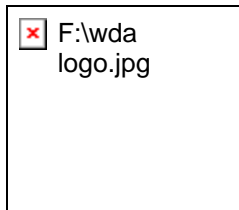


REPUBLIC OF RWANDA



Workforce Development Authority



BTC RWANDA

ANNUAL REPORT 2010

**SUPPORT TO VOCATION TRAINING PROJECT
RWA 0906911**

Table of contents

1 PROJECT FORM.....	3
2 SUMMARY.....	4
2.1 ANALYSIS OF THE INTERVENTION	4
2.2 KEY POINTS	4
2.3 LESSONS LEARNED AND RECOMMENDATIONS	4
3 EVOLUTION OF THE CONTEXT	5
4 ANALYSIS OF THE INTERVENTION	5
4.1 INSTITUTIONAL ANCHORING AND IMPLEMENTATION MODALITIES... ERROR! BOOKMARK NOT DEFINED.	
4.2 SPECIFIC OBJECTIVE	7
4.2.1 Analysis of the intervention so far	7
4.2.2 Risks and assumptions	Error! Bookmark not defined.
4.2.3 Critères de qualité et impact	Error! Bookmark not defined.
4.2.4 Lessons learned and recommendations.....	Error! Bookmark not defined.
4.3 RESULTS	8
5 BENEFICIARIES	9
6 FOLLOW-UP OF THE DECISIONS TAKEN BY THE JLCB.....	10
7 ANNEXES.....	11

1 Project form

Sector	Education – Technical and Vocation Training (code (CAD 11330))
Navision code BTC	RWA/0906911
DGD intervention number	3008337
Partner Institution	<i>Ministry of Education- WDA</i>
Duration of the specific convention	72 months (1st phase 60 months)
Date of onset (specific convention)	22/01/2010
Local Contribution	Availability of offices and staff required for the implementation of the project activities
Belgian Contribution	5.000.000 EUR
Management modalities (Cogestion / régie / mixte)	Mixed
Global Objective	<i>La population rwandaise peu ou pas qualifiée a eu davantage d'opportunités de revenus grâce à l'acquisition de compétences professionnelles</i>
Specific Objectives	<i>L'accès à un système de formation professionnelle de qualité, adapté aux besoins du marché du travail, est facilité, en particulier dans la Province du Sud</i>
Expected results	<p><i>La stratégie de l'enseignement et la formation technique et professionnelle (EFTP – TVET) inclut l'aspect genre et répond aux objectifs de la réforme de l'éducation et aux besoins du secteur économique</i></p> <p><i>Les institutions en charge de l'enseignement et la formation technique et professionnelle au niveau national et de la province du Sud sont opérationnelles à la satisfaction des bénéficiaires.</i></p> <p><i>Les mécanismes de développement des programmes (respectant le critère de l'équité genre) et de leur application dans les centres de formation sont opérationnels et ils correspondent aux besoins du secteur économique</i></p> <p><i>Un système de certification harmonisé, compatible avec le cadre national des qualifications, est opérationnel et valide la qualité des compétences acquises lors des formations.</i></p> <p><i>La mise en œuvre locale de la formation garantit la durabilité des centres de formation et assure l'insertion socioprofessionnelle des lauréats, en respectant l'aspect genre.</i></p>

2 Summary

2.1 Analysis of the intervention

The activities only covered the inception phase and set up of the project.

Activities that took place mainly concerned the Symposium in TVET held in December 2010. The project took long to start the main activities because of Technical Assistants. The procedure of recruitment has been cancelled and restarts.

In the mean time, the partner assigned the Director of IPRC/S as the Director of Intervention a.i.

The steering committee took place in May; the activities planed were not executed.

Budget	Expenditure per year	Total expenditure year N (31/12/2010)	Balance of the budget	Implementation rate
115 000		34.500	80 500	28%

2.2 Key points

2.3 Lessons learned and recommendations

3 Evolution of the context

As the project specific agreement was signed on 22nd January 2010.

However, the project is including other Belgian partners in Vocation Training: APEFE and VVOB.

The new TVET support programme for the benefit of the Rwandan youth, funded by the cooperation of Belgium, is:

- On the one hand, a logic consequence of the past and ongoing interventions (technical cooperation conducted by APEFE, VVOB and BTC), particularly the support for Vocational Training Centres in the Southern Province;
- On the other hand, aligned to the new reforms in the TVET (Technical and Vocational Education and Training) sub-sector, undertaken during these last months and which have given birth to the Workforce Development Authority (WDA).

