation plan becomes

little more than a gloss on daily operations and business as usual. Those who are assigned responsibility for actions in the plan do the minimum to accomplish what they must without shifting to a strategic understanding of their roles. An institution that uses its planning process as a tool to integrate decisions and long-range thinking helps itself stay focused, direct its resources, and control its future.

Driving Strategic Thinking Up the Organization

The previous discussion focused on how the strategic planning process can be used at the highest levels of administration to align and prioritize operations within the institution. That "top-down" perspective is critical because it is necessary to coordinate the various silos with enough perspective to maintain a balanced view of the organization. However, it is equally critical to have information flow up through the process from the operations level. In most cases this practice is accomplished through three venues for collecting and analyzing operational issues:

1. department plans,
2. Strategic Planning Committee mid-year review session, and
3. the goal confirmation meeting held at the beginning of each planning year.

Departments required to submit annual plans as the basis for their budget requests will necessarily document operational issues. These issues are problems the department is currently facing or will be encountering in the immediate future. By incorporating these items into the annual plan, they become part of the flow of information back to the coordinating function of the strategic planning process. These operational issues reflect concerns the departments have about being able to conduct their activities on a basic level and usually involve requests for resources such as physical space, additional staffing, or policy decisions that impact the department.

Another place in the planning process that offers an opportunity for learning what operational issues the institution must address can occur during the mid-year review process of the annual planning cycle. This review is intended to provide an opportunity for extra support in completion of annual planning goals. Since the strategic plan is likely to include goals in every area of the institution, when the strategic planning committee meets to review progress, it hears about unresolved issues from the functional units across the campus. The information from these reports often concerns departmental difficulty in completing a specific goal, although sometimes the report is more positive and the Planning Committee learns that a goal has been completed early. In either case, the information is critical to understanding what the operational issues and conditions are within the organization.

Finally, the goal confirmation meeting the Strategic Planning Committee holds at the beginning of each planning year is another opportunity for operation-level concerns to be incorporated into the institution-level process. In much the same way the mid-year meeting provides a forum for problem-solving, the initial annual meeting allows those who represent the perspectives of the functional units to examine the impact of various internal concerns with the entire group. Often these concerns are related to external matters, changes in personnel, or the unforeseen consequences of a new initiative. As with the information from the mid-point meetings, these issues may need to be added to the year's list of planning activities, or may have an impact on implementation of established planning goals.

Regardless of the route by which information comes into the planning process, the advantage is that it ends up with the forum most likely to understand and use the information. The benefit to the institution is that, as the strategic planning committee becomes adept at analyzing this type of information, members become better at seeing patterns, opportunities, and synergies.

Section Eight: A Table of Troublesome Terms

Figure 5 A Table of Troublesome Terms

Mission	The mission statement is simply a purpose statement. It explains in one or two sentences what the institution seeks to accomplish, why it exists, and what ultimate result should be expected. Language in the mission statement is usually expressed using verbs in the infinitive (to increase, to improve, etc.) and also should identify any problems or conditions that will be changed.
Vision	The vision statement is the institution's destination for the length of the strategic plan. Vision statements contain the specific characteristics or features that will define the organization in its future state. The vision statement is used to motivate and inspire, and is understood to be achievable.
Gap Analysis	This procedure assesses the "gap" between the institution's current status and the specific features of the vision. It also identifies what actions need to be taken to close the gap.
SWOT Analysis	SWOT (Strengths, Weaknesses, Opportunities, and Threats) is used as a framework for the environmental scan. The procedure allows planners to support the gap analysis with additional information about what actions need to be taken in the strategic plan to move the institution to its vision.
Environmental Scan	Information collected through the environmental scan is general in nature and provides the organization's planners with a common understanding of trends and issues for the future so they are able to develop a vision. The environmental scan provides the basis for organization-wide discussions focused on "futuring". A good environmental scan does not attempt to develop detailed data or market analysis, and does not use projections based on current trends, unless those trends are seen to be evolving into a larger issue. The scan is used to inform the organization's vision and identify the broad strategic objectives that will become a guideline for an action plan. There are two major components to an environmental scan, the external environment and the internal environment. Both should be examined to determine whether or not members of the organization have a unified view of the future and what resources they believe they have or will need as they move forward.

Section Nine: The Relationship of Other Types of Institutional Plans to the Strategic Plan

A variety of plans are developed across an institution, each originating in the functional silo of a different division or department. Few staff, academic or non-academic, on any campus are in a position to understand the full scope of their institution's operations, so each silo believes itself to be the least-supported and most mission-critical on campus. As a result, each silo tends to develop its plan based on its activities and the never-ending need for a larger portion of the institution's resources. If the institutional strategic planning process is not strong enough to coordinate these wide-ranging efforts, keeping track of all the plans can rapidly become an exercise in herding cats.

The advantages of using the strategic planning process for this integrative purpose are numerous; however the two primary gains are in anticipating and prioritizing budget demands and identifying complimentary, competing, or contradictory goals.

What the Strategic Plan Provides Other Plans

The Strategic Plan should contain relevant information about the following issues, at a minimum:

- Enrollment goals and enrollment management initiatives;
- Student population goals, such as percent of students living on campus, shifts in student categories, etc.;
- New academic programs, educational initiatives, changes in pedagogy and the need for supporting facilities;
- The impact of changes in enrollment, programs, or student type on support services and facilities;
- Student Affairs programming initiatives;
- Changes in staffing levels and training and development needs for both academic and non-academic staff; and,
- Goals or initiatives from department or division plans that rise to the strategic or institutional level.

These issues all have a direct bearing on the coordination and use of resources: funding, facilities, personnel, and time. For these reasons, an institution's strategic plan must also be aligned with the institutional budget cycle and should incorporate and coordinate other planning initiatives within the institution, such as the academic plan, the IT plan, the Facilities Master Plan, and the various Institutional Advancement plans.

The table below demonstrates the integrative function of a comprehensive strategic plan. The columns on the left list the various types of plans an institution may have developed over time. The row headings are data elements and informational categories usually associated with a strategic plan. Those elements that are checked are common to both the strategic plan and the more specific planning effort. It is clear from the number of checked elements that without a strategic planning process to integrate the multiple and varied issues, there is no one place to organize planning and resource allocation.

Figure 6 The Strategic Plan as Integrator and Source

	Enrollment Projections	Student Population	New Academic Programs	Changes in Pedagogy	Initiatives & Partnerships	Student Services Initiatives	Staffing Need	Staff Training & Development	Community Relations	Facilities Initiatives	IT Initiatives
Academic Master Plan	•	•	•	•	•	•	•	•		•	•
Enrollment Management Plan	•	•	•	•		•	•		•	•	
Budget Plan	•	•	•	•	•	•	•	•	•	•	•
IT Plan	•	•	•	•	•	•	•	•		•	•
Facilities Master Plan	•	•	•	•	•	•	•	•	•	•	•
Advancement Plan	•	•	•		•				•	•	
Student Services Plan	•	•	•	•	•	•	•	•	•	•	•
Library Plan	•	•	•	•	•	•	•	•		•	•
Residence Life Plan	•	•	•		•	•	•	•	•	•	•
Athletics Plan	•	•			•	•	•	•	•	•	

Long-Range Budgeting

Of all the processes that benefit from a strategic plan, long-range budgeting has the most direct relationship. For institutions that budget without a strategic plan the tendency is to make budget-based decisions leading to incremental change rather than strategic change: the institution only improves or changes as the budget allows. In addition, major changes and initiatives are viewed as an addition to the current budget. The notion of reallocating resources based on planned change requires a vision that provides context for the budget.

In plan-based budgeting, the long-range allocation of resources is not only driven by a context that makes reallocation practical, it also provides a blueprint for phasing initiatives so they can be realistically supported by the budget. Knowing how many and what types of students the institution intends to attract, what programs in Student Affairs (including Student Life and Residence Halls) will be needed to support those students, how academic programs may change, what technology initiatives will need to be developed, what types of staffing levels and training are projected, and what types and number of facilities will be required are all part of an institution's ability to anticipate a budget. The information for all these aspects of budgeting does not come together in one place unless the strategic plan integrates them. The additional layer of information provided through the department plans also brings operational budget issues into the mix. The comprehensive context is crucial to ensuring budget resources are allocated appropriately in support of the institutional mission and vision.

There is also the added value of making the budgeting process easier for stakeholders to follow.

> It might seem too ambitious to strive to make the budget process transparent and participative under such pressure. On the contrary, an inclusive process can make a budget more realistic by taking advantage of the knowledge and experience of faculty, staff, students, and other groups.

Their participation increases the likelihood that they will at least understand and support the institutional decisions the budget represents (Chabotar, p.106).

Academic Plans

One of the most misunderstood aspects of academic plans is their relationship to other institutional plans. In many cases, it is assumed the academic plan is a policy document that defines faculty workload, faculty governance, and the learning outcomes process. While this can be true for institutions that do not conduct comprehensive academic plans, for those that do, the academic plan is a font of information for so many other planning processes across campus. However, there is also a wealth of information from other areas of the institution that can be equally valuable to academic planners.

A case in point is the relationship between Academic Affairs and Student Affairs. During the last two decades this relationship has changed significantly, and in recent years that change has accelerated. Lines of communication between the two areas are not always as consistent and strong as they should be, however. Partnerships can be built to strengthen co-curricular programs, special interest houses, or combination activities. But these often rely on personalities rather than documented procedures and organizational links.

- Where there are hidden issues, the solutions are not so clear. One community college, for example, was trying to make positive improvement to its retention rate for students who were declared Liberal Arts majors. The academic departments developed a number of initiatives to address the attrition issues, but nothing seemed to be helping. During a strategic planning meeting, where students were members of the planning committee, one student illuminated the potential source of the problem. New students were being advised by financial aid counselors to declare themselves Liberal Arts majors to take advantage of the broader financial aid benefits, even if the students really wanted a technical degree or a certificate. As a result, students declared the A.A. degree in Liberal Arts, took courses leading to certificates or non-degree programs, then left the institution. In their wake, data showed non-completers at astoundingly high rates. There was no existing forum for identifying the impact of this phenomenon on an academic program, so the problem persisted until the planning process began integrating information.

Academic planners need to ensure the information they have about current and future activities within the teaching and learning environment is made available and is explained to other planners on campus. But it is also clear the links and effects of planning across campus require academic planners know what is being planned by other members of the campus community.

Facilities and Master Plans

Strategic plans provide critical guidelines to an institution by developing the information necessary to ensure facilities meet the current and anticipated needs of students, faculty and staff. Some of the most egregious examples of mismanaged planning can occur during a facilities or master plan process. The costs in these circumstances are large because they involve capital funds and the long-term problems associated with physical spaces that do not support campus operations.

Where an institution believes it has a strategic plan, but in fact does not, the difficulties are compounded. Some institutions develop broad institutional position statements that describe values or philosophies in glowing general terms. In most cases, these statements are not defined but the institution believes the manifesto fills the role of strategic plan. Other institutions collect the wish lists of all their major divisions and believe compiling these resource requests constitutes a strategic plan. Neither of these situations provides the information necessary to realistically inform consultants who program, design, and ultimately build physical space on a campus.

Examples of these types of situations abound.

- A community college refused to develop an enrollment management plan with enrollment projections based on actual trend analysis. The college could not come to a decision about the number of classrooms it

would need over the period of its new master plan. Instead, it relied on the estimates of its academic department chairs, who based their requests on current experience with classroom scheduling problems. This process overestimated the need by a significant amount based on realistic data analysis.

- A state university made a decision to lower its student/faculty ratio by hiring more full-time faculty and reducing class size. However, during the master planning process, the master planning team was initially asked to program more large classrooms while no provision had been made for additional faculty office space.
- Another state college had mandated department strategic plans, including personnel projections for improving operations and supporting new initiatives. These projections had never been analyzed by the institutional planning committee. When the master planning team developed personnel projections based on the department strategic plans, the number of new, full-time lines required to meet the proposed need was staggering. The college had to review the department plans and revise each based on the likely number of new positions that would be funded by the state, which was a substantially smaller number.

It is difficult for academic programmers and architects to anticipate need if the institution has not had the internal discussion that leads to consensus about the future direction of programs and services. And to compound this problem, many institutions that have not engaged in a planning process expect the facilities or master planning consultants to provide them with this vision. I have always considered this situation tantamount to asking a stranger how you should do your job. The responsibility for an institution's future depends upon the vision and leadership of its own community. Asking consultants "how large should we be?" or "what programs should we offer?" is ceding the future of the institution to outsiders who have a vested interest in a specific relationship with the campus. There is also the question of whether or not the particular consultant has the knowledge and training to support a decision-making process of this magnitude. In many cases he or she is trained and has worked in an area significantly different from the skills and experience necessary to facilitate a strategic plan.

Institutions considering a major facilities plan or master plan project should take the time to first complete an institutional strategic plan. The amount of ambiguity the master planning consultants will face will be greatly reduced. In addition, the institution will have a more complete understanding of what it will need and will be able to evaluate potential consultants and their proposals more effectively, participate in the facilities planning process more completely, and achieve a better plan in the end. In addition, a competent master planning team will ask for data that will be easily accessible and the purpose for the requests will be more clear if the strategic plan has already been completed.

IT Plans

Given the cost of technology and the need to continuously upgrade both hardware and software, even institutions that do not have a strategic plan will often have a technology plan. Part of the problem with having a technology plan without a strategic planning process is that the IT plan is created in a vacuum. There are two very excellent results for an institution that uses its strategic planning process to integrate IT planning.

First and foremost, everything that occurs on a campus is supported in some way by and has an impact on IT; from academic programs to student services to administrative functions. Whether it is academic or administrative computing, the purpose of the IT department is to keep operations running smoothly with the most advanced systems possible. It is imperative IT planners know what is being planned across campus, not only in terms of current operations but also to help anticipate new and future demands for technology.

The second benefit to IT, and to the institution, is the collaborative knowledge IT staff can bring to the planning process. While I have experienced IT staff who resisted change and seemed to see obstacles in every proposal, those situations are the exception rather than the rule. Most IT staff are eager to collaborate, happy to help solve problems, and more than willing to amend policies for the good of the institution. Having them participate in strategic planning discussions not only helps others envision possibilities, it helps the planning committee with

realistic estimates of cost, time, and training for new initiatives. As with other types of campus planning, IT planning benefits from the integrative function provided by the strategic planning process.

Advancement Plans

In the highly competitive world of institutional advancement, any fund raising campaign is dependent on its ability to offer information about the institution that is attractive to donors. This concept is especially true if there are buildings involved; however, donors can be excited by more than brick and mortar. While Advancement's need for information about plans across campus is not as high-profile nor as immediate as IT's need, it does exist. Advancement officers are always ready to promote plans for new programs and services to help donors feel like a part of the institution. Whether the information will be of interest to alumni, corporate partners, or major donors through a capital campaign, Advancement staff have deep interest in being part of an institutional planning process.

In tandem with the benefit of learning about proposed new programs and services, Advancement often can provide information about potential funding for initiatives. This information can come as a result of contacts with potential donors who are looking for a specific type of project to fund. It can also come from knowledge of the numerous types of grant opportunities available through philanthropic foundations.

Section Ten: Summary of Thoughts

Recent critics have asserted that strategic planning is not a transformative process. These assertions label the strategic plan as too linear to provide real transformation (Chance, p.40). They also believe strategic planning is conducted through team leadership and it requires specialist thinking (Baer, Duin, and Ramaley, p.7).

While in theory strategic planning is linear, it should be clear from this document applying the theory is anything but linear. The number of institutional variables, including campus culture and politics, make development of a strategic plan more analogous to conducting an orchestra.

It should also be clear leadership in a planning process, and for the campus as a whole, is leadership regardless of whether it occurs through teams or individuals. In fact, there are a number of individuals who must be leaders of the planning process to reinforce institutional commitment to the process.

Finally, there is the issue of specialist thinking as a core competency in the planning process. Anyone who has had an opportunity to facilitate a strategic planning committee will attest to the fact that one of the hardest things committee members have to learn during the planning process is how to think strategically and at the institutional level. While this requires thinking differently than most people do on a day-to-day basis in the course of their assigned duties, it is not specialist thinking as much as it is integrated, conceptual thinking. It would be a serious comment on the quality of our educational leaders to imply integrated, conceptual thinking is so specialized that members of the campus community cannot apply the concept in a practical way.

What is missed in all the arguments about the failings of strategic planning is it is a transformational process that provides a forum and a method for creating and implementing an organizational vision. It is not easy to do, but those who participate in an effective planning process marvel at the energy and empowerment the process provides to the entire organization. With a functioning strategic plan in place, all types of campus plans work more effectively.

The secret, if there is one, is to ensure someone qualified to facilitate the process is directing it. Most institutions have neither the dedicated expertise nor the understanding necessary to conduct a full institutional strategic planning process without some support. Lack of experience and training can lead to plans that are only partially developed, not implementable, or skewed by the domination of one part of the institution. It can also lead to the contracting of consultants who may or may not have the appropriate background to facilitate the process.

Dedicated planners, internal or external, can bring experience, intuition, and creativity to an otherwise mysterious process. To that end this document is intended to offer some enlightenment.

Section Eleven: Tips, Techniques, and Templates

To assist in planning, organizing, and facilitating a planning process, this section offers various templates and techniques for some of the critical phases.

Pre-Planning Decisions Checklist

Pre-planning

- What role will senior staff have in the process?
  - Is the president committed to providing the necessary leadership role?
  - Are senior staff committed to leading implementation of the plan?
- How will we balance the Planning Committee membership?
  - How many members do we need to effectively balance institutional perspectives?
  - How will we organize the ongoing work of the Planning Committee?
- How inclusive will the process be?
  - At which points in the process will the entire institutional community be involved?
  - What form will that involvement take?
- Will we use a consultant to facilitate?
  - To whom will the consultant report and what will be the contractual range of responsibility?
  - How do we identify a consultant who has an understanding of all the various areas of institutional operations?

Identifying the Resources

- Is our budgeting process multi-year?
  - If yes, does it align with the strategic planning cycle?
  - If no, what steps do we need to take to develop a multi-year budget process?
  - What is the current resource allocation/budget request process?
    - How will this process be driven by a strategic plan?
    - Will departments and divisions need to adjust their budget request planning as a result of a new, plan-driven, multi-year process?
- How will we use environmental scanning in the process?
  - Internal and external scans
  - General trends and benchmarks
- What other institutional plans already exist and need to be included in the development of the strategic plan?
- How will regional and discipline-specific accreditation reports be addressed through the planning process?

Managing the Strategic Plan

- Who needs to officially approve the plan?
  - What sequence of approvals is appropriate?
  - How will the approvals be scheduled and who will be responsible for presenting the plan?
- Who will be responsible for draft documents?
- Who will be responsible for monitoring implementation?
- Who will manage and update the documents during the life of the plan?
- Who will be the "face of planning" on campus?

Sample Charge Letter

The charge letter text below contains the basic elements of a written charge to any planning committee. The letter is usually modified to fit the culture and unique needs of each campus; however, these basic elements are always included:

Charge to the Strategic Planning Committee

Thank you for agreeing to serve on the Strategic Planning Committee. Your participation is not only critical to the strength of the College, it is also very much appreciated. The planning process is our way of prioritizing the activities and resources that support our mission. The Strategic Planning Committee is charged to support and monitor the planning process in the following areas:

I. The Committee

The Strategic Planning Committee is a standing committee established to develop and monitor the strategic planning process for this institution. The composition of the membership includes:

- 3 Senior Staff
- 2 Faculty Representatives
- 1 Student Representative (SGA President)
- 1 Staff Representative
- 1 Alumni Representative
- 2 Staff Support

Terms of service for administrative committee members will be continuous. Terms of service for non-administrative committee members will be set for a predetermined length of time.

Leadership

- The President will serve as Chair of the Committee.
- The Provost will serve as Vice Chair.
- The Director of Institutional Research will manage the completed strategic plan and support assessment of the implementation plan.

II. Strategic Planning Process

The strategic planning process will include the following:

- Development and oversight of all appropriate planning documents (Vision Statement, Strategic Plan, Implementation Plan, etc.)
- A 5-year cycle for implementation of The Plan
- A regularized annual cycle of implementation and assessment
- Institution-level and department-level components

III. Roles and Responsibilities

Committee members will be responsible for the following:

- Understanding the components of an institutional strategic plan and developing those that are necessary (i.e., Vision, Mission, Values Statement, etc.).
- Developing and supporting the objectives and goals of the institutional strategic plan.
- Engaging identified stakeholder groups in the development of the objectives and goals for the institutional strategic plan, and providing feedback to those groups on a continuing basis.
- Overseeing review of annual plans for progress.
- With the support of the Director of Institutional Research, identifying or developing key indicators and assessment measures to document implementation of the Strategic Plan objectives and goals and reviewing those indicators and measures on an annual basis.
- Actively participating in committee activities and discussions.

IV. Other Responsibilities

In addition to the roles and responsibilities outlined above, Committee members will also:

- Promote and advocate for implementation of the institution's Strategic Plan to all internal and external stakeholders.
- Actively engage in disseminating information about the planning process, the Strategic Plan, and its implementation.
- Be aware of strategic issues in the internal or external environment related to the institutional planning process and ensure that the Committee is informed.

This document should be issued from the Office of the President as either a letter or a memo, and can be reissued either annually, or in conjunction with new appointments to the committee over time.

Sample Calendar for Integrating Annual Budget, Planning, and Human Resources Processes

Figure 7 Sample Budget and Planning Year Calendar

Sample Budget and Planning Year Calendar			
July	August	September	October
Begin Budget Year	Begin Strategic Plan Year		
November	December	January	February
	End HR Year	Begin HR Year Mid-Point Strategic Plan Year	
March	April	May	June
		End Strategic Planning Year	End Budget Year

Note: In this example the planning year has been reduced to 10 months to accommodate the academic calendar.

A Technique for Group Participation in the SWOT Analysis

This technique is a modified facilitator's exercise, the Gallery Walk. It works well for groups of up to 16 people, making it a good fit for planning committees. The object of the exercise is the identification and development of a list of issues based on an internal environmental scan.

Materials:

- A room large enough for the entire group to move freely and enough wall space to post sheets of flip chart paper.
- Four flip charts or wall-sized Post-Its on easels. The easels should be spaced as far apart as possible, for example one in each corner of the room.
- Markers for each flip chart.
- Masking tape for completed pages, unless the large Post-Its are being used.

Activity:

- Mark the top of each flip chart—Chart 1: Strengths; Chart 2: Weaknesses; Chart 3: Opportunities; Chart 4: Threats.
- Divide the committee into four smaller groups. Make an attempt to evenly distribute people from different functional areas so a small group is not composed of all administrators or faculty, for example. Note: Having people count off by fours can be a way to equally distribute them into the four groups.
- Explain to the committee that each group will begin with one of the flip charts and be given 8-10 minutes to identify all the issues related to the institution that apply to the chart's theme (strengths, weaknesses, etc.)
- Assign each group to one of the charts and mark the start time.
- Make a general announcement when there is a minute left for the groups' time at their chart.
- When time is called, each group moves to the next chart—either clockwise or counter-clockwise.
- The time allotted for the second round should be 1-2 minutes less than the first round. Groups will find that many of the issues they want to identify are already listed. When time is called, each group moves to the next chart, with slightly less time than the previous round. The exercise continues until all groups have worked on each chart.
- The facilitator should use some judgment about the amount of time the groups spend at each board. Although there should be an effort to keep the exercise moving along, if members of a group have listed everything they can think of on their assigned chart, the conversation they will have while waiting to move to the next chart is often a good team-building opportunity. Allowing a minute or two for this type of interaction at the small group level can prove beneficial when the entire committee reassembles for the larger discussion.
- The facilitator should remove chart pages that have been completely filled up and affix them to the wall as close to the easel as possible.

Analysis:

- When the group is reseated, a group discussion takes place. The facilitator reads through each item on each page, asking for clarification when necessary.
- Observations that should be made include:

- Does the issue rise to the strategic/institutional level or is it an operational issue? If it is an operational issue, but symptomatic of a larger problem, the issue should be redefined.
- In many cases, there is strong correlation between strengths and opportunities or threats and weaknesses. A discussion of these related issues often helps committee members develop an understanding of possible solutions.
- The discussion should focus on quantifiable definitions where possible.

The discussion generated during this exercise is a foundation for the Gap Analysis.

And alternative technique for groups of up to 25 is an adaptation of "structured brainstorming". In this technique, the planning committee members stay seated and the facilitator uses either flip charts or even a computer and projector to record comments.

Activity:

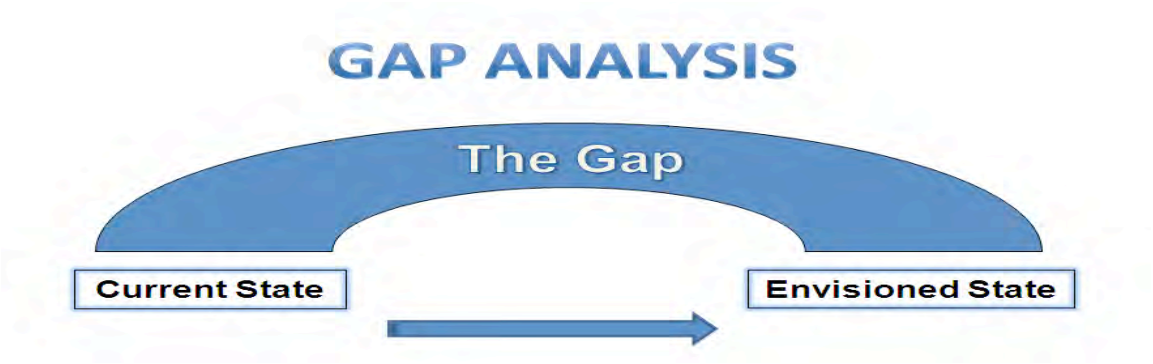
- The facilitator announces the themes to be considered—strengths, weaknesses, threats, or opportunities, and the method by which each member will be called upon. (A systematic method may involve beginning at one side of a conference table and ending at the other, or indicating the start and end positions of the room.)
- It is recommended that the facilitator focus on one theme at a time to help group members' comments reinforce each other.
- Each committee member is called upon to contribute one statement or issue without comment from the rest of the committee. When that comment has been recorded, the next committee member contributes an issue.
- A committee member is allowed to pass if he or she cannot contribute to the specific issue.
- When committee members have run out of comments, the group should move on to the next theme.
- When all themes have been covered, the facilitator should allow a few moments of silent reflection by the committee and then the analysis follows the same format as the "gallery walk" technique.

Developing the Gap Analysis

There are a number of techniques for helping a planning committee conduct the Gap Analysis.

If the committee members work more productively with visual cues, a diagram such as the one below provides a creative structure for the discussion.

Figure 8 Gap Analysis



The purpose of the Gap Analysis is to provide an environment that encourages consensus among group members about what needs to occur to eliminate the gap between the institution's current state and its vision.

Using the Vision Statement and the results of the SWOT Analysis, the group should focus on the gaps between the two. In order to complete a Gap Analysis, the committee will need to align the specific details of both the SWOT and the Vision Statement. The pertinent elements in this analysis are identification of:

- gaps between current conditions and the Vision
- issues that occur in more than one gap or are linked to other issues
- any current condition issues or elements of the Vision that do not have a counterpart in the other

If the group works best within a creative environment, the diagram in Figure 9 will provide a format for discussion.

Figure 9

Current Issue	**Step 1**	**Step 2**	**Step 3**	**Step 4**	***Desired Goal***

The Gap Analysis is the foundation for the development of the themes or objectives that organize the both the Strategic Plan and its more detailed companion, the Implementation Plan.

Sample Implementation Plan Format

Effective implementation of a strategic plan is the outcome of a process focused on action rather than description. There are a number of specific details that reinforce implementation, including assignment of responsibility, deadlines, and identification of measures of completion. Through the recommended semi-annual review, the goals of the strategic plan can be managed with transparency and flexibility. In fact, the implementation plan format needs to be easily revisable to respond to the changes that will occur during the life-time of the strategic plan it supports.

The example in Figure 10 shows a portion of an implementation plan that includes the most basic parts of implementation. The first three columns indicate the goal and step, the fourth column provides the institution with a deadline for completion. The "Assigned To" column represents the title of the person ultimately responsible for ensuring implementation. Resources can sometimes be estimated as in Step 8, but often can only be categorized in a general way, especially if the action will take place several years in the future. The final column has its foundation in the way the goal is cast, which is why being specific in the language of the goal is critical.

Figure 10 Sample Implementation Plan

Goal	Steps	Description	Deadline **(Date)**	Assigned to **(Title)**	Resources **(Personnel, Space, Funding, Time, Technology)**	Assessment **(A unit of measure)**
2		**Implement student learning outcomes & development assessment programs**				
	1	Conduct workshops for chairs/faculty		Provost / Dir. IR	No additional resources required	All chairs and faculty will have participated in a workshop by the deadline.
	2	Inventory existing assessment activities		Chairs / Dir. IR	No additional resources required	A comprehensive inventory on file with Provost by the deadline.
	3	Develop / refine department Mission Statements, Goals, & Objectives		Chairs / Dir. IR	No additional resources required	Each academic department will file Mission, Goals, and Objectives with Provost by deadline.
	4	Departments/Schools develop draft assessment plans		Deans / Chairs	No additional resources required	Draft assessment plans will be submitted to Institutional Research and the Provost by the deadline.
	7	Departments/Schools revise and finalize plans		Deans / Chairs	No additional resources required	Final assessment plans are filed with Institutional Research and Provost.
	8	Departments collect / analyze for improvement, annually file report with Dir. IR		Dir. IR / Provost	$50K Assist. to Dir. IR + $20K office/ equip.	Assistant Hired

An Implementation Plan such as the one shown in Figure 10 is invaluable during the semi-annual reviews embedded in a self-sustaining planning process. If the Implementation Plan is contained in a spreadsheet program, it can be filtered by deadline, assignment of responsibility, or even by resource to support long-range budget planning.

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Society for College and University Planning
INTEGRATED PLANNING FOR HIGHER EDUCATION

Why INTEGRATED PLANNING?

SCUP PLANNING INSTITUTE

» REMOVE SILOS » WORK COLLABORATIVELY » USE RESOURCES WISELY

You've heard the stories . . .

. . . every budget meeting is a trial because priorities aren't established.

. . . an institution goes on probation because it did not "pass" planning on its accreditation review.

. . . a system opens multiple new buildings on campuses across the state but does not have the funding to operate them.

. . . a new president's leadership falters because his or her staff resists working transparently or collaboratively.

What is INTEGRATED PLANNING?

Integrated planning is the linking of vision, priorities, people, and the physical institution in a flexible system of evaluation, decision-making and action. It shapes and guides the entire organization as it evolves over time and within its community.

Benefits of INTEGRATED PLANNING

ALIGN INSTITUTIONAL PRIORITIES WITH RESOURCES

Three years of using an integrated budget process, one where funding decisions were transparent and clearly tied to strategic goals, brought about "the end of whining" for a Midwestern, regional university.

MAKE ACCREDITATION WORK FOR YOU

The SCUP Planning Institute helped put integrated planning to work at a Southern university and it resulted in a "no concerns or problems" accreditation review.

CONTAIN AND REDUCE COSTS

As part of a comprehensive sustainability effort, integrated planning meets the requirements of the American College and University Presidents Climate Commitment (ACUPCC), and that adds up to savings in utilities for campuses across the country.

Core Competencies for INTEGRATED PLANNING

Senior leaders excel when the people who report to them understand how essential it is to

- » engage the right people
- » in the right conversations
- » at the right time and
- » in the right way.

Integrated planning might not solve every problem on campus, but it is sure to provide a solution to the most important issues. To be effective, and for you as a senior campus leader to be successful, everyone who plans on your campus needs these core competencies:

ENGAGE THE RIGHT PEOPLE: Identify the people who need to be in the room and work with them effectively.

SPEAK THEIR LANGUAGE: Create and use a common planning vocabulary for communicating.

KNOW HOW TO MANAGE A PLANNING PROCESS: Facilitate an integrated planning process and manage change.

PRODUCE A SHARED PLAN: Produce an integrated plan that can be implemented and evaluated.

READ THE PLANNING CONTEXT: Collect and filter relevant information.

GATHER AND DEPLOY RESOURCES: Identify alternative and realistic resource strategies.

SCUP
PLANNING
INSTITUTE

Whether you are new to the field or are an experienced professional, you will find the institute is a concrete way to create an effective network of planning colleagues, learn best practices, and grow in your career.

This intensive, three-step program on integrated planning in higher education is designed to develop the six competencies of integrated planning in participants.

Taken in sequence, the SCUP Planning Institute Steps I, II, & III represent a unique merging of the knowledge of experts in planning with a dedication to using assessment to continuously enhance each workshop's outcomes for participants.

Institute faculty members are drawn from across the country and the world, from all types of institutions. They facilitate learning through engaging exercises, small group work, and analysis of the SCUP Walnut College Case Study.

SCUP PLANNING INSTITUTE *The Steps in Brief*

Attend as a SCUP member and save on registration: www.scup.org/join

STEP I: FOUNDATIONS OF PLANNING IN HIGHER EDUCATION

STEP I is the 30,000-foot view of integrated planning. The aim of this step is to provide participants with a clear understanding of what integrated planning models generally look like, what elements are important in integrated planning, and how the big picture ideas, such as mission, vision, and values, impact integrated planning. It is also an introduction into the vocabulary of planning.

Participants in the initial workshop in the series of three use SCUP's Walnut College Case Study to apply the basic elements of integrated planning. The value of evidence-based planning is emphasized, as is the central place that the academic mission holds in focusing and driving campus decisions.

STEP II: FOCUSED KNOWLEDGE FOR INTEGRATED PLANNING PROCESSES

STEP II takes a look at the process of planning. What does it take to create a plan? What details are involved in fleshing out a plan? What does a planning document look like? And what moves a plan into action? This step expands the vocabulary of each individual discipline into the range of another—academics, facilities, and budget/finance.

The intersection of academic, resource/budget, and facilities planning defines a nexus for learning-specific lessons in integrated planning. The SCUP Walnut College Case Study is the basis for practicing an integrated planning process that results in a plan reflecting the collaboration of all functional areas at Walnut College. In the process of creating the plan, participants will gain a deeper understanding of the needs and issues confronting key functional areas on campus during a planning initiative.

STEP III: INTEGRATED PLANNING—WORKING WITH RELATIONSHIP REALITIES

STEP III begins the process of managing the changes envisioned and set into motion by Steps I and II. It's all about the people—individuals who can stop a process dead in its tracks, or pick it up and run with it. It brings the language of organizational change and psychology into the everyday office where it can inspire, convince, or mediate the cultural, social, and political dynamics that make change a real challenge.

Step III focuses on the cases that campuses bring to the workshop for its active learning component. Through the development of a change profile, each participant creates strategies for moving an integrated planning process forward on campus. Understanding the nature of relationships on campus—up, down, and sideways—and how they affect the planning and change processes can make the difference in achieving the institution's goals.

THE SCUP PLANNING INSTITUTE ON YOUR CAMPUS

Tough economic times require a time-tested approach to strategic planning. The most effective planning comes from an integrated approach that is structured, assessed, and successfully implemented. SCUP now offers members the opportunity to bring the planning institute to your campus with your team!

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Conducting a SWOT Analysis for Program Improvement

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A SWOT (strengths, weaknesses, opportunities, and threats) analysis of a teacher education program, or any program, can be the driving force for implementing change. A SWOT analysis is used to assist faculty in initiating meaningful change in a program and to use the data for program improvement. This tool is useful in any undergraduate or degree program. Strengths and weaknesses are revealed and adjustments to curriculum, internships, learning activities, education policies, etc., are justifiable if based on a SWOT analysis of a program. Major improvements to a program can be a direct result of using this analysis with undergraduate and graduate students.

Keywords: program improvement, business education, assessment

Introduction

How do you have meaningful involvement with the candidates in your teacher education program? Most institutions require an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

SWOT is an acronym for strengths, weaknesses, opportunities, and threats. A SWOT analysis is a simple tool to assist faculty to initiate meaningful change in a program and to use the data for program improvement. After spending a considerable amount of time with undergraduate students in advising sessions, it was evident that these same students were capable of assessing the existing program and could vision how a restructured program should look. A SWOT analysis was conducted at the undergraduate and graduate levels with students who were admitted to the teacher education program.

Strengths

The strengths refer to the things the organization does well. To identify the strengths, we consider the areas that others view the organization or program as doing well. Strengths may be the curriculum, leadership, school relationships, faculty, and/or reputation. Other questions to ask are “What do you do better than anyone else?”; “What unique resources do you have access to?”; “What do your stakeholders see as your strengths?”; and “What are the indicators of success at your school?”.

Weaknesses

Weaknesses refer to the things the organization needs to improve. Weaknesses in resources or capabilities hinder the organization from achieving a desired goal or mission. Consider what people in your area are likely to see as weaknesses. By understanding your weaknesses, you can focus on specific areas you need to improve.

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Questions to address are "What could you improve?"; "What should you avoid?"; "What are people in your area likely to see as weaknesses?"; and "What factors hurt you in recruitment?".

Opportunities

Opportunities are trends that your organization could take advantage of. These are outside factors or situations that exist that may affect your organization in a positive way in achieving a desired goal or mission. Examining the trends is helpful in identifying opportunities.

Threats

What obstacles do you face in your organization? This is the time to look at what others are doing. What are they doing better? Threats are outside factors that current exist that affect your organization in a negative way.

Literature Review

Classroom assessment should involve active participation between the students and the educator to ensure that there is a clear understanding of what is expected (McLaurin, Bell, & Smith, 2009). Danca (2006) described "How a SWOT analysis works…". It accomplishes this by assessing an organization's strengths (what an organization can do) and weaknesses (what an organization cannot do) in addition to opportunities (potential favorable conditions for an organization) and threats (potential unfavorable conditions for an organization). SWOT analysis is an important step in planning and its value is often underestimated despite the simplicity in creation.

According to Balamuralikrishna and Dugger (1995), a SWOT should cover the internal environment of the institution (i.e., faculty and staff, learning environment, current students, operating budget, various committees, and research programs), and the external environment of the institution (i.e., prospective employers, parents and families of students, competing colleges, preparatory high schools, population demographics, and funding agencies).

Osgood (2006) suggested that the SWOT list becomes the basis for further strategic planning. This suggestion is supported by Creswell, LaVigne, Simon, Dawes, Connelly, Nath, and Ruda (2000) that,

> The results of a detailed SWOT analysis also provide valuable material for continued planning and support-generating activities. The strengths can be presented and emphasized to potential supporters. Discussion of weaknesses and threats provides useful information for strengthening the project or plan where possible, or anticipating the effects of environmental threats.

Utilizing a SWOT analysis can be used as a means for departure of a strategic plan, thus, making it a flexible instrument. To operate in this manner, the company must concentrate its future objectives on its strengths (Houben, Lenie, & Vanhoof, 1999).

Relevance

A SWOT analysis is a high-level and critical thinking exercise for students. The practice can be duplicated in any education setting. Teachers can conduct a SWOT analysis of their particular classes, teacher preparation program, or internship experience. Frequently, educators have a vague idea of their SWOT. Discussion of these areas takes place in meetings with students, other faculty, or mentor teachers. However, action is usually never

taken on the ideas for program improvement.

The implementation of a SWOT analysis should be considered as just one input to strategic planning. It should never be used alone.

Procedures for Conducting a SWOT Analysis

The procedures for conducting a SWOT analysis are simple and straight forward. However, in most cases, the procedures are determined by the person conducting the SWOT analysis:

(1) Identify the group you will work with: for example, one particular class, all students enrolled in a particular program, a subset of advisees;

(2) Explain the purpose and goal of the activity;

(3) Choose a recorder: This should not be the facilitator;

(4) Use a flip chart or some other method, in round-robin fashion, each participant will identify strength. The recorder will record the responses on the flip chart. If a participant chooses to pass, he/she will say "Pass" and the next person will continue. Example strengths may be high quality students, strong support staff, current technology, accreditations, locations, and curriculum;

(5) A different sheet of paper will be used for weaknesses. Examples of weaknesses are lack of diversity in faculty, outdated buildings, morale, limited budget, outdated curriculum, scheduling of when courses are offered, and out of date software;

(6) A different sheet of paper will be used for opportunities. Examples of opportunities are changes in technology, changes in population profiles, industry trends, and geographic area;

(7) A different sheet of paper will be used for threats. Examples of threats are competition from other universities, national decline in teaching, legislative effects, economy, and geographic area.

In developing the list of SWOT, the institution and organization goals and missions should be considered. The SWOT analysis should illustrate where you are now and where you want to go.

Implication for Action

A SWOT analysis of a teacher education program or any program can be the driving force for implementing change. It is one tool to use in a strategic planning process. Strengths and weaknesses are revealed and adjustments to curriculum, internships, learning activities, education policies, etc., are justifiable if based on a SWOT analysis of a program. The SWOT provides a focused measure on how your students perceive the program.

Contextual factors, such as students, subject, and societal influences may cause a SWOT analysis to be misled. For example, if students in a particular class had negative impressions of the instructor, the SWOT analysis could show that the curriculum was weak, if the students participating in the SWOT identified the curriculum as a weakness.

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Strengths

The strengths refer to the things the organization does well. To identify the strengths, we consider the areas that others view the organization or program as doing well. Strengths may be the curriculum, leadership, school relationships, faculty, and/or reputation. Other questions to ask are “What do you do better than anyone else?”; “What unique resources do you have access to?”; “What do your stakeholders see as your strengths?”; and “What are the indicators of success at your school?”.

Weaknesses

Weaknesses refer to the things the organization needs to improve. Weaknesses in resources or capabilities hinder the organization from achieving a desired goal or mission. Consider what people in your area are likely to see as weaknesses. By understanding your weaknesses, you can focus on specific areas you need to improve.

Betsy Orr, Ed.D., Department of Curriculum and Instruction, University of Arkansas.

Questions to address are "What could you improve?"; "What should you avoid?"; "What are people in your area likely to see as weaknesses?"; and "What factors hurt you in recruitment?".

Opportunities

Opportunities are trends that your organization could take advantage of. These are outside factors or situations that exist that may affect your organization in a positive way in achieving a desired goal or mission. Examining the trends is helpful in identifying opportunities.

Threats

What obstacles do you face in your organization? This is the time to look at what others are doing. What are they doing better? Threats are outside factors that current exist that affect your organization in a negative way.

Literature Review

Classroom assessment should involve active participation between the students and the educator to ensure that there is a clear understanding of what is expected (McLaurin, Bell, & Smith, 2009). Danca (2006) described "How a SWOT analysis works…". It accomplishes this by assessing an organization's strengths (what an organization can do) and weaknesses (what an organization cannot do) in addition to opportunities (potential favorable conditions for an organization) and threats (potential unfavorable conditions for an organization). SWOT analysis is an important step in planning and its value is often underestimated despite the simplicity in creation.

According to Balamuralikrishna and Dugger (1995), a SWOT should cover the internal environment of the institution (i.e., faculty and staff, learning environment, current students, operating budget, various committees, and research programs), and the external environment of the institution (i.e., prospective employers, parents and families of students, competing colleges, preparatory high schools, population demographics, and funding agencies).

Osgood (2006) suggested that the SWOT list becomes the basis for further strategic planning. This suggestion is supported by Creswell, LaVigne, Simon, Dawes, Connelly, Nath, and Ruda (2000) that,

> The results of a detailed SWOT analysis also provide valuable material for continued planning and support-generating activities. The strengths can be presented and emphasized to potential supporters. Discussion of weaknesses and threats provides useful information for strengthening the project or plan where possible, or anticipating the effects of environmental threats.

Utilizing a SWOT analysis can be used as a means for departure of a strategic plan, thus, making it a flexible instrument. To operate in this manner, the company must concentrate its future objectives on its strengths (Houben, Lenie, & Vanhoof, 1999).

Relevance

A SWOT analysis is a high-level and critical thinking exercise for students. The practice can be duplicated in any education setting. Teachers can conduct a SWOT analysis of their particular classes, teacher preparation program, or internship experience. Frequently, educators have a vague idea of their SWOT. Discussion of these areas takes place in meetings with students, other faculty, or mentor teachers. However, action is usually never

taken on the ideas for program improvement.

The implementation of a SWOT analysis should be considered as just one input to strategic planning. It should never be used alone.

Procedures for Conducting a SWOT Analysis

The procedures for conducting a SWOT analysis are simple and straight forward. However, in most cases, the procedures are determined by the person conducting the SWOT analysis:

(1) Identify the group you will work with: for example, one particular class, all students enrolled in a particular program, a subset of advisees;

(2) Explain the purpose and goal of the activity;

(3) Choose a recorder: This should not be the facilitator;

(4) Use a flip chart or some other method, in round-robin fashion, each participant will identify strength. The recorder will record the responses on the flip chart. If a participant chooses to pass, he/she will say "Pass" and the next person will continue. Example strengths may be high quality students, strong support staff, current technology, accreditations, locations, and curriculum;

(5) A different sheet of paper will be used for weaknesses. Examples of weaknesses are lack of diversity in faculty, outdated buildings, morale, limited budget, outdated curriculum, scheduling of when courses are offered, and out of date software;

(6) A different sheet of paper will be used for opportunities. Examples of opportunities are changes in technology, changes in population profiles, industry trends, and geographic area;

(7) A different sheet of paper will be used for threats. Examples of threats are competition from other universities, national decline in teaching, legislative effects, economy, and geographic area.

In developing the list of SWOT, the institution and organization goals and missions should be considered. The SWOT analysis should illustrate where you are now and where you want to go.

Implication for Action

A SWOT analysis of a teacher education program or any program can be the driving force for implementing change. It is one tool to use in a strategic planning process. Strengths and weaknesses are revealed and adjustments to curriculum, internships, learning activities, education policies, etc., are justifiable if based on a SWOT analysis of a program. The SWOT provides a focused measure on how your students perceive the program.

Contextual factors, such as students, subject, and societal influences may cause a SWOT analysis to be misled. For example, if students in a particular class had negative impressions of the instructor, the SWOT analysis could show that the curriculum was weak, if the students participating in the SWOT identified the curriculum as a weakness.

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APPENDIX VIII

Diploma in Primary Education Curriculum

KIGALI INSTITUTE OF EDUCATION
FACULTY OF EDUCATION

P.O.BOX 5039 KIGALI/RWANDA

PROGRAMME PROPOSAL

DIPLOMA IN PRIMARY EDUCATION

September 2-6, 2013

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1. PROGRAMME DETAILS

1.Programme Title	**Diploma in Primary Education**			
2.Exit Awards	**-Diploma in Primary Education (Named Subject) The named subjects are Science, Technology and Mathematics Education, Social Studies Education, and Languages Education)**			
3.Modes of Attendance	Part-time		Full-time	
	Distance Learning		School-based Learning	√
	Other (please specify)		Short course	
			Week-end based Learning	
4. Resource group:	1.	√	5.	
	2.	√	6.	
	3.	√	**Other**	
	4.	√		
5. First year of presentation	2013-2014			

2.PROGRAMME FUNDING AND ADMINISTRATION

1.Programme Organiser/Leader:	Dr Faustin HABINEZA: Faculty of Education. habinezafaustin@yahoo.fr Tel: +250787104571
2. Programme Development Team	
Name	**Faculty**
Dr Faustin HABINEZA	HOD Primary Education: Chair
Dr Alfred Otara	Dean, Faculty of Education
Dr Joseph IYAKAREMYE	Deputy, Dean-Faculty of Education
DrEvaristeKARANGWA	Director School of Postgraduate Studies and Research
MrBarayavuga LEONARD	H.O.D. Educational Psychology
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Dr Alphonse UWORWABAYEHO	Faculty of Sciences
MrIdes MUKAMA	Faculty of Arts and Languages
MrsChantal BAGAYE	Faculty of Social Sciences and Business
3. Faculty/ School/Centre administratively responsible for the programme FACULTY OF EDUCATION / PRIMARY EDUCATION DEPARTMENT	

4. Projected student numbers: 2013-2017

YEAR	First Year of presentation:2013	2014	2015	2016	2017
Level 1 (Year 1)	600	600	600	600	600
Level2 (Year 2)		600	600	600	600
Total	600	1200	1200	1200	1200

5. Will the programme be resourced from the existing resources of the contributing faculty(s), school(s), and centre?			
YES		NO√	OTHER
The Program will be funded by the fees paid by the students, which will cover the costs.			

6. STAFFING (numbers of staff at each grade or estimate)

	Years 2013	2014	2015	2016	2017	SOURCE OF FUNDS
Academic Staffing						
1.Professors	0	0	0	0	0	
2.Associate professors	0	0	0	0	0	
3. Senior lecturers	1	1	2	2	2	
4. Lecturers	2	2	3	4	4	Student fees
5.Assistant lecturers	2	2	2	3	3	
6. Tutorial assistants						
7.(Other – e.g. short-term expatriate)	2	2	1	1	0	
Support Staff	1	1	1	1	1	
Technical & Other Staff	1	1	1	1	1	
Total	9	9	10	12	11	

3.PROGRAMME AIMS AND RATIONALE

3.1.PROGRAMME RATIONALE

In many of Rwanda's development policies human resource development is highlighted as one of the pillars of national development. The importance of education and training is seen as a key factor in achieving sustainable development. This calls for highly trained professional teachers who will be capable of providing learners who have values, knowledge, skills and competencies that the nation needs

The vision 2020 document notes that the quality of education has been declining largely due to low calibre of teaching staff.A concern has been raised that quality in teaching and learning in primary schools is questionable.However, we acknowledge that the curriculum is well prepared and that the problem lies in the mastery of the content to be taught and how to teach it

The government has acknowledged in its education policy pronouncement that the teacher is the main instrument of bringing about desired improvement in learning and therefore adequate teacher training is the key factor in enhancing efficiency and in promoting primary education

It is a well-known fact that the quality and utility value of education depends on the quality and competencies of the teaching staff. The status of teachers has therefore become the focus of government agenda as indicated in the education sector strategic plan 2003 whose strategy is to provide teacher trained in participatory, learner centered and gender sensitivemethods for the needs of learners at various levels.

The programme of Diploma in Primary Education targets the teachers holding a Primary Teacher Education Certificate or Equivalent (A2) that are mainly serving in Rwandan

primary schools from Primary One (P1) to Primary Six (P6). In these schools, three main subjects are taught: Science and Elementary Technology, Mathematics, social studies, and Languages (Kinyarwanda and English). The medium of instruction is Kinyarwanda from P1 to P3 and English fromP4 to P6. In year2012, there were a total of 34.114teachers in Primary school.Those who teach mathematics are 8.979, Social studies 5.402, Science and Elementary Technology 4.410 and language 15.323.
Primary school teachers are expected to be sufficiently trained and competent to help in moulding of young people. This programme ofDiploma in Primary Educationwill contribute to meeting these expectations by increasing the primary school teachers' content and pedagogical knowledgeand skills in the specific subjectsthey teach.

3.2. Philosophy of the program

The diploma programme in Primary Education seeks to offer a platform for the systematic strengthening of teaching and learning subject matters and their specific teaching methods and learning styles. This programme sets up foundations for future specialisation in the following threeareas: Science, Technology and Mathematics Education, social studies Education and Languages Education.With this specialisation, we think that quality Education in Rwandan primary schools will be improved.

3.3. Aims

The specific aims of the programme are to:

- Increase the teachers' content knowledge in the subjects taught in Rwandan Primary Schools, such as Science, Technology, Mathematics, social studies and languages.
- Improve on the teachers' pedagogical knowledge and skills with the focus on specific teaching methods of the subjects of Science, Technology, Mathematics, social studies and languages.
- Develop an understanding of the curriculataught in Rwandan Primary schools.
- Develop the understanding of Gender in classroom and in curriculum
- Awaken evaluation skills of the impact of educational policies and standards on primary curricula and innovative teaching methods.
- Engage primary schools teachers in reflective thinking about contemporary issues in innovative teaching methods schools
- Develop meaningful home-made and realistic solutions to real world, realistic problem situations relating to teaching in Rwandan primary schools.

3.4. INDICATIVE CONTENT

The programme has three pathway the first one being science, technology and mathematics education which will cover equations and numerical functions metric analysis, probability and elementary statistics, general science and modern science. The second pathway is social studies education which will cover the study of Rwanda, study of Africa, creative performance and physical education. The third pathway will be Languages; English, French and Kinyarwanda which shall cover grammar, morphology and literature

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Members of Approval Panel

Role/location		Date
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Resource Confirmation Karuhanga Alphonse Date: 19/09/2013

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Resource Confirmation Karuhanga Alphonse Date: 19/09/2013

VRAF

Approved Prof. Francis Nyabwa Date: 20/09/2013

VRA

Approved Date: 20/9/2013

CHAIR OF SENATE

Diploma in Primary Education: Education Modules

Year	Level	Administering Faculty	Module Title	Module Code	Credits
1	**1**	**Education**	Child Development and Learning	DPE 101	10
			Theory and Practice of Teaching in Primary Schools	DPE 102	10
			Academic and Life Skills for Teachers	DPE 103	10
			School Leadership and management	DPE 104	10
			Inclusive and Child Friendly School Practices	DPE 105	10

2	**2**	**Education**	Integration of ICTs in Education	DPE 201	10
			Curriculum Theory and Development	DPE 202	10
			Subject Teaching Methods	DPE 203	20
			Internship + Action Research	DPE 204	60

College of Education

SCHOOL OF EDUCATION

1. **Module Code:** DPE 101 **Faculty**: Education**.**
2. **Module Title:** CHILD DEVELOPMENT AND LEARNING
3. **Level: 1 Semester: 1 Credits: 10**
4. **First year of presentation:** 2014-2015 **Administering Faculty** : Education.
5. **Pre-requisite modules**: **none**
6. **Allocation of study and teaching hours:**

Total Student hours___100 hrs_____	**Student hours**
Lectures	**36**
Seminars	**0**
Structured exercises	**12**
Recommended reading etc	**6**
Self-directed study	**18**
Assignments – preparation and writing	**8**
Examination-revision and attendance	**20**
	100

7. **Description of aims and content**

This module aims at equipping teachers with knowledge and understanding of the various aspects of child development at various stages of the development. The module deals with the

educational implications of the developmental stages of children as well as learning theories. The module involves various theories of child development and learning and their classroom applications. The module will be enable students to create, conduct, monitor and evaluate a gender-sensitive classroom environment.

8. Learning Outcomes:

Knowledge and Understanding

At the end of the module students should be able to demonstrate knowledge and understanding of:

i. The basic concepts and principles of child development as they relate to teaching and learning in a gender responsive milieu.
ii. Some of the pertinent theories of learning and child development and their educational implications for teachers.

Cognitive /Intellectual skills/Application of Knowledge

At the end of the programme students should be able to:

iii. Skillfully handle behavior problems of children (boys and girls) of different ages in classroom situation
iv. Carry out informed discussions based on the principles and theories of child development and learning highlighted in the module.

Communication/ICT/ Numeracy/Analytic Techniques/Practical Skills

At the end of the module, students should be able to:

v. Produce in groups or as individuals properly researched long essays of at least 5 pages (A4 size paper) on relevant topics to be assigned to them by the lecturers, or chosen by the groups or individuals but which must be related to the major topics discussed in the module
vi. Make competent written and oral presentation of the term paper/assignment before colleagues and staff.
vii. Involve both girls and boys in learning activities

General transferable skills:

At the end of the module, students should be able to:

viii. Identify specific areas in the field that encourage practices on the principles and theories discussed in the module and apply them with or without supervision.
ix. Identify problems encountered by children in learning and work out practical solutions to them based on practical knowledge of child development.
x. Create gender sensitive learning environment in his/her teaching practices

9. Indicative Content

Principles of human growth and development, characteristics of the various stages of human growth and development (from conception to adolescence), theories of child development and their educational implications for a teacher, Memory: types and their educational implications. Intelligence: Definition and theories, Motivation, Emotion, Learning: definition, prominent behavior and cognitive theories of learning and their applications.

10. Learning and Teaching Strategy

Facilitation will involve lecture presentations, class discussions, oral presentation of group assignments where both males and females should be given equal opportunity to participate, structured exercises and/or set reading to be done out of class. Quizzes (oral and written) will be given. Students will be given summary notes on the major topics covered. They will be informed that it is their duty to add flesh to the summaries given through consultations in the library or internet. Examination papers on the module will go beyond the summary notes, and where necessary, (especially where application of the principles studied are called for) beyond the lectures given in the class.

Lecturers to teach the different units in the module will be drawn from the department. However, where a unit requires a specialization that is not available in the department a lecturer with such specialization will be sourced from outside the department or out of the college if the need arises.

11. Assessment Strategy

Due process requires that assessment be done strictly in conformity with the college's internal regulations. In this regard, Continuous Assessment Tests (CAT) is 60%, while the final end of semester examination takes 40%. CAT will comprise scores obtained from regular in-class structured exercises, quizzes and other forms of recorded assessment. End of Semester

examination will comprise questions submitted by the different lecturers that handled specific units in the module.

12. Assessment Pattern

This conforms to the above and is weighted 100% as shown in the table below:

Component	**Weighting(%)**	**Learning objectives covered**
In-course assessment:		
CAT	60	v,vi,vii,viii.
Final assessment:		
End of semester exam	40	i-x

13. Strategy for feedback and student support during module

Assignments given in or out of class will be evaluated and returned to the students. The college's internal regulations stipulate that all CATs should be graded, marks and published before the beginning of end- of- semester examinations. Lecturers will be available for individual consultations. Feedback on the final assessment is usually published by the Registrar's office.

14. Indicative Resources

Core References (These are available at the reference section of URCE library)

Morgan, C. T. et al. (2000). *Introduction to Psychology. 7th edition*, New York: McGraw-Hill Companies, Inc.

Odera, P. (2007). *Introduction to Psychology* Module. KIE

Odera, P. Okenyi, S and Kaleeba, A. (2005). *Educational Psychology* Module 10. KIE

Background Texts:

Asch, M. (2005). An Introduction to Educational Psychology. New Delhi, Sarup&Sons.

Eggen, P., D. and Kauchak, D. (2001), *Educational Psychology windows on classrooms,* New Jersey, Prentice-Hall, Inc.

Hans R. (2004). *Element of Educational Psychology, 5th Ed*., New Delhi, Parajat Printers

Nathan, S. & Ranjendra, K. (2004), *Educational Psychology*, New York, Atlantic Publishers & Distributors.

David R., & Katherine K. (2006). *Developmental Psychology, Childhood and adolescence,* 7th Edit. New York, Thomson Publishers.

Mitchell, P., Zieger, F. & Goswami O.(2009). *Fundamentals of development. The Psychology of Childhood*, London, BPLS Publishers.

Richardson, K. (2000). *Developmental Psychology. How nature and nurture interact*?, New Jersey, Lawrence E. Associates.

Journals

British journal of Educational Psychology

British Journal of Developmental Psychology

European Journal of Developmental Psychology

Websites

www. Bps.org.uk/careers/what-do-Psychologists

www. Wisegeek.com

www.devpsy.org

www. .psychwatch. com

www. Science.org/Psychologyonline.com

www. Questia.com/library/developmental-psychology.jsp

Computer requirements

Students will need to access computer lab to enrich their lecture notes; they should be able to find and use information, on internet or elsewhere, to answer questions based on references to websites relevant to the module.

15. Module Team

Dr Joseph IYAKAREMYE, ***Module Leader***

Jean-Léonard BARAYAVUGA

Ali KALEEBA

Gonzague HABINSHUTI

16. Unit Approval

Deans and Heads of all Departments contributing to the prograrmme to confirm agreement

DEPARTMENT	DEAN/HEAD OF DEPARTMENT	DATE
1	Signature	
	Print Name: Dr Alfred OTARA Dean, Faculty of Education	
2	Signature	
	Print Name: Jean-Léonard BARAYAVUGA	

	HoD, Educational Psychology	
3	Signature	
	Print Name: Dr Gaspard GAPARAYI HoD, Educational Foundations and Management	
4	Signature	
	Print Name: Nizeyimana Gabriel HoD, Curriculum and Teaching	
5	Signature	
	Print Name: Dr Faustin HABINEZA HoD, Primary Education	

Seen and Agreed

Library	Signature	
	Thiery Tharcisse MBARUBUKEYE (Director)	
ICT	Signature	
	Gaetan Zitoni (Director)	
Quality office	Signature	
	Dr Muhirwa Andre (Director)	

1. **Module Code:** DPE 102
2. **Module title:** Theory and Practice of Teaching in Primary Schools
3. **Level:** 1 **Semester: 1** **Credits:** 10
4. **First year presentation:** 2014/2015 **Administering Faculty:** Education
5. **Pre-requisite or requisite modules:** None
6. **Allocation of study and teaching hours**

Total student hours :100	**Student hours**
Lectures	36
Seminars/workshops	12
Practical classes/laboratory	
Structured exercises	
Set reading	20
Self-directed study	10
Assignments-preparation and writing	12
Examination-revision and	10

attendance	
	100

7. Description of aims and content

This module aims at equipping students with the general teaching and learning principles and methods. It will emphasize primary teaching methods and approaches that make the teaching and learning exciting. The module will enable students to create, conduct, monitor and evaluate a gender sensitive classroom environment.

8. Module Learning Outcomes

Knowledge and Understanding

At the end of the module, students should be able to demonstrate knowledge and understanding of:

i. General teaching and learning principles and methods;
ii. Specific primary teaching methods and approaches;
iii. Educational planning and assessment with regard to the taxonomies of educational objectives;
iv. Didactic transposition and communication
v. Their professional competence as primary school teachers in several practical practices;
vi. Precautions for valid and reliable assessment.

Cognitive/intellectual skills/application of knowledge

vii. Apply the specific primary teaching methods and approaches;
viii. Apply the principles of planning and organizing the teaching and learning activities.
ix. Observe a teacher in class and be able to ensure that those principles are applied accordingly.

Communication/ICT/Innumeracy/Analytic Techniques/Practical Skills

x. Explain those principles and methods orally or in writing to any audience.
xi. Present orally the teaching-learning principles and methods to colleagues.
xii. Use internet/ICT as a source of new facts and ideas in teaching and learning processes
xiii. Communicate with learners without any gender bias.

General transferable skills

Having successfully completed the module, students should be able to:

xiv. Apply teaching-learning principles and methods for effective lesson planning and preparation
xv. Use teaching-learning principles and methods for effective teaching practices at the primary school level
xvi. Create a gender balanced teacher-pupil classroom interaction.

9. Indicative content

- Notion of pedagogic triangle, pedagogical contract, pedagogical transposition, teaching-learning styles, traditional vs learner-centred pedagogy, pedagogical communication.
- Teaching and learning principles: activity, motivation, concretization, progression, individualization, cooperation, transfer, etc.
- Teaching-learning methods: lecture, demonstration, asking question, discussion, debating, group work, homework, guided learning study, individual assignments, practical work, role play, simulation, etc.
- Criteria for selecting effective teaching and learning methods.
- Taxonomies of educational objectives;
- Educational planning and assessment (levels of planning: long-term, middle-term & short term), lesson plan and scheme of work; types, functions, techniques, principles/precautions for a valid and reliable assessment.
- Specific teaching methods and approaches in primary education.

10. Learning and teaching strategy

Lecturing, demonstration, deductive, inductive, interrogative, group work and group discussion, class presentation, self documentation power point presentation. Both male and female students will be encouraged to participate and lead group works, discussion and presentations of solutions to learning tasks.

11. Assessment strategy

Continuous assessment tests (group work with presentation, personal written tests) and final examination. During the formative assessment, advice and support will be provided to both men and women students.

12. Assessment pattern

Component	**Weight (%)**	**Learning objectives covered**
School based assignments	60	i - vi
Final assessment	40	i - xvi

13. Strategy for feedback and students support during module

Oral feedback will be given in class during the teaching-learning process and the assignments' presentations. Questions are answered as they are raised. Comments will be given on the participants' assignments copies to improve their performance. This needs tutorial assistants to be recruited. Appropriate oral feedback will be given to both men and women students.

14. Teaching /Technical assistance

The module will require a computer projector for the use of power point presentation. There is also need of more classrooms to make feasible the teaching in small groups.

15. Indicative resources

Core texts

- Kasambira, K.P. (1998), *Lesson planning and class management*. Harlow : Longman
- Joyce, B. et al. (2004), *Models of teaching*. New York : Pearson Education
- Mager R. F. (2001), *Comment définir les objectifs pédagogiques*. Bruxelles : Dunod
- Nzabalirwa, W., Nizeyimana, G., Ntahomvukiye, C., Nimusabe, R. P. (2010), *Theory and Practice of Teaching*, *Module 2*. Kigali : KIE
- Duminy, P.A. et al. (1995). *Education for the Student Teacher 2*. London: Longman
- Duminy, P.A. et al. (1995). *Education for the Student Teacher 3*. London: Longman Hayes
- Duminy,PA. (2008). *Primary Teaching Today: An Introduction*. London: Routledge
- Quist, D. (2000). *Primary Teaching Methods*. London: Macmillan
- Rutebuka N. J. (2006*). Preparation for Effective Teaching*. Kigali: KIE
- Rutebuka, N.J. (2005). *Methods and Approaches in Primary Teaching.* Kigali: KIE

Background texts

- Beckers, J. (2002), *Développer et évaluer des compétences à l'école : vers plus d'efficacité et d'équité*. Belgique: Virginal
- Chamberland, G. et al. (2000), *20 formules pédagogiques*. Québec : Presses de l'Université du Québec
- Hensler, H. et Therriault, A. (1997), *Guide de planification d'une leçon*. Montréal / Ottawa : Editions du CRP
- Roegiers, X. (2004), l'école *et l'évaluation*, Bruxelles: De Boeck
- Scallon, G. (2000), *L'évaluation formative*. Bruxelles: DeBoeck et Larcier
- Underland: Business education Publishers Limited
- William, P. (2003), *Métacognition: study strategies, Monitoring and Motivation*.
- Zeicner, K. & Dahlstrom, L. (2001), Democratic teacher education. Windhoek: Gamsberg Macmillan Publishers
- Farrant, J.S. (1980). *Principles and Practice of Education.* London: Longman

- Feuerstein, M. T. (1986). *Partners in Evaluation*. London: Macmillan,
- Obanya, P. (1980). *General Methods of Teaching, New Edition*. London: Macmillan
- Shaeffer, S. (1992). *Collaboration and Educational Changes; The Role of Teachers, Parents and Community in School Improvement.* Paris: UNESCO

Journals

Elliot, J. (1989). Educational Theory and professional learning

of Teachers: An overview. *Cambridge Journal of Education* Vol..19,.No1, ,pp..81-101.

Zeikner, K.M.(1983). *Alternative Paradigms of Teacher Education*. Vol.34. No3, pp 3-9.

Kellaghan T. (1967). The Organisation of Classes in the Primary School. *The Irish Journal of Education*. Vol. 1, No. 1, pp. 15-36.

Key websites and on-line resources

Students will be able to use the following search websites engines to access a number of reading materials:

- *Blackwell Synergy* Online Journals for learning, research and professional practice http://www.blackwell-synergy.com/
- Education Resources Information Center (ERIC). http://www.eric.ed.gov/
- Social Science Information Gateway (SOSIG) http://www.intute.ac.uk/socialsciences/education/
- http://www.primaryteaching.co.uk/
- Search engines: altavista http://www.altavista.com/

16. Module Team

Dr Nizeyimana, Gabriel (Module leader)

Dr Nimusabe Rita Paradie

Dr Innocent Twagirimana

Dr Michael Tusiime

Mr Mugabe Leon

Mr Jean Claude Ndagijimana

Mr Bernard Bahati

7. Unit Approval

Deans and Heads of Department contributing to the programme to confirm the agreement

Departments	**Dean/Head of Department**	**Date**
1	Dr Alfred OTARA	
	Dean, Faculty of Education	
2	Signature	
	Dr. Joseph Iyakaremye	
3	Signature	
	Dr. Gaspard Gaspard	
4	Signature	
	Dr Faustin HABINEZA	
5	Signature	
	Mr. Leonard Barayavuga	
6	Signature	
	Dr Gabriel Nizeyimana	

Seen and agreed

Library	Signature	
	Mr. Tierry Mbarubukeye	
ICT	Signature	
	Mr Gaetan Zitoni	
Quality Office	Signature	
	Dr Andre Muhirwa	

1. **Module Code: DPE 103**
2. **Module Title:** Academic and Life Skills for Teachers
3. **Level:** 1 **Semester :** 1 **Credits:** 10
4. **First Year of Presentation:** 2014/2015 **Administering Faculty:** Education
5. **Prerequisite or co requisite modules:** NONE
6. **Allocation of study and teaching hours**

Total student Hours: 100	**Student Hours**
Lectures	**36**
Seminars/Workshops/Presentations	**12**
Practical classes/Laboratory	**-**
Structured Exercises	
Set reading	**13**
Self directed study	**25**
Assignments – preparation and writing	**10**
Examination – revision and attendance	**4**
Total	**100**

7. **Brief Description of aims and content**

Academic and Life Skills for Teachers aims at equipping primary school teachers with enough skills to allow them overcome academic, professional and everyday life challenges. The module will therefore cover academic skills like note-taking, reading skills, library skills, active literacy, examination skills, etc. It will also include some life skills like code of conduct, HIV/AIDs education, gender sensitivity and awareness, interpersonal skills, children's needs and rights, environmental issues, etc.

8. Learning Outcomes

Knowledge and Understanding

Having successfully completed the module, the students should be able to demonstrate knowledge and understanding of:

i. Academic and study skills as essential capabilities for effective learning
ii. Post-modern challenges and their impact on the individual and society
iii. Life skills as essential capabilities for constructive interpersonal relations and engagement in social, economic, political and environmental realms

Cognitive/Intellectual skills/Application of Knowledge

Having successfully completed the module, students should be able to

iv. Effectively use the academic and study skills for academic tasks at tertiary level and in teaching profession
v. Participate in problem-solving and conflict resolution both at the work place and in the community
vi. Demonstrate critical-mindedness in discourses and when faced with challenging environments
vii. Demonstrate gender awareness throughout their activities both in the school setting and in the community.

Communication/ICT/Numeric/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

viii. Retrieve reading and reference materials from the Internet and the library
ix. Write academic essays which are gender sensitive.
x. Orally express themselves in group presentations.

General transferable Skills

Having successfully completed the module, students should be able to:

xi. Work independently with minimal supervision
xii. Work in groups to explore various aspects of challenges of life in Rwanda
xiii. Identify gender-based challenges that may hinder the academic performance of primary school pupils.

9. Indicative Content

This module will cover the following units: **Academic Study Skills**: listening skills, speaking skills, reading skills, writing skills, critical thinking skills, note taking, active literacy, group discussions, peer teaching, examination skills. **Life skills**: skills in ethical issues/code of conduct, guidance and counseling, human rights especially children's rights, HIV/AIDs Education, peace education, conflict resolution in school setting, gender sensitivity and awareness, environmental education and population, health and nutrition, giving first aid.

10. Learning and Teaching Strategy

The units are developed with the major aim of enhancing basic academic and life skills as well as empowering student teachers to be effective in academic tasks, in their teaching profession as well as in their everyday life. In this case, therefore, the units will be schemed to have more gender-sensitive activities in terms of exercises, demonstrations, seminar presentations, group work, analyzing case studies, audio and video shows etc. In addition, the module team is encouraged to provide commensurate reading materials and other activities that learners can consult or organize after class.

11. Assessment Strategy

Assessment of the module will be based on two well researched and argued essays of not less than 1500 words. These essays will be written and submitted by the middle and end of the semester. The essays will be submitted to the Module Leader or the appointed lecturer for distribution to the concerned lectures for evaluation and awarding of marks.

12. Assessment Pattern

Component	**Weighting (%)**	**Learning Objective covered**
Individual and group assignments and oral presentation	60	i - xiii
Final examination	40	i -xiii

13. Strategy for Feedback and Student Support

The instructor of this module will provide timely feedback to students during the course of the module in a gender sensitive way. Specifically, the instructor will make an effort to ensure that both male and female students receive positive feedback on their assignments, classroom participation and final exam. The instructor will take time to have a one-on-one interaction with pupils in order to ensure that individual pupils receive the academic support they need.

14. Indicative Resources

- **core texts:**

Aksomkool, N. (2002). *Gender Sensitivity: A Training Manual*. Paris: UNESCO

Aziude, M. (2000). *Guidance and Counselling: An Introduction*. Ibadan: Evans Brothers Ltd

Kenyatta University (2002). *Communication skills*. Nairobi: Institute of Open Learning

Rathus, S.A. (1994). Essentials of AIDS. New York: Harcourt Brace College Publishes

Kibwana, K. (1990). *Fundamental Rights and Freedoms in Kenya*. Nairobi: Oxford University Press

- **Background Texts (include number in library or URL) (inc ISBN)**

Roe, A. (1956). *Psychology of Occupations*. New York: John Wiley and Sons

Barass, R. (1984). *Study – A Guide to Effective Study, Revision and Examination Techniques*. London: Chapman and Hall

Barrie, H et al (1998), *The Theory and Practice of Vocational Guidance*. London: Pergamon Press

Casey, F. (1985). How to Study: A Practical Guide. London: Macmillan

Davies, L., Harber, C., & Schweisfurth, M. (2002). *Democracy through Teacher Education*. Birmingham: Centre International Education and Research

Guez, W. & Allen J. (2000). *Gender Sensitivity, Module 5*. Paris: UNESCO and DANIDA

Hubley, J. (2000). The AIDS Handbook: A Guide to Understanding of AIDS and HIV.

Kiyosaki, R. T. (1998). *Rich Dad, Poor Dad: what the rich teach their kids about money—that the poor and the middle class do not!* Paradise Valley, Az: TeachPress.

Muraah, W. M. & Kiarie, W.N. (2001). *HIV and AIDS: Facts that Could Change Your Life*. Nairobi: Crystal Hill Lilited.

De Wolf, R., & De Wolf, Y. (1997). *Human Rights in Rwandan Law.* Brussels: ASSEPAC

Republic of Rwanda (2003). *The Constitution of the Republic of Rwanda*. Kigali: Republic of Rwanda.

United Nations (1948). *Universal Declaration of Human Rights.* New York: United Nations Organization

Williams K. (1989). *Study skills*. London: Macmillan

- **Journals**

Students will be introduced to key websites including sources of free downloadable journals and books.

- **Key websites and on-line resources**

Students will be able to use the following search engines and websites to access a number of reading materials and audio files.

www.ixquick.com

www.answers.com

www.americanrhetoric.com

- **Laboratory space and equipment**

Audio and video equipment will be necessary for some units in the module. The equipment should be able to play CD, VCD, DVD and MP3 files, among others

- **Computer requirements**

Considering the large number of learners in class adequate computers will be needed to facilitate word processing of course work essays and access to the Internet.

15. Module Team

Robert Sengarama (Module Leader)

John Musiime

Dr Gaparayi Gaspard

Barthelemy Bizimana

Dorothy Tukahabwa

Margret Mahoro

Habumuremyi J.M.Vianney

16. Unit approval

Deans and Heads of all Departments contributing to the programme to confirm agreement.

Department	**Dean/Head of Department**	**Date**
1.	Signature	
	Dr Alfred OTARA	
2.	Signature	
	Dr Iyakaremye Joseph	
3.	Signature	
	Dr. Gaparayi Gaspard	
4.	Signature	
	Barayavuga Jean Leonard	
5.	Signature	
	Dr Gabriel Nizeyimana	
6.	Signature	
	Dr. Faustin Habineza	

Seen and agreed

Library	Signature	
	Mr. Thierry Tharcisse Mbarubukeye	
ICT	Signature	
	Zitoni Gaetan	
Quality Office	Signature	
	Dr Muhirwa Andre	

Module Code: DPE 104 Faculty: Education

1. **Module Title: School Leadership and Management**
2. **Level: 1 Semester: I Credits: 10**
3. **First year of presentation: 2014-2015 Administering Faculty: Education**
4. **Pre-requisite or co-requisite modules, excluded combinations: None**
5. **Allocation of study and teaching hours:**

Total students hours: 100	**Student Hours**
Lectures	**36**
Seminars/workshops/presentations	**12**
Practical classes/Laboratory	**-**
Structured Exercises	
Set reading	**13**
Self directed study	**25**
Assignments-preparation and writing	**10**
Examination-revision and attendance	**4**
Total	**100**

6. Brief description of aims and content

This module addresses key themes in educational leadership and management and how they relate to schools. It brings out relevant knowledge on management processes and leadership roles of school heads. It provokes reflections on the key areas of theory and practice of management and leadership and the Primary school as an organization.

7. Learning Outcomes

Knowledge and Understanding

Having successfully completed the module, students should be able to demonstrate knowledge and understanding of:

i. Management and leadership theories to specific situations in the school.

ii. Characteristics of the school as an organization

iii. Management of change conflicts and stress

iv. Decision making in learning environments

v. Leadership in curriculum implementation

vi Organization of Primary schools

Cognitive/Intellectual skills/Application of Knowledge

Having successfully completed the module, students should be able to:

Knowledge and Understanding

Having successfully completed the module, students should be able to:

Vii. Understand the various theories of management and leadership

Viii Differentiate between management and leadership and the roles of each

Ix Critically understand change and the role of leadership.

X Understanding gender related issues in school management

Intellectual skills

Having successfully completed the module, students should be able to

Xi Comprehend and logically analyse various view points in relation to education leadership and management.

Xii Show Clarity and accuracy in oral and written communication

Xiii Critique a range of leadership styles with a view of bringing out the vision of institutions and that of the country

Xiv Make informed decisions regarding administrative issues and educational policy.

Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

Xv Compare and contrast various Theories in Educational management and leadership.

xvi. Explain clearly the differences between management and leadership.

General transferable skills

Having successfully completed the module, students should be able to:

xvii. Demonstrate the ability to work with minimum supervision

xviii. Work in groups to explore various challenges of leadership and management of Primary schools in Rwanda

xix. Propose changes to the current management practices in Primary schools

xx Apply leadership skills in solving pupils problems in schools

xxi Create a gender balanced working environment in schools.

8. Indicative Content

Concept of leadership and management, Leading and managing schools, Principles of school management, The role of the head in school leadership and management, Leadership styles and theories, The school as an organization, Organization of Primary schools in Rwanda, Classroom management and organization, Management of school resources', Gender in school management, Human resource management, Institutional planning, Management of conflict and crisis, Management of curriculum implementation, Leading and managing change and improvement.

9. Learning and Teaching Strategy

The unit aims at imparting basic skills and best management practices that will empower teachers to assume leadership roles in Primary schools. Unit learners will be advised on relevant reading materials and other activities that they can engage in after class to account for the notional learning time. Lectures and group discussions will be utilized.

10. Assessment Strategy

Assessment of the module will be based on group work and oral presentation. Other assessment will be through continuous assessment testes and final semester exams.

11. Assessment Pattern

Component	**Weighting (%)**	**Learning objectives covered**
In-course assessment:	**60**	**i, ii, iv, v, vii, viii**
Final assessment:	**40**	**i-xx**

12. Strategy for feedback and student support during module

Feedback will be given to students during the teaching and learning time. Comments will be given on students' assignment papers to guide them on their performance. Individual and group consultation will also be accommodated.

13. Indicative Resources

- **Core Texts**

Hanson,E (1996) *Educational Administration and organizational Behaviour*. Boston: Allyn and Bacon (371HAN1979)

Earley,P &Dick, U (2004) *Understanding School Leadership*. Channai: Gopsons papers Ltd (371.201 EAR2004)

Bush ,T (2003). *Theories of Educational Management*, 3rd edn. London: Sage.

- **Background Texts**

Bush, T., & Middlewood, D. (2005*). Leading and managing people in education*. London: SAGE Publications.

De Liefde W (2003). *Lekgotla*: *The Art of Leadership through Dialogue*. Jacana

Education, South Africa.

Fullan M (2005). *Leadership and Sustainability: System Thinkers in Action*. Corwin

Press, USA.

Keough T & Tobin B (2001). Postmodern Leadership and the Policy Lexicon: From

Leithw ood K, Jantzi D & S teinbach R (1999). *Changing Leadership for Changing*

Times. Buckingham: Open University Press.

Yukl G A (2002). *Leadership in Organizations*, 5th edn. Upper Saddle River, NJ:

Prentice-Hall.

- **Journals**

Leadership and management journals

International Journal of Leadership in Education

- **Key websites and on-line resources**

www.vtaide.com/png/leadership.htm

www.education.leeds.ac.uk/research/li...

- **Laboratory space and equipment**

An appropriate classroom space that will accommodate all students and a projector for power point presentation

- **Computer requirements**

Students will require access to computers to access materials and word process their work

14. Module Team

Dr. Alfred Otara (Module Leader)

Dr. Claudien Ntahomvukiye

Mrs. Chantal Kabanda

Mr. Irenee Ndayambaje

Mr PhocAs Nkurikiyimukiza

15. Unit approval

Deans and Heads of all Departments contributing to the programme to confirm agreement.

Department	Dean/Head of Department	Date
1.	Signature	
	Dr. Alfred Otara	
2.	Signature	
	Dr Iyakaremye Joseph	
3.	Signature	

	Dr. Gaparayi Gaspard	
4.	Signature	
	Barayavuga Jean Leonard	
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	Dr. Gabriel Nizeyimana	
6.	Signature	
	Dr. Faustin Habineza	

17. Seen and agreed

Library	Signature	
	Mr. Thierry Tharcisse Mbarubukeye	
ICT	Signature	
	Zitoni Gaetan	
Quality Office	Signature	
	Dr Muhirwa Andre	

1. **Module code: DPE 105** **Faculty:** Education
2. **Module title: Inclusive and Child friendly School Practices**
3. **Level: 2** **Credits:** 10 **Semester:** II
4. **First year of presentation:** 2013 - 2014 **Administering Faculty:** Education
5. **Prerequisites: DPE 101**

6. **Allocation of study and teaching hours**

Total Student hours___100 hrs_____	Student hours
Lectures	24
Seminars	6
Structured exercises	6
Recommended reading etc	10
Self-directed study	20
Assignments – preparation and writing	14
Examination-revision and attendance	20
	100

7. **Brief description of aims and content**

This module introduces learners to inclusive education and child friendly school principles and Practices. Students will learn the basic concepts and practices related to Child friendly school (CFS) and Inclusive Education (IE); that make the School an effective center for learning and enhance learners' social, physical and emotional development as well as gender

responsiveness. It involves leaner-centered pedagogies and other approaches that are appropriate for learners with disabilities and other Special Education Needs (SEN) within Rwandan inclusive child friendly school context.

8. Learning outcomes

Knowledge and Understanding

Having successfully completed this module, students should be able to demonstrate knowledge and understanding of:

i. The learning and teaching practices in ordinary, special, integrated and inclusive Education, with a particular view of the growing Rwandan inclusive educational context.
ii. Basic theoretical and practical strategies for teaching and learning process that promote the social, physical and emotional well being of learners in CFS , with emphasis on the learners with disabilities and other SEN.
iii. The principles and practices of CFS
iv. Basics of Braille and Rwandan Sign Language, and associated teaching and learning outcomes.

Cognitive Intellectual Skills/Application of Knowledge

Having successfully completed this module, students should be able to:

v. Adopt CFS practices that enable learners to achieve their full potential.
vi. Demonstrate abilities to recognize and analyze the educational needs of varying categories of learners with SEN and other barriers, and tailored alternative educational approaches and resources that correspond to the needs.
vii. Set gender responsive teaching-learning strategies for learners with varying SEN, and appropriate educational tools such as Braille and Sign Language for educating learners with sensory disabilities

Communication/ICT/Numerical/Analytical Techniques/Practical Skills

Having successfully completed this module, students should be able to:

viii. Discuss the varying child-centered pedagogies that are appropriately applicable to Inclusive Education, and to foster personal development and emotional well being among learners.
ix. Share up-to-date information gained from the field and searched through Internet and libraries, about appropriate practice and strategies in educating learners with SEN.

x. Discuss and advocate for gender responsive improved educational services for people with disabilities and other Special Education Needs,

General Transferable Skills

Having successfully completed this module, students should be able to:

xi. Demonstrate the appropriate methods and resources that are applicable to the varying Educational Needs in school settings.

xii. Demonstrate basic knowledge of key inputs in teaching and learning for learners with SEN, in terms of resources, approaches; infrastructure, attitudes and the impact of these in Rwandan educational changes towards effective inclusive education.

xiii. Demonstrate ability to use basic Sign Language and Braille/Tactile skills in teaching and interacting with Learners with sensory disabilities.

xiv. Create gender sensitive learning environment in his/her teaching practices.

9. Indicative content

Accessibility standards for School and community environment, opportunities through Assistive accessories, enabling accessibilities and alternatives, and their appropriateness for learners with disabilities and other SENs; Alternative learning and teaching opportunities in situations where disabilities and other SENs challenge the process (e.g. the use of Braille, Sign Language in the teaching processes), Basic concepts, principles and practices of Child friendly School, Special Education Needs and Inclusive Education (IE); Theory and the basis of practice in special and inclusive school contexts, related challenges and opportunities for learners with Special Educational Needs (SEN) in education.

10. Teaching and learning strategy

Leaner-centered gender responsive pedagogies and other approaches that are suitable for learners with disabilities and other SENs within an inclusive Rwandan Child Friendly School context will be employed. At least one planned and guided field visits in schools and communities followed by discussions and reports, relevant video clips and movie screenings followed by analysis and discussions, small group tasks, class presentations, and peer tutoring and review of key theories and practices.

11. Assessment strategy

The assessment will be done strictly in conformity with the college's internal regulations. In this regard, Continuous Assessment Tests (CAT) is 60%, while the final end of semester examination takes 40%. CAT will comprise scores obtained from regular in-class structured exercises, quizzes and other forms of recorded assessment.

12. Assessment pattern

Component	Weighting (%)	Learning objectives covered
In-course assessment:		
CAT	60	i - ix
Final assessment:		
End of semester exam	40	i-xii

13. Strategy for feedback and student support during module delivery

Feedback will be given to learners during the teaching and learning process in form of answers to questions raised during lecture and marking of written homework assignments. Feedback on group/ oral presentations and reports written after field visits. Students will also be required to complete a simple evaluation form on the module, including content, method of delivery and lectures.

14. Indicative resources
Core Texts

INWENT. (2008). *Learner- centered Education: Approaches to successful classroom teaching and learning*. Bonn.

UNICEF. (2009). *Child Friendly Schools Manual*. New York: UNICEF, Division of Communication.

Johnsen, B. H. (2001). Curricula for the Plurality of Individual Learning Needs: Some Thoughts Concerning Practical Innovation Towards an Inclusive Class and School. In B. H. Johnsen and M. D. Skjørten (Eds), *Education – Special Needs Education: An Introduction.* Oslo: Unipub.

Mani, M. N. G. (1992), *Techniques of Teaching Blind Children.* India: Sterling Publishers Private Limited.

Background Texts

Befring, E. (2001). The Enrichment Perspective: a Special Educational Approach to an Inclusive School. In Johnsen,B.H and M. D. Skjørten (Eds), *Education – Special Needs Education: An Introduction.* Oslo: Unipub.

Corn, A. L. and Koenig, A. J. (1996). Perspectives on Low Vision. ln A. L. Corn and A. J. Koenig (Eds), *Foundations of Low Vision: Clinical and Functional Perspectives.* New York: A.F.B. Press.

Dockrell, J. and McShane, J. (1992). *Children's Learning Difficulties: a cognitiveApproach.* USA: Blackwell Publishing.

Karangwa E. (2008), Initiation a l'education inclusive. Kigali: Handicap International, Rwanda Program.

Karangwa, E. (2006). Grassroots community-based inclusive education. *Exploring educational prospects for young people with disabilities in the post-conflict Rwandan communities. Unpublished PhD thesis. Leuwen:* Centre for Disability, Special Needs Education and Child Care.

Putnam, J. W. (1993). The Movement Toward Teaching and Learning in Inclusive classrooms. In J. W. Putnam (Ed), *Cooperative Learning and Strategies for Inclusion: Celebrating Diversity in the Classroom*. Baltimore: Paul H. Brookes Publishing Co., Inc.

