

Republic of Mozambique

National Institute for Vocational Training and Labor Studies Alberto Cassimo

Project for Enhancing the Professional Education System Model in Mozambique

Project Completion Report

June 2021

Japan International Cooperation Agency (JICA)

HM
JR
21-032

Project Completion Report

Project Title:

**Project for Enhancing the Professional Education System Model
in Mozambique**

Name: Mr. Anastacio Chembeze

Title: Project Director

Name: Mr. Yuzo Kitamoto

Title: Chief Advisor

Submission Date: 27th June, 2021

I. Basic Information of the Project

1. Country

Republic of Mozambique

2. Title of the Project

Project for Enhancing the Professional Education System Model in Mozambique

3. Duration of the Project

Plan: Jul 2017 - Jun 2021 (4 years)

Actual: Jul 2017 - Jun 2021 (4 years)

4. Background

(Record of Discussions(R/D))

Mozambique's economy grew at an average rate of 7.5% a year in the past five years (2011-2015). With a relatively stable political environment and the development of natural resources underway, it is expected that the country's economy will further continue its growth in upcoming years. The prospect for Mozambique's onward economic growth has attracted much interest of foreign companies, including Japanese, which has brought in many foreign investments into the country.

However, as indicated in the country's low literacy rate (59%), low secondary education completion rate (less than 10% of the working population has completed the secondary level education) and low attendance rate of vocational training, most Mozambicans have not been sufficiently educated or trained to meet human resources requirements of the industry and labor market.

The biggest provider of non-formal vocational training services in Mozambique is the former National Institute of Employment and Vocational Training (INEFP), today the Institute for Vocational Training and Labor Studies Alberto Cassimo (IFPELAC) which was under the supervision of the Ministry of Labor, Employment, and Society Security (MITESS), now is under the SECRETARIA DE ESTADO DA JUVENTUDE E EMPREGO (Secretariate of State for Youth and Employment), SEJE, as from February/2020. While INEFP has been making efforts to improve the quality of training in the various technical fields such as general construction, electric, and auto machinery that are high in demand by the industry as well as training of trainers, it has been unable to sufficiently respond to human resource needs in the labor market.

Against this background, the Mozambican Government is working to strengthen the educational system to improve the quality and relevance of vocational training to meet the labor market needs, and create employment through implementing the "Government's Five year Plan 2015-2019 (PQG: Programa Quinquenal do Govenro para 2015-2019)" and "Employment and Vocational Training Strategy 2006-2015 (EFP: Estratégia de Emprego e Formação Profissional em Moçambique 2006-2015)". In this context, the Mozambican Government requested the Japanese Government for technical assistance to strengthen the INEFP's capacity and improve the vocational training system in order to enable INEFP implement a high-quality vocational training reflecting the labor market needs.

5. Overall Goal and Project Purpose

(Record of Discussions(R/D))

Overall Goal

IFPELAC's vocational training system is prepared to apply to other CFP (Centro De Formação Profissional, or Vocational training center) of IFPELAC.

Project Purpose

IFPELAC's vocational training system is strengthened and prepared to execute the training courses at one pilot center (Machava CFP)

6. Implementing Agency

National Institute for Vocational Training and Labor Studies Alberto Cassimo (IFPELAC).

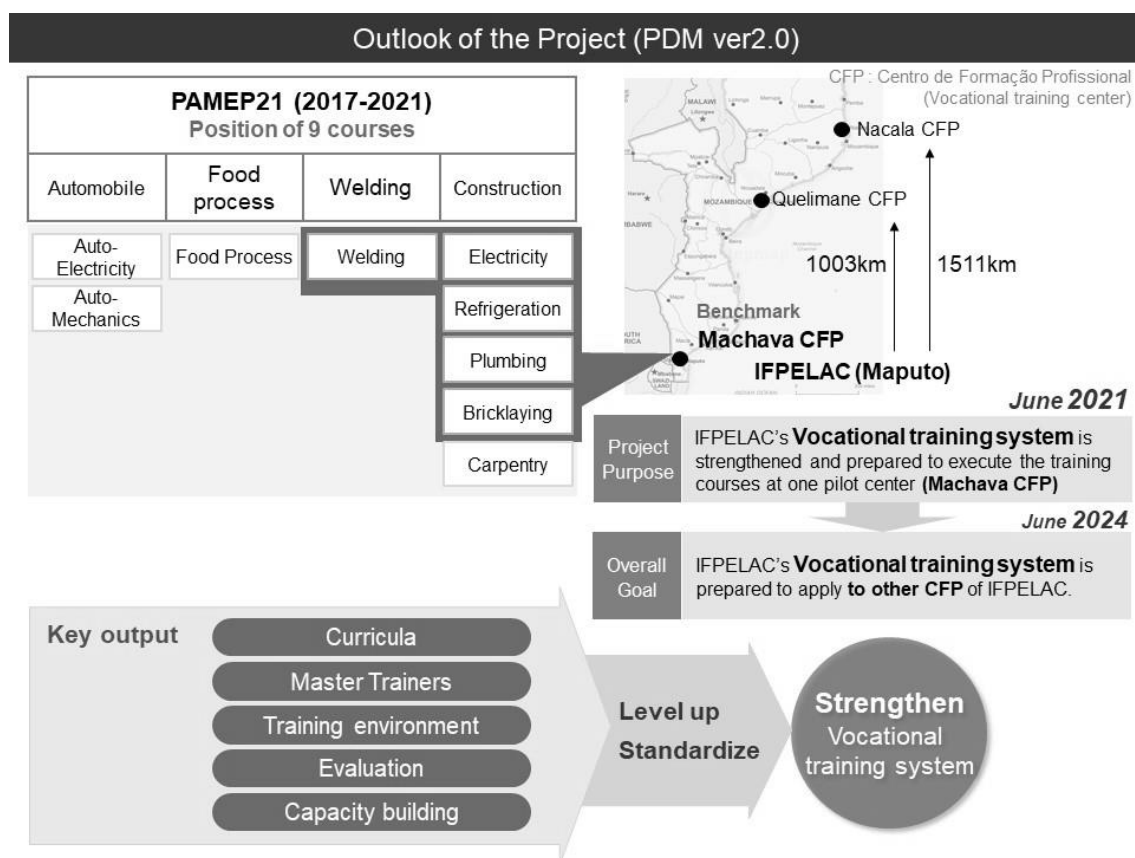


Figure 1: Outlook of the project (PDM2.0)

II. Results of the Project

1. Results of the Project

(1) Input by the Japanese side (Actual)

(a) Amount of Input from Japan side:

Total: 439,350,000 Yen
Results: 428,661,000 Yen (Until FY2020)
Forecast: 10,689,000 Yen (FY2021)

(b) Dispatched experts:

JICA	Chief Advisor:	1
	(2 different Chief Advisor in different period)	
	Project Coordinator:	1
SENAI	Coordinator:	1
	International relations:	2
	Technical Experts:	28

(c) Receipt of training participants

1. Third country training – (1)

Technical and Pedagogical Training in Brazil (at SENAI)
Period: Aug-Dec 2018 (5 months)
Participants: 18 Master Trainers
Remarks: 2 Master Trainers each for 9 courses participated

2. Third country training – (2)

Institution Management of Vocational Training Center in Angola
Period: Jul 2019
Participants: Total 7
Mr. Anastacio Chembeze
Mr. Adelino Novais
Mr. Vitorino Banze
Ms. Herminia Siteo
Mr. Samuel Tsope
Mr. Januário Manhica
Mr. Jaime Maoze

3. Training in Japan for managers

Period: Nov 2017, Nov 2018, Jun 2019 / 3 times
Participants:
Ms. Ivone Macule (2017)
Ms. Herminia Siteo (2017)
Mr. Anastácio Chembeze (2018)

Mr. Antonio Santos (2018)
Mr. Issufo Abduremane (2019)
Mr. Cândido Siteo (2019)

4. Capacity building – (1)

Place: Machava CFP
Program: Evaluation of curricula and Market analysis
Period: Nov 2017 (2 days)
Participants: 48 (including companies)

5. Capacity building – (2)

Place: IFPELAC Central
Program: Management and administration
Period: May 2018 (25 days)
Participants: 42 (including from Machava, Quelimane and Nacala CFP)

6. Capacity building – (3)

Place: IFPELAC Central
Program; Safety, Quality and Environment
Period: Aug 2019 (20 days)
Participants: 23 (IFPELAC staffs including Master trainers)

(d) Others

1. Basic equipment/software necessary for the training courses
2. Part of local expenses necessary for project activities
3. Two vehicles

(2) Input by the Mozambique side (Actual)

(a) Personnel

IFPELAC Central	Projector Director: 1 Project Manager: 1 Curricula development and evaluation: 1
Center (CFP)	Manager: 3 (1 each for Machava, Quelimane and Nacala CFP) Coordinator: 3 (1 each for Machava, Quelimane and Nacala CFP) Secretary: 3 (1 each for Machava, Quelimane and Nacala CFP)

Master Trainers Total 18
(2 Master Trainers each for 9 courses)

(b) Suitable space for Project office (at IFPELAC Central)

(c) Necessary hardware

Machinery, equipment, instruments, vehicles, tools, spare parts and any other materials necessary for the implementation of the project.

(d) Running expenses

(Necessary for the implementation of the project)

(e) Utility fee

(Including electricity, water, internet, etc.)

(3) Activities

Output 1

1-1 Review the curricula of IFPELAC in the target technical fields (lesson plans, teaching materials and implementing tools of the existing courses).

1-2 Review the current implementation of existing courses in the target technical fields in the pilot centers.

1-3 Establish Specialist Panel among each targeted CFP and local industries in the target fields.

1-4 Develop (strengthen) curricula for training courses in the target technical fields to meet INNOQ's or any other relevant standards.

1-5 Revise the curricula of the selected training courses according to the guidelines of ANEP.

1-6 Submit the developed (strengthened) curricula to ANEP for approval.

Output 2

2-1 Review and analyze training environment (equipment / infrastructure / safety) for implementation of the selected courses.

2-2 Review and assess the implementation and institutional management of the training courses at the pilot centers in comparison with the expected level and achievement in the selected training

courses.

2-3 Assign instructors to be enhanced and implement training for instructors (TOT)

2-4 Prepare necessary environment (equipment, infrastructure, safety) for implementation of the selected courses.

2-5 Develop guidelines to enable tracer survey of the graduates.

2-6 Conduct TOT workshop by Master trainers to the potential instructors of the selected courses.

Output 3

3-1 Review the IFPELAC's system of planning, implementing and evaluating vocational training system.

3-2 Evaluate and strengthen the performance of management and staff of IFPELAC and 3 pilot centers.

3-3 Evaluate and strengthen the performance of management and staff of IFPELAC and 3 pilot centers.

2. Achievements of the Project

(1) Outputs and indicators

Output 1

Narrative summary

Curricula and training materials that reflect labor market's needs are prepared in the target technical fields.

Indicators

1-1 Curricula and training materials for the target 9 training courses are developed.

Evaluation

- 4 Curricula (Plumbing, Bricklaying, Food Process and Welding) out of 9 target curricula have been developed.
- Training materials for all 9 courses have been developed.

Level of achievement

- Partially achieved (Level B achievement)

1-2 Evaluation tools for the performance of trainees are developed.

Evaluation

- Evaluation tools has been proposed since 2018 and consolidated into the system of IFPELAC.

Level of achievement

- Achieved (Level A achievement)

1-3 Standardized curricula are approved by ANEP.

Evaluation

- 4 Curricula (Plumbing, Bricklaying, Food Process and Welding) out of 9 target curricula have been approved by ANEP.
- 1 Curricula (Carpentry) is pending for approval.
- 4 Curricula (Electricity, Refrigeration, Auto Mechanic, Auto Electricity) are still pending to complete the draft to submit to approval platforms.

Level of achievement

- Low achievement (Level C achievement)

Overall evaluation of Output 1

- Partially achieved (Level B achievement)
The components are shown in figure 2.

Evaluation and level of achievement (Output 1)			
Output 1	Curricula and training materials that reflect labor market's needs are prepared in the target technical fields.		
	Points achieved (positive)	Points not achieved (negative)	Level of achievement
1-1. Curricula and training materials for the target 9 training courses are developed.	4 out of 9 Curricula are developed 9 training materials are developed	5 out of 9 Curricula are not developed completely	B
1-2. Evaluation tools for the performance of trainees are developed.	Evaluation tools were proposed and developed	(nothing in particular)	A
1-3. Standardized curricula are approved by ANEP	4 out of 9 Curricula are approved by ANEP 1 is pending for approval (Carpentry)	4 are still ongoing to develop for approval	C
Level of evaluation A : 80% - 100% B : 60% - 79% C : Less de 59%			Overall level of achievement B

Figure 2: Evaluation and level of achievement (Output1)

Output 2

Narrative summary

Institutional management system to implement the strengthened vocational training courses are prepared at one pilot center (Machava CFP) as a benchmark.

Indicators

2-1 18 master trainers are developed for the 3 pilot CFP.

Evaluation

- 18 Master Trainers were developed by improving their skills and knowledge and their evaluation are scored more than average.
- It is important to take note that, no Master trainer had dropped off. The 18 Master trainers are the same as the original trainers since the beginning of activity.

Level of achievement

- Achieved (Level A achievement)

2-2 All master trainers achieve more than 4 out of 5 on grade point average.

Evaluation

- In terms of capability in practice, Master trainers are scored level A in average.
- Overall level of Master trainers, including attitude and planning ability, it was scored level B.
- It is important to take note that the Master trainers could not demonstrate nor learn skills in Pilot courses as originally planned. The evaluation is made within the limited opportunity and access mainly through Online activity.

Level of achievement

- Partially achieved (Level B achievement)

2-3 Training environment at Machava CFP improves.

Evaluation

- Development of training environment at Machava CFP of target workshops were finished through Stage1 and Stage 2 activity.

Level of achievement

- Achieved (Level A achievement)

2-4 6 instructors participate in 2 TOT Workshops conducted by Master trainers at Machava CFP.

Evaluation

- TOT of Electricity and Refrigeration was both carried out and completed the program as originally planned.
- The number of new instructors were totally 2, 1 each for Electricity and Refrigeration, which was behind the target of 6. Actually, few candidates were available in the lists of instructors, or trainers, of IFPELAC who had the qualification level as Technico superior, or university graduates, which was the criteria as a new instructor.

Level of achievement

- Partially achieved (Level B achievement)

2-5 Guidelines to enable tracer survey of graduates are developed.

Evaluation

- Concept and guidelines of tracer survey of graduates were developed through the capacity building with IFPELAC central and CFP in May2021, through intensive 20 working days. More than 15 participants in average joined the training everyday which resulted to develop manuals and documents related to tracer survey.

Level of achievement

- Achieved (Level A achievement)

Overall evaluation of Output 2

- Partially achieved (Level B achievement)
The components are shown in figure 3.

Evaluation and level of achievement (Output 2)			
Output 2	Institutional management system to implement the strengthened vocational training courses are prepared at one pilot center (Machava CFP) as a benchmark.		
	Points achieved (positive)	Points not achieved (negative)	Level of achievement
2-1. 18 master trainers are developed for the 3 pilot CFP.	18 Master trainers are trained and developed with the same member.	(nothing in particular)	A
2-2. All master trainers achieve more than 4 out of 5 on grade point average.	In terms of capability of practice, master trainers are scored (A) level in average.	Overall including attitude and planning capability, is scored (B) in average.	B
2-3. Training environment at Machava CFP improves.	Development of training environment (Stage1 and 2) has completed as planned at an evaluation score of (A)	(nothing in particular)	A
2-4. 6 instructors participate in 2 TOT Workshops conducted by Master trainers at Machava CFP.	TOT of Electricity and Refrigeration was carried on as planned with 2 new instructors.	Could not collect total 6 new instructors. Overall evaluation was scored (B) for both TOT	B
2-5. Guidelines to enable tracer survey of graduates are developed.	Tracer survey guidelines are developed through capacity building.	(nothing in particular)	A
Overall level of achievement			B

Figure 3: Evaluation and level of achievement (Output2)

Output 3

Narrative summary

IFPELAC's capacity in planning, implementing, evaluating and improving vocational training courses (PDCA) is strengthened.

Indicators

3-1 Capacity of managers and staffs of IFPELAC and 3 pilot centers are strengthened.

Evaluation

- Capacity building for Director, Coordinator and Secretary of each 3 CFP (Machava, Qualimane and Nacala CFP) were carried out. Program were designed specifically for the 3 different level and completed the activity as planned through intensive 20 training days (80 hours) Online during Apr-May 2021.
- Despite the difficulty of WIFI connection or sudden black out, the participation especially from Machava CFP was more than average.

Level of achievement

- Achieved (Level A achievement)

3-2 IFPELAC organize a Task force team to plan to execute the 9 courses at 3 pilot centers.

Evaluation

- The Task Force Team has been organized with specific name and roles through series of discussion between IFPELAC and JICA. The concept, target and action plan has been shared in the 7th JCC held in June 2021.

Level of achievement

- Achieved (Level A achievement)

Overall evaluation of Output 3

- Achieved (Level A achievement)
The components are shown in figure 4.

Evaluation and level of achievement (Output 3)			
Output 3	IFPELAC's capacity in planning, implementing, evaluating and improving vocational training courses (PDCA) is strengthened.		
	Points achieved (positive)	Points not achieved (negative)	Level of achievement
3-1. Capacity of managers and staffs of IFPELAC and 3 pilot centers are strengthened.	Capacity building conducted for 3CFP, Scored (A) for Director / Coordinator level. Machava attends intensively	Capacity building of Secretary level scored (B) in evaluation.	A
3-2 IFPELAC organize a Task force team to plan to execute the 9 courses at 3 pilot centers.	Task Force Team is organized by IFPELAC and kicked off its activity.	(nothing in particular)	A
Overall level of achievement			A

Level of evaluation
A : 80% - 100%
B : 60% - 79%
C : Less de 59%

Figure 4: Evaluation and level of achievement (Output3)

(2) Project Purpose and indicators

Narrative summary

IFPELAC's vocational training system is strengthened and prepared to execute the training courses at one pilot center (Machava CFP).

Indicator-1

9 Curricula and 18 Master Trainers are developed.

Evaluation (of Curricula)

- 9 Curricula are developed partially as described in Output1 (1-1) as follows,

Developed curricula: 4

(Plumbing, Bricklaying, Food Process and Welding)

Ongoing curricula: 5

(Electricity, Refrigeration, Carpentry, Auto-mechanic, Auto-electricity)

Level of achievement

- Partially achieved (Level B achievement)

Evaluation (of Master Trainers)

- 18 Master trainers are developed as described in Output2 (2-1) as follows,
- 18 Master trainers are trained and developed according to PDM ver2.0 throughout the original member, without any replacement nor drop out.

Level of achievement

- Achieved (Level A achievement)

Indicator-2

Machava CFP becomes the benchmark for the other 2 pilot centers (Quelimane CFP and Nacala CFP) for the strengthened vocational training system.

Evaluation

- Equals to the overall evaluation of Output2

Level of achievement

- Partially achieved (Level B achievement)

Overall evaluation of Project purpose

- Fairly achieved (Equivalent to B+ level of achievement)

(Remarks)

The definition of Fairly achieved, or B+, is considered not as much as “Achieved” (Level A achievement), but at a level which is more than a moderate achievement, which is a level able to carry on to achieve the Overall goal by counteracting or improving the non-achieved elements.

A fair and qualitative evaluation is made based on the outcome of the following 2 perspectives to arrive to the overall evaluation of the project purpose.

Perspective 1

(by indicators of Project purpose)

Indicator 1 (Curricula) Partially achieved (Level B achievement)

Indicator 1 (MT)	Achieved	(Level A achievement)
Indicator 2	Achieved	(Level A achievement)

**Perspective 2
(by indicators of Outputs)**

The number of indicators by achievement are as follows,

6 indicators	Achieved	(Level A achievement)
3 indicators	Partially achieved	(Level B achievement)
1 indicator	Low achievement	(Level C achievement)
Total 10 Indicators		

The following figure 5 displays the composition of Perspective 2 which comprises the Indicators of Project purpose which practically driven the activities to result the conclusive level of achievement of the Project purpose.

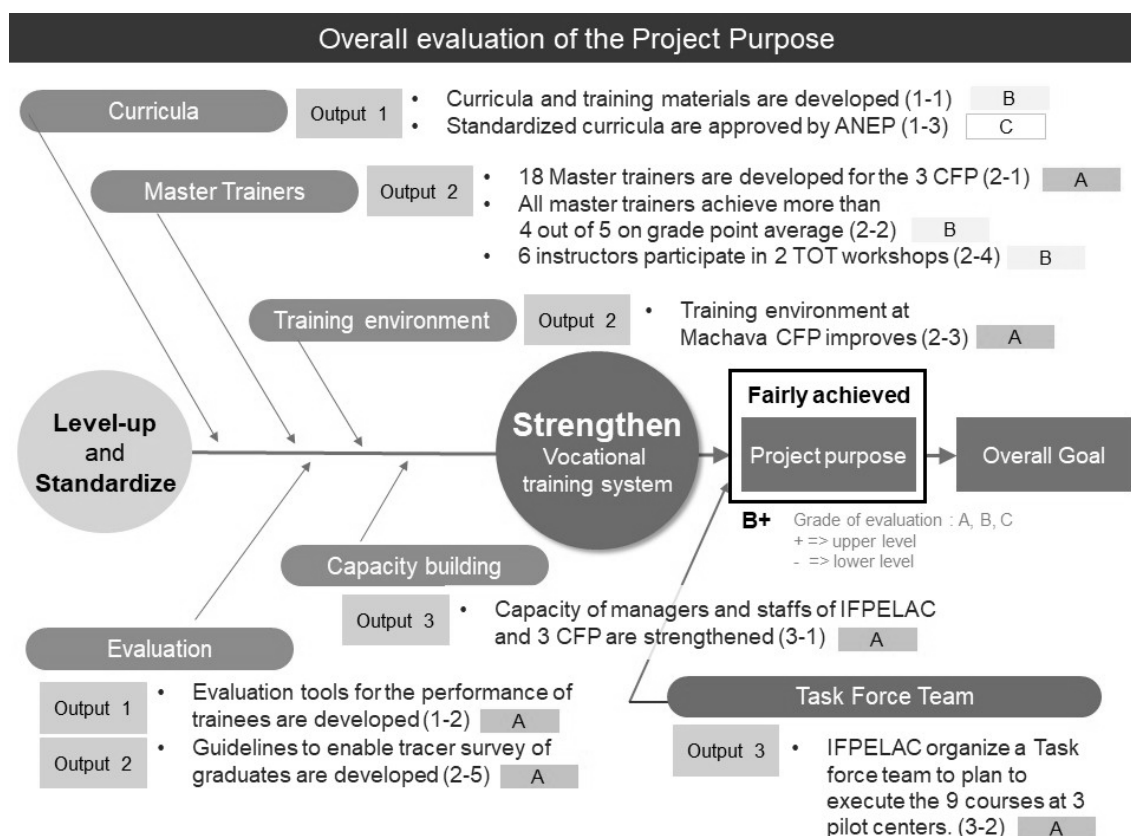


Figure 5: Overall evaluation of the Project purpose

3. History of PDM Modification

The PDM has been modified twice, once in Apr 2019 from ver0.0 to ver1.0, and the second was in Dec 2020 from ver1.0 to ver2.0

(1) 1st Modification (ver0.0 to ver1.0)

The basic concept and structure of the PDM such as the narrative summary of Output goal, Project purpose and Output1, 2 and 3 were maintained. The changes were for 4 variable indicators which were left pending in ver0.0 to be defined quantitatively by this modification. (Refer to Annex IV for details in RD)

(2) 2nd Modification (ver1.0 to ver2.0)

Reviews were made from Mar 2020 to find that PDM (ver1.0) is no longer feasible to accomplish. Instead, a new strategy was implemented to shift the focus of the activity. This 2nd PDM modification was a fundamental change which had to modify the Overall goal, Project purpose and descriptions of outputs.

