

**RENC - Equity and Inclusion Working Group Meeting Minutes**  
**Handicap International**  
**30<sup>th</sup> September 2013**

**Present:**

1. Cathy DimabarreKpehounton (Country Director, Handicap International)
2. GallicanMugabonake (Inclusive Development Coordinator, Handicap International)
3. Emmanuel NTAGANDA (Project Manager, Inclusive Education PACT project, Handicap International)
4. Vincent Murenzi (Inclusive Futures Project Manager, Handicap International)
5. Jean Damascene Nsengiyumva (Executive Secretary, NUDOR)
6. Benardine Mukakizima (UNICEF - Inclusive Education)
7. Gisele Bankundiye (Project Manager, Inclusive Education Project, Handicap International)
8. Sophia Mutoni (Disability Project Officer, VSO)
9. Julie Butterworth (Special Needs Education Advisor, VSO)
10. Christine Mbabazi (Training Coordinator for Inclusive Education, Adra)
11. Francois Murwanashyaka (M&E, Handicap International)
12. Rachel (Wellspring Foundation – All Inclusive)
13. Kobuhoro Kanamugire Grace (PPA2 Coordinator - Plan International)

**Agenda**

1. Opening and welcoming remarks
  - a. Cathy DimabarreKpehounton, Handicap International Country Director, welcomed participants and introduced herself as the new HI Country Director.
  - b. Vincent opened the meeting by reviewing the agenda for the meeting and also explained how RENC works for new working group members.

2. Updates from recent important activities

<p>NUDOR:</p>	<p>Identifying challenges facing children with disabilities in inclusive education, across 5 districts</p> <ul style="list-style-type: none"> <li>- <u>Key Idea:</u> To identify challenges and to make recommendations to different decision makers (Families, teachers, parent committees, district officials, national level – key ministries including MINEDUC, civil society organizations including RENCP)</li> <li>- <u>Key recommendations:</u> Teachers are not trained on how to work with children with intellectual impairments in particular. There is high teacher turn over and therefore a need to advocate to Minister of Education that special needs education courses need to be introduced in TTC’s. Issues related to drop-out need to be analyzed</li> <li>- How can we follow-up with MINEDUC to ensure that certain changes are happening (ex: Special Education being introduced at all levels rather than only at the end?)</li> <li>- Julie recommended to NUDOR that they also consider the Plan/VSO report looking at the situation of inclusive education in Gatsibo and Bugesera as well for reasons for non-attendance</li> </ul>
<p>Handicap International</p>	<p><b><u>Gisele – EU Project:</u></b></p> <ul style="list-style-type: none"> <li>- Over 4 years is coming to an end in October</li> <li>- Worked in Gasabo, Muhanga, Rutsiro, Kamonyi</li> <li>- Focused on:             <ol style="list-style-type: none"> <li>a. Institutional support (working with local and government institutions), worked on primary and secondary education, advocating for all children to attend.</li> <li>b. Reinforcing capacities of teachers, using a ToT model, developing a culture of training in the schools, supporting the technical side in terms of applying special education practices.</li> <li>c. Inclusive practices, mobilizing children in the communities to come to school.</li> </ol> </li> </ul> <p><b><u>Vincent – Inclusive Futures for All Project:</u></b></p>

	<ul style="list-style-type: none"> <li>- Norms and standards have been developed + 8 tools that have been developed by a joint technical team</li> <li>- These tools will lead the future of inclusive education in Rwanda and help teachers to use effective principals and to monitor it's progress on the ground</li> <li>- SL curriculum and video dictionary has been prepared by VSO</li> <li>- Currently training different actors at various levels (School inspectors, teachers, head teachers, parents, DEO's, SEO's)</li> <li>- Currently training 53 ToT's at KIE in a diploma of SNE</li> <li>- Soon 600 teachers will be trained</li> <li>- After trainings are completed they will be ready to begin applying Standards and Norms in the schools and testing tools.</li> </ul> <p><b><u>Emmanuel, working with ADRA, community outreach to inclusive education:</u></b></p> <ul style="list-style-type: none"> <li>- Working closely with district partners, designing a community based awareness strategy for inclusion and inclusive education in the community and various roles of the stakeholders including the children</li> <li>- Outcomes: trying to increase identification, enrollment, retained, participation</li> <li>- Working a lot with DEO's and all project staff are housed in the district offices</li> <li>- Key activities: develop community based approaches in awareness raising, design a strategy of assessing children with special needs by local stakeholders (DEO's, HT's, Teachers, parent groups)</li> <li>- Working in Rusizi, Nyamashake, Karongi, Rutsiro</li> <li>- Focus on piloting Inclusive Education in 40 pilot schools (10 per district) with a cluster school model</li> <li>- Community engagement, providing technical skills to teachers to both teach and assess, awareness training is for all districts regardless of target districts, preparing TTC's to prepare teacher's in training to learn how to teach children with special educational needs so that they are ready to work with all students when they graduate from the TTC</li> </ul>
VSO	<ul style="list-style-type: none"> <li>- Curriculum based on primary English curriculum and supporting sign language dictionary video almost ready to be tested</li> <li>- 2 braille machines have been ordered, 1 has arrived. The 2<sup>nd</sup> should arrive this week</li> </ul>

