



CTB

PAFP
Belgian Common TVET Support Programme



FINAL REPORT - PAFP

BELGIAN JOINT TVET PROGRAM

RWA 0906911 – NI 300 833

'We are grateful to all those involved in the design and implementation of this program'.



December 2016

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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	Competency-Based Assessment
CBT	Competency-Based Training
CPP	Comité Pédagogique Provincial
DGD	General Directorate for Development Cooperation
DELCO	Delegated co-manager
DI	Directeur d'intervention
DTF	Technical and Financial Program 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
IPRC-S	Integrated Polytechnic Regional Centre of Southern Province
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

Intervention form

INTERVENTION TITLE	PAFP – PROGRAMME D'APPUI A LA FORMATION PROFESSIONNELLE BELGIAN JOINT TVET SUPPORT PROGRAM		
Intervention code	NN 300833 (DGD-nr) RWA0906911 (Navision code BTC)		
Location	Rwanda		
Total budget	BTC	Cash	€ 5.000.000
	APEFE	Cash+In kind	€ 4.169.245
	VVOB	Cash+In kind	€ 1.927.957
	Total Belgian Contribution	Cash+In kind	€ 11.097.202
	WDA-contribution	In Kind	€ 150.000
	Total Contribution	Cash+In kind	€ 11.247.202
	Total Belgian contribution	In Cash	€ 7.980.200
Partner Institution	Mineduc/ Workforce Development Authority (WDA)		
Start of Specific Agreement	26-01-2010		
Duration Specific Agreement	72 months		
End of Specific Agreement	25-01-2016		
	To be noted: the closure period has been extended until 30.06.2016 (by decision of SC of 25.01.2016) to take the implementation of latest contracts into consideration.		
Target groups	Poorly educated parts of Rwandan society		
Logical framework : Impact	The poorly qualified Rwandan population has more income opportunities thanks to the acquisition of competences A better quality TVET in the Southern Province		
Outcome	A better quality TVET in the Southern Province		
Adapted Outputs1			
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		
Joint Backstopping by BTC-APEFE-VVOB	4 missions : 03/2012,03/2013,03/2014,04/2015		
Backstopping by BTC	2 missions : 09/2014, 10/2015		
External AUDITS	2 missions : 10/2012, 10/2015		
Mid Term Review	October 2012 – by BEAN BV (Ben Van Baren/John Gaga)		
End Term Review	June-July 2015 – by TRANSTEC SA (Jean-François Bernede)		

¹ After installation of Programme Management and execution of the baseline study, the original outputs 1-5 have been replaced by output 6-9 as per SMCL decision of 20 December 2011.

Global appreciation

Opinion du WDA Directeur d'intervention

Le programme commun a été bien intégré aux priorités nationales telles que décrites dans la Vision 2020, EDPRS II, ESSP. Il a été très pertinent par rapport aux besoins des groupes cibles (écoles/centres de formation technique et professionnelle, IPRC-Sud WDA). Les représentants politiques et les institutions ont été favorables à l'intervention.

La mise en œuvre a été co-gérée par le WDA, l'IPRC-Sud et la CTB, l'APEFE et la VVOB. L'intégration dans les structures cibles a contribué à améliorer la capacité organisationnelle et de gestion. L'interaction avec les partenaires aux niveaux micro, méso et macro a été appréciée. La logique d'intervention aurait pu mieux décrire dès le départ la hiérarchie des objectifs, les indicateurs, les risques et hypothèses.

La théorie du changement et la stratégie de sortie ont été mises en place seulement à mi-programme. L'intervention a réussi à adapter ses stratégies à l'évolution des conditions externes. Les effets négatifs d'un planning régulièrement compromis par l'indisponibilité des partenaires ont été atténués grâce à une gestion très flexible et proactive.

La modalité de cogestion des marchés publics s'est révélée être une contrainte importante, la modalité régie aurait été beaucoup plus efficiente.

Les résultats ont été globalement atteints mais il y a place pour l'amélioration en termes de qualité, de couverture et de calendrier d'exécution et de durabilité.

Score your global appreciation

Relevancy : A
Efficiency : B
Efficacy : A
Sustainability : A

National execution official²

VERY SATISFACTORY



Opinion du BTC Program manager.

Le PAFP a répondu à plusieurs besoins prioritaires de la réforme TVET au Rwanda, réforme qui vise l'amélioration des approches qualité du secteur de la formation technique et professionnelle, tout en appuyant l'institution mandatée à coordonner sa mise en œuvre.

L'association de trois acteurs belges de développement a permis de disposer d'une expertise très complémentaire et variée, qui a concentré ses efforts sur le niveau provincial (méso) et le niveau des écoles (micro) situées dans la Province du Sud. Ce lien avec la réalité des écoles a été reconnu comme une force du programme.

Diverses approches ont été expérimentées, selon la logique de double ancrage, dans le but d'identifier les meilleures pratiques, l'objectif étant de faire remonter les bonnes pratiques au WDA (niveau macro) pour répliquer.

Les thèmes privilégiés ont été : l'amélioration de la qualité de l'offre de formation, l'acquisition de compétences standardisées dans des filières utiles aux bassins d'emploi, la sensibilisation des étudiants à la valeur de cet enseignement, l'importance d'inclure les besoins du secteur privé lors de l'élaboration d'un curricula et au stade de l'évaluation pour une meilleure adéquation entre l'offre et la demande de compétences dans le domaine de l'emploi. Ce dernier thème a été intégré plus tard bien que crucial.


Une meilleure performance de l'efficacité du PAFP aurait été notée si les équipements utiles à l'expérimentation des curricula avaient été fournis plus tôt dans le cycle pédagogique. La modalité Régie pour la gestion de ces marchés aurait été nettement plus adaptée que la modalité Cogestion.

Score your global appreciation

Relevancy : A
Efficiency : B
Efficacy : B
Sustainability : B

BTC execution official³

SATISFACTORY




PART 1: Results achieved and lessons learned

1 Assessing the intervention strategy

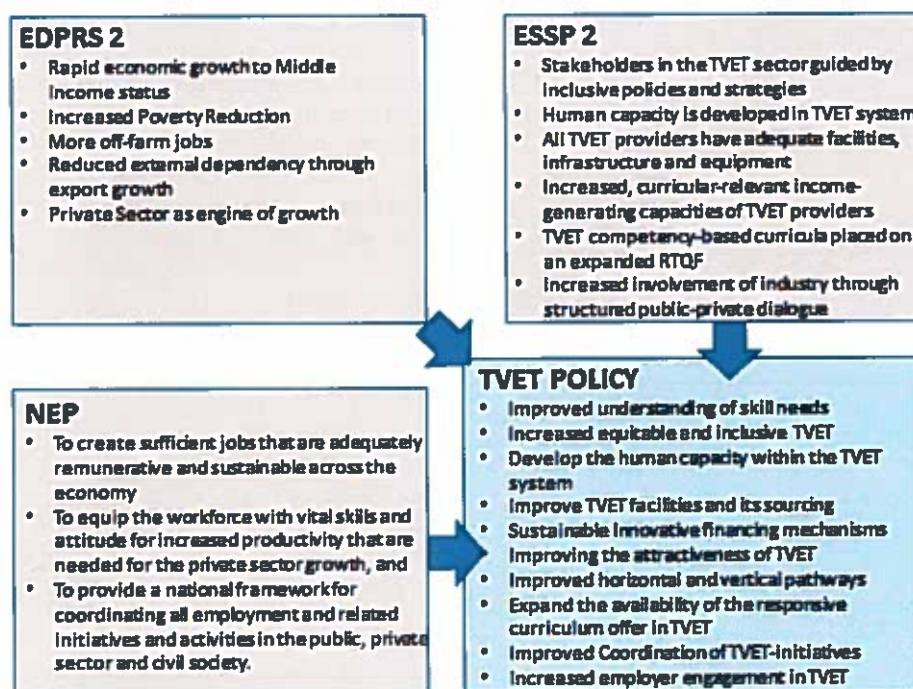
1.1 Context

This Final Report records the main results achieved during the 5 years of implementation of the Belgian Joint TVET Program (Programme d'appui à la formation professionnelle - PAFP). Annual Results Reports are available for 2010,2011,2012,2013 and 2014. This final report completes the information for the last 1.5 year (2015 and mid 2016) of implementation.

1.1.1 Government Policy and PAFP work approach in 2015

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**.⁴ 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.). Unfortunately, it is only in the second half of 2015 that a lot of policy documents were being validated, such as the TVET Policy & Strategy, the ToT Strategy and the Workplace Learning Policy. PAFP actively contributed in the new ToT strategy.



⁴ Courtesy Draft TVET-strategy

1.1.2 Institutional context

The institutional aim of the Belgian Joint TVET Program was to accompany the envisaged TVET-reform, as reflected in the previous paragraph.

The Rwandan political and institutional context has changed during the course of PAFP: the formulation of coincided with the creation of its main partner, the Rwandan Workforce Development Authority (WDA) in 2009. This was a young institution needing support and it had difficulty absorbing all the PAFP inputs and keeping up with its pace. PAFP then adopted an approach of dedicated counterparts within its partner institutions who were linked to dedicated technical assistants from PAFP in a coaching relationship. This approach is interesting, but was adopted too late to record objective data testifying the progress in effective transfer of knowledge.

By lack of official approval of important policies and strategies updates, PAFP and other DP's have proceeded to implementation of all on-going programs by aligning with the most updated draft policy and strategy documents.

1.1.3 Important changes in intervention strategy⁵

The Program has worked at multiple levels (macro, meso, micro) shifting from one to another depending of the focus area in response to the partner's needs. Intervention ranged from contributing to the formulation of policies and strategies, to the development of curricula, to experimentation of newly developed curricula with pilot schools, to integrate private sector needs in the design of curricula,...

While the visions on the CBT-CBA approach at national & decentralized levels, and on the importance of School management were clear from the beginning, the strategy for a better linkage with the private sector was new and acknowledged more complex to design and implement. Therefore the 'Demand-driven' factors of success have been slightly less experimented, or limited to micro and méso levels.

It has constantly adapted during the 5 years of implementation, keeping its ultimate outcome in good perspective. Due to circumstances the implementation of the strategy and its activities related to the 'Demand side of TVET' has been relatively delayed, in comparison with efforts and means deployed to ensure a qualitative and 'TVET offer'.

During the whole period of implementation the need to adapt the initial strategy described in the TFF appeared, without affecting the specific objective. All strategic orientations have been taken with due approval of the Steering committee.

These strategic adaptations are chronologically summarized in the following paragraphs.

1.1.3.1 The program's inception

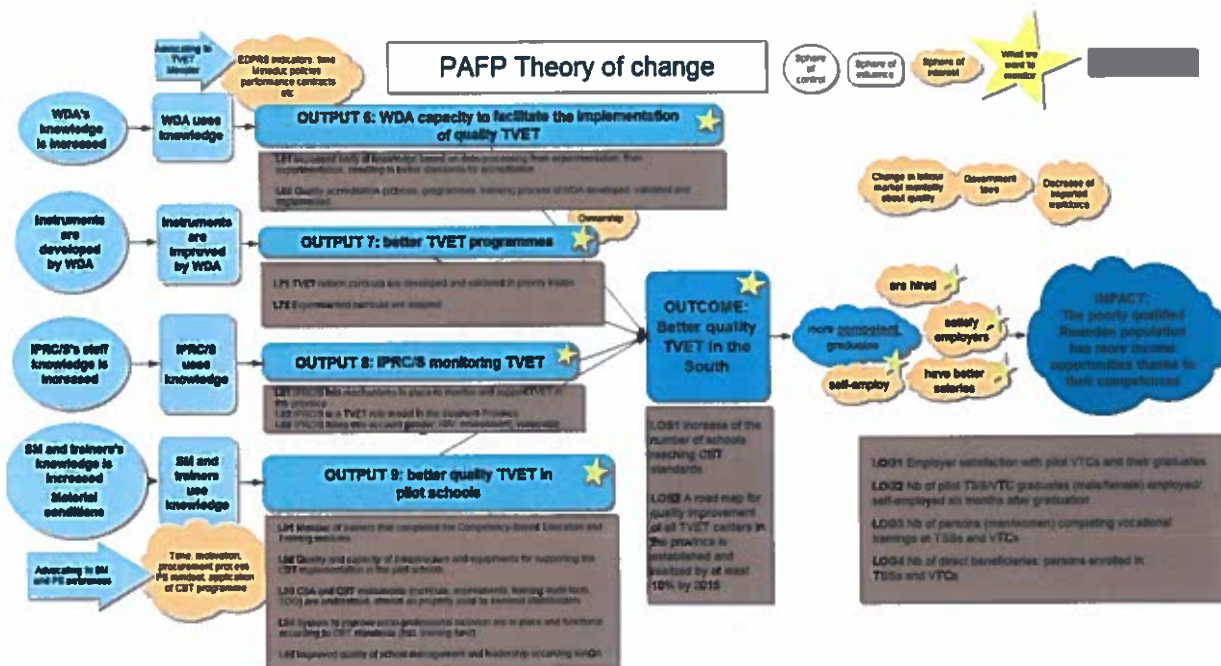
This phase starting in January 2010 was lengthy and when the team was finally complete in September 2011 and a baseline study was carried out, adaptations were made to the intervention logic. Thus the baseline study changed program results and defined related indicators. This was endorsed by a decision of the SMCL on 20 December 2011.

1.1.3.2 The PAFP-intervention logic review

Mid-2012 in order to reinforce an integrated approach to TVET-reform, a strategic workshop based on 'Theory of change', led to a slightly different interpretation of impact, outcome and outputs. These have been structured as below :

⁵⁵ Refer to 'Working Paper : Supporting TVET Reform in Rwanda : what is the PAFP approach ?'





The initial four results were then re-defined:

Result 1 (corresponding to Output 6):

'Supported WDA units are capable of facilitating implementation of new competency-based courses in response to the opportunities and demand of the labour market (WDA-systemic level)'

Result 2 (corresponding to Output 7):

'Competency-based courses within selected occupational areas are developed and validated (WDA level)'

Result 3 (corresponding to Output 8):

'IPRC-South is capable of fulfilling its mandate as a resource centre for provision of relevant, quality TVET in the Southern Province and to monitor piloting of competence-based TVET (IPRC level)'

Result 4 (corresponding to Output 9):

'Supported TVET institutions are capable of providing relevant, quality TVET within selected occupational areas in accordance with the potentials and demand of the labour market'.

1.1.3.3 The Mid Term Review⁶, conducted in October 2012

The consultant confirmed the new logic of intervention. He emphasized on the necessity to increase ownership and sustainability by making the following recommendations:

To	Recommendations	What has been done?
WDA IPRC-South	To fully take advantage of the opportunities the program provides by linking at least one of their employees to each TA and have him/her completely be dedicated to program-related activities	An explicit coaching approach of key counterparts has been elaborated in the last 6 months of the program-good but came too late.
	Develop a mechanism for consistent and realistic joint planning between WDA, IPRC South and PAFP and strictly monitor planning implementation jointly	Continuous efforts to ameliorate the strategic planning, especially with IPRC-S.Has been reviewed during the last year.
	WDA, IPRC South, PAFP develop a – concise - exit strategy for the program over the period 2013 – 2015 in view of the attainment of maximum sustainability	Done; Sustainability plan has addressed technical, institutional and financial sustainability. Been presented in SC, October 2d

⁶ Refer to the 'Final Report of the Mid-Term Review' for more details.

	Enhance WDA ownership and program results' sustainability by: - strictly complying with the co-gestion agreement (DI) - strengthening local partner's contribution, financially and technically	2015. Done; DI availed at 100% of his time. Continuous efforts to involve direct partners in all areas of the program.
PAFP	WDA to establish links with other institutions such as KIE in order to create a national knowledge body related to TVET, securing its science based further development Find appropriate embedding for PAFP's school management component With WDA to build up a knowledge base and make it accessible. Suggestion that program products like i) curricula, ii) training programmes, iii) standards for curriculum development, assessment, school management and pedagogical teacher qualification, iv) documentation/books in the different areas covered by the program, etc. be stored in a "library" and that documents will be properly classified in order to make them easily accessible. Develop an appropriate communication strategy that will enhance the visibility of the program with its valuable contributions. Different target groups should be addressed with specific information responding to their interests	On progress. Continuous lobby for the creation of a SM unit within WDA. Not reached yet. Done; -1-year participatory knowledge management process (2015); -Successful International TVET symposium (Oct 2015); -All material shared during a join workshop (December 2015); -Data base transferred on USB key to all partner units of WDA (Jan 2016)
APEFE & VVOB	Strongly recommends continuation of the support by APEFE and VVOB in order to complete the valuable results of the intervention, to make them sustainable and to support WDA and IPRC to use the experiences with the pilot in rolling out the programme. It should furthermore be borne in mind that TAs for Food Processing and PSI have been active for only about one year by the end of 2013 and that these areas need specific attention. Apart from providing support to WDA and IPRC the activity will also strengthen APEFE's and VVOB's base of expertise as continuation will enable them to properly finish the experiment and learn the lessons that can be learned. Attribution of counterparts to the TAs can be required as a condition for the continuation of support.	APEFE & VVOB have extended their support until the end of 2015. Done, although food processing has encountered challenges in providing the necessary equipment to conduct full CBT/CBA. ISP is a long-lasting process that has been Done; solid contribution from all TA's to the knowledge management process and the TVET symposium, October 2015. Done; specific coaching of available counterparts been developed during the last year.

1.1.3.4 Planning and Review Retreat in October 2013

The team concluded that an integrated operational plan to achieve the adapted 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, to emphasize on a qualitative TVET Offer and Demand-driven strategy that reflect three ⁷key challenges in the sector :

- a. How to design, experiment, assess and upscale a Competency-Based Approach?
- b. How to better manage TVET at central and decentralized level?

⁷ The TVET Symposium presented a rich program covering these three prior components of TVET in Rwanda.

- c. How to identify hands-on skills for the labour market and how to increase linkage with private sector?

PAFP attempted to adopt a model to combine more efficiently these three components

1.1.3.5 The End Term Review, conducted end of June 2015

The consultant emphasized on the orientation to be taken by PAFP during its last implementation year: focus on exit strategy, consolidate current activities and improve sustainability of the results, while conducting the administrative closure properly. His main recommendations are listed below.

	TO RECOMMENDATIONS	WHAT HAS BEEN DONE?
PAFP	In the last 6 months of PAFP life cycle (August 2015 to January 2016)>To PAFP management and TA's : To make this Transfer of know-how emergency plan feasible: Designing an accelerated transfer of know-how plan of action and a subsequent « road map » for all concerned TAs and key national counterparts;	Plan was available with clear coaching approach (integrated in TA's workplans until end of operational period-Dec 2015)
TO THE PARTNER	To achieve fully the exit strategy and know-how transfer process: Agree with other DPs on the synergetic roles they can play to assist TVET authorities in taking full advantage of this know-how transfer process	Has been approved in SC under 'sustainability item'. Active DP's are contributing in the TVET Symposium (field visits and working sessions). Emphasis has been put on potential synergy.
	Organize and negotiate with the State Ministry for TVET (MoS TVET) a 1- to 1.5-year « Transition Program » aiming at taking care of the key pending issues mentioned in Conclusion vii). Such a transition program would not consist of an "extension" of PAFP but of a transitional structure (with a road map for its duration) under the responsibility of the MoS TVET.	APEFE – 2016 Transition Plan for : • Establishing consistency between TVET reform results, achieved at grass root (micro) level through PAFP and other DPs support. • Organizing dissemination of PAFP-tested components of CBT/CBA in the reformed TVET system; • Systematizing the certification of graduates in consistency with the RTQF qualification levels (3, 4 or 5, up to 7 for IPRC-S); Systematizing the certification of TVET trainers

1.1.4 Management context: execution modalities

- Most resources were available within a reasonable time. These were converted into results economically. However, there is room for improvement: late arrival of Delco, some instability of technical assistance, frequent adjustments in resources allocated to investments in equipment and infrastructure.
- From the beginning, the efficiency of the implementation has been rather challenged by the modality of co-management, as it has been acknowledged by Steering committees. Co-management requests co-responsibility & co-decision at each step of the management, which requires time and constant common vision on core priorities by the partner and BTC.

In particular, working in co-management has seriously hindered all stages of the tendering process from the purchase of construction, rehabilitation and equipment. Main reasons are weak capacity related to procedures, and weak knowledge of the market involving slow process, multiplication of errors, cancellation due to underestimated budgets or too ambitious technical specifications, lack of rigor in contract implementation. Although the institutional partner, designated as the Contracting Authority, assumed by WDA at central level or by IPRC-South at decentralized level, has regularly been warned of the risks of non-execution of the budget and on the irrecoverable consequences on the achievements of the outcome, there has never been a satisfactory handling of that issue. Unfortunately, the recommendation made in Steering committee to switch to Direct Management

(Regie) has even been refused by the partner.

To illustrate this concern: the Steering committees of October 2d, 2015 and January 25th, 2016 approved the decision to implement the latest contracts after January 25th, 2016, for the very last equipment due to TVET Centers (such as STEL, Civil Engineering Laboratory, Agri-mechanization equipment,..). Those contracts were committed (i.e signed) before the end of the Specific Agreement and they couldn't be finalized due to repeated delays in decision-making. For sustainability reasons, those contracts have been extended, implemented and finished with proper delivery at the end of June 2016.

- Finally the Co-manager of the Program has been replaced by the BTC RepRWA International Program Officer, from June 2015 until the end of August 2016. The mandate of the new co-manager was to: handover the co-management position of the program in a crucial period, guarantee the finalization of the operational planning of PAFP fixed on December 31st, 2015, implement the proposed exit strategy by finalizing the PAFP sustainability plan, supervising the knowledge management strategy that ended up with the TVET Symposium, coordinate smoothly the closure phase up to its end, and ensure final reporting.

1.1.5 Harmo context

1.1.5.1 The Belgian Joint TVET Program

PAFP is an example of harmonization in itself. For the first time, three key Belgian development actors formally joined their efforts and resources through a partnership agreement concluded for the entire lifetime of the program. These three actors are APEFE (Association pour la Promotion de l'Education et de la Formation à l'Etranger), VVOB (Vlaamse Vereniging voor Ontwikkelingssamenwerking en Technische Bijstand) and BTC (Belgian Development Agency), all active in Education.

