1. **Q1) Paste your summary of your allocated policy and then review the summaries of the other documents;**

Economic Development and Poverty Reduction Strategy (2013/14-2017/18) is Rwanda’s second EDPRS has two central and overarching goals

1. To generate sustained economic growth rates
2. To reduce the rate of poverty to below 30% of the population by 2017/18. To achieve these ambitious goals four thematic priority areas have been identified as a focus for prioritization and planning. These thematic areas are economic transformation, rural development, accountable governance, and improved productivity and youth employment.

The EDPRS 2 has also identifies a number of cross-cutting and foundational issues that require cross government coordination to support the overarching development and thematic goals. These crosscutting issues are: capacity building to enable effective implementation, regional integration, gender and family, the environment, climate change and disaster management, disability and social inclusion, and HIV/AIDS and non-communicable diseases

To achieve the objectives of EDPRS 2, there are numerous polices that should be used which are as follows:

1. Girls Education Policy (2008)
2. Higher Education Policy (2008)
3. Quality Standards in Education (2008)
4. Special Needs Education Policy (2008)
5. ICT in Education Policy (2008, and being reviewed in 2014)
6. Technical and Vocational Education and Training (TVET) Policy (2008)

Rwanda has also committed to achieving the eight MDGs and the EFA goals. Both focus on the importance of universal basic education and the elimination of gender disparities. The ESSP is consistent with these commitments, and Rwanda is on track to meet both of the education related MDGS, thanks to the innovative 9YBE fast-tracking strategies and girls’ education initiatives.

Due to implementation of these policies, there are also outcomes and results expected which are summarized in below:

1. Increased equitable access to 9 years basic education for all children, and expanding access to 12 years basic education.

2. Increased equitable access to education for students with special educational needs within mainstream and special schools.

3. Improved quality and learning outcomes across primary and secondary education.

4. Qualified, suitably-skilled and motivated teachers and trainers to meet demands of expanding education access.

The roles and responsibilities of partners & stakeholders must be reflected in different level of partnership such as REB (Rwanda education board), WDA(workforce development authority) and private sectors also must be involved in implementation of these polices to achieve EDPRS2013-201 targets.

**Sector outcome**

I. Increased equitable access to 9 years of basic education for all children and expanding access to 12 years of basic education.

* **Identified risk**: Classroom construction does not match expansion of secondary enrolment Construction planned and prioritized at district level according to projected needs. Expansion of electricity and water connectivity does not meet anticipated levels.
* **Strategies identified**:

1. Construction planned and prioritized at district level according to projected needs.
2. Work with MINIFRA on a joint action plan for the expansion of school’s access to utilities. Combined with exploration of alternative energy sources such as biogas and solar power.

II. Increased equitable access to education for students with special educational needs within mainstream and special schools.

* **Identified risk:** The extent of the proposed mainstreaming of provision may be constrained by comparable expansion in the quantity or quality of teaching and learning resources disable friendly facilities and trained teachers to meet the needs of students with special needs in all schools.
* **Strategies identified**: Targeted provision of resources based on current students’ needs, followed by broader roll out, with planned procurement process to ensure resources are of adequate quality and quantity to meet needs. Teacher training will be provided through both pre-service and in-service channels. Plans for training provision have been costed in the ESSP and will be targeted in conjunction with needs identified at District level.

III. 3. Improved quality and learning outcomes across primary and secondary education.

* **Identified risk:** Rwanda’s priorities not fully reflected in the EAC’s regionally harmonized curriculum
* **Strategies identified**: Preparation of Rwanda’s position paper on key educational issues. On-going participation in EAC meetings. Strong partnership with EAC and between MINEDUC and REB on curriculum issues.

**EVALUATION PLAN**

Education sector’s evaluation plans include a combination of formative and summative evaluations. The formative evaluations will take place at the end of key project phases and focus on the effectiveness and immediate impact of projects. In particular, they will focus on whether or not activities are on track and if outputs are being achieved. They will then identify lessons learnt from the initial phases of implementation that can be used to improve further delivery on the project being assessed or other projects. The summative evaluations will take place at the end of projects/programmes focusing on the impact and sustainability of projects and whether or not overall outcomes have been achieved. Again they will also assess what lessons can be learnt for delivery of other projects.

1. **Consider how you would implement the spirit of the policies at both national level and in your own classroom**

**THIS POLICY SHOULD BE IMPLEMENTED AT NATIONAL LEVEL by:**

* Design and develop strategic policies, laws and directives
* To set up monitoring and evaluation mechanism
* Data collection, analysis and dissemination
* To conduct education reviews and evaluations
* To set up capacity development and innovative strategies
* To set up guidelines for earmarked transfer
* To ensure that regional commitments are honored and implemented
* To coordinate research in education
* To oversee the development and implementation of a national strategy for the development of science and technology
* To promote the use of information and communication technology in education
* To prepare educational standards and monitor their implementation
* To establish regulations determining how national examinations are conducted at various levels of education;
* To prepare operational plans and budgets
* To collaborate and coordinate with other civil society organizations, NGOs, and other actors including the government and development partners to implement the ESSP
* To strengthen community participation and mobilization to implement educational activities
* To participate in the evaluation of policies and programmes

**AT SCHOOL LEVEL:**

* To monitor school management, including use of capitation grants and teaching methodology;
* To encourages students to participate in different sub policy to achieve the objectives of EDPRS2.
* To mobilize students, teachers and administration about the practices and their roles in achievement of the objectives.
* To provide other partnership opportunities including internships and work placements for students.
* Taking cares of different infrastructures facilities to avoid the wastages of public funds.