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School Funding and Equity in Rwanda: Final Report



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Acronyms and Abbreviations

9YBE	Nine Years Basic Education
12YBE	Twelve Years Basic Education
CCT	Conditional cash Transfer
CT	Cash Transfer
CG	Capitation Grant
DfID	(UK) Department for International Development
DHS	Demographic and Health Survey
EICV	Household Living Conditions Survey
GER	Gross Enrolment Rate
LARS	Learning Achievement in Rwandan Schools
LIC	Low Income Country
NAR	Net Attendance Rate
NER	Net Enrolment Rate
MINEDUC	Ministry of Education
MINALOC	Ministry of Local Government
MINECOFIN	Ministry of Finance
NISR	National Institute of Statistics Rwanda
ODA	Overseas Development Aid
PETS	Public Expenditure Tracking Survey
PISA	Programme for International Student Assessment
PTA	Parent Teachers Association
REB	Rwandan Education Board
RWF	Rwandan Franc
SEN	Special Educational Needs
TIMMS	Trends in International Mathematics and Science Study
UNICEF	United Nations International Children’s Emergency Fund
UNESCO	United Nations Education Scientific and Cultural Organisation

Executive Summary

In 2009 Rwanda introduced 9 Years Basic Education (9YBE) and progress on access to primary education in recent years has been highly impressive. However, the challenges still faced by the Rwandan education system remain significant. These include the need to ensure adequate funding, improvements in quality and ensuring great equity. One key part of responding to these challenges requires an efficient and fair school funding system.

School funding comes from either public or private sources – for example, parental contributions. These parental contributions can either be for *indirect* costs of schooling, such as uniforms, or for *direct* costs in the form of financial payments to schools.

This research assesses the impact on school funding of the *direct* financial parental contributions in two contrasting Rwandan Districts – one in a relatively better off urban area and one in a poorer rural area. It demonstrates a clear difference between the two areas. In the wealthier area parental contributions more than double schools non-salary spending. In contrast, in the rural area, voluntary parental contributions have a marginal impact on school budgets.

These findings raise issues about both equity of funding and whether the Rwandan schools system is helping to achieve greater equality of opportunity. The research suggests that schools with pupils with *more need* are actually worse funded than schools with pupils with *less need*. This acts against achieving greater equality of opportunity.

It is important that the issue of school illegally turning pupils away because their parents do not make a financial contribution – something for which we find some evidence – is addressed. However, more fundamentally, the Rwandan government should develop a more targeted state funding system, with more funding being allocated to schools which have the highest levels of need and least ability to attract additional parental contributions.

Acknowledgments

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Useful comments on drafts of this paper have been received from a number of key stakeholders, including from the donor community.

We alone remain responsible for the content of the report.

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1. Context and Background

1.1. Introduction

This section discusses the context and background for this research. Initially it discusses the progress Rwanda has made in expanding access to basic education in recent years, before assessing the major challenges still faced by the Rwandan schools system. Finally, the section explains the Rwandan school funding system at the time this research was conducted.

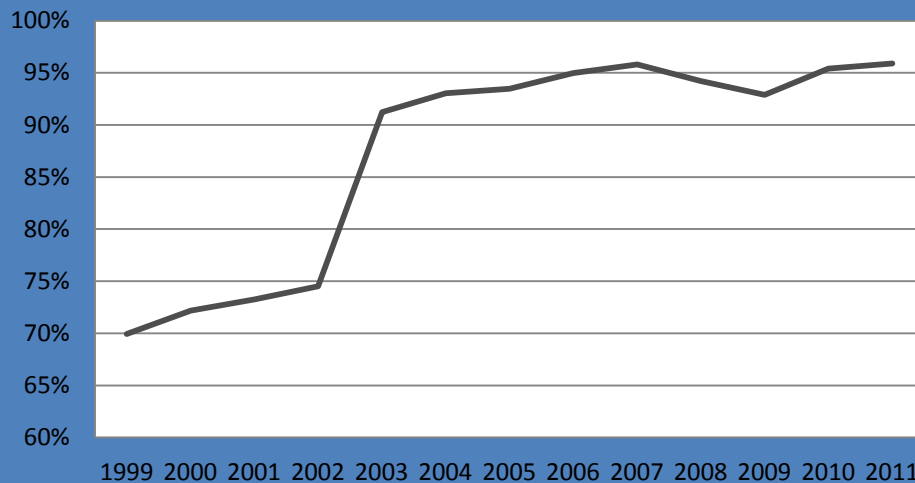
1.2. Recent Trends in Rwandan Basic Education

Consistent with the majority of other Low Income Countries (LICs) Rwanda abolished legal user charges, or fees, and replaced them with public funding (whether raised from domestic sources such as taxation or received via ODA) in the early 2000s. In Rwanda's case school fees were made illegal in 2003 (World Bank, 2011). In theory the shortfall in revenue for schools was made up for through the introduction of a Capitation Grant (CG), which allocated funding to schools on a simple per-pupil basis.

Following the abolition of school fees and the introduction of public funding, the last decade has witnessed large increase in primary school enrolment. Chart 1, below, which uses Rwandan Ministry of Education (MINEDUC) administrative data, shows how in 2003 the net enrolment rate (NER) in the first year of primary school (P1) increased dramatically after fees were abolished. This high level of initial access to primary school is confirmed by data from the Integrated Household Living Conditions Survey or, in French, Enquête Intégrale sur les Conditions de Vie des ménages (EICV): this shows that between 2005/6 and 2010/11 the primary school net enrolment rate increased from 86.6% to 91.7%¹.

¹ While only produced every five years, the EICV data is considered more reliable.

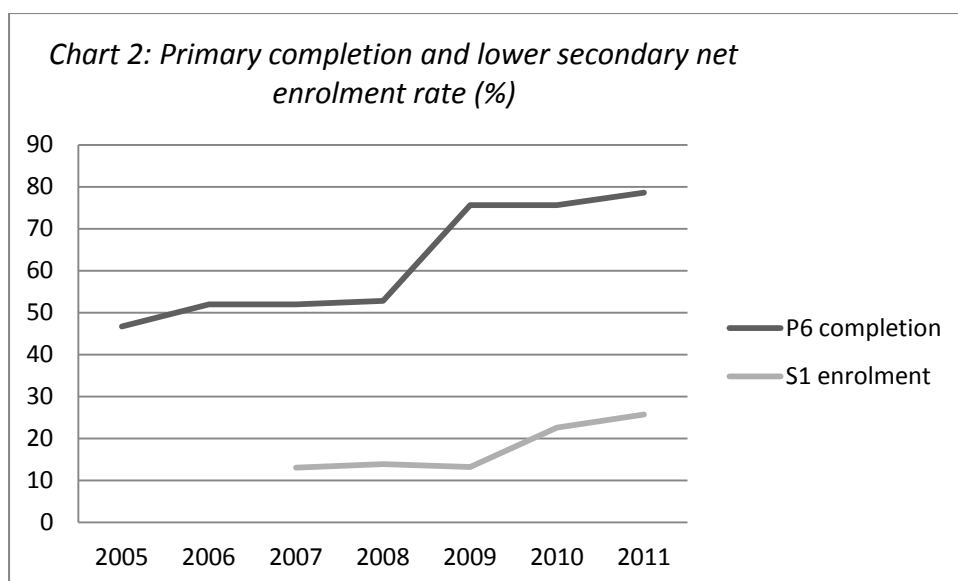
Chart 1. Net Enrolment Rates in Rwandan Primary Schools



Source: MINEDUC EMIS administrative data.

These increases in primary enrolment rates have yet to fully feed through into primary completion rates, or progression to lower secondary school. As chart 2 shows, again using MINEDUC administrative data, completion rates have increased to over 70%, but net enrolment rates for lower secondary school (S1-S3) remain relatively low. This low net enrolment rate has previously been the result of a lack of supply of lower secondary places. Indeed, the P6 exams were explicitly used to restrict entry to the next phase of the system by setting a 'pass grade'. This has, however, changed with the introduction by the Rwandan government of the Nine Years Basic Education policy (9YBE), which offers free and, in theory, compulsory S1-S3 as well as primary schooling to all children. Another possible explanation for the low net enrolment rate in secondary school, which does still apply, is a recent increase in repetition rates and, as a result, the growth in the number of 'over-age' pupils².

² The 2010/11 EICV survey shows a significant increase stating that: "In 2005/06 for every five children aged 7 to 12 there was one over 12 years old attending primary school. In 2010/11 for every two children aged 7 to 12 there is one over 12 years old attending primary school." (NISR 2012)



Source: MINEDUC administrative data.

Note: The transition rate from primary to secondary may be higher than the net enrolment rate shown above, as a result of the large number of overage pupils who do count in the P6 completion figures, but not in the NER for secondary school.

1.3. Challenges for Rwandan Basic Education

1.3.1. The Fiscal Challenge

Rwanda is a LIC, with the latest GDP per head being just US\$585³ and it continues to rely heavily on ODA, which amounted to US\$1.03bn in 2010, or approximately 50% of the government's budget⁴. This means that in cash terms, levels of spending on education in Rwanda remain low. One way of looking at this is to compare levels of funding with those that researchers have estimated to be necessary to deliver an 'essential learning package', or the minimum level of 'inputs' to provide a minimum quality education system (UNICEF 2008).

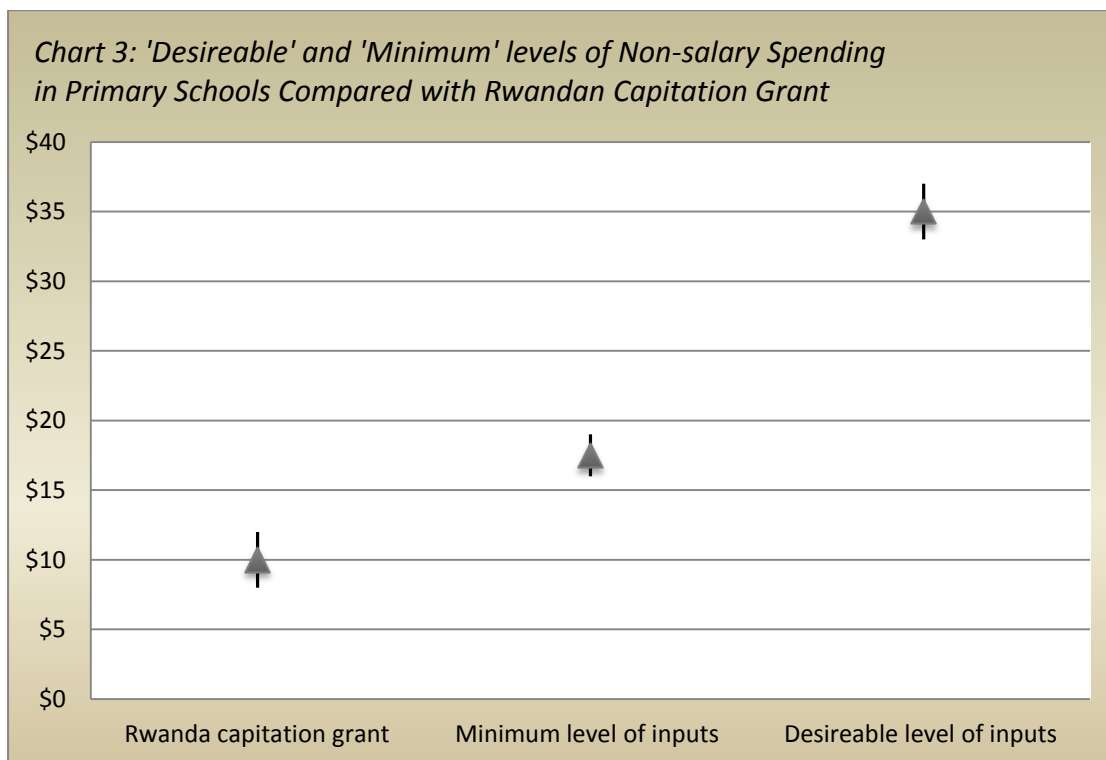
These assessments are based on assuming a set of minimum 'inputs' – infrastructure, text books and so on – and then costing these. There is some debate about the validity of using such input-based minimum learning packages. Some suggest that the issue is less *how much* is spent and more *how* money is spent (Hanushek 1997; Burtless 1996). Others argue that basic education standards will vary across countries and the costs of achieving these standards will vary by student (Baker and Green 2008). Yet the validity of such measures is supported by other research. There is an evidence base that underpins a focus on a basic set of inputs: for example Fuller and Clarke (1994) assessed more than 100 studies assessing the impact of various inputs into schooling – or 'production functions' – and found that there

³ See IMF, World Economic Outlook, September 2011

⁴ Based on DAC and MINECOFIN data.

were significant and consistent effects for some teacher qualities, textbooks and time spent by pupils each day learning. These findings are supported by more recent work by Glewwe *et al* (2011). Furthermore, others argue that while *how* funding is spent matters, a minimum level of financial resources or a spending floor is, never-the-less, important for ensuring that students have access to a minimum standard of resources and materials (Vegas and Petrow 2008; Roza 2010).

The existing research suggests that public funding in Rwanda is not sufficient to provide the minimum level of education inputs. The chart below demonstrates this using work by Bruns, Mignat and Rakatomalala (2003). This suggests that non-teaching costs for schools should amount to around 33% of the budget and that a 'minimum level of inputs' should be US\$16-19 per year. They also suggest that a more demanding 'desireable level of inputs' should be US\$33-37. In chart 3, these two levels are contrasted with the value of the Rwandan CG.

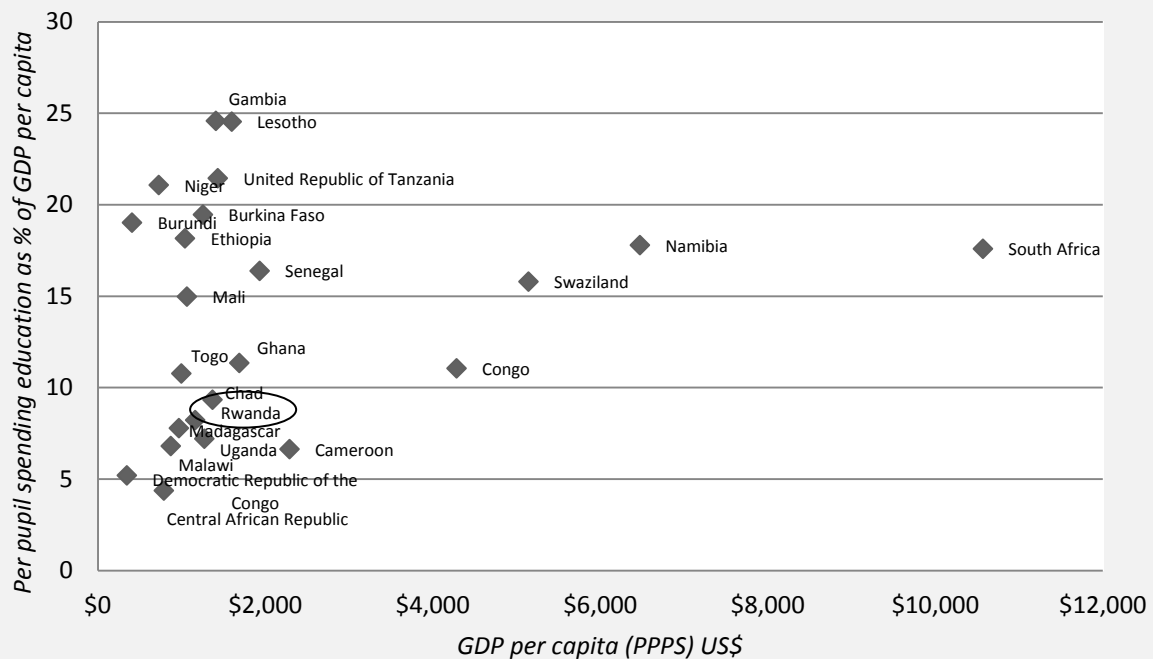


Source: MINEDUC CG of RF3,500 and Bruns, Mignat and Rakatomalala (2003).

Note: These figures are in 2002 prices and have not been updated for inflation.

Comparative data also shows that the level of per-pupil spending on education in Rwanda is lower than for some countries with a similar GDP per capita. The chart below displays the levels of public spending per pupil in primary school as a percentage of GDP per capita and then plots this against the level of GDP per capita in that country. Rwanda spends moderately more per pupil than some countries, including DR Congo, Malawi and Uganda. However, it remains behind a larger number of other Sub-Saharan countries, such as Tanzania, Ethiopia, Senegal and Gambia, all of whom have a similar GDP per capita.

Chart 4: Public Spending Per-Pupil as % of GDP Per-Capita for Countries of Different Incomes (2010 or latest year)



Source: Author's analysis of UNESCO statistics.

The Government of Rwanda has increased spending on education in cash terms, and plans further increases (MINEDUC 2010). These increases have tended, however, to be in line with levels of economic growth and the overall prioritisation given to education spending has not significantly changed in recent years. The percentage of GDP allocated to the total education budget was 4.3% in 2007 and 4.7% in 2011⁵. There has been a disappointing fall in the percentage of the total government budget that has been allocated to education, from 19% in 2007 to 16.9% in 2011⁶. Focusing on primary schooling, spending per pupil as a percentage of GDP per capita has fallen from 9% in 2007 to 7.3% in 2011. Furthermore there has been a substantial fall in the percentage of the education budget being allocated to primary education – from 46% in 2007 to 34.3% in 2011⁷ - because of the increased spending on secondary.

In the medium term the pressures on funding for primary education will increase. This is because of the expansion of the system in lower secondary, on the back of the introduction of 9YBE and also the more recent introduction of 12 Years Basic Education (12YBE). The specific policy adopted for 12YBE – an *entitlement* to all pupils who graduate from 9YBE to a

⁵ Based on UNESCO UIS statistics

⁶ One contributory factor which should be borne in mind here is the fact that the Global Fund for HIV/AIDS, Malaria and TB appeared on the government balance sheet between 2007 and 2011.

⁷ After the recent Government of Rwanda budget MINEDUC data suggests that the proportion of the education budget being allocated to primary schools will increase in 2012/13 from 38% to 39%, although taken together primary and lower secondary (the full 9YBE phase) will reduce from 65% to 57%.

further three years of learning will make it difficult to constrain future costs. Comparative analysis has shown how considerable the cost implications of expanding post-basic education can be (Mignat *et al* 2010).⁸

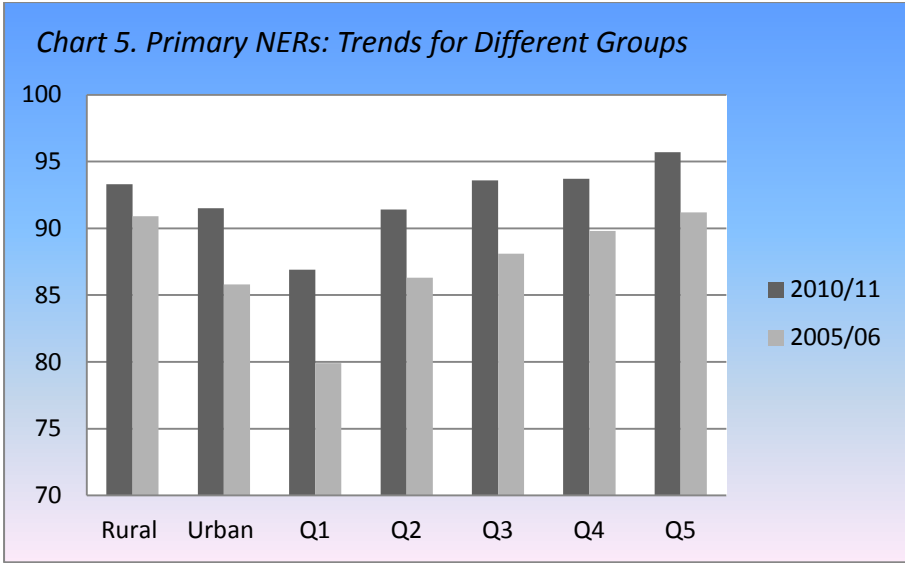
This pressure on the education budget is linked to a further challenge: ensuring quality. The inability to combine expansions in educational access with improvements in learning outcomes, or expansion leading to poorer quality, is increasingly well documented (Brookings 2011, Pritchett forthcoming, Fiske and Ladd 2008). Evidence from the East African region on literacy and numeracy early in primary school is worrying. For example, in Uganda 90% of P3 pupils have been found unable to read an English story set at P2 levels of difficulty (UWEZO, 2011). There is similar evidence in Rwanda itself also suggest poor learning outcomes for primary school pupils (Independent Commission for Aid Impact 2012; De Stefano and Rafaingita 2011). The Rwandan government has piloted the Learning Assessment in Rwandan Schools (LARS) programme, which assesses pupils' levels of literacy and numeracy at the end of P3. However, it remains behind some other East African countries and other nations around the world in systematically measuring learning outcomes in order to either assess the performance of the schools system as a whole (for example, through being a member of an internationally comparable survey) or the performance of specific schools or areas (though rigorous and valid external assessments of performance, which can be used to drive school improvement).

1.3.2. The Inequality Challenge

The increase in primary school enrolment has occurred amongst all income groups and in all regions. This represents a major success. But does it, on its own, mean that the schools system is providing greater equality of opportunity?

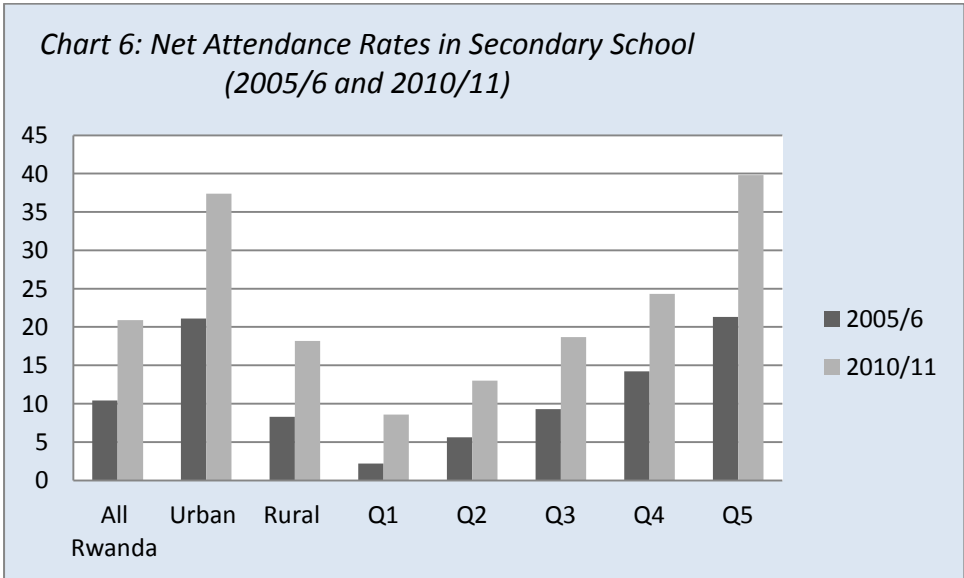
Looking first at different measures of enrolment, there is evidence of inequalities, but – for primary education – they are relatively narrow and appear to be narrowing further. This is shown in the chart below.

⁸ The wider international context on adequacy of funding for basic education in developing nations is similar to the Rwandan predicament: UNESCO (2010) report that there is a funding gap of US\$24bn per annum (in 2007 prices) when considering basic education goals, as set out in MDG2 and MDG3, alone. In the case of Rwanda, again from a 2007 base, they estimate that spending on teachers will need to increase by over 200% by 2015.



Source: EICV 2005/06 and EICV 2010/11.

However, looking beyond the NERs there are larger inequalities between different regions and income groups. This can be seen when looking at enrolment figures for secondary education, as set out in chart 6 below. This chart shows data on net secondary school attendance for 2005/6 and 2010/11 broken down by rural compared with urban areas and also for different incomes quintiles. It shows, for example, that the Net Attendance Rate (NAR) for secondary schools was over four times higher for the highest income quintile than it is for the lowest quintile in 2010/11. This represents a narrowing of the gap between these two income groups compared with 2005/06, but still a wide difference⁹.



Source: EICV 2005/06 and EICV 2010/11.

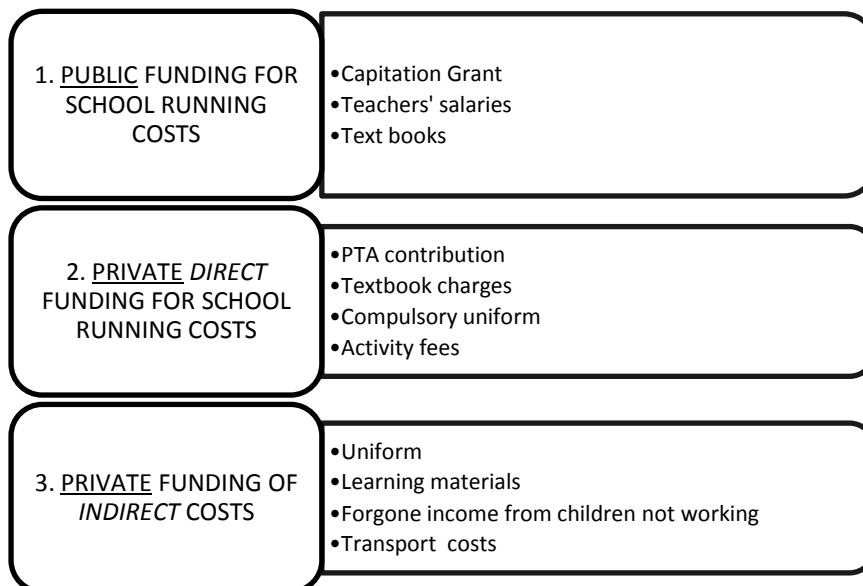
⁹ The picture for higher education is one of even greater gaps, and a widening of these between 2005/06 and 2010/11. In 2005/6 3.8% of children from the fifth income quintile attended higher education compared with 0.1% of the bottom quintile. By 2010/11 this had increased to 8.2% for the top quintile, but remained static for the bottom quintile.

1.4. Conceptualising Education Funding

These two major challenges facing the Rwandan education system both point towards the importance of ensuring that the funding system for primary education is both efficient and equitable. First, given the considerable pressures on funding it is important to know that primary school funding is being allocated so as to have the maximum impact on improving the quality of basic education for *all* young Rwandans. Second, given that there is some evidence for unequal access to education it is important to ask whether school funding is well targeted at those young Rwandans in most need.

Education funding can be understood as having three main elements. These are set out in Figure 1 and are: (i) public funding direct to school; (ii) private contributions to the running costs of the school – *direct* private contributions; and (iii) private contributions to the *indirect* costs of education. In figure 1 examples of the types of funding or what the money would be spent on are given for each of these categories.

Figure 1: Three Blocks of Funding for Education



Source: Author's own conceptualization. Examples of direct private contributions are taken from Katten and Burnett (2004)

This study is interested in the first and second boxes – public funding and 'direct' private funding provided to schools. In the two sections below each of these is discussed in more detail.

1.4.1. Public Funding for Rwandan Primary/9YBE Schools

The diagramme below sets out the structure of public funding in Rwanda at the time this research was carried out.¹⁰

There are two main sources of public funding. The first is the Capitation Grant (CG), which is paid direct from the Ministry of Finance (MINECOFIN) to head teachers. This has two elements: the first is paid on a simple per pupil basis, at a rate of RWF3,500 per annum and the second is RWF12,500 per month per teacher¹¹. This latter element of the CG is formally allocated as a 'teachers' bonus' payable based on performance, but in practice is paid to all teachers as an addition to their salaries (Transparency International 2012). The system is administered by the district (a unit of Rwandan local government, of which there are 30 across the country¹²), which assesses how many pupils and teachers there are. Whereas head teachers have to pass on the teachers' bonus to teachers, they have relative autonomy over how the remainder of the CG is allocated. There is guidance, which states that 50% of the CG should be allocated to school materials such as books, 35% goes to school maintenance and 15% to teacher training, but this is not necessarily followed closely by head teachers who appear to make decisions on spending which reflect their schools needs and circumstances (Transparency International 2012).

The second main stream of funding is for teachers' salaries. It is paid direct from MINECOFIN to teachers, again based on data and monitoring at the district level. Classroom teachers' salaries in primary schools are the same for all teachers: that is a total of RWF45,000 per month (made up of RWF32,500 per-month, paid direct from MINECOFIN, plus the additional RWF12,500 paid through the CG). In 2011 there were also other streams of spending, which are directed through the MINEDUC budget. These include funding for textbooks and maintenance or construction. Furthermore there are some small streams of funding which are allocated to districts, including for construction. However, there are no significant budget lines targeted at particular pupils, schools or areas.

Overall this means that the public funding system in Rwanda is 'flat' – that is it is explicitly designed to ensure that each pupil, regardless of where they live or their family background and circumstances, receives the same level of public funding. This is shown in the diagram below, in which the two darker boxes show that school budgets and teachers' salaries have no targeted elements¹³.

