

**REPUBLIC OF RWANDA**



**MINISTRY OF EDUCATION**

**ADULT EDUCATION STRATEGIC PLAN  
2014/2015 – 2018/2019**

Kigali 2014



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## ACRONYMS AND ABBREVIATIONS

ADEPR	Association of Pentecostal Churches in Rwanda
ADRA	Adventist Development and Relief Agency Rwanda
ASSOFERWA	Rwanda Women’s Solidarity Association
CPMD	Curricula, Production, Materials and Distribution
EDPRS	Economic Development and Poverty Reduction Strategy
EFA	Education For All
HIV/AIDS	Human immunodeficiency virus/Acquired Immune deficiency Syndrome
MIGEPROF	Ministry of Gender and Family Promotion
MINAGRI	Ministry of Agriculture
MINALOC	Ministère de l’ Administration Locale (Ministry of Local Government
MINEDUC	Ministry of Education
MINIJUST	Ministry of justice
MININTER	Ministère de l’Intérieur (Ministry of Internal Security
NGOs	Non Governmental Organisations
NISR :	National Institute of Statistic of Rwanda
RDRC	Rwanda Demobilization and Reintegration Commission
RWF :	Rwandan francs
UNESCO	United Nations Educational Scientific and Cultural Organization

## **1. BACKGROUND**

### **1.1. INTRODUCTION**

In Rwanda, literacy and formal education began only in 1900 soon after the arrival of Christian missionaries, namely the White Fathers. Despite the fact that they were introduced in Rwanda by missionaries and colonialists, literacy and formal education faced several obstacles such as traditional culture, which bound people more to agriculture and livestock as the only means of subsistence. Also, the population considered the time to learn reading and writing as a hobby.

Therefore, in this era of globalization, in which the world has become like a village, literacy and Education For All generally are so important especially in the sense that they facilitate communication, exchange and a better integration of people in a changing and dynamic world.

For the specific case of our country, the development of human resources is one of the main pillars around which turns on the Vision 2020. No one doubts that the country's wealth which ranks first consists of its men and women who must be competent, productive and competitive in all sectors of life. However, Rwanda cannot claim to meet this requirement as long as a portion of its population remains illiterate. It is on this basis of human resources that vision 2020 and effective, harmonious and sustainable development will be achieved.

Literacy is a vital tool not only for communication but also and especially for learning and transmitting knowledge and consequently an efficient means in the fight against ignorance and poverty. In this perspective, the development of education in all its forms (formal and informal) is absolutely very important.

Literacy is unquestionably the heart of education for all and, in the case of Rwanda is the basis for achieving the following: reduce the poverty, reduce child mortality, curb population growth, achieve gender equality, and ensure sustainable development and unity of Rwandans. Literacy allows also an open mind, easy access to information, acquisition of new knowledge up to new technologies of information and communication, and a wide openness to the world through reading.

Given the many problems facing literacy and their consequences on the development of the country, Rwandan Government has made it an important pillar for sustainable development. An Adult Education Policy and its Strategic plan were developed as guidelines to overcome them.

### **1.2. PURPOSE OF ADULT EDUCATION STRATEGIC PLAN**

The purpose of the National Adult Education Strategic Plan is to provide a detailed roadmap and framework for the effective implementation of the Adult Education Policy.

This strategic plan 2014/2015- 2018/2019 was designed as a tool for planning, coordination and monitoring to guide the Ministry of Education in implementing the Adult Education Policy and define/determine the role of its different partners for a harmonious development based on human resources and knowledge led/based economy as defined in Vision 2020.

### **1.3. PROCESS OF DEVELOPING THE STRATEGIC PLAN**

National consultations were the major avenue through which views from local communities, districts, provinces to national level were sought in the development of both the Adult Education Policy and Strategic Plan.

At the national level, an Adult Education forum composed of representatives from concerned ministries and NGOs: MINEDUC, MIGEPROF, MINIJUST, MINALOC, MINAGRI, ADRA, ADEPR,..... and the One UN represented by UNESCO supported the development of both the Adult Education Policy and Strategic Plan. In addition to this, a Steering Committee composed of MINEDUC (lead), Province and District representative, FBO representatives, International and local NGOs, in collaboration with UNESCO was established to guide the policy and Strategic plan developmental processes.

