UBUMUNTU DIGITAL PLATFORM

June 2021

For the attention of the Embassy of the Kingdom of Belgium in Kigali

Funding requested: €1,000,000

Duration: 36 months

From July 2016 to June 2021 Aegis Trust in Rwanda has been funded by the Swedish International Development Cooperation Agency to run its Education for Sustainable Peace in Rwanda (ESPR) and from July 2016 to June 2019 by the Embassy of the Kingdom of Belgium to run the Digital Platform for ESPR programs. Building on the successes and learning from these programs, this document maps out Aegis Trust Rwanda's planned transition from the DP-ESPR program, which came to an end in June 2019 into a three-year program from October 2021- to October 2024.

Glossary of terms

Community: A group of people that reside in a specific locality and share facilities including schools, churches, public transport and local government representatives.

Critical thinking: intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

Decision makers: a) Men and women who work with policies, programs at a national level, such as MINEDUC, Rwanda Education Board, parliamentary commission, government technicians, Ministry of Youth, Ministry of Culture and Sport, CNLG, and government technicians. b) Local level decision makers such as school district education officers, mayors, sector leaders.

Educators: a) Formal educators (men and women): teachers, headmasters and school administrators. b) Informal educators including parents and community trained educators.

Empathy: The ability to identify and understand other people's emotions.

National Curriculum: The Rwandan Ministry of Education school's curriculum revised in 2015 and launched in the 2016 academic year.

Peace education: Education that promotes social cohesion, positive values including pluralism and personal responsibility, empathy, critical thinking and action in order to build a more peaceful society (or a society that does not use violence to resolve conflict). Also, the process of acquiring values and knowledge, and developing attitudes, skills and behaviour to live in harmony with oneself, with others and the natural environment.

Positive Values: Core values that support social cohesion and peace, including caring, a belief in equality, inclusion, human rights and social justice, respect for oneself and others, personal responsibility, willingness to act, and ethical conduct.

Social cohesion: Social cohesion is the extent of trust in government and within society and the willingness to participate collectively toward a shared vision of sustainable peace and common development goals. Social cohesion is the glue that holds societies together.

Youth: Rwandans (boys' and girls') between the ages of 12 to 35.

Abbreviations

UDP – Ubumuntu Digital Platform

BP - Boundary Partner

CCM - Centre for Conflict Management, University of Rwanda

CNLG - National Commission for the Fight against Genocide

DM&R - Decision Makers & Researchers

GAR - Genocide Archive Rwanda, a project of Aegis Trust

GCRF - Global Challenges Research Fund, a project funded by the British Council and run by the University of Rwanda, University of East Anglia, and the Aegis Trust

KGM - Kigali Genocide Memorial, run by Aegis Trust in partnership with the Government of Rwanda

MINEDUC - Rwandan Ministry of Education

NGO - Non-Governmental Organisation

PMC - Program Management Committee

PIC - Program Implementation Committee

REB - Rwanda Basic Education Board

RPHE - Research, Policy and Higher Education

Sida - Swedish International Development and Cooperation Agency

ToT - Training of Trainers

TTCs - Teacher Training Colleges

UR-CE - University of Rwanda- College of Education

Table of content

1.   Organization's information

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 addresses:

- Dr James M Smith, CEO, Aegis Trust (Head Office, UK), 15 Bridge Street, Newark, Nottinghamshire, NG24 1EE, UK
- Mr. Freddy Mutanguha; Aegis Trust Executive 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): Freddy Mutanguha, Executive Director

Web site: www.aegistrust.org

Contact: freddy.mutanguha@aegistrust.org

Phone: N/A

Mobile: 0788307666

Email: freddy.mutanguha@aegistrust.org.rw

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-ASPIRE

3.   At a Glance

Program	Ubumuntu Digital Platform (UDP)
Goal	To contribute to strengthened resilience against the ultimate human rights violation, genocide in Rwanda.
Objectives	1. Train educators on technical use of Digital platform and access to its content, and enable them 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 the UDP.
	2. Dissemination campaigns aimed at policymakers, researchers and higher education educators and students to utilize the platform and incorporate it into their work. As well as increasing accessibility and visibility of the platform to youth audiences in Rwanda through the creation of access points in the Aegis Peace Centers.
	3. Development of specific content to equip youth with necessary skills to influence positive values, and 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.

Boundary partners	- Educators - Youth - Decision-makers and Researchers
Geographical coverage	Five Peace Centers, Teacher Training Colleges (TTCs), University of Rwanda-College of Education (URCE) and selected schools around Community Peace Centers (CPCs).
Partners	- Interpeace, Never Again Rwanda, A partner in Education (APIE) - National and local government, particularly the Ministries of (a) Education, (b) ICT and Innovation (c) Youth and Culture, the Rwanda Education Board, Higher Education Council, NURC, CNLG; - University of Rwanda College of Education and Teacher Training Centres;, VVOB
Relevance and lesson learnt	- The creation of the "Ubumuntu Digital Platform" took place before Covid-19. This gave Aegis some good preparedness on how technology can be used to support curriculum and Peace Education implementation. When Covid-19 became a reality, Aegis had that awareness and it was easy to adapt to the "new normal".
Initial duration - **Validity Period** - **Activity Period**	36 months (October 2021 – October 2024)
	32 months (October 2021-June 2024)
Budget	1,000,000 Euros

4.   Background

Aegis Trust works towards the prevention of identity-based violence and its consequences, primarily through education, research, advocacy and strengthening state and civil-society capacities for sustainable peacebuilding in situations where populations are at risk.

