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| Proposal to the Embassy of Belgium in Rwanda |
| **Digital Platform to Support Education for Sustainable Peace in Rwanda** |
| - Proposed Amount: €998,114  - Duration: 36 months |
| Aegis Trust |
| September 2016 |

**Digital Platform to Support Education for Sustainable Peace in Rwanda (DP-ESPR)**

Contents

[Abbreviations 3](#_Toc462225788)

[1. Organisation 4](#_Toc462225789)

[2. Bank details 4](#_Toc462225790)

[3. Justification 4](#_Toc462225791)

[4. Targets 8](#_Toc462225792)

[5. Outputs and activities 9](#_Toc462225793)

[6. Logical framework and relationship to activities 15](#_Toc462225794)

[7. Partners 23](#_Toc462225795)

[8. Sustainability 26](#_Toc462225796)

[9. Gender strategy 30](#_Toc462225797)

[10. Donor visibility 31](#_Toc462225798)

[11. Budget 32](#_Toc462225799)

[12. Governance and Monitoring & Evaluation 39](#_Toc462225800)

[The Programme Advisory Committee (PAC) 39](#_Toc462225801)

[The Programme Management Committee (PMC) 40](#_Toc462225802)

[The Programme Implementation Committee (PIC) 40](#_Toc462225803)

[Planning, Monitoring & Evaluation and Reporting 40](#_Toc462225804)

[Anti-Corruption Measures 41](#_Toc462225805)

[Annex 1: The relationship between DP-ESPR, ESPR and GRRP Y4 42](#_Toc462225806)

[Annex 2: Aegis Trust Procurement Procedures 45](#_Toc462225807)

# Abbreviations

ACE-DS – African Centre of Excellences for Data Sciences

ASI-D – Africa Smart Investments - Distribution

CMU – Carnegie Mellon University

DfID – UK’s Department of International Development

DP-ESPR – Digital Platform to support Education for Sustainable Peace in Rwanda

ESPR - Education for Sustainable Peace in Rwanda

GRCT - Governance Compliance and Risk Team

GRRP Y4 – Genocide Research and Reconciliation Programme, Year 4 (funded by DfID)

iOS – i-Operating System - mobile phone operating system for iPhones

KGM – Kigali Genocide Memorial

MINEDUC – Ministry of Education, Rwanda

NISR – National Institute of Statistics Rwanda

PAC – Programme Advisory Committee

PIC – Programme Implementation Committee

PMC – Programme Management Committee

PVE – Peace and Values-based Education

REB – Rwanda Education Board

RPEP – Rwanda Peace Educatino Programme (funded by Sida)

RRB – Rwanda Reconciliation Barometer

Sida – Swedish International Development Cooperation Agency

UNESCO – United Nations Organisation for Education, Science and Culture

UR – University of Rwanda

UR-CE – University of Rwanda – College of Education

UR-CASS – University of Rwanda – College of Arts and Social Sciences

USC – University of Southern California

# 1. Organisation

- full name: Aegis Trust

- Abbreviation: Aegis

- Legal status: Registered Charity: UK - Aegis Trust, charity no. 1082856, Rwanda - Aegis Rwanda Reg. No 123/DGI/E/2015, US - Aegis America Inc, EIN 31-1769192

- Official address: Dr James M Smith, CEO, Aegis Trust (Head Office, UK), 15 Bridge Street, Newark, Nottinghamshire, NG24 1EE, UK

- Mr Freddy Mutanguha; Aegis Trust Africa Director

Aegis Trust Rwanda, Kigali Genocide Memorial, The Aegis Trust, P.O Box 7251, Kigali, Rwanda.

- Mailing address (if different from official address):

- Representative (name and title): Yves Kamuronsi, Country Director

- Web site: [www.aegistrust.org](http://www.aegistrust.org)

- contact: [yves.kamuronsi@aegistrust.org](mailto:yves.kamuronsi@aegistrust.org)

- Phone: n/a

- Mobile: 0788303637

- Email: [yves.kamuronsi@aegistrust.org](mailto:yves.kamuronsi@aegistrust.org)

# 2. Bank details

- Name of the bank: COGEBANQUE

- Address of the bank :

Centenary House

KN 4Av.72ST

P.O Box 5230 Kigali-Rwanda

- Account number : 130-001-1390066615-69/EURO

- Titular : AEGIS TRUST/KIGALI GENOCIDE MEMORIAL

- BIC / SWIFT: CGBKRWRW

- IBAN (EU)/BIC : CGBKRWRW

- Reference for payments: DP-ESPR

# 3. Justification

**- Context**

This proposal to the Embassy of Belgium for a Digital Platform to Support Education for Sustainable Peace in Rwanda (DP-ESPR) builds upon another programme for which Aegis Trust has already secured funding from the Swedish International Development Cooperation Agency (SIDA), called Education for Sustainable Peace in Rwanda (ESPR), which will run for three years from July 2016-June 2019 and for which there will be £2.69 million, and another programme which is an extension to the Genocide Research and Reconciliation Programme (GRRP) for the period of July 2016 to June 2017, for which there will be £1.1 million; USAID funding is also currently being confirmed for approximately £156,000 to support Aegis’ youth peacebuilding programme.

ESPR builds upon the success of the first three years of the Genocide Research and Reconciliation Programme (GRRP), funded by the UK’s Department for International Development (DfID), and the Rwanda Peace Education Programme (RPEP), funded by Sida; Aegis Trust ran both programmes from July 2013 to June 2016.A key achievement of RPEP and GRRP was to incorporate Peace and Values-Based Education in the Rwandan national curriculum, termed the ‘Competence-Based Curriculum’ by Rwanda Education Board (REB). As of 2016, the Rwandan Competence-Based Curriculum integrates Peace and Values-Based Education as a cross cutting theme across subjects and academic levels. An opportunity thus exists to disseminate the methodology and approach to Peace and Values-Based Education through the design and provision of widespread access to teaching and learning materials. This is the basis of the peace education element of the proposed digital platform.

The digital platform contributes in this way to the implementation of the peace and values aspects of the curriculum. Once completed the possibility exists for the platform to be expanded to include other subjects of the curriculum by other local partners that work in the education sector. In the long run the same platform will also help to disseminate substantial educational content (including feedback and stories of Rwandan students, teachers and communities at large who will have used the platform) beyond the borders of Rwanda, to inspire and influence countries in crisis to build peace and reconciliation, in which Aegis works.

**Human rights challenges and the opportunities for ICT to address these challenges**

**Human rights challenges**

There is astrongneed to continue to promote the right to life through peace and reconciliation in Rwanda**.** Studies show that Rwanda remains statistically at medium risk of politicide or genocide[[1]](#footnote-1) and of mass killing[[2]](#footnote-2).

Whilst Rwanda’s leadership has achieved security, non-violent co-existence and a national-level reconciliation process, without sufficiently strong bonds of social cohesion at the local and community levels, there is a risk that a future power vacuum or a major change in the political environment could result in a return to violence. The Rwandan Reconciliation Barometer (RRB), a study conducted in 2015 by National Unity and Reconciliation Commission, attempts to measure reconciliation in Rwanda with internationally recognized methodology, examining the concept through basic variables: political culture, human security, citizenship and identity, understanding the past, transitional justice, social cohesion. Whilst the study shows that the country has made considerable progress in reconciliation, and highlights the successes in reconciliation, it also reveals the following troubling statistics: 25.8% of respondents strongly stress that there are Rwandans who still sow divisions and genocide ideology in others; **28.9% of respondents believe that there are people in Rwandan society that would try to commit genocide again if conditions were conducive;** 88.6% of respondents affirm that unhealed wounds are a challenge to reconciliation, and **87.7% of respondents believe that ethnic-based stereotypes are a challenge to reconciliation in Rwanda**; [[3]](#footnote-3)

Ample evidence has accumulated from multiple cultural contexts that peace education successfully reduces violence and promotes reconciliation and social cohesion through empathy, critical thinking and moral responsibility[[4]](#footnote-4). However, whilst Peace and Values-Based Education has been incorporated in the Competence-Based Curriculum[[5]](#footnote-5), REB has informed Aegis Trust that Rwanda’s educators at all levels lack the knowledge, teaching materials and ICT techniques to deliver it.

**The opportunities represented by the ICT environment in Rwanda**

Rwanda is one of the fastest growing African countries in ICT development and this presents a rich opportunity to use digital infrastructure in innovative, context-sensitive ways to multiply knowledge that will help to train and equip teachers, parents, students, researchers and policy-makers on how to use educational and research-based resources that will help them improve their practices and build peace and reconciliation more effectively.

There are several avenues for growth in the ICT sector which are relevant to this proposal, which include e-learning, e-services, mobile technologies, applications development, and Rwanda’s becoming a regional centre for research and for the training of top quality ICT professionals. The number of internet subscribers in Rwanda rose from 1,233,765 in 2010 to 3,784,896 by the end of 2015; the number of mobile phone subscriptions rose from 3,548,761 in 2010 to 8,759,619 by the end of 2015, and MTN, by far the most popular mobile phone subscriber, covers 69% of the country’s geographical area with an effective 3G network which serves 88% of the population. These figures are likely to continue an upward trend[[6]](#footnote-6). This fast-growing internet penetration and mobile phone usage in Rwanda presents exciting potential in terms of mass-level access and distribution of content in all ‘growth sectors’ of ICT.

There are a number of specific opportunities and linkages from which DP-ESPR will benefit directly or indirectly. Africa Smart Investments Distribution (ASI-D)[[7]](#footnote-7) works with the government of Rwanda and POSITIVO BGH[[8]](#footnote-8) on distribution of computers to teachers and students in Rwanda, which provides a major opportunity for DP-ESPR to pre-load educational content on peace education before computers are distributed to teachers and students. POSITIVO BGH is a Brazilian and Argentinian company that assembles computers in Rwanda. The Government has launched a Laptop Purchase Programme, under which, during the coming 5 years more than 750,000 computers made by Positivo BGH [[9]](#footnote-9) [[10]](#footnote-10) will be distributed to teachers and students from primary schools to universities in Rwanda by ASI-D. Aegis has already approached ASI-D, whose Chairman has promised a close partnership to enable the pre-installation of DP-ESPR content before computer distribution begins; this deal also requires permission from Positivo BGH, whose President agreed verbally to the plan during his last visit to Rwanda, when he met Aegis Trust team at the Transform Africa Summit 2015[[11]](#footnote-11). This presents a major opportunity for widespread offline access to DP-ESPR content; moreover, the computers will contain an internet modem which also enables teachers and school and university students – including pre-service teachers - to access updated content.

In the same line Aegis Trust intends to engage Rwanda’s three largest telecommunication service providers, MTN, TIGO and Airtel, to provide zero-cost browsing on DP-ESPR content, which could provide free access to the platform for internet subscribers.

A key consultant who will input into DP-ESPR is Dr Patrick McSharry, who is a Rwanda-based applied statistician affiliated with Oxford University, Carnegie Mellon University, and will also be directing a new initiative called the African Centre of Excellence in Data Sciences, which is a partnership between the University of Rwanda, Carnegie Mellon University, Rwanda Governance Board, and National Institute of Statistics Rwanda, and funded by the World Bank. This will be fully operational and established throughout DP-ESPR, and presents opportunities in terms of linkages to relevant expertise and in order to ensure a truly world class, innovative approach.

The DP-ESPR programme is most relevant to Sustainable Development Goal 4 on Quality Education[[12]](#footnote-12), Goal 9 on Industry, Innovation and Infrastructure, and Goal 16 on Peace, Justice and Strong Institutions. Given that there are plans to set up the African hub for the measurement of the Sustainable Development Goals, there are opportunities in this project to link to these goals.

In general, DP-ESPR will benefit from the convincing commitment that the Government of Rwanda has demonstrated to the ambition of Vision 2020[[13]](#footnote-13) to transform Rwanda into a middle-income, information-rich, knowledge-based economy by 2020 through the creation and implementation of the National ICT Strategy and Plan NICI III-2015[[14]](#footnote-14). According to this plan, since Vision 2020 was adopted, Rwanda has “established institutions and mechanisms to create an enabling environment for ICT development, deployed critical world-class infrastructure and is continuously developing a skilled human resource base in its quest to become a knowledge-based society and regional ICT hub”.

**- Relevance in light of the criteria of human rights**

Raising awareness of the path to genocide and other human rights violations and the process of post-genocide reconstruction to build a more socially cohesive and peaceful society, among Educators, Youth, Decision-makers, Researchers and communities in general is fundamental to maintaining and restoring a peaceful society free from genocide and mass atrocities where people’s human rights, here most importantly their right to life, are valued, promoted and protected. Providing online and offline digital resources and mobile applications that can be downloaded by anyone would allow the ESPR programme to reach a wide range of stakeholders in Rwandan communities with this knowledge. Their feedback will be documented and shared on the platform to serve as factual examples of positive changes, thus motivating continued struggle to the creation of knowledgeable society in which the right to a peaceful life is valued, promoted and protected.

# 4. Targets

**- General goal**

The ***general goal*** of the Digital Platform to Support Education for Sustainable Peace in Rwanda is to contribute to strengthened resilience against the ultimate human rights violation, genocide in Rwanda, through provision and multiplication of information on a highly innovative digital platform, about the process that leads to this crime as well as the process of post-genocide reconstruction.

- **Specific objectives**

The specific objectives of the DP-ESPR project relate to the three target audiences mentioned below:

***Specific objective 1:*** To enable Educators to gain required knowledge, skills, values and attitudes of empathy, critical thinking and personal responsibility, engage in peacebuilding and peace education activities, and act as role models in their communities, through access to and use of digital content on DP-ESPR.

***Specific objective 2:*** To empower Youth take the lead in their communities to influence positive values and a change towards behaviour that demonstrates critical thinking, empathy and personal responsibility, through access and use of digital content on DP-ESPR. These young people are trusted by their communities and are approached for guidance related to peacebuilding; they think critically which allows them to engage with decision-makers and educators.

***Specific objective 3:*** To enable decision-makers and researchers to engage in constructive and pluralistic exchange on genocide prevention, reconciliation and peacebuilding, and to have increased knowledge on these topics that informs their policy, practice and further research, through access to digital content on DP-ESPR.

**- Audiences**

The target groups for the project are

1. **Educators** – chosen because this group – comprising female and male lecturers, some staff of the Rwanda Education Board, teacher trainers, teachers, and parents, are already targeted for teacher training in peace education to build social cohesion and reconciliation through the Education for Sustainable Peace in Rwanda programme. Digital content and availability will significantly enhance the teaching about peace education that they are being asked to deliver by Rwanda Education Board
2. **Youth** – chosen because female and male teenagers and young adults are at a highly impressionable age in which they can be trained to be leaders in peacebuilding, and multipliers of knowledge to promote critical thinking, empathy and personal responsibility. Digital content can support, enhance and record their peacebuilding activities and can support a Rwanda-led youth peacebuilding network accessible globally.
3. **Decision-makers and Researchers** – chosen because female and male Decision-makers and Researchers make and shape national policy and practice on peacebuilding, and because digital availability of Rwandan peacebuilding research and policy & practice materials is critical to the formulation of policy and practice and of a knowledge environment among decision-makers and researchers that is informed by the best available evidence and not merely founded on baseless assertion.