The detailed results framework contained in this document was the product of previous national consultative workshops which brought together above mentioned representatives.

At the decentralised level, a large number of citizens and local leaders participated in Adult Education consultative workshops, including Vice-Mayors in charge of Social Affairs, district education officers, instructors, learners, and religious leaders...

## 2. ANALYSIS OF LITERACY IN RWANDA

### 2.1. CURRENT SITUATION

Since 1978, the literacy rate has been rising from 39.8% to 53.3% in 1991, and to 60, 4% in 2002 with 54.9% for men and for 48.5 % women. According to the National Census 2012, the literacy rate among people aged 15 and above was 68,3% and the literacy rate reported by males was much higher than that of females, with 73% and 65 % respectively. Overall, Adult literacy rate is higher among urban residents (82%) than in rural areas (65%).

### 2.2. KEY CHALLENGES

The Adult Education program has main challenges such as insufficient number of qualified, competent and motivated instructors, limited funds allocated to adult literacy, ignorance of the real importance of literacy, lack of culture of reading, and lack of access to reading materials.

### 2.3. ANALYSIS (SWOT)

The following analysis generally presents the strengths and weaknesses of Adult Education in Rwanda and points out various opportunities in this sector for its development and that of education in general. Constraints in Adult Education are also analyzed as well as proposal of strategies to overcome them.

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"><li>• Strong interest and eagerness by many Rwandans to learn;</li><li>• Special attention given to education and literacy for women over the last ten years;</li><li>• Existence of a common culture for all Rwandans;</li><li>• Long tradition of volunteer work in Rwanda and in Adult literacy in particular;</li><li>• Increased awareness of population on the need for literacy;</li> <li>• Use of variety of spaces for learning: literacy classes are sometimes conducted in homes;</li><li>• Existence of a national language, Kinyarwanda, which can be used as the medium of instruction in the literacy centers;</li><li>• Strong private sector in the country with the potential to support literacy training ;</li><li>• The National Gender Policy and women’s empowerment structures in place;</li><li>• Greater sensitization to the need for literacy skills for making real progress.Listen</li></ul>	<ul style="list-style-type: none"><li>• Poverty that leads to some Rwandan preferring to give their time to productive activities and consider attending literacy classes as a waste of time;</li><li>• Weak structure and support for Adult Education planning at local levels</li><li>• Shortage of qualified instructors;</li><li>• Insufficient coordination and follow up of literacy centers at decentralized entities;</li> <li>• Irregular attendance of some adult learners;</li><li>• Insufficient training of literacy instructors;</li><li>• Weak instructor motivation;</li><li>• Cultural biases and stereotypes for girls’ and women’s education.</li><li>• Lack of culture of reading and buying the books</li><li>• Insufficient of access to reading materials,</li></ul>

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## OPPORTUNITIES

- Political will on the part of the Government to invest in human resources development, resulting in activities for the promotion of education in general and literacy in particular;
- Existence of many development partners eager to intervene to support the improvement of the education sector;
- Commitment and participation of several religious institutions and local organizations in literacy programs;
- Opportunities for national mobilization for literacy through the annual celebration of International Literacy Day and Mother Tongue Day, on September 8 and February 21, respectively;
- Existence of decentralized entities for planning and implementation of programmes;
- Availability of infrastructure (churches, schools, administrative offices, etc.);
- Promotion of ICT in the country and its integration into the education policies;
- The National Gender Policy in place
- Membership in the East African Community, the African Union, the United Nations, the Commonwealth and other political-economic communities ,which provides opportunities to learn from the experiences of other member countries.
- Existence functional Joint Action Forum at district level, which serves as platform for engaging key stakeholders in Adult Education and decentralisation.

