

# 25 YEARS OF RWANDA TEACHER EDUCATION REFORM AND DEVELOPMENT TO PROMOTE A MORE RESILIENT ECONOMIC GROWTH

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**Abstract:** talking about any country's development, education is heard as its main pillar to promote it. Currently, Rwanda education in general is passing through several reforms of reconstruction and development addressing the effects of Tutsi genocide of 1994. Within this experience, it is facing so many challenges. Rwanda teacher education is also typically exposed under pressure of such reforms in order to boost a more qualitative and quantitative education which is expected as the main key to bring a competent Rwanda to the marketplace. This literature review first observes the background of Rwanda prior history which capped it for a long time, its revival and vision through the strong capacity building of teacher training colleges to train more qualified professional teachers who will train and produce talented citizens to serve the country effectively in all domains. For sustainable solution, the author tackles the role of main change agencies of education and recommends the government's needs to firm education by enabling the system which involves every change agency for collaboration. the knowledge transfer system is also suggested to contribute more on Rwanda teacher education. the writer concludes by calling upon all related education stakeholders for solicitude of Rwanda education grassroots, since the more education improved the more developed the country becomes.

**Key words:** Rwanda teacher education, reform and development, change agency, qualified professionals, qualitative and quantitative education.

## 1. INTRODUCTION TO RWANDA

### A brief background of formal education in Rwanda

The east African small landlocked country also known as the country of thousand hills because of its geographical structure with 26,338 km<sup>2</sup> of area, the country which is one of the most African overpopulated countries with 12.6 million (Worldometers, 2019) <sup>[1]</sup>. Currently, Rwanda economy is growing rapidly, since according to the world bank report (2019), Rwanda's economy is growing so fast as it expanded at 8.6% in 2018, and that it is one of the countries with the highest GDP growth rate, with a per capita GDP of 774\$ dollars from 227\$ in 1995 year <sup>[2][3]</sup>. This is unbelievable upturn as the country which passed through a holocaust that destructed it a few years ago during the 1994 Tutsi genocide, that killed approximately 1 million people within 100 days and scrambled almost all fundamental properties including its infrastructure, human capitals, etc. At the moment, it is a green shining peaceful land as according to the Jones around the world report, Rwanda is considered as one of the safest countries to live, travel and trade in the world <sup>[4]</sup>. To aim higher, qualitative and quantitative education is the most reliable key to attain.

Rwanda is one of early formal education countries, as its formal education was elaborated by European colonizers, as the history tells Rwanda is sequenced into three main periods including Rwanda pre-colonial, colonial and post-colonial or after independence. In pre-colonial period, education was not yet formal but also oral; spread generation by generation. Actually, Rwanda was colonized by a couple of European countries successively including Germany 1884 to 1892 and later Belgium from 1892 to 1961. Rwanda communicatively uses four official languages in total; including its first and national language Kinyarwanda, with Kiswahili as a regional language and French, English as foreign languages.

By, colonization period, Rwanda received a formal education brought by colonizers together with Burundi and Zaire current Democratic Republic Congo as the colonies of Belgium. French was used as the language of instruction until 2009 year when Rwanda education shifted to anglophone system.<sup>[5]</sup> Shortly, Rwanda education background is processed as follow: mostly, any country's education background is built on its history. Rwanda was in the group with Congo and Burundi as east African countries under the colonization of Belgium, formal education was started by European missionary's incursion in late of 19 century or early 20 century. As stated by Timothy P. Williams <sup>[6]</sup> Formal education was introduced during the period when Rwanda was under German (1898–1916) and Belgian (1916– 1962) colonial occupation. While Pierre Enry says <sup>[7]</sup> during 1924 Frank, the minister in charge of colonies started to align the school education in Rwanda basing on the neighboring country Congo where they introduced it a little earlier. Generally, Rwanda history which also represents its formal education background can be represented into four main sequences including: period before 1900 considered as precolonial period, 1900 to 1962 considered as colonial period, 1962 to 1994 considered as post-colonial period, 1994 to 2019 after genocide.

**During the first stage of precolonial period** of Rwanda, according to Sarah Warshauer Freedman showing Rwanda history of education, <sup>[8]</sup> It is shown that Rwanda existed long before European colonization. It had its political and socio-economic organization; its culture and customs and it was a sovereign nation. During this period, Education in Rwanda was informal and delivered largely through the families and national organized centers. There, the courses content was covering the social domains in a traditional life habit including the military and war skills, iron smith and foundry, poetry, basket making, etc. The content was only combining knowledge of that generation's domestic life. Rwanda was eagerly a little late to have an access on classic formal education.

