



**TRANSPARENCY
INTERNATIONAL
RWANDA**



Transparency and Accountability in the management of resources allocated to the Nine Year Basic Education program in Rwanda

A Citizen Report Card

For TAP team comments

March 2013





Acknowledgement

Transparency International Rwanda (TI-Rw), the civil society organization leading the fight against corruption and promote good governance, has embarked in a three-year project which aims to contribute to accessible, equitable and high-quality primary education through more effective use of resources, focusing on the capitation grant allocated to the 9 Years Basic Education program (9YBE). Following the first phase of the project, which consisted in a Public Expenditure Tracking Survey (PETS) whose results were presented in 2012, this report presents the outcome of the second phase of the project, a Citizen Report Card (CRC).

I am very proud of this project because it shows our commitment to support the field of education and particularly to improve the 9YBE program - now scaled up to a 12YBE - which is one of the most ambitious initiatives ever taken in our country. TI-Rw wishes to contribute to the success of such program by ensuring that resources are spent efficiently, that decisions are made transparently and that teachers, parents and learners are satisfied with the quality of education.

On behalf of TI-Rw, I would like to warmly thank those who made this study possible. Let me start with Results for Development, which funds the project and provides invaluable technical assistance through their Transparency and Accountability Program (TAP). I would also like to extend my gratitude to Révérien Interayamahanga, the consultant who coordinated the field work, data analysis and report writing with the support of a dedicated technical team of researchers. Furthermore, I would like to thank TI-Rw's research team led by Albert Rwego Kavatiri, program manager, Francine Umurungi, institutional development and advocacy officer, and Alessandro Bozzini, technical advisor. My special thanks also go to TI-Rw's Executive Director, Apollinaire Mupiganyi, for his encouragement, guidance and quality assurance throughout the project.

Last but not least, I do want to explicitly thank the teachers, parents and learners across Rwanda who took their time to provide the opinions, perceptions and information without which this report would have never been written.

Marie Immaculée Ingabire

Chairperson of Transparency International Rwanda



Acronyms

9YBE: Nine-year Basic Education

CG: Capitation Grant

CRC: Citizen Report Card

FGD: Focus Group Discussions

IT: Information Technology

MoE: Ministry of Education

MoF: Ministry of Finance

NISR: National Institute of Statistics

PETS: Public Expenditure Tracking Survey

PTC: Parent-Teacher Committee

S1: Senior one

S2: Senior two

S3: Senior three

SMC: School Management Committee

SPSS: Statistical Package for Social Sciences

TAP: Transparency and Accountability Program

TI-Rw: Transparency International Rwanda

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Executive Summary

The Citizen Report Card(CRC), is a social accountability tool which consists of collecting perception based quantitative data from service seekers on the quality, adequacy and efficiency of public services” aiming at holding public institutions, and more specifically service providers accountable. This Citizen Report Card (CRC) is the second phase of a three-year project known as “Transparency and Accountability in the management of resources allocated to the Nine Year Basic Education (9YBE) programme in Rwanda” and follows a Public Expenditure Tracking Survey (PETS).

Its main goal was to investigate the level of transparency and accountability in the management of the Capitation Grant (CG) allocated to the Nine Year Basic Education program in Rwanda. This tool was used to attempt answering the following research questions:

- To what extent does the CG recipient have access to benefits they are entitled to?
- What is the level of satisfaction of learners, teachers and parents with regard to the quality of benefits received?
- How effective is the management of the CG at the school level?
- What is the level of responsiveness of the school managers, MoE and MoF with regard to CG-related complaints filed by teachers, parents and learners?
- What are the forms of corruption that exist in the use and management of the CG in the 9YBE?
- To what extent is people’s satisfaction with the role of the CG in increasing its envisaged outcomes?

The survey shows that the large majority of teachers (86.8%) received their motivation allowance as a benefit from the Capitation Grant (CG) in the current school year. However, only 31.4% of teachers received training as a component of the CG in the last and the current school year. The majority of teachers were not trained over the past 5 years, except in English. Some teachers maintain that the funds allocated to training are used for other issues deemed more urgent. Lack of training is a big challenge for the quality of teaching in 9YBE schools. At the same time, the research shows that a minority of teachers were trained even more than three times in the same period, raising issues of transparency and objectivity of the criteria used to select the teachers to be trained.

Considerable shares of learners, both in primary and secondary schools, received or already had books for their respective grades. However, apart from Mathematics, the majority of learners did not receive books in some disciplines including French for primary level, political science, French, entrepreneurship and history for secondary level. Significant proportions of learners and teachers indicate that books are shared among learners (often three learners share one book).

More than 75% of classrooms have received equipment and materials such as teaching materials, teacher books, chalk, desks, chairs and chalkboard from the CG, or had already received them before. However, considerable shares of classrooms did not receive teacher desks (24%), chairs (21.2%) and teaching materials (18.8%) and they did not have them already.

The majority of schools have acquired a range of infrastructures as a component of the CG, particularly sanitation items, construction of new classrooms and renovation of existing ones. Computer lab, telephone and sickrooms are the least acquired items, partly because laptops and phones require electricity facilities which do not yet exist in

some schools. The level of parents and teachers' satisfaction with the quality of items acquired thanks to the CG is high (over 70%).

Only 29.4% of teachers who did not receive their motivation allowance in the first month, and 20.8% of those who didn't get it in the whole year, complained about it; 40.7% complained when materials were not received and 20.4% filed claims related to any other issue covered by the CG. Similarly, only small minorities of parents and learners filed any complain related to the CG. While some results in this report show that the CG does have some challenges, very few reported the problems, in line with TI-Rw studies which all show a low level of reporting in Rwanda.

70.9% of parents have paid extra-contributions for education in the last or current school year, mostly in terms of money and/or labour. 71.5% of parents find it difficult or very difficult to pay, or is unable to pay. 69.1% of respondents said that extra contributions are decided by consensus at community level (particularly in terms of labour through *Umuganda*), but 3 out of 10 said that they are imposed by local leaders (particularly when the contribution consists of money).

In line with the law, the majority of learners were not excluded from school due to their parents' failure to pay such extra-contributions. However, 24% of learners declared that they have been excluded for this reason in the last or current school year, 39.6% declared that this happened to some classmates and 18% of parents saw this happening to their children. What's more, 6 out of 10 learners who were excluded were victims of this more than once. This malpractice is against the law and hinders the right of education of poor children; fortunately FGDs and interviews seem to show that measures have been taken and this bad habit is now happening less.

Around 2 out of 10 parents and 3 out of 10 teachers have paid contributions for education in the last 12 months as a condition to receive a service from a public

authority. This was requested by some sector, cell and village leaders. This is another malpractice against the law.

On the positive side, almost all respondents denied the existence of nepotism in the recruitment of accountants in charge of the management of the CG. Similarly, almost no teacher has paid a bribe as a condition to receive a service from his/her school. Favoritism and nepotism in the CG related tendering process are low, however 8.6% of teachers have witnessed such cases. Similarly, the level of transparency in CG related procurement is perceived to be quite high (66.5%), though not less than 1 out of 3 respondents said that procurement is not transparent.

Schools under the 9YBE programme are required to put in place parent-teacher committees (PTCs) and School Management Committees (SMCs), whose responsibilities include to contribute to the management of the CG. The large majority of teachers and parents confirm that such committees are in place and are effective in ensuring transparency and accountability in the use of the CG and in solving CG-related problems. A challenge, though, is that in many cases only the parents who are members of the PTCs prove interested in the life of the schools. Around 2 out of 3 teachers and parents are satisfied with the parents' involvement in the CG management, implying a certain level of dissatisfaction.

The large majority of schools running the 9YBE have accountants, as declared by 85.7% of teachers, most of whom have the appropriate background for the job. However a significant minority of teachers (14.3%) work in schools which do not have any accountant.

Overall, there is a very high level of satisfaction (83%) with the role of the Capitation Grant in promoting free basic education in Rwanda. Satisfaction is the highest with



regard to increasing access to both primary and secondary education and decreasing the learners' drop out, while is the lowest concerning increasing teachers' motivation.

In all FGDs and interviews, participants unanimously highlighted the positive impact of the CG in many regards, particularly in promoting education for all. But challenges remain, including that many learners in lower secondary have to walk over 5 km to go to school, some do not attend classes during the rainy season, learners are not fed at school and thus get hungry (and some girls have been sexually abused by men who can provide food), while some teachers and parents believe that quality in 9YBE schools is lower than that in other schools.

CHAPTER I: INTRODUCTION

1.1. Background

In 2011, Transparency International Rwanda (TI-Rw), the civil society organisation leading the fight against corruption and the promotion of good governance, started a project entitled “Transparency and Accountability in the management of resources allocated to the Nine Year Basic Education (9YBE) programme in Rwanda”. This initiative, supported financially and technically by “Results for Development” through their “Transparency and Accountability Program” (TAP), wishes to contribute to accessible, equitable and high-quality primary education through more effective use of resources. Concretely, it aims at increasing transparency and accountability in the management of resources allocated to the 9YBE programme, particularly the capitation grant made available by the Government of Rwanda to the country’s schools for their operations. The project closely involves the Ministry of Education which, upon request by TI-Rw, appointed a “Government Champion” to act as the contact person.

The first phase of the three-year project consisted in a Public Expenditure Tracking Survey (PETS) which sought to ascertain concrete facts on bureaucratic capture, leakage of funds and problems in the deployment of resources. The second phase, of which this report is the culmination, consists in carrying out a Citizen Report Card (CRC).

According to the World Bank's definition, CRCs are "*participatory surveys that provide quantitative feedback on user perceptions on the quality, adequacy and efficiency of public services*". They are a social accountability tool which permits to hold public institutions, and more specifically service providers, to account. They work at their best when they are coupled with media coverage and advocacy activities. CRCs have national scope and have not to be confused with Community Score Cards, which are "qualitative monitoring tools that are used for local level monitoring and performance evaluation of services [...] by the communities themselves". Unlike Community Score Cards, the research unit of a CRC is the household/individual and data is collected nationwide through questionnaires.

1.2. Objectives

This CRC aims to investigate the level of transparency and accountability in the management of the Capitation Grant (CG) allocated to the Nine Year Basic Education program in Rwanda. Specifically, this CRC aims to:

- Examine the proportions (%) of CG recipients (teachers, learners, schools) that have access to the benefits they are entitled to from the Capitation Grant;
- Assess the extent to which teachers, learners and parents are satisfied with the quality of the benefits received;
- Assess the effectiveness of the management of the CG at the school level;

- Assess the level of responsiveness of the school managers, MoE and MoF with regard to CG-related complaints filed by teachers, parents and learners;
- Identify the forms of corruption that exist in the use and management of the CG in the 9YBE;
- Examine people's satisfaction with the role of the CG in increasing enrolment, reducing learners' drop-outs, reducing the distance between home and school for learners, increasing the motivation of teachers, decreasing teachers absenteeism, and in improving overall working conditions of teachers in 9YBE.

1.3. Methodology

This section looks at the methodology used to conduct this Citizen Report Card. It covers issues such as methods used for data collection, sampling strategy, quality control, ethical considerations and data analysis tools.

1.1.1. Methods

This CRC was conducted on three categories of the citizens. They include teachers in 9YBE, learners and their parents. The questionnaire was the core tool used to collect data. However, focus group discussions and individual interviews were used to complement quantitative data. More specifically, a household survey used a questionnaire to measure citizens' satisfaction with the 9YBE programme. Both parents and learners were interviewed at the household level, while teachers were selected in



their respective schools. Focus group discussions involved parents and teachers which relevant knowledge on both 9YBE and the capitation grant; while individual interviews were conducted with some head teachers, district educator directors and some local leaders.



Focus group discussions

1.1.2. Sampling strategy

As mentioned above, this CRC involved three main categories of citizens: teachers in 9YBE, learners and parents. The sample was calculated using the Raosoft sample size calculator's formula on the next page.

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

Where:

z= 1.96 for 95% level of confidence

s = p(1-p) p = estimated proportion

e = desired margin of error

N = population size

For this study, three samples of respondents were derived from three sampling frames, namely parents, teachers and learners. According to Raosoft, the sample size doesn't change much for populations larger than 20,000. Thus, the estimated sample sizes for the 3 categories of respondents are respectively: 569, 463 and 554. In this estimation, the confidence level is taken as 95% with a margin of error of 4 %. As a result, a sample size of 1,586 respondents was used for the 3 categories of the survey. The sample provides an adequate figure for undertaking statistical analysis that falls within the defined confidence levels. Nine districts from all provinces and Kigali city were selected, using a random sampling technique. The sample size in each province and district is distributed as follows:

Table 1: Allocation of sample (quantitative survey) per province and district

Province	District	Learners	Parents	Teachers	s /District respondent %of	s /District respondent % of	s /Province respondent % of	s /Province respondent % of
Eastern	Kirehe	53	60	56	169	10.7%	322	20.3%
	Nyagatare	54	66	33	153	9.6%		
Western	Ngororero	68	50	45	163	10.3%	352	22.2%
	Rubavu	66	68	55	189	11.9%		
Southern	Huye	61	63	65	189	11.9%	358	22.6%
	Kamonyi	56	65	48	169	10.7%		
Northern	Gicumbi	75	65	57	197	12.4%	377	23.8%
	Rulindo	60	65	55	180	11.3%		
Kigali City	Gasabo	61	67	49	177	11.2%	177	11.2%
TOTAL		554	569	463	1586	100.0%	1586	100.0%

The household selection was done using the ‘random route’ selection process. Children and parents were randomly selected from the list of households at the village level while teachers were interviewed in their respective schools (which are part of 9YBE programme) close to the villages from which parents and learners were selected. A structured questionnaire was used to collect quantitative data. For the sake of ensuring data quality, the questionnaire was pre-tested after the training of interviewers.

As stated above, the quantitative survey was complemented with a qualitative phase. This involved 18 focus groups across the country i.e. 4 per province and 2 in Kigali City. In addition, those groups were homogeneous (teachers separate from parents) to make sure that all participants felt comfortable to speak freely. The discussions focused on specific issues that emerged from the quantitative survey. In addition to FGDs, Five individual interviews were conducted with Head teachers and District/Sector education directors.

Table 2: Allocation of sample (for FGDs and Interviews) per province and district

Province	District	FGDs
Eastern	Kayonza	Teachers GS de Kayonza
		Parents GS de Kayonza
	Gatsibo	Teachers GS de Gatsibo
		Parents GS de Gatsibo
Western	Karongi	Teachers G.S. Kibuye
		Parents G.S Nyegabo
	Ngororero	Teachers G.S. Kanogo

		Parents G.S. Rususa
Southern	Nyanza	Teachers G.S Nyanza B
		Parents G.S Kigoma
	Kamonyi	Teachers G.S. St Jean Bosco
		Parents G.s St Jean Bosco
Northern	Rulindo	Teachers G.S. Shyorongi
		Parents G.S. Shyorongi
	Gicumbi	Teachers EPA Gicumbi
		Parents EPA Gicumbi
Kigali City	Nyarugenge	Teachers E.P. EPA
		Parents E.P EPA

1.3.3. Quality control

Data collection and data entry staff were recruited and trained as necessary. Interviewers were selected based on their proficiency in (1) interacting with all potential types of survey respondents, (2) building the appropriate relationship with respondents, and (3) dealing with quantitative data. Furthermore, proven experience in administering questionnaires served as the core criterion for interviewers' recruitment.

Prior to embarking on the data collection process, a "pilot survey" was conducted in a sector other than those selected for the actual survey. This exercise allowed testing the questionnaire in terms of clarity, wording, coherence and consistency of the questions. Thereafter, observations from the pilot survey were integrated in the final version of the questionnaire.

After securing the National Institute of Statistics of Rwanda (NISR) authorization, the research team embarked on the fieldwork. Quantitative data were collected by trained interviewers under the supervision of team leaders and supervisors. The role of team leaders and supervisors consisted in ensuring the quality of data to be collected. Specifically, they were mainly responsible for:

- ✓ coordinating interviewers' teams in the field;
- ✓ distributing the materials required for the field work;
- ✓ assisting interviewers in the selection of households;
- ✓ dispatching interviewers to the selected households;
- ✓ ensuring that data is collected from the real respondents;
- ✓ ensuring that questionnaires are properly administered and collected;
- ✓ sending the questionnaires to TI-Rw's headquarters.

Interviews and focus group discussions were conducted by professional and experienced TI-Rw's researchers.

1.3.4. Quality control mechanisms

For the purpose of data quality control, the following measures were taken:

- ✓ Recruitment of skilled enumerators and supervisors;
- ✓ Training of enumerators and supervisors;
- ✓ Testing of the questionnaire;



- ✓ Approval of inception report by some stakeholders of 9YBE;
- ✓ Approval of research methodology and tools by the NISR which granted a survey authorization;
- ✓ Securing a survey authorization from NISR;
- ✓ Supervision of data collection activity;
- ✓ Use of SPSS software for data analysis.

1.3.5. Data processing and analysis

For the purpose of data processing, a specific data entry template was designed using Statistical Package for Social Sciences (SPSS). After the data collection, quantitative data were captured by data entry clerks under the supervision of the IT specialist specifically recruited for this task. After the data entry, and data cleaning by the IT specialist, graphs and tables were generated based on the tabulation plan, and the analysis therefore followed.

As far as non-scale questions are concerned, simple tabulation based on frequencies was performed. As regards the scale questions, the scoring logic used the following scale where a numeric value was assigned to each response option as follows:



a. Formula used to calculate questions' score:

A Weighted Average Mean was used to calculate the question scores which is an average in which each quantity to be averaged is assigned a weight. These weightings determine the relative importance of each quantity on the average as indicated in the formula below:

$$\bar{x} = \frac{\sum_{i=1}^n x_i w_i}{\sum_{i=1}^n w_i}$$

Where x_1, x_2, \dots, x_n are quantitative scores (0, 2, 3, 4) and w_1, w_2, \dots, w_n are frequency scores corresponding to respective qualitative scores.

b. Formula used to calculate indicator' scores

The first step in the scoring process is to construct a score for each question using the above mentioned formula. As a second step, question scores are aggregated into a score for each sub-indicator. The sub-indicator score is computed as a simple mean of associated question scores (Qscores).

The same process is used to calculate the indicator score and the overall score as indicated in the following formula:

$$\text{Sub - Indicator Score } X_i = \frac{\sum Q Sca}{n}$$

$$\text{Indicator Score } X_i = \frac{\sum SI \text{ Score } X_i}{n}$$

$$\text{Overall Score } X_i = \frac{\sum I Sca}{n}$$

where **SQ** : sub-question; Q : question; SI : Sub-indicator
I : indicator ; n : number of questions, sub-indicators and indicators.

c. Scoring scale

The above-mentioned scoring logic used the following scale where a numeric value was assigned to each response option as follows:

Table 3: Scoring scale

Response option	Score	Perception value
Inexistent/very low satisfaction	0.0–1.9	0%–20%
Low satisfaction	2.0–2.9	21%–40%
Moderate satisfaction	3.0–3.9	41%–60%
High satisfaction	4.0–4.9	61%–80%
Very high satisfaction	5.0	81%–100%

1.3.6. Ethical considerations

The following ethical measures were taken into account throughout this study. Interviewees' confidentiality was granted to all respondents. Verbal informed consent, whereby respondents were provided with all the necessary information regarding reasons for the research before they could give their consent, was ensured for all participants in the questionnaire survey.

In addition, research ethics requires objectivity in research design, data collection, analysis and interpretation. An attempt was made to ensure that the whole research process complies with this requirement.

CHAPTER II: PRESENTATION OF THE FINDINGS

While the previous chapter covered issues pertaining to the study background, objectives and the methodology, this chapter presents key findings from the survey. Beside the respondents' demographics, this chapter shows the results on respondents' perception of the benefits of the Capitation Grant as well as the level of satisfaction of parents, teachers and learners with various aspects linked to this grant.

2.1. Demographics

This section presents some socio-demographic characteristics of respondents with a focus on their gender, type of residence and level of education.

Table 4: Respondents' demographics per gender, type of residence and level of education

	Gender		Type of residence		Education level	
Parents	Male	39.9%	Urban	19.2%	None	22.3%
	Female	60.1%	Rural	80.8%	Primary	51.8%
	Total	100%	Total	100%	Post-primary	14.3%
					Secondary	10.5%
					Tertiary	1.1%
					Total	100%
Teachers	Male	44.1%	Urban	25.9	None	0%
	Female	55.9%	Rural	74.1	Primary	0%
	Total	100%	Total	100	Post-primary	0%
					Secondary	82.1%
					Tertiary	17.9%
					Total	100%
Learners	Male	50.5%	Urban		P 5	15.7%
	Female	49.5%	Rural		P 6	24.5%
	Total	100%			S 1	16.8%
					S 2	20.8%
					S 3	22.2%
					Total	100%



The majority of respondents in the categories of teachers and parents are female, while the proportion of male and female among the learner respondents is nearly equal. There were more women than men in the households visited by the interviewers during the fieldwork. It is also believed that there are more female teachers than male ones, especially in primary schools. As far as learners are concerned, the selection of respondents at the school level complied with the parity principle (50% male, 50% female).

With regard to the type of residence, the majority of respondents were interviewed in rural area where the majority of Rwandans dwell¹.

As far as the education level is concerned, around 2 out of 10 respondents do not have a primary school certificate while 5 out of 10 have it. Almost 25% of respondents in this category have more than a primary level certificate and less than a higher learning education degree. Only 1.1% of respondents in this category are holders of a higher learning/university degree.

Regarding the teachers, around 8 out of 10 have a secondary school completion certificate; while almost 2 out of 10 hold a higher learning/university degree. The former teachers are predominant in primary schools while the latter are largely in secondary schools (S1, S2 and S3). As far as learners are concerned, around 4 in 10 are in

¹ National Institute of Statistics of Rwanda, (2012) *2012 Population and Housing Census, Provisional Results*, Kigali.

primary schools, while the rest attend secondary schools (S1, S2 and S3 of the Nine Year Basic Education).

2.2. Capitation grant benefits

This section examines the benefits of the CG as received by recipients (teachers, parents/learners and their schools as a whole). They range from teachers' motivation allowances to teachers' training, learners' books, teaching materials, classroom equipment and school infrastructures.

