



CTB



ANNUAL REPORT 2011

PROGRAMME D'APPUI A LA FORMATION PROFESSIONNELLE

(JOINT BELGIAN TVET-SUPPORT
PROGRAMME)
(PAFP/RWA09006911)



JOINT BELGIAN PROGRAMME INTERVENTION APEFE • BTC • VVOB

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1 Project form

Project name	Programme d'Appui à la Formation Professionnelle
Project Code	RWA 0906911
Location	Kigali, Rwanda
Budget	Appr. 10 Million € in funds (7.755.191 €) and in kind (technical assistance)
Key persons	DI Irénée Nsengiyumva; DELCO Wybe van Halsema
Partner Institution	WDA
Date of implementation Agreement	Early 2010
Duration (months)	48
Target groups	Beneficiaries of Vocation Training Centres, mainly in Southern Province
Global Objective	La population rwandaise peu ou pas qualifiée à eu davantage d'opportunités de revenus grâce à l'acquisition de compétences professionnelles
Specific Objective	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
Results	<p>1. La stratégie de l'enseignement et la formation technique et professionnelle (ETFP/TVET) inclut l'aspect genre et répond aux objectifs de la réforme de l'éducation et aux besoins du secteur économique</p> <p>2. Les institutions en charge de l'enseignement et la formation techniques et professionnelle au niveau national et de la province de Sud sont opérationnelles à la satisfaction des bénéficiaires</p> <p>3. 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</p> <p>4. Un système de certification harmonisé, compatible avec le cadre national des qualifications, est opérationnel et valide la qualité des compétences acquises lors des formations</p> <p>5. 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</p>

2 Summary

2.1 Analysis of the intervention

Intervention logic	Efficiency	Effectiveness	Sustainability
Specific objective	In general terms the joint planning with WDA was not maintained by the partner organisation, which reduced the rate of implementation of activities for a long time. However, the arrival of the Delco in September led quickly to revitalize the team and boost the programme. The implementation rate was low, but what has been spent, has been spent well and efficiently.	2011 was a chaotic and highly ineffective year due to lack of leadership. The unstable situation both on the partner side as the side of the PAFP (Change of DG, the late assignment DI, DELCO, no financial staff up to begin 2012) have stabilized in Q4.	Sustainability is limited for as long as WDA lacks the capacity to take ownership or accompany the programme in most of its activities. The assigned DI has a limited availability due to his multiple other duties within WDA. There is, however, reason to believe that this situation will improve in the coming time, given the recruitment schedule of WDA
Result 1	Highly inefficient, given that it is hard to obtain clear results here	No clear results possible	Not demanded by partner organisation
Result 2	Workshops are not always well attended, leading to a higher cost-benefit ratio.	Low, due to high staff turnover and poor implementation capacity of partner organisation.	Low, due to high staff turnover and poor implementation capacity of partner organisation. However, new approach is more pragmatic and has better chances in 2012
Result 3	The curriculum development methodology is available, pilot modules are available. The new management team has proposed to reduce the scope and adapt activities for the implementation phase, which will enable to produce realistic outputs.	There has been some delay in the recruitment of the Delco and the technical assistant in charge of infrastructure and equipment. This had an impact on the effective management of financial and human resources of the	The programme is aligned with the action plans of the departments of WDA. The intervention contributes to capacities development of the partner institutions. The programme will provide knowledge on the implementation of

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		programme and lead to slow implementation in the first years of the programmes.	a competence-based system. However, it remains crucial that the partner institutions have the necessary financial resources to extend and sustain the produced outputs.
Result 4	Efficient, because main effect is TA	Effectiveness limited because of late arrival of specialist TA (Q4-2011)	Degree of ownership and alignment is high
Result 5	The resources mobilisation and budget expenditure is still challenging because not only the proposed area of intervention is not yet approved by the SMCL but also some activities were left in abeyance (for instance, trainings) because of the change in VTC structure : we expect new administrative staff. Approach not yet clarified and applied inside the WDA	Some factors slowed down the activities realisation and therefore delayed the objective achievement <ul style="list-style-type: none"> • TVET SM intervention started only from May • At the beginning, the SM was not defined in the WDA structure Administrative staff not recruited according to the new structure and job profile	The collaboration with WDA AQA unit and IPRC is a means for the sustainability. The action plans were aligned according to WDA needs and the ownership is guaranteed

Budget (€)	Expenditure per year 2010	Total expenditure year N 2 (31/12/2011)	Balance of the budget	Execution rate
7.755.200	114.279	733.790	6.907.120	11%

Not included is the cost of Technical Assistance from VVOB (3-5) and APEFE (5)

2.2 Key elements

Lack of leadership during the first 21 months of the programme lead to a very slow progress of activities and a low execution rate. The TVET SM TAs started working since May 2011 (local TA) and August 2011 (International TA). The intervention consists in contributing to the quality TVET training through the capacity building of management staff of IPRCs and TVET schools. The collaboration with WDA AQA unit and IPRCs is the major means for ownership and sustainability whereby the TVET SM action plan was aligned with AQA and IPRC/S.

TVET SM approach is described as follows :

- Working on the mission of TVET schools/IPRCs
- Job profiles and competences standards of management staff
- CB needs assessment
- CB plan according to the priorities

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- Implementation
- Monitoring and evaluation

2.3 Key Risks

The existing management staff of VTC would change according to the new profiles proposed by WDA. There is a great risk to loose experienced and skilled staff which benefited, since many years, from CD opportunities and who is familiar with management aspects.

2.3 Key lessons learned and recommendations

- WDA is recruiting the new management staff of VTCs according to the structure and profiles set up. The existing staff will be put out and there will be the need to refresh the support while the old staff was experienced and skilled in management;
- If WDA requests to extend the TVET SM intervention at national level, it remains important to work with pilot schools in order to identify the required conditions to reach quality in SM. These schools will become resource centres and be prepared to disseminate acquired skills and tools to other ones in order to ensure sustainability;
- SM MINEDUC experience is the basis for the implementation;
- The collaboration framework with SM MINEDUC requires to be defined and officialised in order to favour exchange in the common SM fields which are many between TVET schools/centres and General education schools



The team of PAFP and partners of WDA and IPRC/S, Nyanza, October 2011

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3 Analysis of the intervention

3.1 Context

Several elements of this chapter have been derived from the just finalised baseline report for PAFP.

3.1.1 Evolution of the context

All pupils are expected to complete nine years of basic education, comprising six years of primary school followed by three years of lower general secondary education. Upon completing basic education, which aims to equip graduates with the minimum of cognitive and catalytic skills, graduates pursue further education or enter the labour market. Those who pursue further education can continue the general education track or start TVET. Whereas vocational training has been mainly provided to those who dropped out of or stopped at primary education, the Government is moving toward providing vocational training to those who completed nine year basic education. This development is expected to result in entrants into vocational training who have a stronger basis of general knowledge and skills, and who are thus more able to acquire the necessary skills that allow them to become productive in the labour market.

To date, Rwanda's system of TVET has relatively limited coverage, with approximately 50,000 students enrolled in various types of publicly provided one to three year training courses. The TVET system is characterized by extensive private provision: a recent survey identified over 2,300 private training providers, comprising mostly small cooperatives and associations serving the informal sector. However, there is a very considerable number of privately-owned Technical Secondary Schools (TSS) . Most of these are found in the Kigali area. The details of the Government's thrust towards increase of the intake into the TVET stream are not yet known. As mentioned, there are estimates that the intake may double. In order to cope with this situation, the immediate response is that many public TVET institutions will have to operate in two shifts. The medium to long-term plan is to increase the number of TVET institutions.

The government has adopted an extensive and forward-looking framework for TVET consisting of a TVET Policy, an Integrated TVET Concept Paper, and a draft TVET Implementation Plan. The TVET Policy (2008) has four pillars: (i) systems development – including development of WDA and design of a national qualifications framework; (ii) expansion of access; (iii) improved quality through curriculum development and instructor training; and (iv) establishment of sustainable financing. The thrust of the policy framework is to strengthen links between enterprises and training supply, to structure training on the basis of updated occupational competencies, and to develop an integrated TVET system. Integration has a triple meaning: integration of all technical and vocational provision, public and private, under the WDA; horizontal integration across the levels of training – from vocational to technical secondary to technical tertiary; and regional integration of training providers under the coordination and supervision of Integrated Polytechnic Regional Centres (IPRC) in each province. The TVET Concept Paper describes how integration will take place with a focus on development of the WDA and IPRCs.

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(Photo: Graham Holiday)

3.1.2 Institutional Anchoring

Score: Appropriate.

The mission and mandate of WDA is defined in the WDA Act of March 2009. WDA falls within the category of public institutions which are entrusted with regulatory responsibilities and development of economic and social activities and other activities of general interest. Furthermore, the law stipulates that WDA shall enjoy administrative and financial autonomy and be supervised by the Ministry in charge of Education. An Advisory Committee is entrusted with the task of harmonising and providing policy orientation for WDA and overseeing its implementation.

WDA shall have subsidiary Integrated Polytechnic Regional Centres (IPRC) in each Province and Kigali City. At present there are four regions in addition to Kigali City.

The law states that the main mission of WDA shall be to promote and guide the development and upgrading of skills and competencies of the Rwandan workforce in order to enhance its competitiveness and employability through the TVET system.

WDA shall particularly have the following missions: (i) to regularly identify TVET subjects recognised in Rwanda; (ii) to develop curricula and standards on technical and vocational education in Rwanda; (iii) to conduct inspections of observance of standards; (iv) to set up a labour market information collection system in order to develop curricula and standards tailor-made to labour market needs; (v) to teach and train vocational and technical trainers at all levels; (vi) to

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train workers in various positions in order to upgrade their technical and hands-on skills; (vii) to set up a streamlined system for conducting exams, vocational and technical certification and accreditation; (viii) to sensitize and to facilitate investors to invest in vocational and technical training in Rwanda; (ix) to promote employment through entrepreneurship development in collaboration with relevant authorities; (x) to establish a National TVET qualification framework that ensures vertical and horizontal mobility and one that is well integrated in the national qualification framework; and (xi) to establish relationships with other regional and international agencies carrying out similar missions .

The structure and job descriptions for WDA are spelled out in the Official Gazette from March 2011. In brief, the administrative structure of WDA is supposed to be composed of the following units: (i) The Office of the Director General; (ii) The Office of the Deputy Director General in charge of Training; (iii) The Office of the Deputy Director General in charge of Corporate of General Services; (iv) Administration & Human Resource Unit; (v) Partnership Building Unit; (vi) TVET Unit; (vii) Finance Unit; (viii) ICT Unit; (ix) Project Management & Planning Unit; (x) TVET Schools Development Unit; (xi) TVET Accreditation & Quality Assurance Unit; and (xii) Integrated Polytechnic Regional Centres (IPRC).