Aegis' programs in Rwanda have aimed to build community resilience to the processes that lead to identity-based violence by affecting change (a) within individuals, by fostering increased critical thinking, empathy, trust, and personal responsibility to be active up-standers, rather than passive bystanders, and (b) between individuals, by building more equal and harmonious relationships within families and communities, based on human rights, inclusion and interdependency.

This has been achieved through three main streams of work (a) helping to embed Peace and Values Education as a cross-cutting core component of formal education; (b) contributing to social cohesion and reconciliation at grassroots, and (c) building national capacity for policy orientated social research and dialogue in support of reconciliation, peacebuilding, social cohesion and inclusion, including gender.

Building on these achievements, Aegis Trust will start implementing a new four-year program in October 2021, funded by the Swedish International Development Cooperation Agency (Sida) - *Action for Sustainable Peace, Inclusion, Rights and Equality* (ASPIRE) - which will seek "To contribute to building the conditions for a peaceful, cohesive and inclusive society". Specifically, ASPIRE will:

1. Support individuals to develop attitudes, values and cognitive, social and emotional skills for resisting identity-based prejudice, peacefully resolving conflicts and increasing cooperation and trust.

2. Support youth to become changemakers in their communities, by equipping them with the skills, networks and micro-funding to identify challenges and develop and implement solutions to them.

3. Support and communicate research on all the above, towards improving policies and practices.

4. Establish the Community Peace;

5. Engaging Media and Civil Society

This proposal builds upon the successes and achievements from the Digital Platform to support the Education for Sustainable Peace in Rwanda program (DP-ESPR) funded by the Belgian Embassy in Kigali between 2016 and 2019. The Ubumuntu digital platform developed through this project contributed to the implementation of Peace and Values Education as a cross-cutting theme across subjects and academic levels in the Rwandan Competence-based curriculum.

5.   Context

Rwanda has made big strides since the Genocide against the Tutsi was brought to an end by the RPA's victory twenty-seven years ago. There is security insomuch that besides occasional cross-border terrorist activity and everyday crime at levels that compare favorably with most countries in the developing world, Rwanda is a safe place to live, work and visit[1]. This situation has enabled Rwanda to make notable gains in human and economic development. In the past twenty years average life expectancy has increased nearly 50%[2], while its Human Development Index score, which also includes access to education and decent living standards has increased nearly 60%[3]. Without denying need for continuous improvement, Rwanda's government has been praised for its good governance, transparency and commitment to decentralized decision making. Nonetheless, significant challenges remain to overcome the social, psychological and economic legacy of not only the genocide against the Tutsi, but the many decades of ethnic stereotyping, discrimination, inequality, and state-led violence and impunity that preceded it. There are also new challenges faced by young Rwandans associated with growing up with rapid globalization and development, which can raise expectations, as well as anxieties about being left behind.

According to Rwanda's most recent 'Reconciliation Barometer (2020)[4] – a five-yearly survey which monitors levels of 'reconciliation' according to criteria such as perceptions of political culture, human security, rights and justice, as well as whether people identify themselves and relate to

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[1] Rwanda was considered the safest country in Africa in the 2017 Gallup Poll:
[2] From 47.22 in 2000 to 69.06 2020, according to UN World Population Prospects reports.
[3] http://hdr.undp.org/sites/all/themes/hdr_theme/country-notes/RWA.pdf
[4] https://nurc.gov.rw/fileadmin/Documents/Others/Rwanda_Reconciliation_Barometer_2015.pdf; Genocide ideology fell sharply in Rwanda: Report (aa.com.tr)

others according to ethnic labels and stereotypes – in 2020 94.7% of Rwandans considered themselves "reconciled" in the sense of not wishing harm or revenge on those of a different 'ethnic' background (up from 82.3% in 2010 and 92.5% in 2015), while very few continue to define themselves primarily through their ethnic label rather than through a shared identity as "Rwandan citizens".

However, the 2020 barometer did highlight hate speech as an ongoing concern, while a synthesis of findings from qualitative social research would suggest that some of the results of RRBs may be overly optimistic[5]. Indeed, as Fidele Ndayisaba[6], executive secretary of the National Unity and Reconciliation Commission (NURC), commented, the sharp fall in reported genocide ideology might be due to stringent application of genocide denial laws, but this could indicate a response-bias and cloak the full extent of ethnic-based discrimination and distrust at grass-roots.

The persistence of "ethnic" divisions in Rwanda stems from competing claims to historic grievances and the emergence of new social categories through which people position themselves and others in relation to the genocide (e.g. survivor, perpetrator, 'returnees'), rather than any incompatible differences in economic, religious or cultural practices[7]. This fact supports a key component of Rwanda's Policy on Unity and Reconciliation – to construct a collective "Rwandan" identity and aim to do away with "ethnic" categories. However, since "Hutu", "Tutsi" and "Twa" have, at various times in history, experienced ethnically based discrimination and violence, ethnic divisions are prone to resurface in times of insecurity, economic hardship, mental health triggers, or perceived injustices.