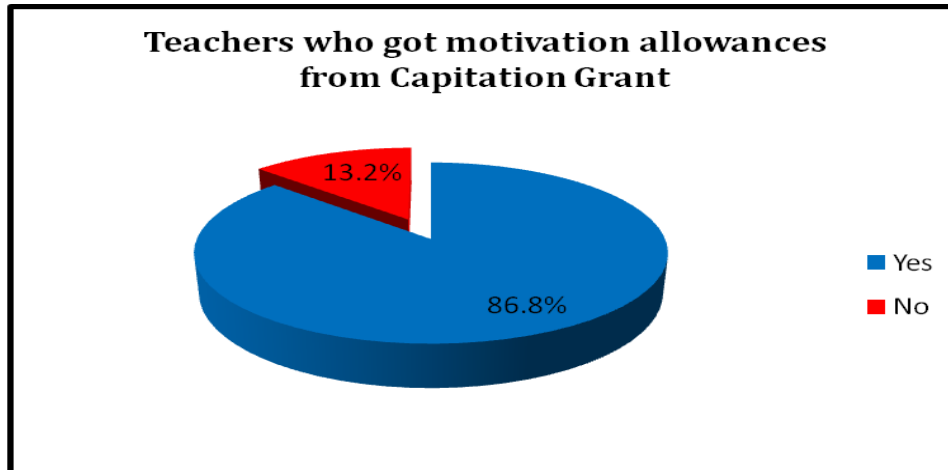
2.2.1. Teachers' motivation allowance

As per the ministerial decree² governing the use of the CG, teachers are among the core recipients of the Capitation Grant. One of the benefits from the CG consists of motivation allowances. This motivation allowance is only granted to those teachers who completed only Senior Six (S6/A2) regardless of their performance. The table below examines the proportion of teachers that received motivation allowances in the current school year³.

² The Ministerial Order modifying the ministerial order no 001 on Capitation Grant, Year 2008.

³ The survey was conducted in April 2012.

Figure 1: Proportion (%) of teachers who received motivation allowances from Capitation Grant for the 1st Quarter of the current school year (2012)



The large majority of teachers (86.8%) received their motivation allowance as a benefit from the CG in the current school year. The ministerial decree governing the use of the CG provides that the teachers' motivation allowance should be paid to all teachers along with the monthly salary. It emerged from the FGDs and interviews that, in general, the payment of teachers' allowance is not a problem given that it is paid along with the monthly salary as a teacher, participating in a FGD put it: "*the allowance is now paid on time. If it delays, it means that the salary payment is done late as well.*" However, few teachers (13.2%) did not get this allowance. Participants in FGDs and interviews believe that the delay of payment of motivation allowance for few teachers is probably caused by the fact that their administrative files (dossiers) have some problems and in this case, these teachers do not get even their monthly salaries, until those problems are solved.

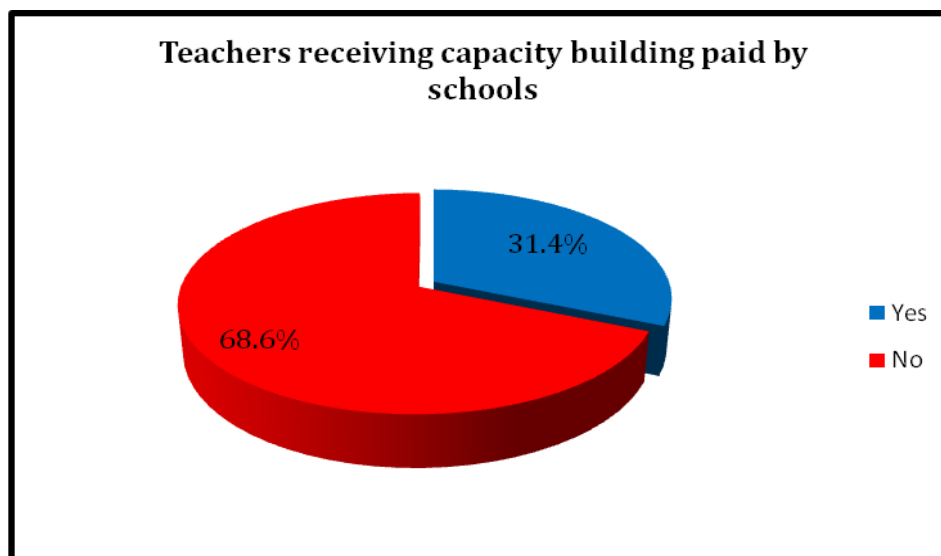
2.2.2. Teachers' training

Another benefit that teachers are supposed to get from the CG consists in trainings pertaining to their capacity as teachers.

2.2.2.1. Teachers who received training as a benefit from CG

The figure below examines the proportion of teachers who were trained in the last and the current school year (2011 and first quarter of 2012 when the survey took place).

Figure 2: Proportion (%) of teachers trained through the CG in last and the current school year (2011 and first quarter of 2012 when the survey took place)

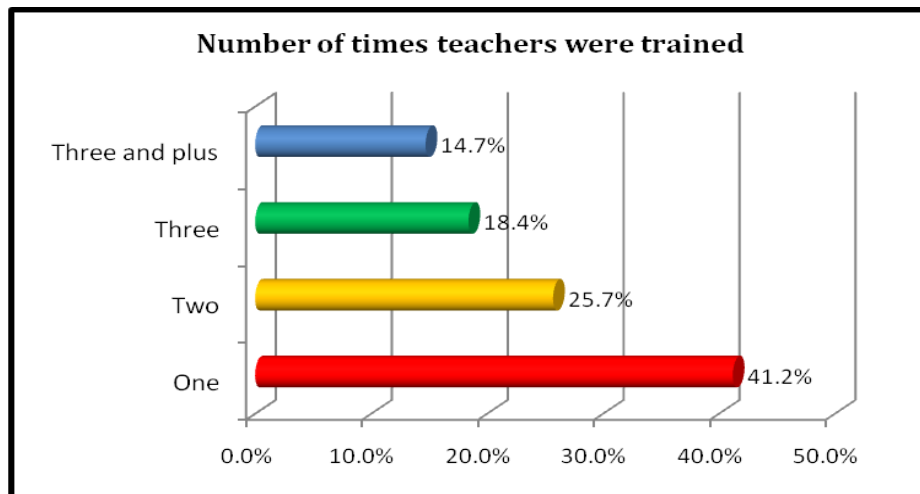


It emerged from this survey that around 3 out of 10 teachers received trainings as a component of the CG in the last and the current school year (2011 and first quarter of 2012 when the survey took place). However, almost 7 out of 10 teachers were not trained in line with this grant. This result implies a limitation for teachers to benefit from the CG through trainings, while continuous training, as a component of the staff

capacity-building programme, is vital for the development of any carrier. This is clearly stipulated in the Ministry of Education standards manual that, in the first place a teacher entering the profession for the first time needs induction into the profession. Secondly according to the same manual, all teachers should continuously be trained depending on the needs of the moment. Participants in FGDs and interviews unanimously indicated that teachers' training remains a big issue. The majority of teachers, including those in FGDs were not trained over the past 5 years, except the training in English. Some head-teachers and parents implied that schools experience so many needs that teachers' training is overlooked in the use of the CG. Some participants maintained that the money initially allocated to teachers' training is used for other issues deemed more urgent, such as schools' running costs, school buildings maintenance and provision of scholastic materials to students, as the school administration may find appropriate. Both parents and teachers argued that lack/insufficiency of such trainings remains a big challenge for quality teaching in 9YBE. The table below assesses the number of trainings received by those who ever got them in the last and the current school year.

2.2.2.2. Frequency of teachers' training as a benefit from the CG

Figure 3: Number of times that teachers were trained through the CG in the last and the current school year (2011 and first quarter of 2012 when the survey took place)



This study shows that around 4 out of 10 teachers who were trained in the last and the current school years received one training, while the rest (6 out of 10) were trained at least twice. Around 3 out of 10 were trained at least three times. The result implies that some teachers have more access to such trainings than the majority of their colleagues do. Does it mean that they are needier than others in terms of capacity building? Does it imply favoritism at the expense of other staff members? Teachers participating in FGDs argued that the selection of teachers to be trained is generally done by head-teachers, and they had the feeling that the selection is often based on sentiments rather than teacher's needs. Beyond the frequency of those trainings, this study also assessed teachers' satisfaction with the content of those trainings in terms of their professional needs.

2.2.2.3. Satisfaction with the content of the training

Table 5: Teachers' satisfaction with the adequacy of received training and their professional needs

Level of satisfaction	Frequency	%
Not satisfied at all	3	2.0%
Not satisfied	9	6.1%
Somewhat satisfied	12	8.1%
Satisfied	59	39.9%
Very satisfied	65	43.9%
Total	148	100.0%
Score	4.18	83.5%

Overall, the level of teachers' satisfaction with the content of the training vis-à-vis their professional needs proves very high (83.5%). In the FGDs, participants mentioned that most of the trainings were in ICTskills, the English language and refresher courses in sciences to respond to the national policy on the promotion of science and technology in Rwandan education system. As far as English language is concerned it was supposed to comply with the fact that Rwanda is a bi-lingual state for a number of years now. This finding suggests that overall, teachers received trainings that are relevant for their performance in their teaching positions. This shows the need to extend such trainings to the majority (70%) of teachers who have not benefitted from such capacity building.

2.2.3. Learners' books

Beside the teachers, learners constitute another core category of the CG. They are entitled to textbooks and classroom equipment among other benefits. The table below examines the proportion of learners (both in primary and secondary) that received books in the current school year (2012) as a component of the CG. The table presents the responses of learners, teachers and parents as witnesses of such a benefit.

2.2.3.1. Learners who received text books in the current school year

Table 6: Proportion (%) of learners who received text books in the current school year

	Learners				Teachers				Parents			
	Yes	No	Yes but shared	Total	Yes	No	Yes but shared	Total	Yes	No	DK	Total
Primary School Books												
Mathematics	63.60 %	16.00 %	20.40 %	100.0%	56.4 %	13.2% %	30.4% %	100.0%	43.9% %	36.0% %	20.2% %	100.0 %
English	38.70 %	37.30 %	24.00 %	100.0%	50.9 %	16.8% %	32.4% %	100.0%	39.1% %	40.2% %	20.7% %	100.0 %
Science	33.00 %	40.70 %	26.20 %	100.0%	43.7 %	25.9% %	30.4% %	100.0%	28.8% %	44.8% %	26.4% %	100.0 %
Social Studies	33.20 %	41.30 %	25.60 %	100.0%	47.6 %	19.8% %	32.5% %	100.0%	28.7% %	44.8% %	26.5% %	100.0 %
French	8.20% %	87.30 %	4.40% %	100.0%	18.1 %	69.1% %	12.8% %	100.0%	13.0% %	58.5% %	28.4% %	100.0 %
Kinyarwanda	32.50 %	36.80 %	30.70 %	100.0%	46.3 %	17.0% %	36.7% %	100.0%	35.1% %	43.3% %	21.6% %	100.0 %
Secondary School Books												

Mathematics	51.80 %	27.90 %	20.20 %	100.0%	57.4 %	7.8%	34.8%	100.0%	37.1%	35.6%	27.2%	100.0 %
English	36.30 %	42.50 %	21.30 %	100.0%	49.1 %	14.3%	36.6%	100.0%	37.4%	34.8%	27.8%	100.0 %
Political Science	18.30 %	67.50 %	14.10 %	100.0%	35.5 %	32.7%	31.8%	100.0%	21.8%	41.0%	37.2%	100.0 %
Biology	41.00 %	37.00 %	21.90 %	100.0%	52.3 %	8.1%	39.6%	100.0%	24.4%	38.1%	37.6%	100.0 %
French	11.30 %	77.00 %	11.70 %	100.0%	27.5 %	46.8%	25.7%	100.0%	12.4%	46.9%	40.7%	100.0 %
Kinyarwanda	31.10 %	45.30 %	23.60 %	100.0%	48.2 %	13.6%	38.2%	100.0%	24.2%	41.1%	34.7%	100.0 %
Chemistry	38.90 %	39.30 %	21.80 %	100.0%	53.3 %	10.5%	36.2%	100.0%	25.5%	38.8%	35.7%	100.0 %
Physics	42.40 %	33.60 %	24.00 %	100.0%	53.4 %	9.7%	36.9%	100.0%	25.6%	39.7%	34.7%	100.0 %
Entrepreneurship	25.20 %	61.20 %	13.60 %	100.0%	39.2 %	30.4%	30.4%	100.0%	24.4%	40.6%	35.0%	100.0 %
History	29.80 %	57.70 %	12.50 %	100.0%	40.0 %	21.9%	38.1%	100.0%	26.5%	38.5%	35.0%	100.0 %
Geography	35.10 %	48.30 %	16.60 %	100.0%	46.1 %	18.6%	35.3%	100.0%	28.2%	37.4%	34.4%	100.0 %

It emerges from this table that considerable shares of learners, both in primary and secondary schools, received or already had books for their respective grades in the current school year (2012). However, based on learners' responses, and a part from Mathematics, the majority of learners did not received books in some disciplines including French (87.3%) for primary level, political science (67.5%), French (77%), entrepreneurship (61.2%) and history (57.7%) for secondary level. Likewise, important proportions of learners (30% and above) did not receive books in selected subjects including English (37.3%), Science (40.7%), Social Studies (41.3%) and Kinyarwanda

(36.8%) for primary level; and English (42.5%), Biology (37%), Kinyarwanda (45.3%), Chemistry (39.3%), Physics (33.6%) and Geography (48.3%). This finding was confirmed by parents and teachers who participated in FGDs. They mentioned that their schools received more books of Mathematics and sciences than books in the rest of subjects.

However, the majority of teachers maintained that most learners either received books individually or shared them with their colleagues. Overall, the above table shows higher proportions of teachers than parents and learners with the view that learners received books for various subjects.

In some schools, significant proportions of learners and teachers indicate that books are shared among some learners. This finding was confirmed by participants in FGDs and interviews. Teachers, parents and head-teachers maintained that in most subjects, books are shared, that is to say that in many cases, learners do not have their own book. This is mainly due to the fact that the CG remains low compared to overall cost of education in 9YBE. Most teachers maintained that on average, three learners share one book. Participants argued that one of the shortcomings of this situation is that it proves difficult for learners, who always go home, to take these books for revising courses or prepare exams.

Although parents' responses suggest that considerable shares of them do not know



whether their children received books or not in the current year, the proportions of those who declared that their children received books are, to a big extent, closer to those of students.

Obviously, the data suggests that not all learners have received books in the current school year, and that some books are used/shared by more than one learner.

2.2.3.2. Learners who received text books on time

Table 7: Proportion (%) of learners who received text books on time

	Learners						Teachers					Parents					Total
	In the 2nd term or later	In the end of the 1st term	In the middle of 1st term	In the beginning of the 1st term	Don't Know	Total	In the 2nd term or later	In the end of the 1st term	In the middle of 1st term	In the beginning of the 1st term	Total	In the 2nd term or later	In the end of the 1st term	In the middle of 1st term	In the beginning of the 1st term	Don't Know	
Primary School Books																	
Mathematics	9.50 %	4.0 0%	9.0 0%	74.4 0%	3.00 %	100. 0%	5. 2 %	0. 7 %	4.4 %	89. 7%	100. 0%	9.8 0%	2.6 0%	1.6 0%	66.8 0%	19.2 0%	100. 0%
English	5.60 %	2.8 0%	7.7 0%	78.9 0%	4.90 %	100. 0%	5. 4 %	0. 4 %	4.3 %	89. 9%	100. 0%	6.4 0%	2.3 0%	1.2 0%	69.2 0%	20.9 0%	100. 0%
Science	4.00 %	3.2 0%	4.0 0%	83.3 0%	5.60 %	100. 0%	4. 8 %	0. 4 %	4.8 %	89. 9%	100. 0%	4.4 0%	0.7 0%	2.2 0%	61.5 0%	31.1 0%	100. 0%
Social Studies	6.60 %	3.3 0%	5.0 0%	79.3 0%	5.80 %	100. 0%	5. 0 %	0. 4 %	5.8 %	88. 8%	100. 0%	4.3 0%	0.0 0%	2.9 0%	61.4 0%	31.4 0%	100. 0%
French	3.00 %	0.0 0%	6.1 0%	63.6 0%	27.3 0%	100. 0%	0. 0 %	6. 7 %	15. 6%	77. 8%	100. 0%	1.3 0%	0.0 0%	0.0 0%	40.0 0%	58.7 0%	100. 0%
Kinyarwanda	7.00 %	3.1 0%	7.8 0%	79.1 0%	3.10 %	100. 0%	4. 2 %	0. 8 %	4.2 %	90. 8%	100. 0%	6.5 0%	0.7 0%	0.0 0%	66.0 0%	26.8 0%	100. 0%



Secondary School Books																		
Mathematics	8.10 %	3.2 0%	5.0 0%	81.1 0%	2.70 %	100. 0%	3. 2 %	2. 1 %	1.1 %	93. 7%	100. 0%	3.9 0%	2.9 0%	0.0 0%	61.8 0%	31.4 0%	100. 0%	
English	6.10 %	4.4 0%	5.0 0%	80.7 0%	3.90 %	100. 0%	4. 8 %	1. 2 %	1.2 %	92. 8%	100. 0%	4.2 0%	1.0 0%	2.1 0%	59.4 0%	33.3 0%	100. 0%	
Political Science	4.50 %	2.7 0%	6.3 0%	76.8 0%	9.80 %	100. 0%	4. 3 %	1. 4 %	2.9 %	91. 4%	100. 0%	1.4 0%	0.0 0%	0.0 0%	50.0 0%	48.6 0%	100. 0%	
Biology	6.60 %	5.1 0%	5.6 0%	78.7 0%	4.10 %	100. 0%	4. 4 %	3. 3 %	2.2 %	90. 0%	100. 0%	4.9 0%	0.0 0%	0.0 0%	51.9 0%	43.2 0%	100. 0%	
French	4.90 %	2.4 0%	3.7 0%	75.6 0%	13.4 0%	100. 0%	4. 7 %	3. 1 %	6.3 %	85. 9%	100. 0%	1.7 0%	0.0 0%	0.0 0%	39.0 0%	59.3 0%	100. 0%	
Kinyarwanda	5.40 %	3.0 0%	7.8 0%	80.7 0%	3.00 %	100. 0%	4. 9 %	2. 5 %	3.7 %	88. 9%	100. 0%	1.4 0%	0.0 0%	0.0 0%	51.4 0%	47.2 0%	100. 0%	
Chemistry	6.60 %	3.8 0%	6.0 0%	78.7 0%	4.90 %	100. 0%	4. 7 %	4. 7 %	2.3 %	88. 4%	100. 0%	4.9 0%	0.0 0%	1.2 0%	54.9 0%	39.0 0%	100. 0%	
Physics	11.6 0%	4.3 0%	5.8 0%	74.4 0%	3.90 %	100. 0%	4. 8 %	3. 6 %	3.6 %	88. 0%	100. 0%	2.5 0%	0.0 0%	1.3 0%	53.2 0%	43.0 0%	100. 0%	
Entrepreneurship	7.00 %	2.3 0%	5.4 0%	77.5 0%	7.80 %	100. 0%	6. 3 %	3. 1 %	1.6 %	89. 1%	100. 0%	1.3 0%	0.0 0%	0.0 0%	54.5 0%	44.2 0%	100. 0%	
History	9.10 %	1.5 0%	3.0 0%	78.8 0%	7.60 %	100. 0%	8. 0 %	2. 7 %	4.0 %	85. 3%	100. 0%	2.4 0%	0.0 0%	0.0 0%	54.9 0%	42.7 0%	100. 0%	
Geography	7.40 %	1.2 0%	4.9 0%	80.4 0%	6.10 %	100. 0%	5. 2 %	3. 9 %	2.6 %	88. 3%	100. 0%	3.6 0%	1.2 0%	1.2 0%	54.2 0%	39.8 0%	100. 0%	

The majority of teachers, learners and parents who declared that learners received books in the current school year (2012), suggest that books were provided at the beginning of the first term. This implies that the majority of those who received books got them at the right time, because books supplied with a delay may not be very useful for the users. However, some respondents, though in low proportions, maintained that

they were supplied late (in the middle of the first term or later). Considerable proportions of parents did not know when those books were received by their children. Despite the fact that it is not always easy for illiterate people to recall dates and months, this finding implies that some parents do not follow up on the schooling of their children. This argument is also corroborated by considerable proportions of parents who, in the previous table, indicated that they did not know whether their children had received books or not.

2.2.3.3. Satisfaction with the quality of books purchased

The table below looks at the satisfaction of parents and teachers with the quality of books received from the CG.

Table 8: Overall satisfaction of teachers and parents with the quality (physical state) of books purchased from the CG

	Teachers		Parents	
	Frequency	%	Frequency	%
Not satisfied at all	6	2.1%	27	10.3%
Not satisfied	34	12.1%	31	11.8%
Somewhat satisfied	60	21.4%	54	20.5%
Satisfied	119	42.5%	111	42.2%
Very satisfied	61	21.8%	40	15.2%
Total	280	100.0%	263	100.0%
Score	3.70	73.9%	3.40	68.1%

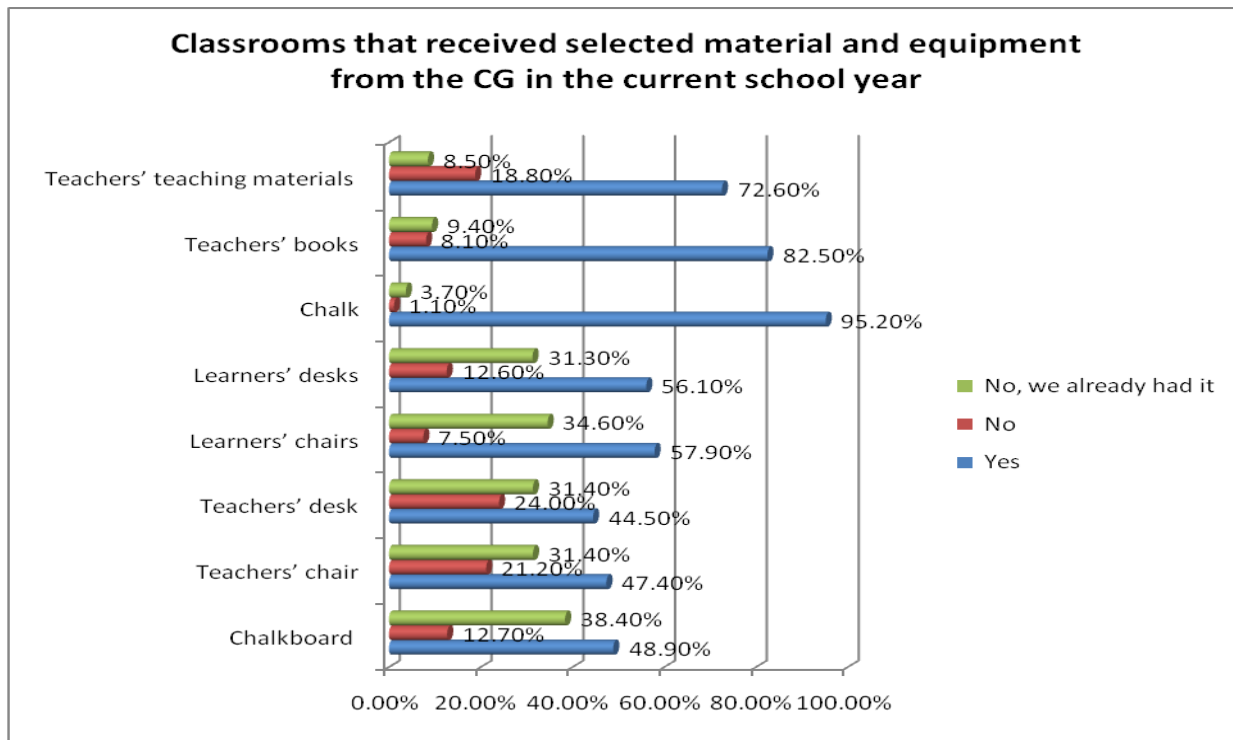
Overall, the study reveals a high level of teachers and parents' satisfaction with the quality of books purchased from the CG. The level of teachers' satisfaction (73.9%)

proves slightly higher than that of parents (68.1%). The quality of books refers mainly to their physical state rather than their content.

2.2.4. Teaching materials and class equipment

One of the components of the CG consists of the school materials aimed specifically at classrooms. This section examines the proportion of classrooms that received relevant materials as benefits from the CG.

Figure 4: Teachers' classrooms that benefited selected materials from the Capitation Grant in the current school year (2012)



The majority of classrooms (75% and above) have either received equipment and materials such as teaching materials, teachers' books, chinks, learners' desks, learners' chairs, teachers' desk, teachers' chairs and chalkboard from the CG, or had already received them before. It emerges from the above figure that the majority of teachers' classrooms acquired teaching materials, teachers' books, chalk, learners' desks and learners' chairs from this grant, though important shares of classrooms did not receive teacher's desks (24%), chairs (21.2%) and teaching materials (18.8%) and they did not have them already. This finding highlights the vital role that the CG has been playing in promoting quality education in Rwanda. However, it emerged from FGDs that some teachers did not have teachers' guides for some subjects.

2.2.4.1. School infrastructures

School infrastructures constitute a core component of the CG. They include clean water, electricity, sanitation, classrooms, sport equipment, computer lab, sickroom, etc. The table below examines the type of infrastructures that were actually received by schools.

2.2.4.2. Infrastructures acquired by schools (2008-2011)

Table 9: Infrastructures acquired by schools (2008-2011)

	Learners				Teachers			Parents			
	Yes	No	Don't Know	Total	Yes	No	Total	Yes	No	Don't Know	Total
Clear water	61.10 %	35.40 %	3.50%	100.0 %	58.5 %	41.5 %	100.0 %	58.90 %	34.90 %	6.20 %	100.0 %
Electricity	57.80 %	38.90 %	3.30%	100.0 %	69.0 %	31.0 %	100.0 %	65.20 %	29.20 %	5.50 %	100.0 %



Sanitation	91.00 %	5.50 %	3.50%	100.0 %	90.2 %	9.8 %	100.0 %	90.30 %	2.50 %	7.20 %	100.0 %
telephone	10.10 %	81.10 %	8.80%	100.0 %	6.3 %	93.7 %	100.0 %	7.50 %	70.90 %	21.50 %	100.0 %
Sick room	11.50 %	84.40 %	4.10%	100.0 %	12.0 %	88.0 %	100.0 %	12.60 %	76.10 %	11.30 %	100.0 %
Sport infrastruct ure and equipmen t	66.50 %	30.70 %	2.80%	100.0 %	68.1 %	31.9 %	100.0 %	60.00 %	21.50 %	18.50 %	100.0 %
Computer lab	47.30 %	49.20 %	3.50%	100.0 %	47.8 %	52.2 %	100.0 %				
New Classroom ms	86.30 %	9.80 %	3.90%	100.0 %	84.4 %	15.6 %	100.0 %	85.70 %	8.90 %	5.40 %	100.0 %
Repairing of existing classroom	69.50 %	24.70 %	5.80%	100.0 %	65.8 %	34.2 %	100.0 %	69.10 %	20.40 %	10.50 %	100.0 %

The majority of schools have acquired a range of infrastructures as a component of the CG. These infrastructures range from clean water, electricity, sanitation, sport infrastructure and equipment, new classrooms to renovation of existing classrooms. Sanitation proves to be the item most acquired thanks to the CG, followed by new classrooms being built and existing classrooms being repaired. Computer lab, telephone and sickrooms remain the items least acquired, and this is partly due to the fact that both laptops and telephones require electricity facility which do not exist yet in some schools. The two latter items are almost absent. The main reason for this situation is that most head-teachers and teachers have their own mobile phones and their



schools do not deem it as a priority to get a landline phone. In the same vein, sickrooms prove not to be a priority because most of 9YBE schools are not boarding schools. Learners under “Mutuelle de santé” can therefore seek medical services from the nearest health establishment. Participants in FGDs argued that building new classrooms and repairing the existing ones prove to be the most common target of the CG.

2.2.4.3. Overall satisfaction with the quality of infrastructures acquired thanks to the CG

Table 10: Teachers and parents’ satisfaction with the quality of infrastructures acquired from CG

	Parents		Teachers	
	Frequency	%	Frequency	%
Not satisfied at all	12	2.3%	17	4.3%
Not satisfied	57	11.0%	45	11.3%
Somewhat satisfied	123	23.8%	94	23.6%
Satisfied	250	48.4%	175	43.9%
Very satisfied	74	14.3%	68	17.0%
Total	517	100.0%	399	100.0%
Score	3.61	72.1%	3.58	71.6%

Overall, the level of both parents and teachers’ satisfaction with the quality of items acquired thanks to the CG is high. The level of satisfaction proves nearly the same for both parents and teachers (72.1% and 71.6% respectively). Quality refers mainly to the materials used to build the infrastructures and the way they are built. Although the real and effective assessment of the quality of those infrastructures requires appropriate

expertise, the perception of teachers and parents remains indicative and instills hope that those infrastructures will last long. In other words, their satisfaction in this regards is based on the feeling that the amount of the CG can afford only that level of quality of the infrastructure. This does not however preclude that should the amount of the CG increase the quality of the infrustructre would also improve.

2.3. Responsiveness of school managers, MoE and MoF on CG-related complaints lodged by teachers, parents and learners

This section examines the extent to which teachers, parents and learners address their complaints to school managers, the Ministry of Education (MoE) and the Ministry of Finance (MoF) on issues related to the use and management of the CG. The survey was also meant to look at the level of responsiveness of the CG stakeholders to whom those complaints are addressed. However, this analysis was not carried out due to the fact that the number of eligible respondents was too small (most of them less than 50 individuals) to lead to a relevant statistical analysis. Therefore, considering this limitation, this section exclusively covers data on proportions of parents, teachers and learners who complained about issues related to the CG.

2.3.1. Teachers who complained when they did not receive their motivation allowances in the 1st month

Table 11: Proportion (%) of teachers who complained when they did not receive their allowances in the 1st month

	Frequency	Percent
Yes	25	29.4%
No	60	70.6%
Total	85	100.0%

The majority of teachers who did not get their motivation allowances did not complain. Only almost 3 out of 10 did complain. Why do the majority not claim for their rights? As discussed above, delays in payment of teachers' allowance are generally caused by the fact that their files have some administrative issues to sort out. In most cases, these are newly recruited teachers who would hardly complain about such delays for perceived fear that this would put them in trouble with head-teachers. In the words of a teacher who participated in a FGD: "*we prefer to keep quiet and keep waiting*". In the same vein, participants maintained that sometimes it is one or two teachers who experience such problems. In that case, there is no way to make a collective claim which, in general, should be examined quickly and attentively. Thus, teachers with such problems do not feel encouraged to file claims and resort to silence.

2.3.2. Teachers who complained when they did not receive the motivation allowances at all in the current school year (2012)

Table 12: Proportion (%) of teachers who complained when they did not receive the motivation allowances at all in the current school year (up to end of term 2)

	Frequency	Percent
Yes	10	20.8%
No	38	79.2%
Total	48	100.0%

In line with the previous table, the majority of teachers (almost 8 out of 10) who did not get their motivation allowances did not complain. Reasons for not complaining remain the same as above. This implies that their files may not be complete since this allowance is paid along with their salaries, meaning that, those whose files are not complete will have no cause of complaining.

2.3.3. Teachers who complained when materials were not received at the beginning of the 1st term

Table 13: Proportion (%) of teachers who complained when materials were not received at the beginning of the 1st term

	Frequency	Percent
Yes	44	40.7%
No	64	59.3%
Total	108	100.0%

The data in the above table suggests that around 6 of 10 teachers whose learners did not receive books at the beginning the 1st term did not complain about this fact.

However, nearly 4 out of 10 did complain about the delay of school materials. In most cases, teachers argued that they do not complain because their head-teachers already know it. They feel that it is the responsibility of head-teachers to complain and follow up. During the individual interviews with the head teachers, what emerged was that the delay in the supply of text books was caused by publishers who did not respect the procurement deadlines. The role of the head teacher was to remind the Ministry of Education to push the publishers to deliver on time the procured books. On the side of the Ministry of Education, some times, they encounter issue of limited suppliers of text books though all required measures have been put in place to meet the deadlines. However, the Ministry of education said that this should not be the case especially in the primary and 3 first years of Secondary school. According to the ministry of education statistics, in the primary school, the ration is 1child per 1 book while in the 3 first years of the secondary school, the ration is close to 1.2.

2.3.4. Teachers who filed any claim or place any order related to issues initially covered by the CG other than those discussed above, in last and current school year (2011 – 2012)

Table 14: Proportion (%) of teachers who filed any claim or place any order relating to issues initially covered by the CG other than those discussed above, in last and current school year (2011 – 2012)

	Frequency	Percent
Yes	89	20.4%
No	348	79.6%
Total	437	100.0%

Almost 8 out of 10 teachers did not file any claim or place any order involving the CG in the last or current school year (2011 – 2012). While some results in this report raised some issues (delay of allowance, lack of allowance, delay of school materials, etc.) among some teachers, this finding suggests a very low proportion of teachers who filed a complaint, made claims or placed some orders relating to the CG. Reasons for not complaining are similar to those discussed above. However, one may also argue that the culture of complaining is not firmly rooted even among the general public in case of non satisfaction with a service received.

While the above data assesses whether teachers complain when some of their rights or those of their learners relating to the CG are not observed, the table below examines the same reality but among parents.

2.3.5. Parents who complained when their children’s books were not received at the beginning of the 1st term(2012)

Table 15: Proportion (%) of parents who complained when their children’s books were not received at the beginning of the 1st term (2012)

	Frequency	Percent
Yes	11	7.9%
No	129	92.1%
Total	140	100.0%

Like for teachers, the study revealed that the large majority of parents whose children did not receive books in the beginning of the 1st term did not complain about this failure

to provide them with books on time. The percentage of parents who did not complain stands even much higher (92.1%) than that of teachers (59.3%). It emerged from the FGDs that one of reasons for not complaining is that it is not easy to complain about something you do not pay for. Given that books are provided free of charge, some parents argued that they do not find any grounds for complaining about delayed provision. However, it is also true that some parents remain irresponsible or indifferent vis-à-vis the education of their children and do not care whether their children receive books or not.

2.3.6. Proportion of parents who complained when some books were not received

Table 16: Proportion of parents who complained when some books were not received

	Frequency	Percent
Yes	33	11.0%
No	266	89.0%
Total	299	100.0%

The table above shows, once again, that the large majority of parents (almost 9 out of 10) whose children did not receive some books did not complain about this fact. Reasons for not complaining were discussed above.

2.3.7. Learners who complained when they did not receive books in the beginning of the 1st term (2012)

Table 17: Proportion (%) of learners who complained when they did not receive books in the beginning of the 1st term (2012)

	Frequency	Percent
Yes	63	26.3
No	177	73.8
Total	240	100

Like for parents and teachers, the study shows that the majority of learners did not complain when they did not get some books in the beginning of the 1st term.

2.3.8. Learners who complained on other issues relating to CG

Table 18: Proportion (%) of learners who complained on issues relating to the CG other than those discussed above

	Frequency	Percent
Yes	51	9.8%
No	471	90.2%
Total	522	100.0%

The finding reveals that despite the existence of some CG-related issues identified by this study (delay of some books, lack of books for some learners, etc.), the large majority of learners (9 out of 10) did not file any claim or complaint related to the use of benefits of the CG.

To conclude on this section, the study shows that teachers, learners and parents are not used to claiming their rights related to the use of the Capitation Grant. This is likely



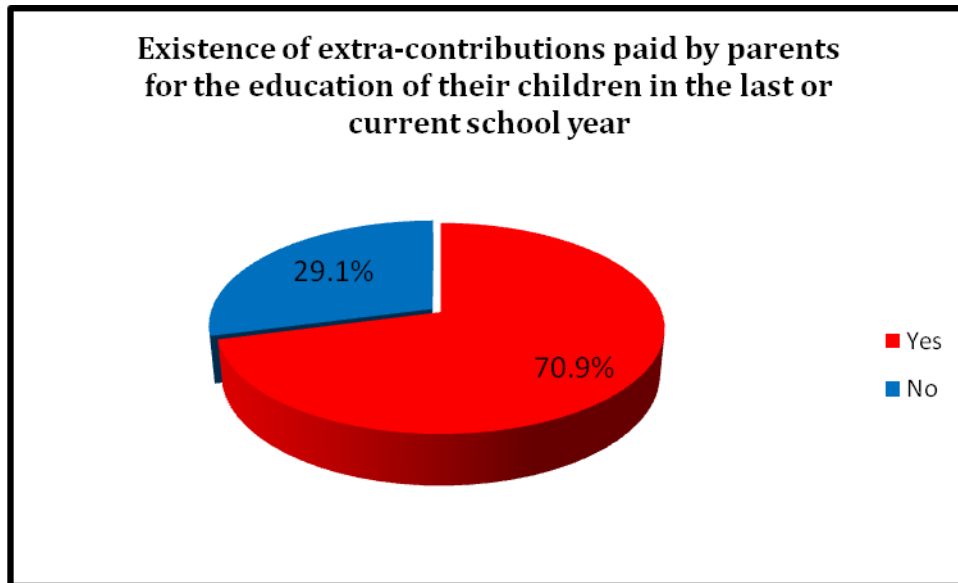
to affect not only the use of this grant but also the quality of education that the learners receive. This calls for an effective sensitization of teachers, parents and learners on the necessity to claim be their rights and for the establishment of accessible and confidential reporting mechanisms.

2.4. Extra-contributions for education paid by parents

The provision of the CG for education in the 9YBE program by the Government of Rwanda does not exclude the possibility for parents to contribute for education. Although the government encourages parents to give such extra-contributions for education, the ministerial decree governing the use and management of the CG states clearly that such contributions are not compulsory and that no child should be excluded from school due to their parents' failure to pay such contributions. This section looks at the proportion of parents that pay such extra-contributions, affordability of those contributions for parents, and parents' participation in decision-making on those contributions.

2.4.1. Existence of extra-contributions paid by parents for the education

Figure 5: Proportion (%) of parents who paid extra-contributions for the education of their children in the last or current school year



The study revealed that the majority of parents (around 7 out of 10 parents) have paid extra-contributions for education in the last or current school year. Such contributions include largely money and/or labor provided to local entities, usually to support building of new classrooms and renovation of existing classrooms. How affordable are these contributions for parents and how are their quantity and frequency decided? The answers are presented in the tables below.

2.4.2. Affordability of extra contributions for parents

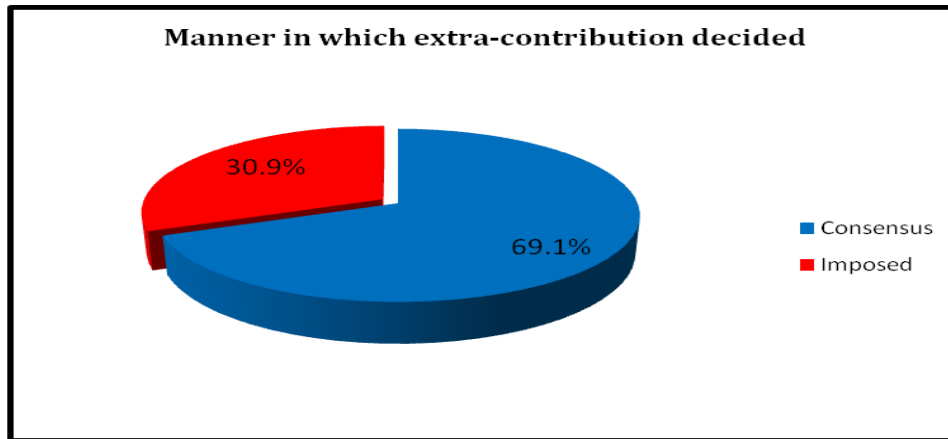
Table 19: Affordability of extra contributions for parents given their economic situation

	Frequency	%
Unable to pay	22	5.5%
Very difficult	91	22.6%
Difficult	175	43.4%
Affordable	103	25.6%
Easy to pay	12	3.0%
Total	403	100.0%
Score	2.98	59.6%

Overall, the level of affordability of extra-contributions for parents is moderately high (59.6%). However, this data suggests a considerable level of “incapacity” of parents to pay those contributions as the large majority of parents find it difficult or very difficult to pay, or is unable to pay (71.5% cumulatively). The fact that most parents had to provide extra contributions and that most of them find it difficult to pay them thus reveals that the way to a completely free basic education is still long. This study also sought to know the extent to which people are involved in making decisions on these contributions. The answer is examined in the figure below.

2.4.3. Decision-making about extra-contributions for education

Figure 6: Way in which extra-contributions are decided



There is an agreement among the majority of respondents that extra-contributions for education are decided by consensus at the community level. The Ministry of education states that no child may be excluded as a result of failure of a parent to make extra contribution. Parents' consensus is not above the ministry's regulations, but rather their wish to actively participate in their children's education by making an agreed upon extra contribution. Those contributions include mainly labor (through *Umuganda* or community works) offered by citizens to build new classrooms and repair existing ones. Such a high level of consensus results from the fact that *Umuganda*, though it is compulsory, is a traditional and home-grown practice to which the large majority of Rwandans are committed and used. Since recently, people's participation in such practice has been more active with the launching of the Nine Year Basic Education Programme. However, 3 out of 10 respondents maintained that such contributions are

imposed by local leaders. Commenting on this during the fieldwork (questionnaire administration), some respondents complained about the fact that whenever the extra-contribution for education consists of money, the decision is solely made by leaders, without a prior consultation of citizens.

2.5. Corruption and other malpractices in the use and management of the CG

As mentioned above, despite the CG, parents are encouraged to contribute to the education efforts. However, such extra-contributions should not be compulsory and no child should therefore be excluded from school due to their parents' failure to pay extra-contributions for the education endeavor. This section assesses whether school authorities are complying with this principle or not, and whether no other compulsory contributions are being asked for education in the 9YBE programme. In other words, the section seeks to examine whether there are no hidden-costs for education in the 9YBE programme.

2.5.1. Learners excluded for parents' failure to pay any extra-contribution for education

Table 20: Proportion (%) of learners excluded from school for parents' failure to pay any extra-contribution for education over the last or current school year

	Learners	classmates	Parent's child
Yes	24.0%	39.6%	18.0%
No	76.0%	60.4%	82.0%
Total	100.0%	100.0%	100.0%

The data indicates that the large majority of learners were not kicked out due to their

parents' failure to pay extra-contributions for the education endeavor. However, the study suggests a considerable proportion of learners who have been suspended from their classes for this reason. Twenty-four percent (24%) of learners declared that they have been kicked out for this reason in the last or current school year. Likewise, 39.6% declared that their classmates had been kicked out; while almost 2 out of 10 parents (18%) saw their children kicked out for the same reason in the last or current school year. This discrepancy of perception between the parent's child and the classmate on Proportion (%) of learners excluded from school for parents' failure to pay any extra-contribution for education over the last or current school year may be explained on the basis of the individual parent's child's own case as it occurred to him, while the classmates look at it from the collective point of view. This result suggests that in some schools, education is not yet free despite the CG and the government's commitment to a free education up to 12 years in school. There was a high level of consensus among participants in FGDs and interviews that the malpractice that marked largely the past years was manifestly abandoned. Both parents and teachers argued that parents' committees have been established in some schools and play the role of ensuring that learners are not being sacked for failure to pay extra-contribution for education. However, few parents in FGDs maintained that in some areas, teachers abusively send learners back home to bring the said contributions. When this happens, parents unanimously argued that they and local leaders reestablish learners in their rights with

no delay. This calls therefore both central and local authorities to effectively ensure that such a malpractice is ended. The table below assesses the number of times learners were kicked out in the last and current school year.

