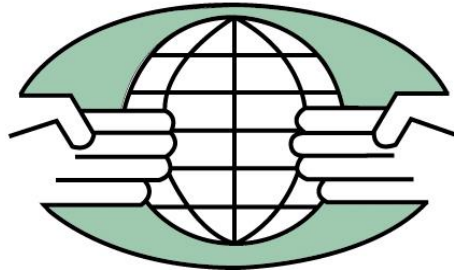


APEFE



TERMS OF REFERENCE

OF THE PUBLIC MARKET

SERVICE

HAVING FOR OBJECT

"AN EXTERNAL MID-TERM EVALUATION MISSION OF THE WORKPLACE LEARNING SUPPORT PROGRAM IN RWANDA"

PART 2

ACCEPTED INVOICE (SMALL PUBLIC CONTRACTS)

Contracting Authority

Association pour la Promotion de l'Education et de la Formation à l'Etranger

Project Author

**Association pour la Promotion de l'Education et de la Formation à l'Etranger,
Place Saintelette, 2 à 1080 Molenbeek-Saint-Jean**

Tables of contents

I. Terms of reference of the mid-term external evaluation	3
1. Context and usefulness of the evaluation	3
2. Scope of the evaluation	4
3. Context and theory of change of the programme	4
4. Objectives of the evaluation	10
5. Evaluation questions	11
6. Methodological approach	12
7. Data, information and documents available	12
8. Deliverables	13
9. Stages and milestones/Schedule.....	13
10. Steering the evaluation, role and responsibilities	14
10.1. APEFE	14
10.2. APEFE Programme Administrator in Rwanda	14
10.3. Steering committee	15
10.4. Support Committee	15
10.5. The evaluation team	15
11. Composition of the mission.....	16
11.2. Profile and responsibilities of the national consultant	16
12. Criteria for bid selection	17
13. Content of the bid	17
II. Annexes	18
1. Evaluation report.....	18
1.1. Principles to respect	18
1.2. Structure of the evaluation report.....	18

List of acronyms

Acronyms	Définitions
APEFE	Association pour la Promotion de l'Enseignement et de la Formation à l'Etranger
CP/ SC	Comité de pilotage/ Steering Committee
ENABEL	Agence Belge de Développement/ Belgian Development Agency
CTS/TMC	Comité technique de suivi /Technical Monitoring Committee
DGD	Direction générale du développement
EDPRS	Economic Development and Poverty Reduction Strategy – Stratégie de développement économique et de réduction de la pauvreté
EFTP/TVET	Enseignement et formation techniques et professionnels/ Technical and Vocational Education and Training
ESSP	Education Sector Strategic Plan / Plan stratégique du secteur de l'éducation
GMO	Gender Monitoring Office / Observatoire du genre
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 et de la Planification économique / Ministry of Finance and Economic Planning
MINEDUC	Ministère de l'Education / Ministry of Education
MINICOM	Ministère du Commerce et de l'Industrie / Ministry of Trade and Industry
NCBS/CESB	National Capacity Building Secretariat or Capacity Building and Employment Services Board – Secrétariat National de Renforcement des Capacités ou Conseil des Services pour le Renforcement des Capacités et de l'Emploi
NEP	National Employment Policy – Politique nationale pour l'emploi
ODD/SDG	Objectifs de Développement Durable / Sustainable Development goals
PAFP	Programme d'Appui à la Formation Professionnelle / Common Support Program for Vocational Training
PSF/ FSP	Private Sector Federation / Fédération du secteur privé
RDB	Rwanda Development Board
RP	Rwanda Polytechnic
UGP/PMU	Unité de Gestion du Programme / Programme Management Unit

I. Terms of reference of the mid-term external evaluation

1. Context and usefulness of the evaluation

The workplace learning support programme in Rwanda has its roots in the Workplace Learning Policy developed by the Rwandan authorities and approved in 2015. This training system was non-existent in Rwanda before 2015. The programme started in unexplored territory at institutional level. The APEFE programme supporting the Ministry for the Public Service and Labour and The Private Sector Federation is implemented as a pilot project from 2017 to 2021. Its ambition is to support Rwandan partners in achieving the operational design of this policy and to pilot it. In the future, this programme might be extended to the national level and the pilot phase must guarantee this. In 2019, the programme will have had two years of implementation and it will be important to draw lessons learned from it and to confirm that the strategy procures the potential benefits in line with expectations. An independent evaluation at the mid-point will underpin certain operational and strategic positions to take all actions necessary to achieve the objective in 2021 and ensure a post-2021 roll-out of the pilot workplace learning system.

In accordance with the commitments undertaken with the APEFE's local partners and the Belgian state, the interventions implemented by the APEFE are subject to mid-term and final evaluation.

The mid-term external evaluation that is the subject of this contract:

- is therefore in line with the APEFE's obligation of accountability towards taxpayers and the funding body, the Directorate-General for Development Cooperation (Belgian Federal Development Cooperation);
- is also in line with a desire and a responsibility on the part of the APEFE to provide reporting to its partners, target groups and beneficiaries;
- is intended to be formative because it will contribute to internal learning and to any strategic, methodological, administrative and financial decisions and approaches in order to improve the results to be achieved and the sustainability of the benefits of the program.

The evaluation also wants to be prospective and will identify the conditions and main axes necessary for implementation of a post-2021 phase.

Indeed, by analysing the outcomes of the intervention and its operating procedures, the evaluation will help to explain what works / does not work, **to establish the reasons for this and to draw lessons and good practices to inform the formulation of other interventions, the development of new policies, strategies and programmes and/or, in the short term, the reorientation of the evaluated programme and support the management.**

The evaluation will therefore be relevant to APEFE and to the different direct implementing partners, MIFOTRA and PSF.

The different programme implementation bodies (TMC, SC) will be able to:

- make necessary adjustments based on the recommendations,
- pay attention to the quality of the partnerships with other stakeholders,
- use the opportunities of the context to best effect,
- manage the different risks,
- ensure the conditions for rolling out workplace training are met.

