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EFFECTIVE PRIVATE SCHOOLING IN POST-CONFLICT CONTEXTS: A CASE STUDY OF APEFE MWEYA GROUPE SCOLAIRE IN RUBAVU DISTRICT, RWANDA

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A Research Report Submitted to the Wits School of Education, Faculty of Humanities, University of the Witwatersrand in fulfilment of the requirements of the degree of Master of education.

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Declaration

This research report is my own unaided original work, unless specified to the contrary in the text. It is submitted in partial fulfilment of the requirements for the degree of Master of Education by Coursework and Research Report (full time) at the University of Witwatersrand, Johannesburg. It has not been submitted before for any other degree or examination at any other university.

.....

Jean Philippe HABIYAMBERE

Date:

Johannesburg

Dedication

To Marie Rose Mukeshimana, my beloved wife

To Sylvie Isimbi, my daughter;

To Mr and Ms Jean Baptiste Gakwandi

To my brothers, sisters and friends

Acknowledgements

I would like to acknowledge and thank APEFE Mweya, the private primary school that participated in the study and allowed me to conduct and complete my research at the school. They provided me with full access to all school stakeholders and school documents pertaining to the study without any restrictions. Without the help of the research participants, I would not have been able to collect the information that was needed.

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I am thankful to the government of Rwanda for funding my studies through the Students' Financing Agency for Rwanda (SFAR). Also, in the same regards, I am thankful to the Rutsiro District officials for the financial support they kept disbursing to my family.

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Last, but not least, my thanks go to my family in general, and to my beloved wife Marie Rose Mukeshimana in particular, for enduring my absence from home during the course of my studies at Wits. Also, Sylvie Isimbi, my daughter who knew that Mom was talking to Dad on the phone but she was unable to do the same.

Abstract

The aim of this case study project was to understand the factors that determine the effectiveness at Groupe Scolaire APEFE Mweya, a parent private school in Rubavu District, Rwanda. It was motivated by a persistent decline in school quality for many public elementary schools in Rwanda while on the other hand some private schools have recorded very good results in national examinations. The review of the literature revealed the important attributes of school effectiveness research in developing countries. An enquiry was conducted using personal interviews of a small sample of fourteen participants together with observation and analysis of school documents. The findings suggest that Mweya School owes its success to adopting the moral inclusion of Hutu and Tutsi ethnic groups as a sign of overcoming historical racial discrimination, and secondly to its committed teachers (work ethos) and learners; organisation and accountability of teaching and learning; private supplementary tutoring; the recognition of work done and the motivation of the teachers and learners. The findings also found that the leadership style of the principal was not delivering according to expectations and suggestions were provided to maintain the momentum of good results.

List of tables

Tables 1: Astrida College enrolment by socio-identity groups…….2
Table 2: Primary-school enrolment by province and socio-identity groups, 1989/1990…….3

Table 3: Details about genre and function of interviewees.....28

Table 4: The Mweya School population for the last three years.....37

Table 5: The timetable at Mweya Primary School.....47

Abbreviations

9YBE: 9 year basic education

AIDS: Acquired immune deficiency syndrome

APAPER: Parents Association for Education Promotion in Rwanda

APEFE: Parents Association for Training and Education of Children

CERAI: Post-primary vocational college and Arts

DRC: Democratic Republic of Congo

EFA: Education for All

ESSP: Education Sector Strategic Plan

FREP: Rwandese Federation for Private Schools

GoR: Government of Rwanda

GS: Groupe Scolaire

HIV: Human immunodeficiency virus

ICT: Information Communication Technology

IDPs: Internally Displaced People

IQ: Intelligence Quotient

JRES: Joint Review for Education Sector

Med: Master of Education

MINEDUC: Ministry of Education

NGO: Non Government Organisation

P: Primary

PTA: Parent-Teacher Association

RNEC: Rwanda National Examination Council

RPF: Rwanda Patriotic Front

SER: School Effectiveness Research

SES: Socio Economic Status

TR: Teacher Representative

TV: Television

UNESCO: United Nations Educational Scientific and Cultural Organisation

USA: United States of America

Wits: University of the Witwatersrand

Table of contents

Declaration i

Dedication ii

Acknowledgements iii

Abstract iv

List of tables v

Abbreviations vi

Table of contents viii

CHAPTER ONE 1

1.1 Introduction 1

1.2 Historical Background of the study 1

Education in Rwanda before colonialism 1

During colonialism 1

Post-independence education 2

The years 1994-2010 5

1.3 The aim of the research 7

1.4 Central research question 7

1.5 Rationale 7

CHAPTER TWO: LITERATURE REVIEW 9

2.1 Introduction 9

2.2 Defining school effectiveness. 9

2.3 Background to the origin and evolution of school effectiveness 10

2.4 Trends and patterns in effective school research 11

2.5 School effectiveness in developing countries 12

2.6 Which school characteristics contribute to achievement in developing countries? 15

Teacher qualification and training 15

Teacher mastery of subject matter and pedagogical skills 17

Motivation and incentives 18
Textbooks and instructional materials 19
Quality of school management 20
2.7 Investigating successful schools in South Africa 21
Improving school quality in South Africa: a study of schools that have succeeded against the odds. 21
The Ministerial committee: Schools that work 22
2.8 Conclusion 23
2.9 Theoretical Framework 24
2.10 Study Limitations 25
CHAPTER THREE: METHODOLOGY 26
3.1 Introduction 26
3.2 Population of the study and criteria of selection 26
3.3 Data collection techniques 28
3.4 Processing data 30
CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS 32
4.1 Introduction 32
4.2 Introduction to the school 32
A geographical description of the school 32
Background to the school 33
The school administration committees 35
Good results as a criterion of selection 36
4.3 Factors contributing to the effectiveness of Mweya School 37
A. Ethnic Inclusion 37
B. Importance of teachers and staffing 42
C. Organising teaching and learning 46
D. Private supplementary tutoring 51

E. Accountability 53

F. Leadership and management 55

G. Salary, recognition, motivation, and rewards 57

H. Community support and resources 59

CHAPTER FIVE: CONCLUSION 61

Bibliography 64

APPENDICES 70

Appendix 1: Interview guide, observation and documents 'analysis 71

Appendix 2: Information letter to Legal Representative of APEFE MWEYA (Translation from French) 73

Appendix 3: Information sheet to the school principal 74

Appendix 4: Information sheet to the President of PTA 75

Appendix 5: Interview consent letter for parent, teacher, the principal, and the education inspector 76

Appendix 6: Consent form for the use of school official documents (for the principal) 77

Appendix 7: Confirmation letter from the school (translated from French) 78

CHAPTER ONE

1.1 Introduction

This chapter introduces the general conception and organisation of the study. It starts with a general background to the study by highlighting the discriminatory educational practices which were characteristic of the education system in Rwanda during the colonial and the post colonial periods. It then proceeds to the research aim, the central research question and the rationale of the study.

1.2 Historical Background of the study

Education in Rwanda before colonialism

The education system in Rwanda has gone through a number of changes due to ever changing ideological and educational policies

Traditionally, Rwanda had its own system of education that corresponded to the needs of the people. Most learning was informal and the education was oriented towards practical activities in the home. Education was largely delivered through the family under the responsibility of elders and both girls and boys learned cultural values, the philosophy of life of the people and different responsibilities pertaining to one's people. A more structured education was taking place in "*amatorero*" (training schools) where young boys '*Intore'* learned military and war skills, iron smithing and foundry, poetry, basket making, reasoning skills learned through stories, games and riddles, etc. Learners were required to show acquired skills expected in the community (Hayman, 2005).

During colonialism

Rwanda was under Belgian mandate between 1919 and 1962. From 1919, the traditional education system has been abandoned and a western type education system was adopted. However, educational provision was very limited and discriminatory in character, particularly in post-primary education where priority was

given to Tutsi people as an elite ethnic group of the colonial authorities (Hayman, 2005). During that period, the Catholic Church's missionaries were the major providers of education with the colonial authorities limited to overseeing policy, curriculum and inspection. Astrida College was the most prestigious educational institution in the country.

Table 1: Astrida College enrolment by socio-identity groups

	Tutsi pupils	Hutu pupils
1932	45	9
1945	46	3
1954	63	19
1959	279	143

Source: Obura (2003)

Access for Hutu (the other major ethnic group) to education improved in the 1950s, when a new generation of Catholic missionaries began to support the social uplifting of the Hutu. The increased pressure to change was characterised by the revolution of 1959 and the establishment of an independent Hutu led government in 1962 (Hayman, 2005). In the 1920s, the *libre subsidié* (state assisted schools) system was established whereby the state provided the financial support including teacher salaries for church-run schools, a system which persists to this day and applies to churches, to NGOs and to public schools.

Post-independence education

The post-independent Rwandan political leadership did not do much in terms of removing the social injustices that were historically exacerbated. Instead, the political systems reinforced the social injustices based on ethnicity, regionalism, gender disparity, and religious discrimination, which all could certainly have contributed directly to the 1994 genocide (Obura, 2003).

By the 1970s, entry to all government secondary schools and tertiary institutions was determined by 'ethnic and regional' quotas, and later this policy extended to the entire public employment sector (Hayman, 2005). Each school had to respect the predetermined ethnic quotas. The examination results of primary leavers who

enrolled in secondary schools were first to be seriously scrutinised. The quota policy was regularly monitored and analysed even at primary level as indicated in Table 2.

Table 2: Primary school enrolment by province and socio-identity groups, 1989/1990

	P1					P1-P6				
Province	**Hutu**	**Tutsi**	**Twa**	**Other**	**Total**	**Hutu**	**Tutsi**	**Twa**	**other**	**Total**
Butare	21080	4095	102	180	25467	90052	21146	323	731	112252
Byumba	25046	533	53	210	26264	109477	3138	154	1278	114047
Cyangugu	13744	1481	59	39	15323	66344	8573	183	247	75347
Gikongoro	11933	2011	52	2	13998	57014	9906	195	27	67142
Gisenyi	25259	962	170	7	26398	107265	4002	304	53	111624
Gitarama	25933	2315	90	36	28380	119142	13402	321	142	133007
Kibungo	17930	1426	27	36	19419	80519	8672	93	198	89482
Kibuye	13725	2274	29	6	16034	58846	10556	72	19	69493
Kigali	33041	3439	98	357	36935	147084	19801	283	1918	169086
Ruhengeri	26686	136	67	10	26899	116169	728	124	28	117049
Total	214805	18672	747	883	235107	951912	99924	2052	4641	1058529
Percentage	91.4	7.4	0.3	0.4	100	89.9	9.4	0.2	0.4	100

Source: Obura, (2003)

Ethnic quotas for schools were based on a theoretical national population of ninety per cent Hutu, nine per cent Tutsi, and one per cent Twa.

Besides being overtly discriminatory, the post-independence education system was also characterised by very limited access. For instance, in 1987, public and private secondary subsidised schools could not take more than eight thousand to ten thousand of the approximately forty thousand primary school leavers from a population exceeding four million (Hayman, 2005; Mineduc, 2003).

The curriculum was heavily academic, focusing on religion, philosophy and language under the education system of the type 6-3+3-3/4 model (six years primary, three years lower secondary and three years upper secondary, three to four years tertiary) with vocational, technical and academic streams at secondary level. This education system worked until 1977 before it was replaced by a new ‘reformed’ system.

The shift in the education system was recommended by the World Bank. This world body institution highlighted the need to orient education more towards the needs of the rural population and also identified the lack of vocational training in the education system (Hayman, 2005). During 1977, the educational system was reformed into an

eight year primary cycle with a six year secondary education for a small minority of learners, with streams of general and technical education at secondary education. About ten per cent of pupils continued with post-primary education from 1992. The educational reform also introduced the other post-primary option of three years and with home care-studies, agriculture, and home-craft courses curriculum. The girls learned but were taught separately or apart from boys in vocational centers such as CERAI: *Centre d'Enseignement Rural et Artisanal Integré*, but access was also based on ethnic quota criteria as stated in the Education Act of 1985:

> "*Students in post-primary vocational colleges (CERAI) were selected on the basis of the best results, while respecting ethnic and gender balance" (*Chapter 2, Article 54, P.20, MOE 1987)

In the pre-1990 period, Rwanda had a gross enrolment rate of sixty five per cent in primary schools. However, the quality of teaching was an issue, with poorly qualified teachers and short supplies of materials, affecting retention rates and performance (Mineduc, 2003).

The second major reform of education occurred in 1991, which envisaged a return to the pre-1977 structure of six years primary, three years lower secondary and three years upper secondary. It was also planned to rationalise the curriculum, and redesign of learning materials, and the reorganisation of teaching staff. However, this policy revision came as Rwanda was descending into civil war and the reforms were barely enacted (Hayman, 2005).

Introduction of private education

In a quiet revolt at the increasing tensions in secondary schools and very limited access as the result of ethnic and regional quotas, numbers of parents' associations managed to set up dozens of private secondary schools as a compensatory but more costly alternative system. Nevertheless, the increase in the number of schools has not been accompanied by favourable measures for the promotion of private education: the overall quality of education is deplorable (Hayman, 2005). Private education had no access to government subsidies or assistance from donors.

The Rwandan Ministry of Education had no structure for the management and co-ordination of private education – most private schools had not been approved by the government. Many graduates of the schools, which were created by parents, could not continue their studies into higher education nor are their certificates recognised by employers *(ibid).* Private schools have been grouped within the Rwandese Federation for Private Education (FREP) (Mineduc, 2003). This federation aims to influence the policy of the government concerning private education as well as to ensure co-ordination for the promotion and development of private schools and the improvement of relations with other countries and external partners who encourage private education. Briefly, private education remained an education for those who had been unable to enter the public system.