2.5.2. Frequency of kicking out children for failure to pay extra-contribution for education

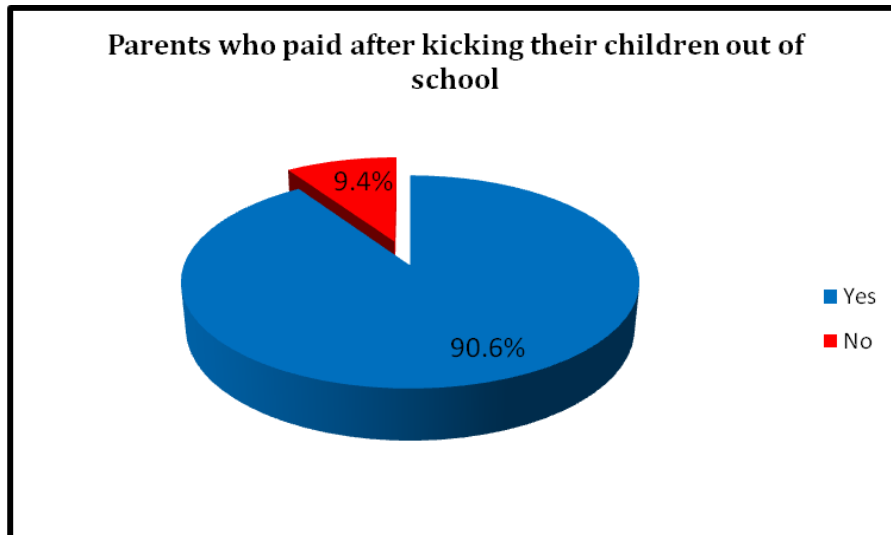
Table 21: Number of times they were kicked out of school

	Learner kicked out	Classmate kicked out
Once	38.8%	35.6%
Twice	34.3%	29.7%
Three and +	26.9%	34.7%
Total	100.0%	100.0%

The majority of learners who were kicked out for parents' failure to pay extra-contribution for education were victim of this malpractice for more than once. Around 6 out of 10 learners that had been kicked out for this reason maintained this opinion. In the same vein, around 6 out of 10 learners who witnessed the exclusion of their classmates in the last and current school year suggested that this happened more than once. This finding implies that learners from poor families are likely to miss their classes while their parents struggle to pay extra-contributions. The figure below examines whether parents have paid extra-contributions after their children had been kicked out of school.

2.5.3. Parents who paid after seeing their children kicked out of school

Figure 7: Proportion (%) of parents who paid after seeing their children kicked out of school



It emerges from this figure that 9 out of 10 parents whose children were kicked out for failure to pay extra-contributions ended up paying such contribution for their children to resume classes. In case all these parents are poor, the data would imply that those parents have to resort to extra-efforts to get the required extra-contribution for fear of seeing their children miss their classes. As argued above, this hinders the free education policy adopted by the Government of Rwanda, and especially, a successful completion of the 12 year-basic education.

Beside the above analysis, the study also examined whether public authorities, especially local governments, ask parents, including teachers, to pay fee or in-kind contributions for education as a condition to access a public service.

2.5.4. Asking parents to pay for education as a condition to access a public service

Table 22: Proportion (%) of parents who were asked for a fee or in-kind contribution for education as a condition to access a service from a public authority in the last 12 months

	Parents		Teachers	
	Frequency	Parents	Frequency	Teachers
Yes	126	22.7%	137	30.2%
No	428	77.3%	317	69.8%
Total	554	100.0%	454	100.0%

Around 2 out of 10 parents and 3 out of 10 teachers have paid contributions for education in the last 12 months as a condition to receive a service from a public authority. This is another type of hidden costs for education and is likely to negatively affect the education of children from poor families. At the same time, extra-contribution for education as a condition to get a public service is a violation of Rwandan law and a violation of the right to public service, especially for households that cannot afford paying such contributions. The table below looks at the authorities that are involved in such malpractice.

2.5.5. Authorities that asked contribution for education as a condition to get a service from a public service

Table 23: Authorities who asked contributions for education as a condition to receive a service from a public authority over the last 12 years

	Parents	Teachers
Village leader	33.6	27.3%
Cell leader	37.6	34.4%
Sector leader	28.8	38.3%
Total	100	100.0%

The study revealed that contributions for education as a condition to receive a public service is requested by local leaders including sector leaders, cell leaders and village leaders. Given that most public services that people need from local governments are provided by these entities, one can argue that, in entities where such malpractice still exists, poor people can hardly access public services. Although parents' contribution for education may be desired and encouraged in a cost-sharing education logic, such contribution should not be, in any way, a condition to access public services. It emerged from FGDs that this malpractice is being abandoned, following a call made by the Minister of Local Government. National and local authorities should therefore redouble their efforts to end such an illegal practice.

2.5.6. Parents and teachers who paid a contribution for education as a condition to receive a service from a public authority in the last 12 months

Table 24: Parents (including teachers) who paid a contribution for education as a condition to receive a service from a public authority in the last 12 months

	Parents		Teachers	
	Frequency	Percent	Frequency	Percent
Yes	111	90.2	91	81.3%
No	12	9.8	21	18.8%
Total	123	100	112	100.0%

The large majority of parents and teachers who were asked to pay a contribution for education as a condition to get a service from public authorities did pay it. The share of parents who paid that contribution (90.2%) proves slightly higher than that of teachers (81.3%). This shows the extent to which, in areas where that malpractice exists, people strive to pay that contribution, probably unwillingly, for fear of missing the services that they seek from public authorities.

2.5.7. Existence of nepotism in recruitment of school accountants

For the purpose of assessing corruption in the management of resources allocated to the 9YBE program in Rwanda, the study also looked at transparency of the recruitment of the staff in charge of managing the CG. The focus was on the accountants. The table below examines whether accountants are recruited based on their merit or on their relationship with head-teachers and/or local leaders.

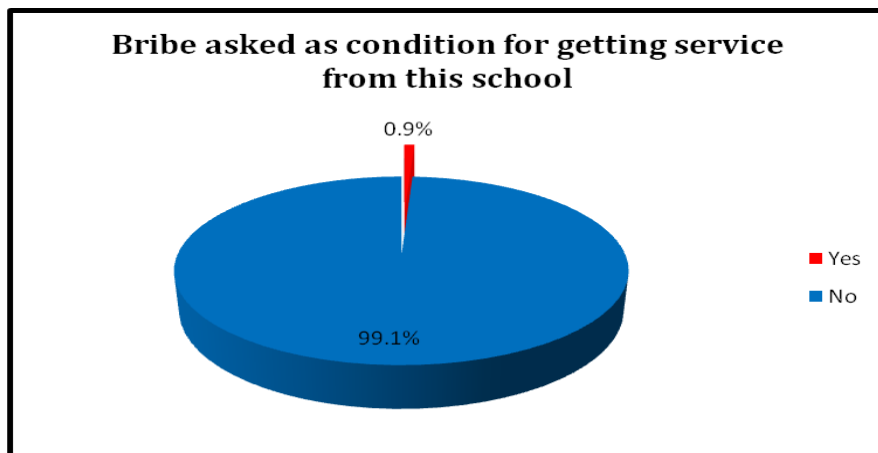
Table 25: Teachers, head-teachers or accountants recruited because of their relationship with the head teacher or of a local leader

	Parents		Teachers	
	Frequency	Percent	Frequency	Percent
Yes	9	1.8	17	3.9%
No	481	98.2	420	96.1%
Total	490	100	437	100.0%

Almost all respondents (98.2% of parents and 96.1% of teachers) denied the existence of nepotism in the recruitment of accountants in charge of the daily management of the CG in collaboration with head-teachers and Parent-Teacher Committees (PTCs) and the school management committees (SMCs). This result may lead to believe that the recruitment of accountants is based on merit i.e. the candidate’s capacity to manage the CG funds.

2.5.8. Teachers paying a bribe as a condition to receive a service from the school in the last or current school year

Figure 8: Proportion (%) of teachers who paid a bribe which was requested as a condition to receive a service from this school in the last or current school year

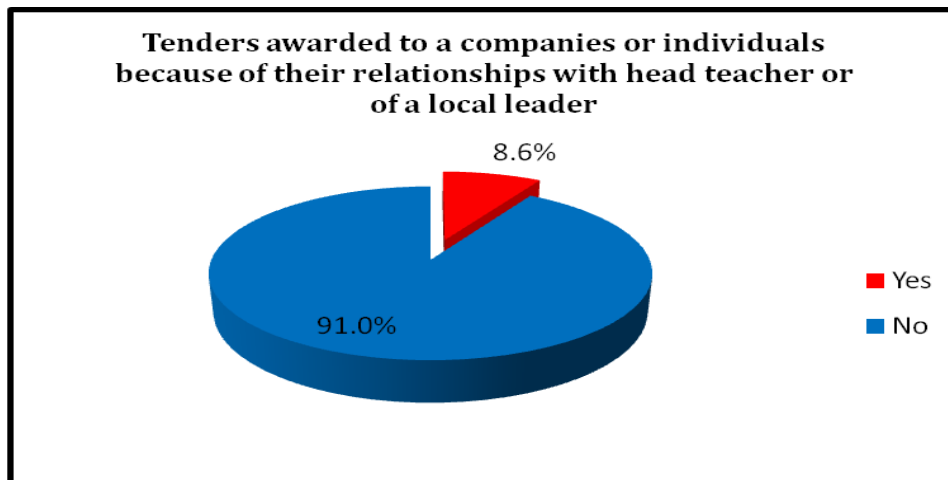


The study revealed that almost no teacher has paid a bribe as a condition to receive a service from his/her school in the last or the current school year. This very positive result implies that corruption between teachers and the school leadership is almost inexistent.

2.5.9. Corruption in CG related tenders

The figure below examines whether or not CG related-tenders are awarded on the basis of favouritism or nepotism.

Figure 9: Proportion of teachers who noticed that tenders were awarded to a company or an individual because of their relationship with someone involved in the tendering process



Around 9 out of 10 teachers have not witnessed any corruption based on the relationship of the bidder with some of those involved in a tender process with regard to the use of the CG. While this study did not use CG audit reports, based exclusively on this finding one can argue that the level of corruption based on favoritism and nepotism is low in the CG related tendering process. However, almost 1 out of 10 teachers (8.6%)

declared that they have witnessed cases of nepotism in this process, which is not a negligible share, especially in a country which usually registers low levels of corruption. It is also a higher share compared to the almost non-existing incidence of bribery examined above; implying that other forms of corruption could be a bigger problem than monetary corruption.

3.6. Effectiveness of the Capitation Grant management

The effectiveness in the management of the CG can partly predict the performance of the 9YBE. This section assesses this aspect by focusing on the existence of structures such as PTCs and SMCs in schools, and their effectiveness in ensuring transparency and accountability in the management of the CG. It also looks at the existence of accountants in schools as well as their professional/academic background.

3.6.1. PTCs and SMCs in schools as mechanisms of CG management

Schools under the 9YBE programme are required to put in place parent-teacher committees (PTCs) and School Management Committees (SMCs). One of the responsibilities of these structures is to contribute to the management of the CG at the school level. This section looks at the proportion of schools that have already established such structures, as well as the effectiveness of the latter as perceived by parents and teachers.

3.6.1.1. Existence of PTCs and SMCs in schools

Table 26: Proportion (%) of parents and teachers whose schools have PTCs and SMCs

	Parents				Teachers		
	Yes	No	DK	Total	Yes	No	Total
Parent-Teacher Committee (PTC)	86.70 %	4.80 %	8.50%	100.0 %	98.5 %	1.5%	100 %
School Management Committee (SMC)	82.50 %	3.40 %	14.10 %	100.0 %	96.6 %	3.4%	100 %

It emerges from the above table that the large majority of schools have PTCs and SMCs. Nearly all teachers suggest that their schools have both PTCs and SMCs vs around 8 out of 10 parents. The table below examines the level of effectiveness of those structures as perceived by both teachers and parents.

3.6.1.2. Effectiveness of PTCs in ensuring transparency and accountability in the use of the Capitation Grant

Table 27: Perception of parents and teachers on the effectiveness of PTCs in ensuring transparency and accountability in the use of the CG

	Parents		Teachers	
	Frequency	%	Frequency	%
Very ineffective	8	2.1%	27	6.9%
Ineffective	33	8.6%	32	8.2%
Somewhat effective	59	15.4%	53	13.6%
Effective	204	53.4%	172	44.1%
Very effective	78	20.4%	106	27.2%
Total	382	100.0%	390	100.0%
Score	3.81	76.3%	3.76	75.3%

The level of effectiveness of PTCs in ensuring transparency and accountability in the use of the CG proves to be high as perceived by both parents and teachers. The data suggests almost similar levels of perceived effectiveness of PTCs from the perception of parents (76.3%) and teachers (75.3%). It emerged from FGDs that all schools have PTCs that oversee the management of those schools. In general, parents and teachers perceive PTCs as effective in ensuring transparency and accountability in the use of the CG. However, discussions with parents revealed that in most cases, only parents who are members of the PTCs prove more interested in the life of the schools, while many of those that are not members of these committees show no interest in what is happening in their children's schools. It was also found that some PTCs are more effective than others, depending on the caliber and professional profile of their members. The table below assesses the perception of teachers and parents with regard to PTCs effectiveness in resolving problems pertaining to the use of CG.

3.6.1.3. Effectiveness of PTC meetings in resolving problems related to the use of CG

Table 28: Perception of teachers and parents on the effectiveness of PTC meetings in resolving problems related to the use of CG

	Parents		Teachers	
	Frequency	%	Frequency	%
Very ineffective	13	3.5%	22	5.7%
Ineffective	19	5.1%	31	8.0%
Somewhat effective	39	10.6%	52	13.4%
Effective	214	58.0%	171	44.1%
Very effective	84	22.8%	112	28.9%
Total	369	100.0%	388	100.0%
Score	3.91	78.3%	3.82	76.5%

As it was the case for the effectiveness of PTCs in ensuring transparency and accountability in the use of CG, the study shows that the level of PTCs' effectiveness in resolving problems related to the use of CG is perceived to be high. It is at 78.3% among parents and 76.5% among teachers. While the 2 tables above focused on PTCs, the table below examines the effectiveness of SMCs in ensuring proper use of the CG.

3.6.1.4. Effectiveness of SMCs in ensuring proper use of the CG

Table 29: Teachers' perception on the effectiveness of SMCs in ensuring proper use of the CG

	Frequency	%
Very ineffective	22	5.7%
Ineffective	31	8.0%
Somewhat effective	52	13.4%
Effective	171	44.1%
Very effective	112	28.9%
Total	388	100.0%
Score	3.82	76.5%

The data suggests a high level (76.5%) of perceived effectiveness of SCMs in ensuring proper use of the CG. Overall, this level proves nearly similar to that of PTCs. The table 33 assesses the level of perceived transparency in the CG related procurement. Parents, teachers and head-teachers in FGDs and interviews respectively highlighted that PTCs and SCMs are vital in ensuring proper use of the CG. In the words of a parent in Gatsibo District: “they [SMCs and PTCs] are very important given that they prevent head-teachers from equating the school funds with his/her own property”.

3.6.1.5. Schools with an accountant

Table 30: Proportion (%) of parents and teachers whose schools/children's schools have accountants

	Parents		Teachers	
	Frequency	Percent	Frequency	Percent
Yes	362	64.4%	390	85.7%
No	48	8.5%	65	14.3%
Don't know	152	27%		
Total	562	100	455	100.0%

The majority of parents (64.4%) have children in 9YBE schools which have an accountant, while 27% do not know. Almost 1 out of 10 respondents, however, said that their schools do not have accountants. As regards teachers, the large majority of them (85.7%) work in schools which have accountants while 14.3% have no accountants. Obviously, based on the level of interaction and proximity, teachers are more likely than parents to know whether their schools have accountants. From this argument, one can deduct that the large majority of schools running the 9YBE do have accountants, though a significant minority do not. Having an accountant for the school proves very vital, given that if the head teacher plays his/her role and that of an accountant, s/he is likely to manage the funds inefficiently. However, the data implies a pressing need for schools without accountants to recruit them and to be given the necessary funds to do so.

3.6.1.6. School accountants with a background in accountancy

The fact that most schools have accountants is important in itself, but the accountants' professional/education background matters as well. The table below examines the teachers and parents' views on the professional/academic background of their schools' accountants.

Table 31: Proportion of parents/teachers whose schools have accountants with professional/academic background in accountancy

	Parents	Teachers
Yes	40.7%	86.6%
No	4.1%	13.4%
DK	55.2%	
Total	100%	100.0%

The data suggests that the majority of parents whose schools have accountants do not know the academic/professional background of these accountants (55.2%), while only 4 out of 10 parents maintained that their children’s schools have accountants with accountancy background. On the contrary, the large majority of teachers (86.6%) in schools that have accountants indicated that their accountants have accountancy background, which allows to believe that these accountants are professionally/academically qualified and are therefore appropriate to properly manage the CG. Note that the researchers did not examine the files of these accountants in their respective schools to crosscheck this finding.

3.6.1.7. Parents' involvement in the management of the CG

Table 32: Satisfaction of parents and teachers with their involvement in the management of the CG

	Parents		Teachers	
	Frequency	%	Frequency	%
Not satisfied at all	61	11.6%	98	22.2%
Not satisfied	87	16.6%	53	12.0%
Somewhat satisfied	113	21.6%	70	15.9%
Satisfied	237	45.2%	164	37.2%
Very satisfied	26	5.0%	56	12.7%
Total	524	100.0%	441	100.0%
Score	3.15	63.1%	3.06	61.2%

The study revealed a relatively high level of parents and teachers' satisfaction with the parents' involvement in the management of the CG. The level of perceived satisfaction among parents (63.1%) stands closer to that of teachers (61.2%). However, as the data suggests, the level of satisfaction among both parents and teachers proves far from being very high. From the current level of satisfaction, one can see a considerable level of dissatisfaction among some teachers and parents with regard to parents' participation in the management of the CG. FGDs with teachers and parents revealed that some parents, especially those who are not members of PTCs show no interest in following what is happening in their children's schools. As one parent put: "Sometimes parents are called up to attend meetings at school, simply to be informed of decisions already made. Thus they find no interest in those meetings". This calls on school authorities to strive to better include parents in making decisions on the management of the CG resources.

3.6.1.8. Transparency in CG related procurement

Table 33: Level of perceived transparency in CG related procurement

	Frequency	%
Non transparent at all	47	14.8%
Not transparent	54	17.0%
Somewhat transparent	25	7.9%
Transparent	132	41.5%
Very transparent	60	18.9%
Total	318	100.0%
Score	3.33	66.5%

Overall, the level of transparency in CG related procurement is perceived to be quite high (66.5%). Despite this, the data suggests a considerable level of non-transparency in this procurement, as almost one 1 of 3 respondents cumulatively said that procurement is not transparent. Some teachers in FGDs complained of the fact that they do not get any report about use of the CG. In the word of a teacher in Kayonza District: “We [teachers] see new classrooms built, we see others renovated, but we ignore how much was received and how much was spent”. This calls for the need to double efforts in order to ensure increased transparency in the procurement process.

2.6. Satisfaction with the role of capitation grant in promoting free education

The Capitation Grant was established with the aim of contributing to the promotion of free education for all at least for the 12 years of basic education. It is meant to do so through the reduction of the distance between learners’ houses and schools, increasing teachers’ motivation, increasing enrolment rate, decreasing learners’ drop-outs to name

but a few. The contribution of the CG in this regard is examined in the table below. It should be mentioned that the analysis is only based on the perception of parents, teachers and learners and not on desk research.

Table 34: Citizens' satisfaction with the role of capitation grant in promoting free education

		Not satisfied at	Not satisfied	Somewhat satisfied	Satisfied	Very satisfied	Total	Score(1-5)	Score %
Teachers' satisfaction	Reduction of the distance between home and school	2.4%	7.7%	14.9%	36.6%	38.4%	100.0%	4.01	80.2%
	Increasing teachers' motivation	14.1%	14.3%	21.4%	33.6%	16.6%	100.0%	3.24	64.8%
	Increasing access (enrolment) to primary education	0.4%	2.0%	6.8%	44.8%	45.9%	100.0%	4.34	86.8%
	Increasing access (enrolment) to secondary education	0.2%	0.7%	4.8%	40.9%	53.4%	100.0%	4.47	89.3%
	Improving the quality of what learners learn at school	5.0%	6.1%	15.5%	42.2%	31.1%	100.0%	3.88	77.6%
	Decreasing teachers' absenteeism	6.8%	5.7%	12.7%	44.5%	30.3%	100.0%	3.86	77.1%
	Decreasing learners drop-out	1.1%	2.0%	11.4%	40.7%	44.8%	100.0%	4.26	85.2%
	improving working conditions of teachers	7.3%	12.3%	18.7%	33.0%	28.8%	100.0%	3.64	72.7%
	Overall satisfaction								3.96
Learners'	Reduction of the distance between home and school	2.2%	6.7%	8.3%	32.0%	50.8%	100.0%	4.23	84.5%



	Increasing teachers' motivation	1.3%	2.9%	7.9%	51.6%	36.3%	100.0%	4.19	83.8%
	Increasing access (enrolment) to primary education	1.4%	6.3%	0.0%	39.5%	52.7%	100.0%	4.36	87.1%
	Increasing access (enrolment) to secondary education	0.2%	0.5%	3.6%	35.9%	59.7%	100.0%	4.55	90.9%
	Improving the quality of what learners learn at school	1.6%	3.1%	8.9%	43.0%	43.4%	100.0%	4.23	84.7%
	Decreasing teachers' absenteeism	1.4%	6.0%	7.2%	45.2%	40.1%	100.0%	4.17	83.3%
	Decreasing learners drop-out	2.4%	4.5%	8.9%	30.5%	53.6%	100.0%	4.29	85.7%
	Overall							4.29	85.7%
Parents' satisfaction	Reduction of the distance between home and school	0.7%	3.7%	8.3%	40.5%	46.7%	100.0%	4.29	85.7%
	Increasing teachers' motivation	0.5%	5.4%	15.0%	55.5%	23.6%	100.0%	3.96	79.2%
	Increasing access (enrolment) to primary education	0.2%	0.2%	3.9%	41.8%	53.9%	100.0%	4.49	89.8%
	Increasing access (enrolment) to secondary education	0.2%	0.9%	4.8%	37.7%	56.4%	100.0%	4.49	89.8%
	Improving the quality of what learners learn at school	0.9%	3.9%	9.1%	50.3%	35.9%	100.0%	4.16	83.3%
	Decreasing teachers' absenteeism	6.8%	5.7%	12.7%	44.5%	30.3%	100.0%	4.15	83.0%
	Decreasing learners drop-out	1.1%	2.0%	11.4%	40.7%	44.8%	100.0%	4.16	83.2%



	Improving working conditions of teachers	1.1%	8.2%	14.3%	45.0%	31.4%	100.0%	3.98	79.5%
Overall satisfaction								4.21	84.18%
Global satisfaction								4.15	83.02

Overall, there is a very high level of satisfaction (83.02%) with the role of the Capitation Grant in promoting free basic education in Rwanda. The level of satisfaction among learners proves to be the highest (85.7%) followed by that among parents (84.18%), while the level of satisfaction stands the lowest among teachers (79.2%). Satisfaction with the role of the CG remains almost unanimously the highest with regard to increasing access to both primary and secondary education, and with decreasing the learners' drop out; while it is the lowest concerning increasing teachers' motivation. In this aspect, the scores by teachers and parents fall in high satisfaction (64.8% and 79.2% respectively), while that of learners remains in very high satisfaction (83.8%).

Furthermore, the study shows a very high level of satisfaction with the role of CG in improving the quality of what learners learn and reducing teachers' absenteeism, while its contribution to improving teachers' working conditions is slightly less high as unanimously perceived by both teachers and parents. To conclude on this dimension, it is worth noting that the role of the CG in promoting free education is obvious among teachers, parents and learners. In all FGDs and interviews, participants unanimously highlighted the positive impact of the CG in many regards. Parents, teachers, head-teachers and district education directors were excited when talking about outcomes of

the CG with regard to promoting education for all, adding that the amount allocated to this program (CG) should be increased in a bid to produce more results.

However, the GC proves producing less positive effects on teachers motivation and their working conditions than on other aspects assessed under this dimension. Beside the CG, further strategies should therefore be designed and implemented to increase both teachers' motivation and their working conditions as a whole.

Furthermore, participants in focus group discussions and individual interviews highlighted some shortcomings of the 9YBE. These include the following:

- Many learners (those in lower secondary) do walk over 5kms from home to school and the same distance from school to their homes. Therefore they arrive late both at school and home. After class, they arrive at home late and tired, which makes it hard to revise their notes and prepare for exams;
- During the rainy season, some learners do not attend classes;
- Given that learners are not fed at school, they get hungry and some girls are sexually abused by men who can give them some food. As a result of this, some girls get unwanted pregnancies. In addition, this hunger causes stomachache among some learners.
- Some learners in areas growing cash crops are most likely to drop out
- Some parents feel that their children are in the hand of the government and



do not need to care for them any longer (free education=the state is there to provide everything);

- A feeling among some teachers and parents that quality in 9YBE proves lower than that in other schools because “children that are admitted in these schools are those who scored very low in the primary leaving examinations”.



TI-Rw staff discussing results with the Secretary of State in charge of Primary and Secondary Education



CONCLUSION AND RECOMMENDATIONS

The Citizen Report Card (CRC) is the second phase of a three-year project known as “Transparency and Accountability in the management of resources allocated to the Nine Year Basic Education (9YBE) programme in Rwanda”. The first phase of the three-year project focused on a Public Expenditure Tracking Survey (PETS) which aimed to ascertain concrete facts on bureaucratic capture, leakage of funds and problems in the deployment of resources. With this second phase of the project, the CRC specifically aimed to:

- Examine the proportions (%) of CG recipients (teachers, learners, schools) that have access to the benefits they are entitled to from the Capitation Grant.
- Assess the extent to which teachers, learners and parents are satisfied with the quality of the benefits received.
- Assess the effectiveness of the management of the CG at the school level.
- Assess the level of responsiveness of the school managers, MoE and MoF with regard to CG-related complaints filed by teachers, parents and learners.
- Identify the forms of corruption that exist in the use and management of the CG in the 9YBE.
- Examine people’s satisfaction with the role of the CG in increasing enrolment, reducing learners’ drop-outs, reducing the distance between home and school for learners, increasing the motivation of teachers, decreasing teachers’ absenteeism, and in improving overall working conditions of teachers in 9YBE.

It was conducted on three categories of the citizens including teachers in 9YBE, learners and their parents. It combined quantitative and qualitative approaches. More specifically, a household survey used a questionnaire to measure citizens' satisfaction with the 9YBE programme, and targeted personal experience of learners, teachers and parents who have at least one child enrolled in a school under the 9YBE programme supported by the Capitation Grant (CG). Beside the quantitative approach, a number of focus group discussions and individual interviews were organized with teachers, parents, learners and some head-teachers supposed to have a more specific and detailed knowledge of the 9YBE programme and the use and management of the CG.

A sample of 1,586 individuals was drawn and included 569 parents, 463 teachers and 554 learners. These categories were selected from all four provinces and Kigali City and from 9 Districts. A random sampling technique was used.

Regarding the teachers' benefits from the CG, the large majority of teachers (86.8%) received their motivation allowance as a benefit from the CG in the current school year, while only around 3 out of 10 teachers received trainings in the last and the current school year as part of this grant. However, very few (13.2%) did not get this allowance, and almost 7 out of 10 teachers were not trained.

With regard to the frequency of training, the study suggested that around 4 out of 10 teachers who were trained in the last and the current school years received one training, while the rest (6 out of 10) were trained at least twice. Around 3 out of 10 were

trained at least three times, suggesting that some teachers received several trainings while the majority did not receive any. Overall, the level of teachers' satisfaction with the content of the training vis-à-vis their professional needs proves very high (83.5%).

As far as learners' benefits from the CG are concerned, it emerged from this study that considerable proportions of learners, both in primary and secondary schools, received or already had books for their respective grades in the current school year. However, based on learners' responses, apart from Mathematics, the majority of learners did not receive books in selected disciplines including French (87.3%) for primary level, political science (67.5%), French (77%) entrepreneurship (61.2%) and history (57.7%) for secondary level. Likewise, important proportions of learners (30% and above) did not receive books in selected subjects including English (37.3%), Science (40.7%), Social Studies (41.3%) and Kinyarwanda (36.8%) for primary level; and English (42.5%), Biology (37%), Kinyarwanda (45.3%), Chemistry (39.3%), Physics (33.6%) and Geography (48.3%).

It was also found that in some schools, the majority of learners either received books individually or shared them with their colleagues. Overall, the study showed higher proportions of teachers than parents and learners with the view that learners received books for various subjects.

In some schools, significant proportions of learners and teachers indicate that books are shared among some learners.

Although parents' responses suggest that considerable proportions of them do not know whether their children received books or not in the current year, the proportion of those who declared that their children received books is, to a big extent, closer to that of students.

Moreover, the study showed that the majority of those who received books got them at the right time (at the beginning of the 1st term). However, some respondents, though in low proportions, maintained that they were provided late (in the middle of the first term or later). Considerable proportions of parents did not know when those books were received by their children.

Overall, the study reveals a high level of teachers and parents' satisfaction with the quality of books purchased from the CG. The level of teachers' satisfaction (73.9%) proves slightly higher than that of parents (68.1%). The quality of books refers mainly to their physical state.

The majority of classrooms (more than 75%) have either received equipment and materials such as teaching materials, teachers' books, chalk, learners' desks, learners' chairs, teachers' desk, teachers' chairs and chalkboard from the CG, or had already received them before. It emerges from this study that the majority of teachers'

classrooms acquired teaching materials, teachers' books, chalk, learners' desks and learners' chairs from this grant.

Furthermore, the majority of schools have acquired a range of infrastructures as part of the CG. These infrastructures range from clean water to electricity, sanitation, sport infrastructure and equipment, new classrooms and existing classrooms repaired. Sanitation proves to be the most acquired item thanks to the CG, followed by new classrooms built and existing classrooms repaired. Computer lab, telephone and sickrooms remain the least acquired items. The two latter items stand almost absent.

Overall, the level of both parents and teachers' satisfaction with the quality of items acquired thanks to the CG is high (72.1% and 71.6% respectively). The level of satisfaction proves nearly the same for both parents and teachers.

As regards responsiveness of the school managers, MoE and MoF, the study revealed that the majority, and the large majority in some cases, of teachers, parents and learners have not filed a complaint when their CG-related rights were not observed. This finding restricted our analysis of further data on other dimensions of responsiveness due to the fact that the number of respondents eligible to those questions was too small to allow any statistical analysis.

Despite the CG, the study revealed that the majority of parents (around 7 out of 10 parents) have paid extra-contributions for education in the last or current school year. Such contributions mostly include money and/or labor given by people to local entities usually to build new classrooms and repair existing classrooms. Overall, the level of affordability of extra-contributions for parents proved quite high (59.6%). However, the large majority of parents find it difficult to pay or is unable to pay (71.5% of them cumulatively).

The study suggested an agreement among the majority of respondents that extra-contributions for education are decided by consensus at the community level. Those contributions include mainly labor (through *Umuganda*) offered by citizens to build new classrooms and repair existing ones. Such a high level of consensus results from the fact that *Umuganda* is a compulsory, traditional and home-grown practice to which the large majority of Rwandans are committed and used. However, 3 out of 10 respondents maintained that such contributions are imposed by local leaders. Commenting on this during the fieldwork (questionnaire administration), some respondents complained about the fact that whenever the extra-contribution for education consists of money, the decision is solely made by leaders, without a prior consultation of citizens.

Moreover, the study examined whether or not there are cases of corruption or some hidden-costs for parents despite the CG. The data indicates that the majority of learners

were not excluded from school due to their parents' failure to pay extra-contribution for the education endeavor. However, the study suggests considerable proportions of learners suspended from their classes for this reason. 24% of them have been kicked out for parents' failure to pay extra-contribution in the last or current school year. Likewise, 39.6% declared that their classmates had been kicked out; while almost 2 out of 10 parents (18%) saw their children kicked out for the same reason in the last or current school year.

The majority of learners who were excluded for parents' failure to pay extra-contribution were victim of this malpractice for more than once. Around 6 out of 10 learners that had been kicked out for this reason confirmed this. In the same vein, around 6 out of 10 learners who witnessed the exclusion of their classmates in the last and current school year suggested that it happened more than once.

Similarly, around 2 out of 10 parents and 3 out of 10 teachers have paid contributions for education in the last 12 months as a condition to access a service from a public authority. This is another type of hidden costs for education and is likely to negatively affect the education of children from poor families. At the same time, extra-contribution for education as a condition to get a public service is against Rwandan law and is as violation of the right to public service.

It was also found that around 9 out of 10 teachers have not witnessed any corruption based on relationship of a bidder with some involved in the tender process with regard to the use of the CG. While this study did not use CG audit reports, based on this finding one can argue that the level of corruption based on favouritism and nepotism is very low in the CG related tendering process. However, almost 1 out of 10 teachers (8.6%) declared that they have witnessed cases of favouritism and nepotism in this process.

With regard to the effectiveness of the management of the CG, it emerges from the study that the large majority of schools have PTCs and SMCs. Nearly all teachers suggest that their schools have both PTC and SMCs *vs* around 8 out of 10 parents.

The level of effectiveness of PTCs in ensuring transparency and accountability in the use of the CG proves to be high as perceived by both parents and teachers (76.3% and 75.3% respectively).

Like for the effectiveness of PTCs in ensuring transparency and accountability in the use of CG, the study showed that the level of PTCs' effectiveness in resolving problems related to the use of CG stands high. Likewise, the study suggested a high level (76.5%) of perceived effectiveness of SMCs in ensuring proper use of the CG.

Overall, the level of transparency in CG related procurement is perceived to be quite high (66.5%). Despite this, the data suggests a considerable level of non-transparency

in this kind of procurement practices.

The study reveals a relatively high level of parents and teachers' satisfaction with the parents' involvement in the management of the CG. The level of perceived satisfaction among parents (63.1%) stands closer to that of teachers (61.2%). However, as the data suggests, the level of satisfaction among both parents and teachers is far from very high. From the actual level of satisfaction, one can see a considerable level of dissatisfaction among some teachers and parents with regard to parents' participation in the management of the CG.

Overall, there is a very high level of satisfaction (83.02%) with the role of the Capitation Grant in promoting free education in Nine Year Basic Education in Rwanda. The level of satisfaction among learners proves to be the highest (85.7%) followed by that among parents (84.18%), while the level of satisfaction stands the lowest among teachers (79.2%). Satisfaction with the role of the CG remains almost unanimously the highest with regard to increasing access to both primary and secondary education, and with decreasing the learners' drop out; while it is the lowest concerning increasing teachers' motivation. In this line, the scores by teachers and parents fall in "high satisfaction" (64.8% and 79.2% respectively), while that of learners falls in "very high satisfaction (83.8%)".

Furthermore, the study shows a very high level of satisfaction with the role of CG in improving the quality of what learners learn and reducing teachers' absenteeism, while its contribution to improving teachers' working conditions remain high as it is unanimously perceived by both teachers and parents.

From the above findings, the following actions are recommended:

- The Ministry of Education in collaboration with district education directors and head-teachers should ensure that teachers' training needs are identified and that trainings are regularly organized. For this to happen, the Ministry of education and that of Finance should ensure that adequate financial resources are allocated to this activity.
- District education directors, executive secretaries of sectors and head-teachers should ensure that selection for teachers to be trained is done transparently, according to objective criteria and based on teachers' needs.
- The Ministry of Education should work hand in hand with books' publishers to ensure that books are quantitatively available in all subjects that are taught in 9YBE/12YBE programme.
- The Ministry of Education should make further efforts to ensure that books reach recipient schools on time and that each learner has his/her book in each subject.
- PTCs, head-teachers and local leaders should sensitize parents on the benefits

of participating actively in the education of their children instead of leaving them solely to teachers. Such participation should involve not only attending parents' meetings in schools but also following up the school materials, the school management, the discipline of their children and, where possible, the content of the teaching.

- PTCs and SMCs as well as the district education directors should encourage teachers and parents to complain or report any abnormalities/ irregularities that are likely to hinder the teaching/learning process.
- PTCs, SMCs, and local leaders should ensure the consultation of parents when an extra-contribution to education efforts is to be requested from parents. The consultation should focus on both amounts to be paid and deadlines.
- The Ministry of Education in collaboration with local leaders and PTCs should ensure that no child is kicked out from school due to parents' failure to pay extra-contributions for education effort.

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ANNEX: QUESTIONNAIRE

TEACHERS' QUESTIONNAIRE

Province Intara	East Iburasirazuba	1	West Iburengerazuba	2	South Amajyepfo	3	North Amajyaruguru	4	Kigali city Umujyi wa Kigali	5
District (see the district code)/Akarere										
School (see the school code)/Ikigo cy'ishuri										

Hello. My name is _____ and I am an independent researcher working with Transparency Rwanda. We are conducting a study on Transparency and Accountability in the management of resources allocated to the Nine year basic education program in Rwanda. We are conducting interviews with parents, teachers and learners countrywide. You have been chosen randomly, and we would like to interview a couple of teachers, parents and learners. All of the information you give us is completely confidential. This information will be combined with that provided by thousands of other Rwandans. There will be no way to identify your individual answers, so please feel free to tell us what you really think.

If you feel uncomfortable, you may refuse to answer any question, or end the interview at any time without any negative consequences.

Notice: The eligible respondent is any teacher who has been teaching in a local public primary or ordinary level school for at least 1 school year. In case this criterion is not met, please end the interview and move to the next selected respondent.

Muraho. Nitwa,,,ndi umushakashatsi ukorera Umuryango witwa Transparency Rwanda ufite icyicaro i Kigali.Turakora ubushakashatsi bugamije kumenya icyo abanyarwanda batekereza ku mikoreshereze y'amafaranga atangwa na leta kuri buri munyeshuri. Ubu bushakashatsi bukorerwa mu gihugu cyose habazwa ababyeyi, abarimu n'abanyeshuri. Twagutoranije mu buryo bwa tombola kandi turifuza kugirana ikiganiro nawe. Ibyo tunganira ntibizigera bitangazwa kw'izina ryawe, ahubwo bizashyirwa hamwe n'iby'abandi banyarwanda babazwa hatitawe kumazina y'ababitanze, Bityo rero ntugire impungenge zo kutubwiza ukuri ku byo utekereza.

Nihagira ikibazo wumva udashaka gusubiza wacyihorera, nanone uramutse wumvise utagishaka gukomeza gusubiza, ntiwitinye nta ngaruka nimwe byakugiraho.

Icyitonderwa: Uwemerewe kubazwa uru rutonde rw'ibibazo ni umwarimu umaze nibura umwaka umwe yigisha muri iki kigo. Usanze uwo watoranije atujuje ibi bimaze kuvugwa, reka kumubaza uru rutonde rw'ibibazo, umusezere mu kinyabupfura maze ujye ku ukurikiyeho mubo watoranije.



SECTION A: DEMOGRAPHICS/ Ibiranga ubazwa

A.1 Gender/Igitsina	Male/Gabo	1	Female/Gore	2
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A.2 Residence/Aho atuye	Urban/ Umujyi	1	Rural/Icyaro	2
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A.3 How old are you? [fill in the appropriate age group below] Ufite imyaka ingaha? [Uzuza mu cyiciro cy'imyaka y'amavuko ye muri ibi bikurikira]

18-24	1	25-29	2	30-34	3
35-39	4	40-44	5	45-49	6
50-54	7	55-59	8	60+	9

A.4 Personal Income/ Umusaruro wawe w'ukwezi uvunjwe mu mafaranga		A.5 Household Income Umusaruro w'ukwezi w'urugo rwawe uvunjwe mu mafaranga	
Less than/ muni ya 15,000	1	Less than/ muni ya 15,000	1
15, 000 – 29, 999	2	15, 000 – 29, 999	2
30, 000 – 59, 999	3	30, 000 – 59, 999	3
60, 000 – 119, 999	4	60, 000 – 119, 999	4
120, 000 – 179. 999	5	120, 000 – 179. 999	5
180, 000 – 239, 999	6	180, 000 – 239, 999	6
240,000 – 299,999	7	240,000 – 299,999	7
300,000 – 359,999	8	300,000 – 359,999	8
Over/ hejuru ya 359,999	9	Over/ hejuru ya 359,999	9

A.6 Highest Level of education attained/Icyiciro cya nyuma cy'amashuri yize	
Secondary Only/Ayisumbuye	1
College Education University Degree/Amakuru/Kaminuza	2



**B. BENEFITS FROM THE CG/ IBYO AMAFARANGA LETA IGENERA UMUNYESHURI/umwalimu(A2)
AKORESHAMO**

B.1. [Only A2 level teacher are eligible to B1-B12] Have you benefited a motivation allowance from the Capitation Grant for the 1st Quarter of the current school year? *[Abarimu bafite impamyabumenyi y'amashuri 6 yisumbuye nibo babazwa kuva ku kibazo cya B1 kugeza kuri B10]* Mu gihembwe gishize wigeze ubona agahimbazamusyi gaturutse ku mafaranga Leta igenera buri munyeshuri?

Yes/Yego	1	No/Oya <i>Jya ku kibazo cya B.8</i>	2
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B.2. If yes, when was it received? Niba ari yego, wayabonye ryari?

In the 1 st month/ukwezi kwa mbere	In the 2 nd month/Ukwezi kwa kabiri	In the 3 rd month/ukwezi kwa gatatu	In the 2 nd term/Mu gihembwe cya kabiri
4	5	2	1

B.3. If not "in the 1st month, did you complain? Niba utarakabonye mu gihembwe cya mbere, wigeze ubaza impamvu katinze?	Yes/Yego <i>Jya ku kibazo cya B.5</i>	1	No/Oya	2
B.4. If No, why? Niba utarabajije vuga impamvu	1. 2. 3. <i>Jya ku kibazo cya B.8.</i>			
B.5. If yes whom did you complain to? Niba ari yego, wabajije nde?	1. Head-teacher/Umuyobozi w'ikigo 2. PTA/Komite y'ababyeyi n'abarimu 3. SEO/Ushinzwe uburezi ku murenge 4. DEO/Ushinzwe uburezi ku karere 5. Other (specify)/Undi (muvuge).....			
B.6. Was your problem solved? Ikibazo cyawe cyarasubijwe?	Yes/Yego	1	No/Oya <i>Jya ku kibazo cya B.8.</i>	2



B.7. If yes, how satisfied were you? Wishimiye ute igisubizo wahawe?	Not satisfied at all / Nticyanshimishije na mba	not satisfied/ Ntacyanshimishije	somewhat satisfied/ Cyanshimishije buhoro	Satisfied/ Cyarashimishije	very satisfied/ Cyarashimishije cyane
	0	1	2	3	4
B.8. If the motivation allowance was not received, did you complain? Niba kugeza ubu utarabona ako gahimbazamusyi k'igihembwe cya mbere, wigeze utanga ikibazo cyawe			Yes/Yego <i>Jya ku kibazo cya B.10</i>	1	No/Oya 2
B.9. If No, why? Niba utarabajije vuga impamvu			1. 2. 3. <i>Jya ku kibazo cya B.13</i>		
B.10. If yes whom did you complain to? Niba ari yego, wabajije nde?			1. Head-teacher/Umuyobozi w'ikigo 2.PTA/Komite y'ababyeyi n'abarimu 3.SEO/Ushinzwe uburezi ku murenge 4.DEO/Ushinzwe uburezi ku karere 5.Other (specify)/Undi (muvuge).....		
B.11. Was your problem solved? Ikibazo cyawe cyarasubijwe?			Yes/Yego	1	No/Oya <i>Jya ku kibazo cya B.13</i> 2

B.12. If yes, how satisfied were you? Wishimiye ute igisubizo wahawe?	Not satisfied at all/ Nticyanshimishije na mba	not satisfied/ Ntacyanshimishije	somewhat satisfied/ Cyanshimishije buhoro	Satisfied/ Cyarashimishije	very satisfied/ Cyarashimishije cyane
	0	1	2	3	4



B.13. Has your class benefited the following material from the Capitation Grant in the current school year? / Ese iki kigo cyigeze kibona ibikoresho biturutse kuri CG uyu mwaka?

