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**THIS ACTION IS FUNDED BY THE EUROPEAN UNION**

**ANNEX 1**

to the Commission Implementing Decision on the financing of the annual action plan in favour of the Republic of Rwanda for 2024

**Action Document for “Agricultural transformation through skills upgrading of women and youth in Rwanda”**

**ANNUAL PLAN**

This document constitutes the annual work programme within the meaning of Article 110(2) of the Financial Regulation, within the meaning of Article 23 of the NDICI-Global Europe Regulation.

# 1 SYNOPSIS

## 1.1. Action Summary Table

<b>1. Title CRIS/OPSYS business reference Basic Act</b>	Agricultural Transformation through skills upgrading of women and youth in Rwanda  OPSYS number: ACT 61740  Financed under the Neighbourhood, Development and International Cooperation Instrument (NDICI-Global Europe)
<b>2. Team Europe Initiative</b>	Yes  TEI on “Investing in Sustainable and Inclusive Agricultural Transformation”  <a href="#">Rwanda Agricultural Transformation</a>
<b>3. Zone benefiting from the action</b>	The action shall be carried out in Rwanda
<b>4. Programming document</b>	Multiannual Indicative Programme 2021-2027 Rwanda
<b>5. Link with relevant MIP(s) objectives / expected results</b>	Specific Objective 1: Support access to and quality of Technical and Vocational Education and Training (TVET)  Expected result: Improved access to and quality of TVET
<b>PRIORITY AREAS AND SECTOR INFORMATION</b>	
<b>6. Priority Area(s), sectors</b>	Priority area 1: Education, Skills and Decent Jobs for the Youth DAC Code 11330 - Vocational training
<b>7. Sustainable Development Goals (SDGs)</b>	Main SDG (1 only): SDG 4 (Quality Education) Other significant SDGs: SDG 5 (gender equality), SDG 13 (climate action), SDG 8 (decent work and economic growth), SDG 2 (Zero Hunger), SDG 1 (no poverty), SDG 9 (Industry, Innovation and Infrastructure), SDG 10 (reducing inequalities) and SDG 12 (responsible consumption and production), SDG 15 (Life on Land), SDG 17 (Partnerships for the Goals).
<b>8 a) DAC code(s)</b>	DAC code 1 – 11330- Vocational training

	DAC code 2 – 31181- Agricultural education /training				
<b>8 b) Main Delivery Channel</b>	Channel 1 “Third Country Government (Delegated co-operation)”-13000				
<b>9. Targets</b>	<input type="checkbox"/> Migration <input checked="" type="checkbox"/> Climate <input checked="" type="checkbox"/> Social inclusion and Human Development <input checked="" type="checkbox"/> Gender <input type="checkbox"/> Biodiversity <input checked="" type="checkbox"/> Education <input type="checkbox"/> Human Rights, Democracy and Governance				
<b>10. Markers</b>  (from DAC form)	<b>General policy objective @</b>	<b>Not targeted</b>	<b>Significant objective</b>	<b>Principal objective</b>	
	Participation development/good governance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Aid to environment @	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Gender equality and women’s and girl’s empowerment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	Reproductive, maternal, new-born and child health	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Disaster Risk Reduction @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Inclusion of persons with Disabilities @	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Nutrition @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>RIO Convention markers</b>	<b>Not targeted</b>	<b>Significant objective</b>	<b>Principal objective</b>	
	Biological diversity @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Combat desertification @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Climate change mitigation @	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Climate change adaptation @	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	<b>11. Internal markers and Tags:</b>	<b>Policy objectives</b>	<b>Not targeted</b>	<b>Significant objective</b>	<b>Principal objective</b>
		Digitalisation @	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
digital connectivity digital governance digital entrepreneurship digital skills/literacy digital services		<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	/	
Connectivity @		<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
digital connectivity energy		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	/	

	transport health education and research	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
	Migration @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reduction of Inequalities @	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Covid-19	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>BUDGET INFORMATION</b>				
<b>12. Amounts concerned</b>	Budget line(s) (article, item): 14.020121 Total estimated cost: EUR 16 520 000 Total amount of EU budget contribution EUR 16 000 000 This action is co-financed in joint co-financing by: - French Ministry of Foreign Affairs for an indicative amount of EUR 520 000 The TEI on “Investing in Sustainable and Inclusive Agricultural Transformation” is supported by the Netherlands with EUR 60 400 000, France with EUR 2 550 000, Belgium with EUR 41 000 000, Luxemburg with EUR 9 500 000, Sweden with EUR 35 200 000, the European Investment Bank with EUR 70 000 000 in addition to the EU contribution of EUR 124 300 000.			
<b>MANAGEMENT AND IMPLEMENTATION</b>				
<b>13. Type of financing</b>	<b>Indirect management</b> with the entities to be selected in accordance with the criteria set out in section 4.4.1			

## 1.2. Summary of the Action

Rwanda has experienced remarkable economic growth in recent years, particularly in the agriculture sector. The latter has attracted significant investments to bolster government initiatives and strategies but also to address the challenges posed by changing climate patterns, with the goal of uplifting this sector that employs the majority of the Rwandan population, many of whom are women. Although growth and investments have materialised, the skills set of the current workforce has not necessarily adapted to current labour market opportunities and to the emerging climate conditions.

In the last decade, Rwanda has set a clear skills development vision that defines an optimised skills and employment ecosystem that foster long-term economic transformation with distinct and clear mandates of Technical and Vocational Education and Training (TVET) governance bodies of the country. However, its TVET system continues to be blamed for its low quality and mismatch at all levels, for not supplying the appropriate skills to meet labour market demand, especially in the agriculture labour market, “flooded” with unskilled or low-skilled workforce, most of whom are women and youth.

This action will support Rwanda's aspiration to uplift skills and employment, with a significant emphasis on gender roles and climate action in the agriculture sector, as pivotal elements of the nation's economic transformation. This focus is particularly vital for the agricultural sector, which must adapt its skills and job roles to ensure sustainability amidst fluctuating climate conditions. Such skills adaptations, considering the integral role of gender equality, align with the primary economic directives established by the National Strategy for Transformation-NST1 and Vision 2050. In line with the Entrepreneurship Development Policy (EDP) and with a view to promoting an inclusive ecosystem, EU support will focus on creating more opportunities for the underserved youth, female entrepreneurs and members of vulnerable groups to start and grow their own businesses<sup>1</sup>.

<sup>1</sup> Source: MIP Rwanda

Based on the above-mentioned challenges, the present Action will focus on supporting the sustainable transformation of the agricultural sector through enhanced climate-resilient skills for women and reinforced TVET institutions to better cater for the needs of the private sector.

The Overall Objective of this action is to increase sustainability, climate resilience and inclusivity of agriculture practices by strengthening skills of women and youth including persons with disability in Rwanda. . The action is built around two specific objectives:

1. Improve access of women and youth to quality skills set and formal certification in agricultural practices including climate-resilient agricultural practices
2. Enhance effectiveness of mechanisms for insertion of women and youth in the agriculture labour market, with a focus on climate-resilient and sustainable farming

The action will contribute to the Government of Rwanda's goal to create 1,500,000 jobs<sup>2</sup> by 2024 and for modernisation of the sector, which remains a source of sustenance for many as it accounts for the highest employment share as well as a source of sustenance for a significant portion of people outside the labour force.

This action is a building block of the Team Europe Initiative on “Investing in Sustainable and Inclusive Agricultural Transformation” by integrating essential skills adaptation support, emphasizing aid to infrastructure and value chains within the agriculture sector. This approach aligns with the TVET focal sector of the Rwanda multi-annual indicative programme (MIP), which aims to address the primary challenges in the TVET sector: access issues, specifically affordability and proximity; enhancing the quality of education, including school management and curricula; and aligning learning outcomes with the demands of the private sector. Additionally, it aligns with the agriculture MIP focal sector and, more specifically, the ongoing EUR 59 million budget sector reform performance contract on Transformational Climate-Smart and Inclusive Agriculture (AAP 2021). The latter aims to support the Ministry of Agriculture, Ministry of Finance and Environment in fostering Rwanda's agricultural transition to socially and environmentally inclusive food systems, ensuring Rwanda's environmental and climate sustainability. This budget support encloses consolidation of vulgarisation schemes in Rwanda, including upgrading skills of farmers in climate smart agriculture.

The proposed action complements and fills the skills capacity gaps in the agriculture sector advocating for an integrated strategy that not only caters to infrastructural needs but also encompasses comprehensive capacity-building support throughout the entire value chains. On the latter, the action will seek to strengthen where possible high value chains such as horticulture (avocado, macadamia nuts, passion fruit for example already have business case studies), given their impact on employment, income and nutritional status.

This action contributes to the roll out of the Global Gateway Strategy<sup>3</sup>, and EU-Africa Global Gateway Investment Package- Investing in education and training, which underlines the importance of expanding skills development opportunities, to meet emerging needs for Africa's economic and social transformation by 2030. The intervention will also contribute to the implementation of the Gender Action Plan III<sup>4</sup> and its thematic areas of engagement “Promoting economic and social rights and empowering girls and women”, and ”Addressing the challenges of harnessing the opportunities offered by green transition and digital transformation “as well as the EU Human rights and democracy Action plan and the Human Rights Based Approach Toolbox , the EU Strategy on the rights of the child, and the EU Guidance Note Disability inclusion in EU external action.

This action should be delivered through a Team Europe approach with a parallel funding contribution from Luxembourg and a contribution from France, further positioning the EU and its member states as important funders of the TVET sector in Rwanda. The action will primarily contribute to SDG 4 (Quality Education) and SDG 5 (Gender Equality) but also to SDG 13 (Climate action), SDG 8 (Decent work and economic growth), SDG 1 (No

<sup>2</sup> [National Strategy for Transformation-NST1\(2017-2024\)](#)

<sup>3</sup> JOIN(2021)30 final, Joint Communication to the European Parliament, the Council, the European Economic and Social Committee, the Committee of the Regions and the European Investment Bank - The Global Gateway

<sup>4</sup> JOIN(2020)17 final, Joint Communication to the European Parliament and the Council, EU Gender Action Plan (GAP) III – An ambitious agenda for gender equality and women's empowerment in EU external action

poverty), SDG 1 (Reducing inequalities) and SDG 12 (Responsible consumption and production), SDG 2 (Zero Hunger), SDG 15 (Life on Land), SDG 17 (Partnerships for the Goals).

The new European Consensus for Development<sup>5</sup> states that the EU and its Member States will promote inclusion of men and women in all their diversity, and participation, non-discrimination, equality and equity, transparency and accountability. Thus, the action will rely on methodologically sound and policy-relevant empirical research and develop the evidence base for its projects to foster a gender-transformative approach.

## 2 RATIONALE

### 2.1 Context

The Rwandan economy is dominated by agriculture, a strategic sector contributing to 25% of the country's total GDP in 2022.<sup>6</sup> The government acknowledged the importance of the agricultural sector to achieve the ambitious objectives of employment creation, economic transformation, and private sector-led growth. A dedicated strategy for the agriculture sector, the *National Agricultural Policy (NAP)*, has been adopted and operationalised through the *4<sup>th</sup> Strategic Plan for Agriculture Transformation (PSTA 4) 2018-2024*, to support the development of the sector. Furthermore, Rwanda has led extensive Food System Dialogues and has committed to transform its food systems to ensure that all Rwandans have access to affordable healthy and nutritious food by leveraging modern technology and upgraded agriculture infrastructure to reduce food losses, and food waste, and green nature. However, the sector's growth has slowed down in the last years, from +5% between 2012 and 2017 to 2% between 2017 and 2022.

The predominant value chains in the GDP contribution are tea and coffee, while other, more labour-intensive, and nutritious value chains such as horticulture only represent a small contribution. Promising value chains for economic development include agro-processing, as well as aquaculture and horticulture. Formal businesses in agriculture, forestry and fishing only represented 0.2% (405 establishments) of the overall number of businesses for all economic sectors in 2020, while manufacturing (which includes food processing) accounted for 7.2%.<sup>7</sup> The overwhelming majority of these businesses are private sector-owned (95.6%), cooperatives owning 1.4% of businesses and the public sector 1%.

The sector is further characterized by a very high informality. It is estimated that over 96% business-oriented enterprises of the sector were operating informally as of 2020. Agriculture remains predominantly traditional with low productivity, with very limited use of modern equipment and methods (0.1% of farmers), use of fertilizers or pesticides (respectively 37% and 11%), as well as irrigation techniques (9%), inducing a high dependence on rainfall. In addition, average agriculture households are very small, with 77% of farmers operating on land smaller than 0.5 hectares.<sup>8</sup>

Despite this low productivity, small producers contribute to around 75% of the total agricultural production. By 2031, if Rwanda continues its agricultural transformation trajectory, opportunities in value chain development, specialized farming, agripreneurship, agri-tech, and green jobs will emerge. These sectors, currently with minimal engagement in the labour market, present potential for women. When it comes to employment and occupation, the agriculture sector mobilizes 68% of the total working population (estimated at 7.4 million in 2022), with 77% of them being female, and a majority of older aged (65+ yo) people (men and women). The predominant education level of people working in the agriculture sector is a primary school level (65% of farmers), 14% of them have a secondary school level, while 20% didn't receive any education.<sup>9</sup>

<sup>5</sup> Joint statement by the Council and the representatives of the governments of the Member States meeting within the Council, the European Parliament and the Commission (2017/C 210/01) - the new European consensus on development 'our world, our dignity, our future'

<sup>6</sup> Source: NISR, GDP National Accounts 2012, 2017, 2022 - mentioned in ETF report on Employment and Skills in Agriculture (2023).

<sup>7</sup> Source: NISR, Rwanda Establishment Census (REC), 2020 - mentioned in ETF report on Employment and Skills in Agriculture (2023).

<sup>8</sup> Source: NISR Rwanda Agricultural Survey 2020 - mentioned in ETF report on Employment and Skills in Agriculture (2023).

<sup>9</sup> Source: Ibid

Rwanda set a target of 60% of 9<sup>th</sup> grade graduates choosing TVET orientation by 2024 and is investing significant means to expand the TVET schools' network and increase its attractiveness. However, TVET remains a secondary option and is often blamed for not supplying the appropriate skills to meet labour market demands, especially in agriculture. Agriculture further suffers from a negative image among the young people when it comes to choosing a training/career. As of 2023, 10% of all secondary TVET students were enrolled in agriculture- and food processing-related trades (i.e., 10 073 students in secondary TVET, of which 51.2% were female).<sup>10</sup> 4 out of 8 Integrated Polytechnic Regional Colleges (IPRC) and 40 secondary TVET schools (out of 451) offer agriculture-related trades. According to a recent tracer study of graduates done in 2022, the lowest employment rate of graduates was observed among graduates from agriculture, forestry, and fishery trades. It is estimated that up to 3 000 youth graduate from agriculture-related trades each year, which is insufficient to fill the gap of the active working force leaving the sector each year, estimated at around 50 000 (due to retirement, reorientation, ...). A number of targeted interventions will be needed to counter this trend. Across all schools, the issue of communication barriers constrains learning among students with disabilities, given that many teachers have no knowledge of sign and/or braille languages, coupled with the general lack of braille machines, wheelchairs and other equipment and materials<sup>11</sup>.

To respond to these challenges, the Government of Rwanda, through the *Vision 2050* and the *National Strategy for Transformation 1 (NST 1) 2017-2024*, established a policy framework to prioritize skills development as key enabler for the country's social and economic development. It aims at creating 1 500 000 new jobs by 2024 across sectors through specific actions. The role of women in the leadership of agricultural cooperatives and companies will be promoted, as well as their inclusion as beneficiaries of rural services.<sup>12</sup>

Rwanda, as one of regional and global leaders in gender equality and women economic empowerment (WEE), also adopted a strong policy framework in this regard, centred on the revised *National Gender Policy 2021*. Yet, although women represent the majority of agriculture workers, studies show they have more limited access to finance and land and benefitted less from agriculture extension services (39% of women vs. 52% of men in 2019).<sup>13</sup> In 2020, the Ministry of Agriculture (MINAGRI) launched a study on Women's Empowerment in Agriculture, to monitor gender-specific data and better capture the persisting gaps and needs of female workers in the sector, but challenges remain to improve the access to and conditions of training and employment for women in the agriculture sector.

The EU and its Member States' actions in Rwanda are in support of the roll out of the EU Global Gateway strategy and the external dimension of the EU Green Deal and are aligned with the country's National Strategy for Transformation and Vision 2050. In line with the Entrepreneurship Development Policy (EDP) and with a view to promoting an inclusive ecosystem, EU support will focus on creating more opportunities for the underserved youth, female entrepreneurs and members of vulnerable groups to start and grow their own businesses. The focus is on supporting economic transformation and a green transition, which in turn also requires fostering a more equitable and cohesive society as reflected in the multi-annual indicative priorities of education, green deal and governance.

In particular, the EU, Member States and European financing institutions will distinguish themselves from other partners in Rwanda by focussing on three Flagships (Team Europe Initiatives) in support of the roll out of the Global Gateway strategy, one of which is on sustainable and inclusive agricultural transformation.

## 2.2 Problem Analysis

At sector level, the poor productivity of the agriculture sector is a major challenge and presents a high risk for the country's food security (with 49% of people living below the international poverty line in 2021 according to the World Bank<sup>14</sup>), despite the country's valuable natural resources and its high potential for agricultural production. Indeed, the sector is still largely characterized by informal work, smallholder farmers and subsistence agriculture, particularly for women. The country faces a variety of challenges, putting additional pressure on the sector: the

<sup>10</sup> Source: ETF report on Employment and Skills in Agriculture (2023).

<sup>11</sup> Source: Situation Analysis of The Rights of Persons with Disabilities Rwanda UNPRPD Country Report 2021

<sup>12</sup> Source: MIP Rwanda

<sup>13</sup> DfID, 2020.

<sup>14</sup> [Source: Macro-Poverty Outlook \(MPO\) for Rwanda, World Bank \(2022\).](#)

country's population is foreseen to increase from 13.2 million inhabitants in 2023 to up to 23 million in 2050<sup>15</sup>, posing new issues in terms of feeding the population with nutritious food. Rwanda is also exposed to the consequences of climate change, particularly land degradation and soil erosion (aggravated by the country's geography). To respond to these challenges, intensification of agriculture appears necessary while doing so sustainably. This should not be achieved solely through chemical and mechanical means but should include ecological intensification through an improved use and preservation of the country's natural resources. Agricultural productivity is still low as the majority of farmers practice subsistence farming on small, hilly plots. In part due to this, household food insecurity and undernutrition remain a challenge. Over a third of the Rwandan population experiences food insecurity. According to the 2019-20 Demographic Health Survey report, nationally, 33 % of children under 5 years are stunted, 8 % suffer from underweight and 1 % from acute malnutrition (wasting). Stunting in childhood increases the risk of poor education outcomes and reduced earning capacity in adulthood

However, despite government efforts and development partners' initiatives over the years to promote access and quality TVET in all sectors and particularly in agriculture, Rwanda's workforce population still lacks adequate technical and entrepreneurial competencies to reach the country's objectives. This lack of skills is both qualitative (insufficient level of qualification) and quantitative (not enough TVET graduates in agriculture-related trades) and hinders the further development of the agriculture sector. Further analysis identifies two major issues of TVET in the agriculture sector, which, at the same time, represent entry points for supporting measures to be implemented through this Action:

# 1. Overall low quality of Agriculture TVET schools which do not respond to the Rwanda labour market needs.

As mentioned above, agriculture-related TVET trades in formal institutions lack attractiveness and quality, which has different causes. Main shortcomings of the TVET system are:

- Mismatch between provided skills and needs of the private sector: current TVET programmes in agriculture are not private sector-led and involvement of the private sector in elaboration/adaptation of curricula, in training is weak. This can be explained through the fact that the private sector in agriculture is overwhelmingly informal and dominated by micro/small enterprises which do not have capacity to engage in TVET. As a result, the developed TVET programmes are predominantly theoretical, with very limited input from professionals;
- Lack of capacity from private sector to effectively represent its interests in the TVET governance: there is no establishment of current and future skills anticipation totally led and informed by private sector in the agriculture sector, which is the ones of the main reasons leading to the TVET skills provision quality issues described below;
- Low/inadequate level of qualification and industrial exposure of TVET trainers: additionally, TVET trainers themselves often have very limited/no practical experience and are not sufficiently exposed to evolutions and needs of the private sector. Their own level of qualification and experience are not sufficient to provide adequate skills to trainees and they have very limited opportunities to develop their competencies;
- Lack of industrial attachment of TVET trainees: with a very narrow (formal) private sector, opportunities for industry attachment as foreseen in Rwanda's Workplace Learning (WPL) Policy are extremely limited for TVET trainees. The objective of the WPL during and after training (fostering industry exposure, dual training, internships, ...) is hard to reach and some trainees may end up without attachment or internships or attachment in other sectors, not necessarily agriculture related or with attachment in their relatives' farms, or else simply staying in their own training centre;
- Insufficient/inexistent modern infrastructure and equipment including disability-inclusive infrastructure and materials: TVET schools often lack even basic modern equipment and infrastructure, thus training using traditional methods and means. Training spaces (workshops, classrooms, fields, ...) are also often inadequate/too limited;

<sup>15</sup> NISR (2022), 5th Rwanda Population and Housing Census (RPHC5).



- Inadequate/inexistent school orientation: while career guidance services can be offered in some TVET schools during training, school orientation (i.e. pre-training orientation) is close to not existent. Consequently, some trainees may find themselves into agriculture-related trades without prior knowledge of or exposure to the sector. Thus, the training is disconnected from their interests and capacities and trainees may drop out prematurely from the programme to find employment/training in other sectors;
- Low consideration for the agriculture sector: many youths and/or their parents do not choose an education in the agriculture sector as first choice as it suffers from a bad image across generations and one which is culturally deeply-rooted. Engineering or a career in the public sector are still preferred in order to “succeed” in life;
- Low consideration of “green” skills in current curricula for agriculture: The escalating impacts of climate change on agriculture emphasize the crucial need for integrating “green” skills into the agricultural TVET programmes. However, current curricula scarcely address these skills. Climate change affects crop yields, changes rain patterns, and increases the frequency of extreme weather events, all of which directly influence agricultural practices. As such, understanding climate-smart agricultural techniques, water-conservation practices, and sustainable farming is essential for the new generation of farmers. Yet, these green skills, which include technical competencies, interdisciplinary knowledge, and a strong ethical foundation towards sustainability, are often overlooked. . Lack of disability-disaggregated data in various sectors, which impedes evidence-based strategies to promote disability inclusion by addressing the idiosyncratic challenges of persons with different types of disabilities<sup>16</sup>.

2. Limited facilitation mechanisms supporting women, youth, persons with disabilities and TVET graduates on the agriculture labour market in Rwanda.

Although the rate of women's participation in the agriculture sector is higher than men's, this doesn't reflect in their representation in the broader labour market. The impacts of climate change, such as unpredictable weather patterns and increased droughts, disproportionately affect women, exacerbating their vulnerabilities in the agricultural sector. The percentage of women in unstable job roles, such as self-employment or as contributing family workers, is considerably higher than that of men.

- Women's participation in salaried employment is limited due to no/limited access to systems and networks which they can leverage for job opportunities. Climate change, which often impacts agricultural yields and productivity, further reduces opportunities for women in salaried roles, especially as they may lack knowledge on climate-resilient agricultural practices. Due to societal constraints, women might not have as extensive or influential networks in the agricultural sector. Creating such strong and organised platforms and mechanisms, allowing mentorship and networking between women is essential to their integration on the labour market;
- Limited access and institutionalisation/formalisation of non-TVET formal trainings of women in the Rwandan TVET education system, even if with an existing WPL: WPL is only looked as of now for formal training and does not integrate short term training programs that can introduce and expose women to innovative farming techniques and practices that increase yield, improve soil health, and maximize resource utilization taking into account climate resilience, and various agricultural opportunities allowing for diversified income sources.;
- No formal recognition of prior experience (RPL) in the agriculture sector for women, which limits capacity development and professional integration in the labour market: Many women in agriculture have gained a wealth of knowledge and skills through years of hands-on experience. By formally recognizing the skills women already possess, RPL can enhance their self-confidence and assertiveness, expertise in climate-resilient farming, empowering them to take on more prominent roles in their communities and better access to job opportunities.
- Women’s and TVET graduates in the agriculture sector’s soft skills is limited, yet soft skills are crucial in enabling women's integration and success in the agriculture labour market: skills related to effective communication, leadership, time management (with women juggling multiple responsibilities), negotiation skills, etc. are all the more critical when advocating for and implementing sustainable and

<sup>16</sup> Source: Situation Analysis of The Rights of Persons with Disabilities Rwanda UNPRPD Country Report 2021



climate-resilient agricultural practices. By ensuring that women in agriculture are not only technically proficient but also equipped with these essential soft skills, Rwanda can tap into a more resilient, innovative, and effective agricultural workforce, driving sustainable growth and development.

- Women access to finance mechanisms are not efficient: though there are many initiatives tackling women access to finance in the agriculture sector, these barriers continue to persist. Limited financial literacy, perceived high risks exacerbated by climate uncertainties and inadequate specific financial credits for women in the agriculture sector and restrict their capacity to invest in climate-resilient agricultural ventures.

**Identification of main stakeholders and corresponding institutional and/or organisational issues (mandates, potential roles, and capacities) to be covered by the action:**

This action will require a mix of entities in both the TVET and the agriculture sector, public and private, as well as the National Gender Machinery institutions overseeing efforts, coordination, implementation mechanisms in the areas of gender and women empowerment:

The TVET system is governed and steered by the government institutions through:

- The Ministry of Education (MINEDUC): the central government body taking overall responsibility on developing, reviewing and guiding the implementation of the education policy and strategic plans;
- Rwanda TVET Board (RTB): its mission is to promote quality TVET at the levels 1-5 aimed at fast tracking socio-economic development of the country. RTB's core responsibilities are designing curricula, teaching materials, trainer's guides, methodologies and establishing training methods for TVET; promoting use of ICT in TVET; coordinating TVET programmes and activities; coordinating the trainers' capacity development and monitoring their management;
- Rwanda Polytechnic (RP): established in 2017, RP is responsible for the TVET levels 6 ,7 ,8 and 9 (higher education) and has duties related to the education provision, curriculum development and research. 8 Integrated Polytechnic Regional Colleges (IPRCs) are under the RP, of which 4 offer agriculture-related trades;
- The National Examination and School Inspection Authority (NESA): established in 2020 through reform of the Workforce Development Authority (WDA), NESA is in charge of the national examination of general education and TVET schools, for standards and quality assurance. NESA also certifies TVET centres and could play a role in the certification of CoVEs;
- Ministry of Public Service and Labour (MIFOTRA): is responsible inter alia for ensuring a beneficial environment for the creation of decent jobs and equipping the workforce with necessary skills to increase productivity and competitiveness for sustainable development; - Within the Rwanda Development Board (RDB), the Chief Skills Office is provisioned to align skills development with labour market demands. It is mandated to provide effective oversight and coordination in the skills development and employment promotion ecosystem. For these purposes, the RDB coordinates three recently established private sector-led Sector Skills Councils (SSC), among which the SSC in agriculture;
- University of Rwanda and its dedicated colleges for agriculture, such as Busogo College of Agriculture, Animal Science and Veterinary medicine;
- Rwanda Institute for Conservation Agriculture (RICA), a private training institution established in 2023 and focusing on sustainable agriculture.

▪ **On the Agriculture side – public sector:**

- The Ministry of Agriculture and Animal Resources (MINAGRI): has the mission of promoting the sustainable development of a modern, efficient, and competitive agriculture and livestock sector. The Ministry has five directorates that formulate agricultural policies and strategies, monitor, and coordinate its implementations through

its affiliated agencies. Its Gender Mainstreaming Strategy is aligned to the Fourth Strategic Plan for Agriculture Transformation (PSTA4).

- The National Agricultural Export Development Board (NAEB), which mission is to facilitate the growth of business to diversify agriculture and livestock commodity export revenues

- The Rwanda Agriculture Board (RAB), which oversees research and development of agricultural and animal resources through dedicated extension services. Several RAB stations are distributed across the country. RAB also operates a country-wide network of Farmer Field Schools (FFS), a form of non-formal education with experimental plots and a trained “farmer facilitator”;

- The Ministry of Environment-MoE is in charge of developing policies and programmes related to environment and climate change.

- Its agency, the Rwanda Environment Management Authority - REMA, whose mission is ‘to promote and ensure the protection of the environment and sustainable management of natural resources through decentralised structures of governance.

- The Forestry authority is in charge of the policy implementation in forestry and agro-forestry sectors.

- On gender equality and women’s empowerment (GEWE):

- The Ministry of Gender and Family Promotion (MIGEPROF): is the Central Government institution mandated to ensure strategic coordination of policy implementation in the areas of gender and family promotion, women's empowerment and child rights protection. It plays a leading role in the implementation of gender agenda;

- Gender Monitoring Office (GMO): oversees effective implementation of the various national, regional and international commitments related to gender equality. It is an institution that upholds gender accountability for inclusive sustainable development in Rwanda.

- The National Women’s Council (NWC) as well as the Rwandan Forum compose the NGM for Women Parliamentarians (FFRP). These institutions have specific mandates but with complementary roles on the advancement of gender equality and women empowerment.

- Women’s human rights organisations.

- **On the private sector side:**

- The Private Sector Foundation (PSF): first professional organisation in the country, dedicated to promote and represent the interests of Rwandan businesses. The PSF regroups more than 10 professional chambers, among which the Chamber of Agriculture, and the Chamber of Women Entrepreneurs (CWE).

- Cooperatives of Farmers and Agriculture workers;

- Private companies of all sizes established in the agriculture sector;

- Professional organisations representing farmers’ rights, including e.g. Imbaraga Farmers Organisation (NGO).

