**INTRODUCTION**

General studies and communication skills is concerned with equipping students with knowledge; skills, values and attitudes for successful interaction with others and the environments in and out of school.

It equips students with deep understanding of culture, sciences and society and this will enable the student to make a meaningful and innovative contribution to the nation in a way that conserves and replenishes the natural environment, recognizes and respects the cultural dynamics and upholds the values that have shaped their society over time.

**UNIT I : SOCIAL COHESION**

***The social cohesion*** *is defined as* a good relationship that makes people in society or group to work together and relate well with one another.

* 1. **FACTORS OF SOCIAL COHESION**
     1. ***Society norms***

These are norms which define the appropriate behavior with in the society like how students behave in class, how to live with neighbor or how to behave in public.

The failure to follow those norms may result in being rejected in society. However norms changes according to the environment or situation and may change over time.

* + 1. ***Positive values***

We say that you have positive values when you feel obliged to show respect for the elderly.

For Example: when you are travelling in bus and an old person get into the bus and finds all seats occupied. When you are the youngest person and your conscience pushes you into standing for the old person to sit down.

Some other ways in which you may demonstrate positive values are like helping those in need, having a sense of responsibility in what we do, being honest and caring to others.

* + 1. ***Human rights***

Human rights points to us how to relate with others. When a person human rights are respected that person is likely to live in peace with other. Upholding human rights also helps us to respect and appreciate others.

* + 1. ***Religious values***

Different religious have different religious teachings but they all encourage religious values of love for fellow human beings, honest in dealing with others showing care and concern for the needy and living a righteous life.

These values make a person embrace others and desire to live harmoniously with them. This lead to social cohesion hence unity which promotes self-growth and nation development.

* + 1. ***National and humanistic values***

These are values that promoted by the government and those which are expected from all of us human beings.

**A°) Resilience**

Resilience is the ability of a person or society to recover quickly from difficulty situations.

An Example of RWANDA resilience is an important national values which promoted social cohesion after the Genocide against TUTSI in 1994.

**B°) Benevolence**

Benevolence is act or quality of being kind to others.

A benevolent person is kind and helpful to others .he strives to meet the needs of others without expecting anything in return.

**C °) Repentance**

The repentance is the act of expressing sincere regret about one's wrong doing or sin.

It is mostly done when asking for forgiveness.

Repentance sets you free and restore your dignity. It takes away the feelings of bitterness among people in society. This restore good relationship thus promoting social cohesion.

**D°) Forgiveness**

Forgiveness is the action or process of forgiving or being forgiven. When you forgive you release yourself from bitterness and you can embrace those who had wronged you because you are also feeling free to release with the person who forgave them.

***“Sometimes, we forgive not because they deserve forgiveness but because we deserve peace.”***

**E°) Reconciliation**

Reconciliation is the process of restoring friendly relationship between two or among people.

Reconciliation helps to drive away the feeling of hatred and bitterness and replace them with love and friendliness.

**F°) Consensus – building**

This is the process of coming up with a conclusion agreeable to all parties or members after many opinions has been given and discussion going on considering the ideas of each group member.

During this process people work together this can improve the cooperation and promotes peace and unity among the members.

* + 1. ***Active listening***

We say that there is active listening when one show interest in the subject matter, understands. The speaker and give feedback when necessary without interrupting the speaker.

* + 1. ***Inclusiveness***

Inclusiveness is act of involving all interested parties in a matter and listening to their views regardless of their social status, physical or economic status.

By doing this they feel appreciated, cared and important member of the group. This improve good social cohesion in group.

* + 1. ***Empathy***

This refer to the ability to understand and share the feeling of others especially when they are going through difficult times.

This make person fell valued and cared for even a little help given to them.

* + 1. ***Active bystander ship***

This refers to watching a victim in bad situation and try to help out and when you help someone, you keep a good friendship between you.

**STEPS FOR ACTIVE BYSTANDER SHIP**

1. Notice what is happening around you
2. Interpret whether it is an emergency that need help
3. Empathize
4. Intervene in the situation

**What to do when intervening:**

* Interrupting the harmful situation yourself
* Interrupting and disrupting people involved
* Involving people around you
* Calling the police or administration

**What to remember when intervening:**

* Approach everyone as a friend
* Avoid being controversial or antagonistic
* Avoid using violence
* Be as honest and direct as possible
* Keep yourself safe

**Some factors of social cohesion that can hinder social cohesion when wrongly interpreted:**

* **Human rights**
* **Religious values and views**
* **Inclusiveness**
* **Society norms**
  1. **CHALLENGES TO SOCIAL COHESION**
     1. ***Individualism***

Individualism is the habit of being independent from other from others and self-reliant. This makes a person to avoid others and things on his / her own.

