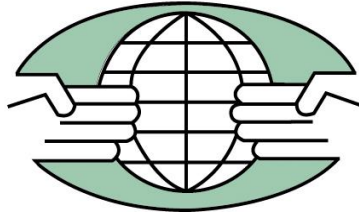


APEFE



SPECIAL SPECIFICATIONS¹

OF THE PUBLIC PROCURMENT

SERVICES

SUBJECT TO

"A FINAL EXTERNAL EVALUATION MISSION OF THE PROGRAM"

ACCEPTED INVOICE (LOW AMOUNT PUBLIC PROCUREMENT)

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 in 1080 Molenbeek-Saint-Jean**

¹ Open translation of these special specifications – french version of the administrative specifications as attached.
Traduction libre du présent cahier spécial des charges – version française du cahier administratif jointe

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For any information concerning the terms of reference of these specifications, contact

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Public Procurement Service

Phone: 02 421 83 83

E-mail: map@apefe.org

Current regulations

1. Law of 17 June 2016 on public procurement and its subsequent modifications.
2. Royal Decree of 18 April 2017 on the award of public contracts in traditional sectors, and its subsequent modifications.
3. Royal Decree of 14 January 2013 establishing the general rules for the execution of public contracts, and its subsequent modifications.
4. Law of 17 June 2013 relating to the motivation, information and remedies in public procurement, certain works, supply and service contracts and concessions, and its subsequent modifications.
5. General Regulations for the Protection of Labor (RGPT), Law on Welfare and Code of Welfare at Work.
6. Law of 11 February 2013 providing for sanctions and measures against employers of illegally staying third country nationals.
7. Regulation (EU) 2016/679 of the European Parliament and of the Council of April 27, 2016 on the protection of individuals with regard to the processing of personal data and on the free movement of such data, and repealing the Directive 95/46 / EC.
8. Personal data collected in the context of the public contract by the successful tenderer, as well as by its subcontractors, acting as data controllers must be processed in accordance with the General Data Protection Regulation (Regulation (EU) 2016/679 of the European Parliament and of the Council of April 27, 2016).

In this context, the successful tenderer and his subcontractors undertake that the personal information collected will be used only for the performance of the contract, or in execution of a legal obligation, or with the explicit agreement of the adjudicator.

Others, derogations, comments:

The tenderer will pay attention to measures relating to respect for the environment.

The anonymity and confidentiality of the resource persons who have communicated information to the evaluators will be ensured, within the framework of the respect of the measures in force as regards the GDPR.

Evaluators will pay particular attention to respect for beliefs, customs and traditions and will demonstrate integrity and honesty in their dealings with stakeholders.

The evaluators will avoid all forms of discrimination, including discrimination linked to the gender of stakeholders.

I. Administrative arrangements

This first part relates to the regulations relating to the award of a public contract until the designation of the successful tenderer.

The provisions contained in this part relate to the law of June 17, 2016 and the Royal Decree of April 18, 2017 and their subsequent amendments.

I.1 Description of the contract

Subject of services: a final external evaluation mission of the workplace Learning Support Program in Rwanda.

This market is published on the APEFE website (www.apefe.org)

Place of service : Rwanda

I.2 Identity of the contracting authority

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

APEFE is a non-profit association active since 1976 in emerging countries. Through its activities, APEFE implements programs with the general objective of combating poverty, by strengthening individual, organizational and institutional capacities. It focuses in particular on the technical and vocational training sector (TVET) in the broad sense, including entrepreneurship.

It collaborates in the implementation of sectoral policies in 10 countries - Benin, Burkina Faso, Burundi, Haiti, Morocco, Palestine, DRC, Rwanda, Senegal and in Belgium via the EducAid platform. APEFE is fully in line with the dynamic driven by the Sustainable Development Goals (SDGs).

As an integrated international cooperation agency within Wallonia-Brussels International, within the framework of the International Policy Notes of the Wallonia-Brussels Federation and of Wallonia, it provides technical support to strengthen the capacities of its partners in the South.

APEFE is funded by the Belgian federal state based on a multi-year development cooperation program monitored by the DGD (Directorate General for Development Cooperation and Humanitarian Aid), as well as by Wallonia-Brussels International (WBI), the European Union (EU) and the Belgian Development Agency (ENABEL).

I.3 Award method

In accordance with article 92 (the estimated amount excluding VAT does not reach the threshold of € 30,000.00) of the law of June 17, 2016, the contract is concluded by invoice accepted (low-value public contracts).

I.4 Pricing

This contract consists of a global price contract.

The global price market is one in which a fixed price covers all the services of the market or of each item.

I.5 Right of access and qualitative selection

The offer form must be accompanied by the following documents:

Legal position of the tenderer (grounds for exclusion)

- By the sole fact of participating in the procurement procedure, the tenderer certifies that he is not in one of the exclusion cases referred to in articles 67 to 69 of the Law of 17 June 2016 on public contracts.

- As part of the fight against conflict of interest, in particular in order to avoid the mechanism of the tourniquet ("revolving doors") as defined in the Law of 8 May 2007 approving the United Nations Convention against corruption, made in New York on October 31, 2003, the tenderer refrains from calling on one or more former collaborators (internal or external) of the APEFE, within two years following his/their resignation, departure at the retirement of any other type of departure from APEFE, in any way, directly or indirectly, for the preparation and / or introduction of its offer or any other intervention in the context of the procurement procedure, as well as for tasks to be carried out within the framework of the execution of this contract.

However, the above provision only applies when a direct link exists between the previous activities performed for the contracting authority by the person (s) concerned and his / her activities within the framework of this contract.

Any infringement of this measure which may be of a nature to distort normal conditions of competition is punishable by a sanction in accordance with the provisions of article 9 of the law of June 15, 2006 on public contracts and works contract, supplies and services contracts (or, for a contract in the fields of defense and security, of article 10 of the law of 13 August 2011 on public contracts and contracts for works, supplies and services in the fields of defense and security).

Concretely, this sanction consists, depending on the case, either in rejecting the offer or in terminating the contract.

- the expert evaluators cannot have any formal link with either the APEFE, or WBI, or the local partners who have signed the partnership agreement for at least 2 years from the launch of the call for tenders.

Economic and financial capacity of the tenderer (selection criteria)

No.	Selection criteria
1	An appropriate bank statement drawn up in accordance with the model in appendix 11 of the Royal Decree of April 18, 2017.
2	Proof of insurance covering professional risks.

