

Hirano, S., E. Kayumba, A. Grafweg, and I. Kelman. 2011. "Developing Rwanda's schools infrastructure standards and guidelines". International Journal of Disaster Resilience in the Built Environment, vol. 2, no. 1, pp. 30-46.

Abstract:

Purpose – The purpose of this paper is to share the experience of those directly involved in drafting the new national school infrastructure standards and guidelines for Rwanda.

Design/methodology/approach – The process that was followed in Rwanda, the successes, and the challenges to overcome are reported from the field experience of those involved in the process.

Findings – Despite a devastating genocide in 1994 and faced with continual underdevelopment and resource challenges, the commitment of Rwandans to safe and quality education illustrates how much can be achieved.

Research limitations/implications – The focus of the work in Rwanda was practical, yet this paper reports fundamental data from the field which are analysed within wider contexts.

Practical implications – Rwanda is making progress towards its medium-term education goals, based on international standards and agreements. The lessons can apply to other locations to avoid some of the pitfalls that Rwanda experienced.

Social implications – If progress towards safe and quality education in Rwanda continues at the same pace for the next several years, then the country will have a baseline educated population from which to continue the efforts towards development.

Originality/value – The case study of Rwanda is relatively unique in the literature. The process followed is fairly standard for development work, but has value in indicating that it can be successful, especially with regards to inclusiveness, in a post-political violence context.

Keywords: Education, Rwanda, Schools, International standards, Developing countries

Paper type: Case study