While the same legal framework guides all government departments, each entity is unique and its needs and operations are different. This procedures manual has been elaborated to support staff of REB to meet the unique demands of our organization and to provide consistency in what we do and how we do it.

I extend my sincere gratitude to all staff of REB who have worked hard to ensure its successful completion. I also extend my gratitude to DFID and Innovation and Capacity Development Fund (ICDF) who have supported the elaboration of this Procedures Manual.

This Procedures Manual serves as a handbook for all employees of REB and other stakeholders who interface with the various functional areas of REB. It contains detailed procedures guiding the systematic, consistent and team-based approach to decision making. It provides essential information and step by step procedures for the various functional units of REB. It is divided into three sections:

1) Organization context: The elaboration of the mandate, the macro and micro organizational structure of REB, and the responsibilities of each functional unit.
2) Core departments’ rules, regulations and procedures. The processes detailed hereunder are aimed at identifying and capturing the core business of REB plus elaborating the Functional Relationship between the Various Core Departments.

The preparation of this manual is based on the various legal frameworks that govern the functions of government departments and where there is any inconsistency, the provisions of that particular Law shall prevail.

It is my hope that the users of this manual shall embrace the procedures herein, but more importantly that this manual should lead to synergy and coordinated and integrated procedures that lead to the fulfilment of the organization’s needs and assist in the achievement of REB’s goals and objectives.

Dr. John Rutayisire
DIRECTOR GENERAL
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# Abbreviations

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<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
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<td>BFP</td>
<td>Budget Framework Paper</td>
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<td>COFOG</td>
<td>Classification of Functions Of Government</td>
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<td>COSO</td>
<td>Committee of Sponsoring Organizations of the Treadway Commission</td>
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<tr>
<td>CPMD</td>
<td>Curriculum and Pedagogical Materials Department</td>
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<td>CSD</td>
<td>Corporate Service Division</td>
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<td>DEO</td>
<td>District Education Officer</td>
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<tr>
<td>DG</td>
<td>Director General</td>
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<tr>
<td>EA</td>
<td>Examinations and Accreditation</td>
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<tr>
<td>EDP</td>
<td>Electronic Data Processing</td>
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<tr>
<td>EQS</td>
<td>Education Quality and Standards</td>
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<tr>
<td>EQSD</td>
<td>Education Quality and Standards Department</td>
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<tr>
<td>FLU</td>
<td>Finance and Logistics Unit</td>
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<tr>
<td>GAAP</td>
<td>Generally Accepted Accounting Principles</td>
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<tr>
<td>GCIA</td>
<td>Government Chief Internal Audit</td>
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<tr>
<td>GIE</td>
<td>General Inspection of Education</td>
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<tr>
<td>GPIA</td>
<td>Government Principal Internal Audit</td>
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<tr>
<td>HIV</td>
<td>Human Immune Virus</td>
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<tr>
<td>HoD</td>
<td>Head of department</td>
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<tr>
<td>HRM</td>
<td>Human Resource Management</td>
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<tr>
<td>ICDF</td>
<td>Innovation and Capacity Development Fund</td>
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<tr>
<td>ICT</td>
<td>Information and Communications Technology</td>
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<tr>
<td>IFMS</td>
<td>Integrated Financial Management Information System</td>
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<tr>
<td>ISBN</td>
<td>International Standard Book Number</td>
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<td>IT</td>
<td>Information Technology</td>
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<td>ITB</td>
<td>Invitation to Bid</td>
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<tr>
<td>KIE</td>
<td>Kigali Institute of Education</td>
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<tr>
<td>LAN</td>
<td>Local Area Network</td>
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<tr>
<td>Abbreviation</td>
<td>Description</td>
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<tr>
<td>LCS</td>
<td>Least Cost Selection</td>
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<td>MINECOFIN</td>
<td>Ministry of Finance and Commerce</td>
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<td>MINEDUC</td>
<td>Ministry of Education</td>
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<tr>
<td>MTEF</td>
<td>Medium-Term Expenditure Framework</td>
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<tr>
<td>NCDC</td>
<td>National Curriculum Development Centre</td>
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<tr>
<td>ODEL</td>
<td>Open Distance and E-Learning</td>
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<td>PIC</td>
<td>Project Implementation Committee</td>
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<td>PRU</td>
<td>Planning and Research Unit</td>
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<tr>
<td>QCBS</td>
<td>Quality-and Cost-Based Selection</td>
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<tr>
<td>QESEI</td>
<td>Quality Education and Standards; and Education Infrastructure</td>
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<td>RAMA</td>
<td>Rwanda d’Assurance Maladie</td>
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<tr>
<td>REB</td>
<td>Rwanda Education Board</td>
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<td>RFQ</td>
<td>Request For Quotation</td>
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<td>RMEP</td>
<td>Rwanda Multimedia Education Portal</td>
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<td>RNC</td>
<td>National Examination Council</td>
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<td>RPPA</td>
<td>Rwanda Public Procurement Authority</td>
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<td>RwF</td>
<td>Rwanda Francs</td>
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<td>SACCO</td>
<td>Saving and Credit Cooperative Organisation</td>
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<td>SEO</td>
<td>Sector Education Officer</td>
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<td>SFAR</td>
<td>Student Financial Agency Rwanda</td>
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<td>SOPs</td>
<td>Standard Operating Procedures</td>
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<td>SOW</td>
<td>Statement of Works</td>
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<tr>
<td>TAC</td>
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<td>TC</td>
<td>Tender Committee</td>
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<td>TDM</td>
<td>Teacher Development and Management</td>
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<td>TMAC</td>
<td>Training Material Approval Committee</td>
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<td>TOR</td>
<td>Terms of Reference</td>
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<tr>
<td>TSC</td>
<td>Teacher Service Commission</td>
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<tr>
<td>UNICEF</td>
<td>United Nations International Children’s Emergency Fund</td>
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<tr>
<td>WAN</td>
<td>Wide Area Network</td>
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SECTION ONE:
ORGANISATIONAL CONTEXT
CHAPTER ONE: INTRODUCTION

1.1 HISTORICAL BACKGROUND AND LEGAL MANDATE

The Rwandan Education Board (REB) was established by Law No 44/2010 of 07/12/2010 determining its mission, organisation and responsibilities. This Law establishes Rwanda Education Board abbreviated as "REB" in the official gazette No 4bis of 24/01/2011. The following institutions that were under the Ministry of Education: Rwanda National Examination Council (RNEC), National Curriculum Development Centre (NCDC), Student Financial Agency Rwanda (SFAR), General Inspection of Education (GIE), and Teacher Service Commission (TSC) were combined and took the name of Rwanda Education Board (REB). REB now has six core departments plus the Corporate Unit responsible for administration and management functions. The six core departments are:

- Curriculum and Pedagogical Material Distribution
- Education Quality and Standards
- Teacher Development and Management
- Examinations and Accreditation
- ICT in Education and Open and Distance Learning
- High Education Student Loans.

1.1.1 VISION

To improve Rwanda education quality, build the capacities and management of teachers, loans and scholarships, monitor the distance learning program, and promote the use of information and communication technology in education.

1.1.2 MISSION

Fast tracking education development in Rwanda by enabling education sector growth. The scope of our work includes all aspects related to the development of the education sector. This involves working with and addressing the needs of schools of all sizes (Public, Private) and brings education in line with international best practice.

1.2 RATIONALE FOR THE MANUAL

As a new organization, REB needs to establish clarity for its operations. This involves defining regulations and procedures that guide the different departments and units of REB to operate as a single integrated organization. This Procedures Manual has therefore been developed to provide detailed procedures to ensure a systematic, consistent and coherent approach to activities, processes and decision making.
1.3 Rwanda Education Board Organizational Structure and Functions/Responsibilities

1.3.1 Organizational Structure of REB

Key:
CPMD – Curriculum & Pedagogical Materials Department
Ss – Sciences
LH – Languages & Humanities
PMPD – Pedagogical Materials Production & Distribution
TDM – Teacher Development and Management
TDT – Teacher Development and Training
SML – School Management & Leadership
TSWD – Teacher Socio-economic Welfare & Development
TMS – Teacher Management and Staffing
EQS – Education Quality and Standards
ICT – Inspection
SC – School Construction
ICTE & ODeL – ICT in Education and Open Distance and e-Learning
ITS – Infrastructure Technical Support
CDODiL – Content Development & Open Distance and e-Learning
CDT – Capacity Development & Training
HESL – Higher Education Student Loans
LBAD – Loan/Bursary Application and Disbursement
LRR – Loan Recovery and Repayment
SWAM – Student Welfare and Academic Monitoring
FL – Finance and Logistics
HRM – Human Resource Management
Proc – Procurement
PRIME – Planning, Research, Monitoring and Evaluation
ICT – Information Communication Technology
LA – Legal Advisor
IA – Internal Audit
PR&C – Public Relations and Communication
AA – Administrative Assistant
1.3.2 REPORTING RELATIONSHIPS

The organization and functioning of REB are structured around the two management organs provided for in the law establishing the REB. REB is comprised of the following two management organs:

- The Board of Directors
- The General Directorate

The Board of Directors is the governing and top decision making organ. It is composed of independent members appointed by a Presidential Order on the basis of their competence and expertise. The Board of Directors plays an oversight role to the General Directorate.

The General Directorate is comprised of three administrative layers. The office of the Director General is the executive office with direct supervisory responsibilities over the six core departments identified in 1.1 above plus the Corporate Services Division, Planning and Research Unit, ICT Unit as well as over the following officers: Legal Advisor, Internal Auditor, Senior Advisor, Public Relations and Communication. The Director General reports to the Chairperson of the Board of Directors who plays the role of supervisor of the DG on behalf of the Board of Directors.

The six core departments constitute the third layer in the decision making up the hierarchy of the REB. The core departments are headed by Heads of Department who act as the Deputies to the Director General, representing those core functions which they head. They report and are directly answerable to the Director General.

The unit level is the fourth layer in the hierarchy representing functional and professional specialization. REB has three kinds of Units. These are:

(i) Units representing the different core functions
(ii) Stand-alone units,
(iii) Units offering cross cutting services

Units are headed by Directors. Directors of Units in the core departments report directly to the Heads of those core departments. Directors of stand-alone Units report directly to the Director General while those Directors of Units offering cross cutting services are under the supervision of the Head of Corporate Services Division.

1.3.3 FUNCTIONS/RESPONSIBILITIES

The mains Functions and responsibilities of Rwanda Education Board (REB) are:
- Contribute to determining education policy;
- Coordinate and fast-track education programs and activities aimed at providing adequate education to all categories of Rwandans;
- Design and distribute curricula, teaching materials, guides, methodologies and establish teaching methods for nursery, primary secondary, specialized schools and adult literacy education in accordance with the current educational development;
- Establish and monitor the distance learning program;
- Promote the use of information and communication technology in education;
- Coordinate programs and activities aimed at developing teachers, building their capacities and improving their management;
- Prepare educational standards and monitor their application;
- Establish regulations determining how national examinations are conducted at various levels of education, except in vocational and technical training and in higher learning institutions;
- Coordinate programs and activities related to loans and scholarships provided to higher education students;
- Cooperate and collaborate with other regional and international institutions having similar responsibilities
- Advise Government on all activities which can fast track education development in Rwanda.

1.4 MICRO/DEPARTMENTAL/UNITS STRUCTURES & RESPONSIBILITIES

1.4.1 OFFICE OF THE DIRECTOR GENERAL

Daily management of REB is entrusted to the Director General. The Director General shall direct and coordinate the daily activities of REB and shall be responsible for the implementation of the Board of directors’ decisions.
1.4.1.1 STRUCTURE OF THE OFFICE OF THE DIRECTOR GENERAL

1.4.1.2 SPECIFIC RESPONSIBILITIES OF THE DIRECTOR GENERAL

The Director General of REB shall specifically be responsible for:

- Assist the Board of Directors in its governance functions, and ensure the implementation of the decisions of the Board;
- Carry out all activities related to organization, management and staffing of REB;
- Advise the Minister of Education on the implementation of education policy and on all matters relating to the development of nursery, primary and secondary education;
- Perform corporate responsibility for leading the development of the vision and mission of REB and bring these to the Board of Directors for final approval;
- Perform corporate responsibility for ensuring that the performance contracts, strategic plan, annual implementation plan and the budget and financial reports are developed and brought to the Board of Directors for approval;
- Perform corporate responsibility for external fund raising;
- Supervise management of Heads of Department;
- Prepare and submit to the Board at the end of every financial year a report on the operations and audited accounts of REB;
- Oversee the operations related to staff development and performance review;
- Ensure the welfare, discipline and good behaviour of Management and staff of REB;
• Evaluate the performance of Heads of departments in conformity with the established laws, policies and objectives of the institution;
• Ensure the full implementation of the nursery, primary and secondary education Laws as, these relate to the responsibilities of REB;
• Represent REB in the wider community and in international forums;
• Perform other appropriate duties as may be assigned by the Chair of the Board of Directors or the Minister of Education;

Coordinate programs and activities related to loans and scholarships in higher education.

1.4.2 PLANNING AND RESEARCH UNIT

1.4.2.1 STRUCTURE PLANNING & RESEARCH UNIT

![Diagram]

1.4.2.2 FUNCTIONAL RESPONSIBILITIES

The unit has the following functional responsibilities:

• Prepare general policy proposals for REB and advise on the Board’s mandates of improving Rwanda Education quality as directed by Government policies on education sector;
• Carry out research activities on matters of interest to the Board and advise the Director General accordingly;
• Work with Finance and logistics as well as HRM Units to prepare action plans and Budget;
• Formulate and review of corporate and strategic plans of the Board and recommend their approval;
• Monitor and evaluate the performance of REB plans and budgets.

1.4.3 ICT UNIT

1.4.3.1 STRUCTURE ICT UNIT

1.4.3.2 FUNCTIONAL RESPONSIBILITIES

The unit has the following functional responsibilities:

• Plan, organize, direct, control and evaluate the operation of information systems and electronic data processing (EDP);
• Develop and implement policies and procedures for electronic data processing and computer systems operations and development;
• Design, develop, implement, operate and administer computer and telecommunications software, networks and information systems;
• Provide day to day technical support within REB departments;
• Ensure that technology is accessible and equipped with suitable hardware and software;
• Provide training and support on request;
• Provide recommendations about accessing information and support;
• Maintain current and accurate inventory of technology hardware, software and resources;
• Maintain log and/or list of required repairs and maintenance;
• Monitor and maintain the use of the photocopiers and printers.
1.4.4 CORPORATE SERVICES DIVISION

1.4.4.1 STRUCTURE CORPORATE SERVICES DIVISION

Micro structure of the Corporate Services Division (CSD)

Head CSD

Finance & Logistics  HR Management  Procurement

Administrative Assistant

1.4.4.2 FUNCTIONAL RESPONSIBILITIES

Functional responsibilities of the division are the following:

- Provide the DG and senior management of REB with timely and appropriate advice and information on corporate facilities and services;
- Ensure an adequate framework of procedures, working instructions and guidelines;
- Ensure timely implementation of plans and sound financial management of REB’s Corporate Services budget;
- Ensure smooth communications with REB’s management and the Staff on Corporate Services matters;
- Ensure the timely availability and efficient management of appropriate office space, furniture, office equipment, office supplies and well-functioning meeting facilities;
- Ensure the smooth running of REB’s building related services and service providers (security staff, cleaning, office moves, maintenance, catering, etc.); and
- Ensure a safe, healthy and agreeable working environment for the staff of REB as well as meeting and common facilities for REB staff and visitors.
1.4.4.3 RESPONSIBILITIES OF THE VARIOUS UNITS UNDER CORPORATE DIVISION

FINANCE AND LOGISTICS UNIT

STRUCTURE FINANCE & LOGISTICS UNIT

FUNCTIONAL RESPONSIBILITIES

Functional responsibilities of this unit are the following:

- Coordinate the preparation, monitoring and evaluation of the REB budget;
- Account appropriately for funds received and paid out;
- Prepare and submit timely financial and management accounting reports;
- Ensure existence and application of strong and effective accounting internal controls in fund allocation, budgetary commitments, authorizations and payments;
- Engage with decision support to institute and operationalise plans to improve REB performance based on the output reporting;
- Produce consolidated monthly projections against forecast, plan and prior periods; and
- Manage and co-ordinate logistics operations of REB.
THE HUMAN RESOURCE MANAGEMENT (HRM) UNIT

STRUCTURE HUMAN RESOURCES UNIT

FUNCTIONAL RESPONSIBILITIES

Functional responsibilities of this unit are the following activities:

- Guide, manage and process all steps of recruitment processes including managing staff induction and Retention.
- Initiate staff performance improvement measures to guide in the performance management and appraisal of REB staff.
- Preparing staff salaries' and their regular contribution to Rwanda’s Social Security Fund (RSSB).
- Initiate Staff Development Strategies and identify training and capacity needs for REB staff.
- Carry out all necessary HR and administration activity and action for the REB including grievance handling and ensuring all HR policies and regulations are complied with in line with the law.

THE PROCUREMENT UNIT

STRUCTURE PROCUREMENT UNIT
FUNCTIONAL RESPONSIBILITIES

Functional responsibilities of this unit include the following:

- Prepare solicitation documents;
- Publish and distribute invitations to bid;
- Obtain approvals for award of contract from Tender Committee;
- Prepare notification of awards;
- Ensure adequate contract execution in collaboration with beneficiary department;
- Provide annual procurement performance reports;
- Document each procurement activity and compile a procurement file for each of the procurement activity undertaken;
- Develop framework contracts as the need may arise;
- Provide procurement advice to all stakeholders of REB.

1.5 STRUCTURE & FUNCTIONS OF THE CORE DEPARTMENTS

1.5.1 CURRICULUM & PEDAGOGICAL MATERIALS DEPARTMENT

The Curriculum & Pedagogical Materials Department (CPMD) has the responsibility to ensure that all school curricula are well prepared and understood and effectively used by teachers via regular visits to schools, training seminars to orient teachers, periodic reviews, research and evaluation of curricula. The Department attaches great importance to ensuring continuing education and training.
STRUCTURE CURRICULUM & PEDAGOGICAL MATERIALS DEPARTMENT

FUNCTIONAL RESPONSIBILITIES

Functional responsibilities of this Department are the following:

- Produce and make available high quality and appropriate curricula and learning and teaching materials;
- Train teachers in the use of produced curricula and teaching materials;
- Ensure that materials are distributed and correctly used by teachers and learners;
- Evaluate learning and teaching materials;

1.5.1.1 RESPONSIBILITIES OF THE VARIOUS UNITS

SCIENCE, LANGUAGES AND HUMANITIES

- Design, develop, produce and distribute teaching materials such as curricula, teachers’ guides and learners’ text books;
- Experiment with and test teaching materials such as curricula, teachers’ guides and learners’ texts books;
- Design teaching aids to supplement learner’s text books;
- Ensure follow-up and evaluation of curricula, teaching methods and text books;
- Undertake research aimed at improving the quality of curricula.
- Train teachers on the use of these curricula and other instructional materials.

PEDAGOGICAL MATERIAL PRODUCTION AND DISTRIBUTION

- Produce printed and non-printed teaching and learning materials;
• Print teaching and learning materials for primary and secondary schools including:
  o Curricula
  o Teachers’ guides
  o Textbooks
  o Wall charts
  o Interactive video & audio programs for literacy
• Distribution of teaching materials;
• Other services like Graphic design.

1.5.2 EDUCATION QUALITY AND STANDARDS

The Department is responsible for setting standards and norms for quality education in Rwanda. It also sets standards and norms for school construction, supervision and monitoring of school construction.

STRUCTURE EDUCATION QUALITY AND STANDARDS DEPARTMENT

FUNCTIONAL RESPONSIBILITIES

• Coordinate all activities of the department that include: inspection of schools in all regions, as well as school construction.
• Prepare standards for quality education;
• Prepare the Education Annual report on the situation analysis of education at all levels of education with exception of higher learning institutions
1.5.2.1 RESPONSIBILITIES OF THE VARIOUS UNITS

REGIONAL INSPECTION

The responsibilities of Regional Inspection are:

- Arrange for and conduct inspection of schools in the Districts that fall under its jurisdiction;
- Participate in the establishment of the standards for quality education;
- Follow up on the implementation of educational legislation and policy, the implementation of programs and other official instructions from the Ministry in the field of education and of school education in the region under supervision;
- Follow up on how teaching and learning take place and the environment in which they do plus an assessment of how the administration of schools in the region under his/her supervision is conducted.
- Report on findings of inspections in the region under their responsibilities;
- Participate in the training of inspectors, teachers, head teachers and staff of schools in collaboration with the other services concerned with this activity;
- Follow up on inspections of schools and other related activities in the region;

PEDAGOGICAL INSPECTION

The following are the responsibilities of the unit

- Inspect schools and the teaching and learning of all subjects at all levels of schools;
- Participate in the establishment of inspection standards for all subjects;
- Follow up on matters of teaching and learning of all subjects;
- Identify and analyse problems related to programs, textbooks and other materials as well as to examinations;
- Inspect teachers of all subjects and prepare an inspection report on each inspected teacher
- Participate actively in ongoing training of teachers on all subjects in collaboration with the other services concerned with this activity;
- Provide advice and suggestions to teachers on innovations in learning and teaching of all subjects;
- Prepare quarterly and annual reports on the situation of the teaching of all subjects.

SCHOOL CONSTRUCTION

The following are the responsibility of the director of the unit
- Participate in the budget preparation and execution for education infrastructure;
- Identify project, conduct feasibility studies and prepare budget proposals;
- Design and prepare standard plans for Education Infrastructure;
- Analyse the standards for educational infrastructure and determine requirements for space, furniture and equipment
- Prepare cost estimates and specification of materials for Education Infrastructure
- Develop policies and establish norms, standards and regulations for the construction/rehabilitation of educational infrastructure as classrooms building and sanitation facilities
- Supervise, control and monitor construction works as well as maintenance of schools infrastructures;
- Participate in handing over of school buildings.

1.5.3 TEACHER DEVELOPMENT & MANAGEMENT

The Department is responsible for the quality and utility value of teacher education.

STRUCTURE TEACHER DEVELOPMENT & MANAGEMENT DEPARTMENTS

FUNCTIONAL RESPONSIBILITIES

Functional responsibilities of this Department are the following:

- Set policy in areas related to teacher management, including policies governing teacher registration, recruitment, hiring, evaluating, promoting, and disciplining teachers, terms and conditions of employment, fringe benefits, leave, and code of conduct;
- Manage in-service training and Continuing Professional Development of Teachers;
- Develop school leadership and management standards and provide support to ongoing professional development school leadership and management;
- Conceptualize, develop and ensure implementation of strategies, policy guidelines and project proposals aimed at addressing teachers welfare and development;
- Conceptualize, develop and ensure implementation of strategies, policy guidelines and project proposals aimed at addressing professional needs of teachers.

### 1.5.3.1 RESPONSIBILITIES OF THE VARIOUS UNITS

#### TEACHER DEVELOPMENT AND TRAINING

REB coordinates and provides guidance for Teacher Development and Training. Training takes the form of pre-service training and in-service training. Specifically, the functions of teacher development and training unit of REB is to:

- Design and manage the delivery mechanism for in-service teacher training courses;
- Explore available avenues and partnerships for teacher training and development;
- Receive, process and approve teacher training materials;
- Prescribe procedures for issuing certificates for short courses and ensure that these are well aligned;
- Liaise with universities and teacher training colleges on teacher training matters;
- Arrange for Supervision, monitoring and evaluation of teacher training programs in progress and evaluate the impact of training;
- Keep teacher training data and generate required reports from time to time;
- Liaise with the CPMD Department to align teacher development and training activities with national curriculum initiatives;
- Develop, maintain and ensure implementation of teacher development framework and plan;
- Identify and analyse teacher training and development program needs and project training and development requirements;
- Direct, guide, oversee and monitor teacher development programs in districts and schools;
- Facilitate the involvement of stakeholders in planning, implementation, monitoring and evaluation of teacher training and development;
- Encourage and facilitate good communication among stakeholders in teacher training and development;
- Provide capacity building and advisory services as appropriate to districts and schools in the field of teacher development and training;
- Coordinate and support the establishment and maintenance of a strong network of non-government agencies that provide in-service training for teachers;
SCHOOL MANAGEMENT AND LEADERSHIP

REB through its unit of school management and leadership supports districts to attract, develop, manage and retain the best school leaders; This is pursued through the following responsibilities:

- Identify needs to school leadership and management;
- Train school leaders, managers and administrators in school leadership, management and administration;
- Provide tools for leadership and management to school leaders;
- Monitor and evaluate the performance of school leaders, managers and administrators;
- Work with partners in addressing identified obstacles;
- Conceptualize and develop strategies and policy guidelines to enhance the quality of management and leadership among schools;
- Develop, initiate, maintain, and ensure implementation good practices in school management and leadership;
- Design and manage the delivery of in-service school leaders training courses;
- Explore, mobilize and use resources and partnerships on school management and leadership training sessions;
- Participate in planning, monitoring and evaluation of training sessions on school management and leadership;
- Supervise development of school management training modules;
- Coordinate school management and leadership training centres;
- Coordinate and facilitate communication among stakeholders involved in school management and leadership;
- Encourage peer learning sessions on school management and leadership between schools;
- Manage liaison with Universities on school management issues.

TEACHERS’ SOCIAL WELFARE AND DEVELOPMENT

 Provision of quality education transcends the curriculum and the teaching and learning process. It also includes the welfare of teachers. This is the responsibility of this Unit. In specific terms the responsibilities of the teacher welfare and development unit are:

- Conceptualize, develop and ensure implementation of strategies, policy guidelines and project proposals aimed at addressing socio-economic development needs of teachers;
- Take initiatives to build strategic partnerships at all levels to resolve teacher socio-economic development issues including small entrepreneurship business;
- Coordinate and manage teacher welfare;
- Prepare, disseminate and monitor the implementation of projects aimed at uplifting socio-economic status of teachers;
- Take responsibility for teachers welfare programs at national level;
- Monitor and evaluate teacher economic development projects and programs;
- Work with relevant programs in order to boost economic development of teachers.
TEACHER’S MANAGEMENT & STAFFING

REB through its unit of Teacher Management and staffing is responsible for setting policies in areas related to teacher management, including teacher registration, recruitment, hiring, evaluating, promoting, and disciplining teachers, terms and conditions of employment, fringe benefits, leave, and code of conduct. Under the decentralization policy, teachers are recruited at district levels but policy direction is given by REB.

In specific terms the responsibilities of teacher management and staffing unit are:

- Keep abreast of and facilitate the integration of the latest developments and best practices in teacher management field in the country’s teacher management system;
- Take initiatives to build strategic partnerships at all levels to resolve teacher management related issues including but not limited to motivation, retention, absenteeism, utilization and terms of services;
- Coordinate and manage teacher employment processes;
- Prepare, disseminate and monitor the implementation of school staff establishment;
- Enhance the professionalism and involvement of teachers through increased consultation;
- Ensure rational and cost effective utilization of the teaching force;
- Initiate the development and review of incentives and disincentives for efficient teacher management;
- Conduct periodic analysis of teacher demand and supply;
- Review terms and conditions of services for teachers and non-teaching staff in public and government aided schools;
- Liaise with universities and teacher training colleges on teacher demand and employment arrangements;
- Deploy and redeploy teachers;
- Coordinate development of teacher appraisal system and ensure fair and effective teacher appraisal processes;
- Initiate development of the teachers’ code of conduct and ensure its implementation;
- Develop teacher’s code of conduct and ensure teacher management processes are aligned to the code of regulations.
FUNCTIONAL RESPONSIBILITIES

- Manage and coordinate all examination and accreditation;
- Initiate policies, principles, procedures, and guidelines related to Examinations and Accreditation;
- Ensure application of regulations and resolutions of the Board related to examinations and accreditation;
- Ensure effectiveness and efficiency of service delivery in relation with national goals and with reference to Regional, Commonwealth and Global Millennium Development Goals;
- Cooperate and consult with relevant ministries, other government institutions, national and international organizations on matters concerning examinations and accreditation;
- Place successful candidates in different schools or institutions based on their abilities;
- Prepare for higher institutions of learning a performance list of the applicants for that academic year and to collaborate in their placement in those institutions;
- Develop, coordinate and monitor strategies for examinations and accreditation staff recruitment
- Development of examination questions and items bank
1.5.4.1 RESPONSIBILITIES OF THE VARIOUS UNITS

EXAMINATION ITEMS BANK UNIT

- Plan, supervise, monitor and evaluate activities related to setting, moderating and printing of national Examinations;
- Supervise grading of candidates and results publication.

EXAMINATION MANAGEMENT UNIT

- Ensure organization of examination administration and marking centres across the country;
- Collaborate with district education directors and inspectors in setting up examination and marking centres;
- Manage problems and malpractices arising from examinations administration and marking centres;
- Ensure that sufficient examinations materials and means of transport for each centre;
- Codify examination papers and answer booklets according to the needs of centres;
- Ensure safe storing of examination materials at national level and centres;
- Arrange examination papers according to their levels and subjects;
- Verify payment lists of markers;
- Coordinate and supervise markers during the marking exercise;
- Prepare reports as appropriate.

SELECTION, ORIENTATION AND ACCREDITATION UNIT

- Supervise placement of successful candidates in schools, options and institutions of candidates choices;
- Ensure proper storing and handling of marking sheets, diploma and certificates;
- Evaluate foreign attained education qualifications and determine their equivalence with the Rwanda Education system;
- Supervise the setting up of archives management and library system for the unit.

EXAMINATION DATABASE

- Create database of candidates with information regarding districts, sectors, bio data, etc.;
  Produce candidates lists and use these lists to cross-check for any errors with candidates forms and make corrections;
- Produce marking sheets to be sent to marking centres;
• Receive filled marking sheets from marking centres and enter marks into the computer database;
• Produce print outs of examination marks and crosscheck these against the hard copies of marking sheets.
• Process examination data and produce statistical reports;
• Analyse results and produce performance statistics;
• Send analysed results to the exam items bank unit for grading;
• Make a final grading list for all subjects;
• Sending final list to the selection, orientation and accreditation's unit.

1.5.5 ICT IN EDUCATION AND ODEL

The ICT Education and Open, Distance and E-Learning (ICT & ODeL) Department is responsible for the overall implementation and supervision of ICT in Education and Open, Distance and e-Learning activities. This includes infrastructure and technical support, content development, capacity development and teacher training, EMIS and GIS.

STRUCTURE HOD ICTE & ODEL

FUNCTIONAL RESPONSIBILITIES

Functional responsibilities of the department are the following:
• Implement and supervise of ICT in Education and ODeL activities in schools;
• Provide overall coordination and quality assurance within the different units;
• Implement the ICT in Education Strategic Implementation Plan;
• Develop research skills of professional staff, using ICT;
• Establish partnerships with similar institutions outside Rwanda.

1.5.5.1 RESPONSIBILITIES OF THE VARIOUS UNITS

INFRASTRUCTURES AND TECHNICAL SUPPORT UNIT

• Plan, procure, deploy and provide technical support of ICT Infrastructure
• Supervise maintenance and management of ICT infrastructure within the Education sector particularly Internet connectivity, computer equipment and other ICT devices
• Liaise with the National Data Centre and the National Operation Centre within RDB/IT on issues related to connectivity, Data storage and Data disaster recovery system;
• Monitor regular operation of data networks in schools;
• Attend to consumer complaints and carry out repair works, replacing equipment in schools as required;
• Prepare budget for maintenance purposes;

CONTENT DEVELOPMENT AND ODEL UNIT

• Plan for and produce digital content;
• Plan for and distribute digital content;
• Liaise with content producers and technology producers;
• Manage and maintain the Rwanda Multimedia Educational Portal;
• Work with the Head of Department of ICT & ODeL to develop and implement strategies in line with Digital Content and ODeL;
• Identify regional and international materials that can be adapted and localized for distribution;
• Identify training need and arrange for training of trainers/educators for the use of Open, Distance and e-Learning in the classroom practice;
• Work with MINEDUC, HLIs and other organizations to arrange that high quality materials produced outside Rwanda are available to improve education quality and accessibility in Rwanda;
• Liaise with appropriate REB departments on the conception, production and distribution of digital contents;
• Work with the Curriculum Department Unit on the planning and arranging for digitalization of content;
• Organize digital content tests;
• Organize outreach campaigns for awareness and dissemination of digital content
• Arrange for training for trainers and educators on the use of multimedia content in the classroom activities;
• Advise REB on relevant actions regarding content digitization for specific groups;
• Organize public awareness programs and media coverage for a wider distribution of digital contents

CAPACITY DEVELOPMENT AND TRAINING UNIT

• Explore different approaches and encourage teachers to employ new technologies on a frequent and sustainable basis;
• Identify preferences and needs of teachers to ensure their commitment;
• Develop projects to assist the development of teachers skills in ICT in teaching;
• Develop training program guidelines and manuals for teachers to help them acquire technology and instructional skills;
• Encourage teachers to be innovative;
• Develop and manage an electronic teacher training management information system;
• Liaise with ODeL department to avail necessary digital resources for teacher training;
• Work with other partners in teacher training in ICT.

1.5.6 HIGHER EDUCATION STUDENTS LOAN (HESLD)

STRUCTURE AND FUNCTIONS

The Department is divided into three Units namely: Loan Bursary Application and Disbursement, Loans Repayment and Recovery, and Student Welfare and Academic Monitoring. These are shown in the organogram below showing the micro structure

STRUCTURE OF HIGH EDUCATION STUDENTS’ LOAN DEPARTMENT
MANAGEMENT AND FUNCTIONAL RESPONSIBILITIES OF THE DEPARTMENT

The Department strives to ensure effective performance through liaison with other Departments, Ministries and Institutions on training of the Rwandan people. Specifically the department is responsible to:

- Provide loans to Rwandan students to enable them to pay for higher education;
- Recover funds disbursed by REB as student loans to Rwandan students in higher education;
- Advise on matters related to policies of awarding student loans and bursaries to Rwandan students in higher education;
- Establish relations and collaborate with other regional and international agencies of the same responsibilities

1.5.6.1 RESPONSIBILITIES OF THE VARIOUS UNITS

LOAN/BURSARY APPLICATION & DISBURSEMENT

Specific responsibilities of this unit are:

- Prepare a budget for students’ training
- Publicize the Loan/Bursary scheme
- Process the loan and bursary application;
- Disburse the loans and grants;
- Ensure student loan/bursary data entry and validation;
- Maintain students’ accounts
- Liaise with Higher Learning Institutions (HLIs), RRA, MINECOFIN and others on matters in relations to students loan application and disbursement
- Coordinate information activities to the schools and to the public;
- Preparation of timely reports on the bursary and loan schemes

LOAN REPAYMENT AND RECOVERY

This Unit is responsible for loans repayment and recovery. Its responsibilities are:

- Formulate policies and strategies for loan recovery, loan repayment collection;
- Identify and follow up of defaulters
- Maintain loan repayments accounts.
- Supervise the credibility of loanees and monitor their payment patterns;
- Advise the legal office on matters relating to defaulters of the loan;
- Liaise with other stakeholders involved in the recovering process with loanees such as banks and employers;
• Liaise with HLIs, and others on matters related to implementation of activities to ensure that their data are timely available;
• Co-ordinate information activities to the higher learning institutions and to the public;
• Prepare timely reports on the loan recovery status.

STUDENT WELFARE AND ACADEMIC MONITORING
The Student Welfare and Academic Monitoring Unit is responsible for selecting and placing students in reputable, accredited institutions approved by the Ministry of Education (MINEDUC) and continuously monitors their academic progress and welfare as well as managing student records. This responsibility is carried out both directly by the Desk Officers within the Unit and indirectly through Education Attaches’ and other Embassies and High Commissions abroad. Specific responsibilities are:
• Collaborate with Examination and Accreditation in the orientation and placements
• Collaborate with Higher Learning Institutions in orienting students in different institutions of higher learning;
• Deal with students’ complaints and ensure that students are placed in their respective categories;
• Ensure that all students have received their bursary or loan on time;
• Request, check and file the reports on graduates from Local Higher Learning Institutions;
• Receive and process applications for cooperation scholarships;
• Prepare all bursary confirmations cooperation scholarships;
• Arrange for selection according to laid down procedures;
• Identify students who obtained loans and bursaries from REB;
• Arrange matters regarding passport and tickets for students;
• Collaborate with donors, institutions or government agencies on issues relating to cooperation scholarship;
• Follow up on correspondences related to all cooperation scholarships;
• Follow up on all problems from students under cooperation scholarships;
• Deal with students who demonstrated special talents during their studies in order to further develop their talents;
• Promote the talent-oriented education in higher learning;
• Collaborate with Rwandan and foreign organizations in organizing civic education training of Rwandan students abroad
SECTION TWO: CORE DEPARTMENTAL RULES, REGULATIONS & PROCEDURES
2.1 INTRODUCTION

The processes elaborated hereunder are aimed at identifying and capturing the core business of REB which underpin its macro functional organizational structure. REB can be seen as a building to which the identified processes are building blocks. The foundation for REB is made up of the processes residing in two departments: Curriculum Pedagogical Materials Production and Distribution (CPMD) and Education Quality and Standards (EQS). Three other departments perform processes that constitute the pillars that hold the building firm. These are: Teacher Development and Management (TDM); Examination and Accreditation (EA); ICT in Education and open distance and e-learning (ICTE & ODeL). HESL department’s processes are the rooftop of the REB building. Therefore the core processes are:

- Curriculum pedagogical material production
- Curriculum materials distribution
- Setting standards and norms for quality education in Rwanda
- School inspection
- Schools construction
- Teacher management and staffing
- Teacher training and development
- School management and leadership
- Teacher socioeconomic welfare and development
- Conception, production and distribution of digital content
- Registration of candidates
- National examinations items development
- Printing and storage of examinations
- Administration of national examinations
- Marking national examinations
- Processing and analysis of national examination results
- Certification and accreditation
- Maintenance and management of ICT infrastructure in schools
- Student loan application and selection of beneficiaries
- Loan disbursement
- Orientation placement
- Student welfare and academic monitoring
- Loan recovery and repayment
2.2 CROSS-DEPARTMENTAL PROCESS RELATIONSHIPS-FLOW MAP

Macro Process connectedness @ the REB

EOS - Standards & Norms
School Inspection
School construction

CPMD - Curriculum review & design
Review of teaching materials/aids

TDM - Teacher Mgt & Staffing
Teacher Training & Dvt

ICT & ODeL - Conception, production & distribution of ICT & Digital content

Exam & Accreditation - Registration of candidates for National exams
Exam item dvt
Printing & storage
Administration of national exams
Marking national Exams
Processing & analysis of exam results
Certification, Student Orientation

HESL - Student Loan application
Selection of beneficiaries
Loan Disbursement
Orientation & placements
Student welfare & Monitoring
Loan recovery & repayment

Key:
EQS – Education Quality and Standards
CPMD – Curriculum Pedagogical Materials Production & Distribution
TDM – Teacher Development & Management
ICTE & ODeL – ICT in Education and Open Distance and e-Learning
HESL – Higher Education Student Loans

Within Unit linkages
Cross departmental
2 way cross departmental linkages
The flow map overleaf provides the process architecture for each of the core departments of REB. The processes represent the key business activities for each department. Each core department conducts its key business both in parallel and in tandem with those of the other core departments. This reflects the importance of the inter-linkages between the core departments which is foundation for the synergy which provides the rationale for the merger of the formerly independent institutions that jointly constitute REB. The synergy is articulated in the process connections (that is, cross departmental process relationships) each department shares with the other as described below:

2.2.1 CURRICULUM PEDAGOGICAL MATERIALS PRODUCTION AND DISTRIBUTION (CPMD) DEPARTMENT

Cross-departmental process relationships in the CPMD with other core departments are tied to three key processes namely: review of teaching materials/aids, curriculum review and design, and curriculum materials distribution. In those processes, the CPMD department closely interacts with the following departments: EQS, TDM, ICTE & ODeL and EA. The nature of the process relationships with these departments is elaborated upon:

**Review of teaching materials/aids**
The role of EQS in relation to CPMD is to carry out inspection in schools to see whether or not the distributed materials are present in schools and are actually being used.

**Curriculum review and design**
During the review and design of curriculum, EQS is invited to be part of this process. The CPMD will also work closely with the TDM department to develop a program for in-service training of teachers in produced curricula & teaching materials. The role of ICTE & ODeL in relation to CPMD in this process is such that the staff of ICTE & ODeL department utilize the curriculum content reviewed and turn it into appropriate digital content.

**Curriculum Materials Distribution**
The CPMD department works with EQS department at the end of the distribution chain in order to ensure that materials distributed to schools are actually utilized to support teaching and learning in schools.

**Other processes**
CPMD and EA in this process are connected during the process of examination items development as well as during processing and analysis of examination results. CPMD department staff must ensure the developed examination items meet the requirements and that content and the average cognitive complexity of items match curriculum standards. During the processing and analysis of examination results CPMD department staff should provide insights regarding curriculum content.
2.2.2 EDUCATION QUALITY AND STANDARDS (EQS) DEPARTMENT

The cross-departmental process relationships in the EQS department as they relate to setting standards and norms for quality education in Rwanda; School Inspection as well as Schools construction are with the following three departments: CPMD, TDM and EA. Relationships with these departments define how EQS work (or needs to work) with them to achieve the process objectives.

Setting standards and norms for quality education
For EQS department to realize the objectives of quality standards and norms, it works closely with the CPMD department to ensure that the processes of curriculum review and design have a direct involvement of Pedagogical norms specialists. In addition, the staff of EQS provide inputs on lesson evaluation and demonstrations during the training of teachers in produced curricula and teaching materials.

School Inspection
The department produces quarterly reports on pedagogical and general inspections. These are presented at the senior management meetings and provide input into other processes crucial to REB’s business. The CPMD department should use these reports as input for curriculum review and design. The feedback from inspection, head teachers and evaluators links the two departments. Inspection staff from EQS department must be consulted and involved during the curriculum review seminars as well during the process of curriculum design.

EQS department staff must be part of the team (in addition to CPMD) involved in the in-service training of teachers in produced curricula & teaching materials. This is EQS process relationship with the teacher training and development Unit of TDM.

The EA department has a linkage to the school inspection process. The inspection reports feed into the examination items development and the administration of national examinations processes. The examination items development process must be in conformity with EQS department’s reports on content coverage so as not set items outside of what was actually covered. Similarly for examination administration, EQS staff must inspect the examination facilities, examination materials and equipment as well as check whether the examination administration personnel were adequately prepared for the tasks in accordance with REB’s standards and guidelines.

School construction
EQS staff liaises with ICTE & ODeL to inspect constructed school buildings before official handover. The part played by ICTE & ODeL in the processes is to ensure that the infrastructure
and equipment in the newly constructed structures are adequate to support new teaching and
learning practices especially in as far as supporting ICT is concerned.

### 2.2.3 TEACHER DEVELOPMENT AND MANAGEMENT (TDM)

TDM’s process connections with other Departments are based on the process of teacher training
and development and that of curriculum materials distribution. These define the linkages
between TDM with EQS and CPMD as described below:

**Teacher training and development**

As part of teacher training and development process, the TDM department collaborates with
CPMD to develop an in-service training program for teachers in new curricula designed and
teaching materials produced for that purpose.

**School management and leadership**

TDM staff in this process should partner with inspectorate staff of EQS department in order to
ensure constant monitoring of all school programs. This monitoring should keep leaders of
schools in check and see to it that they are able to balance the requirements of school
improvement in all school areas namely: curriculum delivery, school environment and parental
involvement.

### 2.2.4 EXAMINATIONS AND ACCREDITATION (EA) DEPARTMENT

The process connections of EA to other departments’ processes link mainly EQS, CPMD and
HESL. These are described under the following processes:

**Registration of candidates**

The linkage of EA to HESL is in relation to the process of selection of loan beneficiaries. HESL
department liaises with examinations database unit of EA department on matters related to
authenticity of examination results and selection to next levels of education. EA ensures that their
database unit avails input in timely manner to support decision making for selection of
beneficiaries.

**National examination items development**

The linkage of EA to EQS in this process is as described above under the process for school
inspection. Similarly, the linkage of EA department to CPMD department in this process is as
described above under the process for curriculum review and design.

**Administration of national examinations**

The EA department’s linkage to the EQS department in this context is as described above under
the process for school inspection
Processing and analysis of results of national examination
The department’s linkage to the CPMD department in this process is as described above under the process for curriculum review and design.

Certification, accreditation and student orientation
The EA department’s linkage to HESL department in this context is in connection with certifying loan applicants’ national examinations results and certificates. In addition, Examination and Accreditation department collaborates with HESL department in the orientation and placements of loan beneficiaries selected to join Higher Learning Institutions (HLIs).

2.2.5 ICT IN EDUCATION AND OPEN DISTANCE AND E-LEARNING (ICTE& ODEL) DEPARTMENT

Two processes connect ICTE& ODeL with other departments namely: conception, production & distribution of digital content, and the installation, maintenance and management of ICT infrastructure in schools.

Conception, production & distribution of ICT/ digital content
The linkage of ICTE &ODeL to CPMD in this process is as described above under the processes of review of teaching materials and curriculum review and design. In collaboration with the CPMD department for technical input on curriculum standards requirements, the ICT in Education and ODeL Department works to create digital versions of curriculum and pedagogical materials as appropriate to teaching and learning schools.

Maintenance and management of ICT infrastructure in schools
The linkage of ICTE &ODeL to EQS in this context is as described above under the process for school construction. In addition, staff of ICTE & ODeL department must, on a regular basis, receive and use feedback from inspectorate staff of EQS regarding the content and quality of ICT support for teaching and learning in schools.

2.2.6 HIGHER EDUCATION STUDENT LOANS (HESL) DEPARTMENT

HESL department’s processes linkages to those of other departments are mainly with those of EA department namely: examination database and certification, accreditation and student orientation as described immediately above.
### 2.2.7 MATRIX SUMMARISING REB CROSS-DEPARTMENTAL PROCESS RELATIONSHIPS

<table>
<thead>
<tr>
<th>UNIT</th>
<th>FINANCE &amp; LOGISTICS</th>
<th>HR</th>
<th>PROCUREMENT</th>
<th>CMPD</th>
<th>EQS</th>
<th>TDM</th>
<th>ICT &amp; ODEL</th>
<th>EA</th>
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<td>CMPD</td>
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<td>EQS</td>
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<td>curriculum materials</td>
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<td>in-service training of teachers in produced curricula &amp; teaching materials’ School management and leadership (school monitoring)</td>
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<td>TDM</td>
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<td></td>
<td>- Curriculum review/design, -Teacher training &amp; Development</td>
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<td>- School construction, - Maintenance and management of ICT infrastructure in schools</td>
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<td>- Curriculum review/design, -conception, production and distribution of ICT/digital content</td>
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<td>- Examination items development - examination items development - administration of national examinations</td>
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<td>EA</td>
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<td>- Examination items development - processing and analysis of examination results</td>
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<td>- Registration of candidates, certification, accreditation and students’ orientation</td>
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<tr>
<td>HESL</td>
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<td></td>
<td></td>
<td>- Student loan/bursary disbursement - student loan recovery and repayment</td>
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2.2.8 INTERACTION OF REB WITH EXTERNAL STAKEHOLDERS

**Govt Departments**
- MINIPVTRA - terms and conditions of employment of teachers
- National ICT policy with MYICT. Liaise with the National Data Centre and the National Operation Centre within RDB / IT on issues related to connectivity. Data storage and Data disaster recovery system student loan recovery
- Liaise with Education Attachés and other Embassies and High Commissions abroad on student welfare and academic monitoring

**MINEDUC**
- Education legislation and policy matters, implementation of programs, other official instructions from the Ministry
- Policies on teacher management & development, school leadership & management
- Accessibility of high quality materials produced outside Rwanda
- Policies of awarding student loans and bursaries to Rwandan students in higher education

**MINECOFIN**
- Budget integration
- Planning & Budgeting
- Ministry of Health - Public Health
- MINECOFIN - Planning & budgeting

**NCBS**
- Liaise with MINIFOTRA on employment policies
- Liaise with RPPA on procurement matters

**REB External Stakeholders – Government Departments and Agencies**

**Higher Learning Institutions (HLIs)**
- Disbursement of student’s loans and bursaries
- Orientation and placement successful candidates

**Districts**
- Liaising with districts in relation to examination logistics and storage
- Capacity building and advisory services in the field of teacher development and training
- Outreach campaigns for awareness and dissemination of digital content
- District education directors and inspectors in setting up examination and marking centres

**LAN**
- Liaise with MINIPVTRA on employment policies
- Liaise with RPPA on procurement matters

**Finance & Logistics**
- Implementation of programs

**MINECOFIN**
- Planning & Budgeting

**Policy**
- Policies on teacher management & development, school leadership & management

**Schools**
- Distribution of curriculum materials

**Staff**
- Staff development

**Supporting teacher mentors**

**Districts**
- Liaising with districts in relation to examination logistics and storage
- Capacity building and advisory services in the field of teacher development and training
- Outreach campaigns for awareness and dissemination of digital content
- District education directors and inspectors in setting up examination and marking centres
The REB interaction with key stakeholders is presented in the two figures indicating government departments and agencies as well as the one representing private sector, civil society, the media and development partners.

On the whole, the REB as government department shares some common interests with the rest of the all the government departments. However, this manual brings out those government departments and agencies with which the REB’s departments and units interacts while accomplishing its core objectives. That is, departments and agencies which are critical to the attainment of the REB’s core business objectives. In this respect the following departments and agencies and departments have been identified: MINEDUC, MINECOFIN, MINFOTRA, MYICT, NCBS, RDB, RRA, Higher Learning Institutions (HLIs), Schools, Districts as well as Education Attaches and other Education and High Commissions abroad. The specific content of the interactions are indicated in each of the lines/links and diagrams showing the nature of the interaction patterns in the figure above (REB external stakeholders- government departments and agencies).

The private sector, civil society, the media and development partners are the second category of the REB’s external stakeholders which whom critical patterns of interactions have been identified and indicated in the figure on the next page. This figure provides a visual representation of the nature, content and patterns of interaction between the REB and the private sector, civil society, the media and development partners.
REB External Stakeholders – Private Sector, Civil Society and Development Partners

Civil Society

Private sector

Development partners

- national curriculum initiatives, partnerships and project implementation support
- Education quality project partnership implementation support
- Explore avenues and partnerships for teacher training and development
- ICT in Education Strategic partnerships
- Strategic partnerships in financing higher education

- Follow up and respond to public sector concerns
- Advertising for bids & contract management
- Curriculum material production
- Contractors for schools construction
- Liaise with content producers & technology producers
- Examinations materials production & distribution
- Support donor project audit
- Drafting MoUs
- Support project implementation thru' deployment (staffing)
- Procurement support for donor funded projects
- Support donor project implementation
- Support project implementation

PRIME ICT IA LA HR Finance & Legislation PR&C Procurement TDM HESL CMPD EQS ICT&ObE E&A

MEDIA

- involvement of in planning, implementation, monitoring and evaluation of teacher training and development, strategic partnerships on
- including small entrepreneurship business

Follow up and respond to civil society concerns

Hand over of school buildings

echoes awareness program, media coverage for a wider distribution of digital contents

Hand over of school buildings

Follow up & respond to civil society concerns
CHAPTER THREE CURRICULUM AND PEDAGOGICAL MATERIALS DEPARTMENT RULES, REGULATIONS AND PROCEDURES

3.1 INTRODUCTION

The functional responsibilities of the three units that make up the Department of Curriculum and Pedagogical Materials imply the following core activities:

- Production and review of curricula and pedagogical materials;
- Training teachers on the use of produced curricula and teaching materials;
- Distribution of curricula and pedagogical materials and ensuring they are used by teachers and learners.

The above processes are core to the achievement of the overall department’s goal of developing appropriate curricula and ensuring its effective implementation by schools. The flow of these activities is indicated in the process map provided in the next sub-section.

3.2 PROCESS MAPPING

![Process flow map for CPMD Department](image-url)
### 3.3 RULES, REGULATIONS AND PROCEDURES FOR CPMD DEPARTMENT

<table>
<thead>
<tr>
<th>S/N</th>
<th>PROCESS</th>
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</table>
| 1   | Content Development            | **Principles:**  
Support the establishment of an educated, knowledge based and technologically led society;  
Be based on the principle that only curricula and delivery systems that comply with strict quality criteria will be accepted;  
Be a continuous and flexible process, responding to changes in government policy and practice and to the changing needs of learners, society and employer;  
Be the result of carefully evaluated and costed choices within a unified, comprehensive and rational plan;  
Be drawn from prevailing MINEDUC policies;  
Take account of the Human Rights of children;  
Take account of the Linguistic Rights of children;  
Promote Peace and Reconciliation and a unified and tolerant national identity;  
Promote the role of women in society and the education of girls in school;  
Be responsive to differing local needs and aspirations;  
Promote traditional and modern Rwandan customs, culture and skills that are beneficial to Rwandan society;  
Promote respect for and an understanding of the value to society of the mentally and physically disabled and those suffering from emotional distress;  
Take cognizance of the fact that agriculture will continue to be important in the life of Rwandans;  
Cater to all levels of the ability range from those with learning difficulties to the specially gifted;  
Be in line with best local, regional and international practice;  
Be consonant with and supportive of governmental strategies for Human Resource Development. |

**Guidelines**  
The content of the curriculum will:-  
- Be determined by rational criteria and not by exclusive reference to precedent;  
- Be integrated one subject with another, one year to another, one cycle to other cycles;  
- Be enjoyable;  
- Be optimistic and practical in outlook but mindful of the dangers exemplified by history;  
- Be balanced according to the needs of those children who will leave school at the end of the Primary or Secondary cycles and those who will continue to Secondary or Higher Education;  
- Support Pre-School Education;  
- Ensure that every school leaver is, at least, literate and numerate;  
- Support the acquisition of Scientific and ICT skills within the context of local availability of equipment and infrastructure;  
- Emphasize Learning by Doing and Active rather than Passive Learning and the acquisition of Skills, whilst recognizing the role of Knowledge, especially for further studies;  
- Promote, via the integration of Life Skills across all subjects, the learning of Life Skills such as:-  
  - Entrepreneurship  
  - Peaceful problem resolution within the national framework of Peace and Reconciliation  
  - Moral values and control of emotions  
  - Gender awareness  
  - Preservation of health (malaria, clean water and oral rehydration for diarrhoea etc.).
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<td>• HIV/AIDS, and</td>
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<td>• Agricultural techniques and respect for the environment;</td>
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<td>• Be an adequate preparation for Lifelong Learning;</td>
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<td>• Provide content that encourages girls to have a developed sense of self-worth and to be ambitious about their role in society and to provide content that encourages teachers and boy and girl pupils to respect these ambitions;</td>
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<td>• Provide content that links the world of the school to the world of the child’s family and community, both through in-school and out-of-school activities;</td>
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<td>• Provide differentiated content that allows teachers to tailor individual curricula to local needs and aspirations. Ensure that the teaching of the Expressive Arts is provided with adequate content to ensure that the physical and aesthetic needs of Rwandan children are fully met;</td>
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<td>• Provide content that encourages pupils to have a “can do” attitude to life whereby they are optimistic about their ability to control their own lives and to be successful;</td>
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<td>• Provide content that ensures understanding of the nature of mental and physical disability and promotes a positive attitude to those suffering from such disabilities;</td>
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<td>• Provide a detailed understanding of Rwandan institutions, traditions and culture within a regional and international context;</td>
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<td>• Provide an objective and truthful account of Rwandan, regional and world History;</td>
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<td>• Provide content that will ensure a smooth transition from school to the labour market via Careers Guidance, Prevocational Education (rights and duties of an employee, working in teams, ICT skills etc.) and Vocational Education (car maintenance, hairdressing, nursing etc.):</td>
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<td>• Be made available to all teachers, parents, educationists and to the wider community.</td>
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The Process

The curriculum development process will involve the following:

• Designing
• Developing
• Editing
• Experimentation (Piloting)
• Implementation
• Monitoring
• Evaluating
• Reviewing

A curriculum will be conceptualized and attention paid to the varied components of the design process. Considerations include the focus on the philosophical underpinnings and principles, goals, objectives, subject matter, learning experiences and evaluation; these will be established in consultation with departments like EQS, EA, within REB.

The development process will involve planning, construction and the logical step-by-step procedures used to produce written documents, as well as print and non-print resource materials. The curriculum document will include vision statements, goals, standards, performance benchmarks, learning activities and instructional strategies, interdisciplinary connections, and other integration activities that guide curriculum implementation.

Several workshops in this stage will be organized with other related desks in EQS, EA, and ICT in education and ODeL department to validate what is at hand and how to improve it. It is very important that senior teachers, university lecturers, and other partner institutions in education are invited to participate in this exercise. After the development, editing should be done to ensure that developed curricula are free from errors. Editing could be done in-house or outsourced depending on the urgency and amount of work involved.

To support the curriculum developed, teaching materials and textbooks are identified for use with the different syllabi. Textbooks identified for use in schools take two forms: Those that are advertised and selected in a competitive procurement process and the second form are those brought in by publishers/authors for possible consideration in schools.
The list of books titles and other teaching material recommended for different syllabi which is selected in a competitive process will be sent to schools by CPMD. The schools will make choices of which books they require and inform CPMD by filling a form generated through the books requisition software. CPMD then generates a budget for the books and requests for these materials through procurement process.

Once the publishers/suppliers are selected, a contract to supply the intended books and other teaching materials is signed with REB. The publishers/suppliers have a duty of supplying and distributing the books to all schools concerned. A committee within CPMD will oversee managing the integration of school orders, selection of suppliers through the procurement process and monitor and supervise the distribution to ensure that schools that require the books and other teaching material do receive them in the right quantities and within the time scheduled.

Books brought in by publishers or authors for possible consideration in schools are scrutinized by both curriculum and norm specialists to check if the book satisfies the quality and standards and are appropriated for the various syllabi. The chosen materials are then taken to the Textbook Approval Committee (TAC) for vetting. Those selected are recommended to schools.

Pilot study: At this stage, a sample of schools is identified to pilot the new curriculum. Teachers from different subject areas are drawn from these schools to form Curriculum Writing Teams for each subject. Teachers with specific subject or curriculum development skills from other schools are also included in the teams. The outputs of this phase include learning outcomes specific to each subject that contribute to the fulfilment of the national outcomes; subject content; and teaching, learning, and assessment strategies to support the outcomes.

Various stakeholders shall become part of the implementation process by making their contribution to operationalise the curriculum as designed and developed. The process is managed by the officers of the Curriculum Materials production and distribution Department. It requires close interaction between various officers of the department of EQS, TDM and EAA. It also includes, teachers, parents, students and the general public. Since implementation is a change activity, CPMD shall also engages in in-service teacher education through seminars and workshops to facilitate the required alteration of individuals' knowledge, skills and attitude.

Implementation of the curriculum is a dynamic process, requiring collaboration of the developers and teachers. In implementation, teachers are expected to use the formal curriculum, as described in the Curriculum Guides, to plan work and teach in a manner that accomplishes the objectives described. Teachers translate those objectives into units of study, determining the appropriate sequence and time allocation according to the learning needs of their students.

The Department of Education quality and standards shall be used in monitoring implementation process. Regional and school inspectors shall visit schools to verify that classroom practice is consistent with the established goals and objectives of the national curriculum. Data are gathered to inform policy and decision making relative to the curriculum. The monitoring activities also capture best practices for generalization and develop the working relationship between officers of the Curriculum Department and management, allow for technical support at the school level to be provided where needed.

Officers from the inspectorate shall analyse data collected on the field to determine the effectiveness of the curriculum design and its implementation as they relate to the child. The process will entail comprehensive study of the data with the view of identifying possible deficiencies and root causes that can lead to corrective action. It is the findings from this exercise that directly influence the final stage of review.

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</table>
The information gained from data analysis will be used to guide appropriate adjustments to the curriculum documents. Such adjustments will incorporate identified strengths and address any weaknesses of the curriculum. Working with ICT and ODeL Department new information will continuously be shared. Updates, links to resource material and successful teaching and learning experiences can be easily incorporated in curricula. These considerations are all geared towards curriculum improvement and improved student performance in meeting national, developmental and educational goals.

2 Pedagogical Materials production and distribution

Book design
The Interior look of the book is decided on and a style sheet set up to ensure that this look remains consistent throughout. It includes choosing a font style for text and headings, determining margin widths, setting word and letter spacing, choosing a chapter heading and number style, and so on.

The style should be consistent with REB’s guidelines. Once the style sheets have been set up, typesetting begins. The combination of book design and typesetting is what gives a book its professional look and feel on the inside. Book design and typesetting may take anything from one to two weeks, depending on size and amount of work present.

ISBN application and barcode generation:
This may not apply for short training booklets, teachers guide etc. However it is important for original works of the REB for subjects like social studies for primary level and other subjects to have an ISBN number. Every book needs an ISBN number which is a unique identification number.

Cover design and makeup
Everybody or especially learners will judge a book by its cover, so it is very important that the cover is carefully considered and put together. The title, by-line, blurb and cover images should all work together to create a cover that has impact and conveys the essence of the book. Therefore this stage needs the skill of the designer. The curriculum designer may have suggested a given book cover, however the Production Unit is charged with duty of providing professional help and advice. First draft copy is then printed.

First and second page proofs
This stage is where the Production Unit sends the first draft copy back (both soft and hard) to the curriculum designer. The curriculum designer has an opportunity to make final changes before the book goes off for printing. It is advisable to let a few teachers to help you with the task of reading the proofs and highlighting anything that may have slipped through. Any corrections that need to be made should be done so in writing - a copy of which should be kept by both ends. The Unit should check if corrections were made. Once all is fine, the production unit will require the Director of Unit, Norm specialist and Head of Department to sign a proof /approval sheet giving the go-ahead for printing or eBook creation. This sheet will include the number of copies requested or needed per school and per district.

Printing and/or e-book creation
The material is now ready for printing. The Production Unit should have specialists who decide what kind of printing to use, depending on the work involved. This should take about two weeks, however; the team may need to take a shorter time if it is a print on demand. The pages are arranged bound and sorted for packing. Printing may however be outsourced basing on quality of material needed or nature of work.

For eBooks, CPMD works closely with the ICT in Education and ODeL Department to create an eBook/material version.

Packaging and Distribution for books produced by CPMD
School orders are sorted and arranged. These sorted materials are then placed in boxes clearly labelled with names of different districts and schools. The materials are then distributed down to the intended owners with the help of curriculum developers. Sometimes the process of distribution is outsourced.

Whether outsourced or distribution is in-house, a delivery sheet shall accompany every allocation. The recipient will receive the material, sign a copy of the delivery sheet and give it back to the distributor. He will remain with a copy of the delivery sheet.

A list of deliveries per school shall be passed over to the department of EQS who will make a follow of utilisation of delivered materials during their routine inspection.

The Library

Any form of material produced by CPMD is archived in the Library in both hard and soft copy. The Library is open to REB staff, students and the general public and acts as a reference point for all sets of curriculum and related materials generated. The library too is to provide access to Online Resources

Staff Responsibilities

- Open the library and ensure it has been cleaned;
- Check for identification of those using the library to rule out school going children during school time;
- Check for hand luggage not allowed within the library;
- Ensure free access to any material to the user at all times;
- Monitor library environment to ensure calm and peace;
- Take record of all books going out;
- Follow up on books to ensure their return and initiate appropriate actions;
- Ensure the User’s Guide is displayed along library entrance and encourage all to read.

Showing all rules.

Internal Procedures (Incoming Books)

- Cross check with the printing press and curriculum developers to ensure a copy of all teaching and learning material, curriculum and other reports are received for display.
- Catalogue all new books and ensure soft copy/data entry
- Labels all books and materials received in the library. Old labels should be removed, if possible, and the new one put in its place. If the old label cannot be removed, the new label is placed over it to hide the old label. After labelling, books are sorted into stacks for: laminating, and plastic jackets.
- Display Books/Materials are taken to the areas marked for each display and should never be placed in any other area.
- Display Materials in their rightful place
- Inspect materials for mending, sort according to work needed. A work slip must be placed in each book, listing the repairs to be made. Books which are very old or in very poor condition should be put aside for evaluation to determine if they are worth mending. If not worth mending, they should be withdrawn.
- Keep a soft copy of all books received at all times.

Internal Procedures (Outgoing books)

- Loaning books: (books going out) ask the user to read the instruction note for books leaving the library. Take record of all books going out. Records should include names of user, ID number, contact details, book title and volume, author, date taken, return date and signature

Ensuring discipline in the Library

- Give a verbal warning once or twice. If the behaviour is so destructive and harmful, ask the user to leave the library. If misbehaviour continues restrain the user from using
<table>
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<th>S/N</th>
<th>PROCESS</th>
<th>RULES, REGULATIONS AND PROCEDURES</th>
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<td></td>
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<td>the library for some time. For REB staff showing persistent misconduct, a letter is written to the DGG informing her/him about the staff</td>
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<tr>
<td></td>
<td></td>
<td>• Produce an annual report every year. This should clearly show new material received, number mended and recommendations.</td>
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</table>
CHAPTER FOUR

EDUCATION QUALITY AND STANDARDS DEPARTMENT
RULES, REGULATIONS AND PROCEDURES

4.1 INTRODUCTION

The functional responsibilities of the six units that make up the administrative structure of the Department of Education Quality and Standards imply the following core activities:

- Setting standards and norms for quality education;
- Training of inspectors, teachers and staff in schools;
- Inspection of schools for curriculum implementation, pedagogical instruction and maintenance of ICT Equipment;
- Education infrastructure project planning and design;
- Setting standards and norms for school construction, Supervision and monitoring of school construction.

The above activities are core to the achievement of the overall department’s goal of efficiently and effectively coordinating all activities of Quality Education and Standards and Education Infrastructure. The flow of these activities in the pursuit of this goal is depicted in the process map that covers both inspection and school construction which is the core mandate of this department.

4.2 PROCESS MAP

![Process map for EQS Department](image)

4.3 RULES, GUIDELINES AND PROCEDURES FOR EQS DEPARTMENT
Based on the above process map, we have derived procedures to guide the activities for each process and are presented in the following table.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Process</th>
<th>RULES, GUIDELINES AND PROCEDURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Setting standards and norms for quality education</td>
<td>Standards are values used in relation to organization, infrastructure, equipment, learning, curriculum, evaluation, administration, certification and education in schools. There should be indicators to measure to what extent standards are being achieved.</td>
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</table>

The Presidential Decree establishes quality of education standards and how they should be achieved. The decree offers guides in the running of schools in the following areas: organization, teaching and learning, schools infrastructure, school equipment, curriculum, evaluation, school governance, certification and values. Below, are rules, guideline and procedures for managing the process of designing standards in Education:

**Rules and guidelines.**

- Development of quality assurance processes: The aims and objectives of quality assurance processes should be determined before the processes themselves are developed, by all those responsible and should be published with a description of the procedures to be used.
- Criteria for decisions: Any formal decisions made as a result of a quality assurance activity should be based on explicit or and published criteria that are applied consistently.
- Processes fit for purpose: All quality assurance processes should be designed specifically to ensure their fitness to achieve the aims and objectives set for them.
- Reporting: Reports should be produced and should be written in a style, which is clear and readily accessible to its intended readership. Any decisions, commendations or recommendations contained in reports should be easy for a reader to find.
- Follow-up procedures: Quality assurance processes which contain recommendations for action or which require a subsequent action plan, should have a predetermined follow-up procedure which is implemented consistently.
- Periodic reviews: External quality assurance of institutions and/or programmes should be undertaken on a cyclical basis. The length of the cycle and the review procedures to be used should be clearly defined and published in advance. Quality assurance agencies should produce from time to time summary reports describing and analysing the general findings of their reviews, evaluations, assessments etc.

The procedures involved in writing qualities and standards that monitor education are supposed to: evaluate the quality of education provided in schools as set by Government; identify key strengths on which to build; identify gaps between what they are aiming for and actual practice; and select priorities, targets and measures of success to adopt. Different parties will have to be engaged in this process.

**Self-evaluation by schools**

Schools are expected to carry out self-evaluation of the quality of education they provide, as part of the process of school performance review and school improvement planning. Schools are supposed to avail to the inspector’s school improvement plans during inspection exercises. At the end of every inspection, inspectors identify strengths on which schools can build and areas for improvement to include in their improvement plans. Inspectors also share examples of good practice across schools to support improvements more widely.

In addition to its role in the improvement process, reporting on self-evaluation is an important aspect of schools’ accountability to its stakeholders. Schools too are supposed to hold PTA meetings at least once every year. This meeting captures many issues quality & standards involved. The minutes of these meetings are supposed to be sent to EQS Department at the REB.

**Curriculum standards**

CPMD releases standards on curricula and issues related to materials and methods of instruction. Inspectors need to see specific issues a curriculum has proposed as there is a direct implication to quality. The inspection of schools also provides information that relates to the curriculum as well. This information shall be forwarded to CPMD which will inform the curriculum review
**RULES, GUIDELINES AND PROCEDURES**

**Independent Panel**

There will be an independent review committee on quality standards on education within REB which shall meet annually to analyse draft annual reports. This committee will review, elaborate or advise on current qualities and standards. They will also be consulted throughout the school year if urgent issues emerge. This committee will be appointed by the DG from staff of REB and the HoD of EQS shall be the secretary.

**Government**

The Government through its Parliamentary Committee on Education shall review the annual report presented by the Minister of Education to the house or any other issues concerning the quality of education. Any policies affecting the quality and standards of education shall through the Ministry help to inform the process of reviewing and forming new standards.

**Research**

For many new policies, a research project will be launched by the planning unit of REB to analyse issues raised and their practicability. A final report presented before senior management of REB will then aid in reviewing and compilation of new standards.

<table>
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<tr>
<th>S/N</th>
<th>Process</th>
<th>Details</th>
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<tbody>
<tr>
<td>2</td>
<td>Pedagogical inspection</td>
<td>The purpose of inspection is to provide an independent and external evaluation of the quality of education being provided. The Inspection focuses on both the negative and positive aspects of the school performance and learning environment. Inspectors also have a responsibility to identify, and disseminate models of good practice within a school and from one school to another. The Inspection process includes:-</td>
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<td>• Setting clear objectives for inspection which will normally include: school management, pedagogical management, financial management, learning environment etc.</td>
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<td>• Inspection work plans and programs. These shall be prepared and sent to districts earlier before the visits are conducted. For annual inspection visits; a month’s notice would be necessary.</td>
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<td>• Refining inspection tools. These include: Lessons Evaluation Sheets, School Inspection Form etc.</td>
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<td>• Analysing the information collected from each of the schools and preparing reports which shall be submitted to REB, a copy to the school concern for discussion.</td>
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<td></td>
<td>Inspections shall prepare forms depending on the purpose: Annual inspection shall be carried out in every school; Short/routine inspections carried out mainly as means of monitoring specific issues or new policies, flying visits due to an emergency and follow-up inspections.</td>
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<tr>
<td></td>
<td>Lesson observations</td>
<td>• The key objective of lesson observations is to evaluate the quality of teaching and its contribution to learning particularly in the core subjects. (Refer to Evaluation sheet for guidance).</td>
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<td>• Inspectors will not look for a preferred methodology but must identify ways in which teaching and learning can be improved.</td>
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<td>• Inspectors will not expect teachers to prepare lesson plans for the inspection. However, they will expect to see well-planned lessons and should focus on the overall quality of the school’s curriculum planning.</td>
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<td>• The inspector should invite the head teacher or a senior member of staff to take part in joint lesson observations.</td>
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<td>• The Inspector should take time to talk to the learners, cross-check with their books; teachers plans and activities out of class or as guided by the evaluation tool.</td>
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<td>• After a joint observation, the inspector and head teacher or member of senior staff must discuss their views about the quality of teaching and learning they have observed.</td>
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<td>• After the discussion, a report on the findings in regard to the teaching and learning in</td>
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<tr>
<td>S/N</td>
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<td>RULES, GUIDELINES AND PROCEDURES</td>
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<td><strong>schools should be prepared and submitted to the DG for discussion with REB Senior management team</strong></td>
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</table>
| 3   | Education infrastructure projects planning and design | The General planning process for REB and other parties:  
- Schools prepare request for new classrooms (January);  
- Sector Education Officers review requests based on database of school infrastructure, and submit draft request to District Education Officer (February);  
- District Education Officer and District Steering Committee review draft request based on database of school infrastructure, and submits draft request for district to MINEDUC Planning Unit (March);  
- MINEDUC Planning Unit review draft requests from all districts, and send overall draft request to REB for preparation of budget (March);  
- The Planning unit REB and school EQS prepares budget and submit to MINEDUC management (March);  
- MINEDUC enters negotiations with MINECOFIN to finalize annual budget (March– June), and confirms final budget and scope for school construction (July) and sends to REB.  
**Construction projects**  
- EQS through DG, REB writes asking different districts to provide number of classrooms, toilets and other equipment they need. Within this letter, there’s a guide on the limits in relation to the budget;  
- A final compilation of needs per district as per their plans is generated;  

School construction projects follow either a convention method or an unconventional method. While the conventional method follows the normal procurement guidelines as indicated in section three of this manual, the unconventional method is a cost sharing arrangement where government contributes materials such as cement, steel reinforcement, roof steel, roofing sheet, roof ridge and communities contribute bricks, sand and labour. Contributions by each partner (government and communities) can vary |
| 4   | Setting standards and norms for school construction | The rules and procedures that govern setting standards and norms for school construction are the same procedures for setting general standards as seen above. The document “*The child friendly schools infrastructure standards and guidelines*” - sets out clauses relevant to infrastructure and equipment and provides clarification and additional practical guidelines on how to achieve the standards in schools construction. |
| 5   | Monitoring and supervision of school construction works | The construction program which sets targets identifies monitoring and evaluation tools to be used for supervision works. These tools are supposed to be distributed to all the Engineers and technicians on site.  
1. Technical/Regional Engineers head the supervision of construction work and report back to the Head of School construction  
2. The Regional Inspectors should visit different districts sites at least once every month;  
3. A plan should be drawn up by the Regional Engineers for site visits and as well as by the District Engineers. These plans should be submitted to their immediate supervisors.  
4. Supervision of construction activities by A0 engineers (1 per district) and A2 technicians (1 per site or 1 for every 2 sites if the sites are close. However, Manpower planning should be based on needs, workload, and factors such as number of sites (instead of classrooms), travel distances, time and verification of invoices.  
5. All these people work directly with the Mayors and DEOs, SEOs and Head teachers |
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<th>S/N</th>
<th>Process</th>
<th>RULES, GUIDELINES AND PROCEDURES</th>
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<tr>
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<td>The District Engineers prepare a weekly report every Friday on the site progress of all the schools in their district, based on information provided by the Technician at each school.</td>
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<td>Technicians A2 should also keep site diary. Site diary is a tool for recording important information about construction activities and is a standard industry practice. Essential information such as daily activities, number of workers, weather conditions, materials delivered, quality inspections, problems encountered, visitors to site, etc. are all recorded systematically.</td>
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<td><strong>Verification of invoices</strong></td>
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<td>Before suppliers are paid, the invoices must be verified by the District Engineers to confirm that materials as invoiced were indeed delivered. The invoice is then submitted to DG REB for payment. Procedures as stipulated in the finance manual in regard to receipt of invoices from suppliers will then be followed.</td>
</tr>
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</table>

**6 Handover of school buildings**

Handover of schools takes place while using the conventional methods of construction. This also applies for the construction of laboratories, biogas plants or other buildings.

- Once construction is completed, the contractor invites the owner (REB, MINEDUC and District officials) officially through writing for the Handover.
- REB then replies fixing dates and time for the ceremony. The letter is copied to the local authorities and beneficiaries.
- During the handover, the final Inspection of the building goes on as well. In case there’s need for correction, the contractor is asked to finish that within a specified time.
- Upon successful completion, the handover report is signed and the 1 year guarantee period kicks off.
- After the one year period, the final handover & documentation is processed.

**7 Writing and production of Reports**

**Pedagogical Inspection**

- An inspector is required to make a summary of observations immediately after an inspection is carried out and to leave a copy at the school. Following the end of the inspection there must be a brief feedback meeting including the head teacher, where possible.
- An inspector should make recommendations and judgments where the lessons, teacher evaluations and methods are involved.
- The Inspector prepares weekly inspection reports every Fridays to comment on the progress of her/his work to the Head of unit.

**Schools construction**

- The District Engineers prepare a weekly report every Friday on the site progress of all the schools in their district, based on information provided by the Technician at each school. This report is sent to Regional Engineers who report to the Director of school constructions in EQS.

**General Inspection**

- Inspectors are supposed to prepare and provide quarterly inspection reports which are consolidated into half-yearly and annual reports. These reports are sent to the Head of department EQS.
- The Education Officer in the Local Government is supposed to prepare and provide quarterly inspection reports as well. These are consolidated into half-yearly and annual reports and disseminated to the DG and board. The DG is supposed to give out copies to EQS, and MINEDUC. These reports are intended to provide input to policy formulation and planning at national level and data to the inspection data bank. This also checks on the work of the EQS in REB.
CHAPTER FIVE
TEACHER DEVELOPMENT AND MANAGEMENT
DEPARTMENT RULES, REGULATIONS AND
PROCEDURES

5.1 INTRODUCTION

The functional responsibilities of the four units that make up the administrative structure of the Department of Teacher Development and Management (TDM) imply the following core activities:

- Setting policy in areas related to teacher management, including policies governing teacher registration, recruitment, hiring, evaluating, promoting, and disciplining teachers, terms and conditions of employment, fringe benefits, leave, and code of conduct;
- Managing in-service training and continuing professional development of teachers;
- Develop school leadership and management standards and provide ongoing professional development in school leadership and management;
- Conceptualize, develop and ensure implementation of strategies, policy guidelines and project proposals aimed at addressing socio-economic development needs of teachers;
- Conceptualize, develop and ensure implementation of strategies, policy guidelines and project proposals aimed at addressing professional needs of teachers.

The above processes are core to the achievement of the overall department’s goal. The flow of these activities is indicated in the process map below:

5.2 PROCESS MAP
## 5.3 PROCEDURES FOR PROCESS ACTIVITIES IN TEACHER DEVELOPMENT MANAGEMENT DEPARTMENT

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<th>S/N</th>
<th>PROCESS</th>
<th>RULES, REGULATIONS AND PROCEDURES</th>
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</table>
| 1   | Training & Development    | TDM shall conduct a skill gap analysis to assess training and development needs of teachers in the country. This will form the basis of a four-year teacher training and development program. The program developed in line with government policy on teacher development will indicate skill gaps, requirements, and the proposed program for training and development of teachers. REB will review and approve training materials to ensure that material for training meets the right standards and confer the required set of skills. Approval of training materials
Organizations to undertake training must seek approval of their training materials. Approval of materials shall be done by the Textbook Approval Committee (TAC) established by REB. TAC may occasionally request technical support from experts within REB or other collaborating teacher educators, such as Kigali Institute of Education for approval processes where such expertise is required. To be approved the assessed materials must indicate the minimum number of tools and techniques that participants will be able to use after the training is complete. The number of hours and duration of the training will vary, depending on the depth and breadth of skills transfer to participants. In specific terms the training materials should contain the following basic information:
- Beneficiaries of the training
- Course name
- Objectives of the training
- Beneficiaries of the training
- Types of teaching resources to be used
- Course outline
- Delivery methodology
- Course material (content)
- Monitoring and quality control
- Evaluation/assessment of impact of training

In-service training courses should be aligned to achieve at least one or more of the following skills:
- Reflective skills and thinking dispositions
- Pedagogical skills
- People management skills
- Administrative and management skills
- Communication skills
- Facilitative skills
- Technological skills
- Innovative and entrepreneurial skills
- Social and emotional intelligence
- Cultural values
- Career guidance
- Civic education
- Conflict resolution
- Genocide education

In addition to subject competence, teachers' knowledge will be continuously updated with knowledge on:
- Community
- Pedagogy
- Education foundation and policies
Curriculum review, development & implementation
TDM shall work with CMPD in the development and review of the curriculum. After the development and review process, TDM will work closely with CMPD to train the teachers and align them to the new curriculum. This training will be conducted by CMPD in close consultation and collaboration with TDM.

Working closely with EQSD, TDM will monitor curriculum implementation amongst teachers and advise on additional training necessary to enable the teachers acquire the necessary competences.

Evaluation of impact of training program
After each train REB will evaluate the impact of the training program under three main areas:
- Benefit to the individual teacher: the impact of the training in terms of a teacher’s individual performance
- Benefit to fellow teachers: Benefit that the trained teacher is able to pass over to other teachers or colleagues at his work place
- Benefits to the school: the wider benefits to the school the trainee is coming from
- Benefits to the community that the teachers come from

The mechanism for assessing the impact will depend on a couple of factors such as time, resources available, etc. but intention is to have a survey covering a cross section of all trained participants.

Development /Continuous Professional Development(CPD)
Teacher Development relates to upgrading of teachers from one professional/academic level to another. i.e. Teaching certificate to diploma to degree etc. To be licensed to teach at a particular level of education, teachers’ are required to have:
(i) Teacher’s certificate-primary level
(ii) Diploma certificate/degree certificate for secondary level.

REB works with KIE and Development Partners to support teachers to pursue higher academic qualification. For a teacher to be selected for a development program he/she shall meet the following criteria:
- Be Rwandan
- Must have served for at least two years
- Should have at least attained a certificate, diploma or degree or its equivalent
- Be within the subject area being trained for in the case of core primary and secondary subjects
- Be on permanent terms of employment in the teaching service
- Must be free from any criminal record
- Willing to return to Rwanda after study ready to serve for a period of at least two years in the teaching service after completion of the training
- Meet development partner’s guidelines in the case of collaborative arrangement with development partners

Project Management
A number of projects are supporting teacher training and development. Whereas the procedures defining the implementation of each of such projects are agreed upon at the start of the project by REB and Development Partners, each project should provide for clear
implementation and sustainability after it reverts back to REB at the expiry of the project life.

**Project Implementation**

While projects are housed within a particular unit of TDM, its services cut across various sections of TDM plus across other departments of REB. Where possible, projects should provide for a project implementation committee (PIC) with members appointed by the DG coming from the various departments relating directly to the project. Depending on the nature of project, hiring and independent manager who is not part of REB staff would help reduce the work load of the unit head supervision project implementation. The role of PIC would include:

- Identifying suitable project manager where this is applicable
- Monitor and advise on implementation
- Receive report on project implementation
- Advise on sustainability after end of project
- Any other duties as REB may assign

The project should also clearly define the role of each department/unit of REB in the project implementation. Below an example of School Based Mentors:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Responsibility Centre</th>
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<tbody>
<tr>
<td>Project Design</td>
<td>REB</td>
</tr>
<tr>
<td>Recruitment</td>
<td>TDM</td>
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<tr>
<td>Deployment</td>
<td>TDM</td>
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<tr>
<td>Salary payment &amp; Welfare</td>
<td>Finance</td>
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<tr>
<td>Professional development</td>
<td>TDM/CMPD</td>
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<tr>
<td>Materials Acquisition &amp; replenishment</td>
<td>Finance/Procurement</td>
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<tr>
<td>Monitoring &amp; Evaluation</td>
<td>EQS</td>
</tr>
<tr>
<td>Periodic Reporting</td>
<td>TDM</td>
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</table>

**Sustainability**

To achieve sustainability the following shall be included in the project:

- Clear after-life-of project activities to be continued and those to terminate
- Capacity building programs to support after-life –of-project management
- Resources to support continuation of project e.g. fees based service delivery
- Supportive institutional environment e.g. project management and control environment
- After-life of project monitoring and evaluation

**Management & Staffing**

REB through its unit of Teacher Management and staffing is responsible for setting policy in areas related to teacher management, including policies governing teacher registration, recruitment, hiring, evaluating, promoting, and disciplining teachers, terms and conditions of employment, fringe benefits, leave, and code of conduct.

**Teacher Registration and Licensing**

All teachers working in Rwanda shall be registered and Licensed by REB. To be registered and licensed, a teacher shall apply to REB and fulfil the following conditions:

- A holder of relevant certificate/diploma/degree, license or authority to teach issued to her/him by a recognized teacher training institution in Rwanda or elsewhere in the world.
- Have sufficient knowledge of spoken and written English.
- Have basic knowledge of use of ICT.
- Any other requirements as REB will determine from time to time.

Upon successful registration, a teacher will be issued with a teacher’s licence

**Recruitment/Appointment**

Recruitment is done by districts(apart from school-based mentors) and will follow the following steps in recruitment:
- Acquisition of newly budgeted teaching posts per district
- Description of teaching position
- Post and/or advertise the position
- Receive and screen applications
- Interview applicants
- Check references
- Make a hiring decision
- Establish an employment contract

**Teachers’ Posts**
At the end of every financial year, REB will undertake an assessment of manpower needs in the district. Given each district’s teacher requirements and the budget allocated for new teachers, REB will advise the districts the allotted number of new teachers to be recruited. The district Education Office will then advertise the available teaching vacancies within the district.

A successful applicant, on being appointed as teacher, shall be issued with a letter of Appointment which shall constitute an agreement made and is binding between the teacher and the employer/district.

A newly recruited teacher shall serve for a probationary period of six months, after which, depending on performance, he or she shall be appointed on a permanent basis. Permanent service implies that the teacher can now enjoy all terms of service as stipulated in Terms of Service for teachers in Rwanda including pension.

**Teachers’ placement**
Upon recruitment of new teachers, the districts will write to REB advising on the new placement. REB will verify the placement through the Regional Inspectors and compile the list of new staff that it will submit to MIFOTRA & MINECOFIN for payment of salaries.

**Teachers’ Appraisal**
Teacher appraisal is a continuous process in the Rwanda education system. This helps to determine the teacher’s level of performance and readiness for promotion. Appraisal is conducted at school level and sector/district level for primary and secondary teacher respectively.

A teacher may be dissatisfied with the outcome of the appraisal. He or she will make appeal to REB as an external arbitrator. REB will gather evidence from both the teacher and the school and sector/district about the teacher and the appraisal process. Given the circumstances, REB will make a decision which it will communicate to the district with a copy to the Teacher.

**Teacher sanction**
Just as the case with the appraisal, a teacher dissatisfied with sanctions meted to him or her by the district may appeal to REB (TDM department) as an arbitrator. After gathering all the necessary information in regard to the sanctions, REB will make a decision which it will communicate to the district with a copy to the teacher.

**Promotion to teachers**
A teacher may be promoted through various levels of teacher service in accordance to the Teachers Terms of Service. A teacher may be promoted upon successful execution of his duties (in accordance appraisal system in place) or upon successful completion of a training course of not less than 9 months.

**Deployment to Administrative Posts**
- All administrative posts are deployment posts.
- Teachers may be deployed by the District/Institution in administrative posts such as Head
Teacher/Principal, Deputy Head Teacher, Head of Department, etc.

- Promotion to administrative posts should be based on qualification, performance, experience and training of the teacher to be promoted. It will also depend on the post being competed for.

Retirement

- A teacher on permanent terms, who has diligently served continuously in the teaching profession, shall be allowed to retire attaining the age of sixty five (65) years and has a right to claim her/his retirement fringe benefits acquired in the execution of her/his duties.
- A teacher may apply for voluntary retirement after completion of at least twenty (20) years of continuous service and attainment of fifty five (55) years.
- A teacher may apply to retire or be called upon to retire on grounds of ill health, if the Board/District/Institution is satisfied on medical evidence by an authorized doctor that the teacher is incapable by reasons of any infirmity of mind or body, of discharging the duties of her/his office and that such infirmity is likely to be permanent.

Analysis of teachers data

Annually, REB will seek information from districts in regard to each teacher’s personal data. This data will be analysed and shall form the basis for planning for teacher management and development. This analysis shall also help inform relevant ministries of government such as MINEDUC and other institutions of Government.

3 School Management & Leadership

The department of TDM, through the unit of school management and leadership, offers guidance to pre-service and in-service training of school leaders. It offers continuous professional development through training sessions, workshops and peer learning program. The critical concern is the school improvement planning, monitoring and evaluation.

Planning in schools will follow the following nine steps:

- Data collection
- Forming a planning team
- Presentation of participants + school profile
- Data presentation and analysis
- Setting school priorities
- Problem tree/Cause-effect analysis
- Developing goals, objectives and activities
- Developing a school improvement planning Template
- Communicate and amend the school improvement

Leaders of schools should be able to balance the requirements of school improvement in all areas of school management achieve this, there should be constant monitoring of all school programs. Monitoring and evaluation systems provide the school leaders with information and insights that will allow them to examine and analyse efficiency and effectiveness of school programs. Monitoring should ensure that:

- Inputs and other resources in the school are well utilized;
- All activities are carried out properly by the right people and in time;
- School leaders have information to track implementation, assess obstacles hindering the school’s success as early as possible and finding solutions;
- Needs are identified and performance gaps known and corrected;
- Stakeholders (parents, students, teachers, local authorities) have a shared understanding of the school’s activities and its contexts.

Monitoring goes through four stages:

- monitoring of planning
monitoring of implementation
• Monitoring of outputs and results
• Using monitoring findings

Evaluation is meant to ensure the effectiveness and efficiency of school management in implementing programs and projects outlined in the school improvement plan. Evaluation also tracks the school’s ability to allocate and manage resources effectively. The evaluation of a school includes a number of distinct stages each of them will be carried out by an evaluator who can be external or internal (monitoring and evaluation team, school administrative staff, others). The evaluator will be involved in these stages:
• Planning evaluation
• Implementing evaluations
• Reporting evaluation findings

Peer To Peer Learning
This is a new approach of continuous capacity building in school management and leadership. It involves collaboration and sharing of knowledge, ideas, experience and resources between different schools especially within the same district or sector. To run this program, thirty schools of reference (one per district) have been identified, trained and equipped to allow them to lead and manage the peer learning activities within their respective districts.

Peer learning is done through mainly:
• Intra/ interschool collaboration
• Reciprocal visits between schools
• Sharing resources
• Professional associations /Learning networks (School leaders association, Subject associations)

The targeted customers of school management and leadership unit are grouped in the following categories:
• School leaders (Head teachers, Deputy Head teachers, bursars and secretaries)
• School management committees/Parents Teachers Committees(PTCs)
• Local education leaders (DEOs & SEOs)

The continuous professional development of the above categories is achieved in collaboration with different education partners (NGOs etc.).
REB has designed a program where well performing teachers are supported to improve their welfare through the “Girinka Mwarimu” Project and other motivational projects such as the ‘Laptop’ project. Laptops are usually given out at Teachers Day for well performing teachers. However the more elaborate project on socio-economic welfare and development of teachers is the “Girinka Mwarimu” Project.

The “Girinka Mwarimu” Project
TDM developed a project aimed at improving teachers’ performance and welfare through the use of non-monetary rewards such as provision of one cow to best performing teachers in a district. The desired outcome of this project is to:
- Improve performance
- Increase the level of teacher motivation, job satisfaction and living conditions
- Fight against teachers poverty
- Fight against malnutrition in teacher’s family
- Increase teacher stability

Project Design And Implementation Plan
The “Girinka Mwarimu” is operated as a cycle. Teachers who have performed well and who will be given cows are expected to give calves to other teachers who have also performed well. This cycle shall continue until all teachers perform well and all get cows.

Teachers receive cows based on their performance at work as per their contracts. They are selected by the district Education office based on criteria established by the TDM. Teachers are evaluated according to what she/he has done in education sector, socially and economically. The contract for the cows that the teacher signs provides that the cow may not be sold and also requires that the cow is well cared after. The contract establishes that the teacher only truly owns the cow after she/he has delivered a calf to colleagues who have met the selection criteria.

Selection of teachers to get cows begins at school level where the selection criteria is used and strictly followed. A teacher selected must not be among those who were last rewarded. This is to avoid rewarding the same teachers every year. Teachers are given five minutes each to express her/himself and present what important activities she/he have done educationally, socially or economically. Persons in charge of evaluation are: the head of the school, two representatives of parents’ committee, the head of the village and one student’s representative who give marks according to the criteria set.

Selection of teachers is conducted at sector level: At sector level, selected teachers at school meet at sector level. They give them five minute for presenting their achievement in the three domains. Persons in charge of evaluation are: Director Committee of the sector, sector council committee, representative of police who give marks according to criteria also.

Selection of teachers is then conducted at the district level: At the district level selected teachers at a sector level meeting at the district present their achievements in the three domains. The Selection Committee selects fifteen teachers who will be rewarded by REB. The committee in charge of selection is composed by District Executive Secretary in charge of social affairs, representatives of army and police, District Education Officer, Education Inspector and six teachers representing Intore Committee.

N.B: At least 2/3 of the selection committee must be present for the committee to make a decision.

To reward teachers: After teachers selection at all levels, teachers are visited by TDM staff to ascertain that they meet all selection criteria and are prepared to care for a cow and to ensure that all selected person are actual teachers and they are confirmed. During these field visits teachers’ families are visited to ensure that they have all required resources to care for the cow.
(a barn or shed, grass, etc.). After the visits the confirmed teachers are rewarded and pick up their cows at the District. When rewarding teachers at District there is MINEDUC representative, Mayor of the District, One district technician in charge of animals care, District Education Officer, one police representative, one army representative and teachers with their family members.

**RSSB Teacher Contribution**

The biggest problem teachers face is that during the working period, their employer does not declare their contribution to the social security Board, supposedly done once every term. The reasons for this are several put most teachers only discover the discrepancies in RSSB upon retirement. Since 2008 TDM sensitized Districts to gather data for teacher’s arrears in. Today TDM is sensitizing teachers to visit RSSBs’ branches in all Districts to see their situation in RSSB. This sensitization will reach every teacher and will encourage her/him to join others in that activity. TDM also visits RSSB in districts to monitor how the arrears registration is going on in Districts.

**Teacher National Service**

TDM through its unit of Socio-Economic Welfare And Development carries out National Service activates for teachers. These are:

- Designing Teacher National Service Training Programs
- Select the teachers who must be trained, The selection of teachers for national service is based on the following criteria:
  - Be a teacher from Public or Private School,
  - Be a teacher in primary or Secondary School,
- Follow up the activities of training,
- Give certificate after the training of National Service

NB: A teacher has to receive the training once only

The desire outcome of Teacher National Service Training programs is:

- Promotion of Teachers Unity
- Developing a teacher dedicated to education, sciences and humanity
- Developing a teacher who takes responsibility for his/her own development and the development of his society

The unit also monitors and evaluates the activities of Teacher’s cooperatives
CHAPTER SIX

EXAMINATION AND ACCREDITATION DEPARTMENT
RULES, REGULATIONS AND PROCEDURES

6.1 INTRODUCTION

The department is responsible for the overall administration, regulation and supervision of national examination and accreditation. These departmental responsibilities lead to the following core process activities:

- Registration and creation of a database of candidates for national examination
- Examination items development
- Printing and storage of examinations
- Administration of national examinations
- Marking of examinations
- Processing and analysis of national examinations
- Certification and student orientation.

6.2 PROCESS MAP

The process flow for the above activities is indicated in the process map below:
### 6.3 PROCEDURES FOR PROCESS ACTIVITIES IN EXAMINATIONS AND ACCREDITATIONS DEPARTMENT

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</table>
| 1   | Candidates Registration and preparation for National Examinations      | National examination is conducted for:  
  - Primary  
  - Ordinary Level  
  - Advanced Level  

**Entry requirements:**  
**Primary Leaving National Examination:**  
Candidates will be eligible for the examination if they have completed six years of Primary Education. They must be presented by their schools as there are no private candidates at this level.  

**Ordinary Level National Examination:**  
Candidates will be eligible if they have completed three years of Secondary Education. Only candidates presented by their school head teachers are eligible for this examination. They may be asked for proof of having sat the primary leaving examinations.  

**Advanced Level National Examination**  
**School Candidates**  
A school candidate must be a bona-fide student who has been studying continuously for three years, after the Ordinary Level National Examination, in a Secondary School recognized as eligible to present candidates for the advanced Level National Examination.  

**Private Candidates**  
A private candidate is one who is not entitled to enter as a school candidate, but is eligible to register and sit for the examination in conformity with entry requirements stipulated by the Board.  

**Registration Process**  
**Submission of Entries**  
Schools Head teachers and District Education officers should obtain entry forms from the offices of the Board and submit them within the deadline announced. Late entries will attract penalties 15 days after the expiry of the declared deadline.  

**Accuracy of Candidates’ Entries**  
It is the responsibility of the candidates to make sure their names and index numbers are recorded correctly as should appear on their certificates. The head teachers are advised to make sure that all candidates fill in their registration forms properly.  

**Fees**  
The Board charges examination fees decided upon by its Board of Directors and approved by the Cabinet. The Evidence of payment of such fees must be availed to the Board before or during the submission of the registration forms.  

**Transfer of candidates**  
Candidates registered under a particular examination centre will be required to take the examination at that centre. Transfer of a candidate from one centre to another must be authorized by the Board on reasons accepted as adequate at least 3 months before the examination is to be taken. Applications for transfers received after that period will not be considered.  
Such applications must be made by the candidate, endorsed by the school head teachers, and with the approval of the District Education authorities. No Centre Supervisor should accept a candidate to transfer and sit examinations at his/her centre without the approval of the Board.  

**Withdrawal**  
All cases of withdrawal must be notified to the Board by the candidates concerned or the District
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**RULES, REGULATIONS AND PROCEDURES**

education officers or the school head teacher. If a candidate withdraws; his/her index number should not be given to another candidate and examination fees are not refundable.

A candidate who has been deregistered by the District Education authorities for gross indiscipline shall be excluded from sitting the examinations that year. Admission to subsequent sessions shall be subject to Board regulations.

**Examination timetables**
Examinations shall be conducted once a year in October /November. The timetable will be sent to schools at the latest three months before the examination.

The time allowed for each question paper is shown on the timetable. Any time specially allowed for reading through question papers or studying maps etc., will be included in the total time allowed for the papers. If the time stated in the timetable differs from that on the question paper, the time on the question paper should be used.

It is the responsibility of candidates and schools to ensure that they obtain copies of the time timetable and that candidates present themselves for the examination on time.

**Infectious diseases**
Candidates who have been exposed to any infectious disease cannot be examined at a centre unless they are out of quarantine.

**Materials to be provided by the candidates**
Candidates must provide pens, pencils, rubbers, mathematical and dissecting instruments, and painting materials. They are required to write their answers with either a pen using black or blue ink, or ball-point pens which may be blue or black (preferably black). Pencils may be used only for diagrams.

Calculators may also be used during an examination, except where they are specifically prohibited. They could be simple or scientific but must be silent and non-programmable. Mathematical tables may be used to answer questions in any subject unless the rubric of the paper forbids their use.

Examination materials provided by the Board, including candidates' scripts are the exclusive property of the Board and shall not be used for any other purposes. Tampering with examination materials is punishable.

**Language of examination**
Except for language subjects or as otherwise specified in the rubric of the question paper, answers to examination question shall be in the language of the question paper which will be English.

**Under protest entries**
In order to correct an apparent error in the entry shown on the Attendance sheet (the official print-out of the entries) a subject not recorded may be taken "Under Protest" and a report made to the Board accordingly, with an explanation in writing by the Centre Supervisor.

**Examination arrangements for disabled candidates**
Rwanda Education Board will prepare braille papers for visually handicapped candidates on the syllabuses approved specially for the blind. Information for braille giving the index numbers of candidates, subjects, papers, set books and the degree of handicap e.g. whether totally or partially blind must be received by the Board through the District Education Officer at the time of registration for the examination.

The examination paper duration allowed for normal candidates may be varied at the discretion of the Board for spastic candidates where this is supported by evidence from a competent medical authority. Requests for such consideration should be forwarded at the time of registration by the
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<td>head of the school who may give such evidence and information as may be required by the Board</td>
<td>REB will provide all necessary support to candidates with disabilities to ensure they are not disadvantaged.</td>
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<td>2</td>
<td>Examination item development</td>
<td>There should be reasonable assurance that the examinations measure students’ learning, relative to the curriculum standards. This requires a well-defined process to confirm that content and the average cognitive complexity of items matches that of curriculum standards. Close collaboration between CMDP, EQS and examination and accreditation department is required. The communication loop below should inform the item development process.</td>
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**Examination Items Development -across dot process flow map**

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Curriculum standards → Curriculum coverage → Assessment → Printing & Storage
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Curriculum Materials Development & Production → Education Quality & Standards → Examinations & Accreditation

Annually before the beginning of the examination year a meeting relevant officials will meet to discuss clear and strategic item development guidelines

The guidelines shall:

1. Clarify the intent of curriculum standards for both setters and moderators
2. Recommend appropriate cognitive complexity levels for the set of items developed for a given curriculum standard.
3. Recommend assessment item types appropriate to measure student achievement
4. Stimulus type to be used and whether copy right permission may be required
5. Examination administration modalities
7.

Setters & Moderators will use these guidelines to ensure that the paper set is appropriate and of the right standard

**Appointment and training of setters & moderators**

The setters and moderators are appointed by the Board annually. REB shall terminate the appointment of a setter and moderator if he/she is unable to comply with requirements and standards. Remuneration shall be determined by the Board.

A person appointed as a setter or moderator must declare whether he or she has a child sitting for the national examination where upon that examiner shall be relieved of the responsibility of setting or moderating examination question papers for that particular year.

A subject officer in respective subjects shall compile examination questions and marking schemes for the examination concerned. A number of examination questions shall be set each year and shall be kept in the item data bank. The examination question papers set shall conform to the requirement of he of the national curriculum

The individual moderators shall ensure that the examination question paper conform to the
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<td>requirements of the subject statement and subject assessment guideline for a specific subject as list in the curriculum. Both the examiners and internal moderators shall comply with instructions and deadlines issued by REB.</td>
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</table>

REB shall train setters and moderators on procedures for setting and moderating examinations question papers. REB shall also provide to them guidelines to setting & moderation which must include:

- Duration of the examination papers
- Marks per question
- Number of examination questions
- Format of the examination

**Functions of moderators**

Moderators must perform the following functions:

- Ensure that examination papers are of an appropriate standard quality and the appropriate language has been used;
- Ascertaining that the examination question papers conform to the subject guidelines used by the curriculum;
- Provide adequately for differentiation;
- Include questions addressing difficult cognitive levels;
- Recommend necessary changes to the exam question paper.

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<th>Printing &amp; Storage Of Examination Question Papers</th>
<th>Printing</th>
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<td>REB must ensure the following:</td>
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<td>- A building with proper security, which could be used for typing, printing, packaging and storage</td>
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<td>- All examination activities may then be carried out in this safe building, allowing access only to specific persons.</td>
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REB currently uses external firms for the purpose of printing. The firm concerned should be fully checked to ensure that:

- Strict security measures are in place, and that the quality of the printing is of an acceptable standard.
- A detailed contract, a service level agreement and a Contract of Confidentiality must be signed between the assessment body and the external provider of printing services.

The printing process shall be carried out under the close supervision of a senior official. This official must be entrusted with the task of approving the quality and standard of the printed examination question papers. All members of the printing team must complete a Contract of Confidentiality.

After printing examinations shall be stored in safe place and adequate security provided.

**Storage and distribution of examination question papers**

REB shall ensure strict security with regard to:

- Examination question papers at all times;
- Distribution mechanism best suited to the schools under its jurisdiction;
- The distribution chain should be as short as possible;
- The number of persons involved in the distribution process should be restricted to a minimum;
- The transfer of the examination question papers from one responsible officer to another should be carefully checked and signed upon receipt;
- Any discrepancies that are detected during the transfer process should be reported immediately.

All persons involved in the distribution process should sign a Contract of Confidentiality.

<p>| 4   | Examination Administration | Examination administration relates to activities to ensure that examinations are conducted efficiently. They are intended to achieve fair, valid and reliable assessment. Just as in the case of item development, an examination administration committee will be set up at the beginning of an |</p>
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<td>examination year. The members of the examination administration committee will be drawn from all departments of REB.</td>
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<td>The examination administration committee will meet to discuss examination administration guidelines. This will include:</td>
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<td>i) Review of the previous report on examination administrations and lessons learnt;</td>
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<td>ii) Receive and adopt an examination administration plan including budget prepared by Examination administration unit.</td>
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<td>iii) Discuss the level of deployment of REB staff required and the sharing of responsibility;</td>
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<td>iv) Discuss anticipated risks and mitigation factors.</td>
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<td><strong>RULES AND REGULATIONS GOVERNING THE ADMINISTRATION OF NATIONAL EXAMINATIONS</strong></td>
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<td></td>
<td>Examinations administration exercise is very important in the education sector. This is why the district and provincial administration should ensure security, transparency and justice.</td>
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<td><strong>Examination Centre</strong></td>
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<td>• It should meet all the requirements: sufficient rooms, toilets, furniture, the rooms have adequate ventilation and lighting, etc.</td>
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<td>• Cooking and sanitary services should be done by not more than five people basing on the number of candidates in the centre</td>
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<td>• For an examination centre where only candidates from that school sit examinations alone, strategies should be put in place to combat examination malpractices, e.g. ensuring that their invigilators are not teachers from that very school (details in the following sections of this document).</td>
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<td><strong>Examinations Strong Room (Store)</strong></td>
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<td>• The examinations strong room (store) must be completely empty, without items in it except furniture, and should be cleaned before the examination question papers and related materials are put in the room. The windows, doors, roof, ceiling and floor of the examinations strong room (store) must be in secure conditions without any connection with adjacent rooms or outside. A new security lock MUST be used for the examinations store room and all copies of the keys kept by ONLY the Centre Supervisor. The strong room (store) is solely dedicated to the question papers and examinations materials. No other activities (e.g. usual activities related to the school management) shall be undertaken in the store during the examination period.</td>
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<td>• The door and windows of the examination store must be solid or reinforced and have security lock prior to delivery of the examinations question papers and materials.</td>
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<td>• The Examinations Centre Supervisor is responsible for ensuring that the above conditions of the examinations store room are met.</td>
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<td>Examination administration requires effective participation of various officers at different levels of Education administration. Below we elaborate responsibilities of key players in the examination administration process of Primary Leaving Examinations:</td>
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<td><strong>The Representative of The REB</strong></td>
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<td>a) Delivers examination question papers and other examination materials at the District Education Officer’s office.</td>
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<td>b) Supervises the distribution of examination materials to the supervisors of examination centres and zones.</td>
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<td>c) Liaises with the District Education Officer in monitoring for the smooth conduct of examinations in the district.</td>
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<td>d) Returns answer booklets and the remaining (unused) examination materials to REB</td>
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<td>e) Makes an elaborate report on the conduct of the national examinations in the assigned district.</td>
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<td>f) Brings to REB a copy of financial reports and justification of all spending in the assigned district.</td>
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<td>g) Brings D.E.O’s report and centre reports concerning examinations.</td>
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<td>h) The Representative of REB must always be ready to answer for any irregularities occurring in his/her district of jurisdiction.</td>
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<td><strong>The District Mayor</strong></td>
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<td>a) Takes all the initiative and sees that examinations in the district are smoothly done.</td>
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<td></td>
<td>b) Organises vehicles to be used in the administration of the examinations.</td>
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<td>c) Closely supervises examinations administration exercise and helps in solving any arising problems.</td>
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<td>d) Takes appropriate measures and precautions to prevent any foreseeable examination malpractice or irregularity (including possible administrative failures) in his/her district of jurisdiction.</td>
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<td></td>
<td>e) Must always be a person of integrity.</td>
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<td><strong>The District Education Officer (D.E.O)</strong></td>
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<td>a) He/she is the district coordinator in the administration of examinations.</td>
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<td>b) Must see that all needed materials for the smooth administration of examinations are available.</td>
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<td>c) The D.E.O selects examination supervisors and invigilators in the district. No teacher is allowed to supervise or invigilate exams in his/her school. There must be one centre supervisor, one assistant of the centre supervisor, one invigilator in an examination room of not more than 25 candidates, and one floating invigilator for three rooms. P6 teachers are not allowed to invigilate.</td>
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<td>d) Uses teachers who mark national exams to assist in training those who will invigilate, in making sitting arrangements, writing index numbers, separating registration forms, and writing examination reports.</td>
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<td>e) Informs in time those who will be involved in the administration of exams in the district, and submits to REB the final list (plus their telephone numbers, schools of origin and assigned school for supervision).</td>
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<td>f) Ensures that the timetable and other rules and regulations governing exams reach schools that have candidates.</td>
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<td>g) Meets zone supervisors and together lay strategies to combat examination malpractices.</td>
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<td>h) Works closely with the REB Representative in the district.</td>
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<td>i) Ensures that examinations and examination materials received are the right numbers and quantities.</td>
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<td>j) Meets Centre Supervisors and explains rules and regulations governing examinations.</td>
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<td>k) Takes appropriate measures and precautions to prevent any foreseeable examination malpractice or irregularity (including possible administrative failures) in his/her district of jurisdiction.</td>
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<td>l) Writes a comprehensive report on the general administration of examinations and makes relevant suggestions.</td>
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<td>m) Gives the REB Representative a copy of the financial report.</td>
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<td>n) Must always be a person of integrity.</td>
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</tr>
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<td></td>
<td>o) The D.E.O must always be ready to answer for any irregularities occurring in his/her district of jurisdiction.</td>
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<td><strong>The Zone Supervisor</strong></td>
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<td></td>
<td>a) Receives from the District Education Officer (D.E.O) boxes containing question papers and other examination materials.</td>
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<td></td>
<td>b) Delivers on time question papers and examination materials in the centres of his/her jurisdiction.</td>
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<td></td>
<td>c) Supervises the administration of the examinations in his zone of jurisdiction.</td>
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<td></td>
<td>d) Puts examinations answer booklets for each centre separately after exams are done.</td>
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<td></td>
<td>e) Delivers the answer booklets and financial reports to the D.E.O.</td>
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<td>f) Writes a report for the D.E.O.</td>
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<td></td>
<td>g) Must always be a person of integrity.</td>
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<td></td>
<td>h) The Zone Supervisor must always be ready to answer for any irregularities occurring in his/her zone of jurisdiction.</td>
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<tr>
<td></td>
<td><strong>The Examination Centre Supervisor</strong></td>
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|     | a) The Examinations Centre Supervisor is responsible for ensuring that the conditions of the
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<td></td>
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<td>examinations store room are met.</td>
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<td>b)</td>
<td>The Examination Centre Supervisor has a duty to maintain the integrity of the examination at all times.</td>
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<tr>
<td>c)</td>
<td>The Examination Centre Supervisor is responsible for the smooth and proper conduct and supervision of examinations.</td>
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<tr>
<td>d)</td>
<td>Meeting his/her assistant plus invigilators and floating invigilators so as to lay strategies for the smooth running of the examination administration exercise.</td>
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<td>e)</td>
<td>Arranging examination rooms by ensuring that they are enough and have no materials that may facilitate candidates to cheat.</td>
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<td>f)</td>
<td>Making sure that candidates from the same school are not put in one examination room alone.</td>
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<td>g)</td>
<td>Duty of receiving question papers and examination materials, as follows:</td>
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<td></td>
<td>• Receiving question papers and examination materials in presence of the security agents (police);</td>
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<td></td>
<td>• In reference to the number of candidates of his/her exam centre of jurisdiction, checking if all envelopes of question papers are there and well-sealed;</td>
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<td></td>
<td>• A reception note should be written and signed.</td>
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<td></td>
<td>• Immediately after the reception examination question papers and in presence of the security agents, checking the question paper envelopes carefully and arranging them in order of examination timetable.</td>
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<td>h)</td>
<td>Sticking to the timetable designed by the REB.</td>
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<tr>
<td>i)</td>
<td>Never enter an examination store in the absence of the security guard.</td>
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<td>j)</td>
<td>Finding out reasons why a candidate may come late and write a report about it.</td>
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<tr>
<td>k)</td>
<td>Issuing question papers and other examination materials needed in the examination rooms.</td>
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<tr>
<td>l)</td>
<td>Keeping safely the remaining answer booklets.</td>
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<td>m)</td>
<td>Notifying the Zone supervisor, D.E.O, or the REB Representative whenever problems arise.</td>
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<tr>
<td>n)</td>
<td>Supervising invigilators, punishing those who do not perform well, and writing a report.</td>
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<tr>
<td>o)</td>
<td>Sealing every examination separately and ensuring that they are all there.</td>
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<tr>
<td>p)</td>
<td>Making sure that all examination rooms’ reports are well written and put in envelopes.</td>
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<tr>
<td>q)</td>
<td>Making sure that, immediately after distribution of question papers, all remaining question papers are collected and returned to the store.</td>
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<tr>
<td>r)</td>
<td>Writing a report indicating the total number of candidates who were supposed to sit the examination and those who did not turn up: indicating percentages of those who were supposed to sit and those who didn’t.</td>
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<tr>
<td>s)</td>
<td>Verifying the accuracy of his/her report first before signing it.</td>
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<td>t)</td>
<td>Signing other examinations related documents.</td>
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<tr>
<td>u)</td>
<td>To ensure that answer booklets are well packed according to school and combination in well labelled boxes (labels must be made on a paper and not on the box itself).</td>
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<td>v)</td>
<td>Working closely with the assistant supervisor and the security agents at the centre.</td>
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<tr>
<td>w)</td>
<td>Making sure that he/she does not enter the examination store without a police guard.</td>
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<tr>
<td>x)</td>
<td>Must always be a person of integrity.</td>
<td></td>
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<tr>
<td>y)</td>
<td>Must always be ready to answer for any irregularities occurring in his/her centre of jurisdiction.</td>
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<tr>
<td></td>
<td>The Examination Centre Supervisor must make sure that the invigilators received and read a copy of the rules and regulations of the examinations.</td>
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**N.B:**

i) Centre Supervisors must be selected from Head teachers. It would be good to seek assistance from teachers who mark National Examinations especially in packing answer booklets.

ii) In case there is reason to open an exam envelope, this should be done in the presence of a security agent and a written report is made and signed.

iii) To pack the answer booklets in the appropriate envelopes, for example: Mathematics I is put in an envelope marked MATHEMATICS I. In case there is a reason to change an envelope, e.g., when Biology II answer booklets are put in envelope labelled as GEOGRAPHY III, you just cancel GEOGRAPHY III and write Biology II.

iv) To fill all the appropriate examination documents which are to be returned to REB head office.

v) The Examination Centre Supervisor must make sure that the invigilators received and read a copy of the rules and regulations of the examinations.

Head teachers must provide for the welfare of their candidates who sit their exams from other schools.
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|     | **Security Agents** | a) Escort the vehicles transporting the questions papers and other confidential examination materials from REB, Districts and Examinations Centres.  
                b) At any time exams cannot be transported without security agents.  
                c) Ensure and maintain the security in examination centre at all times.  
                d) Not to enter in examination room but a security agent must move around the school compound for ensuring that unauthorised people do not approach the examination rooms for any reasons.  
                e) Keep always vigilance such as unauthorised people cannot enter in examination strong room (store) or in examination room.  
                f) On a full time basis a security agent must look after the examination strong room (store).  
                g) Be with the examination centre supervisor when he/she enter in examination strong room (store) for any reason and make sure that he/she does not stay in for unnecessary time.  |
|     | **Invigilators** | 1. Invigilators have a key role in upholding the integrity of the national examination process and contribute to the success of examination administration.  
               2. Invigilators must be familiar with examinations rules and regulations.  
               3. At all times, invigilators must be in examination room i.e. they do never leave candidates unattended at any time.  
               4. Invigilators must be standing in front of candidates and positioned to ensure that they do never turn their back on candidates and they can see all candidates at all times.  
               5. Following strictly the timetable and other strategies laid down.  
               6. Searching thoroughly the candidates before they enter the examination room.  
               7. Making sure that he/she does not enter the examination room with a mobile telephone.  
               8. Ensuring that candidates are seated in such a way that they cannot be able to cheat. So, seats are arranged in such a way that candidates cannot look (intentionally or otherwise) at each other’s work.  
               9. Ensuring that candidates who sit the exams are the very ones who registered; and they should have their registration forms while doing exams and submit them after the exam.  
              10. Using the floating invigilator to make a list of those who turned up for the exam and those who didn’t, plus their index numbers, after the exam starts.  
              11. Verifying from the envelope ‘window’ if the exam therein is the very one to be done at that particular time (before opening it).  
              12. Issuing answer booklets and rough paper to candidates. Rough paper is used in all exams apart from Mathematics.  
              13. Returning all remaining question papers to the centre supervisor immediately after necessary papers have been distributed  
              14. Reminding candidates to read instructions.  
              15. Assisting candidates to write their names and index numbers on answer booklets as they are on their forms.  
              16. Making sure that every candidate has written his/her right name and index number on the answer booklet.  
              17. Reminding the candidates to check if all question paper pages are there.  
              18. Verifying if all questions are there and are arranged numerically.  
              19. Making sure that candidates do not cheat.  
              20. Informing the Centre supervisor of any arising problems.  
              21. Writing a report on a candidate who cheats, ensuring that the candidate signs it, but making sure that the candidate is not stopped from doing the examination.  
              22. Reminding the candidates the remaining time after every thirty minutes; and reminding them to get ready to put pens down in the last fifteen minutes.  
              23. Invigilators must not carry out any other task (for example reading a book or a newspaper, reading and answering the question paper being sat for, marking, looking at outside) in the examination room.  
              24. Receiving registration forms and putting them in their respective envelopes.  
              25. Putting back answer booklets in their envelopes.  
              26. Avoiding disturbing candidates.  |
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<td>27.</td>
<td>Ensuring that candidates sign in after submitting their answer booklets, one by one, and ensure that every candidate in his/her examination room hands in.</td>
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<tr>
<td>28.</td>
<td>Avoid changing names or index numbers of candidates.</td>
</tr>
<tr>
<td>29.</td>
<td>Filling in the report forms of the examination room after every examination and putting them in their respective envelopes.</td>
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<tr>
<td>30.</td>
<td>Signing examination related documents.</td>
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<tr>
<td>31.</td>
<td>Must always be a person of integrity.</td>
</tr>
<tr>
<td>32.</td>
<td>Must be ready to be punished in case it is found out during marking that he/she assisted in examination malpractices in the examination room.</td>
</tr>
<tr>
<td>33.</td>
<td>Must be ready to be punished in case a candidate’s code is intentionally written wrongly in order to make him/her get marks of another candidate.</td>
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<tr>
<td></td>
<td>The invigilator must not:</td>
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<tr>
<td>a)</td>
<td>Carry out any other task (for example reading a book or a newspaper, reading and answering the question paper being sat for, marking, looking out for the outside) in the examination room</td>
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<tr>
<td>b)</td>
<td>Direct candidates to particular questions or particular sections of the question paper;</td>
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<tr>
<td>c)</td>
<td>Make any comment where a candidate believes that there is an error or omission on the question paper. The invigilator must however, refer the matter immediately to the examination centre supervisor through the floating invigilator;</td>
</tr>
<tr>
<td>d)</td>
<td>Give any information to candidates about possible mistakes in the question, unless there is an erratum notice;</td>
</tr>
<tr>
<td>e)</td>
<td>Comment on the content of the question paper;</td>
</tr>
<tr>
<td>f)</td>
<td>Read a word or words printed on the question paper to a candidate, other than the instructions on the front cover;</td>
</tr>
<tr>
<td>g)</td>
<td>Offer any advice or comment on the work of a candidate.</td>
</tr>
<tr>
<td>N.B:</td>
<td>When malpractices are found out during marking or thereafter, the invigilator in that very room is also punished accordingly.</td>
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The Floating Invigilator

a) He/she is assigned three rooms of not more than 75 candidates.
b) Checks his/her three rooms, sealing the candidates’ names and index numbers, ensuring that what is written on the answer booklet is the same as that written on the registration form. When a candidate does not put on his/her names and index number; writes it erroneously or crosses them, the floating invigilator asks the candidate to re-write them. When a candidate repeats the same mistake, he/she is taken as one involved in examination malpractice and a report is written about it.
c) Replaces an invigilator who for one reason or the other gets out of the examination room.
d) Making sure that he/she does not have a mobile telephone when carrying out invigilation activity.
e) Must ensure that every candidate has all the questions and are arranged in the right order.
f) Escorts candidates who wish to ease themselves, and ensures that they do not come back with pieces of paper.
g) Makes a list with names and index numbers of candidates in his/her examination room in time, and makes sure it is not altered unless corrections are required.
h) Assists invigilators to keep examination materials in the right places.
i) Signs examination related documents.
j) Must always be a person of integrity.
k) Must always be ready to answer for any irregularities occurring in his/her rooms of jurisdiction.

MISCONDUCT

The Board reserves the right to withhold release of results of the examination for any candidate or centres suspected of having been involved in examination irregularity or misconduct pending completion of investigations and the final disposal of any consequent disciplinary or other
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|     | Marking of National Examinations | **Guidelines for marking National Examinations**  
All persons at a marking centre are expected:  
- To work with diligence, fairness and discipline  
- To keep confidential all information concerning marking until marks have been officially published.  
- To desist from attempting to know the marks of any candidate or school during the marking period. No one, except those directly concerned, is allowed to open an answer booklet or request for any information thereon.  
- To respect advice and instructions from immediate superiors  
- To keep time and stay in the marking centre during working hours. Going out of the marking centre requires permission.  
- To desist from drinking alcoholic beverages during working hours and from coming to work with a hangover  
- Never to leave the marking room or the marking centre with any item related to the marking exercise.  
- Always to lock the marking room if you are the last to go out.  
- To be mindful of the security of others and their property  
- To return all unused items at the end of the exercise  
- To cooperate with others in preparing a report. |

If the Board is satisfied that candidates or schools have been involved in any irregularity or misconduct, such candidates or schools will have their results cancelled. The schools whose results are cancelled may be removed from the list of the Board’s approved examination centres while candidates may be barred from entry to future examinations for two subsequent years.

If the Board is satisfied that the examination at any centre has not been conducted in accordance with its regulations or that there have been widespread irregularities at an examination centre, it may at its sole discretion disqualify all the candidates at the centre.

Candidates or schools whose results are withheld or cancelled will be informed as soon as the examination results have been announced.

A person who gains access to examinations material and knowingly reveals the contents, whether orally or in writing to any unauthorized party, whether a candidate or not; or wilfully and maliciously damages examination materials; or is not registered to take a particular Board’s examination but, with intent to impersonate, present or attempts to present him/her self to take the part of an enrolled candidate; or presents a forged certificate or diploma to a prospective employer or to an institution of learning with intent to gain employment or admission, shall be guilty of an offence and liable to imprisonment for a term of two to ten years and a fine of 20,000 to 200,000 francs, or to one of these penalties.

**Description of irregularities:**
- Forged documents for a candidate’s registration  
- Use of false identification during and or after registration or sitting for examination  
- Use of unauthorized item in the examination room  
- Doing a wrong examination (every question paper indicates who is supposed to sit for it)  
- Answering in unauthorized language  
- Copying answers from others  
- Helping others to copy answers  
- Writing unrelated items to that very subject inside the answer booklet (candidate’s identification, contacts, greetings, signs, etc.).  
- Abuse of examinations materials
### Guidelines to Examiners

Anyone invited to mark must:

- Sit the examination as a candidate would sit for it.
- Make a marking scheme with a standard deviation, on any part of a question, of ± 1. Where a question carries many parts, every part must be marked and the score for every point indicated. This activity takes one day. Whoever fails to perform this exercise is disqualified for the marking exercise.
- Participate in discussion of the marking scheme prepared by REB and make changes/modifications where it has been generally agreed upon by all examiners.
- Copy the agreed marking scheme to make reading easier. This exercise takes two days for every subject.
- Mark dummies in order to get accustomed to the marking scheme. N.B.: Every dummy must be discussed to determine one agreed mark for it, before going on to the next. Reasons for deviation must be thoroughly explored. Three dummies must be marked and discussed every day. Eight dummies are adequate unless there is justification for more. N.B: Any prospective examiner who persistently obtains significant deviations from others will be discontinued.
- Sign for answer booklets received from the team leader and mark them with care and diligence.
- Mark with the strictest adherence to the marking scheme. N.B.: Where there is an answer that seems to be correct but is not on the marking scheme, the examiner shall submit it for general discussion before it is included in the marking scheme and marks awarded for it.
- Tick (✓) where there is a correct answer, mark with ✔ where the answer is incomplete and X where the answer is wrong; marks are recorded on the right hand side margin, in line with the answer. N.B: Use a red pen at all times.
- Add marks for each question and circle its total e.g. 12 and record the marks on the front cover page, in the space provided.
- Check the answer booklet for any omission of marks or errors of addition.
- Every envelope must be checked by the examiner who marked the scripts therein, and she/he must write her/his name on the envelope and sign on it.
- Mark every script in conveyor belt system (choose questions to marks and pass the script to the next examiner) exchange envelopes with another examiner for general checking for any errors or omissions.
  - Where a checking examiner has to mark an omitted part of a question, he must use a pencil to tick. She / He will also check for instance where marks have been omitted or erroneously awarded. The checking examiner also puts his/her name on the envelope and signs for the checking.
  - To give the envelope to another checker who will not mark but will check the arithmetic accuracy of marks for each question and for the whole paper.
  - To fill in marks according to the frequency table provided.
  - To return the envelope to the team leader for verification of the number of scripts and signature.

### Instructions for Chief Examiners

- To do the examination and prepare a marking scheme for comparison with the marking scheme provided.
- To supervise team leaders while they sit the examination and prepare marking schemes.
- To discuss the marking scheme, with team leaders, for every mark to be awarded.
- To mark at least 8 dummies.
- To discuss with team leaders on marks for each dummy before it goes to the examiners for marking and general discussion. N.B: Every dummy must be marked and discussed before going on to the next.
- To supervise all examiners including team leaders.
- To examine envelopes checked by team leaders and compare their marking and that of the
### Guidelines to Team Leaders

A team leader has the following responsibilities:

- To first sit the examination as a candidate would sit for it.
- To make a marking scheme of his/her own.
- To discuss with other team leaders as to the adequacy of the marking scheme provided and amend it where it is commonly agreed to do so.
- To mark at least 12 dummies and discuss every dummy with the other team leaders until marks for each are agreed upon. N.B: Every dummy must be discussed before going on to the next. Each question must be discussed and marks for it agreed upon.
- To check whether all examiners under his/her charge have attempted the exam.
- Any examiner with less than 60% must be disqualified.
- To lead examiners’ discussions on the marking scheme and dummies.

#### N.B:
Any examiner who gets a deviation greater than ± 2 over 8 dummies must be discontinued.

- To hand out script envelopes to examiners.
- To mark, using a green pen, at least 3 scripts in every envelope marked by an examiner under his/her charge.
- To check at random, at any time, in any envelope marked by any of the examiners under his/her charge, any number of scripts for any omissions or errors of addition or any other errors whatsoever.
- To verify whether every envelope has been double checked by another examiner and by another checker who is not an examiner.
- To check whether the frequency table has been filled in by every examiner after the scripts in every envelope have been marked and checked.
- To receive every completed envelope with all the signatures required and verify that all the scripts are inside it.
- To check on the conduct of examiners and make a report.
- To cooperate with the chief examiner in making a report and filling in the frequency table for the marks of all candidates.

### Instructions for checkers

- Checkers are in two groups: One group checks the arithmetic accuracy of marks on scripts and the other group opens the flaps of answer booklets and records the marks.

#### a) Responsibilities of arithmetic checkers

- To add the marks for each question and tick with in pencil if the marks are correct.
- To add up all marks for the script and tick with v in pencil if the marks are correct.
- To show the examiner where there are errors of addition or omission. Only the examiner can rectify the error and sign.
- To record the deviation marks per cent for the examiner concerned:

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<tr>
<th>Name of Examiner</th>
<th>Script n° 1</th>
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| 6   | Processing and analysis of national examination                         | • In conformity with the REB decree, the performance of every candidate shall be given a grade for each subject and a result slip issued accordingly, indicating the overall performance of the candidate.  
• Grades are awarded on a 9 point scale from 1 to 9 and a 6 point scale for A level results from A to E for Principal passes and S for Subsidiary passes determined by establishing the position of a candidate’s raw marks on a frequency distribution curve.  
• The pass mark is 3 subsidiary passes in the principal subjects. To qualify for higher Education, a candidate at A’ Level must also obtain 2 principals at E in two principal subjects with a minimum of 13 points.  
• All results will be issued by REB as soon as the award and processing of marks are completed for each centre. A list of all candidates showing their subject results and their overall performance will be printed and delivered to examination centres  
• REB reserves the right to correct the information given on results lists and slips before certificates or diplomas are issued. The decision of REB concerning results is final.  
Appeals and Remarking  
• Remarking of scripts may be undertaken by REB at a written request of Heads of schools that presented the candidates. Requests from private candidates will be channelled directly to REB.  
• REB will undertake to remark scripts only after convincing reasons have been given justifying remarking of scripts for a candidate whose results have already been issued.  
• REB reserves the right to reject any request for remarking if in its opinion, a strong case has not been established. Candidates for whom remarking has been accepted will be required to pay a fee to be determined by REB from time to time.  
• Requests for remarking accompanied by the correct fees must be channelled through the District Education Officer and must reach REB offices before 30th April of the year following that of the examination. Requests received after this date will not be considered  
• Other enquiries on results must be made as soon as results have been released.  
• Enquiries received after 30th April of the year following that of the examination will not be considered.  
• REB will publish corrections on information given in the results lists and slips arising out of remarking before certificates are issued. |
| 7   | Selection Equivalence and Accreditation                                 | **SELECTION**  
**S.1 and S.4 Selection**  
• Before the Minister releases the exam results, the Director General writes to the minister asking for information on the number of places for girls and boys in respect to combinations for S.4 students in each school in each district all over the country.  
• The DG makes an announcement on TV and radio inviting all head teacher to come and participate in the selection exercise. This announcement tells those dates and place for the exercise.  
• With help of the database unit, the selection unit then places the students according to their performance, choices and the places available. This exercise also then determines the
cut-off point for entrance to whatever level. This is done one week prior to the selection date.

- REB will then choose one REB representative to chair each District selection during the selection Process.
- During the meeting headmasters are arranged to sit according to their various districts.
- The DG through invited journalists lets the public know that selection process of S.1 And or S.4 is going on and lets them know, the cut-off points. This helps to inform parents and students on who has and has not been placed.
- The REB representative then distributes lists of students placed in different schools to the headmasters. These lists are generated from the earlier selection process within REB staff.
- The headmasters cross check with the lists to verify placement and seek clarity from the REB representatives. Any other matter that cannot be cleared by REB representatives is handled by the director of selection unit and the Head of Examination and Accreditation Unit.

If a district has a balance of students not placed, an even distribution of these students takes place amongst the teachers.

Head teachers are then supervised into writing admission letters for each student placed in their school. This admission letter is prepared earlier by the schools with all requirements. The head teachers do fill in names and contact details of students. These letters are then given to the REB representatives.

The selection unit then prepares a report on the selection exercise. Specifically the final lists of students placed under each school. This is made to cater for the inspection exercise that follows after.

Admission letters are then sent to various schools under different districts. S.1 admissions letters are distributed down to the sector level, according to districts while S.4 admission letters are sent to the former schools of candidates.

A week after the selection exercise, the unit is ready to handle any requests and complaints to allow re-allocation of students.

A week after students reporting to school, the head teachers write to REB informing it of places filled and those pending.

The unit may then allocate those places to different students who meet the requirements

NB: No placement is given to a student below the cut-off points whatsoever

### Equivalence

- This is for candidates from other nations who want their certificate, diploma, of degree converted to the Rwandan education grading system. The office receives an application letter properly filled (template) with the following other documents.
  - A receipt of Rwf 1000 paid to RRA account.
  - The original certificates
  - A copy of identification card (indangamuntu)
- The equivalence officer then makes contact with the issuing institution to confirm authenticity of certificate.
- The issuing institution then writes back confirming the authenticity of certificate.
- The calculation for conversion then commences for authentic certificates using a set criteria.
- A file containing the outcome of conversion results with a copy of the email from the issuing officer is then prepared to be sent to the DG’s office for his signature.
- The file once signed is returned to the selection and equivalence unit to be given to the applicant.
- For forgeries, a copy of the confirmation mail from the issuing office and original presented by the candidate are prepared and sent to the head of unit. The original
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<td>presented by the candidate are withheld.</td>
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<td>• REB will prepare a letter and hand over the file to police for prosecution.</td>
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<td>Accreditation</td>
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<td>This deals with the confirmation of a candidate’s results</td>
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<td>• When approached, the accreditation and equivalence officer issues the candidate with an</td>
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<td>application letter template) to be filled.</td>
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<td>• The candidate must fill it in and return with the following documents</td>
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<td>o A copy of identification (indangamuntu) for those 16 years and above. Those below could</td>
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<td>come along with parents/guardians identification.</td>
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<td>o A recommendation letter from his previous school. This is not a must especially for</td>
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<td>schools far away from the reach of candidates.</td>
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<td>• The application plus required documentation is then sent to the database unit.</td>
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<td>• The Database unit then produces a printout duly signed confirming that these are the</td>
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<td>results of the candidate.</td>
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<td>• Upon receipt of the printout, the officer in charge of accreditation prepares a confirmation</td>
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<td>of results letter (see template) and sends the file to the DG for approval.</td>
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<td>• This file once signed is then transferred to the central secretariat for copies to be made</td>
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<td>and reference numbers tagged on the confirmation of results letter.</td>
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<td>• The secretariat then brings the file back to the accreditation and equivalence officer who</td>
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<td>will in turn issue the candidate with the confirmation of results letter signed by the DG.</td>
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<td>8</td>
<td>Certification &amp; Students Orientation</td>
<td>Certificates and Diplomas</td>
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<td>• Certificates and Diplomas awarded to school candidates will be issued to the Heads of schools.</td>
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<td>Private candidates will obtain theirs directly from REB offices after it has publicly announced</td>
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<td>that they are ready.</td>
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<td>• A certificate or Diploma shall be awarded to every candidate who attains an overall pass of 3</td>
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<td>subsidiary passes or a minimum of 9 points.</td>
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<td>• It is not possible to issue duplicate certificates. A candidate who has lost his/her</td>
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<td>certificate may apply to REB through his/her former school for a certifying statement or</td>
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<td>confirmation of results.</td>
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<td>Certifying statements/Confirmation of results</td>
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<td>• A certifying statement of a candidate’s results will be sent on request to an institution of</td>
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<td>higher learning, an employer or other public body.</td>
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<td>• The application should give the candidate’s full name, the school attended (if any) or the</td>
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<td>examination centre, together with the year of examination and, if possible, the candidate’s</td>
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<td>index number. A fee shall be charged for this service.</td>
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<td>• REB shall not be held responsible for the identity of the bearer of its certificates or</td>
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<td>certifying statements.</td>
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CHAPTER SEVEN

ICT IN EDUCATION & ODEL DEPARTMENT RULES, REGULATIONS AND PROCEDURES

7.1 INTRODUCTION

The department is responsible for the overall implementation and supervision of ICT in Education and Open Distance and e-Learning activities in schools including Infrastructure and Technical Support, Content Development and Open Distance and e-Learning, as well as the related Capacity Development and Teacher Training. The department’s activities revolve around the following core processes:

- Access and use of ICTE equipment in schools
- Monitoring operations of electrical network in schools
- Maintenance and management of ICT infrastructure in schools
- Conception development, production and distribution of ICT/ Digital Content
- ICT skills development
- Training of Trainers/teachers of Ode-L

7.2 PROCESS MAP

The process flow for the above activities is indicated in the process map below:
# 7.3. Procedures for Process Activities in ICT in Education and OdE:

<table>
<thead>
<tr>
<th>S/N</th>
<th>Process</th>
<th>Rules, Regulations and Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Access, use &amp; monitoring of ICTE equipment</td>
<td>REB distributes ICTE equipment to schools to support new teaching and learning practices. These include, but are not limited to: mobile telephones and speakers for the use of audio programs in class, solar-powered radio and MP3 players, computers (such as the OLPC XOs), iPads, and projectors. These materials are distributed in accordance with established REB practice for the provision of equipment and teaching and learning materials. This is depicted in the process flow chart below:</td>
</tr>
</tbody>
</table>

Provision of equipment captured from the Technology Management Guidelines (June 2013) include:
- Distribution of equipment to schools
  - Acknowledgement of receipt of equipment
  - Entry of distributed equipment into REB database
  - Entry of received equipment into school materials inventory
- Use
  - Signing out school inventory
  - Use of the technology for instructional and professional development
- Monitoring the use of equipment in schools
  - Repairing/maintenance of equipment
  - Declaration of lost equipment

**Distribution of Equipment**
When the technology is distributed to the school, the head teacher must sign for it, acknowledging receipt of the equipment. The head teacher has stewardship of the materials, and is accountable to REB for the proper care and maintenance of the equipment. He/she should note, on his/her materials inventory, the technologies received, the location in which the technologies are stored and the person responsible for managing them, as well as the state of the technology (functioning, broken, etc.).

Upon receipt of the head teacher’s signed affidavit, REB enters the technology into its appropriate
databases. Technologies distributed to schools become the property of the school.

Use of the equipment
The school and its staff are to use technologies provided for instructional and professional development purposes. No technology distributed by REB may be used for personal purposes. REB reserves the right to repossess any equipment that is misused or not used for the designated purposes.

- Accessing the equipment
Teachers access school equipment by signing it out of their school’s inventory. Depending on the nature and quantity of a particular technology, a given teacher will sign out that technology for the period he/she will be using it. For example, in the case of the mobile phones and speakers that accompany the REB early grade reading program, teachers may sign them out at the beginning of a trimester and return them at the end of a trimester.

- Sharing the equipment
In some cases, a single technology provided to schools may be destined to be shared among teachers. In such cases, one teacher will be designated by the head teacher to be the primary manager of that technology. He/she will be responsible for managing the circulation of that technology and ensuring that all teachers who need to access it are able to do so, at the required time. The manager will also be responsible for tracking the whereabouts of the technology at all times and collecting the technology at the end of the school day and ensuring its safekeeping until the following day or until it is returned to the school’s inventory.

Monitoring the use of the technology
REB will monitor the use of technology distributed to schools, as well as the state of the technology via appropriate channels. These may include, but not be limited to: site visits by REB officials or inspectors, calls to head teachers or the teachers designated to use the technology, or collaboration and coordination with SEOs and DEOs.

- Charging equipment provided to schools
Equipment is expected to be ready for use at any time during the school day. 
If there is a source of electricity at the school, the manager (or teacher, if the technology is not shared) must charge the equipment at the school.
If there is not a source of electricity at the school, the head teacher may give his/her consent for the equipment to be removed from the premises for the explicit purpose of being charged. In this case, the technology must be signed out of the inventory and signed back in on the school premises within 12 hours. The technology may never be removed from school premises without the head teacher’s consent.

- Repairing equipment distributed to schools
Schools must identify local solutions for broken or malfunctioning equipment, whenever possible. Funds for repairing technologies or maintaining technologies may come from funds raised from the PTCs, the capitation grants (funds allocated for refurbishment) or other sources of funding. Head teachers must collect and report any information related to problems experienced with technologies, using their usual line of report.

- Declaring lost equipment
In the event that equipment distributed by REB is lost or stolen, a school should report the problem immediately to the local police and the Sector Education Officer, District Education Officer and inform REB. A copy of the police findings and the outcome of the investigation should
be kept on file at the school office. Lost and/or stolen equipment will be registered as such in REB appropriate databases.
If investigation reveals that the school is at fault, the head teacher will be held liable. Additionally, all individuals at fault for the loss of the equipment will be held liable for replacing lost or stolen technologies with a comparable piece (or pieces) of equipment. REB does not take any responsibility for replacing lost or stolen equipment.

<table>
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<tr>
<th>Conception, development, production &amp; distribution of Digital Content</th>
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<tr>
<td>Attention is paid to the varied components of the digital content process. Considerations include the focus on the philosophical underpinnings/principles, goals, objectives, subject matter, learning experiences and evaluation; these are established in consultation with other relevant departments within REB. Conception, development and production of Digital content process will involve planning, construction and the logical step-by-step procedures used to produce written documents, as well as print and non-print resource materials.</td>
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**Process flow map for Content Devt & ODeL Unit**

<table>
<thead>
<tr>
<th>Processes</th>
<th>Output</th>
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<tbody>
<tr>
<td><strong>Conception, devt &amp; production of ICT/Digital Content</strong></td>
<td>Distribution of ICT/Digital content</td>
</tr>
<tr>
<td>Investigate/evaluate curriculum reform/design needs</td>
<td>Design &amp; develop teaching aids &amp; instructional materials for e-teaching</td>
</tr>
<tr>
<td>Initiate new/revision of ICT content/ODeL syllabus</td>
<td>Publish Digital content material online</td>
</tr>
<tr>
<td>REB Mgt Information System</td>
<td></td>
</tr>
<tr>
<td><strong>Capacity Devt &amp; Training</strong></td>
<td></td>
</tr>
<tr>
<td>Devt of training guidelines &amp; manuals</td>
<td>Organize &amp; conduct training for trainers/educators of ICT/ODeL</td>
</tr>
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</table>

The process procedures for content development and Open Distance and e-Learning include:

- Conception, development and production of Digital content
  - Investigate/evaluate curriculum reform/design needs
  - Initiate new/revision of Digital content/ODeL syllabus
  - Design & develop teaching aids & instructional materials for e-teaching
- Distribution of Digital content
  - Organize and conduct training for trainers/educators of ICT/ODeL
  - Publish Digital content material online
- Monitoring and evaluation

**Conception, development and production of Digital content**
The curriculum document will include vision statements, goals, standards, performance benchmarks, learning activities and instructional strategies, interdisciplinary connections, and other integration activities that guide curriculum implementation.

Various stakeholders shall become part of the implementation process by making their contribution to operationalise the curriculum as designed and developed. The process is jointly managed with the officers of the Curriculum Materials Production and Distribution Department. It also requires close interaction between various officers of the department of inspectorate, teacher management and examinations. It also includes, teachers, parents, students and the general public.
• Investigating/Evaluating curriculum reform/design needs
Officers from the inspectorate shall engage in analysing data collected from the field to determine the effectiveness of the curriculum design and its implementation as they relate to ICT. The process will entail comprehensive study of the data with the view of identifying possible deficiencies and root causes that can lead to corrective action using appropriate digital channels.

• Initiating new/revision of ICT content/ODeL syllabus
The information gained from data analysis will be used to guide appropriate adjustments to the curriculum contents. Working with ICT and ODeL Department new information will continuously be shared. Such adjustments incorporate the strengths and address any apparent weakness of the implemented curriculum. The findings from this exercise will directly influence the final stage of review.

• Designing & developing teaching aids & instructional materials for e-teaching
Draft teaching schemes, textbooks, teachers’ manuals and examination syllabuses in cooperation with teaching institutions and examining bodies.

Distribution of Digital content
• Organizing and conducting training for trainers/educators of ICT/ODeL

Since implementation is a change activity, the Curriculum Development Department shall also be engaged in in-service teacher/ ICT educators training through seminars and workshops to facilitate the required alteration of individuals’ knowledge, skills and attitude.

• Distribution of Digital content
Updates, links to resource material and successful teaching and learning experiences incorporated in curricula and published as part of the digital content online. These considerations are all geared towards curriculum improvement and improved student performance in meeting national, developmental and educational goals.

Monitoring and evaluation
The Department of Standards and Quality shall monitor implementation process. Regional and school inspectors shall visit schools to verify that classroom practice is consistent with the established goals and objectives of the national curriculum. Data are gathered to inform policy and decision making relative to the curriculum. The monitoring activities also capture best practices for sharing and for strengthening the working relationship between officers of the ICT & Open Distance, Curriculum Departments and management, and allow for technical support at the school level to be provided when and where needed.

Integration of Technology in Schools
ICT Clubs

The ICT Clubs aim primarily to promote the integration of ICTs in schools and in the local communities. The purpose of ICTs in schools is to increase access to educational resources, enable collaboration and network between educational stakeholders especially between teachers, between teachers and students, and between the schools and the community. Additionally, ICTs will contribute to the development of high quality skills and knowledge base among teachers, students and the community. In other words, improving the quality of education is at the forefront of the ICT Clubs’ mission.

Scope of Activities
The ICT Clubs are based in their respective districts which is the main administrative operation of their activities

RESPONSIBILITIES
ICT Clubs
a) Establishment of professional and ethical relationships
   - Establish a working relationship with schools’ stakeholders especially with Head Teachers, District Education Officer, Teachers and Students.

b) Participation in Professional Development
   - Participate actively in educational technology trainings organized by Rwanda Development Board (REB) and/or its partners, on REB’s invitation

c) Planning
   - Work with REB and Districts and other education partners in order to develop and implement a coordinated ICT in education training programme for teachers, students and the community
   - Collaborate with Head Teachers and DEOs to identify teachers and students to train, who may eventually integrate or form new ICT Clubs
   - Arrange meetings with groups of teachers and students in each school at least once every term to experience sharing, networking, joint problem-solving in terms of the infusion of ICTs in teaching and learning

d) Mentoring teachers’ ICT-related pedagogical skills
   - Identify teachers’ ICT related pedagogical needs and priorities, put in place activities to respond to those needs (classroom observations, model teaching, lesson preparation, co-teaching, etc.) and monitor progress
   - Observe (formally and informally) lessons and hold open and reflective discussions with teachers to explore and encourage creativity in design and delivery of lessons supported by ICT.
   - Support teachers to identify, create and use instructional technology materials made from low-cost or no-cost locally available resources

e) Supporting development of teachers’ and students’ ICT literacy skills
   - Serve as an ICT in education resource for teachers and students, providing answers to questions they have about the integration of ICTs in teaching and learning.
   - Create an ICT-rich environment at the schools to encourage the use ICTs in informal and formal settings.
   - Encourage peer observations and feedback sessions that focus on the use of ICT in education.
   - Initiate and/or facilitate the creation of ICT Clubs for teachers, students and community members.
   - Identify teachers’ and students’ ICT proficiency levels, arrange learning settings in such a way they provide support to each other, and monitor progress.
   - Increase ICT literacy among the teachers, students and community members across the Districts
   - Play the role of agents of change through initiating or facilitating innovation and school-based and community-oriented ICT development projects.
   - Raise awareness among teachers, students and community members about the importance of ICTs in their everyday lives.
   - Liaise and collaborate with other ICT Clubs to learn from best experiences

f) Reporting
   - Present a monthly progress report to the District, with a copy to REB and schools Head of Schools concerned by activities reported.
   - Present a quarterly report to the District, with a copy to REB and schools Head of Schools concerned by activities reported.
   - Ensure that copies of all reports are filed and available for review by appropriate authorities/ stakeholders.
- Facilitate the formation of ICT Clubs for teachers, students and community members.
- Facilitate ICT Clubs to conduct their activities in schools and communities located in the District.
- Recognize ICT Clubs as non-profit organisations and where appropriate assist those mature ones to develop into limited liability companies and fulfil legal requirements according to the law governing such associations in Rwanda.
- Approve ICT clubs action plans, supervise, advise and support ICT Clubs to implement their activities in the District.
- Liaise with schools and Business Development Centres (Tele-Centres) to facilitate ICT Clubs get access to computer rooms, the Internet and other ICT infrastructure in line with their action plan.
- Provide financial support and/or support ICT Clubs to raise funds that can allow them to conduct ICT training programmes for community members.

**Rwanda Education Board (REB)**

- Organize educational technology trainings for ICT Clubs members eventually in collaboration with REB development partners.
- Provide ICT Clubs with ICT training curriculum and relevant content and related methodologies.
- Supervise ICT Clubs activities conducted in schools for teachers and students on request or whenever it is required.
- Initiate and/or facilitate the creation of ICT Clubs, equip them with required educational and managerial skills to become operational and effective.
- Initiate and facilitate partnerships and interaction between ICT Clubs through workshops, conferences, competition and other activities.
- Provide transport and/or facilitation fee for ICT Clubs members who conduct ICT training activities on behalf of REB.
- Ensure quality and accreditation of ICT training programmes offered by ICT Clubs.

**Organisation of ICT Clubs**

There are two types of ICT clubs. The ICT club for teachers and the ICT clubs for students. Members of the clubs are the trained teacher and student technology champions who have the interest and skills to support their communities in leveraging the use of ICT in order to improve the quality of education.

The day to day management of the ICT Club shall be run by an Executive Committee elected by a general meeting of the members. The members, roles and responsibilities of the Executive Committee are defined in internal rules and regulations of each ICT Clubs.

Unless otherwise resolved in the general meeting, members of the executive committee are elected for the period of 1 year and their mandate can be renewed without limitation of the number of renewals.

The ICT Club may from time to time by resolution of the general meeting increase or reduce the number of executive committee.

The general meeting convenes at least once a quarter on the invitation of the executive committee and takes place in the District of its operations unless otherwise decided by ICT Club members.

**Resources and Budget**
The income and property of the ICT Club shall be applied towards the promotion of its educational objectives as set forth above. ICT Club members should agree on a short and long term funding formula and arrangements for income-generating activities. The target is that ICT Clubs should become financially self-sufficient.

Monitoring Of ICT Clubs Activities
Activity plans of the ICT clubs are approved by the districts and shared with REB. They must be in line with REB targets and objectives related to the training of teachers. The District has the responsibility of monitoring closely the activities of the clubs at the district level while REB has the overall coordination of the activities.

7.4 ONE LAPTOP PER CHILD (OLPC)

7.4.1 BACKGROUND
The One Laptop per Child Program is a key project that aims at the Enhancement of Education through the Introduction of technology in Primary schools. The OLPC program enables an approach to education in which children learn by doing and making, in a public, guided and collaborative process which includes feedback from their fellow peers and not just from their teachers. The OLPC project, through digital, interactive, animated graphic rich content is able to help students visualize, simulate, share various complex concepts which improves their understanding, retention and ability to innovate.

7.4.2 OBJECTIVES OF OLPC
The main objectives of the OLPC program are as follow:

- The enhancement of Education by enabling students to learn by doing through graphically rich, animated, interactive digital courses and gaming.
- To transform the role of the teacher from the knowledge holder to a facilitator who guides pupils to access the vast knowledge on the laptops, servers and on the internet.
- To enable Primary school students an early access to computers where they can develop computer skills through computer science courses which include programming skills.
- To expand their knowledge on specific subjects like Science, Mathematics, Languages and Social Sciences through online research and digital content hosted on school servers.

The OLPC program implements part of the NICI III (National Information and Communication Infrastructure Plan) under the SCHOOLNET project.

7.3.3 ACHIEVEMENTS
A distribution policy orientation has been adapted to the Distribution of laptops from Primary 4 to Primary 6 whereby the Government of Rwanda will cover all public and subsidized schools only, although Private schools and their students can buy the OLPC laptops directly from the Government.
At least 111,000 Rwandan children today between the ages of 10-12 years old, who have had laptops for a year now are able to use the laptops as well as write programs in 2 different computer languages.

### 7.3.4 DEPLOYMENT

Deployment: to date 200,026 laptops have been distributed in 407 schools. This process will continue upon the arrival of the 43,243 to be deployed in 108 Primary schools.

Pilot phase – In this phase the government Rwanda received a donation of 10,000 laptops, and they were distributed around the country by the OLPC association.

**Phase I** – In this phase the government of Rwanda purchased 100,000 laptops, the target was to reach 5 schools per districts for a total of 150 schools. This phase was completed.

**Phase II** – After completion of the first phase, the Government purchased additional 100,000 Laptops, and the second phase started, the target is to reach one school per sector meaning a total of 416 schools around the country. The phase will be completed by end March 2013.

### 7.3.5 ORGANIZATION STRUCTURE OF OLPC

Daily management of OLPC is entrusted to the OLPC Coordinator. The coordinator supervises and coordinates the daily activities of OLPC.

**MICRO structure**

- National Coordinator
- Administrative Secretary
  - Chief Technical Officer
    - Engineers (6)
    - Trainer (15)
  - Administration Manager
    - Deployment Officer
The project has a plan of action for a given financial year. The main project is charged with ensuring provision of the laptops and related ICT education support services to schools. The OLPC project operates around three different processes: deployment of laptops; teacher training; and Installations and maintenance.

Distribution of Laptops
OLPC plans for distribution of the laptops throughout the country. During this planning process the issue of electrification is put into consideration. Sometimes the Ministry of Education through Local Government works to ensure that electricity is extended to various schools before laptops can be taken to schools.

The deployment officer working with the Administrative Manager monitors inventory and the deployment exercise. The office initiates a plan and budget for deployment and sends it to the administrative manager for further preparations.

Monitoring the deployment of the laptops is done through an information management system where a laptop serial number is used to track the location of the laptops. This in turn helps in generation of reports and clear audit flows. This information system is also used to help track the recovery of stolen laptops with the help of the police.

Teacher training
OLPC has a program of training teachers on the use of the laptops to facilitate the teaching and learning process. Training needs are generated by schools and engineers during the planning sessions or along the course of duty. Need identification may also come from the National coordinator. The teachers working closely with Engineers design training manuals and other educational ICT support materials and submit a training plan to OLPC project. These materials are sent to then sent to the Chief Technical officer for elaboration, review and onward submission. The Chief technical officer will then include a budget and submit the dossier to the Administrative Manager. The administrative manager will review the plan, analyse the budget estimates and pass over the documentation to the national Coordinator. The national coordinator will then write to the DG seeking approval to have the training conducted plus approving release of resources to finance the training.

Installation and Maintenance works
During installation, engineers work hand in hand with the deployment officer to draw up a plan for installation of computers in different schools. Several maintenance works on the laptops and electrical installations are needed. The Engineers have to create a system of getting updates from schools in relation to maintenance works. A rotational program is then designed to follow up on maintenance. Reports on all maintenance works should be generated and sent to the Chief Technical Officer on monthly basis.
CHAPTER EIGHT

HIGHER EDUCATION STUDENTS LOAN DEPARTMENT (HESLD) RULES AND REGULATIONS

8.1 INTRODUCTION

The High Education Student Loans Department (HESLD) has the overall responsibility for implementing and managing all student financing schemes in Rwanda. The students financing system takes two forms:

i) Students Bursary: non-refundable funds granted to a student to meet part or all the cost of his/her higher education in Rwanda or abroad;
ii) Students Loan: repayable funds granted to a student to meet part or all the cost of his/her higher education in Rwanda or abroad.

8.2 SOURCES OF FUNDING

HESLD works with three sources of funding:

i) Government budget available for loans to students in local and foreign HLIs;
ii) Money to be recovered from former loan beneficiaries;
iii) Grants and fellowships supplied by bilateral and multilateral support programs.

8.3 ELIGIBILITY/QUALIFICATION

8.3.1 ELIGIBILITY FOR A BURSARY/LOAN

A bursary or loan is offered to Rwandan students in recognized higher learning institutions (local or foreign). Categories of students who qualify for the bursary include the following:

1) Secondary school finalists are eligible to the bursary if
   They have shown satisfactory performance and are admitted to pursue a course at Higher education level;
2) Bachelor’s and Master’s Degree holders are eligible for the bursary if they:
   a) Have shown satisfactory performance at Bachelor’s Degree level and are admitted to pursue relevant courses;
   b) Are academic staffs in a higher learning institution and have been admitted to carry on studies with the aim of resuming his/her teaching career.

8.4 STUDENT LOAN PROCESES

The department’s activities revolve around the following core processes: loan application, student placement, loan/bursary disbursement, and loan repayment and recovery.
8.4.1 LOAN APPLICATION

Information about loan opportunities is advertised in the media for prospective beneficiaries. But the respective student may also approach the HESL Department to enquire about sponsorship categories and opportunities, if they need specific information. The prospective student is advised on the minimum requirements for each programme of study.

Upon receipt of evidence of meeting the minimum requirements of the programme of study, the prospective student is issued with or obtains a Loan application form to complete. The prospective student then completes the Loan Application Form and submits it to the Loans/Bursary Application and Disbursement Unit where it is registered and a Loan Agreement (LOA) document is prepared.

8.4.2 STUDENT PLACEMENT

The application is obtained from the Loans/Bursary Application and Disbursement Unit and all supporting documents are attached, checked and then verified by the Examinations and Accreditations Department to ensure their authenticity. Criteria for loan award are applied and entered in the student loan management system. All application details are captured in the Loan Management System and then all qualifying students are automatically selected given the budget available. Students are placed in various institutions in and outside Rwanda. All qualifying students are notified, and pre-departure orientation is conducted for all sponsored students who are placed in Higher Institutions of Learning outside the country.

8.4.3 LOAN/BURSARY DISBURSEMENT

All placed students’ files are forwarded to the Disbursement Unit for payment of all allowances due to the students. These allowances are paid to the students throughout the period of study.

8.4.4 LOAN REPAYMENT AND RECOVERY

Upon completion of his/her programme of study, the beneficiary is to report to the Loan Repayment and Recovery Unit to fill the Completion of Study form. The Loans/Bursary Application and Disbursement Unit forwards all training expenses that the beneficiaries have incurred during their period of study to the Loan Repayment and Recovery Unit; segregate the bill according to Loan/Bursary Scheme Category, traces beneficiaries to recover the loan amount due.

8.4.5 student Loan processes flow Map
### 8.5 RULES, REGULATIONS AND PROCEDURES FOR PROCESS ACTIVITIES

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<tr>
<th>S/N</th>
<th>PROCESS</th>
<th>RULES, REGULATIONS AND PROCEDURES</th>
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<tr>
<td>1</td>
<td>Student Loan/Bursary Application</td>
<td>Local Bursary/Loan application</td>
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<td></td>
<td>The biggest category of beneficiaries of students loans are senior six (6) leavers. These are selected basing on the academic performance at the high school national examinations.</td>
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<td></td>
<td>The student has to apply by filling in a loan/bursary application form (and attaching the required supporting documents) which is verified and signed by local authorities. The completed loan/Bursary application form is sent to REB to be processed and will be evaluated by REB Board on specific selection criteria and a final decision is taken after using a financial means testing mechanism.</td>
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<td></td>
<td>The list of loan/Bursary beneficiaries is then published by REB as well as the list of non-beneficiaries. After the publication of the list, the unsuccessful candidates can appeal and RED Board of Directors will review the case and take final decision.</td>
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<td>Procedures:</td>
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<td></td>
<td>i) Distribution of the Loan Application Forms (LAF) to all Rwandan students eligible in recognized and registered Local HLIs is done only in April each year.</td>
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<td></td>
<td>ii) Submission of Loan Application Forms (LAF) to different districts to be brought to REB Office before end of May each year.</td>
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<td>iii) Entry Process of Loan Application Forms (LAF) done from June to August.</td>
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<td></td>
<td>v) Publication of results through HESLD notice board, institutions and REB web site is done in September of each year.</td>
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<td>vi) Processing of student appeals, done in October. Documents required:</td>
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<td></td>
<td>• Filling Loan Application Forms (LAF)</td>
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<td></td>
<td>• Supporting documents indicating income as stated in the LAF</td>
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Filling Loan Application Forms (LAF)
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<td>Eligible students are provided with LAFs to complete. The form must indicate all criteria that are set forth scrutinizing his/her file including: his/her identity, qualification, courses to be undertaken, the amount of loan applied for, signature and the date of letter of application.</td>
</tr>
<tr>
<td></td>
<td>Distribution of the Loan Application Forms (LAF) to all the Rwandan students eligible in recognized and registered Local HLIIs is done in April each year. Submission of the Forms (LAF) to different districts for onward transmission to REB Office to be done before end of May each year.</td>
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<tr>
<td></td>
<td>Entry Process of Loan Application Forms (LAF) done from June to August. Results are announced after confirmation by the Minister of Education (through REB website, HESLD notice board)</td>
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<td></td>
<td>Financial Means Testing (FMT) Loan Application Forms are processed and undergo Financial Means Testing (FMT). A Government loan is granted only to academically able but financially deserving students. Not all eligible students will automatically be granted the loan. The Financial Means Testing Mechanism is used to determine the students who are unable or able to meet part or all the cost of their studies.</td>
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<td>The FMT is based on a number of factors including the students and/or parents/guardian levels of income. The outcome of the Means Testing generally depends on the information provided on the Loan Application Form (LAF) by the loan applicant. After Financial Means Testing process results are announced through REB website, HESLD notice board and at the applicants’ Institutions.</td>
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<td></td>
<td>Foreign Bursary/Loan application The meeting of Board of Directors is held once every quarter and at any time considered necessary. After examination of application dossiers, results are announced in a period not exceeding fifteen days. Complaints are sent to the Director General of REB in writing. Every student must sign a loan contract before leaving for his/her studies abroad and the loan is valid only for the period and the level of studies specified in the contract.</td>
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<td>Procedures: i) REB receives loan/Bursary application (application based on the checklist); ii) Application forms are processed three months before proposed intake in the host institution; iii) Forms are presented to REB Board for decision; iv) Board examines application forms and takes a decision depending on the budget; v) Results are announced after confirmation by the Minister of Education (through REB website, HESLD notice board); vi) Successful candidates fill and sign loan contract form at least 10 days before travel date; vii) Loan/bursary confirmation letters are prepared and are signed by the Minister of Education, 5 days after publication of the Board’s decision.</td>
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<td></td>
<td>Documents required The loan application Checklist which shows all the required documents can be found on REB website (<a href="http://www.reb.rw">www.reb.rw</a>) and at HESLD office (on the notice board).</td>
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<td></td>
<td>Cooperation scholarships Rwandan students can also apply for foreign scholarships. In this case REB management is responsible for information, organization of the application process and the selection of candidates in collaboration with donor countries’ organizations</td>
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2 | Selection of beneficiaries and granting of loan/bursary | Requirements to be fulfilled by a bursary beneficiary |
|   |             | • Be a Rwandan national; |
|   |             | • Have a criminal clearance record; |
|   |             | • Write an application letter and fill the required form; |
|   |             | • Should have at least attained a certificate, diploma or degree or its equivalent; |
|   |             | • A completed form approved by a Board of directors which indicates the complete identification of the student. |

Requirements to be fulfilled by a loan beneficiary |
A loan beneficiary shall: |
• Be a Rwandan national; |
• Have a criminal clearance record; |
• Write an application letter and fill the required form; |
• Commit him/herself to repay the loan after completion of his/her studies or when she/he discontinues his/her studies; |
• Be a regular student; |
• Admitted to a higher learning institution which is accredited to government. |

Selection of beneficiaries |
The meeting of Board of Directors is held once every quarter to consider applications for loans and bursaries and at any time considered necessary. After examination of application dossiers, results are announced within a period not exceeding fifteen days. |

The Board of Directors shall determine the number of loan beneficiaries in such a way that students who have undertaken science related courses on the government designated priority list will account for 70% while those who have attended non-science courses should not exceed 30% |

Publication of results through HESLD notice board, institutions and REB web site done in September of each year. |

Loan/bursary confirmation letters are prepared and are signed by the Minister of
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<td>Education, 5 days after publication of the Board’s decision</td>
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|     | **Signing the loan contract**  
A student who is granted a loan is required to sign a loan contract with REB. However if the loan beneficiary is below 21 years, he/she shall be legally represented. |
|     | **Signing of a contract by a bursary beneficiary**  
On being awarded a bursary, a beneficiary shall sign a contract designed and approved by REB Board of Directors. The contract shall indicate all requirements concerning the beneficiary mainly his/her identity, the course to be undertaken, the amount of the bursary, the duration of its disbursement, ways and means of disbursing it and his/her obligations (see copy in annex section). |
|     | **REB Identification number for loan beneficiary**  
A loan beneficiary who has signed a contract with DG of REB gets in writing a REB identification number and has to provide his/her signature for its receipt  
The REB number cannot be changed and it identifies the student while studying, during suspension of his/her studies, during the period of loan repayment or after repaying it. It must be used for all dealings with REB |
|     | **Applicants who are not granted the loans**  
A candidate who has failed to get a loan has the right to appeal in writing against that decision. This appeal is examined by REB Board which takes a final decision and notifies it to the candidate within a period not exceeding 15 days |
| 3   | Loan/bursary disbursement | **Loan amount and management**  
A student receives a specific loan amount for the purpose of the studies and for the duration of the studies. The loan must be used for the purpose for which it was granted. REB has full powers to terminate the contract at any time it notices that the loan granted is not being used for the purpose for which it was granted and shall pursue the loan beneficiary in order to repay the total amount of loan that he/she was granted and without excluding other sanctions provided by the law.  
REB has full powers the loan amount to be granted and the mode of granting it which shall either be through granting it in full amount of instalments and the way of forwarding it to the beneficiary according to the means available of for other reasons.  
**Local Loan (for students in HLIs in Rwanda ) disbursement**  
REB processes monthly payment of funds to HLIs based on the effective lists of students studying, and only paid directly to the institutions.  
**Loan/bursary disbursement for studies outside of Rwanda**  
At the time of the bursary disbursement to the beneficiary, tuition fees are sent to the account of the host institution while welfare fees are sent to the student’s personal account.  
**Procedures**  
i) Funds are processed and disbursed quarterly all together including tuition fees, living allowance, medical insurance, books etc., however tuition is processed based on the official tuition fees invoice provided by the student.  
ii) Tickets are applied for 21 days before travel and provided 5 days before travel  
iii) Transfer of funds is made quarterly only if the student is at the school.  
**Application for student’s extension of the study period**  
Students supported by REB may apply for extension of the study period. The request is
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<td>approved only when the application dossier submitted by the student is complete and if the reasons given are genuine. The extension application Checklist can be found on REB website and at HESLD office.</td>
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<td>Once a request is made or an application is submitted, it will take three days after receiving the application. When the extension is approved the funds are processed accordingly within the next quarter.</td>
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<td>Application for Research Fees: Students conducting research may apply for research fees. Completed application packages are sent to REB office in Rwanda. Application Checklist can be found on REB website and at HESLD office.</td>
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</table>
|     |         | Procedure for research funds:  
|     |         | - Make a full application package to REB.  
|     |         | - Processing the application takes three days and a response is given.  
|     |         | - The amount of the research fee is processed according to the official cost structure fixed by REB Board of Directors.  
|     |         | - Complaints are sent to the Director General of REB in writing.  
|     |         | - Approved funds are transferred to the next quarter. |
|     |         | Application for a return ticket: Application for the air ticket is for travel and specify the exact name of the airport and date of travel. The ticket is issued and sent electronically to the student five days before the date of travel. |
|     |         | Procedures:  
|     |         | - On completion of studies, REB students abroad must apply for the return air ticket within 21 days before the return date.  
|     |         | - Students abroad may apply for an air ticket in case of the death of a direct relative i.e. (Father, Mother, Brother, Sister, Husband, Wife, Child) to attend burial in Rwanda. For this specific case the application for the ticket does not require the 21 days.  
|     |         | - For students returning home after completion of their studies, ticket are issued 5 days before travel.  
|     |         | - For students returning in case of the death of a direct relative, ticket is processed and issued immediately upon request.  
|     |         | - Application Checklist can be found on REB website (www.reb.rw) and at HESLD offices. |
|     |         | Termination of loan: Bursary/Loan is terminated in case the student repeats the year (except if the Rector/Dean of the host institution certifies that the repetition was due to a valid reason to be examined and accepted by REB). Once the student is promoted the following year, he/she may re-apply to REB for continuation of the bursary/loan.  
|     |         | Bursary is also suspended in case the student suspends his/her studies (for any reason) during the cycle for which the bursary/loan was granted. |
|     |         | Complainants and claims from students are in two categories:  
|     |         | i) Students not happy with the results of the loan applications.  
|     |         | ii) Loan beneficiaries who miss monthly disbursements. |
|     |         | Procedures:  
|     |         | i) Complaints are sent to the Director General of REB in writing.
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<td>5</td>
<td>Loan repayment and recovery</td>
<td>The loan repayment mechanism is one of the components of the student loan scheme aimed at facilitating all those who benefited from the Government loan to study higher education to pay back the loan.</td>
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<td>A student who has received a loan from REB to pay his/her education, has to pay back the loan received after completion of his/her studies and after getting employment. The loan granted to a beneficiary to enable him/her to pay for his/her higher education can be paid back in two ways:</td>
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<td>i) By deducting the loan from the monthly salary of the loan beneficiary by the employer. The employer deducts 8% of the gross salary every month until the total amount of loan is repaid.</td>
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<td>ii) By paying directly to REB, this is done by the loan beneficiary himself/herself. The loan beneficiary has the right to decide between paying back at once the total amount or through instalments.</td>
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<td>Full details of how study loan calculations are done are found in the Annex</td>
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<td>The procedure for Loan repayment</td>
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<td><img src="diagram.png" alt="Loan repayment process diagram" /></td>
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<td>i) Each loan beneficiary obtains and completes an “INDIVIDUAL STAFF DECLARATION FORM (ISDF)” available at HESLD office or downloadable from REB Website (<a href="http://www.reb.rw">www.reb.rw</a>) and he/she submits it to the employer.</td>
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<td>ii) The employer completes the “EMPLOYER DECLARATION FORM (EDF)” available at HESLD office or downloadable from REB website (<a href="http://www.reb.rw">www.reb.rw</a>) with all employees who have filled the “ISDF”. The employer submits to REB the “ISDF”, EDF and a copy of the payroll for the two (2) previous months.</td>
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<td>iii) Upon receipt of the ISDF, EDF and the payrolls from the employer, REB determines the amount of loan to be deducted by the employer from each of the loan beneficiaries</td>
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<td>iv) REB informs the employer of the monthly deductions to be made from each beneficiary with effect from the following month. This information is provided to the employer using a “MONTHLY LOAN DEDUCTIONS SCHEDULE (MLDS)”</td>
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<td>v) The employer starts to deduct the loan as advised by REB and deposits the total monthly loan deductions to one of the REB Loan Recovery accounts in the recommended banks.</td>
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|     |                               | vi) After remitting the amount on the bank account, the employer is required to
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<td>deliver to REB the following two (2) documents:</td>
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<td>- A bank pay-in-slip indicating the total amount already deposited to the bank account</td>
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<td>- A filed Monthly Loan Deduction Schedule (MLDS) which indicates the list of loan beneficiaries on whose behalf the employer has deducted the funds with the specific amount deducted from each loan beneficiary.</td>
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<td>vii)</td>
<td>Upon confirmation that the funds have been effectively deposited on the REB account, REB will issue a receipt to the employer and thereafter update each loan beneficiary’s account in the REB database.</td>
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<td>viii)</td>
<td>Upon satisfactory completion of payment of the entire loan, REB will issue a “LOAN COMPLETION CERTIFICATE” to the loan beneficiary. The issuance of the certificate is processed within 30 days after completion of the outstanding loan repayment. This certificate will be presented to any employer to certify that the holder does not have any outstanding loan owed to REB.</td>
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<tr>
<td>Documents required</td>
<td>The loan repayment checklist which shows all the required documents can be found on REB website (<a href="http://www.reb.rw">www.reb.rw</a>) and at HESLD office (on the notice board).</td>
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<td>For the employer:</td>
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<tr>
<td>• Completed individual staff declaration form for each of your employees</td>
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<tr>
<td>• Completed employer declaration form</td>
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<td>• 1 copy of 2 previous monthly payroll</td>
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<td>• The Monthly Loan Deduction Schedule (MLDS) forms given to the employer 5 days after receiving the documents above.</td>
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<td>For individuals:</td>
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<td>• Letter addressed to the Director General specifying the amount of the loan and the intended repayment schedule</td>
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<td>• Completed individual staff declaration form</td>
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<td>Complaint procedure</td>
<td>In case of over calculation or over repayment the loanee may write to the Director General to express the complaint. Response is received within 3 days from the date the complaint is lodged.</td>
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<td>REB collaborates closely with employers of the loan beneficiaries in order to ensure a smooth loan repayment process. Employers, whether in the public sector, private sector, civil society, international organizations, etc. are called upon to collaborate with REB in the loan repayment by encouraging their employees who obtained a Government loan to start repaying the loan.</td>
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<td>Employers:</td>
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<td>• Will have received the following forms from REB</td>
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<td>o Individual Staff declaration forms (numerous copies)</td>
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<td>o Employer Declaration form</td>
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<td>• Are asked to survey their staff in order to find out whether they have borrowed any funds from REB</td>
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<td>• Complete the Employer Declaration Form and include relevant details for each individual who has borrowed funds from REB</td>
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<td>• Have each individual who has borrowed funds from REB complete and sign an individual Staff Declaration Form.</td>
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<td>• Will submit the completed forms to HESLD (either by post or in person)</td>
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<tr>
<td>• Will be sent a Monthly Loan Deduction schedule form, once REB has verified</td>
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RULES, REGULATIONS AND PROCEDURES

the information provided
- Will complete the monthly loan deduction form and submit along with a
  cheque written out for the total amount of monthly deductions (for all
  employees if they wish to pay directly to REB
- Will Deposit the total amount of monthly deduction in one of the following
  banks, BNR, BCR, FINA Bank, or COGEBANQUE if they wish to make a
direct deposit
- Must submit to REB (either in person or by post) a Bank slip ("bordereau de
  versement") indicating the amount deposited into the Bank account and
  complete a monthly loan deduction schedule form.
- May obtain monthly loan schedule forms from REB website.

For Individuals:
- If one is to repay your loan directly to REB you must express your wish to do
  so in writing, and address your letter to the Director General.
- In your letter you must include details regarding your loan (e.g. amount
  borrowed, intended repayment schedule)
- If you elect to repay your loan directly to REB, you may not take longer to
  repay than if you have chosen to pay through your employer.
- Payment may be made either in person at the REB office in or to one of REB’s
  Loan Recovery collection accounts at BNR, BCR, FINA Bank or COGEBANK.

Loan Recovery collection Account Information:
1) BNR Account no 120.29.93 ( in RWF), A/C no 320.77.59 ( in USD)
2) BCR Account no 5032611-01-94
3) FINA Bank- Account no 0170454006
4) CONGEBANQUE- Account no 130-1053584

Penalties for noncompliance-both employer and loan beneficiary
Penalties to:
i) The employers,
ii) The loan beneficiaries:

Who do not execute their respective roles in the repayment of the loans.
- Where an employer fails, without reasonable excuse, to notify REB that he/she
  employs a loan beneficiary or fails to deduct the required amount from the
  employee’s salary as specified by the law, that employer shall be guilty of an
  offence and liable to penalties as prescribed by law.
- Any loan beneficiary who fails or neglect to inform REB of his job status for the
  purpose of loan repayment shall also be guilty of an offence and liable to penalties
  as prescribed by law.

Termination of employment by beneficiary
The loan beneficiary, whose repayment was done by deducting from the salary and
terminates his/her employment before total repayment, has to notify REB in writing so
as to enable it to take appropriate measures.

Exemption
A person who has been given a loan in order to pay for his higher education may be
exempted from repayment under the following circumstances:
- Death
- Permanent disability

The decision to be exempted from employment is taken by REB Board of Directors
A loan beneficiary’s death automatically exempts him/her from repayment of REB loan

Reports on bursary
Quarterly reports shall be prepared indicating statistics on the disbursement, recovery of
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<td>7</td>
<td>Student welfare and academic monitoring</td>
<td>REB shall have a system of monitoring of the academic performance of the students. This assists the HESLD to match fund flow of students on loan or bursary scheme.</td>
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| 8    | Students loan management system | The Students Loan Management System has the following objectives:  
  - Ensure that details of all applicants are vetted using the same criteria to produce a selection list.  
  - Provide a facility to finalize the placement of successful candidates at learning institutions.  
  - Provide a facility for recording of the disbursement of funds.  
  - Provide a facility to monitor students’ accounts and carry out the necessary accounting functions associated with this.  
  - Provide a facility to ensure that students’ progress is monitored and provide sufficient information for remedial action if necessary.  
  - Provide adequate management information.  
  - Eliminate the duplication and maintaining the same information.  
  - Hasten processing of student applications and financial disbursement. |
| 9    | Third party Loan Recovery management | REB is considering having the loan recovery process to be managed by a Bank. It is not possible to elaborate the procedures now. However, if this option is adopted, both disbursement and recovery should be managed by the same bank for a particular loanee.  
 **Procedures:**  
  - On approval of a student for a loan by REB, the name of that student will be passed on the collaborating bank which shall proceed to open an account for him/her.  
  - Every approval for resource disbursement will be channelled through the bank. The bank will credit the students account for every disbursement made.  
  - Upon completion of the course, a course completion certificate will be issued by REB, a copy to the bank. The bank will consolidate all the disbursement and a loan account opened.  
  - In the case of pre-mature termination of the loan disbursement; e.g. due to failure by the student to complete a course, the bank will be informed to take appropriate action. In case of death, the loan account shall be closed.  
  - Upon completion of declaration by the employer or the Loanee, the bank will determine the amount of loan to be deducted by the employer from each of the loan beneficiaries or to be paid by the loan beneficiary if it is individual declaration  
  - The bank will produce monthly statements for each loan beneficiary; a copy to REB indicating the payment made. |
SECTION THREE: RULES, REGULATIONS AND PROCEDURES GOVERNING FINANCE & LOGISTICS, PROCUREMENT, HUMAN RESOURCES MANAGEMENT, ICT, OLPC AND PLANNING & RESEARCH
CHAPTER NINE
FINANCE AND LOGISTICS RULES, REGULATIONS AND PROCEDURES

9.1 INTRODUCTION
This chapter provides guidance to REB on how to meet their obligations in relation to financial and logistics management and reporting. It is intended to clarify the processes and procedures to be followed in the finance and logistics functions of REB. The rules, regulations and procedures in this chapter will operate alongside:

- The Audit procedures manual 2011;
- Law 44/2010 of 07/12/2010 (Articles 12 – 16) establishing Rwanda Education Board
- The Organic Budget law, 2006; and
- Other policy documents that may be issued from time to time.

9.2 FINANCE AND LOGISTICS REGULATORY FRAMEWORK AND POLICIES

9.2.1 REGULATORY FRAMEWORK

REB uses the Integrated Financial Management Information System (IFMS) that has been adopted by the Government of Rwanda as financial management information system in public sector financial management. The use of the Integrated Financial Accounting System (IFAS) in REB helps to standardize accounting procedures, support timely preparation of reports and financial statements and provision of a clear audit trail.

9.2.2 ACCOUNTING POLICY
The Financial Statements of REB should be prepared on a modified cash basis of accounting, except where stated otherwise. In the context of Ministerial Order N°002/07 of 9 February 2007 relating to Financial Regulations, the modified cash basis of accounting means that:

- Transactions are recognized only at the time the associated cash flows take place;
- Expenditure on acquisition of fixed assets is not capitalized;
- Thus fixed assets are written off on acquisition and the wear and tear (depreciation) of those assets is not recorded in the books of account; and
Prepaid expenditure/advances are written-off during the period of disbursement.

Recognized “modification” means that:

- Invoices for goods and services, that are outstanding on the date of the closure of the fiscal year, are recognized as liabilities for that specific fiscal year;
- Loans and advances are recognized as assets/liabilities at the time of disbursement and related interest is recognized only when disbursed. Interest payable on public debt is accrued;
- Book balances denominated in foreign currencies are converted into the Rwanda Francs at rates of exchange ruling on that date issued by the National bank of Rwanda. The associated exchange losses are recorded as recurrent expenditure while the exchange gains are recorded as recurrent revenue.

9.3 INTERNAL CONTROL PROCEDURES

Article 9 of Ministerial Order N° 002/07 of 09/02/2009, assigns the responsibility of establishing and implementing effective internal control on the Director General. The management’s philosophy and operating style of REB should demonstrate commitment to effective internal controls.

Effective internal control will prevent financial loss and waste, promote efficient public financial management and accountability, prevent or detect and deter fraud or other irregularities, prevent or detect error, safeguard the entity’s assets, promote ethical, orderly, efficient and effective government programmes or projects, enhance reliability of financial information and reports, and promote compliance with laws and regulations.

9.3.1 INTERNAL CONTROL GUIDELINES

Article 3 of the above Ministerial Order No02/09/10/GPIA of 12/02/2009 states that an internal control system shall be deemed to be effective if it provides reasonable assurance that:

- Government resources at the entity are used with economy, efficiency, effectiveness, and consistent with the mission of the entity;
- Government assets at the entity are safeguarded against waste, loss, misuse, damage or mismanagement;
- The government programs executed by the entity achieve intended objectives, goals and targets;
- The entity complies with laws and established regulations, policies, plans and procedures; and;
- The entity’s management information and financial reporting are reliable and of high integrity.

9.3.2 COMPONENTS OF THE INTERNAL CONTROL SYSTEM

Ministerial Order N° 002/07 of 09/02/2009 requires internal control systems of REB to be based on COSO (Committee of Sponsoring Organizations of the Treadway Commission) Internal Control Integrated Framework which has the following five components.
1) **The Control environment:** Sets the tone of an organization, influencing the control consciousness of its people. It is the foundation for all other components of internal control, providing discipline and structure. Control environment factors include the integrity, ethical values and competence; management's philosophy and operating style; delegation of authority and responsibility; human resources policies.

2) **Risk assessment:** The identification and analysis of relevant risks that threaten the achievement of objectives; it forms the basis for determining how the risks should be managed.

3) **Control activities:** Entails the specific controls put in place in the entity. The following are the examples of such controls: procedures for transaction authorization, transaction verification, segregation of duties, spending ceilings, system access passwords, earmarking expenditures, tendering processes, bank reconciliation, monthly review of budget execution reports, “imihigo” performance reviews, etc.

Further examples of control activities are the controls which are inherent in ICT systems and software applications such as the computerized accounting system. These include ICT network stability, system security such as firewalls, physical access controls, passwords, data backup procedures, technical support and system maintenance procedures, robustness and reliability of the accounting system, integrity of data processing, data input and output controls, etc.

4) **Information and communication:** This entails the reliability and timeliness of reported information, the frequency of internal communication regarding the need and objectives effective internal controls in the entity, and the effectiveness of the mode of communication and reporting practices in the entity.

5) **Monitoring:** This entails how well management monitors the implementation of controls over time. Continuous monitoring helps to identify poorly designed or ineffective controls. Monitoring should include the attention paid to reported weaknesses and the speed at which corrective measures are implemented.

**Internal Controls are classified in three main categories:**

- **Preventive:** designed to prevent undesirable outcomes before they happen;
- **Detective:** designed to identify undesirable outcomes when they happen;
- **Corrective:** designed to ensure that corrective action is taken to reverse undesirable outcomes or to see that they do not recur

Internal control procedures for cash at hand and cash in the bank, fund disbursement, revenues, fixed assets and stock are elaborated in the various sections that handle these specific issues in the various sections of this manual.
9.4 INTERNAL AUDIT

Article 36 of the Ministerial Order no. 002/07 of 15/02/2007 requires all government institutions to have internal audits units. In addition, following cabinet decision, government entities are required to establish audit committees to play an oversight role in governance.

9.4.1 COMPOSITION AND RESPONSIBILITIES OF AUDIT COMMITTEE

According to Article 5 of Ministerial Instructions n° 004/09/10/min of 01/10/2009 relating to the establishment of audit committees and according to the Internal Audit Charter, REB is required to establish an audit committee that plays an “oversight” role in governance.

COMPOSITION

The audit committee should have at least three but not more than five persons. Its Chairman shall periodically report to the Board of Directors, as appropriate, about Committee activities, issues, and related recommendations. The chairperson of the committee should have financial management knowledge and skills, preferably having that responsibility in her / his substantive employment. The committee should meet at least four times a year.

RESPONSIBILITIES

The committee carries out the following responsibilities:

- Provide advisory assistance to the management of the entity for the betterment of its operational efficiency;
- Consider and review the financial statements of REB, focusing on the overall credibility of the report, unbudgeted expenditure and any other unusual transactions;
- Consider and approve the annual work plan of the internal audit unit;
- Consideration and review of internal audit and Auditor General’s reports and recommend appropriate actions to be taken in connection with the issues raised and recommendations in those reports;
- Follow-up management to ensure the implementation of the agreed recommendations within the agreed timeframe;
- May commission and appropriate special audits and investigation on the REB and spearhead the appointment of independent auditors to conduct such audits;

9.4.2 RESPONSIBILITIES OF THE INTERNAL AUDIT UNIT

- Appraise progressively the soundness, adequacy and application of the internal control systems;
- Ascertain the extent to which the system of internal control ensures compliance with the REB´s policies and procedures and State laws and regulations;
- Ascertain that the system of internal control promotes the efficient and effective use of resources;
- Ascertain that the system of internal control operates to ensure that the assets of the REB are properly controlled and safeguarded from losses arising from fraud, irregularity or corruption;
- Ascertain that there are adequate controls to ensure reliability of accounting and other information as a basis for producing accounts and for financial, statistical and other returns;
• Ascertain that there is an adequate internal control system to ensure the integrity and reliability of financial and other information provided to the Governing Authority;
• Confirm compliance with laws, regulations and Government Guidelines for REB.

9.4.3 TYPES OF AUDIT
The internal audit of REB is required to prepare different types of audits depending on the objectives of the audit and the nature of evidence required.

FINANCIAL AUDIT
The financial audit entails verification of the correctness, and completeness financial statements, transactions and account balances of revenue, expenditure, assets and liabilities, including physical verification of tangible fixed assets. As part of the procedures for financial audit, the internal auditors carry out an evaluation of strengths and weaknesses in internal financial controls, assess the extent of risk and verify the integrity of accounting books and records.

COMPLIANCE AUDIT
Compliance audit involves verification of adherence to laws, regulations, policies, standards and prescribed procedures in planning, organization, coordination, budgeting, accounting, financial management and reporting, and thus closely related to financial audit.

PERFORMANCE AUDIT
The primary objective of this audit is the assessment of the degree of economy, efficiency and effectiveness of the audited entity’s human, financial and other resources.

SYSTEMS AUDIT
Systems audit involve evaluation of the appropriateness, integrity and reliability if an entity’s systems including internal control system, management information system, IT/ computer systems etc.

RISK ASSESSMENT AUDIT
This type of audit will involve identification of the different types and sources of risk to the audited entity, an assessment of risk likelihood and its impact.

FORENSIC AUDIT
This audit is usually directed at specific cases of suspected or actual irregularities such as fraud, theft, embezzlement, mismanagement of funds.
9.5 AUDIT PLAN

The internal audit unit of REB should develop an adequate audit plan which emphasizes the priorities and goals of the organization. The team must take into account the risk rating and the specific programs of REB. The audit strategy should prioritize assignments in line with assessed risk rating. In general, the audit plan should make sure:

- Its objectives, scope and methodology are clear and define the purpose of the assignment;
- Its plan adequately addresses the relevant risks and the auditors understand the risk analysis put in place by the management;
- The planned audit samples will provide sufficient audit evidence;
- The auditors assigned to specific tasks are sufficient in numbers and skilled;
- The time frame for performing the audit tasks is appropriate.

9.5.1 APPROVAL OF THE ANNUAL AUDIT PLAN

Before the commencement of the audit, the head of the audit unit of REB shall submit an audit plan to the DG for review and REB Board for approval by 31st July of each fiscal year. The head of the internal audit unit shall send an audit notification letter to the senior management to organize an audit planning meeting to discuss the plans and contents of the audit – except for forensic audit.

The head of the audit unit of REB shall submit any proposed significant change in audit scope or objectives, to add or cancel an assignment, or to increase the budgeted days of an assignment by 25 per cent or more to the top management or / and REB Board for approval.

The head of the audit unit of REB shall review the plan to ensure inter alia that:

- The assignments are justified based on risk registers;
- The selection of assignments from other sources is justified;
- The work plan is achievable and the Audit Unit has the competencies required to conduct the assignments;
- The total audit man days available to the Audit Unit have been fully utilized;
- There is no duplication with oversight areas proposed by the Auditor General Office;

Priority is given to higher risk areas in the earlier years of the work plan; and ensuring that there is an appropriate mix of audits of focus areas scheduled in a particular year.

The work plans shall be submitted and approved by the Audit Committee and the Government Chief Internal Auditor before implementation.

9.5.2 INTERNAL AUDIT APPROACH

REB shall adopt a risk based audit approach which is in line with the Government of Rwanda’s approach to internal audit as specified in the Internal Audit Manual. This approach is intended to ensure that available limited audit resources are directed to areas of greater risk to achieving REB’s organisational objectives.
9.5.3 AUDIT EVIDENCE

Article 18 of Ministerial Order no. 002/09/GP/A of 12/02/2009, setting out regulations for internal control and internal audit in its article 17, prescribes that any internal audit report shall be based on sufficient written audit evidence gathered by the author of the report or other auditors under his/her supervision. The audit evidence shall be contained in appropriate audit working papers which shall be securely maintained in a specific audit file for each audit assignment for a period of at least ten years following the issuance of the audit report.

The internal auditor should maintain appropriate documentation in accordance with ISA 230 – Audit Documentation. An audit file should be maintained for each assignment carried out and should contain working papers and evidence that sufficiently and appropriately supports conclusions in the internal audit reports. This includes properly cross referencing the audit procedures and sample selection to all the appropriate work papers.

Each internal audit report must be supported by sufficient audit evidence securely maintained in an audit file. The manner in which the audit file is prepared and maintained is prescribed by the guidelines issued by the GCIA. The internal auditor has the right to unrestricted access to information he/she deems necessary for the audit as well as the right to be accorded interviews with any persons with necessary information for the purpose of the audit.

9.5.4 COMMUNICATING AUDIT FINDINGS

The following procedure must be followed in communicating audit finds:

i) Towards the end of each audit assignment, the internal auditor shall summarize key audit findings and discusses them with the auditee in a debriefing meeting. This meeting is necessary to confirm the findings and to give an opportunity to the auditee to concur with the auditor and those findings.

ii) The auditor then drafts an internal audit report and then submits it together with the supporting audit file to the supervisor for review and amendment of the report as necessary. The review may also necessitate gathering additional audit evidence.

iii) Not later than thirty days after the debriefing meeting with the auditee, the internal auditor submits the draft report to the auditee to obtain his / her comments. The auditee must respond within 15 days after the receipt of the draft report.

iv) Not later than fifteen days after the receipt of the auditee comments, the internal auditor issues the final internal audit to the concerned. The final report should incorporate the comments from the auditee.

9.5.5 CONTENTS OF INTERNAL AUDIT REPORT

Internal audit reports are issued in a standard format prescribed by GCIA. The report must show the following information:

- The date of the report;
- The person to whom the report is addressed;
- The type of audit carried out (financial, compliance, performance...);
- The scope of the report (aspects covered);
- The period covered by the audit and the dates during which the audit was carried out;
- A statement of management’s responsibility for the internal control system and the auditor’s responsibility which is limited to the appraisal of the system;
- An overall audit opinion on the effectiveness of the internal control system in relation with objectives. Essentially, the opinion provides assurance as follows:
  - Full assurance: the system is sound / good – there may be weaknesses noted but low risk or negligible ramifications;
  - Significant assurance: the system is generally satisfactory / adequate – there are weaknesses noted with moderate risk requiring medium priority for remedy;
  - Limited assurance: the system is marginally satisfactory – there are several weaknesses noted with high risk impact requiring prompt remedial action; and
  - No assurance: the system is unsound / unsatisfactory – there are major weaknesses noted with critical risk levels requirement high priority fundamental remedial attention.

9.5.6 STEPS IN DEVELOPING THE AUDIT REPORT

The internal auditors will verify that:
- All cash receipts made during the period were recorded;
- All revenue are accurately valued and correctly journalized, summarized and posted;
- All revenues have been recorded in the correct accounting period;
- All revenues have been recorded in the proper accounts;
- All purchases, cash disbursements and purchase returns are accurately valued using GAAP and correctly journalized, summarized and posted;
- All purchases, cash disbursements and purchase returns have been recorded in the correct accounting period;
- All purchases, cash disbursements and purchase returns have been recorded in the proper accounts;
- Recorded employee compensation, benefits and payroll tax expenses are accurately computed and recorded;
- Recorded employee compensation, benefits and payroll tax expenses have been recorded in the correct accounting period;
- Recorded employee compensation, benefits and payroll tax expenses are properly identified and classified in the revenue statement;
- All nonfinancial assets are properly recorded in appropriate accounts using correct method of accounting;
- Financial reports are correct, have been filled out using accurate document standards and data.

9.6 BANK RECONCILIATIONS

Section 2.3.1 of the Manual of Government policies and procedures, volume 4 (Financial reporting) stipulates the components of prescribed financial statements. It requires, among others, the preparation and review of monthly bank reconciliation statements for each bank account.
timely preparation and review of bank reconciliation statements is a key tool in the prevention and detection of errors and fraudulent transactions. Bank reconciliations should be timely prepared and reviewed. Reconciling items should also be followed up and resolved.

9.6.1 BANK ACCOUNT RECONCILIATION PROCEDURES

Bank reconciliation entails matching the entries in the cashbook maintained by REB with the corresponding entries in the associated bank statement. It is required that these reconciliations be done on a daily basis. The bank reconciliation process will:

1. Identify the transactions processed by the banker without the prior record in the cashbook.
   Examples of such transactions are: direct standing instructions such as scheduled repayment of Treasury Bills and interest thereon, electronic transfer charges on external remittance, other bank charges, exchange differences arising on external remittances, third party cheques made directly into the bank, direct transfers from the Treasury account into the banks account of REB. Upon identification, those transactions should be brought to the immediate attention of the DG or his designate, for appropriate action before posting them to the cash book.

2. Identify transactions entered into REB’s cashbook which the bank has not yet processed.
   Examples of such transactions include: outstanding payment orders or cheques issued to third parties. Any cheques not presented within three months are stale and should therefore be reversed. Cash/cheque deposited with the bank but not yet posted to the bank account. These will mainly comprise of deposits towards the end of the working day and any delays beyond one day should be investigated. Any dishonoured deposits should be reversed and the depositor informed immediately for rectification.

3. Identify any posting errors in the cashbook/bank statement. Such errors should be investigated and immediately rectified.

4. Based on the findings in process 1 – 3, a bank reconciliation statement is prepared. (see appendix 1 for structure)

9.6.2 BANK ACCOUNTS

REB should maintain a cashbook for each bank account. The cashbook should be debited with the deposits made into the bank account and credited with all the withdrawals from the bank account. A payment voucher (see appendix 2) is the primary source of information for posting credit entries (payments) while the official revenue receipt is the source of information for posting debits (receipts). Bank charges and other direct entries made by the bank are posted using journal vouchers.

Section 4.2.4 of the Manual of Government Policies and Procedure: Financial Management and Accounting (Volume 1) requires REB to hold a register with details of bank accounts (see appendix 3), showing the name of bank account and number, the purpose of the bank account, the date of opening up of the bank account, the account signatories, and their specimen signature.

The Manual of Government Policies and Procedures: Financial Management and Accounting, Volume 3, Point 6.3 states that any un-presented cheques longer than 3 months are stale and should therefore be reversed.
Stale cheques should be reversed or replaced. The reversal of stale cheques should be done together with reinstatement of payables in the books of account.

For cheque replacement to be done, the initially issued cheque must first be received by the entity.

9.7 PETTY CASH SYSTEM OR CASH IMPREST SYSTEM

Technically, an imprest is an advance to the payee on condition that the payee would subsequently submit satisfactory accountability for any expenditure to which the advance has been utilized for. The accountability must include the detailed supporting documents for the expenditure such as third party invoices, receipts and payment vouchers. Without such accountability, the payee could be required to refund the cash advanced.

REB maintains a petty cash fund of RwF 100,000 to cover expenditure of nominal nature with value not exceeding RwF 20,000 in any single transaction. The petty cash proceeds must be kept in the office cash safe under key and lock all the time. REB must assign a specific accountant to administer the fund. The cheque replenishing the petty cash fund is recorded as an advance to the payee until fully accounted for. The accountability for such advance must be properly supported by the related documents justifying the expenditure to which imprest has been defrayed.

For any expenditure from the petty cash fund, a petty cash voucher (See Annex) must be filled and properly authorized.

Expenditure from the petty cash fund are disbursed directly to particular employees of REB who are, by routine of their work, responsible for buying those items covered by the petty fund. Thus the petty cash voucher will show the employee as the ‘payee’. The Director of Accounting and Logistics should ensure that the ‘payee’ has accounted for the advance within two working days after the date of disbursement. Any amounts not properly accounted for or unsupported may be charged to the personal account of the ‘payee’. The DG may be personally charged with such amounts in the event of failure to execute his responsibilities.

The petty cashier of REB should keep a file containing all documentation relating to the petty cash disbursements, filed in chronological order following the serial numbers of the petty cash vouchers.

The cash balance reported in the financial statements should be supported by cash count certificates (see appendix 5). The case of the embezzled cash should be discussed with the Board to obtain authorization for its write off.

Management should investigate the difference and make necessary adjustments in the books of account by reporting a correct and realistic balance. Cash on hand as per the petty cash certificates should be regularly reconciled to the cashbook balances and any differences noted should be adequately resolved.

All petty cash payments should be verified by the Accountant, approved and authorized by the DFL. Below is a summary of the petty cash requisition process.

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9.7.1 PETTY REQUISITION PROCEDURES

i) The person initiating the transaction (payee) shall obtain and complete a Petty Cash payment Voucher ensuring correct expense description.

ii) The accountant receives the Petty Cash payment Voucher and checks to ensure:
- The expenditure is genuine;
- The description is accurate;
- The price appears reasonable;
- The coding is correct;
- The voucher is correctly signed and dated by the person raising the voucher.

iii) On satisfactorily completing the above checks the accountant forward the voucher and the necessary supporting documents where necessary to the DFL for approval and authorization.

iv) After authorization and payment, the transaction is forwarded to the cashier for payment. The cashier should ensure that:
- The person receiving the cash signs the voucher,
- The voucher should be stamped “PAID”.

v) On the completion of the above steps, the details of the petty cash payment voucher should be input into the computer to update the records in the cash book.

9.8 CHART OF ACCOUNTS


The chart of accounts is intended to achieve the following objectives:
- To address the financial reporting requirements of the users of the general purpose financial statements as well those special requirements of specific interest groups;
- To ensure consistency between budget allocations and the general ledger account codes. This is particularly important to be able to report on budget variances and analysis when preparing budget execution reports; and
- To ensure uniformity in accounting practice throughout REB and general Government of Rwanda; This is particularly important to facilitate the preparation of the government wide consolidated financial statements
All REB transaction should have a code on the payment voucher.

9.9 FUNDS MANAGEMENT

9.9.1 SOURCE OF FUNDS

REB receives funds from the following sources:
- Treasury;
- Inter-entity transfers;
- Donation and Grants;
- Internally generated fund (very limited).

Since REB follows cash basis of accounting, all revenue is recognized in the books of accounts at the time of receipt.

9.9.1.1 CASH TRANSFERS TO REB FROM TREASURY

REB is permitted to operate bank accounts into which the Treasury transfers funds from time to time. The procedure below is followed to transfer cash to REB:

i) Article 16 of the Financial Regulations requires REB to submit, on a monthly basis, rolling cash-flow projections covering three consecutive months. Following the approval of the cash flow projections by the Treasury Management Committee, the Treasury informs the budget agency about approved quarterly spending limits.

ii) Following receipt of the approved spending limits, the accountant at REB prepares a Requisition for Cash Transfer (Form 5 in Manual of Government Policies and Procedures Volume 3) and forwards it to the Director General for approval and authorization.

iii) The requisition is then forwarded to MINECOFIN (Treasury) for processing. The requisition will be assessed based on the liquidity status at the treasury and whether REB is up to date ad regards to submission of routine financial reports for the prior periods.

iv) Upon confirmation of the matters in c) above the accountant at the treasury prepares a Payment Order for the cash transfer and secures a copy for REB to assist in tracking the cash through the banking system.

v) The cash transfer is recognized in the books of REB by debiting bank a/c and crediting the Treasury contra a/c upon receipt of the credit advice from REB’S bank.

9.9.1.2 REVENUE COLLECTED

In case of any revenue received in relation to activities of REB such as sell of bids, certification, translation of certificates etc.; such money will be deposited on the RRA account in BNR and a pay-in slip submitted to REB as evidence of the payment.

9.9.1.3 INTER-ENTITY TRANSFERS FROM A MINISTRY OR AGENCY

These are funds received from another budget agency. REB should recognize such funds when they are received. When this money is received REB debits its Bank account and the inter-entity account will be credited.
9.9.1.4 DONATIONS AND GRANTS

Grants may be in cash or in kind by direct settlement of supplier invoices for services or goods supplied to REB.

According to Section 4.7.1 of the Government Financial & accounting manual (volume 3) grants in kind should be recognized in the books of accounts in spite of the absence of cash inflows and outflows to and from the budget agency. The recordable value of the grants in kind is the invoice price of the goods/services received.

The Government of Rwanda prefers that grants from donors (internal or external) are centrally received at the Treasury and then re-distributed in line with government programmes.

Management should ensure that all non-cash donations are quantified and recorded in the books of account based on the invoice price or other verifiable cost data.

Generally specific credit agreements specify the regulations applicable to the specific donor funded projects. Under the provisions of those regulations, the projects have got own accounting and financial management manuals. Those manuals are supposed to be consistent with the Manual of Government Policies and Procedures, 2006.

9.9.2 FUND DISBURSEMENT

The Manual of Government Policies and Procedures (Volume 1): Financial Management & Accounting issued in November 2006 section 3.1 requires that Government expenditure should only be incurred on those government programs and activities that have been planned as set out in the parliamentary appropriation – National budget. Government expenditure should be incurred with due regard to economy and efficiency, which means incurring necessary costs at appropriate prices, attaining quality standards as well as at appropriate timing.

Expenditure is classified according to major categories in line with Article 19 of Ministerial Order N°002/07 of 09/02/2007 relating to Financial Regulations. The main categories of expenditure includes salaries and wages, Purchase of goods and services, Arrears interest payment of public debt, repayment of principal on debt, Inter-entity transfers and capital expenditure. Expenditure is recognized when payment is made and modified to include allowances & invoices outstanding at year end.

9.9.2.1 FUND DISBURSEMENT POLICY

The general policy is that REB finances may be disbursed on only approved government programmes for which votes have been established in the annual budget appropriations. Specific prior authorization of parliament is required for any necessary disbursements in form of advances. Such authorizations can be in form of supplementary budget estimates. Any disbursements in form of advances must be in respect of activities which are related to the mandate of REB.

The Director General must only authorize disbursements if they underscore the principles of operational efficiency, economy, and value for money. This means that disbursements should be
made without waste, funds should be utilized in the best way, and the expenditure should match the performance objectives to be achieved.

Efficiency includes the speed with which disbursements are processed. Thus, unless with reasonable case and subject to the liquidity situation, in general the turnaround time for processing disbursements should not exceed eight consecutive working days from the date the supplier invoice is received/accepted at REB. This also applies to internal requisitions for funds to run specific REB activities.

9.9.2.2 KEY INTERNAL CONTROLS FOR DISBURSEMENTS

Any disbursement from REB may be made only upon prior written sanctioning of the DG. The DG is personally accountable to parliament, through its Public Accounts Committee, for the administration of the budget of REB and the use to which the disbursements are applied.

The DG of REB is prevented from authorizing any disbursements to any person or entity unless such disbursements are fully supported with appropriate documentation to justify the disbursement.

The DG should ensure that the activities for which the disbursements are requested are legitimate and within the approved government programmes and accurately recorded in the relevant books of account, and that the supporting documents are properly and securely kept. All transactions involving amounts in excess of RWF 20,000 will be paid for through the bank.

9.9.2.3 FUNDS REQUISITION PROCEDURES

REB receives requisitions for funds from both within REB and outside REB in form of suppliers, students under the loan scheme etc. The procedures in the tables below elaborate the steps and approvals to be undertaken before money is disbursed to the internal REB official who requisitioned for funds or an external party/supplier who submitted an invoice.
### INTERNAL REQUISITIONS PROCEDURES

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>RESPONSIBLE OFFICER/UNIT</th>
<th>ACTION TO BE TAKEN</th>
<th>TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>REB official requisitions for funds to support an activity of REB(Should attach support documents)</td>
<td>Submitted to Head of Department</td>
<td>HOD reviews requisition, check with budget and recommends to DG for action</td>
</tr>
<tr>
<td>2</td>
<td>DG receives requisition and sends to Head of Corporate to take action</td>
<td>Director General</td>
<td>Head of Corporate reviews requisition, check with budget, availability of funds and sends it to Head of Finance and Logistics to start processing payment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Requisitions that are deferred will be sent back to Requisitioning department with an explanation and action to be taken</td>
</tr>
<tr>
<td>3</td>
<td>Head of Finance and Logistics receives requisition from Head of Corporate, verifies validity of support document, prepares payment voucher and submits it to Head of Corporate Services.</td>
<td>Head of Finance and Logistics</td>
<td>Head of Finance and Logistics submits dossier to Head of Corporate Services.</td>
</tr>
<tr>
<td>4</td>
<td>Head of Corporate Services reviews and verifies the dossier and depending on thresholds submits it to DG for approval</td>
<td>Head of Corporate services</td>
<td>Head of Corporate will approval for Payment requisitions that are within agreed thresholds otherwise, he will check dossier and send it to DG for approval</td>
</tr>
<tr>
<td>5</td>
<td>DG reviews dossier and checks verification by Head of Corporate Services and where necessary may consult internal auditor.</td>
<td>DG</td>
<td>DG approves dossier for payment and signs check/payment voucher. Deferred requisition should be sent back to Head Corporate Services for appropriate action.</td>
</tr>
<tr>
<td>6</td>
<td>On receipt of approval from DG, Finance submits cheque to Bank for payment</td>
<td>Director of Finance and Logistics unit</td>
<td>Requisition department is advised that payment has been effected</td>
</tr>
</tbody>
</table>

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1 This timeline may be reduced in case of an emergency
The requisitions procedures both for internal and external funds disbursements show the activity necessary, the officer or unit responsible, action to be taken, and the duration it should take for that activity to be completed. The internal requisition procedures relate to requisitions generated by officials from REB. Generally there are six major steps as explained below:

**INTERNAL REQUISITIONS PROCEDURES**

An REB official requisitions for funds to support an activity of REB. The requisition, supported with appropriate documentation, is forwarded to the Head of Department (HOD). The HOD reviews requisition, checks it against the approved budget and, if everything is satisfactory, recommends it to Director General for action or otherwise returns it to the requisitioning official. The time for this step should be four hours. DG receives it and sends it to Head of Corporate Services to take action. Head of Corporate reviews requisition, checks with budget and availability of funds and sends it to Head of Finance and Logistics to start processing payment. Requisitions

### EXTERNAL DISBURSEMENT PROCEDURES

<table>
<thead>
<tr>
<th>Activity</th>
<th>Responsible Officer/unit</th>
<th>Action to be taken</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 REB receives invoice from supplier/external party (Should attach support documents)</td>
<td>Received by Central secretariat</td>
<td>Central Secretariat passes it over to DG</td>
<td>1 hour</td>
</tr>
<tr>
<td>2 DG receives invoice and sends it to head of Corporate to take action</td>
<td>Director General</td>
<td>Head of Corporate Services reviews and consults with relevant Head(s) of Department. If the relevant Head of Department support invoice payment, Head of corporate services will send it to Head of Finance and Logistics to start processing payment Invoices that are deferred will be sent back to the supplier/External party with an explanation and action to be taken</td>
<td>4 hours</td>
</tr>
<tr>
<td>3 Head of Finance and Logistics receives invoice, checks validity of support document, and prepares payment</td>
<td>Head of Finance and Logistics</td>
<td>Prepares payment and submit dossier to Head of Corporate Services</td>
<td>4 hours</td>
</tr>
<tr>
<td>4 Head of Corporate Services reviews documentation and depending on threshold sends them to DG</td>
<td>Head of Corporate Services</td>
<td>Head of Corporate will approval for Payment invoices that are within agreed thresholds otherwise, he will check dossier and send it to DG for approval</td>
<td>4 hours</td>
</tr>
<tr>
<td>5 DG reviews dossier and checks verification by Head of Corporate Services and where necessary may consult internal auditor</td>
<td>DG</td>
<td>DG approves dossier for payment and signs check/ payment voucher. Deferred requisition should sent back to Head Corporate Services for appropriate action.</td>
<td>1 day</td>
</tr>
<tr>
<td>6 On receipt of approval from DG, Finance submits cheque to Bank for payment</td>
<td>Director of Finance and Logistics unit</td>
<td>Requisition department is advised that payment has been effected</td>
<td>4 hours</td>
</tr>
</tbody>
</table>
that are deferred will be sent back to Requisitioning department with an explanation and action to be taken.

Head of Finance and Logistics receives requisition from Head of Corporate, verifies validity of support document, prepares payment voucher and submits it to Head of Corporate Services. This should take a maximum of four hours.

Head of Corporate Services reviews and verifies the dossier and depending on thresholds submits it to DG for approval.

DG reviews dossier for authorization, where necessary may consult internal auditor. If the DG finds the documentation of the dossier satisfactory, he/she will approve it for payment and will sign the cheque/payment voucher. Deferred requisitions will be sent back to the head of corporate services for appropriate action. This should take a maximum of one day. On receipt of approval from DG, Finance submits cheque to Bank for payment. The DFL advises the Requisition department that payment has been effected. This should be handled within 4 hours.

EXTERNAL FUNDS DISBURSEMENT PROCEDURES CONSIST OF SIX MAJOR STEPS.

1. REB receives invoice from supplier/external party who should attach all the supporting documents. The information is received by the Central secretariat who forwards it to the Director General. All this should be done within 1 hour.
2. DG receives invoice and send it to Head of Corporate Division to take action. Head of Corporate reviews and consults with relevant Head of Department. The relevant department reviews validity of support documents, verifies completion of work for which the invoice has been issued plus other contractual terms relevant to the work and recommends for payment. If the relevant head of department supports invoice payment, Head of corporate will send it to Head of Finance and Logistics to start processing payment.

    Invoices that are deferred will be sent back to the supplier/External party with an explanation and action to be taken.
3. Head of Finance and Logistics receives invoice, checks validity of support document, and prepares payment and submits dossier to Head of Corporate services.
4. Head of Corporate Services reviews documentation and depending on threshold sends them to DG.

5. DG reviews dossier for authorization, where necessary may consult internal auditor. Deferred requisition should be sent back to relevant department for appropriate action. If everything is satisfactory, the DG approves dossier for payment and signs cheque/payment voucher. All this should be done within 1 day.

6. On receipt of authorized and signed cheque from DG, Finance submits cheque to BNR for payment. This should be done within four (4) hours.
9.10 ACCOUNTING BOOKS AND SUPPORTING RECORDS

9.10.1 ACCOUNTING BOOKS

The following books will be kept by REB:

a) The budget master
   This shows budget performance over MTEF period by showing financial projections, budget tracking in relation with associated non-financial performance targets, supplementary budgets, budget re-allocations, and budget execution reports including variance analysis for each budget cycle.

   The budget master also shows the commitment of funds and commitment control – indicated in this function is the authorization levels, tracking authorizations, fixing budget ceilings and restrictions on commitment beyond budget ceilings, procurement functionalities such as tracking purchase requisitions, tracking purchase orders and delivery of goods/services, and database of potential suppliers.

b) The suppliers’ book
   This keeps details of suppliers in the general ledger. Each supplier account should keep a record of the details of the supplier, details about invoices, delivery of services rendered or goods and associated purchase orders, budget codes to which the expenditure is allocated, payments to the suppliers and running account balance.

c) The cashbook
   All bank and cash transactions will be entered in this book. The bank/cash accounts in the cashbook should be kept in their original currencies. Records of the following should be captured in the cashbook: the number and description of the bank account, the bank in which the account is maintained, the currency of the account, transaction description, the debit entries (receipts), the credit entries (payments), running balance, names and designation of the approved account signatories.

d) The accounts receivable book
   In this book, records of individual ledger accounts of receivables such as vehicle/house loans to government employees or any other loans disbursed. If the individual debtor’s is up dated with disbursements or recoveries, together with the relevant bank account the associated control account in the general ledger is simultaneously updated.

e) The general ledger
   The general ledger is the ‘intersection’ of the different modules of the IFMS. The general ledger is structured in two segments; the first segment are GoR programmes and sub-programmes while the components of the second segment are classes of GoR service functions on the basis of the United Nations Classification of Functions of Government (COFOG). The structure of the general has a direct relationship with the structure of the chart of accounts.
The general ledger is designed to hold financial data for three consecutive years. All book adjustments by use of journal entries are done via the general ledger.

f) Asset register
In the asset register a record of consumable inventory and fixed assets is made (see annex). Whilst accounting is on a cash basis, the asset registers are simply memorandum because the assets are fully written-off to expenses on acquisition. While recording consumables a record of the cost of purchase, nature and quantities of stocks at hand, the quantities of stock used up, the user department, nature of the consumables, and location of the quantities of stock at hand.

For fixed assets the following should be recorded:
- Costs of acquisitions;
- The quantities of acquisitions;
- Physical location of the assets and the person allocate – to determine the accountable person at any one time;
- Date of purchase and estimated useful lives to help estimate time for replacement;
- Asset identification details – the type, description and identification of each individual asset;
- Supplier details - to facilitate subsequent after sales maintenance and renewal;
- The maintenance record of the asset – to ensure that asset is sufficiently monitored and serviced regularly.

Each asset should be clearly and uniquely identified. Engraving or marking those assets with REB and the abbreviated asset category is an appropriate method to achieve this objective.

The assets must be in good condition at all times. This necessitates regular maintenance. Periodically, say every six months, reconciliations should be made between the asset register and the physical assets. Any anomalies should be promptly reported in writing to the DG with a copy to the Accountant General and the Auditor General of State finance.

9.10.2 SUPPORTING DOCUMENTS
Section 2.17 of the Manual of Government Policies and procedures: Financial Management & Accounting Volume 3 requires that allowances expenditure should be adequately supported by documents which should be sequentially filed and properly referenced.

All transactions in the books of accounts should be supported by source documents. Proper supporting documents should have the following characteristics:
- Supporting documents should explain the nature and details of the transaction being recorded and the date of the occurrence;
- Should indicate the persons who have authorized the transaction and the dates of authorization. The persons indicated must possess the necessary authority granted in accordance with the established financial authority regulations;
- Show the full budget code, selected from the established uniform chart of accounts to which the transaction is allocable:
• Show evidence that the prices involved were decided on the basis of arms-length negotiation, and as far as possible third party invoice or cash acknowledgement documents have been obtained and securely filed;
• Shows cross reference numbers to all the related documentation such as cheque numbers and bank accounts, supplier invoices received, purchase orders, delivery notes, invoices issued, tax assessment etc.

The supporting records must be securely kept and protected from unauthorized access or destruction. A specific person must be entrusted with this responsibility and it is best held by the person who has posted transactions in the books of accounts. Other people may access the records only with prior authorization by the DG, Accountant General or secretary to the treasury.

Accounting records must be properly and securely kept, protecting them from accidental or malicious damage. The DG is responsible for enforcing this regulation.

Accounting records shall never be destroyed before the expiry of ten years. Specific written authorization has to be obtained from the Accountant General for any accounting records to be destroyed. The approved method of destruction is shredding or burning.

9.11 FIXED ASSETS MANAGEMENT

The fixed assets of REB are composed of the fixed assets of different public institutions merged to form REB.

The Manual of Government Policies and Procedures, Financial Management & Accounting, Volume 3, sections 8, states that a register should be kept by each Budget Agency to record details of fixed assets at its disposal

Section 2.14.1 of the Manual of Government Policies and Procedures, Volume 3 (Financial Management and Accounting) indicates that whilst accounting is on cash basis, the asset registers are simply memorandum because the assets are fully written-off as expenditure on acquisition. The memorandum information kept by the registers should include the following: cost of acquisition, the quantities and location of the assets, details about change of location, estimated useful lives and estimated time for replacement and asset identification details.

Furthermore, section 8.2.5 of the same manual indicates that an independent physical inspection of the assets should be performed regularly – say in six months intervals. This is done to ascertain the existence and condition of the assets and reconciliation carried out between the results of the physical count and book records. This task should include matching the recorded assets with physical existence. Any anomalies in the physical count report should promptly be reported in writing to the DG (Chief Budget Manager) of REB.

All additions should be promptly added to the register and write-offs as well as disposals updated in accordance with government guidelines. The register should also be periodically reviewed by a senior official in the organization.
Management should establish the location of assets that are not in the right place and restrict unauthorized movement. Authorized assets movements should be appropriately recorded in the assets register to enhance proper monitoring of REB’s assets.

9.12 BUDGETING AND BUDGETARY CONTROL

9.12.1 REGULATORY FRAMEWORK

LAW no. 44/2010 of 07/12/2010 establishing REB, Article 15, gives guidance on approval and management of the budget of REB and the requirement that the budget of REB be approved and managed in accordance with relevant legal provisions.

The Manual of Government Policies and Procedures (Volume 3): Financial Management & Accounting issued in November 2006, section 2.1.6, requires that the Budget includes the budget execution report from institutions with the same format as the approved budget, and showing comparisons/variances between actual performances and budgets.

The Budget Framework Paper (BFP) (see e.g. MINECOFIN, 2011b) plays a crucial role in linking planning and budgeting as it sets out the Government’s medium-term strategic thinking. As such, the BFP, which is usually developed a month before the submission of the budget to Parliament (see next section on the Budgetary Calendar), does take a longer-term view, even though there is typically little detail on specific expenditures.

Another tool developed alongside the National Medium Term Expenditure Framework (MTEF) in the framework of the budget preparation process are the Strategic Issues Papers (SIPs). SIPs are prepared by budget agencies and give background and justification to a ministries’ budget submission. They summarize the main current policy issues, focusing especially on what the priority areas should be. This is important in helping planning and budgeting to be more of a strategic than historical process.

9.12.2 THE BUDGET PROCESS

The budget process is in three major phases; budget preparation, execution and monitoring and evaluation. Throughout the entire budgeting process, a Finance Budget Committee plays a critical role. REB shall have a Finance & Budget committee which works closely with the Planning and research Unit in the preparation of the budget. In relation to the budget the Finance & Budget committee will:

- Draw a timetable for preparation of budgets and ensuring that it is adhered to.
- Identify and communicate to all the principle budget factors.
- Coordinate and prepare budget for REB.
- Communicate final budget to all activity centres.
- Regularly compare actual results with budgets and to investigate variance for radical actions.
9.12.3 BUDGETING PROCEDURES

The budget process flow of REB involves a close interface between the national budgetary framework and the budgets of the different departments and units of REB. The budget process in general is in three major phases; budget preparation, execution and monitoring and evaluation. Throughout the entire budgeting process, the Finance & Budget committee plays a critical role. The budget preparation process is indicated in the diagram below:

9.12.3.1 PREPARATION

DETERMINATION OF NATIONAL PRIORITIES & MTEF

The budget process flow of REB focuses on the national priorities and national MTEF. At the national level, the Macro Planning Department and the National Budget Departments of MINECOFIN prepare national priorities and the MTEF respectively. The Macro Planning Department determines the national priorities of government as expressed in its Economic Development and Poverty Reduction Strategy (EDPRS) and as approved by the Cabinet. The National Budget Department forecasts possible allocations to sectors and budget agencies consistent with the national priorities and the macroeconomic framework. The forecasts of these allocations for the budget year under preparation (N+1) and the following two years (N+2 and N+3) constitute the National Medium Term Expenditure Framework.

Based on EDPRS and MTEF, MINECOFIN issues the First Budget Call Circular (BCC). The BCC is issued in accordance with Article 28 of OBL, and provides information to guide the Chief Budget
Managers in the preparation of the budget. The first BCC is normally issued in October and it is important that Chief Budget Managers start using it from October. This budget circular is aimed at giving advance information to facilitate timely coordination and effective planning within the sectors to allow formulation of policy based budgets within REB at a later stage. The 1st BCC is aimed at inducing discussions at the sector level on priority activities to be funded through the Government budget for the following financial year.

These priorities should be reflected in joint sector review report and should be the basis for submission of the budget requests in response to the 2nd BCC, normally issued in early December. The second BCC requires REB to prepare detailed budget submissions for the following financial year.

**BUDGET EXECUTION**

Budgeting Execution is spread across the entire year financial year, from July to June. The budget is executed on the basis of the Finance Law and REB’s procurement and Action Plans. No payments shall be made without prior commitment to pay has been established, except for permitted expenditures.

In accordance with the authorization issued, REB shall make commitments and shall request funds for payments. The DG shall ensure that the action plans and the procurement plans being implemented are the updated ones, matching with the approved budget communicated by the Minister of Finance and Economic Planning during the first week of July.

In accordance with OBL, REB is prohibited from committing expenditure after 15th May of any financial year. In other words, except in exceptional cases, no "purchase order" can be issued after this date. This means that expenditure in respect of activities intended to take place between 16th May and 30th June (end of financial year) must be contracted by 15th May.

Article 51 of the OBL puts limitations on budget re-allocations and it is important that the DG takes adequate care to ensure that the allocations to budget lines submitted to Parliament are the ones planned for implementation. In general the budget is executed as follows:

- Each REB department or unit prepares its purchase requisitions for goods and services according to the approved budget. The Finance and Budget Officer matches the requisition with the budget availability.
- The DFL approves and submits the requisition to the DG for authorization of expenditure.
- The Finance and Budget Officer post daily expenditure into the IFMS.
- The Budget Officer and the accountant control the costs and the accounts keeping of accounts respectively.

**INTEGRATED FINANCIAL MANAGEMENT SYSTEM**

SmartFMS is the Integrated Financial Management Information System (IFMIS) used throughout government for budget execution. During budget preparation, budget data are entered into the system, and during execution, spending commitments, are recorded in SmartFMS to track execution.
BUDGET EXECUTION REPORTS

The Finance and Logistics Unit shall assist the DG in preparing financial reports of REB and shall explain budget execution relative to objectives to be achieved and estimates, and especially emphasizing on the reasons why budget achievements differ from those planned. This shall be done quarterly and this helps to improve on quarterly and annual budget execution reporting which should also relate financial inputs to performance targets.

9.12.3.3 BUDGET MONITORING AND CONTROL

There should be internal controls/mechanisms to minimize the occurrences of budget overruns and unnecessary under-performances (excessive balances). Finance and budget committees shall oversee budget performances presented by the Planning and Research committee in form of budget performance reports.

The budget performance reports shall be drawn at regular intervals in any case not later than quarterly intervals. The reports shall show actual results compared to the budget to identify significant variances. An annex shall be attached showing causes of variances, centres (divisions / units) responsible and remedial measures to be taken to rectify such variances.

9.12.3.4 BUDGET DOCUMENTATION

- All budgets shall be clearly documented, supported by the minutes of the Board and the budget committees, which contain their authorization.
- Posting approved budgets in accounting records or memorandum records should be supported by documents generated above.
- Budget source documents shall be properly filled for easy reference.

Copies of the budget documents shall be circulated to respective stakeholders. In order to effectively serve as a steering tool, the budget must undergo quarterly control comparison between expenditures and budget.

The Director of Finance and Budget Officer prepares the analysis report of variance between the budget and actual achievements and ensures the follow-up of the commitments and the execution of the budget. The budget officer will also monitor actual expenditures by reviewing monthly expenditure reports. The latter must show a comparison of budget and actual expenditure on each approved REB’s programs.

In order to be effective and efficient, the establishment of comparative statements and the analysis of variances will be submitted to the DG within a period of 15 days after the end of the quarter for discussion and corrective measures. The internal auditor will audit budget execution report on regular basis and submit the report to the DG.

The DG will require the concerned officers to explain and to promptly correct any anomalies raised in the internal audit reports.
Subsequent follow up should be made to ensure that agreed corrective actions have been implemented.

The amount of expenditure meant for items shall not exceed two percent of the total current budget.

The minister, after approval by the cabinet, can authorize to transfer funds from some items to others of the same category in the current budget subject to a twenty percent limit of the allocations of such an item.

9.12.3.5 BUDGET CALENDAR

In accordance with the requirements of the Organic Budget Law (OBL) Article 28, the Ministry of Finance has defined a calendar for the budget preparation and planning process, outlining the responsibilities of specific parties as indicated in table 1.

MINECOFIN BUDGET CALENDAR AND REB

<table>
<thead>
<tr>
<th>TIMEFRAME</th>
<th>MINECOFIN</th>
<th>REB</th>
<th>CABINET/ PARLIAMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>JULY</td>
<td>Update of macro-framework</td>
<td>Preparation of financial statements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Preparation of budget execution report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AUGUST</td>
<td>Preparation of budget outlook paper</td>
<td>Preparation of annual reports</td>
<td>Cabinet retreat and approval of BOP</td>
</tr>
<tr>
<td>SEPTEMBER</td>
<td>Issuance of First Budget Call Circular to communicate Sector MTEFs and request for preparation of Sector BFPs</td>
<td>Review of REB expenditures</td>
<td></td>
</tr>
<tr>
<td>OCTOBER</td>
<td>National budget consultative workshop to officially launch the budget process</td>
<td>MINEDUC sector review &amp; preparation of BFPs</td>
<td></td>
</tr>
<tr>
<td>NOVEMBER</td>
<td>Training of budget staff on new utilities of SmartGov Joint Budget Review (JBR) &amp; update of macro-framework</td>
<td>Participation in the Stakeholders review workshop</td>
<td></td>
</tr>
<tr>
<td>DECEMBER</td>
<td>Issuance of the second Budget Call Circular with revised MTEF &amp; agency ceilings</td>
<td>Preparation of departmental Budgets</td>
<td>Approval of Revised Budget by Cabinet</td>
</tr>
<tr>
<td>JANUARY</td>
<td>Preparation &amp; submission of the Revised Budget to Cabinet</td>
<td>Integration of REB budget Online Budget Submission by REB to MINECOFIN</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Submission of Revised Budget to Parliament</td>
<td>Revised budget data input in the SmartGov</td>
<td>Approval of Revised Budget by the Parliament</td>
</tr>
<tr>
<td>FEBRUARY</td>
<td>Inter-Ministerial Consultative Meeting on Budget Priorities &amp; Resource Allocations Beginning of the EAC Pre-Budget Consultations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>MONTH</th>
<th>Process Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARCH</td>
<td>Preparation &amp; submission of the National BFP and draft Budget to Cabinet</td>
</tr>
<tr>
<td>APRIL</td>
<td>Draft Budget submitted to Parliament BFP presented to Parliament not later than April 5 Communicate the draft budget estimates to CBMs</td>
</tr>
<tr>
<td>MAY</td>
<td>Joint Budget Review EAC Ministerial Consultations on tax policy issues</td>
</tr>
<tr>
<td>JUNE</td>
<td>Presentation of the draft Budget to Parliament</td>
</tr>
</tbody>
</table>

**9.13 FINANCIAL REPORTS**

In accordance with the organic law, REB is required to prepare an annual financial report covering the transactions for the concluded financial year and submit the financial report to the Minister of Finance and Economic Planning by 31st July and to the Auditor General by 30th September. Article 21 of the Organic Law N° 37/2006 and Article 9 and Article 11 of Ministerial Order N°002/07 of 9 February 2007 further stipulates the responsibilities of the Chief Budget Manager in regards to financial reporting.

Article 70 of the Organic Law No 37/2006 of 12/09/2006 on State Finances and Property requires REB to submit annual reports which include revenues collected or received and allowances expenditures made during the fiscal year, as well as a statement of allowances outstanding receipts and payments before the end of the fiscal year. The financial statements are submitted to the Accountant General on behalf of the Minister. The statements are accompanied by reconciliation statements of the bank accounts operated by REB.

The financial statements, which are accompanied by reconciliation statements of the bank accounts operated by REB, must be in the prescribed format only. The three basic financial statements are submitted to MINECOFIN are:

- Statement of financial Position/Balance Sheet, which shows firm's assets, liabilities, and net worth on a stated date;
- Statement of comprehensive income/Income & expenditure account
- Cash flow statement, which shows the inflows and outflows of cash caused by the organization activities during a stated period.
9.13.1 REGULATORY FRAMEWORK

Article 16 of the Law No. 44/2010 of 07/12/2010 establishing Rwanda Education Board provides that the annual financial report shall be approved by the Board of directors.

Article 68 of the Organic Law No 37/2006 of 12/09/2006 on State Finances and Property requires the preparation of government-wide monthly and quarterly financial reports in the format and content prescribed by the Minister of Finance and Economic Planning. The law does not prescribe a specific deadline but it would be most logical to assume the 15th to allow ample time between consecutive months.

Article 21 of the Organic Law No 37/2006 and Article 9 and Article 11 of Ministerial Order No 002/07 of 9 February 2007 further stipulates that the Chief Budget Manager is responsible for maintaining accounts and records of the budget agency, preparing reports on budget execution, managing revenues and expenditures, preparing, maintaining and coordinating the use of financial plans, managing the financial resources for the budget agency effectively, efficiently and transparently, ensuring sound internal control systems in the budget agency and safeguarding the public property held by the budget agency.

9.13.2 FINANCIAL REPORTING POLICY

The Financial Statements are prepared on a modified cash basis of accounting, except where stated otherwise. In the context of Ministerial Order N° 002/07 of 9 February 2007 relating to Financial Regulations the modified cash basis of accounting means financial transactions which are recognized in the books of account as follows:

- Generally, transactions are recognized only at the time the associated cash flows take place;
- The expenditure on acquisition of fixed assets is not capitalized. Thus fixed assets are written-off on acquisition and the wear and tear (depreciation) of those assets is not recorded in the books of account;
- Prepaid expenditure/advances is written-off during the period of disbursement.

The recognized “modification” is as follows:

- Invoices for goods and services which are outstanding on the date of the closure of the fiscal year are recognized as liabilities for that specific fiscal year;
- Loans and advances are recognized as assets/liabilities at the time of disbursement and related interest is recognized only when disbursed. Interest payable on public debt is accrued;
- Book balances denominated in foreign currencies are converted into the Rwanda Francs at rates of exchange ruling on that date issued by the National bank of Rwanda. The associated exchange losses are recorded as recurrent expenditure while the exchange gains are recorded as recurrent revenue.
9.13.3 PURPOSE AND QUALITIES OF FINANCIAL STATEMENTS

The primary purpose of financial statements is to provide the necessary information to facilitate managerial decision making regarding programmes and to provide accountability to stakeholders. To be meaningful, financial statements should satisfy the following minimum qualities as stipulated by International Financial Reporting Standards:

**Relevance:** financial statements are prepared to provide information about the financial performance and financial position of REB, so as to assess its stewardship and for making economic decisions regarding the delivery of its objectives to its clients. Financial information is relevant if it has the ability to influence those decisions.

**Reliability:** the financial statements should provide financial information which is free from material misstatements, errors and bias. The information in the reports should reflect the substance of transactions not just the form and other events which have taken place.

**Comparability:** the financial statements of REB should provide information which is capable of meaningful comparison with similar information of other Government entities for the same reporting period. Similarly REB should provide information that is meaningfully comparable from one reporting period to another. Meaningful comparison is achieved through uniform and consistent application of approved accounting rules. Consequently, changes in accounting rules are subject to prior approval by the Accountant General.

**Understandability:** the information in the financial reports of REB should be easy to understand by a diversity of stakeholders.

**Materiality:** due regard should be given to materiality in deciding the information to be contained in the financial statements of REB. An item of information is material if its omission or misstatement might reasonably influence the economic decisions of users of those financial statements.

9.13.4 RESPONSIBILITIES OF MANAGEMENT ON PREPARING FINANCIAL REPORTS

REB management is required to:

- Maintain proper books of account which disclose, with reasonable accuracy, the financial position of REB and which may be relied upon in the preparation of financial statements;
- Prepare financial statements for each financial year which give a true and fair view of the financial position of REB at the end of the year and its receipts and expenditure for that year;
- Put in place adequate systems of internal control to safeguard the assets of REB; and
- Ensure that management of receipts and execution of expenditure is in accordance with existing laws and regulations.
9.13.5 COMPONENTS OF THE FINANCIAL REPORT

The accountant will prepare the following monthly / quarterly/ annual financial reports that will have the following components:

- Background of REB
- Statement of responsibilities
- Statement of Revenue and Expenditure
- Statement of financial assets and liabilities
- Statement of cash flow
- Budget execution report
- Designated account reconciliation statement
- Accounting policies and explanatory notes adopted by REB

9.13.6 REPORTING TIMELINES

The financial statements are submitted to the MINECOFIN Accountant General for consolidation purposes with the following timelines:

- Monthly financial statements: 10 days after the reporting month;
- Quarterly financial statements: 15 days after the reporting quarter;
- Annual financial statements: 30 days after the reporting fiscal year.

9.14 LOGISTICS

9.14.1 MANAGEMENT OF STOCKS / CONSUMABLE INVENTORIES

Inventories consist of stocks of various kinds of office supplies (e.g. stationery, computer consumables and spare parts). These elements of inventory are usually budgeted to be consumed during a particular financial year but due to timing differences they remain in stock. REB shall maintain a system of inventory management that ensures:

- Avoidance of stock-outs to prevent disruption operational activities;
- Optimal inventories - to minimize funds tied-up;
- Sound internal controls to prevent loss through damage, deterioration, unauthorized use or pilferage.

The Manual of Government Policies and Procedures: Financial management and Accounting, First Edition of November 2006, Volume 3 section 8.3 (sub-section 1 to 3), states that: For each type of stock, an inventory card should be maintained. The card should contain information such as the supplier, quantity purchased, issued to user departments (quoting the reference number of the related stock requisition), and at hand – stating the dates of occurrence and associated historical cost. In addition, the card should show the quantity levels at which replenishment should be prompted as well as the maximum quantity beyond which further procurement would be unduly tying funds. For any materials required from the store, the user department fills a material requisition (see annex).
9.14.2 STOCK COUNT

Stocks at hand should be independently counted and valued at least once in each month, in regular intervals by persons not involved in the daily management of stock. The results of the count should be reconciled with the corresponding records in the inventory cards. Physical stock balances should be reconciled to book balances per stock records and variances investigated and adjusted for.

Any obsolescent stocks should be identified and authority sought for its disposal. Only the DG may give such authority. At the end of each month, the stocks at hand should be summarized in schedule showing the quantity and values for each inventory category. This schedule should be annexed to the monthly financial reports issued by REB to the Accountant General.

9.14.3 RESPONSIBILITIES FOR STOCK MANAGEMENT

- Monthly/quarterly reports should be prepared by the accountant and used for compiling the final stock reports. These reports should be used to give stock values for incorporation in the financial statements.
- The storekeeper should maintain stock cards in order to track acquisitions, stock issues and balances.
- The storekeeper should indicate the stock balance on the stock cards.
- The stock requisitions should be referenced to enable the storekeeper to quote the reference number of the related stock requisition and associated historical cost.
- Stock cards should be regularly completed and updated with acquisitions and issues.
- The physical stock count results should be reconciled to the quantities in the stock records and any variances investigated and adjustments made after review and approval by senior management and then having a complete stock card.
- The accountant should ensure that stock cards are regularly updated and reconciled to physical stock balances on a monthly basis.

9.14.4 STOCK MANAGEMENT OF BOOKS

- REB should make regular follow up of the learning and teaching materials sent to schools to confirm their delivery and proper usage.
- REB should follow up these issues and monitor the use of the textbooks delivered to different schools.
- REB management should ensure that orders made by schools are supported by reports on status of books held to avoid ordering textbooks not needed.
- REB in collaboration with districts management should ensure that independent physical count of textbooks is carried out by each school in order to have an overview on status of textbooks bought. The result of physical count should be reconciled to the records kept by schools.
- REB should harmonize the recording of textbooks and train schools on how to do it.
9.14.5 MANAGEMENT OF FUEL USED BY REB’S VEHICLES

Normally, the unit that needs the fuel fills a requisition form (see annex), together with the utilization report for the fuel previously issued, and addresses it to the Director General. Once the requisition is approved, it is forwarded to the procurement officer who thereafter proceeds for the purchase and issue of fuel coupons to the person who has made the requisition.

Any REB vehicle that is going to be used by any officer should be requested by using a motor vehicle authorization form.

The procurement officer records fuel coupons issued in the fuel distribution register showing the date, the serial number of coupons, the number of coupons, the amount per coupon, the total value and the name of the beneficiaries, name of beneficiaries and their signature upon the receipt of the requested fuel coupons.

The monthly and year end count of fuel coupons should be performed by the independent person. Management should ensure that fuel register is regularly updated and this register should contain the following information:

- Delivery date of fuel coupons;
- Quantity delivered, series of the fuel coupons received;
- Supplier;
- Date of issue;
- Quantity issued;
- Serial number of the issued fuel coupons;
- Beneficiary’s name and signature;
- Identification of the asset consuming it;
- Remarks
CHAPTER TEN

PROCUREMENT RULES, REGULATIONS AND PROCEDURES

10.1 INTRODUCTION

This chapter of the Procedures Manual contains detailed procurement procedures guiding the systematic transparent and uniform approach to procurement decision making. It provides essential information and step by step procedures of the procurement of goods, works and services by REB. It is based on the following policy framework & legal instruments:

a) Law on Public Procurement No.12/2007 of 29/03/2007;

b) Ministerial Order No. 001/08/10/MIN of 16/01/2008 establishing the procurement regulations and standard bidding documents;

c) Law N° 63/2007 of 30/12/2007 establishing Rwanda Public Procurement Authority;

d) Instructions from RPPA.

In the event, where a provision indicated in this Procurement Procedures Manual is in conflict with the legal instrument and policy framework highlighted above or any other Laws guiding public procurement in Rwanda, those legal instrument and laws shall prevail.

10.2 PARTIES TO THE PROCUREMENT FUNCTION

The following are main parties to the procurement function:

a) Chief Budget Manager (Director General)

b) Internal Tender Committee

c) Finance and Logistics unit

d) Units (End-users)

The role of each of the parties in the execution of the procurement function is elaborated in the Ministerial Order No. 001/08/10/MIN of 16/01/2008 establishing the procurement regulations and standard bidding documents.

10.3 STAGES IN THE PROCUREMENT PROCESS

Indicated below are the methodological stages that REB shall follow in the management of the procurement function.
10.3.1 PROCUREMENT PLANNING

Early and accurate planning is essential to avoid last minute, emergency or ill-planned procurement, which is contrary to open, efficient and effective and consequently transparent – procurement. The following are the methodological steps REB follows in procurement planning.

PROCUREMENT PLANNING FLOW CHART

9.3.1.1 PROCUREMENT PLANNING RESPONSIBILITY MATRIX

The overall procurement planning process shall constitute three and half months) starting 1st March and completed Mid July. The following table presents the procurement planning period for REB

<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>Duration (working days)</th>
<th>Start Date</th>
<th>Finish date</th>
<th>Responsible owner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Submission of procurement planning templates to user departments</td>
<td>5</td>
<td>March 1</td>
<td>March 7</td>
<td>PU</td>
</tr>
<tr>
<td>2</td>
<td>User departments shall identify the needs and submit them to the PU</td>
<td>10</td>
<td>March 8</td>
<td>March 20</td>
<td>Head of Departments</td>
</tr>
</tbody>
</table>
| 3  | Market survey  
  • Developing a market survey plan  
  • Market visits | 10 | March 21 | March 31 | PU & Users Depts. |
| 4  | Procurement unit reviews needs and submits to Tender Committee | 10 | April 1 | April 17 | PU |
| 5  | TC reviews procurement plan and submits to DG | 20 | April 18 | May 2 | PU |
| 6  | Review and approval of procurement plan and final approval by BOD | 15 | May 3 | May 25 | DG |
| 7  | Communication approved of procurement plan to stakeholders including RPPA | July 15 | | | DG |
| 8  | Monitoring & Review of procurement implementation | Quarterly | Quarterly | | PU & End-users |
| 9  | Submission of reviewed procurement plan for the financial year (applicable if procurement requirements vary) to RPPA | January 15 | | | PU |

10.3.2 REQUIREMENTS DEFINITION

REB shall define requirements with the view of opening up competition, i.e. avoiding the use of brand names or other unnecessary restrictions. User departments should identify the exact needs
(technical, quality quantity and timeline). The user departments should avoid over-specifications (as this may increase the cost) or under-specifications (where needs will not be met), as well as the “when” it is needed (timing), in order to avoid progress delays or losses for example due to extra storage and handling charges if delivered earlier than required.

10.3.3 SOURCING

Sourcing shall be undertaken with the purpose of identifying existing suitable products and services on the market and qualified suppliers available to provide those products and services. Sourcing shall also aims at collecting and analysing information about capabilities within the market to satisfy the REB requirements, such as obtaining updated cost information, determining the appropriate technology and alternative products, as well as identifying appropriate supplier qualification criteria.

10.3.4 SELECTION OF PROCUREMENT STRATEGY

REB should identify appropriate procurement strategy to find the best way of obtaining what is needed by obtaining the most advantageous pricing and contractual conditions through a competitive process which will deliver what is required in a timely manner, this involves:

- Choice of type of contract to be concluded;
- Choice of the procurement method;
- Bidding period to achieve maximum competition for the required goods/services/works.

10.3.4.1 TYPES OF CONTRACT TO BE USED

REB shall select the contract type which is most appropriate to the procurement requirement, most advantageous to it and which offers an equitable contract to the provider.

REB shall consider the routine nature and frequency of the procurement in selection of which contract type for goods and services. Routine and frequently procured goods and services shall be acquired through framework contracts. A framework contract is a schedule of rates or indefinite delivery contract type and shall be used:

a) Where a requirement is needed “on call”, but where the quantity and timing of the requirement cannot be defined in advance;
b) To reduce procurement costs or lead times for a requirement which is needed repeatedly or continuously over a period of time by having them available on a “call off” basis.

In particular, the following goods and services shall be procured through framework contracts.

a) Stationery
b) Cleaning services
c) Catering services
d) Transport services
e) Printing services

Other contract types to be used are:
a) Time-based;
b) Ad-measurement;
c) Percentage;
d) Cost reimbursable;
e) Retainer;
f) Contingency or success fee;
g) A petty contract

The procurement unit shall take into account the following factors in decisions on the contract type to take on:

a) The nature of the procurement requirement;
b) The need to minimize risk for REB
c) The need to maximize value for money for REB
d) The likelihood of any delays or unforeseen circumstances requiring contract extensions, or variations or change of orders;
e) Need for effective contract management and cost control.

10.3.4.2 PROCUREMENT METHODS

The procurement unit shall source for goods, services, works by appropriate adoption of any of the following methods:
a) Request for Quotation;
b) Prequalification;
c) Direct Sourcing;
d) Restricted Tendering (Domestic/International);
e) Request for Proposals;
f) Community Participation;
g) Open Competitive Bidding (Domestic/International);
h) Force Account;
i) Any other that may be accepted by RPPA from time to time

10.3.4.3 BIDDING PERIOD

The following table is a representation of the minimum bidding period according to the Ministerial Order 2007, for each of the procurement method. To achieve maximum competition, these periods may be extended but not reduced.

<table>
<thead>
<tr>
<th>PROCUREMENT METHOD</th>
<th>MINIMUM PERIOD (DAYS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open domestic bidding</td>
<td>30 working days</td>
</tr>
<tr>
<td>Open international bidding</td>
<td>45 working days</td>
</tr>
<tr>
<td>Restricted domestic bidding</td>
<td>14 working days</td>
</tr>
<tr>
<td>Restricted international bidding</td>
<td>21 working days</td>
</tr>
<tr>
<td>Quotations and proposals procurement</td>
<td>3 working days</td>
</tr>
<tr>
<td>Direct procurement</td>
<td>No minimum period</td>
</tr>
<tr>
<td>Micro procurement</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Force account</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Community participation</td>
<td>No minimum period</td>
</tr>
<tr>
<td>Prequalification</td>
<td>No minimum period</td>
</tr>
</tbody>
</table>

MINIMUM BIDDING PERIOD

If the bidding document is amended, when the time remaining before the deadline for submitting tenders is less than one third of the time allotted to the preparation of tenders, REB shall extend
the deadline in order to allow the amendment of the tender documents to be taken into account in the preparation of tenders.

The bidding period shall be determined taking into consideration the following factors:

a) The time required for the preparation of bids, taking into account the level of detail required and the complexity of bids;
b) The need for bidders to submit authenticated legal documents or similar as part of their bids and the time required to obtain such documents;
c) The location of short-listed or potential bidders and the time required for the delivery and submission of bids;
d) The anticipated duration of the procurement process;
e) The minimum bidding period.

10.3.5 PREPARATION OF SOLICITATION DOCUMENTS AND DEVELOPMENT OF EVALUATION CRITERIA

This covers the process of assembling and formalizing the information and documentation necessary for potential suppliers to prepare responsive and easily comparable offers, consistent with the requirement and procurement strategy.

During this stage, evaluation criteria are developed and formulated to obtain the best value in the specific case. This includes informing the potential suppliers regarding:

- Administrative rules for the solicitation process, including the evaluation criteria and method (Instruction to Suppliers).
- Function, performance requirements and/or physical characteristics of the goods/works/services needed, including a clear statement of minimum quality requirements (schedule of requirements and technical specifications).
- Commercial, legal and other conditions prescribed by the buyer (contract terms and conditions).

The work of preparing tender documents shall be done by the procurement unit. It is important that technical specification, Terms of reference and bills of quantities are sent to the requisitioning departments for review before being advertised. This ensures that any possible errors are highlighted and any necessary corrections made.

At times to support local industry, preference schemes may be set up to source from local or domestic suppliers. Local preference not exceeding 10% may be granted to companies registered in Rwanda or to Rwandan nationals and bidders in regional economic integration bodies or member states. Such local preference shall be included in the bidding document. This is hinged on Article 41 on the law on Public Procurement.
INSTRUCTIONS TO THE BIDDER

Solicitation documents shall contain instructions to the bidder (ITBs) on:

a) The format and documentation required in the bid/tender;

b) The procedure for signing and authorising bids/tenders;

c) Evaluation Criteria;

d) Terms and conditions of the supply contract;

e) Specifications/Statement of Requirements/Terms of Reference/Statement of Works (if applicable);

f) The number of copies of bids to be submitted, which shall be one original bid marked "ORIGINAL" and a specified number of copies, each marked with the word "COPY";

g) Validity period: This should be 90 days with an upper limit of 120 days. The validity period shall be calculated from the closing date of the bid submission; and remain in force until the close of business on the last day of the validity period;

h) The solicitation documents shall contain instructions on the method of bid/tender submission, which shall either be:

- The one stage-single envelope method, in which a bid is submitted in one sealed envelope, which is opened on the specified date and time in a single bid opening;

- The one stage-two envelope method, in which a bid is submitted in an outer sealed envelope, containing two separately sealed and labelled technical and financial bids, which are opened on different dates in separate bid openings;

- The two stage-two envelope method, in which:

  - During the first stage, a bid is submitted in an outer sealed envelope, containing two separately sealed and labelled technical and financial bids, of which only the technical bid is initially opened and evaluated;

  - During the second stage, a revised technical bid and a supplementary financial bid are submitted, which are opened and evaluated together with the original financial bid.

- The Two stage method, in which:

  - During the first stage, a technical bid only is submitted, opened and evaluated;

  - During the second stage, a revised technical bid and a financial bid are submitted, opened and evaluated together.

Where the two stage method is used, the bidder shall be invited to submit bids during the second stage, unless he/she has been declared non-compliant or non-responsive.

i) The bid submission method which shall be selected in accordance with the rules for each evaluation methodology and using the following as guidance:

- The one stage-single envelope method shall be used where all stages of the evaluation are to be conducted together and a combined technical and financial evaluation report produced;

- The one stage-two envelope method may be used where the detailed technical and commercial evaluation is to be conducted without reference to financial information;
The two stage - two envelope method may be used where alternative technical bids are possible and the REB needs to evaluate the initial technical bids in order to determine a single technical standard with which all bidders are invited to conform by submitting revised technical bids and supplementary financial bids;

The two stage method may be used for large and complex contracts, where technically unequal bids are likely and more than one equally acceptable technical solution is available to REB, which needs to ensure that all technical bids conform to the same technical standard before a financial bid is prepared.

j) Bid Security required: All tender proceedings conducted under open competitive bidding and restricted bidding shall request for a bid security not exceeding 2% of the total bid cost. The bid security (bond) shall be issued by:

- Insurance Company
- The Bank

k) Forfeiture of Bid Security: A bidder shall forfeit bid security under the following circumstances:

- Withdraws the tender after the deadline for submitting tenders but before the expiry of the period during which tenders must remain valid;
- Rejects a correction of an arithmetic error; or
- Refuses to enter into a written contract as required or fails to furnish any required performance security.

l) Bid Currency: Rwandan currency or any foreign convertible currencies specified in the bidding document shall be used in any bidding.

- When bidders provide the offers in any foreign currency, the NBR shall be the source of exchange rates
- The rate of foreign exchange shall be that of the date of the bid opening

10.3.6 ISSUANCE OF SOLICITATION DOCUMENTS

Depending on the method of procurement, the Procurement unit will advertise the available tender to the public. This could be through sending the invitation directly to potential bidders if it is restricted tendering or advertising through a newspaper of wide circulation if it is competitive tendering. International Competitive Bidding shall normally be advertised in regional and international media. RPPA also allows advertising through the DG Market.

An invitation to tender shall be drafted and forwarded to the Chief Budget Manager for approval before it circulated in the media.

a) A copy of invitation to tender approved with signature and stamp of the Chief Budget Manager must be forwarded to the archivist for custody;

b) A copy of the newspaper in which the invitation was released should also be archived.

Invitation to tender shall be:

a) By publication of a bid/tender notice in at least one publication of wide circulation, REB notice board and the website of REB;

b) Through a pre-qualification exercise:
c) By developing a sufficient shortlist of bidders.

The procurement unit shall issue or sell tender documents to:

a) A bidder/tenderer who requests for the documents in the case of open bidding/tendering;

b) The single or sole source approved by the Chief Budget Manager in the case of direct procurement;

c) A bidder/tenderer on the shortlist approved by the Chief Budget Manager in the case of all other methods.

The Procurement unit shall record the issue or sale of all the bid documents and the prospective bidders shall sign at the back of the submitted receipts as evidence of having picked the bid documents. The information recorded in all prospective bidders shall include:

a) Name of the firm;

b) Physical Address;

c) Telephone number(s);

d) E-mail;

e) Name of contact person(s).

Bid documents may be sold at a fee to recover costs of printing, photocopying and distribution. The fee for the bid document shall be determined by calculating the number of page of the bid document and multiplied by 100 unless repealed by new regulation.

A bid shall be rejected during preliminary examination of bids if it is received from a bidder who is not listed as having bought or obtained the bid document directly from REB.

REB may provide clarification and amendments to a tendered bid. In this case REB:

a) May extend the closing date to enable bidders/tenderers to incorporate the addendum information fully into account in preparing their bids/tenders.

b) The procuring unit shall communicate in writing to all bidders who in turn shall acknowledge the communication in writing.

Before the deadline for submitting bids, a bidder may change or withdraw upon a written request thereof in accordance with the procedures for submitting tenders. After the deadline for submitting bid, the bidder shall not change it, or make any addendum thereon.

The procurement unit may hold pre-bid/tender briefing conference to allow potential bidders to seek clarification. This is especially important for complex assignments where the TOR may not very clear.

Arrangements for a pre-bid/tender shall be included in the solicitation documents and where information is not included in the bidding/tendering (solicitation) documents and the procurement function decides to hold a pre-bid/tender meeting, information shall be sent to all bidders who purchased or were issued with the bidding documents. Where attendance at a pre-bid meeting is compulsory for bidders, notice to this effect shall be included in the solicitation document and any bid notice. A potential bidder shall be given sufficient notice of a pre-bid meeting to offer a reasonable opportunity for him to attend.
A pre-bid meeting shall allow sufficient time before the deadline for bidding to enable a bidder to take any additional information into account in preparing the bid. A pre-bid meeting shall be arranged and managed by the Procurement Unit (PU) with a member of the Internal Tender Committee members present, to witness the briefing.

### 10.3.6.1 WITHDRAWAL, REPLACEMENT AND MODIFICATION OF BIDS

A bidder may withdraw, substitute or modify his bid after it has been submitted by sending a written notice, duly signed by an authorized representative before the deadline for bid submission.

Withdrawal shall be by submission of a letter notifying the procurement of the withdrawal. The letter shall be authorized and submitted in the same way as the bid. The envelope containing the withdrawal letter shall be clearly marked “WITHDRAWAL”. If a bidder chooses to withdraw the following will be expected:

i) A replacement is made;

ii) There is notification in writing;

iii) A modification is made.

- Replacement: A bidder withdrawing his/her bid may submit a new bid in accordance with the bid submission instructions in the solicitation document.
- Modification: A bid may only be modified by withdrawal of the original bid and submission of a replacement bid in accordance with the two preceding sub-regulations and before deadline date. Any modifications submitted in any other way shall not be taken into account in the evaluation of bids;
- However, REB shall specify the procedure for withdrawal, replacement or modification of a bid in the bid document. It shall state that the deadline for withdrawal, replacement or modification shall be the same as the deadline for submission of bids.

### 10.3.6.2 MODIFICATION OF BID DOCUMENTS

REB may amend the bidding document at any time before the deadline for submitting tenders by issuing an addendum. Such an amendment may be made on the procuring entity’s own initiative or in response to the bidders’ concerns.

Procurement unit shall promptly provide a copy of the addendum to each person to whom the procuring entity provided copies of the tender documents. The addendum shall be deemed to be part of the tender documents. The bidding period shall be extended, should a modification of bid documents be initiated by the procurement unit or at the discretion of the Internal Tender Committee.

### 10.3.7 RECEIPT AND OPENING OF OFFERS

After the solicitation process, offers are received, registered, handled, opened and stored by authorized staff members. The purpose of this formal process is to ensure that offers are received, handled and opened according to the instructions provided in the solicitation documents and that
transparency and confidentiality is maintained as specified in the relevant regulations, rules and procedures of the organization.

The procurement unit shall not require of bidders the submission of electronic bids unless specifically permitted in the solicitation document or authorized by the RPPA.

The PU shall ensure that a bidder has access to the bid delivery place at all times during working hours until the closing deadline. The envelope containing the tender must bear the tender number assigned to the Procurement proceedings by the procuring entity.

Open and restricted bidding processes shall include a public bid opening and the solicitation document shall contain instructions to bidders regarding:

a) The date and time of the bid opening;
b) The precise location of the bid opening;
c) Information to be read out and recorded at the bid opening.

Where this information is not available at the time of issue of a solicitation document, it shall be communicated to all bidders who purchased or were issued with the solicitation document, before the deadline for bid submission.

10.3.7.1 BID CLOSING

Bidding shall be closed precisely at the stipulated time and date of the closing deadline. Late Bids: Any bid that arrives at the location of submission after the deadline for submission of bids shall be rejected. The bid shall be declared late, labelled as such, rejected and returned unopened to the bidder. Any late bid which is not labelled with the bidder’s name shall be left unopened and only destroyed after the contract for which it relates has been signed.

Opening of bids shall be done immediately after the bid closing. Bid opening shall be conducted by staff of the procurement unit and at least 3 members of the TC, and shall be attended by representatives of bidders who chose to attend. All TC members and procurement staff shall sign and or initial all the original offers provided.

10.3.7.2 PROCEDURE FOR CONDUCTING A BID OPENING

Prior to the bid opening, PU shall ensure that:

- The required room is available, suitably equipped for the opening and arranged in such a way that any bidders’ representatives are seated at a short distance from the table where the opening is to be conducted;
- At least three members of the tender committee should be available before the bidders and bid documents are brought into the room for opening;
- Staff involved in the opening understand the bid opening procedure and their respective duties;
- The procedure for opening and the information to be read out agrees with that stated in the solicitation document;
- The required resources are available and ready, including required forms and checklists;
- The bid opening shall be managed by PU assisted by representatives of the Internal Tender Committee;
• The bid opening shall be conducted in an organized and methodical manner in accordance with the agreed opening procedures;
• Bid opening shall be conducted in the presence of bidders or their designated representatives, who choose to attend, at the address, date and time specified in the bid documents;
• Notice letters in envelopes marked “WITHDRAWAL” shall be opened first and read out and the envelope containing the corresponding bid shall be located and returned to the bidder unopened;
• A bid withdrawal shall only be accepted if the bid withdrawal notice is authorized in accordance with the solicitation document and read out at the bid opening;
• All other envelopes, shall be opened one at a time and the relevant details read out in accordance with the solicitation document;
• With the exception of late bids, no bid shall be accepted, rejected or evaluated in any way at the public bid opening
• The PU shall note any discrepancies or missing documents in the record of bid opening, but shall not otherwise comment on such discrepancies or missing documents.

BIDDERS REPRESENTATION

Public bid openings shall be conducted in full view of a bidder’s representative but a bidder’s representative shall not be permitted to handle bid documents during the opening process.

Bidder’s representative shall be permitted to approach the opening table only to confirm that the bid is intact and sealed and no addition, deletion or modification to the exterior or the contents of the sealed bid. A bidder’s representative shall be permitted to ask questions after all bids have been opened, but REB shall not enter into discussion on the specific details of any bid.

RECORD OF BID OPENING

After all bids have been opened, read out and recorded, the record of the opening shall be signed by all internal tender committee members and copies of the record shall be made available to a bidder’s representative upon request, and on payment of a prescribed fee determined by the Tender Committee.

The record of the bid opening shall be posted on the REB notice board and website within one working day of the opening and shall be displayed for a minimum of four weeks.

SINGLE OR LIMITED BID RESPONSE

Where only a single bid or a limited number of bids has been received in response to a solicitation document, under a competitive procurement method, the evaluation may proceed with the evaluation of the bid received, provided that the Internal Tender Committee agrees that:
• The minimum bidding period was sufficient for the procurement method and requirement;
• The terms and conditions of the solicitation document were reasonable and not so excessive as to deter competition;
• The bid notice, if any, was published in an appropriate publications and on the required dates;
• The shortlist, if any, included a sufficient number of bidders;
• All short listed bidders or all bidders responding to the bid notice were issued the solicitation documents and there were no delays in issuing the documents;
• Any amendments to the solicitation documents allowed sufficient time for bidders to take the amendment into account in preparing their bids;
• That there were no other extraneous events or circumstances that may have affected the ability of bidders to respond;
• There is no suspicion of collusion between potential bidders;
• The choice of procurement method was appropriate for the market and an adequate number of potential bidders exist to have made competition possible;
• A limited number of bids might mean bids from only a small proportion of the bidders who bought or were issued the solicitation documents;
• Where the Internal Tender Committee proceeds with the evaluation of a single or limited number of bids, the evaluation report shall include a discussion and findings in relation to the low response and shall indicate whether the single bidder offers value for money;
• Where only a single bid was received, the Evaluation Committee may recommend negotiations on any element of the bid where necessary.

10.3.8 BID EVALUATION

Bid evaluation shall refer to the process by which the best evaluated bid is selected for award of contract from among all bids received. Evaluation of tenders shall be conducted by the Tender Committee in accordance with the methodology and criteria stated in the bid document and a written evaluation report shall be produced. No other methodology or criteria shall be used except that stipulated in the bid documents.

The Tender Committee shall possess the overall mandate to open and evaluate bids as well as making the recommendation for the award of a procurement contract. The tender committee may seek the assistance from technical people within REB. Alternatively, the Tender committee may seek assistance from external consultants, however, the consultant shall not have any interest directly or indirectly in the tender concerned or have any relationship with bidders if his/her services were sought after the bids had been opened.

10.3.8.1 PROCEEDINGS OF THE TENDER COMMITTEE

The resolutions of the Tender Committee shall be valid when at least three fifths (3/5) members of the committee are present for the purpose. The consultant invited shall not participate in taking decisions.

The chairperson of the tender committee shall coordinate the whole process of the evaluation of bids and shall be required to act in an impartial and transparent manner.

The evaluation of bids shall be done within a period not exceeding twenty one (21) calendar days from the date of the opening of bids except when there are clear reasons for this and the bidders must be notified. In addition to the above, these guidelines shall be followed:

• Where a member is absent from a meeting of the Tender Committee, he or she shall be informed of the proceedings and decisions of the meeting. The decision of the tender committee shall be binding.
• In case an absent member has a pertinent issue that he finds important and would affect the outcome of the evaluation, he will be allowed to bring it to attention of the tender committee. The chairperson shall call a further meeting to resolve the issues raised.
• The minutes of all meetings shall be signed by all members of the Tender Committee to confirm that the minutes are an accurate and a complete record of each meeting.
• The minutes shall be kept as part of the procurement record and shall form an annex to the evaluation report.
• The business of the meeting shall be determined by the evaluation methodology specified in the solicitation documents.

10.3.8.2 BIDDER CLARIFICATIONS DURING THE EVALUATION PROCESS

The Tender Committee may request the bidders for clarification of information or the submission of documentation from the bidder which relate to non-conformity or omission. A clarification should not seek and the bidder should not be permitted to:

• Alter or amend the bid price;
• Change the substance of the terms and conditions;
• Substantially alter anything which forms a crucial or deciding factor in the evaluation of the bid.

All requests for clarification shall be noted in the final evaluation report. A bidder shall be requested to respond to the request for clarification with a specified period of time agreed by members of the tender committee;

In the event of failure by the bidder to respond to a request for clarification within the specified time, this shall result in the rejection of the bidder. This shall to be stated in the clarification letter sent to the respective bidder.

10.3.8.3 CORRECTION OF NON-CONFORMITIES AND OMISSIONS

The Tender Committee may correct any non-conformity or omission in the bid that does not constitute a material deviation. The non-conformity or omission shall be quantified and expressed in monetary terms and the bid price shall be adjusted, for evaluation purposes only to reflect the price of the missing or non-conforming item or component.

For the purpose of this manual, material deviation shall constitute;
• Substantial implications on scope, cost, risk, quality or performance of works services or supplies specified in the solicitation documents;
• Have an effect on the REB rights and affect the contractor’s obligations if corrected;
• If corrected would unfairly affect the competitive position of other bidders presenting substantially responsive and compliant bids;
• Changes in time schedules that are unacceptable;

The internal tender committee shall define non-material deviation or omission as one that;
• Affects the scope, quality, or performance of services, works or supplies specified in a bid document in only minor way that is acceptable to REB
• Would limit REB rights or bidder’s obligation under any resulting contract in an only a minor way, which is acceptable to REB and would;
• Not unfairly affect the competitive position of the bidder’s presenting substantially responsive and compliant bids if corrected;
• A non-material deviation may be waived, clarified by the bidder or corrected by REB

10.3.8.4 EVALUATION PROCEDURE (GENERAL GUIDELINES)
The internal tender committee shall adopt the following evaluation stages:
• Administrative
• Technical
• Financial
• Combined Technical and Financial Evaluation

ADMINISTRATIVE REVIEW

Administrative review shall be conducted to determine the eligibility of a bidder and the administrative compliance of the bids received. The Tender Committee (TC) shall consider the following as the minimum eligibility requirements:

• Legal capacity (Certificate of Incorporation);
• Tax Clearance Certificate;
• Trading license;
• RSSB Certificate;
• Not being insolvent, under liquidation, bankrupt or liable to legal Prosecution;
• Not having been debarred from tendering operations;
• Submission of a bid security, if required, in a correct form and amount;
• Submission of correct copies of bids;
• Signature of authorization of bids in accordance with the instructions in the bid document;
• Signature of curriculum vitae, if required the consultants or their employers or representatives of the consultants or staff within the entity;
• Correct bid validity;
• Any other information required by the procuring entity as it might have been specified in the tender documents.

DETERMINATION OF ELIGIBILITY FOR ADMINISTRATIVE COMPLIANCE

The Tender Committee shall determine the compliance on a pass or fail basis and a bid which shall be found not to be eligible or substantially compliant shall be rejected and not considered further.

TECHNICAL EVALUATION

It shall be at the heart of the evaluation process. Technical evaluation is done to assess commercial and technical responsiveness. The bid must have passed the preliminary (administration) examination. Method used to undertake technical evaluation will depend on evaluation criteria.
specified in the bid/solicitation document. Bids that meet the technical specifications shall be considered compliant and thus will be taken on the financial evaluation stage.

**FINANCIAL EVALUATION**

The bid documents shall indicate which costs may be included for financial evaluation. During Financial evaluation, the following shall be undertaken:

- Determine bid price;
- Correct arithmetic errors;
- Costing missing items (using the highest price from other bids);
- Apply non-conditional discounts;
- Convert to single evaluation currency using National Bank of Rwanda rates or a fixed exchange rate communicated in the bid document.
- Determine total evaluated price;
- Compute the financial score using a merit score system if used.
- Rank bids

**WINNER WHEN BIDDERS ARE AT PAR**

In case of many successful bidders with equal prices, the REB shall invite them to submit their new bids with reduced prices. In the event the bidders are again on par, REB shall resort to lot casting among the Tender Committee members.

**AN EVALUATION REPORT**

On completion of a bid evaluation exercise the internal tender committee shall develop a report on the evaluation process. It shall summarize the entire evaluation process exercise and contain clear recommendations for the best evaluated bidder for contract award. The evaluation report produced by the tender committee shall have the following:

- Introduction;
- Details of the invitation notice and procurement method used;
- Pre-bid meetings if applicable;
- Details of the internal tender committee;
- Tables of scores;
- Recommendations;
- Signatures of evaluators;
- Date;
- Any disagreements, including the reasons and the discussion held.

**10.3.8.5 EVALUATION PROCEDURES FOR SERVICES**

In order to select a successful proposal for services, REB shall use one of the following procedures which must have been notified to bidders in a request for proposals:

- Quality and cost-based selection (QCBS) shall be the method of default;
- Quality based selection (QBS); applicable where quality is the paramount factor;
• Selection under a fixed budget may be applied when the assignment is simple and can be precisely defined and when the budget is fixed;
• Least cost selection (LCS) may be applied when selecting consultants for assignments of a standard and routine nature, where well established practices and standards exist and in which the contract amount is small;
• Selection based on consultant’s specific qualifications.

EVALUATION OF TECHNICAL PROPOSALS
The Tender Committee shall evaluate each technical proposal on the basis of criteria disclosed in the request for proposals including the following:
• The consultant’s relevant experience for the assignment
• The quality of the methodology presented;
• Qualifications of key personnel proposed for the assignment;
• Transfer of knowledge, if required in the terms of reference
• The extent of participation by nationals among key staff in case of international tendering.
• Indicative weights to be attached to the above criteria shall be included in RFP.

EVALUATION OF FINANCIAL PROPOSALS
The financial proposals shall be opened and evaluated only after completion of the technical proposal. When the quality and cost-based selection procedure is used, only financial proposals of bidders who attained the minimum technical score shall be opened. The total score shall be obtained by adding the importance of quality and cost scores. The quality and cost shall be established based on the complexity and the nature of the assignment.

Under the fixed budget method, proposals whose cost is above the budget ceiling shall be rejected and the bidder whose proposal attained the highest technical score shall be selected.

Under the least cost method, the bidder whose proposal attained the minimum technical score and proposed the lowest cost shall be selected.

Under quality based selection, only the financial proposal of the bidder whose technical proposal attained the highest score shall be opened.

10.3.8.6 EVALUATION PROCEDURES FOR SUPPLIES
After administrative evaluation of the bids received, the technical compliance selection methodology shall be used. In addition the best-evaluated bid shall be the one offering the best value for money over the anticipated lifetime of the item of procurement.

TECHNICAL EVALUATION FOR GOODS
Technical evaluation shall be based on specification of goods as indicated in the RFQ and will be scored as ‘RESPONSIVE’ OR ‘NON-RESPONSIVE’. Bidders who are responsive i.e. they meet all the technical specifications specified in the bidding documents shall be recommended to the financial evaluation stage.
FINANCIAL EVALUATION

After the Technical evaluation, the winning bidder shall be the lowest most advantageous bid between bidders. Provision should be given to taxes; some firms may quote with or without taxes. Adjustment should be made such that evaluation is made with taxes added. The bid documents shall state the following Total Cost of Ownership factors to be included in a financial comparison:

- The initial purchase price of the supplies;
- Packing, packaging, freight and inland delivery;
- Insurance;
- Inspection and testing;
- Installation and commissioning;
- The cost and availability of any extended warranty;
- The cost of training in operation, maintenance or repair of the supplies, taking into account the level of training required and the number of staff requiring training;
- The quantity, cost and availability of consumables for operation over the anticipated lifetime of the supplies;
- The quantity, cost and availability of spare parts for operation over the anticipated lifetime of the supplies;
- The frequency, cost and availability of maintenance and servicing;
- The various taxes applicable e.g. withholding tax
- The cost and availability of repair services;
- Energy costs for operating the supplies;
- The level of manpower required for use of the supplies;
- The anticipated lifetime of the supplies;
- The likely residual value and cost of disposal of the supplies.

PROCUREMENT OF GOODS BY SAMPLE

REB may at times be faced with the need to procure new and complex goods that may require that potential providers provide samples with their proposals. Where possible these samples shall be initialled or marked by a common mark by representatives of the supplier and REB. All goods received while using sampled based procurement shall be compared with the lots or batches of goods being delivered.

10.3.8.6 EVALUATION PROCEDURES FOR WORKS

Only Responsive bids as a result of preliminary examination shall be examined in detail. Correction for Errors: Any computational errors in read out prices should be corrected and noted. The corrections are considered binding.

If prequalification was conducted, the bidder whose bid is the lowest evaluated should receive the award, unless the bidder’s qualifications have since materially deteriorated or the bidder has since received additional work that over-stresses its capacity.

The amount of the proposed award shall be the bid price as submitted by the bidder and adjusted as described in the ITB for corrections and any other discounts. Adjustments to the final price and
scope of the contract to correct for acceptable omissions in the bid may be clarified and finalized with the lowest evaluated bidder. REB may reject all the bids if:

- None of the bids are found to be responsive;
- Bids are unreasonably high in price compared with earlier estimates,
- None of the bidders are qualified,

Bid securities of unsuccessful bidders should be returned promptly after award has been made and contract signed with the selected bidder after satisfactory submission of a performance security and fulfilment of other conditions

### 10.3.9 CONTRACT AWARD

The TC will, upon evaluation, recommend to the Chief Budget Officer the bidder to award the contract to. If the Chief Budget Officer is in agreement with the decision of the TC, shall in writing notify the winning bidder about the evaluation results. S/He shall also inform the unsuccessful bidder the results of the Evaluation. If no complaint is received within 7 days about the evaluation process, he will send a second letter of notification awarding the contract to the successful bidder and the date of negotiation, if any, will be communicated.

### 10.3.10 NEGOTIATIONS

Negotiations are an interactive process of discussions between the buyer and the supplier regarding the terms and conditions of a contract. When negotiations take place it should be ensured that the requirements (specifications, TOR, SOW) and quantities are not changed substantially as this would require cancellation of the tender process and initiation of a new one.

Negotiations for service with the selected consultant shall cover the terms of reference, deliverable, progress reports, facilities to be provided by RE and the successful bidder’s financial proposal subject to the following:

- Whenever price has been a factor such as in the QCBS, fixed budget or least cost selection procedures, consultant fees shall not be subject to negotiation. Only reimbursable expenses may be negotiated;
- If the negotiations fail to result in a procurement contract, REB shall proceed to the next ranked bidder and so on. Negotiations shall not be simultaneously engaged with several consultants.

### 10.3.11 CONTRACT FINALIZATION AND ISSUANCE

For supplies and works, the winning bidder shall furnish REB with a performance bond for supplies and works. The Performance bond shall not be more than 10% and not less than 5% of the contract price. The performance Bond shall be issued by a bank or Insurance company in a format provided by the Ministerial Order 2007

The procurement unit shall then prepare a contract document. All crucial elements shall be included in the contract which serves to protect the interests of the organization and reflects the offer made by the supplier in response to the requirement presented.
The contract shall be in accordance with the form in the solicitation document, which shall be the appropriate standard document issued by the Ministerial Order, modified and/or customized during drafting. A contract document shall:

- Clearly identify the obligations of each party;
- Correlate all payments by REB with the corresponding input, obligation or deliverables by a provider, in a specific identifiable and measurable manner;
- Minimise risk and maximise value for money for REB;
- Be fair and equitable to the parties;
- Provide effective supervision arrangements, where required;
- Provide adequate monitoring and cost control measures, where required;
- Include adequate and clear delivery, acceptance and handover or commissioning arrangements, where required.

**SIGNING OF CONTRACT**

The draft of the contract document shall be sent to the winning bidder for review and signing. Within ten (10) days of receipt of Agreement, the successful bidder/tenderer shall sign, date and return it to REB.

On receipt of the signed document, the DG of REB shall also sign the contract as a sign of conclusion of contract award. A contract signatory shall initial all pages of a contract. At least two originals of the contract shall be produced. REB and a bidder (provider) shall each get an original signed by both parties.

**10.4 CONTRACT MANAGEMENT**

The work of monitoring and managing the contract falls on both the User Department and the Procurement unit. This therefore means the User department should be kept informed of the dates on the contract implementation and reminded of the expected specifications and terms of reference.

The stages of contract management are intended to ensure that the parties work together to achieve the objectives of the contract. Contract management is based on the idea that the contract is an agreement, a partnership with rights and obligations that must be met by both sides to achieve the goal. Contract management is aimed not at finding fault, but rather at identifying problems and finding solutions together with all contracting parties involved. Contract management involves:

- Setting Key result areas;
- Performance reviews;
- Management of deliveries;
- Setting performance evaluation criteria;
- Management of the contractual relationship.
10.4.1 CONTRACT MANAGEMENT PLAN

REB shall develop a contract management plan to support the execution of a contract. This shall constitute the following:

- A summary by date of milestones and deliverables, including contract review and lead time for any re-tender or renewal
- Key individuals and their responsibilities (both REB and the supplier)
- A schedule of risks that have been identified and are being monitored.
- Reporting. For example, the frequency and distribution of any internal reporting for example monthly reporting to the contract supervisor.
- Meeting schedules and any standard agenda items.
- Processes around how some of the contractual obligations are to be achieved for example a regular survey of staff satisfaction carried out.
- Procedures for management of any specific activities in the contract for example advance payments will be administered.
- Contract variations. Details of approval processes and approval authorities for each party (including delegations).
- Details of ordering processes.
- Payment procedures for example the level of detail to be provided on invoices.

10.4.2 CONTRACT AMENDMENT

During the implementation of the contract, variations or changes to order quantities, prices, completion date and or a change in specifications may occur; REB shall insert a clause into the contract that shall provide to any contract variations in during the future implementation of the contract. For any variation, the following is necessary:

- All variations must be within the law
- All instructions must be in writing;
- All amendments shall be issued by the Internal Tender Committee;
- All price variations beyond 20% of the contract sum shall require the procurement function to re-tender the contract.

10.4.3 CONTRACT CERTIFICATION

Where contract payments are made by instalment, a certificate shall be prepared for each instalment, showing the sum being certified, the cumulative total payments and any deductions. The certificate shall be signed by the works supervisor and countersigned by the head of department or the officer with delegated authority.

10.4.4 CONTRACT REVIEW REPORT

A contract review report shall be prepared by the procurement unit with the following contents:

- Summary of findings confirming general status of project and identifying key issues:
- Report on progress against schedule;
- Report on performance against budget;
• Report on quality issues;
• Report on any other issues that may be relevant such as safety and environmental issue;
• Appendices giving supporting detail to the main section.

10.4.5 TERMINATION OF CONTRACT

The director of the procurement unit in consultation with various stakeholders especially the user department shall advise on the termination of a contract.

In some instances, termination may be reached upon, after discussion between REB and the suppliers. In this case details of such meetings shall be recorded and both parties shall sign. If there is no agreement, a third party involvement shall be necessary such as the Independent Review Commission;

Where a contract is terminated, the REB shall, where appropriate, inform RPPA of a provider involved indicating the reasons for the termination and make a recommendation on the provider’s registration status.

10.4.6 FINAL CERTIFICATE

A final certificate shall be issued within 30 days after work completion and defects or damage has been rectified. Any responsibility of the contractor beyond this period must be stated in the certificate. The performance security shall be released after the final statement of account has been signed. Where a supplier requires recommendation on good performance/completion, this will be provided to him on condition that indeed his performance was satisfactory.

10.5 DISPUTE MANAGEMENT

When engaged in procurement activities, disputes among procurement may arise from time to time. These ought to be managed and the following shall provide a basis against which disputes among procurement stakeholders shall be managed.

10.5.1 DIRECTOR GENERAL AND INTERNAL TENDER COMMITTEE

On a decision pertaining to the application or interpretation of any procurement method, process or practice, the Director General shall state the reasons for the disagreement in writing and may:

• Return the decision to the Tender Committee for review;
• Request for an independent review by RPPA.

Likewise, where the Tender Committee disagrees with the Director General, it may request for an independent review by RPPA in relation to any disagreement with the Director General.

DISAGREEMENTS BETWEEN REB AND BIDDERS/PROVIDERS

A request for review shall be made in writing to the head of the procuring entity before the procurement contract is signed. A request for review shall not be acceptable unless it was
submitted within seven days after the bidder became aware of the circumstances giving rise to the request.

Unless the matter is resolved to the satisfaction of the bidder who requested for review, the head of the procuring entity shall suspend the procurement proceedings and shall within seven days after receipt of the request for review, issue a written decision explaining the reasons, and where it is grounded, indicating the corrective measures to be taken if the request is valid.

If the head of the procuring entity fails to issue a decision within seven days from receipt of the complaint or if the bidder is not satisfied with the decision, the bidder shall lodge a complaint to the Independent Review Panel provided for by Article 70 of this Law.

10.6 EVALUATING SUPPLIER CONTRACTUAL PERFORMANCE

10.6.1 EVALUATION PHASES

REB shall continuously evaluate the performance of its providers. This shall comprise of three major phases:

- Setting up a performance evaluation criteria.
- Monitoring and management of supplier performance.
- Reporting on evaluations

SUPPLIER PERFORMANCE EVALUATION CRITERIA

The procurement function in liaison shall on finalizing a contract, develop a service level agreement with suppliers. The agreement may spell out the following issues:

a) Delivery periods/time
b) Communication and reporting style
c) Responsiveness or quickness and effectiveness of replies to queries
d) Submission of reports
e) Contract scope management
f) Cost management
g) Quality defects (performance to specification)
h) Delivery (timing).
i) Efficient paper work and administration (i.e. errors on delivery notes and/or invoices).
j) Effective communication between both parties (adequate, responsive and timely).
k) After sales service.

MONITORING AND MANAGEMENT OF SUPPLIER PERFORMANCE

Supplier performance monitoring shall refer to watching and studying the progress (performance) of the contract. The monitoring process shall start with the commencement of the contract and ends once the contract has been accomplished.

The end-user unit shall on a monthly basis submit to the procurement function supplier performance progress reports. The procurement function shall organize and coordinate performance review meetings on a quarterly basis.
Suppliers and End-users shall consider the successes and failures in the performance and failures in the performance and taking actions to deal with deviations from the contract objectives. However, should supplier’s performance drop below required result levels, the procurement function may arrange interim meetings with supplier.

REPORTING ON EVALUATIONS

Effective Performance monitoring at REB shall be achieved by;
- Requiring the provider to submit progress regular progress reports in an agreed format;
- Checking progress and quality by undertaking site or plant inspection visits;
- Checking through payment procedure on the value of work performed;
- Holding regular progress review meetings with providers nominated representatives;
- Maintaining good communication links with the contractor and obtaining early warning of problems.

10.6.2 STAKEHOLDERS ROLES IN SUPPLIER PERFORMANCE MEASUREMENT

BIDDER/CONTRACTOR
The bidder/service provider/contractor/supplier shall constitute the person or organization accountable to REB to deliver the requirements of the contract or Purchase order requirements within an agreed time frame. The contractor shall be responsible for the execution of obligations as stated in the contract. The contractor shall be responsible for:
- Deciding on how to provide the service;
- Delivering the service to the terms of reference;
- Delivering the goods to specification;
- Meeting the user requirements within the contract terms and budget;
- Monitoring service delivery performance;
- Developing and implementing agreed procedures and providing information as required by the contract.

PROCUREMENT UNIT
- The PU shall be responsible for monitoring payments, progress work; ensure the achievement of milestones and submitting reports;
- It shall ensure that supplier’s performance is monitored against predetermined, clear and agreed criteria set out in the contract;
- Ensure that a contract management implementation plan is in place.

END USER
- Participates in the developing of key performance indicators of the Service Level Agreement;
- Take a key role in monitoring supplier’s compliance to obligations as prescribed in the service level agreement and contract;
- Report any deviation from obligations agreed to the procurement function as soon as they occur for remedial action;
- Receive and keep in safe custody all correspondences during contract implementation
CHAPTER ELEVEN

HUMAN RESOURCE MANAGEMENT RULES, REGULATIONS AND PROCEDURES

11.1 INTRODUCTION

These HRM procedures are designed to be the Standard Operating Procedures (SOPs) that will provide management and staff guidelines on day to day management of Human Resources (HR) within the REB, whilst at the same time ensuring compliance with basic rights for both the employee and employer as enshrined in the constitution and the Laws governing employment in the public service.

11.2 OBJECTIVES OF THE HRM PROCEDURES

The HR procedures manual for REB aims at achieving the following objectives:

- To serve as a reference guide in the day to day management of REB staff;
- To support managers to effectively manage the human resources;
- To Support the Human Resources Management Units in their day to day work by providing HRM guidelines and forms.

In addition, the procedures are aimed at ensuring that

- Recruitment and selection is conducted within the general framework of the general statutes for Rwanda Public Service;
- Recruited and selected staff are retained by the REB for a long period of time;
- The performance management cycle is implemented and staff are provided with appropriate and timely feedback;
- The REB has the ‘right’ organisational climate and all staff welfare issues are appropriately handled;
- HR administrative issues are addressed with the desired efficacy i.e. leave management, enforcing working hours protocol, employment records management, termination of service, death, salary and benefits processing.

11.3 THE LEGAL ENVIRONMENT AND POLICY FRAMEWORK

The HRM procedures have been developed with consultation and in tandem with the relevant national legal and policy frameworks.

11.3.1 THE LEGAL FRAMEWORK

The provisions in a number of national legal instruments are pertinent to the articulation of the legal framework for the REB HRM procedures namely: the constitution of the Republic of Rwanda; the General Statutes for Rwanda Public Service; the Presidential Order n° 44/ 2010 of 07/12/ 2010 establishing the Rwanda Education Board and determining its mission, organization and functioning; the Prime Minister’s Order n° 83/ 3 of 23/08/ 2011 determining the organizational structure and summary of job positions of Rwanda Education Board; Presidential
Order n° 46/ 01 of 29 /07/ 2011 governing modalities for the recruitment, appointment and nomination of Public Servants.

THE CONSTITUTION OF THE REPUBLIC OF RWANDA

The constitution has provisions that highlight a number of areas which have an impact on the HRM in the public service. The Constitution also includes a provision for the establishment of a Public Service Commission. These are provided in the matrix below:

<table>
<thead>
<tr>
<th>Article</th>
<th>HRM relevant provisions in the constitution</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.4</td>
<td>Women must be granted at least thirty per cent of posts in decision making organs.</td>
</tr>
<tr>
<td>11</td>
<td>Discrimination of whatever kind based on ethnic origin, tribe, clan, colour, sex, region, social origin, religion or faith, opinion, economic status, culture, language, social status, physical or mental stability or any other form of discrimination is prohibited and punishable by law.</td>
</tr>
<tr>
<td>37</td>
<td>Every person has the right to free choice of employment. Persons with the same competence and ability have a right to equal pay for equal work without discrimination.</td>
</tr>
<tr>
<td>38</td>
<td>The right to form trade unions for the defence and to promote legitimate professional interests is recognized.</td>
</tr>
<tr>
<td>39</td>
<td>The right of workers to strike is permitted and shall be exercised within the limits provided by the law.</td>
</tr>
<tr>
<td>126</td>
<td>Public servants are recruited, posted and promoted in conformity with the principle of equality of citizens, through an objective, impartial and transparent system on the basis of competence, merit and integrity of both sexes.</td>
</tr>
</tbody>
</table>

GENERAL STATUTES FOR RWANDAN PUBLIC SERVICE

Article 1 of Law n° 22/2002 of 09/07/2002 defines a Government employee as:

a) Any person carrying out a job under the form of a working post within the Rwanda Public Service, and is paid out of funds made for public interest.
b) Rwanda Public Service is made up of all public services established by Government to meet, in terms of provisions or services, expectations of the Rwandan people as felt from their needs and priority problems.

Law n° 44/ 2010 of 07/12/ 2010 establishes the Rwanda Education Board and determines its mission, organization and functioning. The law determines the functioning and organization of REB, specifically outlining the management organs and their responsibilities, the composition of the General Directorate of REB, as well as the statute governing staff of REB and benefits of members of the General Directorate and the staff of REB.

Prime Minister’s Order n° 83/ 3 of 23/08/ 2011 determines the organizational structure and summary of job positions of Rwanda Education Board.

Presidential Order n° 46/ 01 of 29 /07/ 2011 governs modalities for the recruitment, appointment and nomination of Public Servants.
The Presidential Order determines the conditions that have to be met by a person to be considered as a candidate to a recruitment test. It spells out the procedures to be followed for hiring a member of staff, advertising vacant posts, submission of job applications, the content of the required administrative documents, selection criteria, written and oral tests requirements and the publication of the final results.

11.4 POLICY FRAMEWORK

PUBLIC SERVICE POLICY FRAMEWORK
Since 2004, the Government of Rwanda has been implementing a new civil service reform which includes the following provisions:

- Position based management;
- New job classification system;
- Use of tests in the recruitment of staff;
- A performance appraisal system that is based on performance contracts;
- Salary determined based on the responsibilities of the position;
- Salary increases dependant on performance;
- Training based on needs/assessment.

HRM POLICY FRAMEWORK
Staffs working in the Rwanda Education Board are public servants and are covered by the laws governing public servants in Rwanda. The central Government (through MINFOTRA) determines the minimum requirements of staff and organisation structure.

11.5 RULES, GUIDELINES AND PROCEDURES FOR STAFF RECRUITMENT

INTRODUCTION
The overall aim of recruitment is to ensure that the REB has the right number and skills mix of employees to implement its mission. The rules, guidelines and procedures for achieving this aim are elaborate hereunder as follows:

ACTORS INVOLVED IN THE RECRUITMENT PROCESS

*The Rwanda Education Board Recruitment Committee*

Although autonomous in its function, the Recruitment Committee shall follow the recruitment procedures as outlined in this manual, based on existing laws and regulations in Rwanda.

The responsibilities of the Recruitment Committee are:

- Approve the staff selection criteria and shortlist;
- Review the final ranking of candidates;
- Conduct interviews and written tests;
- Be responsible for reference checking.
The first meeting of the Recruitment Committee is headed by a member of the Board. During this meeting the Recruitment Committee elects its Chairperson and Secretary among themselves.

The Recruitment Committee meetings shall be convened and chaired by the Chairperson of the Committee and convened when the recruitment process is to commence, that is when the vacancy has been established.

The Director of HRM provides technical assistance and guidance to the Recruitment Committee so that the recruitment process is in conformity with HRM laws and regulations.

The recruitment Committee can take decision when 2/3 of its members are present. If this cannot be achieved the meeting will be deferred. The next meeting may take decision if only 1/3 of its members are present.

When there is a need for support in the selection of the candidates, the Recruitment Committee may seek assistance from any other competent institution or individual.

According to Presidential Order No 46/01 of 29/07/2011, governing the modalities for the recruitment, appointment and nomination of public servants, all short-listed candidates considered for recruitment may undergo a test organised by a consultant firm, if considered appropriate.

A suitably selected consulting firm may, based on the terms of reference and the selection criteria, determine and conduct tests and interviews.

11.5.1 GENERAL PRINCIPLES AND GUIDELINES ON RECRUITMENT

- The recruitment is to be done through a fair and merit based process in accordance with Rwandan employment laws and regulations including respect for equal opportunities.
- The selection of staff is conducted through a written test and interview as specified in the presidential order guiding the recruitment of public sector staff.
- The interviews shall be held with each individual in accordance with a pre-determined checklist to be elaborated by the Director of HR Unit.
- When assessing the candidates the results on the written exam shall have the weight of 80% and the outcome of the interview 20%. The minimum mark to be considered for the selection is a result of 70%. When none of the applicants meet the requirement, the position will be re-advertised.
- Examinations copies shall be kept for six months. Applicants will be granted a period of fifteen days to from the date of the publication of the result to see the details of the test results.
- The results of the exam shall be sent to the applicants individually.
- References are taken by the Recruitment Committee using a questionnaire prepared in advance. The reference checking may be made in a meeting through calling to the referees or be assigned to the Chairperson of the Committee. Normally the latest employer shall be one of the referees.
THE RECRUITMENT PROCESS

The recruitment process is generally made up by seven processes namely: establishing a vacancy; selection of staff; appointment; induction, probation, extension of probation; and confirmation of staff in his/her position. These are depicted in the process flow map below and elaborated in the process matrix that immediately follows the process map.

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Recruitment process flow map

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PROCESS MATRIX

<table>
<thead>
<tr>
<th>Ref</th>
<th>Process</th>
<th>Ref</th>
<th>Sub process</th>
<th>Process owner</th>
</tr>
</thead>
<tbody>
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<td>1</td>
<td>Establishing a vacancy</td>
<td>1.1</td>
<td>-assessing the need of filling the post</td>
<td>Line Managers &amp; with HRM unit</td>
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<td></td>
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<td>1.2</td>
<td>Job analysis</td>
<td>&quot;</td>
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<td></td>
<td></td>
<td>1.3</td>
<td>Drafting the ToRs</td>
<td>&quot;</td>
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<td>2</td>
<td>Selection of Staff</td>
<td>2.1</td>
<td>Finalizing the ToRs</td>
<td>HRM Unit &amp; Recruitment committee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.2</td>
<td>Advertising the vacancy</td>
<td>&quot;</td>
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<td></td>
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<td>2.3</td>
<td>Submission of application</td>
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<td></td>
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<td></td>
<td>Short listing</td>
<td>&quot;</td>
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<td></td>
<td></td>
<td></td>
<td>Administering Tests, Interviews, and References checking</td>
<td>&quot;</td>
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<tr>
<td>3</td>
<td>Appointment</td>
<td>3.1</td>
<td>Appointment committee decision making</td>
<td>HRM Unit &amp; Board</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.2</td>
<td>Preparing the appointment documents including: letter of appointment and</td>
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<td></td>
<td></td>
<td></td>
<td>discuss contract of employment conditions</td>
<td>&quot;</td>
</tr>
<tr>
<td>4</td>
<td>Induction program at the workplace</td>
<td>4.1</td>
<td>Organisation of induction program and mentoring</td>
<td>Line Managers</td>
</tr>
<tr>
<td>5</td>
<td>Probation period</td>
<td>5.1</td>
<td>The newly recruited staff is subjected to a probation period of six months</td>
<td>Monitored by the Line Manager</td>
</tr>
<tr>
<td>6</td>
<td>Extension of Probation period:</td>
<td>6.1</td>
<td>3 additional months of probation are granted to the none performing staff,</td>
<td>Proposal from Line Manager, Decision</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>this can lead to either the confirmation or dismissal after performance</td>
<td>Manager, Decision Director General</td>
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<td></td>
<td></td>
<td></td>
<td>appraisal</td>
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<tr>
<td>7</td>
<td>Confirmation of staff in his / her position</td>
<td>7.1</td>
<td>Issuing letter of Confirmation to the Performing staff</td>
<td>Proposed by Line Manager and approved by the</td>
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<td></td>
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<td></td>
<td>Director General</td>
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<td></td>
<td></td>
<td>7.2</td>
<td>Career progression and development</td>
<td>&quot;</td>
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</tbody>
</table>
11.6 PROCEDURES

<table>
<thead>
<tr>
<th>S/N</th>
<th>PROCESS ACTIVITY</th>
<th>PROCEDURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Establishing a vacancy</td>
<td>A vacancy is identified due to the (i) resignation or abandonment by an employee, (ii) termination of an employment at the end of the probation period, (iii) death (vi) retirement or (v) decision to create a new position.</td>
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<tr>
<td></td>
<td><strong>PROCEDURES</strong></td>
<td>The establishment of a vacancy shall be done within 15 working days from the day the post is assessed vacant.</td>
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<td></td>
<td>The Director of an Administrative unit or the Head of Department shall announce the vacancy in his /her department and make request for the recruitment. He/she shall indicate his / her administrative unit where the vacancy is, the required staff qualification and the job classification level.</td>
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<td></td>
<td></td>
<td>The HRM Unit receives the request and fills in a form announcing the vacancy of an organic position.</td>
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<td></td>
<td>The HRM Director receives and transmits the form to the Director General.</td>
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<td></td>
<td></td>
<td>The Director General receives and signs the form announcing the vacancy.</td>
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<tr>
<td></td>
<td></td>
<td>HR Management receives the form, makes and files a copy of the form and start the recruitment process.</td>
</tr>
<tr>
<td>2</td>
<td>Selection of staff</td>
<td>HR Management carries out the procedure of selecting applicants by indicating the department where the vacancy is announced, the job requirements (staff profiles and qualification) as well as job classification level. He/she drafts the Terms of Reference and a letter requesting the Recruitment Committee to undertake the recruitment process. He/she encloses the job description form to the letter.</td>
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<td></td>
<td></td>
<td>The Human Resources Director transmits the Terms of Reference to the Recruitment Committee and signs the letter requesting the organization of staff selection.</td>
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<td>The Recruitment Committee organizes the test of selection on the basis of the TOR and draft the selection report proposing the 3 successful candidates.</td>
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<td>The Public Service receives the recruitment report and selects the best candidates among those proposed by the Recruitment Committee. Selection reports together with the minutes on the selection of candidate are enclosed to the draft letter announcing the successful candidates.</td>
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<td></td>
<td>Upon the decision of the Public Service, the HRM officer drafts the appointment letter, attaches the form for personal information and forwards them to the Director General for signature.</td>
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<td></td>
<td>The Director General signs the appointment letter addressed to the selected candidate and proposes to him/her to fill the form of personal information.</td>
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<td></td>
<td>The central Secretariat HRM receives the signed letter, put the stamp and makes three copies, one to be immediately sent to the selected staff, one for the files in the central secretariat and one to be forwarded to the HRM officer for staff’s personal file.</td>
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<td>A complete personal file of the new staff that includes: The personal information form filled and signed by the new staff member, a certified copy of the original diploma, curriculum vitae, two passport photos, and a medical certificate issued by a registered medical doctor, a copy of criminal records.</td>
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<tr>
<td>S/N</td>
<td>PROCESS ACTIVITY</td>
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<tr>
<td></td>
<td><strong>Selection of Temporary staff</strong></td>
<td>The Director of any administrative unit drafts a memo stating the need for an additional human resource by explaining the reason why an additional staff is needed or by providing the reason for the need of rare qualification and the period for which the temporary worker will serve. The HRM checks the memo and fills in the form authorizing the selection and recruitment of a temporary worker who should not work beyond 3 months. The form must clearly set out the salary, the supervisor and duration of the contract. The Internal auditor checks the relevancy of the need for recruiting a temporary worker, the existence of a budget line; then endorses the letter transmitting the form together with the memorandum compiled by administrative unit in need. The Director of Human Resources transmits the form authorizing the recruitment of a temporary worker together with the memorandum drafted by the administrative unit in need to the DG. The Director of Human Resources carries out the selection process by organizing an interview in collaboration with the concerned Director of the Unit. The representatives of the two units agree on the best candidate to be retained. The HRM drafts the work contract indicating the period of work, the net salary, working and payment conditions and specifying the supervisor. It should be noted that the contract is for a fixed term and renewable once. The Director of HRM transmits the form authorizing the recruitment of a temporary worker together with the work contract to the DG for signature. The DG approves the authorization and signs the contract.</td>
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<tr>
<td>3</td>
<td><strong>Staff induction</strong></td>
<td>An induction program shall be organised to support integration of the new staff into the workplace. The Manager for whom the newly recruited staff will work for is responsible for the implementation of the induction at the work place. He/she will also be the mentor for the new employee. The duration of the induction program at the work place shall be at least one month. After the probation period when the staffs is confirmed in his/her position, the manager is also responsible to make arrangements that the new employee has an opportunity to participate in the induction course organised by a course organizer which is capable to provide the required program for the purpose of staff development. The mandatory induction program is applicable only to regular staff. For temporary staff, the Director responsible for the Unit where the person is to work is responsible for an appropriate introduction to the temporary work. &lt;br&gt;&lt;br&gt;<strong>Procedures</strong>&lt;br&gt;The HRM shall prepare an induction session plan for the appointee. The direct supervisor shall receive the induction plan, approve it, brief the appointee on its program and supervise its implementation. The Staff shall be given a copy of the program and the checklist as he/she may use it throughout the rotation. At the end of the rotation, the appointee meets the mentor for debriefing and evaluates the induction program.</td>
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<tr>
<td>S/N</td>
<td>PROCESS ACTIVITY</td>
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<tr>
<td>4</td>
<td>Probation</td>
<td>Each newly recruited staff is subject to a probation period of six months during which period the supervisor assesses the employee’s performance in relation to the requirements of his/her position. After the first month of induction, the supervisor orients the new recruited staff to develop a work plan for next five months. The agreed plan is then translated in a performance contract and signed between the new staff and the supervisor. After five and a half months, a performance assessment is conducted on the basis of the performance contract to end the probation period. The employee prepares her/himself for the discussion by writing a self-assessment. The supervisor finalise the assessment appraisal, discuss the results with the employee and both sign the report. Depending on the level of the performance assessed is satisfactory or not, different procedures may be applied.</td>
</tr>
</tbody>
</table>
| 5   | Granting/not granting tenure to the staff | **Granting tenure to the staff**  
The Human resources Manager receives the staff performance appraisal form together with the staff’s probationary period’s report from the immediate staff supervisor and check results and find out if the performance was satisfactory.  
He/she fills a form for granting tenure to the staff in a given position two (2) weeks before the end of the staff’s probationary period. He/she attaches to the confirmation form the results as well as criteria of the staff performance appraisal and forward the whole to the Director of HR unit.  
The Director of HR Unit receives and transmits the whole grant of tenure’s file to the DG.  
The DG signs the form for granting tenure to the staff in a given position.  
The Human Resources Manager receives and makes a copy of granting tenure’s form, remits the original copy to the staff and files the copy in the staff’s administrative file.  
**Unsuccessful probation**  
In case the probation has not been as successful as expected but still not assessed as unsuccessful, the probation period may be extended for a period not exceeding three months. **Procedures**  
The Manager sends a memo to the HR Director justifying his recommendation, attach the performance assessment form together with a work plan for the period of extension  
The HRM fills up a form for the extension of the staff’s probation period  
The Director of HRM Unit receives and endorses the probation period’s extension form. |
The HRM makes a copy of the probationary period’s extension form, remits the original form to the staff and files the copy in the staff’s personal file.

**Not granting tenure**

In case the employee does not live up to standard, the line Manager notifies the HR Director by sending a memo, attach the performance assessment and recommend dismissal.

**Procedures**

The HR Director prepares a memo to the DG recommending dismissal

The Lawyer is consulted to advice on the decision of not granting tenure to the concerned staff and puts comments and visa on the form

The Director of HRM Unit endorses and transmits the none grant of tenure’s file to the DG

The DG signs the none grant of tenure’s form and submit it to the Senior Management Committee

The Board makes the final decision

Upon the decision of the Board, the HRM draft in three original copies a letter of notification of dismissal, to be signed by the DG

One copy shall be filled in the Central Secretariat, the second given to the concerned staff and the last copy shall be filed in the staff’s administrative file

The HRM will immediately restart the recruitment process for the position

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**Forms attached (annex)**

1. Letter of Appointment on Probation basis, issued by the Director General,
2. Staff’s Open Appointment letter, issued by the Director General
3. Personal Staff’s Particulars Form
4. Job description form
11.7 STAFF PERFORMANCE APPRAISAL AND MANAGEMENT

There are three major elements to the performance management of staff namely: (i) performance contracts, (ii) performance assessment and (iii) staff development needs assessment.

INDIVIDUAL PERFORMANCE CONTRACTS

The performance contract which is to cover one year shall be specific, measurable, achievable and realistic. The performance contract contains the mission, vision of the department/unit as well as its overall objectives and specific objectives of relevance for the staff, the employee’s terms of reference, the key result areas of relevance for the staff, baseline for assignments where it is possible to identify one planned activities, resources required (both financial and others and source of funding). An example of a performance contract is in Annex. Due to changes in priorities which may occur during the year and which may have an impact on the performance contract, shall be in writing and be attached to the performance contract.

PERFORMANCE ASSESSMENT OF STAFF

Performance assessment and management is the responsibility of the direct supervisor. The actual performance assessment and development of work plan for a particular performance period may take various face to face discussions between the manager and the staff.

While performance assessment should be a continuous process it important to recognize two important milestone periods in a year around which the assessment needs to be planned. That is (i) the annual performance assessment and (ii) a mid-term review. During the annual performance assessment the work during the last year is assessed, a staff development needs assessment is undertaken and shall be put in writing. During the mid-term follow up the work progress so far is discussed and the work plan adjusted, if required. However, managers may prefer to monitor on a more frequent basis e.g. quarterly or even monthly. As for the work plan changes may occur on an irregular basis due to changes in policies. It is then important that the changes are agreed upon in writing and added to the original performance contract.

PERFORMANCE INDICATORS

The performance indicators to be used for supervisors will be proposed by her/him and agreed upon together with his Director or the Manager with whom the staff is concluding a contract.

MEASURING PERFORMANCE RESULTS

Results of performance assessment are filled in the performance assessment forms. There are three kinds of performance assessment forms: one for managers (Annex) one for professional staff (Annex) and one for administrative support staff (Annex). When filling in the form, staff will transfer the content in the previous year’s performance contract to the performance assessment form.

Staff shall under the result column indicate whether he/she has achieved the target or not.
Under note the supervisor will rate the accomplishment in a scale from 5-1. The results will be graded as follows:

A scale of 5 to 1 will be applied to measure the performance of the work as follows:

5. Substantially exceeds the requirements (has in an outstanding way contributed to the district development, far beyond requirements exceeding 120%);
4. Exceeds the requirements (have done more than indicated in the work program, and completed it in an excellent way 100%);
3. Meets the requirements (have done all or almost all indicated in the work program, 90 to 100%);
2. Does not fully meet the requirements (has in principle reached the targets but some work has not been completed as expected from above 70 to 90%);
1. Do not meet the requirements (70% of the work plan or below completed).

**SELF-ASSESSMENT**

Each staff has to produce a self-assessment in writing in which he/she emphasizes her/his strengths and achievements and also explains why certain objectives have not been achieved.

The staff also states here changes made in the performance contract during the year.

**PERFORMANCE ASSESSMENT DISCUSSION**

The actual assessment of performance is done in dialogue between the staff and his immediate supervisor. The discussion should be held in mutual respect and trust and be confidential.

**ASSESSMENT OF STAFF DEVELOPMENT NEEDS**

The evaluation form used for performance appraisal specifies the needs for staff development, and individual aspirations and career ambitions shall be discussed during the interview with the supervisor.

Procedures for performance appraisal:

On 1st November of every year, HR Management writes a memo to all unit managers reminding them to appraise staff under their control, using individual appraisal forms to document and assess deliverables for the year and performance indicators.

The immediate supervisor invites the staff for conduct a performance assessment.

The staffs are called up for interview with the supervisor, where he/she explains achieved results, challenges faced in the achievement of the expected results.

The staff evaluated and his/her immediate Supervisor sign the performance appraisal forms not later than 30th November of every year.
The Executive Secretary countersigns the performance appraisal form for Professional staff and administrative support staff.

HR Management receives and makes two copies of each evaluation form, hands one copy to the employee and files another copy in the personal file of each staff.

Not later than 30th December of the year, HR Management prepares a consolidated Annual Performance Appraisal Report which identifies: (1) staff deserving exceptional bonuses (2) staff requiring capacity building for performance improvement (3) non-performing staff who may be dismissed.

PRACTICAL GUIDANCE FOR STAFF PERFORMANCE APPRAISAL

The performance assessment form is to be sent to each staff by the HR unit with the following attachments:

i) Copy of preceding year’s contract;
ii) Any additions or changes agreed upon during the year;
iii) An empty form for the coming year’s contract.

The staff fills in the following: key result areas, work plan, performance indicators as agreed previous year or as adjusted, the performance indicators as agreed previous year and the results as he/she perceive them and submit the performance assessment form to her/his supervisor.

The supervisor prepares himself for the discussion by checking the results, using relevant data.

The supervisor rates staff performance before the performance assessment discussion.

The staff gets the opportunity to see the rating prior to the discussion.

The performance discussion takes place which also includes the final grading of the performance.

The performance assessments of the managerial level are reviewed by the Senior Management Committee and approved by the Director General.

Rewards to High Performing Staff

Any salary increases for staff having performed well will depend on the budget provisions. However, when considering salary increases it shall be made clear that the staff having performed excellent shall be have the highest priority.

Other ways to reward staff may be to mention the names of the ones having an outstanding performance at the big annual staff meeting held around New Year

Low Performance beyond the Control of the Employee

Sometimes it may not be possible for a staff to fulfil her/his work program due to unforeseen events. This may have to do with a natural disaster, the employer having not been to provide the funds or equipment required to successfully perform the job or the person may have been sick for a long time. In the latter cases a staff shall be evaluated based on his performance when...
present at work. A staff who has not been able to do his/her job due to lack of equipment or logistics shall be evaluated only on the parts of the job he/she could actually complete without such equipment/logistics.

Non Satisfactory Performance

There are two levels of not satisfactory performance: those who have completed between 70-90% their work program and those who have been rated below 70%. Both those groups need closer monitoring and the procedures for this will have to be determined by the Director. If a staff who has received a rating of between 71 to 90% does not improve, although different measures are implemented to support him/her to achieve the expected targets, he/she will, after one year, get a warning that if the performance does not increase within the coming half year, and dismissal will be applied. Staff who has received below 70% and does not show any signs of improvement, although support measures are in place, staff will get a warning after half a year and, if at the end of the year there are no clear signs of improvement, the staff may be dismissed.

Record keeping

The filled-in evaluation forms are to be treated as confidential documents. However, for staff development purposes, the decision maker organ or his/her delegate may get access to previous performance evaluations.

11.8 STAFF TRAINING AND DEVELOPMENT

HR planning aims at ensuring that the REB has the right number of people, with the right skills mix, right competencies and right attitudes, in the right positions to achieve its strategic goals and objectives. Both human resources planning and staff development are integral parts of the REB strategic plans and the annual work plan.

11.8.1 ASSESSING HR DEVELOPMENT NEEDS

Individual development needs are assessed during the performance assessment interview. The Manager/Supervisor discusses, in connection with assessing the performance for last year and the work program for next year, the development needs of each individual staff. The basis for short-term development needs is the work program for the coming year and the basis for long-term development needs is the REB’s strategic plan. During the performance assessment, the employee and the manager agree on an individual development plan, which is included in the performance assessment form.

Procedures

From the Performance assessment forms, agreed between the employee and the evaluator during the performance assessment, HR Management compiles the individual development needs and prepares a cost estimate. (See annex for form to be used). The development may be through short-term courses, participation in long-term programs or other development activities.
The compiled draft plan is discussed with the line managers; priorities are made in a scale using 1 for very urgent, 2 for essential and 3 if resources are available.

The plan then forms a part of the planning document of the REB and is decided upon by the Board upon recommendation of the Senior Management Committee.

The approved staff development plan is communicated to the Personnel and HR Management will follow up on its implementation.

The staff development plan is implemented by HR Management whose unit will administer participation in training programs. The HR Unit shall also monitor and evaluate the effects of staff development activities.

11.8.2 STAFF TRAINING

With respect to the annual staff development plan approved by the Director General and to the approved budget, HR Management drafts a ‘To Whom It May Concern’ letter authorising the employee to attend a training course and encloses the training needs assessment, the training schedule and the training budget.

The employee who will attend training for a period exceeding three months is invited to sign a contract committing him/her to work for REB for a stipulated period after the training.

The Director HR receives, checks and forwards the ‘To Whom It May Concern’ letter and the contract to the DG for signature.

The DG signs the letter authorising the employee to attend the training and countersigns the contact.

HR Management receives the letter and the contract signed by the DG, makes a photocopy, files a copy and hands the original copy to the employee proceeding on training.

After having participated in training, the staff must provide HR Management with a report which includes an evaluation of the course attended as well as the appreciation of the extent to on which the results meet the requirements stipulated in the staff development contract.

11.8.3 PRACTICES FOR IMPLEMENTING HR DEVELOPMENT

Study Leave

For Short Term Courses, which are included in the staff development plan, all costs related to the participation in the course are covered by the employer.

For long term studies, such as for obtaining a university degree and not included in the staff development plan, the employee must release the position which will be vacant.

Secondment for Development Purposes
If an employee has been performing excellently, been in her/his current job and would like to try a new position, secondment may be considered, subject to an entity being interested in taking her/him on. Staff may be seconded to another government organisation, private sector or other entity. Secondment for development purposes is financed by the entity to which the staff belongs. Secondment shall not last for more than one year. Upon return the staff is ensured to get her/his position back or an equivalent position in the hierarchy. Secondment is encouraged for well-performing staff as this is a good opportunity to be exposed to other ways of working.

Career Progression

Rwanda has introduced a position based management system. This means that an employee will have to apply for another position, be it at the same level or a higher position, in competition with other staff. When assessing the merits of the candidates, the Recruitment Committees will favourably assess candidates who have a varied background and who have worked in different sectors in the public service.

Recognition

Staffs that have been performing well will be considered for rewards or recognitions at the Annual New Year Party. Decisions on who is to receive these awards are made by the Senior Management Committee of the REB. Recognition can also be given by way of salary increases for excellent performing staff.

11.9 COMPENSATION, BENEFITS, PAYROLL AND STAFF RETIREMENT

The monthly remuneration of a REB employee is calculated since the date of his/her assumption of duties. The component s of the employee’s remuneration includes:

1. Basic salary: This represents at least 70% of the gross salary.
2. Allowances: These refer to the allowances related to the employee’s family status, accommodation, transport, etc. The sum of the basic salary and all monetary allowances is known as “take-home or net salary”
3. Social benefits: The social protection benefits (against illness or for retirement) constitute other remuneration elements that need to be taken into consideration. These are spelled out in the General Statute. Retirement benefits are under the responsibility of RSSB which sets out the guidelines for accessing it.
4. Salary deductions: These include the contributions to the social security funds and are calculated on the basis of the gross salary, fiscal deductions calculated on the totality of the pay, health insurance and a contribution to the Genocide Survivors’ Fund.

Temporary staff working for less than six months gets the gross salary of the official he/she replaces plus 35%. 15% of the total amount is deducted as tax by the employer.

The Human Resources Management Unit prepares a monthly payroll that includes the gross salary and several deductions.

The payroll system can be computerized and the related reports can be printed. These include:
- Payroll
- Bank transfers
- Individual pay slips

The report should also include the following:
- The contributions to the National Social Security Fund;
- The fiscal deductions paid to Rwanda Revenue Authority;
- The deductions paid to the Genocide Survivors Fund;
- The contributions to the health insurance scheme;
- Miscellaneous deductions.

Processing Pay

With consideration of the administrative situation of the employee, HR Management completes the salary posting form (creation, amendment or cancellation). He/she attaches the justification for salary change. Particularly after the appointment of a new staff, HR Management attaches the general table of job classification of civil servants, the copy of the identity card, and the evidence of legally recognised dependant Persons, and drafts a pay processing form.

The budget management officer checks whether the salary processing complies with the existing and approved job positions provided for in the organisational structure of the organisation.

The Director of HRM Unit verifies and signs the salary processing form.

HR Management carries out salary calculations and inserts these in the staff salary database, prints the detailed pay slips and files a copy.

The Director of HR Unit signs the overall payroll and detailed pay slips.

The Director General countermaints the overall payroll and detailed pay slips that will be sent to the banks for payments.

Guidelines for salary processing

The verification of all the documents related to the salary payment is done between the 26th of the last month and the 2nd of the following month and between 19th and 22nd of every month.

The Human Resources Management Unit has to update all the staff financial files on a monthly basis. The calculation of deductions has to be done at the same time with the payroll preparation. The HR management officer is responsible for follow up on all issues related to salary payment (bonuses, claims, advances, etc.).

Any salary claim submitted by a REB employee to the pay department is to be handled not later than one week and the claimant should be informed of the feedback after one week.
11.10 GENERAL HR ADMINISTRATION

11.10.1 STAFF LEAVE ENTITLEMENT

In addition to the salary and allowance that an employee is entitled to, he/she is also entitled to annual leave, sick leave and leaves for special occasions.

Procedures for leave entitlement

General Considerations

After twelve months of active employment, the member of staff has to take a compulsory annual leave of 30 calendar days. The annual leave days are calculated on a basis of 2.5 days per month and can be taken in at most three different occasions per year.

At the beginning of every year, the professional in charge of human resources management, after consultations with all the Directors of the Units and Departments, prepares a leave schedule for all members of staff. This is submitted to the Head of Department for approval with a copy to the Director General. The staffs in charge of human resources management and the Directors of Units have to make sure that the work is done properly when some members of staff are on leave. This can be done either by distributing assignments among other staff or establishing a system for acting when staffs are on leave.

The Human Resources Management Unit prepares a schedule of leave for staff of Departments and Units and the balance of leave days for those who did not exhaust these.

Staffs have to be encouraged to exhaust all their leave days during the concerned year. However, due to official reasons and in exceptional cases accumulating two annual leaves is permissible, in exceptional cases and it cannot exceed sixty days. This exception has to be supported by a previous leave refusal signed by the Head of Department, which has to be kept in the staff file as evidence.

Thus, the unjustifiable excess to the sixty calendar days is cancelled at the beginning of every year. If, for official reasons, a member of staff has not been able to benefit from his/her right to the annual leave during the year and if s/he changes workplace in the meantime, a monetary indemnity is paid to him/her which will be equivalent to the salary that would be paid for the number of days of the leave s/he is entitled to.

The staff’s immediate supervisor receives the annual leave request form submitted by the staff, verifies whether the staff’s leave at that moment will not affect the functioning of the unit’s services, and approves the request.

HR Management receives the request form and checks whether the number of days of leave requested by the staff member does not exhaust the days of leave entitled as per General Statutes for Public Service and, if so, signs the annual leave request form, whose original is remitted to the staff while a copy is filed the staff’s personal file. Since the resumption of work by the staff, files the After Leave Reporting Form signed by the staff.
A leave of three working days is granted to a staff for a redeployment that requires the employee to move from his/her initial residence to another place.

**MARRIAGE LEAVE**

The staff’s immediate supervisor receives a marriage leave request form submitted by the staff and approves the request.

HR Management receives and checks whether the leave days requested are complying with the provisions of the General Statutes for public servants and signs the marriage leave request form whose original is remitted to the staff while a copy is filed in the staff’s personal file. Since the resumption of work by the staff, the HRM files the After Leave Reporting Form signed by the staff.

The leave of marriage is four working days for the employee’s marriage, marriage of his son/daughter or a parent with a direct relationship to the first degree.

**MATERNITY LEAVE**

The immediate supervisor receives a maternity leave request form and approves the request. The HRM receives and checks if the maternity leave request form is complying with the provisions of the General Statutes for public servants and signs the form. The HRM makes a copy of the signed form, remits the original to the concerned staff and files a copy in the staff personal file. Since the resumption of work by the staff, the HRM files the After Leave Reporting Form signed by the staff.

The duration of maternity leave is:

- Twelve consecutive weeks for maternity leave. It is compulsory that at least two weeks are taken before delivery and six weeks at least after delivery.
- Four working days for the delivery of the wife.

**DEATH LEAVE**

The immediate staff’s supervisor receives a death leave request form submitted by the staff and approves the request. HR Management receives and checks if the death leave request form complies with the provisions of the General Statutes for public servants and signs the form. HR Management makes a copy of the signed form, remits the original to the concerned staff and files a copy in the staff personal file. Since the resumption of work by the staff, the HRM files the After Leave reporting Form signed by the staff.

The duration of a death leave:

- Two working days for the death of the husband/wife’s parents death with a direct relationship to the first degree;
- Four working days for death of a parent with direct relationship to the first degree;
• Ten working days for the death of the wife/husband or his/her child.

**LEAVE OF ABSENCE**

The staff’s immediate supervisor receives a leave of absence request form submitted by the staff and verifies whether the staff’s leave at that moment will not hinder the functioning of the unit’s services and approves the request.

HR Management receives and checks whether the absence leave request form complies with the provisions of the General Statutes for public servants and signs the form; HR Management makes a copy of the signed form, remits the original to the concerned staff and files a copy in the staff personal file.

Since the resumption of work by the staff, the HRM receives and files the After Leave Reporting Form signed by the staff.

The duration of leave of absence should not exceed three consecutive working days.

**SICK LEAVE (SHORT PERIOD)**

The staff’s immediate supervisor receives a short period sick leave certificate, signed by a doctor working for a medical institution agreed by the Government, and forwards this to HR Management.

HR Management receives the doctor’s certificate and checks whether the number of days of leave recommended does not exceed the days of leave entitled as per General Statutes for Public Servants and signs request form, whose original is remitted to the staff while a copy is filed the staff’s personal file with the medical certificate.

Since the resumption of work by the staff, the HRM files the After Leave Reporting Form signed by the staff.

**SICK LEAVE (LONG PERIOD)**

The staff’s immediate supervisor receives a long period sick leave request form submitted by the staff and approves the request. HR Management receives the request form and checks whether the number of days of leave requested by the staff member does not exhaust the days of leave entitled as per General Statutes for Public Servants the long period sick leave request form, whose original is remitted to the staff while a copy is filed the staff’s personal file.

Since the resumption of work by the staff, the HRM files the After Leave Reporting Form signed by the staff. Forms related to leave request are provided in annex.
11.10.2 SEPARATION FROM DUTIES

According to the General Statutes for Rwanda Public Service, separation from duties will remove employees from the list of REB employees.

The job separation by a REB employee may occur under the following circumstances:

(i) Job abandonment; (ii) automatic resignation; (iii) voluntary resignation; (iv) early or statutory retirement; (v) dismissal or lay off. (vi and (v) death.

PROCEDURES FOR SEPARATION FROM DUTIES

JOB ABANDONMENT

HR Management receives from any administrative unit a memo signed by the Supervisor informing that staffs have deserted from his/her duties. HR Management checks the document and immediately completes a salary suspension form. HR Management, after noticing that the staff has been absent fifteen consecutive days, and after contacting him/her either physically or by phone, completes a desertion form.

The internal auditor receives the staff desertion form and checks whether the salary of the staff deserter was immediately suspended since the time the staff was declared deserter and whether his/her job position was made vacant within the organisational structure after fifteen days of unjustified absence.

The Director of HR transmits the desertion form to the DG for approval. HR Management receives and files the desertion form in the staff’s administrative file, carries out the pay process and declares the position vacant.

AUTOMATIC RESIGNATION OF A STAFF

HR Management is informed by the staff’s immediate supervisor that a staff should be forced to resign from his duties in conformity to what is provided for in the general statutes for civil servants. HR Management completes an automatic resignation form indicating the cause and date of staff resignation.

The REB Legal advisor checks the validity of the proof of resignation attached to the form and makes sure that the staff’s automatic resignation will not hamper the functioning of the service and signs on the form. The Director of HR transmits the automatic resignation form to the DG for approval. The Director General signs the automatic resignation form.

The HRM receives and makes a copy of the automatic resignation form, remits the original copy to the concerned staff and files a copy in the personal administrative staff’s file, declares the job position vacant and carries out the due pay process.
VOLUNTARY RESIGNATION OF A STAFF

The HRM receives a voluntary resignation letter from a staff and completes a voluntary resignation form, accepting the resignation by indicating the date of releasing of duties which is convenient to the staff and the organisation.

The Lawyer checks the validity of documents annexed to the voluntary resignation form including the letter of voluntary resignation, and puts a signature on the form. The Director of HR transmits the voluntary resignation form to the DG for approval. The DG signs a form accepting the staff’s voluntary resignation.

The HRM receives and makes a copy of the voluntary resignation form, remits the original copy to the concerned staff and files a copy in the personal administrative staff’s file, declares the job position vacant and carries out the due pay process. Feedback on the voluntary resignation must be provided not later than thirty days from the date of the receipt of the letter of resignation.

The REB employee who has submitted his/her resignation shall be required to remain in service until he/she is notified of the acceptance of the resignation. If the competent authority has not taken a decision on the application within the period prescribed above, the resignation shall be considered accepted on the day following the expiry of the said period.

EARLY RETIREMENT

The HRM receives not later than 30th of June for every year application letters for early retirement, and completes a form enabling the staff to retire early and enjoy allowances based on the highest salary earned since he has been in Rwandan public service, and also completes a salary suspension form. He attaches to these documents, the staff birth certificate, the certificate of accomplished services and the salary payment background document since the time when the staffs has been in public service.

The internal auditor checks whether the staff requesting early retirement is aged over 55 years and whether he/she has been affiliated to the social security fund agency for at least 15 years. He also checks whether the following documents are annexed to the early retirement form: (1) birth certificate; (2) certificate of the accomplished services; and (3) staff’s salary payment background, and puts a signature on the form. The Director of HR transmits the form to the Director General for approval.

The Director General signs the early retirement form.

The HRM receives and makes a copy of the signed early retirement form, remits the original copy to the concerned staff and files a copy in the personal administrative staff’s file, declares the job position vacant and carries out the due pay process.
STATUTORY RETIREMENT

HR Management updates the strategic human resource management table of the REB before June 30 of every year and prepares the list of people supposed to retire because of the statutory age limit, during the next year. He/she completes the form of staff retirement and attaches the list of concerned staff with supporting documents required by the labour code.

The Internal Auditor verifies that the social security requirements have been respected and validates the retirement proposal.

The DHR forwards the staff retirement proposal to the DG. The DG signs the staff retirement statement resulting from the age limit.

The HRM makes photocopy of the retirement statement and gives copies to the concerned staff, a copy is filed in the MIFOTRA. He/she then establishes the job vacancy and carries out the due pay process.

EXPULSION/DISMISSAL

The HRM receives from the DG the statement of an employee dismissal decision and drafts a dismissal form.

The Internal Auditor verifies whether the staff’s salary was suspended since the moment the staff misconduct and validates the dismissal form.

The DHR & A forwards the dismissal form to the DG. The DG signs the dismissal form.

The HRM makes a photocopy of the statement, sends the original copy to the employee who acknowledges receipt and files a copy in the staff personal file of the employee, declares the position vacant and carries out the due pay process. Expulsion shall refer to a measure of definitive exclusion of the REB employee from the Public Service as a result of a major offence.

Expulsion shall be pronounced by the Board after the employees being subject to REB’s disciplinary procedures. The dismissal shall take effect from the date of the notification of the decision to the REB employee.

DEATH

The REB administration shall ensure honoured funeral rites of the employee who dies in employment.

The modalities establishing the local government’s contribution are defined by the Prime Minister’s Order no 06/03 of 15/03/2003 on burial funds.
In case of a death of a REB employee in active employment, a death allowance equal to six times the last monthly gross salary shall be paid to the staff’s next of kin or to any other authorized dependents.

ISSUING BURIAL FEES

HR Management is informed about the death of a staff member, and after the approval of the budget management officer, s/he completes the burial fees request form as soon as the death of the staff member occurs and declares the job position vacant. The accountant receives the request form, prepares and signs a cheque for Rwf 200,000 to be issued to the next of kin of the dead staff as burial funds. The DHRA countersigns the cheque for the above stated amount as burial funds. The accountant makes two copies of the cheque and request form, the original cheque is immediately issued to the next of kin, not later than six hours after the request, whereas one copy is filed and another one transmitted to the HRM for filing purpose.

FINAL PAYMENT FOR THE DECEASED STAFF

After issuing the burial funds, HR Management completes up a death allowance request form in the favour of the next of kin or any authorised family member, who shall present a death certificate or a certificate of inheritance. HR Management calculates the death allowance fees corresponding to the sextuple of the gross salary of the dead staff. The lawyer checks the validity of documents presented by the next of kin or successor and puts a signature on the form.

The Director of HR and Administration transmits the death allowance fee request form to the Director General for signature. The Director General signs the death allowance fee request form. The HRM makes a copy of the signed request form, files a copy of the request in the personal staff file which becomes inactive and then uses the original to undertake the pay process.

THE PERSONAL FILE OF THE EMPLOYEE

It is compulsory that an administrative file is opened for every member of staff. It is kept in a locked cabinet and the professional in charge of human resources ensures the high level of confidentiality and security of the employee’s files’ contents.

Every employee has the right to check his/her administrative file without removing it from its location. The Board Committee members and the Directors of Units have the right to check the administrative files of the staff under their supervision, especially at the end of the year for staff evaluation purpose.

The employee’s administrative file should contain the following important elements:

- Information on the employee: identification, copy of the identification card and other documents;
• Job application letter;
• Provisional and final appointment letters;
• Job description;
• Minutes of the evaluation meeting before in the employee’s hiring process;
• Academic certificates;
• Curriculum Vitae;
• Proof of previous employments;
• Various administrative documents requested by the law: birth certificate, marriage certificate, criminal record, birth certificates for his/her children and official authorization in case of adopted children and other dependant persons.
• Medical certificate;
• Evaluation forms;
• Leaves entitlement;
• Request for explanation in case of misconduct, warnings and punishments;
• Summary of paid taxes, National Social Security Fund membership card, insurance and other contributions;
• Certificates of attendance in various training sessions that were authorized by the organisation;
• Any other correspondence between the employee and the employer.

REGISTRATION IN THE STAFF PERSONAL FILE

The HRM receives the request by the employee to record his/her dependent child, and completes the dependent child registration form to which he/she attaches the Birth Certificate or the certificate of Adoption if the child was adopted.

The Lawyer checks the validity of the Birth Certificate or the Certificate of adoption and validates the form.

The Director of Human Resource Management signs the child registration form.

HR Management makes a photocopy of the registration document. The original copy is remitted to the concerned employee and another copy is filed in the employee’s personal file.

REGISTERING A DEPENDANT PERSON OF A STAFF

The HRM receives the request by the employee to record a dependant person and completes the dependant person’s registration form to which s/he attaches the Vulnerability Certificate, issued by a duly authorised person.

The Lawyer checks the validity of the Certificate of vulnerability and puts a signature on the request form.

The Director of Human Resource Management signs the dependant person’s registration form. The HRM makes a photocopy of the registration form. The original copy is remitted to the concerned employee and a copy is filed in the staff’s personal file.
**REGISTERING A SPOUSE**

HR Management receives the request by the employee to record his/her spouse and completes a spouse registration form to which s/he attaches a Wedding Certificate issued by a duly authorised person.

The Lawyer checks the validity of the wedding certificate and puts a signature on the registration form.

The Director of Human Resource Management signs the spouse registration form.

The HRM makes a photocopy of the registration form. The original copy is remitted to the staff and the copy filled in the personal file.

**REMOVAL FROM THE STAFF PERSONAL FILE**

**REMOVING A DEPENDANT CHILD FROM THE STAFF’S FILE**

HR Management completes a form removing a dependent child from the staff’s administrative file after being informed that the child is 18 years old or that the child has died. S/he attaches to the form a birth or death certificate of the dependent child.

The Director of HR Unit signs the form removing the dependent child from the staff’s personal file.

The HRM makes a copy of the form removing the dependent child from the staff’s personal file.

The original copy is remitted to the concerned employee and a copy is filed in the staff’s personal file.

**REMOVING SPOUSE OF AN EMPLOYEE**

HR Management completes a form removing the spouse from the staff’s administrative file and attaches the copy of the statement of divorce issued by a competent authority or a spouse death certificate.

The Director of Human Resource signs the form removing the spouse from the staff’s administrative file.

HR Management makes a photocopy of the spouse removal form, the original copy is given to the concerned employee and a copy is filed in the personal staff’s file.

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### 11.10.2 DISCIPLINARY SYSTEM IN REB

**DISCIPLINARY ACTIONS**

A REB employee, who breaks the rules concerning the responsibilities assigned to him/her, will face consequences, depending on the severity of the mistake.
Assessed breaks of codes of conduct will be transmitted to the employee in writing, with a copy in the personal file of the concerned staff.

In case a disciplinary mistake is assessed as being against the law, the REB administration will limit its intervention to disciplinary procedures, and ensure that the judicial system initiates a criminal investigation.

Prior to deciding on a disciplinary sanction, the REB administration will be guided by and will act consistent with the provisions of the law and the general statutes for Rwandan Public Service.

11.10.3 GUIDELINES FOR MEETINGS

INTRODUCTION

- All key REB meetings, especially those attended by senior government officers, require careful planning, facilitation, and follow-through, using pre-established tools and templates.
- Level of coordination for ad hoc, last minute, or informal meetings will be determined on an as-needed basis and based on time available of REB senior management team members.
- Meeting Requestor is responsible for capturing and maintaining specific requirements of REB meetings, i.e. finalizing meeting material (agenda, pre-read), sending meeting invitations or reminders, distributing material, backup plan if cancelled, etc.
- Meeting Requestor is responsible for rescheduling in case of cancellation. Invitees will be notified if the meeting will be rescheduled.

PURPOSE AND SCOPE

This section provides general guidelines for setting up and running Senior Management and Committee meetings at the REB. REB should use meetings as a key tool for management and decision making. Meetings should make a difference between an organization that takes action and is responsive to key issues affecting staff and its stakeholders and one that simply reacts to events as they unfold. REB should use the opportunity of holding regular meetings to plan, inform, seek ideas, seek clarifications, resolve problems, discuss proposal/ways of working, take decisions, and settle disputes.

TYPES OF MEETINGS

a) Senior Management Meetings: For the Director General, head of departments and division head. Senior meetings shall be chaired by the Director General. Secretariat for Senior management meetings shall be provided by the DG’s Office

b) Departmental/unit staff meetings-For Departments/units of REB. These meetings shall be chaired by head of Departments/units. Secretariat will be provided by departmental administrative assistants.
c) Interdepartmental Meetings: On matters that are cross functional such as when national examinations are to be conducted, interdepartmental meetings shall be held. The meetings shall be chaired by the head of the host department.

d) Project team meetings: REB hosts a number of projects that sometimes are cross-cutting. Project teams shall be appointed by the DG to support the projects established. Meetings shall be held to support project activities. Chairing of meeting shall be by host department of the project in question.

FREQUENCY

Senior Management meeting shall be held once every week. Departmental meetings shall be held once every two weeks while interdepartmental meetings will be held upon invitation by a host department when issues to be discussed arise. Project team meetings will be held in accordance to project programme.

11.10.3.1 PROCEDURE STEPS

PRE-MEETING PREPARATION ACTIVITIES

- Meeting Requestor clarifies REB members’ roles (Minute Recorder, Facilitator(s), etc.) for the meeting.
- Meeting Requestor validates meeting invitee list.
- Meeting Requestor sends meeting invitation. Meeting notices should be sent at least one working day prior to the meeting date.
- When meeting invitation goes out, notification will be posted on the REB Staff Members Area on the REB website.
- Meeting Requestor will send out Go to Meeting information, which must be included when initial meeting notice is sent out.
- If new people are added to the invite list and an update is needed, the updated meeting invitation is only sent to the new attendees.
- Meeting Requestor arranges for meeting logistics.
- At least 30 minutes prior to meeting start time, the Meeting Requestor ensures Boardroom meeting equipment is set up, checks connectivity, and processes any requests for non-attendance.

DURING MEETING ACTIVITIES

a) Meeting Requestor requests a roll call.

b) Meeting Requestor gives meeting etiquette instruction to attendees (cell phones off, silence, hold).
c) Meeting recorder captures attendees list, notes, action items, and next steps.
d) Meeting Requestor tracks time, and ensures that agenda items are covered in a timely manner and meeting objectives are met.
e) Prior to meeting close, Meeting Requestor reviews, highlights, and clarifies agreements and understandings.

POST MEETING ACTIVITIES

1. Meeting Recorder submits meeting notes, action items, and next steps to the Meeting Requestor for review and finalization.
2. Meeting Requestor finalizes and distributes/posts Meeting Notes and related meeting materials to all attendees for approval.
3. Appropriate REB members/co-chairs follow-up on actions and next steps.
4. Meeting Recorder will send out draft Meeting Minutes within one business day so that members and any REB stakeholders can discuss/review/comment on relevant and timely issues.
5. Meeting Recorder will send out the full Meeting Notes within two business days of meeting.
6. Meeting Requestor will report on actions on agreed items at a subsequent meeting, as appropriate to the issue.
CHAPTER TWELVE

ICT RULES, REGULATIONS AND PROCEDURES

12.1 INTRODUCTION

The ICT Unit has developed ICT policies designed to serve as a framework for the elaboration, management and utilization of REB ICT systems. The procedures outlined here and their attendant rules and regulations, should guide REB staff at all levels to acquire, use and develop ICT culture in their daily activities.

The REB-ICT environment includes all computers, servers, monitors, printers, cables, routers, switches, software, data, information systems, internet connectivity, emailing, scanners, modems, mouse, keyboards, laptops, UPSs, data backups, antivirus protection, hardware repairs, internet usage, user log-ons, security permissions, web sites and telephony. Our analysis of the processes and activities across the different sections of the ICT Unit identified the following core processes:

- REB ICT infrastructure project development and management
- ICT support (software and hardware acquisition, use and maintenance)
- Web development, management and maintenance
- ICT security

12.2 PROCESS MAP

A process map depicting the above core processes across the sub units is provided in the process flow map overleaf.
Processes flow map for ICT Unit

Network administration
- Network and systems architecture and infrastructure assessment
- Enterprise security planning
- Designing network management and applications administration

Systems Administration
- Planning, design, documentation, and implementation of various systems
- Organization and inventory of all hardware and software resources
- Emergency on-call support

Web Administration
- Website design
- Digitizing original graphic material for the website
- Uploading new content on websites
- Uploading websites on web server
- Monitor web-server
- Website maintenance

Database & applications administration
- Capacity planning
- Database design
- On-site and remote technical support
- Management and maintenance of enterprise databases
- Configuration and management of security of company servers

Applications security administration
- Administration of critical server infrastructure
- Define application security requirements, guidelines, and testing tools
- Application security training for development
- Application security scanning and penetration testing
- Research on new attacks and defense mechanisms
The procedures to guide the efficient and effective management and utilization of REB ICT systems are provided for the following processes:

- REB ICT infrastructure project development and management
  - ICT project management
  - Change management

- Software and hardware acquisition, use and maintenance
  - Hardware acquisition, use, maintenance, replacement and storage
  - Software acquisition

- ICT support and maintenance
  - Access control and user management
  - Password usage
  - ICT systems support and maintenance

- ICT security
  - Physical and environmental security
  - Security monitoring
  - Back up
  - Anti-virus protection
### 12.3 RULES, REGULATIONS AND PROCEDURES FOR CPMD DEPARTMENT

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<th>FUNCTIONAL PROCESS</th>
<th>POLICY</th>
<th>PROCEDURES</th>
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| REB ICT Infrastructure project development and management | Policy: ICT project management | - The user/beneficiary departments will identify the business need / requirement that need to be fulfilled.  
- Design and define high level solution that provides a solution to the business requirement. This will clearly identify business goals, scope, requirements and deliverables.  
- The Project Initiator shall develop a Project Initiation Document which will be approved by the ICT director together with the Head of the User/Beneficiary department. A Project Manager will be identified and appointed.  
- The Project Manager will develop a project implementation activity schedule, with resource and related costs. This will be approved by the Project Sponsor represented by the ICT director and Head of User department.  
- The Project Manager will ensure the project is implemented according to schedule, budget and desired quality/set of deliverables. Any changes will first be approved through a formal change management procedure.  
- Once all activities have been performed, the Project manager will test for completeness and document  
- The project manager will then handover and close the project. |
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<th>FUNCTIONAL PROCESS</th>
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<tr>
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<td>Policy: Change management</td>
<td>The primary goal of the IT change management organization is to accomplish IT changes in the most efficient manner while minimizing the business impact, costs, and risks. To achieve this, the change management process includes the following primary steps:</td>
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<td>• Formally Request a Change. All requests for change will be documented within REB’s selected technology platform by creating a new change record. The completion of a new request for change will be completed by the ICT Director with input from the Change Requester.</td>
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<td>• Categorize and Prioritize the Change. The ICT Unit Director or other designated IT will assess the urgency and the impact of the change on the infrastructure, end user productivity, and budget.</td>
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<td>• Analyse and Justify the Change. The ICT unit staff works with the change requester and the change initiator to develop specific justification for the change and to identify how the change may impact the infrastructure, business operations, and budget. IT staff use this information to further research and develop an extensive risk and impact analysis. When completing the analysis of the change, the IT staff must ensure they consider the business as well as the technical impacts and risks.</td>
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<td>• Approve and Schedule the Change. The IT staff uses the REB’s selected technology platform to record an efficient process for routing the Request for Change (RFC) to the Change Coordinator, technical approvers, and business approvers and, in the event of a major or significant change, to the Change Advisory Board (CAB) for approval or rejection of the change.</td>
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<td>• Plan and Complete the Implementation of the Change. This process includes developing the technical requirements, reviewing the specific implementation steps and then completing the change in a manner that will minimize impact on the infrastructure and end users.</td>
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<td>• Post-Implementation Review. A post-implementation review is conducted to ensure whether the change has achieved the desired goals. Post-implementation actions include deciding to accept, modify or back-out the change; contacting the end user to validate success; and finalizing the change documentation within REB’s selected technology platform.</td>
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<tr>
<td>Software and hardware acquisition, use and maintenance</td>
<td>Policy: Hardware</td>
<td>Ownership and asset registration</td>
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<td>• All purchased IT equipment must be registered by ICT Unit with logistic unit before first use.</td>
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<td>• The Head of ICT will be responsible to forward to the Finance a list indicating type of IT equipment, the owner of the equipment and depreciation time for that equipment.</td>
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<td>Usage</td>
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<td>• Upon receipt of new IT equipment, user signs Equipment Reception Form.</td>
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<td>• Transfer/borrowing of IT equipment must be ensured by IT Technician and the user will be responsible for data and safety of equipment on return.</td>
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<td>• When the user leaves the employment, he/she must hand over all hardware to the Director of Unit or to the IT Unit.</td>
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<td>Installation</td>
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<td>All installation and configuration of REB IT equipment covered by this policy is the responsibility of ICT unit staff.</td>
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<td>Taking equipment off site</td>
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<td>• Any request to take IT equipment out of the office must be approved by Head of Department and IT Director.</td>
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<td>• All equipment taken out have to be registered and the same on return.</td>
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<td>Personal equipment</td>
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<td>• Personal equipment not allowed to be used on REB network, unless it is requested by the user and approved by ICT Director.</td>
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<td>• The owner of the equipment is responsible to get permission before use.</td>
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<td>Replacement of equipment</td>
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<td>• IT technicians will periodically or according to the status of equipment and based on equipment depreciation time get a list of old, corrupted, or unnecessary equipment in all REB department for storage.</td>
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<td>• ICT Unit together with Finance and Logistic unit will propose the action to be taken regarding the stored equipment which are no longer possible to be repaired or unnecessary or which has passed depreciation time and can cause security risk.</td>
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<td>Maintenance</td>
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<td>• Only the system administrator has the right to add a computer to the corporation domain</td>
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<td>• All hardware problems have to be reported to ICT Unit and registered in ICT complaints database.</td>
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<td>• Supporting REB staff/users is to be performed by IT staff or contracted external company.</td>
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<td>FUNCTIONAL PROCESS</td>
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<tr>
<td></td>
<td>Policy: Software acquisition</td>
<td>The following are procedures for acquisition of software:</td>
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<td></td>
<td>a. User department will present the business use for the new software</td>
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<td>b. Request study or case validation</td>
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<td>c. The request can be accepted and approved by Director of ICT or rejected and sent back to the user for more information.</td>
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<td>d. If approved, ICT team shall see whether REB has the capacity to develop the software. If not, the acquired software will go to tender from external vendors.</td>
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<td>e. If software is developed internally, the software will be tested by the user department and approved by user department and ICT unit.</td>
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<td>f. If the software does not meet user requirement it shall be reverted back to development for further customization or developed</td>
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<td>g. The software shall be licensed and handed over to the user for usage.</td>
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<td>ICT support and maintenance</td>
<td>Policy: Access control and user accountant management</td>
<td>• Conducting background and security checks of users requesting access to REB applications are and remain the sole responsibility of REB ICT Unit.</td>
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<td>• Users must request access to the system through the use of a User Requisition template.</td>
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<td>• User Help Desk (UHD) will approve the user’s access and determine the user’s appropriate level of access or role in accessing the requested application. Where appropriate, UHD will verify with the party responsible for authorizing the user’s access. UHD will provide the user with a user name and a password. The password is set to expire upon initial user log in and must be re-established following the password rules established in the password policy guidelines.</td>
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<td>• Where appropriate, training on the application must be completed prior to being granted access.</td>
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<td>• It remains the sole responsibility of the user’s department to inform UHD when a current user’s access must be revoked, limited or modified because of security issues, transfer of personnel, change in employment role or responsibility, separation or employment, or employment status change (i.e., change of employee function hence access no longer required).</td>
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<td>• All appropriate REB sites will use this procedure for guidance relative to establishing user accounts to REB applications and information systems.</td>
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<td>FUNCTIONAL PROCESS</td>
<td>POLICY</td>
<td>PROCEDURES</td>
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<tr>
<td>--------------------</td>
<td>--------</td>
<td>-------------</td>
</tr>
</tbody>
</table>
| Policy: Password usage and management | • Users should be required to sign an undertaking to keep personal passwords confidential. This signed statement could also be included in the terms and conditions of employment. If users are required to maintain their own passwords, they should be provided with a secure initial password, which they should be required to change immediately at first logon.  
• Procedures should be established to verify the identity of a user prior to providing the user with a new, replacement or temporary password.  
• A secure procedure should be followed when granting users temporary passwords and the use of unprotected (clear text) electronic mail messages should be avoided.  
• Temporary passwords should be unique and should conform to password standards.  
• Users should acknowledge receipt of passwords.  
• Passwords should never be stored on computer systems in an unprotected form.  
• Default vendor passwords should be replaced as soon as the installation of systems or software has been completed | |
| Policy: ICT Systems support and maintenance | • Each request should be recorded using ICT complaints database  
• The maintenance and request form to be filled by the user should have the following information:  
  ✓ Name of User / Department  
  ✓ Type of requested support  
  ✓ Brief description of problem  
• Support request should be processed and record the status  
• External Maintenance or Support: for external support, request will be revised by ICT Team and forward the suggested way forward to the finance for approval  
• The support person will then review the situation, visiting the user if need be. On completion, the following is entered on the request form:  
  ✓ Time/Date started processing the request  
  ✓ Time/Date completed processing the request  
  ✓ Real problem: as the user may have phrased the problem wrongly, the support person will enter the actual cause or issue of support.  
  ✓ Action taken: describes what was done to solve the problem or give support | |
<table>
<thead>
<tr>
<th>FUNCTIONAL PROCESS</th>
<th>POLICY</th>
<th>PROCEDURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT security</td>
<td>Policy: Physical and environmental security</td>
<td>Server room access procedure:</td>
</tr>
</tbody>
</table>

- The employee or visitor’s sponsor submits signed request for access to server room by completing a server room access control form stating the reason, duration and proposed timing of the visit.
- Server room access control form is approved by the Director ICT.
- Director ICT assigns the system administrator or designate employee who is the custodian of the server room to grant access to the server room.
- The system administrator or authorized staff with access rights to the server room escorts the staff or visitor to the server room.
- Both the system administrator, escort and the visitor/escorted persons sign the data server room access log book indicating time, date and reason for entry.
- The system administrator or designate must be present at all times when the visitor is in the server room.
- Once the purpose for the visit has been accomplished, the staff/visitor will sign out of the visitors log book.
- Exit the server room

Access Procedure for Staff members to ICT premises:

- When entering REB ICT premises, all staff members should clearly display their identification cards.
- The staff member places his/her luggage including all metallic items in his/her possession onto the tray/table next to the metal detector and walks through the detector.
- If the employee doesn’t activate the metal detector, his/her luggage is searched to ensure that harmful items aren’t being brought in illegally.
- If the search produces nothing of importance, allow the employee to proceed.
- If a harmful item is found in the employee’s possession(s), the employee is handed over to the security guards for interrogation into the matter.
- If the employee activates the metal detector, he/she is asked to put any other metallic objects on him/her on to the tray/table next to the metal detector and after the removal of such objects, the employee walks through the metal detector a second time.
- If the metal detector is activated again, request the person to submit himself/herself to a physical search.
- If the employee is willing to be searched, a guard passes the hand-held metal detector over the clothes/body of the employee.
- If anything suspect is detected, the staff shows the object to the guard.
- If the staff refuses to show the suspect object to the guard, he/she should be escorted off REB premises.
- If it is a harmful object, the employee is detained by the security guard while the security team is informed.
- The employee is handed over to the security team or ICT director so that disciplinary action can be taken.
- If the search produces nothing of importance, the employee’s luggage is searched to ensure that harmful items aren’t being brought in illegally.
- If the employee refuses to submit to a search, draw his/her attention to the search procedure and security policy and inform him/her that he/she can’t access REB ICT premises unless he/she is checked thoroughly.
- If the employee still refuses to be searched, inform the security team so that the situation can be resolved.
<table>
<thead>
<tr>
<th>FUNCTIONAL PROCESS</th>
<th>POLICY</th>
<th>PROCEDURES</th>
</tr>
</thead>
</table>
|                   | Security monitoring | I. Logging procedure  
Daily basis: The IT Director will liaise with the Heads of Department or system owner to set up the respective system to log the following security events on a daily basis:  
a. All security violations, such as System access denied, Invalid password, Invalid security certificate, Password revoked, and Resource access denied  
b. All accesses to sensitive/significant areas of the systems.  
c. All security commands issued using the security administrative authority.  
d. All accesses to operating system resources, with the exception of the default access. If the resources can be read publicly, record the update or allocation and deletion of access  
e. Successful connections;  
f. Denied connections and rejected attempts  
g. Failed attempts to access files, resources and other object;  
h. Successful attempts to access REB information;  
i. Logon successes and failures;  
j. Error messages and alerts;  
k. Lengthy connection times;  
l. Duplicate user names and concurrent user sign-on;  
m. Account creation and maintenance;  
n. Firewall activity;  
II. The identity of the user, or processes activated by the user, must be maintained for the duration of the session. The following information must be logged for each security-related event that occurs within each application or infrastructure environment:  
i. Event type/description (e.g. unauthorized logon);  
ii. Process or user identifier associated with event;  
iii. Workstation/terminal identifier and network address associated with event;  
iv. Files or objects affected by event  
v. Date and time of event;  
vi. Identifier of platform and application recording the event.  
III. The following changes to users’ access control and rights that may occur within each application or infrastructure environment must be logged:  
i. Creation of a user profile;  
ii. Deletion of a user profile;  
iii. Renaming of a user profile;  
iv. Modification of user profile access rights;  
v. Change to user profile password characteristics.  
IV. The following must be logged as evidence of unauthorized or unusual use:  
i. Successful login and logout;  
ii. Unsuccessful login;  
iii. Failed attempt to access controlled files, directories or other resources;  
v. Unauthorized access controlled files, directories or other resources.  
VI. Changes of user passwords must be logged.  
V. The following changes to the operation or content of the security audit log that may occur...
<table>
<thead>
<tr>
<th>FUNCTIONAL PROCESS</th>
<th>POLICY</th>
<th>PROCEDURES</th>
</tr>
</thead>
</table>
| **Policy: Backup**  | a) The following are guidelines of procedures and responsibilities for ICT staff. These guidelines will include backup strategy that applies to the following:  
* Computerized systems that store REB information  
* Implement backup for each type of computer system in use.  
b) Backups should occur on a daily basis or be based on the significance of the information and its frequency of change. A preferred method of backup is disk-to-disk backup. If this method is not applicable for the system, then tape backup is required.  
c) Back up all necessary data files and programs to recreate the operating environment.  
d) Implement procedures for transferring a recent copy of backup media to a physically and environmentally secure off-site storage location. An inventory and tracking system must be maintained. Ensure that the following are stored at the off-site storage location:  
* Source and object code for REB programs  
* Master files and transaction files necessary to recreate the current master files  
  - System and program documentation  
  - Operating systems, utilities, and other environmental software  
  - Other necessary records  
e) Ensure that documented procedures exist for the recovery and restoration of information from backup media.  
f) Identify I.T. staff responsible for ensuring successful back-ups.  
g) Routinely copy operating software, application software to backup media based on frequencies set by management. This applies to major systems (e.g., local area network (LAN) or wide area network (WAN) servers, client/server database servers, special-purpose computers) in use by departments.  
h) Maintain at least three generations of backup media, i.e. “grandmother, mother, daughter” arrangement for operating and application software.  
i) Define data model to be used for each type of data: i.e. full + incremental, full + differential, (for file servers) or database exports or extracts (for applications).  
j) Back up of the printed documentation and pre-printed forms necessary for recovery. Convert printed documentation and pre-printed forms into electronic format and move them into the DR site.  
k) Test the backup to determine if data files and programs can be recovered. |
| **Policy: Anti-Virus protection**  | Procure antivirus using standard procedures  
Provide specifications from IT Technician  
The company that provided the antivirus together with ICT staff install the anti-virus  
The installation includes updating.  
Thereafter REB ICT Unit staff regularly advises the user on how to continuously update. Any other help is handled following ICT support guidelines described above. |
CHAPTER THIRTEEN

PLANNING AND RESEARCH RULES, REGULATIONS AND PROCEDURES

13.1 INTRODUCTION

The Planning & Research Department of REB is responsible for coordinating intra-REB activities including the budgeting and planning processes, as well as providing policy analysis and research in core areas. The department also deals with measurement and evaluation of REB’s core functions. Currently the department is headed by a Director and has permanent staff in & planning, research and M&E. The functional responsibilities of the three units that make up the administrative structure of the Planning and Research Unit indicate the following core activities:

- Collaborating with Finance & Administration & HRM Units to prepare and elaborate plan & budget
- Carrying out research activities on matters of interest to the Board
- Monitoring and evaluation of the performance of REB plans and budgets.
13.2 PROCEDURES FOR PROCESS ACTIVITIES IN THE PLANNING AND RESEARCH UNIT

<table>
<thead>
<tr>
<th>S/N</th>
<th>PROCESS</th>
<th>RULES, REGULATIONS AND PROCEDURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Preparing and elaboration of plan &amp; budget</td>
<td>Strategic planning, budgeting and MTEF form an integral part of the public financial management cycle. The budgeting process should begin with the planning function coordinated by the planning and research unit. Plans shall be aligned to national priorities, REB action plan and should inform the budgeting process. The overall planning and budgeting calendar can be shown in the table below:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>BUDGET PROCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>Budget execution Budget Reporting</td>
</tr>
<tr>
<td>August</td>
<td>Budget execution Budget Reporting</td>
</tr>
<tr>
<td>September</td>
<td>Budget execution Budget Reporting Budget Planning</td>
</tr>
<tr>
<td>October</td>
<td>Budget execution Budget Reporting Budget Planning</td>
</tr>
<tr>
<td>November</td>
<td>Budget execution Budget Planning</td>
</tr>
<tr>
<td>December</td>
<td>Budget execution Budget Planning Budget formulation</td>
</tr>
<tr>
<td>January</td>
<td>Budget execution Budget formulation</td>
</tr>
<tr>
<td>February</td>
<td>Budget execution Budget formulation</td>
</tr>
<tr>
<td>March</td>
<td>Budget execution Budget formulation</td>
</tr>
<tr>
<td>April</td>
<td>Budget execution</td>
</tr>
<tr>
<td>May</td>
<td>Budget execution</td>
</tr>
<tr>
<td>June</td>
<td>Budget execution</td>
</tr>
</tbody>
</table>

On receipt of expenditure allocation from MINECOFIN, REB will plan its expenditure allocation to its programmes based on the strategic priorities and national MTEF that is communicated in the Budget call Circular (BCC). The programme and sub-programme allocations for the budget year and the following two years will constitute REB’s MTEF. REB will exercise discipline by preparing budget proposal and forecasts within the budget envelope communicated to them by MINECOFIN in the BCC and the national MTEF.

The budget of REB comprises of revenue and expenditures forecasts. It ensures that all money is used for planned proper purposes, its goals are clearly identified and resources are channelled into activities. The annual action plan and budget presented in RWF, are prepared for the period from July 1st of the current year to June 30th of the next year. The preparation of the annual budget shall involve consultation between REB and MINECOFIN based on REB’s strategic priorities, proposal for the budget year and REB’s MTEF and national MTEF.

The budget preparation proceeds from the reflection and collective contribution from all REB staff and led by the DG supported by the Director planning and Research. The Director planning and Research is responsible for overseeing the preparation of the action plan and the budget. REB should plan for, monitor and review its budget in order to ensure the best
use of its financial resources. The steps of the preparation of the budget are as follows:

- Upon receipt of the First Budget Call Circular the DG arranges a meeting with the planning and research unit to draw out a programme for budget preparation.
- The planning and research unit should hold a stakeholders consultative workshop to seek input into the budget process.
- The chairman of the budget committee invites members for the initial budget meeting.
- Upon receipt of the 2nd BCC departmental / units are required to prepare their budgets, work-plans and procurement plans in line with REB priorities as discussed in the stakeholders workshop.
- Consolidation of departmental / unit budgets into the REB master budget by the accountant in charge of budgeting with guidance from the Director planning and research.
- The chairman of the budget committee calls for a budget discussion meeting for approval of the final budget.
- Discussion approval of annual action plan and budget by the senior management.
- Forwarding of the action plan and budget to the REB board of Directors for approval.

**Procedures**

**The First Budget Call Circular**

The budget preparation call circular is triggered by the issuance of the First Budget Call Circular (BCC) by MINECOFIN. The BCC provides information to guide the planning department in the preparation of the budget. The 1st BCC is normally issued in October and it is important that the planning unit should start using it from October. The 1st BCC is not intended to seek budget submissions from REB and other budget agencies but is rather aimed at giving advance information to facilitate timely coordination and effective planning within the organisation to allow formulation of policy based budgets within REB and other agencies at a later stage. The 1st BCC is aimed at inducing discussions on priority activities to be funded through the Government budget for the following financial year.

The planning unit should hold a stakeholders consultative workshop to seek input into the budget process. These inputs should be reflected in a report and should be the basis for submission of the budget requests in response to the 2nd BCC, normally issued in early December.

**The Second Budget Call Circular**

The 2nd Budget Call Circular is issued in early December requiring budget agencies to prepare detailed budget submissions for the following financial year. The 2nd BCC, includes:

- The total indicative resource envelope derived from the macro-fiscal framework consistent with the broad policy objectives. These indicative ceilings are issued at high level at line ministries, provinces and other high level government institutions. This is to allow coordination and prioritization of activities at the high level of Government programmes. The parent institutions (MINEDUC) that have been allocated ceilings is required to immediately undertake consultative process with all affiliated agencies to agree on individual agency ceilings that shall be the basis for the detailed budget estimates to be entered in the budget system (SmartFMS).
- Budget submission formats (Annexes) to be submitted by REB to assist in preparation of the Finance Law include:
  - Externally and internally financed projects,
Internally generated revenues such us charges for replacement of certificate
REB MTEFs,
Strategic Issues Papers (SIPs).

Budget preparation is one of the most important responsibilities of a government institution like REB. The planning unit working closely with Finance and Logistics unit and other stakeholders should ensure that the contents of the guidelines are strictly adhered to and all issues therein are addressed in their draft budget estimates.

Expenditure estimates shall be prepared by REB based on the available resources and the guidelines issued by MINECOFIN. REB shall have a separate budgetary line (vote) in the budget. Expenditure estimates of REB are organized in a programmatic, economic and functional classification.

The draft estimates of Budget Agencies should reach MINECOFIN not later than January 28th, in hard copies and electronically through SmartFMS. The budget is ordinarily voted and approved by Parliament before commencement of the next fiscal year. The budget is integrated by MINECOFIN in the Government budget and it includes analytical summaries of revenues and expenditures including financing of the budget balance if a deficit is projected. The budget is ordinarily voted and approved by Parliament before commencement of the next fiscal year. The summaries should include:

The budget will comprise also of the following details:
- The expected revenues from the Government, Donors and Internally generated resources; and
- REB’s activities and expenditures including expectations in the following budget year, the actual revenues and expenditures on the use of the budget of the previous year, the use of the budget of the current year and its revision.

Planning and research Unit is responsible for overall coordination of research activities. Research activities aim to contribute towards the improvement of organizational activities of REB. It involves functional and process reviews aimed at a renewal and strengthening the organisation’s operations by enhancing its efficiency and effectiveness and enabling REB to deliver services that are more responsive to the need of REB clients and the business for which it was set up. The fundamental process of functional and process reviews involves gathering information about:

a) An identified operational flaw that need attention e.g.: leakage of national examination
b) New policy or strategy that is being proposed
c) Functional and process re-organization

In order to ensure research activities are conducted effectively; the functional and process reviews should address:

i) Organizational issues: the structure, internal systems and processes, human, financial and physical resources of REB including the means by which objectives and strategies are determined and resources allocated, the alignment of REB priorities with aims of government, the alignment of tasks carried out with those objectives and effectiveness and efficiency of work process.

ii) Individual issues-skill and capability issues, motivation morale and attitude to work.

iii) Process and activity issues: identification of flaws in the process and activities carried out by REB. This may be
‘sparked’ of an internal self-assessment of a public outcry. Whatever the case this is an important part of streamlining operations with REB which is crucial in enabling it achieve its mandate.

The research process
REB shall have a research Committee of 5-7 people headed by the director planning with the research officer as secretary to this committee. Other member of this committee shall be appointed by the DG. This committee shall receive and consider all matters submitted to it that warrants further consideration for possible research. Other responsibilities will be, facilitating quality assurance and peer reviews, and fostering publications and dissemination of research results.

Once the committee has approved research on a particular matter, the unit will then undertake the research following standard research process like clarity of TOR that helps to formulate the research problem, development of a research strategy and appropriate methodology, data collection, collating, analysis, interpretation and discussion of findings. Continuous presentation shall be made to the research committee at every critical stage of the research process to ensure quality control.

3 Monitoring and evaluation (M&E) of the performance of REB plans and budgets.

Monitoring and evaluation offers REB with information and insights on programme/plan implementation of budget and action plan which allows it to examine and analyse their effectiveness. Monitoring is the continuous or periodic review and surveillance by the unit of planning the implementation of activities to ensure that all required actions are proceeding according to plan.

Monitoring
Following the approval of the action plan, the planning unit will elaborate its monitoring programme paying particular attention to each department/unit’s outputs, activities, time frame, resources, baseline data, targets and responsible person. This constitutes the planning stage of the monitoring process.

The next phase in the monitoring process will be tracking the implementation of activities as per the action plan and REB Budget. It will involve collecting and analysing information to answer the following questions:
- Are REB targets/activities being addressed within the timeframes set?
- Is the budget being implemented according to the plan? What is causing any divergences?
- Are resources being efficiently and effectively used?
- Is REB doing what it is supposed to do and if not, why not?
- Are the various departments/units of REB meeting their objectives?
- What needs to be adjusted to ensure that tasks and activities are implemented and that outputs are produced

The Planning unit in close collaboration with heads of departments and the finance and logistics unit will report regularly to members of senior management team, highlighting important issues in action plan implementation, constraints and provide advice and guidance. Any delays or difficulties faced during action plan implementation shall be reported so that timely support/corrective measures can be provided.

Evaluation
Evaluation is a process for determining systematically and objectively the relevance, efficiency, effectiveness and impact of activities undertaken by REB and its department in light of their objectives. Steps for planning evaluation are not far different
from those of planning monitoring and shall be done concurrently after approval of action plan. This will involve:

- Defining the purpose and scope of evaluation
- Selection of performance measures
- Development of evaluation action
- Deciding on the information needed on each indicator.
- Identify source of data
- Select the methods for collecting data.
- Select methods to analyse data
- Reporting

Just as in the case of monitoring, periodical reports on evaluation will be submitted to DG and discussed with senior management team and appropriate action taken.
# ANNEX I: EDUCATION QUALITY AND STANDARDS

## LESSON EVALUATION SHEET

<table>
<thead>
<tr>
<th>No</th>
<th>Pedagogic aspects to be evaluated</th>
<th>Inspection scores</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher’s teaching documents (primary or secondary schools) are available, updated and regularly well prepared</td>
<td>A  B  C  D  E</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Learner’s documents are maintained and regularly checked</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The lesson is effectively planned</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The teacher masters the content of the lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Relevance and appropriateness of content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Methods used enable all the learners to learn effectively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Teacher manages learners well and insists on high standards of behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Evaluation of learners’ work is effectively done</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Learners are engaged in the lesson, sustain concentration and make significant progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>The use of the medium of instruction and communication skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>The management of time and instructional material is effective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Overall performance:**
- Excellent (≥47) ☑
- Very good (≥38) ☑
- Good (≥33) ☑
- Satisfactory (≥27) ☐
- Unsatisfactory (<27) ☐

**Conclusion and feedback:**

**Areas for improvement:**

**Teacher’s comments:**

**Inspector’s name and signature**

**Teacher’s name and signature**
1. School identification

<table>
<thead>
<tr>
<th>School name:</th>
<th>Category:</th>
<th>Code:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ownership:</td>
<td>Year of establishment:</td>
<td></td>
</tr>
<tr>
<td>Village:</td>
<td>Cell:</td>
<td>Sector:</td>
</tr>
<tr>
<td>District:</td>
<td>Date of previous school inspection:</td>
<td></td>
</tr>
<tr>
<td>Postal address:</td>
<td>Telephone number:</td>
<td>E-mail address:</td>
</tr>
</tbody>
</table>

2. Type of school:

**a) Nursery**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of classes</th>
<th>Number of pupils</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Year 2</td>
<td></td>
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<td>Year 3</td>
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<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**b) Primary**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Classrooms</th>
<th>Number of streams</th>
<th>Number of pupils</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary 1</td>
<td></td>
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<tr>
<td>Primary 2</td>
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<tr>
<td>Primary 3</td>
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<td>Primary 4</td>
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<td>Primary 5</td>
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<tr>
<td>Total</td>
<td></td>
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</tr>
</tbody>
</table>

**Classes with double shift**

<table>
<thead>
<tr>
<th>Classes with double shift</th>
<th>Class shift</th>
<th>Shift of teachers/Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary 1</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Primary 2</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Primary 3</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Primary 4</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Primary 5</td>
<td>No</td>
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<tr>
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<td>Yes</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ANNEX II: TEACHER DEVELOPMENT AND MANAGEMENT

GIRINKA PROJECT

IFISHI YUZUZWA N’ABARIMU BITEGUYE KUGABIRWA INKA NA REB

I. UMWIRONDORO:
1. Amazina yombi ........................................................................................................
2. Imyakay’amavuko......................................................................................................
3. Irangamimere: ingaragu/ yarashatse
4. Telefone igandanwa ...................................................................................................
5. Umudugudu ............................................................................................................... 
6. Akagali........................................................................................................................
7. umurenge ....................................................................................................................
8. Akarere .........................................................................................................................
9. Intara ........................................................................................................................ 

II. UBUSHOBOZI AFITE
1. Asanzwe yorora inka : yego/oya
2. Afite isambu yo guteramo ubwatsi bw’inka: yego /oya
3. Yubatse ikiraro cyo kwororeramo inka: yego/oya
4. Afite uzamufasha kwita ku nka ye: yego/oya
5. Yemera ko inka ye nibyara azoroza undi mwarimu inyana ya mbere: yego/ oya
6. Yemera ko nafata nabi inka ye azayamburwa igahabwa undi mwarimu: yego/oya

III. IBIREBA UMWUGA WE
1. Urwego rw’impamywa bushobozi afite: ................................................
2. Imyaka amaze mu kazi: ..............................................................................................
3. Ikigo cy’ishuri yigishamo: .........................................................................................
4. Yigisha ku ishuri ribanza/ ryisumbuye
5. Ibikorwa by’indashyikirwa yakoze:
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
6. Ubutumwa bugenewe REB muri iki gikorwa cyo kugabira abarimu:
   ........................................................................................................................................

Telephone igandanwa:
Umukono:
ANNEX III: EXAMINATIONS AND ACCREDITATION

REGISTRATION FORMS

REGISTRATION FORM FOR PRIMARY SCHOOL CANDIDATES, 2013

Instructions:
1. This form must be filled in two original identical copies.
2. Class teacher and parent/guardian are requested to support the candidate in filling this form.
3. The school administration is not permitted to change the candidate’s index number whatsoever.

Name of current school: .................................................................

Full index number of candidate:

Province/City  District  Sector  School  Pupil’s number

1. Surname (Nom): ................................................................. Other names (Prénom): .................................................................
2. Sex (Write F if female or M if male): .................................................................
3. Date of birth (Year): .................................................................
4. Father’s surname (Nom): ................................................................. Other names (Prénom): .................................................................
5. Mother’s surname (Nom): ................................................................. Other names (Prénom): .................................................................
6. Guardian (who are not biological parents): Surname (Nom): ................................................................. Other names (Prénom): .................................................................
7. Special needs (Tick the right box):

<table>
<thead>
<tr>
<th>1. Physical Disabilities</th>
<th>2. Sensory Disabilities</th>
<th>3. Other disabilities or Difficulties</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Wheel chair user</td>
<td>a) Profound hearing difficulties</td>
<td>a) Severe chronic illness</td>
</tr>
<tr>
<td>b) Unilateral difficulties</td>
<td>b) Mild hearing difficulties</td>
<td>b) Moderate chronic illness</td>
</tr>
<tr>
<td>c) Free motor difficulties</td>
<td>c) Profound visual difficulties</td>
<td>c) Mild chronic illness</td>
</tr>
<tr>
<td>d) Other physical disabilities</td>
<td>d) Mild visual difficulties</td>
<td>d) Do you have medical treatment?</td>
</tr>
</tbody>
</table>

8. Three choices of secondary schools (see list of schools available at your school)

<table>
<thead>
<tr>
<th>School code</th>
<th>Name of school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice 1</td>
<td>Choice 1</td>
</tr>
<tr>
<td>Choice 2</td>
<td>Choice 2</td>
</tr>
<tr>
<td>Choice 3</td>
<td>Choice 3</td>
</tr>
</tbody>
</table>

9. Candidate’s name: ................................................................. Signature .................................................................

10. Parent/guardian’s name: ................................................................. Signature .................................................................

11. Class teacher’s name: ................................................................. Signature .................................................................

12. Head teacher’s name: ................................................................. Signature .................................................................

13. Date of registration: …./……/2013

[Stamp]
REGISTRATION FORM FOR ORDINARY LEVEL CANDIDATES, 2013

Instructions:
1. This form must be filled in two original copies with same information.
2. Class teacher and parent/guardian is encouraged to support in filling this form
3. The school administration is not permitted to change the candidate’s index number for whatsoever reason
4. School status: Put PU if Public School, GA if Government Aided school or PR if Private School

Name of current school: ................................................................. School status: ..............

Full index number of candidate:

<table>
<thead>
<tr>
<th>Province /City</th>
<th>District</th>
<th>School</th>
<th>Combination</th>
<th>Candidate’s number</th>
</tr>
</thead>
</table>

1. Surname (Nom) ................................................................. Other names (Prenom) .................................................................
2. Sex (Write F if female or M if male) .................................................................
3. Date of birth (Year): 19
4. Father’s surname (Nom) ................................................................. Other names (Prenom) .................................................................
5. Mother’s surname (Nom) ................................................................. Other names (Prenom) .................................................................
6. Guardian (who are not biological parents): Surname (Nom) ................................................................. Other names (Prenom) .................................................................
7. Parents’ residence: District: ................................................................. Sector: .................................................................
8. Special needs (Tick the right box):

<table>
<thead>
<tr>
<th>1. Physical Disabilities</th>
<th>2. Sensory disabilities</th>
<th>3. Other disabilities or Difficulties</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Wheel chair user</td>
<td>a) Profound hearing</td>
<td>a) Severe chronic illness</td>
</tr>
<tr>
<td>b) Locomotinal difficulties</td>
<td>b) Mild hearing</td>
<td>b) Moderate chronic illness</td>
</tr>
<tr>
<td>c) Fine motor difficulties</td>
<td>c) Profound visual</td>
<td>c) Mild chronic illness</td>
</tr>
<tr>
<td>d) Other physical disabilities</td>
<td>d) Mild visual</td>
<td>d) Do you have medical documents?</td>
</tr>
</tbody>
</table>

9. Choices of secondary schools (see list of schools available at your school)

<table>
<thead>
<tr>
<th>Combination</th>
<th>School code</th>
<th>School name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice 1</td>
<td></td>
<td>Choice 1</td>
</tr>
<tr>
<td>Choice 2</td>
<td></td>
<td>Choice 1</td>
</tr>
</tbody>
</table>

10. Candidate’s name: ................................................................. Signature: .................................................................
12. Head teacher’s name: ................................................................. Signature: .................................................................
13. Date of registration: ...... / ...... / 2013
REGISTRATION FORM FOR ADVANCED LEVEL SCHOOL CANDIDATES, 2013

To be filled by only full-time students. There is a separate form for private candidates.

Instructions:
1. This form must be filled in two original and identical copies.
2. The candidate's class teacher and parent/guardian is encouraged to support in filling this form.
3. The school administration is not permitted to change the candidate's index number whatsoever.
4. School status: Put PU if Public School, GA if Government Aided school or PR if Private School.

Name of school where you are currently studying on full-time basis: ________________________________

School status........ (PU, GA, PR)

Full index number of a candidate:

Province / City District School Combination Candidate

1. Surname (Nom).......................... Other names (Prénom).

2. Sex (Write F if female or M if male)...........

3. Date of birth (Year) 19

4. Father's surname (Nom).......................... Other names (Prénom).

5. Mother's surname (Nom).......................... Other names (Prénom).

6. Guardian (who are not biological parents): Surname (Nom).......................... Other names (Prénom).


8. Previous academic information

<table>
<thead>
<tr>
<th>Class</th>
<th>Year</th>
<th>School Name</th>
<th>District where school is located</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>S3</td>
<td></td>
<td></td>
<td></td>
<td>Attach a copy of national examinations results for S3</td>
</tr>
<tr>
<td>S4</td>
<td></td>
<td></td>
<td></td>
<td>Attach a copy of school report for the year, final term for S4</td>
</tr>
<tr>
<td>S5</td>
<td></td>
<td></td>
<td></td>
<td>Attach a copy of school report for the year, final term for S5</td>
</tr>
</tbody>
</table>

9. Choices of Higher learning institutions *

Choice 1: Institution Code

Choice 2:

Choice 3:

10. Candidate's name: ________________________________

11. Head teacher's name: ________________________________

12. Date of registration: ......./....../2013

*Note: Any wrong statement is punishable.
- Attach a photocopy of national identity card
- Attach copies of national examinations results (S3) and school reports for S4 and S5
- Turn over the page and read the contents before filling the form.

School stamp
INSTRUCTIONS TO CANDIDATES

PRIMARY LEAVING EXAMINATION
a) Every candidate must follow strictly the rules and regulations of the examination.
b) Must be characterized by good behaviour, perseverance and smartness.
c) Must master his/her very index number.
d) Must always carry a blue or black pen and a ruler.
e) Verifying if all questions are there and are arranged numerically.
f) Avoid encroaching on neighbours’ work in the examination room.
g) Write his/her names and index number in the right place on the answer booklet.
h) Follow strictly instructions on question papers, like answering all questions in the given time, choosing some questions, etc.
i) Avoid bad writing, rubbings, etc.
j) Avoiding writing information irrelevant to the subject; any candidate who writes unnecessary information in the answer booklets is penalized.
k) Writing answers in the provided space in the answer booklets.
l) Avoiding cheating in any way.
m) A candidate who finishes before others must wait until the examination is over.
n) Signing after handing in the answer booklet and registration form.

N.B (a):
• The candidate who intentionally writes his/her index number wrongly is penalized for that.
• When a candidate cheats, helps another person cheat or demonstrates any other fraud, he/she is deprived of the right of being a candidate that year i.e. all his/her exams are nullified.

N.B (b):
• The materials a candidate may enter the exam room with include: a mathematical set, a pencil, a pen, a rubber, and a sharpener. If a candidate has any unauthorised material in an examination (whether or not he/she intends to use it), this is considered as malpractice.

ORDINARY AND ADVANCED LEAVING EXAMINATION
a) Every candidate must follow strictly the rules and regulations of the examination.
b) Must be well behaved throughout the examination period. Those residing at the centre should respect the rules of the school. Whoever misbehaves is dealt with according to examination regulations.
c) Carrying hygienic materials like toilet papers.
d) Private candidates provide for themselves as regards meals, accommodation and transport.
e) Carrying authorized examination materials like mathematical sets, calculators.
f) No candidate is allowed to carry a mobile telephone in the examination room.
g) Presenting his/her registration form and other identifications whenever need arises.
h) Sticking to the exam timetable:
   i) Whoever comes late after thirty minutes without any tangible reason is not allowed to sit the exam.
   j) Apart from the items authorised, no other item should be taken into the examination room. If a candidate has any unauthorised material in an examination (whether or not he/she intends to use it), this is considered as malpractice.
k) No candidate is allowed to change the seat given to him/her.
l) Filling all the information asked for on the cover page of the answer booklet. The actual names and numbers are put in the appropriate place only. Whenever they appear elsewhere on the answer booklet, that booklet is disregarded.
m) To adhere to the instructions given on each examination.
n) Answering in the appropriate answer booklets; where rough work has to be done, the candidate uses the other side of the page. After using the back as a rough page, the candidate cancels across the page but does not make it totally illegible.
o) Not to pluck even a single paper from the answer booklet.
p) Filling in the “sitting plan” the full index number and signing after submitting the answer booklet.
qc) To remain seated whenever it is not yet time up. A candidate should not get out of the examination room not until all his/her papers have been checked.
r) Keeping his/her registration form after an exam, and keeping it safely in case it is requested for by the REB authorities.
s) Every candidate must ensure that she/he sit for exam for her/his level and combination

t) To check whether an answer booklet has 16 pages.

u) To sign for any mistakes a candidate makes.

N.B (1): Any candidate who is caught in examination malpractices (cheating, helping another person cheat or demonstrating any other fraud breaking the rules and regulations of examinations) is deprived of the right of being a candidate that year i.e. his/her results in all exams are nullified. The examination malpractices can be recognized during examinations administration, marking exercise or even thereafter.

N.B (2): The materials a candidate may enter the exam room with include: a mathematical set, a pencil, a pen, a rubber, and a sharpener.

N.B (3): REB should receive and address complaints pertaining to examinations results only within a period not exceeding three months (90 days) immediately after the results are released.
CONDUCT OF EXAMINATIONS

Preparing the Examination Rooms /Halls
- A large hall is recommended as an Examination room. In case there is no large hall the classrooms could be used. But such classrooms designated as examination rooms should be locked up after the last examination that day and used specifically for that purpose examinations.
- They must be large enough to accommodate at least 25 candidates in case of primary exams and 30 candidates for secondary exams.
- There should be a chalkboard or some provision where the starting time and the time the examination is expected to end can be written.
- A large wall clock should be provided in the examination room.
- Charts maps etc. should be removed from the walls or covered up.
- Desks of candidates should be arranged in such a way that the invigilators collect the scripts in order of index numbers per any school.
- A desk and a chair should be provided at the front of the examination room for the invigilator.
- Chairs for Invigilators should be provided at strategic points.

Entering the Examination Room /Hall
- The Invigilator should unlock the examination room doors and open the windows and switch on lights (if necessary) at least 20 minutes before the start of the examination.
- Any unauthorised materials (charts on walls, writing on blackboard, pieces of papers on the floor, etc...) should be removed.
- Candidates should be advised to go and ease themselves. Once inside the examination room no candidate should be allowed to go out before the end of the examination. In the event of pressing necessity, a candidate leaving the room can only do so under escort.
- Advise candidates not to enter with any unauthorized documents, pieces of paper they may have hidden with intention of taking them into the examination room. Check each candidate thoroughly for any pieces of paper intended to be smuggled in the examination room. Check mathematical sets, pockets, shoes and the body. Clipboards should not be allowed in the examination room.
- Boys should be checked by male invigilators and girls by female invigilators.
- Each candidate must have an identity card with his/her photograph bearing the official school stamp and must present the registration form in every exam.
- Allow the checked candidate to enter the examination room and take their seats according to their index numbers. No candidate should be allowed to determine in advance where he/she would like to sit.
- Once in the examination room strict silence should be observed.

Starting the Examination
- When all candidates are seated, the Invigilator brings the question papers and the answer booklets.
- The Invigilators and candidates’ representatives should examine the question paper envelope to ascertain that it has not been tampered with.
- N.B. In case the envelope has been tampered with the REB delegate must be notified.
- The Invigilators cuts open the question paper envelope in the presence of candidates. He/she counts the papers enclosed to check whether the total number of question papers agree with the quantity indicated on the envelope and then records the number and signs.
- The Invigilators issue the question papers to the candidates and places them upside down in such a way that the candidates cannot read the questions before the start time.
- The candidates are then instructed to start. If more than one room is used then a bell should be rung to signify the start of the examination. All candidates must start the examination at the same time.
- Invigilators write the time when the examination starts and when it is expected to end on the chalkboard.
- Any candidate who comes after 30 minutes from the start of the examination must not be allowed to sit the examination. Candidates who arrive late but not more than 30 minutes and are allowed to sit must not be given extra time no matter what the reason may be for their lateness.
- The time allowed for each paper includes time for reading the questions.
- Instruction/rubric stated on question papers should not be read to or explained to candidates. Any ambiguity or omission should be relayed to the REB representative for further instructions.

Invigilation when the examination is in progress
For effective invigilation there should be an invigilator for every 30 candidates or at least an invigilator in every room. Where a large hall / room is used there should be an invigilators to every 50 candidates at most.

When a candidate needs an extra answers booklet, the invigilators should first verify that all pages of the answer booklet(s) with the candidate are completely used up before issuing another answer booklet.

No unauthorised person is allowed in the examination room. Teachers, who are not assigned as invigilators, must not enter the examination room.

Except for candidates, all other persons (Teachers invigilators, Heads of schools, REB representatives or any others persons are not allowed to read the question papers when the examination is in progress.

In case of any error made in the question papers no correction should be made unless a corrigendum has been submitted by REB. However the invigilators must write a report on any error detected by candidates.

Students who are not sitting examination should be kept far away from the examination area. The examination area should be out of bounds to non- candidates.

Invigilators must remain inside the examination room watching over the candidates. Invigilators should not stand at the door with their backs to candidates, stand or sit outside the examination room.

Invigilators should concentrate on invigilation and not engage in any other activities, e.g. marking, reading novels and newspapers, or knitting etc. when invigilating.

When the examination is in progress the invigilators should prepare the sitting plan for his / her room for each paper.

The invigilators should complete the attendance register while the examination is in progress. This should be done for each examination paper.

Ending the examination

When it is two minutes to the end of the examination, the candidates should be advised to check that their names and index numbers are written correctly on all their answer booklets.

At the end of the time allocated for examination, candidate should be given the following instruction: “Stop writing, pens down and stand up”.

All writing, including that of names and index numbers, must stop.

The invigilators should go around and collect the scripts in order of index numbers. Unused or spoiled answer booklets should also be collected.

The collected scripts are arranged in ascending order of index numbers from the lowest to the highest number.

Count the number of scripts collected.
## ANNEX IV: FINANCE AND LOGISTICS

### BANK RECONCILIATION TDMLATE

**BANK A/C/ NO. XXX**  
**AS AT 31ST JULY 2013**

<table>
<thead>
<tr>
<th>DETAILS</th>
<th>AMOUNT (RwF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank balance</td>
<td>xxx</td>
</tr>
<tr>
<td><strong>Add:</strong></td>
<td></td>
</tr>
<tr>
<td>Uncredited cash banked – in transit (list the items)</td>
<td>XXX</td>
</tr>
<tr>
<td>Direct standing instructions: e.g. treasury bill repayment</td>
<td>XXX</td>
</tr>
<tr>
<td>Bank charges</td>
<td>XXX</td>
</tr>
<tr>
<td>Correction of posting error</td>
<td>XXX</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td>XXX</td>
</tr>
<tr>
<td><strong>Less:</strong></td>
<td></td>
</tr>
<tr>
<td>Direct deposit at bank</td>
<td>XXX</td>
</tr>
<tr>
<td>Outstanding cheques (list them)</td>
<td>XXX</td>
</tr>
<tr>
<td><strong>Balance as per cashbook</strong></td>
<td>XXX</td>
</tr>
</tbody>
</table>

Prepared by: 
Name: ____________________________  
Accountant 
Sign ....................  
Date: ....../........./........

Reviewed by: 
Name: ----------------------  
DAF 
Sign ......  
Date: ....../........./........

Approved by: 
Name: ----------------------  
DG 
Sign ............  
Date: ....../........./........
BANK PAYMENT AUTHORIZATION VOUCHER TDMLATE

BANK PAYMENT AUTHORIZATION VOUCHER

Payment Voucher No:.................................................................

Bank ....................................................................................................

Cheque n°: ........................................................................... O P n° : ...........................................................

Beneficiary..........................................................................................................................

Being payment for:.............................................................................................................

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

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>CODE</th>
<th>DEBIT</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total

Amount in words...........................................................................................................................

Prepared by: ................................................................. date........................................................................

Accountant

Approved by................................................................. date........................................................................

Finance Director

Director General

Received by: .................................................................................. date....................................................

(Full names) signature date
# REB BANK ACCOUNT REGISTER

<table>
<thead>
<tr>
<th>ID Account</th>
<th>Bank name</th>
<th>Account No.</th>
<th>Date opened</th>
<th>A.c Signatories</th>
<th>Purpose</th>
<th>Balance as at 30 June 2013</th>
<th>Balance as at 30 June 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>3113</td>
<td>BNR-REB</td>
<td>120.34.72</td>
<td></td>
<td></td>
<td></td>
<td>RwF</td>
<td>RwF</td>
</tr>
<tr>
<td>3113</td>
<td>BNR-SFAR</td>
<td>120.29.93</td>
<td></td>
<td>XX</td>
<td></td>
<td>XX</td>
<td>XX</td>
</tr>
<tr>
<td>3113</td>
<td>CGBK-SFAR</td>
<td>130-1053584</td>
<td></td>
<td>XX</td>
<td></td>
<td>XX</td>
<td>XX</td>
</tr>
<tr>
<td>3113</td>
<td>BCR-SFAR</td>
<td>50326-01-93</td>
<td></td>
<td>XX</td>
<td></td>
<td>XX</td>
<td>XX</td>
</tr>
<tr>
<td>3113</td>
<td>FINABANK-SFAR</td>
<td>011-1000459</td>
<td></td>
<td>XX</td>
<td></td>
<td>XX</td>
<td>XX</td>
</tr>
<tr>
<td>3113</td>
<td>BNR-RNEC</td>
<td>120.12.52</td>
<td></td>
<td>XX</td>
<td></td>
<td>XX</td>
<td>XX</td>
</tr>
<tr>
<td>3113</td>
<td>BNR-NCDC</td>
<td>120.11.96</td>
<td></td>
<td>XX</td>
<td></td>
<td>XX</td>
<td>XX</td>
</tr>
<tr>
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<td>120.11.95</td>
<td></td>
<td>XX</td>
<td></td>
<td>XX</td>
<td>XX</td>
</tr>
<tr>
<td>3113</td>
<td>BNR-SFAR</td>
<td>120.28.97</td>
<td></td>
<td>XX</td>
<td></td>
<td>XX</td>
<td>XX</td>
</tr>
<tr>
<td>3113</td>
<td>BK-RNEC</td>
<td>20170777</td>
<td></td>
<td>XX</td>
<td></td>
<td>XX</td>
<td>XX</td>
</tr>
<tr>
<td>3113</td>
<td>BNR-IGE</td>
<td>120.15.06</td>
<td></td>
<td>XX</td>
<td></td>
<td>XX</td>
<td>XX</td>
</tr>
</tbody>
</table>

**Prepared by:**

Name: ________________________
Accountant
Sign: _________________
Date: _______/_______/_______

**Reviewed by:**

Name: ________________________
DAF
Sign: _________________
Date: _______/_______/_______

**Approved by:**

Name: ________________________
DG
Sign: _________________
Date: _______/_______/_______
# PETTY CASH PAYMENT VOUCHER

**Petty Cash /Payment Voucher No:**

**Beneficiary**

**Being payment for:**

<table>
<thead>
<tr>
<th>Expense Description</th>
<th>G/Ledger Code</th>
<th>Debit Amount(RWF)</th>
<th>Credit Amount(RWF)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total**

**Amount in words**

**Prepared by:**

**Cashier**

**Verified by:**

**Finance Officer**

**Authorised by:**

**Project Coordinator**

**Received by:**

(Full names)  

signature  

date

219 | P a g e
PETTY CASH COUNT CERTIFICATE

PETTY CASH COUNT CERTIFICATE AS ON ........../............./.........

<table>
<thead>
<tr>
<th>Denominations</th>
<th>FRW</th>
<th>NUMBER</th>
<th>TOTAL (RwF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank note of 5 000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bank note of 2 000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bank note of 1 000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bank note of 500</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coin of 100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coin of 50</td>
<td></td>
<td></td>
<td></td>
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<tr>
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<td><strong>Total cash available (Physical)</strong></td>
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</table>

Theoretical Balance (in word)........................................................................................................................................

(In figure):
Variance if any:

Give reasons: ........................................................................................................................................

Prepared by : (Title & signature): ............................................... Date: ..../......./.......

Supervised by: ........................................................................ Date: ....../......./.......  

Approved by: ........................................................................ Date: ....../......./.......
# FIXED ASSETS REGISTER

<table>
<thead>
<tr>
<th>NAME &amp; CODE OF ASSET:</th>
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<td>DATE OF PURCHASE:</td>
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<td>INVOICE NO:</td>
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## DEPRECIATION/REPAIRS/INSURANCE SCHEDULE

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<th>DATE</th>
<th>DETAILS</th>
<th>COST/VALUATION</th>
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</tbody>
</table>

Prepared by:

Name: ...........................................................................................................

Accountant

Sign: ...........................................Date: ...........................................

Approved by: .................................................................................. (Director Finance)

Sign: .................................................................................................. Date: ...........................................
STATEMENT OF RESPONSIBILITIES
(REB’S Responsibilities: xxx)

Article 70 of the Organic Law N° 37/2006 of 12/09/2006 on State Finances and Property requires budget agencies to submit annual reports which include all revenues collected or received and all expenditures made during the fiscal year, as well as a statement of all outstanding receipts and payments before the end of the fiscal year.

Article 21 of the Organic Law N° 37/2006 and Article 9 and Article 11 of Ministerial Order N°002/07 of 9 February 2007 further stipulates that the Chief Budget Manager is responsible for maintaining accounts and records of the budget agency, preparing reports on budget execution, managing revenues and expenditures, preparing, maintaining and coordinating the use of financial plans, managing the financial resources for the budget agency effectively, efficiently and transparently, ensuring sound internal control systems in the budget agency and safeguarding the public property held by the budget agency.

The Chief Budget Manager accepts responsibility for the annual financial statements, which have been prepared using the "modified cash basis" of accounting as defined by Article 2 (20) of the Ministerial Order N°002/07 of 9 February 2007 relating to Financial Regulations and using appropriate accounting policies supported by reasonable and prudent judgments and estimates.

These financial statements have been extracted from the accounting records of REB and the information provided is accurate and complete in all material respects. The financial statements also form part of the consolidated financial statements of the Government of Rwanda.

In the opinion of the Chief Budget Manager, the financial statements give a true and fair view of the state of the financial affairs of REB. The Chief Budget Manager further accepts responsibility for the maintenance of accounting records that may be relied upon in the preparation of financial statements, ensuring adequate systems of internal financial control and safeguarding the assets of the budget agency.

Name: _________________________________________________
[Director of finance]
Signature: ______________________                                             Date: _____________

Name: _________________________________________________
[Director General: Chief Budget Manager]
Signature: ______________________                                             Date: _____________
# Structure of the Statement of Revenue and Expenditure

**REB: Statement of Revenue and Expenditure (Figures in RWF)**  
**For the Year Ending June 2013**

<table>
<thead>
<tr>
<th>Actual 2012</th>
<th>NOTES</th>
<th>Actual 2013</th>
<th>Budget 2013</th>
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<td>XXX</td>
<td>Direct payments</td>
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<tr>
<td>XXX</td>
<td>Inter-entity transfers (transfers from other Budget Agencies)</td>
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<td>XXX</td>
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<tr>
<td>XXX</td>
<td>Grants from development partners</td>
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<td>XXX</td>
<td>Other income</td>
<td>XXX</td>
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<td>XXX</td>
<td>Wages and Salaries</td>
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<td>Purchase of goods and services</td>
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<td>XXX</td>
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<td>Transfers abroad</td>
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<td>XXX</td>
<td>Surplus / Deficit (C=A-B)</td>
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## STATEMENT OF FINANCIAL POSITION

**STATEMENT OF FINANCIAL POSITION, AS AT 30TH JUNE, 2013**

THE FIGURES ARE IN RwF

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<td><strong>Cash flows on capital transactions</strong></td>
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<td>Proceeds from disposal of assets/investments</td>
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The notes on pages xxxxxx form an integral part of the financial statements.
Approved by:
### ANNEX 4(b): CLASSIFICATION OF EXPENDITURES

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<td>Arrears on salaries</td>
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### 212 Social Contribution

#### 2121 Actual Social Contribution

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<th>212101</th>
<th>Government Contributions to social security - employees</th>
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<td>Government Contributions to Health Insurance - employees</td>
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<tr>
<td>212103</td>
<td>Government Contributions to Pension/Provident funds - employees</td>
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<tr>
<td>212111</td>
<td>Government Contributions to social security fund – Diplomats</td>
</tr>
<tr>
<td>212112</td>
<td>Government Contributions to health insurance - Diplomats</td>
</tr>
<tr>
<td>212113</td>
<td>Government Contributions to Pension/Prov - Diplomats</td>
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<td>212121</td>
<td>Government Contributions to social security fund – Other</td>
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<tr>
<td>212122</td>
<td>Government Contributions to health insurance - Other</td>
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<td>212123</td>
<td>Government Contributions to Pension/Prov - Other</td>
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<tr>
<td>212124</td>
<td>Government contribution to subsidize cost of purchase of motor vehicle for employees</td>
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#### 2122 Imputed Social Contribution

Reserved for future use

### 22 Use of Goods & Services

#### 221 General expenses

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<td>Stationery &amp; Printing Consumables</td>
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<td>221102</td>
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<td>221103</td>
<td>Cleaning &amp; Maintenance of Premises consumables</td>
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<td>221104</td>
<td>Computer Consumables</td>
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<tr>
<td>22106</td>
<td>Books</td>
</tr>
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<td>22107</td>
<td>Passports, National IDs &amp; Driving Permit</td>
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<td>22110</td>
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**Note:** The table continues with more codes and descriptions, but they are not included in this snippet.
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<td>Bonds and debentures</td>
</tr>
<tr>
<td>235203</td>
<td>Other negotiable instruments</td>
</tr>
<tr>
<td>Page 238</td>
<td>Page 238</td>
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<td><strong>2353</strong></td>
<td>Loans to Public Corporations &amp; Quasi Public Corporation</td>
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<td>Investment in Financial Assets - Foreign</td>
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<td><strong>2361</strong></td>
<td>Currencies and deposits</td>
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<td>236101</td>
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<td>236199</td>
<td>Other deposits</td>
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<td>Securities Other Than Shares - Domestic</td>
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<td>Bills</td>
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<td>Bonds and debentures</td>
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<td><strong>2363</strong></td>
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<td>240101</td>
<td>Interest - Treasury bills</td>
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<td>240102</td>
<td>Interest - Developments Bonds</td>
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<td>Interest - Overdrafts</td>
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<td>Interest - Loans from Local Banks</td>
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<td>Interest - Loans from Public enterprises</td>
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<td>240106</td>
<td>Interest - Other domestic debt</td>
</tr>
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<td><strong>242</strong></td>
<td>Interest on External Debt</td>
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<td><strong>2412</strong></td>
<td>Interest on External Debt</td>
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<tr>
<td>240202</td>
<td>Interest on Administered external Loans</td>
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<td>Interest on Other External Loans</td>
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<td><strong>25</strong></td>
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<tr>
<td><strong>251</strong></td>
<td>Subsidies to Public Corporations</td>
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<tr>
<td><strong>2511</strong></td>
<td>Subsidies to Public Corporations - Non-Financial</td>
</tr>
<tr>
<td>251101</td>
<td>CAMERWA</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
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<td>251106</td>
<td>Prime holdings (Intercontinental &amp; Kivu Sun Hotels)</td>
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<td>251107</td>
<td>RECO and RWASCO</td>
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<td>251108</td>
<td>Rwanda Civil Aviation Authority</td>
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<td>251109</td>
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<td>RwandAir</td>
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<td>251201</td>
<td>Automobile Guarantee Fund</td>
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<td>251202</td>
<td>Bank of Kigali</td>
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<td>251203</td>
<td>Military Medical Insurance Scheme (MMI)</td>
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<td>251204</td>
<td>National Bank of Rwanda (BNR)</td>
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<td>National Medical Insurance Scheme (RAMA)</td>
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<td>251206</td>
<td>National Social Security Fund (CSR)</td>
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<td>251207</td>
<td>Rwanda Housing Finance Bank (BHR)</td>
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<td><strong>252 Subsidies to Private Enterprises</strong></td>
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<td><strong>2521 Subsidies to Private Enterprises - Non Financial</strong></td>
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<td>Rwanda Development Bank (BRD)</td>
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<td>252202</td>
<td>Add list</td>
</tr>
<tr>
<td></td>
<td><strong>26 Grants and Transfers</strong></td>
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<td></td>
<td><strong>261 Grants to - Foreign Governments</strong></td>
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<tr>
<td></td>
<td><strong>2611 Current grants</strong></td>
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<td>261101</td>
<td>General Budget Support</td>
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<td>261103</td>
<td>Institutional support</td>
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<td><strong>2612 Capital grants</strong></td>
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<td>261201</td>
<td>Grant to development projects</td>
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<td></td>
<td><strong>262 Grants to - International Organizations</strong></td>
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<td></td>
<td><strong>2621 Current grants</strong></td>
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<tr>
<td>Code</td>
<td>Description</td>
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<td>262101</td>
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<td>2622</td>
<td><strong>Capital grants</strong></td>
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<tr>
<td>262201</td>
<td>Capital grants</td>
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<td>263</td>
<td><strong>Grants to Local Individuals and Organizations (e.g. Imbuto foundation)</strong></td>
</tr>
<tr>
<td>2631</td>
<td><strong>Current grants</strong></td>
</tr>
<tr>
<td>263101</td>
<td>General Budget Support</td>
</tr>
<tr>
<td>263102</td>
<td>Health Sector Support</td>
</tr>
<tr>
<td>263103</td>
<td>Education Sector Support</td>
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<tr>
<td>263104</td>
<td>Agriculture Sector Support</td>
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<tr>
<td>263105</td>
<td>Energy Sector Support</td>
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<td>263202</td>
<td>Health Sector Support</td>
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<td>Education Sector Support</td>
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<td>Agriculture Sector Support</td>
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<td>Energy Sector Support</td>
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<td><strong>Treasury Transfers</strong></td>
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<td>Treasury Direct Payments</td>
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<td>Treasury Direct Cash Transfers</td>
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<td>264103</td>
<td>Treasury Indirect Cash Transfers</td>
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<td><strong>Capital grants (for development projects only)</strong></td>
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<tr>
<td>264201</td>
<td>Treasury Direct Payments</td>
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<td>Treasury Direct Cash Transfers</td>
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<td>Treasury Indirect Cash Transfers</td>
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<td><strong>Transfers to other government reporting entities – (Inter-entity transfers)</strong></td>
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<td><strong>Current – (transfers for government agencies other than projects)</strong></td>
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<td>Cluster 1: Central government institutions</td>
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<td>Cluster 2: Districts</td>
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<td><strong>Capital – (transfers to projects only)</strong></td>
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<td>Cluster 3: Independent development projects</td>
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<td><strong>Transfers to non-reporting government entities</strong></td>
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<td>Transfers to non-reporting government entities</td>
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<td>Courts – Upper and Lower</td>
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### 27 Social Benefits

#### 271 Social Security Benefits >> (Reserved for future use)

#### 2711 Social Assistance Benefits - In Cash >> (Reserved for future use)

#### 2712 Social Assistance Benefits - In Kind >> (Reserved for future use)

#### 272 Social Assistance Benefits

##### 2721 Social Assistance Benefits - In Cash

<table>
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<tr>
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<tbody>
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<td>Pooling risk for health insurance</td>
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<td>272102</td>
<td>Assistance to Orphans</td>
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<tr>
<td>272103</td>
<td>Assistance to Vulnerable Groups</td>
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<td>272104</td>
<td>Compensation to Deceased</td>
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<td>272105</td>
<td>Care of the Destitute</td>
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<td>272106</td>
<td>Other unclassified social assistance</td>
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##### 2722 Social Assistance Benefits - In Kind

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<td>Assistance to Vulnerable Groups</td>
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<td>Compensation to Deceased</td>
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<td>Care of the Destitute</td>
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#### 273 Employer Social Benefits

##### 2731 Employer Social Benefits in cash

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<td>273102</td>
<td>Education Allowances - Employees</td>
</tr>
<tr>
<td>273103</td>
<td>Deceased and Funeral costs - Employees</td>
</tr>
<tr>
<td>273104</td>
<td>Terminal Benefits - Employees</td>
</tr>
<tr>
<td>273105</td>
<td>Medical Allowances &amp; Costs Abroad - Diplomats</td>
</tr>
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<td>273106</td>
<td>Education Allowances - Diplomats</td>
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<td>273107</td>
<td>Deceased and Funeral costs - Diplomats</td>
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<td>Terminal Benefits - Diplomats</td>
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<td>Medical Allowances &amp; Costs Abroad - Other Employees</td>
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<td>273111</td>
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<td>Employer Social Benefits in kind</td>
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<td>273101</td>
<td>Add as appropriate</td>
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### 28 Other Expenditures

#### 2801 Miscellaneous Other Expenditures

| 280101 | Losses on FCY Transactions |
| 280102 | Disaster Intervention & Relief Costs |
| 280103 | Other Contingencies and Emergencies |
| 280104 | Court Fees, Fines & 3rd Party Compensation |
| 280105 | Decorations and Medals |
| 280106 | VAT refund |
| 280107 | Other tax refund |
| 280108 | Non tax revenue refund |
| 280199 | Other miscellaneous expenses |

### 29 Repayment of Borrowing

#### 291 Repayment of Loan Borrowing - Domestic

| 2911 | Repayment of Domestic Public Debt |
| 291101 | Treasury bills |
| 291102 | Corporate bonds |
| 291103 | Corporate loans |
| 291104 | Treasury bonds |
| 291105 | Loans from Local Banks |
| 291106 | Loans from Public enterprises |

#### 292 Repayment of Loan Borrowing – Foreign

| 2921 | Repayment of Foreign Public Debt |
| 292101 | Foreign Government |
| 292102 | Foreign Institutions |
# REQUISITION OF MATERIAL FROM THE STOCK

<table>
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<tr>
<th>UNIT</th>
<th>PARTICULARS /ARTICLES</th>
<th>QUANTITY REQUESTED</th>
<th>QUANTITY ISSUED</th>
<th>OBSERVATION</th>
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</thead>
<tbody>
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</table>

**Requested by:**
Director of unit/DPT

**Approved by:**
logistics officer

**Issued by:**
Storekeeper

Names &signature
# REQUISITION OF MATERIAL FROM THE STOCK

<table>
<thead>
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<th>No.</th>
<th>UNIT</th>
<th>PARTICULARS</th>
<th>QUANTITY REQUESTED</th>
<th>QUANTITY ISSUED</th>
<th>OBSERVATION</th>
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<tbody>
<tr>
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Requested by:  
Director of Unit / DPT  
Names &signature

Authorized by:  
Logistics officer

Issued by:  
Storekeeper
## FUEL REQUISITION FORM

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<tr>
<th>No</th>
<th>COUPON NUMBER</th>
<th>TOTAL AMOUNT</th>
<th>Quantity REQUESTED</th>
<th>Quantity ISSUED</th>
<th>Location</th>
<th>Uses (plate number)</th>
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</tbody>
</table>

*Requested by:* EQS  
Regional inspector  
Names & signature  

*Verified by:* logistics officer  

*Authorized by:* Director of Finance  

*Received by:*
## VEHICLE USAGE AUTHORISATION FORM

<table>
<thead>
<tr>
<th>Destination</th>
<th>Reason for departure</th>
<th>Time of departure</th>
<th>Time for return</th>
<th>Km at departure</th>
<th>Km at return</th>
<th>Names of driver</th>
<th>Driver’s signature</th>
</tr>
</thead>
</table>

User Department ........................................
Authorized by logistic specialist

User Name & Signature ...................................

Verified by director of unit

signature ....................
ANNEX V: PROCUREMENT

BEST EVALUATED BIDDER NOTICE

(For Procurement Notice Board)

The bidder named below has been evaluated as the best evaluated bidder for the procurement requirement detailed below. It is the intention REB to place a contract with the bidder named after five (delete as applicable) working days from the date for display given below.

<table>
<thead>
<tr>
<th>Procurement Reference number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject of Procurement:</td>
</tr>
<tr>
<td>Method of Procurement:</td>
</tr>
<tr>
<td>Name of Best Evaluated Bidder:</td>
</tr>
<tr>
<td>Total Contract Price:</td>
</tr>
</tbody>
</table>

Date for Display: ______________________
Date for Removal: ______________________

Display of this Notice does not constitute an acceptance of the bid described above or the formation of a contract. Bid acceptance and contract placement shall be in accordance with the Regulations.

Authorised for display on Procurement Notice Board:

Signature ______________________ Name ______________________
Position: ______________________ Date: ______________________
(DD/MM/YY)

To be copied to all bidders who submitted bids, including the best evaluated bidder
| S/No | Subject Of Procurement | Currency | Estimated Cost | Source of Funding | Procurement Method | Contract Type | Pre-Qualification (YES OR NO) | Estimated Duration | Local Pref. (YES/NO) | Invitation And Award Of Bids | Contract Signing Date | Completion Date |
|------|------------------------|----------|----------------|-------------------|-------------------|---------------|-------------------------------|-------------------|-------------------|--------------------------|----------------------|----------------|------|
|      |                        |          |                |                   |                   |               |                               |                   |                   | Bid invitation date | Bid closing/Opening date | Approval evaluation report date | Award notification date |                  |

Prepared by
Name:
Signature:
Designation: Director of Procurement Unit
Date:

Reviewed By
Name:
Signature:
Designation: Head of Finance & Logistics
Date:

Approved By
Name:
Signature:
Designation: Director General
Date:
PROVISIONAL NOTIFICATION OF TENDER RESULTS

Reference is made to our tender ........................................... The evaluation process for this tender has been completed; the results for the tender are as follows.

<table>
<thead>
<tr>
<th>CONSULTANT</th>
<th>SCORE</th>
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<tbody>
<tr>
<td>Consultant A</td>
<td></td>
</tr>
<tr>
<td>Consultant B</td>
<td></td>
</tr>
<tr>
<td>Consultant C</td>
<td></td>
</tr>
<tr>
<td>Consultant D</td>
<td>Eliminated at administration review.</td>
</tr>
</tbody>
</table>

The minimum technical score for this tender was 70%.

This letter serves to inform you of the results and also to regret that your bid did not meet the minimum technical score/ This letter serves to inform you of the results and invite you for financial bid opening scheduled for.............................

You are given days upon receipt of this letter in question you can lodge in your protest against this decision if any.

Yours sincerely,

**Director General**
CONTRACT TEMPLATE FOR CONSULTANCY SERVICES

I. Form of contract
II. General conditions of contract
   A. General provisions
      1. Definitions
      2. Relationship between the parties
      3. Low governing contract
      4. Language
      5. Headings
      6. Communications
      7. Location
      8. Authority of member in charge
      9. Authorized representatives
      10. Corrupt and fraudulent practices
   B. Commencement, Completion, Modification and Termination of Contract
      11. Effectiveness of contract
      12. Termination of contract for failures to become effective
      13. Commencement of services
      14. Expiration of contract
      15. Entire agreement
      16. Modifications or variations
      17. Force majeure
      18. Suspension
      19. Termination
   C. Obligation of the consultant
      20. General
      21. Conflict of interests
      22. Confidentiality
      23. Liability of consultant
      24. Insurance to be taken out by the consultant
      25. Accounting, inspection and auditing
      26. Reporting obligations
      27. Proprietary rights of client in reports and records
      28. Equipment, vehicles and materials
   D. Consultant’s expert and sub-consultants
      29. Description of key experts
      30. Replacement of key experts
      31. Removal of experts or sub-consultants
   E. Obligation of the client

2 Appropriate modification shall be made in the procurement of goods and works
32. Assistance and exemptions
33. Access to project site
34. Change in applicable law related to taxes and duties
35. Services facilities and property of the client
36. Counterpart personnel
37. Payment obligation
F. Payments to the consultant
38. Contract price
39. Taxes and duties
40. Currency of payment
41. Mode of billing and payment
42. Interest and delayed payments
G. Fairness and good faith
43. Good faith
H. Settlement of disputes
44. Amicable settlement
45. Dispute resolution

III. Special conditions of contract

IV. Appendices
   Appendix A - Terms of Reference
   Appendix B - Key Experts
   Appendix C - Breakdown of contract price
   Appendix D - Minutes of contract negotiations.
CONTENTS OF A PROCUREMENT ACTION FILE

To effectively implement contracts and provide an Audit trail, REB will maintain a procurement action file for every contract awarded. The procurement action file will have but not be limited to the following documents:

a) Advertisement;
b) Minutes of Bid Opening;
c) Bidding Documents;
d) Evaluation and Awards;
e) Bid Validity Extensions;
f) Signed Contracts;
g) Contract Amendments and Variation Orders;
h) Actual Contract Payments vs. Contract Award Amount;
i) Securities (for Bid, Performance, Advances, Insurance, Liability, etc.);
j) Contractor’s Claims;
k) Damages and Penalties for Delays;
l) Non-compliance with Functional Guarantees;
m) Contractor’s Claims;
n) Protests from Bidders/Contractors;
o) Copies of any negotiations;
p) Copy of supplier representative contact/business card/sheet;
q) Copies of financial document.
Annex VI: Human Resource Management Forms

Letters of Appointment

Republic of Rwanda

Rwanda Education Board (REB)
P.O.Box 3817 KIGALI, Website: www.reb.rw

Our ref:………………………………………………

Mr, Miss, Mrs …………………………………..
C/O
P.O. Box…………………………
Kigali-Rwanda

RE: LETTER OF APPOINTMENT ON PROBATION BASIS

By virtue of Article N° …….of the Law and on behalf of the REB, I have the pleasure to inform you that you have been appointed as ........................in the Department of .......................... effective from ..................................

Your gross salary will be at the rate of RwF .........................per month. You will also be entitled to other District staff benefits such as RAMA’S Medical Insurance, etc. as per Public Service Staff regulations and conditions of service. A copy the Staff Manual can be obtained from the HR Office.

This appointment on probation basis will cover six months, and on successful completion of this period, issue of an open Letter of Appointment will confirm you. However, the probation period may be extended at the discretion of the Administration and can cover a maximum period of three months.

You are requested to report to the ........for orientation and completion of any other necessary administrative formalities.

Your immediate supervisor will communicate to you your schedule of duties.

Please accept our congratulations and best wishes on your appointment

Mr………………………………………………
Director General
Cc:-
OPEN LETTER OF APPOINTMENT

REPUBLIC OF RWANDA

Rwanda Education Board (REB)
P.O.Box 3817 KIGALI, Website: www.reb.rw
Our ref:………………………………………………

Mr, Mss, Mrs ……………………………..
C/O
P.O. Box…………………………
Kigali-Rwanda

Statutory Reference:
Law N° ………………dated ………………on the Establishment of the
……………………………………………………………………

Dear Sir/ Madam,

RE: Open Letter of Appointment

1. By virtue of Article N° ……of the Law, I write on behalf of the REB to offer you appointment:
   Job Title:………………………………
   Grade:………………………………
   Department:………………………..
   Gross salary per month:…………
   Other benefits:……………………
   Effective date:…………………..

2. Your duties will be prescribed to you by the ……………………………..

3. This appointment is subject to modifications to the REB’s Internal Regulations

4. Please accept our congratulations and best wishes on your appointment

Mr……………………………………….
Director General
Cc:-
# JOB DESCRIPTION FORM

<table>
<thead>
<tr>
<th>Section</th>
<th>Job Title</th>
<th>Code</th>
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</thead>
<tbody>
<tr>
<td>JOB</td>
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<tr>
<td>Date</td>
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<td>Professionnal Field</td>
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<td>Subjacent Professionnal Field (if any)</td>
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<td>Category</td>
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<td>Purpose</td>
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<td>Activity n° 2</td>
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<td>Activity n° 3</td>
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<tr>
<td>Activity n° 4</td>
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<td>Exceptional or Secondary Activity</td>
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<tr>
<td>Required Qualification</td>
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<td>Complementary training</td>
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<td>Professional Experience</td>
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<td>Language</td>
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<td>Responsibility on Equipment(s)</td>
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<td>Responsibility on Finances</td>
<td></td>
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<tr>
<td>Responsibility on Information</td>
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<tr>
<td>Audience and/or Impact</td>
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<tr>
<td>Nature of contacts (internal/external)</td>
<td>Poste</td>
<td>Institution</td>
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<td>Reference Posts</td>
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<td>n° 2</td>
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<td>n° 3</td>
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</tbody>
</table>
# PERSONAL STAFF INFORMATION FORM

**INSTRUCTIONS**
Please answer each question clearly and completely. Read carefully and follow all instructions.

<table>
<thead>
<tr>
<th>1. Family name</th>
<th>First name</th>
<th>Middle name</th>
<th>Middle name, if any</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Date of Birth</td>
<td>Day</td>
<td>Mo</td>
<td>Yr</td>
</tr>
<tr>
<td>3. Place of birth</td>
<td></td>
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<tr>
<td>4. Nationality (ies) at birth</td>
<td></td>
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<tr>
<td>5. Present Nationality (ies)</td>
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<tr>
<td>6. Sex</td>
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<tr>
<td>7. Height</td>
<td></td>
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<tr>
<td>8. Weight</td>
<td>Single [ ]</td>
<td>Married [ ]</td>
<td>Separated [ ]</td>
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<tr>
<td>9. Marital status</td>
<td></td>
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<tr>
<td>10. Permanent Address:</td>
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<tr>
<td>Telephone No</td>
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<tr>
<td>11. Present Address: (if different)</td>
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<tr>
<td>Telephone No</td>
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<tr>
<td>12. Residential Address</td>
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<tr>
<td>Telephone No</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>13. Have you any dependents?</td>
<td>Yes [ ]</td>
<td>No [ ]</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAME</th>
<th>Date of birth</th>
<th>Relationship</th>
<th>NAME</th>
<th>Date of birth</th>
<th>Relationship</th>
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</tbody>
</table>

| 14. Name and address of Next of Kin: |
| Tel: |  |
| Fax: |  |
| E-mail: |  |

| 15. What is your specialisation field of work? |

<p>| 16. KNOWLEDGE OF LANGUAGES. What is your mother tongue? |</p>
<table>
<thead>
<tr>
<th>READ</th>
<th>WRITE</th>
<th>SPEAK</th>
<th>UNDERSTAND</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHER LANGUAGES</td>
<td>Easily</td>
<td>Not Easily</td>
<td>Easily</td>
</tr>
<tr>
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</tr>
</tbody>
</table>

17. For clerical grades only  *Indicate speed in words per minute*

18. EDUCATIONAL.  Give full details - N.B.  Please give exact titles of degrees in original.

A. UNIVERSITY OR EQUIVALENT  Please do not translate or equate to other degrees

<table>
<thead>
<tr>
<th>NAME, PLACE AND COUNTRY</th>
<th>ATTENDED FROM/TO</th>
<th>DEGREES and ACADEMIC DISTINCTIONS OBTAINED</th>
<th>MAIN COURSE OF STUD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mo./Year</td>
<td>Mo./Year</td>
<td></td>
</tr>
</tbody>
</table>

B. SCHOOLS OR OTHER FORMAL TRAINING OR EDUCATION FROM AGE 14 (e.g. High school, technical school or apprenticeship)

<table>
<thead>
<tr>
<th>NAME, PLACE AND COUNTRY</th>
<th>TYPE</th>
<th>ATTEND FROM/TO</th>
<th>CERTIFICATES OR DIPLOMAS OBTAINED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mo./Year</td>
<td>Mo./Year</td>
</tr>
</tbody>
</table>

19. LIST PROFESSIONAL SOCIETIES IN CIVIC, PUBLIC OR INTERNATIONAL AFFAIRS

20. LIST ANY SIGNIFICANT PUBLICATIONS YOU HAVE WRITTEN (Do not attach)
21. **EMPLOYMENT RECORD:** Starting with your present post, list in reverse order every employment you have had. Use a separate block for each post. Include also service in the armed forces and note any period during which you were not gainfully employed. If you need more space, attach additional pages of the same size. Give both gross and net salaries per annum for last or present post.

**A. PRESENT POST (LAST POST, IF NOT PRESENTLY IN EMPLOYMENT)**

<table>
<thead>
<tr>
<th>FROM</th>
<th>TO</th>
<th>SALARIES PER ANNUM</th>
<th>EXACT TITLE OF YOUR POST</th>
</tr>
</thead>
<tbody>
<tr>
<td>MONTH/YEAR</td>
<td>MONTH/YEAR</td>
<td>STARTING</td>
<td>FINAL</td>
</tr>
<tr>
<td>NAME OF EMPLOYER</td>
<td>TYPE OF BUSINESS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADDRESS OF EMPLOYER</td>
<td>NAME OF SUPERVISOR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NO AND KIND OF EMPLOYEES SUPERVISED BY YOU:</td>
<td>REASON FOR LEAVING</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DESCRIPTION OF YOUR DUTIES**

**B. PREVIOUS POSTS (IN REVERSE ORDER)**

<table>
<thead>
<tr>
<th>FROM</th>
<th>TO</th>
<th>SALARIES PER ANNUM</th>
<th>EXACT TITLE OF YOUR POST</th>
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</thead>
<tbody>
<tr>
<td>MONTH/YEAR</td>
<td>MONTH/YEAR</td>
<td>STARTING</td>
<td>FINAL</td>
</tr>
<tr>
<td>NAME OF EMPLOYER</td>
<td>TYPE OF BUSINESS</td>
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<tr>
<td>ADDRESS OF EMPLOYER</td>
<td>NAME OF SUPERVISOR</td>
<td></td>
<td></td>
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<tr>
<td>NO AND KIND OF EMPLOYEES SUPERVISED BY YOU</td>
<td>REASON FOR LEAVING</td>
<td></td>
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</tbody>
</table>

**DESCRIPTION OF YOUR DUTIES**

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<thead>
<tr>
<th>FROM MONTH/YEAR</th>
<th>TO MONTH/YEAR</th>
<th>SALARIES PER ANNUN</th>
<th>EXACT TITLE OF YOUR POST</th>
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**DESCRIPTION OF YOUR DUTIES**

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<th>FROM</th>
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<th>SALARIES PER ANNUN</th>
<th>EXACT TITLE OF YOUR POST</th>
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**NAME OF EMPLOYER**

**ADDRESS OF EMPLOYER**

**TYPE OF BUSINESS**

**NAME OF SUPERVISOR**

**REASON FOR LEAVING:**

**DESCRIPTION OF YOUR DUTIES**

**22. HAVE YOU ANY OBJECTIONS TO OUR MAKING INQUIRIES OF YOUR PRESENT EMPLOYER?**  YES [ ]  NO [ ]

**23. REFERENCES:** List three persons, not related to you, who are familiar with your character and qualifications.

Do not repeat names of supervisors listed under item 21.

<table>
<thead>
<tr>
<th>FULL NAME</th>
<th>FULL ADDRESS</th>
<th>BUSINESS OR OCCUPATION</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

**24. STATE ANY OTHER RELEVANT FACTS. INCLUDE INFORMATION REGARDING ANY RESIDENCE OUTSIDE THE COUNTRY OF YOUR NATIONALITY.**
<table>
<thead>
<tr>
<th><strong>25.</strong> HAVE YOU EVER BEEN ARRESTED, INDICTED, OR SUMMONED INTO COURT AS A DEFENDANT IN A CRIMINAL PROCEEDING, OR CONVICTED, FINED OR IMPRISONED FOR THE VIOLATION OF ANY LAW (excluding minor traffic violations)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES [ ] NO [ ]</td>
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<tr>
<td>If “yes”, give full particulars of each case in an attached statement.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th><strong>26.</strong> I certify that the statements made by me in answer to the foregoing questions are true, complete and correct to the best of my Knowledge and belief. I understand that any misrepresentation or omission made on Personal History form or other document requested by the REB renders a staff member liable to termination or dismissal.</th>
</tr>
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<tbody>
<tr>
<td>Date: __________________________ Signature: ______________________________</td>
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</table>

**N.B.** You will be requested to supply documentary evidence, which supports the statements you have made above. Do not, however, send any documentary evidence until you have been asked to do so by the REB and, in any event, do not submit the original texts of references or testimonials unless they have been obtained for the sole use of the REB.
PERFORMANCE CONTRACT FORM

Department/Unit: 

Name of the Employee: ____________________________ Date of Birth: ____________________________

Employment Title: ____________________________ Date of Appointment: ____________________________

Qualifications: __________________________________________

Background

Department/Unit mission: __________________________________________

Vision: __________________________________________

Overall objective: __________________________________________

Specific objectives:
- Specific objective 1: __________________________________________
- Specific objective 2: __________________________________________
- Specific objective 3: __________________________________________
- etc.

Results

<table>
<thead>
<tr>
<th>Individual Job Description</th>
<th>Key Results Area (*)</th>
<th>Baseline (**)</th>
<th>Staff Activities Plan</th>
<th>Expected Date of Completion</th>
<th>Performance Indicators</th>
<th>Resources Required</th>
<th>Source of Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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</tbody>
</table>

(*): Key results area are derived from the Department/Unit’s key results areas in relation to the staff’s area of responsibilities.

:** Changes in the agreed performance contract shall be in writing and signed by the two parties entering this contract.

(**): For jobs where it is possible.
Agreement

I, XYZ (Names)................................................................................. (Title) ........................................... by the signature of this performance contract with ............................................ (name and title of the person allowed signing that kind of contract), commit myself to achieve the results defined above, by............date/month/year).

I will do my best to deliver the highest quality of services, with loyalty and the most efficient use of resources.

Done at.................... : day.... /.... month/....... year

Signature by the Employee

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

Signature by the Supervisor

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

…………………………………………………………………….

Signed by the Director General

...........................................................................................................
**PERFORMANCE ASSESSMENT FORM FOR MANAGERS**

Department ............................................ Name of the employee---------------------------------- Date of birth..............................................
Employment title.................................................. Date of appointment ...........................

Assessment of Results

<table>
<thead>
<tr>
<th>Key Results Areas</th>
<th>Activities/ Plan</th>
<th>Date of Completion</th>
<th>Performance Indicators</th>
<th>Results</th>
<th>Level of Accomplishment*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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</tbody>
</table>

Total:

Written comments by the manager about achieved results (indicate here what are organisations’ strengths and weaknesses, what has been successfully achieved and reasons for not having achieved certain targets).

Assessment of Behaviour

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>Level of Accomplishment *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership:</td>
<td></td>
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<tr>
<td>Planning:</td>
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<tr>
<td>Development of staff:</td>
<td></td>
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<tr>
<td>Innovation:</td>
<td></td>
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<tr>
<td>Decision making:</td>
<td></td>
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<tr>
<td>Organisation and use of resources:</td>
<td></td>
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<tr>
<td>Monitoring and evaluation:</td>
<td></td>
</tr>
<tr>
<td>Promote the image of the organisation:</td>
<td></td>
</tr>
<tr>
<td>Building partnership:</td>
<td></td>
</tr>
<tr>
<td>Assessment criteria</td>
<td>Level of Accomplishment *</td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>stakeholders</td>
<td></td>
</tr>
<tr>
<td><strong>Creation of good working environment</strong>: ability to create motivation among staff, delegate tasks and responsibilities, promote teamwork</td>
<td></td>
</tr>
<tr>
<td><strong>Communication</strong>: ability to communicate vision and plans with staff, listen to and positively consider ideas from staff and other stakeholders</td>
<td></td>
</tr>
</tbody>
</table>

* For the assessment of the level of accomplishment for both results and behaviour, the following scale will be used: Substantially exceeds the requirements: 5; Exceed the requirements: 4; Meet the requirements: 3; Do not fully meet the requirements: 2; Do not meet requirements: 1

**Final rating:**

- Substantially exceeds the requirements: 
- Exceed the requirements: 
- Meet the requirements: 
- Do not fully meet the requirements: 
- Do not meet requirements: 

**Staff development needs (indicate both short-term and long-term development needs as well as career ambitions).**

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

The discussion took place on: day...../.... month/.........year

**Evaluators’ comments if any**

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

**Comments of the Manager on the rating**

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

**Signature of the Evaluator**

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

**Signature of the Manager evaluated**

...........................................................................................................................
LEAVE REQUEST FORM

REPUBLIC OF RWANDA

Rwanda Education Board (REB)
P.O. BOX 3817 KIGALI, Website: www.reb.rw

LEAVE REQUEST FORM: ADMINISTRATION STAFF

Name and Surname of applicant: .................................................................
Department/ Administrative Unit: ............................................................
Number of Calendar Days requested for: ....................................................
From (date) ..........................................................to (date) ..............................
Destination .................................................................................................
Purpose of leave ........................................................................................
Contact address while on leave (please include Tel/ Fax/ E-mail contacts): ..............
..............................................................................................................
Who will be responsible for your duties during your leave? .................................
The staff member you have designated above must sign as an acceptance of taking responsibility for your duties:
Signature ..........................................................Date ............................
Signature of applicant ..........................................................Date .................

FOR OFFICIAL USE ONLY

1. Human Resource Management officer
Balance of leave days to date ..................Leave days requested ......................
Balance after above leave .................................................................

Approved  [ ]  2. Not approved  [ ]

2. Staff's Line Manager OR Immediate Staff Supervisor ..................Date ...............

Approved  [ ]  2. Not approved  [ ]

3. Director/ Human Resources  ..................Date ........................

4. Important Note: Please return approved copy for records and issuing of approval letter.
Nobody should proceed on leave without an approval letter signed by the Director General

5. Please fill this form at least 2 days before you start your leave
APPROVAL OF LEAVE

REPUBLIC OF RWANDA

Rwanda Education Board (REB)
P.O. BOX 3817 KIGALI, Website: www.reb.rw

Date: ......................................

To: ...........................................

From: Director General

Please be informed that the Management of REB has approved your leave which will start on ..............................................................to ..............................................................

You are requested to report back to your duties on ......................................................

Signature and Seal
AFTER LEAVE REPORTING FORM

REPUBLIC OF RWANDA

Rwanda Education Board (REB)
P.O.BOX 3817 KIGALI, Website: www.reb.rw

Name and Surname of Staff: .................................................................

Department t/ Administrative Unit (Entity): ...........................................

Date leave started: 
Date leave ended:
Date reported back to duty:
Number of days:
Reason for delay on leave (if this is for sick reason for instance, please explain and supply evidence): .................................................................

Signature of the Staff: ............................................................................

Comments of supervisor: ........................................................................
..............................................................................................................
..............................................................................................................

Signature of supervisor: ........................................................................

Comments of the Human Resources Management Officer:
..................................................................................................................
..................................................................................................................
..................................................................................................................

Signature of the Human Resources Management Officer
..............................................................................................................
<table>
<thead>
<tr>
<th>Employee name</th>
<th>Remaining days</th>
<th>Total</th>
<th>Period 1 Number of days</th>
<th>Period 2 Number of days</th>
<th>Period 3 Number of days</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
### FIVE YEARS HRM PLANNING FORM

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Required competencies</th>
<th>Location (Administrative Unit or Entity)</th>
<th>Number of posts</th>
<th>HR Gap Analysis</th>
<th>Anticipated Retirements Next five years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples for illustration:</td>
<td></td>
<td>Demand as per org. structure</td>
<td>Supply Filled positions</td>
<td>Shortage/ Surplus</td>
<td>2013  2014  2015  2016  2017</td>
</tr>
<tr>
<td>1. Administrative Assistants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Network Administrators</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. HR officers</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4. Accountants</td>
<td></td>
<td></td>
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<tr>
<td>5. Internal auditors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. M&amp;E specialists</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Etc.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
FORM FOR ANNUAL STAFF DEVELOPMENT PLAN

Department: ...........................................
Unit: .....................................................

<table>
<thead>
<tr>
<th>NAMES</th>
<th>POSITION</th>
<th>DEGREE</th>
<th>STAFF DEVELOPMENT ACTIVITY*</th>
<th>TRAINING PROVIDER</th>
<th>DURATION</th>
<th>DATES</th>
<th>COST</th>
<th>PRIORITY*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

* Prioritize the needs in a scale of 1-3

1 = Very urgent
2 = Essential
3 = If resources are available
ANNEX VII: HIGHER EDUCATION STUDENTS LOAN

INYANDIKO YO GUSABA INGUZANYO YA BURUSE

Republic of Rwanda

Rwanda Education Board

INYANDIKO YO GUSABA INGUZANYO YA BURUSE: LL-5

Umwaka w’amashuri wa 2012/13

Garagaza umwaka w’amashuri ugezemo muri 2012/13

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
</table>

Ishuri rikuru wemerewe kwigamo/wigamo

Amabwiriza ya ngombwa mu kuzuza iyi nyandiko:


2. Iyi nyandiko niyo izashingirwaho mu kwemeza abakwiye guhabwa inguzanyo ya buruse.

3. Umunyeshuri wese wifuza gusaba inguzanyo ya buruse ya Leta y’u Rwanda itangwa na REB kugirango ashobore kwiga amashuri makuru mu Rwanda agomba kuzuza iyi nyandiko. NB: Kuri buri rupapuro (hasi) huzuzwaho amazina, numero y’indangamuntu, na numero y’ishuri (registration number).


5. Umunyeshuri usanzwe yiga mu ishuri rikuru/Kaminuza akaba yari kurutonde rwabahuhure barihirwa na Leta (ariko akaba kugeza Kamena 2012 ataragaragaye kurutonde rwabahabwa inguzanyo yo kubatunga), asabwe kuzuza iyi nyandiko.

6. Umunyeshuri cyangwa umuntu uwo arirwe wese wuzuza igice icyo aricyo cyose cy’iyo nyandiko akabeshya nkana, byaba mu magambo cyangwa se mu nyandiko biyanye n’ubusabe bw’inguzanyo, aba akoze icyaha gihanwa n’amategeko.

7. Umunyeshuri cyangwa umuntu wese ugaragaye ko yatanze amakuru atari yo mu ghe yuzuza iyi nyandiko bizatuma akurwa burundu mu mutabire w’abashobora guhabwa inguzanyo kandi asabwe kwishyura amafaranga yose y’inguzanyo yahawe na REB hakurikijwe amategeko agena itangwa ry’inguzanyo ya buruse.

8. Iyi nyandiko iherekezwa n’impapuro zemeza ibyo wavuze muri yo. aribyo fotokopi y’indangamuntu y’usaba inguzanyo, fotokopi yikarita y’ishuri (cyangwa ikigaraga ko umunyeshuri yiyandikishije), icyemezo cy’amavuko cy’usaba inguzanyo. REB ishobora gusaba izi nyandiko z’umwimerere iyo.
bibaye ngombwa. Iyo izo mpapuro ziherekeza iyi nyandiko isaba inguzanyo ya buruse zitagaragajwe, inyandiko ntisuzumwa.

9. Umunyeshuri ubana n’ubumuga k’uburyo akenera undi wamufasha kuzuza iyi nyandiko, arabyemerewe, ariko umufasha kuzuza iyi nyandiko nawe ashiraho photocopy y’indangamuntu kandi akemeza ko ibyo yujuju ari ukuri.

10. Inyandiko isaba inguzanyo ya buruse yujujuwe ku buryo busabwa n’aya mabwiriza ikoreshwa n’ubuyobozi bwa REB bwonyine mu kugena abemerewe inguzanyo ya buruse n’abatayemerewe.

11. Umunyeshuri wujuju iyi nyandiko abahamwe ko amwe mu makuru ayikubiyemo ashobora kuganirwaho hagati ya REB n’inzego zindi zirebwa n’ayo makuru. (Urugero ubuyobozi bw’ibanze bw’aho atuye, ishuri rikuru yigamo, umukoresha we, Ikigo cy’imisoro n’amahoro, etc.).

12. Inyandiko yujujuwe ishyikirizwa ubuyobozi bwa REB, cyangwa umukozi wa REB abi kw’ishuri rikuru/Kaminuza usaba inguzanyo yigamo/yemerewe kwigamo.

**IGICE CYA 1: IKI GICE CYUZUZWA N’USABA INGUZANYO UBWE**

1. **IBIKURANGA**

1.1. Izina ry’umuryango ryawe

1.2. Izina ry’umuryango ry’umubyeyi (Umugabo)

1.3. Izina ry’umuryango ry’umubyeyi (Umugore)

1.4. Igihe wavukiye (Umunsi /Ukwezi /Umwaka)

1.5. Igitsina Gore
gabo

1.6. Umudugudu ubarurirwamo

1.7. Akagari ubarurirwamo

1.8. Umurenge ubarurirwamo

1.9. Akarere ubarurirwamo
2. UBUZIMA MBONEZAMUBANO

Uri Ingaramu ☐ Warashate ☐ Mwaratanye ☐ Ntimuri kumwe
Umupfakazi

3. AHO UBARIZWA

3.1. Agasanduku k’iposita

3.2. Tel (I’k’igandana)

3.3. Tel (I’gendana)

3.4. E-mail:

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

4. IBIRANGA BANKI UBITSAMO

4.1. Izina rya banki ubitsamo

4.2. Ishami ni irihe

4.3. Nomero ya konti yawe

5. UMUBYEI WAWE W’UMUGABO ARIHO?

5.1. Niba ari yego, imyaka ye........................................

5.2. Niba ari oya , igihe yapfiriye:..................................

5.3. Niba ari yego, imyaka ye  ………………………………..

5.4. Niba ari oya , igihe yapfiriye …………………………….

6. WABA UFITE BUMWE MURI UBU BUMUGA?

6.1. Utabona ☐ Ubumuga bw’ingingo ☐ Utumva ☐ Utavuga

6.3. Hari ubundi butavuzwe buvuge:

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

NB: Omekaho icyemezo cyi muganga wemewe na Leta kubufite

7. WABA WARARIHIWE NA FARG mu mashuri y’isumbuye?

Yego ☐ Oya ☐
NB: Omekaho icyemezo cya FARG kibyemeza

8. KWEMERERWA MU ISHURI RIKURU (N.B: Igika cya 8 cyuzuzwa na buri wese usaba inguzango yo kwiga mu mashuri makuru)

8.1. Ishuri wemerewemo umwanya/wigamo

8.2. Ishami (Faculty) Agashami (Option) Icyiciro
(Bachelor/Master)

8.3. Inomero y’ishuri ikuranga (cyangwa wiyandikishijeho)
Umwaka w’amashuri (YYYY)

9. INDAHIRO Y’UWUZUZA IYI NYANDIKO

Njyewe, ........................................................ ndahiye ko amakuru natanze muri iyi nyandiko isaba inguzanyo aru ukuri, kandi ko nzi neza ko, nzabihanirwa n’amategeko igihe icyo aru cyo cyose bigaragaye ko hari amakuru natanze atari yo mu rwego rwo kuyobya abafata icyemezo ku busabe bwanjye.

Amazina Itariki Umukono

………………………………………………………………………./. …………/…………
………………………………………………………………………

IGICE CYA II: IKI GICE CYUZUZWA N’UBUYOBOZI BW’IBANZE BW’AHO USABA INGUZANYO ATUYE

10. UMUNYAMABANGA NSHINGWABIKORWA W’UMURENGE

Njyewe ........................................................ Umunyamabanga Nshingwabikorwa
w’Umurenge wa ............................................ ka.. karere
ka........................................................ ko uyu

Murenge nyobora, ndemeza ko aru mu cyiciro cy’ubudehe cy.
Andika icyo cyiciro no mumagambo arambuye........................................................

NB: Niba umunyeshuri akihama n’ababyeyi be cyangwa abamurera, icyiciro cy’ubudehe cyavuzwe haruguru ni icy’ababyeyi/abamurera.
Umuyobozi w’Akarere wungirije ushinze imibereho myiza y’abaturage (wemeza icyiciro cy’ubudehe cyavuzwe haruguru) 

Izina ry’umuryango 

Izina ry’idini 

Itariki: ........../........./.......... 

Umukono na kashi by’ubuyobozi 

bw’Akarere............................................................... 

11. AHAGENEWU UBUYOBOZI BWA REB

Amazina y’umunyeshuri.................................................................

Amazina y’ishuri/Kaminuza yiyandishijemo; azigamo ........................................

Numero ye yo kwishuri/Kaminuza..............................................................

| a) | Icyiciro cy’ubudehe (umunyeshuru cyangwa umubyeyi/umurerera) arimo.........................(nk’uko byagaragjwe n’inzego zibanze muri iyi nyandiko) |
| b) | Yarihiwe na FARG muri secondaire kugeza |
|    | Oya |
|    | muwagatandatu wamashuri y’isumbuye |
| c) | Abana n’ubumuga |
|    | Oya |

Yego

Ndemeza ko iyi nyandiko yujujwe nkuko bisabwa.

Izina ry’umukozi:.................................................................

Umukono:................................. Italiki: ........../....../..........

Usaba inguzanyo arayemerewe: □

Usaba inguzanyo ntayemerewe

Ityiki: ......../......./.........

................................................................. Umukono na kashe bya REB

NB: UMUKOZI WA REB WEMEJE NIBA INGUZANYO UMUNYESHURI YASABYE AYEMEREWE CYANGWA ATAYEMEREWE, AKORA URUTONDE RW’ABANYESHURI YAKIRIYE HASHINGIWE KURI DOSSIERS ZABO, AKAZISHYIRA MURI MUDASOBWA (EXCEL) HAKURIKIJWE FORMAT YAHAWE, AKABYOTHEREZA UBUYOBOZI, IKOSA RYATURUKA KU BURANGARE BW’UMUKOZI WAKIRIYE IYI DOSSIER, AZABIBAZWA KUGITI CYE.
A. Since 1980-1994 and those who obtained supplement

   a. Those who obtained government study loan when they complete studies and work for the government for five years before 1994, is requested to repay only forty thousand Rwandan francs (40,000frw) for research fees (dissertation).
   b. Contrarily to this he/she will pay the whole amount of loan including research fees \((11.000\times 10^n)+40.000\)

2. Those obtained supplement only:
   a. Verification on documents given by loan beneficiary:
   b. When the amount received as supplement is more than the amount considered as loan, he/she is supposed to repay the same amount of money as that granted to a student having studied the same course in Rwanda.
   c. When the amount of money is less he/she will pay the amount received as supplement.

B. From 1994/1995 to 2001/2002:

1. The amount of loan to be paid is the living allowance (11,000/month) and research fees 100,000Rwf.
\[(11.000\times 10^n)+100.000\]

2. Students who studied from AUCA - Mudende, they pay only living allowance as they don’t receive research fees.

3. Students who studied from ISFP- Mburabuturo they also pay only living allowance as they don’t receive research fees. \(11.000\times 12\times 2\)

C. Student who received the study loan in 2002/2003 to 2007:

They have received twenty five thousand every month plus one hundred thousand Rwf francs for research fees
\[(25.000\times 10^n)+100.000\]

D. Student who received a study loan in 2008 up to 2010:

Basing on Ministerial order Nº 002/08 of 03/09/2008 of cost-sharing between students and the Government a student who has received a study loan for his/her higher education, has to pay the annual amount with a 5% interest rate.
1. For a student pursuing Science & Technology the Unit Cost is 1,500,000/year
   \[\[(1.500.000*25\%) + (1.500.000*25\%*5\%)\] *n + 100.000\]

2. For Education the Unit Cost is 1,200,000/year
   \[\[(1.200.000*25\%) + (1.200.000*25\%*5\%)\] *n + 100.000\]

3. For Non sciences the Unit Cost is 1,200,000/year
   \[\[(1.200.000*50\%) + (1.200.000*50\%*5\%)\] *n + 100.000\]

E. Those who study Master’s degree and PhD in Rwanda or abroad, they pay 105,000*m+200,000

---

**TABLE OF LOAN CALCULATION**

<table>
<thead>
<tr>
<th>s/n</th>
<th>Period of study</th>
<th>Amount to be paid in Rwf</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>19980 to 1994</td>
<td>11,000*10^n+40,000 of dissertation</td>
<td>If the loaned did not work for the GoR immediately after graduation for at least 5years</td>
</tr>
<tr>
<td>2</td>
<td>1980 to 1994</td>
<td>40,000 of dissertation only</td>
<td>If the study loan beneficiary worked for the Government of Rwanda at least 5 years after graduation (refer to contracts)</td>
</tr>
<tr>
<td>3</td>
<td>19994 to 01-02</td>
<td>11,000*10^n+100,000 of dissertation</td>
<td>Whatever the case, the amount does not change</td>
</tr>
<tr>
<td>4</td>
<td>02-03 to 2007</td>
<td>25,000*10^n+100,000</td>
<td>The loan changed according to the living allowances given to students</td>
</tr>
<tr>
<td>5</td>
<td>2008 to</td>
<td>1,500,000<em>25%+ (1,500,000</em>25%)*5%)*n = 393,750 per year +Dissertation(100,000Rwf)</td>
<td>This year started with the cost sharing with the Gvt and student For those who study Science and Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1,200,000<em>50%+ (1,200,000</em>50%)*5%)*n = 630,000 per year +Dissertation(100,000Rwf)</td>
<td>For those who study Arts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1,200,000<em>50%+ (1,200,000</em>25%)*5%)*n+ = 315,000 per year +Dissertation(100,000Rwf)</td>
<td>For those who study Education</td>
</tr>
<tr>
<td>6</td>
<td>1994 to date</td>
<td>105,000*m+200,000 of dissertation</td>
<td>Foreign or local post graduates (Masters and PhD)</td>
</tr>
</tbody>
</table>
LOAN CONTRACT

Republic of Rwanda

Rwanda Education Board (REB)

FOREIGN STUDENT CONTRACT

Foreign student Loan Contract                  FL: Student loan for Foreign HLIs                  Form: FL

You are required to read carefully and fully understand and agree with all parts of this contract before signing it.

Contract number: [......................./............................]
Signed on……../……../……. [DD/MM/YYYY]

BETWEEN

The Government of Rwanda represented by Rwanda Education Board (REB) the Institution mandated by the Government of Rwanda (GoR) to disburse and recover student loans in Higher education in Rwanda as provided by the organic law no 44/2010 of 07/12/2010 establishing it, (referred to herein as the loaner)

AND

Mr./Mrs./Miss. First name:…………………………………… Middle name [if any]: ……

[Current] Family name:................................................................................................................

[Previous] Family name or maiden name if different:........................................................................

Date of birth(DD/MM/YYYY)...........................................................................................................

Father’s first name.................................Father’s family name....................................

Mother’s first name........................................Mother’s family name..............................

National ID number: ..........................................., Issued at [district]: ...........................................

Contact address: BP:...........................Contact Tel: ..................................................E-mail: ..........................................

(referred to herein as Loanee)

[Please tick what is relevant in the options below.]
a) The student has been selected by the GoR to benefit from a repayable loan (this concerns students directly sponsored by the GoR, and those accessing sponsorship by reason of cooperation granted to the GoR). Repayment shall follow conditions stipulated in relevant Laws, Regulations, Policies, and Rwanda Education Board decisions.

b) The student has been selected to benefit from Presidential scholarship scheme (repayment conditions of this scheme shall follow relevant Laws, Regulations, and Policies).

c) The student shall fully sponsor himself/herself

The Loanee has entered into this agreement with the loaner on the terms and conditions below:

ARTICLE 1. CATEGORIES OF BENEFICIARIES BOUND BY THIS CONTRACT:

This contract binds the Loaner representing the GoR and the Loanee, referred to as loan beneficiary. It shall be filled by both undergraduates and post graduates before commencing their Higher Education in foreign countries. It binds the following category of students, namely Presidential scholarship students, Government sponsored students, and the Students who obtain grants on a Cooperation basis.

The Loan terms shall not be applicable in the option where a student shall fully sponsor himself/herself. The extent and the mode of repayment shall be detailed in the Ministerial order governing the award of study loans and its mechanisms of recovery. Applicable legal instruments shall govern the award of Presidential scholarships and studies organised on an individual basis.

The Loanee shall fill this contract as applicable and sign it, upon presentation of all relevant dossiers confirming that he has been admitted to a foreign Higher Learning Institution, Curriculum Vitae (CV), employer recommendation (where applicable), bursary confirmation letter duly signed by relevant authorities, and any other dossier that Rwanda Education Board may require of the Loanee.

ARTICLE 2: NATURE OF THE STUDY LOAN

The GoR will provide a Study Loan to students enrolled in Foreign Higher Learning Institution (HLI) as applicable.

ARTICLE 3: TYPE AND DURATION OF STUDIES

For the purposes of type and duration of studies and the extensions thereof, appropriate laws, regulations, and policies governing the award of study loans shall apply.

ARTICLE 4: INITIAL AND REAL AMOUNT OF THE STUDY LOAN

Loans disbursement schedules, and loan amounts to be deposited to each Loanee’s applicable bank accounts, shall follow the established regulations, policies, and procedures of Rwanda Education Board.

ARTICLE 5: DISBURSEMENT OF THE STUDY LOAN BY LOANER

3 Government of the Republic of Rwanda
4 Will be subject to review from time to time and communicated to the beneficiary.
1. For applicable disbursements to be made to the Loanee, the beneficiary (Loanee) shall open a bank account in the host country. No cash payment will be made. The Loanee shall immediately inform the Rwandan Embassy to which he/she depends of his bank account details.

2. The Loaner shall pay the students through the Rwandan Embassies in foreign countries. The Embassies thereafter transfer the funds received for each student to the student's individual account. If there is no embassy, the loaner may channel the funds either through a recognized Rwandan students’ Association (such an association shall be subject to validation by Rwanda Education Board Management) or directly to the loanee’s account opened in the host country (a student in this case shall get a clearance letter from his nearest High Commission of Rwanda).

3. Air tickets: For those under the government sponsorship, the loaner will pay a one-way air-ticket to the loanee prior to his/her travel. When returning to the country after completion of studies, the beneficiary shall apply for an air-ticket at least 21 days before the expected date of travel. Applications for tickets shall be addressed to the loaner in writing through either e-mail or fax, specifying the date of travel; and by filling relevant forms and submitting relevant dossier. Requests by telephone will not be accepted. Requests by e-mails shall only be accepted if there are scanned copies of letter of request and other relevant documentation. No refund will be made to the loanee in respect of tickets purchased without written authorisation from the loaner. The student who pays himself or herself a return ticket, may be refunded of its cost after consultation and approval by the Loaner.

4. The loaner shall also pay a to and fro air ticket in case the beneficiary’s biological parent/son/daughter/wife or husband passes away, for the bereaved’s attendance of the burial ceremony. This will be after the autopsy test to determine the actual cause of the death after presentation of a death certificate.

5. Excess luggage: Excess luggage for the student when returning back after the completion of studies will be paid by the Loaner only to the tune applicable basing on Rwanda Education Board policies and regulations.

6. Travel and medical insurance services and other modalities of forwarding the study loan to the loanee shall follow relevant laws, regulations and policies governing disbursement policy under Rwanda Education Board (loaner).

ARTICLE 5: CESSATION OF STUDY LOAN DISBURSEMENT

1. Notwithstanding the above, disbursements continue if and only if the students continue successfully their studies. The loanee shall provide the loaner with a half-yearly progress report as instructed by the loaner or any other timing that the loaner may ask of. The progress report shall comprise a proof, delivered by the Loanee’s HLI, that the loanee has successfully finished the courses planned during that session (or attended the courses if the academic year is not organised in distinct sessions). In addition, the loanee shall attach the end-of session or end-of year exams results. When certificates are awarded at certain academic stages, the loanee shall present those diplomas to the loaner. Unless the Laws, Regulations, and Policies of Rwanda Education Board state otherwise (in which case then, provisions of those Laws, Regulations, and Policies shall take precedence in execution of this contract). All payments will cease immediately in case of:

a) Death of the loanee
b) Drop-out or exclusion from the HLI or from the country of studies
c) Repeating a year: loan disbursement is terminated for the year of repetition, once the student is promoted to the following year, he/she may re-apply to the loaner for continuation of his/her
original contract within 14 days after the results have been published by the HLI. The loanee submits to the loaner a re-application request comprising of:

i) A re-application letter addressed to the Rwanda Education Board Director General. The loanee shall clearly indicate his/her name, national ID number, loaner ID number, loaner contract number and date of application.

ii) A progress report from HLI certifying regular attendance of the loanee during the previous year and his/her promotion to the next year. The loaner will review the request and notify the loanee of the decision.

d) Failure to send the complete accurate half-yearly progress reports

ARTICLE 6: EXTENSION OF THE STUDY LOAN

The loaner shall establish other regulations and policies stipulating how application for study loan extension is made and the reasons for extension. Such regulations and policies shall strictly apply to concerned students.

ARTICLE 7: REVISION OF THE TERMS OF THE CONTRACT

The loaner reserves the power to alter the terms of this contract in accordance with the applicable Laws, Regulations, Policy, Decisions by the Minister in charge of Education concerning bursaries and loans to students, Board of Directors of Rwanda Education Board decisions, Senior Management of Rwanda Education Board decisions, on disbursement of study loans. Amounts of loans can be adjusted from time to time by the decision of the loaner. If this looks uninteresting to the loanee and does not agree with the new terms, he/she has the option to refuse the amendment. In case of the loanee’s refusal, the contract will be terminated according to the conditions specified in article 9.

ARTICLE 8: TERMINATION/SUSPENSION BY THE LOANER

The loaner shall have the right to terminate this contract immediately and without notice to the loanee, if:

a) The loanee is guilty of any gross wilful or negligent misconduct in relation to his/her studies and to the laws of the country of his/her residence. The definition of gross wilful or negligent misconduct is left to the discretion of the loaner and the authorities in the host country.

b) the Loanee commits any breach of the provisions of this contract and will not remedy it within thirty [30] days of a written notice addressed to him/her by the Loaner;

c) Loanee has provided or provides false information to the loaner during his/her application, selection and contract process or during his/her studies or after interruption of his/her studies.

N.B: If the beneficiary is progressing with the studies, the Institution in charge of study loans (loaner) shall withhold the release of the amount yet to be disbursed if any and this may be coupled with subjecting him/her to prosecution.

Suspension shall also be due:

d) If the loanee repeats a class and the host institution does not certify that the repeating was due to a valid reason that is examined and accepted by the authorities of the institution in charge of study loans.

e) If the loanee suspends his/her studies during the cycle for which the study loan was granted.
f) In the opinion of a suitably qualified medical practitioner, the loanee has become unable to effectively undertake or continue with the studies specified by this contract due to illness or disability.

g) The loanee has not responded to or has refused the contract amendments proposed by the loaner.

2. In all cases under Article 9.1 (a), b) and c) of this contract, the loaner shall have the right to recall its loan and to require the loanee to repay.

ARTICLE 9: TERMINATION BY THE LOANEE

Except the provisions of article 9, the Loanee shall have the right to terminate the contract at any time without specific reasons upon giving a minimum of sixty [60] days’ notice in writing to the Loaner. The notice shall be addressed to the Rwanda Education Board Director General. The loanee shall be obliged to start repayment of loan amounts previously received as per the laws and regulations governing the loan scheme.

Article 10: Repayment OPTIONS

The repayment options and the accruing advantages involved in prompt repayment shall be stipulated in applicable laws, regulations and policies regulating the mechanisms of recovery of the awarded study loan.

ARTICLE 11: CONTRACT EFFECTIVENESS

The Contract shall be effective when all the parties to it have fully signed it.

ARTICLE 12: CORRESPONDENCE

All matters of correspondence between the loanee and the loaner shall be clearly defined by the loaner in relevant laws, regulations, policies, and Rwanda Education Board Management decisions, Management Instructions, governing issues of scholarships, bursaries and student loans.

This contract is signed in two [2] copies, one copy for the loaner and another copy for the loanee. All the two (2) copies of this loan contract must be original. Photocopies, scanned or fax copies are not allowed. A passport sized photo should be attached to this contract.

**Type and duration of studies for which the loan is allocated**

This loan contract is valid only for the particular studies, the level of study and duration specified below. For additional level(s) of study, a new loan application is necessary.

<table>
<thead>
<tr>
<th></th>
<th>Full name of the HLI</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Faculty and/or department of the above institution</td>
</tr>
<tr>
<td>3</td>
<td>Title of the studies/course</td>
</tr>
</tbody>
</table>

Subject to amendment as proposed by the loaner
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Total duration of the studies as defined by the HLI:</td>
</tr>
<tr>
<td></td>
<td>................................... ... years</td>
</tr>
<tr>
<td>5</td>
<td>Year in which the Loanee enters the studies [e.g. year 1, year 2]</td>
</tr>
<tr>
<td></td>
<td>........................................................................[e.g. year 1, year 2]</td>
</tr>
<tr>
<td>6</td>
<td>Total duration of the Loanees’ studies in the programme [in years] for which REB will pay the loan</td>
</tr>
<tr>
<td></td>
<td>........................................... years, From: dd/mm/yy ....../....../.........</td>
</tr>
<tr>
<td></td>
<td>To: dd/mm/yy ....../....../.........</td>
</tr>
<tr>
<td>7</td>
<td>Level of study and diploma to be obtained:</td>
</tr>
<tr>
<td></td>
<td>O Bachelor’s degree [Licence]</td>
</tr>
<tr>
<td></td>
<td>O Master’s degree</td>
</tr>
<tr>
<td></td>
<td>O PhD</td>
</tr>
<tr>
<td>8</td>
<td>Exact title of the degree to be obtained</td>
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<td>...........................................................................</td>
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<tr>
<td></td>
<td>..........................................................</td>
</tr>
<tr>
<td>9</td>
<td>Full name of country of study</td>
</tr>
</tbody>
</table>

**DONE AT KIGALI ON:** _ _ / _ _ / _ _ _ _ [DATE]

**The Loanee**

Mr./Mrs./Miss
First Name ..................................................

Family name: ..........................................................

Signature ..........................................................


**On Behalf of the Government of the Republic of Rwanda,**
Rwanda Education Board **Director General Or His/Her Designee**

First Name ..................................................

Family name: ..........................................................

Signature ..........................................................

Official stamp ..........................................................
Loan Repayment Procedure

There are two recommended ways of remitting the monthly amount deducted from loanees to REB bank accounts.

Method 1: Direct deposit to REB Loan Recovery Collection Account.

a. The employer deposits the total monthly deductions directly to the REB Loan Recovery Collection Account opened in the recommended banks.

b. After remitting the amount on the bank account, the employer is required to deliver to REB the following two (2) documents:
   - A bank pay slip/Bordereau de versement indicating the total amount already deposited to the bank account.
   - A filled Monthly Loan Deduction Schedule (Appendix 1) which indicates the list of loanees on whose behalf the funds have been deposited and the break-down of deductions per loanees.

Method 2: Salary deduction for institutions using the Government budget (Institutions that get their salary via MINECOFIN).

a. Employer deducts from the gross salary of employees who received the Government loan with the help of Monthly Loan Deduction Schedule sent to the employer by REB.

b. The employer brings to REB the following:
   - A copy of payment order indicating the total amount of the monthly deductions,
   - A filled Monthly Loan Deduction Schedule (MLDS) (Appendix 1) which indicates the list of loanees on whose behalf the funds have been calculated and the break-down of deductions per loanees.

Method 3: Hand-deliver a cheque to REB office (Remera).

a. The employer decides to write a cheque to REB with the total amount of the monthly deductions and delivers it to REB office.

b. In this case, the employer will bring the cheque together with a filled Monthly Loan Deduction Schedule (Appendix 1) which indicates the list of loanees on whose behalf the funds have been calculated and the break-down of deductions per loanees.

N.B:

- In all cases (1, 2 and 3) above, REB will issue a receipt to the employer upon confirmation that the funds have been effectively deposited on the REB Loan Recovery Collection Account.

- The bank accounts where deposits are to be made are: BNR (A/c n°120.29.93 Frw, A/c n° 320 77 59 USD), BCR (A/c n° 5032611-01-93), FINA BANK (A/c n°011-1000459), and COGEBANQUE (A/c n° 130-1053584). In all the branches nationwide.

- Defaulters will be punished in accordance with the Law governing disbursement and repayment of the student loan.

- For further information please contact REB at Remera or using the following e-mail: info@hesld.reb.rw.
MONTHLY LOAN DEDUCTION SCHEDULE

Full name of employer: ..........................................................
N° CSR: ...........................................................................
Total number of employees: ..................................................
Month/Year: ................. / ...............  

<table>
<thead>
<tr>
<th>S/N</th>
<th>Family Name</th>
<th>First Name</th>
<th>REB ID number</th>
<th>Total loan</th>
<th>Monthly Loan instalment (FRw)</th>
<th>Loan outstanding (FRw)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8%</td>
<td></td>
</tr>
</tbody>
</table>

Total deductions

Approved by

........................................ Date...................... Signature:.............

On behalf of the employer
EMPLOYEE’S DECLARATION

REPUBLIC OF RWANDA

RWANDA EDUCATION BOARD/REB
Higher Education Students Loans Department/HESLD

Annex: Format of Data needed for all employees
Name of Employer:

<table>
<thead>
<tr>
<th>s/n</th>
<th>Employee's Names</th>
<th>Employee's Parents Names</th>
<th>HLI Information</th>
<th>Comments (Payment Status)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Family name</td>
<td>First name</td>
<td>Father's Names</td>
<td>Institution</td>
</tr>
<tr>
<td></td>
<td>First name</td>
<td></td>
<td>Mother's Names</td>
<td>Country</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Institution</td>
<td>Period of study</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Institution</td>
<td>Level of study</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Institution</td>
<td>Starting repaying, if Yes,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Institution</td>
<td>where and When</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Institution</td>
<td>Not yet started repaying,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Institution</td>
<td>please fill attached</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Institution</td>
<td>form</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Institution</td>
<td>Not Govt loaned, if not,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Institution</td>
<td>source of funding</td>
</tr>
<tr>
<td>Approved by</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<tr>
<td>Name.............................</td>
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</tr>
</tbody>
</table>
| Position........................
| ...........|
| Date..................................|
| Signature & stamp................
| .....................................|
EMPLOYER DECLARATION FORM

(To be completed by the Employer)

Full name of employer: ...........................................................................

N° CSR : .................................................................................................

Total number of loanees: ............
| S/N | Family Name | First Name | Highest level of qualification (A1/A0/Maitrise/Doctorate) | Current position occupied | Date of begin of employment | Gross Monthly Salary | Net Monthly Salary | CSR affiliation | N° | N° ID |
|-----|-------------|------------|----------------------------------------------------------|---------------------------|-----------------------------|------------------------|-------------------|-----------------|---------------|-----|------|
|     |             |            |                                                          |                           |                             |                        |                   |                 |               |     |      |
|     |             |            |                                                          |                           |                             |                        |                   |                 |               |     |      |
|     |             |            |                                                          |                           |                             |                        |                   |                 |               |     |      |
|     |             |            |                                                          |                           |                             |                        |                   |                 |               |     |      |
|     |             |            |                                                          |                           |                             |                        |                   |                 |               |     |      |
|     |             |            |                                                          |                           |                             |                        |                   |                 |               |     |      |
|     |             |            |                                                          |                           |                             |                        |                   |                 |               |     |      |
|     |             |            |                                                          |                           |                             |                        |                   |                 |               |     |      |
|     |             |            |                                                          |                           |                             |                        |                   |                 |               |     |      |
|     |             |            |                                                          |                           |                             |                        |                   |                 |               |     |      |

N.B: Please attach the payrolls of two recent months.
INDIVIDUAL STAFF DECLARATION FORM

REPUBLIC OF RWANDA

B.P. 3817, Kigali-Rwanda
Tél: 07 88 41 1870
E-mail: loanrecovery@sfar.gov.rw

RWANDA EDUCATION BOARD (REB)
HIGHER EDUCATION STUDENTS LOAN DEPARTMENT (HESLD)

INDIVIDUAL STAFF DECLARATION FORM

This form must be completed by an employee/any person who received a loan from the Government of Rwanda to study at Higher Education in Rwanda or abroad. You are requested to fill it accurately. Sanctions have been put in place in case, there is any wrong information given deliberately. Ce formulaire doit être complété par tout agent/qui conque ayant reçu un prêt bourse de l’État durant ses études supérieures ou universitaires à l’intérieur ou à l’extérieur du pays. Des mesures de sanctions seront prises pour tous ceux qui donneront des fausses informations.

Section I: Personal data
First name (Prénom): ………………………………………
Family name (Nom de la famille): ………………………………………
Name of father (Nom du père):
……………………………………………………………………………………......
Name of mother (Nom de la mère):
……………………………………………………………………………………......
Date of birth (Date de naissance):
Nº C. S. Î……………………………………………………………………………….
ID number (Nº de la carte d’identité):
Cell (Cellule): ………………………………………
Sector (Secteur): ……………………………………………………………………….
District (District): ………………………………
Province (Province): ……………………………………………………………………….
Tel. Mobile……………………………………………………………………………….
E-mail: …………………………………………………………………………………………….

Employer (Employeur) Full name:
………………………………………………………………………………………….

Section II: Education Background
(a) Name of University in Rwanda you attended (Nom de
l'Université fréquentée au
Rwanda)……………………………………………………………………
Faculty (Faculté)………………………………………………………….Option……
Level of study/Niveau d’étude: ( ) A1 ( ) UGR/A₀ ( )
Masters/Maîtrise ( ) PhD
Year during which you obtained the loan/Année pendant laquelle
vous avez reçu le prêt bourse: From: _ _ _ _ to: _ _ _ _
Total amount of loan received/Montant total de prêt bourse reçu:
FRw: ………………………………………………………………..
(b) Name of University Abroad (Nom de l’Université à
l’étranger)……………………………………………………………..Country/Pays………………
Faculty(Faculté)……………………………………………………………..Option……
Level of study/Niveau d’étude: ( ) UGR/A₀ ( )
Masters/Maîtrise ( ) PhD
Year during which you obtained the loan/Année pendant laquelle
j’ai reçu le prêt bourse: From: _ _ _ _ to: _ _ _ _
Total amount of loan received/Montant total de prêt bourse reçu:
FRw: …………………………………………………………………………..
(c) Have you started to repay? Please indicate and or give any
other information

Section III: Declaration

I ………………………………………………………………………………. (Name of
employee) declare that the information provided on this form is true.

Date: _ _ / _ _ / _ _ _ _ Signature:
………………………………………………………………………..