Scholl, G. T. (1986). What Does it Mean to Be Blind. In G. T. Scholl (Ed), *Foundations of Education for Blind and Visually Handicapped Children And Youth: Theory and Practice.* New York: American Foundation for the Blind.

Skjerten, M. D. (2001). Towards Inclusion and Enrichment. In B. H. Johnsen and M. D. Skjsrten (Eds), *Education - Special! Needs Education: An Introduction.* Oslo: Unipub.

Wormnaes, S. (2001). Educating Educators for Pupils with Special Needs. In B.H. Johnsen and M. D.

Journals

Bill Albert, on behalf of ODG – DEV, Lessons learnt from the Disability Knowledge and Research programme, DFID – ODG - DEV, 2006

Communities and local Government, Planning and Access for disabled people: a good practice guide, UK Government, © Crown, March 2003

DCDD Program. Position Paper, Say Yes to the ratification of the UN convention for the Rights of people with disabilities, Dutch Ministry (consultation November 7, 2008).

Disability Action Council, Cambodia, Accessibility Guidelines – Draft, March 2000.

Handicap International (2008). *How to build an accessible environment in developing countries.* Phnom Pemh: HI Cambodia Program's experience.

Karangwa, E. (2003), Challenging the exclusion of blind students in Rwanda. *Enabling Education*, Issue 7, p.4. Manchester: The Enabling Education Network.

Key websites and on-line resources

http://www.direct.gov.uk/disabled

https://repository.libis.kuleuven.be/dspace/handle/1979/424

www.ibe.unesco.org/fileadmin/user_upload/Policy_Dialogue/48th_ICE/Messages/rwanda_MIN08.pdf

http://www.dcdd.nl

http://www.dac.org.kh/disability

15. Module team

Dr. Karangwa Evariste, ***Module leader***

DR Patrick Suubi

Masiforo Beth

Habinshuti Gozague

Kaleeba Ali

16. UNIT APPROVAL

Deans and Heads of all Departments contributing to the progrmme to confirm agreement

DEPARTMENT	DEAN/HEAD OF DEPARTMENT	DATE
1	Signature	
	Print Name: Dr Alfred OTARA Dean, Faculty of Education	
2	Signature	
	Print Name: Jean-Léonard BARAYAVUGA HoD, Educational Psychology	
3	Signature	
	Print Name: Dr Gaspard GAPARAYI HoD, Educational Foundations and Management	
4	Signature	
	Dr Gabriel Nizeyimana HoD, Curriculum and Teaching	
5	Signature	
	Print Name: Dr Faustin HABINEZA HoD, Primary Education	

Seen and Agreed

Library	Signature	
	Thiery Tharcisse MBARUBUKEYE (Director)	
ICT	Signature	
	Zitoni Gaetan (Director)	
Quality office	Signature	
	Dr Muhirwa Andre (Director)	

1. Module code: DPE 201

2. Module title: Integration of ICTs in Education

3. **Level**: 2 **Semester**: 1 **Credits:** 10

4. **First year presentation**: 2014 **Administering Faculty**: Education

5. **Pre-requisite or requisite modules**: DPE 102

6. Allocation of study and teaching hours

Total student hours : 100 Hours	**Student hours**
Lectures	20
Seminars/workshops	6
Practical classes/laboratory	10
Structured exercises	-
Set reading etc.	9
Self-directed study	25
Assignments — preparation and writing	10
Examination — revision and attendance	20

	100

7. Description of aims and content

i. This module aims at familiarizing students with the use of ICTs in education, especially in primary schools. They will develop necessary competencies in ICT integration in education. Students will also be able to take into consideration gender equity and equality in the use of ICT tools in classroom activities.

8. Learning outcomes

Knowledge and understanding

At the end of this module, students should be able to demonstrate knowledge and understanding of:

i. the appropriate concepts in educational technology and information;
ii. the strategies for the integration of ICTs into schools and other educational settings;
iii. the use of ICTs in teaching and learning in primary schools;
iv. the advancements in the field of e-learning and distance education;
v. the necessity of gender equity and equality in the use of ICT tools throughout the teaching and learning activities.

Cognitive/Intellectual skills/Application of knowledge

vi. Identify and use appropriate instructional materials for the use of ICTs in primary schools taking into consideration the learning ability, styles and the environmental conditions of the learners.
vii. Use the environment as a source of locally available materials for the appropriate improvisation in teaching and learning in primary schools.

Communication/ICT/Innumeracy/Analytic Techniques//Practical skills

viii. Explain orally or in written the use of educational technology and information to any audience.

ix. Explain the phrase information communication technology and its application in teaching and learning in primary schools.

General transferable skills

x. Identify and recommend to a local school authority common instruments that could be used for improvisation in the teaching - learning process so as to minimize cost.

xi. Identify and construct specific teaching aids in the form of an improvised material in each of their teaching subjects.

xii. Be knowledgeable of the latest ideas about Information Communication Technology,

xiii. Use the various educational media in real teaching/learning sessions

9. Indicative content

- **Foundations of Educational Technology**
    - Definition, scope, functions/objectives of educational technology
    - Approaches to educational technology
- **Evolution of Educational Media, their services, and the criteria for the selection of appropriate instructional media**
    - Emergence and evolution of educational films, educational radio, educational television, display boards, projected aids, storage media-text book, magnetic tape, floppy disc, CDROM, DVD
    - Emergence of new information technology- convergence of computing and telecommunications, transmission technology (face to face, cable distribution, satellite, infrared, Bluetooth, internet)

- Emergence and evolution of communication (face to face, letter, telegrams, telephones, mobiles phones, e-mail)
- Emergence and evolution of software technology
- Emergence and evolution of audio-visual recording (tape recorder, camera evolution, video camera evolution etc.)
- Factors that could prevent the effective use of educational media in teaching and learning processes.
- Improvisation in teaching and learning processes

- **ICT integration in Primary Education**

  - What is ICT?
  - The dynamics of technologies for education
  - Emerging trends in ICT and challenges to educational settings
  - ICT for education: potential and potency: Why integrate ICT in Education
  - What are the challenges in integrating ICT in Education?
  - Where are good resources to be found?
  - What types of ICT are commonly used in Education?
  - ICT and Pedagogy
  - ICT integration in teaching and learning subjects (Sciences and Mathematics, Languages, Social Sciences)
  - Gender equity and equality in the use of ICT tools in classroom activities.

- **E-learning**

  - Concept, Types and characteristics
  - The power of Internet for learning
  - Introduction to learning management systems

- E-learning tools and technologies
- Communication and collaboration tools
- Assessment tools in E-learning
- Open source and creative commons and their usefulness in education

10. Learning and teaching strategy

In this module, the role of the lecturer will be to facilitate students' learning through lectures, seminars, group / home work / discussion, manipulation of ICT tools, discovery methods, research, etc. The lecturer will ensure that students demonstrate a deep understanding of ways of involving women and men in the use of ICT tools in the classroom.

11. Assessment strategy

Formative assessment: is organized in form of in-course written test, assignment or, homework with personal and group work, handled practical assignment and micro-teaching activities. Students have to receive comments on their works and results where it is needed. This part counts for 60% of the whole course marks.

Summative assessment is organized at the end of the module during the exam period. The duration is 2h30' to 3 h and it counts for 40 % of the whole course marks.

12. Assessment pattern

Component	**Weight (%)**	**Learning objectives covered**
In- course assessment		
Continuous assessment test	60	i - vii

Final assessment	40	i - viii

13. Strategy for feedback and students support during this module

Discussion in class at the end of the class presentation, synthesis will be given at the end of each session and an appropriate oral feedback will be given to both men and women.

14. Indicative Content

Core texts

- Henry, et al. (1998) *Handbook of Educational Technology. Third edition*. London: Kogan page, LTD.
- Joke,V. & Knezek, G. (2008), *International Handbook of Information Technology in Primary and Secondary Education: Part One,* Springer International Handbook of Information Technology in Primary and Secondary Education, Volume 20, Springer ISBN-13: 978-0-387-73314-2 Library of Congress.
- Karsenti, T. (Ed.). (2009). *Pedagogical Use of ICT: Teaching and Reflecting Strategies*, Ottawa: IDRC[1]
- Robert, A, Reiser. (2001) *A History of Instructional Design and Technology: Part I: A History of Instructional Media*, ETR&D, Vol, 49, No, 1, 2001, pp, 53-64 ISSN 1042-1629, available online at http://www.springerlink.com/content/8284v653u0641h87/fulltext.pdf.
- Som Naidu (2006), *E-learning: A guidebook of Principles, Procedures and Practices*, 2nd revised edition, Commonwealth of Learning, Commonwealth Educational Media Center for Asia (CEMCA), New Delhi.

Background Texts:

- UNESCO (2002). *Information and Communication Technology in Education: A curriculum for schools and Programme of Teacher Development,* Division of Higher Education, Paris

[1] International Development Research Centre (Canada)

- UNESCO, (2003). *Building Capacity of Teachers/Facilitators in Technology-Pedagogy Integration for Improved Teaching and Learning*, Experts' Meeting on Teachers/Facilitators Training in Technology-Pedagogy Integration 18-20 June 2003, Bangkok, Thailand, Final Report, Asia and Pacific Regional Bureau for Education
- Khirwadkar, A. (2007). ***Integration of ICT in education: pedagogical issues,*** Faculty of Education Review: A Bi-Annual International Journal of Education vol. 1 No. 1(January-June, 2007) p. 85-103, available online at http://www.journal.au.edu/edu_journal/jan2007/article06_vol1no1.pdf,
- Lloyd, M. (2005). *Towards a definition of the integration of ICT in the classroom.* In AARE 2005, AARE, Eds. *Proceedings AARE '05 Education Research -Creative Dissent: Constructive Solutions*, Parramatta, New South Wales.
- Oliver, R. (2002). *The role of ICT in higher education for the 21st century: ICT as a change agent for education*. *Proceedings of the Higher Education for the 21st Century Conference*. Miri, Sarawak: Curtin University.
- Trucano, M. (2005). *Knowledge Maps: ICT in Education*. *What do we know about the effective uses of information and communication technologies in education in developing countries?* Washington, DC: infoDev / World Bank. Available at: http://www.infodev.org/en/Publication.8.html, retrieved on February 25, 2010.
- UNESCO & Academy for Educational Development (AED) (2002), *Technologies for Education: Potentials, Parameters, and Prospects*, Paris & Washington DC.
- UNESCO (2005). *Regional Guidelines on Teacher Development for Pedagogy-Technology Integration*, Based on a Series of Workshops in Pedagogy-Technology Integration , UNESCO Asia and Pacific Regional Bureau for Education.
- Wang, Q.Y., & Woo, H.L (2007). Systematic planning for ICT integration in topic learning. *Educational Technology and Society* (SSCI), 10 (1), 148-156., online at http://www.ifets.info/journals/10_1/14.pdf.

Websites

- http://en.wikipedia.org/wiki/Educational_technology: EUCATIONAL TECHNOLOGY: EXPLANATION, MEANING AND SCOPE

- WIKIVERSITY: http://en.wikiversity.org/wiki/Educational_technology
- http://www.springerlink.com/content/978-0-387-73314-2/#section=169150
- Http./www.stanoline.org/
- http://kukuhsilautama.wordpress.com/2009/12/04/ict-digital-book-implications-of-the-information-and-knowledge-society-for-education/
- Journal of Educational Technology and society available online at : http://www.ifets.info/

Laboratory space and equipment: None

Computer requirements: None

Teaching /Technical assistance

The module requires small groups for the efficiency of the micro-teaching.

Others

The Computer Laboratory must be equipped of Air conditioners, projectors and white board for projections and pens for that.

15. Please add anything else you think is important: None

16. Module Team

Dr NIZEYIMANA Gabriel

Mr. BAHATI Bernard (Module Leader)

Mr. NDAYAMBAJE Irenée

Mr. MUGABE Léon

17. Unit Approval

Deans and Heads of all Departments contributing to the programme to confirm agreement

Department	Dean/Head of Department	Date
1	Signature	
	Dr Alfred OTARA, Dean Faculty of Education	
	Signature:	
	Dr Joseph IYAKAREMYE	
2	Signature	
	Dr Gaspard GAPARAYI	
3	Signature:	
	Dr Gabriel Nizeyimana	
4	Signature	
	Mr. Jean Leonard BARAYAVUGA	
4	Signature	
	Dr. Faustin Habineza	

Seen and agreed

Library	Signature	
	Mr. Thierry Tharcisse Mbarubukeye	
ICT	Signature	
	Mr. Gaetan ZITONI	
Quality Office	Signature	
	Dr André MUHIRWA	

1. Module Code: DPE **202**

2. Module Title: **Curriculum Theory and Development**

3. Level: 2 **Semester:** 1 **Credits**: 10

4. First year of presentation: 2014-15 **Administrating Faculty**: Education

5. Pre-requisite or requisite Modules: DPE 102

6. Allocation of Study and Teaching Hours

Total Students Hours 100	**Students Hours**
Lectures	24
Seminars/ Workshops	12
Practical classes/ Laboratory	-
Structured exercises	-
Set reading	20
Self-directed Study	24
Assignments-preparation and writing	10
Revision-examination and attendance	10
Total	**100**

7. Brief description of aims and content

This module aims at equipping students with knowledge about the primary school curriculum. Students will develop a deep understanding of theorizing, developing, implementing, evaluating and changing the school curriculum and the understanding of the contemporary issues in curriculum.

Module Learning Outcomes

Knowledge and Understanding

At the end of this module, the students should demonstrate knowledge and understanding of:

i. The concept of curriculum,
ii. Different theories of curriculum,
iii. the factors and philosophical views that determine a primary school curriculum,
iv. the curriculum development, implementation, evaluation and change,
v. the contemporary issues in curriculum practice.

Cognitive/Intellectual Skills/ Application of Knowledge

vi. Analyze and criticize any existing curriculum about teaching and learning activities,
vii. Participate at workshops designing a school curriculum.

Communication/ ICT/ Innumeracy/ Analytic Techniques

Explain orally to any audience:

viii. The way of a primary school curriculum is designed, developed, implemented, and evaluated,
ix. Different strategies and importance of curriculum evaluation
x. Insert contemporary issues in school curriculum.

General transferable skills

Having successfully completed the module, students should be able to:

xi. Analyze the Rwandan existing primary school curricula,
xii. Evaluate the implemented curriculum showing strengths and weaknesses for eventual innovations
xiii. Participate to any workshop of designing curriculum.

9. Indicative Content

Theorizing Curriculum: What curriculum is, Dimensions of school curriculum, Determinants of curriculum design and Components of curriculum. *Curriculum Development:* Stages of curriculum development. *Contemporary Issues in Curriculum. G*ender related issues in school curriculum.

10. Learning and Teaching Strategy

Instructional strategies will include the use of projectors for summary, lecturing, group work and group discussion, class presentation, self-documentation methods and oral questions. In the process of curriculum development, implementation, and evaluation, gender related issues will be taken into consideration.

11. Assessment strategy

Continuing assessment tests (group work with oral presentation, personal written tests) and final examination, as shown below:

12. Assessment pattern

Component	**Weight %**	**Learning objectives**
Continuous assessment	60	i-vi

Final assessment	40	i-xii

13. Strategy for feedback and students support during module

Oral feedback will be supported during lecturing or group discussion. Written comments will be given on the student's copies (personal or group) to improve their understanding and performance. Shared students' point of view will be welcome. Appropriate oral feedback will be given to both women and men.

14. Teaching/Technical assistance

i. Power Point presentation shall be useful to allow students to follow and avoid the expository method.
ii. Because of the big number of students, it should be better to make the teaching in small groups. This requires enough lecturers.

16. **Indicative resources**

Core texts

i. Bertram, C. Fortheringham, R. and harley, K. (2000). *Curriculum Studies*, Scottsville, University of Natal.
ii. Gultig, G. Hoadley, U. and Jansen, I. (2002). *Curriculum: From Plans to Practices Reader*, South African Institute for Distance Educational.
iii. Jansen, J. and Christie, P. (1999*). Changing Curriculum: Studies on Outcomes-based education in South Africa*, Kenwayn, Juta
iv. Okello, V. and Kagoire Okeng M. (1996). *Curriculum Studies*, Kampala, Makerere University

Background texts

i. Fraser, W.J. Loubser, C.P. and Van Rooy M.P. (1990). *Didactics for the Undergraduate Students*, Durban, Butterworths
ii. Bobbit, F. (1912). *The Curriculum*, Boston, Houghton Mifflin
iii. Kelly, A.V. (1989). *The Curriculum: Theory and Practice*, Third Edition, London, Paul Heinemann

iv. Stenhouse, L. (1975). *An Introduction to Curriculum Research and Development*, London, Heinermann
v. Taba, H. (1962). *Curriculum Development: Theory and Practice*, New York: Harcourt, Brace and World
vi. Bishop, G. (1985). *Curriculum Development: A Test book of Students*. London, Mack Milan
vii. Saylor, J. and Alexander, W. (1974). *Curriculum Planning for better Teaching and Learning*, New York, Holt, Rinehart and Winston
viii. Kerry, J. F. (1968). *Changing Curriculum*, London, University of London Press
ix. Young, M. (1993). A Curriculum for the 21st Century? Towards a new basis for overcoming academic/vocational divisions in *British Journal of Education Studies*, 41 (3)

Journals: None

Key websites and on-line resources

- www.google.com/search?hl=en&q=curriculum + definition
- www.google.com/search?hl=en&q=curriculum theory and practice
- www.google.com/search?hl=en&q=curriculum + development

Teaching/ Technical assistance: None

Laboratory space and equipment: None

Computer requirements: None

Others: None

15. Please add anything else you think is important: None

16. Module Team

Dr Nizeyimana Gabriel (Module leader)

Dr Twagilimana Innocent

Dr Nimusabe Rita Paradie

Mr Raymond Mwesigye

Mr Mugabe Leon

17. Unit Aproval

Deans and Heads of Department contributing to the programme to confirm the agreement

Department	Dean/Head of Department	Date
1	Signature:	
	Dr. Alfred Otara	
	Signature:	
	Dr Joseph IYAKAREMYE	
2	Signature	
	Dr Gaspard GAPARAYI	
3	Signature:	
	Dr Nizeyimana Gabriel	
4	Signature	
	Mr. Jean Leonard BARAYAVUGA	
4	Signature	
	Dr. Faustin Habineza	

Seen and agreed

Library	Signature	
	Mr. Thierry Tharcisse Mbarubukeye	
ICT	Signature	
	Mr. Gaetan ZITONI	
Quality Office	Signature	
	Dr André MUHIRWA	

1. **Module Code**: DPE 204 **Faculty** : Education
2. **Module Title**: Internship and Action Research Project
3. **Level:** 2 **Semester:** 2 **Credit units**: 60
4. **First year presentation:** 2014-2015 **Administering Faculty:** Education
5. **Pre-requisite:** The student should have successfully completed modules of level 1 and 2

6. **Allocation of study and teaching hours**

Total student hours:600	**Student hours**
Lectures	24
Seminars/ workshops for instructions	
Practical classes/Laboratory (Observation week + teaching and feedback)	240
Structured exercises	-
Set reading (Lesson plans + Literature review for action research project)	200
Self-directed study	48

Assignments: portfolio and writing of action research project	50
Examination- revision and invigilation	18
Other: Marking	20
Total	**600**

7. Brief description of aims and content

The main purpose of this module is to empower student-teachers to have a deep understanding of teacher profession and its challenges. It will enable them to improve their thinking skills, attitudes, techniques and strategies towards the process of teaching. This module will involve, research methodology, problem identification, literature review, data collection and analysis and writing of an action research project that is focused on teaching and learning and Primary school operations in general.

8. **Learning outcomes**

Knowledge and understanding

After completing this module, student-teachers should be able to:

i. Demonstrate knowledge and understanding of the key concepts of internship, mentoring, Professional Development Assessment and their importance.

ii. Differentiate individual action research from collaborative and school- wide action research.

iii. Describe the roles of stakeholders during internship and action research activities.

v. Explain various steps of conducting an action research.

vi. Take into consideration gender related issues during internship and action research.

Cognitive/Intellectual Skills/ Application of Knowledge.

After completing this module, student-teachers should be able to:

v. Put into practice theories and principles of teaching by implementing the existing curriculum.

vi. Reflect actively on what they have been practicing in their fields and experiences from classroom, school and community.

vii. Identify problems, formulate a topic those problems for action research from and seek for solutions in classroom management, instruction strategies, use of materials and student learning.

viii. Make meaningful of acquired knowledge in day to day teaching.

ix. Change individual perceptions in the right direction regarding teaching and learning for better outcomes.

Communication/ ICT/ Innumeracy/ Analytic Techniques

Having successfully completed internship and action research, students should be able to:

x. Explain orally or in writing the classroom situation during teaching /learning process and identify problems and their solutions at a conference.

xi. Write and submit a written action research project to the Faculty of education and publish the findings in relevant journals.

xii. Use ICT in data analysis and in the development in action research project.

General transferable skills

Having successfully completed internship and action research, students should be able to:

xiii. Analyze and criticize professionally any existing teaching/ learning system aiming at promoting teaching and learning methods through reflection, workshops or conferences.

xiv. Apply results from action research for educational planning and decision- making.

9. Indicative content

Concept of internship, URCE Professional Development and Assessment, stakeholders of Professional Development Assessment, roles of mentors, observing teaching and recording student data and school relevant information, and other school activities and operations.

Nature and concept and of action research, action research process, methodology, data analysis and interpretation, writing of proposal, action research project. Ethics in research.

10.Learning and Teaching strategy

Self- documentation, workshops, seminars, discussions between mentors and mentees as well as URCE supervisors and mentees.

11. Assessment strategy

URCE formative and summative assessment forms will be used. Summative assessment will be done by URCE Lecturers while formative assessment will be done by mentors. The students will be assessed on their action research project and its presentation as well as in their teaching process.

12. Assessment Pattern

COMPONENT	WEIGHT (%)	LEARNING OUTCOMES COVERED
Formative assessment (By School-based mentors)	40	i- xiv
Summative assessment (By URCE Lecturers)	20	i- xiv
Action Research (by URCE Lecturers)	40	i- xiv

Formative assessment will involve the teaching process in the classrooms and action research activities and summative assessment will include the classroom teaching and the action research project. Both formative and summative assessment will be based on the laid down assessment procedures, guidelines and instruments developed by URCE.

13. Strategy for feedback and students support during the internship

During Internship and action research:

The mentors will supervise the student-teachers at least twice a month, so that student-teachers will be advised accordingly. The first month will be allocated to observation and advises. Student- teachers in Internship and Action research will be visited several times to make sure that previous mistakes are corrected and improvement realized.

The subject teachers, mentors and supervisors will constantly interact with the student-teachers and discuss issues concerning internship and action research.

14. Teaching/Technical assistance

Remuneration of mentors and supervisors who will play their roles as laid down by URCE will be required.

Some school materials will be provided to students-teachers by URCE while others may be bought by the students themselves.

15. Indicative Resources

Core Texts

Boreen, J. et al. (2000). *Mentoring beginning teachers: guiding, reflecting, and coaching*. New York: Stenhouse Publishers.

Hewitt, R. & Little, M. (2005). *Leading Action Research in schools*. Florida:University of Central Florida.

KIgali Institute of Education. (2008). *Mentor' s Handbook*. Kigali: Kigali Institute of Education.

Background texts

Burs, D. (2007). *Systematic Action Research: A Strategy for whole System Change.* Bristol: Policy Press.

Greenwood, D. J. & Lewin, M. (1998). *Introduction to action research: Social change,* California: Sage Publications.

James, E. & et al. (2007). *Participatory Action Research for Educational Leadership: Using Data-Driven. Decision Marking to improve Schools*. Tousand Oaks: Sage Publications

Noffke, S. & Somekl, B. (2009). *The SAGE Handbook of Educational Action Research*. London: Sage Publications.

Scherer, M. (1999). *A better beginning supporting and mentoring new teachers.* Virginia: Association for supervision and Curriculum Development.

Journals

Carger, M. (1996). Reflecting on the gift of mentorship, *Peabody Journal of Education* 71(1), 25-29.

Schlee, R. (2000). Mentoring and professional development of business students, *Journal of Management Education* 24 (3) 322- 337.

Key websites and on –lines resources

europlacement.com/internship/rwanda.

www.studentjobs.wsu.ed/cimages/studentinternsguide.pdf.

www.polisci.osu.edu/ugrads/internship.pdf.f.

www.internships.com/student.

16. Module Team

Dr. Faustin HABINEZA (Module Leader)

Dr Alfred OTARA

Dr. Joseph IYAKAREMYE

Mr Ali Kareeba

Mr. Bernard Bahati

17. Unit approval

Deans and Heads of all Departments contributing to the programme to confirm agreement.

Department	Dean/Head of Department	Date
1	Signature	
	Dr.Alfred OTARA Dean, Faculty of Education	
2	Signature	

	Dr. Cyprien NIYOMUGABO Dean, Faculty of Arts and Languages	
3	Signature	
	Dr Vedaste Mutarurtinya Dean, Faculty of Science	
4	Signature	
	Prof. Joseph Gahama Dean, Faculty of Social Sciences and Business Studies	
5	Signature:	
	Dr Gabriel Nizeyimana HoD, Curriculum and Teaching	
6.	Signature	
	Mr. Bernard Bahati HoD, Career Advisory Services	

Seen and agreed

Library	Signature	
	Mr. Thierry Tharcisse Mbarubukeye Director of Library	
ICT	Signature	
	Mr Gaetan ZITONI Director of ICT	

Quality Office	Signature	
	Dr André MUHIRWA Director of Academic Quality	

Diploma in Primary Education: Education Modules

Year	Level	Administering Faculty	Module Title	Module Code	Credits
1	**1**	**Education**	Child Development and Learning	DPE 101	10
			Theory and Practice of Teaching in Primary Schools	DPE 102	10
			Academic and Life Skills for Teachers	DPE 103	10
			School Leadership and management	DPE 104	10
			Inclusive and Child Friendly School Practices	DPE 105	10

2	**2**	**Education**	Integration of ICTs in Education	DPE 201	10
			Curriculum Theory and Development	DPE 202	10
			Subject Teaching Methods	DPE 203	20
			Internship + Action Research	DPE 204	60

College of Education

SCHOOL OF EDUCATION

1. **Module Code:** DPE 101 **Faculty**: Education**.**
2. **Module Title:** CHILD DEVELOPMENT AND LEARNING
3. **Level: 1 Semester: 1 Credits: 10**
4. **First year of presentation:** 2014-2015 **Administering Faculty** : Education.
5. **Pre-requisite modules**: **none**
6. **Allocation of study and teaching hours:**

Total Student hours___100 hrs_____	**Student hours**
Lectures	**36**
Seminars	**0**
Structured exercises	**12**
Recommended reading etc	**6**
Self-directed study	**18**
Assignments – preparation and writing	**8**
Examination-revision and attendance	**20**
	100

7. **Description of aims and content**

This module aims at equipping teachers with knowledge and understanding of the various aspects of child development at various stages of the development. The module deals with the

educational implications of the developmental stages of children as well as learning theories. The module involves various theories of child development and learning and their classroom applications. The module will be enable students to create, conduct, monitor and evaluate a gender-sensitive classroom environment.

8. Learning Outcomes:

Knowledge and Understanding

At the end of the module students should be able to demonstrate knowledge and understanding of:

i. The basic concepts and principles of child development as they relate to teaching and learning in a gender responsive milieu.
ii. Some of the pertinent theories of learning and child development and their educational implications for teachers.

Cognitive /Intellectual skills/Application of Knowledge

At the end of the programme students should be able to:

iii. Skillfully handle behavior problems of children (boys and girls) of different ages in classroom situation
iv. Carry out informed discussions based on the principles and theories of child development and learning highlighted in the module.

Communication/ICT/ Numeracy/Analytic Techniques/Practical Skills

At the end of the module, students should be able to:

v. Produce in groups or as individuals properly researched long essays of at least 5 pages (A4 size paper) on relevant topics to be assigned to them by the lecturers, or chosen by the groups or individuals but which must be related to the major topics discussed in the module
vi. Make competent written and oral presentation of the term paper/assignment before colleagues and staff.
vii. Involve both girls and boys in learning activities

General transferable skills:

At the end of the module, students should be able to:

viii. Identify specific areas in the field that encourage practices on the principles and theories discussed in the module and apply them with or without supervision.
ix. Identify problems encountered by children in learning and work out practical solutions to them based on practical knowledge of child development.
x. Create gender sensitive learning environment in his/her teaching practices

9. Indicative Content

Principles of human growth and development, characteristics of the various stages of human growth and development (from conception to adolescence), theories of child development and their educational implications for a teacher, Memory: types and their educational implications. Intelligence: Definition and theories, Motivation, Emotion, Learning: definition, prominent behavior and cognitive theories of learning and their applications.

10. Learning and Teaching Strategy

Facilitation will involve lecture presentations, class discussions, oral presentation of group assignments where both males and females should be given equal opportunity to participate, structured exercises and/or set reading to be done out of class. Quizzes (oral and written) will be given. Students will be given summary notes on the major topics covered. They will be informed that it is their duty to add flesh to the summaries given through consultations in the library or internet. Examination papers on the module will go beyond the summary notes, and where necessary, (especially where application of the principles studied are called for) beyond the lectures given in the class.

Lecturers to teach the different units in the module will be drawn from the department. However, where a unit requires a specialization that is not available in the department a lecturer with such specialization will be sourced from outside the department or out of the college if the need arises.

11. Assessment Strategy

Due process requires that assessment be done strictly in conformity with the college's internal regulations. In this regard, Continuous Assessment Tests (CAT) is 60%, while the final end of semester examination takes 40%. CAT will comprise scores obtained from regular in-class structured exercises, quizzes and other forms of recorded assessment. End of Semester

examination will comprise questions submitted by the different lecturers that handled specific units in the module.

12. Assessment Pattern

This conforms to the above and is weighted 100% as shown in the table below:

Component	**Weighting(%)**	**Learning objectives covered**
In-course assessment:		
CAT	60	v,vi,vii,viii.
Final assessment:		
End of semester exam	40	i-x

13. Strategy for feedback and student support during module

Assignments given in or out of class will be evaluated and returned to the students. The college's internal regulations stipulate that all CATs should be graded, marks and published before the beginning of end- of- semester examinations. Lecturers will be available for individual consultations. Feedback on the final assessment is usually published by the Registrar's office.

14. Indicative Resources

Core References (These are available at the reference section of URCE library)

Morgan, C. T. et al. (2000). *Introduction to Psychology. 7th edition*, New York: McGraw-Hill Companies, Inc.

Odera, P. (2007). *Introduction to Psychology* Module. KIE

Odera, P. Okenyi, S and Kaleeba, A. (2005). *Educational Psychology* Module 10. KIE

Background Texts:

Asch, M. (2005). An Introduction to Educational Psychology. New Delhi, Sarup&Sons.

Eggen, P., D. and Kauchak, D. (2001), *Educational Psychology windows on classrooms,* New Jersey, Prentice-Hall, Inc.

Hans R. (2004). *Element of Educational Psychology, 5th Ed*., New Delhi, Parajat Printers

Nathan, S. & Ranjendra, K. (2004), *Educational Psychology*, New York, Atlantic Publishers & Distributors.

David R., & Katherine K. (2006). *Developmental Psychology, Childhood and adolescence,* 7th Edit. New York, Thomson Publishers.

Mitchell, P., Zieger, F. & Goswami O.(2009). *Fundamentals of development. The Psychology of Childhood*, London, BPLS Publishers.

Richardson, K. (2000). *Developmental Psychology. How nature and nurture interact*?, New Jersey, Lawrence E. Associates.

Journals

British journal of Educational Psychology

British Journal of Developmental Psychology

European Journal of Developmental Psychology

Websites

www. Bps.org.uk/careers/what-do-Psychologists

www. Wisegeek.com

www.devpsy.org

www. .psychwatch. com

www. Science.org/Psychologyonline.com

www. Questia.com/library/developmental-psychology.jsp

Computer requirements

Students will need to access computer lab to enrich their lecture notes; they should be able to find and use information, on internet or elsewhere, to answer questions based on references to websites relevant to the module.

15. Module Team

Dr Joseph IYAKAREMYE, ***Module Leader***

Jean-Léonard BARAYAVUGA

Ali KALEEBA

Gonzague HABINSHUTI

16. Unit Approval

Deans and Heads of all Departments contributing to the prograrmme to confirm agreement

DEPARTMENT	DEAN/HEAD OF DEPARTMENT	DATE
1	Signature	
	Print Name: Dr Alfred OTARA Dean, Faculty of Education	
2	Signature	
	Print Name: Jean-Léonard BARAYAVUGA	

	HoD, Educational Psychology	
3	Signature	
	Print Name: Dr Gaspard GAPARAYI HoD, Educational Foundations and Management	
4	Signature	
	Print Name: Nizeyimana Gabriel HoD, Curriculum and Teaching	
5	Signature	
	Print Name: Dr Faustin HABINEZA HoD, Primary Education	

Seen and Agreed

Library	Signature	
	Thiery Tharcisse MBARUBUKEYE (Director)	
ICT	Signature	
	Gaetan Zitoni (Director)	
Quality office	Signature	
	Dr Muhirwa Andre (Director)	

1. **Module Code:** DPE 102
2. **Module title:** Theory and Practice of Teaching in Primary Schools
3. **Level:** 1 **Semester: 1** **Credits:** 10
4. **First year presentation:** 2014/2015 **Administering Faculty:** Education
5. **Pre-requisite or requisite modules:** None
6. **Allocation of study and teaching hours**

Total student hours :100	**Student hours**
Lectures	36
Seminars/workshops	12
Practical classes/laboratory	
Structured exercises	
Set reading	20
Self-directed study	10
Assignments-preparation and writing	12
Examination-revision and	10

attendance	
	100

7. Description of aims and content

This module aims at equipping students with the general teaching and learning principles and methods. It will emphasize primary teaching methods and approaches that make the teaching and learning exciting. The module will enable students to create, conduct, monitor and evaluate a gender sensitive classroom environment.

8. Module Learning Outcomes

Knowledge and Understanding

At the end of the module, students should be able to demonstrate knowledge and understanding of:

i. General teaching and learning principles and methods;
ii. Specific primary teaching methods and approaches;
iii. Educational planning and assessment with regard to the taxonomies of educational objectives;
iv. Didactic transposition and communication
v. Their professional competence as primary school teachers in several practical practices;
vi. Precautions for valid and reliable assessment.

Cognitive/intellectual skills/application of knowledge

vii. Apply the specific primary teaching methods and approaches;
viii. Apply the principles of planning and organizing the teaching and learning activities.
ix. Observe a teacher in class and be able to ensure that those principles are applied accordingly.

Communication/ICT/Innumeracy/Analytic Techniques/Practical Skills

x. Explain those principles and methods orally or in writing to any audience.
xi. Present orally the teaching-learning principles and methods to colleagues.
xii. Use internet/ICT as a source of new facts and ideas in teaching and learning processes
xiii. Communicate with learners without any gender bias.

General transferable skills

Having successfully completed the module, students should be able to:

xiv. Apply teaching-learning principles and methods for effective lesson planning and preparation
xv. Use teaching-learning principles and methods for effective teaching practices at the primary school level
xvi. Create a gender balanced teacher-pupil classroom interaction.

9. Indicative content

- Notion of pedagogic triangle, pedagogical contract, pedagogical transposition, teaching-learning styles, traditional vs learner-centred pedagogy, pedagogical communication.
- Teaching and learning principles: activity, motivation, concretization, progression, individualization, cooperation, transfer, etc.
- Teaching-learning methods: lecture, demonstration, asking question, discussion, debating, group work, homework, guided learning study, individual assignments, practical work, role play, simulation, etc.
- Criteria for selecting effective teaching and learning methods.
- Taxonomies of educational objectives;
- Educational planning and assessment (levels of planning: long-term, middle-term & short term), lesson plan and scheme of work; types, functions, techniques, principles/precautions for a valid and reliable assessment.
- Specific teaching methods and approaches in primary education.

10. Learning and teaching strategy

Lecturing, demonstration, deductive, inductive, interrogative, group work and group discussion, class presentation, self documentation power point presentation. Both male and female students will be encouraged to participate and lead group works, discussion and presentations of solutions to learning tasks.

11. Assessment strategy

Continuous assessment tests (group work with presentation, personal written tests) and final examination. During the formative assessment, advice and support will be provided to both men and women students.

12. Assessment pattern

Component	**Weight (%)**	**Learning objectives covered**
School based assignments	60	i - vi
Final assessment	40	i - xvi

13. Strategy for feedback and students support during module

Oral feedback will be given in class during the teaching-learning process and the assignments' presentations. Questions are answered as they are raised. Comments will be given on the participants' assignments copies to improve their performance. This needs tutorial assistants to be recruited. Appropriate oral feedback will be given to both men and women students.

14. Teaching /Technical assistance

The module will require a computer projector for the use of power point presentation. There is also need of more classrooms to make feasible the teaching in small groups.

15. Indicative resources

Core texts

- Kasambira, K.P. (1998), *Lesson planning and class management*. Harlow : Longman
- Joyce, B. et al. (2004), *Models of teaching*. New York : Pearson Education
- Mager R. F. (2001), *Comment définir les objectifs pédagogiques*. Bruxelles : Dunod
- Nzabalirwa, W., Nizeyimana, G., Ntahomvukiye, C., Nimusabe, R. P. (2010), *Theory and Practice of Teaching*, *Module 2*. Kigali : KIE
- Duminy, P.A. et al. (1995). *Education for the Student Teacher 2*. London: Longman
- Duminy, P.A. et al. (1995). *Education for the Student Teacher 3*. London: Longman Hayes
- Duminy,PA. (2008). *Primary Teaching Today: An Introduction*. London: Routledge
- Quist, D. (2000). *Primary Teaching Methods*. London: Macmillan
- Rutebuka N. J. (2006*). Preparation for Effective Teaching*. Kigali: KIE
- Rutebuka, N.J. (2005). *Methods and Approaches in Primary Teaching.* Kigali: KIE

Background texts

- Beckers, J. (2002), *Développer et évaluer des compétences à l'école : vers plus d'efficacité et d'équité*. Belgique: Virginal
- Chamberland, G. et al. (2000), *20 formules pédagogiques*. Québec : Presses de l'Université du Québec
- Hensler, H. et Therriault, A. (1997), *Guide de planification d'une leçon*. Montréal / Ottawa : Editions du CRP
- Roegiers, X. (2004), l'école *et l'évaluation*, Bruxelles: De Boeck
- Scallon, G. (2000), *L'évaluation formative*. Bruxelles: DeBoeck et Larcier
- Underland: Business education Publishers Limited
- William, P. (2003), *Métacognition: study strategies, Monitoring and Motivation*.
- Zeicner, K. & Dahlstrom, L. (2001), Democratic teacher education. Windhoek: Gamsberg Macmillan Publishers
- Farrant, J.S. (1980). *Principles and Practice of Education.* London: Longman

- Feuerstein, M. T. (1986). *Partners in Evaluation*. London: Macmillan,
- Obanya, P. (1980). *General Methods of Teaching, New Edition*. London: Macmillan
- Shaeffer, S. (1992). *Collaboration and Educational Changes; The Role of Teachers, Parents and Community in School Improvement.* Paris: UNESCO

Journals

Elliot, J. (1989). Educational Theory and professional learning

of Teachers: An overview. *Cambridge Journal of Education* Vol..19,.No1, ,pp..81-101.

Zeikner, K.M.(1983). *Alternative Paradigms of Teacher Education*. Vol.34. No3, pp 3-9.

Kellaghan T. (1967). The Organisation of Classes in the Primary School. *The Irish Journal of Education*. Vol. 1, No. 1, pp. 15-36.

Key websites and on-line resources

Students will be able to use the following search websites engines to access a number of reading materials:

- *Blackwell Synergy* Online Journals for learning, research and professional practice http://www.blackwell-synergy.com/
- Education Resources Information Center (ERIC). http://www.eric.ed.gov/
- Social Science Information Gateway (SOSIG) http://www.intute.ac.uk/socialsciences/education/
- http://www.primaryteaching.co.uk/
- Search engines: altavista http://www.altavista.com/

16. Module Team

Dr Nizeyimana, Gabriel (Module leader)

Dr Nimusabe Rita Paradie

Dr Innocent Twagirimana

Dr Michael Tusiime

Mr Mugabe Leon

Mr Jean Claude Ndagijimana

Mr Bernard Bahati

7. Unit Approval

Deans and Heads of Department contributing to the programme to confirm the agreement

Departments	**Dean/Head of Department**	**Date**
1	Dr Alfred OTARA	
	Dean, Faculty of Education	
2	Signature	
	Dr. Joseph Iyakaremye	
3	Signature	
	Dr. Gaspard Gaspard	
4	Signature	
	Dr Faustin HABINEZA	
5	Signature	
	Mr. Leonard Barayavuga	
6	Signature	
	Dr Gabriel Nizeyimana	

Seen and agreed

Library	Signature	
	Mr. Tierry Mbarubukeye	
ICT	Signature	
	Mr Gaetan Zitoni	
Quality Office	Signature	
	Dr Andre Muhirwa	

1. **Module Code: DPE 103**
2. **Module Title:** Academic and Life Skills for Teachers
3. **Level:** 1 **Semester :** 1 **Credits:** 10
4. **First Year of Presentation:** 2014/2015 **Administering Faculty:** Education
5. **Prerequisite or co requisite modules:** NONE
6. **Allocation of study and teaching hours**

Total student Hours: 100	**Student Hours**
Lectures	**36**
Seminars/Workshops/Presentations	**12**
Practical classes/Laboratory	**-**
Structured Exercises	
Set reading	**13**
Self directed study	**25**
Assignments – preparation and writing	**10**
Examination – revision and attendance	**4**
Total	**100**

7. **Brief Description of aims and content**

Academic and Life Skills for Teachers aims at equipping primary school teachers with enough skills to allow them overcome academic, professional and everyday life challenges. The module will therefore cover academic skills like note-taking, reading skills, library skills, active literacy, examination skills, etc. It will also include some life skills like code of conduct, HIV/AIDs education, gender sensitivity and awareness, interpersonal skills, children's needs and rights, environmental issues, etc.

8. Learning Outcomes

Knowledge and Understanding

Having successfully completed the module, the students should be able to demonstrate knowledge and understanding of:

i. Academic and study skills as essential capabilities for effective learning
ii. Post-modern challenges and their impact on the individual and society
iii. Life skills as essential capabilities for constructive interpersonal relations and engagement in social, economic, political and environmental realms

Cognitive/Intellectual skills/Application of Knowledge

Having successfully completed the module, students should be able to

iv. Effectively use the academic and study skills for academic tasks at tertiary level and in teaching profession
v. Participate in problem-solving and conflict resolution both at the work place and in the community
vi. Demonstrate critical-mindedness in discourses and when faced with challenging environments
vii. Demonstrate gender awareness throughout their activities both in the school setting and in the community.

Communication/ICT/Numeric/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

viii. Retrieve reading and reference materials from the Internet and the library
ix. Write academic essays which are gender sensitive.
x. Orally express themselves in group presentations.

General transferable Skills

Having successfully completed the module, students should be able to:

xi. Work independently with minimal supervision
xii. Work in groups to explore various aspects of challenges of life in Rwanda
xiii. Identify gender-based challenges that may hinder the academic performance of primary school pupils.

9. Indicative Content

This module will cover the following units: **Academic Study Skills**: listening skills, speaking skills, reading skills, writing skills, critical thinking skills, note taking, active literacy, group discussions, peer teaching, examination skills. **Life skills**: skills in ethical issues/code of conduct, guidance and counseling, human rights especially children's rights, HIV/AIDs Education, peace education, conflict resolution in school setting, gender sensitivity and awareness, environmental education and population, health and nutrition, giving first aid.

10. Learning and Teaching Strategy

The units are developed with the major aim of enhancing basic academic and life skills as well as empowering student teachers to be effective in academic tasks, in their teaching profession as well as in their everyday life. In this case, therefore, the units will be schemed to have more gender-sensitive activities in terms of exercises, demonstrations, seminar presentations, group work, analyzing case studies, audio and video shows etc. In addition, the module team is encouraged to provide commensurate reading materials and other activities that learners can consult or organize after class.

11. Assessment Strategy

Assessment of the module will be based on two well researched and argued essays of not less than 1500 words. These essays will be written and submitted by the middle and end of the semester. The essays will be submitted to the Module Leader or the appointed lecturer for distribution to the concerned lectures for evaluation and awarding of marks.

12. Assessment Pattern

Component	**Weighting (%)**	**Learning Objective covered**
Individual and group assignments and oral presentation	60	i - xiii
Final examination	40	i -xiii

13. Strategy for Feedback and Student Support

The instructor of this module will provide timely feedback to students during the course of the module in a gender sensitive way. Specifically, the instructor will make an effort to ensure that both male and female students receive positive feedback on their assignments, classroom participation and final exam. The instructor will take time to have a one-on-one interaction with pupils in order to ensure that individual pupils receive the academic support they need.

14. Indicative Resources

- **core texts:**

Aksomkool, N. (2002). *Gender Sensitivity: A Training Manual*. Paris: UNESCO

Aziude, M. (2000). *Guidance and Counselling: An Introduction*. Ibadan: Evans Brothers Ltd

Kenyatta University (2002). *Communication skills*. Nairobi: Institute of Open Learning

Rathus, S.A. (1994). Essentials of AIDS. New York: Harcourt Brace College Publishes

Kibwana, K. (1990). *Fundamental Rights and Freedoms in Kenya*. Nairobi: Oxford University Press

- **Background Texts (include number in library or URL) (inc ISBN)**

Roe, A. (1956). *Psychology of Occupations*. New York: John Wiley and Sons

Barass, R. (1984). *Study – A Guide to Effective Study, Revision and Examination Techniques*. London: Chapman and Hall

Barrie, H et al (1998), *The Theory and Practice of Vocational Guidance*. London: Pergamon Press

Casey, F. (1985). How to Study: A Practical Guide. London: Macmillan

Davies, L., Harber, C., & Schweisfurth, M. (2002). *Democracy through Teacher Education*. Birmingham: Centre International Education and Research

Guez, W. & Allen J. (2000). *Gender Sensitivity, Module 5*. Paris: UNESCO and DANIDA

Hubley, J. (2000). The AIDS Handbook: A Guide to Understanding of AIDS and HIV.

Kiyosaki, R. T. (1998). *Rich Dad, Poor Dad: what the rich teach their kids about money—that the poor and the middle class do not!* Paradise Valley, Az: TeachPress.

Muraah, W. M. & Kiarie, W.N. (2001). *HIV and AIDS: Facts that Could Change Your Life*. Nairobi: Crystal Hill Lilited.

De Wolf, R., & De Wolf, Y. (1997). *Human Rights in Rwandan Law.* Brussels: ASSEPAC

Republic of Rwanda (2003). *The Constitution of the Republic of Rwanda*. Kigali: Republic of Rwanda.

United Nations (1948). *Universal Declaration of Human Rights.* New York: United Nations Organization

Williams K. (1989). *Study skills*. London: Macmillan

- **Journals**

Students will be introduced to key websites including sources of free downloadable journals and books.

- **Key websites and on-line resources**

Students will be able to use the following search engines and websites to access a number of reading materials and audio files.

www.ixquick.com

www.answers.com

www.americanrhetoric.com

- **Laboratory space and equipment**

Audio and video equipment will be necessary for some units in the module. The equipment should be able to play CD, VCD, DVD and MP3 files, among others

- **Computer requirements**

Considering the large number of learners in class adequate computers will be needed to facilitate word processing of course work essays and access to the Internet.

15. Module Team

Robert Sengarama (Module Leader)

John Musiime

Dr Gaparayi Gaspard

Barthelemy Bizimana

Dorothy Tukahabwa

Margret Mahoro

Habumuremyi J.M.Vianney

16. Unit approval

Deans and Heads of all Departments contributing to the programme to confirm agreement.

Department	**Dean/Head of Department**	**Date**
1.	Signature	
	Dr Alfred OTARA	
2.	Signature	
	Dr Iyakaremye Joseph	
3.	Signature	
	Dr. Gaparayi Gaspard	
4.	Signature	
	Barayavuga Jean Leonard	
5.	Signature	
	Dr Gabriel Nizeyimana	
6.	Signature	
	Dr. Faustin Habineza	

Seen and agreed

Library	Signature	
	Mr. Thierry Tharcisse Mbarubukeye	
ICT	Signature	
	Zitoni Gaetan	
Quality Office	Signature	
	Dr Muhirwa Andre	

Module Code: DPE 104 Faculty: Education

1. **Module Title: School Leadership and Management**
2. **Level: 1 Semester: I Credits: 10**
3. **First year of presentation: 2014-2015 Administering Faculty: Education**
4. **Pre-requisite or co-requisite modules, excluded combinations: None**
5. **Allocation of study and teaching hours:**

Total students hours: 100	**Student Hours**
Lectures	**36**
Seminars/workshops/presentations	**12**
Practical classes/Laboratory	**-**
Structured Exercises	
Set reading	**13**
Self directed study	**25**
Assignments-preparation and writing	**10**
Examination-revision and attendance	**4**
Total	**100**

6. Brief description of aims and content

This module addresses key themes in educational leadership and management and how they relate to schools. It brings out relevant knowledge on management processes and leadership roles of school heads. It provokes reflections on the key areas of theory and practice of management and leadership and the Primary school as an organization.

7. Learning Outcomes

Knowledge and Understanding

Having successfully completed the module, students should be able to demonstrate knowledge and understanding of:

i. Management and leadership theories to specific situations in the school.

ii. Characteristics of the school as an organization

iii. Management of change conflicts and stress

iv. Decision making in learning environments

v. Leadership in curriculum implementation

vi Organization of Primary schools

Cognitive/Intellectual skills/Application of Knowledge

Having successfully completed the module, students should be able to:

Knowledge and Understanding

Having successfully completed the module, students should be able to:

Vii. Understand the various theories of management and leadership

Viii Differentiate between management and leadership and the roles of each

Ix Critically understand change and the role of leadership.

X Understanding gender related issues in school management

Intellectual skills

Having successfully completed the module, students should be able to

Xi Comprehend and logically analyse various view points in relation to education leadership and management.

Xii Show Clarity and accuracy in oral and written communication

Xiii Critique a range of leadership styles with a view of bringing out the vision of institutions and that of the country

Xiv Make informed decisions regarding administrative issues and educational policy.

Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

Xv Compare and contrast various Theories in Educational management and leadership.

xvi. Explain clearly the differences between management and leadership.

General transferable skills

Having successfully completed the module, students should be able to:

xvii. Demonstrate the ability to work with minimum supervision

xviii. Work in groups to explore various challenges of leadership and management of Primary schools in Rwanda

xix. Propose changes to the current management practices in Primary schools

xx Apply leadership skills in solving pupils problems in schools

xxi Create a gender balanced working environment in schools.

8. Indicative Content

Concept of leadership and management, Leading and managing schools, Principles of school management, The role of the head in school leadership and management, Leadership styles and theories, The school as an organization, Organization of Primary schools in Rwanda, Classroom management and organization, Management of school resources', Gender in school management, Human resource management, Institutional planning, Management of conflict and crisis, Management of curriculum implementation, Leading and managing change and improvement.

9. Learning and Teaching Strategy

The unit aims at imparting basic skills and best management practices that will empower teachers to assume leadership roles in Primary schools. Unit learners will be advised on relevant reading materials and other activities that they can engage in after class to account for the notional learning time. Lectures and group discussions will be utilized.

10. Assessment Strategy

Assessment of the module will be based on group work and oral presentation. Other assessment will be through continuous assessment testes and final semester exams.

11. Assessment Pattern

Component	**Weighting (%)**	**Learning objectives covered**
In-course assessment:	**60**	**i, ii, iv, v, vii, viii**
Final assessment:	**40**	**i-xx**

12. Strategy for feedback and student support during module

Feedback will be given to students during the teaching and learning time. Comments will be given on students' assignment papers to guide them on their performance. Individual and group consultation will also be accommodated.

13. Indicative Resources

- **Core Texts**

Hanson,E (1996) *Educational Administration and organizational Behaviour*. Boston: Allyn and Bacon (371HAN1979)

Earley,P &Dick, U (2004) *Understanding School Leadership*. Channai: Gopsons papers Ltd (371.201 EAR2004)

Bush ,T (2003). *Theories of Educational Management*, 3rd edn. London: Sage.

- **Background Texts**

Bush, T., & Middlewood, D. (2005*). Leading and managing people in education*. London: SAGE Publications.

De Liefde W (2003). *Lekgotla*: *The Art of Leadership through Dialogue*. Jacana

Education, South Africa.

Fullan M (2005). *Leadership and Sustainability: System Thinkers in Action*. Corwin

Press, USA.

Keough T & Tobin B (2001). Postmodern Leadership and the Policy Lexicon: From

Leithw ood K, Jantzi D & S teinbach R (1999). *Changing Leadership for Changing*

Times. Buckingham: Open University Press.

Yukl G A (2002). *Leadership in Organizations*, 5th edn. Upper Saddle River, NJ:

Prentice-Hall.

- **Journals**

Leadership and management journals

International Journal of Leadership in Education

- **Key websites and on-line resources**

www.vtaide.com/png/leadership.htm

www.education.leeds.ac.uk/research/li...

- **Laboratory space and equipment**

An appropriate classroom space that will accommodate all students and a projector for power point presentation

- **Computer requirements**

Students will require access to computers to access materials and word process their work

14. Module Team

Dr. Alfred Otara (Module Leader)

Dr. Claudien Ntahomvukiye

Mrs. Chantal Kabanda

Mr. Irenee Ndayambaje

Mr PhocAs Nkurikiyimukiza

15. Unit approval

Deans and Heads of all Departments contributing to the programme to confirm agreement.

Department	Dean/Head of Department	Date
1.	Signature	
	Dr. Alfred Otara	
2.	Signature	
	Dr Iyakaremye Joseph	
3.	Signature	

	Dr. Gaparayi Gaspard	
4.	Signature	
	Barayavuga Jean Leonard	
5.	Signature	
	Dr. Gabriel Nizeyimana	
6.	Signature	
	Dr. Faustin Habineza	

17. Seen and agreed

Library	Signature	
	Mr. Thierry Tharcisse Mbarubukeye	
ICT	Signature	
	Zitoni Gaetan	
Quality Office	Signature	
	Dr Muhirwa Andre	

1. **Module code: DPE 105** **Faculty:** Education
2. **Module title: Inclusive and Child friendly School Practices**
3. **Level: 2** **Credits:** 10 **Semester:** II
4. **First year of presentation:** 2013 - 2014 **Administering Faculty:** Education
5. **Prerequisites: DPE 101**

6. **Allocation of study and teaching hours**

Total Student hours___100 hrs_____	Student hours
Lectures	24
Seminars	6
Structured exercises	6
Recommended reading etc	10
Self-directed study	20
Assignments – preparation and writing	14
Examination-revision and attendance	20
	100

7. **Brief description of aims and content**

This module introduces learners to inclusive education and child friendly school principles and Practices. Students will learn the basic concepts and practices related to Child friendly school (CFS) and Inclusive Education (IE); that make the School an effective center for learning and enhance learners' social, physical and emotional development as well as gender

responsiveness. It involves leaner-centered pedagogies and other approaches that are appropriate for learners with disabilities and other Special Education Needs (SEN) within Rwandan inclusive child friendly school context.

8. Learning outcomes

Knowledge and Understanding

Having successfully completed this module, students should be able to demonstrate knowledge and understanding of:

i. The learning and teaching practices in ordinary, special, integrated and inclusive Education, with a particular view of the growing Rwandan inclusive educational context.
ii. Basic theoretical and practical strategies for teaching and learning process that promote the social, physical and emotional well being of learners in CFS , with emphasis on the learners with disabilities and other SEN.
iii. The principles and practices of CFS
iv. Basics of Braille and Rwandan Sign Language, and associated teaching and learning outcomes.

Cognitive Intellectual Skills/Application of Knowledge

Having successfully completed this module, students should be able to:

v. Adopt CFS practices that enable learners to achieve their full potential.
vi. Demonstrate abilities to recognize and analyze the educational needs of varying categories of learners with SEN and other barriers, and tailored alternative educational approaches and resources that correspond to the needs.
vii. Set gender responsive teaching-learning strategies for learners with varying SEN, and appropriate educational tools such as Braille and Sign Language for educating learners with sensory disabilities

Communication/ICT/Numerical/Analytical Techniques/Practical Skills

Having successfully completed this module, students should be able to:

viii. Discuss the varying child-centered pedagogies that are appropriately applicable to Inclusive Education, and to foster personal development and emotional well being among learners.
ix. Share up-to-date information gained from the field and searched through Internet and libraries, about appropriate practice and strategies in educating learners with SEN.

x. Discuss and advocate for gender responsive improved educational services for people with disabilities and other Special Education Needs,

General Transferable Skills

Having successfully completed this module, students should be able to:

xi. Demonstrate the appropriate methods and resources that are applicable to the varying Educational Needs in school settings.

xii. Demonstrate basic knowledge of key inputs in teaching and learning for learners with SEN, in terms of resources, approaches; infrastructure, attitudes and the impact of these in Rwandan educational changes towards effective inclusive education.

xiii. Demonstrate ability to use basic Sign Language and Braille/Tactile skills in teaching and interacting with Learners with sensory disabilities.

xiv. Create gender sensitive learning environment in his/her teaching practices.

9. Indicative content

Accessibility standards for School and community environment, opportunities through Assistive accessories, enabling accessibilities and alternatives, and their appropriateness for learners with disabilities and other SENs; Alternative learning and teaching opportunities in situations where disabilities and other SENs challenge the process (e.g. the use of Braille, Sign Language in the teaching processes), Basic concepts, principles and practices of Child friendly School, Special Education Needs and Inclusive Education (IE); Theory and the basis of practice in special and inclusive school contexts, related challenges and opportunities for learners with Special Educational Needs (SEN) in education.

10. Teaching and learning strategy

Leaner-centered gender responsive pedagogies and other approaches that are suitable for learners with disabilities and other SENs within an inclusive Rwandan Child Friendly School context will be employed. At least one planned and guided field visits in schools and communities followed by discussions and reports, relevant video clips and movie screenings followed by analysis and discussions, small group tasks, class presentations, and peer tutoring and review of key theories and practices.

11. Assessment strategy

The assessment will be done strictly in conformity with the college's internal regulations. In this regard, Continuous Assessment Tests (CAT) is 60%, while the final end of semester examination takes 40%. CAT will comprise scores obtained from regular in-class structured exercises, quizzes and other forms of recorded assessment.

12. Assessment pattern

Component	Weighting (%)	Learning objectives covered
In-course assessment:		
CAT	60	i - ix
Final assessment:		
End of semester exam	40	i-xii

13. Strategy for feedback and student support during module delivery

Feedback will be given to learners during the teaching and learning process in form of answers to questions raised during lecture and marking of written homework assignments. Feedback on group/ oral presentations and reports written after field visits. Students will also be required to complete a simple evaluation form on the module, including content, method of delivery and lectures.

14. Indicative resources
Core Texts

INWENT. (2008). *Learner- centered Education: Approaches to successful classroom teaching and learning*. Bonn.

UNICEF. (2009). *Child Friendly Schools Manual*. New York: UNICEF, Division of Communication.

Johnsen, B. H. (2001). Curricula for the Plurality of Individual Learning Needs: Some Thoughts Concerning Practical Innovation Towards an Inclusive Class and School. In B. H. Johnsen and M. D. Skjørten (Eds), *Education – Special Needs Education: An Introduction.* Oslo: Unipub.

Mani, M. N. G. (1992), *Techniques of Teaching Blind Children.* India: Sterling Publishers Private Limited.

Background Texts

Befring, E. (2001). The Enrichment Perspective: a Special Educational Approach to an Inclusive School. In Johnsen,B.H and M. D. Skjørten (Eds), *Education – Special Needs Education: An Introduction.* Oslo: Unipub.

Corn, A. L. and Koenig, A. J. (1996). Perspectives on Low Vision. ln A. L. Corn and A. J. Koenig (Eds), *Foundations of Low Vision: Clinical and Functional Perspectives.* New York: A.F.B. Press.

Dockrell, J. and McShane, J. (1992). *Children's Learning Difficulties: a cognitiveApproach.* USA: Blackwell Publishing.

Karangwa E. (2008), Initiation a l'education inclusive. Kigali: Handicap International, Rwanda Program.

Karangwa, E. (2006). Grassroots community-based inclusive education. *Exploring educational prospects for young people with disabilities in the post-conflict Rwandan communities. Unpublished PhD thesis. Leuwen:* Centre for Disability, Special Needs Education and Child Care.

Putnam, J. W. (1993). The Movement Toward Teaching and Learning in Inclusive classrooms. In J. W. Putnam (Ed), *Cooperative Learning and Strategies for Inclusion: Celebrating Diversity in the Classroom*. Baltimore: Paul H. Brookes Publishing Co., Inc.

Scholl, G. T. (1986). What Does it Mean to Be Blind. In G. T. Scholl (Ed), *Foundations of Education for Blind and Visually Handicapped Children And Youth: Theory and Practice.* New York: American Foundation for the Blind.

Skjerten, M. D. (2001). Towards Inclusion and Enrichment. In B. H. Johnsen and M. D. Skjsrten (Eds), *Education - Special! Needs Education: An Introduction.* Oslo: Unipub.

Wormnaes, S. (2001). Educating Educators for Pupils with Special Needs. In B.H. Johnsen and M. D.

Journals

Bill Albert, on behalf of ODG – DEV, Lessons learnt from the Disability Knowledge and Research programme, DFID – ODG - DEV, 2006

Communities and local Government, Planning and Access for disabled people: a good practice guide, UK Government, © Crown, March 2003

DCDD Program. Position Paper, Say Yes to the ratification of the UN convention for the Rights of people with disabilities, Dutch Ministry (consultation November 7, 2008).

Disability Action Council, Cambodia, Accessibility Guidelines – Draft, March 2000.

Handicap International (2008). *How to build an accessible environment in developing countries.* Phnom Pemh: HI Cambodia Program's experience.

Karangwa, E. (2003), Challenging the exclusion of blind students in Rwanda. *Enabling Education*, Issue 7, p.4. Manchester: The Enabling Education Network.

Key websites and on-line resources

http://www.direct.gov.uk/disabled

https://repository.libis.kuleuven.be/dspace/handle/1979/424

www.ibe.unesco.org/fileadmin/user_upload/Policy_Dialogue/48th_ICE/Messages/rwanda_MIN08.pdf

http://www.dcdd.nl

http://www.dac.org.kh/disability

15. Module team

Dr. Karangwa Evariste, ***Module leader***

DR Patrick Suubi

Masiforo Beth

Habinshuti Gozague

Kaleeba Ali

16. UNIT APPROVAL

Deans and Heads of all Departments contributing to the progrmme to confirm agreement

DEPARTMENT	DEAN/HEAD OF DEPARTMENT	DATE
1	Signature	
	Print Name: Dr Alfred OTARA Dean, Faculty of Education	
2	Signature	
	Print Name: Jean-Léonard BARAYAVUGA HoD, Educational Psychology	
3	Signature	
	Print Name: Dr Gaspard GAPARAYI HoD, Educational Foundations and Management	
4	Signature	
	Dr Gabriel Nizeyimana HoD, Curriculum and Teaching	
5	Signature	
	Print Name: Dr Faustin HABINEZA HoD, Primary Education	

Seen and Agreed

Library	Signature	
	Thiery Tharcisse MBARUBUKEYE (Director)	
ICT	Signature	
	Zitoni Gaetan (Director)	
Quality office	Signature	
	Dr Muhirwa Andre (Director)	

1. Module code: DPE 201

2. Module title: Integration of ICTs in Education

3. **Level**: 2 **Semester**: 1 **Credits:** 10

4. **First year presentation**: 2014 **Administering Faculty**: Education

5. **Pre-requisite or requisite modules**: DPE 102

6. Allocation of study and teaching hours

Total student hours : 100 Hours	**Student hours**
Lectures	20
Seminars/workshops	6
Practical classes/laboratory	10
Structured exercises	-
Set reading etc.	9
Self-directed study	25
Assignments — preparation and writing	10
Examination — revision and attendance	20

	100

7. Description of aims and content

i. This module aims at familiarizing students with the use of ICTs in education, especially in primary schools. They will develop necessary competencies in ICT integration in education. Students will also be able to take into consideration gender equity and equality in the use of ICT tools in classroom activities.

8. Learning outcomes

Knowledge and understanding

At the end of this module, students should be able to demonstrate knowledge and understanding of:

i. the appropriate concepts in educational technology and information;
ii. the strategies for the integration of ICTs into schools and other educational settings;
iii. the use of ICTs in teaching and learning in primary schools;
iv. the advancements in the field of e-learning and distance education;
v. the necessity of gender equity and equality in the use of ICT tools throughout the teaching and learning activities.

Cognitive/Intellectual skills/Application of knowledge

vi. Identify and use appropriate instructional materials for the use of ICTs in primary schools taking into consideration the learning ability, styles and the environmental conditions of the learners.
vii. Use the environment as a source of locally available materials for the appropriate improvisation in teaching and learning in primary schools.

Communication/ICT/Innumeracy/Analytic Techniques//Practical skills

viii. Explain orally or in written the use of educational technology and information to any audience.

ix. Explain the phrase information communication technology and its application in teaching and learning in primary schools.

General transferable skills

x. Identify and recommend to a local school authority common instruments that could be used for improvisation in the teaching - learning process so as to minimize cost.

xi. Identify and construct specific teaching aids in the form of an improvised material in each of their teaching subjects.

xii. Be knowledgeable of the latest ideas about Information Communication Technology,

xiii. Use the various educational media in real teaching/learning sessions

9. Indicative content

- **Foundations of Educational Technology**
    - Definition, scope, functions/objectives of educational technology
    - Approaches to educational technology
- **Evolution of Educational Media, their services, and the criteria for the selection of appropriate instructional media**
    - Emergence and evolution of educational films, educational radio, educational television, display boards, projected aids, storage media-text book, magnetic tape, floppy disc, CDROM, DVD
    - Emergence of new information technology- convergence of computing and telecommunications, transmission technology (face to face, cable distribution, satellite, infrared, Bluetooth, internet)

- Emergence and evolution of communication (face to face, letter, telegrams, telephones, mobiles phones, e-mail)
- Emergence and evolution of software technology
- Emergence and evolution of audio-visual recording (tape recorder, camera evolution, video camera evolution etc.)
- Factors that could prevent the effective use of educational media in teaching and learning processes.
- Improvisation in teaching and learning processes

- **ICT integration in Primary Education**

  - What is ICT?
  - The dynamics of technologies for education
  - Emerging trends in ICT and challenges to educational settings
  - ICT for education: potential and potency: Why integrate ICT in Education
  - What are the challenges in integrating ICT in Education?
  - Where are good resources to be found?
  - What types of ICT are commonly used in Education?
  - ICT and Pedagogy
  - ICT integration in teaching and learning subjects (Sciences and Mathematics, Languages, Social Sciences)
  - Gender equity and equality in the use of ICT tools in classroom activities.

- **E-learning**

  - Concept, Types and characteristics
  - The power of Internet for learning
  - Introduction to learning management systems

- E-learning tools and technologies
- Communication and collaboration tools
- Assessment tools in E-learning
- Open source and creative commons and their usefulness in education

10. Learning and teaching strategy

In this module, the role of the lecturer will be to facilitate students' learning through lectures, seminars, group / home work / discussion, manipulation of ICT tools, discovery methods, research, etc. The lecturer will ensure that students demonstrate a deep understanding of ways of involving women and men in the use of ICT tools in the classroom.

11. Assessment strategy

Formative assessment: is organized in form of in-course written test, assignment or, homework with personal and group work, handled practical assignment and micro-teaching activities. Students have to receive comments on their works and results where it is needed. This part counts for 60% of the whole course marks.

Summative assessment is organized at the end of the module during the exam period. The duration is 2h30' to 3 h and it counts for 40 % of the whole course marks.

12. Assessment pattern

Component	**Weight (%)**	**Learning objectives covered**
In- course assessment		
Continuous assessment test	60	i - vii

Final assessment	40	i - viii

13. Strategy for feedback and students support during this module

Discussion in class at the end of the class presentation, synthesis will be given at the end of each session and an appropriate oral feedback will be given to both men and women.

14. Indicative Content

Core texts

- Henry, et al. (1998) *Handbook of Educational Technology. Third edition*. London: Kogan page, LTD.
- Joke,V. & Knezek, G. (2008), *International Handbook of Information Technology in Primary and Secondary Education: Part One,* Springer International Handbook of Information Technology in Primary and Secondary Education, Volume 20, Springer ISBN-13: 978-0-387-73314-2 Library of Congress.
- Karsenti, T. (Ed.). (2009). *Pedagogical Use of ICT: Teaching and Reflecting Strategies*, Ottawa: IDRC[1]
- Robert, A, Reiser. (2001) *A History of Instructional Design and Technology: Part I: A History of Instructional Media*, ETR&D, Vol, 49, No, 1, 2001, pp, 53-64 ISSN 1042-1629, available online at http://www.springerlink.com/content/8284v653u0641h87/fulltext.pdf.
- Som Naidu (2006), *E-learning: A guidebook of Principles, Procedures and Practices*, 2nd revised edition, Commonwealth of Learning, Commonwealth Educational Media Center for Asia (CEMCA), New Delhi.

Background Texts:

- UNESCO (2002). *Information and Communication Technology in Education: A curriculum for schools and Programme of Teacher Development,* Division of Higher Education, Paris

[1] International Development Research Centre (Canada)

- UNESCO, (2003). *Building Capacity of Teachers/Facilitators in Technology-Pedagogy Integration for Improved Teaching and Learning*, Experts' Meeting on Teachers/Facilitators Training in Technology-Pedagogy Integration 18-20 June 2003, Bangkok, Thailand, Final Report, Asia and Pacific Regional Bureau for Education
- Khirwadkar, A. (2007). ***Integration of ICT in education: pedagogical issues,*** Faculty of Education Review: A Bi-Annual International Journal of Education vol. 1 No. 1(January-June, 2007) p. 85-103, available online at http://www.journal.au.edu/edu_journal/jan2007/article06_vol1no1.pdf,
- Lloyd, M. (2005). *Towards a definition of the integration of ICT in the classroom.* In AARE 2005, AARE, Eds. *Proceedings AARE '05 Education Research -Creative Dissent: Constructive Solutions*, Parramatta, New South Wales.
- Oliver, R. (2002). *The role of ICT in higher education for the 21st century: ICT as a change agent for education*. *Proceedings of the Higher Education for the 21st Century Conference*. Miri, Sarawak: Curtin University.
- Trucano, M. (2005). *Knowledge Maps: ICT in Education*. *What do we know about the effective uses of information and communication technologies in education in developing countries?* Washington, DC: infoDev / World Bank. Available at: http://www.infodev.org/en/Publication.8.html, retrieved on February 25, 2010.
- UNESCO & Academy for Educational Development (AED) (2002), *Technologies for Education: Potentials, Parameters, and Prospects*, Paris & Washington DC.
- UNESCO (2005). *Regional Guidelines on Teacher Development for Pedagogy-Technology Integration*, Based on a Series of Workshops in Pedagogy-Technology Integration , UNESCO Asia and Pacific Regional Bureau for Education.
- Wang, Q.Y., & Woo, H.L (2007). Systematic planning for ICT integration in topic learning. *Educational Technology and Society* (SSCI), 10 (1), 148-156., online at http://www.ifets.info/journals/10_1/14.pdf.

Websites

- http://en.wikipedia.org/wiki/Educational_technology: EUCATIONAL TECHNOLOGY: EXPLANATION, MEANING AND SCOPE

- WIKIVERSITY: http://en.wikiversity.org/wiki/Educational_technology
- http://www.springerlink.com/content/978-0-387-73314-2/#section=169150
- Http./www.stanoline.org/
- http://kukuhsilautama.wordpress.com/2009/12/04/ict-digital-book-implications-of-the-information-and-knowledge-society-for-education/
- Journal of Educational Technology and society available online at : http://www.ifets.info/

Laboratory space and equipment: None

Computer requirements: None

Teaching /Technical assistance

The module requires small groups for the efficiency of the micro-teaching.

Others

The Computer Laboratory must be equipped of Air conditioners, projectors and white board for projections and pens for that.

15. Please add anything else you think is important: None

16. Module Team

Dr NIZEYIMANA Gabriel

Mr. BAHATI Bernard (Module Leader)

Mr. NDAYAMBAJE Irenée

Mr. MUGABE Léon

17. Unit Approval

Deans and Heads of all Departments contributing to the programme to confirm agreement

Department	Dean/Head of Department	Date
1	Signature	
	Dr Alfred OTARA, Dean Faculty of Education	
	Signature:	
	Dr Joseph IYAKAREMYE	
2	Signature	
	Dr Gaspard GAPARAYI	
3	Signature:	
	Dr Gabriel Nizeyimana	
4	Signature	
	Mr. Jean Leonard BARAYAVUGA	
4	Signature	
	Dr. Faustin Habineza	

Seen and agreed

Library	Signature	
	Mr. Thierry Tharcisse Mbarubukeye	
ICT	Signature	
	Mr. Gaetan ZITONI	
Quality Office	Signature	
	Dr André MUHIRWA	

1. Module Code: DPE **202**

2. Module Title: **Curriculum Theory and Development**

3. Level: 2 **Semester:** 1 **Credits**: 10

4. First year of presentation: 2014-15 **Administrating Faculty**: Education

5. Pre-requisite or requisite Modules: DPE 102

6. Allocation of Study and Teaching Hours

Total Students Hours 100	**Students Hours**
Lectures	24
Seminars/ Workshops	12
Practical classes/ Laboratory	-
Structured exercises	-
Set reading	20
Self-directed Study	24
Assignments-preparation and writing	10
Revision-examination and attendance	10
Total	**100**

7. Brief description of aims and content

This module aims at equipping students with knowledge about the primary school curriculum. Students will develop a deep understanding of theorizing, developing, implementing, evaluating and changing the school curriculum and the understanding of the contemporary issues in curriculum.

Module Learning Outcomes

Knowledge and Understanding

At the end of this module, the students should demonstrate knowledge and understanding of:

i. The concept of curriculum,
ii. Different theories of curriculum,
iii. the factors and philosophical views that determine a primary school curriculum,
iv. the curriculum development, implementation, evaluation and change,
v. the contemporary issues in curriculum practice.

Cognitive/Intellectual Skills/ Application of Knowledge

vi. Analyze and criticize any existing curriculum about teaching and learning activities,
vii. Participate at workshops designing a school curriculum.

Communication/ ICT/ Innumeracy/ Analytic Techniques

Explain orally to any audience:

viii. The way of a primary school curriculum is designed, developed, implemented, and evaluated,
ix. Different strategies and importance of curriculum evaluation
x. Insert contemporary issues in school curriculum.

General transferable skills

Having successfully completed the module, students should be able to:

xi. Analyze the Rwandan existing primary school curricula,
xii. Evaluate the implemented curriculum showing strengths and weaknesses for eventual innovations
xiii. Participate to any workshop of designing curriculum.

9. Indicative Content

Theorizing Curriculum: What curriculum is, Dimensions of school curriculum, Determinants of curriculum design and Components of curriculum. *Curriculum Development:* Stages of curriculum development. *Contemporary Issues in Curriculum. G*ender related issues in school curriculum.

10. Learning and Teaching Strategy

Instructional strategies will include the use of projectors for summary, lecturing, group work and group discussion, class presentation, self-documentation methods and oral questions. In the process of curriculum development, implementation, and evaluation, gender related issues will be taken into consideration.

11. Assessment strategy

Continuing assessment tests (group work with oral presentation, personal written tests) and final examination, as shown below:

12. Assessment pattern

Component	**Weight %**	**Learning objectives**
Continuous assessment	60	i-vi

Final assessment	40	i-xii

13. Strategy for feedback and students support during module

Oral feedback will be supported during lecturing or group discussion. Written comments will be given on the student's copies (personal or group) to improve their understanding and performance. Shared students' point of view will be welcome. Appropriate oral feedback will be given to both women and men.

14. Teaching/Technical assistance

i. Power Point presentation shall be useful to allow students to follow and avoid the expository method.
ii. Because of the big number of students, it should be better to make the teaching in small groups. This requires enough lecturers.

16. **Indicative resources**

Core texts

i. Bertram, C. Fortheringham, R. and harley, K. (2000). *Curriculum Studies*, Scottsville, University of Natal.
ii. Gultig, G. Hoadley, U. and Jansen, I. (2002). *Curriculum: From Plans to Practices Reader*, South African Institute for Distance Educational.
iii. Jansen, J. and Christie, P. (1999*). Changing Curriculum: Studies on Outcomes-based education in South Africa*, Kenwayn, Juta
iv. Okello, V. and Kagoire Okeng M. (1996). *Curriculum Studies*, Kampala, Makerere University

Background texts

i. Fraser, W.J. Loubser, C.P. and Van Rooy M.P. (1990). *Didactics for the Undergraduate Students*, Durban, Butterworths
ii. Bobbit, F. (1912). *The Curriculum*, Boston, Houghton Mifflin
iii. Kelly, A.V. (1989). *The Curriculum: Theory and Practice*, Third Edition, London, Paul Heinemann

iv. Stenhouse, L. (1975). *An Introduction to Curriculum Research and Development*, London, Heinermann
v. Taba, H. (1962). *Curriculum Development: Theory and Practice*, New York: Harcourt, Brace and World
vi. Bishop, G. (1985). *Curriculum Development: A Test book of Students*. London, Mack Milan
vii. Saylor, J. and Alexander, W. (1974). *Curriculum Planning for better Teaching and Learning*, New York, Holt, Rinehart and Winston
viii. Kerry, J. F. (1968). *Changing Curriculum*, London, University of London Press
ix. Young, M. (1993). A Curriculum for the 21st Century? Towards a new basis for overcoming academic/vocational divisions in *British Journal of Education Studies*, 41 (3)

Journals: None

Key websites and on-line resources

- www.google.com/search?hl=en&q=curriculum + definition
- www.google.com/search?hl=en&q=curriculum theory and practice
- www.google.com/search?hl=en&q=curriculum + development

Teaching/ Technical assistance: None

Laboratory space and equipment: None

Computer requirements: None

Others: None

15. Please add anything else you think is important: None

16. Module Team

Dr Nizeyimana Gabriel (Module leader)

Dr Twagilimana Innocent

Dr Nimusabe Rita Paradie

Mr Raymond Mwesigye

Mr Mugabe Leon

17. Unit Aproval

Deans and Heads of Department contributing to the programme to confirm the agreement

Department	Dean/Head of Department	Date
1	Signature:	
	Dr. Alfred Otara	
	Signature:	
	Dr Joseph IYAKAREMYE	
2	Signature	
	Dr Gaspard GAPARAYI	
3	Signature:	
	Dr Nizeyimana Gabriel	
4	Signature	
	Mr. Jean Leonard BARAYAVUGA	
4	Signature	
	Dr. Faustin Habineza	

Seen and agreed

Library	Signature	
	Mr. Thierry Tharcisse Mbarubukeye	
ICT	Signature	
	Mr. Gaetan ZITONI	
Quality Office	Signature	
	Dr André MUHIRWA	

1. **Module Code**: DPE 204 **Faculty** : Education
2. **Module Title**: Internship and Action Research Project
3. **Level:** 2 **Semester:** 2 **Credit units**: 60
4. **First year presentation:** 2014-2015 **Administering Faculty:** Education
5. **Pre-requisite:** The student should have successfully completed modules of level 1 and 2

6. **Allocation of study and teaching hours**

Total student hours:600	**Student hours**
Lectures	24
Seminars/ workshops for instructions	
Practical classes/Laboratory (Observation week + teaching and feedback)	240
Structured exercises	-
Set reading (Lesson plans + Literature review for action research project)	200
Self-directed study	48

Assignments: portfolio and writing of action research project	50
Examination- revision and invigilation	18
Other: Marking	20
Total	**600**

7. Brief description of aims and content

The main purpose of this module is to empower student-teachers to have a deep understanding of teacher profession and its challenges. It will enable them to improve their thinking skills, attitudes, techniques and strategies towards the process of teaching. This module will involve, research methodology, problem identification, literature review, data collection and analysis and writing of an action research project that is focused on teaching and learning and Primary school operations in general.

8. **Learning outcomes**

Knowledge and understanding

After completing this module, student-teachers should be able to:

i. Demonstrate knowledge and understanding of the key concepts of internship, mentoring, Professional Development Assessment and their importance.

ii. Differentiate individual action research from collaborative and school- wide action research.

iii. Describe the roles of stakeholders during internship and action research activities.

v. Explain various steps of conducting an action research.

vi. Take into consideration gender related issues during internship and action research.

Cognitive/Intellectual Skills/ Application of Knowledge.

After completing this module, student-teachers should be able to:

v. Put into practice theories and principles of teaching by implementing the existing curriculum.

vi. Reflect actively on what they have been practicing in their fields and experiences from classroom, school and community.

vii. Identify problems, formulate a topic those problems for action research from and seek for solutions in classroom management, instruction strategies, use of materials and student learning.

viii. Make meaningful of acquired knowledge in day to day teaching.

ix. Change individual perceptions in the right direction regarding teaching and learning for better outcomes.

Communication/ ICT/ Innumeracy/ Analytic Techniques

Having successfully completed internship and action research, students should be able to:

x. Explain orally or in writing the classroom situation during teaching /learning process and identify problems and their solutions at a conference.

xi. Write and submit a written action research project to the Faculty of education and publish the findings in relevant journals.

xii. Use ICT in data analysis and in the development in action research project.

General transferable skills

Having successfully completed internship and action research, students should be able to:

xiii. Analyze and criticize professionally any existing teaching/ learning system aiming at promoting teaching and learning methods through reflection, workshops or conferences.

xiv. Apply results from action research for educational planning and decision- making.

9. Indicative content

Concept of internship, URCE Professional Development and Assessment, stakeholders of Professional Development Assessment, roles of mentors, observing teaching and recording student data and school relevant information, and other school activities and operations.

Nature and concept and of action research, action research process, methodology, data analysis and interpretation, writing of proposal, action research project. Ethics in research.

10.Learning and Teaching strategy

Self- documentation, workshops, seminars, discussions between mentors and mentees as well as URCE supervisors and mentees.

11. Assessment strategy

URCE formative and summative assessment forms will be used. Summative assessment will be done by URCE Lecturers while formative assessment will be done by mentors. The students will be assessed on their action research project and its presentation as well as in their teaching process.

12. Assessment Pattern

COMPONENT	WEIGHT (%)	LEARNING OUTCOMES COVERED
Formative assessment (By School-based mentors)	40	i- xiv
Summative assessment (By URCE Lecturers)	20	i- xiv
Action Research (by URCE Lecturers)	40	i- xiv

Formative assessment will involve the teaching process in the classrooms and action research activities and summative assessment will include the classroom teaching and the action research project. Both formative and summative assessment will be based on the laid down assessment procedures, guidelines and instruments developed by URCE.

13. Strategy for feedback and students support during the internship

During Internship and action research:

The mentors will supervise the student-teachers at least twice a month, so that student-teachers will be advised accordingly. The first month will be allocated to observation and advises. Student- teachers in Internship and Action research will be visited several times to make sure that previous mistakes are corrected and improvement realized.

The subject teachers, mentors and supervisors will constantly interact with the student-teachers and discuss issues concerning internship and action research.

14. Teaching/Technical assistance

Remuneration of mentors and supervisors who will play their roles as laid down by URCE will be required.

Some school materials will be provided to students-teachers by URCE while others may be bought by the students themselves.

15. Indicative Resources

Core Texts

Boreen, J. et al. (2000). *Mentoring beginning teachers: guiding, reflecting, and coaching*. New York: Stenhouse Publishers.

Hewitt, R. & Little, M. (2005). *Leading Action Research in schools*. Florida:University of Central Florida.

KIgali Institute of Education. (2008). *Mentor' s Handbook*. Kigali: Kigali Institute of Education.

Background texts

Burs, D. (2007). *Systematic Action Research: A Strategy for whole System Change.* Bristol: Policy Press.

Greenwood, D. J. & Lewin, M. (1998). *Introduction to action research: Social change,* California: Sage Publications.

James, E. & et al. (2007). *Participatory Action Research for Educational Leadership: Using Data-Driven. Decision Marking to improve Schools*. Tousand Oaks: Sage Publications

Noffke, S. & Somekl, B. (2009). *The SAGE Handbook of Educational Action Research*. London: Sage Publications.

Scherer, M. (1999). *A better beginning supporting and mentoring new teachers.* Virginia: Association for supervision and Curriculum Development.

Journals

Carger, M. (1996). Reflecting on the gift of mentorship, *Peabody Journal of Education* 71(1), 25-29.

Schlee, R. (2000). Mentoring and professional development of business students, *Journal of Management Education* 24 (3) 322- 337.

Key websites and on –lines resources

europlacement.com/internship/rwanda.

www.studentjobs.wsu.ed/cimages/studentinternsguide.pdf.

www.polisci.osu.edu/ugrads/internship.pdf.f.

www.internships.com/student.

16. Module Team

Dr. Faustin HABINEZA (Module Leader)

Dr Alfred OTARA

Dr. Joseph IYAKAREMYE

Mr Ali Kareeba

Mr. Bernard Bahati

17. Unit approval

Deans and Heads of all Departments contributing to the programme to confirm agreement.

Department	Dean/Head of Department	Date
1	Signature	
	Dr.Alfred OTARA Dean, Faculty of Education	
2	Signature	

	Dr. Cyprien NIYOMUGABO Dean, Faculty of Arts and Languages	
3	Signature	
	Dr Vedaste Mutarurtinya Dean, Faculty of Science	
4	Signature	
	Prof. Joseph Gahama Dean, Faculty of Social Sciences and Business Studies	
5	Signature:	
	Dr Gabriel Nizeyimana HoD, Curriculum and Teaching	
6.	Signature	
	Mr. Bernard Bahati HoD, Career Advisory Services	

Seen and agreed

Library	Signature	
	Mr. Thierry Tharcisse Mbarubukeye Director of Library	
ICT	Signature	
	Mr Gaetan ZITONI Director of ICT	

Quality Office	Signature	
	Dr André MUHIRWA Director of Academic Quality	

UNIVERSITY OF RWANDA

College of Education

SCHOOL OF EDUCATION

MODULE STRUCTURE: DIPLOMA IN PPRIMARY EDUCATION : ENGLISH

LEVEL	CODE	MODULE	C U
1	**DEL 101**	Introduction to Language and Linguistics in English	10
	DEL 102	Overview of Literature in English	10
SUB-TOTAL NUMBER OF CREDITS			**20**
2	**DEL 201**	Second language Acquisition	10
SUB-TOTAL NUMBER OF CREDITS			**10**
	Internship & Action Research Project		**----**
GRAND TOTAL NUMBER OF CREDITS			

MODULE DESCRIPTION: DIPLOMA IN PRIMARY EDUCATION (ENGLISH)

1. Module Code: DEL 101 **Faculty:** Education

2. Module Title: Introduction to Language and Linguistics in English

3. Level: 1 **Semester**: 1 **Credits**: 10

4. **First year of presentation**: 2014-2015 **Administering Faculty**: Arts and Languages

5. Pre-requisite: N/A

6. Allocation of study and teaching hours: 100

Total module hours : 100	**Student hours**
Face to face: *-lectures* *-seminars, workshops…* *-structured exercises* *-guided trips* *-Presentation, reports…*	48
Individual student work: *-set reading (books indicated by the lecturer)* *-self directed study(library, internet…)* *-individual consultations (tutoring…)*	 12 18 -
Continuous assessment test CAT	

-sitting CAT *-essay type* *- Marking of CATS*	2 10 -
Examination: *-revision* *-attendance* *-setting paper, marking scheme* *-marking* *-invigilation*	 7 3 - - -
Total	100

7. Brief description of aims and content : The module aims at equipping the students with the basic notions and concepts in English Language and Linguistics. It serves as a foundation module that covers the basic issues and approaches to the study of human languages in general, and English language in particular. The module intends to equip student teachers with skills to communicate effectively using gender sensitive language.

8. Learning outcomes

Knowledge and Understanding

Having successfully completed the module, students should be able to demonstrate knowledge and understanding of:

(i) The IPA chart , English sound articulation and classification consonants and vowels;
(ii) Human and Non-human language characteristics and/or properties;
(iii) Basic notions of Linguistics: its orientation to, and/or relationship of its various branches in language teaching
(iv) Basic English grammar
(v) Gender issues in language use

Cognitive/Intellectual skills Application of knowledge

Having successfully completed the module, student should be able to:

(vi) Give/produce oral and written summaries of texts
(vii) Use appropriate/correct pronunciation, lexicon/vocabulary and grammar of English language.
(viii) Recognize components of language that are gender biased

Communication/ICT/Numeracy/Analytic techniques/Practical skills

Having successfully completed the module, student should be able to:

(ix) Write and/or orally present assignments in English.
(x) Use internet sources in their search for more information/knowledge/content on the subject
(xi) Use ICT as a learning/teaching tool in primary schools.
(xii) Conduct basic gender analysis as reflected in language usage.

General transferable skills

Having successfully completed the module, student should be able to:

(xiii) develop effective writing and speaking skills transferable to any context.
(xiv) Work with peers to generate ideas, get feedback and write/orally present their assignments in English.
(xv) Develop clarity and accuracy in oral and written comprehension.
(xvi) Teach English more effectively in primary schools.
(xvii) Encourage pupils both girls and boys to use English as a medium of interaction in school environment.

9. Indicative content

Language phenomenon: terminology on linguistics, Language origins, , sound, word, syntax, communication with all its contexts ; branches of linguistics ; language learning and teaching aspects Production of sounds; Air stream mechanism**;** Classification of sounds**;** The IPA**;** Transcription: broad & narrow **;** English Supra-segmental phonology. Word classes: Noun: proper ,common, collective, abstract; Verbs: tenses, regular, irregular mood ; Adjective ; Pronouns ; Adverbs ; Interjections ; Sentence types: simple, compound, complex, compound-complex. Gender markers in English grammar.

10. Learning and Teaching Strategy

The module will be delivered by a combination of methods: lectures, controlled class work or tasks, in pairs work and in groups. The teacher will ensure that students both girls and boys are encouraged to participate.

11. Assessment Strategy

Assessment of the module will be based on two the summative and formative assessment towards the learning outcomes covered. Continuous assessment will take into account gender discrepancies. Advice and support will be provided to both male and female students.

12. Assessment Pattern

Component	**Weighting (%)**	**Learning outcomes covered**
In-course assessment	**60%**	
	30	i, ii, iii, v, vi, ix
	30	iv, vii, viii
Final assessment	**40%**	i-xvii
	100%	

13. Strategy feedback and student support during module

Feedback will be given to students during the teaching learning time. Assignments will be marked and returned with comments to guide them on their performance. The students will also have time for individual or group consultation with the module team during office hours.

14. Indicative Resources

Core Texts

Akmajian et al. (2003), *Introduction to Linguistics and Communication*.

Clark, J and Yallop (1995), *Introduction to Phonetics and Phonology*, London, Blackwell.

Yule, G. (2006), *The study of Language* (3rd edition), Cambridge, CUP.

Background Texts

Abercrombie, D. (1967), *Elements of Phonetics,* Edinburgh, EUP

Bjorars,K & Borridge K (2001), *Introduction To English Grammar*, London, Arnold

Brazil, D. (1995), *A Grammar of Speech*, Oxford, OUP

_____(1997), *Pronunciation for Advanced Learners of English*, Cambridge, CUP.

_____ (1997), *The communicative Value of intonation in English.* Cambridge, CUP

Burton-Roberts, W. (1986), *Analysing Sentences: An Introduction to English Syntax*, London, Longman

Catford,,J.C. A., *Practical Introduction to Phonetics*, Oxford, OUP

Fromkin,V. (1998), *An Introduction to Language*, New New York: Harcourt.

Givon, T., *English Grammar : A functional –Based Introduction*, Amsterdam

Huddlestone,R. (1984), *Introduction to the Grammar of English.* Cambridge, CUP

Lyons, J. (1981), *Introduction to Theoretical Linguistics*, Cambridge, CUP.

Todd, L. (1987), *Introduction to Linguistics*, London, Longman.

Trudgill D. (1990), Sociolinguistics.

Key websites and on-line resources

Students will use the following search engines and websites to access reading materials and audio files.

ttp://www.grammarsation.com

http://www.rong-chang.com/listen

http://e-pron.com

http://www.grammarbook.com/

Teaching/Technical Assistance

There will be need for mobile microphones and louder speakers (for larger classes), audio visual resource centre or language laboratory for practical sessions in listening and phonetics and phonology. There will be need for technical assistance from the computer services department to support the use of audio based.

Please add anything else you think is important

There is need to ensure that students are split into different small groups of 30 students maximum to allow them to practice the language better. Thus, there should be enough Tutorial Assistant to help with the practical part.

15. Please add anything else you think is important

16. Module Team:; Mr. M. KANIU, Mr IDES MUKAMA

17. UNIT APPROVAL

Deans and Heads of all departments contributing to the programme to confirm agreement

Department/Faculty	**Head of Department/Dean**	**Date**
1. HOD Literature	**Signature**	
	Dr. Emmanuel AHIMANA	
2. HOD Lan.& Linguistics	**Signature**	
	Mr. C. TWILINGIYIMANA	
3.HOD COMSKILLS	**Signature**	
	DR. KAREEN ATIENO.	
4. Dean	**Signature**	
	Dr. Cyprien NIYOMUGABO	

Seen and agreed

Library	**Signature**	
	Mr. MBARUBUKEYE T.T.	
ICT	**Signature**	
	Mr. Zitoni GAETAN	
Quality Office	**Signature**	
	Dr. A. MUHIRWA	

1. **Module Code :** DEL 102 **Faculty :** Education
2. **Module Title :** Overview of Literature in English
3. **Level:** I **Semester :**2 **Credits:** 10
4. **First year of presentation:** 2014- 2015 **Administering Faculty:** Arts &Languages
5. **Pre-requisite or co-requisite modules, excluded combinations :** N/A
6. **Allocation of Study and Teaching Hours : 100**

Total module hours : 100	**Student hours**
Face to face: *-lectures* *-seminars, workshops…* *-structured exercises* *-guided trips* *-Presentation, reports…*	48
Individual student work: *-set reading (books indicated by the lecturer)* *-self directed study (library, internet…)* *-individual consultations (tutoring…)*	 12 18 -
Continuous assessment test CAT	

-sitting CAT *-essay type* *- Marking of CATS*	2 10 -
Examination: *-revision* *-attendance* *-setting paper, marking scheme* *-marking* *-invigilation*	 7 3 - - -
Total	100

7. Brief description of aims and content

Introduction to major genres of literature such as oral literature, drama, poetry and prose fiction from various times and cultures of the world and learn the educational values inherent in them. Course texts will be selected from works across section of authors both men and women writers using the educational approach. The module shall be introductory in nature; it shall try to define the different genres of literature, examine the 2 branches of literature plus children's literature, gender and literature, draw a distinction between oral and written literature, then identify educational values to facilitate the use of sample texts to closely study each of these genres with a view to understanding areas, like themes, characterization, plot, style and language use, among other things. Texts will be drawn from both female and male writers.

8. Learning Outcomes

Knowledge and Understanding

By the end of the module, basing on educational approach students should be able to:

i. Be acquainted with major genres of literature such as oral literature, prose fiction (the novel and the short story) biography, drama, and poetry from various cultures and epochs of the world

ii. Acquire a critical study of major authors in each genre

iii. Be acquainted with new upcoming major authors in each genre.

iv. Understand how different authors portray men and women in their works.

Cognitive/Intellectual skills/Application of Knowledge

Having successfully completed the module from an educational grounding, students should be able to :

iv. Show understanding of the major literary genres

v. Identify these major literary genres from various cultures and epochs in the world

vi. Show the understanding of issues related to the major literary genres.

vii. Appreciate the creative effort and discussion of the main issues involved in each literary genre.

viii. Compare and contrast the artistic creature in different literary genres.

ix . Identify different role models for boys and girls represented by major characters in different genres

Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

ix. Consider further research and update sources, using the internet

x. Attend various seminars on the major literary genres and other related genres (e.g. non literary poetics, essays, non-fiction…)

xi. Cultivate interest in reading story books from a gender perspective among learners.

General transferable skills

Applying an educational approach and having successfully completed the module, students should be able to:

xii. Use knowledge on the different major literary genres and other related genres

xiii. Make use of insights and intuitions to point out ideas and themes emerging from different literary genres and apply these ideas and themes to the current local situations

xiv. Teach English in a more exciting and enriching manner.

Xi. Use oral literature to create fun and humor in primary school classrooms.

Xii, Cultivate interest in reading creative works especially children literature in primary school classes.

9. Indicative Content

Using educational approaches students will study, Narratives**,** Songs/oral poems; Narrative techniques, Themes and ideas in selected sample novels, plays and short stories ;Style and language use in selected sample novels, plays and short stories ; Types of Drama, Dramatic techniques ; Poetic devices, Speaker in a poem, Types of poems, Attitude tone, form and content of selected poems ; children's literature, gender and literature, forms and values; the study of one selected autobiography and one selected biography. Texts will draw from female and male authors

10. Learning and Teaching Strategy

In this module a combination of strategies such as lecture, group work, free practice and individual presentation shall be used all hinging on the learning teaching processes in education. The teacher will ensure that students both girls and boys are encouraged to participate.

11.Assessment Strategy

Student shall be assessed through classroom presentation, field work, sit in continuous assessment and end of semester exams. Continuous assessment will take into account gender discrepancies. Advice and support will be provided to both male and female students.

12. Assessment Pattern

Component	**Weighting %**	**Learning outcomes covered**
CATs :	**60 %**	
Individual & Group research ; class Presentations, Field Work…	30 %	i, iii
Sitting CAT, essay writing…	30 %	iv-viii
End of Semester examination	**40 %**	ix-xiv

	100 %	A combination of the above

13. Strategy for feedback and student support during module

Lecturer to demonstrate how to identify the educational values and as well explain difficult areas **;** Meet Individual Learners needs **;** correct tests, assignments and CATs in class **;** Use different approaches like group work, whole class teaching, and general open discussion in class to provide feedback **;** Take and respond to questions from the students. The teacher will encourage all learners both girls and boys to participate actively in class.

14.Indicative Resources

Core Text

● Cook D. and Rubadiri D.(1973), *Poems from E. Africa,* Nairobi : EAEP.

●Ruganda John (1972), *The Burdens,* Nairobi: Oxford University Press.

- Ogola M. (1990), The River and the Source. Nairobi University Press.

● Steinbeck John*, Of Mice and Men* (Retold by Martin Works) (1992), Oxford : Heinemann ELT Guided Readers.

●Stevenson Robert Louis (1993), *Treasure Island*, Oxford : Heinemann ELT Guided Readers.

● Swift Jonathan (1992), *Gulliver's Travels*, London: Wordsworth Classics.

- Wathiongo N. (1965) The River Between. East African Publications, Nairobi Kenya.

Background Texts

●Amateshe A.D. (1987)*, An Anthology of E.A. Poetry*, Nairobi : East African Publishing House.

●Bole OdagaAsenath (1985), *Literature for Children and the Young People in Kenya*, Nairobi:

Kenya Literature Bureau.

● Bukenya, Austin (1978), *Notes on East-African Poetry*, Nairobi : HAB.

● Gray S. (1984)*, Stories from Africa*, Nairobi*:* Macmillan.

● Gunned E. (1984), *A Handbook for Teaching African Literature*, Nairobi : Heinemann,.

- Imbuga F. (2004), *Miracle of Remera*. Africa Wide Network. Nairobi.

● Kenyatta Jomo (1991), *Facing Mountain Kenya (The Tribal Life of the Gikuyu),* Edited by J. Kariuki, Nairobi : Heinmann Kenya LTD.

● Laguma Alex (1992), *In the Fog of the Seasons'End,* Johanesburg : HEP.

● Lodge David ed. (1972), *20th Century Literary Criticism,* London: Pearson Education Limited.

- Ogot G. (1993) . *The Promised Land*. East Africa Educational Publishers. Nairobi.

Journals

Key websites and on-line resources

Multicultural Children's Library @www.childrenslibrary.org

Teaching/Technical Assistance

Computer requirements

Others

15. Please add anything else you think is important

16. Module Team: Mr. F. Kana (Module leader) ; Dr. Antony Kamanzi.

17. UNIT APPROVAL

Department/Faculty	Head of Department/Dean	Date
1. HOD Literature	Signature	
	Dr. Emmanuel AHIMANA	
2. HOD Lan.&Linguistics	Signature	
	Mr. Chrysogone Twiringiyimana	
3.HOD COMSKILLS	Signature	
	---	

4. Dean	Signature	
	Dr. Cyprien NIYOMUGABO	

Seen and agreed

Library	Signature	
	Mr. MBARUBUKEYE T. T.	
ICT	Signature	
	Mr. Zitoni GAETAN	
Quality Office	Signature	
	Dr. A. MUHIRWA	

Module Code: DEL 201 **Faculty:** *Education*

2. Module Title: **Second Language Acquisition**

3. Level: 2 **Semester**: 1 **No. of Credits**: 10

4. **First Year of Presentation**: 2014-2015 **Administering Faculty**: Arts and Languages

5. Pre-requisite Modules: DEL 101

6. Allocation of Study/Teaching Hours:

Total module hours : 100	**Student hours**
Face to face: *-lectures* *-seminars, workshops…* *-structured exercises* *-guided trips* *-Presentation, reports…*	36
Individual student work: *-set reading (books indicated by the lecturer)* *-self directed study(library, internet…)* *-individual consultations (tutoring…)*	 18 24 -
Continuous assessment test CAT *-sitting CAT* *-essay type*	 2 10

- Marking of CATS	-
Examination: *-revision* *-attendance* *-setting paper, marking scheme* *-marking* *-invigilation*	 7 3 - - -
Total	100

7. Brief Description of the Module

This course builds on Module DEL 101 and gives learners further insights into various aspects of English Language structure and the way pupils both boys and girls in primary schools acquire knowledge of English as a second Language. The module also helps the learners to practice English in different modes of language performance: listening, writing, reading and speaking.

8. Learning outcomes/Objectives:

Knowledge and Understanding

Having successfully completed the module, students should be able to demonstrate knowledge and understanding of:

(i) Second/foreign language acquisition process.

(ii) Principles of personal, interpersonal and official/public communication in both

oral and written forms

(iii) An emphatic awareness of cultural/contextual variables that affect communication especially gender.
(iv) The need to be critical thinkers, good listeners and speakers of English.
(v) Gender issues in language use

Cognitive / Intellectual skills / Application of knowledge

Having successfully completed the module, students should be able to demonstrate knowledge and understanding of:

(vi) Major psychological, biological, and cognitive processes involved in second language acquisition.
(vii) Current theories of language acquisition and their applications.
(viii) Techniques of effective communication, selective listening ,different writing genres .
(ix) Recognize components of language that are gender biased

Communication/ICT/Numeracy/Analytical Techniques and/or Practical Skills:

Having successfully completed the module, students should be able to:

(x) Use English language correctly and effectively in different contexts
(xi) Use Computer applications to process and obtain linguistic data.
(xii) Use ICT as a learning/teaching tool in primary schools.
(xiii) Conduct gender analysis as reflected in language usage.

General Transferable Skills:

Having successfully completed the module, students should be able to:

(xiv) Exercise autonomy and initiative in learning English as a second language
(xv) Take the lead in promoting the use of English in their socio-cultural environments.
(xvi) Participate in communication acts in English
(xvii) Teach English more effectively in primary schools.
(xviii) Encourage pupils both boys and girls to use English as a medium of interaction.

9. Indicative Content:

Second Language Acquisition**:** Behaviorist learning theory; Error analysis; Types of errors; Inter-language; Theories of language acquisition: Factors affecting language acquisition e.g gender, age

Effective Oral and Written Communication in English**:** Controlled writing activities: writing based on a text, Oral preparation for writing, the five step process model to writing, types of Essays: Expository, Narrative & Persuasive essay types

Listening Skills Development**:** Listening for gist, Paraphrasing, , Word and sentence stresses, , such as: Intonation, pausing**, ,** vowel clarity, voicing, importance of listening in second language learning.

10. Learning and Teaching Strategy

Different but complementary strategies will be used to deliver this module, eg. Lectures, tutorials/guided practical work, free practice individually, in pairs, in groups etc. The lecturer will encourage the students both male and female to participate actively in class.

11. Assessment Strategy:

Assessment of the module will be based on two modes: the summative and formative assessment towards the learning outcomes covered. Continuous assessment will take into account gender discrepancies. Advice and support will be provided to both male and female students.

12. Assessment Pattern :

Component	**Weighting (%)**	**Learning outcomes covered**
In-course assessment	**60%**	
	30%	i-v, vii
	30 %	vi, viii-xii
Final assessment	**40%**	i-xv
	100%	

13. Strategy Feedback and Student Support during Module

Feedback will be given to students during the teaching and learning time. Comments will be given on students' assignment papers to guide them on their performance. Corrections will also be given during oral presentations.

14. Indicative Resources:

Core Texts:

Barton,D, & R. Ivanic (eds.) (1991), *Writing in the community*, London, Sage.

Brazil, D. (1997), *The communicative Value of intonation in English*, Cambridge, CUP.

Diestch, B. M. (2000), *Reasoning and Writing Well*, London.

Krashen, S. (1984), *Second Language Acquisition and Second Language Learning*

Level, Ruby (2004), *Writing and Grammar. Communication in Action*, Prentice Hall, USA.

Lyons, J.(1981), *Introduction to Theoretical Linguistics*, Cambridge, CUP.

Background Texts

Bartschy, R & Venneman, T.C. (1975), *Linguistics and Neighbouring Disciplines*, Amsterdam. New Adland Publ. Co.

Bassett, J. M. And Rutledge, D. G. (1972), *Writing with a Purpose*, Mc Clelland and Stewart Ltd, Totonto.

Ellis, R. (1990), *Understanding Second Language Acquisition*

Hatch D, (1992), Interacting in second language. Prentice Hall . New York.

Katamba, F. (1989), *An Introduction to Phonology*, London, Longman.

Krashen et al. (1982), *Language Two*

Lester, M (1970) *Readings in Applied Transformational Grammar*. USA : Holt, Rinehart &

Level, Ruby (2004). *Writing and Grammar. Communication in Action*. Prentice Hall, USA.

O'Grady et al. (1996), *Contemporary Linguistics*

Quirk et al. (1973), *A University Grammar of English*

Ruganda John (1972), *The Burdens*, Nairobi, Oxford University Press,

Willis, Hulon (1967), *Structural Grammar and Composition*, Holt, Rinehart and Winston, Inc, New York.

Windsor Lyons John (1981), *Language and Linguistics. An Introduction*

Key websites and on-line resources

Students will use the following search engines and websites to access reading materials and audio files :

www.altavista.

The modern language journal

Modern language: second language acquisition journal

International journal of applied linguistics

Electronic journal of languages and linguistics science

Teaching/Technical Assistance

There will be need for audio visual resource centre or language laboratory for practical sessions in listening and phonetics and phonology. There will be need for technical assistance from the computer services department to support the use of audio based e-resources.

15. Add anything you think is important

16. Module Team: KANIU Martin (*Module leader)* **; NIYIBIZI Julien.**

17. UNIT APPROVAL : Deans and Heads of all departments contributing to the programme to confirm agreement

Faculty/Department	**Dean/Head of Department**	**Date**
1. HOD Literature	**Signature**	
	Dr. Emmanuel AHIMANA	
2. HOD Lan.& Linguistics	**Signature**	
	Mr. C. TWILINGIYIMANA	
3. HOD COMSKILLS	**Signature**	
	DR, KAREEN A	
3. Dean	**Signature**	
	Dr. Cyprien NIYOMUGABO	

Seen and agreed

Library	**Signature**	
	MBARUBUKEYE T.T.	
ICT	**Signature**	
	Mr. Gaetan ZITONI	
Quality Office	**Signature**	
	Dr. A. MUHIRWA	

UNIVERSITY OF RWANDA

College of Education

SCHOOL OF EDUCATION

MODULE STRUCTURE - COMMUNICATION SKILLS :
Diploma in Primary Teaching Education 2013-2014

LEVEL	CODE	MODULE	C U
1	DFE 101	Fundamentals of English	10
	DCS 101	Communication Skills in English	10
SUB-TOTAL NUMBER OF CREDITS			20
2		n/a	
		n/a	
SUB-TOTAL NUMBER OF CREDITS			
3 & 4		n/a	
		n/a	
		n/a	
		n/a	
SUB-TOTAL NUMBER OF CREDITS			20
INTERNSHIP & ACTION RESEARCH PROJECT			…..
GRAND TOTAL NUMBER OF CREDITS			20

MODULE DESCRIPTION: FOUNDATION OF ENGLISH LANGUAGE (2012-2013)

1. **Module Code:** DFE 101 **Faculty:** EDUCATION
2. **Module Title:** Fundamentals of English
3. **Level:** 1 **Semester:** 1 **Credits:** 10
4. **First year of presentation:** 2013/14 **Administering Faculty:** Arts and Languages
5. **Pre-requisite or co-requisite modules, excluded combinations** : N/A
6. **Allocation of study and teaching hours** :

Total student hours : 100	**Student hours**
Lectures	36
Seminars/workshops	6
Practical classes/laboratory	6
Structured exercises	6
Set reading etc.	20
Self-directed study	20
Assignments – preparation and writing	6
Examination – revision and attendance	6
Other:	
TOTAL	100

7. **Brief description of aims and content**

This module aims at providing insight into a standard systematic knowledge and description of basic English grammar. It provides learners with a theoretical and practical understanding of the use of both basic and advanced grammatical structures in an academic environment as well as developing the learners' ability to use English in appropriate contexts, rather than just mastering the language forms. The overall acquisition of necessary skills for meaningful reading, writing and verbal communication in the English Language is paramount. Learners will gain insightful skills

into gender markers. They will also develop awareness of generic terms devoid of gender bias like chairperson instead of chairman.

8. Learning Outcomes

Knowledge and Understanding : Having successfully completed the module, students should be able to demonstrate knowledge and understanding of:

i. The accurate use of major English grammatical parts of speech.
ii. The various verb forms and tenses in appropriate contexts.
iii. How grammar contributes to the meaning of sentences and texts.
iv.How English Language can be used in unbiased way with regard to gender

Cognitive/Intellectual skills/Application of Knowledge :Having successfully completed the module, students should be able to:

iv. Develop grammatical accuracy so as to express themselves with increased grammatical complexity and accuracy to meet the demands of essay-level academic reading and writing.
v. Apply grammatical skills learnt in speaking and listening tasks.
vi. Use English in unbiased way with regard to gender
Vii. Identify gender based linguistic challenges that may hinder academic performance of primary school pupils

Communication/ICT/Numeracy/Analytic Techniques/Practical Skills :Having successfully completed the module, students should be able to:

vi. Read, understand and answer questions involving all the language structures studied.
vii. Prepare and present different types of oral presentations
viii. Comfortably hold a dialogue in English.
ix.Distinguish generic terms from gender biased terms.(Headmaster vs Headteacher)

General transferable skills : Having successfully completed the module, students should be able to:

ix. Write easily readable compositions, reports and articles on diverse topics
x. Understand complex passages and be able to orally answer questions asked
xi. Speak fluently with minimal ambiguity while presenting ideas and opinions in a gender sensitive environment

9. Indicative Content

This module includes units on the major parts of speech (nouns, pronouns, determiners, adjectives and adverbs, prepositions, conjunctions), verb forms and phrases (tenses, mood, phrases) as well as sentence structure and construction (transitive/intransitive verbs, passive/active voice/ direct/reported speech, sentence coordination and clauses). The module on sentence structure will primarily focus on usage rather than form.

10. Learning and Teaching Strategy

This is to be student centred learning involving:
- Lecture and guided discovery method
- Group and pair discussions which take into consideration gender balance
- Presentations and Role play
-Task-based activities which are reflecting gender-friendly attitude.

These strategies will ensure the focus of communicative teaching and learning tasks so that students do not prioritise form over real-life use of these grammatical structures.

11. Assessment Strategy :

- Regular attendance verification
- In course assessment (Assignments)
- Group presentations where both male and female pupils will take part
- Final examinations

12. Assessment Pattern

Component	**Weighting (%)**	**Learning outcomes covered**
In-course assessment:	**60**	
Course work "take home" assignment	30	i-iii
In class test	30	iv-viii
Final Examination	**40**	i-iii ; vi-xi
	100	A combination of the above

13. Strategy for feedback and student support during module :

Since Communication classes are large, discussions will provide needed feedback to both male and female pupils**.**
Assignments/ exercises / CATs will be marked and remedial work will be done so as to provide students with feedback before the end of semester examinations. Lecturers will be available to provide additional help when requested.

14. Indicative Resources (to consider some resourceful materials written by female authors

Core Texts :

-Michael S, et al. (1999), *The new Cambridge English course book 4*, Cambridge : CUP, ISBN 0521601754

-Murphy, R. (2004*), English Grammar in Use. Cambridge*, Cambridge : CUP, ISBN 0521 532 906

-Walter, C. et al. (1990), *The new Cambridge English course*, Cambridge : CUP, ISBN 0521 37649.

Background Texts :

-Calman, M. et al. (1995), *Short Cuts using texts to explore English*, London: Penguin.

-Harmer, J. (1998), *How to teach English*, Wesley : Longman, ISBN 0582 29796 6

- Warshawsky, D. (1994), *A communicative course in English 3*, Upper Saddle river: Prentice Hall Regents, ISBN 013 8300682

Journals
Key websites and on-line resources
www.usingenglish.com
www.owlenglish.com

Teaching/Technical Assistance
Audio visual materials such as projectors, audio cds, dvds on language learning.

Laboratory space and equipment
Language laboratory

15. Please add anything else you think is important : In order to make the teaching of this programme effective, there is need for an adequate amount of learning resources such as textbooks. For the effective teaching and learning of this module, it is imperative that at least there is one textbook to three students [1:3].

16. Module Team : Ms. Dr Karen **[Module leader]** ; Ms. Joy Mbonye ; Mr. Jean Bosco TWAHIRWA ; Mr. Gregoire NDASHIMYE;MS UWIZEYEMARIYA Aloysie;Mr. NSABIMANA Justin and Ms.MUKASIBO Lainilde.

17. UNIT APPROVAL

Department/Faculty	Head of Department/ Dean	Date
1. HoD Literature	Signature	
	Dr. Emmanuel AHIMANA	
2 . HoD Lang. & Linguistics	Signature	
	Mr. Chrysogone TWILINGIYIMANA	
3. HoD Com Skills	Signature	
	Dr. OYIENGO ATIENO Karen	
4. Dean	Signature	
	Dr Cyprien NIYOMUGABO	

Seen and agreed

Library	Signature	
	Mr. T. T. MBARUBUKEYE	
ICT	Signature	
	Mr Gaetan ZITONI	
Quality Office	Signature	
	Dr. André MUHIRWA	

MODULE DESCRIPTION: Communication Skills in English (2013-2014)

1. **Module Code: D**CS 101 **Faculty:** EDUCATION

2. Module Title: Communication Skills in English

3. Level: 1 **Semester:** 2 **Credits:** 10

4. First year of presentation: 2014/15 **Administering Faculty:** Arts and Languages

5. Pre-requisite: DFE101

6. Allocation of study and teaching hours

Total student hours : 100	**Student hours**
Lectures	36
Seminars/workshops	6
Practical classes/laboratory	6
Structured exercises	--
Set reading etc.	10
Self-directed study	20
Assignments – preparation and writing	10
Examination – revision and attendance	12
Other:	
TOTAL	**100**

7. Brief description of aims and content

This module aims at equipping students with more advanced language tools that will enable them to improve mastery of English Language in all the critical skills of speaking, listening, reading and writing. The aim is to assist learners in developing language skills so as to be successful both in their academic courses and in a global multilingual and multicultural society. This module also aims at empowering learners with communicative competence devoid of gender bias.

8. Learning Outcomes

Knowledge and Understanding

Having successfully completed the module, students should be able to demonstrate knowledge and understanding of:

i. The elements of communication (Communication Theory)

ii. Listening and Oral skills
iii. Library and Reading Skills for academic purposes
iv. Academic and Professional Writing Skills

Cognitive/Intellectual skills/Application of Knowledge : Having successfully completed the module, students should be able to:
v. Adequately contribute to professional communicative interaction through listening and speaking in a learning environment as well as external context.
vi. The significance of the university library in their learning process as well as the applicability of reading skills in study and/or research.
vii. Write for different purposes perceiving different rhetorical situations and making accurate assessment of the appropriate approaches of each academic and professional writing situation. Avoid gender- biased terms in all types of texts.

Communication/ICT/Numeracy/Analytic Techniques/Practical Skills: Having successfully completed the module, students should be able to:
viii. Prepare and present different types of oral presentations in class with peers and during lectures Involve both girls and boys pupils in oral presentations.
ix. Adequately take advantage of the available library resources, increase literacy skills through reading a variety of academic texts as well as critique own reading through identification of reading problems and finding solutions.
x. Identify the various components of an essay, identify different rhetorical situations for writing and systematically analyse and edit writing materials.

General transferable skills : Having successfully completed the module, students should be able to:
xi. Improve presentation skills in the classroom by speaking clearly and articulately about issues with minimal ambiguity.
xii. Use reading skills to prepare notes from a selected reading list in preparation for examinations as well as write literature reviews and reaction papers.
xiii. Use the skills acquired to write both academic and business texts with application of the appropriate grammatical notions and citation conventions learnt.
ix. Produce texts devoid of gender blindness.

9. Indicative Content :
This module includes units on an introduction to communication theory (the communication process), reading and library skills (use of the library, reading styles and strategies, critiquing own reading), academic and professional writing skills (writing academic essays, literary style techiniques, referencing skills, CV, letters, minute and report writing) as well as listening and public speaking skills**.**

10. Learning and Teaching Strategy
This is to be student centred learning involving:
- Lecture and guided discovery methods ;
- Group and Pair discussions involving both male and female pupils;
- Presentations and Role play.

11. Assessment Strategy

- Regular attendance verification
- In course assessment (Assignments)
- Group presentations involving both male and female pupils;
- Final examinations

12. Assessment Pattern

Component	Weighting (%)	Learning outcomes covered
In-course assessment:	**60**	
Course work "take home" assignment	30	i - iii
In class test	30	iv - vi
Final Examination	**40**	vii-xiii
	100	A combination of the above

13. Strategy for feedback and student support during module

Even if Communication classes are large, discussions will provide needed feedback to all pupils, boys and girls.
Assignments/ exercises / CATs will be marked and remedial work will be done so as to provide students with feedback before the end of semester examinations. Lecturers will be available for consultation to clarify and/or provide additional information.

14. Indicative Resources

Core Texts :

Clause, F.B. (2003). *Patterns for a purpose: A rhetorical reader*, Fourth Edition, New York. NY : McGraw Hill Companies.

Langan, J (2003), *College Writing skills*, Media Edition, Fifth Edition, New York. NY : McGraw Hill Companies.

Scott, B. (2003), *Between me and many: the art of public speaking*, Fifth Edition, New York. NY : McGraw Hill Companies.

Background Texts :

Bint, P.et al (1990). *A university course in academic communication skills*, resource book, Nairobi: Oxford University Press

Cusions, T. W, and Channels, C. E.(2002), *The aims of argument*, New York : NY. : McGraw Hill Companies.

Einsberg, W. (2002*), Great Writing: A reader for writers,* Third Edition, New York. NY. : McGraw Hill Companies.

Gibaldi J. and Walter, S.A (1998*). MLA Handbook for writers of research papers*, 3rd Edition. New York: MLA.

Griffins, E. (2006), *A first look at communication theories*, Sixth Edition, New York. NY : McGraw Hill Companies.

Harrison, C.T. (1990), *The basics of Librarianship. (3rd Ed),* London: Library Association.

Kearney P. (1999). *Public speaking in a diverse society*, Second Edition.

Muchiri, M.N (1993), *Communication Skills- A self study course for universities and colleges.* Nairobi: Longman.

Okoth, O. (1990), *A students' guide to writing and study skills*, Nairobi: Nairobi University press.

Journals
- Developing Academic communication skills
www.utsc.utoronto.ca
- Putting communication skills to work
- www.phac.gc.ca

Key websites and on-line resources
www.communication-skills.net

Teaching/Technical Assistance

Laboratory space and equipment
A language laboratory is needed given the nature of this teaching programme

15. Please add anything else you think is important

In order to make the teaching of this programme effective, there is need for an adequate amount of learning resources such as textbooks. For the effective teaching and learning of this module, it is imperative that at least there is one textbook to three students [1:3].

The majority of students need a lot of work on pronunciation (consonants and vowels, word and sentence stress, intonation and rhythm). A language lab is a vital component as the structure of a formal language class and final assessment often does not make provision for the development of these skills. To develop learners' fluency, all pupils, boys and girls, will be motivated to actively participate in oral communication activities.

16. Module Team : Ms. Dr Karen Oyiengo **[Module leader] ;Mr. Jean Bosco TWAHIRWA;** Ms. Joy Mbonye ; Mr. Gregoire NDASHIMYE;MS UWIZEYEMARIYA Aloysie; Mr. NSABIMANA Justin and Ms.MUKASIBO Lainilde.

17. **UNIT APPROVAL**

Department/Faculty	Head of Department/ Dean	Date
1. HoD Literature	Signature	
	Dr. Emmanuel AHIMANA	
2 . HoD Lang. & Linguistics	Signature	
	Mr. Chrysogone TWILINGIYIMANA	
3. HoD Com Skills	Signature	
	Dr. Karen OYIENGO ATIENO	
4. Dean	Signature	
	Dr. Cyprien NIYOMUGABO	

Seen and agreed

Library	Signature	
	Mr. T. T. MBARUBUKEYE	
ICT	Signature	
	Mr. Gaetan ZITONI	
Quality Office	Signature	
	Dr. André MUHIRWA	

DIPLOMA IN PRIMARY EDUCATION
FRENCH MODULE STRUCTURE WITHOUT CONTENT **(2014-2015)**

LEVEL	CODE	MODULE	C U
1	**DFL 101**	Concepts généraux de la langue française	10
	DFL 102	Panorama de la littérature française	10
SUB-TOTAL NUMBER OF CREDITS			**20**
2	**DFL 201**	Grammaire et expression françaises	10
SUB-TOTAL NUMBER OF CREDITS			**10**
2		**INTERNSHIP**	**60**
GRAND TOTAL NUMBER OF CREDITS			**30**

MODULE DESCRIPTION: DIPLOMA IN PRIMARY EDUCATION: FRENCH-ENGLISH WITH EDUCATION (2014-2015)

1. Code du module : DFL 101 Faculté : Education

2. Titre du module : Concepts généraux de la langue française

3.Niveau : 1 Semestre : 1 Crédits : 10

4. Première année d'enseignement : 2014-2015 Faculté Responsable: Arts & Languages

5. Modules pré-requis : Néant

6. Répartition des heures d'étude :

Nombre total des heures du module : 100	**Heures de l'étudiant**
Face-à-face : *-cours* *-séminaires, ateliers…* *-exercices structurés* *-voyages dirigés* Présentation, rapports, etc…	48
Travail individuel de l'étudiant: *-lectures individuelles* *-étude auto-dirigée* *-contacts individuels (tutoring…)*	 12 18
Examens partiels *-devoirs sur table* *-essais* *-correction des devoirs sur table*	 2 10
Examens: *-révision* *-participation* *-préparation des examens, grille de correction* *-correction*	 7 3

-surveillance	
Total	**100**

7. Brève description des objectifs et du contenu

Ce module vise à donner aux étudiants les généralités sur la notion de langage et les éléments de base de la phonétique et phonologie du français. Il vise également à initier les étudiants – filles et garçons - aux techniques d'expression orale en français.

8. Objectifs

Connaissance et compréhension

A la fin de ce module, l'étudiant sera capable de :

i- définir et expliquer les notions générales sur le langage

ii- distinguer et opérer une prononciation correcte des sons de la langue française

iii- opérer une écoute attentive et fructueuse d'un discours oral spontané

iv- saisir les particularités verbales et non verbales du français oral.

Application de la connaissance acquise :

A la fin de ce module, l'étudiant sera capable de :

v- distinguer un discours oral spontané d'un discours oral préparé,

vi- distinguer langage, langue, parole et discours,

vii- repérer les structures syntaxiques et grammaticales d'un discours spontané.

Communication/connaissances pratiques :

A la fin de ce module, l'étudiant sera capable de :

viii- s'exprimer correctement en respectant les particularités phonétiques du français

ix- analyser un discours authentiquement oral en mettant en valeur les listes syntagmatiques et paradigmatiques.

Connaissances générales à transmettre :

A la fin de ce module, l'étudiant sera capable de :

x- exploiter utilement la prononciation et l'expression orale françaises

xi- distinguer une lecture d'un document narratif des autres types de documents.

9. Contenu indicatif

-Distinction entre langage, langue, parole et discours ; fonctions du langage, statut des langues,…

-Phonétisme du français contemporain, phonétique syntaxique, faits prosodiques, syllabation et ponctuation

-Production et expression à l'oral, expliquer, énumérer, narrer, décrire, représenter la parole.

10. Stratégies d'apprentissage et d'enseignement

- exposés théoriques
- exercices d'application
- exposés et débats en tenant compte de l'équilibre du genre
- travail individuel et/ou de groupes en insistant sur l'hétérogénéité des membres

11. Stratégies d'évaluation

- exercices d'application
- exposés et débats en tenant compte de l'équilibre du genre
- travail individuel et/ou de groupes en insistant sur l'hétérogénéité des membres

12. Modèle d'évaluation

Composantes	**Poids (%)**	**Les objectifs d'apprentissage couverts**
Test d'Evaluation Continue (CAT)	30%	i, ii, iii, ix
Travaux/devoirs	30%	v, vi, x,
Examen de synthèse	40%	i - xi
Total	**100%**	**-**

13. Stratégies pour le feedback et appui aux étudiants

-Tutoring

-correction et remise des travaux

-révision après correction des notions non assimilées par les étudiants

14. Bibliographie indicative

<u>Ouvrages de base</u>

BAYLON, C., FABRE, P. (2005), *Initiation à la linguistique, avec exercices d'application et leurs corrigés*, Paris, A. Colin.

KAMANZI, A. (2004), *Techniques d'expression orale et écrite 1* Module DTO, KIE.

LANDEREY et RENARD, K. (1977), *Eléments de phonétique*, Bruxelles, Didier.

<u>Ouvrages de référence</u>

ABBADIE, C. et alii (1994), *L'expression française écrite & orale*, P.U. de Grenoble.
BALLE, F et alii (1999), *Bien communiquer aujourd'hui*, Paris, Larousse.
BARIL, D. & GUILLET, J. (1988), *Techniques de l'expression écrite & orale*, T1, 7è éd, Paris, Sirey.
DUBOIS, J. et alii (1994), *Dictionnaire de linguistique & des sciences du langage*, Paris.
GARDES-TAMINE, J. (2005), *Ma grammaire 1- Phonologie, morphologie, lexicologie* : *Méthode &*
Exercice corrigé, 3è éd., Paris, A. Colin.
GREVISSE, M. (1980), *Le Bon usage*, Paris, Duculot.
GREVISSE, M. et GOOSSE, A. (1989), *Nouvelle grammaire française*, Paris, Louvain-la-Neuve.
LEON, R. P. (1988), *Prononciation du français contemporain*, Paris, Hatier.
MARTINET, A. (1970), *Eléments de linguistique générale*, Paris, A. Colin.
VANOYE, F. (1973), *Expression communication*, Paris, A. Colin.

Références électroniques

www.flale.com
www.infotheque.info/ressource/1942.html
www.armand-colin.com/livre/.../initiation-a-la-**linguistique-francaise**.php

15. Ajoutez autre chose que vous jugez importante

-Les étudiants devront régulièrement consulter les outils informatiques et exploiter les livres disponibles dans la bibliothèque de l'institut ou ailleurs
-Les illustrations et les exercices proposés par l'enseignant devront essentiellement tenir compte de l'équilibre des genres.

16. Enseignants responsables du module

Dr Anthony KAMANZI (Module leader)
M. Jean Marie Vianney BAZIRAKE

17. Unité d'approbation

Department/Faculty	**Names and signatures**	**Date**
1. HoD Literature	Signature	
	Dr Emmanuel AHIMANA	
2 . HoD Languages & Linguistics	Signature	
	Mr. Chrysogone TWILINGIYIMANA	

3. HoD Communication Skills	Signature	
	Dr. Karen OYIENGO ATIENO	
4. Dean	Signature	
	Dr. Cyprien NIYOMUGABO	

Seen and agreed

Library	Signature	
	Mr.Thierry Tharcisse MBARUBUKEYE	
ICT	Signature	
	Mr. Gaëtan. ZITONI	
Quality Office	Signature	
	Dr André. MUHIRWA	

1. Code du module : DFL 102 **Faculté : Education**

2. Titre du module : Panorama de la littérature française

3. Niveau : 1 Semestre : 2 Crédits : 10

4. Première année d'enseignement : 2014-2015 **Faculté Responsable: Arts & Languages**

5. Modules pré-requis : Néant

6. Répartition des heures d'étude :

Nombre total des heures du module : 100	**Heures de l'étudiant**
Face-à-face : *-cours* *-séminaires, ateliers…* *-exercices structurés* *-voyages dirigés* Présentation, rapports, etc…	48
Travail individuel de l'étudiant: *-lectures individuelles* *-étude auto-dirigée* *-contacts individuels (tutoring…)*	 12 18 -
Examens partiels *-devoirs sur table* *-essais* *-correction des devoirs sur table*	 2 10 -
Examens: *-révision* *-participation* *-préparation des examens, grille de correction* *-correction* *-surveillance*	 7 3 - - -
Total	**100**

7. Brève description des objectifs et du contenu

Ce module vise à initier les étudiants aux grands courants et genres littéraires en France du Moyen Age à nos jours, à mettre en exergue le rôle joué par les femmes dans la littérature française et à leur donner les différentes approches d'explication de texte.

8. Objectifs

Connaissance et compréhension

A la fin de ce module, l'étudiant sera capable de :

i- décrire les grands mouvements et genres littéraires en France du Moyen Age à nos jours

ii- citer les grands auteurs français (femmes et hommes) avec leurs principales œuvres

iii- lire et expliquer un texte littéraire

Application de la connaissance acquise :

iv- situer un texte dans son contexte littéraire

v- définir les modes de signification d'un texte littéraire

vi- donner un aperçu des différentes voies d'approche du texte littéraire.

Communication/connaissances pratiques :

A la fin de ce module, l'étudiant sera capable de :

vii- analyser les textes des différents courants littéraires en France

viii- appliquer les méthodes d'analyse de texte par la pratique.

Connaissances générales à transmettre :

A la fin de ce module, l'étudiant sera capable de :

ix- enseigner les principaux aspects de la littérature française

x- intéresser les élèves à lire les œuvres des grands auteurs français

xi- apprendre aux élèves les méthodes d'expliquer un texte littéraire.

9. Contenu indicatif

-Siècle des Lumières, romantisme, réalisme, surréalisme, naturalisme, symbolisme, nouveau roman, etc.

-Définition des différentes approches d'explication de texte.

10. Stratégies d'apprentissage et d'enseignement

-exposés théoriques

-exercices d'application en tenant compte de l'équilibre du genre

-exposés et débats en tenant compte de l'équilibre du genre

-travail individuel et/ou de groupes en insistant sur l'hétérogénéité des membres

11. Stratégies d'évaluation

-exercices d'application

-exposés et débats en tenant compte de l'équilibre du genre

-travail individuel et/ou de groupes en insistant sur l'hétérogénéité des membres

12. Modèle d'évaluation

Composantes	**Poids(%)**	**Les objectifs d'apprentissage couverts**
Test d'Evaluation Continue (CAT)	30%	i, ii, iv
Travaux/devoirs	30%	iii, v, vii
Examen de synthèse	40%	i - xi
Total	**100%**	

13. Stratégies pour le feedback et appui aux étudiants

-tutoring

-correction et remise des travaux

14. Bibliographie indicative

<u>Ouvrages de base</u>

BERGEZ, D. (1996), *L'explication de texte littéraire*, 2e éd. Paris, Armand Colin.
CASTEX, P.G et SURER, P. (1999), *Histoire de la littérature Française*, Paris, Hachette.
ROUSSELOT, M. et LIGNY, C. (1992), *La littérature française. Auteurs, œuvres, genres et mouvements*, Paris, Nathan.

<u>Ouvrages de référence</u>

BARTHES, R. (1973), *Le plaisir du texte*, Paris, Ed. Seuil.
BERGEZ, D. (1990), *Introduction aux méthodes critiques pour l'analyse littéraire*, Paris, Dunod.
BLANC, A. (1995), *Lire le Classicisme*, Paris, Dunod.
FROMILHAGUE, C. et SANCIER-CHATEAU, A. (1996), *Introduction à l'analyse stylistique,* 2è éd, Paris, Dunod.
JEANDILLOU J.-F. (1997), *L'analyse textuelle*, Paris, A. Colin.
LAGARDE, A. & MICHARD, L. (1982), *Les grands auteurs français*, Paris, Bordas, 5e vol.
LAGARDE, A. & MICHARD, L (2001)., *XVIIIè siècle : les grands auteurs français*, Paris, Bordas.
LAGARDE, A. et MICHARD, L. (1997), *XIX siècle : les grands auteurs français*, Paris, Bordas.
LAGARDE, A. et MICHARD, L. (1997), *XXè siècle : les grands auteurs français*, Paris, Bordas.
MARIN, F. (2001), *Les mouvements littéraires du XVIè au XVIIIè siècle*, Paris, Hatier.

Références électroniques

www.espacefrancais.com/classicisme.html
www.espacefrancais.com/mouvements_**litteraires**.html
www.etudes-**litteraires**.com/bac.../mouvements-**litteraires**.php

15. Ajoutez autre chose que vous jugez importante

-Les étudiants devront régulièrement consulter les outils informatiques et exploiter les livres disponibles dans la bibliothèque de l'institut ou ailleurs
-Les illustrations et les exercices proposés par l'enseignant devront essentiellement tenir compte de l'équilibre des genres.

16. Enseignants responsables du module

Dr Emmanuel Ahimana (Module leader)
Dr. Béatrice Yanzigiye

17. Unité d'approbation

Department/Faculty	**Names and signatures**	**Date**
1. HoD Literature	Signature Dr Emmanuel AHIMANA	
2 . HoD Languages & Linguistics	Signature Mr. Chrysogone TWILINGIYIMANA	
3. HoD Communication Skills	Signature Dr. Karen OYIENGO ATIENO	
4. Dean	Signature Dr. Cyprien NIYOMUGABO	

Seen and agreed

Library	Signature Mr.Thierry Tharcisse MBARUBUKEYE	
ICT	Signature	

	Mr. Gaëtan. ZITONI	
Quality Office	Signature	
	Dr André. MUHIRWA	

1. Code du module : DFL 201 **Faculté : Education**

2. Titre du module : Grammaire et expression françaises

3. Niveau : 2 Semestre : 1 Crédits : 10

4. Première année d'enseignement : 2014- 2015 Faculté Responsable : Arts & Languages

5.: Module pré-requis : DFL 101

6. Répartition des heures d'étude :

Nombre total des heures du module : 100	**Heures de l'étudiant**
Face-à-face : *-cours* *-séminaires, ateliers…* *-exercices structurés* *-voyages dirigés* Présentation, rapports, etc…	36
Travail individuel de l'étudiant: *-lectures individuelles* *-étude auto-dirigée* *-contacts individuels (tutoring…)*	 18 24
Examens partiels *-devoirs sur table* *-essais* *-correction des devoirs sur table*	 2 10
Examens: *-révision* *-participation* *-préparation des examens, grille de correction* *-correction* *-surveillance*	 7 3
Total	**100**

7. Brève description des objectifs et du contenu

Ce module vise à renforcer chez les étudiants les éléments de la grammaire française. Il vise également à initier les étudiants – filles et garçons - aux techniques d'expression écrite en français.

8. Objectifs

Connaissance et compréhension

A la fin de ce module, l'étudiant sera capable de :

i- distinguer la nature et la fonction des parties du discours et des propositions dans la phrase

ii- utiliser correctement les modes et les temps dans les propositions indépendantes et subordonnées

iii- s'exprimer à l'écrit dans divers contextes professionnels spécifiques en insistant sur l'équilibre des genres

Application de la connaissance acquise :

A la fin de ce module, l'étudiant sera capable de :

iv- comprendre et décrire le fonctionnement de la langue française

v- expliquer et distinguer les différents documents utilisés dans la vie professionnelle et académique.

Communication/connaissances pratiques :

A la fin de ce module, l'étudiant sera capable de :

vi- s'exprimer correctement selon les règles de la grammaire française

vii- produire des textes écrits d'après les techniques de l'expression française.

Connaissances générales à transmettre :

A la fin de ce module, l'étudiant sera capable de :

viii- expliquer les structures de la langue française et les techniques de l'expression écrite

ix- enseigner les règles de la grammaire et de la composition françaises.

9. Contenu indicatif

-Les parties du discours, la morphosyntaxe du verbe, la morphosyntaxe de la phrase

-Rédiger un compte rendu de réunion et un rapport, préparer un curriculum vitae et une lettre de motivation.

10. Stratégies d'apprentissage et d'enseignement

- exposés théoriques
- exercices d'application

- exposés et débats en tenant compte de l'équilibre du genre

-travail individuel et/ou de groupes en insistant sur l'hétérogénéité des membres

11. Stratégies d'évaluation

- exercices d'application

- exposés et débats en tenant compte de l'équilibre du genre

- travail individuel et/ou de groupes en insistant sur l'hétérogénéité des membres

12. Modèle d'évaluation

Composantes	**Poids(%)**	**Les objectifs d'apprentissage couverts**
Test d'Evaluation Continue (CAt)	30%	i, ii, iv
Travaux/devoirs	30%	v, vii
Examen de synthèse	40%	i - ix
Total	**100%**	

13. Stratégies pour le feedback et appui aux étudiants

-tutoring

-correction et remise des travaux

14. Bibliographie indicative

<u>Ouvrages de base</u>

GREVISSE, M. & GOOSSE, A. (1989), *Nouvelle grammaire française*, Paris, Louvain-la-Neuve.
KAMANZI, A. (2005), *Techniques d'expression orale et écrite II.* Module DTO, KIE.
RIEGEL, M. et alii (2004), *Grammaire méthodique du français*, Paris, PUF.

<u>Ouvrages de référence</u>

ARRIVE, M., GADET, F., GALMICHE, M. (1986), *La grammaire française d'aujourd'hui*, Paris, Flammarion.
BALLE, F et alii (1999), *Bien communiquer aujourd'hui*, Paris, Larousse.
BARIL, D. et GUILLET, J. (1988), *Techniques de l'expression écrite & orale*, T1, Paris, Sirey.
DELAVEAU, A. (2001), *Syntaxe. La phrase et la subordination*, Paris, Armand Colin.
FINTZ, Cl. Et RISPAREL, M. (1997), *Le français dans le supérieur*, Paris, Ellipses.
GREVISSE, M. (1980), *Le Bon usage*, Paris, Duculot.
PEYROUTET, C. (1991), *La pratique de l'expression écrite*, Paris, Nathan.
RICHER, E. (1965), *Grammaire française par notre temps*, Paris/Bruges, Desclée de Brouwer.

TROUVE, A. (1999), *Réussir le résumé et la synthèse de texte aux concours*, Paris, PUF.
WILMET, M. (1977), *Grammaire critique du français*, Louvain-la-Neuve, Duculot / Hachette.

Références électroniques

www.ifbcn.cat/**Grammaire-et-expression-ecrite**.html?lang=fr
www.etudes-litteraires.com/bac.../fautes-orthographe.php

15. Ajoutez autre chose que vous jugez importante

-Les étudiants devront régulièrement consulter les outils informatiques et exploiter les livres disponibles dans la bibliothèque de l'institut ou ailleurs
-Les illustrations et les exercices proposés par l'enseignant devront essentiellement tenir compte de l'équilibre des genres.

16. Enseignants responsables du module

Dr Anthony KAMANZI (Module leader)
M. Jean Marie Vianney BAZIRAKE

17. Unité d'approbation

Department/Faculty	**Names and signatures**	**Date**
1. HoD Literature	Signature Dr Emmanuel AHIMANA	
2 . HoD Languages & Linguistics	Signature Mr. Chrysogone TWILINGIYIMANA	
3. HoD Communication Skills	Signature Dr. Karen OYIENGO ATIENO	
4. Dean	Signature Dr. Cyprien NIYOMUGABO	

Seen and agreed

Library	Signature Mr.Thierry Tharcisse MBARUBUKEYE	
ICT	Signature	

	Mr. Gaëtan. ZITONI	
Quality Office	Signature	
	Dr André. MUHIRWA	

UNIVERSITY OF RWANDA

College of Education

School of Education

MODULE STRUCTURE: DIPLOMA IN PRIMARY EDUCATION
LANGUAGES OPTION (*KINYARWANDA*)
(2014-2015)

COMBINATION: KEE

LEVEL	CODE	MODULE	C U
1	DKL 101	*Introduction to Language & Linguistics in Kinyarwanda*	10
	DKL 102	*Overview of literature in Kinyarwanda*	10
SUB-TOTAL NUMBER OF CREDITS			20
2	DKL 201	*Morphology of Kinyarwanda Language*	10
SUB-TOTAL NUMBER OF CREDITS			10
	Internship + Action Research Project		---
GRAND TOTAL NUMBER OF CREDITS			30

MODULE DESCRIPTION: Diploma in Primary Education (2014-2015): Kinyarwanda

Module Code: **DKL 101**

1. Faculty: *Education*

2. Module Title: *Introduction to Language & Linguistics in Kinyarwanda*

3. Level: 1 Semester: 1 Credits: 10

4. First year of presentation: 2014-2015 Administering Faculty: *Arts & Languages*

5. Pre-requisite modules: N/A

6. Allocation of study and teaching hours

Total module hours : 100 h	Student hours
Face to face: *-lectures* *-seminars, workshops…* *-structured exercises* *-guided trips* *-Presentation, reports…*	48
Individual student work: *-set reading (books indicated by the lecturer)* *-self-directed study (library, internet…)* *-individual consultations (tutoring…)*	 12 18
Continuous Assessment Test CAT *-sitting CAT* *-essay type*	 2 10
Examination: *-revision* *-attendance* *-setting paper, marking scheme*	 7 3

-marking *-invigilation*	
Total	100

7. Brief description of aims and content

The purpose of the module is to enable the students to explain the fundamental elements of general linguistics; to carry out a phonetic, phonologic and orthographical Rwandan transcription of a Kinyarwanda text of various themes and topics; to hold a speech in a good Kinyarwanda in any circumstance of communication, equip student teachers with skills to communicate effectively using gender sensitive language.

8. Learning outcomes

Knowledge and Understanding

Having successfully completed the module, students shall be able to

i. Demonstrate knowledge and understanding of General notions of linguistics and terminology on linguistics; Kinyarwanda sounds and phonemes; Concepts and techniques of Kinyarwanda speaking, reading, writing; and Gender issues in Kinyarwanda language use**.**

Cognitive / Intellectual skills / Application Knowledge

Having successfully completed the module, students shall be able to:

ii. Explain theoretical orientation of linguistics as a discipline;
iii. Identify segmental and supra-segmental signs of Kinyarwanda;
iv. Differentiate different types of notation in Kinyarwanda;
v. Apply Kinyarwanda oral and written expression Methods.

Communication /ICT / Numeracy / Analytic Techniques / Practical Skills

Having successfully completed the module, students shall be able to:

vi. Produce a phonetic and phonological notation of Kinyarwanda language;
vii. Give oral and written summaries.
viii. Create learning activities related to Kinyarwanda concepts devoid of gender bias.

General transferable skills

Having successfully completed the module, students shall be able to:

ix. Use correctly Kinyarwanda in speaking and writing;
x. Use correctly Kinyarwanda orthographical rules of Kinyarwanda.
xi. Create gender sensitive learning environment in Kinyarwanda classrooms

9. Indicative content

The module deals with general notions of linguistics, terminology on linguistics and different theories of linguistic analysis; Kinyarwanda phonetic, phonologic and tonologic system; phonologic and orthographical notation of Kinyarwanda; concepts of speaking, writing, reading and listening; techniques of expressing ideas by writing and speaking; techniques of notes, minutes taking, convincing, informing, telling stories, chairing meetings and debates…in Kinyarwanda and in consideration of gender issues.

10. Learning and Teaching Strategy

- Lecture sessions will aim at enabling students to get basic information on each of the topics to be covered in the module.
- Tutorials are intended to provide students with opportunity for further discussions on issues and questions arising out of topics covered in the module.
- Independent or guided study is meant to enable the students spend time transcribing and working over notes and to do further research and reflection on topics covered in lecture and tutorial sessions.
- Assignments are intended to enable both students and module staff evaluate progress of the teaching-learning progress.
- All female and male students will be encouraged to participate and lead group works, discussions and presentations of solutions to learning tasks.

11. Assessment Strategy

There will be two kinds of evaluation, namely:

- Continuous Assessment Test (60 %):
  This will be in the form of essays. A student is expected to do research and to write essays.
- End-of Semester Examination Component (40 %):
  This will be a comprehensive examination. It will test students' knowledge, understanding, application and cognitive skills on the major topics covered in the module..
- During the formative assessment advice and support will be provided to both female and male learners.

12. Assessment Pattern

Component	Weighting (%)	Learning outcomes covered
In-course assessment	30	i, ii, iii.
	30	iv, v, vi, vii.
Final assessment	40	i, ii, iii, iv, v, vi, vii, viii, ix, x, xi

13. Strategy feedback and student support during module

After each coursework, a feedback will be given to students about the following:

- Evidence of ample knowledge on the topic;
- Accuracy in presenting facts;
- Ability to communicate clearly in the language of instruction;
- Ability to present one's work in acceptable academic style and format;
- Ability to relate or to apply subject content to real life situations;
- Ability of both female and male learners to express themselves with confidence and self-esteem.

14. Indicative Resources

Core Texts

- BIZIMANA, S. (1998), *Imiteêrere y'îkinyarwaanda. Igitabo I. Amajwî, amagaambo n'îintêruro*, Butare, I.R.S.T.
- DUBOIS, J. et alii (1973), *Dictionnaire de linguistique*, Paris, Larousse.
- KAMANZI, A. (2005), *Techniques d'expression orale et écrite II*, Kigali, KIE
- MARTINET, A. (1980), *Eléments de linguistique générale*, Paris, Armand Colin.
- MINEDUC (2004), *Ibaruwa yerekeye amabwiriza avuguruye agenga imyandikire yemewe y'ikinyarwanda,* Kigali.
- MINEPRISEC (1985), *Instruction ministérielle portant fixation de l'orthographe officielle du kinyarwanda*, Kigali.

Background Texts

- BARIL, D., et GUILLET, J. (1988), *Technique de l'expression orale et écrite*, Paris, Sirey.
- BAYLON, C. et FABRE, P. (1999), *Initiation à la linguistique générale. Avec des travaux pratiques d'application et leurs corrigés*, Paris, Nathan.
- BIZIMANA, S. (2002), *Dusobâanukirwe n'âmasakû*, Kigali, Pallotti Press.

- CHARLES, R., et WILLIAM, C. (1988), *La communication orale*, Paris, Nathan.
- COCULA, B. ; PEYROUTET, C. (1978), *Didactique de l'expression. De la théorie à la pratique,* Paris, Delagrave.
- COUPEZ, A. (1980), *Abrégé de grammaire rwanda*, *Ed. Provisoire*, Butare, INRS.
- DUCHET, J.L. (1986), *La phonologie*, QSJ , PUF, Paris.
- DUCROT, O. et TODOROV, T. (1972), *Dictionnaire encyclopédique des sciences du langage,* Coll. Points, Paris, Ed. du Seuil.
- G.E.R.L.A. (1983), *Notation et orthographe du Kinyarwanda*, Butare, U.N.R.
- IGIRANEZA, Th. (1991), *Ikibonezamvugo cy'ikinyarwanda : Iyigamajwi n'iyigamvugo*, Kigali, MINEPRISEC.
- IGIRANEZA, Th. (1990), *Ikinyarwanda : Iyigamvugo : Uburyo bworoheje bwo kwihugura mu butinde n'amasaku*, Kigali, MINEPRISEC.
- KIMENYI, A. (1979), *Studies in Kinyarwanda and Bantu phonology*, Carbondale, Il: Linguistic Research Inc.
- LEON, P., et alii (1977), *La phonologie. 1. Les écoles et les théories*, Paris, Ed. KDAncksieck.
- LYONS, J., *Linguistique générale. Introduction à la linguistique théorique*, Trad. de F. MALMBERG, B. (1984), *La phonétique*, Paris, QSJ, PUF.
- MUTAKE, Th. (1990), *Ikinyarwaanda, Ikibônezamvûgo, Iyîgamâjwi n'îiyigâmvugo*, Kigali, Les Editions de l'Imprimerie Scolaire.
- NKUSI, L. (1990), *Initiation à la linguistique*, Ruhengeri, UNR, Coll. Les cours universitaires.
- PEYROUTET, C. (1991), *La pratique de l'expression écrite*, Paris, Nathan.
- POTTIER, B. (1978), *Le langage*, Paris, CEPL.
- SAUSSURE (de), F. (1986), *Cours de linguistique générale*, Ed. préparée par Tullio de MAURO, Paris, Payot.
- SCOTT, Myers (2004), Vowel duration in Kinyarwanda: Effects of quantity, height and position, *9th Conference on Laboratory Phonology,* University of Texas at Austin, June 24-26.
- SEELY J. (2005), *Effective writing and speaking*, New York, Oxford University Press.
- TODD, L. (1987), *Introduction to Linguistics*, London, Longman.
- VANOVE, F. (1973), *Expression et communication*, Paris, Armand Colin.

Journals

- Journal of linguistics.

- Journal of phonetics

Key websites and on-line resources
- http://www.omniglot.com/writing/kinyarwanda.htm
- http://www.blackwellpublishing.com/journal.asp?ref=0039-3193&site=1

15. Please add anything else you think is important : ---

16. Module team:

Mr. Chrysogone Twilingiyimana (Module Leader)
Mr. Jules Bayavuge

17. Unité d'approbation

Department/Faculty	**Names and signatures**	**Date**
1. HoD Literature	Signature Dr. AHI MANA Emmanuel	
2 . HoD Lang. & Linguistics	Signature Mr. TWIRINGIYIMANA Chrysogone	
3. HoD Com Skills	Signature Dr. OYIENGO Karen	
4. Dean	Signature Dr. NIYOMUGABO Cyprien	

Seen and agreed

Library	Signature Mr. MBARUBUKEYE T. T.	
ICT	Signature Mr G. ZITONI	

Quality Office	Signature	
	Dr A. MUHIRWA	

1. Module Code: *DKL 102* Faculty: Education

2. Module Title: *Overview of Kinyarwanda Literature*

3. Level: 1 Semester: 2 Credits: 10

4. First year of presentation: *2014-2015* Administering Faculty: *Arts & Languages*

5. Pre-requisite modules: N/A.

6. Allocation of study and teaching hours

Total module hours : 100 h	Student hours
Face to face: *-lectures* *-seminars, workshops…* *-structured exercises* *-guided trips* *-Presentation, reports…*	48
Individual student work: *-set reading (books indicated by the lecturer)* *-self directed study(library, internet…)* *-individual consultations (tutoring…)*	12 18
Continuous assessment test CAT *-sitting CAT* *-essay type*	2 10
Examination: *-revision* *-attendance* *-setting paper, marking scheme* *-marking* *-invigilation*	7 3

Total	100

7. Brief description of aims and content

The purpose of the module is to give all the students, both male and female, an overview of the history of Kinyarwanda literature; to identify and explain Kinyarwanda literary genres and the main components of Kinyarwanda popular literature; to describe the main characteristics of Kinyarwanda popular literature.

8. Learning outcomes

Knowledge and Understanding

Having successfully completed the module, students shall be able to:

i. Demonstrate knowledge and understanding of History of Kinyarwanda Literature; Notions of Kinyarwanda literature and literary types; Components and characteristics of Kinyarwanda popular literature; and How different authors portray men and women in their works.

Cognitive / Intellectual skills / Application Knowledge

Having successfully completed the module, students shall be able to:

ii. Explain the relationship between Kinyarwanda literature and oral literature.
iii. Distinguish and characterize different types of Kinyarwanda literature, oral and written;
iv. Describe the evolution of the Kinyarwanda literature from the origins up to our days;
v. Establish and describe the components and characteristics of Kinyarwanda popular literature.

Communication /ICT / Numeracy / Analytic Techniques / Practical Skills

Having successfully completed the module, students shall be able to:

vi. Present a type of Kinyarwanda literature, oral and written;
x. Analyze a text of Kinyarwanda literature, oral and written;
xi. Produce Kinyarwanda literature materials (proverbs, songs, novels, short stories, riddles, etc.) devoid of gender bias.

General transferable skills

Having successfully completed the module, students shall be able to:

xii. Present the History of Kinyarwanda Literature;

xiii. Make an appropriate commentary on Kinyarwanda popular texts in relation to historical events;
xiv. Explain the notions of Kinyarwanda literature and literary types of texts from both female and male writers;
xv. Present the Components and Characteristics of Kinyarwanda popular literature.

9. Indicative content

The module deals with notions of literature and literary types in the Rwanda context; Socio-political organization of ancient Rwanda; corporation of literary people in Rwanda; historical origin of popular literature; typology of versions of Rwanda popular literature; social functions, thematic and stylistic analysis of Rwanda popular literature; typology of traditional literature: official and popular literature.

10. Learning and Teaching Strategy

- Lecture sessions will aim at enabling, both female and male students, to get basic information on each of the topics to be covered in the module.
- Tutorials are intended to provide students, with opportunity for further discussions on issues and questions arising out of topics covered in the module.
- Independent or guided study is meant to enable the students, spend time transcribing and working over notes and to do further research and reflection on topics covered in lecture and tutorial sessions.
- Assignments are intended to enable both students and module staff evaluate progress of the teaching-learning progress.

11. Assessment Strategy

There will be two kinds of evaluation, namely:

- Continuous Assessment Test (60%):
  This will be in the form of essays. A student is expected to do research and to write essays demonstrating gender awareness.
- End-of Semester Examination Component (40%):
  This will be a comprehensive examination. It will test students' knowledge, understanding, application and cognitive skills on the major topics covered in the module

12. Assessment Pattern

Component	Weighting (%)	Learning outcomes covered
In-course Assessment	30	i- iii.
	30	iv- vii.
Final assessment	40	i - xv.

13. Strategy feedback and student support during module

After each coursework, a feedback will be given to students about the following:

- Evidence of ample knowledge on the topic;
- Accuracy in presenting facts;
- Ability to communicate clearly in the language of instruction;
- Ability to present one's work in acceptable academic style and format;
- Ability to relate or to apply subject content to real life situations ;
- Ability of both female and male learners to express themselves with confidence and self-esteem.

.

14. Indicative Resources

Core Texts

- CREPEAU, P. & BIZIMANA, S. (1979), *Proverbes du Rwanda,* Tervuren, MRAC.
- GILLES. M. D. (1969), *Devinettes du Rwanda. Ibisakuzo*, Butare, Editions Universitaires du Rwanda.
- KAGAME, A. (1969), *Introduction aux grands genres lyriques de l'ancien Rwanda,* Butare, Editions Universitaires du Rwanda.

Background Texts

- COUPEZ, A. & KAMANZI, Th. (1962), *Récit historique Rwanda*, Tervuren, MRAC.
- COUPEZ, A. & KAMANZI, Th. (1970), *Littérature de cour au Rwanda*, Oxford, Oxford University Press.
- HOUDEAU, S. (1979), *Panorama de la Littérature rwandaise, bilan, bibliographie, choix de textes en français*, Butare.
- MUZUNGU, B., et alii (2003), *Ibisigo comme source de l'histoire*, Cahiers lumières et sociétés, Kigali.
- NSENGIMANA, J. (1987), *Alexis Kagame, la bibliographie thématique et l'esquisse d'analyse de l'œuvre littéraire*, Butare, Editions Universitaires du Rwanda.
- RUGAMBA, C. (1987), *La poésie face à l'histoire*, Butare, INRS.
- SIBOMANA, A. (1984), *Igitaramo cy'abana*, Kigali.

- SMITH, P. (1975), *Le récit populaire au Rwanda*, Paris, A. Colin.

Journals :
- Journal of African Cultural Studies

Internet Resources :
- http://webspinners.com/Gakondo/index.php.en

15. Please add anything else you think is important : ---

16. Module team:

Mr Chrysogone Twilingiyimana (Module leader)
Mr Francois Xavier Gasimba

17. Unité d'approbation

Department/Faculty	**Names and signatures**	**Date**
1. HoD Literature	Signature Dr Emmanuel AHIMANA	
2 . HoD Lang. & Linguistics	Signature Mr. TWILINGIYIMANA Chrysogone	
3. HoD Com Skills	Signature Dr. OYIENGO ATIENO Karen	
4. Dean	Signature Dr. NIYOMUGABO Cyprien	

Seen and agreed

Library	Signature Mr. MBARUBUKEYE T. T.	

ICT	Signature	
	Mr G. ZITONI	
Quality Office	Signature	
	Dr A. MUHIRWA	

1. Module Code: *DKL 201* Faculty: *Education*

2. Module Title: Morphology of Kinyarwanda Language

3. Level: 2 Semester: 1 Credits: *10*

4. First year of presentation: *2014-2015* Administering Faculty: *Arts & Languages*

5. Pre-requisite modules: DKL 101.

6. Allocation of study and teaching hours

Total module hours : 100 h	Student hours
Face to face: *-lectures* *-seminars, workshops…* *-structured exercises* *-guided trips* *-Presentation, reports…*	36
Individual student work: *-set reading (books indicated by the lecturer)* *-self directed study (library, internet…)* *-individual consultations (tutoring…)*	 18 24
Continuous assessment test CAT *-sitting CAT* *-essay type*	 2 10
Examination: *-revision* *-attendance* *-setting paper, marking scheme* *-marking*	 7 3

-invigilation	
Total	100

7. Brief description of aims and content

The purpose of the module is to enable the students, both female and male, to get an introduction to Kinyarwanda grammatical categories and identify their principal characteristics; to analyze Kinyarwanda noun, pronoun and verb; to apply Kinyarwanda morphophonologic and morphophotonologic rules.

8. Learning outcomes

Knowledge and Understanding

Having successfully completed the module, the students shall be able to

i. demonstrate knowledge and understanding of Kinyarwanda morphological categories; Structure of noun, pronoun and verb in Kinyarwanda grammar; Kinyarwanda verb: notions of tense, aspect, mood, juncture, order, simple conjugation and complex conjugation; Morphophonological and morphotonological rules; and Gender issues in Kinyarwanda language use.

Cognitive / Intellectual skills / Application Knowledge

Having successfully completed the module, students shall be able to:

ii. Identify grammatical categories of Kinyarwanda;
iii. Identify the noun, pronoun and verb's morphemes;
iv. Describe morphophonologic and morphotonologic mechanisms.

Communication /ICT / Numeracy / Analytic Techniques / Practical Skills

Having successfully completed the module, students shall be able to:

v. Distinguish grammatical categories of Kinyarwanda;
vi. Analyze noun, pronoun and verb's morphemes;
vii. Distinguish simple conjugation from compound conjugation;
viii. Apply morphophonological and morphotonological rules;
ix. Create learning activities related to Kinyarwanda morphology in an environment that is devoid of gender bias.

General transferable skills

Having successfully completed the module, students should be able to:

x. Assist learners in studying Kinyarwanda grammar;
xi. Describe noun, pronoun and verb structure;

9. Indicative content

The module deals with criteria for the classification of Kinyarwanda words into grammatical categories; characteristics of different grammatical categories; morphological structure of Kinyarwanda noun, pronoun and verb; features of simple and complex conjugation in Kinyarwanda verb; morphophonologic and morphotonologic rules of Kinyarwanda noun, pronoun and verb.

10. Learning and Teaching Strategy

- Lecture sessions will aim at enabling students to get basic information on each of the topics to be covered in the module.
- Tutorials are intended to provide students with opportunity for further discussions on issues and questions arising out of topics covered in the module.
- Independent or guided study is meant to enable the student spend time transcribing and working over notes and to do further research and reflection on topics covered in lecture and tutorial sessions.
- Assignments are intended to enable both students and module staff evaluate progress of the teaching-learning progress.

11. Assessment Strategy

There will be two kinds of evaluation, namely:

- Continuous Assessment Test (60 %):
  This will be in the form of essays. A student is expected to do research and to write essays.
- End-of Semester Examination Component (40 %):
  This will be a comprehensive examination. It will test students' knowledge, understanding, application and cognitive skills on the major topics covered in the module.

12. Assessment Pattern

Component	Weighting (%)	Learning outcomes covered
In-course assessment	30	i, ii, iii, iv.
	30	v, vi, vii.
Final assessment	40	i, ii, iii, iv, v, vi, vii, viii, ix, x, xi, xii, xiii, xiv, xv

13. Strategy feedback and student support during module

After each coursework, a feedback will be given to students about the following:

- Evidence of ample knowledge on the topic;
- Accuracy in presenting facts;
- Ability to communicate clearly in the language of instruction;
- Ability to present one's work in acceptable academic style and format;
- Ability to relate or to apply subject content to real life situations;
- Ability of both female and male learners to express themselves with confidence and self-esteem

14. Indicative Resources

Core Texts

- BIZIMANA, S. (1998), *Imitere y'ikinyarwanda. Igitabo I. Amajwi, amagambo n'interuro,* Butare, I.R.S.T.
- COUPEZ, A. (1980), *Abrégé de grammaire rwanda. Edition provisoire*, Butare, I.N.R.S.
- KIMENYI, A. (2002), *A tonal grammar of Kinyarwanda, an autosegmental and metrical analysis,* New York, The Edwin Mellen Press.
- SHIMAMUNGU, E. M. (1991), *Systématique verbo-temporelle du kinyarwanda*, Lille, Equipe de Recherche en Psychomécanique du Langage.

Background Texts

- CADIOU, Y. (1985), *Le kinyarwanda, Etudes de morphosyntaxe*, Louvain, Bibliothèque de l'Information Grammaticale.
- CADIOU, Y., (1983), *Le kinyarwanda, études linguistiques*, Paris, SELAF.
- JOUANNET, Fr. (1983), *Le kinyarwanda, langue bantu du Rwanda, Etudes linguistiques*, Paris, SELAF.
- JOUANNET, Fr. (1989), *Modèle en tonologie (kirundi et kinyarwanda*, Paris, CNRS.
- JOUANNET, Fr. (1987), *Modèle informatisé du traitement des tons - Domaine bantou*, Paris, SELAF.
- JOUANNET, Fr. (1985), *Prosodologie et phonologie non linéaire*, Paris, SELAF.
- KIMENYI, A. (1980), *A relational grammar of Kinyarwanda*, Los Angeles, University of California Press.

Journals : ---

Internet Resources :

- http://www.kimenyi.com/kinyarwanda.php

15. Please add anything else you think is important : ---

15. Module team :

Mr. Crysogone Twilingiyimana
Dr Eugene Nsanzabiga
Mr. Jules Bayavuge

17. UNIT APPROVAL

Department/Faculty	Names and signatures	Date
1. HoD Literature	Signature Dr Emmanuel AHIMANA	
2 . HoD Lang. & Linguistics	Signature Mr. TWILINGIYIMANA Chrysogone	
3. HoD Com Skills	Signature Dr. OYIENGO ATIENO Karen	
4. Dean	Signature Dr. NIYOMUGABO Cyprien	

Seen and agreed

Library	Signature Mr. MBARUBUKEYE T. T.	
ICT	Signature Mr G. ZITONI	

Quality Office	Signature	
	Dr A. MUHIRWA	

UNIVERSITY OF RWANDA

College of Education

SCHOOL OF EDUCATION

Programme: Diploma in Primary Education

Pathway: Diploma in Primary Education (Science, Mathematics and Technology Education)

MODULE DESCRIPTION FORM

1. **Module Code:** DSM 101 **Faculty: Education**
2. **Module Title:** General Sciences I
3. **Level: I** **Semester: I** **Credits: 10**
4. **First year of presentation:** **2014-2015** **Administering Faculty:** Science
5. **Pre-requisite or co-requisite modules, excluded combinations: None**

6. **Allocation of study and teaching hours (See Notes of Guidance)**

Total students hours: 100	**Students hours**
Lectures	26
Seminars/workshops	6
Practical classes/laboratory	8
Structured exercises/Tutorials	8
Set reading etc.	8
Self-directed study	18
Assignments – preparation and writing	16
Examinations –revision and attendance	5
Other: Field trip	5
	100

7. **Brief description of aims and content**

This module aims to develop an understanding of Biodiversity and anatomy of leaving things, General and Inorganic Chemistry and Fundamentals of Mechanics, Properties of matter and Thermodynamics. Content includes introduction to plant and animal taxonomy, the characteristics of the major animal and plant phyla; and the electronic structure of the atoms. It also provides a working knowledge of basic

concepts of Fundamentals mechanics, properties of matter and thermodynamics. In addition, after the completion of the module the student-teachers will be able to create, conduct, monitor and evaluate a gender sensitive science classroom.

8. Learning Outcomes

Knowledge and Understanding

Having successfully completed the module, students should be able to demonstrate knowledge and understanding of:

i. Animal and plant classification
ii. Characterization of animal phyla according to their morphological, reproductive, locomotory, reproductive and behavioral characteristics.
iii. characterization of plants from unicellular algae to angiosperms
iv. Atomic models.
v. Formation of chemical bond.
vi. Chemical reactions such as acid-base and redox reactions
vii. Relationship between the electronic structure of an element and its chemical behaviour or reactivity ;
viii. Trend of physical and chemical properties of elements in the group and across the period
ix. Fundamental concepts of Classical Mechanics,
x. Fundamental concepts of property of matters,
xi. Fundamental concepts of Thermodynamics,
xii. After the completion of this module both male and female students will demonstrate an equal understanding of the basic science concepts

Cognitive/Intellectual skills/Application of Knowledge

Having successfully completed the module, students should be able to:

xii. Compare and contrast the characteristics of the major invertebrate and vertebrate phyla. recognize some common plants, animals and fungi in the field
xiii. Name the main natural sources of representative elements of the groups ;
xiv. Compare , predict and write equations to represent main reactions of elements in each group, i.e reactions with, O2, H2, N2, H2O, X2, acids, bases;
xv. Explain the properties of the main compounds, especially compounds of representative elements of each group(First element of the group): oxides, halides, sulphates, nitrates, hydroxides, hydrides ;
xvi. Apply the basic concepts of Mechanics to find the trajectory, the distance, the speed, the velocity and acceleration of an object in motion.
xvii. Characterise different states of matter and apply laws of thermodynamics on different physical system
xviii. Develop experimental and practical skills taking into consideration the gender issues.
xix. Make sure to note specifically any scientific discovery that is gender-motivating towards the learning of sciences.

Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

xx. identify the main characteristics of a representative of each animal phylum studied
xxi. Identify common flowering plants and classify them into respective families
xxii. Dissect a flower, a fruit and a seed and label their different parts
xxiii. Dissect and identify the major organs of selected invertebrate and vertebrate animals.
xxiv. Identify a compound by applying appropriate tests
xxv. Determine and write a chemical formula of a compound.
xxvi. Analyse the problems and explain the phenomena of Mechanics
xxvii. Draw and interpret diagrams and graphs related to Mechanics
xxviii. Explain the properties of matters
xxix. Explain concepts/principles of molecular physics and thermodynamics using different representations: words and symbols, pictures, diagrams, graphs, formulas, equations etc.
xxx. Involve both female and male students in science learning and teaching activities.
xxxi. Encourage both female and male students to develop self-esteem in experimental work as well as problem solving skills.

General transferable skills

Having successfully completed the module, students should be able to:

xxx. Search for information concerning the major phyla in the scientific literature on internet
xxxi. Disseminate information about the useful plants and implement their rational use for the human welfare and the environment balance
xxxii. Explain and discuss about notions of General and inorganic chemistry.
xxxiii. Communicate concepts and principles of Fundamentals mechanics
xxxiv. Communicate concepts about the property of matters
xxxv. Communicate concepts of thermodynamics
xxxvi. Work independently as well as collaborate with colleagues in order to develop team spirit.
xxxvii. Develop an independent learning ability and personal responsibility
xxxviii. Demonstrate organising ability.
xxxix. Demonstrate report writing skills.
xl. Create gender sensitive learning conditions/environments in science classroom (i.e. developing a gender-aware problem solving skills among students).

9. Indicative Content

Unit 1: Biodiversity and Anatomy of Living Things

Classification of living organisms; microorganisms: characteristics, classification, ecology and importance; Study of some examples of non Flowering plants. Flowering plants: characteristics, classification of main groups, ecology and importance. General outline of animal systematics. General organisation and characteristics of the following invertebrate phyla: Protozoa, Cnidaria, Platyhelminthes, Nematoda, Annelida, Mollusca, Echinodermata. Characteristics of chordates: a study of the main groups of fish, amphibia, reptiles, birds and mammals.

Unit 2: General and inorganic chemistry

Atomic models: Dalton and Rutherford atomic models. Bohr's atomic model and quantization of energy levels applied to hydrogen: atomic "orbits", electronic shells and filling of electrons. Introduction to building up electronic configuration of the elements of periodic table using the Aufbau

principle. The trends of properties in the periodic table; chemical bonds and their types; the chemical reactions and balancing chemical equation; the notions of concentration and pH. S & P blocks elements: natural occurrence, production, properties, main reaction, main compounds and their properties and applications. Practicals: security in laboratory, materials and equipments, preparation of some compounds (H_2, O_2, HCl, HI, HBr, SO_2, H_2SO_3, H_2S, NH_3), identification and the study of properties of a compound ; volumetric acid-base and redox titrations, pH determination.

Unit 3: **Fundamentals of Mechanics, Properties of matter and Thermodynamics**
Kinematics: Circular Motion, Projectile motion, free fall. Dynamics: Newton's laws of motion, Work and Energy: Work and kinetic energy, Potential energy and law of conservation of energy, collisions. Tools and simple machines, Gravitation: Newton's law of gravitation. Earth's Space Environment: Sun and solar system, Stars and Galaxies. Fundamentals of kinetic theory of gases; First, Second and third laws of thermodynamics and their applications; Properties of matter: gases, liquids and solids.

10. Learning and Teaching Strategy

Learning and teaching will be done through different teaching methods such as lectures, self-directed studies, participation in laboratory practices and field trips to demonstrate the learned theory. Group work and corresponding leadership will be arranged in such a way that both female and male students have equal opportunity to participate in classroom, laboratory and practical activities.

11. Assessment Strategy

Assessment will be done through in-course assessment (60%); a semester written exam and practical exam will be organized at the end of the semester (40%).

12. Assessment Pattern

Component	Weight (%)	Learning outcomes covered
In-course assessment		
CAT I	**30**	**i-iii, v-vi, ix-xii, ii-iv, vii, ix-xii**
CAT II	**30**	**ii-iv, vii, ix-xii, i-xiv, xvi-xvii**
Final assessment:	**40**	**xviii, xviv, xx-xxxv**

13. Strategy for feedback and student support during module

Assessment tests will be corrected in the classroom; discussions will be organized during tutorials and group works of male and female students. The reports of seminars, practical exercises and group will be marked and feedback given to students before sitting for the final examination.

14. Indicative Resources

Core Text (include number in library or URL) (Inc ISBN)

- M. A. Huston (1998). Biological Diversity: The coexistence of species on changing landscapes. Cambridge University Press
- Jordan, E.L and Verma, P. S. (2001). Invertebrate Zoology. S. Chand and Company Ltd
- IYAMUREMYE, D. (2003). Module 6 Chimie inorganique. Kigali: Kigali Institute of education /DTP,
- KATIHABWA, J. (2000). Module 2, Bloc 2: Structure électronique de l'atome. Kigali : Kigali Institute of Education.

- Baziruwiha J.D. and Ntivuguruzwa C. (2009) Physics Module 1: Mechanics, Kigali: Kigali Institute of Education.
- Sears F.W. and Salinger G.L. (1986) *Thermodynamics, Kinetic Theory and Statistical Thermodynamics.* New York: Addison Wesley Publishing Company.

Background Texts (include number in library or URL) (inc ISBN)

- White, P.T. (2010). *Animal Diversity.* DTP Module 2 KIE
- Mader, S. (1998). Biology .WCB/Mc Graw-Hill companies
- Anderson, D.T. (1998). Invertebrates: Zoology. Cambridge University Press
- Verma, P.S. (2000). A manual of practical zoology: Chordates. S. Chand and Company Ltd
- -Madigan M.T., Dunlop, P.V., and Clark D.P. (2008) Brock Biology of Microorganisms. San Francisco: Pearson Benjamin Cummings. ISBN 0132324601
- Atkins, P.W. (2000). *Physical Chemistry*, 6th Edition. Oxford: Oxford University Press..
- Alonso M. and Finn E.J. (1983). Fundamental University Physics, Vol. 1, Addison Wesley Publishing Company.
- Davis A.D., Harcourt, Brace and Jovanovich. (1986) Classical Mechanics, Publishers.
- Mathur, D.S. (2000) Mechanics, New Delhi: S. Chand & Company.
- Bazarov I.(1989) Ther*modynamique*. Edition Mir Moscou ISBN 5 – 03-000746-6
- Sivoukhine D. *Cours de Physique Générale, Tome II : Thermodynamique et Physique moléculaire.* Editions MIR. MOSCOU.

Journals

- The Plant Journal
- Botanical Journal of the Linnean Society
- Systematic biology
- Journal of Chemical Education
- American Journal of Physics, American Association of Physics Teachers, USA
- Physics Education, Institute of Physics Publishing, UK.
- Physics Today, American Institute of Physics, USA.
- The Physics Teacher, American Association of Physics Teachers, USA.
- Physics Education, Institute of Physics Publishing, UK.
- American Journal of Physics, American Association of Physics Teachers, USA.
- Physics Today, American Institute of Physics, USA.
- The Physics Teacher, American Association of Physics Teachers, USA.
- Les principes de la thermodynamique classique. Presses Universitaires de France.