# 5. Outputs and activities

**- Outputs/Strategies**

*Output/strategy 1:* The output for Educators and Youth’ will comprise a digital platform for major addition to the digital resources available for Rwandan teachers to teach the Peace and Values-Based Education components of the new Competence-Based Curriculum, resources aimed at parents as informal educators of their children, and resources aimed to assist Rwandan young women and men and youth organisations in conducting and documenting peacebuilding activities in art, film, sport and other areas of activity. The digital platform will incorporate teaching and learning materials – including a comprehensive, interactive reference book on peace education, for all primary and secondary educational levels, a teacher guide, and other tools - created under the ESPR project, including undergraduate and postgraduate academic curriculum content, lesson plans for multiple subjects and academic levels, and general materials that are intended for parents. These materials will be developed using testimonies and source documents from the Genocide Archive of Rwanda and further content will be newly developed to make the platform more comprehensive. This component will also include an online network, forum and blog, which formal and informal Educators will use to exchange experiences on Peace and Values-Based Education, genocide and post-genocide reconstruction in Rwanda.

The Youth programme already uses mobile technology including interactive voice response software, in their youth network for peacebuilding, and Aegis will explore ways to integrate this into the digital platform. Additional tools will be provided that show how such content can be used by the youth to positively impact communities. The DP-ESPR will digitise content and tools developed under ESPR to help inform youth around the country on the development of their peacebuilding activities.

*Output/strategy 2:*The output for Decision-makers and Researchers comprises the growth of a Genocide Research Hub themed on Rwanda, which will gather high quality, policy-relevant research from seven themes in peacebuilding and genocide prevention, by Rwandan and non-Rwandan researchers with an ultimate goal of informing and influencing policy and decision making around matters that might contribute to the violation of human rights. The site will also contain a blog and forum for policy exchange.

Extensive and systematic monitoring and evaluation will be applied to assess the practicality and use of the platform content for the targeted audience. Timely findings will enable continued improvement of the digital platform to meet its objectives.

To achieve these two outputs through full use of the capabilities of ICT, DP-ESPR will **multiply** access to information for Educators, Youth, and Decision-makers and Researchers through the following means:

* To enable offline access DP-ESPR educational content, Aegis has obtained a verbal agreement from the head of Africa Smart Investments Distribution (ASI-D) pre-install DP-ESPR content to 750,000 computers that ASI-D will distributing to teachers and students over the next 5 years. In this way, DP-ESPR content will become available not only to students but also to their parents. The computers are all due to be manufactured by Positivo BGH in Rwanda, but will be distributed by ASI-D, Pre-installation of content will enable teachers and students to access this content offline; moreover each computer has a 4G modem which will enable updates to the pre-installed content.
* An offline version of DP-ESPR will be provided through flash discs, which will be transported to rural areas and accompanied by capacity-building sessions.
* DP-ESPR will make all content readily downloadable online, limit upper document sizes to ensure maximum accessibility, and translate as much content into Kinyarwanda as is affordable.
* DP-ESPR will begin negotiations with Rwanda’s three largest mobile and internet providers to provide zero-cost browsing of DP-ESPR content to internet subscribers on their networks
* DP-ESPR will provide capacity-building workshops to help teachers to use the content as effectively as possible.
* DP-ESPR will be available as a mobile phone application that can be downloadable by anyone through two major online store Apple store for IOS devices and Play store for android devices

DP-ESPR will lower the **threshold** for access to knowledge through the universal availability. Currently, relevant research, policy briefs as well as contacts of key Rwandan researchers in particular, are only available to people with the networks, contacts and expertise, and are not available, for example, even to non-specialist policy-makers and practitioners, and especially not to young researchers. Making all of this information available online will ‘democratise’ the peacebuilding research-for-policy sphere.

DP-ESPR will also ensure **adaptability** to Rwanda’s context through i) the provision of offline digital materials for Educators, parents, Youth and Decision-makers and Researchers, ii) through online materials that do not require a high speed internet connection in Rwanda’s largely 3G environment, iii) the potential digitization of a broad range of content from government and non-government institutions.

**Planned activities**

The following activities will be undertaken to implement this program.

*Activity 1: Stakeholder consultation to inform design of DP-ESPR, and mid-term reflection workshop to evaluate approaches tested so far*

* 1. Early in the project, Aegis will host a stakeholder consultation on the role, functions and content of a peacebuilding-focused digital platform. This stakeholder consultation will draw key information from Aegis’ pre-existing knowledge activities including a Colloquium on Peace and Values Education (PVE) due to take place around September 2016 and funded by DfID[[15]](#footnote-15), a national research conference due to take place in July 2016 and seminars due to take place throughout the 2016-2018 period and funded by DfID and Sida[[16]](#footnote-16). The consultation will aim to better understand the digital needs of the Educators, Youth and Decision-makers and Researchers with whom the project will work, and the possibilities in terms of ICT innovation to meet these needs. This activity will also help Aegis to define the technical requirements of the digital platform. Aegis will ensure a strong gender balance among stakeholders consulted, and will ensure that the needs and views of women are documented and built into the plan for all other activities.

It is probable that this project document and the log frame will need changes to be made after this stakeholder consultation, which could also require changes to the project budget. If this is the case, then these changes will be submitted to the Embassy of Belgium after the consultation.

* 1. After initial prototyping and building of the digital platform, and an initial testing phase of tools that can be used to evaluate both the platform and the peacebuilding environment, a mid-term reflection meeting will take place with relevant stakeholders, to review the approach of DP-ESPR.

*Activity 2: Prototyping and building the online digital platform*

* 1. First a prototype will be developed for a new Peace and Values Education (PVE) online platform designed to provide materials to aid in the teaching of PVE in the Competence-Based Curriculum. This prototype will be created with knowledgeable people in curriculum development and presented to as end-users, and may undergo multiple iterations before it is developed into a final design. This platform will be aimed at decision-makers and researchers, academics, parents, teacher trainers, pre-services teachers and students, and in-service teachers; and the incorporation of a forum for online networking.
  2. The prototyping and development of a Youth platform and forum designed to provide materials to aid youth in peacebuilding, to provide a place for youth to record their peacebuilding activities, and to provide an online home for a Rwandan youth peacebuilding network with global reach. This platform will be integrated into and accessible through DP-ESPR.
  3. The Genocide Research Hub (which already exists) will be enhanced through the integration of professional library software into the existing site (which is DfID-funded) and the integration of a directory of decisionmakers (policymakers and practitioners). This platform will be integrated and made compatible with all other sites under ESPR.
  4. The Genocide Archive of Rwanda (which already exists) will be enhanced to reflect the ‘trusted digital repository’ status being sought under DfID funding during 2016-17. This platform will be integrated and made compatible with all other sites under ESPR.

*Activity 3: Building digital content for DP-ESPR to engage target audiences*

* 1. Educational reference materials will be designed, translated and turned into innovative online resources that have a strong focus on ‘user experience’ in order to maximise the impact of these resources for teacher trainers, lecturers, pre-service teachers, in-service teachers, parents, researchers and youth. The content developed for the site will include a participatory media project conducted with Youth Champions with whom Aegis has a pre-existing relationship from peacebuilding work conducted during 2013-2016 and funded by DfID.
  2. Research materials will be sought, uploaded and catalogued in the library software according to international norms on the Genocide Research Hub. Policy briefs and policy-relevant research materials, including audio-visual materials, will also be integrated into DP-ESPR.
  3. Once sufficient content has been developed and uploaded, an offline version and an application of the digital platform will be developed so that DP-ESPR can be downloaded when connected to internet or pre-installed into computers before distribution or distributed on flash disks and delivered to teachers and teacher trainers in less accessible regions across the country, as well as delivered to stakeholders including REB, UR-CE and UR-CASS to distribute to their stakeholders.

*Activity 4: Capacity-building and awareness workshops at Peace Centres[[17]](#footnote-17)*

This element will incorporate the following:

* Capacity-building workshops, which will help teacher trainers to understand and use the teaching and learning reference materials in their trainings
* Awareness workshops that sensitise ‘ordinary’ community members including parents to the goals and ideas of peace education
* Workshops that promote youth champions and peacebuilding through use of digital platform materials
* The Research, Policy and Higher Education department of Aegis Rwanda will use at least two planned workshops to showcase the content and functionality of the Genocide Research Hub. This component will also feature a film that can be used to train people
* Use of ICT and a tablet to construct a sentiment meter to collect the emotions of visitors to the Peace Centres for trend analysis and impact assessment.

Activity 5: *Development, testing and use of digital tools for analysis of Digital Platform use and impact*

This component involves three components delivered in two phases.

*Phase 1*: The development and testing of digital tools for analysis of digital platform use and impact

* 1. The development and testing of a functioning dashboard to the digital platform that delivers analytics to visually summarize key performance indicators and statistics in real time about who is using the site, how frequently and which materials are gaining the most attention, which can inform site layout throughout the life of the project.
  2. The development and testing of innovative digital tools that can be used to measure key performance indicators about what happens after our target audiences engage in the DP-ESPR. The tools will probably include tools that help to quantity qualitative data, such as specially designed online surveys, or tools to assist in more qualitative assessment techniques such as semi-structured interviews or focus groups. These tools will be embedded into tablets and used to gather data from teacher trainers, teachers, students, youth, parents, decision-makers and researchers. The data from these tools can be ‘plugged in’ to the DP-ESPR dashboard, which can be updated in real time as data is collected. ICT-driven products that may arise from the programme – to be discussed and tested in Phase 1 are:
* Randomized control trials (RCTs) to assess and quantify the impact of the ESPR programme with the specific aim of improving empathy, critical thinking and personal responsibility
* Comparison of trends in the quantitative key performance indicators over time and space which could enable the construction of a risk map. By highlighting risk “hot spots”, Aegis and other stakeholders may be able to use this evidence to target areas most and risk and in need of intervention.
* A technological contribution to the methodology behind Rwanda Reconciliation Barometer that quantitatively measures the
* The data science technology being developed here has the potential to serve as the basis of an early warning system for assessing the risk of politicide or genocide[[18]](#footnote-18) and of mass killing[[19]](#footnote-19) over time and by geographical location.

*Phase 2*: The use of digital tools to analyse digital platform use and impact

* 1. Phase 2 will roll out any innovative digital tool or series of tools that was acknowledged as potentially successful in phase 1. In this phase, analysts with quantitative applied statistics and qualitative social-psychology, gender and educationalist backgrounds in peacebuilding, social cohesion and reconciliation, will use the tools developed and tested in Phase 1 to analyse the use and impact of the digital platform and potentially to address other research questions around peacebuilding. The ideas discussed and tested in phase 1 will be implemented in phase 2. Phase 2 of Activity 5 will be the most exciting and innovative aspect of DP-ESPR, that builds upon all other activities and outputs of the project, but the exact content of this phase depends on what analysts in phase 1 decide is working after an initial development and testing period.

If an idea for the use of technology in the measurement of the peacebuilding impact of the platform is piloted and a larger scale study would cost more than the project budget allows, Aegis will use the initial knowledge and reputation gained to leverage further funding to conduct a full scale study.

**- timetable**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 🡺** | Year 1 | | | | Year 2 | | | | Year 3 | |
| **Activity** | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 |
| Activity 1: *Stakeholder consultation and mid-term review* |  |  |  |  |  |  |  |  |  |  |
| *Activity 2 Building the platform* |  |  |  |  |  |  |  |  |  |  |
| *Activity 3: Building, development and updating of content* |  |  |  |  |  |  |  |  |  |  |
| *Activity 4:Capacity-building and awareness workshops at Peace Centres* |  |  |  |  |  |  |  |  |  |  |
| Activity 5: Phase 1. *Development and testing of digital tools for analysis of Digital Platform use and impact* |  |  |  |  |  |  |  |  |  |  |
| Activity 5: Phase 2. *The use of digital tools to analyse digital platform use and impact* |  |  |  |  |  |  |  |  |  |  |

# 6. Logical framework and relationship to activities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **DP-ESPR Log Frame** | **Description** | **Indicator** | **Baseline** | **Expected Result** |
| **General goal** | Contribute to strengthened resilience against the ultimate human rights violation, genocide in Rwanda, through dissemination of information through innovative means on a digital platform, about the process that leads to this crime as well as the process of post-genocide reconstruction. | Sum of scores for pillars covering 'group grievances', 'factionalised elites', 'legitimacy of the state' and 'human rights', from the Fund for Peace Fragile States Index | 31.0 | 30.0 |
| **Specific objective 1** | To enable Educators to gain required knowledge, skills values and attitudes of empathy, critical thinking and personal responsibility, engage in peacebuilding and peace education activities, and act as role models in their communities, through access and the use of digital content on DP-ESPR. | Number of Educators who use materials from the digital platform in their work; number of Educators who are trained by other Educators on how to use materials from the digital platform; number of unique visitors to the Educators’ section of the DP-ESPR site. | During RPEP and GRRP, Aegis conducted 43 teacher workshops that trained 860 teachers in peace education, but there are over 90,000 teachers and lecturers in Rwanda’s education system to whom peace education is relevant. Peace and Values Education is in the national school curriculum but most Educators do not know how to teach it, nor do they have or use the teaching and learning resources necessary to do so. | Educators demonstrate, role model and communicate critical thinking, empathy and personal responsibility through delivering competent teaching and training on peace and values education, and effectively use digital resources and tools to do so [verified by testimonies and anecdotes]500 Educators use materials from the digital platform in their work. [verified through Significant Activity reports] 5000 Educators are reached by other Educators and encouraged to use materials from the digital platform. 50,000 unique visitors from Rwanda visit the Educators (formal and informal) section of the DP-ESPR site. 600 Parents have been reached by DP-ESPR through Peace Centres |
| **Specific objective 2** | To empower Youth take the lead in their communities to influence positive values and a change towards behaviour that demonstrates critical thinking, empathy and personal responsibility, through access and use of digital content on DP-ESPR. These young people are trusted by their communities and are approached for guidance related to peacebuilding; they think critically which allows them to engage with decision-makers and educators. | Number of Youth who verifiably use DP-ESPR resources in their peacebuilding activities; number of youth who are reached by other Youth who use DP-ESPR resources. Number of unique visitors from Rwanda who visit the Youth section of the DP-ESPR site. | Under GRRP and RPEP in 2013-2016, Aegis trained 536 Youth Champions and 8 Youth Ambassadors for peace, but these Youth and others, have no dedicated digital resources or tools to help them in their peacebuilding. | Youth demonstrate, role model and communicate critical thinking, empathy and personal responsibility, engaging with and using digital resources and tools developed under DP-EPSR. [verified through testimonies and anecdotes]  300 Youth use DP-ESPR resources in peacebuilding activities. [verified through Significant Activity reports]  6000 Youth are reached by other Youth who use DP-ESPR resources.  10,000 unique visitors from Rwanda visit Youth section of DP-ESPR site |
| **Specific objective 3** | To enable decision-makers and researchers to engage in constructive and pluralistic exchange on genocide prevention and peacebuilding, and to have increased knowledge on these topics that informs their policy, practice and further research, through access to digital content on DP-ESPR. | Number of Rwandan and international decision-makers and researchers who are signed up to the Genocide Research Hub. Numbers of Decision-makers and of Researchers who refer to the research and policy materials on the Genocide Research Hub. Numbers of unique visitors to the Genocide Research | Under GRRP Aegis conducted workshops and research for policy seminars which built a network of interest for our research for policy programme among key policy and research institutions in Rwanda. Research needs assessment and policy needs assessment carried out under GRRP shows little cross-engagement between institutions, disciplines and professions among policymakers, practitioners and researchers, about peacebuilding and genocide prevention topics, and a strong appetite to engage in exchange. | 300 Rwandan and international decision-makers (policymakers, practitioners) and researchers (academic and in policy and practice institutions) are signed up to the Genocide Research Hub. 8 Decision-makers and 50 Rwandan researchers refer to the research and policy materials on the Genocide Research Hub and other parts of DP-ESPR in their work.  Genocide Research Hub part of DP-ESPR has 5000 unique visitors from Rwanda. |
| **Output 1** | Creation of Peace and Values-Education-focused digital platform, incorporating, integrating teaching and learning materials, Genocide Archive of Rwanda materials, online network, forums and blog, Youth-focused digital materials, and made available both online and offline means | Existence and functionality of peace and values education-focused digital platform for Educators and Youth | No peace and values education-focused digital platform exists | Peace and Values-Education-focused digital platform exists that incorporates teaching and learning materials and tools to help Educators to teach peace education according to the National Curriculum (including a comprehensive, interactive reference book on peace education, for all primary and secondary educational levels, a teacher guide, and other tools, that will be created under ESPR, GRRP Y4 and DP-ESPR); materials to help youth to conduct peacebuilding activities; Genocide Archive of Rwanda materials; Interactive users’ forum for feedback sharing and interaction between Educators. This platform will be made available both online and offline. |
| **Output 2** | Enhancement of Genocide Research Hub, to incorporate library software, a directory of researchers, policymakers and practitioners, incorporating continuously updated high quality of research for policy materials, Genocide Archive of Rwanda materials, online network and blog, and made available both online and offline | Functionality of Genocide Research Hub | Genocide Research Hub contains good 'research for policy' material but has limited functionality. Aegis commissioned 30 studies throughout GRRP but these are not public. | Genocide Research Hub incorporates library software, a directory of researchers, policymakers and practitioners, continuously updated high quality of research for policy materials, Genocide Archive of Rwanda materials, online network and blog, and has been made available both online and offline |

