

**REPUBLIC OF RWANDA**



**MINISTRY OF EDUCATION**

**SPECIAL NEEDS & INCLUSIVE EDUCATION  
STRATEGIC PLAN 2018/19-2023/24**

**October, 2018**

## FOREWORD

The review of the special needs & inclusive education policy and its Strategic plan (2018/19-2023/24) marks yet another milestone in the Rwanda's education sector developments towards achieving educational goals. Education being a critical investment in the country's socio-economic development, particular commitment to educating and training all educationally vulnerable children and youths is perceivably crucial. Through the present five-year plan therefore, the education sector intends to facilitate access to education for this group of learners, to enable their ultimate inclusion and active participation in all aspects and sectors of the society.

The present special needs & inclusive education Strategic Plan is deliberately aligned to the national education and development strategies, notably the Education Sector Strategic Plan (ESSP) 2018/19-2023/24, and subsequently the Seven Year Government Programme: National Strategy for Transformation(NST1). It is on this background that the education sector will be guided during the next five years, in implementing priorities and goals set by the special need & inclusive education (SN&IE) policy. It builds upon the national policy guidelines, rendering basic education services available to all Rwandan children and youths in their neighborhood communities, thereby addressing the overarching mission of making the twelve-years of schooling more responsive to the educational needs of all learners. Hence, special needs & inclusive education policy goals and the present strategic plan also underpins the national visions to achieve equitable access to quality education provision for all children and youths irrespective of their differences, and guides the education sector to plan educational provision for children and youths with special educational needs (SEN) in order to enable them to become productive and valued members of the society.

It is in reflection of the national development goals that emphasize improved quality and access in education services, and strengthening the relevance of education and training to meet the labor market demands, that five goals have been identified. The goals include: 1. Promoting access, retention and completion of 12 years of schooling by learners with special educational needs; 2. Improving the quality of SN&IE services; 3. Developing schools of excellence in SN&IE for early assessment, placement and intervention of learners with SEN; 4. Capacity development for SN&IE services; 5. Promotion of inclusive and child-friendly approaches. The underlying priority is equity in accessing and participating in education, to ensure that learners with SEN also have equal benefits in meaningful learning opportunities.

This Strategic Plan aims to build on progress already made in the general education, including leveraging on the achievements made in the twelve-year basic education programs, by improving the school readiness to accommodate and support learners with SEN more effectively. It is central to the plan to ensure that schools are appropriately resourced with adequate educational provisions. It focuses primarily on the development of literacy, numeracy and life skills at basic education levels, and on ultimate professional skills development.

The Ministry of Education pledges its renewed commitment to collaboration with all education stakeholders in the public or private sectors, as well as civil society organizations, in the implementation of the envisioned strategies. Public organizations, NGOs, Faith-based organizations and international agencies are especially called upon to submit their most valued contributions in the realization of the planned strategies.

The Ministry of education expresses its gratitude to the team that has led to the realization of the present plan, and to all stakeholders who have contributed to its development, and commend it as reference in all services related to the education of learners with SEN in Rwanda.

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## ACRONYMS

9YBE	Nine Year Basic Education
12YBE	Twelve Year Basic Education
ADL	Activities of Daily Living
ADRA:	Adventist Development and Relief Agency
CBO	Community Based Organization
CBR	Community-Based Rehabilitation
CFS	Child-Friendly Schools
CE	College of Education
CPD	Continuous Professional Development
CTRLRD	Curriculum, Teaching and Learning Resources Department
CwD	Children with Disabilities
DEds	District Education Directors
DHESL	Department of High Education Students' Loan
DPO	Disabled People' Organizations
DEO	District Education Officers
DfID	Department for International Development
EAC	East African Community
EAL	East African Linkage
ECD	Early Childhood Development
ESAD	Department Examinations and Accreditation
ESSP	Education Sector Strategic Plan
ESWG	Education Sector Working Group
EU	European Union
FBO	Faith Based Organizations
HD	Hearing Difficulties
HEC	High Education Council
HI	Handicap International
HLI	Higher Learning Institution
HVP	Home de la Vierge des Pauvres
GS	Group Scolaire
GER	Gross Enrollment Rate
ICT EP	ICT in Education Department
IC	Intellectual Challenges
ICF	International Classification of Functioning, Disability and Health
MINEDUC	Ministry of Education
MINISANTE	Ministry of Health
MINALOC	Ministry of Local Government
MD	Multiple Disabilities
NCC	National Commission for children
NCPD	National Council for People with Disabilities
NER	Net Enrollment Rate
NGOs	Non-Governmental Organizations
NUDOR	National Union of Disability Organizations in Rwanda
PI	Physical Impairment
PRSP	Poverty Reduction Strategic Plan
PS	Primary School
PTA	Parents Teachers' Association
PwD	People with Disabilities
DEQA	Department of Education Quality Assurance & Standard
QIWG	Quality Implementation Working Group

REB	Rwanda Education Board
RENCP	Rwanda Education NGO Coordination Platform
RHA	Rwanda Housing Authority
RSL	Rwanda Sign Language
SIE & SNES	School of Inclusive Education and Special Needs Education Services
SBR	School-Based Rehabilitation
SDMS	School Data Management System
SDGs	Sustainable Development Goals
SEN	Special Educational Needs.
SEO	Sector Education Officer
SN&IE	Special Needs and Inclusive Education
SMCs	School Management Committees
SNECO	Special Needs Education Coordinator
DTDM	Department of Teacher Development & Management
TTC	Teacher Training College
TTRC	Teacher Training Resource Center
TVET	Technical and Vocational Training
UNESCO	United Nations Education Science and Cultural Organization
UPE	Universal Primary Education
UR	University of Rwanda
VI	Visual Impairment
WDA	Work Force Development Authority
WHO	World Health Organization

## CONCEPTS AND TERMS USED

**Accessible format:** Refers to a communication mode for people with either visual or hearing impairment e.g. Sign language and Braille.

**Acoustic room:** An acoustic treated room is a special room where a learner can be assessed for hearing levels. It is also a place where hearing impressions and moulds are fabricated.

**Assistive devices:** These are equipment and materials used to facilitate/ aid the functionality of a person with a disability. Example; hearing devices, lenses, Perkins Braille, talking calculators, audio and video systems, white cane, wheel chairs, tricycles and special seats, adopted software, among others.

**Child-Friendly School (CFS):** An educational setting characterized as "inclusive, health promoting and protective for all children irrespective of their differences in abilities, gender, social status, background and others. It is based on the principle that every child should study in an environment that is physically safe, emotionally secure and psychologically enabling. The approach aims at developing a learning environment in which children are motivated to learn. The concept was introduced in Rwanda by UNICEF in 2005, and was implemented in a number of schools by ADRA, Humanity and Inclusion/Former Handicap International, former KIE and the Ministry of Education.

**Disability<sup>1</sup>:** This is the partial or complete loss of use (or ability) of a certain body part or organ. This leads to a reduction or loss of function of that body part or organ. Disability is also a social issue, because different societies interpret abilities or disabilities in accordance to the prevailing social norms and standards. ICF (2001) has changed this concept to 'Activity limitations, or difficulties an individual may have in executing activities'. It classifies the difficulties in 10 categories, ranging from 0 to 9 (0% to 100%): **0.** No difficulty (none, absent, negligible) 0% - 4 %; **1.** Mild difficulty (slight, low...) 5-24 %; **2.** Moderate difficulties (medium, fair...) 25-49 %; **3.** Severe difficulties (high, extreme, ...) 50-95 %; **4.** Complete difficulties (total,) 96-100 %; **8** not specified; **9** not applicable.

**Impairment:** This is the damage to a part of the body (organic system) caused by genetic factors, disease, accident or other causes, which may cause also disabilities. In this document, reference is made to Visual Disability/Difficulties, Hearing Disability/Difficulties, Physical Disability/ Difficulties, Intellectual Challenges, and Multiple Disability. ICF (2001) classifies impairment according to its magnitudes, ranging from 0% to 100%: **0.** No impairment (none, absent, negligible...) 0-4 %; **1.** Mild Impairment (slight, low,) 5-24 %; **2.** Moderate impairment (medium, fair...) 25-49 %; **3.** Severe impairment (high, extreme ...) 50-95 %; **4.** Complete impairments (total...) 96-100 %.; **8** not specified; **9** not applicable.

**Inclusive Education:** This is the process of addressing all learners' educational needs in a mainstream education setting. It is based on the principle that all learners are different, and can learn and develop differently, and therefore, the education system is expected to flexibly be adapted to fit every learner's (child's) needs. In the Rwandan socio-cultural context, the concept is often interpreted as '*Uburezi budaheza*' or '*non-exclusionary education*'.

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<sup>1</sup> International classification of functioning, disability and health: (ICF) classifies '**Impairment, Disability, Handicap in terms of challenges in** Body structures, Body Functions Activities and Participation. In the Rwandan socio-cultural contexts, the concept '**ubumuga**' often used to denote 'dysfunctions of a body' is also used to generally imply all the three concepts interchangeably.



**Itinerant educator/teacher:** Also referred to as a "visiting" or "peripatetic" teachers, are traveling schoolteachers, often specialized in certain fields of Special Needs Education, who move from school to school, providing individualized support to learners with SEN, and/or supporting their teachers. In Rwanda, itinerant teaching is known to be practiced on a non-formal scale in schools where Inclusive Education and Child-Friendly School is practiced.

**Handicap:** This concept has been changed to '**Participation Restriction**' by ICF (2001). It refers to the problems a person with a disability or other limitation faces when interacting with the *environment*. Thus, a handicapping condition in one's environment may not necessarily be handicapping in another's.

**Mainstream schools:** Also referred as '*Ordinary*' or '*Regular*' schools as opposed to '*special schools*', are schools that educate learners that present no or minimal Special Educational Needs (SEN) and therefore do not require any exceptional educational adjustments. Most of mainstream Rwandan schools accommodate learners with a range of mild and moderate disabilities without any adjustment to suit their needs.

**Multidisciplinary team:** This is a team of experts that is involved in the education service delivery or/and programming for an individual (or group of) learner with Special Educational Needs.

**Habilitation/Rehabilitation services:** Experiences of practice in Rwanda indicate that the two terms are often used interchangeably, though they are actually defined differently. **Rehabilitation** refers to services given to newly disabled persons with the purpose of restoring some of the functionality they lost as a result of their disability. This is done mainly to help them acquire skills for independent living. **Habilitation** is like rehabilitation except that it is a service accorded to persons who had no functional skills in the first place at the time of acquiring the disability. It is about teaching new skills to people who never had them.

**Resource room:** This is a room in a school for supporting and teaching learners with SEN, equipped with specialized resources, various learning materials and support services. At times it is also used by teachers and other resource personnel, for other activities related to special needs education services.

**Special Educational Needs (SEN):** These are non-ordinary needs a learner may have in schooling as a result of intrinsic or extrinsic limitations/barriers. The learner with SEN will need extra attention / assistance from the teacher and/or the use of different educational approaches or/and tools.

**Special Needs Education:** This is an education that aims at providing education services to all children who may, for any reasons, have temporary or permanent needs for adjusted education, different from the ordinary education. Experiences in the Rwandan context continue to indicate that the concept is largely interpreted as '*Uburezi bw'abafite ubumuga*' or education for those with disabilities.

**Special needs education coordinator (SNECO):** Are special needs education educators who coordinate special needs education activities within and outside a specified school community. They provide guidance and support to parents, community members and other teachers on how to help a child with SEN. The roles of these professionals depend on the referral problem and the needs of the child with special educational needs. SNECO

also advise teachers who have learners with special educational needs in their classrooms, on the methods and appropriate resources to be used in teaching.

**SNE Professional staff:** These are professional service providers in the field of special needs officially recruited and paid by the government to offer specialized services that require specialized skills.

**Specialized personnel:** an individual who is specially trained in a specific area to competently handle learners with disabilities and related SEN.

**Special School:** A school that is set and organized to provide educational services to learners with one specific type of disability or Special Educational Needs. In Rwanda, there are schools for the Deaf, for the Blind, and other specifically defined groups of learners with SEN.

**Support services:** These are special services offered by professionals in support of ordinary teachers to learners with disabilities and related educational needs; such as speech therapy; occupational therapists; sign language interpretation; counseling, etc.

**Individualized Teaching Strategies:** These are the personalized instructional approaches or methodologies that cater for the learners with disabilities and related Special Educational Needs. They involve among others: support services using specialized teaching resources, structured teaching approaches using adjusted or/and functional curricular, etc.

## ***Introduction***

It is emphatically stated by ESSP 2018/19-2023/24 that the achievement of Rwanda's socio-economic development objectives will depend to a large degree on the development of its most valuable resource – its people. To achieve this goal by the year 2020, efforts will be made to provide to the majority of Rwandans, the opportunities to develop relevant knowledge, skills and attitudes to compete on the labor market and contribute optimally to the socio-economic life of their country. Reaching this objective will necessitate significant investments in education at all levels to ensure universal access to educational opportunities characterized by high quality and relevance to the rapidly shifting demands of the globalized economy.

It is hence the mission of the Ministry of Education to transform Rwandan citizens into skilled human capital for the socio-economic development of the country by ensuring equitable access to quality education, focusing on combating illiteracy, promotion of science and technology, critical thinking, and positive values.

The present Special needs and Inclusive Education (SN&IE) Strategic Plan (2018/19-2023/24) however, elaborates on how the education sector will contribute in achieving these national aspirations by providing for education of learners with SEN in the next five years (2018/19-2023/24). It draws from key policy documents that include the SN &IE policy and the ESSP 2018/19-2023/24 strategies, to establish a roadmap on which all SN&IE services will be based. The plan underpins the key priority in the education sector policy, which is, enhancing equity in accessing and participating in education for all learners, and ensuring that learners with SEN have equal benefits in meaningful learning opportunities, and therefore, are enabled to join the competitive Rwandan workforce tasked to transform the socio-economic life of their country.

Hence, focused exclusively on strategies to provide for the education of learners with Special Educational Needs (SEN) in Rwandan special and/or inclusive education (public and private) settings, the present SN&IE Strategic Plan is presented in 8 sections:

**Section 1:** Sets out the context background, purpose and targets of the plan

**Section 2:** Defines the principles of the SN&IE plan

**Section 3:** Provides the overview of the SN&IE sub-sector

**Section 4:** Defines the strategic framework

**Section 5:** Outlines the implementation plan

**Section 6:** Outlines the risks analysis and alleviation strategies

**Section 7:** Provides the monitoring and evaluation framework

**Section 8:** Outlines the cost and financing of the SN&IE plan

The eight sections of the SN&IE plan attempts to cover the five-year projection of strategies required to address all issues related to education and inclusion of all categories of disadvantaged learners. It offers the education sector, a framework within which all the educational needs pertaining to equal participation in education and subsequent skills development programs for this group of learners would be adequately addressed.

## ***1. Background Context and Purpose***

### **1.1 Context of the SN&IE Strategic Plan**

The Government of Rwanda approved the first ever SN&IE policy in 2007, and the latter was subsequently reviewed in 2018 to meet the current national and international development agenda. The SN&IE present strategic plan thus reflects the national priority of making nine-year basic education (9YBE) and subsequently the twelve-Year Basic Education (12YBE) more accessible for all educationally disadvantaged children and youths, and more relevant to the national needs.

It has been developed to provide a framework through which educationally vulnerable learners are not left out of the system, as a way of responding to the long-term national Vision 2020 that aims at transforming Rwanda into a middle-income country by enabling all citizens to contribute to economic development. It constitutes the key underpinnings of the Seven Year Government Programme: National Strategy for Transformation(NST1) whose vision is also enshrined within the planned goals, set to be achieved within the next seven years.

### **1.2 Target Groups**

The SN&IE policy targets learners with Special Educational Needs (SEN), who need adjusted educational provisions, or/and who meet barriers within the ordinary Rwandan education system. Six categories have been identified and the present plan suggests a framework through which educational needs in each category would be distinctly discerned, and the corresponding appropriate educational strategies would be designed.

### **1.3 Purposes of the SN & IE Strategic Plan**

The Special Needs & Inclusive Education (SN&IE) strategic plan intends to provide a five year planning framework that will enable the education sector to improve the quality education for all learners who may, for any reason have temporary or permanent needs for adjusted educational services. It will operationalize the SN&IE policy objectives and goals, by providing the guiding logical framework for the elaboration of the consistent and sequential annual operational plans and budgets for each of the five years of its duration.

It will entail alleviating all factors that constitute barriers to participation in learning and skills development for learners with SEN. The SN & IE strategic plan provides the roadmap to meet the requirements of the diverse labor market, by increasing the coverage and the quality of 9YBE and the 12YBE as planned by the ESSP 2018/19-2023/24.