Key websites and on-line resources

www.mansfield.ohio-state.edu/~sabedon/**lecture**s/

- www.biol.sc.edu/courses/bio102/f99-2930.html
- www.life.umd.edu/classroom/bsci124/lec37.html
- www.ib.berkeley.edu/courses/bio1b/**plant**sfall09/**plant**sf09.html
- www.**plant**systematics.org/reveal/pbio
- http://physics web.org/resources/home
- http://farside.ph.utexas.edu/teaching.html
- www.Intute.ac.uk/sciences/physics
- http://www.aaas.org
- http://www.physicsclassroom.com
- http://farside.ph.utexas.edu/teaching.html
- www.Intute.ac.uk/sciences/physics

Teaching/Technical Assistance

One technician will be needed to assist during practical exercises;

Laboratory space and equipment

Herbarium room will be provided by KIE; other material needed: oven to dry plant collections, cupboards to store plant specimens, manilla paper, freeze to prevent plant specimens from insects and fungi. Charts, slides, microscopes, lenses, dissecting material. Enough laboratory space for 30-50 students will be needed. Laboratory of 50 to 60 places and Models of orbital atomic

Computer requirements

A computer lab equipped with 30 computers connected to internet

Others

15. Please add anything else you think is important

The video film related to the content can be shown to the students

16. Module Team

Senior lecturer, Daniel Iyamuremye (MSc), Module Leader
Nkundabakura Pheneas (PhD)
Jean Uwamahoro (PhD)
MUKANDERA Assoumpta, MsC

17. UNIT APPROVAL

Deans and heads of all Departments contributing to the programme to confirm agreement

	Head of Department/Dean	**Date**
1.	Signature:	
	Prof. Theodore Mubamba HoD Biology-Chemistry and PSE	
2.	***Signature***	
	Dr Evariste MINANI, HOD, Mathematics and Physics	
3.	Signature:	
	Dr L.L. Yadav, Ph.D., Associate Professor *Ag Vice Dean and Programme Leader*	
4.	Signature:	
	Dr Mutarutinya Védaste,, Dean Faculty of Science	
5.	***Signature:***	
	Dr Otara Alfred, Dean Faculty of Education	

Seen and agreed

Library	Signature:	
	Mbarubukeye Thierry Tharcisse, Ag. Director of the Library	
ICT	Signature	
	Zitoni Gaetan, Director of ICT	
Quality Office	Signature:	

	Dr. MUHIRWA André, Director of Academic Quality	

MODULE DESCRIPTION FORM

9. Module Code: DSM 102 **Faculty:** Education
10. Module Title: Equations and Numerical Functions
11. Level: 1 **Semester:** 1 **Credits:** 10
12. First year of presentation: 2014-2015 **Administering Faculty: Sciences**
13. Pre-requisite : None
14. Allocation of study and teaching hours

Total student hours 100	*Student Hours*
Lectures	***24***
Seminars/workshops	***6***
Practical classes/laboratory	***8***
Structured exercises and tutorials	***10***
Set reading etc.	***14***
Self-directed study	***20***
Assignments – preparation and writing	***10***
Examination – revision and attendance	***8***

7. Brief description of aims and content

The module introduces students to reason and apply simple numerical concepts, real numbers, Cartesian plane, equations and functions and their representations. Again, it introduces students to trigonometry. It also deals with differentiation rules and integration techniques of such functions. Moreover, it familiarises students to differential and integral calculus and its applications. Finally, this module investigates concepts of functions of many real and complex variables. After completion of the module, the student teachers will be able to create, conduct, monitor and evaluate a gender sensitive Mathematics classroom.

8 Learning Outcomes

Knowledge and Understanding;

Having successfully completed the module, students should be able to demonstrate knowledge and understanding of:

i. Numeracy concepts;
ii. Fundamental theorem of calculus;
iii. the real numbers and the Cartesian Plane;
iv. functions; Limits and their representations;
v. Derivatives and their interpretation
vi. Differentiation; rules and applications
vii. Integrals; properties, rules and applications

Cognitive/Intellectual skills/Application of Knowledge;

Having successfully completed the module, students should be able to:

viii. represent real numbers in the Cartesian plan
ix. represent functions in the four different representations
x. draw parametric curves
xi. Develop the ideas of functions of multiple variables (real and complex), and their derivatives and integration;
xii. Apply calculus concepts to solve mathematical problems from other subjects such as physics, economics, probability, etc.
xiii. Identify the dual nature of calculus concepts
xiv. Identify the dual nature of mathematical concepts under study
xv. Identify chains of formation of mathematical concepts under study and their viability (through concept maps)
xvi. Involve both girls and boys in learning activities related to calculus concepts

Communication/ICT/Numeracy/Analytic Techniques/Practical Skills;

Having successfully completed the module, students should be able to:

xvii. Helping students to become numerically literate; being able to manage and respond to mathematical demands of life
xviii. Apply basic numeracy concepts to solve real life problems;
xix. Apply module concepts and methods to solve problems of other branches of mathematics.
xx. Analyse and evaluate problems (both theoretical and practical) and plan strategies for theirs solution.
xxi. Use abstract theories with confidence for the solution of concrete problems.
xxii. To independently acquire further knowledge with little guidance or support.
xxiii. Equal gender-based access to ICT tools

General transferable skills;

Having successfully completed the module, students should be able to:

xxiv. Teach and adapt related topics of what they have learnt and/or read according to Primary school curriculum.

xxv. Create gender sensitive learning conditions in Mathematics classrooms.

9. Indicative Content

The real numbers and the Cartesian Plane; Functions and their representations; four ways to represent a function; types of functions; transformation of functions; logarithms and exponential functions and their applications; Trigonometry, numerical sequences and series . Tangent and velocity problems; Limits of function; derivatives; interpretations of the derivative; the second derivative; directional derivative and gradient; curves and surfaces; maxima and minima; linear approximation; differentiation rules: derivatives of polynomials and exponential functions; the product and quotient rules; rates of change in the natural and social Sciences; derivatives of trigonometric functions; the chain rule; implicit differentiation; derivatives of logarithms; linear approximation and differentials; maximum and minimum values; derivatives and shapes of curves; indeterminate forms and the L'Hospital's rule. integration; curvilinear integration; integration of vector valued functions; gradient, divergence, and curl; cylindrical and spherical coordinates; theorems of Green and Stokes.

10. Learning and Teaching Strategy

The module will be organised in terms of lectures and tutorials. In lectures, Lecturers will provide mathematical knowledge to students using a gender-sensitive learner centred approach of teaching. In Tutorials, students will be provided with many supervised mathematical exercises to allow them to reinforce their mathematical knowledge. Assignments and home works will help students to develop their autonomy in learning mathematics.

11. Assessment Strategy

Formative and Summative Assessments will be used. Criteria of evaluation should include understanding of the nature of mathematical concepts (Sfard, 1991) and the mathematical themes (Mason, 1999). Continuous assessment will take into account gender discrepancies.

12. Assessment Pattern

Component	Weighting (%)	Learning objectives covered
Cat I	30%	i-xi, xiii-xv, xvii-xxiii
Assignment I	30%	xii, xvi, xxiv
Final exam	40%	i-xi, xiii-xv, xvii-xxiii

13. Strategy for feedback and student support during module

During periods of tutorials, lecturers and tutors will provide feedbacks and support to students both boys and girls taking into account the gender discrepancies.

14. Indicative Resources

Core Text

- Stewart, J. (1998). *Calculus and Context.* London: Brooks / Cole Publishing Company

Background Texts

- Anderson et al. (2001). *A taxonomy for teaching, learning and assessing: a revised version of the Bloom's taxonomy.* London: Addison Wesley Longman
- Ernest P. (1991). *Philosophy of Mathematics Education*. London: Open University Press.
- Mason J. (1999). *Teaching Mathematics to College students*. London: Milton Keys
- Smith R.T. & Minton R.B. (2002). *Single variable Calculus*, 2nd edition, London: McGraw Hill

Journals

- Ernest P., *Philosophy of Mathematics Education journal* (POME)
- Sfard A. (1991). *On the dual nature of mathematical conceptions*: Educational studies of Mathematics**.**

Key websites and on-line resources

www.math.unt.edu/mathlab/emathlab/Pre-Calculus.htm
http// wwww.aare.edu.au/02pap/ear02400.htm.

Teaching/Technical Assistance

1 Tutorial assistant

Laboratory space and equipment

NA

Computer requirements
Computers and mathematical software (sketchpad, cabri geometry, Fathom) and a projector

15. Please add anything else you think is important

Allow students to use freely internet room and make available indicated textbooks.

16. Module Team

Dr. UWORWABAYEHO Alphonse, (Module Leader).
Dr. HABINEZA Faustin (PhD)

18. UNIT APPROVAL

Deans and heads of all Departments contributing to the programme to confirm agreement

	Head of Department/Dean	**Date**
1.	Signature:	
	Prof. Theodore Mubamba, HoD Biology-Chemistry and PSE	
2.	***Signature***	
	Dr Evariste MINANI, HOD, Mathematics and Physics	
3.	Signature:	
	Dr L.L. Yadav, Ph.D., Associate Professor *Ag Vice Dean and Programme Leader*	
4.	Signature:	
	Dr Mutarutinya Védaste,, Dean Faculty of Science	
5.	***Signature:***	
	Dr Otara Alfred, Dean Faculty of Education	

Seen and agreed

Library	Signature:	
	Mbarubukeye Thierry Tharcisse, Ag. Director of the Library	
ICT	Signature	
	Zitoni Gaetan, Director of ICT	
Quality Office	Signature:	
	Dr. MUHIRWA André, Director of Academic Quality	

MODULE DESCRIPTION FORM

15. Module Code: DSM 103 **Faculty: Education**

16. Module Title: General Sciences II

17. Level: I **Semester: II** **Credits: 10**

18. First year of presentation: **2014-2015** **Administering Faculty:** Science

19. Pre-requisite or co-requisite modules, excluded combinations: DSM101

20. Allocation of study and teaching hours (See Notes of Guidance)

Total students hours: 100	**Students hours**
Lectures	26
Seminars/workshops	6
Practical classes/laboratory	8
Structured exercises/Tutorials	10
Set reading etc.	10
Self-directed study	20
Assignments – preparation and writing	10
Examinations –revision and attendance	5
Other: Field trip	5
Field trip (during week-end)	
	100

21. Brief description of aims and content (not more than five lines)

This module aims to develop an understanding of Cytology and Physiology of living organisms, fundamentals of Chemistry and Fundamentals of Electromagnetism, Optics and waves.
In addition, after the completion of the module the student-teachers will be able to create, conduct, monitor and evaluate a gender sensitive science classroom.

8. Learning Outcomes

Knowledge and Understanding

Having successfully completed the module, students should be able to

i. demonstrate knowledge and understanding of the cell organization and functions, the link between genes and different traits observed in the living organisms, the design and function of respiratory organs and gas exchange in animals, the structure of the circulatory system and its functions in animals, the digestive process and energy metabolism in animals, the role of temperature in animal life, the structure and function of excretory organs in animals, Nomenclature system of different organic compounds, Isomerism in organic chemistry, Structure of biomolecules and their biological roles, Longitudinal and transverse waves, wavelength, frequency, standing waves, beats and Doppler effect, Reflection, refraction, Fermat's principle, total internal reflection, dispersion, aberration, microscope, telescope and defects of eye;

ii. After the completion of this module both male and female students will demonstrate an equal understanding on the basic science concepts

Cognitive/Intellectual skills/Application of Knowledge

Having successfully completed the module, students should be able to:

iii. Describe the composition of cell and functions of cells organelles;
iv. comprehend the nature of physiological processes and their control in animals
v. apply their knowledge to the solution of simple physiological problems (animal /plant)
vi. comprehend the nature of physiological processes and their control in animals
vii. give the name or the formula, according to the case, of the various organic compounds
viii. identify for a given empirical formula various isomers of constitution, position and geometrical isomers
ix. give the principal reactions and their mechanisms and some preparation methods of the different classes of organic compounds
x. Explain the basic laws of the electrostatistics and explain the basic concepts of simple electric circuits.
xi. Apply basic concepts and principles of electricity and magnetism to a variety of physical problems.
xii. Explain the difference between different types of waves, relation between wavelength, frequency and velocity of a wave.
xiii. Discuss some optical instruments in detail.
xiv. Discuss the determination of wavelength of monochromatic light using diffraction grating.
xv. Discuss electromagnetic spectrum.
xvi. Developing experimental and practical skills taking into consideration the gender issues.
xvii. Make sure to note specifically any scientific discovery that is gender-motivating towards the learning of sciences.

Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

xxvi. Identify different types of cell structure on light microscope;
xxvii. measure physiological processes in plant under given environmental conditions

xxviii. recognize the organic chemicals potentially dangerous for the human in particular and the biodiversity in general
xxix. Describe concepts/principles of electromagnetism, optics and waves.
xxx. Involve both female and male students in science learning and teaching activities.
xxxi. Encourage both female and male students to develop self-esteem in experimental work as well as problem solving skills.

General transferable skills

Having successfully completed the module, students should be able to:

xxx. Understand the organism variability in his/her environment
xxxi. extract and summarize information from a variety of sources concerning cytology and physiology of living organisms
xxxii. explain to his/her colleagues the behavior of certain organic molecules in commonly accessible terms
xxxiii. extract and summarize the information from a variety of sources concerning to fundamentals of electromagnetism, optics and waves,
xxxiv. He/she will be able to create gender sensitive learning conditions/environments in science classroom.
xxxv. Create gender sensitive learning conditions/environments in science classroom (i.e. developing a gender-aware problem solving skills among students).

19. Indicative Content

Unit 1: Cytology and Physiology of Living Organisms

Animal and plant cell organization; Cell respiration; Cell division: Chromosomes, mitosis, meiosis; Cell cycle. Plant tissues: structure of roots, stems and shoots; Role of specific vegetative parts of plant; Morphological variations of the vegetative parts of plant; Principles of plant responses to their environment; Plant nutrition and transport; Photosynthesis; Transport of photoassimilates; Mechanism and role of respiration in the metabolism of plants; Seed germination physiology. Animal tissues; Blood circulation and circulatory systems in vertebrates and invertebrates; Oxygen, carbon dioxide and nitrogen transport; Temperature regulation; Hibernation and aestivation; Water and osmotic regulation; Excretory organ in invertebrates and vertebrates; Movement; Muscle structure and function in vertebrates and invertebrates; Anatomy and function of human digestive, respiratory, circulatory, excretory, skeletal, muscular, endocrine, nervous and immune systems. Human sense organs: structure and function of different sense organs.

Unit 2: **Fundamentals of Organic Chemistry**

Rough and developed plane molecular formulas, chemical systematic nomenclature, physical properties, reactions and preparation methods of alkanes and cycloalcanes, olefinic hydrocarbons and alkyne compounds, the aromatic compounds, the halogenous organic compounds, the organometallic compounds, alcohols, phenols and ethers, aldehydes and ketones, carboxylic acids and their derivatives, the nitrogenized organic compounds and the heterocyclic compounds. General definitions and structures of the biomolecules, and their general properties, nomenclature, classification and

biological roles . Practical works: Methods of separation of mixtures, the checking of the purity of a compound, the analysis of organic compounds and syntheses implying the transformation of functional groups.

Unit 3: **Fundamentals of Optics, Electricity and Magnetism**

Geometrical optics: Laws of reflection and refraction, Fermat's principle and its simple applications. Spherical mirrors, thin lenses. Optical instruments: compound microscope and telescope, the eye and its defects. Electric field and Gauss's law: Electric charge, Coulomb's law. Electric field, superposition of electric fields, electric lines of force. Electric potential: Electric potential, potential difference. Ohm's law, Joule's effect, work and power. Series and parallel resistor arrangements. Kirchoff's laws, electric network analysis, Whetstone bridge, the ammeter and the voltmeter, ohmmeter. Magnetic fields: Magnetic field, magnetic force on a moving charge, magnetic force on a current carrying wire. Magnetic fields due to currents: Magnetic field of a steady current, Biot-Savart law and its applications, Ampere's law and its applications, Gauss's law for a magnetic field. Electromagnetic induction: Faraday's law, Lenz's law, generation of alternating current, inductance, energy in a magnetic field, transformer, A.C. circuit theory.

20. Learning and Teaching Strategy

Learning and teaching will be done through different teaching methods such as lectures, self-directed studies, participation in laboratory practices and field trips to demonstrate the learned theory. Group work will be done basing on gender whereby each student whether girls or boys will have equal opportunity in teaching and learning process. Group work and corresponding leadership will be arranged in such a way that both female and male students have equal opportunity to participate in classroom, laboratory and practical activities.

21. Assessment Strategy

Assessment will be done through in-course assessment (60%); a semester written exam and practical exam will be organized at the end of the semester (40%).

22. Assessment Pattern

Component	Weight (%)	Learning outcomes covered
In-course assessment		
CAT I	**30**	**i-iii, v-vi, ix-xii, ii-iv, vii, ix-xii**
CAT II	**30**	**ii-iv, vii, ix-xii, i-xiv, xvi-xvii**
Final assessment:	**40**	**xviii, xviv, xx-xxxiii**

23. Strategy for feedback and student support during module

Assessment tests will be corrected in the classroom; discussions will be organized during tutorials and group works of male and female students. Assessment tests will be corrected in the classroom; discussions will be organized during tutorials and group works. The reports of seminars, practical

exercises and group will be marked and feedback given to students before sitting for the final examination.

24. Indicative Resources

Core Text (include number in library or URL) (inc ISBN)

- Agarwal, V.K. (2003). Cell Biology
- Scbmidt-Nielsen, K. (1997). *Animal Physiology*. London: Cambridge University Press. ISBN 0-521-38196-7.
- Bahl, B.S., Bahl, A, Chand, S. (2000). *Advanced organic Chemistry*. New Dheli: Chand & Company Ltd .

Background Texts (include number in library or URL) (inc ISBN)

- Yadav, L.L. (2004) Physics Module 8: Electricity and Magnetism, Kigali: Kigali Institute of Education.
- Ntivuguruzwa, C. (2005) Physics Module 9: Oscillations and Waves, Kigali Institute of Education.
- Yadav, L.L. (2006) Physics Module 11: Optics, Kigali Institute of Education
- Mader, S. (2009) *Biology.* New York: McGraw Hill ISBN 0077274334
- Peter, K, C.Vollhardt, C, & N.E.Schore, N.E. (1999). Organic Chemistry Structure and Function.
- Edminister, J.A. (1995) Schaum's Outlines, Electromagnetics, McGraw-Hill. ISBN 0-07-021234-1.
- Halliday, D., Resnick, R., Walker, J. (1997) Fundamentals of Physics, Part 3, John Wiley & Sons, ISBN 0-471-14855-5.
- Alonso, M. and Finn, E.J. (1983) Fundamental University Physics, Vol. 2, Addison Wesley Publishing Company. ISBN 0 – 201 – 00162 – 400162.
- Arora, C.L. (2001) Refresher course in B.Sc. Physics, Vol. II, S. Chand and Company. ISBN 81-
- French, A.P. (1971) Vibrations and Waves, Norton. ISBN 0 – 7487 – 4447-9.
- Lipson, S.G., Lipson, H., Tannhouse, D.S. (1996) Optical Physics, Cambridge University Press. ISBN 0-521-56699-1.

Journals

- Journal of Cell Biology
- Molecular Cell Biology
- Plant Physiology
- Physics Education, Institute of Physics Publishing, UK.
- American Journal of Physics, American Association of Physics Teachers, USA.

Key websites and on-line resources

www.cellbiology.med.unsw.edu.au/units/science/lecture0802.htm

www.plantphys.net/categories.php?t=t

http://physics web.org/resources/home
http://www.physicsclassroom.com
http://www.phys.vt.edu/PhysNet

Teaching/Technical Assistance

One technician will be needed to assist during practical exercises;

Laboratory space and equipment

Laboratory materials will be required such as dissection kit, microscopes, histological slides, microtome, etc, Laboratory of at least 50 places , with equipment of elementary identification of organic compounds, separations of mixtures and organic syntheses. Mineral and organic reagents

Computer requirements

One computer lab equipped with 25-30 computers with internet connection.
Laptop and LCD projector.

Others

25. Please add anything else you think is important

The video film related to the content can be shown to the students

26. Module Team

Mrs Mukamwambali Concilie
Ass.Prof., Théodore Mubamba, (PhD)
Dr Mugabo Leon
Mr Musengimana Theophile

27. UNIT APPROVAL

Deans and heads of all Departments contributing to the programme to confirm agreement

	Head of Department/Dean	**Date**
1.	Signature:	
	Prof Theodore Mubamba HoD Biology-Chemistry and PSE	
2.	***Signature***	
	Dr Evariste MINANI, HOD, Mathematics and Physics	
3.	Signature:	

	Dr L.L. Yadav, Ph.D., Associate Professor *Ag Vice Dean and Programme Leader*	
4.	Signature:	
	Dr Mutarutinya Védaste,, Dean Faculty of Science	
5.	***Signature:***	
	Dr Otara Alfred, Dean Faculty of Education	

Seen and agreed

Library	Signature:	
	Mbarubukeye Thierry Tharcisse, Ag. Director of the Library	
ICT	Signature	
	Zitoni Gaetan, Director of ICT	
Quality Office	Signature:	
	Dr. MUHIRWA André, Director of Academic Quality	

MODULE DESCRIPTION FORM

1. **Module Code:** DSM 104 **Faculty:** Education
2. **Module Title:** Metric analysis
3. **Level:** 1 **Semester:** 2 **Credits:** 10
4. **First year of presentation**: 2014-2015 **Administering Faculty:** Science
5. **Pre-requisite :** None
6. **Allocation of study and teaching hours**

Total student hours 100	*Student Hours*
Lectures and tutorials	*38*
Seminars/workshops	*6*
Practical classes/laboratory	*8*
Structured exercises	*8*
Set reading etc.	*14*
Self-directed study	*10*
Assignments – preparation and writing	*10*
Examination – revision and attendance	*8*

7. **Brief description of aims and content**

The module basically introduces students to logic elements; geometrical shapes and solids. Again, it introduces students to consolidate algebraic structures; on vector spaces, their subspaces and their bases; homomorphism and their representations by matrices; determinants and linear systems solving. Moreover, the module introduces students to multi-linear forms and determinant of matrices of higher order. After completion of the module, the student teachers will be able to create, conduct, monitor and evaluate a gender sensitive primary school Mathematics classroom.

8 Learning Outcomes

Knowledge and Understanding

Having successfully completed the module, students should be able to

i. demonstrate knowledge and understanding of Computation of length, area, and volume using calculus and linear algebra; Computation of angles using trigonometry, set notions and operations, elementary algebraic structure, and proof methods and recurrence reasoning , Algebraic structures, vector spaces , linear applications and matrices, rank of a matrix and the kernel of an homomorphism; Dual vector spaces and linear forms;
ii. demonstrate knowledge and understanding of determinant of square matrices and applications, resolution of linear systems by matrices, The fundamental theorem of arithmetic and arithmetic functions; basic properties of congruence, Multilinear forms and determinant of matrices of higher order; Diagonalisation and triangulation, Eigenvalues and eigenvectors; and Modelling and solving higher order linear equation systems

Cognitive/Intellectual skills/Application of Knowledge

Having successfully completed the module, students should be able to:

iii. apply logic elements in every day reasoning
iv. use set notions and operations in her/his day life and in solving mathematical problems
v. determine whether an application is linear or not
vi. represent homomorphism by matrices in different bases
vii. determine the dual of basis and describe the projectors
viii. solve problems with matrices and solve linear systems of equations
ix. identify the dual nature of mathematical concepts under study
x. identify chains of formation of mathematical concepts under study and their viability (through concept maps)
xi. Apply matrices in solving linear systems of equations
xii. Apply the acquired techniques to model higher order linear equation systems
xiii. Use eigenvalues and eigenvectors to solve linear systems of equations
xiv. use elementary algebraic structure in daily life and new acquisition of mathematical notions

xv. apply proof methods and recurrence reasoning in various mathematical situations
xvi. Involve both girls and boys in learning activities related to algebra concepts

Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

xvii. Apply module concepts and methods to solve problems of other branches of mathematics.
xviii. Analyse and evaluate problems (both theoretical and practical) and plan strategies for theirs solution.
xix. Use abstract theories with confidence for the solution of concrete problems.

xx. To independently acquire further knowledge with little guidance or support.
xxi. Equal gender based access to ICT tools

General transferable skills

Having successfully completed the module, students should be able to:

xxii. teach or adapt related topics of what they have learnt and/or read according to Teacher Training Colleges (TTCs) curriculum;
xxiii. Create a gender sensitive learning conditions in primary Mathematics classrooms.

9. Indicative Content

Logic elements ($\wedge$, $\vee$); set notions and operations ($\cap$, $\cup$, $\setminus$, ...); proof methods and recurrence reasoning, elementary algebraic structure ($\mathbb{N}, \mathbb{Z}, \mathbb{Q}, \mathbb{R}, \mathbb{C}$): groups, rings, fields, polynomial ring, field of complex numbers; Reminding of algebraic structures: Groups, ring, fields, algebras; linear systems; Vector spaces , subspaces and their bases; Homomorphisms and their representations by matrices ; rank of a matrix and the kernel of an homomorphism; Dual vector spaces and linear forms; determinant of square matrices and applications (characteristic polynomial and linear systems). Bilinear and quadratic forms: inner product, orthogonality, orthogonal projection; Multilinear forms and determinant of matrices of higher order; Diagonalisation and triangulation, eigenvalues and eigenvectors; applications: modelling and solving higher order linear equation systems

10. Learning and Teaching Strategy

The module will be organised in terms of lectures and tutorials. In lectures, Lecturers will provide mathematical knowledge to students using a gender-sensitive based learner centred approach of teaching. In Tutorials, students will be provided with many supervised mathematical exercises to allow them to reinforce their mathematical knowledge. Assignments and home works will help students to develop their autonomy in learning mathematics.

11. Assessment Strategy

Formative and Summative Assessments will be used. Criteria of evaluation should include understanding of the nature of mathematical concepts (Sfard, 1991) and the mathematical themes (Mason, 1999). Continuous assessment will take into account gender discrepancies.

12. Assessment Pattern

Component	Weighting (%)	Learning objectives covered
Cat I	30%	i-x.
Assignment I	30%	ii-xi,

Final exam	40%	i-xxiii,

13. Strategy for feedback and student support during module

During periods of tutorials, lecturers and tutors will provide feedbacks and support to students both boys and girls taking into account the gender discrepancies.

14. Indicative Resources

Core Text

- Anton H. & Rorres C. (1994); *Elementary Linear Algebra*, London: John-Wiley and Sons, Inc, 7th edition, New York

- Nickelson W. K. (1990); *Linear algebra with Applications*, 3rd edition, Boston: PWS Publishing Company

- Mason J.H. (1993); *Teaching Mathematics to College Students*, London: Milton Keynes.
- Anton H. and Rorres C. (1994); *Elementary Linear Algebra*, 7th edition, New York: John Wiley and Sons, Inc.
- Nickelson W. K. (1990); *Linear algebra with Applications*, 3rd edition, Boston: PWS Publishing Company

Background Texts

- Anderson et al. (2001). *A taxonomy for teaching, learning and assessing: a revised version of the Bloom's taxonomy.* London: Addison Wesley Longman

- Mason J. (1999). *Teaching Mathematics to College students*. London: Milton Keys

Journals

- Ernest P., *Philosophy of Mathematics Education journal* (POME).
- Sfard, A., (1991), *On the dual nature of mathematical conceptions*. Educational studies of Mathematics**.**

Key websites and on-line resources
www.math.com/homeworkhelp/PreAlgebra.html
http// wwww.aare.edu.au/02pap/ear02400.htm.

Teaching/Technical Assistance

1 Tutorial Assistant

Laboratory space and equipment

NA

Computer requirements
Computers and mathematical software (sketchpad, cabri geometry, Fathom) and a projector

15. **Please add anything else you think is important**

Allow students to use freely internet room and make available indicated textbooks.

16. Module Team

Dr. HABINEZA Faustin (PhD), Leader.
Dr. MINANI Evariste (PhD)

28. UNIT APPROVAL

Deans and heads of all Departments contributing to the programme to confirm agreement

	Head of Department/Dean	**Date**
1.	Signature:	
	Prof Theodore Mubamba HoD Biology-Chemistry and PSE	
2.	***Signature***	
	Dr Evariste MINANI, HOD, Mathematics and Physics	
3.	Signature:	
	Dr L.L. Yadav, Ph.D., Associate Professor *Ag Vice Dean and Programme Leader*	
4.	Signature:	
	Dr Mutarutinya Védaste,, Dean Faculty of Science	
5.	***Signature:***	
	Dr Otara Alfred, Dean Faculty of Education	

Seen and agreed

Library	Signature:	
	Mbarubukeye Thierry Tharcisse, Ag. Director of the Library	

ICT	Signature	
	Zitoni Gaetan, Director of ICT	
Quality Office	Signature:	
	Dr. MUHIRWA André, Director of Academic Quality	

MODULE DESCRIPTION FORM

22. Module Code: DSM 201 **Faculty: Education**

23. Module Title: Introduction to Modern Science

24. Level: II Semester: I Credits: 10

25. First year of presentation: 2014-2015 Administering Faculty: Science

26. Pre-requisite or co-requisite modules, excluded combinations: DSM 101, DSM 103

27. Allocation of study and teaching hours (See Notes of Guidance)

Total students hours: 100	**Students hours**
Lectures	26
Seminars/workshops	6
Practical classes/laboratory	8
Structured exercises/Tutorials	8
Set reading etc.	12
Self-directed study	20
Assignments – preparation and writing	10
Examinations –revision and attendance	5
Other: Field trip	5
Field trip (during week-end)	
	100

28. Brief description of aims and content (not more than five lines)

This module aims to develop an understanding of Ecology and applied Biology, Fundamentals of Biochemistry and an Introduction to modern Physics. After the completion of the module the student-teachers will be able to create conduct, monitor and evaluate a gender sensitive classroom. In addition, after the completion of the module the student-teachers will be able to create, conduct, monitor and evaluate a gender sensitive science classroom.

8. Learning Outcomes

Knowledge and Understanding

Having successfully completed the module, students should be able to demonstrate knowledge and understanding of:

i. The growth models of a population and the interpretation of the relationships between species The different types of pollution and their impact on the biotic community
ii. Ecosystem services and functions
iii. The definitions and terminology of both metabolism and bioenergetics; glycolysis, pyruvate oxidation and citric acid cycle and also electron transport and oxidative phosphorylatione explaining lipid metabolism-oxidation of fatty acids, amino acid metabolism-oxidation of amino acids and protein metabolism-protein targeting and degradation
iv. Black body radiation, Photoelectric effect, Compton's effect, de Broglie's hypothesis and Heisenberg's uncertainty principle.
v. Semiconductors, diodes, transistors and amplifiers.
vi. Nuclear structure, binding energy, Semi empirical mass formula, alpha, beta and gamma decays, nuclear fission and fusion.
vii. After the completion of this module both male and female students will demonstrate an equal understanding on the basic science concepts

Cognitive/Intellectual skills/Application of Knowledge

Having successfully completed the module, students should be able to:

vi. Explain the impact of abiotic factors on the biotic community
vii. Explain the impact of pollution on biotic communities and ecosystems
viii. Relate the different biotic communities to their corresponding biotopes
ix. Explain metabolic pathways: catabolic and anabolic pathways, explaining central pathways and catabolism versus anabolism, understand Krebs cycle or acetyl-COA catabolism , explain the electron flow as source of ATP energy and also to explain regulatory controls among glycolysis, citric acid cycle and oxidative phosphorylation.
x. Describe inadequacy of the laws of classical physics to explain atomic phenomena and explain the need to develop a new theory
xi. Explain some basic concepts of semiconductor physics.
xii. Draw and explain diode and transistor circuits and their applications.
xiii. Explain the working principle of various amplifiers.
xiv. Discuss the structure of nucleus and nuclear reaction.
xv. Explain the production of energy during fission and applications.
xvi. Developing experimental and practical skills taking into consideration the gender issues.
xvii. Make sure to note specifically any scientific discovery that is gender-motivating towards the learning of sciences.

Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

xvi. Assess the impact of abiotic factors on biotic communities

xvii. Suggest appropriate methods for protection and conservation of natural resources in Rwanda
xviii. Suggest solutions to ecological imbalance due to natural ecosystem degradation and pollution

xix. Explain saturated and unsaturated fatty acids, explain amino group metabolism, nitrogen excretion, pathways of amino acid catabolism, know general consideration about protein metabolism, explain the biosynthesis of biomolecules, hold any discussion about all above stated points.
xx. Describe concepts/principles of modern physics using different representations- words, pictures, diagrams, graphs, formulae, equations etc.
xxi. Demonstrate knowledge and expertise of basic laboratory skills such as handling instruments, coordination, making precise observations etc.
xxii. Involve both female and male students in science learning and teaching activities.
xxiii. Encourage both female and male students to develop self-esteem in experimental work as well as problem solving skills.

General transferable skills

Having successfully completed the module, students should be able to:

xxii. Suggest measures for a sustainable ecological equilibrium
xxiii. Sensitize people to a better utilisation of natural resources in order to avoid pollution and dysfunction of the bigeochemical cycles
xxiv. Give advice to a reasonable population growth to avoid overpopulation and its consequences
xxv. Search more or further details about metabolism of different bio-molecules, know different biochemical techniques as such, chromatography especially thin layer chromatography, ion exchange chromatography and paper chromatography; isotopic tracer techniques, spectrophotometry; principles and application, electrophoresis; principles, centrifugation and ultracentrifugation: principles.
xxvi. conduct any practical working groups or individually, explain the function of the apparatus being used in these biochemical methods, write laboratory work report and data analysis
xxvii. Identify, explain or generate the physics concepts/principles in any particular situation, including real life situations.
xxviii. He/she will be able to create gender sensitive learning conditions/environments in science classroom.
xxix. Create gender sensitive learning conditions/environments in science classroom (i.e. developing a gender-aware problem solving skills among students).

29. Indicative Content

Unit 1: Introduction to ecology and applied Biology

General concepts of ecology and different levels of biological integration; population community and ecosystem dynamics, energy flow in an ecosystem, biogeochemical cycles; current environmental issues (erosion, overexploitation of natural resources, deforestation, pollution, global warming....). Water: Water supply, Water purification, and evacuation of used water.

Agri-stock breeding: farming techniques: soil preparation; fight against erosion; soil fertilisation; sowing, conditions of breeding of domestic animals, deseases. Diets and nutrition, Modes and procedures of food transformation and conservation. Nutritional disorders, Diseases caused by lack of hygiene. Human male and female reproductive systems: anatomy, physiology, hygiene, contraceptive methods. STDs/STIs and HIV/AIDS. Social hazards (drug abuse, tabagism, alcoholism). Genetics: Mendelian inheritance; Linkage; Mutation and mutagenesis.

Unit 2: **Fundamentals of Biochemistry**

METABOLISM: definition and terminology of metabolism; catabolism of lipids, carbohydrates, amino acids proteins and vitamins and other biomolecules.

BIOSYNTHESIS: biosynthesis (anabolism) of bio-molecules: lipids, amino acids, proteins, vitamins, hormones and other bio-molecules. Practicals: techniques of thin layer chromatography and electrophoresis

Unit 3: An Introduction to modern Physics

Waves: mechanical, electromagnetic and matter waves, longitudinal and transverse waves. Relation between wavelength, frequency and velocity of a wave. Waves on a string. Sound waves, speed of sound, Doppler effect. *The electromagnetic spectrum*: Different electromagnetic waves (light, ultraviolet, x-rays, infrared, microwaves, radio waves etc). Blackbody radiation, photoelectric effect and applications. Bohr model of the atom, quantization of angular momentum and energy in the Bohr model, spectral lines. Semiconductors devices: p-n junction, Zener-diode, half wave and full wave rectifiers, p-n-p and n-p-n transistors, transistor characteristics. Elementary amplifier characteristics. *Radioactivity*: nuclear structure, binding energy and stability of nucleus, decay: alpha-decay, beta-decay, gamma-decay, nuclear reactions, fission and fusion.
Elementary environmental physics: Energy problems, renewable energy, the earth atmosphere, global warming and space weather.

30. Learning and Teaching Strategy

Learning and teaching will be done through different teaching methods such as lectures, self-directed studies, participation in laboratory practices and field trips to demonstrate the learned theory. Group work will be done basing on gender whereby each student whether girls or boys will have equal opportunity in teaching and learning process. Group work and corresponding leadership will be arranged in such a way that both female and male students have equal opportunity to participate in classroom, laboratory and practical activities.

31. Assessment Strategy

Assessment will be done through in-course assessment (60%); a semester written exam and practical exam will be organized at the end of the semester (40%).

32. Assessment Pattern

Component	Weight (%)	Learning outcomes covered
In-course assessment **CAT I** **CAT II**	 **30** **30**	 **i-iii, v-vi, ix-xii, ii-iv, vii, ix-xii** **ii-iv, vii, ix-xii, i-xiv, xvi-xvii**
Final assessment:	**40**	**xviii, xviv, xx-xxviii**

33. Strategy for feedback and student support during module

Assessment tests will be corrected in the classroom; discussions will be organized during tutorials and group works of male and female students. Assessment tests will be corrected in the classroom; discussions will be organized during tutorials and group works. The reports of seminars, practical exercises and group will be marked and feedback given to students before sitting for the final examination.

34. Indicative Resources

Core Text (include number in library or URL) (inc ISBN)

- Cain.M.L., Bowman,W.D. and Hacker,S.D. (2008) *Ecology.* New York: Sinauer. ISBN 0878930833
- Cunningham,W.P. and Cunningham, M.A. (2008). Environmental Science, A Global Concern 10th Edition. Boston: McGraw-Hill ISBN 978-0-07-128778-4
- JAIN, J.L. (2001). Fundamentals of Biochemistry. New Delhi: S. Schand & Company
- Beiser, A (1995), Concepts of Modern Physics, New York: McGraw-Hill.
- Kashinje, S.P (2003), Physics Module 7: Introduction to Quantum Mechanics, Kigali Institute of Education.
- Kashinje, S.P (2005), Physics Module 10: Electronics, Kigali Institute of Education.
- Millman, J and Halkias, C.C (1976), Integrated Electronics, New York: McGraw-Hill,

Background Texts (include number in library or URL) (inc ISBN)

- Odum,E., Brewer,R. and Barnett,G.W. (2004) *Elements of Ecology*. New York: Cengage Learning. ISBN 0534420664
- CLEGG, J.C., & MACKEAN, D.G. (2000). Advanced Biology: Principles and Applications. London: Hodder Education
- Wilson, K & Walker, J. (2000). Principles and techniques of practical Biochemistry. Cambridge: Cambridge University Press

- Alonso, M and Finn, E.J (1983), Fundamental University Physics, Vol. 3, Addison Wesley Publishing Company.ISBN 0 – 201 – 00162 – 4
- Irodov, I.E (1981), Problems in General Physics, Mir Publishers. ISBN 5-03-000800-4
- Kittel, C (1996), Introduction to Solid State Physics, 7th Edition, John Wiley & Sons, New York, ISBN 0-471-11181-3

Journals

- Ecological Complexity (Elsevier)
- Ecological Indicators (Elsevier)
- Ecology Letters (John Wiley & Sons)
- Physics Education, Institute of Physics Publishing, UK.
- American Journal of Physics, American Association of Physics Teachers, USA.
- Physics Today, American Institute of Physics, USA.
- The Physics Teacher, American Association of Physics Teachers, USA.

Key websites and on-line resources

- www.oarescience.org
- www.googlescholar.com
- www.**biochemj.org**
- www.**elsevier.com**/wps/find/journaldescription.cws_home
- http://www.physicsclassroom.com
- http://www.science.ch
- www.Intute.ac.uk/sciences/physics
- http://ocw.mit.edu/OcwWeb/Physics/
- http://www.phys.vt.edu/PhysNet

Teaching/Technical Assistance

One technician will be needed to assist during practical exercises;

Laboratory space and equipment

Laboratory space for 100 students is needed

Computer requirements

One computer lab equipped with 25-30 computers with internet connection.
Laptop and LCD projector.

Others

35. Please add anything else you think is important

The video film related to the content can be shown to the students

36. Module Team

Dr Jean Uwamahoro, Module Leader
Ass.Prof. Théodore Mubamba
Dr Minani Evariste
Marcellin Rutegwa, MSc
Mukamwambali Concilie

37. UNIT APPROVAL

Deans and heads of all Departments contributing to the programme to confirm agreement

	Head of Department/Dean	**Date**
1.	Signature:	
	Prof. Theodore Mubamba, HoD Biology-Chemistry and PSE	
2.	***Signature***	
	Dr Evariste MINANI, HOD, Mathematics and Physics	
3.	Signature:	
	Dr L.L. Yadav, Ph.D., Associate Professor *Ag Vice Dean and Programme Leader*	
4.	Signature:	
	Dr Mutarutinya Védaste,, Dean Faculty of Science	
5.	***Signature:***	
	Dr Otara Alfred, Dean Faculty of Education	

Seen and agreed

Library	Signature:	
	Mbarubukeye Thierry Tharcisse, Ag. Director of the Library	
ICT	Signature	
	Zitoni Gaetan, Director of ICT	
Quality Office	Signature:	
	Dr. MUHIRWA André, Director of Academic Quality	

MODULE DESCRIPTION FORM

1. **Module Code:** DSM 202 **Faculty:** Education
2. **Module Title:** Probability and Statistics for Mathematics Teachers
3. **Level:** 2 **Semester:** 1 **Credits:** 10
4. **First year of presentation:** 2014-2015 **Administering Faculty:** Sciences
5. **Pre-requisite :** DSM 102, DSM 104
6. **Allocation of study and teaching hours**

Total student hours 100	*Student Hours*
Lectures	*26*
Seminars/workshops	*6*
Practical classes/laboratory	*8*
Structured exercises and tutorials	*8*
Set reading etc.	*14*
Self-directed study	*20*
Assignments – preparation and writing	*10*
Examination – revision and attendance	*8*

7. Brief description of aims and content

The module introduces students to notions of descriptive Statistics and basic concepts of probability and counting, conditional probability, multiplication rule, the addition rule and notions of random variables and probability distributions. After completion of the module, the student teachers will be able to create, conduct, monitor and evaluate a gender sensitive Primary mathematics classroom.

8 Learning Outcomes

Knowledge and Understanding

Having successfully completed the module, students should be able to demonstrate knowledge and understanding of:

i. Notions of descriptive statistics: Frequency Distributions and their graphs; measures of central tendency; measures of variation; measures of position
ii. Basic concepts of probability and counting; conditional probability and multiplication rule; the addition rule;
iii. Notions of random variables and probability distributions

Cognitive/Intellectual skills/Application of Knowledge

Having successfully completed the module, students should be able to:

iv. apply the Notions of descriptive statistics
v. use the Basic concepts of probability and counting; conditional probability and multiplication
vi. apply the Notions of random variables and probability distributions
vii. Involve both girls and boys in learning activities related to statistics and probability concepts

Communication/ICT /Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

viii. Articulate the concepts of descriptive statistics and probability in everyday life
ix. Equal gender-based access to ICT tools

General transferable skills

Having successfully completed the module, students should be able to:

x. Teach or adapt related topics of what they have learnt and/or read according to primary schools
xi. Create gender sensitive learning conditions in Mathematics classrooms.

9. Indicative Content

Descriptive Statistics: Frequency Distributions and their graphs; measures of central tendency; measures of variation; measures of position, sampling methods. Probability: Basic concepts of probability and counting; conditional probability and multiplication rule; the addition rule; notions of random variables and probability distributions

10. Learning and Teaching Strategy

The module will be organised in terms of lectures and tutorials. In lectures, Lecturers will provide mathematical knowledge to students using a gender-sensitive learner centred approach of teaching. In Tutorials, students will be provided with many supervised mathematical exercises to allow them to

reinforce their mathematical knowledge. Assignments and home works will help students to develop their autonomy in learning mathematics.

11. Assessment Strategy

Formative and Summative Assessments will be used. Criteria of evaluation should include understanding of the nature of mathematical concepts (Sfard, 1991) and the mathematical themes (Mason, 1999). Continuous assessment will take into account gender discrepancies.

12. Assessment Pattern

Component	Weighting (%)	Learning objectives covered
Cat 1	30%	i-vi, vii, viii, x
Assignment	30%	vii, ix, xi
Final Exam	40 %	i-vi, vii, viii, x

13. Strategy for feedback and student support during module

The module will be organised in terms of lectures and tutorials. In lectures, Lecturers will provide mathematical knowledge to students using a gender-sensitive learner centred approach of teaching. In Tutorials, students will be provided with many supervised mathematical exercises to allow them to reinforce their mathematical knowledge. Assignments and home works will help students to develop their autonomy in learning mathematics.

14. Indicative Resources

Core Text

Larson R. and Farber B. (2009), E*lementary statistics*, 4th edition, London: Pearson Education, Prentice Hall,

Background Texts

Kazmier, L. J. (1982). Statistiques de la Gestion: Théorie et problèmes, Toronto: McGraw-Hill

Kiregyera, J. (1999). Sampling Surveys with reference to Africa. Kampala, Phidham Entreprises Ltd

Lebart, L., Morineau, A., & Fénelon, J.P. (1982). Traitement des données statistiques : Méthodes et Programmes. Paris : Bordas

Lehmann, E.L. (1986). Testing statistical Hypotheses, 2nd ed., New York: John Wiley & Sons

Journals

-Ernest P.; *Philosophy of Mathematics Education journal* (POME), ISBN 0 85068 195 2

-Sfard A. (1991). *On the dual nature of mathematical conceptions*, Educational studies of Mathematics.

Key websites and on-line resources
http// wwww.aare.edu.au/02pap/ear02400.htm.

Teaching/Technical Assistance

1 Tutorial Assistant

Laboratory space and equipment

NA

Computer requirements
Computers and mathematical software (sketchpad, cabri geometry, Fathom) and a projector

15. **Please add anything else you think is important**

Allow students to use freely internet room and make available indicated textbooks.

16. Module Team

Dr. HABINEZA Faustin (PhD), Module Leader
Dr. MUTARUTINYA Vedaste (PhD)

38. UNIT APPROVAL

Deans and heads of all Departments contributing to the programme to confirm agreement

	Head of Department/Dean	**Date**
1.	Signature:	
	Prof. Theodore Mubamba HoD Biology-Chemistry and PSE	
2.	***Signature***	
	Dr Evariste MINANI, HOD, Mathematics and Physics	
3.	Signature:	
	Dr L.L. Yadav, Ph.D., Associate Professor *Ag Vice Dean and Programme Leader*	
4.	Signature:	
	Dr Mutarutinya Védaste,, Dean Faculty of Science	
5.	***Signature:***	
	Dr Otara Alfred, Dean Faculty of Education	

Seen and agreed

Library	Signature:	
	Mbarubukeye Thierry Tharcisse, Ag. Director of the Library	
ICT	Signature	
	Zitoni Gaetan, Director of ICT	
Quality Office	Signature:	
	Dr. MUHIRWA André, Director of Academic Quality	

1. **Module Code:** DPE 203 Faculty: Education
2. **Module title:** Mathematics and Sciences Teaching Methods
3. **Level**: 2 **Semester**: **1** **Credits:** 20
4. **First year presentation**: 2014-2015 **Administering Faculty:** Education & Science
5. **Pre-requisite or requisite modules**: none

6. **Allocation of study and teaching hours**

Total student hours : 200	**Student hours**
Lectures and tutorials	*24*
Seminars/workshops	*12*
Practical classes/Micro-teaching	*18*
Structured exercises and tutorials	*18*
Set reading	*52*
Self-directed study	*60*
Assignments-preparation and writing	*20*
Examination-revision and attendance	*16*
Total	

7. Brief description of aims and content

This module aims to enable students to teach efficiently primary school students by helping students to develop a deep understanding of the philosophical foundations of the teaching of mathematics and sciences, develop careful reasoning and mathematical common sense in analysing conceptual relationships. Along with building mathematical and sciences knowledge, the module aims at helping students develop a mind of a mathematical thinker and scientific reasoning and demonstrate flexible, interactive teaching styles in a gender sensitive environment that avoid gender bias. After completion of the module, the student teachers will be able to create, conduct, monitor and evaluate a gender-sensitive science and mathematics classroom.

8. Learning Outcomes

Knowledge and Understanding

Having successfully completed the module, students should be able to:

i. demonstrate knowledge and understanding of the philosophy of sciences and mathematics; the nature and methods of Mathematics and scientific knowledge; sciences teaching resources and laboratory work;
ii. demonstrate knowledge and understanding of A scheme of work, a lesson plan, evaluation of learning, and microteaching of sciences and mathematics;
iii. describe and explain mathematics and sciences curriculum for primary schools;

Cognitive/intellectual skills/application of knowledge

Having successfully completed the module, students should be able to:

iv. correctly set teaching objectives in sciences and mathematics
v. develop assessment tools in mathematics and sciences for Primary school
vi. use of different resources, laboratory and other practical activities to improve students learning
vii. correctly plan for effective teaching (planning for long and short term)
viii. Involve both girls and boys in learning activities related to calculus concepts.

Communication/ICT/numeracy/Analytic Techniques/Practical Skills

Students should be able to:

ix. Explain to any audience the efficient way of teaching mathematics and sciences at primary school level using ICT.
x. Equal gender-based access to ICT tools

General transferable skills

Having successfully completed the module, students should be able to:

xi. Effectively teach mathematics and sciences at primary school level.
xii. Create gender sensitive learning conditions in mathematics and sciences classrooms.

9. Indicative content

History and philosophy of mathematics and science education; foundation of teaching mathematics and sciences; scientific inquiry, mathematics inquiry; mathematics curriculum of secondary schools in Rwanda; learner centred method; lecturing method; discussion method; discovery method; assignment method; deductive and inductive method; teaching styles selection with gender awareness; Bloom's taxonomy; developing resources for teaching mathematics; schemes of work and lesson plan development; planning for instruction of mathematics of Primary school in Rwanda; classroom observation and micro-teaching;

10. Learning and teaching strategy

Students will be exposed to different learning strategies in different learning environments with gender awareness, but the faculty teaching will focus on the use Lectures, Oral questions, Personal and group work, Class presentation, Deductive and inductive techniques, Demonstration, micro-teaching, etc.

11. Assessment strategy

Formative and Summative Assessments will be used. Criteria of evaluation should include understanding of the nature of mathematical concepts (Sfard, 1991) and the mathematical themes (Mason, 1999). Continuous assessment will take into account gender discrepancies.

12. Assissent pattern

Component	**Weight (%)**	**Learning outcomes covered**
Cat I	30	i-ix, xi, xiii
Assignment I	30	x, xii, xiv
Final assessment	40	i-ix, xi, xiii

13. Strategy for feedback and students support during module

A diagnostic analysis will be done at the end of each session (lectures, micro-teaching, assignments, etc.) through discussions.

14. Indicative resources

Core texts

- Buxkemper, A. (2001). *Mathematics for elementary Education. Preliminary edition.* New York: McGraw-Hill

- Ernest, P. (1991). *The Philosophy of Mathematics Education. Studies in Mathematics Education.* London: Routledge Falmer.

- Goulding, M. (2004). *Learning to teach mathematics in the secondary school.* London: David Fulton Publishers.

- Lewinter, M. and Widulski, W. (2002). *The saga of mathematics, a brief history.* New York: Prentice Hall.

- Nickson, M. (2004). *Teaching and Learning Mathematics*. London: Continuum.

Background texts:

- Anderson et al. (2001). *A taxonomy for teaching, learning and assessing*. New York City: Longman
- Brousseau, G. (1997). *Theory of didactical situation in mathematics.* Dordrecht :kluver

Journals

- Briden Bach, D. et al. (1992). Development of the process conception of function, *Education studies in mathematics*, Vol 23, pp 247-285
- Cobb, P., et al. (1992). Characteristics of classroom mathematics traditions and international analysis. *American Educational Research journal*, Vol 29, pp 573-604

Key websites and on-line resources

www.ardm.asso.fr
www.inrp.fr
www.les-mathématiques.net
www.lib.upm.edu.my
www.serc.carleton.edu
www.Sesamath.net

Teaching /Technical assistance

The module requires small groups for the efficiency of the micro-teaching.

Laboratory space and equipment:

Computer requirements: Basic computer application skills

Others:

15. Module Team

Dr. HABINEZA Faustin (PhD), Module Leader
Dr. UWORWABAYEHO Alphonse (PhD)
Mr. MUGIRANEZA Jean Pierre (MEd)

39. UNIT APPROVAL

Deans and heads of all Departments contributing to the programme to confirm agreement

	Head of Department/Dean	**Date**
1.	Signature:	
	Prof. Theodore Mubamba, HoD Biology-Chemistry and PSE	
2.	***Signature***	
	Dr Evariste MINANI, HOD, Mathematics and Physics	
3.	Signature:	
	Prof. L.L. Yadav, *Ag Vice Dean and Programme Leader*	
4.	Signature:	
	Dr Mutarutinya Védaste,, Dean Faculty of Science	
5.	***Signature:***	
	Dr Otara Alfred, Dean Faculty of Education	

Seen and agreed

Library	Signature:	
	Mbarubukeye Thierry Tharcisse, Ag. Director of the Library	
ICT	Signature	
	Zitoni Gaetan, Director of ICT	
Quality Office	Signature:	
	Dr. MUHIRWA André, Director of Academic Quality	

MODULE STRUCTURE OF DPE VERSION 2013 (SOCIAL STUDIES)

LEVEL	MODULE CODE	MODULE TITLE	NO. OF CREDITS	SEMESTER	MODULE TEAM
1	DSS 101	Introduction to Social Studies	10	1	Mrs. Chantal Bagaye Mr. Thacien Musabyimana
	DSS 102	The physical, social and historical characteristics of Rwanda	10	1	Mrs. Chantal Bagaye Mr. Thacien Musabyimana
	DSS 103	The Study of Africa	10	2	Mrs. Chantal Bagaye Mr. Thacien Musabyimana
	DSS 104	Creative Performance & Physical Education	10	2	Ms Virginie Uwimana Ms Olive Mukulira
2	DED 202	Teaching Methods in Social Studies	20	1	Mr. Thacien Musabyimana
	DSS 203	African in a global context	20	1	Mrs. Chantal Bagaye Mr. Thacien Musabyimana
TOTAL NUMBER OF CREDITS				**80**	

UNIVERSITY OF RWANDA

College of Education

SCHOOL OF EDUCATION

MODULE DESCRIPTION FORM

1. **Module Code: DSS 101 Faculty: Education**
2. **Module Title: Introduction to Social Studies**
3. **Level: 1 Semester: 1 Credits: 10**
4. **First year of presentation: 2014-2015 Administering Faculty: Social Sciences and Business Studies**
5. **Pre-requisite or co-requisite modules, excluded combinations: none**
6. **Allocation of study and teaching hours**

Total student hours 100	**Student hours**
Lectures	34
Seminars/workshops	14
Recommended readings etc.	14
Self-directed study	10
Assignments – preparation and writing	8
Examination – revision and attendance	20
	100

7. **Brief description of aims and content**

This module is an interdisciplinary module. The aim is to give a clear understanding of Social Studies and to highlight the relationship among its different components and with

other subjects. It equips students with the knowledge and the skills useful for a harmonious social and physical environment for sustainable development. At the completion of the module the student teacher will be able to create, conduct, monitor, and evaluate a gender-sensitive Social Studies classroom.

8. Module learning outcomes

Knowledge and Understanding

Having successfully completed the module, students should be able to

(i.) Demonstrate knowledge and understanding of Social Studies as a core subject; the relationship among the different components of social studies; the role of Social Studies in the development of critical thinking and gender awareness.

Cognitive/Intellectual skills/Application of knowledge

Having successfully completed the module, students should be able to:

(ii.) Use some basic skills, techniques, practices to ensure harmonious social and physical environment for sustainable development.

(iii.) Develop basic skills for the analysis of gender issues.

Communication / ICT / Numeracy / Analytic Techniques / Practical Skills

Having successfully completed this module, the student should be able to:

(iv.) Use a gender-sensitive language in the process of teaching and learning;

(v.) Select and use non gender-biased teaching and learning resources;

(vi.) Ensure gender equal access to teaching and learning resources;

(vii.) Search on the internet for relevant information of Social Studies and use the computer for presenting his/her assignments;

(viii.) Comment some relevant pictures and graphics;

(ix.) Involve both male and female students in learning activities related to Social Studies.

General transferable skills

Having successfully completed the module, a student should be able to:

(x.) Work individually and share ideas with others to achieve defined objectives;

(xi.) Develop teaching skills on the Introduction of Social Studies;

(xii.) Create a gender-sensitive learning environment.

9. Indicative content

The content of the module will consist of defining the concept of Social Studies as a whole and explaining the relationship among all its components (history, geography, sociology, anthropology, philosophy, economics, religion studies, political sciences, law…). A brief overview of each component will be given.

10. Learning and teaching strategies

Learning and teaching will be via lectures, tutorials/seminars, individual and group study and practical problem solving that will be learner-centered and gender-sensitive. Both male and female students will be encouraged to participate and lead group works, discussions and presentations of solutions to learning tasks..

11. Assessment strategy

Continuous assessments will take into account gender discrepancies. Advice and support will be provided to both male and female students.

12. Assessment pattern

Component	**Weighting (%)**	**Learning Objectives covered**
In-Course Assessment		
CATs +Assignments	60	i-xiv
Final Assessment	40	i-iii, x

13. Strategy for feedback and student support during the module

After each assessment or assignment, students will get their results and will be advised for better performance. Gender discrepancies will be taken into account.

14. Indicative resources

Core Texts

Hunt, E. F., & Colander, D. C. (2008), *Social sciences: An introduction to the study of society*, Boston, Peason/Allyn and Bacon.

Trigg, R. (2001), *Understanding social science: A philosophical introduction to the social sciences,* Malden, Mass, Blackwell Publishers

Szirmia, A. (2005*), The Dynamics of Socio Economics Development*: *An Introduction,* Cambridge, Cambridge University Press

Waugh, D., (2002), *Geography: An integrated approach*, London, Nelson Thornes.

Background Texts

Audi, R., (1999), *The Cambridge Dictionary of Philosophy*. *2nd Edition*, Cambridge, Cambridge University Press.

Carr, E.H., (2001), *What is History* ?, Basingstoke, Palgrave McMillan.

Backhouse, R.E., P. Fontaine, (2010), *The history of the social sciences since 1945*, Cambridge, Cambridge University Press.

Bloch, M., (1995), *Histoire et Historiens*, Paris, Armand Colin.

Carr, M., (1997), *New Patterns: Process and change in Human Geography*, London, Nelson Thornes.

Davies, B., (2000), *Philosophy of Religion: A Guide and Anthology*, New York, Oxford University Press.

Muia, D. M., Otiende, J. E., (2004), *Introduction to Development Studies for Africa,* Nairobi, Acacia Publishers.

Parker, W. C., (2010), *Social Studies Today: Research and Practice*, Routledge, New York.

Waugh, D., (1998), *The new wider world*, Nelson Thornes, London.

Wayne Ross, E., (2006), *Social Studies Curriculum: purposes, problems and possibilities*, Albany, State University of New York.

Journals

Contemporary Issues and Ideas in Social Sciences

Culture, Social and Praxis

Journal Africa Focus

National Curriculum Standards for Social Studies Bulletins

The Social Studies Professional

Social Education

Social Studies and the Young Leaner

Key Websites and on-line resources

Internet Encyclopedia of Philosophy

http://www.pacificnet.net/~gimills/slides.htm

http://www.nelsonthornes.com/gaia

http://www.history.ac.uk/ihr/Focus/Whatishistory/evans10.html.

http://www.socialstudies.org/

15. Module team

- Ms. M. Chantal Bagaye (Leader)
- Mr. Thacien Musabyimana

16. Unit of approval

Deans and Heads of all Departments contributing to the programme to confirm agreement

Department	Dean/Head of Department	Date
1	Signature Dr. Faustin Habineza	
2	Signature Dr. Joseph Iyakaremye, Deputy Dean, Faculty of Education	

3	Signature	
	Dr. Otara Alfred, Dean, Faculty of Education	

Seen and agreed

Library	Signature	
	Mr. Mbarubukeye Thierry Tharcisse, Director	
ICT	Signature	
	Mr Gaetan Zitoni, Director	
Quality Office	Signature :	
	Dr André Muhirwa, Director, Quality Assurance	

UNIVERSITY OF RWANDA

College of Education
SCHOOL OF EDUCATION

MODULE DESCRIPTION FORM

1. **Module Code: DSS 102 Faculty: Education**
2. **Module Title: The physical, social and historical characteristics of Rwanda**
3. **Level: 1 Semester:1 Credits: 10**
4. **First year of presentation: 2014-2015 Administering Faculty: Social Sciences and Business Studies**
5. **Pre-requisite or co-requisite modules, excluded combinations: none**
6. **Allocation of study and teaching hours**

Total student hours 100	**Student hours**
Lectures	34
Seminars/workshops	14
Recommended readings etc.	14
Self-directed study	10
Assignments – preparation and writing	8
Examination – revision and attendance	15
Study trips	5
	100

7. Brief description of aims and content

This module aims at strengthening the study of physical and human aspects of Rwanda from different perspectives (geographical, historical, philosophical, political, civic, moral, economic). It equips students with the knowledge and the skills useful to become good citizens involved in the sustainable development of their country.

8. Learning outcomes

Knowledge and Understanding

Having successfully completed the module, students should be able to

(i) Demonstrate knowledge and understanding of physical and human aspects of Rwanda; concepts of good citizenship and acceptable social conduct in the Rwandan context; and the concept of critical thinking and problem solving in social studies.

Cognitive/Intellectual skills/Application of knowledge

Having successfully completed this module, students should be able to:

(ii) Use some basic skills, techniques, and practices to understand concepts like good citizenship, patriotism, peace and reconciliation, gender equality and equal opportunities.

(iii) Critically analyse the current challenges that Rwanda is facing (HIV/Aids, demographic problems, urbanization, poverty eradication, environmental issues).

Communication / ICT / Numeracy / Analytic Techniques / Practical Skills

Having successfully completed the module, the student should be able to:

(iv) Use a gender-sensitive language in the process of teaching and learning;

(v) Select and use non gender-biased teaching and learning resources;

(vi) Ensure gender equal access to teaching and learning resources;

(vii) Involve both male and female students in learning activities related to the study of Rwanda;

(viii) Search on the internet for relevant information and use the computer for presenting his/her assignments;

(ix) Involve both male and female students in learning activities related to the study of Rwanda;

(x) Comment some pictures and graphics related to Rwanda.

General transferable skills

Having successfully completed the module, a student should be able to:

(xi) Work individually and share ideas with others to achieve defined objectives;

(xii) Develop teaching skills on the study of Rwanda.

(xiii) Create a gender-sensitive learning environment.

9. Indicative Content

The content of this module will consist of an overview of the history, geography, economics, and the socio-political organization of Rwanda emphasising the participation of all actors in the Rwandan society, both men and women, in the past as well as today.

10. Learning And Teaching Strategy

Learning and teaching will be via lectures, tutorials/seminars, individual and group study and practical problem solving that will be learner-centered and gender-sensitive. Both male and female students will be encouraged to participate and lead group works, discussions and presentations of solutions to learning tasks.

11. Assessment Strategy

Continuous assessments will take into account gender discrepancies. Advice and support will be provided to both girls and boys/ women and men.

12. Assessment Pattern

Component	**Weighting (%)**	**Learning Objectives covered**
In-Course Assessment		
CATs +Assignments	60	i-xv
Final Assessment	40	i, iii, xii

13. Strategy For Feedback And Student Support During Module

After each assessment or assignment, students will get their results and will be advised for better performance. Gender discrepancies will be taken into account.

14. Indicative Resources

Core texts:

Campioni M., Noack P. (eds.), (2012), *Rwanda fast forward*, Basingstoke, McMillan.

Clark P., Kaufman Z. D. (eds.), (2008), *After genocide: transitional justice, post-conflict reconstruction and reconciliation in Rwanda and beyond,* London, Hurst & Company.

Rutembesa F., Semujanga J., Shyaka A. (eds.), (2003), *Rwanda: identité et citoyenneté*, Butare, UNR.

Vansina J., (2004), *Antecedents to Modern Rwanda: the Nyiginya Kingdom*, Madison, University of Wisconsin Press.

Background Texts

NISR, (2007), *Millennium Development Goals-Country Report*, Kigali, Republic of Rwanda.

Maquet, J., (1954), *Le système des relations sociales dans le Ruanda ancien*, Tervuren, MRAC.

MINECOFIN (2009), The Gender Responsive Monitoring and Evaluation Framework, Kigali, Republic of Rwanda.

MIGEPROF, (2004), National Gender Policy, Kigali, Republic of Rwanda.

MIGEPROF, UNPD, (2002), *Etude sur les croyances, les attitudes et les pratiques en rapport avec le genre au Rwanda*, Kigali, République du Rwanda.

Muzungu B., (2003), *Historie du Rwanda pré-colonial*, Paris, L'Harmattan.

Muzungu B., "L'Héroisme au féminin", *Cahiers Lumière et société*, *Histoire*, 4 (8), pp. 12-20

Nyirahabimana J., (2010), "La fille dans l'impasse: étude socio-sémiotique", *Rwanda Journal*, 18.

Pottier J., (2002), *Re-imagining Rwanda: conflict, survival and disinformation in the late twentieth century*, Cambridge, Cambridge University Press.

Powley E., (2007), "Gender Is Society: Inclusive Lawmaking in Rwanda's Parliament", *Critical Half*, V, 1, pp. 15-21.

Shyaka A., (2005), *Le conflit rwandais: origines, développement et stratégies de sortie*, Kigali, NURC.

Shyaka A., (2004), *Le Conflit Rwandais. Origines, Développement et Stratégies de Sortie*, Kigali, NURC.

Journals

Rwanda Journal

Key Websites and on-line resources

http://www.statistics.gov.rw/

http://www.migeprof.gov.rw/

http://www.minecofin.gov.rw/home.html

http://www.dlblanc.com/Gakondo/index.php.en

15. Module Team

- Ms. M. Chantal Bagaye (Leader)
- Mr. Thacien Musabyimana

16. Unit Approval

Deans and Heads of all Departments contributing to the programme to confirm agreement

Department	Dean/Head of Department	Date
1	Signature	
	Dr. Faustin Habineza	
2	Signature	
	Dr. Joseph Iyakaremye, Deputy Dean, Faculty of Education	
3	Signature	
	Dr. Otara Alfred, Dean, Faculty of Education	

Seen and agreed

Library	Signature	
	Mr. Mbarubukeye Thierry Tharcisse, Director	
ICT	Signature	
	Mr Gaetan Zitoni, Director	
Quality Office	Signature :	
	Dr André Muhirwa, Director, Quality Assurance	

Seen and agreed

Library	Signature	
	Mr. Mbarubukeye Thierry Tharcisse, Director	
ICT	Signature	
	Mr Gaetan Zitoni, Director	
Quality Office	Signature :	
	Dr André Muhirwa, Director, Quality Assurance	

UNIVERSITY OF RWANDA

College of Education

SCHOOL OF EDUCATION

MODULE DESCRIPTION FORM

1. **Module Code: DSS 103**

Faculty: Education

2. **Module Title: The study of Africa**
3. **Level: 1 Semester: 2 Credits: 10**
4. **First year of presentation: 2014-2015 Administering Faculty: Social Sciences and Business Studies**
5. **Pre-requisite or co-requisite modules, excluded combinations: DSS 102**
6. **Allocation of study and teaching hours**

Total student hours 100	**Student hours**
Lectures	34
Seminars/workshops	14
Recommended readings etc.	14
Self-directed study	10
Assignments – preparation and writing	8
Examination – revision and attendance	20
	100

7. Brief description of aims and content

This module aims at deepening the study of physical and human aspects of Africa from different perspectives (geographical, historical, philosophical, political, civic, moral, economic). The purpose will be to develop an understanding of African dynamics.

8. Learning Outcomes

Knowledge and Understanding

Having successfully completed the module, students should be able to

(i) demonstrate knowledge and understanding of physical and human aspects of Africa; african dynamics; and critical thinking and problem solving about African issues.

Cognitive/Intellectual skills/Application of knowledge

Having successfully completed the module, students should be able to:

(ii) Use some basic skills, techniques, practices to explain the role that Africa plays in the world society;

(iii) Critically analyse the current challenges that Africa faces;

(iv) Develop a critical understand of other African cultures and their mutual relationships.

Communication / ICT / Numeracy / Analytic Techniques / Practical Skills

Having successfully completed the module, the student should be able to:

(v) Use a gender-sensitive language in the process of teaching and learning;

(vi) Select and use non gender-biased teaching and learning resources;

(vii) Ensure gender equal access to teaching and learning resources.

(viii) Search on the internet for relevant information and use the computer for presenting his/her assignments;

(ix) Involve both male and female students in learning activities related to the study of Africa;

(x) Comment some pictures and graphics related to Africa.

General transferable skills

Having successfully completed the module, a student should be able to:

(xi) Work individually and share ideas with others to achieve defined objectives;

(xii) Develop teaching skills on the study of Africa.

(xiii) Create a gender-sensitive learning environment.

9. Indicative Content

The content of this module will consist of an overview of the history, geography, economics, philosophy, and the socio-political organization of Africa stressing the contribution of all actors both men and women.

10. Learning And Teaching Strategy

Learning and teaching will be via lectures, tutorials/seminars, individual and group study and practical problem solving that will be learner-centered and gender-sensitive. Both male and female students will be encouraged to participate and lead group works, discussions and presentations of solutions to learning tasks.

11. Assessment Strategy

Continuous assessments will take into account gender discrepancies. Advice and support will be provided to both girls and boys/ women and men.

12. Assessment pattern

Component	**Weighting (%)**	**Learning Objectives covered**
In-Course Assessment		
CATs +Assignments	60	i-viii
Final Assessment	40	i, ii, vi, xii

13. Strategy for feedback and student support during module

After each assessment or assignment, students will get their results and will be advised for better performance. Gender discrepancies will be taken into account.

14. Indicative resources

Core texts

UNESCO, *General History of Africa* (Vol. I-VII), (1964-present), Berkeley, University of California Press (available online at the UNESCO website: http://www.unesco.org/new/en/culture/themes/dialogue/general-history-of-africa/volumes/)

Iliffe J. (1995), *Africans: the history of a continent*, Cambridge, Cambridge University Press.

Imbo S. O., (1998) *An Introduction to African Philosophy,* Boston, Rowman and Littlefield Publishers.

Aryeetey-Attoh S. (2009), *Geography of Sub-Saharan Africa*, Prentice Hall.

Background Texts

Appiah, K. A. (1998), *African philosophy*, in Craig E. (ed.), *Routledge Encyclopedia of Philosophy*. London: Routledge. available at http://www.rep.routledge.com/article/Z018.

Bascom W. R., Herskovits M. J. (1959), *Continuity and change in African cultures*, Chicago, University of Chicago Press.

Cole R., De Blij H. J. (2007), *Survey of Subsaharian Africa : a regional geography*, Oxford, Oxford University Press.

Collins R., Burns J. (eds.) (2007), *A History of Sub-Saharian Africa*, Cambridge, Cambridge University Press.

Falola T. (2008), *The power of African cultures*, New York, University of Rochester Press.

Falola T., Jennings C., (2002) *Africanizing knowledge: African Studies across the discipline*, New Brunswick, New Jersey, Transaction Publishers.

Mirzaye M., et al. (2007), *Demographic dimensions of the urbanization process in selected African countries: new prospects and challenges*, paper presented at UAPS, Arusha, non published, available online at http://uaps2007.princeton.edu/papers/70765.

Journals

Contemporary Issues and Ideas in Social Sciences

Culture, Social and Praxis

Journal Africa Focus

Journal of African Cultural Studies

Journal of African Economies

National Curriculum Standards for Social Studies Bulletins

The Social Studies Professional

Social Education

Social Studies and the Young Leaner

Key Websites and on-line resources

http://pegasus.cc.ucf.edu/~janzb/afphil/afpapers.htm

http://www.aercafrica.org/

http://allafrica.com/

15. Module Team

- Ms. M. Chantal Bagaye (Leader)
- Mr. Thacien Musabyimana

16. Unit Approval

Deans and Heads of all Departments contributing to the programme to confirm agreement

Department	Dean/Head of Department	Date
1	Signature Dr. Faustin Habineza	
2	Signature Dr. Joseph Iyakaremye, Deputy Dean, Faculty of Education	
3	Signature Dr. Otara Alfred, Dean, Faculty of Education	

Seen and agreed

Library	Signature	
	Mr. Mbarubukeye Thierry Tharcisse, Director	
ICT	Signature	
	Mr Gaetan Zitoni, Director	
Quality Office	Signature :	
	Dr André Muhirwa, Director, Quality Assurance	

Seen and agreed

Library	Signature	
	Mr. Mbarubukeye Thierry Tharcisse, Director	
ICT	Signature	
	Mr Gaetan Zitoni, Director	
Quality Office	Signature :	
	Dr André Muhirwa, Director, Quality Assurance	

UNIVERSITY OF RWANDA

College of Education
SCHOOL OF EDUCATION

MODULE DESCRIPTION

9. Module Code: DSS 104 Faculty: Education

10. Module Title: Creative Performance & Physical Education

11. Level: 1 Semester:2 Credits: 10

12. First year of presentation: 2014-2015 Administering Faculty: Social Sciences and Business Studies

13. Pre-requisite or co-requisite modules, excluded combinations: none

14. Allocation of study and teaching hours

Total student hours __100_____	**Student hours**
Lectures	24
Seminars/workshops	12
Recommended readings etc.	16
Self-directed study	20
Assignments – preparation and writing	8
Examination – revision and attendance	20
	100

15. Brief description of aims and content

This module is a practical and interdisciplinary module. It aims at giving a clear understanding of Music, Drama, Drawing, and Physical Education and showing how all these disciplines are practiced and how related they are. It provides students the skills useful for personal, behavioral, cultural, and societal positive development. At the completion of the module the student teachers will become **Creative Performers &**

Physical Educators who can easily help their students to develop positive attitudes through practices.

16. Module learning outcomes

Knowledge and Understanding

Having successfully completed the module, students should be able to demonstrate knowledge and understanding of:

(xiii.) Music, Drama, Drawing, and Physical Education as interdisciplinary subfields;

(xiv.) The connection among Music, Drama, Drawing, and Physical Education; and

(xv.) How Creative Performance and Physical Education is an important field for societal development.

Cognitive/Intellectual skills/Application of knowledge

Having successfully completed the module, students should be able to:

(xvi.) Use Music, Drama, Drawing, and Physical Education skills, techniques, practices to ensure social and positive development; and

(xvii.) Use Music, Drama, Drawing, and Physical Education skills for professional development.

Communication / ICT / Numeracy / Analytic Techniques / Practical Skills

Having successfully completed the module, the student should be able to:

(xviii.) Use a creative art in the process of teaching and learning;

(xix.) Employ creative art teaching and learning resources;

(xx.) Do more research on Creative Performance and Physical Education Module using new technologies in learning and teaching process and in their presentations as well; and

(xxi.) Perform various learnt skills in Creative Performance and Physical Education.

General transferable skills

Having successfully completed the module, a student should be able to:

(xxii.) Perform their work with little or without supervision;
(xxiii.) Work collectively to achieve defined objectives; and
(xxiv.) Undertake independent study on Creative Performance and Physical Education Module.

17. Indicative content

The module will include the general understanding of Music, Drama, Drawing and Physical Education. Music (indispensable nuances; the concept of stave and clefs/keys; the 7 notes on the stave in table clef; the two-two time; the notes in1edger flues; tones; new movements; beats; notes length; intervals; frequent beats in Rwandan music; etc). Drama (the key concepts in drama; kinds of drama; the basic elements of drama; drama in historical context; drama in Africa according to different periods and cultures; drama in Rwanda according to different periods; analyzing a play; composing sketches and short plays; staging a play; etc). Drawing (the concept of "dot"; various types of drawn lines; shapes; the principles of the plastic language; the plastic art/language elements; etc). Physical Education (Basic physical training; Gymnastics; Athletics; Collective sports; etc).

18. Learning and teaching strategies

The overall principle of learning and teaching approach is learner centered approach into which the teacher works more as a facilitator for learning rather than a provider of knowledge. Students will be provided with tasks/activities meant to facilitate understanding of theoretical concepts in Creative Performance and Physical Education.

19. Assessment strategy

Students will be assessed when measuring the knowledge and especially when measuring practical skills. Assessments will be done through exercises, Assignments, and CATs.

20. Assessment pattern

Component	Weighting (%)	Learning Objectives covered

In-Course Assessment		
CATs +Assignments	60	i-ix
Final Assessment	40	i-xii

21. Strategy for feedback and student support during the module

Through individual teacher student interactions as well as marked CATS, weak and strong students will be identified. For weak ones special attention will be given to them even if it means allowing them some additional consultation beyond class hours.

22. Indicative resources

Manuel de théorie par Compagnie de Musique
Initiation à la solmisation par Bureau d'Education Rurale (Burundi)
La méthode bleue par Chanoine Francis POTIER
A la découverte des rythmes et des sons de S. PETIT et G. DELAUNAY, Collection bourrelier, Librairie Armand Colin.

Microsoft ® Encarta ® 2009. © 1993-2008 Microsoft Corporation
Arthur MILLER, The theater Essays of Arthur Miller, 2nd edition, New York, 1994
François SALIEN, Panorama du théâtre africain d'expression française, UNR, Butare, 1983
Curriculum d'Education Physique et Jeux Section Normale, 3e Année D.P.E.S. KIGALI
Curriculum d'Education Physique et sports Toutes sections, 3e Année D.P.E.S. KIGALI
Curriculum d'Education Physique et sports Enseignement des Lettres, toutes sections, 2ème Année
Programme d'Education Physique et Sportive B.E.P.E.S, BURUNDI Edition Août 1990
Association des Parents de Kigali, Programme d'E.P.S. au Tronc Commun Mars 1996.
F. ELIAS, A Hilgers, W. Fetter, M. Raschdorff, J. Wintermeier, D. Wolfarth, Education Physique et Sportive pour les élèves primaires et les CERAI.
7. GARINET - GAVEAU AND JUMEL: Athlétisme du débutant au spécialiste

Key Websites and on-line resources

http://www.ncdc.gov.rw/SECONDARYENG.html

http://musiclessoncentre.blogspot.com/2011/04/music-theory-staff-or-stave_02.html

http://www.learnmusicfree.com/lesson/fundamentals/clefs_key_signatures.html

http://www.free-online-piano-lessons.com/piano-notes.html

http://www.ultimate-guitar.com/lessons/the_basics/time_signatures.html

http://mehmetatasagun.blogspot.com/2005/11/visual-arts-glossary.html

23. Module team

- Ms. Virginie Akimana (Leader)
- Ms. Olive Mukulira

24. Unit of approval

Deans and Heads of all Departments contributing to the programme to confirm agreement

Department	**Dean/Head of Department**	**Date**
1	Signature	
	Dr. FaustinHabineza	
2	Signature	
	Dr. Joseph Iyakaremye, Deputy Dean, Faculty of Education	
3	Signature	
	Dr. Otara Alfred, Dean, Faculty of Education	

Seen and agreed

Library	Signature	
	Mr. Mbarubukeye Thierry Tharcisse, Director	
ICT	Signature	
	Mr GaetanZitoni, Director	
Quality Office	Signature :	
	Dr André Muhirwa, Director, Quality Assurance	

UNIVERSITY OF RWANDA

College of Education
SCHOOL OF EDUCATION

KIE MODULE DESCRIPTION FORM

1. **Module Code: DPE 202** **Faculty: Education**
2. **Module Title: Teaching methods in social studies**
3. **Level: 1 Semester: 2 Credits: 20**
4. **First year of presentation: 2014-2015 Administering Faculty: Social Sciences and Business Studies**
5. **Pre-requisite or co-requisite modules, excluded combinations: none**
6. **Allocation of study and teaching hours**

Total student hours 200	**Student hours**
Lectures	**48**
Seminars/workshops	**10**
Practical classes/laboratory	**14**
Set reading etc.	**22**
Self-directed study	**50**
Assignments – preparation and writing	**16**
Examination – revision and attendance	**40**
Total	**200**

7. **Brief description of aims and content**

The module aims at giving students a deep knowledge of specific gender-responsive teaching methods of Social Studies (whole process of lesson preparation, delivery and evaluation).

8. Learning outcomes

Knowledge and Understanding

Having successfully completed the module, students should be able to:

(i) Demonstrate a broad knowledge base in the area of teaching specific methods;

(ii) Create a gender sensitive teaching and learning environment.

Cognitive/Intellectual skills/Application of knowledge

Having successfully completed the module, students should be able to:

(iii) Evaluate evidence-based solutions to defined teaching problems/issues;

(iv) Minimize the occurrence of gender discrepancies among the students.

Communication / ICT / Numeracy / Analytic Techniques / Practical Skills

Having successfully completed the module, students should be able to:

(v) Convey complex information to different audiences and for a variety of purposes in relation to teaching.

(vi) Use a gender-sensitive language in the process of teaching and learning;

(vii) Select and use non gender-biased teaching and learning resources;

(viii) Ensure gender equal access to teaching and learning resources.

General transferable skills

Having successfully completed the module, students should be able to:

(ix) Take the lead in preparing schemes of work and lesson plans;

(x) Have relevant skills in teaching Social Studies;

(xi) Select and create relevant teaching and learning resources.

9. Indicative content

The module will include the following aspects: gender-responsive learning/teaching processes and methods, class management, schemes of work, lesson plans and preparation of teaching/learning aids, and evaluation/assessment, micro-teaching.

10. Learning and teaching strategy

Learning and teaching will be via lectures, tutorials/seminars, individual and group study and practical problem solving that will be learner centered and gender-sensitive. Both male and female students will be encouraged to participate and lead group works, discussions and presentations of solutions to learning tasks.

11. Assessment strategy

Continuous assessments will take into account gender discrepancies. Advice and support will be provided to both male and female students.

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12. Assessment pattern

Component	Weighting (%)	Learning Objectives Covered
In-Course Assessment		
CATs +Assignments	60	i-viii
Final Assessment	40	i, iii, vii, ix, xi

13. Strategy for feedback and student support during module

After each assessment or assignment, students will get their results and both male and female students will be advised for better performance.

14. Indicative resources

Core Text

Chiodo, J. & Byford, J. (2006). *Do they really dislike social studies? A study of middle school and high school students*. The Journal of Social Studies Research, 28 (1), 16-26.

Harwood, A. M. & Hahn, C. L. (1990). *Controversial issues in the classroom*. Bloomington, IN: ERIC Clearinghouse for social studies / Social Science Education / Social Science Education (ERIC Document Reproduction Service No. ED 327453).

Leming, J. S., Ellington, L., & Schug M. (2006). *The State of social studies: A national random survey of elementary and middle school social studies teachers*. Social Education, 70 (5), 322-327.

Mlama, P. et al. (2005), *Gender responsive pedagogy : a teacher's handbook*, Nairobi, FAWE.

Background texts

Bhatnagar, O.A et al, (1985). *Education and communication for development* (2nd ed) Oxfard STBH Publishing Col; PVT, LTD New Delhi

Brown, G (1975). *Micro- teaching*. London, Methuen

Cohen, L and Manion, L (1981). *Perspectives on classrooms and schools*. London, Hol + Rinehart and Winston.

Ellis, A. K. (1995). *Teaching and learning elementary social studies*. Boston: Allyn and Bacon.

Harris, D. (1997), *Assessing discussion of public issues*, in Evans, R. W. and D. W. Saxe (eds), *Handbook on teaching social issues*. NCSS Bulletin 93. Washington DC: National Council for Social Studies.

Hoagland, M. (2000). *Utilizing constructivism in the history classr*oom, Bloomington IN: ERIC Clearinghouse for Social Studies / Social Science Education. (ERIC Document Reproduction Service No. 327453).

Kocchar, S. K. (1984), *The Teaching of Social Studies*, New Dehli, Sterling.

Martorella, Peter H. (1996). *Teaching social studies in middle and secondary schools*. Englwood Cliffs, NJ: Prentice Hall.

Nickerson, R.S. (1994). *The Teaching of Thinking and Problem Solving*, in R. J. Sternberg (ed.), *Thinking and Problem Solving*, San Diego: Academic Press.

Perrot, E., (1982), *Effective teaching A Practical guide to improving your teaching*,

Wekesa Mukwa, Ch. and Kiprop Too, J. (2002). *General Instructional Methods*, Moi University Press.

Journals

CITE Journal

Journal of effective teaching

Royal society journal

Directory of open access journals

Key websites and on-line resources

www.teachingmethods.com

www.teachingsocialstudies

http://www.uintahbasintah.org/papers/ssstrategies

http://www.eed.state.ak.us/tls/frameworks/sstudies/part3a1.htm

Teaching/Technical Assistance: None

Laboratory Space and Equipment: None

Computer Requirements: None

15. Module team

- Ms. M. Chantal Bagaye (Leader)
- Mr. Thacien Musabyimana

16. Unit approval

Deans and Heads of all Departments contributing to the program to confirm agreement

Department	Dean/Head of Department	Date
1	Signature	
	Dr. Faustin Habineza	
2	Signature	
	Dr. Joseph Iyakaremye, Deputy Dean, Faculty of Education	

3	Signature	
	Dr. Otara Alfred, Dean, Faculty of Education	

Seen and agreed

Library	Signature	
	Mr. Mbarubukeye Thierry Tharcisse, Director	
ICT	Signature	
	Mr Gaetan Zitoni, Director	
Quality Office	Signature :	
	Dr André Muhirwa, Director, Quality Assurance	

Seen and agreed

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Quality Office	Signature :	
	Dr André Muhirwa, Director, Quality Assurance	

UNIVERSITY OF RWANDA

College of Education

FACULTY OF EDUCATION

MODULE DESCRIPTION FORM

1. **Module Code: DSS 203** **Faculty: Education**
2. **Module Title: Africa in a Global Context**
3. **Level: 1 Semester: 1 Credits: 20**
4. **First year of presentation: 2014-2015 Administering Faculty: Social Sciences and Business Studies**
5. **Pre-requisite or co-requisite modules, excluded combinations: DSS 102, DSS 103**
6. **Allocation of study and teaching hours**

Total student hours 200	**Student hours**
Lectures	**48**
Seminars/workshops	**24**
Recommended readings etc.	**32**
Self-directed study	**40**
Assignments – preparation and writing	**16**
Examination – revision and attendance	**40**
	200

7. **Brief description of aims and content**

The content of this module will give an in-depth understanding of African historical and socio-political issues as compared to the rest of the world. The purpose of this module will be understanding Africa in a global perspective.

8. Learning Outcomes

Knowledge and Understanding

Having successfully completed this module, students should be able to demonstrate knowledge and understanding of:

(i) Contemporary African governance issues;

(ii) Principles of Human Rights, theories of International Relations, conflict management and peace-building efforts, gender and environmental issues, population growth and economic development;

(iii) Comparative understanding of African issues in a Global Context.

Cognitive/Intellectual skills/Application of knowledge

Having successfully completed the module, students should be able to:

(iv) Use some basic skills, techniques, practices to address the current socio-political issues in Africa;

(v) Actively engage with current global challenges;

Communication / ICT / Numeracy / Analytic Techniques / Practical Skills

Having successfully completed the module, the student should be able to:

(vi) Use a gender-sensitive language in the process of teaching and learning;

(vii) Select and use non gender-biased teaching and learning resources;

(viii) Ensure gender equal access to teaching and learning resources.

(ix) Search on the internet for relevant information related to the module;

(x) Develop adequate computer skills for his/her academic presentations;

(xi) Involve both girls and boys/ women and men in learning activities related to this module;

(xii) Comment on some pictures and graphics related to Africa and the rest of the world.

General transferable skills

Having successfully completed the module, a student should be able to:

(xiii) Work individually and share ideas with others to achieve defined objectives;

(xiv) Develop teaching skills on this module;

(xv) Create a gender-sensitive learning environment.

9. Indicative Content

This module will consist of an overviews of different contemporary African issues related to politics, human rights, peace-building and conflict management, environment, gender and international relations.

10. Learning And Teaching Strategy

Learning and teaching will be via lectures, tutorials/seminars, individual and group study and practical problem solving that will be learner-centered and gender-sensitive. Both male and female students will be encouraged to participate and lead group works, discussions and presentations of solutions to learning tasks.

11. Assessment Strategy

Continuous assessments will take into account gender discrepancies. Advice and support will be provided to both girls and boys/ women and men.

12. Assessment Pattern

Component	**Weighting (%)**	**Learning Objectives covered**
In-Course Assessment		
CATs +Assignments	60	i-xv
Final Assessment	40	i-v, xii

13. Strategy For Feedback And Student Support During Module

After each assessment or assignment, students will get their results and will be advised for better performance. Gender discrepancies will be taken into account.

14. Indicative Resources

Core texts

Englebert, P. (2009), *Africa: Unity, Sovereignity and Sorrow*, Boulder, CO: Lynne Rienner.

