

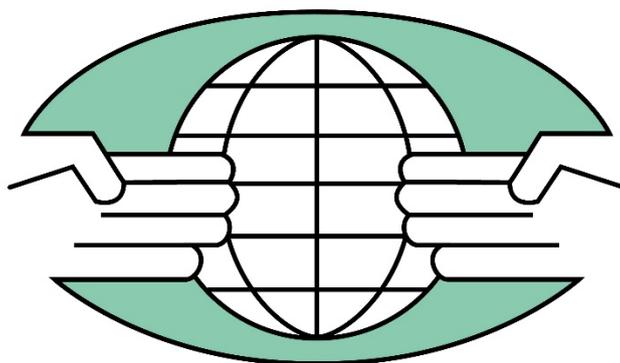
Résumé exécutif et réponse
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Evaluation finale

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FINAL EVALUATION

WORKPLACE LEARNING SUPPORT PROGRAMME EXECUTIVE SUMMARY

FOR ASSOCIATION POUR LA PROMOTION DE L'ÉDUCATION ET DE LA FORMATION A L'ÉTRANGER
(APEFE)

NOVEMBER, 2021

ACRONYMS

APEFE	Association pour la Promotion de l'Enseignement et de la Formation à l'Etranger Board – Secrétariat National de Renforcement des Capacités ou Conseil des Services
CP/ SC	Comité de pilotage / Steering Committee
CTS/TMC	Comité technique de suivi / Technical Monitoring Committee
DGD	Direction générale du développement économique et de réduction de la pauvreté (General Directorate for Development, Cooperation and Humanitarian Aid)
EDPRS	Economic Development and Poverty Reduction Strategy
EFTP/TVET	Enseignement et formation techniques et professionnels/ Technical and Vocational Education and Training
ENABEL	Agence Belge de Développement / Belgian Development Agency
ESSP II	Education Sector Strategic Plan
ESSP	Education Sector Strategic Plan/Plan stratégique du secteur de l'éducation
IBI	Imanzi Business Institute
IPRC	Integrated Polytechnic Regional Center/Centre Régional Polytechnique Intégré
MIFOTRA	Ministère de la Fonction Publique et du Travail / Ministry of Public Service and Labour
MINECOFIN	Ministère des Finances et de la Planification économique / Ministry of Finance and Economic Planning
MINEDUC	Ministère de l'Éducation / Ministry of Education
NISR	National Institute of Statistics of Rwanda
MTR	Mid Term Review
NEP	National Employment Policy – Politique nationale pour l'emploi
NESA	National Examination and School Inspection Authority
OECD DAC	The Organisation for Economic Co-operation and Development's Development Assistance Committee
PAFP	Programme d'Appui à la Formation Professionnelle pour le Renforcement des Capacités et de l'Emploi / Common Support Programme for Vocational Training
PSF / FSP	Private Sector Federation / Fédération du secteur privé
RDB	Rwanda Development Board
RP	Rwanda Polytechnic
RTB	Rwanda TVET Board
RTQF	TVET Qualification Framework
RwF	Rwandan franc
SIFA	African Union Development Agency through Skills Initiatives for Africa
TOC	Theory of Change
UGP/PMU	Unité de Gestion du Programme / Programme Management Unit
WDA	Workforce Development Authority
WPLSP	Workplace Learning Support Programme

I. SUMMARY SECTION

The WPL-programme, implemented by APEFE (Association pour la Promotion de l'Éducation et de la Formation à l'Étranger) in close cooperation with the Ministry of Public Service and Labour (MIFOTRA) and the Private Sector Federation (PSF), has been successful in establishing that dual training can be implemented in the Rwandan context on a sizable scale. The programme showed that disadvantaged youth and people with disabilities who benefited from the WPL training were, to a certain extent, able to find employment or to start their own businesses.

