

Country Context Report - Rwanda

General Country Information

Africa Education Initiative Program Activities

Ambassadors' Girls' Scholarship Program
Innovative Activities

Primary Language(s)

French: National, Official, Instruction

Kinyarwanda, French and English are the official languages while Kiswahili (Swahili) is used in commercial centers.

Sources

CIA - The World Factbook - Rwanda - <http://www.odci.gov/cia/publications/factbook/geos/rw.html>

Population

	Total	Male	Female
Total	7,954,013	3,954,550	3,999,463
Under 14	3,364,269	1,690,122	1,674,147

According to a July 2004 estimate, the population growth rate is 1.82%. The estimates for the country explicitly take into account the effects of excess mortality due to AIDS; which results in lower life expectancy, higher infant mortality and death rates, lower population and growth rates, and changes in the distribution of population by age and sex than would otherwise be expected.

Sources

CIA factbook - <http://www.cia.gov/cia/publications/factbook/goes/rw.html#People>

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Basic Education General Information

Breadth of Basic Education Activities

Length of Primary School Cycle: 6 Years

Early Childhood Education

Early childhood education is provided.

ECE Enrollment: 18,399

Number of ECE Institutions: 257

In 2001, there were 257 nursery schools of which only two were government owned. These pre-schools cater for 18,399 children or 1% of about two million pre-school aged children. These schools are managed by 327 teachers, the majority of whom have received only in-service training.

Sources

Rwanda; Education Sector Policy - <http://www.mineduc.gov.rw/Policy.htm>

National Curriculum

A national curriculum exists.

There is a three-year plan for the review and revision of the primary school curricula, and textbooks in various subject areas are being developed. A new textbook policy has been finalized, and with the help of donors, there will be increased funding for textbooks over the next few years. There are currently sufficient textbooks in only two subjects, Kinyarwanda and mathematics. However, both of these textbooks are out of date and are not curriculum-compliant. The new textbook policy is aimed at providing one curriculum-compliant textbook per three pupils by 2004 in all primary subjects.

Sources

Rwanda Education Sector Policy - <http://www.mineduc.gov.rw/Policy.htm>

National Exams - At what level are national exams written?

After six years of primary education, successful learners are awarded the "Certificat national de sixième année primaire" (First School Leaving Certificate).

Sources

Rwanda - Education system; Institution Types & Credentials - www.unesco.org/iau/cd-data/rw.rtf

What are the key basic education challenges?

- The quality of primary education is low. This is reflected in the literacy rates of 52% for men and 45% for women which are lower than the enrollment rates, suggesting that children are attending primary school but not gaining functional literacy.
- Lack of qualified teachers and insufficient teaching and learning materials
- The Government of Rwanda does not have enough financial resources to provide quality primary education.
- Schools are generally located at long distances from homes and this increases security risks.
- The Government of Rwanda (GOR) still needs to eliminate the causes and obstacles which lead to disparity in education be it by gender, disability, geographical or social group.
- To provide quality education to the over one million war and genocide orphans remains one of the major challenges for the GOR.
- School textbooks are a rarity.
- About 11,000 teachers who comprise 70% of the teaching force, still live in refugee camps following the war and genocide.

Sources

Rwanda Education Sector Policy - <http://www.mineduc.gov.rw/Policy.htm>

Is primary education 'free' (legally)?

Free primary education is provided.

In principle, primary education is free, but in practice, parents have to buy uniforms for their kids and contribute to the day-to-day running of schools.

Sources

Association for the Development of Education in Africa; Prospective, Stocktaking Review of Education in Africa:1999 - http://www.adeanet.org/programs/biennial99en_synt

What are the barriers to student access and participation in basic education?

- Localized conflicts having long-standing ethnic, civil, religious and other causes and consequences
- Civil strife has led to the total or partial breakdown of government machinery
- School infrastructure has been destroyed or is in different stages of disrepair
- Absence of a standardized curriculum
- Need for re-professionalization of teachers, head teachers, inspectors and educational administrators
- Inadequate remuneration of teachers
- Absence of well-functioning educational authority
- Absence of relevant educational data
- Need for peace, tolerance and reconciliation
- Lack of adequate teaching and learning materials
- Generalized insecurity which has led to the formation of ethnic armed youth militias who often terrorize schools

Sources

Name

The UNESCO PEER Experience - www.genie.org/genie-crisis-links/peer/pdf/peer_exp.pdf

In what ways is the education system addressing the needs of marginalized groups? Are there special schools?