Harbeson J. W., Rothchild D. (eds.), *Africa in World politics: engaging a changing global orders*, Boulder, Westview Press.

Mamdani, M. (1996), *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*, Priceton, NJ: Priceton University Press.

Thomson A. (2000), An Introduction to African Politics, New York, Routledge.

Background Texts

Bayart, J. F. (2009), *The State in Africa: the politics of the belly*, Cambridge, Polity Press.

Crawford, Y., (1994), *The African Colonial State in Comparative Perspective*, New Haven, Yale University Press.

Darkoh M., Rwomire A. (eds.), (2003) *Human Impact on Environment and Sustainable development in Africa*, Hampshire, Ashgate Publishing Limited.

Dorman, S., Hammett D.& Nugent P. (eds.) (2007), *Making Nations, Creating Strangers: States and Citizenship in Africa*, Leiden: Brill.

Ferguson, J. (2006), *Global shadows: Africa in the neoliberal world order*, Durham, NC and London, Duke University Press.

Kalipeni, E., Craddock S., Oppong, J. R., Ghosh J. (eds.), (2004), *HIV and AIDS in Africa: beyond epidemiology*, Malden, Blackwell Publishing.

Keller, E. J., (2007), "Secessionism in Africa", *The Journal of African Policy Studies*, 13 (1).

Kevane M., (2004), *Women and development in Africa: how gender works*, Boulder, Lynne Rienner Publishers.

Mamdani, M. (2008), "Beyond settlers and natives as political identities: overcoming the political legacy of Colonialism", *Comparative Studies in Society and History*, 43 (4).

Okello M. C., Dolan C., Whande U., Mncwabe N., Onegi L., Oola S. (2012), *Where law meets reality: Forging African Transitional Justice*, Capetown, Oxford, Pambazuka Press.

Journals

Africa

African Affairs

African Journal of International Affairs

The Journal of Modern African Studies

Feminist Africa

Key Websites and on-line resources

http://www.ajol.info/

http://agi.ac.za/feminist-africa

http://www.africanfeministforum.org/

http://www.codesria.org/spip.php?&lang=en

15. Module Team

- Ms. M. Chantal Bagaye (Leader)
- Mr. Thacien Musabyimana

16. Unit Approval

Deans and Heads of all Departments contributing to the programme to confirm agreement

Department	Dean/Head of Department	Date
1	Signature Dr. Faustin Habineza	
2	Signature	

	Dr. Joseph Iyakaremye, Deputy Dean, Faculty of Education	
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	Dr. Otara Alfred, Dean, Faculty of Education	

Seen and agreed

Library	Signature	
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Quality Office	Signature :	
	Dr André Muhirwa, Director, Quality Assurance	

Seen and agreed

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ICT	Signature	
	Mr Gaetan Zitoni, Director	
Quality Office	Signature :	
	Dr André Muhirwa, Director, Quality Assurance	

APPENDIX IX

Diploma in Primary Education Curriculum

UCLA Review

Review of Teacher of Primary Education Modules

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Attached is an evaluation/review with recommendations and questions regarding the Primary Education Modules. This is not a comprehensive evaluation of the modules due to the time constraint and lack of my full understanding of the context of the educational setting and the social, political and cultural context of the country. What is presented is an evaluation of the program based on its ability to meet the specific objectives of each individual module with the goal of enhancing the learning opportunity for the students at the University of Rwanda in the Primary Education program.

The Instructional Plan, Assigned Work, Resources, Assessments and integration of gender was the lens in which I viewed the modules. My objective was to review the modules and look for evidence that the objectives/learning goals will be met after finishing a module. The general overall outcomes for all modules are the following:

General Overall Outcomes for All Modules:

Outcome 1 - Knowledge and Understanding
Outcome 2 - Cognitive/Intellectual Skills/Application and Knowledge
Outcome 3 - Communication/ICT/Numeracy/Analytical Techniques/Practical Skills
Outcome 4 - General Transferable skills

Please read through each module evaluation. There are specific questions and recommendations for clarity and improvement of each individual module. Also, please see the end of the evaluation (pg. 16) to gain overall thoughts on the modules as a whole.

Child Development and Learning Module

Child Development and Learning Module					
	Outcome 1	**Outcome 2**	**Outcome 3**	**Outcome 4**	**Evidence to support reaching of outcomes**
Instructional Plan	✔	✔	✔	✔	Evidence: • Starts with theory and moves into practice • Multiple modes of instruction and learning strategies (Lecture, structured exercises, reading, workshops, independent or extended learning - asked to move beyond lecture notes and come to own learning and understanding of material presented and share for group learning. • Specialization outside the department • Focus on equal participation for male and female students
Assigned Work	✔	✔	✔	✔	• Oral presentations • Group presentations • Papers focusing on learning • Assigned relevant reading to support learning
Resources		✔	✔	✔	• Summary of notes for continued development • Psychology books that move from theory to practice and use real case studies
Assessments	✔	✔	✔	✔	• Quiz • Formative and Summative assessments • Presentations (oral & group) • Group discussions/participation

Integration of Gender – Outcomes 2 and 4 call for the need to involve boys and girls equally in the learning and create a gender sensitive learning environment. The material and resources provide a good basis for understanding the psychology of child development, however, a focus on gender and the brain (how boys and girls learn differently), should be part of the resources used when lecturing. I am not clear that the resources listed address the research on how understanding the development of both genders informs teaching practices, students learning or supporting a gender specific learning environment. I am not familiar with all the resources listed, but I am not quite sure they will promote the discussion of gender sensitive learning environment and fairness. Northwestern University, 2008 printed an article called, Boys' And Girls' Brains Are Different: Gender Differences In Language Appear Biological http://www.sciencedaily.com/releases/2008/03/080303120346.htm. The research is vast on this subject and in order to really make sure gender issues are incorporated; some of the core readings should represent this area of study.

General comments on Module - This module will meet the requirements for addressing the outcomes of the program because this module is heavy in child development and psychology. Two things to consider: 1) The module must make sure it connects theory to practice, taking the theory and applying it to instruction and learning. 2) What resources will be incorporated to help promote the conversation and study of gender developmental psychology and its implications on teaching and learning? Currently, they don't seem to have many readings that discuss gender differences in child development and learning.

Questions:

1. Rwanda has groups that may have cultural differences (Hutis, Titis and Twa) How is this addressed in the "psychology of learning"? How does culture impact classroom management? It is difficult to discuss learning and classroom management when you do not discuss cultural views and bias about behavior.
2. Feedback on assessments (Quiz/other recorded assessments) should be immediate, except for the summative assessment. Formative assessments should be used to inform the next learning experience for students in the course and therefore should be immediate. Students should not have to wait until the end of semester for feedback on work or presentations produced throughout the course.

Theory and Practice of Teaching in Primary Schools

Child Development and Learning Module					
	Outcome 1	**Outcome 2**	**Outcome 3**	**Outcome 4**	**Evidence to support reaching of outcomes**
Instructional Plan	✔	✔	✔	✔	Evidence: • Lecturing • Group Work/discussions • Collaborative Learning with female and male taking lead • Small group teaching
Assigned Work	✔	✔	✔	✔	• Oral presentations • Group presentations • Papers focusing on teaching theory and practice • Assigned relevant reading to support learning
Resources	✔	✔	✔	✔	• Assigned readings • Not sure of resources provided for gender issues discussions and learning
Assessments	✔	✔	✔	✔	• Group work and powerpoint presentations • Summative Assessments • Homework • Most Assessment coming from School based assignments • Formative Assessments (immediate feedback)

Integration of Gender – The module states that it will help their students create a gender balanced teacher-pupil classroom interaction. I am not clear what resources are presented to facilitate that learning. Also, an outcome is that the students interacting in the course will be encouraged to lead work groups during sessions. I am asserting that the language should be stronger. Not "encourage"…but the professors will create learning opportunities that place men and women in leadership roles within assignments. This places ***accountability*** on the professors to help facilitate and model how to create gender bias classroom environments. It also helps keep the idea of gender integration in the forefront of their minds.

General comments on Module - This module will meet the requirements for addressing the outcomes of the program. However, I am not clear that the resources presented help move towards the outcomes for the integration of gender.

Questions –

1. One of the outcomes reads, "teachers should be able to observe a teacher in class and be able to ensure that those principles are applied accordingly"? I am not clear why this outcome is in this module? This outcome moves into coaching, mentoring and evaluation of teachers. That is very different from what is presented as the modules overall objectives. This outcome would fall under Teacher leadership, professional development, school improvement, etc.

Academic and Life Skills for Teachers

Child Development and Learning Module					
	Outcome 1	**Outcome 2**	**Outcome 3**	**Outcome 4**	**Evidence to support reaching of outcomes**
Instructional Plan	✔	✔	✔	✔	Evidence: • Lecturing • Group Work/discussions • Collaborative Learning with female and male taking lead • Small group teaching
Assigned Work	✔	✔	✔	✔	• Gender sensitive activities • Oral presentations • Group presentations • Case Studies • Visual and Audio • After Class activities
Resources	✔	✔			• Reading available to support course • Not clear of the readings used to support gender issues
Assessments	✔	✔	✔	✔	• Two research essays • Informal Assessments (participation,

Integration of Gender – Even though the module is heavy with gender specific outcomes, the resources or readings don't support their learning. There is a Gender Sensitivity Module 5 reading on the core reading list by Guez and Allen, but as I read through it I am not sure how it supports the outcomes of the module. They present words like "intellectually and academically **deficient** and

deviant in social behavior, in the text. One should be cautious when teaching teachers around issues of gender, culture, etc. in ensuring that the place we speak from is not one of "deficit" thinking. The research should speak of behavior from a cultural context helping teachers understand that words matter and how we speak of students is what we believe of their abilities. Plenty of resources on gender issues in Africa that can be used to facilitate the learning, but I see very little presented in the course readings.

General comments on Module – I am very excited about the learning opportunities with this module. This module specifically focuses on the cultural and personal aspects of being a teacher in Rwanda and addresses gender issues head on. It focuses on human rights, HIV, conflict resolution. Understanding the history, political climate and gender issues are very important to helping teachers transform themselves and their students and community of the school. The reading of "Democracy through teacher education" is a critical read. Also, this module provided one on one interaction between students and professors.

Questions:

1. Be clear on what "a gender specific way to provide feedback" is? What does that mean? I am assuming it is not just making sure students are called on equally for participation. Calling on students is a way to appear gender sensitive, but professors must make sure that in their facilitation of the course that female students are put in situation where their voice is the lead during discussions and they are validated and affirmed in their responses.

2. What are the essays in this module going to focus on? There is a lot of information presented. How is the information going to be focused to make sure learning is occurring with the students and the are not just regurgitating information?

3. I am not clear on how conflict resolution is addressed in the module, even though it is listed as an outcome. Rwanda has a deep history of conflict and conflict resolution, are they drawing their information from their history?

4. There is a lot of information in this module; I am not sure how students are expected to synthesize all of it into two essays. It actually seems like it should be split into two modules. One focused on Academic Life Skills and the other on Gender issues and all other political and social realms of the country and their impact on teaching and learning.

School Leadership and Management

Child Development and Learning Module					
	Outcome 1	**Outcome 2**	**Outcome 3**	**Outcome 4**	**Evidence to support reaching of outcomes**
Instructional Plan	✔	✔	✔	✔	Evidence: • Lecturing • Group Work/discussions • Small group teaching
Assigned Work	✔	✔	✔	✔	• Oral presentations • Group presentations • Assigned relevant reading to support learning
Resources	✔	✔	✔	✔	• Assigned reading material suitable for learning • Access to instructor of consistent feedback
Assessments	✔	✔	✔	✔	• Group work and oral presentations • Summative & Formative Assessments

Integration of Gender – The outcomes for the module are to focus on gender related issues in school leadership and create a gender balanced working environment. However, I do not see a specific reading or resource geared toward gender leadership. How is that discussion being facilitated in the module?

General comments on Module – This is a straightforward module and will meet the requirements for addressing the outcomes of the program. The module examines management vs. supervision and looks at theory behind leadership and the types of leadership styles. However, the resources to help support and promote the discussion of gender in leadership are missing from the module.

Inclusive and Child Friendly Practices

Child Development and Learning Module					
	Outcome 1	**Outcome 2**	**Outcome 3**	**Outcome 4**	**Evidence to support reaching of outcomes**
Instructional Plan	✔	✔	✔	✔	Evidence: • Lecturing • Seminars • Structured group learning
Assigned Work	✔	✔	✔	✔	• Class presentations • Group presentations • Field work • Analysis and discussions
Resources	✔	✔	✔	✔	• Assigned reading material suitable for learning • Video clips • Movie Screenings • Peer Tutoring
Assessments	✔	✔	✔	✔	• Summative & Formative Assessments • Written homework • Reports on fieldwork

Integration of Gender – The goal of this module is to produce gender responsive teaching and learning strategies with regards to a CFS environment. The goal is to be responsive to all students particularly girls and those with special needs. This module can be the catalyst to help teachers understand various learning needs, styles and how to accommodate students and be inclusive if the module is presented by first asking the question, "How am I being responsive to all my students?" If they are continually asking that question then the objectives of the module will be met and gender, special education, etc. will continuously be discussed throughout the module. You can't think about learning strategies and techniques if you don't understand the students you serve. The question has to be at the forefront of how the module is presented. If you are going to be responsive to girls and to girls with special needs you have to specifically ask the questions during the modules. Responsiveness to girls is different from responsiveness to students who are blind and different from responsiveness to students who have auditory difficulties. The professors have to continuously ask the specific questions to help guide the teachers understanding of the difference in the students.

General comments on Module – This module focuses on responsiveness and full inclusive classrooms and instruction. They have in their core reading selections sections on the blind, collaborative learning, differentiated instruction, etc., all support the learning outcomes of the modules. They seem to have great activities planed for learning. It would be nice to see the core set of questions that will guide each section of the module. Under Knowledge and Understanding i objective it states, *The learning and teaching practices in ordinary, special, integrated and inclusive Education, with a particular view of the growing Rwandan inclusive educational context.* I am a stickler for words. The use of the word "ordinary" should be swapped for the word "traditional". Ordinary means all other students are not ordinary. Promoting a CFS and being responsive means changing deficit thinking and speaking. There are students who fit a traditional way of learning and those who need a more non-traditional setting and set of different instructional strategies. Telling students who are blind that they are not part of the "ordinary" is deficit thinking and again, teaching follows words. Also, this is the first module that spoke of an evaluation of the module with regards to content, method of delivery and lecture. There should be some sort of evaluation for each module. This will help gage if the professors are presenting the information needed and allow them to make changes during and at the end of the module to fulfill needs of the students.

Integration of ICTs in Education

Child Development and Learning Module					
	Outcome 1	**Outcome 2**	**Outcome 3**	**Outcome 4**	**Evidence to support reaching of outcomes**
Instructional Plan	✔	✔	✔	✔	Evidence: • Lecturing • Seminars • Practical Classes • Self Directed Study
Assigned Work	✔	✔	✔		• Class presentations • Analysis and discussions of ICT manipulation
Resources	✔	✔	✔		• Assigned reading material suitable for learning
Assessments	✔	✔	✔	✔	• Summative & Formative Assessments • Written homework • Manipulation of ICT tools

Integration of Gender – The focus is on gender equity and equality in ICT integration. I am not clear how it will be addressed. In what assignment are they demonstrating this skill and achieving the outcome of gender equity and equality in ICT integration?

General Comments on the Module – This module is presenting a vast history of technology and how it is viewed and has emerged in Rwanda. I am not clear on why the history of technology is important to teach. I think what would be more useful to focus on how technology is used to enhance instruction and help students learn. There is too much time spent on history of technology, and on technology that is not used anymore in the global competitive world. Also, this course does not have any computer requirements listed in the module– I am assuming that this is not correct. Is there an opportunity for students to demonstrate their understanding and use of ICT for learning? Does that not require a computer for demonstration?

Curriculum Theory and Development

Child Development and Learning Module					
	Outcome 1	**Outcome 2**	**Outcome 3**	**Outcome 4**	**Evidence to support reaching of outcomes**
Instructional Plan	✔	✔	✔	✔	Evidence: • Lecturing • Seminars • Self Directed Study
Assigned Work	✔	✔	✔		• Group work • Self documentation
Resources	✔	✔	✔	✔	• Assigned reading material suitable for learning
Assessments	✔	✔	✔	✔	• Summative & Formative Assessments • Group work • Personal Written Test

Integration of Gender – Under 10. Learning and Teaching it states, *gender related issues will be taken into consideration*. As stated earlier in another module, words like "taken into consideration" have to be stronger. Curriculum and Instruction is about being responsive to all students. The books one chooses to read, the material one has on the walls, the modes of instruction, etc. and being deliberate in what and how you teach to gender, special needs, etc. should be critically addressed in this module. Curriculum design and how that relates to gender is missing from the module.

General Comments on the Module – This is a Model that is full of information around theory of curriculum development. I am not sure if this is taking place, but It would be nice for students to look at "case studies" of already created curriculum and have them evaluate and revise, critic, etc.

Questions –

1. How can a module be developed and not tie curriculum with instruction? A good curriculum does not lead to successful students; it is the tie between curriculum and instructional practices (instruction that is responsive and relevant) that lead to academic and social success.

2. Does the assessment call for students to create a small responsive and inclusive curriculum? Or just an evaluation tool?

Internship and Action Research Project

Child Development and Learning Module					
	Outcome 1	**Outcome 2**	**Outcome 3**	**Outcome 4**	**Evidence to support reaching of outcomes**
Instructional Plan	✔	✔	✔	✔	Evidence: • Lecturing • Self Directed Study
Assigned Work	✔	✔	✔	✔	• Group work • Self documentation
Resources	✔	✔	✔	✔	• Assigned reading material suitable for learning • Mentor • School materials (supplied by some schools)
Assessments	✔	✔	✔	✔	• Summative Assessments • Portofolio

Integration of Gender - In the fieldwork plan how gender is integrated into their teaching should be part of their fieldwork project. It should be one of the indicators that mentors look for when reviewing research plans and evidenced during student teaching.

General comments on the module- This the where students practice what they have learned. Would like to see a rubric or evaluation tool of what students will be measured on my mentors during their fieldwork.

Evaluation of Content Specific Modules

French, English and Kinyarwanda

I am unable to evaluate the French curriculum due to my inability to speak and read the French language. The English and Kinyarwanda linguistic modules are very straightforward modules. They employ a variety of teaching and learning strategies that will suit all types of students. The integration of gender is in the form of the professors helping students understand how gender is represented through various languages. However, the English module mentions as an objective the following: *"Continuous assessment will take into account gender discrepancies*.**" I am not clear what this means? What are gender discrepancies?**

Science, Math and Technology

The Science, Math and Technology modules are very straightforward modules that are very specific in its learning objectives. "Learning and teaching will be done through different teaching methods such as lectures, self-directed studies, participation in laboratory practices and field trips to demonstrate the learned theory. Group work and corresponding leadership opportunities will be arranged in such a way that both female and male students have equal opportunity to participate in classroom, laboratory and practical activities." I would suggest that contributions of women in these specific content areas be part of the content presented to the students.

Social Studies-

Introduction to Social Studies – As with the Science, Math and Technology modules, the Social Studies modules are very straightforward. The objectives of each module are very content specific and straightforward. There are two ways the modules speak to integrating gender. The first way is through teaching strategies and the second way is through content. In each of the Social Studies modules it is important that gender integration is incorporated in both ways, content and teaching strategies for inclusion. Also, within the modules *"Gender discrepancies will be taken into account*" is a common phrase**. I am not sure what that means.**

Final Thoughts

- Gender is mentioned throughout all modules, however, if one is truly dedicated to the integration of gender into the learning it must be at the forefront of the teaching. It can't just consist of calling on students equally or making sure they are fairly provided a chance to participate. How responsive the curriculum, teaching, environment is to females should be the question asked for every learning session…You must be intentional in how gender is presented integrated in the modules.

- It may be necessary for the University to provide support to the professors on what responsiveness looks like in content and teaching strategies with regards to integration of gender. *(I can help with that)*

- Every module should be evaluated. In order for the University to continually learn from what they are doing, a simple anonymous survey should be used midway and at the end to gather information on the modules. *(Something I could help produce)*

- How are all the readings being integrated into the modules? How are they presented while teaching?

APPENDIX X

Adolescent Sexual Reproductive Health and Rights

Curriculum for Teachers

Adolescent Sexual Reproductive Health and Rights

Curriculum for Teachers

Prepared by
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June 30, 2015

In order to improve the development status of the country, the Ministry of Health (MoH) has taken leadership in working to reduce the fertility rate in Rwanda. Addressing reproductive and sexual health among adolescents is a key component not only to ensuring adolescent health but to making the next generation part of the change to meet these development goals. Educating youth is a critical component in achieving this goal. The Ministry of Education and the

Rwanda Education Board have made a commitment to delivering ASRH education in schools. The first step in this process is training teachers to deliver ASRH education. What follows is a curriculum for teachers on Adolescent Sexual and Reproductive Health and Rights.

"This curriculum was made possible with support from the American people delivered through the U.S. Agency for International Development (USAID). The contents are the responsibility of University of California, Los Angeles and University of Rwanda/College of Education and do not necessarily reflect the opinion of USAID or the U.S. Government."

"Iyi karicuramu yabashishijwe nubufatanye buva mubanyemerika bikishijwe mu kigo kidashamikiye kuri leta kigenga kitwa leta nzuze umuyoboro witera mbere mpuza mahanga (USAID). Ibikubiyemo nishingano za kaminuza ya karifonia, Los Angeles na kaminuza y'uRwanda ishami ry'uburere cyangwa se imyigishirije kandi ibi bikaba bidahagaze kubyifuzo bya USAID cyangwa leta ya Amerika."

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ASRH&R Teacher Curriculum

Introduction

With an estimated population density of 436 persons/square km Rwanda is the most densely populated country in Africa. At the current growth rate of 2.8% per year Rwanda will have a population of 14 million with a population density of 581 persons/square km by 2020, threatening economic growth and efforts to reduce poverty. The high fertility rate in Rwanda contributes to rapid population growth. The average lifetime fertility rate for a Rwandan woman has been reduced from 6.1 in 2005 to 4.6 children (GoR, 2005; GoR, 2011). Despite the decline, Rwanda's total fertility rate is still one of the highest in Sub-Saharan Africa which places an immense pressure on the country's already scarce resources (Decker, 2014).

Rwanda's population is essentially young, with 67% of all Rwandans under the age of 20. Data from Rwanda's Ministry of Health indicate that adolescents and young adults comprise the majority of Rwanda's population. For instance, young adolescents (10-14 years) make up about 17.1%, old adolescents (15-19 years) about 12.4% and young adults (20-24) comprise 10.7% of the total population while another third of the population (32.1%) is under 10 years (Binagwaho, 2009).

ASRH&R (Adolescent Sexual Reproductive Health and Rights)

In order to improve the development status of the country, the Ministry of Health (MoH) has taken leadership in working to reduce the fertility rate in Rwanda. Addressing reproductive and sexual health among adolescents is a key component not only to ensuring adolescent health but to making the next generation part of the change to meet these development goals. Addressing the rights of adolescents is a key component of ensuring adolescent SRH.

Key in informing the MoH's commitment to improving ASRH&R is the Universal Declaration of Human Rights. Critical components of the Declaration include:

Article 2: *The right of Non-Discrimination.*
Adolescents, like adults, have the right to equal access to adequate health care and services, regardless of sex, race, marital or health status.
Article 5: *The right to be protected from all forms of physical and mental abuse and from all forms of sexual exploitation*.

Article 25: *The right to health*.
This includes sexual and reproductive health and implies that adolescents are able to have a satisfying and safe sexual life and that they have the capability to reproduce and the freedom to decide if, when and how often to do so.
Article 26: *The right to education*.
This includes adolescent's education and information about sexual and reproductive health, to enable them to decide freely and responsibly on issues of reproduction and sexuality.
Meeting the sexual and reproductive rights of adolescents in Rwanda is also informed by the Convention on the Rights of the Child (CRC) which gives young people the right to information on sexual and reproductive health including to information on family planning and contraceptives, the dangers of early pregnancy, the prevention of HIV and AIDS, and the prevention and treatment of STIs (United Nations High Commissioner for Human Rights, 1989). Additionally, international conferences, such as the 1994 International Conference on Population and Development (ICPD), have emphasized the importance of reproductive rights, especially for adolescents (Knudsen, 2006).

Vision 2020

Rwanda's leading development planning framework is Vision 2020, which is used to guide overall development in Rwanda. The Vision 2020 sets three ambitious goals:

1) To become a middle income country and reduce the percentage of people living in poverty by half the current levels;
2) Raise life expectancy to 55 years; and,
3) Reduce aid dependency (family planning is crucial to reducing both birth rates and the prevalence of HIV and AIDS in attaining this goal).

More importantly the policy highlights vocational and technical training in different fields targeting secondary school leavers, as well as various sections of society (with particular emphasis on youth and women).

Ministry of Health Strategic Plan for ASRH

Goal: The goal of the strategic plan is to improve the sexual and reproductive health status of adolescents and young adults in Rwanda.

Overall objective: To ensure that all adolescents and young adults in Rwanda have access to and use quality, comprehensive sexual and reproductive health information, education, and services in a youth-friendly environment.

Specific objectives: The Strategic Plan outlines the steps and priorities that will ensure the timely and effective implementation of the National ASRH&R Policy. The aims are to:

a) Improve reproductive health knowledge skills and attitudes by increasing the availability and access to information about adolescent sexual and reproductive health, and providing opportunities to build skills of young adolescents, adolescents and young adults;
b) Expand access and utilization of quality adolescent and young adult friendly sexual and reproductive health services and products;

c) Increase community and political support in the effort to create an enabling and supportive environment for adolescent reproductive health and development; and
d) Improve coordination efforts among key stakeholders and establish sustainability strategies for programs and services.

Ministry of Education role in ASRH&R
The Ministry of Health will work with the Ministry of Education to:

- Ensure that ASRH&R education is integrated into the existing teaching curricula of primary, secondary and vocational training schools including regular review of the syllabus.
- Train teachers and provide in-service training to up-grade their knowledge and skills in teaching and counseling, especially those relating to adolescent sexual reproductive health and rights.
- Provide a safe school environment for teaching, learning and the development of good health practices.

- Monitor activities and education on Adolescent Sexual and Reproductive Health and Rights in schools.
- Facilitate linkages between schools and health facilities with special emphasis on Sexual and Reproductive Health services.
- Facilitate linkages between schools and Youth Friendly Health Centers with special emphasis on Sexual and Reproductive Health and Rights education.
- Strengthen programs that address gender biases in schools.
- Advocate for gender equity in the allocation of resources in the school system.
- Promote operations research on ASRH&R knowledge, attitudes and practices of adolescents and young adults in school.

School enrollments continued to increase and dropout rates to decrease as a consequence of the introduction of Universal Primary Education (in 2003) coupled with abolishing school fees, transfer of resources directly to schools on the basis of number of pupils enrolled (in 2005), scale up of classroom construction, and introduction of mandatory double-shift classes at schools. Primary school enrolment has grown at an average annual rate of 6 percent since 2000. National statistics show that school enrollment rate is currently at 92 percent, with higher enrollment rates for girls also performing better than boys. This expansion has resulted in greater access to primary education especially for the poor (Park, 2010). Earlier reports indicated a decreasing enrollment rate particularly among girls going up the education ladder. Accordingly, 22.2% of females and 17.5% of males between 15-24 years have no formal school education, 66.2% of females and 67.6% of males in the same age group attained primary education while only 11.6% of females and 14.9 % of males of the same age attained secondary education (GoR, 2007/2008).

According to the recent MoH rapid assessment (MoH 2011a) adolescents and young adults interviewed reported schools to be the second most important source of RH information after friends. Teachers need to be trained with special emphasis on non-verbal communication skills, active listening, and the ability to deal with sensitive topics. Attention to privacy and confidentiality is vitally important in delivering ASRH education. Young people are sometimes greatly suspicious that their sensitive and intimate health concerns are being shared with other

persons. Teachers must assure and ensure that young peoples' right to privacy and confidentiality will be respected at all costs. Teacher must cultivate confidentiality with students and ensure them that no information is leaked to any other person including the parents.

PART 1: Understanding physical and psychological development

1.1. Physical Development

Objectives

1. Appreciate one's own body and the various functions;
2. Understand the physical changes associated with puberty;
3. Understand that there may be consequences to our health if we use parts of our bodies irresponsibly.

What is an adolescent?

a) An adolescent is a young person who is developing into an adult: a young person who is going through physical and emotional changes as they transition from childhood to adulthood.

b) Does the period of life from puberty to maturity terminate at the legal age of majority?

Nowadays adolescents make up a remarkable proportion of the world population; in developing countries the share is even greater; more than one quarter of the world population (25% is 10-24 years old; 85% of adolescents live in developing countries). According to the Interim Demographic Health Survey 2007/2008, 32.6% of the entire population of Rwanda is aged 10-24 years (IDHS, 2008).

The terms adolescents and young adults have been adopted in the Rwandan context based on the following WHO definition:

1. Young adolescents: 10-14 years old make up 17.1%;

2. Old adolescents: 15-19 years old make up 12.4%;

3. Young adults: 20-24 years old make up 10.7% of Rwanda's population (Binagwaho, 2009).

Body changes in puberty

Puberty refers to the physiological changes that an adolescent experiences as their body reaches sexual maturity. It is best described as the gradual onset of mature reproductive hormonal activity that is triggered by the central nervous system, mainly the hypothalamus and pituitary gland.

Puberty first becomes evident in growth of the extremities: the legs and arms during the early stages. Changes also occur in the facial shape of both sexes. The lower portion of the head begins to grow as the chin lengthens and the nose grows in width and/or length. Additional changes in the shape of the face are due to changes in tissue distribution. Even though both sexes undergo this change, in females a layer of subcutaneous fat develops which causes the rounding and softening of contours of the face and body. Whereas, the male subcutaneous fat development is much less pronounced, but the development of muscles and bones in the face is clearly seen. This gives males a leaner and more angular face than females.

Changes also occur on the surface of the body in both sexes. The most observable change is the growth of body hair, both pubic and underarm. The development of pubic hair is the first sign of a child ending the prepubescent stage and entering the pubescent stage. This begins about the same time as the growth spurt begins, and is in the form of slightly coarse hairs that grow at the base of the penis and on the labia majora. The growth of pubic hair continues throughout adolescence, it spreads horizontally and then vertically until it surrounds the genital areas. Characteristically, pubic hair becomes longer, thicker, darker and kinkier as it spreads over the genital areas. In males, the growth of facial and chest hair may be pronounced. Noticeable chest hair, with a thickness in texture does not usually appear until the post pubescent stage and continues to grow during manhood. Facial hair usually appears in the form of a dark shadow above the lip. Then it appears on the chin, along the jaw line, and then develops along the neck. Females may also find small amounts of facial and chest hair. The development of these secondary physical characteristics varies quite widely such that some boys and girls may

develop more hair while others much less hair growth. It can also vary greatly across the different body parts of males and females.

Both male and female skin undergoes other changes, such as becoming coarser with the sebaceous/sweat glands becoming more active, producing oily secretions which usually cause acne or blackheads. Sweat usually causes an odor in adolescents because the chemistry and composition of sweat is altered by the oils that the sebaceous glands emit. Adolescents also show an increase in their blood pressure, and a decrease in both basal metabolic rate (the rate at which the body in a resting state (basal) consumes oxygen) and in pulse rate.

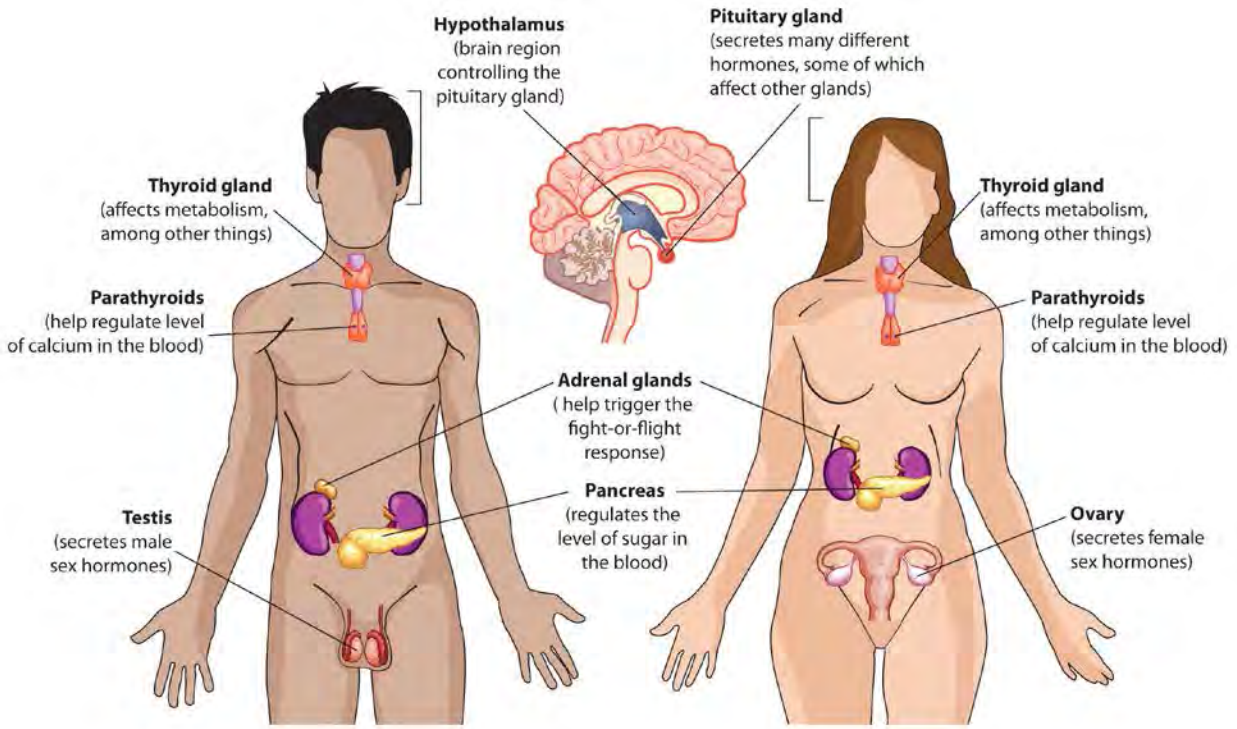
Hormonal changes play a key role in the onset of puberty and the development of the primary sexual characteristics. To begin their development, the pituitary gland must first release stimulating agents called gonadotropins into the bloodstream. Once they reach the testes in the male and the ovaries in the female, a number of changes will occur.

There are two gonadotropins: follicle stimulating hormone (FSH) and luteinizing hormone (LH). At the beginning of puberty, the pituitary releases increased amounts of gonadotropins while the child is asleep and stops immediately after the child awakens. However, once the child enters the post-pubescent stage, gonadotropins are released both during sleep and during the day.

In the ovaries, follicle stimulating hormone (FSH) is responsible for the development of the ovary which contains a developing ovum (egg). FSH also helps produce the female hormone estrogen. In males, FSH incites the growth of seminiferous tubules, which produce sperm in the testes. Luteinizing hormone is responsible for producing androgen male hormone. Androgen aids in the growth of the seminiferous tubules. As the adolescent grows older, the pituitary releases increased amounts of gonadotropins, ovaries and the testes grow more rapidly, and produce larger amounts of estrogen and/or androgen.

These hormonal changes not only impact physical sexual development but often also interfere with adolescent sleep cycles (adolescents often have trouble falling asleep and trouble waking up in the mornings) and impact mood and emotions.

Each body part serves a particular function; there are no inferior parts whether in males or females (Decker, 2014).



Source: PremedHQ: Endocrine System
https://www.premedhq.com/endocrine-system

- Boys and girls have similar parts (eyes, nose, mouth, stomach)

- Boys and girls have different body parts -- parts that are linked with reproduction
- Primary sexual characteristics: Boys have penises and testicles while girls have vaginas and ovaries
- Secondary sexual characteristics: changes in body shape, development of pubic and underarm hair (males and females) and facial hair (males).
- Role of hormones in sexual development

Physical changes

Boys	**Girls**	**Both (girls and boys)**
Shoulders broaden Facial hair Voice deepens Sperm production and ejaculation Wet dreams	Hips widen Breasts develop Ovulation and menstruation	Growth spurt Gain weight Pubic and underarm hair Genitals enlarge Acne

Examples of physical changes include:

- Growth of body hair for both girls and boys
- Increase in body odor for both girls and boys
- Menstruation for girls
- Widening of hips and breast growth in girls
- Voice changes and broader shoulders in boys

Body Changes in Boys

Boy's shoulders will grow wider, and their bodies will become more muscular. Some body parts (especially hands and legs) may grow faster than others. Many boys have uncomfortable growing pains in their arms and legs as the bones grow faster than the muscles can stretch to keep up with them. Some boys develop swelling underneath their nipples, which looks like the start of breasts.

This is caused by the hormones that are active throughout the body and will usually go away with time. During puberty, boys will start to have erections and wet dreams. An erection is when the penis gets stiff and becomes bigger than usual. A wet dream occurs when a boy

ejaculates semen during sleep. He will wake up and may be surprised or confused about what has happened. This is a natural response of the body as it develops. They will notice other changes as well, such as the lengthening and widening of the penis and the enlargement of the testicles.

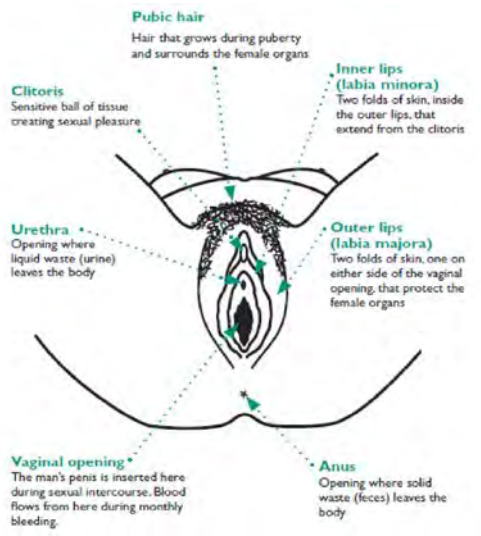
Body Changes in Girls

Girl's bodies usually become rounder and more womanly. They gain weight on their hips, and their breasts develop, starting with just a little swelling under the nipples. Sometimes one breast might develop faster than the other, but over time the slower one catches up. Girls will notice an increase in body fat and will occasionally feel sore under the nipples as the breasts start to enlarge. This is normal. Gaining some weight is part of developing into a woman, and it is unhealthy for girls to go on a diet to try to stop this normal weight gain.

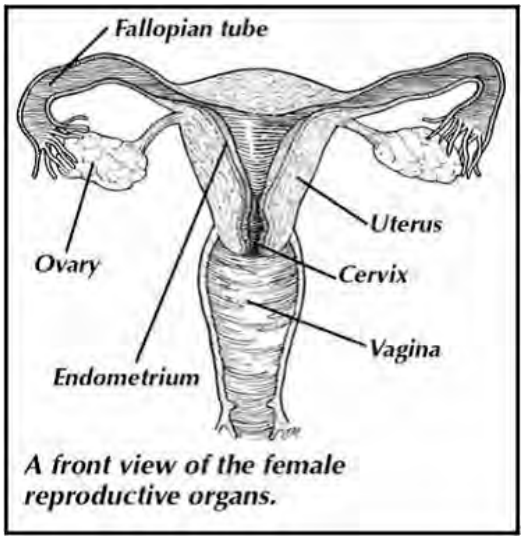
About one to two years after girls' breasts start to develop, they usually experience their first menstrual period. Menstruation is one more sign that lets them know puberty is progressing. It means that the puberty hormones have been doing their job. Girls might see and feel a white or clear liquid from the vagina. This does not necessarily mean anything is wrong; it is usually just another sign of their changing body and hormones.

Each reproductive organ both for female and male has a specific/different function.

- **Female Reproductive System**



Source: The World Health Organization, 2007.

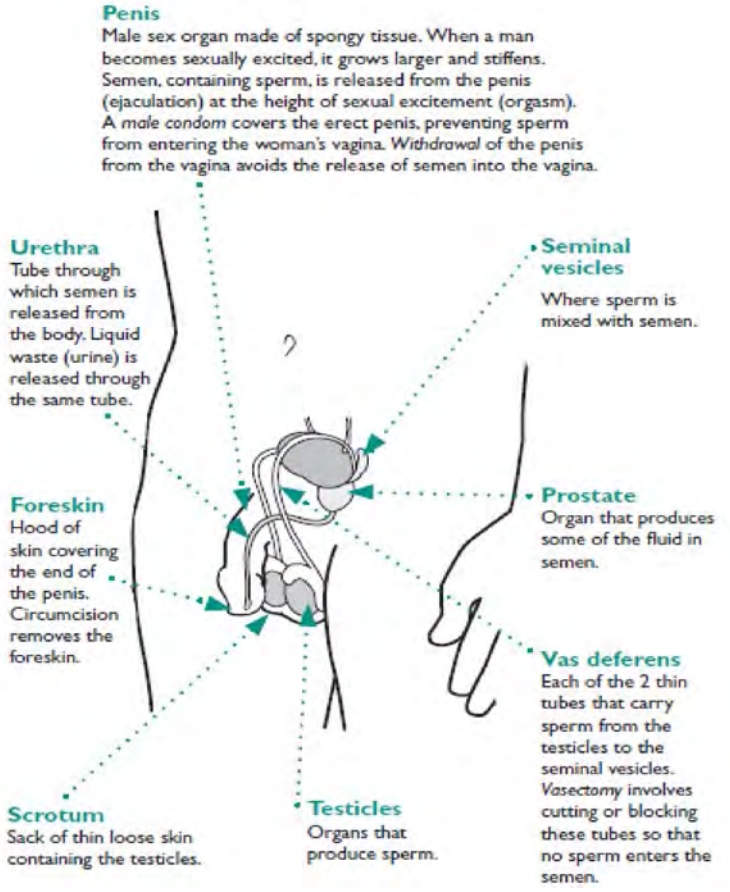


Source: The World Health Organization, 2007.

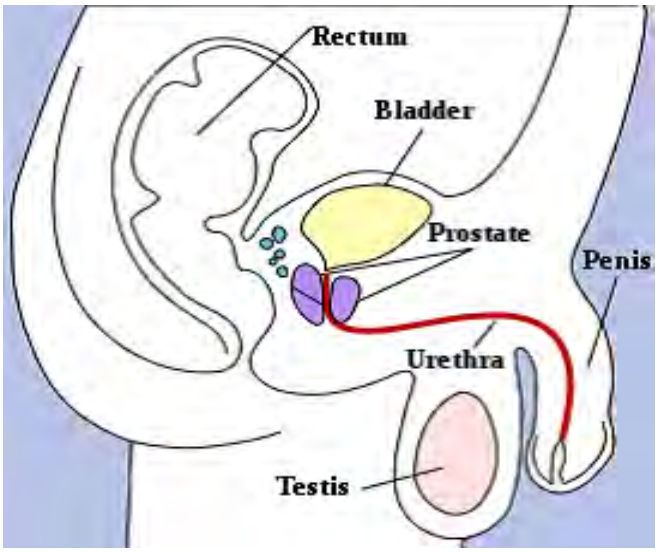
External Reproductive Organs	Mons pubis

	Labia Majora Labia Minora Clitoris Opening of the vagina
Internal Reproductive Organs	Uterus Fallopian tubes Ovaries Vagina

B. The male Reproductive system



Source: The World Health Organization, 2007.



Source: http://www.webmd.com/sex-relationships/guide/male-reproductive-system

Internal Reproductive Organs	Testes Prostate gland Seminal vesicle Ductus deferens
External Reproductive Organs	Penis Scrotum Urinary tract

In summation:

- Puberty is a time of great change for young people.
- Physical changes during puberty are linked with the “reproductive” parts of the body in young women and men.
- The onset of puberty is a sign that one is capable of reproducing. Young people have to be aware that involvement in sexual activity may have risks such as unintended pregnancy and contracting Sexually Transmitted Infections (STIs).

Teachers can play a very important role in helping young people come to terms with the physical changes they are experiencing during puberty. Young people need support to help them learn to take responsibility for their own health and sexuality. Though cultural norms may emphasize sexual purity, which involves abstaining from sexual activity as far as possible or until marriage, for many adolescents, they may engage in sexual activity and need the necessary information to enable them to maintain good sexual and reproductive health.

By the end of this session, learners will be able to:

- List physical changes that happen during different stages of life.
- Explain that sexual feelings are normal.
- Divide learners into three groups and ask them to discuss and write down the changes that occur as they go through adolescence. Assign one of the following types of changes to each group: 1) boy's physical change, 2) girl's physical changes, 3) emotional changes.
- Ask one person from each group to share their group's list. Write the responses on the board. Ask the other three groups if they have other changes they would like to add to the list.
- Point out any other changes that were not mentioned. Help them distinguish between physical and emotional changes.

The Words we Use for Body Parts

- The words we associate with our body parts have "hidden" meanings.
- Hidden meanings provide subconscious messages about us and expected behavior.
- "Hidden" meanings in the words we use can be contrary to our values of safe sexual behavior such as abstinence, mutual faithfulness, and use of condoms. Some of these words can also show a lack of respect for one another.

Sample Exercise/Activity for Learners: The words we use to talk about our bodies
Put the words below in Kinyarwanda. Are these names of organs easy to pronounce in Kinyarwanda?

Card 1

- Penis
- Testicles/scrotum
- Semen
- Condom
- Anus

Card 2

- Breasts
- Vagina
- Orgasm
- Vaginal fluids

Card 3

- Sexual intercourse
- Other types of sexual activity (accepted and not acceptable)
- STIs
- HIV and AIDS

As these are potentially embarrassing topics, we will overcome our embarrassment by discussing and agreeing on acceptable terms to use.

Key Messages on body changes in puberty

- Puberty is a natural and a critical period in one's life. Our bodies are preparing us for our life as adults. These changes will not only change how we see ourselves but how others see us too. This will often lead to different expectations of us as we become adults.
- Puberty is a time of great change for young people and can cause anxiety and stress.
- Young people should feel free to ask an adult they trust for help and advice.
- Puberty can also be a time of great excitement as our bodies begin to change.
- Changes in adolescence are not only physical – they are also emotional and mental.

Recommended additional readings:

1. The development of adolescent self

Lieberman, L. (2006) Early Predictors of Sexual Behavior. Perspectives on Sexual and Reproductive Health, 38 (2). Accessed at: https://www.guttmacher.org/pubs/journals/3811206.html

Teachers should seek locally available audiovisual materials and community based resources such as clinics and NGOs or CBOs who can augment learning in this area for students.

1.2 Adolescent Sexuality

Objectives:

- Define sexuality
- Understand stages of sexual development
- Explain sexual development
- Understand the consequences of early sexuality

What is sexuality?

Sexuality is a term that describes how people experience their sexual life and express themselves as sexual beings. It entails understanding yourself as sexual being, learning to express your sexuality and to relate with others. As defined by WHO, sexuality is a central aspect of being human throughout life and encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction. Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, values, behaviors, practices, roles and relationships. While sexuality can include all of these dimensions, not all of them are always experienced or expressed in the same way. Sexuality is influenced by the interaction of biological, social, economic, political, cultural, ethical, religious and spiritual factors.

What is sexual development?

Sexual development refers to the physical and emotional changes that occur as a person matures. Rapid physical and emotional changes occur as the body matures and the adolescent

becomes increasingly independent. Although young people are no longer children, they are not yet adults. ("Normal Menstrual Cycle," n.d.)

Stages of sexual development

INFANCY (Birth to 3 yrs.)	**CHILDHOOD (4 to 12 years)**	**ADOLESCENCE (13 to 20 years)**	**ADULTHOOD (20 to 50 years)**	**OLD AGE (50 years +)**
Bond with parent Get early needs Learn to trust Experience touching by another person Develop gender identity Boy/girl stereotypes learned	Learn gender role Begin to be independent Childhood sex play Same-sex friendships Masturbation Family life education Begin puberty	Puberty Menstruation-girls Sperm production-boys Strong need for independence Learning how to be a man or woman from family, friends, media Masturbation	Forming long-term sexual relationships Setting long-term goals and making plans to reach them Possibility of contraception decision making Possibility of pregnancy or	Possibility of pregnancy or impregnating someone Family life education for one's own children Possibility of menopause for women Grand parenting

Explore genitals Toilet training Erection of penis in boys Lubrication of vagina in girls	Vaginal discharge in pre-pubescent girls	Experimentation with boyfriends/ girlfriends Experimentation with behaving as a sexual adult Possibility of contraception decision making Possibility of pregnancy or impregnating someone	impregnating someone Family life education for one's own children Possibility of menopause for women	Death of a loved one

Source: Life Skills Module, 03/12/2013**,** Keeping Girls at School, KGAS Project, Care International.

Implications for adolescent sexual development

With the physical and emotional changes new needs and demands evolve in young people. In the process the teen is developing both physical changes and is becoming much more interested and involved in their sexual identity and relationships. An additional part of this is dealing with the consequences of sexual behaviors including sexually transmitted diseases and pregnancy. Adolescents have many questions about the changes they face including:

- Am I normal?
- Others tease me about my body, what should I do?
- Am I ready for a sexual relationship or intercourse?
- How do I say no when someone wants to have sex and I don't want to?
- What is safe sex?
- What is contraception?
- How can I go to the clinic without others thinking I am having sex?

Teachers can help adolescents ask questions by having a question box where learners can leave questions anonymously. Each week the teacher can select questions from the box to discuss.

Do not ask learners the identity of the person who wrote the question but rather focus on what learners think and guide them to a clear understanding of the issue that is factually accurate.

Relationships between young teenagers and older teenagers are generally not seen as problematic by teenagers themselves. One in three 12–14-year-olds agree that it is "okay for teenagers aged 14 or younger to date someone who is three or more years older"; this perception, however, diminishes as adolescents get older. Thus, the youngest teenagers are the least able to project or consider the risks of early relationships with older teenagers. Older teenagers may pressure younger teenagers to have sex before they are ready to do so. It is often difficult for younger teenagers to resist such pressures from older teenagers. If three-year differences are seen as appropriate and if most sex between young people three or more years apart is not forced, then the sexual behavior that is occurring between partners with a smaller age gap is even more likely to be consensual with association risks (House, Mahon, & Cavill, n.d.). Another concern is when teachers get involved in sexual relationships with their students. Again the age differential will make it difficult for students to resist pressure to have sex. Furthermore, teachers are in a position of power and authority over students. When teachers become aware that their students are engaged in relationships with older teenagers or with a teacher, they need to check in with the students and follow appropriate school protocols for reporting these situations.

Adolescents who engage in sex before they are physically and emotionally ready to do so face a number of important consequences including transmission of sexually transmitted infections (STIs, including HIV), sexual abuse, gender based violence, pregnancy, abortion, school dropout, lowered career and employment opportunities, and social consequences that may include abuse, stigmatization, and family rejection. These issues are covered in greater detail in Part 2 of this curriculum with specific attention to ways in which to avoid these consequences.

How do adolescents make sense of these changes?

These physical changes can also change adolescents' attitudes and behaviours. Changes include the following:

- Struggling with a sense of identity and questions about oneself;
- Moodiness, anger, and depression (being rude, self-centred);

- Need for more independence and privacy;
- Experimentation (taking risks, using drugs, having sex);
- Identification with peers; relationships with friends and opinions of peers become important (peer pressure, want to please friends even if it means getting into trouble);
- More concern or worry about appearance and body;
- Worry about the future (school, family, job);
- New "crushes" on friends, classmates, teachers, or celebrities;
- Curiosity about sexual organs;
- Feeling sexually attracted to people;
- Better able to reason (can learn quickly, can plan, dependable). (Health, 2012)

What knowledge and skills do adolescents need in order to cope with this growth period?

Component of Sexuality	**What it Should Mean to Me As a young Person**
Gender Identity: This is being male or female (and knowing what it means)	You have the responsibility of living up to your own goals and your parent's hopes You owe it to yourself to respect yourself and others of your sex and of the opposite sex You need to take care of your health: mental, emotional, physical and spiritual so that in future you can take up your role as a responsible woman or man.
Sexual Health and Reproduction: As young as you are, if you (girl) had your menstruation you are capable of getting pregnant, or if your partner has started menstruation you (boy) are capable of getting her pregnant.	You should take pride in your body and care for it Be aware of your senses of sight, hearing, touch, taste, and smell – it's okay to feel good about your sexual feelings, but it doesn't mean you have to act on them (have sex or be intimate with someone)
Sexual Intimacy: This is the emotional closeness of two people who have a special friendship	Be aware that sexual intimacy does not necessarily mean sexual intercourse. It is possible to love, to share, and to be emotionally close to someone without having sex But:

	If one is not careful, such intimate moments can at times put you in a situation that can make it difficult to abstain or use condom. So : Remember to practice self-control – you should define your boundaries and how far you want to go before you get into difficult situations Remember that there are special ways of showing affection: e.g. sharing gifts, sharing moments, time, stories and memories Socialize in groups
Sexualisation: This is using sex to manipulate others e.g. sex in exchange for gifts, money or favours, sexual harassment, sexual abuse, etc.	We should know that this is wrong We should learn to say no to those who offer us gifts and other material items in order to have sex with us We should report people who touch us in inappropriate ways

Source:/Adapted from: *Life Skills Module,03/12/2013***,** *Keeping Girls at School, KGAS Project , Care International*

Sample Exercise/Activity for Learners: Reproductive System and stages of sexual development

1. Divide learners into groups and assign each group a physical or emotional change to use as a focus for a skit.

2. Give each group 15 minutes to prepare a short skit to present to the entire group.

3. Ask for volunteers to speak about their personal experiences.

Recommended additional readings:

Health, R. (2012). National Manual for Adolescent Sexual and Reproductive Health In Rwanda, (January). Republic of Rwanda, Ministry of Health: National Manual for Adolescent Sexual and Reproductive Health In Rwanda, Kigali Rwanda, January 2012)

House, S., Mahon, T., & Cavill, S. (2012). Menstrual hygiene matters – A resource for improving menstrual hygiene around the world. Wateraid. Retrieved from: http://www.susana.org/en/resources/library/details/2210

Working with schools on menstrual hygiene

Normal Menstrual Cycle

Community based resources: Those are local institutions where adolescents can found information

Districts Hospitals

Health centers

Community health workers

1.3 Adolescence and psychosocial development

Adolescence is not only a period of physical and biological changes (referred to as puberty) it is also a period of social, emotional, and cognitive changes. The term adolescence encompasses the period of puberty and early adulthood. It is a period of challenges and of new possibilities for adolescents, parents and society characterized by dilemmas, stress, confusion and excitement. During adolescence there is tremendous psychological growth that occurs as children make emotional and social adjustments in response to rapid physical and sexual development which occurs during puberty. As discussed above, the onset of puberty may vary (it can start as early as age 9 or be delayed until around age 12). Adolescents face ongoing conflict and difficulty adapting to these physical changes and often experience an upsurge in

sexual and aggressive drives which can cause unrest and confusion as they seek to understand these changes and the world around them.

Adolescence is a phase of development where children begin to establish their own beliefs, values, and what they want to accomplish in life. Adolescents constantly appraise themselves, and are often quite self-conscious. However, this period of self-evaluation is very important in their development of life goals, emotional and social independence, and their development into a mature adult.
During this time adolescents are more inclined to look toward their peers in guiding their behavior rather than to parents, teachers and other adults. They are more inclined to engage in risky behaviors such as drug and alcohol use, sexual experimentation, and are susceptible to joining a group of friends that may provide bad influences on their behavior. Teachers and parents can and should provide models for appropriate behavior among adolescents. However, it is critically important that adolescents are actively engaged in examining the challenges they face and exploring their options, draw on other adolescents and young adults to explore more positive models of behavior.

Early Adolescent Psychological and Social Development

- Development of new self-image in response to physical changes
- Movement toward independence
- Development of logical thinking and ability to make rational judgements

During early adolescence, children are developing a new self-image in response to the physiological changes they are experiencing. Adolescents are also using their newly acquired skills of logical thinking and exercising their ability to make rational judgments.

Mid-Adolescent Psychological and Social Development

- Begin asserting independence
- Developing their own value system
- More adventurous and experiment with new ideas
- Begin to focus on future vocational goals

In mid-adolescence, they begin to loosen their ties to their parents and exert some independence. During this time, the adolescent battles over his/her own set of values versus values set by parents, other adults, religious and other social institutions. During this time their emotions and intellectual capacities increase; they become more adventurous, and experiment with new ideas. This process is important as adolescents begin to sort out their sense of self and their relations to others, to groups, and to the opposite sex. Adolescents also begin to take on more control of their educational responsibilities and future vocational goals. Their self-dependence and sense of responsibility emerges, along with their desire to find their place in society and to figure out their contribution/role in society.

Late Adolescent Psychological and Social Development

- Stable sense of identity and role in society
- Greater concern for others
- Set realistic goals for the future

During late adolescence, adolescents usually have a more stable sense of their identity and place in society. At this stage in life they should feel psychologically integrated and should have a fairly consistent view of the outside world. Adolescents should, by this time, have established a balance between their aspirations, fantasies, and reality and should be displaying concern for others through giving and caring, rather than being focused on self-gratification. At the conclusion of adolescence they should have a more stable sense of their role in society, have set realistic goals in life, and be working toward achieving them.

Theories of Psychological Development

Piaget on Cognitive Development

Jean Piaget's seminal work on children's intellectual development is still considered the most complete theory of cognitive development and is widely used. According to Piaget, children progress through four stages in their cognitive development:

- sensorimotor (birth to two years of age),

- preoperational (2 to 7 years of age),
- concrete operational (7 to 11 years of age),
- formal operational (11 to 15 years of age).

Each of these stages represents an important leap forward in the child's ability to solve problems and reason logically.

As children enter adolescence, their cognitive abilities lie somewhere between Piaget's third stage of cognitive development (concrete operational) and the fourth stage (formal operational). During the concrete operational stage, children begin to understand the concept of conservation. This is when children realize that quantities remain the same, even if they are placed in containers of different shapes and sizes. During this stage, adolescents become less egocentric and begin to understand that everyone does not see things in the same way as they do. The adolescent also becomes capable of reasoning deductively, performing simple operations with physical objects, and applying logic to arrive at conclusions. Even though adolescents at the latter part of this stage display some cognitive maturity, they still are incapable of thinking abstractly. During this stage, things are still understood concretely and literally.

However, once the adolescent enters the last stage, formal operational thinking, s/he develops the ability to test hypotheses in a mature, scientific manner. They can communicate their position on complex ethical issues, and they become capable of thinking abstractly. They can discuss abstract terms such as freedom or liberty without difficulty.
For teachers this means that we need to keep the following in mind when working with adolescents:

- Teaching students keeping in mind these stages of cognitive development;
- Being careful to sequence instruction;
- Testing children to find out what they have managed to understand and where the gaps lie in their understanding;
- Encouraging social interaction to facilitate their learning experiences, and
- Always remembering that children's thought processes are not the same as adults.

Erikson on Identity Formation

Psychosocial theorists have been particularly interested in understanding the developmental processes shaping identity formation. In general, theorists have argued that identity formation occurs in response to developmental crises that occur during the life of a person. They argue that crises lead a person to actively focus on, and question, aspects of his/her identity. Most well recognized among these theorists is Eric Erickson who argued that human beings develop according to a preset plan that consists of two main elements:

- Personality develops according to a predetermined pattern that is maturationally set.
- Each society is structured to encourage challenges that arise during these times.

According to Erikson, individuals proceed through eight stages of development which begin at birth and conclude at death. If the particular crisis is handled appropriately, the outcome will be positive. If not, then a negative outcome will be the result. The two stages which involve conflicts that significantly affect early and late adolescent development are stage 4, the latency stage (ages 6-11), and stage 5, puberty and adolescence (ages 12-18).

During stage four children must master skills in math, reading, and writing. At this time the child is faced with the conflict of *industry versus inferiority*. If the child masters the skills, the child develops a sense of industry and has a positive view of the achievement. However, if a child doesn't meet the expectations of mastering these skills and is constantly criticized, then he/she may develop a feeling of inferiority.

The fifth psychosocial stage occurs during the ages of 11-18. Adolescents begin to consider their futures and decide on careers. During this stage they face the conflict of *identity versus role confusion*. If the adolescent formulates a satisfying plan of action about his/her future, then the outcome is positive and establishment of identity is achieved. Adolescents who do not develop this sense of identity may develop role confusion and aimlessly move through life without any plan of action or sense of security about their future.

Erikson's theory demonstrates the importance of the educator's role in helping children establish their identity upon reaching adolescence. The child must master academic skills in order to feel positive about him/herself. In addition to monitoring skill mastery, the educator must cover the topic of career exploration, and expose the adolescent to as many career choices as possible. Should the adolescent show interest in a certain occupation, then exposure to the right vocational program or academic track is in order to help him/her successfully pursue a goal.

Kohlberg on Moral Development

Another vital aspect of adolescent psychological development includes the evolution of values through moral reasoning. Lawrence Kohlberg's theory on moral development provides valuable insights into the development of moral reasoning. Unlike the other theories discussed above, Kohlberg's developmental levels and stages are not related to age. Developmental levels are determined by the dilemmas people face and the reasoning they apply in making decisions to resolve these dilemmas. The levels of development range from reasoning based upon self-gratification (preconventional morality), to reasoning based upon conformity (conventional morality) to reasoning based upon individual values that have been internalized (post-conventional morality). As each level and its respective stages are discussed below, it is important to remember that the stage at which an adolescent is functioning must be determined by observation and evaluation of the reasoning applied by the child to the dilemmas s/he faces rather than being determined by age.

Level One: Preconventional Morality

At this level, the child makes decisions based on cultural roles of what is considered to be right or wrong. The reasoning applied is based upon reward and punishment and the satisfaction of their own needs. This level is divided into two stages:

- *Punishment and Obedience Orientation.*

  The child acting in this level avoids breaking rules because s/he may be punished. The child demonstrates complete deference to rules. Often the interests of others are not considered.
- *Instrumental Relativist Orientation.*

The reasoning applied during this stage is the one that satisfies the needs of the individual and sometimes the needs of others. However, the only reason that the individual helps another is because a deal has been made where the person the individual helps owes him/her something.

Level Two: Conventional Morality

Conformity is the most important aspect at this level. The individual conforms to the expectations of others, including the general social order. Kohlberg has identified two stages within this level:

- *Interpersonal concordance or "Good Boy/Nice Girl Orientation"*

  Living up to the expectations of others and good behavior are the important considerations for the individual in this stage. There is an emphasis on gaining approval by being nice.
- *Law and Order Orientation.*

  The person acting in this stage is oriented towards authority and maintaining the social order. The emphasis is on doing one's duty and showing respect for authority.

Level Three: Postconventional Morality

People who are in this level make decisions on the basis of individual values that have been internalized. These values are not dependent on one's friends, family, or group, but totally on the individual making the decision. The stages of reasoning that comprise this level are:

- *Social Contract, Legalistic Orientation.*

  In this stage, correct behavior is defined in terms of individual rights and the consensus of society. Right is a matter of personal opinion and values, but there is an emphasis on the legal point of view present here.
- *Universal Ethical Principle Orientation.*

  In this highest stage, the correct behavior is defined as a decision of conscience in accordance with self-chosen ethical principles that are logical, universal and consistent. These are very abstract guidelines.

Following Kohlberg's theory, teachers need to provide adolescents with hypothetical dilemmas through which students can explore their feelings and openly discuss their viewpoints in choosing between conflictual situations. Through their discussions, adolescents become more aware of their power to make choices and decisions about their lives. The teacher's role in the lessons will be to act as a facilitator in encouraging the students to voice and accept opinions of others.

Summary of Emotional Changes during Adolescence

Sexual feelings	Better able to reason and solve problems
Changes in mood	Rebel against parents, want to be independent
Feel embarrassed easily	Concerns about being normal
Feel closer to friends than family	Experimentation
Feel shy	

Examples:

- The beginning of romantic feelings
- Feeling uncomfortable, clumsy and/or self-conscious because of rapid changes
- Increased intensity of emotions (anger, hurt, …)
- True love to opposite sex

Additional recommended reading:

Hurlock, E.B. 1973. Adolescent Development. New York: McGraw Hill Book Company.
Muuss, R., Velder, E., & Porton, H. 1996. Theories of adolescence. New York: McGraw-Hill.
Pulaski, M.A.S. 1980. Understanding Piaget: An Introduction to Children's Cognitive Development. New York: Harper & Row.

Audiovisual materials:

Some online sources for video materials on adolescent psychosocial development are available at:

http://study.com/academy/topic/psychosocial-development-in-adolescence.html
http://ecommons.library.cornell.edu/bitstream/1813/19311/2/StagesAdol_chart.pdf

1.4 Cultural determinants of adolescent development

Objectives
By the end of this session, learners will be able to:
1. Define values
2. List values that are important to them
3. Explain the relationship between values and behaviour

What are values?
- Things we believe in and are willing to stand up for
- Beliefs, principles, or ideas that are important to us and help define who we are
- Beliefs or principles that guide our behaviour and lives
- These beliefs and principles are important to us
- They include issues we support or are against (give examples like sex before marriage, girls' right to education)
- Although we choose our values what we believe and value is influenced by our families, religious teachings, culture, friends, and media.

When discussing this topic with adolescents consider that even young adolescents may feel strongly about personal and family values, and discussing these values may bring up many emotions. Be sure that ground rules are followed at all times including confidentiality, not passing judgment on responses, and allowing everyone to participate. Emphasize that individual values differ and there are no right or wrong answers. Allow learners to express, explain, and defend their values. Encourage them to use I statements (expressing their own perspectives and feelings rather than making generalizations) and do not allow any negative comments about other learners, rather encourage learners to appreciate that everyone has different views and values.

Example of values in Rwanda context:

These are examples of Rwandan cultural values. These values do not always reflect the reality of what is going on in the lives of adolescents.

- Being independent.
- Getting good marks in school.
- Preparing for my future.
- Being on good terms with my parents.
- Getting married.
- Living by my religion.
- Being artistic or creative.
- Making money.
- Being popular with my friends.
- It is better delay having sex until marriage.
- Getting a job I really like.
- Being good in sports.

Note:

- Values are strong feelings or beliefs about important issues
- Values guide our behavior
- Values give purpose and direction to our lives
- Families are the first place we begin to develop our values
- Different people have different values
- Value can be based on culture know
- Value acquiring is a process one has to go through

Values and behaviour

Key Messages

- We need to be aware of our values and how they guide our behavior.

- When behavior goes against our values we face some consequences, in some cases contracting HIV, other STIs or early pregnancy.
- When our values are different from those of our friends, we may feel pressure to change. It is important to know your values and uphold them.
- For many of us, God is an important part of our values. His teachings and commandments such as purity, honesty, love and care can provide strong motivation for young people to abstain from sex before marriage and to adopt positive behavior (Lieberman, 2006).

Learner Activity/Exercise: Values and behaviour

- Explain that you will read several statements, followed by a series of questions. Learners should not answer the questions out loud, but think about them and write notes to themselves. Each statement reflects a value. Questions will be about behaviors that support or ignore the value.

2. Read the following statements:

School is important to you:

- Do you put school first?
- Have you ever thought about what you want to do when you get older?
- When you have difficulty understanding a subject, do you ask your teacher or friend to help you?
- Do you regularly revise your notes?

Men and women should have equal opportunities:

- Would you encourage a female friend to be an engineer?
- Would you encourage a male friend to be a hair dresser?

Sex life before and after marriage:

- Have you ever discussed sex with someone?
- Have you discussed abstinence or safe sex with an adult or your friends?
- What do you think about having sex with someone before you are married?
- Does what you think differ from your parents' or your friends' views? In what way?

How teachers can meet these challenges

Every student comes to the classroom with a set of behaviors and characteristics that makes him or her unique and that will affect his or her academic achievement. Banks and Banks noted, "Behavior is shaped by group norms ... the group equips individuals with the behavior patterns they need in order to adapt." (2005, 13) Furthermore, students identify with certain groups to experience a feeling of belonging. Campbell (2004) stated that students of all ages have a strong need to belong to groups, because groups provide a source of motivation.

Students may identity with certain groups because of ethnicity, social class, or religion. These categories are some of the social constructions of culture; they provide a sense of cultural identity. To enhance academic success, teachers can use information about cultural identity to create learning environments that recognize the cultural contributions of students. u

Student Self-Concept

The set of beliefs that individuals hold about themselves is termed self-concept or self-image. Socializing agents include peer groups, media, parents, and teachers influence the development of a positive or negative student self-concept. A positive self-concept contributes to the academic success of the student, while a poor self-concept becomes one of the most challenging individual differences in how he or she will learn. This challenge requires teachers to address a variety of social and academic needs of students.

School Environment

Teachers must be aware of how culture influences the education of students. In addition, teachers should be aware that their teaching practices, their interactions with students, and their own ideas about identity influence the academic success and the social development of their students.

The cultural identities of students are constructed from their experiences with the 12 attributes of culture: ethnicity/nationality, social class, sex/gender, health, age, geographic region, sexuality, religion, social status, language, ability/disability. Student-teacher and student-student interactions are shaped by whether or not each person's needs are met. The teacher can meet students' needs by modeling a concerned attitude for their well-being and by creating a caring environment where students feel valued and appreciated. In turn, students should respond positively to a teacher who understands the cultural challenges students face. Students will strive to build a respectful rapport with the teacher if they feel the teacher genuinely cares about them.

Teachers can help students feel comfortable with their cultural identity and assist them in their learning by using a multicultural teaching approach that embraces diversity in the classroom. Allow the classroom to become learner-centered and promote the academic success of all students. Teachers can empower students by spending more time mentoring them rather than managing them. Rather than telling learners what to do, teachers need to find out what they are thinking and help guide learners in their development and understanding of the people and the world around them. (Sbhcs, Sbhcs, & Hcs, n.d.)

What is it that teachers should know?

- Our students need to belong, to be valued, and to be appreciated on a daily basis.
- Students' cultures have value in the classroom, and these cultural identities must be validated through lessons and teaching practices.
- A philosophy that demands high expectations of all students is the beginning of empowering students for success.

The teacher's ability to identify with students or understand the cultural identities of students is necessary for addressing the needs of every student. Therefore, teachers must learn as much as possible about their students so that they can structure activities, build curricular materials, and tap into resources that will help all students be academically successful. Teachers must empower students to succeed by providing them with a learning environment that respects their culture, embraces their diversity, and celebrates their differences (Stern, n.d.).

Principles of behavior change and Adolescent Sexual Reproductive Health

Principles of behavior change	**ASRH module mirrors these principles**
Providing information is the logical starting point in any behavior change effort. Information, although necessary, is rarely enough by itself to produce behavior change in most people. The information must be easily understood and relevant to the individuals you are trying to reach.	The ASRH module assumes that you will begin by teaching basic information about: Body changes, Psychological development, Gender Based Violence, Gender, Reproductive Health, Child Protection and Child Rights, Life Skills, etc.
Fear messages have limited use in motivating behavioral change. If fear is overwhelming it can hinder, rather than help efforts to change. Too much fear may cause people to deny they are at risk, to rationalize by pointing to others who have practiced similar behaviors and survived	When working with ASRH, avoid fear and negativity, and instead focus on positive messages creating, maintaining, and reinforcing healthy behaviors, and working towards a better life for everyone
People are more likely to try behaviors they feel capable of performing. It is important to teach young people the skills for engaging in the desired behaviors. Seeing examples of people engaging in a healthy behavior will help a person believe that he or she too can engage in that behavior.	ASRH systematically attempts to build skills for good behavior. ASRH program works with a small group of people over a longer period of time to motivate participants to adopt a new behavior, to teach and model the skills necessary to successfully adopt that behavior, and to continually reinforce those new skills, until participants feel capable of performing healthier behavior.
Individuals are more likely to adopt a new behavior if they are offered choices among alternatives	ASRH helps develop critical thinking skills so participants learn a number of alternatives in dealing with a difficult situation. Participants are thus exposed to many choices in terms of negotiating and adopting better behavior
Any program that seeks to change behaviors over time needs to build in ways to maintain those behaviors and to help	It is important to continually recreate the **strategies** to assist those who have already fallen into damaging behaviors. You may need

bring people back on the path to positive behaviors after they have relapsed.	to design a slightly different approach for young people who have gotten pregnant or other misbehaviors.

Source: Life Skills Module, 03/12/2013**,** Keeping Girls at School, KGAS Project, Care International.

Recommended additional readings:

Gautam, S. (2012). Best Practices for Youth-Friendly Sexual and Reproductive Health Services in Schools. Best Practices. Advocates for Youth.

Barton, T., Rubardt, M., & Reilly, J. Ideas and action: Addressing the social factors that influence sexual and reproductive health. Available at: http://www.comminit.com/global/content/ideas-and-action-addressing-social-factors-influence-sexual-and-reproductive-health

Stern, C. (n.d.). Poverty, social vulnerability and adolescent pregnancy in Mexico: a qualitative analysis.Cicered.org. Available at: http://www.cicred.org/Eng/Seminars/Details/Seminars/Bangkok2002/30BangkokStern.pdf

Kesterton, A. J., & Cabral de Mello, M. (2010). Generating demand and community support for sexual and reproductive health services for young people: A review of the Literature and Programs. *Reprod Health*, *7*, 25. Also available at: http://www.who.int/immunization/hpv/target/generating_demand_and_community_support_who_2009.pdf

Republic of Kenya. (2003). Adolescent Reproductive Health and Development Policy. Nairobi: National Council for Population and Development, Ministry of Planning and National Development, and Division of Reproductive Health, Ministry of Health. Available at: http://www.prb.org/Publications/Articles/2013/kenya-policy-assessment-report.aspx

Managing Diversity and Inclusiveness in a Multicultural Workforce: Gender equity and diversity training module.

Teachers should seek locally available audiovisual materials and community based resources such as CBOs, NGOs, or clinics to augment student learning on these topics.

PART 2: Gender theory, Sexuality and Adolescent Vulnerabilities

Sexual and reproductive health is shaped by social and cultural norms on gender and sexuality. There are different expectations of boys and girls, men and women. Cultural traditions in Rwandan society have influenced gender norms and ideals, for both men and women. These gender norms are always being challenged by both people within Rwandan society and by other societies as Rwandans engage with an ever wider range of cultural groups. At times people embrace these changes and at other times they resist these changes. Gender norms are also marked by significant power imbalances between men and women, boys and girls. These gender power dynamics often have a direct effect on sexual and reproductive health for all, and especially for adolescents, since at this time boys and girls for the first time in their life are confronted with emerging sexuality that includes physical, biological, emotional, and social changes. We also have to consider how these gender power norms are directly linked with the phenomenon of Gender Based Violence (GBV) and beliefs about masculinity that support men in having multiple sexual partners and sexual risk taking (Binagwaho, 2009) and those about femininity that often emphasize submission to male authority.

2.1 Distinguishing sex and gender

As adolescents experience the changes associated with puberty they are engaged in the process of developing a sense of their gender and sexual identity. This is a process that is shaped by wider social norms and family norms and values that may also be shaped by religious values and norms.

What is gender?

Though we tend to think of gender as being defined by our physiology and biology, in fact, gender is greatly shaped by our social environment. Gender refers to the specific social norms and values we use to differentiate among people in any specific culture. Culturally there are numerous differences in the way in which we make such distinctions. In some cultural settings we identify only two different genders while in others there may be three or more different gender distinctions. Typically we distinguish male and female gender but what we expect of a man or woman will differ quite widely in different cultures. While in some cultures there are additional gender identities, such as fa'afafines in Samoa who are considered to be male bodied

individuals who take on female and male identified roles in society so that they can help take care of domestic responsibilities (often considered part of a woman's responsibilities in Samoa) but may also work in the fields and engage in activities typically associated with men in Samoa. There are many societies around the world in which there are individuals who take on what we might consider mixed gender roles.

Societies often expect woman and men to be engaged in different activities. Women or men who defy these gender norm expectations may be punished or ridiculed (made fun of). Adolescents become acutely aware of these norms and expectations and will often "police" or "discipline" individuals who do not adhere to these normative expectations. This can often take violent forms and result in gender based violence. It is not uncommon that both men and women in a particular society consider it perfectly acceptable to punish individuals who defy the social norms.

For discussion:

- What are the expectations in Rwanda of how a woman should behave? What kinds of activities are woman typically expected to be engaged in? What kinds of work can woman do? What kinds of activities or work are considered unsuitable for a woman?
- How about men in Rwanda? What are the social expectations of a man in Rwanda? What kinds of activities are men expected to be engaged in? What kind of work do men do? What is considered unacceptable activities or work for men in Rwanda?
- What happens when a man or a woman goes against these gender norms?
- How can teachers create an environment that will be accepting of girls/boys and men/women who wish to engage in activities or to develop careers that challenge Rwandan gender norms?

What are sex, sexuality, and sexual orientation?

Sex is a term we use to refer to the biological and physical distinctions between human beings. Most often we refer to individuals as being either male or female sex. Though some individual's biology may, in fact, be mixed and not clearly either male or female. Most often we refer to such people as intersexed, meaning mixed sex.

Sexuality is a term we use to refer to the sexual desires and urges individuals have and to how they act on these sexual desires. The ways in which people engage in sexual activity and how they express their sexuality can be quite different.

Sexual orientation refers to an individual's preferences in sexual partners. If an individual prefers to have sex with someone of the opposite gender then we consider them *heterosexual*. If they prefer to have sex with someone of the same gender then we consider them *homosexual*. If they like to have sex with people of the same gender as well as people of opposite gender then we consider them *bisexual*.

For discussion:

- What are the terms we use in Rwanda to talk about being homosexual? Or bisexual? How do we view people who are homosexual or bisexual? How do people treat someone who is either known to be or believed to be homosexual or bisexual?
- How can teachers help students to understand these issues when they arise? How can teachers create an environment that will be discouraging of hateful behavior toward students who may identify or be identified by others as homosexual or bisexual or who may have questions about their sexual identity?

2.2 Gendered power

Gendered power is very important in shaping the opportunities, experiences and outcomes for men and women in society. Gendered power not only shapes the experiences of men and women, girls and boys, in society but also informs gender based violence (GBV) and our understanding of how to best address the problems of GBV with adolescents. Furthermore, gendered power directly impacts sexual and reproductive health outcomes for men and women in society.

When we talk about power we have to consider the concept of power in different ways. We need to ask questions about the "power to" do certain things as well as the ability of someone to exercise "power over" someone else. *"Power to"* refers to the ability to act, while *"power*

over" refers to the ability to assert your wishes and goals on others even in the face of opposition. When we examine the role of power in sexual relationships we are interested in the ability of one partner to act independently, to dominate or to collaborate in decision making; to control their partner's actions; and to engage in activities with or without the consent of their partner. It is not simply about one partner having absolute power over the other partner but rather the power of partners in relation to one another.

For discussion:

- In what circumstances and under what conditions are partners able to act independently?
- When are they expected to submit to their partner's wishes? When and how can they challenge or go against their partner's wishes? And when or how can partners work collaboratively?
- How can we learn to respect one another and enable individuals, regardless of their gender, to act independently to meet their own goals and to work collaboratively toward common goals?

Most often we find that gendered power is unequal and that women have less power to act than do men in society. There is an almost universal sexual double standard that gives men greater sexual freedom and rights than women (Blanc, 2001). Despite these norms we should aspire to gender equality to ensure men and women can make decisions collaboratively rather than one partner dominating another.

In Rwanda, the constitution guarantees gender equality and there have been significant increases in the number of women in decision making roles. There is a mandated requirement that at least 30% of all decision making roles be filled by women. According to the Beijing +20 Country Report (June 2014) 50% of parliamentarians and 39% of cabinet ministers were women. In addition, the Rwandan government has ratified the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW) and the Beijing Platform. These international instruments have been integrated into the constitution, and into other legal instruments as well as national policies. Newly modified family laws enable women to inherit land. The government has initiated and supported Women's District and Guarantee Funds to

specifically address poverty among women. The women guarantee fund has been established to assist women to access loans, and the women credit fund has been established to support poor rural women to engage in income generating activities. Rwanda has also been working toward achieving gender equity in education and has achieved gender parity in primary school enrolment. The gender gap in secondary education is closing but gender gaps remain at the tertiary level of education. Closing these gaps requires not only changes within the education system but also changes in wider society to ensure that girls can remain in school (such as reducing teen pregnancy, age of marriage or cohabitation, and returning to school following childbearing). (For greater detail see the June 2014 Beijing +20 Country Report).

Families can impact the sexual and reproductive health decisions and outcomes in a relationship. In fact, families often do exert their power in this arena. They can support and even fuel gendered inequality in relationships. Gendered power is not only determined at the individual level but by couple-, family-, and community-level factors shape sexual and reproductive health decisions and outcomes.

For discussion:

- How and when do families shape the sexual and reproductive health decisions of a couple?
- How does the wider community influence the family or couple in sexual and reproductive health decisions?
- What can be done to counter these social pressures on an individual or on the couple?

2.3 GBV and sexual abuse

Gender-based violence (GBV) and sexual abuse are manifestations of unequal power in sexual relationships. GBV has numerous negative effects on women's sexual and reproductive health. A study conducted by Heise et al. (1999) reviewing close to 50 population-based surveys worldwide showed that physical violence was more common than previously thought. Results from these surveys showed that between 10 and 67 percent of women reported being physically

harmed by a male partner at some time in their life (note: these numbers did not include psycho- logical or sexual abuse). But it is not just the physical well-being of the woman that is affected. GBV also has severe mental health consequences that can often be even greater than the physical injury including depression, anxiety, miscarriages, and pregnancy complications (Blanc, 2001). Physical attacks that include sexual abuse can lead to unwanted pregnancy and the transmission of STIs, including HIV/AIDS. Experiences of GBV can also indirectly affect fertility outcomes in women and acquisition of STIs when women who fear abuse are reluctant to raise the issue of contraception or condom use Heise et al. 1999, Blanc 2001). Hinden (2014) in a survey of DHS surveys from 25 sub-Saharan African countries found that attitudes supporting wife beating were linked to having a child under age 20.

The most common form of GBV is intimate partner violence (IPV). IPV refers to the actual or threatened physical, sexual, psychological or emotional abuse by a partner. Globally 25%-43% of women report IPV. Research has also shown that pregnant women are especially at risk for IPV from a male partner. In a study on intimate partner violence (IPV) among 600 pregnant women in two government ante-natal clinics in Rwanda, Ntaganira et al. (2008) found that 35.3% of these women reported experiencing IPV. They also found that HIV-infected pregnant women in their study were two times more likely to experience IPV than non-infected pregnant women. Research has also shown an association between alcohol consumption and IPV. Women experiencing IPV not only have higher risk for negative health outcomes but are often prevented from accessing health care services by their abusive male partners.

Men and boys can also experience GBV but given the social expectations that men should be dominant in heterosexual relations, men and boys are often unlikely to report experiences of violence or abuse. Research in this area tends to be sparse. Some researchers in South Africa have investigated men's experiences of sexual coercion. Sikweyiya and Jewkes (2009) found that men reported that when they were boys they had experienced sexual abuse and coercion by older boys, often while minding cattle in more remote rural locations, as well as experiencing sexual coercion by older females (sometimes teachers). Men reported feelings of anger and revenge toward boys who had abused them but often felt ambivalent regarding sexual coercion/abuse by older women since they felt they should be flattered by such attentions. Men had generally not reported these experiences. One of the challenges is getting boys and men to report their experiences of violence and abuse either from other boys or men as well as from women.

Teachers can play a very important role in educating boys and girls about gender based violence by helping learners to understand gender norms and gendered power. Teachers should help learners to understand that they have to respect the rights of others (male or female) to make their own decisions and choices and that they do not have the right to coerce their partners or friends by using violence or their social power to exert control over others. This is especially true with respect to sexual coercion in their relationships – when a boy or girl is trying to coerce a partner to have sex. This is especially likely to occur when there are age gaps of 2 or more years between partners. Girls and boys should be encouraged to report experiences of sexual coercion or abuse to responsible adults such as parents, teachers, or health care workers.

Teachers too need to be aware of the power they have through their authority as teachers to coerce or manipulate learners into having sexual relationships with them. Teachers must not be engaged in intimate, sexual relationships with learners in their school. Should you observe colleagues engaged in such inappropriate relationships with learners you should report them to the appropriate school authorities.

When working with adolescents, teachers need to discuss the dangers of gender based violence for girls' and women's sexual and reproductive health. In particular, Hinden (2014) recommends "working with adolescents to improve their attitudes on relationship expectations and the importance of furthering their education even after a pregnancy, could be integrated into life skills and sexual education curricula" (2014: 1494). In this curriculum we emphasize the importance of helping adolescents to develop healthy, respectful relationships (see section 3.2) which is a critical foundation to developing healthy intimate relationships. Teachers should focus on the need for both boys and girls to understand the role alcohol can play in gender based violence (see section 2.8 on drugs and alcohol).

Male integration into SRH

Of major concern in ensuring sexual and reproductive health (SRH) is the exclusion of men from sexual and reproductive health services. In general SRH services are usually set up to serve the needs of women. The inclusion of men in SRH services has a dual purpose: (1) to ensure the sexual and reproductive health of boys and men; (2) to improve SRH outcomes for women and children. The first focuses on attending to health issues that men may face including attending to STIs (including HIV); providing circumcision services to men requiring them as well as to reduce the likelihood of STI and HIV transmission; to address problems

such as erectile dysfunction; and to help men and their partners in making family planning decisions and choices. Ensuring that men are engaged in SRH services is also vital to ensure the health of their female partners since SRH problems or needs of men may directly impact their female partners. Furthermore, men often control (or at least influence) family planning decisions that women make. Men are often also vital to ensuring that women can and do access SRH services when needed which can impact not only their female partners but also their children.

One of the potential challenges to inclusion of men in SRH services is ensuring that their female partner's privacy is not compromised and that health care providers and others engaging with couples respect the confidentiality of each partner. Providers or others serving the needs of adolescent boys and girls cannot discuss private concerns with the individual's partner without the person's prior consent and engagement. Disclosure of private matters can result in discord and even violence in intimate partner relationships. Couples counseling can be challenging and providers who counsel couples will need special training to do so in such a manner as to ensure the confidentiality and safety of both partners.

Educating boys about sexual and reproductive health is a first step in this process since boys and men who are well informed are more likely to understand their own and their partner's SRH needs. Teachers can play a vital role in helping boys and young men to understand the issues laid out in this curriculum and in encouraging boys to play their part in ensuring their own and their partners' sexual and reproductive health as well as the health of their families in the future. Another key issue in ensuring male integration in SRH is ensuring that health services are set up to be male friendly and that health care providers should also understand the importance of including men in SRH care and have appropriate training to ensure services meet their needs.

Recommended additional readings:

Gipson, J. D., Muntifering, C. J., Chauwa, F. K., et al. 2010. Assessing the importance of gender roles in couples' home-based sexual health services in Malawi. African Journal of Reproductive Health, 14(4), 61–71.

Jewkes, R., Morrell, R., & Christofides, N. 2009. Empowering teenagers to prevent pregnancy: Lessons from South Africa. Culture, Health & Sexuality, 11(7), 675–688. doi:10.1080/13691050902846452.

Speizer, I. S. 2010. Intimate partner violence attitudes and experience among women and men in Uganda. Journal of Interpersonal Violence, 25(7), 1224–1241.
Varga, C. A. 2003. How gender roles influence sexual and reproductive health among South African adolescents. Studies in Family Planning, 34(3), 160–172.
VanderEnde, K. E., Yount, K. M., Dynes, M. M., et al. 2012. Community-level correlates of intimate partner violence against women globally: A systematic review. Social Science and Medicine, 75(7), 1143–1155.

2.4 Menstruation Management

Objectives:

- Understand the menstrual cycles.
- Know the myths and facts related to menstruation.
- Understand how to work with schools on menstrual support for students.