It is also important to note that not all conflict and violence in Rwanda is ethnic. Sociologists of violence, such as Bourgois and Bourdieu, have observed that after war and atrocities violence rarely

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[5] In addition to Umurunga Project documents, see: Eramian, L (2015). 'Ethnic Boundaries in Contemporary Rwanda: Fixity, Flexibility and Their Limits'. *Anthropologica* 57(1): 93-104; Mclean-Hilker, L (2009), 'Everyday ethnicities: identity reconciliation among Rwandan youth'. *Journal of Genocide Research 11(1)*

[6] Genocide ideology fell sharply in Rwanda: Report (aa.com.tr)

[7] For centuries, "Hutu" and "Tutsi" have shared a common language; common political, legal and social institutions; common religions, cultural rites and traditions; and a single system of economic production and distribution. Indeed, prior to colonialism, the categories of 'Hutu' and 'Tutsi' were semi-permeable socio-economic "castes", based on institutions of production and exchange, which cut across lineage-based clans. These became reified into "ethnic" groups when colonial administrators, in an era of erroneous Darwinist racial theory and indirect rule, empowered one group with economic and political rights and the expense of the other – a situation the same colonial powers later helped to reverse with a bloody revolution in 1959 which was the start of an era of autocratic government and decades-long genocide against the Tutsi. Thus, "Hutu" and "Tutsi" are better understood as political rather than ethnic categories, defined by different historic experiences of injustices and inequality.

dies, but more often shifts form from organized mass violence to domestic, every day, and structural violence, which, if unaddressed, are a barrier to sustainable peace; hence the importance of addressing not only ethnic divisions, but economic security, social inclusion, citizen participation, human rights, and equality, as well as ensuring the rising generation are protected from violence at school and at home and are equipped with the cognitive, social and emotional skills that support inner peace and co-operative relationships.

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.

Whilst Peace and Values-Based Education has been incorporated in the Competence-Based Curriculum, REB observed that Rwanda's educators at all levels lack the knowledge, teaching materials and ICT techniques to deliver it.

The Ubumuntu Digital Platform presents an unprecedented opportunity for Rwandans at large and teachers in particular to learn and practice peace and values education by interacting with real life stories and educational materials and tools.

ICT in Rwanda

Globally, ICT remains the fastest growing economic sector and the export of ICT-enabled services is an invaluable contributor to the national economic development.

Rwanda is one of the fastest growing African countries in ICT development and aspires to become a leading ICT Hub by building a critical mass of educated and skilled IT literate workforce, fostering a national innovation culture and developing advanced technological capability and expertise.

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 4,120,000[8] as of January 2021; the number of mobile phone subscriptions rose from 3,548,761 in 2010 to 9,660,000 by

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[8] Digital in Rwanda, https://datareportal.com/reports/digital-2021-rwanda#:~:text=There%20were%204.12%20million%20internet,at%2031.4%25%20in%20January%202021.

2019[9], 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 on an upward trend. 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.

This presents a rich opportunity to use digital infrastructure in innovative, context-sensitive ways to multiply knowledge that will help train and equip teachers, parents, students, researchers and policy-makers on the use of educational and research-based resources that will help improve their practices and build peace and reconciliation more effectively.

Covid-19

More than ever, this past year of the Covid-19 pandemic has shown the world an urgent need to adapt and change in many sectors, including education. Schools were closed, forcing teachers to teach remotely and to rely on online facilities.

The disruption created by school closures created opportunities for innovation and pointed out the urgency to transform education systems, to make distance learning more effective, accessible and to support teachers and students as they adjust to this new reality.

Sustainable Goals (SDGs)

The Ubumuntu digital platform project responds to Sustainable Development Goal 4 on Quality Education that reads: 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. But also, Goal 9 on Industry, Innovation and Infrastructure, and Goal 16 on Peace, Justice and Strong Institutions.

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[9] https://www.statista.com/statistics/510562/mobile-cellular-subscriptions-per-100-inhabitants-in-rwanda/

6.   Need Assessment

Towards Sustainable Peace: the integration of Peace and Values Education (PVE) in Rwanda

The major success of Aegis PVE interventions has been the integration of Peace and Values Education (PVE) in the new National School Competence Based Curriculum (NSBC), which is in use since January 2016. PVE is embedded in all subjects at all levels, not as a standalone lesson or subject but rather as a cross-cutting issue. In practice this means that teachers should deliver their subjects with PVE applied through 3 aspects: methodology (used by the teacher to engage her/his students into the lesson and entire learning process), attitude (of the teacher towards her/his students while teaching) and content of the lesson. This very significant achievement towards sustainable peace, however, left the Ministry of Education (MINEDUC), Rwanda Education Board (REB) and partners including the Aegis Trust, with a big challenge of developing teachers' capacity to help them implement the new NSCBC with PVE applied strongly and accurately.

Towards sustainable Peace: The Digital Platform to support the implementation of PVE in school and beyond

The need for constant capacity building & awareness developments as well as access to teaching and learning resources for mostly teachers for the implementation of NSCBC and in particular the conveyance of PVE in formal education (schools) and informal education settings (communities [– Youth & Parents] and corporates) was a real challenge for MINEDUC, REB and their partners. This challenge motivated Aegis Trust to think about ways and means PVE could be really applied, strengthened and made sustainably accessible to all concerned stakeholders.

With the generous support from The Embassy of The Kingdom of Belgium in Rwanda, Aegis Trust was financed to develop an educational digital platform that would help for the digitization and dissemination of PVE content and methodology, thus making it possible for teachers, youth, parents and decision makers to access resources and tools for their learning and application of PVE in their areas of interventions. The project started in January 2017 with an imperative step of

engaging and consulting potential users of the envisioned platform (teachers, youth and parents); their ideas would later inform the design and development process. The project also included an important milestone of building a reliable and expandable IT Infrastructure that would actually host all digital content, facilitate technical development prior to the testing and unveiling of the platform as well as enable localised access (without dependency on internet for users coming at Kigali Peace School located at the Kigali Genocide Memorial).