Later, as Hoben (1989) cited in Tim P. Williams, says: Europeans reached the country of thousand hills, they aimed to accomplish their ambitions through cooperation with Rwanda's Royal Court, which was comprised of a small group of elites who held the designation of 'Tutsi.' However, by this time, schooling was basically a Church-led enterprise and even exclusive as only a few children were able to get access of formal education. This was still European-style education particularly to be only given to children of elites, while other children from the poor rural peasantry were typically provided education for religious conversion, which was not enough to help anyone to reject their role in the existing social hierarchy.

**As the colonial era came**, colonizers' leadership style in order to meet their goals; as the county where people were united with common culture, language and beliefs they adapted "divide and rule power"; the system that divided Rwandan society into three tribes: **Tutsi, Hutu** and **Twa**. These tribes were used as a paramount key for the

ruling people by separating them into levels and prospering some while others are excluded or marginalized from social services including education. As Baptiste says; before 1950s Tutsi people were enthroned and later on Hutu majority people vis-versa despite this exchange happened by force through violence. Later, Hutu were pushed to become the leaders of the society too. In 1959, the pressing of coming on the throne caused domestic violence which lead to the number of Tutsi people cross the border into neighboring countries for exile stay. Hence, many were in northern country Uganda where reorganized and later came back to liberate the country. <sup>[9]</sup>

**By the end of the colonial era**, formal education was increasing expectedly to be the way through which social stability and development might be attained. Besides, the more education was increasing the more ethnicity was applied among population in accessing unequal opportunities of the same country even in education, thus it was like building a castle on the sand. Normally it is believed that the mutuality between education and society is coherent; education is there for the society to make it united and developed and vice versa; the more stable and developed one becomes the other too. This is shown in the world bank initiative to invest in education from years ago, proving that the development of nations could be relied on education, as a result during 1962 economic status of sub-Saharan countries was remarked low since the number of educated population was still low.<sup>[10]</sup> As stated by Carney cited in T. Williams, is that one of the factors that contributed to a Hutu-led revolutionary movement which lead to Rwanda's 1962 independence, is unequal access to education. The exclusion and division in education is an automatic factor for the majority of poverty-stricken Rwandans. Education wretchedly contributed to a structural violence instead of contributing to the citizens welfare, this is a misdirection of education's aim.

**The independent period** the first Republic of Rwanda, headed by President Grégoire Kayibanda, the period in which the government had tried to expand educational opportunities at the primary level of education assuming an organization and stability. Moreover, the government made a constitution of 1962 that brought out the amelioration of education status in terms of equality in education without any distinction of race, region, origin, gender and so on, and as the schooling was in expansion from basic education, even the first public university was getting birth in 1963 (Université National du Rwanda). The government that lasted until 1973 with a military coup that led Habyarimana Juvénal as President of the Second Republic (1973–1994). There is a kind of a rotating revenge since as Obura (2003) cited in Tim Williams (2018) shows, within the two Republics, ethnic and regional identification kept on being used as trump cards for admission to secondary school, that is effective to examination performance. For instance, the subjective strategy of not publishing results yet promote students basing not only on performance but also on other different biases like ethnicity, and regional of origin was used as a tool of education promotion management which is against the main purpose of education. The internal conflicts ended up by the exiled group which reorganized into Rwanda Patriotic Front led by Paul Kagame; the current Rwanda president to liberate the country and get exiled people back home. This climax took a place as triggered by civil war started in 1990 and finally to a Tutsi genocide of 1994, which followed by flowing of much blood, loss of lives, loss of human capitals, infrastructures: government buildings, businesses, agriculture, transportation systems and schools were destroyed and many people exiled again; education sector also scrambled down. The report of the ministry of education confirms that two third of school infrastructure were terribly damaged; around 75% of all public sector employees

(including teachers) were either killed or missing; and an estimated of 50 to 70 per cent of the remaining primary and secondary teachers were not qualified for their positions.<sup>[11]</sup>

The main purpose of this paper is to tackle the great role or impact of teacher education development to train qualified teachers as the main change agency to the country development in relation with other tremendous change agencies to make the firm achievement of development in the country rather than raising one side while others are not much commonly involved.

