**Format for Information Collection - Results Report 2009-2010 (bilateral aid program) EDUCATION.**

Amended version March 17, 2011

**Embassy (for delegated aid**): Kigali

**Thematic Department (for non-delegated aid)**: -

**Country**: Rwanda

**Strategic Goal**: Pro-poor sustained economic growth

**Sub-goal/ programme selected for this form (where relevant)**: Education and Technical and Vocational Education Training

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**1. CONTEXT**

*a. Country or regional context*

In the Economic Development and Poverty Reduction Strategy (EDPRS) document, Rwanda puts an emphasis on promoting skills development. Rwanda’s goal is to promote a knowledge based economy and to become a middle income country by 2020. Education is considered to be one of the ways to achieve this ambition.

*b. Sector (or thematic) context*

The Ministry of Education in collaboration with the development partners (particularly DFID, the lead donor) completed in July 2010 the Education Sector Strategic Plan (ESSP) covering the period from 2010 to 2015. This document is a result of intensive consultations involving the Ministry, the districts administration, schools and NGOs. The plan integrates the recent introduction and fast tracking of the 9 Year Basic Education in an attempt to improve the quality in education. The plan puts an emphasis on developing upper secondary education and invest more in Technical and Vocational Education Training(TVET). These aspects will take into account the employability skills in response to a more and more demanding labour market. For more information on strategic areas in education and skills development, please visit [www.mineduc.gov.rw](http://www.mineduc.gov.rw)

*c. Description of the problem*

The ambition set by the Rwandan Government to be a knowledge based economy and a middle income country by 2020 can not be achieved without investments in skills. With a very young population and without substantial natural resources, the country needs to develop the capacity of its people to be able to compete in the domestic, regional and global economy.

On the Government Common Performance Assessment Framework (CPAF) the satisfaction of employers on TVET graduates is mentionned as one of the key indicators. An employers’survey conducted in 2010 with a sample of more than 60 companies showed that the TVET system in Rwanda needs to be consulted and aligned to the occupations in industry.

*d. Intervention logic*

EKN gives Sector Budget Support (through DFID) and also developed programs in Technical and Vocational Training (TVET). The TVET programs are part of our private sector development program, as lack of skills is one of the main impediments to private sector development.

**2. RESULTS AND LESSONS LEARNED**

1. *What was achieved and why? What made it happen?*

With an average annual disbursement of 8 mln Euro, the Netherlands are amongst the main contributors to the education sector, including TVET.

Sector Budget Support Education

Taking into account the harmonization and coordination agenda,EKN entered into a silent partnership with DFID to support the Education Sector Budget. EKN disbursed yearly around 6 million Euro to support in particular basic education. Progress in the education sector is measured through several indicators that are part of the CPAF. The main results in the period in which we have given budget support are:

* In formal and informal meetings with DFID and in the fora where education is discussed the EKN has strongly advocated for the improvement of the completion rate. With the introduction and fast tracking of the 9 year basic education the completion rate recorded a big leap forward from 52 % in 2008 up to 76% in 2010 (girls rate is higher being 79.8% against 71.4 % for boys)
* The Primary net enrolment rate increased from 93 % in 2009 to 95 % in 2010 (the rate of girls is higher being 97 against 94 for boys)
* Transition rate from primary to secondary increased from 88 % in 2008 to 95 % in 2009.
* The promotion rate in primary education increased from 69.5 % in 2008 to 73.8 % in 2009 meaning a decrease in the repetition and dropout rates of respectively 14 % and 12.2 %.

TVET and Skills Development

Although EKN was considered to be a silent partner in the Education Sector Budget Support, EKN played a complementary role to DFID in the education cluster regarding the institutional set up and the budget planning of TVET. More specifically, on the budget side EKN lobbied to have the TVET budget increased, from 2% in 2008 to now 6 % in the new ESSP (2010 – 2015).

Furthermore a TVET authority, the Workforce Development Authority (WDA) was put in place by using the Netherlands Initiative for Capacity Building in Higher Education in close cooperation between EKN and Nuffic. WDA is in an innovative process that puts in place a TVET Qualification framework that did not exist before..

EKN was also active in lobbying to have the TVET training responsive to the needs of the labour market. This applies in particular to the internship and entrepreneurship culture which is still poor in local TVET schools. EKN in partnership with the Private Sector Federation (PSF) are making efforts to foster this culture in Rwanda. More than 1.000 businesses (some run by TVET graduates) have since participated in the Business Plan Competition and thousands of interns are targetted for exposure to the work place for a duration of 6 months and a certificate at the end. 10 % of the 1.000 businesses involved were connected to banks to facilitate loans.

PSF in collaboration of the Ministry of Labour and the Ministry of Education have drafted a national internship framework.

1. *What went less well and why?*

The Rwandan Government has a strong leadership and ownership in the context of harmonization and coordination. It is leading now the process of the Division of Labour (DoL) among development partners and some sectors will loose their traditional supporters. Education is among those sectors. Even if the Government trusts that the portion of national budget going to that sector will be kept high, in the last Joint Budget Support Review (JBSR) some development partners including DFID stated that the withdrawal of some budget supporters may endanger medium term predictability and future funds for the sector. A study on the effect of the withdrawal of multiple actors in the secotr was recommended in that JBSR and is foreseen in 2011. The Netherlands was supposed to take the lead in coordinating the sub-sector of TVET but was not able to repond to this request due to this DoL.

The involvement of the private sector in training programmes, planning and execution proves to be challenging. Company managers do not have much time to spend in policy discussion and it will require a strong communication strategy (focusing on a win-win partnership) to convince them of their possible and complementary role in education and skills development.

Despite significant efforts, different aid modalities by donors active in the area of TVET make it difficult to agree on a shared and costed strategy that guides all interventions in the sub-sector.

1. *What has been learned?*

The Government of Rwanda has made tremendous achievements in basic education. The completion rate has dramatically increased and the subsequent education levels including secondary education and TVET will have to absorb the increased nrs of students. An employers’survey showed that in Rwanda there is a need to revisit the TVET system and better align it with the needs of the labour market. EKN should be more active in that process taking into account the comparative advantages it has already achieved in the lobby and advocacy that it has undertaken.to further adept training modules to the needs of the labour market.

**3. RESOURCES SPENT (ODA and FTEs)**

|  |  |
| --- | --- |
| Dutch ODA disbursed during 2009-2010 as contribution to this strategic goal (approximately) | € 16 mln (total of 2009 and 2010) |
| Average amount of Embassy FTEs allocated during 2009 and 2010 to this goal (for delegated aid) | 1 FTE |
| Amount of thematic dept FTEs allocated to this goal/ programme during 2009 and 2010 (for non-delegated aid)\ |  |
| Piramide numbers of relevant Activities | SBS: act. 16124  PSF: act. 19815  GTZ: act. 19160 |

**4. OVERALL TRAFFIC LIGHT SCORE**

The overall achievement of results is:

(Please tick **√**)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Off-track | 1 |  |
|  | In danger to be off track | 2 |  |
|  | On track | 3 | √ |