Knowledge about menstruation

To understand the menstrual cycle, it helps to know about the reproductive organs inside a woman's body. These are (review):

- two ovaries (where eggs are stored, develop and are released);
- the womb (uterus) – where a fertilised egg implants and a pregnancy grows;
- the fallopian tubes – two thin tubes that connect the ovaries to the womb;
- the cervix – the lower part of the womb that connects to the vagina;
- the vagina – a tube of muscle connecting the cervix to the outside of the body.

What is the menstrual cycle?

"The menstrual cycle is the time from the first day of a woman's period to the day before her next period," says Toni Belfield, a specialist in sexual health information, and a trained fertility awareness teacher. The length of the menstrual cycle varies from woman to woman, but the average is to have periods every 28 days. Regular cycles that are longer or shorter than this, from 24 to 35 days, are normal. Girls can start their periods anywhere from age 10 upwards, but the average is around 12 years. The average age of menopause (when periods stop) is 50-

55. Between the ages of 12 and 52, a woman will have around 480 periods, or fewer if she has any pregnancies.

The menstrual cycle is controlled by hormones. In each cycle, rising levels of oestrogen cause the ovary to develop an egg and release it (ovulation). The womb lining also starts to thicken. Ovulation is the release of an egg from the ovaries. A woman is born with all her eggs. Once she starts her periods, one egg (occasionally two) develops and is released during each menstrual cycle. After ovulation, the egg lives for 24 hours. If you release more than one egg in a month, you will produce that second egg within 24 hours of the first. After ovulation, the hormone progesterone helps the womb lining grow thicker, ready for pregnancy. The egg travels down the fallopian tubes. If pregnancy doesn't occur, the egg is absorbed into the body. Levels of oestrogen and progesterone fall, and the womb lining comes away and leaves the body as a period (the menstrual flow).

A normal menstrual period can last 3 to 7 days. Most menstrual bleeding happens during the first 3 days. This is also when you might have cramping pain in your pelvis, legs, and back. Cramps can range from mild to severe. The cramping is the uterus contracting, helping the endometrium shed. In general, any premenstrual symptoms felt before onset of your period will go away during these first days of your cycle.

Menarche

A girl's first menstrual period is called menarche. It usually starts sometime between ages 11 and 14. But it can happen as early as age 9 or as late as 15. If you are a teenage girl, see your doctor if you have not started having periods by age 15. Menarche is a sign you are growing up and becoming a woman. Along with starting your period, your body is changing. You've begun to develop breasts, pubic hair, and underarm hair. And your hips have begun to widen. Menarche also means that if you have sex, you can get pregnant. You can even get pregnant in the month before your first period starts (Decker, 2014).

In the days before you start your period, you may feel tense or emotional. You may gain water weight and feel bloated. You may have pain (cramps) in your abdomen, back, or legs that lasts a few hours or more. Your breasts may be tender, and your face may break out.

Ask your mom, a doctor, or a woman you trust for advice on using feminine products for the bleeding, such as tampons or pads.

A regular 28 day cycle
The cycle can be divided into several phases:

Phases	**Day**	**Characteristics**
Menstruation (Menstrual bleeding)	1-5	Bleeding
Proliferation phase (pre-ovulation phase, dry phase)	6-13	Thickening of the endometrium, Growing of Ovum.
Ovulation	14	Release ovum
Secretory phase (Post-ovulation phase)	15-28	Cervix closed, increase in body temperature
Fertile days	9-15	High chance to get pregnant

Short and long menstrual cycle
The fertile days can also be calculated for long and short cycles (as long as the cycle is regular). Even if a menstrual cycle is shorter or longer than 28 days, the ovulation always takes place 14 days before the end of the cycle (if the cycle is regular).

Phases	**Day**	**Characteristics**
Menstruation (Menstrual bleeding)	1-5	Bleeding
Proliferation phase (pre-ovulation phase, dry phase)	6-8	Thickening of endometrium Growing of ovum.
Ovulation	9	Release ovum

Secretory phase (Post-ovulation phase)	10-23	Cervix closed, increase in body temperature
Fertile days	4-10	High chance to get pregnant

Irregular menstrual cycle

Some women have an irregular cycle. It is rare that adolescents have a regular cycle. Irregularity is the norm. Other influencing factors can be stress, disease or malnutrition. Irregular means that some cycles are 23 days long, the following one might be 32 days long, and the next may be 25 days. In these cases it cannot definitely be foreseen when ovulation takes place. The irregular menstrual cycles it is almost impossible to calculate the fertile days.

Myths and facts about menstruation

A myth is a popular belief or story that has become associated with a person, institution, or occurrence, especially one considered to illustrate a fact. However, a myth rarely represents reality, and is often false.

Learner Activity/Exercise: Myths and Facts

- Divide learners into groups and assign each group to identify the Rwanda cultural myths about menstruation, and reproductive health in general.
- Give each group 15 minutes to prepare a short skit about myths and facts to present to the entire group.
- Ask for volunteers to speak about their personal experiences with students at school.
- Discuss the consequences adolescents can face when they don't have the real information.

Examples of common fertility myths and facts which sometimes can influence the adolescents to make the dangerous decision:

- Having menstrual blood means a woman is dirty
- When a boy has a wet dream, it means he needs to have sex
- When a man has an erection, he must always ejaculate
- Most boys have wet dreams during puberty
- If a penis is toughened a lot, it will become permanently larger
- The blood coming from a woman during menstruation means that she is sick

- Cold drinks do not cause menstrual cramps
- Women should not eat spicy or sour food during menstruation
- If a woman misses a period, this could mean she is pregnant
- If men do not ejaculate, sperm will collect and make their penis or testicles burst
- It is perfectly safe for a woman to wash her hair or take a bath during her period
- Acne is cured by having sex relations
- Having sex helps grow bigger hips!!!! ("Normal Menstrual Cycle," n.d.)

Myths-Rumors	**Facts-Reality**
A young man, who has sexual intercourse earlier and frequently will increase the size of his penis	The size of penis is inherited. Early and frequent sexual intercourse may result in transmission of STIs and HIV/AIDS, and unwanted pregnancy when unprotected.
A pregnant woman having sexual intercourse enlarges her vagina and makes delivery easier	Intercourse does not prepare a woman's vaginal canal for delivery. Rather hormonal and other changes during pregnancy and birthing as well as female pelvic structure facilitate birthing. Early intercourse and unprotected sex can put women at risk for acquiring STIs which may negatively affect birthing.

All Rwandan men should drink alcohol to be authoritarian at home and to stimulate an erection	Alcohol harms the human body and men often have difficulty getting erections when they drink. Furthermore, alcohol often results in risky and violent behavior.
Homosexuality does not exist in Rwanda	A small percentage (3-4%) of each population on the globe is homosexual. The big difference across the globe is in the social or legal acceptance of this sexual orientation. If being homosexual is not accepted or even illegal, people concerned have to hide their orientation and engage in risky behaviors that can result in untreated STIs including HIV/AIDS.
Homosexuality is a disease and can be cured	Homosexuality is not a disease. It is determined by biology (genetics) and cannot be changed by any medical treatment. If homosexual orientation is socially unacceptable then homosexuals have to live undercover and to hide their feelings.
Masturbation destroys the brain and hampers normal development	Scientific research has not proven that physical damage to the brain is caused by masturbation.

Source: Gautam, S. (2012). Best Practices for Youth-Friendly Sexual and Reproductive Health Services in Schools. Best Practices. Advocates for Youth.

Menstrual hygiene challenges faced by schoolgirls and female teachers

- Lack of sanitary protection materials: leading to embarrassment and stress due to leakage, smell and teasing.
- Less concentration and participation, including not standing up to answer questions: due to embarrassment, stress, concern over leakage or smell and discomfort.
- Lack of private facilities and water supply for washing and drying soiled clothing, cloths or hands.

- Absence: due to a lack of facilities and services at school to manage menstruation.
- Fear of using the latrine: in case others discover menstrual blood.
- Inability to keep clean: in some cultures girls and women are not allowed to bathe or wash themselves during menstruation.
- Bodily smell or the smell of used sanitary materials that have to be taken home for disposal: causing discomfort or stress.
- Lack of knowledge: girls approaching menstruation are especially lacking in information about the process, leaving them scared and embarrassed.
- Exclusion from sports – due to discomfort, concern over leakage or because of cultural restrictions (Shaeffer, 2006).

Menstruation management resources

Examples of wishes of Afghan schoolgirls in relation to menstruation; these wishes are likely to be common across other countries.

- We want to be aware about menstruation and the physiological changes.
- We don't want to keep away from society due to unawareness of menstruation.
- We want to have knowledgeable parents, especially our mothers to be aware of menstrual health and hygiene to help us prior to the start of the period.
- We are eager to build up our education and have good reputation in the society, so we don't like to be absent from school each month because of unavailability of the school facility.
- We want to have a special subject about menstruation health and hygiene at school even before starting our period.
- Teachers are our second parents. We expect them to teach us in this regard.
- We need the facilities to safely dispose and manage the napkin at school.
- We want access to proper hand-washing facilities and soap at schools.
- We want access to shops with low price, good quality pads with female seller at school.
- We want to have a health center at school (a room for rehabilitation) to help us sometimes for pain of menstruation.

Benefits of good menstrual hygiene in school for girls and female staff

The benefits of good menstrual hygiene in schools include:

- More time spent in school (female teachers and schoolgirls).
- Increased concentration.
- Higher self-confidence.
- Increased comfort, good hygiene, less irritation from sanitary materials and less risk of related infections.
- Greater participation in class and school activities.
- More confidence to stand up to answer questions and ask to leave the classroom to use the latrine.

Menstrual hygiene interventions in schools

To ensure regular school attendance schools need to ensure that the following are available to women and girls during their menstrual cycles:

- Availability of sanitary protection materials;
- clean and safe toilets,
- bathing or changing facilities with locks on the inside of doors;
- discrete disposal facilities;
- understanding and supportive staff;
- information on menstrual hygiene (House et al., 2012)

Intervention	**Description**
Engaging girls and boys in menstrual hygiene: • Menstrual hygiene education sessions • Formation of girls clubs	Sharing information on menstrual hygiene through dialogue with a female teacher or trusted female adult. Forming girls clubs where menstrual hygiene can be discussed. Teaching boys about menstrual hygiene through ASRH lessons for boys and girls.
Ensuring availability of affordable sanitary protection materials.	Providing sanitary protection materials or training on how to make your own.
Improving or constructing girl-friendly	Ensuring that latrine cubicles are in a safe

latrines and changing facilities	location, clean, covered by a screen, and have water supply, soap and a covered disposal bin for used sanitary products.
Sanitary protection materials management	Establishing a safe collection and disposal management system for sanitary protection materials.

Source: House, S., Mahon, T., & Cavill, S. (2012). Menstrual hygiene matters hygiene around the world.

Potential risks of poor menstrual hygiene management

It is assumed that the risk of infection (including sexually transmitted infection) is higher than normal during menstruation because the plug of mucus normally found at the opening of the cervix is dislodged and the cervix opens to allow blood to pass out of the body. In theory this creates a pathway for bacteria to travel back into the uterus and pelvic cavity (Rahman et al., 2006).

Practice	**Health risk**
Unclean sanitary pads/materials	Bacteria may cause local infections or travel up the vagina and enter the uterine cavity.
Changing pads infrequently	Wet pads can cause skin irritation which can then become infected if the skin becomes broken
Insertion of unclean material into vagina	Bacteria potentially have easier access to the cervix and the uterine cavity.
Using highly absorbent tampons during a time of light blood loss	Toxic Shock Syndrome
Use of tampons when not menstruating (e.g. to absorb vaginal secretions)	Can lead to vaginal irritation and delay the seeking of medical advice for the cause of unusual vaginal discharge
Wiping from back to front following	Makes the introduction of bacteria from the

urination or defecation	bowel into the vagina (or urethra) more likely.
Unprotected sex	Possible increased risk of sexually transmitted infections or the transmission of HIV or Hepatitis B during menstruation.
Unsafe disposal of used sanitary materials or blood	Risk of infecting others, especially with Hepatitis B. However, HIV and other Hepatitis viruses do not survive for long outside the body and pose a minimal risk except where there is direct contact with blood just leaving the body.
Frequent douching (forcing liquid into the vagina) Lack of hand-washing after changing a sanitary towel	Can facilitate the introduction of bacteria into the uterine cavity. Can facilitate the spread of infections such as Hepatitis B or Thrush.

Source: House, S., Mahon, T., & Cavill, S. (2012). Menstrual hygiene matters hygiene around the world.

Recommended additional readings:

House, S., Mahon, T., & Cavill, S. (2012). Menstrual hygiene matters: a resource for improving menstrual hygiene around the world. Wateraid. Retrieved from: http://www.susana.org/en/resources/library/details/2210

Gautam, S. (2012). Best Practices for Youth-Friendly Sexual and Reproductive Health Services in Schools. Best Practices. Advocates for Youth.

Teachers should seek out locally available audiovisual materials and community based resources such as clinics, NGOs or CBOs working on addressing girls' menstruation needs.

2.5 Teen Pregnancy, abortion and family planning

Objectives

- Understand social causes and gender norms impacting teen pregnancy.
- Understand how to prevent the unsafe abortion.
- Understand the importance of communicating family planning options to adolescents to prevent unwanted pregnancies and plan families in the future.
- Engaging both boys and girls in pregnancy prevention and family planning.

Pregnancy happens if a man's sperm meets with and fertilizes the egg. Sperm can survive in the fallopian tubes for up to seven days after sex. A woman can't get pregnant if ovulation doesn't occur. Some hormonal methods of contraception – such as the combined pill, the contraceptive patch and contraceptive injection – work by stopping ovulation from occurring.

Rates of teen pregnancy/abortion/use of FP methods

Teenage fertility (15-19 years of age) is an important demographic factor for many reasons:

- Children born to very young mothers run a greater risk of illness and death.
- Teenage mothers are more likely to suffer complications during pregnancy and are less likely to treat them.
- Early childbearing seriously affects a woman's ability to pursue an education, find employment, and become independent. (Source: Ministry of Health, Rwanda IDHS, 2008:33)

One of Rwanda's public health issues is the high fertility of women and the high population growth in the country. With an estimated population density of 436 persons/square km Rwanda is the most densely populated country in Africa. At the current growth rate of 2.8% per year Rwanda will have a population of 14 million with a population density of 581 persons/square km by 2020, threatening economic growth and efforts to reduce poverty. The high fertility rate in Rwanda contributes to rapid population growth. The average lifetime fertility rate for a Rwandan woman has been reduced from 6.1 in 2005 to 4.6 children (GoR, 2005; GoR, 2011). Despite the decline, Rwanda's total fertility rate is still one of the highest in Sub-Saharan

Africa which places an immense pressure on the country's already scarce resources. (Health, 2012)

Although sexual activity prior to marriage is still viewed with social disapproval, sex before marriage is increasingly common in Rwanda. Teenagers make up 19 percent of all women of childbearing age, but comprise less than 4 percent of the total fertility for all women (Ministry of Health, Rwanda IDHS 2008). According to the Demographic Health Survey (Ministry of Health, Rwanda DHS 2010) a total of 20.8% of adolescent girls, or 1 in 5 girls are sexually active before the age of 18 and by age 20, 41% of young women have had sexual intercourse. Approximately 6 percent of young women between the ages of 15 and 19 have already begun childbearing (5 percent are already mothers; 1 percent are pregnant for the first time). At age 15, none of the teenagers has begun childbearing, but the percentage increases steadily and rapidly with age: 3 percent of the teenagers at age 17 have already had at least one child or are pregnant for the first time. At age 19, this reaches 20 percent, 16 percent of whom have already had at least one child. Early childbearing occurs more often among young women with no education (25 percent) than among those who are educated (6 percent for those have primary education and 4 percent for those with secondary education and higher).Although the trend in adolescent fertility has been declining, rates are still high. The proportion of teenagers who have begun childbearing has decreased from 11 percent in 1992, to 7 percent in 2000, and to 4 percent in 2005, finally increasing slightly to 6 percent in 2010. (Ministry of Health, Rwanda DHS 2010)

Contraceptive use among married and unmarried women has increased, but still remains relatively low. According to the 2010 DHS, 29 percent of all women, 52 percent of currently married women, and 41 percent of sexually active unmarried women age 15-49 are using a contraceptive method. Of those women who are using a contraceptive method 25 percent use a modern method while 3 percent of women use a traditional method. The most commonly used modern methods are injectables (15 percent), the pill (4 percent), and implants (4 percent). The use of modern contraceptive methods among currently married women varies by age, increasing from 31 percent among women age 15-19, peaking at 52 percent among women age 35 to 39, and dropping to 21 percent among women age 45-49.

At the same time antenatal care remains low and the first visit occurs late in pregnancy (Binagwaho, 2009). Only 38 percent of women made their first visit before the fourth month of pregnancy, with higher proportions in urban areas (43 percent) than in rural areas (38 percent).

The DHS (2010) results showed that 38 percent of women had their first antenatal visit between the fourth and fifth month of pregnancy; while 19 percent first sought antenatal care during the sixth or seventh month, and 2 percent first visited an antenatal clinic during their eighth month of pregnancy or after. Adolescent girls (particularly when not married) are much more likely to delay coming in for antenatal care due to the social stigma of having children outside of marriage. They are also much more vulnerable to pregnancy and childbirth complications.

Social causes and gender norms impacting teen pregnancy

There are a number of factors that result in unwanted teen pregnancies. The cultural imperative to abstain from sex before marriage means that when adolescents are sexually curious they do not take adequate precautions. Adolescents often engage in risky behaviors such as alcohol or drug use that influences the adolescents to have unprotected sexual intercourse. Furthermore, gender norms place greater emphasis on girls not having sex before marriage while boys are expected to express their masculinity by having sex. These social norms can result in unwanted pregnancy among adolescent girls, often leading to rejection by family; flight from family, school dropout, early marriage, premature parenthood, resorting to risky lifestyle including prostitution, and, unsafe abortion with a wide range of complications including death. Girls can be vulnerable to unplanned teenage pregnancies for a number reasons including:

- Early onset of sexual activity.
- Premarital sexual activity.
- Norms and traditions (early marriage, pressure to have children upon marriage, women expected to have many children and immediately after marriage).
- Use of alcohol and other substances is associated with unprotected sexual intercourse leading to unwanted pregnancy.
- Sexual coercion (including rape).
- Socio-economic factors (“sugar mammies”/”daddies, sex workers”).
- Lack of access to SRH information.
- Lack of available SRH services.
- Fear of stigmatization and discrimination.

Teachers can help to identify students who may be at risk for teen pregnancy if they observe or are made aware of a particular girl and/or boy who exhibits any of the above vulnerabilities. We will address teachers' roles in identifying students at risk in greater detail below. (Ev, n.d.)

Consequences of adolescent pregnancy

Once a teen girl becomes pregnant there are a number of social, economic and health consequences she faces. Pregnant teens are more likely to experience the following:

- School drop out
- Poverty
- Difficulty accessing health care
- Expulsion from family
- Stigmatization by society
- Difficulties finding a husband
- Sentiments of fear and shame

The social and economic consequences can often lead girls to seek abortions; most often these will be unsafe abortions (WHO, n.d.).

Safe and unsafe abortion

A safe abortion is less likely to cause harm than having a baby. However, in Rwanda the intended termination of pregnancy without medical reason is illegal and prosecuted by law. A medical reason is given if the life of the future mother is endangered. If there is a medical indication abortion can be authorized (therapeutic abortion). In this case abortion should be carried out before the fetus has reached a gestational age above 3 months.

Abortion is very safe when it is done:

- by a trained and experienced health worker,
- with the proper instruments,
- under clean conditions (anything that goes into the vagina and womb must be sterile, that is, without any germs),
- up to 3 months (12 weeks) after the last monthly bleeding.

Unwanted pregnancy has a risk of leading to an illegal abortion due to the mother's fear of the consequences. In such instances, the pregnant teen may seek what is referred to as an unsafe abortion. Unsafe abortions often take place under unsafe conditions (inappropriate medical and unhygienic conditions, conducted by non-health professionals) with a very high risk for the woman. The complications of induced abortions, especially when they are performed in poor conditions, account for 15% of maternal deaths (Rwanda Ministry of Health, 2003).

Unsafe abortions – definition and characteristics

The World Health Organization defines unsafe abortion as a procedure for terminating an unintended pregnancy carried out either by persons lacking the necessary skills or in an environment that does not conform to minimal medical standards, or both.

While the definition seems to be linked to the process, characteristics of an unsafe abortion touch on inappropriate circumstances before, during or after an abortion. The following conditions typically characterize an unsafe abortion, sometimes only a few conditions prevail, and sometimes all or most of them:

- no pre-abortion counselling and advice;
- abortion is induced by an unskilled provider, frequently in unhygienic conditions, or by a health practitioner outside official/adequate health facilities;
- abortion is self-induced by ingestion of traditional medication or hazardous substances;
- abortion is provoked by insertion of an object into the uterus by the woman herself or by a traditional practitioner, or by a violent abdominal massage;
- a medical abortion is prescribed incorrectly or medication is issued by a pharmacist with no or incorrect instructions and no follow-up.

Further hazardous features of unsafe abortion are:

- the lack of immediate intervention if severe bleeding or other emergency develops during the procedure;
- failure to provide post-abortion check-up and care, including no contraceptive counselling to prevent repeat abortion;

- the reluctance of a woman to seek timely medical care in case of complications because of legal restrictions and social and cultural beliefs linked to induced abortion (WHO, 2008).

Developing screening skills to prevent teen pregnancy

There is a need to develop teen pregnancy prevention programs and strategies. Teachers who are in regular contact with teens can play a vital role in helping to prevent teen pregnancy. This requires identifying key principles for teen parenthood prevention program implementation which should include:

Setting clearly defined and realistic program goals and objectives. This should include an emphasis on delayed initiation of sexual intercourse, encouragement to use effective contraceptive use when sexually active leading to reduced rates of pregnancy and childbearing among participants, and/or increased rates of school completion.

Encourage community collaboration. Parents, neighborhood organizations, schools, health providers, and youth agencies can provide critical support during all phases of program design and implementation. The media, business sector, religious organizations, and policy makers also play an important role in the prevention partnership.

Involve youth in needs assessment, program design, implementation, and evaluation. Teens can be involved in a variety of activities including agency advisory boards, community outreach efforts, and program planning and review.

Create activities that are both age and developmentally appropriate. Interventions should be tailored for younger, middle, and older adolescents and should account for varying levels of cognitive development.

Provide culturally appropriate program activities. Activities should be relevant to young people and should reflect an understanding of and sensitivity to the religious and ethnic backgrounds of participants.

Coordinate messages to target both young women and men. It is important to emphasize joint responsibility, sexual communication, assertiveness, and refusal skills. Either gender-specific or coed programs can reach both young women and men.

Offer long-term and consistent support. Programs should be tailored to individual participants. While some young people need little support to prevent a pregnancy, others will require more comprehensive interventions over a sustained period of time.
Provide information on both abstinence and contraception and ensure access to contraceptive services. Messages on abstinence and postponement of sexual activity are important for those who have not yet initiated sexual intercourse and should be presented as viable options for those who are already sexually active. Sexually active teens also require accessible and affordable contraceptive and reproductive health services. Still other adolescents may need additional interventions to strengthen their motivation to prevent or delay too-early childbearing ("Prevention Programs Teen Pregnancy," n.d.).

Program Strategies
Pregnancy prevention programs must account for the varying levels of risk among teens. So what role do teachers and schools play in pregnancy prevention? A key component of pregnancy prevention is education.

Sexuality Education
All young people need comprehensive sexuality education to prepare them for healthy adult relationships. Sexuality education programs should increase adolescents' knowledge and help them to explore attitudes, feelings, and values about human development, relationships, dating, gender roles, sexual orientation, sexual behavior, and healthy sexual decision-making.

Educational programs are most effective when they:

- Target both boys and girls,
- Provide accurate information on both abstinence and contraception,
- Are developmentally appropriate,
- Encourage skill development, including decision-making, assertiveness and negotiation skills as well as life skills, training and goal setting**.**

For discussion:

- *What would be appropriate times in the school day/calendar to implement ASRH education? Can this work in conjunction with other educational activities in the schools?*
- *Who should be implementing these education programs in the schools?*
- *How do we include both boys and girls?*
- *How can schools reach out to parents and community based organizations to ensure community support to reduce teen pregnancies?*

Contraceptive Services

A sensitive, well-trained, and non-judgmental staff person plays an important role by helping teens learn about and decide to use contraception effectively and consistently. The Ministry of Health has been training staff to provide adolescent friendly services. The MoH notes that the first contact with a family planning service provider is critical in setting the stage for future visits. Family planning staff is being trained to utilize a guided counseling process to help a teen decide which method of contraception is most appropriate. This type of counseling is particularly useful for teens who receive a negative pregnancy test during a pregnancy scare. The MoH also notes that the role of males should be addressed in family planning settings. Although men are influential in contraceptive use and acceptance among young women, they are seldom specifically engaged in prevention efforts. (Health, 2012) (cite source here)

For discussion:

- What role can educators play in supporting students' accessing appropriate health services?
- What personal and institutional barriers will educators face in trying to support students accessing SRH services at clinics?
- How can educators help in addressing the stigma issues of adolescents seeking clinic services?

Responding to pregnancy related vulnerabilities

Adolescent pregnancy and its related problems have appeared prominently in the international agenda of reproductive health issues for more than a decade. Adolescent pregnancy needs to be

placed and understood within the processes of social and cultural changes that are taking place in Rwanda. Instead of assuming what the needs of adolescents are in terms of their sexual and reproductive health, we have to get closer to their real lives, their beliefs, attitudes and values, their interaction with their parents, peers and partners, their opportunities and aspirations, in order to be able to assess their needs and, starting from them and from accumulated knowledge regarding successful policies and programs, gauge what kind of actions could and should be taken in order to improve their sexual and reproductive health (Population Reports, 1995; Mensch et al., 1998).

Teachers who are in regular contact with adolescents can play a key role in identifying students who may be vulnerable to pregnancy and other risks associated with early sexual debut. In addition to general ASRH education implementation in schools, teachers can help identify students who may need individual level support to address specific challenges they are facing. Teachers need to check in with adolescents who are:

- Failing to attend school
- Performing poorly in their school work
- Known to drink or use drugs
- Regularly dating/involved with a love interest
- In a relationship with a partner who is significantly older than themselves (student, teacher or sugar mammy/daddy)
- Having challenges in their home environment

Community and state level recommendations

- Develop policies and programs directed to prevent unwanted early pregnancies and delaying childbirth (e.g.: access to contraceptive methods)
- Develop strategies in terms of decreasing poverty itself, what can be done in order to ameliorate some of the vulnerabilities associated with early pregnancies?
- stimulate and support the organization of collective activities for young girls, particularly for out-of-school girls, combining vocational training, income generating activities, and sexual and reproductive counselling.

- offering young girls a space for meeting and exchanging their thoughts, preoccupations, etc., with other girls (something of which they are usually excluded in poor communities), this would enhance the realisation and actualization of aspirations other than early maternity as well as the means to achieve them.
- influencing mass communication media, by enhancing, supporting, and implementing programs which respect the various beliefs and moral norms of different sectors of the population, so that all sectors of society can little by little contribute to the cultural change needed in order to be able to really help our youngsters prevent unwanted early pregnancies and births.

Making teen pregnancy prevention a male and female responsibility

A key component of preventing teen pregnancy is to engage both boys and girls in ASRH education and in recognizing that they both have responsibilities to prevent early and unwanted pregnancy by using the following options:

- Abstinence
- Condom use
- Contraception

Abstinence is the only method that provides 100% protection against pregnancy and STIs including HIV (dual protection). Adolescent men and women should have the right to be abstinent and be supported by their communities in their choice. Young men and women also should have access to accurate information about all the ways to prevent pregnancy including abstinence, condom use and contraception.

Abstinence may not be a realistic option for all young people. Adolescents have a certain curiosity and may choose to express their sexuality by being sexually active. This constitutes a fundamental sexual human right. Adolescents need to know their options for preventing pregnancy and need to be empowered to make appropriate choices. Boys need to understand that girls have a right to protect themselves against pregnancy and STIs. They also need to understand that when a girl does not want to have sex they must respect her decision and not

try to persuade or coerce her into having sex. Girls need to be empowered to reach out to adults who can support them if they feel that they are being sexually harassed or pressured by a partner. Boys also need to understand that they cannot pressure other boys into having sex with their partners. Boys and girls need teachers to conduct role playing exercises with them to help them develop skills to negotiate situations when their peers pressure them to engage in risky behaviors including to have sex or to drink and use drugs. Adolescents (and especially girls) also need to develop skills to negotiate condom use and contraceptive use when they do become sexually active.

Boys and girls need knowledge on family planning options. Advocacy and promotion activities of family planning (FP) services should include men. Although women might be the primary users of FP methods, men are an important target group as well.

What do adolescents need to know about family planning?
Adolescents need information about family planning so that they are prepared later in life to make informed decisions related to planning their families wisely. At some point they will have partners with whom they choose to have families and being informed about their options will help them make good choices. Family planning services are defined as educational, comprehensive medical or social activities, which enable individuals and couples to determine freely the time, number and spacing of their children and to select the means/methods by which this may be achieved. It enables couples and individuals to give birth to the number of children that is within the capacity of the household to bring up.

Adolescent family planning concepts
Benefits of Family Planning:
- Planning your future family
- Delaying sexual intercourse

Responsible/irresponsible sexual relationships and health:
- Barriers and Misconception of FP
- Consequences of unwanted pregnancy

- Family planning methods/options

What is the importance of Family Planning for Rwanda?
In its national policy on Family Planning (FP) based on Vision 2020 the Rwandan government strives to become "… a modern and prosperous nation, strong and united, worthy and proud of its fundamental values; politically stable without discrimination among its sons and daughters; and all this in social cohesion and equity" (Rwanda Ministry of Health 2006). To reach this goal the Ministry of Health aims in its policy on FP for the reduction of the Total Fertility Rate (TFR), population growth and infant mortality by the provision of nationwide available FP services (including young people).

Although the trend regarding adolescent fertility rate has been declining, numbers still remain high. This is mainly due to traditionally high pressure from society to have many children and the lack of access to FP services for adolescents. Among young women aged 15 – 19 years 21.7% have already had live births (Rwanda Ministry of Health IDHS, 2009). Contraceptive use among married and unmarried women has increased, but still remains relatively low (Binagwaho 2009). This might also be related to the fact that decision taking in families mainly lies in the hands of the husband; only 43% of couples discuss FP issues at home (Rwanda Ministry of Health, 2003). The absence of FP includes a risk for high maternal and infant mortality due to unwanted pregnancy, lack of birth spacing, adolescent pregnancy with related complications, etc. Through male involvement in FP, an increased and continuous use of contraceptive methods can be achieved (Beckman 2002).

Many women and girls, men and boys lack information about the importance of child spacing and about other advantages of using FP. In Rwanda, 24% of births occur within less than two-year intervals and 2 out of 5 married women have an unmet need for FP methods (NISR, Rwanda DHS 2006). The overall situation in Rwanda hinders a healthy economic and social development of the nation. For this reason the Ministry of Health in Rwanda has made FP one of its priorities regarding SRH (Rwanda Ministry of Health 2006). Educating adolescents regarding family planning is critical to ensuring that they delay childbearing and that when they do decide to have families they limit the number of children and plan for appropriate

contraceptive use to space their children in such a manner as to ensure the continued health of the childbearing woman and the ability of the family to support the children they do have. Boys and girls need to be prepared to plan their families with their partners when they are adults.

What are the benefits of Family Planning?

Family Planning enables individuals and couples to freely decide on the number of children they want to have and the spacing between them. It is one of the sexual and reproductive rights of every human being. Enabling young women to postpone childbearing and to space births is the key to healthier families and empowerment of women (educational and professional opportunities). Furthermore, FP programmes help to prevent STIs including HIV&AIDS by promoting condom use.

The benefits of FP and the provision to all members of Rwandan society, including young people, are:

- Reduction of maternal mortality (health of mother as individual and caretaker of family and other children),
- Reduction of infant mortality (health of the child and its further development),
- Reduced morbidity during pregnancy (with maternal and infant outcome),
- Socio-economic advantages for mother, child and whole family: capacity of a household, educational and professional opportunities for women, children,
- Avoidance of unwanted pregnancies and their negative consequences for mother and child including unsafe abortion,
- Prevention of STIs including HIV by promoting condom use,
- Overall increased productivity and wellbeing of population.

Facts about Family Planning:

- FP enables adolescent women to postpone childbearing and finish education.
- Birth spacing is the key to healthier families and a healthy nation.
- FP programmes help to prevent STIs, including HIV, by promoting condom use.

Methods of contraception

Contraception is one way of FP. It is defined as prevention of fertilization by different means. Contraceptive methods differ in their effectiveness, safety (side effects), acceptability to the user, and reversibility (long term, short term, or permanent). In general, young people are eligible to use any method of contraception. Age alone should not inhibit an individual's choice to use FP methods.

There are 4 different types of contraceptive methods:

- Hormonal method
- Mechanical method
- Natural method
- Surgical method

Every person is different, women might respond differently to a method of contraception and also the individual needs and situations are diverse. It is therefore highly recommended for the woman, and ideally the couple, to visit a health professional who can counsel them regarding the options, advantages and disadvantages of the different methods and help them choose an appropriate method (Health, 2012)

Hormonal contraceptive methods

Hormonal methods use artificially produced hormones to prevent ovulation and hence avoid a pregnancy. There are 3 different methods:

- Oral contraceptives (including emergency contraception, the so called "morning after pill" used within 72 hours, and sometimes even up to 120 hours, after sexual intercourse to prevent conception)
- Injectable contraceptives
- Implants

Mechanical contraceptive methods

- Condom
- Intrauterine device (IUD)

Natural contraceptive methods

There are several options:

- Calendar-based methods: In a regular cycle it is possible to identify the phases of the menstrual cycle and determine the fertile days
- Symptom-based methods: Knowing and observing the signs of fertility of the own body and practicing abstinence during the fertile days(Basal Body Temperature, Cervical mucus method)
- Coitus interruptus: withdrawal of the penis before ejaculation
- Lactation Amenorrhea Method : Breastfeeding has a natural contraceptive effect if menstrual bleeding has not restarted yet after deliver

Surgical contraceptive methods

- Male sterilization (vasectomy)

- female sterilization (Fallopian tubes ligature)

They key here in educating adolescent boys and girls about family planning and contraception is making them aware of the importance of avoiding unwanted pregnancies, planning their families as a couple, using contraception to enable them to appropriately space their childbearing to fit the needs of the family, and knowing all options available to them so they can make wise choices. Providing adolescents with this information is not simply to serve their needs in the present but to help them make wise choices in the future.

Recommended additional reading:

Health, R. (2012). National Manual for Adolescent Sexual and Reproductive Health In Rwanda, (January).
House, S., Mahon, T., & Cavill, S. (2012). Menstrual hygiene matters – A resource for improving menstrual hygiene around the world. Wateraid. Retrieved from: http://www.susana.org/en/resources/library/details/2210
Advocates for Youth. (n.d.). Best Practices for Youth-Friendly Sexual and Reproductive Health Services in Schools. Accessed at: http://www.advocatesforyouth.org/bp-youthfriendlyNormal

2.6 HIV and other STIs

A critical component of adolescent sexual and reproductive health is knowledge regarding sexually transmitted infections (including HIV) and ways in which to prevent and/or treat these infections. Although not all adolescents may be sexually active, it is important that they are provided this information before they become sexually active in order to ensure that when they do become sexually active they engage in safer sexual practices to prevent transmission of various STIs. It is important that teachers have accurate information so that they can provide clear information and guidelines to adolescents and that they are equipped to honestly answer questions.

STI rates in Rwanda

According to the 2010 DHS report, 3 percent of women and 2 percent of men who have ever had sex reported having had an STI in the 12 months before the survey. While 6 percent of women and 5 percent of men reported having had an abnormal genital discharge; and 4 percent of women and men reported having had a genital sore or ulcer in the past 12 months. Overall, 8 percent each of women and men had either an STI or symptoms of an STI in the 12 months preceding the survey. Not surprisingly, among those reporting an STI in the past year women were more likely to report seeking treatment than were men (60 percent versus 42 percent), and women were more to have sought treatment from a health professional (54 percent of women versus 35 percent of men).
A cautionary note: This data is from self-reported data and actual rates may be somewhat higher than reported.

As regards HIV/AIDS, globally approximately 33 million people were living with HIV in 2010. Of these, 68 percent of infections were among people living in sub-Saharan Africa. Almost half

of new infections occurred in young people aged 15-24. It is important that we make adolescents aware of their higher risk of HIV infection and focus attention on ways to prevent HIV transmission. In Rwanda, adult HIV prevalence of 3 percent remains unchanged between the 2005 DHS and the 2010 DHS. HIV prevalence is higher among women than men at 4 percent and 2 percent, respectively, over the five-year period.

Sexual Health and STIs

Table: Sexual Health STI Chart

These infections either affect the genital area or can be passed on through sexual contact.

Disease	How you get it	Symptoms	Treatment	Partners
Diseases that are transmitted sexually				
Chlamydia Infection of mucous membranes lining the genitals can lead to inflammatory disease (PID) in women and infertility in men and women.	By having vaginal or anal sex without a condom with someone who has the infection; from mother-to-baby (eye and chest infection)	Women often have no symptoms or may have pain with sexual intercourse, lower abdominal pain, changes in bleeding pattern. Men may have no symptoms or may have watery or thick discharge from penis, pain or urinating.	Antibiotics.	Recent sexual partners need treatment. Don't have sex until 7 days after starting treatment and until sexual contacts have been treated.
Gonorrhoea Bacterial infection of genitals, throat or anus, can lead to infertility particularly in women.	By having vaginal, anal or oral sex without a condom with someone who has the infection; from mother-to-baby	Women usually have no symptoms, but may have pain with sex, vaginal discharge, and	Antibiotics.	Sexual partners must be tested and treated if positive. Avoid sex until seven days after

	(eye infections).	lower abdominal pain. Men may have no symptoms or discharge from penis, discharge from anus, pain in testicles, and pain on urinating.		treatment is completed. Condoms provide some protection, but not total.
Syphilis Bacterial infection entering the body through breaks in skin or linings of the genital area; over time, goes on to damage internal organs (heart, brain, spinal cord)	By having vaginal, anal or oral sex without a condom with someone who has the infection; from mother-to-baby across placenta during pregnancy (congenital syphilis).	Painless ulcer (chancre) usually on genitals; later swollen glands, rash, hair loss.	Antibiotics with follow-up blood tests.	Sexual partners must be tested and treated if positive. Health regulations advise no sex until you are cleared.

Genital warts Human papillomavirus (HPV) causes fleshy or flat lumps – may be present even if not visible	HPV transmitted by direct skin-to-skin contact, usually during sex; from mother-to-baby. Sometimes no identifiable source of transmission.	Fleshy or flat lumps on or around genitals, anus, groin or thigh.	Visible warts can be treated, but the infection cannot be cured. Discuss vaccination with your general practice.	Condoms provide some protection, but not total.
Genital herpes Herpes simplex virus causes skin infection usually on mouth and lips (cold sores) or on genitals.	Close skin contact with someone with the virus; from mother-to-baby.	Painful, red blisters, little sores or ulcers, flu-like symptoms, and sometimes a discharge.	Anti-herpes drugs and pain relief can be given to treat symptoms, but the infection cannot be cured. Some may need medication to prevent further outbreaks.	Partners may or may not catch herpes. Do not have sex when open sores are present. Condoms provide some, but not complete protection.
Non-specific urethritis (NSU) Infections that cause inflammation of the	Can be caused by chlamydia or by bacteria,	Women usually have no symptoms. Men have discharge	Antibiotics.	Partners need to be examined and

urethra.	viruses or other organisms.	from the penis, pain on urinating, but sometimes there are no symptoms.		treated.
Trichomoniasis *Trichomonas vaginalis*, a small parasitic organism, causes irritation in the vagina in women and can cause an irritation inside the penis in men.	During sexual intercourse with an infected person.	Women may have no symptoms, but there may be a yellowy-green frothy vaginal discharge. Men usually have no symptoms.	Antibiotic tablets and/or vaginal pessaries.	Treat with antibiotics to avoid re-infection. Don't have sex until 7 days after starting treatment and until sexual contacts have been treated.

Diseases that can be transmitted sexually or may be transmitted in other ways				
Hepatitis A Viral infection which affects the liver.	Mainly through contaminated food or water or not hand-washing after toilet/before food etc. Can be through anal sex and oral-to-anal contact (rimming).	Often no symptoms, or may have mild flu-like illness, or vomiting, abdominal pain, dark urine and yellowing of the skin and whites of the eyes.	Immunisation for prevention. Good hygiene and hand-washing. Avoid alcohol and drugs. Eat a well-balanced low-fat diet.	Immunisation for prevention and avoid anal sexual practices until recovered.
Hepatitis B Viral infection which affects the liver.	By having vaginal, anal or oral sex without a condom with someone who has the infection; form mother-to-baby. By sharing needles, syringes, toothbrushes, razors and unsterilized instruments that pierce the skin. Blood transfusion in countries that do not pre-test blood for transfusion.	May have no symptoms or mild flu-like illness or vomiting, abdominal pain, dark urine and yellowing of the skin and whites of the eyes.	Rest, exercise and avoid alcohol, drugs and smoking. Eat a well-balanced low-fat diet. Check any prescribed or over-the-counter medicines are safe to take.	Always use a condom if partner is not immunised. Protection is offered to babies on the immunisation schedule and to children less than 16 years. Free immunisation is available for household and sexual contacts.
Hepatitis C Viral infection	After contact with infected blood or by sharing needles or	Often no symptoms or may have mild, flu-	Rest, exercise and avoid alcohol, drugs	Sexual and needle-sharing partners can have a blood test to

which affects the liver.	syringes or possibly through sexual contact. Blood transfusion in countries that doe no pre-test blood for transfusion.	like illness or vomiting, abdominal pain, dark urine and yellowing of the skin and whites of the eyes.	and smoking. Eat a well-balanced low-fat diet.	check for Hep C antibodies.

HIV *Human Immunodeficiency Virus* attacks the white blood cells and causes damage to the immune system so that it can be difficult to fight off infections.	HIV is transmitted through blood, semen and vaginal fluids, sharing needles and from mother-to-baby. Blood transfusion in countries that do not pre-test blood for transfusion.	Usually no obvious symptoms for many years.	No immunisation or cure available although some secondary infections can be treated or prevented. Keeping well for longer is possible with good care. Women with HIV/AIDS need a cervical smear yearly.	Practice safer sex to prevent transmission. Partners should ask for an HIV test.
Pelvic inflammatory disease (PID). An infection of the womb and fallopian tubes that can cause infertility.	Usually by having vaginal sex without a condom with someone who has gonorrhoea or chlamydia.	Pain during sex, sore abdomen or back, heavy, irregular or painful periods, spotting, high temperature, feeling sick; sometimes no symptoms.	Antibiotics and rest.	Need to check for STIs and be treated to avoid reinfection. No sex until treatment is completed and until sexual contacts have been treated.
Pubic lice – crabs Small lice that live in the pubic hair and cause irritation.	By close body contact, usually during sex with an infected person. Can be spread via	Intense itching in the pubic area, small nits (eggs) on pubic	Special shampoo, cream or spray applied to pubic area. Wash all clothing and bed	Treat partners of the last 3 months in the same way at the

	infected bedding and clothing.	hair.	linen.	same time.
Scabies Small mites that burrow into the skin cause irritation.	By close body contact, sometimes during sex. Can be spread by sharing clothes or bedding.	Itching, worse at night, and a rash on the body.	Special lotion, cream or ointment. Wash all clothing and bed linen.	Treat partners of the last 3 months in the same way at the same time.

Infections that are not sexually transmitted but can affect the genital area				
Thrush or candidiasis Irritation of mucous membranes from a yeast organism. It can occur in or around the vagina, and on the tip of the penis.	Yeast overgrowth may occur when antibiotics are used, during pregnancy, with diabetes, or when immunity is lowered. It can occur after sex, but also without sex.	Women have vaginal or vulval itching and a thick, whitish vaginal discharge. Men have itching and may have a red rash on the head of the penis or a discharge under the foreskin.	Creams and pessaries for local treatment. Anti-fungal tablets may be given in severe cases. Salt water baths for men are usually effective.	Need treatment if showing symptoms.
Cystitis Bacteria cause inflammation of the bladder lining; can spread to kidneys and cause damage to kidney function.	Bacteria from around the anus getting into the urethra and bladder, not emptying the bladder properly. Much more common in women than men.	Burning sensation when urinating, needing to urinate urgently and more often than usual, cloudy, bloodstained or smelly urine, aching in lower abdomen or back.	Antibiotics after urine test if symptoms last longer than a day, drink plenty of water, use pain relief and using alkalisers, e.g. Ural, Citravesent	
Bacterial vaginosis If the control of the	It may be brought on by	Greyish white, smelly vaginal	Oral tablets and/or vaginal	

normal bacteria in a healthy vagina fails, an overgrowth of certain bacteria can occur. The acid/alkaline balance is upset and irritation results.	anything that changes the balance in the vagina, e.g., new sexual partners, increased sexual activity.	discharge.	pessaries.	

Source: HealthEd, New Zealand Government. Retrieved on June 11, 2015 from: https://www.healthed.govt.nz/resource-table/table-sexual-health-sti-chart

Treatment and prevention

The most critical issue is that adolescents understand that these sexually transmitted infections are preventable. Youth generally lack the knowledge, tools and resources to practice safer sex (Michelson et al. 2012). According to the Rwanda DHS (2010), knowledge of HIV prevention methods among women age 15-19 is lower than among women in the middle age group (20-39). Similarly, younger men age 15-19 are somewhat less likely to have knowledge about prevention of HIV and AIDS than older men. Unsurprisingly, knowledge of HIV prevention methods among survey participants in the city was higher than among participants in rural Rwanda.

Since there is no cure or vaccine for HIV, the key strategy is to ensure behavioral strategies to prevent transmission of HIV including:

- delaying the onset of sex,
- using condoms,
- limiting the number of sexual partners,
- seeking PMTCT (prevention of mother to child transmission) services for HIV infected pregnant women.

Knowledge is a key component to ensuring that adolescents engage in practices that will lower their risk of HIV infection. People, and especially youth, often have mistaken beliefs or misconceptions about how HIV can be transmitted. Some of the common mistaken beliefs include:

- Someone who looks healthy will not have HIV
- HIV can be spread by mosquitos
- HIV can be contracted by sharing food, utensils or other household items with someone who is HIV infected
- HIV is transmitted by spiritual means

Adolescents will be particularly vulnerable to believing these myths. It is important that teachers convey accurate information about the transmission of HIV. The primary means through which HIV is transmitted include:

- Direct contact with blood, semen, or vaginal fluids during sexual activity including vaginal, oral or anal intercourse with someone who is HIV infected
- Through sharing of contaminated needles with someone who is HIV infected
- Mother to baby transmission during pregnancy

- Through blood transfusions when blood products have not been screened and tested for HIV contamination (this is rare and would only occur if obtaining blood products from a source not supervised by the department of health)

Factors that fuel HIV transmission among adolescents include: poverty, unemployment, and low educational levels are linked to higher rates of adolescent sexual activity and reduced levels of HIV knowledge. When adolescents are living in poverty they are more likely to engage in transactional sex to survive or to be unwilling to insist on condom use with a sexual partner who is providing financial support and refuses to use a condom (this is especially true for young women). Low educational levels also mean that adolescents are less likely to be exposed to the necessary knowledge to prevent HIV transmission. Teachers can play a vital role in ensuring that vulnerable youth receive the necessary support to stay in school and that they and their families have access to resources and support to engage in safer sexual behavior.

Condom use is a highly effective strategy for minimizing the risks of HIV infection (as well as other STIs such as herpes). However, educating youth about condoms is sometimes controversial because some people believe it promotes early sexual initiation. The 2010 Rwanda DHS reported that approximately 4 percent of young women and 11 percent of young men had sex before age 15, while 17 percent of young women and 27 percent of young men had sex by age 18. According to the 2010 Rwanda DHS, 42 percent of never-married, sexually active young women used a condom at last sexual intercourse. Among never-married, sexually active young men, condom use at last sexual intercourse was 66 percent. Condom use was higher in the urban areas and among those with secondary education and higher than in the rural areas and among those with a lower level of education. For example, 76 percent of sexually active, never-married young men who have more than a secondary education used a condom the last time they had sexual intercourse, compared with 62 percent of those with a primary education.

Participants in the 2010 DHS were asked whether young people age 12-14 should be taught about using condoms for HIV prevention. Surprisingly, 89 percent of women and 91 percent of men agreed that they should be educated. Thus, even if people publically do not support condom use among youth, clearly when asked individually people do overwhelming support education youth about condom use. It is encouraging to know that most Rwandan's would support condom education among youth.

Identifying and supporting adolescent girls who are pregnant is also a key strategy to preventing mother to child transmission of HIV. As discussed above pregnant teens are even more likely than other women to delay seeking health care services and going for antenatal care due to their fears of being stigmatized. All pregnant women need to be screened to determine whether or not they have HIV and ensure appropriate antenatal care to prevent HIV transmission during pregnancy and breastfeeding after delivery. Antiretroviral treatment for mothers with HIV is highly effective and can prevent up to 98% of infections if mothers seek appropriate care. As of June 2014, 97% of all health care facilities in Rwanda were providing PMTCT services. Furthermore, 98 percent of pregnant women attending antenatal care tested for HIV. According to the CDC, "data shows the mother to child transmission rate at 18 months is 1.83%." (CDC 2015).

Learners should be made aware that treatment for HIV and for many other sexually transmitted diseases is extremely successful today (see charts above for details on treatment regimens for different infections) but it is critical if/when they do become sexually active that they regularly get checkups at the clinic, that they test for HIV, and that they seek and adhere to treatment. If they or their sexual partners exhibit any of the symptoms described in the charts above, they definitely should go to the clinic for a checkup. If they are being treated it is vital that they follow the instructions given by health care workers as intermittent treatment adherence can often lead to drug resistance which can then make it very difficult to find effective means of treating the infection.

Support for students infected and affected by HIV

Some learners in your school community may be living with HIV as a consequence of either pre- or post-natal transmission or sexual transmission during adolescence. Other learners may be living in families affected by HIV or may have been orphaned as a consequence of HIV. Regardless of the learners' situation they are likely to be dealing with a number of issues including stigma, fear of disclosure, challenges in accessing health care and other support for themselves or their families, and for those living with HIV, challenges regarding treatment adherence and disclosure and safer sex when they do become sexually active. The key for educators is in making learners aware that they are available as a resource to learners who are facing the challenges of living with or in a family affected by HIV. For all learners, educators play a key role in dispelling myths about HIV and educating learners about the specific ways in which HIV is transmitted and ways in which people can avoid/prevent infection when they are sexually active.

Stigma can be one of the biggest challenges people living with HIV or affected by HIV face in their communities. Myths and misinformation are often a major component of stigma though certainly not the sole component. Educators can play a major role in reducing stigma by dispelling myths, providing opportunities for learners to speak about their fears, encouraging learners not to assume they know the circumstances or to believe rumors and gossip related to a friend/fellow learner affected by HIV is critical. Encouraging learners to become allies/supporters of friends or class mates affected by HIV is very important. This is true of someone affected by any form of stigma, rumor, or gossip. Adolescents need to be encouraged to support one another in the face of bullying by class mates. At some point they may become a target of such bullying for different reasons. If they have stood up as an ally to someone else the chances of them receiving support from class mates when they become a target of rumors and gossip are far greater.

Learner activity/exercise: Reducing HIV stigma and becoming an ally

- Divide learners into small groups. Ask each group to come up with a scenario concerning someone being bullied or targeted because they or a family member has or had HIV. Each group should then develop a skit depicting the bullying and someone who becomes an ally/support to the person being targeted. Give each group 15-20 minutes to develop their scenarios.
- Each group should present their skit to the class (this might not be during the same time period, it may have to be on another day depending on time available to the class).

- After each presentation, the class should discuss the group's presentation – what worked, what did not. Are there other ways the group could have addressed the issue? What do we learn from this presentation?
- After all presentations are done the class should discuss what they think would work when they see similar things going on in school or in their community. Have they ever stood up for someone? How did they feel when they did stand up for someone? Was it scary? Did it make them feel strong?

Disclosure is a difficult issue, especially when people are faced with stigma and rejection due to their own or their family member's HIV status. Everyone should be made aware that they should not disclose someone else's HIV status but should rather support the individual in disclosing their own status when that person feels it is appropriate to do so. Disclosure can have negative consequences so it is important to be mindful of that. However, it is important to find responsible, caring adults to whom one can disclose one's status or family situation in order to receive needed support. When doing so it is important to check in with that person and make sure that they will respect your privacy and will keep your disclosure confidential. As a teacher, you can become a trusted adult to a learner affected by HIV and should treat that trust with every confidence. If you think it is helpful to share this information in order to get support for the learner and/or their family it is important you first check in with the learner to get their consent before sharing such information with anyone else. It is always best to involve the learner whenever possible and appropriate.

Testing for HIV/STIs is another very important issue. You should encourage learners that if ever they suspect they may have an infection or if they have had unprotected sex, they should seek health care advice as soon as possible at the nearest clinic. If they are fearful of going they should be encouraged to find a friend/ally or trusted adult to accompany them. When they do get tested they should understand that all test results should be treated with confidentiality and should request that the health care provider do so. If the health care provider feels it would be to the benefit of the adolescent to share this information with others it is vital that the health care worker discuss this with the adolescent client and discuss appropriate strategies for dealing with the issue at hand. Adolescents should however be aware that not all health care workers may act appropriately with respect to confidentiality and they should discuss the health care workers concerns and appropriate ways to address these concerns.

Treatment adherence is a particular challenge for adolescents. It is often very difficult as an adolescent to take medication on a regular basis, sometimes this can be due to fears of stigmatization but often it is also about the learner wanting to be "normal", to be like everybody else, which results in adolescents rejecting treatment. If you have a learner who you know is living with HIV it can be helpful to offer support such as ensuring that there is a private space where they can take their medication (perhaps in an administrator's or nurse's office) when necessary. If, as a teacher, you suspect that a learner may not be adhering to treatment it is important to discuss this with them and offer support as appropriate to your role as an educator.

2.7 Special needs of youth headed households (YHH) and orphans and vulnerable children (OVC)

YHH vulnerabilities and challenges
In the wake of the Rwandan genocide, together with the effects of the HIV pandemic, there is an estimated 300,000-600,000 orphaned youth (14-35 year olds without either parent alive) in Rwanda (Talbot et al. 2013). Orphans and vulnerable children, especially those in youth headed households, are particular vulnerable due to poverty which often leads children into highly risky sexual behaviors as a means of survival or for protection (Ntanganira et al. 2012). These children are also at higher risk of sexual abuse putting them at high risk for STIs, HIV and pregnancy. These children are also highly vulnerable due to high rates of psychological trauma (Talbot et al. 2013). Most of these children do not have access to psychological support and counseling.

The nongovernmental organization, Uyisenga N' Manzi (UNM), has played a very important role in serving the needs of orphaned youth in Rwanda since 2002. Their primary mission is to provide social services, educational opportunities, and income generating opportunities for orphans of genocide and HIV up to 25 years old. UNM found that the orphans they served were not fully able to benefit from these services as a consequence of their trauma symptoms. In 2004, UNM added psychological services to their programming which resulted in significant improvement in the percentage of orphans from within the program graduating from high school and earning income. UNM has seen a steady increase in the number of children served. In 2011, the center provided services to over 3,200 children. The services they provide have improved school attendance as well as sustained their income-generating activities. School attendance is an important contributing factor to ensuring good health practices among adolescents. Talbot et al. (2013) found that the integration of an HIV prevention program with UNM's mental health services to assist YHH in managing psychological trauma worked well and recommend that more health care professionals be trained to deliver mental health services in Rwanda. Ntaganira et al. (2012) found that YHH may use sex as a means of gaining support and establishing themselves in the community. They noted that belonging to community groups seems to be protective.

School administrators and teachers can play a vital role in identifying YHH and OVCs and ensuring that they are receiving needed resources and support to attend to the special needs of this group. UNM is a key resource for these vulnerable youth.

2.8 Alcohol and Drug Abuse

Objectives
- Understand risky substance use behaviors in adolescents
- Understand how to address peer pressure in adolescence

Statistics on adolescent alcohol and drug use
The most common forms of substance use in Rwanda include smoking tobacco and drinking alcohol. Data on substance use in Rwanda is very thin. The Behaviour Surveillance Survey (BSS) revealed that drug consumption rates were higher for males than females. Overall 8% of male respondents aged 15-24 years reported having tried cannabis/hashish/marijuana (TRAC Plus 2010).

Reasons for risky substance use behaviour in young people

- Lack of information about: personal rights, healthy behavior, risks related to substance use
- Lack of resources (e.g. no money to buy a condom)
- Socio-economic factors (sugar mammies/daddies)
- Peer pressure
- Gender roles
- Lack of role models
- Lack of communication

Excessive use of substances and addictive behaviour is often referred to as risky behaviour. Many adolescents are not capable of assessing the level of risk they are taking. They do not understand the long-term consequences of adopting an activity that they may regard as being only a temporary habit.

Types of drugs

Drugs are substances (also referred to as psychoactive substances, psychoactive drugs) that alter the normal bodily function (body and brain) of a person. They can affect the way people see, hear, taste, smell, think, feel and behave. One has to distinguish between legal and illegal drugs. In Rwanda, legal drugs include tobacco and alcohol, as well as prescription drugs (medication). Prescribed drugs are used as pharmacological drugs in the treatment, cure and prevention of illness and disease. This also includes drugs, which influence the nervous system, such as opioids or hallucinogens. If indicated, those pharmacological drugs have to be prescribed by a medical person for certain period of time in a certain dosage. If not prescribed the use becomes illegal, what is called "drug abuse". Illegal drugs available in Rwanda are cannabis in different forms, heroin and cocaine. Rwandan law prosecutes the possession and consumption of these illegal drugs. ("Alcohol and drug abuse," n.d.)

Learner Activity/ Exercise: Drugs and Alcohol

1. Divide learners into groups and ask them to discuss and write down the types of drugs used in their community, even at schools.
2. Ask one person from each group to share their group's list. Write the responses on the board. Ask the other groups if they have other changes they would like to add to the list.
3. Point out any other changes that were not mentioned.
4. Ask students to discuss why adolescents use drugs and alcohol? Are their specific reasons boys use? Do girls use for the same or different reasons?

The reasons why adolescents use substances are:

- Peer pressure;
- For excitement and enjoyment;
- To stay awake or to sleep;
- To reduce pain (physical and emotional);

- To bolster self-confidence.

Adolescents Risk Behaviors

Adolescents are prone to engage in risky behaviour which is related to psychological and social changes characteristic of this period of life. Additionally, adolescents have a greater biological vulnerability and susceptibility towards certain diseases (like STIs and HIV&AIDS) and conditions (like complicated pregnancies) than adults. As adolescents become adults, they are in a phase of developing a new identity. They have to take decisions, are confronted with new opportunities, try out many new things and take up new habits like using tobacco, alcohol, and drugs. They engage in risky behaviour often without knowing that they might jeopardize their health: smoking can lead to cancer, excessive alcohol use can result in violent behavior, and unprotected sex can lead to unwanted pregnancies and STIs and HIV&AIDS.

Teachers can play a critical role in making adolescents aware of these risks and their implications for student health and wellbeing, in particular how such risky behaviors can put them at risk for unplanned pregnancies and acquiring sexually transmitted infections that may affect their sexual and reproductive health for life. Alcohol and drug use often lead to poor decision making. Excessive use can also affect student performance in school and can impact their ability to complete their schooling and may affect their future job opportunities.

Peer pressure and drug/alcohol abuse

Peers play a large role in the social and emotional development of children and adolescents. Their influence begins at an early age and increases through the teenage years. It is natural, healthy and important for children to have and rely on friends as they grow and mature. Peers can be positive and supportive. They can help each other develop new skills, or stimulate interest in books, music or extracurricular activities. However, peers can also have a negative influence. They can encourage each other to skip classes, steal, cheat, use drugs or alcohol, or become involved in other risky behaviors. The majority of teens with substance abuse problems began using drugs or alcohol as a result of peer pressure. Kids often give in to peer pressure because they want to fit in. They want to be liked and they worry that they may be left out or made fun of if they don't go along with the group.

Consequences of abuse

The effects of a drug can differ in many ways. It depends on the type, dose and method of use of the drug (injecting, oral, sniffing). It also depends on the user's age, physical and mental condition and past experiences with drugs. In general it can be said, that the short-term effects are mostly the mental alteration, which some drugs can cause. Drugs can also slow down rational thinking and favour risk taking in general including other drug abuse and unsafe sex practices. The long term effects developed by repeated drug use mainly cause permanent damage to organs (e.g. liver, lungs), which can lead to organ function failure and death. Drugs can cause addiction and progressive damage to body organs such as the lungs and the brain.

Physical consequences:	Psychosocial consequences:
Trauma (e.g. falls, road traffic accident), overdose (accidentally taking too much due to inexperience), blackouts, increased likelihood of other risky behaviour (e.g. unsafe sex, using other substances).	Family dysfunction (e.g. family tension, violence, parental absence, lack of boundaries), social withdrawal of the young person, learning difficulties and school failure, job and income loss, Violence towards family, friends or others, and crimes committed to obtain substances.
Blood-borne infections (e.g. HIV, hepatitis), and local infections (e.g. abscesses, phlebitis).	Feelings of anxiety, memory and concentration problems, psychotic episodes (fixed false ideas, hallucinating), depression, and suicide.
Damage to body organs (liver, lungs, nerves). Harmful consequences can affect others (e.g. second-hand smoke, violence).	

Learner Activity/Exercise: Avoiding Drugs and Alcohol

- Ask for volunteers to speak about their personal experiences with how at their schools they deal with cases of students who use some kind of drugs or alcohol.
- Ask learners to relate stories from their communities or their peers where they have seen negative effects of drug and alcohol use.
- Discuss ways to avoid drug and alcohol use. What should they do when people try to encourage them to use drugs or alcohol? What can they do when they see a friend or school mate using drugs or alcohol or being pressured by others to use? What can learners do at their schools to draw greater awareness to the problem and encourage other learners to support one another to not use drugs and alcohol?

Prevention strategies (teacher awareness and learner strategies)

Teachers can help learners to develop strategies to avoid or resist peer pressure to engage in risky behaviors such as drug and alcohol use. The following are some tips to help learners deal with peer pressure:

- Stay away from peers who pressure you to do things that seem wrong or dangerous.
- Learn how to say “no,” and practice how to avoid or get out of situations which feel unsafe or uncomfortable.
- Spend time with other kids who resist peer pressure. It helps to have at least one friend who is also willing to say “no.”
- If you have problems with peer pressure, talk to a grown up you trust, like a parent, teacher or school counselor.(UNESCO 2014)

Learner Activity/Exercise: Practicing Avoidance of Drugs and Alcohol

- Ask learners to divide into small groups and come up with a short skit to show someone pressuring/encouraging a learner to use drugs or alcohol. They should show at least 2 different ways the learner can resist or avoid being pressured.
- Have students present their skits to the entire class.
- Then have learners discuss different ways they could have avoided or resisted the pressures.

Role of teachers/parents in helping learners deal with peer pressure

Parents and teachers can also help by recognizing when their child is having a problem with peer pressure. The following are tips for parents and teachers to help your child deal with peer pressure:

- Encourage learners to be open and honest. Let them know they should speak to a trusted adult if they're feeling pressure to do things that seem wrong or risky.
- Teach learners to be assertive and to resist getting involved in dangerous or inappropriate situations or activities.
- Teach learners to be aware of the friends they keep and to avoid friends who are likely to encourage risky behavior. If issues or problems arise they should share their concerns with a trusted adult.
- Help learners to develop self-confidence through their work or activities (such as sports) at school. Acknowledge their accomplishments. Children who feel good about themselves are less vulnerable to peer pressure.
- Encouraging after school/extracurricular activities to help prevent learners engaging in alcohol and drug abuse.

("Peer Pressure," 2012)

Recommended additional readings:

United Nations. (2003). Peer to peer: using peer to peer strategies in drug abuse prevention. United Nations Office on Drugs and Crime. Accessed on July 27, 2015 at: https://www.unodc.org/pdf/youthnet/handbook_peer_english.pdf

Advocates for Youth. (n.d.). Best Practices for Youth-Friendly Sexual and Reproductive Health Services in Schools. Accessed at: http://www.advocatesforyouth.org/bp-youthfriendly

UNESCO. (2014). Developing an education sector response to early and unintended pregnancy Early Predictors of Sexual Behavior. Accessed at: http://unesdoc.unesco.org/images/0023/002305/230510E.pdf

Barton, T., Rubardt, M., & Reilly, J. (2007). Ideas and action: Addressing the social factors that influence sexual and reproductive health. CARE.

World Health Organization. (2008). Information sheet: Safe and unsafe induced abortion global and regional levels in 2008, and trends during 1995 – 2008. The World Health Organization, Geneva: Switzerland. Retrieved from: http://apps.who.int/iris/bitstream/10665/75174/1/WHO_RHR_12.02_eng.pdf

Audiovisual materials:

Community based resources:

3. Addressing the challenges and building capacity

3.1 SRH rights and religious and cultural beliefs

SRH rights of adolescents

Today's generation of young people is the largest in history—nearly half of the world's population is under the age of 25. This large demographic of young people presents the world with an unprecedented opportunity to accelerate economic development and reduce poverty. However, young people, especially adolescent girls and young women, suffer disproportionately from negative sexual and reproductive health outcomes, which challenge their ability to contribute to their communities' and countries' development. They face substantial social and economic barriers in accessing sexual and reproductive health information and services, which is evidenced by persistently high levels of unmet need for contraception, maternal mortality, and HIV incidence. Young women aged 15 to 19 are twice as likely to die in childbirth as adult women, and half of all new HIV infections occur in young people between the ages of 15 and 24. Such negative sexual and reproductive health outcomes have economic, social, and health consequences that affect young people throughout their lives, as well as their families, countries, and the global community at large.

Recommendations from the Youth Health and Rights Coalition

The Coalition has identified the following guiding principles for sound adolescent and youth sexual and reproductive rights and health programming:

Young people are assets. Young people are valued and viewed positively for both their present and future contributions to the social, economic, political, and cultural life of their families, communities, and countries.

Young people have rights. Access to comprehensive and accurate sexual and reproductive health information, services, and care is respected and promoted as a right of all young people.

Young people are partners. Young people are directly and meaningfully involved in the development and implementation of sexual and reproductive rights and health policies, programs, and monitoring and evaluation.

Young people are diverse. Program approaches are multifaceted and tailored for young people's individual characteristics and contextual factors, e.g., age, sex, sexual activity, sexual orientation, gender identity, marital status, place of residence, school enrollment, employment status, and family bonds.

Young people face unique challenges. Young people's particular challenges and distinct needs, compared to those of adults, are recognized and program approaches prioritize and accommodate age-related needs, challenges, and access barriers.

Young people inform gender equality. Program approaches promote gender equality, accountability, and equity among young people by fostering behavior change for both sexes as well as the community that surrounds them.

ASRH rights and Rwandan legal context

Adolescents in Sub Saharan Africa (SSA) have particular reproductive health vulnerabilities such as high adolescent birth rates; this group contributes to over 50% of the global proportion of births taking place in adolescence and to over 23% of the burden of disease due to pregnancy, child and maternal health, with severe implication for their access to education and livelihood options.

Adolescents face specific barriers to accessing health care services since they are deemed too old for paediatric services and yet, by legal standards they are too young to access health care, prevention and treatment services on their own. There are no specific legal provisions addressing the age of consent and by default the age of legal majority is 21. Binagwaho et al. (2012) note that this presents serious challenges to ensuring not only that youth can access health care services but their right to confidentiality is also not ensured.

Religious beliefs and challenges to ASRH rights

In some circumstances, religious practices and beliefs, in particular, hinder policy implementation, while they can also have a positive influence. According to service providers and teachers, religious beliefs can have a hindering effect because they often oppose any open discussions about sex. Some religious practices separate boys from girls during activities, which inhibits open discussion between the sexes about ASRH. Some parents will not allow their children to participate in ASRH education or other initiatives because it is against their faith. This means life skills education, specifically comprehensive sex education, is unacceptable at home or in school, especially when it addresses issues pertaining to sex outside of marriage. However, sometimes religious beliefs may facilitate implementation by encouraging adolescents to abstain from sex, or fostering positive life skills education.

Religious opposition to family planning and life skills education, especially as it pertains to adolescent access to contraceptives can make it difficult for educators to openly discuss contraceptive options with students. Furthermore, some religions encourage people to have large families which may be in opposition to government efforts to have citizens reduce the size of their families. This can pose a challenge to encouraging youth to plan to have smaller families than their parents had. Some religions are opposed to anyone seeking health care outside of a faith-based health institution, which makes it difficult for adolescents to access ASRH information and services. Teachers may have to adapt educational content based on the religious practices and beliefs of learners and their families. Teachers should work with the Ministry of Education to assess appropriate adaptations to curriculum when the need arises (Ev, n.d.)

For discussion:

- What challenges will teachers face regarding religious practices and beliefs of their learners and their communities?

- How can teachers address these issues appropriately and still ensure that learners gain adequate knowledge and information about sexual and reproductive health to make informed choices now and alter in life?
- What should teachers do when their own religious beliefs and practices interfere with their ability to educate learners on some aspects of ASRH?

Cultural beliefs and challenges to ASRH

Cultural practices and gender norms can hinder the rights of adolescents to sexual and reproductive health because the influence they have on behavioral expectations for men and women are often not aligned with policy objectives. In Rwanda, there is a general cultural value placed on not being sexually active prior to marriage. Although, in reality many men and women do engage in sex before marriage, this cultural value inhibits talking openly with teens about being sexually active prior to marriage and ensuring that young men and women use appropriate protection to prevent unwanted pregnancies and STIs such as HIV/AIDS. Adolescents and young adults report that they face challenges due to inadequate knowledge of ASRH&R and a lack of appropriate places to seek related information, limited access to contraceptives, sexual violence among vulnerable groups; sexual manipulation by peers and parents not talking to children about sexual issues. Furthermore, non-use of condoms is attributed to inability to access condoms and limitations placed on condom availability especially in schools. However, non-use of condoms by some adolescents was also attributed to other reasons and misbeliefs about condoms. Many adolescents reported that sex without a condom is more pleasurable or that condoms have a bad smell. The assessment also showed that especially girls believe that condoms can get stuck in their reproductive systems. Additionally, Rwandan girls do not openly consent to sexual intercourse - a major obstacle to condom use. Gender norms often emphasize expression of masculinity through having sex but expect that girls should not be sexually active. This inhibits girls from ensuring that they can negotiate the use of protection (such as condoms and contraception) to avoid pregnancy and also puts them at risk for sexually transmitted infections.

Misinformation and misconceptions identified about contraceptives by the assessment included that: contraceptives are meant for adult married women; contraceptives cause serious side effects such as infertility after termination; and, that if seen seeking these services, young people will be interpreted as being sexually active by the community. The sugar daddy/mummy phenomenon affecting mostly female adolescents is a continually emerging challenge and was reported by all youth groups particularly in secondary schools. This is attributable to economic factors (students do it to gain money which may especially the case in youth-headed households; some are given gifts) while others do it due to peer influence – whereby students on influence of sugar daddies indulge their friends to do the same.

These cultural and religious challenges to adolescent sexual and reproductive health inhibit the ability of adolescents to get adequate knowledge and information that can help them make informed decisions and hence inhibits their ability to exercise their right to sexual and

reproductive health. Addressing the above mentioned challenges is critical to ensuring these rights. Teachers can play a vital role in educating adolescents regarding sexual and reproductive health and encouraging learners to seek services at adolescent friendly clinics to access needed SRH services (Equity & Module, n.d.)

For discussion:

- What are the religious and cultural challenges learners in your schools face that might affect their ability to exercise their right to SRH?
- What can you as teachers do to help ensure your students can exercise their right to SRH?
- What can be done to engage and inform parents in your school community regarding ASRH?

Recommended additional readings:

Barton, T., Rubardt, M., & Reilly, J. (2007). Ideas and action: Addressing the social factors that influence sexual and reproductive health. CARE.

Care. (2014). Managing Diversity and Inclusiveness in a Multicultural Workforce. Gender equity and diversity training materials. Accessed at: http://www.care.org/sites/default/files/documents/Gender%20Equity%20and%20Diversity%20Module%201.pdf

Youth Health Rights Coalition. (2011). Promoting the Sexual and Reproductive Rights and Health of Adolescents and Youth. Accessed at: http://www.pathfinder.org/publications-tools/Promoting-the-sexual-and-reproductive-rights-and-health-of-Adolescents-and-Youth.html?referrer=https://www.google.com/

3.2 Accessing health services

Integration of education and health systems – challenges for educators and students

Schools must address health and wellness in order for all students to learn and achieve. Our nation's children are struggling academically and could become the first generation to live shorter and less healthy lives than their parents. At the same time, our nation faces a growing achievement gap that research increasingly links to health disparities. Low-income and minority students are at increased risk of health problems that hinder learning. These students are also more likely to attend schools with unhealthy environments. Unless we address these disparities in health status and school environments, efforts to close the education achievement gap will be compromised. In classrooms, teachers contend with student health issues that stand in the way of learning. This prevents teachers from getting some students fully engaged in key lessons, pivotal concepts and critical learning processes. Students are often unable to perform at their best because of unhealthy school environments, uncontrolled chronic diseases and other unaddressed personal and environmental health challenges.

What are adolescent friendly services?
The Policy and its Strategic Plan builds on international definitions on youth friendly Sexual and Reproductive Health services and includes recommendations from the workshop with Rwandan adolescents and young adults which include:
1) Good client/patient care,
2) Greater integration of related services within existing health services to suit adolescents' needs; and
3) Confidentiality.
These are the three main underlying principles to enhance SRH services' acceptability and accelerated uptake by adolescents and young adults.

Adolescents and young adults are not a homogenous group. Therefore youth friendly SRH services should always be given in an age-appropriate context as well as in a gender sensitive and culturally appropriate manner. Youth friendly SRH services consist of a comprehensive core package of services that will be integrated in the existing health service structures. This package has been defined by the Ministry of Health based on internationally recognized packages and has been adapted to the Rwandan context. It includes at a minimum the following components:
1) Information and counseling on Adolescent Sexual and Reproductive Health and Rights
2) Information, counseling and access to family planning methods
3) Youth friendly antenatal care, skilled attendance at delivery, and postnatal care including management of obstetric and neonatal complications and emergencies, and prevention of abortion and management of complications resulting from unsafe abortion
4) Youth friendly voluntary confidential counseling and testing (VCT) for HIV and prevention and treatment of reproductive tract infections and STIs including HIV and AIDS
5) Information, counseling and vaccination against cervical cancer
6) Youth friendly prevention and management of gender based violence
7) Prenuptial consultation
8) Prenatal consultation.
10) Life skills education.

Best practices for youth-friendly Sexual and Reproductive Health services in schools
(Source: Advocates for Youth)
Schools are in a unique position to provide their students comprehensive health services and referrals to community-based health centers, due to their accessibility to students and their ability to provide health education and services targeted specifically for young people. Schools have the important responsibility of addressing the needs of students by helping them succeed academically. Studies show healthy students learn better. Providing access to health services will enable them to lead both healthy and successful lives.

Four strategies schools commonly utilize to provide health services and referrals to care for students are:
(1) School nurses,
(2) school-based health centers,
(3) school-linked health centers,
(4) and partnerships with community based organizations (CBOs) or health departments.

Educators need to discuss best options for their school district to facilitate student access to health services.

Maintaining adolescent confidentiality
Confidentiality means that the provider keeps an adolescent's sensitive health care issues private. The imperative need to guard the adolescent's confidentiality extends to every member of the health center's staff, including receptionists and technicians. Educators too need to address ways in which they can ensure and support adolescent confidentiality with regard to SRH. Remember that some specific populations of youth need extra assurances of confidentiality:

- HIV-positive youth;
- Older youth;
- Gay, lesbian, bisexual, transgender youth;
- Pregnant and parenting teens;
- Youth headed households, orphans and vulnerable children.

Treat youth with respect
Respectful treatment is critical as adolescents are particularly sensitive to rude, judgmental, or overbearing attitudes and behaviors on the part of adults. If we are to ensure that adolescents seek support and advice from adults they need to be treated respectfully in order to trust those adults. Trust develops in the context of respect.

Provide different services in one location
Integrated services allow youth to obtain different services in a single location. Ideally, integrated services offer a multidisciplinary, holistic approach, including primary care, reproductive and sexual health care, STI/ HIV testing and treatment, substance abuse treatment, mental health care, and education and counseling. Young people often feel anxious to receive services in a setting that would stigmatize them. Integrated service settings, such as school-based and school linked health centers, are therefore critical as they do not expose what services young people are seeking.

Aim for a diverse, well-trained staff
Cultural competence in health care acknowledges and incorporates the importance of

culture; assesses cross-cultural relations; is vigilant regarding dynamics that result from cross-cultural differences; expands cultural knowledge; and adapts services to meet the culturally unique needs of clients.

Remove barriers to care

Easy access to health care is important for youth. Barriers to access may include: lack of transportation; difficulties making appointments; not knowing where to go; hours and days when services are available; and requirements to return for follow-up. Educators can play an important role in informing learners about where, how and when they can access SRH services and encouraging them to seek out such services if/when they have any concerns regarding their SRH.

Provide free or low cost services

Poor and uninsured adolescents worry a lot about whether they can afford the care they need. Youth who have health insurance often worry about confidentiality—for example, about information forms or insurance receipts going to their parents. So, whether youth have insurance or not, cost can be a major factor in whether they even attempt to get medical care. Health centers should offer free services and/or use sliding fee scales to ensure that young people get the services they need.

Offer an array of reproductive and sexual health services

These can include education and counseling, contraceptive services, and STI/HIV testing and treatment, in addition to prenatal and obstetrical care, pregnancy options, and fertility counseling and treatment. Most of these services are important to adolescents and young adults.

Provide services specialized to young men

Services for young men are important, particularly around confidentiality concerns. Studies have shown that young men, especially older adolescents and young adults, were often less concerned than their female peers about confidentiality with regard to their parents. However, young men expressed considerable concern about whether their peers would learn that they were seeking care and why.

Promote parent-child communication

Improving parent-child communication about sexuality, drug use, and other critical health issues is an important aspect of the work of many health providers, health educators and nurses today. Studies have shown that adult-focused programs and workshops can greatly strengthen parents' skills, willingness, and determination to have conversations with their teens about sex and other important health issues. Studies have showed that parents' improved communication skills resulted in better communication with their teens and improved behavioral health outcomes for youth (Rwanda Ministry of Health 2011b). Educators and schools could play an important role in educating parents about these issues.

Health systems referrals

An effective referral system ensures a close relationship between all levels of the health system and helps to ensure people receive the best possible care closest to home. It also assists in making cost-effective use of hospitals and primary health care services. Support to health centres and outreach services by experienced staff from the hospital or district health office helps build capacity and enhance access to better quality care. A good referral system can help to ensure:

- Clients receive optimal care at the appropriate level and not unnecessarily costly,
- Hospital facilities are used optimally and cost-effectively ,
- Clients who most need specialist services can accessing them in a timely way,
- Primary health services are well utilized and their reputation is enhanced.

The health system in Rwanda is a decentralized, multi-tiered system. It is composed of the following tiers and associated packages of health services (Binagwaho 2011): http://www.gov.rw/services/health_system

- 18 dispensaries (primary health care, outpatient, referral),
- 16 prison dispensaries,
- 34 health posts (outreach activities – immunizations, antenatal care, family planning),
- 442+ health centers (prevention, primary health care, inpatient, maternity),
- 48 district hospitals (inpatient and outpatient) and
- 4 national referral hospitals (specialized inpatient and outpatient).

The 4 referral hospitals are: Centre Hospitalier Universitaire de Kigali (CHUK), Centre Hospitalier Universitaire de Butare (CHUB), King Faisal Hospital (KFH) and the Kanombe Military Hospital (KMH).

Introducing adolescents to health services and support

(Source: Generating demand and community support for sexual and reproductive health services for young people, WHO 2009)

In order to generate demand, adolescents need to be informed about the availability of services through a range of channels, including youth groups, parents, the media and schools. This information needs to include not only details about the availability of the services (when and where), but also information about why young people should use the services, and information to allay their anxieties about using them. Educators can play a key role in providing learners with this information.

However, giving information and knowledge to adolescents is not enough. Adolescents' use of health services – especially reproductive health services – remains a sensitive issue in many

communities. It is therefore important not only to generate demand but also to contact and inform a range of gate-keepers, from parents to religious and other community leaders, on the importance of service provision and to involve them in furthering the use of the services by young people for their reproductive health.

Community acceptance of adolescent reproductive health services is important in determining the uptake of these services. Young people are most likely to use youth-friendly services in those communities that demonstrate most awareness and approval. A supportive social environment (folk, popular, professional) also results in higher utilization rates. Improving supply side factors such as the friendliness of adolescent services and reducing barriers to access are only part of the picture; education of adolescents and broader social mobilization and community education interventions are also needed.

The evidence confirms the importance of engaging parents, adolescents and communities as part of a more comprehensive strategy for improving health service use by adolescents. Adolescents are influenced by other individuals, their families, school, and community and societal factors. Thus, multi-component strategies that tackle at least some of these areas may be necessary to sustain changes in behavior. Schools can play a vital role in reaching out to parents in the community to ensure communication between parents and schools about ASRH education; providing opportunities for parents to express their concerns and for schools to clarify their goals and intentions in ARSH educational programming. Parents may not always be in opposition to the schools' efforts with regard to ARSH education but may actually be come allies when they see that the school is addressing issues that concern the parents but that parents are either uncomfortable addressing or do not have adequate knowledge to address effectively with their children. Schools may also be seen as allies to parents by helping to validate the values they are trying to instill.

The sexual and reproductive health needs of adolescents are severely underserved and the provision of youth-friendly services alone is not sufficient to meet them. Supply side intervention needs to be combined with demand side activities to create a more supportive environment for adolescent care-seeking and increased uptake of services, and governments need to work in partnership with civil society and community organizations to reach young people effectively. Educators can play a major role in informing learners of their rights, their needs, and available services and encouraging adolescents to utilize these services.

3.3 Life Skills/Healthy Relationship/Communication skills

Adolescents need support to build life skills that enable them to make choices that are healthy and that further their life goals. A critical component of life skills is developing healthy relationships and good communication skills that will enable adolescents to make healthy

choices in their personal relationships and communicate effectively with their friends and partners.

Building respectful and healthy relationships

Building respectful and healthy relationships with friends is a critical first step to building healthy intimate relationships in the future. Educators can help students develop respectful relationships by starting with young adolescents (10-14) to discuss challenges they face in their friendships. Teachers should discuss with learners what they look for in a friend. Who do they choose as friends and why. What happens when they have a problem with a friend? How do they solve the problem? And, what happens when they cannot resolve a problem with a friend. Teachers can help learners to think about what respectful behavior among friends is and when a friend behaves disrespectfully what they or others can do to address it. Learners can also be encouraged to stand up for one another when they see someone treating another learner disrespectfully. Learning not to just be a bystander watching the disrespectful behavior but learning to stand up is a key skill that will help learners when they face peer pressure. Having support from another learner makes it easier to stand up to pressure from peers. Teachers can start by focusing on the development of personal skills.

Personal skills development

Objectives

1. Identify and live according to one's own values
2. Take responsibility for one's own behavior
3. Practice effective decision making
4. Develop critical thinking and problem solving skills
5. Communicate effectively with family, peers, and romantic partners.

Strong positive self-esteem is a key component in the development of personal life skills. Good self-esteem is important as the foundation of personal skills. It helps individuals to stand by their personal values and express their feelings assertively. This is a useful quality for avoiding negative pressure to engage in unhealthy behaviours. Self-esteem is all about feeling confident about ourselves, valuing yourself, feeling that I can make it, I can achieve, I accept myself as I am, I can forgive myself, I can overcome my weakness, I can defend what I do, have my own dream, etc. Self-esteem is important because how people feel about themselves influences what they accomplish in life.

Learner Activity/Exercise: The Treasure Chest

We are born with an imaginary empty treasure chest – which is our self-esteem. As people love us, compliment us, appreciate us, play with us, and learn with us, we build up our treasure. When people criticize us, shout at us, and put us down, we lose our treasure; when put -downs build up, our treasure chests empty. They can lock and that prevents us from feeling good about

ourselves and others. We need to build our own treasure chests, and find ways of building others' treasure chests as well. Ask learners to write a response to each of the following statements:

- What do you think is your greatest personal achievement to date?
- What do you like most about your family?
- What do you value most in life?
- What are the three things you are good at?
- What is one thing you would like to improve about yourself?
- If you leave this school today, what would you most like to be remembered for?
- What do members of the opposite sex like most about you?
- What do your friends like most about you?

When learners have completed the task ask a random selection of learners to share of their responses. You can have ask a few learners to respond to just one of the questions and then ask another group of learners to give their responses to a different question.

Source: (International, 2013)

Identify and live according to one's own values

Learners need to develop a clear sense of their own values and where they have learned their values. They also need to develop an appreciation for the different values that others may have and respect the values of others without imposing their values and choices on others. Draw from section 1.4 in constructing a lesson on values to help students identify their personal values and to understand cultural and religious values in Rwanda. Then engage learners in an exercise on what it means to respect other people's values.

Learner Activity/Exercise: Handling conflicting values with respect

Divide learners into small groups. Give each learner group a different values-based problem and ask them to develop a short skit showing how two different learners have different values on the particular issue. Learners should show how they and their classmates/friends help one another to deal respectfully with the problem of their differences.

Take responsibility for one's own behavior

A critical skill that adolescents are developing is learning to take responsibility for their behavior and decisions. See section 1.3 to review age appropriate psychosocial development and what teachers can expect early, mid and late adolescents to be able to learn with respect to taking responsibility. A key component of taking responsibility is learning to identify and understand potential risks.

Understanding Risk

"Risk" refers to the possibility of harm or danger in an action, a situation involving exposure to danger. Everyone has their own way of dealing with risk. Sometimes it is safer to avoid it altogether but adolescents will often be inclined to take risk. Teachers can help learners by helping them to understand their own personal styles with regard to confronting risks in life. When trying to build a positive, healthy life, it is important to understand our own personal styles and our risky behaviours. Knowing how we deal with risk is a good thing because we become aware of how we are likely to react to situations. All human activities carry some risk. Each person has to decide how much risk is acceptable, and this is linked to our values, and our set goals for life.

Learner Activity/Exercise: Risk taking styles

- Present learners with age appropriate examples of different situations they might confront that involve some risk.
- Then ask each learner to write down what they would do when faced with this situation.
- After each learner has written a personal response ask for volunteers to share their responses. Try to get enough different responses to the same situation so learners can see that they all have different styles.
- Discuss these differences with the class. Discuss the benefits and possible disadvantages of these different styles. Encourage students to appreciate and understand that they each have different styles of dealing with risk. Ask students what they should do when other students ridicule their style of dealing with risk.

Practice effective decision making

One of the critical skills that adolescents are learning is decision making. Their ability to do so will evolve over the course of their adolescent years. Please review section 1.3 to understand the different developmental stages adolescents go through and how their capacity to make decisions develops over this time in their lives. Teachers are in an ideal situation to help adolescents develop their skills in an age appropriate manner. Rather than always making decision for learners, teachers need to practice giving learners opportunities to make their own decisions. This is not just something that should happen in regards to adolescent sexual and reproductive health but should be part of the broader learning experience. There are constantly opportunities in the classroom to give learners the opportunity to make small and big decisions related to their learning and their lives. Teachers can lead learners through the thought process of selecting a logical choice from the available options for a particular situation. Everyone has to make decisions, and all decisions have consequences, positive and/or negative on our future. Adolescents need to learn and experience this.