The strategic plan addresses exclusively educational needs of learners with SEN, through deliberately set policy goals and strategies. It also intends to achieve a basis for appropriate intervention in accordance with respective learners' needs, and in respect of the national and international norms and standards. It provides plans for improved access to curriculum by learners with SEN, and strategies to enable them benefit from the available educational services, increase their literacy and numeracy rates, and complete the education cycles. It is also a means of addressing the national strategic program (7-year Government program/NST1, the regional (EAC) and the international goals (SDGs).

### ***1.4 The SN &IE Strategic Plan Development***

The present SN & IE strategic plan has been prompted by the Ministry of Education's

request for the review of the SN & IE Policy. It is in this respect that consultations ensued on a wide scale, seeking views and experiences of SN & IE beneficiaries, practitioners and decision makers at various levels, ranging from community levels, Disabled peoples' organizations (DPOs), civil society groups and others.

The committee of five people nominated by the Ministry of Education was mandated to guide the SN & IE policy and strategic plan development processes, and the outcomes contained in the present document are also the outcomes of concerted consultations with key SN & IE stakeholders nationally and regionally.

## ***2. The Principles of the SN & IE Plan***

The SN & IE Strategic Plan is an integral part of the Education Sector Plans. It elaborates the strategies as advanced by the Education Sector, and provides specific strategies in implementing SN & IE services in the next 5 years. It equally provides the framework for responding to the needs of learners with SENs, underpinning the key SN & IE Policy principles highlighted below:

### ***2.1 The Human Rights-Base***

The SN & IE policy is firmly rooted in the Human Rights paradigm, and upholds the principal of equal access to learning opportunities for all learners with varying Special Educational Needs, by benefiting from available educational and community services and resources. It aims at the realization of the rights to education for learners with special educational needs and other learning difficulties, on equal basis with their peers.

Hence, its strategic plan for the next five years, also seeks to address the constitutional rights and entitlements of Rwandan learners with SEN, and responds to discrimination and marginalization by providing the educational services to all Rwandan children and youths, irrespective of their differences in abilities and background. It will ensure rights to participation and inclusion in education among others.

### ***2.2 Participatory Approaches***

The SN & IE policy emphasized the principle of autonomy and facilitation for all learners with different Special Educational Needs, because it concerns a range of target groups, including youths and children with disabilities who need to participate fully in all learning experiences. Hence, the present plan for educational services and other interventions for them will entail their participations in a number of ways. It ensures the participation of DPOs, learners with SEN and their parents/guardians in drawing programs and even during active learning and teaching whilst in school (See table 1).

### ***2.3 Productive and Coordinated Partnerships***

It is envisioned for better results that Special Needs Education strategic goals are achieved through a holistic approach, as suggested by the ESSP 2018/19 – 2023/24. The SN&IE services cuts across the sector activities, and therefore, demands partnership with several service providers and stakeholders' networks in building up viable services. The central point being emphasized here is the quality of interface of the partners with MINEDUC and its agencies/institutions, and their engagement within the already existing structures. Holistic Methodologies and linkages in SN&IE service provisions will be augmented with co-ordination of all stakeholders and actors in the implementation process of the policy plan.

## ***2.4 Family and Community commitments***

Services related to SN&IE have previously been misconceived by most communities to be the responsibility of the Government, Churches or Non-Government Organizations. However, experiences in some Rwandan communities over the last few years have indicated good results when innovative partnerships are developed between community members and government organs such as schools. After all, it is the responsibility of the parents to provide the basic needs to their children, and the community complements with relevant community services. Communities and parents shall hence be empowered to increase their participation and commitments in community-based SN&IE programs.

## ***2.5 Relevance of programs***

Programs designed for education and other interventions will take into account the unique needs of all individual learner's educational needs. The fundamental underpinnings are that each learner will be valued for his/her ability or potential to learn, and benefit from the available programs/services as other citizens. SN&IE programs will thus aim at reducing vulnerabilities for learners with SEN's, at increasing their optimum participation in schooling, and ultimately in socio-economic activities.

## ***2.6 Access, Equity and Quality***

The policy is strongly rooted in the principles of opening schools' doors for all learners with SEN, and maintaining their equal participation in schooling through provision of adequate and appropriate SN&IE resources (personnel & equipment); through improved educational programs, flexible and adjustable curriculums, appropriate educational resources, and accessible learning and teaching school environment, as well as mobilizing partnerships in support of SN&IE.

## ***2.7 Building SN & IE Capacity***

The human and other resource potentials for SN&IE services are reportedly still scarce in Rwanda. The SN&IE policy shall promote development of potential and capacities within learners with SEN, by building the capacity of the education system first. These will include among others, building human resources through the planned school of SN&IE services in UR; developing resource provisions and support services through the planned resource rooms and Schools of Excellence in SN&IE; reinforcing the existing structures within REB to provide support services and alternative curriculums.

## ***2.8 Originality***

Indigenously conceived innovations and home-grown initiatives in developing SN&IE resources and services will be promoted. Experiences have indicated that Rwanda communities in collaboration with neighborhood schools have designed educational materials, curriculums and educational programs that are tailored to the specific needs of the learners with SEN. These have included among others leveraging on the national socio-economic programs such as '*Girinka Munyarwanda; Akalima k' Igikoni...etc*', to design a vocational training program for the children with SEN in their communities. Hence, the principles of originality are expected to govern all SN&IE services, mainly because this brings along capacity of sustainability and cost effectiveness.

## ***2.9 Confidentiality***

Learners with SEN often have particular behaviors, personal challenges, hidden impairments or health difficulties that could be discomfoting if shared with others (the public) without prior permission from the concerned. The plan ensures that the principle

of confidentiality with regards to the release of the learners' personal information will be observed using all relevant avenues.

### ***2.10 Accountability, Transparency and Sustainability***

Experiences have indicated that learners with SEN are generally vulnerable, and often exploited in several ways, including being used to raise funds for unrelated services. The Plan shall strive to demonstrate accountability and transparency to the public in all related services.

Funding of SN &IE services shall be done in a sustainable manner through the public budgeting to enable the realization of the five years' plan objectives.

## ***3. Overview of Developments in SN&IE Services***

### ***3.1 Background policy context***

Since 1998, learners with Special Educational Needs' (SEN) position within the education sector strategic goals, has been a prominent preoccupation of actors in education. Pledges in relation to their equitable access to free primary and lower secondary education, for subsequent meaningful inclusion and participation in socio-economic developments, have also underpinned national policy objectives.

The present policy thus, also responds to the Government of Rwanda's development agenda geared towards transforming the country into a middle-income society by the year 2020, in its long-term Vision, implemented through the Poverty Reduction Strategic Plan (PRSP) since 2008. The current Seven Year Government Programme: National Strategy for Transformation(NST1). intended to cover the next seven-year period, also provides a basis for the development of tailored education strategies, that include the five-year Education Sector Strategic Plan (ESSP 2018/19 - 2023/24). Understandably, the strategic plan resonates with the development programs, by indicating a road map for making all levels of education (including TVET) more accessible for learners with SEN, and therefore, by investing majorly in improving the quality of education across the board (including quality), education is made more relevant to national needs.

The Strategic plan is also in response to the Education sector that recognizes that the Net Enrollment Rate (NER) is persistently a major challenge, and despite significant breakthrough since 2000, it has continued to stagnate around 95% for the last five years, revealing that Rwanda still has some way to go in ensuring that all its school-age children are indeed accessing school. Therefore, it is acknowledged that increasing the NER closer to 100% generally entails concerted efforts in facilitating enrollment and retention of boys and girls for whom schooling is more challenging. In general terms, these would constitute mainly children and youths who require educational adjustments (Special Needs Educational) in order to benefit meaningfully from educational services, with particular focus on those in disadvantaged areas, from socio-economically disadvantaged families, on children with disabilities and various other educationally vulnerable groups. ESSP 2018/19 – 2023/24 recognizes that disabilities are still a major factor affecting children's access to school in Rwanda. Affirming that, children with disabilities, in 2016 out of a total of 185,666 children enrolled in pre-primary education, just 1,545 children were identified as having a disability (MINEDUC, 2016*b*). In primary schools, however, data reveal those with disabilities to be 0.75% of the total number of children enrolled, a percentage which has not changed significantly over the last three years. This represents fewer than 1% of the enrolled students, falling far short of the expected numbers represented within the population. The numbers of students with a disability form just 1% of the total enrolled in secondary education in 2016 (MINEDUC, 2016*b*). Students with disabilities are under-represented, with just 432, or 0.48%, of all students enrolled in

tertiary education having some form of disability. It further asserts that ensuring that all schools in Rwanda are Child-Friendly and Disability - friendly is still a challenge and education for children with disabilities also demands strong coordination between different Ministries and agencies beyond the education sector, particularly those in the Health, Social Protection and Local Governance sectors, which itself contains the challenge of coordination across multiple sectors and Ministries.

The present plan thus, presents feasible strategies to address the SN&IE-related challenges, as a way forward in achieving the national development goals. It is deliberately focused on promoting accessing and benefiting from quality education by all categories of learners, taking exclusive consideration of marginalized Rwandan children and youths. It places the latter within the national transformational agenda, through which, they would also be made part of the skilled human capital for ultimate participation in national development programs.

### ***3.2 Accessibility to Education services***

Accessibility to education services by learners with SEN is quite critical. This refers to the notion of enabling them to maximize their learning potentials, and benefiting fully from the available educational services. It also refers to equity and capacity to participate in all school activities, and entails the provision and appropriate use of assistive technology and related enabling equipment and services. For the purposes of the present SN&IE strategic plan therefore, accessibility to education services is analyzed through the following sub areas that include access to the physical learning and teaching environment, to information, and to the curriculum.

#### ***3.2.1 Accessibility of the physical environment***

The Ministry of Education through the Department of Basic Education Quality Assurance, as well as the Ministry of Infrastructure through the Rwanda Housing Authority (RHA), have both put in place guidelines for building accessible environments for people with different disability-related needs. However, observations made in relation to adherence to these, have indicated that: **1.** Most of the schools including Higher Learning Institutions are yet to adhere fully to the accessibility standards. As such, standard ramps, toilets adapted with standardized supportive rails and space; landmarks and clear walkways and others, are not necessary part of all teaching/learning environments. **2.** Learners with SEN still face obstacles on their way to and from school that includes long distances to and from school, non-adapted transport systems, ragged terrain, and others. This situation contributes to the high rate of school drop-out among this category of learners.

#### ***3.2.2 Accessibility to information***

Learners with SEN, particularly those with disabilities find it difficult to access information due to their limitations in mobility, in communication and interactions, and in methods of accessing written and verbal information. This could be made more accessible by using Braille, large prints, audio-visual or standard signs and symbol systems, a range of assistive devices, and others approaches. Learners with hearing impairment are particularly challenged as explained above, because sign language as a language is not a media of instruction for schools, is neither fully recognized by the Ministry of Education, nor integrated in teacher training programs. Gaps have continued to exist in schools due to inadequacy of provision for Sign language interpretation services, Braille and tactile material transcription services, and supply of other assistive devices (Including adapted software) for communication and related services, the shortage of which, seriously impact negatively on equal access to education services by learners with SEN in Rwandan schools.



### ***3.2.3 Accessibility of the SN&IE Curriculum***

Adaptations of the curriculum for different learners' educational needs at different levels of schooling, and adjustments of school programs to suit the changing diversity of needs are critical requirements for the Rwandan school systems. Existing guidelines for accessibility emphasize physical infrastructure and no other key educational services that may entail access to the curriculum and all other teaching and learning activities by a range of learners with SEN. Such learners may include for example the left handed, those with Dyslexia, Dyscalculia and a wide range of others with different demands. It is thus critical that accessing numeracy, literacy and life skills by all categories of learners with SEN should form the core object of the curriculum development and adaptations. Adjustments and differentiation of the school curriculum can be made to help learners with SEN increase their access opportunities to schooling by adapting the teaching and learning arrangements, classroom organization, timetabling, language and vocabulary, educational resources, etc. Much as they may not exhibit visible impairments, some learners may have serious challenges in accessing numeracy and/or literacy. Hence, the curriculum adaptation ought to take also into considerations, a range of cognitive development dimensions, including Vocational Training and Activities of Daily Living (ADL) as components of the curriculum for learners with different SEN.

### ***3.3 The SN & IE approaches and practices***

Two major schooling systems providing for learners with SEN are known to operate in Rwanda: **1. Special school settings** that are traditional institutions established to cater for learners with specific disabilities, and endowed with specialized support services such as rehabilitation; teaching methodologies; specialized instructional materials and assistive devices. **2. Inclusive and/or Child-friendly school settings** which constitute ordinary schools with relatively accessible and barrier-free school programs, adapted in order to facilitate accommodation of learners with a range of educational needs. However, each of these approaches have indicated challenges that include staffing constraints, educational material inadequacy, needs for support services like sign language interpretation and others, but still remain the major schooling options for Rwandan learners with SEN. The present SN&IE strategic plan finds these crucially important centers of SN&IE services, and therefore suggests a framework that supports their developments.

#### ***3.3.1 Child-Friendly School and Inclusive Education initiatives***

In Rwandan education practice, Child-Friendly School (CFS) and Inclusive Education (IE) initiative concepts are interchangeable in the Rwandan education practice. They are systematic 'adaptations' of the whole school system, as a delivery centre of a range of integrated educational and social services for all children, especially those with special educational needs. It is a system where, the school-family-community continuum functions in provision of care and educational support (of the children) for subsequent quality education, even in circumstances where the normal provision is under constraints. Both initiatives are expected to have far reaching solutions to a range of community and school-based limitations, because their whole school approaches are also capable of impacting on the entire education system. The key CFS quality dimensions include: 1. Psychosocial support; 2. Health, Water & Sanitation, food and nutrition promotion; 3. Safety & Security promotion; 4. Equity & Equality promotion, 5. Effective quality teaching and learning; 6. School-community partnership.

Besides, it has been observed that both of the above approaches are developed through foreign support and not necessary part of the mainstream education developments. All the special school provisions are private initiatives and have increasingly attracted the

support of the Ministry of Education. The Child-Friendly schools and Inclusive schools' concepts are initiated and supported by UNICEF, EU and DfID in collaboration with the Ministry of Education, former Handicap International (now called Humanity and Inclusion) and ADRA. However, these projects only operated at basic education levels, and not the full range of schooling (from Early Childhood Development Centers, Primary, Secondary, Tertiary and University) for learners with SEN.

According to ESSP 2018/19-2023/24, ensuring that all schools in Rwanda are Child-Friendly and inclusive of all learners with special educational needs, is still a challenge that demands to be addressed. It is in this respect that each of the above provisions and approaches has to be deliberately considered by the present strategic plan to guide the improved performance of SN and IE services.

### ***3.3.2 Support to through regional partnerships***

The East African Linkage (EAL) in SNE, IE and rehabilitation was created in 1999, to bring together resources, efforts and initiatives related to SN, IE and rehabilitation within the sub-region. The Primary goal of the initiators (KISE and former UNISE), was to develop a regional linkage program to support and strengthen the training programs, promote quality in SNE, IE and rehabilitation, research and institutional development. The regional initiative envisions to:

- Develop effective human resources, training and research in SNE, IE and rehabilitation through staff and student exchange program;
- Enhance maximum utilization of the East African experts in the area of SNE, IE and Rehabilitation;
- Document, publish and share information in areas involving SNE, IE and Rehabilitation;
- Develop, implement, monitor and evaluate SNE, IE and Rehabilitation training programs;
- Develop, produce and maintain educational and other resources materials on special needs;
- Create awareness, advocacy and instill positive attitudes for the development of SNE, IE and Rehabilitation in the region; and

Since then, a number of other Institutions of Higher Learning in the Five East African countries and South Sudan have been associated with the linkage, have signed its Memorandum of Understanding, and their respective Universities and/or Governments have allocated a budget for its activities, except Burundi and Rwanda.

Rwanda was associated with EAL program in its 12<sup>th</sup> annual conference of 2011, and participants were supported by the government. Hence, though the country's participation has not been regularly maintained, it has been envisioned that the present strategic plan accords the linkage in SNE, IE and rehabilitation services, as well as similarly beneficial regional and international partnerships, their due place in SN&IE developments.

### ***3.4 SN&IE Quality assurance, Monitoring and Evaluation***

The Department of Basic Education Quality and Standards (BEQAD) is expected to monitor, evaluate and ensure appropriate quality and standards of education services at all levels of basic and secondary education, while the Higher Education Council (HEC) and Workforce Development Authority (WDA) are entrusted with similar responsibilities in Higher Learning and Vocational Institutions respectively. However, reports from the

field and observations made of the quality of services delivered in Special and Inclusive schools indicate that these are not adequately monitored and therefore, are often of poor standard. This situation explains why the curriculum, resource provisions and support services highlighted above, are not standardized and developed like ordinary education programs. Thus, the present SN&IE strategic plan emphasizes the role of the organ responsible quality assurance in SN&IE services.

### ***3.5 Engagement and participation of Stakeholders***

The Ministry of Education recognizes the important roles played by different actors in varying educational services, and continues to assume its responsibilities of providing policy directions in allocation of necessary financial, material and human resource supports, quality assurance, capacity development, and monitoring of policy strategy outcomes. However, stakeholders and partners of the Ministry of Education in and related services range from Community-Based Organizations (CBO), Faith-Based Organizations (FBO), both local and International Non-Governmental Organizations (NGO).

HVP Gatagara school, which was founded in 1962 and run by Brothers of Charity (Catholic Order) to educate and rehabilitate children and youths with disabilities, is currently operating in five schools and centers, catering for learners with physical, visual, mental and hearing impairment. Since 2000, other local civil society groups have increasingly joined the initiatives, especially to support education services for children and youths with disabilities. ‘*Collectif Tubakunde*’ for one, brings together over 43 initiatives and centers, attracting the attention of related services and supporting agencies. Education Sector Working Group (ESWG) includes the Rwanda Education NGO Coordination Platform (RENCP) and Quality Implementation Working Group (QIWG) as forums for NGOs in the area of education to coordinate their programs and collaboration with the Ministry of Education. However, due to the lack of policy guidance in relation to services, the quality of service delivery and resource provisions for education of children with SEN are still uncoordinated, not standardized, and in a needy state.

In addition, observations made in the field, as well as the former TFDIER annual reports indicate that support to SN&IE services and initiatives continue to be dominated by international agencies. Through UNICEF funding, ADRA was enabled to initiate and support over 85 Child-Friendly School projects since 2007, and through EU, UNICEF and DfID funds respectively, Handicap International (now Humanity Inclusion) has been able to initiate three projects in the Southern, Northern and Western provinces. In all the cases however, it is observed that education service delivery and processes involving learners with SEN, continues to require appropriate coordination and close monitoring for quality assurance, and these are not provided by any of the NGOs.

The national constitution of 2003 as reviewed in 2015, in article 20, pledges government support to learners with SEN, and law No. 1/2007 of May 2007, also commits the Ministry of Education to provide for learners with SEN in its articles 11 to 13. However, though the Ministry has been paying salaries of teachers in some special and inclusive schools, and educational materials provided to schools and Universities, a substantial support is still provided by civil organizations and individual groups. This is also due to the fact that is not yet fully mainstreamed in all the education sector planning, provisions and activities.

It has thus been the concern of the policy that improved support to enhanced quality services for all learners with SEN be provided, and ensure partnerships with all stakeholder that are productive, fostering sustainability, coordination and quality of their services. Besides, advocacy for improved quality in SN&IE services is equally expected from DPOs through the nationally recognized civil rights groups such as NUDOR and NCPD, which are mandated to look into issues related to rights of people with disabilities and related SEN.

### ***3.6 Major challenges***

Significant challenges and opportunities related to education of learners with Special Educational Needs (SEN) are identifiable in many areas of the Rwandan education. Among others, the present Strategic plan finds these traceable in the following areas of education services: Access and enrolment opportunities, and benefiting from the existing education services; efficiency of the existing education system; quality of education services offered; relevance of education services for learners with SEN; equity in accessing and benefiting from the existing education services.

#### ***3.6.1 Opportunities of learners with SEN in education***

The ESSP (2018/19-2023/24) recognizes impressive strides made since 2000 by extending access to primary education by a Net Enrolment Rate (NER) of about 98 % in 2017. Accordingly, the primary school NER continues to improve for both girls at 98.1% and 97.8 % for boys in 2017 and has surpassed the 2012 target of 95%. It equally acknowledged that both the repetition rate (16.4%) and dropout rate (5.6%) continue to decline in 2017. However, though increase in the number of school age-children attending primary education has been observed from the last five years, inadequacy of educational provisions and support for a range of disadvantaged learners (with SEN), which are at the base of their poor access rates, raised drop-out rates, and more disturbingly, increased failure and repetition rates at all basic schooling levels,

Affirming that children and youths with special educational needs constitute the largest majority of those who are deprived of opportunities to access educational services, mainly because of inadequacy of provisions at both school community and central levels, the present strategic plan concurs with the ESSP 2018/19-2023/24 as well as the policy, to also point out the gaps caused by the poor attitudes and awareness levels within the respective school communities about Special educational Needs. The situation is reportedly aggravated by inadequacy of trained and informed educators; inaccessible and un-facilitating school and community environment, inflexible and rigidly standardized school curriculum, among other barriers.

It is thus evident that improving access to schooling for learners with SEN does not only depend on the school and community-based capacities, but also in the appropriately planned educational strategies deliberately put in place to address the educational needs of varying categories of learners who require educational adjustments, and therefore make provisions adequately available for their schooling.

#### ***3.6.2 Efficiency of the Rwandan education system***

The challenges and opportunities for learners with SEN are also judged from the efficiency of the Rwandan education system, especially at the basic education levels. The inefficiency of the education system at basic education levels is thus reflected by the persistent drop-out rates of 5.6.4 % and 4.4 % for primary and secondary schooling respectively as per MINEDUC SDMS 2017, and repetition rates of 16,4 % in primary and 5,2. % in secondary schooling in the same year. Despite the reportedly significant improvements over the succeeding years reflected in primary school with the GIR (Gross

Intake Rate) from 65.2% to 79.3% from 2016 to 2017 respectively the NIR continues to be very low (19.6%), though this is an improvement from 14.8% in 2016. the Gross Enrollment Rate (GER) of 139.1 % still indicates that Rwanda has an additional 39.1 % of learners to cater for at basic education levels.

It is deduced from the analysis therefore, that the 39.1 % include a significant proportion of learners who do not access school or who drop-out because they encounter difficulties at classroom, school and community levels or/and because they required appropriately trained personnel (educators), learning resources, and/or support provisions and programs that are inappropriate in the Rwandan education system.

Hence, strategies to improve the efficiency of the education system in Rwanda, would also entail providing standardized Rwandan Sign Language (RSL) skills and related teaching materials, to enable schools to accommodate learners with Hearing and spoken language difficulties. It entails putting in place audio and tactile materials for the visually impaired learners, a flexible and/or differentiated curriculum for learners with a different learning mode (learning difficulties, intellectual challenges, Gifted and talented and others), as well as other accessible format and assistive services geared towards enabling both educators and learners in Special Needs and Inclusive Education systems. These are not available in many schools of Rwanda, and where they are, they are generally privately procured and therefore not standardized. It is emphasized by the present SN&IE strategic plan therefore, that it is only by systemically planned provisions and programs for learners with SEN, that the education system efficiency can be improved to adequately accommodate the latter.

### ***3.6.3 Quality of education services***

Among the Ministry of Education's initiatives deliberately put in place to improve the quality of education at basic education levels include; reducing class sizes through building new and renovation of old classrooms; improving the specialization of primary teachers by reviewing the teacher training programs; reducing the number of core subjects in primary grades in order to increase the hours per subject taught; and increasing capitation grants as a means of improving provisions at schools levels. However, though these initiatives also account for the relative increase of access and retention of learners with special educational needs in the few Child-Friendly/inclusive schools and some special schools, there is hardly any evidence yet of an equally deliberate provisions to schools in order to improve their capacities to offer quality teaching and learning to learners with Special Educational Needs.

Hence, SN&IE quality improvement measures in both public and private institutions, ought to entail among others, standardized class sizes and pupil-teacher ratios; standardized and appropriate curriculum; supported by appropriate and adequately available teaching and learning materials; improved formative and summative assessment systems; better equipped and resourced special and inclusive schools; as well as trained, supported and motivated educators and other provisions prescribed by the revised policy (2016/17 ), as critical to quality education improvement.

### ***3.6.4 Relevance of education services***

The challenge for the education sector is to ensure that the curriculum and pedagogical provisions are reformed to meet the ever changing training demands, including also enabling youths with SEN to acquire relevant skills and abilities required by the competitive labor market. Understandably, Rwanda's economic growth is also largely owed to the extent to which its education system is ably developed and managed to meet

these ever increasing demands for diverse and competitive skills required on both local and the wider global scale.

It is in this respect that the Ministry of education has reportedly enhanced its investment in inclusion of students with disabilities in Higher Learning Institutions since 2008, supporting resource provisions and sponsorship of over 165 students with severe disabilities (Visual, Hearing and motor difficulties) in Higher Learning Institutions. It is further reported that more scholarships for both students with SEN and for teacher trainees in Special Needs Education have been made available with effect from the academic years 2013-2014.

However, despite these efforts, the relevance of the training services accorded to this group of learners appears to be questionable. Students with hearing difficulties enrolled in universities register a high dropout rate due to communication barriers, since Rwanda education system is not yet supported with any form of standardized sign language and interpretation services. Those with visual difficulties are only able to progress in languages and arts-related courses and not in sciences and related subjects, and the few student-wheel chair users are still largely limited to few educational institutions, and continue to face mobility challenges. In other words, a relevantly planned education programs for a range of learners with SEN is still demanded at all levels of their schooling.

### ***3.6.5 Equity in benefiting from education services***

Learners with disabilities continue to be the minority in the Rwandan education and among these, girls and those from poor families and socio-economically disadvantaged communities are particularly poorly represented. In 2016-2017, among 154 students with disability enrolled in Higher learning institutions, 64 students are females representing 41.5%.

. In other words, inequalities on the ground of disability, gender and rural-urban dichotomies persist despite concerted efforts on the part of the Government of Rwanda to overcome these.

Inequality is generally manifested on these grounds, largely in terms of inequitable access to educational opportunities from Early Childhood Development, progress through upper levels of basic and secondary education, and subsequent training for skilled professions at tertiary levels. Education programs that are geared towards equalizing education and training opportunities are legitimately demanded by a range of disadvantaged groups of learners with SEN, and the challenge for the sector entails a shift from the general and ordinary provisions, to more inclusive education measures that promotes access to quality education that is accommodative of the various pedagogically disadvantaged groups of learners.

### ***3.7 Specialized materials for SN & IE services***

A range of specialized materials, equipment and services still need to be developed and procured to schools for learners with SEN, because these are either too inadequate, inappropriate, or are not known. Evidences from special schools for learners with the Visual impairment for example, confirm that REB has continuously procured educational materials for sighted students to the school, even with repeated claims for appropriate alternatives that could include audio, Braille or other tactile materials. Rwandan schools for learners with hearing impairment continue to choose freely any communication mode for teaching and learning because the standard sign language for schools is not yet in place. Schools for learners with learning difficulties and intellectual Challenges continue to request for standard curriculum and appropriate programs to cater for special educational needs of their learners. In all cases however, the situation of children included

in mainstream schools becomes even more challenging to both their educators who are required to adhere to the ordinary education standards, and to the learners with SEN who are often not provided with appropriate instructional resources, services and approaches.

Given that curriculum development and delivery in Rwandan schools is controlled and monitored by the Rwanda Education Board (REB) for quality assurance and program evaluation, it is noted that SN and IE-related services are yet to be included in its department concerned with Curriculum Development and Pedagogical Material Development (CPMD). The present SN&IE plan therefore, suggests to the education sector, a comprehensive education planning and administration strategy that takes SN and IE that parallel the ordinary education system.

### ***3.8 Skilled personnel for SN & IE services***

Whereas UR-CE has included within its teacher training programs, modules related to SN&IE, specific programs for training educators with different specializations and skills are still demanded. These ought to include programs to develop skilled personnel in the field of Rehabilitation to cater for different types of disabilities and other learning barriers; specialized personnel in educating learners with varying types of special educational needs (Autistic spectrum and other developmental disorders, hearing difficulties and other sensory difficulties, etc.), specialized personnel in assessing Special Educational Needs and planning the corresponding educational interventions, skills in developing specialized educational resources for teachers and learners with SEN, and others.

Despite the challenges and the diversity of learners with SEN and related barriers, an increasing number of learners with SEN continue to access all levels of schooling in Rwanda. This trend continues to generate an equally rising demand for capacity building in order to realize the required minimum number of educators and related experts with specialized skills. There has not been any specific policy to address training needs to achieve the minimum teacher – pupil ratio in the domain of SN&IE services yet.

With efforts being deployed by both the Ministry of Education and UR-CE to put in place a Centre for Inclusive Education and Special Needs Education services (within the University of Rwanda), able to respond to the skills demands above, it is critical to highlight that, capacity building has to take into consideration training needs at all levels of schooling and sectors of related services, ranging from pre-primary through Post Primary Education to tertiary levels, from community-based rehabilitation and related support services to the planning and administration related services at the central levels. Short, medium and long-term training programs, Continuous Professional Development (CPD) programs for In-service and pre-service training, deliverable in both long and close distance modes, are all crucially demanded.

### ***3.9 Support provisions for SN&IE services***

Learners with SEN are often limited in their achievement with ordinary curriculum, because they may have difficulties in using ordinary instructional materials and ordinary approaches, and it is imperative that alternative support services are integrated within the school systems. These may include physiotherapy; occupational and speech therapies; guide services; tactile transcriptions; translation of educational materials into audio and visual learning aids, alternative communication mode, and a range of others that may be required to enhance or facilitate the teaching/learning processes. Like accessibility and assistive device provisions therefore, tailored support services are critical in enabling learners with SEN to succeed in education. At the heart of teaching/learning processes is

the ability for learners to understand the concepts/content planned in the school curriculum, hence, the present SN&IE strategic plan, considers the support services that are crucially key to facilitating learners with SEN

### ***3.9.1 Special Needs Education Assessment***

Learners' abilities to perform any school tasks depend primarily on their functional status with respect to sensory, cognitive and physical capacities. In this regard, learners whose senses (vision or/and hearing) are impaired are more likely to perform visual or/and hearing tasks at a relatively reduced level compared to counterparts with relatively less 'sensory difficulties'. Similarly, a learner with impaired limbs (upper or/and lower) may exhibit reduced fine or gross motor abilities during school activities, until alternative parts of his/her body are screened and enabled (through habilitation or/and rehabilitation) to perform the task. Hence, assessment (or screening) of learners' functional needs and abilities (at very early age), is a fundamental step towards understanding and subsequently enabling them to access and participate in learning activities.

Currently, Rwandan education sector is not endowed with any formal functional assessment, carried out for early identification of learning needs upon school entry for appropriate school placements. Therefore, policy guidelines on this vital activity are still required in the education system, to equip it with standard assessment procedures and strategies (functional assessment) for learners with a range of SEN.

### ***3.9.2 Early interventional services***

So far, some limited information pertaining to SN&IE is incorporated in the Early Childhood Development (ECD) programs and in teacher training curriculums; however, the gaps are that; there are no known programs that encourage the development of schools that cater for early education and related services in SN&IE; and there are no educators and caregivers specially trained to respond to special educational needs at this level.

Programs for Early Childhood Development (ECD) are expected to be strongly emphasized in, because early mitigation of factors that form barriers (special educational needs) to children's development and learning is also of critical importance to their schooling and participation. In other words, development of different skills and capacities for any individual is important at the early stages of their lives, and if any one of the capacities is impaired, it may also impede the development of other capacities at the critical stage of development. A child with hearing difficulties may also have difficulties in developing social abilities because of his/her limitations in communicating with other members of the community.

Early intervention programs in the area of special education are among the least catered for by the Rwandan education sector, and for that reason, the present plan present guidelines to enable educational practitioners and related stakeholders to play their role in this crucial area of education.

### ***3.9.3 Resource room services***

Observations made in the few Child-Friendly Schools and those with Inclusive Education services, indicate that rooms with specialized materials and services have been developing over the last five years in Eastern and Southern provinces. The educational materials include tactile and audio-visual teaching and learning aids, support provisions are made available for learners with epilepsy and other illnesses, and/or gender-related needs. In some primary schools like in Kamonyi district, parents and teachers are known



to meet on a regular schedule in the school resource rooms, to develop and produce teaching and learning aids for their children with disabilities, and other SEN.

Based on these observations made in the field however, the concept of the SNE resource room is apparently one of the support services that are instrumental in enabling learners with SEN to access and succeed in schooling, and it is appreciated by educators in schools that have developed it and use it. However, it is equally observed that, the rooms are inadequately resourced and therefore, serve only a limited number of learners, mainly because of budgetary constraints of the schools and the parent community. Besides, limited services are offered by the existing resource rooms because specialized educators and other experts skilled in related services are not available to the schools.

### ***3.10 Data and Research on SN&IE***

The concern and needs of relevant and updated data was raised by the SN&IE policy as an issue that deserves attention in planning the education development. The current situation regarding data in SN&IE is challengingly unclear. Different public and civil society sources continue to provide different information and statistical data regarding categories and groups concerned by SN&IE, and this situation has generated both misconceptions and miss-coordination of related services. This is particularly due to undefined categorization of the target groups, coupled with the fact that SN&IE services are still relatively underdeveloped. This is evidenced by the view that SN&IE services are still dominantly restricted to the educational needs of learners with disabilities and the statistical information available about this group has put their numbers between 1% and 15% of the school age-youths in Rwanda.

Current data seems to reflect only visible impairments/disabilities usually according to locally established beliefs and perceptions, which vary from community to community, and not categorized according to the educational needs. Data established by the baseline study conducted in Kamonyi and Rubavu Districts by Handicap International (renamed Humanity Inclusion) and the Ministry of Education in March 2013, reveals that over 60% of the learners with mild physical disabilities, and able to benefit from services in the 24 model schools without requiring any special adjustments, are also categorized as learners with SEN. In other words, it is evident that data about any groups concerned with SEN within the Rwandan community continues to be subjected to culture-biased interpretations.

Besides, a close collaboration with the National Institute of Statistics (NISR) is recommended to strengthen the development of evidence-based strategies, based on comprehensive data, particularly in the area of vulnerable children, including children with special needs. Thus, SN&IE services that have often been provided in schools, without any comprehensive research information, such as Sign language development will also require a country-wide data collection through a range of signs used in different deaf communities and schools of Rwanda. It is thus important that a strategic framework is put in place, within which, categories and groups concerned with services are defined, and continued research in this is promoted and supported to inform and guide related practice and planning.





#### **4. Strategic SN & IE Framework**

In concurrence with the policy strategies, five goals have been identified, and plans to achieve them in the next five years are laid down. The goals are: Improving access, enrollment and retention in 9YBE and 12YBE school levels; supporting schools of excellence in special needs education offering support services that include early assessment, placement and rehabilitation; developing capacity for SN&IE services; promoting quality SN&IE services; promoting inclusive and child-friendly school approaches. These emerged out of consultations with purposively selected stakeholders providing SN&IE services locally and regionally. The next sections also set out the strategies to achieve each goal, and its logical framework is tabulated in annex 1.

##### **Goal 1: Improving Access, Enrolment and Retention rates**

During the five-years, appropriate conditions will be put in place to facilitate access, enrolment, retention and completion by learners with SEN in ordinary or/and special schools of their neighborhoods. These will entail among other strategies, ensuring free and supported access and enrollment in 9YBE by learners with SEN, and their significant progression to upper secondary schooling up to 12 Years of education.

At basic education levels, the goal is to improve the conditions of special and ordinary schools, by rendering them Accessible, Friendly and Inclusiveness to enable them to enroll an average of boys and girls with SEN, especially those from rural and other disadvantaged areas. The education sector will aim to improve the basic education (9YBE) completion rate, and to more efficiency of basic education levels, so as to increase the GER closer to 100%. The next sections set out strategies and expected results of improved access and retention of learners with SEN in neighborhood and special schools:

##### **1.1 Learners with access challenges enabled to attend and attain in school**

Many children and youths that are unable to reach their neighborhood schools due to mobility and other challenges will be identified, assessed, and facilitated to enroll and participate effectively in schooling. The strategies will include among others:

1. Through community initiatives (*Ubudehe, Umuganda*, etc.) and school partnerships with other stakeholders, residential facilities will be developed near schools to accommodate some of the learners with SEN, who, for intrinsic or extrinsic limitations might not be able to benefit from educational services in neighborhood schools. This may concern learners with SEN, who may have to travel from their homes to distant special schools, because these are endowed with provisions that are more adapted to their educational needs.
2. Through community initiatives (*Ubudehe, Umuganda*, etc.) and school partnerships with other stakeholders, the geographical environment and school infrastructure will be made more accessible for a range of learners with SEN. This may concern learners with physical and sensory challenges, who might require barrier-free physical environment for their mobility.
3. Through responsible departments in REB and related offices, guidelines and instructions in methods and requirements for facilitating access, retention and completion of schooling by learners with SEN, will be provided to special, ordinary and inclusive schools, local education leaderships and community-based stakeholders. This might also entail training the involved actors.
4. Concerned ministries in partnership with MINEDUC's stakeholders will provide support

resources such as wheelchairs, white canes and other assistive devices that facilitate mobility and accessibility for learners with SEN.

### ***1.2 Children & youths with SEN will be facilitated to enroll and complete school***

School-age children and youths with SEN who do not attend their neighborhood school, or drop-out at early stages of their schooling, will be facilitated with comprehensive community and school-based services and appropriate provisions to enable their access or/and completion at the local schools. The strategies will include:

- a. The Ministry of Education in collaboration with related stakeholders will promote and enhance the development of comprehensive school and community-based rehabilitation (SBR & CBR) programs. These services will involve a multidisciplinary team of a range of experts, who will collaborate with educators at school levels, and actors at family/community levels. At both levels, educators, ‘*Abajyanama b’Uburezi*’ and ‘*Abajyanama b’Ubuzima*’, will all work in joint collaboration with experts that may include rehabilitation workers (therapists, medical practitioners, psychologists) and others.
- b. The Ministry of Education through its implementing organs will put in place strategies geared towards promoting and facilitating resource room provisions in inclusive and Child-friendly schools in all 9YBE & 12YBE schools. The resource room facilities will be equipped with specialized resources, various learning materials and support services meant to support educators and educationally-disadvantaged learners.
- c. The Ministry of Education will promote and provide for services of itinerant educators and/or Special Needs Education Coordinators (SNECO) in schools of the same communities. These services will constitute experts, who are scheduled by education authorities to move from school to school, and/or from community to community in support of learners with SEN and their ordinary educators. In the Rwandan context, one SNECO or/and one itinerant educator is able to facilitate schools within at least one sector (7-10 schools), depending on the facilitation accorded to him/her, and/or the distribution of schools.
- d. The Ministry of Education in collaboration with community-based stakeholders will promote and enhance locally-initiated parents and teachers’ partnerships, geared towards supporting activities and services that enhance access and retention of learners with SEN in their neighborhood schools (See a. above).

### ***1.3 Alternative curriculums and programs will be provided to schools***

Children and youths who fail to enroll or to progress in their neighborhood school due to their limitations in accessing the ordinary school curriculum, will be facilitated by providing for alternative curricula and school programs, to enhance curricular-accessibility and achievements by learners with SEN. The strategies will include:

- a. Categories of learners with SEN who find it difficult to participate in ordinary school programs because of intrinsic or/and extrinsic limitations, will be provided with alternative curriculums and programs. These might entail inclusion within the school programs, the Activities of Daily Living (ADL), alternative learning and teaching materials, differentiation of the teaching contents, and others.

- b. Categories of learners with SEN who find it difficult to achieve in basic numeracy and literacy at basic schooling levels because of cognitive challenges, will be provided with alternative curriculums and programs. Adapted vocational skills development programs for such learners are among the skills that could be introduced at basic levels of schooling, to enhance both independent living and active participation in daily lives.
- c. The Ministry of Education through its implementing organs will put in place strategies geared towards promoting and facilitating curriculum differentiation and alternative provisions, adapted to educational needs of some categories of learners with SEN who might not be able to benefit from the ordinary curriculum.

***Goal 2: Development of support services through schools of excellence in special needs education***

Learners' functional difficulties (disabilities) in Rwandan communities often culminate into intrinsic barriers to their learning when these are not assessed and rehabilitated at early stages. Hence, during the next five years, learning and teaching of learners with SEN will be based on diagnostic educational (functional) assessment records of learning abilities and difficulties, as an integral aspect of the education plan. It will entail early identification, assessment and rehabilitation of functional difficulties (or SEN), in order to plan more effective educational interventions and related support services. The services that will be delivered in schools of excellence designed for the purpose will include special needs education assessment, therapeutic and rehabilitation services, resource provisions and others. These will be placed in schools and/or neighborhood communities, and will be facilitated to develop progressively from provincial to sector levels, until they are able to serve most learners with SEN during their earliest possible stages of schooling. The next sections set out the expected results and the strategies to achieve these:

***2.1 Established procedures for early support services***

All children and youths identified with special educational needs will be subjected first to diagnostic educational assessment for subsequent rehabilitation and for appropriate educational placements and intervention. The strategies will include among others:

- a. The Ministry of Education in collaboration with its stakeholders will support schools of excellence for educational assessment and rehabilitation services up to every district, and referral services will be developed at national level. The ultimate aim is to ensure that procedures and provisions for early SEN identification, assessment, and rehabilitation services are available for all learners with SEN at local school/community levels, for their educational planning and support provisions.
- b. The Ministry of Education in collaboration with its stakeholder will ensure the establishment of standardized SEN assessment tools and procedures, and a clearly defined collaboration between schools of excellence personnel and other schools/centers.
- c. The Ministry of Education in collaboration with its stakeholders will ensure adequate provisions of personnel skilled in early SEN assessment, rehabilitation and related resource provisions in schools of excellence and related centers.
- d. Procedures and guidelines will be developed by the Ministry of Education in collaboration with its stakeholders to establish a registry of all assessment records of learners with SEN, as a means of ensuring follow-up services in rehabilitation and education.

## ***2.2 Established procedures for early intervention***

Special educational assessment for children and youths with SEN will also be a diagnostic educational assessment, for it will prescribe subsequent interventions for his/her education. These will include (among others) rehabilitation and therapeutic services carried out in the course of early stages of schooling, and will determine appropriate educational placements and school programs that suit the learners' needs. However, because most of the services will be carried out in schools of excellence and related referral services, involving professionals outside the education sector, a policy-driven framework of collaboration with relevant stakeholders, will have to be developed. The strategies will include among others:

- a.** The Ministry of Education in collaboration with its stakeholders will ensure provisions for therapeutic, rehabilitation and habilitation services where necessary, which will complement SEN assessment and alternative education programs.
- b.** The Ministry of Education in collaboration with its stakeholders will ensure adequate provisions of skilled personnel and equipment in schools of excellence and referral resource centers, to carry out SEN assessment, rehabilitation and related services.
- c.** The Ministry of Education in collaboration with its stakeholders will promote Community-Based Rehabilitation (CBR), and/or School-Based Rehabilitation (SBR) services (including provision of assistive devices and related services), involvement of parents, community leaderships, health workers, etc.

## ***2.3 Established procedures for educational placements***

Following diagnostic educational assessment conducted by qualified personnel as a procedural prerequisite, registered children and youths with SEN will subsequently be programmed for rehabilitation and/or for educational intervention. The placement for educational services is expected to depend on the SEN assessment results and recommendations (if any), on the parents' /guardians' decisions, and/or on the availability or proximity of educational and support services. Hence, the strategies will include among others:

- a.** The Ministry of Education through its competent departments will provide standardized procedures and guidelines for education placements of learners in special schools, in inclusive /Child-Friendly schools, or in special unit in ordinary schools. These are expected to respect the assessment records, categories of functional difficulties, availability of educational and support services, in order to advice the learner's family on appropriate educational placement for the learner, or provide support where necessary.
- b.** The Ministry of Education through its competent departments will provide guidelines for standardized procedures in schooling progress and transition across different levels, for registered learners with SEN. This will be entailing a close collaboration with the departments in charge of curriculum development, as well as that in charge of examinations and accreditations, to ensure appropriate standards and harmony.

In essence, support services for learners with SEN will not be estranged from the mainstream education system; on the contrary, efforts will have to be made by the Ministry of Education through its competent departments, to integrate the services fully within the ordinary system.

### ***Goal 3: Development of capacity for SN & IE quality services***

The achievements of learners with SEN in Rwandan schools will also be a direct measure of the capacity and quality of the SN&IE services in place, and is therefore, an imperative requirement. Given the limited resources provisions in schools and training institutions, as well as the limited capacity of Rwandan communities to support the education system, the Ministry of Education in close collaboration with its stakeholders will capitalize on improving the capacity of services in the next five years. This will involve provision of relevantly trained personnel, skilled in a range of related services required by both the education sector and the general community, and by developing provisions at both institutional and community levels.

Capacity development is particularly envisioned under the University of Rwanda (UR), through its three key missions: 1. Development and provision of a range of training programs to produce skilled personnel required at all levels of SN &IE services, 2. Creation of a resource center for SN/ &IE resource provision and for SEN referral services, to support schools and the general communities (See also R 2.1 under Goal 2 above), 3. Enhance research and consultancy services to inform and support all-related developments. The next sections explain strategies set to achieve the capacity development goal, and the expected results:

#### ***3.1 Training of skilled personnel***

The growing and widespread demand for relevantly trained personnel in all SN&IE services will be addressed through the creation of the school for Inclusive Education and Special Needs Education services, envisioned under UR, and the responsible department in REB. Widely ranging training programs to provide all skills required by schools, the general education sector, and by the Rwandan communities will be developed. The training programs will be delivered in short, Medium and long term modes: The strategies envisioned for developing capacities and skills will include:

- a.** In collaboration with REB and the school for Inclusive and Special Needs Education services in the University of Rwanda (UR), the Ministry of education will train educators and support staff to handle SEN assessment, rehabilitation and education for early childhood services required.
- b.** In collaboration with the school for Inclusive and Special Needs Education services in the University of Rwanda (UR), REB, WDA and the Ministry of Education will train tutors and support personnel required to deliver special needs education training in TTCs and TVET.
- c.** In collaboration with the school for Inclusive and Special Needs Education services in the University of Rwanda (UR), REB, WDA and the Ministry of education will train educators specialized in a range of skills required in schools and communities. These will include among others, specialist educators and support personnel for learners with visual, hearing, and a range of other functional and learning difficulties.
- d.** In collaboration with the school for Inclusive and Special Needs Education services/University of Rwanda (UR), REB, WDA and the Ministry of Education will train educators and personnel to provide services in schools of excellence and school resource rooms (See strategies in Goal 2 above). These will include among others, skills in guidance & counseling for learners with SEN, in Community-Based Rehabilitation (CBR), Vocational skills for learners with SEN, and others.



### ***3.2. Establishment of a center for SEN support and referral services***

Assessments of learners with SEN will be carried out in resource rooms and schools of excellence at all community levels (See R 2.1 under goal 2), under the support and supervision of the Ministry of Education. Complementary to these services, a national center for SEN assessment and referral services has been established under UR and will bring together highly qualified multidisciplinary experts to offer SEN assessment, referral services, and related training services. Because the center will be endowed with relatively more provisions (Personnel and equipment), referral services in SEN assessment and rehabilitation will be provided to the general community, to complement schools of excellence and resource room services. The center will contribute to capacity development goals through the following strategies:

- a. The highly qualified experts in SEN assessment and in varying therapeutic and rehabilitation skills in the school will also provide services to the general community, will offer training to trainees of UR, and will offer referral and support services to schools of excellence and resource room services.
- b. The center will also be adequately equipped with more resources used by skilled personnel for research, training services, and a range of other support services. These will also be made available for trainees in the UR and other training institutions, for referral and support services in schools of excellence and school resource room services.
- c. Through its high quality provisions (equipment and personnel), the center will provide to UR trainees and researchers, opportunities to observe and participate in SN&IE practical activities related to SEN assessment, rehabilitation, guidance and counseling.

The center will provide services that are central and complementary to capacity development by availing direct support to the training programs, and by providing opportunities for research and consultancy.

### ***3.3. Establishment of SN&IE resource production units***

Learners with SEN require a range of educational and assistive resources. In collaboration with its key stakeholders that include REB and School for Inclusive and Special Needs Education services in UR, the Ministry of Education will establish and support schools and centers to design and produce local educational/assistive resources for learners with SEN. The unit will be established in teacher training institutes, to reinforce quality in the capacity development goals through the following strategies:

- a. The resource production units will be placed in teacher training institutions in close collaboration with the School for Inclusive and Special Needs Education services in UR, with schools of excellence and resource rooms, to build the capacity of researchers and trainees in designing, production, maintenance and cataloguing of educational and assistive resources for learners with SEN.
- b. The resource production unit in the School for Inclusive and Special Needs Education services/University of Rwanda (UR) will provide complementary support to the training programs by availing to trainers, opportunities to teach practical skills to their trainees, that include designing and producing educational resources for learners with varying SENs.

### ***3.4. Establishment of a research and data building unit in UR***

Through the qualified and skilled personnel of the School for Inclusive and Special Needs Education services in the University of Rwanda (UR) and their partnerships within the academic network, the Ministry of Education will provide opportunities for capacity development through research and data collection in the area of SN&IE. The unit will contribute to the capacity development goals through the following strategies:

- a. Through its qualified staff and their partnerships within the academic network, the unit will provide empirical data required by SN&IE planners and the general Rwandan society. It is expected to address overarching issues, including SNE&IE concerns often raised by DPOs in relation to equal opportunities in education services.
- b. The unit will address gaps in SN&IE policy and practices, by providing research-based data to planners and practitioners, including for example, updating and disseminating the Rwandan Sign Language (RSL) for schools and the general society.