* + 1. ***Discrimination***

This refers to treating someone differently from others and in unjustified ways basing on social status, sex, age, tribe, nationality and/ or skin color.

**Sharron Angle** *said “****There is a plan and purpose, a value to every life no matter its location, gender, or disability. Embrace everyone”.***

* + 1. ***Social injustice***

This is the unfair treatment of people who are considered marginalized because they are less privileged or considered unequal to other society members

**UNIT II: INDIVIDUAL AND SOCIETY**

1. **INTRODUCTION**

***What is the relationship between individual and society?***

Individuals always adopt their beliefs and perform their actions in the society. The society does not exist independently without individual. The individual lives and acts within society and society is nothing but a combination of individuals for a cooperative effort.

Society exists to serve the individuals not any other way around. human lie and society almost go together . the level of individual development is an indicator of society development and vice versa. But the individual does not dissolve into society , he / she retains his / her unique and independent individuality and make contribution to the social whole- just as

society itself shapes human beings, similarly human beings shape the society.

* 1. **INDIVIDUAL IDENTITY AND MULTIPLE IDENTITY**

Living in society involves a sense of belongingness of its members and at national level this sense is referred to as **citizenship**

There is a proverb that “ ***Birds of same feather flock together*** “. This means that there are some shared characteristics, interests and /or vision. Despite this belongingness you maintain your individual qualities like names, face, fingerprint, DNA, interests and aspirations as a person. All of these make up your individual identity.

Because people belong to many groups or societies, it makes them have different identities. For example:

**Individual identity:** names, face, fingerprint, DNA

**Cultural identity:** Christian, Muslim etc.

**National identity:** Rwandan, Ugandan, Kenyan

* 1. **ROLES AND RESPONSIBILITIES OF THE INDIVIDUAL**

An individual plays a role at family, community and national level

**At family level,** an individual contributes in strengthening and enriching he family wellbeing. An individual avails his / her interpersonal skills for present and future family role

**At community level**, an individual cooperates, respects and participate in community activities

**At national level**, individuals must have qualities and values of **Intore**. For example:

To understand their shared values in their coexistence, be patriotic and contribute to the national development

To promote respect for positive cultural values as a basis for coexistence and national development

To be aware of and understand national programs and how they are implemented

To be confident in their ability to solve problems they are faced with and to uphold their dignity

To be ***intore*** who are worthy Rwandans etc.

When an individual performs well his / her responsibilities, he she is living according to ye expectations of the society and this strengthens our solidarity, unity and patriotism.

**Making choices**

We as humans are social animals and share some responsibilities. We are always faced with opportunities to make choices like what to study, career path to follow, friends to make, and akll of these affect us in one way or another. This is known as **decision making**.

**Decision making can be separated into two broad categories**

1. Group decision making
2. Individual decision making

**Techniques of decision making**

**Group decision making**

Consensus decision making tries to avoid “ **winners**” and “ **losers**” . it requires that the majority approve a given course of action, but the minority agrees to go along with the course of action. If the minority opposes the course of action, consensus requires that the course of action be modified to remove objectionable features.

Eg. Voting based method

**Individual decision making techniques**

* **Decisional balance sheet**

This lists the advantages and disadvantages ( benefits and costs, pros and cons)of each option

* **Simple priority**

It chooses the alternative with the highest probability-weighted utility

* **Satisfying**

Examining the alternatives only until the first acceptable one is found. The opposite is maximizing, in which many or all alternatives are examined in order to find the best option

* **Anti –authoritarian**

It takes the most opposite action compared to the advice of mistrusted authorities.

**CONSEQUENCES OF CHOICE**

The well thought out or rational decision or choices lead to:

* Being principled and avoiding peer pressure
* Living a fulfilled life
* Fame and recognition
* Success in the exams etc.

While the choice made without a deep thinking result in negative consequences like:

* Yielding to peer pressure
* Drug addiction
* Immorality
* Contracting HIV AIDS
* Unwanted pregnancy
* Shame and embarrassments
* Failure and poverty etc.