Types of Decisions

There are two types of decisions – **active** and **passive:**

1. Active decision making – involves conscious thought to make a choice between at least two alternatives, where one can know or guess some of the consequences of each alternative. Each alternative can have positive or negative consequences.
2. ***Passive decision making*** – this is when one has a choice, but allows time, chance, or someone else to decide, which can result in positive or negative consequences.

To make good decisions we need to have correct information. Everyone has to make decisions in life; some decisions can be simple while others may have serious implications. Adolescents need opportunities to learn how to make decisions. Part of this process is teaching them to get information regarding their different options so that they can make an informed decision. Adolescents also need help understanding the consequences of the decisions they make and they need help to avoid unnecessary risks. Teachers can help learners to assess the potential risks of the decisions they make and how they might avoid those risks.

Develop critical thinking skills
Teachers can help learners to develop the necessary critical thinking skills to make decisions and avoid unnecessary risks. One of the tools teachers can use includes the three Cs for decision making. The three Cs for decision making are:
The Three Cs for Decision Making
- Describing the **CHALLENGE** (or decision) you are facing
- Listing three **CHOICES** you have
- Considering the positive and negative **CONSEQUENCES** of each choice

Using the 3 C's enables us to make the best decisions at the time; in this manner, we are more likely to make decisions that follow our values. Learners need to understand that:
- All decisions have consequences - positive and/or negative. Before making a decision, consider all the consequences
- Making decisions and knowing the consequences are important skills young people need to know.
- The three steps for active decisions making involve determining the challenge, identifying the choices and weighing the consequences.

Learner Activity/Exercise: Critical thinking in decision making
- Ask students to form small groups. Then give each group a description of an age appropriate situation related to sexual and reproductive health that they may face in which they will need to make a decision (such as a new boyfriend/girlfriend has asked them to meet them in a private location away from school and home).
- Ask the group to discuss the situation, the possible risks they may face, the choices they have, and to assess the positive and negative consequences of each choice. What decision would they recommend in the scenario they have been given.

- Each group should then be asked to present their situation to the class, the decision they made, the reasons they made that choice, and the possible positive and negative consequences of their choices.

Communicating effectively with family, peers, and romantic partners

Teaching adolescents the aforementioned skills will be vital to helping them develop the skills to communicate clearly and effectively with others. If they are clear about their own values, have developed their self-esteem, have learned to take personal responsibility for their actions and have developed strong decision making abilities then it will enhance their ability to communicate what they want or need, like or don't like with their friends, family and partners. These are tools that will serve them over the course of their lives not only when they are teens.

Guidelines for Communication:

- Make communication positive, clear, and specific.
- Recognize that each individual sees things from a different point of view.
- Be open and honest about your feelings and accept others' feelings.
- Ask questions for clarification on an issue.
- Learn to listen. Allow time for the other person to talk without interruptions.

Active Listening Skills

Listening is an essential mentoring skill. One of the most common mistakes people make is confusing hearing and listening. Hearing is merely noting that someone is speaking. Listening, however, is making sense of what is heard and requires the individual to constantly pay attention, interpret, and remember what is heard. Hearing is passive; listening is active. The passive listener is much like a tape recorder. If the speaker is providing a clear message, the listener will probably get most of what is said. Active listening requires the listener to hear the words and identify the feelings associated with the words. The listener should be able to understand the speaker from his or her point of view. There are four essential requirements for active listening:

- Intensity
- Empathy
- Acceptance
- Willingness to take responsibility for completeness

An active listener concentrates on what the speaker is saying. The human brain is capable of handling a speaking rate six times that of the average speaker. Thus, the listener must focus on the speaker. Tuning out distractions will increase listening ability (Robbins 1991).

Suggestions for Improving Active Listening Skills

1. Make Eye Contact: Lack of eye contact may be interpreted as disinterest or disapproval. Making eye contact with the speaker focuses attention, reduces the chance of distraction, and is encouraging to the speaker.

2. Exhibit Affirmative Nods and Appropriate Facial Expressions: The effective listener shows signs of being interested in what is said through nonverbal signs. Together with good eye contact, non-verbal expressions convey active listening.
3. Avoid Distracting Actions or Gestures: Do not look at other people, play with pens or pencils, shuffle papers, or the like. These activities make the speaker feel like the listener is not interested in what is being said.
4. Ask Questions: Questioning helps ensure clarification of what the speaker is saying, facilitates understanding, and lets the speaker know that the listener is engaged.
5. Paraphrase: Paraphrasing means restating what the individual has said in different words. This technique allows the listener to verify that the message was received correctly.
6. Avoid Interrupting the Speaker: Allow the speaker to complete his or her thought before responding, and do not anticipate what he/she will say.
7. Do Not Talk Too Much: Talking is easier than listening intently to someone else. An active listener recognizes that it is impossible to talk and listen acutely at the same time.

(Source: Baylor University's Community Mentoring for Adolescent Development)

Adolescents will need help in role modeling how to communicate with peers. Teachers should provide opportunities in class for learners to practice listening and communicating.

Learner activity/exercise: Effective communication skills

- Ask learners to pair up with someone else in the class (not a friend but someone they don't usually spend as much time with). Give each pair of learners a description of an age appropriate situation that requires that the one learner communicate their need/desire/problem to the other learner. Learners should take turns doing this.
- The teacher should write the active listening skills up on a board or some other place where they are clearly visible to learners so they can refer to them at any time as a reminder while they are role playing.
- The teacher should walk around and listen to each pair for a period of time and offer suggestions or advice as needed.
- Ask each student to write report back on what worked and what did not and what their class mate could have done to improve their communication skills.

Teachers should encourage this kind of communication whenever learners have a conflict or problem they need to resolve with another learner.

Recommended additional reading:

Life Skills Module,03/12/2013, Keeping Girls at School, KGAS Project , Care International
Rahman, L., Islam, R., Rob, U., Bhuiya, I., Khan, M.E. (2006). Scaling up a reproductive health curriculum in youth training courses. Population Council. Accessed on July 27, 2015 at: https://www.iywg.org/sites/iywg/files/Bangladesh_scaleup.pdf

3.4 Planning for the future

Career planning and education

Young people should start to think about and plan for their future while they're at school.

Help young people to:

- Develop a list of their personal strengths; what they enjoy doing, their desires for their future and what kinds of careers they think would bring together these different elements.
- Develop a list of their different career choices and what education, training or experience they might need to pursue these different career options.
- Develop their knowledge and understanding of education, training and employment options.
- Develop a list of people who might help them achieve their career goals and what kind of support these different individuals could provide to them.
- Develop an understanding of the skills they will need to manage their careers and pathways throughout their lives.

Additional support should be provided to learners at risk of disengaging or not making a successful transition to further education, training or secure employment. Use this process with all students to help them develop a vision for the future and specific goals they will need to achieve in order to realize their vision for their future career.

Educators can help inspire learners by bringing different people from their communities to come and talk with students about what they do, as well as the education, training and experience that they needed to be successful in their career. Have the visitors also talk about who helped them on their path to success.

Learner Activity/Exercise: Career planning and inspiration

Ask each learner to find someone in their family or community that they admire to interview about their job.

Discuss with learners appropriate ways to contact/reach out to the individual to request an interview.

Have learners develop a list of questions they should ask the individual about their job/career, their education and training, their experience, who helped them along the way and how, and what advice they would offer.

Have learners write up a report on what they found out about the person and their job, what they learned from them, and how this has helped them in making decisions about their own future career.

If time allows, have students report back to the class (you could do this by having 2 or 3 learners present at the beginning of each class for a few days/weeks until all students have presented).

The cost of independence: Adolescent education on financial futures

Central to developing life skills and making wise and informed choices regarding sexual and reproductive health is having a plan for your future. Adolescents are at a time when they are thinking about becoming an adult. They often want to be treated like an adult but they need guidance in thinking about their future as an adult. Planning for the future gives them something to aspire toward and to look forward to. They have to develop financial planning skills as a key component of this process. This entails thinking about what they will need as an adult, what their responsibilities will entail, and what they want or would like their lives to be like when they are adults.

Understanding needs vs wants

One of the most important concepts in money management is understanding the difference between **needs** and **wants**. In order to successfully manage your household finances and your budget, you have to be able to ensure that the most important items in your life your needs are taken care of before you focus on your wants.

Needs are items that you require for survival, including food, clothing, and shelter. Additionally, you could also consider items required to make a living as needs. Reliable transportation to bring you to work can be considered a need, as can an internet connection, particularly if you work from home. The education necessary to develop the tools to provide for your family can also be considered a need. Having sex in order to have a child might be considered a need, depending on your own, your partner's and your family's needs. However, using contraception might be a need if you and your partner have decided to wait and save up to secure a home and other basic needs before having a child, or if you have decided to space your children both to ensure the health of the mother and to ensure you can meet the needs of a growing family.

Wants are items that can make life enjoyable but that aren't necessary for survival. Many of us feel that televisions, a car, and a large house are needs; indeed, it's easy to confuse wants with needs. We sometimes assume that comfort and convenience indicates necessity. However, in tight situations, it's important to understand that sacrifice giving up some comforts and conveniences for the sake of remaining a financially viable household is sometimes called for.

Unfortunately, it can be easy to morph wants into needs. For example, you may be able to justify buying a larger house than you can comfortably afford by pointing out that you need shelter. However, when you closely examine your reasons for stretching your budget in order to afford a bigger house payment, you might discover that a smaller house will fulfill the requirement of survival just as well and help you remain financially solvent. The same is true of other items. Will a cheaper car or motorcycle or bicycle get you to work just as well as an expensive car? Do you need to have a child right now or could you wait a while before having a child? Having a

child will incur all kinds of new responsibilities and expenses. These are questions that you need to ask yourself before you seek to fulfill your desires, or spend money on things you think you need.

Note: It's not necessarily wrong to spend money on the things you want but may not need. In fact, the comfort and convenience of wants can add to your quality of life. However, spending on wants should come only after you have taken care of your needs. This means that sometimes we can't buy the things we want or have the experiences we want. Sometimes it means we have to save up for a few months or even longer in order to truly afford our wants. Once you understand the difference between true needs and wants, you will be more likely to make money decisions that lead your family to financial freedom.

Learner activity/exercise: Distinguishing needs and wants

Have students form small groups.

Give each group a different scenario in which they have to distinguish between need vs a want.

Ask students to devise a short skit in which some friends or a couple or family are having a discussion about something one person thinks they need and the other thinks is a want. How do they make the argument to one another?

Have each group present their skit to the class. After each presentation have the class discuss whether they think this is a need or a want and why they think so.

Culture of saving

Low-income youth in developing countries begin earning income at a younger age than their wealthier counterparts, and they engage in complex financial transactions early on. They are often forced to drop out of school to help support their families financially. In some cases, they themselves are heads of households. Even lower income youth who are still in school are often engaged in some economic activity outside of school. Thus, for lower income youth, transitions start earlier—even before the age of majority—and happen in a compressed timeframe (Kilara & Latortue 2012). Providing youth with safe, quality, and formal financial options can help them manage these transitions only if the financial advice and tools offered address the specific challenges and opportunities they will face.

The case for offering savings accounts to youth is relatively straightforward. Proponents of youth savings say that youth savings can help to instill good financial habits for the future, which can also improve a country's overall gross savings rate. Young people should be encouraged to start accumulating savings early (some would argue as soon as they are born) in whatever small amounts they are able to do so. This will help them develop a habit that will enable them to overcome obstacles they may face in trying to saving as they enter adulthood when they have to

pay for themselves to continue their education, start a business, buy a house, etc. A majority of youth in developing countries faces a double disadvantage—they are young and have low incomes—and therefore have limited options. Building assets through saving early on and developing sound financial habits can positively influence the course of a young person's life. Savings are an asset that can be used later to pay for higher education, health care, a business, or a home. In addition, asset theory states that holding assets changes one's cognitive schemas, increasing future orientation, long-term thinking, and planning and self-efficacy.

Investing in bringing youth into the financial system at a young age should help create a generation of adults with stronger money management habits. Based on the notion that people learn best by doing and that positive behaviors and habits are best cultivated in childhood and adolescence, youth savings may provide an opportunity to "practice" and develop financial capability early in life.

In many countries, a parent or guardian must open the account with the youth; the youth can then often conduct some transactions on the account without being accompanied by the parent. However, they may not be able to withdraw money on their own. Key to this process is discussing with learners what they could do to earn some money. What would their obligations be to family if they did earn money? How could they meet these obligations and still save some money? Have they saved money before? How and for what purpose?

Learner Activity/Exercise: Culture of saving

1. Divide learners into groups and ask them to discuss and write down the approaches in Rwanda context which can help adolescents to cultivate their culture of saving. What would you save for now? How much do you think you could save each week or month? How could you earn some money to put in savings? Would you need to give some of this money to your family or could you save it all?

2. Ask one person from each group to share their group's list. Write the responses on the board. Ask the other three groups if they have other changes or ideas they would like to add to the list.

3. Discuss with the class the obstacles to saving? What could they do to address those obstacles?

Discuss with learners the benefits to saving:

- Enables you to plan for your future.
- Have money to get started on meeting your goals.
- Money in case of some emergency family or personal need.
- Ensures that you develop a lifetime habit of saving.

- Motivate you knowing that you will one day be able to achieve your goal/s.

Learner activity/exercise: Financial planning

- Have learners develop a list of expenses they anticipate they will have when they set up their own home.
- Have learners share their lists with the class and help class to develop a core list of items.
- Ask learners to go home and inquire from parents or other adults about how much the different items will cost them per month. Learners should use this information to compile a sheet of monthly expenses.
- Ask learners to share some of their monthly costs with the rest of the class.
- Discuss with learners how much they think they will need to earn each month. Will they be meeting these needs on their own or will other family members or partners be contributing to the monthly expenses?

Learners need guidance in thinking through the process of living independently. They have to think about the financial aspects, what kinds of living arrangements would make the most sense given these expenses, how much they will earn in different kinds of jobs, how they will make a plan to save in order to help them achieve their future life goals. Teachers can help learners get started in thinking about these things so that they will not only have a plan for their future but that this understanding will enable them to make wiser choices in the present. Teachers should discuss the consequences of not making wise choices now. For example, if you know you would like to become a teacher, you know you will need to work hard at your school work and you will need to go to college to train as a teacher. If you have a boyfriend/girlfriend now and decide to have sex without taking any precautions you or your partner may get pregnant or may develop an STI that will make it more challenging to meet your goal. So, if you know what you want for your future, you can make wise decisions now so that you are able to achieve your goals.

Teachers should encourage learners to develop a list of goals and objectives for achieving those goals that include education, training, work experience, and savings for their future. They should encourage learners to revisit this list each year and assess how they are doing in trying to achieve their goals, whether their list needs to be adjusted or changed in any way, and what they can do to ensure they meet their objectives.

Recommended additional readings:

World Health Organization. (2009). Generating demand and community support for sexual and reproductive health services for young people: A review of the literature and the programs. WHO: Department of Child and Adolescent Health Development. Geneva: Switzerland.

Kilara, T., & Latortue, A. (2012). Emerging perspectives on youth savings. Focus Note, 82. Accessed on July 27, 2015 at: http://scholar.google.com/scholar?hl=en&btnG=Search&q=intitle:Emerging+Perspectives+on+Youth+Savings#0

Community based resources:
Local bank personnel come and talk to learners about opening a savings account.

4.0 Adolescent friendly teaching methods

Integrating boys and girls
In order to effectively teach adolescents about sexual and reproductive health it is important that boys and girls are integrated in the learning experience as much as possible. There may be occasions when it is good to separate the boys and the girls when they need space to ask questions that they would not feel comfortable asking in front of the opposite gender. That said it is important that teachers try to have integrated learning environments. So, for example, the section on menstruation and menstruation management should not only be directed at girls, boys need to understand the issues girls/women have to deal. However, it may be appropriate after discussing this with the class as a whole to take some time to meet with the boys and girls separately to discuss their concerns or questions. If the teacher deems this desirable, then it is important after having had separate gender discussion time to then bring the class back together and for the teacher/s to share some key aspects of the boys' and the girls' discussion with the class as a whole. Topics such as family planning, contraception, STI and HIV prevention should definitely be geared toward integrated boy and girl classes.
If possible it is also a good idea to have a male and a female teacher co-teach this material to make both the boys and girls feel comfortable. Teachers should also share their personal experiences related to the course material so that they open up space for boys and girls to share their experiences or concerns. Having a male and female teacher will provide opportunities for learners to hear their gender specific experiences and perspectives. Furthermore, male and female teachers will have some idea of the kinds of questions or concerns that learners with their same gender may have. A male and female teacher can play off one another to handle material that they feel more comfortable and experienced in addressing.

Concept of safe space
In order to teach boys and girls about sexual and reproductive health it is very important that the teacher/s ensure that the classroom is a safe space for learners to share their experiences, concerns and questions about what often will be sensitive issues. Learners need to know that they will not be laughed at or ridiculed. They need to know that any question is okay and that no question is too stupid to ask. Impress upon all learners that they cannot laugh or mock others when they ask a question or share a concern or experience. They need to understand that these

are not easy issues to discuss and that they can laugh at the material but not laugh at each other. The teacher/s can also set up a box in the classroom where learners can anonymously put a note in with their question or concern if they are too embarrassed to ask in front of others. The teacher/s can draw questions from the box once a week or one question per class.

Learners also need to know that what they share will be treated with confidentiality, that is, that what they share or ask will not be shared with others outside of the classroom. When teachers start teaching this material, the first class should address these issues of privacy and confidentiality. All learners need to understand and agree that whatever they or others in the class share will remain in the classroom and will not be discussed outside of classroom. The only exception they need to be told about is that if something they share leads the teacher/s to believe that the learner is in danger of or is being harmed by others or may harm themselves or others, then the teacher has an obligation to share that concern or knowledge with the necessary authorities (for example, school administrators, parents, or health care workers). It is a good idea for the teacher/s to have a form on the rules of confidentiality each learner signs. This should include statements about:

- That whatever I share in the class will be treated with confidentiality and will not be shared with anyone else outside of the class.
- Understanding that whatever others in the class share I will not share outside of the classroom.
- If I share something that leads the teacher/s to believe that I may be in danger of being harmed or that I may harm others or myself they are obligated to share that information with the necessary authorities.

Although this agreement will be no guarantee that learners will share things outside of the class, it will act as a serious deterrent to them doing so. It will help create a feeling that this class is a safe space to share and learn from one another. Teacher/s should always be prepared to deal with the possibility that confidences may be broken. Learners should be instructed that though they cannot share personal issues outside the classroom they can share what they learn, that is, the content of the course material with others outside of the classroom.

Small group discussion methods

An inclusive, learning-friendly environment is about being friendly not only to children, but also to teachers. Teachers are the single most important factor in improving and ensuring the quality of education. Responsibility for preparing students for the future largely falls to them. This is especially true when teaching adolescents about sexual and reproductive health. Small group discussions provide learners with an opportunity to share many different ideas and interesting life experiences and perspectives. This stimulates the students and enlivens those parts of your lessons where students can discuss and learn from each other. It helps to ground the content you are teaching in the real life experiences of the learners and to help students grapple with similar

and different value systems. This helps them to review their own value system and clarify how they think about specific life issues. Furthermore, during project work, students can learn to share responsibility and help each other, as well as to listen, to have patience, and to express themselves within a diverse group of people – skills that will be valuable for them throughout their lives. This also brings variety and speeds up the work. Teachers can also use this time to move from group to group and hear what learners are thinking about and grappling with so that they can keep the content relevant to adolescent concerns.

Debate

One strategy teachers can use to address what are often very controversial issues in ASRH is debating. Teachers can have learners prepare to debate different perspectives on a specific issue, such as the pros or cons of using contraception as an adolescent. This will help adolescents not only to hear different perspectives on the issue at hand but will also provide opportunities for them to insert their concerns regarding the issue. It can provide a teacher with a window into the ways in which adolescents see the issue and what their concerns may be. The teacher can then use this to shape the content of their classes to ensure that the material is relevant to the adolescents they are teaching.

Role playing

Another very useful teaching tool in the context of ASRH is role playing. Teachers can encourage learners to take specific scenarios informed by real life situations that the learners may encounter and give them an opportunity to figure out, through role playing, how they would handle a specific situation. It is a safe way for students to practice and develop scripts that they could use in real life situations. Providing some structure for these learning experiences is important. The teacher should sketch out a scenario or ask learners to come up with a scenario related to a specific issue. Learners can work together as pairs or in small groups to develop the scenario and enact different roles. Learners can also be asked to swop roles so they have to think about each actor's perspective regarding the issue at hand. You can also ask learners to perform these role playing skits for the class to critique and reflect on the situation. Having multiple pairs or groups addressing the same or similar issues can also provide learners with examples of different ways in which to handle a situation.

Testimonies

Using testimonies can also be a very useful tool in teaching ASRH. Sometimes the teacher can bring outsiders to come in and talk to the class and offer their testimony of their experience related to a specific issue. For example, you might invite a person who deals with teen pregnancy. They can testify about their experience: How did they become a teen parent? How did it affect their lives? What were the challenges they faced? How did they deal with those challenges? How were they able to overcome the challenges and move forward in their lives? What advice would they offer to the next generation of adolescents?

The teacher can also provide learners with an opportunity to offer their own testimony though such situations must be handled with care. Do not put a person on the spot and ask them to share an experience. Rather, give the learners opportunities to think about what they might want to share with the group. Or, check in with a student who you might know has dealt with a specific situation, such as alcohol or drug abuse, and ask them whether they would feel comfortable to share their experience and perspective. Reassure the learner who will provide testimony that as the teacher you will provide a supportive environment for them to share their experience. This means that as the teacher you should prepare the class to listen respectfully, to maintain confidentiality, and to recognize that the learner sharing the experience is being courageous in doing so.
Testimonies, especially from peers, can be very powerful but must be handled carefully by teachers leading the class to ensure that the space in which the individual sharing their experience can feel safe.

Case Study
Similar to testimony, though less personal, is the case study method. Here teachers can encourage students to find a particular case study, perhaps someone they know or a story they read in local newspapers or hear on radio or television, to present to the class. The learners can write up and develop the case study for presentation to the class or in a written report. Teachers can also bring case studies to the learners. This can be combined with group discussion, role play, or debating as a means of unpacking the case study and debating or exploring the different perspectives or approaches one might take in dealing with a particular situation.
Sample case study: Teen pregnancy challenges

Scenario: A girl in S5 did not have some of the classroom supplies she needed because her family was poor and could not afford to buy everything she needed for her classes. She started to search for people who could help her. One day she met a young man behind the school. He was selling a lot of different goods. Later that day she went to his store asking if he could help her with getting the materials she needed for class. She told him she did not have the money to pay right away. The seller agreed to give her the supplies she needed if she agreed to have sex with him. She agreed so that she could get her supplies for school. A few months later while in S5 she discovered that she was pregnant. She went to the clinic and there she found out that she was also infected with HIV. Her family was very upset when they found out and forced her out and her baby out of the family home. She had to drop out of school. Her situation was further complicated when she found out that she did not have mutual insurance and therefore could not receive the necessary treatment to prevent her child from getting HIV.

Questions:

- What grade level was this student studying?
- What were the challenges this young woman faced in trying to attend school? Why?
- What solution did she find to her problem?

- What were the consequences of the choice she made?
- What health challenges did she face after making this choice?
- How did her family react when they found out about her situation?
- What effect did her choice have on her schooling?
- What other options do you think this young woman might have had?
- What advice would you offer to a friend in this situation?
- How do you think you could avoid a situation like this yourself?

Brainstorming/Problem solving

Teachers can also present learners with a particular scenario and have learners brain storm in small groups or as a whole class to figure out different approaches to a particular situation or problem. For example, teachers might present the problem that if as an adolescent you go the clinic then others might think you are having sex. What can the adolescent, the school, or the clinic do to address the problem of negative peer or community perception?

Field trips (clinics, banks, cooperatives)

Classroom learning can truly be enhanced by field trips. Field trips provide an opportunity for learners to encounter and experience what they are learning about in a real life setting. In the case of ASRH, it can be especially helpful to empowering adolescents to take appropriate action when needed. For example, most schools will not have an on-site clinic but there will likely be a clinic in the community. Arranging a field trip for learners to visit the clinic, to see how things are set up, where you go when you first come to the clinic, what forms they may be asked to complete, and meeting some of the health care providers will help adolescents overcome their fears of a new environment that they may be afraid to navigate on their own. When they later think they may need to see a health care provider to enquire about contraception, or check on a health concern they have, they will be less fearful of going because they will know what to expect. It is important that the teacher reach out to the clinic or other place they are taking learners to visit, in advance to inform the necessary people what they are doing with the learners and why they would like to bring them to this specific field site. It also provides an opportunity for the people at the site to prepare to host your learners appropriately.

If it is too difficult to arrange a class field trip, then the teacher might assign the learners the task of going, preferably in pairs or groups, to visit a site. In the case the teacher should outline clearly what site/s they want the learners to visit, what they point of the assignment is, the questions they need to ask/answer regarding the field trip, and what is required regarding reporting back about their field trip. The report may be written or oral, individual or group presentation, but should provide an opportunity not only to check on whether the learner completed the assignment but also for other learners in the class to learn from their peers' experiences visiting the field site.

Peer mentorship

(Source: Peer to peer: UN Office on drug and crime, 2003)
On one level, the fact that people belonging to the same peer group (defined by age, class, gender, or any other social grouping) communicate best with each other is simple common sense. That people who share a similar economic, social, linguistic, cultural background or lifestyle, should be able to understand each other is often (though not always) quite natural. The key in using peer to peer is ensuring that you are selecting peers according to the specific focus of the work you are doing. For example, if working to address alcohol or drug abuse, it is important to choose people who have personal experience with this issue. You may choose people who previously had a problem with alcohol or drug abuse and have since cleaned up, to reach out to young people in their community who are using or may be vulnerable to using or abusing alcohol or drugs. In selecting peer educators it is thus important to know who your target group is and the focus or point of your outreach.
The impact of peer to peer can be:

- Improved reproductive and sexual health outcomes, including reduced incidence of pregnancy, births and STIs.
- Reduced sexual risk behaviors, including delayed initiation of sex, increased contraceptive use and condom use, reduced number of new sexual partners as well as increased abstinence among sexually experienced youth, reduced incidence of unprotected sex, reduced frequency of sex, and increased partner communication.
- Increased incidence of testing and sharing test results, including testing for HIV, for STIs, and sharing positive test results with a partner.
- Reduced substance use, including alcohol, cigarettes, marijuana and other drugs.
- Improved other outcomes, including school attendance, school grades, graduation rates, and employment opportunities.
- Improved healthy behaviors, including seeking appropriate health care and reducing risky health behaviors.

Peer to Peer work also refers to other activities like peer mentoring, peer helping and peer counselling. The common focus is on involving young people working with other young people to bring about a positive change. Peer education, as the name suggests, involves people of a similar social status providing education to people who are similar to them. When done appropriately, peer education can be one of the most effective and empowering methods of working with young people across a range of social issues like drug prevention, youth health and Adolescent Sexual Reproductive Health, crime and violence. It not only helps with reaching out to peers but helps to empower the peer educator on an individual and a community level. People in the community will learn to respect those who are helping their peers avoid the pitfalls to which they had succumbed. They provide an empowering role model to their peers.

Why use Peer to Peer?

- An effective way of sharing knowledge

- Credible because it is based on real experiences
- Good way of communicating ideas

How to select peer educators

A good peer worker is someone who is:

- A peer of the young people in the target group;
- Willing to learn and be open to new ideas and ways of doing things;
- Understands how groups work, knows about ground rules and the need for confidentiality;
- Is capable of being a good listener;
- Is a good communicator, capable of expressing themselves in a clear and non-confrontational manner;
- Able to express themselves creatively and/or enable young people to express themselves creatively;
- Is capable of self-reflection;
- Has a good factual knowledge about the issue they are focusing on;
- Is able to be supervised and receive feedback and act on that to improve themselves;
- Understands and practices the "at first do no harm" principle in all dealings with young people;
- Commitment to young people.

(Source: Network 2001) *See in additional reading and references*

Community engagement

Peer to peer strategies enable wider community engagement in addressing the issues at hand. Think about where and in relation to which issues it is culturally appropriate for children and adolescents to voice their opinions, and make links with organizations using peer to peer outreach. Who is most supportive of child participation in the local context or community? Engage these adults in your work. Take into consideration what are culturally accepted behaviours and activities and age appropriate methods, including in relation to the terms, symbols and images used in the outreach work. Be aware of what is appropriate in terms of combining boys and girls in peer to peer outreach. Consider whether it would be more suitable to hold some sessions – or the entire workshop – with boys and girls separately. Where possible, participatory methods should draw on and incorporate local games and everyday objects/local resources so that they are in keeping with local culture and context and therefore more sustainable. In the Rwandan context, the engagement of parents through Parents Community should be put in place at school level to address ASRH issues and concerns that parents may have and to ensure that parents understand what teachers are trying to achieve with the ASRH education initiative. Finding parent allies who are respected in the community can also be a good strategy for reaching out to parents (that is, using peer to peer outreach with parents can also be useful) (Rwanda Ministry of Health 2013).

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APPENDIX XI

MOU

MEMORANDUM OF UNDERSTANDING

THE REGENTS OF THE UNIVERSITY OF CALIFORNIA
ON BEHALF OF ITS LOS ANGELES CAMPUS, USA

AND

KIGALI INSTITUTE OF EDUCATION
KIGALI, RWANDA

The University of California, Los Angeles (UCLA) and ***Kigali Institute of Education*** are linked by common academic interests and seek to develop collaborations and exchanges in fields of shared interest and expertise. The activities undertaken pursuant to this Memorandum of Understanding (MOU) are based on a spirit of cooperation and reciprocity that is intended to be of mutual benefit to both parties.

1. PURPOSE

This Memorandum of Understanding (MOU) serves as a written understanding of agreed upon principles between the University of California, Los Angeles, ***UCLA African Studies Center (ASC)*** and ***Kigali Institute of Education (KIE)*** concerning a set of general academic objectives.

This is a nonbinding agreement and is intended to clarify the nature and extent of the complementary activities that might be undertaken for the mutual benefit of the two parties. Each institution will be responsible for managing its own costs.

Commitments of specific institutional resources, personnel, space, facilities, or any other academic or intellectual activities may be contemplated hereunder but are beyond the scope of this MOU.

To the extent that the implementation of any agreed upon activity requires a commitment of resources, personnel, credit bearing coursework, or intellectual property, a supplementary agreement must be negotiated and approved by the two parties before work on any of the projects can commence.

2. OBJECTIVES, SCOPE, AND MAJOR ACTIVITIES

Both institutions agree to encourage the development of the following types of activities:

- Visits and informal exchanges of faculty, scholars and administrators in specific areas of education, research and outreach.
- Explore ways to cooperate in postgraduate education and training.
- Organize joint conferences, symposia, or other scientific meetings on subjects of mutual interest.
- Exchange of academic information and materials.
- Pursue avenues for graduate and professional student exchange during the academic year or summer terms.
- Pursue avenues for undergraduate student exchange during the academic year or summer terms.
- Explore the possibilities for developing joint research programs and collaborations.
- Other exchange and cooperation programs to which both parties agree.

3. RESPONSIBILITIES OF THE PARTIES

The two parties recognize that the implementation of any agreed upon activity will depend upon the

interests and expertise of the individuals involved and the availability of financial resources, space and other resources. Accordingly, the implementation of any exchange and cooperative program based on this MOU shall be separately negotiated and determined between the two institutions. It is further expected that both parties will be compliant with all applicable State and federal laws and regulations and University policies.

4. Duration and Option to Amend, Extend or Terminate

This MOU will become effective when signed by both parties. The agreement will remain in effect for five years from the signature date, below, and may be renewed or amended by mutual agreement of the parties. The parties agree to periodically review the activities undertaken and the progress made and to consult concerning amendments, renewal or termination of this MOU. Either party may terminate this MOU at any time by providing written notice of such termination to the other party.

5. General Terms

This MOU is not intended to, and does not create any right, benefit, or trust responsibility, substantive or procedural, enforceable at law or equity, by either party, its officers, employees, or agents against the other party, its officers, employees, or agents.

Nothing in this MOU obligates either party to commit or transfer any funds, assets, or other resources in support of projects or activities between the two parties.

Neither party will use the name of the other, either expressly or by implication, in any publicity, solicitation or advertisement without the express written approval of the other party to this MOU.

6. Signatures

This MOU shall enter into force on the date of the signing by qualified representatives of both institutions.

Regents of the University of California on Behalf of its Los Angeles Campus	**Kigali Institute of Education**
Name: [illegible] 3/5/13	Name: [illegible]
Title: Director, African Studies Center	Title: Rector, Kigali Institute of Ed.
Department:	Department:
Date:	Date:

KIGALI INSTITUTE OF EDUCATION
KIE
B.P. 5039
TEL: 86890
KIGALI
RWANDA
REMERA

APPENDIX XII

KIE Scope of Work Comments

Comments on the UCLA-KIE Partnership

Goals and Objectives

Add at the end of the 1st paragraph:

It may also be important to set up strategies to sensitise/motivate female and male students to join the teaching profession. This should be done at Ordinary Level (O' Level) when students are choosing their subject combinations and also at the Advanced Level (A' Level) when students choose the Institutions of Higher Learning to join. The challenge is that fewer students choose to join KIE and affiliated colleges as a first choice. As a result, students with the lowest marks, (among those who pass the national exams) end up in institutions like KIE. Related to this, is the fact that after completion many KIE graduates leave the teaching profession. Teaching is not a well-paying profession as is the case in many other countries, so that is one of the reasons why they leave. This is not a problem that can be addressed by this project alone; the government is trying to come up with incentives for teachers, but the problem remains. However, the UCLA/KIE partnership could possibly come up with innovative ways of addressing this this.

At the end of 2nd paragraph, regarding "other disciplines and areas", give examples of such disciplines and areas.

Outreach and community programme

It is not clear how the community outreach programme will work. Will the project for example provide financial incentives like tuition fees, salaries of teachers?

One of the areas where this community outreach programme would help is with the 'Private Candidates' preparing to sit for Teacher Training Colleges (TTC) National Exams. Many, in this category are female students struggling to improve their lives by going back to school. However, most of them do not have enough funds to study as private candidates or even the time and support to accomplish this.

Where you talk about outreach in 'junior and senior high schools', this could be replaced by 'Lower Secondary Schools' and 'Advanced Level Secondary Schools', as they are commonly referred to in Rwanda.

It is important to note that recruitment of students at all level, for those joining government schools and Institutions, this is done through the Rwanda Education Board (REB) which is attached to the Ministry of Education (MINEDUC).

Mentorship

How would mentoring be practically done? It may be crucial to consider the support and incentives for mentors, for them to carry out this responsibility.

Currently, the mentorship programme we have at KIE is for students doing their 1 year internship, where experienced teachers in schools act as mentors for the teacher trainees. These mentors are trained and paid some incentive to support them do this.

Diversifying instructional program

Define the terms such mixed instructional model, program delivery model, after-hours instructional options, extension programmes

Usually the change or modification of instructional programmes at KIE and affiliated colleges needs the approval of (KIE validation committees) or the Higher Education Council (HEC), attached to MINEDUC. Modifying programmes for TTC could however be easier at this time when there is a lot of restructuring being done at this level, and where KIE has taken the charge of TTCs.

Research

In the workshops/seminars for KIE and CGCD management and staff, you could add Principals of TTCs, selected staff or Tutors from TTCs, selected Teachers (male and female) from selected primary, lower secondary and advanced secondary schools, and female students from all the levels (Primary schools, secondary schools and outreach programme).

Institutional Review

Whilst it is crucial that CGCD is aligned with the overall KIE mission, it is also important to note that CGCD mission goes beyond KIE and the education sector, since the centre seeks to serve other sectors as well.

Professional development

To define "the training of the trainer model"

In building the capacity of CGCD/KIE staff, will the project look at areas like training people at PhD level? The CGCD for example, is highly depends on expatriate staff. There is need to develop capacities of Rwandan staff. This could be done through what we call the 'sandwich' programme, where for example, an Assistant Lecturer attached to CGCD could enlist with (UCLA) and study part time, and spend the other part of time serving the project and CGCD until they complete the PhD programme. We have this experience with other universities that KIE has partnered with in the past, but of course, this should be acceptable to UCLA.

Monitoring and Evaluation strategy

To define ‘Results-based management’ (RBM)

Budget

Although not mentioned here, will KIE be managing any of the project’s funds? This may be an important area to clarify with the KIE administration (the procedures of doing this), beforehand.

RWANDA: PROMOTING GENDER EQUITY AND FEMALE EMPOWERMENT

A UCLA-KIE Partnership

Objective 1 - To increase number of highly qualified and gender-sensitive female teachers in Rwanda by promoting and supporting women's access to KIE and affiliated Teacher Training Colleges (TTCs)

The project will increase access, enrollment, and completion rates at KIE and affiliated Teacher Training Colleges (TTCs) of female and individuals from underrepresented schools through outreach and recruitment activities. The project will put in place a diverse set of outreach, recruitment, and retention activities to accomplish this goal.

Outcome 1.1 - Increase access, retention, and completion of female students and those from underrepresented schools at KIE

Outreach and community program

The development of an outreach program will consist of reviewing and evaluating existing institutional policy, sharing of UCLA best practices, and developing culturally relevant outreach programs for KIE.

Output 1.1.1 - *Outreach and recruitment programs targeting women, students from underserved schools, and those interested in staying or entering the teaching profession are developed*

Mentorship targeting

The partnership will develop and implement a program for women and individuals from underrepresented schools to qualify for national exams and to upgrade their credentials by going for additional training. The program will support in-service teachers who have certificate to enroll in training to obtain Diploma and those with Diploma to enter training for Advanced Diploma and then to on to get a Degree in Education. The project will also assist 'private' students to prepare and pass qualifying exams.

Output 1.1.2 - *Mentoring and counseling programs are established for female teacher trainees, individuals from underserved areas, and those interested in staying in or entering the teaching profession.*

Diversifying instructional program

An important component of the partnership is developing a mechanism for instructional delivery that provides flexibility and options. Developing a mixed instructional model provides the needed flexibility to increase and retain trained teachers and to provide in-service teachers with the opportunity to advance their training. The partnership will modify existing curriculum for online and DL delivery to TTC facilities and DTP Centers for those interested in upgrading their teaching credentials. This strategy will include providing distance learning options at the advanced level, after-hours and holiday instructional options as well as extension programs. The program will offer these training at TTCs as well to increase outreach and enrolment.

Output 1.1.3 - *Flexible options for program deliveries are developed (e.g., distance learning, evening and holiday classes, etc.)*

Objective 2 - To better inform KIE's institutional policies and practices through gender-focused research and capacity building

---

The KIE-UCLA partnership will focus on building institutional capacity of KIE to develop, carry out and disseminate gender-focused research. In addition to collaborating on enhancing the institutional capacity of Center for Gender, Culture, and Development, the project will develop and conduct a series workshops for KIE and CGCD management and staff focused on mainstreaming gender, bringing equity to instruction and research and strengthening the institutional capacity of KIE. Most importantly, ASC, Center for the Study of Women, and KIE will work together developing strategies for widely disseminating research products and in developing policy recommendations based on research findings.

Outcome 2.1 - *Increased capacity of KIE to conduct gender-focused research*

Research Partnerships

The project will develop a partnered research strategy consisting of UCLA and KIE faculty to foster development of research protocol at multiple levels. This component also serves to develop deeper ties between UCLA and KIE faculty through research collaboration and as a means of information diffusion and knowledge exchange.

Output 2.1.1 - Gender-focused research initiatives are jointly developed between KIE and UCLA

Workshop on gender research methodologies

Develop and conduct workshops for KIE faculty on incorporating gender research methodologies into their research activities. The workshop will train and encourage faculty to consider gender throughout the research process, to recognize that "gender" does not equal women and a focus on the social dynamics and power relations between men and women, and to use sex-disaggregated data. Workshop will train participants in gender analysis, the systematic gathering and examination of information on gender differences and social relations in order to identify, understand and redress inequities based on gender into their research activities. Workshops will including discussion/training of the theories and methods employed to conduct gender research or gender-sensitive research that takes into account the differing needs and interests of women and men and their unequal representation through specific design, sampling, analysis and other criteria.

Output 2.1.2 - Workshops on gender-focused research methodologies are offered to KIE faculty

Outcome 2.2*: Enhance visibility of KIE's gender-focused research*

Integration of Gender analysis in research

The project will develop strategies to increase the integration of gender-analysis in research conducted by KIE staff and faculty. Through seminars and workshops as well as by providing resources and training, the project will work with CGCD to increase its ability to provide this service to KIE community.

Output 2.2.1: *Increase in gender-focused research conducted in KIE*

Online Platform

The project will develop online presence for CGCD that will highlight CGCD's work and activities. It will be a portal to the center's research and will inventory and catalogue gender-focused research produced throughout KIE.

Output 2.2.2: An online platform is developed to disseminate gender-focused research

Research dissemination

Developing strategies for widely disseminating research products and in developing ways of ensuring that policy brief recommendations reach their intended audiences. A sustainable mechanism for disseminating research includes digital publishing which has proven to be cost effective and more widely accessible, as well as development of online policy briefs targeting policy makers and decision makers. The partnership will develop a publishing component where gender-focused research will be disseminated in print and digitally. Publishing activities will provide an opportunity for KIE faculty to expand their work and gain greater insight and experience in maneuvering the peer review publishing process.

Output 2.2.3 - Articles, papers, and policy briefs on gender-focused research are published (paper and digital/web-based publishing)

Output 2.2.4: Gender-focused research is disseminated through participation in conferences and workshops

Outcome 2.3 – *Increase KIE's ability to develop gender-sensitive and informed policies and procedures through building of institutional and human capacity*

Institutional building

The partnership will facilitate the process for the official affiliation of TTCs with KIE. To date the relationship of KIE to TTCs is based on an authorization letter from the Ministry of Education and does not include official policies and procedures. Institutionalization of the relationship is necessary to allow the project to conduct activities in TTCs and to use their facilities for training and outreach activities.

The partnership will also undertake capacity building of KIE's planning office. The planning office plays a central role in the ability of the partnership to understand the impact of its activities. As the focal point of data collection and dissemination the ability of the planning office to increase its capacity to collect all available data will directly impact the M&E component of the project. Moreover, any building of capacity in this area will be institutionally transformative and provide KIE with the tools for developing a policy development and decision-making process backed by data.

Output 2.3.1 - An exchange training program for KIE faculty and senior management is to build the institutional capacity of KIE

Develop Faculty orientation

KIE does not have an orientation program in place for new faculty to familiarize them with KIE policy and introduce them to programs and activities. The partnership will develop a faculty orientation program that will incorporate gender-focused training to be offered to all KIE faculty and will continue to be utilized as new faculty orientation mechanism. This will have the advantage of providing a uniformed understanding of KIE policy, procedures and resources while providing gender sensitivity training.

Output 2.3.2 – Faculty orientation is developed for KIE and TTCs to provide uniformed understanding of KIE policy, procedures and resources.

Institutional review

The project will conduct a comprehensive review of the CGCD. This process will be similar to the comprehensive review that ASC periodically undergoes to ensure that the unit's goals, objectives, and mission are aligned and relevant to the mission of UCLA. The review provides an opportunity to examine strengths and weaknesses as well as develop solutions that can align the CGCD with KIE's overall mission. The process will consist of an evaluation, identifying benchmarks, and providing recommendations for increasing the CGCD's capacity to conduct research on gender-sensitive teacher preparation. To ensure sustainability this process will be developed with input from KIE central administration and if possible expanded to other centers.

Output 2.3.3 - An institutional review of KIE's departments and administrative units is conducted to identify opportunities for enhancement and improvement.

Objective 3: To improve the capacity of KIE to train teachers and faculty in the integration of gender equity in the classroom in order to prepare primary school teachers to address gender equity in the classroom through pedagogy, course content, and classroom management techniques.

The partnership will make professional development an essential tool for generating gender equity into the classroom. In this area the approach is holistic and broad-based, examining curricula, instruction delivery mechanisms, training instructors and building a local expert base. It will leverage UCLA resources in education and gender across campus to develop critical engagement with KIE faculty that will result in a stronger instructional base. Adjustments to curricula to reflect gender equity will be driven from within and will strongly incorporate local context to ensure relevance. Professional development programs for in-service teachers will be geared to generate greater gender sensitivity and understanding of curriculum to promote innovation and creativity in instruction. In implementing the program, the partnership will utilize the training-the-trainer model which is a cost effective skills accelerator that exponentially increases local expertise and innovation.

Outcome 3.1- *Increased gender awareness of faculty and teachers through professional development and curricula redesign*

Curricula re-design

The partnership will engage in intensive assessment, evaluation, and curriculum re-design. The primary focus will be on integrating gender-sensitivity, including lessons on female empowerment, but the process will also extend to updating and contextualization of existing curriculum. Faculty will undertake review and updating of their curriculum as part of in-service teacher training activities of the project.

This process will include development of courses for proposed instructional innovation component such as programs delivered from KIE to TTCs for credential upgrading, after-hours and extension programs.

Output 3.1.1 - Gender-sensitivity and lessons on female empowerment are integrated through curricula re-design

Expanding training and credential programs

The partnership will develop new programs in order to provide greater flexibility and opportunity to those in the teaching profession to obtain more training and for those interested in teaching to pursue their credentials. The program will target in-service teachers who have certificate to enroll in training to obtain Diploma and those with Diploma to enter training for Advanced Diploma and then to Degree in Education. In order to take advantage of this training participants do not have to leave their current posts or wait for admission to KIE. The partnership will also develop a three level program that private candidates will follow to become eligible for TTC National Examinations. Program participants will be assisted in preparing for the exam and upon successful completion of the program to register for TTC National Examination to obtain their A2 Certificate.

Output 3.1.2 - New tertiary education programs are developed:
- for primary school teachers who already have a certificate, to get a diploma; and
- for secondary school teachers who have a diploma, to get a degree

Incorporating gender sensitive training/teaching materials

The partnership will incorporate gender sensitive concepts into new teaching and training materials. As project manuals and teaching tools are developed, they will include gender-sensitive concepts through examples, case studies, assigned readings, etc. to ensure that there is gender training taking place along with content training.

Output 3.1.3 - New teaching materials that incorporate gender-sensitive concepts are developed

APPENDIX XIII

URCE Sub-Award Contract

UCLA Subaward Number 1220 G QA094

This Cost-Reimbursement Subaward is by and between The Regents of the University of California (hereinafter referred to as "UCLA") and Kigali Institute for Education/WLP, RWANDA (hereinafter referred to as "Subrecipient");

WITNESSETH THAT:

WHEREAS, UCLA has received a Subaward agreement from American Council on Education (ACE)and on behalf of the Higher Education for development Program (HED) under a Cooperative Agreement (523-A-00-06-0009-00) from The United States Agency for International Development (USDIA) (CFDA No.98.012) to conduct a research project entitled *"Rwanda: Promoting Gender Equity and Female Empowerment"*; and

WHEREAS, UCLA desires to have the Subrecipient perform a certain portion of said work; and

WHEREAS, the Subrecipient has represented that it has the present ability to perform said work;

NOW THEREFORE, the parties hereto do hereby mutually agree as follows:

Article 1: Statement of Work
The Subrecipient shall provide all necessary and qualified personnel, equipment, material and facilities to accomplish the programmatic and technical activities applicable to the Subrecipient as set forth in Attachment A-Statement of Work, attached hereto and incorporated by reference herein.

Article 2: Key Personnel and Performance
The Subrecipient Principal Investigator is considered key personnel and essential to the work conducted under this Agreement. The Subrecipient will make best efforts in performing the work under this Agreement and services will be rendered at a level commensurate with professional standards acceptable in the discipline and within the scope of the project.

UCLA PI: Dr. Francoisr Lionnet
Subreceipient PI: Dr. Faustin Habineza

Article 3: Period of Performance
The period of performance under this Agreement shall commence on November 1, 2012 and end on June 30, 2015.

Article 4: Limitation of Cost
Subject to the availability of funds from The United States Agency for International Development, UCLA agrees to reimburse Subrecipient for allowable costs actually incurred during performance of the work under this Agreement in accordance with Attachment B-Budget. The funds allocated for this project in year 1 is $83,000, year 2 $99,425 and year 3 $106,446. The total amount for this project is $288,871. Subrecipient shall not be reimbursed for costs incurred in excess of the stated maximum amount payable without an executed amendment to this Agreement.

Article 5: Invoicing and Payment

Upon receipt of Kigali Institute for Education/WLP invoice (Attachment E sample invoice), UCLA will process an advance payment for year 1 in the amount of *US$20,750.*

Financial Reports

Kigali Institute for Education/WLP shall submit financial reports and copies of receipts to UCLA on a monthly basis for cost incurred during the reported period. Kigali Institute for Education/WLP shall submit financial reports in a format similar to the sample financial report in Attachment E-1. At a minimum, reports must include the UCLA Subaward Number, the UCLA Full Accounting Unit (FAU) Number 4-627620-57508, identify the period for which reporting is being done, itemize current and cumulative costs by budget category, specify any interest earned and be signed by an authorized representative of the Kigali Institute for Education/WLP certifying that the expenditures represent actual expenses for the work performed under this Subaward. Kigali Institute for Education/WLP indicates assurance that the advanced funds and all interest earned will be expended for project related costs.

Kigali Institute for Education/WLP must submit a financial report, indicating expenditures of approximately *US$20,750*, and a technical progress report. Both reports must be accepted by the UCLA PI.
Upon receipt of an advance request, UCLA shall process a second advance payment.

Kigali Institute for Education/WLP must submit a financial report, indicating expenditures of approximately *US$20,750*, and a technical progress report. Both reports must be accepted by the UCLA PI.
Upon receipt of an advance request, UCLA shall process a third advance payment.

The final payment of *US$20,750* will be withheld upon receipt of acceptable financial reports including a financial statement of costs incurred, marked "FINAL", must be submitted no later than thirty (30) days after each budget period.

In the event that total expenditures are less than the amount advanced, Kigali Institute for Education/WLP shall include a refund check, made payable to The Regents of the University of California, with the final financial report.

Invoices and Financial reports shall be submitted as follows:

UCLA African Studies Center
Attn: Steven Acosta
Box 951487, 10264 Bunche Hall
Los Angeles, CA 90095-1487
310 825-5525
Acosta@international.ucla.edu

Year 1 for increments US$20,750, $20,750, $20,750 & $20,750=$83,000
Year 2 for increments US$24,856, $24,856, $24,856 & $24,857 =$99,425
Year 3 for increments US$26,115, $26,115, $26,115 & $ $28,101=$106,446

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Please Note: **"U.S. Foreign Sourced Income Statement"**-Attachment F
To determine if payments are exempt from U.S. income tax withholding and reporting based on the foreign sourced income exclusions, Attachment F must be completed and submitted with each invoice.

Article 6: Reporting Requirements
Fiscal: Subrecipient must submit invoices as stated in Article 5 and a final statement of expenditures no later than thirty (30) days after each budget period.
Technical: Quarterly progress reports required by this Subaward shall be due within thirty (30) days of the date of formal request. Final progress report and Invention report is due thirty (30) days after expiration or termination of this Agreement.

Article 7: Prior Approvals
The administrative requirements for prior approvals will be governed by the provisions of Attachment C, "Required as Applicable Standard Provisions for Non-US, Nongovernmental Recipients". As applicable "recipients" shall mean "subrecipient". Any requests for prior approval shall be submitted to UCLA for review, endorsement, and submission to The United States Agency for International Development.

Article 8: Equipment
Equipment is defined as a tangible item and the useful life of at least one year, valued at $5,000 or more.
Based on the approved budget equipment is not authorized under this Subaward.

Article 9: Protection of Research Subjects
If human or animal subjects are to be used by Subrecipient in the conduct of the work performed under this Subaward, prior to conducting any work with subjects, the Subrecipient's protocol must be approved by the Subrecipient's office for the protection of research subjects in accordance with U.S. federal regulations. The protocol and an assurance of compliance must be submitted to UCLA's Principal Investigator on an annual basis.

Article 10: Publication
All reports, articles, videos or books produced under this Subaward shall contain the following citation: "work reported herein was supported under the grant entitled *"Rwanda: Promoting Gender Equity and Female Empowerment"* as awarded by the United States Agency for International Development. The findings and opinions expressed in this report do not reflect the positions or policies of UCLA or the United States Agency for International Development."

Article 11: Copyright
The Subrecipient reserves the right to protect by copyright original works developed under this Agreement. All such copyrighted works will be in the name of the Subrecipient. The Subrecipient hereby grants to UCLA and the federal government an irrevocable, non-exclusive, worldwide, and royalty-free right and license to use, reproduce, prepare derivative works, distribute copies, and perform and display publicly any copyrighted material developed and/or delivered under this Agreement for the purpose of education or research and to authorize others to do so.

Article 12: Independent Contractor
In the performance of this Agreement, Subrecipient shall be deemed to be an independent contractor and, as such, no employees or staff of Subrecipient assigned to perform work under this Agreement shall be entitled to any benefits applicable to employees of UCLA.

Article 13: Assignment
Subrecipient shall not assign, transfer or subcontract its rights, interest, or obligations hereunder without written consent of UCLA and modification to this Agreement. Purchase of a controlling interest in Subrecipient by a third party shall be deemed an assignment.

Article 14: Modifications
The terms and conditions of this Agreement may be changed only by mutual agreement. Said modifications shall be in the form of a duly executed amendment to this Agreement.

Article 15: Audit
All costs incurred in the performance of the work under this Subaward will be subject to audit by The United States Agency for International Development, and/or an authorized representative of UCLA and Subrecipient agrees to provide auditors access to records necessary to support reported costs. Should any costs incurred by Subrecipient be disallowed by audit exception by The United States Agency for International Development, or UCLA in accordance with applicable cost principles, Subrecipient shall reimburse UCLA for said disallowed costs.

Subrecipient shall abide by Title 45, Code of Federal Regulations (CFR), Part 74.26 , financial related audit (as defined in the Government Auditing Standards, GPO Stock #020-000-00-265-4, http://www.gao.gov/govaud/ybk01.htm) of the HHS awards in accordance with Government Auditing Standards, or an audit that meets the requirements contained in OMB Circular No. A-133 (http://www.whitehouse.gov/OMB/circulars/a133/a133.html). Subrecipient shall provide annual financial statements.

Article 16: Record Retention
All pertinent records and books of accounts related to this Agreement shall be retained for a period of three (3) years after the expiration or termination of this Agreement. Records relating to any claim arising out of the performance of this Agreement, or costs and expenses to which exception has been taken as a result of audit and/or inspection shall be retained by the Subrecipient until such claim or audit exception has been resolved.

Article 17: Indemnification
Each party shall protect, indemnify, and save the other harmless from and against any damage, cost or liability for any or all injuries to persons or property arising out of the performance of this Agreement but only in proportion to and to the extent such damage, cost or liability results from the negligent or intentional acts or omissions of the indemnifying party, its officers, agents or employees.

Article 18: Insurance
Subrecipient represents and warrants that it will maintain a policy or program of insurance or self-insurance and professional liability insurance for the Subrecipient investigator at levels sufficient to support its obligations assumed herein.

Article 19: Governing Language
In the event that a translation of this Agreement is prepared and signed by the parties, this English language version shall be the official version and shall govern if there is a conflict between this

English language version and the translation. All disputes [litigation and arbitration] under this Agreement shall be resolved and conducted, regardless of the means or authority, in the English language.

Article 20: Disputes
Resolution of disputes of a technical nature shall be resolved through good faith negotiations. Any dispute arising under or related to this Agreement shall be resolved to the maximum possible extent through negotiations and settlement. Failing Settlement, despite good faith efforts by both parties any such unresolved issues shall be arbitrated in accordance with the International Arbitration Rules of the American Arbitration Association.

Article 21: Termination

A) This Agreement may be terminated for cause in the event that Subrecipient does not perform its obligations as specified under this Agreement or commits any breach of or default in any of the terms and conditions of this Agreement. If Subrecipient fails to remedy such non-performance, breach or default within thirty (30) days after receipt of written notice thereof, UCLA may at its option and in addition to other remedies which it may have at law or in equity, terminate this Agreement by sending notice of termination in writing to the Subrecipient. Such termination shall be effective as of the date of the Subrecipient's receipt of such notice.
B) In the event The United States Agency for International Development for any reason terminates its award to UCLA, then performance by Subrecipient may be terminated by UCLA at any time by written notice to Subrecipient.

In the event of termination, UCLA will reimburse Subrecipient for all allowable costs incurred and uncancellable obligations made up to and including the date of termination, provided such costs do not exceed the stated maximum amount payable.

Article 22: Administrative Requirements: This Agreement shall be administered in accordance with, and Subrecipient shall comply with the Administrative Requirements listed in Attachment C as applicable, which are incorporated herein by reference.

Article 23: Certifications, Assurances and/or Regulations: By signing this Agreement, the Subrecipient has executed and shall comply with the certifications, assurances and regulations identified in Attachment D. If, during the performance period of this Agreement, the status of Subrecipient changes relative to any of these certifications or assurances, Subrecipient shall immediately notify UCLA and include an explanation of the changes.

In witness whereof, the parties hereto have executed this Agreement as of the day and year written.

Kigali Institute for Education/WLP	The Regents of the University of California
By: Prof. George K. Njoroge	By:
Authorized Official RECTOR (Name and Title)	Sharon Lam, Subaward Officer
Date: 6/5/2013	Date: 5/17/2013

KIGALI INSTITUTE OF EDUCATION KIE TEL: 5039 6890 KIGALI RWANDA REMERA

Attachment A—Scope of Work

See Attached

UCLA-KIE Women's Leadership Program in Education

Scope of Work

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Scope of Work

UCLA in partnership with the Kigali Institute of Education (KIE) will strengthen KIE's capacity to advance women's leadership and prepare graduates to contribute to gender equity and women's economic empowerment through education. The partnership will accomplish this through a set of activities such as community outreach, curriculum re-design, institutional capacity building, and professional development.

The KIE-UCLA partnership will focus on *gender equality*—providing equal access to KIE's programs, *female empowerment*—increasing research and understanding of barriers and obstacles to women fully realizing their rights, and *gender integration*—creating gender neutral/friendly classrooms, and curriculum at all levels. The partnership will accomplish this through a set of activities targeting *access and enrollment, institutional capacity building, professional development, and curriculum re-design.*

Goal and Objectives

The KIE-UCLA partnership will strengthen the capacity of KIE and its affiliated Teacher Training colleges to take the lead in promoting gender equity and female empowerment in education. The partnership will accomplish these objectives through a series of programs focused on bringing about gender balance and equity in access, research and instruction. Activities will include developing outreach and recruitment programs, curriculum re-design, institutional capacity building, and professional development for institute staff, faculty, trainees, and in-service educators. Taken together, these activities will help in identifying and addressing the barriers, both social and institutional, that prevent women from accessing not only programs at KIE and its affiliated colleges, but in society at large. Over time, this will bring about greater gender balance in the classroom and provide an opening for more women to pursue advanced credentials, thus increasing representation of women in the teaching profession.

Sustainability is central to the planned activities and the programs are developed to be institutionally integrated with local expertise advanced and stimulated to ensure continued growth and innovation. Proposed modifications will be planned and developed in consultation with KIE and instituted only through KIE buy-in to increase institution-wide integration. Lastly, the KIE-UCLA relationship will be institutionalized through a formal Memorandum of Understanding which will expand partnership to other disciplines and areas as well as provide an opportunity for further engagements.

Proposed Activities

Access

Outreach and recruitment are key activities for increasing access, enrollment, and completion rates at KIE and affiliated Teacher Training Colleges (TTCs) of female and individuals from underrepresented schools. ASC will work with KIE to put in place a diverse set of outreach, recruitment, and retention activities to accomplish this goal.

Outreach and community program

The development of an outreach program will consist of reviewing and evaluating existing institutional policy, sharing of UCLA best practices, and developing culturally relevant targeted outreach programs for KIE.

- Utilize UCLA's outreach program model to develop a series of outreach activities for KIE's programs.
- Jointly develop age-appropriate presentation models
- Train KIE staff to conduct outreach in schools and the community
- Work with local districts to develop family focused awareness programs
- Develop academic advising component for recruited students to assist in their academic progress and increase completion rates

Mentorship targeting

The partnership will develop and implement a program for women and individuals from underrepresented schools to qualify for national exams and to upgrade their credentials by going for additional training. The program will target in-service teachers who have certificate to enroll in training to obtain Diploma and those with Diploma to enter training for Advanced Diploma and then to Degree in Education. In order to take advantage of this training participants do not have to leave their current posts or wait for admission to KIE. The partnership will also support the structuring of a three level program that private candidates will follow to become eligible for TTC National Examinations. Program participants will be assisted in preparing for the exam and upon successful completion of the program to register for TTC National Examination to obtain their A2 Certificate.

Diversifying instructional program

An important component of the partnership is developing a mechanism for instructional delivery that provides flexibility in training. Developing a mixed instructional model provides the needed flexibility to increase and retain trained teachers and to provide in-service teachers with means of advancing their training. The Partnership will modify existing curriculum for online and DL delivery to TTC facilities and DTP Centers for those interested in upgrading their teaching credentials. This strategy will include providing distance learning options at the advanced level, after-hours and holiday instructional options as well as extension programs.

Curricula re-design

The partnership will engage in intensive assessment, evaluation, and curriculum re-design. The primary focus will be on integrating gender-sensitivity, including lessons on female empowerment, but the process will also extend to updating and contextualization of existing curriculum. Faculty will undertake review and updating of their curriculum as part of in-service teacher training activities of the project. This process will include development of courses for proposed instructional innovation component such as programs delivered from KIE to TTCs for credential upgrading, after-hours and extension programs.

Research

The KIE-UCLA partnership will focus on building institutional capacity of KIE to develop, carry out and disseminate research on gender. In addition to collaborating on enhancing the institutional capacity of Center for Gender, Culture, and Development, UCLA Center for the Study of Women will develop and conduct a series workshops for KIE and CGCD management and staff focused on not only mainstreaming gender, but also on bringing equity to instruction and research. Most importantly, ASC, CSW, and KIE will work together developing strategies for widely disseminating research products and in developing policy recommendations based on research findings. A sustainable mechanism that has been identified for disseminating CGCD research includes digital publishing which has proven to be cost effective and more widely accessible, as well as development of policy briefs targeting policy makers and decision makers.

Institutional review

The project will conduct a comprehensive review of the CGCD. This process will be similar to the comprehensive review that ASC periodically undergoes to ensure that the unit's goals, objectives, and mission are aligned and relevant to the mission of UCLA. The review provides an opportunity to examine strengths and weaknesses as well as develop solutions that can align the CGCD with KIE's overall mission. The process will consist of an evaluation, identifying benchmarks, and providing recommendations for increasing the CGCD's capacity to conduct research on gender-sensitive teacher preparation. To ensure sustainability this process will be developed with input from KIE central administration and if possible expanded to other centers.

Research Partnership

The project will develop a partnered research strategy consisting of UCLA and KIE faculty, which could include graduate and undergraduate students, to foster development of research protocol at multiple levels. This component also serves to develop deeper ties between UCLA and KIE faculty through research collaboration and as a means of information diffusion and knowledge exchange. The partnership will develop a publishing component where findings will be published in ASC, CSW and KIE publications. Joint publishing activities will provide an opportunity for KIE faculty to expand their work and gain greater insight and experience in maneuvering the peer review publishing process.

Institutional Capacity Building

Institutional capacity building is central to ensuring that proposed activities are sustained beyond the grant funding period. Within the partnership there is an opportunity to engender significant institutional capacity that will have significant impact on the project and KIE as a whole. As part of the institutional building component the project will identify areas of KIE policy and procedures that need updating and are critical for implementing partnership activities. The project will also undertake development of new procedures and operating apparatuses for existing offices and units that will add value to project activities.

Institutional building

The partnership will facilitate the process for the official affiliation of TTCs with KIE. To date the relationship of KIE to TTCs is based on an authorization letter from the Ministry of Education and does not include official policies and procedures. Institutionalization of the relationship is necessary to allow the project to conduct activities in TTCs and to use their facilities for training and outreach activities.

Planning Office capacity building

The partnership will also undertake capacity building of KIE's planning office. The planning office plays a central role in the ability the partnership to understand the impact of its activities. As the focal point of data collection and dissemination the ability of the planning office to increase its capacity to collect all available data and

Professional development

The KIE-UCLA partnership will make professional development an essential tool for generating gender equity into the classroom. In this area the approach is holistic and broad-based, examining curricula, instruction delivery mechanisms, training instructors and building a local expert base. It will leverage UCLA resources in education and gender across campus to develop critical engagement with KIE faculty that will result in a stronger instructional base. Adjustments to curricula to reflect gender equity will be driven from within and will strongly incorporate local

context to ensure relevance. Professional development programs for in-service teachers will be geared to generate greater gender sensitivity and understanding of curriculum to promote innovation and creativity in instruction. In implementing the program, the partnership will utilize the training-the-trainer model which is a cost effective skills accelerator that exponentially increases local expertise and innovation.

Develop Faculty orientation

KIE does not have an orientation program in place for new faculty to familiarize them with KIE policy and introduce them to programs and activities. The partnership will develop a faculty orientation program that will be offered to all KIE faculty and will continue to be utilized as new faculty orientation. This will have the advantage of providing a uniformed understanding of KIE policy, procedures and resources.

In-Service Teacher Training

The partnership will leverage ASC's experience in teacher training to develop a professional development program, for in-service teachers as well as KIE and affiliated instructors that will provide the necessary tools—curricula, teaching materials, and teaching techniques—to enable greater gender balance in the classroom. This pedagogical training experience will be instrumental in developing a professional development program that will challenge participants in intellectually engaging gender equity and critically examining existing curricula for redesign and remodeling. The process will commence with a review of curriculum to assess opportunities for gender inclusion and balance. After initial assessment, the partnership will develop a series of workshops geared towards enabling greater familiarity with curricula and will provide an opportunity for introduction of new and additional materials through thematically developed workshops. The program will focus on engaging instructors to consider more deeply and thoughtfully the curriculum, their pedagogy, and their classroom management style. The goal is for the program to provide information and new instructional resources so that teachers initiate changes on their own initiative, in order to stimulate ownership of activities and thus ensure sustainability.

Training the trainers

This aspect will be geared towards strengthening skills and engendering gender awareness and sensitivity of KIE teaching faculty with leadership and senior management positions so that they can in turn work with their colleagues and train new incoming faculty and staff. Development of local capacity promotes sustainability and development of relevant curricula and teaching techniques. This is also an effective method of expanding institutional capacity as it grows internal knowledge and proficiency which in turn fosters innovation and change. This component will include workshops for KIE instructors and senior administrators on gender awareness and sensitivity as well as pedagogy. The training will incorporate new methods and trends that help bring gender balance to the classroom, and it will therefore, encourage ways of re-visiting existing curricula and policy for balance and equity.

Management Plan

The ASC will take the lead in management and implementation of the program in collaboration with KIE. UCLA in turn will report to HED who will report to USAID on project progress. ASC will also be responsible for the financial and administrative requirements of the program as well as developing and leading a committee that will be responsible for developing, coordinating and implementing various components of project. ASC will employ a management plan that is designed to ensure successful implementation of program and provide maximum utilization of available resources. A committee of specialists will provide their expertise during various stages of the project, including start-up, curricula design, evaluation, outreach, and

providing support for Project Directors. The committee of specialists will be made up of UCLA based experts such as Former Vice Chancellor for Graduate Education Claudia Mitchell Kernan, Ruby Bell-Gam, Africana Librarian, and Kathleen Sheldon, CSW Research Scholar. In addition to providing expertise for various project components, the committee will provide guidance and advice to project directors on overall project implementation and make themselves available for KIE-UCLA project progress discussions. KIE will also assemble a committee of experts to manage and oversee the program and engage in implementation and evaluation. KIE will be responsible for the day-to-day on the ground operation of the project and will provide support to program staff and participants on the ground. Through video conferencing, KIE and UCLA will conduct regular meetings with committees in both institutions and discuss progress on project implementation.

Monitoring and Evaluation Strategy

The partnership has designed a comprehensive continuing evaluation plan to fully assess the project and all its components and to facilitate successful program implementation. During the startup phase of the project ASC, CSW and KIE will undertake a discussion about role of all stakeholders in the M&E process and jointly select a project evaluator. Upon selection, the evaluator will conduct an initial baseline assessment of KIE with a focus on areas pertaining to project objectives: enrollment and access, curricula, instruction, gender sensitivity, and the institutional capacity to conduct and disseminate research. The evaluator will develop a comprehensive report which will be utilized for the duration of the project to track progress towards achieving objectives. The baseline assessment report will also be used to provide point of comparison for M&E data, to set targets for objectives and indicators, and to examine if any element of the project needs to be revisited and refined. After completion of baseline assessment, partnership will jointly review and complete HED/USAID M&E documents to ensure that there is agreement and understanding of M&E expectations among all stakeholders. This will also be an opportunity to conduct a needs assessment and review proposed project results which will greatly strengthen project implementation

The partnership will utilize a results-based management RBM to ensure an informed decision making process based on learning and accountability. The partnership will utilize ongoing monitoring and evaluation to determine and ensure that all activities are focused on achieving stated results and that the project is delivered on time and operated as planned. Data collected *(see M&E appendix)* and quarterly reports will be used for management learning and decision-making processes. RBM will also be used by partnership in managing and identifying risks which provides an opportunity for making course correction and adjustments as needed.

Attachment B—Budget

See Attached

Organization Name: Kigali Institute of Education
Partnership Name: Kigali Institute of Education - UCLA Partnership
Partnership Period: October 1, 2012 through June 30, 2015
FY13 Budget - October 1, 2012 - September 30, 2013

Line Item	Unit	Unit Rate	Award Unit Quantity	Year 1 Award	Cost Share Unit Quantity	Year 1 Cost Share	Total Project Costs
I. Personnel (Staff Salaries)	Type of Salary (annual, hourly, summer, etc)	Base Salary	Effort on Project	Charge to Award	Effort on Project	Charge to Cost Share	Total Salaries
1. Project Director Stipend	Annual	$25,000	100%	$25,000		$0	$25,000
2. Project Administerator	Annual	$13,500	100%	$13,500		$0	$13,500
		I. Subtotal Personnel (Salaries)		$38,500		$0	$38,500
II. Fringe Benefits	Unit	Rate	Salary Charged to Award	Charge to Award	Salary Charged to Cost Share	Charge to Cost Share	Total Fringe Benefits
1. Project Director Stipend	Not applicable	0.0%	$25,000	$0	$0	$0	$0
2. Project Administerator	Not applicable	0.0%	$13,500	$0	$0	$0	$0
		II. Subtotal Fringe Benefits		$0		$0	$0
Total Salaries & Benefits				$38,500		$0	$38,500
III. Travel							
			Total travel 15:	$0		$0	$0
		III. Subtotal Travel		$0		$0	$0
IV. Equipment - *ACE discourages the use of award funds for equipment expenses.*	Unit	Rate	Base Award	Charge to Award	Base Cost Share	Charge to Cost Share	Total Equipment
No equipment expenses associated with this program.				$0		$0	$0
		IV. Subtotal Equipment		$0		$0	$0
V. Supplies	Unit	Rate	Base Award	Charge to Award	Base Cost Share	Charge to Cost Share	Total Supplies
1. Project Office supplies	1	$2,500	1	$2,500		$0	$2,500
2. Project printing	1	$15,000	1	$15,000		$0	$15,000
3. Communications	1	$5,000	1	$5,000		$0	$5,000
		V. Subtotal Supplies		$22,500		$0	$22,500
VI. Contractual	Unit	Rate	Base Award	Charge to Award	Base Cost Share	Charge to Cost Share	Total Contractual
No contractual expenses associated with this program.				$0		$0	$0
		VI. Subtotal Contractual		$0		$0	$0
VII. Construction - *ACE discourages the use of award funds for construction expenses.*	Unit	Rate	Base Award	Charge to Award	Base Cost Share	Charge to Cost Share	Total Construction
No construction expenses associated with this program				$0		$0	$0
		VII. Subtotal Construction		$0		$0	$0
VIII. Other Direct Costs	Unit	Rate	Base Award	Charge to Award	Base Cost Share	Charge to Cost Share	Total Other Direct Costs
1. Trainee Stipend	7	$1,500	7	$10,500		$0	$10,500
2. Outreach/Recruiting Workshops/Seminars	5	$1,500	5	$7,500		$0	$7,500
3. Teaching Profession Campaign	1	$4,000	1	$4,000		$0	$4,000
		VIII. Subtotal Other Direct Costs		$22,000		$0	$22,000
		a. Total Direct Costs (I + II + III...VIII)		$83,000		$0	$83,000
IX. Indirect Costs	Unit	Rate	Base Award	Charge to Award	Base Cost Share	Charge to Cost Share	Total Indirect Costs
No IDCs associated with this program.				$0		$0	$0
		b. Total Indirect Costs		$0		$0	$0
			c. Year 1 Total Project Costs (a+b)	**$83,000**		**$0**	**$83,000**

Cost share - budget ratio: 0.0%

Organization Name: Kigali Institute of Education
Partnership Name: Kigali Institute of Education - UCLA Partnership
Partnership Period: October 1, 2012 through June 30, 2015
FY14 Budget - October 1, 2013 - September 30, 2014

Line Item	Unit	Unit Rate	Award Unit Quantity	Year 2 Award	Cost Share Unit Quantity	Year 2 Cost Share	Total Project Costs
I. Personnel (Staff Salaries)	**Type of Salary (annual, hourly, summer, etc)**	**Base Salary**	**Effort on Project**	**Charge to Award**	**Effort on Project**	**Charge to Cost Share**	**Total Salaries**
1. Project Director Stipend	Annual	$26,250	100%	$26,250		$0	$26,250
2. Project Administerator	Annual	$14,175	100%	$14,175		$0	$14,175
			I. Subtotal Personnel (salaries)	$40,425		$0	$40,425
II. Fringe Benefits	**Unit**	**Rate**	**Salary Charged to Award**	**Charge to Award**	**Salary Charged to Cost Share**	**Charge to Cost Share**	**Total Fringe Benefits**
1. Project Director Stipend			$26,250	$0	$0	$0	$0
2. Project Administerator			$14,175	$0	$0	$0	$0
			II. Subtotal Fringe Benefits	$0		$0	$0
Total Salaries & Benefits				$40,425		$0	$40,425
III. Travel							
			III. Subtotal Travel	$0		$0	$0
IV. Equipment - *ACE discourages the use of award funds for equipment expenses.*	**Unit**	**Rate**	**Base Award**	**Charge to Award**	**Base Cost Share**	**Charge to Cost Share**	**Total Equipment**
No equipment expenses associated with this program.				$0		$0	$0
			IV. Subtotal Equipment	$0		$0	$0
V. Supplies	**Unit**	**Rate**	**Base Award**	**Charge to Award**	**Base Cost Share**	**Charge to Cost Share**	**Total Supplies**
1. Project Office supplies	1	$2,500	1	$2,500		$0	$2,500
2. Project printing	1	$15,000	1	$15,000		$0	$15,000
3. Communications	1	$5,000	1	$5,000		$0	$5,000
			V. Subtotal Supplies	$22,500		$0	$22,500
VI. Contractual	**Unit**	**Rate**	**Base Award**	**Charge to Award**	**Base Cost Share**	**Charge to Cost Share**	**Total Contractual**
No contractual expenses associated with this program.				$0		$0	$0
			VI. Subtotal Contractual	$0		$0	$0
VII. Construction - *ACE discourages the use of award funds for construction expenses.*	**Unit**	**Rate**	**Base Award**	**Charge to Award**	**Base Cost Share**	**Charge to Cost Share**	**Total Construction**
No construction expenses associated with this program				$0		$0	$0
			VII. Subtotal Construction	$0		$0	$0
VIII. Other Direct Costs	**Unit**	**Rate**	**Base Award**	**Charge to Award**	**Base Cost Share**	**Charge to Cost Share**	**Total Other Direct Costs**
1. Trainee Stipend	15	$500	15	$7,500		$0	$7,500
2. Outreach/Recruiting Workshops/Seminars	5	$1,500	5	$7,500		$0	$7,500
3. Mentor Stipend	20	$500	20	$10,000		$0	$10,000
4. District/School Participation Award	15	$500	15	$7,500		$0	$7,500
5. Teaching Profession Campaign	1	$4,000	1	$4,000		$0	$4,000
			VIII. Subtotal Other Direct Costs	$36,500		$0	$36,500
			b. Total Direct Costs (I + II + III... VIII)	$99,425		$0	$99,425
IX. Indirect Costs	**Unit**	**Rate**	**Base Award**	**Charge to Award**	**Base Cost Share**	**Charge to Cost Share**	**Total Indirect Costs**
No IDCs associated with this program.				$0		$0	$0
			b. Total Indirect Costs	$0		$0	$0
			c. Year 2 Total Project Costs (a+b)	**$99,425**		**$0**	**$99,425**

Cost share - budget ratio: 0.0%

Organization Name: Kigali Institute of Education
Partnership Name: Kigali Institute of Education - UCLA Partnership
Partnership Period: October 1, 2012 through June 30, 2015
FY15 Budget - October 1, 2014 - June 30, 2015

Line Item	Unit	Unit Rate	Award Unit Quantity	Year 3 Award	Cost Share Unit Quantity	Year 3 Cost Share	Total Project Costs
I. Personnel (Staff Salaries)	Type of Salary (annual, hourly, summer, etc)	Base Salary	Effort on Project	Charge to Award	Effort on Project	Charge to Cost Share	Total Salaries
1. Project Director Stipend	Annual	$27,563	100%	$27,563		$0	$27,563
2. Project Administerator	Annual	$14,884	100%	$14,884		$0	$14,884
			I. Subtotal Personnel (Salaries)	$42,446		$0	$42,446
II. Fringe Benefits	Unit	Rate	Salary Charged to Award	Charge to Award	Salary Charged to Cost Share	Charge to Cost Share	Total Fringe Benefits
1. Project Director Stipend			$27,563	$0	$0	$0	$0
2. Project Administerator			$14,884	$0	$0	$0	$0
			II. Subtotal Fringe Benefits	$0		$0	$0
Total Salaries & Benefits				$42,446		$0	$42,446
III. Travel							
			III. Subtotal Travel	$0		$0	$0
IV. Equipment - ACE discourages the use of award funds for equipment expenses.	Unit	Rate	Base Award	Charge to Award	Base Cost Share	Charge to Cost Share	Total Equipment
No equipment expenses associated with this program.				$0		$0	$0
			IV. Subtotal Equipment	$0		$0	$0
V. Supplies	Unit	Rate	Base Award	Charge to Award	Base Cost Share	Charge to Cost Share	Total Supplies
1. Project Office supplies	1	$2,500	1	$2,500		$0	$2,500
2. Project printing	1	$17,500	1	$17,500		$0	$17,500
3. Communications	1	$5,000	1	$5,000		$0	$5,000
			V. Subtotal Supplies	$25,000		$0	$25,000
VI. Contractual	Unit	Rate	Base Award	Charge to Award	Base Cost Share	Charge to Cost Share	Total Contractual
No contractual expenses associated with this program.				$0		$0	$0
			VI. Subtotal Contractual	$0		$0	$0
VII. Construction - ACE discourages the use of award funds for construction expenses.	Unit	Rate	Base Award	Charge to Award	Base Cost Share	Charge to Cost Share	Total Construction
No construction expenses associated with this program				$0		$0	$0
			VII. Subtotal Construction	$0		$0	$0
VIII. Other Direct Costs	Unit	Rate	Base Award	Charge to Award	Base Cost Share	Charge to Cost Share	Total Other Direct Costs
1. Trainee Stipend	20	$500	20	$10,000		$0	$10,000
2. Outreach/Recruiting Workshops/Seminars	5	$1,500	5	$7,500		$0	$7,500
3. Mentor Stipend	20	$500	20	$10,000		$0	$10,000
4. District/School Participation Award	15	$500	15	$7,500		$0	$7,500
5. Teaching Profession Campaign	1	$4,000	1	$4,000		$0	$4,000
			VIII. Subtotal Other Direct Costs	$39,000		$0	$39,000
			a. Total Direct Costs (I + II + III... VIII)	$106,446		$0	$106,446
IX. Indirect Costs	Unit	Rate	Base Award	Charge to Award	Base Cost Share	Charge to Cost Share	Total Indirect Costs
No IDCs associated with this program.				$0		$0	$0
			b. Total Indirect Costs	$0		$0	$0
			c. Year 3 Total Project Costs (a+b)	**$106,446**		**$0**	**$106,446**

Cost share - budget ratio: 0.0%

Organization Name: Kigali Institute of Education
Partnership Name: Kigali Institute of Education - UCLA Partnership
Partnership Period: October 1, 2012 through June 30, 2015

Award Budget Summary

Line Item	FY13 Award	FY14 Award	FY15 Award	TOTAL AWARD
I. Subtotal Personnel (Salaries)	$38,500	$40,425	$42,446	$121,371
II. Subtotal Fringe Benefits	$0	$0	$0	$0
Total Salaries & Benefits	*$38,500*	*$40,425*	*$42,446*	$121,371
III. Subtotal Travel	$0	$0	$0	$0
IV. Subtotal Equipment	$0	$0	$0	$0
V. Subtotal Supplies	$22,500	$22,500	$25,000	$70,000
VI. Subtotal Contractual	$0	$0	$0	$0
VII. Subtotal Construction	$0	$0	$0	$0
VIII. Subtotal Other Direct Costs	$22,000	$36,500	$39,000	$97,500
a. Total Direct Costs (I + II + III... VIII)	$83,000	$99,425	$106,446	$288,871
b. Total Indirect Costs	$0	$0	$0	$0
c. Total Award Project Costs (a+b)	$83,000	$99,425	$106,446	$288,871
Crosscheck Formulas (should equal to zero)	$0	$0	$0	$0

Cost Share Budget Summary

Line Item	FY13 Cost Share	FY14 Cost Share	FY15 Cost Share	TOTAL COST SHARE
I. Subtotal Personnel (Salaries)	$0	$0	$0	$0
II. Subtotal Fringe Benefits	$0	$0	$0	$0
Total Salaries & Benefits	*$0*	*$0*	*$0*	$0
III. Subtotal Travel	$0	$0	$0	$0
IV. Subtotal Equipment	$0	$0	$0	$0
V. Subtotal Supplies	$0	$0	$0	$0
VI. Subtotal Contractual	$0	$0	$0	$0
VII. Subtotal Construction	$0	$0	$0	$0
VIII. Subtotal Other Direct Costs	$0	$0	$0	$0
a. Total Direct Costs (I + II + III... VIII)	$0	$0	$0	$0
b. Total Indirect Costs	$0	$0	$0	$0
c. Total Cost Share Project Costs (a+b)	$0	$0	$0	$0
Crosscheck Formulas (should equal to zero)	$0	$0	$0	$0

	Year 1	Year 2	Year 3	Total Years
Total Project Costs (Award + Cost Share)	$83,000	$99,425	$106,446	$288,871
Cost share - budget ratio:	0.0%	0.0%	0.0%	0.0%

Attachment C
Administrative Requirements

The United States Agency for International Development Required and Mandatory Standard Provisions for Non-U.S., Nongovernmental Recipients http://www.The United States Agency for International Development .gov/pubs/ads/300/303.pdf

ACE Agreement No. HED135-9722-RWA-12-01, as attached
USAID Special Provisions:
Implementation of E.O. 13224-Executive Order on Terrorist Financing (3/2002)
Hiring of Government of Indonesia (OI) Employees
Reporting Foreign Taxes (3/2006)
Foreign Government Delegations to International Conferences (1/2002)
Homeland Security Presidential Directives (9/2006)

Audit Requirements set forth at 45 CFR 74.26(d).

OMB Circular A-110, "Uniform Administrative Requirements for Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Nonprofit Organizations", as revised
http://www.whitehouse.gov/omb/circulars/a110/a110.html

American Council on Education

SUBAWARD AGREEMENT

between

AMERICAN COUNCIL ON EDUCATION

and

THE REGENTS OF THE UNIVERSITY OF CALIFORNIA

for the

HIGHER EDUCATION FOR DEVELOPMENT PROGRAM

Subaward Agreement Number HED135-9722-RWA-12-01

CFDA #: 98.012 USAID Development Partnerships for University Cooperation and Development

PREAMBLE

This Subaward Agreement ("Agreement") is made and entered into as of **November 1, 2012** ("Effective Date"), by and between:

(A) **AMERICAN COUNCIL ON EDUCATION** ("ACE"), a tax exempt non-profit organization, located at One Dupont Circle NW, Suite 800, Washington DC, United States, on behalf of the Higher Education for Development Program ("HED" or "Project"); and

(B) **THE REGENTS OF THE UNIVERSITY OF CALIFORNIA** ("Subawardee"), a U.S. institution of higher education, located at UCLA African Studies Center, 10244 Bunche Hall, Los Angeles, CA 90095-1310

ACE/HED and Subawardee each is a "Party". Collectively, they are the "Parties".

RECITALS

WHEREAS, ACE houses and administers HED, program founded by six higher education associations, and is dedicated to diversifying, expanding, and deepening the engagement of higher education in international development activities, with a focus on human and institutional capacity building and strengthening, to address global development challenges worldwide; and

WHEREAS, ACE has received a financial assistance award from the United States Agency for International Development ("Sponsor" or "USAID") in the form of a cooperative agreement for the Project, Associate Cooperative Agreement Number 523-A-00-06-00009-00 under Prime Award Number AEG-A-00-05-00007, to support the higher education community's contribution to the national and regional development needs of various foreign countries; and

WHEREAS, Subawardee wishes to collaborate with ACE and HED, with a Program/Partnership titled "Rwanda: Promoting Gender Equity and Female Empowerment," in cooperation with the Kigali Institute of Education (KIE)and ACE and HED wish to make available to Subawardee USAID funds to support such collaboration.

NOW, THEREFORE, in consideration of the mutual understandings, covenants, and undertakings set forth herein, and for good and valuable consideration the receipt and adequacy of which are hereby acknowledged, it is agreed as follows:

1. AGREEMENT TERM.

This Agreement is effective on the Effective Date and will remain in effect until **June 30, 2015** unless sooner terminated as provided in Section 11 (Termination), or amended in accordance with Section 15.7 (Amendments).

2. STATEMENT OF WORK.

2.1. Subawardee agrees to undertake the activities set forth in Attachment A ("Statement of Work") in accordance with the terms and conditions of this Agreement. Subawardee shall carry out the Statement of Work with due care and diligence, and in a professional manner, providing all personnel, equipment, supplies, and facilities necessary to performance of the Statement of Work.

2.1.1. Partnership Start-Up Requirements:

2.1.2. Before beginning other implementation activities, Subawardee shall perform a Baseline Assessment, to be completed during the start-up phase of the Agreement. The findings of this Baseline Assessment will be reflected in the Baseline Survey Report, which shall be submitted according to the Reporting Templates set forth in Attachment D.2.

2.1.3. Subawardee agrees to submit, in an expedient manner, a revised Statement of Work, including the Results Framework, Partnership Monitoring Plan and Partnership Implementation Plan (set forth in Attachment A). This revised Statement of Work shall reflect the findings in the Baseline Survey Report, and shall be approved by ACE/HED after the start-up phase of this Agreement. Subawardee agrees to submit the revised Statement of Work in its final, polished form; no interim reports are required. Subawardee agrees to submit the revised Statement of Work subject to review, additional negotiation, and approval by ACE/HED and allowing reasonable time (no less than 10 (ten) days) for that review.

2.1.4. Upon approval by ACE/HED, the revised Statement of Work shall automatically replace the drafts initially submitted and the revised plans will become part of this Agreement as Attachment A.

2.1.5. Subawardee agrees not to perform other implementation activities, other than planning meetings and related start-up activities, until the final Statement of Work is approved by ACE/HED.

