United Nations
Educational, Scientific and
Cultural Organization

"Reporting on Education for Human Rights, Peace, Democracy, International Understanding and Tolerance"

RWANDA REPORT

J. QUESTIONNAIRE

The questionnaire below to be completed by Governments contains questions that should be addressed in Member States' national reports. Please mark the specific answers with corresponding numbers of the questions. In addition to the questionnaire, supplementary information may also by provide as additional attachments to your report.

1. Information about the respondent

- Date: **February 8, 2013**
- Institution responsible for completing this questionnaire: ***Ministry of Education/Rwanda***
- Responsible department: ***Policy, Monitoring and Evaluation***
- Contact person: [redacted]
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2. Components of education for peace and human rights

A. Specific information on the legislative, judicial and administrative measures taken by the State at the national level

1. Please describe the specific legal framework governing the protection of the rights guaranteed by the Recommendation in the specific country. It should indicate whether the rights set forth in the Recommendation are protected by the constitution, by a basic legislative text or by any other text, and whether the Recommendation has been incorporated into national legislation. The report should make reference to the legal, administrative or other competent authorities and the scope of their competence in relation to the rights guaranteed by the Recommendation.

Answer:

A specific legal framework governing the protection of the rights guaranteed by the Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974) is highlighted into the following national laws and national policies:

Rwanda National Constitution (2003) in its clause 40 emphasizes: *"Every person has the right to education. Freedom of learning and teaching shall be guaranteed in accordance with conditions determined by law. Primary education is compulsory. It is free in public schools. The conditions for free primary education in schools subsidized by the Government are determined by an organic law. The State has the duty to take special measures to facilitate the education of disabled people. An organic law determines the organization of Education."*

The Legal and Policy framework for Children rights in Rwanda (2012) recalls the right of children for Education and clarifies other rights of children and policies guiding to protect children. The Education Organic Law (2011) emphasizes the right of Rwandans to Education, education for peace and human rights incorporated, and determine levels of education to complete. The Law establishing the Human Right Commission (2002) determining commission's responsibilities of the commission of promoting the rights of Rwandans and educates the human rights principles and fundamental freedoms. The Law governing the organization and functioning of nursery, primary and secondary education (2012) is a tool that contributes to the Implementation of the recommendation as well. Education Policy (2003) guides all strategies to implement the right to education for peace and basic rights of children. The Rwanda penal code punishes any person that violates the rights of individuals.

B. **Methods introduced to draw the attention of various authorities in the country to the Recommendation and to counter possible obstacles.**

The report should contain an assessment of the effectiveness of the methods introduced to engage various authorities in the country and the methods that have overcome barriers. It should highlight the difficulties encountered in implementing the key provisions of the Recommendation.

2. Please describe the measures taken to raise awareness of the basic principles of the Recommendation. The report should specify the activities undertaken or supported by the national level for promoting the Recommendation and fostering debates on critical issues related to the rights enshrined in the Instrument.

Answer:

The raising of awareness is addresses the national public and particular groups.

Publically, the following tools and methods are used to raise awareness :

- Weekly Radio and Television broadcasting on Human rights;
- Instructional materials **(leaflets**) produced in national language (kinyarwanda);
- Conferences the public and the press;

- Celebration of international Human rights day.

Specifically, the **awareness** is raised:

- In secondary schools and higher institutions through Human Rights clubs, discussions sessions, conferences;
- In rehabilitations centers;
- In solidarity camps ;
- During the sessions of youth training in civic education (Itorero);
- **Camps for demobilized military staff**;
- The National Commission for Human Right organises competitions in poems and songs relating to human rights as well.

3. Please describe briefly the main issues that need to be resolved in order to implement the key provisions of the Recommendation in the country.

Answer:

The following points highlight the main issues while implementing the Recommendation:

- Lack of sufficient human right **tool** (instructional materials);
- International resolutions and declarations on human rights are not translated in local language which is a challenge to illiterate citizens;
- Limited financial resources;
- Minimal research initiatives in private institutions;
- Lack of appropriate mechanisms to protect the rights of the informal sector.

C. Process of the development and implementation of national policies

Reference: The Recommendation 1974 encourages Member States to develop and apply national policies (§7), this is also the main objective of the WPHRE.