7. Limitations

UDP has just been launched and is increasingly being disseminated to its potential users. Nonetheless, there is still a substantial need of really taking UDP to its beneficiaries but also maintain and expand it to respond to a number of feedback that have already been collected from the dissemination workshops, including the critical need of having UDP fully accessible in Kinyarwanda. Such limitations are due to financial limitations, making it difficult to maintain staff, expand the platform with new content and features but also and most importantly running dissemination and capacity building trainings to a wider reach across communities and schools in Rwanda. Aegis proposes Phase II which would focus on disseminating the platform to its potential users through capacity building and awareness trainings, outcome harvesting and sustainability.

8. Phase 2: Ubumuntu Digital Platform taken to the community

8.1. Definition

The digital platform provides a unique opportunity to measure and analyse the use of the PVE content in achieving the ultimate goal. The platform, as a peace education tool, will contribute to strengthening resilience against the ultimate human rights violation, that of genocide, both in Rwanda and beyond. Through innovative means, the programme will disseminate relevant and positive content including how such crimes can take place, as well as how best to reconcile and reconstruct society afterwards. It will engage specifically with educators (including parents), youth and decision makers & researchers to influence positive values, critical thinking, empathy and personal responsibility through peace and values education as well as participation in constructive and pluralistic exchange on genocide prevention and peacebuilding.

8.2. Targets groups

Our target groups are made out of individuals with particular roles in the community, and can cause a multiplier effect. They are grouped in the following categories:

8.2.1. Educators – chosen because this group – comprising female and male lecturers, teacher trainers, teachers, and parents, are already targeted for teacher training in peace education to build social cohesion and reconciliation. The digital content and availability of the Ubumuntu Digital Platform will significantly enhance the teaching about peace education, a crosscutting item in the current school curriculum.

8.2.2. 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.

8.2.3. 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.

8.3. Objectives

8.3.1. **Overarching goal**

The overarching goal of the Ubumuntu Digital Platform 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. Specifically, the Digital Platform will aim to achieve the following specific objectives:

8.3.2. Specific objectives

Specific objective 1: Train educators on technical use of Digital platform and access to its content, and enable them 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 the UDP.

Specific objective 2: Dissemination campaigns aimed at policymakers, researchers and higher education educators and students to utilize the platform and incorporate it into their work. As well as increasing accessibility and visibility of the platform to youth audiences in Rwanda through the creation of access points in the Aegis Peace Centers.

Specific objective 3: Development of specific content to equip youth with necessary skills to influence positive values, and 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.

8.3.3. Outputs

Although the UDP is increasingly reaching more users, there is a substantial need to widely disseminate it. Following the collection of initial feedback from users during dissemination workshops in the first phase of the project, several adjustments and updates are required, such as the integration of Kinyarwanda as one of the platform's languages. Financial limitations have affected the development of new content and features, and made it difficult to maintain staff and run dissemination and capacity building training across communities and schools in Rwanda.

This phase of the project will focus on the platform dissemination through capacity building and awareness trainings, the development of additional content and features, outcome harvesting and sustainability. The following outputs will be sought:

- ✓ **Output 1:** Capacity-building and awareness workshops targeting in and pre-service teachers, youth and Decision Makers and researchers will be conducted at Peace Centres.

- ✓ **Output 2:** The Genocide Research Hub 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.

- ✓ **Output 3:** The digital platform which is made accessible and usable by Educators, youth and Decision Makers & Researchers will incorporate teaching and learning materials – including a reference book on peace education, a teacher guide, and other tools - created under the ESPR project and general materials that are intended for parents. Working with youth, additional tools will be provided to show how peace education related content can be used by the youth to positively impact communities. These materials will be developed using testimonies and source documents from the Genocide Archive of Rwanda and further content will be 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.

8.3.4. **Strategies**

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

- ✓ **Enable offline access**: (i) Aegis will explore the possibility to pre install UDP content in students and teachers' computers; (ii) 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.

- ✓ **Make the content downloadable:** The UDP will make all content readily downloadable online, limit upper document sizes to ensure maximum accessibility, and translate as much content into Kinyarwanda.

- ✓ **Negotiate zero cost browsing:** Aegis will negotiate with Rwanda's largest mobile and internet providers to provide zero-cost browsing of UDP content to internet subscribers on their networks;

- ✓ **Capacity building:** The UDP will provide capacity-building workshops to help teachers, youth, Decision Makers & Researchers to use the content as effectively as possible.

- ✓ **Existence of UDP as a mobile phone application:** The UDP 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;

- ✓ **Existence of a direct link to the UDP:** Aegis Trust's existing platforms, namely, the Genocide Research Hub, the Genocide Archive of Rwanda, Aegis Trust website and the Kigali Genocide Memorial website, will offer users a direct link to the digital platform;

8.3.5. **Activities:**

8.3.5.1. Capacity-building and awareness workshops at Community Peace Centres

- ▪ Capacity-building workshops, which will help in service and pre service teachers to understand and use the teaching and learning reference materials in their classrooms;

- ▪ Awareness workshops that sensitize 'ordinary' community members including parents to the goals and ideas of peace education

- ▪ Workshops that promote youth champions and peacebuilding through use of Ubumuntu Digital Platform materials;

- ▪ Researchers and Decision-makers will be encouraged to use the platform through dissemination events (policy seminars, intergenerational dialogues, capacity-building sessions for researchers). The platform will be presented to key Government institutions such as Rwanda Education Board (REB), MINEDUC, and NURC;