By drawing from lessons learned and good practices, the evaluation will be useful to APEFE to improve its programme formulation, implementation and monitoring-evaluation practices.

The evaluation will also be useful to MIFOTRA and PSF, as well as to their other workplace learning implementation partners (RDB, MINEDUC, WDA, RP), to improve the training implementation strategy and ensure its sustainability.

Finally, Chambers, Professional Associations, companies and TVET schools will use it to implement workplace learning adequately, and ensure that trainees have the skills to join the labour market.

2. Scope of the evaluation

The evaluation will focus on the **programme** called "Workplace Learning Support Programme" and its 3 outputs.

The mid-term evaluation will focus on the implementation period from May 2017 to October 2019. The programme that is to be evaluated started its activities in May 2017 and will continue until December 2021.

It will focus on the capacity development provided to of the direct partners, MIFOTRA and PSF, and by extension, the other partners involved: the Ministry of Education, Workforce Development Authority (WDA), Rwanda Polytechnic (RP), Rwanda Development Board (RDB), and the supported Chambers and Professional Associations.

The evaluation will focus on the piloting of apprenticeship training courses in the 6 occupations in the 3 supported sectors - food processing, beauty and fashion, in some of the 11 districts covered by the programme: Gatsibo in the Eastern Province for fashion, the 3 districts of the city of Kigali for the beauty sector and the district of Musanze in the Northern Province for food processing.

The following groups will be particularly targeted by the evaluation:

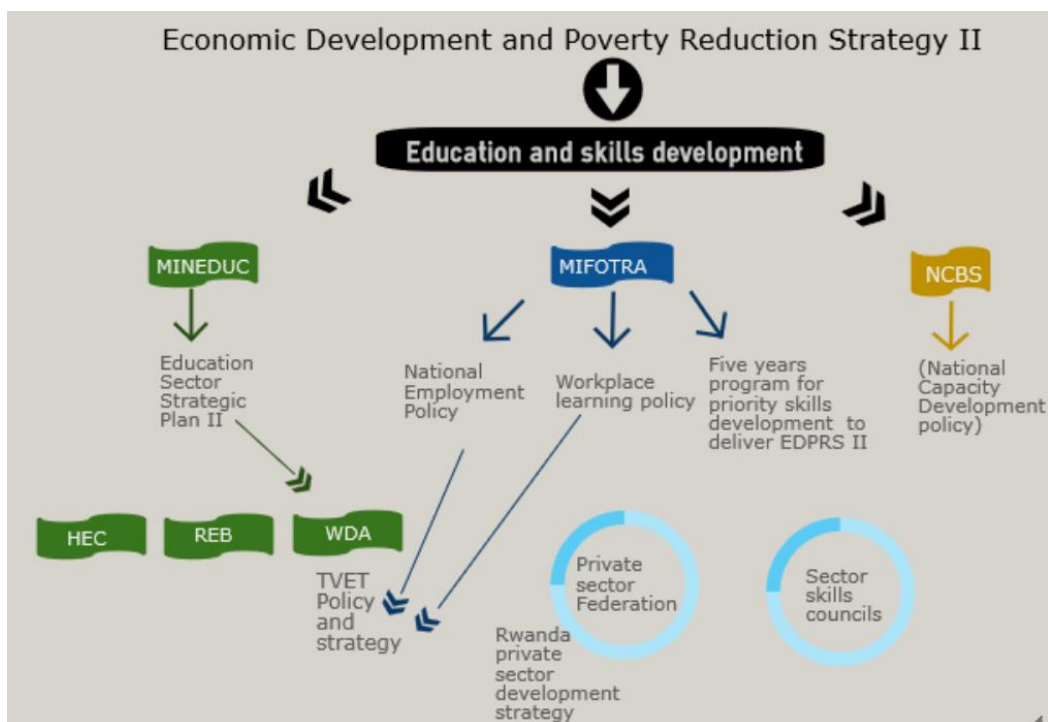
- Executives of the institutions involved in apprenticeship training (MIFOTRA, PSF, Chambers, WDA, RDB, Rwanda Polytechnic, etc.)
- Members of Professional Associations
- District officials (education, business)
- Pilot schools and companies in these geographic areas
- Heads and trainers of these pilot schools
- Company managers and in-company trainers
- Apprentices

The collaboration of the APEFE programme with the other development partners like Enabel, CSC Koblenz, GIZ, EDC/Akazi Kanoze Access, Exchange vzw, Humanity & Inclusion, Solidarité Mondiale will also be discussed..

3. Context and theory of change of the programme

The Government of Rwanda has drawn up a roadmap "Vision 2020" aiming to achieve the status of a medium-income country by 2020. It is committed to a range of economic reforms to achieve its target of 11.5% annual growth, following a policy of boosting the private sector as the engine for this growth. Vision 2020 is based on six pillars, ie. good governance and efficient management of the public sector, qualified human capital, a dynamic private sector, high quality physical infrastructures, as well as modern agriculture and animal breeding, with everything against the background of stronger regional integration as a member of the East African Community.

To achieve these targets, the Government of Rwanda has drawn up two Strategies for Economic Development and Poverty Reduction: EDPRS I from 2008 to 2012 and EDPRS II for the period 2013-2018. Several policies, institutions and strategies derived from EDPRS II relate to education, skills development and improvement of capacities and the Government of Rwanda has set these up as shown in the following diagram :



MINEDUC's Education Sector Strategic Plan (ESSP II), focuses on three objectives: access, quality and training/employment adequacy. As detailed in the Joint Contextual Analysis (JCA) and Joint Strategic Framework (JSF), significant progress has been made in the Education Sector in recent years. However, significant challenges remain, particularly in the TVET sub-sector.

