

REPUBLIC OF RWANDA



MINISTRY OF EDUCATION



Rwanda Polytechnic Strategic Plan (2019-2024)

27 September 2019

Forward by the Vice-Chancellor of Rwanda Polytechnic

This is our Strategic Plan, the roadmap to where we want to be in five years. A strategic plan should not be set in stone; there should be flexibility to add/remove some aspects, hopefully in the direction of improvement or enhancement, not curtailing. The opportunities presented by the fast changing technological advancements will inevitably force us to recalibrate our campus to attain some goals at a faster pace or to a higher level.

Rwanda Polytechnic (RP) is going to increasingly play a pivotal role in skilling or reskilling our population in hands-on practical skills which are desperately required in a fast transforming economy like ours. The labor market is crying out for skilled workforce on the construction sites, factory floors, in the workshops, production lines, in design centers, as well as in supervisory and office management roles. RP's graduates in all these different programs should be ready for these labor needs. One thing that I want to highlight is that in the next five years, we shall build strong partnerships with the private sector in steering and determining the direction of training in TVET in Rwanda. We wish to adopt the dual system which has so successfully underpinned the high industrialization of economies like those of Germany, Switzerland, Japan and South Korea. The competency based training and assessment (CBT/CBA) method of skills development has now taken root in TVET system and will continue to be improved. The role of the computer and ICT in teacher/student interaction will be vigorously enhanced underpinned by a sophisticated integrated educational management information system (EMIS).

Any training institution is as good as its faculty. We want a highly trained and capacitated academic staff who are supported by a proactive administrative system. In this regard, I shall push very hard to get the best, the most enthusiastic and forward-looking young people to train in the top establishments for top performance. There is no other choice about it.

In the Government of Rwanda's National Strategy for Transformation (NST1), TVET should be enrolling 60% of all young people finishing lower secondary school (Year 9 Basic Education). To achieve this, we shall have to be very proactive in making the TVET choice attractive; the employment opportunities at the end of the road must be obvious enough to speak for themselves.

It is good to dream and think big; we make no apologies for that in this country. But hard work, real big hard work and self-sacrifice lie ahead. I am very proud of our team of dedicated Principals of the eight IPRCs, I know that I can count on them; they all played their part every single step of the way as we worked on this Strategic Plan. The dedicated team at RP Headquarters has played their role. Together, we shall get this task done.

I want to thank several other people and organizations that played a key role in the weeks of preparing this strategic plan document: our Development Partners, particularly USAID's EDC Huguka Dukore Akazi Kanoze which provided resources and an international consultant (the indomitable, Chris Murray); JICA which provided the internal/local consultant; KOICA's Technical Assistance Pooled Fund (TAPF) program for the budgetary resources for most of the workshops and many others for their active participation in the workshops and other activities.



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ACRONYMS

ADEA	Association for the Development of Education in Africa
APEFE	Association pour la Promotion de l'Education et de la Formation à l'Etranger (Belgium)
BRD	Banque Rwandaise de Développement (Rwanda Development Bank)
CBA	Competency Based Assessment
CBC	Competency Based Curricula
CBT	Competency Based Training
CSC Koblenz	Chamber of Skilled Crafts
CPD	Continuous Professional Development
CNRU	Rwandan National Commission for UNESCO
DACUM	Developing a Curriculum
DP	Development Partner
DVCAF	Deputy Vice Chancellor in Charge of Administration and Finance
DVCTIDR	Deputy Vice Chancellor in Charge of Trainings, Institutional Development, and Research
EAC	East African Community
EDPRS	Economic Development and Poverty Reduction Strategy
ESSP	Education Sector Strategic Plan
ESWG	Education Sector Working Group
FARG	Fonds d'Assistance aux Rescapés du Génocide (Genocide Survivors' Fund)
FBO	Faith-based organisation
GIZ	Gesellschaft für Internationale Zusammenarbeit (German cooperation agency)
GoR	Government of Rwanda
HEC	Higher Education Council
HEI	Higher Education Institution
HRM	Human Resource Manager
ICT	Information and Communication Technology
IPRC	Integrated Polytechnic Regional Colleges
JICA	Japan International Cooperation Agency
KOICA	Korea International Cooperation Agency
M&E	Monitoring and evaluation
MIFOTRA	Ministry of Public Service and Labor
MINAGRI	Ministry of Agriculture and Animal Resources
MINALOC	Ministry of Local Government
MINECOFIN	Ministry of Finance and Economic Planning
MINEDUC	Ministry of Education
MINICOM	Ministry of Trade and Industry
MINICT	Ministry of ICT
MIS	Management Information System
MoU	Memorandum of Understanding
NEP	National Employment Programme
NGO	Non-Governmental Organization
NST-1	National Strategy for Transformation
PSF	Private Sector Federation
PwD	People with Disabilities
REB	Rwanda Education Board
RP	Rwanda Polytechnic
RTTI	Rwanda Technical Trainers Institute
RTQF	Rwanda TVET Qualification Framework