Material						
1.Chalkboard/Ikibaho	Yes/Yego	1	No/Oya	2	No, we already had it /Oya, twari dusanzwe tubifite	3
2.Teachers' chair/ Intebe ya mwarimu	Yes/Yego	1	No/Oya	2	No, we already had it /Oya, twari dusanzwe tubifite	3
3.Teachers' table/ Ameza ya mwarimu	Yes/Yego	1	No/Oya	2	No, we already had it /Oya, twari dusanzwe tubifite	3
4.Learners' chairs/ Intebe z'abanyeshuri	Yes/Yego	1	No/Oya	2	No, we already had it /Oya, twari dusanzwe tubifite	3
5.Learners' desks/ Ameza y'abanyeshuri	Yes/Yego	1	No/Oya	2	No, we already had it /Oya, twari dusanzwe tubifite	3
6.Chalk/Ingwa	Yes/Yego	1	No/Oya	2	No, we already had it /Oya, twari dusanzwe tubifite	3
7.Teachers' books/ Ibitabo bya mwarimu	Yes/Yego	1	No/Oya	2	No, we already had it /Oya, twari dusanzwe tubifite	3
8.Teachers' teaching materials/Imfashanyigisho za mwarimu	Yes/Yego	1	No/Oya	2	No, we already had it /Oya, twari dusanzwe tubifite	3

B.14. Looking back to both last and current school year, would you say that most of the above materials were provided: Urebye umwaka w'amashuri ushize n'uyu turimo, ibi bikoresho tuvuze haruguru byaje mu kwezi kwa mbere kw'igihembwe cya mbere, kwezi kwa kabiri kw'igihembwe cya mbere, kwezi kwa gatatu kw'igihembwe cya mbere, mu gihembwe cya kabiri cyangwa nyuma yaho?

In the 1 st month/ukwezi kwa mbere	In the 2 nd month/Ukwezi kwa kabiri	In the 3 rd month/ukwezi kwa gatatu	In the 2 nd term or later /Mu gihembwe cya kabiri cyangwa nyuma	Simbizi
4	3	2	1	99

Niba ari mu kwezi kwa mbere, jya ku kibazo cya B.20



B.15. If not “in the 1 st month, did you complain? Niba mutarabibonye mu gihembwe cya mbere, wigeze ubaza impamvu yatinze?			Yes/Yego <i>Jya ku kibazo cya B.17</i>	1	No/Oya	2
B.16. If No, why? Niba utarabajije vuga impamvu		1. 2. 3. <i>Jya ku kibazo cya B.20</i>				
B.17. If yes whom did you complain to? Niba ari yego, wabajije nde?		1. Head-teacher/Umuyobozi w'ikigo 2.PTA/Komite y'ababyeyi n'abarimu 3.SEO/Ushinzwe uburezi ku murenge 4.DEO/Ushinzwe uburezi ku karere 5. Other (specify)/Undi (muvuge).....				
B.18. Was your problem solved? Ikibazo cyawe cyarasubijwe?			Yes/Yego	1	No/Oya <i>Jya ku kibazo cya B.20</i>	2
B.19. If yes, how satisfied were you? Wishimiye ute igisubizo wahawe?	Not satisfied at all / Nticyanashimishije na mba	not satisfied/ Ntacyanashimishije	somewhat satisfied/ Cyanashimishije buhoro	Satisfied/ Cyarashimishije	very satisfied/ Cyarashimishije cyane	
	0	1	2	3	4	

B.20. Have all learners in your class benefited the following material from the Capitation Grant in the current school year? Buri munyeshuri wo mw'ishuri ryawe wese yahawe igitabo giturutse ku mafaranga leta yageneye buri mu nyeshuri muri uyu mwaka?

For those in primary education/ Abiga amashuri abanza						
Book of/Igitabo cya:						
P.1. Mathematics/Imibare	Yes/Yego	1	No/Oya	2	Yes but shared/yego ariko baragisangira	3
P.2. English/Icyongereza	Yes/Yego	1	No/Oya	2	Yes but shared/yego ariko baragisangira	3
P.3. Science/Ubumenyi	Yes/Yego	1	No/Oya	2	Yes but shared/yego ariko baragisangira	3
P.4. Social Studies/ Ubumenyi mbonezamubano	Yes/Yego	1	No/Oya	2	Yes but shared/yego ariko baragisangira	3
P.5. French/Igifaransa	Yes/Yego	1	No/Oya	2	Yes but shared/yego ariko baragisangira	3





P.6. Kinyarwanda/ Ikiyarwanda	Yes/Yego	1	No/Oya	2	Yes but shared/yego ariko baragisangira	3
For those in secondary education/ Abiga amashuri yisumbuye						
S.1. Mathematics/Imibare	Yes/Yego	1	No/Oya	2	Yes but shared/yego ariko baragisangira	3
S.2. English/Icyongereza	Yes/Yego	1	No/Oya	2	Yes but shared/yego ariko baragisangira	3
S.3. Political Science/ Ubumenyi muri politiki	Yes/Yego	1	No/Oya	2	Yes but shared/yego ariko baragisangira	3
S.4. Biology/ Ibinyabuzima	Yes/Yego	1	No/Oya	2	Yes but shared/yego ariko baragisangira	3
S.5. French/Igifaransa	Yes/Yego	1	No/Oya	2	Yes but shared/yego ariko baragisangira	3
S.6. Kinyarwanda/ Ikiyarwanda	Yes/Yego	1	No/Oya	2	Yes but shared/yego ariko baragisangira	3
S.7. Chemistry/Ubutabire	Yes/Yego	1	No/Oya	2	Yes but shared/yego ariko baragisangira	3
S.8. Physics/Ubugenge	Yes/Yego	1	No/Oya	2	Yes but shared/yego ariko baragisangira	3
S.9. Entrepreneurship/kwihangira imirimo	Yes/Yego	1	No/Oya	2	Yes but shared/yego ariko baragisangira	3
S.10. History/Amateka	Yes/Yego	1	No/Oya	2	Yes but shared/yego ariko baragisangira	3
S.11. Geography/Ubumenyi bw'isi	Yes/Yego	1	No/Oya	2	Yes but shared/yego ariko baragisangira	3

Niba nta gitabo na kimwe abanyeshuri babonye, jya ku kibazo cya B.28

B.21. If yes to B.20, when was each of the items provided? Kuri buri gitabo abanyeshuri bahawe, vuga igihe bakiboneye

Books/ Ibitabo	In the beginning of the 1 st term/Mu ntangiro y'igihembwe cya mbere	In the middle of 1 st term/ Hagati mu gihembwe cya mbere	In the end of the 1 st term/Mu mpera z'igihembwe cya mbere	In the 2 nd term or later/ Mu gihembwe cya kabiri cy nyuma yacyo	Don't Know/ Simbizi
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For those in primary education/ Abiga amashuri abanza					
1.Mathematics/Imibare	4	3	2	1	99
2.English/Icyongereza	4	3	2	1	99
3.Science/Ubumenyi	4	3	2	1	99
4.Social Studies/ Ubumenyi mbonezamubano	4	3	2	1	99
5. French/Igifaransa	4	3	2	1	99
6.Kinyarwanda/Ikinyarwanda	4	3	2	1	99
For those in secondary education/ Abiga amashuri yisumbuye					
S.1.Mathematics/Imibare	4	3	2	1	99
S.2.English/Icyongereza	4	3	2	1	99
S.3.Political Science/ Ubumenyi muri politiki	4	3	2	1	99
S.4.Biology/ Ibinyabuzima	4	3	2	1	99
S.5.French/Igifaransa	4	3	2	1	99
S.6.Kinyarwanda/ Ikinyarwanda	4	3	2	1	99
S.7.Chemistry/Ubutabire	4	3	2	1	99
S.8.Physics/Ubugenge	4	3	2	1	99
S.9.Entrepreneurship/kwihangira imirimo	4	3	2	1	99
S.10.History/Amateka	4	3	2	1	99
S.11.Geography/Ubumenyi bw'isi	4	3	2	1	99

B.22. If Not “In the beginning of the 1 st term”, did you complain? Niba batarabibonye mu ntangiriro z’igihembwe cya mbere, wigeze ubaza impamvu byatinze?	Yes/Yego o Jya ku kibazo cya B.27	1	No/Oya	2
B. 23. If No, why? Niba utarabajije vuga impamvu	1. 2. 3. <i>Jya ku kibazo cya B.27</i>			
B.24. If yes whom did you complain to? Niba ari yego, wabajije nde?	1. Head-teacher/Umuyobozi w’ikigo 2.PTA/Komite y’ababyeyi n’abarimu 3.SEO/Ushinzwe uburezi ku murenge 4.DEO/Ushinzwe uburezi ku karere			



		5. Other (specify)/Undi (muvuge).....			
B.25. Was your problem solved? Ikibazo cyawe cyarasubijwe?		Yes/Yego	1	No/Oya <i>Jya ku kibazo cya B.27</i>	2
B.26. If yes, how satisfied were you? Wishimiye ute igisubizo wahawe?	Not satisfied at all/ Ntacyanshimishije na mba	not satisfied/ Ntacyanshimishije	somewhat satisfied/ Cyanshimishije buhoro	Satisfied/ Cyarashimishije	very satisfied/ Cyarashimishije cyane
	0	1	2	3	4

B.27. Overall how satisfied are you with the quality of books purchased thanks to the CG?/Muri rusange wishimiye ute ireme ry'ibitabwo ishuri ryanyu ryabonye biturutse mu mafaranga leta igenera buri munyeshuri?	Not satisfied at all/ Ntirinshimishije na mba	not satisfied/ Ntirinshimishije	somewhat satisfied/ Riranshimishije buhoro	Satisfied/ Rirashimishije	very satisfied/ Rirashimishije cyane
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B.28. Has your school acquired any of the following items as a benefit of the capitation grant over the period 2008-2011? Mu myaka ine y'amashuri ishize (2008-2011), iki kigo kigeze kibona ibi bikurikira bivuye mu mafaranga atangwa na leta kuri buri munyeshuri?

1. Clean water/Amazi meza	Yes/Yego	1	No/Oya	2	Don't Know/Simbizi	99
2. Electricity/Amashanyarazi	Yes/Yego	1	No/Oya	2	Don't Know/Simbizi	99
3. Sanitation/Ubwiherero n'ibi bikoresho-sukura	Yes/Yego	1	No/Oya	2	Don't Know/Simbizi	99
4. Telephone/Telefone	Yes/Yego	1	No/Oya	2	Don't Know/Simbizi	99
5. Sick room/first aid/Ivuriro ry'ibanze	Yes/Yego	1	No/Oya	2	Don't Know/Simbizi	99
6. Sport infrastructure and equipment/Ibikoresho by'imikino n'imyidagaduro	Yes/Yego	1	No/Oya	2	Don't Know/Simbizi	99
7. Computer lab	Yes/Yego	1	No/Oya	2	Don't Know/Simbizi	99
8. New classrooms	Yes/Yego	1	No/Oya	2	Don't Know/Simbizi	99
9. Repairing of existing classrooms	Yes/Yego	1	No/Oya	2	Don't Know/Simbizi	99





B.29. Looking back to both last and current school year, did you file any complain or make any order relating to issues initially covered by the CG other than those discussed above? Muri uyu mwaka w'amashuri ndetse n'umwaka ushize, waba warigeze utanga ikibazo uretse ibyo tumaze kuvuga, kirebana n'amafaranga Leta itanga kuri buri munyeshuri?		Yes/Yego	1	No/Oya a <i>Jya ku kibazo cya B.33</i>	2
B.30. If yes, what was the claim/order about (List up to 3)? Niba ari yego, ni ikibazo kihe? Nturenze bitatu.		1. 2. 3.			
B.31. Whom did you claim to? Wagishyikirije nde?		1. Head-teacher/Umuyobozi w'ikigo 2.PTA/Komite y'ababyeyi n'abarimu 3.DEO/Ushinzwe uburezi mu karere 4. Police/Polisi 5. Local leader/Inzego z'ibanze 6. Other (specify)/Undi (Muvuge).....			
B.32. Did you get a feedback?		Yes/Yego	1	No/Oya <i>Jya ku kibazo cya B.23</i>	2
If yes, how satisfied were you? Wishimiye ute igisubizo wahawe?	Not satisfied at all / Nticyanashimishije na mba	not satisfied/ Ntacyanashimishije	somewhat satisfied/ Cyanashimishije buhoro	Satisfied/ Cyarashimishije	very satisfied/ Cyarashimishije cyane
	0	1	2	3	4

B.33. Overall how satisfied are you with the quality of items purchased thanks to the CG?/Muri rusange wishimiye ute ireme ry'ibikoresho ikigo cyanyu cyaguze biturutse mu mafaranga leta igenera buri munyeshuri?	Not satisfied at all/ Ntirinshimishije na mba	not satisfied/ Ntirinshimishije	somewhat satisfied/ Riranshimishije buhoro	Satisfied/ Rirarashimishije	very satisfied/ Rirashimishije cyane
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B.34 . Did you receive a capacity building training paid by this school in the last or the current school year? *Mu mwaka w'amashuri ushize cyangwa uyu turimo wigeze uhabwa amahugurwa yo kukongerera ubushobozi ateguwe n'iki kigo?*

1. Yes/Yego
2. No/Oya *Jya ku kibazo cya C.1*

B.35. If yes, how many times were you trained? *Niba ari yego, wahuguwe incuro zingaha?*

1. One/Imwe
2. Two/Ibyiri
3. Three/Eshatu
4. Three and plus/Zirenze eshatu

B.36. How satisfied are you with the content of the training you received in relation with your job description? <i>Wishimiye ute ireme ry'ibyo wahuguwemo ugereranije n'umusaruro ikigo kigutegerejeho?Ese riragushimishije cyane, riragushimishije, rigushimishije buhoro, ntirigushimishije cyangwa ntirigushimishije na mba?</i>	Not satisfied at all / Ntirinshimis hije na mba	not satisfied/ Ntirinshimi shije	somewhat satisfied/ Riranshimi shije buhoro	Satisfied/ Rirarashi mishije	very satisfied/ Rirashimishije cyane
	0	1	2	3	4

C. EFFECTIVENESS OF THE CAPITATION GRANT MANAGEMENT

C.1. Does your school have the following structures/Ikigo wigishaho gifite izi nzego zikurikira?

C.1.1. Parent-Teacher Association(PTA)/Komite y'ababyeyi n'abanimu	Yes/Yego	1	No/Oya	2	DK/Simbizi	99
C.1.2. School management Committee (SMC)/Komite iyobora ikigo	Yes/Yego	1	No/Oya	2	DK/Simbizi	99

Niba ari Oya cyangwa simbizi kuri C.1.1. jya kuri C.4.



	Very ineffective/ Nabi cyane	Ineffective /Nabi	Somewhat effective /Neza buhoro	Effective /Neza	Very effective /Neza cyane	Don't know/Si mbizi
C.2. How effective is PTA in ensuring proper use of the CG? Ni gute Komite y'ababyeyi n'abarimu yuzuza inshingano yo gutuma amafaranga leta itanga kuri buri munyeshuri akoreshwa neza?	0	1	2	3	4	99
C.3. How effective is SMC in ensuring proper use of the CG? Ni gute Komite Nyobozi y'ikigo yuzuza inshingano yo gutuma amafaranga leta itanga kuri buri munyeshuri akoreshwa neza?	0	1	2	3	4	99

C.4. Does your school have an accountant? Ikigo cyanyu gifite umucungamari?	Yes/Yego	1	No/Oya <i>Niba ari Oya cyangwa simbizi kuri E.1.1. jya kuri C.6.</i>	2
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C.5. If, yes, does he/she have an accountancy background? Niba ahari, yize ibijyanye n'icungamari?	Yes/Yego	1	No/Oya	2
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C.6. How satisfied are you with the involvement of teachers in the management of the CG?/Wishimiye ute uruhare abarimu bagira mu micungire	Not satisfied at all / Ntirunshimis hije na mba	not satisfied/ Ntirunshi mishije	somewhat satisfied/ Ruranshi mishije buhoro	Satisfied/ Rurashimishije	very satisfied/ Rurashimishije cyane
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y'amafaranga leta igenera buri munyeshuri?	0	1	2	3	4
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C.7. How transparent is the CG related procurement in this school? Would you say it is very transparent, transparent, somewhat transparent, not transparent or not transparent at all? Ese wavuga ko itangwa ry'amasoko muri iki kigo mu rwego rw'ibikorwa bijyane n'amafaranga Leta iha buri munyeshuri rikorwa mu mucyo cyane, rikorwa mu mucyo, rikorwa mu mucyo gahoro, rikorwa bwiru cyangwa se rikorwa mu bwiru cyane?

How transparent is the CG related procurement in this school?	Non transparent at all /Mu bwiru cyane	Not transparent /mubwiru	Somewhat transparent /Mu mucyo buhoro	Transparent /Mu mucyo	Very transparent /Mu mucyo cyane	Don't know/Simbizi
	0	1	2	3	4	99

C.8. Have you noticed that a tender has been awarded to a company or individual because he was a relative/friend of the head teacher or of a local leader during the last or the current school year? Muri uyu mwaka w'amashuri cyangwa se ushize, hari isoko waba uzi ryatanzwe muri iki kigo cyanyu hashingiwe ko urihabwa ari mwene wabo cyangwa inshuti y'umuyobozi w'ikigo cyangwa y'undi muyobozi?	Yes/Yego	1	No/Oya	2
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D. CORRUPTION / RUSWA

D.1. Have you been asked to pay any fee or in-kind contribution for education as a condition to get a service from a public authority in the last 12 months? Mu mezi 12 ashize wigeze usabwa gutanga umusanzu w'uburezi ku girango uhabwe serivisi mu nzego za leta?	Yes/Yego	1	No/Oya <i>Jya kuri D.9</i>	2
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D.2. If yes to D.1. which authority asked for it? Niba ar yego ninde wawugusabye?	Village leader/Umukuru w'umudugudu	1
	Cell leader/Umuyobozi w'akagari	2
	Sector leader/Umuyobozi w'umurenge	3
	District leader/Umuyobozi ku karere	4
	Local defense/Lokolo difensi	5
	Police agent/Umupolisi	6
	Other (specify)/Undi (muvuge)	7

D.3. Did you pay? Warawutanze?	Yes/Yego <i>Jya kuri D.9</i>	1	No/Oya	2	
D.4. If no, was the service received? Niba utarawutanze, serivisi washakaga warayihawe?	Yes/Yego <i>Jya kuri D.9</i>	1	No/Oya	2	
D.5. If No, did you complain? Niba utarayihawe, hari aho watanze ikibazo cyawe?	Yes/Yego <i>Jya kuri D.9</i>	1	No/Oya	2	
D.6. If No, why? Niba utarayanze ikibazo, vuga impamvu	<ol style="list-style-type: none"> 1. 2. 3. <i>Jya kuri D.8</i>				
D.7. If yes was your problem solved? Niba ari yego, wabonye igisubizo?	Yes/Yego	1	No/Oya <i>Jya kuri D.9</i>	2	
D.8. If yes, how satisfied were you? Wishimiye ute igisubizo wahawe?	Not satisfied at all / Ntacyanishimishije na mba	not satisfied/ Ntacyanishimishije	somewhat satisfied/ Cyanishimishije buhoro	Satisfied/ Cyarashimishije	very satisfied/ Cyarashimishije cyane
	0	1	2	3	4





D.9. Have you been asked to pay a bribe as a condition for you to get a service from this school since the last school year? Wigeze usabwa ruswa kugira ngo uhabwe serivisi mu iri iki kigo kuva mu mwaka w'amashuri ushize kugeza ubu?		Yes/Yego	1	No/Oya <i>Jya kuri D.16</i>	2
D.10. If yes who asked for it? Wayisabwe na nde?	1. 2. 3.				
D.11. Did you pay? Warawutanze?	Yes/Yego <i>Jya kuri D.16</i>	1	No/Oya	2	
D.12. If no, was the service received? Niba utarawutanze, serivisi washakaga warayihawe?	Yes/Yego <i>Jya kuri D.16</i>	1	No/Oya	2	
D.13. If No, did you complain? Niba utarayihawe, hari aho watanze ikibazo cyawe?	Yes/Yego <i>Jya kuri D.16</i>	1	No/Oya	2	
D.14. If No to D.13, why? Niba utara gitanze, vuga impamvu	1. 2. 3. <i>Jya kuri D.16</i>				
D.15. If yes to D.13, was your problem solved? Niba ari yego, wabonye igisubizo?	Yes/Yego	1	No/Oya <i>Jya kuri D.16</i>	2	
If yes to D.15, how satisfied were you? Wishimiye ute igisubizo wahawe?	Not satisfied at all / Ntacyanshimishije na mba	not satisfied Ntacyanshimishije	somewhat satisfied/ Cyanshimishije buhoro	Satisfied/ Cyarashimishije	very satisfied/ Cyarashimishije cyane
	0	1	2	3	4

D.16. Have you noticed any intentional over-reporting of the number of learners and/or teachers in this school in a bid to use extra capitation grant for personal gain over the last 12 months? Mu mezi 12 ashize wigeze ubona ibikorwa byo gukora urutonde rw'abarimu cyangwa abanyeshuri ba baringa hagambiriwe kurigisa amafaranga Leta itanga ku munyeshuri, muri iki kigo?	Yes/Yego	1	No/Oya <i>Jya kuri D.22</i>	2
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D.17. If Yes did you complain or report the case? Niba warakibonye hari urwego wagishyikirije?				Yes/Yego o <i>Jya kuri D.19</i>	1	No/Oya	2
D.18. If No, why? Niba ari ntarwo, vuga impamvu				1. 2. 3. <i>Jya kuri D.22</i>			
D.19. If Yes whom did you report to? Niba ari yego, vuga urwo rwego wabibwiye		1.Police/Polisi 2.PTA/Komite y'ababyeyi n'abarimu 3.SEO/Ushinzwe uburezi ku murenge 4.DEO/Ushinzwe uburezi ku karere 5.Local leader/Inzego z'ibanze 6. Other (specify)/Undi (muvuge)					
D.20. If yes, was your problem solved? Ikibazo cyawe cyarasubijwe?				Yes/Yego o	1	No/Oya <i>Jya kuri D.22</i>	2
D.21. If yes, how satisfied were you? Wishimiye ute igisubizo wahawe?	Not satisfied at all (0)/ Nticyanshimishije na mba	not satisfied(1) Ntacyanshimishije	somewhat satisfied(2) Cyanshimishije buhoro	satisfied (3) Cyarashimisije	very satisfied (4) Cyarashimishije cyane		
D.22. Are you aware of any teacher, head teacher or accountant who has been recruited because he/she was a relative/friend of the head teacher or of a local leader in the last or the current school year? Muri uyu mwaka w'amashuri cyangwa se ushize, hari umwarimu, umuyobozi cyangwa umucungamari waba yarahawe akazi muri iki kigo cyanyu hashingiwe ko ugahabwa ari mwene wabo cyangwa inshuti y'umuyobozi w'ikigo cyangwa y'undi muyobozi?				Yes/Yego	1	No/Oya	2

E. SATISFACTION WITH THE ROLE OF CAPITATION GRANT IN PROMOTING FREE EDUCATION

How satisfied are you with the role of CG in promoting free education through each of the following areas? Would you say you are very satisfied, satisfied, dissatisfied or very dissatisfied? Ushimishijwe bingana iki n'uruhare rw'amafaranga leta iha buri munyeshuri mu guteza imbere uburezi kuri bose binyuze muri ibi bikurikira? Ese biragushimishije cyane, biragusghimishije, bigushimishije buhoro, ntibigushimishije cyangwa ntibigushimishije na gato?