At the level of the TVET sub-sector, in addition to ESSP II objectives, Rwanda has adopted a **National Employment Policy (NEP)** to face the challenge of stable employment. Its objectives are:

1. Creating sufficient jobs that are adequately remunerative and sustainable across the economy,
2. Equipping the workforce with vital skills and attitude for increased productivity that are needed for the private sector growth,
3. Providing a national framework for coordinating all employment and related initiatives and activities in the public, private sector and civil society.

The strategy for the second pillar is to develop workplace learning and entrepreneurial skills to create 200,000 jobs outside the agricultural sector per year.

The **2015 Workplace Learning Policy** complements the National Employment Policy and confirms the growing emphasis on improving the quality of training by strengthening collaborations between training institutions and companies.

The focus is on :

- Building the capacity of the private sector for better and more adequate involvement in the implementation of vocational training;
- Improving the socio-professional integration of the graduates;
- Transferring a greater knowledge and know-how at the macro level through the establishment of a continuous feedback loop between field activities and policy strengthening.

In 2011, APEFE joined the Common Support Program for Vocational Training (French abbreviation - PAFP), a common programme implemented with the BTC and VVOB between 2010 and 2015. This programme, bringing together the resources of the three organisations, was intended to improve the quality of vocational and technical training courses in the Southern Province in three priority sectors (Construction, Hospitality & Tourism, Agriculture), with as desired impact improved income for poorly qualified population of the province through the acquisition of skills.

From 2010 to 2015, the Common Support Program for Vocational Training (PAFP), implemented by BTC, VVOB and APEFE actively contributed to:

- The implementation of the Competency-based Approach (Pillar 3);
- The motivation of trainers through continuous training and the set up of production units (pillar 4);
- Strengthening the skills of school managers (pillar 5);
- Involving communities and parents, particularly through community outreach activities (Pillar 6).

The main lessons learned from PAFP guided the formulation of the Workplace Learning Support Programme 2017-2021:

- The private sector does not get involved because it lacks the capacity;
- Improving the quality of training does not guarantee the improvement of socio-professional integration;
- Private sector involvement has not been sufficient and adequate;

The specific outcome of the Workplace Learning Support Programme is :

Quality, inclusive and equitable apprenticeship training, accessible to young Rwandan women and men, responding to the skills needs of the growing Rwandan economy, is initiated in the trades of food processing and/or beauty/fashion.

To achieve this goal, the program is based on 3 results:

Result 1 : Different stakeholders collaborate and coordinate inclusive and equitable quality alternance training.

Result 2 : TVET institutions train young women and men to be competitive on the labour market.

Result 3 : Companies are able to provide workplace learning opportunities.

The program is planned for a duration of 5 years, from 2017 to 2021 and its budget amounts to € 3,374,500.

The programme relies on the institutions responsible for implementing TVET policies.

To this end, APEFE signed a partnership agreement with the Ministry for the Public Service and Labour (MIFOTRA) and the Private Sector Federation (PSF).

To achieve its objective, the programme is based on the following theory of change (TOC):

The involvement of the private sector from the conceptualization of the training program is necessary for the successful implementation of quality technical and vocational training that meets the needs of the labour market. To implement the Workplace Learning Policy, the first result targets the collaboration of all actors by helping them to define the strategy for implementing the policy and the collaboration framework between all these actors. Particular attention must be paid to the monitoring / evaluation tools for the implementation of the strategy, which is a prerequisite for piloting, drawing lessons learned and adapting the policy implementation.

In order to provide quality technical and vocational training for all, infrastructures and equipment must be available. WDA and Rwanda Polytechnic must facilitate the organization of modular training; the managers of TVET centres must be willing to introduce change in their respective centres and to collaborate with the private sector; trainers must be competent and motivated to provide training. This is the focus of result 2 which consists in reinforcing technical and vocational training institutions to accommodate learners in an apprenticeship training system, to reinforce the technical and soft skills of trainers.

To implement the workplace learning policy, companies must be able to accommodate learners. Companies must first be sufficient in the selected sectors but they must also be reinforced technically and pedagogically. This third phase of the change will mainly consist of reinforcing the technical and cross-cutting skills of the companies and strengthening the capacities of the tutors to transmit their knowledge and know-how. (cf Result 3).

ASSOCIATION POUR LA PROMOTION DE L'EDUCATION ET DE LA FORMATION A L'ETRANGER

Réf. : 2019-B-RWOS1/01

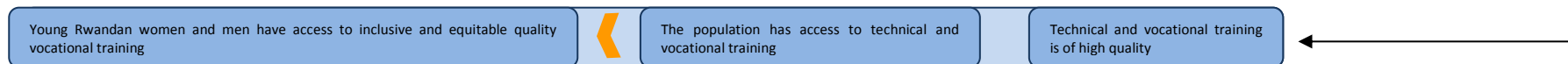
Theory of change of the workplace learning programme