### 3 DESCRIPTION OF THE ACTION

#### 3.1. Objectives and Expected Outputs

The Overall Objective of this action is to increase sustainability, climate resilience and inclusivity of agriculture practices by strengthening skills of women and youth including persons with disability, in Rwanda. The Specific Objectives of this action are to:

- Specific objective (outcome) 1: Improve access of women and youth to quality skills set and formal certification in agricultural practices including climate-resilient agricultural practices and including persons with disabilities.
- Specific objective (outcome) 2: Enhance effectiveness of mechanisms for insertion of women and youth in the agriculture labour market, with a focus on climate-resilient and sustainable farming including persons with disabilities.

The Outputs to be delivered by this action contributing to the corresponding Specific Objective 1 (Outcomes) are:

##### Contributing to Outcome 1 (or Specific Objective 1):

O.1.1: Strengthened governance mechanisms in TVET institutions and enhanced collaboration with the industry to address skills and employment needs, emphasizing climate-resilient practices and the specific skill requirements of women.

O.1.2: Enhanced capacity of TVET centres to apply standardized quality training approaches in agriculture, incorporating climate action, sustainable farming practices, and financial sustainability.

O.1.3: Enhanced capacity of CoVEs to offer and broaden training programs aligned with labour market demands, integrating sustainable practices and including modular short courses on nutrition aspects.

O.1.4: Enhanced connections between CoVEs and their communities emphasizing collaboration with the private sector and research institutions on sustainable agriculture and climate-resilient strategies including promotion of training networks for sharing best practices in climate-smart agriculture, and expansion of the recognition of prior learning in agriculture integrating climate action skills..

##### Contributing to Outcome 2 (or Specific Objective 2):

O.2.1: Enhanced capacity of CoVEs' to deliver quality services pertaining to school orientation, mentorships, access to finance and entrepreneurship support, career guidance, and transition to work with an emphasis on green jobs opportunities.

O.2.2: Farmers, particularly women, have enhanced access to innovative mobile training and RPL certification systems that offer both, traditional agricultural skills and climate resilience trainings.

O.2.3: Enhanced capacity of selected « Master trainer farmers » in particular women, to provide trainings in both, traditional farming methods and climate action and sustainable farming techniques incorporating nutrition aspects

#### 3.2. Indicative Activities

##### Activities relating to Output 1.1:

- Empower the Sector Skills Council (SSC) in Agriculture as a catalytic agent to create a demand-driven skills system that places emphasis on both the unique needs of women in the sector and climate action strategies. This includes supporting the update of employment and skills' surveys to capture the evolving roles of women in agriculture. Provide methodological and financial support to for the identification of

missing skills and anticipation of needed skills on the labour market with a specific focus on green skills and skills tailored for women's empowerment particularly for the lower-qualified;

- Ensure collaboration between parties of the SSC, with a prominent focus on integrating climate action strategies into all facets of agricultural practices. This involves playing a role in linking training providers and students to employers, with emphasis on employers who prioritize sustainable and climate-resilient practices; advocating for student work placements, apprenticeships and internships with an emphasis on green skills; contributing to curriculum development that incorporates climate change mitigation and adaptation techniques; arranging lecturers and employer interactions; strengthening training partnerships with a vision of environmental sustainability; and aligning value chains to skills development. .

#### Activities relating to Output 1.2:

- Elaboration of a governance model specific to CoVEs as well as mechanisms aiming at the financial sustainability of the CoVEs;
- Development and validation of the certification framework to assess the excellency level of existing training centres in agriculture towards Centers of Vocational Excellence/CoVEs (using/adapting the existing *International Self-Assessment Tool for Centres of Vocational Excellence*).;
- Development and validation of the internal and external evaluation guidelines concerning the excellency level of existing training centres in agriculture, incorporating criteria and benchmarks related to climate action, sustainable practices, and resilience to environmental challenges;
- Set-up and capacity-building of a “quality/excellency committee” within CoVEs to monitor and follow up on the centres’ excellency level, with dedicated initiatives and frameworks in place to specifically support and empower women's participation, representation, and advancement in the sector;
- Support to CoVEs for the development of qualitative objectives and « Quality/Excellency » action plans, with a specific focus on promoting women's participation, leadership, and empowerment while also integrating climate-resilient strategies and sustainable practices into all aspects of the training and implementation processes.

#### Activities relating to Output 1.3:

- Assessment of existing infrastructure and equipment in each supported CoVE, with a specific focus on assessing gender and disability inclusivity, accessibility, and provisions that cater to the unique needs and challenges of women;
- Standard infrastructure and equipment needs assessment in each supported CoVE, with a specific focus on ensuring gender inclusivity, accessibility, and provisions that cater to the unique needs and challenges faced by women taking into eco-friendly designs;
- Architectural planning of infrastructure, with specific facilities or features catering to women's needs taking into account eco-friendly designs and sustainable materials, preparation of tendering documents and procedures for environmentally sustainable for infrastructure and equipment, bids evaluation with environmental considerations , contracts awarding with green stipulations and receipt of works and goods that adhere to environmental best practices;
- Capacity-building of staff in charge of developing training and evaluation frameworks following the CBT/CBA methodology, with a specific emphasis on integrating gender perspectives and addressing the unique challenges and needs of women in the training environment as well as integration of agriculture sustainable practices;
- Development/update and validation of specific curricula responsive to the agriculture labour market needs, following the CBT/CBA requirements and with a focus on emerging/green competencies;
- Training needs assessment for CoVEs’ management, administrative and teaching staff, especially women in these roles, with a focus on integrating climate action and sustainability principles and development of

targeted training plans that will also equip them with skills and knowledge to address climate-related challenges in agriculture, to be implemented;

- Support CoVEs for the « School management and leadership » to ensure excellent visionary governance, highlighting the role and needs of women;
- Capacity building of CoVEs through training of trainers in companies, prioritizing programs tailored for women , and aiming for industrial exposure with a focus on climate-resilient practices as well as in regenerative and circular agricultural value chains. This will help all trainers, with special emphasis on women, to upgrade and acquire workplace relevant skills that not only meet current industry standards but also address the pressing challenges posed by climate change;
- Design and validation of management schemes for production units in agricultural training centres incorporating strategies and practices that prioritize climate-resilient agriculture and sustainable resource management to mitigate the impacts of climate change, ;

Capacity-building of CoVEs' staff on the design of business models for production units, ensuring they adopt sustainable and climate-smart practices. Provide methodological, technical, and financial support for the management of the business-oriented production units supporting CoVEs' financial sustainability. Activities relating to Output 1.4:

- Benchmarking of existing cooperation models between agricultural TVET centres and enterprises and development/adaptation of an adequate cooperation model;
- Identification of innovative applied research activities to be adapted to the context to the CoVEs' and their capacities, with methodological, technical, and financial support for implementation;
- Establishment and equipment of documentary, technological and pedagogical centres of resources within CoVEs' with capacity-building measures to support their management;
- Methodological, technological, and financial support for the design, management and animation of a knowledge exchange and learning network (piloted by the CoVEs) among training centres on pedagogical good practices, good practices for the management of production units and « training centre-enterprises » cooperation model, with publication of the network's results and activities;
- Definition/adaptation of a framework for Recognition of Prior Learning (RPL) in agriculture-related trades, utilizing digital technology to streamline and enhance the process, with a focus on lower qualification levels and privileged access for women and youth, this digital approach ensures efficient and comprehensive data gathering and assessment. Further, training of RPL evaluators and support for the elaboration and implementation of exams. Digital tools will also assist in the elaboration and implementation of exams, offering flexibility and broader access for farmers' participation.

Activities relating to Output 2.1:

- Development and validation of a competency and training framework for gender-sensitive “school guidance” to be implemented at secondary school level;
- Design and implementation of an outreach and communication policy on jobs and opportunities in the agriculture sector, particularly directed towards women;
- Production of communication materials on jobs and opportunities in the agriculture sector, including a focus on climate-resilient agricultural practices and green job opportunities including disability-inclusive materials. These materials will be used and disseminated by school guidance and career guidance services in training centres to promote awareness and adoption of sustainable agricultural methods;
- Identification and training of dedicated staff working in the career guidance and job insertion units in each supported CoVE;
- Development of « School to work transition mechanisms» to be implemented by CoVEs to accompany students toward employment;
- Elaboration of « Work-based learning guidelines » to guide both CoVEs and companies;

- Design business mentorship program activities to support graduates develop and implement their business models;
- Put in place strategies of linking start-ups with financial institutions with aim of access to finance.

Activities relating to Output 2.2:

- Awareness-raising for women farmer beneficiaries on the importance of engaging in a lifelong learning (LLL) process;
- Women's farmers' training needs assessment - leaving no one behind- ;development of adequate modular training programmes and creation of digital self-training supports made available to farmers on different digital devices including mobile phones, tablets, IVR, etc;
- Development of an innovative mobile training system for farmers, with the identification, selection, training and capacity-building of mobile trainers coming from the CoVES, and Farmer Field School extension services agents;
- Development of co-designed (by CoVEs and extension services) mobile training programmes, ensuring flexibility in scheduling and content delivery to accommodate women's time constraints related to core and household activities and support in their implementation, with a focus on maximizing accessibility and convenience for women participants, recognizing and addressing their unique time commitments and responsibilities,.

Activities relating to Output 2.3:

- Identification, selection, training and capacity-building of male and female "Farmer Master Trainers";
- Organisational support for cascading training delivered by "Farmer Master Trainers" to fellow farmers; with specific attention to the enrolment of women and youth
- Identification, selection, and preparation of capable « Farmer Master Trainers » to host internships for trainees, in particular women, for agricultural training centres in their farms, to facilitate industry attachment.

The action will seek to strengthen where possible high value chains such as horticulture (avocado, macadamia nuts, passion fruit for example already have business case studies), given their impact on employment, income and nutritional status.

The commitment of the EU's contribution to the Team Europe Initiative to which this action refers, will be complemented by other contributions from Team Europe members. It is subject to the formal confirmation of each respective member's meaningful contribution as early as possible. In the event that the TEIs and/or these contributions do not materialise, the EU action may continue outside a TEI framework.

### 3.3. Mainstreaming

#### **Environmental Protection & Climate Change**

**Outcomes of the SEA screening:** no further action was required.

#### **Outcomes of the EIA (Environmental Impact Assessment) screening:**

The EIA (Environment Impact Assessment) screening classified the action as Category C (no need for further assessment).

#### **Outcome of the CRA (Climate Risk Assessment) screening:**

The Climate Risk Assessment (CRA) screening concluded that this action is no or low risk (no need for further assessment). However, climate is a significant objective for this Action. Thus, the agricultural best practices to be integrated in the short courses offers will tackle activities linked to the Nationally Determined Contributions (NDC)-targets and aligned with requirements of adaptation to climate change (promotion of climate resilient crops

and livestock, climate resilient post-harvest and value addition facilities and technologies, strengthened crop management practices, sustainable land use management practices, irrigation and water management) and mitigation (actions linked to fertilisers efficiency, soil conservation, improved livestock management, compost production). So far, no studies have been conducted on the impact of climate change on persons with disabilities in Rwanda. However, there are some indications of disproportionate burden of climate change and associated extreme weather events on various aspects of life of PWDs<sup>17</sup>. The action will contribute to meaningful and equal participation and leadership of women in climate adaptation and mitigation policy and decision-making.

### **Gender equality and empowerment of women and girls:**

This action is labelled as G2. This implies that gender equality is the principal objective of the action. Despite progress made in the last decade in skills development and notably in the agriculture sector, poverty of women is a major outstanding challenge for gender equality, and women continue to be under-represented in economic life. Women have restricted access to skills development initiatives, productive resources such as land, finance, credit and markets, and disparities exist in terms of literacy rates. The Action will be implemented through a set of gender transformative approaches to holistically support women skills development in the agriculture sector, tackling structural barriers such as customary and social constraints preventing women in Rwanda from accessing land ownership, in order to help them gradually shift from subsistence farming to a market-oriented agriculture and open for other arising agriculture opportunities for women.

### **Human Rights**

According to the EU and Member States' Human Rights and Democracy Country Strategy for Rwanda, the intention is to pursue a continuous political and policy dialogue with the Government to support their plans for improved access to food and the fight against malnutrition which are addressed in the strategic plans from several ministries and advocate for their readiness to work together since most of the solutions to address these problems are interlinked. As rights-holders, efforts will be made to ensure that farmers are aware of their rights with regards to access to resources (incl. land, water, seeds, etc.), national laws and regulations linked to agricultural production, markets etc., state agricultural and rural support schemes and the possibilities to claim these rights. The Action will aim to ensure that authorities, as duty bearers, are aware of their obligations to fulfil national and international laws and regulations to skills development and decent working conditions. Efforts will be made to ensure the Government of Rwanda can fulfil its obligation to ensure that the population, women, men, girls and boys in all their diversity, has physical and economic access to skills training, leaving no one behind.

### **Disability**

As per OECD Disability DAC codes identified in section 1.1, this action is labelled as D1. This implies that the action is considered relevant for inclusion of persons with disabilities. It will include people with disability and will ensure social inclusion runs as a red line throughout the action.

Rwanda ratified the United Nations Convention on the Rights of Persons with Disabilities in 2008. The Rwanda Population and Housing Census of 2012 estimated that 446,453 people aged five years and above had different types of disabilities, 50.4% and 49.6% of whom were female and male, respectively. Promoting the rights and wellbeing of persons with disabilities (PWDs) is engrained in Rwanda's inclusive and sustainable development agenda. OPDs (Organizations of Persons with Disabilities) (are often consulted on matters affecting persons with disabilities directly – for example the National Disability Policy but largely excluded on general-population matters – for example the Social Protection Policy.<sup>18</sup>

### **Reduction of inequalities**

The aim of the action will be to increase access to agriculture skills trainings, for men and women in all their diversity to participate equally in all parts of the value chain, and to work in collaboration with men to improve their agricultural productivity and economic empowerment. In addition, the action also aims at increasing productivity of the private sector (through modernized infrastructure/equipment and upgraded skills) and creating a gender-responsive business environment,, which should in turn contribute to the economic strengthening of (poor) farmer workers, in particular women, and uplift them.

### **Democracy**

A bottom-up, participatory approach to decision making in the agriculture sector and skills development is essential. Building on EU's past approach regarding the agricultural sector, efforts will continue to ensure participatory policy making, and that the voices of farmers, in particular women and women's organisations, are

<sup>17</sup> Source: Situation Analysis of The Rights of Persons with Disabilities Rwanda. UNPRPD Country Report 2021

<sup>18</sup> Source: Situation Analysis of The Rights of Persons with Disabilities Rwanda .UNPRPD Country Report 2021



included in a meaningful way. This will not only help to improve buy-in from beneficiaries enhance likelihood of achieving targets but will have ripple effects on participatory good governance in the country in general.

#### **Conflict sensitivity, peace and resilience**

Land disputes are among the most prominent causes of conflict in Rwanda today. Fair, inclusive and transparent laws and strategies for managing land and other natural resources are essential to continued peace and stability in Rwanda. Policy dialogue under this action will include a follow-up on this issue.

#### **Disaster Risk Reduction**

The action will contribute to disaster risk management in Rwanda. Some of the more important risks in Rwanda are floods, landslide and local droughts. The promotion and inclusion of agricultural sustainable practices into TVET programmes will sustainably contribute to reduce runoff with more soil cover and so will reduce soil erosion. Water storage in soil will also be included in TVET agriculture programme increased supported locally by relevant infrastructures like terraces or irrigation schemes. The promotion of agroforestry systems into TVET programmes will also contribute to reduce the runoff, increase water storage, limit landslides and propose diversification to poorest farmers when facing rainfall shortage.

#### **Other considerations if relevant**

Food waste and losses reduction: Promote Sustainable Production and Productivity of crops and livestock through inclusion of relevant modules to the TVET curriculum to ensure availability, accessibility, and affordability of safe and nutritious food by leveraging science and modern technologies that enhance food nutrient content, reduce Green House Gas emission and land degradation.

### 3.4. Risks and Lessons Learnt

Category	Risks	Likelihood (High/ Medium/ Low)	Impact (High/ Medium/ Low)	Mitigating measures
3	Low involvement and buy-in of the agriculture industry into TVET	Medium	Medium	Respond to agriculture industry's demands and expectations in TVET by integrating these needs into TVET training programmes (co-designed with the private sector)
3	Limited institutional capacity and low coordination of national TVET stakeholders (RTB, NESA, RP...) among themselves as well as with sectoral stakeholders (MINAGRI, RAB, NAEB, ...)	Medium	Medium	Strengthen coordination framework with clear roles and responsibilities
2	Underfinancing of the TVET sector by the government compensated by/due to an over financing of the sector by international donors	Low	Medium	Support the Government of Rwanda to establish a sustainable fund for skills development in Rwanda

3	Low involvement and buy-in of CoVES' staff	Medium	High	Offer pathways for social and economic promotion to CoVES' staff, based on performance
3	Low/inexistent interest of farmers to engage in formal or flexible training	Low	High	Implement awareness-raising measures at early stage and prior to training
5	Disruption of social equilibrium due to a strong gender-oriented approach	Medium	Medium	Attention paid to implementing an inclusive approach tackling gender issues combined with continuous awareness raising activities
2	Presence of other DPs financing the TVET sector in general and particularly the centers of excellence in the agriculture	Low	Medium	Close follow up and engagement with other TVET stakeholders for complementarity between different actions
2	Delays in project implementation due to the setting up/renovation works of the schools to be upgraded centres of excellence	Medium	High	Procurement plans for any service/work should be closely followed up by the implementing partners.

### Lessons Learnt:

This action integrates lessons learnt from an ongoing intervention, the Ubekerarugendo Imbere Project- Improved Market Oriented Training Skills in the Tourism and Hospitality Sector in Rwanda, decision adopted under the EDF in 2019. The early years of the above-mentioned intervention suggest that support to the TVET sector in Rwanda should be more holistic and systemic in order to respond to current needs and cater for future challenges of the TVET sector in Rwanda.

If further recommends that support related to skills development activities, must be demand-driven with the main stakeholders taking the lead roles in interventions 'decision making. A balanced approach comprising technical advice and material support (with a demonstration effect) is essential for a sustainable impact, should be well-aligned with the plans and strategies of intended institutions.

Other important recommendations embedded in this action are:

- The need to set up a strong coordination and close follow up with other donor countries with clear division of labour between the implementing agencies;
- Involving stakeholders, right holders and duty bearers from the identification stage to ensure better appropriation of the planned interventions;
- Strong coordination mechanisms between the two sectors of the action: agriculture and TVET sector. The action will pursue to reinforce/set up coordination between the Ministry of Agriculture/ its affiliated concerned agencies (RAB, NAEB) and Ministry of Education/TVET with its affiliated agencies (RTB, RP, NESA, HEC, UR); and

- Close follow up with other TVET stakeholders, as there are many development partners supporting the TVET sector with similar ongoing/future support to the TVET sector through the centers of excellence also in agriculture and other sectors.

Last, the action builds on the analysis by the European Training Foundation on a) employment and skills needs analysis in the agricultural sector in Rwanda b) TVET centres of excellence for Rwanda c) Gender Analysis Rwanda with focus on Human Capital Development and Agriculture. The latter presents findings that directly informed the design of the action, some of which are conveyed below:

- Females are discouraged to attend TVET due to dominance of stereotypes and gender norms, calling for strong advocacy campaigns. Lacking access to information and career guidance regarding TVET pathways and occupations may simply result in many girls not being aware of TVET as an alternative to general education. If career guidance is not gender responsive, information may be given only for the limited choice of traditionally female occupations of nursing, caregiving, beauty, tailoring and so on, and thus limiting the attractiveness of TVET as an option for females. The stereotyping and the lack of encouragement often confines girls' choices to training that might provide limited professional employment opportunities or low-wage pathways.
- The lack of female teaching staff can affect the decision by potential girls to seek admission for various vocational training programmes, and in particular in the male-dominated courses.
- Women tend to remain largely under-represented in school leadership positions. This may render TVET schools less attractive for potential female TVET teachers as well as female students.
- The design and location of physical facilities may also discourage or impede women's access to education & training. This should be kept in mind when designing/upgrading CoVEs.
- The level of gender-friendliness of the companies offering internships and placements plays an important role in the well-being and acceptance of female TVET students.
- Teachers are susceptible to having gender bias based on their socialization, education and experiences and to dis/encourage female and male learners differently.
- It is important to develop gender-responsive national curriculums to promote gender equality in education, as it elucidates the purpose of education, subject details, learning objectives, and teaching methods.

### 3.5. The Intervention Logic

The underlying intervention logic and assumption for this action by reinforcing the quality of TVET for women in agriculture, the transformation process of agriculture in Rwanda will be supported (impact), ensuring the provision of relevant skills and competencies for these women to thrive in the Rwandan agricultural labor market with an emphasis on climate action and sustainable farming practices. The focus on women in TVET for agriculture is crucial given their dominance in the Rwandan agricultural sector. By emphasizing their training and integration into the labor market, the action not only targets a significant demographic but also ensures that the biggest portion of the agricultural workforce is equipped with the necessary skills.

Furthermore, by considering the entire TVET system and the unique needs and contributions of women, the action addresses the root of the challenge rather than merely addressing symptoms. This holistic approach, coupled with the emphasis on sustainable farming and climate action, ensures the transformation is both impactful and lasting.

The approach considering TVET and skills development as a lever to support the agricultural transformation process is justified in particular by the fact that the Rwandan government has for some years been putting in place a framework conducive to this overall transformation, but the results have not matched the commitments made. This lack of results can be explained mainly by the lack of qualification of the workforce, dominated by women, which characterises the agricultural sector in Rwanda. Moreover, with the pressing challenges of climate change, there's an imperative need to integrate climate-resilient practices and skills into the training.

The action aims at improving this situation, which has also been identified by numerous studies, and is based on a systemic vision of the changes that need to be applied to the agricultural TVET system in order to make a real contribution to the transformation of Rwandan agriculture. Additionally, with the intensifying impacts of climate change, it's crucial to weave in climate-responsive strategies and training into the TVET curriculum. Any other vision that would not consider the agricultural TVET system as a whole and not taking into account women needs and contribution to the agriculture sector would very quickly show its limitations, given that all TVET constituent elements are so interdependent and mutually reinforcing each other. In other words, the challenge facing agricultural TVET is to help provide the labour market with a strong workforce that is both sufficient in terms of quantity and competent in terms of quality, to meet the expectations of Rwanda's agricultural labour market putting women on the driving seat of the Rwanda's agricultural transformation.

Consequently, two specific objectives are envisaged for this action:

Outcome 1 aims at improving access to agricultural TVET and enhancing its quality, and the other at ensuring women and youth integration on the labour market, envisaging , a series of outputs that address women's needs and participation, being the majority of the skills base in the agriculture sector, in a holistic manner, the various levers of the agricultural TVET ecosystem, taking into account the Rwanda's efforts to adapt to and mitigate the challenges posed by climate variability and change, as well as the country's aspirations to advance nutrition sensitive agriculture for the promotion of healthy and diverse diets and reduction of malnutrition. As has been observed in other situations, and provided the hypothesis of strong engagement of all involved stakeholders (MINEDUC, MINAGRI, TVET centres and CoVEs staff, private sector representatives, ...) holds true, the simultaneous activation of these levers should i) bring about changes in the alignment of training programmes with the needs of the agricultural labour market, ii) place agricultural TVET institutions on a quality/excellence dynamic towards becoming Centres of Vocational Excellence (CoVEs) in agriculture, pioneering a generation of women farmers, agricultural entrepreneurs, and professionals poised to pioneer sustainable agricultural practices , iii) improve the internal functioning of these institutions and enable them to open up to the surrounding environment.

These measures are likely to make agricultural TVET more attractive to young people and women, meeting the quantitative objective of increasing the proportion of skilled labour available for agriculture, as well as the qualitative objective of equipping this workforce with the adequate skills that meet the challenges facing Rwandan agriculture in terms of mastery of agricultural techniques, entrepreneurship, inclusion in market-oriented agriculture, adaptation to climate change, sustainable development and the circular economy.

The outcome, as a continuity of the above, aims at developing and reinforcing an enabling system for women professional integration and access to employment and/or self-employment for the beneficiaries of agricultural TVET

and farmers. More and better employment – as an important source of income – supports women and youth in earning their livelihoods and thereby gaining access to assets, including nutritious food for themselves and their families.

On the one hand, in Rwanda, despite women having a significant proportion of enrolments into TVET training in agriculture, this doesn't reflect in their representation in the broader labour market of the agricultural sector due to a lack of favourable conditions (access to resilient seeds, land, access to credit, etc.). By providing a support framework for the TVET graduates and women once they have completed their studies, their professional integration into the agricultural sector is facilitated and becomes more likely.

On the other hand, working male and female farmers are offered few opportunities for continuous training, apart from extension work, which does not allow them to embark on a training programme leading to certification under the lifelong-learning approach.

Indeed, the needs for skilled labour to ensure the transformation of Rwandan agriculture is such that it is necessary to consider exploiting all available human capital, including those already working in the agricultural sector, for whom the probability of retention in the agricultural sector is higher. With this in mind, the second component also aims to enhance the skills of active women and youth farmers through an appropriate training scheme that will have a multiplier effect, by enrolling them in a training programme leading to certification. As with the first component, this would result in the strengthening of skills supporting the transformation of Rwandan agriculture and food systems (mastery of techniques, entrepreneurial approach, market-oriented agriculture, response to major environmental definitions, etc.).

### 3.6. Logical Framework Matrix

This indicative logframe constitutes the basis for the monitoring, reporting and evaluation of the intervention.

On the basis of this logframe matrix, a more detailed logframe (or several) may be developed at contracting stage. In case baselines and targets are not available for the action, they should be informed for each indicator at signature of the contract(s) linked to this AD, or in the first progress report at the latest. New columns may be added to set intermediary targets (milestones) for the Output and Outcome indicators whenever it is relevant.

- At inception, the first progress report should include the complete logframe (e.g. including baselines/targets).
- Progress reports should provide an updated logframe with current values for each indicator.
- The final report should enclose the logframe with baseline and final values for each indicator.

The indicative logical framework matrix may evolve during the lifetime of the action depending on the different implementation modalities of this action.

The activities, the expected Outputs and related indicators, targets and baselines included in the logframe matrix may be updated during the implementation of the action, no amendment being required to the Financing Decision.

PROJECT MODALITY (3 levels of results / indicators / Source of Data / Assumptions - no activities)

Results	Results chain (@): Main expected results (maximum 10)	Indicators (@): (at least one indicator per expected result)	Baselines (values and years)	Targets (values and years)	Sources of data	Assumptions
Impact	The Overall Objective of this action is to increase sustainability, climate resilience and inclusivity of agriculture practices by strengthening skills of women and youth including persons with disability, in Rwanda.	1. % (from total) of market-oriented farms, disaggregated by sex of the farm holders	1. Value: 71.8% male-owned farms; 28.2 % female-owned farms (2020)	1. Value: 50% male farmers; 50 % female farmers (2029)	1. Agriculture Household Surveys, NISR	Not applicable
		2. % (from total) of qualified labour-force (minimal level of qualification level 1) in the agriculture sector, disaggregated by sex and age  3. Proportion of women in managerial positions (SDG 5.5.2)	2. TBD in the inception phase  3. TBD in the inception phase	2. TBD in the inception phase 3. TBD in the inception phase	2. MIFOTRA, MINAGRI annual reports  3. RDB Annual reports	
Outcome 1	1. Improve access of women and youth to quality skills set and formal certification in agricultural practices including climate-resilient agricultural practices.	1.1. Number of TVET students enrolled in agriculture-related trades, disaggregated by sex	1.1. Value: total 7.089, of which 2.837 male (40%) and 4.252 female (60%) (2023)	1.1. Value: total 10.633 (+50%), of which 3.190 (30%) male and 7.443 female (70%) (2029)	1.1. RTB /RP annual reports	The Rwandan government continues to provide a conducive framework for agricultural transformation Interest of women and youth in training in the agriculture sector  Involvement and availability of staff from the agriculture TVET centres
		1.2. Completion rate of students from TVET agricultural centres, disaggregated by type of training centres (CoVEs vs non-CoVEs) and by sex and age  1.3 Ratio of female to male who have benefitted from Vocational Education and Training / Skills development and other active labour market programmes leading to jobs.  1.4 Number of people who have benefitted from institution or	1.2. TBD in the inception phase  1.3. TBD in the inception phase  1.4. TBD in the inception phase	1.2. TBD in the inception phase  1.3. TBD in the inception phase  1.4. TBD in the inception phase	1.2. NESA and MINEDUC annual reports  1.3. MINEDUC/RP/RTB reports	



		workplace-based VET/skills development interventions supported by the EU: (a) all VET/skills development (GERF 2.14a)*,				
<b>Outcome 2</b>	2. Enhance effectiveness of mechanisms for insertion of women and youth in the agriculture labour market, with a focus on climate-resilient and sustainable farming	2.1. Number of farmers receiving certification through the Recognition of Prior-Learning (RPL), disaggregated by sex and age	2.1. TBD in the inception phase	2.1. Value = tbd	2.1. RTB/RP annual reports	Interest of farmers to engage in the process of RPL (Recognition of Prior Learning)  Collaboration of extension services (such as RAB), and other training institutions with CoVEs
		2.2. Employment rate of students from TVET agricultural centres of excellence 6 months after training completion, disaggregated by sex and age 2.3. Number of farmers reached with EU supported interventions aimed to improve their sustainable agricultural practices 2.4. GERF 2.13 Number of (a) jobs, supported/sustained by the EU (GERF 2.13a)** 2.5. Number of (b) green jobs supported/sustained by the EU (GERF 2.13b)**	2.2. TBD in the inception phase 2.3. TBD in the inception phase 2.4. TBD in the inception phase 2.5. TBD in the inception phase	2.2. TBD in the inception phase 2.3. TBD in the inception phase 2.4. TBD in the inception phase 2.5. TBD in the inception phase	2.2. NISR Labour Force Survey 2.3 Project reports	
<b>Output 1 relating to Outcome 1</b>	1.1. Strengthened governance mechanisms in TVET institutions and enhanced collaboration with the industry to address skills and employment needs, emphasizing climate-resilient practices and the specific skill requirements of women.	1.1.1. Number of annual skills-needs analyses in agriculture developed with support of the EU-funded intervention	1.1.1. Value = 0 (2024)	1.1.1. Value = 5 (2029)	1.1.1. SSC /RDB-CSO reports/project reports	Involvement of the PSF, SSC Agriculture of the private sector
		1.1.2. % of training programmes co-designed with private sector representatives	1.1.2. TBD in the inception phase	1.1.2. TBD in the inception phase	1.1.2. RTB/RP annual reports/project reports	
<b>Output 2 relating to Outcome 1</b>	1.2. Enhanced capacity of TVET centres to apply standardized quality training approaches in agriculture, incorporating climate action,	1.2.1. Number of approved frameworks evaluating the level of excellence of TVET agricultural centres whose development has been supported	1.2.1. Value = 0 (2024)	1.2.1. Value = 1 (2029)	1.2.1. NESA annual reports/ project reports	Involvement of NESA

	sustainable farming practices, and financial sustainability .	1.2.2. Number of governance models for CoVES developed with support of the EU-funded intervention	1.2.2. Value = 0 (2024)	1.2.2. Value = 1 (2029)	1.2.2. NESA annual reports/ project reports	Involvement of staff from the agriculture TVET centres
		1.2.3. Number of models for financial sustainability of CoVEs developed with support of the EU-funded intervention	1.2.3. Value = 0 (2024)	1.2.3. Value = 1 (2029)	1.2.3. NESA annual reports/ project reports	
<b>Output 3 relating to Outcome 1</b>	1.3. Enhanced capacity of CoVEs to offer and broaden training programs aligned with labor market demands, integrating sustainable practices and including modular short courses on nutrition.	1.3.1. Number of modular short courses programmes updated / developed by CoVEs with the project support, disaggregated by type of skills (technical, personal, entrepreneurial, sustainable and circular economy)	1.3.1. Value = 0 (2024)	1.3.1. Value = tbd	1.3.1. RTB /RP annual reports/ project reports	Involvement of RTB  Private sector engagement in the development/adaptation of training curricula  Involvement of CoVEs' staff  Available funding for the development/extension of production units
		1.3.2. Percentage of CoVEs' staff members having received training provided in the training plan, disaggregated by staff type (management staff, administrative staff, teaching staff) and by sex.	1.3.2. Value = 0% (2024)	1.3.2. Value = 90 % (2029)	1.3.2. RTB/RPannual reports/ project reports	
		1.3.3. Number of trained teachers enrolled in company based training and industrial exposure with support of the EU-funded intervention , disaggregated bysex	1.3.3. Value = 0 (2024)	1.3.3. Value = tbd (2029)	1.3.3. CoVEs annual reports/ project reports	
		1.3.4. Number of agricultural CoVEs fully equipped with infrastructure according to standards	1.3.4. Value = 0% (2024)	1.3.4. Value = 100 % (2029)	1.3.4. CoVEs lists of infrastructure/ project reports	
		1.3.5. Number of agricultural CoVEs fully equipped with equipment according to standards	1.3.5. Value = 0% (2024)	1.3.5. Value = 90 % (2029)	1.3.5. CoVEs equipment lists/ project reports	
		1.3.6. Average of production units active per TVET agricultural centres of excellence	1.3.6. TBD in the inception phase	1.3.6. TBD in the inception phase	1.3.6. List of CoVEs' production units/ project reports	
		1.3.7 Number of nutrition sensitive modules with the aim of improve nutrients in the foods consumed	1.3.7. TBD in the inception phase	1.3.7. TBD in the inception phase	1.3.7. RTB annual reports/ project reports	

<b>Output 4 relating to Outcome 1</b>	1.4. Enhanced connections between CoVEs and their communities emphasizing collaboration with the private sector and research institutions on sustainable agriculture and climate-resilient strategies including promotion of training networks for sharing best practices in climate-smart agriculture, and expansion of the RPL in agriculture integrating climate action skills.	1.4.1. Number of cooperation models “CoVEs – private sector” developed with support of the EU-funded intervention	1.4.1. Value = 0 (2024)	1.4.1. Value = 1 (2029)	1.4.1. RTB /RP annual reports/ project reports	Involvement of RTB  Interest of CoVEs and RAB for scientific collaboration  Motivation and interest of trainers from CoVEs and other agricultural training centres in engaging with documentary, technological and pedagogical tools  Interest and involvement of other agricultural training centres and higher education institutions in collaboration with CoVEs and knowledge exchange
		1.4.2. Average number of applied and innovative research projects carried out per agricultural CoVEs with support of the EU-funded intervention	1.4.2. TBD in the inception phase	1.4.2. TBD in the inception phase	1.4.2. CoVEs annual reports/ project reports	
		1.4.3. Number of documentary, technological and didactic resource centres in agricultural CoVEs set up with support of the EU-funded intervention	1.4.3. Value = 0 (2024)	1.4.3. Value = x (2029)	1.4.3. RTB /RP annual reports/ project reports	
		1.4.4. Rate of students attending the documentary centre per week	1.4.4. Value = 0 (2024)	1.4.4. Value = 50 % (2029)	1.4.4. Register of the documentation, technological and pedagogical centre	
		1.4.5. % of trainers from the agricultural CoVEs using the services of the documentation, technological and pedagogical resource centres per month	1.4.5. Value = 0 / 0% (2024)	1.4.5. TBD in the inception phase	1.4.5. Register of the documentation, technological and pedagogical centre	
		1.4.6. % of trainers from the surrounding TVET agricultural centres using the services of the documentary, technological and didactic resource centres per month	1.4.6. Value = 0 / 0% (2024)	1.4.6. TBD in the inception phase	1.4.6. Register of the documentation, technological and pedagogical centre	
		1.4.7. Number of exchange meetings held per year with TVET agricultural centres and higher agricultural schools around agricultural CoVES, disaggregated by type of meetings (pedagogy, production units, cooperation model with the private sector)	1.4.7. Value = 0 (2024)	1.4.7. TBD in the inception phase	1.4.7. CoVEs annual reports	
<b>Output 1</b>		2.1.1. Number of CoVEs with study and career guidance services	2.1.1. Value = 0 (2024)	2.1.1. Value = 0.75 x (2029)	2.1.1. NESA annual reports/ project reports	

relating to Outcome 2	2.1. Enhanced capacity of CoVEs' to deliver quality services pertaining to school orientation, mentorships, access to finance and entrepreneurship support, career guidance, and transition to work with an emphasis on green jobs opportunities.	developed with support of the EU-funded intervention				Involvement of NESA  Involvement of staff from the agriculture TVET centres  Commitment of banks and financial institutions to support young farmers
		2.1.2. Rate of students benefiting from the study guidance services delivered by the CoVEs with support of the EU-funded intervention, disaggregated by sex and age	2.1.2. Value = 0% (2024)	2.1.2. Value = 50 % (2029)	2.1.2. Registers of the study and career guidance services in the CoVEs/ project reports	
		2.1.3. Rate of students benefiting from the career guidance services delivered by the CoVEs with support of the EU-funded intervention, disaggregated by sex and age	2.1.4. Value = 0% (2024)	2.1.4. Value = 50% (2029)	2.1.4. Registers of the study and career guidance services in the CoVEs / project reports	
Output 2 relating to Outcome 2	2.2. Farmers, particularly women, have enhanced access to innovative mobile training and RPL certification systems that offer both, traditional agricultural skills and climate resilience trainings.	2.2.1. Number of CoVEs market up to date trainings offers with support of the EU-funded intervention , disaggregated by type of training (good agricultural practices, personal skills, entrepreneurial skills, horticultural skills, aquaculture-fish farming skills with nutrition sensitive approach )	2.2.1. Value = 0 (2024)	2.2.1. Value = 5 (2029)	2.2.1. RTB /RP annual reports/ project reports	Involvement of RTB and NESA  Motivation and involvement of the mobile trainers  Interest of male and female farmers in RPL (Recognition of Prior Learning)
		2.2.2. Number of digital self-training tools produced and made available, implemented by X with the support of the EU-funded intervention	2.2.2. Value = 0 (2024)	2.2.2. Value = 5 (2029)	2.2.2. RTB /RP annual reports/ project reports	
		2.2.3. Number of farmers having received the mobile training program, disaggregated by sex and age	2.2.3. Value = 0 (2024)	2.2.3. TBD in the inception phase(depending on the number of CoVES supported)	2.2.3. CoVEs annual reports / project reports	
		2.2.4. Number of farmers benefiting from the mobile training who obtained the level 1 certificate through the RPL, disaggregated by sex	2.2.4. Value = 0 / 0 % (2024)	2.2.4. TBD in the inception phase	2.2.4. NESA / CoVES annual / project reports	

<b>Output 3 relating to Outcome 2</b>	2.3. Enhanced capacity of selected « Master trainer farmers »« Master trainer farmers », in particular women, to provide trainings in both, traditional farming methods and climate action and sustainable farming techniques incorporating nutrition aspects.	2.3.1. Number of Master trainer farmers by the EU-funded intervention with increased knowledge and/or skills in training skills on traditional and climate and sustainable farming techniques , disaggregated by sex	2.3.1. Value = 0 (2024)	2.3.1. TBD in the inception phase(2029)	2.3.1. Pre- and post-training test reports	Motivation and involvement of male and female farmers in the skills transfer and the supervision of trainees/interns
		2.3.2. Number of farmers trained by the EU-funded intervention with increased knowledge and/or skills to ,disaggregated by sex and age	2.3.4. Value = 0 (2024)	2.3.4. TBD in the inception phase	2.3.4. Pre- and post-training test reports	

## 4 IMPLEMENTATION ARRANGEMENTS

### 4.1 Financing Agreement

In order to implement this action, it is envisaged to conclude a financing agreement with the Republic of Rwanda.

### 4.2. Indicative Implementation Period

The indicative operational implementation period of this action, during which the activities described in section 3 will be carried out and the corresponding contracts and agreements implemented, is 72 months from the date of entry into force of the financing agreement.

Extensions of the implementation period may be agreed by the Commission's responsible authorising officer by amending this Financing Decision and the relevant contracts and agreements.

### 4.3. Implementation of the Budget Support Component

N/A

### 4.4 Implementation Modalities

The Commission will ensure that the EU appropriate rules and procedures for providing financing to third parties are respected, including review procedures, where appropriate, and compliance of the action with EU restrictive measures<sup>19</sup>.

#### 4.4.1. Indirect Management with an entrusted entity

This action may be implemented in indirect management with entity(ies), which will be selected by the Commission's services using the following criteria: (i) Proven track record in implementing TVET projects, preferably in Africa or similar contexts; (ii) Knowledge of Rwanda's socio-economic, cultural, and political landscape and familiarity with Rwanda's educational system, particularly the TVET sub-sector and (iii) Experience in developing strategies to ensure gender equality and inclusion of marginalized groups in programmes.

The implementation by this (ese) entity (ies) entails the setting up of various centres of vocational excellence (CoVEs) specialized in different value chains in the agriculture sector, with gender approaches consideration. Each of the CoVEs to be setup will respond to the two main objectives of the action which are: a) Women and youth access to quality skills' acquisition and formal certification through future CoVEs is improved; and b) Mechanisms to support insertion and employment opportunities for youth and women in the agriculture labour market are enhanced.

#### 4.4.2. Changes from indirect to direct management mode (and vice versa) due to exceptional circumstances (one alternative second option)

In case implementation through indirect management with an entity to be selected cannot take place, due to circumstances outside of the Commission's control, the Commission keeps the right to implement the action under the direct management modality through grants.

In the case of grants, which would cover the whole budgetary envelope, the applicants would be public entities with a corresponding mandate to be able to implement and oversee investments and training in the field of TVET.

<sup>19</sup> [www.sanctionsmap.eu](http://www.sanctionsmap.eu). Please note that the sanctions map is an IT tool for identifying the sanctions regimes. The source of the sanctions stems from legal acts published in the Official Journal (OJ). In case of discrepancy between the published legal acts and the updates on the website it is the OJ version that prevails.

#### 4.5. Scope of geographical eligibility for procurement and grants

The geographical eligibility in terms of place of establishment for participating in procurement and grant award procedures and in terms of origin of supplies purchased as established in the basic act and set out in the relevant contractual documents shall apply subject to the following provisions.

The Commission's authorising officer responsible may extend the geographical eligibility on the basis of urgency or of unavailability of services in the markets of the countries or territories concerned, or in other duly substantiated cases where application of the eligibility rules would make the realisation of this action impossible or exceedingly difficult (Article 28(10) NDICI-Global Europe Regulation).

#### 4.6. Indicative Budget

<b>Indicative Budget components</b>	<b>EU contribution (amount in EUR)</b>	<b>Third-party contribution (amount in EUR)</b>
<b>Implementation modalities</b> – cf. section 4.4		
Indirect management with an entrusted entity cf. section 4.4.1  Specific objective (outcome) 1: Women and youth access to quality skills' acquisition and formal certification through future centres of vocational excellence (CoVE s), amongst others, is improved.  Specific objective (outcome) 2: Mechanisms to support insertion and employment opportunities for youth and women in the agriculture labour market are enhanced.	16 000 000	520 000
<b>Evaluation</b> – cf. section 5.2 <b>Audit</b> – cf. section 5.3	may be covered by another Decision <sup>20</sup>	
<b>Totals</b>	16 000 000	520 000

#### 4.7. Organisational Set-up and Responsibilities

The programme will be overseeing the Steering Committee chaired by the EU Delegation and co-chaired by the Luxembourg Government, the French Government and the Government of Rwanda both from the TVET and the agriculture sectors with the aim of supervising and endorsing the strategic direction of the programme.

The Steering Committee will be indicatively composed of the Ministry of Education (RTB, RP, NES), the Ministry of Agriculture (RAB and NAEB), the EU, Luxembourg, France, Rwanda Development Board-CSO, the Sector Skills Council in Agriculture and the PSF agriculture chamber. Additional stakeholders may be invited on an ad-hoc basis, including interested private companies. The selected entrusted entity will act as secretary of the steering committee. The membership, operating rules and responsibilities of the committee (frequency of meetings, reporting, action plans and annual budget approval, etc.) will be established at the beginning of the project.

Strategic issues on project implementation, can be addressed in the context of the existing government-private sectors and development partners dialogue structures, namely the Sectors Working Groups on TVET and

<sup>20</sup> Where the action is not covered by a financing agreement (see section 0), but 'will be covered by another Decision' as it is unlikely that evaluation and audit contracts on this action would be concluded within N+1. These contracts have to be authorised by another Financing Decision.



Agriculture. These Sectors Working Groups and its related Technical Level subgroups provide a good platform for strategic oversight of the proposed interventions.

As part of its prerogative of budget implementation and to safeguard the financial interests of the Union, the Commission may participate in the above governance structures set up for governing the implementation of the action and may sign or enter into joint declarations or statements, for the purpose of enhancing the visibility of the EU and its contribution to this action and ensuring effective coordination.

#### 4.8. Pre-conditions [Only for project modality]

N/A

## 5. PERFORMANCE MEASUREMENT

### 5.1. Monitoring and Reporting

The day-to-day technical and financial monitoring of the implementation of this action will be a continuous process, and part of the implementing partner's responsibilities. To this aim, the implementing partner shall establish a permanent internal, technical and financial monitoring system for the action and elaborate regular progress reports (not less than annual) and final reports. Every report shall provide an accurate account of implementation of the action, difficulties encountered, changes introduced, as well as the degree of achievement of its results (Outputs and direct Outcomes) as measured by corresponding indicators, using as reference the logframe matrix (for project modality) and the partner's strategy, policy or reform action plan list (for budget support).

The Commission may undertake additional project monitoring visits both through its own staff and through independent consultants recruited directly by the Commission for independent monitoring reviews (or recruited by the responsible agent contracted by the Commission for implementing such reviews).

Roles and responsibilities for data collection, analysis and monitoring:

Roles and responsibilities for data collection, analysis and monitoring will fall under the responsibility of the implementing partners. Monitoring and evaluation will assess gender equality results, an impact on rights of groups living in the most vulnerable situations and the implementation of the rights-based approach working principles. Monitoring and evaluation will be based on indicators that are disaggregated by sex, age, disability when applicable. Human rights and gender equality competence is ensured in the monitoring and evaluation teams.

### 5.2. Evaluation

Having regard to the importance of the action, a final evaluation may be carried out for this action or its components via an implementing partner.

It will be carried out for accountability and learning purposes at various levels (including for policy revision), taking into account in particular the fact that both the TVET and the agriculture sectors are areas of focus of the EU and for the Government of Rwanda.

In case an evaluation is not planned, the Commission may, during implementation, decide to undertake such an evaluation for duly justified reasons either on its own decision or on the initiative of the partner.

The evaluation reports may be shared with the partners and other key stakeholders following the best practice of evaluation dissemination. The implementing partner and the Commission shall analyse the conclusions and recommendations of the evaluations and, where appropriate, apply the necessary adjustments.

Evaluations shall assess to what extent the action is taking into account the human rights-based approach as well as how it contributes to gender equality and women's empowerment and disability inclusion. Expertise on human rights, disability and gender equality will be ensured in the evaluation teams.

### 5.3. Audit and Verifications

Without prejudice to the obligations applicable to contracts concluded for the implementation of this action, the Commission may, on the basis of a risk assessment, contract independent audit or verification assignments for one or several contracts or agreements.

## 6. STRATEGIC COMMUNICATION AND PUBLIC DIPLOMACY

The 2021-2027 programming cycle will adopt a new approach to pooling, programming and deploying strategic communication and public diplomacy resources.

In line with the 2022 “[Communicating and Raising EU Visibility: Guidance for External Actions](#)”, it will remain a contractual obligation for all entities implementing EU-funded external actions to inform the relevant audiences of the Union’s support for their work by displaying the EU emblem and a short funding statement as appropriate on all communication materials related to the actions concerned. This obligation will continue to apply equally, regardless of whether the actions concerned are implemented by the Commission, partner countries, service providers, grant beneficiaries or entrusted or delegated entities such as UN agencies, international financial institutions and agencies of EU member states.

However, action documents for specific sector programmes are in principle no longer required to include a provision for communication and visibility actions promoting the programmes concerned. These resources will instead be consolidated in Cooperation Facilities established by support measure action documents, allowing Delegations to plan and execute multiannual strategic communication and public diplomacy actions with sufficient critical mass to be effective on a national scale.

## Appendix 1 REPORTING IN OPSYS

A Primary Intervention (project/programme) is a coherent set of activities and results structured in a logical framework aiming at delivering development change or progress. Identifying the level of the primary intervention will allow for:

Articulating Actions or Contracts according to an expected chain of results and therefore allowing them to ensure efficient monitoring and reporting of performance.

Differentiating these Actions or Contracts from those that do not produce direct reportable development results, defined as support entities (i.e. audits, evaluations);

Having a complete and exhaustive mapping of all results-bearing Actions and Contracts.

Primary Interventions are identified during the design of each action by the responsible service (Delegation or Headquarters operational Unit).

The level of the Primary Intervention chosen can be modified (directly in OPSYS) and the modification does not constitute an amendment of the action document.

The intervention level for the present Action identifies as (tick one of the 4 following options);

<b>Action level (i.e. Budget Support, blending)</b>		
<input type="checkbox"/>	Single action	Present action: all contracts in the present action
<b>Group of actions level (i.e. top-up cases, different phases of a single programme)</b>		
<input type="checkbox"/>	Group of actions	Actions reference (CRIS#/OPSYS#):
<b>Contract level</b>		
<input checked="" type="checkbox"/>	Single Contract 1	One contract foreseen with the selected entity
<b>Group of contracts level (i.e. series of programme estimates, cases in which an Action includes for example four contracts and two of them, a technical assistance contract and a contribution agreement, aim at the same objectives and complement each other)</b>		
<input type="checkbox"/>	Group of contracts 1	