



Bringing hearts and minds
together for children

Project Sponsorship Grant/GAP Reporting Format: We know our rights -What the UN said about the Right to Education in Rwanda

General Project Information

CO:	Plan Rwanda
GAD Number:	RWA100054
GAD Name:	“We know our Rights: What UN said about Child Right to Education in Rwanda”
Donor:	SIDA
Project Time Frame	1st July 2014-30th December 2016
Reporting period	July-September 2015
Total Funding:	214,854 Euros

1. Description of activities and target group

Please summarize main activities and describe the primary and secondary target groups. Who has been reached by the project or have been involved?

In the last reporting period, the following main activities have been achieved;

✚ Pre and post training assessments

In order to ascertain the level of understanding of trainees on UN mechanisms and their application to advocate for improved and inclusive quality education, a pre training assessment was conducted. The assessment revealed that 95% of the trainees do not understand any UN treaty body while 5% at least know one UN treaty body. They confused the treaty bodies with the international NGOs however they correctly guessed their use towards human rights protection. After the training, all the trainees could correctly mention which are the UN treaty bodies, and how relevant are they in protection of child rights particularly the right to education.

✚ Conducting trainings for project beneficiaries on UN treaty bodies/Mechanisms and their use to advocate for access quality and inclusive education

A two days training for key stakeholders was conducted on UN mechanisms/ UN treaty bodies and their use to advocate for access to quality and inclusive education. [The training was attended by 142 participants, who included; 32 parents, 32 teachers \(17 females and 15 males\), and 78 children/youth who are out of school \(39 female-39 males\).](#)

The training raised awareness of target stakeholders on the UN mechanisms/treaty bodies and how to use them to advocate for improved access to the right to good quality education, without discrimination or exclusion, as expressed in the UN Human Rights treaties. Participants were provided with explanations about purpose, principles and key provisions of the UN treaty bodies, what they do, how they can be used to advocate for child right to education. Additionally, the participants had time to discuss on different education issues prevailing in their communities and at the end of the training came up with some practical suggestions for improving access to quality and inclusive education to children.

As a result of the training with children and youth, the trainees were able to form school based groups (clubs) which are helping them to meet and organize activities that aim at raising community awareness and advocating for child rights especially right to education. Among the activities done by these groups are advocating for their rights through music, dance and drama through; poems and songs, creative dances, educative sketches and games. The project has helped the group members to hold regular meetings, in order to be more organized in preparing for awareness raising campaigns and events.

Also the adults (Teachers and parents) organized monthly meeting sessions which will help them to discuss on the prevailing education issues and find possible solutions to the problems. Here is the link for some of the photos captured during training session at Bugesera with children/youth school dropouts <https://www.flickr.com/photos/planwanda/>

Project Field Visits and Monitoring

Project field visits have been conducted in all 16 schools in two districts where the project is implemented. The project staff visited the children/youth clubs to find out how they function and observed different activities they do in their meeting groups/clubs. The team provided advice on how they could best function based on realities in each group. Some of the challenges found are that some children clubs were reluctant to holding meetings and this discourages others. “[These groups would have been so beneficial but there is lack of purpose and commitment by some individuals](#)”, asserted by Bosco one of the child group member from Rwikiniro.¹ The project staff will continue to make field visits and collaboratively work with beneficiaries to address these challenges. The major issues which takes most of the beneficiary efforts to address is the child school dropout which they claim to be increasingly high in their respective communities- a result of multiple reasons behind including; family poverty, poor mindset of children and parents, big number of children per family, drugs and child labor.

Project annual reports

The project narrative and financial annual reports have been shared to SNO and within Plan Rwanda. Through the first project review meetings some of the elements in the report have been shared to the meeting participants and had time to reflect on it.

Holding quarterly Skype meetings with SNO

3 Skype meetings with project focal persons at Plan International Rwanda and Plan International Sweden have been held and help to exchange ideas on the best ways to implement the project. It facilitated in the development of the monitoring tool for the UN recommendations on right to education. However, the tools are still subjected to adjustments for best use by the right holders and duty bearers.

Project review meetings were conducted

¹ The groups are comprised of the children/youth selected as project beneficiaries. Selection criteria were based on age, sex, class, location, child willingness, being a school dropout or not.

The 1st project review meeting have been conducted and convened 41 participants 17 females and 14 males who constituted children in school and out of school, parents, teachers, headmasters local leaders- Sector education officers all from the selected schools in the selected sectors and from both districts.

The meeting participants were provided with the project progress, achievements and challenges and way forward and it was good time that the participants posed questions and proposed some recommendations. After appreciating what the project did in the last implementation period, participants recommended that if it is possible this project would be extended to a wider scope (reach many sectors of the district. Additionally, suggested that there should be a better way of sharing information especially on some prevailing good progress rather than waiting the review meetings.

Also as always proposed by the project beneficiaries during project monitoring meetings, also participants in the review meetings emphasized that if the project would offer a small package especially to the vulnerable dropouts, it would be more of advocacy contribution towards child right to education.

2. Results:

A. Please list the expected project outcomes (from the Application) and explain for each outcomes tendencies/progress towards fulfilling them. Please include qualitative as well as quantitative achievements as well as results related to changed knowledge, practice and/or attitudes. Please refer to the indicators and Means of Verification for each outcome.

Outcome 2: Increased Plan's and the education communities' (160 children/youth, 32 teachers and 4 CSOs) understanding of the UN mechanisms and their use for advocating and improved right to unhindered and equal access education;

The conducted training, coupled with the monitoring visits/meetings have contributed to the improved understanding of the project beneficiaries towards advocating and awareness raising on the right to education.

B. Were there any planned objectives/outcomes that were not reached at all? Why?

Contribution upon planned objectives/outcomes is still in progress and thus they are not all fully reached.

3. What do you consider as the key successful developments in the project? (You are free to also add an example from a person or entity)

Mainly the project beneficiaries have used the acquired knowledge on UN treaty bodies and the right to education, to advocate for increased access to education in their communities. There is general awareness on the right to education among the parents and teachers within the catchment area of the project. This is manifested by some of the activities initiated by the group of parents and children in their respective communities.

Activities initiated include the formation of children groups/clubs, meeting sessions between children, parents and teachers, awareness raising activities such as home visits to school-dropout families, educative sketch plays, Poems and songs by children. This contributed to an improved understanding of the child right to education and to the achieving of the project objective especially to Increased Plan's and the education communities' (160 children/youth, 32 teachers and 4 CSOs) understanding of the UN mechanisms and

their use for advocating and improved right to unhindered and equal access education.

A result of the aforementioned initiatives, 30 school dropouts have been turned back to school in both districts and more pledges have been given that next year the number will increase. Hopefully these children will stay in school long-term, this might also require solutions to issues that leads to school dropouts which include family poverty, changing children and parents poor mindset on education, child labor, to mention a few.

4. What have been the main challenges and obstacles during the project period?

If you overcame them - how have they been solved?

The project didn't face any significant challenge during the quarter. One particular challenge, was that the project does not cater for material support to children and youth out of school, yet project beneficiaries emphasised on the need to provide a small package of direct support to the vulnerable children in form of scholastic materials for school dropouts. This, they claimed, would be among the strategies to advocate for children's right to education.

5. What lessons have been learnt so far? How can the project be improved?

What main lessons have been learned so far in this project by Plan or participants?

Are there any experiences which would make Plan change its methodology for implementing similar projects in the future? How will you disseminate these lessons in Plan and the wider development community?

- Engaging the project beneficiaries in identifying solutions for school dropouts has yielded positive results. Community engagement and capacity building are very critical in enhancing community action to solving their own problems.
- Another lesson, is that communities have unrealistic expectations from Plan International Rwanda, to provide them support, beyond the project scope. This is in reference to the required support for children/youth out of school.

6. Next Steps

Give a brief outline of the next steps to be taken and a list of main activities during the next 3 months.

- ✚ Conducting trainings for project beneficiaries on UN recommendations /country brief on right to education.
- ✚ Project Field Visits meetings and Monitoring
- ✚ Holding quarterly Skype meetings with SNO
- ✚ Quarterly report
- ✚ Sending out project brief to Plan staff about the project, including the already existing email lists on Global Advocacy, Education, Citizenship and Governance etc.