IMPACT / SPHERE OF INTEREST

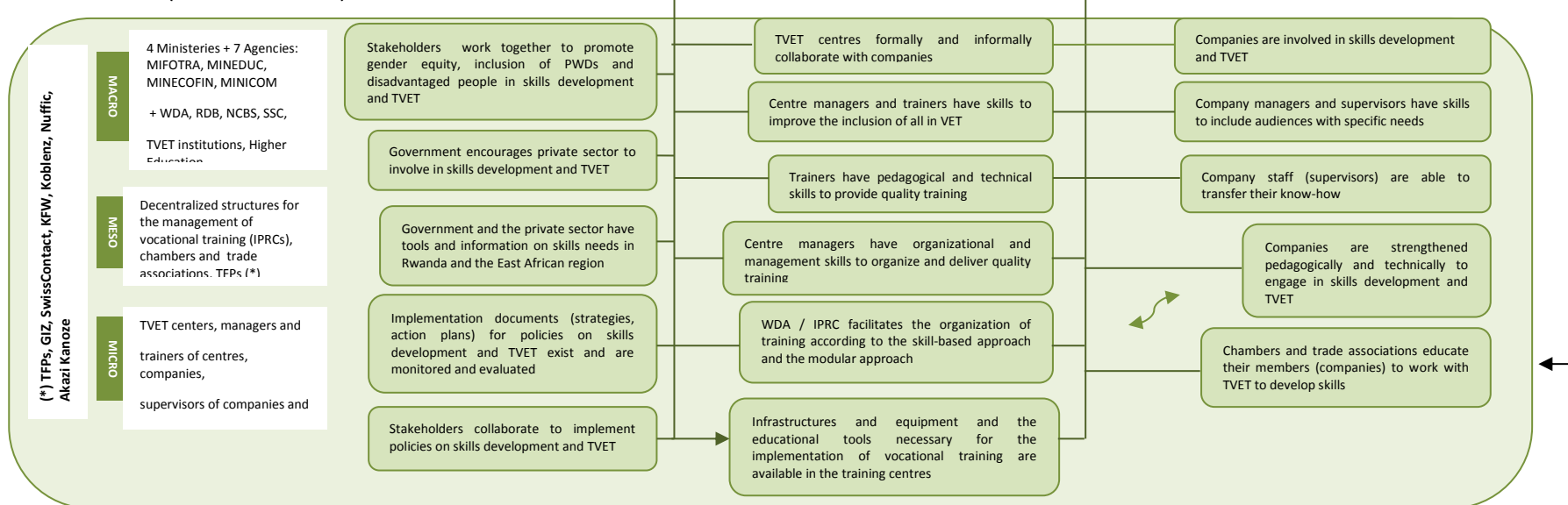


OUTCOME / SPHERE OF INFLUENCE

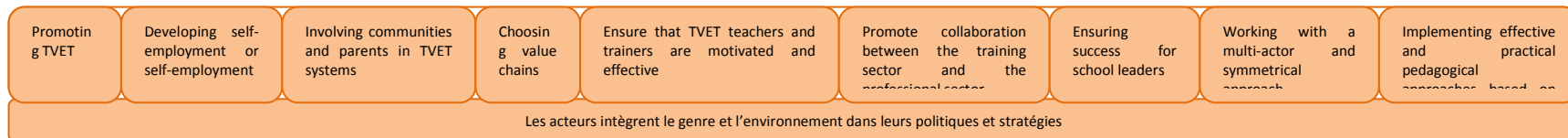
GVTs or graduates from vocational training



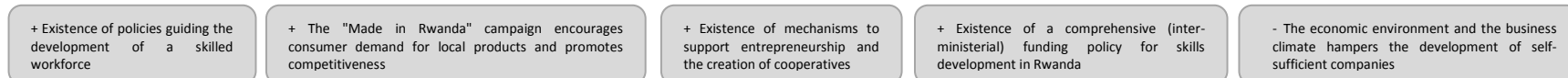
SPHERE OF CONTROL (BOTTOM-UP APPROACH)



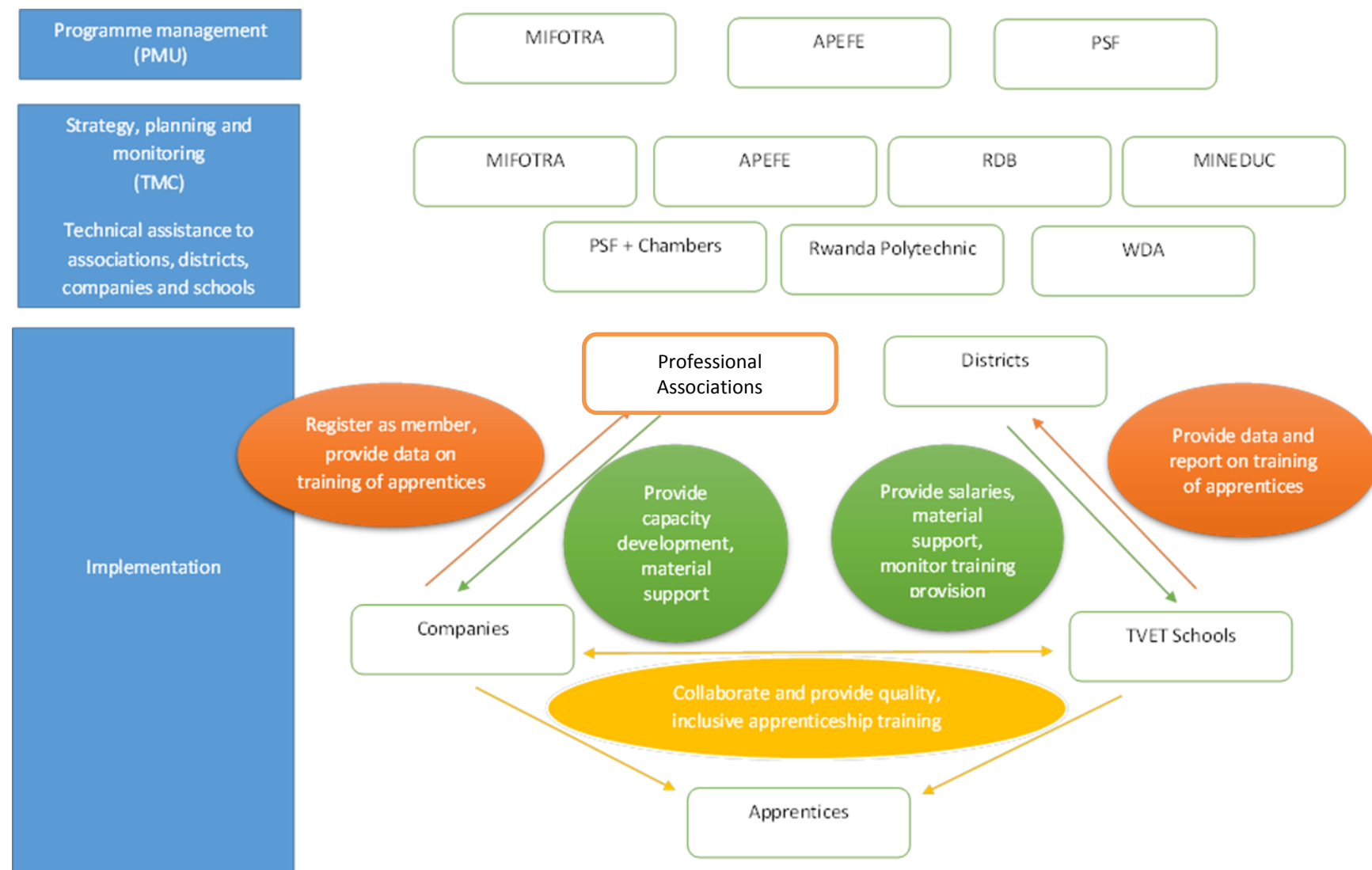
PILLARS OF TVET CHANGE



EXTERNAL FACTORS



For its implementation, the programme relies on many stakeholders whose roles are schematized below :



