

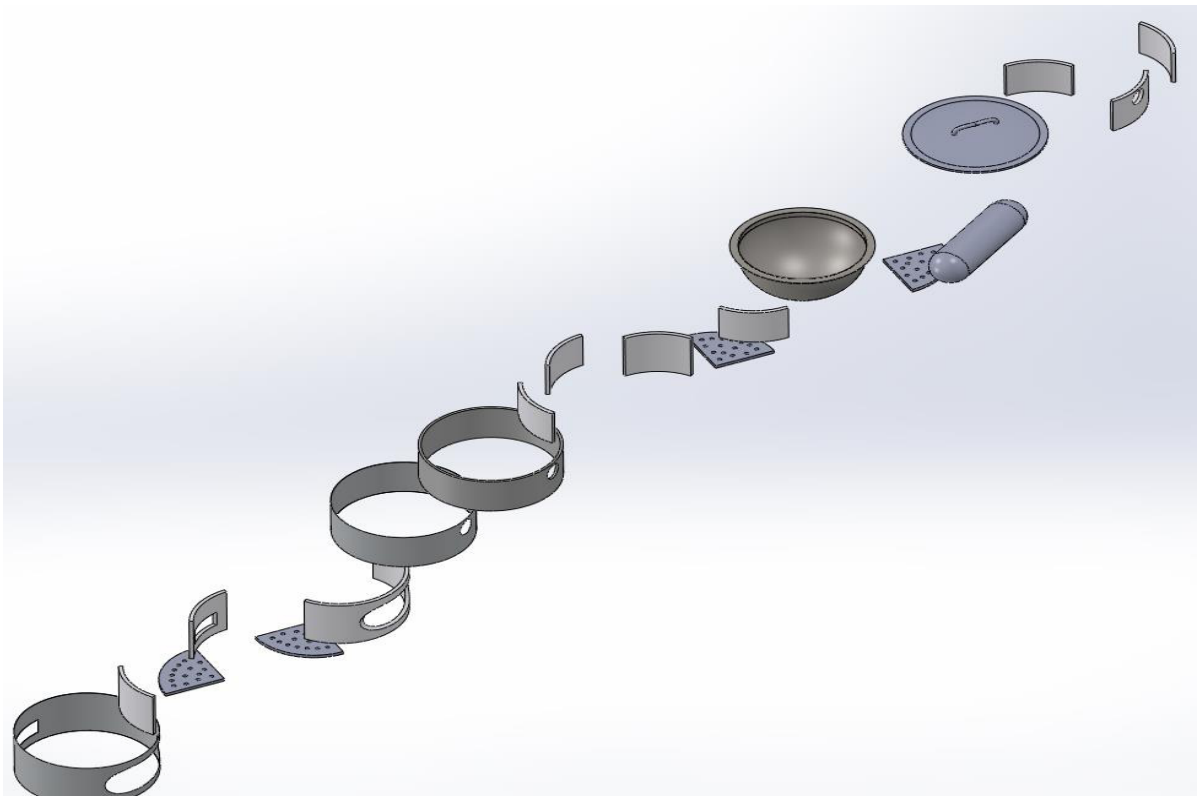


**BTC**

PAFP  
Belgian Common TVET Support Programme



# RESULTS REPORT PAFP-2014



**PROGRAMME D'APPUI A LA FORMATION  
PROFESSIONNELLE (RWA0906911)  
(BELGIAN COMMON TVET PROGRAMME)**

**KIGALI, FEBRUARY 2015**

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## 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
CBA/T	Competency-Based Assessment and 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
IPRCS	Integrated Polytechnic Regional Centre South
ISP	Insertion Socio-Professionnelle of Socio-Professional Inclusion
LF	Logical Framework
MDF	Management for Development Foundation
MIFOTRA	Ministère de la fonction publique et du travail
MINEDUC	Ministère de l'éducation
NUFFIC	Netherlands organisation for international cooperation in higher education
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
SM&L	School Management and Leadership
STEL	Standard Training and Equipment List
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

<b>Intervention title</b>	Common Belgian TVET Support Program Programme d'Appui à la Formation Professionnelle (PAFP)														
<b>Intervention code</b>	NN 300833 (DGD-nr) RWA0906911 (Navision code BTC)														
<b>Location</b>	Rwanda														
<b>Total budget</b>	<table> <tr> <td>BTC</td> <td>EUR 5,000,000</td> </tr> <tr> <td>APEFE (cash+kind)</td> <td>EUR 4,169,245</td> </tr> <tr> <td>VVOB (cash+kind)</td> <td>EUR 1,927,957</td> </tr> <tr> <td>Total Belgian Contribution:</td> <td>EUR 11,097,202</td> </tr> <tr> <td>WDA-contribution (in kind):</td> <td>EUR 150,000</td> </tr> <tr> <td>Total Value :</td> <td>EUR 11,247,202</td> </tr> <tr> <td>Total Budget (funds available) :</td> <td>EUR 7,980,200</td> </tr> </table>	BTC	EUR 5,000,000	APEFE (cash+kind)	EUR 4,169,245	VVOB (cash+kind)	EUR 1,927,957	Total Belgian Contribution:	EUR 11,097,202	WDA-contribution (in kind):	EUR 150,000	Total Value :	EUR 11,247,202	Total Budget (funds available) :	EUR 7,980,200
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<b>Partner Institution</b>	Mineduc/ Workforce Development Authority (WDA)														
<b>Date of start of Implementation Agreement</b>	26-01-2010														
<b>Duration Specific Convention (CS) (months)</b>	72 months														
<b>Target groups</b>	Poorly educated parts of Rwandan society														
<b>Impact</b>	The impact envisaged is: The poorly qualified Rwandan population has more income opportunities thanks to the acquisition of competences														
<b>Outcome</b>	The envisaged outcome is: A better quality TVET in the Southern Province														
<b>Relevant Outputs<sup>1</sup></b>	OUTPUT 6: Institutional capacity of WDA to implement competency-based TVET (systemic support)														
	OUTPUT 7: Better TVET programmes														
	OUTPUT 8: Capacity of IPRC-S as regional resource centre (regional level)														
	OUTPUT 9: Capacity of pilot training centres to produce quality, labour market relevant TVET														

<sup>1</sup> 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 2014
		2010	2011	2012	2013	2014		
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	454.247	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	176.182	0	0	15.737	40.645	24 465	95.335	46%
7	566.523	0	0	92.054	304.398	61 430	108.641	81%
8	518.964	0	0	38.545	159.088	82 951	238.379	54%
9	3.799.858	0	0	274 848	484 660	597 551	2.442.800	36%
<i>cogest</i>	<i>5.947.611</i>	<i>33.821</i>	<i>493 820</i>	<i>519.492</i>	<i>1.093.054</i>	<i>765 105</i>	<i>3.042.321</i>	<i>49%</i>
<i>Regie</i>	<i>2.032.541</i>	<i>80.458</i>	<i>196.182</i>	<i>441.298</i>	<i>484 345</i>	<i>355 625</i>	<i>474.802</i>	<i>77%</i>
<b>Total</b>	<b>7.980.152</b>	<b>114.279</b>	<b>690 002</b>	<b>960 790</b>	<b>1.577.399</b>	<b>1 120 773</b>	<b>3.517.123</b>	<b>56%</b>

As per 01-01-2014 the total budget was increased with 2.9% due to a new financial contribution from APEFE.

## 1.3 Self-assessment performance

### 1.3.1 Relevance

	Performance
Relevance	A

The operations of PAFP are focussed on supporting the reform of the TVET sector in Rwanda, with specific attention on government actors and policies. This means that the work of PAFP is highly aligned with the national strategies. Despite the fact that the formal endorsement by the authorities is postponed time and again, PAFP has been able to contribute significantly to further elaborate and fine tune these policies over the years. At the operational level, there are some differences in opinion between PAFP at one side and IPRCS/WDA at the other site, regarding the allocations of budgets and the organisation of activities. These differences arise from a discrepancy between the jointly elaborated strategy of PAFP/WDA/IPRC-S and the changing demands of the partners. PAFP had to mitigate this discrepancy and find equilibrium between jointly developed strategies and year plans and the adapting agenda of the partners.

PAFP is based on a joint cooperation between three different Belgian development organisations (BTC, APEFE, VVOB). APEFE and VVOB both have separate intervention logic besides the intervention logic of PAFP. The vision of PAFP thus constitutes a kind of amalgamation of visions.

### 1.3.2 Effectiveness

	<b>Performance</b>
<b>Effectiveness</b>	C

The project is well equipped to adapt to the changing environment. When facing with changing needs of the partner or challenges to the execution, PAFP is reflective on how it can adapt to this changing environment. At the beginning of the reporting year 2014, the focus of PAFP's activities has shifted from WDA to IPRCS. This led to the practice of IPRCS directly approving the activities of PAFP, thus potentially increasing the programme-effectiveness. It also should encourage IPRCS into taking ownership over the process. In addition, SMCL decided to evolve tender authority inferior to 100 Million RWF to IPRC.

As can be read in the next chapter on "Evolution of the context", PAFP experiences an extremely difficult year that impacted on its ability to achieve the planned outcome. In particular the substantial investment budget needed to be reoriented, leading to a poor budget performance in 2014. The set-back also impacted on the soft activities that became more complicated to get approved and for which the ownership by the partners declined considerably.

The ownership of IPRCS in taking up the role of coordinator and resource centre for TVET in the Southern province seems restricted by the absence of clear and formally endorsed TVET-reform policies. The different technical department within WDA seem to suffer from the same phenomenon. The effectiveness of reaching outcome and outputs will be determined by the will of the partners to improve ownership. PAFP has been active in many ways, also at ministerial level with lobbying, contributing to policy discussions and donor harmonisation.

The strong presence of PAFP in the field with a variety of highly experienced national and international Technical Assistants, the supportive internal administrative and financial backing and the strong internal dialogue based on continuous self-evaluation, make that in terms of capacity building and institutional development, our interventions have an above-average impact. The programme is highly regarded and considered a good example of development assistance to the TVET –reform (TVET-Minister in an oral communication to other development partners, February 2015). Its ability to cope with ever occurring obstacles and changes, the good internal collaboration between DI and Delco, and between the three internal Belgian partners, make that the potential contribution to the envisaged outcome is maximised.

Effectiveness, according to the BTC Quality Criteria Schedule (Annex 4.1) is nevertheless rated with a C: its adaptive quality is very good (A), but the Outcome will only be achieved partially because of the low expenditure rate in the investment component (C).

### 1.3.3 Efficiency

	<b>Performance</b>
<b>Efficiency</b>	C

Efficiency is defined as "the extent to which the resources available to PAFP have been converted in results in an economic way". In general there is no doubt that the funds used have been used economically, as reflected in the various internal and external audit reports. However, the high risk that was already identified in 2013 of not being able to consume the whole budget has even become higher in 2014. With one year to go, still 46% of the budget needed to be converted into results over 2015.

However, a lot of 'soft' results have been achieved without much financial impact. This can be explained by the fact that the most Technical Assistant are not on the budget of the project. An important proportion of their work is focussing on coaching, work-session preparing manuals, curricula and portfolios, individual capacity building and school visits, the only costs being the running of their vehicles and some subsistence fees. These activities don't use a lot of budget, but are contributing for a great deal to PAFP outputs.

It could be suggested that PAFP has been over-financed. Whereas the TFF (DTF) that includes the

activities of APEFE and VVOB is based on a budget of 5 million euros, PAFP received almost an additional 3 million via APEFE and VVOB. PAFP has nevertheless planned all funds to be spent, with a large proportion on procurement-based projects for investment in infrastructure and equipment of TVET-schools. The set-up of these investments needed revision in 2013, as can be read in the next chapter (2.1) and the subsequent crisis of confidence halted further expenditure. In summary: the funds that have been spent have been used efficiently, but given the low budget performance, the overall efficiency is unsatisfactory. Inputs are well managed (A), but several activities were delayed and corrective measures, not related to any planning process, were necessary (C). Because of the context evolution described in the next chapter, some outputs are likely not to be delivered on time (C). Overall rating: C.

### 1.3.4 Potential sustainability

	<b>Performance</b>
<b>Potential sustainability</b>	B

As can be seen in the ‘Theory of Change’ of PAFP, the control over the use of all soft and hard inputs provided by PAFP is limited. In the end it is the partners who decided what to do with it. “*One can bring a horse to the well, but one cannot make it drink*”, as was formulated by a trainer during an M&E-workshop. The only remedy to ensure this basic condition of sustainability (make the horse drink) was to assure ownership of the planning and operational process, as such limiting the pace and scope of influence of PAFP as an intervention. By the end of 2014, in conjunction with other Development Partners and as discussed during a meeting organised by the Belgian Embassy in December 2014, the following sustainability issues were identified:

- Since the start of PAFP in 2010, persistent failure to finalise decision making for and consequent official approval of important policy and strategic documents at national level;
- Lack of leadership of WDA to coordinate Development Partner interventions; Products and activities of DPs are not sufficiently endorsed nor their status clearly communicated, leading to a disordered and unsustainable implementation of new programmes;
- No clear measures taken to address the organisational and institutional weaknesses within WDA identified during the OIA in 2013, perpetuating a situation of sub-optimal performance of this important agency for TVET-reform.
- Unclear demarcation of mandates of government TVET institutions and the related functional structures, in line with the institutional prerequisites of the TVET reform.

This led to an incoherent and only very partial implementation of the TVET-reform by the partners. Consequently, there was no clear basis for the right priorities and activities, resulting in an often unpredictable course of action and a divergence with the agreed joint-action plans with Development Partners. Constant lobbying, capacity building and coaching are carried out to encourage the partner in taking up their envisaged role. The consultative structure between WDA and the DP’s is strongly donor-driven, making the appropriation of the often very important achievements of donor harmonisation and alignment one of the weakest link in the process towards sustainability of the support.

The degree and likelihood to maintain and reproduce the benefits of the intervention in the long run is rated with a B. Because of its strong decentralised and embedded approach, the financial/economic sustainability is likely to be good, although problems may arise namely from changing external economic factors (B); The level of ownership is sub-optimal and the continuation of results is not guaranteed (C); The level of policy support is completely lacking due to a continuing situation of non-approval of policy documents since the beginning of PAFP, yet PAFP intervenes clearly within the spirit of government intend (C); Thanks to its presence in the field of high quality TA embedded in the partner’s central and decentralised structures, PAFP managed to improve the institutional and management capacity (A) of the partners. Although this brings the overall rating of a B, the limited ownership and lack of approved policy documents remains a central concern.



## 1.4 Conclusions

- In 2014, the work of PAFP has focussed more on coaching and individual capacity building



with the pilot schools. The Belgian Common TVET-support programme has worked on different domains and themes, and has reached some important milestones. However, the investment component lags behind.

- The focus has shifted from WDA, where upstream processes and capacities have been reinforced during the 2011-2013 period, to IPRC-South. IPRC has the two-fold mandate to operate as a centre of excellence for integrated TVET, and as a coordinator of TVET centres in the province. This mandate was supported by assigning 14 additional TVET-centres as pilot schools of IPRCS.
- The crisis of confidence between PAFP (-partners) and BTC-Rwanda that exacerbated over the TOT-centre has been brought back to normal proportions, but the risk of re-surfacing remains high. Treading lightly remains necessary.
- To overcome the sudden availability of over a million euros after objection to the TOT-centre, maximum effort went into identifying alternative investment opportunities during the second half of 2014. However, the risk of underspending in the last year of PAFP remains high. All possible measures have been taken to minimise this financial risk.
- Limited ownership of the partner and sustainability is still an important risk, which is addressed by working on an extensive capitalisation programme. Apart from this, Intensive lobbying and a decentralised presence and collaboration are part of a renewed exit strategy.

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



## 2 Results Monitoring<sup>2</sup>

### 2.1 Evolution of the context

#### 2.1.1 General context: Government Policy and PAFP work approach in 2014 (Audits, STEL and TOT-Centre)

##### 2.1.1.1 Government policy regarding TVET-reform

The overriding strategy for achieving the Vision 2020 is the Rwanda's Economic Development and Poverty Reduction Strategy (**EDPRS**), which saw its second version being finalised early 2014. To achieve the ambitious goals, four thematic priority areas have been identified as a focus for prioritisation and planning, amongst which an improved productivity and youth employment.<sup>3</sup> The Education Sector Strategic Plan (**ESSP**) elaborates on how the education sector will strive to achieve its mission and provides the foundation for education sector planning for the current five years (2013/14-2017/18).

