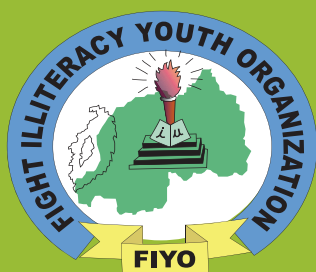


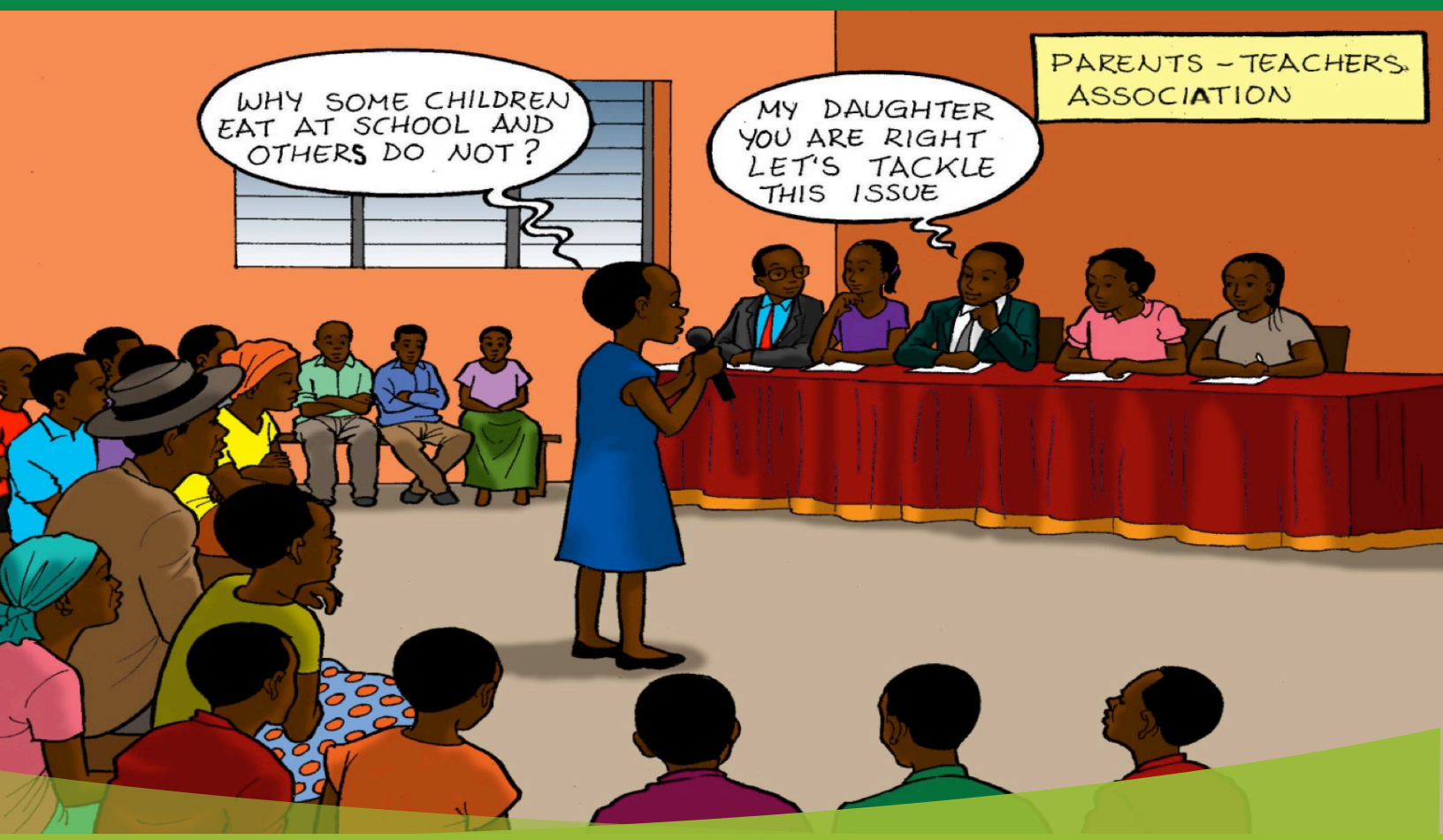
Fight Illiteracy Youth Organization (FIYO)



SURVEY REPORT

on

The Performance of School General Assembly Committees
(Parents Teacher's Committees) in ensuring Quality Education in Rwanda



Norwegian People's Aid

October 2015

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GAHIGI Moses

Executive Director

Fight Illiteracy Youth Organization (FIYO).

ABBREVIATIONS AND ACRONYMS:

DEO: District Education Officer

FBO: Faith Based Organization

FIYO: Fight Illiteracy Youth Organization

MINEDUC: Ministry of Education

NPA: Norwegian People's Aid

NGOs: Non-Government Organisations

PTA: Parents Teacher Association

PTC: Parents Teacher Committee

REB: Rwanda Education Board

SEO: Sector Education Officer

SGA: School General Assembly

SGAC: School General Assembly Committee

EXECUTIVE SUMMARY.

This report presents findings of the survey on “The Assessment of the Performance of School General Assembly Committees (SGACs) formerly known as Parents Teachers’ Committees (PTCs) in ensuring Quality Education in Rwanda”. The main objectives of the study were to identify the factors affecting the effectiveness of SGACs in ensuring quality education and effective engagement of parents in school decision making process.

The study was conducted in 25 schools randomly chosen from 5 districts. It involved a total of 435 participants including school leaders, School General Assembly Committees and School General Assembly (SGA) formerly known as Parents Teachers’ Association members, students’ representatives, MINEDUC/REB officials, local leaders and representatives of some NGOs supporting education in Rwanda. The participants were selected using random, and convenience sampling methods.

School General Assembly Committees were reported to be mainly active in infrastructure development, that is, building of classrooms particularly in public schools and enforcing discipline especially among students. Also, SGACs were equally lauded for playing an important role in encouraging parents to provide scholastic materials to their children.

A substantial proportion of the respondents (38.7%) indicated that they had no role in the management of school funds and assets. A considerable number of respondents (49%) evinced that the level at which they were involved in enforcing discipline of school leaders was low.

Respondents were asked the weaknesses of SGACs and what could be done to strengthen their role. For the weaknesses, many issues were indicated but the main weaknesses include: following up the teaching and learning of students (22.1%), understanding school leadership (16.8%), management of school funds and assets (15.1%), enforcement of discipline among students and teachers (14.1%) and making decisions (14.1%). these findings are in consonant with the views of the stakeholders

interviewed. They highlighted that SGACs in many schools have loopholes especially in decision making, following up the progress of the teaching and learning of children as well as discipline.

In order to overcome the weaknesses, some suggestions were made. The most important ones included: Parents should be sensitized about the crucial role they are supposed to play in regard to management of school budget (20.8%), parents should actively engage in assessing and finding solutions to problems encountered by the school (20.1%), appoint experienced leaders (16.6%), parents should be enlightened on their right to ensure discipline of students, teachers and leaders in school (15.9%) and SGAC/parents should have a big role in evaluation of school achievements (15.2%).

Much as SGACs were empowered by the law governing the organization and function of schools to partake in decision making, follow up the discipline of school authorities, teachers and students as well as management of school assets, they do not exercise their powers as required. In fact, with the exception of one school, in all other schools surveyed, viable actions were reported to have been taken by the SGACs especially with regard to monitoring of the implementation of decisions made by the SGA.

It can therefore be inferred that in most of the schools surveyed, SGAC and SGA members are not aware of their obligations as stipulated in law governing the organization and functioning of schools. Most SGACs (60% of the sampled schools) comprise a few members (5) who are appointed by the head teacher and/or owner of the school. In private schools, head teachers and/or owners tend to over shadow SGACs in the sense that they hardly make final decisions.

1. INTRODUCTION.

Good education prepares learners to cope successfully with life in society. It equips them with knowledge and skills, including life skills. Moreover, it affects their interaction with others and fortifies standards of morality. The school, like other institutions, is a specialized institution for this process and cherished by the people of the society. However, the school cannot achieve this by itself. There must be a partnership between the school and parents.

Research shows that children do better in school when parents talk often with teachers and become involved in the school life (Kamba, 2010). Similarly, Clase (2007) argues that despite their educational background or social position, Parents' involvement in the school is an essential component for successful education and teaching. Similarly, Lin (2010a) contends that parental support is a critical factor in the success of the school and that cooperation between teachers and parents enhances the pupils' performance.

This means that the school has to work hand in hand with parents as they know more about their children's needs, ability and weaknesses. Through the School General Assembly Committees (SGACs) formerly known as Parents Teacher Committees (PTCs), parents share the life of the school and get to know how best they can help their own children's education. They are involved in the management of the school and help in sensitization of the community to send children to schools and support them. Parents can support the school in some practical ways like helping to renovate school premises, making bricks, construction of classrooms, and others. Also, they participate in decision making.

However, for the SGACs to be effective, parent involvement has to be a partnership between the family and the school to assure that children are learning to the best of their ability, that they feel safe and supported, and that their parents feel well informed and involved in making decisions that affect their child's school experience. At the same time, a strong home-school partnership means teachers perceive that parents are concerned about their children's education and promote positive attitudes toward school

and learning. Establishing this partnership requires efforts from both teachers and parents to create a trusting, equitable relationship (Canter, n.d)

1.1 Rationale for the study

For the last two decades, several attempts have been and are still being made by the Government and Non-Government Organisations (NGOs) to uplift the standard of education in Rwanda. Many local and international NGOs have greatly contributed to the raising of education standards through their participation in governance, local monitoring and community mobilization activities.

Fight Illiteracy Youth Organization (FIYO) is an education-focused organization which pursues a rights based approach in achieving its mission. The organization was founded in 2003. It is registered as a Rwandan Non Governmental Organization through Ministerial Order No. 146/08.11 of 25th November 2009 that was published in the Official Gazette of the Republic of Rwanda no. 12 of 22 March 2010. FIYO's mission is to promote formal and informal education as pillars of a prosperous society. It has played a crucial role in promoting informal and formal education in Rwanda. The organisation intends to closely collaborate with School General Assembly Committees to sensitise parents about their role pertaining to the education of their children.

