

RWANDA'S 2010-2012 EFA-FTI CATALYTIC FUND APPLICATION

To:
FTI Secretariat
Washington DC
USA



10th September 2010

Endorsement by Rwanda Education Sector Development Partners of the 2010-2012 Catalytic Fund Application

As Representatives of the development partner agencies supporting Rwanda's Economic Development and Poverty Reduction Strategy and Rwanda's Education Sector, we are pleased to inform the FTI Secretariat that we have reviewed all key documents related to the Catalytic Fund application and have fully endorsed the appraisal of the Education Sector Strategic Plan for purposes of the FTI assessment.

The development partners and the Rwanda Government would like to request that the FTI Catalytic Fund Steering Committee support the financing of the Rwandan education sector through mobilising an additional US\$100 million for the period 2010-2012.

[Signature]

Signed: Head of DFID



[Signature]

Signed: Country Manager, World Bank



Signed: Country Representative, UNICEF



Signed: Directorate General for Development Cooperation, Belgium



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Signed: Country Representative, African Development Bank

J.S. Mukeli



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Signed: Head, Canadian International Development Agency



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Signed: Head, Royal Netherlands Embassy



1 Appraisal and Endorsement of the Rwanda Education Sector Strategic Plan 2010 – 2015

1.1 Overall Comments

After a long and refined process of consultation and planning, the ESSP is ready for takeoff. The ESSP is not only consistent in addressing key policy and strategic challenges in the sector: It is a faithful mirror of the sector. It is highly ambitious however consistent with Government of Rwanda aspirations. Nevertheless, it has in-built risk identification, which brings an important balance into its vision. Table 6 (Annex B) presents the overall summary of conclusions, with box scores. This provides a positive endorsement of the directions, achievability and feasibility of implementing ESSP 2010 – 2015

1.2 Strengths

The Rwanda Education Sector Strategic Plan 2010-2015 (ESSP) is the Ministry of Education's (MINEDUC) successor to the 2006 – 2010 ESSP. It is guided by the 2003 Education Sector Policy and, very importantly, reflects the Government's Vision 2020 and the Economic Development and Poverty Reduction Strategy 2008 -2012 (EDPRS). Both stress the fundamental importance of education in the improvement of social and economic development, links with the labour market and poverty reduction

The ESSP provides clear directions intended for the education sector over the five-year period. It also acts as the rationale for Rwanda's bid for follow up funding from EFA –FTI and is fully consistent with the internationally-agreed Millennium Development Goals. It is a well considered, well conceptualized and well justified document. It is intensively written and packed, but very well-structured, logically developed and, particularly given its extensive and eclectic scope, clearly expressed. It is also very ambitious – consistent with the national drive and commitment that led to Vision 20/20 and the EDPRS.

It is owned by MINEDUC on behalf of the Government and people of Rwanda, generated with wide stakeholder and development partners' support and stands as a manifesto for MINEDUC over the five year period. It is conceived as a 'rolling' plan, amenable to flexibility within the annual work plans.

The ESSP provides a good balance between basic and post-basic levels of the system and between equity and labour market considerations and recognises the trade-offs involved in driving towards its twin priorities of 9 years of basic education and enhanced post-basic education. The logical framework and NIF actions matrices help frame the priorities and will be key tools during M+E, as long as reliable and appropriate M+E data become available. GoR and MINEDUC have laid the groundwork in an acceptable way to respond to the challenges of ESSP 2010 – 2015.

1.3 Concerns

The ESSP is realistic about of what can and cannot be achieved in the ESSP period from 2010 – 2015 taking into account both financial and capacity constraints.

Its discussion on financial frameworks highlights the extent of the funding gaps in three alternative scenarios. Even with considerable projected external support the funding gap for **Scenario 3** (the proposed ESSP scenario) 2009/10 – 2014/15 is a substantial 484,068 million RWF (= 31% of expenditure). It is 699,097 million RWF without external financial support (45%). The least ambitious scenario (based upon optimistic growth assumptions) would still leave a 13% gap (with projected external support). This is a considerable threat to the ESSP so it may prove necessary to scale down ambitions. Whether such ambitions

might be scaled down across the board (as various patterns of Scenarios 1 or 2) or whether specific individual reforms would be postponed might profitably be addressed at this stage.

Table 4c offers a comprehensive capacity assessment. The quantitative and qualitative across the board capacity gaps are seen as high risk areas. However, the ESSP emphasizes a number of reforms and actions to address these constraints and currently MINEDUC is in the process of drawing up its priority capacity building action plan – based upon the fruitful capacity building work that is on going.

The risk analysis table at annex 1 identifies a range of risk associated with implementing the ESSP and in particular tackling its qualitative dimensions. Paramount amongst these are the fundamental challenges and risks associated with the implementation of the English medium policy. A number of agreed actions and solutions were identified during the appraisal process to overcome these and will be addressed accordingly by MINEDUC.

There are some concerns associated with the embryonic EMIS and consequent data gaps, allied with limited evaluation and empirical research to underpin evidence-based policy and planning, however recent progress has built confidence in the developing system, and the strong drive for results has improved the outlook for overcoming this.

1.4 Conclusion

The ESSP is a very ambitious vision for the Rwandan education sector 2010 – 2015. It appropriately targets the improvement of the quality of the system as a whole, with a priority focus on nine years of basic education. It seeks to build upon considerable success in tackling access, retention and completion. It faces the challenge of absorbing the basic school cohorts into a reformulated and more co-ordinated post-basic education sector, fitted towards labour market needs.

Given the commitment of the Government of Rwanda to its Vision 2020, the ESSP provides an auspicious platform for the future of education over the plan period.

The Development Partners have concluded the plan is both realistic and feasible. Accordingly, we support the Government's application for the sum of \$100m to the FTI Secretariat for financial assistance over the period 2010/11-2012/13, with additional commitments up to 2014/15 where possible.

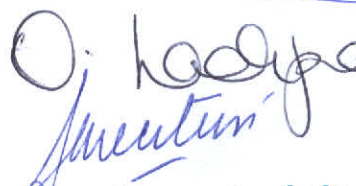
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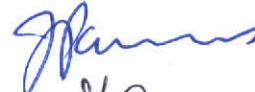


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