In the context of the PAFP, it is interesting to note that part of the mandate of the Project Management & Planning Unit is to undertake performance monitoring and evaluation of the TVET system, and that the IPRCs are considered entities of WDA.

As regards the IPRCs, there are foreseen twelve administrative units: (i) Office of the Principal; (ii) R&D, Consultancy, Production & Entrepreneurship Unit; (iii) Student Affairs Unit; (iv) Office of the Vice Principal Academic; (v) Offices of the Deans of Faculties; (vi) Offices of the Heads of Departments; (vii) Academic Services Unit; (viii) Technical Schools & VTC Unit; (ix) Office of Library & Academic Resources; (x) QA & Technical Teachers Training Unit; (xi) Office of the Vice Principal Administration & Finance; (xii) Finance Unit; and (xii) Administration & Human Resources Unit.

The proposed administrative structure clearly indicates that the IPRCs are supposed to serve as regional resource centres with the dual function to assist TVET institutions within the region to provide relevant, quality training and education, while they at the same are seen as regulatory institutions controlling the quality of the training being delivered. It is also interesting to observe that the IPRCs are supposed to have units dealing with R&D and entrepreneurship. Being a relatively young organisation, WDA is still facing considerable staff challenges – in addition to the general resource constraints mentioned above. A capacity needs assessment study conducted in June/July 2011 found that an overwhelming majority of the WDA do have not a great deal of professional experience. Indeed, 70% of staff has less than 5 years of experience of working in education and a much smaller share have specific experience of working in TVET. However, at the same time the study found that 60% of the WDA staff has experience of working in a private company for longer than 12 months, which is a good sign and indicates an understanding of what happens in the private sector. The study also assessed the capacity of each of the existing WDA units. Concerning the ICT Unit, the major constraint was the increased volume of work, as well as the anticipated expansion in the next five years. In relation to the Procurement Unit it was found that none of the other units understand their roles or functions, or the actual procurement process. The School & Development Unit

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faces challenges particularly in relation to the appointment of a physical planner and an officer in charge of maintenance, as well as those relating to equipment, space and lack of a vehicle. Other capacity needs centre around the need to understand the TVET environment, improved English language skills, understanding procurement processes and project management cycles. In the area of curriculum development the major constraint faced by the unit is the need to ensure alignment between the recently developed curricula and the qualification framework. This will require that the pedagogical and technical skills of the unit's staff are upgraded. With regard to the finance unit, the capacity assessment study found that one of the major constraints is the fact that other units are unable to develop plans that can be costed. The study concluded that the capacity requirements of the assessment and examination unit are severe.



(Photo: Graham Holiday)

Currently, the capacity is very low since most of the staff has a very limited understanding of CBT issues. The capacity of the training of trainers unit is also weak, but they have already developed a strategy for implementation. However, the most important constraint relates to the large volume of work and the small number of staff. The constraints facing the planning unit centre around their perceive role and the fact that most units still think that they are involved in actual implementation. Other specific constraints include a lack of professional experience amongst their staff. The unit is also constraint by the fact that the WDA lacks a TVET strategy and so they have limited control over the direction of TVET or related planning issues. The unit is moving towards a PMU type structure, partly as a result of the new World Bank project to be embedded within the unit. One of the largest constraints facing the partnership unit is that most

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external people have a limited understanding of the role played by partnership and a negative perception of TVET. This is made more complicated by the fact that most of the staff are relatively young and lack professional experience. Finally, the HRD unit is fully staff, but it faces the problem of poor perception and that it has to deal with new and complex HRM related demands, as well as the need to ensure increased performance from the WDA staff. The purpose of this rather detailed resume of the WDA capacity assessment exercise is to indicate some of the problems likely to influence on the progress of the implementation of the PAFP, apart from the uncertainty concerning the National TVET Qualification Framework (NTQF) and the role of the TSS's vis-à-vis the VTCs. The implementation strategy will have to take into consideration the risks cause by these circumstances. Apparently, a similar capacity assessment has not been conducted for the two existing IPRCs. The PAFP should consider undertaking such a study for IPRC-South in relation to its envisaged role as regional hub for TVET expertise.

3.1.3 Execution Modalities

Score: Appropriate/not appropriate.

The current execution modalities are characterised by a change of key figures at different levels:

- The new Director General and the Deputy Director General (DDG-Training) of WDA were appointed at the beginning of July
- The Director of Accreditation and Quality Assurance (AQA) unit was appointed as TVET SM focal person (end September)
- The DDG-Training was also appointed as Director of Intervention (DI) end October 2011. Until that date, the interim as assumed by the principal if IPRC/South.
- The director from the Belgian side (DELCO) was finally hired in September 2011 and started his job by the end of that month. Before his arrival, the interim was assumed by different Programme Officers from the BTC-representation in Kigali.
- The AT food processing left in June 2011
- A new AT accreditation arrived in October 2011

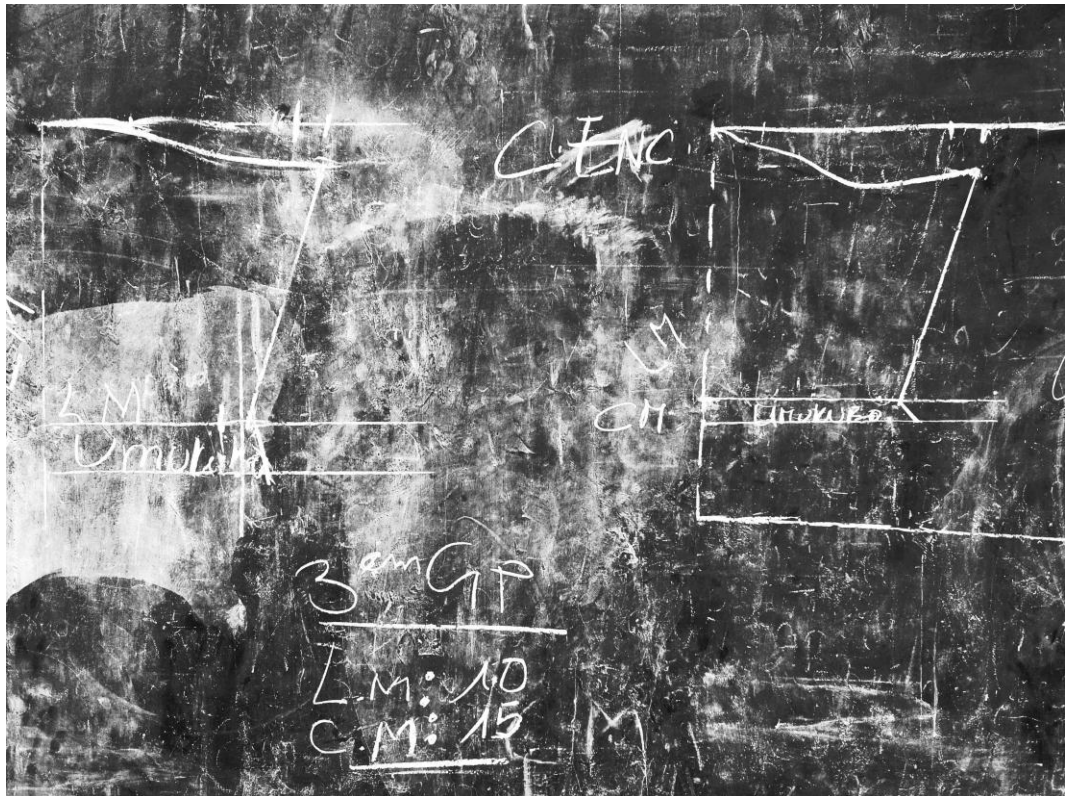
The project support-staff was incomplete during the whole of (2010 and) 2011: no accountant, no Financial Director, only a programme secretary, who luckily was able to cover most administrative and financial functions over the year.

Furthermore, the IPRC/S structure has been approved and the recruitment of the staff is still in process. As far as the new staff of IPRC/S is concerned, only 16 persons were recruited in 2011. However, no ToRs defining their duties and responsibilities are available.

The proposed change in the VTCs management structure by WDA and the recruitment of new staff for both VTCs and IPRC/S slowed down the work pace for the achievement of the expected results.

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Concerning Agriculture, Veterinary, Forestry and School Management, the SMCL of 20-12-2011 agreed on not to limit the SM intervention in the IPRC/S but to spread it at a national level, provided that additional sources of funding would be identified. This was done for efficiency reasons and to have a more direct and immediate impact from activities that have already been tried out and developed by APEFE and VVOB in the past. As a suitable funding partner, the PAREF-BE-II, has been identified and further exploration for collaboration is envisaged for 2012.



(Photo: Graham Holiday)

3.1.4 Harmo-dynamics

Donor coordination is an important task for WDA, since they benefit much support from many different donors with the consequent threat of conflicting inputs, planning and reporting requirements, etc. In line with the Paris Declaration, donors have been organised into cluster and sub-cluster thematic groups to meet on a regular basis, learn from each other and adjust their intervention. The (sub)-cluster meetings have not been very effective during 2011. The last TVET sub-cluster meeting of November 24th approved the resumption of working groups to be headed by different WDA units and key persons. This will firstly increase ownership, and secondly will hopefully increase the chance that the objectives will be reached. However, the sub-cluster has often been considered as 'something from the donors', in particular of GiZ as a chair, and it remains to be seen whether or not this structure can be given a new start.

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3.2 Partnership BTC-APEFE-VVOB

PAFP seems to be the first experience world-wide where the three organisations BTC, APEFE and VVOB are working together in one programme. Given the special effort this takes, and given the interest there exist to learn from this experience, this chapter has been added in order to cater for this.

During the first 18 or so months of the programme, there was no clear leadership, only rapidly changing interims. When the new programme management (DI and DELCO) was installed in October 2011, it encountered a divided situation that was more or less paralysed by the lack of common vision and guidance. Each organisation carried out more or less its own separate programme, and the role of BTC was hardly noticeable other than a perceived burden of administrative obstacles and red tape for the technical assistants. To them, the comparison to the previous situation was very unfavourable, and the degree of personal frustration and tension between TA was very high. This had a severe impact on the external image of PAFP, both at the level of DGD, the embassy and external programme partners.

The first thing that needed to be done was to create a commonly supported vision of what the programme is about and how to operate. Through a participatory process, an operational plan was developed. In that process, it became clear that the DTF was out-dated, was too detailed and had several elements which were an inheritance of previous projects making it too inconsistent to use it as a basic document. In addition, there was a clear desire of the partner organisation WDA to increase the span of impact of PAFP and operate more on a national scale.

There had been no baseline study being carried out, and the terms of reference described in the DTF for such a study were not at all suitable (making an inventory of all TVET organisations). After having changed these terms of references, the market was attributed to a Danish consultant, who in December 2011 started a participatory process of designing a new monitoring system based on a changed log-frame (i.e. a changed set of programme results), a newly developed approach (experimenting with new curriculums at pilot schools to diminish the gap between designed and implemented curriculums) and an individualised (TA) set of outputs to be monitored on.