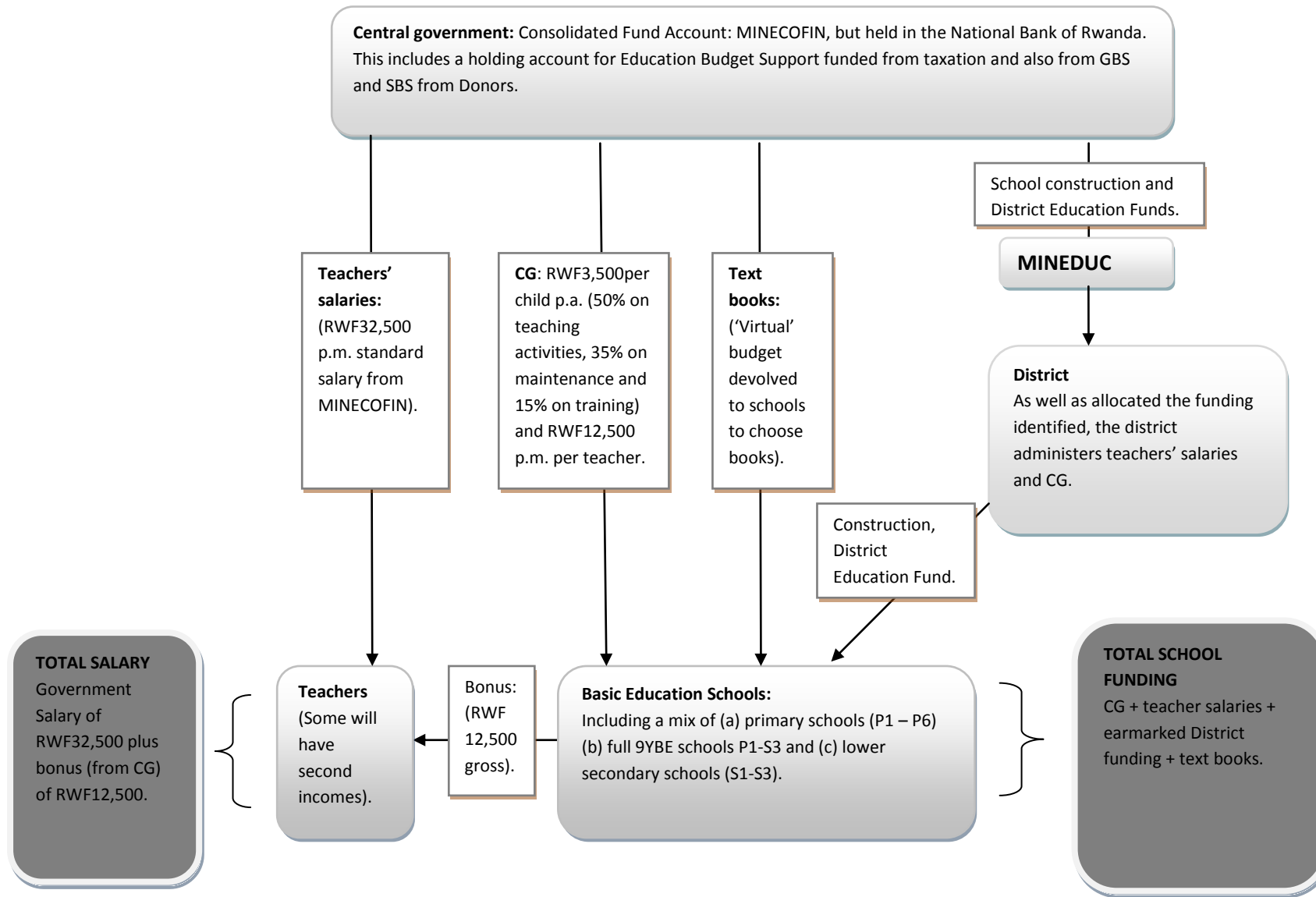
¹⁰ From 2012 onwards MINEDUC are shifting the teachers' bonus element of the CG (RWF12,500 per teacher, per month) direct into teachers' salaries, which are paid direct to teachers. This will leave the RWF3,500 per pupil payment as the CG over which head teachers have some discretion.

¹¹ All prices are given as Rwandan Franks (RWF) unless otherwise stated. £1 = RWF940

¹² The level of government below the district is the 'sector': this is also referred to at times in this paper.

¹³ It is possible that the funding is slightly regressive if teacher pupil ratios are slightly lower in urban areas than in rural areas.

Figure 2: Public Funding for Rwandan Schools



1.4.2. Non-Public Funding for Rwandan Primary/9YBE Schools

The previous section discussed public funding for Rwandan schools. However, to develop a full account of schools funding, it is necessary to also include other sources of funding, including private contributions from parents and guardians.

The total private costs of education, in boxes 2 and 3 in figure 1 above, can be substantial. The World Bank estimate that in 2005 overall private household spending on education in Rwanda, from primary school through to higher education, amounted to around 42% of total spending on education. This represented an increase of 13ppts when compared with 2000. Looking specifically at primary education the share of spending which was by households increased from 19% in 2000 to 22% in 2008 (World Bank 2011, table 6.2).

This increase in the contribution of parents to education spending could be due to increases in spending on 'indirect costs' (box 3 in figure 1). The evidence from other African countries suggests that these costs can indeed be large (Petrauskis and Nkunika 2006; World Bank 2004; Carr-Hall 2010) and the World Bank analysis of Rwanda is consistent with this: 45% of parental spending was on uniforms and just under 25% on 'school supplies'. However, another part of the story is the potential continuation of parental contributions to the direct running costs of schools¹⁴. This form of contribution could take the form, for example, of a voluntary contribution to the school via the Parental Teachers Association (PTA).

There is existing evidence that such financial contributions are made in Rwanda. Transparency International Rwanda (2012) found that 64% of respondents (which included parents, teachers and head teachers) acknowledged the existence of parental contributions direct to the running costs of schools. This research also found that the majority of respondents (66.2%) thought parents should pay extra contributions and that there was little evidence that schools excluded pupils over parents' failure to pay contributions (88.8% stated they did not know of pupils being excluded in this way).¹⁵

While there is evidence that parental contributions are made in Rwanda, there is little understanding of either their significance or the implications of their existence for equality of opportunity.

¹⁴ This paper uses the term 'parental contributions' to refer to contributions by anyone with parental responsibilities. In the case of orphans or children not living with their parents, this meant a guardian rather than the parent. Indeed, in the fieldwork the term "parent or guardian" was used, given the potentially high number of orphans or children living away from their parents.

¹⁵ The last point is important and one on which this research comes to a different conclusion.

2. Rationale and Research Questions

2.1. Rationale for Study

As set out in section 1, despite considerable expansions in access to basic education in Rwanda, the system faces significant challenges. The two core challenges highlighted were, first, providing adequate funding to provide a minimum quality of education and, second, the risk that the schools system was not promoting greater equality of opportunity. The core rationale for this study is to help understand how private contributions to education, and in particular direct private contributions to the running costs of schools, relate to these two challenges. The current understanding of the public funding system in Rwanda is good (Transparency International 2012; World Bank 2011). But the understanding of private funding and its implications for the overall fiscal sustainability of the schools system and for equality of opportunity is more limited. This project seeks to fill this gap in the research.

2.2. Research Questions

The research aims to address the following questions.

- *Are private contributions necessary to achieve adequate school funding in Rwanda?*
- *When accounting for public and private contributions to the funding of schools what are the implications for equity of funding between schools in different areas, in particular for schools in remote and poorer rural areas compared with better off urban areas?*
- *Assuming there is evidence of significant parental contributions, what are the policy implications?*

3. Literature Review

3.1. Introduction

In this section the existing literature on school funding and parental contributions is discussed. It is divided into two sub-sections. The first assesses the theoretical literature on private contributions to schooling: this is mainly focused on debates about 'cost-sharing'. The second focuses on the existing empirical evidence from developing countries on the continuation of parental contributions to schooling, even after the abolition of formal 'fees'.

3.2. Theoretical Debates: Cost-Sharing in Education

'Cost-sharing' refers to the situation when public services, including schooling, are funded through a combination of public and private contributions. This happens formally when a service receives public funding, but is also legally allowed to charge fees (Katton and Burnett 2004). However, in situations where private contributions continue despite formal 'fees' being illegal, many of the same theoretical debates are relevant. In such circumstances, although there is a different legal framework, there is a *de facto* continuation of 'cost sharing' – below we refer to this as 'informal cost sharing'.

What are the key debates about cost sharing in education?

The first point to make is that there are strong arguments for *at least some* public funding for basic education. There are academics, such as Tooley (2009), who argue for purely privately funded schooling. They argue that in a developing world context, where publically funded education has consistently failed to provide schooling either at all, or at a basic level of quality, fully privately funded schools are desirable. In countries with high degrees of state failure some research confirms that this purely privately funded model of low cost private schools can have advantages – for example, reduced teacher absenteeism (HDRC 2012). However, in cases where governance is more effective this argument is weaker. In such contexts, of which Rwanda is a good example, some very strong theoretical arguments for public funding of education do apply.

First, investment in education has wider benefits than the economic returns to the individual, in the form of higher salaries. Because of the existence of positive externalities – such as wider take up of new technologies – there are wider economic benefits for society as a whole (Romer 1990; Harmon *et al* 2000; McMahon 1999; Oketch 2006). This means that, even assuming an individual or family were able to fully calculate the potential returns to education, they would rationally under-invest in schooling – they would only take into account their private returns and not the potential returns to society as a whole. On top of these positive economic externalities, there is good evidence that society as whole benefits in non-economic forms. A number of studies find that increased education has a positive impact on a range of social outcomes, such as reducing fertility rates, reducing child mortality and improved governance and democracy (Watkins, 2010; Herz and Sperling, 2004; Subbarao and Rainey, 1995). While these wider benefits should not be overstated

and there can be negative externalities (Hirsch 1978; Carr-Hill and Linnott 2002), the evidence for substantial positive social externalities is strong.

The second reason for government investment in education is that the 'market' for education suffers from a number of failures: people may lack of clear information on the returns to education, they may lack access to credit or place greater value of the short term than the distant prospect of long-term returns (Barr 2004). There are also powerful equity arguments. Where schools are privately funded some parents will be able to afford education, while others will not. Lewin (2007) argues that purely privately funded schools are untenable as they would require the poorest households to spend approximately half of their income on education. This is supported by some empirical evidence which suggests that low cost private schools are more likely to be attended by pupils from slightly better-off households, than the poorest (Härmä 2010).

Taken together these arguments present a robust case for public spending on education. However, do they mean that either formal or informal cost sharing is undesirable? There are both theoretical and pragmatic arguments which have been made for cost sharing.

3.2.1. Private Benefits Justifying Private Contributions?

One theoretical argument simply flips the point made above about education's wider benefits for society on its head: yes, there are benefits to society as a whole, but there are also benefits for individuals in the form of improved labour market returns. This can be used to justify requiring individuals, or their families, to contribute to the cost of education (Maliyamkono and Ogbo 1999).

3.2.2. Contributions and 'Ownership'

Another concerns the nature of the relationship between service users and public services. In a developing world context, it is argued that purely publically funded schools could potentially reduce the demands and sense of ownership over schools that parents feel. This is because in developing countries narrow tax bases, where many parents will not be in the income tax system, give parents less of a stake in public services. In contrast, it is argued, there can be higher expectations in countries with broader tax bases where taxpayers are concerned about how effectively public money is spent (PSI 2006, Jimenez and Lockheed 1996). Others make a similar point when they have argued that fees can improve schools accountability to parents (World Bank 2003; World Bank/UNICEF 2009). This argument reflects work by economists like Thaler (1980, 1990) which suggests that where users of services "buy" something they are more likely to value it more highly.

3.2.3. Pro-Poor Fees?

Others have argued that where private parental contributions are combined with sufficient public funding this also makes it *possible* that equity concerns can be addressed. Thobani (1984) argues that fees, if they ensure that quality of the education system is improved and if set at a level which does not deter some pupils, can be pro-poor. Thobani argues that it is pupils from low-income backgrounds who benefit most from a better funded system which

successfully improves learning outcomes. Birdsall (1987) makes a similar point, arguing that there may be some scope for increasing fees without reducing enrollment if the additional revenue is used to cross-subsidise the poor.

However, some empirical evidence suggests that achieving such a pro-poor outcome, though possible in principle, is challenging in practice (Petrauskis and Nkunika 2006, Kattan 2006). There are two aspects to these arguments: first that at the aggregate national level higher fees will reduce access and, closely related to this, higher fees will affect enrolment and progression rates for particular groups.

In the case of the former some would also point out that in Sub-Saharan Africa when formal fees were reintroduced, in the 1980s, there was a decline in the Gross Enrolment Rates (GERs) from 80 percent in 1980 to 72 percent in 1992 (World Bank/UNICEF 2009). Research which looks beyond the macro level trends has also suggested that fees act as a barrier to either initial access or progression at school. In Tanzania, in 2001, parents stated that fees were the main reason for non-attendance at school (Oxfam 2001) and Tembo and Ndhlovu (2005) suggested that 45% of school drop-outs could be accounted for because of non-payment of school fees. More empirical analysis, from Kenya, has also suggested that non-attendance reflects levels of fees (Mukudi 2004).

Turning to the impact on specific groups, work like Birdsall's (1987) is not based on a comprehensive understanding of the impact of fees on different groups – for example, those from the poorest households or girls (Katten and Burnett 2004). This line of argument suggests that any change in the cost of education will have a disproportionate impact on such pupils – in other words the price elasticity of demand for schools will be higher for these groups. The World Bank (2001) found this to be the case for girls vis-à-vis boys in all developing world regions; Glewwe (1989), working in Peru, found it to be the case for poorer rural households compared with wealthier urban dwellers and Deolalikar (1997), focusing just on household income, came to similar conclusions.

3.2.4. Pragmatic Arguments for Cost-Sharing

Finally, there are some more pragmatic arguments for allowing informal cost sharing. One is that it will allow for a higher total level of spending on basic education than relying only on public funding. Section 1.3.1 noted the significant funding challenge faced by Rwanda and how, at present, public funding is insufficient to cover some definitions of minimal levels funding (Bruns, Mignat and Rakatomalala 2003). Another practical issue is the inability of governments to abolish informal fees, even in an authoritarian state. Parents do not legally have to make contributions, but they may freely decide that this is how they want to spend their money. If this is the case then the issue facing policy makers would be less “do we allow parental contributions or not?” and more “what form of parental contributions should we allow and how can the policy framework ensure that they are fair?”

3.3. Empirical Evidence on Parental Contributions

The existing empirical evidence suggests that the continuation of parental contributions, or informal fees, after the introduction of free basic education is commonplace in Sub-Saharan Africa.

Fairly comprehensive assessments, by Bentaouett (2006) Kattan and Burnett (2004) and Katten (2006) found that fees remained prevalent in countries which had formally abolished school fees. Kattan and Burnett, for example, surveyed 79 countries and found that in 97% of these fees were levied. This included many countries which adopted more than one form of fee, including PTA contributions, textbook fees and compulsory uniforms. In Africa, they found that “community contributions” and PTA contributions were the most common form of fee (81% of African countries surveyed). When this analysis was updated, based on 2005 data (Kattan 2006) there was some evidence of a trend away from charging fees, particularly in the case of text book and uniform charges, but also for PTA levies. However, overall a large number of countries retained some form of fees: of a slightly different sample of countries, only 16 of 93 countries were found to have no user fees at all. Furthermore, the report noted a gap between official policy positions and policy implementation, stating that:

“The survey also finds that fees continue to be collected unofficially in many countries where there has been a formal policy of fee abolition. According to survey results, 18 countries no longer charge tuition fees, yet only 5 of these countries have widely implemented fee elimination policies.” (Kattan 2006, p26)

In another comparative analysis Transparency International (2010) also found widespread continuation of parental contributions despite the abolition of fees. In a survey of seven African countries (Ghana, Madagascar, Sierra Leone, Niger, Uganda, Senegal and Morocco) they found that 44% of parents reported paying ‘registration fees’. Their research also suggested that the levels of the fees remained significant enough to create a “*major hurdle for a large minority of the population*”: the average fee being levied was reported to be just over US\$4 per annum¹⁶.

While less comprehensive, other recent work supports these findings: the World Bank (2009) found that in Ethiopia parental contributions were encouraged and substantial; in Ghana parents contributed to specific projects, but pupils were not allowed to be turned away if their parents did not contribute; in Kenya parents contribute, particularly to construction; and in Mozambique, while again pupils cannot be turned away, parents are expected to contribute (World Bank/UNICEF 2009). A study of 12 Francophone countries found that, in 2002, on average close to one-third of primary school teachers were paid by parents. This ranged from 4% in Niger to 68% in Chad (Mingat 2004). Furthermore, a series of country specific studies come to similar conclusions (see, for example, Petrauskis and

¹⁶ Transparency International was particularly concerned to assess whether the illegal levying of fees was an example of corruption. They concluded that it was not clear whether continuation of fees was for personal gain or simply because of either confusion about the legal position on fees and/or the fact that CGs remained insufficient to support a minimum quality of educational provision (Transparency International 2010).

Nkunika in Zambia; Action Aid, 2011 in Nigeria and Tanzania; World Bank, 2005, for DR Congo).

One further point emerges from the existing literature: the nature and purpose of parental contributions differs from country to country. The World Bank/UNICEF (2009) and Kattan and Burnett (2004) both identify a wide range of contributions in their comparative analysis. The table below, taken from Katten (2006) illustrates this diversity. Based on the 2005 survey of 93 countries, it shows that significant proportions of education systems were still levying five forms of fees: tuition fees – direct payments to the school; textbook charges; uniform fees; PTA contributions and ‘other’ school related activities.

Table 1: Range of ‘Parental Contributions’ or Fees in 2005 World Bank Survey

	Percentage of Countries in Survey	Number of these countries that collect fees <i>unofficially</i>
Tuition fees	25	7
Textbook charges	25	2
Uniform fees	35	9
PTA contributions	69	28
Other school activities	36	15

Source: World Bank Survey 2005

Note: Focusing on East Africa in particular, the World Bank survey found that 30% of countries had tuition fees, 50% text book fees; 30% uniforms; 70% ‘other’ fees and 90% PTA and community fees. In Africa as a whole, PTA and community contributions were levied in 23 of the 34 countries.

This diversity of forms of fees *between* countries can also be seen in some research examining *within* country differences. Action Aid (2011), in a study covering Nigeria and Tanzania, found a wide range of purposes for parental contributions within each country. They concluded that a “*great deal of variation across schools, Districts and states was observed in terms of the amount of levies charged and for what*”.

So the picture is complicated. However, one potential common theme to emerge, and one which is reflected in table 1, is that many countries retain some form of PTA or community contribution. What is more, there is some evidence that in many countries parental contributions and *de facto* fees are allocated towards the payment of teachers’ salaries. Minget (2004) found that in Francophone countries, parents paying for teachers, whether in poorly funded public schools or in community schools which emerge in the absence of state provision, was common. In Cameroon, in 2002 (two years after the abolition of official school fees), around a quarter of primary school teachers were paid for by parents in 2002 (World Bank/Pôle de Dakar 2003, reported in Mignat 2004).

There has been far less research on the *within* country variation in the level of fees and implications of this for equity and equality of opportunity.

3.4. Equity in School Funding

3.4.1. Concepts of Equity and Equality of Opportunity

There are two broad conceptions of *equity* in relation to school funding and each of these is distinct from a concept of equality of opportunity.

Taking 'equity' first: one definition of equity is 'horizontal equity' which stresses the need to treat similar people, or pupils in the case of schools, the same¹⁷. The second definition is 'vertical equity' which encompasses the need to treat different pupils differently. Thinking in terms of school funding the former implies the same level of funding for pupils who are regarded as the same and the latter require different levels of funding for groups of pupils which are considered to have differential levels of need (Toutkoushian and Michael 2007; Berne and Stiefel 1984). The former definition of equity has tended to be seen as inadequate in debates about school funding. The pertinent point here is that *equal* school – horizontal equity – funding per-pupil is not necessarily genuinely *equitable*. As Hirth and Eiler (2005) put it:

“The difference between equity and equality leads to profound differences in the definition of the problems to be addressed and the remedies available for their solution. In school finance the term equitable has come to refer to funding based on the needs of children. Spending the same number of dollars on each student is a form of equality, but it may not be equitable; some students necessitate greater expenditures.”

This is why in debates about equity and school funding it is vertical equity which has tended to be the policy objective (Ooberbeek and Patrinos 2008). This is especially important given the evidence that increased funding can make a *greater* difference for pupils from low income households (Baker and Green 2008). One definition of vertical equity would be to simply allocate higher levels of funding to pupils from groups which have been shown to perform worse at school – for example, those from lower income households. This would satisfy the requirements of a 'thin' version of horizontal equity. However, a more demanding goal would be for the school funding system to be targeted in such a way that it enables the achievement of equality of opportunity. This would be achieved where the educational and later life-chances for pupils are equal for all groups of pupils – whatever their gender, household income and so on (Miller 2005).

Achieving such equality of opportunity is, in most national contexts, extremely challenging given the myriad of ways in which intergenerational disadvantage and/or privilege are reproduced (Miller 2005, Blanden 2005). One highly conservative estimate, by UNESCO (2010) is that the necessary funding for more marginalised groups of pupils should be approximately 33% higher than for other pupils. This is based on research by Chen and Mulkeen (2008) and Mulkeen (2009) which makes estimates of the potential cost of teacher incentives and other areas of spending necessary to bring marginalised pupils a 'good

¹⁷ Above the Rwandan funding system was described as 'flat'. This is the same as saying that it is based on the principle of horizontal equity.

quality' education. UNESCO, however, accept that the evidence base is 'sparse' and the additional costs could be considerably higher. It is also clear that additional funding on its own is insufficient: it must also be linked to the right set of reforms and allocated towards aspects of schooling known to affect learning outcomes (UNESCO 2010).

A less demanding principle against which school funding systems could be judged would be that they do not work to *accentuate inherited privileges and disadvantages*. This may not sound like a particularly lofty objective, but one of the potential implications of the widespread continuation of school fees highlighted in section 3.3 combined with public funding which is flat is that even this goal may be challenging for policy makers to achieve.

3.4.2. School Funding Systems

The different concepts of equity discussed above have important implications for school funding systems. In the final section of the literature review debates about policy options for school funding systems are discussed.

In their most simple form school funding formula exist in the majority of formal education systems with at least partial public funding¹⁸. Even where funding is allocated – as it is Rwanda – on a simple per pupil basis, this represents a form of formula funding, or an 'agreed set of criteria for allocating resources to school, which are impartially applied to each school' (Caldwell, *Levačić* and Ross 1999). This form of funding system, as was noted above, reflects the concept of equity which has been labeled horizontal, or the 'the equal treatment of equals'. But school funding systems which reflect the vertical concept of equity, with the 'different treatment of difference' target greater funding at some areas, schools or pupils than others.

Most typically, many education systems around the world target additional public funding in order to better reflect levels of *need* and to compensate for underlying disadvantage (Fazekas 2012; *Levačić* and Ross 1999). This tends to be the case with more mature systems in the developed world, but also happens in developing world countries (Fazekas, 2012 discusses Sri Lanka and Carr-Hill, 2005, discusses Nepal where children in mountainous areas receive more than those in the valleys who received more than those in the plains near India). While in a mature education system in a high resource environment complicated funding formula, which seek to accurately target funding based on need, are possible, in the developing world system of targeted may need to be more straightforward to administer.

There are a number of key decisions which shape the form that targeting of public funding might take (based on *Levačić* and Ross 1999 and Fazekas 2012):

- At what level to target: the pupil, the school or the area?
- On what basis to target: poverty, prior attainment or gender and ethnicity?
- How to allocated/spend additional funding: linked to specific input, or discretionary spend for schools?

¹⁸ Other potential methods of allocating public funding include requiring schools to bid for funding; basing allocations on historical patterns or simply allowing official – whether bureaucratic or political – discretion (Knight 1993).

- How much to target: what proportion of the available capitation money should be used to 'correct' for disadvantage?

In section 6, on the policy implications of this research, these questions are used to frame the discussion of potential implications for the school funding system. It is also important to bear in mind that it can be difficult practically and political to put in place a targeted funding system. In part this is because of the need for accurate administrative information in order to reduce scope for arbitrary and biased allocations made by officials with large degrees of discretion (Glennister 1999). This is less likely to be available in developing world countries. But introducing funding formula is also uncertain and risky, including politically risky as it can create 'losers' with some pupils receiving less funding (Swanson and King 1997).

These two factors explain why the experience of more mature education systems is that funding formulae are introduced gradually over time. *Levačić* and Ross (1999) helpfully distinguish between first generation, second generation and third generation formula: a first generation system is simply one which seeks to achieve horizontal equity with all pupils receiving the same level of funding and a third generation system targets funding at need in a highly sophisticated way where the amount of additional funding provided is linked to an assessment of the additional *cost* of educating poorer or more vulnerable pupils. In between, however, is the second generation funding system, which *Levačić* and Ross (1999) describe in the quote below. The important point here is that school systems need to move through the second generation phase before developing more mature and sophisticated systems:

"The additional money per student delivered by these second generation formulae for supplementary educational need was not based on any analysis of the costs of educating students with particular learning needs to given levels of attainment. The formulae were used to distribute a politically determined sum of money to schools according to their concentration of disadvantage."

One final point about the design of school funding systems is that it is clear that simply increasing spending in certain areas, on specific schools or particular pupils is not sufficient to improve their learning outcomes, and achieve greater equality of opportunity. Just as there is evidence that overall funding for education systems does not neatly correlate with educational quality (see section 1.3.1 for a full discussion), there is also evidence that simply spending more on particular groups will not necessarily improve their learning outcomes (UNESCO, 2010 reference Duru-Bellat, 2009 in relation to the French system).

4. Research Methodology

4.1. Introduction

This section sets out the details of the methods adopted, including how the districts and schools were selected, who the interviewees were and the process for carrying out the research.

4.2. Elite Interviews

At an early stage in the process a series of elite interviews were carried out. These interviews were unstructured, with open ended questions. They were held with stakeholders in the Rwandan government and amongst development partners. Rwandan government officials included four from MINEDUC and one from MINECOFIN. Donors included DfID and UNICEF, the lead international partners on education policy. The core aims of these discussions were to ensure that any previous research which related to this projects research question was identified and taken into account and to develop a full understanding of the policy context.

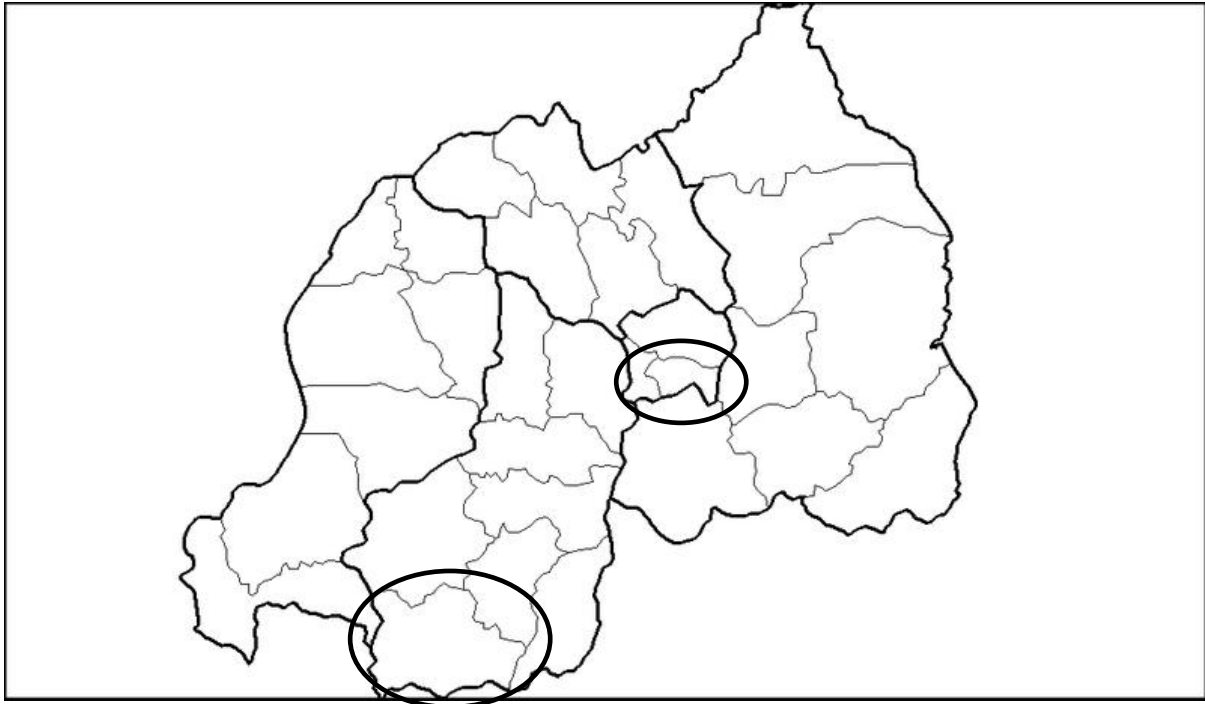
Elite interviews were noted at the time and written up afterwards. All meetings were however agreed to be on a confidential basis with no comments attributable in order to maximize the validity of the responses.

4.3. Primary Data Collection

4.3.1. Purposive Sampling

At the heart of the project was primary research carried out in two Rwandan districts. Because the research was primarily interested in equity in the Rwandan education system the sampling technique used to select the schools was purposive. In other words, the sampling was designed deliberately to select areas which represented different experiences in the Rwandan education system. To achieve this two of the thirty Rwandan districts were identified based on a series of socio-economic factors such as levels of poverty, average incomes and employment rates. This led to the identification of one comparatively better off area, Kicukuru, and one poorer area, which was in a remote rural area in the Southern Province of Rwanda. This was Nyaruguru. The map below shows where these two Districts are located in Rwanda, and the accompanying table shows how the districts perform on a series of indicators.

Map 1: The Districts: Kicukuru is in Kigali and Nyaruguru in Southern Province



Source: RNIS

Table 2: Comparative statistics for Kicukiro and Nyaruguru

	Kicukiro	Nyaruguru
No education (men)	4.6	23.4
No Education (women)	9.5	26.1
4+ hours of child labour a day	9.6	21.7
Women's literacy rate	46.1	12.4
Employment in agriculture	12.7	67.2
Poverty	8-20% *	60-75%
Secondary Attendance Rate	28.5	12.1

Source: DHS, 2010; EICV 2010/11

Notes: * Based on EICV 2010/11 analysis, which has only been presented as ranges by NISR at the time of writing.

Within these Districts a system of random sampling was used to select thirty primary schools. In Nyaruguru this entailed selection of every second or third school on an alphabetical list of the primary schools in the area. In Kicukiru there were 31 public schools in total: all were surveyed, but one was for pupils with special needs and so was excluded from the analysis¹⁹.

¹⁹ In the case of Nyaruguru, the geographical distribution of the schools was assessed to ensure that a disproportionate number of schools were not selected from one part of the District.

4.3.2. Interviewees

The list of interviewees was developed to ensure a full understanding of the issues at each school and the district level. At the district level this meant:

- *District education officials with lead responsibility for schools.* District officials had access to key administrative data on the CG, spending levels per-school, pupil numbers and so-on.
- *Education focused NGOs.* The key interest in interviewing NGOs was to assess information on the level and form of support they offered. It was also thought that NGOs would provide more accurate answers to questions on sensitive issues around *de facto* fees.

In each school the following key informants were interviewed.

- *The head teacher.* Heads were a key interviewee as they had large amounts of information, including details on the school (pupil numbers, teacher numbers and so on) and also school funding (including public and private sources of funding).
- *One classroom teacher²⁰.* The main purpose in interviewing a classroom teacher was to gain additional insight into measures of quality in the different schools.
- *A representative of the parent body.* Most of these the parents were member of the PTA (26 out of 30 in both Nyaruguru and Kicukiro). They had a vital perspective on parental contributions and relationships between schools and parents.

4.3.3. Research Tools – Interview Design²¹

The interviews adopted a mix of approaches reflecting differential prior knowledge of the issues and the complexity of subject (Richardson *et al* 1965; De Vaus 1986; Newby 2010). Where appropriate questions were closed and structured. This was the case, for example, with many of the factual questions about levels of funding and also with questions intended to gauge attitudes towards parental contributions to schools. However, at times more open ended semi-structured questions were used. This was particularly the case where the research was gathering detailed responses on the nature of the parental contributions. Rather than restricting responses to pre-defined categories, this approach allowed for a fuller exploration of the issues. This was important given the lack of prior research in this area (Newby 2010).