SDC	Swiss Agency for Development and Cooperation
SPIU	Single Project Implementation Unit
SSWGs	Sub-sector Working Groups
STEM	Science, technology, engineering and mathematics
SWOT	Strengths, Weaknesses, Opportunities, and Threats
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UR	University of Rwanda
USAID	United States Agency for International Development
VC	Vice Chancellor
WDA	Workforce Development Authority
WPL	Work Place Learning

Executive Summary

Rwanda Polytechnic was established by the Government of Rwanda in 2017 to implement Technical and Vocational Education and Training (TVET) skills development across the country. The Government of Rwanda (GoR) has been focusing on a development agenda aimed at transforming Rwanda and the expansion of the TVET system with collaboration from development partners, private sector actors, and civil society is part of this initiative.

This Strategic Plan for the period of 2019-2024 presents a foundation for Rwanda Polytechnic to carry out its mandate in providing quality TVET education and modernizing the technical workforce for national development. The TVET sector has emerged as a priority for Rwanda to transform into a knowledge-based economy that will have the capacity of creating 214,000 productive jobs annually, per policy objectives under Rwanda Vision 2050.

Rwanda Polytechnic has responsibility for teaching, curriculum development and research. There are also eight college institutions (Integrated Polytechnic Regional Colleges – IPRCs) that are part of Rwanda Polytechnic.

To ensure the continued development of effective TVET delivery, Rwanda Polytechnic and IPRCs, with the assistance of development partners have decided to develop a long-term strategic plan. The strategic plan will be a guiding strategic document for Rwanda Polytechnic to deliver on its mandate.

The core of the Rwanda Polytechnic Strategic Plan is the twelve Strategic Areas and Objectives. These cover the following areas:

- Legislative, Regulatory, and Policy Framework
- Oversight and Governance
- Curriculum
- Teaching and Learning
- Student Support
- Infrastructure and Resources
- Human Resource Development
- Research and Innovation
- Partnerships
- Management Information and Statistics
- Perception of TVET
- Access

These strategic areas are chosen as they reflect the most common themes in national and international TVET policy, education sector strategy documents, and development partner input. They also follow a Strengths, Weaknesses, Opportunities, and Threats (SWOT) and stakeholder analysis which was conducted as part of the strategic planning process. Included in this plan are objectives for each of these strategic areas with corresponding activities, targets, and reporting time frames.

The report is structured into three main areas: Part A provides a strategic overview of the TVET sub-sector which incorporates the policy background of TVET in Rwanda, Rwanda Polytechnic's vision, mission, values, and the process in which this plan was developed. Part B is the Rwanda Polytechnic Strategic Framework and is the core of the strategic plan in greater detail. Part C of the plan provides guiding templates for implementation considerations.

The impact expected from successfully following the Rwanda Polytechnic Strategic Plan is to ensure Rwandan citizens have sufficient and appropriate skills, competences, knowledge, and attitudes to drive the continued social and economic transformation of the country and to be competitive in the global market in the area of TVET.

The purpose of this plan is to ensure that Rwanda Polytechnic is progressing with clear objectives and guiding strategy. Following this five-year plan, annual plans may be created by Rwanda Polytechnic that corresponds to the five year strategy. It is imperative to form this strategic plan now as the government of Rwanda has set up a target of 60% of nine years' basic education graduated to be absorbed in the TVET sector. Successfully following this plan will ensure the vision of providing quality education complies with applicable standards that enable beneficiaries to acquire the skills necessary required to create jobs and compete in the labor market.

Part A: A Strategic Overview of the TVET Sub-Sector

1. The Vision and Mission of Rwanda Polytechnic.

Vision:

To provide quality education that complies with applicable standards through vocational education that enables beneficiaries to acquire skills required to create jobs and compete in the labor market (MINEDUC, 2017).

Mission:

- To prepare technical and vocational education curricula for their use at various technical vocational training levels and submit them to competent authority for approval.
- To offer technical and vocational courses leading to certificate, diploma, bachelors, and higher levels.
- To provide science and technology based technical and vocational training as well as education which enable the beneficiary to create jobs for personal development and contribute to national development.
- To carry out and promote research and technology in technical and vocational fields and disseminate their findings to foster national development.
- To participate in the discovery, exchange and preservation of knowledge in technical and vocational field.
- To promote education, culture and Rwandan values.
- To impart knowledge required to provide technical and vocational education and apprenticeship and training.
- To offer in-service training to practitioners in various fields to develop their technical and vocational skills.
- To coordinate programs and activities aimed at developing teaching and research staff within institutions of technical and vocational education, upgrade their knowledge and skills capacities and improve their management.
- To contribute to finding solutions to other problems related to national development.
- To cooperate and collaborate with other national, regional or international institutions with similar mission(s) in order to achieve its mission.

Values:

- Excellence
- Patriotism
- Loyalty
- Respect
- Diversity
- Responsibility
- Integrity

2. The Legislative Policy context

The establishment of Rwanda Polytechnic

The Government of Rwanda established Rwanda Polytechnic (RP) in May 2017 to implement TVET skills development across the country. Rwanda Polytechnic is an organ that has legal personality and enjoys administrative, teaching, research and financial autonomy and it is managed in accordance with relevant laws (Official Gazette n° 23 of 05/06/2017).¹

The main functions of Rwanda Polytechnic include TVET curriculum development; TVET implementation (offering courses); promoting TVET research and innovation; conducting in-service training; as well as coordination all TVET programs.

The Revised National TVET Policy of 2015

The landscape for the TVET Sector was revamped with the release of the Revised National TVET Policy in 2015, which followed from the TVET Policy of 2008. The 2015 TVET Policy helped to set the vision for the TVET sector for the next five years. The new TVET system, as envisaged in Rwanda's TVET policy and TVET strategy, involves a new governance framework: a new framework for programmes and qualifications, a new quality improvement and assurance institution, and a new funding system, envisaged as a key lever for system change. This governance framework is envisaged to drive the development of the new system and to ensure its responsiveness to the education and training needs of the people of Rwanda. The Revised National TVET Policy is linked to national policies such as the Economic Development and Poverty Reduction Strategy (EDPRS), the Education Sector Strategic Plan (ESSP) 2013/14-2017/18, the National Gender Policy (2004), the Vision 2020, the National Employment Programme (NEP), and the Girls' Education Policy (TVET Policy, 6).

Whilst the TVET Policy needs revision in the near future, it is still the current document that sets most of the purpose, direction and a supporting framework for the TVET sector. The TVET policy has provided a clear sense of purpose, direction and a supporting framework for all those who will be involved in TVET over the next five years. It includes strategic alignment with its vision, policies, and strategies. It also justifies and explains why the respective Government of Rwanda agencies and its partners in development are concerned with TVET, what the government aims to achieve, and how it will be achieved.

