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THE FIFTEEN MAJOR CHALLENGES AND WEAKNESS IN THE RWANDAN EDUCATION SYSTEM'

Mr. HAVUGIMANA ALEXIS

ABSTRACT

The main objectives of this study were to examine the FIFTEEN MAJOR CHALLENGES AND WEAKNESS IN THE RWANDAN EDUCATION SYSTEM in solving the challenges faced by Education Rwanda . The study was guided by three objectives such as: To show us the main problems facing education system Rwanda, To List out some solutions to education system Rwanda, Guideline to government and others institution related to the Rwandan education system. Education lays the foundation for political, social and economic development of any country. A viable education system enables the nation to achieve its national goals. Rwanda as a developing country has faced critical problems of education since its inception and therefore, the system of education has failed to deliver according to the aspirations of the nation. There are various factors responsible for this situation. This paper explores some of the critical problems that have so far plagued the education system of Rwanda. On the basis of critical review of available literature, the paper presents solutions to the existing problems of the education system of Rwanda.

The study adopted quantitative and qualitative approaches to collect data from 96 respondents' employees and beneficiaries from 30 districts by using purposive sampling technique. Data collected was analyzed using SPSS, and the instruments of data collection were questionnaire, interview, and documentary techniques.

 "THE FIFTEEN MAJOR CHALLENGES AND WEAKNESS IN THE RWANDAN EDUCATION SYSTEM"

1. Poor coordination
2. Leads to the lack of clarification for policy orientation and weak implementation
3. Poor curriculum system
4. No collaboration between policy makers and institutions in Rwandan education system

5. No or poor participation of teachers, lectures ,parents and others stakeholders in Rwandan education system

6. Poor qualified staff

7. Education system not well tailored to the labour market needs

8. Poor or few equipments for TVET and tertiary education

9. Informal sector for TVET graduates largely

10. Poor implementation of Rwandan education system policies

11. No long term or poor strategically plan for education systems(long period)

12. Languages instructors

13. Low salary of the teachers

14. Internal and external influence

15. Alarming d

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CHAPTER ONE: GENERAL INTRODUCTION

1.1 Introduction

This chapter presents the background to the problem, statement of the problem, purpose of the study, objectives of the study, research questions, and scope of the study, significance of the study, conceptual framework, and definition of key terms.

1.2. Background of the study

The tragic events that Rwanda experienced in 1994 profoundly affected the socio-economic structures of the country and the moral and living conditions of the population. The Government of National Unity is endeavouring to reinforce national cohesion as well as promote the reconciliation of all its citizens and the development of the country. In order to reach these goals, it has placed education at the top of its priorities. Education, in effect, could play a determining role in the reconstitution of the human resources that were decimated by the war and genocide. It could also contribute to stabilizing the population, raising the feeling of security and reinforcing the positive values of solidarity. The 1994 genocide in Rwanda devastated the nation's education system, resulting in the closure of over

600 schools and the death or exile of some 3,000 teachers. Since the cessation of hostilities the focus of the country's education policy has been twofold: the promotion of national unity and reconciliation, and the development of a skilled workforce that will enable Rwanda to become a middleincome country with a knowledge based economy. To achieve these goals, the government has embarked on an education policy that places a strong emphasis on universal primary education and technical training aligned with the country's labor force needs. The government has also established the goal of implementing Information and Communication Technology (ICT) throughout the education system, for example by serving as the largest partner of the One Laptop per Child program in Africa. Nonetheless, despite its ambitious plans, many hurdles continue to face students and educators in Rwanda, including a shortage of resources, trained teachers, and education infrastructure. In this paper we will examine Rwanda's current education policy, the structure of its education system, as well as proposed reforms in order to address existing challenges

Rwanda Education System

Rwanda operates on a 6-3-3-4 system:

- Primary School – 6 years
- Junior Secondary School (Ordinary level) – 3 years
- Senior Secondary School (Advanced level) – 3 years
- University Bachelor's degree – 4 years

Language: There are two official languages of instruction throughout the Rwandan educational system: Kinyarwanda in primary school (P1-P3) and English from P4 through University. French and Swahili are taught as an elective or a supplemental subject in public primary and secondary schools. Some private primary and high schools have both Francophone and Anglophone systems which use French or English, respectively, as languages of instruction at any and all grade levels. Students in these schools take either language as an elective or a supplementary subject.

Junior Secondary School: Each year, more than 90,000 Rwandan students take the national secondary Education Ordinary Level test at the end of Junior Secondary School Form 3 (9th grade) in nine subjects. If failed, a student can retake the third year or decide to join a private school.

Senior Secondary School: The majority of Rwandan students attend public boarding schools, many of which are highly competitive. There are also private secondary schools in the country. Students must take a national Secondary Education Advance Level exam to graduate. In Secondary schools advanced level, students will focus on subject combinations as follows:

Physics-Chemistry-Mathematics (PCM), Physics-Chemistry-Biology (PCB), Math-Chemistry-Biology (MCB), Math-Physics-Geography (MPG), Math-Economics-Geography (MEG), History-Economics-Geography (HEG), English-French-Kinyarwanda (EFK), English-Kiswahili-Kinyarwanda (EKK), Maths-Physics-Computer Science (MPC), History-Economics-Literature (HEL), Maths-Computer Science-Economics (MCE), Biology-Chemistry-Geography(MCG), Physics-Economics-Math (PEM), History-Geography-Literature(HGL) and Literature-Economics-Geography (LEG)

In A-Level, students still take more courses (English, for example) in addition to the main courses of their combination but these courses will not be examined in the national secondary school leaving exam.

The secondary school transcript contains a letter or percentage grade for each subject for each of three terms, for the three years of senior secondary school (equivalent to the 10th through 12th grades). Students' Term Reports (Bulletins) contain rank in class for each subject, as well as grades for class work and end-of-term exams. The grading system is difficult: 80-100% is usually an A, a grade rarely awarded. Transcripts with all A's are unlikely to be genuine.

At the end of Senior Secondary School (12th grade), all students take the final national exam in each of three subjects of the combinations, plus entrepreneurship and general paper. These exams are given nationwide in November each year, but the results are not available until the following March. Grading is exceptionally tough: fewer than 3% of grades are A's, and 30% of students fail any given exam.

The grading system is shown on the reverse of the certificate. All courses are graded from A (which means maximum) through F (which means failure) except the general paper which is graded with an S. Also, the S will stand for a subsidiary pass for other subjects.

The letter grades have point values as follows: A (6), B (5), C (4), D (3), E (2), F (0), S (1). To make a weighted aggregate, each grade is multiplied by three, except the general paper, which always has a weight of 1. Currently, the maximum aggregate is 73 (calculated as follows: 18 for each of three main subjects, 18 for entrepreneurship, and 1 for general paper)

For example, a student who takes Physics-Chemistry-Mathematics (PCM) combination and has an A in Math, a B in Chemistry, a C in Physics, a D in Entrepreneurship and an S in general paper, will have an aggregate of 55 (which is calculated as follows: 6*3+5*3+4*3+3*3+1*1)

In order to receive a high school leaving certificate, a student must achieve at least three subsidiary level passes. However, admission to most higher education programs in Rwanda requires passes in at least two subjects with a minimum grade of C.

Rwandan grading system can be compared with the U.S system as follows:
A = US A; B = US B+; C = US B; D = US C+; E = US C; F = US F; Subsidiary = P.

Insufficient and unclassified students are not issued certificates diploma. The U.S. universities should not admit Rwandan students who have not attained a level C in the main subjects. Colleges should require a photocopy of the diploma or certificate and the result slip for the end of Secondary Education Advanced Level exam "A2" or "D6" bearing two signatures and stamp from the Rwanda Education Board, as well as the transcripts.

Higher Education: Rwanda's tertiary institutions enroll over 44,000 students in undergraduate, graduate, certificate, and diploma programs in a full range of academic and professional fields.

Public Universities in Rwanda recently merged to form the University of Rwanda (UR) and former universities became colleges of the University of Rwanda:

- College of Arts and Humanities (Former National University of Rwanda in Butare)
- College of Business and Economics (Former School of Finance and Banking)
- College of Science and Technology (Former Kigali Institute of Science and Technology)
- College of Education (Former Kigali Institute of Education)
- College of Medicine and Health Sciences (Former Kigali Heath Institute)
- College of Agriculture, Animal Sciences and Veterinary Medicine (Former Higher Institute of Agriculture and Livestock in Musanze)

Currently, every college manages several departments and faculties scattered in other colleges where they used to be and this will continue for a transition period of two years. At the end of the transition, all programs will move to their related colleges.

Nine public polytechnics offer three-year Higher National Diplomas in Education, Technology, Human Health, Animal Health, and Nursing (Advanced Diploma). The Advance Diploma is not equivalent to a Bachelor's degree, but undergraduate transfer credit can be awarded, as is also the case for Teacher Training Colleges and other tertiary non-degree programs. Several private institutions are also accredited by the High Council of Education Board (HCEB) to award Bachelor's degrees. Private institution enrollment totals more than

13,000, a number growing due to increasing numbers of part-time students. A Bachelor's degree is considered the basic academic level to be eligible for the Rwandan professional job market.

Rwandan university admission is highly competitive, especially in fields such as medicine, engineering, law, and pharmacy. The quality of education is considered reasonably high, despite lacking material resources. In an effort to attract international enrollment, all Rwandan universities operate on a modular, semester system. Most international students are from neighboring countries where French is dominant and want to adhere to a bilingual system.

1.3. The statement of the problem

A lack of leadership has a negative impact on the management and operations of the education system. Staff do not have the guidance they need to operate as an effective care and education team. Poor teaching practices and ineffective child management strategies result in children who appear bored and fractious and whose learning needs are not being met. Underdeveloped self review and inadequate centre planning further hinder progress. The centre and the universities are unlikely to improve its standard of education and care without a major influx of trained and capable teachers, lectures, stronger centre leadership and a more effective and ongoing professional development programmes .Factors such as leadership, vision and professional learning and development that contribute to high quality in some services are lacking or ineffective in poor quality services. Rigidly implemented routines, poorly resourced or unsafe learning environments and inappropriate teaching practice are also factors in poor quality education system Rwanda.

1.4. PURPOSE OF THE STUDY

The purpose of the study was to show us the 15 major challenges and weakness of Rwandan Education System with suggesting some solutions.

The Study, through data collection and analysis of the 30 target Rwandan District chosen from the , aimed to collect and analyze general information in the 15 major challenges and weakness education sector and identify priority areas for development in target Rwanda and make recommendations for Rwandan education system to design and carry out any future sector and/or sub-sector study.

1.5. OBJECTIVES OF THE STUDY

The objective of the study are subdivided into Major and Specific objectives

1.5.1 Major objective

The main objective of the study is to show us the 15 major challenges and weakness of Rwandan Education System with suggesting some solutions.

1.5.2 Specific Objective

The specific objectives were the following:

   a) To show us the main problems facing education system Rwanda,
   b) To List out some solutions to education system Rwanda,
   c) Guideline to government and others institution related to the Rwandan education system

1.6. Research questions

In order to achieve the objectives mentioned above the study was guided by the following research questions:

   1. What are the major problems facing education system Rwanda,
   2. What are the solutions to education system Rwanda,
   3. Give us Guideline to government and others institution related to the Rwandan education system

1.7. Scope of the study

The study is limited like any scientific work in space, time and domain. Our topic as a key start of the work is limited from the entire education system Rwanda

In time, the study is carried out on a period ranging from 1994-2019.

In domain, our work is focusing on education system in Rwanda In July, 1994, after the RPF ceased the genocide, a new political regime was established, with Paul Kagame as the Vice President. Rwanda's first local elections were held in 1999, followed by the District level elections in 2001. In August, 2003, a Presidential election was carried out and Paul Kagame was elected the President. In September and November, 2003, legislative elections were held for Upper and Lower House. RPF won the majority to be the ruling party. In September, 2008, for Lower House, RPF again sustained the victory. , the President Kagame (re-elected in 2010) puts strong emphasis on the fight against corruption, and Rwanda fairs well in terms of less corruptions and good security in the region (MOFA, 2012b). The Constitution of Rwanda (2003) defines that "every person has the right to education" in Rwanda. It is

stipulated that primary education is compulsory, and it is free in public schools. According to the Constitution, the State has the duty to take special measures to facilitate the education of disabled people. The Organic Law governing organization of education, N° 02/2011OL of 27/07/2011 was issued in 2011, and defines the basic frameworks of basic, secondary and higher education. This Organic Law replaces the previous Organic Law of 2003. The new Organic Law places stronger focus on improving the quality of education at all levels of education

1.8. Definitions of Key Terms

1.8.1. Education

Education of a human being is, perhaps, the most cherished goal of any human civilization that ever existed or is yet to come in this world. Therefore, philosophers, educationists and great thinkers have tried their best to define education. But in most of these definitions, one would find the mark of their conceptions of the reality, values and belief systems. Although such definitions might reflect the contemporary societal systems. no single definition has been found so far that satisfies everyone. The search for a universal definition of education still continues. However, the definitions of education given by the great philosophers and educationists can broadly be categorized into three major trends.

Etymologically, the word "Education" is derived from the Latin words "educare" and "educere". Educare refers to "to bring up' or "to nourish", whereas the word 'educere" means to "to bring forth" or "to draG out". Some others believe that the word his been derived from another Latin word "educantum" which has two components. "E implies a movement from inward to outward and "duco" refers to developing or progressing. An analysis of these words reveal that education aims at providing a learner or a child a nourishing environment to bring out and develop the latent potentiality hidden inside him. (UNESCO, 1972)

In order to realise the mission statement, the following general objectives are defined in education (Rwanda Education system):

1. To educate a free citizen who is liberated from all kinds of discrimination, including gender based discrimination, exclusion and favouritism;

2. To contribute to the promotion of a culture of peace and to emphasise Rwandese and universal values of justice, peace, tolerance, respect for human rights, gender equality, solidarity and democracy;

3. To dispense a holistic moral, intellectual, social, physical and professional education through the promotion of individual competencies and aptitudes in the service of national reconstruction and the sustainable development of the country;

4. To promote science and technology with special attention to ICT;

5. To develop in the Rwandese citizen an autonomy of thought, patriotic spirit, a sense of civic pride, a love of work well done and global awareness;

6. To transform the Rwandese population into human capital for development through acquisition of development skills;

7. To eliminate all the causes and obstacles which can lead to disparity in education be it by gender, disability, geographical or social group.

1.8.2. EDUCATION FROM THE PERSPECTIVE OF THEORIES OF EDUCATION

Although different thinkers have given their own definitions of education, the concept of education can be analysed from the viewpoint of various theoretical stands on education. According to the positivistic thinker, T.W. Moore (1982) the philosophy of education is concerned with what is said about education by those who practise it (teachers)and by those who theorize about it (the educational theorists). Moore regards education as a group of activities going on at various logical levels, logical in the sense , that each higher level arises out of, and is dependent on, the one below it. The lowest level is the level of educational practice at which activities like teaching, instructin& motivating pupils, etc, are carried on. Those involved at the lowest levels (i.e. teachers) talk about teaching, learning, knowledge, experience, etc. Arising out of these basic ground floor activities, is another higher order activity - educational theorizing, which results in some kind of educational theory or more accurately "educational theories". The educational theorist may be making a general point about education. He may say, for example, that education is the most effective way, or the only way, of socializing the young, of converting them from human animals into human beings, or of enabling them to realize their intellectual and moral potentialities. Whether education does realize what it purports to realize, is a matter of fact and the way to find out is to look at education in practice, and see what happens. Theories of this kind are called "descriptive theories" purporting to give a correct account of what education as a matter of

fact, does. Such theories stand or fall according to the way the world happens to be. The other-kind of educational theory is one which, instead of describing the role or function of education, rather makes specific recommendations about what those engaged in educational practice ought to be doing. Moore calls such theories "practical" theories. They give reasoned prescriptions for action. Theories of this latter kind exhibit a wide variety in scope, content, and complexity. These theories can perhaps better be called theories of teaching or "pedagogical" theories. Such theories which postulate that "teachers should make sure that any new material introduced to pupils should be linked to what they already know"; or that "a child should not be told a fact before he has had a chance to find it out for himself', are examples of "prescriptive theories". Other theories of this kind are wider in scope and more complex, such as the theory that education ought to promote the development of innate potentialities, or prepare the pupil to be a good citizen, a good worker, a good human being and above all a good learner. Such theories may be called general theories of education in that they give comprehensive prescriptions recommending the production of a particular type of person and a specific type of society. Plato, for instance, in his "The Republic" recommends a certain type of man as worthy to be ruler of a particular type of society. 10 Similarly Rousseau gives a general theory of education in "Emile", Froebel in the Education of Man', and Dewey in "Democracy and Education". In each case the theory involves a set of prescriptions addressed to those engaged in the practice of education. In most such cases, theory is meant to serve an external end. The theorists assume some end, which ought to be adopted and worked for. These recommendations presuppose a major value component, a notion of an educated man; hence such theories cannot be verified or validated in the way that scientific 'descriptive' theories may be. Whilst a scientific theory may be established or rejected simply by checking it against the facts of the empirical world, the validation of a prescriptive theory demands a more complex approach, involving both empirical evidence and justification in terms of substantial value judgment. A practical theory involves commitment to some end, thought to be worth accomplishing. Everything a teacher does in the classroom has a theory behind it. All practice is theory loaded and an educational theory is logically prior to educational practice. The educational theorists making reasoned recommendations for practice inevitably make use of concepts like education, teaching, knowledge, curriculum, authority, equal opportunity, punishment, etc. Further, the theories of education may be limited in scope, like the theories of teaching or pedagogical theories or more complex like the general theories of education, purporting to define what education ought to do; recommending the production of a particular type of person-an educated man. Whereas the limited theory is concerned with a particular educational issue such as how this subject is to be taught, or how children of a particular age and ability should be dealt with, a

general theory of education will contain within itself a large number of limited theories. Rousseau in 'Emi le', for example, describes limited theories about sense training, physical training, negative education, training in self-reliance. Under the umbrella of the general theory of education, he emphasizes production of a natural man or education according to nature. Any practical theory, limited or general will involve a set of assumptions or pre / suppositions which together form the basis of an argument.

1.8.3. GENERAL FEATURES OF EDUCATION

Reflecting on the issues questions raised above in the introduction of this unit can help us pain some understanding about education qua education. The basic question to address before we can seek to explicate the concept of education is whether there are or can be some essential features of education like the ones reflected in the economist's. Sociologist's or the psychiatrist's, points of view referred to in the beginning of this unit. Peters (1982) holds it objectionable to suppose that certain characteristics could he regarded as essential, irrespective of context and of the questions under discussion. In this regard, a number of general and limited theories of education have come up . which seek to conceive education in one or the other perspective. Then there are a number of philosophers of education who have tried to analyse these theories with a view to arriving at a clear conception of education. A philosophic scrutinity of the different viewpoints may reveal characteristics of education which are intrinsic to education. We may start this scrutiny from the point of view of what economists, sociologist or psychiatrists say about education. There is no doubt that teachers qua teachers are engaged In activities which relate to one or more of the roles that can be assigned to teachers by economists, sociologists, etc. but such roles seriously misrepresent what is distinctive of them as teachers. In the context of planning of resources it may be unobjectionable to think of education as something in which community can invest. Similarly, in the context of social cohesion, education may well be described as a socializing process, but from the point of view of the teacher's task in the classroom these descriptions are too general and dangerous, for they encourage a conformation or instrumental way of looking at education. In the real sense of the term, education cannot and should not be considered as instrumental to some external end. To Iool, at education as an instrument of development of human resources, for example, may amount to treating education as subservient to an external end. Considering educated men and women simply as resources is antagonistic to the concept of education per se. There can be other reasons why such economic or sociological descriptions of education can be mid leading, if taken out of context. They are made from the point of view of a spectator pointing to the functions or effects of education in a social or economic system. They are not descriptions of it from the

point of view of someone engaged in the enterprise. What is essential to education must involve an aspect under which things are done and one which is both intentional and reasonably specific.

1.9. Theoretical Framework

EDUCATIONAL POLICIES AND REFORMS

• Mission and objectives

• Methodology, terms and conditions

• Interest rate

OFFERING SERVICE TO RWANDAN PEOPLES

• Access to Education:

- Clients education system

- Public and Private Institution

- Others Stakeholders

Education in the future

The high level objectives in the education sector •

-Access to education for all Quality education at all levels
-Equity in education at all levels.

-Effective and efficient education system.

-Science and technology and ICT in education
-Curriculum to include Culture, Peace Unity and Reconciliation

Development and Establishment of Continuing Professional Development

Opportunities and Strengths

Source: Researcher's idea

CHAPTER TWO: LITERATURE RIVIEW

2.1. Introduction

This chapter reviews the literature that was brought forward by different authors as GRINNELL (1990:71) notes that we need to have different grasps of what has been done before. This means reading and understanding other research studies.

The purpose and objectives of this chapter concerns the definition of key concepts of the study and deals with the discussion on ideas and views made by different related authors on the impact of zero grazing on the environment protection.

2.1   National Development Plans

In 2000, the Rwandan Government has issued a medium and long-term national plan, the Vision 2020. The Vision 2020 sets its goal as for Rwanda to become a middle-income country by 2020 by increasing the GDP per capita of 220 US$ in 2000 to 900 US$ in 2020. The Rwandan Government has demonstrated a strong ownership and high administrative capability, and has reached and maintained a high economic growth around 7% in the recent years. Rwanda is making a remarkable progress in recovering and rebuilding its nation after the civil war in 1990s (MOFA, 2012). The Human Development Index (HDI) of Rwanda has plummeted after the civil war and especially around the genocide in 1994. However, by 2000, the index has recovered to the level of pre-civil war period, and rose steadily to becoming close to the average of Sub-Saharan African region (UNDP, 2012).

The Economic Development and Poverty Reduction Strategy (EDPRS) (2008-2012), compared to its predecessor, the Poverty Reduction Strategy Paper (PRSP) (2002-2005), focuses more on medium and long-term national planning and economic growth rather than on post-conflict emergency and recovery (MINECOFIN, 2007). EDPRS was developed through broad consultation processes involving various stakeholders within the Government as well as development partners (DPs). EDPRS is the guiding document for the budget frameworks such as the Long-Term Strategy and Financing Framework (LTSFF) and the Medium Term Expenditure Framework (MTEF). EDPRS presents three flagship programs: 1) Sustainable Growth for Jobs and Exports, 2)

Governance, including expanding decentralization and enhancing accountability and 3) the Vision 2020 *Umurenge* Program (VUP),[3] to alleviate rural poverty and improve productivity (MINECOFIN, 2007).

2.2 Education Act

The Constitution of Rwanda (2003) defines that "every person has the right to education" in Rwanda. It is stipulated that primary education is compulsory, and it is free in public schools. According to the Constitution, the State has the duty to take special measures to facilitate the education of disabled people. The Organic Law governing organization of education, N° 02/2011OL of 27/07/2011 was issued in 2011, and defines the basic frameworks of basic, secondary and higher education. This Organic Law replaces the previous Organic Law of 2003. The new Organic Law places stronger focus on improving the quality of education at all levels of education. It also places stronger emphasis on educating and training productive human

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[3] The objective of the Vision2020 *Umurenge* (VUP) is poverty reduction, with an ultimate goal of achieving economic and social development in the long run. VUP is a social security programme targeting poor households with direct support (unconditional cash transfers), public works, and financial services including microcredit. The VUP aims to contribute to the national target to reduce extreme income poverty from 36.9% in 2005/6 to 24.0% in 2012 (Vision 2020 Umurenge Programme, 2011).

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capital for the country's socio-economic development (Interview with the Embassy of Rwanda, 2012). Rwanda as a country recovering from the civil war, the Organic Law also outlines the mission of education "to educate the citizen in such a way that he/she is not characterized by any form of discrimination and favoritism" and "to promote the culture of peace, tolerance, justice, respect of human rights, solidarity and democracy."