**-The relationship between the activities and the log frame**

General Goal

Activities 1 to 5

Specific Objective 1: focuses on Educators

Output 1: Platform for Educators and Youth

Specific Objective 2: focuses on Youth

Output 2: Platform for Decision-makers and Researchers

Specific Objective 3: focuses on Decision-makers and Researchers

Each of the five activities contributes to the log frame as a whole, and activity 1, for instance, cannot be pinned to output 1. The activities cut across all outputs, because of the necessity to create an integrated digital platform in which the platform for educators and youth (output 1), for example, has interdependencies and linkages with the Genocide Research Hub for researchers, policymakers and practitioners (output 2), and the Genocide Archive of Rwanda contributes to both outputs 1 and 2.

It is probable that this project document and the log frame will need changes to be made after this stakeholder consultation, which could also require changes to the project budget.If this is the case, then these changes will be submitted to the Embassy of Belgium after the consultation.

* Assumptions

**Assumptions about the link between Outputs and Specific Objectives:**

* There is appetite to access the digital platform among Educators, Youth and Decision-makers & Researchers, and those who do engage actively and positively
* Educators are not only open to using digital materials to teach in the classroom but will find them helpful in facilitating their teaching of the genocide as a difficult topic
* Policymakers are open to using evidence and research found on DP-ESPR, welcoming and finding useful the readily available and relevant information that will be found on the platform
* There remains openness for peace education in government and in schools, and teacher training works effectively to transfer knowledge about peace education
* There will be a spectrum of users of the DP-ESPR – from those who use resources from DP-ESPR regularly and intensively to those who merely become aware of the site through browsing; broadly, the more intensive the use of the platform, the greater its impact.
* New evidence is handled sensitively to reduce risk of increasing tensions

**Assumptions about the link between Specific Objectives and the General Goal:**

* Improved reconciliation and social cohesion processes led by Educators, Youth and Decision-makers and Researchers lead to improved reconciliation and social cohesion outcomes, and this is a key factor in increasing resilience to genocide
* Specifically, access and use of DP-ESPR contributes to the achievement of the outcomes in this proposal and in Aegis’ ‘sister’ project, Education for Sustainable Peace in Rwanda, funded by Sida over the same time period. The Theory of Change is that if Educators can model and promote empathy, critical thinking, personal responsibility and social trust; if Youth can do the same; and if Decision-makers and Researchers can use available knowledge on DP-ESPR to improve evidence-based policy and practice on peacebuilding, then Rwanda will become less fragile as a state – as measured by the Fund for Peace Fragile States Index, and more resilient against a return to genocide.
* Other factors do not hinder the likelihood of increased resilience

**Other relevant factors outside the control of the project that have an impact upon the General Goal:**

* Demographics
* Refugee pressure
* Quality of public services
* Rule of law
* Legitimacy of government
* Intervention of external actors

These factors are identified in the Failed State Index which is the indicator we use to measure the General Goal.

|  |  |
| --- | --- |
| Activity | Contribution to log frame (strategic objectives, outputs) |
| Activity 1: *Stakeholder consultation and mid-term review* | Outputs 1, 2, and discussion of how they will best be designed to achieve Specific Objectives 1, 2, 3. The stakeholder consultation and mid-term review will inform the approach of the whole programme. |
| *Activity 2 Building the digital platform* | Outputs 1, 2 |
| *Activity 3: Building, development and updating of content* | Outputs 1, 2 |
| *Activity 4:Capacity-building and awareness workshops at Peace Centres* | Helps to achieve the Specific Objectives 1, 2 and 3 through engaging the users in the |
| Activity 5: Phase 1 and Phase 2 *Development, testing of digital tools for analysis of Digital Platform use and impact* | This activity will make the most innovative use of ICT and to monitor the achievement of all the Specific Objectives by the digital platform. |

**- Achievements and results within current project / program**

Aegis received funding of £5.6 million from the Swedish International Development Agency (Sida) to implement the Rwanda Peace Education Programme (RPEP) which runs from 2013-2016 and was implemented in partnership with RLB, IRDP, and USC Shoah Foundation. Aegis also received £2.5 million funding from DfID in the same period to implement the Genocide Research and Reconciliation Programme. These two programmes had similar aims and were well integrated. They registered tangible results which can be summarised as follows:

* Successfully developed Peace and Values-Based Education and incorporated it into the Rwandan national school curriculum, in close partnership with Rwanda Education Board;
* Conducted 294 student workshops that trained 7,939 students in peace education;
* Conducted 43 teacher workshops that trained 860 teachers in peace education;
* Trained 536 Youth Champions and 8 Youth Ambassadors for peace;
* Hosted 38,332 visitors to mobile exhibitions for peace;
* In collaboration with “Genocide Research and Reconciliation Programme” funded by DfID, 30 academic studies were commissioned, most of which are being written by Rwandan academics;
* Hosted five national level events on policy and practice (by June 2016);
* Genocide Archive of Rwanda has achieved 5 million ‘hits’.
* Genocide Archive of Rwanda established that documents testimonies of eyewitnesses and data on post-genocide reconstruction efforts; feasibility and capacity developed to begin preserving and digitizing the Gacaca archive, the largest transitional justice digital Archive in Africa, with an estimated 60 million pages of notes from the traditional-inspired courts that heard some 2 million cases relating to the 1994 genocide. With the feasibility complete, the Government of Rwanda have now commissioned Aegis Trust with the task of undertaking the first phase of preservation and digitisation and to train the government (CNLG) archive staff. This phase is taking place in 2016;
* IRDP hosted 14,324 participants in debate clubs on peace;
* RLB reached 60% of the Rwandan population every week with peace education messages within the radio drama Musekeweya;
* Through 16 arts workshops and over 150 debates, RLB created platforms for debate and dialogue in the community;

# 7. Partners

**- Local and (inter) national partners**

Aegis will engage in a strong working partnership with **Carnegie Mellon University** to contribute technical and content-based advice to the digital platform development as well as the use of the platform to assist in monitoring and evaluation both of the direct use of the platform and of ‘what happens next’ – how do users then go on to use the materials in their work or activities. Aegis will collaborate with Prof Patrick McSharry, professor at Carnegie Mellon University and University of Rwanda to provide strategic guidance on the data science analytics and ICT applications that will result from the programme. Prof McSharry is director of the World Bank-funded African Center of Excellence in Data Science (ACE-DS) at the University of Rwanda, and author of “Big Data Revolution”. He has advised the World Bank, UN, national intelligence agencies, management consultancies, reinsurers and blue chip corporations on the development of risk management tools and early warning systems. He has contributed to the “Data Revolution Policy” for the Government of Rwanda and acted as an advisor on the construction of the Consumer Price Index dashboard for the National Institute of Statistics Rwanda (NISR)[[20]](#footnote-20).

**Radio La Benevolencija** is a key implementing partner of ESPR, through a component that promotes peacebuilding through edutainment and will provide rich content for the digital platform.

Aegis will also approach **Institute of Research and Dialogue for Peace**, **USC Shoah Foundation** an institution that focus on the use of Visual history archive in education andit has documented and preserved around 53,000 testimonies of survivors and witnesses of the Holocaust as well as other genocides and been key partner during RPEP and in establishing the Genocide Archive of Rwandaand **Never Again Rwanda** to contribute content they have collected or created in Rwanda over the past decade.

To deliver DP-ESPR Aegis will also work with **Rwanda Education Board, University of Rwanda – College of Education and University of Rwanda – College of Arts and Social Sciences**.These partners will and both gather and disseminate information on the digital platform.

Aegis aims to work with institutions – including the **Royal Museum for Central Africa, Tervuren Museum**, and **UX for Good** – that have the expertise to provide capacity-building and specialised skills in the field of archive management, online user experience and digital technologies.

Aegis will also engage **King’s College London’s Department of Digital Humanities** to provide input and guidance on the development and governance of the digital platform.

**- Method used to identify local partners and to consult**

Aegis has been working in Rwanda for 14 years, and therefore has got to know the key partners extremely well through numerous stakeholder consultations, discussions, functions, events and others. Aegis has worked particularly closely with Rwanda Education Board and University of Rwanda-College of Education, in the last three years as part of the Rwanda Peace Education Programme and has conducted specific workshops and meetings about peace education. Aegis also worked with the University of Rwanda College of Arts and Social Sciences (UR-CASS) during 2013-2016 when it delivered the Research, Policy and Higher Education element of the Genocide Research and Reconciliation Programme, during which, through a series of high level consultations as well as repeated subsequent interaction through events and seminars, it gained a clear picture of the need to avail and publish more international standard research by Rwandan researchers on themes in peacebuilding and genocide prevention, as well as material to help them develop better research. Aegis delivered the Rwanda Peace Education Programme in direct partnership with Radio La Benevolencija and Institute of Research and Dialogue for Peace, and will invite them to consultative meetings on the content and functions of a digital platform as part of Activity 1.

**- Other donors**

Sida: 2.69 million pounds during the 2016-2019 period, for Peace Education, Research Policy & Higher Education, Youth work as well as edutainment with Radio La Benevolencija.

DfID: 1.1 million pounds during the 2016-2017 period, for Peace Education, , Research Policy & Higher Education, Youth work and Archive work.

USAID: 0.16 million pounds during the 2016-2018 period, for Youth work.

**- Synergy and complementarity with other actors**

REB: Aegis Trust was invited to build teaching and learning materials and deliver teacher training to help Rwanda Education Board to deliver peace education as a theme in the national curriculum. The digital platform will assist in this process.

UR-CE: materials available on the digital platform will be used to help University of Rwanda-College of Education to teach the peace education theme to their students.

UR-CASS: materials that are not currently available online, including publication by Rwandan academics and those from University of Rwanda College of Arts and Social Sciences, as well as profiles of these academics, will be made public on the portal, thus complementing and bringing increased profile to the work of researchers working in

Policy-making and practitioner institutions in areas relevant to peacebuilding (e.g. National Unity and Reconciliation Commission, Ministry of Justice, CNLG): the digital platform will significantly enhance the availability of policy-relevant research materials and will therefore complement the work of a number of decision-makers in policy-making institutions.

On different donors – Sida, DfID, the Embassy of Belgium in Rwanda, USAID and other funders, Aegis has developed an integrated plan in which budgets are well coordinated and through which, Aegis Rwanda is fulfilling its strategic plan by funding each of the following signature programme areas for the following three years:

* Peace education, its integration into the Rwandan national curriculum and effective implementation
* Youth peacebuilding
* Research for policy
* Archival work and the preservation of memory
* Kigali Genocide Memorial

DfID is funding the methodology ,content development ,trainings and peace centres establishment to aid in the effective delivery of peace education in the national curriculum as well as the colloquium on peace education which will also inform the digital platform (2016-2017), research for policy (2016-2017) and the archive (2016-2017 – including helping to establish the archive as a trusted digital repository). Sida is, like DfID principally funding the methodology ,content development ,trainings and establishment of peace centres to aid in the effective delivery of peace education in the national curriculum (2016-2019), youth peacebuilding (2017-2019) and research for policy (2017-2019). Both funders help to fund Kigali Genocide Memorial as a peace centre for the teaching of peace education. The Embassy of Belgium funding is the principle funder of the cross-cutting digital platform to help Aegis Trust Rwanda to deliver all of the signature programme areas in its 5 year Strategic Plan.

# 8. Sustainability

**- Planned strategies**

**o financial sustainability**

Aegis Trust Rwanda’s strategic plan for financial sustainability in the coming 5 years contains the following three points, which cover both the continuation of the Digital Platform and all of Aegis’ work in peacebuilding.

First, Aegis Rwanda is continually building profile, relationships and grant funding from development partners and donors. To support this, Aegis plans to build confidence in its work through strategic partnerships and endorsements (for example, UNESCO), and through reflective events such as a Colloquium on Peace Education planned for 2016 and through research that tests the assumptions behind Aegis’ theory of change.

Second; Aegis has a strategy for charitable giving, both through an existing and growing base of national (Rwandan) and international supporters engaged through digital platforms. The Friends of Kigali Genocide Memorial scheme will be based on an online digital platform that will take visitors to the web site on a ‘journey of engagement’ to promote both further commitment to peace and donation to KGM in order to sustain it. Aegis Rwanda will also build and expand its corporate engagement strategy to encourage gifts in cash or in kind from companies working in Rwanda and east Africa.