Special schools exist.

In 1994, the GOR developed a national policy for war and genocide orphans and other vulnerable children. The GOR in collaboration with donors, established training centers for this category of children which includes: children living in households headed by children, children in foster care, street children, children in conflict with the law, children with disabilities, children affected by armed conflict, children who are sexually exploited and/or abused, working children, children affected/infected by HIV/AIDS, infants with their mothers in prison, refugee and internally displaced children, and children of single mothers.

Sources

National Policy for Orphans and Other Vulnerable Children in Rwanda - http://www.youth-policy.com/Policies/Rwanda_National_Policy_for_OVC.cfm

What is the stage of development of the education system?

The Net Enrollment Rate has been steadily increasing and is currently 74.5% for both girls and boys. However, the rates of drop out and repetition are still high at 31.8% and 14.2% respectively.

The 2000 Households Living Conditions survey estimates the dropout rate at 15% for girls. The Gross Enrollment Rate has also been increasing and is now over 103%. The teacher/pupil ratio is currently 1:56. It should be noted that teacher/pupil ratios vary around the country from 1:47.7 in the capital, Kigali to 1:71.3 in Kibungo.

There are 11 Teacher Training Colleges (TTCs) - one in each province. They offer both pre-service and in-service training and help to improve the quality of teaching staff by upgrading existing under-qualified teachers and giving new recruits an intensive basic training. These TTCs have the capacity of approximately 2,500 students in total each year.

There are also several private or government-subsidized schools with special sections to train primary school teachers. The number of qualified teachers has increased from 49.2% in 1998/1999 to 81.2% currently, although there are still wide disparities according to regions. Kigali City and Ruhengeri have almost 100% qualified staff, while Umutara province has less than 50%. At primary level across the entire nation, there are now more qualified female teachers than male teachers (81.6% to 80.8%).

Sources

Rwanda Education Sector Policy - <http://www.mineduc.gov.rw/Policy.htm>

Are there alternatives to traditional schools?

Yes. The Ministry of Secondary and Primary Education, in collaboration with UNICEF and UNESCO is running Youth Training Centers. These Centers cater for about 2,000 young people out of a total target population of approximately one million. There are 22 public and 16 private vocational centers. They provide a variety of programs for children and youth including basic education, professional training, health care and recreational activities. Additionally, the Centers strive to reunify children with their families where possible or to place them in foster families.

Sources

UNICEF - Teachers Talking: Teachers Forum; May, 2001 - <http://www.unicef.org/teachers/forum/0501.htm>

How is the country addressing HIV/AIDS issues?

Rwanda recently established the Multi-Sectoral AIDS Project (MAP) which seeks to promote HIV/AIDS awareness, improve access to treatment and the care given to those living with HIV/AIDS. MAP also seeks to initiate research on the pandemic.

According to Jean-Marie Manzi Kabarega, financial specialist in Rwanda MAP "the issue of AIDS is no longer a health issue only, it has to be broadened to all sectors ... and the biggest portion of funds should be used on treatment and care." MAP is emphasizing the financing of a five-year program on small-scale poverty alleviation projects in rural areas.

MAP recognizes the fact that "since poverty has been identified as one of the major causes of the rapid infection rate, overtime, the reduction of poverty levels in society will lead to a reduction in vices such as prostitution."

MAP also seeks to eliminate stigma and discrimination associated with HIV/AIDS. 33% of the MAP budget is being allocated to treatment while 30% goes to the private sector to support awareness and poverty-alleviation projects. The remainder is channelled through government institutions.

A recent conference on HIV/AIDS in the Rwandan capital, Kigali, which was attended by delegates from the Great Lakes region, resolved to develop joint guidelines on bulk procurement and distribution of anti-retroviral drugs and to establish a network for national medical stores in the region.

Sources

IRIN PlusNews; Tuesday 6 September 2005 - http://www.plusnews.org/AIDSreport.asp?ReportID=2550&selectRegion=Great_Lakes&SelectCountry=Rwanda

Are there political conflicts and what is the impact of these conflicts on education?

In 1990, children of Tutsi exiles formed the Rwandan Patriotic Front (RPF), and began a civil war. The war, along with several political and economic upheavals, exacerbated ethnic tensions, culminating in April 1994 in the genocide of roughly 800,000 Tutsi and moderate Hutus within 90 days. The Tutsi rebels defeated the Hutu regime and ended the killing in July 1994, but approximately two million Hutu refugees, many fearing Tutsi retribution - fled to neighboring Burundi, Tanzania, Uganda and the Democratic Republic of Congo. This civil war led to the death of many teachers, parents and learners and also to the destruction of infrastructure especially schools which were used as refugee camps. For example, there were more than 11,000 teachers in refugee camps, which represented about 70% of the former primary school teaching force.

Sources

Journal of international Assistance - <http://www.reliefweb.int/library/norduc/book4/pb024j.html>

Are there on-going, recently completed projects relating to the following areas?

Teacher Training

Rwanda is one of the pilot counties for the Imfundo project, a unique partnership between the Department for International Development (DFID), Internet giants Cisco systems, Marconi and Virgin, which aims to bridge the digital divide between the world's rich and poor countries.

Under this project, telecenters for teacher training are being developed in existing schools in every region of the country. These telecenters will be a base for improving the training of teachers in Rwanda. Trained teachers will in turn provide a more comprehensive and successful education system for the whole country.

Sources

Developments - In depth 01/2001 - Hoping for a net profit - http://www.developments.org.uk/data/13/id_netprofit.htm

Textbooks and other Learning Materials

The reconstruction of the national education system started with the implementation of the Teacher Emergency Package (TEP) or -school-in-a box- as "a mobile classroom". The TEP model was, for the first time, tested on a nation-wide scale. The strategy tested by UNICEF-UNESCO emergency education program, in collaboration with education officials, was based on a phased approach in order to re-establish the education system.

Sources

The UNICEF-UNESCO TEP Programme in Rwanda - http://www.genie.org/genie-crisis-links/rapid_edu/implement/tep_rwanda.html

Girls' Education

UNESCO's Program of Education for Emergencies and Reconstruction (PEER) educational interventions preferentially seek to meet the educational needs of vulnerable groups such as children traumatized by crisis situations, particularly girls and women (especially those who head households) and unemployed/uneducated armed youth.

Sources

The UNESCO PEER Experience - www.genie.org/genie-crisis-links/peer/pdf/peer_exp.pdf

Sources

HIV/AIDS Impact on Education Clearinghouse - hivaidsclearinghouse.unesco.org
Name

Encouraging the Participation of Local Communities in Education

UNESCO's PEER aims to inculcate expertise, initiative and resources into the communities involved in the Quick Impact Projects (QUIPs). Community School Committees (CSCs) are to be formed, local education authorities are to be constituted with a mandate to provide policy, guidelines, administrative coordination, supervision and inspectorate capacity to emerging schools. Training would be imparted to them to effectively discharge their duties and responsibilities even after the international aid workers and organizations withdraw from the scene.

Sources

UNICEF - Teachers Talking: Teachers Forum; May, 2001 - <http://www.unicef.org/teachers/forum/0501.htm>

Additional Basic Education General Information

Donor Information

Canadian International Development Agency (CIDA) - 2000

US\$ 3,450,000

Support vocational training centers for Rwandan children.

Department For International Development (DFID) - 2005

US\$ 2,850,000

Promotion and Development of Girl`s Education.

Organization for Development Assistance (ODA) - 0

US\$ 382,000,000

Support Basic Education.

UNICEF - 2003

Payment of teachers` salary arrears.

World Food Programme (WFP) - 1995

The WFP provided almost 4,000 metric tons of food as salary supplements to primary school teachers in a modified food-for-work program.

Sources

An Overview of Educational Funding: April 16, 2002 - <http://www.globalmarch.org/education-campaign/education>

allafrica_stories - <http://www.allafrica.com/stories/200503200970.html>

Journal of international Assistance - <http://www.reliefweb.int/library/norduc/book4/pb024j.html>

Teacher Training

Pupil/Teacher Ratio

Level	Total	Urban	Rural
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On average, the teacher/pupil ratio is 1:56. However, it should be noted that teacher/pupil ratios vary widely around the country from 1:47.7 in the capital, Kigali to 1:71.3 in Kibungo.

Sources

Developments - In depth 01/2001 - Hoping for a net profit - http://www.developments.org.uk/data/13/id_netprofit.htm

Rwanda Education Sector Policy - <http://www.mineduc.gov.rw/Policy.htm>

What are the barriers to teacher sufficiency?