The new set of results had been approved by SMCL on December 20th 2011, paving the way for an adjustment of the FIT as a main tool of financial monitoring.

The second thing to be done was to eradicate all administrative obstacles that created division rather than unity. An organisation-specific form of budgeting and activity planning was cancelled, making place for one budget and plan, as was set in the partnership agreement. Administrative procedures were streamlined.

The third thing to be done was to improve the team spirit and improve collaboration across borders. A fortnightly set of meetings was established, called the RIBA (Réunion Interne Belge d'Alignement), gathering all TA and programme management (DI and DELCO) to discuss issues at hand. The meetings are

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usually on Friday afternoons, and are finalised by a round of drinks after hours. This sometime also meant taking strong measures against individuals who, as a result of personal frustrations, created division and threatened the joint intervention.

The fourth concern was to communicate a strong image externally of a flexible, capable and united common programme. Given the reactions by our partner organisation and external parties, this exercise has been clearly successful.

A few months further, the integration of the three Belgian organisations in one common programme intervention can be carefully assessed as progressively going in the right direction. Structural-programme/administrative and psychological obstacles have been largely removed, and a conducive environment exists.

Some remaining challenges are the differences in financial horizon between the different organisations, making long term planning more difficult. Furthermore there remains the challenge of combining integration in a common programme with profiling of individual organisations. Also difficult from a personnel management point of view is the division between coordination mandate of programme management and the lack of tools to manage personnel in case of conflict. There are no disciplinary tools and the backup from the respective headquarters in Brussels is not always adequate to manage difficult situations.

3.3 Specific objective

3.3.1 Indicators

Spécifique objective: 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						
Indicators	Baseline value	Progress year N-1	Progress year N	Target year N	End Target	Comments
Taux d'insertion socio-professionnelle des centres appuyés atteint 50% après la deuxième année et 70% après 3.5 ans	No data		50%		70%	Given the lack of implementation over the first two years, it makes no sense measuring this indicator as yet. furthermore, given the dependency of socio-professional integration of graduates on availability of jobs or the business potential in the regional economy, it could be questioned whether this indicator is relevant for the specific objective. For instance, for the EAVF, the rate estimated in 2010 was about 30% after 1 year and 70% after 3 years, this is without the programme intervention!

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À la fin de la deuxième année, 40% des apprenants des centres appuyés bénéficient d'un stage dans le milieu professionnel, 70% après 3.5 ans	No data		40%		70%	All training providers organize an internship, but do not organise monitoring and evaluation (VTC). EAVF has a 100% rate, since an internship is mandatory.
A la fin de la deuxième année, 30% des apprenants des centres appuyés sont des filles et femmes, et 50% après 3.5 ans	35% (EAVF)		30%		50%	Many girls attend vocational training, but in sectors that are traditionally popular amongst them. Not clear though how this is an indicator for the specific objective
						New indicators need to be developed in order to be able to measure progress on this specific objective. A proposal is being made by the baseline consultant in January 2012.

3.3.2 Analysis of progress made

As stated before, and for reasons stated, the general progress of PAFP has been limited for the first 21 months of the programme life, hence a limited impact has to be reported on the specific objective. However, since the last quarter of 2011, a process of reorientation and focusing the programme has been undertaken, increasing the chances of obtaining results for the years to follow.

3.3.3 Risks and Assumptions

Risk (describe)	Probability (score)	Potential implications		Risk Level (score)
		Describe	Score	
Dramatic increase in the number of pupils: Double shift teaching (same programme given twice, morning and afternoon) and the related reduction of hours of the courses created a serious threat to the endeavour of PAFP to support quality improvement of TVET; additional staff is envisaged	Medium	Pressure on teachers and focus on numbers (pupils) is likely not to stimulate teachers and their managers to innovate curricula and pedagogical approaches: quality improvement suffers the consequences	high	C
Unclear status of IPRC	Medium	The role of IPRC is not yet formalised, hence they are not yet fully acknowledged in their role, leading to IPRC operation as a VTC and not as a regional resource centre	Medium	B
Limited implementation capacity of WDA in relation to their ambitious targets	Medium	The lack of capacity risks to become a bottleneck for PAFP to implement its programme	Medium	B
Preparedness of the private sector (S & ME) to invest in the TVET may be limited	Medium	Most potential employers do not perceive the value of a collaboration with TVET	Medium	B

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3.3.4 Quality criteria

Criteria	Score	Comments
Effectiveness	C	The interpretation of the score must be seen from an unstable situation both on the partner side as the side of the PAFP (Change of DG, the late assignment DI, DELCO, no financial staff up to begin 2012). Positive changes have been implemented since Q4-2011
Efficiency	B	In general terms the joint planning with WDA was not maintained by the partner organisation, which reduced the rate of implementation of activities for a long time. However, the arrival of the Delco in September led quickly to revitalize the team and boost the programme. The implementation rate was low, but what has been spent, has been spent well and efficiently.
Sustainability	D	Sustainability is limited for as long as WDA lacks the capacity to take ownership or accompany the programme in most of its activities. The assigned DI has a limited availability due to his multiple other duties within WDA. There is, however, reason to believe that this situation will improve in the coming time, given the recruitment schedule of WDA
Relevance	A	The programme is very relevant and important, despite the current low score on quality criteria. PAFP combines a financing with more than 10 expert in all relevant field of WDA, IPRC and VTC/TSS. The co-management structure enhances a continuous demand on WDA to remain involved.

3.3.5 Potential Impact

The logframe of the DTF was unsatisfactory to programme management and staff, leading to a proposition to SMCL to change results. The following tables has been formalised by SMCL, and is now considered the new framework from 2012 on (See Annex 1)

Because of these adaptations, the potential impact of the PAFP has become more important, because more realistic and focused.

3.3.6 Recommendations

Recommendations	Source	Actor	Deadline
Reduce and specify the Programme results	3.2.2	SMCL	Dec. 2011
Set up a clear experimentation approach that guides all programme interventions and links them to the identified pilot centres	3.2.3	Direction	Jan 2012
Assign small teams to take up concrete action in making the experimentation work	3.2.3	Delco	Jan 2012
Build capacity at central and decentralised level (WDA and IPRC/S) to accompany experimentation and absorb knowledge from experiences at VTC-level	3.2.3	All TA	Dec 2012
Engage junior TA in each employment basin in order to catalyse the experimentation on a daily basis at pilot schools	3.2.3.	DELCO	Feb 2012

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<p>The indicators should be more quality oriented and better reflect the impact of our intervention. I.e:</p> <ul style="list-style-type: none"> -Are graduated students from trainings supported by PAFF more competent and reach higher salaries than graduate students from other trainings? -Most students are already recruited into an internship; 		Baseline Consultant	Jan 2012
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3.4 Result 1

3.4.1 Indicators

Result 1: La stratégie de l'enseignement et la formation technique et professionnelle inclut l'aspect genre et répond aux objectifs de la réforme de l'éducation et aux besoins du secteur économique						
Indicators	Baseline value	Progress year N-1	Progress year N	Target year N	End Target	Comments
1) Une journée de présentation des bonnes pratiques aura eu lieu dans le dernier trimestre de la première année du projet						Several similar activities have been carried out at VTC-level and IPRC-level
2) La version draft du document de la stratégie TVET sur 5 ans (aspect gender) sera produite 6 mois après le début du projet.						Nuffic has taken over this activity ; report produced, not yet been adopted by WDA
3) La concertation sur le draft du document de stratégie sera terminée 1 an après le début du projet – document draft intégrant les commentaires						See above
4) Le système de suivi-évaluation du programme sera validé (manuel) par le Comité de concertation du programme et mis en place au bureau de gestion 3 mois après le début du projet						Operational plan has been validated by SMCL. Baseline is the basis for monitoring plan to be elaborated in Q1-2012
5) La FSP publie au moins une fois par an un article qui démontre l'utilité du TVET pour les entreprises.						FSP has organised a TVET expo that supports this indicator

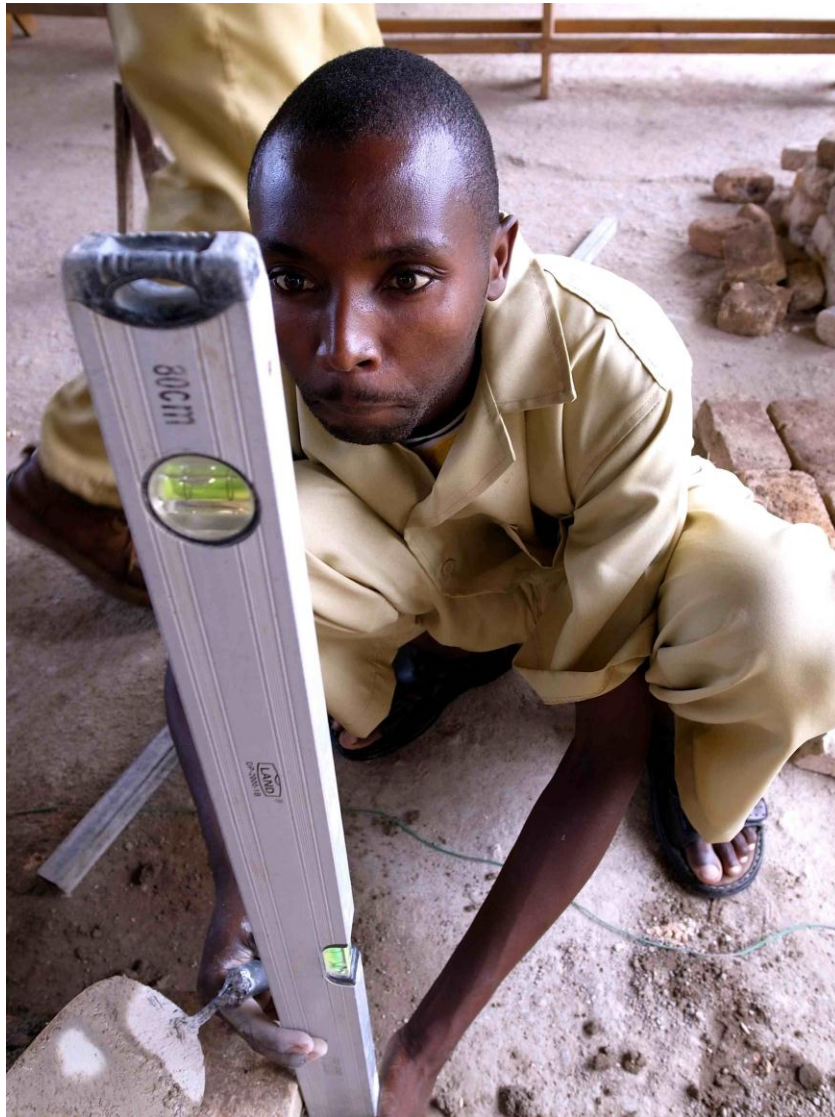
3.4.2 Evaluation of activities

Activities (See guidelines for interpretation of scores)	Progress:				Comments (only if the value is C or D)
	A	B	C	D	
1 Baseline study	x				Change of TOR, since the proposed study from the DTF was irrelevant
2 Monitoring and evaluation of the programme				x	A prerequisite was the completion of the baseline study early 2012. This activity is being elaborated in Q1-2012
3					

3.4.3 Analysis of progress made

It must be concluded that most of the activities under this result are not applicable by PAFP, since other Development Partners (DP) have taken over these activities (Mainly Nuffic and GiZ). In the SMCL of 20-12-2011, this result

has been cancelled, transferring some of the few remaining relevant issues to other results (e.g. gender, monitoring, etc.) .