The roles of the different stakeholders are described below:

Stakeholders	Roles and Responsibilities
MIFOTRA	<ul style="list-style-type: none"> - Coordinate the implementation of the Workplace Learning Policy and is in charge of sensitizing and bringing together various actors for a collaborative implementation of this policy. - Chair of the Programme Steering Committee - Co-management of the programme through the Programme Director - Member of Technical Monitoring Committee (TMC)
PSF	<ul style="list-style-type: none"> - As umbrella organization that brings together chambers and trade associations, PSF encourages companies to invest in the training of young people in collaboration with TVET centres. Through chambers and trade associations concerned by the program, it supports companies to organize workplace learning. In the medium term, PSF is led to adopt the learning policy trend. - Co-chair of the Programme Steering Committee - Co-management of the programme through the Delegate to co-management
MINEDUC	<ul style="list-style-type: none"> - Overseeing the implementation of the Workplace Learning Policy by TVET institutions
WDA	<ul style="list-style-type: none"> - WDA is responsible for quality assurance of TVET, validating the curricula, perform the inspection in the TVET institutions, and certify trainees and apprentices. - Member of Steering Committee - Member of Technical Monitoring Committee TMC, Steering Committee
Rwanda Polytechnic	<ul style="list-style-type: none"> - RP is responsible, through IPRC, for the development of training programs, the development of capacities of training centres' managers and trainers to organize and provide quality inclusive alternance training. - Member of Steering Committee - Member of T Technical Monitoring Committee, MC Steering Committee
RDB Rwanda Development board	<ul style="list-style-type: none"> - National Capacity Building Secretariat (NCBS) became (in 2016) Capacity Development and Employment Services Board (CESB), whose duties have been recently transferred to RDB - Mandate regarding workplace learning not clarify yet
Districts	<ul style="list-style-type: none"> - Participate in the awareness raising on apprenticeship training and youth employment - Advise school managers on district economic and employment creation strategies - Participate in the identification of the youth to be trained - Facilitate the piloting of apprenticeship training in their district and by TVET schools
Chamber of Industry	<ul style="list-style-type: none"> - Sensitize companies to take part in apprenticeship training - Provide services to their members (companies) such as advocacy and capacity development - Provide companies with the required material to implement apprenticeship training - Hold a database of companies able to train apprentices (with competent in-company trainers) - Support TVET schools in orientation of apprentices in companies that can train apprentices
Chamber of Arts and Craft	
Rwanda Association of Manufacturers	
Rwanda Bread Bakers Association	
APPROJUBAR	
Rwanda Beauty Association	
Association Professionnelle des Tailleurs	
LAPROLEP	
TVET Schools	<ul style="list-style-type: none"> - Provide quality training to apprentices in collaboration with companies
Companies	<ul style="list-style-type: none"> - Provide quality training to apprentices in collaboration with TVET Schools
Apprentices	<ul style="list-style-type: none"> - Engage in apprenticeship training with the aim of entering the labour market

The programme seeks to maximise synergies with local operators, organisations and Belgian and international development agencies. Synergies between the Belgian actors are noted in the common strategic framework document set up by the Belgian actors under the control of the DGD.

At the time of the evaluation, the programme has tangible achievements, namely :

- A collaboration framework between the different stakeholders;
- The selection of the pilot occupations and an skills needs analysis in the supported sectors;
- The delivery of different training courses to the target groups: company managers, in-company trainers, heads and trainers of the pilot schools;
- The delivery of equipment to schools and companies;
- The development of training programmes which did not exist in the "Beauty" and "Leatherwork" sectors;
- The signature of different MOUs with the professional associations and pilot schools;
- The set-up of a scholarship system financed by the programme and for particularly vulnerable young people
- The enrolment of 2 cohorts of young people in apprenticeship training courses;
- Partnerships with GIZ, CSC Koblenz, Humanity & Inclusion, Ex-change, EDC/Akazi Kanoze Access, Solidarité Mondiale;
- The set-up of an experience sharing forum on apprenticeship training in Rwanda.

4. Objectives of the evaluation

In the context of the major changes in the Belgian and international development cooperation environment, marked by the recognition of the central role of local actors in development processes and the resulting sharing of responsibilities, and for mutual learning through capitalising on the lessons learned, APEFE wishes to initiate a **participative and formative** evaluation.

To this end, the evaluation should:

- i. Involve all the stakeholders involved in the implementation of the programme. They will be involved in the preparation of the evaluation (development of the ToR for the evaluation mission), the implementation of the evaluation and the communication of the results.**

- ii. Assess the quality of the Theory of Change (TOC), its use in the M&E processes and update it.**

The programme is in the pilot phase. It is therefore important to know whether the design of the programme (TOC) is still appropriate for achieving the desired changes/benefits, in the long term, in terms of skills and employability for the youth of Rwanda and, if not, what adaptations are necessary. An assessment of the hypotheses and risks will be made to ensure that they are logical and sound and that they have contributed to determining the planned activities and products.

It is important to confirm that the system for measuring the performance of the programme is compliant, in order to measure its intended changes as set out in the TOC.

Undetected design errors could impair the effectiveness and subsequent upscaling of the programme at national level.