This partnership has been coordinated from Brussels through the 'Comité de suivi' and from Kigali through the platform RIBA (called for 'Réunions internes des acteurs belges').

The good coordination of the four joint backstopping missions illustrates the most the successful concretization of this original political will to synergize.

1.1.5.2 Technical working groups (TWG)

There were three TWG's composed of major development: TVET Standards (co-chaired by PAFP), Skills Development, TVET System Delivery. Those are chaired by WDA. The role of these meetings is to harmonize interventions and to discuss strategic orientations.

We could have expected a better dynamic that would have served all interests.

1.1.5.3 International TVET Symposium 2015⁸

This event organized by the Rwandan Ministry of Education in partnership with PAFP, USAID Akazi Kanoze Youth Livelihoods Program (EDC) and all the other Development Partners active in TVET in Rwanda was part of the 'International TVET Week 2015'. Two side events were organized : the TVET Expo and the African Ministerial Conference on Technical and Vocational Skills Development.

The motto was "Learning form Experience: Best Practices from the Field". The reason for this motto was that several development programs were ending this year, among which PAFP and the first phase of PROMOST (Swisscontact).

Th three expected outcomes of the TVET Symposium were:

1. Sharing experiences, achievements & best practices in TVET support/ delivery from the field.
2. Exchanging technical expertise and experiences on TVET reform implementation with other countries.

⁸ A first symposium took place in 2010 also organized by PAFP

3. Formulating recommendations for ministers of education participating on the last day as input for the African Ministerial Conference on TVSD.

The TVET Symposium had a rich program covering three themes relevant to TVET :

- (1) Linking TVET with the private sector – Hands-on skills for the labor market;
- (2) Toward a Competency-Based Approach – Implementing CBT-CBA;
- (3) Leading the Change – Managing TVET.

Field visits took place on the day before the Symposium. PAFP, SwissContact and JICA organized visits to several TVET Programs and pilot schools in the Southern, Western, and Northern provinces. Then during the Symposium, there were three plenary sessions and fifteen working sessions (five working sessions per theme). There were over 300 hundred participants each day. On the second day there were even more participants than on the first, which is a good indicator of success. The participants came from various countries in Africa and beyond such as Uganda, DRC, Burundi, Botswana, Haiti, Palestine, Switzerland, Belgium, the Netherlands, Italy.

Recommendations from this forum were then shared with the Ministers attending the African Ministerial Conference on Technical and Vocational Skills Development (TVSD) the next day in the context of the inter country quality node (ADEA).

To note: Proceedings of the two TVET Symposiums organized by PAFP in 2010 and 2015 have been published and available upon request.

1.1.5.4 Synergy on Gender with Mott MacDonald –NUFFIC (programme funded by the Netherlands).

In 2015 PAFP has continued its collaboration with Mott MacDonald on gender. Mott MacDonald is working on gender and inclusiveness with WDA and all the IPRCs. Because the work of PAFP is focussed on the Southern province the cooperation with BMB on gender and inclusiveness made sense at the level of IPRC-South.

1.1.5.5 Synergy on CBT/CBA

Implemented with Nuffic, GIZ and WDA's TOT Unit.

1.2 Monitoring matrix

See annex 7.5

1.3 Analysis of results

1.3.1 To what extent will the intervention contribute to the potential impact ?

Defined as 'The poorly qualified Rwandan population has more income opportunities thanks to the acquisition of competences', four indicators were identified to record the contribution of PAFP to this General Objective:

IOG1: Employer 'satisfaction with pilot TVET Centres and their graduates

IOG2: Number of TVET graduates (male/female) from the pilot TVET Centres employed/self-employed six months after graduation

IOG3: Persons (male/female) completing TVET training in pilot TVET Centers.

IOG4: Direct beneficiaries: number of persons enrolled in pilot TVET Centers

During 5 years the double influence (at decentralized and central levels) that PAFP had developed, has contributed to better ownership and expertise of the competence-based approach, capacity building, methodologies and innovative tools in all areas PAFP worked in. This for the benefit of the whole TVET sector. Of course, it had a direct influence on the performance of 24 TVET Pilot schools, including the IPRC-South, in technical, managerial and organizational domains.

Although it remains quasi impossible to measure, at its early end, the contribution of an intervention to a long term impact, it can be said that PAFP has participated largely to increase the awareness of the population about the advantages of acquisition of competences to increase opportunities to get a qualitative job and increased income. The approach took into consideration the reality of the still low employment rate and low income. It also encouraged 'self-employment' through the creation of two Business Incubation Centers and of Production units at Schools level that aim to generate revenue.

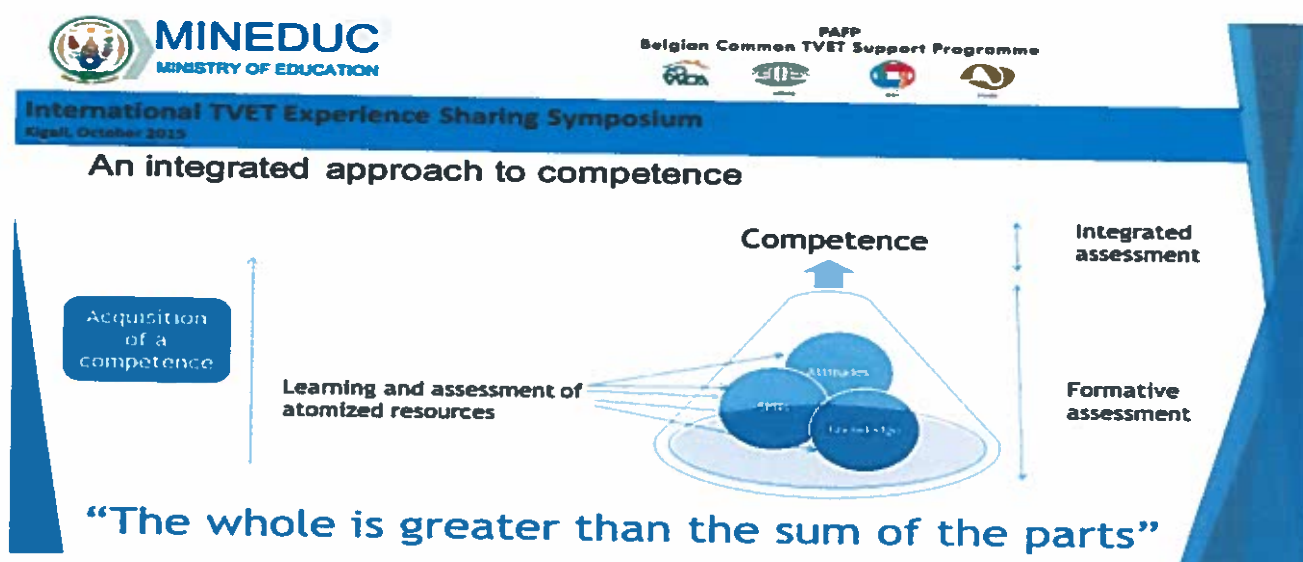
1.3.2 To what extent has the outcome been achieved?

The outcome defined as to reach a "Better Quality TVET in the Southern Province in Rwanda", PAFP has definitely contributed to increasing the quality of TVET delivery in the Southern province. Two indicators of outcome showing achievements towards this Specific Objective, have been defined.

1.3.2.1 I.OS1 Increase the number of schools (TVET Centers) reaching CBT standards

This indicator relates to one aspect of the quality of the TVET Offer, by measuring how the Competency-based training and assessment approach has allowed more efficiency of the teachers/trainers and school leaders in handling the delivery of the curriculum to the trainees. The aim was to adopt a more Labor market responsive TVET Offer/Delivery by combining qualitative training supported by a better management of the TVET Centers/Schools.

The integrated CBT/CBA approach developed by PAFP is based on the logic showed below:



Trainers were trained in delivering practical, hands-on TVET, that is student-centered using the competency-based approach to pedagogy and assessment. They were supported in and trained to train and assess students as well as to train and coach other trainers in Competency-Based Training (CBT) and Competency-Based Assessment (CBA). Key trades have been jointly chosen to support TVET in the Southern Province. Curricula have been designed accordingly using the DACUM approach. To complete the approach the 24 PAFP pilot schools have been supported with new infrastructure and equipment allowing them to experiment some of these curricula.

Supported Trades	Curricula developed
Agriculture :	Crop Production
	Forestry
	Animal Health
	Food Processing
	Agricultural Mechanization

Hospitality :	Culinary arts
	Food & Beverages
	Front office
	Housekeeping
Construction :	Masonry
	Domestic Electricity
	Plumbing
	Welding
	Painting
	Carpentry

Besides, PAFP has developed a strategy to support the schools to improve their own organizational management and leadership⁹ to support the implementation of the TVET reform. *See also under I.OS2.*

- The 24 pilot School Managers were trained in leadership and management skills, and coached to raise the quality standards of their TVET Centers. They were sensitized and trained in basic CBT and CBA skills for School Leaders, allowing them to understand the change that their government is asking them to lead in TVET.
- Deputy School Managers and Administrative Staff were trained and coached in various topics such as financial management, record keeping, procurement, monitoring & evaluation.
- The pilot schools were supported in linking with the private sector through internships and business incubation.

1.3.2.2 I.OS2 A road map for quality improvement of all TVET Centers in the Southern Province is established and realized

In supporting the elaboration of a roadmap for quality improvement, PAFP had two aims: one was to understand how to reach better quality TVET standards, and the second was to improve mechanisms to ensure adequacy with Labor Market-demand and TVET-Offer by the Schools. Both strategies are described in the following paragraphs.

1.3.2.2.1 How to reach better quality TVET standards?

PAFP worked in two steps:

At a first stage a tentative Quality Audit was conducted in February & March 2014 with WDA AQA Unit refining and using their Schools Audit tools to establish in the 24 PAFP pilot schools, a baseline and roadmap for further support.

The conclusions of first audit have resulted in addressing **two important needs**: the first one was to build capacities for the Trainers (ToT) & for School Managers. The second need was to provide adequate equipment for schools.

✓ Implementation of the Capacity Building Plan for ToT

To efficiently and effectively implement the CB component that requires a massive Trainer of Trainer (TOT) plan, it was envisaged by the previous management team to build and develop a TOT-centre at IPRC-South. The TOT-centre plan was aimed assisting WDA in developing a national TOT-implementation framework, in which qualification and curricula 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.

⁹ Detailed explanation to be found in PAFP Knowledge product 'Building schools leader's capacities for better quality TVET'.

This choice has been finally judged as non-efficient and not sustainable. Indeed at the time, because of the overambitious masterplan, combined with a lack of availability of co-financing & of a sustainable strategic plan that could demonstrate the full functionality of this center within the timeframe of the program, the investment of PAFP, amounting only about 17% of the total budget would have been a direct loss.

As an alternative, the Steering committee has adopted for the rehabilitation & equipment of a building to host a reasonable ToT center, and for the installation of a fully equipped Civil Engineering Laboratory, identified as a prior need by IPRC-South to deliver training at advanced diploma level.

✓ Implementation of the Capacity Building Plan for School managers

Clarification of the minimum core expectations of a standard profile for school leaders was needed. It included needs of all stakeholders: schools leaders (current and aspirant), policy makers and officials, parents and the wider community, employers and students. These standards also provide a framework to support:

- Professional development and certification (both pre- and in-service)
- Recruitment practices
- Monitoring, evaluation and performance management
- Reflection and self-evaluation

Five Standards for School Leadership in TVET have been listed in the competency profile

1. Creating Strategic Direction
2. Leading Learning
3. Leading Teaching/Training
4. Managing the schools as an organisation
5. Working with parents, the wider community and companies

✓ Design of a Standard Technical Equipment List (STEL) that represents a minimum list of materials needed to deliver competence based TVET. A comprehensive list of needs for equipment exists for the 24 schools. These needs have been partially covered by PAFP (refer to 1.3.34 – I92) .

At a second stage, the methodology evolved and a second Quality Audit was conducted in November & December 2015. It has assessed the situation of Quality Standards implementation and the extent to which PAFP support to the pilot schools (10 initial +14 additional) contributed to Schools Quality improvement. It has assessed their capacity to deliver the new competence-based curricula developed since 2011, draw lessons learnt & recommendations.

✓ Conclusions of the audits at Pilot Schools level:

- In the 24 PAFP pilot TVET centers the level of compliance with CBT/CBA Standards has improved:
- o In the 10 PAFP pilot schools, initial target of PAFP, the quality audit score increased from 2.76/4 in 2014 to 3.08/4 in 2015.
 - o In the 14 IPRC South pilot schools, additional schools, the quality audit score increased from 2.31/4 in 2014 to 2.75/4 in 2015.

✓ In particular, at IPRC-South level:

PAFP has supported IPRC-S developing its strategic & annual operational plans, including its function of overseeing TVET Delivery in the Southern province.

In 2015 two major workshops with IPRC South were conducted:

- o A first workshop took place in July to look back at the implementation of its strategic plan and formulating the new annual plan for 2015-2016.
- o The second workshop was held in November to adjust the activities in the annual plan 2015-2016 to the realities of the allocated budget. The degree to which the IPRC South Strategic Plan was implemented and in particular the activity related to this mandate of overseeing TVET delivery by VTCs & TSSs has been recorded in a separate report.

In the sustainability analysis elaborated mid-2015, a major obstacle was identified – namely the fact that IPRC-South does not have sufficient budget for this specific mandate of overseeing TVET delivery by all TVET Centers in the province.

1.3.2.2.2 How to ensure better relevancy of the TVET Offer by the Schools?

PAFP seek for improvement of the socio-professional inclusion of TVET trainees from the Southern Province in developing an approach on three axes:

- ✓ Improve cooperation between TVET schools and the Private Sector:

Through the creation of a partnership between IPRC-South and Private Sector Federation (PSF-South), two awareness raising events were organized to implement two cross-cutting themes : one was on the 'training of the IPRC-S/PSF/S committee in TVET reform and one was on the support to the organization of the annual TVET expo at IPRC/S.

- ✓ Improved Capacity Building strategy for trainees and entrepreneurs

A scheme of "Work based Learning" integrated in school programs have been designed to contribute to the quality of professional experiences made by trainees, by allowing them to learn in a working context and to learn through practice. The 'On site training' approach revealed to be innovative and successful for construction Trade.

Besides, two Business Incubation Centers (BIC) at IPRC-South and Kavumu have been opened, helped by elaborating stakeholder analysis, draft strategic plan, setting incubated selection criteria,...

Here below an inventory of existing approaches in Rwanda:

WORK BASED LEARNING	MODELS EXISTING IN RWANDA
Alternance schemes or Apprenticeships :	-Traditional (informal) apprenticeship -Modern apprenticeship
On the Job Training (OJT) periods :	-MIFOTRA youth internship programme -NCBS intership programme -WDA Industrial Attachment Programme -WDA Internship Module -Akazi Kanoze Internship Programme
Integrated in school based programmes :	-PAFP 'On site trainings' for construction -PAFP Application and production units

- ✓ Collect information on the quality of TVET through *Tracer and Satisfaction Surveys*¹⁰

PAFP developed the questionnaires to collect nationwide & on annual basis the key information on the career profile of a TVET Graduate and on satisfaction of an employer. Areas covered by the questionnaires are reflected below:

TVET GRADUATES' TRACER SURVEY	EMPLOYER'S SATISFACTION SURVEY
General information	General information
Retrospective evaluation of quality and relevance of studies	Information about the business company
Employment activities after graduation	Relationship with TVET
Current activity	Recruitment process
Income from activities	Performance of TVET graduates who are employed in your company/business
Relationship between study/training and current work	Assessment of the last three graduates who worked in the company
Biographical Data	

¹⁰ Detailed questionnaires are available upon request

1.3.3 To what extent have outputs been achieved?

1.3.3.1 Output 6: WDA capacity to facilitate the implementation of quality TVET

- ✓ *I.61 Increased body of knowledge based on data-processing from experimentation, resulting in better standards for accreditation*

The IPRC/South has increased knowledge about TVET delivery, that should be used to better manage the role of Provinces and to better monitor TVET results.

Tracer survey approach

As mentioned earlier, PAFP supported the IPRC/South in conducting tracer survey and capacitated two staffs in that matter. Based on that approach, on results of the survey and on established shortcomings of the first national tracer survey conducted by WDA to trace graduates from 2011 & 2012, WDA asked for a transfer of knowledge to trace new graduates from 2013 & 2014. Together with the support from PAFP, WDA has developed 2 tracer survey questionnaires and methodology that will be applied for the next one in 2015 (for which the report is now available).

Knowledge

In 2015, an demanding exercise of knowledge management, led internally by PAFP team, succeeded producing rich documentation. Processes of changes, lessons learned, and recommendations in various thematic areas are available: school management & leadership, curriculum development in agriculture, internship program, BIC, PAFP support to CBT/CBA implementation & scaling up, Training on site, etc... These documents have been widely shared during the International TVET Symposium 2015. USB keys and websites of the PAFP implementing partners.

WDA counterparts have been closely involved. A Technical Handover Workshop took place in December 2015 to transfer all materials (refer to Annex 7.1).

Available Knowledge Products¹¹:

PRODUCTS	TITLE
VIDEO	Bridging the gap: from Traditional to Competency-based training and assessment approach (CBT/CBA) (20 min') Training on site/Chantiers formation (construction) (3 min')
BOOKLETS	School Management : leading the change (3min') Building school leaders' capacities for a better quality TVET
WORKING PAPERS	The challenge of Agricultural TVET Reform in Rwanda Supporting TVET Reform in Rwanda: What is the PAFP Approach? How to ensure a qualitative Internship experience for TVET Trainees?
TECHNICAL PAPERS	TVET Symposium 2010 & 2015 Proceedings Broadening More Results-Testing the most significant change of PAFP approach Fiche technique 'Chantiers formation' in English and French

¹¹ Refer to the Annex 7 for complete list and description of the products.

- ✓ *1.62 Quality accreditation (for Schools, Programs, Trainers, Trainees) process of WDA developed, validated and implemented*

PAFP has contributed to the inclusion of other aspects in TVET Quality Standards used by WDA's AQA Unit & in the development of the Accreditation Process.

- For Schools ¹²

Improvements to the Quality Audit such as use a scale of scores to allow easier communication of act measurements and such as specify formulation of certain standards and/or indicators. WDA and IPRC South counterparts from AQA Units have expressed satisfaction over the opportunity given to them to use these audit tools and by funding and providing technical support for the execution of quality audits in its 24 pilot schools with their collaboration. Experience was built up for WDA leading this process.

In the area of School Management & Leadership: PAFP developed a variety of trainings (presentations, tools, procedures, peer learning methods) used once assembled according to Qualification Framework for School Managers and will be included in the ToT Implementation Framework (not validated by the time).

- For Programs

The list of developed programs are in annex 7.2.

- For Trainers

Regarding certification of trainees, PAFP supported an exercise of verification of assessment allowing WDA to issue RTQF-compliant certificates.

This process is not yet systematic in WDA (only been applied in PAFP pilot schools).

- For Trainees

Regarding the certification of trainers, a process for the assessment of TVET Trainers has been developed and is currently being used for the 300 TVET Trainers that were trained by PAFP in collaboration with the ToT Unit from WDA. Out of these 300 trained TVET trainers, 35 were assessed and 29 found competent.

This process is not yet systematic in WDA (only been applied in PAFP pilot schools).

1.3.3.2 Output 7: Better TVET Programs

- ✓ *1.7.1 TVET reform curricula are developed and validated*

-Regarding the curricula development the target has been about attained:

The target of WDA was to develop 56 curricula. PAFP supported 3 trades: Construction, Hospitality and Agriculture with 45 curricula. With PAFP support, WDA developed 31 curricula and the remaining curricula have been developed by WDA.

The ISP focus group contributed to improve the quality of the TVET Internship Module by developing internship tools in order to make the internship module CBT compatible and to improve the relevance and quality of TVET Trainees internship experience

-Regarding curricula validation the target has not been attained because there is still a misunderstanding between partners on CBT/CBA validation. Only in sector of Agriculture, 8 curricula out of 15 have been validated.

TVET Trainer module "Coordinate relations between the labour market and TVET institutions effectively" has been developed, experimented and adapted.

¹² Also refer to chapter 1.3.2 under I.OS.2

✓ *1.7.2 Experimented curriculum are adapted*

In Agriculture sector, 8 curricula have been experimented and after experimentation have been adapted and validated.

In Hospitality and Construction 15 curricula are in experimentation (5 curricula in Hospitality and 10 curricula in construction). The curricula are in process for least adaption and thus not systematically used in all schools in 2016.

The developed TVET Trainer module "Coordinate relations between the labour market and TVET institutions effectively" has been experimented and adapted. There were 3 lead trainers from the IPRC/South trained and 24 School Managers and 24 LOs trained.

The remaining issues are lack of infrastructures and equipment, limit number of trainees and lack of commitment of School Managers.

1.3.3.3 Output 8: Capacity of IPRC-S as regional resource centre (regional level)

This output concerns the support provided to IPRC-S, the existing structure at meso level that is responsible for the monitoring and coordination of the TVET training offered in 86 TVET schools of the Southern Province. Three indicators and four sub-indicators were monitored.

✓ *1.81 IPRCS has mechanisms in place to monitor and support TVET in the province*

To achieve this PAFP contributed to the definition of strategies as well as mechanisms to achieve mission of facilitating the TVET reform implementation. In this regard, PAFP contributed to the development of key tools and documents such as the Five-year strategic & action plan and the Production unit manual.

PAFP accompanied IPRC-S in conducting different needs assessments and surveys for:

- developing adequate tools,
- conducting quality audits to monitor and accompany quality improvement in 24 pilot schools and the development of a related schools capacity building plan together with TSS&VTC unit,
- conducting a tracer survey in order to collect information and evaluate level of employability of TVET graduates as well as the employers' satisfaction.

✓ *1.811 IPRC/S is able to train and accompany the implementation of curricula in terms of technical, organizational and pedagogical competences*

The skills of different counterparts and stakeholders such as lead- trainers, external assessors and PSF, were developed through training&coaching (ISP, SM&L, ToT, Agri).

✓ *1.812 Monitoring and evaluation system for curriculum implementation in place*

An M&E system of curriculum implementation was developed together with WDA and was shared with IPRC-S.

✓ *1.813 The collaboration between IPRC-S and employers facilitates the organization of a quality training offer answering the labour market needs*

No socio-professional inclusion scheme was developed as initially planned in the TFF. Because of the low rate (4%) of formal employment in the private sector, the priority of the Rwandan government goes to self-employment and business creation.