### ***Goal 4: Improving SN&IE quality services***

Quality of education is judged in terms of its effectiveness in developing highly creative and skilled personnel, regardless of gender, background, religion, opinion, disability, or social and economic status. It is in this respect that in the next five years, the Ministry of Education in collaboration with all its stakeholders, will invest in provision and supporting the development of all conditions that promote effective learning and cognitive development of learners with SEN at all levels of schooling (formal and informal). In other words, promotion of quality in SN&IE services is envisioned through the development of key dimensions of learning and teaching, and the strategies will consider the following:

#### ***4.1 Appropriate instructional and assistive resources***

Through its specialized organs and institutions, the Ministry of Education will avail adequate and appropriate instructional resources to educational institutions and to centers for support services. This will be achieved during the next five years through enhanced provisions of both relevant personnel and equipment to schools of excellence and resource room services. This result will contribute to quality development through the following strategies:

- a. Some schools have already developed resource room services that support some of their learners with SENs to an extent. During the next five years, these services will be reorganized and supported with provisions of adequate and relevant instructional materials. The provision will promote mainly locally-made and innovatively-made educational materials. This will be achieved through enhanced training programs for educators, in the production of local educational materials and maintenance of assistive equipment, and by supporting the development of resource room equipment in schools
- b. A small number of educators in some schools have already received some training, and offer specialized support to their schools and the neighboring schools to an extent. During the next five years, the tailored training will be enhanced, and will be geared towards promoting support services through programmed roles of SNECO and itinerant teaching in cluster schools of the same neighborhood communities; provision and support of resource room staff in Inclusive and Child-Friendly schools; and provisions and support of multidisciplinary and support services of rehabilitation and health workers, social workers, sign language interpreters, resource room workers and other related personnel.

- c. In SN&IE services, quality education will also be achieved through provision of appropriate and adequate support services and assistive resources at all levels of schooling for learners with SEN. It will entail integration, programming and standardizing SEN assessment, rehabilitation and therapeutic services within the school and community services (or schools of excellence services), reinforcing, programming and standardizing school resource room services to support learners with SEN.

#### ***4.2 Established accessible and flexible school curricula***

Quality education is also strongly dependent on an appropriately planned and adequately supported curriculum for all levels of schooling. During the next five years, the Ministry of Education through the implementing organs (REB, WDA, and UR) in charge of curriculum and pedagogical material development will support the adaptation of SN&IE services to benefit all learners including those with SEN. Thus, quality will be achieved through the following strategies:

- a. Provisions for the development of alternative curriculum, and/or curricula that allows diversity of teaching approaches, differentiation of the content taught, and use of different learning materials, as a means of accommodating learners with diverse educational needs.
- b. Provisions for the development of the school curriculum that is adaptable to diversity in learning abilities, promotes inclusive values, and accommodates different levels of academic attainments.
- c. Quality education will also be achieved by enabling educators to translate adequately the curriculum in the process of teaching practices. In SN &IE services, this will also entail promoting teaching approaches that are innovative and relevant, that privileges learner-centeredness, and able to accommodate multi-disciplinary teaching and itinerant support approaches.

#### ***4.3 Supportive and friendly learning/teaching environments***

During the next five years, the Ministry of Education will promote quality in SN&IE services through an enabling and friendly learning and teaching environment at all levels of schooling, appropriately equipped to accommodate and support all categories of learning abilities. The strategies to achieve SN&IE quality services will entail:

- a. Developing and promoting a school physical and social environment that permits free access and barrier-free participation for all learners, irrespective of their difficulties, gender and status.
- b. Promoting a school physical and social environment that supports cognitive development, fosters practices and programs that are friendly and inclusive.
- c. Availing support services that promotes a friendly and conducive learning and teaching environment.

In all cases, published guidelines and regulations, public talks and other methods of informing the school and general community will be necessary. These will promote change of attitudes and development of a barrier-free and conducive learning and teaching environment that is also supportive of cognitive developments of learners with SEN.

#### ***4.4 Supportive community and school partnership***

Drawing from experiences in some Rwandan communities, which have proved that quality in SN&IE services can also be achieved and supported through school and community partnerships, the Ministry of education in collaboration with its stakeholders will foster and support the development of resourceful community-school partnerships. This will be created with a view of supporting learning and teaching of the children with SEN of the locality, and relying and tapping on the existing local resources. Strategies to achieve quality education will entail among others:

- a. Promoting and fostering locally initiated community-school partnerships that support learning and achievement of learners with SEN. Parents' involvements and participation of local leaderships and opinion leaders in school activities will be promoted. Experiences of '*Imboni z'Uburezi*' or *Abajyanama b'Uburezi*<sup>2</sup>' and similar initiatives, shall particularly be reinforced and be rolled out in all communities.
- b. Promoting and fostering all community-school partnerships that participate in enhancing access, retention and academic achievements of learners with SEN in their neighborhood schools. '*Abajyanama b'Uburezi* or *Imboni z'Uburezi*' initiatives and SGAs are envisioned as avenues for the development of the partnership that is supportive quality in education.

In all cases however, orientation of the activities of the school and community partnerships towards support to the educational achievements and development of the learners with SEN, will be necessary. It is only through this orientation that targeted dimensions of SN&IE quality services will be achieved and enhanced.

#### ***Goal 5: Promoting Inclusive and Child-Friendly Approaches***

Having noted that Child-Friendly School and Inclusive Education Initiatives have promoted an increase in enrolment rate of learners with SEN accessing basic education and progressing in 9YBE, the Ministry of Education find it an opportunity to support the development of CFS qualities in schools during the next five years. It is envisioned that through promotion of the key CFS qualities, inclusion of learners with SEN will be effectively achieved in many communities of Rwanda. These are six enabling educational parameters that are expected to impact interactively on the whole school system. These include: **1.** Enabling psychosocial support services; **2.** Promotion of health, sanitary and nutrition services in the school communities; **3.** Promotion of safety & security in school communities; **4.** Promotion of equity & equality in school communities, **5.** Promotion of effective quality teaching and learning; **6.** Promotion of supportive school-community partnership. The six qualities reinforce and take leverage of all the strategic goals cited above, and the next sections present areas where the interaction will also enable inclusive and Child-Friendly school values, and the expected results:

#### ***5.1 Establishing Inclusive and Child-Friendly school curriculum***

Through deliberately designed formal and non-formal school curriculums (including extra and co-curriculum) by responsible departments, the Ministry of Education will promote Inclusive and Child-Friendly school qualities (also related to 4.2). The strategies will entail establishing

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<sup>2</sup> *Imboni* or *Abajyanama b' Uburezi* are a community-based initiative in some districts of the southern province of Rwanda, in which, parents or guardians of children with disabilities are elected to collaborate with local leaderships or/and educators in the neighborhood schools, in guiding and advising the community members on issues related to disability or other vulnerabilities of their children and youths.

guidelines and curriculum designs that will guide education programs and practices in schools and teacher training institutions.

### ***5.2. Promotion of School Environments with CFS and IE qualities***

Having noted that the Child-Friendly school and Inclusive Education (IE) environment is one of the means of ensuring equal access and participation in learning/teaching processes by all learners irrespective of the difference, the Ministry of Education through its responsible departments and stakeholders, will restructure the learning and teaching milieus of Rwandan schools, socially and physically barrier-free educational settings (Also related to. 4.3).

It is envisaged that school activities will be carried out in facilitating an SN&IE- friendly space, endowed with appropriate provisions and support to all learners in their natural diversities, enabling their free interaction and participation during the learning and teaching processes.

### ***5.3. Training programs that include CFS and IE values***

Because all educators will be expected to adhere and apply CFS principles and Inclusive Education (IE) methodologies, the Ministry of Education through teacher training institutions and UR, CFS modules and programs will be integrated in both pre and in-service teacher training programs.

Resource centers in TTCs, in Colleges of Education and in UR will be reinforced with resources and services that support, and/or enhance CFS training curriculum, practices and programs. It is envisioned that the training programs that integrate CFS and IE values, will also lead to a deliberately planned collaborative management system that integrates CFS and IE values and qualities within the mainstream education system. Hence, school leaders and teachers who have acquired CFS values through training, will enable SGA members and local education authorities to be actively involvement in joint planning, managing, mobilization of resources, and in reaching out for other partners in order to transform their schools, by integrating Child-Friendly and Inclusive Education Qualities.

### ***5.4 Communities that promote CFS and IE values***

Drawing from successful experiences in CFS practices in Rwandan schools (Also indicted in R. 4.4 above), the Ministry of Education will ensure that locally initiated and supported partnerships between the school and the local communities is reinforced, because the experiences have shown that CFS practices are also enabling factors for learners with SEN to access schooling, and to progress through the full cycle of schooling, when they are appropriately supported.

Achieving this productive partnership during the next five years, will also entail that the full range of decision making parties at all levels (including family and community levels), are actively and collaboratively involved in planning and facilitating the CFS and IE programs. Their joint involvement generates community and school-based synergies that provides conditions and resources necessary for achieving the quality standards envisioned.

Hence, involvement of parents through SGAs, of key community members through local leaderships and ‘*Abajyanama b’Uburezi*’ initiatives and other grassroots partnerships, the Ministry of Education will encourage and support CFS & IE programs and practices, by enabling them specially to play a leading role in awareness raising and in providing support to learners with SEN within their neighborhood schools.

## ***5. Implementation of the SN&IE Plan***

The previous chapter provided the framework on which the five-year SN&IE strategic programs will be based, and this chapter presents the implementation plans to achieve the goals (See also the logical Framework in Annex 1). However, SN&IE services being broadly-based, its implementation plan also involves a wide range of stakeholders and partners of the Ministry of Education and cuts across the services of the education sector. The position is also suggested by the National Implementation Framework (NIF) in accordance to the five year ESSP (2018/19-2023/24) of the Ministry of Education. The present section thus complements the previous one, and is intended to guide all stakeholders and partners of the education sector, in their implementation of the SNE&IE services.

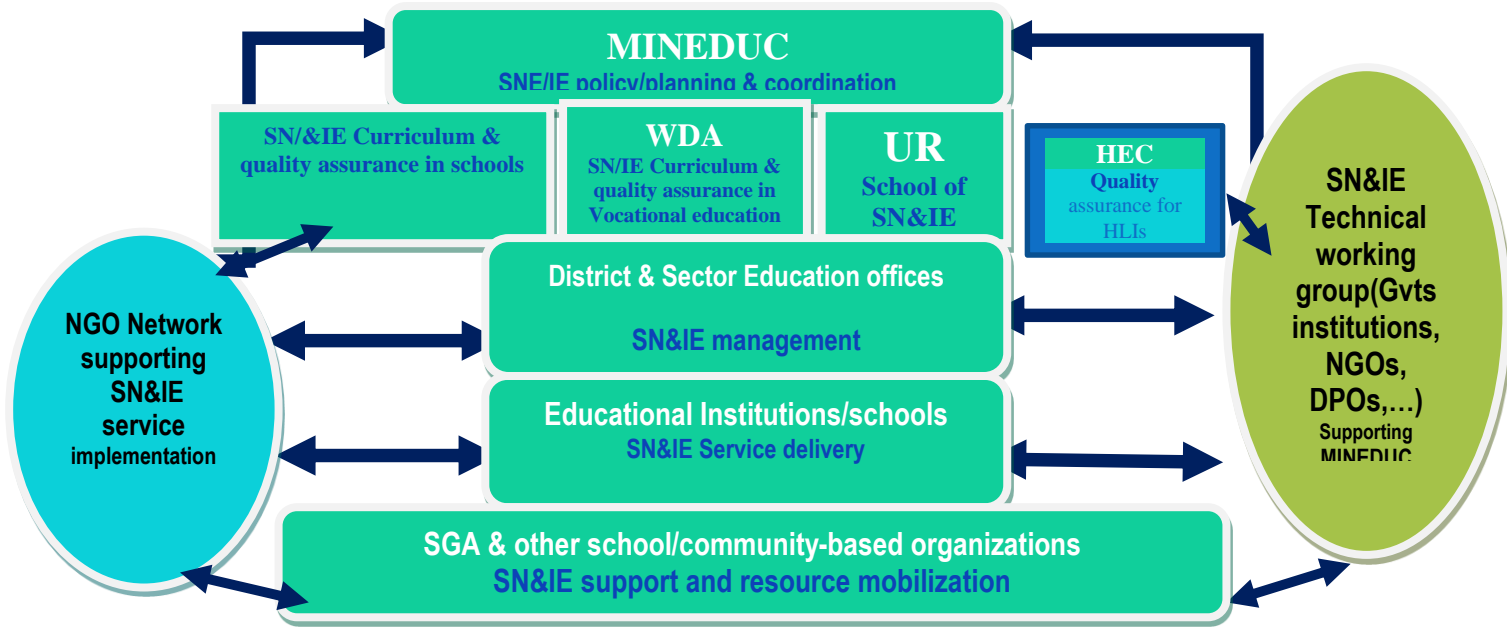
### ***5.1 Sequencing of Interventions***

Details for the implementation of the five years SN&IE activities are expected to be worked out by organs/agencies affiliated to MINEDUC (UR, REB, WDA) and District education offices which are expected to carry out all the activities in accordance to their specialized responsibilities. Subsequently, further timing and sequencing of interventions will be provided by each individual agency/institution, based on the implementation framework (Logical framework in Annex1), specifying the breakdown of priority activities and the strategic results expected.

### ***5.2 Management Structure***

The Ministry of Education is endowed with administrative structures and specialized organs/institutions entrusted with specified responsibilities of delivering educational services, through which SN&IE programs will be integrated, delivered and monitored. Thus, the Ministry of Education remains the topmost policy making and planning organ of all SN&IE programs (Figure 1). Therefore, given that SN&IE services are young and emerging, cutting across the education sector, it presents several new facets that demand to be mainstreamed within the whole management structures, or/and to reinforce the existing management structures to include them as suggested in Figure 1 below. It will be observed however, that the decentralized community-based organs which include school communities (educators, learners, Management, School Boards, parents' associations), local leaderships at all levels, line Ministries and Partners/Donors are all crucial in the implementation plan of SN&IE services.

**Figure 1: Management and coordination of the SN&IE services**



It will be equally observed in Figure 1 above that the management structure emphasizes SN&IE services that promote enhanced involvement and partnership with both public and civil society organizations, as a means of fostering and/or usurping support for the improvement of SN&IE services. Accordingly, apart from delivering services through its public agencies, two interlinked collaborations are suggested: 1. All NGOs working in the area of SN&IE under (Education Sector Wide Group (ESWG) and sub-groups, will be expected to deliver their services in a more coordinated way, and in close guidance and consultations with the Ministry of Education and its agencies. 2. Representatives of Ministry of Education agencies delivering SN&IE-related services at all levels, civil rights groups, and grassroots community representatives will also be coordinated in a Technical Working Group that links the Ministry of Education programs and the grassroots community initiatives. Through the networked collaboration, the Ministry of Education will be enabled to keep linked with all SN&IE activities at all levels.

### 5.3 Networks

Special Needs Education and Inclusive Education is a field with several components and services that are not yet provided for in the mainstream Rwandan Education management structures. It brings together educational and related support services (Early SEN assessment and placement; Health; rehabilitation; therapeutic and psycho-social, etc.), into one package that addresses effectively the development of the learners with SEN. As a holistic approach therefore, related services in other Ministries, public and civil society organs will be engaged in a network that will facilitate their effective contribution and participation, in ensuring that meaningful SN&IE services are provided. Likewise, the contribution by partner civil society groups and organizations/agencies that support SN&IE services will also be organized in networked partnerships that promote coordinated and sustainable contributions to the Ministry of Education.

#### ***5.4 Coordination and networking***

The Ministry of Education and the major Development Partners are committed to effective coordination within the Education Sector Working Groups (Clusters)... The consultative and information sharing forum on education sector plans and related undertakings will also have on board the SNE Technical Working Group. The groups' quarterly consultation processes will follow the terms of reference designed and reviewed regularly by the Ministry of Education, and the outcomes will feature in the Ministry of Education annual reports.