Informed by Government of Rwanda guiding documentation

The strategic thinking of Rwanda Polytechnic has been guided by the legislative and strategic thinking that directs the Government of Rwanda (GoR) development agenda. These are found in the guiding documents and lines for the country as described in Vision 2050, the National Strategy for Transformation (NST 1), and for the education sector and TVET sub sector as described in the Education Sector Strategic Plan 2018/19-2023/24. The TVET Policy and the Workplace Learning Policy are also important in informing the RP Strategic Plan.

NST1 will focus on increasing the proportion of students pursuing TVETs from 31% in 2016 to 60% by 2024 (MINECOFIN & OPM, 2017) to address the challenge of skills shortage and unemployment. This will be achieved by increasing TVET schools from 342 (2016) to 416 by 2024 with the aim of maximising

¹ Concept Note for Development of Rwanda Polytechnic Strategic Plan

geographic coverage. Additionally, clear pathways into different levels of TVET within the education system, particularly for the poorest segments of the population, will be created and competence-based responsive TVET curricula provided. This will include the establishment of four TVET centres of excellence, benchmarked against regional and international standards, supported by a gender-sensitive business plan to promote increased female participation.

Alignment with MINEDUC Education Sector Strategic Plan

This Education Sector Strategic Plan (ESSP) (2018/19–2023/24) builds upon the achievements of the previous ESSP (2013/14 - 2017/18) and accommodates new thinking and policy directions that will support Rwanda’s aspirations for transformation from a predominantly agrarian-based, low-income economy to an industrial, knowledge-based middle-income nation by 2020. This vision is premised on the ability of Rwanda’s education system to produce sufficient and appropriately skilled workforce capable of realizing this aspiration, as well as upgrading the skills and competencies of the existing workforce. The impact expected from successfully delivering this ESSP is to ensure Rwandan citizens have sufficient and appropriate skills, competences, knowledge and attitudes to drive the continued social and economic transformation of the country and to be competitive in the global market.

The functions of Rwanda Polytechnic are guided by and aligned with the Ministry of Education (MINEDUC) Education Sector Strategic Plan 2018/19 to 2023/24 as described below.

Rwanda Polytechnic Integrated Polytechnic Regional Colleges

Rwanda Polytechnic is composed of eight colleges / Integrated Polytechnic Regional Centres (IPRCs) situated in Karongi, Kitabi, Tumba, Musanze, Ngoma, Huye, Kigali, and Gishari. Additionally, there is the Rwanda TVET Trainer Institute (RTTI).

The IPRCs are the institutions tasked with delivery of providing quality education that complies with applicable standards through vocational education that enables the beneficiary to acquire skills required to create jobs and compete in the labor market.²

The role of IPRCs is to provide TVET courses at levels six and seven (diploma), as well as to follow up TVET programs in the decentralized implementation structure.

3. Rwanda Polytechnic as part of the Ministry of Education

Rwanda’s formal education system has four main levels or sub-sectors; pre-primary, primary, secondary, and higher education, with a significant TVET stream at both secondary and higher education levels. In addition, there is non-formal education, also known as adult education.

TVET is thus one part of a structured education sector under the Ministry of Education.

MINEDUC

MINEDUC assumes the lead responsibility for policy formulation, educational planning, coordination and M&E at the national level, and is the lead ministry for the education sector, with responsibility for policy formulation, coordination and regulation through setting norms and standards for the education sector. MINEDUC’s mission is *to transform Rwandan citizens into skilled human capital for the socio-economic*

² Concept Note for Development of Rwanda Polytechnic Strategic Plan

development of the country by ensuring equitable access to quality education, focusing on combating illiteracy, promotion of science and technology, critical thinking, and positive values.

MINEDUC works closely with several semi-autonomous Government agencies. The main six include the following³:

The Rwanda Education Board (REB) which was established by Rwandan Law (44/2010) in 2010 bringing under a single authority the functions of five previously separate departments. REB has national oversight for coordinating and implementing education activities at pre-primary, primary and secondary level.

The Workforce Development Authority (WDA) was initially established in 2008 to provide the institutional framework to provide a strategic response to the skills development challenges facing the country across all sectors of the economy. However, the new enactment of 18/10/2016 re-defines its mandate as a TVET overall supervisory and quality standards body. The main functions now include developing TVET standards; monitoring implementation; policy dissemination; and playing an advisory role in relation to all TVET implementers.

Rwanda Polytechnic (RP) was established in May 2017. This institution has as its vision the provision of quality education that complies with applicable standards through TVET that enables beneficiaries to acquire the skills required to create jobs and compete in the labour market. The main functions of RP include TVET curriculum development; TVET implementation (offering courses); promoting TVET research and innovation; conducting in-service training; as well as coordinating all TVET programmes. The role of IPRCs will be to provide TVET courses at levels six and seven (diploma), as well as to follow up TVET programmes in the decentralised implementation structure. All the WDA staff and departments involved in teaching and research are to be relocated to RP. The new internal organisational structures of WDA and RP are being developed.

The Higher Education Council (HEC) is responsible for securing coherent provision of quality higher education in Rwanda, in line with GoR policies and priorities, and advising the Minister of Education on all matters relating to the accreditation of higher education institutions, including the merging of all Higher Education Institutions (HEIs) under the University of Rwanda (UR). It is also responsible for monitoring and evaluating the quality and standards of the HEIs and enhancement of teaching and research. This includes responsibility for implementing EAC guidelines on issues such as the harmonization of curricula and unit costs/fees that can be charged.

The University of Rwanda has its head office in Kigali, and has 10 campuses. It was formed in 2013 through the merger of Rwanda's public HEIs. Law number 71/2013 transferred the contracts, activities, assets, liabilities and denominations of seven institutions to the UR.

The Rwandan National Commission for UNESCO (CNRU) is responsible for coordinating activities related to United Nations Educational, Scientific and Cultural Organization (UNESCO) activities in Rwanda.

4. TVET sector Institutional Overview

The GoR continues to drive a development agenda aimed at transforming Rwanda. Education is a critical component of this development agenda, and the TVET sub-sector is an integral contributor to this development.

³ Education Sector Strategic Plan. 2018/19 to 2023/24. Final Draft (2019)

The latest draft of the Education Sector Strategic Plan (ESSP3) recognizes that the TVET sub-sector has developed a comprehensive policy framework and institutional and organisation infrastructure in order to deliver of TVET training for the youth of Rwanda. The Rwanda Polytechnic law (2017) and Workforce Development Authority law (2017) specify the TVET institutional mandates, structures, roles and responsibilities. The focus of all “these policy frameworks is for Rwanda to move towards a demand-driven, labour market-oriented system of training, with programmes producing the skills required in the world of work – employed and self-employed”.

In the Concept Note for the Development of Rwanda Polytechnic Strategic Plan, Rwanda Polytechnic recognizes that TVET has emerged as one of the most effective human resource development strategies that Rwanda has embraced in order to train and modernize the technical workforce for national development. The support from Government as well as Development Partners has seen a continual growth in TVET initiatives, improved IPRCs, and projects aimed at improving delivery. Growth includes an increase in the number of TVET schools from 63 in 2010 to 394 in 2017, and an increase of TVET students from 51,773 to 116,292 in the same period (Strategy Paper on Rwanda Education Sector 2000-2016, 2016). The latest national TVET tracer surveys has also shown that graduate employability is at 70.3% and employer satisfaction at 75%.

There has been considerable progress in recent years. There is still work to be done. The annual target is to create “214,000 decent and productive jobs” (under NST I that aligns with Vision 2050). The government of Rwanda has set up a target of 60% of nine years’ basic education graduates to be absorbed in TVET by 2024.

Rwanda Polytechnic has been established to provide the “needed quality education that complies with applicable standards through vocational education that enables beneficiary to acquire skills required to create jobs and compete in the labor market”. This Rwanda Polytechnic long-term strategic Plan (2018/19-2023/24) will be a strategic guiding document for Rwanda Polytechnic to deliver on its mandate.

5. TVET sector SWOT analysis:

This SWOT was developed by stakeholders who participated in the Structured Three-Day Strategic Planning Workshop with Rwanda Polytechnic. The stakeholders also identified Successes and Challenges which are reflected below.

Table A: Strengths, Weaknesses, Opportunities and Threats

<u>Strengths</u>	<u>Weaknesses</u>
<ul style="list-style-type: none"> • Political will • Committed trainers and students • Courses are available at various colleges • Legal frame • Development Partners <ul style="list-style-type: none"> ○ Strong and many DPs ○ Positive engagement of DPs • Established colleges <ul style="list-style-type: none"> ○ Basic infrastructure ○ Infrastructure in some colleges • Availability of CBT/CBA at some levels • Young and dynamic human resources 	<ul style="list-style-type: none"> • TVET schools need greater attention for improvement • Gaps in financing skills development • Gaps in the RP law • Private sector engagement • Overlapping (duplicating) courses • Legal framework is not fully comprehensive • Few qualified and competent trainers • Inadequate equipment and infrastructure • No consumables and running costs • Competency Based Assessment (CBA) needs improvement • Implementation of CBT/CBA • Budget constraint

	<ul style="list-style-type: none"> ○ Limited budget ● Low level of research and innovation ● Limited number of companies (private) ● Gender imbalance ● Improved coordination of sector activities is needed ● Increase use of technology ● Digitization of TVET delivery should increase
<p><u>Opportunities</u></p> <ul style="list-style-type: none"> ● East Africa Community (EAC) integration <ul style="list-style-type: none"> ○ TVET augment in EAC ● Committed DPs provide opportunity for growth ● Positive political will of government ● Increased relevance of TVET ● Global trend towards TVET ● Regional integration ● Availability of ToT implementation framework <ul style="list-style-type: none"> ○ Progress of ToT L3-L5 ● New priority economic sectors ● “Made in Rwanda” promotion ● High Demand <ul style="list-style-type: none"> ○ By private sector ○ Government policy level ○ Students are interested ● Foreign Direct Investment <ul style="list-style-type: none"> ○ Private sector needs skilled workforce ● Revised RTQF <ul style="list-style-type: none"> ○ Rwanda TVET Qualification Framework ● Youth Population <ul style="list-style-type: none"> ○ Youth dividend ○ Young and Dynamic human resource ○ Many new fields-skills needs 	<p><u>Threats</u></p> <ul style="list-style-type: none"> ● Logistical coordination of services needs to be improved, duplication of activities, interventions <ul style="list-style-type: none"> ○ Need a balance between centralized coordination and empowered principals ○ RP not coordinating DPs well enough ○ Need to differentiate coordination levels. ● Mindset about TVET <ul style="list-style-type: none"> ○ Public perception on TVET programs ○ Negative perception on TVET ● Trainer/Lecturer turnover is high ● Small private sector ● Insufficient budget allocated to TVET subsector ● Imbalance between TVET supply and demand ● Limited opportunity for industrial exposure ● EAC integration <ul style="list-style-type: none"> ○ Qualified workforce from EAC competing for local jobs ● 60% of basic education graduates to TVET by 2024 <ul style="list-style-type: none"> ○ 60% of basic education graduates to go to TVET means there is a shortage of TVET schools from approximately 300 to approximately 416

Table B: Successes and Challenges

<p><u>Successes</u></p> <ul style="list-style-type: none"> ● TVET trainer certification program ● Work Place Learning policy in place ● Establishment of RP ● Increased relevance of TVET ● TVET awareness ● Good progress of TOT L3-L5 ● Progress curriculum DVPT/CBT ● Increased TVET schools ● Short course under NEP ● Legal instruments available 	<p><u>Challenges</u></p> <ul style="list-style-type: none"> ● High level unskilled trainers ● Implementation of CBT/CBA ● Poor infrastructure ● Need more innovation ● Staff turn over ● Competent based assessment needs improvement ● WPL Implementation Issues ● TVET for People with Disabilities (PwD) ● Curriculum/Developing a Curriculum (DACUM) process is not conducive to private sector participation <ul style="list-style-type: none"> ○ CBT/CBA implementation issues
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	<ul style="list-style-type: none">• CPD• TVET data collection needs improvement
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6. Key Stakeholder Framework

