

UNIT 2

Quality education Promotion

Topics :

- 2.1. Standards in Basic Schools
- 2.2. School inspection
- 2.3. ICT in Education
- 2.4. School Feeding
- 2.5. Teacher Management
- 2.6. Early Childhood
- 2.7. Education for All (9/12YBE)

Unit Descriptor:

- Good quality data is imperative to help schools understand their strengths and weaknesses. Effective inspection systems generate data to support school improvement and inform national education planning.
- Using ICT to improve the quality of education is a priority for the Government of Rwanda, as is illustrated by various policy documents. The use of ICT in education is considered a strategic lever for achieving the transformation of Rwanda from “an agriculture-based economy to a knowledge-based society “and middle-income country, as envisaged by Vision 2020 (MINECOFIN, 2012). The Education Sector Strategic Plan (ESSP) (2018/19 to 2022/23) acknowledges the role of ICT in education to achieve rapid social and economic development.
- School feeding programs are beneficial for the physical, mental, and psychosocial development of school-age children and adolescents, particularly those in low- and middle-income countries
- Teacher management functions include recruitment, training and motivation of personnel, their deployment and the establishment of staffing norms, wage negotiations and organization of pay, follow up and evaluation of performance,

planning of future needs, the development of communication systems or yet again making opportunities available for personal and professional development

- It should be noted that expanding access to appropriate pre-primary school services (for 3- to 6-year-olds) is a key policy priority to enhance children's readiness to join and cope with primary school environment. A well-conceived preschool education programme can significantly improve primary school readiness and school performance and enhance overall child development
- The Education for All movement is a global commitment to provide quality basic education for all children, youth and adults



Figure 9:Source: Role of Technology in Nation Building : A case of New Rwanda in East Africa, (Majok, 2021)

UNIT ACTIVITY DETAILS

UNIT 2: This unit focuses on Quality Education Promotion.

Expected participants Outcomes

By the end of this unit, participants will be able to:

1. Explain Standards in basic education
2. Participate in school inspection and supervision
3. Discuss the use of ICT in education
4. Explain school feeding
5. Describe teacher management
6. Explain early childhood education
7. Explain the education for all

Participation of participants

- Active participation in class discussions and activities.
- Successful completion of all assignments within the specified time frame.

Method of Instruction:

The introductory nature of this module would suggest participatory and interactive approach and other standard information-giving techniques. A variety of interactive techniques, however, including lecture, class discussion, small group work, interactive teaching methods, and other adaptive teaching methods may also be used, as needed and as relevant. Each participant is required to use the text, outside readings, and case studies to obtain background information for classes. Course content may be presented in behavioral, affective, and cognitive formats. In addition, a variety of information exchange techniques (such as e-mail, conferencing, and the internet) may be used.

Note to users:

Participants are expected to have all assignments completed on time

Homework: Assigned readings and all assignments listed in the manual and given in class are to be considered homework; and, as such, elements to be completed in meeting the course requirements.

Unit 2: Participant Self-Assessment

There are no rights or wrong ways to answer this assessment. It is for your own use during this course. You will read a skill that is listed in the left column.

Think about yourself: do you think you can do this? How well? Read the statements across the top. Put a check in column that best represents your situation. At the end of this unit, we'll take this assessment again.

| My experience / competences / Skills | I don't have any experience doing this. | I know a little about this. | I have some experience doing this. | I have a lot of experience with this. | I am confident in my ability to do this. |
|--|---|-----------------------------|------------------------------------|---------------------------------------|--|
| Explain Standards in basic education | | | | | |
| Participate in school inspection and supervision | | | | | |
| Discuss the use of ICT in education | | | | | |
| Explain school feeding | | | | | |
| Describe teacher management | | | | | |

| My experience / competences / Skills | I don't have any experience doing this. | I know a little about this. | I have some experience doing this. | I have a lot of experience with this. | I am confident in my ability to do this. |
|--------------------------------------|---|-----------------------------|------------------------------------|---------------------------------------|--|
| Explain early childhood education | | | | | |
| Explain the education for all | | | | | |

Topic 2.1: Standards in basic schools



  **Getting Started :**

UNIT 2, Activity 1: The Ministerial Order Standard in Education 001/MINEDUC/2021 Interpret different Ministerial Order Articles on Basic Education. Discuss the in small groups on what ministerial order standards talk about basic education system.

 **Possible response :**

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GUIDING NOTES

The following are the important points to be taken into consideration for standards in basic education:

2.1.1. Pre-primary, primary schools and Secondary schools:

- Infrastructure
- Teaching and learning materials
- Teachers and administrative staff
- School leadership

2.1.2. Technical and vocational education and training schools

- Infrastructure
- School leadership
- Teaching and learning
- Income generating activities
- Teaching and learning Materials
- Trainers and administrative staff

2.1.3. Comprehensive assessment, learner's promotion, repetition and dismissal in schools

- Modalities for conducting comprehensive assessment:
 - ✓ Classroom assessment
 - ✓ Daily lesson assessment
 - ✓ End-of-unit assessment
 - ✓ End of module assessment
 - ✓ End of term and cycle Assessment
 - ✓ Sample based assessment
 - ✓ Particularity of comprehensive assessment in Technical and Vocational Education and Training (TVET) schools
 - ✚ The comprehensive assessment in TVET schools is conducted based on practical and non-practical lessons of each module.