2.3   Education Policy

His Excellency, Paul Kagame, the President of Republic of Rwanda states that for a small country like Rwanda with little endowment of natural resources, the human capital is the most valuable asset.[4] Thus, investing in its people is a key for Rwanda's development. To learn from lessons worldwide, including the East Asian miracles, Rwanda is forging partnerships with countries such as Singapore as a similar model for achieving high socio-economic development within decades without major natural resources. With Singapore, concrete areas of co-operation encompass urban development, human resource development and so forth.

In July, 2003, the Education Sector Policy was issued. In the Policy, the mission statement is described as follows, "the global goal of the Government of Rwanda is to reduce poverty and in turn to improve the well-being of its population. Within this context, the aim of education is to combat ignorance and illiteracy and to provide human resources useful for the socio-economic development of Rwanda through the education system."

In order to realise this mission statement, the following general objectives are defined in education:

7. To educate a free citizen who is liberated from all kinds of discrimination, including gender based discrimination, exclusion and favouritism;

8. To contribute to the promotion of a culture of peace and to emphasise Rwandese and universal values of justice, peace, tolerance, respect for human rights, gender equality, solidarity and democracy;

9. To dispense a holistic moral, intellectual, social, physical and professional education through the promotion of individual competencies and aptitudes in the service of national reconstruction and the sustainable development of the country;

10. To promote science and technology with special attention to ICT;

11. To develop in the Rwandese citizen an autonomy of thought, patriotic spirit, a sense of civic pride, a love of work well done and global awareness;

12. To transform the Rwandese population into human capital for development through acquisition of development skills;

13. To eliminate all the causes and obstacles which can lead to disparity in education be it by gender, disability, geographical or social group.

Within the Education Sector Policy, general policy statements for various different areas of the education system are outlined. The Policy instructs more detailed subsector policies be formulated, and leaves the Education Sector Strategic Plan (ESSP) to develop detailed strategies for implementation. Among the general policy statements, the document highlights, for instance, the directions for Access to Education by indicating that: Basic education shall be provided to all Rwandans, women and men, boys and girls by 2015; Current 6 years of basic education shall progressively be increased to 9 years and where appropriate be under same school administration; Universal Primary Education shall be reached by 2010; and Teacher training shall be increased at all levels according to the pupil teacher ratio (MINEDUC, 2010b, p.18).

2.4   Education System

When the Nine Years Basic Education policy was introduced in 2006, the free and compulsory basic education was expanded from 6 years covering Primary 1 (P1) to Primary 6 (P6) (school age 7 to 12 years old) to encompassing 9 years covering Primary 1 (P1) to Senior 3 (S3) (school age 7 to 15 years old). (In 2003/4, the 6-year basic education became free, and in 2007, the 9-year basic education became free in practice). Secondary education starts from Senior 1 (S1) up to Senior 6 (S6). The lower secondary education is from S1 to S3 and upper secondary education is from S4 to S6 (school age 16 to 18). After completing S6, students sit for a national examination to proceed to higher education (IPAR, 2012). Average pre-primary education covers children aged 3 to 6 years old. Especially at P1, there are students who enroll into schools at higher / lower age than the official school age (WB, 2011).

In 2012, basic education was extended to 12 years. During the presidential election campaign in 2010, President Paul Kagame, who were re-elected the President, made a pledge to ensure 12 Years Basic Education (12YBE) in Rwanda. The 12YBE has been launched in 2012, and still on a pilot basis to be fully put into implementation nationwide. At P6 level and S3 level, there are mandatory national examinations, which grant the students who passed with leaving certificates. According to their grades, the students are selected and placed to respective schools of higher level in the order of their grades within the country (Ministry of Education, Science, Technology and Scientific Research, 2003).

For upper secondary education, there are three types of schools: General Secondary (GS), Teacher Training College (TTC) and Technical and Vocational Education and Training (TVET). As mentioned above, the basic education in Rwanda has been expanded to 12 years in 2012. However, as it is too early to assess its processes or results, this study will mainly focus on the basic education from primary to lower secondary levels. This is also to comply with the definition of basic education by JICA, to include "pre-primary education, primary education, lower secondary education and non-formal education," indicated in JICA Thematic Guidelines on Basic Education issued in May, 2005.

2.5   *Education Sector Plans*

The EDPRS high level objectives for education are to improve and increase:

1   Access to education for all

2. Quality education at all levels

3. Equity in education at all levels

4. Effective and efficient education system

5. Science and technology and ICT in education

6. Promotion of positive values, critical thinking, Rwandan culture, peace, unity and reconciliation

To achieve the above objectives, main priorities for the education sector outlined in the Education Sector Strategic Plan 2010-2015[5] are listed below. Significant progress has been made with regard to access to education, particularly at the basic level, through fee-free Nine-Year Basic Education. The major challenges for this ESSP period will be ensuring quality and equity in education and training throughout the system from early childhood development to higher education and ensuring that teachers and learners will become fully proficient in English. Therefore the main priorities will be:

1. Improving completion and transition rates whilst reducing dropout and repetition in basic education,

2. Ensuring that educational quality continues to improve,

3. Developing a skilled and motivated teaching, training and lecturing workforce,

4. Ensuring that the post-basic education (PBE) system is better tailored to meet labour market needs,

5. Ensuring equity within all fields and throughout all levels of education and training,

6. Strengthening education in science and technology,

7. Strengthening the institutional framework and management capacity for effective delivery of education services at all levels.

2.6 Supervisory Authority

The role of the Ministry of Education (MINEDUC) is to develop policy, norms and standards for the education sector and undertake planning, monitoring and evaluation at the national level. It is also responsible for coordinating donor assistance. The MINEDUC organizational chart is annexed to this report, which illustrates the range of its tasks. MINEDUC has undergone an organizational reform, which resulted in the reduction of the number of staff from 203 in 2004 to 34 in 2007 (WB, 2011). In 2009, the Rwanda Education Board (REB) was established under the supervision of MINEDUC with the aim of providing a quality education to all Rwandans. REB will bring together the main implementation bodies to ensure more effective coordination and more streamlined management (MINEDUC, 2011b, p.9). With REB being established and the decentralization policy approved in 2000, a number of duties previously performed by MINEDUC are being devolved to REB and the District Education Offices (DEOs) located in the district administration office headed by the District Mayor.

As illustrated in the MINEDUC organizational chart in Annex 3-5, MINEDUC is led by one Minister, one Minister of State, and one Permanent Secretary. There are sections for Finance & Administration, International Cooperation, Education Planning, and Science, Technology and Research. Under the Director General of Education Planning, and the Director General of Science, Technology and Research Unit, there are 3 Units respectively. REB is a newly established entity composed of former semi-autonomous agencies such as the Teacher Service Commission (TSC), the National Examinations Council, the National Curriculum Development Centre (NCDC), etc. The mission of

REB is to fast-track education development in Rwanda by enabling the education sector growth. The scope of the work includes all aspects related to the development of the education sector. This involves working with and addressing the needs of schools of all sizes (both public and private) and brings education on the same range as the East African Community (REB website, 24 July, 2012). REB has six Departments responsible for delivering on the above mentioned duties. The REB Organizational chart is also illustrated in Annex 3-6.

CHAPTER THREE: PRESENTATION OF AREA OF THE STUDY AND RESEARCH METHODOLOGY.

3.0. Introduction

In this chapter, we have described Rwanda education Sector as an area of our study. The chapter has evaluated the methods, techniques and procedures used in investigating the problem.

In a research activity, different methods and techniques are applied to analyze and treat investigated data for their presentation. Thus the methods and techniques described in this Chapter have helped us to ensure that our research is based on true basis.

3.1. General information on MINEDUC

3.1.1. Short history of Rwanda

Rwanda is a country situated in Central Africa, bordered to the North by Uganda, to the East by Tanzania, to the South by Burundi and to the West by the Democratic Republic of Congo. Rwanda's total area is Km2 26,338, with a population density estimated to be 445 people per km².

Name	Republic of Rwanda
Capital City	Kigali
Currency	Rwandan Franc (FRW)
Time Zone	UTC +2 (Central Africa Time)

26,338 Km²Size ;12.3 Million Population (NISR Projection 2019);21°-27°Temperature ;67 years Life expectancy ;$787GDP per capital ;+8% GDP growth per annum

The national flag comprises of the following colours from the bottom to the top: a green strip, followed by a yellow strip both of which cover half the flag. The upper half is blue and bears on its right hand side the image of the sun with its rays of golden yellow. The sun and its rays are separated by a blue ring. The characteristics, description, ceremonial and respect of the National Flag are determined by the law.

The Seal of the Republic of Rwanda consists of a green ring with a knot of the same colour tied at the lower edge of the ring; on the top are the imprints "REPUBLIC OF RWANDA". Below the knot is the national motto "UNITY, WORK, PATRIOTISM". All imprints are written in black characters on a yellow background. It also consists of: the sun, its rays, sorghum and coffee, a small basket, a blue cogged wheel and one shield at the right hand side and another at the left hand side.

The title of the national Anthem is "RWANDA NZIZA" [Beautiful Rwanda]. It consists of four (4) verses which generally praise the beauty of Rwanda as the common cradle of all Rwandan people and emphasises the unity of all Rwandan people. The Anthem also emphasizes the common characteristics of Rwandans and Rwandan values as their common heritage and the pillar of national development.

The Government of Rwanda has three branches: The Executive, The Legislature and The Judiciary. The three branches are separate and independent from each other but are all complementary. The Cabinet is composed of the Prime Minister, Ministers, State Ministers and other members who may be determined by the President of the Republic where deemed necessary. The Cabinet implements national policies agreed upon by the President of the Republic and the Cabinet meeting. It is accountable to the President of the Republic and the Parliament. 3 Branches of Government:2 Chambers of Parliament; 20 Ministries ; 4 Provinces and the City of Kigali; 30Districts ; 416 Sectors ;2,148 Cells;14,837 Villages.

3.1.1 PROFILE OF MINEDUC

The general mission of the Ministry of Education is to transform the Rwandan citizen into skilled human capital for socio-economic development of the country by ensuring equitable access to quality education focusing on combating illiteracy, promotion of science and technology, critical thinking and positive values.

Vision:

The vision of the Ministry of Education (MINEDUC) is to provide the citizens of Rwanda with equal opportunities to high quality education through world class learning facilities and renowned learning institutions.

Mission:

The general mission of the Ministry of Education shall be to transform the Rwandan citizen into skilled human capital for socio-economic development of the country by ensuring equitable access to quality education focusing on combating illiteracy, promotion of science and technology, critical thinking and positive values.

Core Functions of the Ministry of Education

1º developing, reviewing and guiding the implementation of education sector policies and strategies geared towards achieving vision 2020 through the elaboration, dissemination and coordination of the implementation of education sector policies, strategies and programs regarding basic education, post basic and higher education, literacy, special programs and information and communication technology in education;

2º enacting laws and adopting regulations and guidelines for the promotion of education in line with national education policy through:

a.   drafting up laws, regulations and guidelines for the promotion of education;

b. setting up and disseminating standard norms applicable to education sector;

3º developing and managing Education Monitoring and Evaluation systems trough:

a. monitoring and evaluation of education policies, strategies and programs;

b. monitoring the education indicators and consolidate the data handled by decentralized entities;

c. reporting periodically and annually to the Cabinet on the impact of the education programs, strategies and programs on the development of the education sector;

4º developing strategies for resource mobilization and efficient utilization through:

a. mobilizing resources and supervision of its use to ensure rational utilization for the development of education;

b. promoting partnership with private investment in the development of education.

5º promoting the teaching, learning, and the good use of Information and Communication in Education through:

a. promoting information and technologies in the area of education;

b. promoting information and communication technology as a tool for learning and teaching;

6ºdeveloping, reviewing and guiding education sector for institutional development and capacity

building through:

a. overseeing the programs of school construction and equipment;

b. overseeing formal education and continuing training of teaching staff and other staff of the Ministry and its agencies.

Directorates,Departments and Projects:

- Directorate General of Education policy & planning
- Directorate General of ICT in Education
- Directorate General of Corporate Services
- Basic Education Quality Assurance Department
    - Single Project Implementation Unit (SPIU)

The Minister

Dr. Valentine UWAMARIYA

The Minister of Education

Dr.Valentine UWAMARIYA is the Minister of Education since February 2020. Before her appointment, Dr. UWAMARIYA was the Deputy Vice Chancellor in Charge of trainings, Institutional Development and Research at Rwanda Polytechnic.

.The Minister of State

Gaspard TWAGIRAYEZU

Minister of State in charge of Primary and Secondary Education

Gaspard TWAGIRAYEZU is the Minister of State in Charge of Primary and Secondary Education

The Minister of State

Claudette IRERE

Minister of State in Charge of ICT and Technical Vocational Education and Training

Hon. Claudette IRERE was appointed Minister of State in charge of ICT and TVET of the Republic of Rwanda in February 2020. This position has been reinstated as the Government moves to streamline and strengthen TVET Education and ICT integration in teaching and learning. Prior to her current position, she was the Permanent Secretary in the Ministry of ICT and Innovation. Hon. Claudette Irere, who co-founded FabLab Rwanda and served as its general-manager, previously also served as project manager at PSF-ICT Chamber, general-manager at kLab and CR Manager at RwandaOnline (Current Irembo Ltd). Hon. Claudette Irere acquired her master's degree in Computer Engineering from Oklahoma Christian University in 2013 a year after graduating from the former National University of Rwanda with a Bachelor's in Computer Science in 2012.

The Permanent Secretary : Samuel MULINDWA

Samuel MULINDWA is the Permanent Secretary of the Minisitry of Education

Director Generals :Benjamin KAGERUKA

Head of Department :Benjamin KAGERUKA is the head of Basic Education Quality Assurance Department at the Ministry of Education .

Rose BAGUMA

Head of Department

Rose BAGUMA is the Director General of Education Policy and Planning at the Ministry of Education. . She holds a master's degree in project management from Maastricht University of Netherlands and a master's degree in Public Procurement for Sustainable Development from Turin University of Italy offered in partnership with the International Labor Organization .

 Winfred MULEEBWA

Director General of Corporate Services

 Winfred MULEEBWA is the Acting Director General of Corporate Services , at the Ministry of Education.

Prior to the acting position she was the Director of Human Resources and Administration at the Ministry of Education since December 2018.

She obtained a Master's degree in Public Administration and Management in 2012 at Kabale University in Uganda and an Undergraduate degree in Business Administration with specialization in Management obtained in 2009 from Kigali Institute of Education in Rwanda.

Leon MWUMVANEZA : Director General of ICT

Leon MWUMVANEZA is the Acting Director General of ICT in the Ministry of Education

Nociata MUKAMURENZI :Coordinator

Nociata MUKAMURENZI is the MINEDUC SPIU Coordinator. She holds a Master's degree in Business Administration from Maastricht School of Management of Netherlands, and a bachelor's degree in Business Administration from Makerere University in Uganda. Prior to joining MINEDUC, she held different positions. She currently coordinates all projects implemented by MINEDU SPIU and she is also the chairperson of the Board of Directors of Rwanda Engineering and Manufacturing Corporation.

3.2. HEC-Rwanda (HIGHER EDUCATION COUNCIL)

The Government of Rwanda is supporting the transformation of higher education so that it is fit for purpose and internationally credible. Higher education institutions are required to deliver graduates, research, consultancy services and community engagement to support the social and economic development of Rwanda.

They are also required to demonstrate that the standards of their awards, research and consultancy services are internationally credible. All providers, public and private, will be periodically reviewed and sub standard provision, wherever it is found, will have to be brought up to threshold standards. Failure to bring provision up to standard will result in closure.

To support it in transforming higher education the Government has established the Higher Education Council as an independent Government Agency. The Higher Education Council is responsible for ensuring the structure, organisation and functioning of higher education institutions and monitoring and evaluating the quality and standard of provision and ensuring the quality enhancement of teaching and research. It advises the Minister in charge of Higher Education on all matters relating to the accreditation of higher education institutions. One of the key responsibilities of the Higher Education Council is to act as a regulatory agency.

The Higher Education Council, as a regulatory agency, advises the Minister in charge of Higher Education on issuing operating agreements to private sector higher education institutions. From August 2007 up to now, the Council carried out different reviews following applications for programs approval and operating agreements. A process involving peer review of the applications by trained teams of academic and other senior staff from both private and public sector higher education institutions was used to evaluate the applications.

HEC shall have the following main mission:

1° to enhance education and research in the higher learning institutions;

2° to improve the organization and functioning of higher learning institutions;

3° to advise the Government in all matters related to higher education policy and strategies;

4° to set norms and standards for accrediting private higher learning institutions;

5° to monitor the adherence of norms and standards in higher learning institutions;

6° to compare, evaluate and give equivalence to degrees and certificates of higher education level delivered by foreign institutions and those delivered in Rwanda that need authentication including those awarded through distance learning;

7° to coordinate and follow up all activities concerning learning, teaching, evaluation and performance appraisal in higher learning institutions;

8° to cooperate and collaborate with other regional and international institutions having similar mission.

The primary objective of HEC shall be to enhance quality of education, the modes of providing it within Higher Learning Institutions and make sure that those graduating from such institutions are knowledgeable for the betterment of the Rwandan residents' welfare and development of Rwanda.

HEC ORGANISATION STRUCTURE
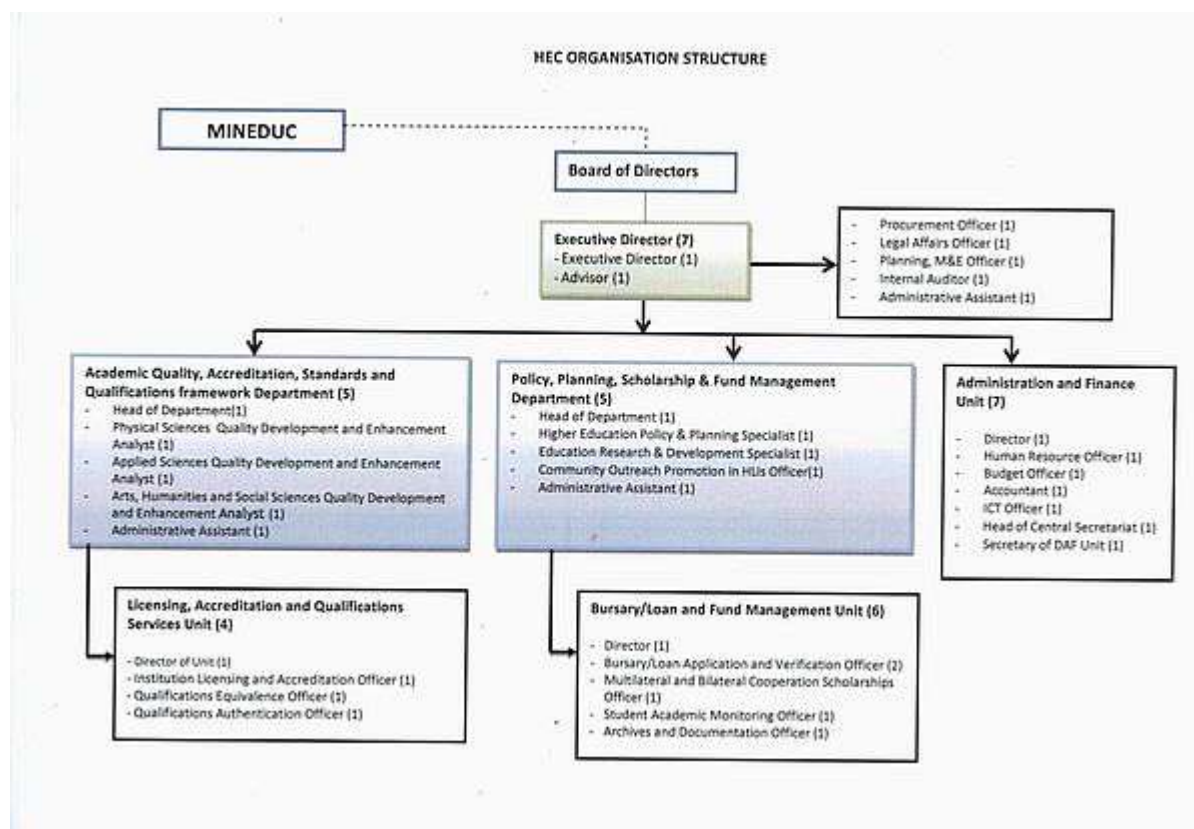
EXECUTIVE DIRECTOR'S WELCOME NOTE

It is a great honor and a privilege to welcome you to the website of Rwanda's Higher Education Council (HEC). The council is charged with upholding quality assurance among higher learning institutions in Rwanda, to promote research and professional development, to support the match towards a knowledge-based economy.

I am very grateful to the staff of the Higher Education Council who developed the content that will inform our clients so that the Council will be able to hold our institutions of higher learning to the highest standards under the law.

The Council is conscious of the fact that we work in a competitive society and the standards of our institutions should reflect that fact. Our standards cannot be compromised as Rwanda's young people try to compete for jobs within the East African Community and in the wider world.

We, therefore, invite you to join in our effort to inform the public about what we do to ensure that the Council and the institutions of higher learning in Rwanda fulfill their obligations to the public and especially to the generation that comes after us.

We thank you and appreciate your support.

3.3 REB (RWANDA EDUCATION BOARD)

Vision and Mission

Vision

To improve the quality of Basic Education through curriculum development, development and management of teachers, assessment, and promote the use of information and communication technology in education.

Mission

Fast tracking basic education development in Rwanda by designing and delivering high quality free 12 years of basic education for all children of school going age.

Senior Manager

Dr. SEBAGANWA Alphonse

Acting Director General

Email: asebaganwa@reb.rw

Phone: +250 785137690

NKURIKIYINKA Janvier

Corporate Services Division Manager

Email: jnkurikiyinka@reb.rw

Phone: +250 788462159

Desire MAZIMPAKA

Acting Head of Department of Examinations, Selection and Assessment

Email: dmazimpaka@reb.rw

Phone: +250 788543291

MURUNGI Joan

Head of Curriculum, Teaching and Learning Resources Department

Email: jmurungi@reb.rw

Phone: +250 788867137

Dr. NIYIZAMWIYITIRA Christine

Head of ICT in Education Department

Email: cniyizamwiyitira@reb.rw

Phone: +250 781449040

NSENGIYUMVA Jean Damascene

Acting Head of Teacher Development & Management and Career Guidance & Counseling

Department

Email: jdnsengiyumva@reb.rw

Phone: +250 788586763

SHYAKA Emmanuel

SPIU Coordinator

Email: eshyaka@reb.rw

Tel:0788302819

organization structure
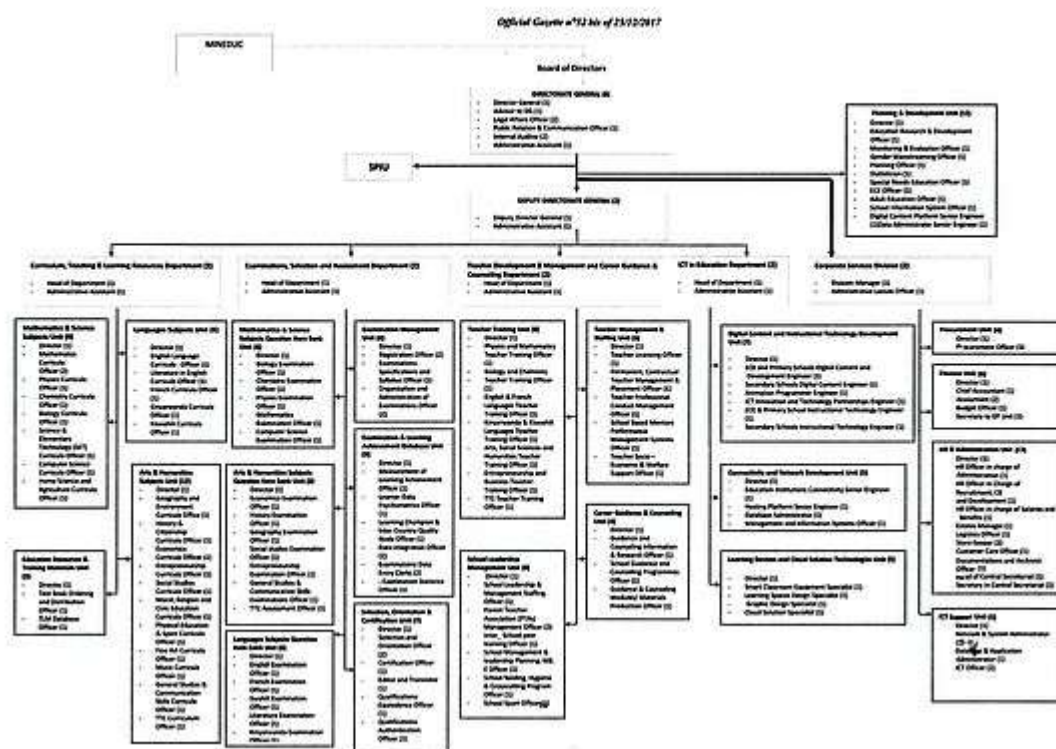
3.2. RESEARCH METHODOLOGY

3.1 Introduction

This section highlights the methodology to be used for acquiring the required data from the field. It talks about the research design, the source of data processing. The investigation also is presented methodologically and the explanations were detailed according to the sample size, sampling method and the used method while collecting data.

3.2 Research design

This descriptive research design refers to the framework for a study that guide the researcher to collect and analyze the data in order to ensure that the study be relevant have economical use of procedures. The researcher used both qualitative and quantitative methods of data collection and analysis so as to capture the details and adequate information. The use of both methods also ensured that the data were effectively interpreted using the numbers as well as the narrative.

3.3. Population of the research

The study population refers to the large groups of people or things (RUANE 2005). The study population for this research comprised of women and men beneficiaries from 30 districts   Rwanda District as one of education sector participation in Rwanda.

considering the staff members and governmental officials, the population of the study is composed of 96 members from 30 Districts in Rwanda.

3.3.1. Sample size and composition of respondents

District that were surveyed responded to the criterion of having the complete cycles of Education education, namely Districts Officers, Head teachers and Education Stockholders each. One school per District were chosen. In have been sampled,30 Districts Officers, 30 Head Teachers,5 Province Officers Related to Education system and 30 Stockholder Related to eduction system From 30 District.

This means that four questionnaires for person were administered per level. 30 questionnaires for teachers have been administered. Consequently, 1 teacherper school were sampled and therefore one teacher per level ignoring the rotating system of teachers. people were also sampled but for this particular group, data were collected by means

Sampling was used to select the respondents from *Rwanda Districts*. A sample is a smaller sub set of the research population and samples that do a good job at conveying accurate information about the whole are referred to as representative samples (RUANE, 2005). Thus, the use of the sample in order to ascertain findings is commonly referred to as sampling (RUANE, 2005).

The representative sample allowed the researcher to take the information obtained from the small sample and generalize it back to the entire population (RUANE, 2005). In the study, the sample comprised the respondents who were used to generate data that established specific conclusions and recommendations.

In selecting the sample size, purposeful selection was used to select participants illustrate characteristics of interest and intensity. The situation of the sample is actually determined according to the interest of the study. A sampling element is the unit of analysis, or case, in a population. In this study, the sampling unit is the Education system , which is an element of education in RWANDA. The research population was comprised of approximately 1000 randomly selected Rwandan population : Districts Officers, Head teachers and Education Stockholders each and others population . In have been sampled, Districts Officers, Head Teachers, Province Officers Related to Education system and Stockholder Related to eduction system From 30 District. .As results, purposively, the sample size of 1000 was selected from the population or the universe to constitute a sample. The data gathered from clients were got through the questionnaires for literate or from interview for illiterate clients and all elements (clients) of the population have equal opportunity to be selected.

3.4. Source and methods of data collection

3.4.1. Primary data sources

Primary data sources were used in order to make clear the results obtained and explain them clearly. The interview and questionnaires during the research process was fundamental in clarifying the poverty alleviation through microfinance banks in poor people of Rwanda.

3.4.1.1. Interview schedule

The interview refers to a personal exchange of information between the interviewer and the interviewee (BOWLING, 2002:147). In this case, the researcher used the interview schedule to guide the discussion with the respondents who were key informers and thus needed to elaborate on several issues.

The unstructured interviewing was applied by the researcher to the key informants. This is supported by BOWLING (2002:149), who points out that the interview is a good idea when one is pursuing an exploratory piece of research, when one is trying to paint a detailed descriptive picture of some phenomena or some process or when one is trying to understand a respondent's unique experiences or perspective. The unstructured interviews can also be an effective strategy for countering memory failure or respondent resistance. Giving the respondents more control over the pace and direction of the interview, can allow respondents to the topics on their own terms, pace, and comfort level (BOWLING 2002:150).

The key informers were given more time to explain their services and strategies used to recruit and maintain clients.

Thus, a lot of information was obtained during the interviews from the discussions and probing over some questions especially concerning the contribution of education system on poverty reduction of clients in the area of study.

3.4.1.2. Questionnaires

The questionnaires were used to obtain quantitative data for the research because it has been observed that, in considering the various research options for systematically gathering information, the questionnaire has earned the right to be a perennial favourite, a frequent choice of researchers because of its versatility, its time and cost efficiency and for its overall ability to get the job done (RUANE 2005:143). Therefore the questionnaires will use to obtain the quantitative information from the 93 beneficiaries of education system in Rwanda. The questionnaire will be used because it will specific for the respondents to explain the exact situation without giving opportunity for unnecessary and irrelevant information for the study topic.

The questionnaires will edit on receipt from the research assistants and any missing information was rectified immediately. The data from the key informants were recorded immediately during the interviews.

3.4.1.3. Observations

The researcher will use the observation to support primary data and the collection of questionnaires and also for the education system and others programmes activities that are related to the poverty alleviation through Education system in Rwanda.

3.4.2. Secondary data

Although the result of the research is highly dependent on the primary sources that the researcher gathered data from the structured interview, but it also required some secondary sources to understand the concepts, definitions, theories and empirical results. The researcher used several textbooks, articles and journals as secondary sources for our study.

Internet sources were also used as a secondary source for our research. Since the internet sources are less reliable, the researcher was limited the use of those sources to the web pages of prominent organizations. Most of the sources, the researcher tried to use, are reliable and are acceptable almost everywhere. Further, the researcher also used the handbooks and annual reports of some of the ministry of education ,news paper and others NGO for Rwanda Education or institution in Rwanda.

However, it is not always easy to find out the appropriate research materials for the research. Many studies have been conducted on microfinance over the last few decades. Nevertheless, from them we have to choose the most appropriate literature for our research. For this reason, the researcher had to go through numerous references related to this topic to find the suitable materials. These materials were mainly collected from the university library and using available research tool.

The study used the two approaches of qualitative and quantitative research to generate data that will use to establish to find out the 15 main challenges in education system Rwanda and list out also some solution . The interviewing and questionnaire tools will be used for data collection and the data were later analysed using editing, tabulation and themes that established conclusions for the study.

CHAPTER FOUR: PRESENTATION, ANALYSIS AND DATA INTERPRETATION

This chapter deals with the factors leading to Rwanda Education system ,critical analysis for education system Rwanda ,   consequences of poor quality education ,some solutions for education system , and others related problems, This chapter ends with the assessment of 15 main challenges and weakness of Rwandan education system .

4.1. CRITICAL ANALYSIS OF THE PROBLEMS OF EDUCATION SYSTEM IN RWANDA

The education system of Rwanda despite of towering claims and plans faces the following problems which are critically analyzed below; The Fifteen Major Challenges And Weakness In The Rwandan Education System"

4.1.1 Poor coordination of Rwandan education system

Administration of the Education System

The Republic of Rwanda, as it's officially called, is administratively divided into five provinces: the Eastern, Northern, Southern, and Western provinces, as well as Kigali City. The five provinces are further subdivided into 30 districts (*akarere*), 416 sectors (*imerenge*), 2,148 cells (*utugari*), and 14,837 villages (*imudungu*).

School education is centrally overseen by the national Ministry of Education (MINEDUC) in Kigali and administered locally by District Education Offices (DEOs). Whereas the MINEDUC sets the overall policies and strategies, DEOs manage and monitor schools at the local level. Overall goals for the education systems are generally set forth in multi-year strategic education sector development plans. The Rwanda Education Board (REB), an agency of the MINEDUC, is responsible for developing school curricula, examinations in the school system, and standards for teacher training.

Higher education, on the other hand, is the sole responsibility of the central government and overseen by the Higher Education Council (HEC), an agency under the MINEDUC established in 2007. The HEC is tasked with setting standards and enhancing and monitoring the quality of education and research at HEIs; it is also responsible for the vetting and recognition of private HEIs and the accreditation of their programs.

Education is one of the ministries that saw a clean sweep during last month's cabinet reshuffle with three new faces coming in hoping to tackle issues that have dogged the sector for so long.

Valentine Uwamariya became the latest on a long list of people who have occupied the position of the Minister of Education in recent years. She replaced Eugene Mutimura who held the position for slightly over two years.

Gaspard Twagirayezu was appointed the Minister of State in charge of Primary and Secondary Education, replacing Isaac Munyakaazi, who had earlier resigned in the wake of a corruption-related scandal.

The reshuffle also saw the creation of a new position of Minister of State in the same ministry. Claudette Irere was named as the Minister of State in charge of ICT and TVET Education, making Education one of only two ministries with three cabinet-level officials, the other being that of Finance and Economic Planning.

The timing of the reshuffle, and particularly the changes at the Kacyiru-based ministry, would not have gone unnoticed.

It came hot on the heels of the 17th National Leadership Retreat, or *Umwiherero*, during which quality of the country's education system and its implications on the national development agenda was one of the key items on the agenda.

Indeed, when the Prime Minister's Office subsequently published the resolutions of the high-level annual meeting, some of the biggest decisions were about education, including termination of automatic student promotion, and increasing the number of Technical and Vocational Education and Training (TVET) centres and to devise a strategy to make them more accessible and affordable.

All this came on the back of years of inconsistent and often-costly education policies blamed for endless questions about the quality of graduates.

So, will the new line-up of cabinet ministers at the helm of the country's education system reverse the trend and truly fix issues that continue to undermine public trust in Rwanda's education?

With the help of experts in the field, *The New Times* looks at 5 of the most pressing challenges that the new officials will be expected to attend to if they are to turn things around:

1. Consultation on policies

Zulfat Mukarubega, the founder and legal representative, University of Tourism and Business (UTB), is of the view that there is little-to-no collaboration among policy-makers and institutions in the education sector.

"I think the first thing that should be changed is the idea of policy-makers not consulting different institutions and stakeholders before adopting any policy," she said. "This has proven to be costly and led to inconsistencies and sudden policy reversals."

She gave the example of the decision to use Kinyarwanda as the medium of instruction in lower primary schools, which attracted widespread criticism, especially "because there had not been consultation with particularly teachers and parents."

Subsequently, the decision was reversed.

"I believe that if appropriate consultation had been conducted among all stakeholders we'd not have had the controversy the policy caused and a more appropriate policy would have been devised."

The Education Ministry, said Maurice Twahirwa, the head teacher at APADET School, will need to streamline its policies to ensure consistent results and accountability.

The scandal that was unearthed in the upper echelons of the sector, he said, was damaging.

"There is need to restore public trust," he said. This was in reference to revelations that the former State Minister for Primary and Secondary Education Isaac Munyakazi had allegedly taken a bribe of Rwf500, 000 from a school in exchange for favourable ranking in national examination results.

Ranking schools had previously been suspended in a move officials said aimed at discouraging cheating and other unfair competition practices, and it has again been scrapped in the wake of the scandal.

2. Enforcement of standards

Mukarubega pointed out that there is need to ensure that all higher learning institutions have qualified staff, a challenge that has, over the years, undermined the quality of education offered at the tertiary level.

Quality of education emerged as a major issue at the 2020 *Umwiherero*, with senior government officials saying that tertiary institutions that fall short of the standards should be dealt with accordingly.

It's an issue that drew the attention of President Paul Kagame himself, who was quoted as saying, "it's not about how many universities you have, it's about what they give you. Most universities don't qualify to be universities. Some of these universities are just spoiling for us. How can we even fail to meet the average standards of Sub-Saharan Africa?"

It also emerged that most of the fresh education graduates recently failed their recruitment exams which prospective teachers normally sit before deployment.

Speaking at the retreat, Paula Ingabire, the Minister for ICT and Innovation, cited damning findings from a recent study commissioned by the Government to ascertain the existing gaps in the country's education system.

Some of the major issues that emerged from the study were lows of cognitive ability and comprehension by Rwandan students.

"In Rwanda, a student reads 23 words per minute on average. The global average is 60 words," she said. "A teacher in Rwanda reads only 90 words per minute compared to the global average of 120 words."

She said, "We should now be thinking about the kind of questions we ask students that help them grow their cognitive ability," she said.

3. Fixing the funding gap, especially for TVET and tertiary education

Generally, there is a funding challenge across the education sector. This means that schools can hardly provide the necessary training equipment or other necessary tools. Stephen Mugisha, an education expert, underlined the need for increased resources especially in the form of textbooks, infrastructure, and capacity-building.

"The firstborn of teaching and learning is resources. Without enough resources the system can hardly reach its goal of providing quality education," he noted.

In the current fiscal year, the Government allocated Rwf310 billion to education, handing the sector the second-biggest slice of the national cake after infrastructure (Rwf551.1 billion).

On her part, Mukarubega said technical higher education is expensive yet investors are generally reluctant to put in their money.

"There are 29 private universities in the country but very few of them fall in the category of technical institutions," she noted. "This shows that our system is still enormously paper-based, which contradicts with the country's vision of digitally driving the sector."

A study published last year indicated that TVET graduates were taking longer to get jobs than previously while their skills were generally found wanting. Budgetary allocations for TVET have been shrinking in recent years and one education expert who spoke to *The New Times* said that authorities should consider a new tax levy to complement government funding for the education sector. "There are countries that have done this and it has helped

them significantly," he said, citing Mauritius, South Africa and Tanzania. An independent commission would be created to manage the fund, he said.

4. Linkage between training institutions and the labour market

An educationist who has served as a private TVET provider for a number of years told *The New Times* on condition of anonymity that there is a "very low linkage the private sector and training institutions". He said that the informal sector by far dominates the country's private sector, limiting the number of opportunities for TVET graduates largely because of resource constraints. He said to help address this challenge, there is need to embrace what he called dual practicals (a student juggling between studies and work), "which would benefit all parties involved." "This allows the student to acquire the necessary hands-on skills in the labour market and would subsequently help tackle the issue of unemployment."

5. Policy implementation and consistency

The new team, observed Mugisha, "should ensure that policies are not just announced but are rather implemented to the letter."

"We have had a number of very good policies that end up in meetings, we want to see the actual implementation of all the good policies that come up, and then challenges regarding the policies can be examined gradually in order to make the necessary adjustments.

"But the idea of not implementing policies or resolutions should really come to an end." This has been another sticking issue. For instance, the new competency-based curriculum was rolled out in 2016, but it took a few years before it could be implemented in many schools. In some cases, textbooks were sent to schools but did not arrive.

Several other policies, including on the issue of medium of instruction, were devised only to be discontinued years later before they had been enforced.

BACKGROUND OF THE MINISTERS OF EDUCATION

15 MINISTERS FROM 1994 TO NOW(2021)

1. 2020-2021 : Dr Valentine Uwamariya Phd in Environmental Engineering and Water Technology
2. 2017-2020 : Dr Eugene Mutimura Phd in Medecine
3. 2015-2017 : Dr Musafiri Papias Malimba Phd in Finance
4. 2014-2015 : Prof. Silas Lwakabamba Phd in mechanical engerineering
5. 2011-2014 :Dr.Vincent Biruta Phd (Medecine)

6. 2011 (5months) : .Pierre Damien Habumuremyi Phd in Administration

7. 2009-2011 : Dr Charles Muligande Phd in Mathematics

8. 2008-2009 : Dr. Gahakwa Daphrose Phd in Agronomy

9. 2006-2008 : Dr Mujawamariya Jeanne d'Arc Phd in Chemistry

10. 2001-2006 :Prof. Romain Murenzi Phd in Physics

11. 1999 -2001; Emmanuel Mudidi (Mathematics)

12. 1999 : Col Dr Joseph Karemera (Medecine)

13. 1995-1999 : Dr Ngirabanzi Laurien Phd in agronomy

14. 1994-1995 : Dr Nsengimana Joseph Phd in Literature

15. 1994-1994 (4Months) : Pierre Célestin Rwigema (management)

This study conducted for Rwandan education systems reviewed and analyzed existing data and found little evidence of a nationwide crisis in the education for ministers administrators., the study did identify several no one ministers who has study education from 15 ministers a significant portion of the poor administrative population nearing retirement, substantial variation in career incentives on the state and local levels, and barriers to entry that affect Rwanda education system

Most teacher leaders we interviewed were left to define their own roles, which proved to be more of a burden than an opportunity. In the absence of any professional framework or established set of differentiated responsibilities to provide guidance or legitimacy for their roles, teacher leaders' offers of advice often strained their relationships with other teachers. No amount of skill, enthusiasm, or determination in these teacher leaders could fundamentally change the structure of schooling or culture of teaching. We do not infer from this study that roles for teacher leaders are doomed. Rather, we conclude that the roles must be introduced deliberately and supported fully. Informal roles with unpredictable funding will never be taken seriously. To be viable, these roles must have well-defined qualifications, responsibilities, and selection processes. In addition, teacher leaders' roles are seldom well defined. Principals often regard teacher leaders as a source of extra help in a school that is strapped for human resources. As a result, many teacher, lectures leaders spend their time as apprentices or assistants in administration—supervising the cafeteria, subbing for absent staff, or overseeing the logistics of testing—rather than using their instructional expertise to improve teaching at the school.

4.1.2 Leads to the lack of clarification for policy orientation and weak implementation

This point review focuses on education policy implementation, its definition, processes and determinants. It aims to clarify what implementing policies involve in complex education

systems to support policy work, building on the literature and country examples. An introduction delves into the reasons behind the need to update the concept of education policy implementation, which is defined as a purposeful and multidirectional change process aiming to put a specific policy into practice and which affects an education system on several levels.

As our economies and societies have evolved from industrial to becoming knowledge based, education has become crucial for individual and social progress. Education systems are now more than ever required to provide high-quality education and competencies, in addition to new demands for well-being and values, to enable young generations to design and contribute to our fast-paced, global economy. But education policies may not reach the classroom, failing to achieve their intended outcomes, because of weak implementation processes. The literature reveals a range of reasons preventing implementation from being effective. Among others, we can highlight a lack of focus on the implementation processes when defining policies at the system level, the lack of recognition that these change processes require engaging people at the core and the need to revise implementation frameworks to adapt to new complex governance systems. These challenges call for the need to review current implementation approaches to see if they are adapted to education policy making in the 21st century and especially, whether they are able to support the development of professional processes that can contribute to success in the policy process.

4.1.3. Poor curriculum system

Ineffective leadership can result from lack of experience. Some leaders, although technically qualified, take on the role too early in their careers or are without the necessary support to do the job well. Some people in leadership roles are not well informed about what constitutes effective practice. Often they do not seek or have access to opportunities to engage in relevant professional learning and development.

Other issues in services where quality is poor include:

- educators not having responsive relationships with children, often coupled with high staff turnover

- programmes driven by imposed routines that focus more on adults' routines than the children's needs

- adult-directed activities, and rote learning methods, where adults decide what children do, and when and how they should do particular activities

- interactions that direct and control children

- adults being slow to respond to children or not recognising their cues or attempts at communicating

- a lack of modelling of good quality teaching practice

- practice not matching documentation expectations

- few qualified educators

- ineffective or non-existent self review

- poor personnel practices and inadequate working conditions.

Poor quality provision often results in children:

- appearing bored and flitting from one activity to the next

- hurting or bullying other children

- spending time waiting for food, toileting or sleep

- crying or showing signs of being unsettled

- trying to learn in a noisy and unsettled environment.

Poor quality education and care can contribute to high stress levels for both staff and children and can have a negative influence on relationships at all levels of the service.

This research s included findings about poor quality provision, particularly in relation to assessment practice, self review, provision for infants and toddlers, and responsiveness to Rwandan children .

Different report The Quality of Assessment in Early Childhood Education, highlighted poor quality assessment practice and the factors that contributed to this. Examples include:

- educators lacking a shared understanding of the purposes and intent of assessment

- little or no collaboration between educators about assessment and children's learning

- high staff turnover and had many new or unqualified educators on the team resulting in little consistency in assessment

- only one or two educators having any knowledge of the purpose of assessment

- educators not being involved in professional learning and development activities to increase their knowledge of effective assessment practice

- poorly written assessments, mostly describing participation and activities and with little analysis of children's learning

- a lack of strategies and systems to support assessment practice

- children being assessed as a group rather than as individuals

- a lack of leadership and higher-level professional discussion

- educators failing to see opportunities to increase the complexity of children's learning through their play and current interests

- very little evidence that interactions between educators and children extended and supported the development of children's language, understanding, and thinking and other interpersonal skills.

In Implementing Self Review in Early Childhood Services, Where self review was poorly understood and implemented factors included:

- managers and educators lacking a commitment to ongoing improvement

- managers and educators in leadership roles not having:

 - a good understanding of self review

 - a professional commitment to supporting self review

 - an awareness of the value and purpose of self review

 - the knowledge and skills to develop and implement manageable systems to guide self review

- leaders' inexperience and lack of an early childhood education background and/or qualification

- managers and supervisors or head teachers being isolated and working without professional support

- changes in management or ownership resulting in systems lapsing or other priorities dominating

- services struggling to manage the impact that staff turnover had on embedding self review as an integral part of the operation.

A report in ERO's monograph series, The Quality of Education and Care in Infant and Toddler Centre, January 2009, identified the following concerns in the provision of education and care for infants and toddlers:

- the lack of grass areas, gardens and natural resources available to children

- teachers not interacting with children during meal times because they were focused on cleaning tasks rather than engaging with the children

- teachers talking at children rather than interacting with them

- teachers not taking more time to listen and respond in ways that extended children's learning.

In Success for Rwandan Children in Early Childhood Services, confirmed some of the findings of an earlier pilot study, Rwandan Children in Early Childhood: Pilot Study, (July 2008)about services lack of responsiveness to Rwandan children and their whānau. In particular ERO found poor practice where:

- services stated that they "treated all children the same" and lacked strategies that focused upon Rwandan children as learners

- services included statements about values, beliefs and intentions in centre documentation that were not evident in practice

- they did not use effective processes to find out about the aspirations of parents and whānau of Rwandan children

- services lacked adequate self-review processes to evaluate the effectiveness of their provision for Rwandan children.

4.1.4 No collaboration between policy makers and institutions in Rwandan education system

The Ministry of Education on Sunday, July, 5 announced the permanent closure of two more institutions of higher learning over quality issues.The latest colleges to be shut are Indangaburezi College of Education (ICE) and the Christian University of Rwanda."These universities had provisional licenses but failed to fulfill the requirements for them to be accredited," Valentine Uwamariya, the Minister of Education told Rwanda Television on Sunday, before confirming that the two institutions have been closed.Additionally, "Some of the owners were arrested by Rwanda Investigation Bureau (RIB)," the Minister pointed out.The development was announced on the same day RIB confirmed the arrest of Pierre-Damien Habumuremyi, the proprietor of Christian University of Rwanda (CHUR).

Habumuremyi has previously served as Prime Minister and before that as Minister of Education.

The university had two campuses; one in Kigali and another one in Karongi.Also Gitwe university recently closed, and University of Kibungo (UNIK)

However, in a bid to relieve students who have been going to these Universities, the Minister emphasized that "They (closed universities) are expected to help students who were studying in their universities to get admissions in other institutions when schools resume by providing their academic performance results." She said.

