



EDUCATION PROGRAM GUIDE

2024-2029

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Abstract

Vision Jeunesse Nouvelle Education Program Guidebook serves as a comprehensive resource encompassing a diverse array of educational initiatives and programs aimed at enriching lives and transforming communities. This guidebook delves into various facets of our mission, including Vision Jeunesse Nouvelle Vocational Training Center (VTC), which equips individuals with practical skills for sustainable livelihoods. It also explores our commitment to literacy and numeracy through alphabetization programs, ensuring that foundational education reaches all members of society.

Additionally, this guidebook highlights our dedication to spiritual growth and community engagement through Evangelization via the youth choir "Intama za Yezu," fostering a sense of unity and purpose among youth. It addresses our efforts to support children with disabilities, particularly those who are deaf and dumb, providing specialized education and care tailored to their unique needs. Moreover, it discusses our outreach initiatives to rehabilitate and reintegrate street children into society, offering them opportunities for education, protection, and a brighter future.

Through these multifaceted programs, Vision Jeunesse Nouvelle Education Program endeavors to empower individuals, strengthen communities, and promote sustainable development rooted in education, compassion, and inclusivity.

PART A

BACKGROUND OF VISION JEUNESSE NOUVELLE

The organization “Vision Jeunesse Nouvelle” (VJN) is a national non-governmental organization. It was created in 2002 by the Congregation of the Brothers of Christian Instruction (FIC), at the instigation of Brother Gabriel LAUZON, after having consulted the Bishop of the Diocese of NYUNDO, Mgr Alexis HABİYAMBERE, S.J, and the Parish Priest of Gisenyi, Father Epimaque MAKUZA and some lay people.

Since the foundation of Vision Jeunesse Nouvelle, the FIC Congregation has provided significant financial and human resources. Vision Jeunesse Nouvelle is a work of the Congregation of the FIC and its partners which extends the educational work of the FIC and wishes to bear the same characteristics in the reality of Rwanda today.

The first Statutes of this organization were drafted in accordance with the provisions of Law No. 20/2000 of 26/07/2000 relating to non-profit associations.

The General Assembly of Vision Jeunesse Nouvelle in its ordinary session of March 5, 2013, decided to harmonize its statutes in accordance with the provisions of Law No. 04/2012 of 02/17/2012 on the organization and functioning of Non-Governmental Organizations national.

In accordance with article 32 of the Statutes amended on March 05, 2013, new revised Statutes of Vision Jeunesse Nouvelle were adopted by the General Assembly of December 03, 2022.

1. Mission and Vision of the organization

Vision

A renewed, dynamic, productive population, in good physical, moral and spiritual health, for a better future for the country.

Mission

Develop the talents and capacities of the population for the promotion of human and spiritual values with a view to their involvement in the process of sustainable development

Objectives

The mission of the organization will be achieved through the following objectives

1. Contribute to public awareness on the prevention of HIV/AIDS, sexually transmitted diseases, nutritional diseases and other pandemics.
2. Detect and promote the talents of young people in the sports, cultural, artistic and technological fields
3. Contribute to improving the lives of vulnerable people (unaccompanied children, people living with disabilities, young mothers, widows, the elderly and refugees) to help them integrate harmoniously into society.
4. Promote human rights, unity building, peace and reconciliation activities.
5. Combat poverty among disadvantaged youth and adults through microfinance, cooperatives and income-generating activities.
6. Decrease the unemployment rate through vocational training, literacy, entrepreneurship, service delivery and other means.
7. Promote the human and spiritual values of the population
8. Educate the population about health, nutrition, environment, reading and writing

EDUCATION PROGRAM

2. Program Background

Rwanda, often referred to as the "Land of a Thousand Hills," has made significant strides in rebuilding and developing its education system following the 1994 genocide against the Tutsi. The genocide left the country devastated, with widespread loss of life, destruction of infrastructure, and a generation of children deprived of education. In the aftermath, the Rwandan government and various international partners focused on rebuilding the education sector as a crucial part of national recovery and long-term development.

The Rwandan government has prioritized education as one of the key pillars of its Vision 2020 and Vision 2050 development plans, recognizing that access to quality education is essential for socio-economic growth, peacebuilding, and national unity. The country adopted a policy of universal primary education, which has significantly increased enrolment rates. Rwanda also made remarkable progress in promoting gender equality in education, with a focus on ensuring that girls and women have equal opportunities to access and complete education at all levels.

Despite these advancements, significant challenges remain. While primary school enrolment rates have increased, the quality of education is still a concern due to overcrowded classrooms, insufficient teaching materials, and inadequate infrastructure, particularly in rural areas. Moreover, the transition from primary to secondary education and from secondary to higher education remains a challenge, with many students facing financial barriers or struggling with the quality of education provided.

In response, the Rwandan government, in partnership with various non-governmental organizations (NGOs) and international agencies, continues to invest in educational reforms, teacher training, the development of curriculum, and the expansion of vocational and technical education. The introduction of ICT in education is also a significant step toward modernizing the system and bridging the gap between urban and rural education.

Rwanda's education program now aims to address both the quality and inclusivity of education, ensuring that it caters to the diverse needs of its population, including children from marginalized and vulnerable groups, such as those with disabilities, children affected by poverty, and those living in conflict-affected areas. These efforts are central to Rwanda's commitment to achieving the United Nations Sustainable Development Goal 4: to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

In 2010, Vision Jeunesse Nouvelle (VJN) Rugerero was in its second year of operation. Initially established as a branch of VJN Gisenyi, VJN Rugerero continued the organization's mission to support street youth and other vulnerable populations. Education program had originally been based at VJN Gisenyi working with 15 literacy sites in Gisenyi, Nyamyumba, Rugerero, Nyundo, Rubavu and Cyanzarwe sectors of Rubavu districts, before moving to Rugerero due to the expansion of the Cultural Center at Gisenyi, which had taken on numerous activities. This move provided education program with a dedicated space, allowing it to focus on delivering crucial educational services. The program specifically catered to young people with deaf impairment, offering them regular schooling and the support needed to ensure their success.

In the early days of Vision Jeunesse Nouvelle (VJN) VTC, the primary vocational training courses included:

3. Welding
4. Architecture
5. Welding
6. Hairdressing
7. Automobile Mechanics
8. Arts

I. Objectives of the program

Main objective:

To provide accessible, high-quality education and skills training to communities, empowering individuals with knowledge and resources that promote personal development, social inclusion, and sustainable livelihoods, while fostering a culture of lifelong learning and community engagement.

Specific objectives

1. To improve literacy and numeracy skills among children and adults in communities, enabling them to access better educational and economic opportunities.
2. To provide vocational and technical training to youth and adults, enhancing their employability and supporting sustainable livelihoods in local economies.
3. To promote gender equality in education by ensuring equal access and opportunities for both boys and girls, and addressing barriers to education for marginalized groups, including girls and women.
4. To foster critical thinking, creativity, and problem-solving skills in students through interactive, learner-centered approaches and mentoring that encourage lifelong learning and personal growth.
5. To raise awareness of health, social, and environmental issues through integrated education programs, empowering communities to take informed actions for their well-being and sustainable development.
6. To collaborate with local schools, teachers, and communities to build local capacity and improve the quality of education, inclusive education, and ensuring the sustainability of educational initiatives in the long term.

7. To support the integration of technology in education, providing access to digital tools and resources that enhance learning opportunities for students in remote or under-resourced areas.

9. General context- Problem statement

In many developing countries, particularly those that have undergone significant social challenges such as conflict, poverty, or political instability, example of Rwanda, the education sector faces critical barriers to providing quality, equitable learning opportunities. The impacts of these social problems have led to widespread educational disparities, with large segments of the population, especially children and youth from marginalized communities, being denied access to quality education. These issues are compounded by limited infrastructure, lack of trained teachers, and cultural or social barriers, which further hinder educational progress. Additionally, the economic constraints and displacement caused by social upheaval prevent families from prioritizing education, leading to high dropout rates, illiteracy, and a lack of vocational skills among young people.

As a result, many individuals, particularly those from vulnerable groups, remain excluded from essential educational opportunities, which in turn limits their potential to improve their socio-economic conditions. Without intervention, these systemic educational gaps will continue to perpetuate cycles of poverty and social instability, preventing the country from achieving sustainable development and long-term peace. Addressing these challenges requires a comprehensive approach to education that not only improves access but also ensures quality, inclusion, and relevance to the needs of communities affected by ongoing social problems.

According to UNESCO's "Institute for Statistics 2022" report, Rwanda has 1,967,627 individuals who are illiterate, with females accounting for 1,164,074 of these totals. Local authorities report that the Rubavu District alone has approximately 47,000 illiterate residents spanning various age groups.

10. Target group

a. For vocational training center

- Youth aged 16 to 30 years

b. For literacy and numeracy

- Youth and adults (15 years old and above) who either never had access to school or have insufficient formal schooling. Special emphasis should be given to rural areas and women, whose illiteracy rate is higher than urban and men respectively. The following categories will be taken into consideration and given special attention: people with disabilities, refugees, prison inmates, youth from rural areas.

c. For Gold Youth

- Young people aged 15-24 from senior four to senior six of secondary school, and three years after completing secondary school.

d. For Library

- Anyone who would like to learn, do research, or develop their knowledge through reading books, the Internet, sometimes with a subscription.

e. For Evangelization

- Youth through Intama za Yezu choir

f. PWD (Deaf children)

- Children with disabilities between the ages of 5 and 18 years old, specifically children who are deaf.

11. Selection criteria

12. Selection Criteria for Vocational Training Center:

13. Based on the provided entry requirements for the short courses provided by Rwanda TVET Board, the selection criteria for Vision Jeunesse Nouvelle VTC can be summarized as follows:

14.Age: Candidates must be **16 years old or above.**

15.Educational Background: Candidates must have completed Primary School (**P6**) or above and candidates must possess basic literacy skills (i.e., the ability to read and write).

16. **Vulnerability and Socio-Economic Status:** Vulnerable youth, including those with disabilities and those from poor families, are prioritized and Teen mothers who are impoverished are also considered for admission.

17. **Gender:** Both **boys and girls** are eligible for admission.

18.

1. Recruitment criteria of literacy instructors and literacy learners

Literacy instructors

- Residency in the literacy zone.
- Age between 21 and 50 years.
- Possession of A' Level minimum (advanced level certificate)
- Proficiency in writing.
- Willingness to volunteer.
- General understanding of human life and environment.
- Basic reading and writing skills in English and French.
- Adherence to ethical values.

ii. literacy learners

- Illiterates people of above 16 years.

19. 3. Criteria to become a choir member of Intama za Yezu,

1. Age: The choir is primarily for youth, so potential members should be within the youth age range.

2. Passion for Music: A love for singing and music is essential, as the choir's main purpose is to pray together while singing and animating mass.

3. Commitment: Members should be dedicated and committed to attending regular rehearsals and participating in choir activities.

4. Vocal Skills: While formal training is not mandatory, having basic vocal skills and the ability to harmonize with others is beneficial.

5. Catholic Faith: Intama za Yezu is an apostolate choir that serves in the Catholic Church. Therefore, members should be practicing Catholics and willing to actively participate in the Catholic liturgy.

6. Membership Application: Interested individuals should inquire about the specific application process and requirements set by Vision Jeunesse Nouvelle.

7. Parish Affiliation: Intama za Yezu is associated with Stella Maris Parish in Gisenyi. It is recommended that potential members have a connection or affiliation with this parish.

iii. Selection criteria for children with disabilities

1. Age: The school accepts children with disabilities between the ages of 5 and 18 years old.

2. Disability: The school specifically caters to children who are deaf.

a) Gold Youth

1. Having 18 -30 years for facilitators interneers
2. Peer educator should be in senior four within the selected schools.

20. Scope

The scope of work for our activities is in Rubavu district, that may be extended in the other districts in the country of Rwanda.

21. Main program activities and their duration.

iv. Vision Jeunesse Nouvelle (VJN) Vocational Training Centre.

Vision Jeunesse Nouvelle (VJN) Vocational Training Centre, located in the Nyundo Sector, offers thorough and top-notch training in various essential trades. Our programs are carefully crafted to ensure students acquire not just theoretical

knowledge but also practical skills vital on today's competitive job market. Technical and Vocational Education and Training (TVET) is pivotal in tackling poverty by equipping youth with pertinent skills necessary for securing decent and meaningful employment opportunities. Below is an in-depth look at the trades we offer:

Detailed descriptions of the trades offered at VTC Nyundo, including:

- Tailoring (Sewing)
- Hairdressing
- Welding
- Mechanical Automobile technology and Traffic codes

Each trade program includes specific competencies and outcomes tailored to prepare graduates for employment in their respective fields.

22. The duration of training

The training duration varies depending on the certification authority. For instance, trainees undergo a six-month training program certified by the Rwanda TVET Board, followed by a one-month internship. Alternatively, if certified by NESA, the training extends to one year, inclusive of the internship period for three months. For Vision Jeunesse Nouvelle VTC only Tailoring is certified by NESA.

v. Tailoring

The tailoring program at VJN focuses on equipping students with a wide range of sewing skills that are necessary for garment creation and tailoring services. Graduates of this program are prepared to enter the fashion and textile industry as professional tailors, designers, or start their own tailoring businesses.

