

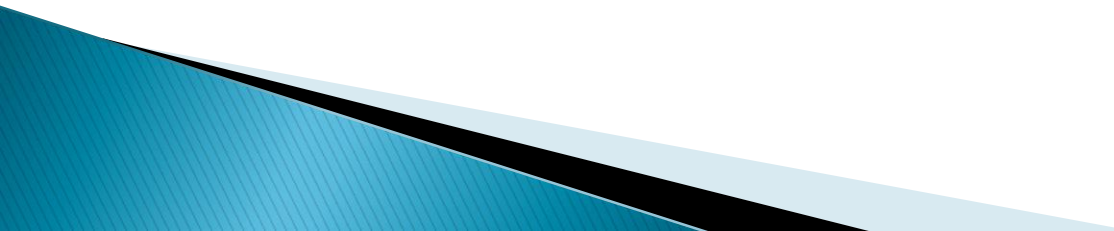


Institute of Policy Analysis
and Research - Rwanda

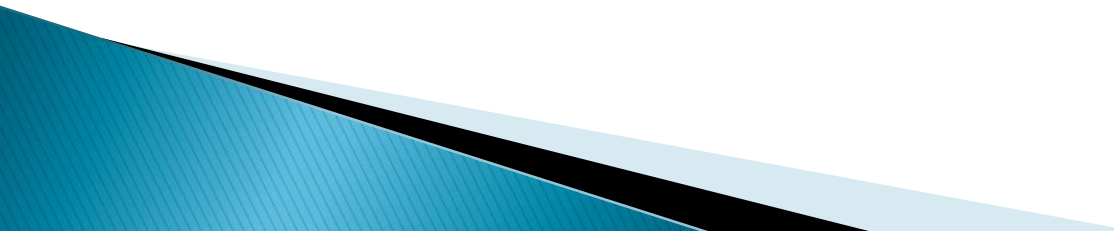
Rwanda Schooling and the Right to Primary Education

Professor Pamela Abbott


Main Sources of Information

- ▶ literature – Plan report on costs of school, TIR research on capitation grant, EICV reports, education statistics, USAid report on reading and numeracy in 9YBE, BC report on teacher competency in English
 - ▶ Secondary analysis of EICV data
 - ▶ Analysis of data from qualitative research carried out by IPAR
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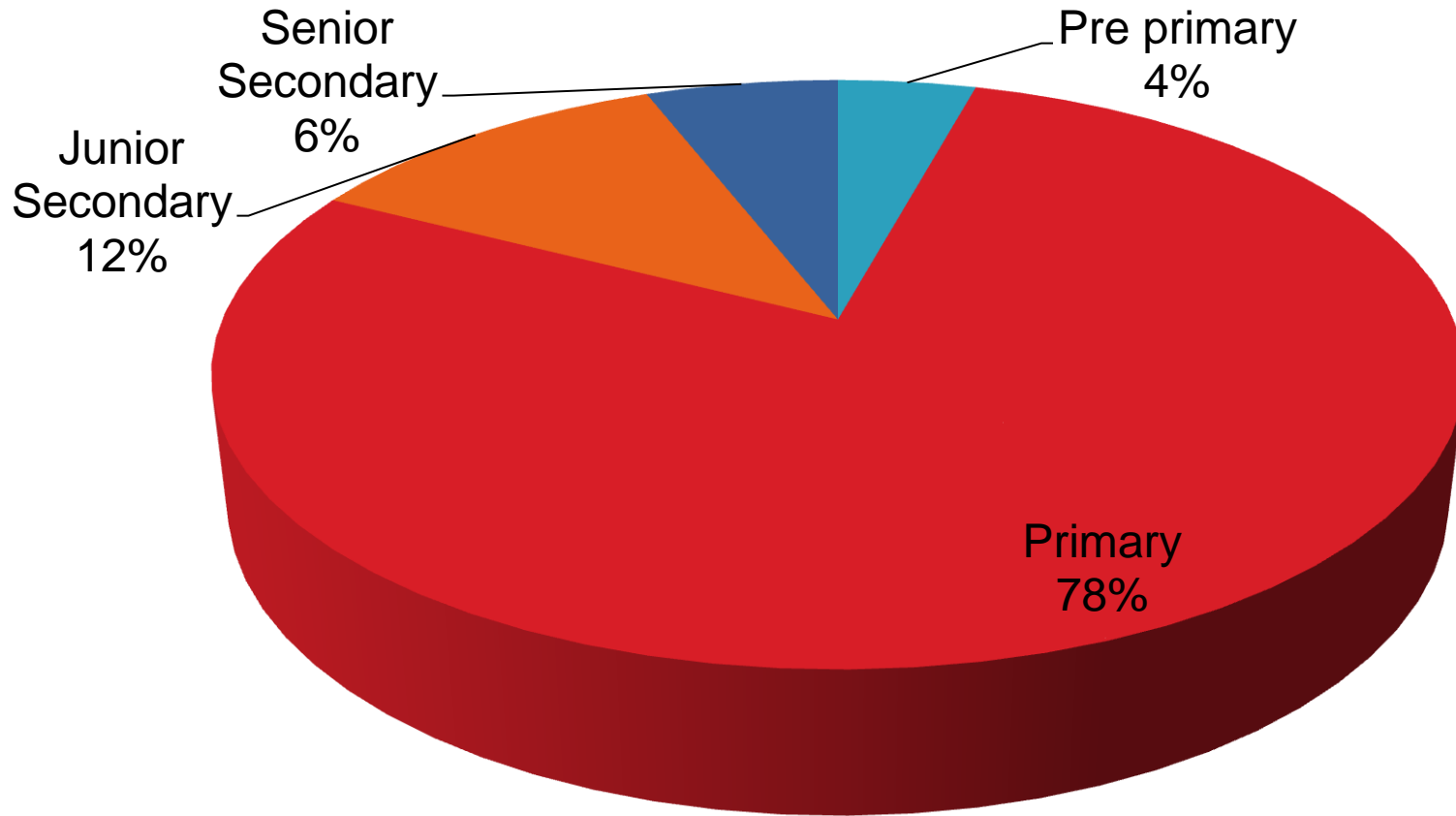
The UN Convention on the Rights of the Child

- ▶ The CRC was ratified without reservation by Rwanda in 1991 and is incorporated into domestic law in the 2003 *Constitution*.
 - ▶ In the *CRC* children's rights are set out under four pillars: survival rights; development rights; protection rights; and participation rights.
 - ▶ All children have a right to an education suited to their age aptitude and ability
 - ▶ A quality inclusive education is a fundamental right of all children and a complete cycle of primary education enables a child to develop an understanding of the world, to function effectively in it and act independently.
 - ▶ What counts as completion ?
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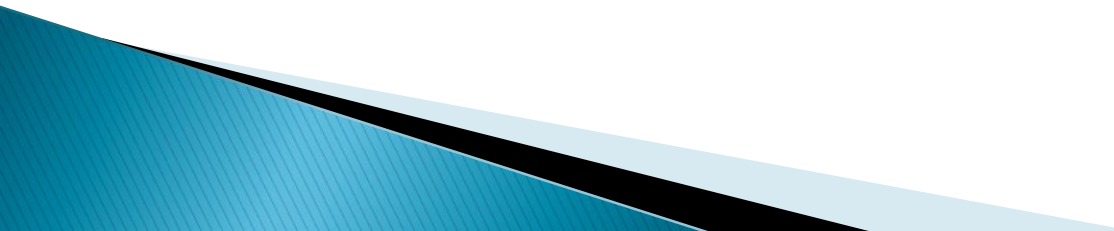
The Child's Right to Primary Education in Rwanda

- ▶ 2003 Constitution – Primary Education Compulsory
 - ▶ 2003 Education Law – Primary education compulsory and free
 - ▶ 2011 Law on the Rights of the Child – Primary education free and compulsory
 - ▶ Vision 2020, PRSP, ERPRS 1 & 2 , ESSPs
 - ▶ *Education for All*– all children complete a full cycle of primary education by 2015
 - ▶ MDG 2 – 100% net primary school enrolment, 100% gross primary school completion, 100% literacy 15–24 year olds
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School Enrolment by Stage



Competing Primary School

- ▶ School enrolment
 - ▶ Preventing dropout
 - ▶ School retention
 - ▶ School progression
 - ▶ School completion
 - ▶ What do we mean by completion?
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Primary School Attendance

Attending primary school is now nearly universal.