The comparison of these modifications are shown in figure 6.

History of PDM modification									
(ver0)		First modification (ver0 to ver1.0)			Second modification (ver1.0 to ver2.0)				
Date of issue	February 6, 2017	Date of amendment	April 24, 2019		Date of amendment	December 18, 2020			
Narrative summary (Not modified)					New strategy Narrative summary (All modified)				
Overall goal	IFPELAC applies the enhanced system to other IFPELAC's vocational training centers (CFPs), reflecting the needs of the industry and community.				Overall goal	IFPELAC's vocational training system is prepared to apply to other CFP of IFPELAC.			
Project purpose	IFPELAC's vocational training system is enhanced in the pilot centers.				Project purpose	IFPELAC's vocational training system is strengthened and prepared to execute the training courses at one pilot center (Machava CFP).			
Output 1	Curricula and training materials that reflect labor market's needs are prepared in the target technical fields.				Output 1	(same as ver1.0)			
Output 2	Institutional management mechanism to implement the strengthened vocational training courses is established at the pilot centers.				Output 2	Institutional management system to implement the strengthened vocational training courses are prepared at one pilot center (Machava CFP) as a benchmark.			
Output 3	IFPELAC's capacity in planning, implementing, evaluating and improving vocational training courses (PDCA) is strengthened.				Output 3	(same as ver1.0)			
Variable indicators (descriptions were decided quantitatively)					Variable indicators (all modified)				
Project purpose	Output 1	Output 2	Output 3		Output goal	Project purpose	Output 1	Output 2	Output 3

Figure 6: History of PDM modification

The modification to ver2.0 happened due to the following findings and impacts, which was analyzed mainly after Mar 2020.

- Pilot courses were no longer able to finish during the period of the Project.
- Pandemic of COVID-19 urged the evacuation of experts from Mar 2020.
- A slowdown of activities happened since 2019.

Cause of (a)

- The project was underestimating the lead time of Pilot course since 2017.
 - Leadtime assumed: Initially 3 to 4 months, then 5 to 8 months
 - Leadtime calculated: 12 months in average
- The discrepancy between the equipment delivery by Grant Aid project (The Project for the Improvement of Vocational Training Centers) and the schedule of Pilot course was left mismatching since 2018.
 - Reply of equipment delivery by GA as of Feb 2018: Oct 2019 at earliest

- Plan of starting the Pilot course as of Feb 2018: Jan 2019

3. ANEP set a new system (SNQP) in Jul 2018 to require approval of curricula before applying in Pilot courses. The project had to deal with this new system since then, however, the PDM was only modified to comply with this system in Dec 2020 (ver2.0)

Cause of (b)

Due to the global pandemic of COVID19, all of the experts had to evacuate from Mozambique in Mar 2020. The Mozambique government announced the State of Emergency in Mozambique in Apr 2020 and State of Public calamity in Sep 2020. This evacuation continued for 1 year until JICA resumed to allow experts to return to Mozambique in Mar 2021.

Cause of (c)

Soon after the 18 Master trainers returned to Mozambique from their 4 months training in Brazil (SENAI) in Dec 2018, the momentum and speed of the Project activity started to slow down. This is presumed that countermeasures to deal with above (a) were left undecided when the first Chief Advisor left the Project in Jun 2019.

The consequences of above (a), (b) and (c) had put the project at stake. The Master trainers were losing the opportunity to demonstrate and strengthen their skills and knowledge at the Pilot course. Risks of weathering was coming across.

(3) Details of PDM (ver2.0)

New strategy

The new strategy integrated, namely, the “strategy of the weak”. New activities were planned to carry out online, to deal with the pandemic of COVID-19. The focus was shifted on Machava CFP where most of the equipment was delivered and handed over to IFPELAC.

The comparison of the PDM, before and after the modification, is shown in the following figure 7.

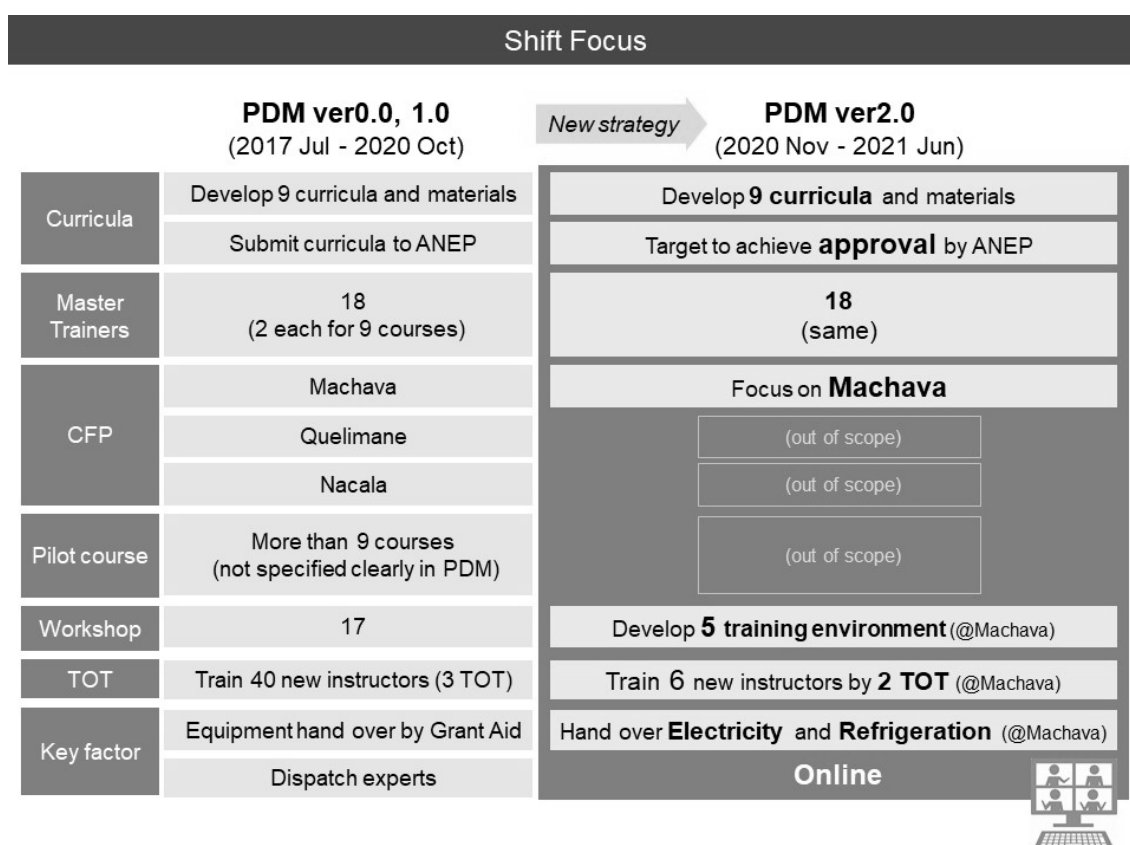


Figure 7: Shift focus

5 New activities

The main concept of the new strategy was to utilize the equipment already handed over at Machava CFP, although partially, in order to mobilize the Master Trainers to pursue hands on training as much as possible. At the same time, intensive capacity building for 3 CFP as well as for IFPELAC Central was carried out to strengthen and develop people and system of vocational training.

5 new activities were carried out online, or remote operation, between Mozambique, Japan and Brazil.

The timetable of the 5 new activities are shown in the following figure 8.

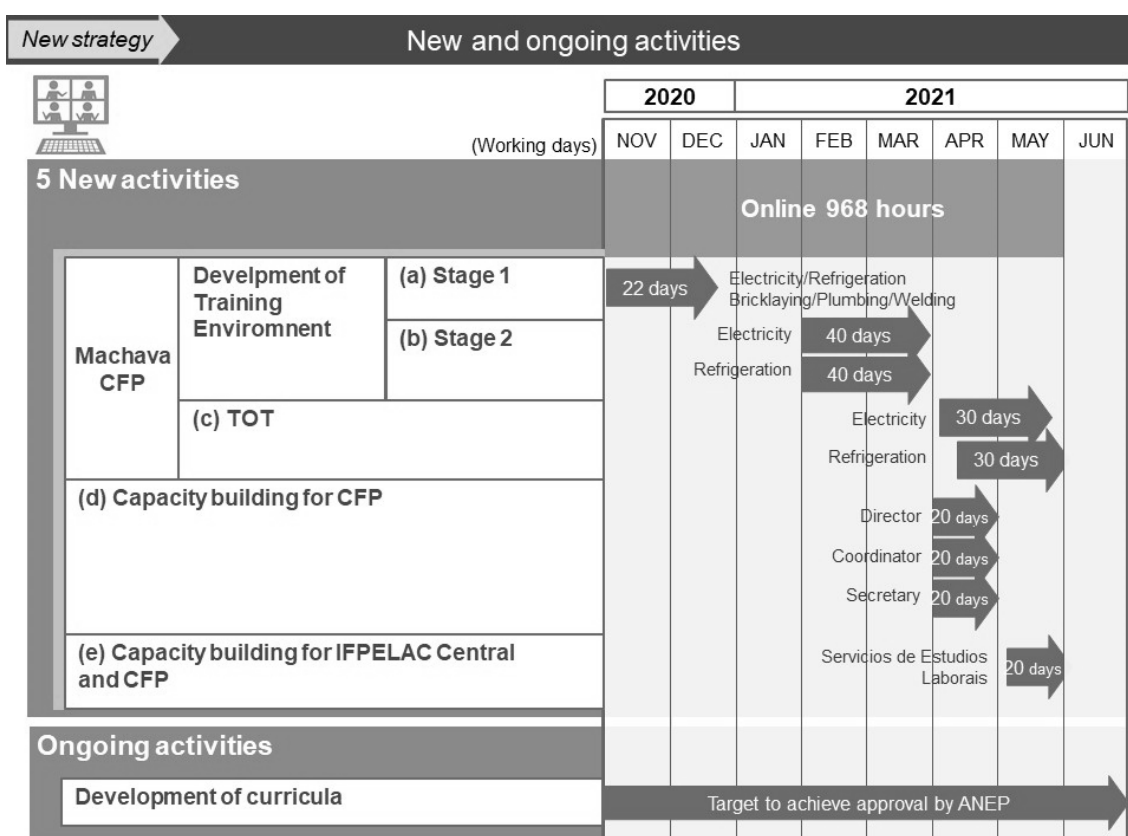


Figure 8: New and ongoing activities

(a) Development of Training Environment (Stage1)

Objective	Develop a safety-first training environment at Machava CFP by training the Master trainers to clean, layout the equipment and control the training environment by integrating 5S.
Scope	5 Courses Electricity/Refrigeration/Bricklaying/Plumbing/Welding 10 Master trainers (2 each for 5 courses)
Period	Nov – Dec 2020 (22 working days) Total training hours: 88 hours (22 working days x 4 hours/day) Including 2 days of COVID19 counteract training
Evaluation	Shown in figure 9.

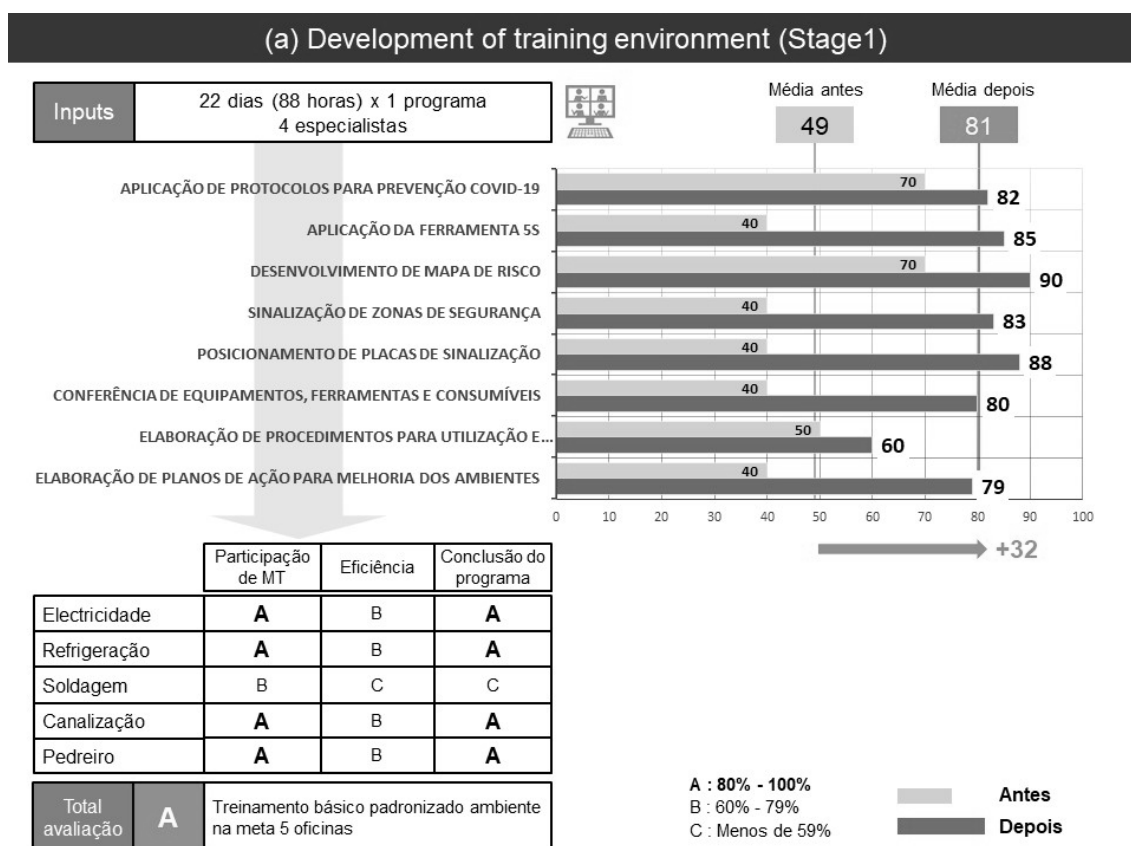


Figure 9: (a) Development of training environment (Stage1)

(b) Development of Training Environment (Stage2)

Objective	Test and operate the equipment installed at Stage1 through hands-on training by Master trainers in order to develop both Master trainers and workshop prepared for the coming TOT.
Scope	2 Courses (Electricity / Refrigeration) 4 Master trainers (2 Master trainers for each 2 courses)
Period	Feb-Mar 2021 (40 working days) Total training hours: 320 hours (40 days x 4 hours/day x 2 courses)
Evaluation	Shown in figure 10.

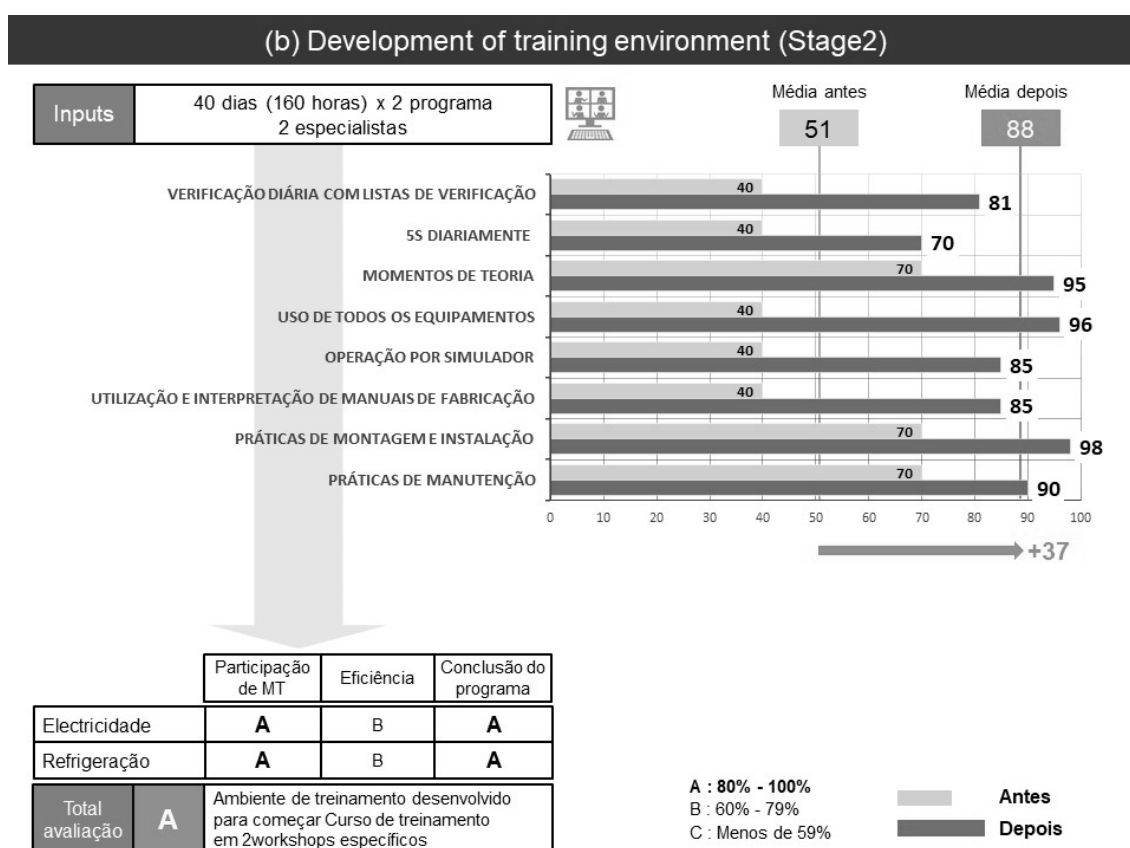


Figure 10: (b) Development of training environment (Stage2)

(c) TOT

Objective	Train new instructors of superior level by the Master Trainers in order to develop a team of trainers who could instruct curricula of both CO2 level (by middle level trainers) and CO3 level (by superior level trainers).
Scope	2 Courses (Electricity / Refrigeration) 4 Master trainers (2 each for 2 courses) 6 New instructors (3 each for 2 courses)
Period	Apr-May/2021 (30 working days) Total training hours: 240 hours (30 days x 4 hours/day x 2 courses)
Evaluation	Shown in figure 11 (Electricity) and 12 (Refrigeration)

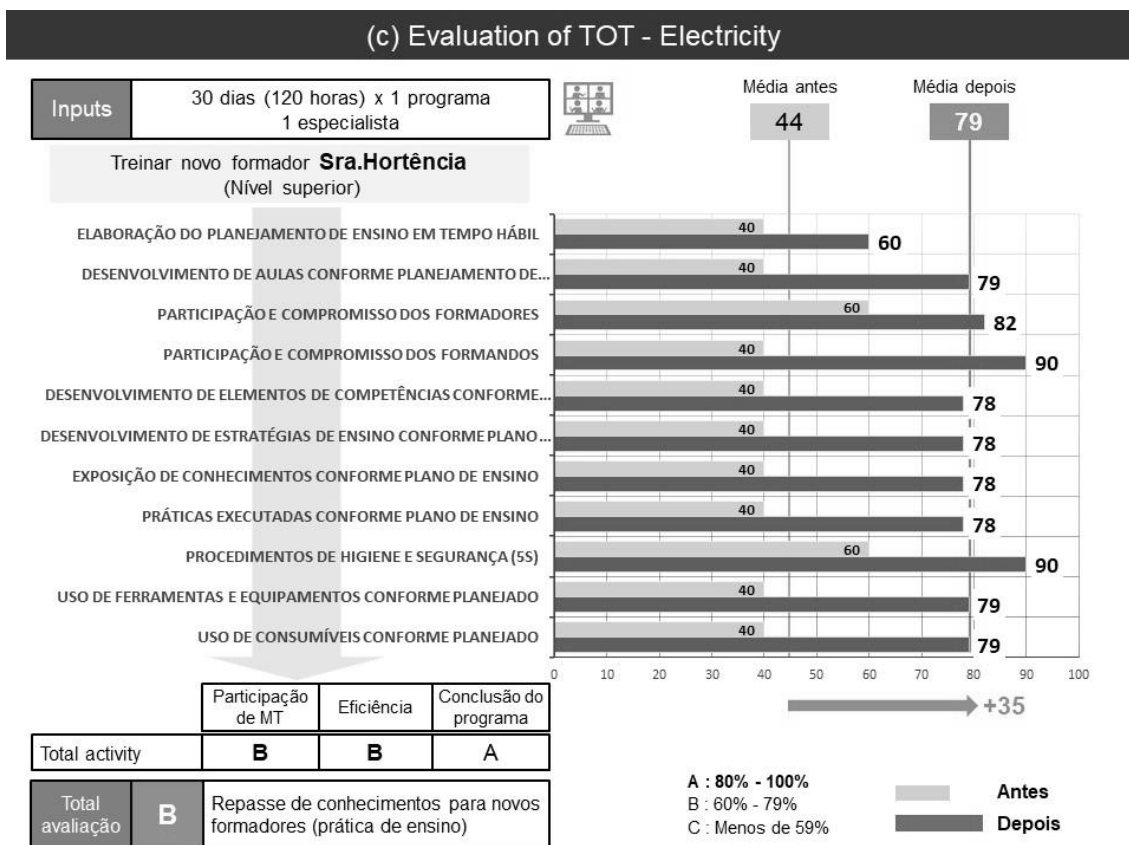


Figure 11: (c) Evaluation of TOT -Electricity

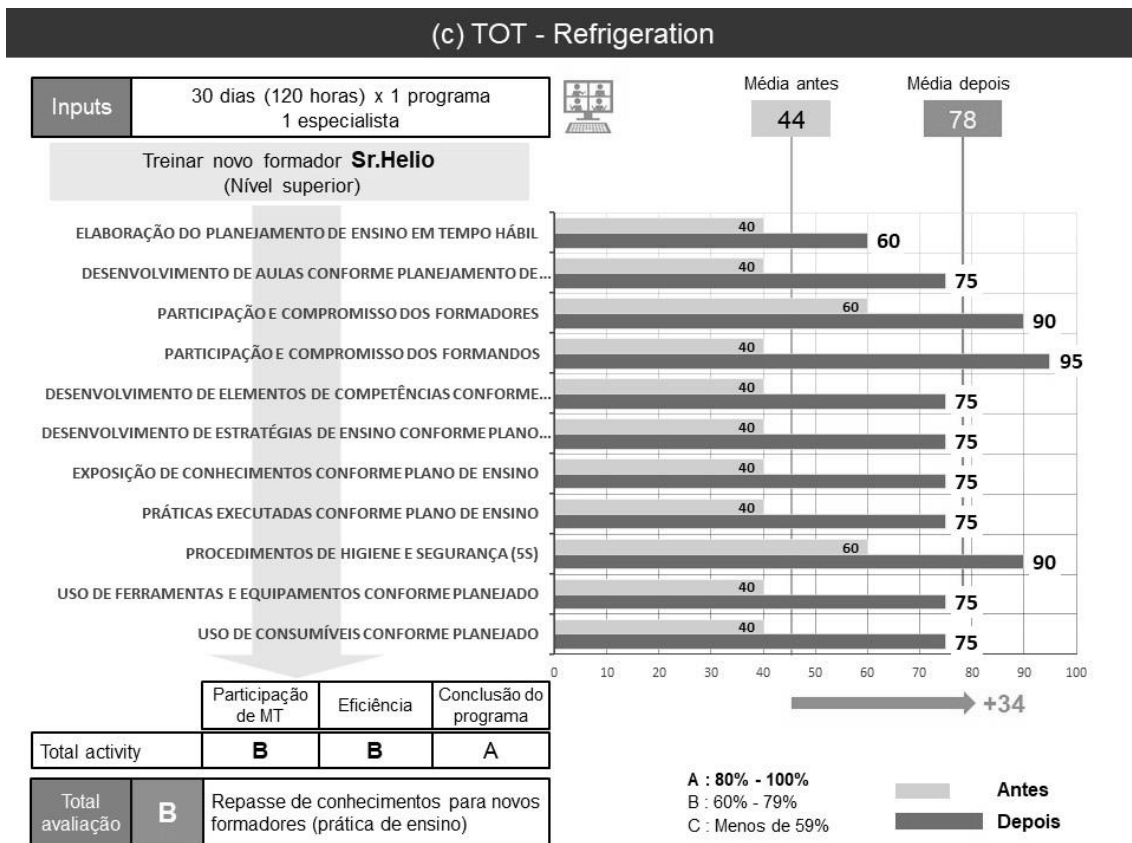
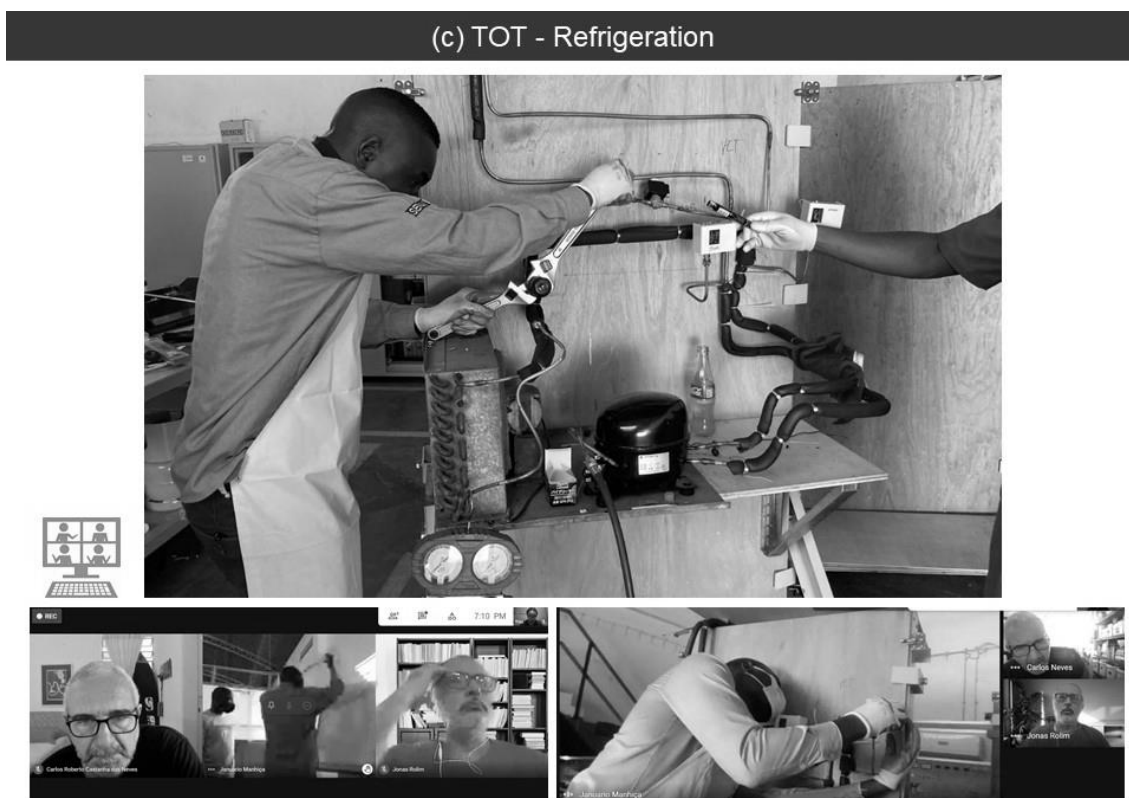


Figure 12: (C) Evaluation of TOT -Refrigeration



Picture 1: (c) TOT - Refrigeration

(d) Capacity building for Machava, Quelimane and Nacala CFP

Objective	Strengthen the capacity of the management and administration mainly for Machava CFP by training the Director, Coordinator and Secretary in 3 different courses. The training involves Quelimane and Nacala CFP with their participation by online.
Scope	3 Director / 3 Coordinator / 3 Secretary (1 each from Machava, Quelimane and Nacala CFP)
Period	Apr 2021 (20 working days) Total training hours: 240 hours (20 hours x 4 hours/day x 3 courses)
Evaluation	Shown in figure 13 (Director), 14 (Coordinator) and 15 (Secretary)

(d) Capacity building - Director

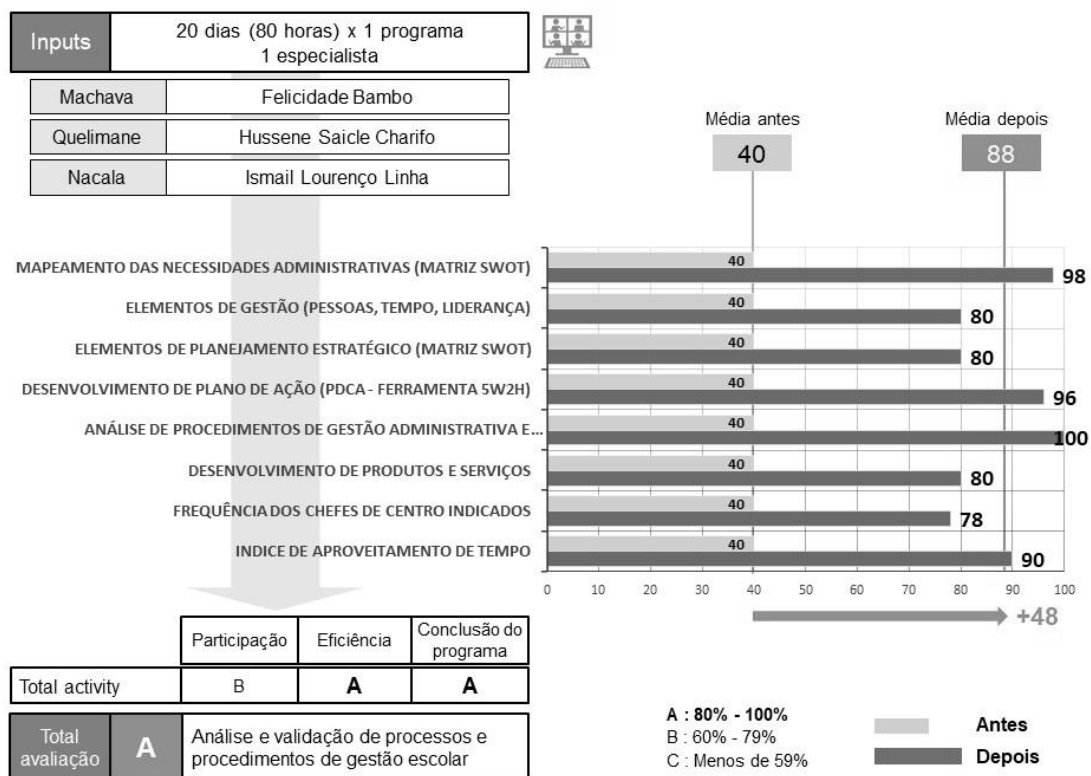


Figure 13: (d) Capacity building - Director

(d) Capacity building - Coordinator

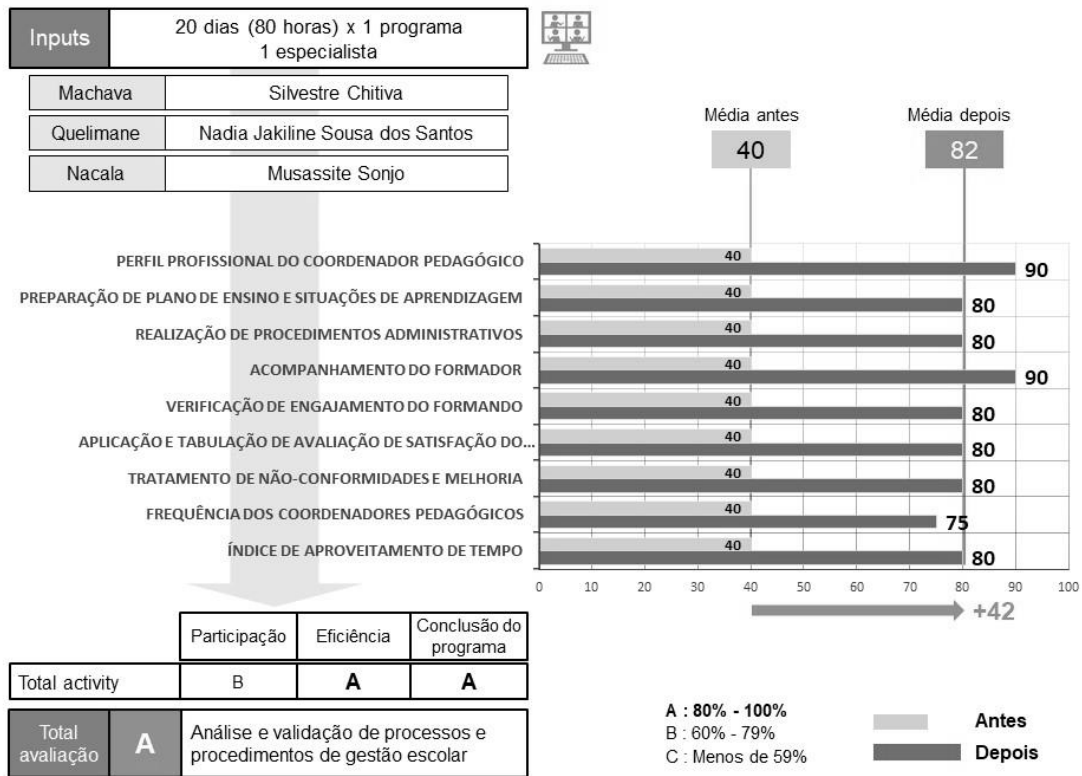


Figure 14: (d) Capacity building - Coordinator

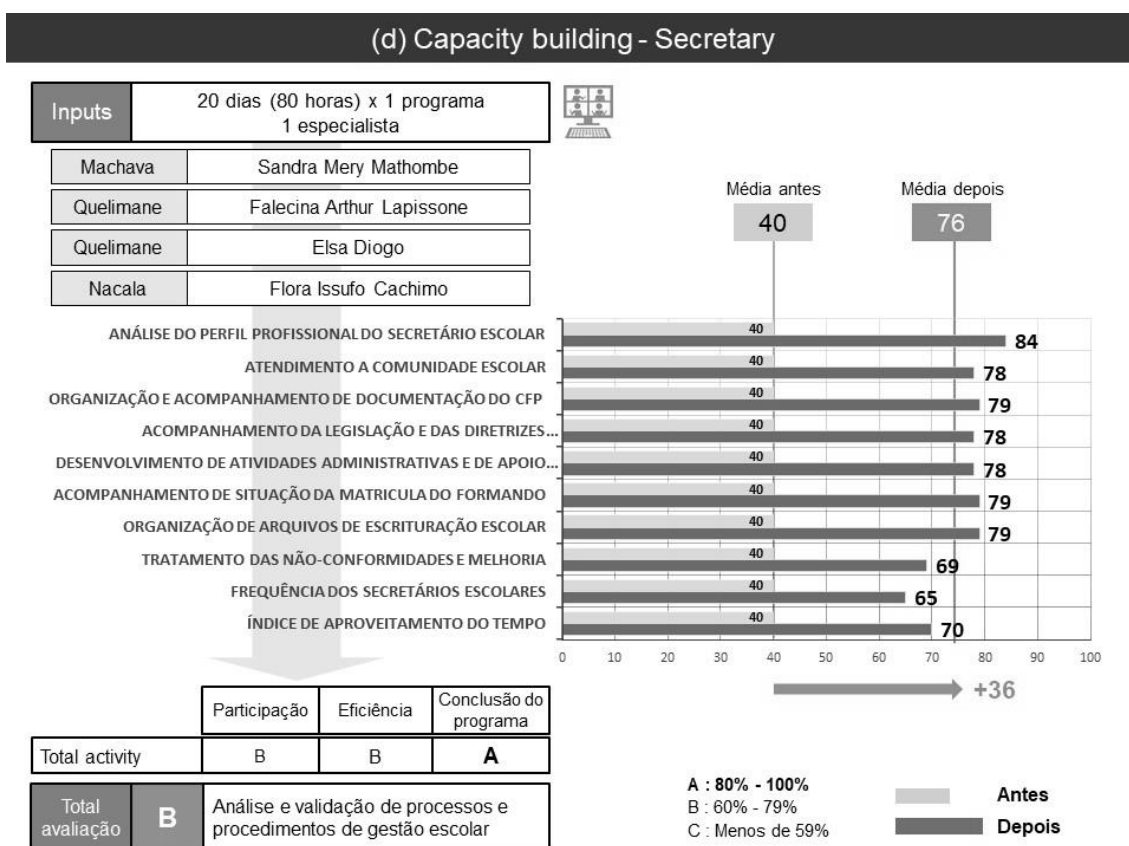


Figure 15: (d) Capacity building - Secretary

(e) Capacity building for IFPELAC Central and regional CFP

Objective	Develop guidelines and system of trace survey the graduates with the team of Servicios de Estudios Laborais which is specifically engaged in this area, together with the participation from 7 different regional CFP. This activity results in to strengthen the capacity of management and administration of IFPELAC Central at Maputo as well as of regional CFP.
Scope	IFPELAC Central (Serviços de Estudos Laborais) and 7 Regional CFP (Provinces of Niassa, Sofala, Manica, Gaza, Tete, Nampula, Inhambane)
Period	May 2021 (20 working days)
Remarks	Total training hours: 80 hours (20 days x 4 hours/day x 1 course)
Evaluation	Shown in figure 16.

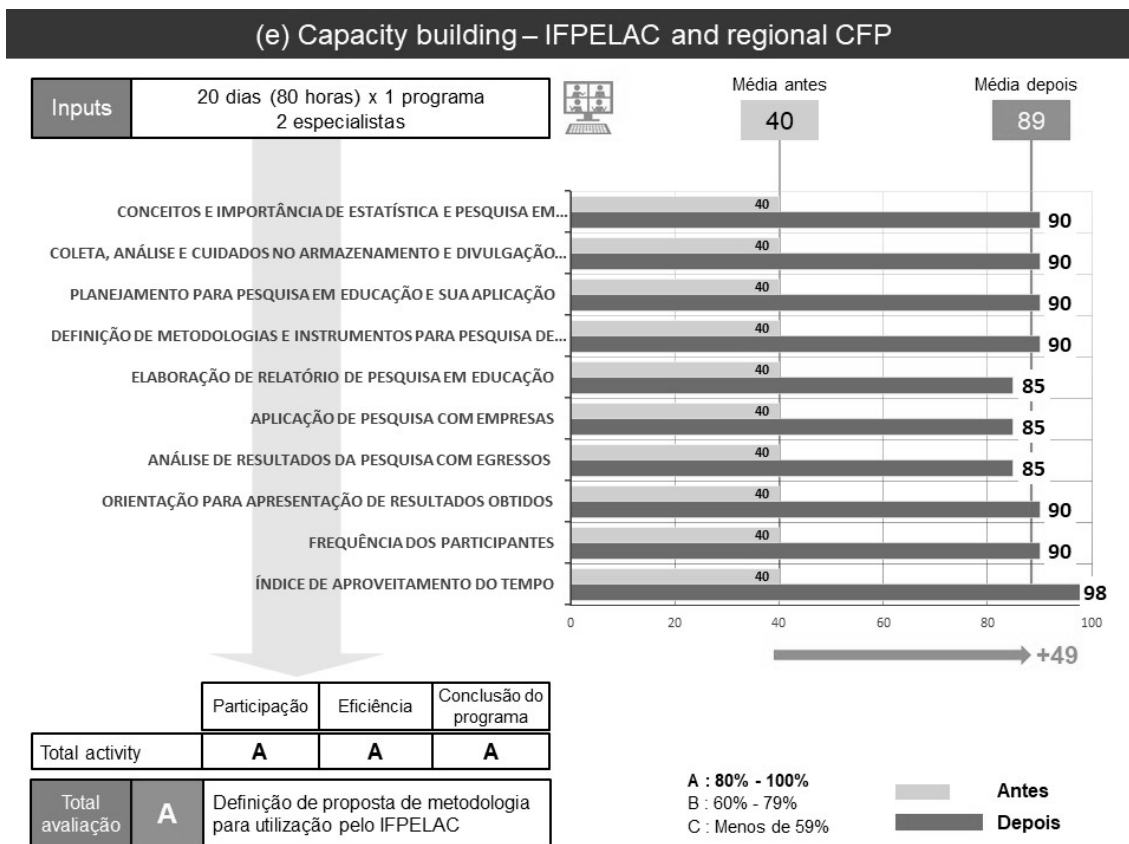


Figure 16: Capacity building – IFPELAC and regional CFP

Before and after

As shown in the figures above, the evaluation of activity is scored based on the approach of before and after, analyzing the performance of multiple protocols during the training. The total evaluation of activity has also taken into account of the rate of participation, efficiency of training and the ratio of completing the program.

Zero COVID-19, Zero accidents

Throughout the training at Machava CFP of activities of above mentioned (a) (b) and (c), a protocol to follow COVID-19 countermeasures and to maintain a safety-first environment has been developed and carried out. As a result, no COVID-19 had contaminated the workshop at Machava CFP, nor any accidents had happened during the training.

Total evaluation

The total evaluation has been mainly judged by rate of participation, efficiency and completion of program on top of the performance of before and after analysis. Efficiency was likely to be affected by the condition of WIFI connection or by incidents such as blackout at location itself. However, despite of difficulties and challenges of online operation, all the activities manage to achieve a completion of program for more than 80%, or level A achievement level. The total accumulative time of activities counted 242 days, or 968 hours.

The conclusive evaluation of the 5 new activities are shown in figure 17.

Evaluation of new activities (online)							
		Training Period		Level of achievement			Total Evaluation
		Days	Hours	Participation	Efficiency	Completion of program	
(a)	Development of Training Environment (Stage1) Electricity/Refrigeration Bricklaying Plumbing/Welding	22	88	A	B	A	A
(b)	Development of Training Environment (Stage2) Electricity	40	160	A	B	A	A
(b)	Development of Training Environment (Stage2) Refrigeration	40	160	A	B	A	A
(c)	TOT (Train new instructors) Electricity	30	120	B	B	A	B
(c)	TOT (Train new instructors) Refrigeration	30	120	B	B	A	B
(d)	Capacity building for CFP Chief	20	80	B	A	A	A
(d)	Capacity building for CFP Coordinator	20	80	B	A	A	A
(d)	Capacity building for CFP Secretary	20	80	B	B	A	B
(e)	Capacity building for IFPELAC Central	20	80	A	A	A	A
Total		242	968	Affected by the connection of WIFI, power blackout etc			

Figure 17: Evaluation of new activities (Online)

Ongoing activity

Development of curricula

Objective	Develop curricula to achieve approval by ANEP
Scope	9 Curricula
Period	Until approval (during project period)

4. Others

(1) Result of Environmental and Social Considerations

(Not required as this Technical Cooperation project is categorized C)

(2) Result of Considerations on Gender/Peace Building/Poverty Reduction

(This Project was not involving these effects originally, however, there was an outstanding result in regards to gender. Details explained in III Results in Joint Review)

III. Results of Joint Review

1. Results of Review

(1) Relevance

Conclusion

Overall evaluation of Relevance is at **High level** on the grounds that the project has been consistent with both development policy and development needs which closely aligns with the Government Five Year plan. The approach of the Project plan has been practical and focused in order to take advantage of the limited opportunity as much as possible. The descriptions are as follows:

(a) Consistency with development policy

As described in the RD, this project closely in line with the “Government’s Five year Plan 2015-2019 (PQG: Programa Quinquenal do Govenro para 2015-2019)” and with the “Employment and Vocational Training Strategy 2006-2015 (EFP: Estratégia de Emprego e Formação Profissional em Moçambique 2006-2015)”, both described as the development policy of the Government of Mozambique. In this respect, the project has been consistent with the development policy of Mozambique.

(b) Consistency with development needs

The project is in line with the “Government’s Five Year Plan 2020-2024 (PQG

2020-2024)”, approved in Apr 2020. The PQG refers to develop “3 million registered jobs” under “First employment policy” to sustain the revival of 7% economic growth. Especially the 4 strategic scopes of the Government are demands which the 4 areas of this Project, Construction, Welding, Food process and Automobile, are potential to contribute. In this respect, the project has been consistent with the development needs in Mozambique.

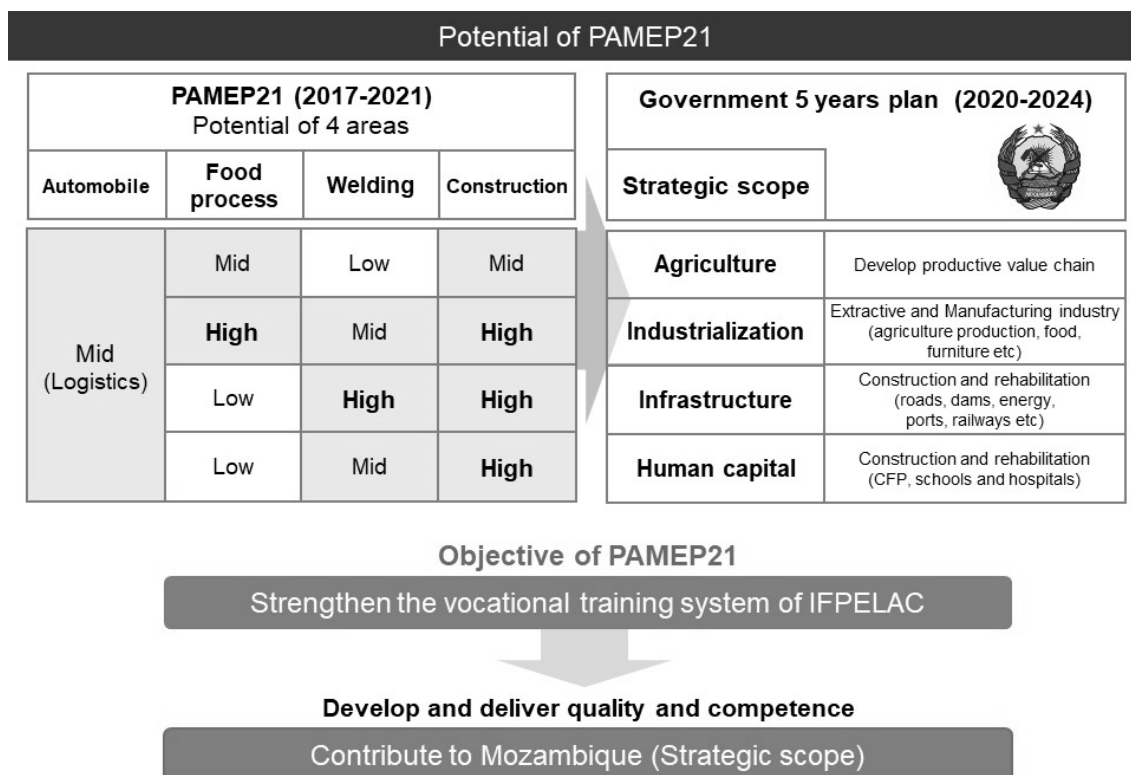


Figure 18: Potential of PAMEP21

(c) Appropriateness of project plan and approach

The Project depended highly on the installation of equipment by the Grant Aid Project in order to conduct training at each CFP. Originally, the total number planned in PDM ver0.0 (or 1.0) were 17 workshops at 3 different CFP, to conduct 9 different training courses.

The following figure shows main structure, core activities and results of PDM ver0.0 (or 1.0) before modified to PDM ver2.0.

The core activities related to Pilot courses could not start for the reason that the delivery of equipment by the Grant Aid Project was not matching. Besides, the

priorities and detail schedule to carry out Pilot courses were not decided by the project. In other words, the core activities originally planned in PDM (ver1.0) did not pursue not for the reason of COVID-19 but for poor planning and this was the reason to modify the PDM (shift strategy) in 2020.

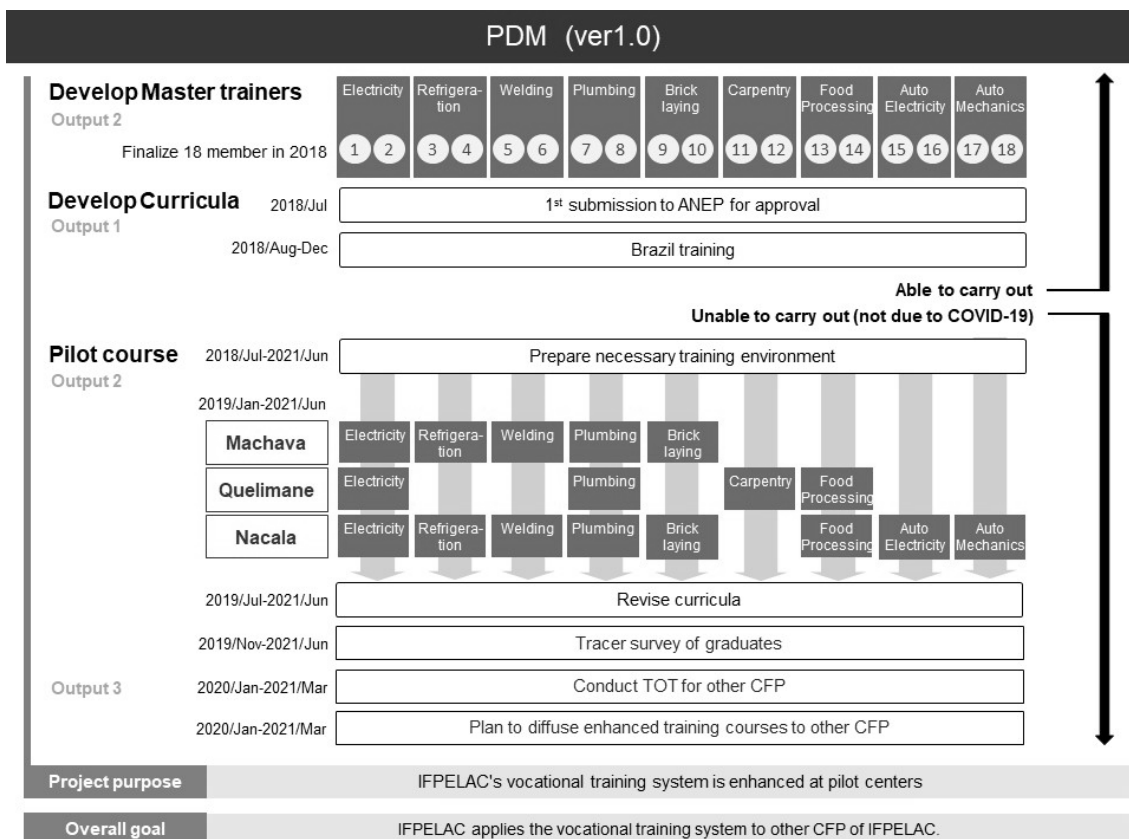


Figure 19: PDM (ver1.0)

When the evacuation happened due to the pandemic of COVID-19 in Mar 2020, it was only 3 workshops, Electricity, Refrigeration and Welding (partial) at Machava CFP, which the equipment was delivered and hand overed. The ratio of equipment hand over is shown in the following figure.

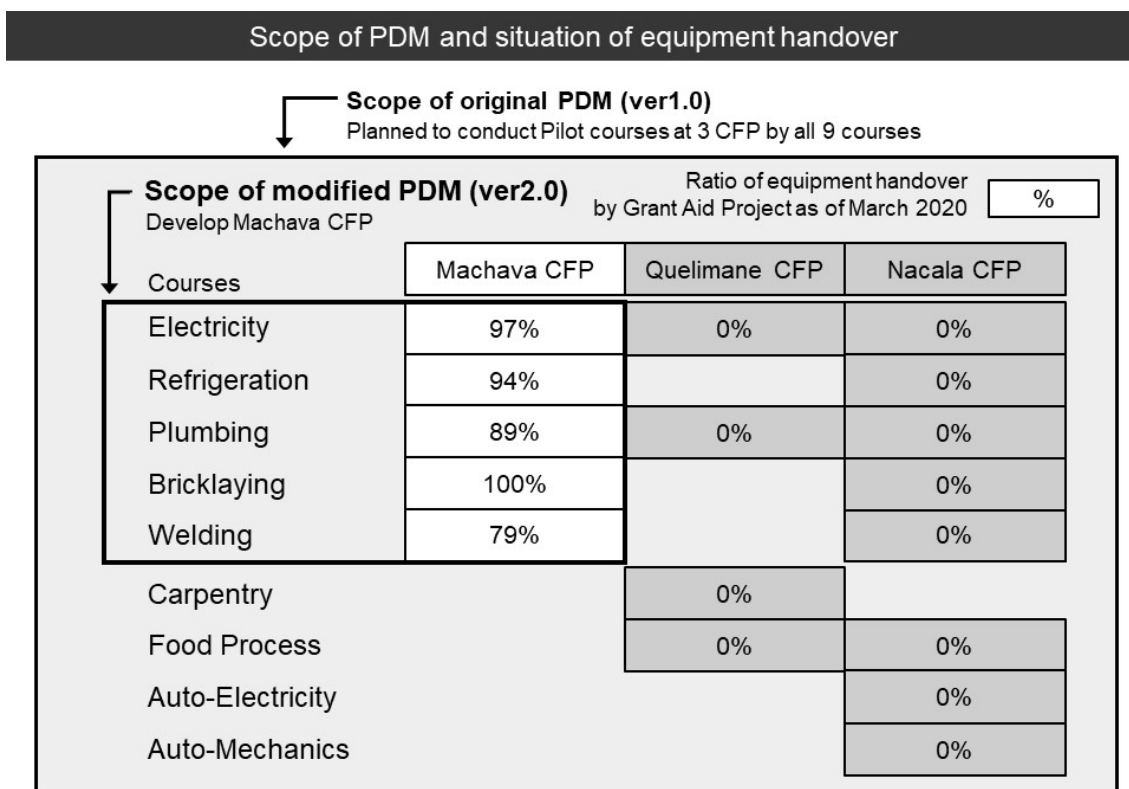


Figure 20: Scope of PDM and situation of equipment handover

The modified PDM (ver2.0) focused to make use of these hand overed equipment in principle to mobilize the Master trainers. All of new activities under PDM ver2.0 were planned by online to deal with pandemic of COVID-19. In this respect, the project plan and approach of PDM (ver2.0) is considered appropriate which sought for the maximum opportunity possible.

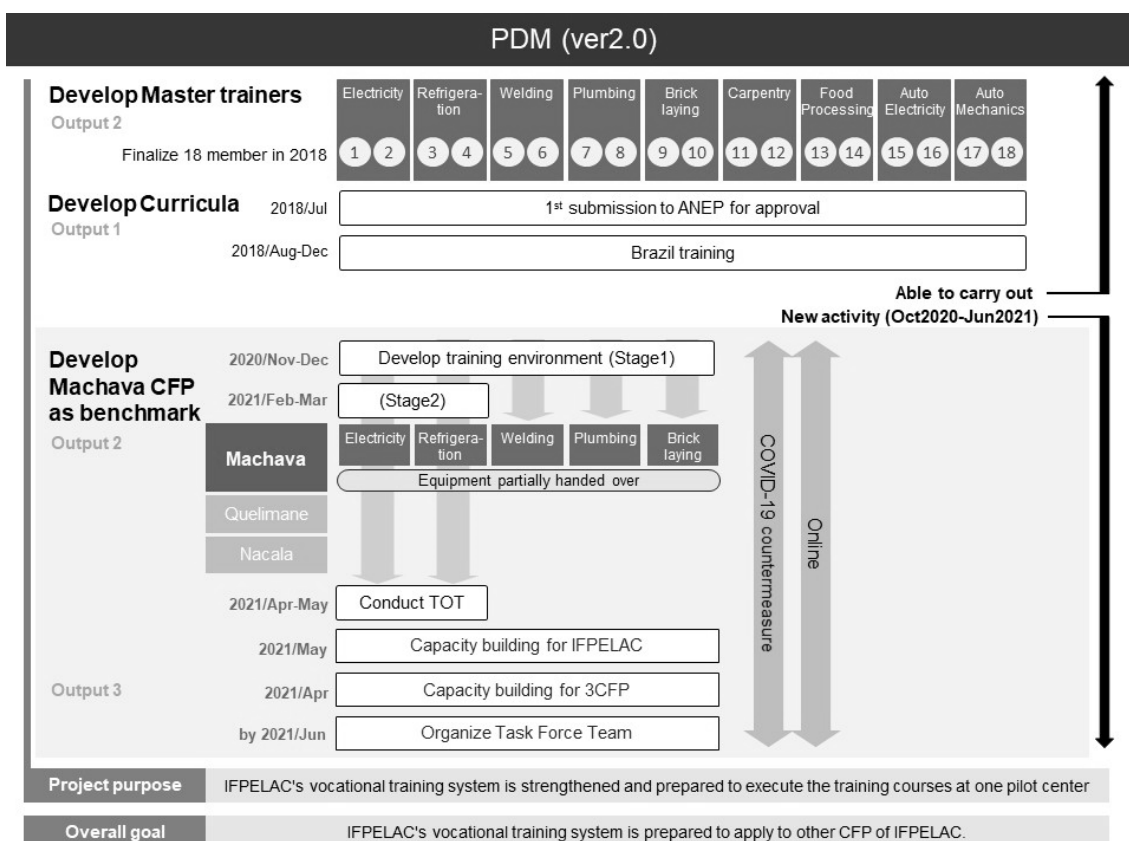


Figure 21: PDM (ver2.0)

(2) Effectiveness

Conclusion

Overall evaluation of Effectiveness is at **Fair level** on the grounds that the degree of the achievement of the Project purpose has been scored as fairly achieved level.

Degree of the achievement of the Project purpose

The project purpose is designed by 5 Major criteria of activities, Curricula, Master trainer, Training environment, Evaluation and Capacity building. The figure displayed in 2. Achievements of the Project (2) Project purpose and indicators, shows these components in a form of a factor diagram.

The project defined that, to strengthen the vocational training system equals to level up and standardize these 5 criteria. The minimum achievement level required for the vocational training system considered to be strengthened is to score an evaluation level at least as Fair level.

Development and approval of curricula

The level of achievement of the project purpose could have been improved if the following counteractions were taken intensively with the development and approval of curricula at early stage.

- Obtain the criteria of approval from ANEP concretely when the new regulation (SNQP) was in effect in Jul2018. (Initial information was obtained in Apr2018 through the meeting with ANEP).
- Transfer the experience and knowhow of the approved curricula (Plumbing and Bricklaying which was co-developed with CICAN) to other curricula thoroughly and in advance.
- Avoid a time lag between the 1st submission and 2nd submission to ANEP to seek for approval. (It took 1 year in average).

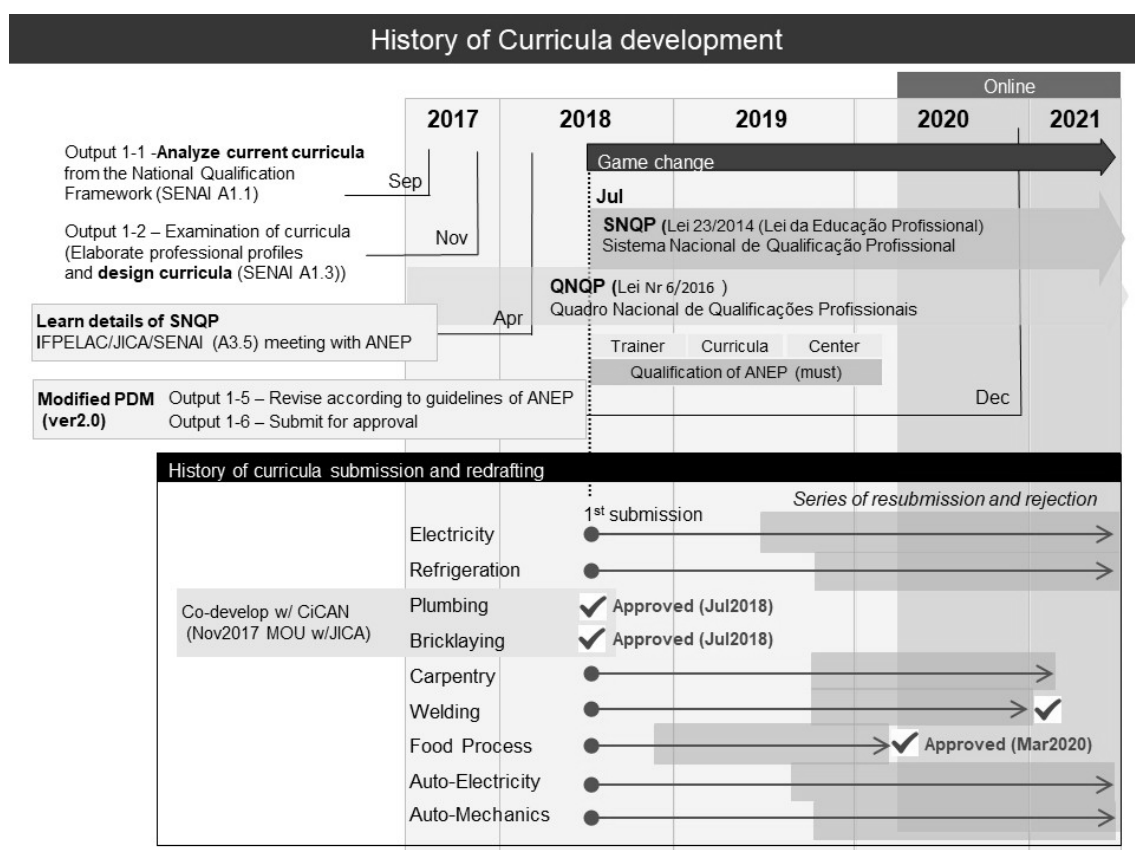


Figure 22: History of curricula development

Besides, during the period of the pandemic of COVID-19, the speed of

evaluation at ANEP and frequencies of meeting between IFPELAC and ANEP have reduced. It has become difficult to maintain communication with specialists of ANEP who are in charge of specific pending curricula.

This constraint of communication due to COVID-19 has more or less effected the speed of development and quality of discussion between ANEP. As a result, there are 5 curricula which could not achieve approval within the timeframe of the project.

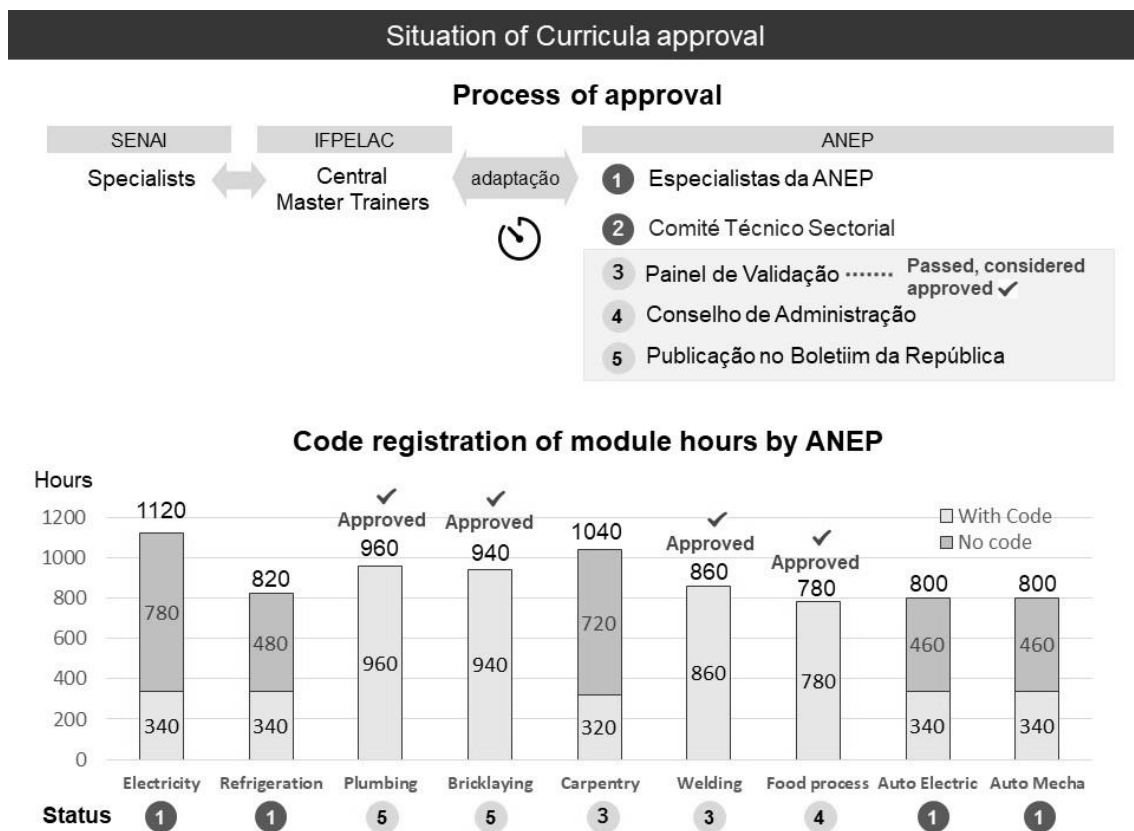


Figure 23: Situation of curricula approval

(3) Efficiency

Conclusion

Overall evaluation of Efficiency is at **Fair level** on the following grounds.

1. The average of efficiency during the 3 different period is evaluated *Fair level*.
2. Project purpose is evaluated as *Fair level*.
3. Both project cost and project period resulted within the plan.

(a) Project cost

Plan:	663 million Yen
Result:	439 million Yen
Difference:	224 million Yen
Against Plan:	66.2%

(b) Project period

Plan:	Jul 2017 - Jun 2021 (4 years)
Result:	Jul 2017 - Jun 2021 (4 years)
Remarks:	No extension

(c) Causal relationship

The difference of expenses between the project plan and results comprises with activities as follows,

1. Costs related to Pilot course which did not carry out (Travel expense of short-term experts from Brazil, purchase of consumable items)
2. Costs related to the evacuation of experts, both Japan and Brazil (SENAI), from Mar 2020 due to the pandemic of COVID-19.