This course covers various aspects of tailoring including:

COURSES COVERED		
NO	Competence Title	Competence Code
1	Disclose the occupation and learning process	CCMOL302
2	Maintain SHE at workplace	CCMHE302
3	Create a business	CCMBC302
4	Perform ironing & pressing	TALIP101

5	Perform basic machine operations	TALMO101
6	Perform hand stitching	TALHS101
7	Perform crocheting & hand knitting	TALCK101
8	Make children and Adults Clothes	TALMC101
9	Make blouse fashion (libaya)	TALBF101
10	Industrial Attachment Program	ALIAP101

vi. Hairdressing

The hairdressing program provides extensive training in various aspects of hair cutting, styling, hair care techniques, face make up and nail care.

Graduates can work as professional hairdressers in salons, offer freelance services, or open their own hairdressing businesses, equipped with the skills to excel in a competitive market.

The curriculum includes:

	COURSES COVERED	
NO	Competence Title	Competence Code
1	Understand occupation and learning process	CM101
2	Manage Basic Life skills	LSCM
3	Running Micro business	CM107
4	Applying basic hair braiding	ACDRM301
5	Applying basic hair shampooing skills	ACDRM302
6	Applying basic hair Color Product skills	ACDRM303
7	Basic Hair Cutting skills	ACDRM304

vii. Welding

The welding program is designed to teach the basics and advanced techniques of welding, ensuring students are proficient in this vital trade.

Students emerge as skilled welders ready to take on roles in construction, manufacturing, and metal fabrication industries, with the capability to pursue further specialization if desired.

The training includes:

	COURSES COVERED	
NO	Competence Title	Competence Code
1	Occupation and learning process	CCM401
2	Health, safety and environment in the workplace	CCM402
3	Communication in the workplace	CCM403
4	Computer literacy	CCM404
5	Computer Aided Design	CCM405
6	Entrepreneurship	CCM406
7	Materials	CSTWLD301
8	Technical drawing	CSTWLD302
9	Fitting	CSTWLD303
10	SMAW process	CSTWLD304
11	Oxy-acetylene welding techniques	CSTWLD305

viii. Automobile Technology and traffic codes

The automobile Mechanical technology program provides thorough training in vehicle maintenance and repair. This course covers a wide range of topics to ensure graduates are fully prepared for the automotive industry.

Graduates of this program are equipped to work in auto repair shops, become automotive technicians, or even start their own vehicle maintenance businesses, bringing practical skills and technical knowledge to the automotive sector.

The curriculum includes:

	COURSES COVERED	
NO	Competence Title	Competence Code
1	Car body fixing	TSBAM101
2	Engines repairing	TSBAM102
3	Starting system repairing	TSBAM103
4	Cooling system repairing	TSBAM104
5	Fuel supply system repairing	TSBAM105
6	Ignition system repairing	TSBAM106
7	Transmission line system repairing	TSBAM107
8	Brake system repairing	TSBAM108
9	Suspension/steering system (s) repairing	TSBAM109

10	Lighting system repairing	TSBAM110
11	Car maintenance	TSBAM111
12	Entrepreneurship	CCM306

ix. Literacy and numeracy

The literacy course spans ten months, with classes scheduled twice a week. Each session lasts for 60 minutes. At the end of the course, participants may be either promoted to the next level or required to repeat the course, depending on their performance and whether they meet the promotion criteria or pass mark. This system ensures that learners who achieve the necessary standards can progress, while those who need additional support can improve their skills.

1. Provide continuous training for literacy instructors through refresher courses, monthly meetings, and regular field visits.
2. Teaching numeracy and literacy plus other related subjects
3. Monitor beneficiaries' progress closely before, during, and after classroom activities.
4. Conduct periodic evaluation sessions, including weekly, monthly, quarterly, and annual assessments, to gauge progress and inform future program enhancements.
5. Ensure timely availability of all necessary documents to facilitate smooth curriculum implementation and assessment processes.

x. Public Library

1. Book Borrowing and Reading Programs:
2. Storytelling and Literacy Events:
3. Workshops and Educational Programs:
4. Community and Cultural Events:
5. Computer and Internet Access:
6. Study and Research Support:
7. Book Fairs and Author Visits:
8. Volunteer and Community Service Opportunities:
9. Access to Special Collections and Archives
10. Maker Spaces and Innovation Hubs

11. Book and Media Donations

SUMMARY OF EDUCATION PROGRAM ACTIVITIES

#	ACTIVITY	BENEFICIARIES	DESCRIPTION	PERIOD
1	Book Borrowing and Reading Programs	Youth, adults, and schools	Library members are permitted to check out a maximum of two (2) books at any given time. Each book can be renewed once	The standard loan period for each borrowed book is two (2) weeks .
2	Other library activities	Youth, adults, and schools	1. Storytelling and Literacy Events: 2. Workshops and Educational Programs: 3. Community and Cultural Events: 4. Computer and Internet Access: 5. Study and Research Support: 6. Book Fairs and Author Visits: 7. Volunteer and Community Service Opportunities: 8. Access to Special Collections and Archives: 9. Maker Spaces and Innovation Hubs: 10. Book and Media Donations:	The library is open from Monday to Saturday. Operating hours are from 8:00 AM to 5:00 PM.
3	Literacy activities	Youth & Adults	1. Provide continuous training for literacy	The literacy course spans six months,

			instructors through refresher courses, monthly meetings, and regular field visits. 2. Teaching numeracy and literacy plus other related subjects 3. Monitor beneficiaries' progress closely before, during, and after classroom activities. 4. Conduct periodic evaluation sessions, including weekly, monthly, quarterly, and annual assessments, to gauge progress and inform future program enhancements. 5. Ensure timely availability of all necessary documents to facilitate smooth curriculum implementation and assessment processes	with classes scheduled twice a week. Each session lasts for 60 minutes.
4	VJN VTC	Youth and adults (16 years old and above)	Detailed descriptions of the trades offered at VTC Nyundo, including: Tailoring (Sewing) Hairdressing Welding Mechanical Automobile technology	The training duration varies depending on the certification authority. For instance, trainees undergo a six-month training program certified by

			Traffic codes Each trade program includes specific competencies and outcomes tailored to prepare graduates for employment in their respective fields.	the Rwanda TVET Board, followed by a one-month internship. Alternatively, if certified by NESAC, the training extends to one year, inclusive of the internship period for three months.
5	People with disabilities	Children with disabilities between the ages of 5 and 18 years old, specifically children who are deaf and dumb.	Developing literacy and numeracy skills, along with sign language proficiency. Children are expected to study from nursery up to Primary 3 within the school. Children who can continue their primary education are transferred to other schools for further studies. Beyond the age of 18, children who were unable to continue in primary education are taught art and craft skills, including designing with banana fibers, making armlets and necklaces, soap making, and gardening.	3 Years

6	Gold youth	Senior 4 students	Weekly Talk Groups and monthly Lesson Deliveries to peers Strategic conversations with peers and referrals for help Weekly Skills Training Sessions Mentoring sessions Bi-weekly academic support sessions Annual leadership camp Quarterly community upliftment project with a focus on the Sustainable Development Goals.	3 Years in school and 3 years outside of the school
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APPROACHES -METHODOLOGIES

In education, approaches refer to the broad methods, strategies, or philosophies used to facilitate learning and teaching. These approaches are grounded in different educational theories and reflect varying priorities such as student engagement, cognitive development, cultural inclusion, or the development of critical thinking.

In all our sections, the following approaches are cross used.

23. Hands-on Training (Practical Learning)

Overview:

This method focuses on real-world practice, where students learn by doing tasks directly related to their chosen profession.

Key Features:

Students work with tools, equipment, and materials they will encounter in their careers.

- Training is often conducted in simulated or actual workplace environments (e.g., workshops, labs).
- It provides immediate feedback, allowing learners to adjust techniques and improve their skills.

24. Blended Learning

- **Overview:** Blended learning combines traditional classroom instruction with online or digital learning components.
- **Key Features:**
 - Students access online resources, such as e-books, videos, and quizzes, to supplement in-person instruction.
 - Flexibility in learning pace, allowing students to review material on their own time.
 - Some programs may use virtual labs or simulations to demonstrate procedures or processes.

25. Competency-Based Learning (CBL)

- **Definition:** CBL focuses on students mastering specific skills or competencies, rather than progressing through fixed timeframes or traditional grade levels.
- **Key Characteristics:**
 - Students advance upon mastery of a specific skill or concept.
 - Assessment is personalized and based on students' ability to demonstrate competency.
 - Flexibility in learning pace, allowing students to progress at their own speed.
 - Emphasis on practical, real-world skills and outcomes.

26. Project-Based Learning

- **Overview:** Students engage in long-term projects that require them to apply their skills to solve real-world problems or create products.
- **Key Features:**
 - Encourages critical thinking, problem-solving, and collaboration.
 - Often integrates multiple disciplines or skills.

- Provides a sense of accomplishment and can be used to build a portfolio for future job opportunities.

27. Workplace-Based Training

- **Overview:** Some vocational programs are conducted entirely within the workplace, with students learning through direct experience in their future jobs.
- **Key Features:**
 - Students take on roles within the workplace, learning from day-to-day tasks and operations.
 - Often supported by mentorship or guidance from experienced employees.
 - Ideal for fields where knowledge is best acquired through immersion in the workplace.

EVALUATION (INDIVIDUAL AND COMMUNITY)

- Individual evaluation: Formative, summative, and final integrated assessment for literacy classes, school level and National level
- Evaluation form for instructors found *in appendix*.
- Daily attendance up to 75% for gold youth.
- Monthly attendance
- Survey on the community level

Monitoring and evaluation process by the program

- Setting clear objectives and indicators
- Data collection method: Survey and questionnaires, assessment and tests, observation, interviews, attendance and participation records, portfolios and assignment, Class inspection, Field visits.
- Continuous feedback and reporting
- Regular reporting, progress updates, recommendations, feedback loop mainly regular meeting and student's feedback.

- Problem adjustment and improvement
- Problem identification, interventions such as teacher training, resource allocation, curriculum adjustment to the level of students.
- Stakeholder involvement: Parents, educational leaders

Graduation

After different evaluation process, the due students get certificates which shows what they are capable of.

For gold youth after 3 years in school, a peer educator becomes a gold glad and he journey with gold youth for other three years as they help him to get job, starting his/her own business or continuing for further studies and after that he becomes gold youth partner.

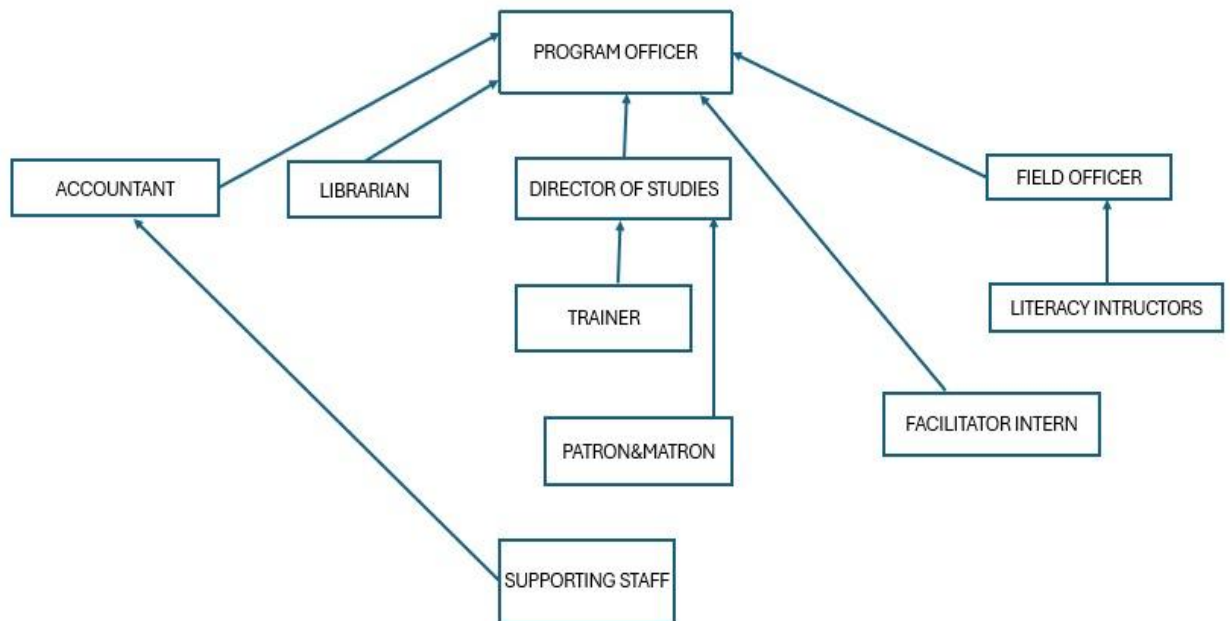
Children with disabilities are expected to study 3 years in our designed program.

Children who can continue their primary education are transferred to other schools for further studies.

Beyond the age of 18, children who were unable to continue in primary education are taught art and craft skills, including designing with banana fibers, making armlets and necklaces, soap making, and gardening.

PART B

PROGRAM MANAGEMENT



Action plan

The action plan will be submitted, weekly, monthly and annually according to VJN plans. This will include the activities which will be implemented in a year.

Budgeting

Program budget will be submitted annually according to action plan. This will include the budget of all the activities which will be implemented in the program.

Reporting system

The reporting is done in different ways as follows:

- **Activity reporting:** The report is submitted according to the activity done in a certain period.
- **Weekly reporting:** The reports are submitted according to the activities done in the week such as training.

- **Monthly reporting:** The reports are submitted after a combination of all the reports of activities implemented after one month.
- **Semester reporting:** The reports are submitted after a combination of all the reports of activities implemented after six months. It is a combination of all the reports from different projects implemented.
- **Annual reporting: The reports are submitted after a combination of all the reports on activities implemented after twelve months.**

Documentation – Archives

All the documents of the program will be kept in both soft and hard copies. Reports will be printed and kept in folders in the head of the program office. Soft reports will be kept on hard disks, flash disks and on the cloud of VJN. The documents include the followings:

- Program reports.
- Monthly reports.
- Weekly report.
- Activity reports.

Capacity empowerment

- Monthly meeting.
- Refresher courses and annual training

Communication and visibility program

The communication and visibility program will help to enhance the visibility and awareness of its activities among its target audience, partners and stakeholders. This will help in increasing brand awareness of VJN, promoting specific messages and

engaging stakeholders. Messages that are shared with our target audience will be clear, consistent, and aligned with the program objectives.

Communication channels most effectively will be used to reach the target audience, and they include media through televisions, radios and prints like pull ups, banners and tear drops. The program will also use a channel of digital platforms through the website of VJN and its social media. Visibility will also be gained through the events organized and newsletters written. The content developed will be of a high-quality that supports the messages and engages the audience.

Communication materials will be used to reinforce the organization's identity and messages. The monitoring and evaluation will be done through a mechanism established to gather feedback from the audience to continuously improve the communication strategies. This will enable the peace building program to effectively enhance the organization's reputation, influence stakeholders, and achieve the strategic goals more effectively.

PART C

- I. Collecting information that will serve as guide in the education program.

PART D

I. References

1. Rwanda Education Board (REB)
2. National Examination and School Inspection Authority (NESA)
3. NESA Strategic Plan 2018-2024
4. Rwanda TVET Policy and Guidelines
5. Rwanda TVET Board Short Course Syllabus Document
6. Ministry of Education Rwanda - Adult Literacy
7. UNESCO Rwanda
8. World Bank - Rwanda Education Projects

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ANNEXE

GENERAL INFORMATION ABOUT THE EDUCATION PROGRAM

The Vision Jeunesse Nouvelle (VJN) Education Program is a multifaceted initiative aimed at empowering youth from low-income and underserved backgrounds through practical skill development and holistic personal growth. The program's objectives include providing vocational training in trades such as tailoring and welding, enhancing literacy and numeracy skills, supporting spiritual growth through faith-based activities, promoting a love of reading, and ensuring ICT access and inclusive education. Central to its mission is the Gold Youth initiative, which aspires to develop 10 million young African leaders with integrity and character to foster social change and lead their peers towards a brighter future. Through these combined efforts, VJN is committed to equipping youth with the tools needed for academic, professional, and personal success.

1. Programs of Education Programs

The Education program is one of the six key programs that fall under the umbrella of Vision Jeunesse Nouvelle. This program plays a vital role in the organization's mission and is further subdivided into a variety of programs. Each of these programs operates in distinct areas, focusing on specific activities and initiatives that contribute to the overall goals of the Education program.

1.1. Literacy and numeracy:

To address literacy challenges, this program aims to offer tailored literacy classes designed to improve reading and writing skills for adults in their villages. The Vision Jeunesse Nouvelle (VJN) organization facilitates the implementation of these classes by providing trained instructors and necessary learning materials. Additionally, VJN works closely with local communities to identify specific literacy needs and adapt to the curriculum, ensuring that the classes are relevant and effective. By fostering a supportive learning environment, the program encourages adult learners to engage actively in their education, ultimately empowering them to enhance their personal and professional lives through improved literacy.

1.2. Evangelization and Faith:

This program fosters spiritual growth and community involvement through the choir known as *Intama za Yezu ("Jesus' Lambs")*, which serves as a platform for evangelization and upliftment. The choir not only provides an opportunity for individuals to express their faith through music but also encourages collaboration among community members. By participating in choir activities, members strengthen their bonds and develop a sense of belonging. The choir regularly performs at local events, church services, and community gatherings, spreading messages of hope and inspiration. Additionally, the program organizes workshops and training sessions to enhance the musical skills of choir members, ensuring that they can effectively convey their spiritual messages through song. This initiative not only enriches the spiritual lives of participants but also contributes to the overall cultural vibrancy of the community.

1.3. Public Library

VJN created a public library specifically designed to serve the local community, offering an extensive and diverse collection of books that caters to various interests and age groups. In addition to the vast array of literature, the library is equipped with modern technology resources, including reliable internet access and free Wi-Fi for all visitors. This ensures that community members can stay connected and access online information easily. The library also features a dedicated area for children, complete with toys and games that encourage play and learning. Staff members are always available to assist visitors in locating suitable books and online materials that meet their needs. Furthermore, they actively engage with local schools by organizing visits to read to young children, fostering a love for reading and literacy from an early age. This initiative not only enhances the educational experience of the children but also strengthens the bond between the library and the community.

xi. Main objectives of VJN Public Library

- i) **Promote Literacy and Education:** The library aims to enhance literacy levels in the community by providing access to a wide range of books and educational resources, encouraging reading among all age groups.
- ii) **Facilitate Access to Information:** By offering internet connectivity and free Wi-Fi, the library ensures that community members can access valuable online information and resources, supporting their educational and informational needs.

- iii) **Encourage Community Engagement:** The library serves as a community hub, fostering social interaction and collaboration through various programs and activities that involve local residents and organizations.
- iv) **Support Children's Development:** With a dedicated children's corner featuring toys and games, the library focuses on creating a nurturing environment for young children, promoting early childhood development and a love for learning.
- v) **Outreach and Collaboration with Schools:** The library actively engages with local schools to promote reading and literacy by organizing reading sessions for young children, strengthening the relationship between the library and educational institutions in the community.

1.4. Vocation Training Center (VTC)

The centre was established on 28th May 2014, The Director General of VJN Br. Gabriel Lauzon submitted a request to WDA Director GASANA Jerome for accreditation in Motor Vehicle Mechanics, Welding, Masonry, Tailoring, and Hairdressing.

Following a field visit by WDA, a letter was issued on September 1, 2014, under reference WDA/1038/2014, granting accreditation to Vision Jeunesse Nouvelle VTC for Hairdressing and Tailoring.

However, accreditation for Motor Vehicle Mechanics, Welding, and Masonry was withheld due to incomplete materials. Later that year, Masonry was discontinued to focus on strengthening other trades.

1.5. SPECIAL EDUCATION

Special education is specifically tailored for children who have hearing impairments, which means they may have difficulty hearing sounds or may not be able to speak at all. This specialized form of education is crucial as it provides these children with the necessary support and resources to thrive. Through targeted and specialized training programs, these children can learn effective communication skills, particularly by using sign language. This training not only helps them express their thoughts and feelings but also enables them to interact with others in their community. By focusing on sign language, educators empower these children to connect with their peers and participate more fully in social and educational activities.

Problem statement

From the history of Rwanda, mainly 1994 Genocide against Tutsi, plus family issues and background, youth met a lot of challenges which needed intervention not only from the government but also from other patterners mainly Vision Jeunesse Nouvelle (VJN) and some of the issues are the following:

Youth Unemployment and Skill Gaps

There was a significant challenge of youth unemployment, exacerbated by insufficient vocational training opportunities. Many young people, especially those from low-income and unemployed families, lacked access to practical skills and hands-on training in trades such as tailoring, hairdressing, welding, and automobile technology, which limited their job prospects and economic self-sufficiency.

xii. Literacy and Educational Deficiencies

Literacy rates remained a concern, with many individuals struggling to achieve basic reading and writing skills. This affected their ability to access higher education, secure employment, and engage fully in socio-economic development. Addressing these literacy challenges was crucial for improving overall educational outcomes.

xiii. Limited Inclusive Education

There was an inadequate provision of educational resources and support for individuals with disabilities, particularly those who were deaf or mute. The lack of specialized education and resources prevented these individuals from accessing quality education and fully participating in societal activities.

xiv. Insufficient Educational Resources and Infrastructure

Many communities faced a shortage of educational resources, such as public libraries and ICT facilities. This gap restricted opportunities for self-directed learning, research, and digital engagement, hindering personal and academic growth.

xv. Digital Divide

With the growing importance of information and communication technology (ICT), many young people lacked access to digital tools and the internet. This digital divide

limits their ability to develop essential ICT skills, explore online resources, and compete in the modern job market.

xvi. Need for Holistic Community Support

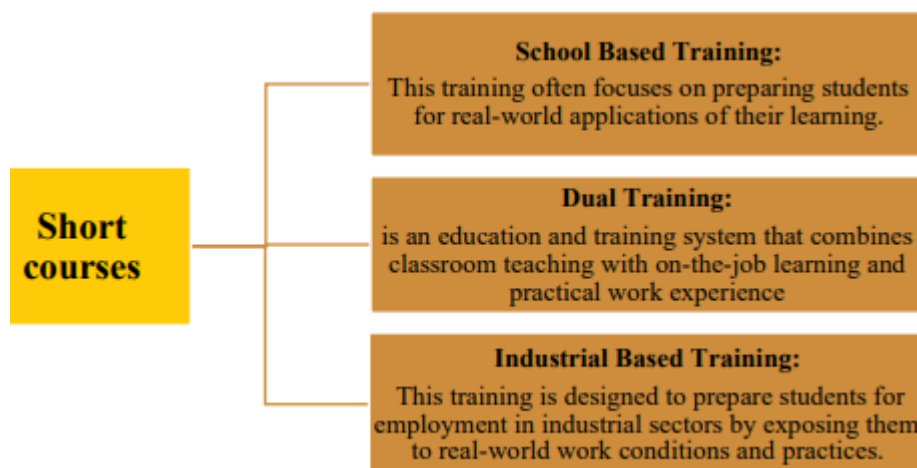
There was a need for community-based programs that integrated cultural and spiritual elements to uplift and inspire individuals. Current support structures might not have fully addressed the holistic development of youth, including their emotional and spiritual needs.

By addressing these issues, VJN aimed to provide comprehensive support that enhanced vocational skills, improved literacy, promoted inclusive education, and bridged the digital divide, ultimately fostering the personal and professional development of youth in Rwanda

Short course implementation and assessment

Definition of Short Courses

Short courses are brief and intensive training programs designed to equip individuals with specialized skills and knowledge. They are typically shorter in duration compared to related traditional academic programs, depending on the competence(s) to be acquired. These courses are highly focused and aim to address specific skills gaps or industry needs. Short course programs are offered by various educational institutions, training centers, and organizations, both in a face to-face setting and/or online. It is a stand-alone program, delivered in a limited timeframe, that does not lead to a full qualification. Trainees successfully completing short courses are awarded a certificate of competence by the relevant authority.



Short courses curriculum design and validation

The short course curriculum is designed by RTB through the DACUM Methodology in its curriculum and instructional material development program and is made available to any TVET provider wishing to offer the training. However, a TVET stakeholder may design short course curricula by selecting modules from existing (accredited) curricula, and its developers do not need to go through the entire DACUM process again. The short course curriculum designed in such a way should be submitted to RTB when applying for short course provision. If there is a new skill to be introduced and there is no related curriculum, the provider addresses a request to RTB. In collaboration with the provider wishing to offer the short course training, the training program will be developed for such a purpose.

Entry requirement for short courses program

TVET Short Courses are valuable for acquiring additional skills to enhance existing careers or explore new areas of interest, and they can cater to a wide range of beneficiaries or target groups, depending on the content and purpose of the course. However, candidates must be a minimum of 16 years old. This requirement applies to all individuals who did not complete primary school for various reasons or those who have completed primary school and above.

Regarding the content and purpose of the course, the short-course curriculum designer determines entry requirements for beneficiaries to undergo the course.

Qualification of Trainers

Having competent and qualified TVET trainers is critical for the effectiveness of vocational education in producing skilled workers, emphasizing the quality of interactions between trainees and TVET trainers.

Providers of short courses must ensure that their trainers are qualified and considering the unique features of TVET education where the knowledge and skills of trainers can quickly become outdated due to rapid technological changes, they should maintain their expertise by adopting a continuous learning culture.

It is recommended that short courses be delivered by TVET trainers with ample experience as industry practitioners. In the absence of such expertise within the school or training provider, one should deploy an industry practitioner, if necessary, from outside the institute. To gradually build in-house expertise, it is encouraged, in the case of assigning a practitioner as the lead trainer, to appoint a co-trainer from that institute. Over time, the co-trainer may gain the necessary exposure to facilitate short course delivery independently. Such an approach ensures that course delivery is practical, relevant, and mirrors real-life situations in the workplace

Training Delivery

To avoid disparities in training planning and to harmonize pedagogical activities for training providers, course developers are requested to develop a training chronogram or training schedule/timeline. Such a chronogram is a spreadsheet that provides: a) Trade specification; b) Name, code, and learning hours for specific, general, and complementary competences; c) Time (range of dates) allocation; d) Periods for each competence to be covered; e) Period(s) for assessment; f) Period(s) for Industrial Attachment Program (IAP) in case of school-based training, periods for training and apprenticeship in a company in case of dual training, and a period for apprenticeship in case of industry-based training. The chronogram functions as a compass for any training provider. Implementation of the short course follows the chronogram, ensuring a logical flow of all competences for a specific level of a given trade.

Assessment process for short course program

The assessment of short course programs comprises three types of assessments:

- **Formative assessment:** A progressive assessment given at the end of each learning outcome or competency
- **Summative assessment:** An end module assessment. It is theoretical for complementary and general modules, while for specific modules, it must be practical.
- **Final Integrated assessment:** A final and integrative assessment designed to combine trainees' learning from multiple modules (or learning outcomes) into a single assessment. The integrated assessment is conducted by the lead trainer and the co-trainer within the trade being assessed, working with an assessment checklist that covers all elements of professional competence the trainee must demonstrate. The trainer and co-trainer may use an external assessor, depending on the course and the need for specific expertise in the assessment area.

The final integrated assessment is subject to external supervision on behalf of RTB's quality assurance procedures to assure its consistency of marking and assessment. A TVET School or company engaged in short course provision and planning for the Final Integrated Assessments must notify RTB at least 4 weeks ahead of time. RTB will send an external verifier to coordinate the final integrated assessment activities. The marks for the final integrated assessment are input into the system by the Deputy Head teacher, referring to the external verification report.

Portfolio building

In the competency-based training context of Rwanda, portfolios are utilized to enhance the learning development of the trainee and facilitate decision-making regarding their competence achievement. These portfolio-based assessments necessitate that the trainee's competence development is adequately reflected in the portfolio content. Therefore, trainees must be guided on how to select and document their development in their portfolios. Portfolios may contain a variety of items such as plans, reports, essays, resumes, checklists, self-assessments, references from employers or supervisors, as well as audio and video clips, and pieces of work completed near the end of their course.

For quality assurance, all the aforementioned types of assessments are subject to external verification by RTB, and each trainee's score and evidence for each type of assessment have to be uploaded in the RTB TVET management system for further verification.

Pass mark

For a module, the total marks for formative, summative, and final integrated assessment are one hundred (100 marks).

Part one of formative and summative assessment is worth 60 marks, and the final assessment is worth 40 marks. The passing threshold for a trainee to be eligible for the Final Integrated Assessment is 40 marks, and the passing threshold for the Final Integrated Assessment is 30 marks. A trainee is deemed competent when awarded a grade not less than 70% of the total module score.

1.6. SHORT COURSE CERTIFICATION PROCESS

a. Introduction

A short course, implemented as a standalone course, does not usually lead to a full qualification under the Rwanda Qualification Framework (RQF). These guidelines were developed to formally recognise that trainees who successfully complete a short course are awarded a certificate as evidence of their achievement of competencies.

Ensuring formal certification of short courses that are implemented by TVET Schools and other training providers, either as school based, dual, or industry-based training, was the rationale for developing these guidelines. For a short course to be eligible for certification by RTB, these guidelines must be followed.

b. The Certification Process and graduation process

After the assessment of the trainee, the trainee's portfolio provides the comprehensive evidence through which the competency of a trainee can be proven. The evidence resulting from the final integrated assessment, conducted by the trainer and co-trainer as well as external assessor, is added to the trainee's portfolio on the TVET Management Portal of RTB and the external verifier, present during the final integrated assessment session drafts an External Verification Report, that is to confirm the outcomes of the assessments.

The TVET School or training provider is to apply for certification of their trainees through the online platform that can be accessed through RTB's website. The list of students to be certified should be the ones who were successfully verified as competent by internal and external verifiers.

If the application meets all these criteria, RTB will inform the TVET School/Training Provider of its assessment and issue Certificates of Competence to the trainees.

c. Appealing process

The training provider shall receive the feedback at least 5 days after the external verification. A training provider can appeal against the performance results of their trainees after final verification report. Such an appeal shall be lodged in writing via email to RTB within the period of one week after publication of the short course training results.

d. Career Support:

VJN provides ongoing career support to its students, including job placement assistance, internships, and mentorship programs through the Economic Empowerment Program. We strive to ensure that our graduates not only find employment but also have the resources and support to advance in their careers.

e. Community Impact

By providing these training programs, VJN significantly contributes to the socio-economic development of the local community. Graduates are better equipped to secure employment, start their own businesses, and contribute positively to the economy, thereby helping to reduce poverty and improve living standards.

Through our comprehensive training programs at the Vocational Training Centre in Nyundo Sector, Vision Jeunesse Nouvelle continues to empower young people with the skills and confidence they need to build successful and fulfilling careers.

Appendix

1. Future Goals and Vision

VJN aims to expand its educational programs and vocational training centres to reach more young people and adults in need. Our long-term vision is to create a self-sustaining community where education and vocational skills empower individuals to achieve economic independence.

2. Education program key partners

The Education Program collaborates with several long-standing partners, including MISEREOR from Germany, the primary donor; CARTAS Rwanda; New Life; Compassion; RTB, and Rubavu District. We also have some parents who contribute to their children.

3. What is gold youth?

Gold-youth is a non-profit and social enterprise championing youth-led change through a peer education model. It was founded in 2004 in South Africa by Susannah Farr.

The name gold stands for “generation of leaders discovered”. To mean that gold youth see gold in every young person.

3.1. Goals of Gold Youth

Our goal is to mobilize 10 million young Africans to be agents of change with outcomes in:

- Social behavior change,
- Education,
- Job creation,

3.2. Who is the facilitator interneer?

The gold Model creates employment for youth between the ages of 18 and 30 who serve in schools and communities as long-term peer role models, mentors, and education support agents, supported by relevant curricula and processes.

They are developed and mentored as Facilitator Interns to train and mentor teenage Peer Educators over a period of 3-4 years. Through these relationships, Peer Educators are taught to model positive decision making and healthy lifestyles, strengthen their academics (numeracy and literacy) and maximize their impact on their peers and communities.

3.3. How to achieve the above-mentioned results?



3.4. Why gold youth in Africa

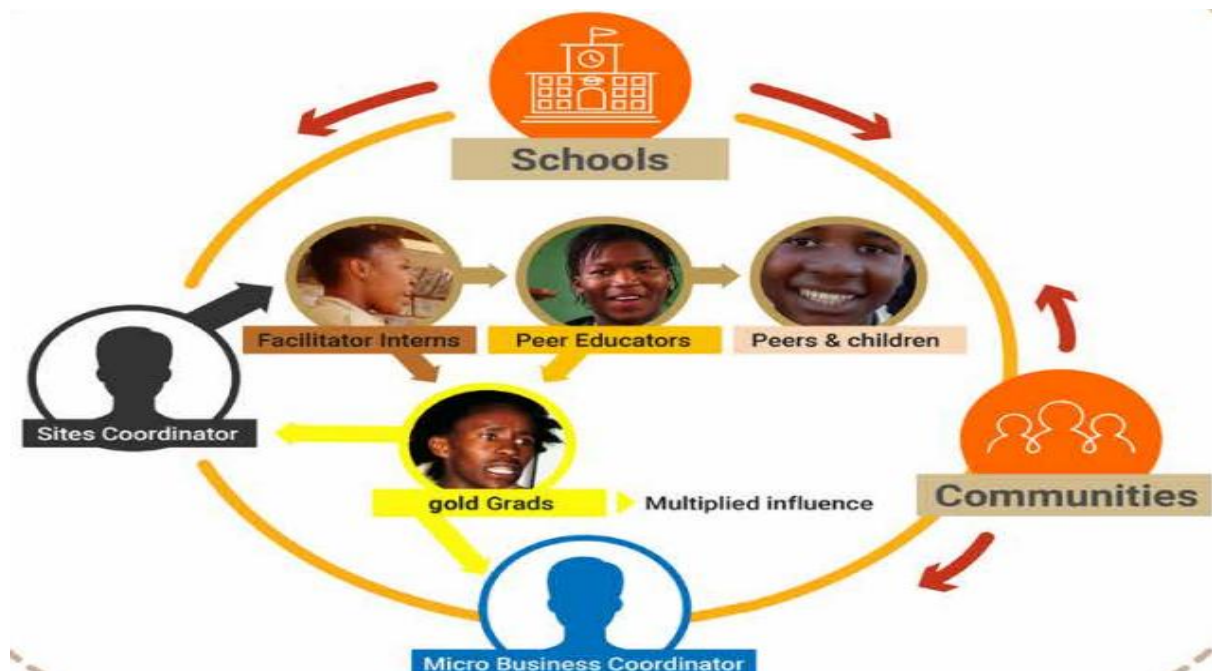
With 200 million people aged between 15 and 24, Africa has the youngest population in the world.

3.5. Many of these young people are:

- At risk of being visionless,
- Lacking adult role models,

- Without proper education and health services.
- At risk of HIV,
- Orphaned
- Unskilled, or
- Made vulnerable by the pain of life, unemployment and poverty

6.6 Gold Model



6.7 Roles of facilitators/peer educators

- 1. Role Model:** Role model positive behavior
- 2. Educate:** Educate their friends and peers about what they've learnt that can help them make good choices.
- 3. Recognize and Refer:** Recognize young people who need help and refer them to services, like the clinic, for help.
- 4. Community Upliftment:** Uplift the community through advocating for resources and services; acts of service; and raising awareness of important issues affecting youth

6.8 Topics that are covered fall into 6 modules:

- **Leadership.**
- Self-Development
- Gender, Relationships & Rights
- Sexual & Reproductive Health

- Communication Skills
- Community Action

2. What happens after finishing the programme?

Improved school attendance

Improved academic performance

Improved school leaving results

Positive character attributes

Purpose-driven agency

Decreased risk behaviours

Improved community upliftment

Increase in leadership positions

Increased employability

DOCUMENT GUIDANT LES ACTIVITES D'ALPHABETISATION

I. PREAMBULE

Lire et écrire est une clef du développement car elle ouvre les horizons en ce qui concerne l'augmentation du niveau de compréhension des objectifs du pays visant le développement socio-économique, ce qui embrasse la mission de Vision Jeunesse Nouvelle de former une population qui serait capable d'investir dans le développement socio-économique durable.

Ceci doit d'abord impliquer les adultes qui sont des chefs des familles, et qui ont une influence significative sur les enfants, l'avenir et l'espoir du pays.

Depuis 2002, Vision Jeunesse Nouvelle a investi dans ce domaine et l'alphabétisation est opérationnelle, à travers le projet financé par MISEREOR. Aujourd'hui, nous œuvrons dans six secteurs du district de Rubavu, où nous aidons la population à apprendre à lire, écrire et calculer.

L'objectif de cette activité est de développer le niveau intellectuel de la population analphabète en vue de développer les talents et capacités pouvant aboutir à la création d'emploi et des activités génératrices de revenus. Ce qui pourrait conduire à l'amélioration des conditions de vie ainsi que l'espérance de vie.

De ce fait, la population serait renouvelée, dynamique, productive, en bonne santé physique, morale et spirituelle, juste la vision de l'organisation Vision Jeunesse Nouvelle.

II. PROCEDURES

Avant de procéder à l'enregistrement des bénéficiaires, on passe au recrutement des alphabétiseurs selon le nombre de sites que l'on prévoit et le nombre cible du projet, cela dans les étapes suivantes :

1. Contacter et négocier avec les autorités administratives locales pour échanger sur les objectifs et les différents moyens disponibles pour commencer les activités
2. Composer un avis de recrutement qui pourvoit toutes les informations nécessaires concernant l'engagement

3. Lancer un appel d'offre en collaboration avec les autorités locales afin d'éviter le désordre
4. Passer au recrutement par examen et interview
5. Sensibiliser et enregistrer les bénéficiaires
6. Demande et achat du matériel didactique

AVIS DE RECRUTEMENT DES VOLONTAIRES ALPHABETISEURS

Intitulé du poste	
Lieu	
Date de publication	
Date limite	
Nombre de postes	
Superviseur	

1. A propos

Selon UNESCO dans sa publication de « Institute for Statistics 2022 », le nombre des analphabètes Rwandais est de 1, 967,627 dont 1, 164,074 sont du sexe féminin.

D'après les autorités locales, le District de Rubavu compte autour de 47,000 analphabètes, jeunes et adultes confondus. Pour ce faire, VJN s'est donné la tâche de réduire le taux du nombre d'analphabètes, les conflits causés par l'analphabétisme et l'ignorance chez la population en général et particulièrement chez les jeunes et femmes des districts Rubavu, Rutsiro, Karongi dans la province de l'Ouest, Kirehe et Kayonza dans la province de l'Est, Musanze et Burera dans la province du Nord et Kicukiro dans la ville de Kigali. D'emblée, l'on voudrait commencer avec le District de Rubavu.

2. Contexte du recrutement

Dans le cadre de bien atteindre ses objectifs d'améliorer la formation professionnelle inclusive de qualité et le niveau d'éducation par le biais de programmes adéquats à la réduction du taux d'analphabétisme, L'organisation Vision Jeunesse Nouvelle, VJN en sigles, voudrait recruter des volontaires alphabétiseurs qui seraient chargés de l'alphabetisation, sur les différents sites des secteurs ci-haut cités.

3. Description détaillée des tâches d'un volontaire alphabétiseur.

1. Aider à identifier les bénéficiaires de l'Alphabétisation avec objectivité.
2. Aider à recruter les bénéficiaires avec intégrité, après sensibilisation et en collaboration avec les autorités locales.
3. Distribuer et suivre l'usage du matériel sur terrain.
4. Faire et remettre les rapports mensuels de leurs activités.
5. Identifier tous les défis en vue d'une solution éventuelle.
6. Communiquer avec les supérieurs pour canaliser toutes les informations en rapport avec le service

4. Conditions requises

1. Être natif/ résident de la zone d'alphabétisation
2. Être âgé d'au moins 21 ans et ne pas dépasser 50 ans
3. Avoir un diplôme d'études secondaires
4. Avoir une bonne écriture.
5. Être capable de faire les services volontaires ;
6. Avoir une connaissance générale sur la vie de l'homme et son environnement
7. Avoir des notions de lecture et d'écriture de l'Anglais et du Français.
8. Avoir des valeurs éthiques

5. Comment postuler ?

Pour postuler, veuillez déposer à plis fermé votre CV, lettre de motivation, copies des documents ayant trait à cette offre au bureau de VJN, dans le département de l'Education cis à, au plus tard le ... Juin à 12h00 précise.

Notre processus de recrutement est gratuit et aucun frais n'est requis pour déposer sa candidature.

Directeur Exécutif de Vision Jeunesse Nouvelle

Selon le nombre d'analphabètes dans la région, l'organisation se fixe un nombre guide qui sera atteint ou certifié à la fin de la session. C'est ce nombre qui oriente les activités d'enregistrement qui sont normalement menées par les alphabétiseurs.

L'activité d'enregistrement se fait à l'aide d'un document préétabli portant un canevas montant toute l'identification du bénéficiaire, pour dire les noms, les lieux de résidence et les identités. A ceci s'ajoute le niveau de formation, l'âge et l'état matrimonial.

Noms et prénoms	Age	Village	Cellule	Secteur	I.D	Etat matrimonial

III. DOCUMENTS A UTILISER

L'enseignement se fait à l'aide des documents comme la fiche leçon(imbata y'isomo), la répartition des matières, le syllabus(integanyanyigisho), le guide d'un alphabétiseur rwandais, le curriculum de Rwanda Education Board et les livres ainsi que le document pour alphabétisation de VJN.

A. DOCUMENT DE GUIDE POUR LES ALPHABETISEURS

Ce document revient au Field Officer qui doit le traiter pendant des réunions mensuelles et des formations permanentes destinées aux alphabétiseurs.

Le formateur devra s'assurer que chaque point a été bien parcouru et compris, car ce document est une réussite de l'alphabétisation

dans la société rwandaise dont le tissu social a été détruit. Il est aussi un outil de valeur pour la bonne marche des activités en classe surtout en ce qui concerne l'éducation aux valeurs.

Les personnes qui pratiquent le bénévolat témoignent de la grande satisfaction personnelle que leur procure cette activité. Le contact social, l'apprentissage, la valorisation ainsi que la joie de voir les apprenants progresser vers leurs objectifs figurent parmi les motivations des personnes bénévoles. Dans un tel contexte, le travail bénévole peut être considéré comme une relation d'échange et c'est dans cette optique que le présent guide a été conçu.

Définition : Selon la définition contemporaine, l'analphabétisme est une faible capacité de traitement de l'écrit qui nuit au bon fonctionnement en société, tant sur le plan personnel que social et professionnel.

Pour ne pas inclure les personnes qui ne savent ni lire ni écrire ni calculer, nous dirons qu'il existe plusieurs niveaux d'alphabétisation.

Beaucoup de personnes sont étonnées de constater qu'à l'heure actuelle où l'accès à l'école est généralisé et le niveau de scolarisation est élevé, le nombre d'analphabètes se trouve encore très élevé.

Les causes sont multiples et elles proviennent à la fois des difficultés personnelles, scolaires, économiques, culturelles et sociales. Cependant, l'analphabétisme est souvent relié à un contexte de pauvreté. Une très faible scolarisation est aussi une des causes les plus directes de l'analphabétisme.

La violence familiale, les troubles d'apprentissage, la maladie physique et mentale et la non-valorisation de l'écriture à l'intérieur de la famille sont aussi des causes fréquentes de l'analphabétisme. Les personnes ayant eu à quitter l'école tôt afin de subvenir aux besoins de leur famille ont souvent de la difficulté avec le code écrit.

Dans notre pays, le génocide et ses séquelles ont été la cause la plus éminente des problèmes qui ont occasionné les troubles de la scolarisation. Raison pour laquelle, il faudrait orienter la force sur le côté psycho-social, pour aboutir à la réussite maximale. Aussi, certains ont appris mais désappris la lecture et l'écriture faute d'avoir eu à utiliser ces acquis dans la vie courante. Enfin, les personnes provenant d'autres cultures ainsi que celles ayant une déficience intellectuelle ont aussi besoin d'améliorer leur contact avec l'écrit pour favoriser leur adaptation sociale.

Les conséquences

Nous constatons, par ailleurs, que même si les sources des lacunes en lecture et en écriture sont diverses, les conséquences sont généralement les mêmes : pauvreté, chômage (la capacité de lecture et d'écriture constitue une exigence pour 98 % des emplois existant au Canada), culture générale moindre, faible estime de soi, accidents de travail, mauvaise gestion financière, perpétuation du problème d'une génération à l'autre, problèmes de santé, manque de participation à la vie sociopolitique, etc.

Les personnes ayant de la difficulté à lire, écrire et calculer éprouvent donc une foule de contraintes dans leur vie quotidienne : difficulté à lire leur courrier, à comprendre leurs factures, à utiliser les services informatisés, à aider leurs enfants dans leurs travaux scolaires et encore bien d'autres situations problématiques.

Les coûts sociaux et personnels de l'analphabétisme étant élevés, l'alphabétisation est essentielle afin de rendre ces personnes plus autonomes

Activités et attributions d'un volontaire en action

1. Formateur en intervention individuelle : Le bénévole s'investi dans la collaboration avec un apprenant dans l'apprentissage de la lecture, de l'écriture et du calcul.
2. Formateur en groupe : Le bénévole s'investi dans la collaboration avec un groupe d'apprenants ayant relativement les mêmes besoins dans l'apprentissage de la lecture, de l'écriture et du calcul. A ceci s'ajoute la mobilisation et la participation dans des activités génératrices de revenus visant le développement de l'apprenant.
3. animateur d'activités spéciales : Le bénévole anime un groupe à la réalisation d'une activité (écriture de carte de vœux, organisation de la fête de Noël...). Il joue aussi le rôle d'un agent communautaire de santé quant à la sensibilisation sur la limitation des naissances, la lutte contre les maladies émergentes,
4. Participation à des activités de sensibilisation et de recrutement : Le bénévole est responsable d'un kiosque d'information dans un lieu public, il va donner des informations concernant le recrutement et le rôle de l'alphabétisation dans le développement du pays.

La démarche d'alphabétisation

Les adultes rwandais bénéficiaires d'alphabétisation ont de profils diversifiés issus de notre histoire. Nous avons des veufs, des divorcés, des orphelins, des handicapés, ou des instables mentaux. Il est donc important qu'un alphabétiseur veille sur son comportement, qui peut d'une manière ou d'une autre léser le bien être des apprenants.

De plus, certains adultes semblent ne pas voir d'intérêt à s'alphabétiser. Ils ne considèrent pas leur difficulté comme un problème. D'ailleurs, plusieurs arrivent à se débrouiller dans la vie de tous les jours en évitant les situations où le code écrit leur est imposé et en demandant de l'aide à leur entourage.

Nous sommes donc appelés à toucher la profondeur du raisonnement de nos bénéficiaires, afin d'y appliquer un stimulus du changement. Notre sensibilisation devrait de ce fait se baser sur l'importance de l'autonomie et de la liberté d'expression. La culture rwandaise en particulier a joué un grand rôle dans l'inhibition du comportement actif à l'apprentissage, de façon que certains se retrouvent analphabètes car ou bien leur famille fut stricte en ce qui concerne la relation entre les familles instruites, pour éviter l'humiliation, ou bien la prospérité de la région masquait l'obligation de fréquenter l'école. La plupart des ressortissants seraient des gens qui semblent aisés et leurs descendances fréquenteraient rarement l'école, ne sachant pas que la fortune prospère sous la lumière de l'éducation.

Nous trouverons donc des gens réticents, anxieux et sceptiques face à l'apprentissage : « je suis trop vieux », « je n'ai jamais été à l'école et je suis riche », je n'ai pas mes lunettes, j'ai un choc dans le bras, tout cela pour boycotter la lecture ou l'action d'écrire,

Il apparaît donc que l'apprenant en démarche d'alphabétisation arrive avec des immenses besoins qui ne sont pas nécessairement clairs, puisqu'il ne connaît pas toujours l'ampleur de ce que pourrait lui permettre une utilisation adéquate du code écrit. » ...

Ainsi, l'attitude du formateur sera d'une grande importance dans la démarche d'alphabétisation afin de conscientiser les apprenants face aux avantages de la connaissance du code écrit et face à leur réelle capacité d'apprendre.

Les approches d'enseignement

En alphabétisation populaire, nous nous efforçons d'utiliser le moins possible l'approche scolarisante, mais plutôt les deux approches suivantes.

1. L'approche fonctionnelle

Cette approche, beaucoup utilisée en alphabétisation, vise le développement intégral de la personne dans le but de la rendre autonome dans son fonctionnement au quotidien. Ainsi, la personne en difficulté est considérée comme étant en marge de la société et l'on tente de lui donner des outils pour qu'elle s'y adapte.

Le matériel utilisé par le formateur est adapté à l'adulte et à ses besoins. Les situations d'apprentissage sont puisées le plus possible dans la vie quotidienne de l'adulte.

Etant donné que notre population à plus de 80% vit de l'agriculture, il faut absolument une flexibilité afin de permettre aux apprenants de vaquer sans encombre à leurs activités.

2. L'approche conscientisante

L'approche conscientisante tente de remettre en cause les structures de la société au lieu de tenter d'adapter les analphabètes à celle-ci. Elle considère que l'analphabétisme est un problème de société plutôt qu'individuel. Cette approche possède donc un caractère politique. On cherche à rendre conscients les participants (et nous-mêmes par ailleurs) de leur oppression et à les amener à une certaine prise de pouvoir.

- ✓ Le formateur doit prendre en compte la culture et la situation socio-économique du participant ;
- ✓ Le formateur doit travailler avec les participants à transformer leurs limites en problèmes à résoudre ;
- ✓ Le formateur doit avoir la conviction profonde de la capacité de chaque être humain à devenir un acteur autonome de sa vie et de participer activement à la transformation du monde ;
- ✓ Le formateur doit donner de la valeur aux propos des participants. Entre autres, il peut le faire en approfondissant les interventions (en tentant de faire verbaliser des émotions ou des besoins);
- ✓ L'écoute est également très importante. Le formateur doit favoriser l'échange d'idées. On apprend donc de part et d'autre ;

- ✓ Le formateur doit encourager et encadrer les personnes à passer à l'action : trouver des solutions, faire bouger les structures dans lesquelles le formateur et les participants évoluent. Par exemple, si un participant se plaint que les écriteaux au bout des rangées chez un marchand ne sont pas clairs, pourquoi ne pas encourager le participant à en faire part au marchand afin qu'il prenne en considération les personnes en difficulté lors de l'élaboration des écriteaux ? Une approche conscientisante implique non seulement une action, mais une alternance continue entre l'action et la réflexion sur l'action ;
- ✓ Le formateur doit intégrer les principes d'une société et tenter de jouer son rôle dans la définition de nouveaux rapports entre les acteurs. Ainsi, le formateur lui-même se doit d'être conscientisé et de faire des actions en lien avec les limites de sa propre position ;
- ✓ Ne jamais arrêter : la conscientisation est un processus qui n'est jamais terminé puisque la réalité sociale bouge sans cesse.

Bien que l'on vise une portée à long terme significative, les petites victoires doivent être célébrées.

Il convient donc de louer et de féliciter les réalisations des participants, si petites soient-elles, afin de soutenir et de promouvoir les initiatives et efforts.

La diversité des besoins de formation

Plusieurs facteurs viennent moduler les apprentissages chez l'adulte et créent une grande diversité chez les groupes d'apprenants. D'abord, les raisons qui motivent l'adulte à entreprendre une formation sont diverses. Elles sont toutefois souvent reliées à la satisfaction de besoins tels que gagner sa vie et entreprendre des études spécialisées.

La société rwandaise en voie de consolidation a surtout besoin des informations sur les clés du développement tels que la propreté, la limitation des naissances, la culture de l'épargne, le développement des outils de communication, l'aménagement de l'environnement et j'en passe. En revanche, il peut également arriver que la personne désire apprendre seulement dans un but d'actualisation de soi. Il est donc clair qu'un groupe peut réunir des personnes avec des motivations bien différentes. De plus, l'étape de la vie adulte où se situe chacun des participants risque d'être différente. En conséquence, les préoccupations, l'expérience et les valeurs de chacun peuvent différer et faire que les motivations à s'alphabétiser soient différentes. Certaines personnes peuvent être plus pressées que d'autres. Les responsabilités personnelles hors ateliers

varient également beaucoup. Notez que, contrairement à l'enfant, l'adulte n'a pas nécessairement comme activité principale l'apprentissage. Il partage son temps entre la formation, le travail, la famille, les loisirs...

De ce fait, le formateur tant qu'animateur et encadreur, il est appelé à réunir toutes les informations et préparer les sessions selon les aspirations de tous les apprenants. Sa préparation devrait donc porter sur tous les domaines transversaux de l'éducation au Rwanda, comme l'environnement, le genre, le génocide, la santé de la reproduction l'économie, l'informatique et la santé publique. Ceci aiderait à répondre aux besoins collectifs et contribuer à la réussite de tous les côtés.

L'alphabétiseur est appelé à user d'un ensemble de techniques permettant d'obtenir le maximum de participation des membres d'un groupe.

Rôles d'un animateur alphabétiseur

- ✓ Aider la personne ou le groupe à identifier ses besoins, à se donner des buts, à réaliser ce qui a été décidé et à évaluer ce qui a été fait ;
- ✓ Établir une planification d'activités avec le ou les participants en fonction de leurs besoins et de leurs objectifs ;
- ✓ Veiller à ce que la personne ou le groupe demeure fidèle aux buts qu'il s'était proposé d'atteindre et à l'organisation qu'il s'était proposé pour y arriver ;
- ✓ Assurer le lien entre les membres du groupe ; d'ici s'annonce la nécessité de s'unir dans des communautés d'épargnes et de crédits internes.
- ✓ Animer techniquement le groupe lors des rencontres, en évitant la déviation et la divagation quant aux objectifs de la leçon préparée.
- ✓ Motiver les membres du groupe par des paroles d'encouragement et leur montrer la réussite éventuelle.
- ✓ Utiliser son imagination afin de trouver la ou les façons d'apprendre permettant de conserver la motivation de tous et de favoriser les apprentissages ;
- ✓ Être attentif à la disponibilité physique et émotionnelle de la personne en apprentissage.

Puisque nous sommes tous informés que le processus d'apprentissage vise la modification et la transformation permanente de l'apprenant, il nous est obligé de mieux connaître les participants et leurs besoins.

Pour cette raison, le formateur est invité à mélanger de façon commode les pratiques pédagogico andragogiques en vue de faciliter l'inclusion en rapport avec les aptitudes diversifiées des apprenants, basées surtout sur la vue, l'ouïe et sur l'expérience quotidienne sur la réalisation du corps tout entier.

Il faut bien comprendre que les uns apprennent par mémorisation, les autres par réflexion, tandis que les autres le font par manipulation et expériences.

Il revient pour cet effet au formateur de choisir la méthode la plus pratique et la plus convenable à chaque apprenant, après une analyse approfondie de tous les participants.

Il faut savoir toutefois que les adultes sont rarement à 100 % auditifs, visuels ou haptiques. En effet, la tendance de base est partiellement compensée par la tendance complémentaire, car au fil des ans, chacun modifie plus ou moins son style d'apprentissage spontané selon les besoins et le contexte.

Le Kinyarwanda, notre langue suppose une lecture entre les lignes pour une meilleure compréhension. Il ne suffit pas de lire les mots écrits, il suffit par contre d'en saisir la signification. Voilà pourquoi il faudra toucher tous les sens pour développer les aptitudes des apprenants.

Exemple : « *Iyo agasozi kamwe karwaye, ako bituranye kaba gatangiye kuniha* »

Par simple lecture, l'on comprendrait ce qui suit : « **Quand une colline est malade, son voisin commence à renifler** »

Ceci signifie normalement que les problèmes du voisin devraient être un présage et donc une annonce de ce qui peut nous arriver. Ceci pour dire que l'on ne verra jamais une colline malade, ou une colline en train de renifler. Le lecteur est donc obligé d'en chercher le sens par réflexion et analyse. Il incombe au formateur de les développer à travers les leçons qu'il prépare.

Les apprenants en alphabétisation ont donc besoin d'acquérir des habiletés dans la compréhension de la lecture, en plus de l'acquisition du code écrit. La clé de la réussite sera le parcours et le traitement des textes ou des histoires qui intéressent le plus ses apprenants.

L'apprentissage du calcul

L'apprentissage du calcul est une étape indispensable dans le développement des capacités des Rwandais qui surtout aspirent à faire un pas en avant dans le développement économique. C'est en fait la porte qui entre dans l'épargne, l'informatique, le commerce et l'agriculture et l'élevage mécanisés.

Les documents de référence ont été conçus par REB (Rwanda Basic Education Board), et un curriculum adapté servira de soutien.

Dans l'apprentissage du calcul, il est essentiel de se familiariser avec le vocabulaire mathématique. L'apprenant doit apprendre à identifier les chiffres, puis à compter. Ensuite, on acquiert la connaissance des symboles numériques et ainsi de suite. Il est donc important de ne pas sauter d'étapes dans ce processus. Aussi, avant de travailler sur les multiplications, par exemple, assurez-vous de l'intégration des étapes précédentes. Le matériel disponible sur l'apprentissage du calcul vous pistera certainement plus en détails sur les étapes à suivre. Souvenez-vous toutefois que, surtout en calcul, il est important d'utiliser des mises en situation ou du matériel reliés aux besoins quotidiens des participants.

Le groupe et sa vie émotive

Le groupe, qu'il soit redouté ou recherché, fait partie de la socialisation de l'individu et apparaît comme un élément indispensable dans la construction de la personne. Il n'est pas à douter que dans n'importe quelle réunion d'individus, peu importe son but, on retrouve des moments de joie et de partage, mais aussi de tensions. En fait, la divergence d'opinion favorise l'émergence des groupes. Cette divergence peut être interne au groupe (émergence des rôles) ou externe (les groupes se constituent par opposition à d'autres groupes déjà existants). Il apparaît donc fondamental sur le plan de l'apprentissage, lorsque le formateur s'interroge sur ses caractéristiques afin de définir les savoirs appropriés à enseigner.

Pour dire qu'un des rôles importants d'un animateur est de prendre le temps de favoriser le bon climat du groupe d'apprenants.

Pour ce faire, il est essentiel de laisser le groupe cultiver ses relations interpersonnelles. Il faut retenir ici que rien ne sert de toujours être axé uniquement sur les apprentissages. En fait, on gagne du temps et de la performance à laisser le groupe s'occuper de ses relations et de ses états d'âme.

Cependant, un soutien psychologique va monter l'estime de soi des uns, un soutien technique va monter l'efficacité des autres, les autres auront besoin d'un soutien cognitif à travers des explications plus approfondies sur le déroulement des activités d'apprentissages. Ce sont donc les « *les régulations, les corrections adaptatives dans la structure du groupe* » qui assurent l'équilibre, et la dynamique se mettra en place lorsque l'action des uns apportera des solutions aux problèmes des autres.

Des trucs pour favoriser la participation

Pour l'apprenant, l'expression est le moyen de clarification de la pensée et d'assimilation de connaissances nouvelles. Sa parole occupe donc une place importante en situation de formation.

La variété

La société rwandaise est variée et sa culture oblige que les nationaux soient discrets.

Il faut chaque fois varier les méthodes pour attirer l'attention des apprenants.

Pour ce faire, il faudra aussi varier le déroulement des rencontres afin de favoriser la motivation et l'apprentissage, en mettant surtout l'accent sur le travail individuel, la discussion à deux et à trois ainsi qu'en grand groupe pouvant s'alterner avantageusement. Il en est de même pour la théorie et la pratique.

La disposition du local

L'environnement de l'apprentissage doit être sain et confortable.

Pour faciliter la participation aux discussions, la disposition des chaises ou des tables en rond, en rectangle ou en "U" est préférable. Deux rangées face à face peuvent favoriser un climat de confrontation. La disposition de type salle de cours (rangées cordées face au tableau) rend les discussions en groupe difficiles car les personnes ne se voient pas bien et ne s'entendent pas parler ; elles ont tendance à discuter en petits groupes. De plus, du devant du local, l'animateur peut avoir de la difficulté à gérer la discussion.

Il faut ajouter aussi que le lieu doit être propre dans tous les sens.

Le balayage des yeux

Durant les discussions et les activités, le balayage des yeux est important afin de cerner la communication non verbale des participants. Il s'agit de promener régulièrement le regard sur l'ensemble du groupe. Cela permettra de voir qui veut s'exprimer et de prendre le pouls du groupe. Par le regard, l'animateur incite les participants qui s'expriment à regarder les autres participants plutôt que de le regarder seulement. Il convient aussi de se déplacer dans la pièce pour favoriser le climat de collaboration, ce qui serait à la base de l'expression libre et fructueuse quelle que soit la qualité de la réponse.

Les invitations de l'animateur

L'apprenant pourra volontiers participer, s'il sait que sa parole sera entendue et accueillie. En reprenant et en reformulant ce qui est dit, l'animateur manifeste qu'il accepte l'expression des idées et des sentiments et qu'il est disposé à en tenir compte. De plus, à chaque fois qu'il sait que le groupe connaît une réponse, l'animateur a davantage à aller la chercher dans le groupe. Il peut utiliser l'expression des membres du groupe également pour se justifier ou augmenter sa crédibilité par rapport à un participant. En effet, si l'ensemble des participants est en accord avec ce que vous dites, le participant incrédule se laissera convaincre plus facilement.

Les situations que nous pouvons corriger

1. Les longs dialogues

Lors des discussions en groupe, évitez les longs dialogues entre deux participants ou entre l'animateur et le participant qui peuvent être ennuyants pour le groupe. Si deux participants ont tendance à trop discuter ensemble durant les ateliers, vous pouvez simplement les séparer en vous assoyant entre les deux ou en faisant asseoir un autre participant entre les deux. Dans une situation de manque d'attention dans le groupe, vous pouvez aussi demander à un participant de résumer les propos d'un autre ou de reformuler l'information que vous avez donnée.

2. Les participants bavards

De même, certains participants sont bavards, c'est-à-dire qu'ils monopolisent la discussion sur le sujet actuel ou s'égarent sur d'autres sujets. Vous pouvez utiliser ce comportement de l'apprenant pour stimuler le groupe, pour aller chercher de l'information pertinente et pour rehausser la dynamique du groupe.

3. Les participants ennuyés

L'apprenant qui semble ennuyé peut être invité à donner son opinion. Vous pouvez aussi lui donner une mission particulière, par exemple, trouver les journaux qui serviront à la prochaine activité.

4. Les participants arrivant à l'avance sur le site

Si certains participants ont l'habitude d'arriver trop avant l'heure de début des cours, vous pouvez leur expliquer qu'il ne sert à rien d'arriver si tôt et que vous avez besoin de temps avant la séance pour vous préparer. Si cette démarche ne fonctionne pas, proposez-leur de faire de la lecture en attendant ou parlez-en à la coordonnatrice qui pourra certainement leur assigner des tâches ménagères.

5. Les participants plus avancés

L'apprenant plus avancé sur un sujet et qui semble s'ennuyer peut se voir attribuer un surplus de travail. Dans certains cas, vous pouvez aussi l'inviter à aider un autre participant, mais il faut vous assurer que l'aidant aura une approche adéquate. Soyez vigilant dans ce type d'intervention. Dans le cas d'un participant généralement trop avancé par rapport aux autres, n'hésitez pas à consulter l'organe supérieur pour jumeler le participant à un autre groupe.

6. Les participants timides

On rencontre souvent aussi dans un groupe une personne timide, c'est-à-dire que celle-ci parle peu à cause de diverses raisons dont celles liées à notre histoire. Or, comme nous savons qu'il est important de participer pour apprendre, l'animateur aura avantage à stimuler la participation de tous.

Voici quelques trucs : Tout d'abord, n'acculez pas la personne timide au pied du mur, mais créez plutôt une ambiance accueillante à son intervention. Posez-lui des questions auxquelles elle peut répondre facilement. Faites appel à son expérience.

Empêchez les autres de l'interrompre. Donnez-lui du temps de réflexion. Si elle ne semble pas prête à un appel direct, invitez-la du regard. Enfin, remerciez-la de son intervention.

Le processus de motivation

La motivation vient des aspirations et des attentes. Elle dépend aussi de la pertinence de la formation comme moyen de satisfaction des besoins d'une personne. La rencontre entre les objectifs de formation et les objectifs individuels est la condition première de succès. On n'impose donc pas des objectifs à des adultes, on en propose. La motivation vient de la signification que nous donnons aux efforts déployés. Il peut donc être utile de montrer aux participants la valeur et l'intérêt des activités proposées en lien avec leurs objectifs. De plus, illustrer le transfert des acquis, c'est-à-dire faire des liens entre les apprentissages et les situations de la vie courante, favorise également la motivation. Vous pouvez habituer vos participants à trouver eux-mêmes certains de ces liens. Par exemple, afin de démontrer l'intérêt d'apprendre et d'avoir suffisamment d'idées sur la limitation des naissances, vous pouvez faire remarquer aux apprenants qui sont parents que pas mal de familles ont du mal à payer la scolarité et l'assurance maladie de leurs membres.

L'animateur est appelé à :

- ✓ Inciter l'apprenant à atteindre ses objectifs
- ✓ Faire une collection des travaux de l'apprenant
- ✓ Encourager l'apprenant en lui montrant qu'il est capable à réaliser autant de choses

- ✓ Evaluer, corriger et donner régulièrement le feedback sur les travaux des apprenants
- ✓ Ne pas afficher une attitude négative envers les erreurs et s'y prendre comme suit :

Quand les résultats ne sont pas parfaits, il est important d'abord de féliciter tout de même l'apprenant de son effort. Ensuite, lui demander de lire ce qu'il a écrit, de l'épeler. L'on sera ainsi exactement ce que l'apprenant veut exprimer par ce qu'il a écrit. Ensuite, souligner ses points forts : La calligraphie s'est améliorée, il a bien ponctué, il a fait attention aux majuscules et aux minuscules, etc.

Et n'oubliez pas, l'apprenant a toujours droit à l'erreur ! L'erreur fait partie du processus d'apprentissage. Cependant, il est proposé de s'attarder autant aux erreurs qu'aux bons coups. Par exemple, si l'on fait la correction d'une dictée avec l'apprenant, il faudra souligner ensemble non seulement les mots mal orthographiés, mais aussi les réussis. Il suffira d'utiliser une couleur différente pour chaque cas.

- ✓ Encourager et multiplier les travaux à domicile
- ✓ Maintenir l'ambiance du groupe
- ✓ Encourager la créativité
- ✓ Bien clôturer la séance en faisant le résumé de ce qui a été fait et en annonçant le prochain sujet.

B. INTEGANYANYIGISHO YO GUSOMA, KWANDIKA NO KUBARA

Ce document aidera à bien préparer les leçons et respecter le profil de sortie.

C'est donc un document à consulter régulièrement pour éviter les erreurs pédagogique-andragogiques éventuelles.

IMBUMBANYIGISHO : UBUSHOBOZI BWO GUKORESHA URURIMI MU MVUGO NO MU NYANDIKO N'UBUMENYI RUSANGE KU BUZIMA		INYIGISHO: GUSOMA KWANDIKA NO KUBARA
Gusoma, kwandika no kubara: Igihebwe cya mbere	Umutwe wa 1: Imirimo rusange yo mu muryango	Umubare w'amasomo :36
Imbumbabushobozi fatizo: Gusoma neza no kwandika ibigaragara binasomeka		
Umusaruro ku myigire		

Ubumenyi	Ubushobozi	Ubukeshya n'indangagaciro	Ibikubiye mu byigwa	Ibikorwa by'umwigishwa
🔸 Kumenya intego y'amagambo 🔸 gutandukanya inyuguti no kuzishyira mu byiciro 🔸 Akamaro k'inyajwi n'ingombajwi.	🔸 Kumva neza inyuguti no kuyandika 🔸 gusoma inyajwi n'ingombajwi 🔸 guteranya inyajwi n'ingombajwi no gukora ibihehane 🔸 Gukurikiranya inyajwi, ingombajwi n'ibihahane 🔸 gukora interuro	🔸 Kwigirira icyizere muri sosiyete 🔸 Gusoma mu masengerero no mu yandi makoraniro 🔸 Kwishimira kubana n'abandi nta pfunwe. 🔸 Isuku no gukunda idihugu	🔸 Amagambo yanditse - Kureba inyuguti - kuzitandukanya hakurikijwe imyandikire 🔸 Ibishushanyo cyangwa amafoto agaragaza ibikorwa bijyanye n'amagambo 🔸 Amashusho n'amagambo agaragaza ubuzima bwa buri muni: - Ibyapa byo ku muhanda - Imiturire n'ibigendanye nayo byose - Ibikorwa remezo n'ibindi	➤ Kwitegereza amagambo yanditse agendanye n'amashusho agaragaza ubuzima bwa muntu muri rusange ➤ Guhuza amashusho n'ibikorwa bisobanurwa n'amagambo abiherekeza ➤ Kumva ibyasomwe no gutandukanya amagambo arimo ➤ Kuyavuga no kuyitegereza aho yanditse ➤ Kwitoza kwandika inyuguti ziri mu magambo no kwitoza kuzisoma ➤ Kuganira ku kamaro ko kubungabunga ibikorwa remezo: amashuri, amavuriro, imihanda, amazi n'amashanyarazi ➤ Kuganira ku miturire idashyira ubuzima bw'abantu n'ibyo mu kaga

Uburyo bw'isuzuma: Uwiga azashobora gusoma amagambo atandukanye agizwe n'inyajwi, ingombajwi n'ibihekane kandi ayandike				
Ibikoresho: ibitabo byo gusoma, amakaye, amakaramu, ingwa, integanyanyigisho				
IMBUMBANYIGISHO: UBUSHOBOZI BWO GUKORESHA URURIMI MU MVUGO NO MU NYANDIKO N'UBUMENYI RUSANGE KU BUZIMA			INYIGISHO: KWIRINDA INDWARA	
Gusoma, kwandika no kubara:	Umutwe wa 2: Isuku no kwirinda indwara zitandukanye.		Umubare w'amasomo: 36	
Igihembwe cya kabiri				
Imbumbabushobozi fatizo: Gusoma neza no kwandika ibigaragara binasomeka				
Umusaruro witezwe			Ibyigwa	Ibikorwa by'umwigishwa
Ubumenyi	Ubushobozi	Ubukeshya n'indangagaciro	Ibikubiye mu byigwa	
🕯 Kumenya intego y'amagambo gutandukanya inyuguti no kuzishyira mu byiciro 🕯 Akamaro k'inyajwi n'ingombajwi. 🕯 Akamaro k'isuku 🕯 Kumenya uko indwara nka Sida n'izindi zandura	🕯 Kumva neza inyuguti no kuyandika 🕯 gusoma inyajwi n'ingombajwi 🕯 guteranya inyajwi n'ingombajwi no gukora ibihekane 🕯 Gukurikiranya inyajwi, ingombajwi n'ibihekane 🕯 gukora interuro 🕯 Kwirinda indwara no kuzirinda abandi	🕯 Kwigirira icyizere muri sosiyete 🕯 Isuku mu mpande zozse z'ubuzima 🕯 Gusoma mu masengeru no mu yandi makoraniro 🕯 Kwishimira kubana n'abandi nta pfunwe. 🕯 Kwanga umugayo kwirinda ubwandavure ubwo aribwo bwose	➤ Isuku n'isukura - Isuku yo mu rugo Isuku yo mu gikoni Isuku yo ku myambaro Isuku yo ku mubiri ➤ Indwara z'ibyorezo no kuzirinda - HIV/SIDA - Indwara zifata imyanya ndangagitsina - Indwara ziterwa n'isuku nke - Malariya ➤ Ubuzima bw'imyorokere n'impinduka ku	➤ Kwitegereza amagambo yanditse ➤ Guhuza amashusho n'ibikorwa bisobanurwa n'amagambo abiherekeza ➤ Kumva ibyasomwe no gutandukanya amagambo arimo ➤ Kuyavuga no kuyitegereza aho yanditse ➤ Kwitoza kwandika inyuguti ziri mu magambo no kwitoza kuzisoma

			mubiri w'abahundu n'abakobwa ➤ INkingo z'umugore utwite n'iz'abana ➤ Ubwisungane mu kwivuza.	➤ Kuganira ku buzima muri rusange: - Kwirinda SIDA - Kwirinda Malariya - Gukingira umugore utwite no gukingiza abana - Kwirina indwara ziterwa n'isuku nke - Impinduka z'umubiri w'umwana w'umuhungu n'umukbwa
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Uburyo bw’isuzuma: Uwiga azashobora gusoma amagambo atandukanye agizwe n’inyajwi, ingombajwi n’ibihokane kandi ayandike

Ibikoreshe: ibitabo byo gusoma, amakaye, amakaramu, ingwa, integanyanyigisho

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IMBUMBANYIGISHO: UBUSHOBOZI BWO GUKORESHA URURIMI MU MVUGO NO MU NYANDIKO N’UBUMENYI RUSANGE KU BUZIMA			INYIGISHO: GUSOMA KWANDIKA NO KUBARA	
Gusoma, kwandika no kubara:		Umutwe wa 1: Ubuhinzi n’ubworozi		Umubare w’amasomo: 36
Igihembwe cya mbere				
Imbumbabushobozi fatizo:Gusoma neza no kwandika ibigaragara binasomeka				
Umusaruro witezwe			Ibyigwa	Ibikorwa by’umwigishwa
Ubumenyi	Ubushobozi	Ubukeshya n’indangagaciro		
☞ Kumenya intego y’amagambo	☞ Kumva neza inyuguti no kuyandika	☞ Kwigirira icyizere muri sosiyete	☞ Akarima k’igikoni	➤ Kwitegereza amagambo yanditse

♪ gutandukanya inyuguti no kuzishyira mu byiciro ♪ Akamaro k'inyajwi n'ingombajwi. ♪ Akamaro k'indyo yuzuye	♪ gusoma inyajwi n'ingombajwi ♪ guteranya inyajwi n'ingombajwi no gukora ibihekane ♪ Gukurikiranya inyajwi, ingombajwi n'ibihekane ♪ gukora interuro ♪ Guhinga kijyambere ♪ kurwanya imirire mibi	♪ Isuku mu mpande zozse z'ubuzima ♪ Gusoma mu masengeri no mu yandi makoraniro ♪ Kwishimira kubana n'abandi nta pfunwe. ♪ Kwanga umugayo ♪ umurava n'umwete mu iterambere	♪ Ubuhinzi bw'imboga n'imbutu ♪ Ubworozi bw'amatungo magufi. ♪	➤ Guhuza amashusho n'ibikorwa bisobanurwa n.amagambo abiherekeza ➤ Kumva ibyasomwe no gutandukanya amagambo arimo ➤ Kuyavuga no kuyitegereza aho yanditse ➤ Kwitoza kwandika inyuguti ziri mu magambo no kwitoza kuzisoma ➤ Kuganira ku kamaro k'ubuhinzi n'ubworozi bw'amtungo magufi ➤ Kuganira ku kamaro k'ibuhinzi bw'imboga n'imbutu, no ku bworozi bw'inkoko, inkwavu n'ingurube ➤ Uko bakora akarima k'igikoni
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Uburyo bw'isuzuma: Uwiga azashobora gusoma amagambo atandukanye agizwe n'inyajwi, ingombajwi n'ibihekane kandi ayandike

Ibikoresho: ibitabo byo gusoma, amakaye, amakaramu, ingwa, integanyanyigisho

IMBUMBANYIGISHO: UBUSHOBOZI BWO GUKORESHA URURIMI MU MVUGO NO MU NYANDIKO N'UBUMENYI RUSANGE KU BUZIMA		INYIGISHO: GUSOMA KWANDIKA NO KUBARA	
Kubara, Gusoma, kwandika no gukoresha amategeko ane y'ibara mu mibare ishyitse.	Umutwe wa 1: Kubara no kwandika kuva kuri rimwe kugera ku ijana	Umubare w'amasomo:36	

Imbumbabushobozi fatizo: Kugereranya neza imibare mu guteranya, gukuba, gukuramo no kugabanya				
Umusaruro ku myigire			Ibikubiye mu byigwa	Ibikorwa by'umwigishwa
Ubumenyi	Ubushobozi	Ubukeshya n'indangagaciro		
🔸 Kumenya guteranya gukuramo, kugabanya no gukubisha imibare iri hagati ya 1 n'100 🔸 Kugereranya imibare hakoreshejwe <, >, na =	🔸 Kwifashisha mara ya rimwe kugeza ku icyenda mu gukuba 🔸 Kugereranya imibare hifashishijwe ibimeneyetso byo guteranya, gukuramo, bihwanye, biruta na birutwa.	🔸 Kwigirira icyizere muri sosiyete 🔸 Gucuruza, gucunga umutungo neza no kwirinda gusesagura 🔸 Guteganyiriza ejo hazaza 🔸 Kwishimira kubana n'abandi nta pfunwe. 🔸 Gikemeura amakimbirane hifashishijwe imibare.	🔸 Guteranya 🔸 Gukuramo 🔸 Gukaba imibare kuva kuri rimwe kugera ku ijana 🔸 Kugereranya imibare 🔸 Kugabanya	➤ Gutandukanya ibinyabumwe, ibinyacumi n'ibinyejana: - 125: - Ikinyabumwe: 5 - Ikinyacumi: 2 - Ikinyejana: 1 ➤ Gutondeka imibare mu buryo bw'impagarike: ibinyabumwe munsu y'ibinyabumwe, ibinyacumi munsu y'ibinyacumi, n'ibinyejana munsu y'ibinyejana ➤ Guteranya no gukuramo mu buryo bw'impagarike ➤ Gukuramo mu buryo bw'intambike ➤ Gukubisha umubare no kugabanya igisubizo n'umubare wakubishijwe - $12 \times 5 = 60$ - $60 \div 5 = 12$ ➤ Kugereranya imibare hifashishijwe ibimeneyetso bya

				biruta, birutwa na hwanye.
Uburyo bw'isuzuma: Uwiga azashobora Gukoresha ibimenyetso byo gukuba, guteranya, kugabanya no gukuramo igihe cyose agereranya imibare. Ibikoresho: ibitabo by'imibare, amakaye, amakaramu, ingwa, integanyanyigisho				

C. IMBATA Y'ISOMO

Izina	ry'isomero.....	Izina	rya	mwarimu
.....				

Ighembwe	Itariki	Isomo	Ishuri	Umutwe	Nimero y'isomo	Igihe rimara	Umubare w'abanyeshuri
Abakeneye kwitabwaho bidasanze							
Izina ry'umutwe							
Imbumbabushobozi fatizo							
Umutwe w'isomo							
Intego rusange							
Aho isomo titangirwa (Mu ishuri cyangwa hanze yaryo)							
Ibikoresho bikenewe mu isomo							
Imfashanyigisho zifashishijwe mu gutegura isomo							
Ibice by'isomo n'igihe bimara	Igikorwa cy'umunyeshuri	Igikorwa cya mwarimu	Isomo	Ubushobozi bugamijwe			
Intangiriro cg isubiramo							
Isomo nyirizina							
Umusozo							
Icyitonderwa							

Incamake y'uko isomo ryagenze	

**AMABWIRIZA AGENGA AMATSINDA YO KUBITSA NO KUGURIZANYA
KU BIGA GUSOMA KWANDIKA NO KUBARA**

Amatsinda yo kubitsa no kugurizanya ni urufunguzo rw'iterambere kuko rifasha abarigize kwitoza umuco wo kuzigamira ejo hazaza. Muri urwo rwego rero abarigize bitoza gukoresha imari yasagutse ku byo bazigamye aho kuzigama iyasagutse ku byo bakoresheje.

Intego nyamukuru y'aya matsinda ni ukurwanya ibibazo biterwa n'amakimbirane aturuka ku ikoreshwa nabi ry'umutungo no gusesagura ; ni ukurwanya kandi umuco wo kumva ko ibibazo by'urugo bikemurwa n'umuntu umwe kuko ariwe ufite imbaraga nyinshi cyangwa ko afite umushahara.

I. Aho itsinda rikorera

Intara.....

Akarere:

Umurenge :

Akagari :.....

Umudugudu:.....

Igihe itsinda ryashingiwe :.....

II. Itsinda ryo kubitsa no kugurizanya ku biga gusoma, kwandika no kubara, rigamije ;

1. Guhuza abarigize no gukomeza umubano wabo
2. Guteza imbere umuco wo kuzigama no guteganyiriza ejo hazaza
3. Kurushaho guharanira iterambere ry'abanyarwanda bose nta kurobanura

III. Itsinda ryo kubitsa no kugurizanya rigizwe:

1. Mbere na mbere n'abiga gusoma, kwandika no kubara

2. Abandi baturage babyifuza ariko bemera kwitabira igihe cyose amasomo asojwe kandi ntirirenze abantu mirongo ine bose hamwe.

IV. Amategeko agenga itsinda

1. Itsinda riterana ku munsu wo kwiga gusoma, kwandika no kubara abagize isomero bihitanyemo, ushobora guhinduka igihe babyemeranyijeho
2. Umunyamuryango yemerwe kugira imigabane itangirwa umusanzu irenze umwe ariko itarenze makumyabiri n'itanu.
3. Gutanga umugabane shingiro ungana n'ibihumbi cumi na bibiri ashobora gutangwa mu byiciro kugeza yuzuye
4. Gutanga umusanzu igihe cyose itsinda riteranye kandi uhwanyeye n'imigabane ya buri munyamuryango
5. Kubahiriza amategeko yose agenga itsinda

V. IBIREBANA N'ABANYAMURYANGO

1. Abanyamuryango bagomba Kuba inyangamugayo
2. Kuba atuye ahazwi kandi adateganya kwimuka vuba
3. Gutanga indangamuntu ye n'iy'ushobora guhabwa imigabane ye igihe adahari
4. Abanyamuryango bagomba kwirinda amatiku n'ibindi bishobora gutera amakimbirane mu itsinda

VI. UBURYO ITSINDA RIKURIKIRANWA

1. Itsinda rikurikiranwa n'umukorerabushake wa VJN akabitangira raporo ku buyobozi bwayo
2. VJN niyo itanga umurongo ku buryo umutungo w'itsinda ubikwa, ukurikiranwa ndetse no ku buryo ugabanywa
3. Ukuriye itsinda agaragariza VJN ibibazo byose itsinda rigenda rihura nabyo kugira ngo bishakirwe umuti

VII. IBIREBANA N'INGUZANYO

- Inguzanyo zitangwa hagendewe ku mubare w'imigabane usaba inmguzanyo afite mu itsinda.
- Umunyamuryango ahabwa inshuro eshatu z'imigabane afite, akunguka angana na 3%, atarangiza kwishyura mu mezi ane, agatanga angana na 6%.

- Nta munyamuryango ujya mu igabana agifite ideni, bivuze ko buri wese agomba kwishyura ideni ryose mbere y'uko umwaka urangira.

VIII. INZEGO Z'ITSINDA

Inzego z'itsinda zitorwa buri myaka itatu

Itsinda ryitorera abayobozi aribo

- Perezida
- Visi perezida
- Umubitsi
- Umwanditsi
- Abagenzuzi babiri

IX. Inshingano z'abayobozi

1. Perezida ashinzwe

- Kuyobora igikorwa cyo gutanga imsanzu mu itsinda ndetse no kuyobora inama iyo ariyo yose ibera mu itsinda
- Gukurikirana no guhuza imirimo yose ibera mu itsinda
- Gukemura amakimbirane yavuka hagati y'abanyamuryango
- Gushakira itsinda inkunga no kurishakira ibyatuma rizamura imikorere yaryo

2. Visi perezida ashinzwe

- Gusimbura perezida igihe adahari
- Guhagararira perezida aho amutumye no kumuha ibitekerezo byubaka itsinda

3. umubitsi ashinzwe

- Gukurikirana umutungo w'itsinda no kuwubika neza kuri konti
- Kuzuza no kubika inyandiko zose zigaragaza umutungo
- Kwakira no kugeza kuri banki umusanzu w'abanyamuryango
- Kugaragariza itsinda uko umutungo uhagaze
- Kuzuza ifishi y'umunyamuryango igaragaza imigabane ye

4. Umunyamabanga ashinzwe

- Kwandika no kubika inyandiko mvugo z'inama z'itsinda
- Kuzuza ibitabo by'itsinda neza kandi ku gihe

- Gufasha umubitsi kugeza inyandiko z'umutungo mu bubiko

5. Abagenzuzi bashinzwe

- Gukurikirana imitangire y'imisanzu n'uburyo igezwa mu bubiko
- Gukurikirana uburyo abahabwa inguzanyo bazishyura no gutanga inama ku mikoreshereze yazo
- Guha abanyamuryango raporo y'uko itsinda rihagaze ku mutungo

X. Imikorere y'itsinda

Itsinda ritangira mu kwezi kwa cyenda rikamara umwaka. Nyuma y'umwaka habaho kugabana bakanahita bongera gutangira.

Ku munsu wo gutangira nibwo hakirwa abanyamuryango bashya, hakanakorwa urutonde rushya rw'abanyamuryango bose. Hakorwa ku buryo itsinda bitarenze abantu mirongo ine.

Ku munsu wo gutanga imisanzu, buri munyamuryango azana umusanzu ungana n'imigabane yifuza gutanga ndetse n'ingoboka. Kuri uwo munsu kandi nibwo huzuzwa amafishi y'abanyamuryango agaragaza amafaranga bagejejemo, buri wese agasinyira imigabane ye.

Igitabo cy'itsinda kigurwa amafaranga ibihumbi bitanu, kikaboneka muri serivisi ishinze kongera ubushobozi mu bukungu.

XI. Umugereka

1. Umunyamuryango ashobora gusezera mu itsinda igihe asoje amasomo ye; ariko ku bushake bwe, ashobora guhitamo kugumamo
2. Umunyamuryango ukomeretsa abandi mu magambo cyangwa mu bitekerezo, cyangwa ugaragayeho guteranya abanyamuryango mu buryo ubwo aribwo bwose, ahanishwa guhagarikwa by'agateganyo, ariko agakomeza amasomo akazasubiramo yanditse asaba imbabazi kandi agaragaza kwisubiraho.

Iyo yasoje amasomo, asezererwa burundu

3. Abahagarariye itsinda kuri konti:

No	Amazina	Icyo ashinzwe	Telefoni	Umukono
		Perezida		
		Umunyamuryango		
		Umunyamuryango		

4. Abagize komite y'itsinda

Perezida:

Visi perezida:

Umwanditsi:.....

Umubitsi:.....

Abagenzuzi:

1.

2.

3.

XII. Urutonde rw'abanyamuryango bemeje amategeko

No	Amazina	Telefoni	Umukono
1			
2			
3			
4			
5			
6			
7			

Bikorewe **I**

kuwa...../...../.....

Perzida

w'itsinda:

.....

IV. PROFIL DE SORTIE

L'on s'attends qu'à la fin de la session, un alphabétisé soit en mesure de :

1. S'exprimer correctement, oralement par la lecture quelle qu'elle soit ou discours
2. Lire et Ecrire correctement le Kinyarwanda
3. Faire du calcul et son application dans le quotidien (commerce, planning, éducation des enfants etc.....)
4. Prendre part dans des lectures communautaires (Eglises, les réunions politico-administratives etc...)
5. Participer à l'évolution de l'économie familiale à travers l'épargne, la bonne gestion des ressources ainsi que la lutte contre les maladies émergentes qui sont à la base de la destruction de l'économie.
6. Servir de modèle en éducation familiale et en scolarisation des enfants dans la société.
7. Servir de catalyseur dans la mobilisation de la population sur les orientations du gouvernement quant à la limitation des naissances, la propreté, la vaccination, la réussite de la vie conjugale etc....

V. STRATEGIES

Pour atteindre les objectifs et remplir les formalités pour la réussite des activités, il faut :

1. Former en permanence les alphabétiseurs que ce soit pendant les recyclages, les réunions mensuelles ou les visites fréquentes sur terrain

2. Suivre de près la vie de bénéficiaires avant, pendant et après les activités en classe
3. Regrouper les bénéficiaires dans des groupes d'épargne et de crédit interne afin de les aider à capturer la culture d'épargne et de les maintenir ensemble pour éviter les abandons. De ce fait, il faut collaborer avec les chargés des GSLAs afin de confectionner les statuts et règlements, et de soumettre ces groupes au contrôle des agents de terrain de ce département.
4. Disponibiliser tous les documents nécessaires à temps pour éviter les retards en évolution de la matière et des évaluations.
5. Eviter les dons gratuits et les promesses non-aboutissants pour conscientiser davantage les alphabétiseurs et bénéficiaires dans leur prise en charge
6. Suivre régulièrement les activités des alphabétisés après la session d'alphabétisation
7. Organiser des sessions d'évaluation régulières pour dire hebdomadaire, mensuelle, trimestrielle et annuelle.

LISTS OF ABBREVIATIONS

- **F.I:** Facilitator internee
- **SC:** Site coordinator
- **Gold youth:** Generation of leaders discovered
- **VTC:** Vocationnel training centre
- **RTB:** Rwanda TVET Board
- **VJN :** Vision Jeunesse Nouvelle
- **PWDS:** People with disabilities

REFERENCES:

Rwanda Education Board (REB)

National Examination and School Inspection Authority (NESA)

NESA Strategic Plan 2018-2024

Rwanda TVET Policy and Guidelines

Rwanda TVET Board Short Course Syllabus Document

Ministry of Education Rwanda - Adult Literacy

UNESCO Rwanda

World Bank - Rwanda Education Projects

International Literacy Association (ILA) - Rwanda

- Age: Candidates must be 16 years old or beyond.

- Educational Background: Completed Primary School (P6) or above.
- Vulnerability and Socio-Economic Status: Priority given to vulnerable youth and teen mothers.
- Gender: Open to both boys and girls.
- Age: Candidates must be 16 years old or beyond.
- Educational Background: Completed Primary School (P6) or above.
- Vulnerability and Socio-Economic Status: Priority given to vulnerable youth and teen mothers.
- Gender: Open to both boys and girls.