## 2. The process of teacher education construction development and the main characteristics

Post genocide period; 1994 up to date, education sector started its journey to rebuild and develop itself and the society as well. It is the period manifested by fundamental reforms to overcome genocide related effects, such as citizens unity and reconciliation for making stable and organized nation, development agenda based on vision 2020 & EDPRS, security in the country and in the region, expanding the trade and Socio-economic development as a result, Rwanda joined the east african community (EAC) and Commonwealth organisation. The stated goal of Vision 2020 was to create a set of conditions for Rwanda to become a middle-income country by the year 2020. The aims were premised on distancing the country from a legacy marked by ethnic division, conflicts over scarce natural resources, social inequalities, and limited opportunities for social mobility. The importance of children's education is core to the aim of Vision 2020 to develop a skilled labor force, improve literacy, promote gender equality, and foster social cohesion among all Rwandans (MINEDUC, 2010).<sup>[12]</sup>

However, this is a typical education challenge to Rwanda; as counted Approximately 75% of all public sector employees, including teachers, were either killed, fled the country as refugees, or went missing. In other words, an estimated 50–70% of the teachers left were underqualified (MINEDUC, 1997). After 1994 as stated by Mazrui 1995 cited in Timothy P Williams (2017) Rwanda was considered to be a failed state.<sup>[13]</sup> There were both a shortage on students' enrolment and even teachers to manage classes. Thus, the focus was also on human capital rebuilding and increasing enrolment rates. It is an inconceivable situation for Rwanda basic education on how to run education with such gaps even shortage of teachers; this time education is under risk like a flock rolling in desert without a pastor. As a result, by 1996 policy makers in the ministry of education started a rebuild process by coming up with an introduction of 6years for primary, 3years for lower secondary, and 3 years for upper secondary education, where Kinyarwanda was the language of teaching up to lower secondary, while in upper secondary changed to French. Rwanda's new government main vision is creating a citizen with a 'developing mind' to transform the country, in the sense that for lifting all Rwandans out of poverty and from a subsistence-based agricultural economy to a knowledge-based, market-oriented society expanding access to education for all is assuredly.

In 2003 under new education policy, Rwanda introduced fee-free schooling for 9 Years Basic Education (9YBE); including primary six years and lower secondary three years. Later, between 2008 and 2010, there was an effort to stimulate Rwanda's integration with the East African Community (EAC) and commonwealth countries, where many members use English as their medium of instruction, for that English was also adopted as the national teaching

language. an introduction of basic education policies that made ordinary and advanced secondary education (O-Level and A-Level) an entitlement rather than one based solely upon merit or financial capacity (MINEDUC, 2011) In 2016, basic education curriculum was also revised and changed where knowledge-based was shifted into competence based curriculum; such kinds of several reforms that were rolling practitioners at the field especially teachers and students, most are happening in every short period of time that when the previous policy was not yet stable another comes up while there is no even enough readiness on this and that side. The tremendous situation is expected to always happen for reasons that education is a field where can't escape changes but it's the special case in Rwanda since it is obvious that the country had a long dark period while others were in development race; as a Rwandan proverb says "*aho imbwa yakererewe ihariha kwiruka*" (the distance where a dog is late costs it with running). Education practitioners should understand and get mentally ready that this is unavoidable in their daily routine.

According to Ryan Streeter, et al 2008 year, in education career, Rwanda faces a shortage of adequately trained professionals for critical fields in the emerging economy that the president Kagame and investors hope to build.<sup>[14]</sup> While the government leaders are working hard to develop nation to focus upon expanding export industries to foster international trade, it is also important to develop domestic markets so that opportunity expands at home as well. Rwanda's problem is that it has a serious shortage of skilled workers in sectors of the economy necessary for Rwanda's continued overall growth. Clearly, any shortage of capability or unprofessionalism on the marketplace is obviously attributed as the blame to education poor production. It is excusable that as explained, Rwanda teacher education was also scrambled, consequently Rwanda needs to make a standard and professional teacher education to handle the cultivation of skillful talented people for the society development.