Finally, for questions to head teachers and district officials that required detailed statistical responses handouts were used. These were given to interviewees to complete in their own

²⁰ Both the parents and teachers questioned were identified by the head teacher while research assistants were at each school.

²¹ Annex 2 has copies of the final version of all the questionnaires.

time, allowing them, for example, to draw on school accounts. This also kept the survey down to an acceptable length.

4.3.4. Research Tools – School Profile²²

In each school ‘school profiles’ were recorded. These were completed by research assistants based on their observations while at the schools. The categories included the quality of the learning environment, whether the school had electricity, the condition of toilets and the level of teachers’ and head teachers’ English. The school profile’s main purpose was to gain greater insight into differences in quality of schooling in the two districts.

4.3.5. Research Tools – Development and Translation

The questionnaires, school profile and a fieldwork guide, including clear instructions on how best to conduct the interviews, were first drafted in English. Comments on this draft were received from colleagues and development partners. The questionnaire was then translated into Kinyarwanda. A training session was held with the research assistants to explain the project’s focus and background and to talk through the research tools²³.

4.3.6. Pilot Survey²⁴

A pilot survey was conducted in each of the two districts. In each case, two schools were surveyed and district officials questioned. The aim of the pilot was to test the appropriateness of the questionnaire design and also the understanding of the school funding system. It was also important to identify new issues which the elite interviews and literature review had not revealed. The following key lessons were gained from the pilot:

- The length of the questionnaires, particularly for Head teachers was problematic. While respondents completed the interview it sometimes took over an hour, which risked reducing the validity. As a result some questions were dropped and some important financial information was collected through hand-outs which respondents took away to complete in their own time.
- Questions on the level and nature of parental contribution were unhelpfully structured and closed. Because there were a wide variety of practices, a less structured set of questions was more appropriate.

4.4. Ethics

²² Annex 3 has a copy of the school profile used by research assistants.

²³ As many of the Research Assistants either had children in primary school or had knowledge of the Rwandan education system themselves, it was also useful to ask for their feedback on the content of the questionnaires. A series of relatively small, but important, changes were made.

²⁴ The findings from the pilot survey were reported in an interim IPAR report.

Given that many of the respondents were government employees (the district officials, teachers and head teachers) all interviewees were guaranteed anonymity. This was to help ensure that they had the confidence to speak honestly. This was particularly the case with head teachers and district officials, but also with parents and classroom teachers given that the issue of parental contributions was controversial. Ahead of each interview a consent form was read out to respondents, to which they were asked to agree²⁵.

²⁵ See annex 1 for a copy of the informed consent statement.

5. Presentation and Interpretation of Data

5.1. Introduction

This section presents the findings of the research. It starts by presenting a brief summary of the overall story to emerge. This helps to provide a framework for thinking about the subsequent presentation of the data. It then looks in detail at the results on each issue, including a brief discussion of findings.

5.2. Overall Story

The overall picture that emerges from the research is as follows:

- There are large differences in the levels of financial parental contributions being made to schools in the two districts surveyed. In Kicukiro the average (mean) total parental contribution to schools is approximately 10 times that in Nyaruguru.
- The form of the contribution differs between and within areas, but PTA contributions dominate, particularly in Kicukiro.
- There is good evidence of lower contributions being expected of poorer parents, but this was not uniform practice. Many NGOs also target their support on the most deprived *within* an area, but counter-intuitively there is significantly greater NGO activity in Kicukiro.
- There is conflicting evidence on non-payment of parental contributions affecting pupil attendance: parents say that schools sometimes refuse entry in the event of non-payment, but head teachers say not. Some NGOs also report implications for access of non-payment.
- Parental contributions make a significant difference to the overall school budgets in Kicukiro, doubling the budget over which head teachers have control. In contrast the low level of parental contributions have little impact on the overall school budgets in Nyaruguru.
- This additional revenue for schools in Kicukiro is mainly allocated towards workforce costs and in particular higher teachers' salaries.
- This is reflected, not just in terms of the average salary received in Kicukiro compared with Nyaruguru, but also in terms of other factors such as head teachers being able to employ teachers with more experience and/or higher levels of proficiency in English.
- Attitudes towards parental contributions were generally supportive from all groups, including representatives of the parent body interviewed.

5.3. Differences in Levels of Parental Contributions

The *level* of parental contributions to schools varies significantly between Kicukiro and Nyaruguru. Table 3 presents figures based on the ‘headline’ contribution level given by head teachers. As we shall see below this does not account for possible exemptions and lower contributions for some groups. Based on these figures the average (mean) level of parental contributions in Kicukiro is given as more than 8 times higher than in Nyaruguru – a ratio that is greater when looking at the median contribution. The range shows that in both districts there were schools that said they did not have any parental contributions, but in Kicukiro this was only the case with one school, whereas in Nyaruguru it was the case with 10 schools.

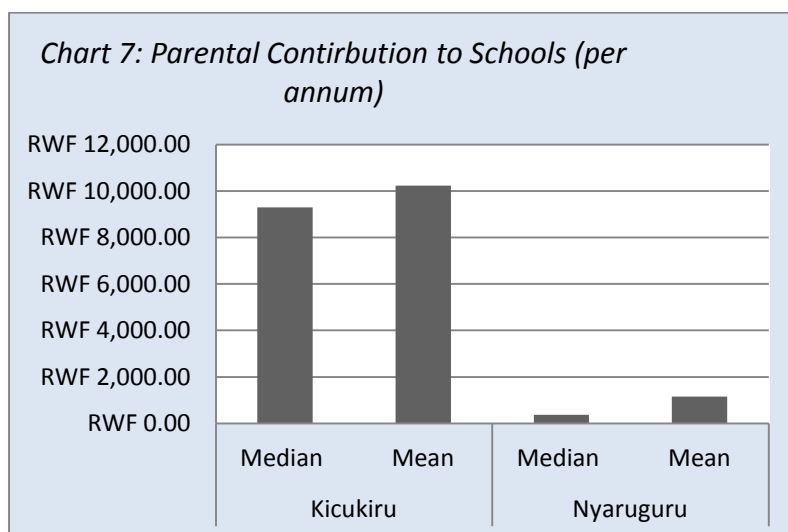
Table 3: Level of Parental Contribution (all figures in RWF, per term)

	Kicukiro (n=24)	Nyaruguru (n=28)
Mean	3,272 (s=2596)	390 (s=1140)
Range	0 – 13,000	0 - 6,000
Median	3,000	50

Source: Head teachers survey [Q13] *“Is there a set amount (of parental contributions) that all/the majority of parents/guardians are expected to contribute?”*

Notes: The Nyaruguru mean figure is significantly affected by one outlier result (RWF 6,000), which if excluded reduces the mean to RWF 181. Two factors which might artificially reduce the figure for Nyaruguru are (i) a failure of head teachers to include any parental contributions made via the district, rather than the school – which, as we set out below, seemed to be prevalent in Nyaruguru and (ii) the fact that some head teachers who stated that there were no parental contributions in answer to this question alluded to contributions in answer to subsequent questions. The large overall difference is, however, clear.

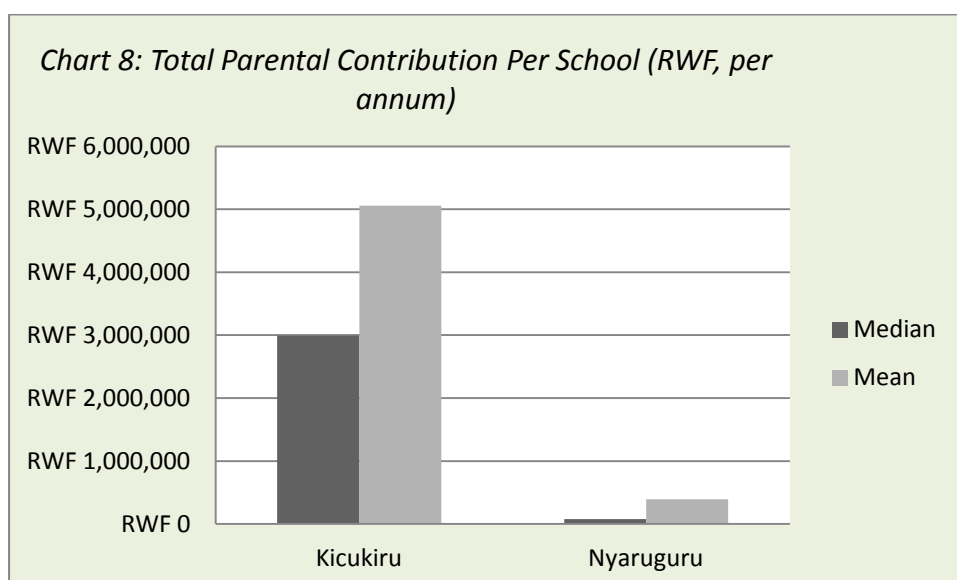
The overall pattern is confirmed by answers given by parents to the same question. Chart 7 below shows a larger difference between the two districts. The mean annual parental contribution is just under nine times more in Kicukiro than it is in Nyaruguru.



Source: Parents survey [Q16] *“Is there a set amount (of parental contributions) that all/the majority of parents/guardians are expected to contribute?”*

Note: For Kicukiro n= 24 and for Nyaruguru N=26. The standard deviation for Kicukiro is RWF7,552 and for Nyaruguru it is RWF1,832.

Looking at these headline figures is important – they may, for example, affect the perception of affordability for parents. However, to gain a better sense of the overall impact of parental contributions on school funding it is better to look at the aggregate amount of parental contributions received by schools. This is because this amount accounts for the fact that in many schools there is a range of payments, with some parents only being required to pay less, or none at all (something examined in more detail in section 5.5). Chart 8, below, shows the mean and median value of overall payments per school per year, as reported by parents. Again, the difference is large. Indeed it is larger than in response to both the questions analysed above with the mean value in Kicukiro approximately 13 times that of Nyaruguru. This is partly accounted for by differences in the average school size. However, even when you take this into account the average per pupil levels of funding received from parental contributions are approximately 10 times larger in Kicukiro than in Nyaruguru²⁶. The difference between this figure and that in chart 7, above, is likely to reflect a larger proportion of parents being exempt from making payments in the rural area²⁷.



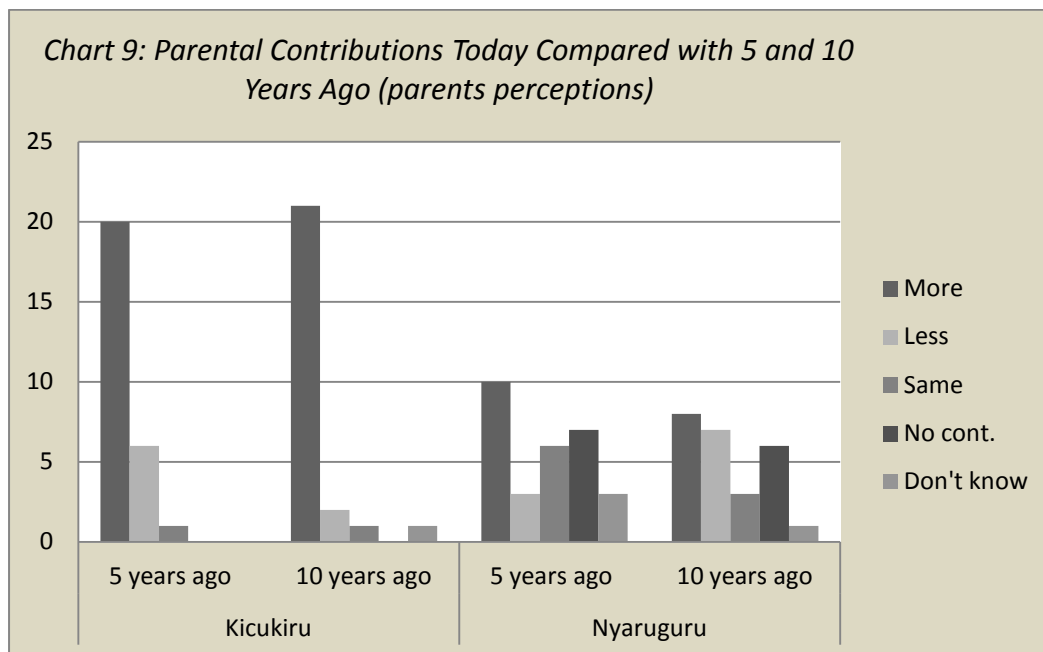
Source: Parents survey [Q25] *How much did parents contribute in total to the school budget in the last year?*
 Note: For Kicukiro N=18 and for Nyaruguru N=26. The standard deviation for Kicukiro is RWF6,211,619 and for Nyaruguru it was RWF608,591.

The survey also asked parents whether they thought that the level of the parental contribution had increased, decreased or stayed the same over both the previous five and ten years. This is parents' perceptions and relies on them recalling contribution levels, so

²⁶ Dividing the average overall value of the parental contributions to each school by the average school size in each district gives a per pupil funding figure of RWF4,467 in Kicukiro and RWF447 in Nyaruguru.

²⁷ The interviews with NGOs corroborate the findings presented in this section. In Kicukiro the level of parental contributions (given as ranging from RWF2-15,000 per term). In Nyaruguru some NGOs (3) stated that there are no financial parental contributions and where others were aware of contributions the values corresponded with those given by other respondents – ranging from RWF500 to RWF1,000 per term.

may be unreliable. A large majority of parents were PTA chairs which may increase the likelihood that they had some knowledge of the recent trends, but even so, these results should be taken as merely indicative. The chart below shows the response. There is a clear difference, with a large majority of parents in Kicukiro stating that there had been an increase. In contrast fewer in Nyaruguru thought that this was the case. It is interesting to note that Rwanda abolished formal fees in 2003, which was less than ten years ago. While the risk of error is high here, this implies that the current level of parental contributions in Kicukiro may be higher than it was before fees were abolished.



Source: Parents survey [Q26 and 27] “Do you know how much all parental contributions from parents at your school added up to in the last year? If so how much was it? Do you think that this is more, less, or about the same amount as five years ago? Do you think that this is more, less, or about the same as ten years ago?”

Notes: For Kicukiro n=28 for five years ago and n=26 for ten years ago. For Nyaruguru n=30 for five years ago and n=26 for ten years ago.

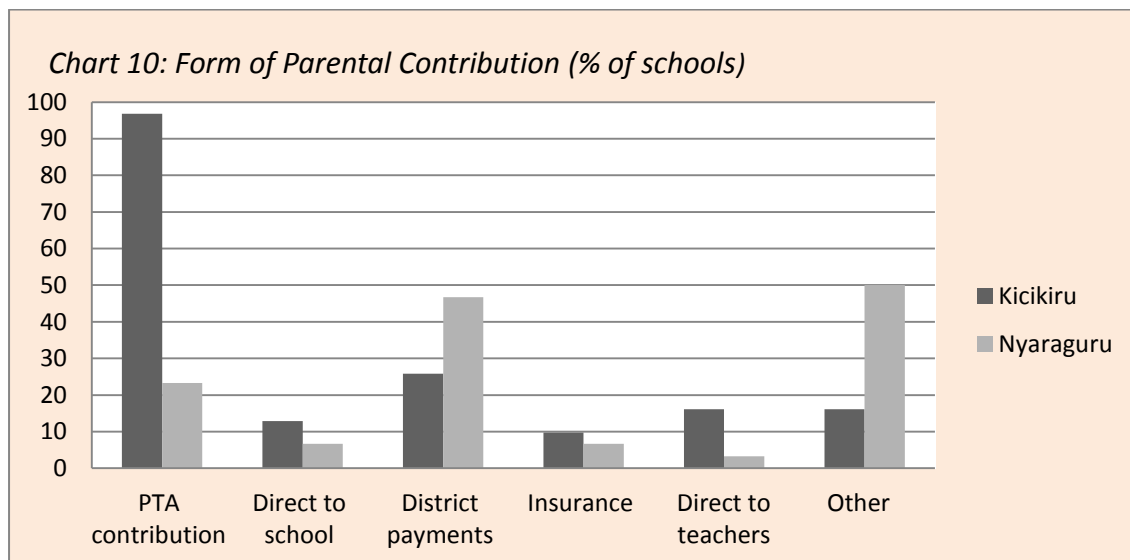
5.4. Different Forms of Contribution

The chart below shows that there is a range of different forms that parental contributions can take. These include PTA payments, ‘insurance’ payments and also payments direct to district or sector. There are also differences in the type of payments made between the two districts: in Kicukiro parents are more likely to make contributions through the PCT (over 95% of schools). In contrast, in the Nyaruguru the payments that do exist are more likely to be made through the district – only just over 25% make a contribution through the PTA, but over 45% make a payment to the district, rather than the school – or in the form of an insurance payment²⁸.

Some of the parental contributions are not intended to improve school quality. While the PTA payments and payments to the district were for school improvement, this was not the

²⁸ This finding about the range of different forms of parental contribution, and the different patterns between these Rwandan Districts reflects the cross-country comparative analysis by Kattan and Burnett (2004) discussed in section 3.3.

case for insurance payments or for school food payments (which make up the majority of the 'other' payments in Nyaruguru in chart 10). This implies that in Nyaruguru a large proportion of the payments reported were not actually intended to be directly for school improvement. In contrast, in Kicukiro a larger proportion of the contributions reported were to be spent on core school services and school improvement.



Source: Head teachers survey [Q12] “We are interested in how parents (or guardians, for example in the case of orphans) contribute financially to the school through financial contributions. What are the different ways in which parents make financial contributions to the running costs of a school? Can you indicate which of the below apply to your school?” Respondents were given a list of options.

Notes: (i) The “other” category includes mainly school food in the rural area. (ii) these results, from the head teachers’ survey, are consistent with those from the survey of parents [Q15] which found that almost three times as many Kicukiro schools asked for parental contributions and 50% more parents in Nyaruguru made a contribution direct to the District. For Kicukiro n=30 and for Nyaruguru n=30.

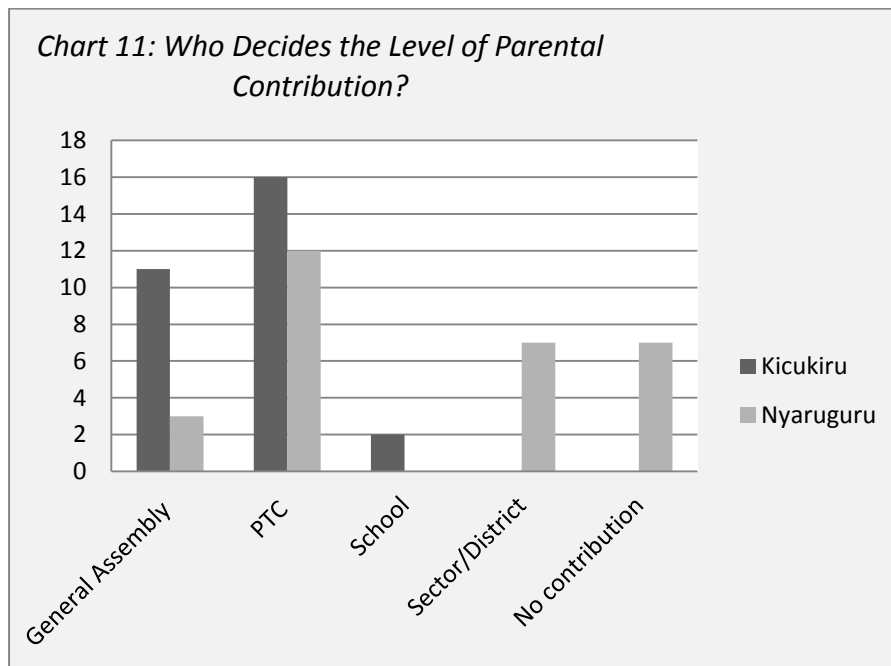
Chart 10 tallies the incidence of each form of payment, but does not capture the relative importance of the different forms of payments to the overall parental contribution. The average values of each type of payment differ greatly as shown in the table below. This shows that PTA contributions are paid in most Kicukiro schools and that the average value is significantly higher than that for other forms of payment. In contrast PTA contributions are only recorded in three Nyaruguru schools and the average value is much lower.

Table 4: Average Value of Different Forms of Parental Contribution

	Kicukiro (n=27)		Nyaruguru (n= 25)	
	No. of schools	Average value (RWF)	No. of schools	Average value (RWF)
PTA payment	23	9,713	3	4,833
Insurance	3	266.7	11	336
District	0		3	500
Direct to teachers	1	3,000	1	1,000
No contribution	0		7	

Source: Parents survey [Q16]

Linked to this story of different types of parental contribution, the data suggests differences in the decision making process in setting the level of parental contributions. Chart 11, below, shows that in Kicukiro decisions about the level of parental contribution are more likely to be made by the 'general assembly', which includes all parents, or the PTA. In contrast in the rural area the decision is more likely to be made by the District or there is more likely to be no contribution recorded at all.



Source: Parents survey [Q17] "If there is a standard amount which is contributed by parents and guardians: who decides how to set this amount? Is it the Parents Teacher Association? If not who does decide what level the parental contribution should be?"

Notes: For Kicukiro n=30 and for Nyaruguru n=28

It is clear that in the two areas the role that parents play in *funding* schools is very different. However, is there any reason to believe that this translates into parents playing a different role in the governance and decision making in schools? Overall, all schools had PTAs and relatively active parent bodies (generally meeting either termly or weekly, with Kicukiro's schools being slightly more likely to meet weekly) and in almost all schools (26 in Kicukiro and 25 in Nyaruguru) parents have been involved in helping with construction or maintenance at the school.

There was, however, some limited evidence that the parent body had more influence over decisions in the school in Kicukiro than in Nyaruguru, as a result of making larger financial contribution. Table 5 below reflects answers to an open-ended question on parents' role in school decision making in relation to the spending of the parental contributions. In some schools (10) in Nyaruguru there is no influence since there is no recorded parental contribution. Where there are contributions in Nyaruguru, the level of influence over their allocation seems to be less than is the case in Kicukiro with many more schools making decision through the parents' assembly. This is an area which may warrant further research.

Table 5: Parents' influence over allocation of parental contributions

	Kicukiro	Nyaruguru
Parents decide (e.g. through general assembly).	11	2
Parents and school decide jointly (including parental 'sign off' or PTA decision).	8	8
Parents audit spending or are consulted on how to spend	7	6
School decides	2	0
No parental contribution	0	10

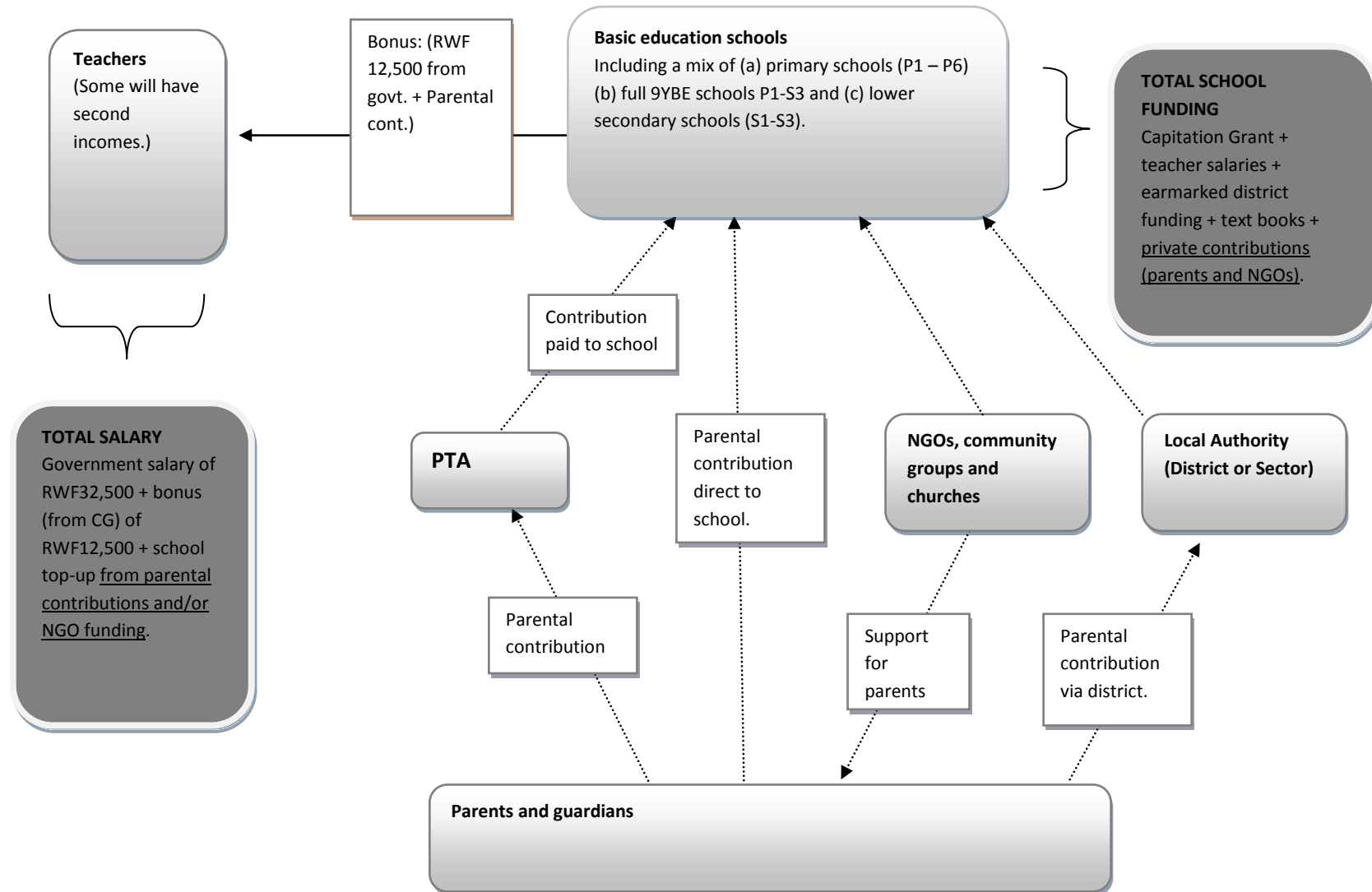
Source: Parents Survey [Q23] "What influence do parents have over their own contributions to the school budget?"

5.5. Conceptualising the Parental Role in School Funding

Figure 3, below, draws this discussion together by mapping the different forms that non-public sources of funding, including parental contributions, can take in Rwandan primary school. When assessed along-side figure 2, on page 15, it provides a comprehensive mapping of primary school funding.

Parents either contribute through the PTA, give direct to the school or make payments through the district. NGOs (whose role is discussed in more detail in section 5.7 below) either fund schools direct, or provide funds to parents who then use them to make the parental contribution. In Kicukiro the vast majority of contributions come in the form of PTA contributions. In contrast, in Nyaruguru, the picture is much more varied and levels of contribution far lower. The box marked "total salary", in contrast to that in figure 2, now captures *all* the different contributions that make up the total teachers' salaries. In contrast to the same box in Figure 2 it now includes the contribution from parents. Likewise, the box labeled "Total School Funding" now includes parental contributions as well as the different sources of public funding.

Figure 3: Implications of Parental Contributions for School Finances in Rwanda



5.6. Patterns of Differential Payments and Targeted Support

The research also sought to understand whether poorer parents were given specific support in managing any parental contributions. The overall picture was complicated, with a range of different forms of targeted support in place, but little consistency. There were two ways in which the poorest parents are supported: the first is that schools will ask for lower contributions from certain groups and the second is that NGOs target their support at poorer pupils. Each is taken in turn below.

5.6.1. Differential payments

Asking for differential rates of payment was reported in approximately a third of schools in each district. Table 6 shows this, with the Nyaruguru data also showing the number of schools where there was no parental contribution.

Table 6: Are Parental Contributions the Same?

	Same for all parents	Different rates	No contributions	Missing
Kicukiro	11	12	0	7
Nyaruguru	8	11	10	1

Source: Parents survey [Q18] *“Do all parents/guardians pay the same amount to the school, or do some parents – for example those who cannot afford as much - only contribute less?”*

Some schools gave details of the differential contributions they asked parents for. Some examples are shown in the two tables below. Where the proportion of pupils contributing the different levels was given, this is shown in brackets. In general the generosity of targeting appears to be greater in Kicukiro than in Nyaruguru – with the lowest rate being, on average, a smaller proportion of the highest rate. However, this needs to be set against the evidence that some schools do not seem to be offering differential rates and in Nyaruguru the highest rates are significantly lower.

Table 7a: Examples of Differential Payments: Kicukiro (RWF per term)

	School 1	School 2	School 3	School 4	School 5	School 6
Lowest	1500	1000 (25%)	0	3000	5000	5000
Highest	8000	2000 (75%)	26000	36000	18000	15000
Average	2000		13000	20000	7000	5000

Source: Parents survey [Q1] *“If some parents or guardians contribute less than others, we are interested in some more detail. Firstly, how much do different parents contribute?”* Parents were given a table to fill out with lowest, highest and average contributions all asked for.

Table 7b: Examples of Differential Payments: Nyaruguru (RWF per term)

	School 1	School 2	School 3	School 4	School 5	School 6	School 7
Lowest	0	200	150	500		500	150
Highest	500	500	700	1000	2000 (90%)	1500	300
Average	250		300	500		1000	200

Source: Parents survey [Q1] *As above for Table 7a.*

5.6.2. Targeted NGO support²⁹

The second form of targeted support for the poorest parents comes through the action of local and national NGOs. Not all NGOs reported targeting support; some stated that they supported all pupils. However, there was good evidence that a significant number of NGOs focused their support on particular pupils. The table below lists the different forms of targeting which were mentioned by NGOs. It is noteworthy that the most common form of targeting was ‘through local government’. This meant that NGOs were asking the sector or district officials which families they should target, based on the Ubudehe poverty categories (see MINELOC 2008 for further details). In the words of two respondents:

“We provide them with school materials, uniforms and money depending on how much the school charges ... it’s the local authorities that select the beneficiaries, we collaborate with official in charge of social affairs at sector level.” (NGO, Kicukiro)

“The amount of money depends on school cost ... before parents used to come and beg and we would sponsor the child, but nowadays we work with churches, (local authority) sectors because they are the ones who know which children have problems. The criteria are: HIV/AIDS infected child, an orphan, child with HIV/AIDS infected parents, street children. But it’s the churches and sector authorities that select children with those criteria.” (NGO, Kicukiro)

Table 8: Approaches to Targeting of NGO Support

	Kicukiro	Nyaruguru
Through local government*	7	3
OVCs	2	1
Street children	2	-
Foster care	1	-
Disabilities	1	-
HIV-AIDS	2	1
Support all	-	2

Source: NGOs survey [Q15] *“Can you describe how your organisation helps the poorest households with the costs of schooling? Follow up questions include (i) which financial costs do you help parents with, for example, the cost of uniforms? Or the cost of making a contribution to the PTA? (ii) How much do you spend on supporting the poorest households with the costs of schooling? and (iii) how do they identify the parents who need support?”*

Notes: As will be discussed further below, some of this support from NGOs was for the payment of the PTA contribution, but it also included a range of forms of support including – most commonly – buying of uniforms. For Kicukiro n=21 and for Nyaruguru n=8. * When respondents mentioned local government, they tended also to talk about the Ubudehe Community Poverty Categories which are used in Rwandan to identify the poorest groups in society.