2.1.4. Modalities for promotion, repetition, dismissal and transfer

The committee in charge of promotion, repetition and dismissal of learners is composed of:

- 1) Head teacher, who is the chairperson;
- 2) All teachers. In primary schools they elect among themselves the Vice chairperson and the secretary

In general, professional secondary and TVET School it includes:

- 1) Deputy Head Teacher in Charge of studies who is the Vice Chairperson;
 - 2) Deputy Head Teacher in charge of discipline who is the Secretary
- Promotion of learners in primary, secondary or TVET schools
 - ✓ A learner in primary, secondary or TVET school is promoted from one year to another after meeting required benchmarks.
 - Repetition of learners in primary, secondary and TVET schools
 - ✓ A learner in primary, secondary or TVET school repeats if he or she fails to meet required benchmarks and upon approval by the school committee in charge of promotion, repetition and dismissal.

- Dismissal of learners of primary, secondary or TVET schools
 - ✓ A learner in primary, secondary or TVET school may be dismissed from a school due to misconduct upon approval by the school committee in charge of promotion, repetition and dismissal.

- Transfer of students
 - ✓ Upon request of a student and approved by his or her parents or guardians, the school committee in charge of promotion, repetition and dismissal may transfer to another school or combination if such transfer is considered beneficial to the learner's performance.

2.1.5. Conduct in schools

Conduct in schools is based on the following:

- Conduct of school management and teaching staff
- Learner's conduct



Points to Remember

Standards about:

- Pre-primary, primary schools and Secondary schools
- Technical and vocational education and training schools
- Comprehensive assessment, learner's promotion, repetition and dismissal in schools
- Modalities for promotion, repetition, dismissal and transfer
- Conduct in schools
- Education policy drives the condition and capacity requirements, and school infrastructure must meet to provide a satisfactory level of service.

- Requirement of establishing primary, secondary and high learning institution(Chapter 1 & 2 in ministerial Order Standard in Education 001/MINEDUC/2021)

 Or  **Self-Reflection**

- What are the important points to be taken into consideration for standards in basic education?

Topic 2.2: School inspection



At the end of this topic, participants should be able to:

- 1) Explain the concept of school inspection and supervision

  **Getting Started:**

UNIT 2, Activity 2: According to you what are the reasons for inspection schools?



Possible response:

GUIDING NOTES

2.2.1. The concepts of inspection and school supervision

Concept of Supervision School personnel remain one of the most significant resources in the school. Supervision of the school personnel is central to the attainment of the goals and objectives of the school. The National Policy on Education (NPE) has highlighted in precise terms the objectives of educational supervision, which is: “to ensure quality control through regular inspection and continuous supervision of instructional and other educational services” (1981).

The essence of supervision is therefore the monitoring of the performance of school staff, noting the merits and demerits and using befitting and amicable techniques to ameliorate the flaws while still improving on the merits thereby increasing the standard of schools and achieving educational goals. Thus, the concern of educational supervision is the improvement in teaching and teaching environment in order to promote effective teacher performance and learning in the school.

Supervision is thus a combination or integration of a number of processes, procedures and conditions that are consciously designed with the sole aim of advancing the work effectiveness of teachers and other personnel involved in the schooling process. We should note that educational supervision focuses on changing the behavior of staff for an improved performance. In most cases, it is internally arranged by the school head and at times assisted by other agencies and stakeholders. Supervision pays more attention to personnel and instructional delivery more than the pupils in the school. In other to enhance instruction, the

role of the supervisors should be supportive, assisting, explanative, encouraging, guiding, advisory, improving and sharing rather directing.

2.2.2. Purpose of school inspection

The major concern of school supervision is the enhancement of the quality of instruction in schools. Harris (1963) perceived supervision as “what school personnel does with adults and things for the purpose of maintaining or changing the operations of the school in order to directly influence the attainment of the major instructional goals of the school. Supervision has its impact on the learner through other people and things” From the above, the role of supervision will include:

- Deciding the nature and content of the curriculum
- Selecting the school organizational patterns and materials that will enhance educational growth
- Improvement of teacher effectiveness.
- Ensuring that teachers are performing their duties as scheduled.
- Improvement of the incompetent teachers.
- Providing a guide for staff development.
- Determining the effectiveness of the teachers’ classroom management.
- Determining the ‘tone’ of the school.
- Determining special abilities possessed by teachers and deciding who to be transferred retained, promoted or disengaged.