Within the process of education sector establishment and reconstruction, as other countries after getting formal education given by European colonizers, Rwanda was striving to make it more standard, and qualitative but as mentioned that education was established by 1900 by colonial religious members, it took time for the government to establish its own education which would serve the society not only in religion sectors but also every social life domain requirements. As said by Anna E. Richert sited in John Loughran and Tom Russell(2003) about teaching teachers for the challenge of change <sup>[15]</sup> they say that in education setting is where easily to meet subsequent changes and reforms; for that Policy- makers interested in extending the teacher's role to include participating in school reform, and managing the school's academic agenda, add to the knowledge- requirements list issues of school governance, conflict resolution, community building, etc. In other words, the implication of education change is always for the sake of quality, make the process of teaching and learning more happier and easier to both teachers and learners thus which bear fruits and products. For that, at any teacher training institution, student-teachers are trained to teach their favorite subject matter and get fundamental skills and principles about this career, but their trainers should also add some lessons to prepare them for change challenge as they will always face such circumstance.

For the sake of adequate education in Rwanda, the establishment and reforms of education sector were mainly tackling the foundation and development of teacher education into two levels; teacher training college to train primary school teachers and college of education to train secondary schools' teachers.

One of the main deficiencies for Rwanda education was reconstruction of competent teacher training colleges to empower teachers' standard capacity.

## 2. 1 Primary teacher training center foundation and development

### First stage 1960-1994

As Jean Baptiste Ndagijimana says for the Rwanda government to aim the sustainable basic education higher, there must be the great contribution in foundation of teachers training Colleges. <sup>[16]</sup> As a result, in 1960 with the help of Belgium religious congregation, Rwanda education system started with some primary teachers training centers under the name of Ecoles Normales Primaires (Normal Primary School); schools which were following Belgium education system. After independence These schools also passed through development, challenges and reform which took place in the year of 1979 that it was requested to make two kinds of these schools as the mentioned above Normal Primary School reserved to train teachers who would teach only primary school students and on the other hand there were needed to think of post primary schools where students used to study professional or technical subjects as well as basic skills in construction, cooking, masonry, etc. that's why the foundation of Normal Technics Schools (Ecole Normal Techniques) were also formed. Moreover, the reconstruction of these currently known as TTCs Teacher Training Colleges is mentioned with their good impact to Rwanda primary schooling despite of the number of present qualified professional primary teachers which is not yet a hundred percent. <sup>[17]</sup>

### Second stage 1995-2019

As mentioned by the Rwanda ministry of education with the report on achieved educational goals that was presented in 2006 year, it shows how much quantitatively the education status progressed for instance the increment of enrolment where the number of primary students risen from 942729 in the year 1994 to 2019991(214%) in the year 2006 while the number of secondary students also increased from 50100 in 1994year to 239629(478%) in 2006 year and higher education students increased from 3518 in 1994 year to 37000 in 2006 year. <sup>[18]</sup>In short, the education sector manifested a high rate of improvement on both teachers side and students side including infrastructure reconstruction; The new system from 1995 struggled to overcome so many challenges that were major limitations of education like class sizes, high number of repetition rate, the enrolment rate which was 95% to make it 100% and more, some people were not able to fully complete their primary studies as the rate was 52.4% in 2006 year which was risen to 107% in 2015 year, the completion of lower secondary studies rate was also low at 24% that was increased to 69% in 2015 year. The other point that was also on the top to be tackled was also dropout rate which was reduced from 14% in 2004 to 2% in 2006year.

Obviously, as the plan of vision 2020 target to bust the development of the country, it acknowledged that the human resources owned by a country are very vital and central to its development efforts. Besides, since Rwanda as a developing country while its population is not completely educated, the vision 2020 pillars highlight that education as a key in transformation of the country into a middle country income by 2020 it is for this reason that the great number of the population is supposed to be able to read and write and have diverse professional and technical skills. In that way, teachers are expected to be sufficiently and competitively trained so that they provide their help in