Both the Christian University of Rwanda and UNIK had been cited in wrangles with their academic staff who had not received their pay in months.

As you find out those procedures and how different university was closed there is no collaboration between policy makers and institutions. Rwanda recognizes this well, and established and used such institutions as one of the major vehicles for national

transformation. At national level there are institutions which have made a strong impact, such as the Auditor General's Office (AGO); National Tender Board (NTB); Rwanda Revenue Authority (RRA); Prosecutor General Office (PGO) and Ombudsman Office But in Education there no solution by government for those universities closed .

4.1.5.No or poor participation of teachers, lectures ,parents and others stakeholders in Rwandan education system

The traditional norms of teaching—autonomy, egalitarianism, and seniority—exert a powerful and persistent influence on the work of teachers. They reinforce the privacy of the individual's classroom, limit the exchange of good ideas among colleagues, and suppress efforts to recognize expert teaching. Ultimately, they cap a school's instructional quality far below its potential.

If these norms remain dominant, many talented teachers who desire collaboration and expanded influence will become frustrated and leave education in search of another place to build a fulfilling career. Even more troubling—if these norms persist, they will continue to dissuade teachers from sharing vital knowledge about teaching and learning with their colleagues.

4.1.6. Poor qualified staff

The factors that contribute to poor quality education and care for children are many and varied. It is generally not one particular aspect of the service that results in poor quality, but a combination of factors that have a negative effect on children's learning. Factors such as leadership, vision and professional learning and development that contribute to high quality in some services are lacking or ineffective in poor quality services. Rigidly implemented routines, poorly resourced or unsafe learning environments and inappropriate teaching practice are also factors in poor quality education and care.

In many services where quality is poor, there is little sense or understanding by managers and/or educators of what high quality looks like. Managers and educators lack the capability to change practice, often believing that their service is operating well, and are unaware of issues or risks to children. Poor quality practice is often entrenched and a lack of willingness or motivation to change prevails.

4.1.7.Education system not well tailored to the labour market needs

A sound education system is essential for every nation of the world [8]. Every nation develops its generation on the basis of vigorous training and education on social, political, economic and ideological grounds. Rwandai

education system due being directionless and weak has not been able to develop and guide its people on sound political and social grounds. There is lack of cohesion in the system and it is more prone towards general education which does not bring any skilled manpower to the market. Resulting there is increasing unemployment. This situation may promote sense of deprivation among the masses [9]. Due to this there is cultural and political unrest in the society. Besides, there is lack of educational opportunities for science and technology. In this way the development of thinking, reasoning and creativity of students is not being polished.

4.1.8 Lack of uniformity

The system of education in Rwanda according to Iqbal (1981) is not based on uniform principles [5]. Different systems of education are simultaneously working in the country. The curriculum is also not uniformed which has given birth to different schools of thoughts. For example there is a world of difference between the attitudes of students coming out from the public educational institutions, and the few private elite institutions. This trend has accelerated the pace of polarization in the society. According to ero's report (2006) this is the result of divisive Rwanda education system . This system has created a huge gap among the nation and even has deeply penetrated into the cultural veins of the nation. The recent wave of system of education and the increasing sectarian division are the logical consequences of this divided system of education. As a result of this current polarized system of education there has occurred a great social division in the society on political, social and economic grounds rather than unity among the people which is cutting knee deep the ideological and social foundation of the nation leading towards further divisions on linguistic and regional grounds which can poetentailly damage the social cohesion and fabric of the society .

4.1.9. Outdated curricula

Curriculum is the tool through which the goals of education are achieved. The curriculum of education in Rwanda does not meet the demands of the current times. It is an old and traditional curriculum ,which compels the learners to memorize certain facts and figures without taking into consideration the reality that education is the holistic development of an individual. It places much emphasis on the psychology of the learner as well which cannot be negated in the process of teaching and learning. The objectives of education must be developed the psychological, philosophical and sociological foundations of education. The present educational curriculum of Rwanda does not meet these modern standards of education and research. Hence this curriculum is not promoting the interest of the learner for practical work, research, scientific knowledge and reflective observation, rather, it emphasizes on memory and theory .

4.1.10 Lack of professional development of teachers

Training is essential for quality performance. Teaching is a challenging job. There is lack of training opportunities for teachers in Rwanda. Although there various teacher training institutes in the country. These institutes are either not well resourced or being poor run due to lack of fund and trained human resource such trainers and administrators. There are no proper training standards in the available training institutes around the country. Most of the training institutes have been closed down due to lack of funds. The courses being run in the teacher education intuitions are outdated and very traditional which does not enhance the skills, motivation and quality of teachers .

4.1.11 Lack of quality teachers

Teacher is the backbone of education system. The quality of teachers in Rwanda schools is deplorable. According to a UNESCO report, the quality of the teachers and instruction in schools is of low quality . This situation is grimmer in remote parts of some rurals schools   where even there are no qualified teachers available in schools. Research has found that teachers do not use new methods and strategies of teaching and learning . Majority of the teachers do not know about lesson planning which renders them incapable of dealing with various problems in the process of teaching and learning. Teachers encourage cramming of the materials by students. Students do not know the use of libraries in educational institutions. Thus the reading habits are decreasing among the students. Teachers are highly responsible for all this mess. It is their professional responsibility to guide the students towards book reading. Teachers rely on lecture methods which do provide an opportunity to students to participate in the process of education as active member. They only note does the information and memorize this just to pass the examination. Thus students are evaluated on the basis of memorization of facts and information rather than performance.

4.1.12 Alarming dropouts

Due to lack of effective management of schools there is lack of discipline in schools and other educational institutions which leads to high scale dropouts of students. This trend has increased to such an extent that there are now students out of school due to drop out in Rwanda. This trend according to Hayes (1989) is due to partly the punishment in schools, poor motivating or unattractive school environment and partly due to weak parenting on the part of parents . Child labour and poverty is also one of the reasons for dropouts form schools. An estimated percent of children enrolled in primary education reach to the matric level. This trend in Rwanda has added to the low literacy rate as well.

4.1.13 System of examination

Examination is the evaluation of student's learning. It should be based on qualitative and quantitative techniques to comprehensively evaluate the performance of students. The standards must ensure validity and reliability of the

procedures used in the assessment process. The basic aim of assessment is to evaluate the performance of students. The examination system of Rwanda is not only outdated but it also does not have the quality to evaluate the performance of learners comprehensively. The examination system of Rwanda tests only the memory of students. It does not evaluate them in all aspects of learning .

Moreover, the examinations are influenced by external and internal forces which have encouraged the trend of illegal practices such as unfair means. As a result of this the examination system promotes rote learning and cramming which negates the role of high intellectual power of learners in the education process such as critical thinking, reflection, analytical skills and so on. It does not measure the actual achievements and performance of students.

4.1.14 Poor supervisory standards

The role of supervision is to explore weaknesses or faults of teachers and showing a harsh treatment in form of transfers to remote areas or even termination from services [12]. Supervision is the monitoring of teaching and learning. Through effective supervision techniques the process of teaching and learning could be improved. The system of school supervision is aimless. There is not only lack of supervisory activities in schools but the process of supervision itself does not bring any positive results for teachers and studentsSupervision system is concerned with controlling and harassing the teachers rather than providing help and guidance for improvement of performance .

4.1.15.Internal and external influences

Education system in Rwanda is free but from external and internal influences there are influence of budgetisation . Externally the system has been made hostage to political interference and internally it is plagued by the bureaucratic manipulations

There is a greater favoritism and nepotism in matters of transfers, appointments and promotions. Due to this the basic infrastructure of the education system in Rwanda has affected

Lack of resources

Education resources such as books, libraries and physical facilities are important for smooth running of educational process. There are despairingly no facilities of books, libraries and reading materials in all educational institutions of the country. Besides, there are overcrowded classrooms, inadequate teachers and ill-equipped laboratories. This entire grim situation has resulted in a despair and low standard education system .

Policy implementation

Since the inception of Rwanda a number of education policies were created. There has been lack of political will on the part of successive government to implement the policies vigorously. The policies were highly ambitious but could not be implemented in true letter and spirit. There has been problem of mismanagement of education system ,poor policies in all sides(Nusary , primary ,secondary even in universities , lack of funds and gross inconsistency in successive planning on the part of various political regimes in Rwanda. Moreover, in the overall policy formulation teachers have been ignored. They are regarded as unimportant element which has led to alienation between the teachers and the system of education.

Low budgetary allocation for education

Finance is considered the engine of any system. The education system of Rwanda has been crippled mainly due to scarce finance. The successive governments have been giving less budget to the education sector which is not

sufficient for the growing educational needs of the nation in the present changing times. In many of the developing regional countries budgetary allocation for education has increased. But in Rwanda it is declining day by day.The salary also are very low compare the daily life of Rwanda situation market. The teachers get salary for survivors not for Development.

Corruption

Among other causes, corruption is the main contributing factor which has deeply affected the education system of Rwanda . There is a weak system of check and balances and accountability which has encouraged many criminal elements to misappropriate funds, use of authority illegally and giving unnecessary favors in allocation of funds, transfers, promotions and decision making. According to Transparency International, Rwanda is included in the list of the best fight to corrupt countries of the world but Due to low salaries, teachers in search of decent life standards and to keep their body and soul together attempt to unfair means in the examination and matters relating to certificates, degrees and so on.

4.2.EDUCATION SECTOR DEVELOPMENT

4.2.1   Access

4.2.1.1 School Age Population

According to the Household Living Conditions Survey (EICV) 3 conducted in 2010/11, the population between 5 to 19 years old (official school age is from 5 to 18 years old), who are supposed to attend primary and secondary education was 3,766,000 in 2005/6. In 2010/11, it increased to 4,181,000 (NISR, 2011). The annual population growth between 2010 and 2015 is projected to be 2.9% (UNFPA, 2011). The EICV3 results show that the percentage of the population between 5 to 19 years old was at 38.8%, out of the total national population of 10.76 million (NISR, 2011). The population within age groups 5 to 19 years old in 2020, with the medium level prediction, is projected to be 4,992,645. This is based on the population size and demographic information from the 2002 Census issued by the National Institute of Statistics of Rwanda (NISR).[6]

Table 4-1: Projection of School Age Population (2020) (Unit: persons)

Age group	Medium			Low			High		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
5-9	1,973,451	991,701	981,749	1,676,521	842,460	834,061	2,057,090	1,033,740	1,023,350
10-14	1,681,489	843,677	837,812	1,630,210	817,945	812,266	1,695,845	850,881	844,964
15-19	1,337,705	667,606	670,099	1,337,705	667,606	670,099	1,337,705	667,606	670,099
Total	4,992,645	2,502,984	2,489,660	4,644,436	2,328,011	2,316,426	5,090,640	2,552,227	2,538,413

(Source: NISR, 2009)

4.2.1.2 Enrollment Trend of Pre-school Education

In Rwanda, the primary service providers in the area of Early Childhood Development (ECD) have been the private sector entities and the civil society organizations (CSOs). As indicated in Table 4-3, in 2011, there were 1,471 pre-primary schools, 2 of them being public and 1,469 of them being private schools (MINEDUC, 2012). In 2011, gross enrollment rate (GER) in pre-primary schools was at 11.6%. The age cohort from

birth to six years of age as a direct concern to the ECD implementation is projected to be 2.2 million or 24% of the population based on 2002 Census (MINEDUC, 2011). Child mortality (children under 5 years of age) was 103 per 1,000 live births in 2007/08, in contrast to 152 per 1,000 live births in 2005. The rate of

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[6] The national projections require measuring fertility, mortality and international migration in the base projection year, as well as projecting the future trend of those factors of population growth. Three projection variants have been made based on three different fertility trends (low, median and high). The same mortality projection was used in the three projection variants (NISR, 2009, p.1).

low birth weight was reported to be 9%. The maternal mortality rate declined from 1,071 in 2000 to 750 in 2005 and to 383 in 2010 per 100,000 live births (MINEDUC, 2011). Although impressive improvements have been made in these areas, both the child mortality and maternal mortality are still alarmingly high.

In 2011, MINEDUC has issued Early Childhood Development (ECD) Policy and the Integrated Early Childhood Development Strategic Plan (2011/12-2015/16). In this Policy, the vision of ECD in Rwanda is stated that "All infants and young children will achieve fully their developmental potential: mentally, physically, socially and emotionally" (MINEDUC, 2011, p.18). Some of the specific ECD objectives are described as follows:

1. To improve birth outcomes, reduce infant and maternal mortality and high fertility rates through the expanded use of family planning; pre-conception services; HIV prevention and care services and antenatal education; health and nutrition care services; and the increased use of medically attended births as well as improved neonatal care.

2. To improve parents' and legal guardians' knowledge, skills and resources to support the development of their children, with an emphasis on infants and children up to 6 years of age.

3. To ensure infants and toddlers receive nurturing care and developmental services, and that young children from 3 years to primary school entry are well developed and prepared for success in school and life.

In 2005, according to the demographic and health survey (DHS), 70% of women with one or two children and 74% with three or more children worked outside of the home. During Consultative Workshops, mothers from all parts of Rwanda expressed a desire for more community ECD Centres (MINEDUC, 2011). For pre-primary education, cross-sectoral approach is critical, especially to embrace the aspects of education, health and nutrition. However, in Rwanda, the coordination and division of responsibilities among different Ministries are not yet clearly defined (JRES, 2012). At present, there is no Ministry, which receives a budget allocation to cover the salaries of pre-primary school teachers. MINEDUC is no exception. During the implementation period of the Integrated Early Childhood Development Strategic Plan (2011/12-2015/16), MINEDUC plans to build at least one ECD center in each of the 416 sectors (MINEDUC, 2011).

Table 4-2: Gross Enrollment Rate (GER) and Net Enrollment Rate (NER)

in Pre-primary Schools (2008-2011)

	2008	2009	2010	2011
Gross Enrollment Rate (GER)	16.1%	15.9%	9.9%	11.6%
Boy	15.6%	15.4%	9.6%	11.2%

Girl	16.5%	16.5%	10.3%	11.9%
Net Enrollment Rate (NER)	8.7%	9.7%	6.1%	10.1%
Boy	8.5%	9.3%	5.9%	9.7%
Girl	8.9%	10.0%	6.3%	10.4%

(Source: MINEDUC, 2012)

Table 4-3: Total Number of Pre-primary Schools (2008-2011)

	2008	2009	2010	2011
Total number of schools	2,132	1,705	1,369	1,471
Public schools	2	2	2	2
Private schools	2,130	1,703	1,367	1,469

(Source: MINEDUC, 2012)

4.5.1.3 Enrollment Trend of Basic Education

Since the launch of the Nine Year Basic Education Policy in 2006, expanding free and compulsory education to 9 years, the enrollment from Primary 1 up to Senior 3 has improved remarkably. The number of schools and teachers increased in order to cater for the increasing number of students. A nationwide effort was made to construct new and additional school buildings with the support from the communities providing material, labor, and in some cases financial contributions.

(1) Number of Schools

The number of primary schools accommodating P1 to P6 has increased from 2,370 in 2007 to 2,543 in 2011 (MINEDUC, 2012). According to the Organic Law governing organization of education issued in 2011, there are three types of schools providing primary education in Rwanda: public school, government-subsidized school and private school. In 2011, the number of schools in each Province was as follows: 690 schools in the Southern Province, 725 schools in the Western Province, 503 schools in the Eastern Province, 450 schools in the Northern Province and 175 schools in Kigali City (MINEDUC, 2012).

(2) Enrollment

The number of enrolled students in primary schools in 2000 was 1,476,272, which rose to 2,341,146 in 2011 (ODI & Mokoro, 2009). In 2011, there were 1,150,205 boys enrolled and 1,190,941girls enrolled, girls outnumbering boys. The increase in the number of students enrolled is observed to be due to the Nine Years Basic Education Implementation Fast Track Strategies proposed in 2008. In addition to this strategy, there was all-around support to make nine year basic education possible in terms of school infrastructure by building 3,000 classrooms and necessary toilet facilities within just 5 months (MINEDUC, 2010b).

(3) Enrollment Rates

The GER for primary education improved steadily from 99.9% in 2000/01 (ODI & Mokoro, 2009). It peaked at 152% in 2007, and gradually decreased to 127.3% in 2011. In 2011, the GER for girls was higher at 128.9% than boys at 125.7% (MINEDUC, 2010b). The reason for the decrease is primarily due to the fact that more students started to enroll at the official school age. In 2011, the national net enrolment rate (NER) was at 95.9% (MINEDUC, 2012).

The completion rate also has been on the constant rise marking 24.4% in 2000/01, and 78.6% in 2011 (75.1% of boys, 81.8% of girls) (Table 4-4). Dropout rate at primary education was 14.2% in 2000/01, and improved to 11.4% in 2010. Repetition rate at primary education was 31.8% in 2000/01, and decreased to 13.0% in 2010 (MINEDUC, 2010b, ODI & Mokoro, 2009).
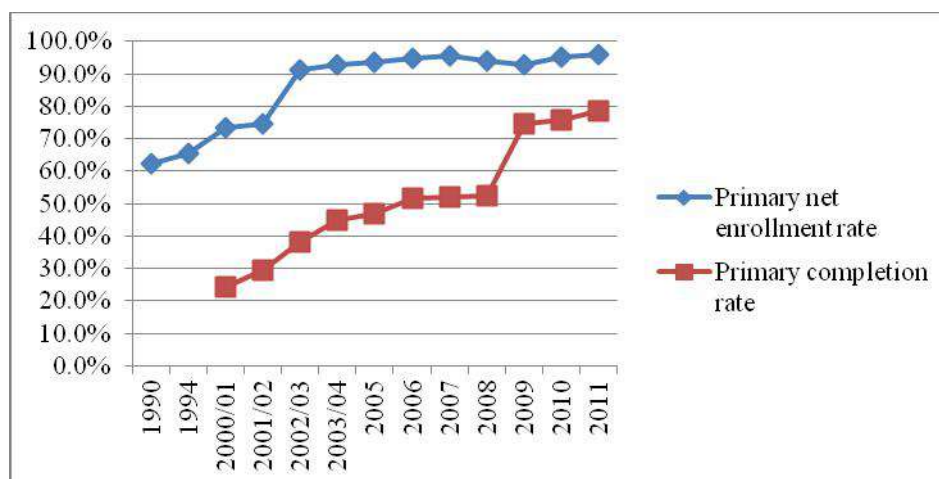
(Source: MINEDUC, 2012)

Table 4-4: Primary NER and Completion Rate (1990-2011)

	1990	1994	2000 /01	2001 /02	2002 /03	2003 /04	2005	2006	2007	2008	2009	2010	2011
NER	62.5 %	65.3 %	73.3%	74.5%	91.2%	93.0%	93.5%	95.0 %	95.8 %	94.2%	92.9%	95.4%	95.9%
Completion Rate			24.4%	29.6%	38.1%	44.9%	46.7%	51.7 %	52.0 %	52.5%	74.5%	75.6%	78.6%

(Source: MINEDUC, 2012)

(4) Measures to Increase the Number of Enrollment

In order to increase students' enrollment, various measures were taken. The following are the major factors contributing to the success of the implementation of the 9-year basic education. A large-scale construction projects were undertaken. The basic approach was to accommodate pupils graduating from primary school at newly constructed additional secondary school buildings at the same location as their primary schools. This enabled a number of students to be able to go to schools close to their homes. Child Friendly School model supported by UNICEF was widely applied and now being integrated as part of "Rwandan Education Quality Standards 2008." Specifically, the "Child Friendly Schools Infrastructure Standards and Guidelines" [7] was adopted for Primary and Secondary schools, which offers practical guidance on how to achieve the agreed standards. This guideline is now a nationally recognized document that will serve as the norm to all private and public primary and secondary schools in Rwanda. In ESSP 2010-2015, a child-friendly school is defined as one that is: inclusive, safe and protective, health promoting, gender sensitive, academically effective, and involved with the community (MINEDUC, 2010, p.22).

On the policy side, in 2009, MINEDUC started an acceleration of the Nine-Year Basic Education, aimed at reducing class sizes, through better planned double-shifting, improving specialization of primary teachers, and reducing core subjects from nine to five in P1 to P3, and from 11 to six subjects in P4 to P6, in order to increase the number of hours taught per subject. Capitation grants have been used by schools to hire an additional 1,968 contract teachers (MINEDUC, 2010b).

The community involvement in the rollout the Nine-Year Basic Education Program was also significant. Schools had to be enlarged and new classrooms built to make rooms for additional students. Communities made the bricks, worked with the qualified workers and soldiers, built the classrooms, and did the landscaping. The contribution of the community is estimated to have halved the costs of construction (GPE, 2011). There have also been national campaigns by a number of politicians advocating that Rwanda is landlocked without major mineral resources, and thus, the country should base her economy on knowledge. Politicians spoke to the communities and via the radio the

importance of children to be educated. After the monthly Umuganda (communal work), as part of community sensitization, people talk to those parents who are not taking children to school. Those parents can be criticized for not sending their children to school. Through this type of peer pressure, as well as structured reporting system such as the performance contracts,[8] the parents, teachers and community members were held accountable for sending children to school.The success in achieving high enrollment rates by girls is an outstanding result. Girls, in particular, face challenges to staying in school, including household chores, early pregnancies and long walking distances to school. As part of the nine year basic education reform, Rwanda strived to address these challenges and ensure that more girls and boys stay in school and have a stronger start in life. Among those initiatives, the First Lady's Reward for Rwanda's Best Performing Girls encouraged girls to excel and perform well in school. It was advocated that girls deserve respects as well as boys, and that they have the equal rights to learn and attend school. On practical side, schools were equipped with separate toilets for boys and girls and a special room for girls. Schools invited elderly aunties to be stationed, whom female students could consult on any issues affecting their lives and school performances. The school also provided sanitary napkins during menstrual periods for girls. This was an attempt to prevent girls being absent from school repeatedly during the menstrual periods, which could eventually lead to girls not being able to follow the class and drop out of schools (Interview with REB, 2012).

4.2.1.4 Enrollment Trend of Secondary Education

The number of secondary school and students are on the rise, however, the GER still remains low at 35.5% in 2011, slightly above the African average of 35.3% (UNDP, 2011). The national examination at P6 was used to select the number of students according to the number of available slots at the secondary education. The present national examination still has the function to place students to respective secondary schools based on their grades.

(1) Number of Schools

In 2009, there were 686 schools providing secondary education (age 13 to 18). This number almost doubled to 1,362 in 2011 (MINEDUC, 2012). However, the number of schools and their facilities are not sufficient yet to fully accommodate increasing enrollment (Interview with MINEDUC, 2012). According to the types of institutions, a larger number of students are now enrolled in pubic secondary schools than the private institutions. The rate of students enrolled in private schools decreased from 45.3% in 2000 to 37.1% in 2008 (WB, 2011).