Thanks to the reform and development policy addressing the education sector; Primary Education is becoming the rule for an increasing part of children aged between 6 and 12 years. Furthermore, the extension of Basic Education from 6 to 9 years will certainly increase the number of youth who look for an opportunity of gaining a qualification through training; with the aim of achieving employment on the labour market in future.

TVET represents at present only a small part of the education offer for adolescents (around 1 % of the workforce). However, one can expect that the pressure on the TVET courses after the Basic Education cycle of 6 + 3 years will increase rapidly.

The new TVET system

The Government of Rwanda has recognized the importance of responding to these needs but also the potential that TVET has for bringing forward economic development in line with the “Vision 2020” by enhancing the share of non-agricultural and qualified employment in the economy. The Government has therefore decided to significantly increase the budgetary envelope for TVET and to support at the same time the establishment of a coherent and effective TVET system. This new and comprehensive system includes the following components:

- a) Initial vocational training for youth leaving basic education (after 6 to 9 years of general education) (in the present “Centres de formation des jeunes” – CFJ);
- b) Technical education at the secondary education level: in Technical Schools (both public – ETO = écoles techniques officielles - and private ones - ET), the Agro-Veterinarian Schools (EAV – écoles agro-vétérinaires), the economic options of secondary education (secretarial work and accountancy; hotel and tourism);
- c) Initial and continuing training of workers, in the Vocational Training Centres (CFP)

- d) Technical education on the post-secondary level (after the Baccalaureate, which is concluding 12 years of school) in the new “Colleges of Technology” at Kicukiro (Kigali-City) and Tumba (Northern Province).

The integrated system should allow the learners – youth and adults – to progress from one level to the next in a flexible and continuous way, instead of being blocked at the entrance level.

4 Analysis of the intervention

4.1 Specific objective

4.1.1 Analysis of the intervention so far

The overall objective of the new programme is to offer the low or non-qualified part of the Rwandese population more income-generating opportunities thanks to the acquisition of vocational competencies.

The specific objective is to facilitate access of youth to a quality TVET system, which is adapted to labour market needs, particularly in the Southern Province.

The new programme builds on the foundations of the support interventions implemented particularly by APEFE and VVOB, but also by other partners, and it is structured into five lines of action:

- 1) Support to defining the TVET Strategy;
- 2) Institutional strengthening of WDA and IPRC South;
- 3) Support for the adaptation and development of training programmes, of teachers and instructors training and of the implementation of the new and adapted programmes in the training centres (CFJ, CFP, ET, EAV);
- 4) Support for the establishment of certification, qualification and quality systems;
- 5) Support for the rational management of autonomous TVET centres, for establishing training-employment units, and for generalisation of internships and the follow-up of graduates.

It is premature at the stage of the inception phase to analyse the progress against the specific objective. This section will therefore be described in the next year report.

4.2 Results

4.2.1 Description of the progress made

Only activities related to the inception phase took place in 2010. The start of the activities related to the results will be in 2011.

Results 1-5

The one activity took place under specific objective is the International Symposium

4.2.2 Risks and assumptions

At this stage a number of overall risks considered as “moderate” and based on various assumptions can be identified. These are related to:

- ATI recruitment: which's taking one year late
- The competing demands of WDA and IPRC

Specific risks and assumptions will be reviewed once the activities start in 2011.

4.2.3 Critères de qualité et impact

These are premature at this stage of inception phase

4.2.4 Budget execution

There has not been any particular budgetary issue during the inception phase except the symposium in TVET (15.000€)

4.2.5 Lessons learned and recommendations

5 Beneficiaries

At this stage of inception phase, only the partner (DG of WDA) has been involved with the project activities.

He has been involved in the whole planning exercise and decision-making in terms of priority setting of the activities to be funded. Meetings took place several times.

6 Follow-up of the decisions taken by the JLCB

This will take place in 2011 and will include administrative issues such as finalization of the recruitment of staff.

7 Annexes

Logical framework - no changes at this stage

M&E activities

Annex 1: “Budget versus current (y – m)” Report

Annex 2 : Operational planning Q1-2011