**INFLUENCE TO THE INDIVIDUAL**

These are factors that influence decision-making

* Past experience
* Age , peer pressure, financial demands, religious convictions etc.
* **Manipulation**

**Manipulation** involves controlling or influencing the behaviors or response of a person on a certain matter using clever or unfair tactics. This result in doing what we do not like or believe in but pleasing other person.

**Manipulation comes in different ways:**

* **Using / playing the victim rol**e to gain sympathy from others
* **Distancing/ isolating themselves from others** so that when you reach out them, they get a chance to tell you what they want without having to actually say it out loud. So they are able to manipulate you to feel bad for them and try to make them feel better.
* **Indifferences or using anger** with sufficient emotional intensity to shock the victim into submission. He is not actually angry but he puts on an act. He just wants something and gets **angry** when denied.
* **Criticism to gain the control**: the manipulator criticizes the other person to increase fear and self-doubt in the victim. Manipulators use this tactic to make others feel unworthy and therefore readily accept their opinion.
* **Using intimidation:** manipulators get the other person to do what they want using threats to harm.

We need to stand against any form of manipulation because it leads to our failure. We should learn to say” **NO**” to manipulation.

**PROCESSES OF DECISION MAKING**

* **Identify the problem**: think through the key facts about the problem and gather any relevant information
* **Establish decision criteria:** the purpose of this is to support a structured decision making process and ensure the decision made and alternative selected support the desired outcome and actions
* **Weigh decision criteria:** you must evaluate whether the need identified in step 1 would be helped or solved through the use of each alternative
* **Generate alternatives:** select the alternative which seems to be best suited to you. You may even choose a combination of alternatives
* **Evaluate the alternatives**
* **Choose the best alternatives:**  you will list all possible and desirable alternatives
* **Implement the decision;** you go through an internal process of trying to define clearly the nature of the decision you must take.
* **Evaluate the decision:** you experience the results of the decision and evaluate whether or not it has solved the need you identified in step 1. If it has, you stay with the for some period of time, if it has not, you may repeat certain step in the process in order to make a new decision.

**PERSONAL RESPONSIBILITY**

Personal responsibility is the idea that an individual chooses, instigates or otherwise causes his/her own actions. It also means that when individuals fail to meet expected standards, they do not look around for some factors outside themselves to blame.

***Educational***

When applied to education, it means that students accept the responsibility to study hard to learn as much as they can in the courses that presses against the limits of their capacity.

***Sex and marriage***

When applied to sex and marriage, it means that young people should abstain from sex before marriage. All people should clear the message that the best choice is to say **NO.** when young people initiate sex at whatever age that might be, personal responsibility means to avoid pregnancy and sexually transmitted infections

***Work***

When applied to work, it implies that the individual should take up the work which is able to fulfill according to the best of his / her capabilities.

**UNIT 3: SPORTS AND LEISURE**

* 1. ***SPORT***

Sport is a physical activity which through organized participation, aim to use, maintain or improve physical ability and skills while providing entertainment to participants and in some cases, spectators.

It can also be defined as all forms of competitive physical activities which aim to use, maintain or improve physical ability and skills while entertaining the participants

**Examples of sports activities:**

* **Gymnastics, dance sports**
* **Swimming , football, golf, etc**

***Contributions of ministry in sports***

* Elaborating model plans of sports and leisure infrastructure
* Identifying the needs in sports materials and equipment
* Facilitate the practice of mass sports
* Monitoring and reporting on sports infrastructure construction works activities
* Establishing guidelines for the development of attractive activities in the sports infrastructure facilities to motivate people to use them.
* Promoting local and international investment in sports infrastructures
* Elaborating the map of sports infrastructure within the country.

***3.2 LEISURE:***

Leisure refers to free time spent away from business, work, domestic chores, and education. It means to be free from compulsory work.

**Examples of leisure activities:**

* Watching TV, going on vacation, listening and dancing to music, etc.

