

**THE RELATIONSHIP BETWEEN UNIVERSAL PRIMARY EDUCATION POLICY
IMPLEMENTATION AND SOCIO-ECONOMIC DEVELOPMENT OF
RURAL AREAS IN NYAMAGABE DISTRICT OF RWANDA**

BY

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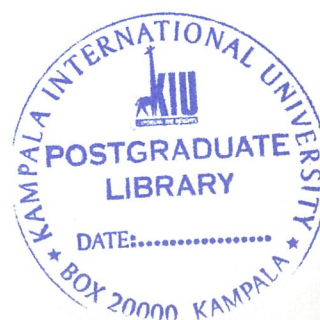


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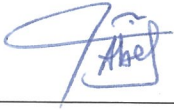
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DECLARATION

I, Dufitumukiza Abel, hereby declare that this research work is original and has been achieved through my own personal reading and insight. This has never been submitted for any academic award of degree in this university or any other university.

A handwritten signature in blue ink, appearing to read 'Abel', is written over a horizontal line.

Signed _____

DUFITUMUKIZA ABEL

Date _____

APPROVAL

This is to certify that this thesis entitled “The relationship between universal primary education policy implementation and socio-economic development of rural areas in Nyamagabe district of Rwanda” has my approval as a supervisor.

Signed 

Dr. Joseph S.OWOEYE

Date 25. 9 . 09.

DEDICATION

This piece of work is dedicated to my Parents, Brother, Sisters and particularly Mrs. Patricia Vanderpoest, Bishop John Miller, Bishop Mvunabandi Augustin, Pastor Keith Guinta and Bill& Barbara's family.

ACKNOWLEDGEMENTS

The completion of this thesis has been possible by grace of the ALMIGHTY GOD, may He be honored, glorified and praised.

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ACRONYMS

GDP:	Gross Domestic Product
GER:	Gross Enrolment Ratio
MINEPRISEC:	Ministère de l’Enseignement Primaire et Secondaire
NER:	Net Enrolment Ratio
NISR:	National Institute of Statistics of Rwanda
RPF:	Rwanda Patriotic Front
T.I.G:	Travaux d’Interêt Général
UNESCO:	United Nations Education Scientific Cultural Organization
UPE:	Universal Primary Education

ABSTRACT

The study attempted to find out the relationship between the educational achievements of universal primary education (UPE) policy implementation and socio-economic development of rural areas in Rwanda. The specific objectives of the study were to identify the existing situation of Rwanda primary education system, determine the major educational achievements from UPE policy implementation and thus compare actual performance with the stated UPE goals and to identify the influence of UPE program in improving socio-economic status of rural areas in Rwanda. A descriptive survey, qualitative research designs and documentary analysis were used to collect required information from 144 teachers and head-teachers, 14 pupils' parents and 8 opinion leaders and education offices among others.

Using simple percentage to analyze the data collected, it was found that a discriminative system at ethnic and regional quotas was abolished to the extent that gross school enrolment ratio reached an average of 138.64%, net school enrolment ratio 94.30% and transition rate 54.6% in 2007 and completion rate 52.5% in 2008. Transparency in national examination and equity in admission were established in the educational system. The major educational achievements of UPE program found are: net enrolment growth rate of 7.35% per year, gender balance of 100%, repetition reduction rate of 1.95% per year, dropout reduction rate of 0.24% per year, number of schools increased 7.52%, number of classrooms 5.46% and number of qualified teachers increased 26.6% during the period 2004/08. The comparison between actual performance and stated goals showed that the planners were too ambitious while setting timeframe/performance requirements and 54.8% of respondents agreed the decline in quality education and 72.95% agreed fund inadequacy in UPE program implementation. On the other hand, an average of 84.3% agreed that UPE program has helped the expansion of access to education, girls' education and internal efficiency of the system; the study found that 68.8% agreed that the expansion of access to education has led to the increase of workers and employment, literacy rate, high awareness and practice of good health practices and promotion of national politics; 85% agreed that girls education helps family planning, premature marriage and child mortality reduction; 85.6% agreed that UPE program helped in optimum land utilization, creation of economic activities, modern agriculture practices, malnutrition and waterborne diseases reduction.

Accordingly, to achieve stated educational goals as well as socio-economic goals, promotion growth rate should be increased and maintained at 9.1% per year from 2007, repetition reduction rate at

18.3% per year from 2007, dropout reduction rate at 21.3% from 2007, completion growth rate at 16.2% per year from 2008 and pupils' parents should be sensitized about their responsibility and obligation to take over teaching process after school hours for integrating children into daily socio-economic life.

CHAPTER ONE

INTRODUCTION

Every nation is striving to sustainable socio-economic development and thus education of citizens is perceived as the most important ingredient for achievement. Given the complexity of educational system, formative as well as summative assessments are required for further improvement. Accordingly, this chapter outlines the background, problem, purpose and objectives, research questions, significance and scope for investigating the relationship between UPE policy implementation and socio-economic development of rural areas.

1.1. Background of study

Rwanda, the ‘land of a thousand hills’, is a small land-locked country (26,338 sq. km) lying just south of the Equator in central Africa at 2000 kilometers from Atlantic and 1100 kilometers from Indian Ocean. It is bordered by the Democratic Republic of Congo (DRC) in the West, Uganda, in the North, Tanzania in the East and Burundi in the South. Rwanda’s countryside is covered by grasslands and small farms extending over rolling hills. The terrain consists mainly of cultivated or wooded uplands and hills scattered with lakes. Rwanda’s economy is highly based on rain-fed agricultural production of small semi-subsistence and increasingly fragmented farms. The country does not have enough natural resources to exploit unless its population (Ministry of Education, 2006).

Unfortunately, since Kayibanda’s regime, the first Rwandan President, up to the 1994 genocide, the country’s social life had strongly deteriorated; particularly the education sector had been used as line to spread political ideologies which were characterized by discrimination and disparities in resources distribution, (Bergsraesser, 1974; Ministry of Education, 2003). Before the event of 1994, a discriminative system was used for entry into schools. The system was largely based on ethnic and regional criteria, rather than on scholastic performance.

Contrary to former governments, the Government of National Unity and Reconciliation recognized that human resource development through formal education might be the bedrock of poverty reduction and socio-economic development of the nation. From that understanding, the existing educational policies have been reviewed and the access to formal education for primary

and secondary education has been expanded as well as to higher education (Ministry of Education, 2003). Besides, for the purpose of country development, Rwandan government was pushed to set ambitious target to achieve universal completion of primary education in its education policy review by 2010. The policy implementation has been highly expected to improve the situation in educational system and to enhance the living condition of the society, especially rural areas.

At the educational level, the policy implementation is expected to meet the following performance requirements:

- Primary completion from 51% to 112% by 2015;
- Drop out reduction rate from 14% to 5% by 2010 and 2% by 2015;
- Repetition rate reduced from 19% to 8% by 2010 and 3% by 2015;
- Double shifting reduced from 31% in 2004 to 20% by 2010 and 6% by 2015 (Ministry of Education, Science and Technology, 2006).

At socio-economic level, the expectations from UPE policy implementation are as follows:

- Equal educational opportunities to all citizens, especially girls and boys children;
- Increase of literacy rate, modern practice of land utilization and bank savings;
- Gender balance in schools;
- Family health development through basic good health practices, HIV/AIDS awareness and its preventive methods, prevention of malaria;
- Civic skills development for national patriotism;
- Increase of effective and efficient manpower, employment

(Ministry of education, 2003; The Republic of Rwanda, 2003)

Contextual background of rural life in Rwanda

Rwanda had a total population of 9,058,392 million (mid 2006), population density (per sq. Km) 344; under 5 years old 16.3%; under 15 years old 42.1%; 15 to 64 years old 55.2%; 65 years old and over 2.7% (The National Institute of Statistics of Rwanda (NISR), 2007), and an estimated 60% of whom live below the poverty line of US\$ 1 a day. The majority (98%) of the poor lives in rural areas. The most underlying challenges of Rwandan rural areas are for example; land scarcity, HIV/AIDS, poor health practice, low level of education and high level of repetition and drop-out rates at primary level as well as secondary level (Ministry of Education, 2006; Bureau of African Affair, 2008). Residents in rural areas are mainly traditional farmers. Agriculture currently accounts for just fewer than 40 percent of GDP and provides jobs to 80 percent of the population. Most Rwandese, in particular who dwell in rural areas, rely on subsistence agriculture; with limited participation in the market economy. Production remains low, and constraints to agricultural growth are severe. Because of lower level of education, rural areas are characterized by gender imbalances whereby women and girls have limited access to formal education (Ministry of Education, 2006; The World Bank Group, 2008).

As results of these, even though Rwanda's head-count poverty rate has decreased from 60.2% to 56.9% from 2001 to 2006, but there are 600,000 more Rwandese living in poverty than there were five years ago and despite a decrease in acute malnutrition among children under five, from 7% to 4%, chronic malnutrition has increased from 43% to 45% of children in the past five years and 78% of Rwandan households present some vulnerability in access to or consumption of food and 28% of Rwandan households are food insecure (United Nations Development Programme Rwanda, 2007). Therefore the awareness of those problems that are affecting rural areas has been one among others to push the Rwandan government to set ambitious target to achieve universal completion of primary education in its education policy review (2003) by 2010. The policy implementation is highly expected to improve the situation in education system and to enhance the living conditions of the society and especially the rural areas (Ministry of Education, 2006; Ministry of Education, 2003).

1.2. Statement of problem

Unlike many of its neighbours, Rwanda does not possess vast expanses of land or ample natural or mineral resources on which to base its development strategy. The main asset in Rwanda is its

people and thus the education of people is believed to be one of the other strategies that can give the best results to shape socio-economic status of the people.

At educational level

Despite expansion of access to formal education throughout UPE policy implementation, quality of education has gradually decreased. Besides, while primary one enrolment has shot up to exceptional levels, it has been much harder to maintain children in school throughout the primary school cycle. Unless abolition of tuition fees, no other specific motives are in place to attract and retain pupils from poor families. Estimates for 2004 put drop-out rates at 15.2% and repetition rate at 20.6% (Ministry of Finance and Economic Planning, 2004). It is also estimated that up to 30% of Primary one entrants never finish Primary 4. High dropout rates also alleviate gender parity, which has been achieved at the enrolment level. By 2004 it was estimated that only 16% of girls finished primary school (United Nations Development Programme Rwanda, 2007). Generally, the increase in enrollment of pupils in primary schools is contested by inadequate facilities and funds for the program and consequently educational industry does not show significant power to improve the socio-economic status; especially for rural areas (Ministry of Education, science and technology, 2006).

At socio-economic level

More than 600,000 people are living in poverty than they were five years ago. There has been an increase in chronic malnutrition from 43% to 45% of children; poor health practices are alarming in rural areas; 78% of Rwandan household present vulnerability in access to consumption of food and 28% are food insecure. Besides, lower level of education of parents has caused gender imbalances whereby girls have limited to formal education (United Nations Development Programme Rwanda, 2007).

However, it is against those alarming problems in Rwanda primary education system as well as in socio-economic status of rural areas that this research is to be undertaken to show that expansion of access to primary education through UPE implementation can progressively restore socio-economic status of rural areas as well as education system.

1.3. Purpose of study

The purpose of the study was to formatively assess Rwanda primary educational system and thus identified the relationship between UPE policy implementation success and socio-economic development of rural areas in Nyamagabe District.

1.4. Objectives of the study

This study was guided by the following objectives:

1. To identify the existing situation of Rwanda primary education system; compare the actual performance to the stated UPE goals
2. To determine the major educational achievements from UPE policy implementation
3. To identify the influence of UPE policy implementation in improving the socio-economic status of rural areas

1.5. Research questions

The study sought to answers the following research questions:

1. What has been the situation of Rwanda primary education system?
2. To what extent have the educational goals been achieved with UPE policy implementation since 2004?
3. What is the existing situation of socio-economic status of rural areas in Rwanda?
4. What is the role of education in improving socio-economic status of people, especially in rural areas?

1.6. Scope of the study

Nyamagabe District which is about 186 kilometers from the capital city, Kigali, and as one of the rural districts constituted the geographical area of the study. The investigation in that area has provided significant information to determine the influence of UPE program to improve educational system and its effects on socio-economic development of rural areas. Accordingly UPE program implementation, that is; availability of resources, funding adequacy, pupil achievement and quantity, quality and number of qualified teachers of the program, constituted

the independent variable whilst the improvement of socio-economic status, that is, family health development, civic skill development, increase of family income, increase in literacy rate, awareness and practice of modern agriculture and land utilization, etc was the dependent variable.

Definition of key terms

Primary education refers to the elementary level of education of six years for age group 7 to 13 and serves as a foundation upon which every individual submitted to it becomes able to live as a useful, deal with problems at home and good member of society he/she belongs.

Universal primary education refers to the policy in education system whereby education is made available to all school going children from 7 to 13 years old and a pupil receiving, without payment of school fees; education provided by a teacher together with learning aids and basic textbooks needed both by the teacher and pupils.

In this present research, **socio-economic development** in rural areas refers to constant and gradual increase in variety of indicators such as school enrolment, literacy rate, gender balance in schools as well as in administrative system, awareness and application of good health practices and diseases preventive methods in daily life, increase of economic activities, higher participation in national development (socially, economically, culturally and politically), modern agricultural practices, few but to mention.

Rural area refers to the enclave region because of low economic activities; subsistence agriculture; insufficient infrastructure such as schools, hospitals, clean water and sanitation, electricity; low level of education, especially limited access to formal education for women and girls; premature marriage and high child mortality rate.

Works for general interests (Travaux d'Interêt Général (T.I.G)) refers to the activities undertaken by genocide persecutors (actors) that are graded in second and third categories after accepting what they did and asking for forgiveness to genocide survivors and the entire community at large.

"Gacaca" refers to traditional court meant purposely for genocide cases

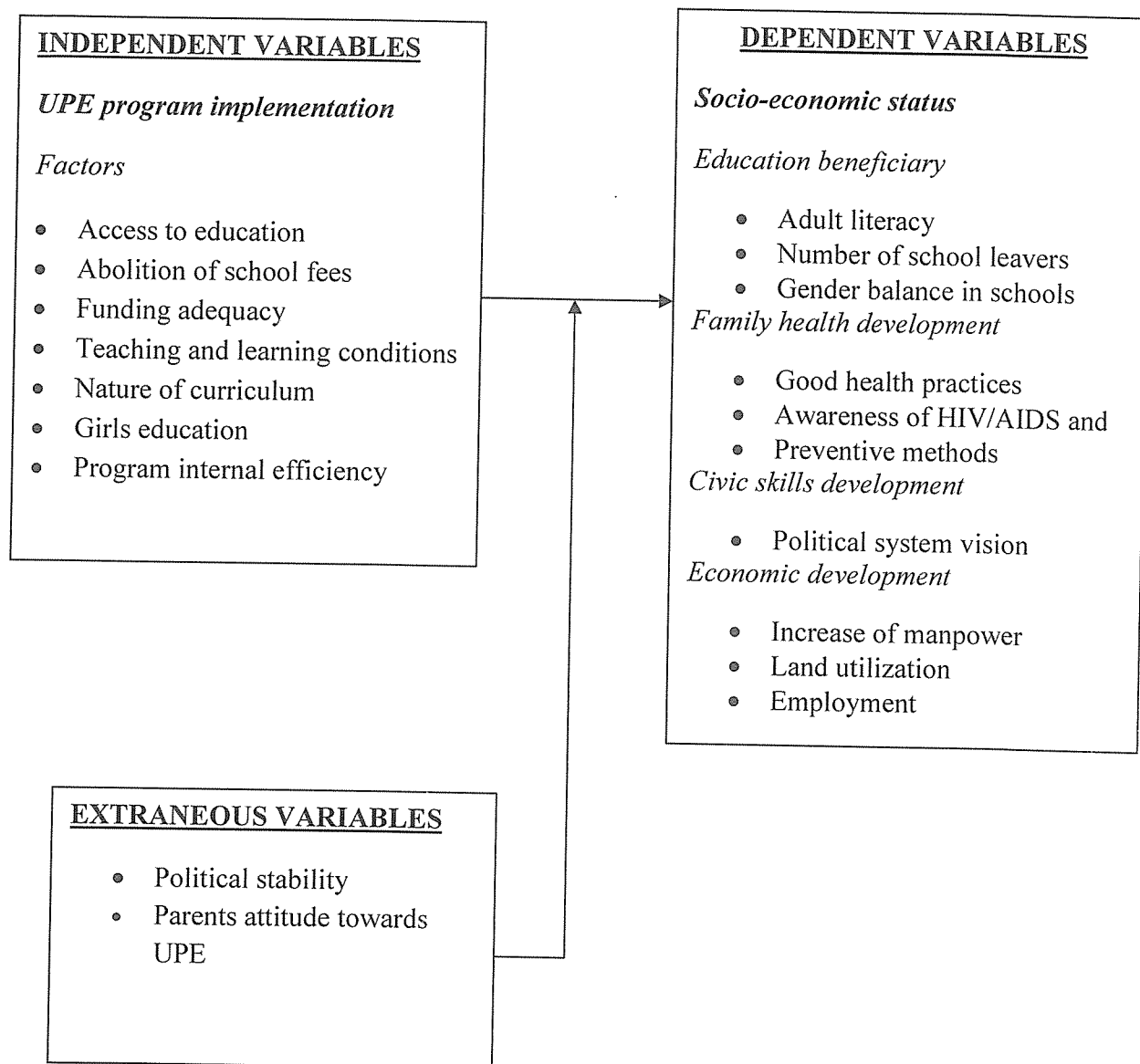
1.7. Significance of study

The findings of this study are useful to:

1. Policy planners by showing the actual performance of policy implementation and the underlying problems that are currently affecting the policy implementation. Besides, the research findings help planners to understand society's assumptions towards the influence of UPE program on socio-economic development of the country.
2. Parents by confirming the role of education to enhance the living standard and better integration of young generation into the era of science and technology.
3. Local government by demonstrating its strength, weakness, opportunity and treats to implement the policy and by identifying the major problems that are currently affecting the policy implementation progress. Thus findings of this study provide the basis for new framework of the monitoring and review of short-term objectives for optimizing performance at local level.
4. Teachers and head-teachers by identifying the fundamental problems which are presently alarming their profession. Consequently, the findings make the community aware of the predicaments in teaching profession and then address it.

1.8. Conceptual framework

Figure 1.1 below indicates that socio-economic status constitutes the dependent variable of the study while UPE program implementation is the independent variable. The basis is that quality of education received by the pupils of UPE program would be the determinant of socio-economic development of Rwandan rural areas. Logically, it is assumed that the level of funding, access and accessibility to education, availability of resources, quality achievement and quantity of school leavers, quality and number of qualified teachers and stability in program execution are determinants of quality of education received by the learners. The impact of skilled and knowledgeable individuals in socio-economic development depends on the quality education gained; thus the capacity to finance, manage and allocate adequate resources to the program influences the level of effects on socio-economic development from the graduates.



Adapted from Maicibi (2003)

Figure 1: Impact of UPE policy achievement on socio-economic development

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

Rwanda universal primary education policy was enacted and implemented in 1962 after independence. The policy defined who should be admitted to school; skills, knowledge, values and attitudes to be taught; operating pedagogic methods to be used and final resources to allocate for good conduct of the program (The Republic of Rwanda, 1962). Though the policy was well formulated and desired by the society, the implementation practices had not been relevant to Rwandan society. Between 1962 and 1993, primary education as well as other levels of education was characterized by a discrimination system at ethnic and regional levels; gender imbalances and disparities in national resource distribution between rural and urban areas (Ministry of education, 2003; Obura, 2003).

Discriminative ideology imparted especially in educated people as well as the illiterate, had caused the genocide in which the country lost a million of people and lost most of its social, economic and physical infrastructure.

After military victory in July 1994, Rwanda Patriotic Front (RPF) started to reorganize the country and the most emphasis has been placed on reconciliation, unity of citizens, correction of errors done by former governments forging a sense of national unity rather than ethnic identity in Rwanda (Rwanda Investment Promotion Agency, 2008).

To reaffirm the importance which it attaches to education, Rwanda Government of National Unity during 1994-2002 reopened and started new primary schools and more secondary schools and rebuilding the education system has continued to be a high priority of the government of Rwanda, (Institute for security studies, 2005). Since then remarkable progress in Rwanda education sector was witnessed, though challenges are still experienced.

Therefore, the present chapter describes Rwanda educational system before and after UPE policy implementation (2004) and influence of education in improving socio-economic status of rural areas.



2.2. Existing situation in Rwanda primary education before UPE policy review 2003

Formal education in Rwanda as well as in other African countries was inherited from European type education system in colonial era. The system has undergone four milestones since independence: the start of national education in the 1960s, the education reform in the mid-1970s, reform revision in 1991 and post-war development. Except during 1970s and 1980 when an eight-year primary cycle was tried, the abolished, the structure of education in Rwanda has been 6 years of primary school, 6 years of secondary school and $\frac{3}{4}$ of tertiary education. Official entry in primary school was 7 years old, system was double shift from primary one to primary three, the single shift from primary four to primary six and the instruction languages were Kinyarwanda and French/English (MINEPRISEC, 1994; Obura, 2003, Ministry of education, 2003).

Obura (2003), Ministry of education (2003) and Cooksey (1992) argue that period 1960-1994, Rwanda education system was a discriminative system at ethnic and regional quotas, gender imbalances and disparities in resource allocation. A discriminative quotas system, based on ethnic and region, was used for entry into school rather than personal performance. A maximum of 20% girls and 25% boys reached primary six, and less than 10% of primary leavers went to secondary schools. The transition rate from primary level to secondary school was highly controlled through ethnic and regional status of pupils. *"Each school had to respect the ethnic group with the regard to entry to secondary school. Children were admitted or not admitted on criteria which were not available for scrutiny: 85% entrants according to performance (unpublished) and ethnic /regional group quotas, 10% selected by churches and 5% by the ministry of education"* (Obura, 2003:43).

Besides, theoretically primary education was free and compulsory, yet a thousand of children of school age did not attend formal education. Parents nevertheless had to pay 300 Rwandan francs per term, in addition to uniform, and other direct costs (Cooksey, 1992). Clearly educational opportunity forgone was not available to every family, especially in rural areas and marginalized region. Therefore there was a need to change existing policies and practices for welfare and satisfaction of Rwandan society.

On the other side, staff and qualified teachers were employed and posted to different schools based on their ethnic and region of birth. The dismissal or termination was not clearly justified

and there were no complaints towards government decision. As a result, teachers were insufficient to fulfill the vacancies in some regions than others.

That situation in Rwanda educational system after colonial era was shared almost in other African countries. Reinikka and Collier (2001), Owolabi (2005) and Katerine and Arudo (2006) affirm that before UPE policy implementation in 1997, Uganda educational system was characterized by disparities in distribution of national facilities between rural and urban areas, gender imbalances in school enrolment, children from poor families had no access to formal education and even when the opportunity found they dropped out long before completing the primary cycle.

Akangbou (1987) and Orbach (2004) argue that Nigerian government wisely embarked on universal basic education earlier 1960s with the purpose to decrease and remove disparities in distribution of resources, inequalities accompanied with gender imbalances, discrimination and thus expand access to formal education and provide citizen with valuable respect for worth and dignity of individual.

Equally, in many other African countries the adoption of UPE policy emerged from the purpose of eradicating disparities, gender imbalances, regionalization discrimination in education system and expansion of access to formal education.

2.3. Origin of UPE policy and its implication in Africa

After World War II different people and institutions came to recognize the role of education in shaping country's socio-economy (Akangbou, 1987). Since then, investment in education for human capital development raised remarkably. Unfortunately, formal education that time was for the chosen few people like chief, military and politicians (Reinikka& Collier, 2001; Ministry of education, 2003; Little, 2003; Katerina& Arudo, 2006).

The need to issue basic education to all people was highlighted by the United Nations in its general assembly (1948) that *"everyone has the right to education. Education shall be free at least in the elementary and fundamental stages. Elementary education shall be compulsory"* (Kawooya, 2007:2). In African continent, the recognition of free primary education for all was emphasized in mid-1950s. In their first conference held in Addis Ababa in 1961, African countries agreed that by 1980 each country could have implemented the system (Kawooya,

2007). Coombs (1985) states that though many African countries have seriously considered the accommodation of UPE policy and its implementation, few succeeded to great extent and others failed and gave up because of various problems. Ministry of education (2003) argues that in Rwanda theoretically the policy was enacted and implemented since 1962. However, the practice contradicted what were written in education organic laws.

Generally, though basic education is a fundamental right enshrined in different countries constitution law, yet million of people of individual deprived of basic education have been unaware that is a right they can demand (Fiske, 2000). Therefore the world education conferences held in Jomtien, Thailand in 1990 and Dakar, Senegal in 2000 were both landmark event international education community's effort to promote "education for all worldwide and making the right that "every one has right to education" a reality (Fiske, 2000; Little, 2003). Dakar conference was the culminating event of the decade of education for all initiated in Jomtien in 1990.

Goals and targets for education for all in which UPE policy is embedded affirmed in Jomtien 1990 are as follows:

1. Expansion of early childhood care and developmental activities, including family and community interventions, especially for poor, disadvantaged and disabled children
2. Universal access to and completion of primary education (or whatever higher level of education is considered as 'basic' by the year 2000
3. Improvement of learning achievement so that an agreed percentage of age cohorts (e.g. 80% of 14 years olds) attains or surpasses a defined level of necessary learning achievement
4. Reduction of the adult illiteracy rate to say, one half of its 1990 level, by the year 2000 with sufficient emphasis on female literacy to significantly reduce the current disparity between male and female illiteracy rates
5. Expansion of the provision of primary education and training in other essential skills required by youth and adults, with program effectiveness assessed in terms of behavioral change and impact on health, employment and productivity

6. Increased acquisition by individuals and families of the knowledge, skills and value required for better living and sound and sustainable development, made available through all education channels

(Source: Jomtien framework for action to meet basic learning (1990) cited by Little, 2003:2)

After the EFA 2000 assessment, the following achievements and drawbacks from implementation of Jomtien decision were found:

1. The number of children enrolled in schools rose from an estimated of 599 million in 1990 to 681 million in 1998. The main challenges were inadequate school facilities, little number of qualified teachers and funds.
2. The number of children not enrolled in school decreased from an estimated of 127 million in 1990 to 113 million in 1998. However continuing high population growth and other factors make it difficult for many countries in sub-Sahara Africa to make significant reduction in the number of out of school children.
3. The number of literate adult grew significantly over the decade, from an estimated of 1.7 billion in 1990 to 3.3 billion in 1998. The challenge was that an estimated of 880 million adults could not read or write, and in the least developed countries one out two individual fell into that categories (Fiske, 2000; Little 2003)

In view of achievements and challenges from Jomtien decision in different countries, the main message of the world education forum in Dakar, Senegal in 2000 was a wake-up call and an invitation to act urgently and efficiently. It called on national governments to take full responsibility for ensuring that their goals and strategies are well implemented and education for all, especially universal primary education is the obligation and prerogative at each State (Fiske, 2000). Accordingly, the goals and targets from Dakar (2000) are as follows:

1. Expanding and improving comprehensive early childhood care and education especially for the most vulnerable and disadvantaged children
2. Ensuring that by the year 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.

tuition, automatic promotion came in and girls' education was promoted. According to Rwanda government, free primary education refers to a pupils receiving, without payment of school fees, education provided by a teacher together with learning aids and basic textbooks needed both by the teacher and pupils (The republic of Rwanda, 2003; Ministry of education, 2006).

Compared to the existing situation, period 1962-1994, whereby gross and net enrolments were relatively high for the east Africa region that were gross enrolment ratio of 46% in 1973, 65% in 1990 and net enrolment ratio of 63% in 1990 (Obura, 2003), Rwanda government of national unity after 1994 genocide restructured and rebuilt significantly educational system to extent that gender balance in schools reached 100% in 2003, gross enrolment ratio 128.4% in 2003, net enrolment ratio 91.2% in 2003, promotion rate 64.2% in 2003 and repetition rate reduced from 38.1% in 1999 to 20.6% in 2003 (Ministry of education, 2009).

Table 1: Indicators in education system: primary education, period 1999-2003

STUDENTS	SCHOOL YEARS				
	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
Number of Students	1,288,617	1,431,692	1,476,272	1,534,510	1,636,563
Number of Boys	644,430	721,881	738,439	763,277	810,585
% of Boys	50.0%	50.4%	50.0%	49.7%	49.5%
Number of Girls	644,187	709,811	737,833	771,233	825,978
% of Girls	50.0%	49.6%	50.0%	50.3%	50.5%
Students of school age	1,025,190	1,062,435	1,081,358	1,101,861	1,162,955
Children of school age	1,466,086	1,472,244	1,475,940	1,479,940	1,274,836
Gross Enrolment Rate (GER)	87.9%	97.2%	99.9%	103.7%	128.4%
GER Boys	89.5%	99.6%	101.9%	105.8%	129.0%
GRE Girls	86.4%	99.5%	98.2%	102.3%	127.8%
Net Enrolment Rate (NER)	69.9%	72.2%	73.3%	74.5%	91.2%
NER Boys	70.2%	72.5%	72.9%	74.0%	90.1%

NER Girls	69.7%	71.8%	74.9%	74.9%	92.4%
Completion Rate Overall		21.8%	24.2%	29.6%	38.1%
Transition Rate Overall	38.0%	42.0%	37.0%	43.0%	45.0%
Promotion rate Overall	50.5%	49.6%	54.0%	66.2%	64.2%
Repetition Rate Overall	38.1%	37.6%	31.8%	17.2%	20.6%
Drop out Rate Overall	11.4%	12.6%	14.2%	16.6%	15.2%

Adopted from Ministry of education –Department of Educational Management Information System (2009)

Despite that remarkable progress, challenges and problems rise day to day in the education sector as well as outside the system. Such challenges were a big number of households headed by children in whom 90% were girls; loss of trust in adults because of death experience and witnessing someone being killed or injured (Save the children fund, 1999). Poverty on the other side was alarming to extent that the ability of a typical household to afford basic necessities such as food, shelter, clothing, medical care and education service had declined sharply (Ministry of economic and finance, 1998).

Accordingly, during the period of 1999-2003, dropout rate had increased considerably from 11.4% in 1999 to 15.2% in 2003. This can mean that the opportunity forgone for schooling was not enough to afford education service till the end.

Consequently, in 2003 all Rwandese through national constitution election enacted new UPE policy option and thus its implementation started in 2004. In a board sense, UPE policy review and implementation was made to:

1. Improve access to education and ensure that by 2010 all children aged – school going particularly girls, children in difficult circumstances have access to and complete free and compulsory primary education.
2. Improve quality education by providing necessary learning and teaching material and other facilities.

3. Promote the culture of peace, tolerance, justice and respect of human right.
4. Prepare for country the necessary competent and sufficient human resource at each level on its duties in accordance with the country's development scale

(The Republic of Rwanda, 2003; The government of Rwanda, 2002).

Documentary analysis, table 2, revealed that since 2004, UPE policy implementation has changed the features of Rwanda primary education: 6 years of basic education were really made free of tuition and compulsory; children of school age have attended formal education with an average of 94.3%; girls' education opportunities have increased to the extent that the number of girls enrolled is 2.23% higher than the number of boys in the same grade; capitation grant per child has increased by 1069% within period 2004-2009 (Ministry of education, 2009).

Table 2: Indicators in education system: primary education, period 2004-2008

	SCHOOL YEARS				
STUDENTS	2004	2005	2006	2007	2008
Number of Students	1,752,588	1,857,841	2,019,991	2,150,430	2,190,270
Number of Boys	862,156	912,207	984,272	1,058,026	1,076,159
% of Boys	49.2%	49.1%	48.7%	49.2%	49.1%
Number of Girls	890,432	945,634	1,035,719	1,092,404	1,114,111
% of Girls	50.8%	50.9%	51.3%	50.8%	50.9%
Students of school age	1,246,634	1,265,205	1,320,134	1,356,461	1,613,055
Boys of school age	604,022	615,521	637,793	662,558	788,796
Girls of school age	642,612	649,684	682,341	693,921	824,259
Children of school age	1,339,845	1,353,482	1,389,790	1,415,930	1,712,432
Boys of school age	659,908	667,428	686,273	699,369	845,580
Girls of school age	679,937	686,054	703,517	716,561	866,852
Gross Enrolment Rate (GER)	130.8%	137.3%	145.3%	151.9%	127.9%

GER Boys	130.6%	136.7%	143.4%	151.3%	127.3%
GRE Girls	131.0%	137.8%	147.2%	152.5%	128.5%
Net Enrolment Rate (NER)	93.0%	93.5%	95.0%	95.8%	94.2%
NER Boys	91.5%	92.2%	92.9%	94.7%	93.3%
NER Girls	94.5%	94.7%	97.0%	96.8%	95.1%
Completion Rate Overall	44.9%	46.7%	51.7%	52.0%	52.5%
Transition Rate Overall	60.8%	58.3%	58.7%	54.6%	
Promotion rate Overall	67.2%	69.6%	67.6%	68.4%	
Repetition Rate Overall	18.8%	15.8%	18.1%	17.7%	
Drop out Rate Overall	14.0%	14.6%	14.3%	13.9%	
TEACHERS					
Head and Teachers	28,254	29,033	30,637	31,037	35,672
Number of teachers	26,192	26,944	28,474	29,059	33,158
Teachers Qualified	23,112	25,255	27,795	28,508	30,171
% of Qualified Teacher	88.2%	93.7%	97.6%	98.1%	91.0%
Pupil Teacher Ratio	67	69	71	74	66
Pupil Teacher Qualified Ratio	76	74	73	75	73
SCHOOLS AND CLASSROOMS					
Schools	2,262	2,295	2,323	2,370	2,432
Classroom	29,385	29,748	30,434	30,737	30,989
Pupil classroom ratio	60	62	66	70	71

Adopted from Ministry of education –Department of Educational Management Information System (2009)

Despite progress made, UPE program is experiencing different challenges such as inadequate resources (small funds, qualified teachers, school facilities, instructional materials ...); teachers' dissatisfaction because of stressful working conditions and low pay; misinterpretation on pupils flow practices and poor statistical management information system at school level up to district levels, few but to mention.

In view of the above, Rwanda primary education system has been moving forward and something not little has been achieved. Though challenges are still experienced, the system presents many opportunities to accomplish stated educational goals as well as socio-economic expectations. Therefore, the question to ask is that to what extent has/will the UPE policy implementation shape(d) the socio-economic status of rural areas in Rwanda?

2.5. Socio-economic status of rural areas in Rwanda

Historically, the country's social life had strongly deteriorated since the first republic 1962-1973 up to 1994 genocide. The major cause was the reinforcement of policy of ethnic and regional preferences in national resource distribution (Bergsraesser, 1974; Ministry of Education, 2003; Obura, 2003). As a result, poverty level has worsened significantly since the 1980s. In rural areas, the ability of a typical household to afford basic necessities such as food, shelter, clothing, medical care and education services, has declined sharply (Ministry of economic and finance, 1998).

To take corrections of and rebuild the socio-economic system, Rwanda rural areas was studied and described as regions of low agricultural productivity, low income and nonagricultural activities, small economy, high population density, low level of education and inadequate infrastructure (Ministry of economic and finance, 1998).

Save the Children Fund (1998) and United Nations (2002) and Obura (2003) characterized Rwanda rural areas as regions predominately portrayed by high population density which leads to the problem in land available, as households have very restricted access; the inefficient family planning that results in high fertility expectation and low contraceptive use; low level of education that leads to high children mortality rate, malnutrition, inability to accommodate and appreciate change in national policies; lack of infrastructure such schools, hospitals, modern roads, clean water, electricity few but to mention; lack of sufficient manpower which leads to ineffectiveness and inefficiency in different sector, especially in educational system the quality is

low because of the lack of trained teachers and appropriate school materials such as textbooks, chairs, blackboard etc; women are the majority of active population in daily life of families but they are less literate and less involved in wage sector and thus they are low income earners.

Recently, Ministry of Education (2006), The National Institute of Statistics of Rwanda (NISR) (2007), Bureau of African Affair (2008) and The World Bank Group (2008) found that the most underlying challenges of Rwandan rural areas are for example; land scarcity, HIV/AIDS, poor health practice, low level of education and high level of repetition and drop-out rates at primary level as well as secondary level. Residents in rural areas are mainly traditional farmers. Agriculture currently accounts for just fewer than 40% of GDP and provides jobs to 80% of the population. Most Rwandese, in particular who dwell in rural areas, rely on subsistence agriculture; with limited participation in the market economy. Production remains low, and constraints to agricultural growth are severe. Because of lower level of education, rural areas are characterized by gender imbalances whereby women and girls have limited access to formal education.

In view of all above, to give something to restore the situation, to offer new structure of life and to make rural areas cared, provision of education opportunities and expansion of education access for rural areas have been deemed by the Government of National Unity and Reconciliation to be the bedrock to develop socio-economic status of Rwanda rural areas (Ministry of education, 2003). This was confirmed by Obura (2003) that “the restoration of an education system in post-crisis situation is now acknowledged to be a strong potential and national reconstruction.” p29

2.6. Role of education in socio-economic development

Based on demographic characteristics of Rwanda, those are

1. The high population density which leads to problem in land availability, as households have very restricted access. In rural areas like Gikongora and Butare 30-40% of the families had only 0.25 hectares due to the high population pressure on land (Save the children Fund, 1998:25);
2. The high rate of demographic growth which compound the problem of land shortage. This is explained by ineffective family planning program resulting in high fertility expectation and

low contraceptive use, which was estimated at 21% before 1994 and fell to 7% in 1996 (United Nations, 2000, gender section 5);

3. After 1994 genocide and war, the proportion of women in the population was estimated at 70% in the aftermath of the genocide. The demographic profile changed. Women are in the majority of the active population but they are less literate than men. They are less involved in the wage sector and therefore generally low-income earners. They bear the direct burden of family survival, and they care of the elderly and orphans (Obura, 2003; Ministry of economic and finance, 1998);

provision of formal education for all and expansion of access can help in various ways.

Akangbou (1987) and Orbach (2004) argue that expansion of access to formal education through Universal Basic Education program has helped to decrease disparities in distribution of national resources, inequalities and expand access to all children. Simultaneously, education system has employed many workers and sent its graduates with at least minimum required skills to work in national economy. This has contributed to the increase of national income. In addition, the country benefited from education of citizens in sense that education provides people with valuable respect for worth and dignity of individual.

Ministry of education and sport (1999), Reinikka and Collier (2001), Owolabi (2005) and Katherine and Arudo (2006) affirm that the implementation of UPE has helped to disappear or diminish inequalities in education system and expand access to formal education among disadvantaged children. The program has increased the productivity of workers and fostered economic growth of the nation by increasing teachers and non-teachers employment. It was also found that an extra year of primary education for each non-student is generally associated with the earned income that is 4.3% higher other things being equal, this return to education contribute to GDP of the country. It was also found that primary education has similar proportional productive benefit in all three income generating activities. These are farming, non-farm self-employment and wage employment. For that reason, primary education may highly bring tangible benefits to the poor in Uganda, who typically are not wage earners (Reinikka& Collier, 2001).

Equally to other researchers' findings, education is an instrument to be used to achieve a more rapid economic, social and political development, and a precondition for effective participation in life of modern world at all levels (Nkata, 2005).

Elchanan and Geske (1989), Todaro (2000), Musaazi (2006) and Owolabi (2006) argue that education is a sound investment that will pay off in socio-economic growth. It is very much the same as investing in machines, building or other material capital. The investment is made whenever the investors think it will generate enough additional output to more than repay the new investment costs. Similarly, it pays an individual to invest in education for developing human capital. Thus the increase in education increases the earning power of the person being educated by more than the cost of the additional education.

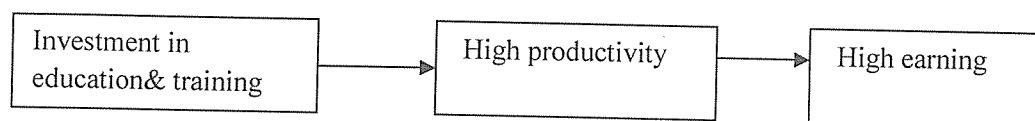


Figure 2: The human capital approach

Source: Elchanan and Geske (1989: 34)

Investment in education and training leads to higher productivity of workers, that is, education process enhances the knowledge, skills and ability of know-how in workers which in turn causes high earnings (Elchanan and Geske, 1989). In the other words, education as an investment is anything that accumulates capital in the coming time. Therefore, education provides and improves the capacity to produce and to earn income that is to augment the quality of the labor resources.

Reinikka and Collier (2001), Maicibi (2003), Musaazi (2006) and Owolabi (2006) affirm that education plays a role in provision of labor force to work in country's economy. This means that education helps in increase of human technical know-how necessary to facilitate economic development. This labor force with knowledge and skills is in terms of teachers, doctors, educated farmers and others (Maicibi, 2003). Education creates liberally educated persons who are capable to take valuable decision, to fill leadership position within the society and provides people with at least technical skills and professional manpower (Musaazi, 2006). For example, as it was mentioned by Reinkka and Collier (2001) Universal Primary Education program implementation in Uganda has increased citizens who are capable to work effectively and

efficiently in country's economy, those are the workers in agriculture, transport, small trade sectors etc. Therefore, education is a source of active agents who can exploit natural resources, work in socio-economic and politics for carrying forward national development.

Elchanan and Geske (1989) and Maicibi (2003) agree that education is the most important determinant of a person's economic and social success. Schooling provides for better citizenship with the ability to appreciate and recognize a wider range of cultural and other services. This is to mean that education provides private benefits retained by individual being educated and on the other side, education is benefited by the society in sense that educated person cannot appropriate the all benefits from his/her education rather other members of his/her society benefited from him/her.

Accordingly, education is a fundamental instrument to boost economy of any country and this is realized through the provision of manpower that increases the productivity and in turn causes high earnings which increase the economic growth.

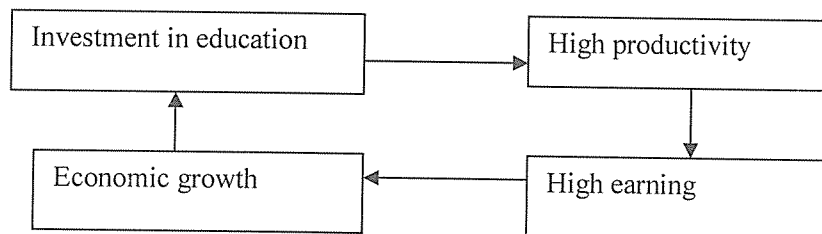


Figure 3: Educational investment versus economic growth

The roles of education in improving living standards of people as stated by Maicibi (2003) are summarized below:

1. Education helps people who have been educated to move from lower level to higher level in socio-economic status.
2. Education equips labor with more skills, knowledge and experience, which increase efficiency of labor and quality as well as quantity of output. In accordance with the theory that the duration an individual takes to obtain education, contributes to his/her human capital, which leads to greater productive capacity.
3. Education provides employment directly or indirectly to people who work in institutions by way of the earning opportunities in the education sector. That is that teachers and non-

teachers are paid and builders, textbooks, publisher and paper printer, uniform and chalk factories, all get employment income which is vital for citizens' standard living. Consequently, "the more the number of institution, the more employment opportunities, which resultant positive relationship with improved standards of living of people.

4. Parents who have all their children at school are free to do other income activities. This increases family income and parents are able to cater life necessities effectively.
5. Education causes rural development through modern agriculture practices. That is education provides well-trained people who can address farmers' problem through practice of new techniques such as planting, weeding, spraying, fertilizing and knowledge about new inputs which are available and can produce favorable results. Education also provides the kind of training that promotes skills numeracy skills and other basic skills that are needed by a farmer.
6. Education shapes health standards in various ways: an educated person has knowledge about the essential diet for growing child, the importance of immunizing children against killer disease and appreciation of the need for healthy environment. Therefore expansion of access to formal education is one way to enhance good health.

In a nutshell, education is a real bed-rock tool to raise the socio-economic status of people and thus for countries to accommodate this changing world, the expansion of access to education is a necessity required. Despite benefits from education on socio-economic development, mismanagement of education system can highly lead to the failure in national development. Therefore continuous review, monitoring and evaluation must be taken into consideration for further development.

However, no study has ever been conducted to assess the relationship between UPE program and socio-economic development of rural areas of Rwanda. Therefore, research gap was evident in investigating major educational achievement from UPE policy implementation, the degree of accomplishing stated educational goals and influence attributed on UPE program achievement to enhance socio-economic status of rural areas. This study provided information to close the above mentioned research gaps.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Overview

This chapter discusses the methodology used while conducting the study. It concerns research design, area of study, target population, sample and sampling procedures, instruments for data collection, procedure for data collection and analysis.

3.2. Research design

Both descriptive survey and qualitative research designs have been judged to be useful and complement to investigate the issue. Descriptive survey was used because of, through statistical data, offered good explanation, prediction and control of level of relationship between UPE program achievements and improvement made in socio-economic development. Furthermore, it provided both understanding of how and why people have perceived whether or not impact of UPE policy to enhance their socio-economic status.

3.3. Research area

The study was carried out in Nyamagabe district as one of the rural districts. Nyamagabe is amongst districts that have experienced great famine and gigantic challenges from 1994 genocide's consequences which have been one of the causes of high repetition rate; dropout rate, gender imbalances and poverty.

3.4. Research population

The target populations were teachers, head teachers who act as implementing agents in public schools, opinion leaders who are in charge of program execution and parents who are publics of the policy in Nyamagabe district.

Table 3: Population and sample size

Categories		Population size	Sample size
Teachers and Head teachers		234	144
Parents	Traders	3	14
	Farmers	7	
	Civil servant	4	
Opinion leaders		8	8
Total		256	166

3.5. Sample and sampling techniques

Use of random sampling was applied to select four sectors which constituted the sampled population sectors. Number of teachers, head teachers and opinion leaders were identified according to the “table of sample size(s) required for the given population sizes (N)” (Amin, 2005: 454) and parents were chosen arbitrarily. The study did not consider privately owned schools, simply because they do not implement UPE policy. Besides, in order to come up with a good generalization, a target population under a hundred of people, its sample covered the whole population (Amin, 2005).

3.6. Research instruments

Questionnaire, interview and documentary analysis were respectively applied during this investigation. Primary data was collected from the target population with the use of questionnaires and interview guide.

3.6.1. Questionnaire

Questionnaire was mainly designed to collect data about current status of the program implementation, its achievements and level of perception from teachers and head teachers towards UPE program in enhancing socio-economic status of rural areas and the country at large. The questionnaire comprised of three sections: the first section included personal information of respondents; the second section assessed the current status of UPE program and its educational achievements and lastly the third section appraised the influence of UPE program on socio-

economic development of rural areas. Besides the questionnaire was structured in such way that closed and open-ended answers were issued.

3.6.2. Interview

The interview was administered with the use of typed interview guide to collect data from opinion leaders, teachers and parents. The center of attention of conducting interview was to measure the level of different stakeholders' expectations toward UPE policy implementation to increase the level of living life of rural areas. Besides, interview helped to solicit for information about the degree of monitoring the program at local government. The questions used while interviewing provided both closed and open-ended responses and the researcher rated the response according to the view of the respondent.

3.6.3. Validity and reliability

To ensure that the designed instruments, these were questionnaire and interview guide, would produce results that are in agreement with conceptual values and measure what they are supposed to be measured, the validity test was ascertained by the supervisor and researcher. The consistence of the instruments to measure what they were designed to measure was tested before data collection. Eleven teachers (84.6%) out of thirteen repeated the same answers while reliability was tested.

3.7. Procedures for data collection

Data collection was done after a sequence of activities that formally allowed researcher to investigate the issue. These included an introduction letter from the Director of the School of Post Graduates Studies Kampala International University to the local Government of Nyamagabe district. Primary data was collected with the use of the following methods:

- *Structured interview* which was carried out with the use of interview guide;
- *Questionnaire* was administrated to teachers and head-teachers. Through this method, information about current situation in UPE program implementation, its achievement and its impact on socio-economic development of rural areas were collected.

Secondary data was gathered from libraries, Ministry of education, district education office, sector education office records and internet.

3.8. Data analysis

After organizing collected data, descriptive statistics data analysis was used to assess the influence of UPE policy implementation on socio economic development. The data were analyzed by means of percentages to identify the level of achievement and of attribution toward UPE program to enhance socio-economic development.

The data from interview were analyzed qualitatively as well as quantitatively to supplement descriptive analysis of questionnaire's responses.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND ANALYSIS OF FINDINGS

4.1. Overview

This chapter is a detailed presentation, interpretation and analysis of collected data. First, secondary data analysis provides a real situation of Rwanda primary educational system, period 1999-2008, in terms of school enrolment, pupils flow and the level of managing the program implementation. Second, the primary data analysis presented from table 11 to table 16 illustrates the level/percentage attributed to UPE program achievements in improving socio-economic development. Lastly, a relationship between UPE program achievements and socio-economic development ends the chapter.

4.2. Documentary analysis of existing situation of Rwanda primary education system

4.2.1. School enrolment trends

Table 4 shows that total enrolment in primary school had increased to 6.75% per year and enrolment of pupils of school age to 3.36% per year over period 1999-2003. Thus, gross and net enrolment ratios show that Rwanda education sector was expanding primary education access.

Table 4: School enrolment trends before UPE policy review in 2003

School Year	Total Enrolment	Pupil of School Age Enrolled	Children of School Age	Gross Enrolment Ratio (%)	Net Enrolment Ratio (%)
1999	1288617	1025190	1,466,086	87.9	69.93
2000	1431692	1062435	1,472,244	97.25	72.16
2001	1476272	1081358	1,475,940	100.02	73.27
2002	1534510	1101861	1,479,940	103.69	74.45
2003	1,636,563	1,162,955	1,274,836	128.37	91.22
Growth rate per year	6.75%	3.36%	AVERAGE	103.44	76.21

A comparison between gross and net enrolment ratios provides evidence that the system gradually allowed the children out of school age to attend formal primary education. For example, in 1999 and 2003 respectively 20.44% and 28.94% of total enrolments were pupils out

Table 6: Gender balance trends in primary school: period 2003-2008

School Year	Boys of school age	Girls of school age	Boys of school age	Girls of school age	NER Boys (%)	NER Girls (%)
			Enrolled	enrolled		
1999	.*	-	-	-	70.2	69.7
2000	-	-	-	-	72.5	71.8
2001	-	-	-	-	72.9	74.9
2002	-	-	-	-	74.0	74.9
2003	628,514.0	646,322.0	566,037.0	596,918.0	90.1	92.4
<i>Average</i>	-	-	-	-	75.9	76.7
<i>GR/yr</i>	-	-	-	-	7.1	8.1
School Year	Boys of school age	Girls of school age	Boys of school age	Girls of school age	NER Boys (%)	NER Girls (%)
			Enrolled	enrolled		
2004	659,908.0	679,937.0	604,022.0	642,612.0	91.5	94.5
2005	667,428.0	686,054.0	615,521.0	649,684.0	92.2	94.7
2006	686,273.0	703,517.0	637,793.0	682,341.0	92.9	97.0
2007	699,369.0	716,561.0	662,558.0	693,921.0	94.7	96.8
2008	845,580.0	866,852.0	788,796.0	824,259.0	93.3	95.1
<i>Average</i>	697,845.3	716,540.5	645,787.8	681,622.5	92.9	95.6
<i>Growth Rate/year</i>	6.9%	6.8%	7.9%	7.6%	0.5	0.2

**The dash inside the table indicates that no data available*

The data on gender balance in primary schools, period 2003-2008, indicates that the number of girls enrolled was 2.23% higher after UPE implementation than the number of boys enrolled. Thus, it means that if the number of boys enrolled in the system is hundred pupils, the number of girls enrolled is hundred and two pupils. Accordingly, it is clear that UPE policy implementation has considerably and positively accelerated as well as promoting girls' education opportunities than that of boys'.

In a nutshell, UPE policy has been playing a great role in primary school enrolment trends such as the expansion of access to education, especially for the children of school age and girls.

Consequently, the additional duties of education managers have been retention of enrolled pupils until they finish the cycle.

4.2.2. Analysis of pupils flow trends

4.2.2.1. Promotion, repetition and dropout rate trends, 1999-2003

During 1999-2003 period (table 7), the promotion rate in Rwanda primary education approximately increased 6.78% per year, and thus average promotion rate of the system within the same period became 56.9%. The promotion rate, from 50.5% in 1999 to 64.2% in 2003, shows that the system efficiency was growing up. Thus, while promotion rate was increasing, dropout and repetition which had been the most causes of educational wastage were decreasing. The highest promotion rate experienced during 1999-2003 period was 66.2% in 2002 and afterwards fell down to 64.2% in 2003, a year before UPE policy implementation.

Table 7: Pupils flow indicators before UPE policy review, 1999-2003

School Year	Total enrolment	Promotion Rate (%)	Repetition Rate (%)	Dropout Rate (%)	Completion rate (%)
1999	1,288,617	50.5	38.10	11.40	-
2000	1,431,692	49.6	37.60	12.60	21.8
2001	1,476,272	54.0	31.8	14.2	24.2
2002	1,534,510	66.2	17.2	16.6	29.6
2003	1,636,563	64.2	20.6	15.2	38.1
<i>Average</i>	<i>1473530.8</i>	<i>56.9</i>	<i>29.06</i>	<i>14.00</i>	<i>28.4</i>
<i>Growth Rate/ year</i>	<i>6.75%</i>	<i>6.78</i>	<i>-11.48</i>	<i>8.33</i>	<i>24.92</i>

The dash inside the table indicates that no data available

The repetition rate, in 1999-2003 period (table 7), approximately reduced at 11.48% per year and the lowest repetition rate recorded was 17.2% in 2002. This decrease in repetition rate confirmed the increase in promotion rate experienced in the same period. Generally, the average repetition rate, during 1999 – 2003, was 29.06% and was very high.

Contrary to promotion and repetition rates, dropout rate had been increasing to 8.33% per year over 1999 -2003 period (table 7). This increase in dropout rates shows that the used strategies to retain pupils at school until they finish were not effective and thus they caused low internal efficiency of the system.

Synthesis on pupils flow trends: period 1999-2003

During 1999 -2003 period, Rwanda primary education system experienced an increase in promotion rate and a remarkable decrease of repetition rate. However, dropout rate was increasing over the same period. Based on those three features of pupils flow (promotion, repetition and dropout), the efficacy of strategies used to retain pupils at school until they finish were not effective and there was a need to revise existing strategies and bring in new ones for reducing dropout and repetition rate.

4.2.2.2. Analysis of promotion, repetition and dropout rate trends, 2004-2008

The educational purposes of reviewing UPE policy (in 2003) were: expansion of access to primary education for all, increase of school enrolment and retention of pupils at school until they complete the cycle. Knowing the challenges undergone before the implementation, the question to ask is that 'to what extent have those educational goals been achieved and what change brought by UPE policy implementation in primary school enrolments and pupils flow?

Table 8: Pupils flow after UPE policy implementation in 2004

School Year	Total Enrolment	Promotion Rate (%)	Repetition Rate (%)	Dropout Rate (%)	Completion Rate (%)
2004	1,752,588	67.2	18.8	14.0	44.9
2005	1,857,841	69.6	15.8	14.6	46.7
2006	2,019,991	67.6	18.1	14.3	51.7
2007	2,150,430	68.4	17.7	13.9	52.0
2008	2,190,270	-*	-	-	52.5
<i>Average</i>	<i>1,635,153</i>	<i>68.2</i>	<i>17.6</i>	<i>14</i>	<i>48.8</i>
<i>Growth rate/ year</i>		<i>0.60</i>	<i>-1.95</i>	<i>-0.24</i>	<i>5.64</i>

**The dash inside the table indicates that no data available*

Promotion rate

Since UPE policy implementation in 2004, promotion rate increased at 0.6% per year and average promotion rate reached 68.2% up to 2007. The highest promotion rate recorded was 69.6% in 2005.

Despite increase of 0.6% per year in promotion rate, promotion is still unsatisfactory. Equally, based on the fact that UPE program is an automatic promotion system, it is clear that the policy implementation was not properly accommodated in Rwanda educational system, otherwise the promotion rate would have reached at least 80% every school year.

Repetition rate

The record (table 8) shows that since the implementation of UPE policy in 2004, the repetition rate reduced to 18.8% in 2004 and 17.7% in 2007. The repetition reduction rate was 1.95% per year and thus average repetition rate reached 17.6% up to 2007.

Suppose a constant repetition reduction rate of 1.95% per year, as it was in 2004 -2007 (table 8), the goal to reduce repetition rate from 18.8% in 2004 to 8% will be approximately achieved after 29.5 years (in 2033) instead of by 2010. To successfully achieve the stated goal, repetition reduction rate should have been 9.6% per year since 2004 and 7.6 % per year to achieve 3% by 2015.

In view of the above feature of repetition rate, it is clear that:

Educational planners were too ambitious while setting out performance requirement of UPE program. The repetition rate of 17.7% is still high and thus it implies ineffectiveness, inefficiency and poor management of UPE policy implementation. As a result, it can be assumed that:

- Implementing agents did not execute the policy as it was planned; otherwise the repetition rate would have reached the minimum rate throughout automatic promotion system.
- Despite automatic promotion, parents do not allow their children to proceed in higher grade with poor performance.
- The planning process was not done based on relevant data and research; otherwise the expected performance requirements would have matched the timeframe.

Dropout rate

UPE policy implementation has positively changed dropout features of Rwanda primary education: while children dropped out at 8.33% per year during 1999 -2003 period, since UPE

program implementation dropout rate reduced at 0.24% per year during the period 2004-2007 and the lowest dropout recorded was 13.9% in 2007 (table 8).

Compared to the goal that 'dropout rate shall be reduced from 14.0% in 2004 to 5% by 2010', if nothing is to be done to speed up the current dropout reduction rate, the dropout rate of 5% by 2010 will not be achieved, rather it will be achieved after 276.85 years (by 2280). To successfully achieve the stated goals, the dropout reduction rate should have been 10.7% per year and 13.7% per year respectively to achieve the stated goals by 2010 and 2015 from 2004; and 21.34% per year and 9.80% per year from 2007 to respectively achieve 5% by 2010 and 3% by 2015.

From the above findings on dropout, it is clear that the strategies to retain pupils at school until they finish were not really effective, and thus the performance requirement of 5% and 3% are not acceptable within the stated timeframe. Either the planners should revise the goal's timeframe or speed up the dropout reduction rate to successfully achieve the stated goals.

Synthesis on promotion, repetition and dropout, period 2004-2007

Since UPE policy implementation promotion rate has gradually increased, repetition and dropout rate have slowly reduced. Despite the increase in pupils promotion and reduction of repetition and dropout, the actual growth and reduction rate where needed are not satisfactory compared to the stated goals.

4.2.2.3. Analysis of completion and transition trends: 2000 -2008

Completion trends

Since year 2000 completion rate had increased remarkably, the growth rate was estimated at 17.6% per year up to 2008. This progress in completion rate shows that the education system was becoming more and more efficient and effective to retain pupils in the system until they finish, though the current rate was not satisfactory.

Data from table 8 and table 7 shows that four landmarks in completion rates during period 2000-2008 were 38.1% in 2003 from 29.6% in 2002; 44.9% in 2004 from 38.1% in 2003 and 51.7 % in 2006 from 46.7% in 2005. On the other hand, the goal to increase primary completion from 51.7% in 2006 to 112% by 2015, if nothing is to be done and continue on the same completion growth rate of 0.77% per year instead of completion growth rate of 16.2 per year from 2008, will

remain in projection. Otherwise, UPE policy implementation has significantly facilitated the increase of completion rate.

Transition trends

Transition rate had increased from 38.1% to 54.6% during period 1999-2007(table 1 and table 2). The highest transition rate recorded was 60.8% at the end of school year 2004 after UPE implementation. A comparison between period1999-2003 and 2004-2007 shows that the average transition rate was 41% and 58.1% respectively.

4.2.3. School enrolment and pupils flow trends in Nyamagabe district

Data from table 9 shows that since year 2005 school enrolment has increased to 6.31% per year up to 2008, thus the expansion of access to education has made the education sector in Nyamagabe district to employ more teachers than before. From school year 2006 to 2008, the number of teachers increased to 4.54% per year.

Despite that increase of teachers in primary schools, the ratio between pupils and teachers (65:1 in 2008) is still high compared to the standard set by UNESCO (2006) that pupil-teacher ratio should be 40:1 per classroom.

Table 9: Teachers and pupils trends in Nyamagabe district

School year	Enrolment	Teacher	Pupil-Teacher Ratio (%)	Enrolment Growth Rate (%)
2005	66469	-	-	-
2006	71934	1123	63.1	8.221878
2007	75703	1178	63.35	6.946095
2008	79060	1225	64.87	6.314222

(Source: Adopted from Ministère de l'Education – Bureau de l'éducation Nyamagabe district (2009). Rapport de rentrée scolaire)

Therefore, it can be assumed from the above table, that the increase of admitted pupils which is not proportionate to available classrooms, lack of enough classrooms and qualified teachers has been the causes of high pupil-teacher ratio in Nyamagabe district.

It was found that to cover the gap in teaching and learning process, there is a need for additional 230 qualified teachers (Ministry of education- Department of education Nyamagabe district, 2009).

On the other hand, Nyamagabe educational office increased the level of effectiveness by reducing the dropout rate from 15.98% in 2006 to 9.1% in 2008; increasing promotion rate from 64.53% in 2006 to 75.6% in 2008 and the repetition rate were reduced from 19.49% in 2006 to 15.3% in 2008 (table 10).

Table 10 Pupils flow trends in Nyamagabe district

School Year	Enrolment	Promotion Rate	Repetition Rate	Dropout Rate
2006	71934	64.53%	19.49%	15.98%
2007	75703	—*	—	—
2008	79060	75.6%	15.3%	9.1%

**The dash inside the table indicates that no data available*

(Source: Adopted from Ministère de l'Éducation – Bureau de l'éducation Nyamagabe district (2009). Rapport de rentrée scolaire)

Briefly, since UPE policy implementation there has been an improvement in primary educational features in Nyamagabe district. Promotion rate was increased, dropout reduced remarkably and more teachers were employed.

4.3. Primary data analysis

The findings from the field, table 11 to table 16, confirmed what were found while analyzing indicators of primary education in Rwanda (table 1 and table 2) that since 2004 school year, enrolment has increased, gender balance in schools was respected and such expansion of formal primary education and other educational opportunities to all citizen has led to socio-economic development of rural areas in Rwanda.

From the table 11:

- 65.8% of respondents strongly agreed and 20.6% agreed against 13.6% that UPE program was introduced when it was needed. This implies that 86.4% who agreed the need for UPE program confirms, to some extent, the relevance and realization of announced expectations

from UPE implementation at educational and socio-economic status levels. The evidence of that relevance of educational goals and socio-economic goals from UPE policy implementation is the expansion of education access to all children regardless their ethnic, wealth and region as showed by 82.9% who strongly agreed and 14.5% who agreed that UPE program has increased number of children who would otherwise have no access to formal education because of poverty, ethnic and region quotas and by 63.2% against 36.8% who agreed that since UPE implementation no child of school going age has not been gone to school. Socially, UPE program has promoted equal education opportunity to all by the removal of disparities and discrimination in education system.

- Equally, documentary analysis of primary school trends, (table 4) shows that UPE policy implementation has promoted gender balance in primary schools, thus high school enrolment has made the number of primary school completers to become high (from 44.9% in 2004 to 52.5 % in 2008). In particular, UPE policy implementation has helped increase promotion rate, from 64.53% in 2006 up to 75.6% in 2008, and decrease in dropout rate, from 15.98% in 2006 to 9.1% in 2008, in Nyamagabe district.
- Though the implementation of UPE policy has been a success to Rwanda government (high school enrollment, increase of internal efficient, gender balance in schools, increase of qualified teachers etc), 54.7% against 45.3% agreed that UPE program is not good because there have been no proper facilities for effective implementation. The support of the later was found in statistical data gathered from Ministry of education, table 2, whereby the percentages of dropout and repetition rates are still high and promotion rate still low. According to Owolabi (2006) the effectiveness and efficiency in pupils flow depend on the availability of proper school facilities and policies, it is very clear that the fund adequacy and strategies to retain pupils at school until they finish are actually questionable.

Table 11: Teachers and head-teachers' responses towards UPE program in Nyamagabe district

Questions	Responses in terms of percentages			
	Strongly agree	Agree	Disagree	Strongly disagree
1.UPE has came at when it was needed	65.8%	20.6%	5.9%	7.7%
2. UPE has increased number of children who would otherwise have no access to formal education.	82.9%	14.5%	1.7%	0.9%
3.The abolition of tuition fees has led to over crowding in classes	60.7%	31.6%	5.1%	2.6%
4. Since UPE implementation no child of school going age has not been gone to school	35%	28.2%	24%	12.8%
5. Although school fees are abolished parents still contribute to school finance through small contributions.	35%	24%	17%	24%
6. Teaching profession is ignored among other public services, therefore UPE output quality will gradually decrease accordingly.	24.8%	25.6%	16.2%	33.4%
7.UPE is not good because there are no proper facilities for effective implementation	29.1%	25.6%	22.2%	23.1%
8. Because of inadequate facilities, UPE implementation has improved illiteracy rate of children.	23.1%	14.5%	24%	38.4%
9. The course contents in primary schools are not relevant to the capacity of a learner.	18%	20%	26%	36%

The salary of primary teacher in Rwanda is actually about 25,000 Rwandan francs plus 12,000 Rwandan francs as incentives. Insufficiency of that salary and stressful teaching conditions have made implementing agent (teachers and head – teacher) as well as young people to be demotivated with teaching profession. With the support of 87.6% of interviewers who agreed that teachers salary is too small to satisfy basic needs and agreed that in case a teacher eats, he/she fails to get where to sleep and vice-versa in case he/she gets where to sleep, he/she fails to get the food, show that UPE program management has scored low mark to accommodate the values and belief of its operational environment. Therefore, ironically, primary teachers show the government that they are really teaching, and thus the government shows them that it is in fact paying them. As consequences, the quality of education has gradually declined than before and teachers and head teachers have gradually left teaching profession.

- Despite present challenges in UPE program (table 13), the success at educational level was confirmed by 62.4% against 57.6% who disagreed (table11) that existing facilities inadequacy in UPE program leads to illiteracy of children and by 62% against 38% who agreed that the course contents in primary schools are relevant to the capacity of learners. Generally, the respondents acknowledged the subjects like mathematics, languages, science and technology and social science to more likely equip a child, who is submitted to school, how to address different challenges and problems in daily life (table 13).

Table 13: UPE program assessment in Nyamagabe

Question	Response	Rate
1. Which course, in primary curriculum, do you think its content is more practical in daily life of pupils?	Languages	31.6%
	Mathematics	29%
	Science and elementary technology	19.7%
	Social sciences	19.7%
2. Do you think high enrollment ratio in public school has been highly related to the benefits from primary education level?	Yes	47.83%
	No	52.17%
3. Based on primary curriculum what do you think a graduate of UPE is capable of doing to enhance family health, social life and economic status?	Reading, writing and numbering, Art practices	
	Modern agriculture and animal husbandry practices	
	Small trade and savings	
	Participation in local leadership committee	
4. Has the capitation grant been enough for your school needs since UPE policy implemented?	Yes	13.1%
	No	86.9%
<i>Comment: the rate of 86.9% against 13.1% shows that there is still financial shortage in UPE program, and thus small contributions from parents are to some extent justified for cost sharing and good quality education.</i>		
5. List the major problems that have come with the implementation of UPE policy at your school	Overcrowded classroom	25.8%
	Children of out of school age	22.58%
	Decline in education quality	19.35%
	Over-utilization of teachers through double vocation system	16.13%
	Shortage of textbooks	9.67%
	Other problems not mentioned here	6.45%
6. How can the above problems be solved?	Vocational school for children out of school age	12.5%
	Additional classrooms and teachers	18.75%
	Additional textbooks	6.26%
	Simple vocation system	21.87%
	Training of teachers and improvement of teaching conditions, especially teacher's salary	31.25%
	Other suggestions not mentioned here	9.37%

To sum the findings in tables 11, 12 and 13:

- 86.4 % of respondent did agree the need for UPE policy to restore educational system and 84.3% of respondents strongly agreed the expansion of access to formal primary education since UPE policy implementation.
- 54.8 of respondents agreed the decline of education quality since UPE policy implementation and 72.95% of respondents did agree the fund inadequacy in UPE policy implementation.
- 84.4% of respondents did agree the ignorance of teaching profession among other productive profession and presented the quest to leave the profession once a new alternative is found. 87.6% of respondent did agree the unsatisfactory salary in teaching profession

Proposed solutions to address present challenges, in UPE program, are as follows:

- Continuous teacher training and improvement of teaching and learning conditions, especially teacher' s salary
- Additional classrooms and qualified teachers
- Simple shifting system and initiation of vocational schools for children out of school age

4.4. Major educational achievements from UPE policy

In consideration of the findings in tables 11, 12, 13, 14 and documentary analysis of primary educational indicators in table 1 and 2, major educational achievements from UPE policy are as follows:

At national level

- The school enrolment increased to 6.24% per year and thus average gross enrolment ratio reached 138.64%, period 2004-2008; net enrolment ratio increased to 7.35% per year and average net enrolment ratio reached 94.30%, period 2004-2008.
- Gender balance in primary schools achieved 100% and the number of girls enrolled was slightly higher 2.23% the number of enrolled boys.
- Remarkable increase of girls' education opportunities
- Promotion rate gradually increased to 0.6% per year and reached 68.4% in 2007 from 67.2% in 2004.

- Repetition rate reduced at 1.95% per year and estimated at 17.7% in 2007 from 18.8% in 2004.
- Dropout rate regressed at 0.24% per year and reached 13.9% in 2007 from 14.0% in 2004.
- UPE policy has sped up completion rate in primary schools from 44.9% in 2004 to 52.5% in 2008.
- Schools increased to 7.52%, classrooms to 5.46% and teachers to 26.6% from 2004 up to 2008.

In Nyamagabe district

- Increase of school enrolment at 6.31% per year from 2005 up to 2008; promotion rate was increased from 64.53% in 2006 to 75.6% in 2008; repetition rate reduced from 19.49% in 2006 to 15.3% and dropout rate was reduced from 15.98% in 2006 to 9.1% in 2008.
- Remarkable promotion of girls' education opportunities and equal educational opportunity for girls and boys
- Since UPE program implementation there has been an economic growth through reduction of repetition and dropout rates in pupils flow (internal efficiency)

4.5. Evaluation of UPE program in improving the socio-economic status of rural areas

For a long time, education has been perceived as the bedrock to sustainable development of any country. But different scholars did not put much emphasis on the influence of completing or having six years of basic primary education on socio- economic status of people, especially those who dwell in rural areas. However, while conducting this study with the purpose of knowing whether or not there is a relationship between UPE policy implementation and socio economic development of rural areas in Nyamagabe district of Rwanda, the following were discovered:

- 36.3% strongly disagreed, 20.4% disagreed, 26.5% strongly agreed and 16.8% agreed that UPE program has increased labor force in education sector as well as outside education system (table 14). Generally 56.7% against 43.3% did not agree to the additional workers in education sector since UPE policy implementation. Yet, statistical data from the Nyamagabe education office and Ministry of education do agree that since UPE program implementation in 2004 labor force in Rwanda education system has increased at 4.54% per year up to 2008 in Nyamagabe district. The contradiction between gathered information from head-teachers,

teachers and statistical data from district education office resulted from the facts that (a) at the beginning of 2009 school year; the ministry of education reduced the number of teachers by dismissing unqualified teachers and retiring old people in education sector. In Nyamagabe district the number of teachers reduced from 1225 teachers in 2008 to 1160 teachers in 2009 (b) since UPE policy implementation, primary teachers are working hard because of crowded classrooms and double shifting system. At the beginning of 2009 the reduction of teachers made teachers to perceive teaching profession as more stressful and thus they have not seen any increase of labor force in education sector since their work is still stressful. The above hypothesis was confirmed by 82.7% of teachers (table 12) while interviewing them about their expectations from the increase of labor force in education and then answered that the increase of teachers in education system should remove stressful work and high pupils teacher ratio at school level. Thus, a teacher should have time to rest and do other business apart from school hours. "Look, we start from 7:30 a.m and close at 4:45 p.m and because of double vocation system we have no time to rest during the day, and thus we end the day so tired. Accordingly, how can you say that UPE has increased the labor force in education sector? Rather, it has brought to us a big stress" said teachers (table 12).

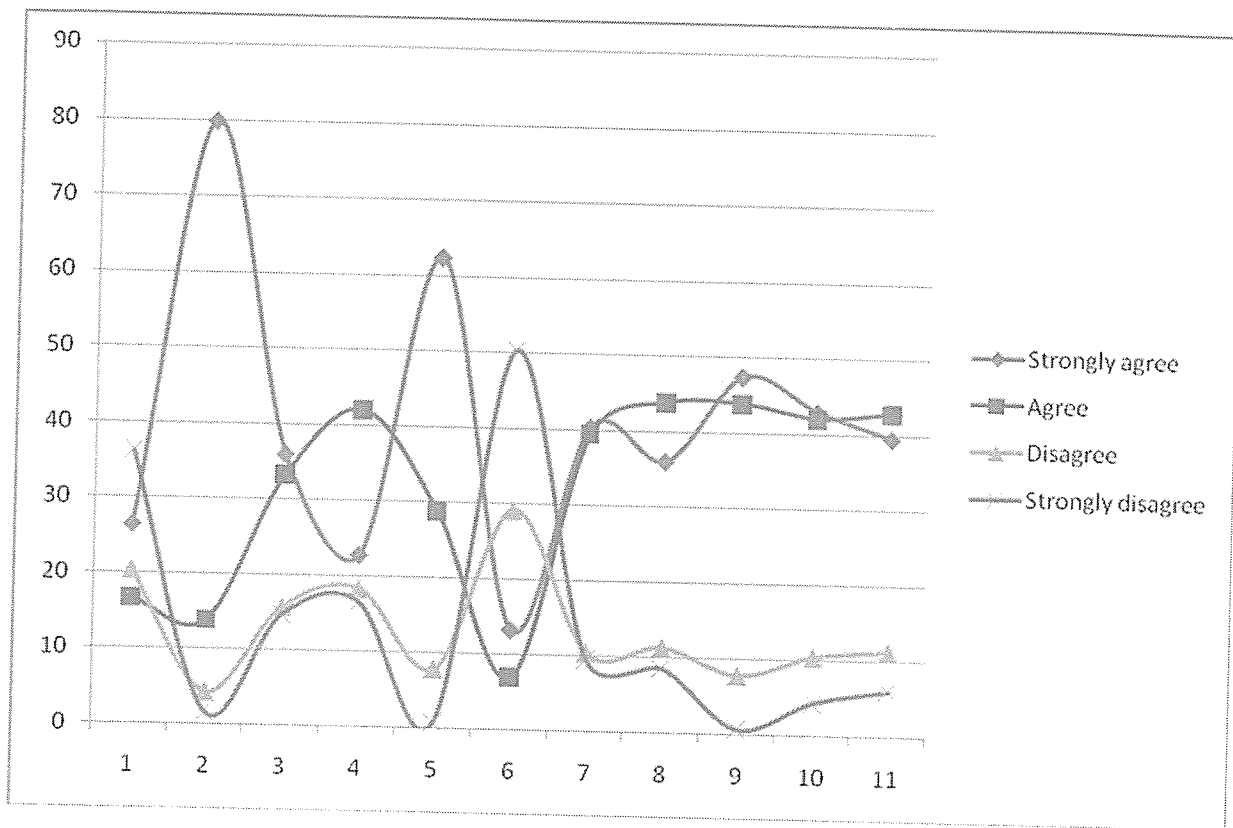
Considering the conditions in which teachers are experiencing, the understanding of educational worker can be questionable. However, regardless of hard working, stress in teaching profession and reduction of teachers in 2009, the increase of labor force in educational system since UPE policy implementation is clearly shown. The evidence is that from 2006 to 2008 the increase of primary teacher in Nyamagabe district was 4.5% per year.



Table 14: Teachers and head-teachers' perception towards UPE program in improving socio-economic status of rural areas

Questions	Responses in terms of percentages			
	Strongly agree	Agree	Disagree	Strongly disagree
1. UPE has increased force labor in education sector as well as outside education system.	26.5%	16.8%	20.4%	36.3%
2. UPE has facilitated girls' equal opportunity of access to primary school as the boy.	79.8%	14%	4.4%	1.8%
3. Every UPE product except primary one pupil is aware of why Gacaca jurisdiction and TIG program are being carried out.	36%	33.3%	15.8%	14.9%
4. UPE graduates know the role of Rwanda revenue authority office in country development; constitution law; decentralization of services and role of collective activities (Umuganda).	22.8%	42.1%	18.4%	16.7%
5. At least, basic health practice such as washing hand before eating and after serious room, preventive methods for AIDS/HIV are known by any graduate of primary three.	62.3%	28.9%	7.9%	0.9%
6. UPE policy implementation will improve the illiteracy rate of children because of automatic promotion.	13.3%	7.1%	29.2%	50.4%
7. Based on learning condition in UPE program, the graduates do not have the real skill and knowledge to contribute to the national economy	40.4%	39.5%	10.5%	9.6%
8. UPE policy has increased the modern agriculture practices in rural areas	36%	43.9%	11.4%	8.7%
9. UPE program has increased the number of children at school place, and thus there is a hope to minimize malnutrition, and bad land utilization in rural areas	47.4%	43.9%	7.9%	0.8%
10. UPE has promoted girls' education thus there is a hope that family health will improve and child mortality will be reduced.	42.9%	42.1%	10.5%	4.5%
11. Universalizing primary education has facilitated the government to effectively manage people on the way to mutual health insurance (ubwisungane mu kwivuza) and issue politico-cultural information	39.5%	42.9%	11.4%	6.2%

Figure 4: Distribution of percentages of implementing agents' responses towards influence of UPE program in improving the socio-economic status of rural areas



Legend of the figure 5:

-The numbers on the axis X stand for or represent the questions in table 14

-The numbers on the axis Y stand for rates in terms of percentages

- 79.8% strongly agreed, 14 % agreed, 4.4% disagreed and 1.8% strongly disagreed that UPE program has facilitated girls' equal opportunity of access to education as the boys. With the fact that 47.4% strongly agreed and 43.9 % agreed against 7.9% who disagreed and 0.8 % who strongly disagreed that the increase of girls' education opportunity leads to family health improvement and reduction of child mortality rate, therefore, it is demonstrated that having 6 years of primary education gives hope that literacy rate, has remarkably increased in young generation and different problems related to illiteracy of women like malnutrition, waterborne diseases, high child mortality rate and so on, are being reduced.

The analysis of parents' perception on UPE program in improving socio-economic status confirms what is found in table 13 (question 1) with a support of 64.3% against 35.7% who agreed that a graduate of primary school has valuable knowledge and skills for social development through hygiene, self-discipline, sense of national vision, good health practices, food diet balance, etc. Besides, they did agree that a graduate of UPE program can perform better small trades, shop assistance, and once trained he/she can create different economic activities in rural areas (table 15).

Table 15: Parents' perception on UPE program

Question	Response	Rate
1. What do you think a primary school leaver can do to enhance his/her socio-economic status	He/she can do nothing unless taken to vocational training center or proceed with secondary school level. Otherwise he/she is so young to contribute to economic development.	35.7%
	A graduate of primary school has valuable knowledge and skills for social development through hygiene, self-discipline, sense of national vision, good health practices, food diet balance, etc. Besides he/she can perform better small trades, shop assistance, and once trained he/she can create different economic activities in rural areas.	64.3%

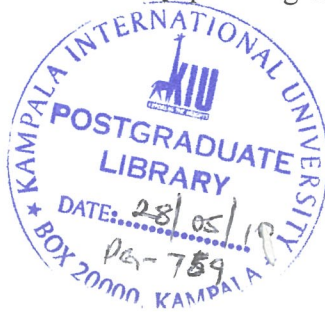
Back to the findings presented in table 14:

- 62.3% strongly agreed and 28.9% agreed that making formal primary education accessible to everyone has positive influence on the health of the people in the sense that people become aware and basic good health practices such as washing hands before eating and after serious room, preventive methods for AIDS/HIV and waterborne diseases are known. These show

that the more formal education available to all, the more people's health secured and prevented from diseases.

- With regard to 36% who strongly and 33.3% agreed against 15.8% who disagreed and 14.9% strongly disagreed that every UPE product except primary one pupils is aware of why Gacaca jurisdiction and T.I.G program are being carried out in the country and 42.1% who agreed and 22.8% who strongly agreed against 16.7% strongly disagree and 18.4% who disagreed that UPE graduates know the role of Rwanda Revenue Authority office in country development, the role of Constitution law, the role of decentralization of services and the role of collective activities (*Umuganda*) initiated by government, therefore, direct implication is that by expanding education access the general understanding of national political system vision, patriotism development among children and the role of participating in different governmental activities are more likely being understood by the society.
- 50.4% strongly disagreed and 29.2% disagreed that poor learning conditions in UPE program leads to having graduates who do not have the required skills and knowledge to contribute to national economy. This confirms the relevance of taught course content in UPE program and proves that the graduates of UPE program have the ability and necessary competence to perform different income generating activities in their daily life. In addition, 42.9% who strongly agreed and 42.1% who agreed that UPE program has gradually increased employment through creation of economic activities in rural areas and 43.9 % who agreed and 36% who strongly agreed that UPE graduates have actively participated in minimization of bad land utilization and high birth rate as well as child mortality rate in rural areas give evidence to the role of providing access to education, despite the quality is critical.

This also means that children admitted to school are taught different subjects which give them the sense of self employment and confidence that they are capable to create economic activities in their birth place instead of migrating to urban areas. The verification was found while 40.4% strongly agreed and 39.5% agreed that universal primary education program has increased the modern agriculture practices in rural areas of Nyamagabe district and equal education opportunity to all children has been a start-point for family planning to present generation.



- 42.9% agreed and 39.5% strongly, agreed that universalizing primary education has facilitated government to effectively manage people on the way to family planning, national mutual health insurance (*ubwisungane mu kwivuzza*) and to disseminate political information. UPE policy implementation has been an effective and efficient channel to spread valuable information for future change in the Rwandan society. To some extent, expansion of access to primary education has been a stronger shortcut to change former discriminative ideology into new revolution ideology. This is because children admitted to school are expected to grow as social human being dominated by team spirit and hospitality characters.

The analysis of opinion leaders' responses (table 16) towards the role of having six years of primary education shows that UPE program has helped the government in several areas of country life: literacy rate has remarkably increased, national program like mutual health insurance, TIG, *Gacaca* jurisdiction, modern agriculture practices, girls' education and family planning are better understood by the public. Especially in the areas where lunch is provided to pupils, family income has increased in sense that pupils' parents have been given extra time to work for their families. Otherwise, they would have been preparing the lunch for their children.

Though some leaders see double shifting system as a predicament to the quality of education, the majority of them do agree that double shifting system has helped the government to accommodate the demand for education from its operational environment and the system is currently looked as a mean to facilitate pupils' parents to supplement with valuable practice what is covered at school.

Lastly, to emphasis the role of having six years of primary education, opinion leaders did agree and argued that while evaluating 'performance contracts' those people who have ever been at primary school were found the ones to be model farmers in the area.



Table 16: Role of having six year of basic primary education in daily life

Question	Response from opinion leaders
1. Has there been any change in socio-economic life since UPE policy implementation in your sector?	<p>Though we do not have exact statistics, literacy rate were increased remarkably through expansion of access to education.</p> <p>Governmental programs like mutual health insurance, TIG, Gacaca jurisdiction, Girls' education and family planning have been more understood by the public. This is because parents have been participated in different school meeting whereby apart from school issues they are informed about national vision and programs.</p> <p>Particularly to the areas where lunch is provided to pupils, UPE program has increased family income in sense that parents have been given extra time to work for their families.</p> <p>Through modern agriculture program at school place, most of pupils have started to plant different vegetables using sacs and rejected tyres (tyre plantation).</p>
2. Do you have any disagreement with UPE policy implementation process? If yes which and why?	<p>Yes. Double shifting system. This is because double shifting system makes teacher so tired and thus fails to prepare and do further research for the following day's lessons. These challenges will negatively impact on quality of education in public schools. Besides the questions to be asked are for instance where those children are after morning session/before evening session?</p> <p>No. the program has expanded the access to education and thus entire community is benefiting from it.</p>
3. What do you think to be the impact of double shifting system in primary schools?	<p>Double shifting system is actually good. It has helped the management of UPE, especially to accommodate all children; otherwise a big number of children would not have enjoyed that access to formal education. We are still having limit infrastructure and the number of qualified teachers is not enough to satisfy the all needs of society.</p> <p>Though teachers are complaining about double shifting system, it will facilitate parents supplementing with valuable practices what children have already covered from school place.</p>
4. In this area, do people employ primary school leavers? Why?	<p>People do employ more primary leavers than illiterate people. There is an assumption that literate people have potential to quickly familiarize with new environment (high adaptability) and once employed they have valuable discipline and hygiene.</p> <p>On the other side, it has been found, while evaluating district performance contract (imihigo), that those people who have ever been at primary school are the ones to be model farmers in the area.</p>

In view of the above findings, the implementation of UPE policy has helped in socio-economic development of rural areas in the sense that children who would not have had access to formal education were admitted regardless of their ethnic and region. Besides, pupils' parents have found extra-time to work for their families and modern agriculture and animal husbandry has been learnt and applied in rural areas. At political level, UPE program has facilitated the understanding of national vision and other national programs through school meetings.

Statistically, primary data presented in table 14, 15, 16 indicate that:

- 68.8% of respondents agreed that the expansion of access to primary education has led to the increase of workers and employment in educational sector as well as outside the sector; literacy rate has remarkably increased though the quality of education has declined; high awareness and practice of good health practices are on increase and promotion of national politics.
- 85% agreed and urged that girls' education will help family planning program and reduce premature marriage and child mortality.
- 85.6% strongly agreed that UPE program helped/ will help in optimum land utilization, creation of economic activities in rural areas, modern agriculture practices, reduction of malnutrition and waterborne diseases.

4.6. Relationship between UPE policy implementation and socio economic development of rural areas

From the findings of this study, the relationships between UPE achievements and socio-economic development are drawn as follows:

1. The expansion of access to formal education which led to high school enrolment, financial support and quantity of primary schools leavers has positively influenced socio-economic development of rural areas by (a) increasing workers (teachers and non-teachers) in education sector as well as outside education system. As result, those workers contribute to high productivity and then they earn high earnings leading to higher economic growth; (b) increasing national literacy rate of both men and women, especially in young people undergoing the process; (c) increasing the awareness and practice of good health practices,

preventive methods of AIDS/HIV like abstinence, faithfulness and use of condom; (d) making people wiser than they were before and promoting a sense of national politics such as unity and reconciliation throughout Gacaca jurisdiction (traditional courts) and T.I.G program; national economic politics through revenue authority office and role of collective activities in country development.

2. The promotion of girls' education in UPE program gives a hope that socio-economic status will be shaped in such way that, (a) educated ladies are likely to accommodate family planning in their families. This understanding of family planning is helpful, given higher Rwanda population density in Sub-Sahara region, because it leads to reduction of birth rate as well as reduction of child mortality rate; (b) malnutrition and waterborne diseases will be reduced and premature marriage of girls in villages will diminish remarkably.
3. Since UPE program implementation there has been an economic growth through reduction of repetition and dropout rates in pupils flow and through creation of economic activities, modern agriculture practices in rural areas and self-employment by primary schools graduates.
4. Universalizing primary education has given different leaders a great opportunity to disseminate valuable information for national future change, especially a change of former genocide ideology into right to live ideology. The evidence is parents' participation in school meetings, national mutual health insurance, national elections and collective activities like "*Umuganda*" for environment management without promoting ethnic and regional quotas as it was done before.
5. Equal opportunity for girls and boys in UPE program has led to gender balance in primary schools and thus the society has recognized the importance of girls' education in country development.

Summing up the relationship between the major achievements of UPE policy implementation and socio-economic development table 17 was given below.

Table 17: Achievements of UPE program and socio-economic development indicators

ACHIEVEMENTS OF UPE PROGRAM	SOCIO-ECONOMIC DEVELOPMENT INDICATORS
-Expansion of access to formal education has led to high school enrolment, high financial investment and a large number of school leavers	<p>-Workers and employment by which the national economic growth is based have increased.</p> <p>-Literacy rate has increased, role of basic good health practices has considerably been known</p> <p>-Holistic citizen, promotion of national program</p>
-Promotion of girls' education has led to a large number of educated women	<p>-Accommodation of family planning program which leads to birth and child mortality reduction</p> <p>-Reduction of children malnutrition and waterborne diseases, high level of hygiene</p> <p>-Decrease of premature marriage</p>
Nature of curriculum and quality of teachers	-Creation of employment and self-employment; Reduction of educational wastage
Policy implementation	-Opportunity for leaders to disseminate valuable information by which national politics is promoted; Opportunity for leaders to reach many people while preparing future change

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Overview

Different scholars agreed on the importance education can play to bring about positive change in a country's socio-economy. Equally this study has found the significant role of providing six years of primary education in socio-economic development of rural areas. Accordingly this chapter discusses the relationship between other researchers' findings, existing theories and findings of this study. Conclusions are given according to the objectives and lastly recommendations end the chapter.

5.2. Discussion

Contrary to the existing situation in Rwanda education system as stated by Cooksey (1992), that is, a discriminative system at ethnic and regional levels, disparities in resource allocation (school capitation grant), gender imbalance etc, this study found that the review and implementation of UPE policy after 1994 genocide has brought a positive change in Rwanda education system: since 2004, entry to all government and assisted schools has made free of tuition for every one regardless of age, ethnic, region or other socio-economic quotas. The distribution of resources is on the basis of number of children who are currently enrolled at school. The study also found that UPE policy implementation has remarkably increased the attendance of children of school age and people out of school age who would not have had access to formal education. As a result, gross and net enrolment ratios have dramatically increased at all grades, and because of crowded classrooms more schools were built, classroom increased and thus the system has employed more teachers and non teachers for good conduct of that new program.

Unlike to other African countries experience, those are Uganda, Sierra Leone, Nigeria etc, Rwanda UPE policy implementation has reached the point that gender balance is 100% and the number of girls enrolled slightly became higher 2.23% to the number of the boys enrolled in the system.

Compared to the findings of Obura (2003) that with the regards to secondary school entry, the results of primary examination never published and children were admitted based on regional and ethnic quotas rather than performance, this study found that after 1994 genocide, the results of primary examination and other national tests have been published and children have been

fundamental channel of different politician to sensitize and promote social, politico-cultural change in the society. Especially, UPE program in Rwanda has been used for achieving unity and reconciliation through development of tolerance and culture of peace among citizens.

At socio-economic level, the findings of this study confirm Maicibi (2003), Musaaazi (2006) and Owolabi (2006) that education is perceived in economic growth as a driving force behind, equipping the individual with the technical and vocational skills to enhance productivity and prosperity.

Surprisingly, while other educational scholars argued that the expansion of access to formal education leads to additional workers in education sector and thus this increase in labor force positively influences on socio-economic growth of individual and country at large (Elchanan& Geske, 1989), this study found that (a) statistically the above concept is right because since the implementation of UPE policy in 2004 up to 2008, the educational employment has increased by 4.8% per year; (b) based on the way teachers perceive the working condition and their expectations from increase of teachers (table 13 and table 14), the concept that 'the more access is expanded the more the teachers are employed' tends to be not right. This is because 82.7% of respondents agreed that people are likely to perceive additional workers in terms of reduced stress, availability of free time, etc. In particular, teachers in Nyamagabe district would have perceived the additional workers in education sector by the reduction of stress in teaching profession; pupil-teacher ratio would have reduced remarkably and double shifting system would have stopped in primary schools (table 12). Consequently, it can be assumed that statistical increase of teachers is equally perceived by working teachers since the working conditions are no longer stressful and give relax opportunities and other personal interests.

Generally, the findings of the study prove that implementation of universal primary education has significant influence on the development of socio-economic status of rural areas and to arrive at high performance (a) different policy stakeholders have to be involved in curriculum planning, implementation and evaluation of the program (b) parents should be sensitized about their responsibility and obligation to take over teaching and learning process after school hours in order to integrate pupils into daily socio-economic life.

5.2. Conclusions

Drawing from documentary analysis and analysis of findings from the field, the following conclusions were arrived at:

Under objective 1: To identify the existing situation of Rwanda primary education system

- Rwanda primary education system was a discriminative system at ethnic and regional level and at other socio-economic quotas, period 1962-1993. Disparities in resource distribution, gender imbalances, and final examination malpractices done by officials made the system to be irrelevant to Rwandan society.
- After the 1994 genocide, the education system was positively rebuilt, improved and entry to primary schools made available to different people regardless of ethnic and regional quotas. Since then results of primary examination has been published and people with complaints have been allowed to speak out. Transparency in pupils flow process has been initiated and done, and thus admission in secondary schools were based on performance. Despite those educational achievements, the number of children of school age enrolled was not satisfactory and dropout rate remarkably increased at 8.33% per year. Accordingly, at the end of school year 2003 it was clear that efficacy of strategies put in place to retain pupils until they finish the cycle were not effective.
- Since 2004, UPE policy implementation has considerably changed the features of Rwanda primary education system: 6 years of basic education is made free of tuition and compulsory; children of school age have attended formal education with the average of 95.6%; girls' education opportunities have increased to extent the number of girls enrolled is 2.23% higher than number of boys in the same grade; capitation grant per child has increased 1069% within period 2004-2009. Contrary to past performance, dropout rate has stabilized and slowly reduced through automatic promotion system.

Actually UPE is experiencing different challenges such as inadequate resources (small funds, qualified teachers, school facilities, instructional materials ...), teachers' dissatisfaction because of stressful working conditions and small pay, misinterpretation on pupils flow practices, poor statistical information management at school level up to district levels, to mention but few.

Under objective 2: To determine the major educational achievements from UPE policy implementation and compare actual performance with stated UPE goals

At national level

- Net enrolment ratio has increased to 7.35% per year and average net enrolment reached 94.3%, period 2004-2008; growth rate in boys' gross enrolment reached 7.9% per year and girls gross enrolment ratio 7.6% per year, period 2004-2007; repetition reduction rate reached 1.95% per year and dropout reduction rate 0.24% per year, period 2004-2007.
- Girls' education opportunities were increased to the extent that the number of girls enrolled reached 2.23% higher than the number of boys in the same grade
- The internal efficiency has improved through automatic promotion
- Number of schools increased by 7.52% and classrooms by 5.46%, period 2004-2008; qualified teachers increased to 26.6% within the period 2004-2008

In Nyamagabe district

- School enrolment increased 6.31% per year from 2005 up to 2008 school years; promotion rate increased from 64.53% in 2006 to 75.6% in 2008; repetition rate reduced from 19.49% in 2006 to 15.3% in 2008 and dropout rate reduced from 15.98% in 2006 to 9.1% in 2008.

Decline in educational achievements since UPE policy implementation

- The growth rate in school enrolment decreased from 6.25% per year over period 1999-2003 to 6.24% per year period 2004 -2008; the growth rate in boy and girl net enrolment ratios respectively declined from 7.1% and 8.1% per year during 1999 -2003 period, to 0.5% and 0.2% per year during 2004 -2008 period
- Though completion rate has generally increased since UPE policy implementation, growth rate in school completion declined from 24.92% per year, period 1999-2003, to 5.64% per year, period 2004-2008.

From comparison between actual performance and stated goals, the following conclusions were arrived at:

- The goal to achieve promotion rate of 87% by 2010 from 67.2% in 2004 was too high, unless the promotion growth rate increased and maintained at 9.1% per year from 2007.
- The goal to reduce repetition rate to 8% by 2010 was not justified on rational ground, and if nothing is to be done to raise the repetition reduction rate at 18.3% per year from 2007, the goal will be achieved after 29.5 years.
- The goal to reduce dropout rate at 5% by 2010 was not relevant and with the same reduction rate (0.24% per year) the goal will be achieved after 276.85 years.
- Completion rate is still low, and if nothing is to be done to raise completion growth rate, the target to achieve completion rate of 112% by 2015 will remain in projection.
- UPE policy was not properly implemented and was not justified on effectiveness and affordability tests. Otherwise promotion rate would at least have achieved 80% with automatic promotion and repetition and dropout rates reduced remarkably.

Generally, though there is still a long way to go, UPE policy implementation has helped education sector to achieve remarkably progress to expand access to formal education.

Under objective 3: To identify the influence of UPE policy implementation in improving socio-economic status of rural areas

- The expansion of access to formal education positively impacted on socio-economic development of rural areas by (a) increasing workers (teachers and non-teachers) in education sector as well as outside education system and thus contribute to higher productivity and earn high earnings which lead to higher economic growth; (b) increasing national literacy rate of both men and women, especially in young people undergone the process; (c) increasing the awareness and practice of good health practices, preventive methods of AIDS/HIV like abstinence, faithfulness and use of condom; (d) making people wiser than they were before and promoting a sense of national politics such as unity and reconciliation throughout Gacaca jurisdiction (traditional courts) and T.I.G program; national

economic politics through revenue authority office and role of collective activities in country development.

- The promotion of girls' education in UPE program gives a hope that socio-economic status will be shaped in such way that (a) educated ladies are likely to accommodate family planning in their families; (b) malnutrition and waterborne diseases were reduced and premature marriage of girls in villages will be diminished remarkably.
- UPE program implementation helped economic growth through reduction of repetition and dropout rates in pupils flow and through creation of economic activities, modern agriculture practices in rural areas and self-employment by primary schools graduates.
- Universalizing Primary Education has been an effective channel of different leaders to disseminate valuable information for national future change and national development. especially
- Equal opportunity for girls and boys in UPE program has led to gender balance in primary schools and thus the society has recognized the importance of girls' education in country development.

5.3. Recommendations

Arising from the findings and conclusions, this study recommends the following:

- The government should put focus on rehabilitation of existing school infrastructure and build new facilities to accommodate the increased number of pupils under UPE program.
- Capitation grant should be increased for proper school running and teachers' condition should be looked into time and match the current cost of living. Free pedagogic day for further research, and rest should be given to the teachers for higher quality education.
- Local and national planning should be based on rational and healthy statistical information through scientific researches. To this fact, head-teachers should be given continuous training on record keeping and basic planning skills.
- The government should provide different programs for empowering teachers and training untrained teacher, for example by use of in-service teacher training.
- To achieve stated goals by 2010, the followings are recommended:

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**OFFICE OF THE DIRECTOR
SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH**

April 29, 2009,

Dear Sir/Madam,

RE: INTRODUCTION FOR DUFITUMUKIZA ABEL

The above named is our registered student in the School of PostGraduate Studies and Research, pursuing a Master of Education in Educational Management, with Registration Number: MED/18936/72/DF.

He wishes to carry out a Research on **"The Relationship between Universal Primary Education (UPE) Policy Implementation and Socio-economic Development of Rural Areas in Nyamagabe District of Rwanda"**

Any assistance accorded to him regarding his research will be highly appreciated.

Yours faithfully,

Prof. Owolabi O. Samuel
Director SPGS&R

SECTION A: Personal information (tick the correct response)

Name (optional): -----

Teacher -----Head teacher-----

Education: Secondary D4---- A2-----University-----

Age group: 17-25-----26-35-----36-45-----above 45-----

Marital status: Single-----Married-----Widow/Widower-----

Instructions: tick from the choices below which best describes the statement

- | | |
|-----------------------------|---|
| 1. <i>Strongly agree</i> | you strongly agree with no doubt at all |
| 2. <i>Agree</i> | you agree with no doubt at all |
| 3. <i>Disagree</i> | you disagree with no doubt |
| 4. <i>Strongly disagree</i> | you strongly disagree with no doubt |

SECTION B: UPE policy assessment in Nyamagabe district

Questions	Strongly agree	Agree	Disagree	Strongly disagree
1.UPE has came at when it was needed				
2. UPE has increased number of children who would otherwise have no access to formal education.				
3.The abolition of tuition fees has led to over crowding in classes				
4. Since UPE implementation all children of school going age has gone to school				
5. Although school fees are abolished parents still contribute to school finance through small contributions.				
6. Teaching profession is ignored among other public services, therefore UPE output quality will gradually decrease accordingly.				
7.UPE is not good because there are no proper facilities for effective implementation				
8. Because of inadequate facilities, UPE implementation has improved illiteracy rate of children.				
9. The course contents in primary schools are not relevant to the capacity of a learner.				

SECTION B: UPE program assessment in Nyamagabe

Question	Response	Rate
1. Which course, in primary curriculum, do you think its content is more practical in daily life of pupils?		
2. Do you think high enrollment ratio in public school has been highly related to the benefits from primary education level?		
3. Based on primary curriculum what do you think a graduate of UPE is capable of doing to enhance family health, social life and economic status?		
4. Has the capitation grant been enough for your school needs since UPE policy implemented?		
5. List the major problems that have come with the implementation of UPE policy at your school		
6. How can the above problems be solved?		

SECTION C: Influence of UPE program in improving the socio economic status of rural areas

Questions	Strongly agree	Agree	Disagree	Strongly disagree
1. UPE has increased force labor in education sector as well as outside education system.				
2. UPE has facilitated girls' equal opportunity of access to primary school as the boy.				
3. Every UPE product except primary one pupil is aware of why Gacaca jurisdiction and TIG program are being carried out.				
4. UPE graduates know the role of Rwanda revenue authority office in country development; constitution law; decentralization of services and role of collective activities (Umuganda).				
5. At least, basic health practice such as washing hand before eating and after serious room, preventive methods for AIDS/HIV are known by any graduate of primary three.				
6. UPE policy implementation will improve the illiteracy rate of children because of automatic promotion.				
7. Based on learning condition in UPE program, the graduates do not have the real skill and knowledge to contribute to the national economy				
8. UPE policy has increased the modern agriculture practices in rural areas				
9. UPE program has increased the number of children at school place, and thus there is a hope to minimize malnutrition, and bad land utilization in rural areas				
10. UPE has promoted girls' education thus there is a hope that family health will improve and child mortality will be reduced.				
11. Universalizing primary education has facilitated the government to effectively manage people on the way to mutual health insurance (ubwisungane mu kwivuza) and issue politico-cultural information				

Appendix B: Interview guide

Interview guide for teachers

Question	Response	Rate
1. Why do not you perceive additional workers in education sector while statistical data show that increase?		
2. Suppose that another alternative opportunity is found, would you like to leave teaching profession?		
3. How do you view primary teacher's salary?		

Interview guide for parents

Question	Response	Rate
1. What do you think a primary school leaver can do to enhance his/her socio-economic status		

Interview guide for opinion leaders

Question	Response
1. Has there been any change in socio-economic life since UPE policy implementation in your sector?	
2. Do you have any disagreement with UPE policy implementation process? If yes which and why?	
What do you think to be the impact of double vocation system in primary schools?	
3. In this area, do people employ primary school leavers? Why?	



Appendix C: Budget

Item	Quantity	Unit (RWF)	Total cost (RWF)	US \$
Stationery				
Flash diskette	1	30,000	30,000	55
A 4 ream of paper	3	2800	8400	15
Pencils	3	100	300	1
Subtotal			38,700	72
Proposal Writing				
Typing and printing (First draft)	31	300	93,000	170
Printing one copy (Second draft)	31	100	31,000	56
Photocopying 3 copies (Third draft)	31x3	25	2,325	4
Printing one copy (Final draft)	31	100	31,000	56
Photocopying 3 copies (Final draft)	31x3	25	2,325	4
Printing questionnaire	6	100	600	1.5
Photocopying questionnaire	6x300	25	45,000	82
Binding 3 copies of the thesis	3	10,000	30000	55
Subtotal			235,250	430
Data collection				
Transport for researcher and 2 Researcher assistants to five sectors	3 days	15000	45,000	82
Food for 3 researcher assistants	3 days	6000	24,000	44
Subtotal			69,000	126
Total			342,950	628
Additional for contingencies 10%			34,295	62
Total cost for Thesis			377,245	686

Appendix D: Time framework

Month	Activity
February	<ul style="list-style-type: none"> - Submission of research proposal - Permission for data collection <p>(SPG Administration and Local authorities at Nyamagabe district)</p>
March	<ul style="list-style-type: none"> - Test of reliability & validity - Distribution of questionnaire - Data collection
April	- Organizing data collected and Data analysis
May	- Report preparation
June	Corrections of report
Mid- July	Final report
30 th July	Submission of report

Appendix E: Mathematical formulas

- Growth rate/ reduction rate $= \frac{(Y1-Y0)}{Y0} \times 100$

Whereby Y1 is target year, Y0 is base year,

- Required years $= \frac{(Y1-Y0)}{Y0 \times GR} \times 100$

Whereby Y1 is target year, Y0 is base year and GR is growth rate per year

- Average $\frac{\sum i}{N}$

Whereby $\sum i$ is summation of i , N is total number of i

