

# Education in Rwanda

*Rebalancing Resources to Accelerate  
Post-Conflict Development and  
Poverty Reduction*



THE WORLD BANK

# Education In Rwanda Rebalancing Resources To Accelerate Post Conflict Development And Poverty Reduction

**Bill Clinton**



## **Education In Rwanda Rebalancing Resources To Accelerate Post Conflict Development And Poverty Reduction:**

**Education in Rwanda** ,2004      **Education in Rwanda** ,2004 Ten years after the 1994 genocide in which an estimated 10 percent of the country's population perished Rwanda's devastated education system is now back on its feet Classrooms have been repaired and new ones built teachers who fled the mayhem have been reintegrated into the teaching force arrears in teacher pay have been cleared up a Genocide Fund has been created specifically to assist orphans and in higher education the system has been diversified and new arrangements for student finance have been introduced This success notwithstanding the task of transforming the rapid recovery into sustained progress over time has only just begun A priority will be to ensure that all Rwandan children can complete a full course of primary schooling of reasonable quality and that expansion at the post primary levels occurs at a pace commensurate with the labor market's capacity to absorb highly educated job seekers Achieving this will present tough tradeoffs in financing and service delivery including combining increased funding for primary education with greater reliance on private financing at other levels sharper targeting of public subsidies for education and tighter management of classroom processes to improve student flow and student learning throughout the system Education in Rwanda explores the challenges of sustaining educational progress in a fiscally viable fashion as the country makes the transition from post conflict recovery to long term development      *Education in Rwanda* World Bank,2004 Key economic aspects that are particularly relevant in the Poverty Reduction Strategy Paper PRSP context cost finance service delivery and education outcomes      *Education in Rwanda* Weltbank,2013 Rwanda's recent history was marred by genocide in 1994 in which at least ten percent of the population lost their lives and rebuilding the stock of human capital is an important part of that process where the government has made efforts to broaden access to education and enhance the quality of services On the international stage the education sector has also come into the limelight specifically under the 2000 United Nations Millennium Declaration and the foregoing context presents clear challenges for education managers The purpose of this report is to provide a factual basis for discussion Noteworthy are the efforts to reduce grade repetition in primary education and similarly reforms in higher education finance have been launched to reduce the cost of government sponsored overseas studies The report is addressed to Rwanda's policymakers in the education sector as well as to education practitioners and should also be of interest to policymakers in other parts of the government particularly those charged with managing the country's development strategy and aligning public spending accordingly The breadth of its coverage is limited to key economic aspects that are particularly relevant in the Poverty Reduction Strategy Paper PRSP context cost finance service delivery and education outcomes Most impressive is the rapid pace of enrollment increase in the aftermath of the genocide and as the system expanded it has done so in ways that has moved it toward a good balance between the public and private sectors while also compares favorably with that of other low income countries in Africa in terms of the socioeconomic disparities in educational access Challenges ahead focus on managing student flow and graduate

output mobilizing and making effective use of resources for education ensuring that public resources for education reach the front lines balancing the accessibility of schools against considerations of scale economies managing classroom conditions and processes to enhance student learning and minimizing the barriers to education for orphans and other vulnerable groups Nevertheless the task ahead remains daunting as the recovery phase gives way to the implementing the sector's long term development Concerns about efficiency equity and fiscal sustainability will be inevitably relevant as the country seeks to advance educational progress in a resource constrained environment

**Primary School Leadership in Post-Conflict Rwanda** Gilbert Karareba, Simon Clarke, Thomas O'Donoghue, 2017-08-08 This book explores the current status of primary schools in Rwanda and the history behind their development It argues that current primary school leaders in the area encounter a wide range of problems relating to conflict prevention teachers and school leaders professionalism financial and resourcing constraints student attrition and parental disengagement many of which can be attributed to the legacies of war and the genocide in 1994 The book also presents a range of strategies that are pursued by school leaders while dealing with these concerns as the Rwandan government invests in reconstructing education following the country's turmoil Through examining the issues of the past and the present the book provides valuable insights for researchers of educational leadership school leaders education policy makers and those in charge of preparing developing and implementing professional development programmes for school leaders and teachers in Rwanda as well as in other post war and developing countries

**Reshaping the Future**, 2005 This publication focuses on the role that education can play both in terms of conflict prevention and in the reconstruction of post conflict societies drawing on research in 52 conflict affected countries and a review of 12 country studies These case studies include Angola Burundi Sierra Leone Bosnia Herzegovina Kosovo Timor Leste Cambodia Lebanon El Salvador and Nicaragua and consideration is given to how lessons drawn might be applied to recent conflict situations in Afghanistan and Iraq Issues discussed include the relationship between conflict poverty and education the challenges of reform and reconstruction teacher training and teaching resources governance and financing the legacy of conflict and the role of the World Bank in supporting education reconstruction

**School Construction Strategies for Universal Primary Education in Africa** Serge Theunynck, 2009 School Construction Strategies for Universal Primary Education in Africa examines the scope of the infrastructure challenge in Sub Saharan Africa and the constraints to scaling up at an affordable cost It assesses the experiences of African countries with school planning school facility designs and construction techniques procurement and implementation arrangements over the past thirty years It reviews the roles of the various actors in the implementation process central and deconcentrated administrations local governments agencies social funds NGOs and local communities Drawing upon extensive analysis of data from over 200 250 projects sponsored by the World Bank and other donor agencies the book draws lessons on promising approaches to enable African countries to scale up the facilities required to achieve the EFA goals and MDGs of complete quality primary

education for all children at the lowest marginal cost

**Development, Modernism and Modernity in Africa** Augustine Agwuele, 2013-03-01 This anthology examines the unfinished project of modernity with respect to the unrealized potential for economic social and political development in Africa It also shows how facing the consequences of modernism Africans in and out of the continent are responding to these unfinished projects drawing on a the customary b the novelty of modernity and c positive aspects of modernism for the organization of their societies and the enrichment of their lives even as they contend with the negative aspects of modernity and modernism *Historical Dictionary of Rwanda* Aimable Twagilimana, 2015-11-06 Blessed with natural beauty and rich vegetation Rwanda is often called the land of a thousand hills le pays des mille collines a reference to its many lush and green rolling hills Moreover for many Rwandans at least in the past Rwanda in spite of its small size is vast in fact it means the universe This idyllic view however sharply contrasts with the sad history of ethnic strife that unfolded since the 1950s the 1959 Hutu Revolution followed by years of anti Tutsi pogroms undemocratic regimes the civil war of 1990 1994 and more significantly the April July 1994 genocide against the Tutsi and the killing of Hutu who opposed the killings The 1994 genocide against the Tutsi remains the most defining single event in contemporary Rwanda and many people in the world today know of this central African nation from the prism of extreme mass violence that sullied the end of the 20th century amid international indifference and has since haunted the world s conscience This second edition of *Historical Dictionary of Rwanda* contains a chronology an introduction appendixes and an extensive bibliography The dictionary section has over 300 cross referenced entries on important personalities politics economy foreign relations religion and culture This book is an excellent access point for students researchers and anyone wanting to know more about Rwanda

**Quality of Teacher Education** Nyiramana, Christine, 2023-09-12 This study focused on investigating the learning situation of student teachers especially their experiences on feedback they receive during their study time including teaching practice It was conducted in Rwanda The study was guided by the theories on educational quality which on one side places teacher education at the central position of ensuring effective teaching and learning process In this line effective training to make sure that teachers are taught in the same way they are expected to teach is essential On the other side feedback which is an important element of the learning engine is indicated necessary for ensuring that student teachers learn from a conducive environment This study intended to answer the research question How does teacher education look like regarding feedback in the Rwandan context To answer this research question the study was conceptualized as a qualitative research where semi structured interviews were conducted with 32 student teachers who have been selected using a theoretical sampling strategy from 13 Rwandan Higher Learning Institutions Data collection was done in combination with data analysis to maximize all the qualities in the field Qualitative content analysis using intertwined deductive inductive approach has been used for data analysis With abduction process a deep analysis of the empirical data led to the definition of criteria and then ideal types of feedback experienced by student teachers in Rwanda With this analysis three types of

feedback namely administrative feedback correctional feedback and instructional feedback emerged Further analysis showed that student teachers in Rwanda experience different forms of feedback They have divergent understandings of feedback Delayed feedback leads to increased uncertainty among students communication of feedback creates different forms of relationships between student teachers and teacher educators In addition student teachers learn implicitly from teacher educators how to provide feedback and there are no common standards regarding internships The analysis of the results of this study with regard to the discourse on teacher education feedback and educational quality indicates that feedback in teacher education has a multidimensional effect

**Armed Conflict and Schooling: Evidence from the 1994 Rwandan Genocide**

Richard Akresh, Abstract To examine the impact of Rwanda s 1994 genocide on children s schooling the authors combine two cross sectional household surveys collected before and after the genocide The identification strategy uses pre war data to control for an age group s baseline schooling and exploits variation across provinces in the intensity of killings and which children s cohorts were school aged when exposed to the war The findings show a strong negative impact of the genocide on schooling with exposed children completing one half year less education representing an 18.3 percent decline The effect is robust to including control variables alternative sources for genocide intensity and an instrumental variables strategy

**Education in Sub-Saharan Africa** Kirsten Majgaard, Alain Mingat, 2012-06-26 Education in Sub Saharan Africa A Comparative Analysis takes stock of education in Sub Saharan Africa by drawing on the collective knowledge gained through the preparation of Country Status Reports for more than 30 countries

**Narrating and Teaching the Nation** Denise Bentrovato, 2016-02-15 The book investigates the politics of education in pre and post genocide Rwanda examining the actors interests and discourses that have historically influenced educational policy and practice and in particular the production and revision of history curricula and textbooks This study combines a systematic historical and comparative analysis of curricula and textbooks in Rwanda stakeholder interviews classroom observations and a large scale investigation of pupils understandings of the country s history Written at a crucial time of transition in Rwanda it illuminates the role of education as a powerful means of socialisation through which dominant discourses and related belief systems have been transmitted to the younger generations thus moulding the nation It outlines emergent challenges and possibilities urging a move away from the use of history teaching to disseminate a conveniently selective official history towards practices that promote critical thinking and reflect the heterogeneity characteristic of Rwanda s post genocide society

Education, Skills and International Cooperation Kenneth King, 2019-10-15 This book highlights some of Kenneth King s diverse contributions to international and comparative education African studies and development studies over more than four decades From his pioneering work on the first educational commissions to Africa through his research on skills training in the informal sector and on to his critical analysis of education analysis in development agencies this book makes influential materials available in one place Appropriately it illustrates his career long connections with Kenya but also his more recent engagement with Japan

China and India It is the first CERC volume to pay significant attention to the policies and politics of skills development Kenneth King is an Emeritus Professor of the University of Edinburgh He was based in and directed its Centre of African Studies for many years and lectured on international perspectives in education and training in its School of Education His research interests have addressed the politics and planning of skills development including in the informal sector of the economy aid policies towards education of both Western and Asian donors and higher education cooperation He founded NORRAG the network for international policies and cooperation in education and training in 1986 and edited NORRAG News until 2016 He was President of the British Association for International and Comparative Education BAICE from 2014 2016 and was one of the founding members of the UK Forum on International Education and Training UKFIET

**Decentralisation in Africa** Gordon Crawford, Christof Hartmann, 2008 Decentralisation in Afrika is een sobere beoordeling van wat decentralisatie precies kan bereiken Decentralisatie van overheden in Afrikaanse landen en elders in de derde wereld krijgt de laatste tijd een impuls vaak gedreven door Multilaterale en bilaterale instanties de donoren Maar worden de voordelen hiervan wel gerealiseerd In dit boek worden vraagtekens gezet bij de kwestie of decentralisatie wel een gunstige uitweg biedt voor de armoede en het conflict in Afrika *Historical Dictionary of the World Bank* Sarah Tenney, Anne C. Salda, 2013-10-30 When it was founded back in 1944 no one could possibly have foreseen how the World Bank known more formally as the International Bank for Reconstruction and Development IBRD would flourish Today with 188 members it is by far the largest lender for projects in agriculture health infrastructure and many other fields in developing countries around the world with a budget of billions of dollars and a staff of more than 9 000 and its advice is usually heeded by both the developing countries which borrow from it and the advanced ones which contribute This second edition of the Historical Dictionary of the World Bank shows the substantial progress the Bank has made this mainly through the dictionary section with concise entries on its component institutions related organizations its achievements in various fields some of the major projects and member countries and its various presidents The introduction explains how the Bank works while the chronology traces the major events over nearly 70 years Meanwhile the list of acronyms reminds us just who the main players are And the bibliography directs readers to useful internal documentation and outside studies

**Reaching Out to Africa's Orphans** K. Subbarao, Diane Coury, 2004-01-01 This title makes a substantial contribution to our understanding of the many risks and vulnerability faced by orphans and the ameliorating role played by the actions of governments and donors *Giving* Bill Clinton, 2007-09-04 Here from Bill Clinton is a call to action Giving is an inspiring look at how each of us can change the world First it reveals the extraordinary and innovative efforts now being made by companies and organizations and by individuals to solve problems and save lives both down the street and around the world Then it urges us to seek out what each of us regardless of income available time age and skills can do to help to give people a chance to live out their dreams Bill Clinton shares his own experiences and those of other givers representing a global flood

tide of nongovernmental nonprofit activity These remarkable stories demonstrate that gifts of time skills things and ideas are as important and effective as contributions of money From Bill and Melinda Gates to a six year old California girl named McKenzie Steiner who organized and supervised drives to clean up the beach in her community Clinton introduces us to both well known and unknown heroes of giving Among them Dr Paul Farmer who grew up living in the family bus in a trailer park vowed to devote his life to giving high quality medical care to the poor and has built innovative public health care clinics first in Haiti and then in Rwanda a New York couple in Africa for a wedding who visited several schools in Zimbabwe and were appalled by the absence of textbooks and school supplies They founded their own organization to gather and ship materials to thirty five schools After three years the percentage of seventh graders who pass reading tests increased from 5 percent to 60 percent Oseola McCarty who after seventy five years of eking out a living by washing and ironing gave 150 000 to the University of Southern Mississippi to endow a scholarship fund for African American students Andre Agassi who has created a college preparatory academy in the Las Vegas neighborhood with the city s highest percentage of at risk kids Tennis was a stepping stone for me says Agassi Changing a child s life is what I always wanted to do Heifer International which gave twelve goats to a Ugandan village Within a year Beatrice Biira s mother had earned enough money selling goat s milk to pay Beatrice s school fees and eventually to send all her children to school and as required to pass on a baby goat to another family thus multiplying the impact of the gift Clinton writes about men and women who traded in their corporate careers and the fulfillment they now experience through giving He writes about energy efficient practices about progressive companies going green about promoting fair wages and decent working conditions around the world He shows us how one of the most important ways of giving can be an effort to change improve or protect a government policy He outlines what we as individuals can do the steps we can take how much we should consider giving and why our giving is so important Bill Clinton s own actions in his post presidential years have had an enormous impact on the lives of millions Through his foundation and his work in the aftermath of the Asian tsunami and Hurricane Katrina he has become an international spokesperson and model for the power of giving We all have the capacity to do great things President Clinton says My hope is that the people and stories in this book will lift spirits touch hearts and demonstrate that citizen activism and service can be a powerful agent of change in the world