8.3.5.2. The Genocide Research Hub will gather high quality, policy-relevant research from relevant themes in peacebuilding and genocide prevention, by Rwandan and non-Rwandan researchers

- Gather and upload high quality, policy-relevant research from relevant pieces in peacebuilding and genocide prevention, by Rwandan and non-Rwandan researchers

8.3.5.3. A) Content Development and digitization of Teaching & Learning Materials

- Translation of the existing content and the platform's interface into Kinyarwanda;
- New content and online courses will be created/added with self-teach lessons, including videos, quizzes and games, skills to practice and a self-reflective forum;
- Digitization of existing and new teaching and learning materials (including the Peace and Values Education encyclopedia and the mobile exhibition);
- An online forum will be created on the platform to encourage users to exchange on their experiences, tips and best practices; including UDP manuals and FAQs update;
- Podcast stories development: digital audio files discussing relevant topics about peace and values education, conflict resolution, leadership and gender will be recorded. The recordings will be uploaded and curated on the UDP and subsequently made available and accessible in the offline versions of the UDP. The podcast will be established to further educate, interact and introduce new methodologies and content related to PVE.
- Digitization of remembrance and educational sites' exhibitions such as the Kigali Genocide memorial and the Camp Kigali memorial: Virtual tours of the Kigali Genocide Memorial and the Camp Kigali Memorial.

8.3.5.4. B) Creation of UDP access points in Community Peace Centres

With the support of Sida, Aegis established two Peace Schools in Kigali and Karongi, in the western province of Rwanda. They will be converted into Community Peace Centres and three more will be developed in the Southern (Huye), Eastern (Nyagatare) and Northern (Musanze) Provinces as a collaborative effort with existing schools that geographically accessible by a many of educators in those provinces. These geographical areas were chosen to cover all provinces of the country and because of the existing concentration of schools around them. Aegis does not intend to build new structures from the ground but will convert and resource existing spaces in schools that will serve as permanent bases for trainings and other program activities.

The CPCs will provide access points for the digital platform. The Kigali Genocide Memorial Community Peace Centre is already equipped with a computer lab. This project will establish two additional computer labs in two other Community Peace Centres.

9. Geographical coverage

Being an online platform, the UDP has the capacity to cover the whole country and beyond. However, for the purpose of this project, we have strategically opted for working with the following stakeholders:

- Five Peace Centers;
- 16 Teacher Training Colleges (TTCs),
- Selected schools around Peace Centers,
- The University of Rwanda-College of Education (Rukara)
- The community around Community Peace Centers.

10.   Budget

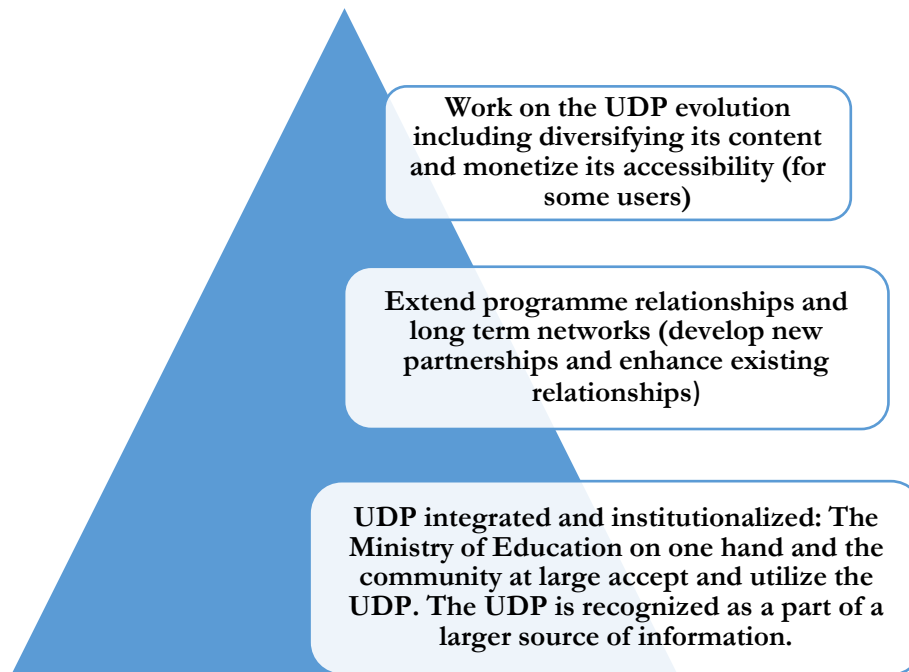| Item	Estimated budget	Notes
1. Management and Administration	€ 90,909	
2. Capacity building and Awareness Activities		
Dissemination and outreach	**€101,795**	This would cover costs related to training at Peace Centers, outreach in TTCs, creation of a user network forum, communication and sustainability
Content development	**€97,405**	This will cover E-learning course (including forum), Educational podcast series, Digitization of new and pre-existing learning and teaching materials and Digitization of selected memorial sites (KGM and CKM).
Creation of UDP access points	**€43,149**	Computer labs
2.2 Impact tracking and Learning	**€ 73,592**	This covers costs related to exploitation of data captured through UDP dashboard and analytical tools, evaluation, report and analysis
2.3. Technical Maintenance	**€ 172,450**	This covers costs related to maintenance, interactive features and new plug-ins, UDP mobile responsive on smart screens, Development of offline version and Creation of an interface in Kinyarwanda.
3. Staffing	**€ 408,700**	To cover staff time who will be directly involved in the project implementation
4. Audit	**€ 12,000**	To cover three years
Grand Total	**€1,000,000**	This is an estimated budget for the implementation of the phase II DP-ESPR project.