²⁹ The full role of NGOs is discussed in more detail in section 5.7.

5.7. Implications for Pupils of Parents not Contributing

The research also asked head teachers, parents and NGOs what the implications were for pupils when parents did not make financial contributions, including for attendance. The context here is that it is illegal in Rwanda for schools to refuse entry to any pupil. The different interviewees gave different answers.³⁰

5.7.1. Implications for access?

Head teachers were the most likely to say that there were no implications for pupils of parents not making a contribution. Table 9 shows that of the 30 head teachers in Kicukiro, 24 said that there were no consequences for pupils. In Nyaruguru head teachers' responses were more evenly divided with seven saying that there was an impact and nine saying there was not. Perhaps not surprisingly, in both areas some head teachers focused on the impacts on the school of non-payment, rather than the impact on the pupils (six in Kicukiro and 10 in Nyaruguru). They were concerned that when parents do not make the contribution this makes it harder to adequately pay teachers and ensure sufficient quality of provision. In the words of one respondent:

"[when] parents don't pay money as agreed upon before, teachers fail to their bonus" (Head teacher, Kicukiro)

In contrast, parents are significantly more likely to report consequences for pupil attendance, in the event of non-payment. In Kicukiro the results shown in table 9 contrast sharply with those for head teachers. The results from NGOs are more mixed. In Kicukiro the proportion reporting that there are impacts on children's attendance falls between that of head teachers and parents. In Nyaruguru no NGO reported implications for parents.

Table 9: Implications of Parents not Making Contributions

	Head teachers		Parents		NGOs	
	Kicukiro	Nyaruguru	Kicukiro	Nyaruguru	Kicukiro	Nyaruguru
No consequence	24	9	3	7	5	5
Impact on attendance	0	7	27	13	6	0
Other impact on child***	-	2	-	4*	13**	0
No fees	1	7	0	10	-	-
Missing	5	7	0	0	-	-

Source: Head teachers survey [Q19]; Parents Survey [Q21]; NGO's survey [Q21] All asked "What are the consequences of parents not making the financial contribution to the school?"

Notes: * Some parents reported more than one type of consequence at the same school, which accounts for this column totaling over 30. ** Again some NGOs listed a number of impacts on pupils, which are discussed in more detail below. *** Other implications mentioned included (i) not being able to eat school meals [reported by parents in Nyaruguru (ii) no receiving the end of year report card (reported by NGOs in Kicukiro in particular) and (iii) non being entered for exams (reported by NGOs).

³⁰ This research focused on whether pupils were *denied* access to school because their parents had not made contributions. It did not assess the related issue of whether the existence of parental contributions acted as a *deterrent* to parents sending their children to school in the first place.

Some of the qualitative findings from Kicukiro are interesting and recognize that there are official efforts to enforce the legal requirements on schools not to refuse entry to schools. Positively there is an awareness that excluding pupils is controversial:

“In meetings I hear efforts to warn headmasters that they should not refuse entry³¹ to any student just because of not paying teachers' bonus.”
(NGO, Kicukiro)

“Officially, no child is refused entry to school, but the school puts pressure on parent by all means, and the child brings the parent. I can't know the exact number because those we sponsor, don't have those problems.”
(NGO, Kicukiro)

5.7.2. Permanent or Temporary Exclusion?

The interviews did not probe the impact on attendance in more detail. There is a difference between the impact being temporary and one which leads to permanent dropping out of pupils. While a temporary exclusion can still be damaging to a child's education, it is, of course, less problematic than long-term exclusions. Head teachers described a situation where parents were given the opportunity to pay. In the words of one:

“When a student fails to pay, they send her/him home and immediately bring the parent to explain why he did not pay to head master.” (Head teacher, Nyaruguru)

However, this research did not gain any more detailed understanding of how many instances of non-payment led to pupils being withdrawn from school for long-periods, or not returning to school at all.

5.8. NGO activity

This section addresses two questions about the role of NGOs. The first concerns the distribution of NGO activity between the two districts? Is it evenly distributed, or is it focused more in either Kicukiro or Nyaruguru? The second issue concerns the nature of NGO activities and exactly how they are supporting pupils.

5.8.1. Distribution of NGO Activity

There were more NGOs active in Kicukiro than in Nyaruguru and these NGOs provided significantly greater level of financial support.

³¹ The original translation for “refused attendance” was “chased out”. “Refused attendance” has been used because it is a more neutral term and does not imply some form of aggressive act by the head teacher, although it is possible that ‘chased out’ does reflect what happens in some instances, with pupils who turn up to school not having made contributions being refused entry and aggressively removed from the school premises.

Head teachers mentioned 49 NGOs which provided some form of support for schools in Kicukiro, which was more than double the 21 mentioned in Nyaruguru [Q20]. The survey also asked how many pupils were directly supported by NGOs: in Kicukiro the total was 5,111, which was 16% of all pupils, and in Nyaruguru the total was 3,606, which was 14% of all pupils. The table below sets out the overall level of funding that head teachers' reported receiving from NGOs in 2011. The differences are large with the total level of funding from NGOs reported by head teachers in Kicukiro being approximately 10 times that in Nyaruguru. The scale of the difference between the average levels of contribution is somewhat less, due to the differential response rate, although it is possible that in some cases non-response implied little or no additional funding was received from NGOs.

*Table 10: Levels of Funding given to Schools by NGOs (RWF) **

	Kikukiro **	Nyaruguru
Total	48,355,040	4,936,100
Mean	2,197,956	308,506
Median	1,083,000	181,500
No response (of 30 schools) ***	6	13

Source: Head teachers survey [Q20].

Notes: * Because this table includes the level of funding received by head teachers, it is likely that it does not include the funding that NGOs provide direct to parents. In some schools all parents were asked to contribute the same amount, but NGOs then targeted their support via the parent. This is reflected in this quote from a Kicukiro NGO: *"The amount paid by parents in all categories is the same. The PTA fixes the amount to be paid by all parents regardless of their economic status. But regarding our organization, we apply the local authority's categories to select vulnerable children."* ** In the case of Kicukiro a series of outliers are excluded from the analysis. It is likely that they were for one-off capital projects. *** Non-response could be taken to mean that there was zero NGO contribution. Indeed, in a subsequent question to head teachers [Q43] 17 schools in Nyaruguru stated that they did not receive any financial support from NGOs.

The difference in the level of NGO activity was corroborated by responses by answers to the parents survey [Q22]. This found that in 27 of 30 schools in Kicukiro parents were reported to receive support from NGOs, whereas in Nyaruguru the number was 19. The average number of parents per school reported as being supported was 133 in Kicukiro compared with 108 on Nyaruguru.

5.8.2. Nature of NGO Activity

In section 5.5 above, the nature of targeting – and the links in some, but not all, cases to the Ubudehe system of community poverty categories – was discussed. From the qualitative data we can also gain a better understanding of the nature of the NGO support [NGOQ10/11]. Below are some findings from Kicukiro

- As well as direct financial support for schools, NGOs provide a range of other support. Some of this was financial, but in a way which did not directly benefit the school – for example, funding medical insurance fees. But mostly it came in the form of in-kind support, including providing learning materials and uniforms.

- Where there are significant financial contributions from NGOs these tend to be for ‘teacher bonus’, or an addition to teachers’ salaries (11 NGOs in Kicukiro).
- Where there were payments to schools they tended to be through PTAs. For example, one respondent stated “*“We provide money through parents PTA and it’s the one that decides how it’s spent together with the school. The amount depends on the children we sponsor ... and we pay equal amounts to all children from p.1 to p.6.”* (NGO, Kicukiro)
- There was some limited evidence of changes in behavior of NGOs as a result of the introduction of 9YBE – in one case in Kicukiro an NGO mentioned stopping paying for teachers’ bonuses and in another case an NGO mentioned that parents increasingly resist paying financial contributions because they believe education should be free.

In Nyaruguru the responses from NGOs were less comprehensive. Of those which mention financial support for schools, the teachers’ bonus payment is mentioned (by two NGOs). But NGOs are more likely to be providing non-financial forms of support, including support from providing school meals, providing learning materials, uniforms and support for school transport. There was also one mention of paying more to school for P6 pupils:

“There is money paid through parents’ general assembly. We pay equal amounts in all classes except extra RWF500 paid for pupils in P5 and P6. It’s for teachers’ bonus.” (NGO, Nyaruguru)

5.9. Impact of Parental Contributions on School Budgets

Section 5.3 highlighted the large differences in the levels of parental contributions to schools in the two districts. The section on NGOs suggested that any additional support to schools direct from NGOs would introduce a further skew towards Kicukiro over Nyaruguru. In this section we look at what impact this additional private funding, over and above the formal public funding, has on school budgets. Is it marginal, even in Kicukiro? Or does it have a significant impact?

Head teachers provided revenue data for the last three years, broken down into different sources including government CG, parental contributions, NGO donations and local government spending. They also provided information on what these different sources of funding were allocated towards within the school budget. Below the key findings from the analysis are shown, starting with the headline findings from the 2010 revenue data.

Table 11 gives a sense of the relative scale of private contributions, mainly parental contributions, but also those from NGOs. It does this by comparing them with the overall value of the CG and also with overall levels of funding received by the school *for the budgets over which head teachers have some control*³². It shows that in Kicukiro parental contributions are large when compared with the value of the CG. On average, across the 29

³² In other words, this does not include direct funding of teachers’ salaries.

schools for which data was available, the total value of parental contributions represented 150% of the CG (row 1). In other words, on average, parental contributions comfortably more than doubled schools' budgets. In Nyaruguru, in contrast, the parental contributions represented only 4% of the CG. When NGO funding is added to parental contributions and also compared with the CG the percentage is slightly higher. The final two rows then look at parental contributions and then NGO funding and parental contributions as a percentage of *total* school funding (again excluding teachers salary payments made direct to teachers' bank accounts). This also shows a large difference between the two districts.

Table 11: Private Funding in Relation to Public and Overall School Funding (2010)

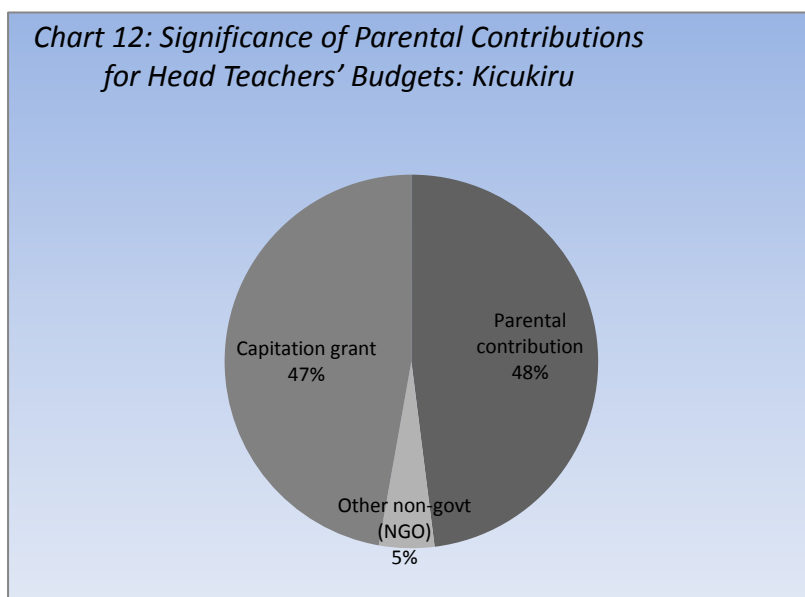
	Kicukiro	Nyaruguru
Parental contribution as % of CG funding	150 (mean) 111 (median)	4 0
Non-government spending (parents and NGOs) as a % of CG funding	162 129	10 0
Parental contributions as % of overall school funding *	48 52	3 0
Non-government (parents and NGOs) funding as % of overall funding *	53 56	8 0

Source: Head teachers survey [Q42] derived from financial data received from head teachers.

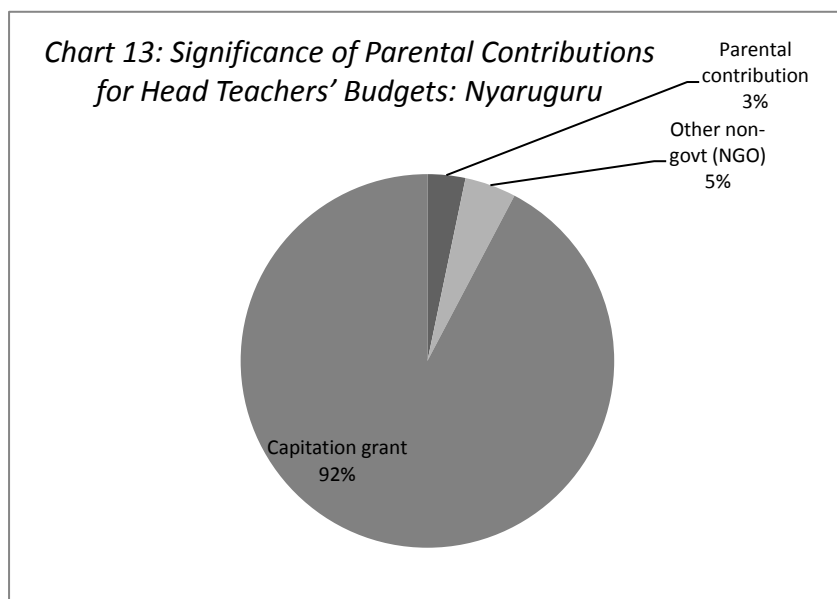
Notes: (i) Funding which was clearly entirely for one-off capital spending has been excluded. Two schools in Kicukiro have been excluded from the analysis because of lack of information. In one school the per-pupil numbers have been derived from the CG funding. All schools are included for Nyaruguru. (ii) The questionnaire asked for the full value of the CG, including the amount allocated for the teachers' bonus, which means that this should be included in the overall budget. This means that, if anything, the overall size of the budget over which head teachers' have control is overstated in these figures and the relative importance of parental contributions could be higher. * Excluding teachers' salaries paid direct to teachers.

The charts below show the data in the last two rows of table 11 graphically. The first chart displays an 'average school budget' in Kicukiro. It reiterates the large impact that the parental contributions have on this budget. The second chart demonstrates how, in contrast, the impact on the budget in Nyaruguru is marginal.

Chart 12: Significance of Parental Contributions for Head Teachers' Budgets: Kicukiro



Source: Head teachers survey [Q42] Derived from financial data provided by head teachers.



Source: Head teachers survey [Q42] Derived from financial data provided by head teachers.

Table 12 presents similar information. However, instead of using percentages of the CG or of the overall school budget it presents the average cash value of different sources of revenue in per pupil terms. This confirms that there are large differences between the two districts and these differences have a large impact on the average total per pupil funding. In Nyaruguru the average (mean) total per pupil funding, when you include the CG and non-public/private contributions, is RWF4,325. This contrasts with RWF12,226 in Kicukiro.

Table 12: Per Pupil Spending from Different Sources (RWF per annum)

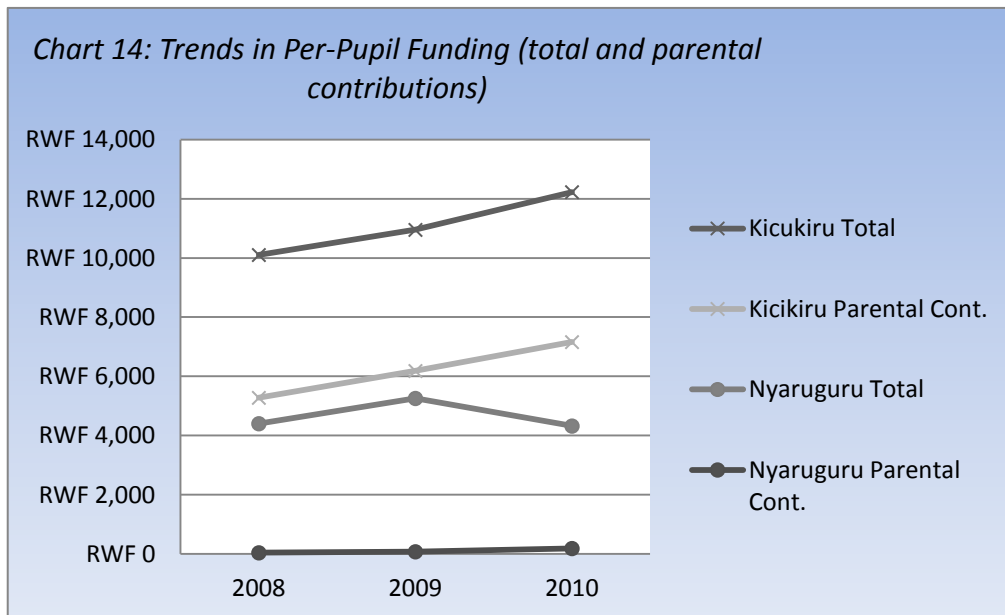
	Kicukiro	Nyaruguru
Parental contributions per child p.a.	7,161 (mean) 4,396 (median)	187 0
Non-government (parents and NGOs) funding per child p.a.	7,746 4,421	415 0
Total funding per child p.a. (CG and parental contribution and NGOs)	12,226 8,506	4,325 4,029

Source: Head teachers survey [Q42]

Notes: (i) Funding which was clearly entirely for one-off capital spending has been excluded. Two schools in Kicukiro have been excluded from the analysis because of lack of information. (ii) In one school the per-pupil numbers have been derived from the CG funding. (iii) In these figures the spending on teachers' salaries has been excluded from the analysis. The justification for this is that the analysis focuses on the discretionary budget that head teachers and schools have some control over.

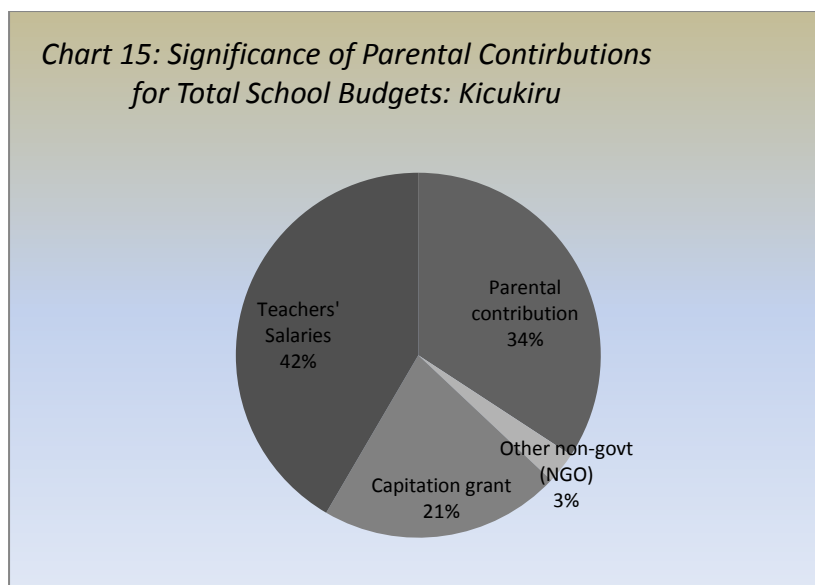
The chart below shows the trends in average annual per-pupil funding received by head teachers from all sources and the trend in parental contributions between 2008 and 2010. It suggests that the gap between Nyaruguru and Kicukiro has widened over the last three years (comparing the top line and the third line down). It also suggests that this is

accounted for almost entirely by an increase in the level of parental contributions in Kicukiro, as shown in the second line down.

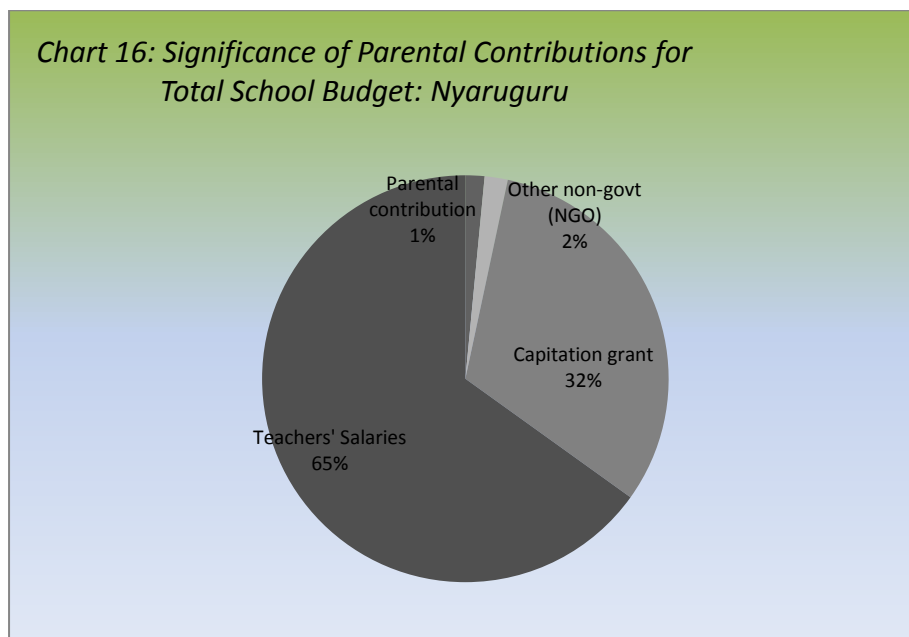


Source: Head teachers survey [Q42]

Thus far the analysis has focused on head teachers' budgets and not on the overall spending on the school, which also includes teachers' salaries. The rationale for this is that it is this budget over which schools have some discretion. However, in order to assess the overall significance of parental contributions to total school funding, below a similar analysis is presented including spending on teachers' salaries. This reduces the proportion of the budget contributed by parents in Kicukiro from almost 50% to 34%: however, this remains a significant proportion of the overall school budget. In the case of Nyaruguru the impact of parental contributions on schools funding is even more marginal, representing only 1% of schools funding.



Source: Head teachers survey [Q42] Derived from financial data provided by head teachers.
 Note: Teachers' salaries have been calculated by multiplying the number of teachers RWF32,500 p.m.



Source: Head teachers survey [Q42] Derived from financial data provided by head teachers.

5.10. Parental Contributions and Teachers' Salaries

The table below sets out how head teachers said they were allocating the different sources of revenue that they received. It shows that in Kicukiro the CG tended to be allocated to 'school activities', training and infrastructure/maintenance. In contrast the parental contribution was more likely to be allocated to paying a 'teachers' bonus'. This was the case in 27 schools, compared with just four in Nyaruguru.

Table 13: Allocation of Different Sources of Revenue in Kicukiro (29 schools)

	"School Activities"	Teachers' bonus	Training	Learning materials	Maintenance	Other*
CG	27	6	21	3	30	2
Parental contribution	2	27			3	5
Churches, NGOs etc	1	6			3	2
Other		1		1		

Source: Head teachers survey [Q42]

Note: * 'Other' included: school uniform, insurance, examination papers and paying admin staff.

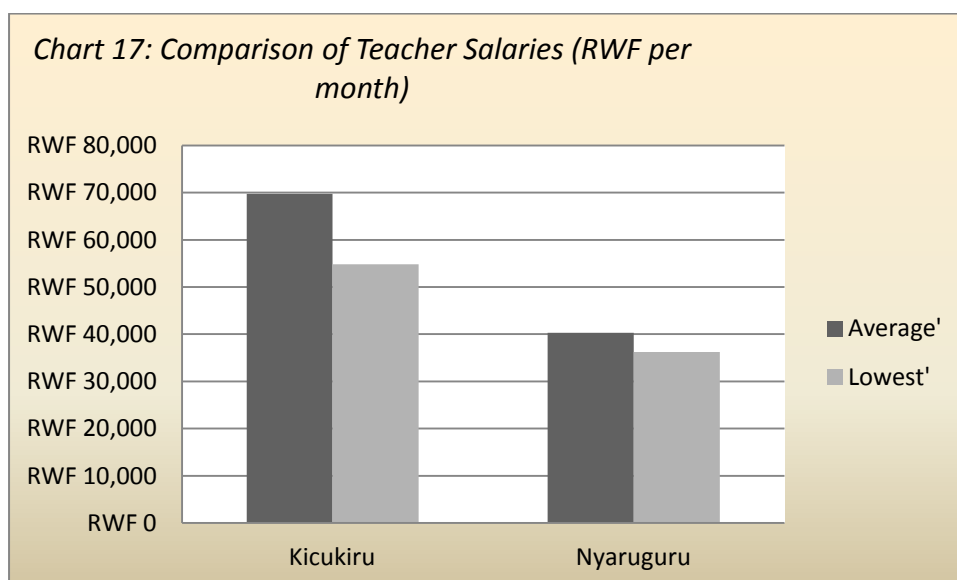
Table 14: Allocation of Different Sources of Revenue in Nyaruguru (30 of schools)

	'School Activities'	Teachers' bonus	Training	Learning materials	Maintenance	Other*
CG	16	1	16	15	23	7
Parental contribution	1	4			1	7
Churches, NGOs etc					2	2
Other					2	

Source: Head teachers survey [Q42]

Note: * 'Others' for parents included: Clothes for the poor, transport [x2], food/catering [x3], agriculture, sports, insurance. For NGOs it included agriculture.

This tendency to allocate the parental contribution in Kicukiro towards teachers is reflected in the average salary reported by classroom teachers and head teachers themselves. Classroom teachers reported that their average salaries were just under RWF70,000 per month (RWF69,135) in Kicukiro and just over RWF30,000 per month (RWF31,742) in Nyaruguru. This is broadly reflected in the figures reported by head teachers, which are shown in the chart below. Head teachers were asked to give information on the lowest and also the average salary of classroom teachers in their school. The chart shows the average (mean) 'average salary' and 'lowest salary' for all the schools in each district. It shows that according to head teachers the average salary paid was just under RWF70,000 per month in Kicukiro and almost exactly RWF40,000 per month in Nyaruguru.



Source: Head teachers survey [Q40] "What do you estimate to be the average total salary for classroom teachers at your school?" [Q41] "What is the minimum salary for a classroom teacher at your school?"

Note: For Kicukiro n=30 and for Nyaruguru n=29.

5.11. Implications for Educational Quality?

The research also made a number of assessments of aspects of the quality of education provided in each districts. Are the differences in overall funding, created by the differential levels of parental contributions, leading to variation in the districts performance on some key measures? While we cannot attribute cause and effect here because there are many other factors which may impact on each district’s ability to provide good schooling, it is likely that funding is an important factor. Because we find that a large proportion of parental contributions in Kicukiro are allocated to ‘teachers’ bonuses’ this section starts with measures of teacher quality, before discussing other aspects of quality.

5.11.1. Implications for Teacher Quality?

There are non-financial incentives for teachers to work in urban areas, such as Kicukiro. The quality of life may be higher, facilities better and so on (Bennell and Ntagaramba 2008). However, it is also possible that different salary levels provide an additional incentive for teachers to move to urban areas. This should make it easier for schools in these districts to recruit from a larger pool of applicants. This research confirms that there are skews in some measure of teacher quality towards the urban area, but it cannot say how much this is due to differential salary levels.

The table below shows that – based on this survey’s relatively small sample of teachers – Nyaruguru does indeed score more poorly on some potential proxies for teacher quality: teachers are less likely to be qualified, more likely to have a second income and likely to be younger with less experience.

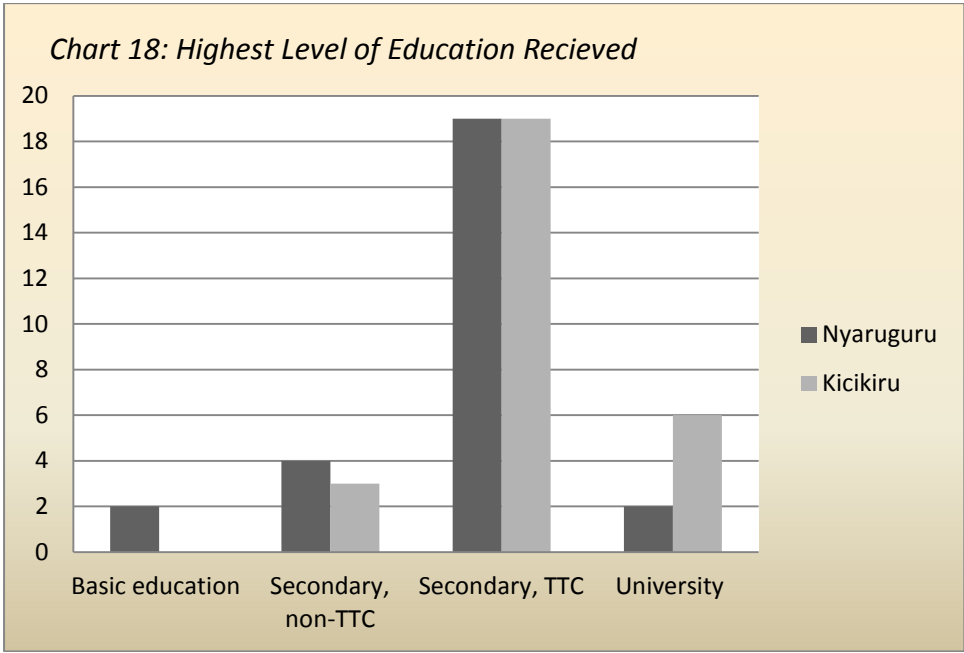
Table 15: Teaching Workforce Comparison

	Kikukiru	Nyaruguru
Proportion of qualified teachers *	95.9%	66.3%
Average (mean) age	40	33.2
Average (mean) years in teaching	15.5	9.1
Percentage with additional incomes	11%	44%

Sources: Head teachers survey [Q38]; classroom teachers survey [Q5, Q7 and Q14]

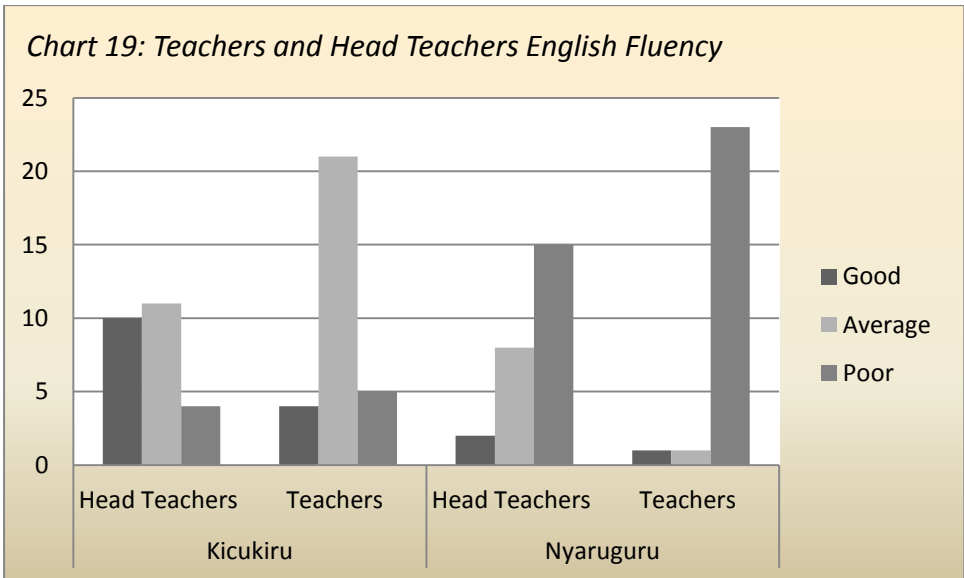
Notes: * In Kicukiro 25 of the 30 schools had 100% of teachers qualified. There was also one outlier where only 63% of teachers were qualified. If this school was excluded from the analysis then the proportion of teachers who were qualified was over 98%. In Nyaruguru area six schools had all qualified teachers and there were four schools where fewer than half the teachers were qualified. For Kicukiro and for Nyaruguru n=30 for the question on qualified teachers. For age and years in schooling for Kicukiro n=28 and for Nyaruguru n=27. For the question on additional incomes n=29 for Kicukiro and 30 for Nyaruguru.