#### ***5.5 Roles and Responsibilities of Partners and Stakeholders***

As the principal organ responsible for ensuring the implementation of all education activities planned in accordance to its ESSP, MINEDUC will set the strategic direction for all the SN&IE implementation undertakings, including planning, monitoring and evaluation at the national level. However, it will be supported by a number of semi-autonomous bodies which are mandated to implement specific education programs. These include mainly the decentralized education offices at District and Sector levels; Rwanda Education Board (REB); the Workforce Development Authority (WDA); Higher Education Council (HEC) and the University of Rwanda (UR) whose collaborations with MINEDUC and other actors in SN&IE services are also depicted in Figure 1 above and explained in Tables 1 below:



**Table 1: Roles and responsibilities of duty bearers in SN&IE implementation**

<b>Duty Bearer</b>	<b>Obligation</b>	<b>Challenges</b>	<b>Capacity to Perform</b>	<b>Support required</b>	<b>Support Origin</b>
<b>Learner with SEN</b>	<ul style="list-style-type: none"> <li>-Attend and complete their education cycle</li> <li>-Avoid risky places and behaviors</li> <li>-Request equal supports &amp; entitlements</li> </ul>	<ul style="list-style-type: none"> <li>- Risks of segregation, marginalization, and lack of appropriate support.</li> <li>-Non-conducive learning and teaching environment</li> </ul>	<ul style="list-style-type: none"> <li>-Participate, achieve and progress in schooling,</li> <li>-Follow tailored curriculum and program</li> </ul>	<ul style="list-style-type: none"> <li>--Free quality education</li> <li>-Support services,</li> <li>-Alternative programs and resources;</li> <li>-Assistive devices &amp; Safety</li> </ul>	<ul style="list-style-type: none"> <li>-State</li> <li>- Parent/guardian</li> <li>-Community,</li> <li>-NGOs,</li> <li>-Primary Caregivers</li> </ul>
<b>Parent/Family and community</b>	<ul style="list-style-type: none"> <li>-Value education of their children equally,</li> <li>-Meet the basic cost of education for their children,</li> </ul>	<ul style="list-style-type: none"> <li>-High cost of education,</li> <li>-Inadequacy of educational provisions in local schools, and insufficient Information on SEN.</li> </ul>	<ul style="list-style-type: none"> <li>-Capacity to support all children equally, irrespective of their SEN.</li> <li>- Reorienting positively cultural and religious beliefs and practices about SEN.</li> </ul>	<ul style="list-style-type: none"> <li>-Awareness in the neighborhood about SEN services.</li> <li>-Family income.</li> <li>-Access to basic services and support.</li> </ul>	<ul style="list-style-type: none"> <li>-State.</li> <li>-Local Community,</li> <li>-NGOs,</li> <li>-Private Sector</li> </ul>
<b>School leaderships or/and School Development Committees</b>	<ul style="list-style-type: none"> <li>-Support SN&amp;IE developments.</li> <li>-Mobilize and coordinate partnerships &amp; resources.</li> </ul>	<ul style="list-style-type: none"> <li>-Cost containment.</li> <li>-Staff motivation and retention,</li> <li>-Quality control</li> </ul>	<ul style="list-style-type: none"> <li>-Capacity to influence decisions and levies,</li> <li>-Capacity to mobilize resources for SN&amp;IE services.</li> </ul>	<ul style="list-style-type: none"> <li>-Financial resources,</li> <li>-Management skills</li> <li>-Awareness about SNE</li> </ul>	<ul style="list-style-type: none"> <li>-Community,</li> <li>-NGOs,</li> <li>-Private Sector</li> </ul>
<b>REB &amp; WDA</b>	<ul style="list-style-type: none"> <li>- Design &amp; Monitor curricula, for special schools, Inclusive, Child-Friendly and Units in the mainstream.</li> <li>-Set the SN&amp;IE quality standards &amp; regulations.</li> <li>-Coordinate loans and scholarships</li> </ul>	<ul style="list-style-type: none"> <li>-Inadequate capacity to accomplish SN&amp;IE services.</li> <li>-Untrained staff</li> <li>-Inadequate budget.</li> </ul>	<ul style="list-style-type: none"> <li>-Capacity to act autonomously</li> <li>-Capacity to mobilize and manage partnerships.</li> <li>-Capacity to solicit funds</li> </ul>	<ul style="list-style-type: none"> <li>-Reinforcement with trained staff.</li> <li>-SNE /IE Resources and support</li> <li>-Adequate budget</li> </ul>	<ul style="list-style-type: none"> <li>- Government</li> <li>-Donor agencies</li> <li>-Private Sector</li> </ul>

	provided for students with SEN.				
<b>UR (Centre for IE &amp; SN Services)</b>	<ul style="list-style-type: none"> <li>-Set up, support and sustain the School of Inclusive Education and Special Needs Education services.</li> <li>-Ensure credible standards and competitiveness of SN&amp;IE graduates.</li> </ul>	<ul style="list-style-type: none"> <li>-Inadequately qualified staff,</li> <li>-Inadequate support services and resources</li> <li>-Inadequate budget.</li> </ul>	<ul style="list-style-type: none"> <li>-Capacity to act autonomously</li> <li>-Capacity to mobilize and manage partnerships.</li> <li>-Capacity to solicit funds</li> </ul>	<ul style="list-style-type: none"> <li>-Develop and reinforce the school of IE &amp; SE Services.</li> <li>-Develop and reinforce the SN /E Resource center</li> </ul>	<ul style="list-style-type: none"> <li>- Government</li> <li>-Donor agencies</li> <li>-Private Sector</li> </ul>
<b>Government (MINEDUC &amp; Educational Institutions).</b>	<ul style="list-style-type: none"> <li>-Design SN&amp;IE strategic policies, laws and directives.</li> <li>-Ensure operationalization of SN&amp;IE plans and budgets.</li> <li>-Ensure commitments to national &amp; international SN&amp;IE plans.</li> </ul>	<ul style="list-style-type: none"> <li>-Inadequate budget for SN&amp;IE.</li> <li>-Inadequate provisions for Multi-Sectoral Planning &amp; coordination.</li> <li>-Inadequately developed SN&amp;IE support services.</li> </ul>	<ul style="list-style-type: none"> <li>-Authority over all educational services.</li> <li>-Influence over local and institutional level Educational functions.</li> </ul>	<ul style="list-style-type: none"> <li>- Access to resources</li> <li>-Effectiveness and innovativeness in SN&amp;IE services.</li> </ul>	<ul style="list-style-type: none"> <li>- Government</li> <li>-Donor agencies</li> </ul>
<b>SN&amp;IE TWG</b>	<ul style="list-style-type: none"> <li>- Provide expert support to MINEDUC on SNE&amp;IE issues.</li> <li>-Collaborate with the existing structures in implementing SNE/IE strategies.</li> </ul>	<ul style="list-style-type: none"> <li>- Inadequate support</li> <li>-Unstructured collaboration with stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>- Expertise and knowledge in the SN&amp;IE field.</li> <li>-Capacity to support and inform.</li> </ul>	<ul style="list-style-type: none"> <li>- Structured collaboration</li> <li>-Resource and financial support</li> </ul>	<ul style="list-style-type: none"> <li>- MINEDUC</li> <li>- NGOs &amp; Donor agencies-Private Sector</li> </ul>
<b>Civil Society organizations and donor agencies</b>	<ul style="list-style-type: none"> <li>-Supporting and working closely with MINEDUC organs.</li> <li>-Participating and contributing to the delivery of SN&amp;IE services at all levels.</li> </ul>	<ul style="list-style-type: none"> <li>-Inadequately coordinated; and culturally-oriented framework of action &amp; practices.</li> <li>-Inadequate funding</li> </ul>	<ul style="list-style-type: none"> <li>-Control of resources &amp; activities.</li> <li>-Capacity to orient support and collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>-Awareness raising campaigns,</li> <li>-Trainings programs and support services,</li> <li>-Supporting schools, educators, and learners with SEN.</li> </ul>	<ul style="list-style-type: none"> <li>-State funding agencies,</li> <li>-FBOs,</li> <li>-NGOs/UN agencies</li> </ul>

<b>Advocacy groups (e.g. NCPD &amp; DPOs)</b>	-Advocacy about SN&IE -Lobbying for SN&IE -Awareness raising	-Inadequate budget -Inadequate expertise -Unsupported coordination	-Legitimacy of representing groups, -Interest to support learners with SEN	-Reinforcement with trained staff. -Adequate budget	- Government agencies -Donor agencies -Private Sector
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### ***5.6 Managing the implementation of the SN&IE services***

The Permanent Secretary office of MINEDUC is the overall responsible for managing the implementation of the SN&IE Plan. Director Generals/Principles of each public agency/institutions (MINEDUC, REB, WDA, and UR) will identify with their teams with which parts of the plan they are responsible for, then set out with them how the objectives will be achieved over the five-year period. Tasks are agreed, responsibilities and human resource needs identified, costs and budgets defined, collaboration with the civil society groups determined, and detailed work plans are developed within each unit (Directorate/school).

The Director Generals from MINEDUC affiliated agencies report to the Permanent Secretary on progress and issues arising quarterly as an internal accountability mechanism, and DEOs and SEOs are responsible for formulating district and sector level annual action plans, which form part of the wider community development plans, and in line with the five-year SN&IE plans.

### ***5.7 Links between central and decentralized levels***

To achieve their mission and comply with the country’s policy on decentralization, MINEDUC works closely with Districts, providing policy guidance and support. Similarly, districts work closely with REB, WDA, UR, Civil society groups and other education partners on the implementation of education services. These close working relationship enables the implementation of the SN&IE Strategic Plan, and supports the achievement of the ESSP (2018/19-2023/24 and National Strategy for Transformation(NST1) objectives.

Within the decentralization framework, the District Education Officers’ (DEOs) and Sector Education Officers’ (SEOs) responsibilities will also entail supporting, strengthening and mainstreaming the development of community-based organizations and initiatives (including ‘*Abajyanama b’Uburezi*) that supports SN&IE services. Parents’ organizations and community leaderships will also have a role to play in supporting head teachers to improve quality at school levels.

The SN&IE Technical Working Group constituting of experts, representatives of advocacy groups, civil society organizations representatives, and community representatives, will advise and support the Ministry of Education as a means of operationalizing cross-sectoral functions of the existing structures in the implementation of SN&IE strategies. The Ministry of Education will appoint its members and determine the facilitations, duties and responsibilities of the Technical Working Group and the latter will in turn be reporting to the Ministry.

### ***5.8 Coordination with specific working groups and committees***

The Rwanda Education NGO Coordination Platform (RENCP) established in 2010, as a forum for NGOs working in the area of education to coordinate their programs and improve information sharing with the Ministry of Education, is also represented on the ESWG. Through this coordinated approach, the potential role of NGOs in supporting the Ministry of Education to implement SN&IE

Strategic plan is expected through its subgroups, notably the Special Needs Education subgroup and Rwanda reads committees.

## 6. Risk Analysis and Alleviation Strategies

Table 2 below summarizes the primary risks in achieving the desired goals, and the mitigation strategies planned to minimize the likelihood and impacts of the risks. Each risk has been assessed according to: **1.** Likelihood of its occurrence (L) and, **2.** Impact on achieving the sector goals (I) if it does occur; then ranked from the least (Lightest Bleu) to the most serious risk (Darkest Bleu), as depicted in the matrix below:

<b>Likelihood of occurring (L)</b>	High (HL)	<b>HL LI</b>	<b>HL MI</b>	<b>HL HI</b>
	Medium (ML)	ML LI	MLMI	ML HI
	Low (LL)	LL LI	LL MI	LL HI
		Low (LI)	Medium (MI)	High (HI)
<b>Potential Impact (I)</b>				

**Table 2: Risk Analysis and Mitigation Strategies**

<b>Desired outcomes</b>	<b>Identified risks</b>	<b>Severity of risk</b>	<b>Mitigation strategy</b>
<b>1. Improved enrolment, access and retention rates for learners with SEN of both sexes in 9YBE &amp; 12YBE</b>	Resources to facilitate the construction of accessible infrastructure for learners with mobility challenges, is not made available in time.	LL LI	<ul style="list-style-type: none"> <li>Construction planned and prioritized at local levels.</li> <li>Community support is mobilized through 'Umuganda' and 'Ubudehe'.</li> <li>Initiate collaboration with SN&amp;IE stakeholders.</li> </ul>
	Assistive facilities and provisions in communities and schools are not made available	ML MI	<ul style="list-style-type: none"> <li>Designing and procuring locally-made resources</li> <li>Working with supporting agencies</li> </ul>
	Alternative curriculums and adapted programs are not provided in schools	LL LI	<ul style="list-style-type: none"> <li>Reinforcing concerned Departments in REB to develop the appropriate curriculums</li> <li>School managements and district education offices will be enabled to promote and contribute to alternative curriculum.</li> </ul>
	Low capacity and attitudes of the parents and communities in supporting SN&IE services.	HL LI	<ul style="list-style-type: none"> <li>Working through community opinion leaders, stakeholders will raise awareness</li> <li>Reinforce 'Abajyanama b'Uburezi' initiatives</li> </ul>
<b>2. Support to schools of excellence in SNE for early educational</b>	Unavailability and/or failure to recruit relevantly trained personnel and provide relevant resources	ML MI	<ul style="list-style-type: none"> <li>In-service training programs at every district levels.</li> <li>Collaboration with similar programs in Kenya and Uganda through bilateral cooperation and</li> </ul>

Desired outcomes	Identified risks	Severity of risk	Mitigation strategy
<b>identification, assessment, Rehabilitation and other support services.</b>	in schools of excellence in due time		East African Linkage program in SN&IE & Rehabilitation
	Failure to establish in due time, standards, procedures and guidelines for special, inclusive /child-Friendly schools, or Special Units in ordinary schools, and/or supporting programs in resource rooms and CBR programs, etc.	LL LI	<ul style="list-style-type: none"> <li>Enhanced collaboration with NGOs and other stakeholders that have long-term experiences in the SN&amp;IE services on a small scale.</li> <li>Enhance collaboration with Ministries and public organs that provide related services.</li> <li>Reinforce REB/UR departments concerned to support schools of excellence.</li> </ul>
	Failure to establish and support schools of excellence with the education sector in due time	ML HI	<ul style="list-style-type: none"> <li>Collaborate with supporting agencies/NGOs, and line ministries to support the activities.</li> </ul>
<b>3. Capacity building for SN&amp;IE development.</b>	Inadequacy of qualified academic staff of UR and other implementing agencies to man the training programs required in a short term.	HL MI	<ul style="list-style-type: none"> <li>Regional and international collaboration with Institutes and Universities that have developed SN&amp;IE programs, through Bilateral collaboration or the East African Linkage in SN&amp;IE &amp; Rehabilitation.</li> <li>Use qualified staff in UR to start the program, and then enhance training of academic staff.</li> </ul>
	Inadequacy of timely budget for the all the planned services in the School of Inclusive Education and Special Needs Education Services in UR.	ML HI	<ul style="list-style-type: none"> <li>Regional and international collaboration with Institutes and Universities that have developed SN&amp;IE programs, through Bilateral collaboration or the East African Linkage in SNE, IE &amp; Rehabilitation.</li> </ul>
	Failure to fall into the scheduled plan of activities	ML HI	<ul style="list-style-type: none"> <li>Prioritize SN&amp;IE within all action plans of all educational institutions and stakeholders.</li> <li>Advocate for SN&amp;IE activities</li> </ul>
<b>4. Improved quality in SN&amp;IE services</b>	Inadequate and inappropriate instructional and assistive resources.	HL LI	<ul style="list-style-type: none"> <li>Reinforce and support community-based initiatives and innovation in searching for sustainable solutions.</li> </ul>

Desired outcomes	Identified risks	Severity of risk	Mitigation strategy
			<ul style="list-style-type: none"> <li>Reinforce and support organizations &amp; enterprises that produce and procure instructional and assistive resources.</li> </ul>
	Inaccessible and inflexible school curriculum, and inappropriate teaching/ learning approaches	<b>ML HI</b>	<ul style="list-style-type: none"> <li>Reinforced REB &amp; WDA departments concerned, to act accordingly.</li> <li>Working with supporting NGOs/agencies</li> </ul>
	Unsupportive and non-conducive learning and teaching environment	HL LI	<ul style="list-style-type: none"> <li>District and/or school level initiatives and support.</li> </ul>
	Unsupportive and misinformed communities and school leaderships.	LL LI	<ul style="list-style-type: none"> <li>Mobilize support through 'Umuganda' and 'Ubudehe'.</li> </ul>
<b>5. Promoting and reinforcing Inclusive and child-friendly approaches in education</b>	<ul style="list-style-type: none"> <li>Persistence of traditional perceptions that do not promote Inclusive and Child-Friendly school qualities and practices.</li> <li>Inadequacy of knowledge and information on SN&amp;IE services.</li> </ul>	ML MI	<ul style="list-style-type: none"> <li>Enhanced training and awareness raising programs for community and education leaderships, focused on transformations towards inclusive and Child-Friendly practices in Rwandan Education.</li> <li>Reinforce training programs that promote knowledge and awareness about CFS and IE.</li> </ul>
	Inadequate provisions and resources to support services that enhance CFS curriculum, practices and programs.	HL LI	<ul style="list-style-type: none"> <li>Support the development of SNE&amp;E provisions School for Inclusive Education and Special Needs Education Services through collaboration with relevant stakeholders.</li> </ul>

## ***7. Monitoring and Evaluation***

### **7.1 SN & IE Monitoring Arrangements**

Formative Evaluation shall be carried out regularly to monitor the implementation of the special needs & inclusive education programs and for the purpose of providing feedback for improvement. Summative Evaluation shall also be conducted at the conclusion of programs focusing on determining the weaknesses, the strengths and successes for further relevant reviews and improvement of the SN&IE services.

The lead institution for the monitoring and evaluation of SN&IE programs is MINEDUC through its Directorate General of Education Policy and Planning, and its associated agencies. However, the implementing agencies (UR, REB and WDA) will carry out quarterly monitoring and report to MINEDUC for analysis.

At district and school levels there will be regular Joint Action Forums with stakeholders to review the achievement against expected targets, and District Education Officers will be expected to provide data regularly for national level monitoring and evaluation. Education inspectors will carry out routine school inspections and will report directly to the Ministry of Education. In addition, each school/institution, sector and district is required to draw up their own monitoring framework, with the involvement of grassroots stakeholders that include SGAs, and carry out their own self assessments of performance, based on targets set, in order to inform their own planning and practices.

### **7.2. SN & IE Evaluation Plans**

The SN&IE evaluation plans include a combination of formative and summative evaluations of Performance Indicators (Monitoring Indicators and Output/Outcome Targets), as a measure to determine the levels of performance during the five years' period.

The formative evaluations will take place at the end of planned phases, and will focus on the effectiveness and immediate impact of projects. In particular, they will focus on whether or not activities are on track and if outputs are being achieved. They will then identify lessons learnt from the initial phases of implementation that can be used to improve further delivery on the project being assessed or other projects. The summative evaluations will take place at the end of programs focusing on the impact and sustainability of projects and whether or not overall outcomes have been achieved, also assessing what lessons can be learnt for delivery of other projects. Table 4 below provides a summary of the SN&IE programs evaluation schedule during the next five years:



**Table 3: Integrated SN&IE Monitoring and Evaluation Plan**

<i>Desired outcome 1: Improve enrolment and retention rates for learners with SEN of both sexes by 2022/23</i>								
<i>Outcome Indicators</i>	<b>Targets</b>					<b>Verification</b>		<b>Responsible for Reporting</b>
	<b>2018/19</b>	<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>	<b>Methods</b>	<b>Periodicity</b>	
Increasing enrollment and completion rate in 12YBE by gender, district, and SEN Categories.	10%	25%	45%	70%	90%	- SDMSSD MS, -SMCs, -Reports of District education situation  -Reports of Institutions	Quarterly	MINEDUC  REB & DEDs
Increasing enrollment and completion rate in 12YBE by gender, district, and SEN Categories.	5%	10%	20%	40%	70%			
Increasing enrollment and completion rate in Tertiary and Vocational training by gender, district, and SEN categories	1%	5%	15%	30%	50%			
Learners with mobility challenges enabled to access and participate in schooling	10%	25%	35%	55%	75%			MINEDUC REB & DEDs
Provision of facilities and resources in schools and communities	10%	30%	55%	70%	90%			MINEDUC REB & DEDs
Provisions of alternative curriculums and programs in schools	1%	45%	75%	90%	100%			MINEDUC REB & DEDs
<i>Desired outcome 2: support the available schools of excellence in SNE for educational assessment, rehabilitation services</i>								
<b>Desired outcome indicators</b>	<b>Targets</b>					<b>Verification</b>		<b>Responsible for Reporting</b>
	<b>2018/19</b>	<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>	<b>Methods</b>	<b>Periodicity</b>	
Establish procedures for Early Educational Assessment, Rehabilitation & Educational provisions	1%	35%	65%	80%	100%	-SDMS, -SMCs, -Reports of District education situation -Reports of Institutions	Quarterly	MINEDUC REB
Establish more and support present schools for educational assessment and rehabilitation services	1%	15%	25%	45%	75%			MINEDUC  District Education Director

Develop and implement Community-based programs:						-Reports of District education situation	Quarterly	MINEDUC
<ul style="list-style-type: none"> <li>• Provision of SN&amp;IE Support services,</li> <li>• Training of parents'/community representatives</li> </ul>	5% 5%	25% 35%	45% 65%	65% 85%	85% 100%			REB

**Desired outcome 3: Capacity Development for SN and IE programs**

<b>Outcome Indicators</b>	<b>Annual Targets</b>					<b>Verification</b>		<b>Responsible for Reporting</b>
	<b>2018/19</b>	<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>	<b>Methods</b>	<b>Periodicity</b>	
Developing and Delivery of Training programs to produce a range of skilled personnel	5%	25%	55%	85%	100%	-SDMS, -SMCs, -Reports of District education situation, -Reports of Institutions / UR	Semester	MINEDUC  UR
Improve SN&IE professionals' outputs through: <ul style="list-style-type: none"> <li>• Pre-Service Training programs</li> <li>• In-service Training Programs</li> </ul>	5%	15%	30%	55%	85%			
Develop administrative structures and Infrastructure for: <ul style="list-style-type: none"> <li>• Training services</li> <li>• National Center for SN&amp;IE support services</li> <li>• SNE/IE Resource production</li> </ul>	20%	55%	70%	85%	100%			
	5%	35%	55%	75%	95%			
	1%	55%	70%	85%	100%			
Develop center for SNE/IE research and data building	5%	25%	55%	85%	100%			

**Desired Outcome 4: Improve quality in SN&IE services**

<b>Outcome Indicators</b>	<b>Annual Targets</b>					<b>Verification</b>		<b>Responsible for Reporting</b>
	<b>2018/19</b>	<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>	<b>Methods</b>	<b>Periodicity</b>	
Development and delivery of appropriate instructional and assistive resources for both educators & pupils	5%	25%	55%	85%	100%	-SDMS, -SMCs, -Reports of District education situation	Quarterly	MINEDUC  REB  UR NGO Network
Development and implementing accessible and flexible school curriculum	1%	45%	75%	90%	100%			
Developing supportive and conducive learning and teaching environment	5%	25%	55%	75%	90%			

						-Reports of Institutions		SNE/IE TWG  DEDs SEOs
Develop and implement partnerships in:								
• Regional & international Institutions Linkage	1%	100%	100%	100%	100%			
• Developing and reinforcing SN&IE Technical Working Group to support inter-institutional and community partnerships.	5%	100%	100%	100%	100%			
• Network of NGOs contributing to SN&IE	50%	100%	100%	100%	100%			
• Developing and reinforcing supportive community and school partnerships	15%	35%	65%	85%	100%			
<b>Desired Outcome 5: Promoting Inclusive and Child-friendly approaches</b>								
Outcome Indicators	Annual Targets					Verification		Responsible for Reporting
	2018/19	2019/20	2020/21	2021/22	2022/23	Methods	Periodicity	
Developing and implementing Inclusive and Child-Friendly programs for schools:						Reports of Institutions /UR		
for TTCs	5%	25%	55%	85%	100%		Quarterly	REB
for UR/CoE	5%	25%	55%	85%	100%		Quarterly	UR
A facilitating learning and teaching milieu with sufficient space, appropriate provisions and support to all learners in their natural diversities.	10%	20%	50%	75%	100%	SDMS, SMCs, Reports of District	Quarterly	

						education situation -Reports of Institutions		
Learning and teaching milieu that enables free interactions and participation during the learning and teaching processes.	10%	20%	50%	75%	100%	SDMS, -SMCs, -Reports of District education situation -Reports of Institutions	Quarterly	
Plan of training activities that include CFS Qualities and values	5%	20%	40%	75%	100%			
School leaders, SGA members and local education authorities are supported to be actively involved in joint planning, managing CFSN&IE programs in their neighborhood school.	10%	20%	40%	75%	100%	SDMS, -SMCs, -Reports of District education situation -Reports of Institutions	Quarterly	

## 8. Financing the SN&IE Plan

### 8.1. Sources

The major source of funding for the SN&IE services will be expected from the Government of Rwanda, as part of the Education Sector support from the domestic Government revenues. Donor Sector Budget Support, NGO Project Supports; Support from relevant partners, as well as income generation ventures in schools/institutions are also potential sources of income. However, SN&IE being a crosscutting provision, it will naturally draw from each sub-sector budget (irrespective of the source), allocated for specific education programs that include SN&IE.

### 8.2 Costing

The budget estimate provided is heavier in the initial stages of the five years, given that structures and programs are not yet in place, and most of them will be implemented in phased projects and in pilot modalities, to ensure effectively managed and feasible outcomes. Hence, it is also estimated that the costing of the initial periods (2018/19-2022/23) will be quite critical, and it is assumed that the Government shall consider SN&IE development a priority project that deserve exceptional support, and donor agencies shall prioritize SN&IE establishment in their support to the education sector. Table 5 shows the estimated budget in the next five years.

**Table 4: Estimated Budget (RWF)**

Program area	2018/19	2019/20	2020/21	2021/22	2022/23	Total
<b>1. Strategies to improve enrolment and retention rates of learners with SEN</b>						
2. Identification of learners with SEN and community Surveys	30,000,000	30,000,000	15,000,000	15,000,000	15,000,000	<b>105,000,000</b>
3. Reduce distance to and from school, by building residential facilities close to school and Improving geographical and infrastructural accessibility.	0	40,000,000	20,000,000	40,000,000	35,000,000	<b>135,000,000</b>
4. Developing and implementing community sensitization Programs & Guidelines on facilitating access and retention in schooling.	15,000,000	15,000,000	15,000,000	15,000,000	15,000,000	<b>75,000,000</b>
5. Developing and provision of assistive devices.	20,500,000	20,500,000	15,000,000	15,000,000	10,650,000	<b>81,650,000</b>
6. Developing and promoting Resource room provisions in schools.		50,000,000	25,500,000	20,000,000	20,000,000	<b>115,000,000</b>
7. Reinforcing community & school partnerships through 'Abajyanama b'Uburezi'.	0	15,000,000	5,000,000	5,000,000	5,000,000	<b>30,000,000</b>

8. Reinforcing REB & WDA to develop and integrate SN&IE alternative curriculums, provide for curriculum differentiation, inclusion of ADL and vocational training in ordinary school /institution programs.		163,000,00 0	120,000,00 0	35,000,000	15,000,000	<b>333,000,000</b>
<b>Sub-Total</b>						<b>874,650,000</b>
<b><i>2.Establishing and supporting available schools of excellence for early identification, assessment and SN&amp;IE support services</i></b>						
1. Establishment of procedures, tools and provisions for SEN identification and assessment services at school–community levels.	20,000,00 0	5,000,000	5,000,000	5,000,000	5,000,000	<b>40,000,000</b>
2. Training and recruitment of personnel skilled in early SEN assessment, rehabilitation and related services in schools of excellence.	0	500,000,00 0	400,000,00 0	400,000,00 0	400,000,00 0	<b>1,700,000,00 0</b>
3. Equipping schools of excellence with relevant equipment & materials and related education programs.	0	800,000,00 0	150,000,00 0	150,000,00 0	150,000,00 0	<b>1,250,000,00 0</b>
4. Establishing SEN assessment and record-keeping procedures.		15,000,000	10,000,000	5,000,000	5,000,000	<b>35,000,000</b>
7. Development and promotion of Community-Based Rehabilitation (CBR), and/or School-Based Rehabilitation (SBR) programs		50,000,000	50,000,000	50,000,000	50,000,000	<b>200,000,000</b>
6. Provisions for standardized procedures and guidelines for education placements of learners with SEN	0	20,000,000	15,000,000	15,000,000	15,000,000	<b>65,000,000</b>
7. Provisions for standardized	0	40,000,000	15,000,000	15,000,000	15,000,000	<b>85,000,000</b>

procedures of progression and transition across different levels of schooling for learners with SEN.						
<b>Sub-Total</b>						<b>3,375,000,000</b>
<b>3. Capacity building for SNE&amp;IE development in REB, WDA, UR &amp; District offices</b>						
1. Developing and delivering SNE&IE training programs	30,000,000	30,000,000	30,000,000	30,000,000	30,000,000	<b>150,000,000</b>
2. Developing and equipping a center for SEN support and referral services	0	300,000,000	100,000,000	50,000,000	50,000,000	<b>500,000,000</b>
3. Developing and equipping a resource production unit.	0	400,000,000	200,000,000	50,000,000	50,000,000	<b>700,000,000</b>
4. Developing and equipping Data building unit		100,000,000	50,000,000	50,000,000	50,000,000	<b>250,000,000</b>
<b>Sub-Total</b>						<b>1,600,000,000</b>
<b>4. Improved quality in services</b>						
1. Appropriate instructional and assistive resources		100,000,000	50,000,000	50,000,000	50,000,000	<b>250,000,000</b>
2. Developing accessible and flexible school curriculum, appropriate teaching and learning approaches		50,000,000	40,000,000	40,000,000	40,000,000	<b>170,000,000</b>
3. Supportive and conducive learning and teaching environment		400,000,000	200,000,000	100,000,000	80,000,000	<b>780,000,000</b>
<b>Sub-Total</b>						<b>1,200,000,000</b>
<b>5. Developing Inclusive and Child-friendly approaches</b>						
1. Promotion of Inclusive and Child-Friendly school qualities in schools.	0	30,000,000	30,000,000	30,000,000	30,000,000	<b>120,000,000</b>
2. Reinforcing the learning and teaching milieus of Rwandan schools with Child-Friendly school and Inclusive Education (IE) qualities.	0	150,000,000	100,000,000	100,000,000	100,000,000	<b>450,000,000</b>
3. Integrating CFS principles and Inclusive Education (IE) methodologies in both pre and in-service	0	50,000,000	50,000,000	50,000,000	50,000,000	<b>200,000,000</b>



teacher training modules and programs.						
4. Reinforcing resource Centers in TTCs, Colleges of Education and UR to provide support services that enhance CFS curriculum, practices and programs.	0	70,000,000	50,000,000	25,000,000	20,000,000	<b>165,000,000</b>
5. Training and supporting community members' partnerships with their neighborhood schools in providing support to the CFS and IE programs.	0	50,000,000	50,000,000	50,000,000	50,000,000	<b>200,000,000</b>
<b>Sub-Total</b>						<b>1,135,000,00</b> <b>0</b>
<b>Grand Total</b>						<b>8,184,650,00</b> <b>0</b>

### Conclusion

The present SN & IE plan offers a framework of intervention to stakeholders in all the education services, as a continued effort to find and foster far reaching solutions to a range of challenges and limitations to SN & IE. It responds to the Rwandan Government maintenance that education of learners with SEN is a crucial component of the national Education programs, which addresses the national vision that education for children with disabilities and other SEN is a priority that has direct bearing to the country's development, therefore has to draw the attention of all actors in the Education sector. It considers among others, practical-oriented as well as indigenous and school-community-based approaches, capable of generating sustainable outcomes that can impact positively on the wider education system of Rwanda. The SN & IE plan privileges education services for children and youths with SEN by fully integrating them in the mainstream education system, thereby complementing the National Education plans, for these are also deliberately programmed to offer marginalized groups of Rwandans, the equal chance of socio-economic participation. In essence, it positions education sector as a precursor to national Economic Development and Poverty Reduction Strategies, where young Rwandans with SEN are also expected to be transformed into skilled contributors to socio-economic development, indiscriminate of their background, abilities and disabilities.

**Annex 1: Implementation Logical Framework**

<b>Goal 1: Improved access, enrolment and retention rates in 9YBE &amp; 12YBE level</b>								
<b>Expected Results</b>	<b>Strategies</b>	<b>Indicators/output</b>	<b>Period of implementation</b>					<b>Implementing stakeholders</b>
			<b>2018 /19</b>	<b>2019 /20</b>	<b>2020 /21</b>	<b>2021 /22</b>	<b>2022 /23</b>	
<b>R.1.1 Enabling learners with school access challenges to attend and progress through the 9YBE and 12YBE by 2022/23</b>	<b>a.</b> Reduce distance to and from school.	1. Residential facilities close to school for some of the learners with access challenges 2. Community-developed policy on facilitating learners with school access difficulties.		x	x	x	x	1. Local leaderships(Lead ) 2. Community leaderships 3. SGAs 4. MINEDUC & partner Ministries 5. Agencies affiliated to the Ministry of Education, 6. NGO Network in areas of SN&IE 7. RHA 8. SN&IE TWG 9. FBOs & CBOs
	<b>b.</b> Improve geographical and infrastructural accessibility for a range of learners with SEN.	1. Community and school -based programs to create a barrier-free environment. 2. Sensitization programs & Guidelines.		x	x	x	x	
	<b>c.</b> Avail SN&IE guidelines on requirements for facilitating access, retention and completion of schooling by learners with SEN by the 2019.	1. Standardized and complete Guidelines on accessibility. 2. Guidelines & regulations on standardized accreditation and progression for learners with SEN.	x	x	x			
	<b>d.</b> Availing assistive devices (wheelchairs, white canes, etc), and provisions for repairs and spares.	1. Availability of resources in resource rooms & schools 2. Training programs on production and repair of assistive devices.	x	x	x	x	x	

	e. Promoting and facilitating Resource room	Availability of fully functioning resource rooms in schools	x	x	x	x	x	1. Local leaderships(Lead ) 2. Community leaderships 3. SGAs
<b>R. 1.2 Provisions of appropriate SN&amp;IE facilities in school communities by 2022/23</b>	provisions in inclusive and Child-friendly schools. 1. Promoting comprehensive school and community-based rehabilitation programs and support services.	Locally-initiated community members' and teachers' partnerships in supporting activities and services that enhance improved access and retention of learners with SEN in every 'Umudugudu'.	x	x	x	x	x	4. MINEDUC(Lead) & partner Ministries 5. Agencies affiliated to the Ministry of Education, 6. NGO Network in areas of SN & IE 7. RHA 8. SN & IE Technical working group 9. FBOs & CBOs
	a. Provisions for itinerant support services, as well as Special Needs Education Coordination (SNECO) in schools of the same communities. b. Institutionalize Itinerant teaching, SNECOs & Abajyanama b'Uburezi.	1. Recruitment program for itinerant support services and SNECOs. 2.Provisions for services of itinerant educators and SNECOs within the school system		x	x	x	x	
	Promoting locally-initiated parents and teachers' partnerships	Active SGAs that collaborate with 'Abajyanama b'Uburezi'.	x	x	x	x	x	

	in supporting activities and services that enhance improved enrolment and retention of learners with SEN in neighborhood schools.	Active and collaborative community and school partnerships in support of learners with SEN.						
<b>R.1.3 Availing alternative curriculums and programs in 100% of special and Inclusive/Child -</b>	<p><b>a.</b> Inclusion of activities of Daily Living (ADL) within basic education programs for some categories of Learners with SEN</p> <p><b>b.</b> Provision for Vocational training curriculum at basic education levels for some learners who might not benefit from ordinary programs.</p>	<p>1. A team or office to be put in place within REB &amp; WDA tasked to work on the alternative curriculum.</p> <p>2. availability of a flexible curriculum, providing for content differentiations, inclusion of ADL and vocational training in ordinary school programs.</p>		X	X			<p>1. MINEDUC(Lead)</p> <p>2. REB</p> <p>3. WDA</p> <p>4. UR (for TTCs)</p>
<b>Friendly schools, as well as SNE in units in ordinary schools by 2022/23</b>	<b>c.</b> Provide for curriculum flexibility and Differentiation, and/or adaptation to suit the educational needs of some categories of learners with SEN.			x	x			
				x	x	x		
<b>Goal 2: To establish and support present schools of excellence for early SEN Identification, Assessment and Rehabilitation</b>								

<b>R. 2.1 Procedures for Early SEN assessment, Intervention and educational placements for all schools by 2022/23</b>	<b>a.</b> Establishment of procedures and provisions for SEN identification, assessment, Rehabilitation and other support services at school–community levels.	<b>1.</b> Tools for identification of SEN  <b>2.</b> Tools for SEN assessment  <b>a.</b> Standard SEN assessment and rehabilitation procedures.  <b>4.</b> SEN identification, assessment, rehabilitation and all other intervention records.  <b>5.</b> Standards and guidelines for placement in special school, in inclusive /Child-Friendly schools, or Special Unit in ordinary schools.  <b>6.</b> Standard procedures of progression and transition across levels of schooling.	x	x	x	x	x	<b>1.</b> MINEDUC(L ead) & MINISANTE  <b>2.</b> REB & WDA  <b>3.</b> UR  <b>4.</b> NGO Network in areas of SN&E  <b>5.</b> SN&IE Technical working group  <b>6.</b> FBOs & CBOs
	<b>b.</b> Provision for SEN assessment and record-keeping procedures, for ultimate rehabilitation and resource support services.							
	<b>c.</b> Provision for therapeutic, rehabilitation services, complementing SEN assessment and alternative education programs.							
	<b>d.</b> Provisions for standardized procedures and guidelines for education placements of learners with SEN in Special, Inclusive/Special							

	Schools and Units in ordinary schools							
	e. Provisions for standardized procedures of progression and transition across different levels of schooling for learners with SEN.							
	f. Ensuring adequacy and appropriateness of resource provisions in all SEN assessment and intervention services.							
<b>R 2.2 schools of excellence for assessment, rehabilitations and resource support Services in every province at least by 2022/23</b>	a. support to available schools of excellence for educational assessment, rehabilitations and resource support Services at every province	1. Rehabilitation program 2. Therapeutic program						1. MINEDUC(L ead) & MINISANTE 2. REB & WDA 3. UR 4. NGO Network in areas of SN&IE
	b. Development and promotion of Community-Based Rehabilitation (CBR), and/or School-Based Rehabilitation (SBR)	CBR & SBR programs at every sector levels						5. SNE&IE Technical working group 6. FBOs & CBOs

	programs in proximity of schools ?							
	c. Provisions for training and deployment of personnel skilled in early SEN assessment, rehabilitation and related interventions and services in Schools of Excellence in SNE.							
<b>Goal 3: Capacity Development for SN&amp;IE services</b>								
<b>R 3.1. Training of skilled personnel by 2022/23, required in schools of excellence, Pre-primary, in 9YBE &amp; 12YBE, TTCs and Vocational Institutions</b>	a. Develop and deliver Training programs in early childhood assessment, rehabilitation and education planning.	1. Developed and delivered Training programs, accredited by REB, WDA and UR 2. Training program delivery in 9YBE & 12YBE TTCs, CoE, & UR	x	x	x	x	x	1. REB(Lead) 2. WDA 3. UR (CoE & TTCs)  In collaboration with other stakeholders.
	b. Training programs in inclusive and Special Needs Education for TTC tutors.		x	x	x	x	x	
	c. Training programs Specialization in a range of skills required in schools and communities.		x	x	x	x	x	

	<b>d.</b> Training in Guidance and counseling for learners with SEN.		x	x	x	x	x	
	<b>e.</b> Training programs in vocational skills for People with disabilities and related Special Needs.		x	x	x	x	x	
	<b>f.</b> Training programs to develop skills in Community/School-Based Rehabilitation and related services.		x	x	x	x	x	
<b>R. 3.2 Established National Center for SEN support and referral services by 2022/23 at National level</b>	<b>a.</b> Provide SEN assessment services to the public, and referral services to schools and schools of excellence	1. Referral SEN assessment services and resources. 2. Highly skilled personnel and experts.	x	x	x	x	x	1. UR(Lead) 2. REB 3. WDA 4. MINISANTE/ MINEDUC
	<b>b.</b> Provide Guidance and Counseling services to learners with SEN, and related referral services to schools.	1. Referral SEN counseling services. 2. Highly skilled personnel in Guidance and counseling	x	x	x	x	x	(In collaboration with other stakeholders)
	<b>C.</b> Provide complementary support to the training	1. Resources for Referral services	x x	x	x	x	x	



	programs by availing opportunities for trainees, to observe and participate in practical activities related to SEN assessment, rehabilitation and counseling.	2. Schedule and programs for the participation of SNE/IE trainees' participation		X	X	X	X	
<b><i>R 3.3 Established SN&amp;IE resource production unit for teacher training and school provisions by 2022/23</i></b>	<b>a.</b> Designing, production, maintenance and cataloguing educational and assistive resources for learners with a range of special educational needs.	1. Resource production unit in UR & TTCs 2. SNE&IE Resource production program for schools and the general public 3. Practical skills development programs for SN&IE trainees	X	X	X	X	X	1. UR(Lead) (CoE & TTCs) 2. NGO Network 3. DPOs
	<b>b.</b> Providing complementary support to the training programs by availing opportunities for trainees, to conceive, design and produce educational resources for learners with SEN.							

<b>R 3.4 Established Data building unit for SN&amp;IE development by 2022/23</b>	<b>a.</b> Providing empirical data required for planning purposes, addressing SN&EI issues, including concerns often raised by DPOs in relation to equal access to education services.	<ol style="list-style-type: none"> <li>1. Research conducted by the school for Inclusive Education in UR.</li> <li>2. Research conducted in collaboration with other research Institutions</li> <li>3. Provision of a storage facilities/achieves for SN&amp;IE data.</li> </ol>		X	X	X	X	<ol style="list-style-type: none"> <li>1. UR (Lead)</li> <li>2. CNRU</li> </ol> (In collaboration with related stakeholders)
	<b>b.</b> Updating and dissemination of SN&IE -related skills, including the Rwandan Sign Language (RSL) & Braille materials for schools and the general society.	<ol style="list-style-type: none"> <li>4. Research and Provision of standardized data collection tools</li> </ol>		X	X	X	X	
	<b>c.</b> Addressing gaps in SN&IE policy and practice, by providing research-based data to planners and practitioners in SN&IE services.				X	X	X	
<b>Goal 4: Improved quality in SN &amp; IE Services</b>								
<b>R.4.1 Provision of appropriate instructional and assistive resources 9YBE</b>	Provision of adequate and relevant instructional materials	<ol style="list-style-type: none"> <li>1. Educational materials in special, CFS and Inclusive schools,</li> <li>2. Production of locally-made and innovatively-made educational materials.</li> </ol>		X	X	X	X	<ol style="list-style-type: none"> <li>1. MINEDUC (Lead)</li> <li>2. REB</li> <li>3. WDA</li> <li>4. UR (TTCs)</li> </ol>

<b>&amp; 12YBE by 2022/23</b>		3. Resource room equipment in schools 4. Schools of the same neighborhood community share resources in clustered groupings	X	X	X	X	5. NGO Network 6. SN&IE Technical working group (In collaboration with other stakeholders)
	Provision of trained and specialized personnel	1. SNECO and itinerant educators 3. Resource room staff in Inclusive and CFS. 4. Multidisciplinary and support personnel.					
<b>R. 4.2 Established accessible and flexible school curricula, appropriate teaching and learning approaches in 100% of special and Inclusive/Child-Friendly schools, as well as SNE in units in</b>	a. Provisions for the development of school curricula that allows diversity of teaching approaches, differentiation of the content taught, and use of different learning materials.	1. Flexible curriculum that allows accommodation of diversity in learning. 2. Adapted educational resources for learners with SEN. 3. School programs that promote inclusive values.	X	X	X	X	1. MINEDUC(L ead) 2. REB 3. WDA 4. UR (TTCs) 5. NGO Network  (In collaboration with other stakeholders)
	b. Provisions for the development of the school curriculum that is adaptable to diversity in learning abilities.		X	X	X	X	
	c. Provision for school curriculum and programs that promote inclusive values accommodation of different levels of academic attainments.		X	X	X	X	
<b>ordinary schools by 2022/23</b>	a. Promoting teaching approaches	1. Learners–centered approaches, and trained educators in learner-centered approaches	X	X	X	X	

	that are innovative and relevant, privileging learner-centeredness.	2. Multi-disciplinary approaches in schools		X	X	X	X	
	<b>b.</b> Promoting and accommodation of multi-disciplinary teaching and itinerant support approaches.							
<b><i>R.4.3 Developing Supportive and conducive learning/teaching environment in special and Inclusive/Child-Friendly schools, as well as SNE in units in ordinary schools by 2022/23</i></b>	<b>a.</b> Promoting a school physical and social environment that permits free access and participation of all learners, irrespective of their difficulties, gender and status.	<b>1.</b> School program/policy on school inclusiveness and accessibility <b>2.</b> Training program of the school community on Inclusiveness and accessibility .		X	X	X	X	1. MINEDUC (Lead) 2. REB 3. WDA 4. UR (TTCs) 5. RHA 6. NGO Network
	<b>b.</b> Promoting a school physical and social environment that supports cognitive development, practices and programs that are friendly and inclusive.			X	X	X	X	7. SNE&IE Technical working group (In collaboration with other stakeholders)
	<b>c.</b> Availing support services that promote a friendly and conducive learning and teaching environment.				X	X	X	X

<b>R4.4</b> <b>Establishing</b> <b>Supportive</b> <b>partnerships in</b> <b>all school</b> <b>communities by</b> <b>2022/23</b>	<b>a.</b> Promoting and fostering locally initiated community-school partnerships for school activities that support learning and achievement of learners with SEN.	1. Programs for promotion of <i>'Imboni z'Uburezi'</i> or <i>Abajyanama b'Uburezi</i> <sup>3</sup> and similar initiatives, in support of learners with SEN.  2. Community-based initiatives and programs such as CBR & SBR	X	X	X	X	X	1. MINALOC 2. MINEDUC Lead 3. NUDOR & NCPD 4. District administration 5. NGO Network 6. SN&IE Technical working group
	<b>b.</b> Promoting and fostering community-school partnerships that encourage enhanced access, retention and academic achievements of learners with SEN in their neighborhood schools.  <b>c.</b> Integration, programming and standardizing SEN assessment, rehabilitation and therapeutic services within the school and community services.	7.Resource room Personnel, equipment and services for schools and communities.  4. Programs for school support staff.	X	X	X	X	X	
			X	X	X	X	X	
			X	X	X	X	X	

<sup>3</sup> *Imboni or Abajyanama b' Uburezi* is a community-based concept initiated by communities in some districts of the southern province of Rwanda, in which opinion leaders, or parents/ guardians of children with disabilities are selected to guide and advice the community members on issues related to disability. The concept was derived from the already successfully established community-based health services of *'Abajyanama b'Ubuzima'*.

b. Promoting, programming and standardizing school resource room services to support learners with SEN.

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**Goal 5: Promote Inclusive/Child-friendly school approaches**

<p><b>R.5.1 Develop Inclusive/ Child-Friendly school programs for all school communities by 2022/23</b></p>	<p>Promotion of Inclusive/Child-Friendly school qualities and values in all schools.</p>	<p>1. CFS and IE qualities in formal and non-formal school curriculums 2. CFS and IE qualities in ordinary &amp; extra and co-curricular school programs and practice. 3. CFS and IE qualities in teacher training programs.</p>		X	X	X	X	<ol style="list-style-type: none"> <li>1. MINEDUC(L lead)</li> <li>2. REB &amp; WDA</li> <li>3. Local authorities</li> <li>4. School</li> <li>5. Leaderships</li> <li>6. Community leaders</li> <li>7. Students</li> </ol>
<p><b>R.5.2 Develop school environments that promotes CFS and IE qualities in all school communities by 2022/23</b></p>	<p>Reinforcing the learning and teaching milieus of Rwandan schools with Child-Friendly school and Inclusive Education (IE) qualities and values</p>	<p>1. Learning and teaching milieu restructured into socially and physically barrier-free educational settings. 2. A facilitating learning and teaching milieu with sufficient space, appropriate provisions and support to all learners in their natural diversities. 3. A learning and teaching milieu that enables free interactions and participation during the learning and teaching processes.</p>						<ol style="list-style-type: none"> <li>8. NGOs</li> <li>9. DPOs</li> <li>10. Students’ representatives</li> <li>11. SN&amp;IE Technical working group</li> </ol>

<p><b>R. 5.3 Inclusion of CFS/ IE qualities in teacher training programs by 2022/23</b></p>	<p><b>a.</b> Integration of CFS principles and Inclusive Education (IE) methodologies in both pre and in-service teacher training modules and programs.</p>	<p>1. Training programs for TTC and UR with CFS &amp; IE values and qualities</p> <p>2. Plan of training activities that include CFS Qualities and values</p> <p>3. Schools in proximity to the teacher training Institutions are facilitated to source from the latter’s support services.</p>						<p>1. UR (TTC) (Lead)</p> <p>2. Local leaderships</p> <p>3. Schools</p> <p>4. REB &amp; WDA</p> <p>5. SNE &amp; IE Technical working group</p>
	<p><b>b.</b> Reinforcement of resource centers in TTCs, Cos and UR to provide support services that enhance CFS curriculum, practices and programs.</p>							
<p><b>R.5.4 Promote CFS/ IE qualities and values in all schools by 2022/23</b></p>	<p><b>a.</b> Community members, parents through SGAs, local authorities and other partners play a leading role in awareness raising and in</p>	<p>1. Locally initiated and supported partnerships between the school and the local communities in promotion of CFS/IE.</p> <p>2. The local community is actively and collaboratively involved in planning and facilitating the CFS/IE programs.</p>	X	X	X	X	X	<p>1. MINEDUC(L ead)</p> <p>2. REB &amp; WDA</p> <p>3. Local leaderships</p> <p>4. Schools</p> <p>5. SNE &amp; IE Technical</p>
			X	X	X	X	X	

	<p>providing support to the CFS and IE programs and practices within their neighborhood schools.</p>							<p>working group 6. Students' representatives (In collaboration with other stakeholders)</p>
	<p><b>b.</b> Integration of CFS and IE values and qualities within the mainstream education system.</p>	<p><b>1.</b> School leaders, PTA members and local education authorities are supported to be actively involvement in joint planning, managing CFSN&amp;IE programs in their neighborhood school. <b>2.</b> School leaders, PTA members and local education authorities are supported to mobilize resources, and in reaching</p>	X	X	X	X	X	
	<p><b>c.</b> Reduction of resistance of schools to enroll and support learners with SEN</p>	<p>out for other partners in order to transform their schools into CFSN&amp;IE environment.</p>	X	X	X	X	X	