



Is the Provision of (Inclusive) Education Primarily the Responsibility of Governments?

What Role Can and Should Non-Governmental Organisations have in Achieving Education for All?

NGAYABOSHYA Silas
HANDICAP INTERNATIONAL/RWANDA
Inclusive Education Project Manager



Bonn, 27th November 2009

Handicap International/Rwanda,
Nov 2009

Overview of presentation

– Part one

- Overview of government “inclusive” education policies, and work with INGOs in practice

– Part two

- Role and Responsibilities of Rwandan communities

– Part three

- The way forward

– Conclusion

Part 1: Policies & strategies

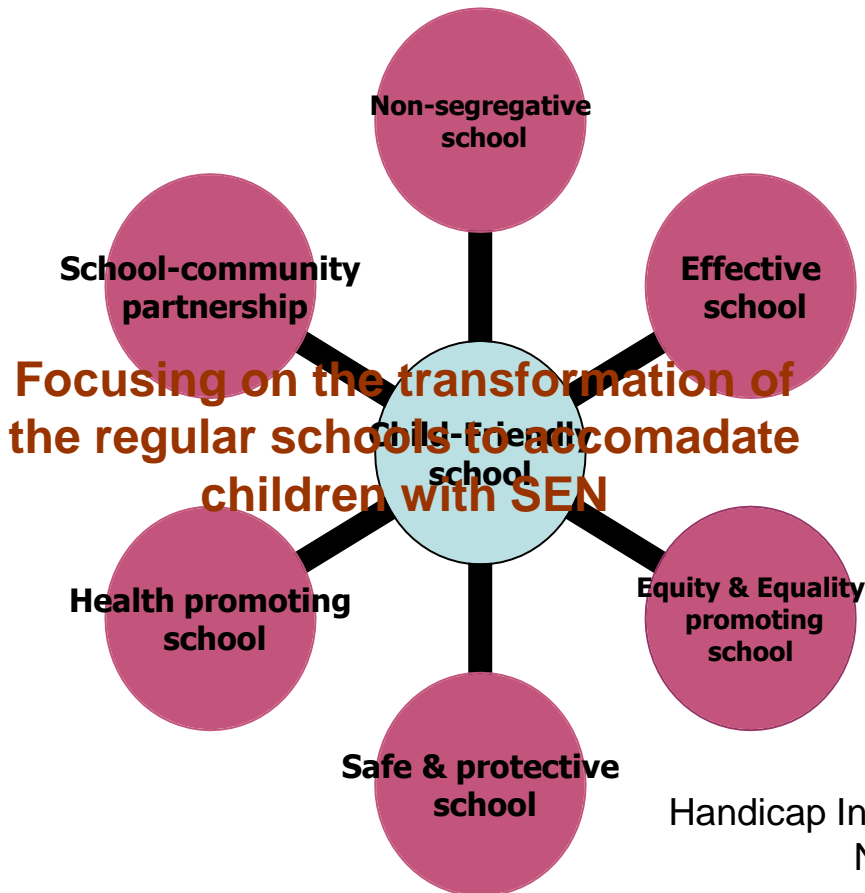
The guiding government policies in place

- Constitution of 2003, Art. 11, 28, **40** & 76.
- MIGEPROFE Policy & Strategic Plan of 2007
- MINALOC Policy of 2003 on OVCs
- MINEDUC SNE/IE policy & Standard C guidelines on school construction
- Law No. 1/2007 of 2007 that concerns Disabled Groups