This is also reflected when looking at the higher levels of education achieved by teachers in the two districts. The chart below shows a slight skew towards higher levels of training amongst the sample in Kicukiro, compared with Nyaruguru. There were a small number of teachers who had only received basic education in Nyaruguru area (compared with none in Kicukiro) and six in Kicukiro who had been to university, compared with two teachers in Nyaruguru. All these results should only be regarded as indicative as they are based on just 30 teachers in each district – but they are consistent with more robust existing work (Bennell and Ntagaramba 2008).



Source: Classroom teachers survey [Q6] "What is your highest level of education?"
 Note: For Kicukiro n=28 and for Nyaruguru n=27.

The research also assessed the levels of fluency in English amongst each head teacher and amongst classroom teachers (either based on the interview or on observation in the school). This is necessarily subjective in terms of the judgment about levels of English made by research assistants, but never-the-less the results are striking. There are modest levels of English in both Districts, but evidence of poor levels of English are higher in Nyaruguru than in Kicukiro, particularly amongst classroom teachers. This is shown in chart 19.



Source: School profile.
 Note: For head teachers for Kicukiro n=25 and for Nyaruguru n=25. For classroom teachers for Kicukiro n=30 and for Nyaruguru n=25.

5.11.2. Implications for School Learning Environment?

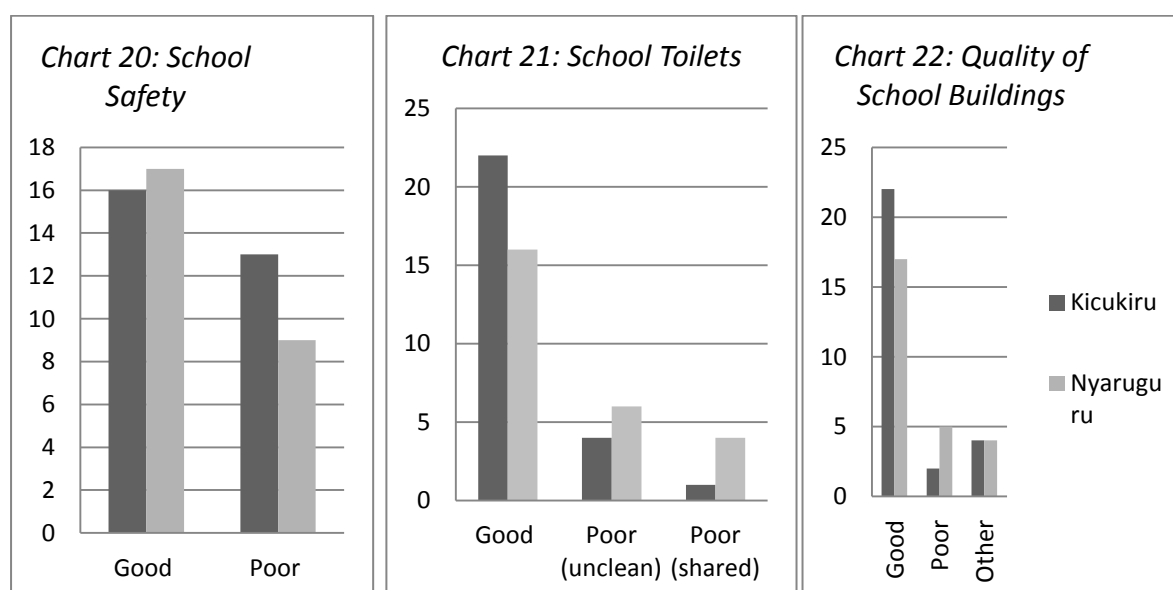
The picture on the school learning environment is mixed. On some measures investment in school buildings seems to have benefited both districts. But on other measures the differences are significant. Table 16 below shows the results of the 'school profile' in relation to whether there were sufficient learning materials, whether schools had electricity and whether there were sufficient desks. Nyaruguru schools do worse on all measures, but only really significantly worse on whether or not they have electricity.

Table 16: Assessment of Learning Materials, Electricity and Desks

	Kicukiro			Nyaruguru		
	Learning Materials	Electricity	Desks	Learning Materials	Electricity	Desks
Sufficient / Yes	15	25	27	11	8	18
Insufficient / No	11	5	3	15	17	8
Missing	4	0	0	4	5	4

Source: School profile.

Charts 20, 21 and 22 set out the findings for a series of further school observations. Here, while there is a slight skew towards Kicukiro, the overall picture is more one of similarity.

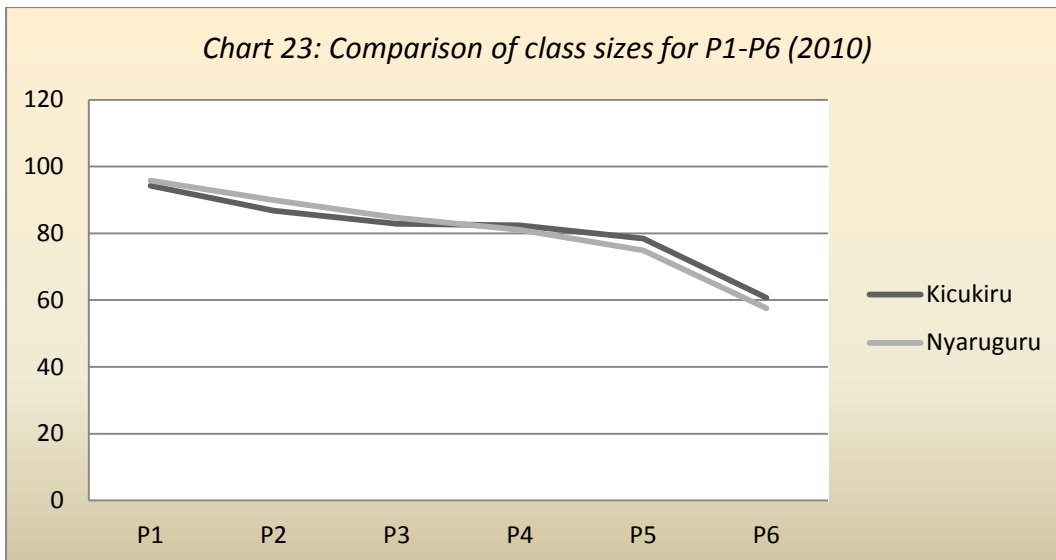


Source: School profile

Note: For school safety for Kicukiro n=28 and for Nyaruguru n=26. For school toilets for Kicukiro n=27 and for Nyaruguru n=26. On quality of school buildings for Kicukiro n=28 and for Nyaruguru n=26.

5.11.3. Class Sizes, Gender Equity and Overage Pupils

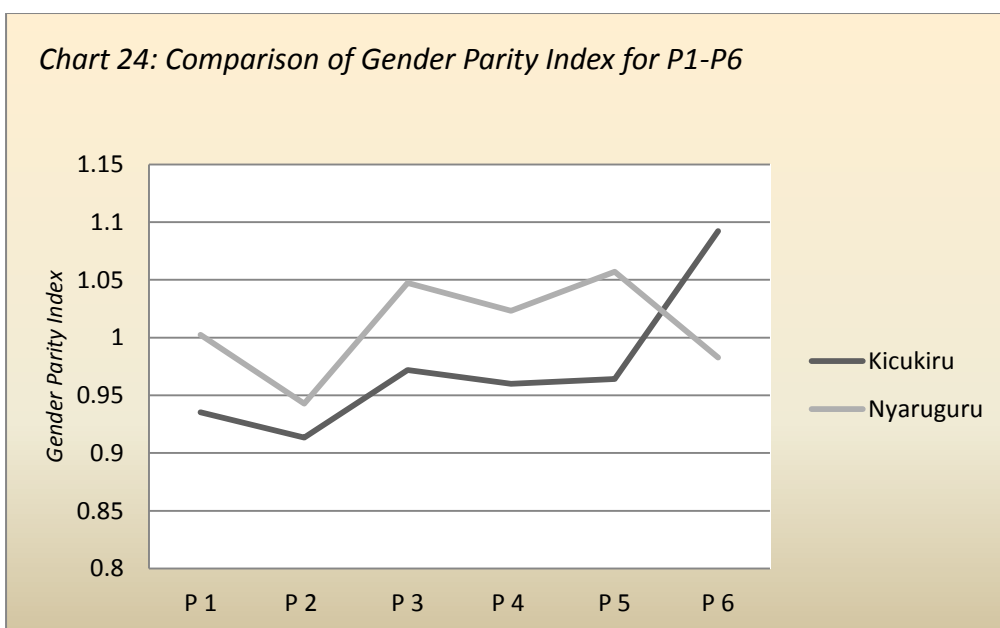
On class sizes there appears to be little difference between the two districts. This is shown in chart 23 below.



Source: Head teachers survey [Q31]

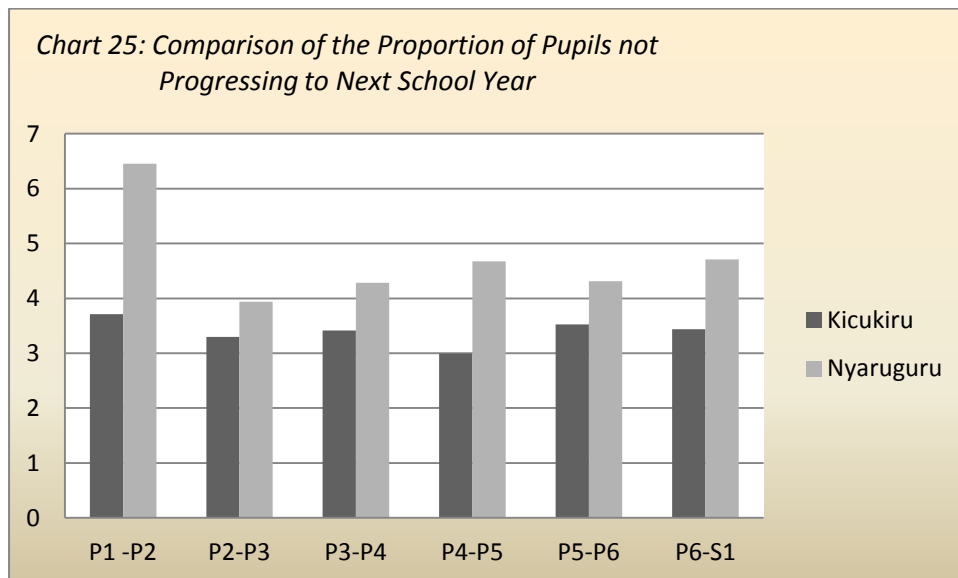
On gender equity there is an interesting difference. The gender parity index is higher in Nyaruguru than it is in Kicukiro. There are more girls in school in Nyaruguru than there are boys with an overall gender parity index of 1.04. This compares with one of 0.94 in Kicukiro [HQ30]. This is shown for all the year groups in chart 24 below.

In Kigali there are lower levels of gender equity for P1 – P5, but there are a greater number of boys in P6. There are a number of possible reasons for this difference, but are there potential links to levels of parental contributions? One hypothesis is that where parents are asked to contribute more to primary schooling they are required to make decisions about which child's education to prioritise, and this means focusing more on boys than girls. In contrast where the direct costs of schooling are not as high, as is the case in Nyaruguru, parents are not required to make such a decision.



Source: Head teachers Survey

On average pupils, the chart below shows the proportion of each year group who, in 2010, were reported as 'not progressing to the next grade'. It shows that there are slightly higher rates of non-progression in Nyaruguru compared with Kicukiro. This is reflected in the figure for the average proportion of pupils per school in each district which were reported as being average: in Kicukiro this figure was 41.6% compared with 53% in Nyaruguru.



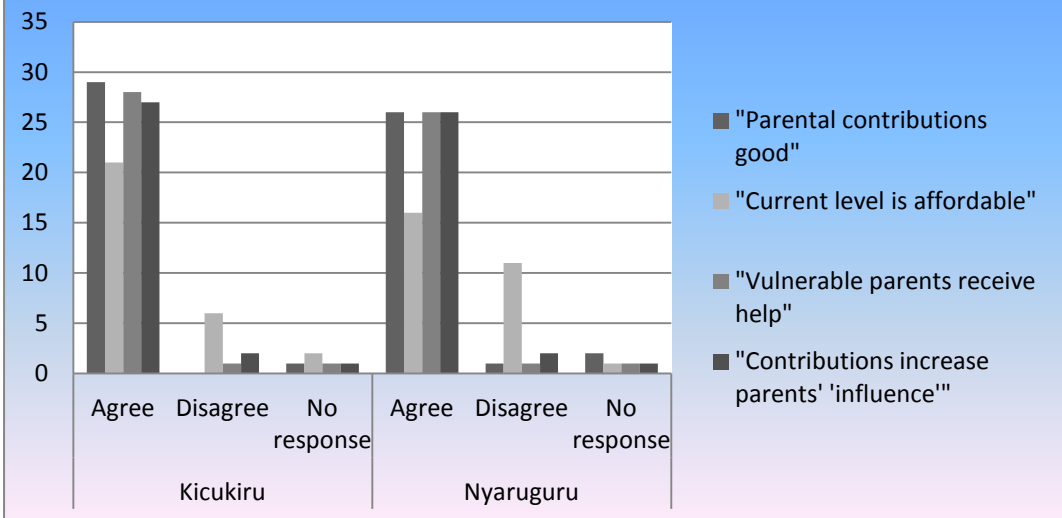
Source: Head teachers survey

5.12. Attitudes Towards Parental Contributions

Interviews also asked respondents about their attitudes towards parental financial contributions. Consistent with Transparency International's findings (Transparency International 2012), attitudes towards parents making financial contributions to schools are generally positive.

Chart 26 below shows the responses from parents when asked if they agree or disagree with four statements. Even in Nyaruguru where approximately 10 schools do not ask parents to make a financial contribution, there is little dissent from the view that making a contribution is a good thing, that vulnerable parents receive support or that parental contributions will increase parental influence in the school. The one area where there are some expressed concerns is over the affordability of parental contributions, particularly in Nyaruguru.

Chart 26: Parents' Attitudes Towards Financial Contributions to Schools



Source: Parents survey [Q24]

6. Implications and Recommendations

In this final section the implications of these findings and some potential policy implications are discussed. After a brief discussion of the implications for adequacy of primary school funding in Rwanda, the section focuses in particular on the implications of the results for equity. The section then discusses some potential policy options which would help ensure that the Rwandan education system helped contributed to achieving greater equality of opportunity.

We should recall the key research questions were:

- *Are private contributions necessary to achieve adequate school funding in Rwanda?*
- *When accounting for public and private contributions to the funding of schools what are the implications for equity of funding between schools in different areas, in particular for schools in remote and poorer rural areas compared with better off urban areas?*
- *Assuming there is evidence of significant parental contributions, what are the policy implications?*

6.1. Adequacy of Funding

In the literature review, above, the debate about defining “adequate” levels of funding was discussed. It is hard to set a specific figure for what is an adequate level of funding and it is likely to differ from context to context (Baker and Green 2008). However, the fact that spending per primary school pupil as a percentage of GDP is relatively low in Rwanda (chart 4), seems to be reflected in some of the findings of this research: there was some evidence of poor basic infrastructure, in particular levels of electricity, but also toilet facilities (see chart 22). There is good evidence that such basic infrastructure matters for learning outcomes (Glewwe *et al.* 1995 and Glewwe *et al.* 2011). There were also concerns about teacher quality with levels of English amongst classroom teachers a particular issue.

School administrators and head teachers in both districts appear to have responded to this relatively low level of resources by looking to draw on private contributions as much as possible. Indeed there appears to be relatively high support for the view that parental contributions are desirable (see chart 26). However, perhaps the key finding of this research is that the levels of additional revenue it was possible to raise differed widely between the two districts.

This suggests that levels of public funding for primary schools remain low and may not be adequate to provide a decent level of education, a challenge shared by many other developing world countries (UNESCO 2010). Given the pressures on the future education budget created by the introduction of 9YBE and now 12YBE, it will be challenging for Rwanda to provide sufficient increases in per pupil funding for primary school pupils to

ensure a decent quality of education. This is one argument for allowing the continuation of parental contributions: the combination of private contributions makes it more likely that *at the aggregate level* sufficient funding is provided for the education system. However, is this compatible with a primary education system which provides an equal educational opportunity for all pupils' regardless of where they live or the income of their parents?

6.2. Education for All? Access and Enrollment

One potential impact of the existence of parental contributions on equity concerns the effect on enrollment and retention. Put simply, does the existence of parental contributions reduce enrollment rates and make drop-outs more likely, or not? As we saw in the literature review, some authors (Birdsall 1987, Thobani 1984) have argued that in theory it is possible to either set parental contributions at a rate which would not reduce access or structure parental contributions in a such a way, with cross subsidization for the poorest, that would not have an impact on quality.

The potential impact of parental contributions on enrollment and retention rates is important for Rwanda. This is because one key policy challenge in the coming years will be to achieve 100% initial enrollment in Primary school and completion of a full course of Primary education. If parental contributions in primary school are acting as a deterrent for some pupils or are contributing to parents deciding to withdraw their children from school then this would be cause for concern.

This research asked parents, head teachers and NGOs about their experiences of pupils being turned away from school because their parents did not make the financial contribution. As table 9 reported, the parental interviewees were likely to report that there were such implications, which implies that parental contributions do reduce access, at least to some degree. In contrast head teachers and NGOs were less likely to say pupils were turned away/excluded based on non-payment of a parental contribution. On balance it seems likely that there are some pupils who are refused entry to the school because their parents cannot or decide not to make a contribution, but it is difficult to say how widespread these are.

Because there is at a minimum *some* evidence of pupils being excluded and because this is illegal under Rwanda law, there is a strong case for the Rwandan government further promoting to parents and schools that free basic education is a legal *right* for all pupils. While schools could still ask for voluntary contributions which is both legal and not discouraged as a matter of policy at the moment, non-payment resulting in exclusion is illegal and unacceptable. Parents should be given access to some form of clear complaint mechanism, potentially at the district level, through which they could highlight illegal and poor practice. Complementing this, fines could be put in place where schools are breaking the law.

However, to gain a fuller understanding of the impact on attendance of *de facto* fees, there is a case for further research. This research did not seek to understand in detail how much of a factor parental contributions were in parents decisions on whether to send their

children to school. Chart 26 showed that in Nyaruguru there were some concerns about the affordability of the, relatively modest, contributions, which may suggest an impact on decisions to send children to school in the first place, but this should be set against the evidence of some existing targeted support for poorer pupils, which would offset the cost of parental contributions (see tables 5, 6, 7 and 8). Related to this, it has not sought to understand either what level of parental contribution might affect attendance – the price elasticity of demand for primary schooling – or the relative significance of parental contributions to access vis-à-vis other possible factors. These could include ‘supply-side’ factors such as the availability and accessibility of schools, including distance to school; poor facilities including poor toilets and security; the relevance of the curriculum and perceptions of the quality of education. Alternatively there may be other ‘demand side’ factors, such as the opportunity cost of sending children who could be working to school and cultural factors. In order to access this further one option would be to use the EICV to access what proportion of household budgets families in different Rwandan Districts are spending on primary schooling³³.

6.3. Education for All? Equity and Quality

The second potential implication of the existence of parental contributions more directly concerns their unequal distribution and the implications this has for access to a given level of educational opportunity. In principle one of the core objectives of a school system should be to promote greater equality of opportunity. Given that many pupils will be disadvantaged because of their family background (Filmer 2008) one purpose of a public funding system should be to correct as far as possible for this pre-existing inequality of opportunity.

This research shows that this is not currently happening in Rwandan primary schools. As charts 10 and 11 show, parental contributions are far higher in Kicukiro than in Nyaruguru and as charts 12-16 and tables 11 and 12 show, this has a large impact on the budget for head teachers, whether assessing the overall budget (including teachers’ salaries) or focusing on the budget over which Head teachers’ have some degree of control. These higher budgets in the wealthier district are being used to pay teachers more and more competent teachers being concentrated in the wealthier areas.³⁴

So, in summary, when taking into account private and public funding this research demonstrates that schools in wealthier areas are better funded than those in areas where pupils have greater need.

³³ An updating of the World Bank, 2011 work, based on the 2010/11 EICV, for which the data will become available later this year would be one option.

³⁴ An issue which would warrant further research would be gaining a fuller understanding of the *pattern of inequality across the country as a whole*. This research purposively sampled two districts to gain an understanding of how different experiences were in widely contrasting contexts. It would also be useful to know what level of parental contribution was required, and its impact on schools, across a wider sample of Rwandan districts. This would help gain a fuller understanding of both the extent to which either Nyaruguru or Kicukiro were exceptional and also of the overall pattern of unequal funding schools across the country.

6.4. 'Crack down' on Parental Contributions?

One possible policy response to the continued existence of voluntary parental contributions is for government to seek to go further than simply policing any illegal turning away of pupils and seek to ensure that even voluntary contributions are not levied by schools³⁵. This could take the form of promoting to parents their right to free education and clarifying that this included their right not to make any PTA contribution to schools. Disincentives, for example in the form of fines, could be levied on schools of districts which continued to ask even for voluntary contributions. However, in the light of the discussion above about the adequacy of funding for primary education in Rwanda and given the concerns about educational quality outlined in section 1.3.1, this approach has considerable downsides. While any illegal turning away of pupils must be rigorously policed, seeking to clamp down on voluntary contributions seems less plausible or sensible. More promising may be accepting that parental contributions occur, but instead seeking to better mitigate the potential implications for equity. The next two sections discuss two broad categories of options for doing this.

6.5. Demand Side Policy Implications

The first set of policy options would be focused on the 'demand side'; in other words they would focus on providing support for particular parents, rather than on changing public funding systems.

Most immediately, there is a case for seeking to ensure that existing strategies to support the poorest households and children, which seem to be relatively extensive and well developed, are as effective as possible. This research found both that NGOs were providing additional support (see table 8) and at least some schools asked for differential rates of parental contributions (see tables 5, 6 and 7).

There is scope for improvement. In the case of the former, however, this research also found that NGO activity and levels of support were far higher in Kicukiro than in Nyaruguru (see table 11). There is a good case for seeking to direct NGO support more effectively at the areas with the greatest need. In Rwanda this could be a core objective for the RENCP, the Rwandan Education NGO Coordination Platform³⁶. In the case of the latter – lower contributions from poorer families – the research found evidence that some schools were asking for lower contributions from poorer parents (see tables 5, 6 and 7). Yet practice appeared to differ considerably. Assessing in further detail some examples of good practice and looking to disseminate these more widely would be one option.

³⁵ This is distinct from the policy option discussed in 6.2 because it would seek to regulate voluntary contributions themselves, rather than schools refusing entry to pupils of parents who do not make the contribution.

³⁶ The platform already focuses on the co-ordination of the types of NGO activity, but less so on the distribution of that activity.

There may also be some longer-term demand side policy options. In some countries, particularly in Latin America, Conditional Cash Transfers (CCTs) have been used to provide financial support through the social protection system on the condition that parents send their children to school (Schultz 2004, Fiszbein and Schady 2011). The case for such a policy is that it increases household incomes amongst the group who are most likely to be deterred from sending their children to school because of any *de facto* fees. There is some evidence that these policies have effectively increased enrolment, but more mixed evidence that this has resulted in improvements in learning outcomes (Fiszbein and Schady 2011). In other countries cash transfers, without any attached conditions have been favoured – and some have argued that even without conditions around school attendance building up a social protection system will help increase school attendance (Baird *et al*, 2010). There is also a concern that, if targeted, CCTs can be individualistic instruments, which may undermine more collectivist in-kind community contributions.

In Rwanda there may be a case for introducing ‘child payment’ as part of the Rwanda social protection system (something Rwanda’s social protection system – the VUP programme – does not currently include), but this could only be a long-term objective. Furthermore while it may be desirable for other purposes (not least, targeting poverty reduction strategies at households with children) it is not clear that such a major reform would be warranted given that the direct evidence that parental contributions are acting as a barrier to access and retention for a large group of pupils is lacking.

One alternative would be highly targeted CCT or CT programmes. In many CCT programmes in Latin America all families below a certain income threshold are targeted and the policy is rolled out nationally. In contrast more targeted CCTs have been used in some countries. For example, in Kenya a small programme targeted Orphans and Vulnerable Children, making payments conditional on 80% school attendance rates and in Cambodia a policy targeted girls making the transition from primary to secondary school (Fiszbein and Schady 2011). If there were clear evidence that one particular group was more vulnerable to dropping out of school then a similar targeted policy could be considered in Rwanda.

6.6. Policy Implications for Public Funding

As we have seen, the Rwandan school funding system is essentially ‘flat’: that is it achieves horizontal equity, but not vertical equity. When accounting for unequal parental contributions, the school funding system as a whole, rather than ameliorating it, actually exacerbates inequality of opportunity. For this reason there is a strong case for greater targeting of public funding. As a reminded, the four policy questions which were identified in section 3.4.2 were:

- At what level to target?
- On what basis to target?
- How to allocated/spend additional funding?
- How much to target?

One option would be to target additional funding at poorer areas – as measured by level of poverty – to pay higher teacher salaries. So on the first three of the questions above this

would be targeted at the *area level*, would be based on measures of *poverty*³⁷ and it would be allocated to *teachers' salaries*. A potential justification for this initial targeting is that this research has found clear evidence that the teacher labour market is skewed with higher pay for those working in the wealthier area. There is also evidence that teacher quality is important in influencing learning outcomes (McKinsey 2011, Rockoff *et al* 2009). However, there are also arguments against this approach. It may be the case that salary increases will increase the motivation of existing teachers in poorer areas, but the key question is whether salary increase would affect labour market incentives and effectively attract better, more experienced teachers to poorer rural areas? To answer this questions policy makers would need to have evidence on two issues. First they would need to understand the relative importance of *salary levels* vis-à-vis other factors, such as access to housing, packages of training, opportunities for career advancement and so on. And secondly, they would need to understand what level of salary increase would be needed to shape teachers' behavior when they are deciding where to work. It is, at best, uncertain that a simple increase in salaries would lead to better teachers moving to poorer areas. What evidence there is suggests that the salary increases need to large to affect the teacher labour market in this way (Kelleher, 2008; Mulkeen 2009; Mulkeen and Chen 2010).

An alternative option would be to target funding through by introducing a simple formula into the CG, based on poverty measures. One variant on this option would be to introduce an additional payment for each child in the bottom two poverty categories. Another option, which might be simpler, would be to allocate an additional payment to schools in areas which have a higher proportion of people in the bottom two poverty categories. In terms of the first three questions above this options would be targeted on the level of the pupil or area, depending on which was more practically feasible; targeted on the basis of poverty levels and allocated to head teachers' budgets and not earmarked for any particular areas of spending. This would allow schools themselves to decide the best way to allocate funding, given their particular circumstances and needs. This might be expected to lead to spending on the factors which will make greater difference to the quality of education in that school.

Initially the value of this additional payment would be relatively low, but it could be increased over time as fiscal conditions allow to the point where as a minimum it ensured that the additional funding was equal to the average parental contributions paid by better off parents.

³⁷ This could be based on the Ubudehe community poverty categories which are also used by Rwandan local government (see table 8 for evidence of their existing use by schools focused NGOs).

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Annexes

Annex 1: Informed Consent Statement

Below is a copy of the informed consent statement which was read to all survey respondents by the research assistants.

Good morning/afternoon/evening my name is -----I work for the Institute of Policy Analysis and Research – Rwanda which is based in Kigali. We are carrying out some research funded by the African Capacity Building Foundation into two issues in primary education. First the funding of education and second what factors contribute to creating a “good” school and a “good” education for children in Rwanda. We are carrying out this research because we want to know more about schools in Rwanda to help the government make further improvements. Our research will provide the Government and others with information about schools from the perspective of those using them and running them. IPAR is keen to come up with policies and recommendations to help the Rwandan government improve education enterprises. Your views will be very important and we would very much like you to agree to participate. We will not write your name on the questionnaire and we will write up our research in such a way so you cannot be individually identified. Answering our questions will not take up more than an hour at the most of your time.

- *Are you willing to help us by participating in our research?*
- *Yes/no*
- *Signed ----- (IPAR team member) Date-----*

Annex 2: Questionnaires

The following questionnaires, all in Kinyawanda, are presented in this annex:

- NGOs (p72)
- Classroom Teachers (p78)
- District officials (p89)
- Head Teachers (p103)
- Parents (p125)

GAHUNDA Y'IBIGANIRO

Insengero, Imiryangoitegamiye kui Letan'amatsinda rusange

GUTANGIRA

Muzakenera kwisobanuraho nk'abashakashatsi bakorera ikigo cyubushakashatsi kigenga IPAR-Rwanda bakora ubushakashatsi buterwa inkunga n'ikigo ny'Africa gishinzwe kongera ubushobozi kuri politike y'uburezi. Uzakenera kubasobanurira ko hari ibintu bibiri ubushakashatsi buzibandaho - mbere nambere amafaranga akoreshwa mu amashuri abanza n'icya kabiri ireme ry' uburezi mu amashuri abanza..