11. Timeframe

Year	Year 1 (2021-2022)				Year 2 (2022-2023)				Year 3 (2023-2024)			
Activity	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Activity 1: Capacity building and awareness trainings												
1.1 Dissemination and outreach	■	■	■	■	■	■	■	■				
Activity 2: Content development and digitization of teaching and learning materials	■	■	■	■	■	■	■	■				
Activity 3: Creation of UDP access points in Community Peace Centres					■	■	■	■				
Activity 4: IT infrastructure and maintenance	■	■	■	■	■	■	■	■	■	■	■	■
Impact tracking and learning	■	■	■	■	■	■	■	■	■	■	■	■

12. Sustainability

Our sustainability plan is built around the following key imperatives:

- **The program services will be maintained and continued after the funding period is over**. The digital platform will remain accessible for use years after the end of the program. It will require relatively small financial resources that Aegis will cover. After the programming period, there is an opportunity that we plan on pursuing further, where the educational content and the platform's technical tools could be made accessible to diverse groups locally and globally like CBOs, CSOs as well as private corporations for a subsides fee to ensure maintenance of the platform and its content.

- **With the successful awareness and dissemination campaigns as well as the offline materials that will be created and distributed,** it will enable the continued accessibility and usage of the platform and its content by influential members of Rwandan communities. This platform is projected to become a permanent part of the needed and accessible community resources, as well as projected to be incorporated as part of the content and materials utilized in the training of teachers in Rwanda. Thus, all the invested hard work will have long term value for the community.

- **Monetize platform accessibility:** the platform will generate income through paid courses for specific audiences (corporations, global audiences in academia, other INGOs, CBOs, and CSOs).

Based on the above mentioned imperatives, the next phase of DP-ESPR will focus all its activities towards creating a strong legacy working closely with key stakeholders to achieve the following sustainability goals:

Work on the UDP evolution including diversifying its content and monetize its accessibility (for some users)

Extend programme relationships and long term networks (develop new partnerships and enhance existing relationships)

UDP integrated and institutionalized: The Ministry of Education on one hand and the community at large accept and utilize the UDP. The UDP is recognized as a part of a larger source of information.

These goals will be supported by the following key initiatives:

1. **Programme visibility:** ensure that relevant stakeholders including the Ministry of Education are aware of the existence of the UDP. Aegis will continue to promote the programme and its results.

2. **Community involvement:** Involve people from all parts of the community (including schools), create opportunities for participation, collaborate and resource sharing, communicate openly, educate and inform the community, provide opportunities for training.

3. **Promote spill over effect:** Identify and communicate benefits to the community (including schools) that result from the use of UDP.

13. Partners

The ASPIRE program is part of the Rwanda Peace Partnership, created in collaboration with Interpeace and Never Again Rwanda. The three partners will work towards a shared objective: To create the conditions to contribute to a peaceful, cohesive and inclusive society. The partners will each deliver their own activities but will work in parallel, sharing methodologies, training, events and networks.

Radio La Benevolencija is a key strategic partner in the implementation of the ASPIRE program that Aegis will run from October 2021. Since 2003, Radio La Benevolencija has pioneered a behavior change communication model to build resilience among its audience to resist hate speech, manipulation and incitement to violence.

A partner in Education (APIE) is a UK-registered NGO which established and supports its model school, the Umubano Academy, and has been working with Aegis for three years. Umubano has a stated aim of being a School for Peace and has been externally evaluated as outstanding in this respect on more than one occasion. As a model school, Umubano Academy exemplifies best practice in Social and Emotional Learning & Peace and Values Education, and has demonstrated how embedding these in the school also leads to stronger achievement for all learners in all subjects. APIE will support the development of e-learning content for the development of the online course with self-teach lessons. The content that will be approved by The Rwanda Education Board (REB), will feature social and emotional learning theory and tools, PVE tools and some technical and practical tools of bedding these tools in regular teaching content and methodologies.

In the course of the project, Aegis Trust will also work closely with the following stakeholders:
- National and local government, particularly the Ministries of
(a) Education,
(b) The Rwanda Basic Education Board,
(c) ICT and Innovation,
(d) Youth and Culture,
(e) NURC,
(f) CNLG;

14. **Visibility of the donor**

The digital platform already acknowledges Belgium as its main donor on the platform website, and will in all communication and promotion activities and events.

15. **Gender**

The platform's content is screened for gender bias and is consciously created to promote ideas and values that uphold human rights, inclusive of gender empowerment and equality. The program implementation processes will consciously prioritize inclusion in terms of gender, disabilities and social classes.

The project team will also uphold gender equity and will have in place a safeguarding policy to ensure a safe and productive work environment.

16. **Impact tracking and learning (**see Annex 2)

1. Platform usage tracking through web analytics tools (access, activities/interactions with the platform);
2. Measure outcomes through online surveys, or tools to assist in more qualitative assessment techniques such as semi-structured interviews or focus groups
3. Pre-post surveys for teachers, youth and parents participating in trainings;
4. Tracking numbers of online events that take place on the UDP and follow-up interviews with researchers and decision makers on the use of the platform for exchange and other purposes (search of materials for literature review, uptake of content found on the platform for research and eventual policy making, etc.)
5. Learning and sharing of the UDP impact: Users' personal experiences and success stories will be collected and shared on the platform.

