

PAFP
Belgian Common TVET Support Programme



APEFE

BTC

VVOB

Results report 2013
PROGRAMME D'APPUI A LA FORMATION
PROFESSIONNELLE (RWA0906911)
(BELGIAN COMMON PROGRAMME)



Photo: Annual review and planning workshop PAFP at Akagera, October 2013

FINAL REPORT: 24-02-2014

| | |
|---|-----------|
| ACRONYMS..... | 3 |
| 1 INTERVENTION AT A GLANCE..... | 4 |
| 1.1 INTERVENTION FORM..... | 4 |
| 1.2 BUDGET EXECUTION..... | 5 |
| 1.3 SELF-ASSESSMENT PERFORMANCE..... | 6 |
| 1.3.1 <i>Relevance</i> | 6 |
| 1.3.2 <i>Effectiveness</i> | 6 |
| 1.3.3 <i>Efficiency</i> | 6 |
| 1.3.4 <i>Potential sustainability</i> | 7 |
| 1.4 CONCLUSIONS..... | 7 |
| 2 RESULTS MONITORING..... | 8 |
| 2.1 EVOLUTION OF THE CONTEXT..... | 8 |
| 2.1.1 <i>General context</i> | 8 |
| 2.1.2 <i>Institutional context</i> | 8 |
| 2.1.3 <i>Management context: execution modalities</i> | 8 |
| 2.1.4 <i>Harmo context</i> | 9 |
| 2.2 PERFORMANCE OUTCOME..... | 10 |
| 2.2.1 <i>Theory of Change PAFP</i> | 11 |
| 2.2.2 <i>Progress of indicators and analysis of progress made</i> | 12 |
| 2.2.3 <i>Potential Impact</i> | 12 |
| 2.3 PERFORMANCE OUTPUT 1 (NEW RESULT 6): WDA CAPACITY..... | 13 |
| 2.3.1 <i>Progress of indicators</i> | 14 |
| 2.3.2 <i>Progress of main activities</i> | 14 |
| 2.3.3 <i>Analysis of progress made at activity level</i> | 15 |
| 2.4 PERFORMANCE OUTPUT 2 (NEW RESULT 7) QUALITY OF NATIONAL PROGRAMMES..... | 15 |
| 2.4.1 <i>Progress of indicators</i> | 16 |
| 2.4.2 <i>Progress of main activities</i> | 16 |
| 2.4.3 <i>Analysis of progress made at activity level</i> | 17 |
| 2.5 PERFORMANCE OUTPUT 3 (NEW RESULT 8)..... | 17 |
| 2.5.1 <i>Progress of indicators</i> | 18 |
| 2.5.2 <i>Progress of main activities</i> | 19 |
| 2.5.3 <i>Analysis of progress made at activity level</i> | 19 |
| 2.6 PERFORMANCE OUTPUT 4 (NEW RESULT 9)..... | 20 |
| 2.6.1 <i>Progress of indicators</i> | 23 |
| 2.6.2 <i>Progress of main activities</i> | 24 |
| 2.6.3 <i>Analysis of progress made at activity level</i> | 24 |
| 2.7 TRANSVERSAL THEMES..... | 25 |
| 2.7.1 <i>Gender</i> | 25 |
| 2.7.2 <i>Environment</i> | 25 |
| 2.7.3 <i>Others</i> | 25 |
| 2.8 RISK MANAGEMENT..... | 26 |
| 3 STEERING AND LEARNING..... | 27 |
| 3.1 STRATEGIC RE-ORIENTATIONS..... | 27 |
| 3.2 RECOMMENDATIONS..... | 28 |
| 3.3 LESSONS LEARNED..... | 28 |
| 4 ANNEXES..... | 29 |
| ANNEX 1 QUALITY CRITERIA..... | 29 |
| ANNEX 2 DECISIONS TAKEN BY THE STEERING COMMITTEE AND FOLLOW-UP..... | 32 |
| ANNEX 3 UPDATED ORGANOGRAM..... | 35 |
| ANNEX 4 MoRE RESULTS AT A GLANCE..... | 36 |
| ANNEX 5 "BUDGET VERSUS CURRENT (Y – M)" REPORT..... | 37 |
| ANNEX 6 COMMUNICATION RESOURCES..... | 43 |
| ANNEX 7 PROGRESS ON ACTIVITIES: DETAILED NARRATIVE..... | 44 |

Acronyms

| | |
|---------|--|
| APEFE | Association pour la promotion de l'éducation et de la formation à l'étranger |
| AQU | Accreditation and Qualification Unit of WDA |
| BTC | Belgium Development Agency |
| CBT | Competency-Based Training |
| CPP | Comité Pédagogique Provinciale |
| DGD | General Directorate for Development Cooperation |
| DELCO | Delegated co-manager |
| DI | Directeur d'intervention |
| DTF | Technical and Financial Project Document |
| EAV | Ecole agro-vétérinaire |
| EDPRS | Economic Development and Poverty Reduction Strategy (2008 – 2012) |
| EFTP | Enseignement et formation technique et professionnelle |
| IPRC | Integrated Polytechnic Regional Centre |
| ISP | Insertion Socio-Professionnelle of Socio-Professional Inclusion |
| MDF | Management for Development Foundation |
| MIFOTRA | Ministère de la fonction publique et du travail |
| MINEDUC | Ministère de l'éducation |
| PAFP | Programme d'Appui à la Formation Professionnelle |
| OIA | Organisational and Institutional Assessment or Analysis |
| PIC | Programme Indicative de Coopération |
| RNQF | Rwandan National Qualification Framework |
| SAP | Single Action Plan of Development Partners in TVET in Rwanda |
| SM | School Management (& Leadership) |
| SMCL | Mixed Structure for Local Consultation |
| TA | Technical Assistant |
| ToT | Training of Trainers |
| TSS | Technical Secondary School |
| TVET | Technical and Vocational Education and Training |
| VTC | Vocational Training Centre |
| VVOB | Vlaamse Vereniging voor Ontwikkelingssamenwerking en technische Bijstand |
| WDA | Workforce Development Authority |

1 Intervention at a glance

1.1 Intervention form

| | |
|---|---|
| Intervention title | Common Belgian TVET Support Program Programme d'Appui à la Formation Professionnelle (PAFP) |
| Intervention code | NN 300833 (DGD-nr) RWA0906911 (Navision code BTC) |
| Location | Rwanda |
| Total budget | BTC EUR 5,000,000 APEFE (cash+kind) EUR 3,179,253 VVOB (cash+kind) EUR 1,553,775 Total Belgian Contribution: EUR 9,883,028 WDA-contribution (in kind): EUR 150,000 Total Value : EUR 10,033,028 Total Budget (funds available) : EUR 7,755,191 |
| Partner Institution | Mineduc/ Workforce Development Authority (WDA) |
| Date of start of Implementation Agreement | 26-01-2010 |
| Duration Specific Convention (CS) (months) | 72 months |
| Target groups | Poorly educated parts of Rwandan society |
| Impact | The impact envisaged is : increasing opportunities of income generation for poorly educated parts of the Rwandan society as a result of acquired professional competencies (translated from French/DTF). |
| Outcome | The envisaged outcome is to facilitate, and this particularly in the Southern Province, access to a technical and vocational training and education system of quality and adapted to the needs of the labour market. |
| Relevant Outputs¹ | Output 6: Supported WDA units are capable of facilitating implementation of new competency-based courses in response to the opportunities and demand of the labour market (WDA-systemic level) Output 7: Competency-based courses within selected occupational areas are developed and validated (WDA level) Output 8: IPRC-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 (IPRC level) Output 9: 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. |

¹ After installation of Programme Management and execution of the baseline study, the original outputs 1-5 have been replaced by output 6-9 as per SMCL decision of 20 December 2011.

1.2 Budget execution

| Output | Budget | Expenditure | | | | Balance | Disbursement rate end 2013 |
|---------------|------------------|----------------|----------------|----------------|------------------|------------------|----------------------------|
| | | 2010 | 2011 | 2012 | 2013 | | |
| 1 | 57.310 | 18.671 | 11.993 | 26.797 | 0 | -151 | 100% |
| 2 | 11.165 | 10.721 | 444 | 0 | 0 | 0 | 100% |
| 3 | 463.461 | 0 | 454.547 | 9.057 | 0 | 157 | 100% |
| 4 | 3.390 | 3.390 | 0 | 0 | 0 | 0 | 100% |
| 5 | 12.202 | 0 | 1903 | 10.298 | 0 | 0 | 100% |
| 6 | 482.365 | 0 | 0 | 15.737 | 40.645 | 425.983 | 12% |
| 7 | 547.922 | 0 | 0 | 92.054 | 304.319 | 151.548 | 72% |
| 8 | 1.042.750 | 0 | 0 | 38.545 | 158.967 | 845.237 | 19% |
| 9 | 2.512.520 | 0 | 0 | 266.214 | 483.761 | 1.762.544 | 30% |
| <i>cogest</i> | <i>5.815.302</i> | <i>33.821</i> | <i>493.820</i> | <i>519.491</i> | <i>1.093.053</i> | <i>3.675.117</i> | <i>37%</i> |
| <i>Regie</i> | <i>1.939.889</i> | <i>80.458</i> | <i>196.181</i> | <i>441.298</i> | <i>480.765</i> | <i>741.185</i> | <i>62%</i> |
| Total | 7.755.191 | 114.279 | 690.001 | 960.789 | 1.573.817 | 4.416.302 | 43% |

As per 01-01-2014 the total budget increases with 2.9% due to a new financial contribution from APEFE
The new budget will be: € 7.982.831 and the execution rate thus drops to 42%.

1.3 Self-assessment performance

1.3.1 Relevance

| | Performance |
|-----------|-------------|
| Relevance | A |

The integrated approach of PAFP is widely recognised (verbal communication TVET Minister in a meeting with BTC and Ambabel, on 30-01-2014) as exemplary for Rwandan TVET-institutions and Development Partners in this sector. Even though TVET no longer features on the new PIC of the Rwanda-Belgo bilateral cooperation, TVET is considered a motor for regional economic development; hence the indirect relevance for the Belgian Cooperation remains high. TVET in the new EDPRS-II continues to be one of the highest priorities for Rwanda. Despite the enormous task of trying to provide quality vocational training and education to the masses of youth in Rwanda in a context where sufficient jobs and economic activities are still lacking, trying to address quality issues of TVET in a pilot setting and contextualising it through a process of tools development, experimentation, feedback and policy/tools adaptation, is more and more recognised as a valid way of transforming TVET in Rwanda towards more relevant, competency based system.

1.3.2 Effectiveness

| | Performance |
|---------------|-------------|
| Effectiveness | B |

The effectiveness of the programme in relation to its specific objective or outcome has been questioned internally because of the level of ambition in relation to the budget, time limits and issues with the institutional anchorage. Nevertheless, after having elaborated the programme's Theory of Change and further specified SMART indicators (see paragraph 2.2.1), the effectiveness of the programme can be assessed as 'sufficient'. Also when referring to the PAFP-development model and the marked progress expressed in colours: 1.) the Instrumental Development is more or less completed for as far as the framework documents are concerned, 2) the Organisational Development is well on the way, 3) yet the Institutional Development needs still much attention. Given that the programme can use the coming two years up to the end of the CS as two operational years, it is reasonable to assume that the outcome can be reached in time. However, much attention should be given to ownership of WDA and IPRC-South in order to ensure the required sustainability after the programme's ending.

1.3.3 Efficiency

| | Performance |
|------------|-------------|
| Efficiency | B |

Despite PAFP 'spending capacity' being relatively low (43% budget execution, with 2 years to go), numerous activities and results are achieved. One explaining factor is that PAFP disposes of many Technical Assistants that do not weigh on our budget. Globally speaking resources are allocated and used on an economical manner, hence a high efficiency.

Where PAFP is less efficient because of relatively high 'transaction costs' that comes with it, is in its organisational set-up. First of all: trying to amalgamate the programmes of existing organisations in Rwanda (CTB; VVOB; APEFE) was a process that took several years to develop into an effective, common programme with one approach understood and supported by all stakeholders. Also because of its 'co-management set-up', where PAFP depends its main partner WDA, the efficiency of WDA² itself becomes a determining factor of PAFP-efficiency. However, this being inherent to the

² According to the Organisational and Institutional Analysis (March 2013) efficiency and effectiveness of the partner is a recurring concern. In particular the investment component of PAFP, where large amounts are

chooses approaches to increase sustainability and improve collaboration between Belgian organisations operating in the same field, this loss of efficiency seems to be justifiable.

Given the relatively positive reports of the audits, including the *cours des comptes*, it is reasonable to suppose that the programme makes efficiently use of the resources allocated to it. However, there is a risk of not being able to consume the whole budget due to uncertainties in some crucial construction projects (see risk chapter) which is beyond control of PAFP, but which receives currently the highest attention.

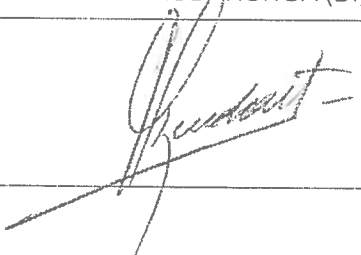
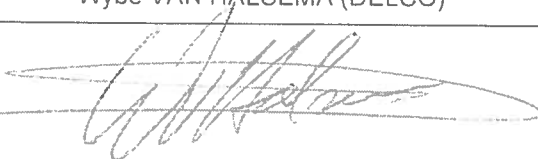
1.3.4 Potential sustainability

| | |
|---------------------------------|--------------------|
| | Performance |
| Potential sustainability | B |

The potential sustainability of PAFP is up to standards. This is basically due to the diversity and the institutional and integrated approach that is inherent to PAFP, and which is a promising approach for an optimal balance between ownership and control over progress. PAFP tries to optimise ownership in a context of a lack of staff and capacity within the partner organisation (see OIA). PAFP is pressing ahead with activities, sometimes resorting to substitutions, yet trying to document as well as possible and trying to create clear and replicable examples of good practice in TVET to permit replication afterwards. PAFP's activities are framed by the institutionalised accreditation process under auspices of WDA, therefore aiding schools to reach attainable and recognised standards that qualify them to provide quality TVET. Through constant lobbying, Programme Management tries to further increase the appropriation of the programme by the partners as to increase institutional sustainability. However, given the context of a young partner institution with an abundance of funding, which is a reality with which one has to deal, the programme is achieving good results.

1.4 Conclusions

- The programme has achieved much in the 'upstream' (instruments development) and organisational development, but needs to put more emphasis on the use of these instruments in the pilot centres.
- The PAFP-approach may not be the fastest and most cost-effective as compared to traditional projects of other DP's that are managed in regie/ However, given the specific context of TVET in Rwanda and the partner institutions we work with PAFP scores relatively well on sustainability and relevance.
- Ownership by the partner and ensuring sufficient budget spending capacity remain points of concern that receive the highest attention.

| | |
|---|--|
| National execution official Gédéon RUDAHUNGA (DI) | BTC execution official Wybe VAN HALSEMA (DELCO) |
|  |  |

Kigali, 24-02-2014

involved, has suffered from delays. Some overhead costs of construction projects thereby sometimes seem to approach the value of the construction itself.

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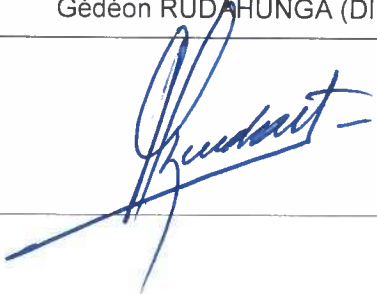
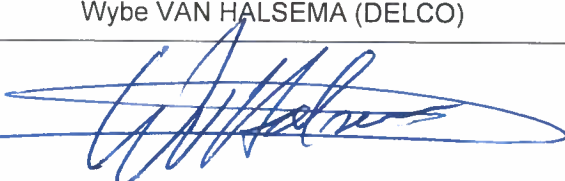
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| | |
|---------------------------------|-------------------------|
| Potential sustainability | Performance B |
|---------------------------------|-------------------------|

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2 Results Monitoring³

2.1 Evolution of the context

2.1.1 General context

The original TVET-policy of 2008 notes in its introduction that only 2/3rd of the population completes some primary education; unemployment for those with only primary education is 61% compared to a sub-Saharan African average of 29%. The latest Household Survey indicates that 69% of Rwandans have no educational qualifications (OIA, 2013). Currently (de-facto) policies appear to be oriented to obliging those wishing to start TVET courses to have 9 years of basic education. As a result, there may well be a 'gap' in coverage or access to TVET for those with very basic education or indeed who are illiterate, a target group important for PAFP.

During 2013, the formulation of policy priorities related to TVET expressed in the National Employment Programme (NEP), the ESSP 2013-2018 and EDPRS II where an important achievement to which PAFP participated through consultation. The **EDPRS II-Plan Outcomes for Skills and Attitudes Area** under the Theme 'Productivity and Youth Employment' are

1. Ensuring educational institutions design curriculum to suit employers' needs
2. Graduates prepared for job market with critical skills needed
3. Access to training for adults
4. Plugging critical skills gaps
5. Changing attitudes to work.

Given the vastness of these targets and challenges it should be emphasised that for a project like PAFP it is essential to have realistic objectives as to what can be achieved during the duration of the project.

2.1.2 Institutional context

Two important developments at institutional level characterised 2013:

1. **IPRC-South** was formally launched and developed into a fully fledged regional centre. Most of the equipment at this regional polytechnic centre were provided by PAFP. The contributions to other aspects of the operations of IPRC-South, such as strategic development, capacity building and awareness raising (e.g. PAFP supported the first regional TVET-expo in Huye) made that the Belgian Common Programme is considered the single most important development partner for TVET in the Southern province.
2. Second important development was the creation as from 01-03-2013 of the post of Minister of State in charge of TVET. PAFP has excellent and direct relationships with him in the field of TVET, and it helped PAFP to increase its embeddedness in Rwandan institutions. The appointment of the new State Minister for TVET is also an important symbolic development which appears to have introduced new energy - and motivation to work together – amongst the various development partners active in TVET in Rwanda.