The Key Stakeholder Framework was developed using information provided by Rwanda Polytechnic staff and affiliated stakeholders during the Structured Three-Day Strategic Planning Workshop with Rwanda Polytechnic. Additional information on working partnerships was found within official policy documents such as NST1, ESSP3, TVET Policy, and the Work-based Learning Policy.

Table C: Stakeholder Analysis

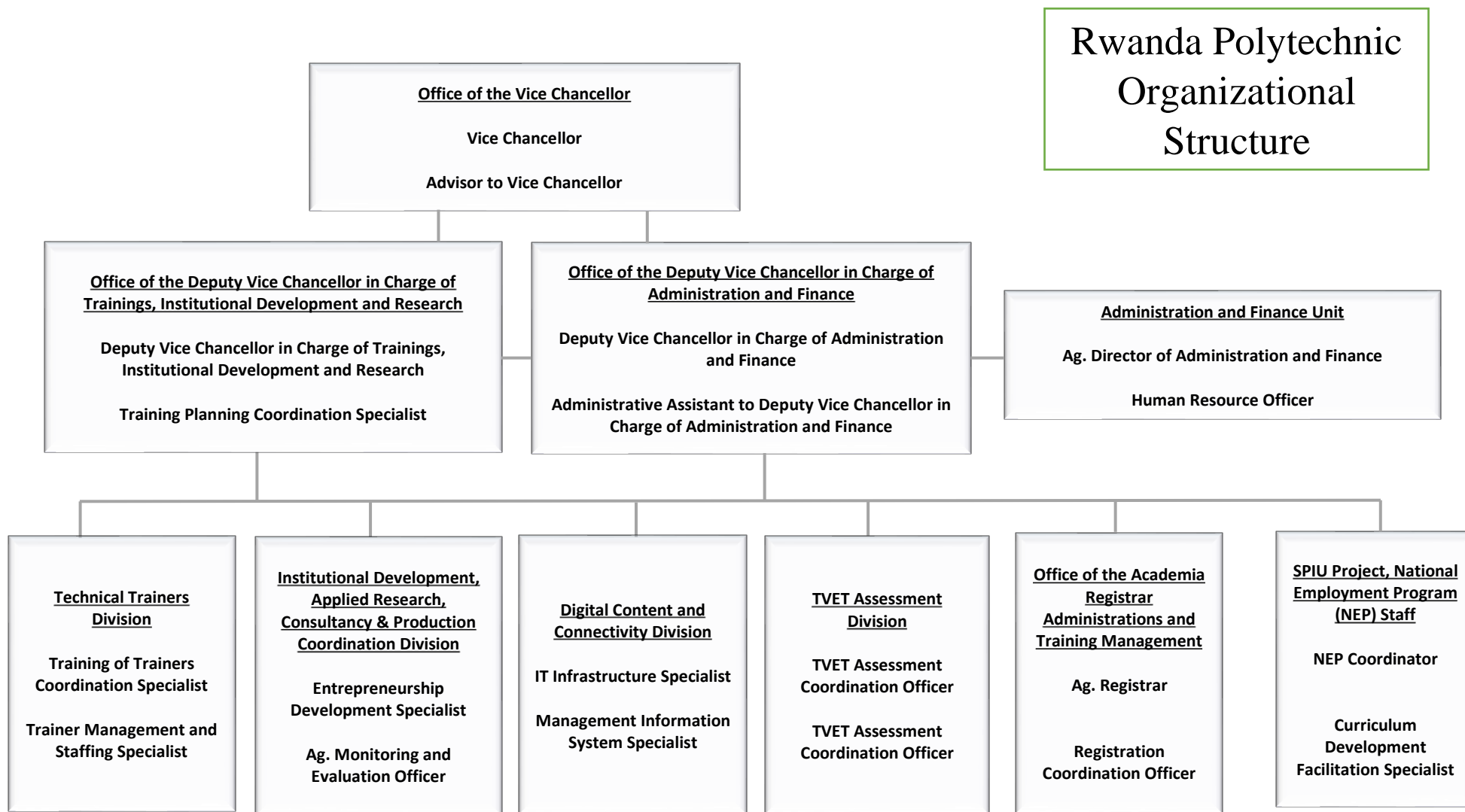
Stakeholder Framework	Stakeholder	Role of Stakeholder	Purpose of Mutual Interest
Primary Beneficiaries	<ul style="list-style-type: none"> • Students • Parents • Training Providers • Academic and Research Institutions • Districts • Employers (Industries, Companies) • Relevant Government Departments 	<ul style="list-style-type: none"> • Make Policies • Develop TVET Infrastructure • Law Enforcement • Budget Allocation • Consumers of TVET • Manage the learning and training of TVET 	<ul style="list-style-type: none"> • Policy Guidelines and Formulation • Improved access • Securing Transparency in Implementation • Resource Allocation • Providing Work Competence for Employers • Assurance of Quality in TVET Learning
Secondary Beneficiaries	<ul style="list-style-type: none"> • Workers • Employers • Communities • Civil Society • Local Communities • State Owned Enterprises • Non-Profit Organizations 	<ul style="list-style-type: none"> • Support Implementation of Programs 	<ul style="list-style-type: none"> • Benefit for TVET Programs at Local Level
Suppliers of Resources	<ul style="list-style-type: none"> • Financial Institutions • Sponsors, Banks, Large Companies • Genocide Survivors' Fund • Research/Academic Centers • Providers of Infrastructure/Facilities 	<ul style="list-style-type: none"> • Provision of relevant, quality, and accessible financial services • Research means to improve utilization of financial resources • Fund national skills development priorities 	<ul style="list-style-type: none"> • Support cooperatives, small enterprises, and community training • Effective internal management of funds administered • Achieve national priorities in increasing skill based competencies