## THREATS

- Poverty of some Rwandans;
- Ignorance of the real importance of literacy;
- Family disputes and their many implications on the children's performance in schools, in particular and in adult literacy, in general;
- Scarcity of electricity in rural areas, which affects Adult Education activities;
- Concentration of illiterate population in rural areas;
- Limited budget for literacy programmes as compared to perceived needs ;
- Weak culture of publishing, reading and writing in Kinyarwanda

### 2.4. KEY STRATEGIC ISSUES

Five key strategic issues were identified through stakeholder consultations and the SWOT analysis, and the following issues form the basis of the Strategic Results Framework, detailed in the next section.

1. Weak structure and support for adult Education planning at local levels.
2. Limited access to quality and equitable literacy services for all needy adult people
3. Weak partnership, collaboration and coordination among sectors and key Adult Education Stakeholders
4. Limited access to employment and limitations to social and civic participation
5. Inadequate system for documentation, monitoring and evaluation of Adult Education program.



### **3. STRAGIC FRAMEWORK**

The following vision, goal and objectives respond directly to the recommendations of participants in nationwide consultation workshops. They also meet major prevailing problems and needs identified through the situation analysis and the study.

#### **3.1. VISION**

The vision of the Adult Education Policy is that “to make a literate society where all Rwandans have access to, and make full use of, reading and writing and life skills for personal, family, community and national development, thus contributing to building a country with prosperity and peace.”

The focus of the Adult Education strategic plan is to contribute to the achievement of the overall vision and goals of the Adult Education Policy. The Adult Education strategic plan will guide all stakeholders during the operational planning process, as well as in implementation of services and programmes for adult 15 years old and above. The Adult Education strategic plan is a reference document for the development of literacy monitoring and evaluation program and will be used for resource mobilization for literacy program.

#### **3.2. GOAL**

The goal of the Adult Education Policy is to build a literate Rwanda through suitable basic literacy and continuing adult education programmes, supported by the creation of a conducive literate environment.

The goal of the Adult Education strategic plan is to guide the implementation of the Adult Education Policy.

#### **3.3. OBJECTIVES**

The Adult Education Policy and Strategic Plan outline strategies, activities indicators and timeframe for the achievement of the following overall policy objectives:

1. To reduce adult illiteracy rate from 68,3% to 95% in 2019.
2. To make Adult Education determining pillar in the fight against ignorance and illiteracy which also contributes to citizenship building and to a culture of peace and non-violence in Rwanda
3. To create a favorable framework for functional adult literacy
4. To create a framework for dialogue among different stakeholders in adult literacy
5. To mobilize resources and ensure their rational and efficient utilization
6. Put in place appropriate Adult Education programs for different special groups, with appropriate teaching aids for adult learners with impairment and the training of instructors in special needs education.

#### **3.4. STRATEGIC APPROACH**

The strategies to achieve the objectives of the Adult Education Policy are the following:

1. Enhance public awareness through advocating on the importance of literacy and numeracy in daily life, for personal, family and social development
2. Increase access and develop quality assurance mechanisms and standards for literacy programs at national level
3. Create and strengthen a partnership and collaboration framework for the different stakeholders

involved in adult literacy, and at the various levels, so as to harmonize their activities and ensure synergy of efforts

4. Build sound monitoring system of literacy program through good use of data and evidence-based planning
5. Develop relevant and sufficient gender-sensitive curricula , pedagogical materials and teaching aids that respond to learner’s diverse needs and desires
6. Mobilize the girl and women to join literacy programme
7. Offer continuing learning and provide productive, occupational, and income generation skills to the new literate population and provide for training programmes, especially to the youth and adults, to help them improve their life conditions and their work opportunities

### **3.5. KEY STRATEGIC OUTCOMES, OUTPUTS AND PRIORITY ACTIVITIES**

The Adult Education Strategic Plan contains a comprehensive results framework which is organised into five Strategic Outcomes, which will be achieved over the course of the five-year Strategic Plan.

- 1) Operationalize policy and institutional framework to support the implementation of Adult Education program at all levels
- 2) Increased access to quality and equitable literacy services for needy adult people countrywide
- 3) A strong Public- Private Partnership established for a smooth implementation and resources mobilization for policy programs
- 4) Post literacy Programs fostered for sustainability and suitability of literacy -for employment
- 5) Evidence Based Programming and Effective Monitoring and Evaluation

There are expected results for each Outcome which contains specific activities, with indicators, targets, timelines and budgets, with the responsible actor identified for each activity.