- Localized conflicts having long-standing ethnic, civil, religious and other causes and consequences;
- Civil strife has led to the total or partial breakdown of government machinery
- School infrastructure has been destroyed or in different stages of disrepair
- Absence of a standardized curriculum
- Need for re-professionalization of teachers, head teachers, inspectors and educational administrators
- Inadequate remuneration of teachers
- Social reinsertion of teachers. There were more than 11,000 teachers in refugee camps, following the civil war. This represents about 70% of the former teaching force.
- Absence of well-functioning educational authority which has led to teachers not receiving appropriate training.

- Absence of relevant educational data
- Need for peace, tolerance and reconciliation
- Lack of adequate teaching and learning materials
- Generalized insecurity which has led to the formation of ethnic armed youth militias who often terrorize schools.

What is the design of in-service teacher training programs?

Under the UNICEF-UNESCO PEER program, a training of trainers system was set-up in each of the communities using a "cascade" approach, in order to respond to the urgent training needs of Rwandan teachers. The cascade approach means that the trained teachers were required, in turn, to train their colleagues.

A core group of 21 national trainers, divided into four or five groups, were sent out to 11 prefectures. Each commune was represented by two primary school-teachers who, in turn, trained the other teachers in their communes.

Sources

The UNICEF-UNESCO TEP Programme in Rwanda -
http://www.genie.org/ginie-crises-links/rapid_edu/implement/tep_rwanda.html

Number of Teacher Training Institutions. Names and Addresses of Prominent Institutions

General

Number of Institutions: 11

There are 11 Teacher Training Colleges - one per province.

Sources

Rwanda Education Sector Policy - <http://www.mineduc.gov.rw/Policy.htm>

Is there evidence of curriculum revision?

Relevance to the world of HIV/AIDS

According to the recent curriculum which was developed under the new Education Sector Policy Paper, all school children shall acquire the necessary life skills to be responsible and change behavior in the fight against HIV/AIDS. HIV/AIDS will be mainstreamed across all education departments, and there shall be no stigmatization or discrimination against educators and learners who have contracted HIV/AIDS and measures to counsel and support those educators and learners infected and affected by HIV/AIDS will be established.

Classroom Management

Under the new Education Sector Policy Paper the development of skills such as life skills, and practical and entrepreneurial skills shall be emphasized at all levels.

Innovative teaching practices

In the absence of functional educational institutions, open/distance learning strategies are adopted to give remedial training in the areas of teacher training, technical/vocational training etc. Innovative teacher-learning materials such as the Teacher Emergency Package (TEP) and other kits of different kinds are used. These materials are conceived, developed and used in the field. They can be culturally adapted for other contexts and counties, pre-packaged and delivered within a matter of weeks.

Remove gender bias from textbooks

Under the Education Sector Paper, education should be characterized by the imparting of good values and attitudes in Rwandan culture, including those that promote gender equality and equity as well as those from outside which are relevant to Rwandan national development.

Life Skills

Training must go hand in hand with the rehabilitation of destroyed infrastructure and distribution of educational kits. In all educational initiatives, the emphasis must be on developing knowledge, skills, competencies and attitudes that are essential to life.

Sources

Rwanda; Education Sector Policy - <http://www.mineduc.gov.rw/Policy.htm>
Rwanda Education Sector Policy - <http://www.mineduc.gov.rw/Policy.htm>
The UNESCO PEER Experience - www.genie.org/genie-crises-links/peer/pdf/peer_exp.pdf

Terms and Working Conditions for Teachers

Teachers are faced with the problem of social re-integration given that about 11,000 were living in refugee camps following the 1994 genocide. Additionally, the Rwandan government lacks the financial capacities to mobilize, train, motivate and pay teachers' salaries at civil service rates given the increased number of teachers needed to staff schools. Consequently, a good number of teachers are drawn to other fields where work is less demanding and pay is higher.

Sources

Association for the Development of Education in Africa; Prospective, Stocktaking Review of Education in Africa:1999 - http://www.adeanet.org/programs/biennial99en_synt

Are there programs for the professional development and support of head teachers and school administrators?

Programs for the professional development of teachers exist.

Gender sensitization training workshops are organized regularly for teachers to ensure that they enhance their gender analysis skills and provide empowering education for girls. Other trainings include: Workshops on self-evaluation, the use of computers in the operation of resource centers, and guidance and counseling covering the following topics:

- The confident, motivated and empowered teacher
- Understanding the world of the young person
- Inter and intra-personal relations at the work place
- Basic skills and techniques of counseling.