(Photo: Graham Holiday)

3.4.4 Risks and Assumptions

Risk (describe)	Probability (score)	Potential implications		Risk Level (score)
		Describe	Score	
Hardly any influence on this result, because it has been assigned to other development actors	High	Any additional effort in this area is 'open ended', not considered by WDA and does not lead to clear results	High	D

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3.4.5 Quality criteria

Criteria	Score	Comments
Effectiveness	D	See 3.3.4
Efficiency	D	See 3.3.4
Sustainability	D	See 3.3.4

3.4.6 Budget execution

Rés.	Budget	Exp.2010	Exp.2011	Total	Balance	% Exec.
R1	276.240	18.671	11.993	30.664	245.576	11

3.4.7 Recommendations

Recommendations	Source	Actor	Deadline
Cancel this result, reformulate the other results		SMCL	20-12-2011
Monitoring is a regular management activity and has no place under a result		DELCO	Feb 2012

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3.5 Result 2

3.5.1 Indicators

Result 2: 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						
Indicators	Baseline value	Progress year N-1	Progress year N	Target year N	End Target	Comments
The CD Unit produces new modular programs and adapts the existing programs Note: the indicator is taken again with Result 2 but the relating to it activities are at Result 3	0		0 new program ; 3 adapted programs	≥ 2 new programs ; 3 adapted programs		The indicator relates to all sectors (agriculture, construction, hospitality); 2 programs, one in « agriculture » and the other in « forestry » in progress of adaptation (study on adequacy training-employment carried out, workshop on jobs and job analysis carried out)
The Board of WDA discuss the challenges of the training-employment relation, the strengths and weaknesses of the current system, confirms or reorient the TVET strategy.						We don't have access to the minutes of the meetings of the Board of WDA.
Training operators preserve their autonomy.						The training operators are not autonomous.
The WDA provides the training operators the required services that improve the quality of training : increasing number of accredited programs and awarded certificates.						
The Curriculum Development department produces at least 2 new modular training programmes and adapted 3 programmes for the levels 2, 3 and 4 after 1 ½ year after the beginning of the programme (These programmes will be validated by the Manpower Technical Skills Council in the future)	<ul style="list-style-type: none"> - No modular competence-based curricula - The staff of the curriculum development unit have no experience in the development of modular competence-based curricula. 	<ul style="list-style-type: none"> - Occupational analysis for 4 priority occupations of the hospitality and tourism sector are available 	<ul style="list-style-type: none"> - Curricula for 3 occupations of the hospitality and tourism sector are available. - One more occupational analysis is available. 	<ul style="list-style-type: none"> - The 4 curricula for hospitality and tourism are finalised according to the template and include all the modules. 2 level 2 curricula are available. 	<ul style="list-style-type: none"> - 2 level 1, 2 level 2 curricula are implemented. - 2 level 3 curricula are available. 	The activities linked to this indicator are detained under Result 3. Please find the evaluation of the activities as well as analysis of progress, recommendations under Result 3.

3.5.2 Evaluation of activities

Activities (See guidelines for interpretation of scores)	Progress:				Comments (only if the value is C or D)
	A	B	C	D	
A 3.5 : To adapt the existing programs			X		Lack of instruction from the WDA to complete the started work of adaptation of the 2 programs
A 3.6 : To develop new programs			X		The process should begin in 2012
The process should begin in 2012					

3.5.3 Analysis of progress made

The basic elements were gathered to undertake the work of adaptation of the programs but choices must be now operated by the WDA in order to ensure its result.



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3.5.4 Risks and Assumptions

Risk (describe)	Probability (score)	Potential implications		Risk Level (score)
		Describe	Score	
No decision of the WDA on the process of adjustment of the existing programs	Medium	The programs are not adapted and will continue to be used still 3-4 years, until complete revision of the programs according to CBA	Low	A

3.5.5 Quality criteria

Criteria	Score	Comments
Effectiveness	C	
Efficiency	B	
Sustainability	X	

3.5.6 Budget execution

Rés.	Budget	Exp.2010	Exp.2011	Total	Balance	% Exec.
R2	55.500	10.721	444	11.165	44335	20

3.5.7 Recommendations

Recommendations	Source	Actor	Deadline
Interpellation of the WDA on the finalization of the process of adjustment of the programs	3.3.2	Direction of intervention PAFP / WDA	Q1/2012

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3.6 Result 3

3.6.1 Indicators

Result 3: The mechanisms of development programs (according to the criterion of gender equity) and their application in the training centers are operational and will meet the needs of the economic sector						
Indicators	Baseline value	Progress year N-1	Progress year N	Target y-N	End Target	Comments
The WDA has a curriculum development plan 1 year after the start of the programme.	Draft WDA Strategic Plan by SCE	Action Plan for Curriculum Development 2011	Action Plan for Curriculum Development 2012			1 AP per year will be developed by WDA
The WDA has a trainer's recruitment plan and a capacity development plan which take the needs of the training centres as well as the trades supported by the programme into account.						1 draft of a potential TVET trainer professional occupation in Rwanda is elaborated
The master plan for the equipment of the training centres in accordance with the supported training programmes is available within 6 months after the beginning of the programme. The plan will be partially integrated in the each action plan. First procurement at the end of the first year after the start of the programme. The second procurement will be finalised at the end of the second year (mid-term evaluation mission).			First procurement			At the request of the WDA, the PAFP has funded equipment for the construction sector x €
At the end of the second year, 60% of the trainers have the profile (pedagogical and technical competences) which corresponds to the qualification criteria established by WDA. After 3 and a half year after the start of the programme, 80% of the trainers have the profile which corresponds to the qualification criteria established by WDA.					80% of the trainers have the profile	Training of trainers will start in 2012.
The newly developed curricula (food processing etc.) Are implemented at the end of the second year and the first learners end the training at the end of the third year of the programme.	0 curricula developed		4 new curricula are developed for construction field		80% of trainers centres supported fit the profile of quality required 3 ½ years Inception	First learners end the training at the end of 2012. At the end of 2011 the curricula developed for experimentation are not completed and are not conform to the structure approved by the WDA

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3.6.2 Evaluation of activities

Activities (See guidelines for interpretation of scores)	Progress:				Comments (only if the value is C or D)
	A	B	C	D	
1 Develop a curricula development strategy to determine which curricula need to be reviewed / developed urgently regarding the priority needs job market and the WDA.		x			
6 Develop the new curricula according to the defined priorities for vocational training			x		At the end of 2011 the curricula developed for experimentation are not completed and not conform to the template approved by the WDA The 4 curricula "construction" developed take into account sustainable technologies and there applicability in pilot VTCs context
7 The new validated curricula are implemented in construction VTCs and TSSs			x		Experimentation of 4 curricula "construction" for VTC level will start in 2012. Those curricula are not validated.
8 Insert in each module or training program content "entrepreneurship." (See MP)		x			Synergy is operational with EDC programme, which has developed "Work readiness" and 'Entrepreneurship modules for the training providers. Those modules will be tested in 2012 during the experimentation of 4 curricula for "construction".

11 Organise the training of trainers (with the participation of Private Training Providers) in the action domain of the support program			x		An action plan has been developed for testing in the southern province 4 curricula for the construction sector. 10 training centres will be affected by a strengthening of technical skills for the "construction" sector
12 Assess the needs of centres to implement the curriculum			x		Allocation of TA infrastructure The list of equipment not yet defined in the new curricula
13 Equip the centres according to the needs			x		Equipment for the sector "construction" have been acquired but not yet available in the pilot centres

3.6.3 Analysis of progress made

The instability and high turnover of ToT unit team (3 changes of management in 2011 and the current head is acting) are the major factor of delay in decision making on the strategic level. In addition to this fact, the ToT team is quite insufficient (2 pedagogy experts and 1 head) to tackle with the extent of the national target to upgrade or train the TVET trainers and on the level of the IPRC-S, no operational staff (3 pedagogical coordinators and 3 methodological coordinators) has been recruited yet. Since all the activities rely on the guidelines defined by a ToT strategic plan which is still submitted for approval, some prior actions could be taken with delay.

-Link between the activities and the result :

The WDA curriculum development methodology is clearly a competence-based and demand-driven approach. The templates of the curriculum were developed accordingly. Moreover, the curriculum facilitators of WDA benefited from capacity development in the curriculum development methodology and had the opportunity to perform and improve their competences. The 5 priority curricula for hospitality and tourism (tour guide, cook, receptionist, waiter, housekeeper) were selected according to the priorities identified with representatives of the hospitality sectors.

Gender was respected in the identification of the competences of each curricula as both women and men were involved in the occupational analysis and description of the competences of each curriculum.

-Sensitive points (for success or failure) and influence factors :

Out of 5 priority curricula, 3 curricula for hospitality and tourism sector were further developed. However these curricula still need to be improved as this was the first performance of the WDA curriculum development team in the development of competence-based and demand-driven curricula.

Moreover, the short deadlines and the lack of clear financial procedures did not allow the curriculum facilitators to finalise the work. These curricula need to be adjusted according

to the occupational analysis report and the level of training required to acquire the competences. Also, the work readiness modules need to be fully included in the curricula and the curriculum templates have to be used.

The WDA staff that was trained in the competence-based approach should train the persons in charge of curriculum development at the IPRC level. The trainers also need to be trained to this new approach in order to implement the curricula.

-Unforeseen results :

The programme had to support the development of entrepreneurship modules. This was realised thanks to a good donor coordination by WDA and a good collaboration between PAFP and the USAID-Akazi Kanoze project implemented by EDC (Education Development Centre). The collaboration between WDA, PAFP and EDC led to the decision to include the work readiness contents developed by Akazi Kanoze in all level 1 curricula after a piloting in 15 public training centres of the Southern Province. Moreover, PAFP and EDC supported the WDA in the adaptation of the ILO Know About Business modules into Advanced entrepreneurship modules for the TSS level.