cultivating skilled young people who can serve in each and every domain. Besides, this was happening while teachers' profile in Rwanda was still lacking; as stated by Treagent & Earnest (2001) cited in Wathigo Joseph Manje (2007) <sup>[19]</sup> the comparison of Rwanda teachers' profile before 1994 and after 1994 shows that there was both lack of qualification and lack of experience. They mention that in 1994 the number of qualified teachers fell down from 60% to 33% meaning that as one genocide consequences on Rwanda teacher education, after it the big number of teachers were young and not qualified. So, the above increasing of enrolment and improvement of primary education was automatically to be followed by a high demand of sufficient number of qualified professional teachers to be used to achieve those targets. The government of Rwanda and ministry of education stepped forward to improve and maintain teacher training centers which were few and not highly standard as required at that time. During 1998, primary normal schools were given a new name of Teacher Training center (TTC). These schools were working under the management of ministry of education commonly as other secondary schools to provide lessons and awards of advanced secondary school's options. For the improvement of qualitative education provided in TTCs and for the sake of more qualified pre/primary teachers, the ministry of education decided to expand the role of University of Rwanda College of Education towards all teacher training institutions including TTCs as a result since 2007 year, University of Rwanda College of Education (UR-CE) department of Early childhood and primary education started managing TTCs programs<sup>[20]</sup>.

By the year 2009 while Rwanda education was shifting from francophone to anglophone system, for any education change immediately requires normal schools to cope up with the new policy by including lessons that make preservice teachers updated. As a result, at that time TTCs not only changed the language of instruction but also came up to options choice system. The distinguishing feature in this new system comparing to the previous one is that, students were given the opportunity to choose favorite options that they will teach after graduation; including Teaching Modern Languages (TML), Teaching Social Studies (TSS) and Teaching Science and Mathematics (TSM) while the previous ones used to train teachers who will teach all lessons of primary schools. Later, 2013 University of Rwanda college of education also recognized the Early Childhood/ preschool education as a key foundation of education to young kids which shapes young kids to their future education and opened this new major among its programs. For that, TTCs also gained it as a new option to prepare teachers who are professionally able to teach preschool students. At the moment, the number of TTCs across the country was also increased to 16 TTCs in total. These trainings are playing a great role in Rwanda basic education especially preschool and primary schools since now they are providing enough professional teachers which makes sense that the basic education quality is getting improved too. Actually, students to join TTCs need to first complete their three years of ordinary level of secondary school then pass a national examination provided by the Rwanda Education board which allows them to select one of TTCs majors, then get trained with three years as advanced secondary education studies finally at the end of studies the University of Rwanda College of Education provides an exam, then marks them then awards certificate of primary teaching (A2).

Besides, the structure has a good vision and the government is trying to make it more qualitative and quantitative but still domestic education researchers find some difficulties in those teacher training centers which hamper their performance for final exams' result and obviously might have impact when they are deployed in their job. The

raised problems are like limited laboratories and libraries, lack of adequate infrastructure and materials to help students' learning, some teachers who are not fully competent for methodology and so on. All in all, as education is the main supporter of modernization there is a tangible impact of TTCs in promoting Rwanda social economic development, peace and tolerance as the country where ethnicity played a role in 1994 genocide.

## 2.2 Secondary Teacher Training College Foundation and development

As mentioned by UNESCO in the report about Rwanda education and reform it is mentioned that when the national university of Rwanda started in 1963 had a few numbers of majors but education not included.<sup>[21]</sup> There were only medicine, sciences, laws, languages, economics and social sciences. Around 1975/1976 year under the help of UNICEF and UNPD they opened a national pedagogic institution which would train qualified professional teachers who would embark education sector in Rwanda. At the beginning, within three years of training graduates would get an award of qualified teachers to teach in secondary schools. Those student teachers were of the same status with National University of Rwanda. Before 1998 there were no specific institutions to train teachers that in 1999 the government had initially started its operation as Kigali Institute of Education (KIE), a few years after the horrible 1994 genocide against the Tutsi. The institution started by enrolling a little number of enrolments depending on its capacity, until it was expanded and reached thousands of students. Actually, this institution was training teachers to get a bachelors' degree level (A<sub>0</sub>) in several majors like arts and languages education, science education, business, economics and human studies education and primary education.

### 2.2.1 Creation of affiliated institution

In 2007, with the decision of the Cabinet Meeting this institution created two colleges affiliated to it; Rukara College of Education and Kavumu College of Education both offering academic program of Diploma Level got after two years (A<sub>1</sub>). As Rwanda basic education was under implementation of education for all and nine years basic of education which later was expanded to twelve years of education, these affiliated institutions started their operations in 2008, with the mission to train and produce qualified teachers needed for the effective above implementation. Rukara offered Social sciences and Humanities with Education while Kavumu was sciences-based. The cooperation of these institutions was so crucial as it was planned to produce teachers at the level of teaching in middle school (ordinary level) while their mother institution was producing the qualified teachers to teacher advanced secondary schools.