In summary, one can argue that education in Rwanda for the period from post independence until the genocide (1994) was characterised by serious divisions fuelled by the Catholic Church in the beginning and deepened by the ethnic and regional biases in admissions policy by post-independence governments (Hayman, 2005, Obura, 2003).

The years 1994-2010

The civil war erupted in 1990 and culminated in the genocide of April to July 1994. A consequence of the genocide was that the education system was also destroyed throughout the country. Schooling stopped, buildings were destroyed, the university was sacked, libraries and the national archives were pillaged, and large numbers of teachers were killed or fled the country. Stress and trauma levels were high; pupils became orphans and many became household heads, other pupils were left with unwanted pregnancies, and often in extreme poverty (Hayman, 2005). There is an immense need for the education system to recover and not only a physical recovery in terms of infrastructure, but to re-establish the faith of the people/community in education. Furthermore, the massive population movement both out of and into Rwanda meant that pupils were entering the school system from different educational and linguistic backgrounds; as refugees from earlier exoduses (notably from Uganda as a result of the 1959 revolts and social revolutions, Burundi and DRC) as a result of the various revolts and social revolutions that occurred.

After the events of 1994, the new government of Rwanda emphasised the promotion of new values beyond the ethnic, regional, and religious prejudices of the past. These values have been central to the curriculum debates ever since (Okech & Torres, 2005; Hayman, 2005). Since the early 2000s the Ministry of Education (Mineduc) has gone through a process of policy development and strategic planning. The various policies and plans developed include an Education Sector Policy (2002), a 2004-2008 Education Sector Strategic Policy (ESSP) and an EFA Plan of Action (2003). All of these have set ambitious goals for various aspects of education. In particular, all of this planning was guided by two main aims assigned to MINEDUC. To provide human resources for economic development while promoting peace and tolerance.

Currently, education is provided by a range of state and non-state stakeholders, generally divided into public, state-assisted (*libre subsidié*) and private initiatives. However, the private sector covers a wide range of profit and not-for-profit organisations. The Government is encouraging the non-state stakeholders as the Ministry of Education is keen to encourage the diversification of provisions, to work closer with the private sector to provide education at all levels and vocational training services (Hayman, 2005). Primary education receives the greatest allocation of resources from the public sector and state assisted institutions. With regard to private primary schools, most private schools are based in the capital, Kigali, and account for around only one per cent of provision. Private primary schools are considered to be better equipped in terms of staff and material resources than their public counterparts, but there is little difference between public and state assisted primary schools (Hayman, 2005).

After the events of 1994, transitional measures were taken in favour of private education, such as the abolition of the quota system in favour of merit and the introduction of a single examination for the Diploma to mark the completion of secondary studies for all those in private and public secondary education (Hayman, 2005). The increasing growth of vibrant private education initiatives is again evident. However while private primary education is growing in Rwanda, there has been very little research on this sector, particularly on its effectiveness.

1.3 The aim of the research

The aim of this study is to investigate the factors associated with effectiveness in private schooling in Rwanda. The identification and evaluation of those factors is with a view to understanding the contribution of local knowledge of school effectiveness and its subsequent implications for school and educational development in Rwanda.

1.4 Central research question

The central question of this study is: what are the characteristics or factors associated with effective private primary schooling in Rwanda, and how has the national post-genocide environment shaped these factors.

1.5 Rationale

For a period of more than three years (2005-2008), I have been working as district education officer in a remote area of western Rwanda. During that period, I have been able to reach most of the elementary public and private schools in this district, when monitoring school activities. The overall description of schools under the district jurisdiction was characterised in this period by inadequate provision in school inputs (teacher training is almost non-existent, school infrastructure inadequate). This particularly difficult context in which schooling was being effected was largely the result of the recent civil war and the genocide which the country experienced. The government is trying hard to rehabilitate the education sector but, the way ahead still seems long. In order to improve schools a system of ranking the schools according to the results of school candidate leavers, particularly those finishing in sixth form was used. At the national level, this exercise is used by the Rwanda National Examination Council (RNEC).The ranking of schools takes into consideration the mean variation among school candidates' results. Following the national announcement of results, Districts and schools are either congratulated or blamed according to whether they performed well or ranked poorly. About two thousand, three hundred schools countrywide distributed across thirty districts are involved in this exercise. For instance, in the 2006 academic year, the KABITOVU

Primary School, one of the RUTSIRO District schools (from where I was the education officer) had the worst result in the country.

On the other hand, there are also other schools which used to be ranked highly in the country, with a hundred per cent pass rate of their candidates. Some of these top schools are private schools and most of them are located in urban areas. Since then, the idea of investigating what a Rwandan school needs to be ranked as effective was on my mind.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

It can be assumed that parents send their children to school to ensure the improvement of the child's behaviour, development of personality, and academic achievement. From that assumption, parents try to discriminate between schools and choose the school in which they expect their children will attain the most effective education (that means roughly 'good schools'). Sammons (2006) claims that in School Effective Research (SER), researchers seek the understanding of school performance and its implications to school improvement for those engaged in the search to promote quality in education and raise standards. In this chapter, I explore the characteristics which determine school quality in developing countries in order to address the school development issues in those countries. Prior to that, a brief discussion on definitions of school effectiveness and the historical background of the movement are provided.

2.2 Defining school effectiveness.

Many reviews on school effectiveness or effective school did not come up with a consensual definition. For instance, according to Scheerens (2000: 20), school effectiveness is a difficult concept to define as it depends on the contexts in which school A or B operates and refers to the performance the school registers. This performance is expressed as the "outputs" which in turn is measured in terms of pupil achievement. Considering that schools are more or less equal in terms of pupil's innate abilities or socio-economic background, Scheerens further argues that school effectiveness should be seen as the degree to which schools achieve their goals in comparison with other schools that are equalised, through manipulation of certain conditions by the school itself or the immediate school context .

The concept of school effectiveness may also be defined by using an economic approach in which effectiveness and efficiency are related to the production process of an organisation (Scheerens, 2000; Fuller, 1985). Therefore, school effectiveness is the degree to which schools transform inputs into outputs. For the school context

inputs include pupils with certain given characteristics, financial and material aids while outputs on the other hand include the pupil's attainment at the end of schooling. The transformation process can be understood in this case as all instructional methods, curriculum choices and organisational preconditions that make it possible for pupils to acquire knowledge.

In their view, Sammons et al., (1995) define an effective school as "one in which students' progress further than might be expected from consideration of its intake*".* Therefore an effective school adds extra value to its students' outcomes in comparison with other schools serving similar intakes. Making reference to the persistent gap between developed and developing countries, Reviere (2004) argues that this gap needs to be bridged by effective school definition. However, the question of value of education, the purpose of schooling, the quality of students' educational experiences and what constitutes an excellent school remain the subject of much argument and are unlikely to be solved easily (Sammons, 2006).

Again, many studies on School Effective Research (SER) have been judging school effectiveness according to only academic competencies (such as in literacy and in mathematics) while school effectiveness is broad, as it encompasses the achievement of basic skills, academic achievement, problem solving and social skills (Reviere, 2004).

2.3 Background to the origin and evolution of school effectiveness

School effectiveness research is generally regarded as having begun in the United States in the 1960's with the Coleman (et al.,1966) study, *Equality of Educational Opportunity report* on inequality in American schools and in Britain with Rutter (1979) (Reviere, 2004) the Coleman (1966) report, and other studies which followed such as (Jansen, 1967; Jencks, et al., 1972; Averech, et al., 1972), which were widely endorsing the view that schools did not make a significant difference in student outcomes in comparison with factors such as IQ, race, and socioeconomic status. The socioeconomic background was the factor considered to be the biggest determinant of students' success in schooling. There was then a strong reaction to this interpretation as other researchers set out to prove that schools did have effects

on their students (Reviere, 2004). This body of work is often called school effect research (SER) (Reviere, 2004; Jansen, 1995). Among these researchers were Weber (1971); Lezotte, Edmonds, & Ratner (1971); Frederiksen (1975); Swanson (1976); Edmonds & Fredericksen (1978); Brookover & Lezotte (1979), and Edmonds (1979).

The strategy used by School Effective Research (SER) was to identify schools which produce better than expected student outcomes based on the socioeconomic background of the students, typically as measured by standardised tests. The aim of School Effective Research (SER) was to disprove the research which indicated that schools did not make a difference and, to argue that poor students, particularly, poor, urban black students, could succeed in school. Researchers found schools which performed better than would be expected based on socioeconomic status (particularly poor students) and termed the schools they identified as 'effective' or 'instructionally effective'. Research then changed focus to identify what were the characteristics of these schools and School Effective Research (SER) was born.

The central focus of School Effective Research (SER) concerns the idea that *schools matter*, that *schools do have major effects upon children development,* and that to put it simply, *schools do make a difference* (Sammons, 2006). At the heart of School Effective Research (SER) are the questions: how can we measure the influence of schools and by extension of teachers on their learners in schools.

2.4 Trends and patterns in effective school research

Jansen (1995) has tried to categorise effective school research since its origin in the 1960s with the Coleman report, each decade with specific trends.

The first studies related to school effectiveness relied on large sample regression and correlation analysis of school inputs and outputs. For example, the Coleman study was conducted in four thousand schools with the aim of examining school characteristics (physical facilities); staff issues (Teacher training) and student background (socio-economic status). The Coleman report (1966) has been critical of measuring available resources but without considering how those resources were organised or used. Studies in the 1960s and 1970s focussed on average

achievement whereas within the same school there may have been a wide range of classroom achievement levels and a wide variation in individual student achievement levels (Jansen 1995).

In the late 1970s and early 1980s, Ronald Edmond (1979) introduced a checklist on effective school for the urban poor, aimed at describing the characteristics of effective school (Jansen, 1995). The first effective school's characteristics were found to be both different and contradictory and there was no consensus on what constituted the salient characteristics of effective schools.

The late 1980s and early 1990s was a period of effective school research. That led researchers Aitkin & Longford (1986); Goldstein, (1987); Odden, (1990); Witte & Walsh, (1990) to conclude that school has a positive impact on student achievement in contrast to the Coleman report (1966) which stated that school has no effect on student performance.

2.5 School effectiveness in developing countries

Compared to the extensive body of research on school effectiveness in the United States, there are few studies on school effectiveness in Africa and the rest of the developing world (Fuller, 1985; Reviere, 2004; Fleisch, 2007). According to Reviere (2004), many commentators have argued that the condition is partly due to the lack of research on School Effective Research (SER) in those countries. This small number of research studies was due to the fact that, unlike in the United States, where the School Effective Research (SER) movement has been raised for the investigation of equity in schools, no such equity issues have been raised in the Third World. Rather than equity, the main driving force in school research became a quest of efficiency as the researches were largely sponsored by donor agencies providing aid to countries of the Third World. Such research studies were intended to prove that investments in education were worthwhile on the one hand, and on the other hand, to identify which inputs provided the greatest return on the investments (ibid.). Another reason for the limited amount of research is the lack of human and material resources particularly in Africa. According to Reviere (2004) and Fleisch (2007), African universities which would be expected to research their national

systems in a similar way to the USA, Europe, or/and Australia, have little resources, lack adequate governance and autonomy; suffer from poor management and a brain-drain. Few books are published by African universities because teachers, constrained by their economic situation, prefer to devote themselves to consultancy work sponsored by foreign organisations. Those studies were project research priorities defined by the particular foreign organisation and were not intended for academic edification, those are reasons why they have not been published.

The third main reason of the lack of growth of the School Effective Research (SER) movement is the competing demands in the education sector for funds from developing countries where improving access, gender equity, and internal efficiency have come to dominate much of the intellectual energy of many leading scholars on the continent (Fleisch, 2007). The reason as Fleisch explains was the lack of consensus on the utility of the effectiveness/improvement paradigm in countries like South Africa where the issues of quality education and equity have been at the top of the agenda. There has been in fact considerable hostility to the western school effectiveness approach (tradition) from which some researchers like Harber and Muthukrishna (2000) and Harber (1997) are suspicious of the narrowness feature within which school effectiveness outcomes are defined. These authors have claimed that the measures of effectiveness should be in terms of democratic values, safety, and non-violence first, when one considers the history of education in South Africa. In fact, they argue that the South African Apartheid regime's education system, characterised by deliberately serious inequities, and manipulations among its composing races, and coupled with poor school resources have led to a lack of 'a culture of learning and teaching' and a legacy of violent resistance in black schools. For instance, studies of black schools conducted after the Apartheid era noted that in many schools staff and student attendance was sporadic, the principal had given up attending to school problems, teachers had lost their desire to teach and there were tensions between rival organisations and between all elements of the school community. Vandalism, gangsterism, rape and drug abuse were rampant. The morale of all parties in the black school community was low (Harber & Muthukrishna, 2000, p. 424).

Relying on a review of seventy two empirical studies completed over fifteen years prior to 1985, Fuller (1985) described the school effectiveness in developing countries as questionable because after the colonial era, mainly in Africa, government policymakers and development groups focused on the quantity of education by building more school structures, hiring more teachers, and enrolling more children as a sign of change yet the quality of teaching and learning that occurred was questionable.

Literacy and the academic achievement of children in Third World countries remains below the performance of students in industrialised countries at the same grade level (Fuller, 1985). A very low rate of literate student graduate in their native language (ten per cent, aged fourteen as benchmark) and there is a similar low rate of student achievement in maths. In most Third World countries, one-quarter of all children complete the fourth grade. The frequent grade-level repetitions and high dropout rates impose more costs to governments of developing countries. Also there are few seats and desks at these schools. The ratio of pupils to teachers is as high as 55:1. Schools in the Philippines had one textbook for every ten students; and shortage of books and basic materials are common. The budget spent on instructional material and expenditure per pupil is very limited when compared with the situation in industrialised countries. In Tanzania, one third of all rural teachers from whom the majority don't meet national qualifications work in a one-room schoolhouse. Children in developing countries are coming from families with very low income; hence experience low quality of life, especially in terms of nutrition, physical health, and cognitive stimulation. Above that, the demand for child labour is high especially when it comes for those children to work in agriculture or urban jobs for extra income for their families.

From this prevailing description of school systems in developing countries, the definition of school effectiveness will vary according to the context (Fuller, 1985).

2.6 Which school characteristics contribute to achievement in developing countries**?**

The production-function metaphor (with particular school inputs including teaching practice that raise school achievement) continues to be relied upon to represent the school process at producing educated children (Fuller, 1985; Clarke, 1994). The body of evidence in the literature seems to suggest that the main school factors which strongly influence pupil achievement are related to teachers (Teddlie & Reynolds, 2000, Fuller, 1985), instructional materials; school management and incentives, while factors such as class size; laboratories and teacher's salary have limited influence.

Teacher qualification and training

The teacher is the primary resource that is consistently related to student achievement in developing countries (Teddlie & Reynolds, 2000). Many studies have investigated the teacher's qualification, the total length of schooling, in-service training and experience. This is because a teacher in his or her classes he/she is the only one to manage the material resources available in order to design learning activities. As Colby and Witt (2000) state, the highest qualified teachers are the most capable of helping their students learn, having deep mastery of both their subject matter and pedagogy. According to Fuller (1985, p. 48), twenty one out of thirty studies in Latin America found a significant association between a teacher's level of general university or specific training and the achievement of their students. In addition, teacher credentials were found to be a strong predictor of student achievement in Uganda in a sample of four hundred and sixty three primary school graduates. The effects of quality teachers in enhancing good academic achievements to children have been reported in Singapore, South Korea and Hong Kong (McKinsey, 2007) where the systems only retain the best graduates from college to undergo further teaching training in Universities. Those school systems which are among the best performing worldwide argue that: "the quality of an education system cannot exceed the quality of its teachers (ibid.).

As a result of not being able to develop qualified teacher personnel because of budget constraints, some developing countries have opted for ongoing professional training for their teachers as an alternative. Colby and Witt (2000) argue that the ongoing professional training keeps teachers abreast of new knowledge and practice in the field of teaching as well as helping teachers to raise students' achievements. Case studies from Bangladesh, Botswana, Guatemala, Namibia and Pakistan have provided evidence that ongoing professional development especially when it is carried out in the early years after initial preparation and throughout a career, contribute significantly to student learning and retention (Colby and Witt, 2000; Fuller, 1985). In-service training was strengthened in some countries in Latin America (Colombia, Uruguay, Venezuela and Chile) to develop teachers' capacity for self-reflection and professional decision-making in class (Vedisco & Navarro, 2000).

However, despite the importance of this determinant factor, many countries in Latin America suffer from a shortage of either trained teachers or qualified teachers. Argentina itself has sufficient teachers in terms of numbers, but about ninety per cent of teachers were certified for primary level in 1994 and only ten per cent had a tertiary level of education (Auguste et al., 2007). However, Pennycuick (1993) brings a different view when judging student achievement under the lens of teacher qualification and training. In research studies conducted in more than twenty countries, it has been revealed that teachers with certificates in educational training had the same pass rates as teachers who do not possess training certificates. In nineteen out of thirty two studies, results have confirmed the incompatibility between teacher training and student performance (Pennycuick, 1993). This has led some researchers to conclude that teacher certification is to be reviewed with caution, as a way to increase student achievement.

A little difference was found in Indonesian secondary schools where the effect of teachers in service-training on student achievement remained a moderate predictor and far stronger than the influence of pupils' family background (Fuller, 1985, p. 48). But, in Thailand's primary schools, a study of over twenty seven thousand students has found no correlation between teacher qualification and student achievement (Fuller, 1985).

Teacher mastery of subject matter and pedagogical skills

The question of how school material can be managed by the teacher in structuring learning activities needs to be asked. In order to be effective, teachers need to be equipped with knowledge of the subject matter and pedagogical skills for raising learner achievement (Scheerens, 2000; Levin & Lockheed, 1993; World Bank Policy Paper; 1990). This involves delivering subjects that accurately follow the lesson plan and relevant objectives (Swai & Ndidde, 2006). It also consists of using appropriate teaching methods which involve learners' activities (discussions, role plays, group work etc) while teaching.

Research conducted in Tanzania at Singida Province has revealed that teachers with a mastery of their subject matter and good methodology have a positive effect on student achievement compared with teachers who do not have those qualities (Swai & Ndidde, 2006). Where the quality teachers prepare first lessons, teaching aids and use them with current teaching methods, the achievements of learners are higher, as students learn more because they are actively engaged in the learning process rather than being passive recipients of teacher lectures (Levin & Lockheed, 1993).

However, the competency of teachers is a significant issue for developing countries. Studies conducted in West and Central Africa showed that teachers in these regions do not have the know-how or have minimum knowledge of the subject to be taught (Dembélé & Miaro, 2003). Furthermore, they do not master the foreign languages of instruction such as English, French and Portuguese. The study report from Eastern and Southern Africa is not different from those from West and Central Africa. Teachers provide students with less than a satisfactory quality of teaching (Dembélé & Miaro 2003). Teaching practices are still rigid, chalk-and-talk and students are placed in a situation where they memorise facts and recite them back to the teachers.

Many researchers have studied the relationship between the time spent adequately on learning activity and school effectiveness (Scheerens, 2000; Cheng, 1996; Levin & Lockheed, 1993). In some Latin America and East Asia countries, teachers are

reported to spend much time (benchmark of ten hours a day) at school teaching and preparing lesson plans (Auguste et al., 2007). The teacher in class has many roles: as an organiser, a leader, a counsellor and sometimes a tutor for academically weak learners. When teachers stay at school and allocate much of their time to teaching and learning activities, this has a significant effect on their student's performance. Fuller (1985) states that hours of instruction per year spent on science correlated significantly with science achievements in India, Thailand and Iran. In countries such as Bangladesh, where working hours for teachers have been reduced to twenty hours per week, low achievement of students has followed (Cheng, 1996). This is also connected to teacher absenteeism, teacher punctuality, and whether the teacher has a full-time or part-time post. The amount of experience of teachers is also a factor which could determine the school effectiveness even though few studies are available (Fuller, 1985)

Motivation and incentives

According to Cheng (1996), teachers work hard and their earnings are low given the amount of effort associated with this work. However, most of the studies that have been conducted in developing countries have deduced the effect of teacher salary on student achievement. In his review of the literature, Scheerens (2000) states that out of thirteen studies conducted, only four came up with the effect of teacher salary on student achievement as a significant factor. A similar conclusion came from Fuller (1985) in the studies conducted in Tanzanian and Colombian secondary schools where the higher achieving vocational students were taught by lower paid teachers. In contrast, studies initiated by the World Bank (Yu, 2007) and those conducted in Kenya in one hundred and fifteen secondary schools (Fuller, 1986); stress the importance of teacher salary and other performance incentives for teacher effectiveness, as well as student achievement in developing countries. In countries like South Korea and Singapore, it is teacher status that attracts talented applicants in the teaching career (McKinsey, 2007) due to the greater contribution of teachers to their society, but in other countries the status of teachers is not considered to be attractive and many applicants choose other professions. Studies conducted in Ghana and Mali, on teacher status, show that low social prestige and socio

economic status are explanatory factors of the lack of motivation of teachers (Dembélé & Miaro, 2003). Furthermore, Dembélé and Miaro claim that certain teachers abandon students for personal business in town during their teaching time because of low salary. Uganda and Malawi are among the countries which have started re-thinking the status of teachers and attempting to motivate by offering them free accommodation (Chen & Mulkeen 2008; Fuller, 1985).

Textbooks and instructional materials

In contrast to Europe, many researchers in developing countries have demonstrated the effect of textbooks as a factor determining student achievement (Levin & Lockheed, 1993; Fuller, 1985; Pennycuick, 1993; Yu, 2007; Sammons, Hillman & Mortimore, 1995). According to Fuller (1985):

> ”*one explanation of this finding is embedded in the fact that some in developing countries lack even the basic minimum inputs necessary for them to function as schools at all, while schools in developed countries are adequately provisioned. In developing countries, textbooks are a key determinant of student achievement”. (Levin & Lockheed, 1993)*

For instance, students from grade seven scored well in Mathematics and English due to the availability of textbooks and trained teachers in Zimbabwe (Yu, 2007). The positive effect of the availability of textbooks on student achievement is also reported by Levin and Lockheed (1993) in Brazil, where students in schools which receive textbooks, score significantly higher in tests of mathematics and Portuguese than students in schools lacking textbooks. However, the influence of textbooks appears stronger within rural schools and among students from lower income families (Fuller, 1985). In Brazilian rural schools for instance, students with illiterate parents were almost three times as likely to pass primary school if they have used two or more books (sixty seven per cent graduating) compared to students in the same group who have no textbooks in schools (twenty four per cent graduating). The same study conducted in Malaysia revealed the strong correlation between the availability of textbooks and achievement among lower income children from Chinese and Indian ethnic groups (Fuller, 1985).

In addition to textbooks, Fuller states that school libraries and laboratories have a moderate effect on student achievement. In Latin American schools as well as Malaysian primary schools the library was significantly related to student achievement level. In Botswana, effect was connected to the number of new volumes purchased to read in the library. Efficacy of the library was also confirmed by earlier findings within Thailand, Iran, Chile and India (Fuller, 1985).

The investigation on other teaching resources like chalkboards, boards, pencils, papers which assist teachers to communicate knowledge has rarely been studied (Levin & Lockheed, 1993).

Quality of school management

The relationship between high quality school leadership and educational outcomes is well documented where generations of research show that excellent leadership is invariably one of the main factors in highly performing schools (Bush & Jackson, 2002). According to this claim, the multi-level model study to analyse what has improved performance in grade-eight mathematics in Thailand, by Lockheed and Langford (1989), came to the conclusion that principals' leadership, schools and classrooms contributed thirty two per cent of the variance in post-test scores and individual characteristics sixty eight per cent. By redefining the '*production-function process'* of a school, research on school improvement shows that two factors influencing the quality of education are school practice and leadership, with the principal influencing at a rate between five and seven per cent on student's achievement (Bush et al., 2009). To be effective, the school principal as the chief manager of the school organisation must embark on managing teaching and learning as this is being increasingly recognised by international literature as the most important activity of principals and other school leaders (ibid.). However, despite a shortage of research conducted in developing countries, Bush et al., found out that the principals are not conceptualising themselves as instructional leaders (in the study they conducted in South Africa). Instead, principals were found to be more

concerned with financial management, human resource management, and policy issues.

2.7 Investigating successful schools in South Africa

In efforts at school improvement in South Africa, there has been the establishment of research projects, many of them initiated by government agencies. Two national studies seem worth consideration. Schools which are described in these reports are qualified as ‘good schools’ despite sharing some difficulties with their counterparts in other developing countries.

Improving school quality in South Africa: a study of schools that have succeeded against the odds.

According to Christie & Potterton (2001), the study of schools that succeeded against the odds is the product of the national research project carried out in 1997. This study conducted by Christie, Potterton and with others was concerned with finding out the features and portraits of the schools which continued to operate in difficult circumstances while others in the same conditions collapsed. They examined the ways in which the different schools coped with the struggles of apartheid but nevertheless manage to sustain a functioning environment.

In doing so, thirty two schools encompassing Catholic and public; primary and secondary; rural and urban schools were selected across seven out of the nine Provinces which make up South Africa. The research suggests that the qualities identified in those schools (even not present in all schools in the same way) were enhanced by indicators such as the centrality of teaching and learning, leadership, safety and organisation, authority and discipline, a culture of concern, and a sense of responsibility. However, the researchers did not find the dynamics like governance and parental involvement, and the relationship with education departments to be strong factors in these schools. They show that the schools that performed well were schools that protected themselves by employing specific strategies to avoid the negative influence of vandalism for the purpose of teaching and learning; and they

described those schools as resilient schools. This indicated that the schools which were performing well still experience problems, and yet in spite of their difficulties, they were able to provide a purposeful and supportive framework for teaching and learning to their students and their staff.

The Ministerial committee: Schools that work

A team made up by Christie, Butler, Potterton, and others working as a Ministerial Committee on schools that work had been visiting the schools from June to September 2007. The research team was tasked with carrying out a pilot study on a sample of schools in middle quintiles that succeeded in achieving good Senior Certificate results, while others in similar circumstances did not. The team members visited eighteen schools across the provinces of South Africa to find out the dynamics of those schools that enabled their achievements.

In reflecting on the ways in which the schools in this research conducted themselves, they discovered four dynamics:

a. all of the schools were focused on their central tasks of teaching, learning, and management with a sense of purpose, responsibility and commitment; they had strong organisational capacity, including leadership (in various forms) and management; and professionalism was valued;
b. all of the schools carried out their tasks with competence and confidence;
c. all had organisational cultures or mindsets that supported hard work, expected achievement, and acknowledged success; and
d. all had strong internal accountability systems in place, which enabled them to meet the demands of external accountability, particularly in terms of Senior Certificate achievement. (Christie, 2007)

According to the research team, the schools that work are exceptional when compared with the ordinary schools, about their focus, commitment in terms of time and effort, and their achievements.

2.8 Conclusion

Criticisms of the effective schools literature abound, ranging from a detailed methodological critique to assessments of 'the ideology underpinning the effective school model' (Jansen, 1995). For instance, many authors who have worked on School Effective Research (SER) in developing countries have rejected the idea of the generalisation made with regard to judging school effectiveness universally given that they are different material and ideological contextual realities of schooling (Haber & Davies, 1997; Haber & Davies, 1998; Fuller, 1985; Reynolds, 1998, p.20; Fuller & Clarke, 1994; Harber & Muthukrishna, 2005; Yu, 2007).

Harber (2007) argues that when considering the effectiveness of a school, various questions such as effectiveness for whom, for what, and at what remain and therefore school effectiveness indicators/dimensions should be understood contextually due to the significant material and ideological differences between schools. Harber and Muthukrishna (2000: 430), claim for example, South African's educational ideology aimed at fostering a non-violent, non-racist and democratic society are rarely featured "in the indexes of Western books on school effectiveness" and that "great care is needed in the automatic international transfer of school effectiveness characteristics."

The school effectiveness research has identified many factors that may enhance effectiveness but the literature cannot prescribe the ingredients necessary for an effective school or identify the relative importance of the various characteristics. The School Effective Research (SER) findings then do not provide a blueprint or recipe for the creation of more effective schools and should not be applied mechanically without reference to the particular contexts of a school or country (Yu, 2007).

In addition, given that each school has its own culture within which it operates, making a generalisation of findings from school effectiveness research with disparities between the countries and in the schools themselves may not be relevant (Fuller, 1985). Rather, effective school strategy should focus on transformation of the entire school as an organisation. Again, the provision of superior resources in a school does not necessarily improve school effectiveness or educational quality

(Levin, 1993; Bloch & Louw, 2008). The question, whether the existing resources are efficiently managed so as to raise student performance, is an issue ignored by most researchers on school effectiveness (Levin & Lockheed, 1993).

Following the critics on School Effective Research (SER), one can argue that given the context of the recent civil war and the genocide from which Rwanda is recovering and from which context schooling is being done, the definition of school effectiveness and management of schools in Rwanda needs to be investigated in the particular context.

2.9 Theoretical Framework

The characteristics identified in the literature review as being the most commonly found in reviews and studies in developing countries and which will form the theoretical framework of this study are: teacher understanding of pedagogical and subject knowledge, centrality of teaching and learning, availability of textbooks and other adequate instructional material, authority and discipline, effective leadership, sense of agency beyond the leadership, motivation and incentives, accountability (and/or expectation), organisational culture or mindset, and time on task. Given that this is a qualitative study, the researcher maintains an open stance towards additional factors or even an alternative way of thinking about effective schools not included in this list.

Qualitative research, mainly interviews and observations, will be used to gather information regarding the elementary school case study on its effectiveness. This data will then be analysed according to the mentioned characteristics to first look at the validity of the theoretical framework, and second to discover what can be done to increase a school's effectiveness.

2.10 Study Limitations

The present study of school effectiveness does have important limitations.

One limitation is the total lack of an inclusion of any previous work of school effectiveness in the home country, a fact which suggests that the research domain in Rwanda is quiet new. Although the literature review of this study concentrated on developing countries, research insights from Rwanda would be well received and certainly would increase the validity of the present study.

Further limitations concern the researcher's limitations with the English language. Given that the writer was working in a third language; the condition certainly compromised the study's validity. Linked to this, it is also obvious that some information from interviewees would have been altered as it was received in Kinyarwanda or in French and later translated into English by the researcher.

Following the time constraints on field work, there has not been an interview schedule with students. It follows that the study missed an important input, a condition which constitutes another shortcoming of the study.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This research is a qualitative case study of the factors influencing effectiveness at a private primary school in RUBAVU District, Groupe Scolaire APEFE Mweya, in Rwanda.

According to Mohapi (1999), qualitative analysis helps to obtain the 'insider's perspective'. This research is based on the belief that respondents are actors in the school and will be able to comment on the nature of the conditions in the school within which they work or they collaborate, therefore, the teachers and parents as insiders will have the opportunity to speak for themselves.

Merriam (2001) defines a case study as a phenomenon that occurs in a bounded context, a design particularly suited to situations in which it is impossible to separate the phenomenon's variables from their context, and Sibomana (2009) states that the case to be studied can be a unit of human activity embedded in the real world, something that can be studied and understood in the real context. The research concern here is to describe a phenomenon in the real world: the description of factors which enable effectiveness in a particular elementary private school. By using a case study, the research is able to get insights into why certain patterns are observed in the behaviour of an entity in the hope that understanding the insights can suggest ways to assist others in future. Reviere (2004) also put it forward that information is needed to help formulate appropriate improvement strategies and develop policies. Investigating schools that are perceived as superior or effective is in the belief that something can be learned from them in a logical approach that has been used in the USA and elsewhere (ibid.).

3.2 Population of the study and criteria of selection

McMillan and Schumacher (2006) argue that while there are statistical rules for probability sample size, there are only guidelines for purposeful sample size and that the insight generated from qualitative inquiry depends more on the information richness of the cases and the analytical capabilities of the researcher than on the

sample size. In this study, the sample is made up of six parents including the president of the Parent-Teacher Association (PTA), six teachers, the principal and the district inspector of education.

The principal of GS APEFE Mweya allowed the researcher to conduct interviews with parents and teachers of the school. GS APEFE Mweya enrols children in kindergarten, primary, and lower secondary classes. During the first and second days of reopening of the academic year (in the first week of February 2010), the researcher had conversations with the principal and the teachers and this process helped to develop the interview schedule. While conducting case study research at the school, I learnt that there were some parents who were more interested in the education of their children than others. It can be either the mother or the father who assumes responsibility for the schooling of children. The school is familiar with these parents as they come regularly to school to talk with the specific teachers of their children. With that information in hand, the principal was asked to assist the researcher in contacting these parents. I identified six parents, three males and three females. The secretary also put me in contact with the learners of the parents identified for interview. I also got their phone numbers for eventual contacts. Another criterion in selection among parents was to consider how long the parent had known the school. Parents who have been in contact with the school at least three years were chosen. The selection of a three-year trend approach is consistent with other analyses indicating that three years is generally the appropriate period to identify consistent trends or patterns in school performance (Gray et al.1999).

The principal also granted me permission to talk to the teachers. The Teacher Representative was summoned to the principal's office and was asked by the principal to help me schedule access and time with any teacher I wished to interview. All of the teachers with whom I conducted interviews had been teaching at the school for at least three years. All interviews with the teachers and the principal were conducted at the school. Parents were generally interviewed in their homes.

Apart from the school, the General Inspectorate of Education for Western Province was invited to participate in an interview with the inspector in charge with the supervision in the Rubavu District. In order to comply with the ethical considerations,

names of interviewees have not been disclosed and symbols have been used. PTA means Parent Teacher Association and in this context the symbol PTA is the parent elected as the president of PTA. TR means the Teacher Representative or head teacher. Details on gender, age, and function, gender of the student and his /her grade level, and the date of interview are summarised in the table below.

Table 3: Details about genre and function of interviewees

Participant	**Gender**		**Age**	**Function**	**Experience (Serving at Mweya School) and the current class post**	**Gender of learner and the level of schooling**	**Date of interview [February, 2010]**
	Female	**Male**					
Parent 1	V		42	Business		Son, [P4]	10th
Parent 2	V		40	Social worker		Daughter, [P5]	11th
Parent 3		V	48	Pharmacist	Returnee from Burundi	Daughter, [P5]	13th
Parent 4		V	39	Business	Returnee from Burundi	Son, [P5]	17th
PTA		V	47	Business, PTA		Sons, [P2 ,P4]	22th
Parent 6	V		45	Hawker		3 children, [finished]	20th
Inspector of schools / RUBAVU District							
Inspector		V	45	Rubavu District			24th
Teacher 1		V	52	Teacher	23 years, [P3]		3rd
Teacher 2	V		27	Teacher	4 years, [P5]		5th
Teacher 3		V	41	Teacher	5 years, [P3]		5th
Teacher 4		V	42	Teacher	5 years, [P2]		8th
Teacher 5	V		47	Teacher	12 years, [Kindergarten]		9th
Teacher Representative		V	47	Teacher representative	8 years, [P1]		12th
Principal		V	38	Principal	2 years		26th

3.3 Data collection techniques

McMillan and Schumacher (2006) explain that qualitative research depends on the use of multi-method strategies to collect data. That means that multiple strategies are used to collect data and corroborate the data obtained from any single data collection strategy and/or to confirm validity of the data with other sources of data.

In this research, interviews were the primary source of data. The use of participant observation and documents analysis and artefact collection were also utilised as

secondary collection strategies. During the four weeks I spent at the school, I also managed to get some interesting insights by interacting with the school staff during the informal exchanges and this has been used as a source of information in the data analysis section.

In this study, the in-depth interview was adopted. According to Boyce and Neale (2006), this technique is designed to elicit a vivid picture of the participant's perspective on the research topic. Boyce and Neale claim that this technique helps to get an interpretive perspective, i.e., the connections and relationships a person sees between particular events, phenomenon, and beliefs. The in-depth interviews provide much more detailed information than is available through other data collection methods, such as surveys. The other advantages of this strategy, as Boyce and Neale point out, are to provide a more relaxed atmosphere in which to collect information as people may feel more comfortable having a conversation with the researcher about their program. The interaction character of the in-depth interview allows the respondent to ask for clarification when questions are not clear. Furthermore, these authors claim that interview questions should be open-ended rather than closed-ended, factual questions should come before opinion questions, and the use of probing questions as needed.

The interviews were conducted in Kinyarwanda language as many teachers and most parents were more fluent in that language. However, when speaking they spoke a mixture of French and Kinyarwanda or switched between the two. English was used in some interviews because that was the preferred language of some of the participants".

The questionnaire used in the interview was designed in a way to get information from the respondents about what they thought were their strengths as insiders and contributors to a school regarded as an effective one.

Apart from the interviews, the participant-observation was used for collection of data. According to McMillan and Schumacher (2006), participant-observation is a combination of particular data collection strategies: limited participation, field observation, interviewing, and artefact collection. However, even if the participant observation does not allow unobtrusive appearance on the part of the researcher,

the same authors argue that the limited participation is necessary to obtain acceptance. With the help of the observation guide, my attention on fieldwork was focused on both teacher's and student's punctuality, the movement in and out the classrooms by both teachers and students, the general recommendations to students during the morning assembly, the relationship between the students and the teachers in class and at breaks, the relationship between the school and the parents or with the community, the extent to which the school material such as maps or charts are laid out in classrooms, etc.

Also, I embarked on the exploration and analysis of some important school documents. As McMillan and Schumacher (2006) put it forward, collections of artefacts are tangible manifestations that describe people's experience, knowledge, actions, and values. The headmaster allowed me to look over the school documents including the school strategic plan document, the procedures documents, the annual planning document, the annual report documents, and the teacher's placement documents. There were the kinds of documents that the principal distributed to the teaching staff and included : the specific tasks assigned to all teachers, Standing Orders, (the tasks included sports, environment, unity and reconciliation, fight against AIDS, party and events, ICT, cleaning, assembly order, language clubs); the daily notices and themes (Monday: punctuality, discipline and cleanliness; Tuesday was environment; Wednesday was fight against HIV and rape, Thursday was fight against the genocide ideology; while Friday's theme was regional and international news and the synthesis of the themes of the week), the calendar for the first trimester 2010, and the daily school time table of activities.

3.4 Processing data

Data in the form of interview notes, observations and school artefacts were translated, analysed and interpreted in the light of the research questions and the literature review. Interview data was first translated from Kinyarwanda and French into English, transcribed, and then analysed. Boyce and Neale (2006:7) explain that while analysing the data, first the researcher transcribes and/or reviews the data, and second, he analyses all interview data by reading carefully through the interview responses and looking for patterns or themes among the participants, and by making

groups of varieties or themes in any meaningful way. It was found that there were themes that were related, and the researcher therefore developed a cluster of themes, under which the sub-themes could be listed. Mohapi (1999) indicates that such data analyses include the possibilities of discovery and reconceptualisation of the research question. He explains that the analysis needs to be done repeatedly in order to maximise insight into the collected data.

3.5 Ethical considerations

As stipulated in Hancock and Algozzine (2006, p.40):

> *"the researcher must adhere to legal and ethical requirements for all research involving people. Interviewees [or research subjects] should not be deceived and are protected from any form of mental, physical or emotional injury."*

Bearing that in mind, ethical clearance from the Ethics Committee of the Wits School of education and the letter of acceptance to conduct a research at APEFE Mweya Groupe Scolaire from the Legal Representative official of that school were obtained prior to embarking on the fieldwork to collect data.

Before conducting interviews, I explained to the interviewees the purpose of the interview, the expected duration of the interview and requested their consent in writing. Interviewees were provided with sufficient privacy and a pleasant and relaxing atmosphere in order to make them feel comfortable about responding to questions. I informed them that they were free not to respond to any question they do not want to answer and they could choose to withdraw from the interview if they wished at any time. The informants were been made aware that I would be taking notes during the interview. Apart from that information, I also assured the respondents that the information they would provide would be treated with utmost confidentiality, that only the researcher and supervisor would have access to it. I reassured them that their identity would not be disclosed in the research report. After giving them all this information, I asked them to sign consent forms (see the consent form model in appendix).

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The aim of this study was to investigate the factors associated with effectiveness of private schooling in Rwanda and specifically in GS APEFE Mweya. Even if effective schools have been generally defined as those with good results, a considerable caution needs to be exercised in applying the specific contexts of these schools to other schools and making generalisations. It is strongly recommended that this research is grounded in the Rwandan educational context, which will reveal key issues of educational development that developing countries would do well to learn from the Rwandan experiences, as well as understanding the needs of Rwandan private schools.

The data is organised into eight themes in relation to the theoretical framework presented in chapter two except the first theme namely “ethnic inclusion”. The eight themes in their order of importance are (1) ethnic inclusion; (2) importance of teachers and staffing; (3) organising teaching and learning; (4) accountability; (5) private supplementary tutoring; (6) salary, recognition, motivation and rewards (7) leadership and management, and (8) community support and resources. The ethnic inclusion theme has in fact emerged and been discussed as a significant school effectiveness factor within the Rwandan context of the recent genocide. For each group, the data obtained is first presented and in the second and final portion of each grouping a discussion and analysis of the data is provided. Also, before the analysis, a description of the city where the school is located, the school background, criteria of selection and the school structures were provided.

4.2 Introduction to the school

A geographical description of the school

The Mweya School is located in the city of Gisenyi, in Rubavu district in the Western Province of the North West of Rwanda. Gisenyi is contiguous with Goma, the city across the border in the Democratic Republic of Congo. The population of the city is

about one hundred and eight thousand and the school population is six hundred and twenty one.

The city features a resort on the shores of Lake Kivu, with several hotels and sandy beaches. The area is also known for water sports. On the northern shore of the Lake on which Goma and Gisenyi lie is a flat plain featuring lava formations from the eruptions of nearby Mount Nyiragongo. In contrast to Goma, Gisenyi escaped the lava flows of both the 1997 and the 2002 eruptions which destroyed between fifteen and forty per cent of the former. The centre of Gisenyi lies at the foot of hills in the north east corner of the Lake, and low–density expansion is taking place in the hills which should be safe from any future eruptions. Gisenyi is also home to Bralirwa, the first brewery in Rwanda which manufactures various local beers Primus and Mützig, as well as Amstel, Guinness and a range of Coca Cola brand soft drinks. The Kivu lakes contains billions of cubic metrés of methane gas and Gisenyi shores host the first Rwandan venture platform.

Background to the school

It was in 1982 that a group of civil servants together with some members of the business community created an association called APEFE Mweya, a French acronym which reads Association des Parents pour la Formation des Enfants (Parents' Association for Education and Training of Children) with the sole aim of promoting education. Mweya is the name of the school site. Originally, the school was established because parents were concerned about leaving their children at their homes when the parents had gone to work.

The school started at the kindergarten level with one classroom, Continuing during subsequent years to develop in terms of infrastructure, equipment, staff personnel (teachers), and increased enrolment. During the period of genocide and civil war in Rwanda, the school was severely damaged. The classrooms that were previously used to shelter the Internally Displaced People (IDPs) were burnt down and all the books and materials pillaged. In addition, the founder members, teachers, and even students were either killed or were in total disarray in the neighbouring Democratic Republic of Congo. The school was totally devastated in 1994.

After the 1994 genocide, the parent founder members of the Association who had survived the war and managed to return to their homes, then tried to rebuild the school. However, that was a huge task in terms of funds that parents alone could not secure. Consequently, the rehabilitation progressed very slowly. It was during the academic year 1998/1999 that the school reopened, after five years of disruption.

At the fieldwork stage of this research, the school comprised a kindergarten level (two years), a primary level (six years), and a lower secondary level (three years). The kindergarten and the primary levels operate at the same site while the lower secondary cycle operates at another site (one Klm away). The kindergarten is made up of two classes. The first class caters for children of three to four years of age while the other classroom caters for children of five to six years. Three female teachers are assigned to teaching in kindergarten.

Concerning the primary level, the school has a complete primary cycle of six years from primary 1 to primary 6. All of the six hundred and twenty one students in primary are taught by sixteen teachers. Every grade level is made up of three classes except grade levels five (P5) and grade level six (P6) which are made up of two classes. The primary school has sixteen classrooms.

The Lower Secondary level has been in existence for two years. With the introduction of this cycle, the school has changed its name: now the school's name is GROUPE SCOLAIRE APEFE Mweya and is being managed by one principal. This study was concerned with only the primary cycle.

The school does not have sufficient infrastructure or equipment and relies on school fees. The government does not subsidise it with any kind of support because the school is purely a private school. Only the public and privately-subsidised schools get government support. The primary level site is laid on an approximately half hectare of land and contains eighteen classrooms, one office room, and enough separated girls' and boys' toilets. Tap water is available in the toilets and in classrooms. There is a large free space in front of the classrooms but it has not yet been turned into a sports field. The school is not fully fenced but due to its strategic location in a residential area, there are no pedestrian pathways through the school premises. Apart from the teaching staff, the school also hired a secretary-accounting

officer, two cleaners and a security guard for night-time security. Close observation revealed that the classroom blocks had been constructed in different stages so that tiles were used for some blocks and there is need of replacement. The offices and classrooms are inadequate. For instance, the principal shares an office with the accounting personnel; teachers do not have a staff room from where they should be doing lesson preparations or keep their documents and school materials. They use the classrooms as well as their office.

The school administration committees

The APEFE MWEYA became a legal private institution in December 1991 by Ministerial decree No 417/05 which was communicated in the official Gazette no thirteen of July 1992. The school mission reads "contributing to the improvement of the socio cultural aspects**"** while the motto is "*Utazi umukungu yima umwana"* (a child is a potential rich man in the future). Unfortunately, those values are not written on brick or on a wall where people would read it easily. They are only written in the strategic planning document.

The association is managed by a number of committees which are co-ordinated by the *legal representative* staff. The committees are: Assemblée Générale de l'APEFE (*the General assembly of founder members*), Conseil d' Administration (*the administration board*), Le Conseil de Surveillance (*the surveillance committee),* le Co-ordinateur (*the co-ordinator or Legal Representative*), le Directeur (*the school principal*), l 'Assemblée Générale des Parents (*the parents' general assembly*), le Comité des Parents (*the parent committee*), Le Conseil des Professeurs/Enseignants (*Teachers' Council*), and Le Conseil des Elèves (*students council*). The legal representative officer or the co-ordinator is a powerful person as he enjoys the full weight of the association's authority. This position was designed by the general assembly of the founder members for intervention at every level and is the chair of the general assembly of founder members; the administration board; and the general assembly of parents. The administration board is comprised of delegates from the founder members and this board has the most authority as it decides on all association concerns. The principal is also obviously an important position as his authority is derived from the co-ordinator. Most of the other committees are not

functioning well at the time of this study. For instance, some parents told me that the general assembly of parents has no real power as the administration board decides on everything and that the purpose of the general assembly for parents is just to communicate to them what the board has decided. Teachers also confirmed that neither the teachers' council nor the student's council are operational.

Good results as a criterion of selection

The choice of this school as an effective school case study relied mainly on its sustaining good results. As Harber (1997) argued, the examination results criterion is in line with much of the literature on school effectiveness which has termed examination results as a conventional indicator of school effectiveness as these are more easily quantified and measured. The Groupe Scolaire APEFE, Mweya is well known in the area as a successfully-performing school in national or district's exams. For the last three years 2007, 2008, and 2009, this school has outperformed the other eighty four schools among them eight are private schools, in the Rubavu District. All of the Mweya students passed at the mean variation above fifty per cent nationwide. According to the National Examination Council, the majority of schools achieve between thirty and forty per cent (RNEC Website, visited on 20th April 2010). Nowadays, the school is attracting more learners and the school population keeps increasing. Therefore, the focus of this study is to determine what is the school doing to achieve these good results.

Table 4: The Mweya School population for the last three years

Acad. Year / Level	2008	2009	2010
Primary 1 (a,b,c)	104	99	133
Primary 2 (a,b,c)	101	114	107
Primary 3 (a,b,c)	96	104	100
Primary 4 (a,b,c)	91	105	102
Primary 5 (a,b,)	73	71	91
Primary 6 (a,b,)	72	71	88
Total	**537**	**564**	**621**

(Source: school census 2008, 2009, and 2010)

4.3 Factors contributing to the effectiveness of Mweya School

A. Ethnic Inclusion

As was discussed in the literature section, many authors who have worked on School Effective Research (SER) in developing countries have rejected the idea of general judgements on school effectiveness. For instance, Harber (1997) argued that school effectiveness should be concerned about responding to the goals and values of education within the social and political context. According to this author, the goals of education should be: What should learners be effective at, and what sort of individual person as well as what sort of state and society should the effective school aim to produce? Taking into account its specific context, the discussion of school effectiveness in Rwanda also needs to be defined in the light of the above arguments which consider especially the ideological context aspect. As described in the introductory chapter, Rwanda has experienced a long political history of discrimination amongst Hutu and Tutsi ethnic groups. The social injustices and intolerance were so intense that the ethnic hatred culminated in genocide and civil war. The leadership which came to power in the aftermath has adopted two principal goals, poverty reduction and national unity but it has to engage a fractured population in a long and challenging process of reconciliation. According to Zorbas

(2004), the Rwandan national reconciliation is a vague and messy process due to the particular nature of the Rwandan crisis and the popular participation that characterised the atrocities.

Bush and Saltarelli (2000) argued that only those with de-segregated minds and who are inclusive citizens are well placed to improve as inclusion enhances the intimate connection between people while Opotow (2005) claimed that human rights are respected in inclusive systems. The inclusion is also in line with the intergroup contact theory where most researchers find that intergroup contact typically reduces intergroup prejudices and that the theory has proven useful in applied settings such as in the distinction between racial desegregation and integration in schools. Particularly, the researcher Allport held that the positive effects of intergroup contact occur only in situations marked by four key conditions namely equal group status within the situation; common goals; intergroup co-operation; and the support of authorities, law, or custom (Pettigrew, 1998). Allport's formulation of intergroup contact theory has inspired extensive research over the past half century (Pettigrew & Tropp, 2006). In their review of literature of a Meta-Analytic Test of Intergroup Contact Theory study, Pettigrew and Tropp (2006) also claim that intergroup contact would maximally reduce prejudice when the two groups share similar status, interests, and tasks and when the situation fosters personal intimate intergroup contact. It is then in line with those arguments I argue that school institutions in Rwanda need to be inclusive about ethnicity if the schools are to improve and the country to develop as a unified nation.

In the case of Mweya School, there is evidence to classify this school as an inclusive school. Hutus, as well as Tutsi learners and staff, participate and benefit from the school without any kind of discrimination. To obtain data concerning ethnicity in Rwanda nowadays is however difficult as people will not identify themselves according to their ethnic group as it is contrary with the policy of the new government. Any investigational work concerning ethnicity needs to proceed covertly. In fact, according to the RPF (Rwanda Patriotic Front) government's nationalist ideology of promotion of Rwandan unity, references to ethnicity or any other ”divisive'' or particular category- such as ”*les Rwandais de l'éxterieur*'' or ‘'*les*

ougandais" referring to the Anglophone Tutsis returnees - are substituted with the concept of the Banyarwanda, the people of Rwanda. References to identities rather than the officially sanctioned Banyarwanda identity are regularly met with informal public shaming campaigns, labelling the individuals uttering these inflammatory labels as "*genocidaires"* sympathisers and even negationists, and can result in formal charges being brought against people on the basis they are promoting "division" (Zorbas, 2004, p. 43). Today, the distinctions between Hutu and Tutsi are more rigid than ever, especially when they were used as the basis for the genocide (during the genocide against the Tutsis, physical traits alone were used to determine who would be killed, i.e. tall, skinny and fine features to spot a Tutsi person). In post-genocide Rwanda, it is quite impossible to find research data/papers detailing statistical data about Hutu/Tutsi distinctions.

Fairness during enrolment and employment of teachers

The analysis of data from the school revealed that fairness is applied regarding ethnicity while conducting enrolment and teacher appointment. Parents are not hindered in any way in bringing their children to Mweya School. It is a school for the community and not for the interests of any particular ethnic group. From the analysis of data collected, some features related to enrolment have captured my attention as a Rwandan. These are the inclusive philosophy, enrolment of employees' children and support for high achieving learners.

The analysis of data collected through interviewing the parents reveals that both Hutu and Tutsi enrol their children in Mweya School, subject to only one condition: if there is an availability of places at the school for their children. The school applies the first-come first-served rule. As for instance, I encountered two male parents who are returnees from Burundi as the descendants of the early refugees of the 1950s. Those are presumably members of the Tutsi ethnic group as Tutsis have been refugees since 1959 (Chapter 1). They were labelled as Parent 3 and Parent 4.

In response to the question as to why they chose that particular school to send their children to; they were unanimous in asserting that Mweya is a high-performing school and that this school will be good for their children. According to these two parents, they decided not to go anywhere else because the principal and the teachers welcomed the parents and were very cooperative. Parent 4 even goes further in that he is now considering the idea of becoming a “founder member” so that in future he should be even more useful to the school (founder member status is granted to ordinary parents in order for them to enjoy the same status as the original founder members of the association). The Hutu population has been always been in the majority according to a census of the pre-genocide era and Hutu learners presumably still outnumber their Tutsi ethnic counterparts.

From the formal and informal conversations I had with teachers, the secretary-accountant and the cleaner I learned that employees can also enrol their children at Mweya School. In the case of teachers they claimed that the school is successful thanks to them, and for that reason they should not miss the opportunity. In that vein, Hutu as well as Tutsi employees’ children obviously are integrated at the school. Three cases about employees’ children have most captured my attention. Those are Teacher 5, a cleaner, and the secretary-accountant herself.

Teacher 5 is presumably a Tutsi as she is a returnee from the DRC from 1995 and she has children in primary 4 and primary 6. In terms of moral inclusion, the case of the cleaner is even more interesting. She is a widow, a Tutsi genocide survivor and has a child in primary 3. Her husband and previous children died during the genocide. She told me that she managed to get her job at the school by the normal processes. Concerning the secretary-accountant, I was not able to discern her ethnic group. However she told me that she was state personnel even before the genocide that she has a husband and six children, and three of them are attending Mweya.

Mweya School also caters for high-achievement learners. To ensure these high-achieving learners who are not able to pay the tuition fees are not chased away, the school pays their fees for them. That was established as practice following some cases in the school where high-achieving learners were unable to pay the fees and was excluded from classes. The principal, who told me about this development in an

interview, also said that the measure does not affect the school budget because such cases are very few; just one or two cases during the academic year. Effectively the cleaner has previously told me of her satisfaction with the school, as her daughter in primary 3 was learning free of charge. She is not paying school fees, she only provides the uniforms. The association had decided not to charge her for the entire primary cycle. The principal told me the measure had been considered on the basis of her low income which was not sufficient to meet rent and food.

Promoting moral inclusion philosophy by integrating the students in the same classes who originate from antagonistic social groups was perceived as a good strategy at nurturing and sustaining an ethnically tolerant climate in other post-conflict countries such as Northern Ireland. According to Weinstein (2007), Catholics and Protestants in Northern Ireland were educated in segregated schools until 1981. The Government recognised the damage caused by the religiously segregated school system and has progressively equalised the funding of Catholic and Protestant schools. Considerable resources have been devoted to a number of 'bridge-building' initiatives aiming to give the children of each religion the opportunity to learn about each other and it is clear that those conciliatory educational policies have contributed to mitigating the conflict.

However, unlike in Ireland from where the opposing factions have been recognised, the Hutu-Tutsi difference in Rwanda has been replaced by the Rwandese identity policy. The question in Rwanda is then whether suppression of these identities will result in a unified civic identity or lead to an underground adherence to ethnic difference that ultimately might result in renewed violence (Weinstein, 2007).

Like student enrolment, the teacher staffing process also seems to be executed fairly. It was very difficult to discern which teacher was Hutu or Tutsi formally; but both ethnic groups are represented in the teaching staff. For instance, Teacher 5 is presumably Tutsi as she returned from DRC as a descendant of early Tutsi refugees. Furthermore, the recruitment of teachers by Mweya School on the basis of merit rather than favour is a good prerequisite for promoting the moral inclusion principles (Theme B).

B. Importance of teachers and staffing

In this section, the discussion of effectiveness at Mweya School is being approached by using conventional features of school effectiveness as was discussed in the general literature. The Seven themes of effectiveness at Mweya School in diminishing order of importance are: importance of teachers and staffing; organising teaching and learning; accountability; private supplementary tutoring; salaries, recognition, and motivation; leadership and management; and community support and resources.

Teacher's work ethos, mechanisms for teachers' recruitment, staff development in the form of study travel training in topic subject areas, and staff stability are the sub themes that featured as very important in this theme.

Teacher's work ethos

The online dictionary defines work ethos as the characteristic or genius of an institution or social organisation; or the spirit which actuates manners and customs (branyquote.com, 2010). There is a common practice of hardwork at the school across parents, governors and teachers. The notion of 'hard work' or 'work ethos' re-occurs in all interviews. Particular informants said the following:

> *''Teachers have a big share at shaping the effectiveness of this school. Teachers from Mweya commit themselves. We arrive early morning (07h00) to supervise the morning revising and leave the school very late. We spent the whole day teaching and explaining effectively the subject topics. Our workload is not only even stretched to school site as we continue dealing with lesson preparation, and correction and marking of home works from our homes. If you are teaching at Mweya you have to forget any other business such as doing university studies like it is the case for many teachers around Gisenyi area"* (Teacher 3).

"Certainly the school success here is the tribute of teachers' hard work. Teachers contribute to the success at a very high extent. We are working professionally and very hard" (Teacher 1)

"People ask about our technique to always feature as the best: let me tell you our secret to success: working hard (President of Parent Teacher Association PTA).

"Mweya School is our pride as our children get quality teaching. Teachers from Mweya are the capable ones. They really work hard by dealing with every learner and also try to involve even parents (Parent 3).

The teachers' hard work and heavy workload at Mweya School has also been captured by informal conversation with a newly recruited teacher. This teacher who was serving in another secondary school in a rural area has in fact decided to apply to Mweya with a hidden wish to do his university studies (in fact, teachers serving around Gisenyi town manage to learn from a private university in Gisenyi and from Congolese universities in Goma in the DRC). With the consideration of the work schedule in grade 6 from where he will be teaching, the teacher was desperate that there would be no way to realise his dreams about his own education. The teaching in grade six is even some times more demanding as learners are about to sit for the national examination.

When teachers were asked to define capable teachers by reference to themselves, commitment to teaching and work ethos values were mostly revealing:

"....as far as we are serving from this school, only good will and commitment to teaching matter mostly. A good teacher doesn't expect money in order to perform good work; good teacher is just worrying about learners and is trying to upgrade (help) everyone to performing. Only the success of learner matters for good teachers" (Teacher 2).

"Commitment and professional consciousness only matter for Mweya teachers. That is why we get good results" (Teacher 3).

I noticed that the teaching is mainly the traditional chalk and talk but learners are motivated and have adapted themselves to the prevailing methodology.

School policy about recruitment

A plan about teacher recruitment is already established in the school. It is written in the strategic plan 2006-2008 that in order to sustain quality teaching at the school, the association will recruit capable teachers and will also grant a provision of in-service teacher training. Those claims are observed in practice. There is a recruitment committee made up by the principal, PTA and senior teachers but teachers are not permanent members as they are only involved on the day of the recruitment test. In the following interview, the PTA further explains the processes of recruiting teachers and how in-service teacher development is done.

> *"....criteria for selection of capable or quality teachers are defined in advance in our policy documents. Some of the criteria are: to hold a teaching certificate from a recognised teacher training college with good marks and stand for a lesson presentation test. The recruitment committee is well defined and that is responsible for the all processes regarding the recruitment. At the end, we make sure only good teachers are retained. Then, we have also thought about teacher continuing development in their respective areas and in language (especially English language). In a time frame of one to two years we organise for teachers and some parents study trips targeting the more performing schools such as SUNRISE Musanze, APAPER Kigali and others. We have been operating on this basis and it seems working" (PTA).*

Teachers also recognised that the school organises training sessions for them:

> *"I think also that training programme by the management of the school like those ones we had in English language have enhanced teachers to deliver in English at the right time and not lagging behind while the national policy was established requesting the use of English as a medium of instruction" (Teacher 1)*.

Recruiting of teachers is done objectively as I had occasion to observe this exercise in action. The announcement is made to the public that applications for next year are now open to public. Officials told me that candidates with good certificates and language ability are likely to be retained. For example, the Teacher Representative who is a member in the recruitment committee claims:

> *"Good certification yes and that is very important here, but that is not enough. I think you have heard about the idiom stating that 'clothing does not make Father in church'. Teacher who holds a certificate with good marks should also be able to explain the concepts to learners. There are some teachers who got good certificates but fail to deliver because they lack for example the language ability (verbal abilities) and obviously, some candidates were dropped despite having good certificates"(TR).*

The recruitment of good teachers was also considered as the main factor of effectiveness at Mweya according to the Inspector of Education in Rubavu District. He in fact asserts that though being a private school, Mweya fairly recruits teachers contrary to the practice of other private schools across the District.

Teacher stability

Staff stability is another concern worth considering in Mweya School. It is in fact expressed in the school strategic plan, that staff personnel stability will be one of the strategies to use in order to achieving good quality education. In practice, it seems that teachers are stable to a relatively high extent. For instance, teachers who participated in the interviews have a mean of seven years experience at teaching at Mweya School. In that vein, teacher 1 is the most senior teacher as he is serving since the establishment of the school in 1982. The other teachers have all come after him. Teacher no 5 who is also a returnee from the DRC has been teaching since the reopening of the school in 1998. However, I learned through an informal conversation that there were two senior teachers who recently resigned, with some teachers saying they left in order to search for better paying jobs. The recruitment which was taking place was also a means of filling vacant teaching posts.

From importance attached to staffing strategy, we can deduce that teacher criterion as a factor for effectiveness has been considerably taken into account in this particular school. This translates into how the recruitment exercise is done, from where only good candidates are retained and the emphasis is on development training reserved for in-service teachers. The second criterion which deserves to be termed as a strong factor of effectiveness is how the school organises teaching and learning.

C. Organising teaching and learning

The way the teaching and learning is organised at Mweya School is a re-occurring theme in the interviews. The daily teaching and learning time is relatively high, and there is consideration on assessment and home work.

Time

Fuller (1985) and Cheng (1996) have found that hours of instruction were associated with lesson achievements and that teachers were able to predict the outcome of their teaching basing on how much time is spent on teaching. The school day starts at 07h15 and ends at 16h45. That is a longer schedule than other private or public schools in Gisenyi city. The school timetable means there is roughly a sustained teaching and learning workload of seven and half hours per day (breaks not included). The teaching day at Mweya School is relatively long if compared for example to the CFS (Centre de Formation Scolaire, a nearby private school)'s calendar from where they open at 07h30 to close at 15h00 with the short and long breaks included. It is also a high proportion of learning time when compared with public schools in general. More details about Mweya School's daily calendar are portrayed in the timetable below.

Table 5: The timetable at Mweya Primary School

Time	Activity	Observation
07h15-07h50	Morning monitoring revised	especially P4, P5, and P6
07h50-08h00	Student assembly	national anthem, prayers and briefings
08h00-10h15	Classroom activities	
10h15-10h30	*Short Break*	
10h30-12h00	Classroom activities	
12h00-13h45	*Lunch break*	
13h45-15h00	Classroom activities	
15h00-15h15	*Short break*	
15h15-16h45	Classroom activities	
16h45	End of formal school activities	

Source: the school documents

When asked to relate the school success with the school extended teaching time all of the interviewed teachers confirmed unanimously that this factor (extended learning time) made an enormous impact on the success of the school. For instance, the Teacher Representative TR claims that the extended teaching and learning time has enabled Mweya to succeed as teachers and learners benefit from extensive review of the subject topics. Teachers use the extended daily calendar to finish the annual teaching plan so that the school is confident with the idea that syllabus has been covered. Teacher 4 claimed that the extended learning time allows teachers and learners to review the subject concepts and assessments in lesson application in terms of lesson exercises, home work, revision, rehearsals for exams and allows time to give personal assistance to those who need help. In brief, he deduced that by extending learning time teachers have the opportunity to conduct lesson repetition and that is very important as the saying goes: "*repetitio est mater studiorum* (Latin for 'repetition is the mother of learning'*) (*www.supermemo.com)

Time for extra classes is scheduled on Saturday's and on holidays not only to cover the syllabuses but also for assessment. In this regard, primary 6 is especially

concerned with the extra learning during holidays. Teachers from primary 6 are committed to do so without any additional benefit. In fact, teachers who participated in research informed me that colleagues in primary 6 are doing more work as they are preparing students for the national exam. There are in fact learners from primary 6 who do attend class on Saturday and during the holidays. Usually the last two months prior to the exam is reserved for practicing on past examinations, exercises and general revision. With the consideration of the reopening delayed by one month (nationwide the academic year shifted to February from the usual January due to school infrastructure issues) teachers opined that the task would now be even tougher. However, it is not compulsory for learners to attend holiday classes but learners are so motivated that almost no one misses these classes according to informant teachers.

In brief, I deduced that the time spent on task is a highly valuable resource linked to effectiveness at Mweya School. This is in fact in line with the general literature which states that an increased learning time factor is among the strong indicators of effectiveness.

Assessment and homework

Assessment is emphasised at Mweya. During interviews, teachers talked about it extensively.

In his intervention a senior teacher equates assessment to side-view mirrors:

> *"Assessment of teaching and learning is a big enabler here. For me I consider assessment just like a side view mirror for drivers. It helps the learner improving in his subject concepts, it instructs the teacher on how the learner fits with the lesson in order to provide assistance according to the need, it makes learners compete and competition among learners enables class improvement. In this school, we provide 3 home works per week, one monthly examination for each basic course, and many subject exercises every day"* (Teacher 1).

The principal finds it as a good tool in communication with parents:

> "... *Parents also get informed as we provide the academic transcripts to learners at the end of every month; end of term and after the year. We appreciate how parents report to school to consult with teachers upon receiving the academic transcripts. We find that exercise sufficiently working so that we even enforce about it*" (Principal).

Numbers of teachers claim that assessment of lessons also helps them to improve as well:

> *"Assessment is a very good tool for learners to improve because that is an occasion to compete as they will be working hard. Teachers from the same grade level also have to compete like learners. In fact, learners from the same grade level undergo the same term or annual exams. Consequently, as a teacher, you work hard so that your class performs along its pairs. Unless the teacher would be under fire from the principal, parents and even from your own learners. It is thanks to frequent assessment we know that we are on good track" (Teacher 4).*

Furthermore, Teacher 4 gave an account of how two years ago one new teacher in the same primary 3 grade level was not familiar with the rhythm of assessment at school and had been struggling and her class underperformed badly during that year. She became a subject of much criticism as parents were very upset and colleagues were wondering why as she was punctual and was working as seriously as her colleagues (in fact, teachers from the same grade level manage the curriculum together either by jointly preparing the lesson and conducting the assessment). The following year Teacher 4 narrated that she pleaded for her to the principal, not to chase her out of the school. The principal has granted her one more year under a probation contract. By the end of the year 2008, that teacher was performing as well as her colleagues thanks to the advice they continued to give to her about the importance of assessment. Now, she has been promoted to teaching a primary 5 class.

Learners become confident:

> *"That is a very determinant factor for school effectiveness. From the frequent assessment, learners get familiar with exams. Learners do not fear about any exam because at some extent, they are about to sit for exams which are similar to ones they have once sat for. Some national examinations seem at some extent easy for our students when compared with tests done through assessment sessions. Learners here perform many assessments which we collect from other very good schools, or from past national exams"* (Teacher 3).

Class size

Almost all of the teachers at Mweya School were unanimous that small class size is a factor for school effectiveness. They claim that big class sizes are difficult to manage. According to them, with small class sizes they manage to assist each learner in teaching or in assessments. They claimed that it is difficult, boring, and annoying to conduct, for example, the assessments in large classes. Teacher 1 (in primary 3) claims that for him a class should not be above thirty learners. At the time of fieldwork he was teaching thirty learners and he was confident twenty seven of them were rated "Excellent". Teacher 2 claims that in primary 4, 5, and 6 the class should not go beyond thirty five students. In general, Mweya teachers could not understand how classes with forty five learners can achieve. Learners are applying and are admitted to Mweya in larger numbers than before which is a situation that threatens to undermine the school values according to teachers. When asked if the school will keep up their standards with increasing students, the principal seems as uncertain as his teachers because he also believes in small classes. It has been hard to refuse parents who keenly want enrolment for their children at Mweya School.

Despite all those concerns however, Mweya teachers may be mistaken when they suggest that the school reputation will be threatened by big class sizes.

A meta-analysis on the issue of class size by Hattie (2005) in Riddell (2008, p.31) claims that:

"the *reason for the small effect-sizes relate to teachers of smaller classes adopting the same teaching methods as they use in larger classes and thus not optimising the opportunity presented by having few students".*

He claims that, a class size of over sixty two, would likely have a negative effect. In the same vein, another scholar underlines the need to relate class size and effectiveness of classroom and pedagogical practices and linking teacher education to such contexts (Riddell, 2008). Furthermore Riddell noted that some strategies of effective lessons include group work, generic basic teaching skills, effective questioning, using a variety of teaching approaches, and placing a cultural lens on the adaptation of whole class teaching to the particular classroom context. However, as far as this study concerns the Rwandan context, teachers have not had an opportunity for such training provision. According to Randell (2008), one of the outcomes of the Joint Review in the Education Sector (JRES, 2008), was that "*teachers in Rwanda are trained and are familiar with didactic, interrogatory methods rather than learner-centred participative approaches".*

D. Private supplementary tutoring

Majority of the learners from Mweya School do extra lessons. They are either doing it at their homes with a hired teacher or through their specific teachers from Mweya. Extra lessons with Mweya teachers are conducted outside of school in other facilities being rented by those teachers. Tuition lasts for about one and a half hours (at least for those conducted by Mweya teachers). Mweya teachers claim that the extra course work helps learners who do it to improve considerably. No new lessons are tackled during these courses instead teachers are mentoring, explaining more about the topic already taught and giving lesson exercises. The headmaster narrates that he has nothing to do with this business as it is a parent-teacher concern. He recognises that salaries are low and teachers are justified in seeking additional income. However, he refused to let teachers conduct this business on school premises. Learners doing course work would stay in class for further learning while those not registered would leave at the end of formal class time, a situation which

would make some learners uncomfortable and the school would be charged with applying discrimination. Teachers told me that learners are very motivated in those sessions as they are driven by a strong competitive spirit.

However, according to information collected from interviews with parents. Not everyone appreciates these extra courses in the same manner. Only some parents understand its importance as is the case of Parent 4 and the PTA. Those are parents who have themselves completed some schooling and who are aware that the future of their children is linked with good education.

Parents said the following:

> "*There are some parents who think the fact their children are registered in this school is sufficient. However, me I have realised that the course work is another hint to make the learner brilliant. Extra course work is an occasion for repetition and creativity. Much has changed since my son was doing extra course work. Kids tend in fact to forget and they abandon quickly so they must be always kept under studying sensitization to afresh their memory*" (Parent 4).

> "….*In primary 4 I hired a language teacher and now he is in primary 5 I hired a mathematics teacher*" (Parent 3).

Some parents were not understanding about the importance of the tutoring sessions:

> *"We are requested to arrange the course works for our children of course but, I think what the school provides is enough. Learners are also so busy with homework. With those course works learners will tire and will get bored. At least the extra coursework does keep him at home as he has not much free time to join other small boys who are crossing in town in small bands" (Parent 1).*

The private supplementary tutoring (also known as *shadow education*) is designed to enhance the student's formal school career (Stevenson & Baker, 1992). It is also however a complex issue and a macro-phenomenon of modern schooling through its

a) prevalence, b) strategies for use, and c) associated national characteristics (Barker et al., 2001). The main critiques of private supplementary tutoring range from appearing to exacerbate social inequalities as everybody cannot pay for such courses, training pupils for examinations only by using methods which are not creative for learning such as cramming, and possibility at interfering with educational processes in mainstream classes (Bray, 1999; Bray & Kwok, 2003).

The arrangement of private tutoring adopted by Mweya is similar to that practiced in countries like Cambodia, Mauritius and Romania from where the same teachers who have responsibility for the pupils in mainstream classes provide the tutoring (Bray & Kwok, 2003). It is then high risk that the practice becomes a kind of blackmail as teachers can distort the curriculum in official class, and only teaching the remainder or the most important topics in private sessions in order to compel parents to send them more pupils (Bray, 1999)

E. Accountability

There cannot be any doubt that accountability comes in as one of driving forces of effectiveness at Mweya School.

Internal accountability

As mentioned above, the school organises training sessions and study trips every year to other private schools (judged by them to be good ones) for teacher development. With this outcome in mind, teachers explained to me their satisfaction.

However, when discussing capacity building of teaching staff, Levin and Fullan (2008) differed a bit with the Mweya strategy as those authors emphasised that:

> "…c*apacity building* or *internal accountability can be understood as learning to do the right things in the settings where teachers work or learning in context".*

Capacity building should also not only be understood as just doing group sessions or doing travel study but also including processes like; learning new ways of teaching, reading but at the same time discussing/practising school processes like leadership,

reporting and accountability (Levin, 2006), being taught about classroom practice, moving teacher training to the classroom, and enabling teachers to learn from each other (McKinsey, 2007, p. 26).

External accountability

Parents, the district, and the national examination council are direct agents of external accountability for Mweya teachers.

Parents monitor/observe the learning of their children and so they assess teachers performance.

Teacher 3 narrates.

> "... *a good numbers of parents whose learners are enrolled here are literate people as many of them are teachers or department professionals from this area. They are then very interested with the learning of their children. They reply in communication book and even come to school to deal with concerned teachers. We know parents are even comparing teachers from grade levels and some come to school with the wish to take their children to other classrooms*..." Teacher 3

Pressure from the district was also applied to teaching results in Mweya. It is usual that learners from primary 5 and primary 6 across the District sit a test every term. The education inspector confirmed that Mweya School always comes first if not second ranked. It is obvious that teachers work hard accordingly in order to get good results.

The national examination is surely the ultimate level of external accountability and it mobilises teachers especially in primary 6. Teachers in primary 6 need to work more than any other teachers as confirmed with teachers who participated in the interviews. The syllabus has to be covered two months in advance of the national tests so that learners tackle general revision and assessment. It requires teachers to work in extra time, weekends and holidays.

F. Leadership and management

Almost all teachers interviewed attested to the continual presence of a good style of leadership by the principal for their success. However, they gave more praise to a long-serving woman ex-principal rather than the new principal who had just taken office in the 2009 academic year. In line with that the principal teachers were predicting the worst until his exercise of authority and leadership proved otherwise.

From listening to teachers, it seemed that the new principal has been putting more pressure on staff and is bureaucratic in his leadership approach.

One particular teacher put it this way:

> *"With the previous headmistress it was real fun teaching here. She used to cope with every single teacher in issues related to teaching or to personal life. Salary was and is still low now but she assured teachers she knew the problem and was even pleading to the Administration Board. We used to celebrate results at the end of term and end of year with much praise and prizes. You know it is good for personnel to hear from your boss saying you did well despite much challenges, etc. We were really proud of her so much so that we committed to work hard and not deceive her. With the new principal now things have changed; he is talking too little, he is communicating to us through the Teacher Representative or by posted communiqués. Two senior teachers from primary 6 have already resigned and other may follow. And they will because Mweya teachers stand a good chance of being re employed somewhere else because they are recognised as good teachers" (Teacher 5).*

The concerns of Teacher 5 were shared with colleagues like Teacher 1 (also known to the school as the most senior teacher) when he claimed: there are "*no democratic values here*",

While the Representative said:

> "*the principal should consider teachers as colleagues instead of being scared by them, now teachers' moral is very low".*

From informal conversations and observations I conducted, it was evident that teachers were somewhat afraid of the principal. For instance, I saw him once, in early morning, kept stood at a particular point in order to monitor the staff's punctuality. Some teachers arrived late and they can see the principal observing the pace of their steps without talking to them. Teachers may have valid reasons for being late, but as the principal does not ask them about it, neither do the teachers go to him to explain their reasons for coming late. The teachers said that they are afraid to do so as the principal may humiliate them. This kind of leadership style of the principal is in fact not different from the one depicted in Sifuna (2000). This author narrates that education systems in Africa are concerned primarily with enforcing the values of bureaucratic organisations and promoting social values and order like: obedience; abiding by the rules; loyalty; respect for authority; punctuality; regular attendance; quietness; working to deadlines; and self-sacrifice.

Regarding the management of the curriculum, teachers also recalled that they have benefited much from the professional support of the previous principal. She used to observe them teaching and gave them useful constructive feedback. In this way, the two leaders differ substantially as the new principal has not carried out lesson modelling nor monitoring during 2009 as a manager of teaching and learning (Bush and Glover, 2009).Teachers from the same grade are requested to formally manage the curriculum. The content and assessment have in fact to be the same in grade level. In doing so, teachers are supporting each other about the content and understanding for the topic subject, harmonising the lesson plan and assessment.

G. Salary, recognition, motivation, and rewards

The teacher's salaries at Mweya are substantially higher than their public school counterparts but inferior to the salary offered at four neighbouring private schools. Not all of the Mweya teachers were satisfied with the salary claiming that they do not understand why they get the lowest salary among private schools while they are the ones who perform well. Furthermore they were threatening to leave if measures were not taken to increase salaries. With regard to this concern, Teacher 1 (the senior teacher) said the following:

> "... *if really this was a rewarding job now I should be with less economic constraints if one considers the long period I served in this school. My son in Teacher Training College is complaining to do with the teaching because he has been witnessing from me how difficult are teachers' conditions. If I keep teaching consciously that is simply because concerns and the future welfare of those children, unless no real profit at all".*

In order to raise more funds for their survival, all Mweya teachers run evening classes (private tutoring). They think that if salaries at Mweya were satisfactory they could be working only for the school and consequently contributing even more. However, their claims are motivated by a comparison of salaries amongst local private schools from which the Mweya teachers learn that they get the lowest salaries while it is acknowledged that they are the best. Also the demands that they should be even more productive if their salaries are increased seem irrelevant given that the other high paying private schools are not performing better than Mweya. The concern about low salaries is also recognised at the school management level. The PTA claims that it will feature on the agenda for the next meeting of the administration board committee.

Beside the low salaries, teachers were also complaining about the merit awards. The TR stresses it by using the Kinyarwanda idiom as *Agahimbazamusyi kava mu ngasire* (merit pay that rewards teachers, merits pay to encourage them) and

according to him that reward should not only benefit the teachers of primary 6. However, even if all teachers merit the rewards; I would suppose that special care should be given to teachers from primary 6 as they continually work over weekends and holidays in dealing with the preparation for the national test.

The lack of acknowledgement and recognition of work well done was the issue of complaint among teachers. The TR and (Teacher 4) narrated how last year the school had again got good results but the principal did not make any gesture to recognise the hard work of the teachers. They recalled the time of the previous principal, where the teachers and the principal used to celebrate the results at end of term gatherings with special meals as a mark of appreciation but now it is taken for granted or as if it is just our task and that we have been paid for it (Teacher 3). According to Christie et al. (2007, p. 57), the schools which had been proven to be working were celebrating their achievements to motivate themselves further. It was then unfortunate that the principal was unable to build on this good tradition and seems now to be depriving the school of the one strategy it relied on for motivating teachers for the following year's examination.

On the other hand, the school has kept encouraging learners by acknowledging and celebrating the results especially at the end of the year. It is a tradition that the top five learners in every class are called up to the podium to receive acclaim from their colleagues and parents. The school has realised that by doing this it was inculcating a spirit of competition among the learners. This has also been proven to be successful in schools that work where schools used to distribute awards and trophies among the competing students in order to enhance the students' capabilities within and beyond the school, and in helping them learn to deal with winning as well as losing (Christie, 2007, p. 79). Some parents also seem to know the importance of using such incentives with their children, such is the case for Parent 3 who is very strict with his daughter (in primary 5) and will only let her pay a visit to her grandmother in Bujumbura (Burundi) if she is ranked among the top five in the annual results.

H. Community support and resources

Mweya School enjoys strong relations with the external community especially parents, the Catholic Church, and with neighbouring private schools.

The participation of all parents in the life of the school has been commended by the principal and teachers. The principal explained that the fact that parents are aware of the importance of education for their children, motivates their collaboration with teachers by their responding to communication letters, coming to school if asked, arranging the extra course work, checking if their child's home work is done, communicating with children about their schooling, co-operating in handling disciplinary cases, and by providing uniforms and other items of clothing that the school requires. Mweya learners are well disciplined and the school is grateful to parents who help significantly in creating a good environment for learning.

In that way, parents are supporting the school as one scholar found that "parents' involvement" in the schooling of children is important; as for example parent-child communication on educational achievements has positive effect across students of different socioeconomic status (SES) and across countries with different degrees in national examinations (Riddell, 2008

The Catholic Church has also been a strong partner with Mweya School since 1982 when the school was established. It is in fact the Diocese which gave the field to the school.

Co-educators such as sister private schools SUNRISE and APAPER have a co-operation agreement with Mweya. This co-operation consists in sharing expertise and experience, books, and assessment sheets for previous tests. These practices were inspired by the recommendations made by various delegation teams after joint study workshops involving these schools. The PTA and the principal claim that co-operation with those schools is one of the strategies used to motivate success.

Co-operating with other schools can certainly yield some advantages. For instance, Christie (2007) found that many good schools in the middle quintiles used to give and receive support from other schools in order to overcome their challenges.

Despite being the top school, Mweya has very limited resources. There is neither a library nor a laboratory. On the school walls, charts are scarce, books are very few and teachers explained that they manage to make photocopies, borrow the required material, or make drawings. Financially the school relies solely on tuition fees which often may not be sufficient. Mweya School is the cheapest private school amongst its four sisters neighbouring schools and that may also explain why teacher's salaries are the lowest amongst those private schools.

CHAPTER FIVE: CONCLUSION

The research aimed at investigating the factors which may enhance effectiveness in post-conflict educational contexts at primary level within the APEFE Mweya Groupe Scolaire. More specifically the aims of this case study were to identify, describe and analyse these factors. The analysis of data collected suggests that the inclusion of Hutu and Tutsi ethnic groups in the Mweya institution emerged as an important criterion to label Mweya as an effective school especially if one considers the Rwandan post-genocide context. It has been proven that the processes of learner enrolment and staff recruitment were fairly and objectively conducted in this particular school. This in fact is a characteristic which agrees with the general literature on moral inclusion philosophy and intergroup contact theory, where conditions of equal group status within a situation; common goals; intergroup co-operation; and the support of the authorities, law, or custom are fostered especially for communities who experienced antagonistic social groups (Pettigrew & Tropp, (2006); Saltarelli (2000); Opotow (2005)).

Apart from moral inclusion, Mweya School is also a successful school in terms of results. The investigation of factors at the basis of this effectiveness reveals that criteria related to the teachers work ethos; organisation of teaching and learning; expectation and accountability; private tutoring; and motivation are strong factors behind the schools success, while factors like community support; resources; and school leadership also contribute though to a relatively lesser extent.

In brief, the achievement of good results at Mweya is summarised as follows:

- All teachers and not only those in final year are committed and dedicated to teaching. They are somehow driven by a sense of responsibility in their actions so that they are delivering professionally and consciously (work ethos). Their attitude and behaviour are excellent. Their willingness to perform hard work comes before their benefits. Only the top candidates are retained.

- The daily formal timetable of teaching and learning is relatively long and is characterised by frequent assessment and homework done in small classes. Learners are initiated into the mechanisms of consistency and relatively hard work and to model their teachers' work ethic.

- Structures are in place so that the teaching and learning activity is internally and externally accountable. With internal accountability, also known as capacity-building, teachers are supported professionally by the principal and also beneficiate in-service training and study travel to other private partner schools. The expectation of success is high among teachers and learners as a result of having established the school as a reputable one with consistent good results.

  The school is also under pressure from parents who regularly monitor teachers, from the District with its regional tests and from the National Examination Council through the national examination. Thus, parents, the District, and the RNEC act as agents of external accountability to the school.

- Private supplementary tutoring is a formal process and it begins in the early grades thus encouraging learners to strive for good results.

- The collaboration with parents is paramount as it has enabled the school to deliver accordingly. Parents work hard at communicating with teachers about the schooling of their children, arranging the extra coursework, handling disciplinary cases with teachers, and at participating in formal gatherings. The '*know how to do things'* sharing with other schools has also been seen as useful to Mweya school.

This analysis shows that factors associated with teachers outweigh any other factor regarding the effectiveness of this particular school. These factors are the teachers' work ethos and the organisation of teaching and learning. This is in line with the literature on school effectiveness which claims that the teacher is a primary resource that is constantly related to student achievement especially in developing countries

from where some schools in those countries lack even the basic minimum inputs necessary for them to function as schools (Teddlie & Reynolds, 2000; Fuller, 1985). Now that the school has made for itself a strong academic reputation, it is likely to sustain this performance by adhering to the tried and tested factors as observed here. Gaziel (1997: 311) also noted that 'the *culture of an organisation can influence its productivity'*.

However, there is a risk of the good results fading as a direct consequence of the bureaucratic style of the school principal. Besides demonstrating a bureaucratic style, the principal did not motivate teachers nor render to them professional support. Teachers accused him of not promoting dialogue so that they were scared of him. Teachers were not getting on at all well with him. The teaching and learning conditions were no longer appreciated so that some teachers are now leaving the school. Teachers did not consider him as a leader who would maintain the school culture of success and their moral was very low. The desire to continue teaching at Mweya for many diminished. This account shows again how an effective principal matters for a schools success. Instead of exercising bureaucratic and authoritarian leadership, Spillane (2005) claims that leadership should be distributed over an interactive web of people and situations; school principals as managers of teaching and learning or instructional leaders also need to know their role is to create and maintain the best conditions that promote high quality teaching and learning for the highest learner achievement (Bush et al., 2009). According to Bush et al., the best conditions that the manager of teaching and learning has to create are those which position him as an agent of influence for the improvement of student's learning via teachers. In doing so, hands-on teaching and leadership (lead by example i.e. give a lesson while being observed by teachers), monitoring, dialogue, and setting up effective structures are some strategies that could guide principals to lead and manage teaching and learning for improvement (ibid.).

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APPENDICES

Appendix 1: Interview guide, observation and documents ‘analysis

In no particular order, it seems to me that I should look towards getting information on the following areas:

1. **Background information on the school:**

Enrolments, staff numbers, results, physical conditions (general appearance, presence and use of facilities, state of repair, whether it is fenced, sports fields, library, laboratory and the extent to which they are provisioned, etc), financial position (fees, funds), attendance and punctuality, completion and dropout rates. Admission requirements Vision/Mission. Distance students travel to school. About the minutes for meetings, the extent to which parents are involved, annual planning and annual reports, etc.

What the particular context of the school is like, as well as the broader political and social context. Are there any achievements? What are the particular things that strike you as being distinctive?

2. **Staffing**

Profile of teachers, staff turnover, how long principal has been at the school, whether or not there are opportunities for staff development, school assemblies, teacher morale, professional ethos…

How do teachers feel about their work at the school? What do they think the reasons for successes are? What changes would they like to see? Is the school a nice place to be? What atmosphere is there among staff? How would you go about changing a dysfunctional school if you were made principal? Anything you would like to add?

3. **Curriculum**

What about the timetable, how teachers teach, how teachers assess and give feedback, what expectations they have of learners, school hours (time on task), homework, after school work, are there any distinctive things that the school, teachers and learners are doing?

4. **Leadership and management**

Organisational structures, how decisions are made in the school, what structures there are for participation, how the leadership and management styles could be described, and degree of rigidity…?

What forms of rewards and sanctions, what form of accountability, in what ways does leadership make a difference- or doesn't? What key things/features seem to capture the organisational life of the school? How the school handled problems in the past? Sense of empowerment agency?

5. **Governance and community relations**

What the governing body looks like, how active and how successful it is, what sorts of things it does, what sort of support it has, whether or not there is/has been NGO involvement….

What relations are like with the community and what kind of support does the community.

Appendix 2: Information letter to Legal Representative of APEFE MWEYA (Translation from French)

Habiyambere Jean Philippe
School of Education
University of Wits, Johannesburg
South Africa

The Legal Representative of APEFE MWEYA
Gisenyi Sector
Rubavu District,
Republic of Rwanda

29 January 2010

RE: Request to conduct research

Dear Legal Representative of APEFE MWEYA

I am writing to you to humbly request permission to conduct a research with the APEFE MWEYA School.

I am currently registered as a Masters student (Student Number: 416658) in the School of Education at the University of the Witwatersrand for the 2010 academic year. As part of the requirements of my studies, I have to conduct a research study and write it up in a research report and my research study is on the effectiveness of private schooling in post-conflict contexts.

The aim of the research is to identify the factors which contribute to the effectiveness of private schools and I would like to conduct the research in February 2010. I intend to collect my data by interviewing the following participants: the chairman of the parents' school committee, the school principal, six teachers, six parents and the relevant inspector. The interview will last between 40 to 45 min.

I would also like to have access to relevant school documents as well as be able to observe the school environment and the school daily activities. All information collected will remain confidential and no real names will be given in the research report.

I therefore hope that you will consider favourably this request.

Thanking you in anticipation,

Yours sincerely,

cc. Mayor of Rubavu District
Western province

Appendix 3: Information sheet to the school principal

University of the WITWATERSRAND

Faculty of Humanities

School of Education

Private Bag 3

WITS, 2050

Republic of South Africa

October, 2009

Dear Sir/Madam,

I am a Masters of Education student (Student Number: 416658) at the University of Witwatersrand. I am doing research as part of my degree requirement. The title of the research is: **EFFECTIVE PRIVATE SCHOOLING IN POST CONFLICT CONTEXTS.** The research aims to investigate the factors associated with effectiveness in private schools.

The participants in this study will include the principal, the president of the Parent Teacher Association, six teachers, five parents, and a school inspector. Participants will be required to respond to a number of interview questions which will take between 40-45 minutes. The study also involves school documents analysis, observation of the school compounds and the daily activities and events at the school. This exercise will be done in February 2010.

I am kindly requesting you to allow me access to your school in order to conduct this study.

Any information gathered will be kept private and confidential.

Thank you for your cooperation.

Yours Faithfully,

Jean Philippe HABIYAMBERE Date: ……

Appendix 4: Information sheet to the President of PTA

University of the WITWATERSRAND

Faculty of Humanities

School of Education

Private Bag 3

WITS, 2050

Republic of South Africa October 2009

Dear Sir/Madam,

I am a Masters of Education student (Student Number: 416658) at the University of Witwatersrand. I am doing research as part of my degree requirement. The title of the research is: **EFFECTIVE PRIVATE SCHOOLING IN POST CONFLICT CONTEXTS.** The research aims to investigate the factors associated with effectiveness in private schools.

The participants in this study will include the principal, the president of the Parent Teacher Association, six teachers, five parents, and a school inspector. Participants will be required to respond to a number of interview questions which will take between 40-45 minutes. The study also involves school documents analysis, observation of the school compounds and the daily basis activities and events at school. This exercise will be done in January 2010.

I am kindly requesting you to allow me access to the school you are the president of PTA in order to conduct this study.

Any information gathered will be kept private and confidential.

Thank you for your cooperation.

Yours Faithfully,

Jean Philippe HABIYAMBERE Date: …….

Appendix 5: Interview consent letter for parent, teacher, the principal, and the education inspector

University of the WITWATERSRAND

Faculty of Humanities

School of Education

Private Bag 3

WITS, 2050

Republic of South Africa

October 2009

I hereby confirm that I have been informed by the researcher, Mr Jean Philippe HABIYAMBERE, about the nature of his study on: *Effective Private Schooling in Post Conflict Contexts***.** The research aims to investigate the factors associated with effectiveness in private schools.

I have received, read and understood the information sheet regarding this study and I am aware that all the information I give will be processed anonymously in this study and its final report.

I understand and agree that the data collected for this study can be processed by the student and destroyed once the study is completed and passed.

I may at any stage without prejudice withdraw my consent and participation from this study and have had sufficient opportunity to ask questions and declare that I am participating voluntarily in this study.

…… …… ……

Signature (initials) Date Place

Appendix 6: Consent form for the use of school official documents (for the principal)

I hereby agree to have the school official documents used by Jean Philippe HABIYAMBERE for his research on *Effective Private Schooling in Post Conflict Contexts: a Case Study of Groupe Scolaire Mweya*. I understand that:

- He will be inquiring how the school plans about teaching, learning and other activities not related to formal learning,
- Participation in this research is voluntary,
- I may withdraw from the study any time,
- No information that may identify me, teachers, students or parents will be included in the research report, and the information in these documents will be kept confidential.

Signed: ……. Date: …….

Appendix 7: Confirmation letter from the school (translated from French)

ASSOCIATION DES PARENTS POUR L'EDUCATION
ET LA FORMATION DES ENFANTS : APEFE MWEYA
B.P. 298 GISENYI
TEL. + 251 540 472 ; e-mail : apefemweya@yahoo.fr

Gisenyi, le 31 janvier 2010

N/Réf. : 005/III.4/101/A

Monsieur HABIYAMBERE Jean Philippe
Republic of South Africa
University of WITWATERSRAND
School of Education
Private Bag 3
Wits, 2050

Dear Sir,

RE: Request to conduct research

I refer to your letter dated 29 January 2010, requesting permission to conduct a research with the APEFE MWEYA School. It is my pleasure to write to you to confirm that such request was favourably considered.

However, you will have to act in accordance with professional research responsibilities during your visit to our institution. You should also enquire with the school principal of APEFE MWEYA for more detailed logistics.

Wishing you success in your endeavour,

NZABONIMPA Anselme
Représentant Légal

cc. Mayor of Rubavu District
School Principal
Chairman of the PTA