2.2.3. Reason for inspecting schools

For the purpose of getting government approval, schools especially new ones, were inspected to ascertain their suitability.

In such cases the schools are expected to meet certain standards in pupil enrolment, number and qualification of teachers, the school plant (nature, suitability of buildings), equipment, curriculum etc. Schools which were found to meet the standards were granted approval and grant-aided while those that failed to meet the set requirements were ordered to close down. If they continued to operate, they would be termed unapproved or illegal schools.

- a) Inspection for operational improvement:** The purpose of this is to highlight areas of deficiency in the system with a view to ensuring improvement. In this case an inspector or a team of inspectors visit a school and spend 2 to 5 days examining the various aspects of the school system in operation. They take record and/or evaluate the staffing, the student population and composition, the school finance, the academic program (syllabus/ manual scheme of work, written work, and students' progress records), the tone of school, the co-curricular activities, the health and sanitation aspects etc. The inspector(s) then hold a conference with principal and staff and then return to the base to write up reports on their findings. Such reports are valid assessments of the school system operation since they indicate areas that merited commendation and areas that needed attention.

- b) Inspection of school for programs Recognition** The reason for this type of inspection is to get examination bodies to recognize and approve the school's academic programs. In the case of a new school, a team of inspectors will visit the affected school and examine all the subjects in terms of quality, quantity, staffing and equipment in which the school wants to present candidates. The reports of such a visit will then be sent to the examination body for approval. In the case of an old school that wants to present candidates in a new subject, the inspection will be directed in that new subject with a view to ascertaining the suitability or preparedness of the institutions.

- c) Inspection of school as a result of situational demand:** The situational type of school inspection is the type carried out during a period of crisis or emergency in a school. For this purpose, a panel is set up by the Ministry to investigate emergent

cases such as student protest or riots, school – community conflicts (staff – staff, student-staff, or staff-principal) or even cases of financial impropriety or other type of misconduct. During the course of duty of such a panel, it may wade into other school related issues such as finance, programs, and facilities. The objective of the inspection would Centre on the investigation of and reporting on a specific case or situation rather than on evaluating the school system’s production process for setting of standards or for accreditation.



Points to Remember

- Supervision of the school personnel is central to the attainment of the goals and objectives of the school
- **Inspection should involve:**
 - ✓ -Deciding the nature and content of the curriculum
 - ✓ -Selecting the school organizational patterns and materials that will
 - ✓ -enhance educational growth
 - ✓ -Improvement of teacher effectiveness. Etc.
- Reason for inspecting schools
 - ✓ For the purpose of getting government approval,
 - ✓ Inspection for operational improvement
 - ✓ Inspection of school for programs Recognition
 - ✓ Inspection of school as a result of situational demand
- Requirement of establishing primary, secondary and high learning institution (Chapter 1 & 2 in ministerial Order Standard in Education 001/MINEDUC/2021).



Or Self Reflection

- What can be my contribution during school inspection and supervision?

Topic 2.3: Ict in education



At the end of this section, participants should be able to:

- Demonstrate an understanding of the strategic objective of ICT in education
- Acknowledge the implementation of ICT policy in four phases
- Acknowledge the institutional framework of ICT in education



Getting Started :

UNIT 2, Activity 3: Discuss the following questions in small groups:

- How are you currently using ICT to support your role as a leader?
- Share one experience where ICT has been very useful within an institution?



Possible response:

GUIDING NOTES

2.3.1. The strategic objective of ICT in education

Strategic Objectives to achieve successful education transformation, the ICT in education policy calls for the implementation of four strategic objectives:

Strategic Objective 1: Develop a competent & relevant ICT professional base to meet industry needs

Strategic Objective 2: Increase ICT penetration and usage at all educational levels

Strategic Objective 3: Develop Education leadership and teachers' capacity and capability in and through ICT

Strategic Objective 4: Enhance teaching, learning & research through ICT integration in HLLs

2.3.2: Implementation of the policy in 4 phrases

| Phase 1 (FY 2015-2016) | Phase 2(FY 2016-2017) | Phase 3(FY 2017-2018) | Phase 4(FY 2018-2019) |
|---|---|---|---|
| ICT in Education policy approved | Smart Classrooms and new curriculum integrated for P1, P2 P4, P5, S1, S2, S4 and S5 | Smart Classrooms and new curriculum integrated for all grades. | |
| Student purchase programs initiated | 30% of schools equipped with Smart Classrooms and power (grid, solar or petro generator). | 70% of schools equipped with Smart Classrooms and power (grid, solar or petro generator). | 100% of schools equipped with Smart Classrooms. |
| Awareness campaigns to students, schools, parents, teachers about | HLI will deliver 50% of the teaching using digital courses and online resources. | HLI will deliver 80% of the teaching using digital courses and online resources. | HLI will deliver 100% of the teaching using digital courses and online resources. |
| | Open Distance Education University will be up and running. | | |

Source: ICT in education policy, 2016

2.3.3. Institutional framework of ICT in education

The Ministry of Education shall have jurisdiction in primary, secondary, professional, technical education, and higher education. It shall also have oversight responsibility for policy development, and monitoring and evaluation.

It shall have the power to delegate responsibility, review roles and responsibilities of supporting institutions or organizations that have a stake in ICT in education in Rwanda.

The Ministry of Education shall establish an institutional framework with responsibility for policy implementation and overall management of ICT in Education initiatives at all levels of the educational system, namely pre-primary, primary and secondary, technical and vocational education and training (TVET) and higher education. ICT in Education shall be overseen by an “ICT in Education Steering Committee” with members from the Ministry of Education, the Ministry of Youth and ICT, Rwanda Education Board, Workforce Development Agency and the University of Rwanda. This committee will be chaired by the Ministry of Education through the Permanent Secretary and it shall make strategic recommendations and establish guidelines suitable to ICT in education needs across all levels of the education sector.



Points to Remember

The strategic objective of ICT in education

- 1) To achieve successful education transformation, the ICT in education policy calls for the implementation of four strategic objectives.
- 2) Increase ICT penetration and usage at all educational levels
- 3) Develop Education leadership and teachers’ capacity and capability in and through ICT
- 4) Enhance teaching, learning & research through ICT integration in HLIs

The Ministry of Education shall have jurisdiction in primary, secondary, professional, technical education, and higher education



Or



Self Reflection

- What roles do school leaders need to play when introducing ICT within their institution?

Topic 2.4: School feeding



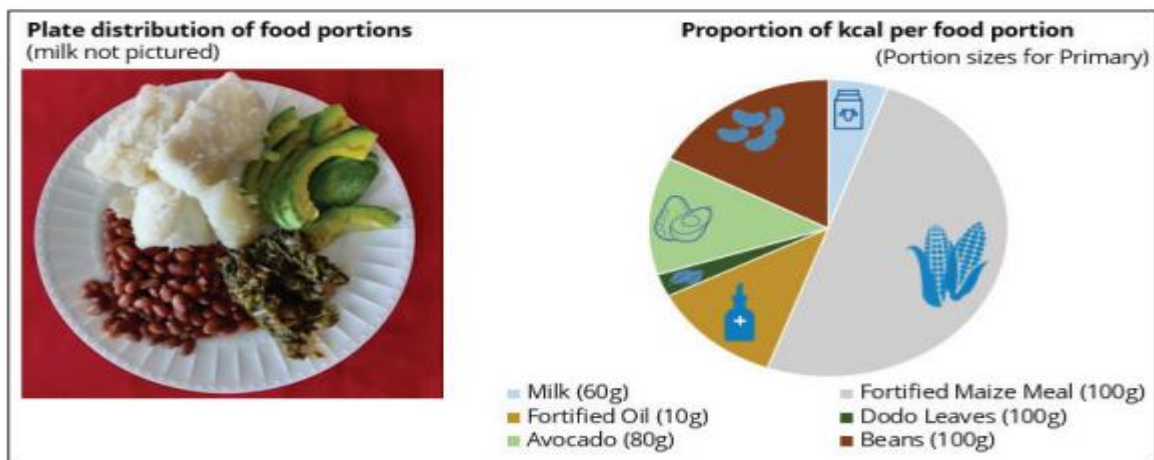
At the end of this topic, participants should be able to:

- 1) Explain the main features of the Comprehensive National School Feeding Policy.
- 2) Describe the Healthy and Nutritious School Meals of school feeding program
- 3) Identify the principles governing school feeding special food procurement guidelines.



Getting Started:

UNITY 2, Activity 4: Look at the picture below then make a comment on base meal for day schools.



Possible response:

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GUIDING NOTES

2.4.1. Main features of the Comprehensive National School Feeding Policy

In 2019, the Government of Rwanda updated and approved the draft comprehensive School Feeding Policy and Strategic Plan (CNSFP) with the goal to deliver a well-organized, decentralized intervention providing school going children with nutritionally adequate, locally produced food thereby reducing poverty through improved household incomes and effective local economic development. The Vision of the policy is that “All school children in Rwanda shall achieve their full development potential through a sustainable school feeding program that provides adequate and nutritious meals at school.” The CNSPF pursues four specific outcomes:

- Support education through enhanced learning ability: combined with quality education, the school feeding program shall increase enrolment, attendance, cognition and contribute to learning.
- Enhance nutritional status of the school going children: with an appropriately designed food basket and rations, the program shall improve the nutrition status of school children by addressing nutritional needs and micronutrient deficiencies.
- Provide a safety net for food insecure households; and
- Enhance agricultural productivity through linkage between school feeding and local farmers: combined with local production, it shall provide local farmers with a reliable and predictable market.

2.4.2. Healthy and Nutritious School Meals of school feeding program

When growing up, a child needs healthy foods to develop mentally and physically. Healthy foods provide energy, fat and essential nutrients and vitamins. When a student is hungry, he or she struggles to pay attention and to digest and remember information. Offering a daily healthy meal at school provides an opportunity to contribute to a child's development and to improve their cognitive abilities.

As Rwanda is a diverse country, where local production, preferences and prices differ and shift over the seasons, the NSFP does not prescribe one specific menu. Much rather, it lays down the principles on how menus should be composed, and introduces a number of options for the menus to be put together by the school feeding committee (SFC) in each school.

2.4.2. Nutrient requirements

Each meal aims to provide at least 30 percent of the daily requirements of macronutrients (energy, fat and protein) and 70 percent (in any case, not less than 50 percent) of essential nutrients and vitamins (micronutrients) based on the Recommended Dietary Allowance (RDA) for specific age groups.

2.4.3. Principles governing school feeding special food procurement guidelines

Principle 1: Schools are procurement focal points

Schools will be the focal point for procurement for a number of reasons: The bigger part of SF funds from the community is collected at school level. Schools are closer to the local farmers targeted by the SF program, and buying from them will ensure short supply chains, and can thus help to reduce costs. There is parents' economic empowerment and motivation to participate in the program since they are at the same time parents and suppliers (local farmers and cooperatives members).

There is increased School leadership and community ownership of the program some parents who are not able to contribute in cash are allowed to do so in kind as long as their contributions are quantified in monetary terms to have an equal contribution towards school feeding.

Principle 2: Respect of core principles for public procurement

School Feeding Operational Guidelines 31 as Non-Budget Agencies (NBAs), schools are not procurement entities in the understanding of the national procurement regulations. 30 Nevertheless, schools must carry out their procurement in alignment with the core principles of these rules, which include Transparency; Competition; Economy; Effective, efficient and fast work; Fairness; and Accountability (Art. 6 of the Law).

Principle 3: Procurement thresholds

For perishable foods sold in the nearby markets, STC will use direct shopping on a value between 250,000 Frw and 1, 500,000 Frw depending on the size and school setting as follows:

- 1) A day school with less than 500 students: Direct shopping for perishable foods not exceeding 250.000Frw.
- 2) A day school with 500-1000 students: Direct shopping for perishable foods not exceeding 500.000Frw.
- 3) A day school with 1000 to 1500 student: Direct shopping for perishable foods not exceeding 750.000Frw.
- 4) A boarding School with less than 500 students: Direct shopping for perishable foods not exceeding 500.000Frw.
- 5) A boarding School with 500-1000 students: Direct shopping for perishable foods not exceeding 1.000.000Frw.
- 6) A boarding School with 1000-1500: Direct shopping for perishable foods not exceeding 1.500.000Frw. 7. All school with above 1500 students should request for special consideration from MINEDUC.



Points to Remember

❖ Main features of the Comprehensive National School Feeding Policy

In 2019, School Feeding Policy and Strategic Plan (CNSFP) pursues four specific outcomes:

- Support education through enhanced learning ability
- Enhance nutritional status of the school going children.
- Provide a safety net for food insecure households; and
- Enhance agricultural productivity through linkage between school feeding and local farmers.

❖ Healthy and Nutritious School Meals of school feeding programme

Each meal aims to provide at least 30 percent of the daily requirements of macronutrients (energy, fat and protein) and 70 percent (in any case, not less than 50 percent) of essential nutrients and vitamins (micronutrients) based on the Recommended Dietary Allowance (RDA) for specific age groups.

❖ Principles governing school feeding special food procurement guidelines.

Principle 1: Schools are procurement focal points

Principle 2: Respect of core principles for public procurement

Principle 3: Procurement thresholds



Or



Self Reflection

Look at the picture below and make comment. Do you think that they receive macronutrients (energy, fat and protein)? Are they satisfied with their meal? Explain your answer



Figure 10:Source: KT, press, 2020

Topic 2.5: Teacher management



At the end of this topic, participants should be able to:

- 1) Explain the importance of teacher management system
- 2) Identify education development goals
- 3) Describe an effective teacher management



Getting Started:

UNIT 2 - Activity 5: In small groups discuss the importance of having in place the teacher management system.



Possible response:

GUIDING NOTES

Teachers are the main resource of any education system and require specific management. Teacher management is a component of human resources management, defined as the search for the best possible match between human resources and the needs of an organization, in terms of quantity and quality. Teacher management functions include recruitment, training and motivation of personnel, their deployment and the establishment of staffing norms, wage negotiations and organization of pay, follow up and evaluation of performance, planning of future needs, the development of communication systems or yet again making opportunities available for personal and professional development (UNESCO, 2009; Halliday, 1995: 15-16).

Quantitative education development goals (for example, the goal of access to Education For All) can be achieved more effectively and efficiently if human resources, teachers in particular, are planned, allocated, used and managed with care. Teacher management also plays a key role in achieving the qualitative goals of the Education 2030 agenda, as underlined by the Incheon declaration. Teachers have a strong influence on the quality of

education (see question 2) and their performance depends on personnel management in particular. For instance, poor management of teachers can lead to overcrowding of some classrooms and this, together with low salaries, has a very negative impact on teacher motivation. This can result in an increase in absenteeism and voluntary departures, directly affecting the quality of education and pupils' results (UNESCO, 2009; Tournier, 2011). Other aspects of teacher management, such as recruitment, training and promotion also impact the quality and effectiveness of any education system. Another key role of teacher management concerns the control of public expenditure.

In fact, teachers represent half or more of government civil service personnel and their salaries an average of 70% of a ministry of Education's operating budget expenditure (UNESCO, 2009). Ineffective teacher management can as such be very costly. Besides, the question of the balance between the cost represented by teachers and their quality related in particular to the attractiveness of the profession and so to the salary offered must be central to teacher management. This is especially crucial in developing countries that are continuing to face high additional needs for teachers.

Teacher management therefore affects the cost, allocation and utilization of teachers as well as their motivation and performance. To address the many challenges encountered in developing countries, a global, coherent and forward-looking approach must be adopted. Effective teacher management, based on the adequate planning of staffing needs, viable recruitment, training, remuneration, deployment and career policies, an adequate monitoring and information system and appropriate rules, structures and procedures, is key to the effective operation of any education system and to the satisfaction of its personnel (UNESCO, 2009; Traore, 1966; Göttelmann-Duret, 1998). Lastly, teacher management must be at the heart of any strategy of expansion and improvement of quality and equity of schooling offered and enable its implementation while controlling public spending.



Points to Remember

- Teachers have an important role to play in enhancing the system of education and in leading to effective development of skills and abilities among the students, particularly in leading to their growth and progression.
- Education management is a concept that is an integral part of job duties of teachers.



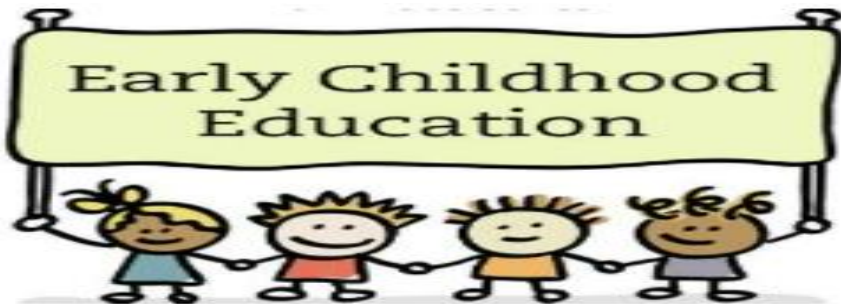
Or



Self Reflection

Explain why teachers are at the heart of the learning process?

Topic 2.6: Early childhood



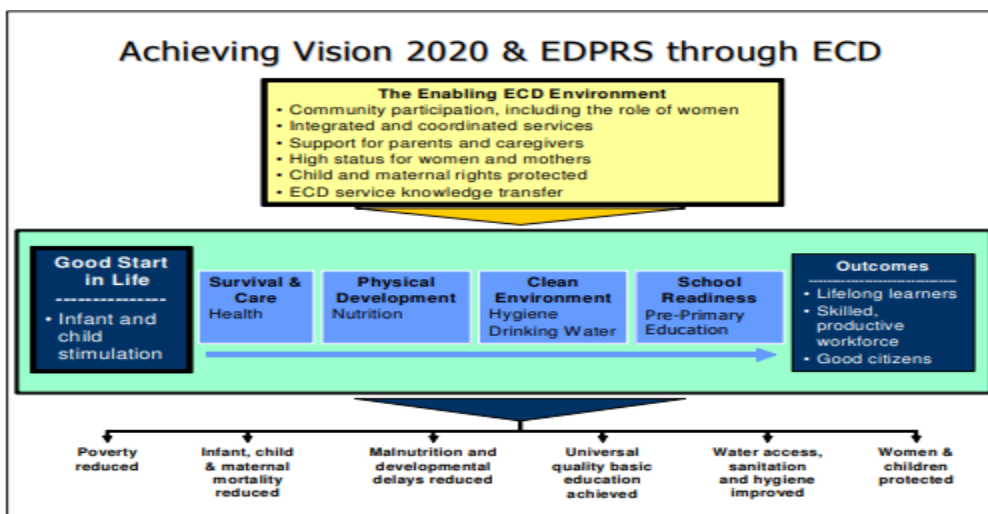
At the end of this section, participants should be able to:

- 1) Explain the international framework for ECD
- 2) Describe the ECD and Achievement of Vision 2020
- 3) Identify the key sector policies related to ECD



Getting Started :

UNIT 2 - Activity 6: Look at the following figure below and make comments based on ECD achievement in 2020 vision



Possible response:

2.6.1. International framework for ECD

Millennium Development Goals ECD is critical for the achievement of the MDGs, particularly in the meeting of key targets related to six of the eight Millennium Development Goals:

1. **Goal One** : to eradicate extreme poverty and hunger. Target: decreased prevalence of underweight children under five years of age;
2. **Goal Two** : to achieve Universal Primary Education. Target: readiness for timely enrolment in primary school;
3. **Goal Three** : to promote gender equality, empower women. Target: ratio of girls to boys in primary education promoted by ready girls and boys in preprimary school.
4. **Goal Four** : to reduce child mortality. Targets: decreased under-five and infant mortality plus increased proportion of one-year old immunized against measles.
5. **Goal Five** : to improve maternal health. Targets: reduction of maternal mortality rate and increased proportion of births attended by skilled health personnel.
6. **Goal Six**: to ensure environmental sustainability. Targets: increased proportion of population with sustainable access to improved water sources and improved sanitation.

2.6.2. ECD and Achievement of Vision 2020

The Vision 2020 seeks to fundamentally transform Rwanda into a middle-income country by 2020, based on the development of a knowledge-based economy and a highly skilled and educated population. These aspirations will be realized around six pillars :

- **Pillar 1**- Development of the nation and its social capital anchored on good governance and underpinned by a capable state ;
- **Pillar 2**- Human Resource Development and a knowledge-based economy, with improvements in Health and Education services used to build a productive and efficient workforce ;
- **Pillar 3**- A private sector-led economy characterized by competitiveness and entrepreneurship ;
- **Pillar 4**- Infrastructural development, entailing improved transport links, energy and water supplies and ICT networks • **Pillar 5**: Productive and market-oriented Agriculture;

- **Pillar 6-** Promotion of regional economic integration and cooperation.

Expanded investments in ECD will provide an enabling environment for the achievement of the goals of Vision 2020, and is expected to contribute especially to the achievement of Pillars 1, 2, 3 as well as to the cross-cutting Gender.

2.6.3. Key sector policies related to ECD

- MINEDUC is the lead Ministry in ECD Policy development within an inter-Ministerial framework and the Education Sector Strategic Plan (ESSP (2010-2015) reflects the commitment to develop and implement the ECD Policy and Strategic Plan.
- The ESSP calls for civil society, communities and the private sector to continue providing pre-primary education services. It notes that with the development of the new ECD Policy, this approach will be re-examined in light of national and community needs and demands for services.
- The ESSP commits MINEDUC to set policy, norms and standards for pre-primary education; plan and ensure the provision of teacher training; and oversee monitoring and evaluation of ECD. It calls for access to pre-primary education, but findings from nationwide consultations drew attention to the one-year gap which exists between the end of pre-school and the beginning of primary school and the need to ensure six-year-old do not languish at home in between completing ECD and before entering primary school. For those children who do not attend formal ECD centers, there may also be a need for the special provision of a rapid school readiness program.
- The ESSP recognizes that pre-primary education as well as other levels of formal education is relevant for the achievement of the high-level objectives of the EDPRS. These objectives include : access to education for all, quality education at all levels, equity in education at all levels, effective and efficient education system, science and technology and ICT in education. The ESSP provisions present a mandate for expanding and improving pre-primary education. It also reinforces the National Policy for Children with Special Educational Needs, calls for a School Health Policy, and includes nutrition services at schools especially for malnourished children.

- The ECD Policy provides direction and coordination for various policies in health, nutrition, sanitation and social protection, including :
- 1) Basic Package of Health Services, 1998
 - 2) Politique Nationale de Santé de la Reproduction, 2003
 - 3) Mutual Health Insurance Policy in Rwanda, 2004
 - 4) Health Sector Policy, 2005
 - 5) National Policy for the Fight against HIV/AIDS, 2005
 - 6) Multi-Sectoral Strategic Plan on HIV/AIDS, 2005 – 2009
 - 7) Human Resources for the Health Strategic Plan, 2006 - 2010
 - 8) Prise en charge intégrée des maladies de l'Enfance, PCIME, 2005
 - 9) Guidelines for PEV (Programme Elargie de Vaccination), 2006
 - 10) National Nutrition Policy, 2007
 - 11) Policy for Universal Access to Treatment, 2007



Points to Remember

- Millennium Development Goals ECD is critical for the achievement of the MDGs, particularly in the meeting of key targets related to six of the eight Millennium Development Goals
- The Vision 2020 seeks to fundamentally transform Rwanda into a middle-income country by 2020, based on the development of a knowledge-based economy and a highly skilled and educated population.
- The ESSP commits MINEDUC to set policy, norms and standards for pre-primary education; plan and ensure the provision of teacher training; and oversee monitoring and evaluation of ECD.
- The ECD Policy provides direction and coordination for various policies in health, nutrition, sanitation and social protection.



The goal of ECD policy is to ensure all Rwandan children achieve their potential, are healthy, well-nourished and safe, and their mothers, fathers and communities become nurturing caregivers through receiving integrated early childhood development. What are some challenges which can prevent this policy to be achieved easily?