(2) Enrollment

The number of enrolled students in secondary education was 218,517 in 2005, which more than doubled to 486,437 in 2011. In 2005, there were more boys enrolled than girls by 12,183. However, the girls outnumbered the boys by 14,937 in 2011 (MINEDUC, 2010c & 2012). The GER rose from 16.6% in 2005 to 35.5% in 2011 (Figure 4-2) (MINEDUC, 2012). In 2011, the GER was 34.9% for boys, and 36.2% for girls. This trend contrasts with the situation in 2007, when the rate for boys at 21.9% was above girls at 19.1% (MINEDUC, 2012). The ratio of girls' enrolment against boys' was 1.02 in 2010, and 1.06 in 2011, girls achieving higher number.
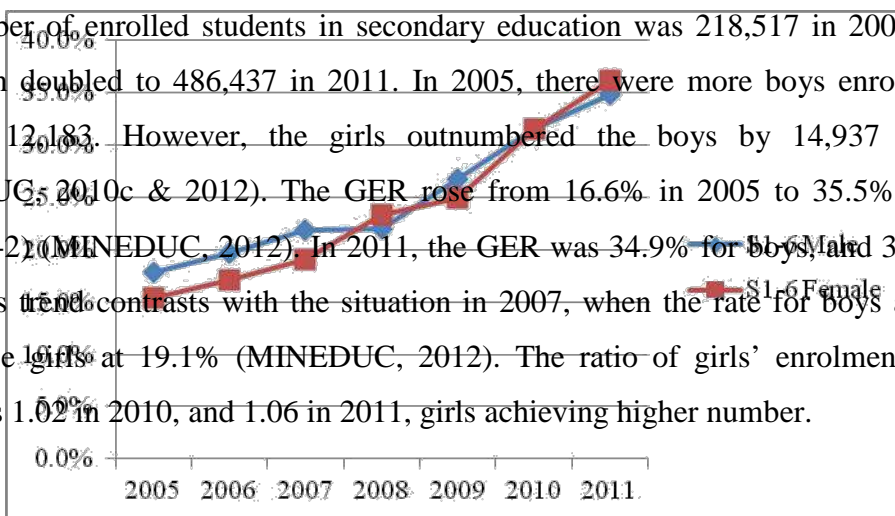
(Source: MINEDUC, 2011 & 2012)

Figure 4-2: Secondary Gross Enrollment Rates by Sex (2005-2011)

4.2.1.5   Literacy Education

In 2010/11, Rwanda's adult literacy (age 15 and more) was 69.7%, exceeding the Sub-Saharan African average of 61.6% (UNDP, 2011). As indicated in Figure 4-3, in the past decade, there have been impressive improvements in the adult literacy, rising from 52.4% to 69.7%. However, the gap between male and female was at 11 points in 2010/11, and this trend of a wide gender gap has not been changed since 2000/01.
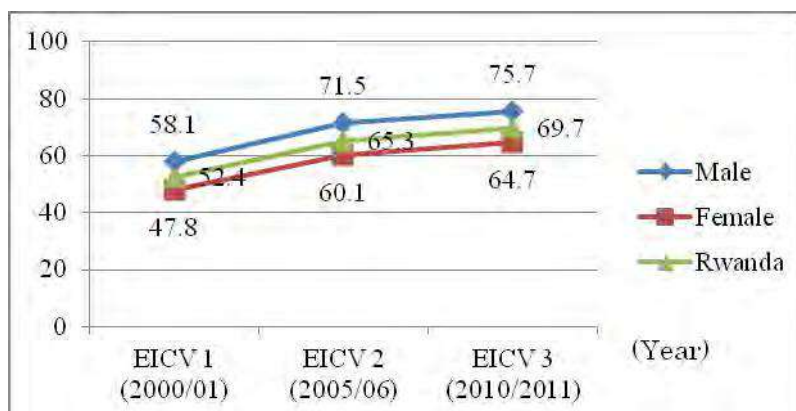
(Source: MINEDUC, 2011 and NISR, 2002)

Figure 4-3: Literacy Rates (%) among Population Aged 15 and above by Sex (2000-2011)

In Rwanda, the age group between 15 and 24 has the highest literacy rate, showing the education opportunities they have enjoyed (NISR, 2011). According to the "Millennium Development Goals: Rwanda Country Report" issued in 2010 by UNDP, for the literacy rates of women and men aged 15 -24 years under the Goal 2 (Achieve universal primary education), good progress is likely to continue, but it is unlikely that 100 per cent of 15-24 year olds will be

literate by 2015 (Abbott and Rwirahira, 2010).Considering the adult literacy rate (15 and more) in relation to the level of poverty, the adult literacy rate was 57.6% among the population in the lowest consumption quintile, and 83.3% in the highest consumption quintile, showing a wide gap, based on EICV3 (2010/11). Comparing the results with EICV2 (2005/06), the gap between the population groups in the lowest and highest consumption has decreased from 28.7% to 25.7% (NISR, 2011).In 2010, the "Ministerial Instructions regulating adult literacy education in Rwanda, N°002/2010 of 09/12/2010" were issued. This document instructs, "after realising that there are no instructions and quality standards organising adult literacy education," for responsible entities to "design policy, put in place laws, issue instructions and develop curricula relating to literacy education." The inspectorate of education is mandated to set up standards for literacy education and to monitor the implementation of education policy, laws, instructions and curricula of literacy education. The Cells are responsible for making a list of adults and youths in the Cell who do not know how to read and write and to submit the list to the Sector. The document also instructs the Ministry in charge of education shall transfer to the District the budget allocated to adult literacy education.

According to the World Bank Rwanda Education Country Status Report 2011, using 2000 data of adult literacy, among 31 countries in Africa being surveyed, Rwanda has the highest adult literacy rate of 31 African countries, with 98 percent of those who completed primary school being literate (WB, 2011).

4.2   Internal Efficiency (Quantitative Internal Efficiency)

Between 2000/1 and 2008, there were improvements made in terms of promotion rate, repetition rate, and dropout rate. Especially, the progress made in reducing the primary repetition rate is significant. However, it is also pointed out that there are pupils who enroll in P1 in primary, and drop out, and re-enter the school as new entrants. In fact, this makes the repetition counts lower than actual (WB, 2011). In general, the repetition rate in a grade with examination in primary education tends to be higher. However, this is not the case in Rwanda. One of the reasons may be that the students who managed to be promoted up to the level of P6 tend to have strong academic competencies (WB, 2011).

(1) Promotion (Transition) Rates

The promotion (transition) rates are low at P6 and S3 where students have to take the examination. In 2011, the promotion rate was higher for girls in primary education, and it was higher for boys in secondary education (Figure 4-4) (MINEDUC, 2012). The primary completion rate has advanced from 24.2% in 2000/01 to 78.6% 2011 (75.1% for boys, and 81.8% for girls). In primary education, the dropout rate has improved from 14.2% in 2000/01 to 11.4% in 2010. The repetition rate decreased from 31.8% in 2000/01 to 13.0% in 2010

18

(MINEDUC, 2012, ODI & Mokoro, 2009).
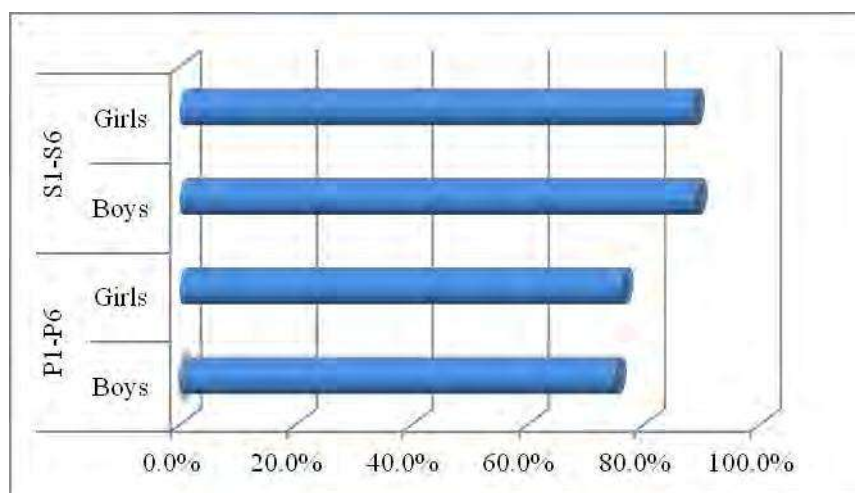
(Source: MINEDUC, 2011)

Figure 4-4: Promotion Rates in Primary and Secondary Education by Sex (2010)

(2) Repetition/Dropout Rates

In primary education, repetition rate from P1 to P6 has dropped from 17.7% in 2007, to 13.0% in 2010 (MINEDUC, 2012). In 2010, the repetition rate from P1 to P6 for boys was at 13.5%, and for girls at 12.5%. The gender gap was by 1 point. The repetition rate of P6, in particular, also decreased from 17.7% in 2002/03 to 16.6% in 2008 (WB, 2011). The dropout rate in primary education has improved from 13.9% in 2007, to 11.4% in 2010. In 2010, the dropout rate in primary education for boys was 11.5%, and for girls 11.3%, showing little difference according to sex (MINEDUC, 2012).In secondary education from S1 to S6, the repetition rate has decreased from 6.0% in 2008 to 3.8% in 2010. In 2008, the repetition rate from P1 to P6 for boys was at 5.6%, and for girls at 6.3%. Dropout rate has also dropped from 9.6% in 2008 to 7.4% in 2010 (7.4% for boys, and7.5% for girls) (MINEDUC, 2012). Specifically, the dropout rate for girls was 13.3% in 2008, and it almost was halved in percentage to 7.5% in 2010.
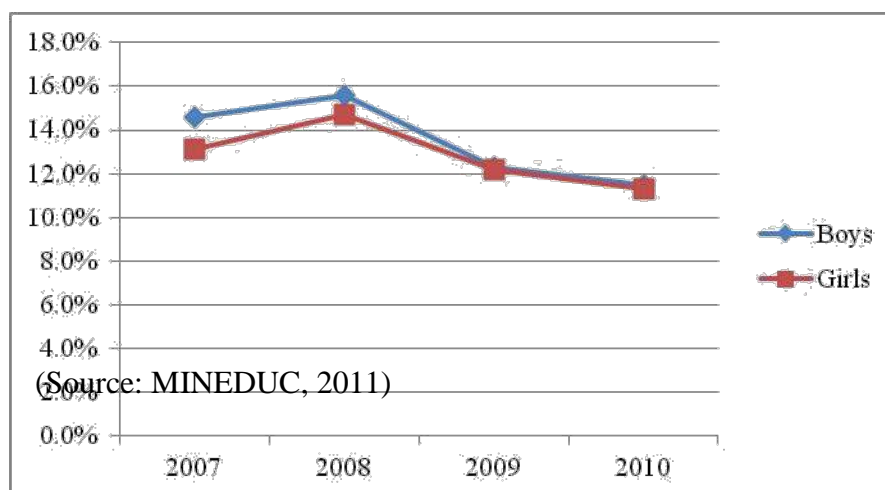
Figure 4-5: Dropout Rates in Primary Education by Sex (2007-2010)

(3) Cohort Survival Rates

As it was not possible to obtain information of cohort analysis from MINEDUC, this section is informed by the analysis of retention profiles of a cohort of 100 children who have entered school in the World Bank CSR 2011. The cohort survival rate for a group of 100 children in 2008 was calculated as follows: 45% of students reaching up to P5, 28% of students up to P6, and 15% of students reaching up to S1 of lower secondary education. Out of this cohort, retention rate was only 9% reaching S6, the final year of upper secondary education (WB, 2011, p.70-73).[9] This means only less than one third of pupils reach P6, and this low level of retention affects the completion rate. Only 15% of pupils who entered primary school proceed to secondary education. However, once they manage to enter secondary school, the rate of completing the secondary education is relatively high. Although the access to primary education has expanded remarkably, the difficulty in progressing to secondary education is obvious. When comparing the retention rate of 2008 with those of 2002/03 and 2005, the rate is actually decreasing. While expanding enrollment, measures should be taken to encourage and enable students to continue with their education.

4.3   Equity

4.3.1 Comparative Analysis of Access by Group

(1) Promotion and Transition Rates by Province and by Gender

In order to examine the issue of equity in education, Figure 4-6 provides an indication of access to education by various groups according to province, urban/rural, gender and by level of consumptions. The percentage of population aged 6 and above that have ever attended school is presented showing the data of EICV3 and EICV2. It was not possible to obtain the repetition rates, dropout rates and survival rates by these different groups.

The EICV results indicate that, in urban areas, the rates are higher for their population aged 6 and above who have ever attended school, compared to the population in rural areas. In terms of gender, males have better opportunities than females in accessing school education. This represents an increase of about 6% since EICV2 in 2005/06. The trend observed across consumption groups (quintiles) (Q1-Q5) indicates that, the consumption group in highest quintile has the highest access to education, and the lowest group suffers most on the same indicator. It can also be observed that, in general, access to education is increasing faster among those in the lowest quintiles (NISR, 2011).
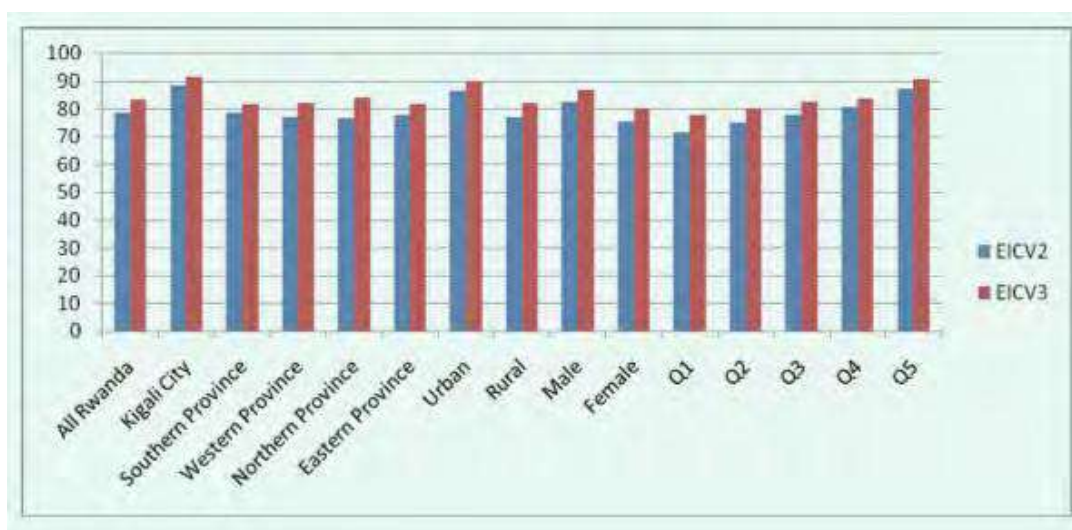
(Source: NISR, 2011, p.46)

Figure 4-6: Percentage of Population Aged 6 and above that Have Ever Attended School

In order to examine the regional variances in terms of access to primary education according to Districts, Figure 4-7 depicts the gaps in primary NER (children 7 to 12 years old) across the country. The Districts with darker colors have lower rates, which are mostly led in the relatively poor Southern Province and border areas.
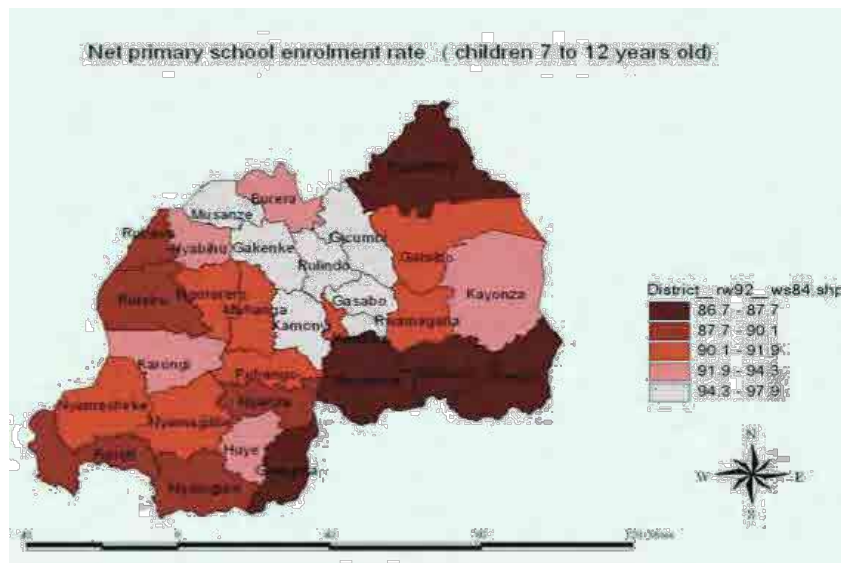
(Source: NISR, 2011)

Figure 4-7: Net Primary School Enrollment Rate (Children 7 to 12 Years Old)

(2) Gender Parity Index

The Gender Parity Index in 2006 for primary education was 1.00, for lower secondary at 0.98, for upper secondary at 0.74, and for higher education at 0.67. The gender parity for higher education improved from 0.44 in 2000 to 0.67, however, the gender parity tends to deteriorate as students climb up the education ladder (WB, 2011). Gender equality in terms of access to education has improved remarkably. However, girls tend to lag behind boys in learning achievements and the exam results, especially in math and science

subjects (MINEDUC, 2010b). It is also noteworthy to refer to the fact that for primary GER and completion rate, as well as secondary GER, girls outnumber boys in 2011.

4.3.2 Education for Children with Special Needs and Inclusive Education

(1) Trend of Education for Children with Special Education Needs

It is estimated that there are 175,205 children with special education needs (CSEN) to a lesser or greater extent in Rwanda, representing 10% of 2,019,991 learners in primary school (MINEDUC, 2007). It is reported that in 2007, 1,713 pupils with special education needs were looked after in "poorly-resourced schools or rehabilitation centres." It is also noted that in most cases, the children with disabilities are not attending schools or their conditions are not given proper diagnosis (Omagor-Loican & Karangwa for MINEDUC, 2012). Special Needs Education Policy issued in 2007 defines children / learners with special education needs are those "who are experiencing barriers (intrinsic and extrinsic) to learning, and are directly or indirectly excluded from

in formal or non-formal settings." In the Rwandan context, the following four categories are identified referring to children / learners with special education needs: 1) children with different disabilities including physical disabilities such as hearing, visual impairments, and intellectual difficulties, 2) all other groups that face difficulties in education including those living with HIV/AIDS, traumatized children due to genocide, etc., 3) children with learning achievement disorders, and 4) gifted and talented learners. The factors causing these special needs are considered to be: 1) the profound impact of the 1994 genocide in the Rwandan society, 2) persisting high levels of poverty despite improvements in the economy, and 3) the impact of HIV/AIDS and other health-related hazards (MINEDUC, 2007).

It is observed that there is a second generation of orphans resulting from the prevalence of HIV/AIDS, which was caused by social dislocation due to the large number of children orphaned by the 1994 genocide (MINEDUC, 2007). It is also believed that Rwanda has the highest rate of children under the age of 15 years who are orphans. The estimates show that 7,000 children are on streets, 3,475 children live in centers / orphanages, 28,341 live in foster care, 900 are in prison, and 100,000 children live in

child-headed households. In fact, in 2002, 36% of Rwandan households already fostered children not belonging to the core family (MINEDUC, 2007).

(2) Enrollment Trends of Children with Special Education Needs

MINEDUC has established a Task Force for Inclusive Education, whose members are the Rwandan Government, Kigali Institute of Education (KIE), international non-government organizations (NGOs), and disabled people's organisations (Lewis for UNESCO, 2009). However, inclusive education is not yet integrated into the national education programmes. The existing services provided for CSEN are primarily offered privately and not through state-funded schools. "CollectifTumukunde" is an association

or denied the chance to optimally participate in the learning activities which take place

of 30 existing centres for education of children with disabilities, which brings together over educational initiatives of parents and Church-Based Organizations (CBOs) in Rwanda. However, these schools operate without adapted curricula and teachers do not receive adequate training. There are only two schools tailored to accommodate CSEN at the secondary level in the country (Omagor-Loican & Karangwa for the MINEDUC, 2012).

There are two approaches in expanding the access to education by CSEN assisted by development partners. One approach is to foster enabling environment for general schools to accept CSEN. The other is to promote exchanges between the institutions for inclusive education with the society (Omagor-Loican & Karangwa for the MINEDUC, 2012). For instance, MINEDUC and UNICEF are collaborating to retrofit existing 20 schools to improve the school infrastructure for CSEN through the Child Friendly School project. Handicap International organizes study tours for teachers. In KIE, modules on inclusive education are part of the teacher training curriculum. In 2012, there were 8 students with special needs graduating from KIE (Interview with KIE, 2012), which could be seen as one of the signs of efforts for inclusion materializing in the Rwandan society.

4.4   Quality of Education

4.4.1   Situation of Learning Outcome

(1) Completion Rates

Thanks to the improvements in reducing dropout rates, the completion rate for P1 to P6 has also ameliorated. The completion rate was 24.2% in 2000/01, and in 2010, rose up to 78.6%. The gender-disaggregated data show that 75.1% of boys and 81.8% of girls have completed the primary education in 2010, girls outperforming boys (MINEDUC, 2012). In lower secondary education, the completion rate was 91.9% in 2009, (93.0% for boys, 90.9% for girls) (MINEDUC, 2010b).

(2) Performance of the National Examination

At P6 and S3 level, there are mandatory national examinations for transition to the next stage of education. The students who pass will be granted the leaving certificates. According to their grades, the students are selected and placed to respective schools in the order of their grades within the country. The Examinations and Accreditation Department of REB manages the national examinations, announcing of results and granting leaving certificates (Interview with REB, 2012).

The primary students' examination performances from 2005 to 2010 are summarized in Table 4-5. Previously, the national examination at P6 was used to select the number of students according the number of available placements at the secondary education. Before REB was set up, there was not enough coordination between the entity responsible for developing curricula and the entity developing exams. Therefore in some cases, the content which was not taught at class was questioned in the exams (Interview with REB, 2012). The pass mark also changed every year depending on the available slots for students at the secondary level rather than by academic criteria, thus comparison of results over time is not easy (WB, 2011). In preparation for the launch of the Nine Years Basic Education, Implementation Fast Track Strategies, the number of students passing the national examination at P6 has increased from 25,914 to 96,328

from 2007 to 2008. During the same period, the percentage of students passing the P6 national examination increased from 22.4% to 74.2% (Table 4-5). Table 4-6 indicates the primary student's performance by subject in 2010. In all the subjects, above 70 % of students managed to pass in 2010.