2.1.6. *ACE/HED reserves the right to suspend this Agreement if Subawardee fails to submit a revised Results Framework, Partnership Monitoring Plan and Partnership Implementation Plan after the start-up phase of this Agreement, or if ACE/HED is unable to approve Subawardee's revised plans.*

2.2. **Francoise Lionnet** is designated as Subawardee's Partnership Director and shall be responsible for day-to-day administration, supervision, and performance of the Statement of Work and for overseeing all obligations of Subawardee pursuant to this Agreement. Other Key Personnel designated for this partnership are: **Azeb Tadesse, Co- Partnership Director.**

2.3. Subawardee acknowledges that ACE/HED, in its discretion, per the provisions of its financial assistance award from USAID, will be substantially involved in the implementation of the Statement of Work, and ACE/HED shall have the right to request reasonable revisions or modifications to any aspect of the Statement of Work during the course of this Agreement. Notwithstanding Section 15.7 (Amendments), Subawardee agrees to cooperate with ACE/HED in good faith to implement requested revisions or modifications; provided, however, that if any such revision or modification causes Subawardee to claim unbudgeted costs under this Agreement, Subawardee will so inform ACE/HED, and Subawardee shall not proceed with the revision or modification unless ACE/HED approves such cost in writing.

3. FUNDING MECHANISM AND PAYMENT.

3.1. Subject to Subawardee's compliance with this Agreement, ACE/HED will reimburse Subawardee for direct and indirect costs of performing the Statement of Work, in accordance with the approved budget attached hereto as Attachment B ("Budget") and any modifications to such Budget as permitted in Section 4 (Project Administration). The intended total reimbursement to Subawardee under this Agreement shall not exceed **One Million Seventy Nine Thousand Nine Hundred Ninety-Six Dollars ($1,079,996)** ("Total Reimbursement"), including all direct and indirect costs. As of the Effective Date, ACE/HED hereby authorizes Subawardee to spend up to **Six Hundred One Thousand Nine Hundred Dollars ($601,900)** for program activities. ACE/HED will notify Subawardee in writing of any additional spending authorizations. Unless otherwise agreed in writing, the Total Reimbursement shall

constitute the full and complete amount payable by ACE/HED to Subawardee for the obligations assumed by Subawardee under this Agreement, but in no event is Subawardee entitled to payment in excess of Subawardee's actual allowable costs of performance under this Agreement.

3.2. Subawardee shall keep systematic and complete records of the receipt and disbursement of all funds, consistent with the financial management standards set forth in Office of Management and Budget ("OMB") Circular A-110, *Administrative Requirements For Grants And Agreements With Institutions Of Higher Education, Hospitals, And Other Non-Profit Organizations*, as implemented by USAID at 22 CFR Part 226. Subawardee will track all funds provided by ACE/HED under this Agreement in a separately identifiable account within Subawardee's financial system, and Subawardee shall account for its costs of performance in accordance with its established cost accounting policies and procedures, consistent with OMB Circular A-21, *Cost Principles for Educational Institutions* ("Applicable Federal Costs Principles"), codified at 2 CFR Part 220. Subawardee agrees that all expenditures under this Agreement shall be subject to and consistent with the Applicable Federal Costs Principles.

3.3. Payment will be made on a cost reimbursement basis upon the submission to ACE/HED of an invoice from Subawardee. Invoices shall be submitted to ACE/HED quarterly, using the Financial Expenditure Report in Attachment D.3. Invoices must normally be submitted within thirty (30) days after the period covered by the invoice, except for Quarter 4 (period between July 1 and September 30), when invoices must be submitted no later than October 15. The invoice must include cumulative and current period expenses, including cost share expenses, delineated by line item category specified in the Budget, as well as total payments received from ACE/HED to date, the Subaward Agreement Number, and a signed certification that all costs are consistent with the Applicable Federal Cost Principles and incurred in accordance with this Agreement. ACE/HED will pay Subawardee, within thirty (30) days after receiving and reviewing Subawardee's invoice, for direct and indirect costs determined to be consistent with the Applicable Federal Cost Principles. Payments will be made to Subawardee by check mailed to the address set forth in Section 15.12 (Notices and Communications).

3.4. Subawardee will submit to ACE/HED a final invoice (marked "Final") within sixty (60) days after the expiration of this Agreement. The final invoice will be used by ACE/HED as the final report of expenditures. In no event may the cumulative reimbursements to Subawardee exceed the Total Reimbursement.

3.5. Subawardee acknowledges that funding for this Agreement is pursuant to a prime award to ACE/HED from Sponsor. Accordingly, by executing this Agreement, Subawardee agrees to comply with all applicable Sponsor requirements, including but not limited to applicable provisions of 22 CFR Part 226, and the USAID Mandatory Standard Provisions and other certifications and assurances listed in Attachment C ("Representations, Certifications, and Other Sponsor Requirements"). ACE/HED's obligation to make payments to Subawardee under this Agreement is contingent on continued Project funding to ACE/HED from Sponsor and Sponsor's approval of ACE/HED's collaboration with Subawardee. Furthermore, ACE/HED's obligation to fund this Agreement is contingent on Subawardee's satisfactory performance of the Statement of Work and compliance with all Subawardee obligations under this Agreement, as determined by ACE/HED in its sole discretion.

4. PROJECT ADMINISTRATION.

4.1. Subawardee shall request written approval from ACE/HED prior to any of the following expenditures or occurrences:

a. Incurring costs prior to the Effective Date of this Agreement, or after termination or expiration of this Agreement;

b. Subawardee's material modification to the activity contemplated in the Statement of Work, or a change in scope or objectives set forth in the Statement of Work;
c. Direct funding of administrative, clerical, or other general business staff, or other general or administrative expenses except where such expenses are specifically identified in the Statement of Work and budgeted within the Budget;
d. The transfer of amounts budgeted for indirect costs to absorb increases in direct costs, or vice versa;
e. The transfer of funds allotted for training allowances (direct payments to trainees) to other categories of expense;
f. Any increase in travel (number of trips, number of travelers, or duration of trip);
g. Transferring a portion of the Statement of Work to another entity or institution, or subawarding funds under this Agreement to another entity or institution ("subrecipient"), except where such subrecipient is specifically identified in the Statement of Work and budgeted within the Budget;
h. The purchase of materials or equipment having a unit price over $5,000.00, except where such items are specifically identified and budgeted within the Budget;
i. The purchase of real property, other than leasehold interests;
j. Construction or alteration, including renovation, modernization, remodeling, or improvement of facilities and buildings; and
k. Any change in, or absence in excess of three months, or a twenty-five (25) percent reduction in time devoted to the Project of, Subawardee's Partnership Director (as defined in Section 2.3).
l. Any change in Key Personnel (as defined in Section 2.3).

4.2. In accordance with 22 CFR Part 145.25(f), Subawardee may not, without ACE/HED's prior written approval, transfer funds among Subawardee's approved Budget categories if the cumulative amount of such transfers exceeds or is expected to exceed 10 percent of the total approved Budget.

4.3. If ACE/HED has approved a Budget containing multiple Budget periods, any unspent funds in one Budget period may be carried forward to the next Budget period.

4.4. Any income received by Subawardee in connection with the Project or Statement of Work during the term of this Agreement ("Program Income") must be reported to ACE/HED and used to further the cost share portion of the partnership, in accordance with 22 CFR Part 226.24.

4.5. All funds under this Agreement in the possession of Subawardee upon expiration or termination of this Agreement must be returned to ACE/HED within thirty (30) days of submission of the final financial report.

4.6. Funds under this Agreement may not be used to provide compensation in the form of profit or fee to Subawardee as consideration for Subawardee's performance under this Agreement. Furthermore, funds may not be used to provide compensation in the form of profit or fee to any subrecipients under this Agreement without ACE/HED's prior written approval.

4.7. Subawardee's indirect cost rate must be supported by a copy of a signed negotiated indirect cost rate agreement with a cognizant Federal agency in effect on the Effective Date of this Agreement. Subawardee shall provide ACE/HED with a copy of its rate agreement before ACE/HED will release funds to Subawardee under this Agreement.

4.8. Subawardee commits to following best practices with respect to ethics and safety for the Project, as defined by its own established institutional policies and procedures, consistent with all

applicable laws, policies, and procedures of the jurisdiction in which Project activities are being carried out or to which Subawardee is otherwise subject.

4.9. Subawardee shall notify ACE/HED in writing immediately upon the following: (a) any significant findings, breakthroughs, or events of unusual interest, (b) any significant problems, delays, or adverse conditions (including physical, cultural, legal, regulatory, or social conditions) that will materially affect the Statement of Work, (c) any adverse publicity related to this Agreement, and (d) suspension or debarment (e.g., a declaration of ineligibility to contract with any government), arrest by law enforcement officials, or other such matters raised against Subawardee, or its employees, agents, or subcontractors engaged in activity under this Agreement.

5. COST SHARING.

During the term of this Agreement, Subawardee agrees to undertake cost sharing obligations and independently bear, without reimbursement from ACE/HED, some of the costs associated with Subawardee's performance under this Agreement. Subawardee agrees to contribute not less than 15% of the total approved Budget as its cost sharing obligation under this Agreement, pursuant to the cost sharing budget set forth in Attachment B. All Subawardee's cost sharing contributions, both cash and in-kind, may be accepted as part of Subawardee's cost sharing obligation when such contributions meet all of the following criteria:

(a) Are verifiable from Subawardee's records;
(b) Are not included as contributions for any other U.S. government–assisted program;
(c) Are necessary and reasonable for proper and efficient accomplishment of Project objectives;
(d) Are the types of costs that are allowable and consistent with the Applicable Federal Cost Principles;
(e) Are not paid by the U.S. government under any other grant or agreement (unless the grant or agreement is authorized by the U.S. government to be used for cost sharing or matching);
(f) Are properly reported to ACE/HED through the reporting mechanisms set forth below; and
(g) Are consistent with the terms of this Agreement.

6. PROCUREMENT AND PROPERTY ACCOUNTABILITY.

6.1. All procurement of goods and services under this Agreement shall be conducted in a manner to provide, to the maximum extent practical, open and free competition, in accordance with all applicable laws, and consistent with the procurement standards and required flowdown provisions set forth in Sponsor regulations at 22 CFR Part 226, the USAID source, origin, and nationality regulations set forth in 22 CFR Part 228 (*Rules on Source, Origin and Nationality for Commodities and Services Financed by USAID*), and the Mandatory Standard Provisions set forth in Attachment C. Subawardee agrees that all procurement will be conducted in accordance with applicable laws governing permissible sources of procurement.

6.2. Title to equipment, supplies, and other personal property acquired by Subawardee under this Agreement shall vest in Subawardee. Title to real property acquired with funds under this Agreement, if acquired with ACE/HED approval, shall vest in Subawardee.

6.3. Management and disposition of all property acquired under this Agreement shall be subject to the standards set forth in Sponsor regulations at 22 CFR Part 226.

7. INTELLECTUAL PROPERTY.

7.1. Title to intellectual property created, developed, conceived, or reduced to practice under this Agreement shall vest in accordance with applicable intellectual property law, consistent with the intellectual property rights and obligations set forth in Sponsor regulations at 22 CFR Part 145 and the regulations set forth in 37 CFR Part 401, *Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements*. Subawardee and Partnership Director shall promptly and fully disclose to ACE/HED in writing any intellectual property created, developed, conceived, or reduced to practice under this Agreement.

7.2. Subawardee shall promptly report to ACE/HED any efforts by Subawardee to secure legal protection with respect to intellectual property created, developed, conceived, or reduced to practice under this Agreement, and Subawardee shall report to ACE/HED any governmental filings made by Subawardee with respect to intellectual property under this Agreement. ACE/HED agrees to maintain the confidentiality of such reports, on mutually agreed terms as may be reasonably necessary to allow Subawardee to preserve patent rights and other intellectual property rights that might otherwise be adversely affected by disclosure.

7.3. Subawardee acknowledges and agrees that all intellectual property of ACE/HED that is provided to Subawardee under this Agreement, including but not limited to materials furnished to Subawardee for purposes of carrying out the Statement of Work and any ACE/HED publications, brochures, work plans, guides, and all items contained therein, are the sole and exclusive property of ACE/HED. Subawardee may not use ACE/HED's intellectual property in any manner (i) other than as expressly provided for and contemplated in this Agreement, (ii) likely to diminish the commercial value of such intellectual property, or (iii) likely to cause marketplace confusion about such intellectual property, including but not limited to confusion about intellectual property ownership.

7.4. With respect to any intellectual property that Subawardee creates, develops, conceives, or reduces to practice, independently or jointly with others, under this Agreement and to which ACE/HED does not have ownership rights under Section 7.1, Subawardee hereby grants to ACE/HED a worldwide, perpetual, paid-up, royalty-free, sub-licensable non-exclusive license for applications of such intellectual property consistent with ACE/HED's organizational mission. This license shall take effect automatically without the necessity of any further negotiation or agreement between ACE/HED and Subawardee or other owner(s) of the intellectual property

7.5. Subawardee shall ensure that the rights of ACE/HED and the Federal government under this Section are specifically recognized, acknowledged, and agreed to in writing by any of its employees, agents, contractors, consultants, subrecipients, and by all others participating in work under this Agreement, and Subawardee shall be responsible for ensuring compliance with this Section in all of its agreements.

8. REPORTING REQUIREMENTS.

8.1. Subawardee shall provide ACE/HED with timely and accurate reporting through the reporting mechanisms set forth in this Section. Unless otherwise specified below, Subawardee shall submit reports to ACE/HED through HED's web-based performance management information system, *Partnership Results & Information Management Engine* ("PRIME"). All reports shall cover the periods, and shall be due on the dates, specified in the Reporting Requirements set forth in Attachment D.1 to this Agreement. All reports shall be submitted consistent with all requirements set forth in PRIME. *ACE/HED reserves the right to suspend this Agreement if Subawardee consistently fails to submit adequate program reports.*

8.2. Baseline Survey Reporting:

(a) Subawardee will submit to ACE/HED a Baseline Survey Report summarizing initial institutional capacity and identified areas of projected development impact. The Baseline Survey Report shall be submitted through PRIME, or as otherwise indicated by HED staff, and consistent with all requirements therein. An initial report shall be submitted following the start-up phase of the Agreement. Additional baseline information may be submitted as part of the Annual Implementation Plan as set forth in Section 8.3.

8.3. Annual Implementation Plans and Annual Budget Projections:

(a) Subawardee will submit to ACE/HED Annual Implementation Plans and Annual Budget Projections each year. The Annual Implementation Plan and Budget Projections shall be shall be submitted through PRIME, or as otherwise indicated by HED staff, and consistent with all requirements therein. An initial report shall be submitted following the start-up phase of the Agreement. Thereafter, yearly reports shall be submitted no later than April 30 each year, projecting activities and expenses the period from October 1 of that same year through September 30 of the following year.

8.4. Progress Reporting:

(a) Semi-annual progress reports: Subawardee will submit to ACE/HED a semi-annual progress report summarizing activities and accomplishments under this Agreement. The semi-annual progress report shall be submitted through PRIME and consistent with all requirements therein. Notwithstanding Section 15.7 (Amendments) of this Agreement, ACE/HED may issue periodic updates to the Reporting Template.

(b) Final partnership report: Subawardee will submit to ACE/HED a final partnership report summarizing activities and accomplishments under this Agreement. The final partnership report shall be submitted through PRIME and consistent with all requirements therein.

8.5. Financial Reporting:

(a) Quarterly financial reports: Subawardee shall submit to ACE/HED a quarterly financial expenditure and cost sharing report summarizing the current and cumulative costs incurred by Subawardee under this Agreement. The quarterly financial report shall be consistent with the Financial Expenditure and Cost Sharing Report template set forth in Attachment D.3.

(c) Final financial report: Subawardee shall submit to ACE/HED a final financial expenditure and cost sharing report summarizing the cumulative costs incurred by Subawardee under this Agreement within sixty (60) days of the conclusion of the activities under this Agreement. The final financial report shall be consistent with the Financial Expenditure and Cost Sharing Report template set forth in Attachment D.3.

(d) Quarterly accrual reports: Subawardee shall submit to ACE/HED quarterly accrual reports consistent with the Accrual Report template in Attachment D.3. These reports shall be submitted within ten (10) days of the last month in each quarter (December 10, March 10, June 10, and September 10).

8.6. Tax Reporting: Subawardee shall annually complete and submit to ACE/HED the Foreign Tax Report set forth in Attachment D.4. To the extent possible, Subawardee shall avoid paying Value Added Taxes ("VAT"), but if Subawardee does incur any VAT, this must be reported on the Foreign Tax Report.

8.7. Partnership Director and other key personnel (as named in the Statement of Work or Budget) will meet with ACE/HED in person or by telephone upon request to discuss the status of the Statement of Work.

8.8. Subawardee acknowledges that ACE/HED has an obligation to communicate with Sponsor about the programmatic and financial status of the Project on a regular basis. Therefore, upon request by ACE/HED, Subawardee will support ACE/HED's obligations by providing relevant programmatic and financial information to ACE/HED between scheduled reporting periods.

9. PUBLICATION, PUBLICITY, AND ACKNOWLEDGEMENT.

9.1. Consistent with the reasonable interests of each Party in the preservation or perfection of rights in intellectual property and the protection of confidential or proprietary information, the Parties anticipate and expect publication of significant results of the Project in the appropriate professional, scientific, and academic journals, and presentation of results at professional meetings or conferences. Not less than thirty (30) days prior to submission of any manuscript for publication or presentation of any results by Subawardee, Subawardee shall provide to ACE/HED a copy of the proposed manuscript or presentation and give due consideration to comments, requests, or suggestions by ACE/HED. Publication or presentation by one Party shall give appropriate credit, with the other Party's consent, to the other Party's role in the Project.

9.2. Neither Party will release any publicity or public relations materials regarding this Agreement or the activities contemplated hereunder without the other Party's prior written consent, which will not be unreasonably withheld; provided, however, that publications, presentations and submissions contemplated by Section 9.1 shall not be considered publicity or public relations materials for purposes of this Section 9.2, and ACE/HED may issue press releases, website material, and newsletters that pertain to the Project and that identify Subawardee's participation in the Project. Except as otherwise permitted in this Section, neither Party will use the name, logo, insignia or trademarks of the other Party or any of the other Party's affiliates, trustees, officers, faculty members, students, employees, or agents in any press release, fund-raising, web site or product advertising, or for any other promotional purpose, without first obtaining the written consent of the other Party. For purposes of this Agreement, the word affiliate has the following definition: "With respect to any person or entity, any other person or entity which controls, is controlled by, or is under common control with, such person or entity, where 'control' means the possession, directly or indirectly, of the power to direct or cause the direction of management policies of a person or entity, whether through ownership of securities, by contract or otherwise. For purposes of this Agreement, the Parties are not affiliates of each other."

9.3. All publications, presentations, publicity, public relations materials, and any other items contemplated by this Section 9 shall include the USAID acknowledgements set forth in the Mandatory Standard Provisions (as set forth in Attachment C) regarding Publications and Media Releases, and Public Notices. Furthermore, all publications, presentations, publicity, public relations materials, and any other items contemplated by this Section 9 shall be compliant with the USAID Branding and Marking Requirements set forth in Attachment E.1 and Subawardee's approved Branding and Marking Worksheet set forth in Attachment E.2.

10. AUDIT RIGHTS AND RECORD RETENTION.

10.1. Subawardee shall maintain, and shall cause any of its approved subrecipients to maintain, according to applicable accounting principles and good financial practices, books, records, correspondence, instructions, plans, drawings, receipts, vouchers, memoranda, and other evidence, sufficient to accurately and properly reflect all costs and the disposition of any materials, tools, or equipment under this Agreement. ACE/HED, Sponsor, the U.S. Comptroller General, or their authorized representatives shall have the right, with reasonable advance notice during normal business hours, to conduct site visits, meet with Subawardee personnel, and view any materials, equipment, tools, or supplies purchased under this Agreement, and any books, documents, records, correspondence, instructions, plans, drawings, receipts, vouchers, and memoranda relating to performance of this Agreement, for the purpose of auditing and verifying costs under this Agreement, and evaluating and testing Subawardee's systems of internal controls, practices, and procedures. ACE/HED, Sponsor, or its authorized representatives shall have the right to reproduce any such records. Subawardee's failure to provide such access shall constitute a material breach of this Agreement. Subawardee shall ensure that ACE/HED, Sponsor, or its authorized representatives are provided access to the facilities of any approved subrecipients on terms substantially identical to those set forth above.

10.2. Subawardee certifies that it meets and will continue to meet the annual audit requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Subawardee agrees that in the event of adverse A-133 audit findings, or any other adverse audit findings that affect or may affect this Agreement, Subawardee will notify ACE/HED of such findings, and take appropriate corrective action and notify ACE/HED of such action. Subawardee further agrees that all records and reports prepared in accordance with the requirements of OMB Circular A-133 and 22 CFR Part 226 shall be available for inspection by ACE/HED and/or representatives of Sponsor during normal business hours.

10.3. Subawardee agrees to refund to ACE/HED any sum of money relating to costs charged to this Agreement that ACE/HED or an auditor determines to be an unallowable, unallocable or unreasonable cost under Applicable Federal Cost Principles. Notwithstanding any other provision of this Agreement, ACE/HED's payments to Subawardee shall not affect ACE/HED's right to a refund on the basis of a later audit or other review, nor shall it affect Subawardee's obligation to return funds that ACE/HED or an auditor determines to be inconsistent with Applicable Federal Cost Principles.

10.4. Subawardee shall retain all records relating to this Agreement for a period of at least six (6) years after the expiration or termination of this Agreement, with any extensions thereof, or for such longer period(s) as may otherwise be required by applicable law or by Sponsor regulations. If any such records are or may be required to resolve any then threatened or pending claim or arbitration pursuant to this Agreement, the period of retention shall continue until final disposition of such claims or arbitration.

11. TERMINATION.

ACE/HED, in its sole discretion, may terminate this Agreement or any part of the Statement of Work by giving thirty (30) days advance written notice to Subawardee specifying the extent and the effective date of the termination ("Termination Date"). Should ACE/HED terminate this Agreement or any part of the Statement of Work, Subawardee shall immediately stop performance of the activities that are the subject of the termination notice, unless otherwise directed by ACE/HED to resume activity. ACE/HED will reimburse Subawardee for allowable, reasonable, and allocable costs properly incurred in accordance with this Agreement up to the Termination Date, and for non-cancelable commitments only to the extent such costs and commitments cannot be avoided, mitigated, or assigned; provided, however, that total payment to Subawardee under this Agreement shall not exceed Total Reimbursement. Payment under the foregoing sentence will be subject to receipt by ACE/HED of an invoice that identifies Subawardee's costs, certifies such costs as reasonable, accurate, consistent with the Applicable Federal Cost Principles, and incurred prior to the Termination Date, and is accompanied by a report that describes the activities for

which Subawardee seeks reimbursement. ACE/HED may choose to conduct a review of Subawardee's financial systems related to this Agreement. If deficiencies are identified, Subawardee shall take appropriate measures within ninety (90) days to cure such deficiencies, or ACE/HED may choose, at its discretion, to terminate this Agreement.

12. CONFLICT OF INTEREST.

12.1. Subawardee shall, at all times, act in compliance with its established policies and procedures regarding conflicts of interest. Subawardee certifies that it is not aware of any related past, present, or planned interest, financial or otherwise, that may impair its objectivity in performing the Statement of Work. Subawardee shall identify and manage actual and potential conflicts of interest in accordance with its established policies and procedures. Any unresolved conflicts of interest that have or may have a significant effect on the conduct of the Statement of Work shall be promptly reported to ACE/HED in writing, together with proposed actions to address or mitigate the effect of the conflict. The reports specified in the foregoing sentence must be submitted to ACE/HED prior to Subawardee's commencement of activity under this Agreement; provided that if the unresolved conflict arises after commencement of activities, the report shall be submitted to ACE/HED within ten (10) days of Subawardee learning of the unresolved conflict. Nothing under this Agreement shall be construed as an inducement to Subawardee to recommend or purchase the services of ACE/HED or any other third party.

12.2. To the extent that research on human subjects is specifically contemplated under this Agreement, Subawardee will conduct such research in accordance with its human subjects research policies and procedures, consistent with all applicable law and Sponsor requirements applicable to human subjects research conducted, supported, or otherwise subject to regulation pursuant to this Agreement. Upon request by ACE/HED, Subawardee will provide to ACE/HED evidence of Subawardee's official Institutional Review Board approval of Project research involving human subjects that is not exempt under Sponsor regulations. ACE/HED reserves the right to review Subawardee's human subjects research policies and procedures.

12.3. It is not expected that research involving live, vertebrate laboratory animals will be conducted under this Agreement. If any such research is anticipated, Subawardee must obtain advance written permission from ACE/HED. Subawardee will conduct such research in accordance with its animal research policies and procedures, consistent with all Sponsor policies and requirements applicable to animal research. ACE/HED reserves the right to review Subawardee's animal care and use policies and procedures prior to approving any live, vertebrate animal research under the Award.

12.4. Subawardee represents that it has implemented policies and procedures for the identification, reporting, and investigation of research misconduct, consistent with Sponsor requirements applicable to research misconduct. Any determination that research misconduct has occurred in connection with this Agreement must be promptly reported to ACE/HED, together with a statement of any proposed remedial action, and an identification of any proposed or published research affected. Any allegations of research misconduct that, if true, would cast significant doubt on the validity of the Project's research results will be reported to ACE/HED in writing promptly after such allegations are received.

13. CONFIDENTIAL INFORMATION.

This Agreement shall be carried out without the disclosure of one Party's confidential or proprietary information to the other Party. However, should it become necessary to disclose confidential or proprietary information, the providing Party will notify the receiving Party in advance and in writing, and the Parties shall agree on reasonable terms for the protection of such information. All confidential information will be clearly marked as such, or promptly disclosed as such, in writing.

14. SUBAWARDS.

14.1. Subawardee shall not outsource any part of the Statement of Work without ACE/HED's prior written approval; provided, however, that ACE/HED's approval of a Statement of Work and Budget that specifically designates a subrecipient shall constitute ACE/HED's prior written approval for this purpose. Any agreement with a subrecipient must be subject to the terms and conditions applicable to Subawardee as consistent with this Agreement, and the agreement must flow down applicable provisions contained in this Agreement. A copy of all Subawardee's agreements with subrecipients must be provided to ACE/HED prior to the execution of such agreement.

14.2. Subawardee will not knowingly enter into any subagreements or contracts under this Agreement with a person or entity that is included on the Excluded Parties List System (**www.epls.gov/**) or the Specially Designated Nationals List (http://sdnsearch.ofac.treas.gov/). Subawardee agrees to verify the eligibility of each Subawardee or contractor using the Excluded Parties List System and Specially Designated Nationals List search before entering into any agreement with another party, and to maintain the data file showing such verification for a minimum of three (3) years after the termination of this Agreement. Subawardee shall immediately notify ACE/HED of any concern regarding the eligibility of a proposed Subawardee or contractor.

15. ADDITIONAL PROVISIONS.

15.1. Compliance with Law and Policies: Subawardee shall comply with all applicable law and regulations in performance under this Agreement, including the law of the jurisdiction in which Subawardee's Project activities occur, and with its own policies and procedures as consistent with this Agreement. Subawardee agrees to comply with all applicable law and requirements specified in Attachment C ("Representations, Certifications, and Other Sponsor Requirements").

15.2. Force Majeure: If either Party is rendered unable by force majeure, to perform some or all of its obligations under this Agreement, the performance of such obligations by such Party, so far as they are affected by force majeure, will be excused from the inception of any such inability until it is corrected, but not longer. The Party claiming inability to perform will immediately after the occurrence of the force majeure, notify the other Party of the nature, date of inception, and expected duration of the force majeure, and the extent to which it will prevent the Party giving such notice from performing its obligations under this Agreement. If such notice is not in writing, the Party giving it will confirm it in writing as soon as practicable. The Party claiming inability to perform will promptly correct such inability to the extent it may be corrected through the exercise of reasonable diligence. The term "force majeure" will mean any act, event, cause, or occurrence rendering a Party unable to perform its obligations that is not within the reasonable control of such Party, excluding any act, event, cause or occurrence caused by a Party's own financial condition or negligence.

15.3. Governing Law: This Agreement shall be construed in accordance with the terms and conditions set forth in this Agreement, and the law of the District of Columbia, without regard to choice or conflict of laws principles that would cause the application of any other law.

15.4. Dispute Resolution: The Parties will use their best efforts to negotiate in good faith and settle any dispute that may arise out of or relate to this Agreement or any breach of this Agreement. If any such dispute cannot be settled amicably through ordinary negotiations by the representatives of the Parties, either Party may give the other Party notice that it wishes to refer such dispute to executive officers of the Parties, in which event, the authorized executive officers of each Party, or their designees, shall, during a

thirty (30) day period following the date of such notice ("Thirty-day Period"), attempt to resolve such dispute. If such dispute is not resolved prior to the expiration of such Thirty-day Period, such dispute shall be finally settled under the Commercial Rules of Arbitration of the American Arbitration Association ("AAA Rules") before a single arbitrator, with such arbitration to be held in the District of Columbia. Within five days following the expiration of such Thirty-day Period, each Party shall give the other notice of three potential candidates to act as the arbitrator. Within five days following such notice, each Party shall select two of the candidates nominated by the other Party and the Parties shall jointly interview the four candidates so chosen (it being understood that neither Party shall have any ex parte communications with any proposed or selected arbitrator) and shall attempt to agree upon one of them to act as the arbitrator. If the Parties cannot agree upon an arbitrator within thirty (30) days of the expiration of the Thirty-day Period, each Party shall have the right to suggest one arbitrator on either Party's list to the AAA as part of a joint letter to the AAA (not disclosing which Party suggested which arbitrator) requesting the AAA to nominate a single arbitrator in accordance with the AAA Rules. The arbitrator shall be empowered to award specific performance, injunctive relief, and other equitable remedies as well as damages, but shall not be empowered to award punitive or exemplary damages. Each Party shall initially bear its own costs and legal fees associated with such arbitration and shall initially bear one-half of the costs of the arbitrator, but the arbitrator may determine that under the facts and circumstances it is equitable that one Party bear all or a portion of any of the foregoing costs and expenses of the other Party. The final arbitration award shall be binding on the Parties.

15.5. Liability and Indemnification: Neither ACE/HED nor any of ACE/HED's affiliates, nor any officer, director, trustee, employee, or agent of the foregoing, shall have liability to Subawardee or any of Subawardee's affiliates, officers, directors, trustees, employees, agents, or subrecipients, for any claim, loss, damage, or injury incurred in the course of the performance of this Agreement or otherwise in connection therewith, other than for contract damages associated with a breach of obligations stated in this Agreement. Neither ACE/HED nor any of ACE/HED's affiliates, nor officers, directors, trustees, employees, or agents of the foregoing, will be liable to Subawardee with respect to any subject matter of this Agreement for any special, indirect, incidental, consequential, punitive damages, or lost profits, under any contract, negligence, strict liability or other legal or equitable theory. Subawardee shall indemnify, hold harmless, and defend ACE/HED and any of ACE/HED's affiliates, and each officer, director, trustee, employee, or agent of any of the foregoing, and their respective successors and assigns, from and against third party claims, demands, actions, liabilities, damages, and expenses (including reasonable attorneys' fees and litigation costs) resulting therefrom, arising out of, or related to, the negligence or willful misconduct of Subawardee in connection with this Agreement or the representations or certifications made by Subawardee herein.

15.6. Language of Communication: The language of all communications in connection with this Agreement shall be English. In case of any conflict or ambiguity between the English text of a document related to this Agreement and any translation thereof, the English shall prevail.

15.7. Amendments: This Agreement will not be modified, changed or altered in any manner whatsoever except by explicit written agreement designated by the Parties as an "amendment" and signed by the authorized representatives of both Parties. Notwithstanding the foregoing sentence, if any future USAID provision, or changes to a provision, are imposed upon ACE/HED by USAID and ACE/HED reasonably determines that such provision must be flowed down to Subawardee to effectuate the intent of the provision, then ACE/HED may flow down the provision to Subawardee by providing Subawardee with a written copy thereof together with such modifications as may be necessary to effectuate flowdown in accordance with the intent of the provision. Such provision shall become binding on Subawardee as of its effective date or such other date as may be stated in ACE/HED's transmittal to Subawardee.

15.8. No Third Party Beneficiary: Except as specifically set forth in this Agreement, this Agreement is not intended to create and does not create any rights in or benefits to any third party.

15.9. Nature of Relationship: Subawardee shall be considered an independent contractor for purposes of this Agreement. Nothing in this Agreement shall constitute a partnership or joint venture or establish a relationship of agency between ACE/HED and Subawardee. No employee of ACE/HED or any of its affiliates on the one hand, or Subawardee or any of its affiliates on the other hand, shall be considered to be an employee of the other, and neither ACE/HED nor Subawardee shall enter Into any contract or agreement with a third party that purports to obligate or bind the other.

15.10. Waiver of Default or Breach: Failure of either Party to exercise any of its rights under this Agreement will in no way constitute a waiver of those rights, nor will such failure excuse the other Party from any of its obligations under this Agreement. No benefit or right accruing to either Party under this Agreement will be waived unless the waiver is reduced to writing and signed by both Parties. The waiver, in one instance, of any act, condition, or requirement stipulated in this Agreement will not constitute a continuing waiver or a waiver of any other act, condition, or requirement, or a waiver of the same act, condition, or requirement in other instances, unless specifically so stated. Except as otherwise provided in this Agreement, the rights and remedies provided in this Agreement are cumulative and not exclusive of any rights or remedies provided by law.

15.11. Severability: Should any term or condition of this Agreement be determined to be unlawful by an adjudicative body with jurisdiction over the Parties, the remaining terms and conditions of this Agreement will continue to remain in force and effect and will be interpreted so as to best effect the original intention of the Parties.

15.12. Notices and Communications: Any notices, reports, authorizations, or approvals concerning this Agreement shall be in writing. Unless otherwise provided, all notices shall be sufficient when delivered in person, or sent by facsimile, electronic mail, express mail, or international courier, to the authorized representative of the Party, or to a person designated by the authorized representative. The authorized representative of each Party is:

For ACE/HED:
Emily Wallsh
Program Specialist
Higher Education for Development
One Dupont Circle, NW Suite 420
Washington, DC 20036
Phone: 202-939-9337
Fax: 202-637-2084
Email: ewallsh@hedprogram.org

For Subawardee:
Francoise Lionnet
Director, African Studies Center
10244 Bunche Hall
Los Angeles, CA 90095-1310
Tel: 310-825-3779/Fax: 310-206-225-
Email: flionnet@international.ucla.edu

For UCLA, payments only:
Keith Andre
UCLA-ORA-OCGA
Box 951406, 11000 Kinross Bldg, Suite 211
Los Angeles, CA 90095-1406
Tel: 310-794-3511
Keith.andre@research.ucla.edu

15.13. Survival: The Parties agree that certain obligations under this Agreement, which, by their nature would continue beyond the termination or expiration of this Agreement, will survive termination or expiration of this Agreement. Such obligations include, by way of illustration only and not limitation, those obligations pertaining to intellectual property, liability and indemnification, records, reporting, confidentiality, liability and indemnification, and dispute resolution.

15.14. Assignment: This Agreement may not be assigned or otherwise transferred by either Party in whole or in part without the express prior written consent of the other Party; provided, however, that ACE/HED may assign or transfer any of its rights or obligations to an affiliate of ACE/HED and nothing in this Section shall detract from ACE/HED's ability to subcontract or delegate any of its rights or obligations to an affiliate of ACE/HED or to a qualified third party.

15.15. Travel Advisory: All Subawardee employees and affiliates are expected to follow the U.S. State Department Travel Warnings for the host country. Information on current Travel Warnings can be found on the following webpage: http://travel.state.gov/travel/cis_pa_tw/tw/tw_1764.html. Subawardee is responsible for following any updates to this or any subsequent Travel Warnings affecting the host country.

15.16. ACE/HED reserves the right to terminate this Agreement or to take other appropriate measures if Subawardee or a key individual of Subawardee is found to have been convicted of a narcotic offense or to have been engaged in drug trafficking as defined in 22 CFR 140.

15.17. Entire Agreement: This Agreement (and all attachments) contains the entire terms and conditions applicable to this Agreement and supersedes and replaces any prior written or oral agreements, representations, or understandings between ACE/HED and Subawardee with respect to its subject matter.

IN WITNESS WHEREOF, the Parties have signed this Agreement as of the Effective Date.

AMERICAN COUNCIL ON EDUCATION

By: Molly C. Broad

Name: Molly C. Broad

President, American Council on Education

Date: 11/5/2012

CFDA number: 98.012
USAID Development Partnerships for University Cooperation and Development

THE REGENTS OF THE UNIVERSITY OF CALIFORNIA, UCLA

By: [illegible]

Name: Keith Andre

Title: Contract Officer

Date: 11/13/12

Tax Identification Number (TIN): 956006143
Tax exempt status (e.g., 501(c)(3)): 501(c)(3)
DUNS #: 09-253-0369

Attachment C

Representations, Certifications, and Other Sponsor Requirements

By executing this Agreement and accepting funds hereunder, Subawardee makes the following representations and certifications, as applicable:

1. USAID Mandatory Standard Provisions

Subawardee represents that it will comply with all applicable Mandatory Standard Provisions in the prime award, including the Mandatory Standard Provisions listed below. The full text of the Mandatory Standard Provisions in the prime award are attached to this Agreement as Attachment F.

Unless otherwise stated below, and unless the context requires otherwise, implement the following in each of the provisions listed below:

1. Substitute "Agreement" for "award" or "Grant".
2. Substitute "Subawardee" for "recipient", "Grantee" or "awardee".
3. Substitute "ACE/HED" for references to "Agreement Officer", "USAID", or equivalent terms.

(If the need for a substitution is unclear, please immediately consult ACE.)

- Applicability of 22 CFR Part 226 (May 2005)
- Ineligible Countries (May 1986)
- Nondiscrimination (June 2012)
- Amendment of Award (June 2012)
- Notices (June 2012)
- Subagreements (June 2012)
- OMB Approval Under the Paperwork Reduction Act (December 2003)
- USAID Eligibility Rules for Goods and Services (June 2012)
- Debarment, Suspension, and Other Responsibility Matters (June 2012)
- Drug-Free Workplace (June 2012)
- Equal Participation by Faith-Based and Community Organizations (June 2012)
- Preventing Terrorist Financing - Implementation of E.O. 13224 (June 2012)
- Marking and Public Communications Under USAID-Funded Assistance Instruments (June 2012)
- Regulations Governing Employees (August 1992)
- Conversion of United States Dollars to Local Currency (November 1985)
- Use of Pouch Facilities (August 1992)
- Travel and International Air Transportation (June 2012)
- Ocean Shipment of Goods (June 2012)
- Voluntary Population Planning Activities – Mandatory Requirements (May 2006)
- Trafficking in Persons (June 2012)
- Submissions to the Development Experience Clearinghouse and Publications (June 2012)
- Negotiated Indirect Cost Rates (Predetermined or Provisional/Nonprofit) (April 1998)
- Exchange Visitors and Participant Training (June 2012)
- Voluntary Population Planning Activities – Supplemental Requirements (January 2009)
- Protection of the Individual as a Research Subject (April 1998)
- Care of Laboratory Animals (March 2004)
- Title To and Care Of Property (Cooperative Country Title) (November 1985)
- Cost Sharing (Matching) (February 2012)
- Prohibition of Assistance to Drug Traffickers (June 1999)

- Investment Promotion (November 2003)
- Reporting Host Government Taxes (June 2012)
- Foreign Government Delegations to International Conferences (June 2012)
- Conscience Clause Implementation (Assistance) (February 2012)
- Condoms (June 2005)
- Prohibition on the Promotion or Advocacy of the Legalization or Practice of Prostitution or Sex Trafficking (April 2010)
- USAID Disability Policy – Assistance (December 2004)
- Standards for Accessibility for the Disabled in USAID Assistance Awards Involving Construction (September 2004)
- Statement for Implementers of Anti-Trafficking Activities on Lack of Support for Prostitution (June 2012)
- Eligibility of Subrecipients of Anti-Trafficking Funds (June 2012)
- Prohibition on the Use of Anti-Traffucking Funds to Promote, Support, or Advocate for the Legalization or Practice of Prostitution (June 2012)

2. Debarment and Suspension.

Subawardee certifies that it and its principals (as defined in 2 CFR Part 180):

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded by any Federal department or agency;

(b) Have not within a three-year period preceding this Agreement been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State or local) with commission of any of the offenses enumerated in paragraph (b) of this certification; and

(d) Have not within a three-year period preceding this application/proposal had one or more public transactions (Federal, State or local) terminated for cause or default.

Subawardee certifies that it will comply with subpart C of the OMB guidance in 2 CFR Part 180, *OMB Guidelines To Agencies On Governmentwide Debarment And Suspension (Nonprocurement)*, and will include a similar term or condition in any covered transaction into which it enters at the next lower tier.

3. Lobbying.

Subawardee certifies, to the best of its knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in

connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

(3) Subawardee shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by 31 USC 1352. Any person who fails to file the required certification may be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

4. Nondiscrimination.

Subawardee hereby certifies that it will comply with applicable provisions of the following national policy requirements (as applicable) with respect to the prohibition of discrimination:

(1) Title VI of the Civil Rights Act of 1964 (Pub. L. 88-352, 42 U.S.C. § 2000-d), which prohibit discrimination on the basis of race, color or national origin, in programs and activities receiving Federal financial assistance.
(2) Executive Order 11246 "Equal Employment Opportunity" as implement by Department of Labor regulations at 41 CFR Part 60 "Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor".
(3) Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794), which prohibits discrimination on the basis of handicap in programs and activities receiving Federal financial assistance.
(4) Age Discrimination Act of 1975, as amended (Pub. L. 95-478, 42 U.S.C. §§ 6101-6107), which prohibits discrimination based on age in the delivery of services and benefits supported with Federal funds.
(5) Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681, et seq.), which prohibits discrimination on the basis of sex in education programs and activities receiving Federal financial assistance (whether or not the programs or activities are offered or sponsored by an educational institution).
(6) Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse.
(7) Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism.
(8) Sections 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records.
(9) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing.
(10) Any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made.
(11) The requirements of any other nondiscrimination statute(s) which may apply to the Project.

5. Marking Requirements.

Subawardee agrees that, as a condition of receipt of this Subaward, marking with the USAID Identity of a size and prominence equivalent to or greater than the HED, Subawardee, or other donor's or third party's

is required. In the event that ACE chooses not to require marking with its own identity or logo by the Subawardee, USAID may, at its discretion, require marking by the Subawardee with the USAID Identity.

6. Anti-Terrorism.

Subawardee represents that it is familiar with U.S. Executive Orders and U.S. laws that prohibit transactions with, and the provision of resources and support to, individuals and organizations associated with terrorism and terrorist related lists promulgated by the U.S. Government, the United Nations, and the European Union. It is the legal responsibility of Subawardee to ensure compliance with these Executive Orders and laws. Subawardee confirms that it will take reasonable steps to ensure that none of the funds under this Agreement will be used in support of or to promote violence, terrorist activity or related training, whether directly through its own activities and programs, or indirectly through support of, or cooperation with, other persons or organizations known to support terrorism or that are involved in money laundering activity.

7. Other Certifications.

In addition to the applicable standard certifications and assurances specified by USAID (available at http://www.usaid.gov/policy/ads/300/303sad.pdf.), Subawardee certifies that it:

(1) Has the legal authority to receive Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in the Statement of Work.

(2) Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

(3) Will initiate and complete the work within the applicable time frame.

(4) Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

(5) Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

(6) Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

(7) Will comply, as applicable, with the provisions of the Davis Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

(8) Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

(9) Will comply with applicable environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to

EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

(10) Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

(11) Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

(12) Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

(13) Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

(14) Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

(15) Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

(16) Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

8. Foreign Corrupt Practices Act.

Subawardee certifies that it will comply with the U.S. Foreign Corrupt Practices Act which prohibits organizations and individuals, and their agents or subcontractors, from paying, offering to pay, or authorizing the payment of anything of value to any foreign government official, government staff member, political party or political candidate, in an attempt to obtain or retain business or to otherwise influence a person working in an official capacity.

9. Salary Supplementation.

Subawardee certifies that no funds under this Agreement shall be used for salary supplements for employees of any government unless specifically authorized in writing by ACE.

10. Training in Development.

Subawardee agrees to comply with the policy directives and required procedures for the design and implementation of "Participant Training" activities that are financed and managed, in whole or in part, directly or indirectly, by this Agreement, consistent with USAID ADS 253 "Participant Training for Capacity Development" (available at http://www.usaid.gov/policy/ads/200/).

11. Visa Compliance for Exchange Visitors.

Subawardee agrees to comply with the policy directives and required procedures related to visa compliance for foreign nationals who are traveling to the United States for any purpose, and are financed,

in whole or in part, directly or indirectly, by this Agreement, consistent with USAID ADS 252 "Visa Compliance for Exchange Visitors" (available at http://www.usaid.gov/policy/ads/200/).

12. Prohibition of Assistance to Drug Traffickers.

Subawardee acknowledges that ACE reserves the right to terminate this Agreement or take other appropriate measures if Subawardee or a key individual of Subawardee is found to have been convicted of a narcotic offense or to have been engaged in drug trafficking as defined in 22 CFR Part 140.

13. Country Specific Requirements.

Subawardee agrees to comply with the following policy directives and required procedures: N/A

14. Certifications, Assurances, and other Statements of Subawardee.

In addition to making all of the foregoing certifications, Subawardee agrees to review all of the certifications at the following website: http://www.usaid.gov/policy/ads/300/303sad.pdf, and complete, sign, and return the Affirmation of Certifications (Attachment C.14).

15. Federal Funding Accountability and Transparency Act Subaward Reporting System (FSRS)

In order to comply with USAID requirements, Subawardee agrees to complete the attached Partner Information for FSRS (Attachment C.15), and return it promptly (within fifteen (15) days) to ACE/HED.

Attachment D
Compliance Requirements

Patents, Licenses, and Inventions. Compliance with the Standard Patent Rights clauses as specified in 37 CFR, Part 401.14 and/or 35 U.S.C. 203, whichever is appropriate and applicable. Subrecipient shall notify University's Administrative Contact, within two months after Subreceipient's inventor discloses invention(s) either sole or jointly in writing to Subrecipient's personnel responsible for patent matters. Subrecipient shall use form HHS568 to report invention(s). A negative report is not required.

Human Subjects. Compliance with the requirements of federal policy (P.L. 93-348) concerning the safe-guarding of the rights and welfare of human subjects who are involved in activities supported by Federal funds.

Use of Animals. Compliance with applicable portions of the Animal Welfare Act (PL 89-544 as amended).

Non-Delinquency on Federal Debt. SUBRECIPIENT specifically certifies that neither it nor any person to be paid from funds under this Agreement is delinquent in repaying any Federal debit as defined by OMB Circular A-129.

Restrictions on Lobbying. Compliance with PL 101-121, Title 31, Section 1352, which prohibits the use of Federally appropriated funds for lobbying in connection with this particular Agreement.

Debarment and suspension 45 CFR Part 796 http://www.access.gpo.gov/nara/cfr/waisidx_00/45cfe76_00.html

Drug-free workplace. Compliance with the Drug-Free Workplace Act of 1988 (Public law 100-690, Title V, Subtitle D, as amended

Conflict of Interest. Compliance with requirement to maintain a written standard of conduct and comply with 42 CFR Part 50, Subpart F

Program Income in accordance with Standard Provisions, entitled "Program Income for Non-U.S. Organizations (October 1988)." Program Income earned under this agreement must be added to funds committed by USAID.

Health Insurance Portability and Accountability Act of 1996, Public Law 104-91 (HIPPA): The University certifies that it is familiar with the requirements of the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and it's accompanying regulations, and will comply with all applicable HIPAA requirements in the course f this Agreement.

Attachment E—SAMPLE INVOICE FORMAT
(must be on Subreipient's letterhead, obtained & authorized by the Kigali Institute for Education/WLP)

SUBMIT INVOICE TO:

UCLA African Studies Center
Attn: Steven Acosta
Box 951487, 10264 Bunche Hall
Los Angeles, CA 90095-1487

Project Title: "*Rwanda Promoting Gender Equity ad Female Empowerment*"
UCLA Subaward Number: 1220 G QA094
UCLA FAU: 4-627620-57508
UCLA Principal Investigator: Francoise Lionnet

Kigali Institute for Education/WLP

123 College Drive
Anytown, CA 91111

Invoice Date:
Invoice No.:

Contact Name:
Contact Telephone/Email:

PER THE TERMS OF THE SUBAWARD THIS IS TO REQUEST ADVANCE PAYMENT OF ***U.S. $***_____.

As an authorized representative of the organization, I certify that all expenditures to be made with the requested advance will be used for appropriate purposes and in accordance with the agreement set forth in the application and award documents.

_____ _____
Authorized Signature (e.g. Financial Controller) Date
(Name and Title)

_____ _____
UCLA Principal Investigator Signature of Approval Date

Attachment E-1—SAMPLE FINANCIAL FORMAT

SUBMIT FINANCIAL REPORT TO:
UCLA African Studies Center
Attn: Steven Acosta
Box 951487, 10264 Bunche Hall
Los Angeles, CA 90095-1487

Project Title: "*Rwanda Promoting Gender Equity ad Female Empowerment*"
UCLA Subaward Number: 1220 G QA094
UCLA FAU: 4-627620-57508
UCLA Principal Investigator: Francoise Lionnet

Kigali Institute for Education/WLP
XYX UNIVERSITY
123 College Drive
Anytown, CA 91111

Date:
No.:

Contact Name:
Contact Telephone/Email:

Period of Performance:

Billing Period:

* UNIVERSITY OF KINSHASA costs must be identified on each invoice by categorical line item in accordance with the approved budget.

	Budget	Cumulative Costs	Current Costs
Salaries and Wages			
Fringe Benefits			
Materials and Supplies			
Travel – Domestic			
Travel – Foreign			
Other			
Indirect Cost: **Rate%** of **Base**			
TOTAL *U.S.*	$_____	$_____	$_____

Cash Advance Use:
1. Cash Advance on hand at the beginning of this report period $_____
2. Incurred expenditures received during this reporting period $_____
3. *Interest earned on cash advance during this reporting period* $_____
4. *Amount of cash advance available at the end of this reporting period* $_____

If receipts are in a foreign language, English translation must be attached.

As an authorized representative of the organization, I certify that all expenditures reported (or payments requested) for cost incurred are for appropriate purposes and in accordance with the agreements set forth in the application and award documents.

_____ _____
Authorized Signature (e.g. Financial Controller) Date
(Name and Title)

_____ _____
UCLA Principal Investigator Signature of Approval Date

Attachment F-Foreign Source Income Statement

See Attached

UCLA FOREIGN SOURCE INCOME STATEMENT

PO # _____ Name of vendor contact _____

E-mail address of vendor contact _____

PART 1 – General Information	
Name of individual or entity	
Country of tax residence	

PART 2 - Foreign Source Statement for Payment for Services		
Check the box if the individual or entity is **not** a U.S. citizen, lawful Permanent Resident Alien of the U.S., or a U.S. person or resident for tax purposes.		☐
Check the box if the individual or entity performs services for the University of California, Los Angeles		☐
What percentage of the services was performed OUTSIDE the U.S ?		(Indicate %)
Dates of service relating to this invoice:	From (mm/dd/yy)	To (mm/dd/yy)
Period over which service contract is in effect:	From (mm/dd/yy)	To (mm/dd/yy)
Address of location(s) OUTSIDE the U.S. where service performed:		

PART 3 – Foreign Source Statement for Non-Service Scholarships / Fellowships		
Check the box if the individual is **not** a U.S. citizen, lawful Permanent Resident Alien of the U.S. or a U.S person or resident for tax purposes.		☐
What percentage of the educational activity associated with this non-service scholarship or fellowship, was conducted OUTSIDE the U.S.?		(Indicate %)
Period over which the educational activity relating to this invoice was conducted:	From (mm/dd/yy)	To (mm/dd/yy)
Address of location(s) OUTSIDE the U.S. where educational activity conducted:		
Name and address of the payer of the scholarship or fellowship:		

PART 4 – Payee Signature (check applicable box)	
☐	**Payee is an individual:** I certify that the above information is true, correct and complete to the best of my knowledge.
☐	**Payee is an entity:** I certify that I am authorized to sign this form on the entity's behalf, and that the above information is true, correct and complete to the best of my knowledge.
Signature:	**Date:**
Print Name:	**Title:**

UCLA FOREIGN SOURCE INCOME STATEMENT

TAX PURPOSE OF FORM AND IRS WITHHOLDING / REPORTING REQUIREMENTS

Under IRC Section 1441, payments to a non-U.S. person that constitute "U.S source" income are subject to withholding and reporting requirements. For payments determined to be "foreign source", no withholding or reporting is required. The purpose of this form is to provide substantiation as required by the IRS, for "foreign source" payments made by UCLA.

Compensation payments are sourced based on where the services are provided. If a non-U.S. person receives compensation for services provided within the U.S., the compensation is considered "U.S. source", whereas if the services are provided outside the U.S., the compensation is considered "foreign source".

With respect to scholarship and fellowship grants, the sourcing rule is based on the location of the "true grantor" of the scholarship or fellowship. If a foreign student at UCLA receives a grant funded by UCLA, the grant is "U.S. source", whereas if the same student receives a grant funded by a non-U.S. entity (e.g. the German Government), the "true grantor" is the non-U.S. entity, and the grant will be considered "foreign source". There is however, an exception to this rule when the foreign student is studying overseas. In this case, even though the "true grantor" is a U.S. entity, the grant will be considered "foreign source".

PRIVACY NOTIFICATIONS

The State of California Information Practices Act of 1977 (effective July 1, 1978) requires the University to provide the following information to individuals who are asked to supply information about themselves.

The principal purpose for requesting the information on this form is for payment of earnings and for miscellaneous payroll and personnel matters such as, but not limited to, eligibility to receive payments or reimbursements, withholding of taxes, and benefits administration. University policy and State and Federal statutes authorize the maintenance of this information.

Furnishing all information on this form is mandatory – failure to provide such information will delay or may even prevent completion of the action for which this form is being filled out. Information furnished on this form may be used by various University departments for payroll and personnel administration, and will be transmitted to the federal government as required by law.

Individuals have the right to review their own records in accordance with University personnel policy and collective bargaining agreements. Information on these policies can be obtained by request from the Office of Information Practices located at 10920 Wilshire Blvd., Suite 500, CA 90024. The official responsible for maintaining the information contained on this form is the Information Practices Coordinator. The phone number is 310-794-8741.

APPENDIX XIV

Gender Component Meeting Report

CSW center for the study of women ucla

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TEL: (310) 825-0590
EMAIL: csw@women.ucla.edu

Rwanda Gender Awareness Report
Professor Kathleen McHugh
Director, Center for the Study of Women

I was part of the Gender Awareness team in the partnership between the UCLA and UR-Kigali on "Promoting Gender Equity and Female Empowerment." I direct the UCLA Center for the Study of Women (CSW), a research center involved in this project, and I hold faculty lines in the Department of English, Gender Studies, and the program in Cinema and Media Studies.

Activities:

I participated in four activities during the Rwanda trip: two formal workshop presentations and two meetings with the faculty and staff of our counterpart unit at the University of Rwanda, the Center for Gender, Culture and Development (CGCD).

I. Workshop Presentations:

In the Gender Awareness workshops, I delivered two presentations, the first on Gender in Research titled "Research and Gender Awareness: Finding the Question" and the second on Gender and Teaching, titled: "Improving Girls' Educational Performance and Outcomes: Challenges and Strategies."

Dr. Kathie Sheldon, a CSW Research Scholar and Africanist who specializes in African women, and I coordinated our presentations for these workshops. Each involved us giving our formal lectures in succession, followed by a lengthy Q&A period we did together. We planned our topics ahead of time and in each case, they worked well together.

Gender Awareness and Research:

"Research and Gender Awareness: Finding the Question"

I began my presentation indicating the importance of the UCLA/UR partnership to a research issue we both share: global gender equity for women. Though the particulars vary within our respective national contexts, the U.S. and Rwanda both confront problems that range from gender equity in research, education and the workforce to gendered forms of violence that produce inequities in safety, quality of life, and

achievement for women and girls. I indicated that I would speak from the U.S. research context and wanted to hear from the audience the corollary concerns they have encountered concerning research and gender in Rwanda.

My presentation underscored how important it is to consider gender and women's perspective when embarking on any kind of research. I gave examples that illustrated that assuming traditional or normative distinctions between men and women (e.g. men work; women raise children) can cause blind spots in what we can see or understand. Research that takes naturalized or normative distinctions and/or roles between men and women for granted can distort or obstruct our ability to see reality and to do effective research.

I used a number of examples—from cardiology to history--that illustrated how the failure to ask the gender question, to include women's and girls' perspective, results in impaired or distorted research outcomes. I ended by citing a very productive research question, "Where are the women?" that has rewritten western history by filling in women left out of the historical record. I indicated how Kathie Sheldon would follow by discussing the methods used to document African women's history.

Some technical problems arose in relation to this event. The room was very large and the microphone produced echoes. A sudden rain during the Q&A resulted in a loss of power and our inability to hear or answer audience questions. Nevertheless, the audience raised a number of important issues for discussion before the rain interrupted us. These included education and religion as countervailing forces regarding gender equity, girls and women's performance in science, and the conflict between progressive government policy concerning gender equity and traditional cultural beliefs about gender.

We had an audience of around 90-100 people.

Gender Awareness and Teaching:

"Improving Girls' Educational Performance and Outcomes: Challenges and Strategies"

In the second presentation, I used two examples, one from Harvard Business School and the other from the Kigali Institute of Science and Technology, to indicate barriers to girls and women's successful educational performance and how these two institutions had taken steps to address those barriers. I began from the premise that the classroom is a physical, social, and intellectual environment and that when girls or women, even highly successful, privileged women, feel physically, socially, or intellectually threatened in the classroom, their performance suffers. One strategy to improve girls and women's educational performance is to set out to make the classroom safe for them, as a classroom safe for women and girls would be a classroom safe for everyone, including boys and men. Kathie Sheldon followed with a talk on how girls and women are left out of textbooks on Africa.

This workshop, held in a smaller classroom, with about 60-70 people in attendance, was very successful. The Q&A went on for about an hour and a half and generated an animated and wide ranging discussion that included gender based violence, same-sex education, boys' different sense of safety, and men's traditional rights.

Workshop Issues and Outcomes:

The audiences for both workshops raised a number of salient issues concerning gender equity in research, education, and culture in the Rwandan context.

Accountability—

Both audiences raised the issue of disparity between national policy initiatives concerning gender equity and cultural frameworks and traditional beliefs greatly at odds with it. These traditional frameworks include:

1) Religion—One elementary school teacher indicated that his students were believers and their beliefs derive from the bible that states that "the man is the head of the household." He asked for advice about how to respond to these students.

2) Patriarchy—in Rwanda, the definition of masculinity or manhood involves not being accountable to anyone—with the consequence that femininity (women and particularly wives) must be accountable. The problem of a man's wife "coming home late" was raised several times.

3) Science—audience members raised questions about girls' abilities to do well in science.

Possible Goals for the Future emerging from workshops:

*Project discussion and study concerned with how to transform patriarchal cultural attitudes and do effective consciousness-raising. CGCD faculty as well as newspaper articles indicated that the Rwanda Men's Research Center (Rwamrec) has had some success intervening and changing patriarchal cultural beliefs at odds with gender equity.

*Another issue that came up concerned blending the goal of girls' safety with an equal emphasis on their agency**.** Tactics for empowering girls and women to be safe from sexual assault, harassment, battery, rape, and other gender based violence (GBV) should include an emphasis on their agency and freedom.

Possible Activities: Devise workshops concerning patriarchy, safety and agency, religion and equity in consultation with UR partners. In our gender and education session, Kathie Sheldon mentioned safety tactics employed by U.S. women and girls. Would this be an effective basis for policy recommendations?

II. Meetings with CGCD

I participated in two meetings with the faculty and staff from UCLA and University of Rwanda Centre for Gender, Culture, and Development (UR CGCD): an initial project planning and assessment meeting and a Gender Awareness wrap up meeting.

Project Planning and Assessment meeting:
The first meeting included Project PI and Director of the African Studies Center, Professor Francoise Lionnet, Professor Jolly Rubagiza, UR CGCD, Visiting Professor

Ilaria Buscaglia, UR CGCD, Dr. Kathie Sheldon UCLA CSW, Sela Muyoka, staff, UR CGCD, Dr. Paula Tavrow, UCLA Public Health, University of Rwanda (UR) and myself.

This meeting began with a review of the presentations thus far, a consideration of goals for the future, the possibility of a review of CGCD by UCLA project faculty, and an extensive conversation of possible connections or workshops concerning reproductive health and education.

After a general discussion of the two presentations, we moved to questions concerning productive relationships between UCLA and the CGCD. Director Jolly Rubagiza raised the possibility of UCLA project members reviewing CGCD, a component of the grant that seems more important given the re-organization of the University of Rwanda that commenced after the grant award. CGCD is no longer contained within the Kigali Institute of Education (now named the University of Rwanda College of Education), but is a Centre located within the recently unified University of Rwanda.

Having toured CGCD and seen student research work, I shared with CGCD faculty and staff copies of CSW policy briefs. The research being produced by CGCD M.A. students in their Masters' theses addresses salient gender issues and makes important policy recommendations pertinent to contemporary Rwanda. We collectively discussed the value of CGCD getting their students' research published and available in the public sphere through a policy brief series generated by the Centre.

Paula Tavrow then outlined the value of a workshop that engaged issues of reproductive health. A substantive plan for going forward did not emerge from this meeting so we convened a second meeting a couple of days later.

Gender Awareness Wrap Up meeting

Participants: Ilaria Buscaglia, UR CGCD; Kathleen McHugh, UCLA CSW; Claudia Mitchell-Kernan, UCLA Anthropology and African Studies Center; Sela Muyoka, UR CGCD; Jolly Rubagiza, UR; Kathie Sheldon, UCLA CSW

The general agenda for this meeting was:

- To understand CGCD's overarching role and goals in relation to the USAID project
- To understand their structure, resources, and situation in relation to University of Rwanda reorganization
- to establish productive collaborative goals and next steps

1. CGCD's overarching role and goals in relation to the project:

Our discussion suggested that our CGCD partners wished to change or refocus project goals. The initial project objectives, drafted in part by CGCD Director Rubagiza and faculty, included the following goals to mainstream gender education:

A. To increase the number of highly qualified and gender sensitive teachers in Rwanda by promoting and supporting women's access to UR-College of

Education and affiliated Teacher Training Colleges.

B. To better inform UR-College of Education's institutional policies and practices through gender-focused research and capacity building.

C. To improve the capacity of UR-College of Education to train in the integration of gender equity in the classroom in order to prepare primary school teachers to address gender equity in the classroom through pedagogy courses and management techniques.

In our discussion, it emerged that CGCD sees capacity building as an overarching goal and have sought to understand how the USAID grant can assist them in this process. Sela Muyoka noted that CGCD has had a sense of how their Centre helps achieve the project objectives, but has less of a sense of how the grant can improve the Centre's situation. Several ideas they shared that might achieve their revised goals included ways to:

*Improve research by doing more collaborative projects and possibly producing papers, jointly (UR/UCLA)
*Volunteers from UCLA coming to assist or staff the CGCD in various ways—teaching in summer programs, for example
*UCLA people who would stay on beyond the period of the grant or alternately, the promise of ongoing relationship and support, including visiting UCLA professors or researchers attached to CGCD as well as provisions for CGCD faculty to travel to UCLA for training. In a larger sense, they wanted to articulate exchanges between the two institutions rather than the grant facilitating a one-way experience
*Resources for website development to enhance modes of delivery for their students—especially software capacity for research and teaching interaction (blackboard; turnitin)

These goals are certainly important but do alter the original objectives of the project outlined above. Keeping in mind that the project is now at the end of its first year, ***it seems important that CGCD faculty and staff review the current project goals and make specific recommendations about how they feel those goals should be changed/amended in light of the restructuring and their own capacity building agenda.*** This review should happen as soon as possible. The group also indicated that with the demands of their degree program, their workload was already very demanding apart from the project.

2) Transition and reorganization:

For part of the meeting, we focused on the institutional reorganization, expected to be completed in a couple of years, of the Kigali Institute of Education (KIE) and how that relates to CGCD's mission and future. Whereas KIE had formerly housed CGCD, both are now part of the University of Rwanda. KIE has become the University of Rwanda College of Education, comprised of three schools: distance learning, school of inclusive education; and school of education.

CGCD has become a University of Rwanda Center located in the College of Arts and Social Sciences. This reorganization extends the reach and relevance of CGCD beyond

the College of Education to the entire University of Rwanda. CGCD joins the Centre for Conflict Management and the Centre for Genocide Studies as university Centres.

Jolly Rubagiza, CGCD Director, indicated that the move may give CGCD more autonomy but at the moment, she has been unable to get a clear sense of how the reorganization will proceed and what its effects will be.

UR has consulted with CGCD staff about the reorganization, encouraging them to submit ideas. In addition to more autonomy and more direct access to their funds, the staff indicated that the CGCD needs access to more efficient technology to serve their non-traditional students (these students are employed by day and take classes from 6-9 at night) to pursue the 3-semester MA. Among other things, the CGCD students lack access to the library because of their schedules. An efficient website that could provide course materials would greatly help CGCD's program.

CGCD organization and staff: the Centre is currently comprised of 4 faculty lines, of which 3 are currently filled (2 contract, one open ended) and 2 administrative academic assistants, 1 an accountant (paid by NORAD funds).

3) Collaborative Goals and Next Steps

After establishing more clearly CGCD's new situation and goals, we had a conversation about beneficial strategies for moving forward with the reorganization that CGCD is facing.

Claudia Mitchell-Kernan raised the question: What kind of addition to grant model would make it more of a partnership? What elements would a better collaboration include?

Rubagiza, Buscaglia and Muyoka suggested special fellowship programs with graduate student exchange each way and larger planning goals that go beyond what partners in the grant contracted to do, perhaps including a summer institute that brings UR and UCLA constituents from both institutions together.

Mitchell-Kernan and McHugh addressed the benefits of the current grant to CGCD, particularly in the context of institutional transition. Taking Muyoka's point about CGCD's contribution to the College of Education, enabling the College to mainstream gender education, Mitchell-Kernan underscored how this tremendous contribution and achievement could be used in a CGCD-generated plan for institutional reorganization build around their accomplishments, contribution, and needs. In other words, how CGCD could promote the Center to instigate capacity building as part of institutional reorganization and transition.

Buscaglia noted the importance of CGCD marketing itself in the context of this transition and McHugh indicated the ways CSW has effectively mobilized such strategies at UCLA. All discussed the value of CGCD to the university and to larger cultural and national priorities concerning gender equity. This discussion included how the very timely, relevant policy oriented research done by CGCD students in their MA theses could be mainstreamed beyond the university through CGCD's publication and dissemination of policy briefs.

The reorganization and transition allows CGCD to present accomplishments in ways to attract more funds. The fact that CGCD has enabled KIE to mainstream gender in its curriculum impacts teaching, research, and the broader society in a way very much in accord with national goals and initiatives concerning gender and gender equity. CGCD will bring that contribution to the UR.

The group also discussed how CGCD could consult with the other Centres being moved (Centre for Conflict Management; Centre for Genocide Studies) to discuss strategies for maximizing all three Centres' contribution to UR and resource enhancements and assurances in accord with these contributions.

Moving forward, the group affirmed some possible avenues for collaboration and consultation. Rubagiza and McHugh will consult on CGCD's planning for transition. The group will engage strategies for CGCD promotion and marketing through enhanced website capacity and policy briefs, two strategies that also inherently increase the CGDC's research capacity:

I. Transition
II. CGCD promotion and marketing through website and policy briefs
III. Enhancing research capacity also through website and policy briefs

These strategies brought up the issues of the CGCD assessment proposed in the grant. Such an assessment could be the basis for recommendations for resource enhancement in the UR reorganization.

APPENDIX XV

Letter to URCE Principal

UNIVERSITY OF CALIFORNIA, LOS ANGELES UCLA

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January 30, 2014

George Njoroge
Principal
University of Rwanda College of Education
Kigali, Rwanda

Dear Principal Njoroge:

We regret that it has taken so long to write and thank you and your colleagues for hosting the UCLA team during the launch in early November. We are honored to be part of this collaborative project. We needed to hear from every team member before reporting to you and to USAID.

The UCLA team wanted to absorb, evaluate and integrate the various discussions we had while visiting Kigali in November; we have now consulted with all the members of our team, and we outline below our concerns and suggestions.

There have been several major developments that have significantly impacted the project, and we needed to take the opportunity to fully deliberate on these developments in order to draw up a plan for moving forward. The formation of the University of Rwanda was one such development. While attempting to stay abreast of the latest news on that front, we learned of the plan to move the Center for Gender, Culture, and Development (CGCD) into the College of Arts and Social Sciences. We also learned that the College of Arts and Social Sciences would be located in Butare and that the CGCD will physically be moving with the College of Arts and Social Sciences to Butare. At this time it is unclear to us how the reorganization of the University, the restructuring the CGCD, and its move to another campus in Butare will affect implementation; but it is clear that, at a minimum, this new arrangement means that the project would be required to draft and execute a separate subcontract with the College of Arts and Social Sciences. It also would mean that the project would have operations in two colleges, on two campuses, in two cities. We welcome any updates you may have on the restructuring itself and/or the timeline.

Another major development has been the divergence between the project objectives (that is, teacher training and curriculum development that includes gender sensitivity) and the CGCD's goals for its future (capacity building and fellowships). This appears to be a recent development, as USAID and HED informed us that the CGCD had played a central role in designing the goal, objectives, and outcomes for the project as stated in the grant. As the attached UCLA Center for the Study of Women (CSW) Rwanda Gender Awareness Report indicates, some of us met with the CGCD staff and its director, and that is when we heard that the Center wanted to prioritize new goals. The CGCD's new mission now appears to be more focused on securing fellowships and scholarships, which, unfortunately, is not within the mandate of this project. While we applaud the CGCD's new priorities, and would hope be able to help in those endeavors in the future, we have to abide by the terms of the grant as already articulated. Combined with the relocation of the Center to another division and campus, it would appear that CGCD is on a different route, physically and programmatically, than where it appeared to be going during the development phase of this partnership.

In light of this, it has been necessary to revisit the project framework and assess if the gender components could be managed by UCLA and the University of Rwanda's College of Education (URCE). In our deliberations we focused on the fact that this is an education project that is housed within the Education Office at USAID and within the Faculty of Education at URCE. The main issue we considered is the ability of UCLA and URCE to provide the gender expertise required to implement the partnership activities. After conferring with UCLA's gender experts, we were able to confirm that this is something the project could do, with contextual support and input from CGCD. Therefore, after discussions with HED and USAID, it is our belief that the most effective way to move forward would be to manage all project activities within URCE. This consolidation would allow a broader integration of gender within the curriculum and beyond. It also would have the least impact on the project timeline, thus allowing us an opportunity to get back on schedule. The UCLA team felt that the Women's Leadership Program office and the partnership

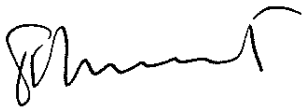
the project is necessary to ensure effective supervision. Our recommendation that the project should be fully managed by the Faculty of Education under the direct supervision of the Dean addresses this lack of central authority. We would, however, like to continue our collaboration with the CGCD, since the input and involvement of the CGCD and of its Director, Jolly Rubagiza, in project activities will be essential to the success of the project.

One of the things we want to focus on moving forward is enhancing communication between URCE and UCLA. We understand there are challenges with getting a landline phone. We are working with Ben Mushuhukye to buy a project cell phone so that the College of Education can participate routinely on monthly calls wherever in the country he may be. This phone, paid for by the project, would also allow members of the URCE team to call UCLA at any time to review project status, consult on activities, manage logistics, and the like. We are also planning to have a group of UCLA staff come out to Kigali in the next few weeks to provide more technical assistance that will enable timely project reporting and financial management.

If URCE agrees with our recommendation to fully house the project within the College of Education with continued collaboration with the CGCD, we also strongly recommend that URCE consider adding to the project committee a female member of the faculty who has expertise in gender and education, who can work on the gender aspects of the partnership from the concrete perspective of the education specialist, and who can serve as liaison to the CGCD. Please let us know how you feel about this plan. We are happy to have a conference call to discuss this further if you like, and we are always available via email.

We look forward to continuing working with the members of the committee, Dean Alfred Otara, Professor Faustin Habineza, and James Ngoga, as well as Director of Finance Françoise Murerwa and CGCD Director Jolly Rubagiza, as we move forward with this project. It is our hope to have all action items in the discussion points implemented within a week so we can regain the momentum.

Sincerely,



Françoise Lionnet
Director, African Studies Center
Professor, French & Francophone Studies,
Comparative Literature, Gender Studies

cc:
Faustin Habineza
James Ngoga
Alfred Otara
Jolly Rubagiza

Encl: CSW Rwanda Gender Awareness Report

APPENDIX XVI

Project Re-alignment Meeting

WLP RE-ALIGNMENT MEETING

March 10-13, 2014

HED, UCLA and UCRE undertook a series of meetings and consultations as part of Women's Leadership Program re-alignment efforts. Proposals for the re-alignment was communicated in a letter dated January 30, 2014 in which UCLA expressed several developments that were impacting the progress of the WLP project. Although a number of issues raised concern about project implementation during the November 2014 launch, two of the major developments were:

- The University of Rwanda formation which has placed the Center for Gender, Culture, and Development (CGCD) in the College of Arts and Social Sciences.
- The divergence between the project objectives (teacher training and curriculum development that includes gender sensitivity) and the Center for Gender Culture and Development's goals for its future (capacity building and fellowships).

Primary consideration in developing re-alignment plans were:

- This is primarily an education project that is housed within the Education Office at USAID and within the Faculty of Education at URCE.
- Proposal for re-alignment would need to have the minimal impact on the project timeline and would not require additional subcontracting outside of URCE.

In light of these developments it was suggested that:

- Gender components could be managed by UCLA and URCE.
- The project should be fully managed by the Faculty of Education under the direct supervision of the Dean to address lack of central authority and management.
- URCE consider adding to the project committee a female member of the Faculty of Education who has expertise in gender and education.

As a follow up to the re-alignment proposal, HED, UCLA and URCE held a series of meetings designed to provide technical assistance and revision of the Project Implementation Plan. Major outcomes of these consultations include a revised PIP and recommendations listed below.

- The Project Advisory Committee agreed engage a wider pool of faculty from the College of Education in project implementation. This involvement will be through a technical committee that will include members with expertise that cover project components.
- The Project Advisory Committee agreed that the WLP office will focus on providing administrative support services. Therefore, the Project Administrator position will be eliminated and Project Administrative Assistant will continue to provide administrative support to the project.
- Due to implementation delays it was agreed that there would be an intensification of activities to ensure timely project completion.
- Activity intensification requires a budget reallocation to be completed as soon as possible.
- To facilitate greater accountability, project reporting structure will be as follows: Project Director will report to Dean of Faculty of Education who will oversee implementation and will provide the URCE Principle and Vice-Rector of Research with monthly reports.
- UCLA will provide full-time staff to support intensification of implementation, facilitate communication, and assist as needed.

WLP MEETING

REVISING IMPLEMENTATION PLAN

March 12, 2014

Highlights in a meeting held at University of Rwanda College of Education (URCE) between URCE, HED, and University of California, Los Angeles (UCLA) - The Women's Leadership Program in Rwanda (WLP)

The first meeting took place on Wednesday 12, 2014, and members present were:

No.	Name	Post/Title
1	Ms. Marilyn Crane	HED
2	Ms. Azeb Tadesse	Deputy Director, African Studies- UCLA
3	Mr. James Ngoga	Director of Planning and Communication, URCE
4	Dr. Alfred Otara	Dean of Education, URCE
5	Dr. Faustin Habineza	HOD, Primary Education, URCE
6	Mr. Benjamin Mushuhukye	URCE/UCLA Liaison Officer

The main objective of this meeting was to revise the WLP 2014-15 implementation plan. It was agreed that due to the changes within the University of Rwanda system as well as the need to evaluate the progress of the WLP project, it is critical that the project implementation plan be revisited in its entirety.

All three project objectives with their outputs and outcomes were reviewed and discussed as follows:

OBJECTIVE 1: To increase the number of highly qualified and gender-sensitive female teachers in Rwanda by promoting and supporting women's access to KIE and affiliated Teacher Training Colleges (TTCs).

REVISION: To increase the number of highly qualified and gender-sensitive teachers in Rwanda by promoting and supporting women's access to URCE, Rwanda Teachers' Colleges and affiliated Teacher Training Colleges (TTCs).
Other Recommendations:

- The team recommended that the outcome of this objective remain the same, but change KIE to University of Rwanda College of Education.
- On the outcome, Dr. Alfred Otara and James Ngoga recommended that since the College of Education does not admit students directly (which would be part of outreach and recruitment), the element of outreach would be accomplished by visiting secondary schools before making application and inspire/sensitize students about this program. Most of the students do not know anything about these programs.
- Dr. Faustin Habineza stressed the need to sensitize students at ordinary level of education in order to get people join TTCs.
- It was agreed that an activity be created under "Conduct outreach visits to schools" and that this outreach will be a continuous effort throughout the entire project funding period.

OUTPUT 1.1.2: Mentoring and counseling: It was observed that a great deal of effort needs to be put in this output because nothing was done in the previous quarters.
Recommendations:

- Dr. Charles Alexander, UCLA, will be asked to come at the end of April to develop the mentoring protocol, to help in developing the training manuals and to hold a series of trainings session for the super mentors.
- URCE will identify individuals who are interested in being trained as super mentors with Dr. Alexander.
- The activity of conducting outreach activities like visiting schools and making presentations in the PIP.
- Initiating school based gender related organizations are not necessary and therefore be deleted from the PIP.
- Dr. Habineza emphasized the importance of mentoring and how when successfully completed, there will be an increase in the number of students in the program.
- During the training, at least 32 trainees will be invited: two from each of the 13 TTCs in Rwanda (26 participants), two each from the Rwanda Teachers' College and the remaining from URCE.
- That URCE looks into the possibility of videoconferencing capabilities to enable Dr. Alexander to facilitate follow up training. Two places with videoconferencing are the Ministry of Education conference hall and USAID conference Hall.
- Dr. Otara recommended training that will equip teachers as entrepreneurs. Ashoga Foundation will be contacted in case they're interested in providing that service. It was recommended that activity be added on the PIP to include entrepreneurial and work-life balance training for teachers.

OUTPUT 1.1.3 Flexible options for program delivery

Develop strategy and implementation: (Q3-2014 and Q4-2014)

On this output, Azeb Tadesse provided an update that Microsoft has been waiting for curriculum materials so as to develop an online component and Microsoft needs some material to do pilot work before the WLP developed curriculum can be transformed into online materials.

Recommendations

- The pilot for this component will be the Post Graduate Diploma (PGD). This is necessary because the PGD program is easy to monitor under the Faculty of Education.
- Additional program that might be suitable the diploma program (DTP).
- Mr. Ivan Lumala of Microsoft will be invited to come in April to URCE to start work on the pilot.

OBJECTIVE 2: To better inform URCE's institutional policies and practices through gender-focused research and capacity building

Ms. Tadesse explained that this objective has the potential of UCLA and URCE developing joint research opportunities. A series of activities were recommended.

- Dr. Kathleen McHugh, UCLA Center for the Study of Women, travel to URCE in May to conduct a series of workshop on gender-focused research methodology.
- URCE identifies someone from the Faculty of Education who would work closely with Dr. McHugh in developing the joint research competition parameters.
- A series of two competitions will be conducted during the grant period. Process will be outlined and formalized during the workshop and competition will be announced after the workshops.
- At the end of each competition there will be a dissemination conference at URCE and proceedings from the conference will be published online and in print so that dissemination is greater.

OUTPUT 2.2.1 Institutional Review of URCE's departments and administrative units is conducted to identify opportunities for enhancement and improvement - ***this section to be replaced with:*** develop a plan for capacity building of URCE administrator to enhance efficiency and strategic decision making.

- It was recommended that an external consultant be brought in to do an institutional capacity building review and help design a strategic plan on how to improve institutional processes.
- URCE writes up a guide/broad scope within which the consultant will work.
- URCE outlines priority areas that the consultant ought to use to start the process.
- The consultant will be asked to conduct a site visit, develop a planning and needs assessment document, and conduct training.
- Ms. Azeb Tadesse will contact the consultant.

OUTPUT 2.2.2: Planning office

- According to James Ngoga, URCE Director of Planning, areas of priority have been identified by his office and should be submitted to UCLA.
- Mr. Ngoga requested that more training be done with his department.

OBJECTIVE 3: To improve the capacity of KIE to train in the integration of gender equity in the classroom in order to prepare teachers to address gender equity in the classroom through pedagogy, course content and classroom management techniques.

- It was agreed that this objective's activities be revised and retain the activities of reviewing and updating existing curricula during the visit of Dr. Kathleen McHugh, UCLA.
- That research and publication possibilities be explored during Dr. McHugh's visit.

PROJECT ADMINISTRATIVE/MANAGEMENT RE-ALIGNMENT:

- The project committee will consist of: Faustin Habineza (TTC/curriculum development), James Ngoga (Planning and data), Alfred Otara (Distance learning/curriculum development), Jolly Rubagiza (Center for Gender, Culture and Development) and will expand to include Francoise Murerwa (Finance/gender) and a faculty with gender expertise from the Faculty of Education.
- To facilitate greater accountability, project reporting structure will be as follows: Project Director (Faustin Habineza) will report to Dean of Faculty of Education (Alfred Otara) who will oversee and will provide the URCE Principle and Vice-Rector of Research with monthly reports.
- All financial decisions will be made by the committee and will require final approval of Dean of Faculty of Education and URCE Director of Finance.
- A technical committee will be constituted to expand the engagement of faculty of the College of Education in project implementation.
- The WLP office will focus on providing administrative support services. Therefore, the Project Administrator position will be eliminated and Project Administrative Assistant will continue to provide administrative support to the project.
- Due to implementation delays it was agreed that there would be an intensification of activities to ensure timely project completion.
- Activity intensification requires a budget reallocation to be completed as soon as possible.
- UCLA Liaison, Benjamin Mushuhukye, will be based in the to support intensification of implementation, facilitate communication, and assist as needed

APPENDIX XVII

Gender Survey
Kinyarwanda

GENERALIZED SELF-EFFICACY
GUSUZUMA UBY'USHOBOYE

Name_____

Izina_____

Please indicate the extent of your agreement with each item, using the following scale:
Garagaza urwego rwo kwemeranya kuri buri ngingo ukoreshe ingero zi kurikira:

+2 = Strongly Agree
+1=Agree
0=Neither Agree nor disagree
-2=Strongly disagree
-1=Disagree

+2 =Ndemeranya cyane
+1= Ndemeranya
0 = Ndifashe
-2 = Sinemeranya nagato
-1 = Sinemeranya

1. **I am strong enough to overcome life's struggles.**
   Ndashoboye bihagije guhagana n'ubuzima bugoye.

+2 = Strongly Agree +1 = Agree 0 = Neither Agree nor Disagree -2 = Strongly Disagree -1 = Disagree

+2 = Ndemeranya cyane +1 = Ndemeranya 0 = Ndifashe -2 = Sinemeranya nagato -1 = Sinemeranya

2. **At root, I am a weak person. (r)**
   Muri kamere ndi umuntege nke.(r)

+2 = Strongly Agree +1 = Agree 0 = Neither Agree nor Disagree -2 = Strongly Disagree -1 = Disagree

+2 = Ndemeranya cyane +1 = Ndemeranya 0 = Ndifashe -2 = Sinemeranya nagato -1 = Sinemeranya

3. **I can handle the situations that life brings.**
   Nshoboye gukemura ibibazo mpuye nabyo mubuzima.

+2 = Strongly Agree +1 = Agree 0 = Neither Agree nor Disagree -2 = Strongly Disagree -1 = Disagree

+2 = Ndemeranya cyane +1 = Ndemeranya 0 = Ndifashe -2 = Sinemeranya nagato -1 = Sinemeranya

4. **I usually feel that I am an unsuccessful person. (r)**
   Mubusanzwe numva ntacyo nakwigeza ho. (r)

+2 = Strongly Agree +1 = Agree 0 = Neither Agree nor Disagree -2 = Strongly Disagree -1 = Disagree

+2 = Ndemeranya cyane +1 = Ndemeranya 0 = Ndifashe -2 = Sinemeranya nagato -1 = Sinemeranya

5. **I often feel that there is nothing that I can do well. (r)**
   Kenshi na kenshi numva ntacyo nakora neza. (r)

+2 = Strongly Agree +1 = Agree 0 = Neither Agree nor Disagree -2 = Strongly Disagree -1 = Disagree

+2 = Ndemeranya cyane +1 = Ndemeranya 0 = Ndifashe -2 = Sinemeranya nagato -1 = Sinemeranya

6. **I feel competent to deal effectively with the real world .**
   Niyumva mo ubushobozi bwo guhangana neza mibereho igoye.

+2 = Strongly Agree +1 = Agree 0 = Neither Agree nor Disagree -2 = Strongly Disagree -1 = Disagree

+2 = Ndemeranya cyane +1 = Ndemeranya 0 = Ndifashe -2 = Sinemeranya nagato -1 = Sinemeranya

7. **I often feel like a failure. (R)**
   Iteka numva nsa nuwatsinzwe mubuzima.

+2 = Strongly Agree +1 = Agree 0 = Neither Agree nor Disagree -2 = Strongly Disagree -1 = Disagree

+2 = Ndemeranya cyane +1 = Ndemeranya 0 = Ndifashe -2 = Sinemeranya nagato -1 = Sinemeranya

8. **I usually feel I can handle the typical problems that come up in life.**
   Mubisanzwe numva nakemura ibibazo by'ingutu mpuye nabyo mubuzima.

+2 = Strongly Agree +1 = Agree 0 = Neither Agree nor Disagree -2 = Strongly Disagree -1 = Disagree

+2 = Ndemeranya cyane +1 = Ndemeranya 0 = Ndifashe -2 = Sinemeranya nagato -1 = Sinemeranya

OPPORTUNITY MEASURE
Kugera Amahirwe Ku Ahabwa Abagabo n'Abagore

Name_____

Izina_____

To what extent do you agree or disagree with the following statements?
Ni kuruhe rwego wemeranya, cyangwa se utemeranya nizi ngingo zikurikira?

1. **Women should have equal rights with men and receive the same treatment as men do.**
   Abagore bagomba kunganya uburenganzira na abagabo ndetse bakanafatwa kimwe.

___Strongly Disagree ____ Sinemeranya Nagato

___ Disagree ____ Sinemeranya

___Neither Agree nor Disagree ____ Ndifashe

___Agree ____ Ndemeranya

___Strongly Agree ____ Ndemeranya cyane

2. **On the whole, men make better political leaders than women and should be elected rather than women. (r)**
   Mubigaragara, abagabo bavamo abanyapolitiki beza kurusha abagore bityo bakaba bagomba gutorwa kurusha abagore. (r)

___Strongly Disagree ____ Sinemeranya Nagato

___ Disagree ____ Sinemeranya

___Neither Agree nor Disagree ____ Ndifashe

___Agree ____ Ndemeranya

___Strongly Agree ____ Ndemeranya cyane

3. **When jobs are scarce, men should have more right to a job than women. (r)**
   Mugihe cy'ibura ry'akazi, abagabo bagomba guhabwa amahirwe menshi yo kukabona kurusha abagore. (r)

___Strongly Disagree

___ Disagree

___Neither Agree nor Disagree

___Agree

___Strongly Agree

____ Sinemeranya Nagato

____ Sinemeranya

____ Ndifashe

____ Ndemeranya

____ Ndemeranya cyane