- iii. Consider the OECD's DAC criteria of effectiveness, efficiency and sustainability of the Workplace Learning Support Programme and assess compliance with the principles of ownership and coherence as defined in the Paris Declaration**

Evaluation questions related to these criteria and the principle of ownership are listed in paragraph 5 Evaluation questions.

The evaluation will not assess relevance. The programme is properly aligned with national policies, targeting youth, vocational skills and employment. Neither will assess the impact, as the programme is still in an early stage to have any impact.

Currently, it is important to establish whether the programme is on the right track to achieve its results and mitigate weaknesses/risks identified during the programme formulation. The programme is a pilot and the evaluation must concentrate on the programme's effectiveness and its approach to capacity development, in order to achieve results with maximum quality with regard to the means deployed.

Administrative delays and the complexity of the programme implementation have led to delays in executing the activities. This leads APEFE to request the evaluation of efficiency.

Moreover, the programme is targeting a national upscale in the long term. It is important that the pilot phase is a force for the intended change and that the programme:

- uses the maximum of resources in its context,
- seeks the maximum of collaborations, partnerships, alliances and innovation,
- shares and exploits the maximum of information and good practices.

This broad and sound rooting in the context will allow the programme to have a catalytic effect which will be translated to the post-2021 phase.

The long-term effect of the benefits is also an important factor. It is strongly linked to the ownership by the different stakeholders, especially in this case as there are several of them. It is necessary to establish whether they are sufficiently involved, motivated and capable of fulfilling their role in the general outline of workplace learning policy. Implementation of a national policy requires a variety of political, legislative, financial, coordination and briefing instruments, etc. It will be interesting to learn whether these are fundamental for complete and effective implementation of this policy and to establish gaps, strong points and needs for improvement in order to continue the programme.

iv. Reflect on the post-2021 phase of the programme and highlight conditions and recommendations for its upscaling.

See point iii above.

v. Draw observations and conclusions, and make recommendations. Identify lessons and good practices to capitalise on.

5. Evaluation questions

The evaluators are expected to produce a substantiated evaluation report for the following criteria: Effectiveness, Efficiency, Sustainability, Ownership and coherence.

However, the evaluators may, subject to the approval of Support committee, propose questions or even criteria in addition to those selected in these TOR. These additions will in this case be added in the service contract of the evaluators.

Effectiveness

To what extent the capacity development already undertaken satisfied the different stakeholders according to the expected changes in each result?

How can the weak capacity of the private sector and the lack of incentives for apprenticeship training hamper the expected effects / impacts despite the program support?

Efficiency and coherence

To what extent does the program play a catalytic role at national level in the implementation of the dual training? What can be improved?

To what extent does the program's co-management approach ensure the use of inputs according to established planning and achievement of results? What are other barriers?

Are the resources allocated coherent and adapted to the outcome of the intervention?

Is there a match between allocated operating costs and the number of final beneficiaries?

Ownership

Explain how the programme will facilitate ownership by the stakeholders? What is the risk that the level of ownership by the different stakeholders will be inadequate to sustain the benefits and advantages of the programme in the long run? Explain how the commitments by each stakeholder are, or are not, compliant with the expected role in implementing the workplace learning policy?

What are the institutional systems planned for piloting and implementing apprenticeship training? Are these systems functional and what capacity development may be needed?

Sustainability

What are the operational and strategic conditions (political, financial regulatory, sectorial control and coordination, monitoring and evaluation, coordination, promotion instruments, etc.) to ensure the upscaling of the pilot phase at a national level after 2021 and the achievement of its long term objectives? What has already been done and still needs to be done at programme level (control sphere) and by the policy stakeholders (sphere of influence) to meet these conditions?

6. Methodological approach

The evaluation team has the responsibility to propose an evaluation methodology.

The proposed methodology will be participative.

The list of persons targeted by the evaluation given in chapter 2 Purpose of the evaluation is indicative but not exhaustive. The evaluation team will be able to put forward proposals that it considers relevant. The evaluation team will supply a list of persons at intervention level (local personnel, beneficiaries, authorities, etc.) that it wishes to meet.

The expert will propose methods and systems of data collection and analysis.

However, for data collection, a desk review will be done, and various methods and tools will be used: site surveys, interviews, workshops, focus group, etc.

The evaluation team will detail how the evaluation will be conducted, by focusing on the subject, the objectives and the evaluation questions.

The team will supply a draft evaluation matrix, showing, for each evaluation question, the judgement criteria, data sources and justification of their choice, and for each source the methods and tools for data collection and their limitations. They will justify the suitability of the proposed methods and tools.

A description of the role of the stakeholders in the evaluation against the data that needs to be collected will be provided.

The briefing will be the occasion to discuss the evaluation matrix, adapt it and supply additional information on the data to be collected. There will also be written feedback from the evaluation support committee.

Before completion of the final version of the evaluation report, a workshop bringing together the stakeholders must take place. The objective is to give the stakeholders involved the opportunity to hear the evaluation team's findings and conclusions and to make written and oral observations.

7. Data, information and documents available

The programme that is to be evaluated started its activities in May 2017 and will continue until December 2021. The Programme **Technical and Financial Document** or detailed formulation document for the programme and the multi-year programme submitted to the Directorate-General for Development Cooperation (DGD) comprising the ad hoc Theory of Change (TOC), which will be the subject of the evaluation, is attached electronically to the Terms of Reference.

In the context of the preparatory work that will follow the awarding of the contract to the selected evaluators, the documentation may be supplemented with other relevant narrative and/or financial sources (DGD management report, semi-annual and annual execution reports, finalised accounts, PAFP programme evaluation report, technical monitoring committee and steering committee minutes, MoUs, Headquarters monitoring reports, common strategic framework for Rwanda, etc.).

The programme also has various documents related to Rwandan policies and institutions.

Budgetary and accounting data is available within APEFE's monitoring and evaluation system. A daily expenses report is available.