Sources

Forum for African Women Educationalists - <http://www.fawe.org/Fawe5thGA2002/Documents/G.A.5.C.O..E.Rwanda.pdf>

Stability of Teachers

Average Time Teachers Stay at School: 1 Year(s)

Nearly all primary schools practice a policy of double shifting in the first three years of primary school, i.e. having a teacher teach one class in the morning and another in the afternoon.

Sources

Rwanda; Education Sector Policy - <http://www.mineduc.gov.rw/Policy.htm>

Girls' Education

What are the primary reasons for girls' low enrollment and completion rates?

- Cultural issues. Girls' education continues to be viewed as less important than boys'. Girls are encouraged to marry at early ages, and take on increasing household and income-generating responsibilities due to poverty or illness in the family, such as HIV/AIDS.
- Long distances to school. Due to the destruction of educational infrastructure, children often must walk long distances to school which causes parents to be especially concerned with girls' safety.
- Poor facilities. Primary school infrastructure is in a very poor state. Most schools have neither a safe potable water supply nor separate latrines for boys and girls.
- Low quality of education. The curriculum is irrelevant and not sensitive to gender. The trained teacher to student ratio is high, as is the textbook to student ratio. Mathematics and Kinyarwanda are frequently the only subjects with textbooks.
- Cost of education. Most children drop out of school due to difficulties in meeting the direct and indirect costs of schooling.
- Psychological issues. It is estimated that children and young adolescents, especially girls, head 65,000 households. Major gaps exist in the provision of psychological care services and peace education, and most schools must care for hundreds of thousands of children affected by wars, genocide, and HIV/AIDS.

Sources

2003 Rwanda Country Highlight - www.unicef.org/girlseducation/index.html

Is there evidence of curriculum revision?

Innovative teaching practices

Telecenters for teacher training are now being developed in existing schools in every region of the country. These will be the base for improving training of teachers in Rwanda. Trained teachers will in turn provide a more comprehensive and successful education system for the whole country.

Sources

Rwanda Education Sector Policy - <http://www.mineduc.gov.rw/Policy.htm>

Remove gender bias from textbooks

The new curriculum prescribes that education will be characterized by the imparting of good values and attitudes in Rwandese culture including those that promote gender equality and equity as well as those from outside which are relevant to the country's development.

Sources

Rwanda Education Sector Policy - <http://www.mineduc.gov.rw/Policy.htm>

Relevance to the world of HIV/AIDS

HIV/AIDS education is now fully integrated and incorporated into the national curriculum at all levels of education, with appropriate textbooks and teaching materials produced and disseminated across the country. The Ministry of Education has an HIV/AIDS Unit which is responsible for coordinating interventions by NGOs, international organizations and other partners, in line with HIV/AIDS policy. This Unit is also responsible for monitoring and evaluation of interventions.

Sources

Rwanda Education Sector Policy - <http://www.mineduc.gov.rw/Policy.htm>

Life Skills

The new curriculum emphasizes the development of skills such as life skills, practical and entrepreneurial skills at all levels of the education system.

Sources

The New Times: Women and Education in Rwanda; March 16, 2005 by Mbabazi Linda - http://www.newtimes.co.rw/pages/Magazine/Women/midweek_11.htm

What are the reforms most likely to stimulate the enrollment and persistence of girls in school?

The Forum for African Women Educationists (FAWE) has set up Centers of Excellence to create a conducive environment for girls' education and consequently stimulate girls' enrollment in schools.

These reforms are manifested through the following programs:

- Empowerment of girls. Activities are aimed at building self-esteem in girls and developing their leadership qualities. All 320 girls are now members of a girls' club called TUVUGE (which means "Let us speak out" in Kinyarwanda), established at the Kigali Center of Excellence in 1999. Through these clubs, girls are able to develop capacities for identifying and solving the problems that beset them.

Additionally, through the African Girls' Education Initiative, UNICEF is working to support the government's rebuilding of the education system in the following ways:

- Three female teachers per school are being trained to provide counselling services for girls, and 3,000 teachers will be trained in child friendly, participatory learning methods.
- Collaboration with the Ministry of Water and Natural Resources will enable primary schools to have hygiene promotion kits, improved access to water, and separate sanitary facilities in schools.
- UNICEF is working with communities in selected provinces to integrate services, especially in those with prevailing gender gaps in enrollment, retention and performance.