4. Is education for peace and human rights incorporated in national plans and strategies including those listed below where they exist?

Yes, education for peace and human rights is incorporated in national plans and strategies.

- National plans for Education for All (EFA)**:** The Rwanda Vision 2020 places a strong emphasis on investment in the education of Rwanda's citizens**. To** this effect, values such **as** peace, human **rights**, basic freedoms, tolerance, etc. are transmitted by emphasizing on Education. The Economic Development and Poverty Reduction Strategy (**EDPRS I- 2006-2011)** set the overall goal of the education system as **being** to: "*Achieve sustainable economic growth and social development"* and the overall purpose of the Education Sector in this regards is to achieve: "*Access to quality, equitable and effective education for **all Rwandans".***

- EFA is incorporated in the Education Policy and Education Sector Strategic Plan (ESSP).

Achievements registered in the area of promotion and protection of the right to education includes the introduction of 9 Year Basic Education **fast track in 2009 from which Rwanda is moving towards 12 Year Basic Education.**

- National Policy frameworks as part of the Decade on Education for Sustainable Development (2005-2014). This is integrated in the Education Sector Strategic Plan (ESSP) 2008-2012 **now upgraded into** Education Sector Strategic Plan (ESSP) 2013-2017; Economic Development and Poverty Reduction Strategy (EDPRS) 2006-2011, **now being upgraded** into Economic Development and Poverty Reduction Strategy (EDPRS) 2013-2017.

If yes to any of the above, please specify and indicate also a timetable for implementation if there is any.

Answer:

- ✓ Rwanda vision 2020
- ✓ Economic Development and Poverty Reduction Strategy (EDPRS) I: 2006-2011
- ✓ Economic Development and Poverty Reduction Strategy (EDPRS) II: 2012/13-2017
- ✓ Education Sector Strategic Plan (ESSP): 2008-2012
- ✓ Education For All (EFA) Plan by 2015

5. Has a specific committee or a special entity been established to develop and implement national policies related to education for peace and human rights?

□ Yes:

□ No:

If yes, please describe which specific entity has been put in place, what mandates and functions are attributed to the entity, and what institutions and individuals are the members of the entity.

Answer:

No. However, Education for peace and human rights is cross - cutting in different national entities. For example:

- The National Commission for UNESCO coordinates and oversees the implementation of UNESCO resolutions by which education for peace and human right;
- The National Commission for Human Rights promotes human rights and education for peace. The Commission has a specific mission of educating and raising public awareness on human rights and providing guidance upon request or on its own initiative on bills related to human rights and engages State bodies to ratifying international conventions related to human rights and taking steps to domesticate these conventions in the national legislation. The Commission also investigates violations on human rights committed within the territory of the Republic of Rwanda by State organs, public officials abusing their powers, organizations and individuals;
- The Rwanda Education Board develops curricula and other instructional materials for primary education and secondary general education and ensures quality of Education ;
- The Workforce Development Authority develops curricula and other instructional materials for Technical and vocational schools and ensures quality of training;
- The Parliament's: human rights committee for both senate and the chamber of deputies conduct investigations and research in relation to the respect of human rights;
- The Office of the Ombudsman acts as a link between the citizen, public and private institutions, preventing and fighting against injustices, corruption and other related crimes in public and private administration**.**

6. Which groups are targeted in the national policies? Please choose one or more categories below.

Answer:

- Primary school
- Secondary school
- Higher education
- Technical and Vocational Education and Training
- Education for justice and security professionals
- Preschool, early childhood
- Teachers
- Educational community
- Ministry of education staff and users of their services
- Civil society, non-formal education
- Public employees in general
- Media

7. To what extent have the plans and strategies for education for peace and human rights been

integrated into the following formal education components? Please describe the examples of actions undertaken for each component if applicable.

(a) ***Curriculum*** *(e.g. obligatory or optional, subject-based or cross-curricular*)

- Is education for peace and human rights obligatory or optional?
- Is it subject-based or cross-curricular?
- In which subjects is it integrated? (E.g. civic education, history, science, mathematics, languages …) and at what grade levels is it taught?

Answer:

Education for peace and human right is mandatory and integrated through civic education and different subjects and curricula. Civic Education is taught as a subject in primary. Further, education for peace related topics are covered through social studies and languages in primary schools. Education for peace and human rights is cross- cutting in secondary schools (political education, history, religion and languages) and higher learning institutions' courses such as history, languages, etc.

(b) Training of teachers and other educational personnel *(e.g. pre-service and in-service training) (Reference: §33-37)*

- Is education for peace and human rights included in:
  - pre-service teacher training
  - in-service teacher training
  - head teacher training
- Is the participation voluntary or mandatory?

Answer:

Primary school teachers and secondary school teachers are trained on Human Rights and education for peace as they are in service. Head teachers are trained as well. Parents Teachers Associations (PTA) are also trained. Partcipation is mondatory to both pre-service and in-service teacher training.

Teacher Training Colleges, Colleges of Education and Kigali Institute of Education incorporate human rights and education for peace in their curricula and instructional modules/ materials.

(c) Teaching and learning process and tools *(e.g. textbooks and other materials, teaching methodologies that are learner-centered, encourage participation, etc.) (Reference: Recommendation 1974, §10-19, §38-40)*

Answer:

Curricula, modules, books and other instructional materials for Civic Education, History and Languages like Kinyarwanda (national language) are designed in such way that human rights and education for peace are inserted in the content. Teaching-learning programs have been revised and

leaner-centered is used as a method of teaching form primary to secondary education in whereby a teacher is a facilitator in the teaching-learning process. Human rights clubs, UNESCO clubs, extra - curricular discussions in secondary specifically are used as other methods of teaching informally. To this effect, instructional materials have been revised accordingly.

(d) ***The learning environment*** *(i.e. psychosocial environment and organizational climate of classrooms, schools and other learning spaces promoting values and principles such as peace, human rights, democracy, tolerance, non-violence and respect*).

Answer:

Group discussions, case studies, and dialogue are organized in classrooms. Further, the following initiatives are considered: Greening and beautification in schools is emphasized and is being implemented in Rwandan schools. Environment Clubs exist in schools and help to keep schools clean; Environment in Education Policy has been adopted and is being implemented. The Rwanda Environment Management Authority (REMA) takes the lead in regulating, safeguarding and promoting safe and clean environment protection programs in the country in general and in schools particularly.

8. which institution is responsible for the implementation, and with which partners does it cooperate (e.g. teacher training institutions, national curriculum development institutions, etc.)?

Answer:

The following institutions are responsible:

- Coordination: Human Right Commission and National Commission for UNESCO;
- Curriculum: Workforce Development Authority (WDA) for vocational schools and Rwanda Education Board (REB) for secondary and primary general education schools;
- Teacher training: Workforce Development Authority (WDA) for vocational schools and Rwanda Education Board(REB) for general education;
- Teaching materials: Workforce Development Authority (WDA) for vocational schools and Rwanda Education Board (REB) for general education;
- Learning environment: Department in charge of quality and standards in Workforce Development Authority (WDA) for vocational schools and Department in charge of quality and standards in Rwanda Education Board (REB) for general education;
- Kigali Institute of Education (KIE) in pre-service training and REB in in-service training.

9. Is a specific budget allocated to the implementation of the policies*?*

- Yes: Yes
- No

If yes, Please specify the percentage of state budget.

Answer:

The education related policies whereby education for peace and human rights are implemented by Rwanda Education Board (REB) and Workforce Development Authority (WDA). These institutions under the Ministry of Education have 60.24% of the Ministry budget for policy implementation.

10. ***Does a systemic mechanism of monitoring the implementation of the policies exist*****?**

- Yes: Yes
- No

If yes, please specify the members/institutions being part of this mechanism.

Answer:

Monitoring of the policies is done daily by the Ministry of Education affiliated agencies and the National commission for Human Rights namely:

- Rwanda Education Board (REB) for primary and general secondary schools;
- Workforce Development Authority (WDA) for vocational education;
- National Commission for UNESCO;
- National commission for Human Rights;
- Ministry Education department of Monitoring and Evaluation ensures the coordination of REB and WDA quality assurance activities and prohibits where necessary.

D. Contents of the national implementation of education for peace and human rights

11. Please describe briefly the themes, questions and topics related to the 1974 Recommendation that are integrated into the education of your country (e.g. the information on the existing frameworks and mechanisms on democracy and human rights; topics related to the learner's everyday life such as violence in schools and HIV and AIDS; moral and ethical values such as a culture of peace, justice, rights and responsibilities).

Answer:

Democracy mechanism and human rights (child rights, women rights) related topics related to 1974 recommendation are integrated in education programs. The information on the existing frameworks and mechanisms on democracy and human rights topic are discussed. These topics are integrated across the curricula and training and informal education. Topics related to national and global values, ethics, peace culture, justice, responsibilities, HIV/AIDS prevention, non violence etc are considered as well. The Institution for Civic Education (Itorero ry'Igihugu) trains different groups of citizens on human values, tolerance and peace culture related topics. All of the above mentioned topics are crosscutting in civic education in primary curriculum and are incorporated in secondary education and higher leaning institutions subjects as well.

12. Please give a few examples of actions/practices undertaken in the following strands. Please focus on major initiatives that are considered successful and innovative.

(a) Celebration of diversity *(e.g. intercultural education, intercultural and interfaith dialogue)*

Answer:

The Institution for Civic Education (Itorero ry'Igihugu) and the academy of languages and culture have been established to promote culture and ensure transmission of positive cultural values from generation to generation. Beyond state obligations, the constitution grants citizens the right to promote the Rwandan culture. Several associations have been instituted such as the Association of Old Wise Men (Inteko izirikana), association of writers, photographers, musicians, craftsmen, editors, association of dancing groups, the Rwanda Cinema Centre, the play production groups, etc. The national cultural troop (Urukerereza) and different private cultural troops like "Inganzo Ngali" participate in different international cultural festivals where they win various medals and prizes. Because of its renowned rich culture of

traditional songs and dance, Rwanda was established by the African Union the Organization of the Pan African Dance Festival (FESPAD) every two years.

The existence of inter-churches associations and its regular dialogue for predication and socio- economic development of the country is a good example. The International Youth forum on culture diversity, culture of peace, youth development, etc., East African Community essay writing competition and national and international sport competition are other examples.

(a) Bilingual and multilingual education:

Answer

Rwandan education system is multilingual. English, Kinyarwanda and French are official languages whereby Kiswahili is taught as a subject and language as well.

(c) Promotion of the gender-sensitive education systems

Answer:

Gender related themes are integrated in primary and secondary schools subjects. They are cross cutting to social studies and languages in primary schools. They are also integrated in subjects like History, Political Education, Religion and languages in secondary schools program.

Key national policies guiding education include the girl's education policy which has been adopted by the government to ensure that the girl child has equal access to universal education as the boy child. Rwanda has ratified the Convention on the Elimination of All Forms of Discrimination against Women and its optional protocol as well as the Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa. The Constitution establishes various institutions to cater for the promotion and empowerment of women ranging from the Gender Monitoring Observatory (GMO) to the National Council of Women, which is represented in decentralized administration structures. Laws on the protection of women rights or containing provisions protecting women’s rights include the law on the prevention of Gender Based Violence (GBV); the Law on Matrimonial Regime, Succession and Gifts which allows both male and female children to inherit their parents’ properties; the Land Law, which requires that new land titles have to include the names of both husband and wife; etc. Some old gender discriminatory laws were identified and are now under review. Through a partnership with the National Land Centre, GMO is monitoring how the land registration process is addressing gender concerns rights in all districts.

(d)Prevention of racism, discrimination and violence

Themes related to the prevention of racism, discrimination and violence, the Genocide ideology, conflict resolution, and peace culture are integrated in primary schools and secondary schools programs. The above mentioned themes are found in to higher learning programs as well.

Rwanda ratified the International Convention on the Elimination of All Forms of Racial Discrimination, the Convention on the Elimination of All Forms of Discrimination against Women and its optional protocol, the ILO Convention on discrimination in the employment profession and the UNESCO Convention on the Fight against Discrimination in the Education sector. The Rwandan Constitution contains provisions against discrimination and Rwanda has enacted laws on the elimination of all forms of discrimination, including the law on Prevention, Suppression and Punishment of the Crime of Discrimination and Sectarianism and the law Punishing the Crime of Genocide, Crimes against Humanity and War Crimes. Other laws like the Penal Code, the Labour Law, the Land Law, the Law on Matrimonial Regime, Succession and Gifts, as well as the law governing the General Statutes for Rwanda Public Service, contain provisions against discrimination.