The data related to the indicators for 2017 and 2018 is available in the annual 2017 and 2018 execution reports.

Other projects or programmes support the implementation of apprenticeship training in Rwanda. MIFOTRA monitors these projects/programmes and collects data on their achievements. Semi-annual reports are available.

8. Deliverables

The following deliverables are expected during the evaluation:

- An inception report containing adjustments concerning the conduct of the mission, its schedule, the updated evaluation matrix containing the evaluation questions, their judgement criteria, data sources, the method of data collection and analysis and its limitations, the target groups to meet, etc. This report will be submitted 5 working days before the start of the mission.
- A PowerPoint presentation of the results of the evaluation. The consultants should consider the comments and observations.
- A provisional evaluation report which will be produced within the 15 working days which follow the end of the field mission.
- A final evaluation report with a maximum of 40 pages, not including appendices, including observations by APEFE and other stakeholders, must be available within 10 working days following receipt of the comments. If these observations express assessment differences not shared by the consultants, these could be appended to the final report and commented by the consultants.

9. Stages and milestones/Schedule

The service (preparation – field mission – provisional report – final report) must take place between beginning of October to the end of November. The total duration of the billed service, all activities included, must not exceed thirty-two (32) working days.

The following delivery dates should be set by mutual agreement between APEFE and the evaluators, based on the timetable proposed by the latter:

- i. Briefing with/by the APEFE, at the headquarters – (Visio conference may be allowed);
- ii. Preparation of the logistical component of the mission (visa, booking, purchase of transport tickets, etc.);
- iii. Briefing with the Programme Management Unit and support committee in Kigali;
- iv. Conduct of field visits, interviews, workshops, focus groups...;
- v. Oral presentation of the results of the mission with the stakeholders at the end of the field mission;
- vi. Oral presentation of the results of the mission at APEFE's headquarters;
- vii. Submission of the provisional report to APEFE within 15 working days after the field mission;
- viii. Submission of the comments on the provisional report within 15 working days after its submission;
- ix. Submission of the final report including the observations and recommendations from the debriefings and the stakeholders (max. 10 days after the submission of the comment).

10. Steering the evaluation, role and responsibilities

10.1. APEFE

APEFE is responsible for all evaluation mission coordination activities and for final approval of the evaluation results and report.

APEFE is tasked with the procurement process and its administrative management.

The Rwanda programme officer and APEFE's material resources department at its headquarters are responsible for the procurement process.

APEFE's mission executive:

- ensures the evaluation procedure's compliance and its satisfactory conduct;
- ensures the independence of the evaluators;
- coordinates and directs the activities of the various actors (Support Committee and evaluation team) in partnership with the Programme Administrator in Rwanda to ensure the process is set up;
- manages potential conflicts, is the focal point of the evaluation team for the evaluation progress report and resolution of any issues etc.;
- supervises and verifies the quality of the work in the various phases;
- ensures compliance with the planning of the evaluation throughout the entire process;
- provides the evaluators with the needed documents and information to perform the mission;
- ensures that the remarks and advice by the involved parties are taken into account (remarks and advice not taken into account will be covered in a duly motivated response from the evaluators);
- organises a meeting in Belgium for the presentation of evaluation results and the mission proceedings;
- ensures that feedback on the provisional report is obtained from stakeholders;
- approves both the different reports and validates the final report based on an evaluation matrix;
- distributes the report and publishes both the report and the managerial response on the ad hoc platforms (APEFE website, IATI database);
- arranges for the drafting of the managerial response ;
- assesses the evaluation process and the evaluators in consultation with the Support Committee.

10.2. APEFE Programme Administrator in Rwanda

The Programme Administrator will involve the principal stakeholders (mainly via the programme's technical monitoring committee) to support the evaluation process.

During preparation for the mission, she will:

- i. Inform all local stakeholders of the activities planned by the evaluators (survey, consultation, meeting, etc.) to ensure their availability (see appended list of resource persons);
- ii. Supply the evaluators with the required logistic support to facilitate transport (programme vehicles), subsistence and accommodation;
- iii. Supply the evaluators with the needed documents and information to perform their mission;
- iv. Issue an invitation letter to facilitate the visa request of international evaluators ;
- v. Take the necessary administrative actions with local authorities to facilitate the evaluation (authorisation, courtesy visits, etc.);
- vi. Organise a briefing meeting with the evaluators at the start of their mission in Rwanda;
- vii. Organise a workshop with all stakeholders to present the results of the evaluation;
- viii. Organise a debriefing meeting on the conduct and qualitative content of the evaluation at the end of the mission in Rwanda;
- ix. Distribute the provisional report for feedback at country level and organise a specific TMC meeting;

- x. Coordinate the drafting of a managerial response by the TMC , and approved by the SC, regarding the lessons learned, proposals and recommendations to ensure their application and implementation;
- i. Ensure the monitoring of the managerial response with the UGP and the monitoring steering committee

10.3. Steering committee

The programme steering committee:

- Validates, when appropriate, the terms of reference of the external evaluation;
- Facilitates the organisation of the evaluation, namely by providing all the useful information to evaluators;
- Validates the final evaluation report;
- Ensures the implementation of the managerial responses after the evaluation

10.4. Support Committee

An evaluation support committee will be formed by representatives of the various actors involved in the evaluation: MIFOTRA, APEFE, PSF, WDA and RDB.

APEFE chairs the Support Committee.

The Support Committee is consultative, particularly concerning:

- the methodology and the arrangements for conducting the evaluation proposed by the evaluation team selected by APEFE, enabling adjustments of these to a reasonable degree.
- the inception report, incorporating the remarks on the methodology and process;
- the provisional final report.

The Support Committee checks the quality, reliability and relevance of the evaluation.

The Support Committee makes remarks and gives its opinion on the proposed methodological approach and on the results, conclusions and recommendations of the evaluation. When required, the Committee complements or corrects the data from the evaluators.

The role of the Support Committee is to have a critical reflection on the conduct of the evaluation and on the information provided through the reports delivered and to open lines of thought likely to help the evaluators in their evaluation task. The Committee is consultative in character, but the evaluators are supposed to take note of the Committee's opinions and, if they do not do so, they must give the reasons for this.

10.5. The evaluation team

They will:

- present complete and unbiased information, so that the decisions or measures taken are well founded;
- protect the anonymity and confidentiality of the individuals who communicate information to them;
- notify misconduct for which they have evidence in confidence to the competent authorities empowered to investigate the issue;
- pay attention to:
 - beliefs, usage and customs and demonstrate integrity and honesty in its relationships with all the stakeholders.
 - discrimination , as well as gender disparity and make this its concern;
- present the evaluation, its limitations, findings and recommendations clearly, precisely and honestly and encourage goodwill towards the involved actors.

They will be responsible for the performance and quality of the evaluation. They will ensure:

- reliability of the data by an ad hoc triangulation;
- multiplicity of programme internal and external sources of information;
- that the methodology makes clear the links between data, findings, analyses and conclusions;
- that the recommendations are realistic and operational by specifying, for example, the target groups for the recommendations, their timeframe and the actions to undertake to implementing them.

11. Composition of the mission

The evaluation team will comprise two consultants: an international expert and a national expert.

11.1. Profile and responsibilities of the international consultant

Profile :

- Master or PhD-degree preferably in education sciences, political sciences, labour economics, social sciences or any other relevant field;
- At least 10 years of experience in development cooperation including a minimum of 3 years of project management experience in the field of TVET or support to the private sector related to training in developing countries through international assignments in Africa;
- Strong (proven) conceptual understanding of education and economic development in general and TVET and employment issues in particular;
- Good experience in capacity building and public policies analysis;
- Ample and proven experience in cooperation programme evaluation;
- Experience with the private sector and workplace learning is an asset;
- Experience in Rwanda or Central Africa is an asset;
- Familiar with the participatory approach;
- Mastery of basic office software (Word, Excel, Powerpoint...);
- Knowledge of result based management;
- Perfect command of written and spoken English language and satisfactory knowledge of French.

Tasks

The International consultant is responsible for her/his findings, conclusions and recommendations. S/he is in charge of the following tasks:

- Coordinate the evaluation team;
- Supervise the drafting of the evaluation report, guarantee technical quality;
- Ensure that all relevant stakeholders are involved in the mission;
- Ensure the assessment of the basic criteria (coherence, efficiency, effectiveness, sustainability);
- Edit and complete the evaluation report.

11.2. Profile and responsibilities of the national consultant

The national consultant preferably has a degree in business management, economy, or any relevant field.

Profile :

- At least 8 years of professional experience ;
- At least 3 years of experience in development cooperation;
- Good experience in business development ;
- Experience in technical and vocational training is an asset.
- Good experience in project evaluation and familiar with the participatory approach.
- Knowledge of result based management ;

- Perfect command of written and spoken English and Kinyarwanda languages; Fluency in French is an advantage.

12. Criteria for bid selection

Bid selection will be carried out by a committee within APEFE based on the following criteria:

- Methodology
- Financial bid
- Profile of the evaluators (training, skills, experience)
- Clarity and presentation of the bid

13. Content of the bid

- I. A technical section including at least :
 - An understanding and interpretation of the context and terms of reference
 - The description of the process and the methodology to perform the evaluation
 - A presentation of the experts and their useful experience for the mission
 - A proposed detailed timetable for the mid-term evaluation within the period 1 October 2019 - 30 November 2019 (days – dates – activities) ;
- II. A financial section detailing the budget for the mid-term evaluation (eligible costs: fees including all charges, intellectual output, accommodation expenses, local subsistence expenses, expressed in people/day, visa fees, international and national transport expenses, and travel documents);
- III. An annex including up-to-date curriculum vitae and the administrative documents requested.

The bid, bearing reference 2019-B-RWOS1/01, must arrive no later than June 25 2019 at 2 p.m. by electronic means of map@apefe.org

II. Annexes

1. Evaluation report

1.1. Principles to respect

Respect the structure set out below.

The report will be written in English and will be sent in four copies to APEFE headquarters in Brussels.

The report will also be delivered electronically in Word format (and Excel if necessary) to APEFE.

1.2. Structure of the evaluation report

COVER OF THE REPORT

Specify on the cover of the report if it is a provisional report and its date or if it is the final report and its date. Always mention the following statement: "This report reflects the point of view of the evaluators, which does not necessarily match that of A.P.E.F.E. and the other technical and/or financial partners".

TABLE OF CONTENTS

TABLE OF ABBREVIATIONS

I. SUMMARY SECTION (2-3 pages max)

While respecting the logic and the different parts of the structure of the detailed report, include a summary enabling decision-makers to readably and quickly have a clear and thorough idea of the significant elements of the content of the evaluation: observations, lessons learned, recommendations.

II. DETAILED SECTION

1. IDENTIFICATION OF THE PROGRAMME

2. CHARACTERISTICS OF THE EVALUATION

2.1 Context/purpose/justification/usefulness and subject of the evaluation

2.2 Location of the evaluation

2.3 Evaluation methodology

In the development of observations, the evaluator will make a point specify the method of collection of the analysed information (from documentary sources, from interviews, from observations, etc.) and the processing arrangements.

2.4 Criteria examined

2.5 Theory of change analysis and recommendations

2.5 Observations, conclusions and recommendations per criterion

EVALUATION CRITERION: (example: relevance)
--

Question no. 1:

Observations and conclusions:

Question no. 2:

Observations and conclusions:

...

2.6 Recommendations

Lessons learned and recommendations (numbered):
Actions, target groups, plan

III ANNEXES

1. Composition of the evaluation mission and respective responsibilities of the evaluators

2. Persons involved/mobilised by the evaluation

3. Organisation and execution of the evaluation

4. Evaluation timetable (detailed daily)

5. Evaluation matrix

6. Documentary references

7. Survey Questionnaires

8. Pictures

...