Third, Aegis Social Enterprise will incrementally improve and build on its existing income sources as they prove to be successful. These income sources include the gift and book shop at KGM, the café at KGM and audio guides at Kigali Genocide Memorial, as well as a chain of Discover Rwanda hostels White Rose CIC (a sister company of Aegis Trust) that contribute profits. Other income-generation ventures that will be explored include packages of information for Educators and use of staff skills to draw in income after ESPR has finished.

It is also worth noting that ASI-De from relatively small web hosting costs, the digital platform will be online and available for use during the years after the programme, and will therefore require relatively few financial resources in order to continue to exist and have impact.

**o institutional sustainability (integration of local governments and other civil society organization)**

Whilst the methods that will be created during this project to measure outcomes from use of digital platform resources are relatively ‘high tech’ and innovative and will require international consultancies (in addition to Rwandan consultancies), once they have been developed every effort will be made to ensure that these evaluation methods can be used and interpreted by Rwandan specialists and non-specialists. The practice of engaging international specialists who then pass knowledge to an increasingly skilled Rwandan team has been Aegis’ practice for the past three years during the significant upgrade of Genocide Archive of Rwanda and the development of the Gacaca Archive so this is a tried and tested process for Aegis Trust. The same process will apply to the creation and design of the digital platform itself; but once the platform has been created, it will be possible to update and develop it in-country by skilled Rwandan staff.

During the stakeholder assessment in Activity 1, Aegis will invite members of the Government of Rwanda and other Rwandan agencies, for example, from Rwanda Education Board, University of Rwanda College of Education, University of Rwanda College of Arts and Social Sciences, National Unity and Reconciliation Commission, and the National Commission for the Fight Against Genocide and a number of youth peacebuilding organisations. It is possible that different parts of the digital platform may be suitable to hand over to different Rwandan agencies at different times.

In terms of handing over specific parts of the Digital Platform:

***Digital platform on Peace Education*:**Aegis Trust will invite and engage the Rwanda Education Board, MINEDUC and University of Rwanda - College of Education in particular, in the creation of the part of the digital platform that will contain digital resources for peace education, and will discuss the continued running and ownership of the digital platform at the end of the programme; the most likely candidate is the Rwanda Education Board, which is responsible for implementing the national curriculum. Youth organisations will also be invited to input into the creation of the Youth component, and those which engage constructively will be considered as candidates to which to hand over the youth component of the peace education platform.

***Genocide Research Hub***: The obvious candidate body for the continued running and ownership of the Genocide Research Hub at the end of the programme is the University of Rwanda; specifically the College of Arts and Social Sciences and potentially the Centre for Conflict Management. Aegis Trust will invite and involve these institutions, already closely involved in the Research, Policy and Higher Education component of GRRP Y4, to the stakeholder consultation at the start of the programme and to further discussions about the ownership of the Genocide Research Hub towards the end of the programme. This prospect is aided by the fact that Aegis’ Research Director (part-time) is also a staff member at the College of Arts and Social Sciences, University of Rwanda.

***Genocide Archive of Rwanda***: The Genocide Archive of Rwanda will be run by the digital resources team in the Education department of Aegis Trust but will also be integrated into the documentation centre at Kigali Genocide Memorial, which will continue to run the platform after the end of the programme.

***Kigali Genocide Memorial as a site from which the Digital Platform can be accessed:*** Whether it continues to be run by Aegis Trust in partnership with National Commission for the Fight Against Genocide, or it is handed over to the government in full, Kigali Genocide Memorial will be open for many years beyond the project, as a centre for the teaching and learning of peace education, and at which the Digital Platform for ESPR will continue to be accessible for local communities, Educators, Youth and Decision-makers and Researchers.

A key strategy through which knowledge on the continued use of DP-ESPR will be transferred will be as follows. For each Peace Centre, Aegis plans to engage and set up a number of ‘Beacon Schools’ as examples of good practice on peace education. These will be secondary schools whose teachers are trained to an especially high standard, to deliver peace education using DP-ESPR resources.

Moreover, many of the teacher training and follow-up workshop Aegis will conduct under ESPR will allocate time during which teachers are trained how to use DP-ESPR content.

The online networks that will be established among Educators, Youth and Decision-makers and Researchers may also contribute to the improvement of existing content or the development of new content, and may enable some sub-sections within the digital platform to be self-driven, although some degree of quality control will always be necessary.

**o socio-economic**

The economic sustainability of the Digital Platform is less relevant – it is covered by the financial sustainability. The social sustainability of the Digital Platform will be driven by the extent to which the platform is engaged with and used beyond the life of the programme. Aegis will work to ensure active continued use of the different sites within the Digital Platform beyond 2019.

There is the possibility to expand the digital platform to support skills in peacebuilding such as leadership and gender themes, and it will be possible to expand and benefit other partners in the education sector.

**- Previous results**

Aegis Trust Rwanda has demonstrated two successful ‘sustainability’ traits.

First, Aegis has demonstrated the capacity to transfer initiatives to relevant Rwandan bodies. Aegis’ flagship programme of peace education, whilst originally conducted for communities and for schoolchildren, has now been incorporated into the Rwandan national school curriculum. The focus of both the ESPR programme as funded by Sida and this DP-ESPR programme, are about enabling Rwanda Education Board and University of Rwanda – College of Education to effectively implement peace education, and once they have the tools and expertise to do this, Aegis’ work will be complete.

Secondly, Aegis has demonstrated strong durability as an organisation working in Rwanda, which is important because peacebuilding work can take many years. Aegis has been operating in Rwanda since 2003, running Kigali Genocide Memorial since 2004, a documentation centre of some kind since 2004, which became the Genocide Archive of Rwanda which was the first online archive to provide access to and properly preserve historical information about the 1994 Genocide against the Tutsi, and enabled Aegis to provide the technical knowledge to build the Gacaca Archive; Aegis has also been running peace education since 2009, and started a research for policy department in 2013. Aegis therefore has a strong track record in both sustaining existing initiatives, and building on these to create new initiatives, building a trusted reputation among both the Government of Rwanda and international donors. This position has only consolidated over time, and has allowed Aegis to build the kind of partnerships that will enable handover of initiatives to relevant Rwandan bodies.

# 9. Gender strategy

**- Baselines and planned strategies**

Aegis Trust also has a Gender Mainstreaming Review funded by Sida that will look at how to ensure a gender-sensitive approach to peace education throughout the whole ESPR programme. Sida has made this review a condition of their second installment to ESPR. The findings of this review will almost certainly have implications for DP-ESPR especially the content. Moreover, a gender specialist will be present at the planned peace education colloquium funded by DfID.

For DP-ESPR, Aegis will incorporate a qualified and experienced gender and conflict specialist at the stakeholder consultation stage, resourced in the qualitative social scientist line in the budget, to make recommendations for how to best address gender issues on the DP-ESPR, which will be followed up throughout the design of the platform, throughout the design of the content and when engaging stakeholders through capacity-building.

Peace and values education platform for Youth and Educators

* Baseline: there is no platform.
* Strategy: the digital materials on peace and values education on the site, which are also funded by other donors, will be guided by the Gender Mainstreaming Review and by advice from a qualified and experienced gender expert, who will offer recommendations at the stakeholder advice stage. The Education team and the Youth team will formulate an action plan to address the recommendations of the Gender specialist and will follow through on these recommendations throughout the remaining life of the DP-ESPR project. Stories by female youth leaders will be featured equally with stories about male youth leaders, and the issue of gender inequality among youth leadership will be addressed openly.

Genocide Archive of Rwanda

* Baseline: Whilst women’s testimonies are featured on the Genocide Archive of Rwanda, there is no particular gender focus or advice from any gender specialist guiding the Genocide Archive of Rwanda
* Strategy: a gender specialist will advise GAR about how to address sensitive issues such as gender-based violence, without either ignoring it or revealing details that could be either legally sensitive or psychologically sensitive or harmful to the involved parties. Staff responsible for GAR will formulate an action plan on how to address the recommendations of the gender specialist. Women’s testimonies will be given a greater feature on the GAR.

Genocide Research Hub

* Baseline: a gender theme in the Aegis approach to peacebuilding research does exist, a number of studies have been commissioned that address gender aspects of the genocide directly – for both women and men, and the work of female researchers is featured on the site.
* Strategy: a gender specialist will review the Genocide Research Hub to ensure that it is being done to address gender aspects of peacebuilding research. The Research, Policy and Higher Education team will formulate and implement an action plan to address the recommendations of the gender specialist.

**- Transversal approach**

Aegis understands ‘transversal approach’ to address how we will engage women both as a shaper of DP-ESPR and as a target audience and active user. During the stakeholder consultation stage, Aegis will take care both to ensure that both women and men are well represented, and will also invite a gender specialist to address gender-specific qualitative issues on the platform and to review current web sites or site strategies.

During the capacity-building stage, Aegis will work towards equal representation of women at capacity-building workshops on DP-ESPR, and that gender themes in each site are explicitly explained to them.

When distributing offline DP-ESPR platform materials on flash disks, Aegis will try to ensure that these are distributed to male and female users equally.

# 10. Donor visibility

- To formulate a proposal by the petitioner

The digital platform will contain clearly visible acknowledgement to the Embassy of Belgium as the main donor in Rwanda on all integrated five sites (peace education site, Youth site, Genocide Research Hub, Genocide Archive of Rwanda and the Kigali Genocide Memorial site).

# 11. Budget

**-Summary Budget**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Responsible department** | **Year 1** | **Year 2** | **Year 3** | **Total** | **Percentages** |
| 1 Management and Administration | €33,270 | €33,270 | €33,270 | €99,811 | 10% |
| 2.1 Staff | €113,100 | €173,434 | €45,332 | €331,866 | 33% |
| 2.2 Activity 1: Stakeholder consultation and mid-term reflection | €32,426 | €13,109 | €- | €45,535 | 5% |
| 2.3. Activity 2: Building the digital platform infrastructure and tools | €211,980 | €55,026 | €9,453 | €276,459 | 28% |
| 2.4 Activity 3: Building digital content for DP-ESPR to engage target audiences | €46,616 | €53,646 | €8,480 | €108,742 | 11% |
| 2.5: Activity 4: Awareness and capacity-building workshops at ESPR Peace Centres | €15,997 | €27,360 | €10,284 | €53,641 | 5% |
| 2.6 Activity 5: Development, testing and use of digital tools for Analysis of Digital Platform Use and Impact | €42,256 | €27,201 | €730 | €70,187 | 7% |
| 3. Audit | €3,958 | €3,958 | €3,958 | €11,873 | 1% |
| Total | €499,603 | €387,004 | €111,507 | €998,114 | 100% |