Nonetheless, in many schools, it is believed that the SGACs seem not to be that active. This has raised questions on their roles and mandates. It is in this context that FIYO with the support from Norwegian People's Aid (NPA) contracted Golden Rainbow Consult Ltd to assess the performance of SGACs in ensuring quality education in Rwanda.

This study attempts to contribute to the understanding of the situation in schools with regard to the role of SGACs, the challenges they encounter and their needs as well as suggestions that could contribute to their better performance. This study will provide sustainable strategies that SGACs can adopt so that they can better contribute to the quality of education in the country.

1.2 Objectives of the study.

The main objective of the study is to assess the performance of School General Assembly Committees in ensuring quality education in Rwanda. Specifically, the study aimed at:

- Identifying factors affecting the effectiveness of SGACs in enhancing quality education
- Identifying factors affecting effective engagement of parents in school decision making process to ensure quality of education
- Providing recommendations from parents, teachers, students and other stakeholders in education in regard to improved quality education for all.

2.0. REVIEW OF RELATED LITERATURE.

2.1. Legal and policy framework on the functioning of schools in Rwanda.

2.1.1. Policy context of SGACs and SGA.

The management and functioning of the schools in Rwanda today is under the auspices of legal and policy framework. Inherent in these national instruments, is the need to recognise the central role that parents through the School General Assembly Committees in the education of their children.

In this respect, the Educational Sector Policy (2003) clearly stipulates that schools are expected to have School General Assembly (SGA) formerly known as Parent Teacher's Associations (PTAs) to support the schools in planning and fundraising. They are also expected to have a more structured School General Assembly Committees with a role in management activities and finance. The SGACs help the school management to develop school improvement plans and maintain financial records in order to improve planning and implementation of education sector policies at the school level (Education Sector Policy, 2003).

2.1.2. Legal context of SGACs and SGA.

The management of schools in Rwanda has been fortified by enactment of law n^o 23/2012 of 15/06/2012 relating to the organisation and functioning of nursery, primary and secondary school education was enacted. In section one of the law, articles 8 -12 describes the structures for SGACs and SGAs and clearly state the responsibilities and functioning of these bodies. The SGA is composed of the following members:

- Parents with children enrolled in the school, who elect from among themselves a Chairperson and a Deputy Chairperson;
- The head teacher of the school who serves as *ex officio* non-voting rapporteur; school teachers;
- Members of the school administrative staff;

- ❑ Two (2) representatives of students, both of whom must be a boy and a girl where possible, who are elected by their peers, except in nursery schools;
- ❑ The school owner or his/her representative for Government subsidized schools and private schools;
- ❑ Any other person approved by the School General Assembly; and
- ❑ The person in charge of nursery, primary and secondary schools at the District or his/her representative.

Responsibilities of the School General Assembly.

The School General Assembly is basically responsible for learning, teaching and welfare of teachers and learners. It monitors the overall operation of the school and takes a keen interest in the school development. In particular, it is responsible for the following:

- ❑ To formulate the specific vision of the school in accordance with its mission;
- ❑ To provide views and suggestions in relation to the school overall development;
- ❑ To appoint and remove members of the school general assembly committee;
- ❑ To appoint and remove audit committee members;
- ❑ To submit meeting reports to the sector authorities with a copy thereof to the executive secretary of the cell in which the school is located;
- ❑ To approve internal rules and regulations of the school;
- ❑ To approve the annual budget of the school;
- ❑ To approve the contribution of parents if necessary.

Besides the SGA, the law highlights the structure and functioning of the School General Assembly Committee (SGAC). It is composed of ten members and these include:

- ❑ Four (4) parents including the Chairperson and the Deputy Chairperson of the School General Assembly;
- ❑ The School owner or his/her representative;
- ❑ The head teacher of the school who serves as *ex officio* non-voting rapporteur;
- ❑ Two (2) teachers representing their peers;
- ❑ Two (2) students who are members of the School General Assembly.

According to the law, at least thirty percent (30%) of members of the School General Assembly Committee must be females.

Responsibilities of the School General Assembly Committee.

The School General Assembly Committee has the following responsibilities:

- To convene and preside over the School General Assembly;
- To monitor the implementation of the decisions taken by the School General Assembly;
- To monitor compliance with laws, orders and instructions governing the school ;
- To take part in the management of the school assets;
- To analyze the school action plan;
- To follow up the discipline and conduct of school authorities, teachers and students;
- To analyze major problems facing the school and propose solutions;
- To perform such other tasks as assigned by the School General Assembly;
- To submit a report to the School General Assembly.

2.2. The role of PTC/SGAC.

The emergence of Parent Teacher's Committee (PTC)/School General Assembly Committee (SGAC) in schools is partly attributed to the need for support from the local community for school development (Hurt, 1985). Macbeth (1990) has identified six roles of a PTC/SGAC which include: to provide support for teachers; to represent parent's interest; to provide a forum for educational discussion and a means of communication; to foster educational partnership between home and school for the benefit of children; and to assist members who have difficulties; to advance an ideology for instance, religious and education among others.

Studies show that active involvement of parents not only improves student behaviour and attendance but also positively affects student achievement (Iqbal et al, 2011). Okumbe (2001) maintains that the PTC/SGAC majorly aims at helping to enrich the educational environment and learning experience of all students through parents and teachers involvement. It is charged with the obligation of working for the well-being of learners and teachers. PTCs/SGACs can enhance awareness and understanding of parents' role in the provision of quality education. They encourage parents' involvement in improving the standard of the school. It is also the duty of the PTC/SGAC to create

awareness among the people involved that optimum use should be made of the educational facilities being offered by the government. Parent teacher's committees/ school general assembly committees play a vital role of encouraging parents especially in the rural areas, to send their children to school. They can achieve all these by developing a good relationship between parents and teachers avoiding bureaucratic rigidity on either side (Iqbal et al. 2011).

Furthermore, the PTC/SGAC has to collaborate with the school administration to fortify discipline among learners and teachers (Mabeba and Prinsloo, 2000). In collaboration with the school administration, PTCs/SGACs have the obligation of establishing school rules and values and ensuring that they are communicated to learners, parents and teacher. They have to make sure that students and teachers are treated fairly in school (Nzuve, 2012). Abdulkareem and Oduwaiye (2011) emphasize that parents must be at the forefront of ensuring that there is efficiency and effectiveness in the management of the schools where their children are schooling. Similarly, Abdullah, (1996) affirms that parents are the first teachers of students and they must play a major role in ensuring that their children's schools are properly managed. He further indicates that schools are situated in communities with parents hence the need to give them an opportunity to shape the destiny of these schools.

In conformity with Behaviourist theory, Driscoll (2000) asserts, that the knowledge and potential possessed by PTC/SGAC in management of discipline in schools ought to be exploited in earnest. This is because negative reinforcement employed by teachers such as verbal confrontations, scolding, sarcasm, and corporal punishment, does not suffice instead it may jeopardize students' low self-esteem, accept hitting as a way to solve problems, creating mental and emotional depression, and can affect their relationships with teachers.

2.3. Efficacy of Parent Teacher's Committee / School General Assembly.

Studies have shown that when parents are fully involved in their children's education, the children not only improve their academic achievement, but also behave well and stay in school till they finish (Maurice, 2002). When the PTC/SGAC collaborates with teachers, communicates and builds a community and school partnership, everyone reaps the benefits. Fan and Williams (2010), add that the participation of parents in

school activities through PTC/SGAC is one way of revealing the parents' educational aspirations for their children. It gives the children an opportunity to understand what their parents would want them to achieve. Parental involvement through PTC/SGAC can result in improvement of the academic self-efficacy of students since it plays a significant role in ensuring that there is appropriate motivation among the students.

Mahmood, Majoka, Basharat and Syed (2012) contend that education for child development is a process that involves three players, the school, teachers and parents. Each of the three players has a significant role to play in order to make the process complete. It is therefore evident that the place of the PTC/SGAC is very vital in schools since it is part of the three sides of the education process. Without these three parties coming together to cooperate in almost all the activities they undertake, the education process is likely to have serious challenges. The quality of education cannot be enhanced without full participation of the community. Education is a triangular process of school, teachers and parents for child development. Parent Teacher's Committee/ School General Assembly is considered the essential component of any school.

2.4. Enhancing PTC/SGAC role in School.

There are many things that should be done to enhance parental involvement in their children's schools , but the success of any program will depend on the support and willingness of the head teacher to incorporate parents in his/her school activities. Some school heads have an open communication system with parents, in which parents are encouraged to give their ideas, opinions and suggestions to school matters (Ekundayo & Alonge, 2012). The PTCs/SGACs have the obligation of ensuring that parents work together with teachers to achieve their schools' objectives.

The PTC/SGAC also is concerned with fostering good relations between parents and the school and to encourage parents to support the school in all ways possible. Once there is good relationships among all the stakeholders, the school goes a long way in achieving its' goals and objectives. Lin (2010) reiterates that while parents may not attend school with their children each day, they can still exert some control over their children's behaviour. By creating a system in which parents are held accountable for their child's in-class behaviour, schools can give parents increased motivation to work on teaching their children the norms of appropriate behaviour. While this system can be

difficult to implement, with proper structure and support it can be an effective way to obtain the behaviour desired from pupils.

3.0. METHODOLOGY.

According to Flick (2006), the methodological approach is the philosophical base that underpins the scientific modalities utilized to systemically investigate the phenomenon of concern. This section therefore explains the methodology used in this study. It describes the research design, study population and sample size, sampling procedures, data collection instruments, data analysis procedures, as well as validity and reliability of the instruments.

3.1. Research design and sampling procedures

The study employed both quantitative and qualitative research approaches. These approaches were used for purposes of methodological triangulation and better understanding (Creswell, 2008) of the role of SGAC in schools. The study was conducted in five districts which were randomly selected from four provinces and Kigali City. In each district, 5 schools were randomly selected. Basically, a survey was conducted in order to gather opinions, views on attitudes and practices from various respondents in both public and private primary and secondary schools with regard to SGAC.



The qualitative approach focused on exploring the factors that militate against the performance of PTC/SGAC in schools as well as ways of improving their performance. This approach was used to gather information from key informants especially those concerned with facilitating the implementation of education policies and practices.

Interviews were conducted with 133 key informants (79 males and 54 females) including school directors, members of PTCs/SGACs, students' representatives, Ministry of Education officials, and representatives of some NGOs with mandate in education.

The quantitative survey encompassed different respondents including teachers, parents, administrative staff and students who were chosen using simple random and snowball sampling techniques. A sample size of 302 respondents was considered for the survey. The sample size was determined using the formula of Cochran (1963:75) at a confidence level of 95% and level of precision (error of margin) 5%. The distribution of the sample size is depicted in table 1 below. **Table 1: Sample size distribution for the survey**

Province	District	Schools	Respondents	
			Males	Females
Southern province	Nyanza	5 Schools	29	31
Western Province	Karongi	5 Schools	29	31
Eastern Province	Bugesera	5 Schools	29	31
Northern Province	Gakenke	5 Schools	29	31
Kigali City	Gasabo	5 Schools	30	32
Total		25	146	156

3.2. Methods of data collection.

3.2.1 Documentary Review:

Documentary review refers to analysis of documents that contain information about the phenomenon to be studied (Bailey 1994). Policy and legal documents about the functioning of schools were consulted to examine the responsibilities of SGACs and SGAs in school. Also, a review of related literature was made to explore what has been done elsewhere.

3.2.2. Questionnaire.

In this study the questionnaire was the main instrument of data collection. It comprised closed-ended questions and it was administered to teachers and parents. A questionnaire was preferred as the main instrument in this study because it was easy to be administered a large number of respondents in the limited time frame.

3.2.3. Interview.

Interviews are very useful in all research that requires in-depth information on what people know their thoughts, feelings, perceptions, attitudes, beliefs, meanings and other unobservable data (Cohen, Manion and Morrison, 2007). In this study, semi structured interviews (researcher controlled, beginning with a set of themes rather than questions with the option of asking further questions for clarification or explanation to responses given by respondents (Cohen, et al, 2007; Bryman, 2004) were conducted with key informants from the sampled schools and organisations. The interviews mainly focus on the perceptions of respondents regarding the role of SGACs, strengths and weaknesses as well as ways of improving their effectiveness.

3.3 Reliability and validity.

The reliability of a research instrument refers to its consistence in the study while the validity refers to the fitness of the questions in the questionnaire to provide expected information. The validity of research instruments were ensured by moderating the questionnaire items after being designed. Also, the questionnaire was piloted and refined before administered to the targeted respondents.

As already mentioned, this study employed quantitative and qualitative methods of data collection. Therefore, data analysis involved a dichotomy of quantitative and qualitative methods. Qualitative analysis involved segmentation of data excerpts from interviews and formulation of themes. Excerpts of the transcripts which best exemplified identified themes were analysed for similarities and variations. Quantitative data was analysed. Statistical Package for Social Sciences (SPSS) and descriptive statistics involving percentages and frequencies and presented in form of tables and graphs were produced.

3.4 Ethical Issues.

Ethical consideration is important in ensuring that no harm can befall respondents as a result of their participation in the study. In this study therefore, Informed consent or assent, Privacy, Anonymity and Confidentiality were considered. Participants were informed about the purpose of the study so as to freely decide in a conscious, deliberate way whether to participate or not. Participants were also given the leeway to withdraw at any time, without giving a reason. Similarly, in order to protect the participants' privacy,

the researchers were mindful of the human participant principles of respect for people. Respondents were assured that their names would not be mentioned in the findings.

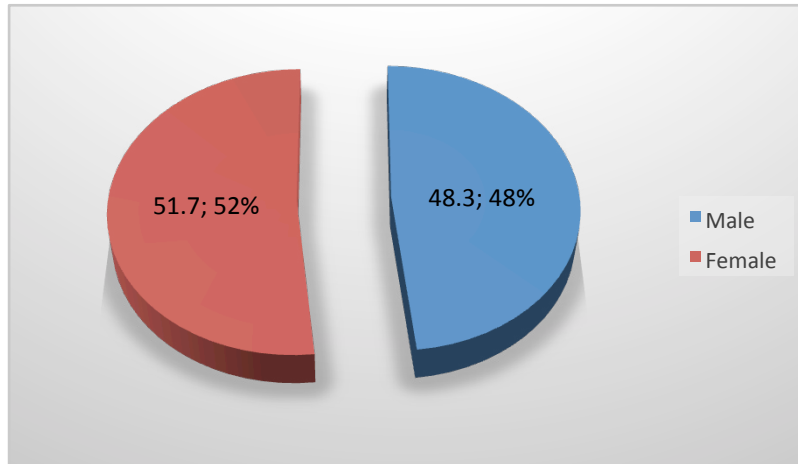
4. 0. FINDINGS OF THE STUDY.

4.1 Demographic characteristics of the Respondents:

Demographic characteristics of the respondents were considered in assessing the performance of SGACs in schools. These included: Gender, age, and level of education among others. These characteristics were considered to establish whether they are associated with the performance of SGACs.

4.1.1 Respondents and Gender.

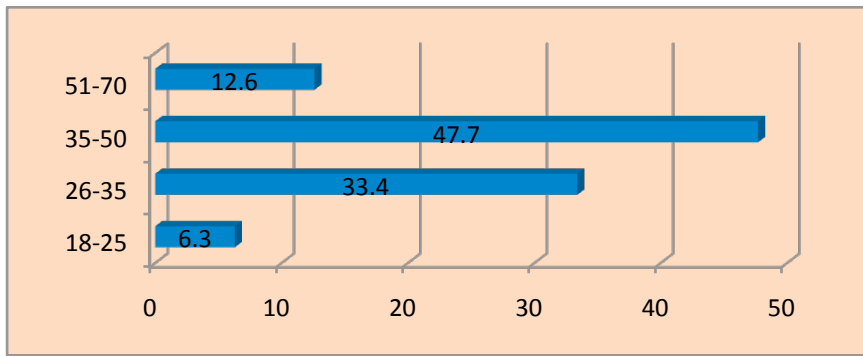
Figure 1: **Distribution of respondents by Gender (n=302)**



As indicated in Figure 1, the respondents were equitably selected in terms of gender. There was no significant difference between males (48%) and females (52%).

4.1.2. Age of the respondents.

Figure 2: **Distribution of respondents by Age (n=302)**

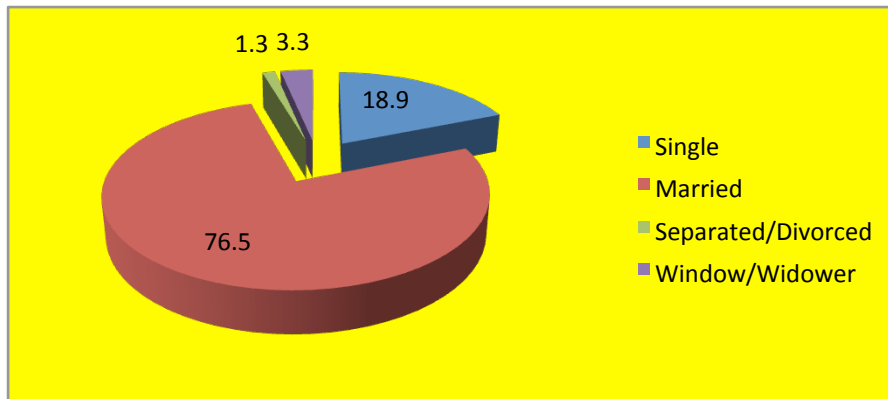


Age is one of the demographic variables considered in this study. The essence of this variable was to identify the age-group that mostly indulge in SGAC issues.

As depicted in figure 2, a small percentage (12.6%) of the respondents was aged 51-70 years. Nearly half of the respondents (47.7%) were aged 35-50 years and the youth (18-35 years) constituted 39.7%.

4.1.3. Marital status.

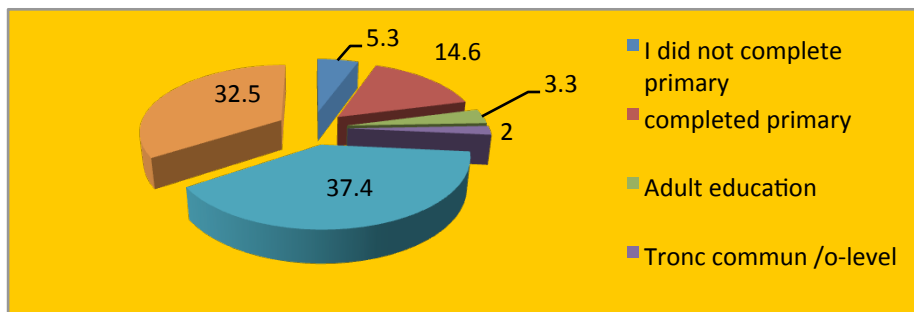
Figure 3: Distribution of respondents by marital status (n=302)



It is believed that a married person is responsible. In this study therefore, marital status of the respondents was analysed. Details are provided in Figure 3. As indicated in Figure 3, the highest proportion of participants was married (76.5%), followed by single (18.9%). The widows/widowers and separated/divorced were minimal and constituted 3.3% and 1.3% correspondingly.

4.1.4. Respondents level of education.

Figure 4: Distribution of respondents by Level of Education (n=302)



As indicated in Figure 4, most of the respondents (69.9 per cent) had either completed University or Secondary School Advanced level. Those who completed Ordinary level and primary constituted 2% and 14.6% respectively. Similarly, a proportion of 8.6 % went through adult education training or did not complete primary. In fact, it is interesting to note that majority of the SGAC members acquired basic education.

4.2 Nature of schools surveyed.

In this study it was imperative to consider the nature of schools from which the respondents were to be selected. Various schools including Primary, 9YBE, 12YBE, TVET and Schools of excellence were surveyed. This was done for purposes of information triangulation in terms of effectiveness of SGACs.

4. 3. Performance of SGACs/PTCs.

4.3.1 Structure of SGACs / PTCs.

According to Law no. 23/12 of 15/06/2012 governing the organization and functioning of schools, SGACs are supposed to be inclusive in terms of membership. Article 11 clearly specifies the members of the SGAC and SGA and their functions. Ideally, the SGAC should comprise 10 members, that is, four parents including the Chairperson and the Deputy Chairperson of the School General Assembly; the school owner or his/her representative; the head teacher of the school who serves as *ex officio* non-voting rapporteur; two teachers representing their peers and two students who are equally members of the School General Assembly. Besides, a proportion of at least 30 percent of members of the School General Assembly Committee must constitute females.

Likewise, SGAs are supposed to be composed of parents with children enrolled in the school, who elect from among themselves a Chairperson and a Deputy Chairperson; the head teacher of the school who serves as *ex officio* non-voting rapporteur; school

teachers; members of the school administrative staff; two representatives of students, both of whom must be a boy and a girl where possible, who are elected by their peers, except in nursery schools; the school owner or his/her representative for Government subsidized schools and private school and any other person approved by the SGA. Also, the person in charge of education at the district or his/her representative is supposed to attend the SGA meeting on an *ex officio* non-voting basis.

However, interviews with SGAC members and other stakeholders in the schools surveyed revealed that the structure of PTCs is not in consonant with what the law stipulates. The table below provides details of the situation in the schools surveyed.

Table 2: Members of SGAC/PTC.

Members of SGAC / PTC	Number of schools	Percentage %
6 members	4	16
5 members	15	60
4 members	6	24
Total	25	100

As seen in table 2, it is evident that in all the schools surveyed, the number of SGAC members was ranged from 4 to 6 which is less than what is stipulated in the law (10 members). In the majority of the schools (60%) SGAC comprises of 5 members. Proportions of 16% and 24% of the schools surveyed constituted 6 and 4 SGAC members respectively. The interviews revealed that in some schools, students and/or teachers are not considered in the committee. For instance, in two of the schools surveyed in Karongi district, teachers are not represented in the committee. Also, gender was not taken into account when electing the committee members; females constitute about ten percent of the SGAC. The poor composition of the SGAC members was said to be mainly due to the fact that the SGAC members were just appointed by the head teachers not elected by parents. In most private and government subsidized schools, the head teachers chose SGAC members especially chairpersons they felt comfortable with and parents just approved.

Ideally, SGAC should have a fair representation of members including women, students and teachers. If teachers, students or women are not represented, it means that decisions made based on views and interests of a few people mostly men. Concerns of students, teachers of women may not be addressed. Students and teachers are

indispensable in education system in the sense that without them teaching and learning cannot take place. Therefore, their views regarding teaching and learning are vital. Similarly, the extent of women’s participation in school meeting and decision making can be seen as the key indicators of gender equality in school management. In fact, women and children’s participation in school meetings is not only a question of simple justice or democracy, but also a necessary condition for their interests to be taken into account.

4.3.2. SGAC/PTC Meetings.

Convening and presiding over SGA meetings is one of the key responsibilities of the SGACs. Parents, teachers and student representatives are obliged to attend these meetings and discuss issues relating to the functioning of the school in general. In this regard therefore, respondents were asked various questions pertaining to the SGA meetings and details of the responses are depicted in tables 3, 4 and 5.

Table 3: Schedule for SGA meetings.

Question	Response	Frequency	Percentage
Does the school have a known schedule for SGA meetings?	Yes	229	75.8
	No	48	15.9
	I do not know	25	8.3
Total		302	100

As it can be seen in table 3, most of the respondents (75.8%) indicated that their schools had schedules for SGA meetings, 15.9% responded in the negative while 8.3% did not know. This implies that in most of the schools, SGAs have endeavoured to provide schedules for parents’ meetings. This is good because parents need to have known schedules for SGA meetings so that they plan accordingly. Some parents may not attend not because they do not value these meetings but possibly the meetings are impromptu and coincide with their schedules at home and therefore decide to forsake the SGA. In fact, scheduling of SGA meetings is emphasized by the law governing the organisation and functioning of schools, which says that SGA meetings shall be held twice a year while those for SGACs three times a year, that is, once every term. So, all schools are supposed to comply with what the law says.

Table 4: Attendance of SGA meetings disaggregated by gender.

		When did you last attend parents' meeting?							Total
		In this month	Second term of 2015	First term of 2015	Third term of 2014	Second term of 2014	First term of 2015	Before 2014	
Gender	Male	11	80	37	6	5	3	1	143
	Female	15	75	40	11	5	4	4	154
Total		26	155	77	17	10	7	5	297

As indicated in table 4, attendance of SGA meeting was generally poor before 2014 and in the three terms in 2014. The attendees ranged from 5 to 17 and there was no significant difference between male and female attendees. In 2015 especially in third term, there was a dramatic increase in attendance. The great improvement in 2015 is attributed to the fact that SGACs in some schools have become active and encourage parents to attend meetings and indulge in school activities. This was revealed during interviews with one of the head teachers in the schools surveyed (See Illustrative case 1).

Illustrative case 1: Attendance of SGA meetings.

Parents used not to attend SGA meetings but the SGAC has done a big job of sensitizing them. They created a sub-committee of parents known as 'Comité de Parents Prolongé' which comprises one parent per class representing others. The sub-committee is responsible for linking teachers with parents and encouraging parents to attend SGA meetings.

Teacher, G.S Gitarama, Muhanga District.

Children had not been attending SGA meetings but we realised that they equally have good ideas. I can give an example of a 10 year old girl who one time surprised us. She was found outside and a parent invited her to the SGA meetings. When she was asked if she had something to say, she complained that why some children eat and others do not. Her complaint was considered and school leaders devised strategies of feeding all children. Currently, all children in the school eat at school. (See the cartoon on the cover page)

SGAC member, Ecole Primaire Mushubati, Muhanga District.

Besides attendance of meetings, respondents were asked the main issues discussed in the last SGA meeting they had attended and reasons why some parents' attendance is

poor. As depicted in table 5, the main issues discussed in the meeting that respondents had last attended included discipline of learners (32.6%), students' welfare (23.1%) and school fees (18.8%). Similarly, the main reasons advanced for poor attendance were: some parents used to consider SGA meetings as wastage of time (28.7), it was costly (17.5%) and lack of role in decision making (13.3%).

Table 5: Issues discussed in SGA meetings and reasons for poor attendance.

Question	Responses	Frequency	Percentage
What was the main topic discussed in the last parents' meeting you attended?	Discipline of learners	191	32.6%
	Elections of leaders	41	7.0%
	School fees	110	18.8%
	Discipline of teachers or school support staff	27	4.6%
	Students' welfare	135	23.1%
	School Budget	64	10.9%
	Accountability	17	2.9%
What do you think is the cause for poor attendance of SGA meetings by some parents?	Meetings are frequent so I at times fail to get time	6	4.2%
	It is a waste of time for parents	41	28.7%
	Issues discussed are not of interest to parents	12	8.4%
	It is costly for parents	25	17.5%
	Parents have no role in decision making	19	13.3%
	Other	40	28.0%

Furthermore, other aspects related to SGA meetings that were analysed included level of involvement and implementation of decisions made in the meetings.

Illustrative case 2: Contribution of Parents to the development of schools.

The SGAC in this school is very active; it participates in planning for the school and ensuring that the school operates in line with the action plan. School administrators cannot make any decision alone without SGAC members. The SGAC mobilised parents to construct some classes and contribute to the feeding program. Every parent pays 5,000 Rwandan francs per month.

Director of studies, G.S Gitarama, Muhanga District.

SGACs are there in schools but in public schools they are more active than in private. In public schools SGACs contribute greatly to school development, for example they build classes especially the 12 YBE Programme, collaborate with the

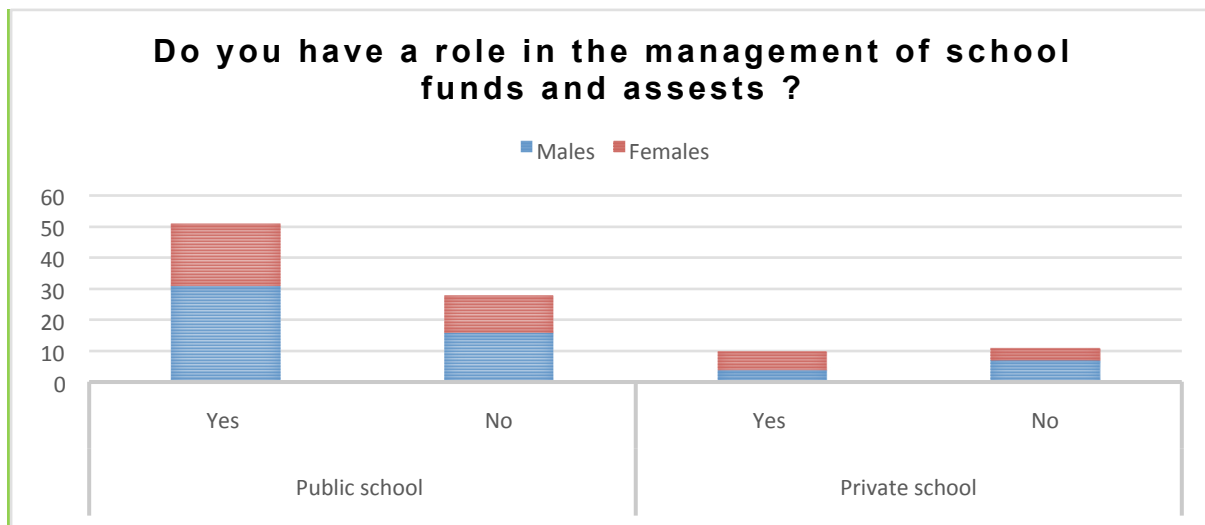
school leader to properly manage school funds and assets as well as motivating teachers in form of incentives.

Sector Education officer, Gisozi.

4.3.3 Role of SGAC in School Management.

In this study, parents' role (SGAC members) in school management was sought. Parents were asked whether they had a role in the management of school funds and assets. Details of the responses are shown in figure 5 below.

Figure 5: Role of SGAC in school management.



As depicted in figure 5, a proportion of 61 % of the respondents positively answered when asked whether they have a role in the management of funds and assets. A proportion 39% responded in the negative. Parents have a bigger role in management of funds and assets mainly in the public schools and men were relatively more than women but in private schools, there was no substantial difference.

In addition, interviews revealed that even those who claimed to have a role in management of school funds and assets are indirectly involved through a clique of a few members of the SGAC, that is, the chairperson, vice chairperson and head teacher.

This implies that in a considerable number of the sampled schools, parents have a role in the management of the school funds and assets especially in public schools. Nevertheless, it should be noted that in private schools, parents seem to have limited or no role as regards to management of assets and funds yet law no. 23/12 of 15/06/2012 empowers them to do so and it equally applies to private schools. One of the parents

emphasized the low level of parents' role in management of assets and funds in private schools. She was quoted saying:

“Parents have no role in management of school assets and funds in the school because it is private, the owner established it alone. Why should parents poke their noses in her business. That works in public schools where the SGAC chair person is a signatory.”

Illustrative case 3: Communication between schools and parents.

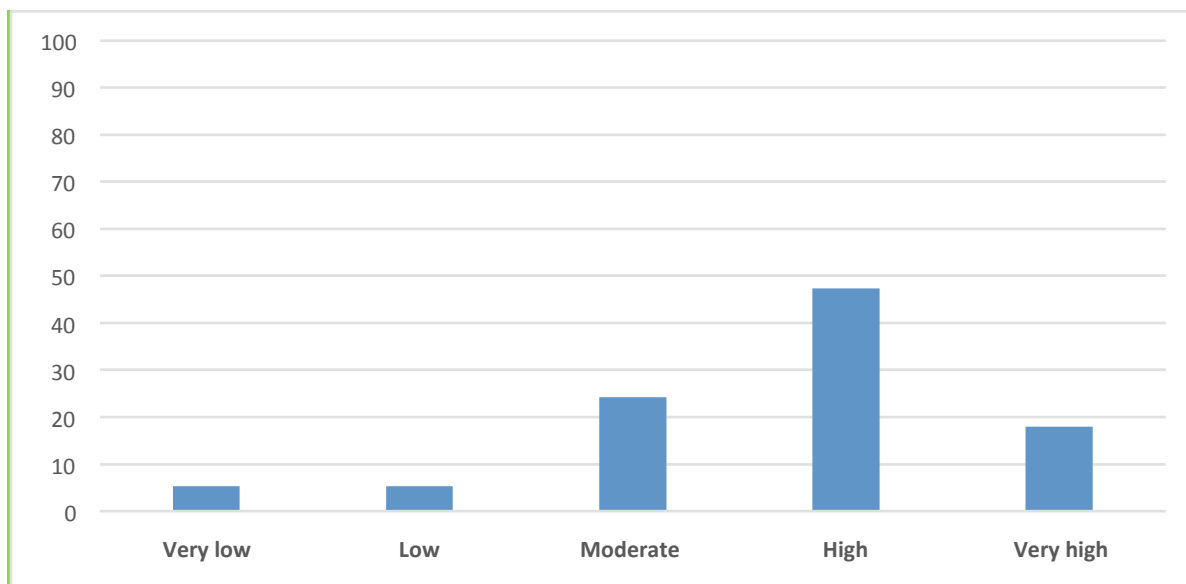
We communicate to parents by informing them the progress of their children and the problems they face in learning. This is mainly done during the SGA meeting. Also, we inform them of the school rules and regulations.

Head Mistress, Ahazaza Primary School, Muhanga district.

4.3.4. Achievement of SGACs and parents' involvement in discipline and problem solving in school.

Parents through SGAC have a central role in enhancing discipline in the school. This is clearly stipulated in the law N^o 23/2012 of 15/06/2012 governing the organization and functioning of schools where it is stated that the SGAC has the responsibility of following up the discipline and conduct of school authorities, teachers and students (article 12). In this respect, respondents were asked their level of involvement in enforcing discipline, problem solving and achievement of SGAC. Details are provided in figure 6 and tables 6-9.

Figure 6: What is the level of achievement of SGAC in the school?



As depicted in figure 6, on the whole a proportion of 65.3% of the respondents indicated that the level of SGACs achievements was high. A percentage of 34.7% intimated that it was low. However, those who said that SGAC's achievement was high pointed out that this was mainly in the area of infrastructure (building of classes) especially in public schools.

Table 6: At what level through SGAC do you assess and find solutions to the problems of the school?

			Very low	low	Moderate	High	Very high
Gender	Male	Frequency	4	14	46	48	12
		%	1	4.7	15.3	15.8	4
	Female	Frequency	10	18	38	92	19
		%	3.6	5.9	12.5	30.6	6.3

As seen in table 6, the majority of the respondents (56.7%) revealed that their involvement in assessing and finding solutions to the problems of the school was high. A proportion of 27.8% indicated moderate and 15.2% said that it was low. The proportion of females (58.9%) that got involved in finding solutions to problems in school was relatively greater than males (41.1%), which suggest that women are more concerned with school issues than men. Also, the findings seem to suggest that parents partake in seeking solutions to problems in school. The parents were further asked the problems for which they found solutions, inadequate classrooms, and discipline of students and

feeding of learners were mentioned.

Table 7: At what level through SGAC do you enforce discipline among school leaders?

			Very low	low	Moderate	High	Very high
Gender	Male	Frequency	43	28	26	40	4
		%	14.2	9.3	9	13	1
	Female	Frequency	47	30	32	44	8
		%	15.6	9.9	10.2	14.8	3

Concerning enforcement of discipline among school leaders, nearly half of the respondents (49%) said that their involvement was low. A proportion of 31.8% affirmed that it was high while 19.2% said it was moderate. There was no significant difference between males (46.5%) and females (53.5%) in enforcing discipline among school leaders. In general, these statistics show that parents' involvement in enforcing discipline of school leaders is low. Even where it is high, it was found that parents do not directly get involved, they complain to SEOs who also report to the district officials who finally take decisions.

Table 8: At what level through SGA do you enforce discipline among students in the school?

			Very low	low	Moderate	High	Very high
Gender	Male	Frequency	5	5	20	86	27
		%	2	2	8	28	9
	Female	Frequency	3	4	23	94	30
		%	1	1	7	32	10

As indicated in table 8, most of the parents (79%) revealed that their participation in enforcing discipline of teachers was high, 15% mentioned moderate and 6% said that it was low. There was no substantial difference between males and females. These results imply that parents are more active in enforcing discipline among students. In actuality, this is in line with what the law regarding organization and functioning of schools stipulates.

Table 9: At what level through SGAC do you enforce discipline among teachers in the school?

			Very low	low	Moderate	High	Very high
Gender	Male	Frequency	15	76	8	12	33
		%	5	26	3	4	11
	Female	Frequency	21	88	14	6	24
		%	7	29	5	2	8

As seen in table 9, majority of the respondents (67%) pointed out that their involvement in ensuring discipline of teachers was low (very low + low). A percentage of 8 said that it was moderate and 25% mentioned high (high +Very high). There was no significant difference between males and females. These statistics mean that on the whole, the level of parents’ involvement in enforcing discipline among teachers is generally low. This is probably due to the belief that the head teacher is the one mainly concerned with managing the conduct of teachers hence discipline. For instance, one of the teachers interviewed remarked that:

“It is only the head teacher and the teacher in charge of discipline who are supposed to enforce discipline among teachers because they are the top authorities in the school and always monitors them. Parents cannot be involved, maybe in making decision especially when the problem is addressed to them through SGAC.”

Apart from the respondents to the questionnaire, various stakeholders in education in the schools surveyed were interviewed to seek their views on the role of SGAC in enforcing discipline in school. These included among others head teachers, teachers, SGAC representatives, student representatives and sector education officers. It was found that some SGACs are active and play a crucial role in enforcing discipline most especially in public schools. They collaborate with school administrators to establish school rules and regulations and call for meetings to discuss and make decisions pertaining to teachers and students who misbehave in school.

The SGAC in collaboration with school leaders organizes SGA meetings where parents are enlightened on the discipline of children and / or teachers. Also, parents are encouraged to promote pro- social, positive behavior of their children not only in school

but also at home. In fact, in one of the schools surveyed, it was testified that the SGAC has the prerogative to recommend for the dismissal of the head of the school if they engage in outrageous undesirable behavior. This is in line with the law governing the organization and functioning of schools which empowers parents to make a follow up the discipline and conduct of school authorities, teachers and students.

However, it was revealed that some parents are not cooperative as regards enforcing discipline among learners instead they pamper their children on the pretext that children have rights which are not supposed to be violated. Such parents have a wrong conception of children's rights because they believe that disciplining a child is violating his/her rights irrespective of the behavior manifested. So, when children misbehave and the school takes disciplinary measures, they complain that their children are being mistreated. This was revealed by one of the SEOs interviewed.

Illustrative case 4: Parents' poor cooperation concerning discipline of children

Inone Gakenke primary school, the SGAC established school rules and regulations and were communicated to parents in a SGA meeting but some parents do not comply with them. For instance, one time when a teacher took disciplinary measures against a child, the parent complained bitterly and took the child to the hospital claiming that the punishment given made his child fall sick, which was not the case. Medical results showed that the child was okay. When Sector officials, SGAC members and School administrators met the parent and explained to him the behaviours of the child, he apologized.

SEO, Gakenke District.

4.3.5 Decision making.

As stipulated in the law pertaining the organisation and functioning of schools, SGAC members are obliged not only to per take in making rational decisions but also to monitor the implementation of decisions taken by the SGA. In this respect, the views of key informants were sought as regards the involvement of SGACs.

It was revealed that SGACs indulge in decision making but decisions are taken mostly by chairpersons together with head teachers. This is due to a number of reasons which include some parents under valuing their abilities; lack of sufficient knowledge and guidance from the school about their rights and responsibilities; reluctance of some

schools to involve parents, and domineering of some of committee members together with head teachers.

In addition, the findings revealed that in most of the private schools surveyed, SGACs involvement in decision making is minimal because decisions are primarily taken by the school management committee as the supreme body in private schools.

It should however be noted that; though SGACs less indulge in decision making in private schools, their contribution in public is reasonably commendable. This is attributed to the fact that they are the final decision makers and equally have the prerogative to monitor the implementation of the decisions taken. The problem is that in most cases, the chairperson and school leader are the one who make decisions on behalf of the SGAC and SGA depriving parents of the opportunity to give their views.

Concerning monitoring of the implementation of the decisions taken by SGACs / SGAs, it was found that in most schools (70%) surveyed, the SGACs try to fulfil its obligation. Nonetheless, the responsibility is mainly left to the chairperson and the vice. This is good but the two members were said to be in close collaboration with the head teachers. So, it is likely that the monitoring may be done superficially.

4.3.6 Teaching and Learning.

Many teachers and SGAC members were asked during interviews about the role of parents in teaching and learning of their children. It was found out that in nearly half of the schools, parents positively contribute to the teaching and learning of their children. For instance, through SGAs, they liaise with teachers and discuss the progress of their children in learning, the problems they encounter and ways of helping them. Also, they collaborate with local leaders to identify children who drop out of school, counsel and advise them to go back to school. Parents through SGACs motivate teachers in form of incentives and devise ways of helping children from impoverished families to get scholastic materials.

Illustrative case 5: Parents involvement in teaching and learning through SGACs.

Parents collaborate with teachers as regards teaching and learning of their children. During open days parents interact with teachers and share experiences

about the education of their children. Through SGA they decided to contribute some money for teachers, to communicate to parents regarding how their children are fairing in school as well as their welfare.

Parent ,Glory SS, Gasabo district

However, regardless of the above account on parents' active involvement in teaching and learning through SGACs and SGAs, it was equally pointed out that in other schools, parents' involvement is generally minimal. For example, in one of the schools surveyed, a teacher was quoted as evinced in illustrative case below.

Illustrative case 6: Low parents' involvement in teaching and learning.

SGAC exists and it seems to work, but it has not achieved anything. Many parents in this school seem to have wrong conception of education in Rwanda; they believe that the government is solely responsible for education of their children. The SGAC should have sensitized them to demystify such beliefs but it appears to be ineffective. The head teacher invites them to SGA meetings but very few attend. Even when they are invited at the end of the term to come and we discuss about the progress of their children many of them do not come. This is probably why this school is characterised by poor performance.

Teacher ,E.P Kacyiru I, Gasabo district

The above account implies that SGACs in some schools try to encourage parents to partake in the education of their children but in other SGACs seem not to be active. SGACs are supposed to sensitize parents to play their role by not only providing scholastic materials and paying fees for their children where required but also facilitate and help them at home. Ideally, the first learning institution of a child where he/she learns is the home. So, parents do not have to leave education of their children to teachers alone.

Regardless of age, parents play a crucial role in the education of their children. So, if they pay attention to their children, they may make commendable school achievements

4.3.7. School feeding programme.

As far as school feeding is concerned, it was generally found out that SGACs have played a big role in sensitizing parents to contribute money for school feeding. Teachers and parents interviewed pointed out that most children get their lunch at school. Despite all efforts made by SGA/SGACs in this area, this issue remains one of the most critical in the education system and deserves more attention from the central and local government, school managers and parents.

4.4. Weaknesses of PTCs and the way forward.

Respondents were asked the weaknesses of SGACs and what could be done to strengthen their role. For the weaknesses, many issues were indicated but the main weaknesses include: following up the teaching and learning of students (22.1%), understanding school leadership (16.8%), management of school funds and assets(15.1%), enforcement of discipline among students and teachers(14.1%) and making decisions (14.1%). these findings are in consonant with the views of the stakeholders interviewed. They highlighted that SGACs in many schools have loopholes especially in decision making, following up the progress of the teaching and learning of children as well as discipline.



However, in order to overcome the weaknesses, some suggestions were made. The most important ones included: parents should be sensitized about the crucial role they are supposed to play in regard to management of school budget (20.8%), parents should actively engage in assessing and finding solutions to problems encountered by the school (20.1%), appoint experienced leaders (16.6%), Parents should be enlightened on their right to ensure discipline of students, teachers and leaders in school (15.9%) and SGAC/parents should have a big role in evaluation of school achievements (15.2%).

Table 10: SGACs' weaknesses and the way forward

Item	Response	Frequency	Percentage
In general, where do you find weaknesses in the SGAC's functions?	Understanding school leadership	50	16.8%
	Management of school funds and assets	45	15.1%
	Enforcement of discipline among students and teachers	42	14.1%
	Following up the teaching and learning of students	66	22.1%
	Making decisions	42	14.1%
	Supervision	30	10.1%
	Others	23	7.7%
What do you think should be done to strengthen the role of SGACs?	Elect leaders democratically	20	4.6%
	Appoint experienced leaders	72	16.6%
	Appoint leaders of integrity	29	6.7%
	Parents should have a big role in assessing and finding solutions to problems encountered by the school	87	20.1%
	Parents should have a big role in management of school budget	90	20.8%
	SGAC/parents should have a big role in assessment of achievements	66	15.2%
	Parents should have a big role in ensuring discipline of students , teachers and leaders	69	15.9%

4.5. Factors that militate against the effectiveness of SGACs:

In this study, efficacy of SGACs in promoting the quality of education was one of the key issues of concern. This issue was raised during interviews with various key informants as well as respondents to the questionnaire. It was found out that the effectiveness of SGACs is hampered by a number of factors but the main ones are described below.

Appointment or election of passive SGACs members.

In most of the schools surveyed especially the private and government subsidised, SGACs members are passive. It is only the chairperson of the committee who collaborates with the head teacher to manage school assets and funds. The rest of the members just approve what the head teacher and chairperson present to them. Passive members are not democratically elected; the head teachers elect people of their interest or just for formality. In so doing, they elect members who are either passive or despotic in the sense that they subdue parents to succumb to their decisions. Also, it was pointed out that many parents especially those who are economically

handicapped just agree with what the 'powerful' SGAC chairpersons who together with the head teacher make decisions.

Illustrative Case 7: Impassiveness of parents due to powerful SGAC representatives.

Some parents indulge in school activities but because some of them are poor they are overshadowed by their SGAC representatives. They are not free to give their opinions; they simply endorse decisions pre-determined by a powerful clique of fellow parents and the head teacher. Others confide in the SGAC and believe that it is competent and addresses school problems adequately. So, they just approve whatever it presents to them. A SEO in Gasabo Distirct.

✚ Limited or lack of knowledge on responsibilities of SGACs.

The study findings revealed that the effectiveness of PTCs is partly affected by limited or lack of knowledge by SGAC members about their role. Most of SGACs in the schools sampled are not knowledgeable about their responsibilities as stipulated in the law governing the organization and functioning of schools. Even school leaders who are supposed to give clear guidelines to SGA and SGACs were said cited not to be knowledgeable about the law and policies concerning school governance. In most schools, the perceived responsibilities of SGACs are limited to supporting school development in terms of building classes and encouraging parents to pay for meals and provide scholastic materials to their children.

Nonetheless, SGACs in some few schools were aware of their responsibilities and execute their duties as required because they received training by MINEDUC in collaboration with organizations such as VVOB, Wellspring academy, Millennium Villages Project and VSO among others. These organizations train head teachers and PTCs in school management/leadership. For example, VVOB in collaboration with REB and the University of Rwanda–College of Education has trained many head teachers in the country and designed a module on standards in school management.

✚ Poor parents' participation in school activities.

Poor participation of parents in school programs makes SGACs and SGAs ineffective because parents through these committees constitute an important component of the school leadership, management and governance structure. Many parents do not attend

PTA meetings and this does not only deny them of the opportunity to partake in decision making but also make them lack a sense of ownership of the school. It should be noted that parents through SGAs and SGACs form an important link between the school and the community and through such a link parents feel they are part and parcel of the school hence a sense of ownership. Also, through their involvement in the life of the school, school leadership and management is strengthened.

School general committees can in part contribute to the quality of education in schools through school SGA meetings which serve as venues for discussions about a variety of educational issues. Teachers talk to the parents about education of their children, progress and ways of improving as well as student discipline issues. The SGA can also provide a powerful mediating function, providing a neutral forum for resolving conflicts that sometimes occur in schools around controversial issues. Another reason that undermines the effectiveness of SGACs particularly in private schools is that parents consider private schools as businesses of individuals and therefore they do not want to interfere. They believe that their role is mainly to pay schools fees and provide scholastic materials. For instance, one of the parents remarked that:

Private schools are like other any business established to earn income. So, parents do not have to actively get involved in their management. Our role is limited, may be discipline of our children and advising with regard to teaching and learning. The head teacher is the one who recruits and dismisses teachers, who misbehave, manage her assets and funds. [A Primary School in Muhanga District](#)

5.0: SUMMARY OF THE PERFORMANCE OF PTCS IN SCHOOLS.

In this study, a number of aspects related to the performance of SGACs in schools were analysed. The most important ones include decision making; structure of SGACs; knowledge of the law that empowers; involvement in school development; management of schools assets and funds; involvement in enforcing discipline of learners, teachers and leaders; encouragement of parents to attend SGA meetings; teaching and learning and school feeding programme. Table 7 provides a recap of the analysis of SGACs performance with regard to the fore mentioned issues.

Table 11: Recap of the overall performance of SGACs in specific aspects in school.

Item	Owned by FBOs	Owned by parents	Owned by individuals	Government aided	Public Schools
Decision making	Low involvement	High involvement	Low involvement	Low involvement	High but mostly made by PTC chairperson & head teacher
PTC Structure	Different from what is stipulated in the law	Different from what is stipulated in the law	Different from what is stipulated in the law	Different from what is stipulated in the law	Different from what is stipulated in the law
Knowledge about PTC related laws and policies	Very little and in some cases have no knowledge at all	Very little and in some cases have no knowledge at all	Very little and in some cases have no knowledge at all	Very little and in some cases have no knowledge at all	Little and in some cases have no knowledge at all
School development	Averagely involved	Highly involved	Not involved	Averagely involved	Highly involved especially in building
Management of school assets and funds	Not involved	Averagely involved	Not involved	averagely involved	Highly involved but mostly done by PTC chairperson & head teacher
Discipline of learners and Teaching learning	Highly involved	Highly involved	Highly involved	Highly involved	Highly involved
School feeding	Low involvement	Low involvement	Low involvement	Low involvement	Low involvement
	Averagely involved	Averagely involved	Averagely involved	Averagely involved	Averagely involved

6. CONCLUSIONS AND RECOMMENDATIONS:

After examining the performance of SGACs in general, and the factors that affect their effectiveness in enhancing quality education as well as decision making, the following conclusions and recommendations have been derived.

6.1 Conclusion.

In general, School General Assembly Committees in the schools sampled were functional but not effectively. The effectiveness of the SGACs is hampered mainly by: Passivity of committee members and those of SGAs who leave responsibility to the chairpersons and head teachers; limited or lack of knowledge about their responsibilities whereby in most schools SGACs responsibilities are limited to building classes and encouraging parents to pay school fees, and poor participation of parents in school activities especially attending of SGA meetings where they are supposed to give their views and make decisions.

Largely, SGACs and SGA members do not participate in decision making especially in private schools. The reasons for this include parents' underestimation of their abilities to be involved in decision making, insufficient information and guidance from the school about the rights and responsibilities of the committee members, reluctance of some schools to involve parents; domineering of a few committee members together with head teachers, and being overshadowed by the school management committee as the final decision maker particularly in private schools.

The role of SGACs is somehow discernible in areas of building premises especially in public schools. They also try to engage in discipline, teaching and learning and management of school assets and funds (in public schools) but minimally.

Schools sometimes appoint or elect SGAC members who are irresponsible and/or not confident enough to make decisions. Even when confident and responsible members are elected they hardly get time to execute their duties because they are involved in their own businesses elsewhere.

Many SGACs members are not well conversant with all their responsibilities and have no knowledge of the laws and policies governing the organisation and functioning of schools.

The study also revealed that much as SGACs make efforts to enhance discipline especially among children, they encounter some challenges such as conflict with some parents who don't want their children to be given punishments at school on the pretext of misconceived children's rights as well as lack of commitment and co-operation by some parents. Some parents are ignorant and lack the knowledge and skills to help their children in homework assignment and dealing with discipline issues because of their low levels of education.

6.2 Recommendations:

MINEDUC/REB.

1. MINEDUC/REB should conduct awareness campaign to inform SGAs & SGACs about the law and policies governing the organization and functioning of schools through user-friendly modules/brochures in Kinyarwanda which contain proper guidelines on the strategies for conducting participatory meetings, responsibilities and structure of SGACs as well as modalities for election of members.
2. Some provisions of the Law No. 23/2012 of 15/06/2012 governing the organization and functioning of schools do not necessarily apply to private schools especially as regards management of assets and funds and discipline of the head teacher. In private schools, the owner of the school is the one who has the prerogative to dismiss the head teacher and teachers in case of misbehavior. Therefore, MINEDUC/REB should spearhead the amendment of the law and policy concerning functioning and management of private schools. There is need for proper guidelines on the application of this law in private and public schools.

District/Sector Leaders (DEO/SEO).

3. DEOs/SEOs should encourage school leaders together with SGA to fairly elect SGAC members. The structure of SGAC and SGA should be in line with Law No. 23/2012 of 15/06/2012 governing the organization and functioning of schools, that is, considering among others students, gender, teachers and parents.

4. More oversight role need to be played by the DEOs and SEOs. They should establish SGAC advisory board at district and sector levels to collaborate with them in planning, setting performance targets (contracts), implementation, monitoring and evaluation of SGAC activities in schools. This advisory board could work closely with the Sector / District Consultative Council (*Inama Njyanama*).
5. DEOs/SEOs should liaise with local administrators at sector and district levels so that parents are sensitized right from the grassroots level (*Umudugudu*) about their responsibilities especially as SGAC members. This can be done during end of month communal work (Umuganda) and civic education (Itorero).

Partners in the Education Sector.

6. Education partners especially in enhancing good school management should help to sensitize and build capacity of SGA and SGAC members and parents in general about their responsibilities. Also, they should work in tandem with REB in developing a module and using it to educate the SGAC members about appropriate strategies for conducting participatory meetings, responsibilities and structure of SGACs as well as modalities for election of members. The awareness campaign can be done through drama/theatre on radio and / or television.

Schools owners/ Head teachers.

7. Encourage parents to attend SGA meetings and actively participate in deliberations and making decisions. Effective community–school partnership programs should be developed to engage parents in full participation in education of their children.

Parents.

8. Parents should be encouraged to take a more pro-active role in defining the development vision of their schools and solving their problems such as those related to school feeding, that of refusing students to attend school because of failure to pay fees and other fees levied by schools, indiscipline and others. This can be done through SGA meetings.

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Appendices:

ANNEX1: QUESTIONNAIRE

Ubushakashashatsibugamijegusuzumaaharirwakomitey'inamay'ababyeyi mu gutez'imbere ireme ry'uburezi mu Rwanda

IGIKA A/ Section A

N°	Ibibazwa / Question	Ibisubizo / Responses	Ikirango / Code
A1	INTARA/Province	1. Umujyiwa/Kigali/Kigali city 3. Iburengerazuba/Western 5. Iburasirazuba/Eastern	2. Amajepfo/Southern 4. Amajyaruguru/Northern / _ / _ /
A2	AKARERE / District	/ _ / _ /
A3	UMUJYI/CYARO/ Geographical location	1. Umujyi / Urban 2. icyaro / Rural	/ _ /
A4	UMURENGE / Sector	/ _ / _ /
A5	IZINA RY'ISHURI / Name of school	/ _ / _ /
A6	URWEGO / Nature of school	1. Ribanza/Primary, 2. 9YBE, 3. 12 BYBE, 4. TVET, 5. Ryisumbuye risanzwe / School of excellence	/ _ /
A7	STATUS	1. RyaLeta / Government, 2. Ryigenga / Private	/ _ /
A8	Itarikiy'ibiganiro /: Date for the interview ___ / ___ / 2015	Amazina y'Umukaraniw'ibar ura / Name of research assistant	Umukono/Signat ure
A9	Itarikiy'igenzura : / Supervision date ___ / ___ / 2015	Amazina y'Umugenzuzi /Name of supervisor:.....	Umukono/Signat ure
A10	Itariki yo kubishyira mu mashini (saisie)/ Date of data entry ___ / ___ / 2015	Amazina y'Ubishyira mu mashini/ Name of data entry clerk	Umukono/signat ure

IGIKA B/ Section B

N° y'Ubazwa/ Number of the respondent	Igitsina / Gender	Imyaka y'amavuko/ Date of birth	Irangamimerere/ Marital status	Amashuri yize / Education	Umurimoakora / Employment	Icyiro
	Igitsina cy'ubazwa Gabo/Male ...1 Gore/Female ...2	Ufite imyaka ingaha y'amavuko?/ How old are you? <input type="checkbox"/> 18-25...1 <input type="checkbox"/> 26-35...2 <input type="checkbox"/> 35-50...3 <input type="checkbox"/> 51-70...4	Ese, urubatse? / What is your marital status? Ingaragu / Single1Arubatse / Married 2 Yaratandukanye / Separated /Divorced. 3 Uwapfakaye /Window/ Windower4	Ni ikihe cyiciro cy'amashuri warangije? / What is your level of education? Sinize/I do not know1 Sinarangije abanza/ I did not complete primary2 Abanza / completed primary3 Ay'ingoboka / Adult education4 Tronc commun / o- level....5 Ayisumbuye / A- level6 Kaminuza / University....7	Ukoramurimoki? / What is your occupation? Ntakazi mfite / I am jobless1 Umuhinzi mworozzi / Peasant2 Umukoziuhembwa/ Salariedemployee3 Umucuruzi/ I do business4 Umunyabukorikori/ Craftsperson5 Umunyeshuri/ Student6 Ndikorera undi murimo / Self-employed....7 Ikindi (kivuge) / other8	Umubyeyi / Parent...1 Umwalimu / Teacher...2 Umukozi w'ishuri / School support staff...3
NUM	NAM	B02	B03	B04	B05	
_ _	_	_ _	_	_	_	
_ _	_	_ _	_	_	_	
_ _	_	_ _	_	_	_	

IGIKA C/Section C.

NUM	IGIKE C01	IGIKE C02	IGIKE C03	IGIKE C04	IGIKE C05	IGIKE C06	IGIKE C07
	<p>Igihe aherukira mu nama y'ababyeyi / Parents' meeting last attended</p> <p>Waba uheruka mu nama y'ababyeyi ryali? / When did you last attend parents' meeting? Mur'uku kwezi/ In this month...1 Mu gihembwe cya 2 2015/ Second term of 2015...2 Mu gihembwe cya 1 2015/First term of 2015...3 Mu gihembwe cya 3 2014/ Third term of 2014.....4 Mu gihembwe cya 2 2014/ Second term of 2014.....5 Mu gihembwe cya 1 2014/First term of 2015...6 Mbere ya 2014/ Before 2014....7 Sinibuka/ I do not remember ...8</p>	<p>Ingoy'ingenzizwe/ Main topic discussed in the Parents' meeting</p> <p>Ubwu uheruka mu nama y'ababyeyi, ingingo z'ingenzi zizwe zarebanaga na / What was the main topic discussed in the last parents' meeting you attended?: Discipline y'abanyeshuri./ Discipline of learners..1 Amatora y'abayobozi/ Elections of leaders..2 Amafaranga y'ishuri/ School fees..3 Imyitwarire y'abarimu cg abayobozi/ Discipline of teachers or school support staff...4 Imibereho y'abanyeshuri/ students' welfare ...5 Igenamigambi/ School Budget ...6 Igenzura mutungo/ Accountability...7 Ikindi (Kivuge) others...8</p>	<p>Abafite uruhari runini in the PTA</p> <p>Wasangaga ari bande bayifite mo uruhari runini: cyane./Who are the key persons in the PTA? Abayobozi b'ishuri/ school administrators..1 Abarimu/teachers...2 Ababyeyi/ Parents...3 Inzego z'ibanze/ Local leaders ..4 Abanyeshuri/Students...5 Abandi (bavuye)/others ...6</p>	<p>Ishyirwa mu bikorwa / Implementation</p> <p>Ese ubona imyanzuro yavuye muri icyo nama yarashizwe mu bikorwa ku ruhe rugero?/ At what level do you think the decisions made in the parents' meeting were implemented? Ruto cyane/ Very low...1 Ruto/Low...2 Si ruto, si runini/ Moderate...3 Ruto/Low...2 Si ruto, si runini./Moderate...3 Runini./Moderate...3 Runini/High...4 Runini/Very high...5 Runini/High...4 Runini/Very high...5</p>	<p>Ubwitabirebw 'inama y'ababyeyi / Attendance of parents' meeting</p> <p>Ujanishije usanga ubwitabire bw'ababyeyi mu nama y'ababyeyi bungani iki?/ What is the attendance of parents' meeting? Ruto cyane/ Very low...1 Ruto./Low..2 Si ruto, si runini/ Moderate...3 Runini/High...4 Runini/Very high...5 Runini/High...4 Runini/Very high...5</p>	<p>Impamvu y'ubwitabire / Reason for poor attendance of parents' meeting</p> <p>Niba ubwitabire buri hasi buri hasi, usanga buterwa n'iki?/ What do you think is the cause for poor attendance of parents' meeting? Inama ni nyishi/ Frequent meetings...1 Ababyeyi basanga ari uguta igihe/ It is a waste of time for parents..2 Ingingo zigwa ntizibanyura/ Issues discussed are not of interest to parents...3 Bihenda ababyeyi/ It is costly for parents...4 Nta ruhari rw'ababyeyi mu gufat'ibyemezo/ Parents have no role in decision making...5 Ikindi (Kivuge)/others...6</p>	<p>Amakuru atangwa n'ishuri / Communicati on between the school and parents</p> <p>Hari ubwo ababyeyi bamenyeshwa n'ishuri ikilibazo umwana yaba afite?/ Does the school inform parents of the problems that their children face? Yego/ Yes..1 Oya/ No...2</p>

IGIKA CYA D:!/ Section D

	Itangwa ry'ibitekerezol/ Suggestions to the development of the school	Ishyirwaho ry'abayobozi/ Appointment of PTC members	Imenyekanisha ry'amategekero agenga ishuri/ Communication of school rules and regulations	Imicungire y'umutungo/ Management of school funds and assets	Ingengabihe y'inama z'ababyeyi/ Schedule for PTA meetings	Iyubahirizwa ry'ingengabihe/ The level at which the schedule for PTA meetings is honoured	Gahunda y'ibikorwa/ Action plan
	Usanga mugira uruhari mu mutanga ibitekerezo mu rwego rwo guteza imbere ishuri ryanyu ku ruhe rugero, biciye mu nama y'ababyeyi?/ At what level/ do you think you contribute to the development of your school through PTA?	Mwaba mugira uruhare mu gushyiraho cg gukuraho abayobozi ba Komite y'inama y'ababyeyi?/ Do you have a role in the appointment or dismissal of PTC members? Yego/Yes1 Oya/ No...2 Simbizi/ I do not know...3	Biciye mu nama y'ababyeyi, mwaba mumenyeshwa amategekero agenga iri shuri/ Are the school rules and regulations communicated to you through PTC? Yego/Yes...1 Oya/No...2 Simbizi/ I donot know...3	Har'ubwo mu nama y'ababyeyi mugira uruhari mu gusuzuma imicungire y'umutungo w'ishuri ryanyu/ Do you have a role in the manarement of the school funds and assets? Yego/Yes...1 Oya/No...2 Simbizi/ I do not know...3	Ese mur'iri shuri hari ingengabihe y'inama z'ababyeyi izwi/ Does the school have a known shedule for PTA meetings? Yego/Yes...1 Oya/No...2 Simbizi/ I do not know...3	Niba iri shuri rifite ingengabihe y'inama z'ababyeyi izwi, yaba yubahirizwa ku ruhe rugero?/ If the school has a known schedule for the PTA meetings, at what level is it honoured? Ruto cyane/ very low...1 Ruto/Low...2 Si ruto si runini/ Moderate...3 Runini/ High...4 Runini cyane/Very high...5	Iri shuri ryaba rifite gahunda y'ibikorwa(action plan) izwi? Does the school have a known action plan? Yego/Yes...1 Oya/ No...2 Simbizi/ I do not know...3
NUM	D01	D02	D03	D04	D05	D06	D07
_ _	_	_	_	_	_	_	_
_ _	_	_	_	_	_	_	_

Sobanura mu magambo arambuye aho ubona Komite y'inama y'ababyey igaragaza intege nke? Explain in detail the weaknesses of the PTC?

.....
.....
.....

Tanga ku buryo burambuye inama yafasha mu kwongera umusaruro wa komite y'inama y'ababyeyi/ What do you think should be done to strengthen the role of PTC?

.....
.....
.....

ANNEX 2:KEY INFORMANTS INTERVIEW GUIDE.

(Head teachers, PTC student representatives, Parents representatives...)

Responsibilities of the PTC in general:

- Do you have a PTC?
 - If yes, how was it formed? Who are the members and what are its responsibilities in general?
 - What challenges does it face?
 - How can the PTC execute its duties more effectively?
 - If a PTC does not exist in the school, why?

Accountability:

- IS the PTC involved in management of the school assets?
 - If yes, how and if no, why?
- Does the school have an audit committee?
 - If yes, how was it formed and who are the members? What are its responsibilities?
 - If there is no an audit committee, why?
- What challenges, if any, do the school authorities face in working with the PTC to implement activities budgeted for?
- How do you think the collaboration between the PTC and school authorities can be strengthened in terms school management?

Planning, decision making & development:

- Does the school have an action plan and /or vision?
 - If yes, what role does the PTC play in these?
 - If no, why?
- Do parents participate in decision making in the school?
 - If yes, how?

- Can you tell me some of the decisions that were made in the recent parents' meeting?
 - If parents do not participate in decision making in the school, why?
- In your view, what is the level of parents' participation in the development of the school in general? Can you please explain?

Discipline:

- What is the role does the PTC play concerning the discipline and conduct of students, teachers and School authorities. **Probe:**
- Does the school have rules and regulations? if not why?
 - Are parents, students, and teachers aware of the rules and regulations?
 - Are the rules and regulations communicated to parents, students, and teachers? If yes how?
- What challenges, if any, does the PTC face with regard to ensuring the discipline and conduct of students, teachers and School authorities?
- How can the PTC's role in the discipline of students, teachers and authorities be strengthened?

Teaching and learning:

- What role does the PTC play in learning and teaching of children?
- What challenges does the school face in collaborating with parents to ensure effective learning and teaching of learners?
- How do you think the collaboration between parents and teachers/school should be strengthened in terms of supporting the learning and teaching of learners?

School feeding:

- What role does the PTC play in the school feeding programme?
- What challenges do the school authorities face in collaborating with parents to solicit funds for meals of learners?
- How do you think the collaboration between the school authorities and parents should be strengthened to have a sustainable school feeding programme?

ANNEX 3: SOME OF THE KEY INFORMANTS AT THE LOCAL LEVEL.

No	Names	District	Function	Telephone
1.	Icyitegetse Eugenie	Gakenke	V/President PTC	0782462463
2.	Ndayambaje Frederick	Gakenke	President PTC	0788763863
3.	Twagirayezu Valens	Gakenke	Sector Education Officer(SEO)	0788675991
4.	Bizimana J nepomuscene	Gakenke	Director	0783856179
5.	Akineza Marie Chantal	Gakenke	Director	0783194435
6.	Gasana Michel	Gakenke	President PTC	07883217179
7.	Ndacyayisenga Scholastique	Gakeke	Director	0788890260
8.	Nshimiyimana Protogene	Gakenke	Director	0788479254
9.	Buregeya Silas	Gakenke	Director	0788684501
10.	Habimana Bonaventure	Gakenke	President PTC	0783209964
11.	Nibarebereho Vincent	Gakenke	Head	0783166679
12.	Uwimana Alphonsine	Gakenke	Representative of administrative staff	0788573160
13.	Mutimutuje Hubert	Gakenke	SEO	0788523539
14.	Bizwinayo Janvier	Gakenke	DOS	0788646832
15.	Murekatete Emeline	Gakenke	Head Girl	
16.	ISHIMWE Moise	Gakenke	SEO	0788740014
17.	NtagweraVedaste	Gasabo	SEO	0789198274
18.	Umurerwa Nadine	Muhanga		0788828664
19.	Rwamatari Damescene	Muhanga		0785066087
20.	Musabyimana Etienne	Muhanga		
21.	Mukeshimana Constance	Muhanga		0788690929
22.	Ndayizeye Gerard	Muhanga		0783484876
23.	Mukandera Francoise	Muhanga		0783493356
24.	Kaberuka Epherance	Muhanga		0786016397
25.	Nshimiyimana Alphonse	Muhanga		0788433981
26.	Raina Suff	Muhanga	Director	
27.	Nduwayezu Kabale Benoit	Muhanga	Head Boy	
28.	Hategekimana J Baptiste	Muhanga	President PTC	0788498511
29.	Yambabariye Esdras	Muhanga	DOS	0788872572
30.	Musabyimana Elvanie	Muhanga	Member PTC	078378595
31.	Muganimana Viviane	Muhanga	SEO	0788761289
32.	Tuyizere Cosma	Muhanga	Head Boy	
33.	Sinibagiwe J Pierre	Bugesera	Director	0788639536
34.	Muhozana Kayitesi	Bugesera		
35.	Baragijimana Pierre	Bugesera	PTC Member	
36.	Mutesi Faith	Bugesera	Head girl	
37.	Nyiramayonde	Bugesera	PTC Member	

	Jacqueline			
38.	Batamuriza	Bugesera	SEO	0788522610
39.	Murindabigwi Leonard	Bugesera	President PTC	0788740307
40.	Ntaganda Gonzalve	Bugesera	DOS	0788570721
41.	Nyirabahutu Apolinaire	Karongi	Teacher	0788661614
42.	Nyiramakuba Odette	Karongi	Accountant	0725238200
43.	Sibomana Edouard	Karongi	Director	
44.	Marembo Aimee	Karongi	Head Girl	
45.	Niyonzimalsae	Karongi	Animateur	0788924272
46.	Gatete Pacifique	Karongi	Head Teacher	0782294134
47.	Senyenzi Felicien	Karongi		
48.	Nyiramisago Josiane	Karongi	Director	
49.	Habinshuti Pascal	Karongi		0788861102
50.	Bananeza PACIFIQUE	Karongi	Head boy	
51.	Musilimu Moise	Karongi	Director	
52.	Usabyimana Geras	Karongi	Head Teacher	0788598429
53.	Kayigamba Alice	Karongi	Head Girl	
54.	Mukangarambe Cansilde	Karongi	Sister(Religious)	0788229357
55.	Kabengera Innocent	Karongi		0783086565
56.	Gatete Leonard	Karongi		0783051537
57.	Uwamariya AURELIE	Karongi		0788657884
58.	MunezeroTherence	Karongi	SEO	0783420861

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