**At the Crossroads** Adriaan Verspoor, 2008-01-01 Expanded access to and improved quality of secondary education in Sub Saharan Africa are key ingredients for economic growth in the region This Secondary Education in Africa SEIA synthesis report makes this point by bringing together a significant volume of analytical work sponsored by the World Bank and by many African and international partners At the Crossroads Choices for Secondary Education in Sub Saharan Africa argues the case for broad and equitable access for a basic education cycle of 8 to 10 years as well as for expanded education and training opportunities This book provides a timely resource on good practices and potential solutions for developing and sustaining high quality secondary education systems in Africa It includes the main

elements of a roadmap to improve Africa's secondary education systems response to the demands of growing economies and rapidly changing societies      *Continuity and Change in Sub-Saharan African Demography* Clifford O. Odimegwu, John Kekovole, 2014-07-11 This book offers an in depth African perspective to the major issues in demographic discourse in sub Saharan Africa It provides comprehensive analysis of sub Saharan African censuses profiling demographic changes trends patterns and consequences in the region Interdisciplinary comprehensive accessible simple and topical this volume is perfectly suited to researchers students and lecturers who are interested in understanding sub Saharan African population dynamics and issues

The book delves into Education In Rwanda Rebalancing Resources To Accelerate Post Conflict Development And Poverty Reduction. Education In Rwanda Rebalancing Resources To Accelerate Post Conflict Development And Poverty Reduction is an essential topic that must be grasped by everyone, ranging from students and scholars to the general public. The book will furnish comprehensive and in-depth insights into Education In Rwanda Rebalancing Resources To Accelerate Post Conflict Development And Poverty Reduction, encompassing both the fundamentals and more intricate discussions.

1. The book is structured into several chapters, namely:
  - Chapter 1: Introduction to Education In Rwanda Rebalancing Resources To Accelerate Post Conflict Development And Poverty Reduction
  - Chapter 2: Essential Elements of Education In Rwanda Rebalancing Resources To Accelerate Post Conflict Development And Poverty Reduction
  - Chapter 3: Education In Rwanda Rebalancing Resources To Accelerate Post Conflict Development And Poverty Reduction in Everyday Life
  - Chapter 4: Education In Rwanda Rebalancing Resources To Accelerate Post Conflict Development And Poverty Reduction in Specific Contexts
  - Chapter 5: Conclusion
2. In chapter 1, the author will provide an overview of Education In Rwanda Rebalancing Resources To Accelerate Post Conflict Development And Poverty Reduction. The first chapter will explore what Education In Rwanda Rebalancing Resources To Accelerate Post Conflict Development And Poverty Reduction is, why Education In Rwanda Rebalancing Resources To Accelerate Post Conflict Development And Poverty Reduction is vital, and how to effectively learn about Education In Rwanda Rebalancing Resources To Accelerate Post Conflict Development And Poverty Reduction.
3. In chapter 2, the author will delve into the foundational concepts of Education In Rwanda Rebalancing Resources To Accelerate Post Conflict Development And Poverty Reduction. The second chapter will elucidate the essential principles that need to be understood to grasp Education In Rwanda Rebalancing Resources To Accelerate Post Conflict Development And Poverty Reduction in its entirety.
4. In chapter 3, this book will examine the practical applications of Education In Rwanda Rebalancing Resources To Accelerate Post Conflict Development And Poverty Reduction in daily life. This chapter will showcase real-world examples of how Education In Rwanda Rebalancing Resources To Accelerate Post Conflict Development And Poverty Reduction can be effectively utilized in everyday scenarios.
5. In chapter 4, the author will scrutinize the relevance of Education In Rwanda Rebalancing Resources To Accelerate Post

Conflict Development And Poverty Reduction in specific contexts. This chapter will explore how Education In Rwanda Rebalancing Resources To Accelerate Post Conflict Development And Poverty Reduction is applied in specialized fields, such as education, business, and technology.

6. In chapter 5, this book will draw a conclusion about Education In Rwanda Rebalancing Resources To Accelerate Post Conflict Development And Poverty Reduction. This chapter will summarize the key points that have been discussed throughout the book.

The book is crafted in an easy-to-understand language and is complemented by engaging illustrations. It is highly recommended for anyone seeking to gain a comprehensive understanding of Education In Rwanda Rebalancing Resources To Accelerate Post Conflict Development And Poverty Reduction.

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## **Education In Rwanda Rebalancing Resources To Accelerate Post Conflict Development And Poverty Reduction Introduction**

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