While the Adult Education Strategic Plan lays out the recommended policy actions in greater detail, below are the key recommended policy actions which will be implemented to meet the Adult Education Policy Objectives:

#### **1) Operationalize policy and institutional framework to support the implementation of Adult Education program at all levels**

***Expected results:*** Disseminate the Adult Education Policy and Strategic Plan

- Dissemination of the Policy and Strategic Plan after Cabinet adoption

***Expected results:*** Institutional framework established

- Constitute Technical committee at District , Sector , and Cell level

## 2) Increased access to quality and equitable literacy services for needy adult people countrywide

**Expected results:** Increased access to quality of Adult Education services

- Strengthen existing Adult Education centers with sufficient human and materials resources
- Increase number of Adult Education centers throughout the country
- Develop sufficient training manuals and teaching aids
- Mobilize senior six finalists to train adult learners
- Conduct refresher training for Adult Education instructors in use of functional literacy as method of learning and teaching
- Develop quality assurance mechanisms and standards for literacy programs
- Develop a national qualification and certification framework for Adult Education programs
- Promote better synergies between non-formal and formal education

**Expected results:** Adult Education pre service training system established

- Support establishment of Adult Education programme at UR/ College of Education and in TTC

**Expected results:** An inclusive Adult Education program established

- Sensitized all people especially girls and women illiterates to attend Adult Education centers
- Support Adult Education programs for inmates
- Encourage and support vulnerable group to attend Adult Education centers
- Encourage physically disabled people to attend Adult Education centers
- Develop appropriate methodology and teaching aids for adult with disabilities
- Train instructors in appropriate methodology of teaching people with disabilities

**Expected results:** Improved socio-economic status of Adult basic Education instructors

- Provide Adult Education instructors with entrepreneurship skills;
- Provide incentives to support Adult Education instructors
- Provide certificates of merit to Adult Education instructors

## 3) A strong Public - Private Partnership established for a smooth implementation and resources mobilization for policy programs

**Expected results:** Increased population awareness on the importance of Adult literacy

- Conduct sensitization campaigns on the importance and merits of adult literacy
- Hold TV and Radio Talk Shows on Adult Education programs

**Expected results:** Effective coordination system established

- Establish inter-ministerial, private partnership and decentralized collaboration mechanisms for policy implementation

#### **4) Post literacy Programs fostered for sustainability and suitability of literacy - for employment**

**Expected results:** Mechanism for post Adult Education established

- Integrate Adult Education graduates in vocational and technical trainings;

**Expected results:** Strengthen the culture of reading and writing for Adult basic Education center's laureates

- Strengthen the existing and create new community libraries

#### **5) Evidence Based Programming and Effective Monitoring and Evaluation**

**Expected results :** A Monitoring and Evaluation plan developed and operationalized

- Develop and implement the monitoring and evaluation plan for Adult Education performance
- Conduct timely data collection on Adult Education program and ensure their dissemination
- Carry out researches and ensure findings are published

### **3.6. FINANCING THE IMPLEMENTATION OF THE RESULTS FRAMEWORK**

The Ministry of Education has been tasked with providing leadership for Adult Education through all concerned Ministries that will contribute through their own budgets. Civil society, Faith-Based Organization, Private Sector Partnerships, contributions mechanisms and agreements for shared responsibility with Government will be developed. The share of external funding and contribution from development partners to support Adult Education activities is also very important. International partnerships, such as One UN, multilateral and bilateral donors, and international NGOs, are expanding to assist with the development of Adult Education programs nationwide.

### **3.7. STRATEGIC RESULTS FRAMEWORK**

The following table is a comprehensive results framework which will guide implementation of the Adult Education strategic plan and act as a monitoring and evaluation tool to assess progress towards achieving the objectives of the Adult Education Policy. The result chain of the framework is organized into five strategic objectives (Outcomes), which will be achieved over the course of the five-year strategic plan. Output-level results for each outcome contain specific activities, with indicators, targets, timelines and budgets, with the responsible actor identified for each activity.

