

DOCTRINES OF SUPRANATIONAL INSTITUTIONS IN EDUCATION AND THEIR EFFECTS ON THE EDUCATIONAL SYSTEMS OF RWANDA

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Abstract:

Ever since the independence, financial problems have forced developing countries to request loans and grants from developed countries and international financial institutions to help finance different developmental projects. These financial institutions include World Bank and International Monetary fund's (IMF). However, from 1980s these institutions imposed developing countries some conditions in different domains of life so as to provide any support. Thereafter, several developed countries joined those financial institutions in this move.

To provide support in the area of education, developing countries are imposed to reform their educational systems and adopt new practices like: Privatization of education, Decentralization of education, Reducing the cost per student, Repayment of the cost of the education by the parents, Suppression of the financing of higher education. To implement these conditions, developing countries are obliged to change their educational policies and to introduce some practices which are not conducive to the population. It is against this background that Rwanda brought some changes in its system of education like double shift in primary schools, reduction of teachers' salaries, reduction of dropouts, etc.