

CONTRIBUTION OF NINE YEARS BASIC EDUCATION (9YBE) PROGRAM ON THE PROCESS OF EDUCATION FOR ALL (EFA). A CASE OF KICUKIRO DISTRICT, RWANDA

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ABSTRACT

This paper explored the contribution of 9YBE to the process of EFA in Kicukiro District. Specifically, it attempted to determine the extent to which the objectives of 9YBE program contributes to the education system for all in public day secondary schools in Kicukiro District, to analyze the implementation of 9YBE program to the process of education for all in public day secondary schools in Kicukiro District. The study used descriptive survey design. The 315 respondents were targeted to participate in this study. Those were 8Headteachers, 164 students, 95 teachers and 95 parents. The study utilized questionnaires and interview schedules as instruments for data collection. The data collected was analyzed qualitatively and quantitatively using descriptive statistics and multiple regression. Findings of the study were presented using frequency, percentage, mean and standard deviation. Results of the study showed that the objectives of 9YBE program contributes to the education system for all in public day secondary as agreed by 67.2%, but also findings indicated that the implementation of 9YBE affects the process of EFA as agreed by 73.8%. The regression analysis results show that 9YBE is significantly correlated with the process of Education for All (EFA) at 65.1%. The study therefore recommends that more teachers should be employed to reduce the increased teachers` workload so that teachers can effectively attend to students. More funds should also be allocated to schools by the government to procure more teaching-learning resources.

Key words: Basic education, policy, student, academic and performance

1.INTRODUCTION

Education refers to the passing of knowledge, skills and attitudes to the society (UNESCO,2011). The gains of education are enormous. For example, education helps to foster economic growth and development, enhance productivity and reduce social inequality among citizens in a country (IPAR,2014). At any rate, education is a form of human capital investment aimed at raising production capacity of individuals according to the Human Capital Theory on rate of returns studies by George Psacharopoulos in 1994.

As a result, the world conference on ‘Education for All’ in Jomtein, Thailand in 1990 and the Dakar Framework of Action in the year 2000, aimed at achieving ‘Education for All’ by year 2015. Further, the enactment of Millennium Development goals focused on issues aimed at giving education a central stage in the society. Simply stated, education enhances problem-solving skills; communication skills in a diverse setting, ability to adopt to change and can enhance economic competitiveness in the global economy.

In Africa, Ethiopia has been a significant step towards achieving education for all in the country. Prior to the introduction of the nine years of basic education, Ethiopia faced numerous challenges in its education system. Limited access to education, particularly in rural areas, and high dropout rates were prevalent issues. Furthermore, inadequate infrastructure, teacher shortages, and economic constraints hindered the quality of education provided. To address these challenges, the Ethiopian government launched the Education Sector Development Program (ESDP) in 1997, which aimed to expand access and improve the quality of education at all levels. As part of this program, the government introduced the concept of nine years of basic education, consisting of six years of primary education and three years of lower secondary education (Tichaona,2015).

In East African countries such as Kenya, Uganda, Malawi and Tanzania, Bentaouet (2006) argues that low literacy and the need to fight illiteracy, ignorance and diseases was the factor that motivated Kenya, Tanzania and Uganda to adopt Universal free basic education. The governments had to take charge of the provision of education as the majority of the population had limited monetary income (Oketch & Rolleston, 2007). The removal of fees was accompanied by substantial increases in enrolment rates where for instance Uganda increased its enrolment rate by 68% in 1997 and Malawi by 49% in 2006, while in Kenya enrolments increased by 18% from 5.9 million in 2002 to 7.2 million in 2004 (Ngware, 2012).

Rwanda has embarked on reforms aiming at improving every aspect of quality education. In line with these efforts, the government of Rwanda has focused on aligning curriculum, teaching and learning, and assessment to ensure that the education system is producing the kind of citizens the country desires (Nyakwara ,2010). The Ministry of Education was working to ensure attainment of The Government of Rwanda policy of universal primary education by 2010 and Education for all by 2015, as outlined in the MDGs and the Dakar agreements. The Government of Rwanda has implemented a policy of fee free primary education in which school fees have been abolished and replaced by a capitation grant, which has increased to 2,500FRw (USD4.50) in 2006(Nkurikiyimana, 2013). Shortfalls in financing at the school level nevertheless persist, with parents typically being invited to contribute to finance this gap. Non-fee barriers to primary education also remain and are thought to have some effect on access to education (MINEDUC, 2006).