The WPL-pilot has supported MIFOTRA, PSF and other stakeholders in implementing the WPL-policies. This collaboration was one of the factors for the success of the programme because it allowed for the right policy measures to be taken. The support and collaboration also assured active participation of the private sector, in particular the different professional associations of the PSF and an increasing number of private sector companies that were willing to work with the WPL-programme. The **relevance** of the interventions in addressing higher skills levels of youth in order to increase their employability was recognised by the stakeholders and the private sector.

The pilot is overall appreciated by the trainees, companies and Government of Rwanda. The trainees valued the quality of the training, which not only focused on technical skills but also on personal skills and the understanding of business development issues. As a result, some trainees managed to create their own business and employment despite the challenges they encountered. Others were recruited, sometimes in the company where they had been trained.

The WPL-programme worked **effectively** together with different stakeholders. It provided capacity building and equipment to the 11 TVET schools that participated in this pilot phase. Managers and TVET trainers were trained in various fields in order to provide quality in-school training. The WPL-programme also provided equipment to the TVET schools so trainees could already acquire technical skills prior to their in-company training period. The delivery of some of this equipment came only late in the programme because of delays in the tender process and the COVID-19 restrictions. This had as a result that in some cases in-school training could not achieve a more practical approach, as was stated by some interviewed trainers.

Participating companies were also **effectively** supported with training, most of it focused on enhancing the capacity of the in-company trainer to coach, train and supervise the trainees during their in-company training period. Some companies received equipment (for the tailoring, leather and bakery sector). The selection of the different types of equipment was made by professional associations in close cooperation with the companies, however according to some companies the selected equipment was not optimal.¹ This was partly due to the fact that some equipment, e.g., in bakeries, is very expensive and were above the means of the programme budget. It should also be noted that given the large number of companies that participated in the programme, not all companies could receive equipment given the available budget.

Though the overall appreciation of the WPL-programme is satisfactory, some issues of concern for the **sustainability** of the programme remain. The programme achieved a clear buy-in of the government partners which warrants the sustainability of the programme. Also, participating companies indicated their readiness to continue their role in training youth. However, to further assure that cooperation attention needs to be paid to the provision of training materials (leather, flour, cotton, hair products

¹ KII several bakery companies

etc.) to TVET schools and companies.² The evaluation team noted that sometimes companies asked for compensation for taking in WPL participants and in some cases, this was paid for by DP's, which is of course not sustainable in the long term. APEFE and some other development partners were more principled and reasoned that the private sector should take their responsibility and chip-in themselves. Such a lack of harmonisation fuels unnecessary funding competitions among DP's and can adversely affect the quality of the WPL-process. It was for this reason that APEFE supported MIFOTRA and other partners in developing the WPL Implementation Guidelines that aims at providing uniform support levels by all DP's. The WPL Implementation guidelines also favour so-called non-monetary incentives to companies participating in the provision of WPL. This will in the long run contribute to the sustainability of the WPL approach.

In early-2020 the Government of Rwanda announced stringent lock-down measures, following the example of many other countries in the world, in order to stem the COVID-19 pandemic. During the lockdown period, TVET schools closed and many trainees had their WPL-training interrupted. As a consequence, the graduation of cohort 2 was delayed from November 2020 to June 2021. In order for TVET schools and trainees to remain in contact with each other, the WPL-programme provided them with tablets and smartphones. This measure was much appreciated.

As a pilot, the WPL-programme achieved its objectives regarding:

1. Different stakeholders collaborate and coordinate inclusive and equitable quality alternance training;
2. TVET institutions train young women and men to be competitive on the labour market;
3. Companies are able to provide workplace learning opportunities

However, the evaluation team is concerned about the **impact** of the programme on the economic position of the beneficiaries. There is a high level of unemployment of trainees after graduation. The survey carried out by the evaluation team among cohort 1 and 2 trainees showed more than 60% being unemployed. However, an earlier survey by APEFE among graduates of cohort 1 showed only a third being unemployed. In sectors like tailoring and food processing, this figure is even higher. Of course, here the impact of the COVID-19 pandemic could be a major factor but there could also be other underlying causes, like limited employment opportunities in a sector and high investments costs for start-ups. This should be further investigated in a second phase.

Regarding the **efficiency** of the programme, the evaluation team notices that support towards developing curricula and capacity of local organisations was done in an efficient way. The provision of equipment to TVET schools and companies had some delays, also because of COVID-19, but ultimately improved the training environment for the trainees.

Two large investments were made in two institutions: Integrated Polytechnic Regional Centre (IPRC) Kigali and the Imanzi Business Institute of the PSF. This support has strengthened local capacity to develop the Fashion/Garment sector in Rwanda and to provide cost-effective business support to the private sector. As such, these investments can be seen as an efficient use of the programme's investment budget.

Regarding **coherence**, the WPL-programme supported the government to implement existing policies and reach government targets. The programme also cooperated in a complementary way with international and local partners. APEFE played an important role within the TVET sub-sector working

² KII with TVET schools and companies

group. Now that the government has laid a firm foundation for a harmonised approach on the basis of the WPL Implementation guidelines, it may be advisable that, given the enormous financing needs of the TVET-sector in Rwanda, DP's develop a joint support strategy for the sector instead of continuing to finance individual bilateral projects.

Based on the findings of the fieldwork and the outcome of the data analysis the evaluation provides a number of recommendations which are given in the relevant sections of the evaluation questions. For easy reference, these recommendations are also given in section 2.7.



Republic of Rwanda
Ministry of Public Service
and Labour

WORKPLACE LEARNING SUPPORT PROGRAM - RWANDA 17-21 Final evaluation - Management response

28/02/2022

Rwanda

Management response

FINAL EVALUATION MISSION OF THE WORKPLACE SUPPORT PROGRAM IN RWANDA

Prepared by: Faustin MWAMBARI	Position: HoD -Employment Ecosystem Policy and Strategy, Programme Director, Ministry of Public Service and Labour
Hubert KAGABO	Position: Ag. Programme Administrator & Intervention Manager, APEFE/Rwanda
Validated by Date: 15 February 2022	The members of Technical Monitoring Committee (TMC) who were the following: 1. RTB/Rwanda TVET Board, 2. RDB/Rwanda Development Board, 3. MIFOTRA/Ministry of Public Services & Labour , 4. Private Sector Federation Chamber of Art and Craft , 5. Private Sector Federation Chamber of Industry/RAM , 6. APEFE technical agents. The meeting was organized on February 15, 2022.

Evaluation recommendation 1 :

- A second phase of the programme should continue strengthening TVET schools through capacity development of TVET trainers to further improve the knowledge and skills of trainees during the school periods so that the appreciation of companies for the TVET training increases

Management response: agree

Explanations:

- In order to make increased the appreciation of companies for the TVET and as a continuation of phase 17-21, the capacity of TVET is planned to be strengthened in programme 22-26 to improve the skills of the trainees : Technical, environmental, collaboration and exchange with private sector, training plans, online training and resources, inclusion, online training and content, quality assurance
- Knowledge Management to concerned partners, successes/good practices to duplicate, lessons learnt, challenges and reallocation of efforts will be organized as well

Key action(s)	Completion date	Responsible	Tracking*	
			Comments	Status (initiated, completed or no due date)
Integrated in strategy 22-26 ; no addition actions	NA	NA	NA	NA

Evaluation recommendation 2 :

APEFE could support RTB to develop a framework for quality assurance and monitoring of quality during training periods in-company. An independent organisation may be contracted to do this monitoring.

Management response: **Partially agreed (Ref. NESA mandate)**

Explanations:

- National Examination and School Inspection Authority (NESA) is a government institution that was established in 2020, under the Ministry of Education, to be at the center by monitoring the implementation of Norms and Standards in TVET, line with Competence Based Curriculum / Training. APEFE and actors in the field of technical & professional field (MIFOTRA and PSF) joined RTB in the new journey of dual training of apprentices, as far as quality assurance and monitoring were concerned.
- In the framework of the 22-26 programme APEFE has planned to support NESA in the development and evaluation of quality criteria for work-based training. Monitoring cannot be done by an external contracted organisation.
- In this framework, TVET institutions and centres will be supported to implement quality work-based training in response to these criteria.

Key action(s)	Completion date	Responsible unit(s)	Tracking	
			Comments	Status
Integrated in strategy 22-26 ; no addition actions.	NA	NA	NA	NA

Evaluation recommendation 3 :

APEFE supports the government to achieve its objectives through supporting skills development in priority sectors. It would be advisable that for these sectors, assessments are undertaken by RDB and IBI in order to gain a better insight into sector growth prospects, employment growth and possibilities, levels of technology use etc. Preferably, these should be done on a regional basis in order to provide trainees with a better insight into where employment and business opportunities exist.

Management response: **Partially agreed**

Explanations

- The 2022 strategy will support the development of labour market analyses with the districts to determine local employment and business development opportunities. This information will be fed back to the institutional level through skills office of RDB.
- The Chamber of Industry expressed a further support the private sector in labor market analyzes.

Key action(s)	Completion date	Responsible unit(s)	Tracking	
			Comments	Status
Integrated in strategy 22-26 ; no addition actions.	NA	NA	NA	NA

Evaluation recommendation 4 :

PSF, RDB and APEFE should continue collaborating with the private sector companies and address their concerns regarding issues such as skills level of trainees, materials, allowances etc. Support to companies should be harmonised since some companies received support, but some did not, which caused tensions. Support should also include insurance to the companies should a machine break down/damages caused by trainees, as is foreseen in the WPL guidelines. It seems reasonable that a cost-sharing model is developed between the companies, the programme and RTB to pay for the insurance costs.

Management response: **Partially agreed**

Explanations

1. Continued collaboration with Private sector to address companies' concerns: this will be done as in 22-26 through the CTS, participation in consultation forums, SWGs, etc. as it was done in the 17-21 phase--> **no specific actions for APEFE programme**
2. Support to companies should be harmonized since some companies: support to companies is planned in 22-26. It will be based on the equipment provided in 17-21. An arbitration must be made according to the budget available in the programme. It is often impossible to respond to individual claims. This is done in collaboration with unions and chambers. Consultations with companies and the private sector will continue to be organized --> **no specific actions for APEFE programme**
3. Insurance payments are provided for in the guidelines and may be borne by different parties. The programme supports the various stakeholders in providing quality training in line with the criteria of quality assurance (see recommendation 2). This point is on the programme's agenda as it supports the implementation of quality assurance in workplace training--> **No specific actions for APEFE programme**

Key action(s)	Completion date	Responsible unit(s)	Tracking
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			Comments	Status
Support the PSF, through Chambers & Associations, to monitor, advice, coaching, supervising companies to meet their daily concerns (including the equipments' insurance, appropriate placement of apprentices, etc).	Once a semester, TBD	Chambers & Associations, RDB.	To maximize the PSF involvement in the programme success	-
Evaluation recommendation 5 :				
PSF, IBI and professional associations should undertake a needs assessment for equipment needed by companies and link any support to these activities to the Business Development Fund or any other partner				
Management response: Agreed				
Explanations				
<ul style="list-style-type: none"> It is crucial to increase the level of companies in term of having own materials and equipments, in order to sustain the 50 % of training of apprentices as per the concept of dual training. COVID-19 has made weak some of the companies. Assessing this area would lead to potential in country-partners and related support. Existing opportunities: BDF is a subsidiary of BRD1 assisting the SMEs accessing funds and credits at reasonable rates while NIRDA enables industrial innovators for competitiveness via technology monitoring, acquisition, development and transfer & applied research. From the information from RDB (TMC member), it is only after 1 year of graduates initiatives in the field of entrepreneurship (e.g managing enterprises) that the existing funds are made available to them (assuming that they are sufficiently equipped/experienced to manage these funds well. 				
Key action(s)	Completion date	Responsible unit(s)	Tracking	
			Comments	Status
5.1 To facilitate to make a need assessment of equipment currently required for training in companies	July 2022	MIFOTRA, RDB, chambers and Associations, RTB, DPs	Evidences-based activity to inform the decisions makers	-

