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Review of Roles and Responsibilities of Decentralised Education Officers in Rwanda

Presentation of Draft Revised Job Designations and Capacity Needs Assessment

WORKSHOP

Rwanda Education Board
Charlie Goldsmith Associates
Rwanda
23, 25, 28, 30 July 2014

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One-day Workshop Schedule

Time	Activity
9:00	Welcome, introductions and background; review Draft Job Descriptions
9:45	Introduction to discussion method
10:00	Break Out Group Discussion 1 – Job Description Feedback
11:30	Tea Break
12:00	Break Out Group Discussion 2 – Capacity and Training Needs
13:30	Short Break
13:45	Overall group observations and wrap up discussion Finish participant survey
14:30	Lunch – continue discussion / finish survey



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Introduction to ICDF project and activities



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Background/Terms of Reference

Education Innovation and Capacity Development Fund (ICDF) – partnership between Government of Rwanda and the United Kingdom

The objectives of this project set out in the ToR are that “the decentralised level education management positions of DEOs, SEOs and Inspectors will have clearly defined roles...”

- Revised job descriptions
- Training needs assessment
- Standardised induction programme for new recruits

So that, decentralised staff will

- Have a better understanding of their roles
- Perform tasks more effectively and efficiently
- Contribute to a more efficient and productive education sector



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Workshops will be held in each region with SEOs and DEOs. Inspectors met in Kigali on the 23rd for the same process and will support facilitation within their regions.

4 goals for each workshop:

1. Introduce the revised draft Job Descriptions for Inspectors, DEOs and SEOs
2. Gather views about new JD content. Understand and fill any missing gaps or improvements
3. Understand what training needs and capacity building will be required so that all staff can carry out the roles as described
4. Understand what staff induction practices are essential for new recruits and existing staff to understand the new JDs



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This workshop will inform a capacity needs assessment report and a draft training plan which will address these needs, along with an induction package

Outputs after completion of workshops:

1. Training and Capacity Needs Assessment Report– Results from Participatory Ranking Method and Survey to feed into final revised Job Descriptions, Capacity and Training Needs
2. Draft Training Plan on behalf of REB and Service Provider TOR to deliver Training Plan
3. Induction Pack for new existing staff and new recruits
4. Whole package above submitted to MINEDUC and then MINALOC for approval and implementation of the Revised JDs

Note: there are other ICDF activities that will contribute to capacity building and policy systems which will be coordinated with this project.



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Review of Revised Draft Job Descriptions



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Summary of process in developing draft Revised Job Descriptions

- The job descriptions were developed together with REB, after consultations with relevant education stakeholders such as MINALOC, MINEDUC, REB, education NGOs, etc.
- The revisions are focused on the **education management** side, around the division of **impartial inspection**, on the one hand, and management and **supportive supervision** on the other.
- In terms of **public sector management**, in better **aligning imihigo relationships** and proposing co-signatures on the contracts, or a template contract proposed by REB, which is standard for all DEOs and SEOs.



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Specific differences in the new JDs attempts to separate inspection, management, and supportive supervision.

- **Inspectors** should be roving inspectors, providing impartial and truthful reporting and judgments to REB. They ensure that the Education Sector Strategic Plan is being followed and provide technical input as specialists in their subjects to DEOs.
- **DEOs** are responsible for coordination and management of all education activities in the district; they could have assistant officers to help them with technical aspects of this role (administrative/budgeting). They are primarily focused on management and administration.
- **SEOs** should provide supportive supervision to develop schools and teachers, and timely reporting for statistics, through the Sector Executive Secretary, and shared with the DEOs and Inspectors.
- Reporting lines – we have suggested co-signatures on imihigo contracts between Inspectors and DEOs and DEOs and SEOs. If this is not possible, a compromise may be: *to have REB propose template contracts for use by Mayors and Sector Executive Secretaries.*



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Review of “participatory ranking method” for today’s discussion sessions



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Participatory Ranking Method (PRM) – gives participants a level voice

An example- Who was your favorite World Cup team?

1. PILE – Each person writes their answer on the sticky note (no need to write long sentences. A few words with ideas to be explained).
2. COMPILE – Put all notes into the middle of the table to compare – group similar answers together
3. VOTE – Discuss as a group, why you answered as you did. Each person will get one or two ‘votes’ using a tick mark on the paper.
4. ACCOUNT – The Inspector within the group (or other designation person) will take a note of the answers, the number of votes for each



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Participatory Ranking Method (PRM) – Step by Step

Ask the question: Who was your favorite World Cup Team in 2014?

1. PILE



SEO 1



SEO 2



DEO 1



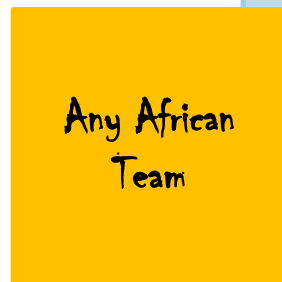
DEO 2

2. COMPILE

Group similar ideas, and write a 'headline' point to summarise the individual responses

African Teams

Other



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Participatory Ranking Method (PRM) – Step by Step

Ask the question: **Who was your favorite World Cup Team in 2014?**

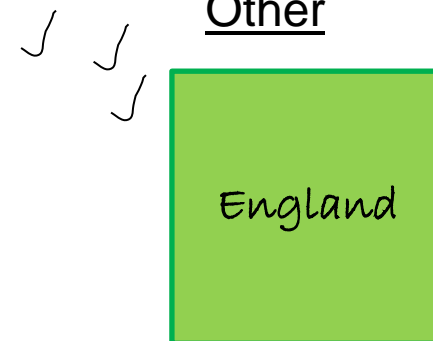
3. VOTE

Each person gets 2 votes, represented with a 'tick'

African Teams



Other



4. ACCOUNT

Answer	Votes
African teams	5
Other	3

Final analysis will be compiled within the group by counting the votes



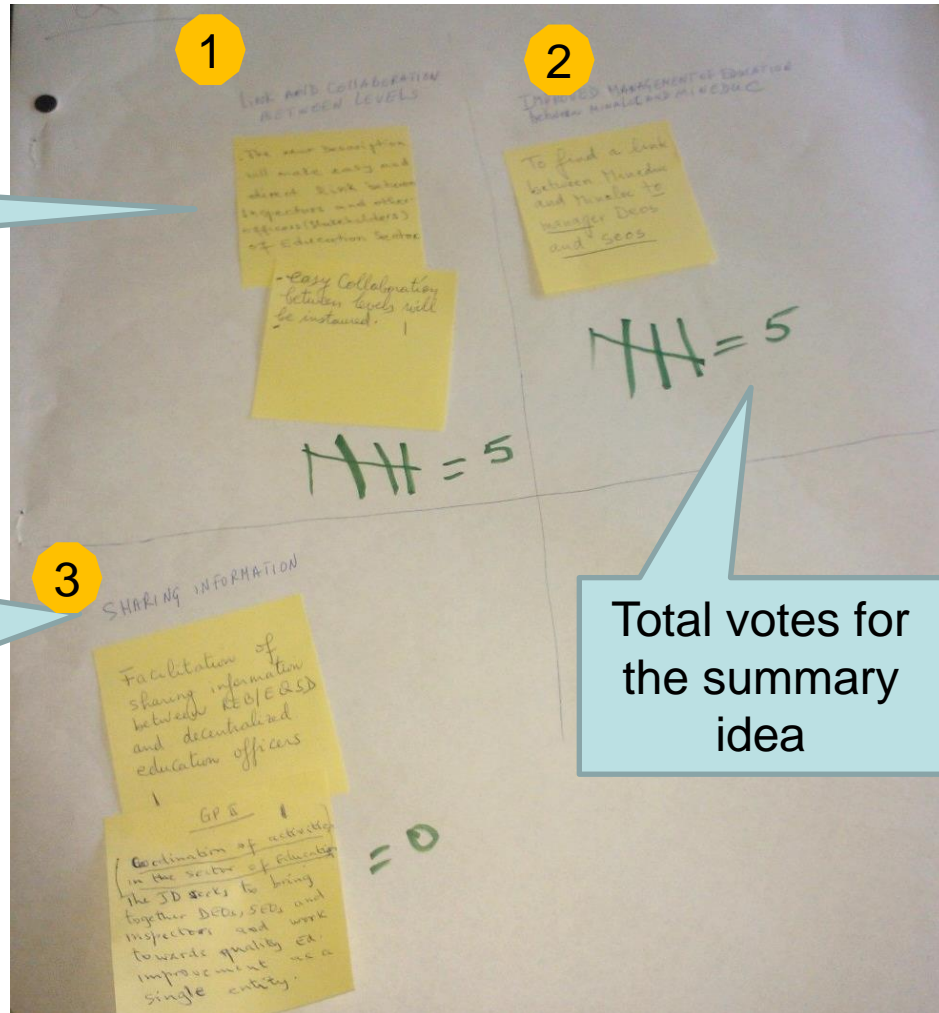
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Real Example from the Inspectors' Workshop

Your break out group's ideas will look something like this:

Individual ideas on single notes

Summary headline incorporating the cluster of ideas written on the paper. There were 3 overall ideas from the group for this question



Total votes for the summary idea



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Group Discussion 1

3 key questions regarding Job Descriptions (Regions will address SEO, DEO JDs; Inspector workshop will address for Inspector JDs):

1. What are the improvements/benefits within the revised JDs overall? (1 note each - warm up)
2. What do you think will be the main challenges in implementing the new JD, and please also include a solution! (1 note each)
3. What areas might you have included or would revise in the JDs to make them better? (1 or 2 notes each)

DISCUSS AND USE PRM WITHIN GROUPS



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SHORT BREAK

[if running short on time- participants can take tea/coffee back to groups and begin discussion]



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Group Discussion 2

2 key questions related to capacity and training needs:

4. Which of the tasks will be most difficult or challenging? (1 or 2 notes each)
5. What skills/tools/systems are needed to carry out the most challenging task? (2 notes each)

DISCUSS AND USE PRM WITHIN GROUPS



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Group Discussion 3

Large group presentation

Share collective responses which received the most votes shown between all groups (reference papers on the wall).

1. What are the improvements/benefits within the revised JDs overall?
2. What are the key challenges (and solutions)?
3. What areas might you have included or would revise in the JDs to make them better?
4. Which of the tasks will be most difficult or challenging?
5. What skills/tools/systems are needed to carry out the most challenging task?



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THANK YOU FOR YOUR CONTRIBUTIONS

End notes:

- Please submit your filled survey
- Please ensure you have signed in on the attendance sheet
- Please ensure you have signed for your allowance receipt



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