Sobanura ko IPAR-Rwanda yahisemo ahantu habiri mu gihugu bagereranye amakuru atandukanye azava aha hantu hatandukanye

Nanone vuga ko twizeye ko ibizava muri ubu bushakashatsi bizatuma Leta igera ku intego zayo z' ireme ry'uburezi kubana bose m'uRwanda

INYANDIKO ISABA KUGIRANA IKIGANIRO.

Mbere yuko utangira banza usome imvugo-nyandiko isaba uruhushya.

Mwaramutse/ mwiriweho amazina yange ni nkorera ikigo cyubushakashatsi nisesengura rya politiki IPAR-Rwanda gikorera iKigali. Turakora ubushakashatsi buterwa inkunga n'ikigo nyafirika gishinzwe kongera ubushobozi. Ubwo bushakashatsi burakorwa ku ibintu bibiri mu uburezi bwibanze. icyambere ni amafaranga akoreshwa mu uburezi bwibanze ikindi ni ibiki bifite uruhare mu ukugira ishuli "ryiza" na uburezi "bwiza" kubana m'uRwanda. Turakora ubu bushakashatsi kuko dushaka kumenya birenzeho ibyerekeye amashuri m'uRwanda kugirango dufashe Leta kurushaho kuyateza imbere. Ubushakashatsi bwacu buzageza kuri Leta n'abandi amakuru ajyanye n'amashuri aturutse mu imyumvire y'abayakoresha n'abayakoramo. IPAR ishishikajwe kugaragaza ingamba n'inama byafasha guverinoma y'Urwanda guteza imbere ibikorwa by' uburezi. Ibitekerezo byanyu bizaba ari ingirakamaro ,twanifuzaga cyane ko mwemera kugira uruhare. Ntabwo tuzashyira amazina yanyu ku urutonde rw'ibibazwa kandi tuzakora raporo yacu ku uburyo utamenyekana . Gusubiza ibibazo byacu ntibiri bugutware igihe kirenze isaha..

Ese mwishimiye kudufasha mugira uruhare muri ubu bushakashatsi?

- Yego/Oya
- Umukono ----- (Ugize ikipe ya IPAR) Italiki -----

AMAKURU YEREKERANYE N'UBUYOBOZI

1. Akarango k'itsinda

2. Nimeroy'ishuli irakenewe (*Nimero ikwiye kugaragazwa aha mugihe umuryango ubaza ukorana byumwihariko na rimwe muri ya mashuli 30*)

3. Aho uherereye (*ca akaziga hamwe*)
 - i) Kigali
 - ii) Icyaro

AMAKURU YEREKERANYE N'UBAZA

4. Igitsina (*ca akaziga hamwe*)
 - i) Gabo
 - ii) Gore

5. Imyaka (*Isabukuru baherutse kugira*)

6. Umwuga wawe ni uwuhe?

7. Ese umuryango uhagaraririyewe witwawe?

8. Ese umuryango muhagarariye ufite abakozi bangahe?
9. Ese wasobanura umuryango muhagarariye nk' umuryango uri k'urwego ruciriritse cyangwa nka imwe mu miryango migari iri k'urwego rw'igihugu?

AMAKURU AJYANYE N'INKUNGA

10. "turifuza ibabaza ibibazo rusange kubijyanye n'amafaranga atangwa n'abababyeyi m' uburezi mu agace mutuyemo. Ese mwatubwira uburyo butandukanye ababyeyi batangamo amafaranga ku igiciro cy'uburezi? Dushishikajwe cyane nokumenya amafaranga ababyeyi batanga ku ishuli, Atari nkayo batanga kugura imyenda y'ishuli." *[Amabwiriza agenewe ubaza: n'ingenzi ko ubona amakuru ahagije bishoboka k'uburyo inkunga itangwa n'icyo ikoreshwa, uzakenera kubaza birenzeho kugirango ubone amakuru menshi bishoboka harimo;*

- a) *Kumenya niba amafaranga atangwa binyuze mw'ihuriro ry'ababyeyi n'abarimu cyangwase ahandi?*
- b) *Niba amafaranga aba angina kumyaka yose ni ukuvuga niba atangwa cyane mumwaka wa 5 n'uwagatandatu?*
- c) *Niba amafaranga aba agenewe igikorwa runaka urugero "ubwishingizi cyangwa agahimbaza musyi k'abarimu"*

11. Mwaduha amakuru arenze kubyerekeye urwego/ agaciro k'amafaranga atangwa n'abayeyi?dukeneye nanone agaciro kayo mafaranga kubice bitandukanye – urugero, ababyeyi babakene batanga mafaranga make ugereranije n'abandi *[Amabwiriza agenewe ubaza: n'ingenzi ko ubona amakuru ahagije bishoboka k'uburyo inkunga itangwa n'icyo ikoreshwa, uzakenera kubaza birenzeho kugirango ubone amakuru menshi bishoboka harimo, urugero, gerageza ubone:*

- i) *Amafaraanga asanzwe cyangwa ateganijwe atangwa ni angahe?*
- ii) *Ikigereranyo cy'amafaraanga ababyeyi batanga kuri uru rwego*

- iii) *Ni amafaranga angahe atangwa n'ababyeyi bafite amikoro make?*
- iv) *Nigute muhitamo ababyeyi cyangwa abafasha kurera amafaranga bagomba gutanga*

12. Ese habaho ngaruka ki iyo atishyuye agahimbazamusyi ko gufasha ishuli?

13. Utekereje by'umwihariko ku amafaranga y'agahimbazamusyi ababyeyi batanga-waba warigeze wumva mu ishuli iryo ariryo ryose aho umunyeshuli yangiwe kwinjira mu ishuli bitewe nuko umunubyeyiatatanze ayo mafaranga? Niba aribyo , mwatubwira umubare wabanyeshuli byagizeho ingaruka?

14. Ubu dushishikajwe no kumenya uruhare nyirizina rw'umuryango wanyu..

15. Ese mwadusobanurira Can you describe how your organisation helps the poorest households with the costs of schooling? (Amabwiriza agenewe ubaza: n'ingenzi ko ubona amakuru ahagije bishoboka. ibibazo bikurikira n'ibi:

- i) *Ni mubihe bikorwa muteramo inkunga ababyeyi batishoboye? Urugero, kugura imyambaro y'ishuli, cyangwa gutanga umusanzu mwihuriro ry'abarimu n'ababyeyi?*
- ii) *Ni amafaranga angahe akoreshwa m'ugufasha ababyeyi batishoboye babatangira ikiguzi k'ishuli?*
- iii) *Nigute muhitamo umubyeyi ukeneye gufashwa?)*

16. Niba hari inkungay'amafaranga itangwa ku imiryango imwe nimwe, waduha amakuru arambuye ku ingano y'amafaranga buri muryango ubona?

17. Waba uzi inkunga y'amafaranga ihabwa ababyeyi babakene mugace mutuyemo ?

18. Dushishikariye kumenya ibitekerezob yawe ku ukuba ababyeyi batanga uruhare rw' amafaranga mu mashuri abanza. Mushobora kugaragaza buryo ki mwemeranya cyangwa mutemeranya n'interuro zikurikira. Mushobora guhitamo kwemera bikomeye, kwemera bigereraniye, kutemera bigereraniye no kutemera bikomeye.

	Ndabyemer a	Simbyemer a	Simbizi
Ababyeyi kuba bagira uruhare rw'amafaranga mu amashuri abanza ni ikintu kiza.			
Ikigero cy'uruhare rw'ababyeyi kiriho ubu kibonwa na benshi mu ababyeyi			
Hari umubyeyi w'umutindi kuburyo atakwishyura amafaranga y'ishuri azafashwa.			
Kwishyura amafaranga y'ishuri ni byiza kuko biha ababyeyi ijamba ku imicungire y'ishuri			

GAHUNDA Y'IBIGANIRO

Umwarimu w'ishuli

GUTANGIRA

Muzakenera kwisobanuraho nk'abashakashatsi bakorera ikigo cyubushakashatsi kigenga IPAR-Rwanda bakora ubushakashatsi buterwa inkunga n'ikigo ny'Africa gishinzwe kongera ubushobozi kuri politike y'uburezi. Uzakenera kubasobanurira ko hari ibintu bibiri ubu bushakashatsi buzibandaho - mbere nambere amafaranga akoreshwa mu amashuri abanza n'icya kabiri ireme ry' uburezi mu amashuri abanza..

Sobanura ko IPAR-Rwanda yahisemo ahantu habiri mu gihugu bagereranye amakuru atandukanye azava aha hantu hatandukanye

Nanone vuga ko twizeye ko ibizava muri ubu bushakashatsi bizatuma Leta igera ku intego zayo z' ireme ry'uburezi kubana bose m'uRwanda

GUSABA KUGIRANA IKIGANIRO

Mbere yuko utangira banza usome urupapuro rwiBefore you start read out the 'Informed Consent Statement'.

Mwaramutse/ mwiriweho amazina yange ni nkorerwa ikigo cyubushakashatsi nisesengura rya politiki IPAR-Rwanda gikorera iKigali. Turakora ubushakashatsi buterwa inkunga n'ikigo nyafirika gishinzwe kongera ubushobozi. Ubwo bushakashatsi burakorwa ku ibintu bibiri mu uburezi bwibanze. icyambere ni amafaranga akoreshwa mu uburezi bwibanze ikindi ni ibiki bifite uruhare mu ukugira ishuli "ryiza" na uburezi "bwiza" kubana m'uRwanda. Turakora ubu bushakashatsi kuko dushaka kumenya birenzeho ibyerekeye amashuri m'uRwanda kugirango dufashe Leta kurushaho kuyateza imbere. Ubushakashatsi bwacu buzageza kuri Leta n'abandi amakuru ajyanye n'amashuri aturutse mu imyumvire y'abayakoresha n'abayakoramo. IPAR ishishikajwe kugaragaza ingamba n'inama byafasha guverinoma y'Urwanda guteza imbere ibikorwa by' uburezi. Ibitekerezo byanyu bizaba ari ingirakamaro ,twanifuzaga cyane ko mwemera kugira uruhare. Ntabwo tuzashyira amazina yanyu ku urutonde rw'ibibazwa kandi tuzakora raporo yacu ku uburyo utamenyekana . Gusubiza ibibazo byacu ntibiri bugutware igihe kirenze isaha..

Ese mwishimiye kudufasha mugira uruhare muri ubu bushakashatsi?

- Yego/Oya
- Umukono ----- (Ugize ikipe ya IPAR) Italiki -----

AMAKURU AJYANYE N'UBUYOBOZI

1. Umubare w'ibanga w'itsinda

2. Aho uherereye *(ca akaziga hamwe)*
 - i) Kigali
 - ii) Icyaro

3. Nimero y'ishuli

IBIJYANYE N'UBAZWA

4. Igitsina *(ca akaziga kuri kimwe)*
 - i) Gabo
 - ii) Gore

5. Imyaka *(isabukuru aherutse kugira)*

----- imyaka

6. Ese ni ikihe cyiciro cy'amashuri gisumba ibindi warangije? *(ca akaziga kuri kimwe)*
 - i) impamyabumenyi y'icyiciro cya mbere cy'amashuri yisumbuye
 - ii) Amashuri yisumbuye, Ariko Atari kukigo nderabarezi
 - iii) Amashuri yisumbuye kukigo nderabarezi
 - iv) Amashuri makuru
 - v) Ibindi -----

7. Ugereranije waba umaze imyaka ingahe wigisha?

(Niba ari abarimu b'umwuga , noneho babaze ikibazo gikurikira. Niba Atari bo jya ku ikibazo 9.)

8. Waba warigeze ugira itezambere ry'umwuga rihoraho rifagusha guteza imbere ubumenyi bwawe nk'umwarimu kuva aho urangirije kwiga ?

i) Yego

ii) Oya

9. Niba ari yego, mushobora kutubwira ubumenyi, amahugurwa, amasomo wahawe nk'umwarimu kuva aho urangirije amashuri.? *(Andika birambuye)*

	Icyo mwahuguwemo	Byari ryari	Byamaze igihe kingana iki?
1			
2			
3			
4			

10. Ese umushahara ukugeraho ungana iki?

11. Ese wabwira muri make ahantu hatandukanye waba uzi umushahara wawe uturuka? Urugero, Muri Leta, mubabyeyi barerera ku ishuli ryanyu?

12. Ese mwaba muzi agahimbazamusyi ako ariko kose kagenewe abarimu ku ishuli ryanyu? school?

a. Yego

Ninde ukishyura?:

b. Oya

(Niba ari “yego”, mubaze ibibazo bibiri bikurikiraho. Niba ari “oya” jya ku)

13. Ese mwaba muzi uwishyura agahimbazamusyi ako ariko kose ka abarimu- urugero ese nil eta cyangwa ababyeyi? (ca akaziga hamwe)

a. Leta

b. Ababyeyi

14. Ese mwaba mufite ahandi mukura amafaranga cyangwa indi mirimo- urugero guhinga cyangwa ibikorwa bibyara inyungu ?

15. Utekereje ku abarimu bo ku gigo cyanyu, ni ryari bahura n’ubukererwe bw’imishahara ya Leta? (Ca akaziga hamwe)

a. Buri gihe imishahara yishyurwa ikerewe

b. Rimwe na rimwe imishahara yishyurwa ikerewe

c. Biba gake ko imishahara yishyurwa ikerewe

d. Imishahara ntijya yishyurwa ikerewe

16. Ese imishahara yanyu ikererwaho igihe kingana iki? (Ca akaziga hamwe)

a. Iminsi mike

b. Ibyumweru bike

c. Birenga ibyumweru bike

17. Ese haba hari ukwiyongera kwibitabo kugaragara mubyumba by’amashuli byanyu mumwaka ushize?

18. Ese wumva ukeneye ubundi bufasha n’amahugurwa kugiranga urusheho kwigisha neza mucyongereza? Niba aribyo, mwaduha ibitekerezo byanyu kuyindi nkunga mwaba ukeneye?

AMAKURU AJYANYE N’IREME RY’UBUREZI

19. Dushishikajwe no kumenya imyumvire yanyu ku icyagira “ishuli ryiza” n’ “uburezi bwiza” ku abanyeshuli banyu. Mu magambo yanyu, wasobanura ute mu incamake uko utekereza ishuli ryiza riba rimeze?(iki ni ikibazo gifunguye kandi ntugomba gushakisha ibisubizo by’umwihariko , ariko ugomba kwandika niba ashidikanya).

20. Ni izihe mbogamizi z’ingenzi mwatubwira muhura nazo mu ugutanga uburezi bwiza ku abanyeshuli?Ese mwadusobanurira impamvu ibi ari ingenzi?

imbogamizi ya 1: -----

imbogamizi ya 2: -----

21. Noneho twifuzaga kubabaza icyo mwakenera cyane cyateza imbere ishuli ryanyu rikaba ishuli ryiza. Utekereje ku ibintu bikurikira, mushobora kubitondeka mukurikije uko mubona bimeze neza ku ishuli ryanyu muri iki gihe.(1 ni aho wumva ko hakewe kongerwa ingufu gake, naho 5 ni aho wumva ko hakewe gushyirwa ingufu cyane)

	1.	2.	3.	4.	5.	simbi zi
Guha abanyeshuli ahantu hatekanye bigira						
Kugira abarimu bashoboye kwigisha neza mucyongereza						
Gutanga ibikorwa bitandukanye urugero ibibuga n’umwanya wo gukina						
Kugira abarimu bumwuga kandi bafite ubushake						
Kugira abarimu bahembwa bikwiye						
Kugira ingunga imwe gusa ku umunsi						
Gushyiraho umuco n’umwuka mwiza abakobwa bisangamo						
Kugira ibitabo byiza bikoreshwa nabanyeshuli						
Kugira ibikoresho by’ibanze byo kwigishirizamo urugero Ibinyabuzi						
Kwita cyane ku ugusoma no kwandika						
Kugira umubare muto wa abanyeshuli ku umwarimu						
Kugira ubuyobozi n’imicungire byiza by’ishuli						
Kugira ukwigisha gushingiye ku						

amakuru y'uko buri munyeshuli amenya.						
Kugira ibikoresho by'ibanze, nk'intebe z'abanyeshuli zihagije.						
Kwigisha integanyanyigisho ngari n'amasomo menshi.						
Kugira imyigire ishingiye ku abanyeshuli.						
Gukorana neza n'ababyeyi n'abaturage						
Aho abanyeshuli bafite amahirwe yo gukina no kwidagadura.						

22. Dushishikajwe no kumenya uko musesengura imikorere no kujyambere by'ishuli ryanyu. Ese mushobora gutondeka ibipimo bishoboka bitandukanye by'imikorere myiza y'ishuli ryanyu, aho ikingenzi cyane kiza mbere, icyakabiri k'ingenzi kikaza k'umwanya wa kabiri, icya gatatu cy'ingenzi kikaza k'umwanya wa gatatu, gutyo gutyo.)

	Umwanya
Amanota y'ibizamini by'umwaka wa 6	
Ese ni abanyeshuli bangahe barangiza umwaka wa 6 bazi neza icyongereza n'imibare	
Umubare w'abanyeshuli barangiza umwaka wa 3 bazi neza ikinyarwanda	
Igisubizo kiza kijyanye n'ishuli bivuye mu ababyeyi	
Ibisubizo byigenzura biturutse mu ubugenzuzi bw'amashuri ba Leta	
Impuzandengo y'ingano y'ishuli abanyeshuli bigishirizwamo.	
Ikigereranyo cy'abanyeshuli barangiza umwaka wa 6 bafite imyaka 12 no muni yayo.	
Ikigereranyo cy'abarimu babifitiye ubumenyi.	
Urutonde rw'ibikorwa, nk'ibibuga n'amahirwe yo gukina bitangwa n'ishuli.	

23. Ese haba hari aho yaba mwe cyangwa undi wo hanze y'ishuli(urugero abayobozi bo ku karere cyangwa Leta y'Urwanda) bashyiraho intego ku imikorere y'ishuli? Intego imwe yaba ari ukugabanya ingano y'ishuli/ umubare w'abanyeshuli mu icyumba.

i) Yego

ii) Oya

24. Ese mushobora kuduha amakuru arambuye ku icyo intego z'ingenzi aricyo. Byaba ari ingirakamaro gushyiramo amakuru yuzuye ashoboka ku ibice by'imikorere y'ishuli intego yibandaho/zibandaho?

Intego	Ni nde wanzura intego iyo ari yo?	Ese intego iba igizwe nibiki? Urugero. Amanota y'ibizamini, ikigereranyo cyo gusibira.	Ni iyihe ntego y'umwihariko?(kugera kuri x hakoreshejwe y)
Intego ya 1			
Intego ya 2			
Intego ya 3			
Intego ya 4			

25. Ese mwagaragaza buryo ki mwemeranya nizi nteruro zikurikira? Mushobora guhitamo kwemera bikomeye, kwemera bigereraniye, kutemera bigereraniye no kutemera bikomeye.

	Ndabye mera	Simbyemera	Simbizi
Ishuli ryange ryibanda bikomeye ku ugusoma no kwandika(mu ikinyarwanda) n'imibare mu umwaka wa 1 – mu umwaka wa 3			
Abarimu bo ku ishuli ryacu bakungukira mu ukubona ibikoresho byo kwigishirizaho bijyanye nigihe –urugero “imfashanyigisho”			
Ku ishuli ryacu duha agaciro kwemerera abanyeshuli gukina kimwe nko kwiga ibyo mu ishuli			
Mu ishuli ryacu, kwibanda ku ugusoma no kwandika (mu icyongereza) n'imibare byabaye ngombwa cyane mu myaka ya vuba.			
Andi mashuli nzi aha agaciro kwemerera abana gukina kimwe n'andi masomo.			
Ubushake n'ubwitange byange bwite ku kazi birahanitse.			

Dutekereje kubarimu kwishuli Rwacu, ubushake n'ubwitange ku akazi byabo birahanitse			
Mu ubunararibonye bwange, nagize inkunga ihagije kumfasha gutera imbere mu akazi.			
Abarimu bahembwa bihagije bibatera gutanga uburezi bwiza ku abanyeshuli babo.			
Abarimu bange bakeneye andi mahugurwa menshi mu icyongereza.			
Abarimu bange bakeneye amahugurwa arenzeho ku imyigire ishingiye k'umunyeshuri.			
Isomo ryo kwihangira imirimo ni ingenzi ku ishuli ryange.			
Amahugurwa y'abayobozi b'amashuri yagaragajwe nk'ingenzi bihagije.			
Ku ishuli ryange ,byinshi mu ibikenerwa n'ishuli n'abanyeshuli, muburyo bw'ibitabo, ibikoresho byo kwigishirizaho n'ibikorwaremezo bihagije, biraboneka..			
Abarimu barubashywe aho batuye			

26. Dushishikariye kumenya imyumvire yawe ku integanyamasomo ya Leta. Kimwe n'ibindi bibazo twavuzeho haruguru mushobora kugaragaza buryo ki mwemeranya cyangwa mutemeranya n'imvugo zikurikira. Mushobora guhitamo kwemera bikomeye, kwemera bigereraniye, kutemera bigereraniye no kutemera

	Ndabye mera	Simbyem era	Simbizi
Mfite ubumenyi buhagije ku integanyamasomo ya Leta			
Mbona ibikoresho byiza n'amakuru bimfasha kwigisha integanyamasomo ya leta			
Kugirango nkore akazi kange neza, byatanga ikinyuranyo ndamutse mfite imfashanyigisho n'ikidanago byo kugenderaho			
Mu ishuli ryacu, kwigisha integanyamasomo ya leta biragoye kubera ingunga ebyiri.			
Integanyamasomo ya leta yibanda bikomeye ku imibare no gusoma no kwandika , harimo no mucyongereza.			
Nzi neza ibyo abanyeshuli bagombye kuba bize ku umusozo w'umwaka wa 3 ubanza.			
Nzi neza ibyo abanyeshuli bagombye kuba bize ku umusozo w'umwaka wa 3 ubanza.			
Integanyamasomo ya Leta iraringaniye kandi ikubiyemo urutonde rugari rw'amasomo mu mashuli abanza.			

27. Dushishikariye kumenya imyumvire yawe ku ibijyanye n'imishahara nuduhimbazamusyi tw'abarimu. Kimwe n'ibindi bibazo twavuzeho haruguru mushobora kugaragaza buryo ki mwemeranya cyangwa mutemeranya n'imvugo zikurikira. Mushobora guhitamo kwemera bikomeye, kwemera bigereranije, kutemera bigereranije no kutemera bikomeye

	Ndabye mera	Simbyem era	Simbizi
Urwego rw'umushahara w'abarimu ruriho ubu rutuma benshi mu barium bashaka kuva mu mwuga			
Niyo nakora cyane kandi neza, mfite impungenge ko umushahara wange utaziyongera			
Nahitamo ko amafaranga leta ishyira mu Umurenge SACCO yakoresha mu kuzamura umushahara w'abarimu ahubwo			
Imishahara y'abarimu ifitanye isano rya bugufi n'imikorere y'abarimu mucyumba cy' ishuli – muyandi magambo, abarimu beza bafite amahirwe yo kwiturwa kuzamurirwa umushahara.			
Igihe umaze uri umwarimu ni ingenzi mu ukugena umushahara w'abarimu kuruta kuba uri umwarimu mwiza cyangwa utari mwiza.			
Byaba bikwiye kwitura abarimu kuzamurirwa umushahara bashingiye ku imikorere – abarimu bakora neza bakwiye ishimwe k'umushahara.			
Byakabaye byiza igice kinini cy'umushahara w'umwarimu gihembwe nk'ishimwe ry'imikorere, niyo byavuga igabanuka ry'imishahara y'abarimu bamwe.			
Byaba ari ikintu kiza igice kinini cyane cy'umushahara w'abarimu cyishyuwe nk'ishimwe ry'imikorere ariko ntihagire umwarimu ucikanwa..			

GAHUNDA Y'IBIGANIRO

Umuyobozi ku karere

GUTANGIRA

Muzakenera kwisobanuraho nk'abashakashatsi bakorera ikigo cyubushakashatsi kigenga IPAR-Rwanda bakora ubushakashatsi buterwa inkunga n'ikigo ny'Africa gishinzwe kongera ubushobozi kuri politike y'uburezi. Uzakenera kubasobanurira ko hari ibintu bibiri ubu bushakashatsi buzibandaho - mbere nambere amafaranga akoreshwa mu amashuri abanza n'icya kabiri ireme ry'uburezi mu amashuri abanza..

Sobanura ko IPAR-Rwanda yahisemo ahantu habiri mu gihugu bagereranye amakuru atandukanye azava aha hantu hatandukanye

Nanone vuga ko twizeye ko ibizava muri ubu bushakashatsi bizatuma Leta igera ku intego zayo z' ireme ry'uburezi kubana bose m'uRwanda

GUSABA KUGIRANA IKIGANIRO

Mbere yuko utangira banza usome urupapuro rwiBefore you start read out the 'Informed Consent Statement'.

Mwaramutse/ mwiriweho amazina yange ni nkorera ikigo cyubushakashatsi nisesengura rya politiki IPAR-Rwanda gikorera iKigali. Turakora ubushakashatsi buterwa inkunga n'ikigo nyafirika gishinzwe kongera ubushobozi. Ubwo bushakashatsi burakorwa ku ibintu bibiri mu uburezi bwibanze. icyambere ni amafaranga akoreshwa mu uburezi bwibanze ikindi ni ibiki bifite uruhare mu ukugira ishuli "ryiza" na uburezi "bwiza" kubana m'uRwanda. Turakora ubu bushakashatsi kuko dushaka kumenya birenzeho ibyerekeye amashuri m'uRwanda kugirango dufashe Leta kurushaho kuyateza imbere. Ubushakashatsi bwacu buzageza kuri Leta n'abandi amakuru ajyanye n'amashuri aturutse mu imyumvire y'abayakoresha n'abayakoramo. IPAR ishishikajwe kugaragaza ingamba n'inama byafasha guverinoma y'Urwanda guteza imbere ibikorwa by'uburezi. Ibitekerezo byanyu bizaba ari ingirakamaro , twanifuzaga cyane ko mwemera kugira uruhare. Ntabwo tuzashyira amazina yanyu ku urutonde rw'ibibazwa kandi tuzakora raporo yacu ku uburyo utamenyekana . Gusubiza ibibazo byacu ntibiri bugutware igihe kirenze isaha..

Ese mwishimiye kudufasha mugira uruhare muri ubu bushakashatsi?

- Yego/Oya
- Umukono ----- (Ugize ikipe ya IPAR) Italiki -----

AMAKURU AJYANYE N'UBUYOBOZI

1. Umubare w'ibanga w'itsinda
2. Aho uherereye (ca akaziga hamwe)
 - iii) Kigali
 - iv) icyaro
3. Nimero y'ishuli

IBIJYANYE N'UBAZWA

4. Igitsina (ca akaziga kuri kimwe)
 - iii) Gabo
 - iv) Gore
5. Imyaka (isabukuru aherutse kugira)
----- imyaka
6. Ese ni ikihe cyiciro cy'amashuri gisumba ibindi warangije? (ca akaziga kuri kimwe)
 - vi) impamyabumenyi y'icyiciro cya mbere cy'amashuri yisumbuye
 - vii) Yarangije amashuri yisumbuye harimo no kwiga ku ikigo nderabarezi
 - viii) Amashuri makuru
 - ix) Ibindi -----
7. Ugereraniye waba umaze imyaka ingahe ushinzwe uburezi mu akarere kanyu?
8. Ese wigeze ubaho umwarimu?
 - i) Yego
 - ii) Oya
9. Ese wigeze ubaho umuyobozi w'ikigo cy'amashuri.

i) Yego

ii) Oya

10. “ese habahari amashuli abanza yigenga angahe mu akarere kanyu?

11. “Waba uzi umubare w’abanyeshuli kuva mumwaka wambere kugerera muwagatandatu biga muri ayo mashuli abanza yigenga?

12. “Ese ababyeyi bafite amikoro ahagije nibo barerera kumashuli abanza yigenga?

AMAKURU YEREKERANYE N’ISHULI

13. Ku amashuli 30 yose akorerwaho ubushakashatsi dukeneye kubona amakuru k’umusaruro n’amafaranga akoreshwa. Ibi bizakorwa hakoreshejwe imbonerahamwe izasigirwa umuyobozi wo ku akarere kugirango ayuzuze. Tugomba kubasobanurira ko bagomba kuzuzamo amakuru yuzuye bishoboka aho bikenewe banabiganireho n’abakozi bagenzi babo mu karere bashobora kuba bafite amakuru arenzeho. Shimangira ko ari ingirakamaro ko ibibazo bisubizwa k’uburyo bwuzuye bishoboka.

(Musobanurire ko hari imbonerahamwe 30 z’amapaji abiri buri imwe – imwe ya buri shuli rikorerwamo ubushakashatsi.)

IMBONERAHAMWE IGENEWE UMUYOBOZI KU KARERE:

Izina ry'ishuli:

AMAKURU YEREKERANYE N'ABANYESHULI N'ABARIMU

Muri uyu mwaka w'amashuli, ishuli rifite abanyeshuli bangahe muri rusange?	
Ese muri uyu mwaka w'amashuli, ishuli rifite abarimu bangahe?	

AMANOTA Y'IBIZAMINI

Ese mwatubwira muburyo burambuye ku amanota abanyeshuli banyu babonye mu ikizamini gisoza amashuli abanza mu imyaka 3 ishize?Mwagaragaza umubare wabiyandikishije batsinze ibizamini by'umwaka wa gatandatu, harimo umubare wa abakobwa n'abahungu.

Umwaka	Umubare w'abahungu mu mwaka wa6	Umubare w'abakobwa mu mwaka wa6	Igiteranyo cy'abatsinze	Umubare w'abakobwa batinze	Umubare w'abahungu batinze
2010					
2009					
2008					

Niba mubizi, mushobora kutubwira umubare w'abana babonye amanota atandukanye mu ibizamini bisoza umwaka w agatandatu. Ukoreshaje uburyo bw'ibyiciro 1 – 9 bwatangijwe mu 2008.