Different institutions including the Parliament, the National Unity and Reconciliation Commission, The National Institute for civic education (*Itorero ry'Igihugu*), the National Commission of Human Rights, the National Commission of Demobilization and Reintegration, and Civil Society Organizations including churches play a key role in sensitizing the Rwandan population against discrimination. Such sensitizations target mainly University students, teachers, civil servants, local leaders, demobilized soldiers, etc.

Private research institutions also play a key role in the fight against discrimination in the Rwandan society; especially the *Institut Rwandais pour le Dialogue, la Paix et la Démocratie* (IRDP) and the Centre for Conflict Management (CMC) of the National University of Rwanda.

(e) Civic engagement of youth

Answer:

Secondary schools students are organized in languages clubs, human right clubs to promote the culture of peace in schools and their families. Trainings provided by the National Institute for Civic Education (Itorero) help youths to civic engagement. Youth are also engaged to national service for a certain period. Youth are encouraged to work in cooperatives where they learn values such as living in harmony, tolerance, patriotism, etc. Professional associations such as farmers, drivers,etc are trained in civic ingagement.

13) Please, describe some examples activities and/or partnership associated with the following particular institutions and levels

(a) UNESCO Associated Schools ***(ASPs) (Reference: §23)***

Answer:

Rwanda has 36 UNESCO associated schools. Their activities include discussions on the role of the UN system and its action in the resolution of world concerns, Education for peace, human rights, democracy, tolerance, protection and conservation of the natural environment, and the World heritage as well as the diversity of unique and one world.

(b) ***Non-formal education (Reference: §30-31*****)**

Answer

Non-formal education is provided to individuals who influence the community thanks to their have capacity of transferring the human rights concept to the Rwandan population. They are taught topics related to good ideology, freedom, justice, peace, solidarity, tolerance, respect of common property, etc.

Specifically, non- formal education is provided to following groups:

- Adult literacy education leavers and in-service teachers trainees ;
- Primary schools teachers, secondary schools teachers, techers of civic education as a subject and Parents and Teachers Associations (PTA)
- Human Rights Clubs in secondary and higher education ;
- Staff of justice sector (Juges, prison guardians, etc)
- Journalists (audio-visuel, composition presse)
- Religious leaders
- Professionnal associations (cultivators, drivers, etc)
- Security staff (police, army) ;
- Local leaders (Sectors and Cell levels)
- Health centers commitees;
- Different associations (people with disabilities, people living with VIH and AIDS….);
- Private sector staff (banks, industries, transport.)

(c) Higher education institutions

Answer:

Themes on human right, peace keeping and tolerance are included into instructions given by students clubs existing in HLIs. Curricula cover the education for peace and human rights topics. Inter-university cultural dance competitions are also a channel for promoting education for peace and human rights in higher education.

The Center for Conflict Management (CCM) based in National University of Rwanda carries out research to inform policies and to generate knowledge on the deep causes of conflicts and potential strategies for the development of sustainable peace in our country. It has the mission of addressing the knowledge gap in the field of genocide, peace and conflict studies, and post-conflict reconstruction and reconciliation through conducting research, teaching as well as community service in the form of policy research. The CCM organizes Community Dialogue Programmes (CDPs) in different fields such as:

- Conflict management, resolution and conflict transformation;
- Gender and peace building;
- Sustainable development;
- Environmental security and climate change;
- Genocide studies and prevention.

(d) Interactions between schools, local governments, universities, civil society and the wider community

Answer:

The following are examples:

- International youth Conferences;
- EAC Schools Sport competitions;
- Study visits among districts;
- The CCM organizes Community Dialogue Programmes (CDPs). Currently, these dialogues have been carried out within three districts of the Southern Province, but there is a plan to expand to other districts;
- The Center for Conflict Management (CCM) works with three associations in the programme called "Democratic Citizenship." Those associations are "Ubutwari bwo kubaho" located in Karama sector, Huye District, "Abiyunze" located in Gahini Sector, Kayonza District, and the Students Club for Unity and Reconciliation (SCUR), at the National University of Rwanda;
- **(quelques suppressions ici)**

(e) ***International cooperation*** *(Reference: §43-45): (e.g. exchange programmes for education professionals and students, research projects, symposium and workshops, cooperation with civil society organizations, universities, school networks, etc.).*

(f) **Answer:**

The following are examples :

- International cooperation within universities. Examples: The National University of Rwanda has cooperation with the University of Cape Town and the University of Kwazulu Natal in South Africa.
- Exchange of teachers and international volunteers. Example: Korea, China, England, Germany, etc
- Cooperation scholarships between countries. Rwanda hosts students from Haiti through the Haiti-Rwanda Commission; China offers cooperation scholarships to Rwandan students every year.
- International symposium in technical and vocational education and training (2010 & 2012)
- In collaboration with UN Agencies, Rwanda has established a programme for strengthening good governance and institutional responsiveness at six key institutions dealing with the promotion and protection of human rights, namely the Parliament, the National Women Council, the National Unity and Reconciliation Commission, the Media High Council, the National Commission for Human Rights and the Ombudsman's office.
- The Government of Rwanda plays a key role in international conferences for the promotion of human rights all over the world and Rwanda hosted different international forums aimed at the promotion of human rights.

14. What kind of research has been carried out on education for peace and human rights? What impact do the research findings have on the policy formulation and education practices? Which partners (e.g. UNESCO Chairs, universities, research institutions, teacher-training institutions, adult education training centers, and NGOs) are involved? (Reference: §41-42)

Answer:

Most of research projects that have been carried out on education for peace and human right were mainly done by academic researchers and students: Post Doctorate, PhD and Masters. Research findings help the affiliating institutions i.e Higher learning Institutions (HLIs), Research and Development Institutions, Ministries, and other government institutions to improve on their policies. HLIs and any other educational institutions that are involved in this kind of research, use research findings to improve on their teaching practices. In most cases if a research is from abroad and affiliated to an educational institution, this institution learns from his/her home country practice or from his/her international experience.

Most partners involved are: Individual researchers, HLIs, research and development institutions, educational institutions, Government institutions responsible for unity and reconciliation, peace and

human rights, Ministry of Justice as well as NGOs.

Private research institutions also play a key role in the fight against discrimination in the Rwandan society. For example, the *Institut Rwandais pour le Dialogue, la Paix et la Démocratie* (IRDP) and the Centre for Conflict Management (CMC) of the National University of Rwanda. The National commission for Unity and Reconciliation carry out research related to reconciliation and unity among Rwandans after 1994 Genocide against the Tutsi.

15. By which means is the impact of education for peace and human rights on learners evaluated?

Answers:

The impact is evaluated through behavior change and students initiatives by forming clubs with the objective of promoting the culture of peace and human rights in schools.

The citizens get to understand each other and tolerance is taken as a basic value among them. Living in peace and reconciliation after genocide against Tutsi of 1994 are also an important impact into Rwandan society.

III. CHALLENGES AND GENERAL COMMENTS

16. According to the experiences of your country in the area of education for peace and human rights, please describe major lessons learned, difficulties and obstacles met, as well as any suggestions for further development and improvement in this area, at the national, regional and international levels.

Answer:

- **The National Institute for** Civic Education (Itorero ry'Igihugu) has been re-introduced to promote cultural positive values and to help communities participate in searching for home grown solutions to emerging challenges;
- The Observatory of the Child Rights: this unit has become instrumental in promoting and protecting the rights of the child through mass sensitization and establishment of 19 child rights observatory departments at local levels, thereby taking the decision-making powers to the children;
- **9 YBE** completed and towards the **12 YBE** by 2014 in regards of education for all.
- Unity, reconciliation, living in peace, dignity, respect of human rights are experienced by Rwandan population after the 1994 genocide against Tutsi;
- Human right respected;
- Suggestion: continuous promotion of education for peace and human rights can be taken as a foundation to national development. Into this effect, more tools need to be developed and reach all categories of citizens.