TVET takes on a greater importance within the education sector during the life-time of the ESSP. Strategies will focus on providing young students with practical skills and trades which are immediately relevant to the current labour market needs. Through a National Employment Plan (**NEP**), the new TVET strategy was to be informed by three national plans for youth employment and strategic economic development (see Fig. 2.1.a). Unfortunately, the TVET strategy, to which PAFP actively contributed over 2014, has still not been formalised.

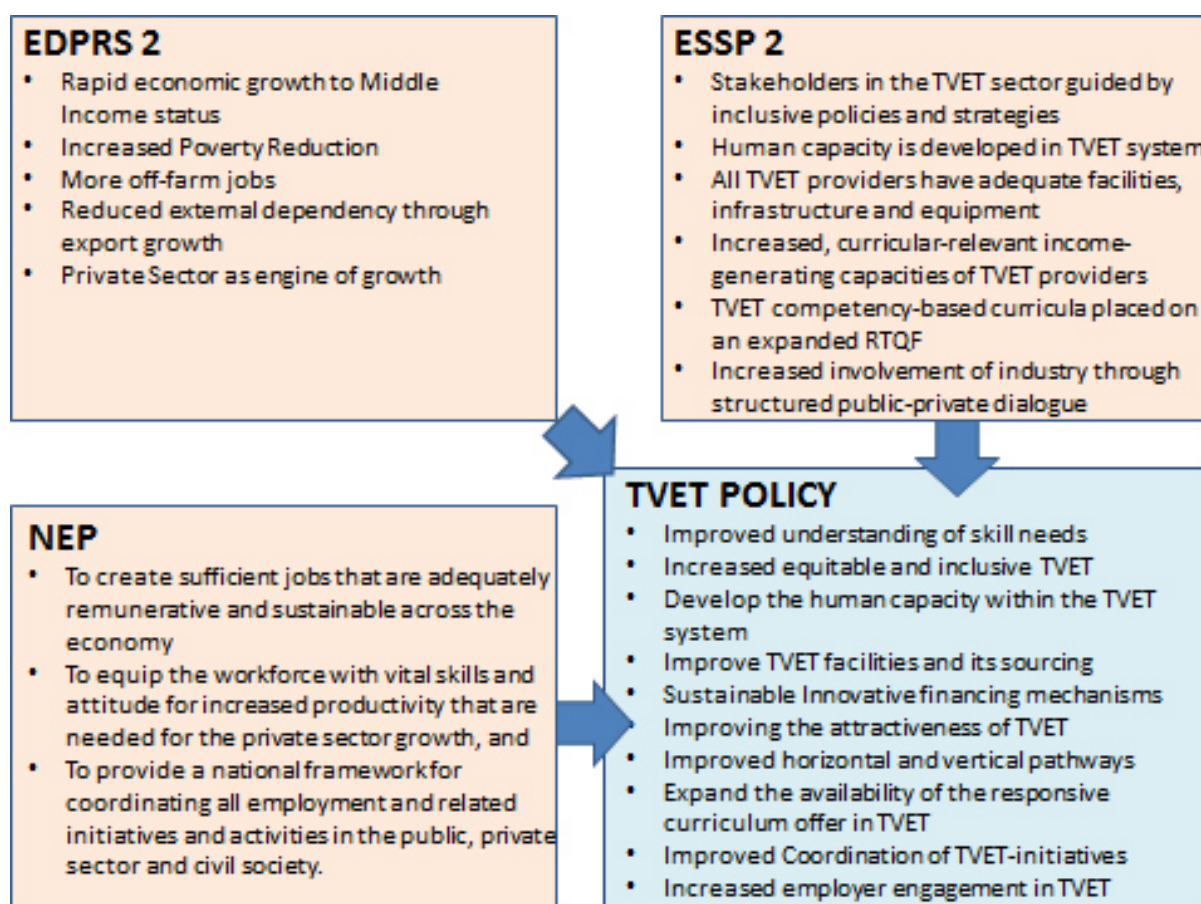


Figure 2.1.a: Source: Draft TVET Policy Report May 2014

<sup>2</sup> Impact refers to global objective, Outcome refers to specific objective, output refers to expected result

<sup>3</sup> Courtesy Draft TVET-strategy

## 2.1.1.2 PAFP-work approach in 2014: Schools Audits, STEL and TOT-Centre

PAFP has contributed significantly to national policy development. The main institutional aim of the Belgian Common Programme is to accompany the envisaged TVET-reform, as reflected in the previous chapter. By lack of official approval of important policies updates, PAFP tried to proceed in the spirit of the new draft documents. The PAFP-intervention logic was reviewed mid-2012 in order to reinforce an integrated approach to TVET-reform. This led to an adaptation or slightly different interpretation of impact, outcome and outputs. These impact, outcome and outputs have been structured in a *theory of change* (see Fig. 2.1.b).

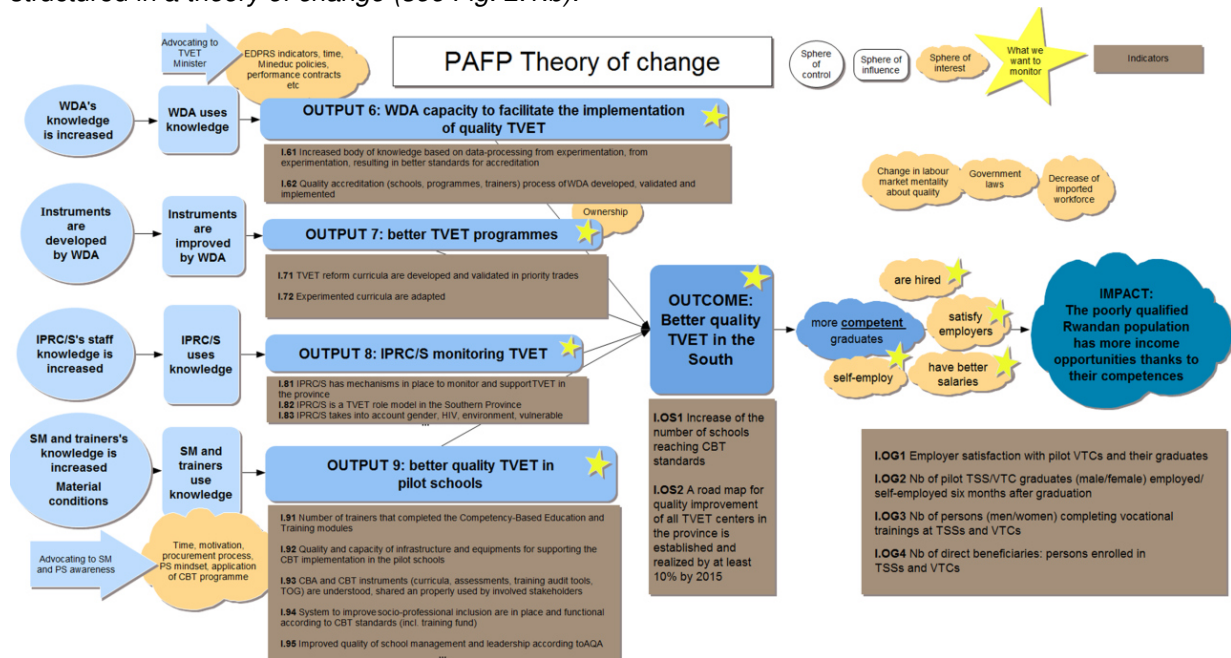


Fig. 2.1.b: PAFP-Theory of Change

In its self-evaluation during the Planning and Review Retreat in October 2013, it became apparent that a clear operational basis to the intervention logic was missing: activities were carried out too isolated and their consistency with the envisaged outcome was not always that clear. Together with the partners, a new work approach was designed for 2014 and 2015, resulting in a **schools audit approach**. In this approach, the national and provincial partners WDA and IPRC-South are supported to conduct schools audits with the pilot schools (10 original + 14 additional schools in the South), assessing their capacity to deliver the new competence-based curricula that PAFP helped developing since 2011. This resulted in two kinds of plans: a **capacity building plan** to provide an informed orientation for **Training of Trainers and School Managers**, and a **Standard Technical Equipment List (STEL)** that represents a minimum list of materials needed to deliver competence based TVET. Based on these two plans (soft and hard), the PAFP-programme aims at a situation whereby TVET centres are officially certified, and WDA and IPRC-South are supported in an intensive training programme to build capacity. A second audit of these schools has been scheduled for the second half of 2015, making it possible to assess the impact of PAFP capacity building and STEL, and certify the schools for attaining appropriate levels to deliver the new, competence-based curricula.

In order to be able to efficiently and effectively provide the massive Trainer of Trainer (TOT) needed for the capacity building, it was envisaged to build and develop a **TOT-centre** at IPRC-South in Huyé. This choice was prepared in the Strategic Note of June 2013, based on the experiences with the various smaller construction projects started up since the beginning of PAFP:

- Smaller constructions spread over ten or more schools throughout the province have little impact on the overall infrastructural capacity of these schools and TVET in general: they are like drops in the ocean of needs, and often hardly linked to the new curricula. The partners expressed a strong preference to concentrate infrastructural development around IPRC in

- one single project with a more significant impact;
- Many small construction projects lead to high preparation costs and transaction risks
- Small construction projects did not attract capable contractors, further straining the limited capacity for contract supervision on which PAFP could count.

The TOT-centre plan was linked to assisting WDA in developing a national TOT-implementation framework, in which qualification, curricula and other important details of a national TOT-strategy would be formally laid down. By equipping the centre specifically for the kind of capacity building needed for reinforcing the competence based teaching qualities of TVET-trainers, and by setting up a broad and well aligned TOT-programme, a strong and durable exit strategy was thought to be secured.

## 2.1.2 Institutional context: internal consolidation but external rift

PAFP can be seen as a programme implementation unit composed of various actors that all have their own external ramifications, the internal structure. However, as management unit it depends on two main implementing agencies WDA and BTC that could be considered as the external institutional structure.

The **internal** partnership between BTC, APEFE and VVOB within the framework of PAFP was further reinforced in 2014. Where relationships at early stages of PAFP could at times be tense, these have improved significantly and the Belgo-Belgian partnership now provides a solid institutional anchor for the common programme. PAFP continued on the basis of its original programme that was extended by SMCL decision with two years to coincide with the period of the Specific Convention (up to January 2016), whereas APEFE and VVOB entered their new multi-annual plan periods. Their TVET-component was based on the Strategic note of 2013, thus ensuring consistency with PAFP. The co-management assured by DI and DELCO continued to be of good spirit and smooth collaboration throughout 2014.

The **external** institutional anchorage of PAFP nevertheless presented several challenges that in the end provoked a serious interruption of the programme. The current situation of PAFP developed over 2014 and cannot be understood without looking at some of its causes:

- **Ambitious target of the Rwandan partners:** Since the second half of 2013, PAFP has assisted IPRC-S with developing plans for the construction and running of the TOT-centre. Yet, IPRC-S had its own plans and developed an ambitious Master Plan for the whole campus (aiming at 10.000 students) to an estimated cost of more than 45 million US\$. The TOT-centre was part of this and PAFP was requested to finance it. However, also the TOT-centre was oversized (more than double the previously identified capacity-need and budget) without clear substantiation.
- **Loss of precious time:** A long process of PAFP, BTC and even AMBABEL negotiating with all imaginable actors to bring down the level of ambition to more realistic proportions failed. The Rwandan partners did not downsize their plans, but instead offered the option of co-financing the TOT-centre: PAFP would use its budget to construct the four-storey building up to roof-level, the GoR would add more than that amount to finalise it within a given time-frame. This option was accepted by the SMCL of April 2014, where BTC imposed several conditions to co-financing, such as a proof of available budget and official approval of the TOT-implementation Framework. However, almost a year was lost, and the relevance of the TOT-centre as part of the PAFP-strategy diminished with time.
- **Sudden increase of pace to secure financing:** After months of stagnation, things suddenly started to move quickly after the formal SMCL-decisions of April 2014. A complete tender document was submitted, and after a quality check by PAFP was passed on to BTC-Rwanda in the first week of May 2014. A non-objection to publication was to be provided by Brussels, for which a two-week interval is standard. Meanwhile, PAFP and its Rwandan partners worked very hard ensure that all conditions were met before the second non-objection was to be expected (mid-June). This work included leveraging the partners to finalising a TOT-implementation framework, the national TVET-strategy and other elements of the conditions to co-financing. A roadmap was developed with clear and time-framed progress markers.
- **Reluctance of BTC-Rwanda to adhere to this process:** The BTC-representation in Kigali, conversely proved disinclined to back-up PAFP in their commitment to the process. It turned

out that nor BTC-Rwanda, nor BTC-HQ had the capacity to assess the tender documents, and the ball was rolled back to PAFP time and again, losing more precious time.

- **Deficiency in balancing the expected consequences:** By the end of May 2014, the three Belgian partners that constitute the common programme had their quarterly meeting in which they advised their respective Head Quarters in Brussels of the expected disturbing impact of a then already suspected intend to objection by BTC. In the end, BTC took more than 70 days to reject the tender document, leaving PAFP dilapidated and the partners strongly disappointed. A full blown crisis of confidence had emerged with resonance in the Rwandan-Belgian diplomacy. In addition, it also hampered the realisation of many other activities of PAFP, contributing to a serious budget-underperformance towards the last year of its existence.

It took PAFP almost the remainder of 2014 to recover from this situation, even though much irreversible damage occurred. Main **lessons learned** include:

- The internal actors of BTC should try to stick together and speak with one voice towards the partners. Confidence in and respect of its mandate constitute a condition without which PAFP cannot function properly;
- Conditions imposed on the partner should be formulated unambiguously and in more measurable terms;
- Capacity of BTC-Rwanda to pro-actively accompany tenders should be reinforced;
- Construction at this stage of the programme should no longer be envisaged.

### 2.1.3 Management context: execution modalities

The ability of PAFP to monitor its performance has increased significantly with the arrival of a Monitoring and Evaluation Officer of the BTC-Junior programme. Since April 2014, the collecting and processing of data has been systemised by a full-time employee. This results report has greatly benefitted from this endeavour.

Because the main operational partner shifted from WDA to IPRC-South, PAFP opened a second office in Huye. Most TA of PAFP now has their base in the capital of the Southern Province.

The aforementioned institutional context that evolved over 2014 challenged the **concept of co-management**. Where the representation may need to operate on basis of documented 'proof' in order to exercise checks and balances and may consider the Delco as their embedded agent susceptible to direct instructions, Co-management has to deal with another reality. The intervention is a place of compromise and joint commitment. Through the appropriate channels such as SMCL partners can exercise their influence and provide binding instructions, but in its daily management, Co-management needs to steer in often unpredictable ways, and need the mandate to do so. Co-management needs to be able to engage itself with stakeholders and reach agreements, make deals and promise things. Tools imposed by the representation are often useful for internal transparency, but less suitable for the communication with stakeholders. Its complexity but also its focus on mutual agreement on action and results, responsible actors and timeframes, would only work if such an agreement would bear the signature of the highest authorities from Rwandan side. This is never the case, so formal planning tools are often a façade behind which a *disconnected* real world can only be influenced by careful manoeuvring in order to obtain partial results. For this to be possible, a clear back-up from the institutions that provide the mandate is conditional. If this process is disturbed because of a lack of trust, resulting in micro-management or constant time-consuming demand for documented clarifications or strategies, the programme risks becoming unmanageable and results diminish.

### 2.1.4 Harmo context

In 2014, PAFP has been working with BMB Mott MacDonald (NUFFIC-programme) to realise synergy on gender. BMB is working on gender and inclusiveness with WDA and all the IPRCs. Because the work of PAFP is focussed on the Southern province we have cooperated with BMB on gender and inclusiveness within IPRCS. BMB has trained two gender focal points in IPRCS and supported them in conducting a gender assessment and drafting an action plan. In 2015, PAFP will look further for synergy on how one can support some of the activities defined in their action plan.

There are three technical working groups composed of major development partners working in TVET, which are chaired by WDA (TVET Standards, Skills Development, TVET System Delivery). The role of these Technical Working Groups (TWG) is to harmonize interventions and take common decisions.

These technical working groups often show a strong donor-push. During 2014, some TWG-meetings started to become regular and produced interesting minutes. However, the process lacks clear guidance and capitalisation by WDA.

## Performance outcome



### 2.1.5 Progress of indicators

#	Indicators	What do we measure?	How do we measure?	Frequency of collecting	Baseline value	Value 2010	Value 2011	Value 2012	Value 2013	Value 2014	Value 2015	Comments (Remarks for PAFP PM)	Final target value
<b>OUTCOME: A better quality TVET in the Southern Province</b>													
LOS 1	Increase in the number of schools reaching CBT standards	Increase in Standards on all aspects of Pilot schools audits based on AQA audit standards	Pilot schools audits	First time in 2014, second time in 2015, Q1		No data	No data	No data	No data	PAFP Pilot Schools: <b>2.76/4</b> IPRCS Pilot Schools: <b>2.31/4</b>		To have comparable data; a second school audit should be held in 2015	Increase in standards between 2014 and 2015
		IPRCS has plan for supporting the TVET centers in the Southern province. Number of TVET centers in the South with action plan Number of TVET centers audited	IPRCS Action plan/TVET centers Action plans	Annually	Hardly influence of IPRCS because of recent establishment	No data	No data	No data	No data	<ul style="list-style-type: none"> <li>• IPRCS has a strategic plan 2013-2018. Objective 2 focuses on supporting TVET centers of the Southern province.</li> <li>• The 10 PAFP pilot schools have an action plan for 2014 and the 14 IPRCS pilot schools have one common action plan for 2014.</li> <li>• All the 24 pilot schools got one school audit in 2014 which was used for defining their action plans.</li> </ul>		To reach the final target under this indicator it is necessary that more efforts are put into supporting IPRCS in developing a road map for supporting all TVET centers in the Southern province. Also more efforts should be done in implementing the action plans of the pilot schools to reach the 10% realisation	IPRCS has an action plan/road map to support all the TVET centers of the Southern province. All PAFP pilot schools have an action plan and have implemented this action plan.
LOS 2	A road map for quality improvement of all TVET centers in the province is established and realized by at least 10% by 2015	Percentage of the action plans of the 10 pilot schools which is implemented	Report of the workshop about elaboration of pilot schools action plans	Annually		No data	No data	No data	No data	71%		This data is used to defined the needs for the elaboration of an action plan for 2015.	Action plans of the 10 Pilot Schools are completely implemented (10 pilot schools is more then 10% of all TVET centers in the province)

### 2.1.6 Analysis of progress made

PAFP has two indicators which are measuring the specific objective of the programme, which outcome is: *'better quality TVET in the Southern province'*. One indicator is measuring if the pilot schools are reaching a higher score on the CBT standards. PAFP is working on increasing the CBT standards of the schools in two different ways: by supporting directly 10 PAFP pilot schools and, since the beginning of 2014 in its decentralised institutional approach, also indirectly by supporting IPRC South to support 14 new pilot schools. In 2014, the first Pilot School Audit took place in all these 24 pilot schools. This Pilot School Audit resulted in a score which indicates how well the schools are reaching the CBT standards. For the 10 PAFP pilot schools the average score on these standards is **2.76/4**. For the IPRCS pilot schools the average score is **2.31/4**. The difference in score between these two types of school can be a result of the work PAFP has done. The direct support to the 10 PAFP pilot schools has been ongoing since the beginning of the programme, while the support of IPRC South to their pilot schools only started in 2014.

The work that has been done under output 9, contributes directly to an increase in score of the 10 PAFP pilot schools. The work that has been done under output 8, contributes to assisting IPRC South in their support of TVET centres in the Southern province. The work done under this output contributes

indirectly to the increase in score of the 14 IPRC South pilot schools. At the end of 2015, a second Pilot School Audit will be held. This will provide data to see if there is an increase over the years, which is the target of PAFP.

The second indicator measures the presence of a roadmap for quality improvements for all TVET centres in the Southern province. Different documents have been drafted by IPRC South and the pilot schools, which are used as a roadmap for quality improvement. IPRC South has a strategic plan for 2013-2018. The 10 PAFP pilot schools have an action plan for 2014 and the 14 IPRC South pilot schools have one common action plan for 2014. The target is that these documents are not only drafted, but also implemented. The implementation rate of the action plans 2014 of 9 PAFP pilot schools (the 10 PAFP pilot schools without IPRCS) is **71%**.

Output 8 and output 9 are the outputs which are mainly contributing towards reaching the outcome of PAFP. Besides these two outputs, also a lot of work has been done under output 6 and output 7. Output 7 focussed mainly on the development and experimentation of Competency Based curricula, which is directly contributing to the outcome of better quality TVET in the Southern province, while output 6 is focussing more on creating a stable institutional and organisational framework in which TVET in the Southern province can be implemented.

## 2.1.7 Potential Impact

#	Indicators	What do we measure?	How do we measure?	Frequency of collecting	Baseline value	Value 2010	Value 2011	Value 2012	Value 2013	Value 2014	Value 2015	Comments (Remarks for PAFP PM)	Final target value
<b>IMPACT: The poorly qualified Rwandan population has more income opportunities thanks to the acquisition of competences</b>													
I.LOG 1	Employers' satisfaction with pilot TVET Centres and their graduates	Tracer Study: <b>2014:</b> Baseline + Compare PAFP pilot schools with IPRCS pilot schools. <b>2015:</b> Compare results 2014 with results 2015 + compare PAFP pilot schools with IPRCS pilot schools	Tracer survey	First time in 2014, second time in 2015.		No data	No data	No data	No data	85.3% is satisfied or very satisfied with pilot TVET centers' graduates		To have comparable data; a second tracer survey should be done in 2015	In ESSP the target for 2015 is: 76%
I.LOG 2	Number of TVET graduates (male/female) from the pilot TVET Centres employed/self-employed six months after graduation	Tracer Study: <b>2014:</b> Baseline + Compare PAFP pilot schools with IPRCS pilot schools. <b>2015:</b> Compare results 2014 with results 2015 + compare PAFP pilot schools with IPRCS pilot schools	Tracer survey	First time in 2014, second time in 2015.		No data	No data	No data	No data	PAFP pilot schools: • Wage employment: 55.4% • Self employment: 13.7% • Total: 69.1% IPRCS pilot schools: • Wage employment: 48.2% • Self employment: 11.4% • Total: 59.6%		To have comparable data; a second tracer survey should be done in 2015	In ESSP the target for 2015 is: 40%
I.LOG 3	Persons (male/female) completing TVET training in pilot TVET Centres	Collecting data with pilot schools: <b>Number of persons who graduate</b> <b>Number of persons who start TVET training</b>	WDA statistics	At the end of each schoolyear		Collecting data	Collecting data	Collecting data	Collecting data	Collecting data			Increase of graduates over the years. Ratio female/male increases over the years.
I.LOG 4	Direct beneficiaries: number of persons enrolled in pilot TVET Centres	Collecting data with pilot schools: <b>Number of persons who graduate</b> <b>Number of persons who start TVET training</b>	TVET centres statistics	At the end of each schoolyear		Total # trainees all pilot schools: <b>4868</b> Ratio Female/Male: <b>0.58</b> See tab Nr. trainees-graduates for more information	Total # trainees all pilot schools: <b>5781</b> Ratio Female/Male: <b>0.63</b> See tab Nr. trainees-graduates for more information	Total # trainees all pilot schools: <b>6800</b> Ratio Female/Male: <b>0.61</b> See tab Nr. trainees-graduates for more information	Total # trainees all pilot schools: <b>7826</b> Ratio Female/Male: <b>0.61</b> See tab Nr. trainees-graduates for more information	Total # trainees all pilot schools: <b>7513</b> Of which: <b>4481</b> male and <b>3032</b> female Ratio Female/Male: <b>0.68</b> # trainees PAFP pilot schools: <b>4775</b> # trainees IPRCS pilot schools: <b>2738</b> See tab Nr. trainees-graduates for more information			Increase of trainees over the years. Ratio female/male increases over the years.



Some data are still missing about the number of graduates of our pilot TVET centres, because WDA-statistic department seems reluctant to share these data with us. Besides data about the number of graduates, PAFP has asked the 'national examination ranking' of all TVET centres in Rwanda. These data would be need to use as an alternative monitoring system (besides the pilot school audit), which indicates if there is an evolution in the performance of our pilot centres.

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. In addition, there are many other variables that determine, if and on what scale, better training has an impact on better income generating capability of graduates. This leads to the fact that a causal relationship is hard to establish.

However, we have monitored some indicators on impact level. It gives an indication of the progress made by the partner and how the TVET sector is evolving. In 2014 some data has been collected related to the impact indicators. These data give an indication of the current situation. Due to the fact that a second set of data are missing to compare these findings with, it is not possible to have an insight in the evolution.

*Table 1: Satisfaction level of employers with hired TVET centres' graduates*

Knowledge area	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
Knowledge required for the current work	2.3	0	14	48.8	34.9
Computer skills required for the current work	6.9	13.8	13.8	51.7	13.8
English language skills required for the current work	7.1	10.7	21.4	46.4	14.3
French language skills required for the current work	14.3	14.3	25	42.9	3.6
Swahili language skills required for the current work	2.7	5.4	5.4	59.5	27
Communication skills required for the current work	4.5	6.8	9.1	47.7	31.8
Creative and innovative ability required for the current work	4.5	2.3	11.4	43.2	38.6
Sense of responsibility required for the current work	4.5	0	6.8	40.9	47.7
Team work	4.5	0	6.8	40.9	47.7
Ability to learn new skills	4.5	0	6.8	61.4	27.3
Overall Performance	4.9	0	9.8	70.7	14.6

When looking at the employers' satisfaction level with TVET centres' graduates, we see that of the 82 employers that have been questioned during the tracer survey financed by PAFP in collaboration with IPRCS, **85.3%** indicates to be satisfied of very satisfied with the TVET graduates. The high satisfaction level can be a result of the implementation of the Competency-Based approach. In focus group discussion it is revealed that even though not the exact intended competencies might be achieved, the orientation on market demands represented by competency-statements sometimes profoundly changes the way education is given and received. This seems noticeable for employers. Data from the tracer survey indicates that employers are in general agreeing that the graduates have the necessary skills and competences. For example, **79.5%** of the employers agree that the graduates have thorough theoretical knowledge, and **74.7%** are agreeing that they have thorough practical skills.

*Table 2: Performance of hired TVET centres' graduates according to employers*

Work traits of graduates	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Theoretical trade knowledge	0	7.2	13.3	67.5	12
Practical trade skills	7.2	2.4	15.7	59	15.7
Willing and eager to learn	0	3.6	19	50	27.4
Hard-working and committed	1.2	1.2	19.3	44.6	33.7
Able to work independently	0	4.8	25	48.8	21.4
Adopt quickly to the job	1.2	3.6	26.2	45.2	23.8
Have necessary skills to perform	2.4	7.2	19.3	50.6	20.6

The indicator about the percentage of graduates who are employed or self-employed six months after graduation is a very good indicator to measure the success of the TVET sector to adapt to the demand of the private sector. Data from the tracer survey are showing that **69.1%** of the graduates of PAFP pilot schools are employed or self-employed six months after graduation. For IPRCS pilot schools, it is

**59.6%.** The difference in score can be related to the efforts that PAFP has performed over the years, and can be a result of the reached outputs and outcome. It is also possible that this difference is explained by other factors, to which PAFP is not having any control. This lack of certainty of causality is partly related to the inadequacy of the baseline study performed in 2011 and the adaptation of the working approach, slightly changing the kind of targeted results. However, most importantly, results from a system-wide intervention strategy in a resource-deficient environment where sometime a clear related job-market is lacking, the variable to success are many and difficult to control or overcome.

The two other indicators are measuring the evolution in number of trainees and graduates. If PAFP is performing well, the quality of the TVET sector as a whole and the pilot TVET centers in specific would increase. As a result of this, it can be that more people would start TVET training and graduate from it. When looking at the data, one can see that over the last four years, the number of trainees has increased, both in PAFP and IPRCS pilot schools. This means that the work that PAFP has done with theirs pilot schools is not necessarily contributing to attracting more students. However, it is a good sign that the number of trainees in TVET overall is rising. When looking at the data disaggregated by gender, one can see that the female/male ratio is improving. This means that the number of girls pursuing a TVET qualification is increasing more quickly than the number of boys, which indicates that TVET is becoming more accessible for females.

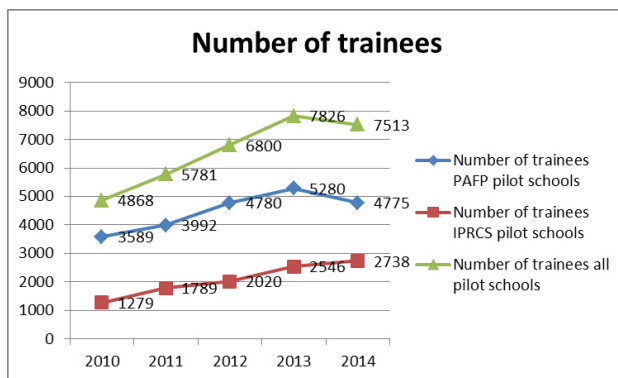


Figure 1: Number of trainees in pilot TVET centers

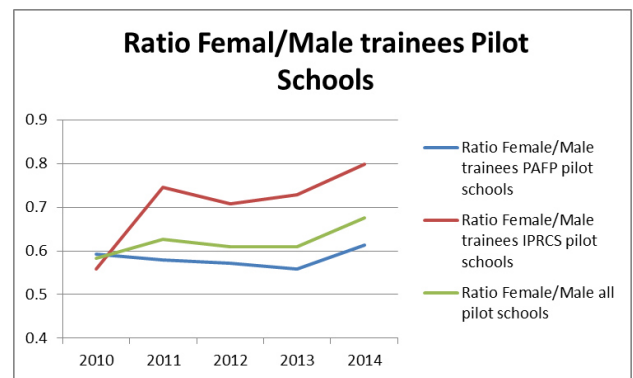


Figure 2: Ratio female-male trainees in pilot TVET centers

## 2.2 Executive summary of the progress in 2014

The common (BTC, VVOB, APEFE) Belgian TVET program (PAFP) is supporting Rwanda in improving its TVET sector. The strategy is to intervene on all levels of the TVET sector, and to collaborate with the main actors in TVET to implement the current TVET reforms. There are four outputs to reach the specific objective of *'facilitate, particularly in the Southern Province, access to a qualitative TVET system that is adapted to the needs of the labor market'* and the general objective of *'increasing opportunities of income generation for the poorly qualified parts of the Rwandan population thanks to the acquisition of professional competencies'*.

Under output 1 (or 6 in new logical framework (LF)), PAFP supported the Rwandan Workforce Development Agency (WDA) to improve their institutional capacity to implement competency-based TVET. Due to the fact that the activities are more and more focusing on output 8 and 9, the activities contributing to output 6 were limited during year 2014. The main achievements in 2014 are:

- The development and embedment of an in-service training program for School Managers in the WDA TOT implementation plan, supporting the development of the national TOT and TVET strategy
- The development of TVET training portfolio's, which will be used to certify trainers.
- The development of TVET training portfolio's, which will be used to certify trainees.
- The improvement of the assessments manuals to conduct competency based assessments of trainees, by using feedback from the experimentation in the pilot schools.

Under output 2 (or 7 in new LF), PAFP is working on better TVET programs. This is mainly done by cooperating with WDA in the development of new competency-based curricula for different trades in TVET. The work on curricula development was reduced during year 2014 as part of the exit strategy. The main achievements in 2014 are:

- Development of curricula in agro-mechanization. The DACUM chart for agro-mechanization has been developed and validated by external experts.
- Development of curricula in agriculture, forestry and veterinary science. The L3 curriculum has been finalized and validated by external experts. The L4 curriculum on crop production has been finalized as well as L4 and L5 in veterinary science. The L4 curriculum in forestry is almost finalized.
- Food processing sector: all certificate-levels (L3, L4 and L5) have been finalized for 4 sub-sectors: Animal Health; Crop Production; Forestry; and Food Processing.
- Experimentation of the developed curricula in the 24 pilot schools and use of the information gathered from this experimentation to improve the curricula.

Under output 3 (or 8 in new LF), PAFP seeks to improve IPRC South as a regional resource center that monitors TVET in the Southern province. The main achievements in 2014 are related to socio-professional inclusion.

- Establishment of a partnership between IPRCS South and PSF South to improve cooperation between TVET and the private sector, formalized in a common action plan.
- Training of the IPRC-South-PSF-South committee in TVET reform and CBT/A.
- Development of two business incubation centers in the Southern province.
- Development, in collaboration with IPRCS, of a stakeholder analysis and a draft strategic plan for the IPRCS BIC.
- An action plan for the Kavumu BIC has been finalized and incubated selection criteria have been validated.
- Organization of two awareness raising events to implement the cross-cutting themes into the program.
- Support to the organization in August of the annual TVET expo of IPRCS, to improve awareness and knowledge about TVET in the Southern province.

Under output 4 (or 9 in the new LF), PAFP is working with 24 pilot schools to capacitate them to produce quality, labour market relevant TVET. Due to the shift towards focusing on coaching, field work and directly supporting the pilot schools, most of the program activities that were conducted in 2014 contributed to output 9:

- In collaboration with IPRCS and WDA, a school audit has been held in all the 24 pilot schools at the beginning of 2014. The information gathered during these audits led to the development of an action plan for every pilot school on how to improve the quality of their training courses. To provide the pilot schools with the equipment necessary to provide CBT/A, PAFP worked with the schools to define their needs in equipment. These lists of equipment (STELs) will use a considerable portion of the PAFP budget.
- To support the implementation of CBT in the pilot schools there have been some important developments in improving the quality of equipment and infrastructure of the pilot schools. The refurbishment of an ancient farm building as a training kitchen and restaurant in Rwabuye VTC, has been completed. Some important steps have been taken in the construction of agro veterinary buildings in Nyabikenke, Kinazi and Kabutare. This has been done through the successful 'chantier-formation'-approach, where under supervision of trainers and professionals, the students construct the buildings themselves in order to gain practical experiences.
- There has been significant work done in sharing and developing tools and instruments for improving CBT/A in the pilot schools. First of all, training manuals have been developed to guide trainers in using the new competency-based curricula. Secondly, trainee portfolios have been developed. These are used to improve the internships of the trainees. Besides developing tools and manuals, the schools also received coaching and capacity building.
- In TOT PAFP has conducted several technical trainings as well as pedagogical trainings on a large scale in order to improve the understanding of CBT/A of the trainers. In addition, training audits and coaching sessions have been conducted within the pilot schools. These visits focus on the correct implementation of the competency based approach in the schools. During these school visits PAFP has also worked on School Management and Leadership, and Entrepreneurship.

As described in Chapter 2.1 (evolution of the context), PAFP has known a serious set-back in 2014, resulting in a low expenditure rate and reduced ownership by the partners.

Challenges for 2015 and beyond:

The challenges PAFP is facing for 2015 are mainly related to the fact that the program is coming to an end in January 2016 in an exit sector for Belgium.

- The first challenge is increasing the ownership of the partner and the sustainability of the achieved results. During 2015 PAFP will focus on this by implementing an altered exit strategy. A key aspect of this strategy is the elaboration of a capitalization process during which PAFP will share success-stories, lessons learned of this common programme and TVET/ToT technical good-practices with the partner as well as with other development agencies.
- Secondly, some investment projects experienced serious delays. It will be important to keep them on track to realise the investments.
- A final challenge is to make sure that the entire planned budget will be used by the end of the program.

## 2.3 Performance output 6



### 2.3.1 Progress of indicators

#	Indicators	What do we measure?	How do we measure?	Frequency of collecting	Baseline value	Value 2010	Value 2011	Value 2012	Value 2013	Value 2014	Value 2015	Comments (Remarks for PAFP PM)	Final target value
<b>OUTPUT 6: Institutional capacity of WDA to implement competency-based TVET (systemic support)</b>													
1.61	Increased body of Knowledge based on systematic data-processing from experimentation, resulting in better standards for accreditation				Limited stocktaking of experiences from implementation level					* Capitalization process of PAFP is in development. This will lead to sharing of lessons and tools with partner		Not working on it systematically. When organizing a workshop on experimentation, WDA is invited. Information is shared with WDA but there are no formal processes for information sharing and increasing body of knowledge. To ensure reaching target, PAFP should work more in collaboration with WDA on increasing the body of knowledge.	Systematical knowledge sharing with WDA which leads to an increased body of knowledge within WDA.
1.62	Quality accreditation (schools, programmes and trainers) process of WDA developed, validated & implemented	1. Quality accreditation of schools : audits standard developed, validated and implemented 2. Quality accreditation of programmes .Out of sphere of control of PAFP, but in sphere of influence (WDA with the support of Nuffic is responsible for accreditation of programmes) 3. Quality accreditation of trainers : • TVET trainer curriculum developed, validated & implemented • TOT implementation framework • Trainer portfolio	1. Audits standard developed, validated and implemented 2. n/a 3. TVET trainer curriculum, TOT implementation framework and trainer portfolio developed, validated and implemented	Annually	• No process for development, validation and experimentation • No schools audits based on a TVET specific accreditation framework	No data	No data	No data	No data	1. Audit standard a. developed in 2012 by WDA in cooperation with PAFP b. Not validated but used by WDA in whole country c. Used by PAFP, IPRCS and WDA 2. Out of sphere of control (WDA with the support of Nuffic is responsible for doing this) 3. • TVET trainer curriculum: a. developed in 2012 b. Not validated but used by 24 pilot schools • TOT implementation framework: a. In development b. Nuffic is taking the lead, with PAFP supporting it • Trainer portfolio: a. developed in 2014 b. Implementation in progress	National implementation is out of sphere control of PAFP, but is in sphere of interest. Extra efforts should be done to ensure validation of the quality accreditation tools and processes.	Development, validation and implementation of quality accreditation process for schools, programmes and trainers.	

Progress of <u>main</u> activities	Progress:			
	A	B	C	D
6.7 Put in place an iterative data collection and processing system at WDA and lower levels			x	
6.8 Assist WDA in the development, updating, experimentation and implementation of a quality accreditation process			x	
6.9 Reinforce labour market linkage mechanisms at WDA				x

### 2.3.2 Analysis of progress made

During 2014, the number of activities which have been done under output 6 were limited and some planned activities were not even realised at that level. The focussed shifted from working with WDA to supporting IPRC South and the pilot schools. Towards improving the institutional capacity of WDA to implement Competency Based TVET, some activities still took place. Firstly, the development of an in-service training programme for SM was developed; it still needs validation by WDA. Secondly, the TVET training portfolios were revised, but are also still waiting for validation by WDA. Thirdly, a roadmap to finalise the assessment manual to be disseminated in all school by WDA is defined. Finally, during 2014 a tracer survey has been conducted within the 24 pilot schools by a consultant in collaboration with IPRC South. The final report is expected in February 2015. The goal of conducting a tracer survey was twofold, at one hand it was necessary for the M&E of PAFP, and at the other hand it capacitated IPRC South into conducting a tracer survey themselves in order to collect data for M&E and organisation development purposes.

We have two indicators which indicate progress under output 6. The first indicator measures if the body of knowledge within WDA is increased. A lot of effort has contributed to this indicator. This knowledge sharing is sometimes difficult to capture. To formalise the knowledge sharing between PAFP and WDA, a plan is drafted to validate and share all the manuals, tools, documents and plans with WDA. This plan is part of the capitalisation plan and exit strategy of PAFP which has been drafted.

The second indicator looks at the process of quality accreditation of schools, programmes and trainers. For the quality accreditation of schools, audit standards have been developed. They are not yet validated but used in the whole country by WDA. PAFP in collaboration with IPRC South and WDA have used these audit standards to do an audit in the 24 pilot schools. For the quality accreditation of the programmes, NUFFIC, is taken the lead into supporting WDA in this. For the quality accreditation of trainers three important documents have been developed with the support of PAFP:

1. TVET trainer's curricula, which has been developed in 2012, this curricula is still lacking validation but it is already used by 24 pilot schools. Reviewing and adapting the curricula to the new policy is planned;
2. ToT implementation framework, which was finalised as part of the conditions from financing the TOT-centre, but which also lacks official validation up to the end of this reporting year;
3. Trainer's portfolio, which has been developed in 2014: it still needs to be finalised, printed and disseminated.

## 2.4 Performance output 7

### 2.4.1 Progress of indicators

#	Indicators	What do we measure?	How do we measure?	Frequency of collecting	Baseline value	Value 2010	Value 2011	Value 2012	Value 2013	Value 2014	Value 2015	Comments (Remarks for PAFPPM)	Final target value
<b>OUTPUT 7: Better TVET programmes</b>													
1.71	TVET reform curricula are developed and validated	Number of Curricula developed and validated	Updated information from TAs responsible	Trimestrial update	11 draft curricula exist	/	/	8 curricula developed	14 curricula developed	6 curricula developed		Efforts should be made to ensure that all the target curricula are developed by the end of the program. The development of two curricula is planned for 2015	30 CB curricula developed in agriculture, hospitality and construction
1.72	Experimented curriculum are adapted	Number of Curricula experimented	Updated information from TAs responsible	Trimestrial update	No systematic feedback system	/	/	/	8 curricula in experimentation	22 curricula in experimentation		Effort should be made to ensure that all curricula are experimented and validated by WDA by the end of the program.	30 CB curricula improved by using information collected during experimentation

### 2.4.2 Progress of main activities

Progress of <u>main</u> activities	Progress:			
	A	B	C	D
7.1 Update and develop curricula in priority occupational areas		x		
7.3 Develop, acquire and disseminate learning material		x		

### 2.4.3 Analysis of progress made

The goal is to develop and experiment 30 competency based curricula by the end of the programme. During 2014 six new curricula have been developed and 22 curricula were in the process of experimentation. It is planned that in 2015 two more curricula will be developed and all the 30 have been experimented. The challenge of 2015 will be the experimentation and validation by WDA of all the developed curricula by the end of the programme. In the table below you can find all the developed curricula and their current status.

Besides the development of competency based curricula some other learning materials were developed. The guidelines for school managers were finalised, trainees' portfolios are in development in agriculture, construction and hospitality trades, and tools for competency based assessments have been improved as a result of the experimentation.

**CURRICULA**

<b>Curricula title (1)</b>	<b>Level (2)</b>	<b>Status (3)</b>	<b>Applied? (4)</b>	<b>Scale (5)</b>	<b>Where to find? Location (6)</b>	<b>Nr. Indicator (7)</b>	<b>Remarks (8)</b>
<b>Agriculture</b>							
TVET Certificate I in Agriculture and Food Processing: Crop Production Curriculum	Level 3	Reviewed	Yes	National level	WDA website	I.72	
TVET Certificate II in Agriculture and Food Processing: Crop Production Curriculum	Level 4	Developed	No		PAFP archive/dropbox	I.71	
TVET Certificate III in Agriculture and Food Processing: Crop Production Curriculum	Level 5	Developed	No		PAFP archive/dropbox	I.71	
<b>Forestry</b>							
TVET Certificate I in Agriculture and Food Processing: Forestry curriculum	Level 3	Experimented	Yes	National level	WDA website	I.72	
TVET Certificate II in Agriculture and Food Processing: Forestry curriculum	Level 4	Developed	No		PAFP archive/dropbox	I.71	
TVET Certificate III in Agriculture and Food Processing: Forestry curriculum	Level 5	Developed	No		PAFP archive/dropbox	I.71	
<b>Veterinary</b>							
TVET Certificate I in Agriculture and Food Processing: Animal Health curriculum	Level 3	Experimented	Yes	National level	WDA website	I.72	
TVET Certificate II in Agriculture and Food Processing: Animal Health curriculum	Level 4	Developed	No		WDA website	I.71	
TVET Certificate III in Agriculture and Food Processing: Animal health curriculum	Level 5	Developed	No		Other	I.71	the curriculum is in WDA Cd unit
<b>Agro-foodprocessing</b>							
TVET Certificate I in Agriculture and Food Processing: Food Processing Curriculum	Level 3	Developed	No		WDA website	I.72	The curriculum is on WDA website
TVET Certificate II in Agriculture and Food Processing: Food processing curriculum	Level 4	Developed	No		WDA website	I.71	The curriculum is finalized but not yet on WDA website
TVET Certificate III in Agriculture and Food Processing: Food Processing curriculum	Level 5	Developed	No		Personal storage	I.71	The curriculum is finalized but not yet on WDA website
<b>Agri-mechanization</b>							
TVET Certificate I in Agriculture and Food Processing: Farm machinery operator curriculum	Level 3	Developed	No		Personal storage	I.71	The curriculum is finalized but not yet on WDA website
<b>Hospitality</b>							
Culinary Arts	Level 3	Experimented	Yes	Southern province	WDA website	I.72	
Culinary Arts	Level 4	Experimented	Yes	Pilot schools	WDA website	I.72	Only de Mpanda VTC and IPRC/MT C.
Housekeeping	Level 3	Experimented	Yes	Southern province	WDA website	I.72	
Front Office	Level 3	Experimented	Yes	Southern province	WDA website	I.72	
Food and Beverage	Level 3	Experimented	Yes	Southern province	WDA website	I.72	
<b>Constructions</b>							
Brick and stone masonry	Level 3	Experimented	Yes	Southern province	WDA website	I.72	
Concrete masonry	Level 4	Experimented	Yes	Pilot schools	WDA website	I.72	Only de Mpanda VTC and IPRC/MT C.
Domestic electricity	Level 3	Experimented	Yes	Southern province	WDA website	I.72	
Domestic Plumbing	Level 3	Experimented	Yes	Southern province	WDA website	I.72	
Advanced Domestic Plumbing	Level 4	Experimented	Yes	Pilot schools	WDA website	I.72	Only IPRC/MT C
Fitter Welding	Level 3	Experimented	Yes	Southern province	WDA website	I.72	
Advanced Fitter Welding	Level 4	Experimented	Yes	Pilot schools	WDA website	I.72	Only de Mpanda VTC and IPRC/MT C
Painting	Level 3	Developed	Yes	Southern province	WDA website	I.72	
Joinery Carpentry	Level 3	Experimented	Yes	Southern province	WDA website	I.72	
Carpentry	Level 4	Experimented	Yes	Pilot schools	WDA website	I.72	Only de Mpanda VTC and IPRC/MT C.
<b>Cross-cutting modules</b>							
Complementary modules	Level 3	Experimented	Yes	Southern province	WDA website	I.72	Revised with Akazi Kanoze



## 2.5 Performance output 8

### 2.5.1 Progress of indicators

#	Indicators	What do we measure?	How do we measure?	Frequency of collecting	Baseline value	Value 2010	Value 2011	Value 2012	Value 2013	Value 2014	Value 2015	Comments (Remarks for PAFP PM)	Final target value
<b>OUTPUT 8: Capacity of IPRC-S as regional resource centre (regional level)</b>													
I.81	IPRC/S has mechanisms in place to monitor and support TVET in the province				No mechanisms					<ul style="list-style-type: none"> <li>Included in IPRCS Action Plan of 2014, but not yet implemented by IPRCS</li> <li>PAFP in collaboration with IPRCS is monitoring and supporting the 10 pilot schools by supporting the development and implementation of the Pilot Schools Action Plans</li> </ul>		<ul style="list-style-type: none"> <li>In sphere of interest, but out of sphere of control of the project due to limited ownership of IPRCS.</li> <li>More efforts should be done to support IPRCS in taking ownership over monitoring and supporting all TVET centers in the Southern province.</li> </ul>	IPRC/S is monitoring and supporting all TVET centers in the Southern province
I.81	IPRC/S is able to train and accompany the implementation of curricula in terms of technical, organizational and pedagogical competences				No staff in IPRCS								By 2018, at least 95% of the trainers are properly implementing the curricula (strategic plan IPRCS)
I.81	Monitoring and evaluation system for curriculum implementation in place	Percentage of trainers that are implementing the curricula correctly	Inspection reports of IPRCS	Annually	<ul style="list-style-type: none"> <li>No M&amp;E system in IPRCS</li> <li>No curriculum experimentation</li> </ul>	No data	No data	No data	No data	Included in the strategic plan of IPRCS, but not yet implemented.		Supporting IPRCS in setting up the inspection system	
I.81	The collaboration between IPRC/S and employers facilitates the organization of a quality training offer answering the labour market needs	Steps taken to put into place the PSF-South-IPRC-South Committee	WMS - narrative result description	Quarterly	Occasional contact with private sector federation and potential employers	No data	No data	No data	No data	Committee PSF-South-IPRC-S: <ul style="list-style-type: none"> <li><b>IPRC-S-PSF-South committee action plan is validated</b> by president of PSF-South</li> <li>Members of the IPRC-South-PSF-South Committee were trained on TVET Reform and CBT/CBA</li> <li>List of partners:               <ul style="list-style-type: none"> <li>An approach to collect data on companies from the Southern Province is defined</li> </ul> </li> </ul>		Committee PSF-South-IPRC-S-South is in place and operational: four meetings per year are conducted by the committee and the committee is implementing their action plan	<ul style="list-style-type: none"> <li>Committee PSF-South-IPRC-South is in place and is operational</li> <li>List of partners in private sector is available</li> </ul>
I.81	The collaboration between IPRC/S and employers facilitates the organization of a quality training offer answering the labour market needs	PSF-South-IPRC-South committee is operational	<ul style="list-style-type: none"> <li>Number of committee meetings per year by collecting committee meeting minutes</li> <li>Implementation rate of the committee action plan</li> </ul>	Annually Q4	Occasional contact with private sector federation and potential employers	/	/	/	/	<ul style="list-style-type: none"> <li>One committee meeting has been held in 2014</li> <li>5/13 defined activities of action plan 2014 have been conducted</li> </ul>		PAFP can support more committee activities to ensure full implementation of the action plan	<ul style="list-style-type: none"> <li>A minimum of four committee meetings are held per year</li> <li>Full implementation of action plan</li> </ul>

		Steps taken to put into place two business incubations centers	WMS - narrative result description	Quarterly	No incubation centers	No data	No data	No data	No data	KBIC: • 3 PSF representatives are nominated in the management Committee • Action Plan is finalized • Finalization and validation of incubates selection criteria, and the MoU among TVET Centers IPRCS BIC: • A Strategic plan has been made	BIC operational means: • Staff trained and in place • Coaching sessions for incubates conducted by staff • Incubates are creating businesses	Two business incubations centers are in place and operational
1.81 4	Incubation center and career guidance services are in place	BICs are operational: • How many businesses are founded with support of the incubation center • How many of these businesses still exist after one year	Observation and questioning of BIC staff	Annually Q4	No incubation centers	/	/	/	/			• Businesses are started with the support of the BICs • These businesses still exist after one year
		Increase in Standards on all aspects of Pilot schools audits based on AQA audit standards by IPRCS	Pilot schools audits	Annually Q1		No data	No data	No data	No data	IPRCS: 2.52/4	To have comparable data; a second school audit should be held in 2015	Increase in standards between 2014 and 2015
1.82	IPRCS is a TVET role model in the Southern province	• The efforts that IPRCS take to share best practises with TVET centers in the province	Activities to share best-practises with TVET centers are defined in action plan	Annually Q4		/	/	/	/	In the IPRCS Action Plan of 2014 no activities are defined to share best practises with TVET centers in the province.	More efforts should be made to ensure that IPRCS is being a role model in the Southern province and is sharing best practises with TVET centers in the province	Efforts are made by IPRCS to share best-practises
1.83	IPRCS takes into account gender, HIV, environment, vulnerable population									Gender, HIV, environment and vulnerable population are taken into account in the IPRCS/S strategic plan Gender assessment of IPRCS has been done by two gender focal points	Some activities which are defined in the gender action plan of IPRCS can be financed in 2015	• IPRCS takes gender into account and has a gender action plan for improving gender equity and inclusiveness • By 2015 60% of gender policy is achieved (IPRCS strategic plan)

## 2.5.2 Progress of main activities

Progress of <u>main</u> activities	Progress:			
	A	B	C	D
8.8 Support IPRC staff to coordinate learning networks			X	
8.9 Capacity building of master trainers		X		
8.10 Support IPRC/S in the development and maintenance of collaboration agreements and other forms of partnership with external stakeholders, including TVET centres		X		
8.11 Facilitate the establishment of incubation centres, career guidance services and production units			X	

## 2.5.3 Analysis of progress made

In 2014 the focus shifted from working with WDA as the main partner of PAFP to working with IPRC South. This is illustrated by the fact that PAFP has two technical assistants who are embedded in IPRCS, and PAFP has six other technical assistants who are based in the Huye office, which has the benefit of being close to IPRCS and the TVET centres they work with. The work that has been done focuses mainly on capacity building of IPRCS staff and, technical and financial support of some of their activities towards reaching common goals. The work related to this output is very challenging due to the fact that IPRC South is not sufficiently taking up its role as a resource center of TVET in the Southern province. Some important work has been done and the indicators allow describing where we are in the process.

When looking at the performance on I.81, IPRCS has included monitoring and supporting of TVET in the Southern province in their Action plan of 2014. Until now, IPRC-S has not implemented this intention. The main coordinating event are the quarterly meetings for all TVET centres in the South, that PAFP financed and helps organising since 2012. During these meetings all the School Managers of TVET centers in the Southern province were invited and shared experiences. In the December meeting, the TVET-minister was invited, creating an important occasion for cross-institutional dialogue and understanding. When looking further at the subindicators under I.81, one sees that I.811 and I.812, are also laying behind due to the fact that IPRCS is not yet taking up their role of monitoring TVET in the province. I.813 is looking at the establishment and the operationalisation of IPRC-South-PSF-South committee. The IPRC-South-PSF-South committee is established in 2014 and has developed an action plan. To measure if they are operational, we see that already one committee meeting has been held. For 2015, a minimum of four committee meeting should be held. Besides the number of meetings, 5/13 defined activities from the IPRC-South-PSF-South action plan have been conducted. For 2015, PAFP is targetting full implementation of their action plan. In I.814, PAFP is looking at the process of setting up incubation centers and career guidance. In setting up the Kavumu BIC, a management committee has been assigned, the action plan is developed and the incubates selection criteria are formulated. For the IPRCS BIC, a strategic plan has been made. The data is still lacking about the number of businesses started with the support of these BICs. For 2015, the M&E officer will collect these data which will provide insight in the operationalisation of these BICs.

I.82 is focusing on the role of IPRCS as a role model. To be a role model IPRCS should perform well on all the standards of the audit. The average score of IPRCS on all the standards of the audit is **2.52/4**. If one compares this with the average score on all standards of all the PAFP pilot school (**2.76/4**) and the IPRCS pilot schools (**2.31/4**), it shows that IPRCS is not doing better than the other PAFP pilot schools. To ensure the role of IPRCS as a role model, the score on all the standards should improve. At the other hand, it is important for a role model to share experiences and best practises. Not many activities to share best practises with other TVET centers are defined in their Action Plan of 2014, with the positive exception of organising the TVET expo. This is an important event, organised by IPRCS with the support of PAFP, to share best practises.

I.83 is looking if IPRCS is taking into account gender, HIV, environment and vulnerable people. NUFFIC has hired a consultant who is working with all the IPRCS and WDA to include gender and inclusiveness in their organisations. PAFP was involved when they were working with IPRCS. The two gender focal points of IPRCS have been trained in gender and inclusiveness. They performed a gender assessment of IPRCS, defined fitting activities, and presented their findings and proposed an action to the management of IPRCS. PAFP is planning to support some of these activities in 2015.

## 2.6 Performance output 9

### 2.6.1 Progress of indicators

#	Indicators	What do we measure?	How do we measure?	Frequency of collecting	Baseline value	Value 2010	Value 2011	Value 2012	Value 2013	Value 2014	Value 2015	Comments (Remarks for PAFP PM)	Final target value

OUTPUT 9: Capacity of pilot training centres to produce quality, labour market relevant TVET													
1.91	Number of trainers that completed the Competence Based Education and Training modules	Number of trainers in every pilot school who completed the CBA modules	TVET centres statistics	Annually Q4	No CBT To T programme	No data	No data	No data	No data	Trained in 12 modules of CBAT: • 9 CPP (Committee Pedagogique de Province) • 5 members of IPRCS • 3 trainers from other provinces (one in every province)	<p>CPP with support of PAFP gave training in 12 modules of CBAT: 102 of which 27, 3 in every pilot school, were assigned as CPC (Committee Pedagogique du Centre)</p> <p>• Training for 9 CPP, 5 members of IPRCS and study masters of the 10 PAFP pilot schools, to update their knowledge in CBAT</p> <p>• Training in 5 modules of CBAT given by PAFP: 113 trainers (focus on the 14 new pilot schools)</p> <p>• <b>Percentage of trainers who received training in CBAT in all trades:</b> PAFP Pilot Schools: 61% IPRCS Pilot Schools: 54%</p> <p>• <b>Percentage of trainers who received training in CBAT in supported trades:</b> PAFP Pilot Schools: 67% IPRCS Pilot Schools: 69%</p> <p>• <b>Percentage of trainers who received training in CBAT in non-supported trades:</b> PAFP Pilot Schools: 45% IPRCS Pilot Schools: 38%</p>		100% of the trainers of the 24 pilot schools have received a training in CBAT
1.92	Quality and capacity of infrastructure and equipments for supporting the CBT implementation in the pilot schools	Increase in Standard aspect 1: buildings and equipment of Pilot Schools audit	Pilot schools audits	Annually Q1		No data	No data	No data	No data		PAFP Pilot Schools: 2.79/4 IPRCS Pilot Schools: 2.18/4	To have comparable data; a second school audit should be held in 2015	Increase in standards between 2014 and 2015
1.93	CBA and CBT instruments (curricula, assessments, training audits tool, TOG) are understood and shared and properly used by involved stakeholders	Increase in Standards aspect 3: learning process, standard 2: learning activities are planned and adequately implemented, and standard 5: regular, relevant, efficient and competency based evaluation of training, and aspect 7: evaluation and certification, and aspect 9: production unit of Pilot Schools audit	Pilot schools audits	Annually Q1		No data	No data	No data	No data		PAFP Pilot Schools: 1.95/4 IPRCS Pilot Schools: 1.54/4	To have comparable data; a second school audit should be held in 2015	Increase in standards between 2014 and 2015
1.94	System to improve Socio-professional inclusion are in place and functional according to CBT standards (incl. Training fund),	Increase in Standard aspect 3: learning process standard 1: learning focused on labour market of Pilot Schools audit	Pilot schools audits	Annually Q1	No career guidance and development service; No entrepreneurship coaching services; Some internships of lesser pedagogical quality in place	No data	No data	No data	No data		PAFP Pilot Schools: 2.63/4 IPRCS Pilot Schools: 1.96/4	To have comparable data; a second school audit should be held in 2015	Increase in standards between 2014 and 2015
1.95	Improved quality of SM and leadership according to AQA standards	Increase in Standard aspect 4: school governance of Pilot Schools audit	Pilot schools audits	Annually Q1		No data	No data	No data	No data		PAFP Pilot Schools: 2.88/4 IPRCS Pilot Schools: 2.24/4	To have comparable data; a second school audit should be held in 2015	Increase in standards between 2014 and 2015

## 2.6.2 Progress of main activities

Progress of <u>main</u> activities	Progress:			
	A	B	C	D
9.1 Constructions of new and rehabilitation of old infrastructure		X		
9.2 Supply of equipment to pilot centres				X
9.3 Operational support to ToT in pedagogy-areas, based on TVET trainers curriculum	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		
9.10 Capacity building of school based trainers and administrative staff		X		
9.11 Reinforce infrastructure and equipment related to the new curriculum implementation				X
9.12 Support Pilot centres in Socio-professional inclusion of trainees and graduates			X	
9.13 Ensure capitalisation and dissemination of best practices		X		
9.14 Support TVET centres in developing and offering tailor made training to socio-economic stakeholders		X		

## 2.6.3 Analysis of progress made

### **Indicator I.91:**

In 2014 9 members of CPP, 5 staff of IPRCS and 10 study masters of the pilot schools have received a training on CBA/T to refresh their knowledge. Secondly, **113** trainers, mainly from the 14 new/IPRC South pilot schools, received a training in the five modules of CBA/T. Due to this training **61%** of the trainers of the PAFP pilot schools and **54%** of the trainers of the IPRCS pilot schools have received a training in CBA/T.

Tabel 3: Percentage of trainers of pilot TVET centers who have received a training in CBA/T

	All trades	supported trades	non-supported trades
Total	58.0	67.5	41.3
Total PAFP pilot schools	60.6	66.9	44.8
Total IPRCS pilot schools	53.8	68.9	38.0

During 2014, trainers were not only trained on pedagogical aspect of the CBA/T but also on technical knowledge to ensure that these trainers understand and are able to teach the new competency based curricula. The technical trainings conducted by PAFP were limited to the agriculture trades. The following trainings have been given to trainers of the three EAV pilot schools:

- Training in soil erosion control
- Training in roots and tubers cropping
- Training in ambulatory clinic
- Training in intoxication and metabolic diseases
- Training in inspection of animal products
- Training in forest preservation

### **Indicator I.92:**

During 2014 a lot of work has been done towards improving the infrastructure and equipment of the pilot schools. During the pilot school audit of 2014, the average score of the PAFP pilot schools on the buildings and equipment standards was **2.79/4**. For the IPRC South pilot schools, the average score was **2.18/4**. In 2015 a second pilot school audit will be held, this will provide the opportunity to

compare the score between 2014 and 2015. The goal is that there will be a significant increase in score for both types of schools.

PAFP has and will invest a considerable proportion of their budget to increase the quality of infrastructure and equipment. In 2014 some buildings were constructed and rehabilitated:

<b>Les batiments construits et rehabilités en 2014</b>			
<b>Nom de l'ecole</b>	<b>Batiments construits</b>	<b>Batiments rehabilités</b>	<b>Taux d'execution moyen</b>
<b>NYABIKENKE TSS</b>	Chevrerie-Bergerie		75%
	Hangar de stockage		
	Poulailler		
	Clapier		
	Etable pour vaches matures		
	Etable pour veaux		
	Laiterie		
	Porcherie		
	Rucher		
	Batiment de transformation alimentaire		
<b>KINAZI TSS</b>	Chevrerie-Bergerie	Porcherie	80%
	Hangar de stockage		
	Batiment de transformation alimentaire		
	Local technique d'irrigation		
<b>KABUTARE TSS</b>	Chevrerie-Bergerie	Cours de l'etable	70%
	Poulailler	Atelier de food processing	
	Clapier	Laboratoire	
<b>MPANDA VTC</b>	Atelier de maconnerie		90%
	Atelier d'electricité		
<b>NYANZA VTC</b>	Atelier de maconnerie		65%
<b>RWABUYE VTC</b>		1 batiment comprenant la cuisine, le restaurant et une salle de classe (Ce batiment a commencé depuis 2014 et les travaux ont continué jusqu'en 2015)	100%

Besides the construction and rehabilitation of infrastructure, some new tender were launched for new infrastructure projects and delivering didactic equipments to the pilot schools. These tenders will be executed in 2015:

Nr Tender in partner Institution Register	Nr Tender in BTC Register	Tender type	Tender title	Estimated Cost RWF	Estimated Cost EUR	Source of funds	Financing mode	Budget line(s) activity	Data Type	Tendering Method	Recruitment of a Supervising Firm	Status
21/G/NCB/ BTC/IPRC-SOUTH2013-2014	RWA 744	Goods	Training of trainers_phase 1: ICT and Communication Equipment	32,865,000	35,000	BE	Cogestion	08.09.04	Planned	R/IOT	No	Cancelled
									Actual			
25/G/NCB/ BTC/IPRC-SOUTH2013-2014	RWA747	Goods	supply and commissioning of ICT equipment for IPRC-south and kawumu business incubation centers and construction materials for rehabilitation of iprc/s and Kawumu incubation centres	32,865,000	35,000	BE	Cogestion	08.11.06	Planned	R/IOT	No	Awarding
									Actual			
31/W/NVB/06/2012/BT C/WDA	RWA 662	Works	Refurbishment of an Ancient Farm Building as a Cooking Training Kitchen with F&B Training Restaurant in VTC Rwabuye C05 (VCB)	33,000,000	40,541	BE	Cogestion	09.01.05	Planned	R/IOT	No	Closed
									Actual			
67/SPLY/NCB/05/2012-2013/BTC/WDA	RWA 700	Goods	Supply of construction material for the agro-veterinary and workshop buildings at TSS Nyabikenke, Kinazi, Kabutare, and VTC Nyanza & Mpanda		250,000	BE	Cogestion	09.01.14.a	Planned	R/NOT	No	Closed
									Actual			
		Works	Site excavation and retaining wall at TSS Nyabikenke, Kabutare and Kinazi	6,490,000		BE	Cogestion	09.1.14.d	Planned	R/IRT	No	Closed
									Actual			
70/SPLY/NCB/06/2012-2013/BTC/WDA	RWA 712	Goods	Supply of Household Electricity Training Equipment and Consumables for VTC Mpanda		145,604	BE	Cogestion	09.02.01	Planned	R/IOT	No	Execution
									Actual			
33/SPLY/NCB/06/2012/BTC/WDA	RWA663	Goods	Supply of training kitchen and restaurant equipment for VTC Rwabuye		70,000	BE	Cogestion	09.02.09	Planned	R/IOT	No	Closed
									Actual			
N° 097/F/2010 – I/WDA/BO/RPPA	RWA614	Goods	Supply of Plumbing and Welding Equipment for VTC Nyanza and IPRC/S Kawumu ( Addendum)			BE	Cogestion	09.02.12	Planned	R/IOT	No	Execution
									Actual			
20/OB/G/IPRC-SOUTH 2013-2014	RWA746	Goods	Supply,Commissioning ,Testing and Installation of Food Processing Equipment	147,089,320	163,797	BE	Cogestion	09.11.01	Planned	R/IOT	No	Awarding
									Actual			
		Works	Rehabilitation of an animal feed transformation unit building at TSS Kinazi and Nyabikenke			BE	Cogestion	09.11.02	Planned		No	Launching
									Actual			
		Goods	supply of equipment for the animal feed transformation unit at tss kinazi and nyabikenke and materials /products for ambulatory clinic		12,000	BE	Cogestion	09.11.03	Planned	R/IOT	No	Awarding
									Actual			
22/G/NCB/ BTC/IPRC-SOUTH 2013-2014	RWA743	Goods	Supply and Commissioning of TVET Reference Books.	44,148,370	51,116	BE	Cogestion	09.11.05	Planned	R/IOT	No	Awarding
									Actual			
		Goods	Supply of equipment of painting workshop at IPRC/S (depending on prior programme availability and availability of teachers)		89,000	BE	Cogestion	09.11.07	Planned			Launching
									Actual			
		Goods	Supply of equipment for agriculture mechanics workshop at IPRC/S		100,000	BE	Cogestion	09.11.08	Planned			Launching
									Actual			
24/W/AON/ BTC/IPRC-SOUTH2013-2014	RWA745	Works	Rehabilitate of food processing and laboratory buildings at TSS Kabutare	63,041,600	65,531	BE	Cogestion	09.11.10	Planned	R/IOT	No	Awarding
									Actual			
18/ICB/G/IPRC-SOUTH 2014-2015	RWA	Goods	Supply, Commissioning, Installation and Test of Civil Engineering Laboratory Equipment	645,000,000	750,000	BE	Cogestion	09.02.14	Planned	R/IOT	No	Launching
20/ICB/IPRC-SOUTH 2014-2015	RWA	Goods	Supply, Commissioning, Installation and Test of equipment for 16 vocational training centers in Southern Province	579,404,360	673,726	BE	Cogestion	09.02.13	Planned	R/IOT	No	Launching

Two new important investments have been formulated during 2014. An engineering laboratory will be build at IPRC South, and some of the pilot schools will receive didactic materials and equipments (STEL) to permit them to better implement CBT/A. To define the material needs of the schools, school visits have been made to all 24 pilot schools. The data collected during these field visitis resulted in defining equipment lists for the pilot schools.

### **Indicator I.93:**

The avarage score of the the PAFP pilot schools on the standards related to CBA/T implementation is **1.95/4**. The avarage score of the IPRC South pilot school on these standards is **1.54/4**. During 2014 a lot of activities took place which are related to this indicator: *“CBA/T instruments are used and shared.”* The strategical orientation of PAFP shifted from organising workshops with a big number of participants to small workshops and individual coaching. This led to conducting pedagogical coaching visits to the pilot schools to support the implementation of CBT. Besides the implementation of CBT, PAFP has also worked on supporting the use of Competency Based assessments within the pilot schools. These assessment were organised in the pilot schools. PAFP has given technical and financial support to organise these assessments. To ensure the quality of these assessments, a training was organised for external assessors in construction and hospitality.

An important instrument for CBA/T implementation is the use of trainees portfolios. These have been developed for the agriculture trades and culinary arts. For other trades in hospitality, these trainees

portfolios are still in development. To ensure the correct use of these instruments, they have been experimented in the pilot schools.

The production units play an important role in the financing of CBA/T implementation in the pilot schools. To improve their financial viability, the production units received coaching visits, company visits were organised and a partnership was created between some pilot schools and the ICAZE showroom.

**Indicator I.94:**

To improve the socio-professionnel inclusion systems in the pilot schools PAFP has worked on two main activities. At one hand PAFP has worked on the improvement of entrepreneurship skills with the trainees. This has been done by doing schools visits to improve the entrepreneurship knowledge of the trainers, and by supporting the organisation of the entrepreneurship clubs in the 10 PAFP pilot schools. The 10 PAFP pilot schools have been supported in developing an entrepreneurship club action plan. At the other hand, work has been done in supporting the implementation of the TVET internship program of WDA. The average score of the PAFP pilot schools on the standard of learning focused on labour market is **2.63/4**. For the IPRC South pilot schools the average score on this standard is **1.96/4**. To illustrate the progress we have made in this field, the score of the audit of 2015 on this standard needs to be higher.

**Indicator I.95:**

One of the important aspects where PAFP is working on to improve the capacity of the TVET centers to produce better TVET, is the capacity of the School Managers and Leadership. When looking at the standards of the audit related to this topic, the PAFP pilot schools have an average score of **2.88/4**, while the IPRCS pilot school have an average score of **2.24/4**. The efforts in this field are concentrated on the 10 PAFP pilot schools, but also the IPRCS pilot schools gain some direct support from PAFP. Below, one can find an overview of some important activities which have been done in this field:

- School Managers are trained in the CBA/T approach.
- Intervention sessions have been organised on topics like motivation and management vs. leadership.
- Two trainings on procurements for staff in charge of administration.
- Training on reproductive health and gender based violence for staff in charge of discipline.
- Workshop on production unit profilability analysis, and school visits perform needs analysis.
- ICT training for secretary staff.
- Training in conflict management for staff in charge of discipline.
- Follow up of the implementation of the schools' strategic plans of the 10 PAFP pilot schools, and supporting the planning of 2015.
- Coaching visits regarding school management, strategic plan implementation and production units.



## 2.7 Transversal Themes

Gender and inclusiveness play an important role within PAFP. During 2014 PAFP has worked on different levels to increase awareness about gender and to ensure that our partners and beneficiaries take gender into account in their work.

During the enrolment of the tracer survey which has been conducted in 2014, the importance to disaggregate some data per gender and to survey gender specific questions has been emphasized. The goal of the tracer survey is not only data collection for M&E purpose, but also to capacitate IPRCS to conduct a tracer survey themselves.

To ensure that IPRCS is taking gender into account in their day-to-day work, IPRCS has been involved on gender in collaboration with NUFFIC, who has engaged a consultant who is working on gender and inclusiveness with WDA and all the IPRCSs. Two gender focal points have been appointed by the IPRCS management. These two focal points have been trained in gender and inclusiveness, and they have performed a gender assessment of IPRCS. From this gender assessment they have defined a gender action plan with activities and actions which should improve inclusiveness and gender inequality within IPRCS. It is planned that during 2015, PAFP will support some of these activities.

Besides working with IPRCS on gender and inclusiveness, PAFP has also organized some activities related to gender, in collaboration with the pilot schools (see list). Two trainings have been held for staff in charge of discipline of the 24 pilot schools. Two awareness raising events have also been organized during which we addressed these issues by using drama, poetry and testimonies. Awareness was raised about gender, TVET in general, and about making TVET more accessible for girls.

Activity	Date	Objective	Result
Organization of an event on awareness raising on TVET and gender in Nyaruguru district	Q3 2014	Organize event to raise awareness	Awareness raised, more than 1000 people, including local authorities and local community, attended the event
Organization of an event on awareness raising on TVET and gender in collaboration with Nyabikenke TSS	Q2 2014	Organize event in collaboration with one pilot school to raise awareness	Awareness raised, more than 700 people, including local authorities, local community, and WDA, IPRCS and pilot school staff, attended the event
Two Trainings on reproductive health and Gender based violence	Q1 2014/Q3 2014	Training for staff in charge of discipline of pilot schools about reproductive health and gender based violence.	29/32 staff members of 24 pilot schools were trained

## 2.8 Risk management

The risks identified at the end of 2014, the mitigation action and the status of the risk can be seen in the table below:

Identification				Initial Assessment			Actions				
Risk/ Issue Event	Period	Logical Framework	Category	Likelihood	Impact	Magnitude	Action(s)	Resp.	Deadline	Progress	Status
The fact of being in co-management and plan together with the partner makes PAFP dependent on their implementation capacity and their respect of the planning; this is mostly weak	Results Delivery	All results	Efficiency	Medium	Medium	Medium Risk	Insist on continuing (case per case) and partly execute without the partner	PM	Cont	Situation has become worse because of BTC-HQ refuse to co-finance TOT-centre	Not yet due
										On Track	
							<i>All activities of the TA are per Q4-2014 proposed in detail (No. of participants, datus etc.) to the principal of IPRC, who approved each of them in writing</i>			This seems to work well, delays have diminished importantly end of 2014	On Track
The fact that BTC has rejected the construction of a ToT Center at IPRC/S poses a Very High Risk in itself as the budget which had	Results Delivery	All results	Effectiveness	Issue	High	High	High level meetings to reinstall good relationships	RepRwa	15-08-2014	Took place end of September	Completed
							Identify alternative investment options	PM	Sep-14	Activity will take up to Oct. 14th	Not yet due

been allocated to the center stays within our comprehensive budget but without being specifically allocated to any activity.							SMCL will decide what to do with the budget which was allocated to the construction of the IPRC/S ToT Center.	SMCL	Sep-14	SMCL scheduled for 16-10-2014	Late
Limited tendency of the partner (WDA and IPRC) to take practical measure that accompany the TVET-reform in general and capitalise on the results of PAFP	Results Delivery	All results	Sustainability	Medium	Medium	Medium Risk	Participate in Policy dialogue via TWG and Plannign Retreats WDA/IPRC	PM	continuous	After planning retreat WDA in April 2014, only now they have called for a first consultation meeting on Technical Working Group TOR's	Late
											Not yet due
							<i>This remains a constant sorrow and there is little we can do to improve</i>				Not yet due
IN 2015 we have to spend about 2.5 million Euros in 20 Tenders; pressure on staff to process all; absolute requirement for smooth collaboration with partners and BTC in	Results Delivery	All results	Sustainability	High	High	Very High Risk	<i>Engade additional staff (procurement officer); communicate openly and constructively with all partners and agree on procedures to minimise delays</i>	PM + Thierry	Jan-15	Risk of not being able to complete all tenders: The procurement specialist we engaged in Q4-2014 on the basis of consultancy performance contract has left; we need to engage a	On Track



## 3 Steering and Learning

### 3.1 Strategic re-orientations

During the last year of intervention the orientation will be more focussed on exit strategy, consolidation of the current activities and improving the sustainability of our results. This new orientation will be combined with five PAFP resolutions for 2015 which were defined during the reviewing and planning retreat of PAFP. These five resolutions are:

1. **Do less but better:** We revise our routine activities, assess whether they can be achieved (quality sense) in one year time and prioritize for maximum impact. The focus should be on those activities that can be brought to a good end in this final year of the program.
2. **Harmonized efforts for maximum impact and coherence:** Activities are in line with a common vision and mission as well as partners' priorities. Continuous consultation between the focus groups is applicable. The focus is on more exchange and consultation in order to minimize inefficiencies and duplication of efforts.
3. **Optimize the ownership and involvement of our partners towards institutionalization.** Efforts should anticipate an exit strategy ensuring institutionalization of the project's activities and sustainability of achievements.
4. **Capitalize as soon as possible** on know-how and important achievements of PAFP to the benefit of an exit strategy to be implemented into 2015. Visibility is a concern.
5. **Looking for the quick gains**, i.e. be creative in overcoming failures and obstacles for optimized performance and efficient implementation during the final year.

This will result in an approach which is more focused on individual coaching, and less and smaller workshops. It is clear that 2015 will be characterized by the closing of all of our activities, and delivering our end results.

Important was the reorientation of a large portion of the investment budget. This took place in close collaboration with WDA, IPRC-S and Mineduc, was on the agenda of the extra back stopping mission in September 2014 and mains subject of a SMCL in October. It proved to be a cumbersome and slow process, taking up to the end of 2014 before tender documents could be prepared.

As part of the exit strategy of PAFP, a capitalization process has been defined. Different capitalization projects have been formulated and will be carried out during 2015.

### 3.2 Recommendations

Recommendations	Actor	Deadline
Implementing the capitalization process as part of the exit strategy. Including the organisation of an international TVET conference.	PM/capitalization team	Q3 2015
To ensure the consolidation of our results and the finalisation of our activities, PAFP will organise less and smaller workshop which are focussed on specific capacity building.	PM/all ATs	2015
Execution of the STELs in order to provide equipment and materials to the pilot schools. It is essential that they are closely monitored to avoid objection of the tender process.	PM/procurement	Q2 2015
Final Project evaluation planned mid 2015.	EST	Q2 2015
A second pilot school audit need to be held at the end of 2015 to ensure the validation of the reached result within the 24 pilot schools.	PMC	Q3 2015

### 3.3 Lessons Learned

Lessons learned
<p>The system approach of implementation where PAFP is contributing to all levels of the TVET system has some advantages and some disadvantages.</p> <p>One of the advantages is that one is working with all actors in the system which ensures that the intervention's approach is harmonized throughout the system. This increases potential sustainability and impact.</p> <p>A disadvantage is that in the CBA/T implementation process, there is a chronological order to what objectives should be achieved at what time in the process. Because the implementation time of PAFP is limited, it is working on all these different aspects at the same time. This leads to delays due to the fact that one phase is not yet finished while the next phase needs the objectives of the previous phase. This means that for some developed Competency Based Curricula, there won't be any time left for experimentation, and update them according to the findings of the experimentation.</p>
<p>The integrated approach means that most of the activities and investments are in co-management. However, due to problems described elsewhere in this report, the investment component in co-management carries a high risk of delay or failure. Because of this, the material aspect of TVET-reform is not integrated in the soft aspects (capacity building, curriculum development, experimentation, etc.). A better set-up would be to have the investment component being identified in the TFF, further negotiated in a first inception phase and tender and implemented at the start of the execution period of four years in regie. There is little or no advantage and learning to have tenders for construction and the like in co-management, but the impact of the related delays is important.</p>
<p>Related to the crisis of confidence described in Chapter 2 (evolution of context), the following lessons have been identified:</p> <ul style="list-style-type: none"><li>▪ The internal actors of BTC should try to stick together and speak with one voice towards the partners. Confidence in and respect of its mandate constitute a condition without which PAFP cannot function properly;</li><li>▪ Conditions imposed on the partner should be formulated unambiguously and in more measurable terms;</li><li>▪ Capacity of BTC-Rwanda to pro-actively accompany tenders should be reinforced;</li><li>▪ Construction at this stage of the programme should no longer be envisaged.</li></ul>

## 4 Annexes

### 4.1 Quality criteria

<b>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</b>				
<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			
<b>1.1 What is the present level of relevance of the intervention?</b>				
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.		
<b>1.2 As presently designed, is the intervention logic still holding true?</b>				
	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).		
x	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.		

<b>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</b>				
<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	
<b>2.1 How well are inputs (financial, HR, goods &amp; equipment) managed?</b>				
x	A	All inputs are available on time and within budget.		
	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.		
<b>2.2 How well is the implementation of activities managed?</b>				
	A	Activities implemented on schedule		
	B	Most activities are on schedule. Delays exist, but do not harm the delivery of outputs		

x	<b>C</b>	Activities are delayed. Corrections are necessary to deliver without too much delay.
	<b>D</b>	Serious delay. Outputs will not be delivered unless major changes in planning.
<b>2.3 How well are outputs achieved?</b>		
	<b>A</b>	All outputs have been and most likely will be delivered as scheduled with good quality contributing to outcomes as planned.
	<b>B</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	<b>C</b>	Some output are/will be not delivered on time or with good quality. Adjustments are necessary.
	<b>D</b>	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.

<b>3. EFFECTIVENESS TO DATE: Degree to which the outcome (Specific Objective) is achieved as planned at the end of year N</b>				
<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>				
<b>Assessment EFFECTIVENESS : total score</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
			<b>X</b>	
<b>3.1 As presently implemented what is the likelihood of the outcome to be achieved?</b>				
	<b>A</b>	Full achievement of the outcome is likely in terms of quality and coverage. Negative effects (if any) have been mitigated.		
	<b>B</b>	Outcome will be achieved with minor limitations; negative effects (if any) have not caused much harm.		
x	<b>C</b>	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.		
	<b>D</b>	The intervention will not achieve its outcome unless major, fundamental measures are taken.		
<b>3.2 Are activities and outputs adapted (when needed), in order to achieve the outcome?</b>				
x	<b>A</b>	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>B</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.		
	<b>C</b>	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.		
	<b>D</b>	The intervention has failed to respond to changing external conditions, risks were insufficiently managed. Major changes are needed to attain the outcome.		

<b>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).</b>				
<i>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</i>				
<b>Assessment POTENTIAL SUSTAINABILITY : total score</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
		<b>X</b>		
<b>4.1 Financial/economic viability?</b>				
	<b>A</b>	Financial/economic sustainability is potentially very good: costs for services and maintenance are covered or affordable; external factors will not change that.		



x	<b>B</b>	Financial/economic sustainability is likely to be good, but problems might arise namely from changing external economic factors.
	<b>C</b>	Problems need to be addressed regarding financial sustainability either in terms of institutional or target groups costs or changing economic context.
	<b>D</b>	Financial/economic sustainability is very questionable unless major changes are made.
<b>4.2 What is the level of ownership of the intervention by target groups and will it continue after the end of external support?</b>		
	<b>A</b>	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.
	<b>B</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.
x	<b>C</b>	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.
	<b>D</b>	The intervention depends completely on ad-hoc structures with no prospect of sustainability. Fundamental changes are needed to enable sustainability.
<b>4.3 What is the level of policy support provided and the degree of interaction between intervention and policy level?</b>		
	<b>A</b>	Policy and institutions have been highly supportive of intervention and will continue to be so.
	<b>B</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	<b>C</b>	Intervention sustainability is limited due to lack of policy support. Corrective measures are needed.
	<b>D</b>	Policies have been and likely will be in contradiction with the intervention. Fundamental changes needed to make intervention sustainable.
<b>4.4 How well is the intervention contributing to institutional and management capacity?</b>		
x	<b>A</b>	Intervention is embedded in institutional structures and has contributed to improve the institutional and management capacity (even if this is not an explicit goal).
	<b>B</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.
	<b>C</b>	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.
	<b>D</b>	Intervention is relying on ad hoc and capacity transfer to existing institutions, which could guarantee sustainability, is unlikely unless fundamental changes are undertaken.

## 4.2 Decisions taken by the steering committee and follow-up

N°	Decision						Follow-up of decision	
	Decision	Date	Source	Deadline	Organization in charge	Responsible	Progress	Status
1	SMCL-chair returns to MINEDUC. MoS will preside next SMCL's	1-avr.-14	SC	n/a	Mineduc	MoS	Has been practised since	Implemented
2	All parties continue support for this initiative of a TOT-centre in South. Given the expected cost, a co-financing will be necessary between WDA and PAFP; However, there are a certain number of conditions to be met	1-avr.-14	SC	01/07/2014	IPRC-South	Principal	BTC-Brussels refused non-Objection	Repealed
3	Letter to be drafted by WDA DG to PAFP formalizing delegated signatory role of IPRC principal on smaller projects in South (< 100.000.000 RWF)	1-avr.-14	SC	not agreed	WDA	DG	Not received so far	Late
4	Risk of Underspensing of PAFP addressed if the TOT-centre be approved.	1-avr.-14	SC	01/06/2014	WDA	PAFP-TA Civil Engineering	With the disapproval of this investment, the risk of underspending has become accute again.	Late

							Alternative projects to be proposed	
5	SMCL advises Technical Team to proceed to ensure Rwabuye building is completed within one month after signing of the Addendum to the contract with Vision Construct by DG-WDA MoS (co-chair) urges that lessons be drawn from this experience and not be repeated: better selection of Quality performers; stricter maintenance of contract conditions.	1-avr.-14	SC	01/06/2014	WDA	PAFP-TA Civil Engineering	Technical reception realised end September 2014; some minor adaptations still needed before final acceptance	Late
6	WDA-Retreat to be held in April involving all DP's	1-avr.-14	SC	n/a	WDA	DG	*Retreat took place in Gisenyi in April, and a follow-up retreat in Kigali in September; *PAFP-co-chaired TWG-Standards, but no response from WDA ; *PAFP participates in all other TWG	Late

7	Technical conference on TVET-Reform (link with curriculum reformulation)	1-avr.-14	SC	n/a	WDA and Technical Partners	DG/Programme Managers	Urging WDA and expert technical partners to look into organizing a Technical Workshop to understand the implications of curricula development that are competency-based in view of the reform envisaged in the TVET-system (TVET-Reform)	On Track
8	Proposed budget reallocation, after extra work following the SC, has been approved by SMCL	23-oct.-14	SC	01/12/2014	PAFP	PM	Has been processed	Implemented

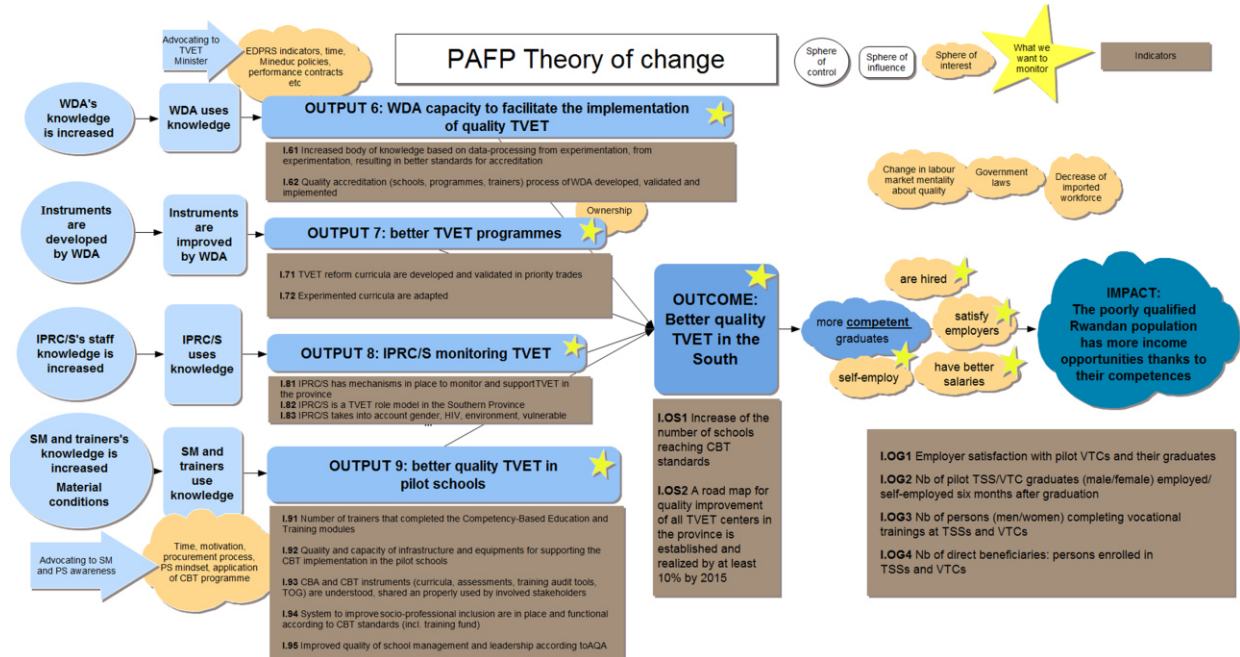
9	The investment as proposed by PAFP for CE-Lab and STEL-I for 16 schools has ultimately been approved by SMCL	23-oct.-14	SC	01/01/2015	IPRC-S	Principal	Both DAO have been submitted to BTC for NO; CE-Lab now in publication stage	Implemented
10	Proposed extension of posts: DELCO; Admin Manager; TA CE; 2 Foremen; has been approved by SMCL conform proposal of PAFP	23-oct.-14	SC	different dates	PAFP	PM	Extension of TA-CE and Admin-Manager has been realised; Delco to be rerquested in April/May 2015; Foremen have been layed off awaiting apporval of extra tender for additional building material Chantier Formation	On Track

11	Idea of an international conference in October to capitalise on PAFP results approved, but with the request to consider possibilities for synergy with possible other conferences	23-oct.-14	SC	01/01/2015	PAFP	Lucie	Detailed plans have been worked out and agreed on; budget secured	On Track
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## 4.3 Updated Logical framework

No logframe available

Theory of change



										2016
Duration Operation Framework (Convention de Mise en Oeuvre/CMO)	idem CS									End: 25 jan 2016
Duration MOU Partnership (CTB-VVOB APEFE)	2011-2013 + 2014-2015									
Operation Period (DTF)	48 mois -as from signature date CS	26-Jan-10			ends 24-01-2014	19 months of added operational period possible on the same (no participation partners) or increased (participation APEFE and/or VVOB) budget	6 months project closure period based on approved closure plan: new operations limited during last 6 months			
Personnel:	Delco (BTC, on project budget)			Current contract period 01/09/2011 to 31/08/2015				Extension of the post to be approved by SMCL Oct-2014 until 25-01-2016		
	ATI-Infra (BTC, on project budget)			15/07/2011-14/07/2013						
	Adlin staff in Co-management									
	Adlin staff in regie (Finance Manager)									
	Investment manager (regie)									
	<b>Technical assistance</b>							<b>ATN-Infra&amp;equipment</b>		
										All TA not on project budget; See Org. Chart

## 4.4 MoRe Results at a glance

Logical framework's results or indicators modified in last 12 months?	No
Baseline Report registered on PIT?	No
Planning MTR (registration of report)	Mid 2012
Planning ETR (registration of report)	08/2015
Backstopping missions since 01/01/2012	4

## 4.5 “Budget versus current (y – m)” Report

Budget vs Actuals (Year to Month) of RWA0906911								
Project Title : Programme d'appui à la formation professionnelle au Rwanda								
Budget Version: J01								
Currency : EUR								
Year to month : 31/12/2014								
YTM : Report includes all closed transactions until the end date of the chosen closing								
Status	Fin Mode	Amount	Start to 2013	Expenses 2014	Total	Balance	% Exec	
<b>A L'ACCÈS À UN SYSTÈME DE FORMATION PROFESSIONNELLE</b>		<b>5.809.056,00</b>	<b>1.957.495,00</b>	<b>766.397,11</b>	<b>2.723.893,01</b>	<b>2.885.181,99</b>	<b>49%</b>	
01 La stratégie de l'enseignement et la formation technique								
		57.310,00	57.481,02	0,00	57.481,02	-151,02	100%	
01	Réaliser une synthèse de toutes les études existantes	0,00	0,00	0,00	0,00	0,00	?	
02	Réaliser une étude de base (Baseline Study) sur l'état de	25.895,00	26.035,98	0,00	26.035,98	-150,98	101%	
03	Formuler le document de la stratégie TVET et un plan de	3.899,00	3.899,02	0,00	3.899,02	-0,02	100%	
04	Prendre en compte les bonnes pratiques et les disséminer	22.476,00	22.475,93	0,00	22.475,93	0,07	100%	
05	Faire le suivi et l'évaluation interne du programme en lien	5.050,00	5.050,09	0,00	5.050,09	-0,09	100%	
06	Développer et mettre en œuvre une stratégie d'information	0,00	0,00	0,00	0,00	0,00	?	
02 Les institutions en charge de l'enseignement et la								
01	Former le personnel du WDA à formuler les Work	11.165,00	11.164,60	0,00	11.164,60	0,40	100%	
02	Appuyer WDA dans la création d'une unité chargée de	10.721,00	10.720,88	0,00	10.720,88	0,12	100%	
02	Appuyer WDA dans la création d'une unité chargée de	444,00	443,72	0,00	443,72	0,28	100%	
03 Les mécanismes de développement des programmes et								
01	Elaborer une stratégie de développement des curricula	483.461,00	483.303,73	0,00	483.303,73	157,27	100%	
01	Elaborer une stratégie de développement des curricula	3.612,00	3.612,33	0,00	3.612,33	-0,33	100%	
02	Renforcer les capacités du personnel des Départements	17.445,00	17.444,81	0,00	17.444,81	0,19	100%	
03	Mettre en place un Comité de validation des curricula	1.323,00	1.323,44	0,00	1.323,44	-0,44	100%	
04	Adapter les curricula existants	5.072,00	5.072,04	0,00	5.072,04	-0,04	100%	
05	Développer des nouveaux curricula sur base des priorités	12.071,00	11.913,38	0,00	11.913,38	157,62	99%	
06	Mettre en place les nouveaux curricula dans les centres de	4.916,00	4.916,40	0,00	4.916,40	-0,40	100%	
07	Insérer dans chaque module ou programme de formation	1.359,00	1.358,59	0,00	1.358,59	0,41	100%	
08	Développer une stratégie de formation des formateurs au	0,00	0,00	0,00	0,00	0,00	?	
09	Développer un module de pédagogie appliquée à la	6.418,00	6.417,82	0,00	6.417,82	0,18	100%	
10	Organiser la formation des formateurs (avec participation	8.483,00	8.483,32	0,00	8.483,32	-0,32	100%	
	REGIE	2.032.541,00	1.202.285,44	355.453,68	1.557.739,12	474.801,88	77%	
	COGEST	5.947.611,00	2.140.184,89	765.105,56	2.905.290,45	3.042.320,55	49%	
	<b>TOTAL</b>	<b>7.980.152,00</b>	<b>3.342.470,33</b>	<b>1.120.559,24</b>	<b>4.463.029,57</b>	<b>3.517.122,43</b>	<b>56%</b>	



Budget vs Actuals (Year to Month) of RWA0906911 Printed on donderdag 15 januari 2015

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Budget vs Actuals (Year to Month) of RWA0906911								
Project Title : Programme d'appui à la formation professionnelle au Rwanda								
Budget Version: J01								
Currency : EUR								
Year to month : 31/12/2014								
YTM : Report includes all closed transactions until the end date of the chosen closing								
Status	Fin Mode	Amount	Start to 2013	Expenses 2014	Total	Balance	% Exec	
11 Evaluer les besoins des centres à appuyer pour appliquer								
	COGES	0,00	0,00	0,00	0,00	0,00	?	
12 Construire et / ou adapter les bâtiments nécessaires pour								
	COGES	0,00	0,00	0,00	0,00	0,00	?	
13 Equiper les centres retenus selon le bassin d'emploi local								
	COGES	402.762,00	402.761,60	0,00	402.761,60	0,40	100%	
04 Un système de certification harmonisé, compatible avec								
01	Développer la méthodologie d'insertion des données R3 et	3.390,00	3.389,62	0,00	3.389,62	0,38	100%	
01	Développer la méthodologie d'insertion des données R3 et	0,00	0,00	0,00	0,00	0,00	?	
02	Renforcer les capacités du personnel du département du	0,00	0,00	0,00	0,00	0,00	?	
03	Développer un système d'accréditation	0,00	0,00	0,00	0,00	0,00	?	
04	Développer le système de certification des sortants pour	0,00	0,00	0,00	0,00	0,00	?	
05	Organiser des tests pratiques pour certifier les travailleurs	3.390,00	3.389,62	0,00	3.389,62	0,38	100%	
06	Mettre en place une entité qui appuie l'amélioration de la	0,00	0,00	0,00	0,00	0,00	?	
05 La mise en œuvre locale de la formation garantit la								
01	Renforcer les capacités du personnel de l'IIPRC/S	12.202,00	12.201,69	0,00	12.201,69	0,31	100%	
01	Renforcer les capacités du personnel de l'IIPRC/S	226,00	225,58	0,00	225,58	0,42	100%	
02	Implanter un système de gestion administrative et	11.976,00	11.976,11	0,00	11.976,11	-0,11	100%	
03	Organiser la formation centrée sur l'apprenant (learner-	0,00	0,00	0,00	0,00	0,00	?	
04	Installer dans les centres retenus (Training Provider) un	0,00	0,00	0,00	0,00	0,00	?	
05	Installer dans la Province du Sud une unité Formation-	0,00	0,00	0,00	0,00	0,00	?	
06	Disséminer et transférer les bonnes pratiques en gestion	0,00	0,00	0,00	0,00	0,00	?	
07	Installer dans chaque centre de formation retenu les	0,00	0,00	0,00	0,00	0,00	?	
06 Institutional capacity of WDA to implement competency-								
01	Develop WDA staff capacity to operate their supervising	176.182,00	56.382,17	24.464,98	80.847,15	95.334,85	46%	
01	Develop WDA staff capacity to operate their supervising	16.406,00	32.406,29	0,00	32.406,29	-16.000,29	199%	
02	Support the development and application of mechanisms	10.957,00	10.956,98	0,00	10.956,98	0,02	100%	
03	Develop TVET promotion and information tools including	3.648,00	3.647,76	0,00	3.647,76	0,24	100%	
	REGIE	2.032.541,00	1.202.285,44	355.453,68	1.557.739,12	474.801,88	77%	
	COGEST	5.947.611,00	2.140.184,89	765.105,56	2.905.290,45	3.042.320,55	49%	
	<b>TOTAL</b>	<b>7.980.152,00</b>	<b>3.342.470,33</b>	<b>1.120.559,24</b>	<b>4.463.029,57</b>	<b>3.517.122,43</b>	<b>56%</b>	



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## Budget vs Actuals (Year to Month) of RWA0906911

Project Title : **Programme d'appui à la formation professionnelle au Rwanda**  
 Budget Version: **J01**  
 Currency : **EUR** Year to month : 31/12/2014  
 YTM : **Report includes all closed transactions until the end date of the chosen closing**

	Status	Fin Mode	Amount	Start to 2013	Expenses 2014	Total	Balance	% Exec
04 Develop guidelines and standards (assessment including		COGES	7.149,00	7.149,35	0,00	7.149,35	-0,35	100%
05 Establish and update the WDA/IPRCs institutional		COGES	1.471,00	1.470,98	0,00	1.470,98	0,02	100%
06 Develop the TVET information system		COGES	751,00	750,81	0,00	750,81	0,19	100%
07 Put in place an iterative data collection and processing		COGES	76.000,00	0,00	10.838,78	10.838,78	65.161,22	14%
08 Assist WDA in the development, updating, experimentation		COGES	30.800,00	0,00	13.626,20	13.626,20	17.173,80	44%
09 Reinforce labour market linkage mechanisms at WDA		COGES	29.000,00	0,00	0,00	0,00	29.000,00	0%
<b>07 Development of CBA courses within selected</b>			<b>586.523,00</b>	<b>396.451,67</b>	<b>61.430,04</b>	<b>457.881,71</b>	<b>108.641,29</b>	<b>81%</b>
01 Update and develop curricula in priority occupational areas		COGES	324.275,00	246.675,24	38.633,26	285.308,50	38.966,50	88%
02 Guarantee the improvement of technical competences of		COGES	62.114,00	62.113,94	0,00	62.113,94	0,06	100%
03 Develop, acquire and disseminate learning material		COGES	154.134,00	87.662,49	22.796,78	110.459,27	43.674,73	72%
04 Develop and update curricula and qualifications for TOT,		COGES	26.000,00	0,00	0,00	0,00	26.000,00	0%
<b>08 Strengthening of the capacity of IPRC-S(the regional level)</b>			<b>518.964,00</b>	<b>197.633,71</b>	<b>82.951,44</b>	<b>280.585,15</b>	<b>238.378,85</b>	<b>54%</b>
01 Strengthen IPRC in its role as a provincial resource centre		COGES	15.164,00	15.163,55	0,00	15.163,55	0,45	100%
02 support IPRC management and administrative staff to		COGES	9.751,00	9.750,85	0,00	9.750,85	0,15	100%
03 Develop IPRC advisory and monitoring capacity to		COGES	113.250,00	135.553,24	0,00	135.553,24	-22.303,24	120%
04 support IPRC to ensure partnership between the external		REGIE	0,00	0,00	0,00	0,00	0,00	??%
05 support IPRC to set up and further improve a school		COGES	1.488,00	1.488,48	0,00	1.488,48	-0,48	100%
06 Set up, equippe and facilitate initial functioning of regional		COGES	5.862,00	5.983,29	0,00	5.983,29	-121,29	102%
07 Disseminate methods to achieve good practices to other		COGES	28.488,00	28.487,17	0,00	28.487,17	0,83	100%
08 Support IPRC to ensure partnership between the external		COGES	54.507,00	1.207,13	454,87	1.662,00	52.845,00	3%
09 Develop, equip and further support the running of a TOT-		COGES	113.792,00	0,00	37.092,85	37.092,85	76.699,15	33%
10 Support IPRC/S in the development and maintenance of		COGES	50.000,00	0,00	24.531,55	24.531,55	25.468,45	49%
		REGIE	2.032.541,00	1.202.285,44	355.453,68	1.557.739,12	474.801,88	77%
		COGEST	5.947.611,00	2.140.184,89	765.105,56	2.905.260,45	3.042.320,55	49%
		<b>TOTAL</b>	<b>7.980.152,00</b>	<b>3.342.470,33</b>	<b>1.120.559,24</b>	<b>4.463.029,57</b>	<b>3.517.122,43</b>	<b>56%</b>

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## Budget vs Actuals (Year to Month) of RWA0906911

Project Title : **Programme d'appui à la formation professionnelle au Rwanda**  
 Budget Version: **J01**  
 Currency : **EUR** Year to month : 31/12/2014  
 YTM : **Report includes all closed transactions until the end date of the chosen closing**

	Status	Fin Mode	Amount	Start to 2013	Expenses 2014	Total	Balance	% Exec
11 Facilitate the establishment of incubation centres, career		COGES	126.662,00	0,00	20.872,17	20.872,17	105.789,83	16%
<b>09 Capacity of pilot training centres to produce labour</b>			<b>3.799.858,00</b>	<b>759.507,69</b>	<b>597.550,65</b>	<b>1.367.058,34</b>	<b>2.442.799,66</b>	<b>36%</b>
01 Construction of new and rehabilitation of existing buildings		COGES	801.750,00	249.721,73	442.519,81	692.241,54	109.508,46	86%
02 Supply of equipment to pilot centres that support the		COGES	1.855.128,00	247.094,36	45.641,62	292.735,98	1.562.392,02	16%
03 Operational support to ToT in pedagogy-areas, based on		COGES	111.600,00	86.587,02	26.588,47	113.175,49	-1.575,49	101%
04 Support pilot centres in implementation of the CBA-		COGES	86.296,00	40.837,03	7.114,12	47.951,15	38.344,85	56%
05 Support the partnership between pilot schools and		COGES	15.181,00	12.385,36	1.673,37	14.038,73	1.142,27	92%
06 Support the capacity building of pilot school's		COGES	78.000,00	107.293,83	0,00	107.293,83	-29.293,83	138%
07 Support application and production units in pilot schools		COGES	9.762,00	9.761,56	0,00	9.761,56	0,44	100%
08 Support the implementation of training funds (fonds de		COGES	5.847,00	5.846,80	0,00	5.846,80	0,20	100%
09 Transfer and dissemination of good practices at national		COGES	0,00	0,00	0,00	0,00	0,00	??%
10 Capacity building of school based trainers and		COGES	156.838,00	0,00	34.685,64	34.685,64	122.152,36	22%
11 Reinforce infrastructure and equipment related to the new		COGES	597.500,00	0,00	14.950,84	14.950,84	582.549,16	3%
12 Support Pilot centres in Socio-professional inclusion of		COGES	40.000,00	0,00	5.118,61	5.118,61	34.881,39	13%
13 Ensure capitalisation and dissemination of best practices		COGES	31.400,00	0,00	8.700,46	8.700,46	22.699,54	28%
14 Support TVET centres in developing and offering tailor		COGES	10.558,00	0,00	10.557,71	10.557,71	0,29	100%
<b>B MANAGEMENT REVENUE</b>			<b>0,00</b>	<b>235,30</b>	<b>0,00</b>	<b>235,30</b>	<b>-235,30</b>	<b>??%</b>
<b>01 MANAGEMENT REVENUE</b>			<b>0,00</b>	<b>235,30</b>	<b>0,00</b>	<b>235,30</b>	<b>-235,30</b>	<b>??%</b>
01 MANAGEMENT REVENUE APEFE		REGIE	0,00	235,30	0,00	235,30	-235,30	??%
02 MANAGEMENT REVENUE VVOB		REGIE	0,00	0,00	0,00	0,00	0,00	??%
<b>X RÉSERVE BUDGÉTAIRE</b>			<b>0,00</b>	<b>0,00</b>	<b>0,00</b>	<b>0,00</b>	<b>0,00</b>	<b>??%</b>
01 Réserve budgétaire			0,00	0,00	0,00	0,00	0,00	??%
		REGIE	2.032.541,00	1.202.285,44	355.453,68	1.557.739,12	474.801,88	77%
		COGEST	5.947.611,00	2.140.184,89	765.105,56	2.905.260,45	3.042.320,55	49%
		<b>TOTAL</b>	<b>7.980.152,00</b>	<b>3.342.470,33</b>	<b>1.120.559,24</b>	<b>4.463.029,57</b>	<b>3.517.122,43</b>	<b>56%</b>

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### Budget vs Actuals (Year to Month) of RWA0906911

Project Title : **Programme d'appui à la formation professionnelle au Rwanda**  
 Budget Version: **J01**  
 Currency : **EUR** Year to month : **31/12/2014**  
 YTM : **Report includes all closed transactions until the end date of the chosen closing**

	Status	Fin Mode	Amount	Start to 2013	Expenses 2014	Total	Balance	% Exec
01 Réserve budgétaire COGESTION		COGES	0,00	0,00	0,00	0,00	0,00	??
<b>Z MOYENS GÉNÉRAUX</b>			<b>2.371.097,00</b>	<b>1.384.739,13</b>	<b>354.162,13</b>	<b>1.738.901,26</b>	<b>832.185,74</b>	<b>73%</b>
01 Frais de personnel			1.515.328,00	828.647,09	271.043,81	1.099.890,90	415.837,10	73%
01 Assistance technique		REGIE	991.428,00	667.645,97	146.354,66	814.000,63	177.427,37	82%
02 Staff national		COGES	240.779,00	79.555,31	46.423,55	125.978,86	114.800,14	52%
03 Ressources financières et procurement		REGIE	263,00	0,00	0,00	0,00	263,00	0%
04 National staff		REGIE	232.027,00	73.419,09	67.645,65	141.064,74	90.962,26	61%
05 Go-management fees		COGES	0,00	0,00	0,00	0,00	0,00	??
06 Staff capacity development and exchange		COGES	50.831,00	8.026,72	10.619,95	18.646,67	32.184,33	37%
07 Juniors programme, Rwanda component		COGES	0,00	0,00	0,00	0,00	0,00	??
02 Investissements			178.335,00	160.820,84	4.752,97	165.573,81	12.761,39	93%
01 Véhicules		REGIE	123.389,00	123.388,67	0,00	123.388,67	0,33	100%
02 Equipement bureau		REGIE	17.838,00	8.823,54	2.621,96	9.445,50	8.392,50	53%
03 Equipement IT + data projecteur		REGIE	37.108,00	30.608,43	2.131,01	32.739,44	4.368,56	88%
03 Frais de fonctionnement			566.934,00	345.623,30	73.331,36	418.954,66	147.979,34	74%
01 Consommables équipe de gestion		REGIE	58.866,00	28.368,69	6.940,93	35.309,62	23.556,38	60%
02 Carburant + entretien 3 véhicules		REGIE	167.849,00	69.759,14	55.321,25	125.080,39	42.568,61	75%
03 Télécommunications (Internet + 6 téléphones): équipe de		REGIE	75.128,00	35.128,46	18.000,11	53.128,57	21.999,43	71%
04 Frais de mission sur le terrain (per diem) équipe de gestion		REGIE	89.222,00	40.087,78	22.251,80	62.339,58	26.882,42	70%
05 Autres frais de fonctionnement		REGIE	52.820,00	42.887,74	7.768,55	50.656,29	2.163,71	96%
06 Frais bancaire		COGES	4.096,00	3.296,15	106,32	3.402,47	693,53	83%
07 Frais bancaire		REGIE	345,00	-220,13	-807,14	-1.027,27	1.372,27	-298%
		REGIE	2.032.541,00	1.202.285,44	355.453,68	1.557.739,12	474.801,88	77%
		COGEST	5.947.611,00	2.140.184,89	765.105,56	2.905.290,45	3.042.320,55	49%
		<b>TOTAL</b>	<b>7.980.152,00</b>	<b>3.342.470,33</b>	<b>1.120.559,24</b>	<b>4.463.029,57</b>	<b>3.517.122,43</b>	<b>56%</b>

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 Budget Version: **J01**  
 Currency : **EUR** Year to month : **31/12/2014**  
 YTM : **Report includes all closed transactions until the end date of the chosen closing**

	Status	Fin Mode	Amount	Start to 2013	Expenses 2014	Total	Balance	% Exec
08 Récupération TVA		COGES	0,00	78.961,14	-66.055,00	12.906,14	-12.906,14	??
09 Récupération TVA		REGIE	0,00	10.781,27	-756,72	10.024,55	-10.024,55	??
10 IT equipment maintenance and repairs		REGIE	4.216,00	215,84	1.324,12	1.539,96	2.676,04	37%
11 Rent office space Kigali+south		REGIE	71.742,00	23.507,55	21.623,51	45.131,06	26.610,94	63%
12 Public relations		COGES	42.850,00	12.849,67	7.613,63	20.463,30	22.386,70	48%
04 Audit et Suivi et Evaluation			110.500,00	48.869,54	5.033,99	53.903,53	56.596,47	49%
01 Evaluations externes (à mi-parcours + finale)		REGIE	55.500,00	28.738,89	0,00	28.738,89	26.761,11	52%
02 Audit local		REGIE	48.000,00	17.841,04	0,00	17.841,04	30.158,96	37%
03 Backstopping Headquarters		REGIE	7.000,00	2.289,61	5.033,99	7.323,60	-323,60	105%
99 Conversion rate adjustment			0,00	778,56	0,00	778,56	-778,56	??
98 Conversion rate adjustment		REGIE	0,00	778,56	0,00	778,56	-778,56	??
99 Conversion rate adjustment		COGES	0,00	0,00	0,00	0,00	0,00	??

	REGIE	2.032.541,00	1.202.285,44	355.453,68	1.557.739,12	474.801,88	77%
	COGEST	5.947.611,00	2.140.184,89	765.105,56	2.905.290,45	3.042.320,55	49%
	<b>TOTAL</b>	<b>7.980.152,00</b>	<b>3.342.470,33</b>	<b>1.120.559,24</b>	<b>4.463.029,57</b>	<b>3.517.122,43</b>	<b>56%</b>

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## 4.6 Communication resources

### Communication Result Report 2014 (A brief Overview - Main highlights)

In communication, 2014 was marked by numerous striking results & activities aimed at boosting the programme's visibility and help shape its image. Most of the activities undertaken were completed. Only two of the planned activities didn't see completion. These are the production of two video documentaries, and a press tour. The former was not completed due to the fact that the videos were incorporated in the ongoing Capitalization effort and are to be produced in 2015, while for the latter - it was decided that it would be better to tour the pilot centers when the students are at their respective schools (initially the activity was planned for November- the trainees were on holidays).

Other results include:

1. 2014 TVET Calendars were designed, printed and distributed in January as a tool to improve the programme's visibility.
2. 2015 TVET Calendars were produced to help boost the programme's visibility. Copies were distributed to all our partners and stakeholders.
3. The Communication Officer compiled and wrote a Review report of the 2013 activities. This was made of a compilation of reports from all the Technical Assistants. It included photos and messages from the programme management.
4. A website was designed and put online since March 2014. The website is a powerful tool for the programme to inform and share its day-to-day activities through articles. It has different windows where tenders, important announcements, reports on the programme and vacancies can be accessed.
5. The website has increased the programme's visibility on Social Media platforms like Facebook, where the programme's page close to 160 likes; and Twitter, with 30 followers.
6. A four-page supplement was written in the Local English daily newspaper – The New Times. It was published in both the print and online versions of the paper.
7. A set of stories were also published in The New Times (and other local media outlets) on the programme's activities covered by the Local Media.
8. Articles on ongoing activities within the programme were also published on WDA, APEFE and BTC websites.