	Grade								
Year	1	2	3	4	5	6	7	8	9
2010									
2009									

AMAKURU AJYANYE N'AMAFARANGA AKORESHWA. 2010

Ese mwabonye amafaranga angana iki leta igenera ibigo atari imishahara y'abarimu?	
Ese ni amafaranga angahe leta yateganyirije imishahara y'abarimu?	
Ese inkunga y'inyongera mwahawe n'akarere	

ingana iki?	
Ese ishuli ryahawe ibitabo byishyuwe na leta? Niba aribyo byaguzwe angahe hanatangwa ibitabo bingahe buri mwaka?	
Ese iyi nkunga y'inyongera yari iyiki?mwabigaragaza birambuye munerekana ayegenewe ibikorwa bitandukanye? (<i>urugero ayo gusana, gufasha imiryango itishoboye nibindi</i>)	

AMAKURU AJYANYE N'AMAFARANGA AKORESHWA. 2009

Ese mwabonye amafaranga angana iki Leta igenera ibigo atari imishahara y'abarimu?	
Ese mwakoresheje angana iki ku imishahara y'abarimu?	
Ese inkunga y'inyongera mwahawe n'akarere ingana iki?	
Ese ishuli ryahawe ibitabo byishyuwe na leta? Niba aribyo byaguzwe angahe hanatangwa ibitabo bingahe buri mwaka?	
Ese iyi nkunga y'inyongera yari iyiki?mwabigaragaza birambuye munerekana ayegenewe ibikorwa bitandukanye? (<i>urugero ayo gusana, gufasha imiryango itishoboye nibindi</i>)	

AMAKURU AJYANYE N'AMAFARANGA AKORESHWA. 2008

Ese mwabonye amafaranga angana iki Leta igenera ibigo atari imishahara y'abarimu?	
Ese mwakoresheje angana iki ku imishahara y'abarimu?	
Ese inkunga y'inyongera mwahawe n'akarere ingana iki?	
Ese ishuli ryahawe ibitabo byishyuwe na leta? Niba aribyo byaguzwe angahe hanatangwa ibitabo bingahe buri mwaka?	

Ese iyi nkunga y’inyongera yari iyiki?mwabigaragaza birambuye munerekana ayegenewe ibikorwa bitandukanye? (urugero ayo gusana, gufasha imiryango itishoboye nibindi)	
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14. Ese ku mwaka , abakozi ba Minisiteri y’Imari nigenamigambi basura akarere kangahe bigamiye gukurikirana no kugenzura, kugirango basesengure? (ca akaziga kuri kimwe)

- a. Agaciro k’amafaranga(niba amafaranga yarakoreshejwe neza)
- b. Ikurikizwa ry’amabwiriza
- c. Ikoreshwa ry’amafaranga

15. Ese mu mwaka 2010 amashuli yo mu karere kanyu yaba yarabonye amafaranga yo gukoresha mubikorwa by’ishuli bya buri muni (atari imishahara y’abarimu)

16. Utekereje mu karere kose, amashuli yose yaba yarabonye umubare ukwiye w’amafaranga agenewe gufasha ishuli mu ibikorwa bya buri muni atangwa na Minisiteri y’Imari nigenamigambi?

- i) Yego
- ii) Oya

(Niba igisubizo ari “yego” ubwo jya ku ikibazo 18. Niba ari “Oya” noneho baza ikibazo gikurikira.)

17. Ese habaye igabanuka ringana iki mu amafaranga yabonetse?

18. Ese haba hari ishuli mu karere kanyu rikererwa kubona amafaranga agenewe gufasha ishuli mu ibikorwa bya buri muni atangwa na Minisiteri y’imari n’igenamigambi.? (ca akaziga kuri kimwe)

- 1. Oya
- 2. Yego, ariko kugeza ku ibyumweru bibiri
- 3. Yego, binashobora no kugeza ku amezi abiri
- 4. Yego , bishobora no kurenga amezi abiri

AMAKURU AJYANYE N’IREME RY’UBUREZI.

19. Dushishikajwe no kumenya imyumvire yanyu ku icyagira “ishuli ryiza” n’ “uburezi bwiza” ku abanyeshuli banyu. Mu magambo yanyu, wasobanura ute mu incamake uko utekereza ishuli ryiza riba rimeze?(iki ni ikibazo gifunguye kandi ntugomba gushakisha ibisubizo by’umwihariko , ariko ugomba kwandika niba ashidikanya).

Ni izihe mbogamizi z’ingenzi mwatubwira muhura nazo mu ugutanga uburezi bwiza ku abanyeshuli?Ese mwadusobanurira impamvu ibi ari ingenzi?

imbogamizi ya 1: -----

imbogamizi ya 2: -----

20. Noneho twifuzaga kubabaza icyo mwakenera cyane cyateza imbere ishuli ryanyu rikaba ishuli ryiza. Utekereje ku ibintu bikurikira, mushobora kubitondeka mukurikije uko mubona bimeze neza ku ishuli ryanyu muri iki gihe. (1 ni aho wumva ko hakewe kongerwa ingufu gake, naho 5 ni aho wumva ko hakewe gushyirwa ingufu cyane)

	1.	2.	3.	4.	5.	simbizi
Guha abanyeshuli ahantu hatekanye bigira						
Kugira abarimu bashoboye kwigisha neza mucyongereza						
Gutanga ibikorwa bitandukanye urugero ibibuga n’umwanya wo gukina						
Kugira abarimu bumwuga kandi bafite ubushake						
Kugira abarimu bahembwa bikwiye						
Kugira ingunga imwe gusa ku umunsi						
Gushyiraho umuco n’umwuka mwiza abakobwa bisangamo						
Kugira ibitabo byiza bikoreshwa nabanyeshuli						
Kugira ibikoresho by’ibanze byo kwigishirizamo urugero Ibinyabuzi						
Kwita cyane ku ugusoma no kwandika						
Kugira umubare muto wa abanyeshuli ku umwarimu						
Kugira ubuyobozi n’imicungire byiza by’ishuli						

Kugira ukwigisha gushingiye ku amakuru y'uko buri munyeshuli amenya.						
Kugira ibikoresho by'ibanze, nk'intebe z'abanyeshuli zihagije.						
Kwigisha integanyanyigisho ngari n'amasomo menshi.						
Kugira imyigire ishingiyeye ku abanyeshuli.						
Gukorana neza n'ababyeyi n'abaturage						
Aho abanyeshuli bafite amahirwe yo gukina no kwidagadura.						

21. Dushishikajwe no kumenya uko musesengura imikorere no kujyambere by'ishuli ryanyu. Ese mushobora gutondeka ibipimo bishoboka bitandukanye by'imikorere myiza y'ishuli ryanyu, aho ikingenzi cyane kiza mbere, icyakabiri k'ingenzi kikaza k'umwanya wa kabiri, icya gatatu cy'ingenzi kikaza k'umwanya wa gatatu , gutyo gutyo.)

	umwanya
Amanota y'ibizamini by'umwaka wa 6	
Ese ni abanyeshuli bangahe barangiza umwaka wa 6 bazi neza icyongereza n'imibare	
Umubare w'abanyeshuli barangiza umwaka wa 3 bazi neza ikinyarwanda	
Igisubizo kiza kijyanye n'ishuli bivuye mu ababyeyi	
Ibisubizo byigenzura biturutse mu ubugenzuzi bw'amashuri ba Leta	
Impuzandengo y'ingano y'ishuli abanyeshuli bigishirizwamo.	
Ikigereranyo cy'abanyeshuli barangiza umwaka wa 6 bafite imyaka 12 no munsu yayo.	
Ikigereranyo cy'abarimu babifitiye ubumenyi.	
Urutonde rw'ibikorwa, nk'ibibuga n'amahirwe yo gukina bitangwa n'ishuli.	

22. Ese haba hari ibindi bipimo kimwe nk'ibyo haruguru, waba ukoresha mu ugupima imikorere y'ishuli ryanyu?(mushobora kubigaragaza aha hepfo)

23. Ese mwagaragaza buryo ki mwemeranya nizi nteruro zikurikira? Mushobora guhitamo kwemera bikomeye, kwemera bigereranije, kutemera bigereranije no kutemera bikomeye.

	Ndabye mera	Simbyem era	Simbizi
Ishuli ryange ryibanda bikomeye ku ugusoma no kwandika(mu ikinyarwanda) n'imibare mu umwaka wa 1 – mu umwaka wa 3			
Abarimu bo ku ishuli ryacu bakungukira mu ukubona ibikoresho byo kwigishirizaho bijyanye nigihe –urugero “imfashanyigisho”			
Ku ishuli ryacu duha agaciro kwemerera abanyeshuli gukina kimwe nko kwiga ibyo mu ishuli			
Mu ishuli ryacu, kwibanda ku ugusoma no kwandika (mu icyongereza) n'imibare byabaye ngombwa cyane mu myaka ya vuba.			
Andi mashuli nzi aha agaciro kwemerera abana gukina kimwe n'andi masomo.			
Ubushake n'ubwitange byange bwite ku kazi birahanitse.			
Dutekereje ku abayobozi b'amashuli muri rusange, ubushake n'ubwitange ku akazi byabo birahanitse			
Mu ubunararibonye bwange, nagize inkunga ihagije kumfasha gutera imbere mu akazi.			
Abayobozi b'amashuli bahembwa bihagije bibatera gutanga uburezi bwiza ku abanyeshuli babo.			
Abarimu bange bakeneye andi mahugurwa menshi mu icyongereza.			
Abarimu bange bakeneye amahugurwa arenzeho ku imyigire ishingiye k'umunyeshuri.			
Isomo ryo kwihangira imirimo ni ingenzi ku ishuli ryange.			
Amahugurwa y'abayobozi b'amashuli yagaragajwe nk'ingenzi bihagije.			
Abayobozi b'amashuli barubashywe bihagije aho batuye.			

24. Utekereje kuri ubu bwoko bw'ibipimo by'imikorere myiza y'amashuli, kuri ubu waba ufite uburyo bo gushyira mu myanya amashuli akora neza cyane nakora nabi cyane mu karre kawe?

- i) Yego
- ii) Oya

25. Nanone utekereje ku imikorere myiza yamashuri mu gace kanyu, ese waba uzi neza amashuri ameze nabi kurusha ayandi. Mu yandi magambo mwaba muzi neza amashuri afite imikorere mibi kurusha ayandi?

i) Yego

ii) Oya

(Niba batagaragaza amashuri afite intege nke kurusha ayandi, jya ku ikibazo 29)

26. Niba ufite imyumvire inoze ku icyo amashuri afite intege nke aricyo ubihitamo ute? (Aha twitaye ku ukumenya niba iki ari igipimo gikomeye cyangwa ari ugupfa guhitamo)

27. Ni izihengamba mukunze gufata kenshi muguteza imbere ishuli? Mushobora kwerekana nibz mwarigeze mukoresha zimwe mungamba zikurikira mu umwaka ushize no mu imyaka itanu ishize..

	Byakoreshejwe mu umwaka ushize	Byakoreshejwe mu imyaka itanu ishize	Ntibyakoreshejwe
Twahinduye umuyobozi w'ikigo			
Twihaye intego zumwihariko zo kwiteza imbere ishuli rigomba kugeraho			
Twatanze amafaranga y'inyongera yo gufasha ishuli			
Twagiranye ibiganiro bitaziguye n'umuyobozi w'ishuli			
Twateguriye amashuri inkunga y'inyongera ivuye mu akarere			
Twateguye imfashanyo iturutse mu irindi shuli gufasha ishuli			
Twateguye inkunga iturutse ahandi hantu gufasha ishuli			
Twafunze ishuli			

28. Ese mwagaragaza buryo ki mwemeranya nizi mvugo zikurikira? Mushobora guhitamo kwemera bikomeye, kwemera bigereraniye, kutemera bigereraniye no kutemera bikomeye.

	Ndabye mera	Simbyem era	Simbizi
Amashuri yo mu karere kange yita bikomeye ku ikinyarwanda n'imibare by'umwaka wa1 ubanza – umwaka wa 3 ubanza.			
Amashuri yo mu karere kange aha agaciro kwemerera abana gukina kimwe nandi masomo.			
Urwego rw'umushahara w,abarimu ruriho ubu rutuma benshi muri bo bashaka kuva mu umwuga.			
Utekereje ku abarimu byaba bikwiye kwiturwa izamurwa ry' umushahara bishingiye ku imikorere – abarimu bakora neza bakwiye kubona inyongera ku umushahara.			
Byaba ari byiza kurushaho igice kinini cy'umushahara w'abarimu kishyurwe nk'agahimbazamusi k'imikorere, ariko nta mwarimu usigajwe inyuma.			
Hari ubushobozi buhagije ku urwego rw'akarere bwo gufasha no kwita ku amashuri yahoo ntuye.			
Mu karere kange abarimu bakeneye inkunga irenzeho mu ukwiga icyongereza kugirango bashobore kwigisha neza mu icyongereza.			
Abarimu bo mu karere kanjye bakeneye amahugurwa arenzeho ku imyigire ishingiyeye ku umunyeshuli.			
Kwibanda ku icyongereza n'imibare mu mashuri yo mukarere kanjye byabaye ingenzi mu myaka ya vuba.			

29. Dushishikajwe no kumenya imyumvire yanyu ku integanyanyigisho ya Leta. Kimwe nkikibazo cyo haruguru mushobora kugaragaza buryo ki mwemeranya cyangwa mutemeranya n'mvugo zikurikira. Mushobora guhitamo kwemera bikomeye, kwemera bigereranije, kutemera n'unahakane, kutemera bigereranije no kutemera bikomeye

	Ndabyem era	Simbyem era	Simbizi
Nfite ubumenyibuhagije ku integanyamasomo ya Leta			
Abarimu bo mu akarere kange bakungurwa no kubona ikidanago kirambuye cyo kubafasha.			
Amashuri yo mu karere kange agira ibitabo bihagije byo kubafasha kwigisha integanyamasomo.			
Amashuri yo mu akarere kange abona ibikoresho byiza n'amakuru bibafasha kwigisha integanyamasomo ya leta.			

Imbonera hamwe y'umuyobozi w'ishuli

GUTANGIRA

Muzakenera kwisobanuraho nk'abashakashatsi bakorera ikigo cyubushakashatsi kigenga IPAR-Rwanda bakora ubushakashatsi buterwa inkunga n'ikigo ny'Africa gishinzwe kongera ubushobozi kuri politike y'uburezi. Uzakenera kubasobanurira ko hari ibintu bibiri ubu bushakashatsi buzibandaho - mbere nambere amafaranga akoreshwa mu amashuri abanza n'icya kabiri ireme ry' uburezi mu amashuri abanza..

Sobanura ko IPAR-Rwanda yahisemo ahantu habiri mu gihugu bagereranye amakuru atandukanye azava aha hantu hatandukanye

Nanone vuga ko twizeye ko ibizava muri ubu bushakashatsi bizatuma Leta igera ku intego zayo z' ireme ry'uburezi kubana bose m'uRwanda

GUSABA KUGIRANA IKIGANIRO

Mbere yuko utangira banza usome urupapuro rwiBefore you start read out the 'Informed Consent Statement'.

Mwaramutse/ mwiriweho amazina yange ni nkorera ikigo cyubushakashatsi nisesengura rya politiki IPAR-Rwanda gikorera iKigali. Turakora ubushakashatsi buterwa inkunga n'ikigo nyafirika gishinzwe kongera ubushobozi. Ubwo bushakashatsi burakorwa ku ibintu bibiri mu uburezi bwibanze. icyambere ni amafaranga akoreshwa mu uburezi bwibanze ikindi ni ibiki bifite uruhare mu ukugira ishuli "ryiza" na uburezi "bwiza" kubana m'uRwanda. Turakora ubu bushakashatsi kuko dushaka kumenya birenzeho ibyerekeye amashuri m'uRwanda kugirango dufashe Leta kurushaho kuyateza imbere. Ubushakashatsi bwacu buzageza kuri Leta n'abandi amakuru ajyanye n'amashuri aturutse mu imyumvire y'abayakoresha n'abayakoramo. IPAR ishishikajwe kugaragaza ingamba n'inama byafasha guverinoma y'Urwanda guteza imbere ibikorwa by' uburezi. Ibitekerezo byanyu bizaba ari ingirakamaro , twanifuzaga cyane ko mwemera kugira uruhare. Ntabwo tuzashyira amazina yanyu ku urutonde rw'ibibazwa kandi tuzakora raporo yacu ku uburyo utamenyekana . Gusubiza ibibazo byacu ntibiri bugutware igihe kirenze isaha..

Ese mwishimiye kudufasha mugira uruhare muri ubu bushakashatsi?

- Yego/Oya
- Umukono ----- (Ugize ikipe ya IPAR) Italiki -----

AMAKURU AJYANYE N'UBUYOBOZI

1. Umubare w'ibanga w'itsinda
2. Aho uherereye *(ca akaziga hamwe)*
 - v) Kigali
 - vi) icyaro
3. Nimero y'ishuli

IBIJYANYE N'UBAZWA

4. Igitsina *(ca akaziga kuri kimwe)*
 - v) Gabo
 - vi) Gore
5. Imyaka *(isabukuru aherutse kugira)*

----- imyaka
6. Ese ni ikihe cyiciro cy'amashuri gisumba ibindi warangije? *(ca akaziga kuri kimwe)*
 - x) Impamyabumenyi y'icyiciro cya mbere cy'amashuri yisumbuye
 - xi) Yarangije amashuri yisumbuye harimo no kwiga ku ikigo nderabarezi
 - xii) Amashuri makuru
 - xiii) Ibindi -----
7. Ugereraniye waba umaze imyaka ingahe wigisha?
8. Ugereranyije waba warangije ni muwuhe mwaka warangije kwiga amashuri y'ubwarimu?
9. Niba warize kaminuza, waminuje murihe somo?

10. Waba warigeze ugira itezambere ry'umwuga rihoraho rifagusha guteza imbere ubumenyi bwawe nk'umwarimu kuva aho urangirije kwiga ?

iii) Yego

iv) Oya

Niba ari yego, mushobora kutubwira ubumenyi, amahugurwa, amasomo wahawe nk'umwarimu kuva aho urangirije amashuri? *(Andika birambuye)*

	Icyo mwahuguwemo	Byari ryari	Byamaze igihe kingana iki?
1			
2			
3			
4			

11. Ese umushahara ukugeraho ungana iki?

12. Dushishikajwe no kumenya buryo ki ababyeyi (cyangwa abarezi , urugero abaye ari imfubyi) bafasha ikigo batanga inkunga y'amafaranga.Nizihe nzira zitandukanye ababyeyi batangiramo amafaranga yo gufasha ikigo?buryo ki mubukurikira ababyeyi Mushobora kugaragaza mu ibukurikira ibijyanye n'ishuli ryanyu? *(kosora)*

- a. Agahimbazamusyi gatanga n'ababyeyi
- b. Amafaranga atanga ku imyigire mu akarere cyangwa k'umurenge
- c. Amafaranga y'ubwishingizi ku ishuli
- d. Amafaranga atanditse/ ategenwe yishyurwa mu ikigo.
- e. Amafaranga ahabwa abarimu b'umwihariko.
- f. Ibindi -----

13. Ese mwaduha amakuru ku agaciro k'amafaranga atandukanye atanga n'ababyeyi? Watugarariza niba bayatangaburi kwezi,bur' igihembwe cyangwa buri mwaka?

14. Niba hari ikigero cy'amafaranga, ninde wanzura uburyo ayo mafaranga agenwa? Ni ihuriro ry'ababyeyi n'abarimu? Niba atari byo ni inde wanzura ayo ababyeyi bagomba gutanga?

Ese ababyeyi/ abahagarariye ababyeyi batanga amafaranga angana? Cyangwa bamwe – urugero abatishoboye batanga ari munsu?

- a. Yego
- b. Oya

(Niba ari "yego" baza ibibazo bibiri bikurikira. Niba ari oya, komeza ku ikibazo 17.)

15. Niba hari ababyeyi/abahagarariye ababyeyi batanga make ku ay'abandi dushishikajwe no kumenya amakuru kuri byo. Mbere ya byose, ababyeyi batandukanye batanga angaha? (ushobora kubaza amakuru arambuye kuri iki kibazo harimo n'ibyiciro bitandukanye byishyurwa, n'umubare w'ababyeyi batanga ibyiciro bitandukanye?- ushobora gukoresha imbonerahamwe ikurikira kugirango ubone ibisubizo)

	Urwego rw'amafaranga atangwa.(garagaza niba ku umwaka. nibindi)	Umubare w'ababyeyi muri iki kigo batanga hafi uyu mubare.
Ni ikihe kigero cyo hasi cy'amafaranga atangwa		
Ni ikihe kigero cyo hejuru cy'amafaranga atangwa.		
Ese mugereranya ko impuzandego y'amafaranga atangwa iba iyihe?		

16. Ese amafaranga atangwa ni amwe muri mwaka/icyiciro? Niba atari byo, atandukana ate?

17. Dushishikajwe nanone no kumenya imyumvire yawe ku uburyo ibyiciro bitandukanye by'amafaranga atangwa nababyeyi/abahagarariye ababyeyi bigenwa.? Urugero, ese ihuriro ry'abarimu n'ababyeyi rigaraza ababyeyi/ abahagarariye ababyeyi bakwiye gutanga make? *(Dukeneye amakuru yuzuye ashoboka nanone baza ibibazo byerekeranye kugirango usobanukirwe.)*

18. Habaho ngaruka ki iyo umubyeyi/ uhagarariye umubyeyi adatanze uruhare rwe ku ikiguzi cy'ishuli?

19. Dukeneye kumenya niba hari amafaranga agenwe yo gufasha ingo zikennye kurusha izindi(zaba ari izikuriwe n'ababyeyi cyangwa n'abana) muri aka gace, urugero ziturutse mu miryango itegamiye kuri leta, amatsinda rusange, cyangwa amatsinda y'amadini?Dukeneye kumenya byumwihariko imfashanyo y'amafaranga ihabwa ingo kugirango ibafashe gutanga amafaranga agenwa n'ishuli, urugero, kugura umwambaro w'ishuli. (mushobora gushyiramo nubwoko bwikigo nizina ryacyo, ingano yinkunga batanga? Ni ikihe kigereranyo cyangwa umubare w'ababyeyi bafasha buri mwaka)

Ubwoko bwikigo (hariho n'amazina)

Ese hatangwa imfashanyo y'amafaranga ingana iki?(niba ari kumwaka cyangwa kukwezi)

Ni ababyeyi bangahe bafashwa buri mwaka(byaba ikigereranyo cyangwa umubare)

20. Dushishikajwe no kumenya ububasha ababyeyi bagira, binanyujijwe mu ihuriro ry'ababyeyi n'abarimu ku imikoreshereze y'amafaranga batanga. Mwadusobanurira inshingano y'ababyeyi n'abahagarariye ababyeyi(urugero ku impfubyi) mu ikoreshwa ry'amafaranga batanga? (harimo no gusesengura ufite ububasha bwo hejuru , niba ari umuyobozi w'ikigo cyangwa ababyeyi nanone kandi niba inkunga y'ababyeyi igenerwa by'umwihariko agahimbazamusyi k'abarimu)

21. Dushishikariye kumenya imyumvire yawe ku ukuba ababyeyi batanga uruhare rw'amafaranga mu mashuri abanza. Mushobora kugaragaza buryo ki mwemeranya cyangwa mutemeranya n'interuro zikurikira. Mushobora guhitamo kwemera bikomeye, kwemera bigereraniye, kutemera bigereraniye no kutemera bikomeye.

	Ndabyemer a	Simbyemer a	Simbizi
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Ababyeyi kuba bagira uruhare rw'amafaranga mu amashuri abanza ni ikintu kiza.			
Ikigero cy'uruhare rw'ababyeyi kiriho ubu kibonwa na benshi mu ababyeyi			
Hari umubyeyi w'umutindi kuburyo atakwishyura amafaranga y'ishuri azafashwa.			
Kwishyura amafaranga y'ishuri ni byiza kuko biha ababyeyi ijamba ku imicungire y'ishuri			

22. Ni nde ufite ijamba rikuru mu ukwemeza ingengo y'imari? *(kosora igisubizo)*

- a. Umuyobozi mukuru w'ikigo
- b. Umuyobozi mukarere
- c. Ababyeyi

23. Watubwira birenzeho ku uruhare rw'ababyeyi mukwemeza uburyo inkunga

ikoreshwa?(Uzakenera no kwandika uburyo bunyuranye ababyeyi bagiramo uruhare mu igikorwa cyo kugena ingengo y'imari)

AMAKURU AJYANYE N'IREME RY'UBUREZI

24. Dushishikajwe no kumenya imyumvire yanyu ku icyagira "ishuri ryiza" n' "uburezi bwiza" ku abanyeshuli banyu. Mu magambo yanyu, wasobanura ute mu incamake uko utekereza ishuri ryiza riba rimeze? *(iki ni ikibazo gifunguye kandi ntugomba gushakisha ibisubizo by'umwihariko , ariko ugomba kwandika niba ashidikanya).*

25. Ni izihe mbogamizi z'ingenzi mwatubwira muhura nazo mu ugutanga uburezi bwiza ku abanyeshuli? Ese mwadusobanurira impamvu ibi ari ingenzi?

imbogamizi ya 1: -----

imbogamizi ya 2: -----

26. Noneho twifuzaga kubabaza icyo mwakenera cyane cyateza imbere ishuri ryanyu rikaba ishuri ryiza. Utekereje ku ibintu bikurikira, mushobora kubitondeka mukurikije uko mubona bimeze neza ku ishuri ryanyu muri iki gihe. *(1 ni aho wumva ko hakewe kongerwa ingufu gake, naho 5 ni aho wumva ko hakewe gushyirwa ingufu cyane)*

	1.	2.	3.	4.	5.	simbizi
Guha abanyeshuli ahantu hatekanye bigira						
Kugira abarimu bashoboye kwigisha neza mucyongereza						
Gutanga ibikorwa bitandukanye urugero ibibuga n'umwanya wo gukina						
Kugira abarimu bumwuga kandi bafite ubushake						
Kugira abarimu bahembwa bikwiye						
Kugira ingunga imwe gusa ku umunsi						
Gushyiraho umuco n'umwuka mwiza abakobwa bisangamo						
Kugira ibitabo byiza bikoreshwa nabanyeshuli						
Kugira ibikoresho by'ibanze byo kwigishirizamo urugero Ibinyabuzi						
Kwita cyane ku ugusoma no kwandika						
Kugira umubare muto wa abanyeshuli ku umwarimu						
Kugira ubuyobozi n'imicungire byiza by'ishuli						
Kugira ukwigisha gushingiye ku amakuru y'uko buri munyeshuli amenya.l						
Kugira ibikoresho by'ibanze, nk'intebe z'abanyeshuli zihagije.						
Kwigisha integanyanyigisho ngari n'amasomo menshi.						
Kugira imyigire ishingiyeye ku abanyeshuli.						
Gukorana neza n'ababyeyi n'abaturage						
Aho abanyeshuli bafite amahirwe yo gukina no kwidagadura.						

27. Dushishikajwe no kumenya uko musesengura imikorere no kujyambere by'ishuli ryanyu. Ese mushobora gutondeka ibipimo bishoboka bitandukanye by'imikorere myiza y'ishuli ryanyu, aho ikingenzi cyane kiza mbere, icyakabiri k'ingenzi kikaza k'umwanya wa kabiri, icya gatatu cy'inngenzi kikaza k'umwanya wa gatatu , gutyo gutyo.)

	Ranking
Amanota y'ibizamini by'umwaka wa 6	
Ese ni abanyeshuli bangahe barangiza umwaka wa 6 bazi neza icyongereza n'imibare	
Umubare w'abanyeshuli barangiza umwaka wa 3 bazi neza ikinyarwanda	
Igisubizo kiza kijyanye n'ishuli bivuye mu ababyeyi	

Ibisubizo byigenzura biturutse mu ubugenzuzi bw'amashuli ba Leta	
Impuzandengo y'ingano y'ishuli abanyeshuli bigishirizwamo.	
Ikigereranyo cy'abanyeshuli barangiza umwaka wa 6 bafite imyaka 12 no muni yayo.	
Ikigereranyo cy'abarimu babifitiye ubumenyi.	
Urutonde rw'ibikorwa, nk'ibibuga n'amahirwe yo gukina bitangwa n'ishuli.	

28. Ese mwagaragaza buryo ki mwemeranya nizi nteruro zikurikira? Mushobora guhitamo kwemera bikomeye, kwemera bigereraniye, kutemera bigereraniye no kutemera bikomeye.

	Ndabye mera	Simbye mera	Simbizi
Ishuli ryange ryibanda bikomeye ku ugusoma no kwandika(mu ikinyarwanda) n'imibare mu umwaka wa 1 – mu umwaka wa 3			
Abarimu bo ku ishuli ryacu bakungukira mu ukubona ibikoresho byo kwigishirizaho bijyanye nigihe – urugero “imfashanyigisho”			
Ku ishuli ryacu duha agaciro kwemerera abanyeshuli gukina kimwe nko kwiga ibyo mu ishuli			
Mu ishuli ryacu, kwibanda ku ugusoma no kwandika (mu icyongereza) n'imibare byabaye ngombwa cyane mu myaka ya vuba.			
Andi mashuli nzi aha agaciro kwemerera abana gukina kimwe n'andi masomo.			
Ubushake n'ubwitange byange bwite ku kazi birahanitse.			
Dutekereje ku abayobozi b'amashuli muri rusange, ubushake n'ubwitange ku akazi byabo birahanitse			
Mu ubunararibonye bwange, nagize inkunga ihagije kumfasha gutera imbere mu akazi.			
Abayobozi b'amashuli bahembwa bihagije bibatera gutanga uburezi bwiza ku abanyeshuli babo.			
Abarimu bange bakeneye andi mahugurwa menshi mu icyongereza.			
Abarimu bange bakeneye amahugurwa arenzeho ku			

imyigire ishingiyeye k'umunyeshuri.			
Isomo ryo kwihangira imirimo ni ingenzi ku ishuli ryange.			
Amahugurwa y'abayobozi b'amashuli yagaragajwe nk'ingenzi bihagije.			
Abayobozi b'amashuli barubashywe bihagije aho batuye.			

UMUBARE N'IMYAKA Y'ABANYESHULI

29. Dushishikajwe n'umubare wabanyeshuli bo ku ikigo cyanyu bari mu ikigero k'imyaka itandukanye. Mushobora kuzuzwa mbonerahamwe ikurikira ibaza umubare w'abanyeshuli muri buri mwaka ku uburyo burambuye, harimo (a) igitsina (b) ni abanyeshuli bangaha muri buri mwaka bafite imyaka irenze isanzwe y'uwo mwaka.

Umwaka w'ishuli	Umubare w'abakobwa	Umubare w'abahungu	Umubare wabarengeje imyaka
Umwaka wa 1			
Umwaka wa 2			
Umwaka wa 3			
Umwaka wa 4			
Umwaka wa 5			
Umwaka wa 6			

Umubare w'abanyeshuli muri buri mwaka n'umubare w'ibyumba by'amashuli

30. Nanone dushishikajwe n'umubare w'ibyumba by'amashuli muri buri mwaka n'umubare w'abanyeshuli bari muri buri cyumba. Ese mushobora kutwuzuriza imbonerahamwe ikurikira?