STRATEGIC OBJECTIVE 1: Operationalize policy and institutional framework to support the implementation of Adult Education program at all levels											
Expected Results	Activities	Responsible	Partners	Indicators	Targets	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	Estimated cost ( RFW )
Disseminate the Adult Education Policy and Strategic Plan	Dissemination of the Policy and Strategic Plan after Cabinet adoption	MoE	MINALOC, MIGEPROF MYICT NGOs FBOs, CBO's,	Meetings held Dissemination of summary brochure	80% of stakeholders						20,000,000
Institutional framework established	Constitute Technical committee at district , sector , and cell level	MoE	MINALOC, District Sector Cell	Technical committee at district , sector, and cell level established	100% coordinating bodies established						1,300,008
<b>Total for objective 1</b>											
<b>21,300,008</b>											

STRATEGIC OBJECTIVE 2: Increased access to quality and equitable literacy services for needy adult people countrywide											
Expected Results	Activities	Responsible	Partners	Indicators	Targets	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	Estimated cost ( RFW )
Increased access to quality of Adult Education Services	Strengthen existing Adult Education centers with sufficient human and materials resources	MoE	NGOS, Faith based Organizations	Number of literacy centers equipped by teaching and learning materials	5017 literacy centers equipped by teaching and learning materials						225,501,432
	Increase number of Adult Education centers throughout the country.	MoE	NGOS Faith based Organizations Decentralized entities	Number of literacy centers created	Each cell provided with two new literacy centers ( 4296 new centers created )						5,204,040

STRATEGIC OBJECTIVE 2: Increased access to quality and equitable literacy services for needy adult people countrywide											
Expected Results	Activities	Responsible	Partners	Indicators	Targets	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	Estimated cost (RFW)
	Develop teaching and learning aids	REB	MINEDUC MIGEPROF MIINSANTE MIINAGRI UR/College of Education , NGOs Faith based Organizations Donors	Teaching and learning material developed	Teaching and learning material in use						474,975,000
	Mobilize and use of senior six finalists to train adult learners	MoE	Itorero ry' Ighigu. Decentralized entities	Number of seminars organized Number of adult illiterates trained	One seminar and campaign per year Use of 50% of seniors six finalists in adult education program						26,214,141

**SRATEGIC OBJECTIVE 2: Increased access to quality and equitable literacy services for needy adult people countrywide**

Expected Results	Activities	Responsible	Partners	Indicators	Targets	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	Estimated cost ( RFW )
	Conduct refresher training for Adult Education instructors in use of functional literacy as method of learning and teaching	REB	MoE Decentralized entities, NGOs	Number of instructors trained in use of functional literacy method	80% of instructors trained in functional literacy method						382,011,250
	Develop quality assurance mechanisms and standards for literacy programs	MoE	REB	Quality assurance mechanism and standards for literacy programs developed	Quality assurance mechanism and standards for literacy programs adopted						5,000,000
	Develop a national qualification and certification framework for Adult Education programs	MoE	REB CapEFa	A national qualification and certification framework developed and published	A national qualification and certification framework adopted						5,000,000
	Promote better synergies between non-formal and formal education	MoE	REB Districts	Number of 9YBE infrastructures available for supporting Adult Education centers during overtime	Two 9YBE schools by Sector in use						2,000,000



STRATEGIC OBJECTIVE 2: Increased access to quality and equitable literacy services for needy adult people countrywide											
Expected Results	Activities	Responsible	Partners	Indicators	Targets	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	Estimated cost ( RFW )
Adult Education pre service training system established	Support establishment of Adult Education programme at UR/ College of Education and in TTC	MoE	UR/ College of Education	Adult Education programme at UR/ College of Education and in TTC	Students enrolled in the programme						20,500,000
An inclusive Adult Education program established	Sensitized all people especially girls and women illiterates to attend Adult Education centers	MoE	FAWE, MIGEPROFE CNEF , NGOS	Number of girls/ women enrolled in Adult Education centers	80% of illiterate people and 90% of girls /women illiterates enrolled in literacy centers						96,189,720
	Encourage and support vulnerable groups to attend Adult Education centers	MoE	NGOS, Decentralized entities	Number of vulnerable people enrolled in literacy center	70% of illiterates vulnerable enrolled in literacy centers						4,121,208