Access to pre-primary education has been increasing year on year. There were two public preschools in Rwanda in 2011; this has risen to 1,474 in 2016. The gross enrolment rate (GER) in pre-primary increased from 12.9% in 2012 to 23.7% in 2016 (MINEDUC, 2016). Although indications are that enrolment in pre-primary education continues to increase, this has fallen short of both the ESSP target for 2016 and the target of 29.9% set for 2017/18. The Net Enrolment Rate (NER) increased much more gradually, rising from 14.2% in 2012 to just 17.5% in 2016 (MINEDUC, 2016). MINEDUC is therefore unlikely to achieve the target of 28% for 2017/18 (MINEDUC, 2013). This discrepancy between GER and NER is a cause for concern, as it indicates children outside the intended age group continue to enroll in pre-primary education and therefore will already be over- or under-age on transfer to primary school. The purpose was to alleviate barriers against children to enroll and complete 9-years of schooling (MINEDUC, 2013). Unfortunately, empirical research on students' flow is quite missing in the framework of such a new policy.

The government of Rwanda has been proactive in the education sector by setting its strategic direction and adopting policies in critical areas of the education system. In line with the MDG on education particularly, the Government of Rwanda committed itself to advancing Education for All (EFA), thus progressively rendering the primary education free, then established a free 9YBE and later the 12YBE in an increasingly decentralized education system(MINEDUC,2018).

The implementation of nine years of basic education in Rwanda is a crucial component of the country's efforts to achieve education for all. This initiative is traced back to the country's commitment to the United Nations' Sustainable Development Goals (SDGs), particularly Goal 4, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (World Bank, 2015). The policy was intended to make secondary education more affordable and to improve the academic performance of learners. These were to be achieved through reduced user fees and provision of textbooks and other learning materials. This reduction in user fees was quite significant in rural public day secondary schools and led to increased enrolment (Wanjala & Hussein, 2017). However, increased enrolment because of 9YBE should be met with an increase in teaching and learning resources from government and stakeholders. This ensures effective curriculum implementation and good school academic performance.

Despite the progress made, challenges remain in Rwanda's pursuit of education for all. Rwanda is still having issues such as drop out, illiteracy issues, limited resources for education equipment, misconception for school enrollment and output of 9YBE, and inadequate infrastructure, and repetition numbers continue to hinder the provision of quality education, therefore this descriptive study seeks to investigate the contribution of 9YBE program on the process of education For All(EFA) in Kicukiro District, Rwanda.

In this study, the following research hypotheses were emphasized:

H₀₁: There is no significant relationship between objectives of 9YBE program and the process of Education for All in public day secondary schools in Kicukiro District

H₀₂: There is no significant relationship between implementation of 9YBE program the process of Education for All in public day secondary schools in Kicukiro District.

2.METHOD

2.1. Research Design

This study employed a descriptive survey research design. The descriptive survey design was employed because it guaranteed breadth of observation and also provide for the accurate descriptive analysis of characteristics of a sample which was used to make inferences about the contribution of 9YBE program on the process of Education For All (EFA).

2.2. Population of the study and sample size

The participants who participate in this study were parents, students, teachers and Head teachers. All respondents were 1485 including 135 Headteachers ,225 teachers,450 parents and 675 Students from 135 schools located in Kicukiro District, Rwanda. Thus, the total population was 1485 persons. Stratified sampling, purposive sampling and simple random sampling were used in this

study. The simple random sampling technique which is an extensively was used to sample 315 respondents taken as a sample size. These were 164 students, 8 Headteachers (HTs), 48 teachers and 95 parents

Table 1. Targeted Population and Sampled Size

Category	Population	Sample size	Percent (%)
Students	775	164	52.06
HTs	35	8	2.53
Teachers	225	48	15.23
Parents	450	95	30.18
Total	1485	315	100

Source: Researcher, 2023

In addition, the study used the following formula proposed by Yamane (1973) to determine the sample size, as it is too large to waste scarce resources and may expose more participants than necessary to risk. Using Yamane formulae

$$n = \frac{N}{1 + (N)(e^2)}$$

Where:

n = sample size

N = the population size

e = the acceptable sampling error (5%) at 95% confidence level

Thus; $n = 1 + (1485) (0.05)^2$

$n = 315.1 = 315$ respondents

A sample of 315 respondents targeted to participate in this study. This formula was used to estimate a representative sample. A total number of 315 respondents are taken as simple size.