Table 4-5: Primary Students' Performance from 2005 to 2010

	Candidates who sat for exams			Passed			Selected to S1			% of passed student (%)		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
2005	54,558	52,431	106,989	10,899	17,003	27,902	10,899	17,003	27,902	20.0%	32.4%	26.1%
2006	61,809	57,899	119,708	9,020	14,796	23,816	9,020	14,796	23,816	14.6%	25.6%	19.9%
2007	59,509	56,068	115,577	10,541	15,373	25,914	10,541	15,373	25,914	17.7%	27.4%	22.4%
2008	67,669	62,072	129,741	47,529	48,799	96,328	47,529	48,799	96,328	70.2%	78.6%	74.2%
2009	84,965	72,789	157,754	54,431	52,817	107,248	54,431	52,817	107,248	64.1%	72.6%	68.0%
2010	87,421	73,866	161,287	70,507	62,785	133,292	70,507	62,785	133,292	80.7%	85.0%	82.6%

(Source: MINEDUC, 2012)

Table 4-6: Primary Students' Performance by Subject in 2010

Subjects	2010						
	Sat for exams		Passed		% of student passed		
	Female	Male	Female	Male	Female	Male	Total
Mathematics	87,281	73,720	59,363	54,661	68.0%	74.1%	70.8%
Science and Technology	87,333	73,776	65,351	60,206	74.8%	81.6%	77.9%
Social studies	87,270	73,700	62,648	61,635	71.80%	83.6%	77.2%
English	87,305	73,724	75,241	63,372	86.2%	86.0%	86.1%
Kinyarwanda	87,323	73,771	80,058	67,845	91.7%	92.0%	91.8%

(Source: MINEDUC, 2012)

Following the seven main priority areas for the education sector agreed in the ESSP 2010-2015, an improvement of quality education is one of the priorities. The development of Learning Achievement in Rwandan Schools (LARS), a sampling survey to measure learning achievements, was included in the Plan and implemented in 2011 with support from development partners. The main objectives of LARS are to

1) develop the necessary tools and test design for conducting learning achievement in Literacy & Numeracy at primary level, 2) build the capacity of MINEDUC to develop similar assessments and 3) use LARS results for monitoring the impact of teaching learning activities at the school and classroom level. The preliminary findings were released at a Joint Review of the Education Sector (JRES) meeting in September, 2011, and this section is informed by this presentation (Mboneza, 2011).

minority of students (37%) failed to meet expectations.[12] For Numeracy, a majority of students do not meet expectations, while 4% exceed expectation. Southern, Northern and Kigali City are the best performing provinces with over 60% students scoring high in Literacy. Only North and Kigali also have students doing very well (more than10% of those doing well). The Western province marked relatively low performance (over 40% not doing well in Literacy, not meeting the expectations) (Mboneza, 2011).
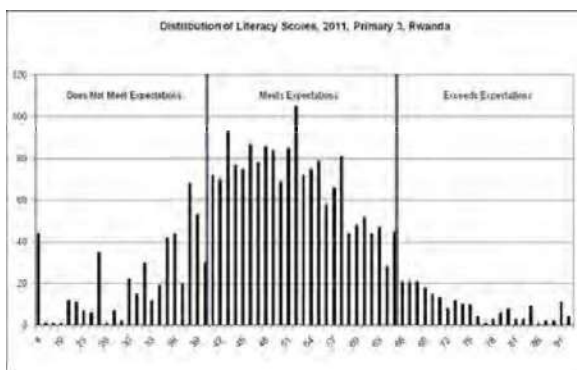

(Source: Mboneza, 2011)

(Source: Mboneza, 2011)

Figure 4-8: LARS P3 Literacy Scores　　**Figure 4-9: LARS P3 Numeracy Scores**

Another major initiative is the USAID-assisted assessment, the Early Grade Reading Assessment (EGRA) and the Early Grade Mathematics Assessment (EGMA). It aims to provide an overview of where the country stands on literacy and math where future interventions can assist in improving learning outcomes.[13] In March 2011, a research team evaluated the skills of 420 P4 and 420 P6 students from a representative sample of 42 primary schools in Kinyarwanda, English and math for 15 minutes each, with EGMA & EGRA instrument adapted to the Rwandan curriculum and context[14]. For Kinyarwanda reading comprehension, it indicates that almost half of the P6 students were able to answer 80% of the questions they were asked on a P2-P3-level text. However, almost 40% of P4 students were not able to answer even 50% of the questions posed based on a P2-P3-level text (Figure 4-10). Figure 4-11 indicates that reading comprehension in English was extremely poor, which also reflects the fact that English was only introduced three years prior to this survey. 98% of the students were able to answer less than 50% of the questions, and there was no student who could answer 80% of the questions. For math, the mean scores for untimed P4 and P6 EGMA subtasks are summarized in Table 4-7. For P4, the scores were the following: Number Identification (83%) and Subtraction (64%). For P6,

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the scores were the following: Number Identification (69%), Addition (93%), and Subtraction (86%). The survey points out that the level of language acquisition in earlier grades is a key in learning achievements in other subjects such as math. Especially, how well the first language, Kinyarwanda, is taught and learned is of critical importance. The report also concludes that the following factors have strong correlations with student performance in reading: 1) the instructional environment, 2) the school environment, 3) the home reading culture, and 4) the socioeconomic status (SES) of students' families (RTI International, 2012).
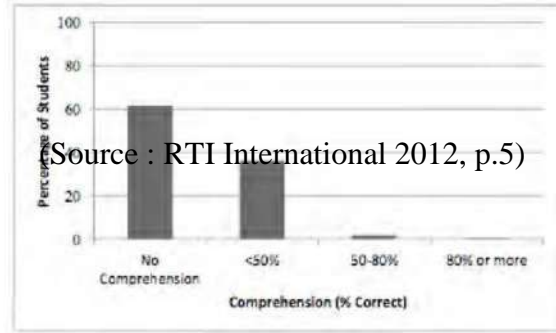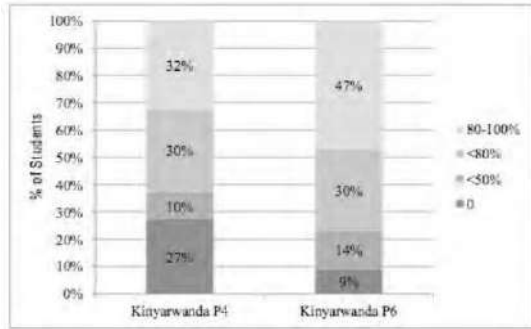
(Source : RTI International 2012, p.5)

(Source : RTI International 2012, p.9)

Figure 4-10: Kinyarwanda

Reading

Figure 4-11: English

Comprehension P6

Comprehension P4&P6 (%)

(%)

Table 4-7: Mean Scores for Untimed P4 and P6 EGMA Subtasks

	P4					P6				
	Mean (per minute)	Std. Error	Min.	Max.	Accuracy	Mean (per minute)	Std. Error	Min.	Max.	Accuracy
Number Identification (per minute)	18.9	.995	1	46	83%	10.8	.571	0	25	69%
Addition (per minute)	10.7	.653	0	32.7		19.1	.794	4	53	93%
Subtraction (per minute)	7.7	.530	0	24	64%	15.5	.646	0	35.3	86%

(Source：RTI International, 2012, p.12)

The direction for the Rwandan Government is to analyze the lessons from both LARS and EGRA & EGMA processes and results, in order to construct an adequate national system for assessing learning achievements in Rwanda (Interview with UNICEF, 2012).

(3) The Results of the International/Regional Assessment

Rwanda, up to date, has not participated in international or regional assessments to gauge the level of education and its quality, such as the Programme for International Student Assessment, (PISA) organized by Organisation for Economic Co-operation and Development (OECD) or Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ). There are stakeholders, who may demonstrate interest in taking part in such assessments, but on the other hand, some view developing a sound national system for assessing learning achievements may be the first step in Rwanda to be engaged in a broader endeavor (Interview with KIE & UNICEF, 2012).

4.4.2 Learning Environment

(1) Pupils per Classroom

In 2011, the national average of the number of pupils per classroom, for primary education was 81, and for secondary education, it was 42. As the enrollment rises to fully implement 9YBE and 12YBE, the construction of new classrooms are not catching up with the pace to achieve the number of pupils per classroom coming down to 55 by 2015, a goal set by MINEDUC (MINEDUC, 2012). The regional statistics of 2011 show that for primary education, the Eastern Province has the highest number of pupils per classroom (84), followed by the Northern Province (83), the Southern Province (81), the Western Province (81) and the Kigali City (71) (MINEDUC, 2012). Besides Kigali

City, in all the Provinces there are around 80 pupils per classroom and the gap between Kigali City and other Provinces are around 10 pupils per classroom.

Annual teaching hours are calculated to be 900 hours with a single shifting system, and 720 hours with a double shifting system.[15] Child friendly school model has been standardized to be applied in all the schools in Rwanda. However, the basic infrastructure in school is still lacking. Access to safe drinking water has been improved, however, the level of electrification is still low especially in the rural areas (WB, 2011).

Table 4-8 summarizes the proportions of households with improved drinking water source, electricity and the internet in 2010/11. According to EICV3, in 2010/11, on average, 74% of households use one of the improved drinking water sources as their main source of drinking water, showing an improvement from 70%, five years back when the previous survey EICV2 was carried out. Kigali City has the highest access to water at 82.7%, and the Eastern Province the lowest at 66.6%. For electricity, 11% of households now use electricity as their main lighting source, as compared to 4% in EICV2. There is a stark difference between Kigali City and other provinces[16]. In the EICV3 survey, 4% of households had internet access at home (including via mobile phone), and this was the case for 19% of people residing in Kigali City (16% across all urban areas). In rural areas, less than 2% of households have internet access.

The Rwandan Government has launched the National ICT Strategy and Plan NICI – 2015, and some initiatives are dedicated to education, such as the SchoolNet Project. The Project aims to

increase ICT usage in 12-year basic education schools thereby enhancing teaching and learning through ICT. Two Outcome Indicators are: 1) 50% of 12-year basic education schools equipped with ICTs by 2013 and 2) 50% teachers using ICTs in teaching by 2013. It builds on the numerous ICT in education initiatives such as One Laptop per Child (OLPC) project and aims to ensure that all primary school students have access to ICT[17]. There are cases when computers are distributed to schools, but due to lack of electricity, those computers could not be put into good use by schools (Interview with School Head teacher, 2012).

Table 4-8: Proportions of Households with Improved Drinking Water Source,

Electricity

and the Internet (2010/11)

	Southern	Northern	Western	Eastern	Kigali	Rwanda
Proportion of households with improved drinking water Source	74.8%	78.9%	74.2%	66.6%	82.7%	74.2%
Proportion of households using electricity as main source of home lighting	3.2%	6.7%	8.2%	5.6%	55.6%	10.8%
Households with access to the internet at home (including on mobile phone)	2.0%	2.7%	2.2%	1.4%	19.2%	3.7%

(Source: NISR, 2011)

(2) Number of Schools Applying Double-Shifting

In Rwanda, double-shifting or even in some cases triple-shifting, is applied in average public and government-subsidized schools from P1 to P6. The Nine Years Basic Education, Implementation Fast Track Strategies proposed in 2008 suggested that the double-shifting should be expanded to cover P1 to P6, instead of just P1 to P3. The

exact number of schools applying double-shifting is not reported in MINEDUC statistics. Assuming that all the primary schools in Rwanda adopt double-shifting or triple-shifting, the maximum number of schools will be up to 2,543 (MINEDUC, 2012).

However, in cities where the number of classrooms is sufficient, those schools do not apply double-shifting, according to REB (REB, 2012). The schools in remote rural areas often distant from the main roads and communities close to the country borders tend to apply double-shifting more often than schools in urban areas. In the double shifting system, one group of students goes to school in the morning, and the next day, they go to school in the afternoon. Two groups alternate each day (Interview with REB, 2012). The benchmark to move away from double shifting to a single shift is achieving the level of pupils per classroom ratio at around 40 (Interview with UNICEF, 2012). According to ESSP 2010-2015, although double shifting is a transitional measure, there is no concrete plan yet how to gradually phase out the double shifting system.

4.4.3 Procurement and Distribution of Teaching Material

(1) Procurement and Distribution System

Procurement and distribution of textbooks have been decentralized, and this has been a good success. Presently, the DEO coordinates and schools themselves decide and purchase textbooks according to their specific pedagogical demands. In the new system, a school chooses the titles and the number of textbooks within the limit of budget allocated to each school based on the number of enrolled students. DEOs collect these orders and purchase the textbooks collectively on behalf of the schools. The bidding is managed by the National Tender Board. The Textbook Approval Committee under REB usually signs a 5-year-contract with a publisher. Those suppliers provide new sets of revised textbooks. According to the EFA-FTI Catalytic Fund Basic Education Development Policy Grant, Report No: ICR00001729 (2011), there are 28 publishers, which provide textbooks, meeting the standards of Rwandan curricula. There are now school-based textbook selection committees established in 1,926 primary and secondary schools in Rwanda. District Education Officers are trained to use a software (Learning & Teaching Materials Management Software) to place orders for purchasing textbooks on-line. For Offices with limited internet access, they can still use the paper-based catalogues. As the electrification and the internet access still are obstacles, in order to fully take advantage of such on-line system, there is a need for improved supply of electricity, developing user manuals and providing further training (Interview with REB, 2012).

(2) Actual Situation of Distribution of Teaching Materials

MINEDUC aims to distribute one textbook per pupil for the core subjects in primary schools, and this is almost achieved. In secondary schools, this is not yet the case. In some science subjects, there is one textbook shared with two pupils, but in subjects such as history, this ratio is not being accomplished, as two to three students share a textbook during classes. The textbooks are usually kept in the school libraries. Besides classes, teachers use them to prepare for their classes and students review textbooks at the school libraries (Interview with REB, 2012).

4.4.4   Definition of Academic Ability

According to the current curricula for the primary education published by REB, the notions of academic attainment are described under the General Objectives of each curriculum as follows:

(1) Basic reading and numeracy
   skills: 【Reading skills】

   ・   A sufficient command of vocabulary and language patterns to enable him / her to use English as a medium of instruction.

   ・   Should manifest love for the English language.

30

- Read for pleasure and information.

- Write intelligently and in correct English a passage of continuous prose or dialogue.

【Numeracy skills】

- Apply the acquired knowledge to solving Mathematics problems.

- Solve everyday problems that need quick application of simple mathematical principles.

- Exploit the acquired Mathematics applications so as to use them later in the pupils' future training.

(2) Under the section describing why Social studies are to be taught now in Rwanda, one of the explanations is stated: "by the end of the Basic Education Programme, Rwanda wants the school leavers to be functional and practical generalists, and not specialist academicians. The country wants to produce leavers who will be able to effectively participate in the socio-economic development of Rwanda, on the one hand, and to continue with their secondary and higher education, on the other."

The general objectives of the Social studies are to:

- Help the learner understand the need and values of good citizenship, like responsibility, culture of peace, tolerance, justice, democracy, patriotism, solidarity and national unity and reconciliation, and his / her role in promoting these values.

- Help the learner to acquire work ethic, method and team spirit that will enable him / her to participate in developing resources for personal and collective welfare.

- Help the learner to develop critical thinking and a sense of curiosity and searching for further knowledge and skills through reading, drawing and interpreting sources of information.

4.4.5   Quality Assurance System of Education

(1) Promotion/Graduation System

Within the same level of education: primary, lower secondary and upper secondary, the students are promoted to upper grades without examinations. At P6 level and S3 level, there are mandatory national examinations, which grant the students who passed with leaving certificates. According to their grades, the students are selected and placed to respective schools of higher level in the order of their grades within the country. The Examinations and Accreditation Department of REB manages the national examinations, announcing of results and granting leaving certificates (Interview with REB, 2012).

Previously, the national examination at P6 was used to select the number of students according to the number of available slots at the secondary education. Primary students' performance is shown in Annex 4-16. In preparation for the launch of the Nine Years Basic Education, Implementation Fast Track Strategies, the number of students passing the national examination P6 has increased drastically in 2007.

Before REB was set up, the coordination between the entity responsible for developing curricula and the entity developing exams was weak. Therefore, in some cases, the content which was not taught at class was questioned in the exams (Interview with REB, 2012). The pass mark also changed every year depending on the available slots for students at the upper level schools rather than by academic criteria. Thus, comparison of results over time is not easy (WB, 2011). These situations make it difficult to judge the quality of education and its trends simply based on the exam marks or the number of students who passed.

(2) General Inspectorate of Education

The Education Quality and Standards Department of REB is in charge of the inspectorate system in the education sector. The inspectors make regular visits to schools nationwide

to ensure that quality standards stipulated in the education laws are complied with by schools. They inspect teachers' performances and school management and provide support. The inspectorate team of each 5 province is composed of one regional supervisor and 5 pedagogical inspectors. Each pedagogical inspector is responsible for specific subjects. The five areas for respective five inspectors are: 1) Mathematics and Physics, 2) Chemistry and Biology, 3) History, Geography and Economics, 4) English, and 5) French, Kinyarwanda and Kiswahili. There are a total number of 30 pedagogical inspectors in Rwanda. Each of the five provinces has 6 inspectors.

Each District Education Officer (DEO) assigned in 30 Districts and the 416 Sector Education Officers (SEO) in 416 Sectors are also responsible for inspecting the schools within his / her designated administrative unit. However, SEOs report to DEOs, and DEOs have reporting responsibilities to the District Mayors. Inspectors have independent supervisory lines, in which they report directly to the General Inspectorate of REB (Interview with REB, 2012).

Inspectors perform their inspections following the official class evaluation forms and school visit forms with specific criteria listed. Every school in Rwanda is supposed be inspected at least once a year. In order to carry out this routine, inspectors develop annual and term plans outlining how to carry out school visits. On a weekly basis, they spend 3 days for school visits and 2 days for reporting and paper work. Each year, the Education Quality and Standards Department of REB compiles an annual report to the Minister in charge of primary and secondary education. When any issues requiring immediate attentions arise, special arrangements are made to carry out detailed investigations, which may not have been planned within the annual or terms plans (Interview with REB, 2012). However, it is also reported that, according to a survey conducted by the World Bank, in 2009, nearly half of the schools were not inspected (WB, 2011).

4.4.6 Curriculum

(1) Present System and Process of Curriculum

Development and Approval

The core missions of the Curriculum & Pedagogical Materials Department of REB are the following: 1) Elaborate curriculum for pre-primary, primary, and secondary schools; 2) Update them on-line (or the hard copies) and visit schools to deliver them if necessary (in some cases with the assistance of the Inspectorate Office); and 3) Train the teachers about the new curricula through training of trainers (Interview with REB, 2012). Syllabus review takes place every 3 to 4 years, and curriculum revision takes place every 5 years. The curricula were revised to respond to the change of language of instruction from French to English, and this process is almost completed. The Department also has a role to ensure textbooks and reading materials related to the curricula are available for procurement by schools.

REB plans to launch the Curriculum 2020. They will update / replace all the existing curricula being used between 2010 and 2015. By 2016, a whole set of new curricula will be in place. At the moment, curricula are being updated at different timings, but from 2016, all the curricula will be revised at the same time. Syllabus review will take place every 3 years and curriculum review every 5 years. The Department plans to develop a guideline for curricula updating (Interview with REB, 2012).

(2) Capacity of Curriculum Development Agency

There are 43 staff members in the Curriculum & Pedagogical Materials Department with 3 Units: 1) Unit of Science Curriculum (math, biology, chemistry, etc.) (11 staff members), 2) Unit of Humanities and Languages (14), and 3) Production Unit (16). The Department is headed by the Deputy Director-General (supported by one executive assistant). There is one curriculum developer per subject. Previously there were 3 people per subject until the establishment of REB. The number of curriculum developer per subject has been reduced mainly due to budget constraints. However, this new arrangement increased the salary per developer, which should be a good motivating factor for the developers (Interview with REB, 2012). According to the Deputy Director-General of REB in charge of the Curriculum & Pedagogical Materials Department, the capacity of the curriculum developers is sufficiently high as the developers have the best qualifications, which can be obtained in Rwanda.

4.4.7   Languages of Instruction

There are three official languages: Kinyarwanda, French and English according to the Constitution. Previously, a trilingual policy was adopted and there was a choice of

medium of instruction based on the linguistic background and experience of the pupils. In reality, until 2009, French was mainly used as a medium of instruction. However, this changed with Rwanda becoming a member of the East African Community (EAC) in 2007. The country envisaged English as an important vehicle for international relations, trade and socioeconomic development and as a gateway to the global knowledge economy. In this context, a new policy was adopted in 2008 and implemented in 2009, to use English as the medium of instruction throughout the education system. This has provided new roles of these three languages:

Kinyarwanda as the bedrock of initial literacy and learning; English as the new medium of instruction; and French as an additional language. Since 2011, Kinyarwanda became the medium of instruction for P1 to P3, considering the fact that many children use Kinyarwanda at home (IPAR, 2012). From P1 to S6, English became the compulsory subject.

As most of the teachers in Rwanda were educated in French, the current levels of English language proficiency amongst teachers are still low. In a baseline survey in 2009, 85% of primary teachers and 66% of secondary teachers only had beginner, elementary or pre-intermediate levels of English (MINEDUC, 2010b). Rwanda chose a path to transform the country from Francophone into Anglophone in a relatively short period of time and make concentrated efforts (Interview with the Embassy of Rwanda, 2012). The government is launching various training programmes to increase the proficiency levels of teachers in the country.

Concrete English language training programmes are listed below:

- With English Language Training (ELT), 43,820 primary and secondary school teachers are being trained via face-to-face training programmes.

- MINEDUC is dispatching English mentors, who will assist the teachers in teaching English language and using English as the medium of instruction. Vacancy announcements are made within the country and neighboring English speaking countries to attract qualified mentors. The aim is to recruit 2,662 mentors, however, at the moment, there are only 84 Rwandan mentors recruited and being assigned to schools. Although the job adverts are posted in countries such as Uganda, Kenya, Tanzania, etc., due to the lower levels of salary, the number of applicants is not as high as expected.

- Through Rwanda READ, textbooks and teaching materials in English are planned to be distributed (JRES, 2012).

4.5. Teachers

4.5.1 Teacher Qualification and Placement

The key constraints and challenges identified in this Policy paper are:

1) The limited capacity of the teacher education system to meet the expanded system proposed in the Education Sector Strategic Plan;

2) The heavy workload of teachers especially in primary schools arising from the increased enrollment in primary schools;

3) A shortage of qualified science and language teachers;

4) Lack of proper institutional arrangements to address teacher training and management bottleneck;

   5) High dependence upon expatriate teachers in the secondary school sector; and

6) Staff accommodation.

The guiding principles of the Sector are:

1) Measures will be introduced to improve teachers' working conditions and status, especially in respect of their recruitment, training, remuneration and career development opportunities;

2) Teachers at all levels will be trained in sufficient numbers and quality, and head teachers shall receive special training in school management;

3) Teachers training through both per-service and in-service teacher training using a range of methods; and

4) Incentives for teachers to engage in continuing professional development will be introduced.

(1) Number of Teachers

The total number of primary teachers in 2011 was 40,299, composed of 19,513 male teachers (48.4%) and 20,786 female teachers (51.6%) (Table 4-9). Since 2005, females outnumber the males slightly. For secondary education, the total number of teachers in 2011 was 20,522, composed of 14,818 males (72.2%) and 5,704 (27.8%) female teachers (Table 4-10). In secondary education, there are 2-3 times more male teachers than females (Table 4-10). One out of ten teachers in secondary education is from Democratic Republic of Congo (WB, 2011).

Table 4-9: Number of Teachers in Primary Education (2005-2011)

	2005	2006	2007	2008	2009	2010	2011
Teachers	29,033	30,637	31,037	35,672	35,664	36,352	40,299
Male Teachers	12,330	12,835	14,449	16,711	16,770	16,838	19,513
Female Teachers	14,614	15,639	16,588	18,961	18,894	19,514	20,786
Male Teachers (%)	45.8%	45.1%	46.6%	46.8%	47.0%	46.3%	48.4%
Female Teachers (%)	54.2%	54.9%	53.4%	53.2%	53.0%	53.7%	51.6%

(Source: MINEDUC, 2011 &

2012)

Table 4-10: Number of Teachers in Secondary Education (2005-2011)

	2005	2006	2007	2008	2009	2010	2011
Teachers	7,610	7,818	12,103	10,187	14,426	14,477	20,522

Male Teachers	5,986	6,010	9,016	7,691	10,324	10,600	14,818
Female Teachers	1,624	1,808	3,087	2,496	4,102	3,877	5,704
Male Teachers (%)	78.7%	76.9%	74.5%	75.5%	71.6%	73.2%	72.2%
Female Teachers (%)	21.3%	23.1%	25.5%	24.5%	28.4%	26.8%	27.8%

(Source: MINEDUC, 2011 & 2012)

(2) Number of Teachers by Qualification

There are three levels of teaching qualifications in Rwanda. By completing lower secondary education (S1 to S3), A2 Level certificate can be obtained. This qualifies one to teach at primary level. With the upper secondary education (S4 to S6) completed, a diploma is granted. The diploma level teachers are qualified as A1 level to teach at lower secondary schools. To be qualified to teach at upper secondary level, A0 level education is necessary by obtaining a university degree (MINEDUC, 2012).

In 2011, 98.6% of primary teachers were qualified. In lower secondary education, only 64.4% of teachers were qualified out of 13,206 teachers. In lower secondary education, the proportion of female teachers is relatively low at 27.8%.[18] To be qualified to teach at lower secondary schools, A1 qualification (diploma) is required. However, the enrollment rate of female students for higher education is still lower than that of male counterparts, being at 43.2% out of the total enrolled students (MINEDUC, 2012). KIE is currently offering distant learning programmes for unqualified teachers. ESSP 2010-2015 points out that although there is no shortage of students entering teacher education programmes, too few trainees go on to enter the teaching profession. Of those who do, many leave the profession within 5-10 years (MINEDUC, 2010b).

There is no database or a sub-data set in EMIS, which keeps a track record of teachers' turnover rates and the reasons for leaving their jobs. According to ESSP 2010-2015, there are many teachers leaving the job within the first 5 years of employment (MINEDUC, 2010b).