STRATEGIC OBJECTIVE 2: Increased access to quality and equitable literacy services for needy adult people countrywide											
Expected Results	Activities	Responsible	Partners	Indicators	Targets	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	Estimated cost ( RFW )
	Support Adult Education programs for inmates	MoE	RCS	Teaching and learning materials provided	70% of inmate's literacy centers equipped by teaching and learning materials						4,121,208
	Encourage physically disabled people to attend Adult Education centers	MoE	NGOS, NCPD	Number of physically disabled people enrolled in literacy centers	30% increase of disabled people enrolled in literacy class						4,121,208
	Develop appropriate methodology and teaching aids for adult with disabilities	MoE	NGOS, NCPD	Appropriate methodology and teaching aids for adult with disabilities developed	Appropriate methodology and teaching aids for adult with disabilities used in all literacy centers						96,000,000

STRATEGIC OBJECTIVE 2: Increased access to quality and equitable literacy services for needy adult people countrywide											
Expected Results	Activities	Responsible	Partners	Indicators	Targets	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	Estimated cost (RFW)
	Train instructors in appropriate methodology of teaching people with disabilities	MoE	NGOS, NCPD REB	Number of instructors trained	80% of instructors trained in appropriate methodology of teaching people with disabilities						151,437,500
Improved socio-economic status of Adult Education instructors	Provide entrepreneurship skills to Adult Education instructors	MoE	REB Decentralized entities MINICOM	Number of training session conducted	50% of instructors trained						20,121,208
	Provide incentives to support Adult Education Instructors	MoE	MINALOC, MIGEPROFE MINISANTE MYICT, MINAGRI NGOS, decentralized entities,	Number of Instructors received incentives	100% of Adult Education instructors motivated						350,662,112



STRATEGIC OBJECTIVE 3: A strong Public- Private Partnership established for a smooth implementation and resources mobilization for policy programs											
Expected Results	Activities	Responsible	Partners	Indicators	Targets	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	Estimated cost ( RFW )
Increased population awareness on the importance of Adult literacy	Conduct sensitization campaigns on the importance and merits of Adult Education each year at International Literacy Day	MoE	NGOs Faith based Organizations Decentralized entities	Number of sensitization sessions organized	One session in each District per year						25,806,060
	Hold TV and Radio Talk Shows on Adult Education programs	MoE	RTV, R radio, Private radio	Number of Talk show per year	5 Talk show per year						26,020,201



Strategic Objective 4 : Post literacy Programs promoted for sustainability and suitability of literacy -for employment											
Expected Results	Activities	Responsible	Partners	Indicators	Targets	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	Estimated cost ( RFW )
Mechanism for post Adult Education established	Integrate Adult Education graduates in vocational and technical trainings	MoE	Decentralized entities REB WDA	Number of literacy graduates enrolled in in vocational and technical trainings	20% increase overall of literacy graduates integrated in vocational and technical training						4,121,208
Strengthen the culture of reading and writing for Adult Education graduates	Strengthen the existing and create new community libraries	MoE	REB , NGos MIJESPOC	Number of community libraries operational	One model community library equipped by reading materials per District						146,100,000
<b>Total for objective 4 :</b>											
<b>170,342,416</b>											

STRATEGIC OBJECTIVE 5 : Evidence Based Programming and Effective Monitoring and Evaluation											
Expected Results	Activities	Responsible	Partners	Indicators	Targets	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	Estimated cost ( RFW )
A M&E plan developed and operationalized	Develop and implement the monitoring and evaluation plan for Adult Education performance	MoE	REB Decentralized entities	Monitoring and evaluation plan in place	Monitoring and evaluation plan in use						10,408,080
	Conduct timely data collection on Adult Education program and ensure their dissemination	MoE	NSIR, Decentralized entities	Data collection report available and published	Data collection every year						21,943,208
	Carry out researches and ensure findings are published	MoE	Institution of research NGOs	Number of report	One research a year						75,000,000
<b>Total for objective 5:</b>											
<b>Grand total</b>											
<b>107,351,288</b>											
<b>2,224,000,000</b>											