Topic 2.7: Education for all



At the end of this topic, participants should be able to:

- 1) Understand the system of education for all in Rwandan education
- 2) Explain the strategic framework of education for all.
- 3) Describe the implementation plan of education for all.



UNIT 2, Activity 7: In small group share and discuss on What do you understand by education for all?



Possible response:

2.7.1 Sector strategic goals

Three goals have been identified to support MINEDUC in achieving its mission of facilitating the development of human capital for the socio-economic development of Rwanda. These goals are: promoting access to education at all levels, improving the quality of education and training, and strengthening the relevance of education and training to meet labour market demands. Equity in education is integrated across all three goals to ensure improved access to quality, demand-driven learning for all students, with a focus on ensuring equity for disadvantaged students, including girls, the rural and urban poor, and children with disabilities

Goal 1: To expand access to education at all levels

During this five-year plan, progress in providing universal access to fee-free and compulsory primary and lower secondary education (9YBE) for all children will be consolidated, whilst access to upper secondary schooling will be significantly expanded (12YBE). At primary level, the goal is to enroll the remaining 4 per cent of out-of-school children in school, increasing the NER from 96.5% to 100%. This group of out-of-school children includes both boys and girls from more rural areas, the poorest of the urban and rural poor, and children with disabilities and various other special learning needs. The sector will aim to increase the primary completion rate from 72.7% to 75%, and reduce the GER from 123.2% to 100%, as students pass through the system more efficiently and at the appropriate age for grade. (MINEDUC, 2016).

Goal 2: To improve the quality of education and training

The quality of education relates to all dimensions of a child's social, physical and emotional development, but at a minimum it can be measured by students' learning achievement.

At primary level, a continued focus will be placed on the acquisition of basic numeracy and literacy skills in the early grades. The sector aims to increase the percentage of students meeting minimum standards in English, Kinyarwanda and math in P3, P5 and S2, with baseline data to be captured during this ESSP. Given limited financial resources to realize the ESSP, immediate attention will be given to improving the efficiency of the education system, by reducing repetition and drop-out. It is targeted for the primary repetition rate to decrease

from 12.7% in 2012 to 7.7% in 2017; and the dropout rate to reduce from 10.9% to 5.7%. At lower and upper secondary level, the dropout rate will fall from 13.1% to 11.3% and from 2.4% to 2.4%, and repetition rate from 5.8% to 2.6% and from 1.6% to 1%, respectively. (MINEDUC, 2018).

Goal 3: To strengthen the relevance of education and training to the labour market

A key goal of the EDPRS 2 is to move from an agricultural-based economy to a service and industry-based economy. Success is dependent on the creation of a workforce with the right skills, attitudes and competencies. Developing these will require investment in education at all levels of the education system, from early childhood to higher education.

Research has indicated that there is a strong association across countries between the quality of education, as measured by test scores in core subjects, and economic growth. This demonstrates the need for a workforce with strong foundational skills in basic literacy and numeracy, as well as transferable skills such as communication, problem solving and ICT.

A competency-based curriculum and assessment system will focus on these core areas. At primary and secondary schools, the 38 percentage of schools with electricity, computers and access to the internet will be increased to support the use of ICT in education.

2.7.2. Implementation plan for educational for all

The ESSP provides the overarching framework for a sector-wide approach to the development and delivery of education services in Rwanda. This ESSP will be accompanied by a National Implementation Framework (NIF) based on the ten sector outcomes and associated outputs outlined above. The NIF will then break down these outcomes and outputs further to identify specific core activities by year of implementation, with more detailed targets and outputs for monitoring progress. The NIF will be developed in line with the budget framework provided in this ESSP and the 3-year MTEF.

The ESSP and the NIF will then provide the basis for costed annual operation plans, and implementation plans for specific strategies such as 12YBE and TVET. The purpose of the NIF is to provide a stronger bridge between the broader policies and strategies of the ESSP and the Annual Action Plan and Budget which looks at specific program deliverables and budgets.

In the past, the Annual Planning and Budgeting process has often not been related sufficiently to key policies and priorities, but the NIF helps to concretize how these strategies will be delivered on the ground. Annual Action Plans then become the day-to-day planning tool for the education sector to implement and monitor the ESSP in relation to the new budget program structure. A priority for implementation of the ESSP is working with MINEDUC's affiliated agencies to develop and/or update their 5-year business plans or equivalent. Subsequently, plans for REB, WDA and HEC will be developed according to the priorities and sector outcomes highlighted in this ESSP.



Points to Remember

- **Sector strategies goals for education for all**
 - Goal 1: To expand access to education at all levels
 - Goal 2: To improve the quality of education and training
 - Goal 3: To strengthen the relevance of education and training to the labour market
- **The purpose of the NIF is to provide a stronger bridge between the broader policies and strategies of the ESSP**



Or Self Reflection

- Identify and explain three sector strategies goals for education for all?