¹ Banque Rwandaise de Developpement

5.2 Support in the identification of funds and link them with the beneficiaries (BDF ² , NIRDA ³ , etc)	Aug-Sep 2022	Idem	Continuing referring to BDF by SMEs and to NIRDA by industrial innovators would bring impact by end of programme life.	-
Evaluation recommendation 6 : PSF, IBI, professional associations and Rwanda TVET Board (RTB) could provide capacity development to companies to reach the standards that were developed for work processes in companies in order to avoid an unsafe and unhealthy work environment of trainees.				
Management response: Agreed Explantation <ul style="list-style-type: none"> The 2022-2026 programme will continue supporting the new WPL guidelines implementation, including the requirement related to safe and healthy trainees 'environment. 				
Key action(s)	Completion date	Responsible unit(s)	Tracking	
			Comments	Status
6.1 Support the capacity building of ICIs on unsafe & unhealthy skills	Dec 2022-Feb 2023	PSF, IBI, Chambers & Associations, RTB	Skills leverage and capacity activity	-
6.2 Facilitate some talks between companies with FDA ⁴ & RSB ⁵ versus standards	Nov 2022	Idem	FDA has the mandate as Authority protecting the public health through some key regulations	-

² Business Development Funds

³ The National Industrial Research and Development Agency.

⁴ Rwanda Food and Drugs Authority

⁵ Rwanda Standards Board

Evaluation recommendation 7 :

APEFE and RICEM should intensify the follow-up and guidance of trainees after graduation in order to assist them in finding employment and understanding the reasons why many graduates do not use the skills they obtained in the programme.

Management response: **Agreed**

Explanations:

- Support for employment and entrepreneurship has already been initiated in 17-21 and the 22-26 strategy has a strong focus on these aspects.
- Concerning the non-use of skills, the evaluation conclusions were not very robust on this point due to a methodological weakness. Nevertheless, the follow-up of graduates by TVET centres is planned in the programme 22-26. Similarly, a learning process on factors related to employability and entrepreneurship is planned and may provide specific information.

Key action(s)	Completion date	Responsible unit(s)	Tracking	
			Comments	Status
Integrated in strategy 22-26 ; no addition actions.	NA	NA	NA	NA

Evaluation recommendation 8 :

APEFE and RICEM should ensure that start-ups get proper coaching and become part of a suitable business network. More intensive monitoring and coaching with IBI and RICEM could be provided to graduates who start up their own businesses.

Management response: **Agreed**

Explanations :

- Strategy 22-26 focuses on this. This is also planned with other ecosystem actors in each district.

Key action(s)	Completion date	Responsible unit(s)	Tracking	
			Comments	Status

Integrated in strategy 22-26 ; no addition actions.	NA	NA	NA	NA
Evaluation recommendation 9 : APEFE in the next phase of the programme should appoint a dedicated Business Development professional to strengthen and build relations with companies and work with IBI to advise and capacitate companies. This professional, together with PSF and IBI, may also support the government in developing strategies and incentives to attract larger established companies to the programme.				
Management response: Partially agreed Explanations : the idea is interesting, depending on the funds, otherwise insert some deliverables in planned staffs				
Key action(s)	Completion date	Responsible unit(s)	Tracking	
			Comments	Status (initiated, completed or no due date)
To be discussed with partners at the start of the programme and validated by the steering committee.	May-2022	MIFOTRA, Chambers & Associations, IBI, APEFE, MINECOFIN, MINEDUC, MINICOM, RDB, PSF and Trade Unions	Brainstorming	-
Evaluation recommendation 10 : APEFE should support PSF and RTB to ensure that a good relationship with companies is built and maintained through clear and more frequent communication between APEFE, TVET				

schools and the companies.				
Management response: Agreed				
Explanations : The strengthening of collaboration with the private sector is foreseen in the programme strategy. Particular attention will be paid to this point.				
10. 1 Facilitate meetings between RTB, Chambers & Associations to plan activities.	Apr, June, Sept, Oct 2022-2026	MIFOTRA, MINEDUC, RTB, Chambers & Associations, APEFE	Brainstorming and communication strategies	
10.2 Facilitate meetings between Chambers & Associations & TVET schools and the companies.	Apr, June, Sept, Oct 2022-2026	MIFOTRA, MINEDUC, RTB, Chambers & Associations, APEFE	Brainstorming and communication strategies	
Evaluation recommendation 11				
APEFE should also ensure that TVET trainers are connected with the In-Company Instructors and that there is regular follow up on the trainees by both instructors				
Management response: Agreed				
Explanations				
In the last 5 years pilot programme some sessions were initiated to link these 2 parties but it has to be mandatory. This is foreseen in strategy 22-26 and particular attention will be paid to monitoring this issue.				
Regular meetings of both parties on follow up of trainees.	July-Aug 2022-2026	Idem	Partnership strategy	
Evaluation recommendation 12				
APEFE, PSF, MIFOTRA, MINICOM and RDB should study the possibility of creating a fund for the most innovative trainees who want to start-up social enterprises				
Management response: Partially agreed				
Explanations				
The start-up was discussed during job fairs and other sessions from the pilot programme 2017-2021. The financial institutions were invited to provide guidance on how to get the initiation				

funds to start business. AMIR ⁶ & BDF were part of these discussions. The required meetings should continue until the appropriate, long-time and durable solutions are found.				
Creation of a unit to study feasibility of creating a fund.	September 2022	APEFE, PSF, MIFOTRA, MINICOM and RDB	Further actions to be taken, depending on the result, specific planning will be considered later)	-
Evaluation recommendation 13				
APEFE should consider scaling up in the 2 nd -phase and collaborate with more TVET schools and where possible try to match trainees from these schools with companies not far from their home base, to avoid heavy costs				
Management response: Disagree -				
Explanations				
<ul style="list-style-type: none"> It is important to agree that the catchments areas without companies receiving apprentices were a reality in the pilot programme of 2017-2021. It was crucial to identify them ahead (e.g apprentices of the trade of Leather work used companies far from their residences and TVET School of Gakoni having this trade currently. It was the same for apprentices from food processing Kabutare TVET School. Strategy 22-26 does not foresee expansion to new centres, but rather to consolidate the current centres to meet the necessary criteria for quality work-study training and to allow replication of the model by Rwandan institutions. 				
Monitor the possibility of calling on other funding	2023, 2024	APEFE staff	The possible ways would be to check with the existing Institutions	-

⁶ Association of Microfinance Institutions in Rwanda

Evaluation recommendation 14

MIFOTRA and MINECOFIN should engage with DP's on having a harmonized approach towards WPL and the support to the TVET sector as well as companies.

Management response: **Partially Agreed**

Explanations :

- In August 2021 MIFOTRA has started the dissemination of guidelines on the implementation of WPL-workplace learning policy in Rwanda⁷, with specific guidelines for each form of WPL including the guidelines for industrial attachment, Guidelines for dual apprenticeship, Guidelines for Industry Based Training (IBT), Guidelines for Recognition of Prior Learning (RPL). This policy has also financing guidelines, Incentives for companies to participate in WPL, roles and responsibilities, etc. There will be a need of progress tracking of the implementation and assess if institution in charge of guiding the implementation of the targeted form/approach of WPL are doing so, depending on the needs and the learning outcomes to be achieved. In a particular note, the main institutional roles and responsibilities shall involve MIFOTRA, NESAs, RDB, MINEDUC, HEC, MINECOFIN, MIGEPROFE, MYCULTURE, MINICOM, Sector Skills Councils, Higher learning institutions, PSF, Chambers, Industry Associations, DPs, Trades Unions, in their expected tasks of Coordination, Accreditation & Quality assurance or Implementation.

14.1 To facilitate the visit to TVET schools and companies on tracking the progress of the WPL policy implementation progress	March 2023	MIFOTRA, MINECOFIN, MINEDUC-RTB, NESAs, MINICOM, RDB, Chambers & Associations, DPs, Trade Unions.	Continuous activity	
14.2 To support the organization of a meeting/seminars on WPL policy implementation progress	July 2023, 2025, Feb 2026	Idem	Brainstorming strategy	

Evaluation recommendation 15

APEFE and PSF should, in order to reduce the workload of finding placements in companies for trainees, create an online platform that connects companies, schools and trainees for placement; the placement process is currently too time-consuming.

Management response: **Agreed –**

Explanations: The development of an online platform to put centres, companies and apprentices in contact is interesting. However, it will depend on the budget and possible collaborations.

⁷ Guidelines on the implementation of workplace learning policy in Rwanda, Ministry of public service and labour-MIFOTRA, Aug 2021.

Study the feasibility, the costs and possible technical and financial collaborations	July-December 22	MIFOTRA, APEFE, RTB, Private Sector Chambers	The related paper will be conceptualized once a room of financial means is defined and at the appropriate time	-
<p>Evaluation recommendation 16</p> <p>MIFOTRA and APEFE may want to evaluate the allowances given to students as they all come from vulnerable backgrounds in order to ensure that the allowance of RwF 50.000 as stipulated in the WPL guidelines is enough to cover expenses for meals, transport, rent etc</p> <p>Management response: agreed</p> <p>Explanations</p> <ul style="list-style-type: none"> This amount was recently increased in the Steering Committee. The general cost living status in Rwanda, especially for vulnerable populations may orient the decision on the time to increase this allowance. Nevertheless, the APEFE programme will conduct a learning process on beneficiaries' vulnerabilities. This information will be shared with relevant stakeholders. 				
Integrated in strategy 22-26 ; no additional actions.	NA	NA	NA	NA
<p>Evaluation recommendation 17</p> <p>Support the approval processes and establishment of Skills Financing Model as alternative financing model developed by PSF in collaboration with MIFOTRA and RDB in finding sustainably the TVET Development, apprenticeship, placements of interns, trainings, etc.</p> <p>APEFE should continue supporting IBI to become a self-sustainable training center for capability development of the private sector at large.</p> <p>Management response: Agreed</p> <p>Explanations</p> <ul style="list-style-type: none"> <u>Skills financing model</u> : There is a first draft developed with PSF and MIFOTRA. It requires to the new programme a support of make key actors meeting to move on to the stage of finalization of the related document. <u>Support to IBI by APEFE</u>: Support for the managing director was validated in SC. Very short term support for the salary to consolidate the launch of IBI, in continuity with 21 is possible on the APEFE programme and joint collaborations/actions with IBI will take place from 2022 onwards. 				

17.1 Facilitate in each meeting, seminar, retreat or conference the continuing discussion of all partners about financing models	Apr, June, Sept, Oct 2022-2026	MIFOTRA, RDB, RTB, MINECOFIN, MINEDUC, Chambers & Associations, IBI, DPs, APEFE	Brainstorming strategy	-
17.2 Support for 6 months of IBI managing director's salary	January-June 2022	APEFE, PSF, MIFOTRA	-	-
17.3 To support to finalize the existing draft	June-Aug 2022	PSF, MIFOTRA	Brainstorming strategy	-