	<ul style="list-style-type: none"> <li>- ALOA project – measuring learning outcomes for all children</li> <li>- Moving forward with having one national sign language dictionary for June 2014, study tour to Uganda to learn about the process that Uganda undertook to develop and adopt Ugandan Sign Language as a national language</li> <li>- Working together with Tubakunde to develop a set of standards for residential centres with MINALOC, curriculum development during last week of October. Standards will be tested in 2 centres.</li> </ul>
Plan	<ul style="list-style-type: none"> <li>- Disability mapping is finished; report is almost ready to come out</li> <li>- Recently Plan trained partners and stakeholders on children with disabilities</li> </ul>
ADRA	<ul style="list-style-type: none"> <li>- Main focus is TTC's by empowering in-service teachers with skills in inclusive education</li> </ul>

### 3. Updates from WG's Partners

#### a. WG related essential points and recommendations to be raised and discussed

- i. Strategic Plan and SNE Policy – draft is ready and is submitted to the ministers Special Needs Education policy has been presented to Ministry officials, but it is still not finalized. The strategic plan is not yet ready either. Draft of strategic plan is in the hands of the Ministers of Education. Minister of State said that the strategic plan is well done, but the value of the activities has been underestimated in the budget as the cost of the strategic plan is great. Drafts are waiting for official acceptance.
- ii. Curriculum Review –HI has reviewed the English, Mathematics, Social Studies and Geography curricula's to make them more inclusive, department of Curriculum and Pedagogical Materials has been very happy with this activity. It is the first time that Rwanda has had inclusive curriculum
- iii. Sustainability: How are we ensuring sustainability in our projects and program activities? Preparations from the beginning of the project must be included. Sustainability is always included in the project plan, but it does not always

happen. How do we get community members to own a project? Further discussion is needed on this point. NUDOR will prepare a presentation for our next WG meeting to share key strategies to support sustainability in our work/projects

b. UNICEF prospects – presentation by Bernardine to share UNICEF’s work

- i. UNICEF is intervening through partnerships with local government and other NGO’s
- ii. Priorities for 2013-2016 – 3 year rolling plan

Inclusive Education:

- Equitable learning opportunities and outcomes for the most vulnerable children
- Support the development and implementation of evidence-based policies and strategies addressing barriers to participation and learning for the most vulnerable children, including adolescent girls, children with disabilities, children living with HIV and children from poorer backgrounds.
- Strengthen capacity of schools, teacher training institutions and the NCPD to support the appropriate education of children with disabilities, both within integrated

iii. Actions:

- Conduct research on factors of exclusion/drop out and disseminate findings
- Conduct communication campaign with communities and local leaders addressing inclusive education for children with disability
- Assist MINEDUC and disaster prone districts to provide timely education response to children affected by emergency and strengthen the capacity of MINEDUC and education sector to plan for and respond to emergencies

- iv. TOR’s are currently being written for national and international consultants to conduct the actions. TOR’s will be shared with RENCP for feedback

4. Updates on the WG action plan – see below

5. Ways to share best practices and strengthen synergy among the WG members:

- Inviting different people to meetings
- Consciously think about collaborating with other NGO’s on a regular basis
- Sharing of best practices through a newsletter

- Use of RENCP website for our working group

6. AOB:

October 3, working group on Girl's Education – our working group members are encouraged to attend. – Grace will email the working group the agenda for the meeting for AOB's

7. Closing remarks

Next Meeting: Will take place at UNICEF, date is yet to be determined

General Assembly: October 22, 9:00-12:00 at Wellspring

Activity	Update/progress by 20 <sup>th</sup> November, 2012/ <b>Sept. 30, 2013</b>	Action
<p>1. Mapping (finalise and begin to use for planning, coordination and joint work)</p> <p><b>Finished</b></p>	<p>VSO finalizing new, simplified version</p>	<p>Julie to circulate drafts so that members can provide more information (by end 2012).</p>
<p>2. Engage in finalisation of GoR SNE Strategy</p> <p><b>Finished</b></p>	<p>Email dialogue between Iris/Gallican was discussed.</p> <p>Confusion over lead 'body' and the Ministry's preference for how the process is completed.</p> <p>HI has already requested stakeholder conference</p>	<p>UNICEF and HI to meet as soon as possible to agree a way forward to present to the Ministry (Vincent)</p>

	that HI will fund. At such a workshop we can agree who will lead (e.g. TFDIER or a new 'working group'). However, it is important that some discussion is had before this conference.	
<p>3. Increased joint work to promote IE and SNE technical capacity in the country (e.g. VSO and HI, but also with the new members)</p> <p>Finished</p>	<p>Plan project – Operation Days Work (ODW) – youth in education (access, retention and performance) project which mainstreams disability (Gatsibo and Bugesera).</p> <p>Plan/VSO mapping stage 1 (school mapping) complete and presented to Cairo conference.</p> <p>Plan/VSO mapping stage 2 (community mapping) to start January 2013. Sarah asked for examples of community mapping from HI.</p> <p>Awaiting Dfid results (HI/VSO and HI/ADRA joint project).</p>	<p>Sarah will present this at the Plan workshop 28/29 Nov (HI, NUDOR will be present).</p> <p>Sarah will circulate soft copy.</p> <p>Vincent will send baseline survey from UNICEF IE project and EU IE projects. – <b>Out of date/no longer needed</b></p> <p><b>Vincent will send base line study for Inclusive Futures in Rwanda project instead</b></p>
<p>4. 4 joint monitoring/learning visits to a TTC, a Child Friendly School, an emerging inclusive school, and a specialist setting</p> <p>Not yet done – for all working group members</p>	<p>Vincent had prepared ToR but delayed by departure of Silas. Rescheduled to January 2013.</p> <p>All organizations on sub-group to be invited plus others such as MP, and DFID.</p>	<p>Vincent will send ToR.</p> <p><b>Hoping to complete in October, share cost of lunch, vehicles, etc. To be completed before school is closed. To see Kamonyi inclusive schools at 3 levels: nursery, primary, and secondary. Suggesting 3 week of October, 17 or 18 October, 1 vehicle to be used (HI Van). Date to be confirmed</b></p>
<p>5. Engage in EDPRS II</p>	<p>We have all been involved in this process at various</p>	<p>Subgroup will present joint comments to the Development Partner (DP) meeting 20<sup>th</sup> November</p>

<p>Group has contributed Finished</p>	<p>stages. All commented on ESSP document.</p>	<p>represented by Vincent and Sarah.</p>
<p>6. Research and better data on children with disabilities</p>	<p>Sarah has heard that MINISANTE want to review HI has data from Kayonza District gathered in partnership with KHI and Action for Inclusive Education Development in Rwanda (local NGO, lead by DrKarangwa). AIEDR carries out identification, advocacy, and school expenses. HI, KHI and AIEDR have produced a tool to identify children in Kayonza.</p> <p>HI have used another tool in Gasabo, Kamonyi, Rutsiro, Muhanga.</p> <p>DfID HI/VSO project will provide opportunity to move forward on standards, tools and norms.</p> <p>PLAN's mapping in schools is being validated; this will produce data on children with SEN in schools. Phase 2 will produce data for children out of school.</p>	<p>Vincent will circulate the two tools used.</p> <p>Tools are currently being printed</p> <p>Will be sent 3<sup>rd</sup> week of October to different partners, all 8 tools developed as part of Inclusive Futures for All</p>
<p>7. Focus on Early Years / Early Childhood Development Finished</p>	<p>Sarah reminded the group of the visit to Ngororero by ECD working group on 28<sup>th</sup>.</p> <p>Save the Children / VSO DfID project could be an opportunity to increase focus here.</p> <p>VSO audiologist volunteer will focus on testing in babies and young children.</p>	<p>All to check diaries to see if they can attend.</p>



<p>8. Working Group to attend the VSO Education volunteer annual conference, May 2012</p> <p><b>Finished</b></p>	<p>Complete!</p>	<p>Complete!</p>
<p>9. Focus on advocacy at District level</p>	<p>HI now has 19 inclusion committees at District level. The committees have action plans, which include, for example, identification, community mobilization, set-up local committees at Sector, cell and school level, and monitor activities at school level.</p> <p>Gatsibo, Kayonza, Rwamagana, Burera, Gakenke, Musanze, Nyabihu, Rutsiro, Karongi, Nyamagabe, Ngororero, Gisagara, Nyamasheke, Rusizi, Rulindo, Kamonyi, Muhanga, Gasabo, Huye.</p> <p>Rusizi has done a lot of activities already – teacher training, community mobilization, advocacy towards different NGOs. TTC Mururu is a member of the committee.</p> <p>VSO volunteers and Plan staff are generally already aware of these.</p>	<p>Sarah to tell District volunteers to find and join the inclusion committees.</p> <p>Share list at GA so that RENCP members know they exist and can work with them.</p> <p><b>How to create synergy, will discuss at next meeting. How can we work together more in common districts?</b></p>
<p>10. Sensitisation and capacity building of national structures e.g. inspectorate, exams board</p>	<p>Hopefully opportunity for HI/VSO to support REB through the Innovation Fund.</p> <p>HI conference with inspectors has not yet taken place – inspectors not available.</p>	<p><b>Training of inspectors on norms and standards is currently taking place, on broader concept of special needs and inclusive education</b></p> <p><b>Provision of Braille embossers for braille exams</b></p>

<b>11. Collaboration with other RENCP Working Groups</b>	ECD field visit as above. ‘Hidden cost of Education’ research didn’t include disability but the researcher will share the questions and methodology so that we can use later.	Collaboration will be considered during GA. <b>More collaboration has occurred through DFID partnerships and common projects</b>
<b>12. Creating sustainable projects</b>		<b>NUDOR will present key strategies to create sustainable projects at the next working group meeting</b>

END