4.5.2 Teacher Education System

(1) Pre-service Training System

For pre-service training system, there are 10 Teacher Training Colleges (TTC) to train primary school teachers. The two Colleges of Education (COE) are responsible for training lower secondary school teachers. TTCs grants A2 level qualification and COE grants A1 qualification. Pre-service training for lower and upper secondary education is provided by KIE. KIE grants A0 qualification to their graduates. In 2008, the enrolled numbers of students in these institutions respectively were: 3,664 in TTCs; 675 in CoE; and 2,832 in KIE (WB, 2011).

In secondary schools, there are a sizable number of teachers with university degrees but without background in education. Those degree holders are considered as unqualified teachers although they may have degrees in the subjects that they are teaching or long years of teaching experiences. For those types of teachers already in-service, KIE offers a 6-month diploma course in education. KIE is responsible for the development and revision of all the curricula for pre-service teacher training.As there is a lack of qualified teachers in Rwanda, it is allowed to employ teachers from overseas in public and government-subsidized schools in Rwanda. Teachers from neighboring countries such as Democratic Republic of Congo (DRC), Kenya and Uganda are forming important teaching workforce in the country. The detailed composition of those overseas teachers in terms of their number and nationalities etc. is not clear (WB, 2011).

(2) In-service Training System (INSET)

Some of the on-going in-service training initiatives in Rwanda are: distance learning programmes to provide teacher's qualification to unqualified teachers as part of DFID-supported KIE' programme since 2001, face-to-face training programmes for unqualified teachers by KIE, the English mentor system, and Project for Strengthening Mathematics and Science in Secondary Education (SMASSE) by JICA. The distance learning programmes are taught by distributing paper-based textbooks and through intensive weekend and holiday classes. Unqualified teachers are able to obtain A1 within 3 years.[19]

The tuitions for the distance learning programmes are financed by the government, though expenditures related to transportation, accommodation, food expenses, etc. are born by the students themselves. In December, 2006, there was a first cohort of 350 graduates, and in July, 2007, the second cohort of 1,000 students entered the distance learning programme (MINEDUC, 2010b, WB, 2011).

4.5.3 Working Conditions for Teachers

(1) Teacher Salaries

According to various surveys on teachers' working conditions, the levels of teachers' salaries are perceived to be low by teachers themselves. There is a gap in terms of salaries between teachers and other public servants as well. Teacher net monthly pay compared with other civil servants is quoted in Table 4-11. In 2008, teacher net monthly pay by qualification was as follows: for certificate teachers at 27,012 RWF, diploma teachers at 89,000 RWF, and degree teachers at 113,000 RWF. On the other hand, net monthly pay by grade for other civil servants was as follows: certificate holders at 80,012 RWF, diploma holders at 144,000 RWF, and degree holders at 200,000 RWF (WB, 2011).

In 2003, salary expenditure per staff was around 3.3 times GDP per capita at primary level and 6 times GDP per capita at secondary level (MINEDUC, 2006). According to a World Bank survey conducted in 2002 in 33 African countries,[20] the salary expenditure per staff at primary level was 4.4 times GDP per capita on the average. It is recommended by this survey that, salary expenditure per staff should be 3.5 times GDP per capita as service delivery benchmark. However, the fact that Rwanda is a land-locked country and the cost of living is relatively higher should also be taken into consideration. In Rwanda, there is no systematic raise of salary according to teachers' years of working experiences or age (Interview with JICA, 2012). In practice, teachers' salaries are supplemented by financial contributions by communities, often through Parent-Teacher Associations (PTAs). However, when compared with neighboring countries in Africa, the level of teachers' salaries is not high.

Table 4-11: Teacher Net Monthly Pay Compared with Other Civil Servants, 2008 (RWF)

Grade	Teacher	Other
Certificate	27,012	80,012
Diploma	89,000	144,000
Degree	113,000	200,000

(Source: WB, 2011, based on Ministry of Public Service and Labor data.)

(2) Conditions of Teacher Employment

The increase in the budget allocation for teachers' salaries is not catching up with the increase in the number of teachers needed to respond to the expanded access to education as a result of 9YBE and 12 YBE (Interview with MINEDUC, 2012). In order to improve the incentive mechanisms for teachers in Rwanda, a credit system called SACCO was launched. Another initiative is to select outstanding teachers and award them with one cow per person for their high achievements. According to the World Bank CSR 2011, teacher's turnover rate is not high in Rwanda, compared to neighboring countries. However, on the other hand, it is also suggested that the limited employment opportunities in other sectors, may be one of the reasons for low turnover rate (WB, 2011). There is no database or a sub-data set in EMIS, which keeps a track record of teachers' turnover rates and the reasons for leaving their jobs. It may prove useful to start gathering such information in a systematic manner.

In 2011, a decision was made by the Rwandan Government to raise teachers' salaries by 10%.[21] Furthermore, in 2012, a new system was introduced to increase teacher's salary by 3% each year to reflect the number of years of working experience in the remuneration scheme (Interview with REB, 2012). While this is a noteworthy effort, considering the relatively high inflation rates in Rwanda, 8.3% in 2011, the rise may not be sufficient to cover the rising costs of living in Rwanda.

4.5.4 Teacher Recruitment / Management

The DEOs are in charge of teachers' recruitment. When there are positions to be filled, schools submit requests to the DEO. A DEO then advertises the vacancies and organize a committee for teachers' recruitment and evaluation. The selections are made based on the application documents and interviews. Written examinations are not usually part of the selection process. The selected candidates are recruited by the Ministry of Local Government (MINALOC) as civil servants (Interview with REB, 2012). There is no official transfer or rotational system for teachers working for public and government-subsidized schools. Thus, when teachers are transferred, it is based on respective individual arrangements (Interview with REB, 2012). The performances of teachers are reported by head teachers to DEOs on an annual basis (Interview

with REB, 2012). However, in 2012, a document was issued by the Minister of State instructing the District Mayors, when recruiting teachers, "to prepare in advance the exam to be done by those who did not study education who wish to compete for those vacant posts. Those who studied education are not supposed to sit for the exam." There is no systematic promotion system for teachers. Head teachers are appointed by the Government, however, there is no official examinations qualifying head teachers or minimum standards. Private schools recruit teachers following their own criteria and procedures (Interview with REB, 2012).

Figure 1: Rwanda Regulations underpinning Basic Education

At International Level: UN system, UNESCO, Regional Platforms

Two of 8 MDGs (Horizon 2015):   Universal Human Rights

    Thaïland Meeting (1999);   Treatises / Conventions on education

    Dakar World Forum on EFA: 6 EFA Goals

    (2000): Horizon 2015

                                        4.   ANCEFA

    3.   Global Campaign on education

At National Level: GoR, MINEDUC, REB, WDA

Strategies and Policies:

Rwanda Vision 2020 (July 2002)

EDPRS I & II (Horizon 2018)

ESSP I & II (Horizon 2020):

[13].   Language in Education

Policy;

[14].   Curriculum &

Assessment Policy;

[15].   Teacher

Development &

Management

Policy;

[16].   A Policy for

Learning and

Teachers Materials;

[17].   Etc.

Legal Framework

Rwanda Legal Framework:

Rwanda Constitution of 04th June 2003

OL n° 02/2011/OL of 27 July 2011;

Law n° 23/2012 of 15 June 2012;

Law n° 44/2010 of 07 December 2010

-    Presidential Order n° 48/01 of 10 August 2009;

-    Ministerial Orders

At Local Level: Executive Organs

Local and Consultative Bodies / Organs:

Commissions, Councils, Committees

Implementation of policies,   strategies and regulations

District Education Office;   District Consultative Council & District

Education Council resolutions

Sector Education Office;   Sector Consultative Council & Sector

Education Council resolutions

Executive Secretary Cell Office   Cell Consultative Council resolutions

Schools Managers (Heads, Promoters ...)   PTA/PTC resolutions

Teachers;   Citizenship

Parents;

Students

Provision of

Quality in Basic Education

Education Foundation   **Outcomes**

(Nursery, Primary and Secondary)
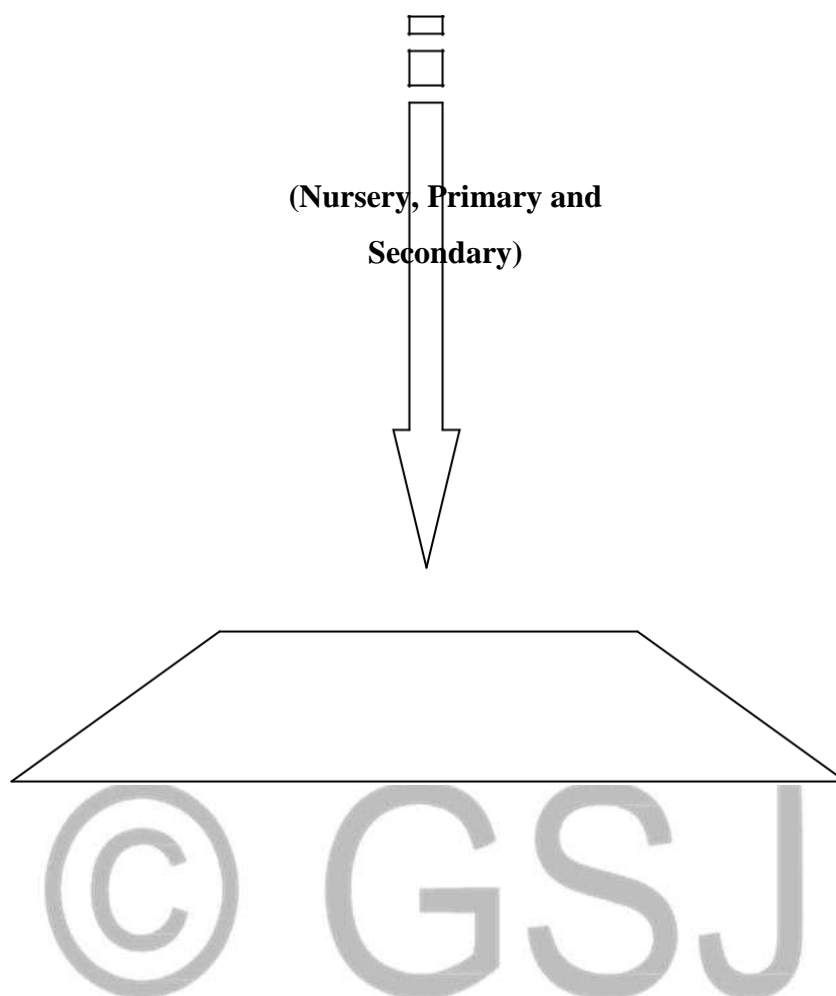
Apart from policies, there is also the legal framework that put in place basic education in Rwanda. Firstly, the constitution in its article 40, states that primary education is compulsory. In addition, there are also organic law n° 02/2011/OL of 27 July 2011 governing organisation of education in Rwanda and law n° 23/2012 of 15 June 2012 governing the organization and functioning of nursery, primary and secondary education as well as the presidential order n° 48/01 of 10 August 2009 establishing quality standards in education for nursery, primary and secondary schools as published by the General Inspectorate of Education. It is also important to note that the law n° 44/2010 of 07 December 2010 establishing Rwanda Education Board (REB) and determining its responsibilities, organization and functioning was put in place.

4.6. Quality education as perceived by students

4.6.1. Students' awareness of educational policy about basic education

This sub-section explores students' awareness of the existence of educational policy about basic education as a pillar leading to the sustainable development of the country, existence of official documents and the meaning of basic education in Rwanda. Figure 2 below presents quantitatively the data.

Figure 2: Students' awareness of educational policy about basic education
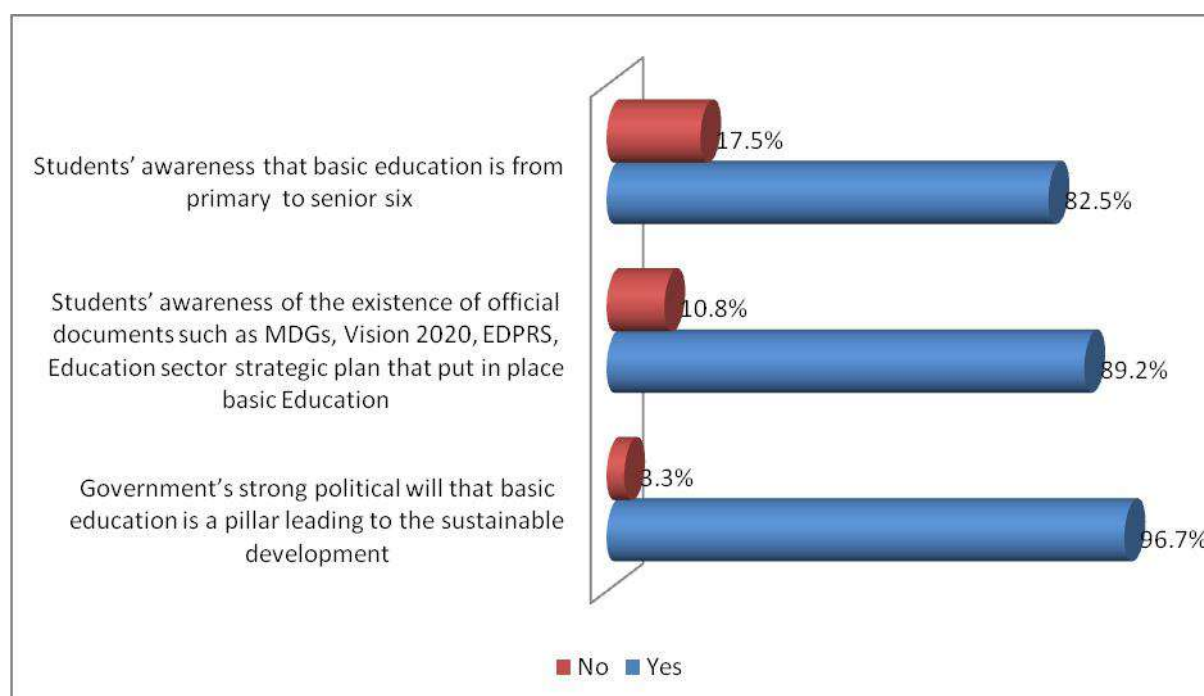
Source: Primary data, October 2014

In this survey, students were asked if they were aware of the existence of the Government's political will which stipulates that basic education in Rwanda is a pillar leading to the sustainable development of the country that aims at eradicating poverty and ignorance. Out of 120 respondents, 116 (96.7%) reported that they are aware that the GoR has a strong political will that basic education is a solution to eradicate poverty and ignorance whereas 4 (3.3%) are of the view that basic education is not a solution to poverty reduction and ignorance. This concurs well with interviewees and focus group discussion members' views

that basic education in Rwanda is a key leading to the sustainable development of the country.

4.61.1. Official documents that put in place basic education in Rwanda

Effective implementation of any policy requires effective planning. While planning, it is better to have official documents that are known by various stakeholders. In this survey, students were asked whether they were aware of the official documents that put in place basic education in Rwanda. Among those official documents, there are the Millennium Development Goals (MDGs), Vision 2020, EDPRS, and Education Sector Strategic Plan (ESSP). On this point, figure 2 shows that 107 (89.2%) are aware of the above official documents that put in place basic education whereas the remaining 13 (10.8%) revealed that they do not know any official documents that put in place basic education in Rwanda.

4.6.1.2. Meaning and purpose of quality basic education in Rwanda

In this survey, both respondents to questionnaires and participants to interviews and focus group discussions were asked whether they understand basic education in the Rwandan context. On this point, 99 (82.5%) of students confirmed that basic education in Rwanda starts from Primary to Senior Six whereas 21 (17.5%) reported that they do not know the meaning of basic education (does not start from primary school to Senior Six). Thus, the majority of students are aware that basic education in Rwanda is from primary school up to the completion of secondary education. This concurs well with the findings from interviews with the PTA president about the meaning of the Rwandan basic education. He said "Basic education in Rwanda refers to education of 12 years whereby students complete primary six, 3 years in ordinary level and then 3 years in advanced level. Thus, basic education in Rwanda refers to education of 12 years, i.e completing primary and secondary. The same findings were reported by various students during the interviews and focus group discussions. Therefore, in Rwanda, people are aware that basic education in Rwanda starts from primary school up to the completion of secondary education.

In Focus Group Discussion with students at G.S. Muyumbu in Musanze District, participants highlighted what is taught in basic education schools in Rwanda. For example, some students

reported "Basic education in Rwanda refers to cultural values that students are taught in schools. It also refers to the basic knowledge (studying mathematics, languages,social studies) co-curricula activities (singing, drawing), culture and sport that students are taught". They added that basic education in Rwanda is intended to equip students with ICT skills and basic knowledge leading to the sustainable development of the country.

Moreover, during the interview with the SEO in Byumba Sector, he said that the purpose of basic education is to solve the problem of the marginalised children who could not have access to basic education, to achieve basic education (EFA) and inclusive education. According to him, in the Rwandan context, basic education ends with the completion of secondary education. The same findings were reported by the deputy head teacher in charge of studies at G.S. St Pallotti and the Sector Education officer in Kanombe Sector.

4.6.1.3. Other barriers to the quality of education

There are other barriers that affect negatively the quality of education offered in basic education schools. As reported by the participants, those barriers include Poor background of students from P6 to 9 and 12 YBE , overcrowded classrooms, cases of indiscipline, lateness and absenteeism, lack of involvement of local authorities, imposing educational policies without the involvement of teachers, the lack of intrinsic motivation for both students and parents and untrained teachers.

(i) Poor background of students

Poor background of students is one of the causes that undermine the quality of education in basic education schools. During the focus group discussion and interviews with various participants, it was reported that students who are admitted to 9 and 12 YBE schools are those who get the last grade in national exams. On this point, it was reported that students who perform well in P6 and S3 are oriented in boarding and other excellent schools whereas the remaining low performing students are admitted to 9 and 12 YBE schools. For example, the Sector Education Officer in Gicumbi District said "Our teachers are competent and qualified; the problem is rooted in learners that we receive in these schools. In fact, some of the P6 leavers get the last grade. Those low performing learners are allowed to pursue their studies in senior 1 and the same issue is for the senior 3 leavers who pursue their studies in senior 4. It is a challenge since those students study the same curricula with those in boarding schools which are excellent schools. When it comes to the competition, students in boarding schools perform better than those in basic education schools because of their academic

background. Thus, students in basic education schools have poor background and this affects the quality of education in these schools.

(ii) Overcrowded classrooms

Overcrowded classroom is a barrier to the quality of education in basic education schools. On this point, interviewees and focus group discussion members revealed that the majority of schools in basic education are overcrowded. In this baseline survey, it was reported that some schools are more overcrowded than others. For example, during the interview with a sector education officer in Gicumbi District, he reported that the classrooms which are more overcrowded are in senior one, senior 4, and senior 6. The problem of overcrowded classrooms is coupled with the lack of instructional materials in schools and then teachers are not able to cater for the needs of each learner. In the interview with head teachers, it was reported that the main reason for the overcrowded classroom is that many students including even those who are admitted to boarding schools but do not get school fees, attend basic education schools since school fees are not too high as compared to other schools.

(iii) Cases of indiscipline

One of the challenges that undermine the quality of education in basic education schools is the indiscipline. This was reported by various participants to focus group discussions and interviews. The majority of them confirmed that students in 9 and 12YBE demonstrate indiscipline than those in boarding schools. In the interview with the District Education Officer in Gicumbi, he reported that "in 9 and 12 YBE schools, we have the problem of managing students because there is no Dean in charge of discipline. In most of such schools, there are more than 800 students. How can we manage the discipline of those students"? Thus, in basic education schools, there is the case of indiscipline since the Government of Rwanda does not recruit deputy head teachers in charge of discipline due to financial constraints. This problem is also coupled with the problem of overcrowded classrooms.

(iv) Lateness, absenteeism and dropout

In the Rwandan basic education schools, it was reported the cases of lateness, absenteeism and dropout. On this point, almost all the participants reported that students in basic education schools go to school very late and sometimes are absent. Both head teachers and

teachers said that students are late since they live far from their schools. Concerning the absenteeism, it was revealed that students are absent since they are involved in other domestic works and other activities that generate income like those who work in tea plantation in Gicumbi. The case of dropout was also reported as undermining the quality of education. It was confirmed that dropout is caused by some teachers who harass students, heavy punishments to students, students heading families as well as the cases of orphans. Thus, some students in basic education schools in Rwanda go to school late, absent and some of them drop out.

(v) Lack of local authorities' involvement

The lack of local authorities' involvement is a barrier to the quality of education. On this point, the sector education officer in Gicumbi District said that "local authorities are not involved in education. In most of the village and cell meetings, local authorities do not give much emphasis and importance to education". This exactly fits well with the head teacher at G.S Musanze A in Musanze District whereby he said "local authorities do not help us as much as possible. When parents are called for a meeting, only very few attend. Moreover, it is regrettable since even some of the local authorities do not participate. How can parents participate if local authorities are not willing to participate? This is one of the challenges that we are facing and this undermines the quality of education in our school". Thus, when local authorities are not involved in educational matters, the implementation of educational policies becomes difficult.

(vi) Imposing educational policies without the involvement of teachers

Teachers are the implementers of educational policies in general and curricula in particular. However, during the interviews and focus group discussion, they reported that they are not involved in planning those policies. This practice undermines the quality of education. On this issue, the District Education Officer in Gicumbi reported "one of the reasons we have poor quality education is that policies are from the top. There is no involvement of teachers during the planning process whereas they are requested to implement. Generally speaking, teachers implement some of those policies due to the fear of the law or the consequence they might have but not because they are willing". He went further and said "For instance in lower primary, the students are taught to write in capital letters instead of writing in small letters as they used to do it many years ago. Even if this practice seems to be good for the Government, teachers were not involved in planning". Closely related to the imposition of educational policies without the involvement of teachers, the District Education officer in the same

District gave another example of the use of mobile phones with recorded lessons in primary schools. According to him, this practice was imposed to teachers since they were not involved in planning and yet not sufficient trainings were given to teachers. The recorded teachers are even questionable about the validity and reliability of their teaching.

(vii) Lack of intrinsic motivation for both students and parents

Both parents and students' intrinsic motivation enhances the quality of education. However, in this survey, it was revealed that parents and students are not intrinsically motivated. In interview with the head teacher at G.S. Inyange in Gicumbi District, she said "Students are not motivated to learn in these schools. They come to school because of the law. It is for fear of being punished that parents send their children to school. There is thus the lack of intrinsic motivation for both students and parents". Thus, in basic education schools, some of the students go to school not for the sake of learning but for fear of being punished.

(viii) Untrained teachers

The problem of untrained teachers undermines quality of education in basic education schools. Though the majority of teachers are qualified in education, it was reported that teachers do not get trainings in order to be updated. In interview with a teacher at G.S. Musanze in Musanze District, he said that the school does not organise trainings for teachers whereas it is supposed to be done through capitation. Thus, though teachers in basic education schools are qualified in education related courses, they are not trained. The lack of trainings prevents teachers from being updated and this undermines the quality of education.

4.6.1.4. **Gender and specific groups in basic education perceived by students**

This sub-section explores students' knowledge on opportunities given to both boys and girls in their learning and while passing from one cycle to the next. It also assesses inclusive education, academic performance of boys as compared to their counterpart girls and finally, academic performance of students without handicaps and those with handicaps. The figure 8 below deals with gender and specific groups.