Meanwhile, to take the identification of the needs of the labour market in TVET dynamic into account, PAFP contributed quality and adequacy of CBT/CBA approach towards TVET Trainees inclusion on the labour market as entrepreneurs by:

- creation of PSF committees in order to reinforce the role of IPRC/South as coordinator of the TVET offer in the Southern Province,
- organization of internships where companies are involved in CBA,
- providing Entrepreneurship trainings to 84 Trainers,
- supporting the creation and facilitation of entrepreneurship clubs,
- supporting the creation of 2 Business Incubation Centres.

✓ *1.814 Incubation center and career guidance services are in place*

PAFP supported the creation of the Kavumu Business Incubation Center (KBIC) through the following activities:

- set-up of the Management Committee Meetings (3 PSF representatives are nominated in that committee),
- clarification of roles and responsibilities of BIC Staff,
- validation of rules and regulations,
- elaboration of the strategic action plan,
- finalization and validation of incubates selection criteria,
- signature of MoU's with TVET Centers,
- 2 start-up kits were provided to 2 existing incubated companies.

It also supported the creation of the IPRC-South BIC through the following activities:

- set-up of the Management Committee Meetings (3 PSF representatives are nominated in that committee),
- clarification of roles and responsibilities of BIC Staff,
- development of BIC tools such as training package as well as Incubation toolkit,
- provision of IPRCS BIC equipment.

In both BIC, the 4 Managers have been trained on BIC Management.

✓ *1.82 IPRCS plays a TVET role model in the Southern province*

IPRCS has been provided with:

- support to the elaboration and regular revision of its strategic plan 2013-2018,
- trainings and training equipment for a better implementation of the CBT/CBA,
- minimum equipment for a ToT Center (laptops, desks, library for reference books),
- full equipment for the creation of a Civil Engineering Laboratory¹³ to develop the Construction technology trade for advanced diploma level.

Although some indicators were partly achieved, IPRC-S is appreciated in its role of coordinating and facilitating the TVET offer in the Province. Its management & technical staff is now able to take over PAFP activities in different area.

The strategic plan is implemented at 65%. According to quality audits conducted in November 2015, IPRC-S has made progress in reaching quality standards from 2014 to 2015.

✓ *1.83 IPRCS takes into account Gender, HIV, environment, vulnerable population*

In general, transversal themes have been taken into consideration during curricula development. Modules and/or learning units on respect of environment, health at work, human right are included in all programs. However and unfortunately any specific indicators were monitored.

1.3.3.4 Output 9: Capacity of pilot training centers to produce quality, labour market relevant TVET

¹³ Launching of the Civil Engineering Laboratory took place on the 5th of October 2016

✓ *1.91 Number of trainers that completed the Competence Based Education and Training modules*

More than 300 trainers were trained, from all trades, supported by & non-supported by PAFP: about 65% of those were trained by PAFP/WDA in CBA/CBT approach with a real comprehensive training programme in an action-learning approach over 3 years. This means that through the support to the 24 pilot schools, PAFP contributed to a coverage of 58% of all trainers.

WDA start with the assessment of 35 trainers, however the certification process was not guaranteed and is foreseen in the 2016 transition program of APEFE.

✓ *1.92 Quality and capacity of infrastructure & equipment & consumables for supporting the CBT implementation in the pilot schools ¹⁴:*

Both important infrastructure and equipment were provided by PAFP in relation with the needs of the schools to experiment key trades, for which there were a potential in terms of labor market and job creation. The Competency-based approach requires that trainees practice theory in fully equipped workshops, availed by the schools. Consequently PAFP decided to:

- allocate resources to 5 TVET Centres to built 20 infrastructure. PAFP has chosen the approach of Chantier-Formation to realize these buildings, for which construction material was provided. This method has allowed trainees in construction trade to effectively practice skills in maçonery, electricity, plumbing, etc

WDA has appraised this innovative method and wished it will be upscaled in the future. All advantages and success factors of this specific 'work-based learning model' have been described in a working paper and in a 3 min' video. ...

- rehabilitate one building dedicated to culinary arts in one school. However contractual issues with the local company seriously hindered its delivery;
- fully equip 13 Centers in Construction trade and/or in Culinary arts and/or Agri-mechanization and/or Tailoring;
- fully equip IPRC-South with a Civil Engineering laboratory (advanced Diploma degree). It has been officially launched in Sept 2016, in presence of DG WDA.& Hnr Belgian Ambassador.
- fully equip IPRC-South with of a 2-rooms ToT Center and library;
- fully furnish all Pilot schools and IPRC-S with Reference books related to Pedagogy;
- provide Reference books in Crop Production in 3 schools, Veterinary in 3 schools, Forestry in 2 schools, Construction in 12 schools and IPRC, Hospitality in 1 school and in IPRC, Agri-mechanization at IPRC, Agro-food processing in 1 school.

✓ *1.93 CBT and CBA instruments (curricula, assessments, training and audit tools,) are understood and shared and properly used by involved stakeholders:*

A wide array of CBA/CBT instruments were developed with the support of PAFP. This make the implementation of competence based approach stronger and sustainable.

Here under produced and distributed:

- For general pedagogical issues : TVET Trainer curriculum level 6 + TVET Trainer portfolio
- For CBT/CBA implementation manuals on : CBA + Curriculum Development + Curriculum validation
- For Crop production : 3 curricula in levels 3, 4, 5 + syllabi + trainee portfolio +organization guide
- For Veterinary : 3 curricula in levels 3, 4, 5 + syllabi + trainee portfolio + organization guide
- For Construction : 10 curricula in levels 3, 4 + trainees portfolio
- For Hospitality : 5 curricula in levels 3, 4 + trainee portfolio

¹⁴ See Annex 5 for full details

- For Agri-mechanization : 3 curricula in levels 3, 4, 5
 - For Agro-food processing : 3 curricula in levels 3, 4, 5 + organization guide + lexicon
- ✓ *I.94 System to improve socio-professional inclusion are in place and functional according to CBT standards (incl. Training fund):*

As described in I.813, different mechanisms were put in place as to promote social-professional inclusion of Trainees

- PSF-IPRCS committees were installed as to reinforce under the leadership of IPRCS the synergies between private, local economic development actors and training providers
 - Production units started in 10 pilot schools
 - Internships were organized at pilot school level
 - 2 Business Incubators Centers, Kavumu Business Incubation Center and IPRCS Incubation Center were created with support of PAFP.
 - A tracer survey was launched in 2015. Questionnaire and methodology exists in English and Kinyarwanda to monitor and trace graduates even at national level.
- ✓ *I.95 C Improved quality of School Management and leadership according to AQA standards*

Monitoring of the quality audits of the supported pilot schools show some notable facts:

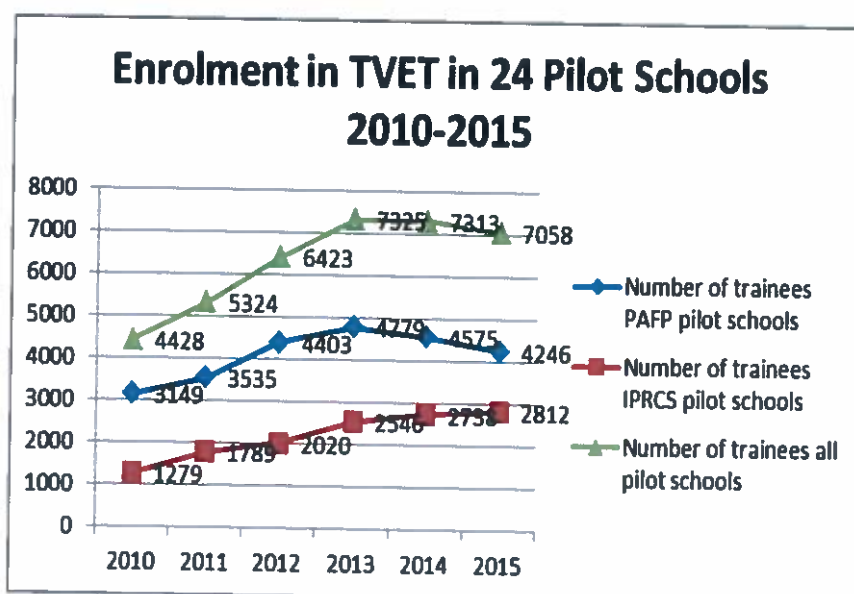
- A progress of about 10% in the quality audit was found between 2014 and 2015
- Ten pilot schools showed poor management of infrastructure an equipment
- Schools that showed the most progress were not the best ones in the beginning of project
- Conducting audits has a positive influence

1.3.4 To what extent did outputs contribute to the achievement of impact (General objective) and outcome (Specific objective)?

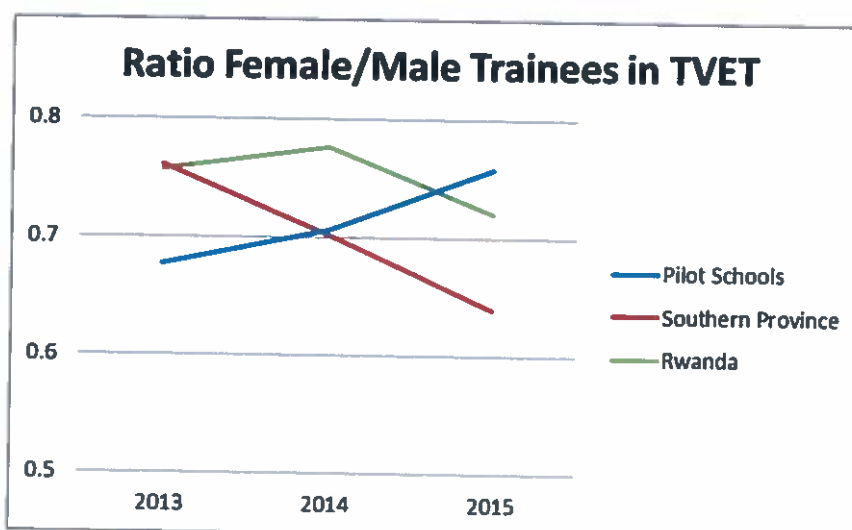
As we examine the measurement of impact and outcome indicators we see real indications for relevant contribution of PAFP's outputs to the achievement of impact and outcome,

- Employers are satisfied with pilot TVET Centres and their graduates. A tracer study made by PAFP in 2015 for 2014 shows that 85.3% employers are satisfied or very satisfied with pilot TVET centers' graduates.
- Methodology to measure employer satisfaction is foreseen to be taken over by partner. WDA is planning a nation-wide tracer survey inspired by PAFP approach.
- Even if data of numbers of persons (male/female) completing TVET training in pilot TVET Centres were not made available by WDA, we could conclude out of the data received that number of persons enrolled in pilot TVET Centres increased and that ratio female/male increase due to PAFP support.

As shown in following figure, number of trainees increase in pilot schools from 4 428 in 2010 to 7 058 in 2015. Based on data collected by WDA.



As shown in following figure, ratio female/male trainees increases more in PAFP supported schools than in other schools. Based on data collected by WDA and by PAFP.



- Out of the fact that, as shown above, persons enrolled in pilot TVET Centres, increasing consequently could be an indirect but real indication of the increasing quality of provided training, the direct measurement of an increasing quality is still incomplete.
- First, somehow late to measure exactly improvement of quality but strongly documented, PAFP proposed in 2014 a pragmatic quantitative translation of the Quality Audits made of 24 pilot schools. WDA and IPRCS counterparts from AQA Units have expressed satisfaction over the opportunity given to them by PAFP to the use of these audit tool.
- Secondly, the new programs are still in experimentation and roll-out. It is too early to prove that these news programs have increased the quality of the TVET in Rwanda and especial in the South. The assumption is that the new competency based approach will contribute to the quality TVET programs.

1.3.5 Assess the most important influencing factors. What were major issues encountered? How were they addressed by the intervention?¹⁵

Below follows a list of influencing, limiting factors or issues encountered important enough as they affected the course of PAFP activities and/ or their impact. They are presented by output.

1.3.5.1.1 Output 6

- The shift of SM&L from the AQA Unit to the ToT Unit at WDA : Within the AQA Unit there was a good collaboration with our SM&L counterparts, however, after the shift to the ToT Unit, the focal point for SM&L there, did not take on the responsibility for SM&L. The intervention has addressed this issue by working together with the new unit and by lobbying for the inclusion of a qualification framework for SM into the ToT Implementation Framework. This is about to bear fruit, unfortunately PAFP is ending while the policy context is much more favorable now than it has been for years.
- The fact that the ToT Implementation Framework validation was delayed and continuously revised. This caused a lack of a qualification framework for TVET School Managers. In the absence of a qualification framework for School Managers there was no incentive for the SM&L focal point in the ToT Unit to take on this additional role. The strategy has been to lobby for the inclusion of a qualification framework for SM and to support the technical elaboration of this framework (see above).
- Influence of NEP on the enrollment numbers of PAFP pilot VTCs. Sometimes different government strategies can conflict. This was the case of NEP which had an impact on enrollment numbers in PAFP pilot VTCs. It is difficult to prevent these, information sharing and consultation are key in preventing such conflicts.
- Delays in validation of policy documents had an important influence in certain result areas, notably in school management and leadership but also socio-professional inclusion, etc. PAFP has tried to influence this process, but it was somehow out of our sphere of control.
- In the second half of 2015 a lot of policy documents were being validated, such as the TVET Policy, the TVET Strategy and the Workplace Learning Policy. This shows that there currently is a lot of momentum in the TVET sub sector in Rwanda, which APEFE and VVOB can benefit from in possible transition programs.

1.3.5.2 Output 7

- ✓ Regarding the development of curriculum that was delayed for many reasons listed below:
 - Firstly, CBT-CBA was a new approach for the most of the participants. When going through the different phases of the curriculum development process, the participants underwent a steep learning curve. Initially lacking skills and knowledge necessary to development competency based curricula

¹⁵ Only mention elements that aren't included 1.1 (Context), if any

towards Competency-Based Training and Assessment experts.

- A second challenge was to motivate the private sector to participate in the process. Employers were reluctant to provide employees to participate in the workshop, because they did not see how they could benefit from it. For the employers, it was merely seen as a loss of workforce when his employers participated in the workshops due to poor awareness of TVET among the private sector and lack of commitment.
- Thirdly, practical problems like the lack of one Joint working language and not having the right people attending the workshop, the number of participants and workshops per step was under required, which has extended the period of curricula development.
- Finally, RTQF was only available by June 2012 and not before, curriculum development phase was delayed and it extended therefore the period of curriculum development.

✓ Regarding the curricula experimentation

Partners and Schools hesitated to implement new CBT programs. The insufficient required infrastructure & equipment to deliver properly the trainings has greatly hindered the experimentation phase.

1.3.5.3 Output 8

- Lack of partner's ownership: the partner has not always provided appropriate counterparts for the implementation of planned activities. When they were provided, some of them were lacking commitment. This situation has favored some substitution effect by TAs.
- Shift of IPRC-S from the site Kavumu to Huye Site office, in 2013: this implied various changes in the structure, new staff in the system, shift to old and insufficient infrastructure and equipment. IPRC-S needed a particular support in order to make it a role model, while being at lower level of standards if it is compared with other pilot schools;

1.3.5.4 Output 9

- The newly introduced pilot concept of "Chantier-Formation" (Training on site) took long to be exactly understood by the implementing and beneficiary schools. The management aspect was confusing (who does what? who provide what? is the implementing school considered as the executing company or not? is the beneficiary school considered as the supervising company or not?, etc.). No precise type of contract of supply of material was determined; the type of administrative documents to be used and the proper organizational chart were not adequately defined. After experimentation, knowledge is now available and description of the method is available.
- The use of "co-management" modality in the procurement procedure has been one of the causes of delays.

1.3.5.5 With regard to the Socio-professional Inclusion, that is seen as crossing the 4 outputs:

- The major issue for ISP focus group was the implementation of activities at the Provincial/ local level without national policy or national framework. For instance, for Business Incubation Centres (BIC) implementation in TVET Schools, there was only a manual on BIC that provides guidelines but there was no strategy with a budget and human resources dedicated to it. The PAFP supported the establishment of 2 BIC in the Province, with existing budget and human resources. This was not ideal because the budget was low and human resources did not have the requested background to manage a BIC. The PAFP trained nominated human resources. This experience however feed in the revision of the BIC manual.
- The involvement of the Private Sector Federation/PSF was low, even though it was a key success factor to improve the quality of TVET. The PSF is understaffed and the involvement of Chambers and Associations representatives (as external assessors) was not a success. Both PSF & individual entrepreneurs should have been involved in collaborating with TVET. Both the PSF & individual entrepreneurs should be able to partner with any support to TVET programs. There was a draft framework of collaboration between TVET & the private sector that was issued in 2013 (with the support from Nuffic) but no further action was taken to finalize it.

1.3.6 Assess the Integration of Transversal Themes in the intervention strategy

Transversal themes were not really mainstreamed in the PAFP Theory of Change, although the request was mandatory in TFF. The program has defined one specific indicator at IPRC-South level (I.83), though an operational approach has not been developed and data have not been systematically disaggregated to address these themes (Gender HIV, Environment, vulnerable population).

The focus group in charge of CBT/CBA has taken the transversal themes into consideration during curricula development. Modules and/or learning units on respect of environment, health at work, human right are included in all programs.

The Strategic Plan developed to support IPRC-South include Gender and environment issues. Specific activities, mainly on Gender, have therefore been implemented such as:

- Training on gender and inclusiveness of two gender focal points of IPRCS;
- Gender assessment of IPRCS by the two gender focal points;
- Gender and inclusiveness action plan for IPRCS;
- Elaboration of 3 plays for awareness raising purpose : 2 plays on gender and 1 play on environment;
- 4 Awareness raising campaigns on TVET & Gender were organized in 4 districts (Nyanza, Muhanga, Huye and Nyaruguru) and 1 campaign on environment was organized in Nyanza District. Audience has reached more than 3000 people (local authorities, students, parents, and local community).

1.3.7 To what extent have M&E, backstopping activities and/or audits contributed to the attainment of results? How were recommendations dealt with?

1.3.7.1 Monitoring & Evaluation matrix

The M&E matrix designed at formulation stage was based on the classical methodology of logical framework. This matrix has evolved during the implementation to stick to the BTC MoRE guidelines, developed at a later stage by HQ, that are based on the principles and methodology of the 'Theory of Change'. Therefore the PAFP logic of intervention has been adapted without changing the specific objective of the initial TFF, although the definition of results were re-defined to better reflect the changes expected to occur in the TVET sector at the end of PAFP action. Indicators have been adapted as well. Depending on the stage of advancement of each results, some new baseline & target values have been fixed at that time.

Globally, the final M&E Matrix provides absolute quantitative data, which reflect more on outputs (attribution), but rather less-easily on relative values (contribution to the outcomes -i.e to the progress of the quality of the TVET sector in Rwanda over the period 2010-2015). Final data demonstrate more obviously contribution to the outcome in the Southern Province, for this geographical area was the prior final target of PAFP. Some data are valid from 2010, some others from 2014 only, (for the qualitative audit for example), which is explained by the fact that some pilot approaches started later in the course of implementation. As a pilot at the end of the program, the M&E officer conducted a simplified Most Significant Change exercise, which provides a short qualitative assessment by IPRC-S of PAFP contribution.

This developed M&E matrix at program level is seen as a valuable tool. It can be proposed to similar programs. While challenging to update because of the complexity of interlinkages within results, relative lack of national data, lack of means (HR, budget) to guarantee systematic collection at three levels of the TVET system, the matrix has provided a necessary rigorous framework to guide implementation and decision-making. The M&E officer (Junior assistant) was fully dedicated to the coordination of this important effort, focusing on monitoring quarterly activities implemented by the different focus groups and compiling annual data's, recorded in annual Results Reports. He has been closely advised by colleagues (BTC EST TVET expert, Delco and RepRWA IPO).

1.3.7.2 The Backstopping missions

These short-term missions help the team and the Kigali BTC office in any strategic or operational issues encountered during the implementation. They are usually conducted by BTC HQ experts. For

PAFP, program designed with three complementary Belgian development actors, these missions organized jointly with headquarters (BTC, APEFE, VVOB) were crucial. These helped to keep a common vision on strategic interests, to collectively follow-up on progresses and to propose consensual solutions to problems. They took place annually usually end of March since 2012 up to 2015. Those moments were often intense in creating debates on the scope of the program, on methods applied, on organizational set up, on improvement in M&E, on HR management, etc,... Approved recommendations were systematically followed up. They were reflecting on orientations proposed by the 'Follow-up committee' based in Brussels. This organ was especially created to maintain a constructive dialogue among the three partners from central level and to supervise the functioning of this rather complex decentralized design. Two extra BTC missions were requested by the representation in 2014 to accompany the program during a delicate period on M&E and operational matters and to participate actively during the TVET symposium.

1.3.7.3 The Audit missions

External organizational and financial audits are mandatory. Two of them took place in 2012 and 2015. Recommendations have been systematically presented in Steering committees and followed through adequate action plans.

Those audits concluded generally that there were no major issues in general management and in finance, but most prior problems occurred in procurement processes. BTC representation has therefore provided regular technical support to improve this management, which though remained a challenge until the end. These difficulties in procurement were mainly due to weak skills of the staff in procurement, to the complexity of the purchase of such TVET equipment and to weak performance of local companies to deliver quality service.

Audits are very helpful to accompany the BTC office and the program team to seek for a better accountability and professional work within programs.

1.4 Sustainability

In this chapter, by answering the questions underneath, interventions need to describe how results achieved will be sustained and whether a specific exit-strategy has been developed in order to guarantee this.

PAFP designed an exit strategy from 2014. The management and technical team has therefore worked on a thorough sustainability plan¹⁶ early 2015 that led to important findings at three levels of sustainability: Technical, organizational and financial. The End-term review of July 2015 confirmed some approaches proposed to contribute to increase sustainability of the results achieved by PAFP. Furthermore, the concern of sustainability has been addressed in each Steering committee from 2014 up to the end in January 2016.

1.4.1 What is the economic and financial viability of the results of the intervention? What are potential risks? What measures were taken?

PAFP strategic note describes a model and the ways to conduct experimentation of new approaches for a qualitative TVET in Rwanda. This model was tested during the 5 years of implementation.

At the end, serious concerns about the financial sustainability have been raised to the Steering committees. The following areas are priorities to integrate in the WDA & IPRC-South strategic plannings and budgets.

Leading all the listed activities, in each key domain of TVET, has a high cost and need to be seriously planned ahead by these institutions:

- organization of activities to ensure awareness raising towards the Public and Local Authorities;
- curriculum development with the CBT/A approach and their improvement;
- continuous data collection on curriculum implementation;
- organization the training of new lead trainers;
- continuous monitoring of internships;
- provide training consumables;
- conduct Tracer surveys;
- continue PSF/IPRC/S committee activities;
- implement BIC activities;
- continue the coaching & training of Production units staff, trainers, school managers and administrative staff;
- supervise the quarterly meetings of school managers;
- plan and supervise the quality assurance process.

1.4.2 What is the level of ownership of the intervention by target groups and will it continue after the end of external support? What are potential risks? What measures were taken?

The ownership by the different target groups is of course variable depending on the level where activities were undertaken according to the PAFP model:

The final beneficiaries of PAFP Technical support was targeting the micro & meso levels (the 24 Pilot TVET-Centers, including IPRC-South): the school managers, the administrative staff, the trainers, the trainees and the graduates. The implementation of all activities associating 1TA with 1 national counterpart was a factor of increasing ownership and of transfer of knowledge. Though see in chapter 2 about the limitations of that process.

At macro level, the situation that the TVET Policy framework was not adopted during the whole implementation period, hindered an appropriate ownership of the global approach and of key processes such as certification of trainers, accreditation, validation of curricula, as well as possibilities to upscale adopted best practices of PAFP.

¹⁶ Comprehensive sustainability plan is available.

What was pointed out as key institutional challenges during the Steering Committee of 2d of October were:

- Institutionalization of school management in WDA (Occupational analysis of school manager is done);
- Business Incubation Centers (BIC) activities at risk because no full-time manager;
- Lead trainers are full-time trainers and cannot absorb the load of ToT & coaching activities;
- Lack of effective synergies with other DP's

Decision of APEFE to implement a new transition program in 2016 (1 year) for a total budget of 352.500 Eur, surely helped to mitigate the sustainability risks. It focused on:

- Organizing dissemination and generalization of PAFP-tested components of CBT/A in the reformed TVET system;
- Systematizing the certification of graduates in consistency with the RTQF qualification levels;
- Systematizing the certification of TVET trainers;
- Elaborate a plan of awareness development among the potential employers of the TVET graduates about the benefits they can draw from the new TVET-offer.

VVOB has also elaborated the Occupational analysis of school managers, which contribute to a better institutionalization of School management within WDA.

1.4.3 What was the level of policy support provided and the degree of interaction between intervention and policy level? What are potential risks? What measures were taken?

PAFP and the three Belgian institutions have regularly participated in sectorial meetings: Education SWG, TVET TWG, 3 sub-groups on Standards, on Skills Development, and on System Delivery, all TWG chaired by WDA and co-chaired by one active DP. PAFP was co-chaired of the sub-groups on standards.

Those groups attempted to meet on a regular basis to improve interactions within TVET stakeholders to document and advise the policy, strategic and implementation framework for a better quality TVET.

Though due to the huge challenges faced by the TVET sector, the relative weak coordination and harmonization, the dialogue was not easy to ensure a more systematic learning of good practices.

Fortunately the MINEDUC took the lead in October 2015 in organizing a TVET week closed by an International inter-ministerial conference where the Highest Authorities were invited to take stock of the strategic recommendations exposed during the TVET Symposium.

1.4.4 How well has the intervention contributed to institutional and management capacity? What are potential risks? What measures were taken?

PAFP approach was targeting a three levels approach at micro, meso and macro levels. It proposed an integrated model by which the management was deemed to be better aware of what TVET aims and means, what are the key mechanism, and the factors of success and risks, and how to elaborate better strategies.

Main risks identified are linked to prioritization, planning and monitoring processes, to avail the skilled staff, avail consistent budget in due time.

Intense support was provided to Schools managers, IPRC-S management to elaborate, implement and follow-up their 5-years strategic plans. PAFP insisted that WDA acknowledge the findings of the sustainability plan to integrate learnings in future strategies, planning and budgetary exercises.

2 Learning

2.1 Lessons Learned and recommendations¹⁷

2.1.1 About design & management of a joint program

PAFP Team input on design and management :

- **Logframe, M&E, KM**
For institutional capacity building, distinguish between outputs (sphere of control) and outcome (sphere of influence). In PAFP logframe some outputs are more outcomes.
M&E system came late and should have been part of the original design of the program. Knowledge management strategy also came late.
Importance of M&E and KM should be stressed and should be reflected by sufficient financial and experienced human resources dedicated for this aspect (example: 14% of budget dedicated to M&E in US programs though it represented XX in PAFP).
- **Management style**
In a Joint programme under the co-management modality, change management skills, people/coaching skills are important.
Build a Joint vision of what is technical assistance and what are the roles/attitudes of a technical assistant, objectives and vision of the programme (in theory of change but not always explicit and clear for the TAs) and how to situate oneself in a bigger picture (Belgian politics and priorities in development, for instance). Strong team building.
- **Implementation modalities**
Execution of the procurement process in "Regie" for all tenders supported by development agencies to avoid possible delays both in procurement process and contract management
- **Allowances**
High per diem/allowances can have negative side effects on motivation of participants and the quality of the partnership. It affects the composition of the participants to workshops and trainings ("well connected" participants instead of the 'right person'). Find alternatives or at least align with some more "reasonable" per diem.
- **'Training on site' in the construction trade**
Promote this concept when implementing small and not complex construction programs to combine pedagogical objectives with the benefit for an institution to acquire a simple infrastructure at moderate costs¹⁸.

2.1.2 More effective transfer of knowledge to the Counterpart

The success of an effective transfer of knowledge is closely dependent from the definition of the role of Technical Assistance. We note that this role was not clearly defined in the TFF, nor within Belgian partners. PAFP counted on a large team of TA's. Several TA's were not aware of how to put in place an accountable way transfer skills. PAFP has raised very lately, in the framework of the sustainability handover plan, the issue of assessing the level of transfer of skills to their numerous counterparts. Of course each TA's has trained technical staff at all three levels but experiences and impact of this coaching are very variable. Some tools such as the 'coaching matrix', a template for coaching interviews to be conducted between TA's and counterparts, has been proposed at the end of the program. It was obviously too late to implement it consequently.

PAFP Team inputs on knowledge transfer :

- Develop an explicit Joint vision on the role of TA, vision shared with the partner from the very beginning of the program;
- Have an explicit approach of skills development that is shared with each counterpart from the start of the collaboration, based on explicit needs and expectations;
- Develop a simple system of tools to adopt a coaching approach and to follow the level of transfer of skills;
- Coaches and "coachees" have to believe in coaching and be open to feedback/learning;
- To raise awareness about long life learning, and how one (and everyone) can always learn/improve;
- Train the staff on the use of these tools;

¹⁷ A SWOT Analysis conducted by the staff at the end of the program is available in Annex XXXX

¹⁸ Refer to the technical working paper 'Training on Site' for the description of the method.

- Take the rhythm of each individual into account in the learning process, not easy for everybody to accept to be coached;
- Plan coaching activities workload in the workplan of TA's.

2.1.3 Better assessment of TVET Centers management skills

PAFP Team input on Quality Audits recommendations :

- Quality audit is a good exercise to evaluate the situation of schools being on field to observe their reality
- The collected information during audits is useful not only for schools for their future improvement, but also for the partners for their future planning of schools capacity building measures.
- Audits have been conducted twice (2014 and 2015) and globally, good progress was made by all schools :
- ✓ Score increase in IPRC/S schools: from 2.3 to 2.75 (progress = 0.5).
 - Score increase in Pilot schools: from 2.76 to 3 (progress = 0.25)
- ✓ Increase in quality is more important for schools which had a lower score at first stage.
- ✓ The "improvement curve" starts to slow down when schools reach a good level of quality, and it then also becomes difficult to determine if progress is the result of the support.
- As this is a process, the partner can go step by step, starting by priorities basing on existing resources: schools themselves are able to work on some aspects and they need advice and a consistent follow up.
- This approach needs to be taken over by the partners (especially IPRC-South) in order to base build the support according to priorities listed in audit findings and existing data;
- To scale up the approach and to contribute to quality improvement of a larger number of TVET schools, all IPRC-South need to have the same understanding on tools, approach, interpretation and exploitation of collected data;
- The schools capacity building plans can be harmonized from similar findings;
- WDA needs to set standards within an accreditation framework and organize follow-up & support to less performing ones.
- Formal qualification for TVET School Managers
- Development of a TVET School Manager curriculum to be used for 'in-service training'
- Recognition of prior learning for competent School Managers (from PAFP Pilot schools)

2.1.4 Better socio-professional inclusion in TVET Programs

PAFP Team input on ISP :

- The collaboration with the private sector should be institutionalized in the following areas:
 - ✓ in Occupational standards development and revision,
 - ✓ in Curriculum design and revision,
 - ✓ in Assessment system development and implementation
- Institutionalize the involvement of the private sector, with consultative and decision making bodies
- Create incentives for employers to collaborate with TVET, esp. in offering internship positions
- Involve the private sector directly (entrepreneurs) in TVET (Mentorship, practitioners acting as mentors and teachers training on company sites,
- Develop a strategy for business promotion and business creation in TVET, incl. entrepreneurship clubs and business incubation centre and develop collaboration with key partners (RDB, MINICOM, BDS, BDF, microfinance, etc
- Consider having PSF/ PS as a direct partner of support to TVET Programmes
- Instructors from companies in schools
- Professional Chambers and Associations, as partners in TVET management
- The Business Incubation Centers (BIC) approach to promote self-employment is an expensive approach to promote self-employment:
- ✓ Adequate financial and human resources should be dedicated to it.
- ✓ If not, alternative approaches of promotion of self-employment should be considered.

PART 2: Synthesis of (operational) monitoring

1 Follow-up of decisions by the JLCB

*Report on the follow-up of decisions. Provide an overview of the **important strategic decisions** taken by the JLCB during the intervention (do not include minor decisions). Next, describe how the intervention followed up on those decisions. These decisions may also emanate from recommendations withheld by the JLCB pursuant to Results Reports, the MTR, backstoppings, audits and ETR. This should normally be a copy-paste from the intervention's updated operational monitoring.*

During the 5 years of implementation, PAFP has conducted 13 Steering Committee meeting, Chaired by WDA (by delegation of MINEDUC) and co-chaired by BTC. All decisions were recorded in the MONOP (management tool) to ensure systematic reporting in next steering committees.

The three Belgian Partners have regularly met in Brussels as it was agreed in their partnership agreements (2010/2013, extended for 2014/2015) to set up a remote strategic follow-up mechanism.

The follow-up table of strategic decisions taken during the last 2 years (2014 & 2015) is provided in Annex 7.

Steering Committee meetings (13 meetings)		
2010-05-19	2013-01-30	2015-03-19
2011-02-08	2013-06-13	2015-10-02
2011-06-28	2013-12-10	2016-01-25
2011-12-20	2014-04-01	
2012-06-06	2014-10-23	
Meetings at Brussels with the 'Comité de suivi technique conjoint' (7 meetings)		
15/04/2011	26/09/2013	15/06/2015
20/09/2011	30/01/2014	
10/02/2012		
02/03/2012		

2 Expenses

Outputs	Budget in Eur	2012 ¹⁹	2013	2014	2015	2016	Expenses in Eur	Balance in Eur	% end 2016
Output 1	57.310,00	55.487,79	0,00	0,00	0,00	0,00	55.487,79	1.822,21	97%
Output 2	11.165,00	11.164,60	0,00	0,00	0,00	0,00	11.164,60	0,40	100%
Output 3	463.461,00	461.433,00	0,00	0,00	0,00	0,00	461.433,00	2.028,00	100%
Output 4	3.390,00	3.389,62	0,00	0,00	0,00	0,00	3.389,62	0,38	100%
Output 5	12.202,00	12.201,69	0,00	0,00	0,00	0,00	12.201,69	0,31	100%
Output 6	217.883,00	15.737,18	40.644,99	24.464,98	109.160,21	127,33	190.134,69	27.748,31	87%
Output 7	524.356,00	92.054,11	304.397,57	61.430,03	83.216,54	1.261,03	542.359,28	-18.003,28	103%
Output 8	471.316,00	38.545,26	159.088,46	82.951,44	108.372,28	27.082,53	416.039,97	55.276,03	88%
Output 9	3.847.972,00	266.246,14	481.915,33	552.070,74	588.022,26	1.167.889,37	3.073.307,84	774.664,16	80%
General means	300.156,00	90.872,93	107.006,25	44.188,36	45.985,21	-50.643,77	258.911,59	84.619,10	72%
Cogestion	5.909.211,00	1.047.132,32	1.093.052,60	765.105,55	934.756,50	1.145.716,49	4.978.258,07	930.952,77	84%
Regie	2.070.941,00	717.936,84	484.345,91	354.695,45	436.378,55	61.175,79	2.054.535,23	16.405,77	99%
Total	7.980.152,00	1.765.069,16	1.577.398,51	1.119.801,00	1.371.135,05	1.206.892,28	7.040.296,00	948.063	88%

¹⁹ Expenses for the years 2010 and 2011 are consolidated with the year 2012.

3 Disbursement rate of the intervention

Source of financing- Eur	Cumulated budget	Real cumulated expenses	Cumulated disbursement rate	Comments and remarks
Direct Belgian Contribution	€ 7.980.152	€ 7.040.299	88%	The balance is sent back to the Belgian Treasury.
Contribution of the Partner Country	€ 150.000	€ 0	0%	The partner's contribution effective implementation has not been monitored as such.
Other source	€ 0	€ 0	0%	

4 Personnel of the intervention

Recruited and financed by BTC													
Wybe	VAN HALSEMA	M		Netherlands		ATI Co-Manager		BTC		22/9/11			31/8/15
Anne Pierre	MINGELBIER	F		Belgian		ATI Co-Manager		BTC		1/7/15			30/9/16
Jens	WINKLER	M		German		ATI Architecte		BTC		15/7/11			14/7/13
Thierry	SEBURA NIYIBIZI	M		Rwandese		National Engineer		BTC		1/11/12			31/12/15
Nikolaas	SWYNGEDOUW	M		Belgian		Junior Assistant Monitoring&Evaluation		BTC		3/4/14			3/4/15
Candide	NYIRABASINGA	F		Rwandan		National Financial Manager		BTC		1/9/12			31/3/16
Juvenal	NIYOMWUNGERI	M		Rwandan		National Foreman		BTC		1/1/15			31/3/15
Jean pierre	AKIMANA	M		Rwandan		National Logistic Officer		BTC		1/9/13			25/1/16
Theophile	GASORE	M		Rwandan		National Procurement Officer		BTC		1/4/15			31/12/15
Recruited and financed by APEFE													
Pierre	SOLOVIEV	M		Belgian		ITA Veterinary		APEFE		1/1/11			13/9/12
Georges	LENAIN	M		Belgian		ITA Construction		APEFE		1/1/11			31/12/13
Sophie	HOLLIDAY	F		Belgian		ITA Pedagogy		APEFE		1/1/11			23/8/13
Aline	FILLOT	F		French		ITA Certification&Examination	APEFE	APEFE		29/9/11			31/12/15
Antoine	CIZA	M		Belgian		ITA Food processing	APEFE	APEFE		29/9/12			31/12/15
Agnès	AMMEUX	F		French		ITA Socio-professional Inclusion		APEFE		15/1/13			31/12/15
Michel	PUJANABANOS	M		Spanish		ITA Training of Trainer		APEFE		23/7/14			31/8/15
Sixbert	UWIZEYIMANA	M		Rwandan		NTA Foresterie		APEFE		1/2/13			31/12/13
Pacy	KAREMERA	F		Rwandan		NTA Agriculture		APEFE		1/2/13			31/12/15
Faradji	GAHUNGU	M		Rwandan		NTA Agriculture		APEFE		1/2/14			31/12/15
Pierre Claver	KAJYAMBERE	M		Rwandan		NTA Assessment & Certification		APEFE		1/2/14			31/12/15
Furaha	MINGA	F		Rwandan		NTA Socio-professional Inclusion		APEFE		1/2/14			31/12/15
Jean Damascene	HAKIZIMANA	M		Rwandan		NTA Pedagogy		APEFE		1/2/14			31/12/15
Recruited and financed by WVOB													
Marie Pierre	NGOMA	F		Belgian		ITA Curriculum Development		WVOB		1/01/11			31/07/13
Xavier	ROSY	M		Belgian		ITA School Management		WVOB		15/08/11			30/06/14
Lucy	SCHALKWIJK	F		Netherlands		ITA School Management		WVOB		1/11/14			31/12/15
Gemma Marie	MUSENGENEZA	F		Rwandan		NTA TVET School-management		WVOB		1/5/11			31/12/15

Juma	BYAGATONDA	M	Rwandan	NTA TVET School-management	WOB	21/7/14	31/12/15
Farida	UWINEZA	F	Rwandan	Admin & Logistic Assistant	WOB	1/6/11	23/1/13
Léana	INEMA	F	Rwandan	Admin & Logistic Assistant	WOB	24/1/13	1/12/13
Luc-Bitiki	TUYISABE	M	Rwandan	Communication Officer	WOB	1/7/15	31/12/15
Jean-Christophe	NSANZIMANA	M	Rwandan	Communication Officer	WOB	1/12/13	31/1/15

5 Public procurement: Equipment and Construction

5.1 Equipment purchased during the Intervention

BTC Code	Equipment type / Tender Title	Cost		delivery date		Remarks
		Budget (€)	Real (€)	Planned	real	
RWA743	Supply and commissioning of TVET reference books for IPRC-South	35000	56,186	24/02/2015	24/02/2015	
	Supply and commissioning of construction and masonry equipment for VTC Nyanza / ETO Gitarama		61,061			
RWA614	Supply of plumbing and welding equipment for Nyanza VTC and Kavumu training schools		513,136			
RWA 685	Supply, Installation, Commissioning and testing of ICT equipment for 8 vocational training centers		23,715			
	Supply and commissioning of didactic equipment kits for 8 vocational training centers		48,156			
RWA 663	Supply, Installation, Commissioning and Testing of training kitchen and restaurant equipment for VTC Rwabuye		67,933			
RWA712	Supply of Household Electricity Training Equipment and Consumables for VTC Mpanda		145,603		24/12/2014	
RWA747	supply and commissioning of ICT equipment for IPRC-south and	35,000	36,733		November/2015	

	kavumu business incubation centers and construction materials for rehabilitation of IPRC/s and Kavumu incubation centres								
RWA746	Supply, Commissioning , Testing and Installation of Food Processing Equipment at TSS Kabutare (Bakery and meat processing)	250,000	121,925	12/03/2015	December 2015				The estimated budget included 4lots, but only 2 lot were supplied
	Supply of equipment for the animal feed transformation unit at TSS kinazi and nyabikenke and materials /products for ambulatory clinic	19,000	21,874	12/03/2015	12/03/2015				
RWA 763	Supply of equipment of painting workshop at IPRC/S (depending on prior programme availability and availability of teachers)	70,000	35,764	17/09/2015	17/09/2015				
RWA 764	Supply, Commissioning, Installation and Test of Agrimechanization Equipment at IPRC/S	100,000	93,411	28/12/2015	18/01/2016				
RWA 769	Supply commissioning installation and test of ToT Ressource Center Equipment	35,000	25,934						
RWA 768	Supply, Commissioning, Installation and Test of Civil Engineering Laboratory Equipment at IPRC/S	750,000	854,426	28/02/2016	Mai /2015				A big portion of the tender was supplied on time, only 5% were supplied in May
RWA 757	Supply, Commissioning, Installation and Test of equipment for 16 vocational training centers in Southern Province	673,726	613,446	February2016	March 2016				

5.2 Infrastructure: new constructions 'Trainings on site' and 'Rehabilitations'

Constructions: Chantier-Formation approach + Rehabilitation works

Code	School Name	Newly constructed Building	Budget (€)	Real (€)	Acceptance
RWA754	TSS Nyabikenke	Chevrerie-Bergerie Hangar de stockage Poulailler Clapier Etable pour vaches matures Etable pour veaux Laiterie Porcherie Rucher Provenderie Chevrerie-Bergerie Hangar de stockage Local technique d'irrigation Provenderie Chevrerie-Bergerie Poulailler Clapier	250,000	629,472	31/08/2015
	TSS Kinazi	Atelier de maçonnerie Atelier d'électricité Atelier de maçonnerie			
	TSS Kabutare	Atelier de maçonnerie Poulailler Clapier			
	VTC Mpanda	Atelier de maçonnerie Atelier d'électricité			
	VTC Nyanza	Atelier de maçonnerie			
CODE	School Name	Rehabilitated Building	Budget (€)	Real (€)	Acceptance
RWA662	TSS Kabutare	Atelier de food processing Laboratoire vétérinaire Porcherie Cours de la ferme Porcherie	80,000	102,990	31/03/2015
	TSS Kinazi	Atelier d'hospitality		Included in 'Trainings on Site'	
RWA 642	VTC Rwabuye	Atelier de menuiserie		Included in 'Trainings on Site'	August/2015
				74,912	20/12/2012

6 Original Logical Framework from TFF

See annex 7.6

7 Tools and products

In this annex, mention any material on the effects of the intervention or any experiences gained with the application of specific methods or tools : (Scientific) Publications, Capitalisation reports, Audio-visual material, Other resources, M&E approach/system, Methods

7.1 List of reference documents transferred to the Rwandan partner

Content	Targeted Unit of WDA
1. Knowledge Management & International TVET Symposium	
1.1. Knowledge-sharing Documents	All units & Management
1.2. Video Documentaries PAFP	
1.3. Symposium Proceedings	
1.4. Communication Documents	
1.5. PowerPoints Presentations Working Sessions	
2. PAFP Documents	
2.1. Linking TVET with the Private Sector - Hands-on skills for the labor market	
2.1.1. Developed Documents	Partnership unit
I. BIC	
II. Internship Tools	
III. Production Units	
IV. Complementary Modules Entrepreneurship	
2.1.2. Support Documents Activities	
A. Activity Reports	
B. Concept Notes	
2.2. Towards a Competency-Based Approach - Implementing CBT-A	
2.2.1. Developed Documents	
I. Competency-Based Assessment	Examination & Certification unit
II. Competency-Based Curricula	Curriculum Development unit
III. Curriculum Development Methodology	Curriculum Development unit
IV. ToT	ToT unit
V. Lexicons	Curriculum Development unit
2.2.2. Support Documents Activities	
I. Agriculture-Forestry-Veterinary	Curriculum Development unit
A. Activity Reports	
B. Concept Notes	
C. Support Documents	
II. CBA	Examination & Certification unit
A. Activity Reports	