**Full budget**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Item** | **Cost/unit** | **Unit** | **Year 1 - units** | **Year 2 - units** | **Year 3 - units** | **Year 1 - amount** | **Year 2 - amount** | **Year 3 - amount** | **Total Amount - 3 years** |
|  |  |  |  |  |  |  |  |  |  |
| **1 Management and Administration** |  |  |  |  |  |  |  |  |  |
| Management and administration 10% |  |  |  |  |  | € 33,270 | € 33,270 | € 33,270 | € 99,811 |
| subtotal |  |  |  |  |  | € 33,270 | € 33,270 | € 33,270 | € 99,811 |
|  |  |  |  |  |  |  |  |  |  |
| **2. Digital component** |  |  |  |  |  |  |  |  |  |
| **2.1 Staff** |  |  |  |  |  |  |  |  |  |
| Digital Platform Development Manager | € 2,861 | month | 8 | 12 | 4 | € 22,888 | € 34,332 | € 11,444 | € 68,664 |
| Senior Content Development | € 4,121 | month | 12 | 8 |  | € 49,452 | € 32,968 | € 0 | € 82,420 |
| Content development officer 1 | € 1,576 | month | 5 | 12 | 4 | € 7,880 | € 18,912 | € 6,304 | € 33,096 |
| Archive and digital expertise (Rwanda Country Director) | € 2,786 | month |  | 7 | 4 | € 0 | € 19,502 | € 11,144 | € 30,646 |
| ICT Specialist | € 2,413 | month | 8 | 12 | 4 | € 19,304 | € 28,956 | € 9,652 | € 57,912 |
| Strategic Development Adviser | € 4,600 | month |  | 4 |  | € 0 | € 18,400 | € 0 | € 18,400 |
| Digitisation officer | € 1,697 | month | 8 | 12 | 4 | € 13,576 | € 20,364 | € 6,788 | € 40,728 |
| Subtotal |  |  |  |  |  | € 113,100 | € 173,434 | € 45,332 | € 331,866 |
|  |  |  |  |  |  |  |  |  |  |
| **2.2 Activity 1: Stakeholder consultation and mid-term reflection** |  |  |  |  |  |  |  |  |  |
| Catering | € 24 | person/day | 40 | 40 |  | € 960 | € 960 | € 0 | € 1,920 |
| Consultancy (qualitative social psychologist input) - attendance of stakeholder consultation and contribution to development of performance metrics | € 1,133 | day | 5 | 2 |  | € 5,665 | € 2,266 | € 0 | € 7,931 |
| Consultancy (quantitative social scientist input from Carnegie Mellon University)- attendance of stakeholder consultation and contribution to development of performance metrics | € 1,133 | day | 5 | 2 |  | € 5,665 | € 2,266 | € 0 | € 7,931 |
| Consultancy (technical User experience ) | € 823 | day | 14 | 3 |  | € 11,522 | € 2,469 | € 0 | € 13,991 |
| Flights | € 1,733 | flight | 4 | 2 |  | € 6,932 | € 3,466 | € 0 | € 10,398 |
| Per diem and accommodation | € 160 | person/day | 9 | 9 |  | € 1,440 | € 1,440 | € 0 | € 2,880 |
| Stationery and transport | € 242 | lump sum | 1 | 1 |  | € 242 | € 242 | € 0 | € 484 |
| Subtotal |  |  |  |  |  | € 32,426 | € 13,109 | € 0 | € 45,535 |
|  |  |  |  |  |  |  |  |  |  |
| **2.3. Activity 2: Building the digital platform infrastructure and tools** |  |  |  |  |  |  |  |  |  |
| User experience and Visual design | € 909 | day | 13 | 7 |  | € 11,817 | € 6,363 | € 0 | € 18,180 |
| System Architecture | € 909 | day | 13 | 7 |  | € 11,817 | € 6,363 | € 0 | € 18,180 |
| Senior developer | € 818 | day | 32 | 18 |  | € 26,176 | € 14,724 | € 0 | € 40,900 |
| integration design (repository data exchange preservation ) | € 818 | day | 32 | 18 |  | € 26,176 | € 14,724 | € 0 | € 40,900 |
| software licenses(security Virtualisation backup File server) | € 48,171 | lump sum | 1 |  |  | € 48,171 | € 0 | € 0 | € 48,171 |
| Information preservation storage and Hardware (servers unified storage) | € 66,000 | year | 1 |  |  | € 66,000 | € 0 | € 0 | € 66,000 |
| Consultancy (quantitative social scientist input) | € 1,133 | day | 6 | 3 |  | € 6,798 | € 3,399 | € 0 | € 10,197 |
| Technical support and development | € 2,667 | lump sum | 3 | 3 | 3 | € 8,001 | € 8,001 | € 8,001 | € 24,003 |
| Transport and Communication | € 242 | month | 12 | 6 | 6 | € 2,904 | € 1,452 | € 1,452 | € 5,808 |
| Staff computers | € 1,030 | unit | 4 |  |  | € 4,120 | € 0 | € 0 | € 4,120 |
| subtotal |  |  |  |  |  | € 211,980 | € 55,026 | € 9,453 | € 276,459 |
|  |  |  |  |  |  |  |  |  |  |
| **2.4 Activity 3: Building digital content for DP-ESPR to engage target audiences** |  |  |  |  |  |  |  |  |  |
| Consultant for digital educational content and youth content development | € 788 | days | 15 | 11 |  | € 11,820 | € 8,668 | € 0 | € 20,488 |
| Flight for the consultant for online educational and youth content development | € 2,230 | flight | 3 | 1 |  | € 6,690 | € 2,230 | € 0 | € 8,920 |
| Consultant daily expenses and accommodation | € 147 | day | 30 | 20 |  | € 4,410 | € 2,940 | € 0 | € 7,350 |
| Copy editing and quality assurance | € 3,636 | month | 3 | 1 |  | € 10,908 | € 3,636 | € 0 | € 14,544 |
| Translation | € 3,636 | month | 2 | 2 |  | € 7,272 | € 7,272 | € 0 | € 14,544 |
| Copyright and privacy specialist (consultant) | € 788 | days | 7 | 5 |  | € 5,516 | € 3,940 | € 0 | € 9,456 |
| Flash discs for offline distribution | € 8 | lump sum |  | 3,000 | 1,000 | € 0 | € 24,000 | € 8,000 | € 32,000 |
| Transport to distribute offline content | € 48 | trip |  | 20 | 10 | € 0 | € 960 | € 480 | € 1,440 |
| subtotal |  |  |  |  |  | € 46,616 | € 53,646 | € 8,480 | € 108,742 |
|  |  |  |  |  |  |  |  |  |  |
| **2.5: Activity 4: Awareness and capacity-building workshops at ESPR Peace Centres** |  |  |  |  |  |  |  |  |  |
| Development of training module for the use of the digital platform - consultancy | € 727 | per person | 12 |  |  | € 8,724 | € 0 | € 0 | € 8,724 |
| Awareness and training film | € 7,273 | lump sum | 1 |  |  | € 7,273 | € 0 | € 0 | € 7,273 |
| Mission allowances | € 48 | per person |  | 400 | 150 | € 0 | € 19,200 | € 7,200 | € 26,400 |
| Stationery materials | € 48 | workshop |  | 20 | 8 | € 0 | € 960 | € 384 | € 1,344 |
| Catering services | € 18 | per person |  | 400 | 150 | € 0 | € 7,200 | € 2,700 | € 9,900 |
| subtotal |  |  |  |  |  | € 15,997 | € 27,360 | € 10,284 | € 53,641 |
|  |  |  |  |  |  |  |  |  |  |
| **2.6 Activity 5: Development testing and use of digital tools for Analysis of Digital Platform Use and Impact** |  |  |  |  |  |  |  |  |  |
| Qualitative content-and methodology-based advice for design and testing phase (phase 1) of Integrated dashboard for diagnostics of digital platform use | € 1,133 | day | 4 |  |  | € 4,532 | € 0 | € 0 | € 4,532 |
| Quantitative content-and methodology-based advice from Carnegie Mellon University for design and testing phase (phase 1) of Integrated dashboard for diagnostics of digital platform use | € 1,133 | day | 13 |  |  | € 14,729 | € 0 | € 0 | € 14,729 |
| Integrated dashboard for digital platform diagnostics - ICT and technology component | € 545 | day | 12 | 8 |  | € 6,540 | € 4,360 | € 0 | € 10,900 |
| Qualitative advice on the implementation (phase 2) of content-and methodology-aspect of technology-based tools to collect data and analyse impact of the programme | € 1,133 | day |  | 4 |  | € 0 | € 4,532 | € 0 | € 4,532 |
| Quantitative advice from Carnegie Mellon University on the implementation (phase 2) of content-and methodology-aspect of technology-based tools to collect data and analyse impact of the programme | € 1,133 | day | 5 | 13 |  | € 5,665 | € 14,729 | € 0 | € 20,394 |
| Advice and implementation of technology and ICT aspect of tools to collect survey data | € 424 | day | 10 | 5 |  | € 4,240 | € 2,120 | € 0 | € 6,360 |
| Travel for data collection | € 73 | trip | 10 | 20 | 10 | € 730 | € 1,460 | € 730 | € 2,920 |
| Tablets for data collection | € 970 | unit | 6 |  |  | € 5,820 | € 0 | € 0 | € 5,820 |
| subtotal |  |  |  |  |  | € 42,256 | € 27,201 | € 730 | € 70,187 |
|  |  |  |  |  |  |  |  |  |  |
| **3. Audit** | € 4,000 | lump sum | 1 | 1 | 1 | € 3,958 | € 3,958 | € 3,958 | € 11,873 |
|  |  |  |  |  |  |  |  |  |  |
| Total |  |  |  |  |  | € 499,603 | € 387,004 | € 111,507 | € 998,114 |

# 12. Governance and Monitoring & Evaluation

The governance structure set up for ESPR will also oversee DP-ESPR as the programmes will be run in an integrated manner. DP-ESPR will benefit from existing structure, policies and organizational culture, as well as the governance structure put in place for ESPR, to ensure compliance of the financial management, strategic implementation, unblock implementation bottlenecks and advise on the way forward to drive the program.

Aegis will convene a meeting with all relevant development partners involved in DP-ESPR, ESPR and GRRP Y4, twice yearly for an annual and semi-annual review.

**Director of Programmes**

**Programme Implementation Committee (PIC)**

**Programme Management Committee**

**DP-ESPR and ESPR Structure**

**Education**

**Research, Policy and Higher Education**

**Youth**

**Archive**



**Peace Centres**

**Programme Advisory Committee**

## The Programme Advisory Committee (PAC)

The PAC will provide a platform of exchange of ideas and discussions on key topics tackled by the programme as well as some of the outcomes and how they can be sustained for greater impact. This core group will comprise seven Rwandan and international education experts as well as key representatives from Aegis, RLB and the Ministry of Education. Co-opted members will be invited based on the need to be addressed. The PAC will be chaired by the Aegis CEO.

## The Programme Management Committee (PMC)

The PMC is the oversight body with responsibility for directing, monitoring the programme progress and financial status, confirming annual & semi-annual plans and reports, review major risks and provide guidance on the same, identify bottlenecks and devise mechanisms to unblock them. The PMC will also have the mandate to take major decision in line with changes in the programme scope of work, use of resources including financial resources and duration for further discussion with the donor.

The PMC shall be meeting quarterly or upon request by the Programme Implementation Committee (PIC). It will comprise the Aegis CEO, Aegis Regional Director, Aegis Country Director, Aegis Director of Programmes, Aegis Head of Finance with the CEO or his representative as chair and the Director of programmes as Secretary.

## The Programme Implementation Committee (PIC)

This is the key technical and dynamic group to coordinate the programme activity and processes. It is chaired by the Director of Programmes, and comprises of the DP-ESPR Programme Manager, relevant department/function leaders, M&E Manager, Financial Manager, Radio La Benevolencija Head of Mission, and any other partner representative who may be brought on board. While the Programme Manager will report to the PIC on the implementation (progress, challenges and way forward) of activity/strategy for the period under review, the M&E Manager will report to the PIC on registered outcomes, challenges, lessons learnt and recommendations. The Financial Manager will prepare a brief to the PIC on financial implementation progress highlighting issues that implementers need to know and adjust. The PIC members will discuss implementation, provide necessary guidance but also take note of issues to be handled by Programme Management Committee.

## Planning, Monitoring & Evaluation and Reporting

The DP-ESPR Project Manager (Digital Platform Development Manager) will, together with the relevant staff and management and with advice from the Director of Programmes for ESPR, elaborate annual and semi-annual work plans, based on the indicative timeline of the programme document. These plans will be approved by the Programme Management Committee which shall be composed by representatives as mentioned above.

Results of the semi-annual and annual progress reports to measure progress as compared to anticipated results will be presented and discussed in the Programme Management Committee meetings.

The programme will be monitored against the log frame by the project manager. Monitoring and Evaluation will consist of the following:

* The stakeholder consultation in Activity 1 will monitor and learn about the needs of our key stakeholders and target audience, and will provide recommendations for the direction of DP-ESPR as well as specific tools to be developed within it
* The mid-term reflection in Activity 1 with key stakeholders and representatives of our target audience will assess progress so far, and this will guide the future direction of the project
* An online survey sent to the accumulated users of each site 16 months into the project and 28 months into the project
* The use of digital tools developed in phase 2 of Activity 5 will be designed by experts specifically to measure the impact of DP-ESPR.

## Anti-Corruption Measures

Aegis has also put in place a strong “Counter Fraud and Anti-Corruption Policy” and operates zero tolerance for corruption in order to promote transparency and accountability in the management of its resources. It established a “Governance Compliance and Risk Team (GCRT), a team of Aegis employees with an oversight function across the organization. The GCRT has powers to investigate concerns and complaints about noncompliance with Aegis policies, including allegations of fraud and corruption. Aegis has also established a sound financial management and reporting system allowing a good budget execution and oversight.

# Annex 1: The relationship between DP-ESPR, ESPR and GRRP Y4

**The Goals of DP-ESPR, ESPR and GRRP**

The ‘general goal’ or ‘impact’ statement of DP-ESPR, ESPR and GRRP is the same for all three projects: to contribute to strengthened resilience against the ultimate human rights violation, genocide in Rwanda.

For ESPR and DP-ESPR especially, the ‘outcome’ statements are highly connected; and DP-ESPR is simply focused on the achievement (and measurement) of the goals of ESPR through access and use of the digital platform.

ESPR Outcome Statement 1 includes the text: “Educators have gained required knowledge, skills, values and attitudes allowing them to holistically tackle peace related issues. They act as role models in their communities and motivate others to build, maintain and act as peace makers.”

DP-ESPR Specific Objective 1 reads: “To enable Educators to gain required knowledge, skills values and attitudes of empathy, critical thinking and personal responsibility, engage in peacebuilding and peace education activities, and act as role models in their communities, **through access and the use of digital content on DP-ESPR**.

ESPR Outcome Statement 2 includes the text: “young people…take the lead and play coordination role in their communities to influence positive values and behaviour change. These young people are trusted by their communities and are approached for guidance related to peace-building; they think critically and are independent in their reasoning allowing them to engage with decision makers and educators and other regional/global actors.”

DP-ESPR Specific Objective 2 reads: “To empower Youth take the lead in their communities to influence positive values and a change towards behaviour that demonstrates critical thinking, empathy and personal responsibility, **through access and use of digital content on DP-ESPR**. These young people are trusted by their communities and are approached for guidance related to peacebuilding; they think critically which allows them to engage with decision-makers and educators.”

ESPR Outcome Statement 3 includes the text: “Decision Makers & Researchers engage in constructive & pluralistic exchange on genocide prevention and peacebuilding. They have acquired increased knowledge on these topics, which informs policies, practice and further research.”

DP-ESPR Specific Objective 3 reads: To enable decision-makers and researchers to engage in constructive and pluralistic exchange on genocide prevention and peacebuilding, and to have increased knowledge on these topics that informs their policy, practice and further research, **through access to digital content on DP-ESPR**.”

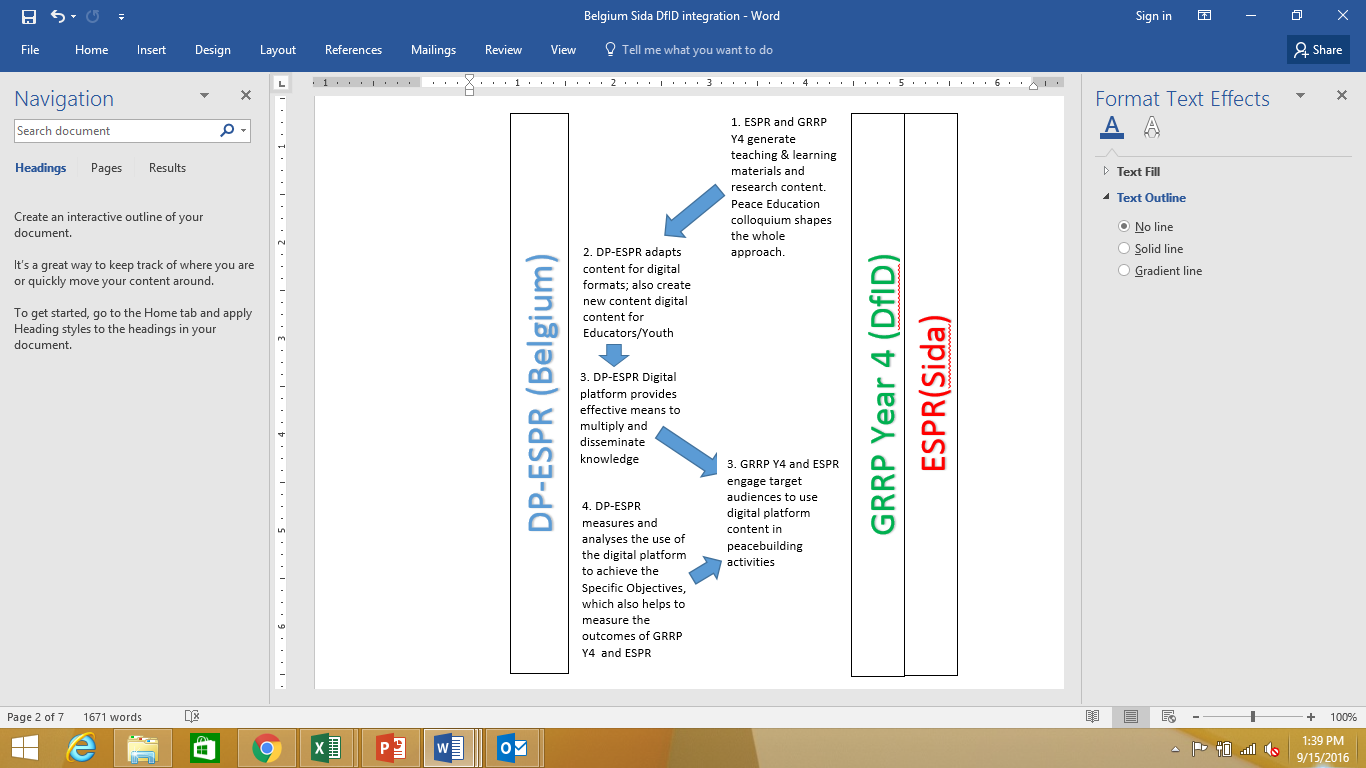
The outcome of GRRP Year 4 is “‘Targeted Rwandan students, communities and researchers demonstrate greater commitment and action in support of reconciliation and social cohesion’” Whilst the GRRP project was designed four years ago and has focused more on the direct delivery of peace education to students than on a national-level teacher training programme (hence there is no mention of teachers), GRRP Year 4 has been designed in such a way that it supports the goals of ESPR.