Figure 8: Gender and specific groups perceived by students
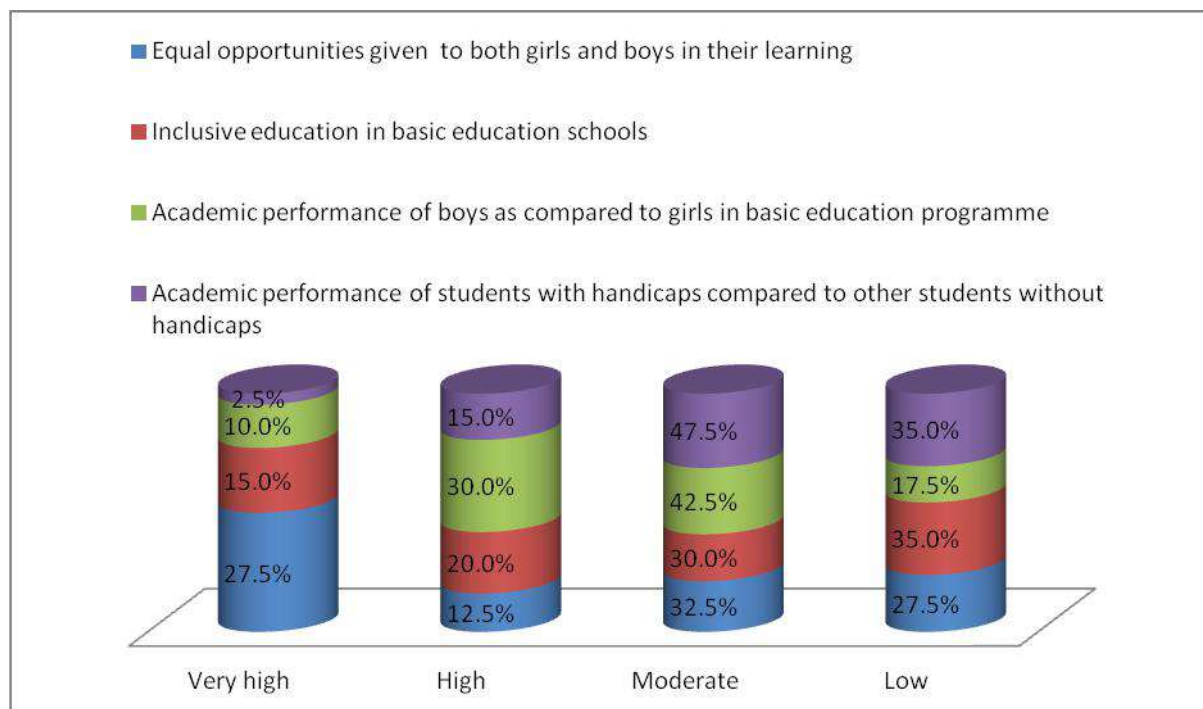
Source: Primary Data, October 2014

4.6.1.5. Equal opportunities given to both girls and boys in their learning

Nowadays, the Government of Rwanda wants students to be given equal opportunities while learning. In this baseline survey, students were asked the level at which basic education gives equal opportunities to both boys and girls. As the figure 8 indicates, 39 (32.5%) confirmed that the extent to which both boys and girls are given equal opportunities is moderate, 33 (27.5%) reported it as being very high, 33 (27.5%) reported it as low and finally, 15 (12.5%) said that the extent is high. Indeed, as the figures show it, the majority confirmed that both boys and girls are not given equal opportunities at high level since the level seems to be moderate and low. This almost coincides with the results from the focus group discussion with students at Schools , whereby it was reported that both boys and girls are not given equal opportunity especially when passing from one level to the next. This was almost found in various national exams whereby girls who got less marks than boys were given admission letters to pursue their studies in excellent and boarding schools. They went further and said that this practice motivates girls but discourages boys. On this issue, they suggested that both boys and girls should be given equal opportunities depending on their academic performance.

4.6.1.6. Inclusive education in basic education schools

In inclusive education, students with disabilities study together with other students without disabilities and others from the marginalised groups. In this baseline survey, students were asked the level at which inclusive education is offered in basic education schools. In fact, 42 (35%) revealed that inclusive education is low, 36 (30%) reported that it is moderate, 24

(20%) confirmed that it is high whereas 18 (15%) reported that it is very high. Thus, the majority of respondents confirmed that inclusive education is not offered in basic education schools at high level. During the interview with students at G.S. Musanze A, they revealed that in their schools, there is no inclusive education at high level since in that area students with visual and hearing impairments are taught at Gatagara. They added that students with visual and hearing impairments who study in their schools are those who are not affected very much. They suggested that, it would be better if all students regardless of gender, age, impairment study together.

4.6.1.7. Academic performance of boys as compared to girls in basic education programme

When student respondents were asked the level at which they appreciate the academic performance of boys as compared to girls, 51 (42.5%) reported that the level at which they appreciate is moderate, 36 (30%) reported high, 21 (17.5%) reported low whereas the remaining 12 (10%) said that the extent to which they appreciate the academic performance of boys and girls is very high. Thus, the majority of student respondents (60%) confirmed that the extent to which they appreciate the academic performance of both boys and girls is not at high level.

4.6.1.8. Academic performance of learners with disabilities as compared to other learners without disabilities

In this sub-section, the main aim was to find the extent to which the respondents appreciate the academic performance of students with disabilities as compared to other students. As it the figure 7 indicates it, 57 (47.5%) asserted that the extent to which they appreciate the academic performance is moderate, 42 (35%) revealed low, 18 (15%) reported high and finally 3 (2.5%) said that the extent to which they appreciate academic performance of learners with disabilities and other learners is very high. Indeed, the majority of respondents (82.5%) do not appreciate the academic performance of students at high level whereas very

few (17.5%) appreciate it at high level. This concurs well with the results from focus group discussions with students and from interviews with various educational stakeholders who were involved in this baseline survey. In focus group discussions with students, they reported that students without disabilities perform better than those with disabilities. This is mainly due to the fact that students with disabilities do not have the required materials that can assist them in their learning. This coincides with the results from interviews with various head teachers, deputy head teachers in charge of education as well as members from the civil society. They revealed that students with disabilities face many difficulties that prevent them from performing well.

4.7. Strategies to the challenges and weakness of Rwandan education System

This sub-section explores the strategies to the challenges and weakness of Rwandan education System, As it was reported by the participants to interviews and focus group discussion, those strategies include but not limited to sensitising local government authorities and other educational stakeholders to be involved, provide materials and equipment (including updated books, ICT tools, etc.), training teachers, and increasing the English language proficiency. It was also reported that there should be accessible infrastructure, motivating teachers by improving their working conditions, reinforcing the school feeding program, involving teachers in the revision of the curriculum, promoting capable students, and the field visit program should be put in place. Below, the emphasis is predominantly put on showing how the above strategies contribute to the promotion of the quality of education.

4.7.1. Involvement of local authorities and other educational stakeholders

The involvement of local authorities and other educational stakeholders enhance the quality of education. On this point, the majority of participants revealed that local authorities should be involved in education. This will be done through village and cell meetings whereby the cases of absenteeism, lateness and dropout of students must be talked about.

Moreover, parents must play a significant role in enhancing the quality of education. To achieve this, it was reported that parents have to avail the needed materials for their children, do the follow up, contribute to the construction of classrooms and to teachers' allowances, etc.

Other educational stakeholders who were reported to contribute to the promotion of the quality of education are religious and faith based organisations, teachers, staff at school, district and sector education offers, etc. The participants concluded that all the educational stakeholders should work hand in hand.

4.7.2. Provision of school materials and equipment

During this study, it was reported that basic education schools are poorly equipped. To minimise this challenge, the majority of participants said that the Government of Rwanda in collaboration with the Ministry of Education (MINEDUC) and Rwanda Education Board must contribute to the provision of materials and equipments. On this point, it was reported that many schools do not have sufficient updated books. Therefore, the provision of those materials will contribute to the enhancement of the quality of education.

Another problem which was pointed out is the difficulty of teaching science subjects. This problem was reported in Gicumbi, Musanze and Kicukiro Districts. The participants said that there should be the provision of materials used in Science subjects and ICT tools.

4.7.3. Training teachers

Though the majority of teachers are qualified in education, they do not get trainings to increase their skills. In order to solve this problem, the participants reported that teachers need to be trained in their respective subjects. According to them, this could be done through pedagogic meetings and seminars and workshops whereby the more knowledgeable teachers can help their colleagues or if not possible they can invite an expert. Thus, training teachers will improve the quality of education since no matter what the level of the teacher's expertise,training is very important. Other reasons why teachers need to be trained is that there are new discoveries, new methodology of teaching, etc.

4.7.4. Increasing the English language proficiency

In this survey, it was found that the English language seems to be a challenge for students and some teachers. It is difficult for teachers who studied in Francophone system mostly in

primary schools. Although Rwanda Education Board has organised trainings through school mentorship, these trainings are not enough. It was also reported that there are some school mentors who are not qualified in education but they train because they are English native speakers. In interview with the District Education Officer in Gicumbi District, he suggested that school mentors should be qualified in English with Education. He went further and said " in Rwanda there are some graduates qualified in English with education but they are not given the chance train. In some places, the trainers are the foreigners whereas they are not qualified in English with education. Generally speaking, being qualified in English without education does not mean being able to train. Therefore, training teachers through qualified school mentors will increase the level of the English Language proficiency which in turn will impact positively on the quality of education in basic education schools".

4.7.5. Motivating teachers by improving their working conditions

High quality education cannot be achieved if teachers are not motivated. In this study, it was suggested that teachers should be motivated by improving their working conditions. All participants to interviews said that teachers can be motivated by increasing the salary, reforming or / and improving modalities of loans in Umwalimu SACCO, building teachers' accommodations, reinforcing Gira Inka Mwalimu Program, rewarding outstanding teachers, considering teachers' experiences and appraisals, etc. Below, the emphasis is put on how the above strategies will motivate teachers in basic education schools.

4.7.5.1. Increasing the salary

In Rwanda, teachers are some of the less paid employees as compared to other public servants. The majority of participants to focus group discussions revealed that the solution to this problem is to increase the salary paid to teachers since the salary that they receive does not correspond to the cost / price of goods and products at the market. For instance, in interview with the head teacher at G.S. Musanze A reported "teachers are less paid employees and this affects the quality of education in our school. One of the solutions is to increase the salary". This coincides well with the results from teachers' views who said "we

are less paid compared to other public servants even with the same qualification". They went further and explained how a Bachelor holder in nursing does not receive the same salary as a teacher who has Bachelor's degree of Education. According to them, there is inequality between some employees whereas they have the same degree. Thus, the increment of

teachers' salary is one of the strategies to increase the quality of education since teachers will teach under good working conditions.

4.7.5.2. Creating teachers' cooperatives / reforming or and improving modalities of loans in Umwalimu SACCO

During the focus group discussions and interviews with the participants, it was suggested that teachers should be put in cooperatives. On this issue, it was explained how the GoR has put in place Umwalimu SACCO which gives loans to teachers. However, the main challenge is that the loan that SACCO gives to its clients is still insufficient. As far as SACCO is concerned, the participants also reported that getting the loan from SACCO takes a long time and some of them do not get it at all. It was suggested that other cooperatives should be put in place so that teachers can have access to loans.

4.7.5.3. Building teachers' accommodations

Since teachers receive a very low salary, it was suggested that many accommodations should be built for teachers. This program has been put in place by the Government of Rwanda but teachers are still complaining that those accommodations are still insufficient. For example, in interview with the District Education Officer in Gicumbi, he said "The Government of Rwanda started building accommodations for teachers but they are still insufficient. Teachers' accommodation is made up of 4 rooms for females and 4 rooms for males who are still single and who are the best performing students. In general, we still have the problem of teachers' accommodations". It is to be reminded that all schools do not have accommodations. Since those accommodations are for single teachers, it was revealed that many accommodations should be built for many teachers even for the married and those teaching in primary schools. Moreover, some of the members of CSOs suggested that new teachers should be given long term loans so that they can construct their own houses. They also revealed that this is one of the retention strategies since teachers will be interested in teaching and paying the loan. Thus, the increment of teachers' accommodations will improve the quality of education since teachers will live near their schools and find time for planning for teaching, giving planned tests, marking students and giving the prompt feedback t

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4.7.5.4. Reinforcing Gira Inka Mwalimu (one cow per teacher) Programme

In order to minimise the case of poverty among teachers, the Government of Rwanda started giving cows to teachers. However, it was reported that those cows are still insufficient for teachers. The majority of participants reported that it would be better if each teacher is given a cow. When teachers are given cows, they will get milk easily and the productivity will be increased.

4.7.5.5. Rewarding outstanding teachers

One of the strategies to motivate teachers is to reward outstanding teachers. For example, in an interview with a head teacher in Kicukiro District he reported "rewarding outstanding teachers can improve the quality of education since others will imitate them in order to improve their teaching in the future". Thus, when outstanding teachers are rewarded, they reflect on their teaching for effective improvement in the future since they hope to be rewarded.

4.7.5.6. Promoting teachers

In this study, it was reported that some teachers have never been promoted. In an interview with head teachers, they reported the cases of teachers with 2 or 3 years working experience who receive the same salary as those who start their teaching profession. For this reason, it was suggested that teachers should be promoted by considering their experiences and appraisals. Thus, promoting teachers in terms of their experiences and appraisals will increase teachers' salary which in turn enhances the quality of education.These strategies as highlighted above were also reported by various CSOs representatives.Those CSOs are Club PESCT, COTRAF Rwanda and CLADHO.

4.7.5.7. Building accessible infrastructure

In order to promote the quality of education in basic education schools, it was reported that the Government of Rwanda in collaboration with various educational stakeholders should build accessible infrastructure which caters for the needs of each learner. For example in interviews and focus group discussion with all the concerned head teachers, teachers, sector and district education officers, as well as students, it was revealed that schools do not have accessible infrastructure. For example, one head teacher said "in this school, we do not infrastructure which is accessible to all students. Infrastructure that we have here does not cater for the needs of all students especially those with disabilities. You see those toilets are not accessible". This exactly concurs well with the findings from the focus group discussion with students who reported that people with disabilities encounter various challenges due to

the environment which is not conducive. Thus, as the Government of Rwanda recommends inclusive education, infrastructure in basic education schools should be accessible to all learners and this will increase the quality of education.

4.7.5.7. Reinforcing the school feeding program in basic education schools

In order to solve the problem of hunger in nine and twelve year basic education, the Government of Rwanda has put in place the school feeding program. However, it was found that in that program, there are still some challenges. The main challenges that were reported include the lack of parents' involvement. For this reason, various participants to focus group discussions reported that the school feeding system should be reinforced. According to them, the reinforcement of this program requires the involvement of many educational stakeholders namely parents, local authorities, faith and based organisations as well as the Government. Those various educational stakeholders should work hand in hand. Parents should contribute as much possible by giving feeding fees to their children. It was also suggested the Government of Rwanda should contribute by giving feeding fees to each child as it is done in capitation grant. The reinforcement of the school feeding system will help students to learn in good conditions and will contribute to the enhancement of the quality of education.

4.7.5.8. Involving teachers in the revision of the curriculum and other educational policies

In this study, it was found that the curriculum is too vast whereas is supposed to be covered in a short time. In order to solve this problem, it was reported that teachers should be involved in curriculum review so that it can be taught proportionally to the allocated time. The participants added that this involvement of teachers in curriculum review will help teachers to explain the challenges that they encounter while implementing the curriculum so that those challenges can be taken into consideration.

Apart from being involved in curriculum review, the majority of participants said that teachers should be involved in other educational policies instead of being imposed to them from the top. Thus, the implementers of educational policies should be involved in planning process. Thus, the involvement of teachers in various educational policies will help them to be aware of the planning process and then the implementation becomes simple.

4.7.5.9. Putting in place the field visit program

The field visit in teaching and learning enhances the quality of education since students and teachers improve their knowledge and skills from the field. The participants reported that this

method is more useful in social sciences than languages and Mathematics. For instance, this can be applied in Geography, History, etc. In sciences, the participants said that the field visit is more useful in Biology whereas in other sciences, it was reported the laboratories are more useful. They went further and said that when laboratories are not available in a school or when they are not equipped, students can be allowed to visit laboratories in other schools under the guidance of their teachers.

*4.7.5.*10. Putting in place the lesson study in schools

Through the lesson study, teachers get experiences from their colleagues' experiences. This can be done when teachers who teach the same subjects observe how one of them is teaching and then after they give comments on how the teaching was so that the teaching can be improved. During the focus group discussion and interviews, the majority of participants reported that the lesson study is more effective when is done in departments. For this reason, they suggested that each school should have departments so that teachers can exchange views on how they teach in their respective departments

CHAPTER FIVE: CONLUSION, AND RECOMMANDATIONS OF THE STUDY

5.1 CONLUSION

This research study on 15 main challenges and weakness of Rwandan education system was conducted in 30 Districts Of Rwanda . The main aim was to show us the fifteen major challenges and weakness in the rwandan education system in solving the challenges faced by education rwanda . the study was guided by three objectives such as: to show us the main problems facing education system rwanda, to list out some solutions to education system rwanda, guideline to government and others institution related to the rwandan education system. education lays the foundation for political, social and economic development of any country. The collected data on the awareness of the above sources by curriculum implementers, community, and different partners of Rwanda education sector in Rwanda and found out factors that affect the education system and finally, the solutions to overcome challenges.

This paper conludes that education develops people in all domains of life such as social, moral, spiritual, political and economic. It is a dynamic force which enables every nation to achieve its overall national goals. It is an established fact that countries that have developed a sound system of education have a sound social and political system. With effective

educational systems many countries are playing a leadership role in the comity of nations. They are enjoying their liberties and also are politically and economically free and developed. The education system of Pakistan has not been able to play its role effectively in nation building. This factor has contributed towards development of frustration among the Rwanda society. The future generation of rwanda is directionless due to defective education system which has drastically failed to raise the nation on sound economic, social, political and moral grounds. The directionless system of education is producing forces of degree holders who are deficient in high order live skills such as reflection, critical thinking, analysis, research and creativity. On this point, home and school conditions were pointed out to affect the quality of education. Home conditions include but not restricted to poor living conditions of students, poor feeding, lack of scholastic materials, parents who do not appreciate (value) the quality offered in basic education schools, and the long distance to and from school, poverty in families and the shortage of time to revise courses. Some of the school conditions that affect negatively the quality of education include lack of students' motivation to learn in basic education schools, lack of teachers' motivation, overloaded teachers, lack of equipment in schools, inappropriate curriculum to students, etc. Other barriers that affect the quality of education include poor background of students, overcrowded classrooms, indiscipline, lack of local authorities and parents' involvement, lack of teachers' participation in planning educational policies and untrained teachers.

4.2.RECOMMANDATIONS

At the end of this study , various recommendations are addressed to different educational stakeholders. Those educational stakeholders include but not limited to the GoR especially the Ministry of Education and Rwanda Education Board, school administration, teachers, parents, local Governments authorities and the civil society organizations, NGO'S, and finally students.

a) To the Goverment, especially to the Ministry of Education, Rwanda Education Board and Rwanda Workforce Development Authority They should:

- o Involve teachers in planning and implementation of educational policies;

- o Strengthen the Inspectorate of Education in collaboration with District, Sector Education Officers and local authorities at different levels;

o Reinforce the school feeding programme and extend the same programme where it is not implemented;

o Be more responsible for explaining clearly all programmes put in place to the beneficiaries;

o In collaboration with other education stakeholders, endeavour to progressively transform all Basic education schools into Child Friendly Schools;

o Introduce innovations in Rwanda Education education;

o Keep on training teachers in English by using expert teachers who are qualified in English with Education;

o Revise and update the curricula in various disciplines;

o Provide sufficient materials in schools;

o Motivate teachers by increasing the salary, building accommodations and reinforcing teachers' cooperatives and socioeconomic programmes;

o Organize trainings in new teaching and learning methodology;

o Put in place well defined and clear sustainable programmes.

b) **To School administration (schools mangers, owners) ;**The school administration should:

➢ Recognize the best performing students and reward them;
➢ Put in place clear school regulations and put them in each classroom;
➢ Reinforcing pedagogical supervisions and provide the timely feedback to teachers.
➢ Make a follow-up of the pupils who do not attend the school regularly;

- ➢ Make the school environment more attractive by building playgrounds and infrastructure that meet the needs of all pupils including those with disabilities to use easily those facilities;
- ➢ Collaborate with parents,NGO'S and local authorities to put in place strategies to curb down school dropout;
- ➢ Introduce extra-curricular activities such as leisure activities (sports and cultural activities like dancing, speaking clubs, youth organization clubs);
- ➢ Introduce strict but flexible school regulations that inhibit drug use and abuse in schools;
- ➢ Advocate for the training of teachers in educational guidance and counselling so that teachers can help students who have some social and psychological problems that may cause the dropout or that can affect negatively the quality of education;

C) Parents

- ➢ Provide all necessary scholastic materials to their children and Ensure that their children have gone to school
- ➢ Being involved in school regulations; and Contribute to the financial management of the school.
- ➢ communication with their children; teachers and the entire staff at school;

d) Teachers

Teachers should:

- ➢ Improve his /her skills in English as instruction language
- ➢ Follow us Evaluation and curriculum system.
- ➢ Using ICT in teaching and learning so that both students and teachers can be familiar with ICT tools.
- ➢ More Training to his /her Knowledge

e) Local Governments authorities

LGs authorities in particular and the civil society organizations in general should play a significant role in enhancing the quality of education in basic education schools. They should:

- o Work hand in hand with parents and share experiences on education of their children. For instance, in each meeting, educational issues and cases of dropout and absenteeism should be talked about in order to take appropriate measures;

o Sensitize parents to send their children to schools;

o Carry out routine and random school inspections;

o Sensitize families to start entrepreneurial activities to generate income so that they can find scholastic materials for their children;

o Categorize parents to know their level of poverty so that they can be supported accordingly.

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APPENDICES

QUESTIONNAIRES

1. What are the main factors of poor education leading to the education sector in Rwanda?

a)   Low income

b)   Unemployment

c)   Poor infrastructure

d)   Low level of education

e)   Lack of human resource

f)   Poor coordination

g)   Lack of enough curriculum

h)   Lack of qualified Teacher

2. In your own views, what is your requirement to have a Quality of education ?

a)   Education Reform System

b)   schools ☐

c)   More Budget ☐

d)   Increasing salary ☐

e)   Trained teachers ☐

f)   Reform in Education Administration (MINEDUC) ☐

3. On your own view, what are others factors affect Rwanda Education system?

a)   Poverty ☐

b)   Location country ☐

c)   Education for All ☐

d)   Teachers motivation ☐

e)   Teachers Quality

f)   Accessibility to education and health care ☐

4. What are the activities applied after acquiring Education services from ministry of Education ?

i.   salary ☐

ii.   Livestock ☐

iii.   Services ☐

iv.   Schools activities ☐

v.   Others ☐

5. What is the level of education in your family ?

a) Primary EduCation ☐

b) SeCondary EduCation ☐

c) University Level ☐

6. Is there any improvement in Rwanda EduCation system from 1994 to 2020?

a. Primary EduCation ☐

b. SeCondary EduCation ☐

c. University Level ☐

7. Are there any improvement at your Schools (DistriCt)?

a) To build a brick house ☐

b) To build metal sheet house

c) To Rent a house

d) To Repair the house

8. DEO(DistriCt education OffiCer help you to access the Course materials ,properties and facilities to ?

    a) Transport faCilities

    b) Domestic equipment

    c) Office Equipment

9. How does you communication if you meet with a Challenges at sChools?

a) Mobile Phone

b) Internet Usage

c) None

10. As a teaCher umwarimu saCCo help you to save money and to getting incomes monthly ?

a) 20000-40000

b) 40000-60000

c) 60000-80000

d) 80000 above

11. Poor salary to the teacher is it a barrier to ?

    a) Primary EduCation

    b) SeCondary EduCation

    c) University Level

12. Monthly savings before and after getting loans from Umwarimu saCCo

a) 1,000-50,000

b) 50,000-100,000

c) 100,000 and above

13. Poor implementation of Rwandan education system policies

  i. Yes

ii.   No

iii.   Others factors

14. The Poor coordination is the main factor to the poor education in Rwanda?

i.   Yes

ii.   No

iii.   Others factors

15. Is Languages instructors a major challenges and weakness in the rwandan education system?

i.   Yes

ii.   No

iii.   Others factors

16. LaCt of collaboration between policy makers and institutions in Rwandan education system   Is also a barriers in EduCation system?

i.   Yes

ii.   No

iii.   Others factors

17. Daily income of Rwanda people affect EduCation system?

i.   Yes

ii.   No

iii.   Others factors

END

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