***3.3 CONTRIBUTION OF SPORTS, LEISURE AND COMPETITION TO PERSONAL AND COLLECTIVE IDENTITIES***

* Leisure activities as drama allow one to feel confident in handling difficult situations
* Sports and leisure promote social interactions thus social cohesion
* Team sports and leisure enhance social inclusion thus building collective identity.
* Sports lead to recognition hence individual and collective prestige.
* They contribute greatly in character building hence personal growth
* Sports and leisure are source of income for professionals
* They make people to be famous
* They promote teamwork friendship formation
* They help in relaxing and entertaining

**NB.** Even if sports and leisure are of great importance into human life, when they are wrongly used, they can result in negative effects like:

* Some people spend much time gossiping
* People are forced into peer pressure
* With bad company, they may result in drug abuse, smoking and drunkard
* They can be source of stress, hatred, fights and even deaths

**UNIT IV: EFFECTIVE COMMUNICATION**

1. **COMMUNICATION**

Communication is the act of transferring and receiving information or message.

We say that the communication is effective when the information is well understood, and there is a right feedback from the receiver.

* 1. **FORMS AND WAYS OF COMMUNICATION**

There are two main forms of communication:

**Verbal communication**

Verbal or oral communication is the one which involves speaking and listening / hearing information

**Ex.** phone call, oral face to face communication

**Non-verbal communication**

This involves written and visual communication and all other means of communication different from verbal.

**Ex.**

* Written and recorded messages
* Online information, gestures, tone of voice
* Smell and touch
* Body motion, symbol representing certain message

**There are various ways of communication such as:**

1. **Hard way of communication**

These include oral, written, recorded and offline communication

1. **Soft ways of communication**

This involves online communication

* 1. **EFFECTIVENES OF COMMUNICATION**

**Speaking and listening**

For the message to be well understood, it requires some factors such as:

1. Using and recognizing body language like gestures, signs
2. Taking control of emotions/ attitudes
3. Eye contact and attentiveness
4. Using clear, simple and understandable language
5. Showing interest and ask for clarification when you do not understand.
6. Looking for a deep environment when calling for noise not to interfere

**Writing and reading**

The relationship between writing and reading is undeniable as without one, the other cannot exist. Unless what is written is read, it is useless. One cannot read unless writing takes place. Effective writing allows the reader's understanding.

**Effective writing involves:**

1. Readability and a good choice of words
2. Proper use of words, phrases, and paragraphs
3. Proper choice of words prevent the reader from getting bored or lacking interest

**For effective and efficient reading, you must:**

1. Have a clear reading goal
2. Choose the right texts
3. Use the right reading style
4. Take note while you are reading

In all forms and ways of communication, effective feedback is required /necessary as it helps to know whether the message is well understood.

* 1. **ELEMENTS OF EFFECTIVE COMMUNICATION**

MESSAGE

Channel

RECEIVER decode

RECEIVER encode

SENDER encode

SENDER decode

FEEDBACK

Channel

* 1. **BARRIERS TO EFFECTIVE COMMUNICATION**

These are many things which may hinder the communication. Some of these are:

1. Noise
2. Poor handwriting
3. Language barriers: complicated language or grammatical errors
4. Lack of confidence and fear
5. Lack of interest and attention in what is being communicated
6. Cultural difference
7. Technology related barriers
8. Illiteracy
9. Disabilities like dumbness, deafness, and blindness

**Diagram below shows the effects of these barriers to the message/information**

FEAR LACK OF CONFIDENCE NOISE Cultural difference

**WRONG MESSAGE**

DECODING

**CHANNEL**

ENCODING

**RECEIVER**

**SENDER**

VALUES ATTITUDES Language barriers Hearing problems

**WRONG FEEDBACK**

* 1. **READING AND SUMMARIZING A TEXT AND BOOKS**

Summary gives the most relevant information of a text but in a condensed form. When summarizing a text, consider these key points:

1. Skim the text to know what type it is
2. Read it again taking note of its important information
3. Write the main points in your own words
4. Write a key support point for each main point avoiding details
5. Read your summary to check if it flows and includes all the main pints.

**Features of good summary**

1. It should contain all important facts
2. Length should be one third of the main text
3. Language should be simple and clear
4. Order of ideas in summary should not differ from those of the test
   1. **PROJECT WRITING**

**Steps in project writing**

1. Identifying topics of interest
2. Look for source of information
3. Make note
4. Make plan/ sketch
5. Write the first draft of the project
6. Write the final draft after editing
7. Present your project to the relevant authorities

**What to consider while choosing a research topic**

1. Why undertake the research?
2. Will the research add on to the knowledge that is already there?
3. Will I provide an answer to an important practical/ significant problem?.
4. Which is the best way of gathering relevant information on the topic?
5. **Primary source of information:** this is the first hand information such as one on one or telephone interviews, observation and focus group.
6. **Secondary source of information:** this includes written materials, videos, recorded sounds and others.