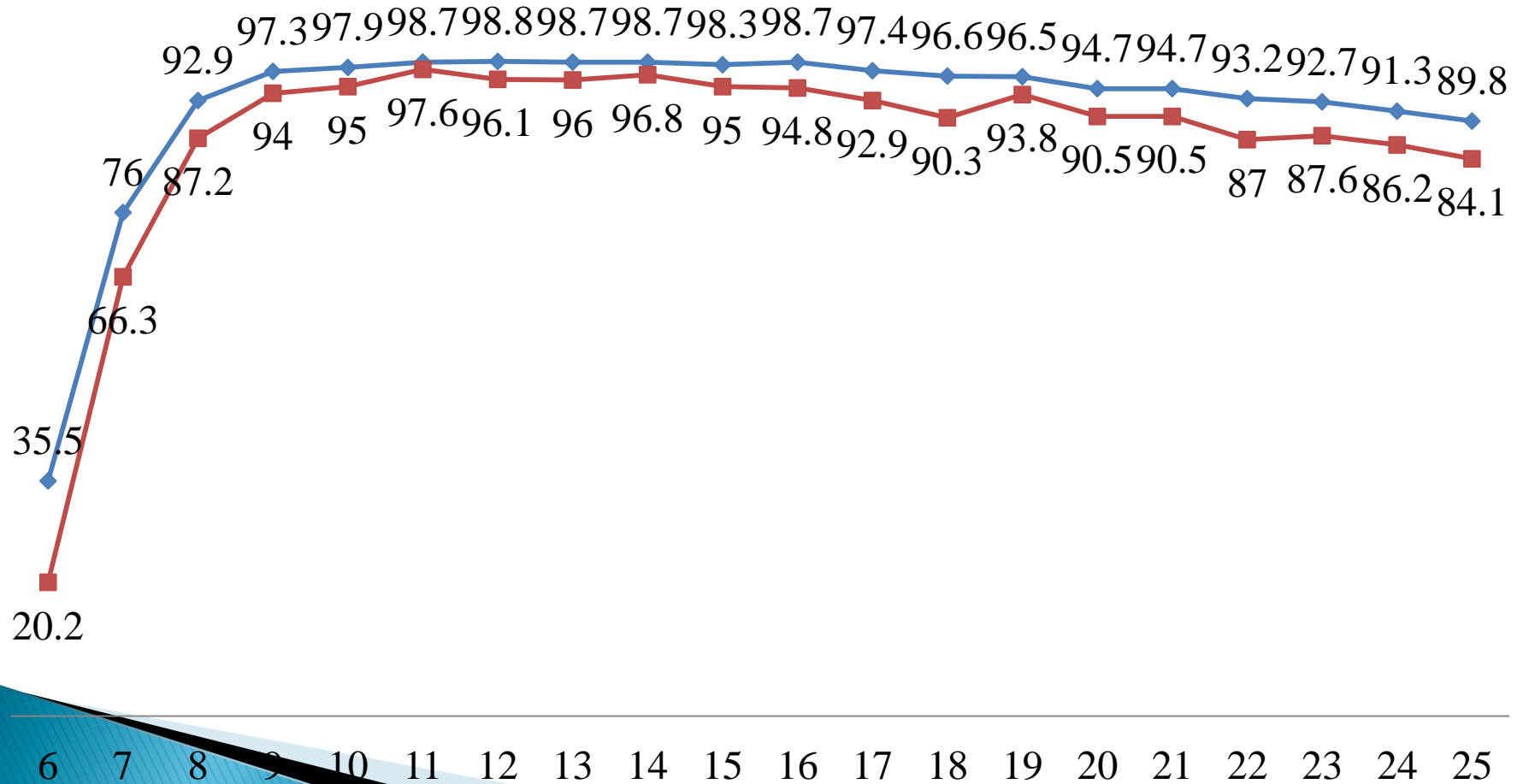
- ▶ 93 per cent of primary-aged children (7–12 years)
- ▶ 99 per cent of junior secondary aged children (13–16 years)
- ▶ 98 per cent of 16 and 17 year olds have attended or are attending school (EICV-3).

In 2010/11, 92 per cent of both primary and junior secondary school aged children were in school as were 73 per cent of 16 and 17 year olds.

The challenge is not getting children into school but ensuring that they complete at least primary school.

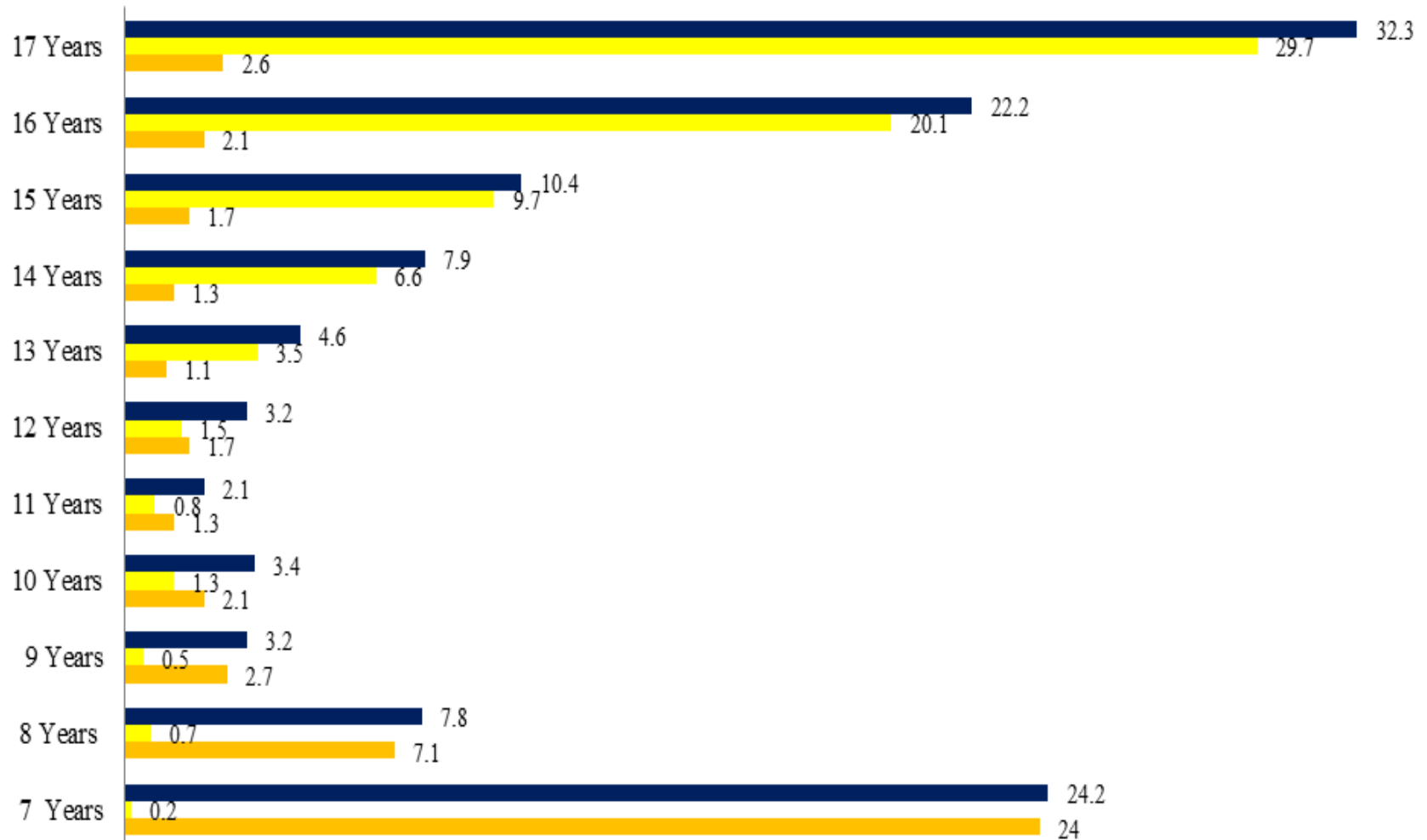


% of 6 –25 Year Olds that Have Ever Attended Primary School 2005/6 and 2010/11

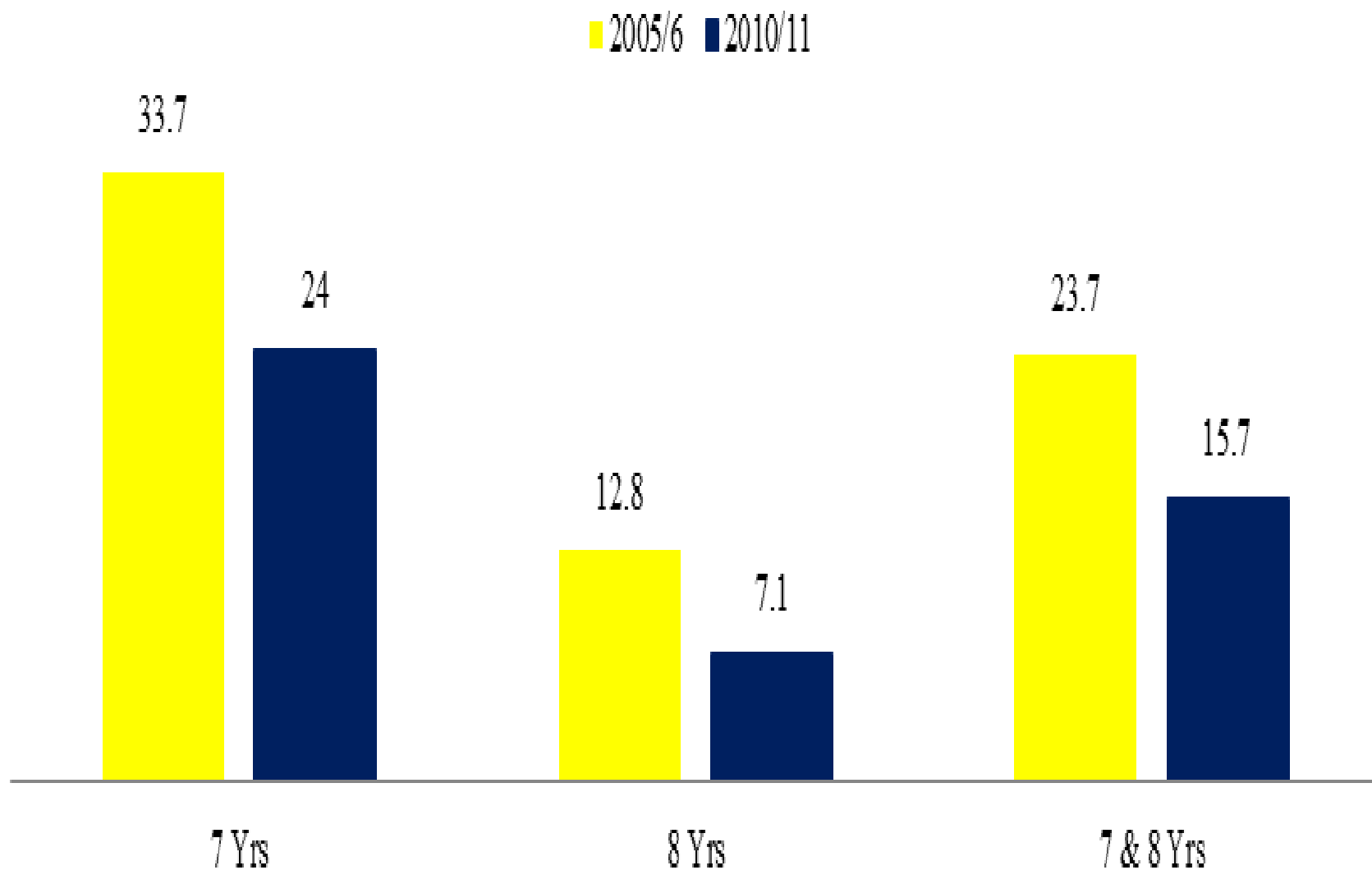


School Attendance

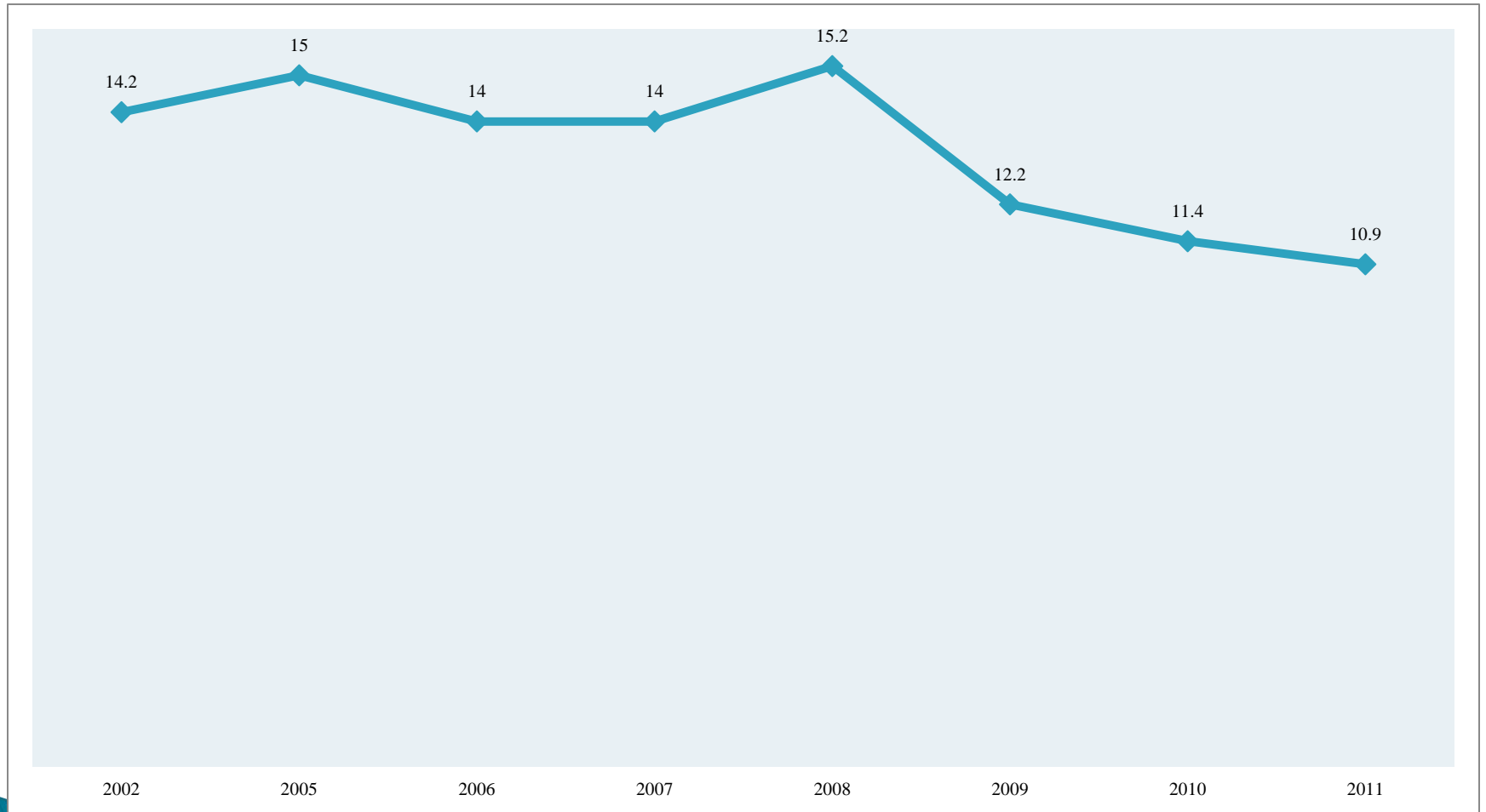
■ Total ■ Attended but Not Now Attending ■ Never Attended School



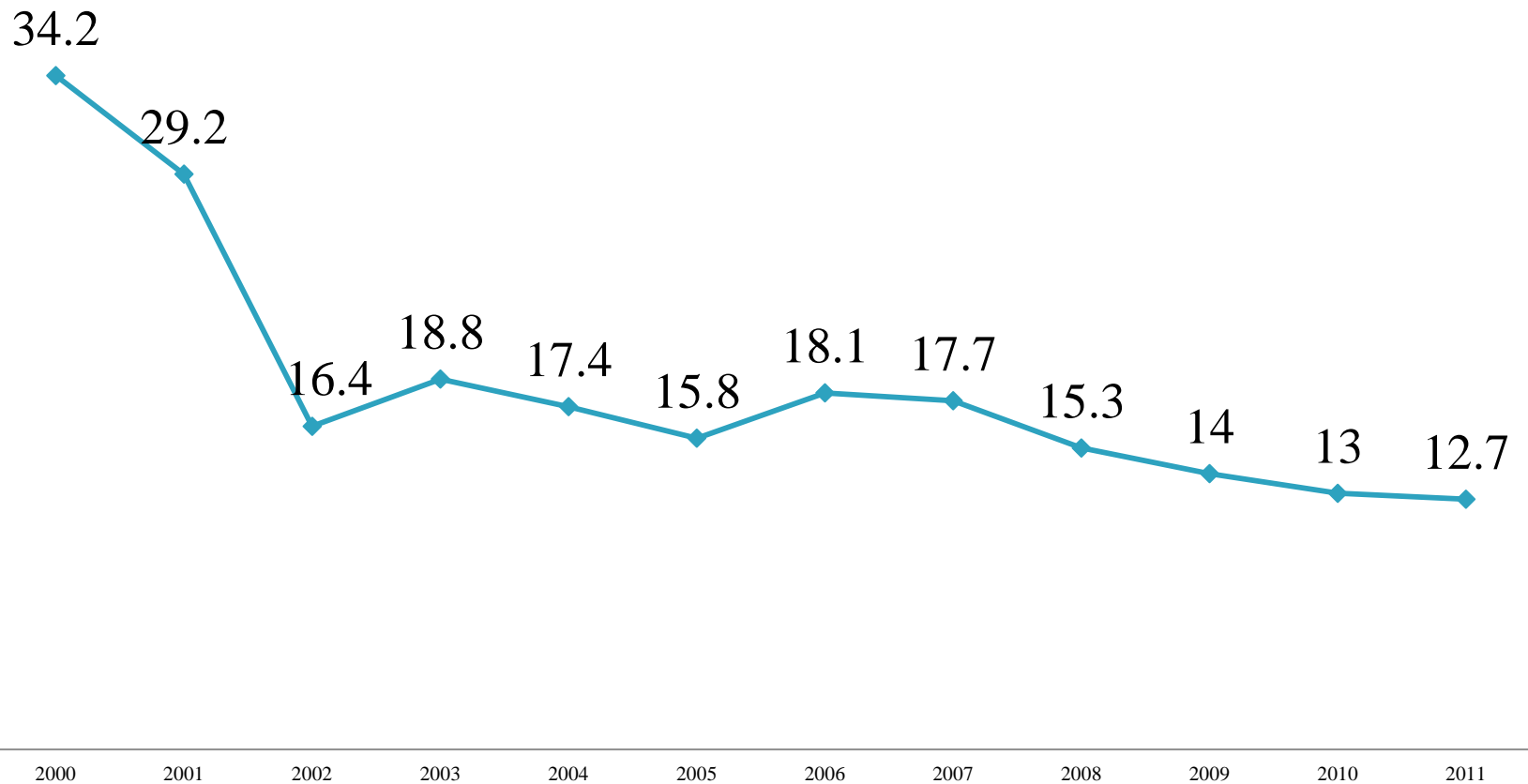
7/8Year Olds Not in Primary School



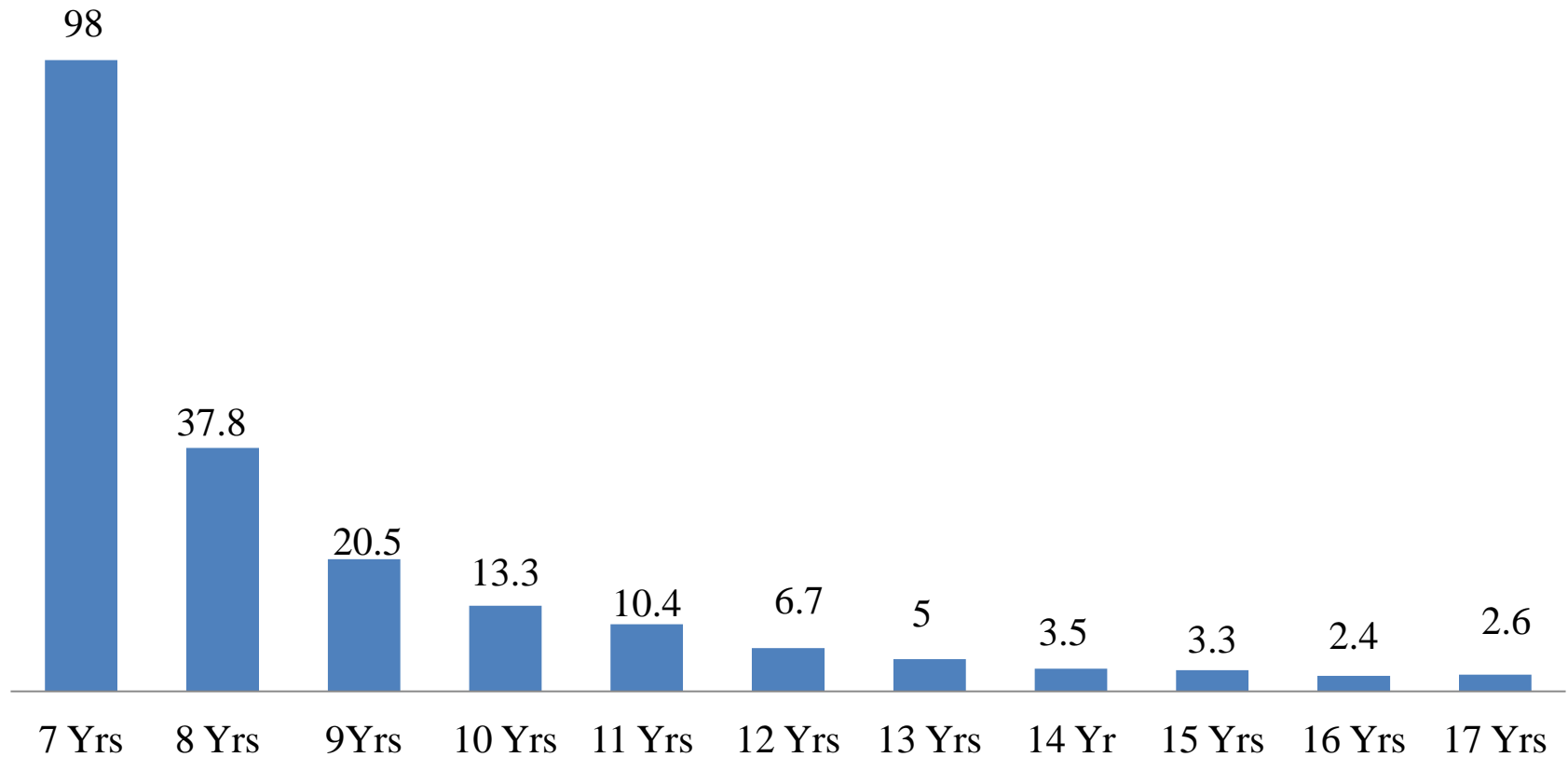
Primary School Droop Out



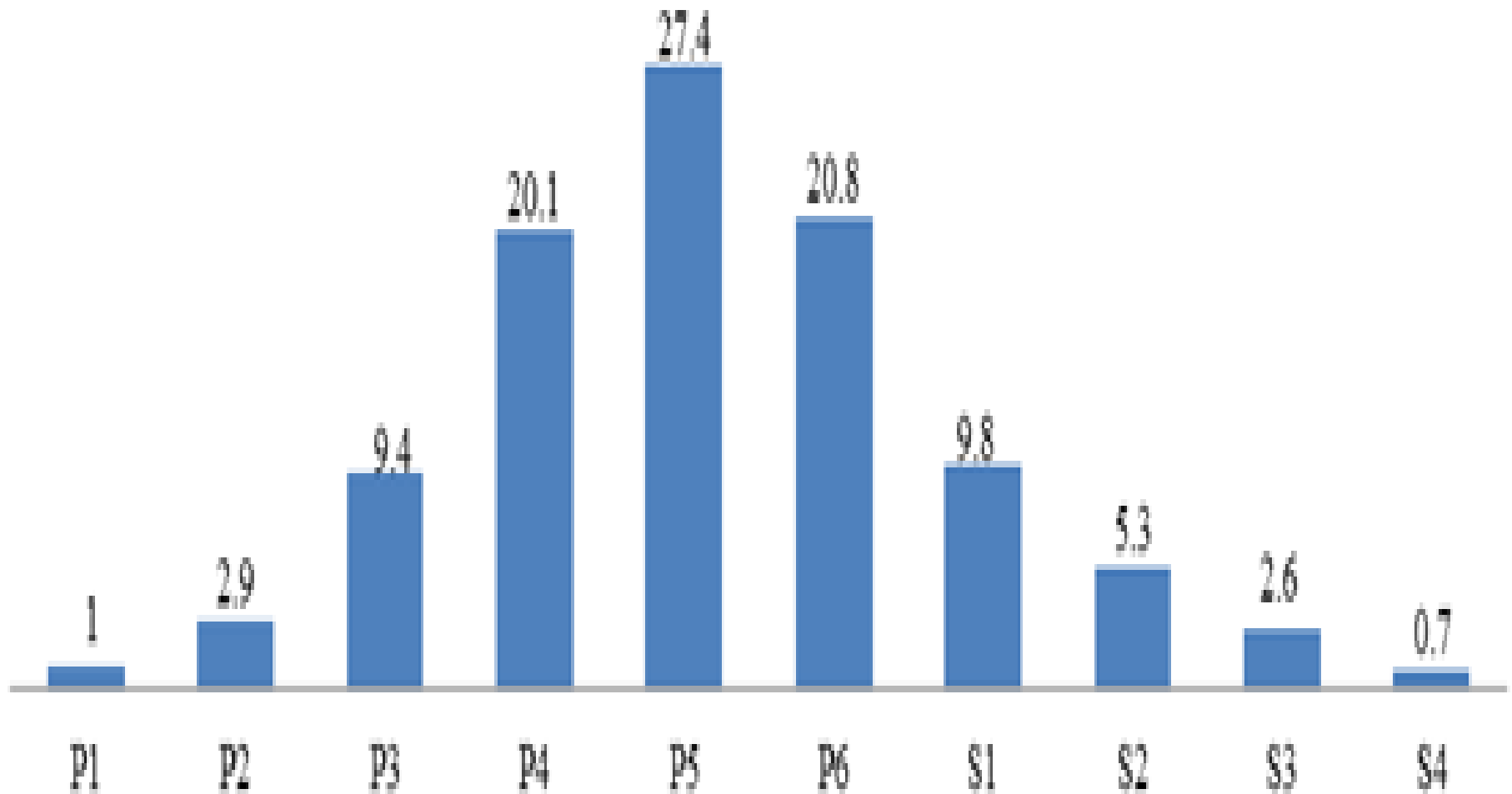
Primary School Repetition Rates



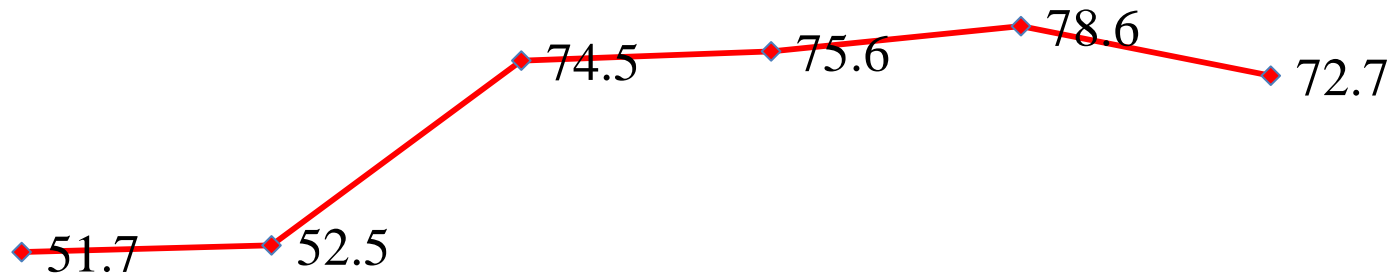
% Children in Correct Class for Age 2010/11



Class of 15 Year Olds Attending School



Gross Primary School Completion



2007

2008

2009

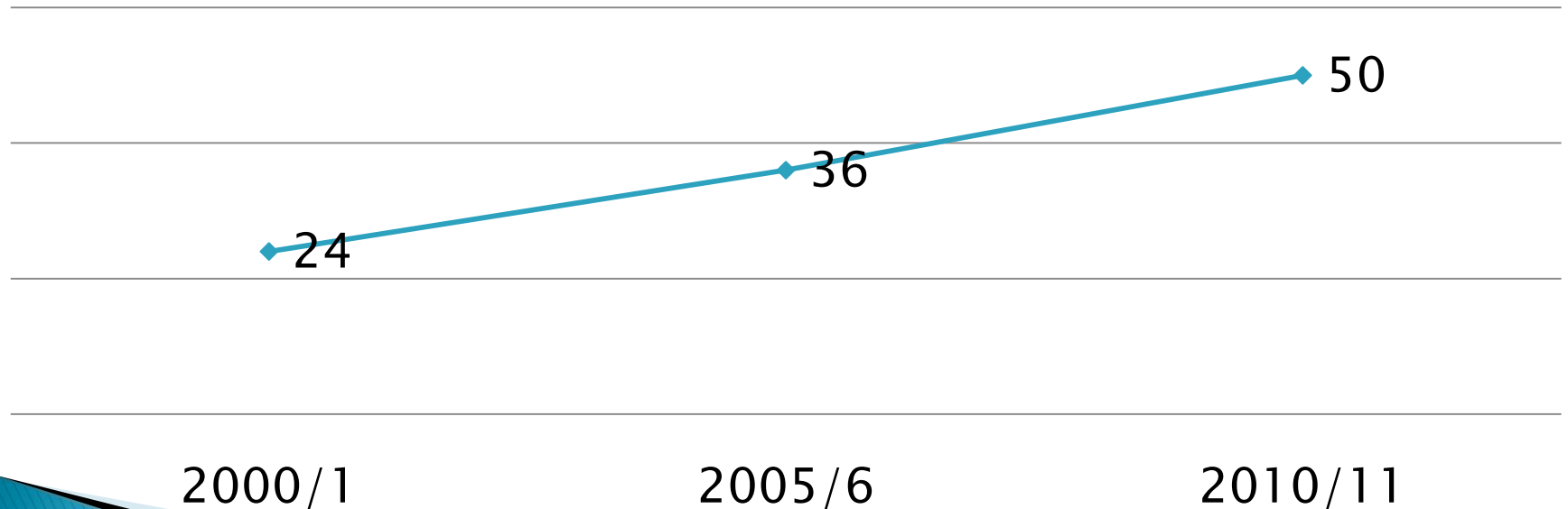
2010

2011

2012

Primary School Completion

- ▶ 5.8% of 13 year olds (on time)
- ▶ 33.4% of 16 year olds (minimum age employment)
- ▶ 51% of 19 year olds (Age completing school)



School Attendance by Risk Factors for Non Completion

Risk Factors		% 7–12 Years in school	% 13–15 Years in school	% 16 and 17 Years in School
Gender	Male	91.1	90.6	72.6
	Female	93.1	93.7	74.4
Orphan Status	2 Parents alive	92.3	93.5	74.5
	1 Parent Alive	92.9	89.6	70.7
	Double Orphan	89.1	80.0	73.0
Living Arrangement	2 Parents	92.4	95.1	79.5
	Single Parent	92.7	92.0	74.1
	Not with Parents, at Least 1 alive	91.4	83.8	54.7
Employment	Not Employed	92.4	96.6	93.8
	Employed	89.9	63.1	33.4
Disability	None	92.9	93.6	73.7
	Mental	41.2	51.9	36.7
	Physical/Sensory	75.4	80.2	63.9
Location	Urban	94.3	92.1	74.0
	Rural	92.0	92.1	73.1

Legend

Net attendance rates in
primary schools

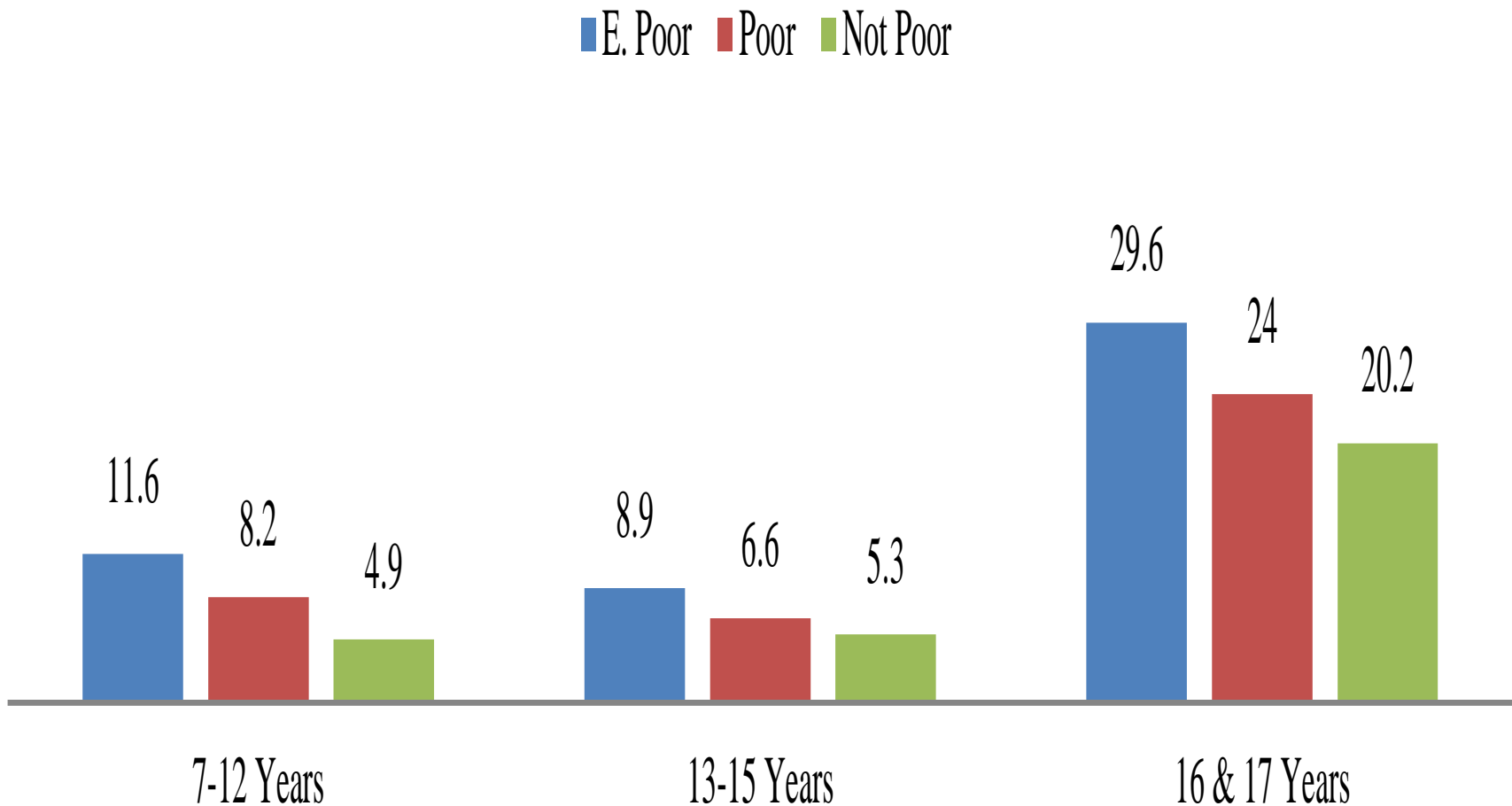


Data sources:
1. Admin. boundaries of Rwanda,
GoR: MINITRACO & CGIS/NUR
2. EICV3 data

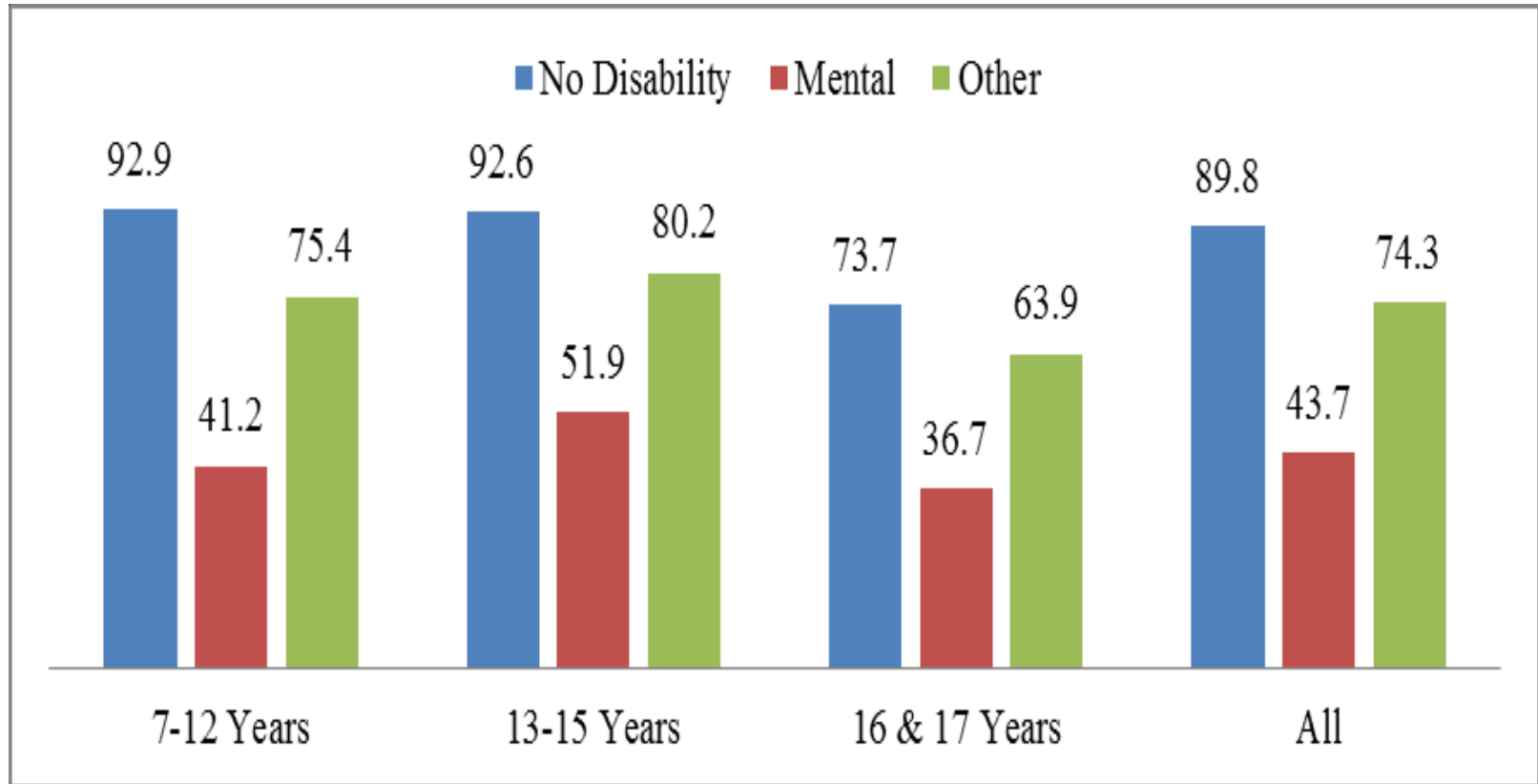


0 10 20 40 Kilometers

Children Not in School – Age and Poverty Status



Children in School by Disability and Age



(Source: EICV3) (mental 8-12 and other 16 & 17 based on between 25-50 cases and mental 13-15 and 16 & 17 based on less than 25 cases).


Characteristics Associated With 19 Year Old Completion

Factors		% Completing Primary School
Rwanda		51
Gender	Male	47.9
	Female	53.9
Poverty	Q1	40.2
	Q2	44.7
	Q3	50.3
	Q4	56.2
	Q5	69.5
Urban/Rural	Urban	61
	Rural	49
Disability	None	52.0
	Mental	14.4
	Physical/Sensory	15.0
Repetition	Yes	34.5
	No	83.7
Withdrawal	Yes	50.7
	No	56.3

Predicting Non-Completion Primary School – Logistic Regression 1

- ▶ Poverty
 - ▶ Rural
 - ▶ Disability
 - ▶ Gender
-
- ▶ Sig 0.001

Regression

- ▶ Contribution of the factors to explaining outcome (completion) after controlling for all the other variables in the model.
 - ▶ Poverty contributes most to the model and the relationship is linear
 - ▶ Rural/Urban makes the second largest contribution
 - ▶ Disability the third
 - ▶ Gender explains the least of the variance – and although significant explains very little
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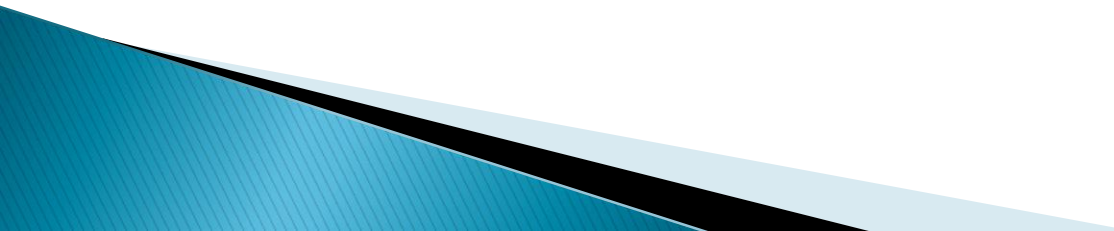
Predicting Non-Completion Primary School Regression 2

- ▶ Period of Withdrawal
- ▶ Repetition

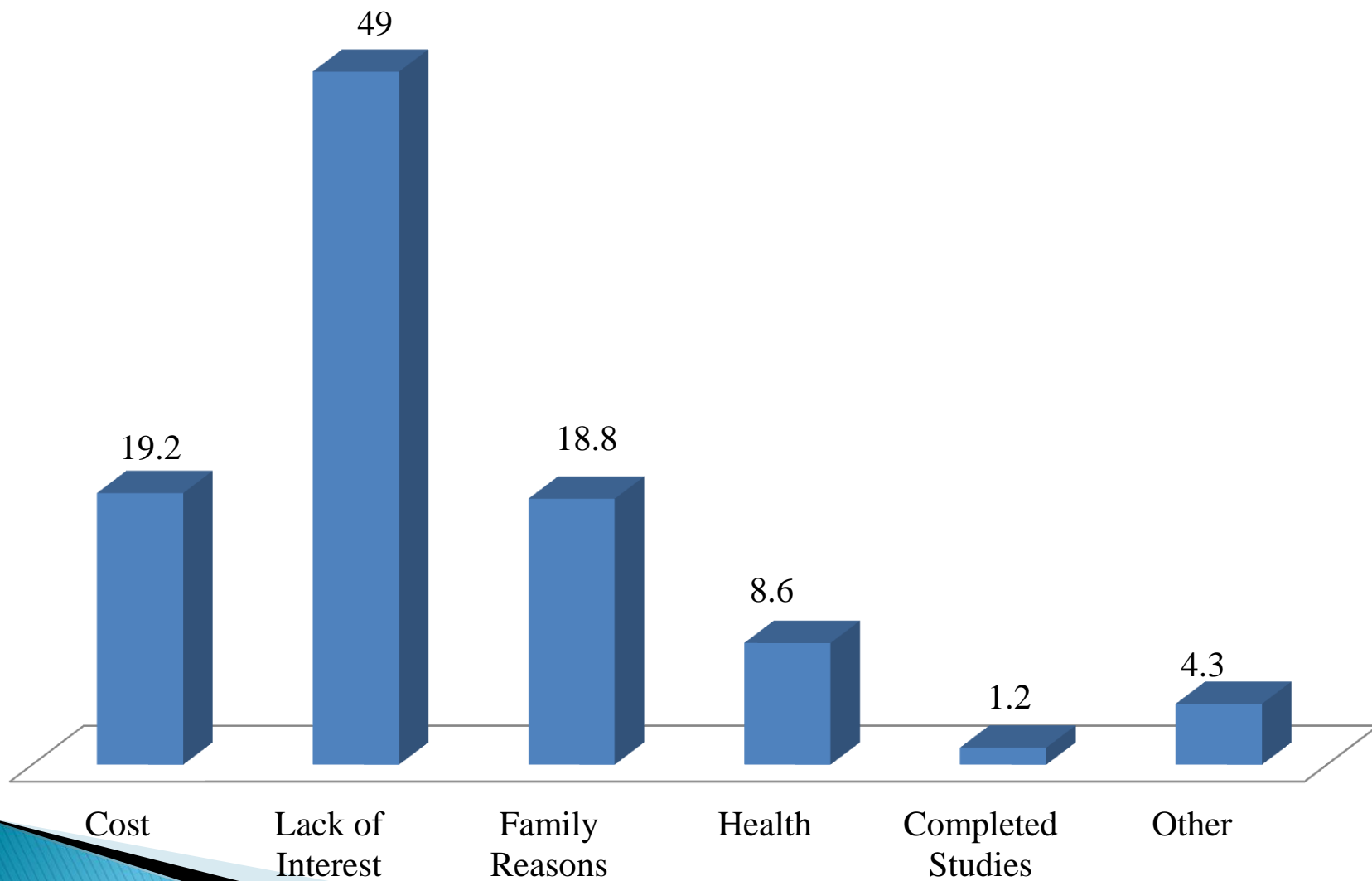
When we add withdrawal and repetition to the model they make a small but significant contribution after controlling for the other variables.

- ▶ Sig 0.001

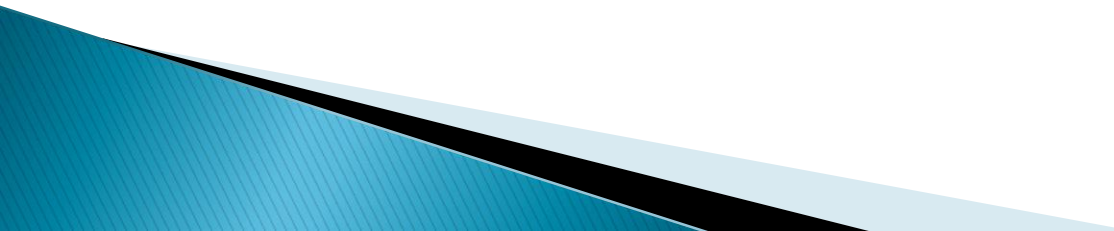
Other Out of School Factors and School Completion

- ▶ Employment /income generating activities
 - ▶ Dependent family worker
 - ▶ Domestic work
 - ▶ Lack of parental support
 - ▶ Hunger/malnutrition
 - ▶ Lack of motivation
 - ▶ Parental ignorance
- 

Main Reason for being out of school primary school 7–19 Year Olds Not completed Primary School %

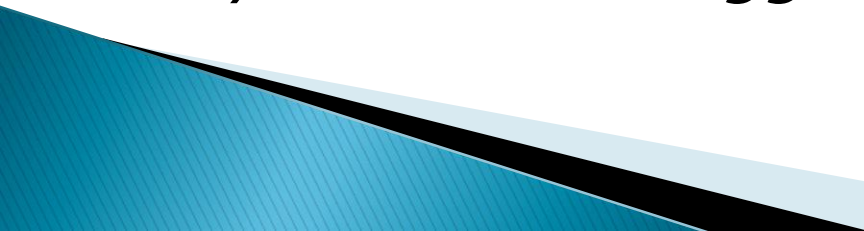


In School Factors and School Completion

- ▶ Physical facilities – classrooms, toilets etc
 - ▶ Learning Resources – blackboards, desks, teacher manuals, books, scholastic materials etc
 - ▶ Culture of School – stimulating environment, sexual harassment, physical punishment
 - ▶ Pupil teacher ratios and class size
 - ▶ Qualification of teachers
 - ▶ Motivation of Teachers
 - ▶ Pedagogue
 - ▶ English
 - ▶ Cost
- 

Improving Primary School Completion ?

- ▶ *...the quality of education being provided to most children in [Rwanda]...is so low that it seriously detracts from the development impact of DFID's educational assistance. To achieve near-universal primary enrolment but with a large majority of pupils failing to attain basic levels of literacy or numeracy is not, in our view, a successful development result. It represents poor value for money both for the UK's assistance and for national budgets (UK Independent Commission for Aid p22).*

- ▶ *Expanding access to more remote rural areas pushes up unit costs, while management systems become progressively weaker.*
 - ▶ *The expansion of schooling also takes in children from poorer households, many of whom are undernourished, face long walks to school and have to combine their schooling with agricultural labour. These children pose very different educational challenges, which the current systems are struggling to meet. (p19).*
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