3.FINDINGS AND DISCUSSION

The respondents were composed of Headteachers, students, teachers and parents. The total number of the respondents was 315 and they were made of 95 teachers ,164 students,95 parents and 8 headteachers.

3.1. Summary of findings

3.1.1. Contribution of 9YBE program on the process of Education For All

To determine the extent to which the objectives of 9YBE program contributes to the education system for all in public day secondary schools in Kicukiro District sought to answer the same using a Likert scale of 1 Strongly Agree, 2 Agree, 3 Undecided, 4 Disagree and 5 Strongly Disagree. This section discusses the responses of the respondents from data gathered under the following themes.

Table 2. Perception on the objectives of 9YBE in Rwandan education system

Statements	SD		D		N		A		SA	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
Your class have students who dropped out the school	7	4.3	9	5.5	6	3.6	84	51.2	58	35.4
Your class have repeating students	62	37.8	77	46.9	5	3.1	5	3.1	15	9.1
Your class have new comer from others schools or elsewhere	2	1.2	3	1.8	2	1.2	47	28.6	110	67.2
Your schools admit every child regardless any issue	9	5.5	8	4.8	5	3.1	79	48.2	63	38.4
All students were enrolled at expected school age.	8	4.8	4	2.4	3	1.8	104	63.5	45	27.5
Your school admit people with disability	12	7.3	13	7.9	24	14.6	49	29.9	66	40.3
Your school requires each student to pay tuition fees	83	50.6	75	45.8	0	0	2	1.2	4	2.4
Your classroom has more than 45 students in same class.	2	1.2	4	2.4	2	1.2	81	49.3	75	45.8
The school is far for your home (family households).	7	4.3	8	4.8	7	4.3	79	48.2	63	38.4

Source: Researcher,2023

As it is indicated in the Table 2, the researchers wanted to know if there are students who dropped out in their respective classes and the findings indicated that majority(51.2%) of respondents accepted that they have big number of students who dropped out from the schools, 35.5 of all students respondents indicated highly that there are students who dropped from the classes , 3.6 of all students who participated in the releases refused to show their side about drop out issues in the classes , 4.3% of all students respondents participated in the study were strongly indicated that there no students who dropped out from their classes while 5.5 of all students participated in the students indicated that there is no issues of drop out for their classes, it is evident that there are more number of students who drop out in the 9YBE schools. The second points discussed for students respondents were based on the repetition rate and findings were that majority (46.9%)of respondents shown strongly that there is no repeating students in their respective classes , 37.8% of all participated students indicated that there are no repeating students in their respective classes , 3.1% of all respondents were refused to show their views on repeating students , 3.1% of all students participated in this study accepted that there are certain number of students who repeated in their respective classes and 9.1% of all participated students accepted strongly that the repeating rate is other challenges in the nine years basic education means that nine years basic education still having certain percentage of repeating rate of students.

Other points assessed were to know if there are new comers from others schools and findings indicated in the table 4.5 , 67.2% of all students who participated in the study were strongly agreed that there are new students who came from other schools , 28.6 of respondents mentioned there is a small number of new comers from different schools , 1.2% of all students were neutral to the

statement by indicating the availability of new comers in the respective classes,1.8% of all respondents indicated that there are no new students admitted by the school administration their classes while 1.2% of all participating respondent were strongly disagreed that there are no new students from others schools to learn together in their respective schools.

Researcher wanted also to know if nine years basic education is available everywhere and the students are enrolled at expected schooling ages , 63.5% of all respondents indicated that all students in their respective schools are enrolled at expected ages, 27.5% of respondents agreed strongly the school admit all students at expected age of schooling ,1.8 of respondents were refused to say anything about enrollments, 4.8% of all students participated in the study strongly disagreed that students are enrolled at expected school ages while 2.4% of all respondent disagreed also that all learners are enrolled at expected age of schools means that nine years basic education still have the different cased students who enrolled with over aged and under age based on expected age of schools.

The researcher wanted to if all nine years basic education schools are inclusive and facilitate every students to participate and learn in a conducive environments and the findings are summarized in the table 4.5 which revealed that 38.4% of all participated students agreed strongly that disabled students are admitted without any others challenges or consideration , 48.2% of all participated students agreed too that their schools are inclusive and learners with disabilities are admitted in their school without any other consideration of their disabilities ,3.1% of all respondents refused show their views about inclusiveness in their respective schools,5.5% of all respondents were strongly disagreed that their school admit students with disabilities while 3.1% all respondents indicated that their school do not admit students with disabilities. This research also asked question about paying tuition fees for students from nine years basic education and the findings indicated in the table 4.5 revealed that 50.5% all participated students indicated strongly that there are no tuitions fees in their respective schools ,45.8% all students participated in the study also mentioned that there are no tuition fees payments by accepting that it is free educations at all, 1.2% of all respondents accepted that their schools require tuition fees and 2.4% of all respondents strongly accepted and indicated that their respective schools requires students to pay tuitions fees.