**UNIT V: PERSONAL FINANCES**

* 1. **INTRODUCTION**

**Personal finances** refer individual or family finances.

**Financial management** refers to how we obtain budget, spend and save money

* 1. **SOURCES OF REVENUE**

***FOR AN INDIVUAL***

1. Personal savings
2. Selling goods and services
3. Employment
4. Donations and gifts from friends and family relatives
5. Selling of personal properties
6. Borrowing from friends, relatives and financial institutions

***FOR A COMPANY***

1. Savings
2. Selling goods and services
3. Rents and leases of company property
4. Interests, dividends and royalties paid by other companies
5. Selling shares to the public

***FOR A GOVERNMENT***

1. Foreign exchange
2. Taxes
3. Fines and penalties charged on those who have broken the law
4. Fees charged on services rendered by the government
5. Interests from loans given to individuals and institutions
6. Grants and donations from international donors
7. Loans from international lenders
8. Rents and leases on public properties
9. Income from government owned corporations
10. Sales of government assets such as houses
    1. **THE CONCEPT OF SAVING TO AN INDIVIDUAL AND A WIDE SOCIEY**
       1. ***Personal savings***

This is what people save in order not to consume all their income. These savings can be remained on bank account or invested in other ventures like building houses, buying shares and other financial institutions.

* + 1. ***National / public savings***

These are personal savings plus the business savings and public savings. Public savings are basically tax revenues less public expenditures

At the individual level, the higher the savings, the higher the standards of living. This enables individuals to fulfil most of their physiological and psychological needs.

At society level, savings have a great impact. Consistent personal savings result in big investment i.e. credit cooperative societies which may impact positively on the welfare of society members.

Personal savings bear directly on national savings. Economists argue that lower personal saving lead to a decline in the net national saving rate and this may lead to insufficient funds for the economy to invest in people's good standards of living.

When personal savings are low, investment will be low. Hence low economic growth/ development in the long run. This is a drawback to the economic advancement of the wider society.

* 1. **THE IMPORTANCE OF SAVING AND THE ROLE OF INTEREST IN SAVING**
     1. ***Importance of savings***

Savings are done by households, companies and the government. Households save for catering for future expenses like children education. If the households do not save, they will have insufficient funds for future expenses like struggling financially at old age or after being retired and this result in being dependent to family members or the government.

Companies save their net profit for future investment financing. If they do not save they will not have enough funds for expending their activities.

When the government's tax revenues exceed the expenditure on wage, social security payment, fuel, school books, hospital supplies, then it has enough funds to build new roads, schools, hospitals, and other public facilities for a better standards of living of its citizens.

Therefore the three parties are interrelated in matter of saving in an economy. Despite the difference in saving behavior they are not independent of each other.

* + 1. ***The role of interest in saving***

Interest means the cost of borrowing money expressed as a percentage of the loan amount. Interest rate is the amount charged, expressed as a percentage of the money borrowed by the lender to borrowers.

* 1. **SOCIAL, MORAL, ETHICAL, AND ENVIRONMENTAL IMPLICATIONS OF FINANCIAL DECISIONS**

FINANCIAL decision at individual level can be defined as the ways in which an individual decides to earn money and spend his/ her income to satisfy his/ her needs.

* + 1. ***Social implications of financial decisions***

Bad decisions at family level impact the entire society. The failure of parents to offer good education to their children, due to inappropriate decision on finances result into a poor educated society. Hence low economic development of society

* + 1. ***Environmental implications of financial decisions***

Some income generating activities may have effects on the environment. For example, a decision to start a business on charcoal involves cutting down trees which has adverse effects to the environment. Poaching is against wild animals.

Hotels or bakery enhance service delivery and society development as food is necessary and such a venture generate income to the investor but it may affect negatively i.e. pollution of environment.

* + 1. ***Ethical implications of financial decisions***

From ethical point of view, we look at morality of one's actions and this involves the sense of right and wrong. No matter how income generating it may be, we should not engage in illegal business like drug trafficking, corruption. These are morally wrong and illegal.

***Other examples are:***

* Using public properties for personal gain
* Prostitution
* Human trafficking
* Etc.

