

REPUBLIC OF RWANDA



RWANDA EDUCATION BOARD (REB)



VOLUME III: PROCEDURES MANUAL

FOR

TEACHER DEVELOPMENT AND MANAGEMENT DEPARTMENT

This procedures manual for Teacher Development & Management Department is Volume III of the REB comprehensive manual. Volumes within this series are:

VOLUME	DEPARTMENT/UNIT
CORE DEPARTMENTS	
I	Curriculum Pedagogical Materials Production and Distribution (CPMD) Department
II	Education Quality and Standards (EQS) Department
III	Teacher Development and Management (TDM)
IV	Examinations and Accreditation (EA) Department
V	ICT in Education and Open Distance and E-Learning (ICTE& ODEL) Department
VI	Higher Education Student Loans (HESL) Department
SUPPORT DEPARTMENTS/UNITS	
VII	Corporate Services Division
VIII	Planning & Research
IX	ICT support Unit

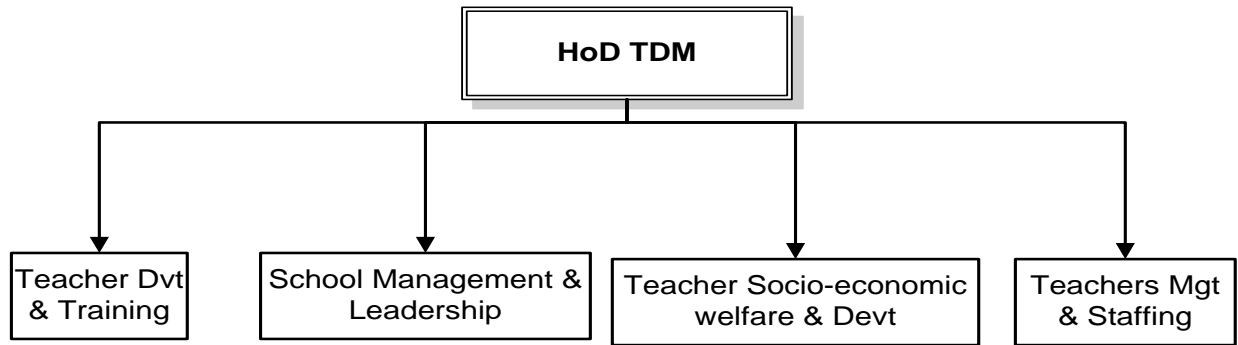
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3.0 INTRODUCTION

The Department is responsible for the quality and utility value of teacher education.

3.1 MICRO STRUCTURE



3.2 FUNCTIONAL RESPONSIBILITIES

Functional responsibilities of this Department are the following:

- Set policy in areas related to teacher management, including policies governing teacher registration, recruitment, hiring, evaluating, promoting, and disciplining teachers, terms and conditions of employment, fringe benefits, leave, and code of conduct;
- Manage in-service training and Continuing Professional Development of Teachers;
- Develop school leadership and management standards and provide support to ongoing professional development school leadership and management;
- Conceptualize, develop and ensure implementation of strategies, policy guidelines and project proposals aimed at addressing teachers welfare and development
- Conceptualize, develop and ensure implementation of strategies, policy guidelines and project proposals aimed at addressing professional needs of teachers.

3.2.1 RESPONSIBILITIES OF THE VARIOUS UNITS

3.2.1.1 Teacher Development and Training

REB coordinates and provides guidance for Teacher Development and Training. Training takes the form of pre-service training and in-service training. Specifically, the functions of teacher development and training unit of REB is to:

- Design and manage the delivery mechanism for in-service teacher training courses;
- Explore available avenues and partnerships for teacher training and development;

- Receive, process and approve teacher training materials;
- Prescribe procedures for issuing certificates for short courses and ensure that these are well aligned
- Liaise with universities and teacher training colleges on teacher training matters;
- Arrange for Supervision, monitoring and evaluation of teacher training programs in progress and evaluate the impact of training;
- Keep teacher training data and generate required reports from time to time;
- Liaise with the CPMD Department to align teacher development and training activities with national curriculum initiatives;
- Develop, maintain and ensure implementation of teacher development framework and plan;
- Identify and analyse teacher training and development program needs and project training and development requirements;
- Direct, guide, oversee and monitor teacher development programs in districts and schools;
- Facilitate the involvement of stakeholders in planning, implementation, monitoring and evaluation of teacher training and development;
- Encourage and facilitate good communication among stakeholders in teacher training and development;
- Provide capacity building and advisory services as appropriate to districts and schools in the field of teacher development and training;
- Coordinate and support the establishment and maintenance of a strong network of non-government agencies that provide in-service training for teachers;

3.2.1.2 School Management and Leadership

REB through its unit of school management and leadership supports districts to attract, develops, manage and retain the best school leaders; this is pursued through the following responsibilities:

- Identify needs to school leadership and management ;
- Train school leaders, managers and administrators in school leadership, management and administration;
- Provide tools for leadership and management to school leaders
- Monitor and evaluate the performance of school leaders, managers and administrators.
- Work with partners in addressing identified obstacles
- Conceptualize and develop strategies and policy guidelines to enhance the quality of management and leadership among schools;
- Develop, initiate, maintain, and ensure implementation good practices in school management and leadership ;
- Design and manage the delivery of in- service school leaders training courses;
- Explore, mobilize and use resources and partnerships on school management and leadership training sessions;
- Participate in planning, monitoring and evaluation of training sessions on school management and leadership;

- Supervise development of school management training modules;
- Coordinate school management and leadership training centres;
- Coordinate and facilitate communication among stakeholders involved in school management and leadership;
- Encourage peer learning sessions on school management and leadership between schools;
- Manage liaison with Universities on school management issues.

3.2.1.3 Teachers' Social Welfare and Development

Provision of quality education transcends the curriculum and the teaching and learning process. It also includes the welfare of teachers. This is the responsibility of this Unit. In specific terms the responsibilities of the teacher welfare and development unit are:

- Conceptualize, develop and ensure implementation of strategies, policy guidelines and project proposals aimed at addressing socio-economic development needs of teachers;
- Take initiatives to build strategic partnerships at all levels to resolve teacher socio-economic development issues including small entrepreneurship business;
- Coordinate and manage teacher welfare
- Prepare, disseminate and monitor the implementation of projects aimed at uplifting socio-economic status of teachers;
- Take responsibility for teachers welfare programs at national level;
- Monitor and evaluate teacher economic development projects and programs;
- Work with relevant programs in order to boost economic development of teachers.

3.2.1.4 Teacher's Management & Staffing

REB through its unit of Teacher Management and staffing is responsible for setting policies in areas related to teacher management, including teacher registration, recruitment, hiring, evaluating, promoting, and disciplining teachers, terms and conditions of employment, fringe benefits, leave, and code of conduct. Under the decentralization policy, teachers are recruited at district levels but policy direction is given by REB.

In specific terms the responsibilities of teacher management and staffing unit are:

- Keep abreast of and facilitate the integration of the latest developments and best practices in teacher management field in the country's teacher management system;
- Take initiatives to build strategic partnerships at all levels to resolve teacher management related issues including but not limited to motivation, retention, absenteeism, utilization and terms of services;
- Coordinate and manage teacher employment processes;
- Prepare, disseminate and monitor the implementation of school staff establishment;
- Enhance the professionalism and involvement of teachers through increased consultation;
- Ensure rational and cost effective utilization of the teaching force;
- Initiate the development and review of incentives and disincentives for efficient teacher management;
- Conduct periodic analysis of teacher demand and supply;

- Review terms and conditions of services for teachers and non-teaching staff in public and government aided schools;
- Liaise with universities and teacher training colleges on teacher demand and employment arrangements;
- Deploy and redeploy teachers;
- Coordinate development of teacher appraisal system and ensure fair and effective teacher appraisal processes;
- Initiate development of the teachers' code of conduct and ensure its implementation;
- Develop teacher's code of conduct and ensure teacher management processes are aligned to the code of regulations.

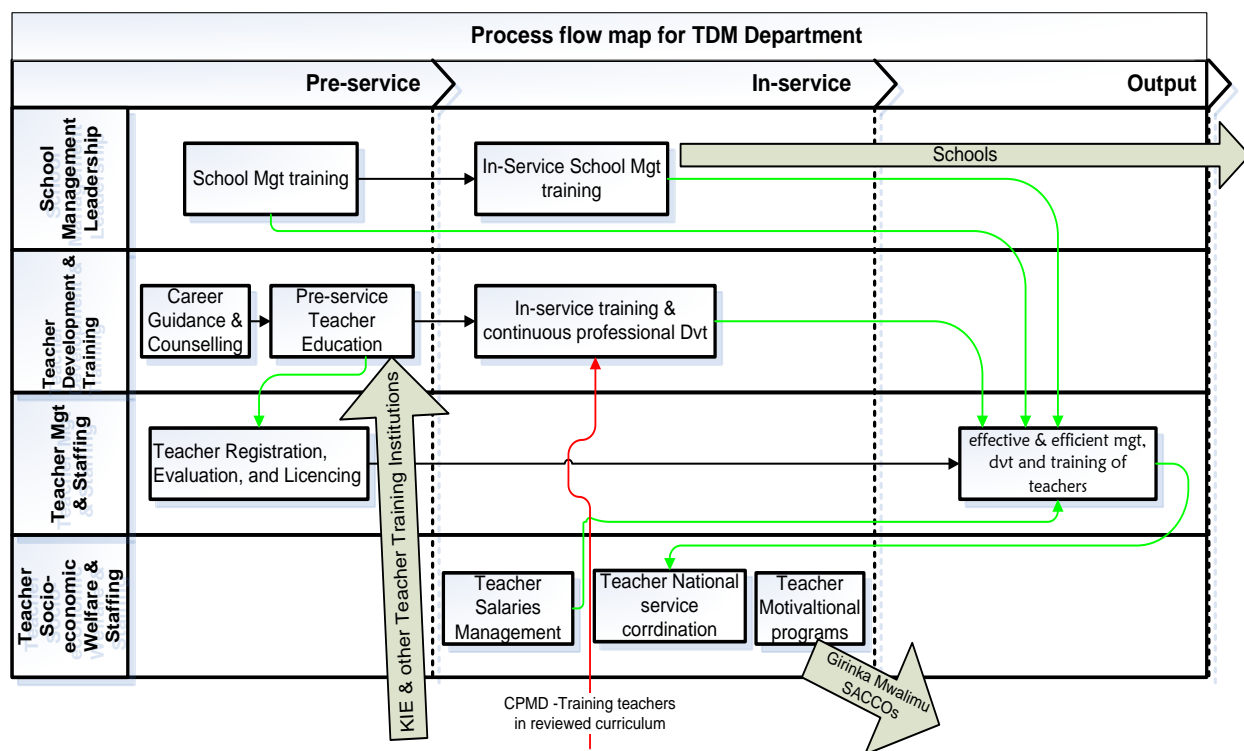
3.3 TDM CORE PROCESS ACTIVITIES

The functional responsibilities of the four units that make up the administrative structure of the Department of Teacher Development and Management (TDM) imply the following core activities:

- Setting policy in areas related to teacher management, including policies governing teacher registration, recruitment, hiring, evaluating, promoting, and disciplining teachers, terms and conditions of employment, fringe benefits, leave, and code of conduct;
- Managing in-service training and continuing professional development of teachers ;
- Develop school leadership and management standards and provide ongoing professional development in school leadership and management;
- Conceptualize, develop and ensure implementation of strategies, policy guidelines and project proposals aimed at addressing socio-economic development needs of teachers;
- Conceptualize, develop and ensure implementation of strategies, policy guidelines and project proposals aimed at addressing professional needs of teachers.

The above processes are core to the achievement of the overall department's goal. The flow of these activities is indicated in the process map below:

3.3.1 PROCESS MAP



3.3.2 CROSS DEPARTMENTAL PROCESS RELATIONSHIPS IN TDM

TDM’s process connections with other Departments are based on the process of teacher training and development and that of curriculum materials distribution. These define the linkages between TDM with EQS and CPMD as described below:

Teacher training and development

As part of teacher training and development process, the TDM department collaborates with CPMD to develop an in-service training program for teachers in new curricula designed and teaching materials produced for that purpose.

School management and leadership

TDM staff in this process should partner with inspectorate staff of EQS department in order to ensure constant monitoring of all school programs. This monitoring should keep leaders of schools in check and see to it that they are able to balance the requirements of school improvement in all school areas namely: curriculum delivery, school environment and parental involvement.

3.4 PROCEDURES FOR PROCESS ACTIVITIES IN TEACHER DEVELOPMENT MANAGEMENT DEPARTMENT

S/N	PROCESS	RULES, REGULATIONS AND PROCEDURES
1	Training & Development	<p>TDM shall conduct a skill gap analysis to assess training and development needs of teachers in the country. This will form the basis of a four-year teacher training and development program. The program developed in line with government policy on teacher development will indicate skill gaps, requirements and proposed program for training and development of teachers. REB will review and approve training materials to ensure that material for training meet the right standards and confer the required set of skills.</p> <p><u>Approval of training materials</u></p> <p>Organizations to undertake training must seek approval of their training materials. Approval of materials shall be done by the Textbook Approval Committee (TAC) established by REB. TAC may occasionally request technical support from experts within REB or other collaborating teacher educators, such as Kigali Institute of Education for approval processes where such expertise is required. To be approved the assessed materials must indicate the minimum number of tools and techniques that participants will be able to use after the training is complete. The number of hours and duration of the training will vary, depending on the depth and breadth of skills transfer to participants. In specific terms the training materials should contain the following basic information:</p> <ul style="list-style-type: none"> • Beneficiaries of the training • Course name • Objectives of the training • Beneficiaries of the training • Types of teaching resources to be used • Course outline • Delivery methodology • Course material(content) • Monitoring and quality control • Evaluation/assessment of impact of training <p>In-service training courses should be aligned to achieve at least one or more of the following skills:</p> <ul style="list-style-type: none"> • Reflective skills and thinking dispositions • Pedagogical skills • People management skills • Administrative and management skills • Communication skill • Facilitative skills • Technological skills • Innovative and entrepreneurial skills • Social and emotional intelligence • Cultural values • Career guidance • Civic education • Conflict resolution • Genocide education <p>In addition to subject competence, teachers' knowledge will be continuously updated with knowledge on:</p> <ul style="list-style-type: none"> • Community • Pedagogy • Education foundation and policies • Curriculum

- Multi-cultural literacy
- Regional and global awareness
- Environment awareness
- English

Curriculum review, development & implementation

TDM shall work with CMPD in the development and review of the curriculum. After the development and review process, TDM will work closely with CMPD to train the teachers and align them to the new curriculum. This training will be conducted by CMPD in close consultation and collaboration with TDM

Working closely with EQSD, TDM will monitor curriculum implementation amongst teachers and advise on additional training necessary to enable the teachers acquire the necessary competences.

Evaluation of impact of training program

After each train REB will evaluate the impact of the training program under three main areas:

- Benefit to the individual teacher: the impact of the training in terms of a teacher's individual performance
- Benefit to fellow teachers: Benefit that the trained teacher is able to pass over to other teachers or colleagues at his work place
- Benefits to the school: the wider benefits to the school the trainee is coming from
- Benefits to the community that the teachers come from

The mechanism for assessing the impact will depend on a couple of factors such as time, resources available, etc. but intention is to have a survey covering a cross section of all trained participants.

Development /Continuous Professional Development(CPD)

Teacher Development relates to upgrading of teachers from one professional/academic level to another. i.e. Teaching certificate to diploma to degree etc. To be licensed to teach at a particular level of education, teachers' are required to have:

- (i) Teacher's certificate-primary level
- (ii) Diploma certificate/degree certificate for secondary level.

REB works with KIE and Development Partners to support teachers to pursue higher academic qualification. For a teacher to be selected for a development program he/she shall meet the following criteria;

- Be Rwandan
- Must have served for at least two years
- Should have at least attained a certificate, diploma or degree or its equivalent
- Be within the subject area being trained for in the case of core primary and secondary subjects
- Be on permanent terms of employment in the teaching service
- Must be free from any criminal record
- Willing to return to Rwanda after study ready to serve for a period of at least two years in the teaching service after completion of the training
- Meet development partner's guidelines in the case of collaborative arrangement with development partners

Project Management

A number of projects are supporting teacher training and development. Whereas the procedures defining the implementation of each of such projects are agreed upon at the start of the project by REB and Development Partners, each project should provide for clear implementation and sustainability after it reverts back to REB at the expiry of the project life.

		<p><u>Project Implementation</u></p> <p>While projects are housed within a particular unit of TDM, its services cut across various section of TDM plus across other departments of REB. Where possible, projects should provide for a project implementation committee (PIC) with members appointed by the DG coming from the various departments relating directly to the project. Depending on the nature of project, hiring and independent manager who is not part of REB staff would help reduce the work load of the unit head supervision project implementation. The role of PIC would include:</p> <ul style="list-style-type: none"> • Identifying suitable project manager where this is applicable • Monitor and advise on implementation • Receive report on project implementation • Advise on sustainability after end of project • Any other duties as REB may assign <p>The project should also clearly define the role of each department/unit of REB in the project implementation. Below an example of School Based Mentors:</p> <table border="1" data-bbox="440 625 1419 898"> <thead> <tr> <th>Activity</th> <th>Responsibility Centre</th> </tr> </thead> <tbody> <tr> <td>Project Design</td> <td>REB</td> </tr> <tr> <td>Recruitment</td> <td>TDM</td> </tr> <tr> <td>Deployment</td> <td>TDM</td> </tr> <tr> <td>Salary payment & Welfare</td> <td>Finance</td> </tr> <tr> <td>Professional development</td> <td>TDM/CMPD</td> </tr> <tr> <td>Materials Acquisition & replenishment</td> <td>Finance/Procurement</td> </tr> <tr> <td>Monitoring & Evaluation</td> <td>EQS</td> </tr> <tr> <td>Periodic Reporting</td> <td>TDM</td> </tr> </tbody> </table> <p><u>Sustainability</u></p> <p>To achieve sustainability the following shall be included in the project:</p> <ul style="list-style-type: none"> • Clear after-life-of project activities to be continued and those to terminate • Capacity building programs to support after-life –of-project management • Resources to support continuation of project e.g. fees based service delivery • Supportive institutional environment e.g. project management and control environment • After-life of project monitoring and evaluation 	Activity	Responsibility Centre	Project Design	REB	Recruitment	TDM	Deployment	TDM	Salary payment & Welfare	Finance	Professional development	TDM/CMPD	Materials Acquisition & replenishment	Finance/Procurement	Monitoring & Evaluation	EQS	Periodic Reporting	TDM
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2	Management & Staffing	<p>REB through its unit of Teacher Management and staffing is responsible for setting policy in areas related to teacher management, including policies governing teacher registration, recruitment, hiring, evaluating, promoting, and disciplining teachers, terms and conditions of employment, fringe benefits, leave, and code of conduct.</p> <p><u>Teacher Registration and Licensing</u></p> <p>All teachers working in Rwanda shall be registered and Licensed by REB. To be registered and licensed, a teacher shall apply to REB and fulfil the following conditions:</p> <ul style="list-style-type: none"> • A holder of relevant certificate/diploma/degree, license or authority to teach issued to her/him by a recognized teacher training institution in Rwanda or elsewhere in the world. • Have sufficient knowledge of spoken and written English. • Have basic knowledge of use of ICT. • Any other requirements as REB will determine from time to time. <p>Upon successful registration, a teacher will be issued with a teacher’s licence</p> <p><u>Recruitment/Appointment</u></p> <p>Recruitment is done by districts(apart from school-based mentors) and will follow the following steps in recruitment:</p> <ul style="list-style-type: none"> • Acquisition of newly budgeted teaching posts per district • Description of teaching position • Post and/or advertise the position 																		

- Receive and screen applications
- Interview applicants
- Check references
- Make a hiring decision
- Establish an employment contract

Teachers' Posts

At the end of every financial year, REB will undertake an assessment of manpower needs in the district. Given each district's teacher requirements and the budget allocated for new teachers, REB will advise the districts the allotted number of new teachers to be recruited. The district Education Office will then advertise the available teaching vacancies within the district.

A successful applicant, on being appointed as teacher, shall be issued with a letter of Appointment which shall constitute an agreement made and is binding between the teacher and the employer/district

A newly recruited teacher shall serve for a probationary period of six months, after which, depending on performance, he or she shall be appointed on a permanent basis. Permanent service implies that the teacher can now enjoy all terms of service as stipulated in Terms of Service for teachers in Rwanda including pension.

Teachers' placement

Upon recruitment of new teachers, the districts will write to REB advising on the new placement. REB will verify the placement through the Regional Inspectors and compile the list of new staff that it will submit to MIFOTRA & MINECOFIN for payment of salaries.

Teachers' Appraisal

Teacher appraisal is a continuous process in the Rwanda education system. This helps to determine the teacher's level of performance and readiness for promotion. Appraisal is conducted at school level and sector/district level for primary and secondary teacher respectively.

A teacher may be dissatisfied with the outcome of the appraisal. He or she will make appeal to REB as an external arbitrator. REB will gather evidence from both the teacher and the school and sector/district about the teacher and the appraisal process. Given the circumstances, REB will make a decision which it will communicate to the district with a copy to the Teacher.

Teacher sanction

Just as the case with the appraisal, a teacher dissatisfied with sanctions meted to him or her by the district may appeal to REB (TDM department) as an arbitrator. After gathering all the necessary information in regard to the sanctions, REB will make a decision which it will communicate to the district with a copy to the teacher.

Promotion to teachers

A teacher may be promoted through various levels of teacher service in accordance to the Teachers Terms of Service. A teacher may be promoted upon successful execution of his duties (in accordance appraisal system in place) or upon successful completion of a training course of not less than 9 months.

Deployment to Administrative Posts

- All administrative posts are deployment posts.
- Teachers may be deployed by the District/Institution in administrative posts such as Head Teacher/Principal, Deputy Head Teacher, Head of Department, etc.
- Promotion to administrative posts should be based on qualification, performance, experience and training of the teacher to be promoted. It will also depend on the post being competed for.

		<p><u>Retirement</u></p> <ul style="list-style-type: none"> • A teacher on permanent terms, who has diligently served continuously in the teaching profession, shall be allowed to retire attaining the age of sixty five (65) years and has a right to claim her/his retirement fringe benefits acquired in the execution of her/his duties. • A teacher may apply for voluntary retirement after completion of at least twenty (20) years of continuous service and attainment of fifty five (55) years. • A teacher may apply to retire or be called upon to retire on grounds of ill health, if the Board/District/Institution is satisfied on medical evidence by an authorized doctor that the teacher is incapable by reasons of any infirmity of mind or body, of discharging the duties of her/his office and that such infirmity is likely to be permanent. <p><u>Analysis of teachers data</u></p> <p>Annually, REB will seek information from districts in regard to each teacher’s personal data. This data will be analysed and shall form the basis for planning for. teacher management and development. This analysis shall also help inform relevant ministries of government such as MINEDUC and other institutions of Government.</p>
3	School Management & Leadership	<p>The department of TDM, through the unit of school management and leadership, offers guidance to pre-service and in-service training of school leaders. It offers continuous professional development through training sessions, workshops and peer learning program. The critical concern is the school improvement planning, monitoring and evaluation.</p> <p><u>Planning in schools will follow the following nine steps:</u></p> <ul style="list-style-type: none"> • Data collection • Forming a planning team • Presentation of participants + school profile • Data presentation and analysis • Setting school priorities • Problem tree/Cause-effect analysis • Developing goals, objectives and activities • Developing a school improvement planning Template • Communicate and amend the school improvement <p>Leaders of schools should be able to balance the requirements of school improvement in all areas of school management achieve this, there should be constant monitoring of all school programs. Monitoring and evaluation systems provide the school leaders with information and insights that will allow them to examine and analyse efficiency and effectiveness of school programs. Monitoring should ensure that:</p> <ul style="list-style-type: none"> • Inputs and other resources in the school are well utilized; • All activities are carried out properly by the right people and in time; • School leaders have information to track implementation, assess obstacles hindering the school's success as early as possible and finding solutions; • Needs are identified and performance gaps known and corrected; • Stakeholders (parents, students, teachers, local authorities) have a shared understanding of the school’s activities and its contexts. <p>Monitoring goes through four stages:</p> <ul style="list-style-type: none"> • monitoring of planning • monitoring of implementation • Monitoring of outputs and results • Using monitoring findings <p>Evaluation is meant to ensure the effectiveness and efficiency of school management in</p>

		<p>implementing programs and projects outlined in the school improvement plan. Evaluation also tracks the school’s ability to allocate and manage resources effectively. The evaluation of a school includes a number of distinct stages each of them will be carried out by an evaluator who can be external or internal (monitoring and evaluation team, school administrative staff, others). The evaluator will be involved in these stages:</p> <ul style="list-style-type: none"> • Planning evaluation • Implementing evaluations • Reporting evaluation findings <p><u>Peer To Peer Learning</u></p> <p>This is a new approach of continuous capacity building in school management and leadership. It involves collaboration and sharing of knowledge, ideas, experience and resources between different schools especially within the same district or sector. To run this program, thirty schools of reference (one per district) have been identified, trained and equipped to allow them to lead and manage the peer learning activities within their respective districts.</p> <p>Peer learning is done through mainly:</p> <ul style="list-style-type: none"> • Intra/ interschool collaboration • Reciprocal visits between schools • Sharing resources • Professional associations /Learning networks (School leaders association, Subject associations) <p>The targeted customers of school management and leadership unit are grouped in the following categories:</p> <ul style="list-style-type: none"> • School leaders (Head teachers, Deputy Head teachers, bursars and secretaries) • School management committees/Parents Teachers Committees(PTCs) • Local education leaders (DEOs & SEOs) <p>The continuous professional development of the above categories is achieved in collaboration with different education partners (NGOs etc.).</p>
	Socio-Economic Welfare And Development	<p>The Socio-economic Welfare and Development Unit conceptualizes develops and ensure implementation of strategies, policy guidelines and project proposals aimed at addressing socio-economic development needs of teachers. It also coordinates the teacher welfare process.</p> <p><u>Salaries</u></p> <p>A teacher shall be paid a salary in accordance to his/her letter of appointment and in accordance with the existing salary structure as approved by the Minister in accordance with the Law. Teachers will be awarded annual increments to their salaries. Annual increments are however not automatic. An annual increment will only be granted to a teacher who has discharged her/his duties with efficiency and diligence. Consequently, a teacher who has been found guilty of a disciplinary case will not be awarded the yearly salary increment on the year of the discipline matter</p> <p><u>Medical Benefits</u></p> <p>All teachers on Permanent and Pensionable terms of service are required to make a compulsory monthly contribution to La Rwanda d'Assurance Maladie (RAMA) at a rate determined by the Government. This contribution will be deducted from all teachers' salaries and paid to RAMA. The Government will also make a supplementary contribution to RAMA on behalf of the teachers at a rate determined by the Government from time to time.</p> <p>REB has designed a program where well performing teachers are supported to improve their welfare through the “Girinka Mwarimu” Project and other motivational projects such as the ‘Laptop’ project. Laptops are usually given out at Teachers Day for well performing teachers. However the more elaborate project on socio-economic welfare and development of teachers is the <u>Girinka Mwarimu” Project</u></p>

The “Girinka Mwarimu” Project

TDM developed a project aimed at improving teachers’ performance and welfare through the use of non-monetary rewards such as provision of one cow to best performing teachers in a district. The desired outcome of this project is to:

- Improve performance
- Increase the level of teacher motivation, job satisfaction and living conditions
- Fight against teachers poverty
- Fight against malnutrition in teacher’s family
- Increase teacher stability

Project Design And Implementation Plan

The “Girinka Mwarimu” is operated as a cycle. Teachers who have performed well and who will be given cows are expected to give calves to other teachers who have also performed well. This cycle shall continue until all teachers perform well and all get cows.

Teachers receive cows based on their performance at work as per their contracts. They are selected by the district Education office based on criteria established by the TDM. Teachers are evaluated according to what she/he has done in education sector, socially and economically.

The contract for the cows that the teacher signs provides that the cow may not be sold and also requires that the cow is well cared after. The contract establishes that the teacher only truly owns the cow after she/he has delivered a calf to colleagues who have met the selection criteria.

