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**Quantitative Service Delivery Survey (QSDS) on the  
community involvement in the management of school  
resources allocated to 9YBE Program in Rwanda**



DEC 2013





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## ACRONYMS

DfID-	UK Department for International Development
ESSP-	Education Sector Strategic Plan
FGDs-	Focus Group Discussions
9-12YBE-	Nine to twelve years Basic Education
PETS-	Public Expenditure Tracking Survey
PTA-	Parents-Teachers Association
PTC-	Parents-Teachers Committee
QSDS-	Quantitative Service Delivery Service
REB-	Rwanda Education Board
SAC-	School Audit Committee
SMC-	School Management Committee
SPSS-	Statistical Package for Social Sciences
TI-Rw-	Transparency International Rwanda

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Lastly, we appreciate the generous support made to the project, Innovation for Education, by the UK Department for International Development (DfID) for making available the necessary funds.

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# Executive Summary

The Quantitative Service Delivery Survey (QSDS) is an initiative of Transparency International Rwanda (TI-Rw) in response to the call for proposal launched in September 2012 by the Government of Rwanda in partnership with the British Department for International Development (DfID), aiming to promote innovative ideas to improve the quality of education in Rwanda

It was conducted to investigate the extent to which the community is involved in the management of resources allocated to the 9YBE. Specific objectives of this survey include:

- examining the role of community (parents, teachers) in the management of school resources (planning, budgeting, implementation)
- identifying existing mechanisms for community to hold schools leaders accountable (follow-up and assessment)
- analysing the effectiveness of existing mechanisms for community to hold schools leaders accountable, if any
- exploring challenges to community engagement in school resources management
- formulating operational recommendations to improve community engagement in the management of school resources

Quantitative approach was largely used through a structured questionnaire administered to both parents and teachers in schools involved in the Nine Year Basic Education Programme. In addition, a qualitative approach served to supplement the latter. It involved desk research, focus group discussions with both parents and teachers who are members of Parents-Teachers Committees (PTCs), and interviews with some head-teachers.

The survey covered four provinces and Kigali City and ten districts randomly selected from all 30 districts in Rwanda. From each selected district, two sectors (with a 9YBE programme)<sup>1</sup> and two cells from each sector were randomly sampled. At the cell level, two villages were randomly selected while at the village level, 15 households were randomly chosen from the list of households kept by the Heads of Villages. A parent (i.e. any permanent household member) aged 18 or above was selected from each household using the Kish<sup>2</sup> grid technique.

As regards the desk research, based on a relevant template designed to this end, it involved the review of different aspects of school management in 70 schools located in the 10 surveyed

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districts. These include school infrastructure and equipment, management of financial and other resources, level of accountability, empowerment and engagement of members of the school management committee in fulfilling their role in the management of school, as well as the involvement of different actors in education.

Some of the key findings include the following:

Concerning respondents' awareness of committees/structures in charge of school management, it emerged that the large majority of parents and teachers (90% or above) are aware of major school management committees such as Parent-Teachers Committees (PTCs), parents-teachers association (PTA) and school management committee (SMC).

Concerning the awareness of the composition of the above committees/structures, the study suggests that parents and teachers are the categories most known as PTA members by respondents. For example, 9 in 10 teachers know these categories while the proportion of parents who know them, remains lower than that of teachers, though also very high (above 80%). However, the data suggests lower proportions of respondents who know learners as members of this committee. Around 5 in ten 10 parents and 7 in 10 ten teachers mentioned learners as members of the PTA. Surprisingly, other categories of PTA members seem not to be known by the respondents.

The study also suggested that, as if for the PTA, teachers are more knowledgeable than parents with regard to the composition of PTC members. Again, other members of PTC members such as head-teacher, learners' representatives and school prove to be either less or not known at all.

It also revealed a little knowledge of the composition of the school audit committee by both teachers and parents. They know few members of this committee. Overall, the study reveals higher proportions of teachers than parents who know those committees.

The assessment of parents and teachers participation in school resources management indicated that the majority of parents (close to 76%) attended the meeting of PTA two times (out of three) at least over the last 12 months, while close to 2 in 10 attended it once. Likewise, teachers' participation in PTA meetings reveals that close to 8 in 10 teachers attended PTA meetings at least two times over the last 12 months. Parents are generally invited in PTA meetings, and that in some schools the majority of them attend. However, it was also revealed that in some schools, the majority of parents feel indifferently and do not attend. Some parents still feel that their children's education is solely government's business.

It also emerged that various issues in the competence of PTA are discussed in meetings attended by both parents and teachers. They include academic issues, school development issues, school orientation and programmes, parents' contribution as well as school laws and regulations.

However, issues involving school finance and budget emerged among those less cited by respondents except that of approving parents' contribution. These include approving school annual budget and electing members of PTC (meant to contribute in overseeing the execution of school budget among other things). Furthermore, the study suggested a perceived high level of active participation of parents and teachers in PTA meetings through expressing their views.

The survey also indicated a high level of parents and teachers' satisfaction (71.4% and 70.5% respectively) with PTC in relation to its effectiveness in fulfilling its duties. Satisfaction proves slightly higher when it comes to calling and chairing PTA meeting (76.9%) as well as submitting reports (74.3%). However, it is lower in relation to examining and approving the school budget (65.5%) and participation in school financial management.

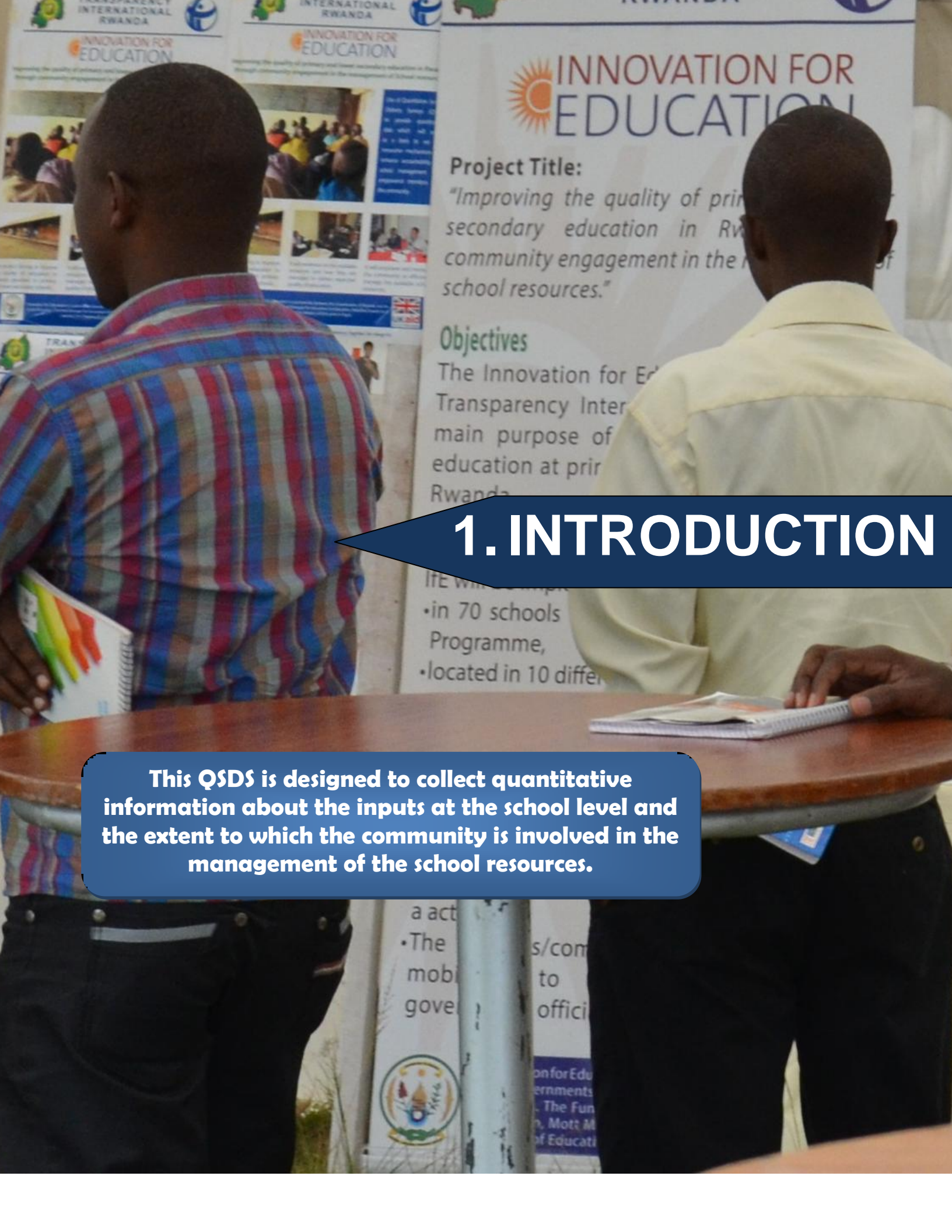
Concerning channels/mechanisms parents and teachers have when it comes to holding school leaders accountable over financial resources management, it emerged from the survey that the majority of parents (74.9%) and teachers (83.9%) have such mechanisms. However, 25.1% of parents and 16.1% teachers feel that they do not have any mechanisms to do so. In this regard, PTAs, PTCs prove to be main channels available for parents to hold school leaders accountable. Around 6 in 10 and close to 5 in 10 parents mentioned PTAs and PTCs.

Surprisingly, the study revealed that holding school leaders accountable in case of resources misuse remains problematic, given that only less than 30% of those who witnessed or heard of a case of school funds/resources misuse did report it. Reasons behind such underreporting about such cases include among others, fear of consequences, feeling that it is not their business, feeling that reporting would be fruitless, lack of evidence, and that someone else had already reported about it.

As far as limitations to community engagement in school resources management is concerned, the feeling that such participation is not their business implying that it is a responsibility of the government and people with special skills, the feel that people are not offered enough space to participate., the fact that such participation is time consuming while they have other activities to carry out both at school and at home, emerged as major challenges.

Some recommendations were formulated on the basis of these findings in a bid to take up the challenges revealed by the study. One of the recommendations urges education stakeholders including the Ministry of Education through district/sector education officers, newly established community education workers, and other interested education partners The same education stakeholders should mobilise parents and teachers not only on their role in holding school leaders accountable but also their participation in school management through both PTAs and PTCs. In particular, parents should be helped to understand that education should not be a sole responsibility of the government (teachers, head-teachers, etc.), but that their role also very vital.





# 1. INTRODUCTION

**This QSDS is designed to collect quantitative information about the inputs at the school level and the extent to which the community is involved in the management of the school resources.**



## 1.1 Background

The Quantitative Service Delivery Survey (QSDS) was initiated in order to collect baseline statistical information on the management of the 9YBE schools, particularly with regard to the existence or non-existence of key scholastic resources as well as their management. This was in response to the call for proposal launched in September 2012 by the Government of Rwanda in partnership with the British Department for International Development (DfID) whose ultimate objective was to improve the quality of education in Rwanda through innovative ideas.

The rationale for this project came from the Public Expenditure Tracking Survey (PETS) conducted by TI-Rw in 2011 to examine the resource flow of the Capitation grant for the nine years basic education (9-12YBE). The findings did not indicate any significant leakage of funds from the national level down to the schools; the most important challenges identified were the late disbursement due mainly to the delays in reporting and the non-compliance with financial procedures of the use of the capitation grant. The reason for the delays in reporting and the failure to comply with financial procedures were all linked to the role of the school management committee that is responsible for the control and compliance of management procedures. A further study from IPAR<sup>3</sup> confirmed that the schools collect a considerable amount of resources from parents and other donors, which are not well recorded and accounted for. It is therefore difficult to exercise accountability and to ensure the efficient use of these funds.

Given the findings of the PETS, the Innovation for Education project aims to improve the quality of education provided in primary and lower secondary school by monitoring the management of resources available at those levels. To achieve the Millennium Development Goal of basic education for all by 2015, Rwanda introduced the capitation grant in 2003 for fee free education in primary and lower secondary schools. This initiative has shown remarkable results in terms of access, lower dropout rates and equity. Statistics from MINEDUC<sup>4</sup> indicates that the net enrolment rate in primary schools went up from 75% in 2002 to 92% in 2003 and kept increasing during the following years. With regard to equity, the capitation grant has helped to narrow the gap in access to education between the poor and the rich, between urban and rural areas as well as between girls and boys. Retention strategies have been put in place such as school feeding and de-worming programs.

However, the increase in the enrolment rate has not been accompanied by an improvement of the quality of education; it has rather brought new challenges such as a need for more teachers and classrooms. A number of measures have been taken to address these new issues, and the authorities have introduced reduced class sizes through double-shifts, adapted the curriculum to the changes, provided specialisation training for primary teachers and undertaken the

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<sup>3</sup> “School funding and Equity in Rwanda: An Interim Discussion Paper” published in March 2012

<sup>4</sup> Education Management Information System

construction of new classrooms where also the community was greatly involved. Furthermore, an additional measure for the improvement of the quality of education has been to put focus on the availability of a sufficient number of trained teachers who are motivated, committed and willing to stay in the profession.

Despite these measures, one of the remaining challenges affecting the quality of education is the poor school management capacity for effective delivery of education services. This lack of capacity and the need to address it have indeed also been mainstreamed into the seven priorities of the Rwandan Education Sector Strategic Plan (ESSP) 2010-2015.

The plan outlines different ways to reduce the lack of capacity in school management committees including the mobilisation of more resources to deal with the funding gaps, improved accountability, monitoring and evaluation through school boards and Parents Teachers Committees (PTCs) in addition to comprehensive training in school management and development.

Innovation for Education project being implemented by Transparency International Rwanda, intends to focus on the first theme of the Innovation Fund (accountability and empowerment) with the aim to contribute to bringing solutions to the lack of capacity in school management committees. The initial activity, whose findings are presented in this report, was to gather evidence on the existing resources at primary and lower secondary school level (inputs at school level) and find out to which extent the community is involved in the school management to deliver the expected quality of education (outputs at school level). For this purpose, a quantitative service delivery survey (QSDS) was designed and applied to this end.

The QSDS applied to education sector may collect and analyse a variety of information regarding different aspect of the school ranging from the access to utilities (water, electricity, etc.) to information about the governance of the school (how it is organised, how frequent is the supervision and by who, how is the reporting system and the feedback mechanisms, etc.). Other features a QSDS can examine are the availability of classrooms, learning materials and other infrastructure (tables and chairs, play grounds, etc.), information about the head teacher and teachers (number of students per teacher, number of hours per teacher, etc.), as well as about school fees, resources from the government and from other donors. Moreover, a QSDS looks at both the community involvement in the management of school resources and the enhancement of the school's academic performance/outcomes (for example the number of students who took the leaving exam and those who passed them). Additionally, it can explore the link between those elements, focusing on the impact that a well-established and functioning school management committee may have on the other defined elements.

There is no information available of whether a QSDS has been used in Rwanda to measure the performance in the education sector, and the TI-Rw Innovation for Education project provides an opportunity to set a baseline for subsequent evaluations.

This QSDS is therefore designed to collect quantitative information about the inputs at the school level and the extent to which the community is involved in the management of the school resources. Additionally, the information gathered through the QSDS will serve as a basis not only for advocacy campaigns but also for the orientation of subsequent activities including the training of school management committees, preparation of their annual operational plan, monitoring and evaluation of the operational plans as well as the recognition of the best performers.

## 1.2 Objectives

The QSDS developed for the TI-Rw Innovation for Education project seeks to examine the extent to which the community is involved in the management of resources allocated to the 9-12YBE. Specifically, the study aimed to:

- Examine the role of the community (parents, teachers) in the management of school resources (planning, budgeting, implementation)
- Identify existing mechanisms for the community to hold schools leaders accountable (follow-up and assessment)
- Analyse the effectiveness of existing mechanisms (if any) for the community to hold school leaders accountable
- Identify challenges to community engagement in school resources management
- Formulate operational recommendations to increase community engagement in the management of school resources

## 1.3 Methodology

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

### 1.3.1 Approaches and data collection instruments

This QSDS was carried out with two categories of the citizens, including parents with children in the 9YBE programme and teachers in the same programme.

**The questionnaire** was the core tool used to collect data. In addition, focus group discussions and individual interviews were used to complement the quantitative data. More precisely, a household survey was conducted using a questionnaire to assess the level of parents' participation in the management of resources allocated to the 9-12YBE programme. At the



school level, the questionnaire was administered to teachers. **Focus group discussions (FGDs) and interviews** were organised with parents involved in PTCs and teachers, while individual interviews were held with head-teachers.

The **desk research** involves the review of different aspects of school management in 70 schools located in the 10 surveyed districts. These include school infrastructure and equipment, management of financial and other resources, level of accountability, empowerment and engagement of members of the school management committee in fulfilling their role in the management of school, as well as the involvement of different actors in education. An appropriate template for the desk research was designed and is annexed to this report.