As decision, spending money on college education leads to individual and society development. When making financial decision on how to generate income, save or spend money, we should consider how the decision is going to impact on the society and the environment.

* 1. **KEEPING TRACK OF PERSONAL MONEY AND PAYMENT COMMITMENTS**

People should keep the track of their personal money and payment commitments because it helps them to manage well the way they spend their finances including the followings:

* + 1. ***Managing finances well***

Recording helps in accounting for every expense incurred. This helps I n identifying misuse and in sticking to a personal budget.

* + 1. ***Develop a personal budget***

This is essential for one to know how much he/she expects to spend over a period of time. Changes on budget can be made depending on the available alternatives to meet the personal needs at lower costs.

* + 1. ***Pay financial commitments in good time***

Payment commitments refer to the resolve to meet all the financial obligations like debts and monthly bills.

**Unit VI : EDUCATION AND WELFARE SYSTEMS**

Education comes from latin word”**educare”** which means **“to bring up”.** Education is the process of imparting knowledge, skills, morals, attitudes and values from one person to another.

* 1. TYPES OF EDUCATION
     1. FORMAL EDUCATION

This education is provided by a recognized institution like schools, following a planned course of study. It begins from kindergarten.

* + 1. INFORMAL EDUCATION

This is a traditional education which involves the wise, respectful and spontaneous process of imparting knowledge, skills, and beliefs through conversation, exploration and experience.

* 1. THE ROLE OF EDUCATION IN ECONOMIC DEVELOPMENT

Some off the roles of education in economic development are:

* Education reduces poverty and social inequality
* It increases the number of people who have knowledge and skills that make them meaningful in society.
* It produces a productive workforce
* It broadens a country tax base through having more employable people hence higher income to the government.
* Education improves the quality of people's lives.
* Educated people make good entrepreneurs and help in advancing technology thus promoting economic development
* Education secures social progress which improves income distribution
  1. INCLUSIVE EDUCATION

Inclusive education means a system of education where all learners regardless of social, cultural, economic background or their academic ability learn together.

* + 1. **PRINCIPLES OF INCUSIVE EDUCATION**
* All children belong. This is based on the fact that all children and their families are valued equally and deserve equal opportunities. It focuses on building friendship and membership.
* Learners have different learning abilities.
* Education is a child right not a privilege: All children have right to education.
  + 1. **IMPORTANCE OF INCLUSIVE EDUCATION**
* All the people involved in the learning process are able to develop individual talents and maximize their abilities in a free environment.
* It is easier for all to achieve their goals because of the favorable environment.
* An inclusive education facilitates proper interaction of all and this contributes to better interpersonal skills.
* It also fosters a culture of respect and belonging. People are able to accept and respect individual differences and this reduces disrespect that leads to harassment and bullying.
* Inclusive education also expands friendship among learners and facilitators of various levels.
* It also influences both the school and community to appreciate diversity and inclusion at broader level.
  1. **TYPES OF WELFARE SYSTEMS**

A welfare system is the material and moral support aimed at promoting those in need.

In Rwanda there are two welfare systems: **Social security and Insurance**

* + 1. **SOCIAL SECURITY**

**RSSB** takes care of social security aspects as pension, occupational risks and health insurance.

e.g La Rwandaise d**'**Assurance Maradies **( RAMA) '**

**U**niversal Health Insurance **(mutuelle de sante)**

**U**budehe and VUP programs, etc.

* + 1. **INSURANCE**

1. RSSB medical scheme
2. Military Medical Insurance
3. Insurance from private insurers. Example of education policy, accidents and losses, Health cover, property cover, etc.
   1. **IMPORTANCE OF WELFARE SYSTEMS IN ECONOMIC DEVELOPMENT**

* They support education which promotes economic development
* They promote good health hence creating healthy workforce
* They assure social security lading to economic development
* They offer opportunity for all to grow and support economic growth of the country
  1. **CHALLENGES FACING EDUCATION FOR ALL**

Education for all refers to commitment by the countries and government to meet the learning needs of all children, youth and adults by 2015 by UNESCO.

1. Low donors funding for pre-primary and adults education
2. Low enrollment in early childhood education
3. Lack of effective international coordination and distribution of aid to education
4. Low transition from primary to secondary schools
5. School dropouts before reaching the last grade
6. Inadequate attention to child-centered and gender sensitive methodology.