Sources

Forum for African Women Educationalists - <http://www.fawe.org/Fawe5thGA2002/Documents/G.A.5.C.O..E.Rwanda.pdf>

Are schools safe for girls? What is the most common threat to the safety of schoolgirls?

Schools are not safe for girls. Parents fear that their daughters will be raped. This is because the schools are long distances from their homes and have to leave for school at least no later than 4.30 am, so as to reach school on time.

Additionally, there is the danger of children encountering wild animals on the road late at night or in the early morning. These factors worry parents so much, that instead of their daughters being raped or attacked during those nights or mornings, they would rather stop them from going to school, and wait for the age of marriage.

Sources

The New Times: Women and Education in Rwanda; March 16, 2005 by Mbabazi Linda - http://www.newtimes.co.rw/pages/Magazine/Women/midweek_11.htm

Textbooks and Other Learning Materials

Textbook/Pupil Ratio

The average textbook to pupil ratio is 1:3.

Sources

Education Today: Learning Practices in Rwanda - http://www.unesco.org/education/education_today/rwanda.html

Are textbooks free?

Free textbooks are available.

Donors like United Nations High Commission for Refugees (UNHCR), United Nations Children's Fund (UNICEF), United Nations Educational Scientific and Cultural Organisation (UNESCO), Department for International Development (DFID), European Union and the Belgian Government have distributed free textbooks both in schools and in refugee camps.

Sources

Journal of international Assistance - <http://www.reliefweb.int/library/norduc/book4/pb024j.html>

Are teaching guides and other resources available?

Teaching guides are available.

In July 1994, UNICEF and UNESCO, in the form of its PEER program decided to join efforts to set-up a rapid educational response both inside Rwanda and in the refugee camps in neighboring countries. This inter-agency collaboration was initiated in May 1994, with the translation and adaptation into Kinyarwanda of teacher's guides and other educational materials contained in the Teacher Emergency Package.

Sources

The UNICEF-UNESCO TEP Programme in Rwanda - http://www.genie.org/ginie-crisis-links/rapid_edu/implement/tep_rwanda.html

Do textbooks include remedial texts/materials for remedial work?

Textbooks include material for remedial work.

In the absence of functional educational institutions, open/distance learning strategies are adopted under PEER to give remedial training in areas of teacher training, technical/vocational training etc.

Sources

The UNESCO PEER Experience - www.genie.org/ginie-crisis-links/peer/pdf/peer_exp.pdf

Are learning/teaching materials available in all regional languages?

Learning/teaching materials are available in regional languages.

In July 1994, UNICEF and UNESCO, in the form of PEER, decided to join efforts to set-up a rapid educational response both inside Rwanda and in the refugee camps. This inter-agency collaboration was initiated in May 1994, with the translation and adaptation into Kinyarwanda of the teacher's guides and other educational materials contained in the Teacher Emergency Package.

Sources

The UNICEF-UNESCO TEP Programme in Rwanda - http://www.genie.org/ginie-crisis-links/rapid_edu/implement/tep_rwanda.html

What are the mechanisms for development/distribution of teaching and learning material?

Development

Most of the textbooks have been developed by donors like UNHCR, UNICEF and UNESCO in collaboration with the MOE.

Distribution

These donors have also been responsible for the distribution of these learning materials both within Rwanda and in refugee camps in Tanzania, and Goma and Bukavu in the Democratic Republic of Congo.

Sources

Journal of international Assistance - <http://www.reliefweb.int/library/norduc/book4/pb024j.html>

Perception of Adequacy of Learning Resources

Textbooks are not adequate.

Sources

Journal of international Assistance - <http://www.reliefweb.int/library/norduc/book4/pb024j.html>

To what extent is information communication technology available/used in basic education?

ICT Available

As of 2003, there were 1,495 Internet hosts, 25,000 Internet users, two television broadcast stations, 23,299 telephone main lines and 134,000 mobile telephone users in Rwanda.

ICT Used

Rwanda is one of the pilot countries of the Imfundo project which believes that fulfilling the vision of an ICT-literate population is impossible without education. The Imfundo project is a unique partnership between the Department for International Development (DFID), Internet giants Cisco Systems, Marconi and Virgin - which aims to bridge the digital divide between the world's rich and poor countries.

The trial stage of the Imfundo initiative in Rwanda is looking at how ICT can improve education through in-service teacher training and using distance learning supported by ICT.