**Table: Costs by key strategic areas (in RwF millions)**

Key areas	Total	%	Source of funding's
Establishment of institutions framework	21.300.008	0.9%	MoE
Access to quality and equitable adult education services	1.860.058.819	83.6%	MoE
Establishment of a strong partnership	64.947.469	2.9%	MoE
Strengthening the post-literacy program	170.342.416	7.6%	MoE
Effective Monitoring and Evaluation	107.351.288	4.8%	MoE
<b>TOTAL</b>	<b>2.224.000.000</b>	<b>100%</b>	

**Table: Plan for reduction of illiteracy in five years and budget per year**

Year	Baseline	Number of illiterate people to be trained	Percentage	Target of literacy rate per year	Total budget per year
	<b>68,3%</b>				
2014-2015		371.273	6%	74%	451.679.905
2015-2016		371.273	6%	80%	451.679.905
2016-2017		309.395	5%	85%	440.213.397
2017-2018		309.395	5%	90%	440.213.397
2018-2019		309.395	5%	95%	440.213.396

## **4. IMPLEMENTATION PLAN**

### **4.1. INSTITUTIONAL FRAMEWORK**

The Ministry of Education is the first responsible for the implementation of this strategic plan. It collaborates with public and private partners, both national and international, who in one way or another, provide support in the development and implementation of the national education policy in general and the Adult Education Policy in particular.

Different partners in the implementation of the Adult Education strategic plan and their possible area of intervention:

#### **Ministries and decentralized entities**

- Develop programs and strategies for implementing Adult Education Policy and ensure effective coordination;
- Support the structures of economic production to increase income of poor population, leading to literacy of psychologically stable people in their homes;
- Integrate Adult Education in programs and action plan of decentralized entities;
- Organize Adult Education related events and competitions;
- Create a conducive learning environment;
- Coordination of the harmonization of Adult Education programs;
- Creation of libraries, resource centers to encourage the culture of reading;
- Monitoring and evaluation of literacy centers.
- Sensitize and mobilize the illiterate population to join literacy programme

#### **Research Institutes and Public institutions**

- Establish a program of Adult education in Higher Education and at Secondary Level
- Sensitize managers of research institutes and Researchers through the media about the merits of adult literacy;
- Develop and strengthen literacy activities and programs;
- Conduct Researches on the state and impact of Adult Education in Rwanda and propose strategies to promote this sector.

#### **International Institutions and diplomatic representations**

- Technical and financial support for the creation, management and development of Adult Education program ;
- Training of the personnel/staff involved in Adult Education.

#### **Civil society, faith-based and private sector partnerships**

- Creation of Adult Education centers
- Daily management of Adult Education centers
- Execute Adult Education programs
- Submission of periodic reports.