	Not satisfied at all/ Nticyanshimi shije na mba	not satisfied(/ Nticyanshimis hije	somewhat satisfied/ Cyanshimishi je buhoro	Satisfied/ Cyarashi mishije	very satisfied/ Cyarashimishije cyane
E.1. Reduction of the distance between home and school /Kugaba intera iri hagati y'ishuri n'aho abanyeshuri batuye	0	1	2	3	4
E. 2. Increasing teachers' motivation/ Kuzamura umurava wa mwarimu	0	1	2	3	4
E.3. Increasing access (enrolment) to primary education/Kongera umubare w'abiga amashuri abanza	0	1	2	3	4
E.4. Increasing access (enrolment) to secondary education/ Kongera umubare w'abiga amashuri yisumbuye	0	1	2	3	4
E.5. Improving the quality of what learners learn at school/ Kuzamura ireme ry'ubumenyi abanyeshuri bahabwa mw'ishuri	0	1	2	3	4
E.6. Decreasing teachers' absenteeism/ Kugabanya gusiba kw'abarimu	0	1	2	3	4
E.7. Decreasing learners drop-out/Kugabanya umubare w'abanyeshuri bacikishiriza amashuri	0	1	2	3	4





E.8. improving working conditions of teachers/Kuzamura uburyo mwarimu akoreramo	0	1	2	3	4
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Beside the current motivation allowance that you receive as a capitation grant component, what would you suggest as incentive to increase teachers' motivation? (List up to 3) Uretse agahimbazamushyi leta iguha, ni iki kindi wumva wakorerwa kugira ngo umurava mu kazi kawe wiyongere? Vuga 3.

.....

PARENTS' QUESTIONNAIRE

Province Intara	East Iburasirazuba	1	West Iburengerazuba	2	South Amajyepfo	3	North Amajyaruguru	4	Kigali city Umujyi wa Kigali	5
District (see the district code)/Akarere										

Hello. My name is _____ and I am an independent researcher working with Transparency Rwanda. We are conducting a study on Transparency and Accountability in the management of resources allocated to the Nine year basic education program in Rwanda. We are conducting interviews with parents, teachers and learners countrywide. You have been chosen randomly, and we would like to interview a couple of teachers, parents and learners. All of the information you give us is completely confidential. This information will be combined with that provided by thousands of other Rwandans. There will be no way to identify your individual answers, so please feel free to tell us what you really think.

If you feel uncomfortable, you may refuse to answer any question, or end the interview at any time without any negative consequences.

Notice: The eligible respondent is any parent whose child(ren) has/have been studying in a public primary or ordinary level school in this community. In case this criterion is not met, please end the interview and move to the next selected respondent.

Muraho. Nitwa,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,ndi umushakashatsi ukorera Umuryango witwa Transparency Rwanda ufite icyicaro i Kigali.Turakora ubushakashatsi bugamije kumenya icyo abanyarwanda batekereza imikoreshereze y'amafaranga atangwa na leta kuri buri munyeshuri. Ubu bushakashatsi bukorerwa mu gihugu cyose habazwa ababyeyi, abarimu n'abanyeshuri. Twagutoranije mu buryo bwa tombola kandi turifuza kugirana ikiganiro nawe. Ibyo tunganira ntibizigera bitangazwa kw'izina ryawe, ahubwo bizashyirwa hamwe n'iby'abandi banyarwanda babazwa hatitawe kumazina y'ababitanze, Bityo rero ntugire impungenge zo kutubwiza ukuri ku byo utekereza.

Nihagira ikibazo wumva udashaka gusubiza wacyihorera, nanone uramutse wumvise utagishaka gukomeza gusubiza, ntiwitinye nta ngaruka nimwe byakugiraho.

Icyitonderwa: Uwemerewe kubazwa uru rutonde rw'ibibazo ni umubyeyi wese ufite umwana/abana bamaze nibura umwaka biga mumashuri abanza cg ikiciro rusange bya leta. Usanze uwo watoranije atujuje ibi bimaze kuvugwa, reka kumubaza uru rutonde rw'ibibazo, umusezere mu kinyabupfura maze



ujye ku ukurikiyeho mubo watoranije.

SECTION A: DEMOGRAPHICS/ Ibiranga ubazwa

A.1 Gender/Igitsina	Male/Gabo	1	Female/Gore	2
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A.2 Residence/Aho atuye	Urban/ Umujyi	1	Rural/Icyaro	2
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A.3 How old are you? [fill in the appropriate age group below] *Ufite imyaka ingaha?* [Uzuza mu cyiciro cy'imyaka y'amavuko ye muri ibi bikurikira]

18-24	1	25-29	2	30-34	3
35-39	4	40-44	5	45-49	6
50-54	7	55-59	8	60+	9

A.4 Personal Income/ Umusaruro wawe w'ukwezi uvunjwe mu mafaranga		A.5 Household Income Umusaruro w'ukwezi w'urugo rwawe uvunjwe mu mafaranga	
Less than/ muni ya 15,000	1	Less than/ muni ya 15,000	1
15,000 – 29,999	2	15,000 – 29,999	2
30,000 – 59,999	3	30,000 – 59,999	3
60,000 – 119,999	4	60,000 – 119,999	4
120,000 – 179,999	5	120,000 – 179,999	5
180,000 – 239,999	6	180,000 – 239,999	6
240,000 – 299,999	7	240,000 – 299,999	7
300,000 – 359,999	8	300,000 – 359,999	8
Over/ hejuru ya 359,999	9	Over/ hejuru ya 359,999	9

A.6 Employment Status/Ukora iki?		A.7 Highest Level of education attained	
Unemployed/Nta kazi	1	No school/ <i>ntabwo nize</i>	0
Student/ <i>Umunyeshuri</i>	2	Primary Only/ <i>Amashuri abanza gusa</i>	1
Self employed (<i>specify</i>)/ <i>Ndikorera</i>	3	Post Primary Training/ <i>Amashuri y'imyuga akurikira abanza</i>	2
Employed in family business/ <i>Ubucuruzi bukorwa n'umuryango wanjye</i>	4	Secondary Only/ <i>Amashuri yisumbuye</i>	3
Farmer/ <i>Umuhinzi/umworozi</i>	5	College Education University Degree/ <i>Kaminuza/amashuri makuru</i>	4



Employed in private sector/ <i>Nkora mu rwego rw'abikorera</i>	6	
Employed by government/local authority/ parastatal/ <i>Umukozi wa Leta cyangwa ikigo cya Leta</i>	7	
Employed in community sector e.g. Church, N.G.O, Co-operative/ <i>Nkorera umuryango utegamiye kuri Leta</i>	8	
Retired/ <i>Ndi mu kiruhuko cy'izabukuru</i>	9	

B. ELIGIBILITY QUESTIONS

B.1. Do you have children of primary/Ordinary level school going age living with you in this community? (If no, wrap up the interview and move to the next interviewee). Hari umwana ufite wiga mu mashuri abanza cg ikicro rusange ya leta uba muri uru rugo? Niba ari ntawe, hagarika ikiganiro ujye mur undi rugo	Yes/Yego	1	No/End interview/ Oya Jya mu rundi rugo	2
B.2. Is there a public primary school in this community? Hari ishuri rya leta riri hafi aha?	Yes/Yego	1	No/Oya	2
B.3. If Yes, does your child(ren) attend the public primary school in this community? (if no wrap up the interview and move to the next interviewee) Niba rihari niry o umwana wawe yigamo?	Yes/Yego	1	No/Oya	2

C. ACCESSIBILITY TO EDUCATION

C.1. How far is the nearest public primary school from your community? Ishuri rya leta riri hafi cyane riri ahareshya gute?	< 1km	4	>4km	1
	1km-2km	3		
	2.1km-4km	2		
C.2. How long does it take to get to the nearest public primary school from your community? Bitwara igihe kingana iki ngo ugere ku ishuri rya leta riri hafi cyane y'aha mutuye?	<15 min	4	16-30min	3
	31-60min	2	>1h	1
C.3. Do your child(ren) attend this school? Iri shuri niry o abana bawe bigamo?	Yes	1	No	2
C.4. If yes, how far is the public school attended by your child(ren)? Niba Atari ryo yigamo, aho yiga hareshya hate?	< 1km	1	>4km	4
	1km-2Km	2		
	2.1km-4Km	3		

D. BENEFITS FROM THE CG/ IBYO AMAFARANGA LETA IGENERA UMUNYESHURI AKORESHAMO

D.1. Has your child benefited the following material from the Capitation Grant in the current school year?
Umwana wawe yahawe ibi bitabo bikurikira biturutse ku mafaranga leta yageneye buri mu nyeshuri muri uyu mwaka? *If No book was received, skip to D.8. /Nib anta gitabo na kimwe yahawe jya ku kibazo cya D.8.*

For those in primary education/Abiga amashuri abanza						
Book of/Igitabo cya:						
P1.Mathematics/Imibare	Yes/Yego	1	No/Oya	2	DK/Simbizi	99
P2.English/Icyongereza	Yes/Yego	1	No/Oya	2	DK/Simbizi	99
P3.Science/Ubumenyi	Yes/Yego	1	No/Oya	2	DK/Simbizi	99
P4.Social Studies/ Ubumenyi mbonezamubano	Yes/Yego	1	No/Oya	2	DK/Simbizi	99
P5.French/Igifaransa	Yes/Yego	1	No/Oya	2	DK/Simbizi	99
P6.Kinyarwanda/Ikinyarwanda	Yes/Yego	1	No/Oya	2	DK/Simbizi	99
For those in secondary education/Abiga amashuri yisumbuye						
S1.Mathematics/Imibare	Yes/Yego	1	No/Oya	2	DK/Simbizi	99
S2.English/Icyongereza	Yes/Yego	1	No/Oya	2	DK/Simbizi	99
S3.Political Science/ Ubumenyi muri politiki	Yes/Yego	1	No/Oya	2	DK/Simbizi	99
S4.Biology/ Ibinyabuzima	Yes/Yego	1	No/Oya	2	DK/Simbizi	99
S5.French/Igifaransa	Yes/Yego	1	No/Oya	2	DK/Simbizi	99
S6.Kinyarwanda/Ikinyarwanda	Yes/Yego	1	No/Oya	2	DK/Simbizi	99
S7.Chemistry/Ubutabire	Yes/Yego	1	No/Oya	2	DK/Simbizi	99
S8.Physics/Ubugenge	Yes/Yego	1	No/Oya	2	DK/Simbizi	99
S9.Entrepreneurship/kwihangirimiromo	Yes/Yego	1	No/Oya	2	DK/Simbizi	99
S10.History/Amateka	Yes/Yego	1	No/Oya	2	DK/Simbizi	99
S11.Geography/Ubumenyi bw'isi	Yes/Yego	1	No/Oya	2	DK/Simbizi	99

D.2. If Yes when was each of the books provided? Kuri buri gitabo abana bawe bahawe, vuga igihe bakiboneye

For those in primary education/ Abiga amashuri abanza					
Books/ Ibitabo	In the beginning of the 1 st term/Mu	In the middle of 1 st term/ Hagati	In the end of the 1 st term/Mu mpera	In the 2 nd term or later/ Mu gihembw	Don't Know/Simbi zi



	ntangiro y'igihembw e cya mbere	mu gihembw e cya mbere	z'igihembw e cya mbere	e cya kabiri nyuma yacyo	
P.1.Mathematics/Imibare	4	3	2	1	99
P.2.English/Icyongereza	4	3	2	1	99
P.3.Science/Ubumenyi	4	3	2	1	99
P.4.Social Studies/ Ubumenyi mbonezamubano	4	3	2	1	99
P.5.French/Igifaransa	4	3	2	1	99
P.6.Kinyarwanda/Ikinyarwanda	4	3	2	1	99
For those in secondary education/ Abiga amashuri yisumbuye					
S.1.Mathematics/Imibare	4	3	2	1	99
S.2.English/Icyongereza	4	3	2	1	99
S.3.Political Science/ Ubumenyi muri politiki	4	3	2	1	99
S.4.Biology/ Ibinyabuzima	4	3	2	1	99
S.5.French/Igifaransa	4	3	2	1	99
S.6.Kinyarwanda/Ikinyarwanda	4	3	2	1	99
S.7.Chemistry/Ubutabire	4	3	2	1	99
S.8.Physics/Ubugenge	4	3	2	1	99
S.9.Entrepreneurship/kwihangiraimiri mo	4	3	2	1	99
S.10.History/Amateka	4	3	2	1	99
S.11.Geography/Ubumenyi bw'isi	4	3	2	1	99

D.3. If Not “In the beginning of the 1 st term”, did you complain? Niba batarabibonye mu ntangiro z'igihembwe cya mbere, wigeze ubaza impamvu byatinze?	Yes/ Yego	1	No/Oya	2
D.4. If No, why? Niba utarabajije vuga impamvu	1. 2. 3.			



D.5. If yes whom did you complain to? Niba ari yego, wabajije nde?		1. Head-teacher/Umuyobozi w'ikigo 2.PTA/Komite y'ababyeyi n'abarimu 3.DEO/Ushinzwe uburezi ku karere 4. Other (specify)/Undi (muvuge).....			
D.6. Was your problem solved? Ikibazo cyawe cyarasubijwe?		Yes/Yego	1	No/Oya	2
D.7. If yes, how satisfied were you? Wishimiye ute igisubizo wahawe?	Not satisfied at all/ Nticyanshimis hije na mba	not satisfied/ Ntacyanshimis hije	somewhat satisfied/ Cyanshimishije buhoro	Satisfied/ Cyarashimishije	very satisfied/ Cyarashimishije cyane
	0	1	2	3	4

D.8. If no book was or only some books were not received, did you complain? Niba hari ibitabo umwana wawe atahawe cyangwa nib nta na kimwe yahawe, waba waratanze ikibazo kuri ibyo?		Yes/Yego Jya ku kibazo cya D.9.	1	No/Oya	2
D.9. If No, why? Niba utarabajije vuga impamvu <i>Jya ku kibazo cya D. 13.</i>		1. 2. 3.			
D.10. If yes whom did you complain to? Niba ari yego, wabajije nde?		1. Head-teacher/Umuyobozi w'ikigo 2.PTA/Komite y'ababyeyi n'abarimu 3.SEO/Ushinzwe uburezi ku murenge 4.DEO/Ushinzwe uburezi ku karere 5. Other (specify)/Undi (muvuge).....			
D.11. Was your problem solved? Ikibazo cyawe cyarasubijwe?		Yes/Yego	1	No/Oya <i>Jya ku kibazo cya D. 13.</i>	2

D.12. If yes, how satisfied were you? Wishimiye ute igisubizo wahawe?	Not satisfied at all/ <i>Nticyanshimishije na mba</i>	not satisfied/ <i>Ntacyanshimis hije</i>	somewhat satisfied/ <i>Cyanshimishije buhoro</i>	Satisfied/ <i>Cyarashimishije</i>	very satisfied/ <i>Cyarashimishije cyane</i>
	0	1	2	3	4



D.13. Overall how satisfied are you with the quality of books purchased thanks to the CG?/Muri rusange wishimiye ute ireme ry'ibitabo ishuri ryanyu ryabonye biturutse mu mafaranga leta igenera buri munyeshuri?	Not satisfied at all/ <i>Ntirinshimishije na mba</i>	not satisfied/ <i>Ntirinshimishije</i>	somewhat satisfied/ <i>Riranshimishije buhoro</i>	Satisfied/ <i>Rirashimishije</i>	very satisfied/ <i>Rirashimishije cyane</i>
	0	1	2	3	4

D.14. Has your child's school acquired any of the following items as a benefit of the capitation grant over the period 2008-2011? *Mu myaka ine y'amashuri ishize (2008-2011), iki kigo kigeze kibona ibi bikurikira bivuye mu mafaranga atangwa na leta kuri buri munyeshuri?*

1.Clean water/ <i>Amazi meza</i>	Yes/Yego	1	No/Oya	2	Don't Know/Simbizi	99
2. Electricity/ <i>Amashanyarazi</i>	Yes/Yego	1	No/Oya	2	Don't Know/Simbizi	99
3.Sanitation/ <i>Ubwihereho n'ibi bikoresho-sukura</i>	Yes/Yego	1	No/Oya	2	Don't Know/Simbizi	99
4. Telephone/Telefone	Yes/Yego	1	No/Oya	2	Don't Know/Simbizi	99
5.Sick room/first aid/Ivuriro ry'ibanze	Yes/Yego	1	No/Oya	2	Don't Know/Simbizi	99
6. Sport infrastructure and equipment/Ibikoresho by'imikino n'imyidagaduro	Yes/Yego	1	No/Oya	2	Don't Know/Simbizi	99
6.New classrooms/Amashuri mashya	Yes/Yego	1	No/Oya	2	Don't Know/Simbizi	99
7. Repairing of existing classrooms/Gusana amashuri asanzwe	Yes/Yego	1	No/Oya	2	Don't Know/Simbizi	99

If no item was received, skip to D. 16. Niba nta na kimwe muri ibi byo hejuru ikigo cyahawe, jya ku kibazo cya D 16.

D.15. Overall how satisfied are you with the quality of items purchased thanks to the CG?/Muri rusange wishimiye ute ireme ry'ibikoresho ikigo cyanyu cyaguze biturutse mu	Not satisfied at all/ <i>Ntirinshimishije na mba</i>	not satisfied/ <i>Ntirinshimishije</i>	somewhat satisfied/ <i>Riranshimishije buhoro</i>	Satisfied/ <i>Rirashimishije</i>	very satisfied/ <i>Rirashimishije cyane</i>
	0	1	2	3	4





mafaranga leta igenera buri munyeshuri?					
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D.16. Looking back to both last and current school year, did you file any complain or make any order relating to issues initially covered by the CG other than those discussed above? Muri uyu mwaka w'amashuri ndetse n'umwaka ushize, waba warigeze utanga ikibazo uretse ibyo tumaze kuvuga, kirebana n'amafaranga Leta itanga kuri buri munyeshuri?	Yes/ Yego	1	No/Oya <i>Jya ku kibazo cya D. 20</i>	2
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D.17. If yes, what was the claim/order about (List up to 3)? Niba ari yego, ni ikibazo kihe? Nturenze bitatu.	1. 2. 3.
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D.18. Whom did you claim to? Wagishyikirije nde?	1. Head-teacher/Umuyobozi w'ikigo 2.PTA/Komite y'ababyeyi n'abarimu 3.SEO/Ushinzwe uburezi mu murenge 4.DEO/Ushinzwe uburezi mu karere 5. Police/Polisi 6. Local leader/Inzego z'ibanze 7. Other (specify)/Undi (Muvuge).....
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D.19. Did you get a feedback?/Wabonye igisubizo	Yes/Yego	1	No/Oya <i>Jya ku kibazo cya D 20</i>	2
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If yes, how satisfied were you? Wishimiye ute igisubizo wahawe?	Not satisfied at all / Nticyanshimishije na mba	not satisfied/ Ntacyanshi mishije	somewhat satisfied/ Cyanshimi shije buhoro	Satisfied/ Cyarashimi shije	very satisfied/ Cyarashimi shije cyane
	0	1	2	3	4

D.20. Have you been asked to pay extra-contributions for the education of your children in the last or current school year?/Muri uyu mwak w'amashuri cyangwa se umwaka ushize wigeze usabwa gutanga umusanzu w'uburezi bw'umwana wawe wiga muri iki kigo?	Yes/Yego	1	No/Oya <i>Jya ku kibazo cya E1.</i>	2
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D.21. If yes, and given your economic situation of your household, how easy is it for you to pay the extra contributions? Niba warayasabwe, urebye uko ubukungu bw'urugo rwawe bwifashe, ni gute byakorohera kwishyura umusanzu w'inyongera?	Unable to pay/ Ntayo nabona	Very difficult/ biragoye cyane	Difficult/ biragoye	affordable / biroroshye	Easy to pay/ biroroshye cyane
	0	1	2	3	4

D.22. How is the extra-contribution decided? Is it by consensus or imposed? Uwo musanzu w'uburezi ugenwa ute? Ese mubanza kubyumvikanaho cyangwa ni agahato?	Consensus / Habayeho ubwumvikane	Imposed/Agahato
	1	2

E. EFFECTIVENESS OF THE CAPITATION GRANT MANAGEMENT

E.1. Does your school have the following structures/Ikigo umwana wawe yigaho gifite izi nzego zikurikira?