**How does DP-ESPR add value to ESPR and GRRP Y4; and how do ESPR and GRRP Y4 add value to DP-ESPR**

DP-ESPR adds value to ESPR and GRRP Y4 by providing a high quality digital platform through which to sustain and multiply knowledge on peacebuilding among our target audiences of Educators, Youth and Decision-makers and Researchers, and through innovating to find ways to measure the outcomes of our digital engagement of these target audiences.

When Aegis Trust started formulating a proposal to Sida in August 2016, we proposed a large digital component, but the proposed budget turned out to be too large for the funding that Sida was able to set ASI-De for Aegis. Aegis thus had to cut down to the raw necessities to conduct a national teacher training programme on peace education, as well as to conduct research for policy and youth peacebuilding work. One critical area that was left out of the proposal was the digital platform. Thus the call for proposals issued by Belgium was timely as it will enable us to fulfill a critical pillar in our Strategic Plan (the digital platform) to a high standard. By the time DfID indicated an openness to funding Aegis (in April/May 2016) for a Year 4 cost extension of GRRP, Belgium had already issued a call for proposals themed on Human Rights and ICT, so we had already decided to apply for Belgian funding for this component. Therefore it made sense to use the DfID funding to fill the gaps left by the Sida funding.

Therefore, ESPR and GRRP Y4 only have very minimal funding for digital activities, but they do have funding for the generation of teaching and learning content, as well as research content, that can be uploaded to the digital platform, and for activities that will help to disseminate the content on the digital platform. In this way, the three projects are complimentary. The following diagram gives an overview of how the projects fit together.



**How Belgian funds integrate into Sida and DfID funds**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Primary target group** | **Belgium** | **DfID** | **Sida** | **USAID** |
| All | Management & M&E | Management & M&E | Management & M&E |  |
| All | Communication & Engagement | Communication & Engagement | Communication & Engagement |  |
| All |  | Peace Education Colloquium |  |  |
| All |  |  | Gender mainstreaming review |  |
| All |  | Peace Centres (Kigali Genocide Memorial; Karongi Peace Centre) – KEY DISSEMINATION POINT for DP-ESPR | Peace Centres (Kigali Genocide Memorial; Karongi Peace Centre) – KEY DISSEMINATION POINT for DP-ESPR |  |
| All; Educators |  | Archive, digital preservation and primary content provision for peace education materials |  |  |
| All; Educators | Genocide Archive of Rwanda integration into DP-ESPR |  |  |  |
| Educators |  | Development of teaching and learning materials | Development of teaching and learning materials |  |
| Educators |  |  | Development of module for University of Rwanda and Teacher Training Colleges |  |
| Educators | Development of digital content | Development of digital content | Contribution to staffing for digital content |  |
| Educators; Youth | Peace education portal as part of DP-ESPR |  |  |  |
| Educators |  |  | Peace Education – training of in-service teacher trainers |  |
| Educators |  |  | Peace Education – training of pre-service teachers |  |
| Educators |  | Counselling | Counselling |  |
| Decision-makers and Researchers |  | Research, Policy and Higher Education – research studies, seminars, workshops | Research, Policy and Higher Education– research studies, seminars, workshops |  |
| Decision-makers and Researchers | Genocide Research Hub as part of DP-ESPR |  |  |  |
| Youth |  | Youth peacebuilding activities and youth leadership development | Youth peacebuilding activities and youth leadership development | Youth peacebuilding activities and youth leadership development |
| Youth | Youth component of Peace Education portal as part of DP-ESPR; digital content for Youth |  |  |  |
| All | Capacity-building and awareness workshops at Peace Centres on how to use DP-ESPR |  |  |  |
| All | Development, testing & use of digital tools for analysis of DP-ESPR use & impact (M&E) |  |  |  |
| Educators; Youth |  |  | Edutainment (through our partner RLB and their radio show Musekeweya) |  |

**Narrative of how Belgian funds integrate into Sida and DfID funds**

*Programme Management*

Most of this is paid for by Sida and DfID; Belgium funds contribute to management and administration.

*Programme M&E*

DfID and Sida contribute to M&E staff. DfID will fund a Colloquium (to happen within 4 months) on peace education that will help to define the metrics by which we measure success in terms of increasing empathy, critical thinking and personal responsibility. Sida will fund a gender mainstreaming review for peace education (to happen within 8 months). The lessons from these exercises will improve the effectiveness of the digital platform.

Belgium will fund a stakeholder consultation and mid-term reflection, and the development, testing and use of digital tools for analysis of who uses the digital platform in which ways, and the impact that it has in terms of peace education, outcomes for youth and outcomes in terms of research for policy.

*Peace Education*

DfID and Sida will fund the development of peace education teaching and learning materials, and contribute to the development of digital content; to which Belgium will also contribute. DfID and Sida will fund two peace centres – one in Kigali and one in Karongi in the west of Rwanda – which will primarily host peace education teacher training sessions for pre-service and in-service teachers. These teacher training sessions will use digital content from the digital platform developed with Belgium funds. The peace centres will host youth and community events and events (Sida and DfID funded) that are aimed at researchers and policymakers to improve evidence-based policy and practice on peacebuilding. Moreover under the Belgium funding, awareness and capacity-building workshops will be conducted at the peace centers that will train and sensitise people on how to use digital resources for peacebuilding.

*Counselling*

DfID and Sida will fund two counselors to provide psychological support both to those who undergo peace education and to staff who deliver it; this is an essential ‘do no harm’ strategy in light of the possibility that some people who undergo peace education can become traumatized.

*Research, Policy and Higher Education*

DfID and Sida fund the commissioning of research papers by Rwandan researchers on 7 peacebuilding themes, after a competitive call for proposals. Selected authors are taken through an advisory process with world class academics, and attend workshops on theory and methods and on research publication. The result at the end of the 5 years that the programme will have operated will be up to 42 original research papers and policy briefs, that will be posted on an online platform, the Genocide Research Hub, alongside other high quality research on Rwandan peacebuilding. The Genocide Research Hub will be incorporated into the digital platform developed with Belgian funds, which will also track how the papers on the hub will be used.

*Youth*

DfID and Sida will fund a Youth coordinator and promote youth leadership for peace and to promote ‘active bystanders’ who use critical thinking, empathy and personal responsibility to have a positive peacebuilding impact in their communities. Additional USAID funding will enable youth to use video and IVR mobile technology to record positive reconciliation stories, to voice their issues and to promote dialogue on critical peacebuilding issues. Some of the content generated by the DfID, Sida and USAID-funded work can be uploaded to the youth section of the peace education portal that will be developed with funding from Belgium.

*Communications and engagement*

DfID, Sida and Belgium will fund staff and consultancy to engage both our target audiences of Educators, Decision-makers & Researchers, and Youth, as well as other audiences including donors, and to leverage additional funding to increase and sustain the impact of the initial funding.

*Edutainment and outreach:*

Sida will fund Aegis’ partner organization, Radio La Benevolencija, to conduct Edutainment and Outreach through their peacebuilding radio soap, Musekeweya.RLB may have content to contribute to the peace education digital platform funded by Belgium.

*Archive and digital preservation*

Archival work will be funded mostly by DfID; this will be geared towards generating, cataloguing, digitizing and making accessible source content that will support the development of peace education materials. Belgium funds will contribute to this aspect, on the grounds that this work is essential to the generation of digital content for peace education.

# Annex 2: Aegis Trust Procurement Procedures

Aegis’ Due Diligence report from 2016 recommends that we update the following Procurement Procedures. Among other amendments, crucially the updated procurement procedures will contain the following principles, according to which this DP-ESPR project will be run from the start:

* When procuring consultancy services, Aegis Trust Rwanda will procure a Rwandan consultant where possible, and if this is not possible and a non-Rwandan consultant is engaged, a clear justification must be provided.
* Procurement, including of consultancy services, will be done through a competitive process, unless specific partners are specified in a funding proposal.

**Procurement Procedures**

The purchase of goods and services is necessary for the smooth operation of the [organisation.](http://www.fundsforngos.org/free-resources-for-ngos/policies-systems-ngo/) The aim of the internal control system for the supplying of goods and services is to ensure orders are handled by individuals having skills in evaluating what purchases are required from suppliers offering the best deals, to ensure purchases made do not exceed the budget provided and to ensure purchased goods and services conform with the quantity and price specified in the order.

**Considerations**

**The Business Administration Directorate in the UK and the Finance Department in Rwanda will routinely check with suppliers directly their current price lists. These departments and their records will be the priority over any quotations obtained by purchasing departments of their representatives**.

Please be advised that the Business Administration Directorate in the UK and the Finance Department in Rwanda have overall responsibility for each and every stage of the Procurement Process.

Any conflicts arising when interpreting this policy should be directed immediately to the Business

Administration Director by emailing j[ez.taylor@aegistrust.org](mailto:taylor@aegistrust.org)

 Aegis shall follow certain methods in purchasing goods, works and services required for the needs of the organisation or its projects. Use of competitive bidding shall be a priority practice.

 When making the final decision for use of supplier, Aegis shall be strictly limited to the criterion for bid selection set out in the Procurement Policy. The Business Administration Directorate in the UK and the Finance Department will have oversight of how the final selection is made.

 Tendering cannot be carried out by administrative, junior, IT or Finance staff.

Senior Management may only embark on Tendering where permission is expressly granted by the Chief Executive or is implicit in the nature of the project or activity.

 Evidence of all purchases must be held by the Business Administration Directorate in the UK and the Finance Department in Rwanda**IN ADVANCE OF PURCHASING**. The purchase file shall contain all the documents pertaining to each transaction, i.e. the purchase requisition, quotations, contact information of suppliers purchase contracts or orders, invoices, delivery slips and any other pertinent documents. It is the responsibility of the employee concerned to ensure that Procurement is fully informed of the purchase and is in receipt of all necessary paperwork.

 It may sometimes be necessary to apply more stringent procedures for a given purchase. This may occur where the cost of an item is not known at the start of the procurement process, then written quotations may be requested for purchases within the threshold of telephone quotations. Individual donors may also apply more stringent policies than apply in these procedures.

A table compiling the criteria and responsibilities contained within these procedures is provided at

Annex A (Rwanda) or Annex E (UK) for the purchase of goods and works

A table compiling the criteria and responsibilities contained within these procedures is provided at

Annex B (Rwanda) or Annex F (UK)for the purchase of services.

**Purchases of Value up to and including RWf 75,000 (for Rwanda) and £250 (for UK)**

The Procurement Procedures do not apply to the following:-

Rwanda: purchases of goods, works and services up to and including RwF 75,000.

UK:purchases of goods, works and services up to and including £250. (The difference between the two offices is to recognise the increased price competition in the UK and the overall difference in market values).

**Please be advised:**

Purchases of goods, works and services up to these values will be still be subject to financial procedure rules for example, the New Cost Approval Policy and/or Travel and Expense Policy and the usual permission must be acquired before expenditure is made in accordance with the relevant policy.

**Telephone Quotations**

Telephone quotations can be used for goods and works in exceptional circumstances or when the contract value ***is between*:**

|  |  |  |
| --- | --- | --- |
| Procurement/Selection | Amount UK (£) | Amount  Rwanda(RWf) |
| Goods and Works | £250.01 - £999.99 | 75,001 – 999,999 |

Telephone quotations must not be used for the provision of services.

Methodology

1. New Cost Approval – where applicable, the employee requesting a purchase will complete this form and gain express permission in accordance with the New Cost Approval Policy. For routine purchases, a requisition form will be used. **You must deliver this to the Finance Department BEFORE you embark on the next stages.**

2. Once you have permission, please send the signed New Cost Approval Form to the Finance

Department (Rwanda) or Business Administration Manager Directorate (UK) in person At this stage you will be told by the Finance Department (Rwanda) or Business Administration Manager (UK)**about how to proceed, and it will be explained how that department will be involved and how you will need to report to them before the money is released.**

This is then the method you will be told to follow:

a. Contact three suppliers by*telephone or email or speak to them in person* to get a price quotation for the works or goodsyou need.

b. One file note (which can be found at Annex C) must be completed so that the quotations can be recorded in one place with the description of goods / works recorded to ensure consistency of specification between suppliers. Once this has been completed, this must

be provided to the Finance Department (Rwanda) or Business Administration Manager

(UK).

**c. You must speak with the Finance Department (Rwanda) or Business Administration Directorate (UK) before you decide which quote you are going to accept based on the evaluation criteria.** You must then complete a file note (which can be found at Annex D) explaining this decision which must then be provided to the Finance Department (Rwanda) or Business Administration Directorate (UK).**The Finance Department (Rwanda) or Business Administration Directorate (UK) has oversight over what you decide to buy. REMINDER: You MUST follow the “evaluation criteria”.**

**d. *If* you are sent a contract or terms and conditions from the supplier you have chosen, you must send this to jez**[**.taylor@aegistrust.org**](mailto:taylor@aegistrust.org) **so it can be reviewed by the Business Administration Directorate.**

e. When your goods/works are delivered or installed you must make sure you get a receipt or an invoice. You must hand the**original document** to the Finance Department (Rwanda) or the Business Administration Manager (UK purchases).

**Competitive Written Quotations**

Competitive Written Quotations is the principal method of procurement for goods and works and services when the contract value ***is between:***

|  |  |  |
| --- | --- | --- |
| Procurement/Selection | Amount (£) | Amount (RWf) |
| Goods, Works, | £1,000- £24,999.99 | 1,000,000 - 24,999,999 |
| Services | £250.01 – £14,999.99 | 75,000 – 14,999, 999 |

Methodology

1. New Cost Approval – where applicable, the employee requesting a purchase will complete this form and gain express permission in accordance with the New Cost Approval Policy. For routine purchases, a requisition form will be used. **You must deliver this to the Finance Department BEFORE you embark on the next stages.**

3. Once you have permission, provide the signed copy of your New Cost Approval Form or to the Finance Department (Rwanda) or Business Administration Manager (UK). Once you have permission, please send the signed New Cost Approval Form to the Finance Department (Rwanda) or Business Administration Manager Directorate (UK) in person

At this stage you will be told by the Finance Department (Rwanda) or Business Administration Manager (UK)**about how to proceed, and it will be explained how that department will be involved and how you will need to report to them before the money is released.**

2. You will then be advised to follow this procurement method:

a) You must contact between three and five suppliers and request a written quotation.