Meanwhile, WDA started to pursue a policy of decentralisation, with devolution of mandate for the coordination of TVET to provincial levels. It is yet to be concluded how far this process is and how effective this devolution is. For example, the responsibilities, organization and functioning of the IPRCs have not yet been defined by law. Intensive support activities of PAFP in the first half of 2013 to redefine the different mandates of WDA and IPRC to effectively accompany devolution have not yet been formally capitalised on.

2.1.3 Management context: execution modalities

2.1.3.1 Evolution of the internal partnership

When at the start of the fourth quarter of 2011, the programme finally had its Delco, the common programme consisted de facto of three organisations, with three groups of experts, guided by their own respective management and oriented by their own policies, preferences and habits. In fact,

³ Impact refers to global objective, Outcome refers to specific objective, output refers to expected result

there was a situation of co-existence, not of co-operation. It took basically two years to get there. At the start there was well willingness and an almost mythical expectation, which soon turned into resistance because of perceived coercion from management. Despite the participatory development of a common operational framework around Action Learning as a means to curriculum experimentation in the pilot schools, several individual or small groups of TA provided either lip service to this approach or carried it out half-heartedly, contributing to a lack of success of the approach and a tardy revelation of this fact. In the course of 2012 and the first half of 2013, the programme developed as a join-up of many in itself useful but isolated activities that in the end did not really integrate into a common approach. This situation was recognised internally and led to self-reflection and redefinition of a development model that would provide more synergies and contribute markedly and systematically to the achievement of the envisaged outcome of PAFP. Furthermore, the development of a clear change theory depicted in chapter 2.2.1, improved the orientation of individual actions. This resulted in a new operational approach related to the formal accreditation process of schools. This approach is integrated, addresses all issues envisaged and can be linked to the core activities of WDA and IPRC (see chapter 3 on Strategic Reorientation). As a follow-up to a major recommendation of the combined support-mission of March 2013, the internal organisation of TA was adapted. By December 2013, a new (SMCL-approved) decision structure named the Programme Management Committee (PMC) emerged as a platform of representation of the major components of PAFP (ISP, TOT and SM) that together with Programme Management has a mandate of decision making. The experiences so far with this new structure are satisfactory.

2.1.3.2 Evolution of the co-management

It was only in April 2013 that PAFP was allocated a permanent Director of Intervention. The DI is well familiar with the programme and has a long history with the Belgian Cooperation. His arrival marked a period of improved interaction with WDA and IPRC-S: the authorities consider the DI as their representative in the programme and do not hesitate to contact him, or vice-versa. The twosome DI-DELCO (Programme Management, or PM) functions in harmony and decision making is swift. However, PM still struggles defining its relationship to their respective organisations in terms of mandate and sometimes feels it does not have the relative autonomy to effectively steer the programme. However, the dialogue regarding this and other issues is open and fruitful, and things are slowly improving.

2.1.4 Harmo context

- In general, alignment and harmonisation of DP's with government and Mineduc-level (such as EDPRSII) seems to be effective. The aforementioned OIA was a successful example of a committed attempt to harmonisation of major development partners in TVET in Rwanda. The exercise was addressing all stakeholders in TVET, and the follow-up, which was initiated by the Minister of State in charge of TVET, resulted in a Single Action Plan. Unfortunately, the acceptance of the findings within WDA has been limited, despite their involvement in the process from the beginning through the sub-cluster working group structure presided by them.
- In general, WDA-ownership of most of the interventions of TVET Development Partners (DP's), and thus also of PAFP, needs to improve. This ownership issue is probably linked to what was found in the OIA as 'limited capacity of WDA to absorb the assistance'. According to the OIA, WDA has a variety of performance limitations that go beyond the mere 'capacity' of individual staff:
 - Governance and accountability: The independent consultants established that the WDA-board is ill-informed of important DP-support activities and findings;
 - Management culture and processes: A Functional review under auspices of Nuffic noted how there were too many layers of decision-makers, too little delegation of meaningful authority, and consequent lack of empowerment and motivation of managers. Significant delays occur in taking action because of delays in required signatures.
 - Relationships WDA-staff and TA: According to the OIA, these suffer because WDA officers are often drawn away for rushed 'fire-fighting' implementation tasks. Their 'eyes' are therefore taken off the strategic issues on which WDA has to take the lead.

2.2 Performance outcome



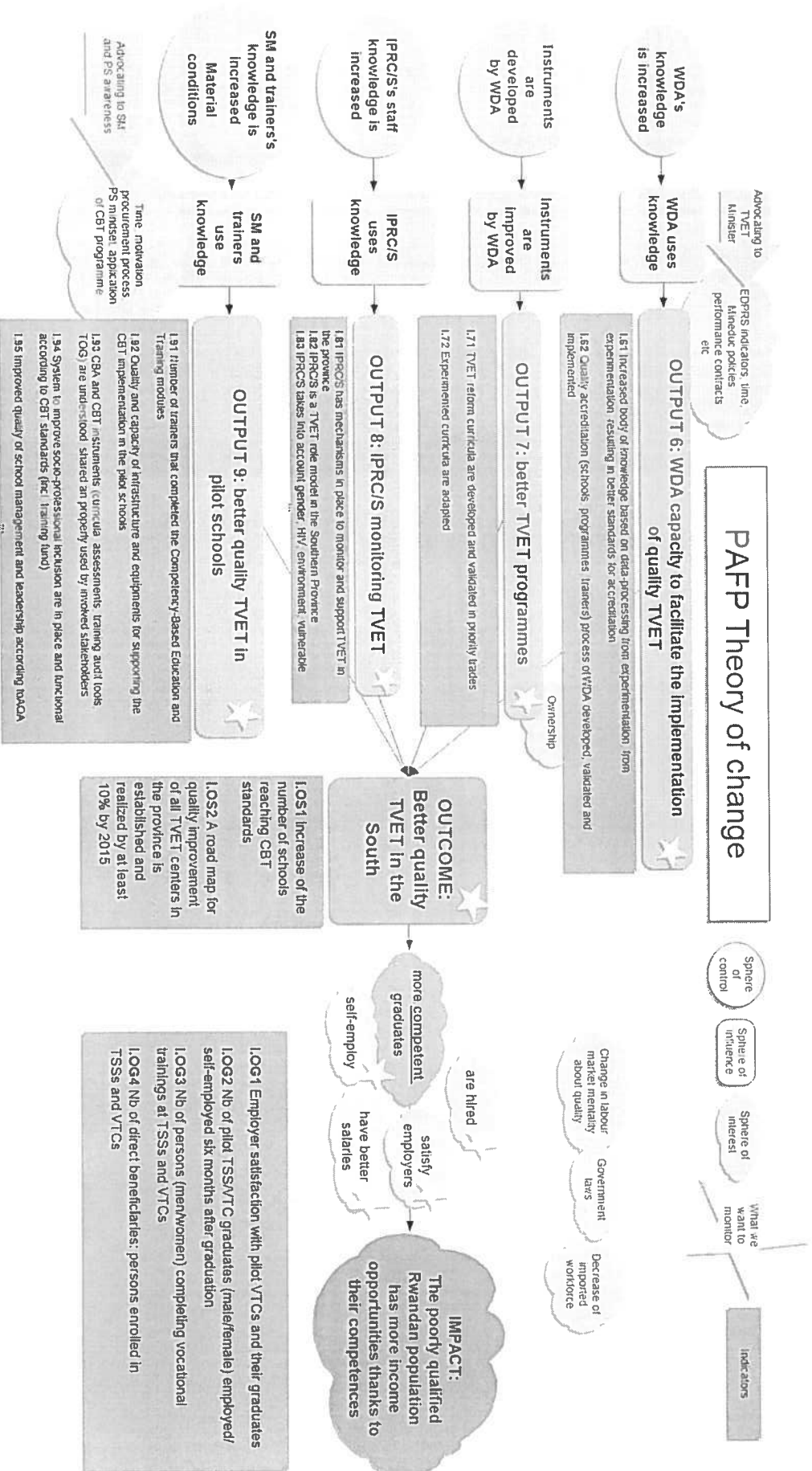
The main feedback on PAFP Results Report 2012 was that it was difficult to read. We therefore choose to present the report on Impact, Outcome and the four Results Areas as much as possible in schemes and bullet points. For more detailed quality information, the reader is referred to the related annexes. In a summary analysis, the achievements on each indicator, the bottlenecks encountered and the way-forward envisaged are briefly presented.

The self-reflection on our performance and improved orientation has known three important moments in 2013:

1. The exercises leading to the Strategic Note, including an improved development model, approved by SMCL in June 2013 and used as the basis for the Multi-Annual Plans of VVOB and APEFE for 2014 and 2015
2. The BTC-workshop in Monitoring and Evaluation mid-2013, resulting in the "Theory of Change-Model", formally approved by SMCL of December 2013
3. A one-week team-building, review and planning workshop with all staff, including the Vice-principal of IPRC-S and the Deputy Director General of WDA, resulting in agreement of a more effective operational approach based on the accreditation process of schools, teachers and programmes.

The latter was also the main source of information for this results-report, apart from the self-assessment exercise that the PMC conducted in January 2014.

2.2.1 Theory of Change PAFP



2.2.2 Progress of indicators and analysis of progress made

Outcome: A better quality TVET in the Southern Province⁴

| Results / Indicators | Base value | Final target value | Source of verification | Frequency of collecting | Start - end measurements | Officer collecting | Officer consolidating |
|---|--|--|--|-------------------------|--------------------------|--------------------|-----------------------|
| OUTCOME: A better quality TVET in the Southern Province | | | | | | | |
| <i>Increase in the number of schools reaching CBT standards</i> | | all pilot schools reaching all CBT standards | CBT Audit reports (including standards reflected in the | 1/year | 2013-2015 | Xavier Rosy | PM/M&E officer |
| <i>A road map for quality improvement of all TVET centers in the province is established and realized by at least 10% by 2015</i> | Hardly influence of IPRC/S because of recent establishment | 10% of action plan implemented | Audit reports, Qualitative study about the satisfaction of schools about IPRC-S service delivery | 1/4 years | 2013-2015 | TAs | |

The above shows two new indicators related to the outcome developed mid-June 2013. They are based on the indicators from the baseline study (elaborated in January 2012); in relation to the previous indicators as described in the result report of 2012, they give a clearer interpretation of what PAFP as a project could reasonably achieve.

Regarding the specific objective, PAFP-team working on the 'Theory of Change model' suggested, that PAFP cannot serve a quantitative and qualitative objective at the same time, and that the focus should be on the development of a **quality model that is replicable**. Therefore within the timeframe what PAFP can achieve are:

- the reinforcement of supportive structures,
- standards and tools, and
- the assistance of pilot schools in achieving these standards.

The applicability of these efforts to other centres by the partner institutions should be kept in focus. This is, at the same time, the exit-strategy: capacitating the mandated structures to establish and maintain quality TVET centres nation-wide.

In term of progress on these (adapted) indicators: most of the preliminary work has been realised (see also: [Development Model](#)), which includes the development of CBT-curricula, qualifications, training of master trainers, organisational support (training, coaching, policy preparation), technical training of trainers, training of school leaders, and the TVET qualification framework. The further institutionalisation and capitalisation will be the main focus of 2014 and 2015.

2.2.3 Potential Impact

The potential impact rests on the assumption that the accreditation- and qualification-process of schools according to Competence-Based-Training (CBT)-criteria will lead to more competent graduates who as a consequence will be able to create more income generating opportunities.

Unfortunately, the time it takes to achieve this impact exceeds by large the timeframe of PAFP, and can therefore not be measured in a meaningful way.

In addition, there are so many other variables that determine the impact of better training on better income generating capability (see Theory of Change), that a causal relationship is hard to establish. There is, however, strong theoretical evidence that CBT improves the relevance and 'market value' of human resources. PAFP has, nevertheless, envisaged a number of actions, such as tracer studies, to be able to establish benchmarks and correlative data that will permit to the final evaluators of PAFP to pronounce themselves in a more qualitative way on outcome achievement.

⁴ In order to increase readability, the formulation of outcome and outputs has been simplified. The original formulation can be found in chapter 1.1: [Intervention Form](#).

2.3 Performance output 1 (New Result 6): WDA capacity

| Results / Indicators | Base value | Final target value |
|--|--|--|
| OUTPUT 1: Institutional capacity of WDA to implement competency-based TVET (systemic support) | | |
| <i>Increased body of Knowledge based on systematic data-processing from experimentation, resulting in better standards for accreditation</i> | Limited stocktaking of experiences from implementation level | All units WDA apply knowledge & change management in their operations |
| <i>Quality accreditation (schools, programmes and trainers) process of WDA developed, validated & implemented</i> | No schools audits based on a TVET-specific accreditation framework | All schools in Southern Province have received a first audit by end 2015; Schools visited in 2014 (conditionally approved) have received a second audit after an improvement |

Summary Analysis:

Indicator 1.1: Increased body of knowledge based on systematic data processing from experimentation, resulting in better standards in accreditation

Activities conducted :

- Capacity building (formal and on the job trainings, field visits in pilot schools, collaborative workshops) of WDA on competency-based education & training, particularly curriculum development and competency-based assessment
- Feedback sessions involving pilot trainers and WDA

Areas of improvement, challenges and risks :

- Feedback methodology (not yet clear or systematic)
- WDA caught up in routine activities (little room for reflecting on quality improvement, TVET reform & strategy to implement it), segmented units
- TAs much more on the field in 2013

Way forward :

- Strengthen monitoring and knowledge management of the experimentation for evidence-based strategies
- Support WDA in defining a clear and integrated strategy (AQA – TVET Training – Partnership units) toward implementation of the RTQF & quality improvement
- Develop a career guidance approach

Indicator 1.2: Quality accreditation (schools, programmes and trainers) process of WDA developed, validated and implemented

Activities conducted:

- Identification of accreditation tools

Areas of improvement, challenges and risks:

- No programme accreditation until now, CBT standards not yet in use

Way forward:

- Conduct integrated audits (PAFP TAs and WDA), scheduled in January 2014
- Organize programme validation workshops to activate the programme accreditation process

2.3.1 Progress of indicators

| Output 1 (Result 6): Supported WDA units are capable of facilitating the implementation of new competency-based courses in response to the opportunities and demand of the labour market⁵ | | | | | |
|---|--|--|--|--|--|
| Indicators | Baseline value | Value year 2012 | Value year 2013 | Target year 2013 | End Target |
| I.6.1 Increased body of Knowledge based on systematic data-processing from experimentation, resulting in better standards for accreditation | Limited stocktaking of experiences from implementation level | Not measured: logframe validated in 2013 | Data collection on curricula implementation by WDA is very limited. The feedback is mostly done by technical assistants. Quality standards used by WDA are too basic, while CBT standards are too demanding and not used. | No target set (logframe validated in 2013) | All units WDA apply knowledge & change management in their operations |
| I.6.2 Quality accreditation (schools, programmes and trainers) process of WDA developed, validated & implemented | No schools audits based on a TVET-specific accreditation framework | Logframe validated in 2013 | Quality accreditation tools are identified and available Audits planned for 2014 | No target set (logframe validated in 2013) | All schools in Southern Province have received a first audit by end 2015; Schools visited in 2014 (conditionally approved) have received a second audit after an improvement programme by end 2015 |

2.3.2 Progress of main activities⁶

| Progress of main activities ⁷ | Progress: | | | |
|---|-----------|---|---|---|
| | A | B | C | D |
| 6.1 Develop WDA staff capacity to operate their supervising function vis-à-vis curriculum experimentation | | X | | |
| 6.2. Support the development and application of mechanisms for consultation, validation and qualification | | | X | |
| 6.3 Develop TVET promotion and information tools including gender and cross-cutting issues at operational level | | X | | |
| 6.4 Develop guidelines and standards (assessment including Prior Learning Recognition, training facilities, curriculum development, school management, pedagogical teacher qualification) | | | X | |
| 6.5. Establish and update the WDA/IPRCs institutional framework | | | x | |

⁵ This official formulation of the output corresponds with the simplified version in the schedule above

⁶ For readers who wish not to go too much into detail, this part can be skipped, also regarding the other result areas that follow

⁷ A: The activities are ahead of schedule

B: The activities are on schedule

C: The activities are delayed, corrective measures are required.

D: The activities are seriously delayed (more than 6 months). Substantial corrective measures are required.

2.3.3 Analysis of progress made at activity level

For more narrative and detailed information on all activities under this result reference is made to [Annex 7](#).

2.4 Performance output 2 (New Result 7) Quality of national programmes

| Results / Indicators | Base value | Final target value | Source of verification | Frequency of collecting | Start - end measurements | Officer collecting | Officer consolidating |
|--|--|---|--|-------------------------|--------------------------|--------------------|-----------------------|
| OUTPUT 2: Quality of national programmes | | | | | | | |
| <i>TVET reform curricula are developed and validated</i> | % draft documents exist | assessment instruments; curricula for priority trades; training organisation guides; and TVET-trainer curriculum exist, school management modules | Annual reports, WDA website | 1/year | 2013-2015 | Antoine Ciza | PM |
| <i>Experimented curriculum are adapted</i> | No systematic feedback from schools of WDA | Feedback of pilot schools and private sector is reflected in new and updated curricula and other instruments | Annual Report IPRC/S; lessons learned from experimentation; mission report; validation reports | 1/year | 2013-2015 | Aline Filiot | PM |

Summary Analysis:

Indicator I.7.1: TVET reform curricula are developed and validated

Activities conducted

- Development of 21 curricula in Agriculture, Hospitality and Construction (RTQF Level 3 & 4)
- Development of the TVET trainer curriculum
- Development of guides, workshop scenarios and training modules

Challenges, areas of improvement or risks

- Quality of developed curricula
- Validation process
- ToT strategy

Way forward

- Develop curricula for Agriculture RTQF level 5 (in progress)
- Validation workshops
- Enrich the curricula with practical guides for implementation by TVET Centers

Indicator I.7.2: Experimented curricula are adapted

Achievements

- TVET trainer curriculum improved by WDA, PAFP and master trainers according to the conclusions of the experimentation
- Internship module improved along competency-based approach: new TVET internship logbooks published by WDA

Areas of improvement, challenges and risks

- Methodology & planning (who, when, how long, how?)
- Entrepreneurship (and other complementary) modules
- Time

Way forward

- Formalize the curriculum improvement methodology with WDA
- Improve other modules/curricula

2.4.1 Progress of indicators

| Output 2 (Result 7): Development of CBA courses within selected occupational areas (WDA level): Competency-based courses within selected occupational areas are developed and validated | | | | | |
|--|--|-----------------------------|--|--|--|
| Indicators | Baseline value | Value 2012 | Value 2013 | Target 2013 | End Target |
| 1.7.1 TVET reform curricula are developed and validated | 11 draft curricula exist | Not measured (new logframe) | 21 CBT Curricula are developed TVET Certificate 1 curricula in Hospitality and Tourism and Construction have been experimented TVET trainer curriculum has been experimented (10/11 modules) | 36 CBT curriculums are developed TVET Certificate 1 curricula in Hospitality and Tourism; Construction and Agriculture is experimented TVET trainer curriculum is experimented | Curricula of TVET Certificate 1 & 2 in Hospitality and Construction are developed and experimented Curricula of TVET Certificate 1, 2 & 3 in Agriculture are developed Curricula of TVET Certificate 1 & 2 in Agriculture are experimented Training organization guides for all curricula experimented are developed TVET Trainer curriculum is validated School management modules are developed and validated |
| 1.7.2 Experimented curriculum are adapted | No systematic feedback from schools of WDA | Not measure (new logframe) | A feedback from pilot schools has been communicated to WDA. Recommendations should be made on that basis during curriculum validation workshops. The TVET trainer curriculum has been improved (4/11 modules) | TVET Certificate 1 curricula in Hospitality Construction and Agriculture are improved TVET trainer curriculum is improved | A structured process of feedback collection from the pilot schools and of curriculum improvement is operational Feedback of pilot schools and private sector is reflected in new and updated curricula and other instruments |

2.4.2 Progress of main activities

| Progress of <u>main</u> activities ⁸ | Progress: | | | |
|--|-----------|---|---|---|
| | A | B | C | D |
| 7.1 Update and develop curricula in priority occupational areas | | X | | |
| 7.2 Guarantee the improvement of technical competences of teachers/instructors | | X | | |
| 7.3 Develop, acquire and disseminate learning material | | | X | |

- ⁸
- A: The activities are ahead of schedule
 - B The activities are on schedule
 - C The activities are delayed, corrective measures are required.
 - D The activities are seriously delayed (more than 6 months). Substantial corrective measures are required.

2.4.3 Analysis of progress made at activity level

For more narrative and detailed information on all activities under this result reference is made to [Annex 7](#).

2.5 Performance output 3 (New Result 8)

Capacity of IPRC/S as regional resource centre

| Results / Indicators | Base value | Final target value | Source of verification | Frequency of collecting | Start - end measurements | Officer collecting | Officer consolidating |
|---|---|---|--|-------------------------|--------------------------|--------------------|-----------------------|
| OUTPUT 3: Capacity of IPRC/S as regional resource centre (regional level) | | | | | | | |
| 3.1 IPRC/S has mechanisms in place to monitor and support TVET in the province | Hardly any mechanism in place | Essential mechanisms are in place (e.g. pool of master trainers) | Annual reports, Minutes of 3-monthly directors' meetings/District meetings, Interviews | | | | |
| 3.1.1 IPRC/S is able to train and accompany the implementation of curricula in terms of technical, organizational and pedagogical competences | 10 staff trained to CBT piloting ; 10 pedagogical advisers facilitate CBT in their center, A M&E system is agreed; 1 report end of 2013 | End of 2015, 30 staff are trained to CBT piloting; 30 pedagogical advisers facilitate CBT in their center | | | | | |
| 3.1.2 Monitoring and evaluation system for curriculum implementation in place | | 6 reports of CPP | | | | | |
| 3.1.3 The collaboration between IPRC/S and employers facilitates the organization of a quality training offer answering the labour market needs | Occasional contact with potential employers and the PSF; At the end of 2013, the PSF/IPRC/S committee is set up | | Rapports de réunion du Comité Fédération du Secteur Privé (FSP) /IPRC/S ; Rapports du conseil con- | | | | |
| 3.1.4. Incubation centers and career guidance services are in place | | | | | | | |
| 3.2 IPRC/S is a TVET role model in the Southern province | | | | | | | |
| 3.3 IPRC/S takes into account gender, HIV, environment, vulnerable population | The strategic plan defines an action plan | 84 school managers trained | | | | | |

Summary Analysis:

Indicator 8.1: IPRC/S has mechanisms in place to monitor and support TVET in the province

Sub-indicator 8.1.1: IPRC/S is able to train and accompany the implementation of curricula in terms of technical, organizational and pedagogical competences

Activities conducted

- Capacity building of IPRC/S staff (formal and on the job trainings, field visits, collaborative workshops to develop strategies, plans and tools)
- Capacity building and operationalization of master trainers pools (ICT, English, Entrepreneurship, Pedagogy)
- Quality assurance of ToT dissemination and assessment of learners in pilot schools by IPRC/S

Sub-indicator 8.1.2 Monitoring and evaluation system for curriculum implementation in place

Activities conducted

- Field visits of IPRC/S during assessment of learners, reporting done by IPRC/S staff
- IPRC/S participating in feedback sessions with trainers

Sub-indicator 8.1.3 The collaboration between IPRC/S and employers facilitates the organization of a quality training offer answering the labour market needs

Activities conducted

- IPRC-South - PSF-South Committee in place (structured dialogue)

Sub-indicator 8.1.4. Incubation centers and career guidance services are in place

Activities conducted

- Kavumu Business incubation centre starting pre-incubation activities

Indicator 8.2: IPRC/S is a TVET role model in the Southern Province

Way forward

- Identify innovative/added value activities that have role model potential (Good practices for coordination of TVET at a provincial level, ToT center, cross-cutting issues)

Indicator 8.3 IPRC/S takes into account gender, HIV, environment vulnerable population

Activities conducted

- IPRC/S student welfare officers involved in activities addressing cross cutting issues in TVET centers (training and theatre activities)

Challenges, areas of improvement and risks

- Monitoring of technical ToT
- Monitoring and evaluation of the experimentation of new curricula by IPRC/S
- Awareness of PSF members on the importance of collaborating with TVET
- Structure of IPRC/S (staff for ToT center? No staff for SPI activities such as incubation centers and career guidance)
- Involvement of DEO-SEO
- Awareness of IPRC/S staff: cross cutting issues not yet reflected enough in strategies

Way forward

- Involve IPRC/S in CBT audits
- Extend the support of IPRC/S to new pilot schools as part of the IPRC/S road map for quality improvement
- Operationalize the IPRC-South - PSF-South Committee
- Institutionalize the TVET trainer & school manager curricula through the ToT center

2.5.1 Progress of indicators

| Output 3 (new result 8): Strengthening of the capacity of IPRC-S (the regional level) | | | | | |
|---|---|--|--|---|---|
| Indicators | Baseline value | Value 2012 | Value 2013 | Target 2013 | End Target |
| 3.1 IPRC/S has mechanisms in place to monitor and support TVET in the province | No mechanisms | Few mechanisms in place | Priority mechanisms in place (pool of master trainers) | Priority mechanisms in place (pool of master trainers) | Essential mechanisms in place (ToT system, Business Incubation Centers, Career guidance services, M&E of curriculum experimentation, audits, ToT center) |
| 3.1.1 IPRC/S is able to train and accompany the implementation of curricula in terms of technical, organizational and pedagogical competences | No staff in IPRC/S | No staff in IPRC/S (recruited in Sept. 2012) | A pool of 9 master trainers in pedagogy, 4 master trainers in English, 2 master trainers in ICT is operational but has not been contractualized by IPRC/S ToT unit of IPRC/S has been trained to CBT and can monitor the ToT programme in pilot schools | No target set | The training needs identification process, the training process and the certification process of trainers and school managers is operational |
| 3.1.2 Monitoring and evaluation system for curriculum implementation in place | No M&E system No curriculum experimented | No M&E system No curriculum experimented | M&E tools have been developed and communicated to pilot schools but are not used Reports are available on some activities: experimentation of the TVET trainer | At least one report on curriculum experimentation per pilot center (10) available at IPRC/S Data are analyzed by IPRC/S and feedback is presented to WDA | At least one report on curriculum experimentation per pilot center (24) available at IPRC/S Data are analyzed by IPRC/S and feedback is presented to WDA |

| | | | | | |
|---|---|---|--|--|--|
| | | | curriculum and assessments | | |
| 3.1.3 The collaboration between IPRC/S and employers facilitates the organization of a quality training offer answering the labour market needs | Occasional contacts with potential employers and Private Sector Federation. | Occasional contacts with potential employers and Private Sector Federation. | An IPRC/S-PSF committee has been set up. | An IPRC/S-PSF committee has been set up. | The committee is operational and facilitates the identification of internship places and external assessors. The committee facilitates the development of the training fund activities and is involved in improving the curricula |
| 3.1.4. Incubation centers and career guidance services are in place | | | | | |
| 3.2 IPRCS is a TVET role model in the Southern province | No ToT center | No ToT center | A ToT center concept is being discussed | The ToT center concept is available | The ToT center is operational |
| 3.3 IPRCS takes into account gender, HIV, environment, vulnerable population | | | | Gender, HIV, environment and vulnerable population are taken into account in the IPRC/S strategic plan | 84 school managers are trained |

2.5.2 Progress of main activities

| Progress of <u>main</u> activities ⁹ | Progress: | | | |
|---|-----------|---|---|---|
| | A | B | C | D |
| 8.1. Strengthen IPRC in its role as a provincial resource centre by the development of facilities and assurance of effective use | | | | |
| 8.2. Support IPRC management and administrative staff, DEO's and SEO's to reinforce the training providers' capacity in management and administration | | | X | |
| 8.3 Develop IPRC advisory and monitoring capacity to implement CBA and achieve TVET requirements accordingly to the labour market needs | | | X | |
| 8.4. Activity number replaced by 8.8 | | | | |
| 8.5. Support IPRC to set up and further improve a school management information system | | | | X |
| 8.6. Set up, equip and facilitate initial functioning of regional business incubation centres in the south | | | x | |
| 8.7. Disseminate methods to achieve good practices to other training providers of the Southern province and other IPRC's | | x | | |
| 8.8. Support IPRC to ensure partnership between the external stakeholders and the TVET training providers | | x | | |

2.5.3 Analysis of progress made at activity level

For more narrative and detailed information on all activities under this result reference is made to [Annex 7](#).

⁹ A: The activities are ahead of schedule
B: The activities are on schedule
C: The activities are delayed, corrective measures are required.
D: The activities are seriously delayed (more than 6 months). Substantial corrective measures are required.

2.6 Performance output 4 (New Result 9)

Capacity of pilot training centres to produce quality, labour market relevant TVET

| Results / Indicators | Base value | Final target value |
|---|---|--|
| OUTPUT 4: Capacity of pilot training centres to produce quality, labour market relevant TVET | | |
| <i>Number of trainers that completed the Competence Based Education and Training modules</i> | No CBT-TOT programmes in place | All trainers of the pilot schools-in supported areas adequately trained and evaluated in competence based pedagogy, English, ICT, entrepreneurship and their technical domain |
| <i>Quality and capacity of infrastructure and equipments for supporting the CBT implementation in the pilot schools</i> | Some Infrastructure and equipments available | All pilot schools reach all Infrastructure and equipments standards + documentation supporting CBT implementation All pilot schools reach ISP standards defined by AQA and which support CBT implementation |
| <i>System to improve Socio-professional inclusion are in place and functional according to CBT standards (incl. Training fund),</i> | No career guidance and development service; No entrepreneurship coaching services; Some internships of lesser pedagogical quality in place | (Adequate career guidance services are available; Internship fully integrated in curricula; 2 business incubation centre operational:) |
| <i>CBA and CBT instruments (curricula, assessments, training audits tool, TOG) are understood and shared and properly used by involved stakeholders</i> | | All pilot schools and involved stakeholders use properly CBA and CBT instruments, peer to peer |
| <i>Improved quality of SM and leadership according to AQA standards</i> | Organisation not adapted to TVET-reform | All pilot schools reach SM and leadership standards defined by AQA which support the CBT implementation Logistical and managerial arrangements facilitate competence based learning and market orientation. |

Summary Analysis:

Indicator I.9.1: Number of trainers that completed the competency based Education and training modules:

Activities conducted

- 102 trainers trained to the TVET trainer curriculum pedagogy & soft skills modules (26 days over 1 year – 8 days remaining)
- 102 trainer trained to the TVET trainer curriculum English modules (*Fundamental English & English for teaching* - 240 hours over 1 year) – in partnership with British Council
- 50 trainers trained in Entrepreneurship – in partnership with Akazi Kanoze
- 45 trainers trained in ICT (3 days) – in partnership with IFR
- 105 trainers trained in technical ToT in Agriculture (between 1 and 3 weeks)
- Internship for trainers in Hospitality (Serena Hotel)

Areas of improvement, risks & challenges

- Quality of trainings delivered by master trainers
- Certification of the trainers
- Monitoring and evaluation of technical ToT

Way forward

- Monitoring and assessment of trainers (portfolio)
- Certification of trainers according to RTQF and national ToT Strategy

Indicator I.9.2: Quality and capacity of infrastructure and equipment for supporting the CBT implementation in the pilot schools

| N° | Tender Title | Amount (Rwf) | Status |
|----|--|--------------------|-----------|
| 1 | Rehabilitation of carpentry workshop roof at VTC-Rwabuye | 50.040.720 | Completed |
| 2 | Refurbishment of an ancient farm building as a cooking training kitchen with F&B training restaurant at VTC Rwabuye | 39.512.470 | On going |
| 3 | Supply of building materials for the construction of Agro-Veterinary and workshop buildings at TSS Kabutare, Nyabikenke, Kinazi, VTC Mpanda and Nyanza | 449.627.450 | On going |
| 4 | Supply of building materials for the construction of 3 double – storeyed concrete training structures at VTC Mpanda, Rwabuye and TSS Nyanza | 23.713.650 | Completed |
| 5 | Site excavation and construction of retaining wall at TSS Nyabikenke, Kabutare and Kinazi | 7,559,000 | On going |
| 6 | Partitioning works for the proposed incubation center | 12.384.800 | Completed |
| | Total | 582.838.090 | |

| N° | Tender Title | Amount (RWF) | amount € | Amount \$ | Status |
|----|--|--------------------|------------------|-------------------|-----------|
| 1 | Supply and commissioning of TVET reference books for IPRC-South | | | 60.132,24 | Completed |
| 2 | Supply and commissioning of construction and masonry equipment for VTC Nyanza and ETO Gitarama | | | 89.957 | Completed |
| 3 | Supply of plumbing and welding equipment for Nyanza VTC and Kavumu training schools | | 513.136,1 | | On going |
| 4 | Supply, Installation, Commissioning and testing of ICT equipment for 8 vocational training centers | 20.323.840 | | | Completed |
| 5 | Supply and commissioning of didactic equipment kits for 8 vocational training centers | 41.270.000 | | | Completed |
| 6 | Supply, Installation, Commissioning and Testing of training kitchen and restaurant equipment for VTC Rwabuye | 50.587.800 | | | On going |
| | Total Expenses | 112.181.640 | 513.136,1 | 150.089,24 | |

Indicator I.9.3: System to improve Socio-professional inclusion are in place and functional according to CBT standards (incl. Training fund)

Activities conducted

Promotion of socio-professional inclusion by strengthening links between PS & TVET centers:

- Internship module revised by TVET centers & PS according to CBT approach
- Pool of PS external assessors trained to competence assessment
- Support to internship organization

Challenges, areas of improvement or risks

- Awareness of private sector about the importance of collaborating with TVET
- Marketing of competency-based education and RTQF
- No staff assigned to SPI activities

Way forward

- Training fund
- Quality assurance of internships and assessments involving the PS

Indicator I.9.4: CBT instruments (curricula, assessments, training audits tool, TOG) are understood and shared and properly used by involved stakeholders

Activities conducted

- Planning sessions, action learning and feedback workshops leading to better ownership
- In most pilot centers, two assessments have been organized and verified against competency-based standards

Challenges, areas of improvement or risks

- (no) experimentation in EAV
- Awareness and involvement of SM in competency-based education implementation
- Apply fully the modular system
- Streamline the process of purchasing consumables, select and remunerate external assessors

Way forward

- Experimentation in EAV
- Conduct internal audits for TVET center self-assessment on CBT standards

Indicator I.9.5: Improved quality of SM and leadership according to AQA standards

Activities conducted

- 17 pilot schools' capacity building reinforced (Resource Centre) :
- School Leadership : CB of SMs (Peer learning), Strategic planning and implementation, community involvement (creation and CB of School Management Committees)
- School Management : budget plan and administrative staff CB plan implemented
- Income Generating Activities in development (business plan, visits in companies)

Challenges/risks

- Resource Centres committed to disseminate and share expertise
- Only one SM officer/WDA to serve all/pilot schools

Way forward

- Effective SM&L pre- and in-service training for school managers
- SM Resource Centres and learning networks at Provincial level
- Setting up and management of the Production & training units

2.6.1 Progress of indicators

Output 4 (Result 9): 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 ; lessons learned are documented and fed back

| Indicators | Baseline value | Value year 2012 | Value year 2013 | Target year 2013 | End Target |
|--|--|-----------------------------------|--|--|--|
| Number of trainers that completed the Competence Based Education and Training modules | No CBT ToT programme | ICT: 45 trainers trained (1 week) | All trainers of pilot schools have received the TVET trainer curriculum (10/11 modules) All trainers of pilot schools are trained in English and ICT All trainers of pilot schools are trained in Entrepreneurship | All trainers of pilot schools have received the TVET trainer curriculum All trainers of pilot schools are trained in English and ICT Trainers in pilot schools are trained in Entrepreneurship | All trainers of the pilot schools-in supported areas adequately trained and evaluated in competence based pedagogy, English, ICT, entrepreneurship and their technical domain |
| Quality and capacity of infrastructure and equipments for supporting the CBT implementation in the pilot schools | Some infrastructure and equipments available | | | | All pilot schools reach all Infrastructure and equipments standards + documentation supporting CBT implementation |
| System to improve Socio-professional inclusion are in place and functional according to CBT standards (incl. Training fund), | No career guidance and development service; No entrepreneurship coaching services; Some internships of lesser pedagogical quality in place | | | | All pilot schools reach ISP standards defined by AQA and which support CBT implementation |
| CBA and CBT instruments (curricula, assessments, training audits tool, TOG) are understood and shared and properly used by involved stakeholders | | | | | All pilot schools and involved stakeholders use properly CBA and CBT instruments, peer to peer |
| Improved quality of SM and leadership according to AQA standards | Organisation not adapted to TVET-reform | | | | All pilot schools reach SM and leadership standards defined by AQA which support the CBT implementation Logistical and managerial arrangements facilitate competence based learning and market orientation, |

2.6.2 Progress of main activities

| Progress of <u>main</u> activities ¹⁰ | Progress: | | | |
|--|-----------|---|---|---|
| | A | B | C | D |
| 9.1 Construction of new and rehabilitation of existing buildings | | | | x |
| 9.2 Supply of equipment to pilot centres that support the curriculum experimentation | | | | x |
| 9.3 Operational support to ToT in pedagogy-areas, based on TVET trainers curriculum (tvet teacher qualification) | | x | | |
| 9.4 Support pilot centres in implementation of the CBT curricula and assessment | | | x | |
| 9.5. Support the partnership between pilot schools and external stakeholders | | X | | |
| 9.6. Support the capacity building of pilot school's administrative and pedagogic staff | | X | | |
| 9.7. Support application and production units in pilot schools | | X | | |
| 9.9. Transfer and dissemination of good practices at national level | | | X | |

2.6.3 Analysis of progress made at activity level

For more narrative and detailed information on all activities under this result reference is made to [Annex 7](#).

¹⁰ A: The activities are ahead of schedule
 B The activities are on schedule
 C The activities are delayed, corrective measures are required.
 D The activities are seriously delayed (more than 6 months). Substantial corrective measures are required.

2.7 Transversal Themes

2.7.1 Gender

Gender in PAFP is systematically taken into consideration through the School Management and Leadership programme development and training, in school development (construction) and in the collection of gender specific data, e.g. in tracer studies.

In 2013, 35 staff members in charge of discipline from 17 pilot schools (IPRC/South included) were trained on the concept of gender. Some gender challenges in schools were identified and an action plan to overcome them was elaborated. Some actions were integrated in schools strategic plans i.e. create gender clubs, establish and equip a gender corner, organise open days, etc.

The programme supported pilot schools in play writing and acting on gender. Gender clubs were assisted in the preparation process and some of them found opportunities to play written theatres such as during UMUGANDA.

The programme supported the celebration of "International day of the Girl child" in one of its pilot schools- Rwabuye VTC. The event gathered more than 500 people including students and administrative staff members of various secondary schools from Ngoma Sector-Huye District, District and Sector authorities, etc. Theatre presentation full of insight, testimony, comedies, different speeches and rewarding the different groups that participated in the celebration are the activities that marked the celebration of the International Day of the Girl. This was also the opportunity to initiate the setting up of "gender corner" in TVET schools where Rwabuye VTC received from the programme some equipment for the chamber and also a basketball to encourage girls sport activities.

2.7.2 Environment

Staff members in charge of discipline were trained on the concept of environment. In this field also, challenges were identified and a related action plan was developed and integrated in the school strategic plan. Clubs of environment are operational in pilot schools.

Schools were supported in play writing and acting on environmental protection.

2.7.3 Others

No other transversal themes were addressed systematically

2.8 Risk management

| Risk Identification | | | Risk analysis | | | Risk treatment | | | Follow-up of risk | |
|---|--------------------------|---------------|---------------|---|-------------|---|-----------------------------------|--------------------|----------------------------|----------------|
| Description of Risk | Period of identification | Risk category | Probability | Potential Impact | Total | Action(s) | Resp | Deadline | Progress | Status |
| 1. Model of TOT Center at IPRC/S too ambitious for envisaged functions (risk of non-investment, of delays, of too high maintenance costs) | End 2013 | Fin/Op | Medium | Large on finances (remaining budget at the end) | Medium risk | Establish clear conditions and a time path for financing Time reallocate funds in case the TOT-centre will not be financed by PAFP Mentor model (counter part of each TA clearly identified; each international TA coupled to a National TA) Financing of running costs (e.g. expert fees, per diem during workshops, etc.) gradually taken over by WDA/IPRC-South | PM | July 2014 | | |
| 2. Risk of lack of ownership by partners regarding the inputs provided by PAFP | Mid 2013 | Op | High | Large on impact | High risk | Facilitate high level dialogue Put it on the SMCL agenda OIA carried out | PM, Repr Amb abel PM, repr. | Cont. June 2014 | | |
| 3. Limited receptive/absorbing capacity of WDA/IPRC due to small amount of personnel to carry out the mandate and collaborate with TA | Early 2012 | Op | High | Large on sustainability | High risk | Temporarily substitute in order to innovate and create good practice examples | PM | March 2013 | Single Action Plan drafted | No real change |

3 Steering and Learning

3.1 Strategic re-orientations

An important strategic re-orientation was formulated in a so called "Strategy Note" during the first semester of 2013 and formalised as a policy by SMCL-decision in June 2013. These recommendations have all been incorporated in the multi annual planning 2014-2015. The PAFP-approach has been developed in an incremental way, based on insights obtained in the process of joint programme implementation with WDA, IPRCs and the pilot schools.

The adopted approach is one of improvement of the TVET-system in Rwanda and especially in the South, whereby PAFP intervenes at different institutional level.

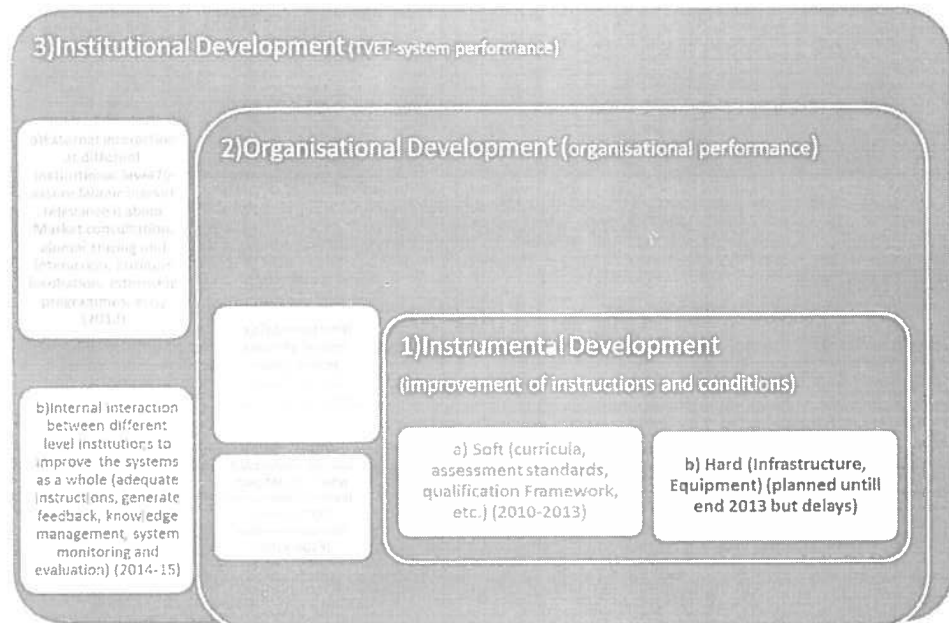
Basic development hypothesis is as follows:

- *By improving instruments such as curricula, assessment and qualification frameworks, and by accompanying their application, evaluation and improvement at the relevant institutional levels we will succeed in lifting the TVET-system to a higher quality level, resulting in continuous better access to quality TVET, mainly in the South, with a potential impact on other provinces.*

The approach includes : the process that PAFP increasingly focuses on working at meso-level (IPRC) and micro-level (TVET-centres) in order to develop a practice that would be exemplary to national level:

- Adequate school management is considered crucial to raise standards and to accompany the changes needed at the pilot schools.
- Corresponding structures at IPRC and national level, as well as pilot schools in other provinces have equally been targeted.
- School Management and Leadership Development as specific domain of intervention has recently been institutionalised under TOT which permits to work towards a certified School Managers qualification.
- Besides training, coaching and participation in many day-to-day activities of WDA, the PAFP bottom-up integrated approach based on piloting at grassroots level has turned out to reinforce capacity building at WDA-level too, provided that Macro-level is all the time implicated and that adequate support continues to be provided at that level.

In order to better illustrate this approach, an improved integrated Development Model has been developed, including an indication of the progress made so far:



Colour Code: Green= mostly completed; Orange = well on the way; Red = lagging behind

During the BTC workshop on the moreResults approach, PAFP came up with the aforementioned Theory of Change that allowed PAFP to become more focussed. Using this theory of change as a major tool in our reflections on our performance and the reorientation for 2014 and 2015, during our planning & review workshop in Akagera, October 2013, the team decides for a very specific operational approach that is integrated in WDA and IPRC-processes: the formal accreditation processes for quality teachers, schools and programmes that allows both capacity building to carry out this process (WDA) and support schools in attaining the required standards (IPRC-South). This operational approach is central to the year plan of PAFP for 2014 and 2015.

3.2 Recommendations

- Move towards application of the developed tools (such as curricula), with focus on organisation capacity to accompany this process and the institutional capacity to effectively influence external parties
- Consider "Quality and labour market relevant TVET" as Competence Based Education and Training, which is more straight forward to enhance and measure
- Reinforce and accreditation and quality assurance units within WDA and IPRC as one of the primary processes of the TVET reform
- Extend the number of pilot schools with no more than 14 in the Southern province, in order not to delude the resources too much
- Try to have a national impact where possible, at all-time ensuring that our results in the South are first served
- Establish a decentralised decision making platform within PAFP as to increase the span of control of PM and be more in touch with the realities at field level

3.3 Lessons Learned

| Lessons learned |
|---|
| 1. In the sample of pilot schools, there was a clear bias to better and more potential schools; These schools are sometimes less motivated to change, because they have already a name and see themselves as performing; however, if the focus is too much on schools with reduced potential, it will be more difficult to achieve results. |
| 2. Action learning; the used methodology to engage school communities in independent learning from their own practice is not an easy process if: 1) the facilitators are not motivated or convinced 2) there is no conducive environment to trial & error or to constructive criticism 3) change of practice is not somehow rewarded; it is probably a wrong assumption to depend on an autonomy of the process of action learning |
| 3. It is important to link the process of TVET quality improvement to a formal process of WDA and IPRC, such as the accreditation process (of trainers, schools and programmes); This integrated or institutional vision allows for measurable progress. |
| 4. A pilot approach in a limited area helps developing good examples |
| 5. Re-evaluate the objectives (DTF) and logical intervention including the path of change to reach outputs and outcomes, is sometimes necessary and may help improve indicators and activities and expectations regarding outcome and impact |
| 6. Limitations to the practice of many workshops in hotels (time consuming, financial sustainability, etc.); a more on-site coaching approach will help mitigating this risk |

4 Annexes

Annex 1 Quality criteria

| | | | | | |
|---|----------|--|----------|----------|----------|
| 1. RELEVANCE: The degree to which the intervention is in line with local and national policies and priorities as well as with the expectations of the beneficiaries | | | | | |
| <i>In order to calculate the total score for this quality criterion, proceed as follows: 'At least one 'A', no 'C' or 'D' = A; Two times 'B' = B; At least one 'C', no 'D' = C; at least one 'D' = D</i> | | | | | |
| Assessment RELEVANCE: total score | | A | B | C | D |
| | | X | | | |
| 1.1 What is the present level of relevance of the intervention? | | | | | |
| x | A | Clearly still embedded in national policies and Belgian strategy, responds to aid effectiveness commitments, highly relevant to needs of target group. | | | |
| ... | B | Still fits well in national policies and Belgian strategy (without always being explicit), reasonably compatible with aid effectiveness commitments, relevant to target group's needs. | | | |
| ... | C | Some issues regarding consistency with national policies and Belgian strategy, aid effectiveness or relevance. | | | |
| ... | D | Contradictions with national policies and Belgian strategy, aid efficiency commitments; relevance to needs is questionable. Major adaptations needed. | | | |
| 1.2 As presently designed, is the intervention logic still holding true? | | | | | |
| X+ | A | Clear and well-structured intervention logic; feasible and consistent vertical logic of objectives; adequate indicators; Risks and Assumptions clearly identified and managed; exit strategy in place (if applicable). | | | |
| | B | Adequate intervention logic although it might need some improvements regarding hierarchy of objectives, indicators, Risk and Assumptions. | | | |
| | C | Problems with intervention logic may affect performance of intervention and capacity to monitor and evaluate progress; improvements necessary. | | | |
| | D | Intervention logic is faulty and requires major revision for the intervention to have a chance of success. | | | |
| 2. EFFICIENCY OF IMPLEMENTATION TO DATE: Degree to which the resources of the intervention (funds, expertise, time, etc.) have been converted into results in an economical way | | | | | |
| <i>In order to calculate the total score for this quality criterion, proceed as follows: 'At least two 'A', no 'C' or 'D' = A; Two times 'B', no 'C' or 'D' = B; at least one 'C', no 'D' = C; at least one 'D' = D</i> | | | | | |
| Assessment EFFICIENCY : total score | | A | B | C | D |
| | | | | X | |
| 2.1 How well are inputs (financial, HR, goods & equipment) managed? | | | | | |
| | A | All inputs are available on time and within budget. | | | |
| X | B | Most inputs are available in reasonable time and do not require substantial budget adjustments. However there is room for improvement. | | | |
| | C | Availability and usage of inputs face problems, which need to be addressed; otherwise results may be at risk. | | | |
| | D | Availability and management of inputs have serious deficiencies, which threaten the achievement of results. Substantial change is needed. | | | |
| 2.2 How well is the implementation of activities managed? | | | | | |
| | A | Activities implemented on schedule | | | |

| | | |
|---|---|---|
| | B | Most activities are on schedule. Delays exist, but do not harm the delivery of outputs |
| X | C | Activities are delayed. Corrections are necessary to deliver without too much delay. |
| | D | Serious delay. Outputs will not be delivered unless major changes in planning. |
| 2.3 How well are outputs achieved? | | |
| | A | All outputs have been and most likely will be delivered as scheduled with good quality contributing to outcomes as planned. |
| | B | Output delivery is and will most likely be according to plan, but there is room for improvement in terms of quality, coverage and timing. |
| X | C | Some output are/will be not delivered on time or with good quality. Adjustments are necessary. |
| | D | Quality and delivery of outputs has and most likely will have serious deficiencies. Major adjustments are needed to ensure that at least the key outputs are delivered on time. |

3. EFFECTIVENESS TO DATE: Degree to which the outcome (Specific Objective) is achieved as planned at the end of year N

In order to calculate the total score for this quality criterion, proceed as follows: 'At least one 'A', no 'C' or 'D' = A; Two times 'B' = B; At least one 'C', no 'D' = C; at least one 'D' = D

| Assessment EFFECTIVENESS : total score | A | B | C | D |
|--|---|---|---|---|
| | | X | | |

3.1 As presently implemented what is the likelihood of the outcome to be achieved?

| | | |
|---|---|---|
| | A | Full achievement of the outcome is likely in terms of quality and coverage. Negative effects (if any) have been mitigated. |
| X | B | Outcome will be achieved with minor limitations; negative effects (if any) have not caused much harm. |
| | C | Outcome will be achieved only partially among others because of negative effects to which management was not able to fully adapt. Corrective measures have to be taken to improve ability to achieve outcome. |
| | D | The intervention will not achieve its outcome unless major, fundamental measures are taken. |

3.2 Are activities and outputs adapted (when needed), in order to achieve the outcome?

| | | |
|----|---|--|
| X+ | A | The intervention is successful in adapting its strategies / activities and outputs to changing external conditions in order to achieve the outcome. Risks and assumptions are managed in a proactive manner. |
| | B | The intervention is relatively successful in adapting its strategies to changing external conditions in order to achieve its outcome. Risks management is rather passive. |
| | C | The intervention has not entirely succeeded in adapting its strategies to changing external conditions in a timely or adequate manner. Risk management has been rather static. An important change in strategies is necessary in order to ensure the intervention can achieve its outcome. |
| | D | The intervention has failed to respond to changing external conditions, risks were insufficiently managed. Major changes are needed to attain the outcome. |

4. POTENTIAL SUSTAINABILITY: The degree of likelihood to maintain and reproduce the benefits of an intervention in the long run (beyond the implementation period of the intervention).

In order to calculate the total score for this quality criterion, proceed as follows: At least 3 'A's, no 'C' or 'D' = A; Maximum two 'C's, no 'D' = B; At least three 'C's, no 'D' = C; At least one 'D' = D

| Assessment POTENTIAL SUSTAINABILITY : total score | A | B | C | D |
|---|---|---|---|---|
| | | X | | |

| 4.1 Financial/economic viability? | | |
|--|----------|---|
| | A | Financial/economic sustainability is potentially very good: costs for services and maintenance are covered or affordable; external factors will not change that. |
| X | B | Financial/economic sustainability is likely to be good, but problems might arise namely from changing external economic factors. |
| | C | Problems need to be addressed regarding financial sustainability either in terms of institutional or target groups costs or changing economic context. |
| | D | Financial/economic sustainability is very questionable unless major changes are made. |
| 4.2 What is the level of ownership of the intervention by target groups and will it continue after the end of external support? | | |
| | A | The steering committee and other relevant local structures are strongly involved in all stages of implementation and are committed to continue producing and using results. |
| X | B | Implementation is based in a good part on the steering committee and other relevant local structures, which are also somewhat involved in decision-making. Likelihood of sustainability is good, but there is room for improvement. |
| | C | The intervention uses mainly ad-hoc arrangements and the steering committee and other relevant local structures to ensure sustainability. Continued results are not guaranteed. Corrective measures are needed. |
| | D | The intervention depends completely on ad-hoc structures with no prospect of sustainability. Fundamental changes are needed to enable sustainability. |
| 4.3 What is the level of policy support provided and the degree of interaction between intervention and policy level? | | |
| | A | Policy and institutions have been highly supportive of intervention and will continue to be so. |
| | B | Policy and policy enforcing institutions have been generally supportive, or at least have not hindered the intervention, and are likely to continue to be so. |
| X | C | Intervention sustainability is limited due to lack of policy support. Corrective measures are needed. |
| | D | Policies have been and likely will be in contradiction with the intervention. Fundamental changes needed to make intervention sustainable. |
| 4.4 How well is the intervention contributing to institutional and management capacity? | | |
| | A | Intervention is embedded in institutional structures and has contributed to improve the institutional and management capacity (even if this is not an explicit goal). |
| X | B | Intervention management is well embedded in institutional structures and has somewhat contributed to capacity building. Additional expertise might be required. Improvements in order to guarantee sustainability are possible. |
| | C | Intervention relies too much on ad-hoc structures instead of institutions; capacity building has not been sufficient to fully ensure sustainability. Corrective measures are needed. |
| | D | Intervention is relying on ad hoc and capacity transfer to existing institutions, which could guarantee sustainability, is unlikely unless fundamental changes are undertaken. |

Annex 2 Decisions taken by the steering committee and follow-up

| Recommendations MTR regarding PAFP | Actions taken |
|--|---|
| -Find appropriate embedding for PAFP's school management component | School Management embedded in ToT at WDA and IPRC-level |
| -PAFP – WDA to build up their knowledge base and make it accessible. We suggest that project products like i) curricula, ii) training programmes, iii) standards for curriculum development, assessment, school management and pedagogical teacher qualification, iv) documentation/books in the different areas covered by the project, etc. be stored in a "library" and that documents will be properly classified in order to make them easily accessible. | <ul style="list-style-type: none"> - PAFP shared several documents on approaches applied in South with WDA, which is exploited for use elsewhere - Curricula developed are owned by WDA and are placed on their website - WDA has taken interest in the Training programme CPP/CPC in South - Project in preparation to construct and equip a TOT-reference centre in Huye (including library, training facility, study facility, conference facility) |
| -Develop a system for a structured piloting process in which WDA, IPRC and the piloting schools are closely involved. | <ul style="list-style-type: none"> - Action Learning now well on the way and implemented at several pilot schools in South under auspices of IPRC/South -Special training programme set-up to better inform and imply WDA, IPRC/South and School Managers |
| - Develop an appropriate communication strategy that will enhance the visibility of the project with its valuable contributions. Different target groups should be addressed with specific information responding to their interests (e.g. Advocacy/informing in view of TVET appreciation for the community, content related information for peer organizations and potential clients/supporters) | <ul style="list-style-type: none"> - Communication Plan (target group specific) made and executed in collaboration with PR-officer WDA and BTC - IPRC and all pilot schools now have two big sign board in their vicinity which highlight the implication of PAFP - Plan to film developments in the pilot schools from scratch to final stage (end PAFP) - Several occasions of PAFP events covered by TV, Radio, etc. - Continuous participation in Expo's |
| - Develop a website for the project with information on project content, progress, events, partnerships. The website can be used to address issues with regard to collection, treatment and dissemination of information for the sake of all stakeholders. | - Website mounted and maintained as part of the WDA-site. |
| - Propose WDA to present the PAFP project on the WDA web site with information on for example project objectives, combined activities, achievements and challenges on | Idem. |
| - Have WDA participate in the selection process of TAs starting from its initial stage | - WDA has been implied in the selection of National TA |
| Develop a mechanism for consistent and realistic joint planning between WDA, IPRC South and PAFP and strictly monitor planning implementation jointly | <ul style="list-style-type: none"> -IPRC/S and WDA fully implied in our evaluation and planning exercises to assure maximum alignment. -OIA resulted in "Single Action Plan for Capacity Development" to which PAFP subscribed |
| - Jointly (WDA, IPRC South, PAFP) develop a – concise - exit strategy for the project over the period 2013 – 2015 in view of the attainment of maximum sustainability. | -Strategic Note (including exit and sustainability strategy) has been developed and once approved, will by guiding the programme in the coming years |
| -Enhance WDA ownership and project results' sustainability by: strictly complying with the co-gestion agreement (DI) & strengthening local | <ul style="list-style-type: none"> - DI now appointed by Minister until January 2016 - WDA clearly more involved - Visibility of WDA financial contribution to PAFP |

| | |
|---|--|
| partner's contribution, financially and technically | (€150.000) is limited (Salary DI, but for the rest?) |
|---|--|

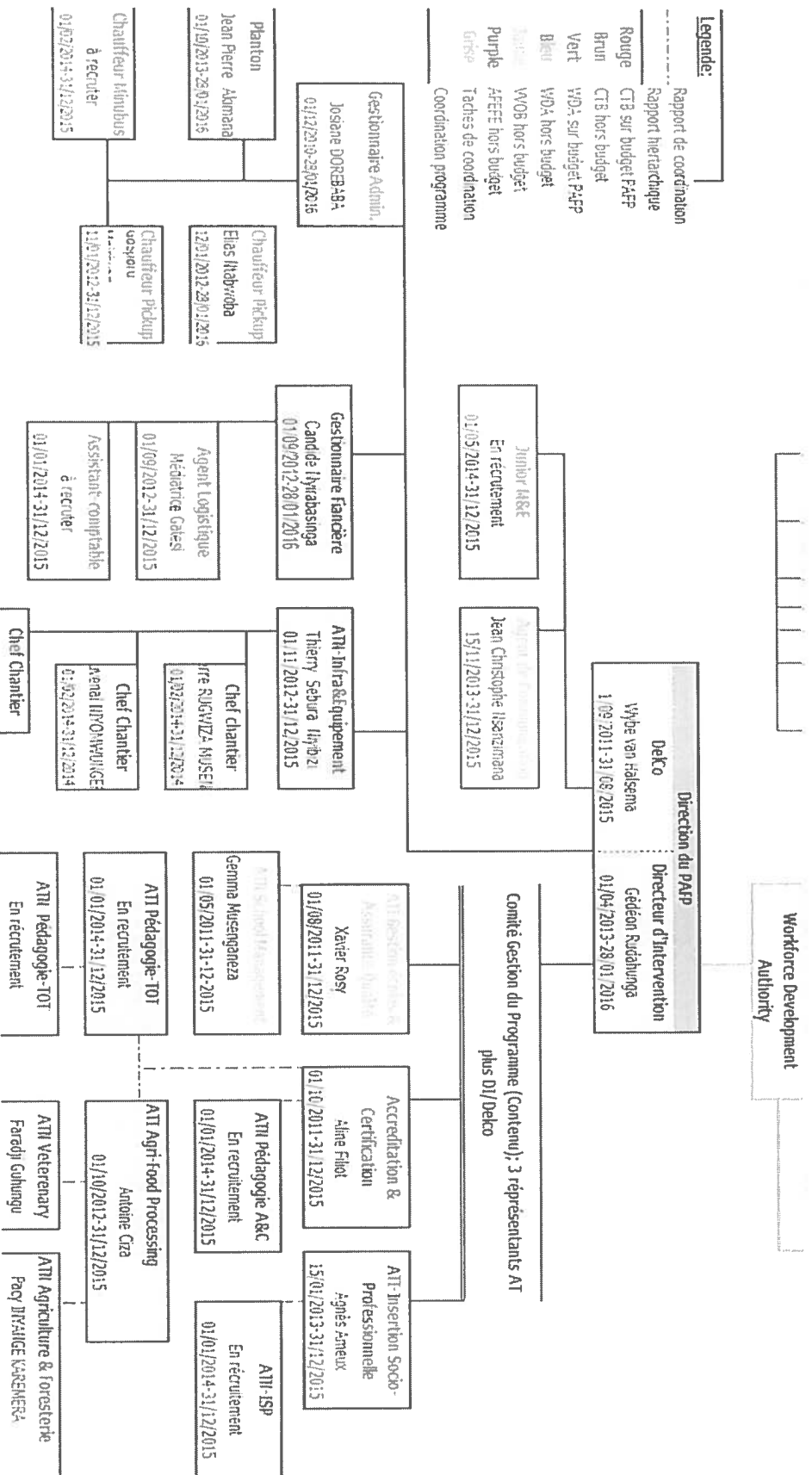
Main SMCL decisions

| Nr | Items | Decision of the SMCL | Action taken or still to be taken |
|----|-----------------------------|--|--|
| 1 | PAFP frame of intervention | SMCL decides to approve the extension of the operational period until 31/7/2015 and to plan the running and closing period up to January 26 th 2016; during this closure period, many activities of TA will continue, but no new engagements will be allowed | Approved: No further action to be taken. |
| 2 | Results report/M&E model | The result report 2012 is approved. M&E system is to be improved and presented at the latest for the next steering committee | M&E model approved |
| 3 | Strategic Note | The strategy is approved in principle. Suggestions of editorial changes by the SMCL members will be submitted to the PMT by the end of the month. The final version which incorporated these changed phrasing will then automatically become the final and approved strategic note to guide PAFP for the coming two years. In case of conflict of resources (time, people, budget), priority will be given to the Consolidation phase. | The final version with minor changes and updates is approved |
| 4 | Change investment procedure | A subcommittee is set up by the chair, the co-chair and the representative of Minecofin to solve this issue. The status of this committee is that they are entitled to take a decision after due analysis and as a result of a new meeting to take place within two or three weeks. The signed minutes of that meeting will comprise their final decision, which will then be considered a SMCL-decision. The report will later be annexed to this report. | SMCL allows the Program Management to set up and use its own tender committee to see the approach which will fasten the process knowing that Belgian and Rwandan tender laws are both legal : Consequently, the RWA tender law procedures will be followed, and before awarding tenders, WDA management will have to grant non objection. |

Revised operational timeframe for PAFP as per SMCL decision of June 2013:

| RWA0906911 PAFP TIME FRAME | Formal duration | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 first semester | 2015 second semester |
|---|---|-----------|----------|------|-----------------|--|--|----------------------|
| Duration Specific Convention Specific | 72 months | 26-Jan-10 | | | | | | |
| Duration Operation Framework (Convention de Mise en Oeuvre/CMO) | idem CS | | | | | | | |
| Duration MOU Partnership (CTB-VOB -APEFE) | 26 months; renouvellation has no impact on the continuation of PAFP | | 1-Jan-11 | | 31-Dec-13 | new commitment APEFE and VOB | | |
| Operation Period (DTF) | 48 mois -as from signature date CS | 26-Jan-10 | | | ends 24-01-2014 | 20 months of added operational period with remaining budget (>50%) and with additional budget form APEFE | | |
| Personnel: | Delco | | | | | | | |
| | AT-Infra | | | | | Current contract period 01/09/2011 to 31/08/2015 | | |
| | Adfin staff | | | | | 15/07/2011 -14/07/2013 | Local Civil Engineer in charge of infrastructure and equipment | |
| | Technical Assistance | | | | | | | |

Annex 3 Updated Organogram



Legende:

- Rapport de coordination
- Rapport hiérarchique
- CTB sur budget FAFF
- CTB hors budget
- Vert YDA sur budget PAF
- Vert YDA hors budget
- Bleu VVOB hors budget
- Jaune AFEFE hors budget
- Purple Taches de coordination
- Grise Coordination programme

Annex 4 MoRe Results at a glance

| | |
|---|--------------------|
| Logical framework's results or indicators modified in last 12 months? | nul |
| Baseline Report registered on PIT? | unknown |
| Planning MTR (registration of report) | Mid 2012 |
| Planning ETR (registration of report) | 08/2015 (estimate) |
| Backstopping missions since 01/01/2012 | 2 |

Annex 5 "Budget versus current (y - m)" Report

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 Budget Execution Detail 2014.pdf
 Budget Version : H01
 Currency : EUR
 YID :
 Report includes all valid transactions, registered up to today

| Status | Fin Model | Amount | Start of 2013 | 2014 | | | | Total | Total Exp. | Balance | % Exec |
|--------------------------------------|-----------|--------------|---------------|------|----|----|----|--------------|--------------|---------|--------|
| | | | | Q1 | Q2 | Q3 | Q4 | | | | |
| A.L'ACCÈS À UN SYSTÈME DE | | | | | | | | | | | |
| 01 La stratégie de | | 5,133,085.00 | 1,947,764.79 | | | | | 1,947,764.79 | 3,185,320.21 | -151.02 | 38% |
| 01 Réaliser une synthèse de | COGEST | 57,310.00 | 57,461.02 | | | | | 57,461.02 | 0.00 | 0.00 | 2% |
| 02 Rédiger une étude de base | COGEST | 25,885.00 | 25,035.98 | | | | | 26,035.98 | -150.98 | 101% | |
| 03 Formuler le document de la | COGEST | 3,899.00 | 3,899.02 | | | | | 3,899.02 | -0.02 | 100% | |
| 04 Prendre en compte les | COGEST | 22,476.00 | 22,475.93 | | | | | 22,475.93 | 0.07 | 100% | |
| 05 Faire le suivi et l'évaluation | COGEST | 5,050.00 | 5,050.09 | | | | | 5,050.09 | -0.09 | 100% | |
| 06 Développer et mettre en | COGEST | 0.00 | 0.00 | | | | | 0.00 | 0.00 | 7% | |
| 02 Les institutions en charge | | | | | | | | | | | |
| 01 Former le personnel du | COGEST | 11,165.00 | 11,164.60 | | | | | 11,164.60 | 0.40 | 100% | |
| 02 Appuyer WIDA dans la | COGEST | 10,721.00 | 10,720.88 | | | | | 10,720.88 | 0.12 | 100% | |
| 03 Les mécanismes de | COGEST | 444.00 | 443.72 | | | | | 443.72 | 0.28 | 100% | |
| 01 Elaborer une stratégie de | COGEST | 463,461.00 | 463,303.73 | | | | | 463,303.73 | 157.27 | 100% | |
| 02 Renforcer les capacités du | COGEST | 3,612.00 | 3,612.33 | | | | | 3,612.33 | -0.33 | 100% | |
| 03 Mettre en place un Comité | COGEST | 17,445.00 | 17,444.81 | | | | | 17,444.81 | 0.19 | 100% | |
| 04 Adapter les curricula | COGEST | 1,323.00 | 1,323.44 | | | | | 1,323.44 | -0.44 | 100% | |
| 05 Développer des nouveaux | COGEST | 5,072.00 | 5,072.04 | | | | | 5,072.04 | -0.04 | 100% | |
| 06 Mettre en place les | COGEST | 12,071.00 | 11,913.38 | | | | | 11,913.38 | 157.62 | 99% | |
| | COGEST | 4,916.00 | 4,916.40 | | | | | 4,916.40 | -0.40 | 100% | |

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 Budget: Execution Detail 2014.pdf
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 Special Office

| | COGEST | UWU | UWU | UWU | UWU | UWU | UWU | % |
|---------------------------------|--------|--------------|--------------|------|--------------|--------------|-------|---|
| 12 Construire et / ou adapter | | | | | | | | |
| 13 Equiper les centres retenus | COGEST | 402,762.00 | 402,761.60 | | 402,761.60 | 0.30 | 100% | |
| 04 Un système de certification | | | | | | | | |
| 01 Développer la méthodologie | COGEST | 3,390.00 | 3,389.62 | 0.00 | 3,389.62 | 0.38 | 100% | |
| 02 Renforcer les capacités du | COGEST | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 7% | |
| 03 Développer un système | COGEST | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 7% | |
| 04 Développer le système de | COGEST | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 7% | |
| 05 Organiser des tests | COGEST | 3,390.00 | 3,389.62 | 0.00 | 3,389.62 | 0.38 | 100% | |
| 06 Maître en place une entité | COGEST | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 7% | |
| 05 La mise en œuvre locale de | | | | | | | | |
| 01 Renforcer les capacités du | COGEST | 12,202.00 | 12,201.69 | 0.00 | 12,201.69 | 0.31 | 100% | |
| 02 Implanter un système de | COGEST | 226.00 | 225.58 | 0.00 | 225.58 | 0.12 | 100% | |
| 03 Organiser la formation | COGEST | 11,976.00 | 11,976.11 | 0.00 | 11,976.11 | -0.11 | 100% | |
| 04 Installer dans les centres | COGEST | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 7% | |
| 05 Installer dans la Province | COGEST | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 7% | |
| 06 Disséminer et transférer les | COGEST | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 7% | |
| 07 Installer dans chaque | COGEST | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 7% | |
| 06 Institutional capacity of | | | | | | | | |
| 01 Develop WIDA staff capacity | COGEST | 482,365.00 | 56,382.17 | 0.00 | 56,382.17 | 425,982.83 | 12% | |
| 02 Support the development | COGEST | 114,000.00 | 32,406.29 | 0.00 | 32,406.29 | 81,593.71 | 28% | |
| 03 Develop TVET promotion | COGEST | 115,000.00 | 10,956.98 | 0.00 | 10,956.98 | 104,043.02 | 10% | |
| | COGEST | 100,500.00 | 3,647.76 | 0.00 | 3,647.76 | 96,852.24 | 4% | |
| | REGIE | 1,939,889.00 | 1,198,704.22 | 0.00 | 1,198,704.22 | 741,184.78 | 62.00 | |
| | COGEST | 5,815,302.00 | 2,140,184.89 | 0.00 | 2,140,184.89 | 3,675,117.11 | 37.00 | |
| | TOTAL | 7,755,191.00 | 3,338,889.11 | 0.00 | 3,338,889.11 | 4,416,301.89 | 43.00 | |

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|----------------------------------|--------|--------------|--------------|--------------|--------------|-------|
| 04 Develop guidelines and | COGEST | 47,565.00 | 7,149.35 | 7,149.35 | -0.41565 | 15% |
| 05 Establish and update the | COGEST | 35,300.00 | 1,470.98 | 1,470.98 | 33,829.02 | 4% |
| 06 Develop the TYET | COGEST | 70,000.00 | 750.81 | 750.81 | 69,249.19 | 1% |
| 07 Development of CBA | | 5,477,922.00 | 396,373.57 | 396,373.57 | 151,548.43 | 72% |
| 01 Update and develop | COGEST | 146,200.00 | 246,550.15 | 246,650.15 | -100,450.15 | 169% |
| 02 Guarantee the improvement | COGEST | 225,222.00 | 62,113.94 | 62,113.94 | 163,108.06 | 28% |
| 03 Develop, acquire and | COGEST | 176,500.00 | 87,609.48 | 87,609.48 | 88,890.52 | 50% |
| 08 Strengthening of the capacity | | 1,042,750.00 | 197,512.57 | 197,512.57 | 845,237.43 | 19% |
| 01 Strengthen IPRC in its role | COGEST | 136,900.00 | 15,163.55 | 15,163.55 | 121,736.45 | 11% |
| 02 support IPRC management | COGEST | 68,000.00 | 9,750.85 | 9,750.85 | 58,249.15 | 14% |
| 03 Develop IPRC advisory and | COGEST | 113,250.00 | 135,553.24 | 135,553.24 | 22,303.24 | 120% |
| 04 support IPRC to ensure | REGIE | 0.00 | 0.00 | 0.00 | 0.00 | 7% |
| 05 support IPRC to set up and | COGEST | 38,800.00 | 1,488.48 | 1,488.48 | 37,311.52 | 4% |
| 06 Set up, equippe and | COGEST | 338,000.00 | 5,862.15 | 5,862.15 | 332,137.85 | 2% |
| 07 Disseminate methods to | COGEST | 252,500.00 | 28,487.17 | 28,487.17 | 224,012.83 | 11% |
| 08 Support IPRC to ensure | COGEST | 95,300.00 | 1,207.13 | 1,207.13 | 94,092.87 | 1% |
| 09 Capacity of pilot training | | 2,512,520.00 | 749,975.82 | 749,975.82 | 1,762,544.18 | 30% |
| 01 Construction of new and | COGEST | 866,876.00 | 240,405.66 | 240,405.66 | 646,470.34 | 27% |
| 02 Supply of equipment to pilot | COGEST | 778,444.00 | 247,094.36 | 247,094.36 | 531,349.64 | 32% |
| 03 Operational support to Tot | COGEST | 111,600.00 | 86,587.02 | 86,587.02 | 25,012.98 | 78% |
| 04 Support pilot centres in | COGEST | 96,900.00 | 40,837.03 | 40,837.03 | 56,062.97 | 42% |
| 05 Support the partnership | COGEST | 18,700.00 | 12,181.24 | 12,181.24 | 6,518.76 | 65% |
| | REGIE | 1,939,889.00 | 1,198,704.22 | 1,198,704.22 | 741,184.78 | 62.00 |
| | COGEST | 5,815,302.00 | 2,140,184.89 | 2,140,184.89 | 3,675,117.11 | 37.00 |
| | | 7,755,191.00 | 1,198,889.11 | 1,198,889.11 | 4,416,301.89 | 43.00 |

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| Status | Fin. Mode | Amount | Start/End 2013 | Q1 | Q2 | Q3 | Q4 | Total | Total Exp | Balance | % Exor |
|-------------------------------|----------------------------|--------|---------------------|---------------------|----|----|----|---------------------|---------------------|---------------------|------------|
| 06 | Support the capacity | COGEST | 78,000.00 | 107,282.15 | | | | 107,282.15 | 107,282.15 | -29,282.15 | 138% |
| 07 | Support application and | COGEST | 121,000.00 | 9,761.56 | | | | 9,761.56 | 9,761.56 | 111,238.44 | 8% |
| 08 | Support the implementation | COGEST | 201,000.00 | 5,846.80 | | | | 5,846.80 | 5,846.80 | 195,153.20 | 3% |
| 09 | Transfer and dissemination | COGEST | 220,000.00 | 0.00 | | | | 0.00 | 0.00 | 220,000.00 | 0% |
| B MANAGEMENT | | | 0.00 | 235.30 | | | | 235.30 | 235.30 | -235.30 | 7% |
| 01 MANAGEMENT REVENUE | | | 0.00 | 235.30 | | | | 235.30 | 235.30 | -235.30 | 7% |
| 01 MANAGEMENT REVENUE | | REGIE | 0.00 | 235.30 | | | | 235.30 | 235.30 | -235.30 | 7% |
| 02 MANAGEMENT REVENUE | | REGIE | 0.00 | 0.00 | | | | 0.00 | 0.00 | 0.00 | 7% |
| X RÉSERVE BUDGÉTAIRE | | | 132,715.00 | 0.00 | | | | 0.00 | 0.00 | 132,715.00 | 0% |
| 01 Réserve budgétaire | | | 132,715.00 | 0.00 | | | | 0.00 | 0.00 | 132,715.00 | 0% |
| 01 Réserve budgétaire | | COGEST | 132,715.00 | 0.00 | | | | 0.00 | 0.00 | 132,715.00 | 0% |
| Z MOYENS GÉNÉRAUX | | | 2,489,391.00 | 1,390,889.02 | | | | 1,390,889.02 | 1,098,501.98 | 1,098,501.98 | 56% |
| 01 Frais de personnel | | | 1,740,697.00 | 828,172.52 | | | | 828,172.52 | 828,172.52 | 912,524.48 | 48% |
| 01 Assistance technique | | REGIE | 1,107,000.00 | 668,928.72 | | | | 668,928.72 | 668,928.72 | 438,071.28 | 60% |
| 02 Staff national | | COGEST | 395,411.00 | 79,555.31 | | | | 79,555.31 | 79,555.31 | 315,855.69 | 20% |
| 03 Ressources financières et | | REGIE | 263.00 | 0.00 | | | | 0.00 | 0.00 | 263.00 | 0% |
| 04 National staff | | REGIE | 107,000.00 | 71,661.77 | | | | 71,661.77 | 71,661.77 | 35,338.23 | 67% |
| 05 Go-management fees | | COGEST | 21,000.00 | 0.00 | | | | 0.00 | 0.00 | 21,000.00 | 0% |
| 06 Staff capacity development | | COGEST | 101,023.00 | 8,026.72 | | | | 8,026.72 | 8,026.72 | 92,996.28 | 8% |
| 07 Junior's programme. | | COGEST | 9,000.00 | 0.00 | | | | 0.00 | 0.00 | 9,000.00 | 0% |
| 02 Investissements | | | 180,469.00 | 160,820.64 | | | | 160,820.64 | 160,820.64 | 19,648.36 | 89% |
| 01 Vehicules | | REGIE | 127,693.00 | 123,388.67 | | | | 123,388.67 | 123,388.67 | 4,304.33 | 97% |
| | | REGIE | 1,939,889.00 | 1,198,704.22 | | | | 1,198,704.22 | 741,184.78 | 62.00 | |

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| | 4/7/22/00 | 3/31/16/23 | 3/31/16/23 | 12/16/07/17 | 1/4% |
|---------------------------------|---------------------|--------------|--------------|--------------|-------|
| 03 Frais de fonctionnement | | | | | |
| 01 Consommables équipe de | REGIE 31,773.00 | 28,368.69 | 28,368.69 | 3,404.31 | 89% |
| 02 Carburant + entretien 3 | REGIE 192,090.00 | 69,648.74 | 69,648.74 | 122,441.26 | 36% |
| 03 Télécommunications | REGIE 77,720.00 | 35,128.46 | 35,128.46 | 42,591.54 | 45% |
| 04 Frais de mission sur le | REGIE 47,709.00 | 40,087.78 | 40,087.78 | 7,621.22 | 84% |
| 05 Autres frais de | REGIE 52,820.00 | 41,657.96 | 41,657.96 | 11,162.04 | 79% |
| 06 Frais bancaire | COGEST 6,668.00 | 3,296.15 | 3,296.15 | 3,371.85 | 49% |
| 07 Frais bancaire | REGIE 345.00 | -231.05 | -231.05 | 576.05 | -67% |
| 08 Récupération TVA | COGEST 0.00 | 88,692.25 | 88,692.25 | -88,692.25 | ? |
| 09 Récupération TVA | REGIE 0.00 | 12,196.19 | 12,196.19 | -12,196.19 | ? |
| 10 IT équipement maintenance | REGIE 12,700.00 | 215.84 | 215.84 | 12,484.16 | 2% |
| 11 Rent office space Kigali | REGIE 39,000.00 | 23,507.55 | 23,507.55 | 15,492.45 | 60% |
| 12 Public relations | COGEST 16,400.00 | 12,849.67 | 12,849.67 | 3,550.33 | 78% |
| 04 Audit et Suivi et Evaluation | | | | | |
| 01 Evaluations externes (à mi- | REGIE 55,500.00 | 26,344.30 | 26,344.30 | 29,155.70 | 47% |
| 02 Audit local | REGIE 24,500.00 | 17,841.04 | 17,841.04 | 6,658.96 | 73% |
| 03 Backstopping Headquarters | REGIE 11,000.00 | 2,289.61 | 2,289.61 | 8,710.39 | 21% |
| 99 Conversion rate adjustment | | | | | |
| 98 Conversion rate adjustment | REGIE 0.00 | 2.68 | 2.68 | -2.68 | ? |
| 99 Conversion rate adjustment | COGEST 0.00 | 0.00 | 0.00 | 0.00 | ? |
| TOTAL | REGIE 1,939,889.00 | 1,198,704.22 | 1,198,704.22 | 741,184.78 | 62.00 |
| | COGEST 5,815,302.00 | 2,140,184.89 | 2,140,184.89 | 3,675,117.11 | 37.00 |
| | TOTAL 7,755,191.00 | 3,338,889.11 | 3,338,889.11 | 4,416,301.89 | 43.00 |

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Annex 6 Communication Resources

In the course of 2013, PM intervened at Human Resources level in order to increase the quality of the PAFP communication. It was decided to attract a professional Communication Officer, financed by VVOB, who arrived mid-November 2013. In addition, in order to better formulate messages about PAFP results, it was decided to apply for a BTC-Junior AT in the field of Monitoring. This person is expected early April 2014.

With the arrival of the Communication Officer, communication systems have improved notably. The limited possibility to place our information on the website of WDA led to the decision to install a PAFP website and put a link on the WDA-site.

Specific activities on communication during 2013 were:

- Visibility during events such as various TVET expo's, through banners, brochures, stands and sponsoring
- Produce regular reports on PAFP activities and put them online
- Produce and distribute a TVET-calendar (also for 2014)
- Produce various pages in the WDA TVET-year book

For 2014, the budget for communication has increased considerably.

Annex 7 Progress on Activities: detailed narrative

6.1 Develop WDA staff capacity to operate their supervising function vis-à-vis curriculum experimentation

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| Analysis of progress made towards output | Capacity building of WDA has been done through coaching in the field, training (i.e training on the M&E of the curriculum experimentation), study tours in other African countries. An Organizational and Institutional Analysis of WDA was financed by several DPs. The strategy for the second phase of the programme is to focus on accreditation and quality assurance through audits based on CBT standards. |
| <i>Issues that arose, influencing factors (positive or negative):</i> | Study tours are a useful but risky activity: the 2012 study tour in Tanzania with the Examination unit of WDA was positive as it led to a feedback workshop in January and helped the unit to define a CBT compliant assessment strategy. For the Training of trainers unit on the other hand, the WDA team identified to go to Botswana was not granted clearance by the Prime Minister. Availability of WDA staff is still a challenge, although the situation varies depending on the units. The new curriculum implementation should be WDA's priority but they are caught in the day-to-day business and do not make room to reflect on the implementation of the reform. The different units are very clustered and there is no clear strategy. |
| <i>Unexpected results:</i> | PAFP, together with GIZ and Worldbank, commissioned an extensive Organisational and Institutional Analysis (OIA) of the TVET stakeholders, carried out by a team of independent experts. The findings have been widely validated by virtually all Development Partners and national stakeholders, including the newly appointed TVET minister. However, the ownership of the exercise by top-management of WDA was poor, possibly due to the critical review of management performance at WDA. |

6.2. Support the development and application of mechanisms for consultation, validation and qualification

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| Analysis of progress made towards output | Linked to the fact that curriculum experimentation in the pilot schools did not really gain the momentum expected in 2013, the knowledge management part of the experimentation could also not get sufficiently from the ground. The development of a R&D unit at both WDA and IPRC-South does not receive the needed priority, hence no ownership of the process could be achieved. The idea of learning from experimentation and produce evidence-based and context-specific discourse to inform decision making and policy development still seems far from daily reality and ambition. The envisaged exchange visits on this subject were carried out in strongly reduced form, because it seem to have become impossible for Rwandan (technical) staff to get clearance to travel abroad. |
| <i>Issues that arose, influencing factors</i> | The feedback mechanisms are not yet clearly and systematically conceived and implemented. WDA lacks a sense of priority, internal collaboration lacks between units and most employees seem to be caught up in routine |

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| (positive or negative): | or activities (little room for reflecting on quality improvement, TVET reform & strategy to implement it) TAs seem to have resistance to action research or find it difficult to carry out, and resort to more routine activities such as training and workshops: |
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6.3 Develop TVET promotion and information tools including gender and cross-cutting issues at operational level

| Analysis of progress made towards output | |
|---|--|
| <i>Progress made towards the achievement of the output</i> | <ul style="list-style-type: none"> - Participation in the organisation and financing of the First TVET expo for IPRC-South in Huyé in September 2013 - Participation in the national TVET expo in Kigali - Brochures, banners developed - Participated in meetings between Development Partners to reflect and plan on TVET promotion - 35 staff members in charge of discipline from 17 pilot schools (IPRC/South included) were trained on the concept of gender. Some gender challenges in schools were identified and an action plan to overcome them was elaborated. - The programme supported pilot schools in play writing and acting on gender. Gender clubs were assisted in the preparation process and some of them found opportunities to play written theatres such as during UMUGANDA. - The programme supported the celebration of "International day of the Girl child" in one of its pilot schools- Rwabuye VTC. |
| <i>Issues that arose, influencing factors (positive or negative):</i> | Although gender as cross cutting issue remains a point of attention in TVET, the general issues that are often highlighted in expert meetings (mentality of parents, boys-girls ratio over the different trades, safety for girls from abuse, etc.) are often beyond the sphere of direct influence of this project. |
| <i>Unexpected results:</i> | - A chapter in the WDA yearbook developed |

6.4 Develop guidelines and standards (assessment including Prior Learning Recognition, training facilities, curriculum development, school management, pedagogical teacher qualification)

| Analysis of progress made towards output | |
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| <i>Progress made towards the achievement of the output</i> | <p>Some activities are on schedule and have been completed:</p> <ul style="list-style-type: none"> - The CBT curriculum development toolkit, composed of 7 workshop scenarios, templates and 2 manuals (curriculum development manual, curriculum validation manual), have been finalized and internally validated by WDA. The curriculum M&E manual has also been achieved and was internally validated by WDA. <p>Some activities are late :</p> <ul style="list-style-type: none"> - The draft assessment manual has not been finalized |

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| <p>Issues that arose, influencing factors (positive or negative):</p> | <p>- The system for accreditation of trainers on basis of the TVET trainer curriculum has not been designed</p> <p>The challenge is not the development of tools but the development of tools in a participative way, the sensitization to the tools developed and the construction of a common vision (with the partner but also with the other DPs).</p> <p>The project time and the partner's time are different. For instance, we have developed a TVET trainer curriculum in 2011 according to the draft Training of trainers strategy available at that time; today, this strategic document has been reviewed and is still not validated.</p> <p>The understanding of the CBT reform is not equally shared within WDA. The CBT assessment strategy was clear for the Examination unit but is not necessary understood by the management. Middle managers in WDA tend to follow the top management instructions without discussion, even when they see that the instruction is contradicting the CBT principles.</p> <p>The experience the programme has developed in the field starts to be known in WDA and among development partners. Some development partners who did not have an experience in the field realized that their vision of the schools reality was not accurate. We are more and more consulted on the strategic documents: while we were not involved at first in the Training of trainers strategy, we are now called upon to review it in a more realistic manner and align it with the TVET trainer curriculum we have developed.</p> |
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6.5. Establish and update the WDA/PRCs institutional framework

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| <p>Analysis of progress made towards output</p> | |
| <p>Progress made towards the achievement of the output</p> | <p>Some activities that indicate the collaboration between 2 partners were realised.</p> <ul style="list-style-type: none"> • SMU/REB and SMT/WDA have a consolidated action plan • Consolidation meeting between TVET SM and SMU/REB is conducted every two weeks : the progress made and way forward are discussed and possibilities of synergy are identified. <p>A MoU VVOB-MINEDUC clarifies duties and responsibilities of both REB and WDA and the collaboration framework between these 2 partners is defined. However the WDA commitment and ownership to ensure the collaboration seems to be low.</p> <p>The organisational framework of these 2 institutions is different : WDA has only one staff member assigned as School Management officer while REB has the whole staffed unit in charge of SM & Leadership.</p> <p>School Management focal point in WDA shifted from the AQA unit to ToT unit. It was no longer relevant to clarify AQA roles and responsibilities in SM since SM responsibilities shifted to ToT unit.</p> <p>In this regard, this activity was handed over to the Programme Management in order to deal with these institutional issues related to the whole process of piloting CBT approach.</p> |
| <p>Issues that arose, influencing factors (positive or negative):</p> | |

6.6 Develop information systems: Redundant with 8.5 (Cf. analysis of the progress on 8.5)

7.1 Update and develop curricula in priority occupational areas

| Analysis of progress made towards output | |
|---|---|
| <p><i>Progress made towards the achievement of the output</i></p> | <p>TVET Trainer curriculum</p> <p>On schedule. The curriculum has been experimented and improved. The national qualifications for the TVET trainers are not yet agreed upon (cf. ToT strategy) but we are still targeting a validation in 2014.</p> <p>Construction:</p> <p>On schedule. The curricula experimented in 2013 will be submitted for validation in 2014.</p> <p>Hospitality and Tourism:</p> <p>Mostly on schedule.</p> <p>The curricula experimented in 2013 will be submitted for validation in 2014.</p> <p>In the hospitality sector, only the TVET Certificate 1 and 2 in Culinary Arts and the TVET Certificate 1 in Food and Beverage Service were piloted in 2013. The TVET Certificate 1 in housekeeping, the TVET Certificate 2 in Food and Beverage Service and the TVET Certificate 3 in Front Office Operations could not be piloted as no pilot schools are ready to deliver these qualifications.</p> <p>In order to complete the 3 levels of the qualification framework, it was planned to develop the TVET Certificate 1 and 2 in Front Office Operations, the TVET Certificate 3 in Culinary Arts, and the TVET Certificate 3 in Food and Beverage Service. However, the curriculum development process is long and the curriculum development team of WDA is overloaded as there are a lot of curricula to be developed for the different priority sectors. The target for 2013 was to focus on the development of TVET Certificate 1 and 2 in Front Office Operations.</p> <p>Assessment guidelines that were missing in the TVET Certificate 1 in Culinary Arts were developed with the trainers of the 3 pilot schools. These were experimented in the month of June.</p> <p>For the moment, only the TVET Certificate 1 and 2 in Culinary Arts and the TVET Certificate 1 in Food and Beverage Service were piloted, in 2013. This means that only those 2 qualifications will be presented for validation in 2014.</p> <p>The development of Training Organization guides are postponed to 2014.</p> <p>Agriculture:</p> <p>Within Agriculture and Food processing trades, the programme planned to develop 12 curricula. In total, 12 drafts of curricula have</p> |

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| | <p>been developed. Only complementary modules (Communication skills, Computer skills and entrepreneurship) have to be developed.</p> <p>The development of curricula in Agri-mechanization trade have been planned but not achieved because of lack of time. This activity could be prioritized during 2014.</p> <p>Experimentation of curricula in Agriculture, Veterinary and Forestry has not been done. Until now, WDA was wary to implement the new curricula in Technical Secondary Schools. They didn't give the instruction to Agro-veterinary schools to start experimenting. As a consequence, the activities linked to the experimentation of the curricula (development of learning and assessment material, improvement of the curricula) could not been conducted. We did some lobbying and organized a workshop to convince WDA and the agro-veterinary schools to start experimenting, which succeeded. These activities are therefore rescheduled for 2014.</p> |
| <p>Issues that arose, influencing factors (positive or negative):</p> | <p>The main issue that arose and negatively influenced the progress was the presence of participants inexperienced in CBT during workshops.</p> <p>Lack of strategy of WDA: the fact that WDA had no phasing out strategy to switch from the previous technical secondary schools system to the new CBT system led to hesitations, reluctance and ultimately serious delays in the experimentation of Agriculture curricula. However, the programme's efforts to coach WDA in their decision making proved efficient.</p> <p>The development of CBT curricula is now a streamlined process, of which WDA has ownership. But set up a process of adapting/improving curricula according to the pilot schools feedback is a challenge, as neither the trainers nor WDA really has time to formalize, collect or analyse data. The tools initially proposed for the M&E of the experimentation proved too numerous, detailed and difficult to use. All the trainers of the pilot schools had received a feedback form to complete for each module covered (this form was among the tools developed in the curriculum M&E manual, see output 1). This feedback form was supposed to be sent to the Curriculum Development Unit and IPRC/South by 13 September 2013. In fact no trainer filled the form and we finally organized a workshop to collect the feedback ourselves. In 2013 most of the feedback was done in a rather informal way by the technical assistants. WDA taking into account this feedback is not yet assured. In 2014 we are intending on developing more adequate tools to document the experimentation and to monitor more systematically and more regularly.</p> |

7.2 Guarantee the improvement of technical competences of teachers/instructors

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| <p>Analysis of progress made towards output</p> | <p>The main result of this activity is that the pilot schools trainers have enough technical knowledge and skills to implement developed curricula and are capable to develop course contents of their modules and organize their trainings.</p> <p>In Construction, 44 trainers trained in Masonry and Carpentry (1 week) and 22 trainers trained in welding and plumbing (2 weeks) More than 60 Agro-veterinary school trainers have been trained in various topics (12) within Agriculture, Forestry, Veterinary and Food processing sectors. The pilot schools trainers in Agriculture are now capable of implementation of new curricula.</p> <p>A training in Culinary Arts for 8 trainers had been scheduled but after the departure of the concerned TA no follow-up was done.</p> |
| <p>Issues that arose,</p> | <p>The planned trainings have been carried out with success.</p> |

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| <i>influencing factors (positive or negative):</i> | Lack of integration between technical and pedagogical trainings. The technical trainings should be included in the TVET trainer curriculum, in order to facilitate their recognition and the certification of trainers. Until now there was not enough links between the technical trainings and the pedagogical trainings. They should be seen as a whole TVET trainer qualification. The Agriculture technical assistants team will work in 2014 in formalizing the trainings delivered. |
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7.3 Develop, acquire and disseminate learning material

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| Analysis of progress made towards output | |
| <i>Progress made towards the achievement of the output</i> | <p>Activities on schedule:</p> <p>Reference books and learning materials have been provided to all pilot schools and IPPRC/S in Construction, Hospitality, Veterinary Medicine and Forestry. The purchase of books in Agriculture and Food processing is under process.</p> <p>Agriculture, Food Processing and Veterinary Medicine lexicons are done.</p> <p>Delayed activities:</p> <p>The development of assessment tools and resources within Agriculture and Food processing could not be done due to the delay in experimenting the curricula. The development of technical reference sheets could not be done for the same reason.</p> <p>For Hospitality and Construction, the development of technical reference sheets and learning material has been abandoned, although some technical reference sheets have been done in Hospitality. Developing learning material is too time-consuming for the technical assistants and the trainers, it is not realistic to maintain this kind of activities. A better strategy is to use or adapt existing learning manuals, particularly new material that has been purchased for the schools by the programme, or material developed during previous programmes.</p> <p>A recipe book for the TVET certificate 1 and 2 should have been finalized in December 2013 but after the departure of the Curriculum Development TA there was no follow-up by the Curriculum Development unit for which it was not a priority.</p> |
| <i>Issues that arose, influencing factors</i> | Delay in the experimentation of curricula in Agriculture due to lack of instruction to that effect from the part of WDA |

8.1. Strengthen IPPRC in its role as a provincial resource centre by the development of facilities and assurance of effective use

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| Analysis of progress made towards output | |
| <i>Progress made towards the achievement of</i> | One of supported aspects related to this output was the elaboration of IPPRC/S strategic plan The main step for was to support IPPRC/S capacity building in terms of strategies, staff skills development and tools. In this context, the elaboration of the strategic plan allowed defining strategies to ensure the M&E of TVET, within the logical framework, activities to |

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| <i>the output</i> | achieve the objective were identified and indicators were defined so that the M&E is conducted appropriately. |
| <i>Issues that arose, influencing factors (positive or negative):</i> | <p>National strategic documents like ESSP, TVET Policy and EDPRS II inspired participants in order to take into account government priorities.</p> <p>Other stakeholders : IPRCs, PSF, Districts and Higher Education Institutions were involved in the elaboration of the IPRC/S strategic plan</p> <p>The IPRC/S master plan and other priority aspects have their place in the strategic plan.</p> |

8.2. Support IPRC management and administrative staff, DEOs and SEO's to reinforce the training providers'capacity in management and administration

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| Analysis of progress made towards output | Some sub-activities were partly realized : |
| <i>Progress made towards the achievement of the output</i> | <ul style="list-style-type: none"> - Districts and Sector Education Officers (DEOs & SEOs) are ones who are in charge of ensuring regularly M&E/inspection in basic and secondary schools. The collaboration with them seemed to be essential insofar as that the same exercise is needed in TVET schools. In this regard, a workshop was planned with the aim of clarifying roles and responsibilities of IPRC/S, DEOs and SEOs in the TVET school management, especially in M&E. A working session was conducted in collaboration with IPRC/S where participants were explained about TVET policy and CBT approach, and the next step of clarifying roles is not yet achieved. Roles and responsibilities are not yet clarified and the related activity was postponed in 2014. - Also, the elaboration of management guidelines for TSS and VTC was a crucial step as these are reference documents during the M&E process. A preparatory working session was conducted in collaboration with IPRC/S, WDA and pilot schools representatives in order to identify the proper content according to WDA updated strategic documents like RTQF, Quality standards, ToT strategy, etc. Also the approach to be used for the elaboration process was defined and this step will be carried out after all these strategic documents are officially validated. |

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| <p>Are activities still leading to the intended output?</p> | <p>The activity was not completely achieved and remains relevant : the organisational framework of the IPRC/S is still required for the M&E to be successful. This helps identifying who is doing what, when and how. M&E tools such as guidelines, indicators and evaluation forms are needed to lead the M&E process.</p> <p>Concerning the collaboration with DEOs and SEOs : Local authorities are closer to schools than IPRC/S, involving them in M&E process would be more effective. The clarification of roles and responsibilities as well as the definition of the collaboration framework between IPRC/S and Districts/Sectors is still needed.</p> |
| <p>Issues that arose, influencing factors (positive or negative) :</p> | <p>The following issues were on the basis of the delay or non achievement of some sub-activities :</p> <ul style="list-style-type: none"> - Availability of IPRC/S staff : <ul style="list-style-type: none"> ✓ Until October 2013, IPRC/S staff was not yet fully in place : AQA and TSS & VTC are the 2 units involved in the M&E process. Some of their staff members were not yet recruited at that moment. Since the concerned staff was not yet available, it was no longer relevant to clarify roles and also, the staff capacity building could not be worked on. ✓ IPRC/S inauguration took place on 20th June. It cost much time beforehand for the IPRC/S to prepare the event This delayed some activities like the clarification of roles and responsibilities of DEOs/SEOs in the M&E of TVET because most of staff members who had to be involved were busy with the preparation work. - Availability of DEOs and SEOs : <ul style="list-style-type: none"> ✓ In their daily responsibilities, DEOs and SEOs are too requested and this has an influence on their collaboration with the programme. Most of the time, they could not be available to participate to activities organised by PAFP because they were invited by other stakeholders like REB, NUR, etc. <p>Because of these 2 main issues, some sub-activities were postponed to 2014</p> |
| <p>Unexpected results:</p> | <p>A working session was organised to define the collaboration framework between PAFP and IPRC/S. It is at that moment that the Vice Principal Academics and Training was assigned as the programme focal point. Also counterparts for each intervention were identified. During this session, together with PAFP staff, IPRC/S identified priority needs in areas supported by the programme.</p> |

8.3 Develop IPRC advisory and monitoring capacity to implement CBA and achieve TVET requirements accordingly to the labour market needs

| Analysis of progress made towards output | |
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| <p><i>Progress made towards the achievement of the output</i></p> | <p>Most sub-activities were completed as planned, particularly:</p> <ul style="list-style-type: none"> • The capacity building of the IPRC/S pedagogical team as external verifiers for the assessment processes in pilot schools. • The capacity building of the IPRC/S pedagogical team in organizing and monitoring the training of trainers in pilot schools (dissemination of the TVET trainer curriculum) • The coaching of the pool of master trainers in pedagogy for the dissemination of the TVET trainer curriculum <p>Those activities led to the improvement of the IPRC/S monitoring capacity to implement CBT. Some sub-activities have not been conducted: the identification of priorities within Agriculture and Food processing sectors in the Southern Province, and the Development of an information system and data collection in agriculture and Food Processing manufacturing, due to a lack of time. These activities are a priority for the technical assistants in Agriculture in 2014.</p> <p>The evaluation of the impact of the ToT in pilot schools has not been conducted yet, due to the early departure of the technical assistant in ToT. It should be done by the replacing technical assistant in 2014. For the same reason, best practices exchanges workshops between centers were not organized.</p> <p>Finally, the involvement of IPRC/S in monitoring the experimentation was limited to assessments and trainings in Pedagogy, mostly on the organizational and sometimes quality assurance aspects. The IPRC/South has conducted a Trainer's Audit in the majority of TVET schools of the province. They should be further involved in monitoring action learning and collecting the feedback of pilot schools on the experimentation of curricula, in order to improve their advisory capacity.</p> |
| <p><i>Issues that arose, influencing factors (positive or negative):</i></p> | <p>Lack of availability of IPRC/S staff. We take into account the ToRs of IPRC/S staff and involve the staff who seems to be most concerned by the activity. Also, some activities are long term, progressive activities where we need to involve the same participants from beginning to end, which is not understood by the top management who is concerned that no staff be away too often, or benefits from mission allowances more often than others.</p> <p>A better alignment with IPRC/S coordination activities and strategy should be sought. It should be easier to involve IPRC/S staff if the activities are part of their planning.</p> |

8.5. Support IPRC to set up and further improve a school management information system

| Analysis of progress made towards output | |
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| <i>Progress made towards the achievement of the output</i> | This activity was not achieved because WDA had another choice to make it a national project |
| <i>Issues that arose, influencing factors (positive or negative):</i> | The context of this activity changed because it has been owned by WDA and therefore the project shifted from the regional development to national development. This came with the engagement of other development partners in the project (Nuffic and GIZ) and caused the delay of the process. Nuffic and GIZ took the lead on this project and PAFP was involved in reflection meetings aimed at identifying an appropriate approach in order to have applicable tool which will serve at all levels (WDA, IPRCs and schools). PAFP will be responsible of piloting of the tool at school level in collaboration with IPRC south. |

8.6. Set up, equip and facilitate initial functioning of regional business incubation centres in the south

| Analysis of progress made towards output | |
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| <i>Progress made towards the achievement of the output</i> | Activities relating to setting-up and facilitating the initial functioning of regional business incubation centre in the South made steadily progress in 2013 but is behind schedule. The PAFP had financed in 2012 the interior arrangement of the incubation centre in Kavumu VTC. With the arrival of the TA for socioprofessional inclusion in January 2013, the PAFP started facilitating the setting-up of the Business Incubation Centre at Kavumu VTC through preparing the strategic plan and the 2013-14 action plan. |
| <i>Issues that arose, influencing factors (positive or negative)</i> | The process is facing some delays since no permanent human resources has been appointed to Kavumu Business Incubation Centre. Therefore there is no staff to manage the Centre and to provide individual coaching services, which are at the core of an incubation centre services. Because of the absence of permanent staff, human resources capacity building has not started yet but is planned for the 2 nd trimester of 2014. |
| | The process is also facing some delays because some equipment (computer, printers, etc) that was supposed to be provided by WDA was not provided and is not likely to be provided anymore. The PAFP is planning to provide this equipment in 2014. |
| | In spite of these shortcomings, some pre-incubation activities have already started, after a CEEF training provided by GIZ, the PAFP organised trainings in ICT, in business registration and in saving. To mitigate the absence of human resources, the PAFP will contract consultants in 2014. |
| | With the shift of the IPRC-South from Nyanza to Huye, the PAFP will support the setting-up of an incubation centre at the IPRC-South – Huye campus. Some discussions were held on recruiting one staff working part-time for the incubation centre in Huye. |

8.7. Disseminate methods to achieve good practices to other training providers of the Southern province and other IPRC's

| Analysis of progress made towards output | |
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| <i>Progress made towards the achievement of the output</i> | <p>This sub-activity is right on its way. In January 2013, the CPP supported the CPCs of all the pilot schools in the planning of training for the year. This activity was facilitated by the CPP, headed by the Pedagogy Monitors of IPRC/South. The pilot trainers worked together and exchanged on their first experience with the modular and competency-based curricula in 2012. They prepared a training plan and detailed scheme of work for the year 2013, with the support of the CPP and the technical assistants.</p> <p>In order to support IPRC-South in the M&E of the piloted curricula, the Curriculum Monitoring and Evaluation process was developed with the input of the CPP and IPRC/S staff. Moreover, a session was held with the Vice-Principal for Academic Affairs and the Head of Departments of IPRC-South to present the CBT curricula and the M&E system and tools. The role of IPRC-South in curriculum M&E was discussed. All the trainers of the pilot schools have received a feedback form to complete for each module covered. This feedback form was to be sent back to the Curriculum Development Unit and IPRC-South by 13 September 2013.</p> <p>Three meetings of School Managers of the Southern Province were held in 2013 to disseminate good practices and information about the experimentation. The IPRC-South receives positive feedback from School Managers, who now have a forum to express their concern and ask questions to the IPRC-South.</p> <p>The TVET Expo organised for the first time in Huye is also a main progress towards dissemination of good practices. TVET schools presented their training offers to young people and exhibited their products to 22.000 visitors.</p> <p>The TVET Expo was organised in September 2013, together with the Private Sector Federation and the Southern Province, as part of the newly established IPRC-South – PSF-South Committee.</p> <p>One of the main issue rising is that feedback forms were not delivered to WDA and IPRC-South in September 2013.</p> |
| <i>Issues that arose, Influencing factors</i> | |
| <i>Unexpected results</i> | <p>An unexpected result from the meetings of School Managers of the Southern Province for the IPRC-South is that it is now widely recognised as coordinator of TVET Centres in the Southern Province. Other IPRCs expressed their interest in being informed and exchange ideas with the IPRC-South on this matter.</p> <p>An unexpected result from the TVET Expo is that it contributed to change the image of the IPRC-South that used to be seen as a military training centre by the general population.</p> |

8.8. Support IPRC to ensure partnership between the external stakeholders and the TVET training providers

| Analysis of progress made towards output | |
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| <i>Progress made towards the achievement of the output</i> | <p>The PAFP supported IPRC-South to have a structured dialogue with Partners, starting with the Private Sector Federation. The IPRC-South – PSF-South Committee status was developed, validated and signed by both partners in August 2013.</p> <p>Activities relating to collection of data from TVET Centres from the Southern Province were postponed and aligned to WDA initiative to create and install a national TVET information system (with the support from Nuffic and GIZ). It is planned that the PAFP will experiment the TVET information system in its pilot schools.</p> |
| <i>Issues that arose,</i> | <p>Since August 2013, the main issue was for the PSF to appoint new committee members that are relevant and competent to contribute to reaching the Committee objectives.</p> |

9.1 Construction of new and rehabilitation of existing buildings

| Analysis of progress made towards output | |
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| <i>Progress made towards the achievement of the output</i> | <p>One activity is completed and the other two are still ongoing: The one completed is the site excavation and retaining walls in the pilot schools which has delayed due to the unavailability of the construction materials on site;</p> <p>The ones ongoing are:</p> <ul style="list-style-type: none"> • Refurbishment of an Ancient Farm Building as a Cooking Training Kitchen with F&B Training Restaurant in VTC Rwabuye: the project was at the stage of finishing but due some technical defects the roof has been demolished on the order of the Minister of TVET. These defects were the results of the poor technical skills of the contractor on one hand as well as poor supervision and managerial skills of the engineer in charge. Now the project is stuck due some administrative issues, particularly the signing of the addendum of the additional works that have already been executed since almost seven months. • Supply of construction material for the agro-veterinary and workshop buildings at TSS Nyabinkenge, Kinazi, Kabutare, and VTC Nyanza & Mpanda: This tender which is behind the schedule is ongoing since end December. The delay was due to the under cost estimation in the proportion of almost three times less than the bid price, which took long to decide if the tender can be pursued or cancelled. • For the Refurbishment, the demolition of the roof has caused many other damages due the rain and other factors, but also the delay in deciding to sign the addendum or not keeps on stopping the project. • For the construction materials, the tender has been extended up to September 2014 due to some of the materials the can be corrupted by storing them, which will affect the planning. |
| <i>Issues that arose, influencing factors (positive or negative):</i> | |
| <i>Unexpected results:</i> | The difference between the cost estimate and the bid price for the supply of construction materials. |

9.2 Supply of equipment to pilot centres that support the curriculum experimentation

| Analysis of progress made towards output | |
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| <i>Progress made towards the achievement of the output</i> | <p>All the tenders are ongoing and behind the scheduled as per the details below:</p> <ul style="list-style-type: none"> • Supply of Household Electricity Training Equipment and Consumables for VTC Mpanda: the tender is at the stage of final notification, the contract signing will follow. • Supply of training kitchen and restaurant equipment for VTC Rwabuye: All the equipment have been supplied on site, but as some of them need to be installed in the kitchen said in 9.1 which is not yet completed, the last payment is not yet done. • Supply of Plumbing and Welding Equipment for VTC-Nyanza and IPPRC/S Kavumu: Tender behind the schedule. All the equipment have been supplied on site but some of the IPPRC staff must be trained in using some of them. As the training was subject to an addendum, this tender has delayed due to the unavailability of the contract which was not yet signed up to November 2013. The training is being scheduled in February because the terms of references are being developed. |

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| <i>Issues that arose, influencing factors (positive or negative):</i> | <p>Delay in the rehabilitation of the kitchen which affected the contract period of the supply of equipment.</p> <p>Signing of the addendum of the plumbing and welding equipment which affect the contract period.</p> |
| <i>Unexpected results:</i> | <p>Delay in the rehabilitation of the kitchen</p> |

9.3 Operational support to ToT in pedagogy-areas, based on TVET trainers curriculum (tvET teacher qualification)

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| Analysis of progress made towards output | <p>Progress made towards the achievement of the output</p> <p>Most activities are on schedule, slight delays have been observed due to the early departure of the ToT technical assistant.</p> <p>In Pedagogy and soft skills, 102 trainers have been trained (10/11 modules)</p> <p>In English, 85 trainers trained in (around 200h)</p> <p>In Entrepreneurship, 63 trainers have been trained to 'Work readiness' and 45 trainers trained to 'Income Generating activities'</p> <p>Delayed activities: the training to the last module of the TVET trainer curriculum has been postponed to 2014. The master trainers needed more preparation and more coaching on the subject before delivering the training.</p> <p>The ICT training for the trainers who have not been trained in 2012 has been postponed to 2014 due to the lack of human resources to organize this activity (cf departure of ToT TA).</p> |
| <i>Issues that arose, influencing factors (positive or negative):</i> | <p>Training in pedagogy and soft skills: the quality of the training delivered by the master trainers remains a challenge. Only half of the master trainer pool can be considered competent after they were assessed. Although they have been coached all through the year by technical assistants they still lack crucial skills such as internet searching. Their facilitation skills have improved. Trainers have not yet been assessed but a portfolio has been developed and should be completed in 2014.</p> <p>Training in Entrepreneurship: not enough personnel in place to be trained</p> <p>Training in English: the English training was delivered within the frame of a contract with the British Council who ensured entry and exist tests as well as quality assurance and provision of learning material. The organization was very challenging and the initial schedule could not be respected. 3 sessions of 2 hours a week was too ambitious. As the schedule was not respected and the duration needed to be extended, we encountered problems with the instructors, whose contract was covering only the initial planned period. New recruitments were made. In one center, the training could not be organized at all. Overall, the trainers who attended regularly the training improved their level of English (by at least one sublevel of CEFL, sometimes by more than one level). The goal was to reach a B1 level for all, but after organizing the entry level test we realized that most trainers were complete beginners and we lowered our expectations. Reaching a B1 level would still require further training for a majority of trainers.</p> <p>Training in ICT: most the trainers who were trained in 2012 failed the assessment. According to their experience, taking the assessment right at the end of the 1 week training does not allow them enough time to practice and acquire the skills. This should be kept in mind when organizing the next trainings.</p> |

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| <p>The organization of trainings in conference halls generates problems. For instance, for one training, participants of 2 centers did not come because no night allowance was planned for them (one center was 10 minutes away from the training site, the other 30 minutes away). For the second phase of the programme the strategy is to organize training in the centers as much as possible.</p> |
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9.4 Support pilot centres in implementation of the CBT curricula and assessment

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| <p>Analysis of progress made towards output</p> | <p>The main sub-activities planned were</p> <ul style="list-style-type: none"> • the training of external assessors in order to improve the quality of competency-based assessments. • A weekly coaching in pilot schools for curriculum experimentation • The improvement of grazing in agro-veterinary schools <p>The coaching was conducted in various proportions depending on the technical assistants' availability. In Veterinary, Agriculture and Forestry the experimentation did not take place so the coaching was less specific and aimed at improving opportunities of practical works for the learners.</p> <p>The training of 1 batch of external assessors from the private sector was organized.</p> |
| <p><i>Issues that arose, influencing factors (positive or negative):</i></p> | <p>Coaching: a weekly session was found too ambitious by all technical assistants. Most of them also did not feel comfortable with the issues to be tackled during those sessions, as they felt they did not have the required pedagogical skills or knowledge to answer the trainers' questions about the new curricula. Trainers also focused on material issues such as lack of consumable and showed little self-reflection. They could not fill the follow-up journal we gave them, partly because it was difficult for them to grasp, partly because of lack of time.</p> <p>The strategy for the second phase is to take responsibility of the data collection and to focus on discussion during the coaching sessions.</p> <p>Training of external assessors:</p> <p>We trained one batch of external assessors but it did not result in the expected improvement of quality. The idea was to involve assessors from private sector in the assessment of the competence of learners so that they make sure the labour-market standards are met. During the assessments, private sector assessors were either very satisfied with the learners' performance, or either lenient because they considered the candidates were 'still learning'. The assessment indicators in the curricula are not precise enough and leave too much room for interpretation, which is a problem when assessors have low expectations. A quality training cannot merely answer the market-needs when their standards are too low; it has to guarantee the competence of learners. The strategy for next year is to try to select external assessors only in companies demonstrating high standards.</p> |

9.5. Support the partnership between pilot schools and external stakeholders

| Analysis of progress made towards output | |
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| <i>Progress made towards the achievement of the output</i> | In order to reinforce the link between TVET schools and external stakeholders, the PAFP worked on implementation of the internship module. Internship logbooks were revised in order to be consistent with CBA and to take into account the pilot schools' comments. In addition, 20 external assessors from the industry were trained and, they were called upon to participate in trainees' assessments. |
| <i>Issues that arose, influencing factors (positive or negative)</i> | One of the main issues for this sub-activity is the commitment of PSF to our activities. Even though the PSF at national level is well aware of the importance of collaborating with TVET, it does not provide resources (be it: information, training, budget or staff) to the Provincial and lower levels to implement this approach. |
| <i>Unexpected results</i> | An unexpected positive result is that WDA took the initiative to translate the logbooks in Kinyarwanda and to experiment in Kigali City TVET Centres, in addition to PAFP pilot schools. |

9.6. Support the capacity building of pilot school's administrative and pedagogic staff

| Analysis of progress made towards output | |
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| <i>Progress made towards the achievement of the output</i> | <p>The capacity building of 17 school administrative staff was supported to ensure improvement of the management and leadership of schools.</p> <p>Most of related sub-activities were achieved as planned :</p> <ul style="list-style-type: none"> • The monitoring of school strategic plan implementation was carried out and helped schools identifying what was going on and bring where needed, corrective measures. Pilot schools were coached to elaborate their action plan for 2014; • The capacity of secretaries and of the staff in charge of discipline from pilot schools was developed on the basis of their needs : secretaries of pilot schools were trained in ICT, the staff in charge of discipline and IPRC/S 'students welfare officers were trained in counseling and listening techniques; • Pilot schools were provided with accounting software "SAGE 100" and 2 people per school (School Manager and Bursar) were trained on its use; • Since May, a monthly intervision session was organised to develop leadership skills of school managers. They were taught on various topics selected on the basis of priority needs and with the aim of improving the quality of teaching and learning ; • Management committees created in all pilot schools were trained on M&E in order to help them contributing effectively in the improvement of the management of their respective schools and they were sensitised on the role of community involvement in the TVET quality improvement • Staff in charge of discipline was trained on cross-cutting issues: gender & environment. |

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| Are activities still leading to the intended output? | The management of an institution is one of key factors that has an influence on the achievement quality outcomes. There is still a need of continuous capacity building in order to help schools coping with all kind of TVET environmental changes and to achieve quality learning outcomes as an aspect of School Leadership. |
| Issues that arose, influencing factors (positive or negative): | <p>Some delays were caused by working context related issues :</p> <ul style="list-style-type: none"> - Only one staff member was assigned as School Management counterpart from WDA School Management and ToT Unit. This handicapped the collaboration with AQA unit and had an influence on the pace of work because only one person is assigned to work on all SM interventions and he also needed to be updated on what was being done in the field. - The training in English was postponed to 2014. This is because best facilitators selected for the training of trainers were still busy with the ToT and this training took too much time than expected. Meanwhile, contacts with British Council are in progress to clarify roles, the training organisation and other relevant aspects for the activity to be realised. - Changes in structure of 3 pilot schools caused weaknesses and problems in the implementation of their strategic plans : <ul style="list-style-type: none"> ✓ Kavumu which had the status of IPRC/S shifted to a training centre and all the staff was shifted to Huye ✓ Kibungo TSS became IPRC East ✓ Kibuye TSS became IPRC West - Nyanza TSS was busy with other businesses and was not active in the implementation of the strategic plan and in other activities organised in favor of pilot schools. The school has many opportunities and seems to be the best to collaborate with, but the commitment of its administrative staff is very low. |
| Unexpected results: | School leadership standards were elaborated by REB in collaboration with WDA. A working session was organised and gathered pilot schools managers in order to validate these standards and to ensure compliance with TVET specificities. |

9.7. Support application and production units in pilot schools

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| Analysis of progress made towards output | This activity is still in progress : |
| <i>Progress made towards the achievement of the output</i> | <ul style="list-style-type: none"> • 10 pilot schools of the southern province were coached to elaborate a business plan following to the assessment carried out in each school. Each school elaborated an action plan of 6 months for the business plan implementation. • The programme supported a visit in different enterprises for schools managers and production units managers in order to shape their entrepreneurship spirit using tangible experiences; <p>The next step will be supporting schools in the implementation of their business plan and going on in building capacity of the staff in charge of production units management in marketing aspects.</p> |
| <i>Issues that arose, influencing factors</i> | The EDC expertise and experience helped identifying priority needs and developing capacities accordingly. |

9.8. Support the implementation of training fund (fonds de formation)

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| Analysis of progress made towards output | The training fund was substantially delayed because of differences of approaches and then heavy workload of the TA in charge. |
| <i>Progress made towards the achievement of the output</i> | This will be corrected in 2014 with recruiting an additional national technical assistant. |

9.9. Transfer and dissemination of good practices at national level

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| Analysis of progress made towards output | |
| <i>Progress made towards the achievement of the output</i> | This activity was not achieved as planned but some unexpected activities contributed to the achievement of the output. |
| <i>Issues that arose, influencing factors (positive or negative):</i> | <p>Eastern and Western IPRCs were not officially operational. For Southern, Kigali and Northern IPRCs, some staff members were not yet recruited. This handicaped the realisation of the activity because of the lack of operational system in some IPRCs.</p> <p>Other IPRCs were involved in the elaboration of IPRC Strategic plan with the aim of allowing them learning from each other.</p> <ul style="list-style-type: none"> - 17 pilot schools participated to a National Symposium on school leadership and they took advantage to share their experiences and to learn from REB schools. - An article was written in order to share experience of PAFIP as a joint programme. Through VVOB Worldwide, this article was also shared at international scale. |
| <i>Unexpected results:</i> | The strategy for the future is to involve other IPRCs in the setting up and implementation of quality assurance tools so that they can learn from the piloting process in the South. |

chooses approaches to increase sustainability and improve collaboration between Belgian organisations operating in the same field, this loss of efficiency seems to be justifiable.

Given the relatively positive reports of the audits, including the *cours des comptes*, it is reasonable to suppose that the programme makes efficiently use of the resources allocated to it. However, there is a risk of not being able to consume the whole budget due to uncertainties in some crucial construction projects (see risk chapter) which is beyond control of PAFP, but which receives currently the highest attention.


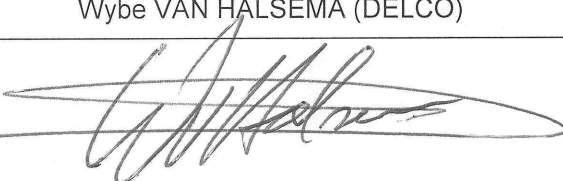
1.3.4 Potential sustainability

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| | Performance |
| Potential sustainability | B |

The potential sustainability of PAFP is up to standards. This is basically due to the diversity and the institutional and integrated approach that is inherent to PAFP, and which is a promising approach for an optimal balance between ownership and control over progress. PAFP tries to optimise ownership in a context of a lack of staff and capacity within the partner organisation (see OIA). PAFP is pressing ahead with activities, sometimes resorting to substitutions, yet trying to document as well as possible and trying to create clear and replicable examples of good practice in TVET to permit replication afterwards. PAFP's activities are framed by the institutionalised accreditation process under auspices of WDA, therefore aiding schools to reach attainable and recognised standards that qualify them to provide quality TVET. Through constant lobbying, Programme Management tries to further increase the appropriation of the programme by the partners as to increase institutional sustainability. However, given the context of a young partner institution with an abundance of funding, which is a reality with which one has to deal, the programme is achieving good results.

1.4 Conclusions

- The programme has achieved much in the 'upstream' (instruments development) and organisational development, but needs to put more emphasis on the use of these instruments in the pilot centres.
- The PAFP-approach may not be the fastest and most cost-effective as compared to traditional projects of other DP's that are managed in regie/ However, given the specific context of TVET in Rwanda and the partner institutions we work with PAFP scores relatively well on sustainability and relevance.
- Ownership by the partner and ensuring sufficient budget spending capacity remain points of concern that receive the highest attention.

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| National execution official Gédéon RUDAHUNGA (DI) | BTC execution official Wybe VAN HALSEMA (DELCO) |
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Kigali, 24-02-2014

involved, has suffered from delays. Some overhead costs of construction projects thereby sometimes seem to approach the value of the construction itself.