E.1. 1. Parent-Teacher Association(PTA)/Komite y'ababyeyi n'abarimu	Yes/Yego	1	No/Oya	2	DK/Simbizi	99
E.1.2. School management Committee (SMC)/Komite iyobora ikigo	Yes/Yego	1	No/Oya	2	DK/Simbizi	99

	Very ineffective / Nabi cyane	Ineffective /Nabi	Somewhat effective/N eza buhoro	Effective /Neza	Very effective/ Neza cyane	Don't know/Simbizi
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<p>E.2. How effective is PTA in ensuring transparency and accountability in the use of the Capitation Grant by? Ni gute Komite y'ababyeyi n'abarimu yuzuzza inshingano yo gutuma amafaranga leta itanga kuri buri munyeshuri akoreshwa neza?</p>	0	1	2	3	4	99
<p>E.3. How effective are PTA's meetings in resolving problems related to the use of CG? <i>Ni gute inama za komite y'ababyeyi n'abarimu zikemura ibibazo bijyanye n'imikoreshereze ya CG?</i></p>	0	1	2	3	4	99

<p>E.4. Does your child's school have an accountant? Ikigo cyanyu gifite umucungamari?</p>	Yes/Yego	1	No/Oya <i>Jya ku kibazo cya E 6.</i>	2	DK/ Simbizi <i>Jya ku kibazo cya E 6.</i>	99
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<p>E.5. If, yes, does he/she have an accountancy background? Niba ahari, yize ibijyanye n'icungamari?</p>	Yes/Yego	1	No/Oya	2	DK/ Simbizi	99
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<p>E.6. How satisfied are you with the involvement of parents in the management of the CG?/Wishimiye ute uruhare ababyeyi bagira mu micungire y'amafaranga leta igenera buri munyeshuri?</p>	Not satisfied at all Ntirunshimis hije na mba	not satisfied/ Ntirunshimishije	somewhat satisfied/R uranshimishije buhoro	Satisfied /Rurashimishije	very satisfied/ Rurashimishije cyane
	0	1	2	3	4



F. CORRUPTION / RUSWA

F.1. Have you been asked to pay any fee or in-kind contribution for education as a condition to get a service from a public authority in the last 12 months? Mu mezi 12 ashize wigeze usabwa gutanga umusanzu w'uburezi ku girango uhabwe serivisi mu nzego za leta?	Yes/Yego	1	No/Oya	2
	<i>Jya ku kibazo cya F.9</i>			

F.2. If yes for F.1. which authority asked for it? Niba warawutanze ninde wawugusabye?	Village leader/Umukuru w'umudugudu	1
	Cell leader/Umuyobozi w'akagari	2
	Sector leader/Umuyobozi w'umurenge	3
	District leader/Umuyobozi ku karere	4
	Local defense/Lokolo difensi	5
	Police agent/Umupolisi	6
	Other (specify)/Undi (muvuge)	7

F.3. Did you pay? Warawutanze?	Yes/Yego	1	No/Oya	2	
	<i>Jya ku kibazo cya F.9.</i>				
F.4. If no, was the service received? Niba utarawutanze, serivisi washakaga warayihawe?	Yes/Yego	1	No/Oya	2	
	<i>Jya ku kibazo cya F.9.</i>				
F.5. If No, did you complain? Niba utarayihawe, hari aho watanze ikibazo cyawe?	Yes/Yego	1	No/Oya	2	
	<i>Jya ku kibazo cya F.7.</i>				
F.6. If No, why? Niba utarayanze ikibazo, vuga impamvu	<ol style="list-style-type: none"> 1. 2. 3. 				
F.7. If yes was your problem solved? Niba ari yego, wabonye igisubizo?	Yes/Yego	1	No/Oya	2	
F.8. If yes, how satisfied were you? Wishimiye ute	Not satisfied at all/	not satisfied/ Ntacyanshimishi	somewhat satisfied/	Satisfied/ Cyarashi	very satisfied/



igisubizo wahawe?	Nticyanshimishij e na mba	je	Cyanshimis hije buhoro	mishije	Cyarashimi shije cyane
	0	1	2	3	4

F.9. Have you been asked to pay any fee or in-kind contribution as a condition for you to get a service from your child's school since the last school year? Wigeze usabwa kubanza gutanga amafaranga cyangwa ikindi kintu kugira ngo uhabwe serivisi mu kigo umwana wawe yiga ho kuva mu mwaka w'amashuri ushize kugeza ubu?	Yes/Yego	1	No/Oya	2
	<i>Jya ku kibazo cya F.17.</i>			
F.10. If yes who did ask for it? Wabisabwe na nde?	1. 2. 3.			
F.11. Did you pay? Warawutanze?	Yes/Yego	1	No/Oya	2
	<i>Jya ku kibazo cya F.17.</i>			
F.12. If no, was the service received? Niba utarabitanze, serivisi washakaga warayihawe?	Yes/Yego	1	No/Oya	2
	<i>Jya ku kibazo cya F.17.</i>			
F.13. If No, did you complain? Niba utarabihawe, hari aho watanze ikibazo cyawe?	Yes/Yego	1	No/Oya	2
	<i>Jya ku kibazo cya F.15.</i>			
F.14. If No, why? Niba utaragitanze, vuga impamvu	1. 2. 3.			
F.15. If yes was your problem solved? Niba ari yego, wabonye igisubizo?	Yes/Yego	1	No/Oya	2
	<i>Jya ku kibazo cya F.17.</i>			



F.16. If yes, how satisfied were you? Wishimiye ute igisubizo wahawe?	Not satisfied at all/ Nticyanshimishi je na mba	not satisfied/ Ntacyanshimishije	somewhat satisfied/ Cyanshimishi je buhoro	Satisfied/ Cyarashimishi je	very satisfied/ Cyarashimishije cyane
	0	1	2	3	4

F.17. Has your child been kicked out of school for failure to pay a contribution for education since the last school year? Umwana wawe yigeze yirukanwa mw'ishuri bitewe no kutishyura umusanzu wasabwe n'ishuri, mu mwaka w'amashuri ushize cg muri uyu mwaka w'amashuri?	Yes/Yego	1	No/Oya	2	
	<i>Jya ku kibazo cya F.23</i>				
F.18. If yes, did you pay? Niba ari yego, warawutanze?	Yes/Yego	1	No/Oya	2	
	<i>Jya ku kibazo cya F.23</i>				
F.19. If No, did you complain? Niba utarawutanze, hari aho watanze ikibazo cyawe?	Yes/Yego	1	No/Oya	2	
	<i>Jya ku kibazo cya F.21</i>				
F.20. If No, why? Niba utaragitanze, vuga impamvu	1. 2. 3.				
F.21. If yes was your problem solved? Niba ari yego, wabonye igisubizo?	Yes/Yego	1	No/Oya	2	
	<i>Jya ku kibazo cya F.23</i>				
F.22. If yes, how satisfied were you? Wishimiye ute igisubizo wahawe? Ese cyaragushimishije cyane, cyaragushimishije, cyagushimishije buhoro, nticyagushimishije cyangwa nticyagushimishije na mba?	Not satisfied at all/ Nticyanshimishi je na mba	not satisfied/ Ntacyanshimishije	somewhat satisfied/ Cyanshimishi je buhoro	Satisfied/ Cyarashimishije	very satisfied/ Cyarashimishije cyane
	0	1	2	3	4





<p>F.23. Are you aware of any teacher, head teacher or accountant who has been recruited because he/she was a relative/friend of the head teacher or of a local leader in the last or the current school year? Muri uyu mwaka w'amashuri cyangwa se ushize, hari umwarimu, umuyobozi cyangwa umucungamari waba yarahawe akazi muri iki kigo cyanyu hashingiwe ko ugahabwa ari mwene wabo cyangwa inshuti y'umuyobozi w'ikigo cyangwa y'undi muyobozi?</p>	Yes/ Yego	1	No/ Oya	2
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G. SATISFACTION WITH THE ROLE OF CAPITATION GRANT IN PROMOTING FREE EDUCATION

G.1. How satisfied are you with the role of CG in promoting free education through each of the following areas? Would you say you are very satisfied, satisfied, dissatisfied or very dissatisfied? Ushimishijwe bingana iki n'uruhare rw'amafaranga leta iha buri munyeshuri mu guteza imbere uburezi kuri bose binyuze muri ibi bikurikira? Ese biragushimishije cyane, biragusghimishije, bigushimishije buhoro, ntibigushimishije cyangwa ntibigushimishije na gato?

	Not satisfied at all/ Nticyanshimi shije na mba	not satisfied/ Nticyanshi mishije	somewhat satisfied/ Cyanshimishije buhoro	Satisfied/ Cyarashi mishije	very satisfied/ Cyarashimi shije cyane
<p>G.1.1. Reduction of the distance between home and school /Kugaba intera iri hagati y'ishuri n'aho abanyeshuri batuye</p>	0	1	2	3	4
<p>G.1.2. Increasing teachers' motivation/ Kuzamura umurava wa mwarimu</p>	0	1	2	3	4
<p>G.1.3. Increasing access to primary education/Korohereza abana bose kwiga amashuri abanza</p>	0	1	2	3	4



G.1.4. Increasing access to secondary education/ Korohereza abana b'abakene kwiga amashuri yisumbuye	0	1	2	3	4
G.1.5. Improve the quality of what learners learn at school/ Kuzamura ireme ry'ubumenyi abanyeshuri bahabwa mw'ishuri	0	1	2	3	4
G.1.6. Increasing the quantity of school infrastructure/Kongera ubwinshi bw'ibikorwaremezo by'amashuri	0	1	2	3	4
G.1.7. Increasing the quality of school infrastructure/ Kongera ireme ry'ibikorwaremezo by'amashuri	0	1	2	3	4
G.1.8. Improving working conditions of teachers/Kuzamura uburyo mwarimu akoreramo	0	1	2	3	4



PUPILS' QUESTIONNAIRE

Province Intara	East Iburasirazuba	1	West Iburengerazuba	2	South Amajyepfo	3	North Amajyaruguru	4	Kigali city Umujyi wa Kigali	5
District (see the district code)/Akarere										
School (see the school code)/Ikigo cy'ishuri										

Hello. My name is _____ and I am an independent researcher working with Transparency Rwanda. We are conducting a study on Transparency and Accountability in the management of resources allocated to the Nine year basic education program in Rwanda. We are conducting interviews with parents, teachers and pupils countrywide. You have been chosen randomly, and we would like to interview a couple of teachers, parents and pupils. All of the information you give us is completely confidential. This information will be combined with that provided by thousands of other Rwandans. There will be no way to identify your individual answers, so please feel free to tell us what you really think.

If you feel uncomfortable, you may refuse to answer any question, or end the interview at any time without any negative consequences.

Notice: The eligible respondent is any learner who has been studying in a local primary or ordinary level school this for at least the last 1 school year. In case this criterion is not met, please end the interview and move to the next selected respondent.

Muraho. Nitwa,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,ndi umushakashatsi ukorera Umuryango witwa Transparency Rwanda ufite icyicaro i Kigali.Turakora ubushakashatsi bugamije kumenya icyo abanyarwanda batekereza imikoreshereze y'amafaranga atangwa na leta kuri buri munyeshuri. Ubu bushakashatsi bukorerwa mu gihugu cyose habazwa ababyeyi, abarimu n'abanyeshuri. Twagutoranije mu buryo bwa tombola kandi turifuza kugirana ikiganiro nawe Ibyo tunganira ntibizigera bitangazwa kw'izina ryawe, ahubwo bizashyirwa hamwe n'iby'abandi banyarwanda babazwa hatitawe kumazina y'ababitanze, Bityo rero ntugire impungenge zo kutubwiza ukuri ku byo utekereza.

Nihagira ikibazo wumva udashaka gusubiza wacyihorera, nanone uramutse wumvise



utagishaka gukomeza gusubiza , ntiwitinye nta ngaruka nimwe byakugiraho.

Icyitonderwa: Uwemerewe kubazwa uru rutonde rw'ibibazo ni umunyeshuri wese umaze nibura umwaka yiga mw'ishuri rya leta ribanza cg icyikiciro rusange. Usanze uwo watoranije atujuje ibi bimaze kuvugwa, reka kumubaza uru rutonde rw'ibibazo, umusezere mu kinyabupfura maze ujye ku ukurikiyeho mubo watoranije.

Age [WRITE IN]/Imyaka y'amavuko (yandike)											
Sex/Igitsina								M/gabo	1	F/gore	2
Class/Umwaka	P5	1	P6	2	S1	3	S2	4	S3	5	
# of years as pupil in this school/Imyaka amaze kuri iki kigo											

B. BENEFITS FROM THE CG/ IBYO AMAFARANGA LETA IGENERA UMUNYESHURI AKORESHAMO

Q1. have you benefited the following material from the Capitation Grant in the current school year? Muri uyu mwaka w'amashuri, wahawe ibitabo bikurikira?

For those in primary education										
Book of/Igitabo cya:										
Mathematics/Imibare	Yes/Yego	1	No/Oya	2	Yes but shared/yego ariko baragisangira	3				
English/Icyongereza	Yes/Yego	1	No/Oya	2	Yes but shared/yego ariko baragisangira	3				
Science/Ubumenyi	Yes/Yego	1	No/Oya	2	Yes but shared/yego ariko baragisangira	3				
Social Studies/ Ubumenyi mbonzambano	Yes/Yego	1	No/Oya	2	Yes but shared/yego ariko baragisangira	3				
French/Igifaransa	Yes/Yego	1	No/Oya	2	Yes but shared/yego ariko baragisangira	3				
Kinyarwanda/Ikinyarwanda	Yes/Yego	1	No/Oya	2	Yes but shared/yego ariko baragisangira	3				
For those in secondary education										
Mathematics/Imibare	Yes/Yego	1	No/Oya	2	Yes but shared/yego ariko	3				



					baragisangira	
English/Icyongereza	Yes/Yego	1	No/Oya	2	Yes but shared/yego ariko baragisangira	3
Political Science/ Ubumenyi muri politiki	Yes/Yego	1	No/Oya	2	Yes but shared/yego ariko baragisangira	3
Biology/ Ibinyabuzima	Yes/Yego	1	No/Oya	2	Yes but shared/yego ariko baragisangira	3
French/Igifaransa	Yes/Yego	1	No/Oya	2	Yes but shared/yego ariko baragisangira	3
Kinyarwanda/Ikinyarwanda	Yes/Yego	1	No/Oya	2	Yes but shared/yego ariko baragisangira	3
Chemistry/Ubutabire	Yes/Yego	1	No/Oya	2	Yes but shared/yego ariko baragisangira	3
Physics/Ubugenge	Yes/Yego	1	No/Oya	2	Yes but shared/yego ariko baragisangira	3
Entrepreneurship/aMA	Yes/Yego	1	No/Oya	2	Yes but shared/yego ariko baragisangira	3
History/Amateka	Yes/Yego	1	No/Oya	2	Yes but shared/yego ariko baragisangira	3
Geography/Ubumenyi bw'isi	Yes/Yego	1	No/Oya	2	Yes but shared/yego ariko baragisangira	3

Q2.If Yes when was each of the books provided? Kuri buri gitabo abanyeshuri bahawe, vuga igihe bakiboneye

Books/ Ibitabo	In the beginning of the 1 st term/Mu ntangiriro y'igihembwe cya mbere (4)	In the middle of 1 st term/ Hagati mu gihembwe cya mbere (3)	In the end of the 1 st term/Mu mpera z'igihembwe cya mbere (2)	In the 2 nd term or later/ Mu gihembwe cya kabiri cg nyuma yacyo (1)	Don't Know/Simbizi (99)
Mathematics/Imibare					



English/Icyongereza					
Science/Ubumenyi					
Social Studies/ Ubumenyi mbonezamubano					
French/Igifaransa					
Kinyarwanda/Ikinyarwanda					
Mathematics/Imibare					
English/Icyongereza					
Political Science/ Ubumenyi muri politiki					
Biology/ Ibinyabuzima					
French/Igifaransa					
Kinyarwanda/Ikinyarwanda					
Chemistry/Ubutabire					
Physics/Ubugenge					
Entrepreneurship/aMA					
History/Amateka					
Geography/Ubumenyi bw'isi					

Q3.If Not "In the beginning of the 1 st term", did you complain? Niba batarabibonye mu ntangiriro z'igihembwe cya mbere, wigeze ubaza impamvu byatinze?	Yes/Yeg o	1	No/Oya	2
Q4.If No, why? Niba utarabajije vuga impamvu	1. 2. 3.			
Q5.If yes whom did you complain to? Niba ari yego, wabajije nde?	1. Head-teacher/Umuyobozi w'ikigo 2.PTA/Komite y'ababyeyi n'abarimu 3.DEO/Ushinzwe uburezi ku karere 4. Other (specify)/Undi (muvuge).....			



Q6. Was your problem solved? Ikibazo cyawe cyarasubijwe?		Yes/Yego	1	No/Oya	2
		o			
Q7. If yes, how satisfied were you? Wishimiye ute igisubizo wahawe? Ese cyaragushimishije cyane, cyaragushimishije, cyagushimishije buhoro, ntiyagushimishije cyangwa ntiyagushimishije na mba?	Not satisfied at all (0)/ Ntiyashimishije na mba	not satisfied(1) Ntiyashimishije	somewhat satisfied(2) Cyashimishije buhoro	satisfied (3) Cyarashimishije	very satisfied (4) Cyarashimishije cyane

Q8. Has your school acquired any of the following items as a benefit of the capitation grant over the period 2008-2011? Mu myaka ite y'amashuri ishize (2008-2011), iki kigo kigeze kibona ibi bikurikira bivuye mu mafaranga atangwa na leta kuri buri munyeshuri?

Clean water/Amazi meza	Yes/Yego	1	No/Oya	2	Don't Know/Simbizi	99
Electricity/Amashanyarazi	Yes/Yego	1	No/Oya	2	Don't Know/Simbizi	99
Sanitation/Ubwiherero n'ibi bikoresho-sukura	Yes/Yego	1	No/Oya	2	Don't Know/Simbizi	99
Telephone/Telefone	Yes/Yego	1	No/Oya	2	Don't Know/Simbizi	99
Sick room/first aid/Ivuriro ry'ibanze	Yes/Yego	1	No/Oya	2	Don't Know/Simbizi	99
Sport infrastructure and equipment/Ibikoresho by'imikino n'imyidagaduro	Yes/Yego	1	No/Oya	2	Don't Know/Simbizi	99
Computer lab	Yes/Yego	1	No/Oya	2	Don't Know/Simbizi	99
New classrooms	Yes/Yego	1	No/Oya	2	Don't Know/Simbizi	99
Repairing of existing classrooms	Yes/Yego	1	No/Oya	2	Don't Know/Simbizi	99



Q9.Looking back to both last and current school year, did you file any complain or make any order relating to issues initially covered by the CG other than those discussed above? Muri uyu mwaka w'amashuri ndetse n'umwaka ushize, waba warigeze utanga ikibazo uretse ibyo tumaze kuvuga, kirebana n'amafaranga Leta itanga kuri buri munyeshuri?		Yes/Yego	1	No/Oya	2		
Q10.If yes, what was the claim/order about (List up to 3)? Niba ari yego, ni ikibazo kihe? Nturenze bitatu.		<ol style="list-style-type: none"> 1. 2. 3. 					
Q11.Whom did you claim to? Wagishyikirije nde?		<ol style="list-style-type: none"> 1. Head-teacher/Umuyobozi w'ikigo 2.PTA/Komite y'ababyeyi n'abarimu 3.DEO/Ushinzwe uburezi mu karere 4. Police/Polisi 5. Local leader/Inzego z'ibanze 6. Other (specify)/Undi (Muvuge)..... 					
Q12.Did you get a feedback?		Yes/Yego	1	No/Oya	2		
Q13.If yes, how satisfied were you? Wishimiye ute igisubizo wahawe? Ese cyaragushimishije cyane, cyaragushimishije, cyagushimishije buhoro, ntiyagushimishije cyangwa ntiyagushimishije na mba?	Not satisfied at all (0)/ Ntiyanshimishije na mba	not satisfied(1) Ntiyanshimishije	somewhat satisfied(2) Cyanshimishije buhoro	satisfied (3) Cyarashimishije	very satisfied (4) Cyarashimishije cyane		





CORRUPTION

Q14. Have you been kicked out of school for fail to pay any contribution for education over the last or current school year? Wigeze wirukanwa mw'ishuri bitewe no kutishyura umusanzu wasabwe n'ishuri, mu mwaka w'amashuri ushize cg muri uyu mwaka w'amashuri?	Yes/Yego	1		No/Oya	2	
Q15. If yes how many times? Niba byarabaye, ni kangahe?	One/ Incuro imwe	1	Two/ Incuro ebyiri	2	>Thre e/Incur o eshatu	3
Q16. Has any schoolmate been kicked out of school for failure to pay school fee or any other contribution since the last school year? Hari umunyeshuri mwigana wigeze yirukanwa mw'ishuri bitewe no kutishyura umusanzu wasabwe n'ishuri, mu mwaka w'amashuri ushize cg muri uyu mwaka w'amashuri?	Yes/Yego	1		No/Oya	2	
Q17. If yes how many times?	One/ Incuro imwe	1	Two/ Incur o ebyiri	2	>Thre e/Incur o eshatu	3

SATISFACTION WITH THE ROLE OF CAPITATION GRANT IN PROMOTING FREE EDUCATION

Q18. How satisfied are you with the role of CG in promoting free education through each of the following areas? Would you say you are very satisfied, satisfied, dissatisfied or very dissatisfied? Ushimishijwe bingana iki n'uruhare rw'amafaranga leta iha buri munyeshuri mu guteza imbere uburezi kuri bose binyuze muri ibi bikurikira? Ese biragushimishije cyane, biragusghimishije, bigushimishije buhoro, ntibigushimishije cyangwa ntibigushimishije na gato?



	Not satisfied at all (0)/ Nticyanshimishije na mba	not satisfied(1) Nticyanshimishije	somewhat satisfied(2) Cyanshimishije buhoro	satisfied (3) Cyarashimishije	very satisfied (4) Cyarashimishije cyane
Reduction of the distance between home and school /Kugaba intera iri hagati y'ishuri n'aho abanyeshuri batuye					
Increasing teachers' motivation/ Kuzamura umurava wa mwarimu					
Increasing access (enrolment) to primary education/Kongera umubare w'abiga amashuri abanza					
Increasing access (enrolment) to secondary education/ Kongera umubare w'abiga amashuri yisumbuye					





Improve the quality of what learners learn at school/ Kuzamura ireme ry'ubumenyi abanyeshuri bahabwa mw'ishuri					
Decreasing teachers' absenteeism/ Kugabanya gusiba kw'abarimu					
Decreasing learners drop-out/Kugabanya umubare w'abanyeshuri bacikishiriza amashuri					