## 4.2. MONITORING AND EVALUATION

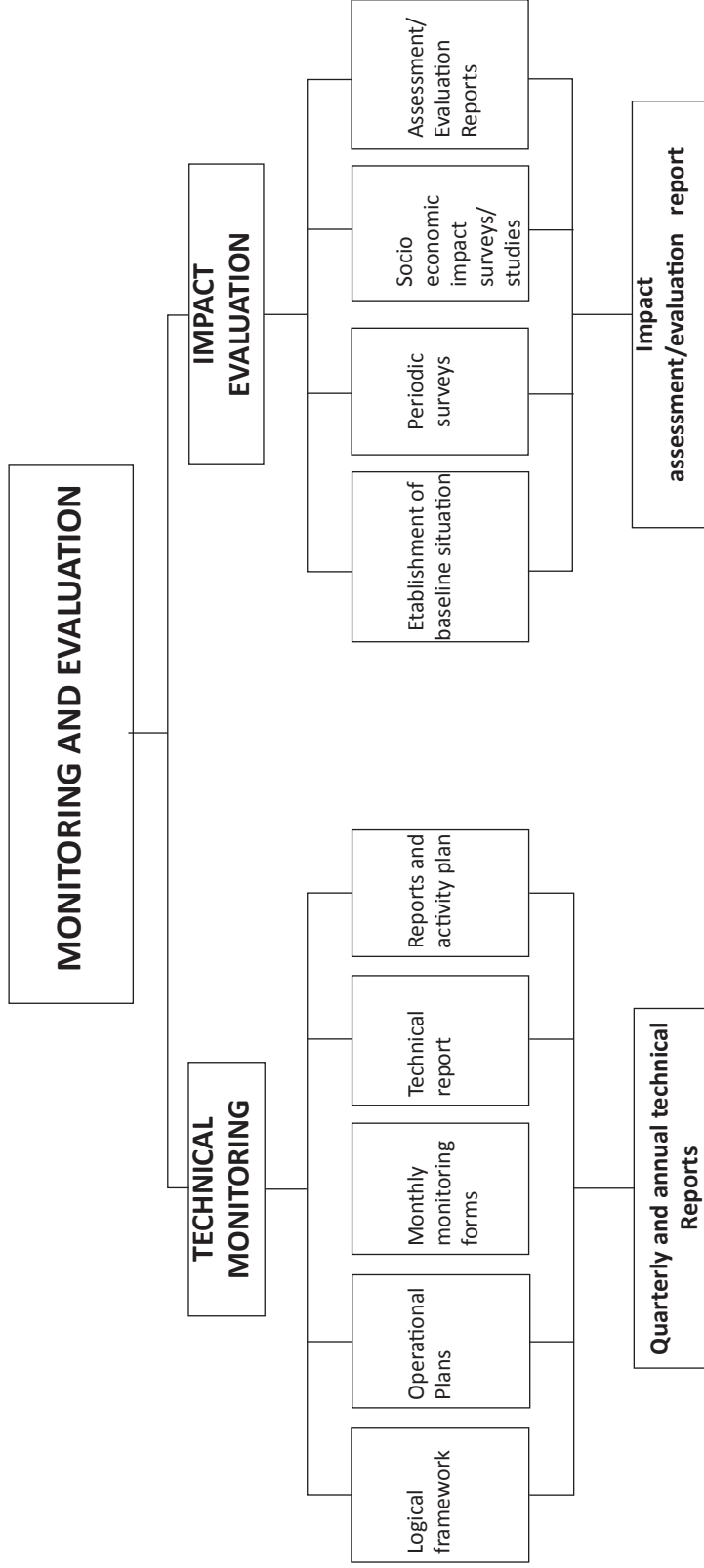
Monitoring and evaluation plan is an integral part in the development of Adult Education Strategic Plan. Its objective is to assess achievements against goals defined during the elaboration of Adult Education strategy or activity. It includes indicators that measure either impact or processes during and after the period of implementation. Special studies like surveys and surveillance studies can be developed and implemented at certain point of time to measure what the strategy has achieved. Monitoring and Evaluation increase accountability and is a key information source to ensure policy makers are sufficiently informed and able to reflect and analyze performance. It also enables to gather lessons learned to improve future strategic plans' development and implementation.

Efficient monitoring and evaluation focus on theoretical knowledge and skills acquired during the training. Therefore, the Ministry of Education in its attributions as coordinator of all activities related to this sector must ensure the capacity and credibility of available human resources in order to not only formulate and monitor policies and programs but also evaluate their impact. We must also consider the dissemination of evaluation results.

This being the case, the implementation of the strategic plan of the Adult Education Policy will have to be accompanied by a monitoring and evaluation system in order to achieve the expectations and enable the MINEDUC and its partners to make adjustments and useful improvements.

## Monitoring and Evaluation pattern

The Monitoring and Evaluation of the 2014/2015 –2018/2019 Strategic Plan for the implementation of Adult Education Policy shall be carried out as indicated in the following diagram:



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