Telecenters for teacher training are now being developed in existing schools in every region of the country. These will be a base for improving training of teachers in the country. Trained teachers will in turn provide a more comprehensive and successful education system for the whole country.

Sources

CIA - The World Factbook - Rwanda - <http://www.odci.gov/cia/publications/factbook/geos/rw.html>

Developments - In depth 01/2001 - Hoping for a net profit - http://www.developments.org.uk/data/13/id_netprofit.htm

Description of Transportation Systems and Projected Improvements

Rwanda has a total of 12,000km highways of which 996km are paved and 11,004 are unpaved, three ports and harbors namely Cyangugu, Gisenyi and Kibuye. It also has nine airports of which four have paved runways and five have unpaved runways.

Sources

CIA - The World Factbook - Rwanda - <http://www.odci.gov/cia/publications/factbook/geos/rw.html>

Community Participation in Basic Education

In what ways is the community involved in basic education?

General

Communities currently involve themselves in the recruitment of teachers, negotiation of teachers' salaries, teacher management, selection of school curricula, school mapping, financial management and the establishment and management of pre-schools.

Paying fees

Parents pay fees for their children.

Recruitment of Teachers

Parents participate in the recruitment of teachers and in the negotiation of teachers' salaries.

Serving in committees for school development, Parent Teacher Association (PTA)

Parents take part in school management committees and participate in Parent Teacher Associations.

Sources

Association for the Development of Education in Africa; Prospective, Stocktaking Review of Education in Africa:1999 - http://www.adeanet.org/programs/biennial99en_synt

What is the level of community participation vs. government share of social and financial responsibility for basic education?

The community participates in the recruitment of teachers, negotiation of teachers' salaries, teacher management, selection of school curricula, school mapping, and financial management of schools. For its part, the government provides the budget for the construction and equipping of schools and the payment of the greater part of teachers' salaries.

Sources

Association for the Development of Education in Africa; Prospective, Stocktaking Review of Education in Africa:1999 - http://www.adeanet.org/programs/biennial99en_synt

Are NGOs and civil society involved in education? What role do they play? Who are they?

NGOs and civil society are involved in education.

The major donors involved in education in Rwanda are: the Swedish International Development Agency (SIDA), the Canadian International Development Agency (CIDA, UNESCO, UNICEF, ODA, Coopération Française, World Links, UNHCR, War Child UK and Refugee Trust.

SIDA participated in the construction and furnishing of staff houses, erection of a school fence and recruitment of 70 security personnel to provide 24-hour guard service to schools. UNESCO donates educational materials and equipment, UNHCR donated a generator and funds for the construction of school buildings through the Ministry of Education. CIDA supports vocational training centers for Rwandan children, World Links is developing computer literacy in primary schools by providing hardware and training to more than half of all primary schools in Rwanda, and ODA supports basic education.

Sources

An Overview of Educational Funding; April 16, 2002 - <http://www.globalmarch.org/education-campaign/education>

Impact of HIV/AIDS on Basic Education

How is HIV/AIDS affecting the supply and quality of education, the number of teachers dying each year of HIV/AIDS and the educational management's ability to plan long-term?

Number of Teachers Dying each Year of HIV/AIDS

HIV/AIDS decreases the supply of education by increasing teacher illness and absenteeism and teacher mortality.

Sources

Association for the Development of Education in Africa; Prospective, Stocktaking Review of Education in Africa:1999 - http://www.adeanet.org/programs/biennial99en_synt

Educational Management's Ability to Plan Long-Term

HIV/AIDS affects the educational management's ability to plan long-term by eroding the process and quality through decimating the ranks of technical managers, curriculum designers, information specialists and planners. Morale among education professionals is also eroded by the toll of HIV/AIDS.

Sources

Association for the Development of Education in Africa; Prospective, Stocktaking Review of Education in Africa:1999 - http://www.adeanet.org/programs/biennial99en_synt

Is there provision for the education of orphans and vulnerable children?

There is provision for the education of orphans and vulnerable children.

Since 1994, the GOR, in collaboration with civil society partners, has worked hard to address the problems of orphans and vulnerable children. The achievements have been impressive, particularly in the field of reunification and fostering of children following the genocide. In addition, numerous programs have been initiated for destitute children, street children and children in child headed households.

Sources

National Policy for Orphans and Other Vulnerable Children in Rwanda - http://www.youth-policy.com/Policies/Rwanda_National_Policy_for_OVC.cfm