**Quotations can be requested either by telephone, email, in person or in writing**. Please use the form at Annexe C simply to ensure you keep to a consistent specification between vendors.

b) Quotations **must be received in writing**

c) All copies of quotations received must be provided to the Finance Department

(Rwanda) or Business Administration Directorate (UK).

d) **You must speak with the Finance Department (Rwanda) or Business Administration Directorate (UK) before you decide which quote you are going to accept based on the evaluation criteria.** You must then complete a file note (which can be found at Annex D) explaining this decision which must then be provided to the Finance Department (Rwanda) or Business Administration Directorate (UK).**The Finance Department (Rwanda) or Business Administration Directorate (UK) has oversight over what you decide to buy. REMINDER: You MUST follow the “evaluation criteria”.**

**e) *If* you are sent a contract or terms and conditions from the supplier you have chosen, you must send this to jez**[**.taylor@aegistrust.org**](mailto:taylor@aegistrust.org) **it can be reviewed by the right person before any other action is taken.**

**f)** When your goods/works/services are delivered or installed you must make sure you get a receipt or an invoice. This should be given to the Finance Department (Rwanda) or Business Administration Manager (UK) in person

**Approved Supplier List**

Where goods or works (only) are repeatedly purchased on a daily, weekly or monthly basis, for example: stationary; toiletries; light bulbs; maintenance equipment etc and a procurement process (competitive telephone quotations or competitive written quotations) has previously been completed**at least twice**, and the same supplier has been the chosen supplier both times, then that supplier will be placed onto the Approved Supplier List , which is maintained by the Finance Department (Rwanda) or Business Administration Directorate (UK).

The reason for this is because the procurement procedures have been followed at least twice

already for the EXACT SAME PURCHASES NEEDED and if we are buying the same products repeatedly and consistently from the same supplier it is not necessary to follow the competitive telephone quotations or competitive written quotations every week or every month (depending on how frequently the products are purchased).

It is always still necessary for the purchasing department or department representative to complete the necessary paperwork and get the right approvals to purchase as normal. The Finance Department (Rwanda) or Business Administration Directorate (UK) will inform the purchasing department or department representative if the supplier is on the “Approved Supplier List”. If the supplier is on this list, then there is no need to use the procurement procedures this time.

A supplier will only stay on the “Approved Supplier List” for six months. After six months the Finance Department (Rwanda) or Business Administration Directorate (UK) will remove the supplier from the list and a full procurement procedure must be followed again, at least twice before a supplier goes back on the list. It may be that the supplier’s prices have increased or the quality of the products has reduced and the supplier will not go back on the list and a new supplier will instead.

The “Approved Supplier List” is confidential and employees must not inform suppliers that they are on this list. It is very important that this is followed because if a supplier finds out the prices of the products may increase.

A file note must be completed by The Finance Department (Rwanda) or Business Administration Directorate (UK) when a product is purchased from a supplier from the Approved Supplier List explaining why the full procedures have not been used.

Contracts

There is no rule that *all* suppliers of goods and works on the Approved Supplier List should be given a contract. If we contracting with these suppliers it would mean we would not be free to “re-test the value” of the suppliers on the list at least every six months.

When we do contract with a supplier the name of that supplier will be on the list until the contract ends and will therefore not be removed every six months.

**Where there is only one or two suppliers of goods or works**

There will be **very rare occasions** where there are only one or two suppliers and therefore three quotations (telephone or written) cannot be obtained. In this instance, the procedures must be followed as normal and the purchasing department or department representative will have to explain and demonstrate to the Finance Department (Rwanda) or Business Administration Directorate (UK) that only one or two suppliers exist for this specific good/works. The purchasing department or department representative will need to explain this in Annex D in the box named “explanation” and sign to say this is a true statement.

In addition, such purchases will need to be explained in a file note by the Finance Department

(Rwanda) or Business Administration Directorate (UK) and kept with the other paperwork.

**TENDERING**

Purchases for amounts above the maximum for written quotations are strictly limited to Senior Management and proceed via the tender process. This can be complicated and assistance will be provided throughout the process. At the start of this process an email must be sent to [procurement@aegistrust.org](mailto:procurement@aegistrust.org) so assistance can be provided.

Tendering is the principal method for procurement when the individual contract value ***within the following range:***

|  |  |  |
| --- | --- | --- |
|  | GOODS / WORKS | |
| Method | Amount (£) | Amount (RWf) |
| Limited Tendering | £25,000 - £99,999.99 | 25,000,000 - 99,999,999 |
| Local Open Tendering | £100,000 - £250,000 | 100,000,000 - 250,000,000 |
| International Open Tendering | >£250,000 | > 250,000,000 |

|  |  |  |
| --- | --- | --- |
|  | SERVICES | |
| Method | Amount (£) | Amount (RWf) |
| Limited Tendering | £15,000 - £74,999.99 | 15,000,000 - 74,999,999 |
| Open Tendering | £75,000 - £250,000 | 75,000,000 - 250,000,000 |

International Open Tendering >£250,000 > 250,000,000

Tenders can be classified based on the requirement category and the main categories of the Tenders are listed below:

Limited or Closed Tender /Selective Tender:

In Limited Tenders, only pre-qualified or known bidders are allowed to participate. Limited Tenders are not advertised in newspapers, as a result other bidders generally do not come to know that such tender is floated.

Open Tender (Local or International):

Open tender is an arrangement where an advertisement in international and/or local newspapers or trade journals invites contractors to apply for tender documents.

Single Tender:

Single Tendering is the process of sending a Tender to one particular party which will only be done in exceptional circumstances with the approval of the Business Administration Director for the procurement of services up to the value of £5,000 or Rwf 5,000,000. This is used for services where there is only one supplier or for an item where Aegis has developed confidence in one supplier only and would just like to verify the current price, delivery etc. Single Tenders are also sent for items of proprietary nature. Approval may be required from donors before a single tender is issued.

**For DfID funded Equipment and Goods Only** - ranging between values of **GBP 100,000 – GBP**

**250,000 or equivalent** will be procured in accordance with the guidelines laid down by the EC authorities for ***local open tendering***. For goods exceeding the value of **GBP 250,000 or equivalent *internationalopentendering***willbeapplied.Forbothmodalities,detailedspecifications,and delivery requirements, are to be submitted to the Contracting Authority. The Contracting Authority will refer the entire procurement process to DFID’s designated procurement provider for Rwanda, viz. Charles Kendall. For DfID funded Services exceeding GBP 75,000, the Contracting Authority will need to endorse the Terms of Reference and the final contract before starting the assignment. For the International restricted tender procedure, the full tender dossier needs prior approval of the Contracting Authority.

Methodology

At the very start of the process you will be told how to proceed and provided with the right documentation once you have emailed [procurement@aegistrust.org](mailto:procurement@aegistrust.org) . The information you will be provided with will follow this method.

I. A tender committee will be established as described below.

II. Prospective suppliers are invited by direct invitation in writing to bid for the tender or the tender is advertised.

III. Complete explicit tender documentation in the form of technical specifications or terms of reference and commercial conditions shall be included in invitations to tender. It is important that the specifications are neutral and where reference to a certain brand or trade name is necessary, the phrase“or similar” be added. As stated above this documentation will be provided for you.

IV. In the evaluation of tenders, consideration may only be given to criteria specified in the invitation to tender.

V. The tender accepted shall be the one that is considered most advantageous when all the criteria are taken into consideration.

VI. Tenders may not be invited merely for purposes of comparison. A company that is invited to submit a tender shall also be able to expect that it is being seriously considered as a supplier.

VII. Invitations to tender shall be sent to at least three parties or advertised in a publically accessible forum so that effective competition can be achieved.

VIII. The make-up of the group of companies invited to tender should not remain permanently the same, but should be varied from time to time.

IX. Where procurements of food are concerned, the invitation to tender should state that bidders must declare the extent to which the price is based on export subsidies or similar grants.

X. In all procurements, the acceptance of a tender and the reasons for its acceptance shall be specified in a special procurement decision, which shall be signed by the manager responsible for the procurement. As stated above the decision will be drafted on behalf of and in consultation with, the procuring manager.

XI. The successful bidder shall be informed in writing as soon as possible and in any event

before the expiry of the period during which the tender is binding on the bidder. XII. Unsuccessful bidders shall be informed as soon as possible.

Procurement Confidentiality

The procurement process, generally, is confidential from the time of receipt and opening of tenders to the notification of the award. The handling of the issue of confidentiality may differ depending on whether it is Aegis who undertakes the procurement or a partner or donor. The invitation to tender or the instructions to tenderers shall state the applicable rule for the specific tender.

Tender Committee

At the start of the process, prior to the invitation to bid, a tender committee will be established and will include (but is not limited to) the manager responsible, a member of the Finance Department and the Business Administration Director (UK purchases) or the Country Director (Rwanda purchases) or a suitable delegate. Each committee will also include a member of staff to take

minutes. It is at the discretion of the Business Administration Director (UK purchases) or the Country

Director (Rwanda purchases) as to which employee fulfils this role.

Tenders shall be opened in the presence of at least two persons. Tender opening minutes where the tenderers are clearly evident shall be established and signed by at least two present persons.

Opening of tenders, evaluation of tenders and the procurement decision shall be handled and signed by a minimum of two persons from the committee.

Tender Documents

The tender documents are the focal point in the tendering process and shall furnish all information necessary for a prospective tenderer to prepare a responsive tender for the goods and works to be provided.

While the detail and complexity of these documents may vary with the size and nature of the tender package and contract, they generally should include:

a) Invitation to Tender;

b) Instructions to Tenderers;

c) General and Special Conditions of Contract;

d) Technical Specifications;

e) Schedule of Requirements;

f) Tender Form;

g) Contract Form;

h) Appendices.

Tender documents shall be drafted so as to permit and encourage the widest possible competition. They shall clearly define the scope of works, goods and associated services to be supplied, the rights and obligations of the purchaser and of suppliers and contractors, and the conditions to be met in order for a tender to be declared substantially responsive, and they shall set out fair and non- discriminatory criteria for selecting the winning tender. **This documentation will be provided at the start of each procurement process in accordance with the methodology above.**

Tender Security

A tender security is a sum of money charged to the tenderers for receipt of the documentation. Its purpose is to afford Aegis a reasonable amount of protection against irresponsible tenders. This amount shall not be so high as to discourage tenderers and the amount will normally fall within the range of 2-5% of the estimated contract price.

Time Limits

Prescribed time limits for the preparation and submission of applications to tenders shall be sufficient for all tenderers to prepare and submit tenders. The minimum time limit of 30 days for application from the date of publication:

Submission

Tenders shall be submitted in writing. For complex procurements, the Tender Committee may arrange a pre-tender meeting between the notice/invitation and the deadline for submission. This should be stated in the invitation to submit tenders and all firms that have declared their intention to submit a tender shall be invited to attend. Where necessary, Aegis may extend the deadline for submission of tenders. If such a decision is taken, the tenders shall be informed of the decision to extend the deadline, not less than 7 days before the deadline for submission of tenders.

Validity

The period of validity of the tender should be specified in the tender documents and be sufficient to enable Aegis to complete the evaluation of tenders and conclude a contract with the successful tenderer. This would normally be in the range of 60–90 days. In exceptional circumstances, Aegis may request the tenderers to extend the validity of their tenders.

Tender Opening

Tenders shall be received and opened under procedures and conditions guaranteeing the regularity of the opening as well as the availability of information from the opening. The following procedures will apply:

 At the time and place stated in the tender documents, Aegis will open all tenders that have been received before the deadline for submission of tenders.

 Tenders shall be opened in the presence of the tenderers or their representatives that choose to attend.

 The name of the tenderers and the total price of each tender shall be read aloud and recorded when opened.

 Minutes of the tender opening shall be distributed to all tenderers that have purchased the tender documents.

 Tenders received after the deadline for submission will be rejected and returned unopened.

Joint Ventures

Any tender shall be signed by all partners of the joint venture, so as to legally bind all partners, jointly and severally, and any tender shall be submitted with a copy of the joint venture agreement providing for joint and several liability with respect to the contract, including the nomination

of the lead firm of the joint venture. Aegis may request the successful joint venture tenderer to establish a special judicial form as a condition for contract execution.

Appeal

Tenderers with the view they have been harmed by an error or irregularity during the award process may file a complaint with Aegis directly.

If the outcome of above procedure does not satisfy the complainant, the tenderer may have recourse to procedures established under Aegis’s national legislation.

Evaluation Procedure

The following steps and considerations should normally be followed and made in the examination and evaluation of tenders:

a) Prior to the detailed evaluation, Aegis will examine each tender to determine whether it is complete, the documents are properly signed, it is substantially responsive to the tender documents and any computational errors have been made;

b) Aegis may at this stage undertake an examination of the tenderers’ qualifications in accordance with the qualification requirements specified in the tender documents so as to determine whether the tenderer is qualified to perform the contract satisfactorily. Alternatively, the determination of a tenderers’ qualifications may be made when the evaluation is completed as a post qualification of the tenderer whose tender has been determined the lowest evaluated;

c) A substantially responsive tender is one that conforms to all the terms, conditions and specifications of the tender documents, without material deviation, reservation or omission. A material deviation, reservation or omission is one (i) which affects in any substantial way, the scope, quality or performance of the goods, (ii) which limits in any substantial way the rights and obligations under the contract, or (iii) the rectification of which would affect unfairly the competitive position of the other tenderers;

d) Aegis may waive any minor informality, nonconformity or irregularity, provided that such waiver does not prejudice or affect the relative ranking of any tenderer;

e) If a tender is not substantially responsive, it will be rejected and may not subsequently be made responsive by any correction of the tender;

f) Aegis shall thereafter analyse the price and costs for those tenders determined substantially responsive, and the award shall be made to the tenderer that has submitted the most favourable tender

Negotiation

Negotiations on price are not permitted with tenderers prior to the award decision, other than in connection with Negotiated Procedure. Clarifications in writing in respect of a tender may be sought by Aegis during the evaluation process. In the course of concluding a contract with the successful tenderer, Aegis may invite the winner for a meeting in order to discuss and agree on outstanding issues related to the contract to the extent that no substantial change is made to the basis on which the award decision was made.

Contract Models

Unless otherwise agreed, all contracts shall be concluded directly between Aegis and the selected supplier or contractor. The Business Administration Directorate will draft such documentation in consultation with the buying manager.

**Exceptions**

**WARNING- THERE IS NO EXCEPTION TO TELEPHONE OR WRITTEN QUOATIONS. THE FOLLOWING EXCEPTION MEANS YOU MAY USE WRITTEN QUOTATIONS INSTEAD OF TENDERING ONLY. THERE IS NEVER AN EXCEPTION FROM USING THE OTHER METHODS OF PROCUREMENT.**

When the above thresholds are exceeded, it may be justified to use the written quotations method in the following cases:

a) The extension of an existing contract awarded in accordance with the procedures for Open or Selective Tendering for additional goods, works or services of a similar nature would clearly be economic and efficient and where no advantage would be obtained by further competition. In the case of a consultant contract, the contracts maximum value shall not exceed 50% of the original contract;

b) A product or consultant services can only be provided by a single firm because of exclusive capabilities, exceptional worth for the assignment or proprietary rights;

c) Standardisation with existing equipment is determined to be important and justified, and compatible goods cannot be provided by other suppliers;

d) It is a case of extreme urgency not foreseeable or attributable to Aegis.