B. Concept Notes	
C. Training Supporting Documents	
D. Assessors CV	
III. ToT	ToT unit
A. Activity Reports	
B. Concept Notes	
C. Training Supporting Documents	
2.3. Leading the Change - Managing TVET	
2.3.1. Developed Documents	
I. School Management & Leadership	Accreditation & Quality Assurance unit
II. M&E	
A. Quality Audits	Accreditation & Quality Assurance unit
B. Tracer Survey	Planning unit
C. Collecting Historical Data	All units & Management
D. M&E Matrix	All units & Management
III. Cross-cutting Themes	All units & Management
2.3.2. Support Documents Activities	
A. Activity Reports	Accreditation & Quality Assurance unit
B. Concept Notes	
C. ToR	
D. Presentations	
2.4. Infrastructure & Equipment	
2.4.1. Developed Documents	
I. Training Sites	All units & Management
2.4.2. Support Documents Activities	
I. Reception of books	All units & Management

7.2 CBT/CBA approach: Detailed list of developed curricula & material

Trade	Document	Level 3	Level 4	Level 5
Agriculture				
Crop Production	Curricula	x	x	x
	Training Organisation Guides	x		
	Syllabus	x	x	
	Lexicon	x	x	x
	Portfolio	x		
Forestry	Curricula	x	x	x
	Training Organisation Guides	x		
	Syllabus	x	x	
	Lexicon	x	x	x
	Portfolio	x		
Animal Health	Curricula	x	x	x
	Training Organisation Guides	x	x	
	Syllabus	x	x	
	Lexicon	x	x	x
	Portfolio	x		

Food-Processing	Curricula	x	x	x
	Training Organisation Guides			
	Syllabus	x		
	Lexicon	x	x	x
	Portfolio			
Agricultural Mechanization	Curricula	x	x	x
	Training Organisation Guides	x	x	
	Syllabus			
	Lexicon			
	Portfolio			
Hospitality				
Culinary Arts	Curricula	x	x	
	Training Organisation Guides			
	Syllabus			
	Lexicon			
	Portfolio	x		
Food and bevarages	Curricula	x		
	Training Organisation Guides			
	Syllabus			
	Lexicon			
	Portfolio			
Front office	Curricula	x		
	Training Organisation Guides			
	Syllabus			
	Lexicon			
	Portfolio			
Housekeeping	Curricula	x		
	Training Organisation Guides			
	Syllabus			
	Lexicon			
	Portfolio			
Trade	Document	Level 3	Level 4	Level 5
Construction				
Masonry	Curricula	x	x	
	Training Organisation Guides			
	Syllabus			
	Lexicon			
	Portfolio	x		
Domestic Electricity	Curricula	x		
	Training Organisation Guides			
	Syllabus			
	Lexicon			
	Portfolio	x		
Plumbing	Curricula	x	x	
	Training Organisation Guides			
	Syllabus			

	Lexicon			
	Portfolio	x		
Welding	Curricula	x	x	
	Training Organisation Guides			
	Syllabus			
	Lexicon			
	Portfolio	x		
Painting	Curricula	x		
	Training Organisation Guides			
	Syllabus			
	Lexicon			
	Portfolio			
Carpentry	Curricula	x	x	
	Training Organisation Guides			
	Syllabus			
	Lexicon			
	Portfolio	x		

7.3 List of SC decisions in 2014 and 2015

Steering Committee Decisions 2014-2015

		Follow-up of decisions						
N°	Decision	Date	Deadline	In charge	Who ?	Progress	Status	
1	SMCL-chair returns to MINEDUC. MoS will preside next SMCL's	1/04/2014	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	1/04/2014	1/07/2014	IPRC-South	Principal	BTC-Brussels refused non-Objection	Repealed	
4	Risk of Underspending of PAFP addressed if the TOT-centre be approved.	1/04/2014	1/06/2014	WDA	PAFP-TA Civil Engineering	With the disapproval of this investment, the risk of underspending has become acute again. Alternative programs to be proposed	Implemented	
6	WDA-Retreat to be held in April involving all DP's	1/04/2014	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	Implemented	
7	Technical conference on TVET-Reform (link with curriculum reformulation)	1/04/2014	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)	Implemented	

9	STEL approach explained and tender to be approved after providing more information according to cleared criteria	23/10/2014	15/11/2014	PAFP	PM	Information provided; Chair and Co-chair approved proposed STEL for 16 pilot schools	Implemented
10	SMCL approves Civil Engineering Lab proposal and allows for tender to Take place	23/10/2014	asap	IPRC-S + WDA	Procurement	After necessary preparation and procedures, the tender has been launched 14-12-2014; Opening 30-01-2015; Evaluation Report due 20-02-2015; However, at date of preparing this document (10 March), no decision from DG-WDA received. Delay of 20 days so far	Implemented
11	Extension of posts Delco, PAFP-Admin Manager, TA Civil Engineering/procurement and 2 forement approved	23/10/2014	according to contract dates	BTC	ResRep	Except for Delco and 1 foreman, all contracts have been extended	Implemented
12	All competence based curricula to be reviewed pending certification	23/10/2014	30/11/2014	WDA: PAFP can assist on demand	CD-Unit	PAFP has not received request for assistance WDA	Late
13	Look for synergy between the planned capitalisation conference of PAFP and a Pan-African Ministers conference on TVET	23/10/2014	not specified	Mineduc	Eric	The ministerial conference took place already from 9 to 11 February 2015 in Kigali.	Implemented
14	Synergy and ownership needed for the capitalisation conference of October 2015; Involve MoS in planning	19/03/2015	31-03-2015	PAFP	Lucy	Meeting scheduled	Implemented
16	SMCL: to be held in June and September to accompany the closure trajectory of PAFP. Special attention for hand over	19/03/2015	15/06/2015	Mineduc-BTC	PM	Special theme of the June SMCL will be the hand-over plan with costs calculation in order to allow WDA to incorporate it in their budget	Implemented

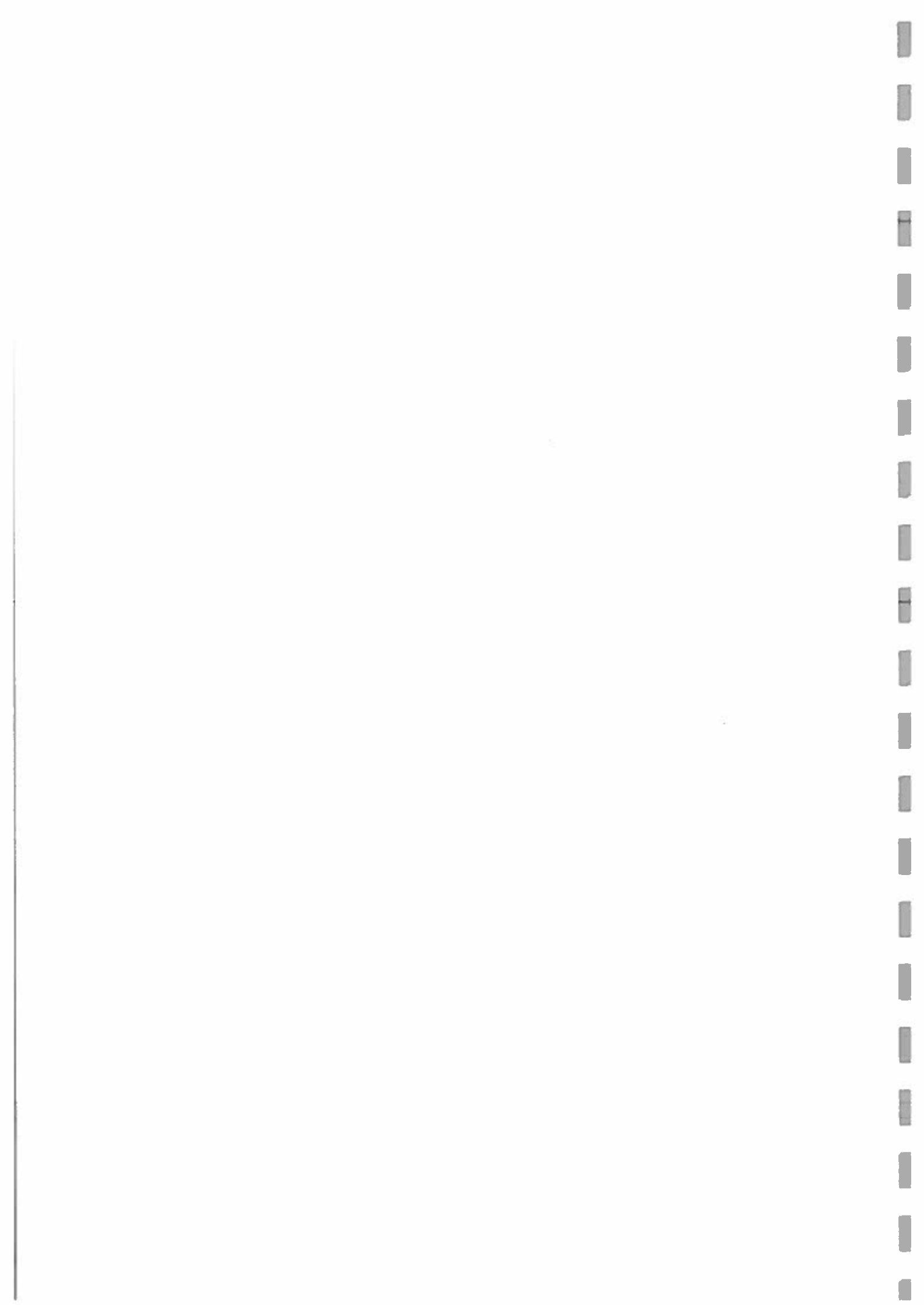
1	ETR : Position note is approved and send to concerned parties to elaborate related action plans.	2/10/2015				Need to check if action plans are elaborated	Implemented
2	A proposition to reallocate the estimated remaining balance will be made by the management to the SC by mid-October 2015 for decision.	2/10/2015				Information provided; Chair and Co-chair approved proposed STEL for 16 pilot schools	Repealed
3	Proposed activity plan until final closure is approved. Acting activities were well done. But we had to take care on the absorption capacities of various actors so that everything is done properly.	2/10/2015				No specific action expected.	Implemented
5	The proposed new scenario for the 4 tenders at awarding stage (MONOP 6b) to be signed as planned in October while the end of the execution date goes beyond the 26/01/2016 (end of CS) is approved. The budgeted amount to be spent on tenders in 2016 is of 1.596.142 Euros. Attention is to be put on the quality of execution of these contracts and on constant follow-up to guarantee delivery in due time.	2/10/2015				On going. Kick off meeting and regular follow up with the companies are assured by Proc Off et DI.	

7	<p>For the Tender 'Milk Food processing + Lot 2 Kabutare School –RWA 746, with regards to the importance to equip the school in the four trades of Food Processing Training (Diary, Meat, Boulangerie, Juice&Wine) that starts in January 2016, and for which the equipment is crucial from early March 2016, the SC approves the proposition to give 20 more days to the contractor ECONEM to deliver the complementary equipment. This has been negotiated in the minutes signed on the 30/09/2015.</p>	2/10/2015					Late
8	<p>For the Tender 'Food processing Juice&Wine - Lot 4 - Kabutare School – RWA 746' with regards to the importance to equip the school in the four trades of Food Processing Training (Diary, Meat, Boulangerie, Juice&Wine) that starts in January 2016, and for which the equipment is crucial from early March 2016, the requested budget is made available to cover the soleoffer received, positively evaluated but not awarded because of lack budget. The cancellation notification has been sent to the potential winner but can still be awarded if budget available. Given now the budget is available the signed minutes of SC will serve as supporting document to award this tender.</p>	2/10/2015					Implemented

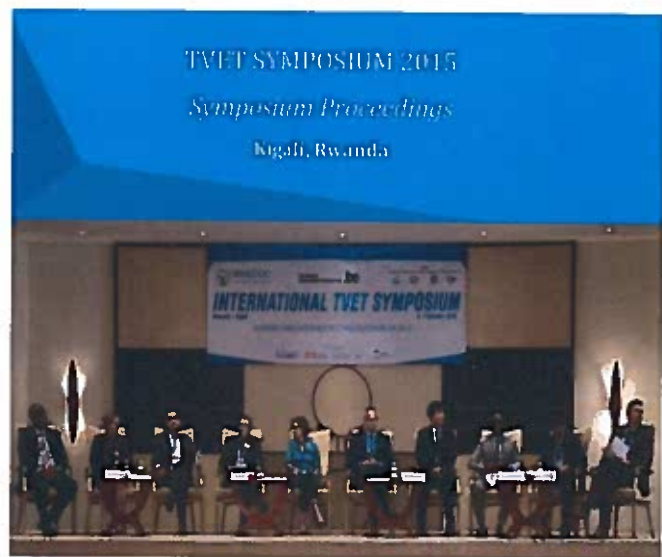
9	A handover workshop will be organized by End of November with key stakeholders including DP's involved in sustainability and transition plan 2016.	2/10/2015					Technical handover on all reference documents has been organized on DEC 3 thrd.	Implemented
10	The next SC will be organized by mid-December and will focus on Sustainability and present the conclusions of the handover workshop, last achievements of the program, as well as the PAFP joint final report.	2/10/2015					Impossible to organize the SMCL by mid-december. Postpone until beginning of January - before 26/01 !	Implemented
12	RWA 757 STEL 'Construction': Supply, Commissioning, Installation and Test of equipment for 16 vocational training centres in Southern Province. LOT 1 Trade 'Construction' Equipment for 13 schools SMCL approves 1 month extension (from 16/02/2016 to 14/03/2016) for the contract	25/01/2016	end of January	WDA	Procurement Authority		Extension signed on time.	Implemented
13	RWA 768 Civil Engineering Lab : SMCL approves a 1,5 month extension of the contract (19/02-15/04/2016) to manage the risk of slight delay on proposed planning. Supplier will formalize the request for extension	25/01/2016	end of January	WDA	Procurement Authority		Extension signed on time.	Implemented
14	RWA 764 Agri mechanization equipment: IPRC-S will 1/ calculate and apply penalties or 2/ clarify if any formal extension request has been introduced by the supplier and formalise it IPRC-S finalizes the rehabilitation of BIC building before 15/02/2016; BTC Engineer will visit the site for final reception before 29/02/2016.	25/01/2016	End of Februari	WDA PAFP	Procurement Authority PAFP Engineer		Contract finished	Implemented

15	RWA 771 FOOD PROCESS (Supply, Commissioning, Testing and Installation of JUICE & WINE Processing Equip +RWA 746 FOOD PROCESS. Supply, Commissioning, Testing and Installation of MILK Processing Equip- Kabutare TSS) : Cancelling of the ongoing process of signature of the 2 contracts at awarding stage (RWA 771 + RWA 746 and WDA commits to allocate a budget to fund that contract, for that key training (first Food processing trade in Rwanda)	25/01/2016	Immediate cancelling of the two remaining lots. Alternative solutions to be proposed to Kabutare by WDA.	WDA	Procurment Authority	Alternative to provide Milk and Juice&Wine processing equipment not found yet.	Repealed
16	Closure period : an appropriate supporting structure must be proposed by the SMCL : WDA will avail the regular team of Development unit, as it has done all along within the programme. BTC will avail the representation staff as well and will sign two service contracts with financial administrator and engineer.	25/01/2016	Immediate.	WDA and BTC	DG+RR	Finished in July 2016	Implemented
17	Vehicles acquired during the programme : Vehicles will be handed over to Mininfra. BTC will send a letter with historical data of these vehicles before Friday 29th.	25/01/2016	End of February	WDA and BTC	DG+RR	Transfer the Vehicles to MININFRA on 2/3/2016	Implemented
18	Assets equipment and vehicles : PAFP will hand over all the assets to WDA, who is responsible for allocating them among the final beneficiaries. Requests to be loaned or given those assets will be addressed to WDA.	25/01/2016	End of January (before end of contract location)	WDA and BTC	DDG + DELCO	Transfer done on the 29/01/2016	Implemented

20	Allocation of remaining balance : An exchange of mails between MINEDUC, BTC and RDSP confirmed the possibility and the relevance to fund TVET Infrastructures via the Rwandan-Belgian Decentralization Support Program (RDSP) implemented through SPIU MINALOC. One result of that Program is related to the funding of LED Infrastructures at District level through LODA agency. Those investments are identified on an annual basis in the District Development Plans and cover several sectors (LED, Education, Health, Roads, etc...) including the TVET sub-sector. The PAFP remaining balance can therefore be transferred to the RDSP Program as an additional budget that will be an earmarked allocation for TVET infrastructure for the FY 16-17.	25/01/2016	End of June	WDA	DG	Cancellation : An important Policy review of the Belgian development cooperation occurred in March 2016. Instruction received that all remaining balances go back to the Belgian Treasury. For immediate application. Therefore there will be no allocation of the final balance to any other program in Rwanda.	Repealed
21	Transition plan APEFE 2016: The contribution expected from MINEDUC/WDA is: <ul style="list-style-type: none"> • 1 co-manager within WDA • 2 PAFP vehicles until the end of 2016 • 2 desks in IPRC/S offices for 2 TAs • 1 desk in WDA office for 1 TA The first activities are planned to start in February. The Minister thanks APEFE to continue supporting TVET and adds that sustainability is not only short term, but is, in the long run, the responsibility of MINEDUC	25/01/2016	Beginning February	WDA-APEFE	DG	Start has been slightly delayed. Now in good progress.	Implemented
22	Food processing equipments (for Milk and for Juice&Wine trade) for TSS Kabutare : MINEDUC and WDA confirm that looking for alternative funding is considered as a first priority.	25/01/2016	As soon as possible	MINEDUC	WDA	See related decision above.	Late



7.4 Knowledge products



Two documentaries

**TRAINING ON SITE
"CHANTIER FORMATION"**



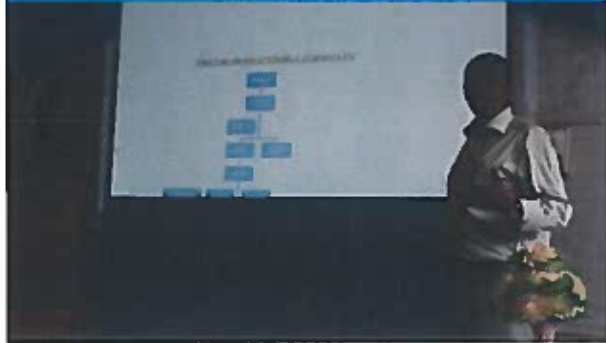
BRIDGING THE GAP

From Traditional to Competency-Based Training




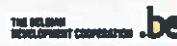


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BUILDING SCHOOL LEADERS' CAPACITIES FOR BETTER QUALITY TVET




PAFP Working Paper, October 2015




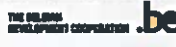





THE CHALLENGE OF AGRICULTURAL TVET REFORM IN RWANDA

Goals, Results and constraints




PAFP Working Paper, October 2015


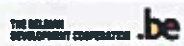




PAFP SUPPORT TO WDA TVET INTERNSHIP PROGRAMME:

HOW TO ENSURE A QUALITATIVE INTERNSHIP EXPERIENCE FOR TVET TRAINEES?



PAFP Working Paper, October 2015

PAFP Belgian Common TVET Support Programme






"Supporting TVET Reform in Rwanda" What is the PAFP approach?

PAFP Working Paper, October 2015

A Joint Programme

From 2010 till 2015, the Common Belgian TVET Support Programme, also called PAFP (*Programme d'appui à la formation professionnelle*) has been working closely with its governmental partners, the Rwandan Workforce Development Authority (WDA) and the Integrated Polytechnic Regional Center (IPRC) of the Southern province, to improve the quality of TVET, in particular to create employment opportunities for the rural poor.

the Association for Promotion of Education and Training Abroad (APEFE), working in TVET in one common program, sharing their financial, human, and material resources for common objectives and is co-managed with the Rwandan governmental partners.

These three Belgian organizations were all active in education in Rwanda since many years and, therefore their common financing agency, the Belgian Government through the Director-General for Development Cooperation (DGD), as well as the Rwandan government encouraged the setting up of a joint program with each party contributing technically according to their specific expertise.

The program has been designed in such a way that each of the three Belgian partners has provided the human, financial, and material resources for implementation under a unique management team.




The actors: It has been called a 'common' program, as it unites three Belgian technical and financial partners with a common donor: the Belgian Development Agency (BTC), the Flemish Organization for Technical Assistance (VVOB), and

ON-SITE TRAINING

TECHNICAL SPECIFICATIONS



Steps in the implementation of on-site training

The steps in the implementation of on-site training are: 1. Identification of the training needs, 2. Design of the training program, 3. Implementation of the training program, 4. Evaluation of the training program.

Broadening More Results:

Testing the Most Significant Change-approach in PAFP



PAFP Final report - October 2015

7.5 Monitoring Matrix

7.6 Initial Logframe

Annex 7.5

OUTCOME AND OUTPUT MONITORING PLAN

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	Final target value
<p>IMPACT: The poorly qualified Rwandan population has more income opportunities thanks to the acquisition of competences</p>												
LOG 1 Employers' satisfaction with pilot TVET Centres and their graduates	Tracer Study: 2014: Baseline + Compare PAFP pilot schools with IPRCS pilot schools. 2015: 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. See tab 'Employer satisfaction' for more information.	No value because the tracer survey conducted by PAFP in collaboration with IPRCS was not done in 2015.	No data for 2015. It will not be able to see an evolution over the years.	In ESSP, the target for 2015 is: 76% of the employers are satisfied with the TVET graduates
LOG 2 Number of TVET graduates (male/female) from the pilot TVET Centres employed/ self-employed six months after graduation	Tracer Study: 2014: Baseline + Compare PAFP pilot schools with IPRCS pilot schools. 2015: 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	10 old pilot schools: • Wage employment: 55.4% • Self employment: 13.7% • Total: 69.1% 14 new pilot schools: • Wage employment: 48.2% • Self employment: 11.4% • Total: 59.6% See tab 'Activities after graduation' for more information.	No value because the tracer survey conducted by PAFP in collaboration with IPRCS was not done in 2015.	No data for 2015. It will not be able to see an evolution over the years.	In ESSP the target for 2015 is: 40% of the TVET graduates are employed six months after graduation
LOG 3 Persons (male/female) completing TVET training in pilot TVET Centres	Collecting data with pilot schools: Number of persons who graduate Number of persons who start TVET training	WDA statistics	At the end of each schoo/year		Data is not available	Data is not available	Data is not available	Data is not available	Data is not available	Data is not available	Data is not available	Increase of graduates over the years. Ratio female/male increases over the years.

I.OG 4	Direct beneficiaries: number of persons enrolled in pilot TVET Centres	Collecting data with pilot schools: Number of persons who graduate Number of persons who start TVET training	TVET centres statistics	At the end of each schooyear	Total # trainees all pilot schools: 4428 Ratio Female/Male: 0.66 See tab Nr. trainees-graduates for more information	Total # trainees all pilot schools: 5324 Ratio Female/Male: 0.71 See tab Nr. trainees-graduates for more information	Total # trainees all pilot schools: 6423 Ratio Female/Male: 0.67 See tab Nr. trainees-graduates for more information	Total # trainees all pilot schools: 7325 Ratio Female/Male: 0.68 See tab Nr. trainees-graduates for more information	Total # trainees all pilot schools: 7313 Of which: 4288 male and 3025 female Ratio Female/Male: 0.71 # trainees PAFFP pilot schools: 4575 # trainees IPRCS pilot schools: 2738 See tab 'Nr. trainees' for more information and graphs.	Total # trainees all pilot schools: 7058 Of which: 4014 male and 3044 female Ratio Female/Male: 0.76 # trainees PAFFP pilot schools: 4246 # trainees IPRCS pilot schools: 2812 See tab 'Nr. trainees' for more information and graphs.	Increase of trainees over the years. Ratio female/male increases over the years.
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OUTCOME: A better quality TVET in the Southern Province

<p>I.OS 1 Increase in the number of schools reaching CBT standards</p>	<p>Pilot schools audits</p>	<p>First time in 2014, second time in 2015, Q1</p>	<p>No data</p>	<p>No data</p>	<p>No data</p>	<p>No data</p>	<p>10 Old Pilot Schools: 2.76/4 14 New Pilot Schools: 2.31/4 See lab 'Pilot School Audits 2014' for detailed information per standard.</p>	<p>Increase in standards between 2014 and 2015</p>
<p>I.OS 2 A road map for quality improvement of all TVET centers in the province is established and realized by at least 10% by 2015</p>	<p>IPRCs Action plan/TVET centers Action plans</p>	<p>Annually</p>	<p>No data</p>	<p>No data</p>	<p>No data</p>	<p>Hardly influence of IPRCS because of recent establishment</p>	<p>10 Old Pilot Schools: 3.08/4 14 New Pilot Schools: 2.75/4 See lab 'Pilot School Audits 2015' for detailed information per standard.</p> <ul style="list-style-type: none"> The strategic plan 2013-2018 of IPRCS has been reviewed and the sustainability plan of PAFP has been added The 14 IPRCS pilot schools have an action plan 2016 The 14 IPRCS pilot schools have a strategic plan 2016-2020 All the 24 pilot schools got one school audit in 2015 which was used to assess their progress 	<p>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.</p>
	<p>Report of the workshop about elaboration of pilot schools action plans</p>	<p>Annually</p>	<p>No data</p>	<p>No data</p>	<p>No data</p>	<p>71%</p>	<p>Workshop to collect data about the implementation rate of the action plans of the pilot schools was cancelled</p>	<p>Action plans of the 10 Pilot Schools are completely implemented (10 pilot schools is more than 10% of all TVET centers in the province)</p>

OUTPUT 6: Institutional capacity of WDA to implement competency-based TVET (systemic support)											
I.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						<ul style="list-style-type: none"> • Capitalization process of PAFP is in development: This will lead to sharing of lessons and tools with partner 	<ul style="list-style-type: none"> • Organization of International Knowledge Sharing TVET Symposium during which lessons were draw about the five years of implementation. • Different knowledge sharing deliverables have been produced: <ul style="list-style-type: none"> - Video documentary on CBTA implementation - Video documentary on the approach of training sites - Booklet on 'building school leaders' capacities' - Booklet on 'Agricultural TVET reform' - Working paper on 'TVET Internship Programme' - Working paper on 'The PAFP Approach' - Reflection paper on 'Testing the Most Significant Change Approach in PAFP'. 	<ul style="list-style-type: none"> • 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 overcome this problem, a lot of efforts has been put in the capitalisation process • This indicators is not clear and SMART defined. 	Systematical knowledge sharing with WDA which leads to an increased body of knowledge within WDA.

<p>1.62 Quality accreditation (schools, programmes and trainers) process of WDA developed, validated & implemented</p>	<p>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 Nufic is responsible for accreditation of programmes) 3. Quality accreditation of trainers: • TVET trainer curriculum •TOT implementation framework • Trainer portfolio</p>	<p>Annually</p>	<p>• No process for development, validation and experimentation • No schools audits based on a TVET specific accreditation framework</p>	<p>No data</p>	<p>No data</p>	<p>No data</p>	<p>No data</p>	<p>1. Audit standard developed in 2012 by WDA in cooperation with PAFP b. Not validated but used by WDA in whole country. IPRC S supported by PAFP use them to accompany the accreditation process of pilot schools in the Southern province c. Used by PAFP, IPRCS and WDA 2. Certification of trainees a. WDA with the support of Nufic is supporting the RTQF implementation at WDA level b. Assessment of trainees in 24 PAFP pilot schools is ongoing. This should lead to certification according to the RTQF of WDA, but still lacking systematic process at WDA level 3. • TVET trainer curriculum: a. developed in 2012 b. Not validated but used by 24 pilot schools c. adapted to align with Nufic pedagogical training contents d. currently being revised by WDA with other DPs • TOT implementation framework: a. In development b. Nufic is taking the lead, with PAFP supporting it</p>	<p>Overview of the developed tools, but no indication of the reached result</p>	<p>Development, validation and implementation of quality accreditation process for schools, programmes and trainers.</p>
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OUTPUT 7: Better TVET programmes										
1.71	TVET reform curricula are developed and validated	Number of Curricula developed and validated	Updated information from TA's responsible	Trimestrial update	11 draft curricula exist	9 curricula have been developed	13 curricula have been developed	7 curricula have been developed	3 curricula have been developed	30 CB curricula developed in agriculture, hospitality and construction
1.72	Experimented curriculum are adapted	Number of Curricula experimented	Updated information from TA's responsible	Trimestrial update	No systematic feedback system	9 curricula have been experimented with and been improved using the information from the experimentation	13 curricula have been experimented with and been improved using the information from the experimentation	13 curricula have been experimented with and been improved using the information from the experimentation	4 curricula have been experimented with and been improved using the information from the experimentation	30 CB curricula improved by using information collected during experimentation
OUTPUT 8: Capacity of IPRCS as regional resource centre (regional level)										
1.81	IPRCS has mechanisms in place to monitor and support TVET in the province				No mechanisms					IPRCS is monitoring and supporting all TVET centers in the Southern province
1.811	IPRCS is able to train and accompany the implementation of curricula in terms of technical, organizational and pedagogical competences	Percentage of trainers that are implementing the curricula correctly	Inspection reports of IPRCS	Annually	No staff in IPRCS	No data	No data	No data		By 2018, at least 95% of the trainers are properly implementing the curricula (strategic plan IPRCS)

<p>I.812 Monitoring and evaluation system for curriculum implementation in place</p>	<p>I.813 The collaboration between IPRCS and employers facilitates the organization of a quality training offer answering the labour market needs</p>	<p>Steps taken to put into place the PSF-South-IPRC-South Committee</p>	<p>WMS - narrative result description</p>	<p>Annually Q4</p>	<p>Occasional contact with privat sector federation and potential employers</p>	<p>No data</p>	<p>No data</p>	<p>No data</p>	<p>Committee PSF-South-IPRC-South <ul style="list-style-type: none"> IPRC-South committee action plan is validated by president of PSF-South Members of the IPRC-South-PSF-South Committee were trained on TVET Reform and CBTCBA </p>	<p>PSF-South-IPRC-South committee is in place and operational <ul style="list-style-type: none"> 17 Entrepreneurs from the Southern Province and 18 Members of the IPRCSouth-PSF/South Committee participate in the Forum of companies of the Southern Province </p>	<p>Committee PSF-South-IPRC-South is in place and operational: <ul style="list-style-type: none"> four meetings per year are conducted by the committee and the committee is implementing their action plan No indication of the reach results, but a description of the steps which have been taken to reach the planned output </p>	<p>Committee PSF-South-IPRC-South is in place and is operational <ul style="list-style-type: none"> List of partners in privat sector is available </p>	<p>A minimum of four committee meetings are held per year <ul style="list-style-type: none"> Full implementation of action plan </p>
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1.814	Incubation center and career guidance services are in place	Steps taken to pull into place two business incubations centers	WMS - narrative result description	Quarterly	No incubation centers	No data	No data	No data	<p>KBIC:</p> <ul style="list-style-type: none"> • 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 <p>IPRCS BIC:</p> <ul style="list-style-type: none"> • A Strategic plan has been made 	<p>Both BIC:</p> <ul style="list-style-type: none"> • 4 Managers of BICs are trained on BIC Management • 2 start-up kits are provided to 2 existing incubated companies • A draft is developed of the BIC training package which defines the trainings to be offered in WDA BICs <p>KBIC:</p> <ul style="list-style-type: none"> • KBIC Management Committee Meeting took place (Roles and responsibilities of BIC Staff have been clarified, KBIC rules and regulations is validated) • Selection of new incubatees for Kavumu Business incubation centre <p>IPRCS BIC:</p> <ul style="list-style-type: none"> • IPRCS/BIC strategic plan is validated • The IPRCS/BIC Management Committee is set-up and IPRC-South BIC Management committee meeting took place • Review of IPRCS BIC strategic plan is ongoing 	<p>BIC operational means:</p> <ul style="list-style-type: none"> • Staff trained and in place • Coaching sessions for incubates conducted by staff • Incubates are creating businesses • No indication of the reach results, but a description of the steps which have been taken to reach the planned output 	<p>Two business incubations centers are in place and operational</p>
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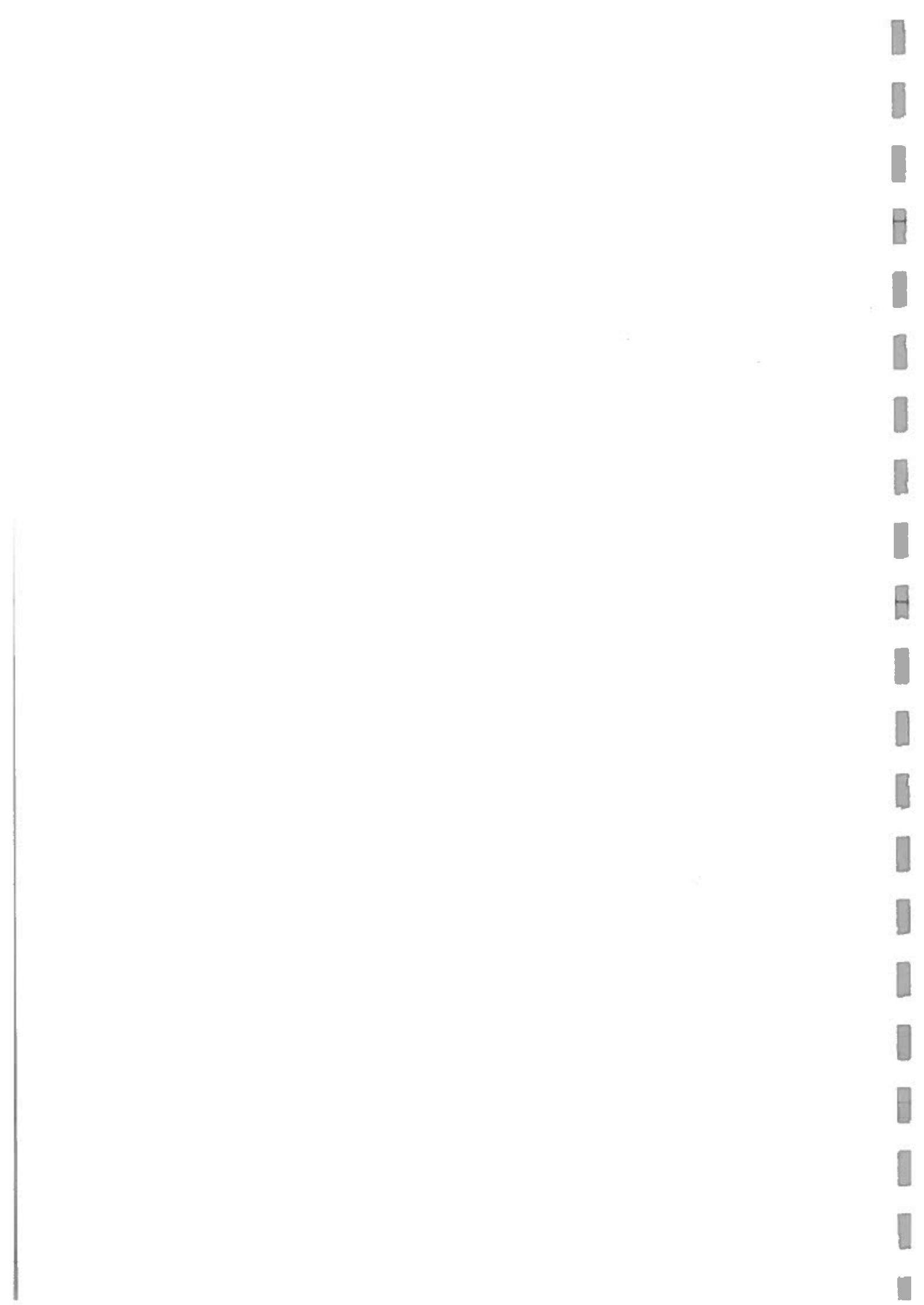
<p>1.B2 IPRCS is a TVET role model in the Southern province</p>	<p>BICs are operational:</p> <ul style="list-style-type: none"> • How many businesses are founded with support of the incubation center • How many of these businesses still exist after one year 	<p>Observation and questioning of BIC staff</p>	<p>Annually Q4</p>	<p>No incubation centers</p>	<p>/</p>	<p>/</p>	<p>/</p>	<p>• IPRCS BIC: - 0 businesses founded • Kavumu BIC: - 6 businesses founded</p>	<p>• IPRCS BIC: - 0 businesses founded • Kavumu BIC: - 2 businesses founded - 13 ideas identified which can result in founding of 4 businesses - 2 businesses founded in 2014 still exist after one year</p>	<p>• Businesses are started with the support of the BICs • These businesses still exist after one year</p>
<p>1.B2 IPRCS is a TVET role model in the Southern province</p>	<p>Increase in Standards on all aspects of Pilot schools audits based on ACA audit standards by IPRCS</p>	<p>Pilot schools audits</p>	<p>Annually Q1</p>	<p>No data</p>	<p>No data</p>	<p>No data</p>	<p>IPRCS: 2.524 See tab 'Pilot School Audits 2014' for detailed information per standard.</p>	<p>IPRCS: 2.854 See tab 'Pilot School Audits 2015' for detailed information per standard.</p>	<p>• IPRCS is not taking the role as role model PAFP is not working towards reaching this achievement (only indication of status of IPRCS on all the standards of the quality audit)</p>	<p>Increase in standards between 2014 and 2015. To be a role model IPRCS should have a higher score than other TVET centers</p>
<p>1.B2 IPRCS is a TVET role model in the Southern province</p>	<p>The efforts that IPRCS take to share best practises with TVET centers in the province</p>	<p>Activities to share best-practises with TVET centers are defined in action plan</p>	<p>Annually Q4</p>	<p>No data</p>	<p>No data</p>	<p>No data</p>	<p>In the IPRCS Action Plan 2014/2015 no activities are defined to share best practises with TVET centers in the province.</p>	<p>IPRCS Action Plan 2015/2016 the following activities are planned: • Organise and coordinate peer-to-peer learning between SMS • Open days were organised at IPRCS • Training of trainers and inspection of 20 schools on the CB approach are planned</p>	<p>• IPRCS is not taking the role as role model PAFP is not working towards reaching this achievement</p>	<p>Efforts are made by IPRCS to share best-practises</p>

<p>1.83 IPRCS takes into account gender, HIV, environment, vulnerable population</p>	<p>Gender, HIV, environment and vulnerable population are taken into account in the IPRCS strategic plan</p>	<p> <ul style="list-style-type: none"> Two gender focal points of IPRCS have been trained on gender and inclusiveness Gender assessment of IPRCS has been done by two gender focal points Gender and inclusiveness action plan for IPRCS has been developed and approved by IPRCS management Two gender awareness events on TVET and gender were organised, reaching more than 1700 people including local authorities, students, parents, and local community </p>	<p> <ul style="list-style-type: none"> Two focal points in all of the 24 pilot schools have been trained on gender and inclusiveness Focal points and School Managers have been supported into developing a gender and inclusiveness action plan Coaching visits have been conducted by PAFF in collaboration with gender focal points IPRCS, to support the implementation of the gender and inclusiveness action plans in the 24 pilot schools </p>	<p> <ul style="list-style-type: none"> This indicator doesn't measure the results, because not enough has been done to see a clear result. The process of what has been done to increase awareness and take action on gender and inclusiveness, is describe. No indication of the reach results but a description of the process and activities </p>	<p>IPRCS takes gender into account and has a plan for improving gender equity and inclusiveness</p> <ul style="list-style-type: none"> By 2015 60% of gender policy is achieved (IPRCS strategic plan)
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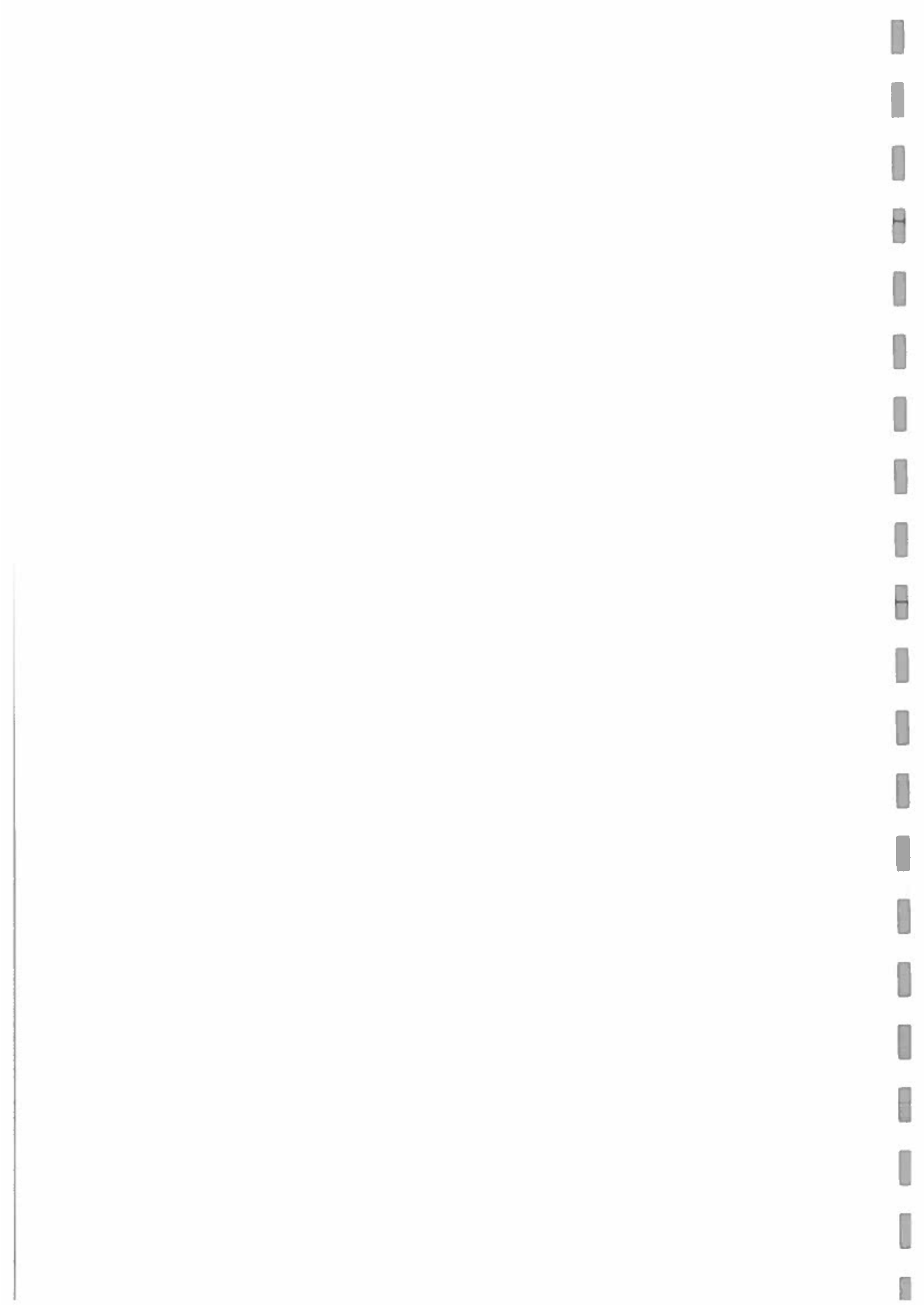
OUTPUT 9: Capacity of pilot training centres to produce quality, labour market relevant TVET																		
I.91	Number of trainers that completed the Competence Based Education and Training modules	Number of trainers in every pilot school who completed the CBA modules	TVET centres statistics	Annually Q4	No CBT ToT programme	No data	No data	Trained in 12 modules of CBA/T: • 9 CPP (Committee Pedagogique du Province) • 5 members of IPPCS from other provinces (one in every province)	GPP with support of PAFP gave training in 12 modules of CBA/T: 102 of which 27, 3 in every pilot school, were assigned as CPC (Committee Pedagogique du Centre)	IPPCS and study masters of the 10 PAFP pilot schools, to update their knowledge in CBA/T • Training in 5 modules of CBA/T given by PAFP: 113 trainers (focus on the 14 new pilot schools) • Percentage of trainers who received training in CBA/T in all trades: PAFP Pilot Schools: 61% IPPCS Pilot Schools: 54%	IPPCS and study masters of the 10 PAFP pilot schools, to update their knowledge in CBA/T • Training in 5 modules of CBA/T given by PAFP: 67 trainers • Percentage of trainers who received training in CBA/T in supported trades: PAFP Pilot Schools: 83% IPPCS Pilot Schools: 72%	IPPCS and study masters of the 10 PAFP pilot schools, to update their knowledge in CBA/T • Training in 5 modules of CBA/T given by PAFP: 67 trainers • Percentage of trainers who received training in CBA/T in supported trades: PAFP Pilot Schools: 83% IPPCS Pilot Schools: 72%	IPPCS and study masters of the 10 PAFP pilot schools, to update their knowledge in CBA/T • Training in 5 modules of CBA/T given by PAFP: 67 trainers • Percentage of trainers who received training in CBA/T in supported trades: PAFP Pilot Schools: 83% IPPCS Pilot Schools: 72%	IPPCS and study masters of the 10 PAFP pilot schools, to update their knowledge in CBA/T • Training in 5 modules of CBA/T given by PAFP: 67 trainers • Percentage of trainers who received training in CBA/T in supported trades: PAFP Pilot Schools: 83% IPPCS Pilot Schools: 72%	IPPCS and study masters of the 10 PAFP pilot schools, to update their knowledge in CBA/T • Training in 5 modules of CBA/T given by PAFP: 67 trainers • Percentage of trainers who received training in CBA/T in supported trades: PAFP Pilot Schools: 83% IPPCS Pilot Schools: 72%	IPPCS and study masters of the 10 PAFP pilot schools, to update their knowledge in CBA/T • Training in 5 modules of CBA/T given by PAFP: 67 trainers • Percentage of trainers who received training in CBA/T in supported trades: PAFP Pilot Schools: 83% IPPCS Pilot Schools: 72%	IPPCS and study masters of the 10 PAFP pilot schools, to update their knowledge in CBA/T • Training in 5 modules of CBA/T given by PAFP: 67 trainers • Percentage of trainers who received training in CBA/T in supported trades: PAFP Pilot Schools: 83% IPPCS Pilot Schools: 72%	IPPCS and study masters of the 10 PAFP pilot schools, to update their knowledge in CBA/T • Training in 5 modules of CBA/T given by PAFP: 67 trainers • Percentage of trainers who received training in CBA/T in supported trades: PAFP Pilot Schools: 83% IPPCS Pilot Schools: 72%
I.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	No data	No data	No data	No data	No data	10 Old Pilot Schools: 2.79/4 14 New Pilot Schools: 2.18/4 See tab 'Pilot School Audits 2014' for detailed information per standard	10 Old Pilot Schools: 2.51/4 14 New Pilot Schools: 2.48/4 See tab 'Pilot School Audits 2015' for detailed information per standard	10 Old Pilot Schools: 2.51/4 14 New Pilot Schools: 2.48/4 See tab 'Pilot School Audits 2015' for detailed information per standard	Increase in standards between 2014 and 2015					
I.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	No data	No data	No data	No data	No data	10 Old Pilot Schools: 2.39/4 14 New Pilot Schools: 1.67/4 See tab 'Pilot School Audits 2014' for detailed information per standard	10 Old Pilot Schools: 3.10/4 14 New Pilot Schools: 2.47/4 See tab 'Pilot School Audits 2015' for detailed information per standard.	10 Old Pilot Schools: 3.10/4 14 New Pilot Schools: 2.47/4 See tab 'Pilot School Audits 2015' for detailed information per standard.	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 audits 1: learning focused on labour market of Pilot Schools audit	Pilot schools audits	Annually	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	10 Old Pilot Schools: 2.63/4 14 New Pilot Schools: 1.96/4 See tab 'Pilot School Audits 2014' for detailed information per standard.	10 Old Pilot Schools: 2.94/4 14 New Pilot Schools: 2.60/4 See tab 'Pilot School Audits 2015' for detailed information per standard.	Increase in standards between 2014 and 2015
1.95	Improved quality of SM and leadership according to ADA standards	Increase in Standard aspect 4: school governance of Pilot Schools audit	Pilot schools audits	Annually		No data	No data	No data	No data	10 Old Pilot Schools: 3.17/4 14 New Pilot Schools: 2.81/4 See tab 'Pilot School Audits 2015' for detailed information per standard.	10 Old Pilot Schools: 3.17/4 14 New Pilot Schools: 2.81/4 See tab 'Pilot School Audits 2015' for detailed information per standard.	Increase in standards between 2014 and 2015

7.6 Initial Logframe



OG	Logique d'intervention	Indicateurs objectivement vérifiables	Sources de vérification	Hypothèses
	<p>Objetif global La population rwandaise peu ou non qualifiée a davantage d'opportunités de revenus grâce à l'acquisition des compétences professionnelles</p>			
OS	<p>Objetif spécifique L'accès à un système de formation professionnelle de qualité, adapté aux besoins du marché du travail, est facilité, en particulier dans la province du Sud</p>	<ol style="list-style-type: none"> 1) Le taux d'insertion socioprofessionnelle des sortants des centres appuyés atteint 50 % à la fin de la deuxième année du projet et 70 % à 3 1/2 ans. 2) A la fin de la deuxième année, 40 % des apprenants des centres appuyés bénéficient d'un stage dans le milieu professionnel, et 70 % à 3 1/2 ans 3) A la fin de la deuxième année, 30 % des apprenants des centres appuyés sont des filles et de femmes, et 50 % à 3 1/2 ans 	<ol style="list-style-type: none"> 1) Registre et rapports annuels des centres ; LMIS, rapports de suivi du programme, enquête 2) et 3) Registre et rapports annuels des centres ; LMIS, rapports de suivi du programme, enquête, rapports de la FSP et de ses chapitres provinciaux 	
R 1	<p>Résultat 1 La stratégie de l'enseignement et la formation technique et professionnelle (EFTP – TVET) inclut l'aspect genre et répond aux objectifs de la réforme de l'éducation et aux besoins du secteur économique. (skills audit, certification du niveau « travailleur qualifié » – niveau 3, besoins des entreprises etc.)</p>	<ol style="list-style-type: none"> 1) Une journée de présentation des bonnes pratiques aura eu lieu dans le dernier trimestre de la première année du projet 2) La version draft du document de la stratégie TVET sur 5 ans (aspect genre) sera produite 6 mois après le début du projet. 3) La concertation sur le draft du document de stratégie sera terminée 1 an après le début du projet – document draft intégrant les commentaires 4) Le système de suivi-évaluation du programme sera validé (manuel) par le Comité de concertation du programme et mis en place au bureau de gestion 3 mois après le début du projet 5) La FSP publie au moins une fois par an un article qui démontre l'utilité du TVET pour les entreprises. 	<ol style="list-style-type: none"> 1) Rapport de la journée de présentation 2) Version draft du plan stratégique TVET 3) Draft de la stratégie TVET intégrant les commentaires 4) Manuel du système de suivi et évaluation 5) Revue et rapport annuel de la FSP 	<ol style="list-style-type: none"> 1) Le secteur privé participe activement à la formulation de la stratégie 2) Minéducatif s'implique activement dans la formulation de la stratégie TVET et la coordonne avec la ESSP et PBE 3) Le « TVET Development Partners Group se réunit régulièrement et participe au Policy Dialogue avec le Gouvernement (Minéducatif, WDA, secteur privé)





	Logique d'intervention	Indicateurs objectivement vérifiables	Sources de vérification	Hypothèses
R 2	<p>Résultat 2: Les institutions en charge de l'enseignement et la formation technique et professionnelle au niveau national et de la province du Sud sont opérationnelles à la satisfaction des bénéficiaires (centres de formation, personnes en formation et sortants). WDA est opérationnel et travaille régulièrement, l'IPRC a trouvé sa place dans l'ensemble institutionnel du TVET (Minéduc-WDA-IPRC-opérateurs de formation/Training Providers, secteur économique). Le Directeur du WDA remplit son contrat de performance conclu avec le gouvernement.</p>	<ol style="list-style-type: none"> 1) Le Board du WDA discute dans ses séances les défis de la relation formation-emploi, les déficiences et atouts du système actuel, il confirme ou critique et réoriente la stratégie TVET. 2) Les opérateurs de formation préservent leur autonomie. 3) Le WDA rend aux opérateurs de formation des services qui améliorent la qualité des formations : nombre croissant de programmes accrédités et des certificats octroyés 4) Le département Développement des programmes a produit, à 1 ½ an depuis le début du programme, au moins deux nouveaux programmes modulaires et il a adapté au moins 3 programmes existants, sur les niveaux 2, 3 et 4 (dans le futur, validation par le Manpower Technical Skills Council) 	<ol style="list-style-type: none"> 1) Rapports du Board du WDA 2) Statut des Training Providers, rapports annuels, rapports TEVSA 3) Rapports des Training Providers, rapport annuel WDA 4) Programmes de formation existe dans les centres accrédités Le Policy and Procedures Manual existe. 	<p>Le WDA se consolide et est doté d'un personnel professionnellement qualifié et motivé</p>

Logique d'intervention	Indicateurs objectivement vérifiables	Sources de vérification	Hypothèses
<p>R 3</p> <p>Résultat 3</p> <p>Les mécanismes de développement des programmes et de leur application dans les centres de formation, respectant le critère de l'équité genre, sont opérationnels et ils correspondent aux besoins du secteur économique.</p>	<ol style="list-style-type: none"> 1) Le WDA dispose d'un plan de développement des programmes de formation 1 an après le début du projet. 2) Le WDA dispose d'un plan de recrutement et de formation continue des formateurs TVET qui prend en compte les besoins des opérateurs de formation et des filières établies et retenues. 3) Le plan-cadre pour l'équipement des centres de formation en fonction des programmes appuyés est disponible 6 mois après le début du projet. Un plan partiel détaillé fera partie de chaque plan annuel. Premier appel d'offres en cours à la fin de la première année depuis le début du projet. Le deuxième appel d'offres sera en cours ou finalisé à la fin de la deuxième année. (mission d'évaluation à mi-parcours). 4) A la fin de la deuxième année, 60 % des formateurs ont le profil (compétence pédagogique et technique) qui correspond aux critères de qualification établis par le WDA, à 3 1/2 ans après le début du projet, 80 % des formateurs ont le profil qui correspond aux critères de qualification établis par le WDA. 5) Les nouveaux curricula développés (transformation alimentaire etc.) sont mis en œuvre à la fin de la deuxième année et les premiers élèves / apprenants auront terminé leur formation à la fin de la troisième année du programme. 80 % des formateurs des centres appuyés répondent au profil de qualité exigé à 3 1/2 ans du début du projet 	<ol style="list-style-type: none"> 1) 2) et 3) Documentation disponible au niveau du WDA 2) Rapport d'évaluation de chaque enseignant-formateur disponible au niveau du Training Provider et / ou gdu WDA. Fiches de personnel au niveau du WDA, département ressources humaines, certificats attestant les compétences pédagogiques et techniques 3) Rapports annuels des Training Providers, rapport annuel WDA. Enquête spécifique dans le cadre des missions de suivi 	<p>Hypothèses</p> <ol style="list-style-type: none"> 1) Collaboration véritable entre le WDA, le IPRC Sud, les Training Providers et le secteur économique 2) Engagement du gouvernement à allouer un budget significatif en fonction des besoins d'équipement 3) Le gouvernement assume ses responsabilités en termes de formation continue des formateurs

	Logique d'intervention	Indicateurs objectivement vérifiables	Sources de vérification	Hypothèses
R 4	Résultat 4 Un système de certification harmonisé, compatible avec le cadre national des qualifications, est opérationnel et valide la qualité des compétences acquises lors des formations.	<ol style="list-style-type: none"> 1) Le cadre du NTQF (« Blueprint », voir Activité 4.1 au chapitre précédent) sera disponible à fin décembre 2009. Selon les récents accords entre le WDA et le Nuffic-NL, il y a cette possibilité, financé par la coopération bilatérale des Pays-Bas, alors hors projet, par le biais d'une expertise, appel d'offres organisé par Nuffic-NL 2) Le système de certification est opérationnel à fin de la deuxième année du projet 	<ol style="list-style-type: none"> 1) Document de la partie du NTQF couverte par l'appui belge (pour quelques filières et pour certains niveaux de qualifications retenues, par exemple la maçonnerie, la menuiserie, la transformation alimentaire et autres, dans lesquelles l'APEFE et la VVOB ont déjà une expertise démontrée dans le passé 2) Document du système de certification au niveau du WDA ; un ou plusieurs certificats d'aptitude professionnelle émis selon les différents niveaux du système 	<ol style="list-style-type: none"> 1) Bonne collaboration interinstitutionnelle (Minédu, WDA, REB) 2) Le système de certification et le NTQF sont alignés aux systèmes des pays membres de l'EAC
R 5	Résultat 5 La mise en œuvre locale de la formation garantit la durabilité des centres de formation et assure l'insertion socioprofessionnelle des lauréats, en respectant l'aspect genre.	<ol style="list-style-type: none"> 1) A 2 ans du début du projet, les CFP appuyés par le projet s'autofinancent à hauteur de 30 % des coûts de fonctionnement et d'amortissement et à 3 1/2 ans à hauteur de 50 % 2) A 2 ans du début du projet, les ETO/EAV appuyés par le projet s'autofinancent à hauteur de 20 % des coûts de fonctionnement et d'amortissement et à 3 1/2 ans à hauteur de 30 %. 3) A la fin de la deuxième année, 40 % des apprenants des centres appuyés bénéficient d'un stage dans le milieu professionnel, à 3 1/2 du début du projet, 70 % 4) Le taux d'insertion socioprofessionnelle des sortants des centres appuyés atteint 50 % à la fin de la deuxième année et 70 % après 3 1/2 ans. 6) Des sortants employés ou auto employés, 50 % se trouvent dans une situation d'auto-emploi. 	<ol style="list-style-type: none"> 1) et 2) Rapports comptables et financiers des centres de formation 2) Rapport de la cellule « orientation et insertion » du centre de formation 3) et 5) Rapport d'une Tracer Study et / ou journée des portes ouvertes et / ou registre tenu au WDA / IPRC / Training Provider 	<ol style="list-style-type: none"> 1) Gestion efficace des centres et des ateliers productifs 2) Bonne collaboration du WDA, du IPRC et des Training Providers avec le secteur économique

R 1	Activités pour atteindre le Résultat 1	Moyens
	<p>Résultat 1 La stratégie de l'enseignement et la formation technique et professionnelle (EFTP – TVET) inclut l'aspect genre et répond aux objectifs de la réforme de l'éducation et aux besoins du secteur économique. (skills audit, certification du niveau « travailleur qualifié » – niveau 3, besoins des entreprises etc.)</p>	
<p>A 1.1</p> <p>A 1.2</p> <p>A 1.3</p>	<p>Activités prévues pour atteindre le Résultat 1</p> <p>A 1.1 Elaborer une ébauche (« Blueprint ») du NTQF – National TVET Qualification Framework qui devra être harmonisé avec le NQF (sous Résultat 4). Cette activité devra être réalisée avant le début du projet, appui néerlandais ou belge (sur Fond d'études ?). Exemple d'actions à entreprendre sous cette activité :</p> <p>1) Mener une consultation préalable sur le développement du cadre pour le NTQF, la certification et l'inspection du TVET. Cette activité devra être réalisée avant le début du projet, appui néerlandais, allemand, japonais, belge</p> <p>A 1.2 Réaliser une synthèse de toutes les études existantes produites entre 2007 et 2009 en rapport avec le TVET, les stratégies nationales et le secteur économique</p> <p>A 1.3 Réaliser une étude de base (Baseline Study) sur l'état de lieu de l'offre et la demande de formation TVET, en détail pour la province du Sud et basée sur des documents et études / enquêtes existants pour le reste du pays</p> <p>Exemples d'actions à entreprendre sous cette activité :</p> <p>1) Relever tous les Training Providers existants dans le pays (filères, niveaux, publics, conventionnés et privés), Mapping avec GPS et intégrer les coordonnées (latitude, longitude, hauteur) dans le logiciel Arc-GIS, les données seront traitées et sauvegardées au bureau du projet.</p> <p>2) Définir les critères minimum qui permettent d'évaluer la qualité de la formation (moyens : séminaires de validation avec les différents partenaires de TVET)</p> <p>3) Elaborer le mapping (géographique, par type et par niveau, sur une carte du pays) des institutions de TVET (« carte scolaire ») et évaluer leur potentiel d'excellence pour une / plusieurs filière(s) et un niveau spécifique (un centre peut être leader dans une filière et un niveau spécifique ou posséder le potentiel, ce qui justifierait des investissements)</p> <p>4) Evaluer le niveau de la qualité – liens avec les Résultats 3 et 4</p> <p>5) Relever les résultats du « Skills Audit » réalisé pour le compte de HIDA</p> <p>6) Identifier les secteurs, filières et métiers prioritaires porteurs d'emploi et de revenus, rôle du genre</p> <p>7) Identifier les domaines d'intervention pour renforcer l'offre de formation des centres de formation (Training Providers)</p> <p>8) Analyser les statistiques nationales ainsi que les bases de données de FSP/PSF</p> <p>9) Confronter les données avec celles utilisées par la Banque Mondiale et le « Economic Intelligence Unit » de la revue « Economist »</p> <p>10) Relever le portrait des secteurs économiques pour la province du Sud</p> <p>11) Relever les données disponibles du LMIS (appui GTZ), ce qui rendra la stratégie plus précise</p> <p>12) Relever toute autre information disponible (Administration du District, FSP-BDS)</p>	

	Activités pour atteindre le Résultat 1 (suite)	Moyens
A 1.4	<p>A 1.4 Formuler le document de la stratégie TVET et un plan de développement sur une période de 5 ans (personnels, investissements, indicateurs)</p> <p>Exemples d'actions à entreprendre sous cette activité :</p> <ol style="list-style-type: none"> 1) Faire l'inventaire des documents de politique et stratégie existants, dégager les axes importants pour le TVET et les déficits 2) Formuler la version draft de la stratégie TVET et un plan de développement sur une période de 5 ans (personnels, investissements, indicateurs) 3) Organiser un processus de concertation entre les parties prenantes : Gouvernement, secteur privé etc. pour déterminer les lignes directrices de la stratégie TVET 4) Disséminer et valider de manière participative la version draft au niveau des provinces et des districts (IPRC, Gouverneur, Maire de District etc.) : Organiser des séminaires 5) Le Board du WDA valide les propositions et recommandations collectées 6) Disséminer le document final à l'occasion d'une conférence nationale sur la stratégie TVET en présence des organisations partenaires de la East African Community et de la République Démocratique du Congo <p>A 1.5 Elaborer une stratégie de développement des ressources humaines du secteur TVET : a) fonctions administratives WDA-IPRC-opérateurs de formation, b) formateurs agents WDA et vacataires, c) personnel de production dans les ateliers. Appui à la mise en œuvre sous le Résultat 2 pour WDA et IPRC et sous le Résultat 5 pour les Training Providers</p> <p>A 1.6 Valoriser le TVET par l'introduction d'un certificat d'aptitude professionnelle (CAP) capitalisable pour le niveau 3 – travailleur qualifié – Elaboration sous Résultat 3 Exemple d'actions à entreprendre sous cette activité :</p> <ol style="list-style-type: none"> 1) Choisir une ou deux filières relativement consolidées pour développer et tester un CAP, en collaboration avec le secteur économique <p>A 1.7 Prendre en compte les bonnes pratiques (suivi et évaluation) et les disséminer</p> <p>Exemples d'actions à entreprendre sous cette activité :</p> <ol style="list-style-type: none"> 1) Organiser une journée de présentation des bonnes pratiques au niveau national et de la province du Sud, avec la participation des bailleurs et agences de coopération 2) Echanger les expériences avec les pays voisins (séminaires internationaux, Peer Reviews, échanger les formateurs, prendre connaissance des nouveaux programmes de formation du Kenya et Ouganda (BTVET) 3) Inclure les bonnes pratiques dans le document de stratégie TVET (sous Activité 1.4) <p>A 1.8 Faire le suivi et l'évaluation interne du programme Exemples d'actions à entreprendre sous cette activité :</p> <ol style="list-style-type: none"> 1) Elaborer un manuel de suivi et évaluation interne du programme 2) Produire les plans semestriels et annuels, rapports d'exécution semestriels et annuels (rapports techniques et financiers) 3) Faire le suivi des indicateurs qui seront précisés sur base des résultats de la Baseline Study et alignés sur les indicateurs de l'EDPRS et de la stratégie TVET <p>A 1.9 Développer et mettre en œuvre une stratégie d'information et de promotion du TVET</p>	