(Photo: Graham Holiday)

3.6.4 Risks and Assumptions

Risk (describe)	Probability (score)	Potential implications		Risk Level (score)
		Describe	Score	
Absence of a formalized development plan of the programs	Medium	Incoherent development of the programs	medium	B

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Absence of a formalized training program of the trainers	Medium	Inappropriateness and inconsistency in the trainings given to the trainers	medium	B
Insufficient resources of the PAFP to achieve the equipment programme conceived for the 3 AVFS-pilots of the Southern Province	low	AVFS insufficiently equipped to give the programs effectively	low	A
Delay of the national ToT strategic plan	high	Implementation of an experimental ToT plan not compliant with the national strategy No ownership of the experimentation in the southern province	medium	C
Unavailability of ToT unit team	high	No ownership of the experimental ToT plan in the southern province and no dissemination of lessons learned from it	medium	C
No reinforcement of ToT unit team	medium	No ownership of the experimental ToT plan in the southern province and no dissemination of lessons learned from it	medium	B
Lack of availability of DI	high	Delay of planned activities	high	D
Delay of IPRC-S ToT staff recruitment	medium	No ownership of experimentation of TVET trainer curriculum	medium	B
Unavailability of the trainers in pilot-VTCs	high	No experimental activities carried out	high	D
No top-up salary allocated to trainers in pilot-VTCs for the designing of didactic resources	high	No commitment of the HR involved in pilot-VTCs for experimental activities	high	D
No validation of the Pedagogy curriculum for TVET trainers	low	No implication in the experimental phase	low	A
No validation of the pedagogical committee as dissemination operator	medium	Delay in dissemination process	high	C
No validation of the TVET trainer certificate recognising his/her pedagogy competences and related to NQF	medium	No recognition of the upgrading competences for the trainers in pilot-VTCs No policy of Prior Learning Recognition based on this certificate	medium	B
Overlapping activities of other DPs, contradictions in recommendations and methodology	medium	Confusion for WDA and delay in decision making	medium	B

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3.6.5 Quality criteria

Criteria	Score	Comments
Effectiveness	C	There has been some delay in the recruitment of the Delco and the technical assistant in charge of infrastructure and equipment. This had an impact on the effective management of financial and human resources of the programme and lead to slow implementation in the first years of the programmes.
Efficiency	A	The curriculum development methodology is available, pilot modules are available. The new management team has proposed to reduce the scope and adapt activities for the implementation phase, which will enable to produce realistic outputs.
Sustainability	B	The programme is aligned with the action plans of the departments of WDA. The intervention contributes to capacities development of the partner institutions. The programme will provide knowledge on the implementation of a competence-based system. However, it remains crucial that the partner institutions have the necessary financial resources to extend and sustain the produced outputs.

3.6.6 Budget execution

Rés.	Budget	Exp.2010	Exp.2011	Total	Balance	% Exec.
R3	3.955.815	0	497.939	497.939	3.457.876	13

3.6.7 Recommendations

Recommendations	Source	Actor	Deadline
Review the formulation of the result according to the various activities to be undertaken	3.5.5	PAFP+ Baseline Consultancy	02-2012
Suppression of Activity A.5.3, redundant and directly integrated into A.3.11; irrelevance of the indicators of Result 5 to A.5.3. which are more to do with socio-professional integration aspect	3.3.1 and 3.3.2		
Necessity of a baseline enclosing needs assessment in ToT	3.3.2	Consultant? TA/HoU	Q1. 2012
More participative work methodology for the sake of relevance of national ToT plan and experimental plan in the southern province	3.3.2	TA/HoU	2012
Experimental plan in pilot-VTCs comprising	3.3.2	TA ToT/TA AC/TA	Q1. 2012

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coordination of pedagogical training actions and technical training actions		construction/TA hospitality	
<p>Agreement with WDA to gather conditions for achievement of experimentation :</p> <ul style="list-style-type: none"> • Availability of ToT unit team for monitoring and follow-up • ToT staff in IPRC-S in place and available • Availability of pilot-VTCs trainers for training course, designing didactic materials • Top-up salary for members of pedagogical committees to design didactic materials and dissemination of training 	3.3.4	Delco/DI (IPRC-S Pincipal/pilot-VTCs Managers)	Q1. 2012
Approval of concept of pedagogical committee as short/medium term ToT operator for dissemination in experimental phase and potentially for monitoring future TVET trainers in initial training	3.3.4	Delco/DI (TA/HoU)	Q2. 2012
Introduction of a computerized system located in IPRC-S to manage, monitor and follow-up the trainers under process of upgrading for professional certification or PLR	3.3.4	TA/IPRC-S ToT staff	Q4. 2012
The curriculum development strategy should be finalised and make clear the role of IPRCs and training centres in the development and implementation of curricula.	3.4.1	WDA - PAFP	Q1
A curriculum facilitator for hospitality a.i. in WDA, as well as Methodological and Pedagogical coordinators in IPRC/South need to be recruited.	3.4.4.	WDA	Q1
The new organisational structure of the VTCs should be implemented before the piloting phase.	3.4.4.	WDA	Q1
The hospitality and tourism curricula should be finalised according to the occupation analysis and the curriculum template, and include the missing general and complementary modules.	3.4.2.	WDA – Curriculum Development unit – IPRC	Q1
The trainers of the pilot schools need to be trained in the competence-based approach.	3.4.3.	WDA – PAFP	Q1

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3.7 Result 4

3.7.1 Indicators

Result 4: Un système de certification harmonisé, compatible avec le cadre national des qualifications, est opérationnel et valide la qualité des compétences acquises lors des formations						
Indicators	Baseline value	Progress year N-1	Progress year N	Target year N	End Target	Comments
The system of certification is operational	0		0	1	1	Development of the system in progress under the responsibility of the C&E Unit + TA/PAFP
<i>The NTQF blueprint will be available at the end of December 2009. According to recent agreements between WDA and NUFFIC-NL, there is this possibility, (to finance ?? -The French sentence is not clear-) by the bilateral cooperation of the Netherlands, in that case out of the project, by an expertise, a tender organized by Nuffic-NL</i>	Not defined	?	NTQF submitted to validation	?	NTQF applied	A proposition of NTQF has been made by NUFFIC but has not been validated up until now It is in fact NUFFIC, not PAFP, who is in charge of this activity
<i>The certification system is operational at the end of the second year of the project</i>						
<i>The certification system is defined.</i>	0	0	0	1	1	A draft assessment policy is being designed

3.7.2 Evaluation of activities

Activities (See guidelines for interpretation of scores)	Progress:				Comments (only if the value is C or D)
	A	B	C	D	
1 Activité 1.1 <i>Develop a preliminary draft of NTQF to be harmonized with NQF (under result 4). This activity should be achieved before the beginning of the project</i>					As stated before, this activity does not fall within the PAFP scope. A proposition of NTQF submitted by NUFFIC should be validated in 2012
2 Activité 1.6 <i>Promote TVET by introducing a Certificate of Professional Proficiency valid for level 3 –</i>			x		This activity should have started in

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<i>qualified workers – Development under result 3</i>					2011 It should be included in activity 4.5
Activité 4.1 <i>Advise for the development of a NTQF – see result 1 and link with Dutch, Japanese and Belgian-Rwandan study funds support – see A.1.1</i>					See activity 1.1 Awaiting NTQF validation
Activité 4.2 <i>Develop introduction methodology for results 3 and 4 in NTQF via competent structure</i>		X			Awaiting NTQF validation According to the Activity Plan AFP 2011, this was not scheduled for 2011
Activité 4.3 <i>Reinforce capacity of the WDA staff in charge of accreditation and certification – see result 2.4</i>			X		The study trip planed in 2011 has been postponed to March-June 2012 according to availability of the AC unit staff and arrival in October of the TA
Activité 4.4 <i>Develop an accreditation system within WDA – link with Result 3</i>		X			According to the Activity Plan AFP 2011 this was not scheduled for 2011 Contact has been established with the AQA Department and this activity is being clarified and planned to complement the other DPs intervention
Activité 4.5 <i>Develop a certification system for graduated students of specific levels (future qualified worker level CAP, existing technician level, others)</i>			X		Awaiting RTQF Some components of this activity are not relevant
Activité 4.6 <i>Organize practical tests to certify good quality workers who do not have a certification</i>			X		Operational IPRCs validated RTQF, assessment system and training of assessors should precede a Prior

					Knowledge Recognition system
Activité 4.7 <i>Set up an entity supporting quality improvement : within WDA and possibly in IPRC</i>		x			According to the Activity Plan AFP 2011 this was not scheduled for 2011



(Photo: Graham Holiday)

3.7.3 Analysis of progress made

Most activities have been delayed (I arrived in October 2011; when some were planned for the beginning of the year or in 2010). Some activities are being modified.

As of today, the main achievements are the revised ToR for the TA and a concerted action plan for 2012. A draft assessment policy and a map of the assessment system are being designed.

3.7.4 Risks and Assumptions

Risk (describe)	Probability (score)	Potential implications		Risk Level (score)
		Describe	Score	
Absence of a system of certification	Low	The trainings are not recognized by a certificate	High	B
Arrival of TA after the deadlines set up for activities	High	Delay in activities	High	D
Lack of availability of the AC unit staff	High	No ownership of the experimentation in the South Province No dissemination of lessons learned	Medium	C
Lack or availability of the DI	High	Delay in activities	High	D
No recruitment of the staff required by the Head of AC unit, understaffed unit	High	No ownership of the experimentation in the South Province No dissemination of lessons learned	Medium	C
No recruitment of the staff expected in the IPRC/S	High	No ownership of the experimentation in the South Province	Medium	C
No availability of the trainers in the pilot VTCs	High	No activity	High	D
No financial incentive for the trainers to participate in designing assessment material	High	Lack of involvement in the experimentation activities	High	D
No validation of the RTQF	High	No implications at the experimental level Assessment material produced during experimentation will have to be linked to RTQF later on	Low	B
Overlapping with activities of other DPs, contradictions in recommendations, terminology and methodology	Low for AC unit Medium for AQA Department	Confusion of the partner, difficulty in making choices Delay in designing policies and procedures	Low for AC unit Medium for AQA Department	A for AC unit B for AQA
No validation of assessment policies and material developed during the experimentation	Low	No implications at the experimental level No ownership of the experimentation and no dissemination of lessons learned at the national level No recognition of the work achieved by pilot-school trainers	Medium	B

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3.7.5 Quality criteria

Criteria	Score	Comments
Effectiveness	C	Arrival of TA in October 2011
Efficiency	C	Activities are delayed
Sustainability	C	High turnover doesn't guarantee the sustainability of capacity-building Implementation has not started

3.7.6 Budget execution

Rés.	Budget	Exp.2010	Exp.2011	Total	Balance	% Exec.
R4	294.921	3.390	0	3.390	291.531	1