Umwaka w'ishuli	Umubare w'ibyumba	Umubare w'abanyeshuli bari muri buri mwaka (andika umubare uri muri buri cyumba niba birenze kimwe muri uwo mwaka)
Umwaka wa 1		
Umwaka wa 2		
Umwaka wa 3		
Umwaka wa 4		
Umwaka wa 5		
Umwaka wa 6		

31. Dushishikajwe kandi n’umubare w’abanyeshuli banyu batsinze ibizamini by’umwaka wa 6 bafite imyaka 12 no muni yayo. Mu imbonerahamwe ikurikira, mwaduha amakuru ya buri mwaka mu imyaka 3 ishize, ku abahungu n’abakobwa?

	Umubare wabahungu batsinze ibizamini by’umwaka wa 6 bafite imyaka 12 cyangwa muni yayo.	Umubare wa abakobwa batsinze ibizamini by’umwaka wa 6 bafite imyaka 12 cyangwa muni yayo.
2010		

32. Dushishikajwe kandi na umubare w’abanyeshuli batabasha gukomeza amashuri. Dukeneye amakuru yabyo kuva mu mwaka 1 kugeza mu wa 6. Utekereje ku abanyeshuli barangije umwaka w’amashuri 2009, ni bangahe batashoboye gukomeza mu mwaka ukurikira watangiye 2010? Nanone mushobora kuduha imibare mushingiye ku ibitsina. (niba ishuli ryanyu rifite amashuri yisumbuye abanza, dukeneye kumenyama umubare w’abanyeshuli bashoboye gukomeza muri ayomashuri)

	Umubare w’abakobwa batakomeje mu umwaka ukurikira muri 2010.	Umubare w’abahungu batakomeje mu umwaka ukurikira muri 2010.
Umwaka wa 1 – umwaka wa 2		
Umwaka wa 2 – umwaka wa 3		
Umwaka wa 3 – umwaka wa 4		
Umwaka wa 4 – umwaka wa 5		
Umwaka wa 5 – umwaka wa 6		
Umwaka wa 6 – umwaka wa 1 wisumbuye.		
P6 to S1		
S1 to S2		
S2 to S3		

33. Utekereje ku isomo ry'icyongerezabumwaka wa gatatu ubanza, mwaba mufite ibitabo bingahe kuri buri cyumba cy'ishuli?
34. Leta iherutse gutangiza uburyo busya bwokugura ibitabo? Ese mwatubwira niba ibi haricyo byafashije mukwihitisha itangwa ry'ibitabo?
35. Ukurikije ubu buro busya bwokugura ibitabo, ubona ibitabo bisarushaho kuba byinshi, kuba bike cyangwa kuguma ukobisanzwe?
- a. Bike
 - b. Nkibisanzwe
36. Ikigo cyanyu cyaba gifite abarimu bangahe?
37. Nibangahe muri abo bari um babifitiye impamyabumenyi?
38. Waduha ikihe kigereranyo mpuzandengo ku imyaka y'abarimu bo mu kigo cyanyu?
39. Ese mwaduka ikigereranyo cy'umushahara w'abarimu ku ishuli ryanyu kumpuzandengo? Gerageza kugereranya ushyizemo nandi mafaranga babona harimo n'agahimbaza musyi cyangwa n'andi bahabwa n'ababyeyi.
40. Ese ku ishuli ryanyu umushahara muto uhabwa umwarimu ni amafaranga angahe? Gerageza kugereranya ushyizemo nandi mafaranga babona harimo n'agahimbaza musyi cyangwa n'andi bahabwa n'ababyeyi

AMAKURU AJYNYE N'INKUNGA

41. Ubu tugiye kuvuga kumakuru ajyanye n'inkunga ikigo cyanyu kibona. Dukeneye kumenya ingano y'amafaranga yose ishuli ryanyu ribona aturutse abantu hatandukanye? Mubyiciro byose byagaragajwe hepfo dukeneye kumenya niba mubona amafaranga guturuka aha; niba aribyo ishuli ribona angahe? nangahe ishuli ryagombye kubona? Niryari amafaranga atangwa (nikumwaka, ni rimwe mugihembwe, ni buri cyumweru na ibindi); niba muhura nubukererwe mukubona ayo mafaranga, niba ayo mafaranga afite ibikorwa yagenewe niba aribyo ni ibihe? Iki ni igice cy'ububushakashatsi kingenzi kuritwe akaba ari nayo mpamvu dukeneye amakuru yuzuye bishoboka. Dukeneye amakuru ya buri umwe mummyaka itatu ishize - 2010, 2009 n'umwaka wa 2008. *Uzakenera gutanga imbonera hamwe yakabiri yerekeranye n'amafaranga.*

Imbonera hamwe ya 2: Inkunga ku amashuri

Umwaka wa 2010	Ese inkunga yaturutse aha?	Ese ikigo cyabonye inkunga ingana iki iturutse...?	Ese ikigo cyari kigenewe inkunga ingana iki iturutse....?	Ese iyi nkunga iboneka ryari?(mucy u mweru, mu ukwezi, ku igihembwe, ku umwaka)	Ese hari ubukererwe bungana iki mu ugushyikira iyi nkunga?	Ese iyi nkunga yaba yaraje iteganyirijwe ibikorwa runaka?	Ese niba aribyo, ayinkunga yari iteganyirijwe ikihe gikorwa/ibih e bikorwa?
Isooko							
Amafaranga Leta itanga atajya mumishahara y'abarimu							
Imfashanyo y'ubuyobozi bw'ibanze.							
Igiteranyo cy'amafaranga yavuye mu ihuriro ry'abarimu n'ababyeyi atanzwe n'ababyeyi.							
Izindi nkunga zitangwa n'ababyeyi (havuyemo amafaranga atangwa ku umwambaro w'ishuli)							
Insengero, imiryango itegamiye kuri leta nandi matsinda rusange							
Ikusanya mafaranga muruhame(fundraising)							
Ubundi buryo harimo n'uburyo bwa Leta							

Umwaka wa 2009	Ese inkunga yaturutse aha?	Ese ikigo cyabonye inkunga ingana iki iturutse...?	Ese ikigo cyari kigenewe inkunga ingana iki iturutse....?	Ese iyi nkunga iboneka ryari?(mucyu mweru, mu ukwezi, ku igihembwe, ku umwaka)	Ese hari ubukererwe bungana iki mu ugushyikira iyi nkunga?	Ese iyi nkunga yaba yaraje iteganyirijwe ibikorwa runaka?	Ese niba aribyo, ayinkunga yari iteganyirijwe ikihe gikorwa/ibih e bikorwa?
Isooko							
Amafaranga Leta itanga atajya mumishahara y'abarimu							
Imfashanyo y'ubuyobozi bw'ibanze.							
Igiteranyo cy'amafaranga yavuye mu ihuriro ry'abarimu n'ababyeyi atanzwe n'ababyeyi.							
Izindi nkunga zitangwa n'ababyeyi (havuyemo amafaranga atangwa ku umwambaro w'ishuli)							
Insengero, imiryango itegamiye kuri leta nandi matsinda rusange							
Ikusanya mafaranga muruhame(fundraising)							
Ubundi buryo harimo n'uburyo bwa Leta							

Umwaka wa 2008	Ese inkunga yaturutse aha?	Ese ikigo cyabonye inkunga ingana iki iturutse...?	Ese ikigo cyari kigenewe inkunga ingana iki iturutse....?	Ese iyi nkunga iboneka ryari?(mucyu mweru, mu ukwezi, ku igihembwe, ku umwaka)	Ese hari ubukererwe bungana iki mu ugushyikira iyi nkunga?	Ese iyi nkunga yaba yaraje iteganyirijwe ibikorwa runaka?	Ese niba aribyo, ayinkunga yari iteganyirijwe ikihe gikorwa/ibih e bikorwa?
Isooko							
Imbonerahamwe y'amasomo ya leta							
Imfashanyo y'ubuyobozi bw'ibanze.							
Igiteranyo cy'amafaranga yavuye mu ihuriro ry'abarimu n'ababyeyi atanzwe n'ababyeyi.							
Izindi nkunga zitangwa n'ababyeyi (havuyemo amafaranga atangwa ku umwambaro w'ishuli)							
Insengero, imiryango itegamiye kuri leta nandi matsinda rusange							
Ikusanya mafaranga muruhame(fundraising)							
Ubundi buryo harimo n'uburyo bwa Leta							

42. Niba ikigo cy'ishuli cyanyu kibona inkunga iturutse mu insengero, imiryango itegamiye kuri Leta n'andi matsinda rusange, mwaduha amazina n'adresse byabo.

43. Niba ikigo cy'amashuri cyanyu kibona izindi nkunga za Leta, mwatubwira izo ari zo?

44. Nk’aho ikigo gikura inkunga, nanone dukeneye kumenya uburyo ki ikigo gikoresha iyo nkunga? Mu ayandi magambo, ikigo gikoresha amfaranga yacyo mu ibiki? Mushobora kugaragaza muri iyi mbanerahamwe ikurikira ingano y’amafaranga mukoresha muri buri kimwe muri ibi bikurikira? (Mu imyaka itatu ishize, kandi imibare igomba kuba igaragaza amafaranga ,Atari ikigereranyo cy’ingengo y’imari– 2008, 2009 and 2010)

Igikorwa	Umwaka wa 2008	Umwaka wa 2009	Umwaka wa 2010
Umushahara fatiro w’abarimu <i>(Dukeneye kumenya amafaranga Leta itanga atajya mumishahara y’abarimu cyangwa atangwa n’ababyeyi akoreshwa mu imishahara y’abarimu- Atari ayo leta itanga kumishahara bwite y’abarimu</i>			
Imishahara y’abandi bakozi batari abarimu.			
Ibikoresho byo kwigishirizaho. <i>(harimo ibitabo,impapuro n’amakaramu n’ibindi)</i>			
Agahimbazamusyi k’abarimu			
Ibikoresho remezo <i>(amazi n’umuriro. nibindi)</i>			
Gusana inyubako <i>(Dukeneye kumenya niba ari amafaranga Leta itanga atajya mumishahara y’abarimu cyangwa atangwa n’ababyeyi).</i>			
Ubukode bw’inyubako yanyu			
Andi mafaranga akoreshwa mu ubuyobozi.			

45. Ese mutanga amafaranga menshi kumunyeshuli yanyuma abanza? Niba aribyo mwaduha ikigereranyo cy'uburyo arutanwa- ntabwo dushaka umubare nyawo?

46. Niba mufite amashuli y'imyaka icyenda, ese mwaba mutanga amafaranga meshi kumunyeshuli mumashuli ataturyisumbuye (S1- S3) kurusha mumyaka itatu y'amashuli abanza(P1 -P3) ? niba aribyo, mwatugereranyiriza itandukaniro? Dukeneye umubare nyawo.

GAHUNDA Y'IBIGANIRO

Ihuriro Ry'ababyeyi n'abarimu

GUTANGIRA

Muzakenera kwisobanuraho nk'abashakashatsi bakorera ikigo cyubushakashatsi kigenga IPAR-Rwanda bakora ubushakashatsi buterwa inkunga n'ikigo ny'Africa gishinzwe kongera ubushobozi kuri politike y'uburezi. Uzakenera kubasobanurira ko hari ibintu bibiri ububushakashatsi buzibandaho - mbere nambere amafaranga akoreshwa mu amashuli abanza n'icya kabiri ireme ry'uburezi mu amashuli abanza..

Sobanura ko IPAR-Rwanda yahisemo ahantu habiri mu gihugu bagereranye amakuru atandukanye azava aha hantu hatandukanye

Nanone vuga ko twizeye ko ibizava muri ubu bushakashatsi bizatuma Leta igera ku intego zayo z'ireme ry'uburezi kubana bose m'uRwanda

GUSABA KUGIRANA IKIGANIRO

Mbere yuko utangira banza usome urupapuro rwiBefore you start read out the 'Informed Consent Statement'.

Mwaramutse/ mwiriweho amazina yange ni nkorera ikigo cyubushakashatsi nisesengura rya politiki IPAR-Rwanda gikorera iKigali. Turakora ubushakashatsi buterwa inkunga n'ikigo nyafirika gishinzwe kongera ubushobozi. Ubwo bushakashatsi burakorwa ku ibintu bibiri mu uburezi bwibanze. icyambere ni amafaranga akoreshwa mu uburezi bwibanze ikindi ni ibiki bifite uruhare mu ukugira ishuli "ryiza" na uburezi "bwiza" kubana m'uRwanda. Turakora ubu bushakashatsi kuko dushaka kumenya birenzeho ibyerekeye amashuli m'uRwanda kugirango dufashe Leta kurushaho kuyateza imbere. Ubushakashatsi bwacu buzageza kuri Leta n'abandi amakuru ajyanye n'amashuli aturutse mu imyumvire y'abayakoresha n'abayakoramo. IPAR ishishikajwe kugaragaza ingamba n'inama byafasha guverinoma y'Urwanda guteza imbere ibikorwa by'uburezi.

Ibitekerezo byanyu bizaba ari ingirakamaro ,twanifuzaga cyane ko mwemera kugira uruhare.Ntabwo tuzashyira amazina yanyu ku urutonde rw'ibibazwa kandi tuzakora raporo yacu ku uburyo utamenyekana . Gusubiza ibibazo byacu ntibiri bugutware igihe kirenze isaha..

Ese mwishimiye kudufasha mugira uruhare muri ubu bushakashatsi?

- Yego/Oya
- Umukono ----- (Ugize ikipe ya IPAR) Italiki -----

AMAKURU AJYANYE N'UBUYOBOZI

1. Umubare w'ibanga w'itsinda

2. Aho uherereye (ca akaziga hamwe)

vii) Kigali

viii) icyaro

3. Nimero y'ishuli

IBIJYANYE N'UBAZWA

4. Igitsina (ca akaziga kuri kimwe)

vii) Gabo

viii) Gore

5. Imyaka (isabukuru aherutse kugira)

----- imyaka

6. Ese ni ikihe cyiciro cy'amashuli gisumba ibindi warangije? (ca akaziga kuri kimwe)

i) Ntayo, sinigeze niga

ii) Sinarangije amashuli abanza

- iii) Impamyabumenyi y'amashuli abanza
- iv) Sinarangije amashuli yisumbuye
- v) Impamyabumenyi y' icyiciro cyambere cy'amashuli Yisumbuye leaving certificate
- vi) Nize amashuli yisumbuye
- vii) Nize amashuli y'imyuga
- viii) Nize kaminura

7. Ese niwowe muyobozi w'ihuriro ry'ababyeyi n'abarimu cyangwa uri umunyamuryango gusa? (ca akaziga hamwe)

Umuyobozi w'ihuriro ry'abarimu n'ababyeyi

Umunyamuryango w'ihuriro ry'abarimu n'ababyeyi

Ikindi

8. Amashuli amwe m'urwanda yarubatswe cyangwa yarasanwe- urugero kongera ibyumba by'ishuli- binyuze m'umuganda. Ese ababyeyi barerera kw'ishuli ryanyu bagira uruhare mubikorwa byubwubatsi nkibi?

9. Ese mwaduha ubusobanuro burambuye birenzeho kucyo ababyeyi bakoze n'igihe bagikoreye?

Ese niki ababyeyi bafashijemo?

Byari muwuhe mwaka?

10. Ihuriro ry'ababyeyi n'abarimu riterana nyuma yigehe kingana iki? (ca akaziga hamwe)

Rimwe mu icyumweru kumpuzandengo

Rimwe muri buri byumweru bibiri kumpuzandengo

Rimwe mu kwezi

Munsi ya rimwe mu kwezi

11. Ese nawe waba uri umunyamuryango wa njyanama y'ishuli? ? (ca akaziga hamwe)

Yego

Oya

12. Ese mwadusobanurira uruhare rw'ihuriro ry'abarimu n'ababyeyi ku ishuli ryanyu? Nihe rifata ibyemezo?

13. By'umwihariko mwatubwira birenzeho k'uruhare niba ruhari rw'inama y'ababyeyi n'abarimu ku imikoreshereze y'amafaranga leta igenera amashuli Atari imishahara y'abarimu (Dukeneye amakuru yuzuye ashoboka kuruhare rw'ababyeyi, ikoreshwa ry'amafaranga bariyaho inama n'umuyobozi w'ishuli? Ese ikoreshwa ry'amafaranga rigaragarizwa ababyeyi kugirango batangeho ibitekerezo?)

14. Ese mwadusobanurira uruhare rw'ihuriro ry'abarimu n'ababyeyi mugusyiraho abarimu n'abayobozi b'ishuli?

AMAKURU AJYANYE N'AMAFARANGA AKORESHWA

15. Dushishikajwe no kumenya buryo ki ababyeyi (cyangwa abarezi , urugero abaye ari imfubyi) bafasha ikigo batanga inkunga y'amafaranga.Nizihe nzira zitandukanye ababyeyi batangiramo amafaranga yo gufasha ikigo?buryo ki mubukurikira ababyeyi Mushobora kugaragaza mu ibukurikira ibijyanye n'ishuli ryanyu? (kosora)

Agahimbazamusyi gatangwa n'ababyeyi

- a. Amafaranga atangwa ku imyigire mu akarere cyangwa k'umurenge
- b. Amafaranga y'ubwishingizi ku ishuli
- c. Amafaranga atanditse/ ategenwe yishyurwa mu ikigo.
- d. Amafaranga ahabwa abarimu b'umwihariko.
- e. Ibindi -----

16. Ese mwaduha amakuru ku agaciro k’amafaranga atandukanye atangwa n’ababyeyi? Watugaragariza niba bayatangaburi kwezi, bur’ igihembwe cyangwa buri mwaka?

17. Niba hari ikigero cy’amafaranga, ninde wanzura uburyo ayo mafaranga agenwa? Ni ihuriro ry’ababyeyi n’abarimu? Niba Atari byo ninde wanzura ayo ababyeyi bagomba gutanga? If not who does decide what level the parental contribution should be?

18. Ese ababyeyi/ abahagarariye ababyeyi batanga amafaranga angina ku imyigire? Cyangwa bamwe – urugero abatishoboye batanga ari muni?

a. Yego

b. Oya

(Niba ari “yego” baza ibibazo bibiri bikurikira. Niba ari oya, komeza ku ikibazo x.)

19. Niba hari ababyeyi/ abahagarariye ababyeyi batanga make ku ay’abandi dushishikajjwe no kumenya amakuru kuri byo. Mbere ya byose, ababyeyi batandukanye batanga angahe? (ushobora kubaza amakuru arambuye kuri iki kibazo harimo n’ibyiciro bitandukanye byishyurwa, n’umubare w’ababyeyi batanga ibyiciro bitandukanye?- ushobora gukoresha imbonerahamwe ikurikira kugirango ubone ibisubizo.....)

	Urwego rw’amafaranga atangwa.(garagaza niba ku umwaka. nibindi)	Umubare w’ababyeyi muri iki kigo batanga hafi uyu mubare.
Ni ikihe kigero cyo hasi cy’amafaranga atangwa		
Ni ikihe kigero cyo hejuru cy’amafaranga atangwa.		
Ese mugereranya ko impuzandego y’amafaranga atangwa iba iyihe?		

20. Ese amafaranga atangwa ni amwe muri mwaka/icyiciro? Niba atari byo, atandukana ate?
21. Habaho ngaruka ki iyo umubyeyi/ uhagarariye umubyeyi adatanze uruhare rwe ku ikiguzi cy'ishuli?
22. Dukeneye kumenya niba hari amafaranga agenwe yo gufasha ingo zikennye kurusha izindi(zaba ari izikuriwe n'ababyeyi cyangwa n'abana) muri aka gace, urugero ziturutse mu miryango itegamiye kuri leta, amatsinda rusange, cyangwa amatsinda y'amadini?Dukeneye kumenya byumwihariko imfashanyo y'amafaranga ihabwa ingo kugirango ibafashe gutanga amafaranga agenwa n'ishuli, urugero. (*mushobora gushyiramo nubwoko bwikigo nizina ryacyo, ingano yinkunga batanga? Ni ikihe kigereranyo cyangwa umubare w'ababyeyi bafasha buri mwaka,)*
- Ubwoko bwikigo (hariho n'amazina)*
- Ese hatangwa imfashanyo y'amafaranga ingana iki?(niba ari kumwaka cyangwa kukwezi)*
- Ni ababyeyi bangahe bafashwa buri mwaka(byaba ikigereranyo cyangwa umubare)*
23. Dushishikajwe no kumenya ububasha ababyeyi bagira, binanyujijwe mu ihuriro ry'ababyeyi n'abarimu ku imikoresherezwe y'amafaranga batanga. Mwadusobanurira inshingano y'ababyeyi n'abahagarariye ababyeyi(urugero ku impfubyi) mu ikoresha ry'amafaranga batanga? (*harimo no gusesengura ufite ububasha bwo hejuru , niba ari umuyobozi w'ikigo cyangwa ababyeyi nanone kandi niba inkunga y'ababyeyi igenerwa by'umwihariko agahimbazamusyi k'abarimu*)
24. Dushishikariye kumenya imyumvire yawe ku ukuba ababyeyi batanga uruhare rw'amafaranga mu mashuri abanza. Mushobora kugaragaza buryo ki mwemeranya cyangwa mutemeranya n'interuro zikurikira. Mushobora guhitamo kwemera bikomeye, kwemera bigereranije, kutemera bigereranije no kutemera bikomeye.

	Ndabyemer a	Simbyemer a	Simbizi
Ababyeyi kuba bagira uruhare rw'amafaranga mu amashuri abanza ni ikintu kiza.			
Ikigero cy'uruhare rw'ababyeyi kiriho ubu kibonwa na benshi mu ababyeyi			
Hari umubyeyi w'umutindi kuburyo atakwishyura amafaranga y'ishuri azafashwa.			
Kwishyura amafaranga y'ishuri ni byiza kuko biha ababyeyi ijamba ku imicungire y'ishuri			

25. Waba uzi igiteranyo cy'amafaranga yatanze n'ababyeyi ku ishuliryanu m'umwaka ushize? Niba aribyo angina iki? [ntabwo dukeneye umubare nyawogereranya niba usubza atabizi neza]

26. Ese utekereza ko yaba ari menshi, make cyangwa angina nayatangwaga mummyaka itanu ishize?

27. Ese utekereza ko yaba ari menshi, make cyangwa angina nayatangwaga mummyaka icumi ishize?

AMAKURU AJYANYE N'IREME RY'UBUREZI

28. Dushishikajwe no kumenya imyumvire yanyu ku icyagira "ishuri ryiza" n' "uburezi bwiza" ku abanyeshuri banyu. Mu magambo yanyu, wasobanura ute mu incamake uko utekereza ishuri ryiza riba rimeze?(iki ni ikibazo gifunguye kandi ntugomba gushakisha ibisubizo by'umwihariko , ariko ugomba kwandika niba ashidikanya).

29. Ni izihe mbogamizi z'ingenzi mwatubwira muhura nazo mu ugutanga uburezi bwiza ku abanyeshuri?Ese mwadusobanurira impamvu ibi ari ingenzi?

imbogamizi ya 1: -----

imbogamizi ya 2: -----

30. Noneho twifuzaga kubabaza icyo mwakenera cyane cyateza imbere ishuli ryanyu rikaba ishuli ryiza. Utekereje ku ibintu bikurikira, mushobora kubitondeka mukurikije uko mubona bimeze neza ku ishuli ryanyu muri iki gihe. (1 ni aho wumva ko hakewe kongerwa ingufu gake, naho 5 ni aho wumva ko hakewe gushyirwa ingufu cyane)

	1.	2.	3.	4.	5.	simbi zi
Guha abanyeshuli ahantu hatekanye bigira						
Kugira abarimu bashoboye kwigisha neza mucyongereza						
Gutanga ibikorwa bitandukanye urugero ibibuga n'umwanya wo gukina						
Kugira abarimu bumwuga kandi bafite ubushake						
Kugira abarimu bahembwa bikwiye						
Kugira ingunga imwe gusa ku umunsi						
Gushyiraho umuco n'umwuka mwiza abakobwa bisangamo						
Kugira ibitabo byiza bikoreshwa nabanyeshuli						
Kugira ibikoresho by'ibanze byo kwigishirizamo urugero Ibinyabuzi						
Kwita cyane ku ugusoma no kwandika						
Kugira umubare muto wa abanyeshuli ku umwarimu						
Kugira ubuyobozi n'imicungire byiza by'ishuli						
Kugira ukwigisha gushingiye ku amakuru y'uko buri munyeshuli amenya.						
Kugira ibikoresho by'ibanze, nk'intebe z'abanyeshuli zihagije.						
Kwigisha integanyanyigisho ngari						

n’amasomo menshi.						
Kugira imyigire ishingiyeye ku abanyeshuli.						
Gukorana neza n’ababyeyi n’abaturage						
Aho abanyeshuli bafite amahirwe yo gukina no kwidagadura.						

31. Ese mwagaragaza buryo ki mwemeranya nizi nteruro zikurikira? Mushobora guhitamo kwemera bikomeye, kwemera bigereraniye, kutemera bigereraniye no kutemera bikomeye.

	Ndabye mera	Simbyem era	Simbizi
Ishuli ryange ryibanda bikomeye ku ugusoma no kwandika(mu ikinyarwanda) n’imibare mu umwaka wa 1 – mu umwaka wa 3			
Abarimu bo ku ishuli ryacu bakungukira mu ukubona ibikoresho byo kwigishirizaho bijyanye nigihe –urugero “imfashanyigisho”			
Ku ishuli ryacu duha agaciro kwemerera abanyeshuli gukina kimwe nko kwiga ibyo mu ishuli			
Mu ishuli ryacu, kwibanda ku ugusoma no kwandika (mu icyongereza) n’imibare byabaye ngombwa cyane mu myaka ya vuba.			
Andi mashuli nzi aha agaciro kwemerera abana gukina kimwe n’andi masomo.			
Ubushake n’ubwitange byange bwite ku kazi birahanitse.			
Dutekereje ku abayobozi b’amashuli muri rusange, ubushake n’ubwitange ku akazi byabo birahanitse			
Mu ubunararibonye bwange, nagize inkunga ihagije kumfasha gutera imbere mu akazi.			
Abayobozi b’amashuli bahembwa bihagije bibatera gutanga uburezi bwiza ku abanyeshuli babo.			
Abarimu bange bakeneye andi mahugurwa menshi mu icyongereza.			
Abarimu bange bakeneye amahugurwa arenzeho ku imyigire ishingiyeye k’umunyeshuri.			

Isomo ryo kwihangira imirimo ni ingenzi ku ishuli ryange.			
Amahugurwa y'abayobozi b'amashuli yagaragajwe nk'ingenzi bihagije.			
Abayobozi b'amashuli barubashywe bihagije aho batuye.			

32. Dushishikajwe no kumenya uruhare rwawe mu miyoborere y'ishuli. Mu yandi magambo, ni ibihe byemezo byerekeranye n'ishuli Ihuriro ry'ababyeyi nabarimu rigiraho ijambo? (Mukosore mubintu biri hepfo ibyo afiteho ijambo)

	Kosora niba ihuriro ryabarimu n'abanyeshuli ribifiteho ijambo.
Ibyemezo bijyanye nibikorwaremezo by'ishuli – urugero uburyo bwo gutunganya ibyumba by'amashuli nibibuga byo gukiniraho.	
Ikoreshwa ry'amafaranga atangwa n'ababyeyi.	
Ibyemezo by'abarimu ki bagomba guhabwa akazi.	
Ibyemezo byo gushyiraho umuyobozi w'ikigo mushya.	
Gusesengura uko abarimu bakora neza mu kazi kabo	
Ibyemezo byo kugenera uduhimbazamusyi ku abarimu beza.	

33. Ese haba hari uburyo ihuriro ry'abarimu n'abanyeshuli bugira ijambo ku ishuli? Mushobora kubugaragaza aha hepfo? (Mushyiramo amakuru yose ahagije bishobok)

34. Ese mwagaragaza buryo ki mwemeranya nizi nteruro zikurikira? Mushobora guhitamo kwemera bikomeye, kwemera bigereranije, kutemera bigereranije no kutemera bikomeye

	Ndabye mera	Simbyem era	Simbizi
Ababyeyi bose bo ku ikigo cyange bagira uruhare runini mu imicungire y'ishuli.			
Ababyeyi bo ku ikigo cyange bumva bagira uruhare rurenzeho ku imicungire y'ishuli.			

Ababyeyi bakwiye guhabwa ubushobozi bwo guhitamo abarimu bo guha akazi.			
Byaba ari ingirakamaro ku ababyeyi bahawe amakuru ku imikorere y'ishuli – urugero amakuru ku abanyeshuli bari mu icyumba cy'ishuli n'amanota y'ibizamini.comes.			
Ababyeyi bazi uko ishuri rihagaze kurusha Leta y'Urwanda			
Ku ishuli ryange ,muri rusange ireme ry'uburezi niryiza.			
Ku ishuli ryange , ibikoresho n'imitungo bigenewe abanyeshuli bihari nibyiza.			

35. Nayahe makuru ababyeyi bakura ku ishuli kuburyo ishuli rikora neza (ca akaziga kugisubizo gikwiye)

- a. Amanota y'ibizamini bisoza amashuli abanza
- b. Amanota y'ibizamini bisoza amashuli abanza ugereranije n'andi mashuli
- c. Ingano y'icyumba cy'ishuli?
- d. Ingano y'icyumba cy'ishuli ugereranije n'andi mashuli?
- e. Ibindi:

36. Nayahe makuru ababyeyi bakura k'uburezi ishuli rigomba gutanga, (ca akaziga kugisubizo gikwiye)

- a. Amakuru kumubare w'ibitabo bizaboneka?
- b. Amakuru ku ingenga masomo – urugero ni amasaha angahe azakoreshwa mugusoma no kwandika?
- c. Amakuru kumpamyabumenyi z'abarimu?
- d. Ibindi:

Annex 3: School Profile

Below is a copy of the school profile filled out in each school by the Research Assistants.

SCHOOL PROFILE

Area:

School Number:

Is the physical infrastructure of the school – the quality of the buildings – in good repair? If not can you briefly describe any of the problems you see?

Do you think that the school feels safe for children? If not can you briefly explain what you think the problems are?

In the classrooms can you see any learning guides and materials – for example maps and other information – on the walls?

If you see any lessons being taught, can you describe the approach you witness? In particular how much of the teaching was the teacher talking to the whole class? And how much group work was there?

Does the school have electricity?

Did you see any computers in the school? (This includes in schools with no electricity).

In any classrooms you saw did there appear to be sufficient desks? If not can you give some more detail on the scale of the problem?

What were the basic teaching aids like, for example any equipment being used to teach science?

How would you describe the toilets? For example, were they clean? Were there clearly different toilets for girls and boys?

When you talked to the teachers, how would you rate their English speaking? Was it fluent? If not would you rate it as poor, intermediate or good?

And the same for head teachers – how would you rate their English?



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