### 1.3.2 Sampling strategy

The sampling for the QSDS involved two main categories of stakeholders, teachers in 9YBE and the parents of students. The sample size was calculated using the Raosoft sample size calculator's formula<sup>5</sup>. For this study, two samples of respondents were derived from two sampling frames and categories of parents and teachers. According to the methodology, the sample size does not significantly change for populations larger than 20,000. Using this estimation, the confidence level is set to 95% with a margin of error of 2.8 % for parents and 4% for teachers. Consequently, the study used a sample size of 1200 parents and 600 teachers totalling 1800 respondents. Ten districts from all provinces and Kigali city were randomly selected. The sample size in each province and district is distributed as follows:

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

Administrative entity		Respondents category	
Province	District	Parents	Teachers
<b>KIGALI CITY</b>	Kicukiro	120	60
<b>EST</b>	Nyagatare	120	60
	Kirehe	120	60
<b>NORTH</b>	Gicumbi	120	60
	Musanze	120	60
<b>SOUTH</b>	Nyaruguru	120	60
	Gisagara	120	60
	Ruhango	120	60
<b>WEST</b>	Nyamasheke	120	60
	Nyabihu	120	60
	Total	1200	600

1.1  $n = \frac{N(zs/e)^2}{N-1+(zs/e)^2}$  Where  $z = 1.96$  for 95% level of confidence,  $s = p(1-p)$   $p =$  estimated proportion,  $e =$  desired margin of error and  $N =$  population size

The citizens' survey used a multilevel sampling technique where sampling was undertaken on five different administrative levels. These represent the administrative structure of Rwanda and consist of province, district, sector, cell and village level.

While representing the four provinces and Kigali City, ten districts were randomly selected from all 30 districts in Rwanda. From each selected district, two sectors (with a 9-12YBE programme)<sup>6</sup> and two cells from each sector were randomly sampled. At the cell level, two villages were randomly selected while at the village level, 15 households were randomly chosen from the list of households kept by the Heads of Villages. A parent (i.e. any permanent household member) aged 18 or above was selected from each household using the Kish<sup>7</sup> grid technique.

Considering the selection of teachers, they were picked from schools with 9-12YBE programmes that are nearby the sectors selected for the citizens' survey. At the school level, teachers were randomly chosen from the teachers list, but had to have been teaching in the school for at least two school years to be eligible for participation in the study. Before starting the main fieldwork and survey, the questionnaire was tested on a smaller test group to allow for amendments to the questionnaire according to comments and input received.

The quantitative survey was then complemented with a qualitative phase, which consisted of twenty focus groups discussions (i.e. four per province) which addressed specific issues that had emerged from the quantitative survey. In addition, individual interviews were held with a number of head teachers in selected schools.

### 1.3.3 Data collection

The data collection was carried out by interviewers and team leaders that had been recruited and trained on the QSDS methodology. The training covered issues such as survey methods, questionnaire structure and content, interviewers/supervisors' responsibilities, as well as survey ethics. The interviews and focus group discussions were facilitated by the researchers and consultants with previous experience in this area.

- **Pilot Survey**

Before starting the data collection process a "pilot survey" was organized in a sector different from those covered by the full survey. The pilot survey allowed for the testing of the research tools and modifications in terms of clarity, wording, coherence and consistency of the questions according to the input received. It also served as an opportunity for interviewers and supervisors to get acquainted with the research tools they were to use during the actual survey. After the

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<sup>6</sup> The list of sectors with 9YBE programme available at MINEDUC served as a sampling frame.

<sup>7</sup> Kish, Leslie. 1965. *Survey Sampling*. New York: John Wiley and Sons, Inc

piloting, key education stakeholders were invited to an *ad hoc* workshop where the research tools and methodology were validated.

- **Fieldwork supervision**

In order to ensure data quality, the data collection was supervised by supervisors and team leaders to minimize mistakes and errors.

#### 1.3.4 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 in the field, the quantitative data was recorded by data entry clerks under the supervision of an IT specialist specifically recruited for quality assurance purposes. After the data entry and cleaning by the IT specialist, graphs and tables were generated based on the tabulation plan, which provided the basis for the analysis.

#### 1.3.5 Quality control

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

- ✓ 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
- ✓ Supervision of data collection and entry activities
- ✓ Use of widely recognized SPSS software for data analysis

#### 1.3.6 Ethical considerations

Several ethical measures were taken into account throughout this study to ensure that the respondents' privacy was respected. Interviewees' confidentiality was granted to all respondents, and the surveyors ensured all participants had given a verbal informed consent, whereby respondents were provided with all the necessary information about the research before giving their consent. In addition, research ethics were applied through the objectivity in research design, data collection, analysis and interpretation to ensure that the whole research process complies with these ethical considerations.





## 2. PRESENTATION OF KEY FINDINGS

While the previous chapters focused on aspects such as the study background, objectives and methodology, this chapter presents key findings from the survey. In addition to the respondents' demographics, this chapter presents the findings on various dimensions of community engagement in school resources management, with a particular emphasis on parents and teachers.

## 1.4 Demographics

The demographics of the respondents selected to participate in the survey are presented in the following tables with a distribution according to district, province, sex, age, type of residence and level of education.

**Table 2: Distribution of respondents by district and province**

Province	District	# of respondents by district	% of respondents by district	# of respondents by province	% of respondents by province
<b>Parents</b>					
<b>Kigali City</b>	KICUKIRO	123	10.5%	<b>123</b>	<b>10.5%</b>
<b>South</b>	GISAGARA	121	10.4%	<b>355</b>	<b>30.4%</b>
	NYARUGURU	114	9.8%		
	RUHANGO	120	10.3%		
<b>East</b>	KIREHE	117	10.0%	<b>240</b>	<b>20.5%</b>
	NYAGATARE	123	10.5%		
<b>North</b>	GICUMBI	119	10.2%	<b>242</b>	<b>20.7%</b>
	MUSANZE	123	10.5%		
<b>West</b>	NYABIHU	121	10.4%	<b>208</b>	<b>17.8%</b>
	NYAMASHEKE	87	7.4%		
<b>TOTAL</b>		<b>1168</b>	<b>100.0%</b>	<b>1168</b>	<b>100.0%</b>
<b>Teachers</b>					
<b>Kigali City</b>	KICUKIRO	60	10.0%	<b>60</b>	<b>10.0%</b>
<b>South</b>	GISAGARA	57	9.5%	<b>178</b>	<b>29.7%</b>
	NYARUGURU	60	10.0%		
	RUHANGO	61	10.2%		
<b>East</b>	KIREHE	60	10.0%	<b>119</b>	<b>19.9%</b>
	NYAGATARE	59	9.8%		
<b>North</b>	GICUMBI	60	10.0%	<b>119</b>	<b>19.9%</b>
	MUSANZE	59	9.8%		
<b>West</b>	NYABIHU	61	10.2%	<b>123</b>	<b>20.5%</b>
	NYAMASHEKE	62	10.4%		
<b>TOTAL</b>		<b>599</b>	<b>100.0%</b>	<b>599</b>	<b>100.0%</b>

As shown in the table above, respondents are almost equally distributed (around 10%) in all districts selected for this survey. However, the distribution of respondents by province took into account the proportions of the general population by province as per the population projection<sup>8</sup>.

**Table 3: Distribution of respondents by sex, type of residence, age and education level**

Variable		Parents		Teachers	
		Frequency	%	Frequency	%
Sex	M	562	48.1%	356	59.4%
	F	606	51.9%	243	40.6%
	<b>Total</b>	<b>1168</b>	<b>100.0%</b>	<b>599</b>	<b>100.0%</b>
Type of residence	Urban	226	19.3%	123	20.5%
	Rural	942	80.7%	476	79.5%
	<b>Total</b>	<b>1168</b>	<b>100.0%</b>	<b>599</b>	<b>100.0%</b>
Age	18-24	12	1.0%	25	4.2%
	25-29	78	6.7%	173	28.9%
	30-34	135	11.6%	131	21.9%
	35-39	249	21.3%	104	17.4%
	40-44	268	22.9%	77	12.9%
	45-49	194	16.6%	35	5.8%
	50-54	126	10.8%	31	5.2%
	55-59	57	4.9%	15	2.5%
	60+	49	4.2%	8	1.3%
<b>Total</b>	<b>1168</b>	<b>100.0%</b>	<b>599</b>	<b>100.0%</b>	
Education Level	None	235	20.1%		
	Primary	654	56.0%		
	Post-Primary	125	10.7%		
	Secondary	135	11.6%	336	57.1%
	Tertiary	19	1.6%	242	42.9%
	<b>Total</b>	<b>1168</b>	<b>100.0%</b>	<b>588</b>	<b>100.0%</b>

While the proportion of female parents is slightly higher than that of male ones (also reflected in the general population of Rwanda, where 51.8% are women, compared to 48.2% men), the proportion of male teachers proves higher (59.4%) than that of female ones (40.6%). The study was not able to verify whether this proportion of female and male teachers is reflected in the general population of teachers.

Around 8 in 10 parents and teachers live in rural areas while the remaining population live in urban districts. This corresponds well to the general population, since the Rwandan population is

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<sup>8</sup> National Institute of Statistics of Rwanda, *2012 Population and Housing Census: Provisional Results*, November 2012



largely rural. With regard to the age of respondents, it was deliberately decided, for practical and validity reasons that only people aged 18 and above were eligible to be surveyed in the category as parents. The data in the above table suggests that more than 60% of the respondents (cumulatively), both in the categories of parents and teachers, are less than 45 years old.

As far as the education level is concerned, close to 6 in 10 teachers have a secondary school certificate and the rest have a higher school education/university degree. In the parent category, only 12.2% of parents have at least a secondary school certificate, while nearly the same proportion (10%) has a post-primary level education. The majority of parents (56%) have finished primary school, while 20.1% never attended school.

## 1.5 Awareness of school structures/committees

This section examines the awareness of both parents and teachers with regard to the main school-based committees in charge of the school management. The focus is both on committees and on their composition (membership).

### 1.5.1 Awareness of main school-based committees

**Table 4: Proportion of parents and teachers who are aware of school-based committees**

	Parents		Teachers	
	Frequency	%	Frequency	%
Parent-Teacher Committee	1110	95.4%	593	99.2%
School Management Committee	1054	90.6%	588	98.7%
Parent-Teacher Association	1064	92.4%	585	98.5%
Audit Committee	648	58.1%	412	71.9%

The survey revealed that the large majority of parents and teachers (90% or above) are aware of the existence of the main school management committees. These include parents-teachers committees (PTC)/parents-teachers association (PTA) and school management committees. The data also suggests that teachers prove slightly more knowledgeable than parents about the existence of the main committees. However, the school audit committee proves to be less known by respondents. It also emerged from the focus group discussions (FGD) that some schools do not have such committees. It is also important to note that where this committee exists, the nature of this committee is such that it generally only involves individual staff members and have less interaction with the larger community of parents and teachers. This might therefore be one of the reasons for the lower proportions of respondents aware of the existence of this committee. Another explanation is that audit committees are newly created following the regulations in the new law governing the twelve year basic education programme (*Official Gazette No 31 of*

30/07/2012). It also emerged from interviews with head-teachers and in focus group discussions that the majority of the schools have not established audit committees yet. It is reasonable to assume that the level of awareness of these structures/committees is likely to influence the extent of parents and teachers' engagement in school management.

### 1.5.2 Awareness of the composition of the school-based committees

This section examines the awareness of both parents and teachers with regard to the members (composition) of the school based committees involved in school management. The emphasis is put on the main committees PTA/PTCs, SMCs and audit committees.

**Table 5: proportion of parents and teachers who are know the composition of the PTA**

	Parents		Teachers	
	Frequency	Percent (n=1134)	Frequency	Valid Percent (n=579)
All parents with children in this school	1002	88.4%	573	99.0%
All school teachers	963	84.9%	559	96.5%
All students	619	54.6%	401	69.3%
Others	140	12.3%	107	18.5%

As illustrated in the table above, parents and teachers prove to be the committee members that are most known by respondents. Nine in ten teachers know these member categories while the proportion of parents who know them remain lower than that of teachers, though also very high (above 80%). However, the data suggests lower proportions of respondents who know the students are also eligible as members of this committee. Around five in ten parents and seven in ten teachers mentioned students as members of the PTA. Surprisingly, other categories of PTA members do not seem to be known by the respondents. They include the head-teacher, other school staffs (non-teaching staff), school owners and deputies/representatives, local leaders from village and cell levels)<sup>9</sup>. It also emerged from FGDs that a majority confuse PTA with PTC and treat them as identical. The confusion is mainly linked to the fact that in Kinyarwanda these two structures are often interchangeably referred to as “*Inama y’ababyeyi n’abarimu*”, literally “parents and teachers’ meeting”.

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<sup>9</sup> *Law N°23/2012 of 15/06/2012 governing the organization and functioning of Nursery, Primary and Secondary Education* see also MINEDUC, *Imiterere n’imikorere by’Inama z’Ababyeyi n’Abarimu. Imbumbanyigisho y’Amahugurwa Agenewe Abagize Inama z’Ababyeyi n’Abarimu*, Werurwe, 2009



**Table 6: Proportion of parents and teachers who know the PTC composition**

	Parents		Teachers	
	Frequency	Percent (n=1151)	Frequency	Percent (n=584)
Parents' representative	995	86.4%	577	98.8%
Primary Teachers' representative	845	73.4%	526	90.1%
Secondary teachers' representative	808	70.2%	522	89.4%
School Legal representative (school owner) or his/her deputy	262	22.8%	224	38.4%
Sector Education Officer	129	11.2%	84	14.4%
District Educator Officer	80	7.0%	46	7.9%
Students' representative			17	2.9%

As for the PTA, the table above reveals that teachers are more knowledgeable than parents about the member categories of PTCs. Again, parents and teachers' representatives remain the most known members by the respondents.

Other categories of PTC members are either less known or not known at all. These include head-teachers, students' representatives and school owners. In FGD it was also revealed that even some PTC members were not well informed about the composition of this same committee.

Once again, the confusion between PTA and PTC was observed in the FGDs. It was also noted that members of PTCs have little knowledge about their responsibilities and those of the PTA, probably because a number of members are new.

In addition, the law governing the school-based management committees is still very recent as it was passed in mid-2012. This lack of knowledge demonstrates the need to organise trainings on the legal responsibilities outlined by this law.

**Table 7: Proportion of parents and teachers who know the composition of the SMC**

	Parents		Teachers	
	Frequency	Percent (n=1147)	Frequency	Percent (n=580)
Head-teacher	967	84.3%	575	99.1%
Deputy head-teacher (director of studies)	807	70.4%	504	86.9%
Accountant	676	58.9%	497	85.7%
Parents' representative from PTC	293	25.5%	170	29.3%
Primary Teachers' representative	260	22.7%	203	35.0%
Secondary Teachers' representative	249	21.7%	196	33.8%
Primary learners' representative	134	11.7%	103	17.8%
Secondary learners' representative	124	10.8%	82	14.1%

Similar to other committees, teachers remain more knowledgeable than parents about the composition of the school management committee (SMC). The very large majority of teachers and parents identify at least the committee members of head-teacher, deputy head-teacher and accountant. However, other members are less known. The data likewise suggests that the majority of parents and teachers do not know that they should be represented in this committee

**Table 8: Proportion of parents and teachers who know of the School Audit Committee**

	Parents		Teachers	
	Frequency	Percent (n=1100)	Frequency	Percent (n=377)
Sector Education Officer	292	26.5%	189	50.1%
District education Officer	222	20.2%	119	31.6%
Parents' representatives	387	35.2%	312	82.8%
Teachers' representative	305	27.7%	242	64.2%
School owner	80	7.3%	69	18.3%

The table above demonstrates that both teachers and parents have poor knowledge of the school Audit Committee (SAC) composition. They can only identify few of its members. However, the data shows that parents and teachers' representatives in addition to sector education officers are the most well known members of the SACs. Teachers prove more knowledgeable than parents with regard to the SAC committee members. Audit committees are still a new committee since they were only established by the 2012 law<sup>10</sup>. The majority of PTC members in FGDs seemed to be unaware of this law, and the communities would need to be informed about the regulations of the law.

## 1.6 Community participation in school management (planning and budget execution)

**Table 9: Number of times parents and teachers who were invited and attended the school general assembly (PTA) in the past 12 months**

	Parents		Teachers	
	Frequency	Percent	Frequency	Percent
Once	205	17.7%	74	12.4%
Two times	435	37.5%	140	23.5%
Three times or more	445	38.4%	329	55.1%
Not even once	74	6.4%	54	9.0%
<b>Total</b>	<b>1159</b>	<b>100.0%</b>	<b>597</b>	<b>100.0%</b>

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<sup>10</sup> Law N°23/2012 of 15/06/2012 governing the organization and functioning of Nursery, Primary and Secondary Education

The data suggests a low proportion of parents (38.4%) who are regular participants (those who attend quarterly) in PTA meetings. However, it indicates that the majority of parents (close to 76% cumulatively) attended a PTA meeting at least two (out of three) times over the last 12 months, while close to two in ten attended it once. It emerged from the FGDs that parents are generally invited to PTA meetings, and that some of them do attend regularly. However, it was also revealed that some parents feel indifferent and do not attend. These are mainly parents who consider their children’s education solely a government responsibility. As far as teachers’ participation is concerned, close to eight in ten teachers attended PTA meetings at least twice over the last 12 months. Nevertheless, the table above indicates that 12.4% only attended once (out of three times), while 9% never attended a PTA meeting. Overall, the majority of both parents and teachers attend PTA meetings, though this attendance could be more regular.

It is worth noting that the desk research conducted in randomly selected schools running the 9YBE programme revealed that all schools hold sometimes meetings with parents as shown in the table below. The data was evidenced by the minutes of the meetings held by the school managers with parents, in selected schools. One can argue that although the proportion of parents who ever attended a school meeting over the past 12 months is high, some parents do not attend at all while they are invited. It emerged from interviews with some school principals that invitations are often written and sent to parents via their children, but sometimes they can be also verbal or both at the same time.

Moreover, desk research in selected schools revealed that less than a half of schools (27 out of 69 that were approached, that is 39.1%) organise “open days” whereby parents come and interact with school managers and teachers on both the learning of their children and the management of school resources. This result proves challenging in that the majority of schools do not provide such a forum which constitutes a good avenue for individualised parent-teacher’s dialogue and sometimes a mechanism for social accountability. But it was also noted that few parents attend such forums.

**Table 10: PTA meeting agenda**

	Parents		Teachers	
	Frequency	Percent (n=1065)	Frequency	Percent (n=547)
Discussing school orientation and programmes	381	35.8%	231	42.2%
Discussion on school development issues	533	50.0%	338	61.8%
Electing or replacing members of PTC	143	13.4%	55	10.1%
Approving school regulations	299	28.1%	214	39.1%
Approving school annual budget	111	10.4%	142	26.0%
Approving parents’ contribution	544	51.1%	230	42.0%
Discussion academic issues	809	76.0%	462	84.5%
Discipline	-	-	56	10.2%
Miscellaneous	-	-	36	6.6%

The survey indicates that various issues under the PTA mandate are discussed in meetings attended by both parents and teachers. Academic issues, school development issues, school orientation and programmes, parents' contribution as well as school regulations emerge as the most frequent agenda items discussed in PTA meetings. Issues concerning school finance and budget are also discussed, but according to respondents, financial issues are the least frequently discussed agenda items except from the approval of parents' contribution. Financial issues include the approval of the annual school budget and electing members of the PTC (meant to contribute to the oversight of the execution of school budget among other things).

It is worth noting that events such as the approval of the annual school budget, the election of members of PTC, etc. are not as frequently reoccurring as others. This is most likely the reason why they are less cited by respondents than other agenda items. However, it could also imply that the larger proportion of parents and teachers are not significantly involved in the school budgeting process because their representatives in the PTC do it on their behalf.

**Table 11: :Level of parents and teachers' participation through views/opinions expression in PTA meetings**

			Very low	Low	Somewhat High	High	Very High	Total	Score
<b>Parents</b>	<b>Parents' participation</b>	Fr	5	19	172	565	325	1086	4.09
		%	0.5%	1.7%	15.8%	52.0%	29.9%	100.0%	81.8%
	<b>Teachers' participation</b>	Fr	8	27	131	607	313	1086	4.10
		%	0.7%	2.5%	12.1%	55.9%	28.8%	100.0%	81.9%
<b>Teachers</b>	<b>Parents participation</b>	Fr	3	20	120	265	143	551	<b>3.95</b>
		%	0.5%	3.6%	21.8%	48.1%	26.0%	100.0%	<b>79.1%</b>
	<b>Teachers' participation</b>	Fr	2	21	47	275	206	551	<b>4.20</b>
		%	0.4%	3.8%	8.5%	49.9%	37.4%	100.0%	<b>84.0%</b>

The survey indicates a very high level of active participation of parents and teachers in PTA meetings. This is encouraging, since the survey indicates that parents and teachers do not merely attend but also actively participate and express their views in the PTA meetings.

**Table 12: Parents' satisfaction with PTC in fulfilling its duties**

		Non-Existent	Not satisfied at all	Not satisfied	Somewhat satisfied	Satisfied	Very satisfied	Total	Score
Inviting and presiding PTA meetings	Fr	1	12	58	207	611	194	1083	<b>3.84</b>
	%	0.1%	1.1%	5.4%	19.1%	56.4%	17.9%	100.0%	<b>76.9%</b>
Following-up the execution of PTA recommendations	Fr	3	26	72	257	539	114	1011	<b>3.63</b>
	%	0.3%	2.6%	7.1%	25.4%	53.3%	11.3%	100.0%	<b>72.5%</b>
Overseeing the school leadership with regard to observing school laws and regulations	Fr	3	21	76	288	493	110	991	<b>3.59</b>
	%	0.3%	2.1%	7.7%	29.1%	49.7%	11.1%	100.0%	<b>71.8%</b>
Participation in school financial management	Fr	27	39	101	216	366	80	829	<b>3.32</b>
	%	3.3%	4.7%	12.2%	26.1%	44.1%	9.7%	100.0%	<b>66.4%</b>
Examining and approving the school action plans	Fr	8	20	82	242	463	91	906	<b>3.55</b>
	%	0.9%	2.2%	9.1%	26.7%	51.1%	10.0%	100.0%	<b>71.0%</b>
Overseeing the behaviours of school students, teachers and learners	Fr	15	22	68	222	529	140	996	<b>3.65</b>
	%	1.5%	2.2%	6.8%	22.3%	53.1%	14.1%	100.0%	<b>73.1%</b>
Examining and finding solutions to critical issues facing the school	Fr	15	16	83	238	484	99	935	<b>3.56</b>
	%	1.6%	1.7%	8.9%	25.5%	51.8%	10.6%	100.0%	<b>71.2%</b>
Examining and approving the school budget	Fr	31	43	102	190	344	77	787	<b>3.28</b>
	%	3.9%	5.5%	13.0%	24.1%	43.7%	9.8%	100.0%	<b>65.5%</b>
Submitting reports to PTA	Fr	25	15	52	183	547	153	975	<b>3.71</b>
	%	2.6%	1.5%	5.3%	18.8%	56.1%	15.7%	100.0%	<b>74.3%</b>
Overall									<b>71.4%</b>

Overall, the survey reveals a high level of parents' satisfaction (71.4%) with PTC in fulfilling its duties. Satisfaction proves slightly higher when it comes to convening and chairing PTA meeting (76.9%) as well as submitting reports (74.3%). However, it is lower in relation to examining and approving the school budget (65.5%), and the participation in school financial management. To some extent, these findings challenge the role of community participation (through PTC) in both budget and financial management of schools. Several parents and teachers in FGDs implied that the majority of PTA members do not have enough knowledge to get involved in budget and financial management issues, while FGD participants maintained that they are not effectively provided a forum to get involved in these processes. This however seems to be a departure from the data collected the QSDS as the table below indicates.

The table below examines teachers' perceptions on the same question.

**Table 13: Teachers' satisfaction with PTC in fulfilling its duties**

		Non-Existent	Not satisfied at all	Not satisfied	Somewhat satisfied	Satisfied	Very satisfied	Total	Score
<b>Inviting and presiding PTA meetings</b>	Fr	3	4	44	136	290	111	588	<b>3.77</b>
	%	0.5%	0.7%	7.5%	23.1%	49.3%	18.9%	100.0%	<b>75.3%</b>
<b>Following-up the execution of PTA recommendations</b>	Fr	6	13	65	179	259	62	584	<b>3.47</b>
	%	1.0%	2.2%	11.1%	30.7%	44.3%	10.6%	100.0%	<b>69.4%</b>
<b>Overseeing the school leadership with regard to observing school laws and regulations</b>	Fr	8	16	38	176	279	71	588	<b>3.56</b>
	%	1.4%	2.7%	6.5%	29.9%	47.4%	12.1%	100.0%	<b>71.1%</b>
<b>Participation in school financial management</b>	Fr	20	24	55	123	268	71	561	<b>3.44</b>
	%	3.6%	4.3%	9.8%	21.9%	47.8%	12.7%	100.0%	<b>68.8%</b>
<b>Examining and approving the school action plans</b>	Fr	14	17	56	146	250	77	560	<b>3.49</b>
	%	2.5%	3.0%	10.0%	26.1%	44.6%	13.8%	100.0%	<b>69.7%</b>
<b>Overseeing the conduct of school leaders, teachers and students</b>	Fr	15	17	47	124	282	96	581	<b>3.60</b>
	%	2.6%	2.9%	8.1%	21.3%	48.5%	16.5%	100.0%	<b>72.0%</b>
<b>Examining and finding solutions to critical issues facing the school</b>	Fr	16	16	44	159	250	78	563	<b>3.50</b>
	%	2.8%	2.8%	7.8%	28.2%	44.4%	13.9%	100.0%	<b>70.0%</b>
<b>Examining and approving the school budget</b>	Fr	29	23	53	117	224	68	514	<b>3.34</b>
	%	5.6%	4.5%	10.3%	22.8%	43.6%	13.2%	100.0%	<b>66.8%</b>
<b>Submitting reports to PTA</b>	Fr	20	12	29	128	295	78	562	<b>3.60</b>
	%	3.6%	2.1%	5.2%	22.8%	52.5%	13.9%	100.0%	<b>72.0%</b>
<b>Overall</b>									<b>70.5%</b>

Teachers' satisfaction with the PTC fulfilling its duties is similar to the parents' satisfaction level. As indicated in the table above, the overall teachers' satisfaction reaches 70.5% compared to 71.4% for parents. The data also suggests that teachers are slightly more satisfied with the PTC in convening and presiding PTA meetings (75.3%), submitting reports to PTA (72%), overseeing the conduct of school leaders, teachers and students (72%), but less satisfied with the PTC's role in examining and approving the school budget (66.8%) as well as their participation in school financial management (68.8%). A combined reading of the two tables 12 and 13 suggests a concurrent opinion of both teachers and parents that the PTCs are least well-performing when it comes to budget and financial matters, though the level remains relatively high (above 65%).

**Table 14: Level of satisfaction with SMC in fulfilling its duties**

			Non-Existent	Not satisfied at	Not satisfied	Somewhat satisfied	Satisfied	Very satisfied	Total	Score
Parents	Elaboration of school budget	Fr	8	18	57	173	331	90	677	<b>3.58</b>
		%	1.2%	2.7%	8.4%	25.6%	48.9%	13.3%	100.0%	<b>71.6%</b>
	Execution of approved budget	Fr	9	24	55	182	327	78	675	<b>3.52</b>
		%	1.3%	3.6%	8.1%	27.0%	48.4%	11.6%	100.0%	<b>70.5%</b>
	School human resources management	Fr	7	16	51	142	460	156	832	<b>3.80</b>
		%	0.8%	1.9%	6.1%	17.1%	55.3%	18.8%	100.0%	<b>76.1%</b>
	School financial resource management	Fr	10	15	49	160	362	90	686	<b>3.63</b>
		%	1.5%	2.2%	7.1%	23.3%	52.8%	13.1%	100.0%	<b>72.6%</b>
	<b>Overall (parents)</b>									<b>72.7%</b>
Teachers	Elaboration of school budget	Fr	7	21	42	129	228	82	509	<b>3.56</b>
		%	1.4%	4.1%	8.3%	25.3%	44.8%	16.1%	100.0%	<b>71.3%</b>
	Execution of approved budget	Fr	7	18	53	132	205	74	489	<b>3.50</b>
		%	1.4%	3.7%	10.8%	27.0%	41.9%	15.1%	100.0%	<b>69.9%</b>
	School human resources management	Fr	1	11	18	98	301	141	570	<b>3.95</b>
		%	0.2%	1.9%	3.2%	17.2%	52.8%	24.7%	100.0%	<b>78.9%</b>
	School financial resource management	Fr	3	14	29	104	249	90	489	<b>3.74</b>
		%	0.6%	2.9%	5.9%	21.3%	50.9%	18.4%	100.0%	<b>74.8%</b>
	<b>Overall (teachers)</b>									<b>73.7%</b>

The table above indicates an overall high level of satisfaction of parents (72.7%) and teachers (73.7%) with the SMCs in fulfilling their duties. The level of satisfaction is highest in terms of human resource management (76.1% for parents and 78.9% for teachers) and lowest with regard to the execution of approved budgets (70.5% for parents and 69.9% for teachers). The data from the desk research in selected schools running the 9-12YBE programme revealed that about all schools have SMCs as shown in the figure below.

**Figure 1: Existence of School Management Committees (desk data)**



The data from desk research (figure above) in selected schools indicate that nearly all schools have school management committees as provided for by the law<sup>11</sup>. In addition, the figure

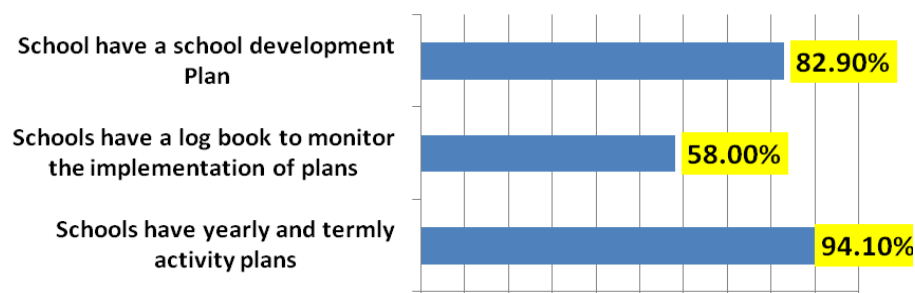
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<sup>11</sup> Law N°23/2012 of 15/06/2012 governing the organization and functioning of Nursery, Primary and Secondary Education

suggests that around SMCs in 8 out of 10 schools participate in the preparation of the school development plan. However, only close to 7 in 10 schools have SMC members who received training in education management.

Although in small proportion, SMCs without any member with training in education management proves to be a real challenge to effective school management. More data were collected through desk research on existence or absence of school development plans, annual plans as well as quarterly activity plans. This is examined in the figure below.

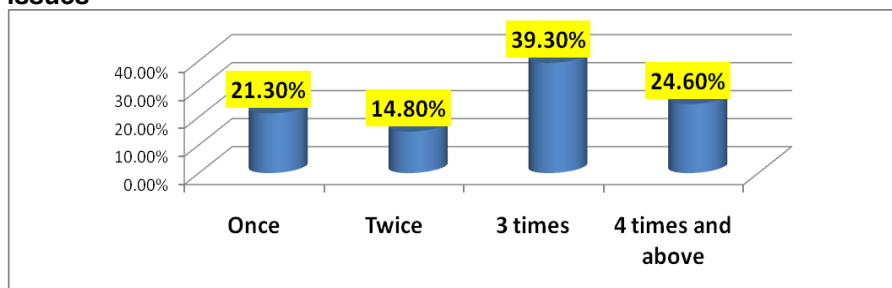
**Figure 2: Existence of school development plan, annual plans as well as quarterly action plans**



The desk research in selected schools (70) indicated that nearly all schools have yearly and quarterly activity plans. It also shows that around 8 in 10 schools have school development plans. All these plans are largely developed by both SMCs and parents’ teachers committees as discussed above.

However, as shown in this figure, only close to 6 in 10 schools have logbooks to monitor the implementation of those plans. This situation is likely to entail ineffectiveness of plans implementation and calls therefore for schools that do not have logbooks to acquire them or simply put in place alternative monitoring mechanisms.

**Figure 3: Number of times in a year school management committees meet to discuss school issues**





School management committees are meant to meet on a quarterly basis. It emerged from the desk research in 70 schools that the majority of the SMCs (64% cumulatively) convened at least 3 times in the last school year to discuss school issues. Nearly a quarter of them convened 4 times or above, in both ordinary and extraordinary meetings. However, the data suggests that 36% of SMCs held less than 3 times in the last school year; which challenges the effectiveness of those committees with regard to the regularity of meetings.

Community involvement in the management of school resources was also analysed through the lenses of collaboration of school managers with local authorities. Interviews with head-teachers revealed that almost all the schools have regular visits of both sector and district officials to discuss on various issues related to the life of the schools. Interviews also suggested that sometimes, there are some joint activities with local authorities in the schools or communities.

Community involvement can also take place through people’s expressing their views via suggestion boxes whereby parents, teachers, learners or any other person who are unhappy with any behaviours or malpractices, or simply with a suggestion can say it comfortably. The desk research examined this and revealed that only less than a half (46.3%) of the selected schools have suggestion boxes. This limits community involvement especially when it comes to expressing complaints or raising sensitive issues.

## 1.7 Parents’ contributions to support schools

This section explores parents’ involvement in school development through contributions provided to schools despite the capitation grant. It examines the proportion of parents who provide contributions, the type of contribution and the amount of contribution.

**Table 15: Parents paying education contributions**

	Parents		Teachers	
	Frequency	Percent	Frequency	Percent
<b>Yes</b>	1023	88.7%	515	88.8%
<b>No</b>	130	11.3%	65	11.2%
<b>Total</b>	1153	100.0%	580	100.0%

As indicated in the table above, parents still pay contributions to the school in spite of the capitation grant provided by the Government. Close to nine in ten parents declared that they still pay such contributions. A similar proportion of teachers corroborated these findings. The contributions do not prove unusual given that regulations governing the capitation grant state clearly that the grant does not exclude voluntary contribution by parents, provided that no

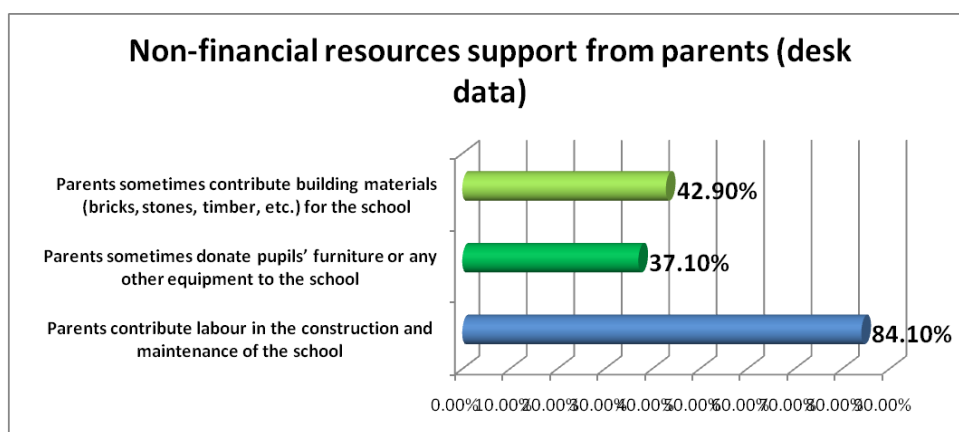
student is dismissed from school because of their parents' failure to pay the additional; contribution.

**Table 16: Type of contribution paid by parents to schools**

	Parents		Teachers	
	Frequency	Percent (1002)	Frequency	Percent (1002)
<b>Money</b>	944	94.2%	496	94.1%
<b>Materials</b>	28	2.8%	20	3.8%
<b>Manpower</b>	344	34.3%	175	33.2%

By nearly similar proportions, both parents and teachers maintain that the contributions provided by parents to schools consist largely of money (94%). In addition, around three in ten parents provided labour for activities carried out in the schools. This was also confirmed by data from teachers. It emerged from FGDs that parents sometimes participate in community work to build schools for the 12 Year Basic Education Programme. This illustrates that community engagement remains high, especially in the area of school infrastructures. The data from desk research in selected schools also confirmed the parents' contribution of non-financial resources to schools, as shown in the table below

**Figure 4: Proportion of schools whose parents pay non-financial resources support (desk data)**



The figure above suggests that in terms of in-kind contribution, parents' contribution is largely of manpower than other types of non-financial resources contribution. It shows that the large majority of schools (around 8 in 10) receive parents' contribution in the form of labour in the construction and maintenance of schools, while other contribution consists of building materials (42.9%) and learners' furniture or other equipment (37.1%).

As for financial contributions, it is mostly funds that are spent in purchasing some construction materials as well as salary for skilled builders. The table below examines the amount of money paid by parents to support schools.

**Table 17: Amount paid by parents as support to school (Rwf <sup>12</sup> )**

	Frequency	Percent
<b>5000 or less</b>	614	63.5%
<b>5100-10000</b>	237	24.5%
<b>&gt;=10100</b>	116	12.0%
<b>Total</b>	967	100.0%

This table indicates that the majority of parents (63.5%) who provided financial contributions to schools paid RWF 5000 or less, while a quarter of them paid between RWF 5,000 and 10,000. Only around one in ten parents paid more than RWF 10,000. Although the amounts remain small, such contributions are still significant for many parents since their monthly income is not necessary very high. In addition, the financial contributions complement other type of contributions given by the same parents.

**Table 18: Necessity for parents to keep providing contribution to school despite the Capitation Grant**

	Parents		Teachers	
	Frequency	Percent	Frequency	Percent
<b>Yes</b>	818	74.1%	498	94.1%
<b>No</b>	265	24.0%	31	5.9%
<b>Don't know</b>	21	1.9%	0	0%
<b>Total</b>	1104	100.0%	529	100.0%

The survey illustrates that the majority of parents and teachers support the continuation of providing contribution to schools. However, a significant proportion of parents (24%) disapprove of this contribution. It emerged from FGDs that some parents believe that education is the sole responsibility of the government, while others feel that they are too poor to provide such contributions.

## 1.8 Community participation in holding school leaders accountable

This section examines the role of the community in holding school leaders accountable. It mainly looks at existing mechanisms and channels that parents and teachers can use in ensuring accountability, the proportions of respondents who actually use those channels and the perceived level of ability for various actors to hold school leaders accountable.

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<sup>12</sup> One USD= Rwf 630

**Table 19: Existence of mechanisms/channels for the community to hold school managers accountable**

	Parents		Teachers	
	Frequency	Percent	Frequency	Percent
<b>Yes</b>	819	74.9%	481	83.9%
<b>Non</b>	275	25.1%	92	16.1%
<b>Total</b>	<b>1094</b>	<b>100.0%</b>	<b>573</b>	<b>100.0%</b>

The survey reveals that high proportions of respondents (both teachers and parents) use the existing mechanisms to hold school managers accountable. As indicated in the table above, the majority of parents (74.9%) and teachers (83.9%) have access to such mechanisms. However, 25.1% of parents and 16.1% teachers feel that they do not have access to any mechanisms to exercise accountability towards school managers.

**Table 20: Mechanisms/Channels for the community to hold school managers accountable**

	Channel	Frequency	Percent
<b>Parents</b>	PTA	512	61.9%
	PTC	380	45.9%
	Local Leaders	119	14.4%
	District/Sector Education Officer	108	13.1%
	SMC	88	10.6%
<b>Teachers</b>	SMC	269	54.6%
	PTC	203	41.2%
	PTA	193	39.1%
	Audit Committee	88	17.8%
	District/Sector Education Officer	82	16.6%
	Local leaders	75	15.2%
	Head teacher	39	7.9%
	Others	32	6.5%

As indicated in the table above, PTAs and PTCs prove to be the main mechanisms available for parents to hold school leaders accountable. Approximately six in ten parents mentioned the PTA and close to five in ten parents PTCs as their main channel of accountability. This illustrates the confidence that parents have in the management structures in place to enhance community participation in school management. These committees are major overseeing bodies at the school level. Other channels mentioned by around one in ten parents include local leaders, sector and district education officers, as well as SMCs.

While the latter committee is the least used channel by parents, it remains the most cited by teachers as a channel for them to hold school leaders accountable. PTCs and PTAs prove to be additional important channels for teachers to exercise accountability vis-a-vis the school management, followed by the audit committee, District/Sector Education Officer and local leaders. The head-teacher ranks last, possibly because s/he is the highest school leader in the hierarchy and thus the person to be held accountable in most of cases.

The fact that channels and mechanisms to exercise accountability exist and are considered by both teachers and parents is a positive finding, but they should also be used to fulfil their function. The following tables examine the extent to which those channels are effectively used to hold school leaders accountable.

**Table 21: Proportion of parents and teachers who witnessed or heard about cases of misuse of school resources**

	Parents		Teachers	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<b>Yes</b>	77	6.8%	77	13.2%
<b>No</b>	1060	93.2%	508	86.8%
<b>Total</b>	<b>1137</b>	<b>100.0%</b>	<b>585</b>	<b>100.0%</b>

The table above indicates that the large majority of teachers and parents have not witnessed or heard of any case of misuse of school resources. This implies either that school resources are properly managed or that the majority of parents and teachers have no effective mechanisms to find out about cases of misuse of those resources. However, the data shows that 6.8% of parents and 13.2% of teachers have heard of cases of misuse of school resources. Although it concerns a small proportions of respondents, the table below examines the extent to which those teachers and parents exercised accountability based on the information they had received on cases of school resources misuse.

**Table 22: Proportion of respondents who reported about cases of misuse of school resources**

	Parents		Teachers	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<b>Yes</b>	20	29.9%	17	26.1%
<b>No</b>	47	70.1%	50	73.9%
<b>Total</b>	<b>67</b>	<b>100.0%</b>	<b>69</b>	<b>100.0%</b>

The data in the above table indicates that it remains difficult to hold school leaders accountable in cases of resources misuse. Although it is not based on a sufficiently large sample to be able to draw reliable conclusions, the survey shows that less than 30% of those who witnessed or heard

of a case of school funds/resources misuse did report it. If these findings reflect reality, one would argue that the community engagement in holding school managers accountable proves rather weak. Further research could bring more clarity and provide further, reliable evidence supporting or rejecting this indication.

According to respondents and participants in FGDs the main reasons for not reporting cases of misuse are fear of the consequences of reporting, considering that it is not their business, feeling that reporting would be futile, a lack of evidence, and a notion that someone else had already reported the incident.

Given the very low proportions of respondents who reported cases of school resources misuse, no further analysis on the responsiveness of the bodies the cases were reported to, measures taken, etc. can be done without sufficiently strong evidence.

**Table 23: Perception of ability of selected bodies of the community to hold school leaders accountable of schools attended by parents' children**

		Non-Answer	Not easy at all	Not easy	Somewhat easy	Easy	Very easy	Total	Score
<b>Parents</b>	<b>PTA</b>	14	16	60	161	614	194	1059	<b>3.82</b>
		1.3%	1.5%	5.7%	15.2%	58.0%	18.3%	100.0%	<b>76.4%</b>
	<b>PTC</b>	13	16	38	161	636	167	1031	<b>3.84</b>
		1.3%	1.6%	3.7%	15.6%	61.7%	16.2%	100.0%	<b>76.7%</b>
	<b>Local leaders</b>	24	10	28	136	593	218	1009	<b>3.90</b>
		2.4%	1.0%	2.8%	13.5%	58.8%	21.6%	100.0%	<b>78.0%</b>
	<b>Police</b>	25	6	27	74	497	345	974	<b>4.10</b>
		2.6%	0.6%	2.8%	7.6%	51.0%	35.4%	100.0%	<b>82.0%</b>
<b>Sector/District Education Officer</b>	13	7	25	68	536	348	997	<b>4.16</b>	
	1.3%	0.7%	2.5%	6.8%	53.8%	34.9%	100.0%	<b>83.1%</b>	
<b>Audit committee</b>	15	5	18	72	513	205	828	<b>4.03</b>	
	1.8%	0.6%	2.2%	8.7%	62.0%	24.8%	100.0%	<b>80.5%</b>	
<b>Teachers</b>	<b>PTA</b>	11	14	46	66	270	120	527	<b>3.76</b>
		2.1%	2.7%	8.7%	12.5%	51.2%	22.8%	100.0%	<b>75.3%</b>
	<b>PTC</b>	12	13	41	91	255	114	526	<b>3.72</b>
		2.3%	2.5%	7.8%	17.3%	48.5%	21.7%	100.0%	<b>74.4%</b>
	<b>Local leaders</b>	14	6	31	62	261	125	499	<b>3.85</b>
		2.8%	1.2%	6.2%	12.4%	52.3%	25.1%	100.0%	<b>77.1%</b>
	<b>Police</b>	13	3	19	35	223	175	468	<b>4.09</b>
		2.8%	0.6%	4.1%	7.5%	47.6%	37.4%	100.0%	<b>81.8%</b>
<b>Sector/District Education Officer</b>	2	2	13	36	245	209	507	<b>4.26</b>	
	0.4%	0.4%	2.6%	7.1%	48.3%	41.2%	100.0%	<b>85.2%</b>	
<b>Audit committee</b>	20	1	12	34	229	134	430	<b>3.98</b>	
	4.7%	0.2%	2.8%	7.9%	53.3%	31.2%	100.0%	<b>79.7%</b>	

Overall, the survey shows a high level of respondents’ confidence in selected institutions/bodies to hold school leaders accountable. The Sector/District education officer, the Police and school audit committee emerged as the most important bodies/actors to hold school leaders accountable. Surprisingly, PTA and PTC remain slightly less cited in this regard. This implies a reduced confidence of both parents and teachers in the parent/teacher/compodes committees to hold school leaders accountable, instead expecting public institutions or officials and audit committee to do so.

## 1.9 Limitations/challenges to optimal community engagement in school resources management

This section analyses the main limitations community members are faced with in relation to their role in school resources management. Those limitations are summarised in the table below.

**Table 24: Limitations to optimal involvement in school resources management**

		Frequency	Percent (n=946)
<b>Parents</b>	No skilled enough	270	28.5%
	Not my business	386	40.8%
	The school is too far	18	1.9%
	No time for that	186	19.7%
	It’ s a government business	139	14.7%
	No given a space to do it	180	19.0%
		Frequency	Percent (n=459)
<b>Teachers</b>	Not my business	225	49.0%
	No forum is offered to us	153	33.3%
	No time for that	70	15.3%
	Not skilled enough	30	6.5%
	It’s a government business	27	5.9%

The data suggests that a number of limitations exist for those who experience problems participating in the management of school resources. Significant proportions of parents and teachers feel that such participation is not their business, implying that it is a responsibility of the government and people with particular skills as highlighted by some participants in FGDs. In addition, a third of teachers (33.3% of those who consider their participation limited) still feel that they are not provided with the adequate forum to be able to participate. Furthermore, a number of parents and teachers stated that such participation is too time consuming since they have other activities to carry out, both at school and home.

### 3. CONCLUSION & RECOMMENDATIONS

This Quantitative Service Delivery Survey was conducted in a bid to investigate the extent to which the community is involved in the management of resources allocated to the 12YBE.

This study relied largely on quantitative approach through a structured questionnaire administered to both parents and teachers in schools involved in the Nine Year Basic Education Programme. This approach was complemented by a qualitative one, focus group discussions, with both parents and teachers who are members of Parents-Teachers Committees (PTCs), and interviews with some head-teachers.

The following emerged as key findings:

With regard to respondents' awareness of committees/structures in charge of school management, the survey revealed that the large majority of parents and teachers (90% or above) are aware of major school management committees. These include Parent-Teachers Committees (PTCs), parents-teachers association (PTA) and school management committee (SMC). The data also suggests that teachers prove slightly more knowledgeable than parents with regard to these committees do.

Concerning the awareness of the composition of the above committees/structures, the study suggests that parents and teachers are the categories who are most known as PTA members by respondents. Nine in ten teachers know these categories while the proportion of parents who know them, remains lower than that of teachers, though also very high (above 80%). However, the data suggests lower proportions of respondents who know learners as members of this committee. Around 5 in ten 10 parents and 7 in 10 ten teachers mentioned learners as members of the PTA. Surprisingly, other categories of PTA members seem not to be known by the respondents.

Like for the PTA, teachers are more knowledgeable than parents with regard to the composition of PTC members. Again, other members of PTC members such as head-teacher, learners' representatives and school prove to be either less or not known at all.

Regarding the composition of the school audit committee, both teachers and parents have little knowledge of this committee. They know few members of this committee. Overall, the study reveals higher proportions of teachers than parents who know those committees.

When it comes to parents and teachers participation in school resources management, it was found that the majority of parents (close to 76%) attended the meeting of PTA two times (out of



three) at least over the last 12 months, while close to 2 in 10 attended it once. In the same vein, Teachers' participation in PTA meetings reveals that close to 8 in 10 teachers attended PTA meetings at least two times over the last 12 months. It emerged from the FGDs that parents are generally invited in PTA meetings, and that the majority of them attend. However, it was also revealed that in some schools, the majority of parents feel indifferent and do not attend. These are mainly parents who still feel that their children's education is solely government's business.

The study also revealed that various issues in the competence of PTA are discussed in meetings attended by both parents and teachers. Academic issues, school development issues, school orientation and programmes, parents' contribution as well as school laws and regulations emerge as major issues discussed in PTA meetings. However, issues involving school finance and budget emerged among those less cited by respondents except that of approving parents' contribution. These include approving school annual budget and electing members of PTC (meant to contribute in overseeing the execution of school budget among other things). In this regard, the study suggested a perceived high level of active participation of parents and teachers in PTA meetings through expressing their views.

The study also revealed a high level of parents and teachers' satisfaction (71.4% and 70.5% respectively) with PTC in relation to its effectiveness in fulfilling its duties. Satisfaction proves slightly higher when it comes to calling and chairing PTA meeting (76.9%) as well as submitting reports (74.3%). However, it is lower in relation to examining and approving the school budget (65.5%) and participation in school financial management. This result suggests a convergent opinion from both teachers and parents that PTCs remain least performing when it comes to budget and financial matters, though the level remains relatively high (above 65%).

The study also explored channels/mechanisms parents and teachers have when it comes to holding school leaders accountable over financial resources management. It revealed that the majority of parents (74.9%) and teachers (83.9%) have such mechanisms. However, 25.1% of parents and 16.1% teachers feel that they do not have any mechanisms to do so.

In this regard, PTAs, PTCs prove to be main channels available for parents to hold school leaders accountable. Around 6 in 10 and close to 5 in 10 parents mentioned PTAs and PTCs. This may imply the confidence they have in these structures in enhancing community participation in school management. These are major overseeing bodies at the school level. Other channels mentioned by around 1 in 10 parents include local leaders, sector and district education officers, and SMCs.

Surprisingly, the study revealed that holding school leaders accountable in case of resources misuse remains problematic. Although it is not based on a sufficient sample to draw reliable conclusions, the survey suggested that only less than 30% of those who witnessed or heard of a case of school funds/resources misuse did report it. A further investigation of reasons behind

such underreporting about such cases revealed issues such as fear of consequences, feeling that it is not their business, feeling that reporting would be fruitless, lack of evidence, and that someone else had already reported about it.

The survey also explored the limitations to community engagement in school resources management. Large proportions of parents and teachers feel that such participation is not their business implying that it is a responsibility of the government and people with special skills. In the same vein, some teachers (33.3% of those whose participation is limited) still feel that they are not offered enough space to participate. Furthermore, few parents and teachers maintained that such participation is time consuming while they have other activities to carry out both at school and at home.

Based on the above, the following actions are recommended:

- Given the low level of parents and teachers' awareness of the composition of major committees/structures in charge of ensuring effective management of school resources, it proves pressing to organise awareness campaign among parents and teachers in this regard, through the popularisation of related instructions and laws. This could be done by the Ministry of Education through district/sector education officers, newly established community education workers, and other interested education partners.
- The same education stakeholders should mobilise parents and teachers not only on their role in holding school leaders accountable but also their participation in school management through both PTAs and PTCs. In particular, parents should be helped to understand that education should not be a sole responsibility of the government (teachers, head-teachers, etc.), but that their role is also very vital.
- PTCs in collaboration with teachers and community leaders should be very instrumental in mobilising parents about their role in the education of their children.
- PTCs should ensure increased participation in the preparation of Schools' Action Plans and budgets as well as in their implementation.
- TI-Rwanda and other education stakeholders should help schools which do not have Audit Committees or incomplete management structures to comply with this legal provision.
- District authorities should play a big role in the mobilisation and sensitisation of parents on issues of school resources management and follow-up of their children's education.
- PTA chairpersons do too much work. Parents' General Assembly should think of a way to facilitate their activities, for example, provision of transport and communication to ease their work and keep them focused on their task.
- A tender committee should be established at the school level in order to limit any corruption risks.
- 9YBE teachers' motivation allowance is lower than that for teachers in the School of Excellence. This may be another hindrance to the success of 12YBE students. A homegrown solution should be thought of to determine the amount.

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6. Minutes of PTA meetings
7. Minutes of PTCs meetings
8. Minutes of SMCs meetings
9. School development plans
10. School annual action plans
11. School quarterly plans

## ANNEX 1: List of surveyed schools by province and district

Province	District	School	# of Teachers interviewed
<b>Kigali City</b>	<b>Kicukiro</b>	Camp Kanombe	9
		G.S. Gahanga	8
		G.S. Giporoso Remera Protestant	9
		G.S. Kicukiro	8
		G.S. Masaka	9
		G.S. Mburabuturo	9
		G.S. St. Vincent Pallotti Gikondo	8
			60
<b>South</b>	<b>Gisagara</b>	E.S. Kansi	10
		E.S. Save	7
		G.S. Cyumba	8
		G.S. Kansi	8
		G.S. Kibilizi	8
		G.S. Kinteko	7
		G.S. Ndora	9
			57
	<b>Nyaruguru</b>	G.S. Kamana	9
		G.S. Mata	9
		G.S. Muganza	8
		G.S. Mwoya	9
		G.S. Runyinya	8
		G.S. Runyombyi Ii	8
		G.S. Ruramba	9
			60
	<b>Ruhango</b>	G.S. Bukomero	9
		G.S. Bweramvura	8
		G.S. Mbuye	9
		G.S. Mutima	9
		G.S. Nyamagana	8
		G.S. Nyarugenge	10
		G.S. Rwingwe	8
		61	
<b>East</b>	<b>Kirehe</b>	G.S. Curazo	9
		G.S. Gatore	9

		G.S. Kankobwa	9		
		G.S. Kigina	8		
		G.S. Kirehe	8		
		G.S. Migongo	8		
		G.S. Nyakarambi	9		
			60		
	<b>Nyagatare</b>	G.S. Matimba	9		
		G.S. Musheru	7		
		G.S. Nyagatare	8		
		G.S. Rurenge	10		
		G.S. Rwempasha	8		
		G.S. Rwimiyaga	8		
		G.S. Ryabega	9		
			59		
<b>North</b>	<b>Gicumbi</b>	G.S. Byumba Catholique	10		
		G.S. Byumba Nyange	8		
		G.S. Gicumbi	8		
		G.S. Kageyo	8		
		G.S. Kibali	9		
		G.S. Muhondo	8		
		G.S. Munyinya	9		
			60		
	<b>Musanze</b>	G.S. Cyabagarura	8		
		G.S. Cyuve	8		
		G.S. Kabaya	8		
		G.S. Karinzi	8		
		G.S. Muhoza I	9		
		G.S. Muhoza II	10		
		G.S. Musanze I	8		
			119		
		<b>West</b>	<b>Nyabihu</b>	G.S. Gihira	10
				G.S. Jenda	7
G.S. Mukamira	6				
G.S. Rwankeri	8				
Kora Catholique	8				
Rega ADEPR	10				
Rega Catholique	12				
	61				

	<b>Nyamasheke</b>	G.S. Don Bosco Shara	9
		G.S. Gisakura	8
		G.S. Kamonyi	9
		G.S. Makoko	9
		G.S. Nyanza	2
		G.S. St. Dominique Savio	7
		G.S. St. Nicolas Nyamasheke	9
		G.S. St. Paul Tyazo	9
			<b>599</b>

## ANNEX 2: Effectiveness of Parent-Teacher Committee (PTC) and School Management Committees (SMC) in fulfilling their duties

### 1. Effectiveness of Parent-Teacher Committee (PTC) in fulfilling the following responsibilities

DISTRICT	SCHOOL	To convene and preside over the School General Assembly	School Board/Board of Directors To monitor the implementation of the decisions taken by the	To monitor compliance with laws, orders and instructions	To take part in the management of the school assets	To analyze the school action plan	To follow up the discipline and conduct of school authorities,	To analyze major problems facing the school and propose	To analyze the school budget	To submit a report to the School General Assembly
KICUKIRO	CAMP KANOMBE	62.8%	60.0%	68.6%	56.0%	70.0%	56.7%	60.0%	35.0%	63.3%
	G.S. GAHANGA	80.0%	77.1%	74.3%	82.9%	82.9%	82.9%	80.0%	85.7%	80.0%
	G.S. GIPOROSO REMERA PROTESTANT	88.9%	80.0%	86.7%	84.4%	80.0%	88.9%	80.0%	90.0%	86.7%
	G.S. KICUKIRO	72.5%	62.5%	77.1%	83.3%	77.1%	77.5%	70.0%	50.0%	65.0%
	G.S. MASAKA	77.1%	70.0%	66.7%	51.1%	53.3%	44.4%	55.0%	40.0%	63.3%
	G.S. MBURABUTURO	86.7%	75.6%	71.1%	80.0%	82.2%	80.0%	82.2%	75.6%	80.0%
	G.S. St. VINCENT PALLOTTI GIKONDO	50.0%	57.5%	50.0%	37.5%	40.0%	50.0%	42.5%	22.5%	50.0%
GISAGARA	E.S. KANSI	74.0%	66.7%	68.0%	57.8%	51.1%	78.0%	71.4%	60.0%	77.5%
	E.S. SAVE	85.7%	77.1%	71.4%	77.1%	74.3%	77.1%	84.0%	80.0%	82.9%
	G.S. CYUMBA	77.5%	77.5%	80.0%	75.0%	75.0%	77.5%	80.0%	77.1%	74.3%
	G.S. KANSI	57.5%	37.1%	60.0%	32.5%	35.0%	51.4%	45.7%	38.7%	32.5%
	G.S. KIBILIZI	75.0%	60.0%	65.0%	65.0%	65.0%	62.5%	62.9%	70.0%	57.5%
	G.S. KINTEKO	74.3%	68.6%	71.4%	74.3%	77.1%	80.0%	72.0%	71.4%	73.3%
	G.S. NDDRA	73.3%	64.4%	68.9%	66.7%	60.0%	71.1%	60.0%	55.6%	71.1%
NYARUGURU	G.S. KAMANA	70.0%	62.2%	60.0%	62.5%	52.5%	66.7%	54.3%	54.3%	55.0%
	G.S. MATA	77.8%	57.8%	60.0%	68.9%	75.6%	77.8%	75.0%	64.4%	73.3%
	G.S. MUGANZA	70.0%	67.5%	77.5%	71.4%	77.5%	80.0%	82.5%	57.1%	72.5%
	G.S. MWIYA	77.8%	71.1%	75.6%	75.6%	71.1%	77.8%	65.7%	46.7%	64.4%
	G.S. RUNYINYA	65.7%	62.9%	60.0%	43.3%	50.0%	68.6%	54.3%	15.0%	46.7%
	G.S. RUNYIMBYI II	72.5%	67.5%	75.0%	72.5%	68.6%	72.5%	62.9%	66.7%	65.7%
	G.S. RURAMBA	77.8%	75.6%	66.7%	62.5%	67.5%	71.1%	65.0%	55.0%	67.5%
RUHANGO	G.S. BUKOMERO	77.8%	60.0%	68.9%	71.1%	68.9%	72.5%	75.6%	72.5%	82.2%
	G.S. BWERAMVURA	70.0%	67.5%	70.0%	70.0%	72.5%	72.5%	72.5%	70.0%	67.5%
	G.S. MBUYE	66.7%	55.6%	60.0%	62.5%	45.0%	55.0%	52.5%	57.1%	71.1%
	G.S. MUTIMA	71.1%	62.2%	62.2%	55.0%	50.0%	55.6%	53.3%	60.0%	62.2%
	G.S. NYAMAGANA	70.0%	57.5%	67.5%	77.5%	67.5%	70.0%	70.0%	72.5%	72.5%
	G.S. NYARUGENGE	78.0%	66.0%	70.0%	50.0%	62.2%	55.6%	53.3%	48.6%	62.2%
	G.S. RWINGWE	77.5%	70.0%	65.0%	80.0%	75.0%	75.0%	65.0%	77.5%	70.0%

KIREHE	G.S. CURAZO	91.1%	82.2%	91.1%	86.7%	88.9%	84.4%	88.9%	90.0%	85.0%
	G.S. GATORE	75.6%	73.3%	66.7%	71.1%	71.1%	71.1%	71.1%	73.3%	73.3%
	G.S. KANKOBWA	86.7%	80.0%	80.0%	77.5%	77.5%	75.0%	85.0%	80.0%	84.4%
	G.S. KIGINA	72.5%	75.0%	60.0%	72.5%	75.0%	80.0%	77.5%	72.5%	72.5%
	G.S. KIREHE	80.0%	77.5%	75.0%	77.5%	77.5%	80.0%	75.0%	77.5%	80.0%
	G.S. MIGONGO	70.0%	71.4%	67.5%	60.0%	62.9%	65.7%	70.0%	54.3%	60.0%
	G.S. NYAKARAMBI	66.7%	62.2%	64.4%	48.9%	53.3%	51.1%	62.2%	35.6%	60.0%
NYAGATARE	G.S. MATIMBA	84.4%	84.4%	80.0%	75.6%	77.8%	82.2%	82.2%	87.5%	80.0%
	G.S. MUSERI	80.0%	80.0%	77.1%	77.1%	77.1%	74.3%	70.0%	76.7%	80.0%
	G.S. NYAGATARE	65.0%	60.0%	52.5%	62.5%	67.5%	62.5%	75.0%	55.0%	72.5%
	G.S. RURENGE	86.0%	86.0%	82.0%	80.0%	84.0%	88.0%	76.0%	76.0%	80.0%
	G.S. RWEMPASHA	85.0%	77.5%	80.0%	72.5%	75.0%	82.5%	65.0%	54.3%	72.5%
	G.S. RWIMIYAGA	54.3%	60.0%	55.0%	37.1%	53.3%	42.5%	40.0%	42.9%	60.0%
	G.S. RYABEGA	66.7%	71.1%	75.6%	70.0%	65.0%	71.1%	68.9%	68.9%	73.3%
GICUMBI	G.S. BYUMBA CATHOLIQUE	78.0%	66.0%	66.0%	78.0%	73.3%	76.0%	76.0%	66.7%	76.0%
	G.S. BYUMBA NYANGE	82.5%	82.5%	82.5%	77.1%	82.5%	82.5%	77.5%	85.7%	85.0%
	G.S. GICUMBI	82.5%	67.5%	72.5%	57.5%	75.0%	70.0%	77.5%	56.7%	70.0%
	G.S. KAGEYO	82.5%	80.0%	75.0%	77.5%	85.0%	72.5%	80.0%	87.5%	75.0%
	G.S. KIBALI	80.0%	72.5%	75.6%	67.5%	80.0%	77.8%	73.3%	82.9%	82.5%
	G.S. MUHONDO	70.0%	65.0%	75.0%	57.1%	74.3%	70.0%	72.5%	52.0%	77.1%
	G.S. MUNYINYA	77.8%	64.4%	73.3%	80.0%	80.0%	71.1%	73.3%	80.0%	66.7%
MUSANZE	G.S. CYABAGARURA	82.5%	75.0%	75.0%	80.0%	82.5%	80.0%	85.0%	82.5%	82.5%
	G.S. CYUVE	82.5%	77.5%	75.0%	72.5%	75.0%	75.0%	75.0%	65.7%	77.5%
	G.S. KABAYA	70.0%	65.0%	72.5%	75.0%	71.4%	67.5%	75.0%	70.0%	72.5%
	G.S. KARINZI	77.5%	70.0%	72.5%	77.1%	74.3%	70.0%	70.0%	77.5%	77.5%
	G.S. MUHOZA I	86.7%	86.7%	82.2%	91.1%	84.4%	93.3%	88.9%	88.9%	86.7%
	G.S. MUHOZA II	88.0%	78.0%	80.0%	86.0%	80.0%	80.0%	84.0%	82.0%	80.0%
	G.S. MUSANZE I	77.5%	80.0%	80.0%	67.5%	75.0%	75.0%	65.0%	62.5%	72.5%
NYABIHU	G.S. GIHIRA	82.0%	74.0%	72.0%	74.0%	76.0%	72.0%	74.0%	74.0%	74.0%
	G.S. JENDA	80.0%	74.3%	74.3%	68.6%	65.7%	77.1%	74.3%	68.0%	80.0%
	G.S. MUKAMIRA	93.3%	80.0%	83.3%	70.0%	80.0%	86.7%	76.7%	68.0%	73.3%
	G.S. RWANKERI	65.0%	67.5%	70.0%	65.0%	65.0%	62.5%	70.0%	67.5%	70.0%
	KORA CATHOLIQUE	80.0%	50.0%	65.0%	57.1%	53.3%	74.3%	70.0%	57.1%	70.0%
	REGA ADEPR	70.0%	68.0%	72.0%	58.0%	66.0%	74.0%	76.0%	66.0%	70.0%
	REGA CATHOLIQUE	66.7%	61.7%	68.3%	60.0%	70.9%	75.0%	70.0%	71.1%	78.0%
NYAMASHEKE	G.S. DON BOSCO SHARA	68.9%	68.9%	77.8%	62.2%	71.1%	68.9%	68.9%	60.0%	66.7%
	G.S. GISAKURA	57.1%	60.0%	62.9%	63.3%	71.4%	77.1%	68.6%	63.3%	72.0%
	G.S. KAMONYI	68.9%	55.6%	65.0%	80.0%	65.0%	75.6%	64.4%	80.0%	66.7%
	G.S. MAKOKO	80.0%	77.8%	71.1%	68.9%	67.5%	66.7%	82.5%	68.6%	75.0%
	G.S. St. DOMINIQUE SAVIO	75.6%	64.4%	72.5%	74.3%	71.4%	60.0%	53.3%	55.0%	68.6%
G.S. St. NICOLAS NYAMASHEKE	68.9%	80.0%	71.1%	68.6%	50.0%	73.3%	50.0%	80.0%	77.5%	



G.S. St. PAUL TYAZO	68.6%	60.0%	68.6%	66.7%	63.3%	68.6%	51.4%	80.0%	83.3%
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### 1. Effectiveness of School Management Committee (SMC) in fulfilling the following responsibilities

DISTRICT	SCHOOL	To develop the school budget proposal	To implement the school budget as approved	To manage human resources of the school	To manage the school assets /property
KICUKIRO	CAMP KANOMBE	62.9%	60.0%	68.6%	56.0%
	G.S. GAHANGA	80.0%	77.1%	74.3%	82.9%
	G.S. GIPOROSO REMERA PROTESTANT	88.9%	80.0%	86.7%	84.4%
	G.S. KICUKIRO	72.5%	62.5%	77.1%	83.3%
	G.S. MASAKA	77.1%	70.0%	66.7%	51.1%
	G.S. MBURABUTURO	86.7%	75.6%	71.1%	80.0%
	G.S. St. VINCENT PALLOTTI GIKONDO	50.0%	57.5%	50.0%	37.5%
GISAGARA	E.S. KANSI	74.0%	66.7%	68.0%	57.8%
	E.S. SAVE	85.7%	77.1%	71.4%	77.1%
	G.S. CYUMBA	77.5%	77.5%	80.0%	75.0%
	G.S. KANSI	57.5%	37.1%	60.0%	32.5%
	G.S. KIBILIZI	75.0%	60.0%	65.0%	65.0%
	G.S. KINTEKO	74.3%	68.6%	71.4%	74.3%
	G.S. NDORA	73.3%	64.4%	68.9%	66.7%
NYARUGURU	G.S. KAMANA	70.0%	62.2%	60.0%	62.5%
	G.S. MATA	77.8%	57.8%	60.0%	68.9%
	G.S. MUGANZA	70.0%	67.5%	77.5%	71.4%
	G.S. MWOYA	77.8%	71.1%	75.6%	75.6%
	G.S. RUNYINYA	65.7%	62.9%	60.0%	43.3%
	G.S. RUNYOMBYI II	72.5%	67.5%	75.0%	72.5%
	G.S. RURAMBA	77.8%	75.6%	66.7%	62.5%
RUHANGO	G.S. BUKOMERO	77.8%	60.0%	68.9%	71.1%
	G.S. BWERAMVURA	70.0%	67.5%	70.0%	70.0%
	G.S. MBUYE	66.7%	55.6%	60.0%	62.5%
	G.S. MUTIMA	71.1%	62.2%	62.2%	55.0%
	G.S. NYAMAGANA	70.0%	57.5%	67.5%	77.5%
	G.S. NYARUGENGE	78.0%	66.0%	70.0%	50.0%
	G.S. RWINGWE	77.5%	70.0%	65.0%	80.0%
KIREHE	G.S. CURAZO	91.1%	82.2%	91.1%	86.7%
	G.S. GATORE	75.6%	73.3%	66.7%	71.1%
	G.S. KANKOBWA	86.7%	80.0%	80.0%	77.5%

	G.S. KIGINA	72.5%	75.0%	60.0%	72.5%	
	G.S. KIREHE	80.0%	77.5%	75.0%	77.5%	
	G.S. MIGONGO	70.0%	71.4%	67.5%	60.0%	
	G.S. NYAKARAMBI	66.7%	62.2%	64.4%	48.9%	
NYAGATARE	G.S. MATIMBA	84.4%	84.4%	80.0%	75.6%	
	G.S. MUSERI	80.0%	80.0%	77.1%	77.1%	
	G.S. NYAGATARE	65.0%	60.0%	52.5%	62.5%	
	G.S. RURENGE	86.0%	86.0%	82.0%	80.0%	
	G.S. RWEMPASHA	85.0%	77.5%	80.0%	72.5%	
	G.S. RWIMIYAGA	54.3%	60.0%	55.0%	37.1%	
	G.S. RYABEGA	66.7%	71.1%	75.6%	70.0%	
	GICUMBI	G.S. BYUMBA CATHOLIQUE	78.0%	66.0%	66.0%	78.0%
		G.S. BYUMBA NYANGE	82.5%	82.5%	82.5%	77.1%
G.S. GICUMBI		82.5%	67.5%	72.5%	57.5%	
G.S. KAGEYO		82.5%	80.0%	75.0%	77.5%	
G.S. KIBALI		80.0%	72.5%	75.6%	67.5%	
G.S. MUHONDO		70.0%	65.0%	75.0%	57.1%	
G.S. MUNYINYA		77.8%	64.4%	73.3%	80.0%	
MUSANZE	G.S. CYABAGARURA	82.5%	75.0%	75.0%	80.0%	
	G.S. CYUVE	82.5%	77.5%	75.0%	72.5%	
	G.S. KABAYA	70.0%	65.0%	72.5%	75.0%	
	G.S. KARINZI	77.5%	70.0%	72.5%	77.1%	
	G.S. MUHOZA I	86.7%	86.7%	82.2%	91.1%	
	G.S. MUHOZA II	88.0%	78.0%	80.0%	86.0%	
	G.S. MUSANZE I	77.5%	80.0%	80.0%	67.5%	
NYABIHU	G.S. GIHIRA	82.0%	74.0%	72.0%	74.0%	
	G.S. JENDA	80.0%	74.3%	74.3%	68.6%	
	G.S. MUKAMIRA	93.3%	80.0%	83.3%	70.0%	
	G.S. RWANKERI	65.0%	67.5%	70.0%	65.0%	
	KORA CATHOLIQUE	80.0%	50.0%	65.0%	57.1%	
	REGA ADEPR	70.0%	68.0%	72.0%	58.0%	
	REGA CATHOLIQUE	66.7%	61.7%	68.3%	60.0%	
NYAMASHEKE	G.S. DON BOSCO SHARA	68.9%	68.9%	77.8%	62.2%	
	G.S. GISAKURA	57.1%	60.0%	62.9%	63.3%	
	G.S. KAMONYI	68.9%	55.6%	65.0%	80.0%	
	G.S. MAKOKO	80.0%	77.8%	71.1%	68.9%	
	G.S. St. DOMINIQUE SAVIO	75.6%	64.4%	72.5%	74.3%	
	G.S. St. NICOLAS NYAMASHEKE	68.9%	80.0%	71.1%	68.6%	
	G.S. St. PAUL TYAZO	68.6%	60.0%	68.6%	66.7%	

## 2. Teachers satisfaction with respect to the following aspects

DISTRICT	SCHOOL	The role played by PTCs in voicing parents' concerns and priorities	The role played by PTCs in developing the school budget	The role played by PTCs in ensuring an efficient management of the school	The role played by SMC in involving parents in developing the school budget	The role played by SMC in involving parents in managing the resources
KICUKIRO	CAMP KANOMBE	62.5%	48.0%	72.5%	73.3%	52.0%
	G.S. GAHANGA	80.0%	82.9%	77.5%	82.9%	72.5%
	G.S. GIPOROSO REMERA PROTESTANT	86.7%	82.9%	86.7%	83.3%	88.6%
	G.S. KICUKIRO	70.0%	60.0%	57.5%	0.0%	72.0%
	G.S. MASAKA	66.7%	31.4%	57.1%	52.0%	67.5%
	G.S. MBURABUTURO	75.6%	60.0%	80.0%	71.4%	80.0%
	G.S. St. VINCENT PALLOTTI GIKONDO	45.0%	25.7%	31.4%	40.0%	52.0%
GISAGARA	E.S. KANSI	74.0%	43.3%	71.1%	60.0%	71.1%
	E.S. SAVE	77.1%	73.3%	85.7%	65.7%	83.3%
	G.S. CYUMBA	85.0%	67.5%	67.5%	65.0%	67.5%
	G.S. KANSI	52.5%	15.0%	37.1%	34.3%	65.0%
	G.S. KIBILIZI	70.0%	55.0%	65.0%	70.0%	82.5%
	G.S. KINTEKO	71.4%	57.1%	70.0%	80.0%	82.9%
	G.S. NDORA	73.3%	42.5%	71.1%	64.4%	75.6%
NYARUGURU	G.S. KAMANA	60.0%	60.0%	57.1%	55.0%	63.3%
	G.S. MATA	75.6%	62.2%	77.8%	62.2%	77.8%
	G.S. MUGANZA	72.5%	80.0%	77.5%	76.0%	77.5%
	G.S. MWOYA	68.9%	62.2%	75.6%	64.4%	77.8%
	G.S. RUNYINYA	57.1%	40.0%	68.6%	66.7%	82.9%
	G.S. RUNYOMBYI II	65.0%	60.0%	65.7%	57.5%	80.0%
	G.S. RURAMBA	73.3%	57.5%	68.9%	68.6%	80.0%
RUHANGO	G.S. BUKOMERO	82.2%	62.5%	80.0%	76.7%	82.9%
	G.S. BWERAMVURA	65.0%	66.7%	65.0%	68.6%	67.5%
	G.S. MBUYE	62.2%	40.0%	66.7%	50.0%	57.5%
	G.S. MUTIMA	62.2%	55.0%	60.0%	55.0%	62.5%
	G.S. NYAMAGANA	67.5%	62.5%	60.0%	65.0%	70.0%
	G.S. NYARUGENGE	64.0%	44.4%	68.0%	60.0%	71.1%
	G.S. RWINGWE	82.5%	70.0%	77.5%	65.0%	75.0%
KIREHE	G.S. CURAZO	93.3%	88.9%	84.4%	88.9%	93.3%

	G.S. GATORE	80.0%	71.1%	64.4%	68.9%	75.6%
	G.S. KANKOBWA	80.0%	65.0%	88.9%	77.1%	85.7%
	G.S. KIGINA	82.5%	80.0%	77.5%	77.5%	72.5%
	G.S. KIREHE	77.5%	71.4%	74.3%	71.4%	80.0%
	G.S. MIGONGO	70.0%	52.5%	80.0%	80.0%	80.0%
	G.S. NYAKARAMBI	55.6%	34.3%	66.7%	63.3%	75.6%
NYAGATARE	G.S. MATIMBA	82.2%	70.0%	82.2%	67.5%	77.8%
	G.S. MUSERI	74.3%	70.0%	76.7%	68.0%	76.7%
	G.S. NYAGATARE	72.5%	55.0%	70.0%	60.0%	75.0%
	G.S. RURENGE	86.0%	82.0%	86.0%	80.0%	80.0%
	G.S. RWEMPASHA	80.0%	70.0%	85.0%	85.7%	82.5%
	G.S. RWIMIYAGA	37.5%	32.5%	55.0%	70.0%	60.0%
	G.S. RYABEGA	71.1%	66.7%	73.3%	68.9%	68.9%
GICUMBI	G.S. BYUMBA CATHOLIQUE	80.0%	71.1%	86.0%	73.3%	84.4%
	G.S. BYUMBA NYANGE	85.0%	82.5%	82.5%	82.5%	82.5%
	G.S. GICUMBI	72.5%	40.0%	60.0%	52.0%	64.0%
	G.S. KAGEYO	87.5%	82.5%	87.5%	88.6%	90.0%
	G.S. KIBALI	66.7%	57.1%	74.3%	84.0%	90.0%
	G.S. MUHONDO	70.0%	36.0%	60.0%	66.7%	88.0%
	G.S. MUNYINYA	77.8%	80.0%	77.8%	84.0%	80.0%
MUSANZE	G.S. CYABAGARURA	77.5%	77.5%	77.5%	72.5%	80.0%
	G.S. CYUVE	77.5%	71.4%	75.0%	71.4%	77.1%
	G.S. KABAYA	72.5%	62.5%	77.5%	65.7%	70.0%
	G.S. KARINZI	75.0%	74.3%	75.0%	68.6%	77.1%
	G.S. MUHOZA I	88.9%	88.9%	84.4%	82.2%	80.0%
	G.S. MUHOZA II	86.0%	84.0%	84.0%	84.4%	82.0%
	G.S. MUSANZE I	77.1%	76.7%	75.0%	73.3%	75.0%
NYABIHU	G.S. GIHIRA	80.0%	66.7%	84.0%	80.0%	82.2%
	G.S. JENDA	74.3%	54.3%	68.6%	56.7%	74.3%
	G.S. MUKAMIRA	90.0%	60.0%	86.7%	90.0%	88.0%
	G.S. RWANKERI	65.0%	55.0%	70.0%	65.0%	62.5%
	KORA CATHOLIQUE	62.9%	65.7%	72.5%	62.9%	68.6%
	REGA ADEPR	76.0%	66.0%	76.0%	78.0%	82.0%
	REGA CATHOLIQUE	71.7%	58.0%	74.5%	64.0%	68.0%
NYAMASHEKE	G.S. DON BOSCO SHARA	80.0%	62.2%	73.3%	62.2%	77.8%
	G.S. GISAKURA	65.0%	57.5%	65.7%	54.3%	60.0%
	G.S. KAMONYI	68.9%	66.7%	68.9%	64.4%	68.9%
	G.S. MAKOKO	71.1%	67.5%	75.6%	75.0%	85.7%
	G.S. St. DOMINIQUE SAVIO	80.0%	77.8%	66.7%	77.5%	75.6%
	G.S. St. NICOLAS NYAMASHEKE	68.9%	66.7%	73.3%	76.7%	82.2%
	G.S. St. PAUL TYAZO	60.0%	75.0%	77.5%	80.0%	77.8%

## ANNEX 3: Questionnaires for teachers and parents (QSDS)

### 3.1. URUTONDE RW'IBIBAZO BIGENEWE ABARIMU

Intara	Iburasirazuba	1	Iburengerazuba	2	Amajyepfo	3	Amajyaruguru	4	Umujyi wa Kigali	5
Akarere :										
Ishuri :										

Muraho. Nitwa \_\_\_\_\_ ndi umushakashatsi wigenga ukorana na Transparency International Rwanda. Turakora ubushakashatsi ku buryo abaturage bagira uruhare mu gukurikira ikoresheya ry'amafaranga agenerwa uburezi by'umwihariko uburezi bw'ibanze bw'imyaka icyenda (9YBE). Turaganira n'Abanyarwanda (ababyeyi n'abarimu) mu turere tw'igihugu dutandukanye. Twagutoranyije ari ntacyo dukurikije kimwe n'abandi barimu muri iki kigo, twifuzaga ko mwasubiza ibibazo tugiye kubababaza. Ibisubizo muduha byose tuzabigira ibanga. Ibisubizo muduha tuzabihuza n'iby'abandi barimu n'ababyeyi. Nta buryo ibisubizo byawe bishobora kumenyekana, watubwira ibyo wifuza byose wizeye ko tuzakugirira ibanga.

Wumva utabyishimiye, wareka gusubiza cyangwa ugahagarika igihe cyose ubishakiye, nta ngaruka na gato.

**Icyitonderwa:** Uwemerewe gusubiza ni umwarimu umaze nibura imyaka ibiri yigisha kuri iki kigo. **Ibi biramutse bidashobotse, byihorere ukomereze ku wundi muntu wahisemo.**

#### IGICE A: IGITSINA

A.1 Igitsina	Gabo	1	Gore	2
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A.2 Aho ishuri rihereye	Mu mujyi	1	Mu cyaro	2
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#### A.3. Wize amashuri angaha?

A2	1
kaminuza icyiciro cya mbere	2
Kaminuza icyiciro cya kabiri	3

#### IGICE B. UBUMENYI MU MITERERE Y'UBUYOBOZI BW'AMASHURI

##### Q4. Ishuri ryawe ryaba rifite izi nzego?

Komite y'abarimu n'ababyeyi	Yego	1	Oya	2	DK	99
Komite ishinzwe imiyoborere	Yego	1	Oya	2	DK	99
Inama y'inteko rusange	Yego	1	Oya	2	DK	99
Komite ngenzuzi	yego	1	Oya	2	DK	99

**Q.5. Ni bande bagize izo nzego?**

Komite y'abarimu n'ababyeyi		Komite ishinzwe imiyoborere		Komite ngenzuzi				Inama y'inteko rusange	
	1		1		1				1
	2		2		2				2
	3		3		3				3
	4		4		4				4
	5		5		5				5
	6		6		6				6
	7		7		7				7
	8		8		8				8
	9		9		9				9

**Q.6. Vuga amazina y'umuntu ushinzwe ubuyobozi mu myanya ikurikira :**

Dirigiteri				
Dirigiteri wungirije				
Perezida wa komite y'abarimu n'ababyeyi				

**Q.7. Ni izihe nzego zishinzwe ikoresheza neza ry'ibikorere n'amafaranga?**

Komite y'abarimu n'ababyeyi	2	DK	99
Komite ishinzwe imiyoborere	3	DK	99
Inama y'inteko rusange	4	DK	99
Komite ngenzuzi	5	DK	99
Ikindi (sobanura)	6		

**IGICE C. URUHARE MU MIYOBORERE Y'ISHURI (IGENAMIGAMGI, INGENDO Y'IMARI N'ISHIRA MU BIKORWA)**

Q.8. Ni kangahe wahamagawe mu nama y'inteko rusange mu mwaka ushize?	Rimwe	1	Kabiri	2	Gatatu cyangwa kenshi	3	Nta na rimwe	4
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Q.9. Niba ari nta na rimwe, haba hari inama wagiye ku bushake bwawe ?	yego	1	Oya	2	DK	99
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**Q.10. Niba hari inama wagiye, yari iy'iki ?**

Gushyiraho icyerekezo cy'ishuri bagendeye ku ntango zaryo	yego	1	Oya	2	DK	99
Gutanga inama zerekanye n'iterambere ry'ishuri	Yego	1	Oya	2	DK	99
Gushyiraho no gukuraho abagize inama rusange	Yego	1	Oya	2	DK	99
Kwemeza amategeko agenga ishuri	Yego	1	Oya	2	DK	99
Kwemeza ingendo y'imari y'ishuri	yego	1	Oya	2	DK	99
Kwemeza umusanzu w'ababyeyi niba ari ngombwa	yego	1	Oya	2	DK	99
Kuganira ku myigire y'abanyeshuri	Yego	1	Oya	2	DK	99
Ibindi (sobanura)	Yego	1	Oya	2	DK	99

**Q.11. Ababyeyi wabonye bashishikaye mu gutanga ibitekerezo muri izo nama? Wavuga ko bari bashishikaye cyane, bashishikaye, badashishikaye cyangwa badashishikaye na gato?**

Bashishikaye cyane	Bashishikaye	Bashishikaye gato	Badashishikaye	Badashishikaye na gato	Simbizi
5	4	3	2	1	99

**Q.12. Abarimu bo bari bashishikaye bate mu gutanga ibitekerezo muri izo nama? wavuga ko bari bashishikaye cyane, bashishikaye, bashishikaye gato, badashishikaye cyangwa badashishikaye na gato?**

Bashishikaye cyane	Bashishikaye	Bashishikaye gato	Badashishikaye	Badashishikaye na gato	Simbizi
5	4	3	2	1	99

**Q.13. Washimye kungana iki ibitekerezo byatanzwe n'ababyeyi muri izo nama? Wavuga ko byari bishimishije cyane, bishimishije, bishimishije mu rugero, bidashimishije cyangwa bidashimishije na gato ?**

Bishimishije cyane	Bishimishije	Bishimishije mu rugero	Bidashimishije	Bidashimishije na gato	Simbizi
5	4	3	2	1	99

**Q.14. Washimye kungana iki ibitekerezo byatanzwe n'abarimu muri izo nama? Wavuga ko byari bishimishije cyane, bishimishije, bishimishije mu rugero, bidashimishije cyangwa bidashimishije na gato?**

Bishimishije cyane	Bishimishije	Bishimishije mu rugero	Bidashimishije	Bidashimishije na gato	Simbizi
5	4	3	2	1	99

**Q.15. Ubona ute imikorere ya komite y'abarimu n'ababyeyi mu kubahiriza inshingano zabo? Wavuga ko ari neza cyane, neza mu rugero, nabi, nabi cyane cyangwa ntabwo ibaho?**

Inshingano	Ntabwo	Nabi cyane	Nabi	Nabi mu rugero	Neza	Neza cyane	Simbizi
Guhamagaza no kuyobora inama y'inteko rusange	0	1	2	3	4	5	99
Gukurikirana ishyirwa mu bikorwa ry'imyanzuro y'inama y'inteko rusange	0	1	2	3	4	5	99
Gukurikirana iyubahirizwa ry'amategeko n'amabwiriza biyobora ishuri	0	1	2	3	4	5	99
Kugira uruhare mu miyoborere y'ibikoresho by'ishuri	0	1	2	3	4	5	99
Gusesengura gahunda y'ibikorwa by'ishuri	0	1	2	3	4	5	99
Gukurikirana imyitwarire y'abayobozi, abarimu n'abanyeshuri	0	1	2	3	4	5	99
Gusesengura ibibazo biboneka mu ishuri no kubishakira umuti	0	1	2	3	4	5	99
Gusesengura ingengo y'imari y'ishuri	0	1	2	3	4	5	99
Gutanga raporo mu nama y'inteko rusange	0	1	2	3	4	5	99

**Q.17. Ubona ute imikorere ya komite ishinze imiyoborer mu kubahiriza inshingano zabo? Wavuga ko ari neza cyane, neza mu rugero, nabi, nabi cyane cyangwa ntabwo ibaho?**

Inshingano	Ntabwo	Nabi cyane	Nabi	Nabi mu rugero	Neza	Neza cyane	Simbizi
Gutegura ingengo y'imari	0	1	2	3	4	5	99
Gushyira mu bikorwa ingengo	0	1	2	3	4	5	99
Gukurikirana imikorere y'abakozi b'ishuri	0	1	2	3	4	5	99
Gukurikirana imikoreshereze y'umutungo w'ishuri	0	1	2	3	4	5	99

**Q.18. Washimishijwe ute n'ibi bikurikira? Wavuga ko byari bishimishije cyane, bishimishije, bishimishije mu rugero, bidashimishije cyangwa bidashimishije na gato?**

	Ntaziba	Nabi cyane	Nabi	Nabi mu	Neza	Neza cyane	Simbizi
Uruhare rwa komite y'abarimu n'ababyeyi mu kugaragaza ibitagenda n'ibikwiye gukorwa	0	1	2	3	4	5	99
Uruhare rwa komite y'abarimu n'ababyeyi mu gutegura ingengo y'imari y'ishuri	0	1	2	3	4	5	99
Uruhare rwa komite y'abarimu n'ababyeyi mu miyoborere y'ishuri	0	1	2	3	4	5	99
Uruhare rwa komite ishinzwe imiyoborere mu gutegura ingengo y'imari y'ishuri	0	1	2	3	4	5	99
uruhare rwa komite ishinzwe imiyoborere mu miyoborere y'ishuri	0	1	2	3	4	5	99

**IGICE D. URUHARE RW'ABABYEYI MU GUSHAKA AMAFARANGA Y'ISHURI**

Q.19. Hari amafaranga ababyeyi bagitanga kandi hari Capitation Grant?	Yego	1	Oya	2	Simbizi	99
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**Q.20. [Niba ari yego]:** Sobanura uko ayo mafaranga ababyeyi batanga uko aba ateye. (Nibura 3)

- 1: \_\_\_\_\_ amafaranga \_\_\_\_\_
- 2: \_\_\_\_\_ ibintu \_\_\_\_\_ F \_\_\_\_\_
- 3: \_\_\_\_\_ akazi \_\_\_\_\_

**Q.21. [Niba ari amafaranga ...]:** ni angahe?

**Q.22.** Niba ari ibintu , ni ibihe ( Nibura 3)

- 1: \_\_\_\_\_
- 2: \_\_\_\_\_
- 3: \_\_\_\_\_

**Q.23.** Niba ari akazi, ni akahe( Nibura 3):

- 1: \_\_\_\_\_
- 2: \_\_\_\_\_
- 3: \_\_\_\_\_

Q.24. Kuri wowe, wumva ko ababyeyi bakwiye kuba bagitanga amafaranga kandi hari capitation grant?	Yego	1	Oya	2	Simbizi	99
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**Q.25.** Niba ari Oya, ni iyihe mpamvu ??

Ubushobozi buke	1
Ubushake buke	2
Imikoreshereze mibi y'amafaranga y'ishuri	3
???	4
Ibindi (sobanuka)	5

**Q.26. [Niba ari yego]:** Sobanura amafaranga wumva ababyeyi bakwiye gukomeza batanga (Nibura 3)

- 1: \_\_\_\_\_
- 2: \_\_\_\_\_
- 3: \_\_\_\_\_



**IGICE E. UBURYO ABARIMU BASHOBORA GUSABA ABAYOBOZI IBISOBANURO**

Q. 27. Nk'umwalimu hari uburyo ushobora gusaba umuyobozi ibisobanuro ku kigo umwana wawe yigaho?	Yego	1	Oya	2
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**28. Niba ari yego, ni ubuhe?**

Inama y'inteko rusange	1
Komite y'abarimu n'ababyeyi	2
Abayobozi b'inzego z'ibanze	3
Polisi	4
Ushinzwe uburezi ku murenge/akarere	5
Komite ngenzuzi	6
Komite ishinzwe imiyoborere	7
Ibindi (sobanura)	8
Ntabwo	9

Q.29. wari wumva bavuga ko habaye imikoreshereze mibi y'umutungo w'ishuri muri uyu mwaka cyangwa ushize?	yego	1	Oya	2
Q.30. Niba ari yego, hari aho wabivuze?	Yego	1	Oya	2
Q.31. Niba ari Oya, ni izihe mpamvu?	1Ubushake buke 2. Gutinya ingaruka 3. Ibindi (sobanura)			

**Q.32. Niba warabivuze, wabibwiye nde?**

Inama y'inteko rusange	1
Komite y'abarimu n'ababyeyi	2
Ubuyobozi bw'inzego z'ibanze	3
Polisi	4
Ushinzwe uburezi ku murenge/akarere	5
Komite ngenzuzi	6
Abandi (sobanura)	7

**Q.33. Byari bimeze bite mu gukurikirana icyo kibazo? Wavuga ko byari byoroshye cyane, byoroshye, byoroshye mu rugero, bitoroshye, bitoroshye na gato cyangwa nta cyakozwe?**

	Ntacyakozwe	Bitoroshye na gato	Bitoroshye	Byoroshye mu rugero	Byoroshye	Byoroshye cyane	Simbizi
Inama y'inteko rusange	0	1	2	3	4	5	99
Umwe mu bagize Komite y'ababyeyi n'abarimu	0	1	2	3	4	5	99
Ubuyobozi bw'inzego z'ibanze	0	1	2	3	4	5	99
Polisi	0	1	2	3	4	5	99
Ushinzwe uburezi ku murenge/akarere	0	1	2	3	4	5	99
Umwe mu bagize komite ngenzuzi	0	1	2	3	4	5	99
Abandi	0	1	2	3	4	5	99

**Q.34. Muri rusange, uburyo bukurikira bworoshye bute mu gusaba ibisobanuro abayobozi b'ibigo by'amashuri? Wavuga ko byoroshye cyane, byoroshye, byoroshye mu rugero, bitoroshye, bitoroshye na gato cyangwa ntibibaho?**

	Ntacyakozwe	Bitoroshye na gato	Bitoroshye	Byoroshye mu rugero	Byoroshye	Byoroshye cyane	Simbizi
Inama y'inteko rusange	0	1	2	3	4	5	99
Umwe mu bagize Komite y'ababyeyi n'abarimu	0	1	2	3	4	5	99
Ubuyobozi bw'inzego z'ibanze	0	1	2	3	4	5	99
Polisi	0	1	2	3	4	5	99
Ushinzwe uburezi ku murenge/akarere	0	1	2	3	4	5	99
Umwe mu bagize komite ngenzuzi	0	1	2	3	4	5	99
Abandi	0	1	2	3	4	5	99

**IGICE F. INZITIZI ZIBONEKA KUGIRANGO ABATURAGE BAGIRE URUHARE MU MICUNGIRE Y'IBIGO BY'AMASHURI**

**Q. 35. Nk'umwarimu, ni izihe nzitizi uhura nazo n'iz'abandi bahura nazo mu micungire y'ibigo by'amashuri?**

Ku barimu		Ku babyeyi	
Ubumenyi buke	1	Kutagira amashuri	1
Ntabwo ari inshingano zange	2	Ntabwo ari inshingano zange	2
Nta mwanya	3	Urugendo rurerure	3
Ni inshingano za Leta	4	Nta mwanya	4
Ntibatuma tugira uruhare	5	Ni inshingano za Leta	5
	6	Ntibatuma tugira uruhare	6
Ibindi (sobanura)	7	Ibindi (sobanura)	7

**Q.36. Hakorwa iki kugira ngo uruhare rw'ababyeyi n'abarimu rugaragare?: Vuga ibintu bitatu kuri buri rwego**

Abarimu	Ababyeyi
1.	1.
2.	2.
3.	3.

## 3.2. URUTONDE RW'IBIBAZO BIGENEWE ABABYEYI

Intara	Uburasirazuba	1	Uburengerazuba	2	Amajyepfo	3	Amajyaruguru	4	Umuji wa Kigali	5
Akarere :										
Umurenge :										
Akagari :										
Umudugudu :										

Muraho. Nitwa \_\_\_\_\_ ndi umushakashatsi wigenga ukorana na Transparency Rwanda. Turakora ubushakashatsi ku buryo abaturage bagira uruhare mu gukurikira ikoreshwa ry'amafaranga agenerwa uburezi by'umwihariko uburezi bw'ibanze bw'imyaka icyenda (9YBE). Turaganira n'abanyarwanda (ababyeyi n'abarimu) mu turere tw'igihugu dutandukanye. Twagutoranyije ar ntacyo dukurikije kimwe n'abandi barimu muri iki kigo, twifuzaga ko mwasubiza ibibazo tugiye kubababaza. Ibisubizo muduha byose tuzabigira ibanga. Ibisubizo muduha tuzabihuza n'iby'abandi barimu n'ababyeyi. Nta buryo ibisubizo byawe bishobora kumenyekana, watubwira ibyo wifuzaga byose wizeye ko tuzakugirira ibanga.

Wumva utabyishimiye, wareka gusubiza cyangwa ugahagarika igihe cyose ubishakiye, nta ngaruka na gato.

**Ikitonderwa:** Uwemerewe gusubiza n'umwarimu umaze nibura imyaka ibiri yigisha kuri iki kigo. **Ibi biramutse bidashobotse, byihorere ukomereze ku wundi muntu wahisemo.**

### IGIKA A: IMYIRONDORO

A.1 Igitsina	Gabo	1	Gore	2
A.2 Aho utuye	Mu muji	1	Mu cyaro	2

### A.3 Ufite imyaka ingaha? Uzuza itsinda ry'ikigero cy'imyaka urimo]

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

### IGIKA B. UBUMENYI KU MITERERE Y'INZEGO Z'UBUYOBOZI BW'IKIGO

#### Q.4. Ikigo umwana wawe yigamo cyaba gifite inzego z'ubuyobozi zikurikira?

Komite y'Ababyeyi n'Abalimu	Yego	1	Oya	2	Ntabwo nzi	99
Komite Nyobozi bw'ikigo	Yego	1	Oya	2	Ntabwo nzi	99
Inama Rusange	Yego	1	Oya	2	Ntabwo nzi	99
Komite Ngenzuzi	Yego	1	Oya	2	Ntabwo nzi	99

#### Q.5. Buri rwego mu nzego zikurikira rugizwe na bande?

	Komite y'Ababyeyi	Komite Nyobozi	Komite Ngenzuzi	Inama Rusange
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

**Q.6. Vuga amazina y'abantu bari mu myanya Y'Ubuyobozi ikurikira**

Umuyobozi w'ikigo				
Umuyobozi wungirije w'ikigo				
Umuyobozi wa Komite Nyobozi y'Ababyey n'Abarimu				

**Q.7. Ni nzego ki zishinzwe gukurikirana imicungire y'umutungo w'ikigo?**

Komite y'Ababyeyi	2	Ntabyo nzi	99
Komite Nyobozi	3	Ntabyo nzi	99
Inama Rusange	4	Ntabyo nzi	99
Komite Ngenzuzi	5	Ntabyo nzi	99
Abandi (Sobanura)	6		

**IGIKA C. URUHARE MU MICUNGIRE Y'IKIGO (GUTEGURA IGENAMIGABI, INGENGO Y'IMARI N'ISHYIRA MU BIKORWA RYABYO)**

Q.8. Ni kangahe waba waratumiwe cyangwa umwe mu bagize urugo rwawe mu Nama Rusange y'ikigo mu mwaka w'amashuri ushize?	Rimwe	1	Kabiri	2	Gatatu cyangwa birenga gatatu	3	Nta narimwe	4
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Q.9. Niba nta narimwe ku Kibazo cya 8, waba cg umwe mu bagize urugo rwawe mwaragiye mu nama kubushake?	Yego	1	Oya	2	Ntabyo nzi	99
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**Q.10. Niba hari uwagiye mu nama muri mwe, iyo nama yigaga ku biki?**

Kungurana ibitekerezo ku no gushyiraho icyerekezo cy'ikigo gishingiye ku ntego nyamukuru y'ikigo.	Yego	1	Oya	2	Ntabyo nzi	99
Kungurana ibitekerezo ku iterambere ry'ikigo.	Yego	1	Oya	2	Ntabyo nzi	99
Gukuraho no gushyiraho abagize Inama Rusange y'ikigo.????	Yego	1	Oya	2	Ntabyo nzi	99
Kwemeza amategeko n'amabwiriza agenga ikigo.	Yego	1	Oya	2	Ntabyo nzi	99
Kwemeza ingengo y'imari y'umwaka.	Yego	1	Oya	2	Ntabyo nzi	99
Kwemeza amafaranga cg n'ikindi kizatangwa n'ababyeyi mu rwego rwo kugaragaza uruhare rwabo niba bibaye ngombwa.	Yego	1	Oya	2	Ntabyo nzi	99
Kungurana ibitekerezo ku myigire y'abanyeshuri.	Yego	1	Oya	2	DK/ Ntabyo nzi	99
Izindi mpamvu (Sobanura)	Yego	1	Oya	2	Ntabyo nzi	99

**Q.11. Mu rwego rwo kungurana ibitekerezo, wabonaga ababyeyi bakurikira bate? Wavuga ko byari cyane, bisanzwe, si cyane, Ntibakurikiraga cg Ntibakurikiraga na gato?**

Cyane	Bisanzwe	Si cyane	Ntibakurikiraga	Ntibakurikiraga na gato	Ntabyo nzi
5	4	3	2	1	99

**Q.12. Ibitekerezo byavuye muri izo nama byakunyuze bite? Wavuga ko wanyuzwe cyane, wanuzwe, wanyuzwe buke, utanyuzwe, utanyuzwe na gato?**

Naranyuzwe cyane	Naranyuzwe	Naranyuzwe buke	Sinanyuzwe	Sinanyuzwe na gato	Ntabwo nzi
5	4	3	2	1	99

**Q.13. Ubona ute umusaruro wa Komite y'ababyeyi n'abarimu mu rwego rwo kuzura inshingano zabo? Wavugako ari mwiza cyane, mwiza, mwiza buke, ntawo, ntawo rwose, Ntawubaho?**

Inshingano	Ntawubaho	Ntawo rwose	Ntawo	Mwiza buke	Mwiza	Mwiza cyane	Ntabwo mbizi
Gutumira no kuyobora Inama Rusange.	0	1	2	3	4	5	99
Gukurikirana ishira mu bikorwa ry'ibyemezo byafashwe mu Nama Rusange.	0	1	2	3	4	5	99
Gukurikirana iyubahirizwa ry'amategeko n'amabwiriza agenga ishuli	0	1	2	3	4	5	99
Kugira uruhare mu micungire y'umutungo w'ikigo	0	1	2	3	4	5	99
Gusesengura gahunda y'ibikorwa by'ikigo	0	1	2	3	4	5	99
Gukurikirana imyitwarire y'ubuyobozi bw'ikigo, abarimu n'abanyeshuri.	0	1	2	3	4	5	99
Gusesengura ibizo by'ingutu bibangamiye ikigo no kubishakira ibisubizo.	0	1	2	3	4	5	99
Gusesengura ingengo y'imari y'ikigo.	0	1	2	3	4	5	99
Gutanga raporo mu Nama Rusange.	0	1	2	3	4	5	99

**Q.14. Ubona ute umusaruro wa Komite Nyobozi Y'ikigo mu rwego rwo kuzura inshingano zabo? Wavugako ari mwiza cyane, mwiza, mwiza buke, ntawo, ntawo rwose, Ntawubaho?**

Inshingano	Ntawubaho	Ntawo rwose	Ntawo	Mwiza buke	Mwiza	Mwiza cyane	Ntabwo mbizi
Gutegura ingengo y'imari y'ikigo	0	1	2	3	4	5	99
Gushyira mu bikorwa ingengo y'imari nk'uko yemejwe	0	1	2	3	4	5	99
Gucunga abakozi b'ikigo	0	1	2	3	4	5	99
Gucunga umutungo w'ikigo	0	1	2	3	4	5	99

**Q.15. Wishimira ute ibi bikurikira? Wavuga ko wanyuzwe cyane, wanuzwe, wanyuzwe buke, utanyuzwe, utanyuzwe na gato?**

	Biranshimish a cyane	Ndabyishi mira	Biranshimis ha buke	Ntibirinshi misha	Ntibins himsha na gato	Ntabwo mbizi
Uruhare rwa Komite z'ababyeyi n'abarimu kugaragaza impungenge n'ibyifuzo by'ababyeyi	5	4	3	2	1	99
Uruhare rw'ababyeyi mu gutegura ingengo y'imari y'ikigo	5	4	3	2	1	99
Uruhare rw'ababyeyi mu kumenya ko umutungo w'ikigo ucunzwe neza.	5	4	3	2	1	99
Uruhare rwa Komite Nyobozi mu gukangurira ababyeyi kugira uruhare mu gutegura ingengo y'imari y'ikigo	5	4	3	2	1	99
Uruhare rwa Komite Nyobozi mu gukangurira ababyeyi kugira uruhare mu micungire y'umutungo w'ikigo	5	4	3	2	1	99

**IGIKA D. URUHARE RW'ABABYEYI MU GUTANGA INKUNGA IBIGO MU KUZUZA INSHINGANO.**

<b>Q.16. Nk'umubyeyi, uracyatanga inkunga yunganira</b>	<b>Yego</b>	<b>1</b>	<b>Oya</b>	<b>2</b>	<b>SIMBIZI</b>	<b>99</b>
<b>amafaranga atangwa na Leta (CG)</b>						

Q.17. Niba ari Yego kuri 16, sobanura ubwoko bw'iyi nkunga waba waratanze umwaka ushize n'uyu mwaka.

- 1: Amafaranga
- 2: Ibikoresho
- 3: Imirimo y'amaboko
4. Ntayo

Q.18. Niba ari amafaranga, n'angahe?

Q.19. Niba ari ibikoresho, ni bwoko ki?

- 1: \_\_\_\_\_
- 2: \_\_\_\_\_
- 3: \_\_\_\_\_

Q.20. Niba ari imirimo y'amaboko, wakoraga iki?

- 1: \_\_\_\_\_
- 2: \_\_\_\_\_
- 3: \_\_\_\_\_

<b>Q.21. Mu myumvire yawe, uratekereza ko bikiri ngombwa gutanga iyo nkunga yiyongera ku nkunga ya Leta (CG)</b>	<b>Yego</b>	<b>1</b>	<b>Oya</b>	<b>2</b>	<b>Simbizi</b>	<b>99</b>
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**Q.22. Niba ari Oya ku kibazo cya 21, ni mpamvu ki?**

Ubushobozi buke	1
Nta bushake	2
Kuba ntekereza ko amafaranga y'ikigo akoreshwa nabi.	3
Izindi mpamvu (Sobanura)	5

**Q.23. Niba igisubizo ku kibazo cya 21 ari Yego, sobanura ubwoko bw'inkunga utekereza ko umubyeyi akwiye gukomeza gutanga.**

1: \_\_\_\_\_  
 2: \_\_\_\_\_  
 3: \_\_\_\_\_

**IGIKA E. UBURYO ABABYEYI BASHOBORA KUBAZA ABAYOBOZI IBYO BAKORA N'UKO BAGERA KU NTEGO**

Q.25. Nk' umubyeyi, ufite uburyo/urwego ushobora gukoresha kugirango abayobozi b'ikigo umwana wawe yigamo bagaragaze ibyo bakora?	Yego	1	Oya	2
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**26.. Niba ari Yego ku kibazo cya 25, n'ubuho buryo/Rwego?**

Inama Rusange Y'ikigo	1
Komite y'Ababyeyi n'Abarimu	2
Ubuyobozi bw'ibanze	3
Polisi	4
Umurenge/ Ushinzwe uburezi ku Karere	5
Komite Ngenzuzi y'ikigo	6
Komite Nyobozi y'ikigo	7
Izindi nzego (Sobanura)	8

Q. 27. Waba wariboneye cyangwa se warumvise ikintu kigaragaza umutungo w'ikigo waba warakoreshejwe nabi mu mwaka ushize cyangwa uyu?	Yego	1	Oya	2
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Q.28. Niba ari Yego ku kibazo cya 27, watanze raporo	Yego	1	Oya	2
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Q.29. Niba ari Oya ku kibazo cya 28, ni mpamvu ki utatanze raporo?	1. Nta bushake 2. Gutinya ingaruka mbi 3. Izindi mpamvu (Sobanura) ..... .....			
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**Q.30. Niba waratanze raporo, wayitanze ku ruhe rwago?**

Inama Rusange y'ikigo	1
Umwe mu bagize Komite y'ababyeyi n'abarimu	2
Ubuyobozi bw'ibanze	3
Polisi	4
Umurenge/ Ushinzwe uburezi ku Karere	5
Komite Ngenzuzi	6
Izindi nzego (Sobanura)	7

Q.31. Ikurikirana ry'icyo kibazo ryageze ku musaruro ki?	Ntawubaho	Ntaworwose	Ntawo	Mwiza buke	Mwiza	Mwiza cyane	Ntabwo mbizi
Inama Rusange y'ikigo	0	1	2	3	4	5	99
Umwe mu bagize Komite	0	1	2	3	4	5	99

y'ababyeyi n/abarimu							
Ubuyobozi bw'ibanze	0	1	2	3	4	5	99
Polisi	0	1	2	3	4	5	99
Umurenge/ Ushinzwe uburezi ku Karere	0	1	2	3	4	5	99
Komite Ngenzuzi	0	1	2	3	4	5	99
Izindi nzego (Sobanura)	0	1	2	3	4	5	99

**Q.32. Muri rusange, wavugako uburyo bukurikira bukoreshwa mu gusaba raporo abayobosi b'ikigo umwana wawe yigamo butanga umusaruro mwiza cyane, mwiza, mwiza buke, ntawo, ntawo rwose, Ntawubaho?**

	Ntawubaho	Ntawo rwose	Ntawo	Mwiza buke	Mwiza	Mwiza cyane	Ntabwo mbizi
Inama Rusange y'ikigo	0	1	2	3	4	5	99
Umwe mu bagize Komite y'ababyeyi n/abarimu	0	1	2	3	4	5	99
Ubuyobozi bw'ibanze	0	1	2	3	4	5	99
Polisi	0	1	2	3	4	5	99
Umurenge/ Ushinzwe uburezi ku Karere	0	1	2	3	4	5	99
Komite Ngenzuzi	0	1	2	3	4	5	99
Izindi nzego (Sobanura)	0	1	2	3	4	5	99

**IGIKA F. Inzitizi abaturage muri rusange bahura nazo mu rwego rwo gucunga umutungo w'ikigo.**

Q.33. Wowe nk'umubyeyi, ni nzitizi ki z'ingutu zituma utagira uruhare rugaragar mu micungire y'umutungo w'ikigo umwana wawe yigamo?

Ubumenyi buke	1
Si inshingano zanjye	2
Ikigo kiri kure	3
Nta mwanya	4
Ni inshingano za Leta	5
Nta rubuga rugenwa n'ubuyobozi bw'ikigo	6
Izindi Mpamvu ( Sobanura)	7

Q. 34. Hakorwa iki kugirango kugirango ababyeyi bagire uruhare rugaragara mu micungire y'umutungo w'ikigo umwana wawe yigamo? Tanga uburyo nka 3

- 1.-----
- 2.-----
- 3.-----



## Annex 4: Primary and Lower Secondary Education Survey Desk Review Questionnaire

### A. SCHOOL IDENTIFICATION

School name	
District	
Sector	

### DIRECTIVE

Source of Information Values	
Head of School	1
School Reports	2
Observations	3
Others (Specify)	4

### B SCHOOL INFRASTRUCTURE AND EQUIPMENT

B.1	School buildings and other equipments	Yes	No	Source
Q1	Do the government supply the school with pupils' text books per each subject taught?	1	2	
Q2	Do the government supply the school with teacher text books and guides per subject taught?	1	2	
Q3	How many pupils share one desk?	Number		
Q4	How many pupils do not have a chair?	Number		

### C MANAGEMENT OF FINANCIAL AND OTHER RESOURCES

C.1	Account book keeping and Inventory of equipments	Yes	No	Source
Q5	Does the school have playground for various types of sports?	1	2	
Q6	Does the school have Running water?	1	2	
Q7	Does the school have electricity supply?	1	2	
Q8	Does the school have a fence?	1	2	
Q9	Do teachers have table and chair in the classroom?	1	2	

Q10	Does the school keep proper books of accounts?	1	2	
Q11	Does the school have an inventory of school equipments?	1	2	
Q12	Does the school have a Financial Management Procedures Manual?	1	2	
Q13	Does the school prepare monthly bank reconciliation statements?	1	2	
Q14	Does the school prepare Financial reports? (Termly and Yearly )	1	2	
Q15	Are the school accounts audited at least once a year?	1	2	
Q16	Does the school have a financial Management Committee?	1	2	
<b>C.2</b>	<b>Non-financial resources support from Parents</b>	<b>Yes</b>	<b>No</b>	<b>Source</b>
Q17	Do parents contribute labour in the construction and maintenance of the school	1	2	
Q18	Do parents sometimes donate pupils' furniture or any other equipment to the school?	1	2	
Q19	Do parents sometimes contribute building materials for the school?(bricks, stones, timber, etc.)?	1	2	

<b>D SCHOOL MANAGEMENT ACCOUNTABILITY</b>				
<b>D.1</b>	<b>Existence of a continually updated database in the school</b>	<b>Yes</b>	<b>No</b>	<b>Source</b>
Q20	Does the school have an up-to-date staff files?	1	2	
Q21	Does the school have a past and present students' register and according to gender?	1	2	
<b>D.2</b>	<b>Existence of a yearly plan as well as Termly activity plan covering all aspects of school life</b>	<b>Yes</b>	<b>No</b>	<b>Source</b>
Q22	Does the school have a yearly and Termly activity plans?	1	2	
Q23	Does the school have a log book to monitor the implementation of the plan?	1	2	
<b>D.3</b>	<b>Existence of a yearly budget document</b>	<b>Yes</b>	<b>No</b>	<b>Source</b>
Q24	Does the school prepare an annual budget?	1	2	
<b>D.4</b>	<b>Preparation and submission of a year start and a yearend report as prescribed by the Ministry of Education regulations</b>	<b>Period</b>		<b>Source</b>
Q25	When does the school prepare and submit year start and year end reports?			
<b>D.5</b>	<b>Existence of procurement plan</b>	<b>Yes</b>	<b>No</b>	<b>Source</b>
Q24	Does the school prepare an annual procurement plan?	1	2	

Q25	Does the school have an internal tender committee?	1	2	
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**E EMPOWERMENT AND ENGAGEMENT OF MEMBERS OF THE SCHOOL MANAGEMENT COMMITTEE IN PLAYING THEIR ROLE IN THE MANAGEMENT OF SCHOOL**

E.1	Existence of a School Management Committee which plays its role in the management of the school	Yes	No	Source
Q26	Does the school have a School Management Committee?	1	2	
Q27	Have any of the members of the School Management Committee undertaken any education management training?	1	2	
Q28	How many times in a year does the SMC meet to discuss school issues?	Number		
Q29	Does the school have a school development Plan?	1	2	
Q30	Does the SMC participate in the preparation of the School Development Plan (SDP)?	1	2	
Q31	How often does the SMC meet to prepare the School Development Plan?	1	2	

**F INVOLVEMENT OF DIFFERENT ACTORS IN EDUCATION**

F.1	Minutes of Parents' meetings are available.	Yes	No	Source
Q32	Does the school sometimes hold meetings with the parents?	1	2	
Q33	If yes, how often?	Very rarely		1
		Rarely		2
		Sometimes		3
		Often		4
		Very Often		5
Q34	Does the school inform the parents about the school programmes?			
Q35	Are the parents often invited to participate in school activities?	1	2	
Q36	Does the school sometimes seek parents' opinions on the school development programme?	1	2	
Q37	Does the school call parents' meetings to give them school progress reports and discuss them?	1	2	
Q38	Does the school have a Suggestion Box?	1	2	

<b>F.2</b>	<b>Teachers', parents' and learners' participation in school management; guidance and counselling services available in the school</b>	<b>Yes</b>	<b>No</b>	<b>Source</b>
Q39	Does every member of the school community i.e. Teachers, parents and learners participate in the school management?	1	2	
Q40	Are there guidance and counselling services available in the school?	1	2	
<b>F.3</b>	<b>Organisation of open days in the school (at least once a year)</b>	<b>Yes</b>	<b>No</b>	<b>Source</b>
Q41	Does the school organise open days?	1	2	
Q42	If yes, how many times a year?	Number		
<b>D.5</b>	<b>Existence of diverse functioning committees and councils in the school (students, teachers, and other members of staff, parents, parent-teachers)</b>	<b>Yes</b>	<b>No</b>	<b>Source</b>
Q43	Does the school have a students' representative committee?	1	2	
Q44	Does the school have an internal tender committee?	1	2	
<b>D.6</b>	<b>Collaboration with local authorities (eg. Number of joint activities, mutual visits, local authorities' interventions, etc.)</b>	<b>Yes</b>	<b>No</b>	<b>Source</b>
Q45	Do district and/or sector officials visit the school?	1	2	
Q46	If yes, how often?	Very rarely	1	
		Rarely	2	
		Sometimes	3	
		Often	4	
		Very Often	5	
Q47	Do you sometimes have some joint activities with local authorities in the school/community?	1	2	

ENUMERATOR'S NAMES:.....

SIGNATURE: .....





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