3.1.2.The implementation process of education for all in Rwandan education system

The second objective of the study was to investigate the implementation process of 9YBE program on the process of EFA in Rwandan education system. Researchers drafted a questionnaire and interview guide for different respondents such as students, teachers, headteachers. Here, respondents were required to show their perceptions by indicating the extent to which they agreed with the statements given as; SA (1) for Strongly Agree, A (2) for Agree, N (3) for Neutral, D (4) for Disagree and SD (5) for Strongly Disagree. Several items in the questionnaire were presented to the respondents to rate their availability and the findings are shown in Table 3 and all results were focused on analysis the implementation process of education for all in Rwandan education system

Table 3. Perception on implementation of 9YBE on the process of EFA

Statements	SD		D		N		A		SA	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
Rwanda has the commitment to provide universal, compulsory and free nine years' basic education for all.	8	16.7	3	6.2	2	4.2	12	25.0	23	47.9
There is a relationship between nine-year basic education and Rwanda vision 2020 pillars.	3	6.2	1	2.1	1	2.1	28	58.4	15	31.2
Introduction of new curriculum (competence-based curriculum from knowledge-based curriculum)	7	14.6	5	10.4	6	12.5	19	39.6	11	22.9
Rwanda established TVET programs for the implementation of education for all	5	10.4	6	12.5	2	4.2	14	29.2	21	43.7
ESSP were established to Increase access to education programs, especially at pre-primary, secondary, TVET and higher education levels, in Rwanda	5	10.4	1	2.1	6	12.5	23	47.9	13	27.1
Rwanda Established more education-based policies to ensure quality, equity, access and relevance of education for all.	6	12.5	2	4.2	1	2.1	24	50.0	15	31.2

Source: Researcher,2023

Researcher wanted to know perception teachers on the implementation process of education for all in Rwandan education system, case of Kicukiro district, Rwanda. Findings are summarized in the table 4.8 where teachers were asked their views about commitment of the government in the provision of universal, compulsory and free nine years basic education for all, the majority (47.9%)of respondents accepted strongly that Rwanda has the commitment to provide universal, compulsory and free nine years' basic education for all, 25.0% of all participated teachers in the study also confirmed that Rwanda has the commitment to provide universal, compulsory and free nine years' basic education for all, 4.2%of all teachers indicated that they do not know how the Rwanda has the commitment to provide universal, compulsory and free nine years' basic education for all,16.7% of all respondents participated in the study disagreed strongly that Rwanda has the commitment to provide universal, compulsory and free nine years' basic education for all while 6.2% of the teachers mentioned also that they do not see how the government of Rwanda is committed in the provision of universal, compulsory and free nine years' basic education for all

Second curiosity for the researcher were based on how Rwanda vision 2020 pillars relate with nine year basic education, findings are summarized in the table 4.8 , 58.4% of all respondents agreed that there is a relationship between nine-year basic education and Rwanda vision 2020 pillars, 31.2% of all teachers participated in the study indicated that they know that There is a relationship between nine-year basic education and Rwanda vision 2020 pillars, 2.1% of all participated teachers refused to say anything about the relationship between nine-year basic education and Rwanda vision 2020 pillars , 6.2% of all respondents stated strongly that there is no relationship between nine-year basic education and Rwanda vision 2020 pillars while 2.1% of all respondents also indicated that they are no aware how the vision 2020 pillars are related to the nine years basic education.

Other events happen during education for all implementation was the change of the curriculum and its harmonization, the teachers were asked if they know about the change of curriculum in primary and secondary schools, results revealed that 39.6% all teachers indicated that they are using new curriculum means there were a change of curriculum from knowledge based to competence-based curriculum to enhance students' competences,22.9% of all teachers respondents accepted that there were Introduction of new curriculum (competence-based curriculum from knowledge-based curriculum), 14.6% of all teachers also indicated strongly that there is no curriculum change happened in the primary and secondary education , 10.5% of all teachers also indicated they are no aware about the introduction of new curriculum (competence-based curriculum from knowledge-based curriculum) in primary and secondary education while the 12.5% of all teachers participating in the study were neutral to the statement of changes of the curriculums

Other points used as the way of implementation of education for all were based on establishment of TVET programs for the implementation of education for all and the findings indicate that 43.7% of all respondents accepted strongly that establishments of TVET programs affect Rwandan children successful for the implementation of education for all , 29.2% of all teachers participated in the study also accepted appreciated that Rwanda established TVET programs for the implementation of education for all, 4.2 of all teachers participated in the study indicated that they do not know about establishment TVET programs for implementation of nine years basic education, 10.4% of respondents indicated that the TVET programs established in Rwanda have no relationship with implementation of education for all while 12.5% all teachers participated in the study indicated that TVET programs established have no any correlation for implementation of education for all in Rwanda. Researcher wanted to know how teachers consider different policies, strategies, plan organized by the government for implementation of education for all, teachers' perceptions are indicated in the table 4.8, the majority of respondents (47.9%) of respondents agreed that the education sector strategic plan was established to increase the accessibility of education programs, 27.1% of all teachers' respondents also strongly appreciated that education sector strategic plan was established to Increase access to education programs, especially at pre-primary, secondary, TVET and higher education levels, in Rwanda, 12.5% of all teachers were neutral to the statement, 10.4% of all respondents disagreed strongly that education sector strategic plan were established to Increase access to education programs, especially at pre-primary, secondary, TVET and higher education levels, in Rwanda and 2.1% of all teachers respondents indicated that education sector strategic plan were not established to Increase access

to education programs, especially at pre-primary, secondary, TVET and higher education levels, in Rwanda.

Last ideas raised by researcher were based on establishment of more education-based policies to ensure quality, equity, access and relevance of education for all. The 50.0% of all teachers participated in the study strongly agreed that government of Rwanda established more education policies to ensure quality, equity, access and relevance of education for all, 31.2% of all teachers participated in the study accepted that Rwanda established more education-based policies to ensure quality, equity, access and relevance of education for all, 12.5% of all respondents also indicated that they do not know if the Rwanda established more education-based policies to ensure quality, equity, access and relevance of education for all, 4.2% of all teachers respondents mentioned that they do not have any information about Rwanda Established more education-based policies to ensure quality, equity, access and relevance of education for all while 2.1% of all respondents were neutral to the statement by indicating that they do not want to talk about how Rwanda Established more education-based policies to ensure quality, equity, access and relevance of education for all

3.2. Regression analysis

The relation between the variables can be illustrated graphically, or more usually using an equation. The study adopted simple regression guided by the following model: $Y = \beta_0 + \beta_1 X_1 + e$ Where: Y= is the dependent variable representing aggregate number of house units build annually β = vector of regression coefficients
Y= Dependent, X: Independent
The following tables give details:

Table 4: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.807 ^a	.651	.642	.89127

a. Predictors: (Constant), achievement objectives of 9YBE and 9YBE program implementation

The table above indicates the fit of model. It shows the fitness of the regression model in explaining the variables under study. The findings show that the predictor variables; achievement objectives of 9YBE and 9YBE program implementation explained the dependent variable which Education for All. R square of 0.651 supported the findings. This implies that the predictor variables can explain 65.1% of 9YBE program which implies that 34.9% of Education for All can be explained by other factors not captured by this study.

Table 5. Analysis of variance

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	168.764	3	56.255	70.817	.000 ^b
Residual	90.558	114	.794		
Total	259.322	117			

a. Dependent variable: Process of EFA

b. Predictors: (constant), achievement objectives of 9YBE and 9YBE program implementation

Table 5 presented ANOVA statistics which indicates that the overall model was statistically significant. Probability (p) value of 0.000 supported this. The results of F test on 0.01 important level was $F_{estimate} > F_{table}$, $F_{estimate} = 70.817$ and P is $.000^b$ which is < 0.05 . As such, the model was meaningful at 1% important level. The reported p was significant in this study because it was less than the conventional probability of 0.05 significance level. These results indicate that achievement objectives of 9YBE and 9YBE program implementation: independent variables are good predictors of Process of EFA

Table 6: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.853	.379		10.155	.000
1 achievement objectives of 9YBE	1.010	.119	.523	8.466	.000
	9YBE program implementation	-.214	.072	-.178	-2.962

a. Dependent variable: Education for All

Table 6 above indicates that Kernel of regression analysis in which $Y = A + BX$. The 9YBE Program is constant and it has unstandardized coefficients B equal to 3.853 when is constant. The Std error is 0.379. Thus, according to Kernel formula, achievement objectives of 9YBE and implementation of 9YBE program two variables of 9YBE program equal to $Y = 3.853 + 1.010X_1 - 214X_2 + \epsilon$ is effective and efficiency of students 'academic performance which is dependent variables.