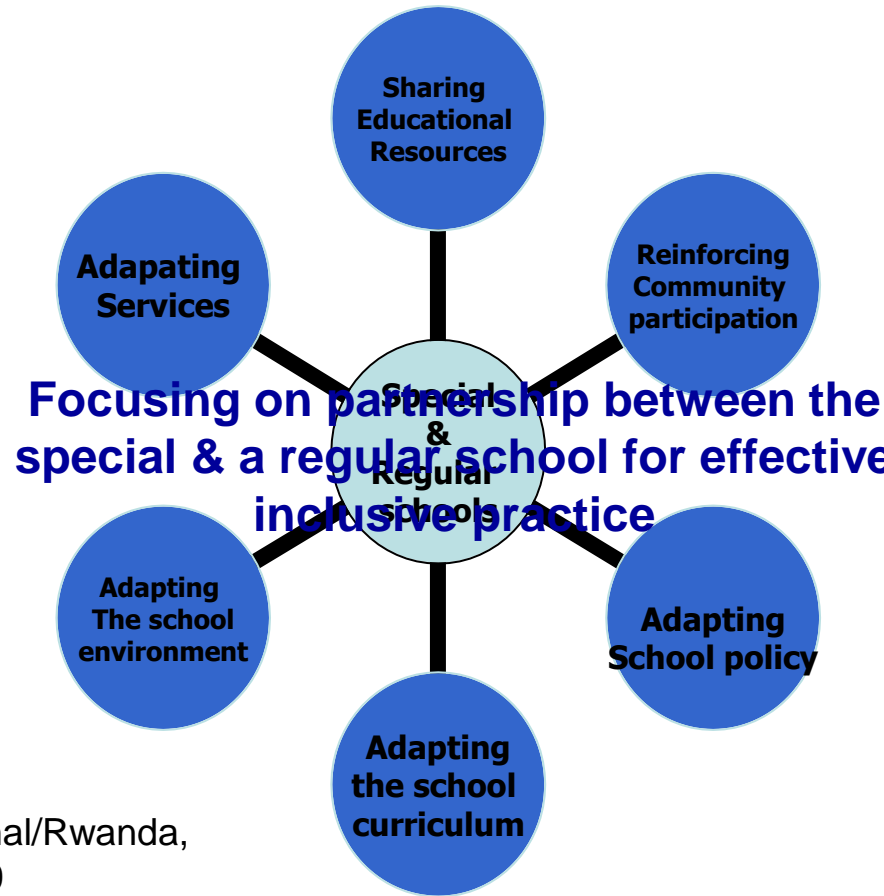
Two emerging Models of IE in Rwandan

(Collaboration between government and NGOs)

1. UNICEF, MINEDUC, KIE, FAWE, CARE International & ADRA



2. HI, MINEDUC, KIE



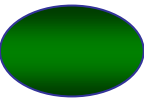
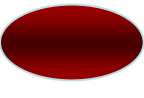