Selection of teachers to get cows begins at school level where the selection criteria is used and strictly followed. A teacher selected must not be among those who were last rewarded. This is to avoid rewarding the same teachers every year. Teachers are given five minutes each to express her/himself and present what important activities she/he have done educationally, socially or economically. Persons in charge of evaluation are: the head of the school, two representatives of parents’ committee, the head of the village and one students’ representative who give marks according to the criteria set.

Selection of teachers is the conducted at sector level: At sector level, selected teachers at school meet at sector level. They give them five minute for presenting their achievement in the three domains. Persons in charge of evaluation are: Director Committee of the sector, sector council committee, representative of police who give marks according to criteria also.

Selection of teachers is then conducted at the district level: At the district level selected teachers at a sector level meeting at the district present their achievements in the three domains. The Selection Committee selects fifteen teachers who will be rewarded by REB. The committee in charge of selection is composed by District Executive Secretary in charge of social affairs, representatives of army and police, District Education Officer, Education Inspector and six teachers representing Intore Committee.

N.B: At least 2/3 of the selection committee must be present for the committee to make a decision.

To reward teachers: After teachers selection at all levels, teachers are visited by TDM staff to ascertain that they meet all selection criteria and are prepared to care for a cow and to ensure that all selected person are actual teachers and they are confirmed. During these field visits teachers’ families are visited to ensure that they have all required resources to care for the cow (a barn or shed, grass, etc.). After the visits the confirmed teachers are rewarded and pick up their cows at the District. When rewarding teachers at District there is MINEDUC representative, Mayor of the District, One district technician in charge of animals care, District Education Officer, one police representative, one army representative and teachers with their family members.

RSSB Teacher Contribution

The biggest problem teachers face is that during the working period, their employer does not

declare their contribution to the social security Board, supposedly done once every term. The reasons for this are several but most teachers only discover the discrepancies in RSSB upon retirement. Since 2008 TDM sensitized Districts to gather data for teacher's arrears in. Today TDM is sensitizing teachers to visit RSSBs' branches in all Districts to see their situation in RSSB. This sensitization will reach every teacher and will encourage her/him to join others in that activity. TDM also visits RSSB in districts to monitor how the arrears registration is going on in Districts.

Teacher National Service

TDM through its unit of Socio-Economic Welfare And Development carries out National Service activities for teachers. These are:

- Designing Teacher National Service Training Programs
- Select the teachers who must be trained, The selection of teachers for national service is based on the following criteria:
 - Be a teacher from Public or Private School,
 - Be a teacher in primary or Secondary School,
- Follow up the activities of training,
- Give certificate after the training of National Service

NB: A teacher has to receive the training once only

The desired outcome of Teacher National Service Training programs is:

- Promotion of Teachers Unity
- Developing a teacher dedicated to education, sciences and humanity
- Developing a teacher who takes responsibility for his/her own development and the development of his society

The unit also monitors and evaluates the activities of Teacher's cooperatives

ANNEX

GIRINKA PROJECT

IFISHI YUZUZWA N'ABARIMU BITEGUYE KUGABIRWA INKA NA REB

I. UMWIRONDORO:

1. Amazina yombi
2. Imyakay'amavuko.....
3. Irangamimerere: ingaragu/ yarashatse
4. Telefoni igendanwa.....
5. Umudugudu
6. Akagali.....
7. umurenge
8. Akarere
9. Intara

II. UBUSHOBOZI AFITE

1. Asanzwe yorora inka : yego/oya
2. Afite isambu yo guteramo ubwatsi bw'inika: yego /oya
3. Yubatse ikiraro cyo kwororeramo inka: yego/oya
4. Afite uzamufasha kwita ku nka ye: yego/oya
5. Yemera ko inka ye nibyara azoroza undi mwarimu inyana ya mbere: yego/ oya
6. Yemera ko nafata nabi inka ye azayamburwa igahabwa undi mwarimu: yego/oya

III. IBIREBA UMWUGA WE

1. Urwego rw'impamyi bushobozi afite:
2. Imyaka amaze mu kazi:
3. Ikigo cy'ishuri yigishamo:
4. Yigisha ku ishuri ribanza/ ryisumbuye
5. Ibikorwa by'indashyikirwa yakoze:
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.....

6. **Ubutumwa bugenewe REB muri iki gikorwa cyo kugabira abarimu:**
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.....
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Telephone igendanwa:

Umukono: