



Acronyms

TI-Rw: Transparency International Rwanda

9YBE: Nine Year Basic Education

CG: Capitation grant

PETS: Public Expenditures Tracking Survey

CRC: Citizen Report Card

E.P.: Ecole Primaire (Primary School)

CSC: Community Score Card

TAP: Transparency and Accountability program

MoE: Ministry of Education

RSSB: Rwanda Social Security Board

CORAR : Compagnie Rwandais d'Assurances et de Réassurances

SACCO: Savings and Credit Co-operative

MINEDUC: Ministry of Education

MIFOTRA: Ministry of Public Service and Labor

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Executive Summary

The Community Score Card (CSC) is a qualitative tool used to monitor and evaluate the service delivery at local level by the communities themselves by generating mechanisms of direct feedback between service providers and users. In 2011 Transparency International Rwanda (TI-Rw) started a project entitled “Transparency and Accountability in the management of resources allocated to the Nine Years Basic Education (9YBE) programme in Rwanda”.

The project was divided into 3 phases, and today, it’s on its last phase called the Community Score Card. The previous phases were the Public Expenditures tracking survey (PETS) conducted in 2012 and the Citizen report Card conducted in 2013. The aim is to increase transparency and accountability in the management of resources allocated to the 9YBE programme, particularly the Capitation Grant allocated by the Government of Rwanda to the country’s schools for their operations.

The CSC uses a combined social accountability tools namely the techniques of social audit, community monitoring and citizen report cards. It is an instrument to exact social and public accountability and responsiveness from service providers. It’s an instrument to exact social and public accountability and responsiveness from service providers. 10 schools from 10 Districts in 5 provinces have been selected for this study.

Participants were categorized into 4 groups with at least 8 members each. Those groups are teachers, Students, parents and service providers. They all had to score the effectiveness of their schools basing on various indicators summed up in 6 groups which are infrastructure, teaching aids/ materials, social welfare, participation, capitation grant management & outcomes and the teaching system.

Basing on the above mentioned indicators, the CSC made comparison between what

schools should have (entitlement) with what they actually have. This was called the input tracking matrix. The number of classrooms and toilets are ranked among other indicators as the best in almost all the schools visited with scores ranging between 85% and 105% of entitlement except GS Nyagatare and GS Muhoza which scored under 60%. Some schools were found lacking some of important infrastructure such as laboratory, electricity, chairs and tables of teachers and playgrounds. The commitment of parents in paying contributions and their involvement in the schools management was also assessed. In some school, their commitment was scored up to 100% while in some others their involvement was very limited, case of Nyagatare with only 36.6%. Participants highlighted challenges in terms of several changes in the education system such as shift from French to English and then to Kinyarwanda for lower primary level.

Generally, the key findings of the CSC are the infrastructure assets supposed to be provided and funded by the capitation grant are not sufficient in the majority of the schools surveyed. It's the same with teaching materials (such as books and laboratories) students' social welfare and the teaching system. Participants recommended the joint effort between Parents and the Ministry of Education and the local government to increase the schools infrastructure assets needed and set up a program to feed children at school, parents mobilization by local authorities to remind them their role to follow up their children education and an increased awareness raising to beneficiaries by the MoE before any educational policy revision implementation.

CHAPTER 1. INTRODUCTION

1.1. Background

In 2011 Transparency Rwanda (TRW)¹, the civil society organization leading the fight against corruption and the promotion of good governance started a project entitled “**Transparency and Accountability in the management of resources allocated to the Nine Years Basic Education (9YBE) programme in Rwanda**”. This initiative, supported financially by “Results for Development” through their “Transparency and Accountability Program” (TAP), wishes to contribute to accessible, equitable and high-quality primary education through more effective use of resources. Concretely, it aims at increasing transparency and accountability in the management of resources allocated to the 9YBE programme, particularly the capitation grant made available by the Government of Rwanda to the country’s schools for their operations.

The first phase of the three-year project consisted in a Public Expenditure Tracking Survey (PETS) which sought to ascertain concrete facts on bureaucratic capture, leakage of funds and problems in the deployment of resources.

The second phase of the project consisted of a Citizen Report Card (CRC) which is also a social accountability tool like PETS; it permits to hold public institutions to account by providing quantitative feedback on user perceptions on the quality, adequacy and efficiency of public services.

The third and final phase of the project was the Community Score Card). This is a qualitative tool used to monitor and evaluate the service delivery at the local level by the communities themselves. It helps also to generate mechanisms of direct feedback between service providers and users. Like other social accountability tools such as citizen report cards, the community score card process is an instrument to exact social and public accountability and responsiveness from service providers.

Compared to the two previous accountability tools(PETS and CRC) that were used in the last two years by transparency International Rwanda to monitor the transparency and accountability in the 9YBE program, the Community Score Cards process has the advantage of generating a direct feedback mechanism between

¹ Transparency Rwanda became in November 2011 a full chapter of Transparency International (TI), a global coalition engaged in the fight against corruption and working in more than 100 countries worldwide

providers and users, building local capacity and strengthening citizen voice and community empowerment which may lead to positive results through joint action plans and recommendations for reform. This is mainly the reason why Transparency International Rwanda has chosen to use this tool at the final phase of the TAP project in a bid to anticipate some improvements in the 9YBE program.

Objectives:

The general objective of CSC tool within our TAP project is to increase citizens' participation and service providers' accountability in the management of the funds allocated to the 9YBE in Rwanda.

Specifically, the CSC tool aimed to:

1. Analyse the level to which the community is aware of pupils and teachers absenteeism, school materials accessibility for teachers and pupils
2. Assess how the community and service providers evaluate the contribution of the 9YBE programme to decrease drop-out and repetition rates of pupils
3. Evaluate the level of community and service providers' satisfaction with the level of citizens' participation to school management
4. Examine how effective is the use of C.G by school managers
5. Examine the level of satisfaction of the community with regard to the outcomes of the 9YBE programme such as the quality of teaching, the level of qualification of teachers, number of students per class, availability of books and other school materials

2. Methodology

As highlighted before, the CSC helps the service users (citizens) to give systematic and constructive feedback to service providers about their performance and in return receive improved services. Furthermore, the CSC helps service providers to learn directly from communities about what aspects of their programmes are working well and what are not. The information it generates enables decision-makers to make informed decisions and policy choices and to implement service improvements that respond to citizens' rights, needs and preferences. Participants of the CSC included parents, pupils and teachers on the demand side while on the supply side; participants were comprised of Head Teachers and local leaders.

a. Sampling

The geographic distribution of participants was countrywide (all provinces were included in the sample) but only two districts per Province and one school per District (10 schools in total) have been selected both randomly and purposively. The

purposeful aspect of it consisted of identifying schools with at least 6 years of primary school and 3 years of secondary school as to allow analyzing problems that may arise from the two levels. The random selection was based on the list of schools that fall under the above mentioned condition. The table below presents names of schools selected per province and district.

Table 1: District and Schools selected

s/n	School name	Province	District
1	Groupe Scolaire (G.S.) Masaka I	Kigali City	Kicukiro
2	Groupe Scolaire Kabusunzu		Nyarugenge
3	Groupe Scolaire KAGEYO	Northern	Gicumbi
4	Groupe Scolaire Muhoza II		Musanze
5	Groupe Scolaire Nyagasambu	Eastern	Rwamagana
6	Groupe Scolaire NYAGATARE		Nyagatare
7	Groupe Scolaire Munini	Southern	Ruhango
8	Butare Catholic II		Huye
9	Groupe Scolaire Bubazi	Western	Karongi
10	Groupe Scolaire Umubano I		Rubavu

On the demand side, between 8 and 12 participants were selected in each category of pupils, teachers and parents. With regard to the supply side, between 8 and 10 participants were selected as follows:

- The vice-Mayor in charge of social affairs
- The Head teacher
- The Executive secretary of the sector
- The District education officer
- The Education officer at sector level
- The Budget officer at the district level The Permanent Secretary of the JADF
- The director of finance Representative of regular teachers
- Representative of pupils

The precise number of participants per school during the various steps of the CSC process is shown in the annex.

b. Data analysis

The data analysis consisted of producing a harmonized report based on those from CSC facilitators that were not synchronized in terms of report format and indicators. Before proceeding with the analysis of data, it was necessary to first synchronize different indicators in Microsoft Excel in a bid to avoid duplicate and to ensure all of them are taken into account.

The synchronized performance indicator framework was used as a basis under which data was compiled from the results gathered in the 4 steps of the CSC scoring process including Input Tracking Scorecard, Performance Scorecard by Community, Performance Scorecard by service providers, and Performance Scorecard by the interface meeting and the action plan.

The data analysis also involved some calculation especially in the input tracking section where the percentage of entitlement available for each indicator was computed. However, based on the fact that most of the indicators provided in the input tracking reports were not having clear measurements for entitlement and actual data, the calculation of percentage of entitlement was therefore impossible for those indicators. . Moreover, different scores as given by the community and service providers were averaged to get the average score card for each indicator.

c. Scoring logic

During the CSC scoring process, a score of 1 to 5 was attributed to each indicator with the following meaning:

Table 2: Scoring logic

Response option	Score	%
Very bad	0 – 1.9	0% - 20%
Bad	2 – 2.9	21% - 40%
Good	3 – 3.9	41% - 60%
Very Good	4 – 4.9	61% - 80%
Excellent	5	81% - 100%

The community scored the identified indicators on 9YBE program using the above criteria through different focus groups (students, teachers, parents and service providers).

d. Quality control

- For the purpose of data quality control, the following measures were taken
Recruitment of experienced moderators and note takers
- Training of moderators and note takers Pilot of the CSC process
- Supervision of the whole CSC process by the TI-RW TAP team.

e. The specific steps for the CSC process

The community score card process involved four steps as described below:

i. Preparatory groundwork

The first and the most important phase of the CSC process is the preparatory work that is done prior to the field work. During this phase, organizers ensured that enough effort was put in the planning of logistics. The steps involved in this phase are as follows:

- Introduce the CSC approach to the local administration and service providers at different levels (MOE, District and Sector and school) and ensure their collaboration
- Identify key stakeholders of the CSC process including moderators, note takers, community and service providers subgroups.
- Prepare a list of materials needed
- Prepare a budget for all stages
- Train facilitators
- Mobilization of participants

To implement this phase, TI-RW management ensured a high degree of facilitation and mobilization by recruiting qualified and experienced moderators and note takers who were responsible to accomplish the whole CSC process under the supervision of the TI-RW senior staff assigned to TAP project. It is in this perspective that during this phase, TI-RW made exploratory visits in the Districts in order to get the buy in of local authorities to help with the implementation of the scorecard especially by allowing the service providers to attend different meetings as planned. In order to keep consistency in the scoring process, the selected participants were required to attend from the beginning to the end of the process.

ii. Input Tracking Scorecard

The second step was the development of the Input Tracking Scorecard aimed to examine what inputs that ought to be allocated (or are actually allocated) to schools in the framework of the 9YBE and to compare the actual situation (what is/reported as seen, received, used, provided) with the expected one. The preliminary exercise before embarking on the input tracking scorecard process consisted of holding a meeting with FGD participants to explain the purpose and the Scorecard methodology.

The next step of the input tracking scorecard was to generate information for the development of indicators based on the school priorities. After all the issues have been generated, the facilitators develop a matrix which specify the entitlement, the actual and remarks to be formulated as to improve the indicator where necessary. This matrix was therefore used by participants in their respective FGDs to evaluate the service provided at the school level. It is worth noting that the the inputs tracking of available resources at school was based on the existing standards set by the Ministry of Education in relation to the quality of education in 9YBE program.

iii. Performance Scorecard by the Community

The following activities were to be undertaken under this step

- Divide the community into focus groups discussions. In this particular service (education), the FGDs included parents, teachers and pupils. It is important to highlight that the social mapping (grouping by gender, age and social category) exercise was not considered in this phase due to the limited time and budget. Indeed, the community score card was implemented in 10 schools distributed in all provinces of Rwanda which made the process more demanding in as far as the time and budget are concerned.

- Present the indicators that have been developed and explain the scoring logic in each group.

The moderator develops a scoring matrix designed in a way that for each score, reasons for scoring were shared as well as suggestions on what reforms can be made to improve the situation.

- Ask the FGD participants to start the scoring exercise.
- Combine the scores from different FGDs and come up with a consolidated community score card for the school.

iv. Service provider self-evaluation scorecard

This phase involves service providers to evaluate the performance of the service that they are supposed to provide. The process is more or less the same with the community score card, but not exactly the same. Under this process, there was no need for group formation since the size of service providers was very small and even their availability not always taken as granted. Hence, the service provider self-evaluation scorecard comprised of one group of head teacher, District education officer, sector education officer and a representative of school committee.

v. Interface meeting

This was about the joint meeting between service providers and service users to engage in a constructive dialogue on service delivery in 9YBE. At this phase, participants presented the score cards resulted from each other side. The meeting expected to come-up with a concrete reform, action plans and commitment for follow-up the realization of the agreed upon plans.

In the framework of involving key stakeholders in the process and get their support in promoting the quality of education, at this phase, important persons were invited to attend the meeting such as the political leaders from the District.

vi. Action Plan

At the end of the interface meeting, community members and service providers came up with roles and responsibilities of each stakeholder in the 9YBE program . An action plan was drawn by participants to address their concerns. The following were key activities undertaken under this phase:

- Jointly prioritize the issues(mainly with lowest score)
- Put them in order of priority
- With the participants ,formulate recommendations for improvement;Make sure that the suggestions for improvement are realistic and achievable
- Assign responsibilities and timeframe for actions.



vii. Follow-Up and Institutionalization

The main concern of this phase is that score card process shouldn't stop after the joint action plan. Rather, the scorecards are needed to institutionalize the practice. Under this phase, we intend to:

- Disseminate the scorecards findings and action plans through the media and the communities,
- From scorecards results convey advocacy messages for policy process and action.
- Ensure the implementation and follow-up of the solutions.

CHAPTER 2: PRESENTATION OF FINDINGS

This section presents the findings on the communities and service providers' scorecard process as described above.

2.1. Identified indicators during input tracking

The table below displays indicators and their grouping areas that were selected as major concerns in the 10 schools during the input tracking process.

Table 3: Performance indicators for input tracking

#	AREA	#.#	INDICATORS
A	INFRASTRUCTURE	A.1	Class rooms
		A.2	Toilets
		A.3	School fence
		A.4	Laboratory room
		A.5	Head office and staff room
		A.6	Computer room
		A.7	Chalkboards
		A.8	Electricity
		A.9	Special room for girl
		A.10	Playgrounds
		A.11	Primary classroom ceiling
		A.12	Water
		A.13	Green space
		A.14	Meeting room
		A.15	Lighting conductor
		A.16	Road crossing the school
B	TEACHING AIDS/ MATERIALS	B.1	Books
		B.2	Computer Lab
		B.3	One Laptop Per Child
		B.4	Laboratory materials
		B.5	Chair and table for teacher



		B.6	Projector
		B.7	Photocopying machine
		B.8	Trainings
		B.9	Loud speaker
		B.10	Curriculum (programs)
		B.11	Library
		B.12	Teachers' Cardboards
		B.13	Desks and cupboard
		B.14	Sport materials
		B.15	Mentor
C	SOCIAL WELFARE	C.1	Lunch
		C.2	School insurance
		C.3	Students insurance
		C.4	First aid service
		C.5	Guidance and counseling
		C.6	Teacher's salary
		C.7	Teachers' motivation fees from parents
		C.8	Canteen
		C.9	Short lunch break
		C.10	Hygiene products
D	PARTICIPATION	D.1	Teachers role in school management
		D.2	Teachers role in students' performance
		D.3	Teachers' attendance
		D.4	Students role in their own performance
		D.5	Students' attendance
		D.6	Students role in school management
		D.7	Parents role in school management
		D.8	Parents role in children's education
		D.9	Parents involvement in school activities
		D.10	Role of parents' motivation
		D.11	Service providers frequency of visits to school
		D.12	Service providers role in school





			management
		D.13	Parents frequency of visits to school
		D.14	Parents' extra contributions to the school requirements.
E	CAPITATION GRANT MANAGEMENT	E.1	Effective use of capitation grant by service providers
		E.2	Transparency in the usage of capitation grant (CG)
		E.3	Level of fairness and promptness in the reporting of pupils and teachers
		E.4	Level of fairness in reporting on the usage of capitation grant (CG)
		E.5	Level of Involvement of teachers in the management of school.
		E.6	Disbursement of capitation grant
		E.7	Level of Satisfaction of the community on accessing free education thanks to the capitation grant.
F	CAPITATION GRANT OUTCOMES	F.1	Students dropout
		F.2	Repeating and promotion of students
		F.3	Qualified teachers
H	TEACHING SYSTEM	H.1	Number of children in a class room
		H.2	Education system stability
		H.3	Abolition of French
		H.4	Need for education policy review

2.2. Input tracking matrix

In the input tracking matrix below, comparison was made between what the school should have (entitlement) with what it actually has. This was obviously only possible for measurable indicators such as the number of: classroom, toilets, laboratory rooms, classroom with electricity, playgrounds, meeting rooms, parents who paid their contribution fees as teacher's motivation, children in a classroom, chalkboards, chair and table for teachers, books, desks ,etc. The table below presents the comparison of the percentage of entitlement available for the above indicators for different schools.



Table 4: Comparison of entitlement and available facilities (%) across schools

DIMENSION	INDICATOR	G.S MASAKA I	GS NYAGASAMBU	GS NYAGATARE	GS BUBAZI	GS UMUBANO I	GS MUHOZA II	GS MUNINI
INFRASTRUCTURE	Number of classroom	89.7%	Na	66.7%	Na	87.5%	105.9%	93.5%
	Number of toilets	113%	83.9%	52.2%	33.3%	84.4%	128.9%	92.1%
	Number of laboratory rooms	0%	25%	33.3%	Na	0%	Na	Na
	Number of classroom with electricity	Na *	24.2%	Na	0%	100%	61.1%	6.9%
	Number of playgrounds	0%*	25%	50%	0%	25%	0%	33.3%
	Number of meeting rooms	0%	50%	0%	Na	Na	Na	Na
PARTICIPATION	Number of parents who paid their contribution fees	100%	Na	34.6%	Na	Na	Na	Na
TEACHING SYSTEM	Ratio of child per classroom	Na	Na	195.7%	Na	Na	Na	Na
TEACHING AIDS/MATERIALS	Ratio of chair and table per teacher	0%	Na	Na	Na	0%	Na	Na
	Ratio of book per pupil	Na	Na	Na	Na	Na	2:1	3:1
	Ratio of pupils per desk	Na	Na	4:1	Na	Na	2:1	2:1
CAPITATION GRANT OUTCOMES	Proportion of qualified teachers	Na	Na	62.2%	Na	Na	Na	Na

***Na:** *Electricity was there but not installed in classrooms or the indicator was not chosen as an issue for the school, 0% means the absence of the item.*

Overall, the number of classrooms and toilets are ranked among other indicators as the best in almost all the schools visited with scores ranging between 85% and 105% of entitlement. The G.S MUHOZA II comes first with above 100% of entitlement (more than required) in having infrastructure like classrooms and toilets. However, the G.S. NYAGATARE has only 66.7% of entitlement in number of classrooms and 52.2% of entitlement in number of toilets which is even a big challenge with regard to the sanitary conditions in which pupils are living.

The findings show that some schools do not have (0%) any of the infrastructures such as: laboratory rooms (G.S. MASAKA and G.S. UMUBANO I); electricity (G.S. BUBAZI); playgrounds(G.S. MASAKA I , G.S. BUBAZI and G.S. MUHOZA II); meeting room(G.S. MASAKA I and G.S. NYAGATARE); chair and table of teachers (G.S. MASAKA I and UMUBANO I). It is therefore clear that the level of satisfaction of students in schools with poor infrastructure is likely to be lower than that of students attending schools with good quality infrastructure. Hence, the lack of satisfaction in terms of infrastructure may impact on the student' behavior and his/her level of participation in the classroom which can also affect the student's performance at school and obviously impinge on parents concerns.

It is also important to note a very high commitment of parents in paying their contribution fees in some schools such as the G.S. MASAKA I (100% of parents paid their contribution fees), while in some others like G.S NYAGATARE, parents remains reluctant in paying their contribution fees (only 34.6%). As far as the qualitative indicators (not measurable) are concerned, the following areas were assessed during the input tracking phase:

- Involvement of parents in school management
- Involvement of teachers in school management
- Service providers role in school management
- Transparency in the use of capitation grant
- Education system stability

As mentioned above, the % of entitlement was not given for qualitative indicators but rather only participants views were noted by the facilitators. In some schools (see annex1), parents and teachers play their role in school management. This was reported in G.S.Masaka 1, while in the G.S. Nyagatare, most parents were known to not be involved. Likewise, in the same school, participants noted that parents were not active enough to take care of their children in terms of absenteeism and drop

out. Interestingly, service providers’ were reported to intervene where cases of pupils’ drop outs, absenteeism and other form of pupil’s misconduct exists. According to the FGD participants from the GS MASAKA I, service providers (local government leaders) play a big role in discouraging drop out and absenteeism of pupils at school.

With regard to the education system stability, participants highlighted challenges in terms of several changes such as shift from French to English and then to Kinyarwanda for lower primary level.

In general, the input tracking phase revealed that infrastructure and teaching aids materials emerge as the indicators with less performance in terms of entitlement available at school during the CSC process. It is in this framework that a number of remarks were formulated in this regard namely: the need to build more class rooms, provide electricity to classrooms, build school fence and playgrounds, and equip schools with laboratory materials as well as books.

2.3. Performance Scorecard by the Community

After the community has come up with their own set of performance indicators at school level, the second step was to fill in their relative scores for each of the indicators they came up with, reflect on why they gave the scores they did, and to also come up with their own set of suggestions for improving the state of service delivery.

i. Students score cards

The table below presents the scores given by students as part of the community category.

Table 5: Students Scores Cards per school

SCHOOLS		G.S. BUBAZI	G.S. BUTARE CATHOLIQUE	G.S. NYAGASAMBU	G.S. NYAGATARE	G.S. KABUSUNZU	G.S. KAGEYO	G.S. MUNINI	G.S. MASAKA I	G.S. UMUBANO I	G.S. MUHOZA II	AGGREGATE
A	INFRASTRUCTURE	3	3	2	2	2	2	3	3	4	4	3
B	TEACHING AIDS/MATERIALS	3	3	2	2	2	3	3	3	3	4	3
C	SOCIAL WELFARE	3	2	2	3	2	3	2	3	2	3	2

D	PARTICIPATION	3	3	5	3	4	3	3	4	4	3	4
E	CAPITATION GRANT MANAGEMENT	2	3		5	2	3	4			4	3
F	CAPITATION GRANT OUTCOMES	4	4			4	3					4
G	TEACHING SYSTEM			3	2							2



Pupils in scoring exercise at Groupe Scolaire Bubazi in Karongi District

Overall, the findings reveal that the participation of students in their schooling and the capitation grant outcomes were ranked first with an average score of 4 out of 5.

The reasons behind this good performance of the two indicators are that pupils perform well in terms of school attendance, pupils promotion and pupils involvement in the school management.

Other indicators such as infrastructure, teaching aids materials, and capitation grant outcomes were ranked second with a score of 3 out of 5 while social welfare and teaching system were ranked poorly with a score of 2 out of 5.

The poor performance of the welfare was mainly explained by the fact that pupils suffer from hunger as there is no lunch provision at school where they have to spend like 7 hours. Although the lunch program at school was discouraged by the ministry of education due to the fear that school would not meet nutritional and sanitary standards, children eating school meals, especially those who come from low-income families, would benefit from the necessary safeguard against hunger and thus allow them to attend school with good physical conditions. The abolition of French in the education program was cited as the major reason for the poor ranking of the education system in 9YBE.

The findings also revealed that the schools of G.S. Nyagatare, G.S. Kabusunzu and G.S. Nyagasambu emerge as the most poorly ranked in a number of indicators including infrastructure and teaching aids materials which may affect the quality of education as discussed earlier. The following are some of the reasons for low scores:

- Not enough toilets and they are not clean enough but at least boys' toilets are separated from girls' toilets;
- There is enough land to allow terracing the play ground but this is usually not done. This would be facilitated by the involvement of parents which is unfortunately not effective;

- The classrooms are not enough compared to the number of students in the class;
- Some teachers have no staffroom be it in primary school or in secondary schools;
- Electricity is available but not well installed to be accessed when needed (the staffroom where teachers would charge thier computer and in the library where students would like to read at night);
- Not enough books especially for upper secondary;
- Not enough Laboratory materials (just science kits only).

ii. Teachers Scorecards

The table below presents the scores given by teachers as part of the community category.

Table 6: Teacher’s scorecards per school

SCHOOLS		G.S. BUBAZI	G.S. BUTARE CATHOLIQUE	G.S. NYAGASAMBU	G.S. NYAGATARE	G.S. KABUSUNZU	G.S. KAGEYO	G.S. MUNINI	G.S. MASAKA I	G.S. UMUBANO I	G.S. MUHOZA II	AGGREGATE
A	INFRASTRUCTURE	3	3	3	3	2	3	3	3	3	4	3
B	TEACHING AIDS/ MATERIALS	3	2	3	3	2	3	3	2	3	4	3
C	SOCIAL WELFARE	3	3	3	3	3	3	1	3	2	2	2
D	PARTICIPATION	4	4	5	3	3	4	3	4	4	2	4
E	CAPITATION GRANT MANAGEMENT	4	4		5	3	4	3	5	3	4	4
F	CAPITATION GRANT OUTCOMES	4	4	5	4	3	4					4
G	TEACHING SYSTEM			2	2							2



Teachers in scoring exercise at GS of Kabusunzu in Nyarugenge

The findings from the teachers score cards showed some discrepancy in scores compared to those given by students. Reading from the above table, it is clear that teachers ranked higher than pupils in some schools in a number of indicators including infrastructure and capitation grant management. Indeed, the infrastructure was poorly ranked in 3 schools by pupils while teachers did so for only the GS of KABUSUNZU.

This fact is also applied to the capitation grant management where pupils ranked it lower with 3 out of 5 while teachers gave it a score of 4. The assessment through the CSC process has not provided reasons for this discrepancy.

iii. Parents Scorecards per school

The table below presents the scores given by parents as part of the community category.

Table 7: Parents Scorecards per school

SCHOOLS		G.S. BUBAZI	G.S. BUTARE CATHOLIQUE	G.S. NYAGASAMBU	G.S. NYAGATARE	G.S. KABUSUNZU	G.S. KAGEYO	G.S. MUNINI	G.S. MASAKA I	G.S. UMUBANO I	G.S. MUHOZA II	AGGREGATE
A	INFRASTRUCTURE	3	3	3	2	2	2	3	3	3	4	3
B	TEACHING AIDS/ MATERIALS	3	3	3	2	3	2	2	3	3	4	3
C	SOCIAL WELFARE	3	3	3	2	3	2	1	3	1	3	2
D	PARTICIPATION	4	3	4	3	3	2	3	4	4	3	3
E	CAPITATION GRANT MANAGEMENT	5	4		4	3	3	3	3	4	5	4
F	CAPITATION GRANT OUTCOMES	5	5	4	4	3	3					4
G	TEACHING SYSTEM			2	2							2



Parents in scoring exercise at GS Nyagatatare in Nyagatatare District

From the above table, findings show that parents have the same point of view with pupils in as far as the status of the infrastructure is concerned as both of them assigned a poor score of 2 out of 5 to at least 3 schools out of the 10 schools under the community scorecard process. Again the GS Nyagatatare, Kabusunzu and Kageyo were reported to have poor infrastructure compared to other schools. Interestingly, the social welfare and the teaching system are ranked the lowest by the three categories of the community with a score of 2 out of 5, which implies that they may be considered as an issue to be taken into account by

key stakeholders in the 9YBE program.

iv. Service providers (self assessment) Score Cards per school

In order to get the perspective of the service providers, scores were assigned to schools in a manner that is easily comparable with the indicators chosen by the community. As in the community gathering, the service providers within the school fill in their relative scores for each of the indicators they came up with. These are again averaged to get the overall self-evaluation score card for each indicator as shown in the table below.

Table 8: Service providers (self assessment) Score Cards per school

SCHOOLS		G.S MASAKA I	GS NYAGASAMBU	GS NYAGATARE	GS BUBAZI	GS UMUBANO I	GS MUHOZA II	GS MUNINI	GS KABUSUNZU	GS KAGEYO	BUTARE CATHOLIC	AGGREGATE
A	INFRASTRUCTURE	3	3	3	3	4	4	3	2	3	3	3
B	TEACHING AIDS/ MATERIALS	2	3	2	3	3	4	3	3	3	2	3
C	SOCIAL WELFARE	3	2	2	2	2	2	2	3	2	3	2
D	PARTICIPATION	4	5	4	4	4	2	3	3	3	4	4
E	CAPITATION GRANT MANAGEMENT	5	0	2	4	4	5	4	4	4	4	4
F	CAPITATION GRANT OUTCOMES	3	4	4	4	4	0	0	4	4	4	4
G	TEACHING SYSTEM	0	3	2	0	0	0	0	0	0	0	2



Service providers in scoring exercise at Butare Catholic II in Huye District

Overall, as shown in the above table, the assessment done by both community and service providers on the performance of schools shows a similar trend for most of the indicators.

The similarity of assessment from the two categories of people confirms the consistency of the CSC results on one hand and the reality on ground on the other hand.

v. Interface meeting scorecards

The interface meeting between service providers and the community was used to provide respective feedback from the community and self-evaluation score cards (service providers) and make a mutually agreed agenda through action planning on the recommendations that both sides had made separately. The table below presents consensus scores agreed upon by both community and service providers.

Table 9: Interface meeting scores per school

SCHOOLS		G.S MASAKA I	GS NYAGASAMBU	GS NYAGATARE	GS BUBAZI	GS UMUBANO I	GS MUHOZA II	GS MUNINI	GS KABUSUNZU	GS KAGEYO	BUTARE CATHOLIC	AGGREGATE
A	INFRASTRUCTURE	3	3	3	3	4	4	3	2	3	3	3
B	TEACHING AIDS/ MATERIALS	2	3	2	3	3	4	3	3	3	2	3
C	SOCIAL WELFARE	3	2	2	2	2	2	2	3	2	3	2
D	PARTICIPATION	4	5	4	4	4	2	3	3	3	4	4
E	CAPITATION GRANT MANAGEMENT	5	0	2	4	4	5	4	4	4	4	4
F	CAPITATION GRANT OUTCOMES	3	4	4	4	4	0	0	4	4	4	4
G	TEACHING SYSTEM	0	3	2	0	0	0	0	0	0	0	2



Interface meeting score cards at Butare Catholic II in Huye District

The interface meeting score cards shows also that infrastructure, teaching aids materials, social welfare and teaching system are the areas which need more efforts in terms of performance in all schools.

In addition to the scoring process, the interface meeting came up with action plans. These action plans and actors included the following:

- The ministry of education, the District and parents were requested to equip schools with teaching aids materials and build new classrooms and toilets by 2015
- Transparency International Rwanda was assigned to make advocacy towards



the ministry of education in a bid to allow the lunch program for pupils at school by 2013-2014

- The Rwanda Education Board (REB) was given the task of ensuring students and teachers books with good quality in content.
- The headmaster and school bursar were requested to start announcing and reporting the amount and usage of the C.G at the beginning of the next shift.



CONCLUSION AND RECOMMENDATIONS

The Community Score Card (CSC) process aimed to increase citizen's participation and service provider's accountability in the management of the funds allocated to the 9YBE in Rwanda. Throughout the process, the tool reveals the following key findings:

- The infrastructure(insufficient classrooms and toilets, computers, playgrounds, meeting rooms..) of the majority of schools visited is inadequate
- Books are shared at a ratio of 2books per pupil in almost all the schools
- All schools performed well in terms of capitation grant management
- The majority of participants in the CSC process were very satisfied with the outcome of the capitation grant.
- The assesement of the set indicators revealed a number of areas that need more improvement in terms of performance namely: teaching aids materials, social welfare and the teaching system.

Based on the above mentioned situation, the following are recommendations from service providers and the community for improving performance in the 10 selected schools.

- 1) Parents and Ministry of Education (MOE) should combine efforts to increase the number of classrooms, toilets, and computers, build meeting rooms for teachers in all 9YBE schools where these equipments are missing
- 2) Local government authorities should mobilize parents to give motivation fees as required and remind them their role of following up the education of their children.
- 3) When reviewing educational policy, the MOE should organize awareness campaign designed for beneficiaries prior its implementation
- 4) Parents/MOE should set up program to feed students at school
- 5) Local government and parents should also work together to install electricity in classrooms where needed.



ANNEX 1: DETAILED INPUT TRACKING MATRIX

DISTRICT		KICUKIRO					
SCHOOL		G.S. MASAKA I					
COMMUNITY GROUPS		Entitlement	Actual	#Entitlement	#Actual	Ratio	Remarks/Evidence
A	INFRASTRUCTURE						
A.1	Class rooms	The school expects to have 39 Class rooms	It avails 35 class rooms	39	35	89.7%	There is need to build Building more class rooms, Restore those built in 1964
A.2	Toilets	It is 46 latrines	52 latrines are available	46	52	113.0 %	Ok
A.3	School fence	1 fence made from planting trees & and flowers	No fence is available	Yes	No	N/A	To construct it
A.4	Laboratory room	1 Laboratory room	No laboratory room is not available	Yes	No	N/A	To build laboratory rooms
A.5	Head office and staff room	They are planned to be built	They are not available	Yes	No	N/A	It should be built
A.6	Chalkboards	All classes are expected to have chalkboard	Chalkboard are available in each classroom	Yes	Yes	N/A	Keep the clean and safe





A.7	Electricity	The school is expected to have enough electricity	The installation is not good	N/A	N/A	N/A	To provide good installation
A.8	Special room for girl	A Special for girl is expected to be built	It is still under construction	N/A	N/A	N/A	To complete the construction
A.9	Playgrounds	The school is expected to have volley ball	They are not built	Yes	No	N/A	To construct volley ball play ground
A.10	Water	The school is expected to have enough water to use in everyday life	There are missing 3 tanks for harvesting water	N/A	N/A	N/A	To avail those tanks
A.11	Lighting conductor	There is need for lighting-conductor	It is not available	Yes	No	N/A	There is need to avail it
B	TEACHING AIDS/ MATERIALS						
B.1	Books	Teachers and students are expected to have enough books	Every teacher and every student have books	N/A	N/A	N/A	Ok
B.2	Laboratory materials	They are planned for	Materials are not sufficient	N/A	N/A	N/A	To increase materials
B.3	Chair and table	They are	They are not	N/A	N/A	N/A	To purchase





	for teacher	planned for	available				them
B.4	Projector	1 projector	No projector is available	Yes	No	N/A	To purchase it
B.5	Photocopying machine	1 photocopying machine	No photocopying machine	Yes	No	N/A	To purchase it
B.6	Trainings	They are planned for	English mentoring	N/A	N/A	N/A	To provide more trainings
B.7	Loud speaker	1 loud speaker	No laoudspeaker is available	Yes	No	N/A	It should be availed
B.8	Desks and cupboard	2 students should share 1 desk	Few number of desks per students(the number of students increases dramatically)	N/A	N/A	N/A	To buy missing desks and to repair those which have been damaged
B.9	Sport materials	The school is expected avail enough materials for sport	Sport materials are very few	N/A	N/A	N/A	To avail more materials
C	SOCIAL WELFARE						
C.1	Lunch	It should not be planned for	It is not available it should not be planned for	Yes	No	N/A	It should be thought of
C.2	School insurance	It is expected(COR AR)	Few parents are committed, The school does not	N/A	N/A	N/A	Sensitization on parents



			have insurance				
C.3	First aid service	It is expected to	There is ambulance system(motorbike)	N/A	N/A	N/A	The school should avail that service
C.4	Guidance and counselling	It is expected in school	All teachers are involved in the process(care of all children's problems)	Yes	Yes	N/A	Teachers should be more responsible
C.5	Teacher's salary	It is expected to be delivered at time	It is delivered at time	Yes	Yes	N/A	Ok
C.6	Teachers' motivation fees from parents	Teachers should be motivated	The motivation fees is delivered at time	Yes	Yes	N/A	Parents should not relax to pay motivation fees
D	PARTICIPATION						
D.1	Teachers role in school management	Teachers are expected to take part in school management	They play a big role in school management	Yes	Yes	N/A	They have to aim higher
D.2	Teachers role in students' performance	They should promote at least 90%	Those who were promoted are 90%	N/A	N/A	N/A	To sensitize parents to follow up children's education
D.3	Teachers' attendance	Teachers are expected to come to school early	Teachers are committed to work	N/A	N/A	N/A	They have to aim higher



		morning& regularly					
D.4	Students role in their own performance	Students are expected to succeed well	The students do not work hard	N/A	N/A	N/A	They should be more responsible
D.5	Students' attendance	Students are expected to attend the school regularly	Few students dropped out	N/A	N/A	N/A	They have to aim higher
D.6	Students role in school management	They are expected to be represented in SMC	Students are represented in the School Management Committee	Yes	Yes	N/A	They should not relax to give their views in School Management Committee
D.7	Parents role in school management	They are expected to take part in school management including Capitation Grant	They play a big role in School management(They are represented in school management Committee)	Yes	Yes	N/A	They should be more involved in school management
D.8	Parents role in children's education	Their role in education is expected	Their role is very small in children's education(Learning)	N/A	N/A	N/A	There is need for sensitization



D.9	Role of parents' motivation	They are expected to contribute in teachers' motivation	Teacher's motivation is provided on due time	Yes	Yes	N/A	They should not relax to pay fees
D.1 1	Service providers role in school management	They are supposed to play a big role in school management	They monitor day by day school activitie.For intance, for any case of a student who doesn't come to sit for exam, the sector administration goes to the reason of absenteeism.	N/A	N/A	N/A	The should aim higher



DISTRICT		RWAMAGANA					
SCHOOL		G.S. NYAGASAMBU					
COMMUNITY GROUPS		Entitlement	Actual	#Entitlement	#Actual	Ratio	Remarks/Evidence
A	INFRASTRUCTURE						
A.1	Toilets	56 toilets needed	47 toilets (29 for Secondary and 18 for primary)	56	47	83.9 %	9 more toilets needed
A.2	Laboratory room	4 rooms	1 computer lab	4	1	25.0 %	3 more rooms are needed
A.3	Electricity	All buildings with electricity	8/33 class rooms with electricity	33	8	24.2 %	Electricity installation in the rest of class rooms is needed
A.4	Playgrounds	4 Play grounds	1 small and substandard play ground	4	1	25.0 %	No land for play grounds
A.5	Water	EWASA and rain water with facilities to use it by students	Enough water but only one water tap with 2 kandagira ukarabe	N/A	N/A	N/A	More water tanks needed to catch rain water and more taps
A.6	Green space		The land is too small for extension of infrastructures and play ground	N/A	N/A	N/A	Land extension/expropriations



A.7	Meeting room	2 meeting rooms	No meeting room	2	1	50.0 %	2 meeting rooms are needed
B	TEACHING AIDS/ MATERIALS						
B. 1	Books	1:1 ration	1: 6 in some subjects	N/A	N/A	N/A	More books are needed
B. 2	Laboratory materials	Laboratory equipment for all subjects	5 computers and some equipment for other science subjects	N/A	N/A	N/A	More equipments are needed for biology chemistry and more computers
B. 3	Library	1Library	1 small	N/A	N/A	N/A	Need to be rehabilitated
B. 4	Teachers' Cardboards	In each class	Available in Secondary	N/A	N/A	N/A	More Cardboards are needed
B. 5	Desks and cupboard	2 students per desk	2-4 students per desk	N/A	N/A	N/A	More classrooms and desks are needed
C	SOCIAL WELFARE						
C. 1	Lunch	There has to be a program to take care of this issue	No plan or program to take care of this issue	N/A	N/A	N/A	Stakeholders' meeting to decide on program for providing lunch to students and teachers
C. 2	Students insurance		Not available but it is being discussed among parents	N/A	N/A	N/A	Establish mechanisms for medical insurance for children at school



C. 3	Teacher's salary	Ok	Not on time and very little compared to market price	N/A	N/A	N/A	Salary increase
C. 4	Teachers' motivation fees from parents	OK	Parents' contributions are well done	N/A	N/A	N/A	Some parents are poor and unable to contribute
C. 5	Short lunch break		1hour	N/A	N/A	N/A	more 30minutes needed to be 1hr and a half
D	PARTICIPATION			N/A	N/A	N/A	
D. 1	Parents involvement in school activities	1	80% are actively involved	N/A	N/A	80.0 %	Mobilize 20% to be active
F	CAPITATION GRANT OUTCOMES			N/A	N/A	N/A	
F.1	Qualified teachers	All	All teachers are qualified	N/A	N/A	N/A	



DISTRICT		NYAGATARE					
SCHOOL		G.S. NYAGATARE					
COMMUNITY GROUPS		Entitlement	Actual	#Entitlement	#Actual	Ratio	Remarks/Evidence
A	INFRASTRUCTURE						
A.1	Class rooms	45 class rooms (19 for secondary and 16 for secondary)	30 Class rooms (14 for secondary and 16 for primary)	45	30	66.7%	15 more class rooms needed
A.2	Toilets	(46) 22 for secondary and 30 for primary	24 toilets (12 for Secondary and 12 for primary)	46	24	52.2%	24more toilets needed
A.3	School fence	Fence around school	It is fenced a half way and not strong to retain students	N/A	N/A	N/A	Strong fence around school is needed for their discipline
A.4	Laboratory room	3 Laboratory rooms (Physics, Biology and computer)	None	3	1	33.3%	3 Laboratory rooms to be constructed
A.5	Electricity	Electricity should be available in all class rooms and offices	Electricity is available in some class rooms	N/A	N/A	N/A	Electricity installation in the rest of class rooms is needed



A.6	Playgrounds	4 Play grounds	2 small and substandard play ground	4	2	50.0%	1 more play ground and improve on the two to meet the standards
A.7	Water		Enough water but no kandagira ukarabe and other facilities to easily use it like washing hands	N/A	N/A	N/A	More water tanks needed to catch rain water and more taps for students
A.8	Meeting room	2 rooms	None	2	0	0.0%	2 meeting rooms are needed for students general assembly and PTA meetings
B	TEACHING AIDS/ MATERIALS						
B.1	Books	1:1 ration	1: 8 in some subjects but some books do not correspond to syllabus	N/A	N/A	N/A	More relevant books are needed
B.2	One Laptop Per Child	Enough computers with network (connection)	None	Yes	No	N/A	Computers for teachers



B.3	Laboratory materials	Laboratory equipment for all subjects	No computers and some equipment for other science subjects	N/A	N/A	N/A	More equipments are needed for Biology, physics and more computers
B.4	Library	2 for primary and secondary	1 Library for both primary and secondary	2	1	50.0%	1 More library needed and extension of existing one.
B.5	Desks and cupboard	2 students per desk	4 students per desk in most classrooms				More classrooms and desks are needed
C	SOCIAL WELFARE						
C.1	Lunch		No plan or program to take care of this issue	Yes	No	N/A	Parents involvement in setting up a program for providing lunch to students
C.2	Students insurance		Not available	Yes	No	N/A	Establish mechanisms for medical insurance for children at school
C.3	Teacher's salary	Ok	Little to meet basic needs	N/A	N/A	N/A	Salary increase



C.4	Teachers' motivation fees from parents	Must be paid as agreed	Only 800/2315 students pay their contribution and majority are from primary (1000 and 5000frw for secondary)	2315	800	34.6%	Mobilization of parents
D	PARTICIPATION						
D.1	Students role in school management	100 percent	They sometimes come late	N/A	N/A	N/A	Responsibility is more on parents
D.2	Parents role in school management	100 percent	most parents not involved	N/A	N/A	N/A	Mobilize 20% to be active
E	CAPITATION GRANT MANAGEMENT						
E.1	Level of Involvement of teachers in the management of school.	100 percent	Very active	N/A	N/A	N/A	Come late due to long distances from home and sometimes parents are responsible
F	CAPITATION GRANT OUTCOMES						
F.1	Qualified teachers	All	37 teachers and only 23 are qualified	37	23	62.2%	Replace unqualified teachers with the qualified ones

G	TEACHING SYSTEM						
G.1	Number of children in a class room	46 students per class and 2/desk	More than 90 students per class and 4 per desk	46	90	195.7%	Construction of more classes and provide more desks to meet standards
G.2	Education system stability	Stable and suitable policy	Several changes in a short term eg shift from French to English and then to Kinyarwanda for lower primary one year following the other.	N/A	N/A	N/A	Do analysis and consult the last consumer of the service for suitable and stable system
G.3	Abolition of French	Stable and suitable policy	French is not taught in primary but in secondary which is upside down.	N/A	N/A	N/A	French is an official language and it's a prerequisite at labor market, thus needed back as a language not a medium of instruction



DISTRICT		RUBAVU					
SCHOOL		G.S. UMUBANO I					
COMMUNITY GROUPS		Entitlement	Actual	#Entitlement	#Actual	Ratio	Remarks/Evidence
A	INFRASTRUCTURE						
A.1	Class rooms	The school is expected to have 40 Class rooms	35 class rooms are available	40	35	87.5%	There is need to build more class rooms
A.2	Toilets	The school is expected to have 62 latrines	54 latrines are available	64	54	84.4%	There is need to build more class rooms
A.3	School fence	The school is expected to have a fence made of stones(Amakoro)	The fence is still under construction, made of juxtaposed stones without cement	N/A	N/A	N/A	To proceed with construction activities such that the fence can get completed
A.4	Laboratory room	The school should have 2 laboratory rooms	laboratory rooms are not available	2	0	0.0%	To build laboratory rooms



A.6	Electricity	The school is expected to have enough electricity	All school rooms have electricity, expect some classrooms which are not suitably installed	Yes	Yes	N/A	To protect it from any damage and install other rooms lacking electricity
A.7	Playgrounds	The school is expected to have volley ball and basket ball(because of a small land)	The school has Playground for volley ball which is not built	N/A	N/A	N/A	To build basketball and volley ball playgrounds
A.8	Water	The school is expected to have enough water to use in everyday life	The school has water tanks and 5 water taps	N/A	N/A	N/A	To protect water taps and tanks from destruction
B	TEACHING AIDS/ MATERIALS						
B.1	Books	Teachers and students		N/A	N/A	N/A	



B.3	Laboratory materials	The school expected to avail complete laboratory materials(Science kit)	Laboratory materials are not sufficient and they are not on standard	N/A	N/A	N/A	They should be standardized
B.4	Chair and table for teacher	The school is expects 35 tables for teachers	No table is available at school	35	0	0.0%	To increase the number of tables
B.5	Projector	1 projector	No projector is available	Yes	No	N/A	There is need to purchase it
B.6	Photocopying machine	1 photocopying machine	No photocopying machine	Yes	No	N/A	There is need to purchase it
B.7	Trainings	Mentoring(Training teachers to teach in English)	Mentoring is carried out properly as expected, teachers are able to teach in English	N/A	N/A	N/A	To ensure that the skills acquired are implemented suitably
B.8	Loud speaker	1 loud speaker	The one which is available is small	N/A	N/A	N/A	To maintain what they have and purchase a more powerful one



B.9	Desks and cupboard	The sitting standard is that 2 students should share 1 desk	Few number of desks per students(the number of students increases dramatically)	N/A	N/A	N/A	Increase more rooms for desks
B.10	Sport materials	The school should have enough materials for sport and entertainment	The materials are very few	N/A	N/A	N/A	To avail more materials
C	SOCIAL WELFARE						
C.1	Lunch	Teachers and students should take lunch at home	Secondary students do get enough break time for lunch	N/A	N/A	N/A	To avail enough time for lunch
C.2	Students insurance	The school did not plan for insurance	Apart from personal insurance (mutuel, RSSB) for school members of the school has no insurance	Yes	No	N/A	The insurance matter should handled by the school stakeholders



C.3	First aid service	The school must have first aid service	No first aid service	Yes	No	N/A	The first aid service should be handled by the school stakeholders
C.4	Teacher's salary	Teacher's salary should be delivered at time	It is delivered at time though it still little	Yes	Yes	N/A	There is need for the increase of teacher's salary
D	PARTICIPATION						
D.3	Teachers' attendance	Teachers should be committed to their work	Teachers are committed to their work(they arrive at time and go back home the last	Yes	Yes	N/A	To sensitize teachers not to relax
D.5	Students' attendance	Students should regularly attend class	A number of dropout is very small	N/A	N/A	N/A	The parents and the school should take action to eradicate students dropout
D.9	Role of parents' motivation	Parents should play a role in education of their children	A very few parents are involved in education of their children	N/A	N/A	N/A	To sensitise parents to follow up the education of their children



DISTRICT		MUSANZE					
SCHOOL		G.S. MUHOZA II					
COMMUNITY GROUPS		Entitlement	Actual	#Entitlement	#Actual	Ratio	Remarks/Evidence
A	INFRASTRUCTURE						
A.1	Class rooms	The school was supposed to have 34 classrooms.	The school has 36 class rooms.	34	36	105.9%	There are primary classrooms which are very old and they are not cemented.
A.2	Toilets	There were expected to have 38 toilets.	They avail 49 toilets.	38	49	128.9%	They are missing teacher's toilets as they share with students.
A.3	Chalkboards	As they have 36 classrooms, there were expected to have 72 blackboards	There are 58 blackboards.	72	58	80.6%	The primary classes which were built before 2009 have only one blackboard.
A.4	Electricity	The school was expected to have electricity in all classes.	The electricity is in only 22 classes out of 36.	36	22	61.1%	Within those 22 classes that have electricity some are missing bulbs.



A.5	Playgrounds	The school was expected to have at least 4 playgrounds	There is no a playground that is standard.	4	0	0.0%	Actually a part from imagining that ta certain place is a playground, there is no playground at school.
A.6	Water	The School is expected to have enough and good water for hygiene.	They have three water tanks and pipeline water for EWSA	Yes	No	N/A	Actually water is available and enough but still the way of using it like in toilets has small questions.
B	TEACHING AIDS/ MATERIALS						
B.1	Books	The School is supposed to have enough text books such that the ratio of child to text book to subject is 1:1:1	Here the ratio is 2:1:1 some text books are still low.	1:1:1	1:2:1	50.0%	Even the available text books, some are still in boxes very new and un used.



B.2	Computer Lab	The school is supposed to have computer lab.	There 20 Computers installed in one of the classrooms.	Yes	No	N/A	There is science combination for Senior four (S.4) which is MCP (Mathematics computer and physics which requires enough computers.
B.3	Laboratory materials	The school is expected to have Laboratory with all requirements.	There are few of kit sciences.	N/A	N/A	N/A	Those kit sciences are also kept in what they call library with boxes of books around.
B.4	Trainings	The School is expected to carry out trainings of the teachers.	There is teacher's mentor and some trainings have already been done	Yes	No	N/A	There are still questions on mentor's capacity where he can't afford all areas.
B.5	Curriculum (programs)	The school is expected to have curriculum in every subject.	There are many curriculums in many subjects but French, Kinyarwanda and Kiswahili are missing	1:1	1:1	100.0%	Still a lot of complains in French where there is saying that French is expected to be done in national examinations in coming years.

B.6	Library	The school is expected to have library with all equipments	They don't have standard library as they use classroom as store for books.	Yes	No	N/A	Some books are not kept well which results the damage of them.
B.7	Desks and cupboard	The school was expected to have 750 desks.	The school avails 792desks.	750	792	105.6%	They have 42 extra desks.
B.8	Sport materials	The school was supposed to have sports materials	There are few of the sports material.	N/A	N/A	N/A	There was no motivation behind this, if there are no fields it is not all that simple to have sports materials.
C	SOCIAL WELFARE						
C.1	Lunch	The Lunch is expected for all students and parents to go for lunch at home.	Time table for secondary has been changed in order for teachers and students to get 1 hour and thirty minutes to go for lunch	N/A	N/A	N/A	Primary teachers get only one hour for lunch as they hold double shift.



C.2	Students insurance	The school is expected to have insurance of the students.	Not more than 100 students in 1500 pay insurance fee.	1500	1400	93.3%	Parents agreed with school administration but still the responsibility of the parents is low
C.3	Teacher's salary	Teachers are expected to get their salary at the end of the month.	There is a bit of delay in their payments	N/A	N/A	N/A	Still complaining that a part from delaying the salary is still low!
C.4	Teachers' motivation fees from parents	This not a must but Parent's involvement in the motivating teachers is needed.	Few of the parents pay motivation fee.	N/A	N/A	N/A	Parents agreed with school administration but still the responsibility of the parents is low and the speeches of the government's official on this motivation .
D	PARTICIPATION						
D.1	Parents role in school management	Parents are supposed to take part in the management of the school	Few of the parents involve but still a big number their volunteerism is low.	N/A	N/A	N/A	Parents are still keeping distance in management of the school.



D.3	Parents' extra contributions to the school requirements.	Parents are supposed to collaborate with the school and support it.	Their perception is not all that good as they think that government is only in charge of the education of their children	N/A	N/A	N/A	The Parents if not much involved in the school's activities It will end up being so hard to manipulate them for other contributions needed by school.
E. CAPITATION GRANT MANAGEMENT							
E.1	Transparency in the usage of capitation grant (CG)	The report is supposed to be given to all parties concerned.	The report is given to all parties concerned.	Yes	No	N/A	There is doubt where you find some parents and teachers have no idea on capitation. Grant like how much government spends on each child.



E.2	Level of fairness and promptness in the reporting of pupils and teachers	The number of students given in report must correspond to the available students at school.	The reporting starts from class teachers goes up to headmaster then verifies and sends it to sector and district.	N/A	N/A	N/A	Every party pays attention on this as it is the one that determines the amount of capitation grant. The school. So sector education verifies the report on the ground.
E.3	Level of fairness in reporting on the usage of capitation grant (CG)	The Capitation grant must be fairly used.	The capitation grant in fairly used.	Yes	No	N/A	The fairness basically goes to those ones that get supporting documents.a
E.4	Level of Involvement of teachers in the management of school.	Teachers are the supposed to take their part in management of the school as they are implementers.	Teachers are the core partners of education, so they involve in management of the school.	N/A	N/A	N/A	But still some actions are done without consulting them.



E.5	Level of Satisfaction of the community on accessing free education thanks to the capitation grant.	Free access of basic education(9YBE)	Generally Community access free education and appreciates it.	N/A	N/A	N/A	There is question on these nine years where some of these schools are headed by headmaster only with out deputies like director of studies which is not easy to carry out all duties.
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DISTRICT		RUHANGO					
SCHOOL		G.S. MUNINI					
COMMUNITY GROUPS		Entitlement	Actual	#Entitlement	#Actual	Ratio	Remarks/Evidence
A	INFRASTRUCTURE						
A.1	Class rooms	They were supposed to have 31 Classrooms	There are 29 Classrooms only.	31	29	93.5%	Rooms are not enough even in those 29 available rooms there 5 which are used as : administration's office, staff room, store, computer lab and library
A.2	Toilets	They were supposed to have 38 Toilets	The School has 35 Toilets only.	38	35	92.1%	Toilets are not enough even teachers share with students.
A.3	Chalkboards	It was supposed to have 62 blackboards in general.	It avails 57 blackboards.	62	57	91.9%	Some of the classrooms have one blackboard yet it was supposed to be two in each class.



A.4	Electricity	The school is expected to have enough electricity	Among 29 rooms, only two are the ones that have installation.	29	2	6.9%	Electricity is available only for administration's office and computer lab.
A.5	Playgrounds	The School is expected to have the playgrounds at least three.	There is only one football playground around the school	3	1	33.3%	The field they use is not for the school it is in neighbor hood and it is not standard . (150m long by 50m wide)
A.6	Water	As water is life, the school is expected to have enough water for use.	The School has only three water tanks that correct rainy water and no water from EWSA	1	0	0.0%	Among those water tanks ,only one water tank which is functioning.
B	TEACHING AIDS/ MATERIALS						
B.1	Books	Textbooks are supposed to follow the ratio of 1:1:1 which is one text book per child in one subject.	Students are still sharing text books at the ratio of 1:3:1	1:1:1	1:3:1	33.3%	This ratio it is not applicable in Secondary School where some books are very few like Physics



B.2	Computer Lab	1 computer lab	No Computer lab available with all requirements	1	0	0.0%	They just used one of the classes. Computers are placed just with out installation.
B.3	Trainings	Teachers are supposed to have trainings for them to be outstanding in delivering the lessons.	They attend different trainings and they have mentor at school and works so well	N/A	N/A	N/A	Still some teachers have spent long period without being trained like History and Geography.
B.4	Curriculum (programs)	The Curriculums are supposed to be there for every subject.	The Curriculums are available as every subject has it	1:1	1:1	100.0%	The Curriculum were there but kept in the box and very new.
B.5	Library	Library room	They don't have Library.	1	0	0.0%	They just got one class and made it a store for both current and non current.
B.6	Desks and cupboard	The School was supposed to have 713 desks for only students	They have 656 desks	713	656	92.0%	Among those 656 desks there are those ones being used by teachers in staff room.



B.7	Sport materials	The school is expected avail enough materials for sports	The school has few of the sports materials.	N/A	N/A	N/A	They have only one sports uniform for both boys and girls.
C	SOCIAL WELFARE						
C.1	Lunch	It was not planned when primary students make double shift system but secondary students who start lessons from 7:00 AM to 2:00 PM	There is no Lunch in general at School.	Yes	No	N/A	However, this school posses a canteen in its compound yet it was a government policy which stopped them from government schools.
C.2	Students insurance	The insurance is expected to there for the compensation of unexpected accident of the students. Either fro or to school.	There is no insurance at this school.	Yes	No	N/A	Parents used to pay the insurance fee but they stopped because no compensation was made yet there was students who made accidents. And this school is located in high risk zone where it is 50m only from main road Kigali-Huye.



C.3	Teacher's salary	Teachers like other employees they have to be paid.	Teachers are paid their salaries as they expected.	Yes	Yes	N/A	However, there is delay in their payment where it can reach in the middle of the next month with out having the salary of the previous month.
C.4	Teachers' motivation fees from parents	This motivation is recommended by government only on the negotiation basis between the school and parents, N.B Not a must.	There is no motivation I terms of money at this school.	Yes	No	N/A	The Parents had no more information about how much money government spends on their Children. Such that they can supplement.
D	PARTICIPATION						
D.1	Teachers' attendance	Teachers are expected to be punctual , come on time and leave on time and perform their duties accordingly.	Teachers try to attend their duties but still few come late. if not so they delay around before starting teaching	N/A	N/A	N/A	In general Teachers attend as it was viewed in the attendance book.



D.2	Students' attendance	Students are supposed to attend classes regularly	Students attend classes but few of them come late.	N/A	N/A	N/A	In general they attend at good level and very few drop outs were encountered (2010-2013) only 4 dropouts.
D.3	Parents role in school management	Parents are supposed to involve in management of the school.	Their involvement is still low.	N/A	N/A	N/A	Some of the parents think that government has done every thing for their children to study.
D.4	Parents frequency of visits to school	Parents are supposed to attend school activities as they are key partners of education	Parents attend either meetings or following their student's education are still low.	N/A	N/A	N/A	They feel government has done every thing for their children to study so no need of them to involve in school activities.
D.5	Parents' extra contributions to the school requirements.	Not a must for them to pay but still need for their contribution to support the school.	Many of the parents don't like to be asked extra contribution.	N/A	N/A	N/A	Here still there is a problem if their level of involvement is low. The way of approaching them and parents committee don't know their duties.

E. CAPITATION GRANT MANAGEMENT							
E.1	Transparency in the usage of capitation grant (CG)	The report is supposed to be given to all partners of education(leaders, parents, teachers)	The report is given only leaders Sector level and district level.	N/A	N/A	N/A	This accelerates the less involvement of parents and even teachers in the management of school as many parents do not know how much government spends on their Children.
E.2	Level of fairness and promptness in the reporting of pupils and teachers	The report must be corresponding to number of students in the whole school in each class.	The report is convenient as it is given out by class teachers and evaluated by headmaster and even SEO comes for observation.	N/A	N/A	N/A	As number of students determines the amount of CG the school will have, many people pays attention to it mostly DEO and SEO.



E.3	Level of fairness in reporting on the usage of capitation grant (CG)	There must be the reality in spending of CG With supporting documents on transactions incurred.	This reality is limited some extent where there is a part of the community that have no idea.	N/A	N/A	N/A	This would have been so good when all parties involved have the Information on this usage basically in budgeting and planning.
E.4	Level of Involvement of teachers in the management of school.	Teachers as people that live in every day life of the school their involvement is obvious.	Teachers involve in the management of the school but there is need for extension.	N/A	N/A	N/A	If they are involved in planning and budgeting of CG, can help as they are the ones to facilitate.
E.5	Level of Satisfaction of the community on accessing free education thanks to the capitation grant.	Some thing done, has to be appreciated at certain level or criticized.	People really appreciate the education for all at high level.	N/A	N/A	N/A	But there is still a certain part of the society which think that education for all is for poor people.



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ANNEX 2: SUMMARY OF SCORES FROM DIFFERENT GROUPS PER SCHOOL

B.1. NYARUGENGE

SCHOOL		G.S. KABUSUNZU		
GROUPS		Community	Service Providers	Consensus
A	INFRASTRUCTURE	2	2	2
B	TEACHING AIDS/ MATERIALS	2	3	3
C	SOCIAL WELFARE	3	3	3
D	PARTICIPATION	3	3	3
E	CAPITATION GRANT MANAGEMENT	2	3	4
F	CAPITATION GRANT OUTCOMES	3	4	4
G	TEACHING SYSTEM	0	0	0

B.2. KICUKIRO

SCHOOL		G.S. MASAKA I		
GROUPS		Community	Service Providers	Consensus
A	INFRASTRUCTURE	3	2	3
B	TEACHING AIDS/ MATERIALS	3	2	2
C	SOCIAL WELFARE	3	3	3
D	PARTICIPATION	4	4	4
E	CAPITATION GRANT MANAGEMENT	4	5	5
F	CAPITATION GRANT OUTCOMES	0	0	0
G	TEACHING SYSTEM	0	0	0



B.3. RWAMAGANA

SCHOOL		G.S. NYAGASAMBU		
GROUPS		Community	Service Providers	Consensus
A	INFRASTRUCTURE	2	3	3
B	TEACHING AIDS/ MATERIALS	3	3	3
C	SOCIAL WELFARE	2	2	2
D	PARTICIPATION	5	3	5
E	CAPITATION GRANT MANAGEMENT	0	0	0
F	CAPITATION GRANT OUTCOMES	5	4	4
G	TEACHING SYSTEM	2	2	3

B.4. NYAGATARE

SCHOOL		G.S. NYAGATARE		
GROUPS		Community	Service Providers	Consensus
A	INFRASTRUCTURE	2	3	3
B	TEACHING AIDS/ MATERIALS	2	2	2
C	SOCIAL WELFARE	2	2	2
D	PARTICIPATION	3	3	4
E	CAPITATION GRANT MANAGEMENT	5	4	2
F	CAPITATION GRANT OUTCOMES	4	4	4
G	TEACHING SYSTEM	2	3	2



B.5. KARONGI

SCHOOL		G.S. BUBAZI		
GROUPS		Community	Service Providers	Consensus
A	INFRASTRUCTURE	3	2	3
B	TEACHING AIDS/ MATERIALS	3	3	3
C	SOCIAL WELFARE	3	2	2
D	PARTICIPATION	4	4	4
E	CAPITATION GRANT MANAGEMENT	4	4	4
F	CAPITATION GRANT OUTCOMES	4	4	4
G	TEACHING SYSTEM	0	0	0

B.6. RUBAVU

SCHOOL		G.S. UMUBANO I		
GROUPS		Community	Service Providers	Consensus
A	INFRASTRUCTURE	3	4	4
B	TEACHING AIDS/ MATERIALS	3	3	3
C	SOCIAL WELFARE	1	2	2
D	PARTICIPATION	4	4	4
E	CAPITATION GRANT MANAGEMENT	4	5	4
F	CAPITATION GRANT OUTCOMES	0	0	0
G	TEACHING SYSTEM	0	0	0



B.7. GICUMBI

SCHOOL		G.S. KAGEYO		
GROUPS		Community	Service Providers	Consensus
A	INFRASTRUCTURE	2	3	3
B	TEACHING AIDS/ MATERIALS	2	3	3
C	SOCIAL WELFARE	3	2	2
D	PARTICIPATION	3	4	3
E	CAPITATION GRANT MANAGEMENT	3	4	4
F	CAPITATION GRANT OUTCOMES	3	5	4
G	TEACHING SYSTEM	0	0	0

B.8. MUSANZE

SCHOOL		G.S. MUHOZA II		
GROUPS		Community	Service Providers	Consensus
A	INFRASTRUCTURE	4	4	4
B	TEACHING AIDS/ MATERIALS	4	4	4
C	SOCIAL WELFARE	2	3	2
D	PARTICIPATION	3	3	2
E	CAPITATION GRANT MANAGEMENT	4	5	5
F	CAPITATION GRANT OUTCOMES	0	0	0
G	TEACHING SYSTEM	0	0	0



B.9. HUYE

SCHOOL		G.S. BUTARE CATHOLIQUE		
GROUPS		Community	Service Providers	Consensus
A	INFRASTRUCTURE	3	3	3
B	TEACHING AIDS/ MATERIALS	3	3	2
C	SOCIAL WELFARE	3	3	3
D	PARTICIPATION	3	4	4
E	CAPITATION GRANT MANAGEMENT	4	4	4
F	CAPITATION GRANT OUTCOMES	4	5	4
G	TEACHING SYSTEM	0	0	0

B.10. RUHANGO

SCHOOL		G.S. MUNINI		
GROUPS		Community	Service Providers	Consensus
A	INFRASTRUCTURE	3	4	3
B	TEACHING AIDS/ MATERIALS	3	3	3
C	SOCIAL WELFARE	1	2	2
D	PARTICIPATION	3	3	3
E	CAPITATION GRANT MANAGEMENT	3	4	4
F	CAPITATION GRANT OUTCOMES	0	0	0
G	TEACHING SYSTEM	0	0	0



ANNEX 3: DETAILED SELF-ASSESSMENT SCORE CARD

SCHOOL		G.S. BUBAZI	CATHOLIQUE	G.S. NYAGASAMBU	G.S. NYAGATARE	G.S. KABUSUNZU	G.S. KAGEYO	G.S. MUNINI	G.S. MASAKA I	G.S. UMUBANO I	G.S. MUHOZA II	AGGREGATE
A	INFRASTRUCTURE	2	3	3	3	2	3	4	2	4	4	3
A.1	Class rooms				4	3	3	4	3	5	4	4
A.2	Toilets	2	4	4	3	2	3	4	5	3	4	3
A.3	School fence	1	1		2	2			2	3		2
A.4	Laboratory room			3	1	2	3		1	1		2
A.5	Head office and staff room				3	2			3			3
A.6	Computer room					1			1	5		2
A.7	Chalkboards	4	4				4	5	3		4	4
A.8	Electricity	1	4	4	4		4	3	2	5	4	3
A.9	Special room for girl								3			3
A.10	Playgrounds	1	2	2	3	2	1	2	2	1	3	2
A.11	Primary classroom ceiling								2			2
A.12	Water	4	4	4	5	1		3	4	5	5	4
A.13	Green space			3			3					3
A.14	Meeting room	3	3	4	1							3
A.15	Lighting conductor	3							1			2
A.16	Road crossing the school			1								1
B	TEACHING AIDS/ MATERIALS	3	3	3	2	3	3	3	2	3	4	3
B.1	Books	3	4	4	3	3	3	4	4	4	4	4
B.2	Computer Lab	1	2					2	4	3	3	3
B.3	One Laptop Per Child			1	1				1			1





B.4	Laboratory materials			3	1				3	3	3	3
B.5	Chair and table for teacher								1	3		2
B.6	Projector								1	2		2
B.7	Photocopying machine								1	2		2
B.8	Trainings	4	3					4	3	3	4	4
B.9	Loud speaker								1	4		3
B.10	Curriculum (programs)							5			4	5
B.11	Library			3	3			2			3	3
B.12	Teachers' Cardboards			2	3							3
B.13	Desks and cupboard	3	4	3	3	3	3	4	3	4	5	4
B.14	Sport materials	2	2				4	2	3	4	4	3
B.15	Mentor	3										3
C	SOCIAL WELFARE	2	3	2	2	3	2	2	3	2	3	2
C.1	Lunch	2	3	1	2			2	1	2	2	2
C.2	School insurance								1			1
C.3	Students insurance	3	4	1	1			1	3	1	2	2
C.4	First aid service								2	3		3
C.5	Guidance and counseling								5			5
C.6	Teacher's salary	2	3	1	2			2	4	3	3	3
C.7	Teachers' motivation fees from parents			3	2	4	1	1	4		3	3
C.9	Short lunch break			3								3
C.10	Hygiene products					2	3					3
D	PARTICIPATION	4	4	3	3	3	4	3	4	4	3	3
D.1	Teachers role in school management	4							5	3		4
D.2	Teachers role in students' performance								4	3		4
D.3	Teachers' attendance					3	4	3	4	5		4
D.4	Students role in their own performance								3	3		3
D.5	Students' attendance					4	4	4	3	4		4
D.6	Students role in school management	4	4		3				4	4		4





D.7	Parents role in school management	3	3		2	3	5	3	5		3	3
D.8	Parents role in children's education								3			3
D.9	Parents involvement in school activities			3						3		3
D.10	Role of parents' motivation								4	3		4
D.11	Service providers frequency of visits to school								5	5		5
D.12	Service providers role in school management								4	5		5
D.13	Parents frequency of visits to school							3			2	3
D.14	Parents' extra contributions to the school requirements.					3	3	2			3	3
E	CAPITATION GRANT MANAGEMENT	4	4		4	3	4	4	5	5	5	4
E.1	Effective use of capitation grant by service providers								5	5		5
E.2	Transparency in the usage of capitation grant (CG)	4	3					4			5	4
E.3	Level of fairness and promptness in the reporting of pupils and teachers					3	3	5			5	4
E.4	Level of fairness in reporting on the usage of capitation grant (CG)	4				4	3	4			5	4
E.5	Level of Involvement of teachers in the management of school.		5		4	3	5	4			5	4
E.6	Disbursement of capitation grant					3	3					3





E.7	Level of Satisfaction of the community on accessing free education thanks to the capitation grant.	4	4			4	4	4			5	4
F	CAPITATION GRANT OUTCOMES	4	5	4	4	4	5					4
F.1	Students dropout	4	5			4	5					5
F.2	Repeating and promotion of students	3	4			3	5					4
F.3	Qualified teachers			4	4							4
G	TEACHING SYSTEM			2	3							2
G.1	Number of children in a class room			3	3							3
G.2	Education system stability			2	3							3
G.3	Abolition of French			2	2							2
G.4	Need for education policy review			2	2							2





ANNEX 4: DETAILED COMMUNITY SCORE CARDS

2.1.4.1. Students Scores

SCHOOLS		G.S. BUBAZI	CATHOLIQUE	G.S. NYAGASAMBU	G.S. NYAGATARE	G.S. KABUSUNZU	G.S. KAGEYO	G.S. MUNINI	G.S. MASAKA I	G.S. UMUBANO I	G.S. MUHOZA II	AGGREGATE
A	INFRASTRUCTURE	3	3	2	2	2	2	3	3	4	4	3
A.1	Class rooms				2	2	3	4	4	4	4	3
A.2	Toilets	1	3	3	2	3	3	3	5	4	4	3
A.3	School fence	1	1		2	3			2	3		2
A.4	Laboratory room			2	1	1	2		1	3		2
A.5	Head office and staff room				2	1			5			3
A.6	Computer room					3			2			3
A.7	Chalkboards	5	3				3	3	4		5	4
A.8	Electricity	2	2	2	3		2	2	3	4	4	3
A.9	Special room for girl		3						4			4
A.10	Playgrounds	1	2	1	2	1	1	1	3	3	2	2
A.11	Primary classroom ceiling								4			4
A.12	Water	5	4	2	4	2		2	5	5	5	4
A.13	Green space			2			3					3
A.14	Meeting room	2	3	3	1							2
A.15	Lighting conductor	3							2			3
A.16	Road crossing the school			1								1





B	TEACHING AIDS/ MATERIALS	3	3	2	2	2	3	3	3	3	4	3
B.1	Books	3	3	2	3	1	3	3	5	4	4	3
B.2	Computer Lab	1	2					2	5	3	4	3
B.3	One Laptop Per Child			1					2			2
B.4	Laboratory materials			2	1				5	3	2	3
B.5	Chair and table for teacher								3	2		3
B.6	Projector								1	1		1
B.7	Photocopying machine								1	1		1
B.8	Trainings	3	3					3	5	5	5	4
B.9	Loud speaker								2	5		4
B.10	Curriculum (programs)										5	5
B.11	Library			3	2			1			4	3
B.12	Teachers' Cardboards				2							2
B.13	Desks and cupboard	4	3	4	2	2	2	4	3	4	5	3
B.14	Sport materials	2	3				3	3	3	4	4	3
C	SOCIAL WELFARE	3	2	2	3	2	3	2	3	2	3	2
C.1	Lunch	3	1	2	1			3	2	1	5	2
C.2	Students insurance	2	3	2	3			1		1	2	2
C.3	First aid service								2	3		3
C.4	Guidance and counseling								5			5
C.5	Teacher's salary	3	3		3						3	3
C.6	Teachers' motivation fees from parents				3	2	1	1	4		2	2
C.7	Short lunch break			3								3
C.8	Hygiene products					1	5					3
D	PARTICIPATION	3	3	5	3	4	3	3	4	4	3	4
D.1	Teachers role in	3							5	5		4





	school management											
D.2	Teachers role in students' performance								4	4		4
D.3	Teachers' attendance				4	3	3	5	5			4
D.4	Students role in their own performance							4	4			4
D.5	Students' attendance				4	3	3	4	4			4
D.6	Students role in school management	3	3		3				5	4		4
D.7	Parents role in school management	3	3		2		4		5		3	3
D.8	Parents role in children's education								3			3
D.9	Parents involvement in school activities			5						3		4
D.10	Role of parents' motivation								4	4		4
D.11	Service providers frequency of visits to school								5	5		5
D.12	Service providers role in school management								5	5		5
D.13	Parents frequency of visits to school							3			4	4
D.14	Parents' extra contributions to the school requirements.										3	3
E	CAPITATION GRANT MANAGEMENT	2	3		5	2	3	4			4	3
E.1	Transparency in the usage of capitation grant (CG)	1	2									2
E.2	Level of fairness and promptness in the reporting of pupils and teachers					2	2				5	3





E.3	Level of fairness in reporting on the usage of capitation grant (CG)	1				1	3						2
E.4	Level of Involvement of teachers in the management of school.		4		5	3	4					4	4
E.5	Disbursement of capitation grant					1	3						2
E.6	Level of Satisfaction of the community on accessing free education thanks to the capitation grant.	4	4					4				4	4
F	CAPITATION GRANT OUTCOMES	4	4			4	3						4
F.1	Students dropout	4	4			3	3						4
F.2	Repeating and promotion of students	4	4			4	3						4
G	TEACHING SYSTEM			3	2								2
G.1	Number of children in a class room			4	2								3
G.2	Education system stability			3	2								3
G.3	Abolition of French			1	1								1
G.4	Need for education policy review			2	2								2





2.1.4.2. Teachers Scores

SCHOOLS		G.S. BUBAZI	CATHOLIQUE	G.S. NYAGASAMBU	G.S. NYAGATARE	G.S. KABUSUNZU	G.S. KAGEYO	G.S. MUNINI	G.S. MASAKA I	G.S. UMUBANO I	G.S. MUHOZA II	AGGREGATE
A	INFRASTRUCTURE	3	3	3	3	2	3	3	3	3	4	3
A.1	Class rooms				3	3	3	3	3	4	4	3
A.2	Toilets	3	4	3	3	3	3	3	5	3	4	3
A.3	School fence	1	1		2	2			2	3		2
A.4	Laboratory room			3	1	1	2		1	1		2
A.5	Head office and staff room				3	1			3			2
A.6	Computer room					1			1	4		2
A.7	Chalkboards	5	3				4	4	4		5	4
A.8	Electricity	1	3	4	3		3	2	3	4	4	3
A.9	Special room for girl		2						3			3
A.10	Playgrounds	1	2	1		1	1	2	2	1	3	2
A.11	Primary classroom ceiling								3			3
A.12	Water	5	4	4	4	1		2	4	4	5	4
A.13	Green space			3			4					4
A.14	Meeting room	3	2	4	1							3
A.15	Lighting conductor	4							1			3
A.16	Road crossing the school			1								1
B	TEACHING AIDS/ MATERIALS	3	2	3	3	2	3	3	2	3	4	3
B.1	Books	4	3	4	3	2	3	4	4	4	4	4
B.2	Computer Lab	1	2					2	5	3	4	3
B.3	One Laptop Per Child			1	1				1			1
B.4	Laboratory materials				3				3	2	3	3





B.5	Chair and table for teacher								1	1		1
B.6	Projector								1	1		1
B.7	Photocopying machine								1	1		1
B.8	Trainings	4	2					3	2	3	4	3
B.9	Loud speaker								1	3		2
B.10	Curriculum (programs)							4			5	5
B.11	Library			4	2			2			3	3
B.12	Teachers' Cardboards			3	3							3
B.13	Desks and cupboard	4	3	3	3	2	3	4	3	4	5	3
B.14	Sport materials	2	2				3	2	3	3	3	3
C	SOCIAL WELFARE	3	3	3	3	3	3	1	3	2	2	2
C.1	Lunch	3	2	3	1			1	1	1	1	2
C.2	School insurance								1			1
C.3	Students insurance	4	4	1	3			1	2	1	2	2
C.4	First aid service								3	1		2
C.5	Guidance and counselling								4			4
C.6	Teacher's salary	3	2	3	2			2	3	3	2	3
C.7	Teachers' motivation fees from parents			3	2	3	3	1	4		2	3
C.8	Canteen				5							5
C.9	Short lunch break			3								3
C.10	Hygiene products					3	3					3
D	PARTICIPATION	4	4	5	3	3	4	3	4	4	2	4
D.1	Teachers role in school management	5							5	3		4
D.2	Teachers role in students' performance								3	4		4





D.3	Teachers' attendance					4	4	4	5	5		4
D.4	Students role in their own performance								3	4		4
D.5	Students' attendance					2	4	4	5	4		4
D.6	Students role in school management	4	4		4				5	3		4
D.7	Parents role in school management	3	4		2		4	3	5		3	3
D.8	Parents role in children's education								2			2
D.9	Parents involvement in school activities			5						3		4
D.10	Role of parents' motivation								4	3		4
D.11	Service providers frequency of visits to school								5	5		5
D.12	Service providers role in school management								5	4		5
D.13	Parents frequency of visits to school							3			2	3
D.14	Parents' extra contributions to the school requirements.						3	2			2	2
E	CAPITATION GRANT MANAGEMENT	4	4		5	3	4	3	5	3	4	4
E.1	Effective use of capitation grant by service providers								5	3		4
E.2	Transparency in the usage of capitation grant (CG)	4	4					2			3	3
E.3	Level of fairness and promptness in the reporting of pupils and teachers					4	4	5			5	5





E.4	Level of fairness in reporting on the usage of capitation grant (CG)	4				2	3	2			3	3
E.5	Level of Involvement of teachers in the management of school.		5		5	3	4	4			4	4
E.6	Disbursement of capitation grant					1	4					3
E.7	Level of Satisfaction of the community on accessing free education thanks to the capitation grant.	4	3			4	4	4			5	4
F	CAPITATION GRANT OUTCOMES	4	4	5	4	3	4					4
F.1	Students dropout	5	4			4	4					4
F.2	Repeating and promotion of students	3	4			2	3					3
F.3	Qualified teachers			5	4							5
G	TEACHING SYSTEM			2	2							2
G.1	Number of children in a class room				3							3
G.2	Education system stability				3							3
G.3	Abolition of French				1							1
G.4	Need for education policy review			2	2							2





2.1.4.3. Parents Scores

SCHOOLS		G.S. BUBAZI	CATHOLIQUE	G.S. NYAGASAMBU	G.S. NYAGATARE	G.S. KABUSUNZU	G.S. KAGEYO	G.S. MUNINI	G.S. MASAKA I	G.S. UMUBANO I	G.S. MUHOZA II	AGGREGATE
A	INFRASTRUCTURE	3	3	3	2	2	2	3	3	3	4	3
A.1	Class rooms				2	3	2	4	4	3	4	3
A.2	Toilets	3	4	4	3	3	2	2	5	3	4	3
A.3	School fence	1	1			3			2	3		2
A.4	Laboratory room			2	1	2	1		1	2		2
A.5	Head office and staff room				3	1			3			2
A.6	Computer room					2			2	5		3
A.7	Chalkboards	5	3				3	5	5		4	4
A.8	Electricity	2	3	3	3		1	2	3	4	4	3
A.9	Special room for girl		2						3			3
A.10	Playgrounds	1	3	2		1	1	1	2	2	2	2
A.11	Primary classroom ceiling								2			2
A.12	Water	5	4	4	4	1		2	4	5	5	4
A.13	Green space			2			4					3
A.14	Meeting room	3	3		1							2
A.15	Lighting conductor	4							1			3
A.16	Road crossing the school			1								1
B	TEACHING AIDS/MATERIALS	3	3	3	2	3	2	2	3	3	4	3





B.1	Books	4	4		3	3	2	3	5	4	4	4
B.2	Computer Lab	1	2					2	5	3	3	3
B.3	One Laptop Per Child			1	1				2			1
B.4	Laboratory materials			3	1				3		3	3
B.5	Chair and table for teacher								3	3		3
B.6	Projector								1	1		1
B.7	Photocopying machine								1	1		1
B.8	Trainings	4	2					2	4	4	3	3
B.9	Loud speaker								1	4		3
B.10	Curriculum (programs)										5	5
B.11	Library			3	2			2			3	3
B.12	Teachers' Cardboards			4	3							4
B.13	Desks and cupboard	4	3	3	3	3	2	3	3	3	5	3
B.14	Sport materials	2	3				1	1	3	4	4	3
C	SOCIAL WELFARE	3	3	3	2	3	2	1	3	1	3	2
C.1	Lunch	3	2	1	1			1	2	1	4	2
C.2	School insurance								1			1
C.3	Students insurance	3	3	2	1			1	3	1	2	2
C.4	First aid service								3	1		2
C.5	Guidance and counselling								5			5
C.6	Teacher's salary	3	3		3			2	3	2	2	3
C.7	Teachers' motivation fees from parents			5	3	3	1	1	4		2	3
C.9	Short lunch break			2								2
C.10	Hygiene products					3	3					3
D	PARTICIPATION	4	3	4	3	3	2	3	4	4	3	3
D.1	Teachers role in school management	4							5	5		5





D.2	Teachers role in students' performance								3	4		4
D.3	Teachers' attendance					3	2	4	5	5		4
D.4	Students role in their own performance								3	4		4
D.5	Students' attendance					3	2	4	4	4		3
D.6	Students role in school management	4	3		3				4			4
D.7	Parents role in school management	3	3		2	2	2	3	4	4	4	3
D.8	Parents role in children's education								3			3
D.9	Parents involvement in school activities			4						3		4
D.10	Role of parents' motivation								4	3		4
D.11	Service providers frequency of visits to school								5	5		5
D.12	Service providers role in school management								5	5		5
D.13	Parents frequency of visits to school							3			2	3
D.14	Parents' extra contributions to the school requirements.					3	2	3			2	3
E	CAPITATION GRANT MANAGEMENT	5	4		4	3	3	3	3	4	5	4
E.1	Effective use of capitation grant by service providers								3	4		4
E.2	Transparency in the usage of capitation grant (CG)	5						2			5	4
E.3	Level of fairness and promptness in the reporting of pupils and teachers					2	3				5	3





E.4	Level of fairness in reporting on the usage of capitation grant (CG)	5				3	2	2			4	3
E.5	Level of Involvement of teachers in the management of school.		3		4	3	2	3			4	3
E.6	Disbursement of capitation grant					3	3					3
E.7	Level of Satisfaction of the community on accessing free education thanks to the capitation grant.	5	5			3	4	4			5	4
F	CAPITATION GRANT OUTCOMES	5	5	4	4	3	3					4
F.1	Students dropout	5	5			3	3					4
F.2	Repeating and promotion of students	4	4			3	2					3
F.3	Qualified teachers			4	4							4
G	TEACHING SYSTEM			2	2							2
G.1	Number of children in a class room				3							3
G.2	Education system stability				2							2
G.3	Abolition of French				1							1
G.4	Need for education policy review			2	2							2





ANNEX 5: DETAILED INTERFACE MEETING SCORES

SCHOOLS		G.S. BUBAZI	G.S. CATHOLIQUE BUTARE	G.S. NYAGASAMBU	G.S. NYAGATARE	G.S. KABUSUNZU	G.S. KAGEYO	G.S. MUNINI	G.S. MASAKA I	G.S. UMUBANO I	G.S. MUHOZA II	Consensus score
A	INFRASTRUCTURE	3	3	3	3	2	3	3	3	4	4	3
A.1	Class rooms				4	3	3	4	3	4	4	4
A.2	Toilets	3	4	3	3	3	3	3	5	3	4	3
A.3	School fence	1	1		2	3			2	3		2
A.4	Laboratory room			2	2	2	2		1	2		2
A.5	Head office and staff room				3	1			3			2
A.6	Computer room					2			1	5		3
A.7	Chalkboards	4	3				4	5	4		4	4
A.8	Electricity	1	3	3	3		3	2	3	4	4	3
A.9	Special room for girl		3						3			3
A.10	Playgrounds	1	2	3	2	1	1	2	2	2	3	2
A.11	Primary classroom ceiling								3			3
A.12	Water	4	4	4	4	1		2	4	5	5	4
A.13	Green space			2			4					3
A.14	Meeting room	3	3	4	1							3
A.15	Lighting conductor	3							1			2
A.16	Road crossing the school			1								1
B	TEACHING AIDS/ MATERIALS	3	2	3	2	3	3	3	2	3	4	3
B.1	Books	3	3	2	3	2	3	4	4	4	4	3
B.2	Computer Lab	1	2					2	5	3	3	3
B.3	One Laptop Per Child			1	1				1			1





B.4	Laboratory materials			4	2				3	3	3	3
B.5	Chair and table for teacher								1	3		2
B.6	Projector								1	1		1
B.7	Photocopying machine								1	1		1
B.8	Trainings	4	2					3	3	3	4	3
B.9	Loud speaker								1	4		3
B.10	Curriculum (programs)							5			4	5
B.11	Library			3	1			2			3	2
B.12	Teachers' Cardboards			3	3							3
B.13	Desks and cupboard	3	3	4	3	3	3	4	3	4	5	4
B.14	Sport materials	2	2				3	2	3	4	4	3
B.15	Mentor	3										3
C	SOCIAL WELFARE	2	3	2	2	3	2	2	3	2	2	2
C.1	Lunch	2	2	1	1			2	1	1	3	2
C.2	School insurance								1			1
C.3	Students insurance	3	4	1	2			1	3	1	2	2
C.4	First aid service								3	3		3
C.5	Guidance and counseling								5			5
C.6	Teacher's salary	2	3	1	2			2	4	3	2	2
C.7	Teachers' motivation fees from parents			2	2	3	1	1	4		2	2
C.8	Canteen				5							5
C.9	Short lunch break			7								7
C.10	Hygiene products					2	3					3
D	PARTICIPATION	4	4	5	4	3	3	3	4	4	2	4
D.1	Teachers role in school management	4							5	4		4
D.2	Teachers role in students' performance								4	4		4
D.3	Teachers' attendance					4	3	4	5	5		4
D.4	Students role in their own performance								3	4		4
D.5	Students' attendance					3	3	4	4	4		4





D.6	Students role in school management	4	4		3				4	4		4
D.7	Parents role in school management	3	3		4	3	2	3	5	4	3	3
D.8	Parents role in children's education								3			3
D.9	Parents involvement in school activities			5						3		4
D.10	Role of parents' motivation								4	3		4
D.11	Service providers frequency of visits to school								5	5		5
D.12	Service providers role in school management								5	5		5
D.13	Parents frequency of visits to school							3			2	3
D.14	Parents' extra contributions to the school requirements.					3	2	3			2	3
E	CAPITATION GRANT MANAGEMENT	4	4		2	4	4	4	5	4	5	4
E.1	Effective use of capitation grant by service providers								5	4		5
E.2	Transparency in the usage of capitation grant (CG)	4	4					3			5	4
E.3	Level of fairness and promptness in the reporting of pupils and teachers					5		5			5	5
E.4	Level of fairness in reporting on the usage of capitation grant (CG)	4				3	3	3			5	4
E.5	Level of Involvement of teachers in the management of school.		4		2	4	4	4			4	4





E.6	Disbursement of capitation grant					2	4					3
E.7	Level of Satisfaction of the community on accessing free education thanks to the capitation grant.	4	4			4	4	4			5	4
F	CAPITATION GRANT OUTCOMES	4	4	4	4	4	4					4
F.1	Students dropout	4	4			4	4					4
F.2	Repeating and promotion of students	3	4			3	4					4
F.3	Qualified teachers			4	4							4
G	TEACHING SYSTEM			3	2							2
G.1	Number of children in a class room			3	3							3
G.2	Education system stability			2	2							2
G.3	Abolition of French			3	1							2
G.4	Need for education policy review			2	2							2





ANNEX 6: DETAILED ACTION PLAN BY SCHOOLS

2.1.6. 1. Nyarugenge

SCHOOL		G.S. KABUSUNZU		
Indicators		Action to be taken	Action by Whom and When	
A	INFRASTRUCTURE			
	Rainwater collection	Purchase of tanks for collection of rainwater	Mineduc, District, population & School 2013-2014	
	Class rooms	Build classrooms and toilets	Mineduc, District & Population (sector) 2013-2014	
	MD, CHART, MG	Purchase of school materials for all classrooms	GS kabusunzu 2013-2014	
B. TEACHING AIDS/ MATERIALS				
	Science laboratory and a computer lab	Build laboratories and equip them	Mineduc 2014-2015	
	Books	Purchase of books and hire a librarian	Mineduc, janvier 2014	



F	CAPITATION GRANT OUTCOMES			
F.2	Repeating and promotion of students	Amendment of laws regarding automatic promotion and school year repeating	Mineduc 2014-2015 advocacy TI-RWANDA	

2.1.6. 2. Kicukiro

SCHOOL		G.S. MASAKA I		
Indicators		Action to be taken	Action by Whom and When	
A	INFRASTRUCTURE			
	Class rooms	To build new classrooms as a way to avoid congestion in classroom	Partnership between the government(MINEDUC), the school and Parents	2015
B	TEACHING AIDS/ MATERIALS			
	Computer Lab	To purchase computers and maintain them	The partnership between the Ministry of Education(MINEDUC) and other educational stakeholders	Within 6 months of 2013
C	SOCIAL WELFARE			



	Lunch	To avail lunch, especially for secondary students	MINALOC, MINEDUC and their stakeholders(WFP,USAID, GTZ, etc)	By the beginning of the second term(mid-April 2013)
D	PARTICIPATION			
	Parents role in children's education	To sensitize parents to be committed to the education of their children	District School, Sector Authorities Parent committee	By the beginning of the second term(mid-April 2013)

2.1.6. 3. Rwamagana

SCHOOL		G.S. NYAGASAMBU		
Indicators		Action to be taken	Action by Whom and When	
A	INFRASTRUCTURE			
	Land/space	Collaboration of stakeholders to solve the issue	The school, district and other stakeholders	
	Construction of additional rooms	Infrastructure (class rooms, meeting, laboratories, Library, water tanks ets)	The school, district and other stakeholders	
B	TEACHING AIDS/ MATERIALS			



	Required teaching materials	Laboratory equipment, Desks, more books,	The school, district and other stakeholders	
	ICT	OLPC, Teachers' computers and network	The school, district and other stakeholders	

2.1.6.4. Nyagatare

SCHOOL		G.S. NYAGATARE		
Indicators		Action to be taken	Action by Whom and When	
A	INFRASTRUCTURE			
	Buildings	To avail all the missing buildings (classrooms, library, Labs, meeting room etc)	Collaboration of all stakeholders to obtain needed infrastructures by 2013-2014	
B	TEACHING AIDS/ MATERIALS			
	Required teaching materials	To avail all the Laboratories' (physics. Biology and computer) equipment and ICT facilities including computers with network connection and OLP	Collaboration of all stakeholders by 2013	

		<p>Reviewing education policy taking into consideration students disciplinary measures, automatic promotion of pupils, Teachers' salary and stable education system (avoid several short term and unplanned changes eg. from French to English, from English to Kinyarwanda for lower primary etc)</p>	<p>Involvement of all the relevant stakeholders including students, teachers, parents and by the policy makers</p>	
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2.1.6. 5. Karongi

SCHOOL		G.S. BUBAZI		
Indicators		Action to be taken	Action by Whom and When	
A	INFRASTRUCTURE			
A.1	Toilets	Build 18 toilets including girls' and disableds' respecting all the standards	School management and Rubengera Sector	Exercice 2014-2015
A.2	Classrooms	Build 6 classrooms and offices	School management and Rubengera Sector	Exercice 2014-2015
B	TEACHING AIDS/ MATERIALS			
B.2	Computer Lab	Purchase 10 computers	School management	Exercice 2013-2014
C	SOCIAL WELFARE			
C.1	Lunch	Advocacy to MINEDUC	TI-Rw	Exercice 2013-2014

C.3	Teacher's salary	Advocacy with local authorities in the sector to resume payments of parents contributions for teachers allowances.	Parents comity, School management and teachers	Exercice 2013-2014
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2.1.6.6. Rubavu

SCHOOL		G.S. UMUBANO I		
Indicators		Action to be taken	Action by Whom and When	
A	INFRASTRUCTURE			
	Laboratory room	To build laboratory room and purchase materials	Partnership between the government and parents	2015
B	TEACHING AIDS/ MATERIALS			
	Laboratory materials	To purchase teaching computers and their accessories	The partnership between the government, the school and other educational stakeholders	Within 6 months of 2013
C	SOCIAL WELFARE			



	Teacher's salary	To increase teacher's salary referring to the living standards	The government (government organs which are in charge of teacher's salary)	All concerned organs with teacher' salary (MINEDUC, MIFOTRA)
D	PARTICIPATION			
	Parents	To sensitize parents to be committed to the education of their children	School Parents' committee	Within 6 months of 2013

2.1.6.7. Gicumbi

SCHOOL		G.S. KAGEYO		
Indicators				
A	INFRASTRUCTURE			
	Toilets	Build toilets corresponding with the number of students	9 months partnership of the school with	
	Laboratory room	Build and equip laboratories	School, District and REB. One year. 2014	



	Playgrounds	Volley bal	School and parents (Community work and special works) 6 months	
B	TEACHING AIDS/ MATERIALS			
	Books	Purchase a big number of books according to the number of students . books should be of a good quality (content and form)	REB and the School. 1 year 2014	

2.1.6.8. Musanze

SCHOOL		G.S. MUHOZA II		
Indicators		Action to be taken	Action by Whom and When	
A	INFRASTRUCTURE			
	Playgrounds	Construction of the play grounds at least 3 (volley ball, basket ball and handball)	The School and management and parents are to construct those fields in three shifts, from April to may leveling after cementing and finishing in December 2013.	
B	TEACHING AIDS/ MATERIALS			

	MATERIALS			
	Laboratory and library	Construction of both Laboratory and library.	The School, Sector district and ministry of education from 2013 to 2015	
C	SOCIAL WELFARE			
	Teachers' motivation fees from parents	To pay motivation for teachers.	DEO, SEO and Parents committee will mobilize parents to pay motivation fee starting from second term which will begin on 22nd April,2013	

2.1.6.9. Huye

SCHOOL		G.S. BUTARE CATHOLIQUE		
Indicators		Action to be taken	Action by Whom and When	
A	INFRASTRUCTURE			
A.1	Classrooms	Build 6 classrooms	District, Sector, School	2013
A.2	School fence	Build a school fence	School	2014
A.6	Playgrounds	Build playgrounds: repair those already existing : basket, volleyball and Football	School	2014
B	TEACHING AIDS/ MATERIALS			
B.2	Computer Lab	Purchase 40 computers	School	2013
B.3	Trainings	Advocacy with MINEDUC	TI-Rw	2013
B.4	Desks and cupboard	Purchase 150 desks	District, Sector, School	2013

2.1.6.10. Ruhango

SCHOOL		G.S. MUNINI		
Indicators		Action to be taken	Action by Whom and When	



A	INFRASTRUCTURE			
	Electricity	Extending installations in other classes	The school will start extending installations from June 2013 but it will be extended to up to 2015.	
	Playgrounds	Preparing and constructing both volleyball and basketball fields	Parents and students will start doing community work on leveling where to build them starting May to July , then the school and district comes in to finish the grounds by December 2013 both volley ball and basket ball fields will be done.	
B	TEACHING MATERIALS AIDS/			
	Computer Lab	To build both computer and laboratory rooms.	District and Sector officials will do advocacy until these important buildings are built.	
	Library			
C	SOCIAL WELFARE			



	Teachers' motivation fees from parents	To make sure that teachers are motivated	Both Headmaster and Parent's committee in collaboration with students and their parents they are going to work hand in hand such that by second term which will commence on 22nd April, 2013 Parents will start Paying Motivation fee.	
E	CAPITATION GRANT MANAGEMENT			
	Level of fairness in reporting on the usage of capitation grant (CG)(Reporting and announcing to Parents and Teachers the usage of capitation grant(CG))	Both amount and usage of capitation grant will be announced to the parents and teachers.	The Headmaster and school bursar will start announcing and reporting the amount and usage of capitation grant at the coming of the first shift they are expecting in April 2013.	

ANNEX 7: SCORING BY SCHOOLS

B.1. Nyarugenge District

SCHOOL		G.S. KABUSUNZU				
COMMUNITY GROUPS		Students	Teachers	Parents	Service Providers	Consensus
A	INFRASTRUCTURE	2	2	2	2	2
A.1	Class rooms	2	3	3	3	3
A.2	Toilets	3	3	3	2	3
A.3	School fence	3	2	3	2	3
A.4	Laboratory room	1	1	2	2	2
A.5	Head office and staff room	1	1	1	2	1
A.6	Computer room	3	1	2	1	2
A.7	Playgrounds	1	1	1	2	1
A.8	Water	2	1	1	1	1
B	TEACHING AIDS/ MATERIALS	2	2	3	3	3
B.1	Books	1	2	3	3	2
B.2	Desks and cupboard	2	2	3	3	3
C	SOCIAL WELFARE	2	3	3	3	3
C.1	Teachers' motivation fees from parents	2	3	3	4	3
C.2	Hygiene products	1	3	3	2	2
D	PARTICIPATION	4	4	3	3	3
D.1	Teachers' attendance	4	4	3	3	4



D.2	Parents role in school management			2	3	3
D.3	Parents' extra contributions to the school requirements.			3	3	3
E	CAPITATION GRANT MANAGEMENT	2	3	3	3	4
E.1	Level of fairness and promptness in the reporting of pupils and teachers	2	4	2	3	5
E.2	Level of fairness in reporting on the usage of capitation grant (CG)	1	2	3	4	3
E.3	Level of Involvement of teachers in the management of school.	3	3	3	3	4
E.4	Disbursement of capitation grant	1	1	3	3	2
E.5	Level of Satisfaction of the community on accessing free education thanks to the capitation grant.		4	3	4	4
F	CAPITATION GRANT OUTCOMES	4	3	3	4	4
F.1	Students dropout	3	4	3	4	4
F.2	Repeating and promotion of students	4	2	3	3	3



B.2. Kicukiro

SCHOOL		G.S. MASAKA I				
COMMUNITY GROUPS		Students	Teachers	Parents	Service Providers	Consensus
A	INFRASTRUCTURE	3	3	3	2	3
A.1	Class rooms	4	3	4	3	3
A.2	Toilets	5	5	5	5	5
A.3	School fence	2	2	2	2	2
A.4	Laboratory room	1	1	1	1	1
A.5	Head office and staff room	5	3	3	3	3
A.6	Computer room	2	1	2	1	1
A.7	Chalkboards	4	4	5	3	4
A.8	Electricity	3	3	3	2	3
A.9	Special room for girl	4	3	3	3	3
A.10	Playgrounds	3	2	2	2	2
A.11	Primary classroom ceiling	4	3	2	2	3
A.12	Water	5	4	4	4	4
A.13	Lighting conductor	2	1	1	1	1
B	TEACHING AIDS/ MATERIALS	3	2	3	2	2
B.1	Books	5	4	5	4	4
B.2	Computer Lab	5	5	5	4	5
B.3	One Laptop Per Child	2	1	2	1	1





B.4	Laboratory materials	5	3	3	3	3
B.5	Chair and table for teacher	3	1	3	1	1
B.6	Projector	1	1	1	1	1
B.7	Photocopying machine	1	1	1	1	1
B.8	Trainings	5	2	4	3	3
B.9	Loud speaker	2	1	1	1	1
B.10	Desks and cupboard	3	3	3	3	3
B.11	Sport materials	3	3	3	3	3
C	SOCIAL WELFARE	3	3	3	3	3
C.1	Lunch	2	1	2	1	1
C.2	School insurance		1	1	1	1
C.3	Students insurance		2	3	3	3
C.4	First aid service	2	3	3	2	3
C.5	Guidance and counselling	5	4	5	5	5
C.6	Teacher's salary		3	3	4	4
C.7	Teachers' motivation fees from parents	4	4	4	4	4
D	PARTICIPATION	4	4	4	4	4
D.1	Teachers role in school management	5	5	5	5	5
D.2	Teachers role in students' performance	4	3	3	4	4
D.3	Teachers' attendance	5	5	5	4	5
D.4	Students role in their own performance	4	3	3	3	3
D.5	Students' attendance	4	5	4	3	4
D.6	Students role in school management	5	5	4	4	4
D.7	Parents role in school management	5	5	4	5	5





D.8	Parents role in children's education	3	2	3	3	3
D.9	Role of parents' motivation	4	4	4	4	4
D.10	Service providers frequency of visits to school	5	5	5	5	5
D.11	Service providers role in school management	5	5	5	4	5
E	CAPITATION GRANT MANAGEMENT		5	3	5	5
E.1	Effective use of capitation grant by service providers		5	3	5	5

B.3. Rwamagana

SCHOOL		G.S. NYAGASAMBU				
COMMUNITY GROUPS		Students	Teachers	Parents	Service Providers	Consensus
A	INFRASTRUCTURE	2	3	3	3	3
A.1	Toilets	3	3	4	4	3
A.2	Laboratory room	2	3	2	3	2
A.3	Electricity	2	4	3	4	3
A.4	Playgrounds	1	1	2	2	3
A.5	Water	2	4	4	4	4
A.6	Green space	2	3	2	3	2
A.7	Meeting room	3	4		4	4
A.8	Road crossing the school	1	1	1	1	1



B	TEACHING AIDS/ MATERIALS	2	3	3	3	3
B.1	Books	2	4		4	2
B.2	One Laptop Per Child	1	1	1	1	1
B.3	Laboratory materials	2		3	3	4
B.4	Library	3	4	3	3	3
B.5	Teachers' Cardboards		3	4	2	3
B.6	Desks and cupboard	4	3	3	3	4
C	SOCIAL WELFARE	2	3	3	2	2
C.1	Lunch	2	3	1	1	1
C.2	Students insurance	2	1	2	1	1
C.3	Teacher's salary		3		1	1
C.4	Teachers' motivation fees from parents		3	5	3	2
C.5	Short lunch break	3	3	2	3	7
D	PARTICIPATION	5	5	4	3	5
D.1	Parents involvement in school activities	5	5	4	3	5
F	CAPITATION GRANT OUTCOMES		5	4	4	4
F.1	Qualified teachers		5	4	4	4
G	TEACHING SYSTEM	3	2	2	2	3
G.1	Number of children in a class room	4			3	3
G.2	Education system stability	3			2	2
G.3	Abolition of French	1			2	3
G.4	Need for education policy review	2	2	2	2	2





B.4. Nyagatare

SCHOOL		G.S. NYAGATARE				
COMMUNITY GROUPS		Students	Teachers	Parents	Service Providers	Consensus
A	INFRASTRUCTURE	2	3	2	3	3
A.1	Class rooms	2	3	2	4	4
A.2	Toilets	2	3	3	3	3
A.3	School fence	2	2		2	2
A.4	Laboratory room	1	1	1	1	2
A.5	Head office and staff room	2	3	3	3	3
A.6	Electricity	3	3	3	4	3
A.7	Playgrounds	2			3	2
A.8	Water	4	4	4	5	4
A.9	Meeting room	1	1	1	1	1
B	TEACHING AIDS/ MATERIALS	2	3	2	2	2
B.1	Books	3	3	3	3	3
B.2	One Laptop Per Child		1	1	1	1
B.3	Laboratory materials	1	3	1	1	2
B.4	Library	2	2	2	3	1
B.5	Teachers' Cardboards	2	3	3	3	3
B.6	Desks and cupboard	2	3	3	3	3
C	SOCIAL WELFARE	3	3	2	2	2





C.1	Lunch	1	1	1	2	1
C.2	Students insurance	3	3	1	1	2
C.3	Teacher's salary	3	2	3	2	2
C.4	Teachers' motivation fees from parents	3	2	3	2	2
C.5	Canteen		5			5
D	PARTICIPATION	3	3	3	3	4
D.1	Students role in school management	3	4	3	3	3
D.2	Parents role in school management	2	2	2	2	4
E	CAPITATION GRANT MANAGEMENT	5	5	4	4	2
E.1	Level of Involvement of teachers in the management of school.	5	5	4	4	2
F	CAPITATION GRANT OUTCOMES		4	4	4	4
F.1	Qualified teachers		4	4	4	4
G	TEACHING SYSTEM	2	2	2	3	2
G.1	Number of children in a class room	2	3	3	3	3
G.2	Education system stability	2	3	2	3	2
G.3	Abolition of French	1	1	1	2	1
G.4	Need for education policy review	2	2	2	2	2



B.5. Karongi

SCHOOL		G.S. BUBAZI				
COMMUNITY GROUPS		Students	Teachers	Parents	Service Providers	Consensus
A	INFRASTRUCTURE	3	3	3	2	3
A.1	Toilets	1	3	3	2	3
A.2	School fence	1	1	1	1	1
A.3	Chalkboards	5	5	5	4	4
A.4	Electricity	2	1	2	1	1
A.5	Playgrounds	1	1	1	1	1
A.6	Water	5	5	5	4	4
A.7	Meeting room	2	3	3	3	3
A.8	Lighting conductor	3	4	4	3	3
B	TEACHING AIDS/ MATERIALS	3	3	3	3	3
B.1	Books	3	4	4	3	3
B.2	Computer Lab	1	1	1	1	1
B.3	Trainings	3	4	4	4	4
B.4	Desks and cupboard	4	4	4	3	3
B.5	Sport materials	2	2	2	2	2
B.6	Mentor				3	3
C	SOCIAL WELFARE	3	3	3	2	2
C.1	Lunch	3	3	3	2	2





C.2	Students insurance	2	4	3	3	3
C.3	Teacher's salary	3	3	3	2	2
D	PARTICIPATION	3	4	4	4	4
D.1	Teachers role in school management	3	5	4	4	4
D.2	Students role in school management	3	4	4	4	4
D.3	Parents role in school management	3	3	3	3	3
E	CAPITATION GRANT MANAGEMENT	2	4	5	4	4
E.1	Transparency in the usage of capitation grant (CG)	1	4	5	4	4
E.2	Level of fairness in reporting on the usage of capitation grant (CG)	1	4	5	4	4
E.3	Level of Satisfaction of the community on accessing free education thanks to the capitation grant.	4	4	5	4	4
F	CAPITATION GRANT OUTCOMES	4	4	5	4	4
F.1	Students dropout	4	5	5	4	4
F.2	Repeating and promotion of students	4	3	4	3	3



B.6. Rubavu

SCHOOL		G.S. UMUBANO I				
COMMUNITY GROUPS		Students	Teachers	Parents	Service Providers	Consensus
A	INFRASTRUCTURE	4	3	3	4	4
A.1	Class rooms	4	4	3	5	4
A.2	Toilets	4	3	3	3	3
A.3	School fence	3	3	3	3	3
A.4	Laboratory room	3	1	2	1	2
A.5	Computer room		4	5	5	5
A.6	Electricity	4	4	4	5	4
A.7	Playgrounds	3	1	2	1	2
A.8	Water	5	4	5	5	5
B	TEACHING AIDS/ MATERIALS	3	3	3	3	3
B.1	Books	4	4	4	4	4
B.2	Computer Lab	3	3	3	3	3
B.3	Laboratory materials	3	2		3	3
B.4	Chair and table for teacher	2	1	3	3	3
B.5	Projector	1	1	1	2	1
B.6	Photocopying machine	1	1	1	2	1
B.7	Trainings	5	3	4	3	3
B.8	Loud speaker	5	3	4	4	4





B.9	Desks and cupboard	4	4	3	4	4
B.10	Sport materials	4	3	4	4	4
C	SOCIAL WELFARE	2	2	1	2	2
C.1	Lunch	1	1	1	2	1
C.2	Students insurance	1	1	1	1	1
C.3	First aid service	3	1	1	3	3
C.4	Teacher's salary		3	2	3	3
D	PARTICIPATION	4	4	4	4	4
D.1	Teachers role in school management	5	3	5	3	4
D.2	Teachers role in students' performance	4	4	4	3	4
D.3	Teachers' attendance	5	5	5	5	5
D.4	Students role in their own performance	4	4	4	3	4
D.5	Students' attendance	4	4	4	4	4
D.6	Students role in school management	4	3		4	4
D.7	Parents role in school management			4		4
D.8	Parents involvement in school activities	3	3	3	3	3
D.9	Role of parents' motivation	4	3	3	3	3
D.10	Service providers frequency of visits to school	5	5	5	5	5
D.11	Service providers role in school management	5	4	5	5	5
E	CAPITATION GRANT MANAGEMENT		3	4	5	4
E.1	Effective use of capitation grant by service providers		3	4	5	4





B.7. Gicumbi

SCHOOL		G.S. KAGEYO				
COMMUNITY GROUPS		Students	Teachers	Parents	Service Providers	Consensus
A	INFRASTRUCTURE	2	3	2	3	3
A.1	Class rooms	3	3	2	3	3
A.2	Toilets	3	3	2	3	3
A.3	Laboratory room	2	2	1	3	2
A.4	Chalkboards	3	4	3	4	4
A.5	Electricity	2	3	1	4	3
A.6	Playgrounds	1	1	1	1	1
A.7	Green space	3	4	4	3	4
B	TEACHING AIDS/ MATERIALS	3	3	2	3	3
B.1	Books	3	3	2	3	3
B.2	Desks and cupboard	2	3	2	3	3
B.3	Sport materials	3	3	1	4	3
C	SOCIAL WELFARE	3	3	2	2	2
C.1	Teachers' motivation fees from parents	1	3	1	1	1
C.2	Hygiene products	5	3	3	3	3
D	PARTICIPATION	3	4	2	4	3
D.1	Teachers' attendance	3	4	2	4	3
D.2	Students' attendance	3	4	2	4	3





D.3	Parents role in school management	4	4	2	5	2
D.4	Parents' extra contributions to the school requirements.		3	2	3	2
E	CAPITATION GRANT MANAGEMENT	3	4	3	4	4
E.1	Level of fairness and promptness in the reporting of pupils and teachers	2	4	3	3	
E.2	Level of fairness in reporting on the usage of capitation grant (CG)	3	3	2	3	3
E.3	Level of Involvement of teachers in the management of school.	4	4	2	5	4
E.4	Disbursement of capitation grant	3	4	3	3	4
E.5	Level of Satisfaction of the community on accessing free education thanks to the capitation grant.		4	4	4	4
F	CAPITATION GRANT OUTCOMES	3	4	3	5	4
F.1	Students dropout	3	4	3	5	4
F.2	Repeating and promotion of students	3	3	2	5	4



B.8. Musanze

SCHOOL		G.S. MUHOZA II				
COMMUNITY GROUPS		Students	Teachers	Parents	Service Providers	Consensus
A	INFRASTRUCTURE	4	4	4	4	4
A.1	Class rooms	4	4	4	4	4
A.2	Toilets	4	4	4	4	4
A.3	Chalkboards	5	5	4	4	4
A.4	Electricity	4	4	4	4	4
A.5	Playgrounds	2	3	2	3	3
A.6	Water	5	5	5	5	5
B	TEACHING AIDS/ MATERIALS	4	4	4	4	4
B.1	Books	4	4	4	4	4
B.2	Computer Lab	4	4	3	3	3
B.3	Laboratory materials	2	3	3	3	3
B.4	Trainings	5	4	3	4	4
B.5	Curriculum (programs)	5	5	5	4	4
B.6	Library	4	3	3	3	3
B.7	Desks and cupboard	5	5	5	5	5
B.8	Sport materials	4	3	4	4	4
C	SOCIAL WELFARE	3	2	3	3	2
C.1	Lunch	5	1	4	2	3





C.2	Students insurance	2	2	2	2	2
C.3	Teacher's salary	3	2	2	3	2
C.4	Teachers' motivation fees from parents	2	2	2	3	2
D	PARTICIPATION	3	2	3	3	2
D.1	Parents role in school management	3	3	4	3	3
D.2	Parents frequency of visits to school	4	2	2	2	2
D.3	Parents' extra contributions to the school requirements.	3	2	2	3	2
E	CAPITATION GRANT MANAGEMENT	4	4	5	5	5
E.1	Transparency in the usage of capitation grant (CG)		3	5	5	5
E.2	Level of fairness and promptness in the reporting of pupils and teachers	5	5	5	5	5
E.3	Level of fairness in reporting on the usage of capitation grant (CG)		3	4	5	5
E.4	Level of Involvement of teachers in the management of school.	4	4	4	5	4
E.5	Level of Satisfaction of the community on accessing free education thanks to the capitation grant.	4	5	5	5	5



B.9. Huye

SCHOOL		G.S. BUTARE CATHOLIQUE				
COMMUNITY GROUPS		Students	Teachers	Parents	Service Providers	Consensus
A	INFRASTRUCTURE	3	3	3	3	3
A.1	Toilets	3	4	4	4	4
A.2	School fence	1	1	1	1	1
A.3	Chalkboards	3	3	3	4	3
A.4	Electricity	2	3	3	4	3
A.5	Special room for girl	3	2	2		3
A.6	Playgrounds	2	2	3	2	2
A.7	Water	4	4	4	4	4
A.8	Meeting room	3	2	3	3	3
B	TEACHING AIDS/ MATERIALS	3	2	3	3	2
B.1	Books	3	3	4	4	3
B.2	Computer Lab	2	2	2	2	2
B.3	Trainings	3	2	2	3	2
B.4	Desks and cupboard	3	3	3	4	3
B.5	Sport materials	3	2	3	2	2
C	SOCIAL WELFARE	2	3	3	3	3
C.1	Lunch	1	2	2	3	2
C.2	Students insurance	3	4	3	4	4
C.3	Teacher's salary	3	2	3	3	3





D	PARTICIPATION	3	4	3	4	4
D.1	Students role in school management	3	4	3	4	4
D.2	Parents role in school management	3	4	3	3	3
E	CAPITATION GRANT MANAGEMENT	3	4	5	4	4
E.1	Transparency in the usage of capitation grant (CG)	2	4		3	4
E.2	Level of Satisfaction of the community on accessing free education thanks to the capitation grant.	4	3	5	4	4
F	CAPITATION GRANT OUTCOMES	4	4	5	5	4
F.1	Students dropout	4	4	5	5	4
F.2	Repeating and promotion of students	4	4	4	4	4

B.10. Ruhango

SCHOOL		G.S. MUNINI				
COMMUNITY GROUPS		Students	Teachers	Parents	Service Providers	Consensus
A	INFRASTRUCTURE	3	3	3	4	3
A.1	Class rooms	4	3	4	4	4
A.2	Toilets	3	3	2	4	3
A.3	Chalkboards	3	4	5	5	5
A.4	Electricity	2	2	2	3	2
A.5	Playgrounds	1	2	1	2	2
A.6	Water	2	2	2	3	2



B	TEACHING AIDS/ MATERIALS	3	3	2	3	3
B.1	Books	3	4	3	4	4
B.2	Computer Lab	2	2	2	2	2
B.3	Trainings	3	3	2	4	3
B.4	Curriculum (programs)		4		5	5
B.5	Library	1	2	2	2	2
B.6	Desks and cupboard	4	4	3	4	4
B.7	Sport materials	3	2	1	2	2
C	SOCIAL WELFARE	2	1	1	2	2
C.1	Lunch	3	1	1	2	2
C.2	Students insurance	1	1	1	1	1
C.3	Teacher's salary		2	2	2	2
C.4	Teachers' motivation fees from parents	1	1	1	1	1
D	PARTICIPATION	3	3	3	3	3
D.1	Teachers' attendance	3	4	4	3	4
D.2	Students' attendance	3	4	4	4	4
D.3	Parents role in school management		3	3	3	3
D.4	Parents frequency of visits to school	3	3	3	3	3
D.5	Parents' extra contributions to the school requirements.		2	3	2	3
E	CAPITATION GRANT MANAGEMENT	4	3	3	4	4
E.1	Transparency in the usage of capitation grant (CG)		2	2	4	3
E.2	Level of fairness and promptness in the reporting of pupils and teachers		5		5	5





E.3	Level of fairness in reporting on the usage of capitation grant (CG)		2	2	4	3
E.4	Level of Involvement of teachers in the management of school.		4	3	4	4
E.5	Level of Satisfaction of the community on accessing free education thanks to the capitation grant.	4	4	4	4	4

ANNEX 8: NUMBER OF PARTICIPANTS IN THE PERFORMANCE SCORE CARDS

a. Input tracking scorecard

s/n	School name	Number of students	Number of Teachers	Number of parents	Number of service providers
1	Groupe Scolaire Masaka I	8	8	6	6
2	Groupe Scolaire Kabusunzu	8	8	8	5
3	Groupe Scolaire KAGEYO	8	7	7	8
4	Groupe Scolaire Muhoza II	8	8	8	8
5	Groupe Scolaire Nyagasambu	6	8	8	5
6	Groupe Scolaire NYAGATARE	8	8	6	6
7	Groupe Scolaire Munini	8	8	8	5
8	Butare Catholic II	8	8	7	8
9	Groupe Scolaire Bubazi	8	8	8	7
10	Groupe Scolaire Umubano I	4	5	5	4



b. Performance Scorecard by Community

s/n	School name	Number of students	Number of Teachers	Number of parents
1	Groupe Scolaire Masaka I	7	7	7
2	Groupe Scolaire Kabusunzu	8	8	8
3	Groupe Scolaire KAGEYO	8	8	8
4	Groupe Scolaire Muhoza II	8	8	8
5	Groupe Scolaire Nyagasambu	8	8	8
6	Groupe Scolaire NYAGATARE	8	8	6
7	Groupe Scolaire Munini	8	8	8
8	Butare Catholic II	8	8	7
9	Groupe Scolaire Bubazi	8	8	8
10	Groupe Scolaire Umubano I	8	8	8

c. Self Evaluation Scorecard by Service providers

s/n	School name	Number of service providers
1	Groupe Scolaire Masaka I	5
2	Groupe Scolaire Kabusunzu	8
3	Groupe Scolaire KAGEYO	8
4	Groupe Scolaire Muhoza II	6
5	Groupe Scolaire Nyagasambu	5
6	Groupe Scolaire NYAGATARE	6
7	Groupe Scolaire Munini	6
8	Butare Catholic II	8
9	Groupe Scolaire Bubazi	7
10	Groupe Scolaire Umubano I	4



d. Interface Meeting (dialogue) & Action plan

s/n	School name	Number of students	Number of Teachers	Number of parents	Number of service providers
1	Groupe Scolaire Masaka I	8	7	6	5
2	Groupe Scolaire Kabusunzu	8	8	8	8
3	Groupe Scolaire KAGEYO	8	8	8	7
4	Groupe Scolaire Muhoza II	8	8	8	6
5	Groupe Scolaire Nyagasambu	8	8	8	5
6	Groupe Scolaire NYAGATARE	8	8	5	4
7	Groupe Scolaire Munini	8	8	8	5
8	Butare Catholic II	8	8	8	8
9	Groupe Scolaire Bubazi	8	8	7	7
10	Groupe Scolaire Umubano I	4	8	7	3

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