The findings through regression results indicated that implementation of 9YBE policy has significant positive relationship with on Education for. These findings are consistent with a study conducted by Nkurikiyimana (2013) that revealed that although the Free Education improved access to education, it also brought about problems in learning such as classroom congestion, above average teacher-student ratio, inadequate learning and teaching facilities. There was, in addition, inadequate pedagogical and instructional preparation by the teachers educate a varied group of learners, and increased the responsibilities of school administrators and head teachers in allot the free education funds adequate financial management training. These factors directly or indirectly affected the education quality within public secondary schools.

3.2. Discussion

With regard to the first objective, this study attempted to determine the extent to which the objectives of 9YBE program contributes to the education system for all in public day secondary schools in Kicukiro District. Findings revealed that increased students' enrolment in the study schools had compromised students' academic performance in the study schools. Besides, there is

not a big number of students drop out the school, no repeating students in their respective classes are found, there are not number of new comers from others schools, students were enrolled at expected age, school admit people with disability and each student are not required to pay tuition fees. With increased enrolment no meaningful learning/teaching takes place in the study schools and therefore to improve the situation the government should employ more teachers to solve the situation.

The findings of this study are also similar with MINEDUC (2018) which stated that the significant progress made by the GoR towards Rwanda's education policy objectives, as well as the international commitments to Education for All (EFA) and the MDGs, is widely recognized. The commitment to provide universal, compulsory and free nine years' basic education for all children has had a significant impact on increasing access, and this is now being expanded to 12 years' basic education. The curriculum has undergone a major reform, with a new competence-based curriculum being phased in from January 2016. Similarly, though at a lower rate, the TVET and higher education sub-sectors have made moderate progress in terms of access and quality (MINEDUC, 2018).

Regarding the second objective where the study attempted to analyze the effect of implementation of 9YBE program to the process of education for all in public day secondary schools in Kicukiro District. Findings revealed that implementation was based on the commitment to provide universal, compulsory and free nine years' basic education for all, competence-based curriculum from knowledge-based curriculum when it established TVET programs for the implementation of education for all ESSP were established to increase access to education programs, especially at pre-primary, secondary, TVET and higher education levels. Besides, it established more education-based policies to ensure quality, equity, access and relevance of education for all.

The findings concur with Creswell (2013) who stated that equity is a key aspect of Education for All in the Rwandan context. The government recognizes the importance of addressing disparities and providing equal opportunities for all learners. This involves implementing policies and programs that target underserved areas and populations, ensuring that resources are allocated fairly and that educational facilities and services are accessible to all.

4.CONCLUSION

The study concluded that Nine years of basic education plays a crucial role in a country's achievement of the Education for All. This study reflects the general perception of the contribution of nine-year primary education introduced in the Rwandan education system to the Education for All process. It concluded that majority of students, head teachers and teachers indicated that teachers were unable to effectively manage large classes. The study further showed that head teachers and teachers cited that there was an increase in teacher-student ration. The study also deduced that head teachers and teachers strongly agreed that pupils were overcrowded in the available classrooms as a result of increased enrolments due to free primary education policy. It was also revealed that head teachers asserted that the major problems experienced during admission was allocation of the scarce resource materials, while the teachers cited that allocation of resources, inadequate space, irregular reporting and lack of uniforms.

Therefore, the researcher can conclude by saying that the research hypotheses all were tested;

verified and then they are rejected referring to the statistical (regression analysis) findings and then according to the research, the correlation of 65.1% categorized as positive and very high correlation; this leads to confirm that there is significant relationship between 9YBE program and the process of EFA

Based on the findings of the study, the researcher recommends that; It emerged from the study that public secondary schools in Kicukiro District were overcrowded and that it was difficult for teachers to offer quality education and hence the study recommends that more teachers should be employed to reduce the increased teachers' workload so that teachers can effectively attend to pupils. Moreover, the findings of the study further showed that increased students enrolment had negatively impacted on the available teaching and learning resources and based on these findings the study recommends that more funds should be allocated to schools by the government to procure more teaching-learning resources. The NGOs and international partners should financially support Free Education for the success of the 9YBE programme.

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