### 2.2.2 Merger of Rukara and Kavumu Colleges of Education

Unite is strength, Following the decision of Cabinet Meeting of 2010, decided to combine these two affiliated colleges to make "Rwanda Teacher's College", always affiliated to Kigali Institute of Education, and hosted at Rukara Campus. However, the implementation of this decision required putting in place necessary facilities to enable the institution to operate more optimally. This didn't last long as in 2014 the reform and improvement of public higher education Rwanda also came to make all public universities and institutions in one university named



university of Rwanda, then those former universities and institutions became its colleges. As the country which is in the speed race of development which causes education sector in general to rotate in reforms, the teacher education schools face too! It is in that way, currently with the university of Rwanda college of education is no longer expanded but already combined in one to make it one of university of Rwanda colleges. However, it is expected that the combination of all public universities and institutions in a single university as the unity to make strength, but some researchers still doubt on the home competition which is like closed and undoubtedly difficult to compete regionally and internationally.

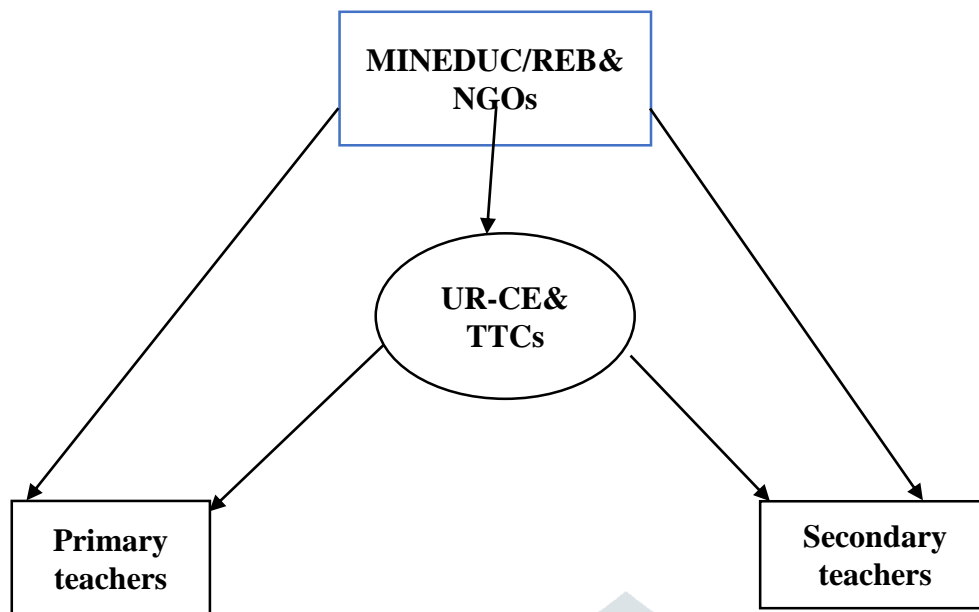
### 2.2.3 The role of DTP Program of URCE to promote unqualified teachers' competence

This program known as DTP (**Distance Training Program**) as shown by Gerard Nizeyimana Et al,<sup>[22]</sup> started in 2001 at UR-CE former Kigali Institute of Education, with ten learning centers grouped into four regional administration centers. The DTP students are fulltime employed secondary school unqualified teachers. Every month, a residential weekend tutorial is organized at the ten DTP learning centers to allow students to meet with Subject Tutors. Students study through self-instructional materials module with other academic support such as tutoring, face to face schedule, etc. this is a program started by the institute of education to help unqualified teachers to get professional skills so that they continue to serve a more qualitative education. This also provided much interest on the country to make this teacher for their self-legacy on service and it reduced the number of unprofessionalism rate in Rwanda education sector.

### 3. Rwanda education settings with its vision and challenges

As Kenneth Zeichner proposes some of the main settings that teachers are to be taught, despite of their competency and standard which still need to be improved for producing more qualitative and professional teachers but Rwanda teacher education during this reviving era, tried to construct their accessibility <sup>[23]</sup>. On the top it is expected that the existence of teacher education is in normal schools or teacher education institutions by advantage that preservice teachers are given a chance to meet the real classroom situation practice and get aware of its management before being exposed to the internship as well as job after his graduation. Secondly, he also tackles on the link between class and community; as teachers are not facilitators of teaching and learning process but also maintainers of community culture and customs of the community, there might also organized field studies for preservice teachers to get access and involved in the community services as the learning process will not only end in classes. Besides, during preservice preparation and also already in-service a good teacher always needs to learner something that's why through professional education programs both teachers will always need to have its access for increasing their professional potential. In short, teachers are at the same time learners; for that with the development of ICT and technology online learning environment is also required to have a daily access of information since it is so crucial for teachers to be always up to date. Therefore, Rwanda teachers are certainly required to have an access of internet and smartphones or computers at their hands to stay in touch with modern education.

**The diagram below shows the top one setting of Rwanda teacher education for both preservice and in-service for improving their career professionalism or qualification;**



Both **MINEDUC/REB & NGOs** (Ministry of Education under Rwanda Education Board as the main coordinator of Rwanda education with Non-Government organization) are the main departments on the top which provide professional programs and trainings to help teachers to acquire new or improve their teaching skills.

UR-CE & TTCs University of Rwanda-College of education and Teacher Training centers are also schools which train basically preservice primary and secondary teachers but also provide trainings for private candidates for open, distance and eLearning programs for those who are interested in education career. Moreover, affiliated teachers in services are eventually scheduled related trainings accordingly. There is a cooperation among those departments and the government in order to improve Rwanda teacher education standard.

#### 4. Conclusion and recommendation

##### 4.1 The meaning and impact of knowledge transfer to education development

Basically, Wisdom can't be harnessed from within, it's as the matter or fact that international relation and cooperation play a crucial also in teaching and learning within one another. In fact, Rwanda foreign and international cooperation was expanded. For instance, Rwanda-China relation is currently so harmonious including education cooperation. Izabella Goikman (2010) explaining the impact of Soviet-Chinese academic interactions in the 1950s, it is remarked that as China economy and development was lower than soviet union, the openness of close academic interaction by sending Chinese people to study abroad there was successful and later china took initiative to become a source of knowledge transfer and exchange to numerous developing countries. Probably, Rwanda teacher education will also learn much from China as the history shows that there are various similarities of both countries including genocide, colonization, poverty, and so on but now China proved the entire world that any country by well-planned education and cultivation of talented citizens can raise itself up. Now, China is educating Rwandans with various domains hopefully who will heighten more to the motherland if well managed.

#### 4.2 The longing of complementarity of educational change agentries in Rwanda education

Lin Goodwin proving the arguments on the question about who teaches and who should teach; he emphasizes on qualification and capability of someone to be effective in meeting **students** daily needs to raise their acquisition of skills. But on the other hand, he tries to show the connectivity of other important members in education as well as from **parents**, who send their children to school, to **policymakers** who shape the structure, state, and any other funding members of the education. <sup>[24]</sup> Obviously, the concern is on more than a single member to raise education, in case one of those **practitioners** is weak others will suffer from poor service and product. Although, a **teacher** is considered as a central skilled occupant in the educational enterprise to directly interact with other members but cannot serve alone. Michael Fullan (1993) <sup>[25]</sup> says that in the society to cope with the change for development doing help produces greater capacity. Though they contribute much in education, but within the society that needs change educators cannot do the task alone. He stresses the individualism and collaboration of all related education **practitioners** as **change agentries**. On this case, my concern is on the point that most of developing countries public basic education competence is criticized to be low; on my view, parent's awareness of education seems to be limited including in Rwanda especially rural families. Fullan shows that one of the reasons causing public education performance to remain low is insufficient fund; in addition, in poor areas where family social economic status is low will affect their contribution to education. Parents' gap rooted from low economy status, lack of basic education to help their kids to perform in their studies, and terribly still produce many children. It is inconceivable how families may produce many children to be cared only by school education while the family support is almost hollow. There could be a serious policy on limitation production so that students be cared and supported by parents. Moreover, community-based formation on parents' contribution in education is also needed to let them get aware of their duty. It is pitiful to the country education policy makers and government trying their best to improve education quality while on the other side the population growth speed is too high especially among low social economic status families. China rest president Deng Xiao Ping is of a good example, as shown by Tian Xue Yuan (2010) <sup>[26]</sup>, during 1979 to 1980 when china was striving to transforming from agricultural into an industrial country, the speed of population growth, poverty and famine was the main bottleneck of the development. The government came up with strategies and one of them was the policy of "one couple one child" where the policy had a supportive slogan "one is not few, two is right, three is to many". There was rewards and fines addressing to this policy which was proved that it had a great impact on China development.

Actually, the significance or sense of qualitative Education is still a welcome debate everywhere even among developed countries. According to Ralph W. Tyler <sup>[27]</sup>, clearly explains the main role of education objective, its attainability to the complexity of life as its credible adjustment key. He says that as life is always in change; the more complex it becomes the more education efforts and objectives critical become. Therefore, Rwanda as one of young education country but with the fastest speed of development, this unlimited journey needs much effort, funds, and skills for education stakeholders and practitioners to always catch up to aim higher; that's why investing in teacher education to make a capacity building and expertise among teachers to provide talented citizens is meaningful. Meanwhile, on the entire world a great number of people trust in private schools to provide more qualitative education than public, it is a little different in Rwanda teacher education and even public higher

education since the public teacher education quality is obviously higher. However, for the basic education (primary and secondary education) the situation is opposite as private schools are a little qualitative. There is a need to revive basic education from its bottom. Otherwise, I'm doubtful that the future candidates from public basic education to join higher education or teacher education will not be able to attain the requirements. Hence, according to Michael Barber cited in Michael Fullan (2003)<sup>[28]</sup> by urging the government of England, he is also pitiful on some children from poor families whose number is often many than those from rich ones, yet if rich families tend to prefer and invest in private education than public. In case, this continues at its rate, there will be a big social disparity among a particular society where a little number will be with high potential while a great number of people are not. As shown by fortune of Africa under the research on prevailing challenges facing Rwanda education sector as detailed<sup>[29]</sup> for instance, limited implementation and monitoring capacity more especially at institutional level, lack of an orientation policy and weak implementation capacity, inadequate quantitative and qualitative infrastructure and teaching/instructional materials, limited funding by government in education sector, in spite of efforts made in recent years to increase budget allocations to this sector, limited qualified staff i.e. inadequate qualification of teachers in STE because there are few trained teachers to teach science and technology, challenges related to the transition to English as the language of instruction, education system not well tailored to the labor market needs, inadequate provision of special needs education facilities and training for children with disabilities, difficult conditions of teaching and learning because some schools are located in remote areas. Simply saying, Rwanda public education under the management and fund of the government is big challenge for the government handle for instance the number of students to be supported, fundamental education facilities, academic management of educators with their payments. It is advised to the state to call upon parents to be much involved for their kids' education; this seems to be still a long journey as the great number are still not educated and living in countryside.

By concluding, the research initiative was to show the impact and the great that was done to renew and revive Rwanda teacher education for holistic education purpose, but on the other hand the community members especially students' parents seem to be not much involved while they are also change agencies. I call upon the government's policy makers to create a channel that will allow each and every one to contribute in education otherwise it will remain the burden to professional educators while the individualism and collaboration must co-exist in education career. Therefore, the society will be more developed relying on young people who can think, decisive and ambitious teachers, administrators who are effective advocates for learning, and school boards and parents who are active knowledgeable participants in the education process. secondly, dropping more consideration and effort into basic education to support the great number of people who will be relied on to raise the country up is another crucial model. Education needs to be more qualitative from bottom to top, yet basic education should be much cared and considered as the foundation by empowering preschool education that will enable every kid to receive his fundamental knowledge. Thirdly, since teachers are the main agents of country development, as the country counts 16 teacher training centers that train teachers for primary schools under university of Rwanda college of education that trains teachers for secondary school; there is still needed much effort and revision on majors and faculties provided to increase those which will enable students to develop talents and skills to serve the community. Besides, revising and follow up teachers' daily challenges; both in-service and preservice teachers for their duties'

performance is also a crucial point otherwise they are rolling in endless trouble. Specifically for preservice teachers, to increase their opportunity at the marketplace; as joblessness rate is increasing day by day, as advised by Ron McGowan, most colleges and universities need to include Career counselling in their curriculum since this is a new era where graduates should get capacity building in their followed majors without forgetting other skills or training that may support them to make other life when they are not employed <sup>[30]</sup>. This is also a supportive way for them when get in-service, teachers that can use it to create other income sources to develop themselves.

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