Annex A – Summary Table for Procurement of Goods

|  |  |  |  |
| --- | --- | --- | --- |
| **Level of Responsibility** | **Administrative; Junior**  **staff; Finance and IT** | **Senior Management** | **Director and Board**  **Level** |
| Amount of purchase  (RwF) | 0-75,000 | 0-75,000 | 0-75,000 |
| Procurement Method | Request Approval as  per expense policy | Request Approval as  per expense policy | Request Approval as  per expense policy |
| Consult with  Procurement | No | No | No |
| Request permission | Yes | Yes | No |
| Amount of purchase  (RwF) | 75,001-999,999 | 75,001-999,999 | 75,001-999,999 |
| Procurement Method | Telephone quotations | Telephone quotations | Telephone quotations |
| Consult with  Procurement | Yes | Yes | Yes |
| Request permission | Yes | Yes | No |
| Amount of Purchase  (RwF) | 1,000,000-24,999,999 | 1,000,000-24,999,999 | 1,000,000-24,999,999 |
| Procurement Method | Written competitive  quotations | Written competitive  quotations | Written competitive  quotations |
| Consult with  Procurement | Yes | Yes | Yes |
| Request permission | Yes | Yes | No |
| Amount of Purchase  (RwF) | 25,000,000 –  99,999,999 | 25,000,000 –  99,999,999 | 25,000,000 –  99,999,999 |
| Procurement Method | Limited Tendering | Limited Tendering | Limited Tendering |
| Consult with  Procurement | No authority to purchase | Yes | Yes |
| Request permission | No authority to purchase | Yes | No |
| Amount of Purchase  (RwF) | 100,000,000 –  250,000, 000 | 100,000,000 –  250,000, 000 | 100,000,000 –  250,000, 000 |
| Procurement Method | Local Open Tendering | Local Open Tendering | Local Open Tendering |
| Consult with  Procurement | No authority to  purchase | Yes | Yes |
| Request permission | No authority to  purchase | Yes | Yes for DfID |
| Amount of Purchase  (RwF) | >250,000,000 | >250,000,000 | >250,000,000 |
| Procurement Method | International Open  Tendering | International Open  Tendering | International Open  Tendering |
| Consult with  Procurement | No authority to  purchase | Yes | Yes |
| Request permission | No authority to  purchase | Yes | Yes for DfID |

**Annex B – Summary Table for Procurement of Services**

|  |  |  |  |
| --- | --- | --- | --- |
| Level of Responsibility | Administrative; Junior  staff; Finance and IT | Senior Management | Director and Board  Level |
| Amount of purchase  (RwF) | 0-74,999 | 0-74,999 | 0-74,999 |
| Procurement Method | Request Approval as  per expense policy | Request Approval as  per expense policy | Request Approval as  per expense policy |
| Consult with  Procurement | No | No | No |
| Request permission | Yes | Yes | No |
| Amount of Purchase  (RwF) | 75,000-14,999,999 | 75,000-14,999,999 | 75,000-14,999,999 |
| Procurement Method | Written competitive  quotations | Written competitive  quotations | Written competitive  quotations |
| Consult with  Procurement | Yes | Yes | Yes |
| Request permission | Yes | Yes | No |
| Amount of Purchase  (RwF) | 15,000,000 –  74,999,999 | 15,000,000 –  74,999,999 | 15,000,000 –  74,999,999 |
| Procurement Method | Limited Tender | Limited Tender | Limited Tender |
| Consult with  Procurement | No authority to purchase | Yes | Yes |
| Request permission | No authority to  purchase | Yes | No |
| Amount of Purchase  (RwF) | 75,000,000 – 250,000,  000 | 75,000,000 –  250,000, 000 | 75,000,000 –  250,000, 000 |
| Procurement Method | Open Tender  (locally advertised) | Open Tender  (locally advertised) | Open Tender  (locally advertised) |
| Consult with  Procurement | No authority to  purchase | Yes | Yes |
| Request permission | No authority to  purchase | Yes | Yes for DfID |
| Amount of Purchase  (RwF) | >250,000,000 | >250,000,000 | >250,000,000 |
| Procurement Method | International Open  Tendering | International Open  Tendering | International Open  Tendering |
| Consult with  Procurement | No authority to  purchase | Yes | Yes |
| Request permission | No authority to  purchase | Yes | Yes for DfID |

**Annex C**

**Record of procurement using telephone price survey and request for quotations.**

Name:....................................................................... Job Title .................................................................... Type of goods/works (Please provide a brief description such as you can use with all potential

vendors consistently):

..............................................................................................................................................................

..............................................................................................................................................................

..............................................................................................................................................................

Date:

Name of organisation contacted: Insert name of contacted organisation

Contact details

Address: insert address

Phone number: insert number

Name of representative: insert name of rep

Time of Call: insert time

Price quoted: insert price

Date:

Name of organisation contacted: Insert name of contacted organisation

Contact details

Address: insert address

Phone number: insert number

Name of representative: insert name of rep

Time of Call: insert time

Price quoted: insert price

Date:

Name of organisation contacted: Insert name of contacted organisation

Contact details

Address: insert address

Phone number: insert number

Name of representative: insert name of rep

Time of Call: insert time

Price quoted: insert price

Signed:................................................................... PRINT NAME ..........................................................

Please give this document to the finance department.

For finance use only: 3

date received signed

Aegis Procurement Procedures – NOVEMBER 2013: V1.6 BA&SED Page 1

print name

**Annex D** File Note

**Record of Chosen Supplier- to be used for both Telephone and received Written Quotations to**

**justify why you have made a decision to go with your chosen supplier.**

**Aegis Evaluation Criteria:**

Procurement activities are carried out on the basis of obtaining best possible value in accordance with the evaluation criteria. The evaluation criteria demands that the tender shall be accepted where it is:

a) the most economically advantageous in consideration of: the price; operating costs; quality; aesthetic and functional characteristics; service and maintenance; environmental impact etc. **or;**

b) the lowest price.

Please give an explanation of why the supplier was chosen in consideration of the Aegis Evaluation

Criteria above.

If the supplier did not offer the best price, please give details about the other advantages of the goods/works/services that the chosen supplier provides that influenced your decision.

(for example: “ABC Company was chosen as the suppler because the quality of the goods was better

than the other two suppliers goods. Although it was more expensive, the goods will last longer)

|  |  |
| --- | --- |
| Evaluation Members |  |
| Supplier Chosen |  |
| Price |  |
| Explanation |  |

Signature:............................................................................................................. PRINT NAME:........................................................................................................ Date: / /20

|  |  |  |  |
| --- | --- | --- | --- |
| **Level of Responsibility** | **Administrative; Junior**  **staff; Finance and IT** | **Senior Management** | **Director and Board**  **Level** |
| Amount of purchase  (UK) | 0-249.99 | 0-249.99 | 0-249.99 |
| Procurement Method | Request Approval as  per expense policy | Request Approval as  per expense policy | Request Approval as  per expense policy |
| Consult with  Procurement | No | No | No |
| Request permission | yes | yes | No |
| Amount of purchase  (UK) | 250-999.99 | 250-999.99 | 250-999.99 |
| Procurement Method | Telephone quotations | Telephone quotations | Telephone quotations |
| Consult with  Procurement | Yes | yes | yes |
| Request permission | Yes | yes | No |
| Amount of Purchase  (UK) | 1,000-24, 999.99 | 1,000-24, 999.99 | 1,000-24, 999.99 |
| Procurement Method | Written competitive  quotations | Written competitive  quotations | Written competitive  quotations |
| Consult with  Procurement | Yes | yes | yes |
| Request permission | Yes | yes | No |
| Amount of Purchase  (UK) | 25,000 – 99,999.999 | 25,000 – 99,999.999 | 25,000 – 99,999.999 |
| Procurement Method | Limited Tendering | Limited Tendering | Limited Tendering |
| Consult with  Procurement | No authority to purchase | yes | Yes |
| Request permission | No authority to purchase | Yes | No |
| Amount of Purchase  (UK) | 100,000 – 250,000 | 100,000 – 250,000 | 100,000 – 250,000 |
| Procurement Method | Local Open Tendering | Local Open Tendering | Local Open Tendering |
| Consult with  Procurement | No authority to  purchase | yes | yes |
| Request permission | No authority to  purchase | yes | Yes for DfID |
| Amount of Purchase  (UK) | >250,000 | >250,000 | >250,000 |
| Procurement Method | International Open  Tendering | International Open  Tendering | International Open  Tendering |
| Consult with  Procurement | No authority to  purchase | yes | Yes |
| Request permission | No authority to  purchase | Yes | Yes for DfID |

**Annex F–Summary Table for Procurement of Services (UK)**

|  |  |  |  |
| --- | --- | --- | --- |
| Level of Responsibility | Administrative; Junior  staff; Finance and IT | Senior Management | Director and Board  Level |
| Amount of purchase  (UK) | 0-74.99 | 0-74.99 | 0-74.99 |
| Procurement Method | Request Approval as  per expense policy | Request Approval as  per expense policy | Request Approval as  per expense policy |
| Consult with  Procurement | No | No | No |
| Request permission | yes | yes | No |
| Amount of Purchase  (UK) | 75,00-14,999.99 | 75,00-14,999.99 | 75,00-14,999.99 |
| Procurement Method | Written competitive  quotations | Written competitive  quotations | Written competitive  quotations |
| Consult with  Procurement | Yes | yes | yes |
| Request permission | Yes | yes | No |
| Amount of Purchase  (UK) | 15,000 – 74,999. 99 | 15,000 – 74,999. 99 | 15,000 – 74,999. 99 |
| Procurement Method | Limited Tender | Limited Tender | Limited Tender |
| Consult with  Procurement | No authority to purchase | yes | Yes |
| Request permission | No authority to  purchase | Yes | No |
| Amount of Purchase  (UK) | 75,000– 250,000 | 75,000– 250,000 | 75,000– 250,000 |
| Procurement Method | Open Tender  (locally advertised) | Open Tender  (locally advertised) | Open Tender  (locally advertised) |
| Consult with  Procurement | No authority to  purchase | yes | yes |
| Request permission | No authority to  purchase | yes | Yes for DfID |
| Amount of Purchase  (UK) | >250,000 | >250,000 | >250,000 |
| Procurement Method | International Open  Tendering | International Open  Tendering | International Open  Tendering |
| Consult with  Procurement | No authority to  purchase | yes | Yes |
| Request permission | No authority to  purchase | Yes | Yes for DfID |

1. <http://www.gpanet.org/content/barbara-harffs-risk-assessments> [↑](#footnote-ref-1)
2. <https://dartthrowingchimp.wordpress.com/2014/01/22/a-new-statistical-approach-to-assessing-risks-of-state-led-mass-killing/> [↑](#footnote-ref-2)
3. <http://nurc.gov.rw/index.php?id=75&tx_ttnews%5Btt_news%5D=136&cHash=06d13fa3849c2b8da3d3d91e6ff7c483> – Aegis Trust has seen a hard copy, which is not available online at the time of writing [↑](#footnote-ref-3)
4. Sagkal, A S, Abbas Turnuklu, Tank Totan, 2012; Pickens, J., 2009; Biton, Y & G Salomon, 2006; Kester, K, 2012; Salomon, G., 2003; Smith, A., 2010, Boulay, B. et al, Anne-Marie Maxwell\*, Penny Enslin & Tudor Maxwell, 2007, Simon Harrisab & Nick Lewerb, 2008, Fountain, S., 1999 [↑](#footnote-ref-4)
5. <http://reb.rw/fileadmin/competence_based_curriculum/syllabi/CURRICULUM_FRAMEWORK_FINAL_PRINTED.compressed.pdf> [↑](#footnote-ref-5)
6. <http://www.rura.rw/fileadmin/docs/Statistics_report_4th_quarter___2015_final__for_publicationN.pdf> [↑](#footnote-ref-6)
7. [www.ASI-D.rw](http://www.asid.rw) [↑](#footnote-ref-7)
8. <http://www.positivobgh.com/africa/> [↑](#footnote-ref-8)
9. Call between Aegis Trust Archive Manager and CEO of ASI-D, 27th May 2016 [↑](#footnote-ref-9)
10. <http://www.minicom.gov.rw/index.php?id=24&tx_ttnews%5Btt_news%5D=1010&cHash=edd69331bdbe03c21c0517365967bb46> [↑](#footnote-ref-10)
11. Transform Africa is a large annual ICT -focused event. At the 2015 event. Aegis Trust participated in Transform Africa Summit 2015 and initiated a number of discussions with ICT professionals and companies locally and internationally. Such important contacts would potentially contribute to the sustainability of DP-ESPR after the project finishes, and Aegis hopes to engage them progressively. [↑](#footnote-ref-11)
12. The relevant target in Goal 4 of the SDGs for DP-ESPR is: “By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development” [↑](#footnote-ref-12)
13. <http://www.rdb.rw/uploads/tx_sbdownloader/Vision_2020_Booklet.pdf> [↑](#footnote-ref-13)
14. <https://www.enisa.europa.eu/topics/national-cyber-security-strategies/ncss-map/RwandaNCSSNICI_III.pdf> [↑](#footnote-ref-14)
15. The Peace and Values Education Colloquium will be funded by DfID and held around September 2016 in order to review the methodology, content and ‘success metrics’ of peace education, to recommend improvements for the way Aegis and REB implement peace education in the future. [↑](#footnote-ref-15)
16. Aegis plans to hold a number of ‘research for policy’ seminars on a number of themes within peacebuilding and peace education, under the Research, Policy and Higher Education programme which undertakes and disseminates policy-relevant research on these topics. [↑](#footnote-ref-16)
17. ***Peace Centres:*** In 2016-2019, DfID and Sida are funding Aegis to establish two peace centres: one in Karongi in the west of Rwanda, and the second one in the City of Kigali at Kigali Genocide Memorial. These two locations were chosen based on the existence of a high number of schools in their respective areas area which facilitates access to teachers and the community at large. These Peace Centres will be resource centres at which trainings and events for formal Educators (teachers), informal Educators (parents), Youth and other community members, as well as Decision-makers and Researchers, will take place. These centres will host exhibitions on social cohesion in Rwanda which will primarily benefit teachers but also the community at large. The peace centres will also provide access points for the Genocide Research Hub, the Genocide Archive of Rwanda. For Educators, Youth and Decision-makers & Researchers. [↑](#footnote-ref-17)
18. <http://www.gpanet.org/content/barbara-harffs-risk-assessments> [↑](#footnote-ref-18)
19. <https://dartthrowingchimp.wordpress.com/2014/01/22/a-new-statistical-approach-to-assessing-risks-of-state-led-mass-killing/> [↑](#footnote-ref-19)
20. <http://knownet.statistics.gov.rw/CPI/index.php> [↑](#footnote-ref-20)