Technical and professional capacity of the tenderer (selection criteria)

No.	Selection criteria	Minimum requirements
1	Indication of the educational and professional qualifications of the service provider.	<p>International expert:</p> <ul style="list-style-type: none"> - Master or PhD-degree preferably in education sciences, political sciences, labour economics, social sciences, development studies, education or any other relevant field; - At least 10 years of experience in development cooperation with long-term or regular short-term expertises in the TVET field or on skills and employability issues in relation to private sector development - At least 3 proven similar experiences in cooperation programme evaluation; <p>National expert:</p> <ul style="list-style-type: none"> - Degree in business management, economics, business development or other relevant field. - At least 7 years of professional experience ; - At least 3 years of experience in development cooperation projects and in relation to the labour market;
2	A list of the main services provided over the last three years, indicating the amount, date and public or private recipient.	/
3	Linguistic, technical and methodological capacities of the tenderer	<p>International expert:</p> <ul style="list-style-type: none"> - Perfect command of written and spoken English language. <p>National expert:</p> <ul style="list-style-type: none"> - Perfect command of written and spoken English and Kinyarwanda languages;

I.6 Form and content of offers

The tenderer draws up his tender in French or in English and completes the summary quantity survey or the inventory on the model annexed to the specifications, if applicable. If the tenderer draws up his tender on documents other than the form provided, he bears full responsibility for the perfect consistency between the documents he used and the form.

All documents drawn up or completed by the tenderer or his representative are dated and signed by him.

All deletions, overcharging and additional or modifying particulars, both in the offer and in its appendices, which would be likely to influence the essential conditions of the market, such as prices, deadlines, technical conditions, must also be signed by the tenderer or his representative.

The price of the offer will be expressed in EURO.

Any reductions must always be deducted from the unit price and are not indicated.

I.7 Submission of offers

The offer is established by mentioning the number of the specifications **(2021-MECS-B-RWOS1/02)** as well as the subject of the contract. **It is only sent by email.**

The offer should be sent to:

Association for the Promotion of Education and Training Abroad
Place Saintelette, 2
1080 Molenbeek-Saint-Jean
map@apefe.org

The tender must reach the contracting authority before **16 maart 2021 at 12h00.**

By submitting an offer, tenderers unconditionally accept the content of the specifications and other documents relating to the contract, as well as compliance with the award procedure as described in the specifications and agree to be bound by these provisions.

When a tenderer makes an objection on this subject, he must communicate the reasons for this objection to the contracting authority in writing and by registered mail within 7 calendar days after receipt of the specifications.

I.8 Opening of offers

There is no opening of tenders in public session.

I.9 Period of validity

The tenderer remains bound by his tender for a period of 90 calendar days from the final date for receipt of tenders.

I.10 Award criteria

The following criteria apply when awarding the contract:

No.	Description
1	Methodology, TDR understanding, relevance and realism, timeline
2	Price
	<i>Rule of three; Offer score = (price of the lowest offer / price of the offer) * weighting of the price criterion</i>
3	Profile of evaluators
4	Clarity and presentation of the offer

The criteria are listed in descending order of importance. On the basis of the evaluation of all these criteria, the contract will be awarded to the tenderer presenting the most economically advantageous tender from the point of view of the contracting authority.

I.11 Price revisions

There is no price revision for this market.

I.12 Variants

It is forbidden to offer free variants.

A required variant is foreseen.

I.13 Choice of offer

The contracting authority chooses the economically most advantageous tender, determined on the basis of the best quality / price ratio.

By submitting his offer, the tenderer accepts all the clauses of the Specifications and waives all the other conditions. If the contracting authority finds, during the analysis of the tenders, that the tenderer has added conditions which make the tender imprecise or if the tenderer has reservations as to the conditions of the Specifications, the contracting authority reserves the right to consider the offer to be substantially irregular.

II. Contractual provisions

This second part sets out the procedure relating to the performance of the contract. Provided that this is not waived, the Royal Decree of 14 January 2013 and its subsequent amendments establishing the general rules for the performance of public contracts is applicable.

II.1 Senior official

The performance of the services takes place under the control of the managing official:

Name: Madame Pascale DELCOMMINETTE

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

Phone: 02 421 83 83

Fax: 02 421 83 86

E-mail: p.delcomminette@wbi.be

The service supervisors:

Name: Mrs Sigrid DE MEESTER and mrs Marie-Pierre Ngoma

E-mail: s.demeester@apefe.org; mp.ngoma@apefe.org

II.2 Insurance

The successful tenderer takes out insurance covering his liability for accidents at work and his civil liability towards third parties during the performance of the contract.

At any time during the performance of the contract, within a period of fifteen days from receipt of the request from the contracting authority, the successful tenderer can prove that he has taken out these insurance contracts by means of a certificate establishing the Extent of guaranteed liability required by contract documents.

II.3 Bond

No bond will be required for this contract.

II.4 Duration

The service (preparation – field mission – provisionnal report – final report) must take place between beginning of September to the end of November.

The total duration of the billed service, all activities included, must not exceed thirty eight (38) working days.

In the event of a total lockdown in Rwanda, the possibility of moving the mission is left (by mutual agreement). However, the field phase must be completed in 2021

II.5 Payment deadline

The contracting authority has a verification period of 30 calendar days from the date of the total or partial end of the services, to carry out the reception formalities and notify the result to the service provider.

Payment of the amount due to the service provider must be made within the payment period of 30 calendar days from the date of the end of the verification, provided that the contracting authority is, at the same time, in possession of the invoice regularly. Established as well as any other documents required.

- **Mandatory information**

The invoices must bear the following informations:

- Date of issue ;
- Bill number ;
- Contract title and market number;
- Possible identification of the lot;
- The total amounts;
- The distribution of the VAT rate;
- Certified sincere and true in sum of..., and will be accompanied by the expected deliverables.

Invoices, accompanied by the final report, must reach the APEFE headquarters by **15 November 2021 at the latest**.

In case of postponement of the field mission, the invoice cannot be dated beyond December 31, 2021.

- **Electronic invoicing**

The contracting authority accepts the transmission of invoices in an electronic format (pdf), in accordance with article 192/1 of the law of 17/06/2016.

Invoices can be submitted directly via the email address: facturation@apefe.org

II.6 Guarantee period

No warranty period is applicable for this market.

II.7 Reception

All the information relating to the deliverables is detailed in point III.12 Deliverables and III.13 stage and time.

II.8 Illegally staying third-country nationals

When the successful tenderer or subcontractor receives a copy of the notification referred to in Article 49/2, paragraph 4, of the Social Penal Code, in which he is informed that he employs in Belgium one or more nationals of a third country while staying illegally, this successful tenderer or subcontractor

shall refrain, with immediate effect, from still going to the place of performance of the contract or from continuing to perform the contract, until the contracting authority gives a contrary order.

The same applies when the successful tenderer or subcontractor is informed:

- either by the successful tenderer or by the contracting authority, depending on the case on which they have received the notification, referred to in article 49/2, paragraphs 1 and 2, of the Social Penal Code, concerning this company;
- or via the posting provided for by article 35/12 of the law of 12 April 1965 on the protection of workers' remuneration, that he employs in Belgium one or more illegally staying third-country nationals.

In addition, the successful tenderer or subcontractor is required to insert, in any subcontracts that he may conclude, a clause stipulating that:

- 1 ° the subcontractor refrains from going to the place of performance of the contract or from continuing to perform the contract, when a notification drawn up pursuant to article 49/2 of the Social Penal Code reveals that this subcontractor employs a third-country national who is illegally staying;
- 2 ° failure to comply with the obligation referred to in point 1 ° is considered to be a serious breach on the part of the subcontractor, following which the company is entitled to terminate the contract;
- 3 ° the subcontractor is required to insert, in the subcontracting contracts, a clause similar to that referred to in points 1 ° and 2 ° and to ensure that such clauses are also inserted in the subcontracts. subsequent contracting.

II.9 Remuneration due to its workers

When the successful tenderer or subcontractor receives a copy of the notification referred to in article 49/1, paragraph 3, of the Social Penal Code, by which he is informed of a serious breach of his obligation to pay on time, to its workers, the remuneration to which they are entitled, this successful tenderer or subcontractor shall refrain, with immediate effect, from still going to the place of performance of the contract or from continuing the performance of the contract, until that he presents proof to the contracting authority that the workers concerned have received their full remuneration.

The same applies when the successful tenderer or subcontractor is informed:

- either by the successful tenderer or by the contracting authority, depending on the case on which they have received the notification referred to in article 49/1, paragraph 1, of the Social Penal Code, concerning this company;
- or via the posting provided for by article 35/4 of the law of 12 April 1965 on the protection of workers' remuneration.

In addition, the successful tenderer or subcontractor is required to insert, in any subcontracts that he may conclude, a clause stipulating that:

- 1 ° the subcontractor refrains from going to the place of performance of the contract or from continuing to perform the contract, when a notification drawn up in execution of article 49/1 of the Social Penal Code reveals that this a subcontractor seriously fails to fulfill its obligation to pay its workers on time the remuneration to which they are entitled;
- 2 ° failure to comply with the obligation referred to in point 1 ° is considered to be a serious breach on the part of the subcontractor, following which the successful tenderer is entitled to terminate the contract;
- 3 ° the subcontractor is required to insert, in the subcontracting contracts, a clause similar to that referred to in points 1 ° and 2 ° and to ensure that such clauses are also inserted in the subcontracts. subsequent contracting.

II.10 Data protection

Personal data collected in the context of the public contract by the successful tenderer, as well as by its subcontractors, acting as data controllers must be processed in accordance with the General Data

Protection Regulation (Regulation (EU) 2016 / 679 of the European Parliament and of the Council of April 27, 2016).

In this context, the successful tenderer and his subcontractors undertake that the personal information collected will be used only for the performance of the contract, or in execution of a legal obligation, or with the explicit agreement of the adjudicator.

III. Terms of reference for final external evaluation

III.1 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/TVE T	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
MINECOF IN	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/CE SB	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

III.2 Programme identification

Programme title	Workplace Learning Support Programme
CAD sector and sub-sector	TVET 11330
Countries	RWANDA
Intervention location	Kigali City and 2 districts per province
Strategic target CSC	3
APEFE Code	2021-MECS-RWOS1/01
Total budget	3.320.000 €
Specific Objective	Inclusive and equitable quality alternance training program accessible to young Rwandan women and men, that corresponds to the needs of the growing Rwandan economy is initiated in the trades of food processing and/or beauty/fashion
Résultat(s)	Output 1: Different stakeholders collaborate and co-ordinate inclusive and equitable quality alternance training. Output 2: TVET institutions train young women and men to be competitive on the labour market. Output 3: Companies are able to provide workplace learning opportunities.
Beneficiaries	375 youth, including 153 girls, 45 PwDs, 190 vulnerable youth
Target groups	Trainers and school managers of TVET schools, in-company instructors, company managers, technical staff of partners institutions
Local partners	MIFOTRA, PSF, MINEDUC, RP, WDA, RDB
Collaborating partners	MIFOTRA, PSF
Starting and ending dates	March 2017 – December 2021
Programme director	Faustin Mwambari, Ag. Director General Labour and Employment, MIFOTRA
APEFE Administrator	Marie-Pierre Ngoma
APEFE Programme Officer	Sigrid De Meester

III.3 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. 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. Following the current program, a new 2022-2026 program will be introduced with a focus on skills development, entrepreneurship and youth employment. Its exact design is not yet known at the time of the development of these TORs. Nevertheless, the current pilot program lays the foundations for the institutionalization and operationalization of dual training and its results should serve as a basis for the objectives of expanding the dual training system. It is therefore useful for the assessment to determine the remaining weak points so that they can be mitigated and lead the local stakeholders to achieve the objectives of setting up work-study training in the best possible conditions.

It is also necessary to underline that this theme will be one of the priorities of the Team Europe Initiatives in Rwanda and that the Member States therefore intend to strengthen their commitment in this area for the years to come.

In 2021, the programme will have had 4.5 years of implementation and it will be important to draw lessons learned and to confirm that the strategy will have procured the potential benefits in line with expectations.

An independent evaluation at the mid-point had underpinned certain operational and strategic positions in order 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 APEFE are subject to final evaluation as mentioned in article 44 of the royal decree of September 11, 2016 concerning non-governmental cooperation.

The final external evaluation that is the subject of this contract:

- is therefore in line with 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 APEFE to provide reporting to its partners, target groups and beneficiaries;
- measures the programme performance in a summative way.
- 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.

Indeed, by analysing the outcomes of the intervention and its operating procedures, the evaluation will help to explain what worked or not, to establish the reasons for this and to draw lessons and good practices to inform the formulation of other similar interventions, strategies and programmes and support the management.

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

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

- ensure the best possible consolidation from the results achieved by the program
- manage the different risks to implementation of workplace learning

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 adapt the implementation of workplace learning adequately, and ensure that trainees have the skills to join the labour market.

III.4 Scope of the evaluation

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

The final evaluation will focus on the implementation period from May 2017 to September 2021.

It will focus on the capacity development provided to 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 workplace learning 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 workplace learning (MIFOTRA, PSF, MINEDUC, WDA, RDB, Rwanda Polytechnic, Chambers, etc.)
- Members of Professional Associations
- District officials (Directors of Education , Business Development and Employment Units)
- Pilot schools (11) and companies (110) in these geographic areas
- Heads and trainers of these pilot schools
- Company managers and in-company trainers
- Apprentices

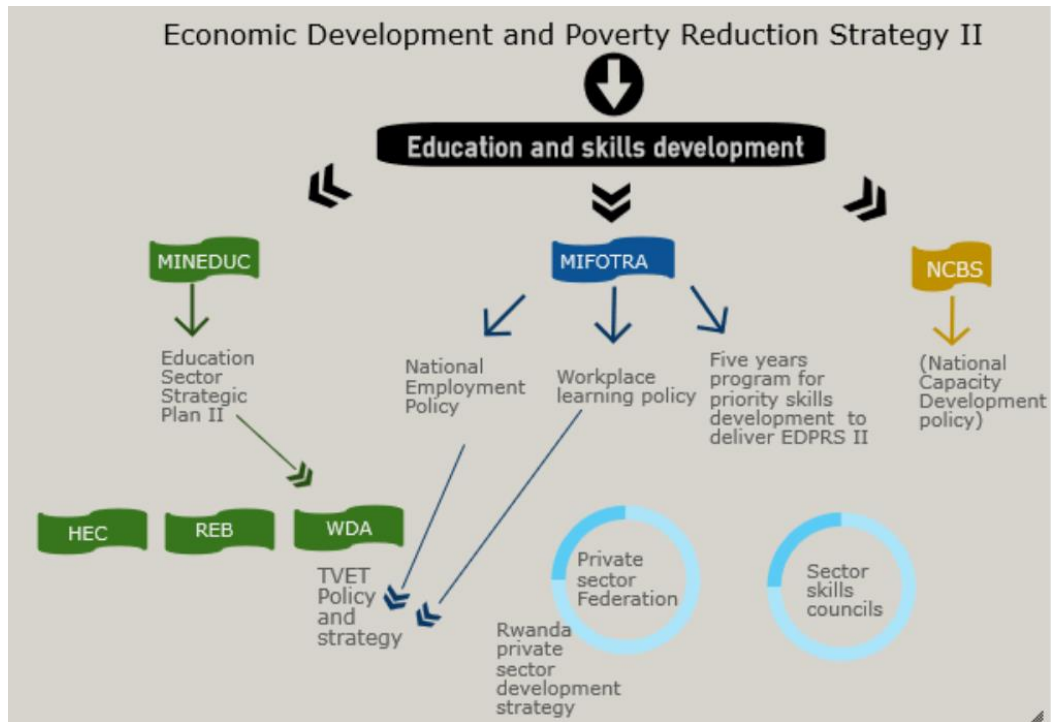
The collaboration of the APEFE programme with the other development partners like Enabel, CSC Koblenz, GIZ, USAID/HDAK, Akazi Kanoze Access, Exchange vzw, Humanity & Inclusion, Solidarité Mondiale will also be discussed.

III.5 Context and theory of change of the program

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 sett 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 workplace learning, 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

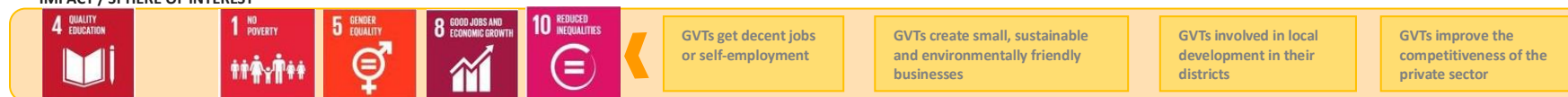
collaboration framework between all these actors. Particular attention must be paid to the monitoring / evaluation tools for the implementation of the strategy, which is a prerequisite for piloting, drawing lessons learned and adapting the policy implementation.

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 workplace learning system, to reinforce the technical and soft skills of trainers.

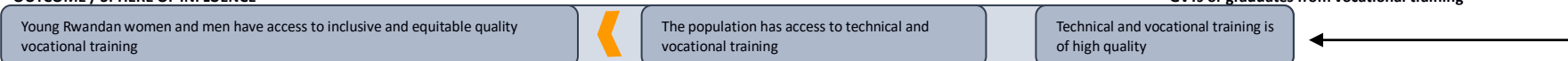
To implement the workplace learning policy, companies must be able to accommodate learners. Companies must first be sufficient in the selected sectors but they must also be reinforced technically and pedagogically. This third phase of the change will mainly consist of reinforcing the technical and cross-cutting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

Theory of change of the workplace learning programme

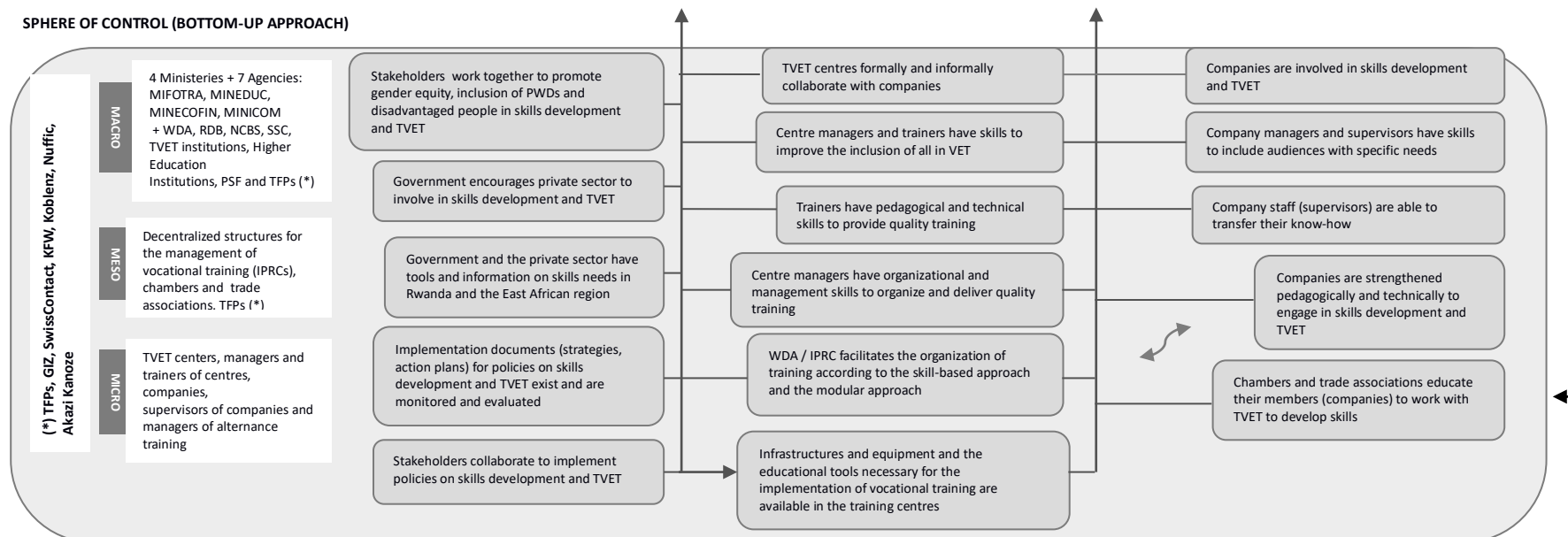
IMPACT / SPHERE OF INTEREST



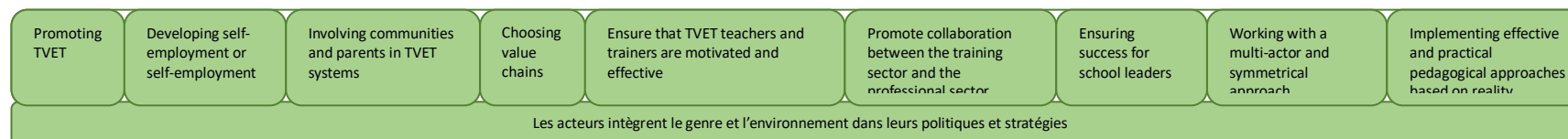
OUTCOME / SPHERE OF INFLUENCE



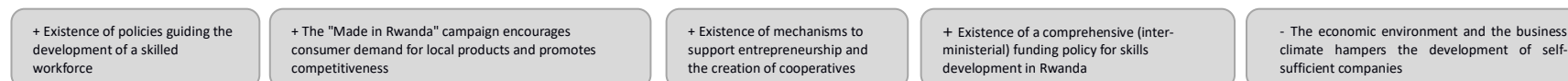
SPHERE OF CONTROL (BOTTOM-UP APPROACH)



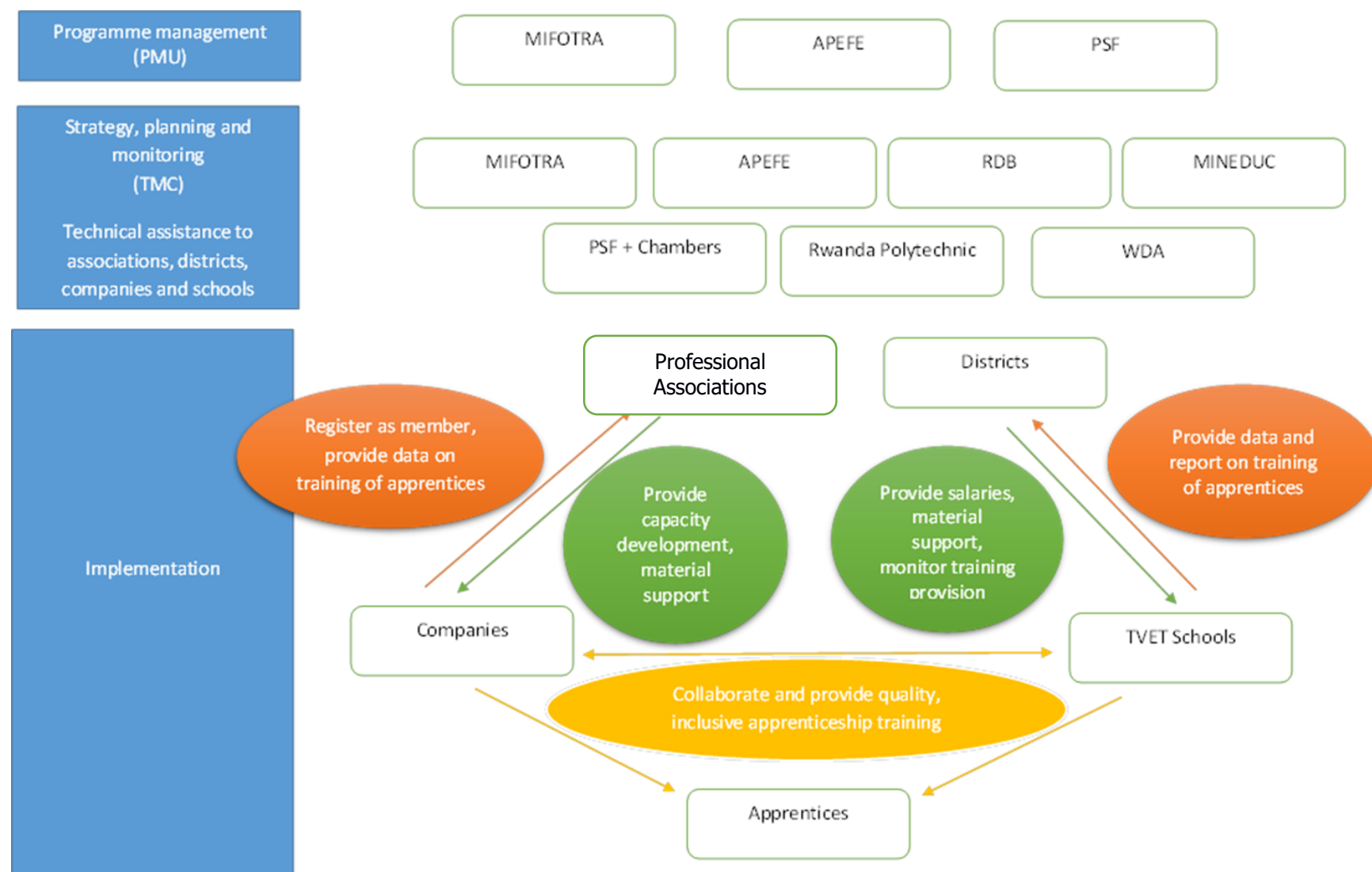
PILLARS OF TVET CHANGE



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 - Chair 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 - Member of Technical Monitoring Committee TMC
MINEDUC	<ul style="list-style-type: none"> - Overseeing the implementation of the Workplace Learning Policy by TVET institutions - Member of the Steering Committee - Member of Technical Monitoring Committee TMC (from January 2021)
WDA (NESA from January 2021)	<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)
Rwanda Polytechnic (Rwanda TVET Board from January 2021)	<ul style="list-style-type: none"> - RP is responsible 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 Technical Monitoring Committee (TMC)
RDB Rwanda Development board	<ul style="list-style-type: none"> - The Chief Skills office is responsible to oversee the skills development for employment, including workplace learning - It is in charge of the implementation of the Workplace Learning Policy, especially Internships - Member of Steering Committee - Member of Technical Monitoring Committee (TMC)
Districts	<ul style="list-style-type: none"> - Participate in the awareness raising on workplace learning 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 workplace learning in their district and by TVET schools
Imanzi Business Institute	<ul style="list-style-type: none"> - Assesses the capacity needs of companies - Trains the in-company instructors in collaboration with RP - Provides technical and managerial capacity development to companies

Chamber of Industry	<ul style="list-style-type: none"> - Sensitize companies to take part in workplace learning - Provide services to their members (companies) such as advocacy and capacity development - Provide companies with the required material to implement workplace learning - 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 workplace learning 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, and the development of the training programmes for Fashion Design from level 1 to level 7 of the qualification framework;
- 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 3 cohorts of young people in workplace learning courses;
- Partnerships with GIZ, CSC Koblenz, Humanity & Inclusion, Ex-change, USAID/HDAK, Akazi Kanoze Access, Solidarité Mondiale;
- The set-up of an experience sharing forum on workplace learning in Rwanda.

The agile management and implementation of the programme allowed to adapt the intervention to the COVID-19 crisis, the rationalization of the Government institutions and the establishment of new institutions like Rwanda TVET Board and NESA. As face to face training of apprentices, in-company instructors, company managers and TVET school managers and trainers was hardly not possible in 2019, the programme invested in the IT infrastructure and equipment that will allow for online training and supported stakeholders accordingly.

However, it is certain that the COVID-19 crisis had an impact on the programme, i.e. slower delivery of procured equipment and delay in training of apprentices of the second cohort.

III.6 Bodies and modalities of steering, monitoring and management of the program

The steering committee is made up of:

- The Minister of Public Service and Labour
- The Director of APEFE
- The CEO of the Federation of the Private Sector
- The Minister of Education
- The CEO of Rwanda Development Board
- The Vice-Chancellor of Rwanda Polytechnic
- The Director General of WDA

The Program Management Unit is made up of:

- The Program Director, from MIFOTRA, and chair of the PMU;
- The Program Administrator, delegated to co-management from APEFE;
- The delegate to co-management from PSF.

The technical monitoring committee is composed of members of the PMU, technical assistants from APEFE Rwanda, a representative of other partner institutions (RP, WDA, RDB, PSF, the chamber of crafts and the chamber of industry)

III.7 Mid-term evaluation findings and recommendations

An external evaluation was conducted in November 2019. A managerial response is being implemented focusing on different challenges identified by the experts.

At the time of the evaluation, there is evidence that the WPL Support Program has not only been a pilot but paved the way to develop a system-wide approach of dual training in Rwanda. The value resides in the program's capacity to foster and bridge the companies' capacities and the apprentices' skills.

Dual training has increasingly become a component of the WPL Support Program and thus of the TVET model in the country. The learning experience has been shared and partners (APEFE, MIFOTRA and PSF) have incrementally understood how dual training could function at best in Rwanda.

The stakeholders including APEFE, MIFOTRA and PSF as well as professional associations and chambers, have strengthened their cooperation on the dual training model (design, implementation and follow-up). Most informants have gained a better understanding on the objectives of the dual training and the required commitment (e.g. in-company instructors have a specific responsibility regarding the supervision and the teaching to apprentices).

Companies played their part by welcoming all types of apprentices, including those with fewer opportunities. The program is therefore recognised as inclusive. At ground level, in-company instructors and TVET teachers are satisfied with the value of the capacity building activities supported by the program and their value for their own knowledge and professional skills. Companies better aware of the needs to invest the supervision of the apprentice. There is also evidence that apprentices have gained enhanced motivation in learning and to spend equal learning time at school and at companies.

Above all, informants confirmed the growing awareness on the necessity for the Rwandan private sector to invest in human capital, as it will pay off in the future for their individual business and for the country as a whole.

There are some challenges to overcome so that the WPL Support program can reach its specific objectives by 2021 and later.

- Empowerment of stakeholders vis-à-vis dual training is on the way but there is still some confusion and diverse understanding of the dual training specificities by the stakeholders, specifically the TVET schools and companies.
- The cooperation between in-company instructors and TVET teachers has progressed but will require reinforcement. Enhanced cooperation and knowledge- sharing would be necessary.
- Some apprentices (the most deprived or remotely located from companies) struggled to attend the dual training program, despite scholarships and companies contributed to help them.
- The absence of legal status of dual training compromises its expansion and legitimisation from the private sector, as well as from the TVET schools.
- Professional associations are not enough structured and staffed to contribute to the revision of curriculum for dual training. They might not be the right organisations to mobilise on the short term, for this purpose. But they play a key role in disseminating information on dual training to formal and informal private sectors.

III.8 Objectives of the final 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, in the implementation of the evaluation and the communication of the results.
- ii. Consider the OECD's DAC criteria of relevancy, effectiveness, efficiency, coherence, sustainability and impact to assess the Workplace Learning Support Programme
Evaluation questions related to these criteria are listed in the following paragraph "DAC criteria and evaluation questions".
- iii. Assess how the programme addressed discrimination (LNOB) issues
The issue of gender will not be addressed through a specific question. From the start, the program focused on vulnerable groups. A focus will therefore be placed within the framework of the evaluation and when possible, to verify that the issues of discrimination/inclusion have been included throughout the program's implementation strategy.
- iv. Draw conclusions useful to the principle of accountability to which APEFE is subject to
- v. Identify lessons and good practices to capitalise on for APEFE and its partners.
- vi. Highlight risks and draw recommendations in order to facilitate the transition and the implementation of the 2022-2026 program and to consolidate on the issue of institutionalizing of workplace learning

III.9 DAC criteria and evaluation questions

The evaluators are expected to produce a substantiated evaluation report for the following criteria: relevancy, effectiveness, efficiency, sustainability, impact and coherence.

The expected quality standards are those of the OECD, notably included in the document "DAC Guidelines and Reference Series Quality Standards for Development Evaluation"².

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 inception report and service contract of the evaluators.

Relevancy :

1. To what extent has the program been able to support the implementation of workplace learning in line with the socio-economic reality of the country impacted by the Covid crisis and the needs of the most vulnerable group?
2. To what extent has the intervention strategies related to the 3 program results been relevant in achieving the desired changes for the establishment of an inclusive workplace learning system among the actors supported?

Effectiveness :

3. To what extent has the program contributed to the desired changes to ensure institutionalization (macro, meso, micro) of inclusive workplace learning?
4. To what extent has the program been able to produce the desired changes, particularly in terms of motivation / involvement, collaboration and technical and organizational capacities of the private sector to set up an inclusive workplace learning system despite the weak capacity of the latter and lack of financial incentive?
5. To what extent has the program implementation adapted to the COVID-19 health crisis and to policy changes and institutional reforms of partners?

Efficiency:

6. To what extent has the proportionality between the changes induced by the program been adequately in relation to the resources deployed?

Sustainability:

7. To what extent are the various mechanisms initiated / supported under the program mastered and managed by the partners in order to ensure the long-term operationalization of the workplace learning?
8. To what extent companies supported by the programme are able to deliver workplace learning in a sustainable and profitable way? What are the conditions for the sustainability of workplace learning in companies?

Impact:

After 4.5 years of implementation of Workplace learning programme, it's too early to assess a real programme contribution to the improvement of socio-economic situation or competitiveness of the private sector at an impact level especially in a Covid context. Nevertheless the focus could be done on evidences that the programme improved job opportunities for youth and contributed to other induced effects.

9. According to the results obtained by the program, to what extent has the workplace learning programme contributed to better employment opportunities for young people and other

² <https://www.oecd.org/development/evaluation/dcdndep/41612905.pdf>

induced effects on the situation of beneficiaries ? How the Covid situation has affected the opportunities to get a job or to create self-employment for the final beneficiaries?

Coherence:

10. Describe how the program was sufficiently complementary to the activities of other local and international actors in the implementation of the workplace learning? What success or failure can be demonstrated to ensure good collaboration?

III.10 Evaluation approach and methodology

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

The present evaluation will be based on the theory of change of the programme.

The proposed methodology will be participative.

Two methodological options are expected:

1. With international mission (privileged methodology) able to travel to Rwanda

2. Without international mission in case the security and / or health situation does not allow international travel

The list of persons targeted by the evaluation given in chapter 2 Scope 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 experts will propose methods and systems of data collection and analysis.

Data related to desired changes from the TIC are unavailable except indicators mentioned in the logical framework. The experts should identify useful data/information to collect from different sources based on the evaluation criteria they defined.

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 before the field visit an evaluation matrix, showing, for each evaluation question, the judgement criteria, data sources, 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.

III.11 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 managerial, technical and financial documents:

- DGD annual reports, APEFE monitoring reports finalised accounts
- Mid-term programme evaluation report and its managerial response,
- Technical monitoring committee and steering committee minutes,
- MoUs, common strategic framework for Rwanda...
- Report skills needs assessment survey 2017 : beauty, fashion and food processing
- Final report 2020 : tracer survey on graduates of 4 TVET schools supported by "igira ku murimo programme"

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 are available in the annual execution reports.

As mention in the previous chapter, the program didn't design mechanism to monitor the different changes designed in the program theory of change.

Other projects or programmes support the implementation of workplace learning in Rwanda. MIFOTRA monitors these projects/programmes and collects data on their achievements.

III.12 Deliverables

The following deliverables are expected during the evaluation:

- An inception report containing adjustments concerning the conduct of the mission, its schedule, an 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 10 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 10 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.

III.13 Stages and time frame

The service (preparation – field mission – provisional report – final report) must take place between beginning of September to the end of November.

It is desirable that the field mission be carried out second half of September. APEFE can be a little flexible regarding the dates of the field mission.

APEFE will not allow less than 10 days on site for meetings, interviews

The final report must be submitted to APEFE no later than **November 15th**, 2021.

The total duration of the billed service, all activities included, must not exceed thirty eight (38) 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. -Production 10 working days prior to the field study, of an inception report and an evaluation matrix including evaluation questions and criteria, sources of information and stakeholders for the evaluation and their justification, methods for collecting and analyzing contextualized, adapted and justified data)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 10 working days after the field mission;
- viii. Debriefing the draft version
- ix. Submission of the comments on the provisional report within 10 working days after its submission;
- x. Submission of the final report including the observations and recommendations from the debriefings and the stakeholders (max. 10 days after the submission of the comments).

III.14 Location of the field study

The collection of field data will be done in the partner country. Due to the possible health crisis, special methodological arrangements may be necessary and will be detailed in the offer.

The evaluation team is made up of an international, national tandem. It would be possible, if the health situation did not allow safe local travel, on a basis objectified by the Belgian Ministry of Foreign Affairs and/or Rwandan authorities, that the field days which must be carried out by the international expert be done remotely. If sanitary conditions allow, the international expert should collect data in the country targeted by the assessment.

The following sites will be visited (justify the choice):

- Partner institutions (MIFOTRA, PSF, RDB, MINEDUC, RP, WDA) - Kigali
- Partner chambers and associations - Kigali

- Pilot schools (ESTB Busogo - Musanze, Janja TVET School - Gakenke, EFA Nyagahanga - Nyagatare, Gakoni TVET school - Gatsibo, Gacuriro TVET school - Kigali)
- Pilot companies near the pilot schools
- District offices near the pilot schools

III.15 Steering the evaluation, role and responsibilities

1. APEFE headquarter

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 :

- ensures the evaluation procedure's compliance and its satisfactory conduct;
- ensures the independence of the evaluators

The internal evaluation unit ensures the dissemination of the report and the managerial response on ad hoc platforms (APEFE website, IATI database);

APEFE's mission executive:

- 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.

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

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 findings and recommendations and the managerial response;
- Ensures the implementation of the managerial responses after the evaluation

4. Evaluation 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.

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.

III.16 Composition of the mission

Two consultants are required to conduct this evaluation : one international and one national expert.

A qualitative selection of experts will be based on the elements of the profile in bold.

1. Profile and responsibilities of the international consultant

Profile :

- **Master or PhD-degree preferably in education sciences, political sciences, labour economics, social sciences, development studies, education or any other relevant field;**
- **At least 10 years of experience in development cooperation with long-term or regular short-term expertises in the TVET field or on skills and employability issues in relation to private sector development**
- Good experience in institutional capacity building ;
- **At least 3 proven similar experiences 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 approaches;
- Mastery of basic office software (Word, Excel, Powerpoint...);
- Knowledge of result based management; project cycle, theory of change
- Minimal technical capabilities for remote work: mastery of ZOOM tools, MS Teams, Google Docs
- **Perfect command of written and spoken English language.**

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;
- Ensure communication with APEFE
- 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.

2. Profile and responsibilities of the national consultant

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

Profile :

- **Degree in business management, economics, business development or other relevant field.**
- **At least 7 years of professional experience ;**
- **At least 3 years of experience in development cooperation projects and in relation to the labour market;**
- Good experience in business development or/ and in technical and vocational training;
- Good experience in data collection and participatory approaches.

- **Perfect command of written and spoken English and Kinyarwanda languages;**
- Fluency in French is an asset.
- Minimal technical capabilities for remote work: mastery of ZOOM tools, MS Teams, Google Docs

III.17 Quality of the evaluation

The evaluation service and the final report will be subject to a quality evaluation by APEFE.

III.18 Criteria for bid selection

Offers presenting an expert who does not have the required profile will be rejected.

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

- Criteria 1 Methodology
- Criteria 2 Financial bid
- Criteria 3 Profile of the evaluators (training, skills, experience)
- Criteria 4 Clarity and presentation of the bid

III.19 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, the approaches and the methodology to perform the evaluation

Two methodological options are expected:

 1. With international mission (privileged methodology) able to travel to Rwanda
 2. Without international mission in case the security and / or health situation does not allow international travel based on information provided by Belgian Ministry of Foreign Affairs and /or Rwandan authorities .
 - A presentation of the experts and their useful experience for the mission
 - A proposed detailed timeframe for the Final evaluation.
- II. A financial section detailing the budget for the Final 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 2021-MECS-B-RWOS1/02, must arrive no later than March 16th 2021 at 12 p.m. by electronic means for the attention of Public Procurement Service map@apefe.org.

Any request for additional technical information should be addressed to s.demeester@apefe.org and mp.ngoma@apefe.org.

III.20 Evaluation report

1. Principles to respect

Respect the structure set out below.

The report will be written in English.

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

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

2.6 Observations, conclusions and recommendations per criterion

EVALUATION CRITERION: (example: relevance)
--

Question no. 1:
Observations and conclusions:

Question no. 2:
Observations and conclusions:

...

2.7 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

...



ANNEX A: OFFER FORM

PRICE OFFER FOR THE CONTRACT UNDER THE SUBJECT OF "A FINAL EXTERNAL EVALUATION MISSION OF THE WORKPLACE LEARNING SUPPORT PROGRAM IN RWANDA".

Invoice accepted (small public contracts)

Important: this form must be completed in its entirety and signed by the tenderer. The total amount of the offer must be completed in figures AND in words.

Physical person

The undersigned (name and first name):

Position or profession:

Nationality:

Residence (full address):

Telephone:

GSM:

E-mail:

Contact person:

Let (1)

Corporation

The firm (name, company name):

Nationality:

having its registered office at (full address):

Telephone:

GSM:

E-mail:

Contact person:

represented by the undersigned (s): (The agents enclose with their offer the authentic or private deed which grants them their powers or a copy of the power of attorney. They may limit themselves to indicating the number of the appendix of the Belgian Official Gazette which published the extract of the act concerned.)

Let (1)

Group of economic operators (including the temporary company)

Surname and first name or company name of tenderers and legal form:

Quality or profession:

Nationality:

Address or registered office:

Surname and first name or company name of tenderers and legal form:

Quality or profession:

Nationality:

Address or registered office:

These data must be completed for each participant in the grouping.

The group is represented by one of the participants, whose name is:

UNDERTAKES (NT) TO PERFORM THE CONTRACT IN ACCORDANCE WITH THE CLAUSES AND
CONDITIONS OF THE ABOVE-MENTIONED PUBLIC PROCUREMENT SPECIFICATIONS (2021-
MECS-B-RWOS1/02):

for an amount of :

(in figures, VAT included)

.....

(in letters, VAT included)

.....

.....

General informations

ONSS registration number:

Company number (in Belgium only):

Subcontractors

Subcontractors will be used: YES / NO (delete unnecessary mentions)

Staff

Staff subject to the social legislation of another member country of the European Union are employed:

YES / NO (delete unnecessary mentions)

This concerns the following EU member country:

Payments

Payments will be made validly by transfer or transfer to the account (IBAN / BIC)

..... from the financial institution opened in the
name of

Documents to attach to the offer

To this offer are also attached:

- dated and signed documents, which the specifications require to provide;
- models, samples and other information, which the specifications require to be provided.

Made in
.....

The
.....

The bidder,

Signature:

Last name and first name :
.....

Position:

(1) Strike out unnecessary entries

ANNEX B: BANK DECLARATION

This declaration concerns the public market: a final external evaluation mission of the workplace learning support program in Rwanda (2021-MECS-B-RWOS1/02)

We hereby confirm that
(company name) has been our client since (date).

Bank-customer financial relationship

The financial relations that we have with this client have given us complete satisfaction to this day, (date).

Based on the data currently available to our bank, we have not had to note any negative elements and this client has had so far, as far as we have been able to ascertain and with regard to the contracts and projects that we are aware of the financial capacity allowing it to carry out the contracts and projects entrusted to it.

..... (company name) enjoys our trust and

either: our bank currently provides this company with the following lines of credit (to be mentioned only with the prior written consent of the client):
.....

or: our bank is currently making lines of credit available to society.

and / or: our bank is ready to examine possible credit applications or a request for a guarantee for the performance of the contract.

either: (none of the three above-mentioned statements).

This declaration does not imply any commitment on our part for the future and our bank assumes no responsibility in this regard.

Customer awareness

..... (name of the company) occupies an important place (or: carries out its activities) in the sector of
.....

So far, and as far as we have been able to ascertain, this company enjoys an excellent (or: good) technical reputation and is managed by competent and reliable people. The bank cannot be held responsible for the possibly inaccurate or incomplete nature of the information provided to it. The facts which could, in the future, influence this declaration cannot be communicated to you automatically.

Done at, on

Name of the bank, name and title of the signatory and signature

This certificate must be completed and attached to the offer.

ANNEX C : INVENTORY

"A FINAL EXTERNAL EVALUATION MISSION OF THE WORKPLACE LEARNING SUPPORT PROGRAM"

No.	Description	Unit	Q	PU in figures excluding VAT	Total excluding VAT	%VAT
Flat unit price						
1	Preparation - Execution and reporting of the mission for the international evaluator	Working day	Max 38			To be specified
2	Preparation – Execution and reporting of the mission for the national evaluator	Working day				To be specified
3	Various	Flat price	1			To be specified
Maximum travel price						
4	International travel A / R home-partner country	Flat price	1			To be specified
5	Local travel	Flat price	1			To be specified
6	OPTION: Maximum price for return transport home-Brussels (if reporting to Brussels	Flat price	1			To be specified
Meeting and / or workshop costs						
7	Rental, coffee break, ...	Flat price	1			To be specified
Included in the flat-rate unit prices are the fees, per diems, accommodation costs, insurance, visas, prophylaxis, communication, administrative and secretarial costs, the cost of documentation relating to the services and possibly required by the contracting authority, the production and delivery of documents or parts related to the performance of the services, customs and excise duties relating to the equipment and products used, packaging costs, reception costs, all costs, personnel and material costs necessary for the performance of this contract, remuneration for copyright, purchase or hire from third parties necessary for the performance of the contract. In the event of an extension of the contract, the fixed unit prices mentioned in the offer apply. With the exception of local travel costs, which could be covered by the partners or APEFE, all other international travel costs and / or in Belgium are the responsibility of the tenderer. The expert will plan all the trips deemed necessary during his mission. The partners may provide the expert with means of transport. In this case, the local travel budget						

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No.	Description	Unit	Q	PU in figures excluding VAT	Total excluding VAT	%VAT
<p>provided for in the expert's offer will be reduced in proportion to the contribution of the partners. The costs of meetings and / or workshops are, with some exceptions, covered by the partners and / or APEFE. In the event of a debriefing in Brussels, transport (return and return in economy class) between home and Brussels will be borne by the tenderer. International travel days are not covered by APEFE.</p>						
Total excluding VAT:						
Total VAT:						
Total VAT:						
<p><i>Unit prices must be mentioned with 2 decimal places. The quantity of products x the unit price must be rounded to 2 decimal places each time.</i></p>						
<p>Seen, verified and completed with the unit prices, subtotals and the grand total that were used to determine the amount of my bid for that day, to be attached to my bid form Done at the Function:Last name and first name : Signature:</p>						

ANNEX D : INVENTORY BIS

"A FINAL EXTERNAL EVALUATION MISSION OF THE WORKPLACE LEARNING SUPPORT PROGRAM IN RWANDA"

No.	Description	Unit	Q	PU in figures excluding VAT	Total excluding VAT	%VAT
Flat unit price						
1	Preparation - Execution and reporting of the mission for the international evaluator	Working day	Max 38			To be specified
2	Preparation – Execution and reporting of the mission for the national evaluator	Working day				To be specified
3	Various	Flat price				To be specified
Maximum travel						
4	Local travel	Flat price	1			To be specified
5	OPTION: Maximum price for return transport home-Brussels (if reporting to Brussels	Flat price	1			To be specified
Meeting and / or workshop costs						
6	Rental, coffee break, ...	Flat price	1			To be specified
<p>Included in the flat-rate unit prices are the fees, per diems, accommodation costs, insurance, visas, prophylaxis, communication, administrative and secretarial costs, the cost of documentation relating to the services and possibly required by the contracting authority, the production and delivery of documents or parts related to the performance of the services, customs and excise duties relating to the equipment and products used, packaging costs, reception costs, all costs, personnel and material costs necessary for the performance of this contract, remuneration for copyright, purchase or hire from third parties necessary for the performance of the contract. In the event of an extension of the contract, the fixed unit prices mentioned in the offer apply. With the exception of local travel costs, which could be covered by the partners or APEFE, all other international travel costs and / or in Belgium are the responsibility of the tenderer. The expert will plan all the trips deemed necessary during his mission. The partners may provide the expert with means of transport. In this case, the local travel budget provided for in the expert's offer will be reduced in proportion to the contribution of the partners. The costs of meetings and / or workshops are, with some exceptions, covered by the partners and / or APEFE. In the event of a debriefing in Brussels, transport (return and return in economy class) between home and Brussels will be borne by the tenderer. International travel days are not covered by APEFE.</p>						

ASSOCIATION POUR LA PROMOTION DE L'EDUCATION ET DE LA FORMATION À L'ETRANGER
Ref .: 2021-MECS-B-RWOS1/02

	Total excluding VAT:
	Total VAT:
	Total VAT:

Unit prices must be mentioned with 2 decimal places. The quantity of products x the unit price must be rounded to 2 decimal places each time.

Seen, verified and completed with the unit prices, subtotals and the grand total that were used to determine the amount of my bid for that day, to be attached to my bid form Done at the Function:Last name and first name :
..... Signature: