REPUBLIC OF RWANDA

RWANDA MANAGEMENT INSTITUTE

Towards self-driven management innovations

TRAINING IMPACT ASSESSMENT OF RMI PROFESSIONAL CERTIFIED PROGRAMS WITH A FOCUS ON PROJECT MANAGEMENT PROFESSIONAL (PMP®.)

September 2026

ACRONYMS AND ABBREVIATIONS

CRFC : Centre Rwandais de Formation des Cadres

CSO: Civil Society Organizations

HR: Human Resources

ICT: Information Communication Technology

KII: Key Informant Interviews

MIFOTRA: Ministry of Public Service and Labor

NGO: Non-governmental Organizations

NST2: Second National Strategy for Transformation

PMP: Project Management Professional

REP: Global Registered Education Provider

RMI: Rwanda Management Institute

ROI: Return on Investment

SPIU: Single Project Implementation Unit

ToR: Terms of Reference

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FOREWORD



This study evaluates the 2018–2024 Project Management Professional (PMP®) training program delivered by Rwanda Management Institute (RMI). It measures the training impact while examining how the program aligns with national goals outlined in Rwanda's NST2 and Vision 2050.

During the study, analysis relied on a blend of quantitative and qualitative research. Data was collected using structured questionnaires, carefully designed interviews, and firsthand feedback from alumni and their supervisors. This mixed-methods strategy ensured conclusions reflective of both measurable data and genuine, lived experiences of the individuals and organizations involved.

The study further examined the impact of the PMP® training program on project management capabilities across the public, private, and non-profit sectors. Beyond showcasing core achievements and systemic challenges, it delivered practical guidance to boost the program's long-term value, Return on Investments (ROI), and institutional sustainability.

This study was a result of close consultative and collaborative effort among different participating parties. Its completion reflects a shared commitment among participating institutions, alumni, and supervisors to advancing project management excellence in Rwanda.

On behalf of RMI and on my own behalf, I extend our sincere gratitude to all study participants. Their active engagement was pivotal to producing this report and remains vital to the continuous improvement, modernization, and sustainability of the PMP® training program.

Dr. MULINDAHABI Charline
Director General, Rwanda Management Institute

EXECUTIVE SUMMARY

Overview

Since 2018, the Rwanda Management Institute (RMI), in partnership with the Project Management Institute (PMI), has implemented the PMP® training program to strengthen project management capacity across public institutions, civil society organizations, and the private sector. An independent assessment covering 2018–2024 was conducted to evaluate efficiency, effectiveness, coherence, sustainability, relevance, and impact, while examining alignment with Rwanda's National Strategy for Transformation (NST2) and Vision 2050.

The findings confirm that PMP® training has significantly improved project completion rates, reduced budget overruns, enhanced risk management practices, and strengthened institutional accountability. It has also contributed to career progression for alumni, though challenges remain in certification uptake, financial accessibility, and post-training support.

Summary Findings

1. **Demographics:** The majority of participants (85.1%) are based in Kigali, reflecting the concentration of institutions in the capital. Most trainees are mid-career professionals aged 40–49, predominantly male (76.1%), and affiliated with government ministries or public institutions. Middle managers (44.6%) and technical staff (38%) form the bulk of participants, with limited senior management engagement (12.4%). This reflects broader workforce demographics in government ministries/public institutions, where men dominate mid-career technical and managerial roles, implying that gender inclusivity in professional development may require deliberate intervention. The limited senior management engagement suggests that the training is sometimes perceived as more relevant to operational staff than to strategic leadership. Without senior management participation, PMP® knowledge risks being siloed at the operational level.
2. **Certification rates:** Certification rates remain low, with only 37.9% achieving formal PMP® certification and 62.1% completing training without certification. Inadequate preparation was the main barrier (73.5%). Project completion rates improved significantly, with institutions achieving 80–100% on-time completion rising from 7.4% before training to 46.3% after. Long delays (>3 months) dropped from 36.4% to 5.8%.
3. **Cost savings:** Cost savings were reported by 57% of respondents, with most institutions noting at least 5% savings. Budget control also improved, with projects delivered within budget rising from 26.6% before training to 55.6% after. Adoption of project management tools such as Work Breakdown Structures, Gantt charts, stakeholder mapping, and Earned Value Analysis has become widespread, reinforcing planning and accountability.
4. **Efficiency and effectiveness:** Efficiency and effectiveness gains were widely acknowledged, with 84.5% of respondents agreeing that PMP® training improved project completion rates. Alumni reported enhanced productivity, tighter cost control, and clearer staff allocation. Sustainability was affirmed, with 76.9% confirming that lessons learnt are integrated into institutional practices.

5. **Strategic Alignment:** Strategic alignment was strong: 93.5% confirmed PMP® training aligns with institutional mandates, while 97.5% agreed it supports NST2 and Vision 2050 priorities. Career development outcomes were mixed, with 45.5% of alumni reporting increased responsibilities post-training, but 33.9% noting no change, reflecting limited institutional recognition of certification.
6. **Challenges associated with PMP training:** Persistent challenges include low certification rates due to preparation gaps, logistical barriers, and financial constraints. Senior management participation remains limited, reducing strategic influence. Alumni support structures are insufficient, with 40% citing weak post-certification engagement. Institutional reluctance to formally recognize PMP® certification in promotions and recruitment also undermines long-term sustainability.

Summary Recommendations

1. **Boost Certification Rates** Provide preparatory workshops, exam readiness support, and mentorship programs. Subsidize exam fees through government or donor partnerships to reduce financial barriers.
2. **Strengthen Institutional Recognition** Formally integrate PMP® certification into career progression frameworks, recruitment, and promotion criteria. Encourage senior management participation to embed project management discipline at leadership level.
3. **Enhance Alumni Support** Establish communities of practice, refresher courses, and peer-learning platforms. Create structured alumni networks to sustain knowledge sharing and institutional backing.
4. **Update Training Content** Regularly revise modules to reflect evolving national priorities such as ICT, infrastructure, and climate resilience. Expand coverage to provinces outside Kigali to ensure equitable access.
5. **Institutionalize Monitoring & Evaluation** Develop mechanisms to track cost savings, efficiency gains, and project outcomes. Use standardized metrics to validate ROI and strengthen the case for continued investment.

The PMP® training program has made a substantial contribution to Rwanda's human capital development and institutional efficiency. It has improved project outcomes, enhanced accountability, and supported career growth. To maximize long-term impact, RMI should focus on strengthening certification uptake, institutional recognition, and alumni support. With these refinements, PMP® training can consolidate Rwanda's position as a regional leader in project management capacity building, fully aligned with NST2 and Vision 2050.

1. INTRODUCTION

1.1 Rwanda Management Institute

The Rwanda Management Institute (RMI) is a Public Capacity Development institution established by Law N°52/2013 of 28/06/2013 and it is endowed with legal personality as well as financial and administrative autonomy. Headquartered at Murambi in Muhanga District, with a branch in the city of Kigali and six e-learning and ICT centers nationwide, RMI operates as an affiliate agency of the Ministry of Public Service and Labor (MIFOTRA).

Born out of two public training facilities: Centre Rwandais de Formation des Cadres (CRFC) in Gitarama established in 1963 to train middle level managers and a Training Center for Junior staff (office typographers) in Muhima – Kigali, since 2001, the institute has steadily evolved, first upgraded to RMI with an expanded mandate to serve government institutions, Civil Society Organizations (CSOs), and the private sector, and later reformed in 2013 to encompass continuous education, training, applied research, consultancy, and advisory services.

With a mission to strengthen and build the capacity of public, private and civil society institutions, RMI aims to promote a knowledge-based economy through building Public –Private partnerships to realize the Second National Strategy for Transformation (NST2) and Vision 50 targets. The institute offers a wide range of programs in administration and resource management. Guided by its vision to become the leading regional center of excellence in quality capacity building and skills development, RMI stands as a cornerstone for sustainable institutional growth and innovation.

1.2 Background and rationale of the PMP® training assessment

The PMP® Certified Program represents a strategic initiative by the RMI, to strengthen capacity building across both public and private sectors. Within this framework, the PMP® training project was implemented in collaboration with a range of national and international partners. The program seeks to enhance the competencies of citizens in Rwanda by equipping them with globally recognized project management knowledge and practices, delivered through PMI-accredited materials under RMI's designation as a Global Registered Education Provider (R.E.P.)

The PMP® training project specifically targets Government Ministries and parastatals, alongside other interested stakeholders from outside the public service. Training is delivered through structured contact hours, individualized coaching, or a combination of both, ensuring flexibility and inclusivity.

The primary stakeholders include government ministries, employers, and employees across diverse organizations, reflecting the program's broad relevance to national development priorities.

Despite the program's ambitious scope, full coverage has not been achieved yet du to several challenges ranging from financial constraints to limited institutional willingness to engage, restricted participation. Nevertheless, the initiative was designed with a clear purpose:

- To equip Rwandan public servants and other interested parties with appropriate knowledge, skills and best practices in project management and how to troubleshoot 'troubled' projects in all situations;
- To improve the skills and knowledge of the training participants on the international standardized project management practices and global framework;
- To provide appropriate toolkit to the participants to clear their PMP® examination, including mock tests;
- To mentor and support the participants until they clear their PMP® examination.

By integrating internationally recognized project management standards into Rwanda's national capacity-building initiatives, the PMP® training project plays a pivotal role in strengthening institutional efficiency, enhancing accountability, and advancing effective management practices. Beyond equipping participants with globally benchmarked skills, the program fosters a culture of continuous learning that supports the growth of a knowledge-based economy. Ultimately, this initiative contributes to the sustainability and long-term success of development projects, ensuring they deliver greater value and align with national transformation goals.

1.3 PMP® Training at RMI and the Institutional Linkage between RMI and PMI

The PMP® training program at RMI is implemented under a well-defined management and governance framework designed to ensure quality delivery, efficiency, and accountability. Overall coordination of the program is led by the Principal Senior Training Coordinator, who is responsible for planning, program coordination, and budget oversight. Training delivery is conducted by a pool of Certified PMP® Trainers, while dedicated officers from the Training Unit provide logistical and administrative support to ensure smooth and timely implementation.

Strategic oversight of the program is provided by the Director General, who serves as the overall manager of RMI's projects and ensures alignment of the PMP® training with the Institute's mandate and institutional priorities. Depending on operational requirements, the management structure is reinforced through technical support from the ICT Directorate and financial oversight from the Finance Department. This flexible and collaborative arrangement enables RMI to maintain high standards of training delivery while remaining responsive to evolving program needs.

The linkage between RMI and PMI is anchored in their complementary institutional roles. PMI is the globally recognized professional body and standards authority for project management and the owner of the PMP® certification. It defines the certification framework, examination requirements, competency domains, and ethical standards for the PMP® credential, and maintains the PMBOK® Guide as the global reference for project management best practices.

Within this framework, PMI collaborates with approved training institutions worldwide to support the delivery of PMP® preparatory training in line with its established standards. RMI's PMP® training program is designed and delivered in strict alignment with PMI's global standards and examination

content, ensuring that participants receive instruction that fully reflects PMI's competency framework and professional expectations.

While the administration and certification of the PMP® examination remains the sole responsibility of PMI, RMI plays a critical role as a national capacity-building institution by providing structured, high-quality preparatory training. Through this arrangement, RMI supports professionals in meeting PMP® eligibility requirements and enhances their readiness to successfully undertake the PMI-administered PMP® examination.

This institutional linkage positions RMI as a credible local training partner delivering PMP® preparation in accordance with internationally recognized standards, while PMI retains its role as the global certifying authority. Together, the two institutions contribute to strengthening project management capacity and professional excellence in Rwanda and the wider region.

1.4 Strategic Alignment with Rwanda's National Transformation Agenda

1.4.1 Second National Strategy for Transformation (NST2)

Within the cross-cutting areas' pillar of the NST2, flagship 6.7 on capacity development underscores the critical importance of building capable institutions, robust systems, and skilled human resources. To achieve this, NST2 promotes comprehensive initiatives that strengthen organizations, empower individuals, and foster an enabling environment for capacity enhancement and retention. Central to these efforts is the advancement of professional qualifications, particularly in priority sectors that drive innovation and digitally led growth.

This strategic emphasis highlights the necessity of properly managing professional training programs such as PMP®, which RMI is effectively implementing. By delivering internationally recognized project management expertise, RMI ensures that Rwanda's workforce is equipped to meet national transformation goals and sustain long-term development outcomes. This further goes hand in hand with an emphasis on effective implementation of NST2 priority areas of the wellbeing of citizens by delivering impactful results on creating decent and productive results.

1.4.2 Vision 2050

Rwanda's Vision 2050 sets out the country's long-term strategic direction for achieving "the Rwanda we want," outlining the pathways necessary to realize this ambition. Central to the vision are substantial investments in human capital development and economic reforms aimed at building a healthy, well-educated, and highly skilled workforce that is productively employed. Within this framework, the PMP® training initiative stands as a key undertaking, equipping professionals with globally recognized project management expertise that directly contributes to the realization of these national aspirations.

2. OBJECTIVE OF THE ASSIGNMENT

2.1 General objective

This assignment aimed to conduct an independent assessment of the effectiveness of PMP® training in order to make informed recommendations to strengthen its delivery, monitoring and evaluation (including methodologies, indicators and logistics).

2.2 Specific objective

The objectives of this PMP® training impact assessment (2018–2024) have been carefully designed to align with internationally recognized evaluation criteria of efficiency, effectiveness, coherence, sustainability, relevance and impact as follows:

a) Assess whether there is measurable evidence of improvement in the perceived return on investment (ROI) of the PMP® training program between 2018 and 2024, by analyzing cost-benefit ratios, project completion rates, and resource utilization across participating institutions. (Criteria: Efficiency and Effectiveness).

b) Identify challenges encountered, lessons learned, and formulate actionable recommendations to enhance the overall outcomes of PMP® training. This will enable RMI to refine its training approaches, optimize resource allocation, and design strategies that remain coherent with evolving institutional needs and national development priorities.
(Criteria: Coherence and Sustainability)

c) Conduct an independent assessment of the long-term impact of PMP® knowledge and skills development on institutional capacity and individual employee performance, while evaluating the program's alignment with Rwanda's national guiding frameworks such as NST2 and Vision 2050 (Criteria: Relevance and Impact)

3. SCOPE OF THE ASSESSMENT

The scope of this assignment covered the defined timeframe. It specifically assessed the impact of Project Management Professional (PMP®) training conducted by RMI between 2018 and 2024. The period between 2018 and 2024 encompasses a substantial number of participants in the PMP® training program, providing a rich and sufficient dataset for meaningful study.

Setting 2024 as the upper limit allowed for more than a year of observation to evaluate the contributions of these participants to project management within their respective institutions. The assessment also included individuals who have completed the training but are still awaiting certification.

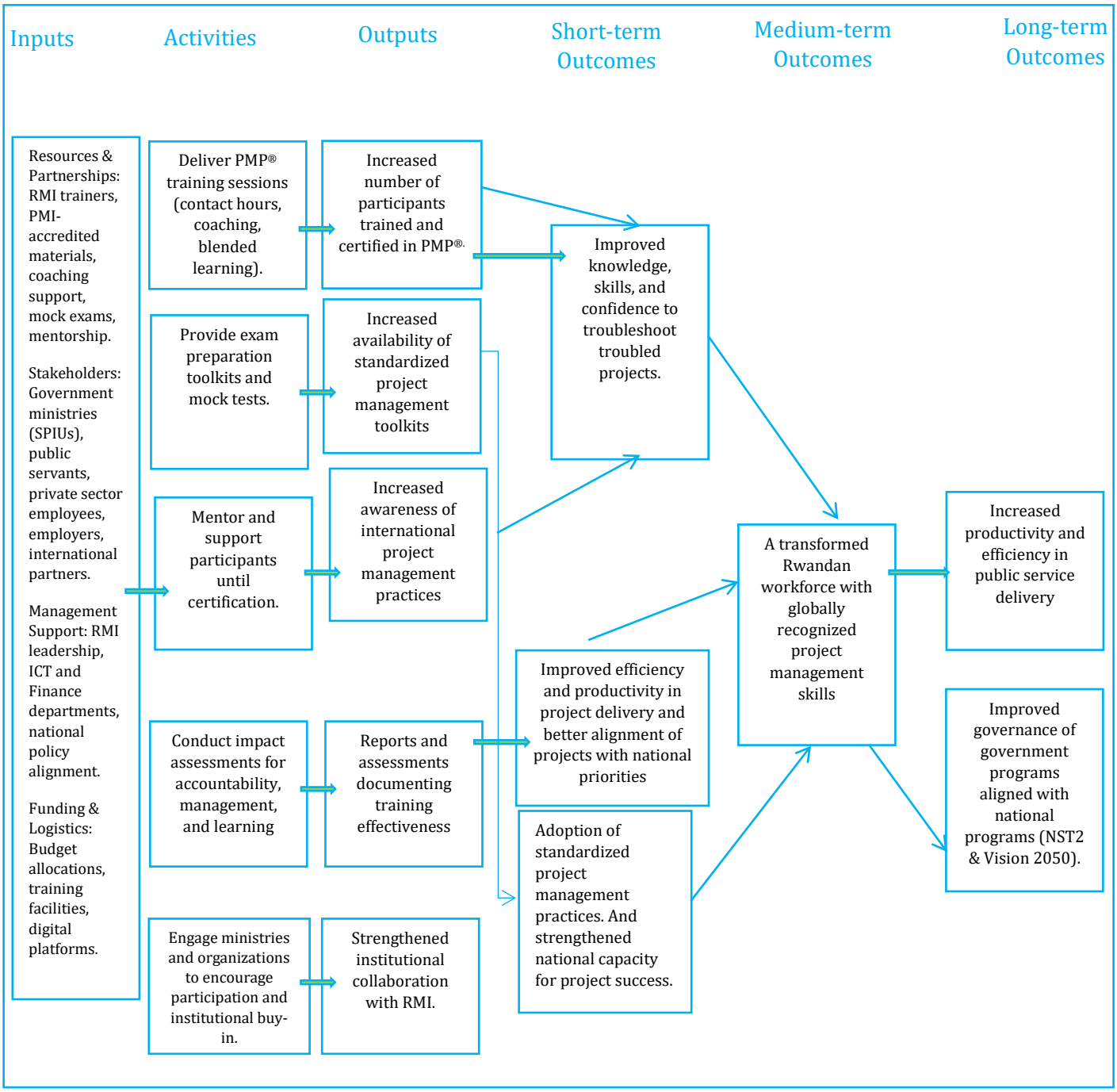
3.1 Theory of change

Effective project management is a cornerstone of Rwanda's national development agenda, yet persistent gaps in standardized practices, skills, and certification continue to undermine efficiency and delivery across government ministries and institutions. Recognizing that workforce transformation and high-quality education are central to the National Strategy for Transformation (NST2) and Vision 2050, the PMP® Training Project seeks to address these challenges by equipping public servants and professionals with globally recognized project management competencies.

Through PMI-accredited training, mentorship, and institutional engagement led by the Rwanda Management Institute (RMI), the initiative aims to build individual expertise, strengthen organizational practices, and enhance system-wide capacity for project implementation. By linking targeted inputs and activities to measurable outputs, short- and medium-term outcomes, and long-term impacts, this Theory of Change illustrates how structured investment in project management skills can transform Rwanda's workforce, improve institutional performance, and accelerate the achievement of national development priorities.

Figure 1 below, illustrates the causal links between activities, short-term outputs, intermediate outcomes, and long-term goals for the PMP® training program and the associated assumptions for success, risks, and their mitigation strategies.

Figure 1. Theory of change for PMP® Training Project



3.2 Assumptions

The Theory of Change assumes that the program shall succeed on the assumption that:

- Ministries and institutions remain committed to capacity building.
- Adequate funding and resources are sustained.
- Participants are motivated to complete training and certification.
- RMI continues to align training with evolving national priorities.

3.3 Risks and mitigation

Below are the risks, levels and their relevant mitigation strategies

Table 1. Risks for the achievement of the program objectives and mitigation

N°	Risk description	Likelihood	Impact	Risk rating	Mitigation
001	Financial constraints limiting participation	Medium	High	High	To mitigate this risk, the program could partner with donors, government agencies, or private sector sponsors to provide financial aid for participants from under-resourced institutions.
002	Institutional reluctance or low buy-in.	Low	High	Medium	As mitigations for this risk, institutional leaders should be involved early in project design to align training with organizational priorities, case studies showing how PMP® certification improves project outcomes should be presented and emphasized, institutions should be encouraged to formally recognize PMP® certification in promotion and recruitment processes

003	Limited follow-up support after certification.	High	Medium	Critical	To mitigate this risk a PMP® graduates' community of practice for peer learning and mentoring should be established especially for RMI PMP® alumni, refresher workshops, webinars, or advanced modules should be provided to keep skills current, consideration should be given to pairing certified professionals with junior staff to cascade knowledge within institutions, certified participants' career progression and project outcomes should be tracked to demonstrate long-term impact.
004	Potential mismatch between training content and evolving project management needs	Medium	Medium	Medium	This risk could be mitigated by aligning training content with Rwanda's evolving development priorities (e.g., infrastructure, ICT, climate resilience), collecting participant and employer feedback after each training cycle to refine content and incorporate agile, digital project management, and sustainability-focused modules to stay relevant.

4. APPROACH AND METHODOLOGY OF THE ASSESSMENT

4.1 Overall design

To effectively carry out this assessment, a mixed-methods study design, combining quantitative data (surveys and performance metrics) with qualitative insights (interviews and case studies) was employed for this assignment. For both quantitative and qualitative approaches, extensive literature review was conducted to examine existing reports, policy documents, previous training assessments, and academic studies to provide context and identify gaps. This helped establish a baseline for comparison and ensured the assessment builds on prior knowledge rather than duplicating efforts.

4.2 Quantitative approach and tools

4.2.1 Data sources

The following data sources were used during this evaluation:

- Online survey questionnaire for the PMP® alumni was used to capture feedback on how certified/trained professionals apply PMP® tools, improvements in efficiency, and career progression.
- Perceptions on institutional project performance metrics were also analyzed to provide objective evidence of training impact through indicators such as budget variance, overtime levels, and resource utilization.

4.2.2 Key indicators

The key indicators to measure the impact of PMP® training were employed as follows:

- Application PMP® tools in the workplace: This was used to measure the extent to which certified professionals are applying standardized project management practices (e.g., risk management, scheduling, stakeholder engagement) in their daily work to improve project delivery.
- Changes in the productivity and efficiency: This was used to assess improvements in individual and institutional performance, such as faster task execution, reduced resource wastage, and better coordination among teams after PMP® training.
- Project completion rates, cost control, and schedule adherence: This was used to evaluate organizational outcomes by tracking the proportion of projects completed on time, within budget, and according to planned schedules, reflecting the overall effectiveness of PMP® training in strengthening project management capacity.

4.2.3 Sampling approach

The sampling methodology for the impact assessment of Project-Management Professional (PMP®) training delivered by RMI outlines the construction of the target population, the definition of the sampling frame, the sample-size determination process, the sampling design and stratification strategy, the procedures for sample selection and allocation across institutions, and the approach to weighting.

The objective was to ensure that the sample is representative, statistically sound, and operationally feasible, while giving all eligible trainees and their supervisors a fair chance of selection.

4.2.4 Target Population and Sampling Frame

The target population includes two categories: All individuals who completed the Project-Management Professional (PMP®) course regardless of being certified or not, and their direct supervisors, who provided complementary assessments of performance and behavioral change while the sampling frame consists of a complete and consolidated list of all trainees who attended the Project-Management Professional (PMP®) course at RMI between 2018 and 2024.

To construct a reliable sampling frame for both PMP candidates and supervisors, RMI provided its training records. The list of all the trainees was made, training attendance per year/cohort, gender and current institutional address. This consolidated list formed the basis for sample selection. See Figure 2 below:

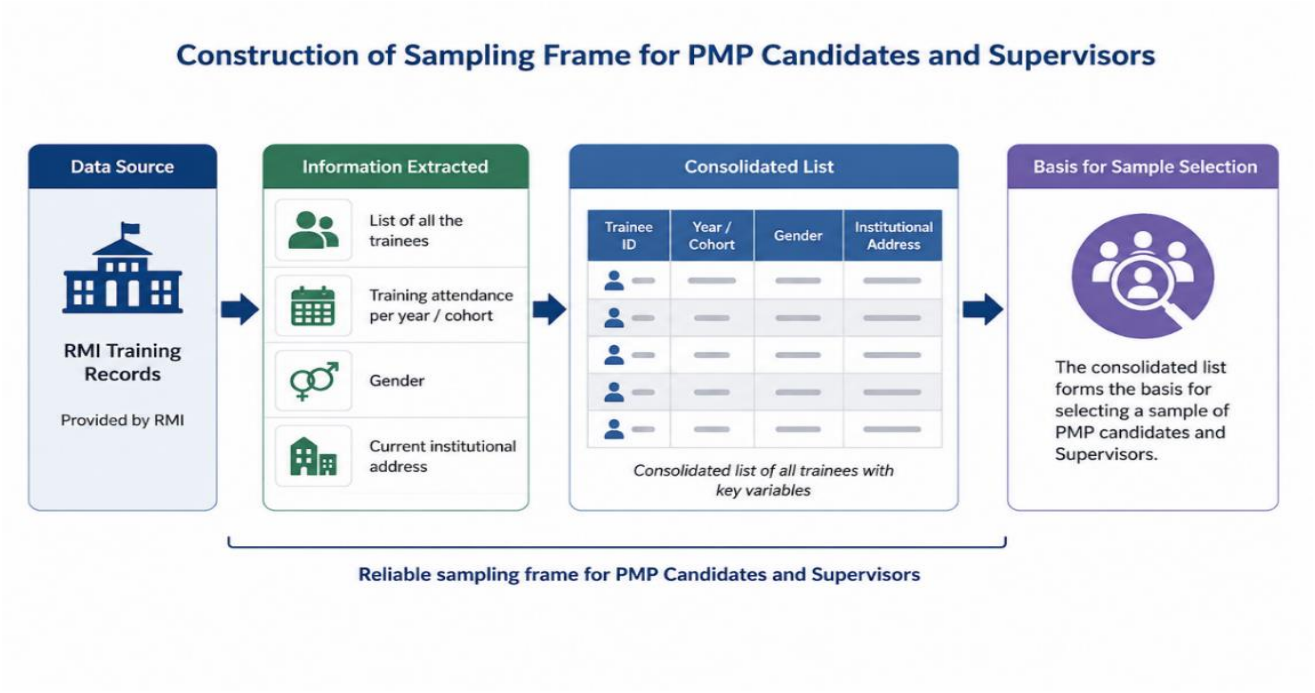


Figure 2. Construction of Sampling Frame for PMP candidates and Supervisors

4.2.5 Sample Size Determination

Given the importance of this impact assessment, the sample size was made sufficiently large to capture meaningful differences in outcomes across trainees and institutions. Because no prior estimate exists for the key indicators of interest in this assessment, the proportion (p) has been conservatively set at 0.5, which yields the maximum sample size. A 95% confidence level and a 7% margin of error were used, consistent with international standards for social-science surveys. Based on previous studies in Rwanda, the expected response rate ranges between 85% and 95%; therefore, a 10% non-response adjustment was applied.

Initial Sample Size (Cochran Formula)

$$n_0 = \frac{z^2\, p(1-p)}{e^2}$$

Where:

- $z = 1.96$ for 95% confidence
- $p = 0.5$
- $e = 0.07$ (margin of error adapted to training impact studies when population size is moderate)

$$n_0 = \frac{1.96^2 \cdot 0.25}{0.07^2} = 196\ respondents$$

Adjustment for non-response

$$n_{\text{adjusted}} = \frac{n_0}{1 - 0.10} = \frac{196}{0.90} \approx 218\ respondents$$

Thus, 218 respondents were required before applying the finite-population correction (FPC).

Finite Population Correction (Once the Frame Is Finalized)

After the total number of eligible trainees (N) was determined, the final sample size was adjusted using the following formula:

$$n = \frac{n_0}{1 + \frac{n_0 - 1}{N}}$$

This ensures that the sample is proportionate to the actual population size.

Where:

- N= total number of eligible trainees in the sampling frame
- n= final required sample size.

According to this method, and after performing the needed adjustments to ensure representativeness, the sample size determined for this study was 129 respondents.

Sample Allocation and sample Selection Procedures

At finalization of the sampling frame, the sample was distributed across institutions to ensure that institutions with more trainees receive a larger share of the sample using proportional allocation methods as follows:

$$n_i = n \times \frac{N_i}{N}$$

Where:

- N_i= number of eligible trainees from institution i
- N= total number of trainees across all institutions
- n_i= sample size for institution i

Implicit Stratification

Before systematic selection, each institution's sampling frame was sorted (implicitly stratified) as follows:

1. Training cohort/year
2. Employment sector (Public, Private, NGO/CSO)
3. Gender

Implicit stratification ensures natural spread and representativeness across key groups even when sample sizes are small.

Systematic Random Sampling

After sorting:

- A sampling interval ($k = N_i/n_i$) was calculated for each institution.
- A random start was selected between 1 and k.
- Every k^{th}trainee on the sorted list was selected.

This method improves field logistics and ensures transparent, reproducible selection.

Weighting Procedure

Weighting has been applied during analysis to correct for any imbalance in institutional representation or response patterns. For instance, if response rates differed significantly across strata (gender, sector, institution), weights were adjusted accordingly. Weights have been calculated as:

$W_i = \frac{N_i}{n_i}$.

Where:

- $W_i =$ Extrapolation factor (weight) for institution i
- N_i= number of eligible trainees from institution i
- n_i= sample size for institution i

4.2.6 Justification of the Proposed Sampling Methodology

The proposed sampling methodology is the most appropriate for achieving the purpose and objectives of the ToRs because it ensures statistical rigour, transparency, and representativeness while remaining practical and feasible to implement. Its key advantages include the use of a complete sampling frame, proportional allocation that reflects institutional enrolment, implicit stratification that naturally balances key characteristics (cohort, sector, gender), and systematic sampling that is both efficient and operationally simple. These strengths make it well-suited for measuring training outcomes and attributing impact with confidence. However, the approach also has limitations: it relies heavily on the quality and completeness of institutional records, may underrepresent very small subgroups unless minimum thresholds are applied, and assumes stable response rates across institutions. Despite these minor constraints, the methodology remains robust, adaptable, and fully aligned with international standards, making it the best fit for the intended assessment.

4.3 Qualitative approach and tools

4.3.1 Data collection methods

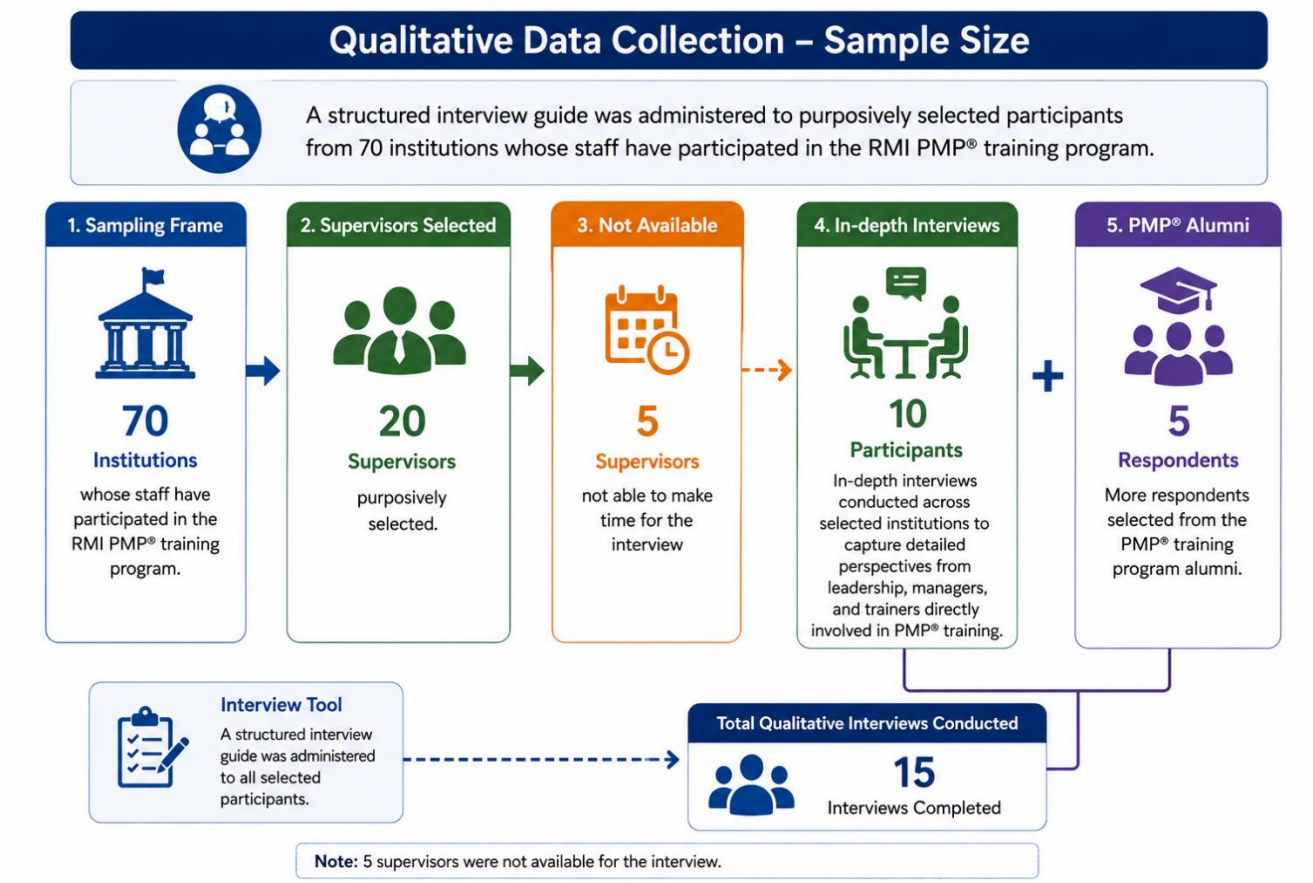
KII (RMI leadership, managers, trainers, HR Managers and Heads of Department from concerned Ministries and institutions) using structured/Semi structured interview guide:

These interviews gathered in-depth perspectives from those directly involved in the design, delivery, and oversight of PMP® training. Structured questions ensured consistency across respondents, while semi-structured elements allowed flexibility to explore emerging themes. The aim was to capture insights on training relevance, institutional support, challenges faced, and perceived impact on both individual participants and organizational performance.

4.3.2 Sample size

A structured interview guide was administered to twenty (20) purposively sampled from 70 institutions whose staff have participated in the RMI PMP® training program. This number was determined based on the time, the study was intended to take but also considered reasonable to gather information required to understand the perspectives on the PMP® training. This number was determined as reasonable within the time allocated for the assessment, while still sufficient to generate rich qualitative insights. Out of 20 selected supervisors, 5 were not able to make time for the interview. In-depth interviews were conducted for 10 participants across selected institutions to capture detailed perspectives from leadership, managers, and trainers directly involved in PMP® training. Five (5) more respondents were selected from the PMP® training program alumni. The choice of this number depended on the timeline and the magnitude of the aspects being studied. These interviews provided rich qualitative insights into the relevance, challenges, and perceived impact of the program, helping to uncover lessons learned and contextual factors that may not be evident in numerical data. The findings have complemented and validated the quantitative survey results, ensuring a balanced and comprehensive assessment of the training's effectiveness and contribution to institutional capacity development.

Figure 3. Qualitative Data Collection – Sample Size



4.3.3 Data collection tools

Desk review of policy and institutional arrangements: The consultants analyzed existing reports, training records, and national policy frameworks to establish context, identify benchmarks, and validate findings against documented evidence.

Online Survey questionnaires: Online surveys were administered to PMP® alumni to collect standardized quantitative data on training application, efficiency gains, and career outcomes, ensuring comparability across respondents.

Structured/Semi-structured interview guides: Key Informant Interviews (KIIs) with RMI leadership, managers, trainers, HR Managers and Heads of Department from concerned Ministries and institutions were conducted using flexible guides that combine structured questions with open-ended prompts, allowing deeper exploration of training relevance, challenges, and impact. All tools were submitted to RMI for validation prior to deployment.

4.3.4 Data analysis plan

Quantitative data analysis using Stata: The total sample selected consisted of 129 respondents. Out of this total, 121 responded; the remaining 8 did not. Non-responses (8) account for 6% of all the expected participants, which is an insignificant number that cannot by any means affect the outcomes of the assessment. Survey responses and institutional performance metrics were processed using statistical software such as Stata to generate descriptive statistics and correlation to demonstrate measurable changes linked to PMP® training.

Qualitative data analysis through thematic coding: Interview transcripts, Key Informant Interview notes and documents reviews, were systematically examined to identify recurring themes, patterns and insights. This approach allowed the consultants to group responses into meaningful categories (e.g., relevance, challenges, impact), ensuring that qualitative evidence complements quantitative findings and provides deeper context for the assessment.

The consultants assessed the perceived return on investment (ROI) in terms of improved project completion rates, enhanced efficiency, and reduced budget variances. This cost-benefit analysis provided evidence of the overall value and justification of the training program.

4.4 Quality Assurance and Ethical Considerations

4.4.1 Quality Assurance Measures

Data triangulation across methods: Findings were cross-verified by comparing results from surveys, interviews, and institutional records to ensure consistency and reliability. All data collected from the literature review (primary and secondary) and from the potential respondents were analyzed together by triangulation. Multiple reviews of the transcripts, notes and written responses were done to ensure clarity, validity and accuracy. Data privacy principle of confidentiality was observed during data analysis especially where notes were used to quote the perspectives of the respondents.

Manager validation of trainee self-reports: Feedback from PMP® alumni were corroborated with input from their managers to confirm accuracy and reduce bias in self-assessments.

Peer review within the consultancy team: Draft analyses and reports were subjected to internal peer review to check methodological rigor, strengthen interpretations, and enhance the credibility of final outputs.

4.4.2 Ethical Principles

Informed consent: All participants were fully briefed on the purpose of the assessment, their role, and their right to withdraw, ensuring voluntary participation.

Confidentiality and anonymization: Personal data and responses were protected, with identifiers removed to safeguard privacy and ensure findings are reported in aggregate form.

Independence and objectivity: The consultants conducted the assessment impartially, free from bias and external influence, to maintain credibility and trustworthiness of results.

Stakeholder validation of draft findings: Preliminary findings were shared with key stakeholders for feedback to ensure accuracy, transparency, and alignment before finalization.

4.5 Risks and mitigation measures

Table 2. Data collection risks and mitigation

Risk	Mitigation
Low response rate	RMI endorsement, follow-ups, flexible participation
Recall bias	Emphasis on documented outcomes and manager verification
Institutional resistance	Early engagement and leadership buy-in
Data gaps	Cross-verification with multiple sources

5. FINDINGS AND ANALYSIS

This section provides a summary of the findings from the evaluation of the PMP® training program. The evaluation was guided by three overarching criteria, each aligned with the objectives of the assessment.

The section begins with an overview of the respondents and then examines the results under the following criteria:

- **Efficiency and Effectiveness**: Assessing how the program improved project delivery, resource utilization, and cost management.
- **Coherence and Sustainability**: Evaluating the consistency of training outcomes and the extent of institutional support for continued application of PMP® practices.
- **Relevance and Impact**: Analysing how well the training addressed participant needs and its broader influence on institutional performance and stakeholder satisfaction.

The detailed analysis and interpretation of results under each of these criteria are presented in the sections that follow.

5.1 Overview and characteristics of the respondents

This section presents the demographic characteristics of the respondents who took part in the PMP® impact assessment survey. The analysis focuses on province of usual residence, institution, age and sex characteristics in figures 1, 2, 3 and 4.

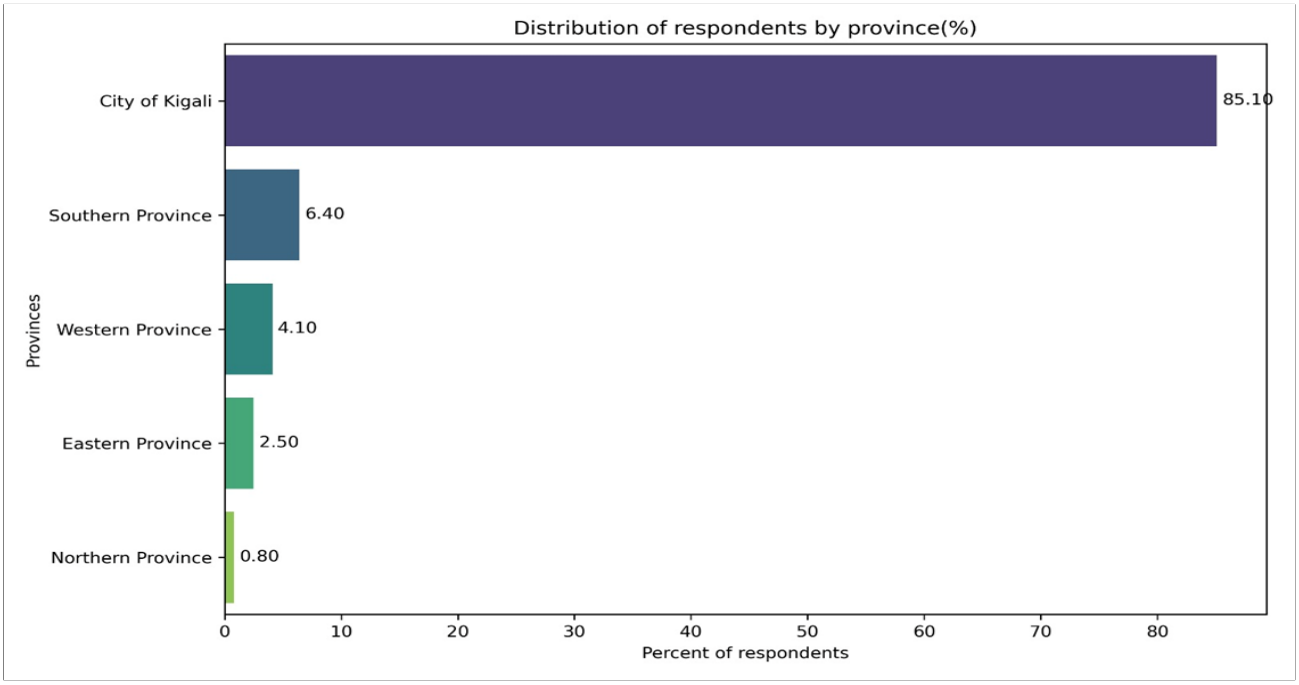
5.1.1 Distribution of respondents by province

As shown in Figure 1, the majority of respondents (85.1%) are from the City of Kigali. This reflects the capital's concentration of institutions, which naturally drives higher demand and uptake of PMP® training. While other provinces are represented, their participation remains relatively low, underscoring the program's limited reach outside Kigali.

The predominance of participants from Kigali does not imply bias in the findings. Rather, it mirrors the institutional distribution across the country. There is no evidence to suggest that if a similar concentration of institutions existed in other provinces, the results would differ significantly. Consequently, the concentration of respondents in Kigali strengthens, rather than undermines, the generalizability of the findings, as it reflects the actual landscape of institutional demand and participation in PMP® training.

While the concentration of respondents in Kigali does not imply bias, this inequality does present important limitations. It suggests that opportunities to acquire project management knowledge are unevenly distributed across provinces, with access disproportionately favoring institutions located in the capital. Such disparities highlight the need for targeted measures to expand participation beyond Kigali, ensuring that professionals from other provinces also enroll and benefit from PMP® training. Addressing this imbalance would not only promote equity in capacity building but also strengthen the program's national impact by broadening its geographic reach.

Figure 4. Distribution of respondents by province

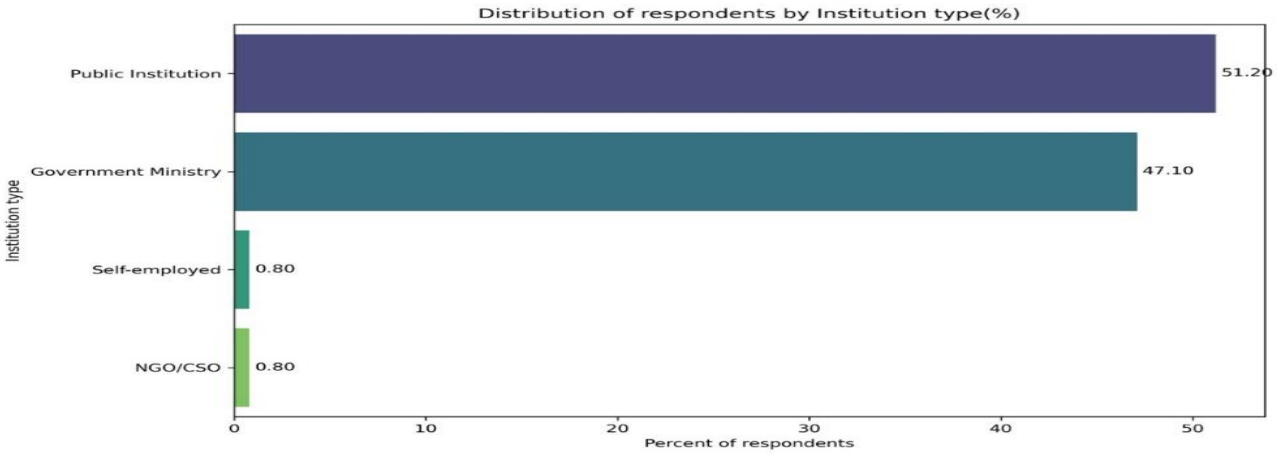


Source: Survey data analysis

5.1.2 Distribution of respondents by institution type

In terms of institutional affiliation, figure 2 shows that the respondents are almost evenly split between Ministries (47.1%) and Public Institutions (51.2%). NGOs and self-employed individuals account for less than 1% of respondents, underscoring that PMP® training is primarily absorbed by government employees.

Figure 5. Distribution of respondents by institution type

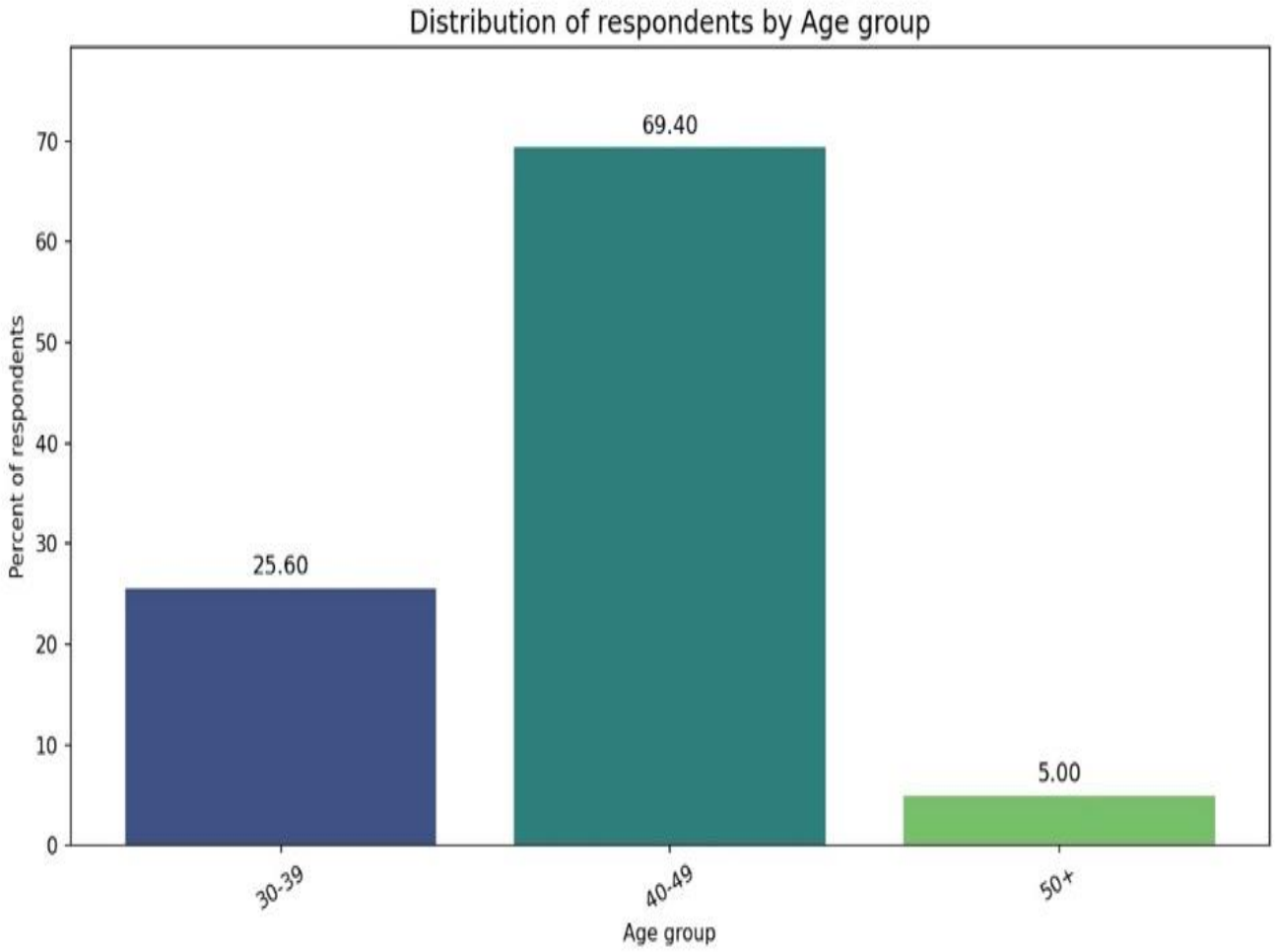


Source: Survey data analysis

5.1.3 Distribution of respondents by age group

Most participants in the PMP® training fall within the **40–49 age group (69.4%)**, followed by those aged **30–39 (25.6%)**, showing that the program mainly attracts mid-career professionals seeking to strengthen their project management skills. The very low participation of individuals above 50 highlights limited engagement from senior managers and executives, who often hold leadership roles but may view project management as an operational rather than strategic competency. This imbalance suggests that while the training is successfully building technical and managerial capacity at the middle level, its long-term institutional impact could be constrained unless deliberate efforts are made to involve senior leadership.

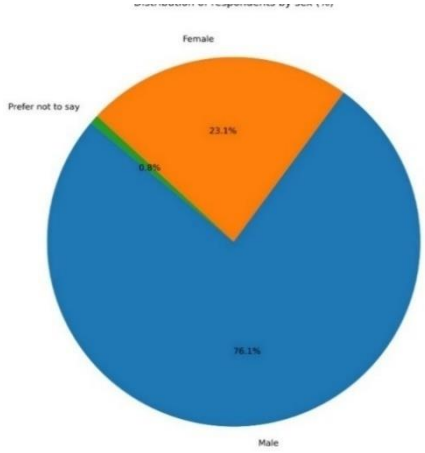
Figure 6. Distribution of respondents by age group



Source: Survey data analysis

5.1.4 Distribution of respondents by sex

Figure 7. Distribution of respondents by sex



The significant male predominance in PMP® training participants (76.1% male vs. 23.1% female) within Rwandan government institutions highlights a persistent gender disparity, despite Rwanda's strong commitment to gender equality and its emergence as a leader in promoting it in sub-Saharan Africa. This imbalance suggests that while policies are in place to eradicate gender discrimination, underlying factors continue to influence participation in professional development programs and government employment. The issue is part of a broader global phenomenon of occupational gender segregation, which contributes to gender gaps in earnings

Source: Survey data analysis

Overall, the findings show that PMP® training participants are predominantly male, mid-career professionals from government institutions, with a strong concentration in Kigali. While this demonstrates the program's importance and impact, it also highlights the need to improve gender balance and broaden geographic representation.

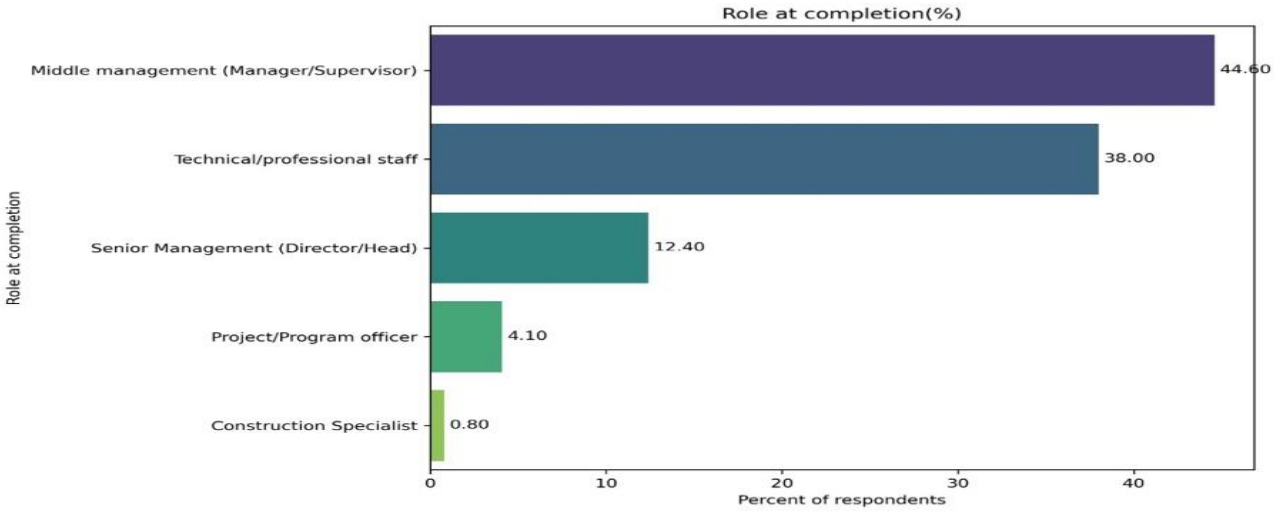
5.2 Distribution of respondents by roles, certification and training completion timelines

This section represents roles of the trainees who took part in the PMP® training and the certification or training completion timeframe.

5.2.1 Distribution of respondents by roles

The findings in figure 6 below indicate that the PMP® training program has been most impactful among middle managers (44.6%) and technical/professional staff (38%)**,** the groups most directly involved in project oversight and execution. Senior management participation was notably lower (12.4%), which suggests that while leadership engagement is important, the program's uptake is concentrated among those responsible for day-to-day project delivery. This reflects a practical alignment: the training is reaching the professionals who most need structured project management skills to improve implementation outcomes

Figure 8. Distribution of respondents by roles



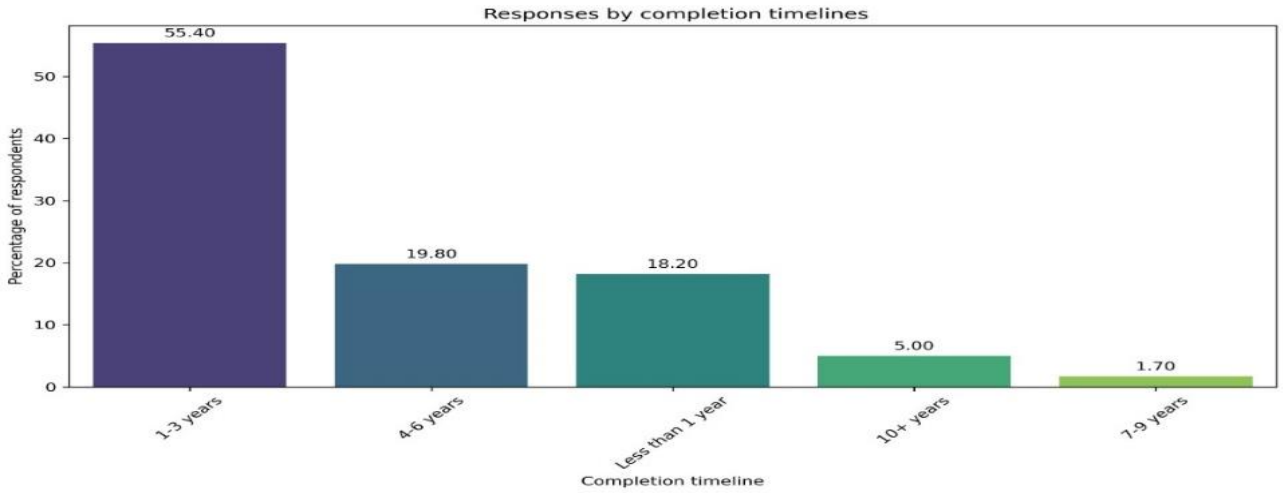
Source: Survey data analysis

5.2.2 Distribution of respondents by training completion timelines

Looking at the timeline for training completion/certification, Figure 7 shows that the majority of respondents obtained their PMP® certification within the past 1–3 years (55.4%), followed by those certified less than one year ago (44.6%), with smaller groups in the 4–6 years (19.8%) category. Very few reported longer-term certification (7–10+ years). This pattern indicates that PMP® adoption within these institutions is relatively recent.

Importantly, when read together with the age distribution in Figure 4, where participants are predominantly in their 30s and above 40, this recency does not reflect an influx of new graduates, but rather the recent uptake of professional certification by already-experienced, mid-career professionals. This is consistent with PMP® eligibility requirements, which demand prior project management experience. The program is therefore in a growth phase, gaining momentum as established professionals formalize and upgrade their existing competencies.

Figure 9. Distribution of respondents by training completion timelines

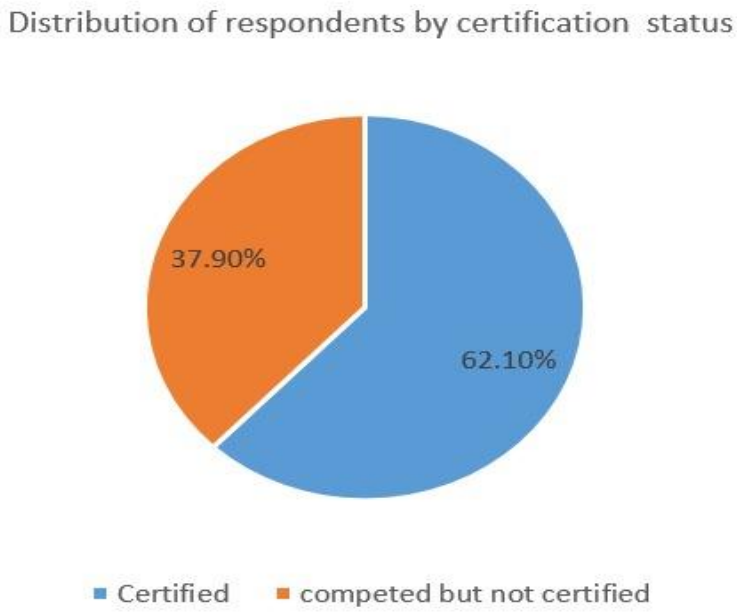


Source: Survey data analysis

5.2.3 Distribution of respondents by training certification

Certification status adds another important dimension. Figure 10 shows that just under half of respondents (37.9%) were formally certified, while a slight majority (62.1%) had completed the program without certification. This gap highlights a missed opportunity: while many professionals benefit from the training, fewer secure the credential that validates their skills and enhances institutional credibility.

Figure 10. Distribution of respondents by certification



Sour ce:

Survey data analysis

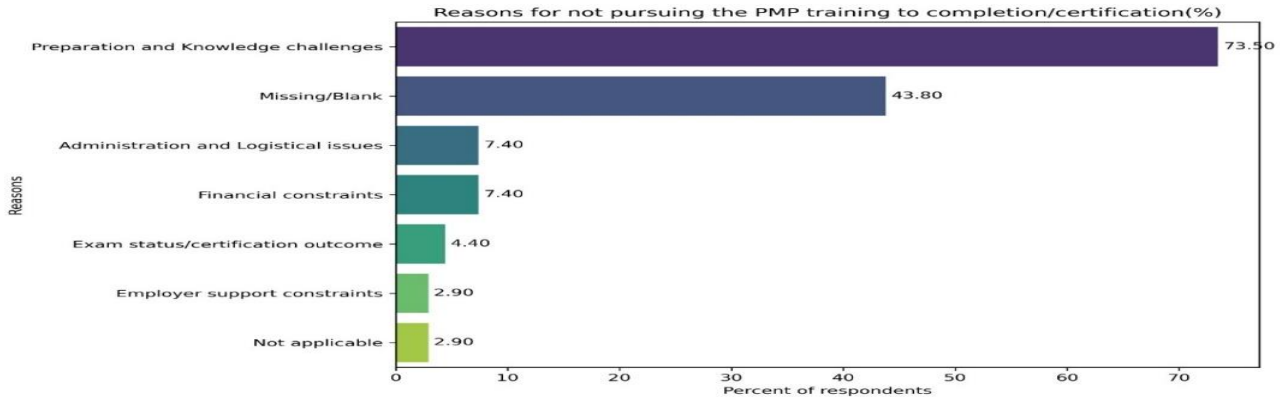
Taken together, the findings suggest that PMP® training is strengthening the middle layer of project management capacity, equipping supervisors and technical staff with essential skills. At the same time, the program is relatively new in its adoption, offering room for expansion. To maximize impact, efforts should focus on increasing senior leadership participation and encouraging more trainees to pursue full certification, ensuring that the benefits of training translate into recognized professional standards and long-term institutional improvement.

5.3 Major reasons for not pursuing the PMP® training to completion/certification

The assessment triggered an inquiry into the possible reasons for not pursuing the PMP® training to completion/certification. In figure 11 below, data reveals several factors that hinder PMP® training participants from completing the program and obtaining certification. The majority (73.5%) attributed non-completion to inadequate self-preparation for the examination. This highlights that, while the training equips participants with the required foundation, achieving certification depends heavily on the candidate's own subsequent study, practice, and revision**,** an area where many respondents felt underprepared.

Other notable obstacles include administrative and logistical issues (7.4%) and financial constraints (7.4%), highlighting difficulties with access to exam centers and scheduling. A smaller proportion of respondents reported limited employer support (2.9%) and personal commitments (2.9%), underscoring the importance of institutional backing in driving certification success. Additionally, 4.4% pointed to exam status as the primary reason for not completing or achieving certification.

Figure 11. Reasons for not pursuing the PMP® training to completion/certification



Source: Survey data analysis

Overall, the findings suggest that PMP® training is attainable, but certification outcomes are most strongly influenced by knowledge and preparation gaps, compounded by logistical, financial, and support-related challenges. This underscores the need for robust preparation strategies and stronger

institutional support to improve certification rates, ensuring that trainees acquire the credentials aligned with their training efforts.

6. EFFICIENCY AND EFFECTIVENESS OF THE PMP® TRAINING PROGRAM

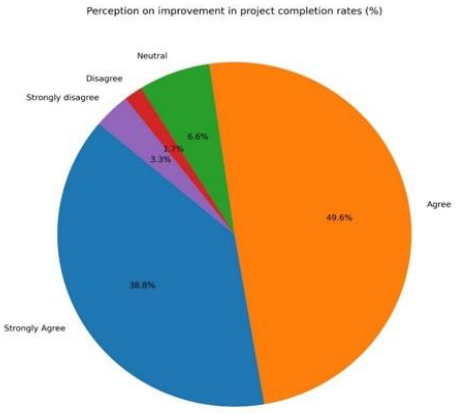
This section evaluates the efficiency and effectiveness of the PMP® training program. It assesses whether there has been measurable evidence of improvement in the perceived return on investment (ROI) of the PMP® training program between 2018 and 2024, by analyzing the perception on improvement in project completion rates, respondents' understanding of the estimated cost savings resulting from PMP® training, resource utilization across participating institutions and benefits across multiple dimensions of project management. It should be noted that ROI estimates were not derived from actual institutional financial data but rather from respondents' perceptions as shown in the preceding analyses. The section further assesses training delivery quality and participant outcomes.

6.1 Perception on improvement in project completion rates

The data in figure 12 below reveals that a significantly larger proportion of participants view PMP® training as highly beneficial to project completion rates, with 88.4% expressing agreement (49.6% agree + 38.8% strongly agree). This demonstrates strong confidence in the program's ability to enhance project outcomes and reflects trust in the training's value. One male respondent from a government agency stated:

> *PMP® training has significantly improved how projects are completed in terms of timeliness and efficiency within my institution. It equipped me with essential skills in project planning, monitoring, and evaluation, including the regular review of project progress on a monthly, quarterly, semester, and annual basis.*

Figure 12. Perception on Improvement in Project Completion rates



A relatively small share (6.6%) remained neutral, suggesting that while they acknowledge the training's importance, they may not yet have observed measurable impact. An even smaller group (5%) expressed disagreement (1.7% disagree + 3.3% strongly disagree), indicating that negative perceptions are minimal.

Overall, the findings highlight that PMP® training is widely regarded as vital to improving project completion. The high level of agreement underscores its role in strengthening institutional project management capacity, reducing delays, and ensuring successful delivery. This provides strong support for the program, emphasizing that PMP® certification can significantly enhance institutional efficiency and effectiveness.

Source: Survey data analysis

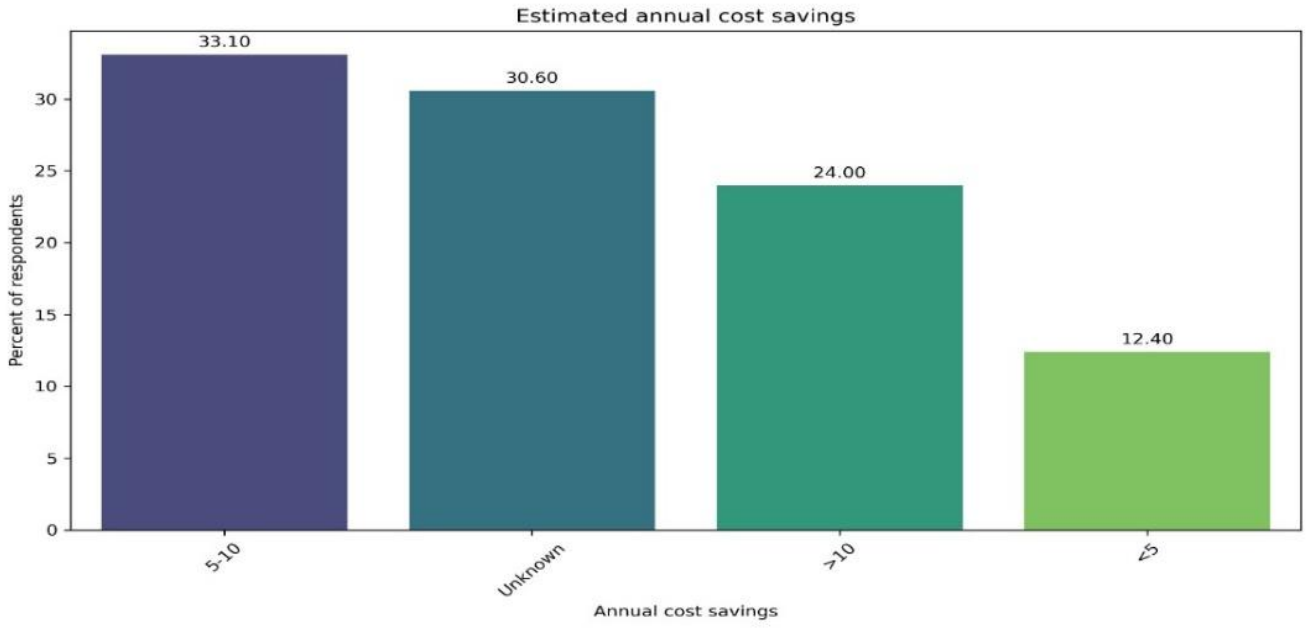
6.2 Respondents' understanding of the estimated cost savings resulting from PMP® training

The findings indicate that PMP® training has contributed to significant cost savings across institutions. The largest share of respondents (33.1%) reported savings in the range of 5–10%, while 24% noted savings exceeding 10%. This demonstrates that PMP® training delivers considerable financial benefits.

Meanwhile, 12.4% of respondents reported savings of less than 5%, which may suggest that PMP® practices were recently adopted or that financial benefits are not yet fully measurable. Interestingly, 30.6% of respondents stated that the financial benefits were unknown, signaling that while the value of PMP® training is recognized, many institutions lack effective mechanisms to measure and track cost efficiency.

Generally, the findings reveal a strong association between PMP® training and financial gains, with 57% of respondents acknowledging at least 5% cost savings. However, the prevalence of "unknown" responses highlights an opportunity: institutions should strengthen their monitoring and evaluation practices to better capture the impact of PMP® training on project management outcomes. Doing so would not only validate the program's effectiveness and efficiency but also build a stronger case for sustained investment in PMP training.

Figure 13. Respondents' understanding of the estimated cost savings resulting from PMP® training



Source: Survey data analysis

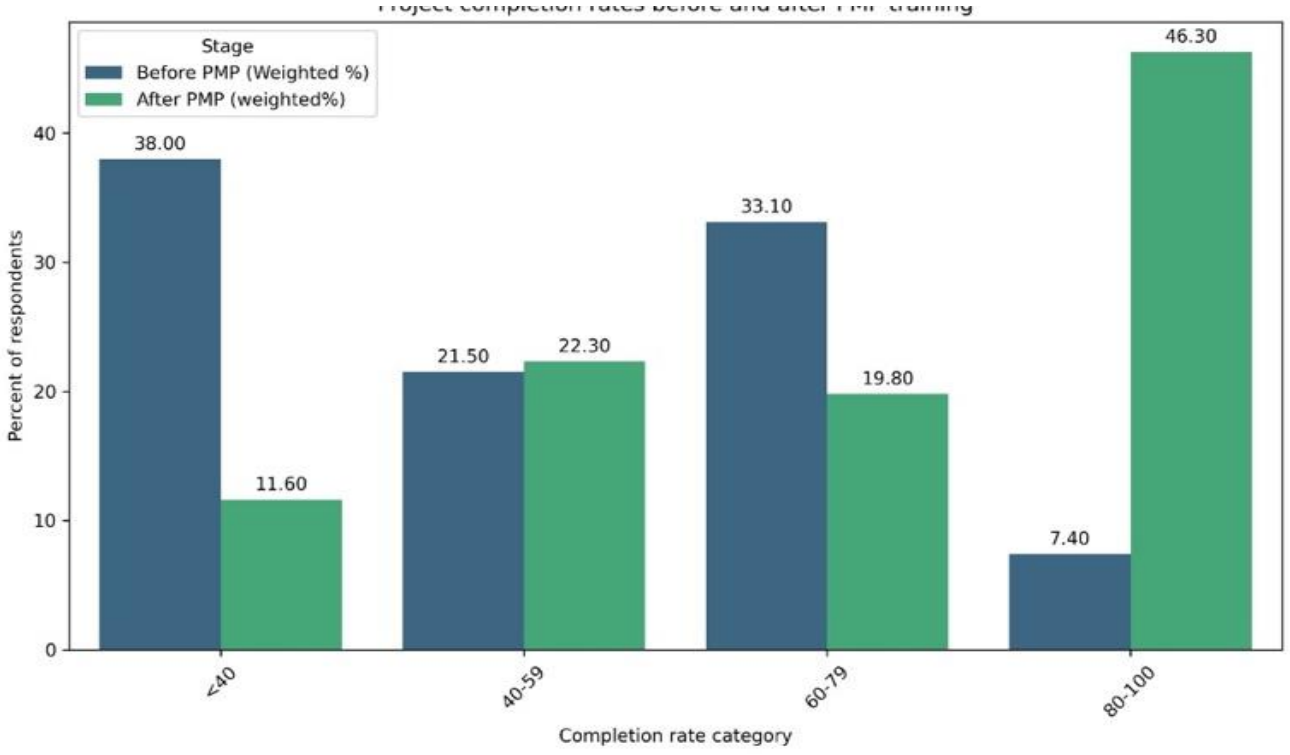
6.3 Comparison between Project completion rates before and after PMP® training

After PMP® training, the situation improved significantly. As shown in figure 14, the proportion of institutions achieving 80–100% on-time completion rose six-fold, from 7.4% to 46.3%, while those struggling to complete even 40% of projects on time dropped sharply from 38% to 11.6%. This shift confirms that PMP® training played a critical role in curbing recurrent delays and strengthening project delivery discipline. In the same way, before the training, more than a third (36.4%) of the projects experienced delays of more than three months, almost a half of them (43.2%) delayed for a period between 1 and 3 months and a few (13.2%) experienced rare delays.

The middle categories also experienced notable changes. The 40–59% group remained relatively stable (21.5% before vs. 22.3% after), but the 60–79% group declined from 33.1% to 19.8%. This decrease reflects a positive movement: many institutions that previously fell into the mid-range improved their performance and advanced into the highest-performing bracket (80–100%).

Regarding the average period of project delay comparing before after the PMP® training, long periods of more than one month of delay decreased drastically to 5.8% from 36.4% as earlier mentioned. The share of projects that delayed for a period between 1 and 3 months dropped by almost a half to 24% from 43.2% while those with rare delays rose to 56.2%.

Figure 14. Comparison between Project completion rates before and after PMP® training



Source: Survey data analysis

In general, the evidence shows that PMP® training transformed project management outcomes. Institutions moved away from chronic delays and low completion rates toward a culture of reliability and high performance, underscoring the program's effectiveness in driving institutional efficiency and accountability and at the same time improving the overall return on investment

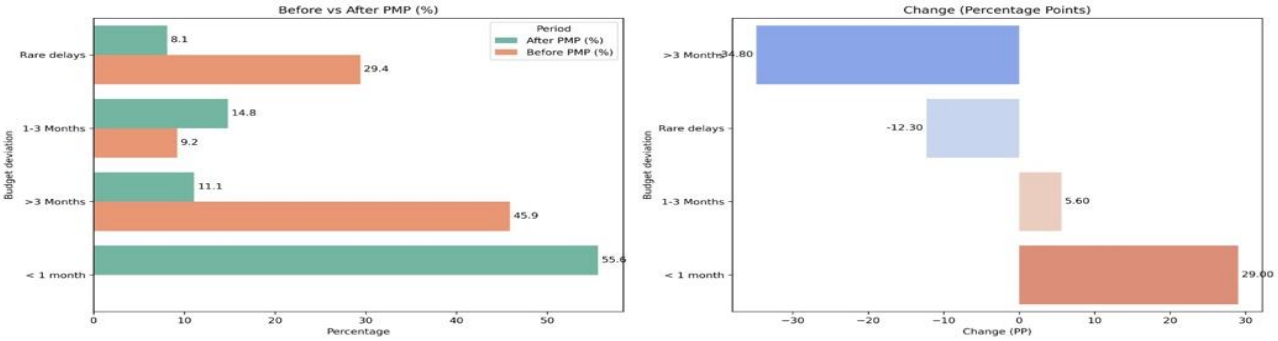
7. CROSS-DIMENSIONAL BENEFITS ANALYSIS

Regarding budgeting outcomes, findings as witnessed in figure 15 show that prior to PMP® training, nearly half of the institutions (45.9%) reported budget overruns in the range of 10–20%, while almost a third exceeded their budgets by more than 20%. Only 26.6% managed to operate within budget, reflecting weak financial control. A senior management male respondent reiterated:

> *I have seen that PMP® training has made resource management more structured and effective. Project timelines are now planned around clearly defined milestones, while budgets are monitored*

After PMP® training, adherence to budget management improved significantly. The proportion of projects delivered within budget increased from 26.6% to 55.6%. Projects exceeding budgets by 10–20% dropped sharply to 11.1%, while those surpassing 20% fell to 8.1%. Minor deviations of less than 10% increased from 9.2% to 14.8%. This suggests that larger cost overruns were reduced and replaced by more manageable variances.

Figure 15. Change observed in budget deviations



Source: Survey data analysis

A large majority of respondents reported reduced and fewer budget overruns confirming that the program strengthened both timeliness and financial discipline. This aligns with earlier findings that projects are now more likely to finish on time and within budget. On the use of some tools to maximize benefits, one male respondent noted:

> *Since the introduction of PMP® training, resource management has become more strategic and data-driven. There is better alignment between project scope, timelines, and available resources. Budget monitoring has improved through cost control techniques such as earned value management (EVM), while staff allocation is now more efficient due to clearer role definitions and ownership*

Beyond cost and schedule, PMP® training also improved risk management and documentation ensuring that institutions are better prepared to anticipate and mitigate challenges. On improved risk management practices, one participant state:

> *…additionally, improved risk management practices have reduced delays by enabling proactive identification and mitigation of potential issues.*

8. ANALYSIS OF THE USE OF PROJECT MANAGEMENT TOOLS

For ease of analysis some components were grouped and studied together. A large share of participants highlighted that work breakdown structures are extensively used across institutions, with 43.8% reporting "always" and 27.3% "often." This points to streamlined project planning processes. Nearly a quarter of respondents indicated they use this tool "sometimes," suggesting an opportunity for institutions to further strengthen its application.

Gantt charts are also widely adopted, with 41.3% using them "always" and another 52.1% using them "often" or "sometimes." Only 6.6% reported rarely or never using them, confirming that timeline visualization has become a standard practice across institutions. Commenting on the project management knowledge gained, one supervisor of the former PMP® trainee mentioned:

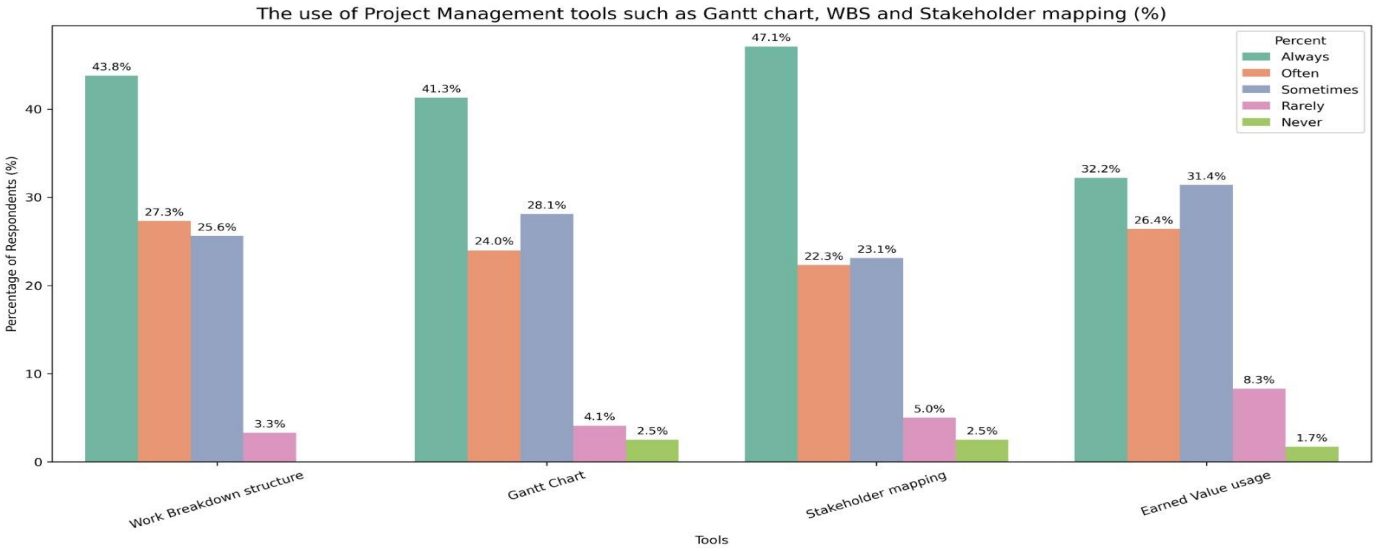
> *The training has enhanced the employee's capacity to plan and allocate resources more effectively by setting realistic timelines, defining priorities clearly, and monitoring project activities regularly. This has contributed to better time management and reduced delays in project implementation.*

Participants further attested to the indispensable use of stakeholder mapping as a project management tool. Almost half (47.1%) reported using it "always," while another 45.4% applied it "often" or "sometimes." Very few respondents indicated they rarely or never use it. On the other hand, Earned Value Analysis (EVA) is moderately well adopted, but less consistently than tools like the Work Breakdown Structure (WBS) or stakeholder mapping. About one-third of respondents (32.2%) use it "always," and another quarter (26.4%) use it "often." Another respondent mentioned:

> *PMP® training has significantly improved project delivery within our institution by introducing structured methodologies and standardized processes. The use of clear project planning tools such as Work Breakdown Structures (WBS), scheduling techniques, and critical path analysis has enhanced our ability to complete projects on time.*

Other components viewed as equally important were the use of agile and other project delivery methodologies in project management.

Figure 16. The use of project management tools for effectiveness



Source: Survey data analysis

To sum up, the adoption of PMP® training has fostered a disciplined project management structure. Tools such as work breakdown structures, Gantt charts, stakeholder mapping and earned values analysis are now frequently employed, reinforcing effective project delivery across institutions.

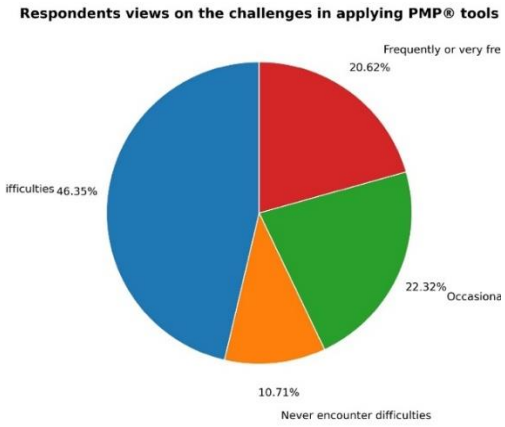
The evaluation of the efficiency and effectiveness of the PMP® training program demonstrates that the initiative is successfully advancing institutional efficiency, accountability, and return on investment. Although adoption is relatively recent, the program has already led to notable improvements in project completion timelines, reductions in budget overruns, enhanced risk management practices, and strengthened communication and collaboration across institutions. While some organizations still lack robust mechanisms to precisely measure financial benefits, the overall evidence confirms that the PMP® training program is effectively meeting its efficiency and effectiveness objectives.

9. COHERENCE AND SUSTAINABILITY

This section evaluated the coherence and sustainability of the PMP® training program. It assesses the alignment of the PMP® training program with institutional needs and national priorities and its long-term viability. It is also intended to identify challenges encountered during the training delivery and take stock of the lessons learned aimed at formulating actionable recommendations to enhance the overall outcomes of PMP® training. This will enable RMI to refine its training approaches, optimize resource allocation, and design strategies that remain coherent with evolving institutional needs and national development priorities.

9.1 Respondents' views on the challenges in applying PMP® tools

Figure 17. Challenges in applying PMP®



Challenges in applying PMP® tools are relatively limited. Nearly half of respondents (46.3%) said they rarely face difficulties, and 10.7% never encounter them. However, about 22.3% reported occasional challenges, and another 20.6% face them frequently or very frequently. One participant noted:

> *The main challenges include resistance to change, limited organizational maturity in project management practices, time constraints that hinder proper use of formal tools, and difficulties integrating PMP® methodologies into fast-paced or resource-constrained operational environments.*

This suggests that while adoption is strong, some institutions still struggle with consistent application.

Source: Survey data analysis

9.2 Adoption of project management practices based on lessons learnt

The data in the table 3 below indicates that more than three-quarters of respondents (39.7% Agree + 37.2% Strongly Agree) affirm that lessons learnt from the PMP® program have been embraced and integrated into project management practices within their institutions attesting to the program's sustainability. One supervisor stated:

> *Regarding the professional development of STEM teachers project, PMP® lessons on documenting experiences are applied in a structured way...*

This demonstrates that project management decisions are increasingly being shaped by the knowledge and skills acquired through PMP® training. Speaking about the role of lessons learnt from the PMP® program, a middle manager in one the government institutions stated:

> *...As alumni continue to share knowledge and apply PMP® principles, institutions will become more adaptive and better prepared to respond to challenges, ensuring that projects contribute to Rwanda's long-term development goals…*

A smaller proportion, 16.5%, adopted a neutral stance, suggesting that while they recognize the importance of PMP®, they may not yet have observed its full application in driving institutional project management growth. Only 6.6% expressed disagreement, reflecting minimal resistance to the adoption of PMP® lessons. Overall, the findings highlight strong institutional acceptance of PMP® practices, with clear evidence that the program is influencing project management culture and decision-making.

Table 3. Adoption and usefulness of project management practices based on lessons learnt

Adoption			Employee application and usefulness of PMP® lessons		
Response category	Frequency	Percentage	Response category	Frequency	Percentage
Strongly agree	45.0	37.2	Very useful	84.0	69.4
Agree	48.0	39.7	Useful	22.0	18.2
Neutral	20.0	16.5	Moderately useful	11.0	9.1
Disagree	7.0	5.8	Slightly useful	4.0	3.3
Strongly disagree	1.0	0.8			

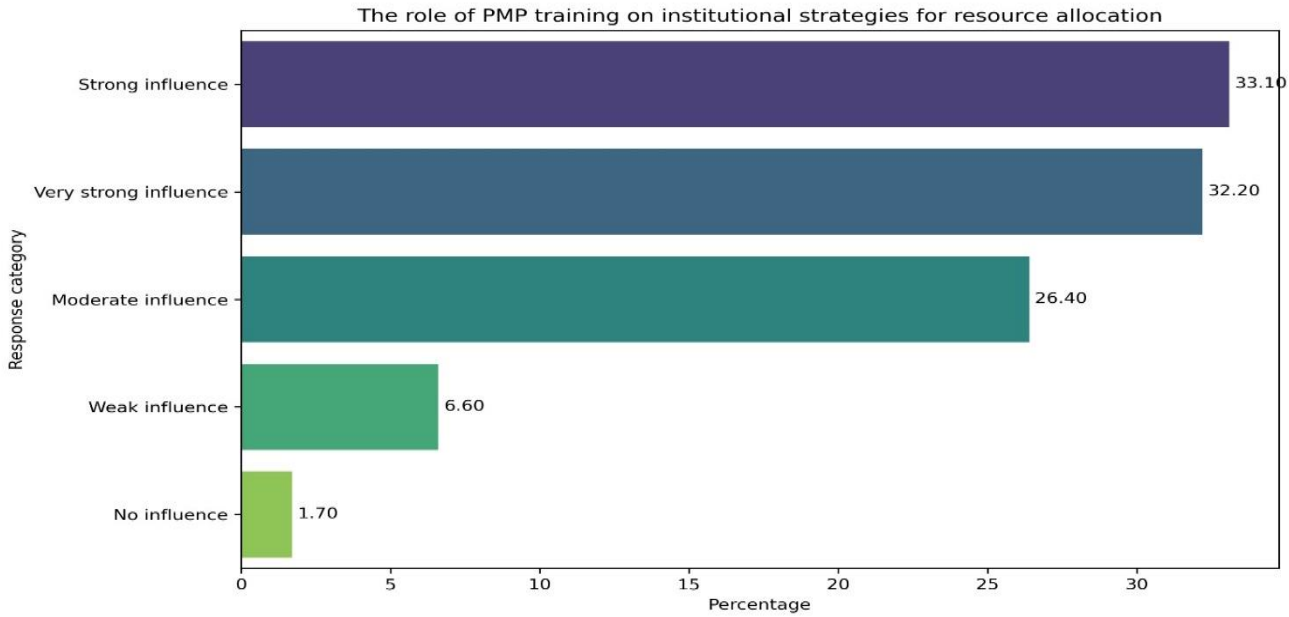
Source: Survey data analysis

On employee professional growth, the majority of participants (87.6%) reaffirmed that PMP® lessons are either *very useful* or *useful* in shaping their future project management careers and applications, underscoring the strong relevance of the training. A smaller group (9.1%) rated the lessons as *moderately useful*, suggesting that while they acknowledge the importance of the program, they may not yet have fully experienced its impact in practice. Only 3.3% considered the lessons *slightly useful*, reflecting minimal skepticism regarding the applicability of PMP® knowledge.

9.3 The role of PMP® training on institutional strategies for resource allocation

A combined 65.3% of respondents (33.1% Strong Influence + 32.2% Very Strong Influence) affirmed that PMP® training plays a significant role in shaping institutional strategies for resource allocation. This highlights the program's impact on how resources are planned, distributed, and utilized across institutions. A further 26.4% rated the influence as moderate, indicating that while the training is recognized, its effects may still be unfolding in some contexts. Only 8.3% (6.6% weak + 1.7% no influence) reported limited or no impact, reflecting minimal skepticism.

Figure 18 The role of PMP® training on institutional strategies for resource allocation



Source: Survey data analysis

Overall, the findings confirm that PMP® training is widely regarded as a key enabler of improved institutional resource allocation strategies, with nearly two-thirds of respondents acknowledging its strong influence.

9.4 Perception on whether the PMP® training has achieved its intended objectives.

Figure 19 shows that a strong majority (71.1%) reported no gaps, affirming that the PMP® training program has largely met its intended objectives. The most notable gap was certification not achieved (13.2%), suggesting that while training was delivered, some participants did not complete or attain formal certification, which may limit institutional recognition.

Smaller proportions highlighted issues such as training content enhancement (4.1%), application challenges (2.5%), and need for practical application/post-training support (2.5%). These point to areas where the program could be strengthened to ensure deeper institutional integration and sustained impact. Very few respondents cited time, workload, and financial constraints (0.8%) or lack of alumni support/follow-up (0.8%), indicating these are not widespread barriers.

The evaluation of coherence and sustainability confirms that the PMP® training program is strongly aligned with evolving institutional needs and national development priorities. The findings highlight that lessons learnt are being widely integrated into project management practices, positively shaping both institutional strategies and individual professional growth. A majority of respondents (71.1%)

emphasized the program's relevance, with PMP® training influencing resource allocation, strengthening project management culture, and enhancing career development pathways.

While challenges such as certification gaps, limited alumni support, and occasional difficulties in applying PMP® tools remain, these are relatively minor compared to the overwhelming evidence of success. The program has largely achieved its intended objectives, with over 70% of respondents reporting no gaps. Importantly, the lessons learnt are not only improving project delivery but also contributing to institutional adaptability and long-term sustainability.

Figure 19 The role of PMP® training in achieving institutional objectives



Source: Survey data analysis

Overall, PMP® training emerges as a strategic enabler of institutional efficiency, accountability, and resilience, with clear potential to drive continuous improvement and support Rwanda's broader development goals. Targeted refinements such as enhanced certification support, stronger alumni engagement, and practical post-training application will further consolidate its impact and ensure sustained relevance in the future.

10. RELEVANCY AND IMPACT

This section intended to assess the long-term impact of PMP® knowledge and skills development on institutional capacity and individual employee performance, while evaluating the program's alignment with Rwanda's national guiding frameworks such as NST2 and Vision 2050.

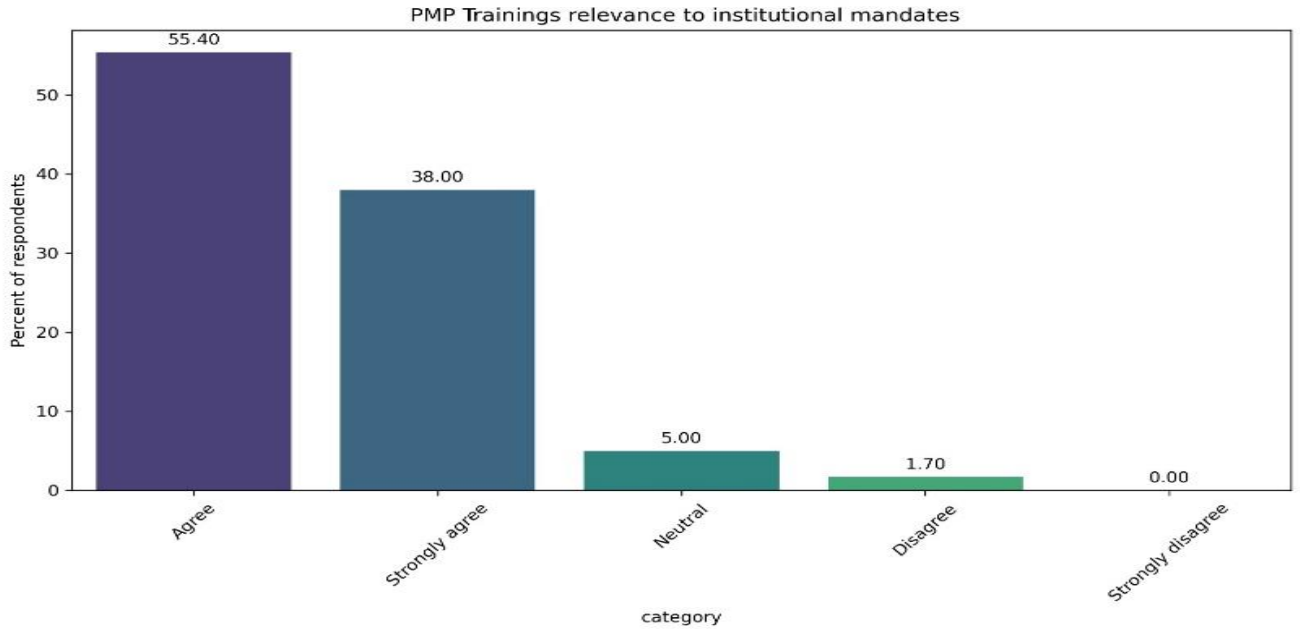
10.1 PMP® Training's relevance to institutional mandates

As shown in the figure below, a total of 93.4% of participants (55.4% Agree + 38.0% Strongly Agree) affirmed that PMP® training is closely aligned with their institutions' evolving needs, particularly in building the capacities required to deliver on their mandates confirming its relevance. A small proportion (5%) remained neutral, while only 1.7% expressed disagreement an insignificant share in statistical terms.

The overwhelming majority of positive responses underscores that institutions view PMP® training as highly relevant and responsive to their changing requirements, reinforcing its role as a strategic enabler of institutional growth for impact and adaptability. One supervisor underscored the relevance of the training stating that staff

> *…are better equipped to assess project effectiveness, efficiency, and impact.*

Figure 20 PMP® training's relevance to institutional mandates

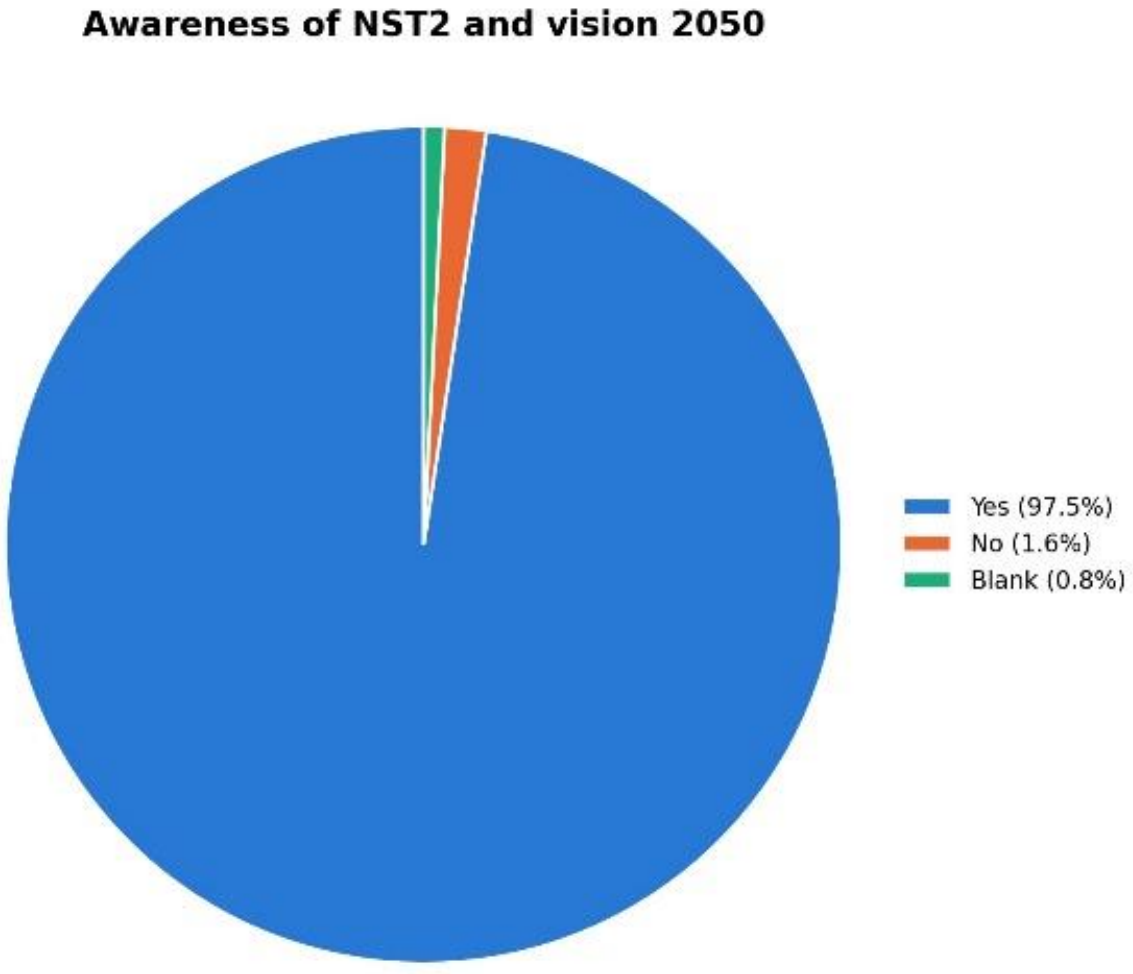


Source: Survey data analysis

10.2 Respondents' awareness of the NST2 and Vision 2050

An overwhelming majority of respondents (97.5%) affirmed awareness of Rwanda's NST2 priorities, indicating that nearly all staff eligible for PMP® training understand the country's national development goals. Only 2, equivalent to 1.6% reported not knowing these priorities, with one respondent (0.8%) leaving the space blank.

Figure 21 Awareness of NST2 and vision 2050



Source: Survey data analysis

10.3 Alignment of PMP® training with NST2 and Vision 2050: Respondents understanding

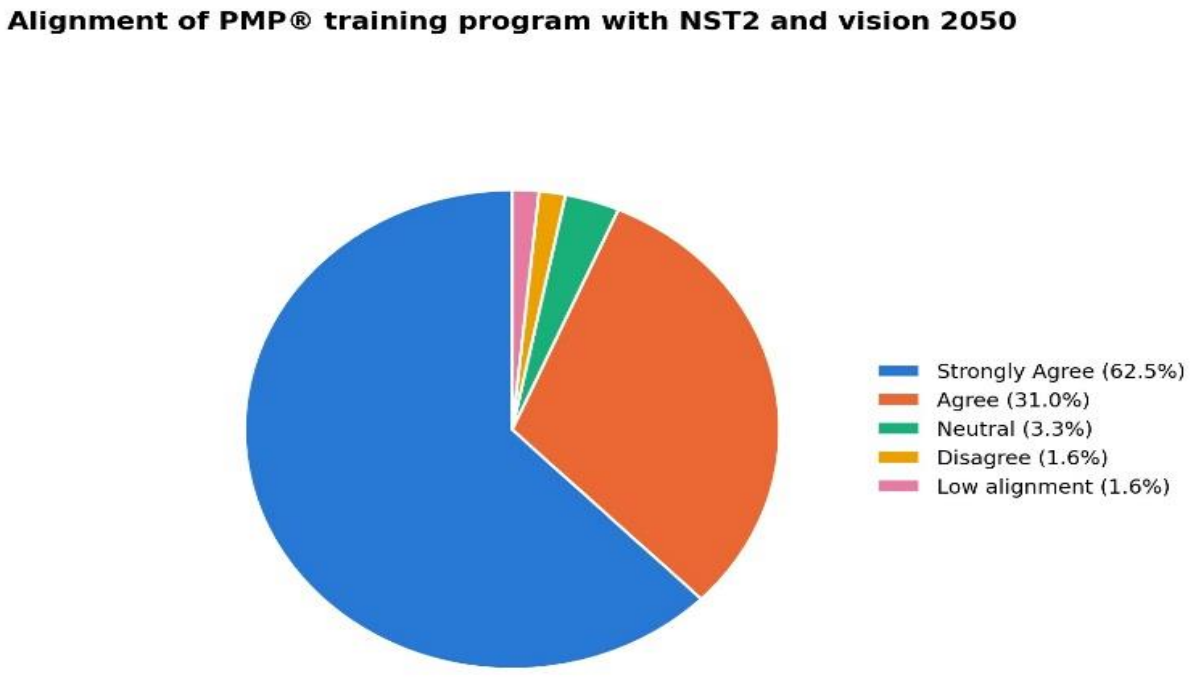
On the question of alignment, a combined 93.5% (62.5% Strongly Agree + 31.7% Agree) confirmed that PMP® training outcomes are consistent with NST2 and Vision 2050 development priorities, underscoring the program's strong relevance.

A minimal proportion remained neutral (3.3%). The remaining proportion expressed disagreement (1.6% Disagree) or (low alignment rating 1.6%), showing that skepticism is negligible.

Overall, the findings demonstrate strong alignment and relevance of PMP® training with Rwanda's national development agenda, reinforcing its role as a strategic tool for institutional capacity building and sustainable growth. One middle manager mentioned

> *PMP® training supports NST2 and Vision 2050 by strengthening results-based planning, improving efficiency and accountability in public service delivery, enhancing coordination across institutions, and ensuring projects are executed in a structured, measurable, and impact-oriented manner that accelerates socio-economic transformation and service delivery reforms.*

Figure 22. Alignment of the PMP® training with NST2 and vision 2050



Source: Survey data analysis

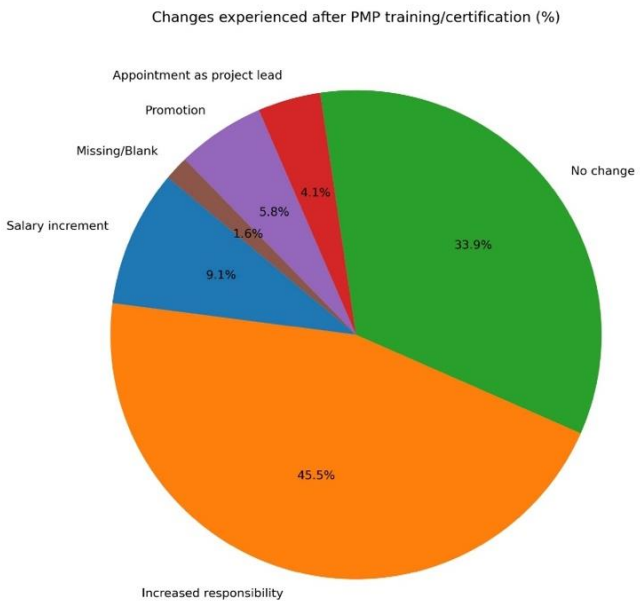
10.4 Changes experienced after PMP® training/certification

According to the findings, 45.5% of participants reported increased responsibility after PMP® training or certification, highlighting the program's relevance and impact even though this does not necessarily translate into promotion. In contrast, 33.9% indicated no change, suggesting that a considerable proportion of participants do not perceive tangible benefits or clear links between training investment and institutional recognition.

Regarding the changes observed in how resources (time, budget, staff) are managed since PMP® training was introduced, a supervisor of the trainees in of the public institutions stated:

> *For budget management, the biggest change is tighter cost control and forecasting. When it comes to staff (human resources), roles and responsibilities become much clearer. There's more intentional allocation of people based on skills, availability, and project priority.*

Figure 23. Changes experienced after PMP® training



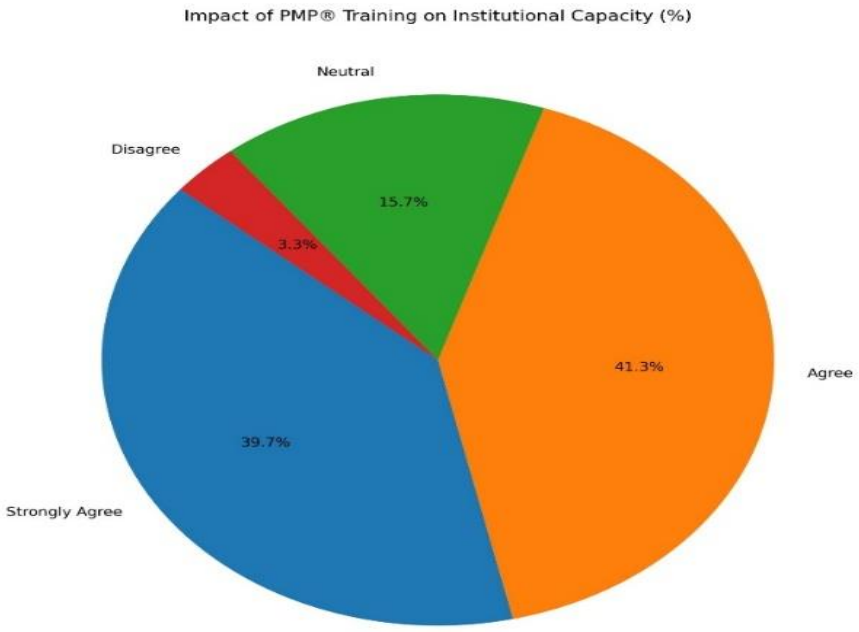
Responses in other areas were relatively low, with salary increments (9.1%), promotions (5.8%), and appointments as project leads (4.1%) showing limited career advancement outcomes. This implies that PMP® training is not consistently tied to financial rewards or upward mobility.

Overall, the data reveals that PMP® training is more effective in expanding responsibilities than in delivering career advancement or salary benefits. For greater impact, institutions should align certification outcomes with formal recognition systems such as promotions, salary adjustments, and leadership appointments to ensure that the investment in training translates into both professional growth and organizational improvement.

Source: Survey data analysis

10.5 The Impact of PMP® Training on Institutional Capacity

Figure 24. Impact of PMP® on institutional capacity



A combined 81% of respondents (strongly agree and agree) affirm that PMP® training has a direct and positive impact on strengthening institutional capacity, underscoring its relevance. However, 15.7% expressed indifference, suggesting that while evidence demonstrates the program's effectiveness, a segment of participants has not perceived tangible benefits. Asked how the PMP® training contributed to strengthening their institution's overall capacity to deliver projects successfully, one respondent noted:

> *It has improved planning, execution, and monitoring capabilities, leading to better project performance and outcomes.*

The remaining 3.3% indicated no impact, a minimal proportion compared to the strong majority who recognize meaningful contributions.

Generally, the data highlights that PMP® training is widely valued for institutional capacity building, yet there remains an opportunity to enhance the visibility of its outcomes. Strengthening post-training application, institutional recognition, and leadership support could help shift neutral perceptions toward stronger endorsements, further consolidating the program's impact.

11. CHALLENGES ENCOUNTERED IN THE APPLICATION OF PMP® SKILLS

The following are the challenges that have been identified from both the quantitative and qualitative analyses of the responses.

Although the PMP® framework has improved planning and accountability, tight budgets and limited staff make it difficult to fully apply all practices across departments and projects. Financial constraints also prevent many managers from accessing training, which restricts the spread of PMP® skills throughout institutions. The application of PMP® skills is often hindered by staff routines shaped by traditional or informal project management approaches. This resistance to change slows down the adoption of structured PMP® practices.

Institutional integration of PMP® frameworks into existing systems remains limited. Public sector procedures are not fully aligned with PMP® methodologies, and the absence of standardized evaluation procedures which undermines consistency. Time constraints in fast-paced projects also pose a challenge. Project teams often lack the opportunity to apply all PMP® processes thoroughly, and multi-stakeholder involvement such as sector wide partners, districts, and ministries can delay decision-making.

Continuous refresher training and practical application support are needed to sustain skills. Without ongoing reinforcement, the benefits of PMP® training risk fading over time.

Insufficient funds further restrict opportunities for managers to acquire PMP® skills. This limits organizational development and weakens the ability to manage projects effectively across all departments. Institutional systems to support PMP® practices are limited, and some staff resist change. The lack of continuous follow-up after training reduces the long-term impact of PMP® adoption.

Delays in decision-making are common when multiple stakeholders are involved. This slows down project execution and makes it harder to apply PMP® processes consistently.

Finally, the lack of standardized benefits' evaluation procedures weakens the uniform application of PMP® practices and reduces accountability.

12. CONTINUOUS IMPACT AND VIABILITY OF THE PMP® PROGRAM

a) Alumni Database & Registry

There is need to establish a centralized alumni registry that captures key data points such as certification status, institution, role, and contact information. This database should not only be for just for records, it should be updated annually to reflect career progression, promotions, and changes in institutional affiliation.

b) Periodic Alumni Surveys

Structured surveys of every 12–18 months where possible, should be conducted to assess how alumni are applying PMP® skills in their work. Surveys should capture among other indicators: project completion rates, budget control, resource allocation, and leadership responsibilities.

c) Institutional Feedback Mechanism

A strong feedback loop with employers and supervisors should be introduced to evaluate the institutional impact of PMP® training. This could include performance reviews, project delivery metrics, and organizational efficiency improvements linked to trained staff.

d) Communities of Practice

Create alumni networks or communities of practice where graduates can share experiences, challenges, and best practices. These forums can serve as informal monitoring tools while also strengthening peer learning and mentorship.

e) Digital Tracking Tools

Leverage digital platforms (e.g., dashboards or mobile applications) to track alumni engagement, certification renewals, and professional development activities. Automated reminders can encourage alumni to update their status and report outcomes.

f) Longitudinal Impact Studies

Commission independent studies every 3–5 years to measure the cumulative impact of PMP® training on institutional efficiency, project success rates, and alignment with national priorities. This ensures evidence-based adjustments to program design.

13. CONCLUSION

The PMP® training program received overwhelmingly positive ratings. A majority of respondents (57%) rated it Excellent, while another 33.9% rated it Good. Together, this means over 90% of participants viewed the program favorably. Only 8.3% rated it as Fair, and less than 1% rated it Poor, showing that negative perceptions are minimal.

Nonetheless, challenges remain. Some participants noted that the program has not yet received the recognition it deserves within institutions. A few, though limited in number, expressed concern that their project management skills are not being fully leveraged during project implementation. As a result, institutions sometimes take the wrong direction in project execution, despite having invested significant funds in PMP® training.

For many institutions, PMP® certification is not yet a formal requirement for assuming project management roles. As a result, trained professionals often find their skills underutilized, and organizations risk misdirecting project execution despite having invested significantly in PMP® training. The lesson is that PMP® training must be coupled with organizational commitment to leverage those skills. Without empowerment and integration, training investments will not yield the intended impact.

To improve effectiveness, the PMP® training program should shift from lecture-heavy sessions to a hands-on, application-based approach. PMP® certification should be among the requirement to assume project management roles. Further still, the training should be tailored with sector-specific case studies that reflect real-world challenges and incorporate practical exercises drawn from actual scenarios. This will make the training more engaging, relevant, and directly applicable to participants' work environments.

14. RECOMMENDATIONS FOR IMPROVEMENT

14.1 Recommendations for RMI (Training Design, Delivery, and Policy)

1. **Strengthen practical, context-specific learning:** Place greater emphasis on case studies that reflect the realities participants face in their sectors, and shift the training from lecture-heavy sessions toward a more hands-on, application-based approach, using practical exercises, simulations, and real-world scenarios so participants can apply PMP® concepts directly to their work environments.
2. **Integrate tools and technology into the curriculum:** Incorporate hands-on training on project management software (e.g., the Project Management System/PMS), dashboards, and e-learning platforms, so participants leave equipped to use the digital tools that support planning, monitoring, and reporting in practice, not just the theory.
3. **Introduce a defined exam-completion timeline:** Require or strongly encourage candidates to sit the PMP® exam within **6 months of completing classes**, with **12 months as an absolute maximum**. Beyond this window, retention of exam-ready knowledge drops and the likelihood of completion falls, which is consistent with the low certification rate found in this assessment.
4. **Build in commitment mechanisms to support the timeline above:** A deadline alone rarely changes behaviour; it needs to be paired with structural nudges. Options RMI could consider, individually or combined:

    a. **A signed exam-commitment agreement** at enrolment, in which the candidate declares a target exam date within the 6–12-month window, co-signed by their supervisor/institution.
    b. **Structured peer study groups or cohort accountability circles**, formed at the start of training and maintained through to the exam date, so candidates are supported by peers on the same timeline rather than left to prepare alone.

5. **Close the feedback loop:** Establish structured post-training surveys and performance assessments to track exam completion rates, application of skills, and training effectiveness, and use this data to continuously refine content and delivery.

14.2 Recommendations for Stakeholders/Partner Institutions

1. **Expand access to related staff:** Extend PMP® training eligibility beyond core project staff to include planning, logistics, and accounting personnel, whose day-to-day responsibilities intersect closely with project implementation and would benefit from the same skill set.
2. **Formalize institutional support structures:** Establish or strengthen Project Management Office (PMO) structures, enforce standardized project management processes, and integrate PMP® methodologies into performance management systems reinforced by visible leadership commitment to championing these practices.

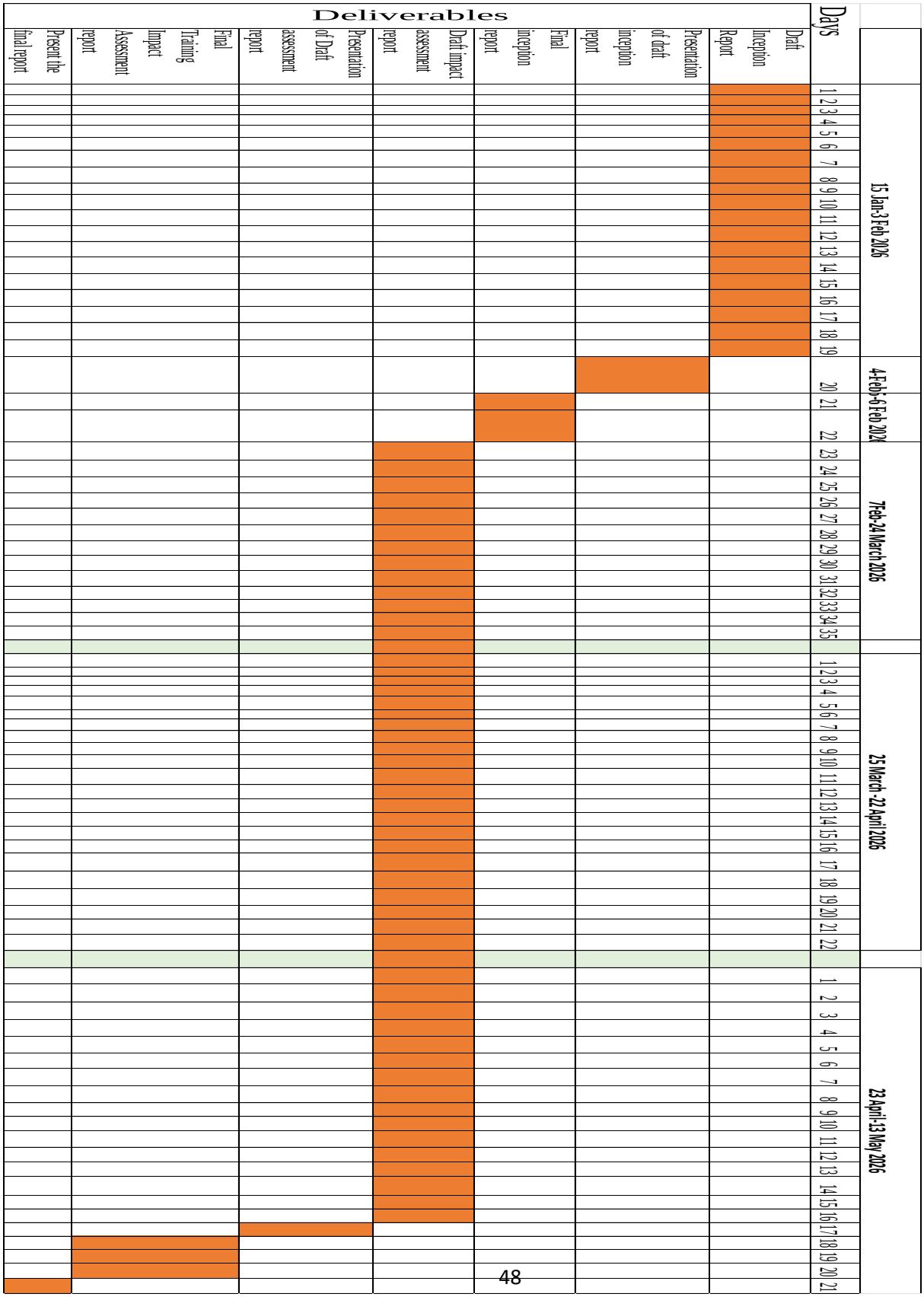
3. **Provide structured post-training follow-up:** Offer regular mentoring, coaching, and progress reviews after training to help staff apply what they learned and sustain it over time, rather than leaving retention to chance.
4. **Entrust certified staff with real responsibility:** Ensure certified project managers are given actual decision-making authority during implementation, not just the training, since applying the mandate is what reduces costly missteps and realizes the return on the training investment.

14.3 Recommendations for PMP® Candidates/Trainees

1. **Commit to a fixed exam date at the outset:** Candidates should set a target exam date within 6 months of completing classes (12 months at the latest) as soon as training begins, rather than treating the exam as an open-ended goal.
2. **Build a personal study plan tied to that date:** working backward from the exam date with weekly or monthly milestones, rather than relying solely on the classroom sessions.
3. **Join or form a peer study group:** with fellow trainees from the same cohort to maintain accountability and shared momentum toward the exam.
4. **Take advantage of institutional or RMI-provided check-ins:** (mock exams, readiness reviews) as genuine progress markers rather than optional extras.

ANNEXES

Annex 1: Work plan and deliverables



Annex 2: Data Collection Tool for key informants (KII)

Section 0: Demographic and Background Information

(Please select the most appropriate option for each question)

1. **Institution type**
    - Government Ministry
    - Public Institution/Agency
    - Private Sector Organization
    - NGO/CSO
    - Other (please specify)
2. **Current role/position**
    - Senior Management
    - Middle Management (Manager/Supervisor)
    - Technical/Professional Staff
    - RH Manager
    - Other (please specify)
3. **Gender** *(optional)*
    - Male
    - Female
    - Prefer not to say
4. **Age group** *(optional)*
    - Under 30
    - 30–39
    - 40–49
    - 50

Section I: Efficiency and Effectiveness (ROI, project outcomes)

- In your experience, how has PMP® training influenced the way projects are completed in your institution, particularly in terms of timeliness and efficiency?
- Can you describe any changes you have observed in how resources (time, budget, staff) are managed since PMP® training was introduced?
- From your perspective, how has PMP® training affected the satisfaction of stakeholders (clients, partners, beneficiaries) with project outcomes?

Section II: Coherence and Sustainability (challenges, lessons, recommendations)

- What challenges have you or your colleagues faced when trying to apply PMP® tools and practices in your daily work?
- How has your institution adapted its project management practices based on lessons learned from PMP® training?

- In what ways has PMP® training fostered a culture of knowledge sharing or continuous support among project teams in your institution?
- Based on your experience, what improvements would you suggest to make PMP® training more relevant and practical for your institution?
- What kind of institutional support or changes would help alumni better apply PMP® skills and sustain the benefits of the training program?

Section III: Relevance and Impact (long-term institutional and national alignment)

- How has PMP® training contributed to strengthening your institution's overall capacity to deliver projects successfully?
- In your view, how do the outcomes of PMP® training align with Rwanda's NST2 and Vision 2050 goals?
- Looking ahead, what long-term impact do you expect PMP® training to have on institutional resilience and national project governance standards?

Annex 3: Project Management Professional Training Assessment Questionnaire (Table Format)

Target respondents: Individuals who attended the Project Management Program.

Question Number	Question	List of Response Modalities	Comment	Skip Logic
Section A. Background Information ***Respondent identification***				
A1	Province name	☐City of Kigali ☐Western Province ☐Eastern Province ☐Northern Province ☐Other Southern Province		
A2	District name			
A3	Institution name			
A4	Institution type	☐Government Ministry ☐Public Institution/Agency ☐Private Sector Organization ☐NGO/CSO ☐Other (please specify)	Select one	
A5	Respondent name			

A6	Age of respondent	☐Under 30 ☐30-39 ☐40-49 ☐50+		
A7	Sex of respondent	☐Male ☐Female ☐Prefer not to say	Select one	
A8	What was your role at the time you completed the Project Management Program?	☐Senior Management (Director/Head of Department) ☐Middle Management (Manager/Supervisor) ☐Technical/Professional Staff ☐Project/Program Officer ☐Other (please specify)		
A9	When did you complete the Project Management Program?	☐Less than 1 year ☐1–3 years ☐4–6 years ☐7–9 years ☐10+ years		

A10	Were you certified?	☐Yes ☐No		If "Yes" → go to A12; If "No" → Jump to A11
A11	What was the main reason you did not pursue the program until certification?	☐ High exam fees or certification costs ☐ Insufficient preparation ☐ Difficulty with exam content ☐ Lack of confidence ☐ Employer support not available. ☐Change in career goals ☐Administrative or eligibility issues ☐ Other….Specify		
A12	What is your current role/position?	☐Senior Management (Director/Head of Department) ☐Middle Management (Manager/Supervisor) ☐Technical/Professional Staff ☐Project/Program Officer ☐Other (please specify)		

A13	Years of professional experience in project management	☐Less than 3 years ☐3–5 years ☐6–10 years ☐More than 10 years		
A14	Number of PMP®-related projects you have managed/participated in since certification/completion of the PMP® training program	☐None ☐1–2 projects ☐3–5 projects ☐6–10 projects ☐More than 10 projects		
Section B. Efficiency and Effectiveness (ROI, project outcomes) ***Achievement of intended outcomes and objectives***				
B1	PMP® training has improved project completion rates in my institution.	☐Strongly Disagree ☐ Disagree ☐Neutral ☐Agree ☐Strongly Agree		
B2	PMP® training has reduced project budget variances in my institution.	☐Strongly Disagree ☐ Disagree ☐Neutral		

		☐Agree ☐Strongly Agree		
B3	In my institution, PMP® training has contributed to better schedule adherence in projects.	☐Strongly Disagree ☐ Disagree ☐Neutral ☐Agree ☐Strongly Agree		
B4	PMP® training has reduced overtime rates and improved resource utilization at my work place.	☐Strongly Disagree ☐ Disagree ☐Neutral ☐Agree ☐Strongly Agree		
B5	The overall cost-benefit perception ratio of PMP® training in my institution is positive.	☐Very Poor ☐ Poor ☐Fair ☐Good ☐Excellent		
B6	My participation in PMP® training has improved efficiency in project planning and execution in my institution.	☐Strongly Disagree ☐ Disagree		

		☐Neutral ☐Agree ☐Strongly Agree		
B7	I am confident that PMP® training has led to better perceived ROI for my institution.	☐Not confident ☐ Slightly confident ☐Moderately confident ☐Confident ☐Very confident		
B8	PMP® training has improved stakeholder satisfaction with project outcomes.	☐Strongly Disagree ☐ Disagree ☐Neutral ☐Agree ☐Strongly Agree		
B9	PMP® training has enhanced risk management practices in my institution.	☐Strongly Disagree ☐ Disagree ☐Neutral ☐Agree ☐Strongly Agree		
B10		☐Strongly Disagree		

	PMP® training has improved the quality of project deliverables.	☐ Disagree ☐Neutral ☐Agree ☐Strongly Agree		
C11	The PMP® training program has generally achieved its stated learning objectives.	☐Strongly Disagree ☐ Disagree ☐Neutral ☐Agree ☐Strongly Agree		
B12	Which components of the program were most relevant to your needs?		Open-ended	
Section C. Coherence and Sustainability (challenges, lessons, recommendations) ***Alignment with other initiatives, policies, or work practices***				
C1	PMP® alumni and I frequently encounter challenges in applying PMP® tools at work.	☐Very Frequently ☐ Frequently ☐Occasionally ☐Rarely ☐Never		
C2		☐Strongly Disagree		

	Managers at my institution validate improvements I have reported as a member of the PMP® alumni/trainee of the PMP® program.	☐ Disagree ☐Neutral ☐Agree ☐Strongly Agree		
C3	My institution has adapted project management practices based on lessons learned from PMP® training.	☐Strongly Disagree ☐ Disagree ☐Neutral ☐Agree ☐Strongly Agree		
C4	Improvements in project efficiency are sustainable across multiple project cycles.	☐Strongly Disagree ☐ Disagree ☐Neutral ☐Agree ☐Strongly Agree		
C5		☐No Influence ☐ Weak Influence		

	PMP® training has influenced institutional strategies for resource allocation.	☐Moderate Influence ☐Strong Influence ☐Very Strong Influence		
C6	PMP® training is coherent with evolving institutional needs.	☐Strongly Disagree ☐ Disagree ☐Neutral ☐Agree ☐Strongly Agree		
C7	Lessons I have learned from PMP® training are useful in shaping my future project management approaches.	☐Not Useful ☐ Slightly Useful ☐Moderately Useful ☐Useful ☐Very Useful		
C8	My institution provides continuous support for me to apply skills gained from PMP® training.	☐Strongly Disagree ☐ Disagree ☐Neutral ☐Agree ☐Strongly Agree		

C10	PMP® training outcomes are regularly monitored and evaluated in my institution.	☐Strongly Disagree ☐ Disagree ☐Neutral ☐Agree ☐Strongly Agree		
C11	I receive adequate institutional recognition for my contributions.	☐Strongly Disagree ☐ Disagree ☐Neutral ☐Agree ☐Strongly Agree		
C13	The program improved my knowledge of project management concepts.	☐Strongly Disagree ☐ Disagree ☐Neutral ☐Agree ☐Strongly Agree		
C14	The program strengthened my practical project management skills.	☐Strongly Disagree ☐ Disagree ☐Neutral		

		☐Agree ☐Strongly Agree		
C15	The program effectively addressed challenges encountered during project implementation.	☐Strongly Disagree ☐ Disagree ☐Neutral ☐Agree ☐Strongly Agree		
C16	Which objectives were not fully achieved if any? Please explain.		Open-ended	
Section D. Relevance and Impact (long-term institutional and national alignment) ***Changes resulting from completing the program***				
D1	My PMP® training has improved institutional project success rates.	☐Strongly Disagree ☐ Disagree ☐Neutral ☐Agree ☐Strongly Agree		
D2	PMP® training has enhanced my individual	☐Strongly Disagree		

	employee project productivity and performance.	☐ Disagree ☐Neutral ☐Agree ☐Strongly Agree		
D3	Do you know any NST2 priorities	☐Yes ☐ No		If "Yes" → go to Q4; If "No" → Jump to D5
D4	PMP® training outcomes align with Rwanda's NST2 priorities.	☐Strongly Disagree ☐ Disagree ☐Neutral ☐Agree ☐Strongly Agree		
D5	Do you know any Vision 2050 priorities	☐Yes ☐ No		If "Yes" → go to D6; If "No" → Jump to D7
D6	PMP® training outcomes contribute to Vision 2050 goals.	☐Strongly Disagree ☐ Disagree ☐Neutral ☐Agree ☐Strongly Agree		

D7	My Institution has retained and applied PMP® practices over the long term.	☐Strongly Disagree ☐ Disagree ☐Neutral ☐Agree ☐Strongly Agree		
D8	PMP® training has had a significant impact in strengthening institutional capacity overall.	☐Strongly Disagree ☐ Disagree ☐Neutral ☐Agree ☐Strongly Agree		
D9	PMP® training has strengthened collaboration between institutions and external partners.	☐Strongly Disagree ☐ Disagree ☐Neutral ☐Agree ☐Strongly Agree		
D10	PMP® training has contributed to improved national project governance standards.	☐Strongly Disagree ☐ Disagree ☐Neutral ☐Agree		

		☐Strongly Agree		
D12	PMP® training has enhanced institutional resilience in adapting to changing national priorities.	☐Strongly Disagree ☐ Disagree ☐Neutral ☐Agree ☐Strongly Agree		
D13	I have applied skills and knowledge gained from the PMP® training program in my work.	☐Strongly Disagree ☐ Disagree ☐Neutral ☐Agree ☐Strongly Agree		
D14	The PMP® training program has contributed to improved project outcomes in my organization.	☐Strongly Disagree ☐ Disagree ☐Neutral ☐Agree ☐Strongly Agree		

D15	The PMP® training program has led to positive changes beyond my immediate role.	☐Strongly Disagree ☐ Disagree ☐Neutral ☐Agree ☐Strongly Agree		
D16	Please describe the most significant changes resulting from completing the PMP® training program.		Open-ended	
D17	What actions would help ensure long-term sustainability of the PMP® training program's results?		Open-ended	
Section E. Overall Assessment				
E1	Overall, how would you rate the Project Management Program you completed?	☐Very poor ☐Poor ☐Fair ☐Good ☐Excellent		
E2	What are the top three strengths of the PMP® training program?		Open-ended	

E3	What are the top three areas for improvement of the PMP® training?		Open-ended	
E4	Can you please estimate, in monetary terms (RWF), the contribution you have made on projects in your institution, applying knowledge from the PMP® training?		Open	