R 2	Activités pour atteindre le Résultat 2	Moyens
<p>Résultat 2 Les institutions en charge de l'enseignement et la formation technique et professionnelle au niveau national et de la province du Sud sont opérationnelles à la satisfaction des bénéficiaires (centres de formation, personnes en formation et sortants). WDA est opérationnel et travaille régulièrement, l'IPRC a trouvé sa place dans l'ensemble institutionnel du TVET (Minéduc-WDA-IPRC-opérateurs de formation/Training Providers, secteur économique). Le Directeur du WDA remplit son contrat de performance conclu avec le gouvernement.</p>	<p>Résultat 2 : 1) équiper les bureaux (le LMIS devrait être couvert par l'appui GTZ) 2) acheter et mettre à disposition des véhicules</p>	
A 2.1	<p>Activités prévues pour atteindre le Résultat 2 A 2.1 Appuyer le WDA / IPRC dans la mise en place du cadre institutionnel Exemple d'actions à entreprendre sous cette activité :</p> <p>1) Appuyer le WDA / IPRC dans la formulation d'une résolution ministérielle (publiée au Journal officiel) qui détaille structure, mission, postes et attributions de WDA, IPRC et opérateurs de formation / Training Providers (période d'essai). Se référer au Policy and Procedures Manual pour WDA qui sera approuvé par le Board du WDA et le MIFOTRA.</p>	
A 2.2	<p>A 2.2 Développer et faire approuver le plan de développement institutionnel pour WDA / IPRC (au début WDA aura 20 – 25 postes, après 5 ans 80 postes Exemples d'actions à entreprendre sous cette activité :</p> <p>1) Faire la revue de la description des postes (job description) et les préciser, 2) Déterminer le profil de la personne qui occupera le poste 3) Assister le WDA dans le développement des procédures de recrutement (sauf s'il y aura un arrêté ministériel pour toute la Fonction publique) 4) Proposer les critères pour la sélection du personnel professionnel</p>	
A 2.3	<p>A 2.3 et A 3.3 Assister le WDA dans la mise en place de a) la Direction Développement des curricula b) la Direction Formation des formateurs c) la Direction Accréditation et certification et d) l'IPRC-S (job description, sélection du personnel)</p>	
A 2.4	<p>A 2.4 Former le personnel du WDA à formuler les Work Programmes annuels (contrat de performance) pour chacun des postes de a) la Direction Développement des curricula b) la Direction Formation des formateurs c) la Direction Accréditation et certification et de l'IPRC-S Exemples d'actions à entreprendre sous cette activité :</p> <p>1) Identifier les besoins en formation, coaching etc. pour le personnel sélectionné (mais limiter l'investissement à un niveau de coût raisonnable !) 2) Planifier un programme de formation intensive du personnel (exécuté par WDA) 3) Former le personnel (formation intensive sur place, formation à l'étranger), coaching sur le poste de travail. La création d'un esprit de corps productif est aussi important que les compétences techniques et professionnelles (le programme d'appui financera exclusivement la formation continue et le coaching des professionnels des Directions de développement des curricula, de la formation des formateurs, de l'accréditation/certification et de l'IPRC/S) 4) Mener une enquête au niveau des Training Providers par an pour évaluer l'impact de ces formations sur la performance des centres</p>	
A 2.5	<p>A 2.5 Appuyer WDA dans la création d'une unité d'orientation, conseil et insertion socioprofessionnelle par province – voir A5.5</p>	
A 2.6	<p>A 2.6 Appuyer WDA dans la création d'une unité chargée de l'équité genre (accès, formation et insertion des filles et femmes)</p>	

	Activités pour atteindre le Résultat 3	Moyens
	<p>Résultat 3 Les mécanismes de développement des programmes et de leur application dans les centres de formation, respectant le critère de l'équité genre, sont opérationnels et ils correspondent aux besoins du secteur économique.</p> <p>Activités prévues pour atteindre le Résultat 3</p> <p>Domaine A : Programmes de formation</p> <p>A 3.1 Elaborer une stratégie de développement des curricula pour déterminer quels curricula seront à réviser / développer d'urgence par rapport aux besoins prioritaires du marché de l'emploi et du WDA Exemples d'actions à entreprendre sous cette activité :</p> <ol style="list-style-type: none"> 1) Réaliser une étude sur l'état de lieu des curricula existants (filières, niveaux, prise en compte du concept des compétences, participation du secteur économique dans leur élaboration), analyser leur pertinence, identifier les déficits (NCDC – unité TVET qui sera transféré au WDA) 2) Evaluer l'utilisation et la pertinence des curricula existants au niveau des centres de formation, avec les professionnels du secteur économique 3) Harmoniser la méthodologie de développement des curricula (competence-based approach – approche par compétences APC, mais il y a différentes écoles ou même « églises ») 4) Développer les formats standard du curriculum (curriculum material), approche modulaire : modules capitalisables <p>A 3.2 Concevoir des formations certifiées par le CAP (lien avec les Résultats 1 et 4). Organiser des tests pratiques pour certifier les travailleurs de bonne qualité qui ne disposent pas de certification (Gakinjira etc.)</p> <p>A 3.3 Renforcer les capacités du personnel des Départements curricula et formation des formateurs du WDA voir Résultat 2.4</p> <p>A 3.4 Mettre en place un Comité de validation des curricula (Technical Expert Group et Manpower Technical Skills Council)</p> <p>A 3.5 Adapter les curricula existants. Révision sous l'aspect de l'attractivité et l'accessibilité pour les filles et femmes</p> <p>A 3.6 Développer les nouveaux curricula sur base des priorités définies, particulièrement dans les filières favorables à l'accueil des filles et femmes</p> <p>A 3.7 Mettre en place les nouveaux curricula dans les centres de formation, particulièrement dans les filières favorables à l'accueil des filles et femmes (administration-gestion-comptabilité-informatique de gestion-hôtellerie-transformation et conservation agroalimentaire-horticulture-floriculture) Exemples d'actions à entreprendre sous cette activité :</p> <ol style="list-style-type: none"> 1) Former les formateurs de la province du Sud 2) Expérimenter le curriculum 3) Valider le curriculum 4) Elaborer un système de révision périodique des curricula 	<ol style="list-style-type: none"> 1) AT int. développement curricula 2) AT int. Food processing 3) ATs int. de courte durée

	Moyens	Moyens
A 3.8	<p>Activités pour atteindre le Résultat 3 (suite)</p> <p>A 3.8 Insérer dans chaque module ou programme de formation le contenu « entreprenariat ». Lien avec le Résultat 3</p> <p>Activité 3.5</p> <p>Exemples d'actions à entreprendre sous cette activité :</p> <ol style="list-style-type: none"> 1) Faire l'inventaire de l'existant 2) Elaborer les modules « entreprenariat » pour les niveaux 2, 3 et 4, en intégrant le critère « genre » 3) Intégrer les modules « entreprenariat » dans les curricula 4) Former les formateurs à l'exploitation du curriculum « entreprenariat » par famille de filières <p>Domaine B : Formation des formateurs</p> <p>A 3.9 Développer une stratégie formation des formateurs au niveau national</p> <ol style="list-style-type: none"> 1) Développer une base de données (formateurs des centres de formation appuyés, filières, qualifications et besoins en formation) 1) Développer une stratégie de formation de formateurs au niveau national <p>A 3.10 Développer un module de pédagogie appliquée à la formation professionnelle pour la formation des formateurs (Pedagogy curriculum for teachers training) au Rwanda</p> <ol style="list-style-type: none"> 1) Développer le module de pédagogie 2) Restituer le module de pédagogie <p>A 3.11 Organiser la formation des formateurs (avec participation des Training Providers privés) dans les domaines d'action du programme d'appui : filières existantes et nouvelles, capacité d'identifier des curricula existants, de les adapter et d'en faire des nouvelles propositions selon les demandes spécifiques (tailor made), calculer le coût pour les formations courtes sur appel d'offres – lien avec le Fonds de formation (Résultat 5) Exemples d'actions à entreprendre sous cette activité :</p> <ol style="list-style-type: none"> 1) Identifier les besoins en formation, des formateurs en compétences techniques sur base des curricula adaptés ou développés 2) Organiser les formations de formateurs et former les formateurs en pédagogie sur base du module en pédagogie 3) Organiser les formations techniques des formateurs sur base des curricula adaptés ou développés et selon les besoins identifiés 4) Mener une enquête au niveau des Training Providers par an pour évaluer l'impact des formations des personnels sur la performance des centres. Evaluer l'impact au niveau des Training Providers de la qualité des services rendus suite aux formations reçues au R2, R3 et R4 <p>Domaine C : Mise en place dans les centres de formation</p> <p>A 3.12 Evaluer les besoins des centres à appuyer pour appliquer les curricula : besoins en équipement, bâtiments, formateurs, documents didactiques – Implications au niveau de la gestion et du financement des centres, lien avec le Résultat 5</p> <p>A 3.13 Equiper les centres selon les besoins Exemples d'actions à entreprendre sous cette activité :</p> <ol style="list-style-type: none"> 1) Former le personnel à l'entretien des équipements 2) Mettre en place des calendriers d'entretien et de remplacement des équipements 3) Inclure les frais de fonctionnement et de dépréciation des équipements dans la comptabilité des centres 	
A 3.12		
A 3.13		
A 3.14		

	A 3.14 Fournir l'appui spécifique pour la mise en place des curricula (voir toutes les activités du Résultat 3)	
Activités pour atteindre le Résultat 4		Moyens
Résultat 4	Un système de certification harmonisé, compatible avec le cadre national des qualifications, est opérationnel et valide la qualité des compétences acquises lors des formations.	
A 4.1	<p><u>Activités prévues pour atteindre le Résultat 4</u></p> <p>A 4.1 Donner des conseils pour le développement du système des qualifications National TVET Qualification Framework NTQF -- voir Résultat 1 et lien avec l'appui néerlandais - voir A 1.1</p>	1) AT int. pédagogique 2) 2 AT nationaux pédagogiques
A 4.2	<p>A 4.2 Développer la méthodologie d'insertion des données R 3 et R 4 dans le NTQF via la structure compétente</p> <p>1) Rassembler les données à insérer dans le NTQF pour les niveaux 2 et 3 des filières prioritaires pour la province du Sud</p> <p>2) Etablir le lien entre les formations existantes et nouvelles au niveau de la province du Sud et les catégories et niveaux correspondants du NTQF</p> <p>3) Valider les données insérées dans le NTQF pour les filières et les niveaux appuyés par le programme, sur base des données des R 3 et R 4 – en complémentarité avec les autres bailleurs</p>	
A 4.3	<p>A 4.3 Renforcer les capacités du personnel du département du WDA chargé de l'accréditation et de la certification – voir R 2.4</p> <p>1) Former le personnel (formation intensive sur place, formation à l'étranger), coaching sur le poste de travail. La création d'un esprit de corps productif est aussi important que les compétences techniques et professionnelles – lien avec Résultat 2</p>	
A 4.4	<p>A 4.4 Développer un système d'accréditation (au sein du WDA) - lien avec Résultat 3</p> <p>1) Développer la méthodologie de travail</p> <p>2) Définir les critères d'accréditation des centres de formation en fonction des programmes de formation dispensés (filière, niveau)</p> <p>3) Elaborer un manuel de procédures pour l'inspection de l'application des programmes dispensés dans les centres : curriculum et conditions d'application, matériel didactique, formateurs, équipements, évaluation formative et sommative, processus d'attribution de l'accréditation du programme</p> <p>4) Traduction, multiplication et diffusion du manuel des procédures dans les centres de formation du pays</p> <p>5) Accompagner les inspecteurs lors de leurs visites sur le terrain</p> <p>6) Collaborer à la délivrance des accréditations effectuée par la Direction Accréditation et certification du WDA et le Comité d'accréditation</p>	

	Activités pour atteindre le Résultat 4 (suite)	Moyens
A 4.5	<p>A 4.5 Développer le système de certification des sortants pour des niveaux spécifiques (futur niveau de travailleur qualifié CAP, niveau existant de technicien A 2, autres)</p> <ol style="list-style-type: none"> 1) Déterminer pour quel profil de sortie (selon NTQF) il est pertinent d'établir la certification a) niveau 2 BTP correspondant aux formations CFJ actuelles b) cuisine Mpanda et Rwabuye c) niveau 3 menuiserie et maçonnerie CFJ Mpanda, Nyanza, Rwabuye d) hôtellerie salle Ecole privée d'hôtellerie de Ruhango e) EAV Kinazi f) niveau 4 Secrétariat-administration-comptabilité plusieurs écoles secondaires g) nouvelle filière Food Processing aux niveaux 2 et 3 2) Développer la méthodologie de travail 3) Définir les critères de certification des sortants (par filière et niveau) 4) Elaborer avec le partenaire un manuel de procédures pour la certification des sortants des centres : curriculum et conditions d'application, matériel didactique, formateurs, équipements, évaluation formative et sommative), processus d'attribution de l'accréditation du programme 5) Harmoniser l'évaluation normative des sortants 6) Appuyer la mise en œuvre de l'évaluation normative harmonisée dans la province du Sud <p>A 4.6 Organiser les tests pratiques pour certifier les travailleurs de bonne qualité qui ne disposent pas de certification</p> <p>A 4.7 Mettre en place une entité qui appuie l'amélioration de la qualité : au sein du WDA et éventuellement décentralisé au niveau du IPRC</p> <ol style="list-style-type: none"> 1) Développer les tâches et fonctions de l'unité innovation et qualité au WDA 2) Identifier les personnes qui peuvent transmettre les bonnes pratiques e.g. de gestion (centres, ateliers productifs), pédagogiques (formation continue pour des groupes de producteurs et la communauté) 3) Appuyer le transfert « peer-to-peer » - Financer l'appui par le programme dans la première année, cofinancer avec WDA à partir de la deuxième année 4) Expérimenter des concours interscolaires – une préparation pour la certification harmonisée, opportunité pour les centres de formation à se positionner dans le marché TVET, de se spécialiser sur ses atouts et potentialités 	

	Activités pour atteindre le Résultat 5	Moyens
	<p>Résultat 5 La mise en œuvre locale de la formation garantit la durabilité des centres de formation et assure l'insertion socioprofessionnelle des lauréats, en respectant l'aspect genre.</p> <p>Activités prévues pour atteindre le Résultat 5</p> <p>A 5.1 Renforcer les capacités du personnel de l'IPRC-S – voir Résultat 2.4 Exemple d'actions à entreprendre sous cette activité :</p> <p>A 5.2</p> <ol style="list-style-type: none"> 1) Former le personnel (formation intensive sur place, formation à l'étranger) coaching sur le poste de travail. La création d'un esprit de corps productif est aussi importante que les compétences techniques et professionnelles – lien avec Résultat 2 Activités 2.4 <p>A 5.2 Implanter un système de gestion administrative et financière facile à gérer dans chaque centre de formation (Training Provider), utilisation rentable des espaces, les directeurs sont habilités à assurer le suivi des apprentissages en collaboration avec l'IPRC-S et TEVSA. Simulation de la gestion d'entreprise</p> <p>Exemples d'actions à entreprendre sous cette activité :</p> <ol style="list-style-type: none"> 1) Intégrer dans le système de gestion des centres les bonnes pratiques existantes et le renforcer par la formation des ressources humaines en gestion 2) Initier et développer à partir l'IPRC-S, des mécanismes de partenariat entre les centres de formation (Training Providers), le District, le secteur économique et la communauté, en collaboration avec TEVSA 3) Former les directions des centres (Training Providers), en collaboration avec IPRC-S et TEVSA, à l'élaboration du « Plan de développement » sur 3 ans et d'un plan d'action annuel, en adéquation avec la stratégie TVEI de la province du Sud et l'aspect équité-genre. Développer lors de la formation un manuel d'opération d'une centre de formation, en intégrant l'aspect genre. L'intégrer aussi dans le plan de développement « Mission-Vision » de chaque centre 4) Evaluer de façon continue les besoins en équipement, bâtiments, formateurs, documents didactiques – voir Activité 3.10 5) Proposer un statut et un système de gestion standardisée pour les « Unités de production et d'application » mis en place par les Training Providers, sans en limiter la flexibilité et l'initiative 6) Proposer des modèles de Business Plan pour les unités de production (2 par bassin) 7) Former les responsables des unités de production et des coopératives à l'élaboration et à l'exploitation d'un Business Plan <p>A 5.3 Organiser la formation centrée sur l'apprenant (learner-centred education and training. Lien avec la ligne d'action – le Résultat 3). Mise en place des Conseils pédagogiques dans les centres de formation (Training Providers) où ils n'existent pas encore. Insertion institutionnelle en TEVSA et / ou WDA/IPRC</p> <p>Exemples d'actions à entreprendre sous cette activité :</p> <ol style="list-style-type: none"> 1) Analyse de la situation des Comités pédagogiques existants 2) Elaborer les tdr et les critères d'évaluation de fonctionnement des Comités pédagogiques dans les centres (Training Providers) 3) Implanter le modèle validé dans les centres (Training Providers) appuyés par le programme 4) Assurer l'accompagnement et le suivi de chaque centre 5) Evaluer l'impact des Comités pédagogiques sur la qualité des formations dispensées dans les centres 	

	Moyens	Justification pour le fonds de formation :
<p>A 5.4</p>	<p>Activités pour atteindre le Résultat 5 (suite)</p> <p>A 5.4 Installer dans les centres retenus (Training Provider) un Centre de ressources (documentation pédagogique en papier et électronique avec CD et accès Internet, équipé de 2 à 5 ordinateurs)</p> <p>Exemples d'actions à entreprendre sous cette activité :</p> <ol style="list-style-type: none"> 1) Former un documentaliste via un stage de formation à l'étranger pour l'IPRC-S 2) Identifier les besoins en équipement informatique. descente sur terrain AT infrastructures 5 jours 3) Elaborer une liste des documents de base et 1 mode de recherche approprié accessible aux formateurs des centres. A charge de l'ATR 5 + AT spécialisée + AT orientation socioprofessionnelle 4) Acquérir et fournir l'équipement et les ressources documentaires AT spécialisée dans une filière, par exemple la transformation alimentaire- AT infrastructures 5) Installer les connexions Internet. 5 installations la deuxième année, 5 installations la troisième année, 5 abonnements la deuxième année pour 2 ans, 5 abonnements la troisième année pour 2 ans 6) Former les formateurs à l'utilisation du centre de ressources. 1 Formation par bassin pour 2 formateurs par centre la 2^e, 3^e et 4^e année, 20 personnes par formation 7) Implanter dans chaque centre appuyé un système de gestion qui favorise l'accès en dehors des heures d'enseignement. Descente sur terrain 20 jours AT Infrastructures+ATR 5* <p>A 5.5 Installer dans chaque centre retenu (Training Provider) une Cellule d'orientation, conseil et insertion socioprofessionnelle Exemples d'actions à entreprendre sous cette activité :</p> <ol style="list-style-type: none"> 1) Initier la mise en place un système d'orientation et de suivi (guidance and counselling) des candidats à une formation du secteur TVET et des lauréats, en collaboration avec le WDA, l'IPRC-S et les centres appuyés. Conférence internationale de 2 jours, experts internationaux. Participants : Board WDA, 4 WDA, 20 personnes /IPRC-K/S, 3 TEVSA+5 FSP (4 provinces et Ville de Kigali), 1 représentant par pays de la sous région (Uganda-Kenya-Burundi-RDC-Tanzanie, autres en fonction d'expériences significatives), Coopération internationale (GTZ-DED-JICA-KOICA-APEFE-VVOB etc.) 2) Installer une unité « Formation-Emploi » au WDA et à l'IPRC-S. Engagement d'un AT local pour la 2^{ème} et 3^{ème} année ensuite prise en charge par l'IPRC-S. Equipement de bureau pour cette unité 3) Faciliter la mise en place au niveau des centres appuyés une cellule locale d'orientation et d'intégration socioprofessionnelle, suivi des stagiaires, des lauréats 1 WDA (unité équité / genre), 8 directeurs de l'éducation+10 directeurs TP+10 formateurs, 2 TEVSA, AT OS+AT OS local 4) Former le personnel de l'unité "Formation-Emploi" et des cellules d'orientation des centres. Formation par 1 expert international. Une formation de 5 jours 2 WDA (unité équité / genre) + 2 IPRC-K/S + AT IPRC-S + 10 directeurs + 10 formateurs 5) Organiser dans et faciliter pour chaque centre de formation (Training Provider) appyé, le suivi des stagiaires 6) Organiser dans chaque centre l'accompagnement des sortants (via unité "Formation-Emploi" et/ou cellule ISP) 	<p>Le Fonds de formation permettra aux centres de formation (Training Providers) de se placer sur le marché de formation et de conseil pour les productrices et producteurs ruraux qui est en train de se développer au Rwanda. En fait, plusieurs projets agro-vétérinaires- forestiers appuyés par la coopération belge ont des budgets qui sont alloués à la formation. Mais les centres de formation publics n'ont pas l'habitude ni l'expertise de se placer en position concurrentielle sur le marché de la formation continue et modulaire. Elle représente aussi une source de revenus pour les centres et elle aide à remonter le niveau de qualité de l'offre de formateurs, elle aide à actualiser et former les formateurs etc.</p>

	Activités pour atteindre le Résultat 5 (suite)	Moyens
A 5.5	<p>Suite des exemples d'actions à entreprendre sous cette activité :</p>	
7)	Organiser une Tracer Study et / ou une journée "Portes ouvertes" pour connaître le parcours professionnel des sortants	
8)	Organiser la gestion de la Cellule d'orientation et d'insertion : l'enseignant est chargé à mi-temps, plusieurs autres enseignants aideront aux tâches, en réduisant leur charge horaire de 1 ou 2 heures par semaine, favoriser le volontariat	
9)	Organiser dans chaque centre de formation (Training Provider) le suivi des sortants, relever le taux d'insertion qui est un des critères du Common Performance Assessment Framework pour apprécier la qualité de gouvernance (EDPRS?)	
A 5.6	10) Etablir des liens avec les entreprises et autres employeurs (administration publique etc.), registre sur ordinateur, une ou plusieurs places dans le conseil d'administration pour le Maire du District et le secteur économique voit Activité 5.2	
A 5.7	11) Etablir des liens avec les ONG et banques spécialisées dans le domaine du microcrédit. Un centre de formation serait surchargé par cette tâche pour chaque cluster : voir Activité 5.2	
A 5.8	<p>A 5.6 Insérer dans chaque module ou programme de formation le contenu « entreprenariat ». Lien avec le Résultat 3 Activité 3.5</p> <p>A 5.7 Disséminer et transférer les bonnes pratiques en gestion des centres de formation. Lien avec Résultats 1 et 2, insertion dans la stratégie TVEI</p> <p>Exemples d'actions à entreprendre sous cette activité :</p>	
1)	Organiser chaque année un séminaire national pour diffuser les bonnes pratiques pour promouvoir l'approche qualité	
2)	Organiser dans l'année 4 une conférence pour diffuser les bonnes pratiques de gestion "Qualité" dans la province du Sud	
A 5.8	<p>Installer dans chaque centre de formation retenu, les procédures d'appel à un Fonds de formation géré par le programme. La priorité sera donnée aux productrices et producteurs dans le domaine de la transformation et conservation agroalimentaires pour stimuler les personnels des centres d'offrir des formations ciblées à des groupes de producteurs / productrices</p> <p>Exemples d'actions à entreprendre sous cette activité :</p>	
5)	Définir les critères et procédures d'accès au fond	
6)	Former les directions des centres (Training Provider), en collaboration avec IPRC-S et TEVSA, à l'élaboration d'appel au Fond de formation. Une formation de 2 jours. Participants : 10 directeurs + 1 IPRC + 2 AT	
7)	Diffuser dans la Province du sud: 8 journées d'information dans les Districts	
8)	Assurer l'accompagnement et le suivi des formations dispensées	