3.7.7 Recommendations

Recommendations	Source	Actor	Deadline
Request to the WDA to establish a system of certification	3.5.4	WDA / PAFP	Q1/2012
Activities 1.1 and 4.1 should be suppressed	3.3.2	TA/HoU	
Activity 1.6 should be reformulated or suppressed (redundant with 4.5)	3.3.2	TA/HoU	
Activity 4.6 should be postponed	3.3.2	TA/HoU	
Activities should be added: <ul style="list-style-type: none"> • Development of assessment material: <ul style="list-style-type: none"> ○ Assessment criteria and indicators ○ Scoring system ○ Test bank ○ Assessment development and organization manual ○ Assessment training and accreditation package • Develop a lessons learned center • Implement a computerized assessment management system 	3.3.2	TA/HoU	
Some risks are compromising the running of the project and should be imperatively addressed: <ul style="list-style-type: none"> • No recruitment of expected staff in IPRC/S • No availability of trainers • No financial incentive for trainers to 	3.3.3	Delco/DI	

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<p>participate in experimentation Arrangements need to be found to enable VTC pilot- school trainers to fully engage in the experimentation and to enable IPRC/S to recruit the staff needed.</p>			
<p>Set up an information system within the program. Currently, it is extremely difficult to identify and retrieve the right documents. Different versions of the same document are circulating. Soft copies of reference documents (reports, OP, budget, procedures), data base (trainers, equipments, material) should be available to all TA's in a unique location and the most recent version should systematically replace the former.</p>	3.3.1 and 3.3.6	Delco/ Delco assistant	



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3.8 Result 5

3.8.1 Indicators

Result 5: The local implementation of the training ensures sustainability of the training centers and provide socio-professional integration of the graduates, while respecting the gender aspect						
Indicators	Baseline value	Progress year N-1	Progress year N	Target year N	End Target	Comments
At 2-year project began, the VTC supported by the project self-financing up to 30% of operating costs and depreciation and 3 ½ years to 50%	?					The indicator is not verifiable, the status of UP is not regulated. Access to the financial statement of VTC?
At 2-year project began, the ETO / EAV supported by the project self-financing of up to 20% of operating costs and depreciation and 3 ½ years to 30%						idem
At the end of the second year, 40% of the students from the supported centers benefit from an internship in the workplace, and 70% at 3 years ½						See SO indicators
The access to the labor market for graduate students from the supported centers reaches 50% at the end of the second year of the project and 70% at 3 years ½						See SO indicators
50% of graduate are in a situation of self-employment.	?					The indicator is not verifiable, non-existence of a database at the IPRC-S

3.8.2 Evaluation of activities

Activities (See guidelines for interpretation of scores)	Progress:				Comments (only if the value is C or D)
	A	B	C	D	
Implement a system of administrative and financial management easier to manage in each training provider <ul style="list-style-type: none"> Provide a status and a management system standard for the "production units and applying" set up by the Training Providers 			x		A proposal for status is being developed
Install in selected centers (Training Provider) a resource center				x	IPRC-S HR not recruited
Install In IPRC-S a cell of guidance, counseling and occupational integration		x			Assign a current AT (early 2012)
Install in each training center retained appeals to a training fund administered by the program. Priority will be given to producers and producers in the field of food processing and preservation to stimulate the center staff to provide targeted training to groups of farmers / producers			x		Define the criteria for access to funds

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Insert in each module or training program content "entrepreneurship. "Link A 3.8"		B			Synergy is operational with EDC programme, which has developed "Work readiness" and 'Entrepreneurship modules for the training providers. Those modules will be tested in 2012 during the experimentation of 4 curricula for "construction".
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3.8.3 Analysis of progress made

Since the SM intervention started only from 7 months, the progress is at a relatively low level and some factors may justify the current situation. The change of VTC structure and job profiles is the main factor of delaying the objectives achievement. The CB of management staff both at IPRC level and school/centre level could not be realised since the staff is not yet recruited. Moreover, inside WDA structure and IPRCs there was no reference to School Management neither in their action plan and neither in their structure.

To begin, activities were firstly oriented to the setting up of the intervention framework through meetings, visits and group works with different people involved in SM with the aim of gathering information for the baseline and identifying the needs of the field:

- Meeting with all (hired) directors of IPRC/S TVET schools;
- Visit of 6 VTCs and 3 TSSs of IPRC/S and discussion with the management staff about their needs;
- Visit of SM MINEDUC training centre in the Southern province and 3 resource centres in Rubavu-Musanze;
- Meeting with WDA DG, DDG and AQA unit;
- Visit of IPRCs South and Kigali;
- Meeting with the Director of employment/PSF;
- Meetings with SM MINEDUC to share good practices;
- Meetings with KIE in order to identify sustainable collaboration and to develop pre-service and in-service training modules and programmes.
- Meeting with REB in order to foster harmonization of the SM Mineduc and SM TVET activities;
- Observation of training sessions:
 - o pedagogical training towards VTC trainers and English training for TSS instructors organised by WDA;
 - o Peer to peer learning workshop organised by SM Mineduc towards resources centres directors

These allowed the elaboration of an action plan having background information and in collaboration with different stakeholders.

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The institutionalization issue is one of the main aspects which the project was focused on during this period. Now, the place of SM is now clarified in the WDA, it is placed inside the Accreditation and Quality Assurance (AQA) Unit and therefore, our action plan was aligned with AQA. However, there is not yet any baseline and guidelines related to the SM.

Some complementary activities were realized during this period:

- Taking classes during the key moments: (introduction and synthesis), in the OIF Workshop related to evaluation (Competency Based-) in order to align our activities with the new TVET requirements;
- Assisting to the Quality Education Summit in TVET;
- Participation to CB Workshop organised by VVOB in collaboration with PSCBS;



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3.8.4 Risks and Assumptions

Risk (describe)	Probability (score)	Potential implications		Risk Level (score)
		Describe	Score	
Lack of collaboration between donors working in the SM field	Strong	Overlapping and duplication	Strong	B
Change of school administrative staff according to new job profiles	Strong	Loss of experienced and skilled people	Strong	C
Lack of communication between WDA/AQA staff and TAs and between WDA Units and between WDA and IPRC	Medium	TAs are not informed about some orientations and targets of the WDA/AQA and therefore, are not involved in the implementation process	Medium	B

3.8.5 Quality criteria

Criteria	Score	Comments
Effectiveness		<p>Some factors slowed down the activities realisation and therefore delayed the objective achievement</p> <ul style="list-style-type: none"> • TVET SM intervention started only from May • At the beginning, the SM was not defined in the WDA structure and IPRCs. There is neither baseline nor guidelines for the implementation • Administrative staff not yet recruited according to the new structure and job profiles
Efficiency		<p>The resources mobilisation and budget expenditure is still challenging because not only the proposed area of intervention is not yet approved by the SMCL but also some activities were left in abeyance (for instance, trainings) because of the change in VTC structure : we expect new administrative staff.</p> <p>Approach not yet clarified and applied inside the WDA</p>
Sustainability		<p>Collaboration with the WDA/IPRC staff : the action plans were aligned according to WDA and IPRC needs and the ownership is guaranteed</p> <p>Instutionalization process is in progress</p> <p>Presence of local TA</p>

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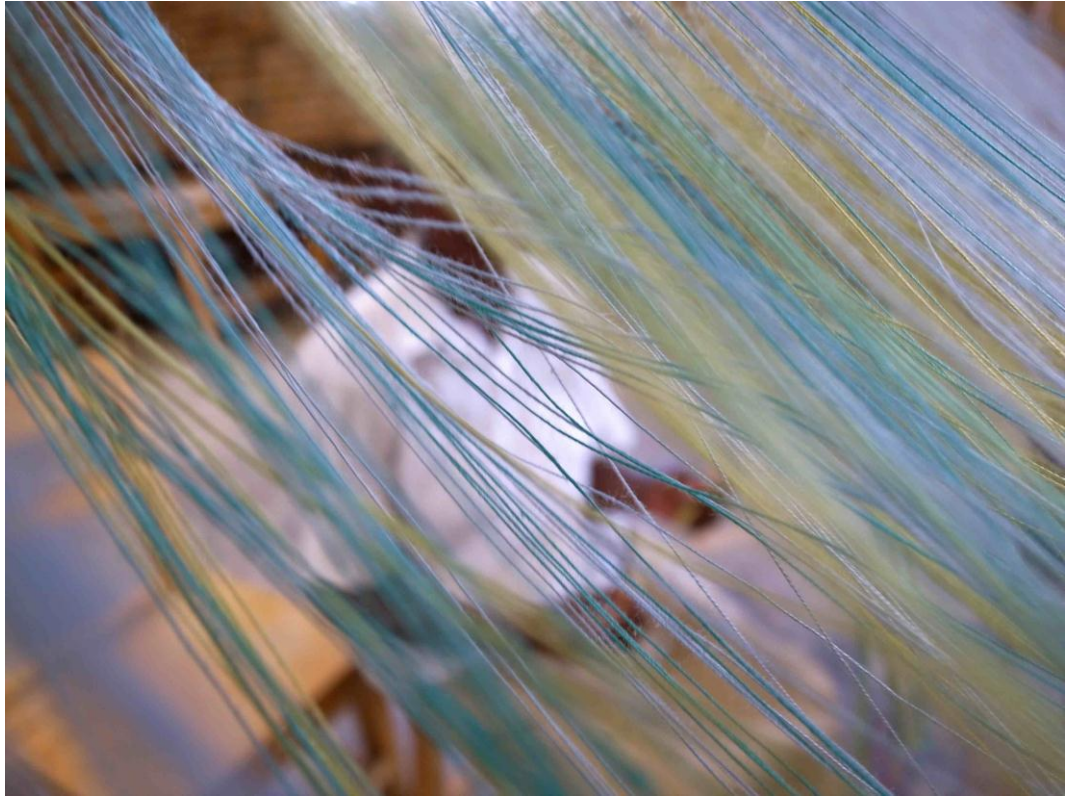
3.8.6 Budget execution

Rés.	Budget	Exp.2010	Exp.2011	Total	Balance	% Exec.
R5	1.155.016	0	1.903	1.903	1.153.123	0

3.8.7 Recommendations

Recommendations	Source	Actor	Deadline
Review the formulation of the result and indicators according to the various activities to be undertaken	3.7.1	PAFP+ Baseline Consultancy	02-2012
Assist in setting up a system of supervision and monitoring, operationalized by the IPRC-S	3.7.4	IPRC-S +PAFP	2012
Involve the production units in the training of learners	3.7.4	IPRC-S +PAFP	2013
Support projects of candidates for self-employment	3.7.1	IPRC-S +PAFP + other partners	2013
Initiate a real partnership with the socioeconomic environment of the training centers	3.7.4	IPRC-S +PAFP +District +PSF	06-2012
Implement a database to track the winners of the training centers	3.7.1	IPRC-S +PAFP	12-2012
Fast recruitment of new administrative staff basing on competences rather than qualification and recognition of experience and achievements of the old staff members	3.3.3	WDA	December 2011
Improvement of the communication mechanisms/system with WDA and IPRC, with WDA and partners and inside WDA	3.3.4	WDA and PAFP	As soon as possible
Coordination of activities of different donors with the aim of harmonisation and alignment	3.3.4	WDA	As soon as possible
Description of TVET SM policy and provision of guidelines for implementation	3.3.5	WDA	As soon as possible
Clarification of the approach and expectations from the SM intervention inside DTF	3.3.2	PAFP	Being done
Elaboration of indicators directly related to SM intervention and revision of existing indicators in the DTF	3.2.1	PAFP	Being done by an external consultant
Fast recruitment of new administrative staff basing on competences rather than qualification and recognition of experience and achievements of the old staff members	3.3.3	WDA	December 2011
Improvement of the communication mechanisms/system with WDA and IPRC, with WDA and partners and inside WDA	3.3.4	WDA and PAFP	As soon as possible

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4 Transversal Themes

Cross-cutting aspects had been subject of interest for SM intervention. During visits in schools, SM TAs were interested in getting to know the thinking of schools administrative staff about the HIV/AIDS, gender and environment issues.

4.1 Gender

Considering the sectors that the programme is supporting (construction, hospitality and agriculture), it seems more appropriate to have a “gender sensitive approach” rather than equality between men and women” approach as far as the specific objective indicators are concerned. The gender aspect has been the subject of discussions with directors of visited schools/centres, in terms of the girl registration rate in the TVET training. In some school there is club for girl forum (Espace Fille). The baseline will help also to get the information about the female versus male staff.

From 2012, modules on gender based violence, HIV/AIDS and reproductive health will be included in the curricula.

In hospitality, most of the students are girls. In 2011, out of 532 learners of the pilot schools, 400 are girls.

The introduction of the demand-driven approach in the Rwandan TVET, as well as the inclusion of the work readiness and entrepreneurship modules in the training programmes, will have an impact on the employment of women and girls. Moreover, the hospitality and tourism curricula are gender oriented as both women and men participated in the occupational analysis and development of the curriculum.

4.2 Environment

Schools are sensitized in environment entertainment and management. In some schools, the creation of the club for environment helped to set up school garden.

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5 Decisions taken by the JLCB and follow-up

(SMCL June 2011)

Nr.	Decision of previous meeting	Explication of state of implementation	Final remarks & decisions
1	Organogram to be reviewed	Done and added to PV; however, new Operational Plan proposes further adaptation	Accept to view the organogram of the OP; with the approval of the OP, the new Organogram will also be approved.
2	VVOB to present the Terms of Reference of their Technical Assistants	PM of VVOB produced a document describing function and expertise of the 3 TA's that VVOB makes available to PAFP	ToR of VVOB accepted as proposed.
3	Fee for external expertise to be confirmed by MINECOFIN et WDA	Management meeting of WDA of 12 September 2011 took a decision to grant 20.000 FRW before tax to external experts	Agreement of the meeting with the proposed. Consultants for instance have a separate contract. Expert coming from abroad will probably have their own financing. The proposed rates are mainly mentioned for local experts from the private sector other than consultancy firms. The Allowances grid drafted on the meeting of 14 October 2011 will from that date on be the official reference for PAFP concerning payment of all allowances related to missions, training, meetings and workshops.
4	Logistics and administrative assistant VVOB to be justified before imputing her functioning costs on PAFP-budget	PM of VVOB produced a document describing function and expertise of a Logistics and administrative assistant that VVOB makes available to PAFP	The meeting agrees on allowing imputing her functioning costs on the PAFP-budget as from the date of her engagement, the first of June 2011.

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SMCL December 2011

Nr	Item to discuss	Arguments and decisions
1	TVET-School Management piloted at National scale	National piloting with financial support from other donors has risk implementations: This could only be accepted on the condition of contractual agreement, which is not the case today. The situation is, however, that the funds of other donors are given directly to WDA, and PAFP will assist WDA in carrying out their piloting activities. There is no direct financial and juridical link to for instance World Bank, only an advisory relation between PAFP and WDA. PAFP will in principle not finance these additional tasks at national level, nor will PAFP accept any responsibility for it. However, where combined effort between PAFP and WDA outside the Mandate area of IPRC/S is possible and is likely to lead to synergy, Programme Management has from now on the mandate to assess case per case and on the basis of a WDA-validated proposal, its participation to any WDA-activity outside the PAFP-mandate area. In principle, additional activities (to the DTF) need to be financed by WDA itself, for instance as part of their action plan agreements with World Bank, Nuffic or GiZ.
2	Extension of EAVF-support activities to national scale	The aforementioned principle applies as a general rule: the steering committee authorises PAFP to work outside its area of mandate on the basis of negotiations between the PAFP-Management and WDA for each specific case, whereby PAFP cannot be held responsible for performance or results other than those agreed in the DTF or any formally validated adaptation of the DTF.
3	Application for 3 Junior Assistants (JA) of BTC for VTC/TSS attachment	The steering committee is happy to make use of this opportunity, but expects these JA's not to occupy a formal job. However, they should function as an intern to gain experience and offer their capacity to the programme. Project management will propose three TOR's to BTC; the next phase is that CV are proposed to WDA for approval. Deadline for submission at BTC-Bruxelles is end of January 2012.
4	Operational Plan	The operational plan is approved by the SMCL as a basis to continue improving the PAFP interventions. The new organogram is thus also adopted. The SMCL agrees on replacing the five results from the DTF by the four new results as proposed by Programme Management. The new results of PAFP are thus: <ul style="list-style-type: none"> • <i>R1: Strengthened institutional capacity of WDA to ensure the implementation of competency-based TVET (systemic support)</i> • <i>R2: Competence-based courses within selected occupational areas are developed and validated (WDA level)</i>

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Nr	Item to discuss	Arguments and decisions
		<ul style="list-style-type: none"> • <i>R3: The capacity of IPRC-S to deliver services according to its mandates is strengthened (the regional level)</i> • <i>R4: The capacity of pilot training centres to deliver labour market relevant TVET is up to standard and serve as an example for other centres (VTC-TSS level)</i> <p>A new set of indicators, baseline values and target values is being proposed by a consultant.</p>
5	Per Diem policy	<p>Proposition to add IPRC's to where WDA is written. Proposition to replace "Per Diem" by "Allowances" With these changes, the SMCL adopts the allowances table, retroactively as from 14-10-2011</p>
6	Use of interns (stagiaires) for TVET-inventory	The Steering Committee allows PAFP to make use of interns for programme activities ; PM will further elaborate
7	Budget modifications	Consolidated FIT accepted as such. Adaptations (such as local staff) are needed, and will be proposed for the another SMCL.

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Use of modern means of communication between partners

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6 Lessons Learned

Lessons learned	Target audience
In Curriculum development: It's very important to adopt a clear approach; otherwise, time and money may be wasted by continual going back and forth.	CD institutions; Projects/programmes involved in CD; TA; Curricula developers.
The TA in charge of CD should be responsible for the training of the curricula developers in order to ensure consistency and efficiency.	
All trainings workshops must be well prepared in advance for efficiency reasons (time economy, avoid to repeat same topics, etc.) and follow-up must be done between them.	
Several TA working on the same activity is not conducive to ownership and motivation unless an effective coordination is in place to ensure a good collaboration. In addition, the local partner can be overridden by several requests at once, especially if the chain of command is not followed.	Projects/programmes Managers; TA.
Alignment: To avoid a loss of motivation of the local partner that has often its own imperatives, it is important for a support program to know the action plan of the partner and line up on it instead of imposing its own planning.	
Intervention programme logical framework: Objectives, baseline, monitoring and evaluation indicators must be clearly defined, otherwise it would be difficult to monitor and evaluate the programme.	Projects/programmes Consultants, M&E officers.

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7 Annexes

7.1 Logical framework

Objectif/Résultat as per PAFP (Nov. 2009)	Objectif/Résultat as formalised bu the SMCL of 20-12-2011
Objectif global	
La population rwandaise peu ou pas qualifiée à eu davantage d'opportunités de revenus grâce à l'acquisition de compétences professionnelles	No change
Objectif spécifique	
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	No change
Résultat 1: Stratégie EFTP/TVET	
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 besoin du secteur économique	Outside the scope of the project
Résultat 2: Renforcement institutionnel	
Les institutions en charge de l'enseignement et la formation techniques et professionnelle au niveau national et de la province de Sud sont opérationnelles à la satisfaction des bénéficiaires	Supported WDA units are capable of facilitating implementation of new competency-based courses in response to the opportunities and demand of the labour market
Résultat 3 : Programmes, formation de formateurs et mise en place dans les centres de formation	
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	Competency-based courses within selected occupational areas are developed and validated
Résultat 4 : Certification, système des qualifications, qualité	
Un système de certification harmonisé, compatible avec le cadre national des qualifications, est opérationnel et valide la qualité des compétences acquises lors des formations	IIRC-South is capable of fulfilling its mandate as a resource centre for provision of relevant, quality TVET in the Southern Province and to monitor piloting of competence-based TVET
Résultat 5 : Gestion des centres de formation, ateliers productifs, stages, insertion	
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	Supported TVET institutions are capable of providing relevant, quality TVET within selected occupational areas in accordance with the potentials and demand of the labour market

The following framework has been elaborated as a consequence of that:

Conditions requises	Observations/risques	Recommandations
1. Les acteurs impliqués au niveau des centres ont du temps pour les actions d'expérimentation	<ul style="list-style-type: none"> Les enseignants n'ont pas suffisamment de temps pour suivre des formations intensives sur l'APC Pour renforcer le rôle d'accompagnant de l'IPRC, il est souhaitable de travailler avec des personnes-ressources La charge horaire liée à la double vacation risque de freiner l'expérimentation et le renforcement des capacités 	<ul style="list-style-type: none"> Au moins une personne-ressource par centre pilote devrait-être disponibles à mi-temps (conseiller pédagogique) Les membres CPC auront 25% de leur temps consacré à l'expérimentation Les enseignants impliqués auront 10% de leur temps consacré à l'expérimentation Analyser l'incidence de la double vacation
2. Capacité des acteurs principaux à la conduite de l'APC	<ul style="list-style-type: none"> Manque /insuffisance des compétences pédagogiques spécifiques à la mise en œuvre de curricula selon l'APC Risque de résistance aux changements 	<ul style="list-style-type: none"> Renforcement de manière ponctuelle et personnalisée des compétences en APC Procéder à des changements graduels des pratiques pédagogiques sur un échantillon restreint
3. Offrir des moyens et/ou conditions motivantes aux acteurs principaux	<ul style="list-style-type: none"> Actuellement il n'existe pas d'exigences à l'aptitude pédagogique à l'enseignement pour les formateurs du TVET 	<ul style="list-style-type: none"> Prévoir un Certificat d'Aptitude à l'Enseignement TVET par APC Imposer, à terme, l'obligation de disposer du Certificat d'Aptitude à l'Enseignement TVET
4. Validation du cadre d'expérimentation par les parties-prenantes	<ul style="list-style-type: none"> Faible participation des partenaires dans la conception du modèle d'expérimentation Instabilité de l'environnement d'expérimentation liée aux directives inattendues 	<ul style="list-style-type: none"> Participation des partenaires à la prise des décisions sur la mise en œuvre de l'expérimentation
5. Implication du secteur privé dans la mise en œuvre de l'APC	<ul style="list-style-type: none"> Faible implication des employeurs dans le TVET Tissu économique formel dans certaines filières semble trop faible pour envisager un accompagnement adéquat 	<ul style="list-style-type: none"> Concevoir des collaborations à bénéfices mutuels entre les centres et les entreprises Diversifier les occasions de rencontres entre partenaires Donner le pouvoir aux employeurs locaux d'influencer les programmes TVET
6. Disponibilité des ressources	<ul style="list-style-type: none"> Actuellement les infrastructures et équipements ne sont guère adaptés aux exigences de l'APC Les équipes pédagogiques ne sont pas complètes 	<ul style="list-style-type: none"> PAFP réalise un inventaire des besoins et propose une stratégie de leur satisfaction, selon ses possibilités Effectuer les recrutements nécessaires
7. Évaluation APC aboutissant à	<ul style="list-style-type: none"> Manque de politique d'évaluation cohérente et 	<ul style="list-style-type: none"> Implication du WDA dans l'élaboration d'un guide

un certificat-standard délivré par le WDA	validé basé sur l'APC au niveau central	d'évaluation selon APC
8. Le modèle d'implémentation doit être transposable	<ul style="list-style-type: none"> • Manque d'un système d'assurance-qualité au sein des écoles • La présence d'une assistance technique accroît le risque de substitution des acteurs locaux 	<ul style="list-style-type: none"> • Le modèle d'implémentation devrait se baser sur les acteurs locaux, appuyés par l'assistance technique • Introduire un système de suivi-évaluation pour capitaliser et diffuser les acquis

7.2 M&E activities

A M&E system is being set up in 2012, following the baseline study (early February 2012) and an improved operational strategy (end 2011).

7.3 "Budget versus current (y – m)" Report

Fin. Mode	Budget	Exp.2010	Exp.2011	Total	Balance	% Exec.
Regie	1.787.064	80.458	196.278	276.736	1.510.328	15%
Cogestion	5.968.127	33.820	537.512	571.333	5.396.794	10%
Total	7.755.191	114.278	733.790	848.069	6.907.122	11%

7.4 Beneficiaries

The direct target beneficiaries have been clarified:

Level 3: Pilot centres in Southern Province

Level 2: Intermediate level, facilitating this piloting (IPRC/S)

Level 1: National level, for as far as curriculum development and facilitation of implementation of new curricula is concerned.

7.5 Operational planning Q1-2012

In Q1 2012, much effort will be put in finalising the experimentation approach and start implementation. The following planning has been envisaged:

Les « cahiers des charges » pour les différents niveaux dans le cadre de l'expérimentation

Niveau « Salle de classe des centres pilotes » (niveau micro)

- Identifier un ou plusieurs défis dans le nouveau programme par l'enseignant concerné

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- Proposer une méthode d'action expérimentale
- Planifier et conduire l'action d'expérimentation
- Conclure et proposer des actions d'amélioration
- Fournir un feedback au CPC

Niveau « école » : le Directeur-Adjoint chargé de la formation/ Conseiller Pédagogique (CP)

- Opérer comme personne ressource (formée par PAFP/IPRC/WDA) au CPC
- Anime le comité pédagogique de son centre (CPC)
- Formuler et donner le feedback au Comité Provincial Pédagogique (CPP)

Niveau « CPC »

- Informer les enseignants sur les nouveaux curricula
- Informer les enseignants sur l'approche d'expérimentation (recherche-action)
- Fournir les fiches d'expérimentation
- Accompagner la conduite de l'expérimentation
- Récolter, traiter et synthétiser les données
- Fournir un feedback mensuel au CPP
- Identifier les besoins en formation et dispenser des micro-formations ponctuelles
- Identifier les besoins en ressources et faciliter leur accès

Niveau « CPP »

- Accompagner les CPC dans leur mission
- Récolter, traiter et synthétiser les données issues des centres pilotes
- Proposer des améliorations pédagogiques, didactiques et techniques aux centres pilotes
- Faire un bilan annuel des activités des CPC et dégager l'impact sur les supports des curricula
- Fournir un feedback trimestriel au WDA
- Identifier les besoins en formation et dispenser des modules de formation pour les CPC
- Identifier les besoins en ressources et faciliter leur accès

Niveau « WDA »

- Accompagner les CPP dans leur mission
- Récolter, traiter et synthétiser les données du/des CPP

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- Examiner les amendements proposés pour adapter les curricula et les intégrer le cas échéant aux documents du curricula
- Faire un bilan annuel des activités du/des CPP
- Évaluer le modèle d'implémentation de l'APC expérimenté

Les axes d'appui au développement de l'expérimentation

Objectifs par étape	Actions à mener	Chefs de file		Période (2012)
		Partenaires	PAFP	
Informers les acteurs principaux sur l'expérimentation	<ul style="list-style-type: none"> • Réunir les directeurs des écoles pilotes et l'IPRC/S pour les informer 	WDA/TT	LENAIN G.	Février
	<ul style="list-style-type: none"> • Organiser une journée d'information pour des partenaires externes (employeurs, autorités, autres bailleurs...) 	IPRC/Pr	LENAIN G.	Février
	<ul style="list-style-type: none"> • Produire un dépliant sur l'expérimentation APC dans les centres pilotes 	WDA/RC	NGOMA M.-P.	Janvier
Le CPP est opérationnel	<ul style="list-style-type: none"> • S'assurer de l'affectation du cadre des personnels pédagogiques de l'IPRC/S 	IPRC/Pr	LENAIN G.	Janvier
	<ul style="list-style-type: none"> • Identifier les personnes-ressources (conseillers pédagogiques) de chaque centre, y inclus les futurs EAVF et les TSS pilotes 	IPRC/D-TVS	PHAM-HOLLIDAY S.	Février
	<ul style="list-style-type: none"> • Former les membres du CPP sur les 7 modules suivants : <ol style="list-style-type: none"> 1. Métier et Formation 2. Principes de l'APC (la démarche, définition d'une compétence, illustration avec un curriculum) 3. Planification de l'enseignement 4. Gestion de l'individu et du groupe 5. Préparation des leçons 6. Evaluation 7. Communication en milieu professionnel 	WDA/TOT	PHAM-HOLLIDAY S.	Mars à décembre
	<ul style="list-style-type: none"> • Finaliser le cahier de charge du CPP (y compris le plan de formation continue des 	IPRC/D-TVS	LENAIN G.	Février

Objectifs par	Actions à mener	Chefs de file		Période
	CPC)			
	<ul style="list-style-type: none"> Accompagner le CPP dans son fonctionnement 	IPRC/D-TVS	PHAM-HOLLIDAY S.	Février-décembre
Les CPC sont opérationnels	<ul style="list-style-type: none"> Constituer le CPC (conseiller pédagogique + 2-3 membres) 	D-Centre + CPP	PHAM-HOLLIDAY S.	Février-décembre
	<ul style="list-style-type: none"> Finaliser le cahier des charges du CPC 	CPP	PHAM-HOLLIDAY S.	Février-mars
	<ul style="list-style-type: none"> Dispenser des formations de base pour le CPC 	CPP	PHAM-HOLLIDAY S.	Mars-décembre
	<ul style="list-style-type: none"> Accompagner les enseignants participants à l'expérimentation APC dans leur propre pratique d'enseignant/formateur 	CPC	PHAM-HOLLIDAY S.	Mars-décembre
	<ul style="list-style-type: none"> Capitaliser les acquis d'expérimentation et assurer le feedback vers le CPP 	CPC	NGOMA M.-P.	Avril-décembre
Renforcer les centres pilotes dans leur rôle d'opérateur de l'expérimentation	<ul style="list-style-type: none"> Optimaliser l'organisation scolaire 	D-Centre	MUSENGE NEZA G.	Février-décembre
	<ul style="list-style-type: none"> Rédiger un plan d'expérimentation par école 	CP	NGOMA M.-P.	Février
	<ul style="list-style-type: none"> Identifier et prioriser les besoins en infrastructure et équipement 	IPRC/PO	WINKLER J.	Mars-septembre
	<ul style="list-style-type: none"> Acquérir les besoins prioritaires 	IPRC/PO	WINKLER J.	Mai-décembre
Renforcer l'IPRC/S dans son rôle de facilitateur de l'expérimentation	<ul style="list-style-type: none"> Identifier les besoins en capacités de nature à faciliter l'implémentation de l'APC (gestion des résultats, gestion des connaissances, etc.) 	WDA/AQA	MUSENGE NEZA G.	Février-mars
	<ul style="list-style-type: none"> Elaborer une stratégie ainsi qu'un plan de développement des compétences et les mettre en œuvre 	WDA/AQA	MUSENGE NEZA G.	Mars-avril

Objectifs par	Actions à mener	Chefs de file		Période
	<ul style="list-style-type: none"> Identifier et prioriser les besoins en équipements et infrastructures afin de permettre à l'IPRC d'assurer sa mission de facilitateur de l'expérimentation APC 	WDA/SD	WINKLER J.	Avril
	<ul style="list-style-type: none"> Réaliser les investissements prioritaires 	WDA/SD	WINKLER J.	Avril-décembre
Renforcer le WDA dans son rôle de régulateur du système TVET expérimenté sur le terrain	<ul style="list-style-type: none"> Concevoir et mettre en œuvre le macro-dispositif d'expérimentation 	WDA/DDG-TT	VAN HALSEMA W.	Janvier
	<ul style="list-style-type: none"> Vérifier la qualité de la mise en œuvre du processus de l'expérimentation 	WDA/DDG-TT	VAN HALSEMA W.	Février-décembre
	<ul style="list-style-type: none"> Sensibiliser les unités pertinentes pour la mise en œuvre de l'APC et renforcer la capacité 	WDA/D-TT	NGOMA M.-P.	Février
	<ul style="list-style-type: none"> Mettre en place des mécanismes de capitalisation des bonnes pratiques 	WDA/AQA	FILIOT A.	Mai-juillet
	<ul style="list-style-type: none"> Mettre en place un système d'information sur l'implémentation APC exploitable à tous les niveaux 	WDA/AQA	FILIOT A.	Mai-juillet
	<ul style="list-style-type: none"> Intégrer les acquis de l'expérimentation dans le développement d'un système TVET de qualité 	WDA/DDG-TT	VAN HALSEMA W.	Novembre-décembre