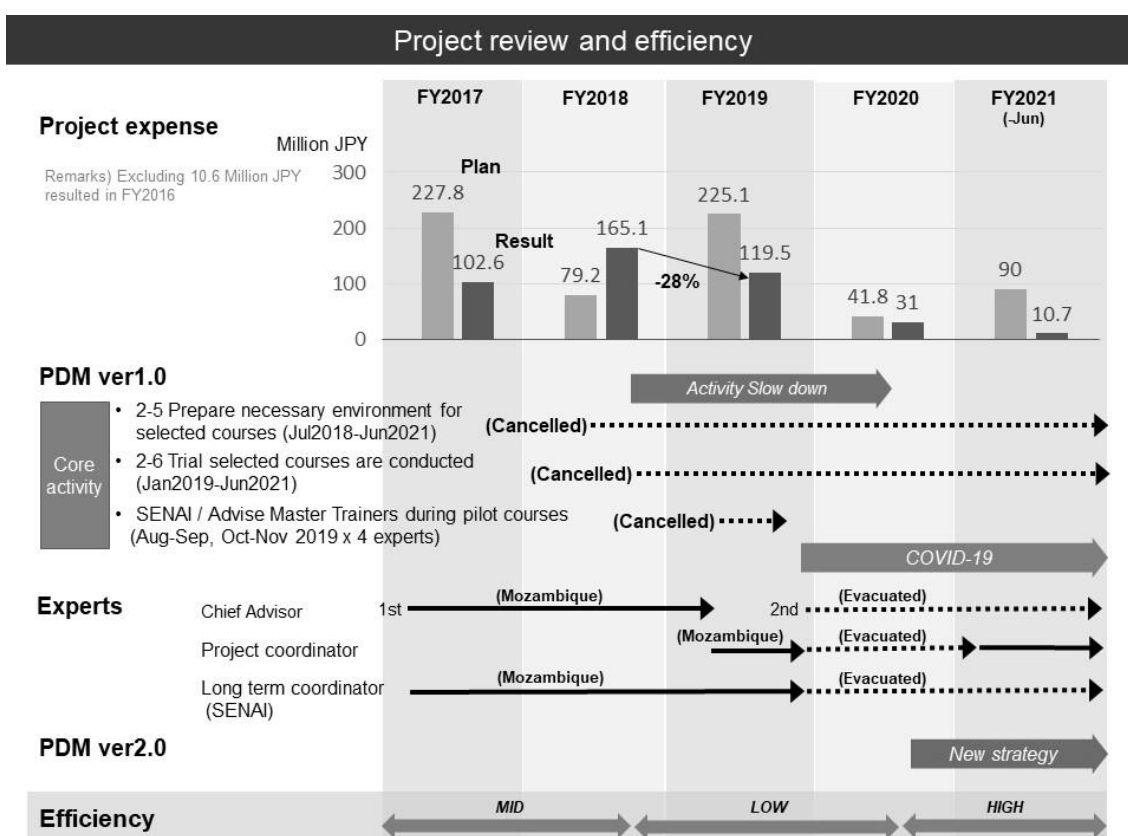


Figure 24: Project review and efficiency

Therefore, as a matter of fact, the efficiency resulted differently in the following period,

- | | |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Jul 2017- Dec 2018 | MIDDLE efficiency
Activities and inputs carried out as planned. |
| Jan 2019-Sep 2020 | LOW efficiency
Major core activities were cancelled and the momentum of project drops, while input expenses reduced 27% in FY2019 compared with FY2018 |
| Oct 2020-Jun 2021 | HIGH efficiency
New activities creating results |

(4) Impact

Conclusion

Overall evaluation of the prospects to achieve the Impact is at **Fair level** on the

following grounds.

1. The overall goals positions in the loop of the Master cycle of strengthening the vocational training system on midterm basis.
2. The achievement of the overall goal is feasible as long as actions are taken in accordance with the strategy, priorities and plan (explained in IV. For the Achievement of Overall Goals)

(a) Prospects to achieve the overall goal

The narrative summary and indicators of the overall goal are as follows,

Narrative summary

IFPELAC's vocational training system is prepared to apply to other CFP of IFPELAC

Indicators

1. 3 pilot centers (Machava CFP, Quelimane CFP and Nacala CFP) conduct 9 training courses.
2. At least one CFP of IFPELAC is prepared to apply the enhanced institution management system (PDCA).

The project purpose positions as the first half, while the overall goal positions as the second half of the so-called Master cycle, which displays the chain of demand and supply through this project. The exit strategy of this Master cycle is to develop quality graduates to be recruited to the industry of Mozambique, including the 4 strategic scopes of the Government. There is a concrete impact in the overall goal, which is in line with the strategy of the project purpose, to contribute to the development of Mozambique.

The prospects to achieve the overall goal is feasible unless the actions are taken speedy in accordance with the strategy and plan described in IV (For the achievement of overall goals / Post project completion).

The Master cycle comprising the phase of development and the entire system of the vocational training system including the project purpose and overall goal, is described in the following figure 25.

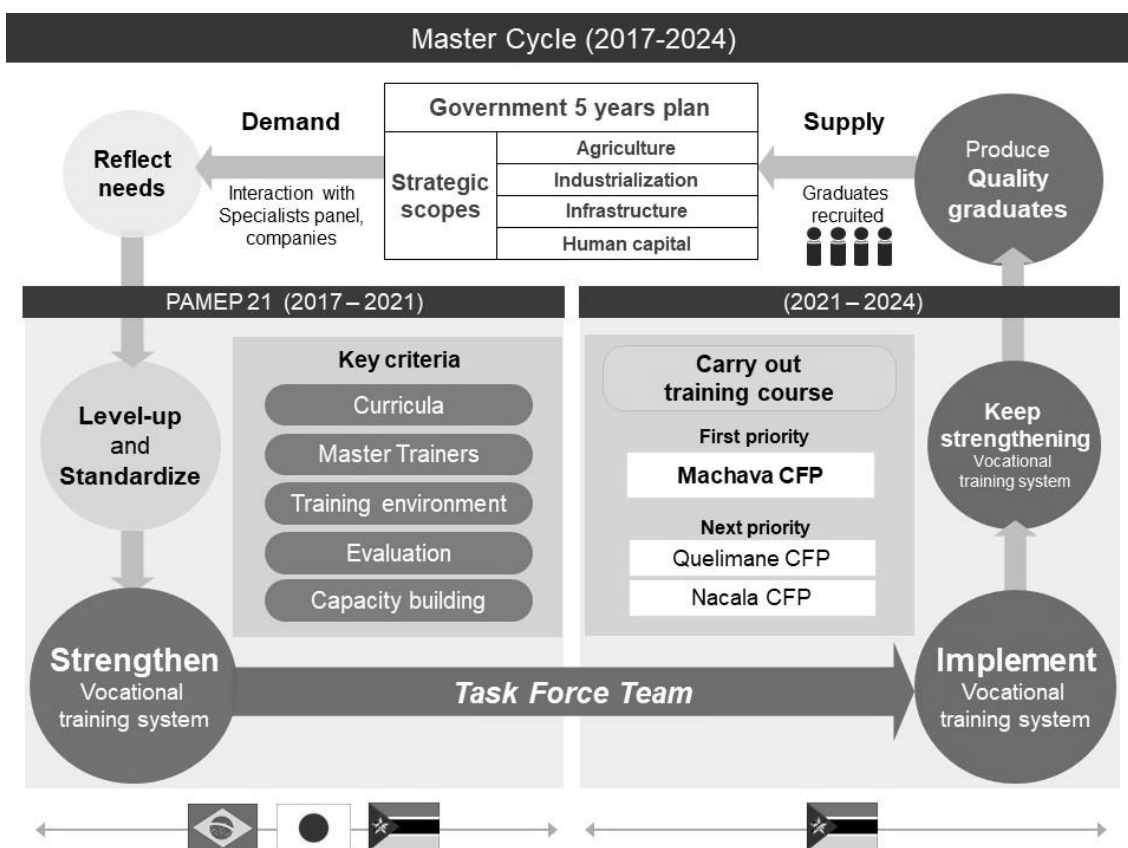


Figure 25: Master cycle (2017-2024)

(b) Causal relationship

In order to produce quality graduates, implementing the vocational training system strengthened by the project to the 3 CFP is the key. Since the training environment of 5 courses has been developed in Machava CFP during the project, the training course should be carried out at Machava CFP as the first priority followed by Quelimane and Nacala CFP.

As far as external conditions are concerned, there are 2 aspects to keep an eye on, which are,

1. Situation of the pandemic of COVID-19

Although it may still take a certain time, the pandemic of COVID-19 shall gradually cease as the vaccine are being introduced worldwide, including Mozambique, which would decrease the risks of contamination.

2. Completion of equipment delivery and hand over at 3 CFP.

The installation of equipment is confirmed to resume in Jun 2021 by the Grant Aid project to complete the delivery and hand over no later than Oct 2021.

Therefore, the external condition which has influenced to the activity during the project period shall be favorable during post-project period to achieve the overall goal by 2024.

(c) Ripple effect

According to the Human development Reports of UNDP (United Nations Development Programme) issued in 2020, “The share of employment of female in non-agricultural sector” is 34.8% in Mozambique. This is much lower than other countries of Sub Sahara, even compared with Angola (44.2%) which is the same Portuguese spoken country. This data reflects the share of women employed in industry and service activities in 2019, comprising various industries other than agriculture sector.

The strengthened vocational training system would help female in Mozambique to develop their competence and find opportunities not only to enable their social progress but also to enhance diversification in the field of professional training.

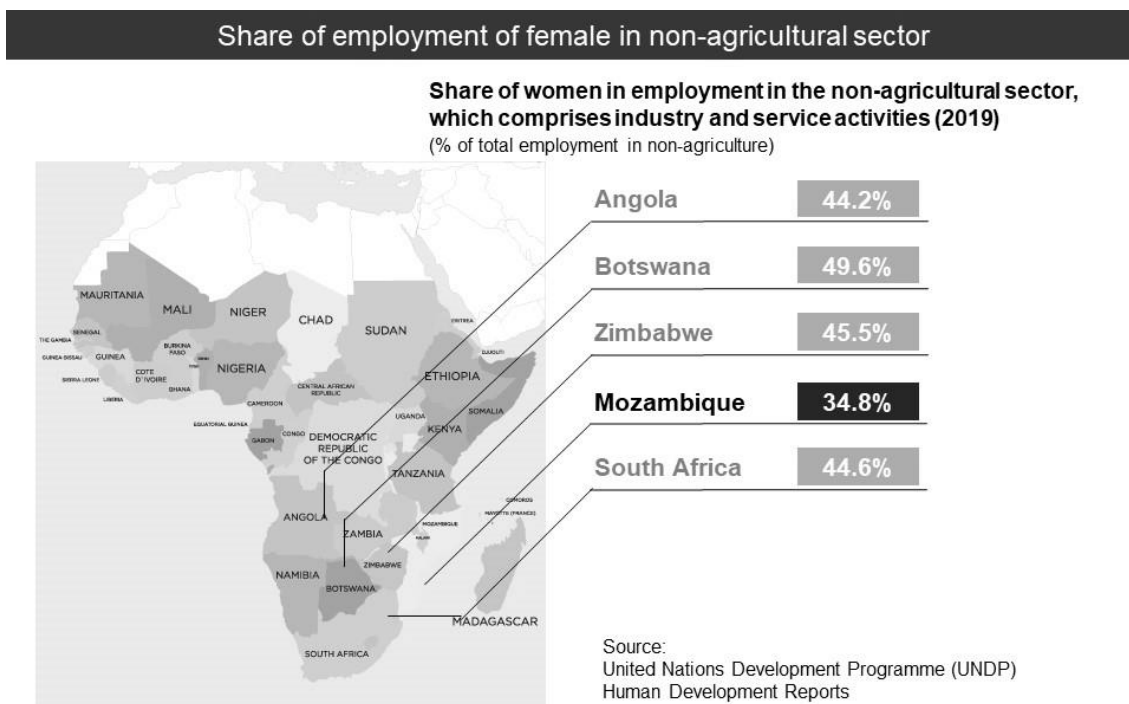


Figure 26: Share of employment of female in non-agricultural sector

The following is the share of female participants in the activity in our project, especially during the new activity in 2021.

1. 1 new instructor (of superior level) was female who participated in the TOT.
2. 6 participants (out of 10) were female in the capacity building for CFP.
3. 10 participants (out of 19) were female in the capacity building for IFPELAC Central and regional CFP.

It is worth to highlight that 1 Master trainer (out of 18), in charge of Food process is female as well.

The impact of the involvement of female in the vocational training system is a creation of opportunities for the social progress of female in Mozambique.



Picture 2: Female new instructor trained at TOT – Electricity (Online)

(5) Sustainability

Conclusion

Overall evaluation of sustainability is at **Fair level** on the following grounds,

1. The policy, plans, structure and skills of IFPELAC is in line with the objective of the project and comprises the minimum criteria, in both quantity and quality wise, to move towards the achievement of the overall goal.
2. IFPELAC will be allocating an amount of USD 128,000 for three years (2022-2024) as an exclusive budget for the post-project activity. Besides, a Task Force team has been organized to further scrutinize the financial resources to assure sustainability. (Refer to : IV. For the Achievement of Overall Goals)

(a) Policy and aspects of IFPELAC

Government 5 years' plan (PQG 2020-2024)

The Project focus on the area of Construction, Welding, Food Process and

Automobile. These 4 areas have strong potential to contribute to the strategic scope of the Government 5 years' plan, or PQG 2020-2024, which is essential to the development of Mozambique. The objective of the project, strengthening the vocational training system of IFPELAC, is anchored in order to develop and deliver quality and competence to the industry of Mozambique. In this regard, the Project accords closely to the policy of Mozambique as well as to the needs of the industry.

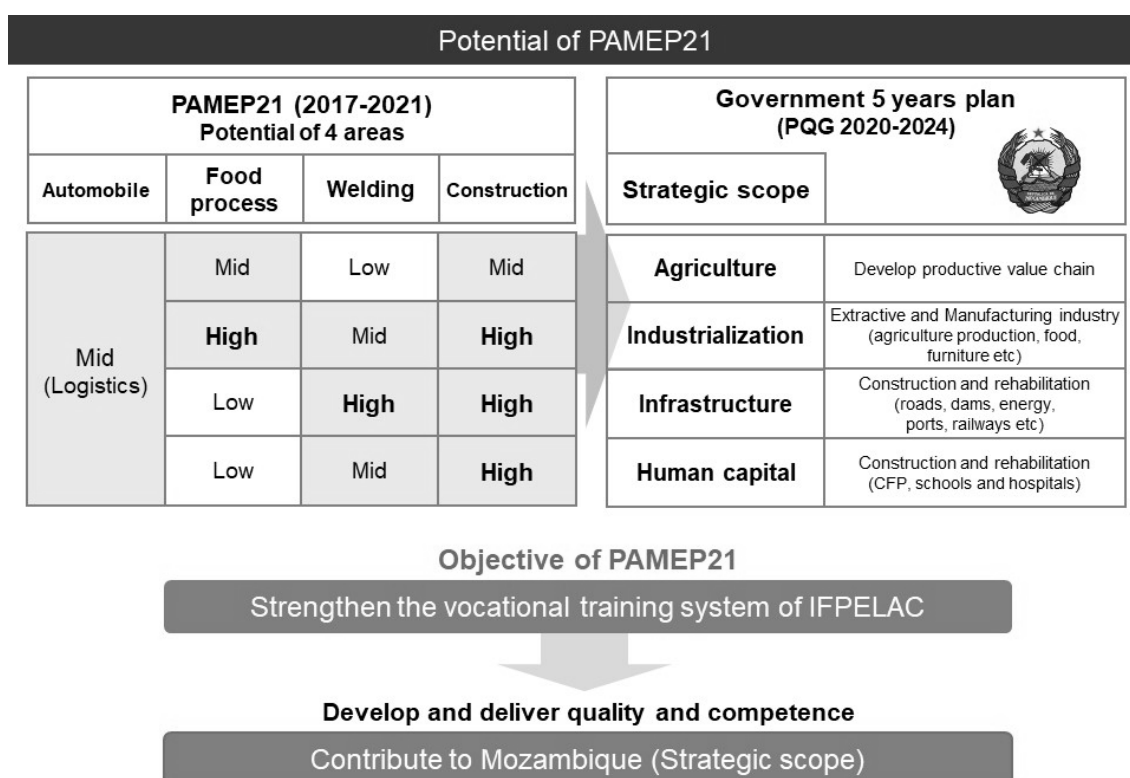


Figure 27: Potential of PAMEP21

Panel of experts

IFPELAC will keep interacting closely with the Panel of experts through the system to reflect the need of the industry to the vocational training system. The consistent support by the Panel of experts has been extended from the beginning of this Project which enabled IFPELAC to listen to the voice of the industry as well as the strategic scope of the Government occasionally. By collaborating with the Panel of experts, IFPELAC plans to carry out local entrepreneurship programs to support the graduates especially in the provinces of 3 CFP, Machava, Qualimane and Nacala CFP, in order to open opportunities

of recruitment by the local companies.

Graduates

In order to contribute to PQG 2020-2024, IFPELAC sets a policy to increase graduates who shall be recruited to the target industry of the strategic scope. Number of graduates is planned to become 17,360 graduates in 2024, which marks 127% growth compared to 2020 during the period of PQG 2020-2024. Total number of graduates includes those of the 9 courses under the 4 areas. Especially the share of graduates of Maputo and the areas of 3 CFP (Machava, Quelimane and Nacala CFP) weighs 37%. This indicates the importance and needs to carry out the training courses at 3 CFP with the strengthened vocational training system.

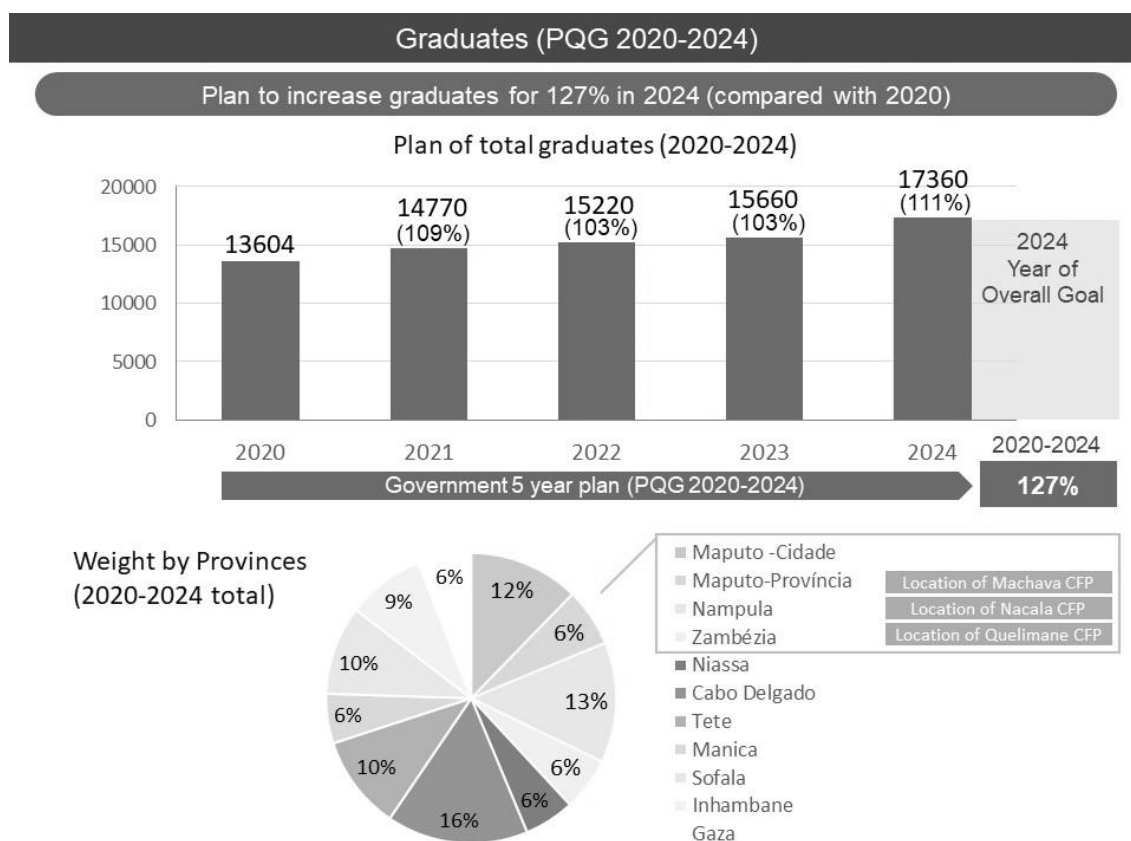
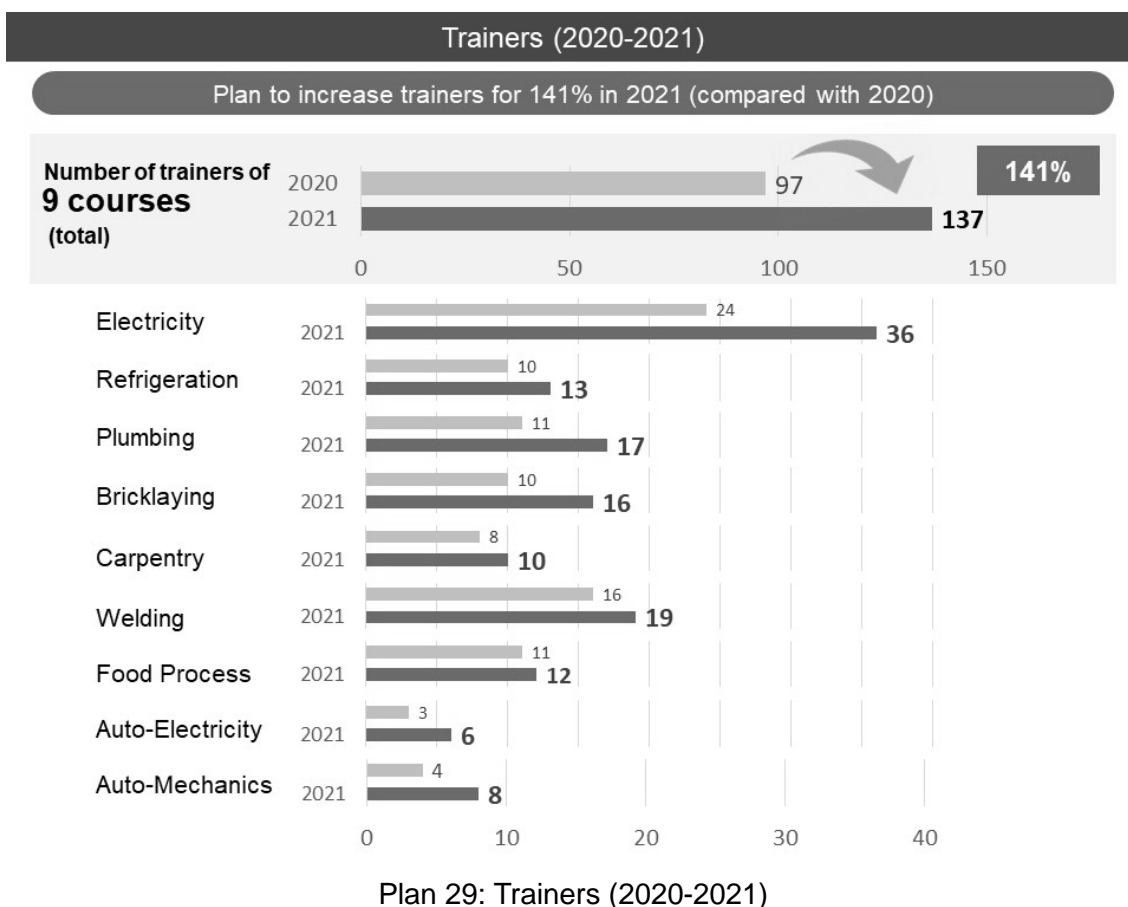


Figure 28: Plan to increase graduates for 127% in 2024

Trainers

To sustain the growth of graduates, IFPELAC plans to increase the number of trainers, especially those which covers the 4 areas of 9 courses. A total of 137 trainers will be registered to the 9 courses this year which marks 141% growth since last year. Not only the area of Construction, but also Welding, Food process and Automobile will equally show a constant increase this year to enrich the pool of trainers in this specific area.



In sequence, IFPELAC plans to enlarge the number of trainers to 336 in 2024, which marks 346% growth during the period of the Government 5 years' plan (PQG 2020-2024), or at the year of the Overall Goal, in which the trainers of 9 courses shares 40%. IFPELAC will focus this group as the priority to implement the strengthened vocational training system.

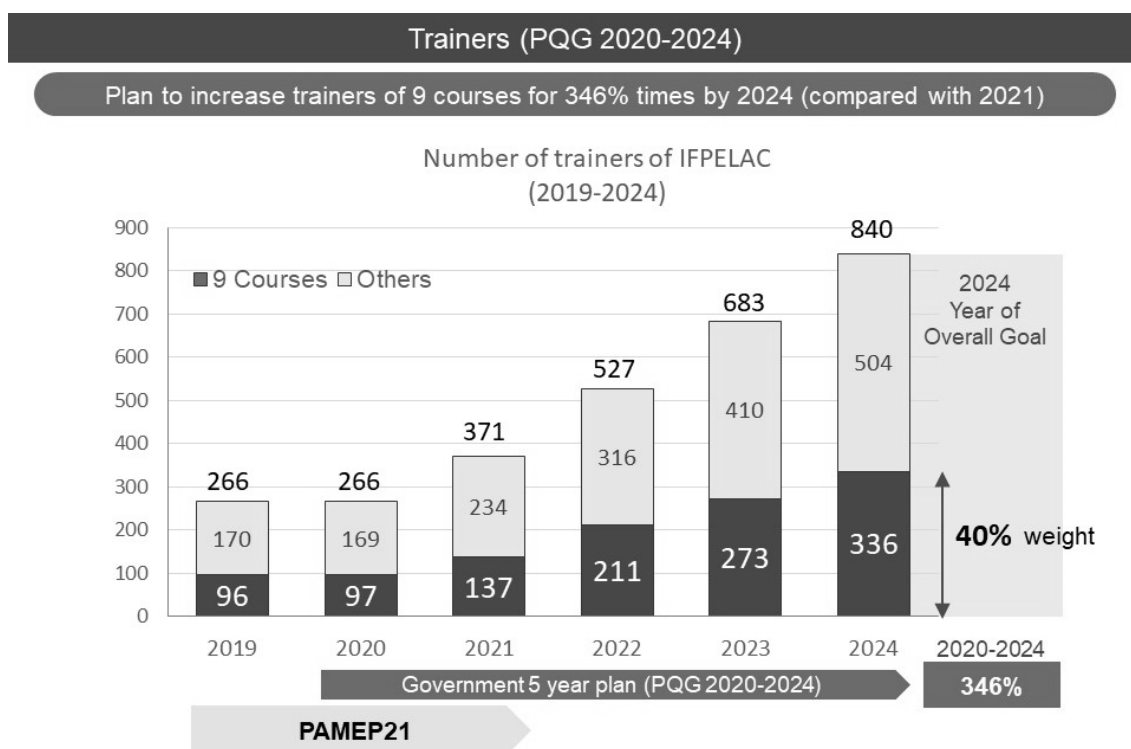


Figure 30: Trainers (PDG 2020-2024)

(b) Structure of IFPELAC

Training centers

IFPELAC is structured at three levels as follows,

- 1st level Headquarter (governance at National level)
- 2nd level Provincial delegations (Provincial level)
- 3rd level Training centers

IFPELAC focus on the Training centers (3rd level) as where the majority of the activities are carried out. In order to sustain the Training centers, the Provincial Delegations coordinates the activities and interfaces with the provincial government and local partners, while the Headquarter focus on the strategic policy making and interpretation, methodological approach, oversight and linkages with different entities and partners at National level.

Although belonging to different levels, it is the policy of IFPELAC to share one-vision, as one team with a sense of ownership by each individual. Especially,

the ownership at the level of Training centers is important which determines not only the quality and productivity of the activity, but also to maintain a training environment with safety. IFPELAC will keep developing Machava CFP as a reference to maintain a high benchmark of ownership through the implantation of the strengthened vocational training system.

Institutional reforms

In compliance with the law of professional education and conformity with unique standard and procedures, institutional reforms are carried out intensively. IFPELAC is implementing its by-law to structure the Provincial delegations and Training centers including creation of autonomous and independent structures with human resources and administrative components to assure that every activity will be carried out in accordance with this standard and procedures.

(c) Skills of IFPELAC

Master trainers

IFPELAC possesses basic skills which enables to initiate and realize a consistent activity. Especially, (1) Master trainers, (2) Heads or Directors of the Training centers, and (3) Pedagogic Coordinators, are the 3 key resources which contribute to the overall skills of IFPELAC. Especially, IFPELAC considers that the amount of ownership and responsibility of 18 Master trainers is the major element for the sustainability.

Master trainers have been evaluated A (level of expectation) or B (average, but improvement required in certain aspects) from the viewpoint of attitude, knowledge and ability as a conclusive evaluation through their development of the Project. Although each individual has his/her next challenges of improvement, they are considered as a resourced person who is able to train other newly recruited trainers across the country.

The PQG 2020-2024 includes the activity of modernization and construction of 5 new CFP across the country, including the rehabilitation of Lichinga CFP in Niassa province. IFPELAC targets these training centers to implement 9 training courses through the master trainers as the Overall goal.

Evaluation of Master Trainers						
A : At level of expectation B : Average, but need to improve in certain aspects C : Poor		Remarks : There was not enough opportunity to observe certain aspects in certain trainers, as pilot classes were not carried out.				
Curso	Nome	Atitudes			Conhecimentos	Habilidades
		Autodisciplina	Comunicação	Trabalho em equipe	Planejamento	Prática
Electricity	Rogério Ernestino Vilanculos	B	B	B	B	A
	Juvêncio Cardoso Casimiro	B	B	B	B	A
Refrigeration	Jaime Ernesto Chunguane	B	B	A	B	B
	Januário Armando Manhiça	B	B	B	B	A
Plumbing	Pelton Horácio	A	A	A	B	A
	Hélder João Mavuie	B	B	A	B	B
Bricklaying	João de Oliveira Dias Cândido	A	A	A	B	A
	Mateus Fernando Tinga	B	B	A	B	A
Carpentry	Donaldo Ramiro de Cássimo Munzeza	A	A	B	B	B
	Samuel Jeremias Tsope	A	A	B	B	A
Welding	João Maria Cepeda Loureiro	B	B	B	B	A
	Jaime Fanuel Maoze	B	A	B	B	A
Food processing	Hermínia Ozias Siteo	B	A	A	B	A
	Issufo Abdurramane Mussa	A	A	A	B	A
Auto Electricity	Renaldo Morais Augusto	B	B	B	B	A
	Silvestre Chitiva	A	B	B	B	A
Auto Mechanics	David Oliveira	A	B	B	B	B
	David Eugénio Checo	A	B	B	B	A
18 Master Trainers (Average)		B	B	B	B	A

Figure 31: Evaluation of Master Trainers

Horizontal integration

IFPELAC considers important to share the skills and knowledge to other regional training centers (CFP) to level up and standardize as horizontal integration. This concept has been exercised at the Capacity building for both IFPELAC and regional CFP at once during the training for 80 hours to develop “survey guidelines of graduates” in May. Half of the participants were from IFPELAC Central, while the other half were from regional CFP including provinces of Tete, Inhambane, Sofala, Niassa and Gaza. Moreover, 44% of the participants were female.

Capacity Building for IFPELAC and regional CFP (May4-31, 80 hours training)

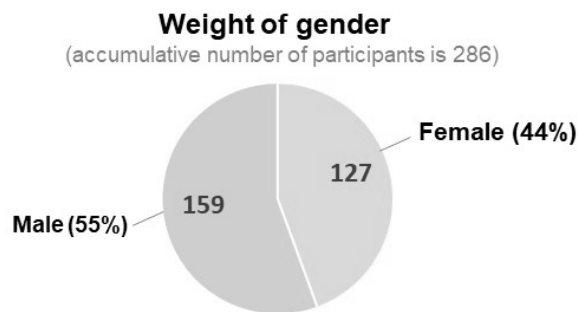
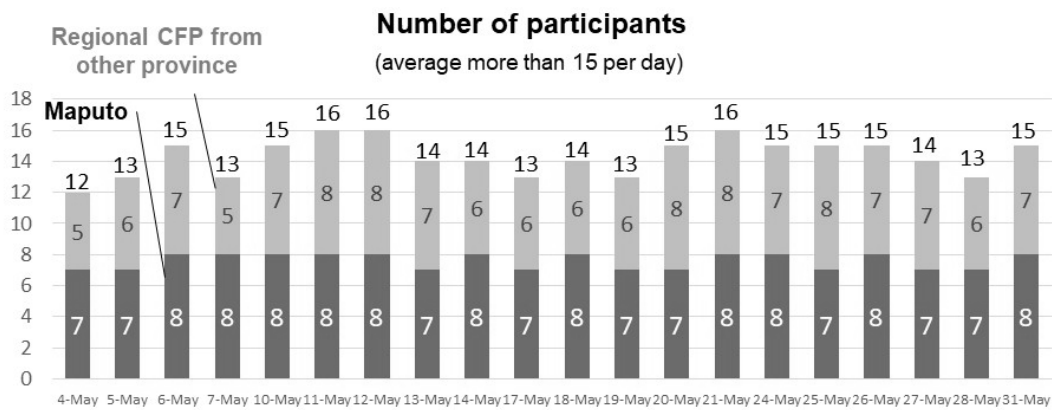


Figure 32: Capacity building for IFPELAC and regional CFP

Capacity building for IFPELAC and regional provinces (Online)



Picture 3: Capacity building for IFPELAC and regional CFP (Online)

(d) Finance of IFPELAC

Funds

The Law of Professional Education is requiring autonomy for the training centers which is becoming the basis of the structure of IFPELAC. In this regard, IFPELAC will have the obligation to develop a sustainable business model for Training centers to generate new funds through implementing the strengthened vocational training system.

The funds will be mainly collected by IFPELAC which derive from the following resources:

1. Institutions and individuals inquiring service of training at the Training center.
2. Contribution by local business community and support by partners.

The implementation of the strengthened vocational training system to the training center will generate quality and competence as an outcome, which shall

pull in new funds for appreciating its value. In addition, IFPELAC foresees competitive funds managed by ANEP (Fundo Nacional de Educação Profissional – National Fund for Professional Education).

Budget

The budget by the Government is however an important financial resource for sustainability. IFPELAC will involve the State Secretariat for Youth and Employment (SEJE) in order to secure adequate and consistent financial support from the Government. Meanwhile, IFPELAC will be allocating an amount of USD 128,000 for three years (2022-2024) as an exclusive budget for the post-project activity. Besides, the Task Force team will scrutinize the amount in detail to back up the plans of action towards the overall goal.

2. Key Factors Affecting Implementation and Outcomes

The following risks have affected the accomplishment of the PDM, both or either to PDM (ver1.0) and (ver2.0).

(1) Risks affected the PDM (ver1.0) (Until Oct 2020 activity)

(a) Discrepancy of schedule between the Grant aid project

The execution of pilot course was the key activity to accomplish PDM (ver1.0), however, the following risks were not correctly managed and reflected to revise the schedule of the pilot course on time.

Feb 2018	Grant Aid Project informed that handover of equipment would be only Oct 2019 onwards.
Jul 2018	New system (SNQP) was set by ANEP to require all the curricula approved and trainers qualified to conduct the pilot course.

Meanwhile, the schedule of pilot course was maintained to start in Jan 2019 until it was revised at the 5th JCC held in Dec 2019. No replanning was made in 2nd JCC (May 2018), 3rd JCC (Dec 2018) nor 4th JCC (Jun 2019). However, the lead time of the pilot course was still underestimated (5-8 months) at the 5th JCC until it was corrected (12 months) in 2020.

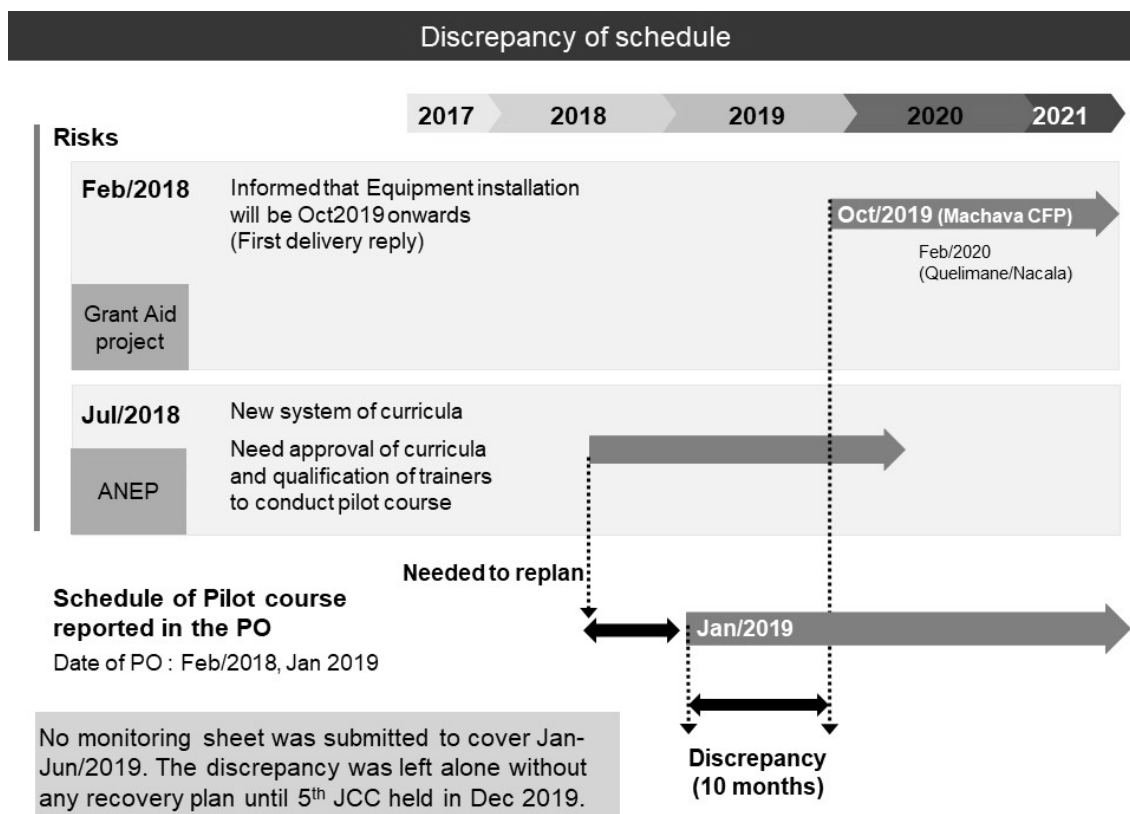


Figure 33: Discrepancy of schedule

(b) Pandemic of COVID-19

The COVID-19 pandemic has urged the experts of JICA including SENAI to urgently evacuate from Mozambique in Mar 2020. Since then, the operation shifted to online and countermeasures to COVID-19 contamination has become indispensable for all activity.

(c) Weathering of skills of Master Trainers

2 years have passed since the last training was conducted in Brazil in 2018 for the Master Trainers at the point of modifying the PDM. Therefore, it has been at priority to find new opportunity for the Master Trainers to practice hands-on to avoid their skills and experience to weather.

(2) Risks which affected the PDM (ver2.0)

(a) COVID-19 (ongoing risk)

(b) Equipment hand over (Grant Aid Project)

Information regarding the situation of equipment hand over and operations had to be controlled precisely, especially during the activity of Development of Training Environment both Stage-1 and Stage-2.

3. Evaluation on the results of the Project Risk Management

Base on the analysis of key factors which affected the implementation and outcomes of the project, the following are evaluation of risk management and /or lessons learnt.

(a) Management and communication

Review and revise of plans and action should have been made immediately in Feb 2018, when the discrepancy of schedule between the equipment delivery and pilot course was learned. To make the situation worse, unfortunate to say, the following obligatory activity didn't function as expected or was not carried out properly.

JCC

Three JCC was held since 2018, 2nd JCC (May 2018), 3rd JCC (Dec 2018), 4th JCC (Jun 2019). Especially the 2 JCC held in 2018 was the right time to change direction (or strategy) to modify the PDM to deal with the risks.

Monitoring

An intensive project monitoring mission should have been carried out in the year of 2018 when the discrepancy of schedule arose in order rebuild the strategy and plans.

(b) Safety

Specific protocol against COVID-19 was planned and conducted to control the risk of contamination throughout the activity. Specific countermeasures were practiced for 2 days with the Master trainers before the actual training of Development of Training Environment (Stage-1 and Stage-2) in Nov 2020. Specific protocols were thoroughly exercised as a routine, taking temperature every morning before training, wearing masks and washing hands at all times,

resulted zero contamination at Machava CFP. Besides, a safety check list of 30 check-points were introduced to evaluate the condition of workshop every day by the Master Trainers, including COVID-19 protection. In this regard, the risk management of COVID-19 were effective.

Zero COVID19, Zero Accidents



25/03/2021

CENTRO DE FORMAÇÃO PROFISSIONAL DE MACHAVA
REGISTRO DE TEMPERATURA - ACESSOS

Nome	Histórico de medição	Resultado da medição	COMENTÁRIOS (Data ou Hora)
1. <i>André de Brito Afonso</i>	38.2	36.2	
2. <i>Manuel Monteiro</i>	38.10	36.4	
3. <i>Guilherme Cabral</i>	38.16	36.6	
4. <i>Luís Chaves</i>	38.20	36.8	
5. <i>Roberto Almeida</i>	38.30	36.8	

Temperature check list (above)

Temperature of all participants, including Master Trainers are taken before training to get approval from Director first. Record is filed in soft data.



Safety check list of 30 check-point (right)

Conditions of participants, workshop and tools are carefully checked by Master Trainers every day before training to identify and counteract to hidden risks.

CHECKLIST DIÁRIO DE INSPEÇÃO DE SEGURANÇA - CENTRO DE MACHAVA

Sector: _____ Data: _____
Formador: _____

	SIM	NÃO	NA
1. RISCOS BIOLÓGICOS			
1.1 Faz aferição da temperatura ao entrar no Centro em decorrência da COVID 19? ⁽¹⁾	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Usa, quase que ininterrupto, máscara de segurança em razão aos efeitos causados pela ação da COVID 19? ⁽¹⁾ (O não uso é indicado ou permitido apenas em momentos de refeições e segundo o espaçamento definido). ⁽²⁾	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Faz, constantemente, uso do álcool 70° para higienização em cada ponto de permanência do Centro? ⁽¹⁾	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Faz uso consciente de água e sabão em lugares que não disponha de álcool 70°? ⁽¹⁾	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. PROTEÇÃO INDIVIDUAL			
2.1 Usa corretamente o EPI de acordo com a atividade que desenvolve no ambiente de ensino e aprendizagem? ⁽¹⁾	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Realiza, diariamente, limpeza e/ou desinfecção do EPI? ⁽¹⁾	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Guarda o EPI em local adequado? ⁽¹⁾	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Verifica diariamente as condições de desgaste dos EPIs? ⁽¹⁾	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Solicita a troca do EPI após constatar desgaste? ⁽¹⁾	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. MÁQUINAS E EQUIPAMENTOS			
3.1 Inspecciona máquinas e equipamentos diariamente no início e ao final das atividades? ⁽¹⁾	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Desliga circuitos na fonte (quadro de distribuição ou tomadas)? ⁽¹⁾	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Utiliza pincéis e estopas para limpeza diária, retirada de poeira e outras impurezas em máquinas e equipamentos? ⁽¹⁾	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Realiza manutenções periódicas em máquinas e equipamentos conforme orientações do manual do fabricante? ⁽¹⁾	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Faz o registro e acompanhamento de manutenções preventivas de máquinas e equipamentos? ⁽¹⁾	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. GESTÃO DE SEGURANÇA			
4.1 Adota algum procedimento para organização do trabalho com relação aos fatores climáticos como chuvas e ventos fortes? ⁽¹⁾	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Em períodos de chuva, desliga cabos e conectores durante e ao final das atividades? ⁽¹⁾	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Em períodos de chuva, mantém atenção a vazamentos e alagamentos no ambiente de ensino e aprendizagem com isolamento da área? ⁽¹⁾	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Verifica ao sair do ambiente, o desligamento de equipamentos e o fechamento de válvulas de gás e interruptores existentes? ⁽¹⁾	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

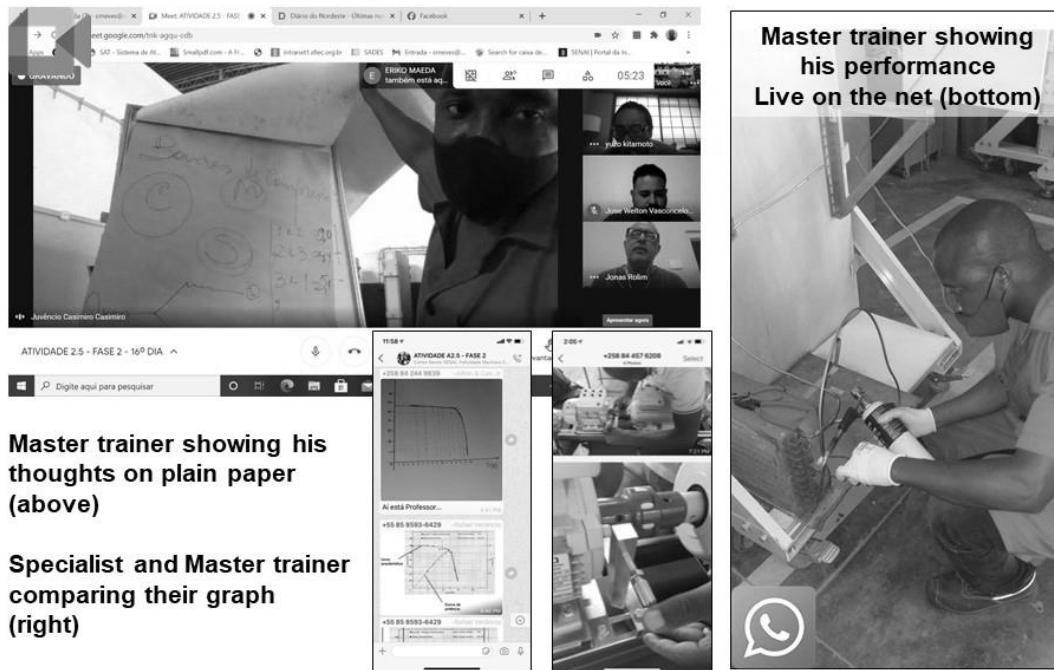
Página 1 de 2 ⁽¹⁾

Figure 34: Zero COVID-19, Zero accidents

(c) Weathering of skills of Master Trainers

New activities of PDM (ver2.0) were focused on hands-on-training by Master Trainers to avoid weathering of technical skills though practice. The Master Trainers managed to exercise 5S, operation of equipment and actual planning during the Development of Training Environment (Stage-1 and Stage-2) and TOT. In this regard, the new activities helped to avoid the risk of skill weathering.

Hands on training by Master Trainers (to avoid weathering of skills)



Picture 4: Hands on training by Master Trainers

4. Lessons Learnt

Strategy

The more the scale and scope of activities enlarges, the more it tends to lose focus and becomes vulnerable to external risks and becomes costly. This is likely what happened, to be trapped in the strategy of the strong, in the original PDM ver0.0 and ver1.0. It should have put more focus to achieve specific target, rather than diversifying the scope.

Planning

In the original PDM (ver0.0 and ver1.0), specific planning was not made for the Pilot course and TOT, which were the two backbone of the PDM. The concept, preparations, priorities, constraints, etc. of these 2 important activities were not decided and displayed in the Project. It is assumed that, by leaving these details vague had created difficulties to find new problems proactively, which allowed the speed and productivity of the project to slow down especially after 2019.

It is said that “god is in the details”. This is a reflection which is considered as

important as the strategy making mentioned above.

Core details were not planned in ver0.0 (ver1.0)			
	EX-Ante evaluation sheet (Dec 2016)	PDM (ver0.0/1.0) (Feb 2017/Apr 2019)	PDM (ver2.0) (Dec 2020)
Pilot course			
Courses	9 courses at 3CFP (= 17 workshops)	(Details were not planned)	Unable to plan Pilot course
Time to start	(not described)	Jan 2019 (in Feb 2018) May 2020 (in Dec 2020)	Discrepancy ↓
		Oct 2019 (in Feb 2018) Mar 2020 (in Feb 2019)	Grant Aid Project delivery schedule
Leadtime	(not described)	2-3 months (Originally) 5-8 months (in Dec 2020)	Discrepancy ↓
		<u>Actually 12 months</u>	Recalculated In Jun 2020
TOT	(not described)	3 months (from Feb 2021)	1.5 months (30 days)
Concept	Allocate or recruit Minimum 2 Trainers for each course at CFP	(Details were not planned)	3 new instructors for each Electricity Refrigeration Train new instructors of CO3 level superior

Figure 35: Lesson learnt (Planning)

GEMBA first

As a lesson after conducting PDM ver2.0, GEMBA first as been the principle of the new activities, and this basic attitude and mindset must be carried on. GEMBA is where the problem is created as well as the solution is found. GEMBA is where the passion and wisdom are collected by participants and where the action gets going. And we believed in that people builds the GEMBA. Therefore, we have taken importance in instructing the Master trainers to improve attitude aspects (Discipline, Communication and Team work) as priority.



lição aprendida

GEMBA Primeiro 現場第一

GEMBA é um termo japonês que significa "lugar real" onde o valor é criado

A idéia de **Gemba** é que os problemas são visíveis e as melhores ideias de melhoria virá de ir ao **Gemba**

Sua presença no **Gemba** informa sua tomada de decisão e velocidades de resolução de problemas

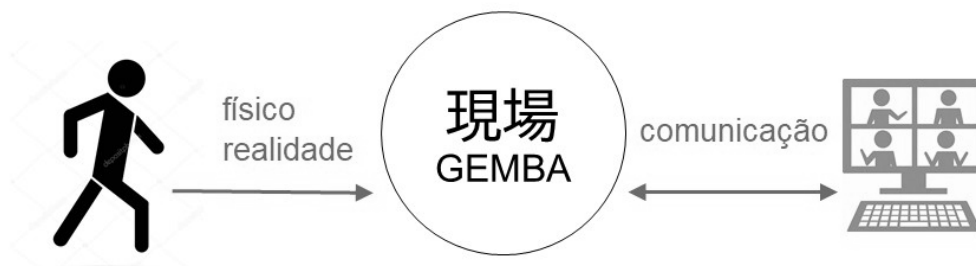


Figure 36: GEMBA Primeiro

IV. For the Achievement of Overall Goals (Post Project Completion)

1. Prospects to achieve Overall Goal

(1) Overall Goal

Narrative summary: IFPELAC's vocational training system is prepared to apply to other CFP of IFPELAC.

(2) Key criteria

The following are the key criteria to make the prospects to achieve the overall goal positive, otherwise the accomplishment would be very challenging and little optimistic.

- (a) Develop an action plan until 2024
- (b) Develop a financial plan to budget the activity until 2024
- (c) Develop and strengthen human resources

(3) Activities

The following 2 activities have been realized or planned during the period of the project to support the post project activity.

Task force team

As planned in Output 3, “3-2 IFPELAC organize a Task force team to plan to execute the 9 courses at 3 pilot centers”, IFPELAC organized a Task force team to intensively follow up above (a) and (b) after the completion of project, or during post project.

JICA Training program

2 candidates are available to join the JICA Training program of the “Enhancement of training management in vocational training institutes”, which commences in Jul 2021 by online followed by a training in Japan in Nov 2021. This assists the key criteria of above (c).

2. Plan of Operation and Implementation Structure of IFPELAC to achieve Overall Goal

Task force team

The Task Force Team is responsible to develop an unshakable plan to achieve the overall goal. The objective, criteria and expected results are as follows

Objective Develop 3 years plan (2022-2024) to implement 9 training courses at 3CFP (Machava, Qualimane and Nacala CFP) to achieve the overall goal by 2024.

Period of activity: Jul 2021 – Jun 2022 (1 year)

What to do 1. Develop 3 years action plan until 2024 (5W1H)
2. Plan the budget for year 2022, 2023 and 2024 in detail
3. Achieve approval of budget

The team member represents their specific role and position in IFPELAC and

CFP. The team reports directly to the Secretário de Estado da Juventude e Emprego to report as well as to seek for decisions and directions. The team interacts with the stakeholders who are in the position to influence and support the mission of the team.

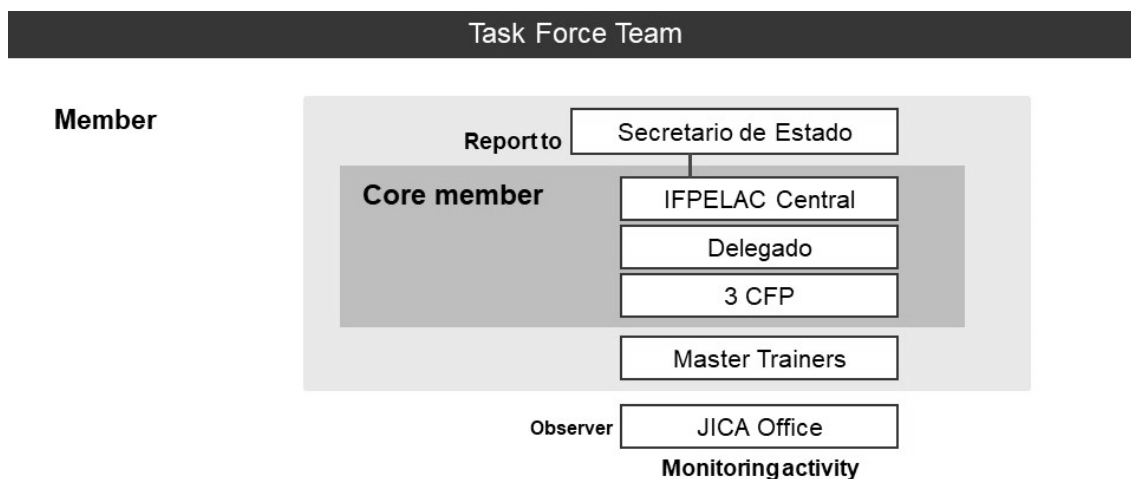


Figure 37: Task Force Team

Core member of Task Force Team

Name	Role
Anastácio Chembeze	Owner
Adelino Novais	Leader
Vitorino Banze	Vice Leader
Aníbal Lucas	Delegate / Maputo-Province
Felicidade Bambo	Director / CFP Machava
Silvestre Chitiva	Pedagogical Coordinator / CFP Machava
José Nhavene	Delegate / Zambézia Province
Hussene Charifo	Director / CFP Quelimane
Nadia Jackeline	Pedagogical Coordinator / CFP Quelimane
Saraiva Chicumule	Delegate / Nampula Province
Ismael Linha	Coordinator / CFP Nacala
Muassite Sonjo	Pedagogical Coordinator / CFP Nacala

Figure 38: Core member of the Task Force Team

The Task Force Team will play a key role to drive the post project planning and

the budget will derive from the resources of IFPELAC.

On the other hand, SENAI plans to carry out a monitoring activity during 2-6 of Aug 2021 at IFPELAC, so that the progress of activities of Task Force Team are checked.

3. Recommendations for IFPELAC

Road map

The roadmap consists of implementing the strengthened vocational training system to Machava CFP as first priority, followed by Quelimane and Nacala CFP. It is ideal to accomplish 2 cycles of training courses at different CFP (either Machava, Quelimane and Nacala CFP), with 9 different courses. The following are the conditions to plan 2 cycles until Jun 2024,

- (a) Keep the focus on Machava CFP to carry out the 1st cycle.
- (b) Assume that the total lead time for a training course requires 22 months.

Leadtime for preparation (including recruiting)	4 Months
Leadtime of the training course itself	12 Months
Leadtime for post-course (review and survey)	6 Months
Total	22 Months

- (c) Transfer the training courses to Quelimane and Nacala CFP after machava CFP with the lesson learnt.

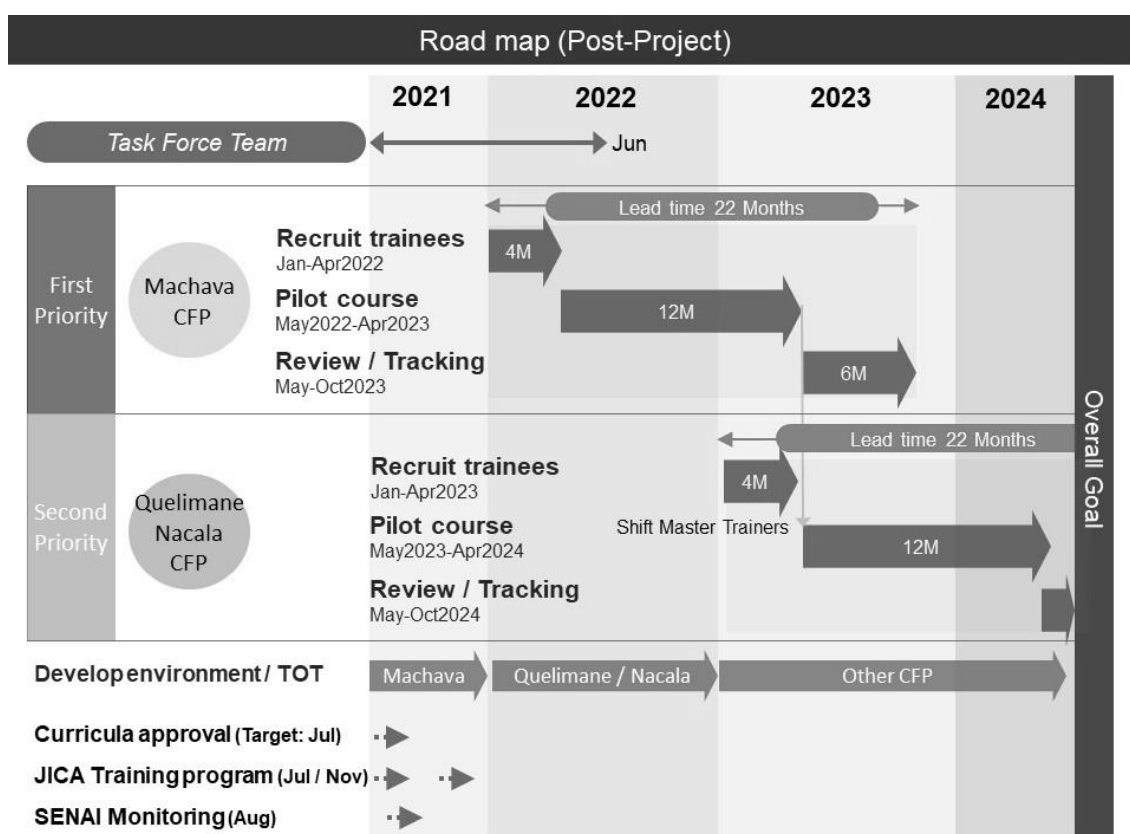


Figure 39: Road map (Post project)

In order to complete above cycles by Jun 2024, the following 2 activities must start without delay,

- (d) Start the development of training environment at Machava CFP and TOT from Jul 2021 till Dec 2021 (6 months).
- (e) Start the recruiting of trainees and preparation of the training course from Jan 2022 for the first training course in Machava CFP.

4. Monitoring Plan from the end of the Project to Ex-post Evaluation

Mid-term plan

The following figures shows the Mid-term plan developed by IFPELAC covering from the end of the Project (Jul 2021) until 2025 onwards. Needless to mention, the overall goal is set at Jun 2024.

The First priority is, as mentioned in the Road map, to carry out training courses

at Machava CFP from Jan 2022. The Second priority is to start the training courses at Quelimane and Nacala CFP from 2023. The third priority is to expand the training courses to other CFP in 2024.

The overall goal is to prepare for the expansion of the strengthened vocational training system to other CFP which is incorporated in the Third priority.

IFPELAC has registered a certain amount of budget for the post-PAMEP21 activities (First, Second and Third priority activity) as follows,

2022	USD 32,000
2023	USD 48,000
2024	USD 48,000
Total	USD128,000

The Task Force Team shall study and develop a precise action plan to fine tune this budget to obtain final approval.

Monitoring by JICA

JICA, as an Observer for the Task Force Team, will monitor the activity and results during post-project to support the sustainability towards the overall goal. At the same time, JICA will keep monitoring the installation and hand over of the equipment of the Grant Aid project which supposed to finish by Oct 2021.

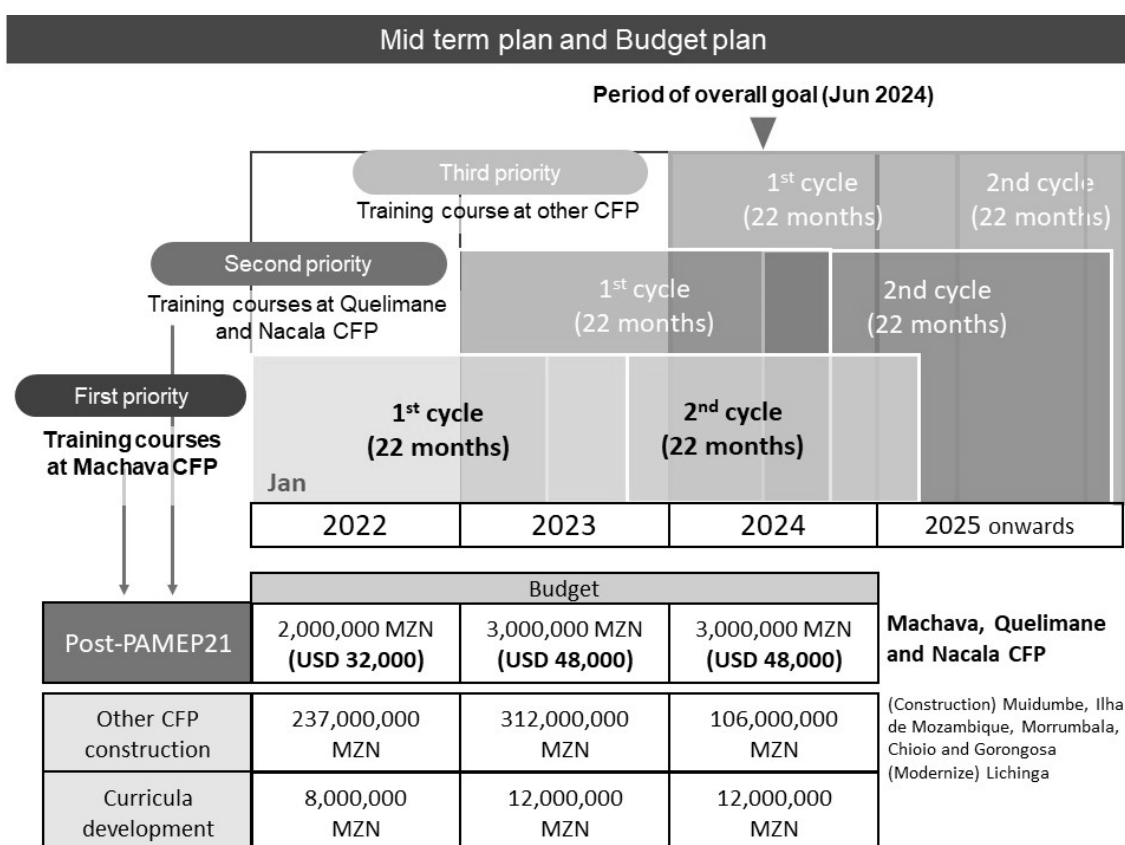


Figure 40: Mid-term plan and budget plan

(End of report)

- ANNEX 1:**
- List of experts (JICA)
 - List of experts (SENAI)
 - List of counterparts (IFPELAC)
 - List of trainings (in List of experts of SENAI)
- ANNEX 2:**
- List of reports (SENAI)

List of Experts (JICA)

Member **1st Chief Advisor : Mr. Hiramatsu**
2nd Chief Advisor : Mr. Kitamoto
Project Coordinator : Ms.Maeda

	Arrival / Departure		
2017	Jun	1st Chief Advisor :Arrive Mozambique	
2018			
2019	Jun	1st Chief Advisor :Depart Mozambique	
	Jul	Project Coordinator : Arrive Mozambique	
2020	Mar	Evacuation from Mozambique 2nd Chief Advisor : (Postpone to travel) Project Coordinator : Depart Mozambique	Mozambique 2020 Mar-Aug State of Emergency
2021	Apr	Project Coordinator : Resume to travel	
	Jun	Project Coordinator : Return to Japan	

Online
(16months)



List of experts (SENAI) including trainings

Remarks: Activity numbers are SENAI originated codes

PRODUCT: CURRICULUMS			
Activity A1.1 - Analyse the current existing curricula from the National Qualification Framework in the four areas of the Project (civil construction, welding, automobile and food processing)			
EXPERT NAME	EXPERT AREA	VISIT PERIOD TO MOZAMBIQUE	ACTIVITY PERIOD
Francisco Wanderley Diógenes Peixoto	Electricity	Activity carried out in Brazil	18 to 29/09/2017
Marcos Paulo Amaral Nogueira	Welding	Activity carried out in Brazil	18 to 29/09/2017
José Luiz Fernandes Teixeira de Alcântara	Civil Construction	Activity carried out in Brazil	18 to 29/09/2017
Themis Vieira Lima Silva	Food Processing	Activity carried out in Brazil	18 to 29/09/2017
Carlos Roberto Castanheira das Neves	Automobile/Refrigeration	Activity carried out in Brazil	18 to 29/09/2017
Activity A1.2 - Diagnose the current infrastructure, human resources and courses in the three CFPs in the four areas of the Project (civil construction, welding, automobile and food processing)			
EXPERT NAME	EXPERT AREA	VISIT PERIOD TO MOZAMBIQUE	ACTIVITY PERIOD
Francisco Wanderley Diógenes Peixoto	Electricity	30/09 to 29/10/2017	02 to 27/10/2017
Marcos Paulo Amaral Nogueira	Welding	30/09 to 29/10/2017	02 to 27/10/2017
José Luiz Fernandes Teixeira de Alcântara	Civil Construction	30/09 to 29/10/2017	02 to 27/10/2017
Themis Vieira Lima Silva	Food Processing	30/09 to 29/10/2017	02 to 27/10/2017
Carlos Roberto Castanheira das Neves	Automobile/Refrigeration	30/09 to 29/10/2017	02 to 27/10/2017
Activity A1.3 - Elaborate professional profiles and design curricula for the four areas of the Project (civil construction, welding, automobile and food processing)			
EXPERT NAME	EXPERT AREA	VISIT PERIOD TO MOZAMBIQUE	ACTIVITY PERIOD
Marcos Paulo Amaral Nogueira	Welding	Activity carried out in Brazil	06 to 10/11/2017
José Luiz Fernandes Teixeira de Alcântara	Civil Construction	Activity carried out in Brazil	06 to 10/11/2017
Themis Vieira Lima Silva	Food Processing	Activity carried out in Brazil	06 to 10/11/2017
Carlos Roberto Castanheira das Neves	Automobile/Refrigeration	Activity carried out in Brazil	06 to 10/11/2017
Sonia Maria Gomes Parente	Methodological Coordination	Activity carried out in Brazil	06 to 10/11/2017
Activity A1.4 - Mediate the Specialist Panels at provincial level in Maputo, Zambézia and Nampula in the four areas of the Project (civil construction, welding, automobile and food processing)			
EXPERT NAME	EXPERT AREA	VISIT PERIOD TO MOZAMBIQUE	ACTIVITY PERIOD
Marcos Paulo Amaral Nogueira	Welding	25/11 to 10/12/2017	27/11 to 08/12/2017
José Luiz Fernandes Teixeira de Alcântara	Civil Construction	25/11 to 10/12/2017	27/11 to 08/12/2017
Themis Vieira Lima Silva	Food Processing	25/11 to 10/12/2017	27/11 to 08/12/2017
Carlos Roberto Castanheira das Neves	Automobile/Refrigeration	25/11 to 10/12/2017	27/11 to 08/12/2017
Sonia Maria Gomes Parente	Methodological Coordination	25/11 to 10/12/2017	27/11 to 08/12/2017
Activity A1.5 - Elaborate the pedagogical and didactical documents and the didactic materials for the four areas of the Project (civil construction, welding, automobile and food processing)			
EXPERT NAME	EXPERT AREA	VISIT PERIOD TO MOZAMBIQUE	ACTIVITY PERIOD
Marcos Paulo Amaral Nogueira	Welding	Activity carried out in Brazil	02/01 to 26/03/2018
José Luiz Fernandes Teixeira de Alcântara	Civil Construction	Activity carried out in Brazil	02/01 to 26/03/2018
Themis Vieira Lima Silva	Food Processing	Activity carried out in Brazil	02/01 to 26/03/2018
Carlos Roberto Castanheira das Neves	Automobile/Refrigeration	Activity carried out in Brazil	02/01 to 26/03/2018
Activity A1.6 - Acompanhamento dos currículos quanto a aprovação e atividades de planejamento.			
EXPERT NAME	EXPERT AREA	VISIT PERIOD TO MOZAMBIQUE	ACTIVITY PERIOD
Marcos Paulo Amaral Nogueira	Welding	Virtual activity (online)	01/10/2020 to 11/12/2020
Rafael Venancio Lemos Santos	Civil Construction	Virtual activity (online)	01/10/2020 to 31/05/2021
Carlos Roberto Castanheira das Neves	Automobile/Refrigeration	Virtual activity (online)	01/10/2020 to 31/05/2021
Activity A1.7 - Assist in the designing of the executive projects regarding the renovation of the three pilot VTCs			
EXPERT NAME	EXPERT AREA	VISIT PERIOD TO MOZAMBIQUE	ACTIVITY PERIOD
Marcos Paulo Amaral Nogueira	Welding	Activity carried out in Brazil	02 to 12/04/2018
José Luiz Fernandes Teixeira de Alcântara	Civil Construction	Activity carried out in Brazil	02 to 12/04/2018
Themis Vieira Lima Silva	Food Processing	Activity carried out in Brazil	02 to 12/04/2018
Carlos Roberto Castanheira das Neves	Automobile/Refrigeration	Activity carried out in Brazil	02 to 12/04/2018
Activity A1.7 EXTRA - Elaborate Document with Security Protocol for COVID-19			
EXPERT NAME	EXPERT AREA	VISIT PERIOD TO MOZAMBIQUE	ACTIVITY PERIOD
Lincon Teles Portela Dourado	Occupational Health and Safety	Virtual activity (online)	28/10/2020 to 10/11/2020
Maria Rosendo Brandão	Methodological Support	Virtual activity (online)	28/10/2020 to 10/11/2020

PRODUCT: TRAINING FOR TRAINERS

Activity A2.1 - Prepare the technical training of the trainers of trainers in the nine courses of the Project

EXPERT NAME	EXPERT AREA	VISIT PERIOD TO MOZAMBIQUE	ACTIVITY PERIOD
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Marcos Paulo Amaral Nogueira	Welding	Activity carried out in Brazil	07/05 to 01/06/2018
José Luiz Fernandes Teixeira de Alcântara	Civil Construction	Activity carried out in Brazil	07/05 to 01/06/2018
Themis Vieira Lima Silva	Food Processing	Activity carried out in Brazil	07/05 to 01/06/2018
Carlos Roberto Castanheira das Neves	Automobile/Refrigeration	Activity carried out in Brazil	07/05 to 01/06/2018

Activity A2.2 - Provide technical training to the trainers of trainers in the nine courses of the Project in Brazil

EXPERT NAME	EXPERT AREA	VISIT PERIOD TO MOZAMBIQUE	ACTIVITY PERIOD
Francisco Wanderley Diógenes Peixoto	Electricity	Activity carried out in Brazil	20/08 to 14/12/2018
Marcos Paulo Amaral Nogueira	Welding	Activity carried out in Brazil	20/08 to 14/12/2018
José Luiz Fernandes Teixeira de Alcântara	Civil Construction	Activity carried out in Brazil	20/08 to 14/12/2018
Themis Vieira Lima Silva	Food Processing	Activity carried out in Brazil	20/08 to 14/12/2018
Carlos Roberto Castanheira das Neves	Automobile/Refrigeration	Activity carried out in Brazil	20/08 to 14/12/2018
Washington Luiz Lemos da Silva	Automobile Electricity	Activity carried out in Brazil	20/08 to 14/12/2018
Leonardo Pereira Lima	Refrigeration	Activity carried out in Brazil	20/08 to 14/12/2018
Erivano Lúcio Passos	Bricklayer	Activity carried out in Brazil	20/08 to 14/12/2018
Filipe César da Silva Monte	Carpenter	Activity carried out in Brazil	20/08 to 14/12/2018

(*) outros formadores também participaram

Activity A2.3 - Provide psycho-pedagogical training for the trainers of trainers in the four areas of the Project in Mozambique (civil construction, welding, automobile and food processing)

EXPERT NAME	EXPERT AREA	VISIT PERIOD TO MOZAMBIQUE	ACTIVITY PERIOD
Sonia Maria Gomes Parente	Unit Manager	22/04 to 17/05/2019	22/04 to 17/05/2019
Ana Paula Melo e Silva	Educational coordinator	22/04 to 17/05/2019	22/04 to 17/05/2019
Silvia Kelen Silveira Freitas	Educational coordinator	22/04 to 17/05/2019	22/04 to 17/05/2019

Activity A2.4 - Provide cross competencies training for the trainers of trainers in the four areas of the Project in Mozambique (civil construction, welding, automobile and food processing)

EXPERT NAME	EXPERT AREA	VISIT PERIOD TO MOZAMBIQUE	ACTIVITY PERIOD
Lincon Teles Portela Dourado	Environment	05 to 30/08/2019	05 to 30/08/2019
Carla Gervânia Alves Xavier	Quality	05 to 30/08/2019	05 to 30/08/2019
José Claudio Albuquerque de Moraes	Occupational Health and Safety	05 to 30/08/2019	05 to 30/08/2019

Activity A2.5 FASE 1 - Assist the trainers of trainers in the setup of educational environments in the Machava CFP (organization of environments)

EXPERT NAME	EXPERT AREA	VISIT PERIOD TO MOZAMBIQUE	ACTIVITY PERIOD
Marcos Paulo Amaral Nogueira	Welding	Virtual activity (online)	11/11 to 08/12/2020
Carlos Roberto Castanheira das Neves	Automobile/Refrigeration	Virtual activity (online)	11/11 to 08/12/2020
Rafael Venancio Lemos Santos	Bricklayer/Plumber	Virtual activity (online)	11/11 to 08/12/2020
José Welton Vasconcelos da Silva	Electricity	Virtual activity (online)	11/11 to 08/12/2020

Activity A2.5 FASE 2 - Assist the trainers of trainers in the setup of educational environments in the Machava CFP (use of equipment)

EXPERT NAME	EXPERT AREA	VISIT PERIOD TO MOZAMBIQUE	ACTIVITY PERIOD
Carlos Roberto Castanheira das Neves	Automobile/Refrigeration	Virtual activity (online)	01/02 to 30/03/2021
Rafael Venancio Lemos Santos	Electricity	Virtual activity (online)	01/02 to 30/03/2021

Activity A2.6 - Advise the Master Trainers during the pilot courses in the four areas of the Project in Mozambique

EXPERT NAME	EXPERT AREA	VISIT PERIOD TO MOZAMBIQUE	ACTIVITY PERIOD
Marcos Paulo Amaral Nogueira	Welding	CANCELED	CANCELED
José Luiz Fernandes Teixeira de Alcântara	Civil Construction	CANCELED	CANCELED
Themis Vieira Lima Silva	Food Processing	CANCELED	CANCELED
Carlos Roberto Castanheira das Neves	Automobile/Refrigeration	CANCELED	CANCELED

Activity A2.7 - Develop Method or Research Procedure for Tracking Alumni

EXPERT NAME	EXPERT AREA	VISIT PERIOD TO MOZAMBIQUE	ACTIVITY PERIOD
Tatiana Holanda Magalhães	School Secretariat - Methodology	Virtual activity (online)	03 to 28/05/2021
João Luiz Almeida de Oliveira	School Secretary - Graduates	Virtual activity (online)	03 to 28/05/2021

Activity A2.8 - Follow Up / Guide Development of Distance Technological Update Capacity Building for New Trainers

EXPERT NAME	EXPERT AREA	VISIT PERIOD TO MOZAMBIQUE	ACTIVITY PERIOD
Carlos Roberto Castanheira das Neves	Automobile/Refrigeration	Virtual activity (online)	21/4 to 2/6/2021
Rafael Venancio Lemos Santos	Electricity	Virtual activity (online)	12/04 to 24/05/2021

PRODUTO: GESTÃO ESCOLAR

Activity A3.1 - Conduct the diagnose of the current education management process in IFPELAC and in the three pilot CFP

EXPERT NAME	EXPERT AREA	VISIT PERIOD TO MOZAMBIQUE	ACTIVITY PERIOD
Walaci Ferreira Fialho	School management	17/09 to 18/10/2017	18/09 to 16/10/2017
Tatiana Holanda Magalhães	School Management - Secretariat	17/09 to 18/10/2017	18/09 to 16/10/2017

Activity A3.2 - Develop management profiles and procedures of the educational management process for IFPELAC and the three pilots CFP's PILOTO

EXPERT NAME	EXPERT AREA	VISIT PERIOD TO MOZAMBIQUE	ACTIVITY PERIOD
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Walaci Ferreira Fialho	School management	Activity carried out in Brazil	30/10 to 28/11/2017
Tatiana Holanda Magalhães	School Management - Secretariat	Activity carried out in Brazil	30/10 to 28/11/2017
Maria Rosendo Brandão	School Management - Procedures	Activity carried out in Brazil	30/10 to 28/11/2017
Carla Sousa Braga	School Management - Pedagogical	Activity carried out in Brazil	30/10 to 28/11/2017

Activity A3.3 - Design management training programme for IFPELAC's staff and the three pilots CFP's

EXPERT NAME	EXPERT AREA	VISIT PERIOD TO MOZAMBIQUE	ACTIVITY PERIOD
Tatiana Holanda Magalhães	School Management - Secretariat	Activity carried out in Brazil	01/12 to 11/01/2018
Maria Rosendo Brandão	School Management - Quality	Activity carried out in Brazil	01/12 to 11/01/2018
Carla Sousa Braga	School Management - Pedagogical	Activity carried out in Brazil	01/12 to 11/01/2018

Activity A3.4 - Design data base and spread sheet training programme for the management support of IFPELAC and the three pilots CFP's

EXPERT NAME	EXPERT AREA	VISIT PERIOD TO MOZAMBIQUE	ACTIVITY PERIOD
Roberta Poliana Fonseca Ribeiro	Information Technology	Activity carried out in Brazil	01 to 15/12/2017
Francisco Clayton Rodrigues Moura	Information Technology	Activity carried out in Brazil	01 to 15/12/2017

Activity A3.5 - Develop the training for managers, educational supervisors and clerks from IFPELAC

EXPERT NAME	EXPERT AREA	VISIT PERIOD TO MOZAMBIQUE	ACTIVITY PERIOD
Tatiana Holanda Magalhães	School Management - Secretariat	16/04 to 21/05/2018	16/04 to 21/05/2018
Maria Rosendo Brandão	School Management - Head of Center	16/04 to 21/05/2018	16/04 to 21/05/2018
Carla Sousa Braga	School Management - Pedagogical	16/04 to 21/05/2018	16/04 to 21/05/2018

Activity A3.6 - Develop the training of management of the data base and electronic spread sheet of IFPELAC

EXPERT NAME	EXPERT AREA	VISIT PERIOD TO MOZAMBIQUE	ACTIVITY PERIOD
Roberta Poliana Fonseca Ribeiro	Information Technology	22/05 to 04/06/2018	22/05 to 04/06/2018
Francisco Clayton Rodrigues Moura	Information Technology	22/05 to 04/06/2018	22/05 to 04/06/2018

Activity A3.7 - Guiding / Following the Performance of the School Management Processes of the Center Chief, Coordinator and Secretary of the CFP of Machava and Technicians of the Central IFPELAC

EXPERT NAME	EXPERT AREA	VISIT PERIOD TO MOZAMBIQUE	ACTIVITY PERIOD
Tatiana Holanda Magalhães	School Management - Secretariat	Virtual activity (online)	05 to 30/04/2021
Patricia Noara Pessoa Coziuc	School Management - Head of Center	Virtual activity (online)	05 to 30/04/2021
Ana Paula Melo e Silva/Carla Sousa Braga	School Management - Pedagogical	Virtual activity (online)	05 to 30/04/2021

Activity A3.8 - Guiding Workshops (Workshops) to be carried out by Master Trainers at the end of the Project

EXPERT NAME	EXPERT AREA	VISIT PERIOD TO MOZAMBIQUE	ACTIVITY PERIOD
Marcos Paulo Amaral Nogueira	Welding	CANCELED	CANCELED
Rafael Venancio Lemos Santos	Civil Construction	CANCELED	CANCELED
Themis Vieira Lima Silva	Food Processing	CANCELED	CANCELED
Carlos Roberto Castanheira das Neves	Automobile/Refrigeration	CANCELED	CANCELED

PRODUCT: DRAFTING AN ACTIVITY REPORT AND ACTION PLAN FOR FUTURE INITIATIVES

ACTIVITY A4.1 - COORDINATE PROJECT ACTIVITIES IN MOZAMBIQUE

EXPERT NAME	EXPERT AREA	VISIT PERIOD TO MOZAMBIQUE	ACTIVITY PERIOD
Jonas Bezerra Rolim	School Management and Coordination	18/09/2017 to 27/03/2020	18/09/2017 to 30/06/2021

ACTIVITY A4.2 - ASSIST PROJECT ACTIVITIES IN BRAZIL

EXPERT NAME	EXPERT AREA	VISIT PERIOD TO MOZAMBIQUE	ACTIVITY PERIOD
Carlos Egberto Rodrigues Mesquita	Project management	13 to 26/05/2018; 16 to 30/03/2019; 29/02 to 14/03/2020	18/09/2017 to 27/03/2020
Jonas Bezerra Rolim	School Management and Coordination	Virtual activity (online)	30/03/2020 to 30/06/2021

ACTIVITY A4.3 - MONITORING THE PROJECT

EXPERT NAME	EXPERT AREA	VISIT PERIOD TO MOZAMBIQUE	ACTIVITY PERIOD
Isadora Martinez Starling	International relations	09/2017; 13 to 26/05/2018	18/09/2017 to 07/01/2019
Débora Fialho Bais	International relations	13 to 26/05/2018; 16 to 30/03/2019; 29/02 to 14/03/2020	01/08/2018 to 30/06/2021

List of Counterpart (List of participants in VII JCC <Jun4, 2021>

Institution	N/O	Listed in RD	JCC	Name	Function
SEJE	1		✓	Oswaldo Petersburgo	Secretário de Estado Juventude e Emprego
	2	✓	✓	Anastácio Chembeze	Director -geral
	3	✓	✓	Adelino Novais	Director -geral Adjunto
	4			Ester Macamo	Directora -geral Adjunta
	5	✓	✓	Vitorino Banze	Chefe Departamento de Qualif.
	6		✓	Saraiva Chicumule	Delegado Prov. Nampula
	7		✓	Henriqueta Nhangumbe	Chefe Dept. Prov. Formação Profissional
	8		✓	Ismael Linha	Coorden. CFP Nacala
	9		✓	Muassite Sonjo	Coorden. Pedagógica CFP Nacala
	10		✓	José Nhavene	Delegado Prov. Zambézia
	11	✓	✓	Hussene Saide	Chefe CFP Quelimane
	12		✓	Nadia Jackline	Coorden. Pedagógica CFP Quelimane
	13			Falecina Artur	Secretaria Escolar CFP Quelimane
	14		✓	Elsa Diogo André	CFP Quelimane
	15		✓	Aníbal Lucas	Delegado Prov. Maputo
	16			Salomão Chambule	Chefe Dept. Prov. Formação Profissional
	17			Sergio Domingos	Chefe do Departamento de Admin. E Finanças
	18		✓	Ercilda Mazivila	Chefe Departamento de Planif. e Cooperação
	19		✓	Telma Mueio	Chefe Departamento de Estudos Laborais
	20		✓	Zefanias Mungumbe	Chefe Depart. Form. Admin. Do Trabalho
	21		✓	Paulino Bata	Departamento de Estudos Laborais
	22			Agostinha Ceia de Araújo	Departamento de Estudos Laborais
	23		✓	Joaquim Sebastião Roque	CFP Nacala
	24			Abduramane Nemane	Chefe CFP Nampula
	25	✓	✓	Felicidade Bambo	Chefe CFP Machava
	26		✓	Sandra Matlombe	Secretaria Escolar CFP Machava
	27	✓		Hermínia Siteo	Formadora Mestre Proc. Alimentos
	28	✓		Issufo Abdurramane	Formador Mestre Proc. Alimentos
	29	✓	✓	João Loureiro	Formador Mestre Soldadura
	30	✓	✓	Jaime Maoze	Formador Mestre Soldadura
	31	✓	✓	Mateus Tinga	Formador Mestre Pedreiro
	32	✓	✓	João de Oliveira	Formador Mestre Pedreiro
	33	✓	✓	Doando Munzeza	Formador Mestre Carpintaria
	34	✓		Samuel Tsope	Formador Mestre Carpintaria
	35	✓		Jaime Chunguane	Formador Mestre Mecânica de Refrigeração
	36	✓	✓	Januário Manhica	Formador Mestre Mecânica de Refrigeração
	37	✓	✓	Pelton Horácio	Formador Mestre Canalização
	38	✓	✓	Hélder Mavuie	Formador Mestre Canalização
	39	✓	✓	David Checo	Formador Mestre Mecânica auto
	40	✓		David Oliveira	Formador Mestre Mecânica auto
	41	✓	✓	Reinaldo Morais	Formador Mestre Electricidade auto
	42	✓	✓	Sivestre Chitiva	Formador Mestre Electricidade auto
	43	✓		Rogério Vilanculos	Formador Mestre Electricidade Instaladora
	44	✓	✓	Juvêncio Casimiro	Formador Mestre Electricidade Instaladora
	45		✓	Ema Vieira	Chef. Dep. Formação Profissional
	46		✓	Paulo Matapa	Delegado-IFPELAC Niassa
	47		✓	Ivan Amade	Secretaria de Estado da Juventude e Emprego
	48		✓	Ivone Macule	Chef. Dep. Formacao Formad
	49		✓	Lidia Zibia	CFP Machava
JICA	50			Mizuki Matsuzaki	JICA Japão
	51		✓	Aika Tomimatsu	JICA Japão
	52			Hiroaki Endo	JICA Moçambique
	53		✓	Chiaki Kobayashi	JICA Moçambique
	54		✓	Kohei Kawazuma	JICA Moçambique
	55		✓	Armando Nhanombe	JICA Moçambique
	56		✓	Yuzo Kitamoto	JICA Japão (Especialista)
	57		✓	Eriko Maeda	JICA Japão (Especialista)
SENAI	58		✓	Jonas Rolim SENAI	SENAI Ceará (Especialista)
	59		✓	Debora Fialho Bais SENA	SENAI DN (Especialista)
	60			Sonia Parente	SENAI Ceará (Especialista)
Total		23	45		

JICA Project Deliverable and Report (from SENAI)

Not necessary due to PDM modification

Online activity

#	Name of report (Description written in contract with SENAI)	Code	SENAI Activity
			Description
1	Report of curricula analysis for the four areas of the Project	A1.1	Analyse current curricula
2	Infrastructure Diagnose Report	A1.2	Diagnose current infrastructure, human resources and courses
3	Human Resources Diagnose Report		
4	Courses Diagnose Report		
5	Professional Profiles	A1.3	Elaborate professional profiles and design curricula
6	Curricula Design		
7	Updated Professional Profiles approved by the technical Sectoral Committees	A1.4	Mediate specialist panels
8	Professional Profile	A1.5	Elaborate pedagogical and didactical documents and didactic materials
9	Curricula Design		
10	Course Plan		
11	Teaching Plan		
12	Standardized Practices		
13	Pedagogical Environments Lay-out		
14	Courses Technical Checklist		
15	Teaching Material (digital books and hand-outs)	A1.6	Improve didactical and pedagogical documents
16	Revised Professional Profiles		
17	Revised Curricula Design		
18	Revised Courses Plan		
19	Revised Teaching Plans		
20	Revised Standardized Practices		
21	Revised Pedagogical Environments Lay-outs		
22	Revised Courses Technical Checklist		
23	Revised Teaching Materials (books and hand-outs)	A1.7	Assist in designing of executive projects regarding renovation of 3 pilot VTCS
24	Revised Executive Project		
25	Training Action Plans	A2.1	Prepare technical training of the trainers of trainers
26	Trainers of Trainers Technical Performance Report	A2.2	Provide technical training of the trainers of trainers
27	Trainers of Trainers Pedagogical Performance Report	A2.3	Provide psycho-pedagogical training for the trainers of trainers
28	Trainers of Trainers cross competencies Report	A2.4	Provide cross competencies training for the trainers of trainers
29	Reports of Educational Environments	A2.5	Assist the trainers of trainers in the setup of educational environments
30	Trainers of Trainers Performance Report	A2.6	Advise master trainers during the pilot courses
31	Students Satisfaction Report		
32	Trace Survey Report	A2.7	Conduct trace survey
33	Technical Recommendation Report to Master Trainers	A2.8	Advise Master trainers during the training of trainers
34	Educational Management Process Diagnose Report	A3.1	Conduct diagnose of current education management process
35	Customized Educational Management Profiles and Procedures	A3.2	Develop management profiles and procedures of educational management process
36	Training Action Plan	A3.3	Design management training programme for INEFP's staff and 3 pilot CFP
37	Course Training Plan for the data base and electronic spread sheet management	A3.4	Design data base and spread sheet training programme for management support of INEFP
38	Managers` Procedural Guidelines		

39	Educational Supervisors` Procedural Guidelines	A3.5	Develop training for manager, educational supervisors and clerks from INEFP
40	Clerks` Procedural Guidelines		
41	Conclusion course certificate	A3.6	Develop training of management of data base and electric spread sheet of INEFP
42	Target Group Performance Report	A3.7	Assess performance of managers, educational supervisors and clerks from INEFP and from 3
45	Trainers of Trainers Performance Report	A3.8	Assist in workshop held by the trainer of trainers to the other trainers
46	Mozambique Monthly Activity Report Coordinate project activities in Mozambique =>as SENAI call "Technical Coordination Report" Actually covering annually (not monthly)	A4.1	1ST REPORT (Dated MAR/30/2018)
			2ND REPORT (Dated OCT/15/2018)
			3RD REPORT (Dated AUG/31/2019)
			4TH REPORT (Dated SEP/15/2020)
			5TH REPORT (from OCT/2020 activity)
47	Brazil Monthly Activity Report	A4.2	Assist project activities in Brazil
48	Action Plan for post-project moment	A4.1	Coordinate project activities in Mozambique
49	Monitoring Reports	A4.3	Monitor the project
50	Progress Report (Relatorio de progresso)		1ST MAR/END 2018
			2ND SEP/END 2018
			3RD MAR/END 2019
			4TH SEP/END 2019
			5TH MAR/END 2020
			6TH SEP/END 2020
51	Project final report (Relatorio final de projet)		So called "Final Progress Report"
52	Mission Report => Summarize the Project with/analysis and observations, etc		After Aug2-6 monitoring by SENAI