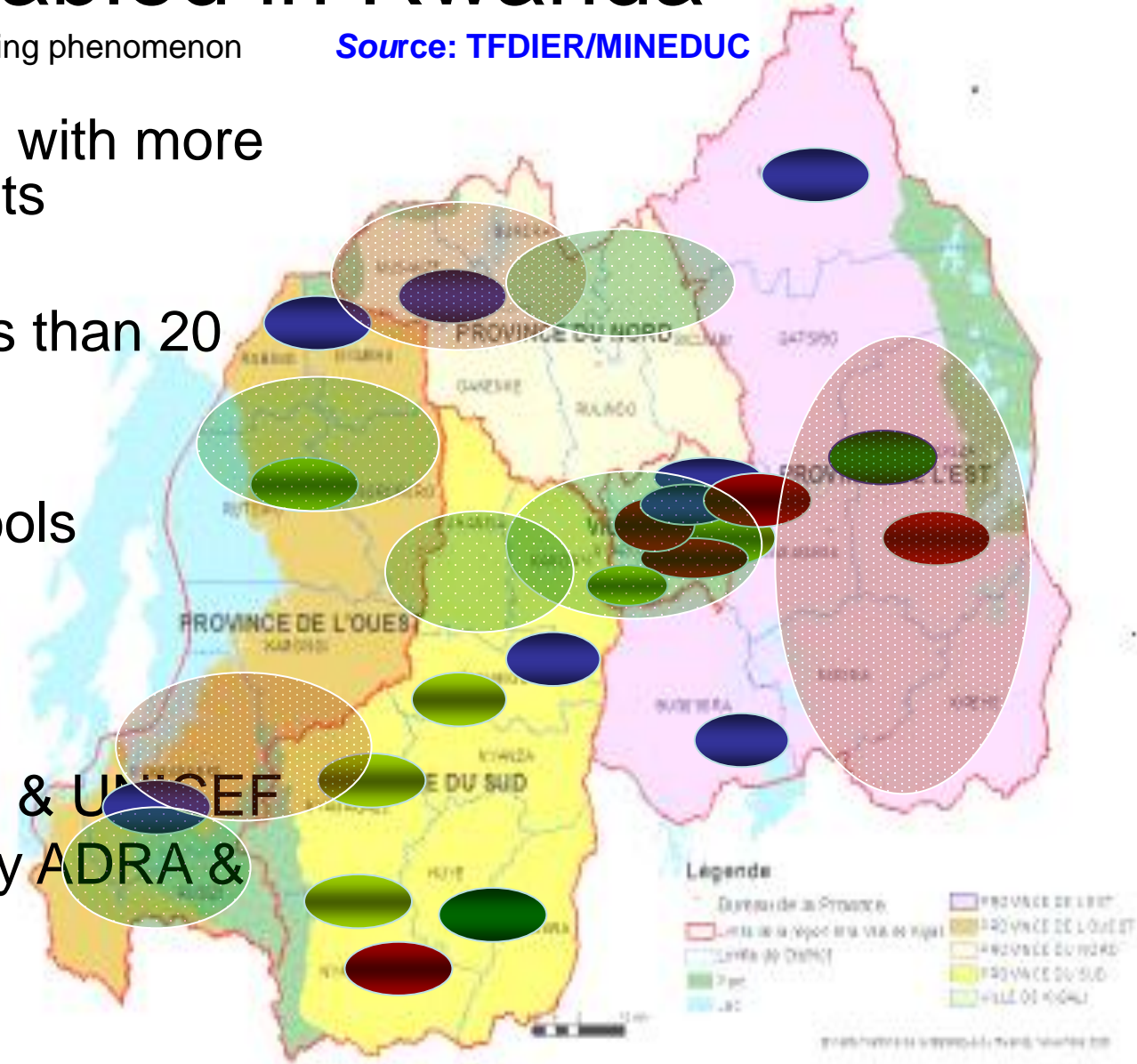
Distribution of centres & schools for the disabled in Rwanda

A fast growing phenomenon

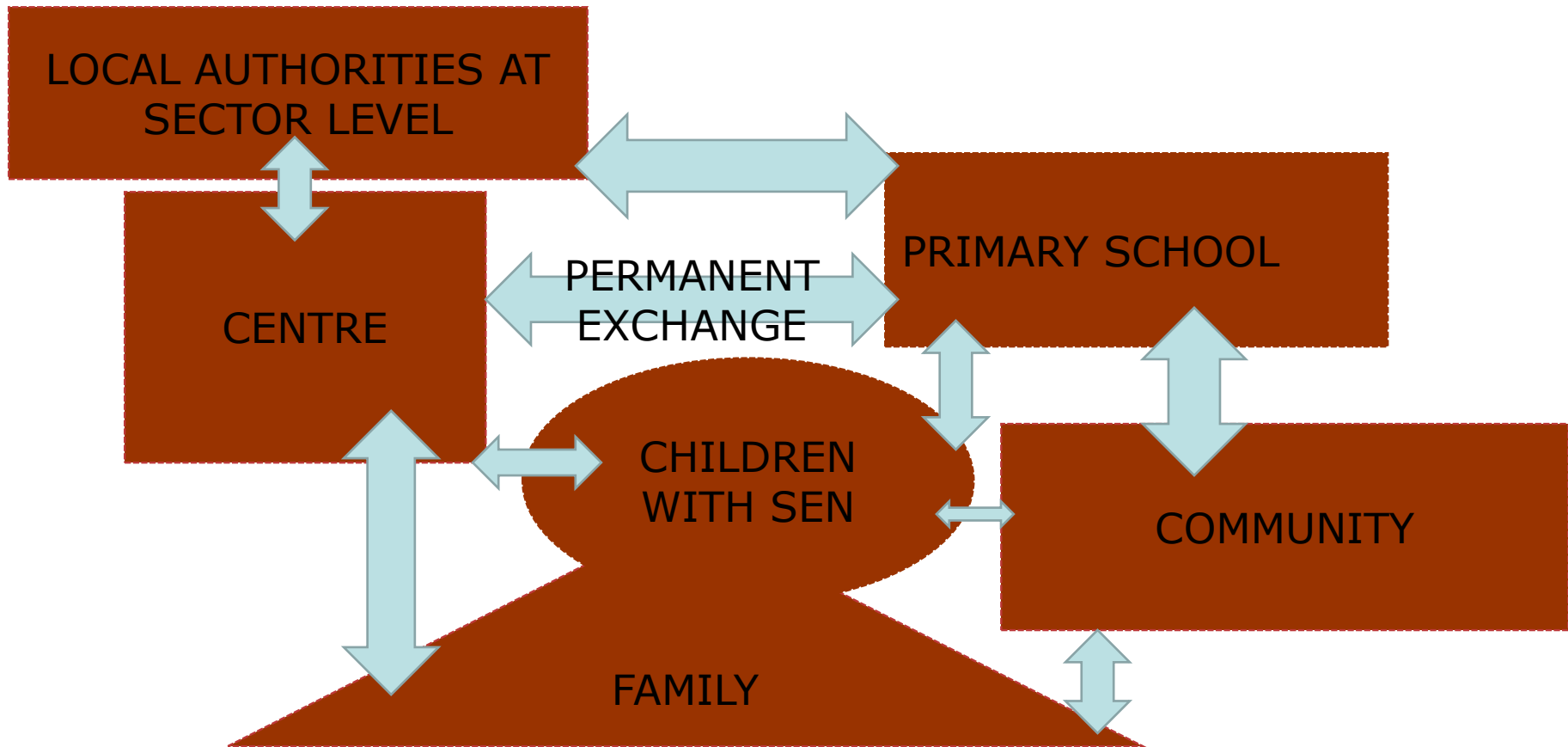
Source: TFDIER/MINEDUC

Key

-  Schools/centres with more than 50 students
-  Schools with less than 20 students
-  Secondary schools
-  Universities
-  Inclusion by HI, EU & UNICEF
-  Inclusion in CFS by ADRA & UNICEF



Interaction of stakeholders in Inclusive Education



Positive recognition for Rwanda:

“Rwanda has made extraordinary progress since the genocide and the country is well placed to make similar progress with regard to disability. All the key components are broadly in place, and the government should be congratulated for its recognition of the needs of disabled Rwandans. All stakeholders in the sector need to work together to support each other and the government, to build on the firm foundation that already exists, and to ensure that commitments on paper are fulfilled by concrete actions on the ground”

(Observations by Phillippa Thomas of DfD/KaR, in ‘Mainstreaming disability in Development in Rwanda’, 2005, p. 11).

Part 2

What about the role and responsibility of Rwandan communities?

- The Rwandan community has always raised unanswered questions about the disability of their children
- Inclusion perspectives seem to be unconventionally present in the community
 - Awareness about disabilities and the capacities to respond to them are still developing

Unanswered community questions

E. Karangwa (2007), Grassroots community in the Vanguard of Inclusion. Rwandan Perspective. IJIE.

- Confrontation with the disability gives rise to questions within families & entire community.....

1. Perceiving the problem in the child

?

What is this ?

2. Obligation to confronting the problem

?

What are the options open?

3. Making choice on interventions available

?

What is the most appropriate intervention?

Handica

Initiatives in Rwandan communities

1. **Mama Arua** is a mother of a disabled boy, determined to help other mothers in rural communities,



2. **Innocent** is a member of FENAHP, has CP & a born again Christian. He uses his faith to reach families



Potential in school communities

Peer support



Girls teach each other

“African people have a deeply entrenched culture of extensive family bonds, community solidarity and a spirit of mutual support — all of which could be explored for the benefits of inclusion of people with disabilities”

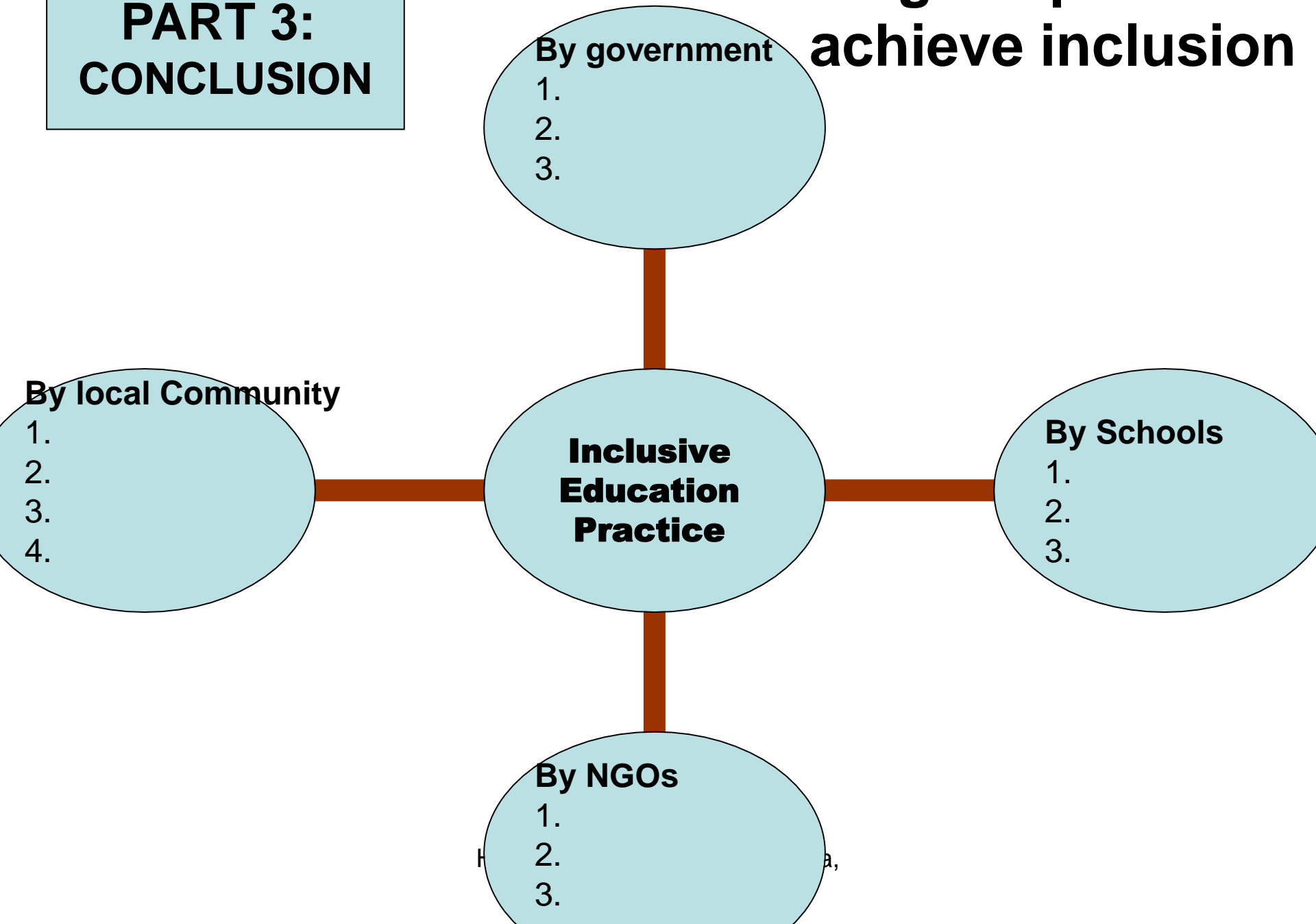
Peer tutoring seems to be inherently present and highly influential among siblings and peers

Handicap International/Rwanda,
Nov 2009

(EENET, 2003: p. 4).

Strategic inputs to achieve inclusion

**PART 3:
CONCLUSION**



Part 3

Collaboration strategies to achieve inclusion

Strategy by NGO & INGOs: e.g HI	Strategy by Governments: e.g MINEDUC
In Response to policy needs: <ol style="list-style-type: none">1.2.3.	In Response to policy needs: <ol style="list-style-type: none">1.2.3.
In response to community needs <ol style="list-style-type: none">1.2.	In response to community needs <ol style="list-style-type: none">1.2.
In response to school needs <ol style="list-style-type: none">1.2.	In response to school needs <ol style="list-style-type: none">1.2.

Thank you for listening!

www.handicap-international.org