17. **Reporting**

The Digital platform development Manager with the relevant staff and the Director of Programs, will elaborate annual and semi-annual work plans. Annual progress reports will be compiled to measure progress.

18. Governance

The governance structure established for Aegis ASPIRE program will also oversee the Ubumuntu Digital Platform.
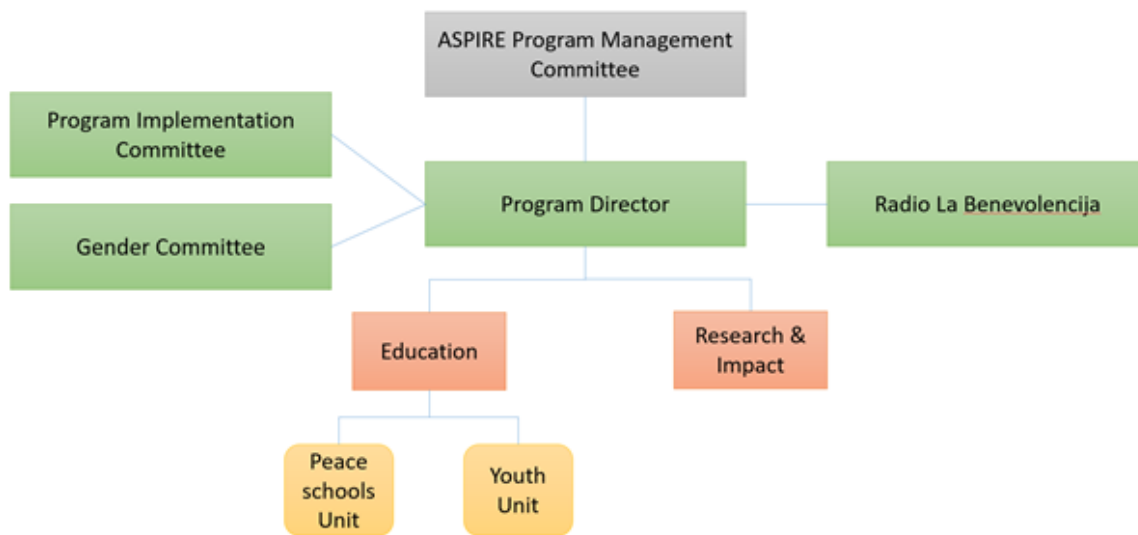
The ASPIRE Program Management Committee (PMC) is a high-level decision body composed of the CEO, the Executive Director, the Program Director and the Head of Finance to monitor the program's progress and financial status.

The Program Implementation Committee (PIC) is composed of key technical staff: The Education manager, the Research and Impact manager, the Digital platform manager, the Communication manager, the M&E manager and the Finance manager.

Implementing partners' technical staff will also participate in PIC meetings.

PIC members report on conducted and upcoming activities, challenges, registered outcomes, lessons learnt, recommendations and financial implementation progress.

The Gender Committee is composed of a representative from each department and is co-chaired by the Monitoring and Evaluation manager and the Director of Programs. The Committee was established to ensure the mainstreaming of gender into our programs and drive change into a more inclusive and diverse culture within the organization.

19. Anti-Corruption Measures

Aegis has a strong "Counter Fraud and Anti-Corruption Policy" in place and promotes transparency and accountability in the management of its resources. It established a "Governance Compliance and Risk Team (GRCT), a team of Aegis employees with an oversight function across the organization. The GRCT has powers to investigate concerns and complaints about noncompliance with Aegis' policies, including allegations of fraud and corruption. Aegis also established a sound financial management and reporting system allowing adequate budget execution and oversight.

21. **Logical framework**

	SUMMARY	INDICATORS	MEANS OF VERIFICATION	RISKS / ASSUMPTIONS
Goal	To contribute to the promotion of reconciliation and strengthen resilience against the ultimate human rights violation, genocide			
Objectives	Train educators on technical use of Digital platform and access to its content, and enable them 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	(i) Number of Educators who use materials from the digital platform in their work; (ii) Number of Educators who are trained by other Educators on how to use materials	(i) Platform usage tracking through web analytics tools (access, activities/interactions with the platform); (ii) Measure outcomes through online surveys, or tools to assist in more	(i) Educators find the content, methodology and the technology useful to their everyday work;

	communities, through access to and use of digital content on the UDP.	from the digital platform; (iii) Number of educators showing an increase in empathy, critical thinking and personal responsibility, engage in peacebuilding and peace education activities, and act as role models in their communities.	qualitative assessment techniques such as semi-structured interviews or focus groups	(ii) Interaction with UDP content will cause an increase in positive values.
	Development of specific content to equip youth with necessary skills to influence positive values, and enable decision-makers and researchers to engage in constructive and pluralistic	(i) Number of decision-makers & researchers and youth who engage in virtual	(i) Platform usage tracking through web analytics tools (access,	(i) Interaction with UDP content will cause an increase in

	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 the UDP and the Genocide Research Hub.	constructive and pluralistic exchange organized through UDP and the Genocide Research Hub.	activities/interactions with the platform); (ii) Measure outcomes through online surveys, or tools to assist in more qualitative assessment techniques such as semi-structured interviews or focus groups	positive values. (ii) Youth interacting with UDP content develop confidence and are more visible in their communities.
	Dissemination campaigns aimed at policymakers, researchers and higher education educators and students to utilize the platform and incorporate it into their work. As well as increasing accessibility and visibility of the platform to youth audiences in Rwanda through	(ii) Number of Decision-makers & Researchers and youth who UDP and GRH publications to	(i) Platform usage tracking through web analytics tools (access, activities/interactions with the platform);	(i) Decision Makers and Researchers find the content, methodology and the

	the creation of access points in the Aegis Peace Centers.	inform their work; (i) Number's policies and research work that referred to knowledge acquired from UDP and GRH. (ii) Number of Youth who verifiably use UDP resources in their peacebuilding activities; (iii) Number of youth who are approached by community	(ii) Measure outcomes through online surveys, or tools to assist in more qualitative assessment techniques such as semi-structured interviews or focus groups (iii) Interviews with researchers and decision makers on the use of the platform	technology useful to their everyday work and specific needs;

		members for guidance; (iii) Number of educators showing an increase in empathy, critical thinking and personal responsibility, engage in peacebuilding and peace education activities, and act as role models in their communities.		

Outputs	1.0.Capacity-building and awareness workshops at Peace Centres conducted	(i)	Number of educators, youth and Decision Makers & Researchers trained on how to access the content as well as what the content entail.	(i) (i)	Pre- postsurvey Measure outcomes through online surveys, or tools to assist in more qualitative assessment techniques such as semi-structured interviews or focus groups	Educators, youth and Decision Makers & Researchers find the content, methodology and technology relevant
	2.0.The Genocide Research Hub will gather high quality, policy-relevant research from relevant themes in peacebuilding and genocide prevention, by Rwandan and non-Rwandan researchers	(ii) (i)	Number of high quality, policy-relevant research uploaded on the hub; Number of DMR accessing the hub	(ii) (ii)	Platform usage tracking through web analytics tools (access, activities/interactions with the platform);	Decision Makers & Researchers find the content relevant

	3.0. The digital platform that incorporates teaching and learning materials intended for educators, youth and Decision Makers & Researchers made accessible.	(ii)	Number of educators, youth and Decision Makers & Researchers accessing the UDP	(i)	Platform usage tracking through web analytics tools (access, activities/interactions with the platform);	(iii) Online events attendance sheet.	Educators, youth and Decision Makers & Researchers have access to technology
Activities	1.1. Organize training sessions and workshops targeting in service and pre service teachers;	(i)	Number of teachers attending training sessions and workshops; Number of workshops conducted	(i)	Attendance sheet Workshop/training report		Educators, youth and Decision Makers & Researchers find the content, methodology and technology relevant
	1.2. Organize workshops targeting youth;	(i)	Number of youth attending training sessions and workshops;	(i)	Attendance sheet (ii) Workshop/training report		Educators, youth and Decision Makers & Researchers find the

		Number of workshops conducted			content, methodology and technology relevant
	1.3. Researchers and Decision-Makers will be trained on how to use the UDB and GRH	(i)	Number of Researchers and Decision-Makers attending training sessions and workshops; Number of workshops conducted	(i) Attendance sheet (ii) Workshop/training report	Educators, youth and Decision Makers & Researchers find the content, methodology and technology relevant
	1.4. An online forum will be created on the platform to encourage users to exchange on their experiences, tips and best practices; including UDP manuals and FAQs update;	(i)	Number of participants to the forum	(i) Platform usage tracking through web analytics tools (access, activities/interactions with the platform);	Educators, youth and Decision Makers & Researchers find the content, methodology and technology relevant

	2.1. Gather and upload high quality, policy-relevant research from relevant pieces in peacebuilding and genocide prevention, by Rwandan and non-Rwandan researchers.	(i)	Number of high quality, policy-relevant research from relevant pieces uploaded	(i)	A page dedicated to high quality, policy-relevant research from relevant pieces exists	Decision Makers & Researchers find the content, methodology and technology relevant
	3.1. Creation of UDP access points in Community Peace Centres	(ii)	Number of UDP access points created	(ii)	Existence of UDP access points in CPCs	Educators, youth and Decision Makers & Researchers find the content, methodology and technology relevant
	3.2. Content Development and digitization of Teaching & Learning Materials	(i)	Number of well-developed and usable content developed	(i)	Existence of well-developed and usable content	Educators, youth and Decision Makers & Researchers find the content, methodology and technology relevant
	3.2.1. Translation of the existing content and the	(i)	The UDP translated	(i)	Existence of the platform in Kinyarwanda	Educators, youth and Decision Makers & Researchers find the

	platform's interface into Kinyarwanda	platform in Kinyarwanda		content, methodology and technology relevant
	3.2.2. New content and online courses will be created/added with self-teach lessons, including videos, quizzes and games, skills to practice and a self-reflective forum;	(i) Number of complete and usable content and online courses created	(i) New content and online courses exist	Educators, youth and Decision Makers & Researchers find the content, methodology and technology relevant
	3.2.3. Digitization of existing and new teaching and learning materials (including the	(i) Number of documents/pages/papers and other materials digitized	(i) Digitised documents	Educators, youth and Decision Makers & Researchers find the

	Peace and Values Education encyclopedia and the mobile exhibition);			content and technology relevant
	3.2.4. Podcast stories development	(i) Number of stories developed	(i) Existence of podcast stories	Educators, youth and Decision Makers & Researchers find the content and technology relevant
	3.2.5. Digitization of the Kigali Genocide Memorial and the Camp Kigali Memorial.	(i) The KGM and CKM can be visited through GAR	(i) Existence of the virtual KGM and CKM	Educators, youth and Decision Makers & Researchers find the content and technology educative