Regulators	<ul style="list-style-type: none"> • Central Governance • Higher Education Council • Workforce Development Authority • Rwanda Development Board • Rwanda Standards Board 	<ul style="list-style-type: none"> • Implement the system of quality assurance • Monitor the state of education 	<ul style="list-style-type: none"> • Establish credible institutional mechanism for oversight
Ministries and Affiliated Institutions	<ul style="list-style-type: none"> • MINEDUC • Ministry of Finance and Economic Planning (MINECOFIN) • Ministry of Public Service and Labor (MIFOTRA) 	<ul style="list-style-type: none"> • Facilitate conducive policies and standards for implementation of quality TVET 	<ul style="list-style-type: none"> • Implementing public agencies • Responsibility to coordinate government programs

	<ul style="list-style-type: none"> • MINALOC) • Ministry of Trade and Industry (MINICOM) • Ministry of Youth (MINIYOUTH) • Ministry of Gender and Family Promotion (MIGEPROF) • Ministry of ICT (MINICT) • Ministry of Information Technology and Communications (MYTECH) • Ministry of Infrastructure (MININFRA) • Rwanda Education Board • University of Rwanda • HEIs • 	<ul style="list-style-type: none"> • Implement capacity building programs • Enacting laws and adopting regulations for the promotion of national education • Overseeing formal education 	<ul style="list-style-type: none"> • Address national priorities on annual basis
Strategic Partners	<ul style="list-style-type: none"> • Private Sector Federation • World Bank • African Development Bank • UNESCO • Association for the Development of Education in Africa • Gesellschaft für Internationale Zusammenarbeit (GIZ) • Korea International Cooperation Agency (KOICA) • United States Agency for International Development (USAID) • Japan International Cooperation Agency (JICA) • Swiss Agency for Development and Cooperation (SDC) • CSC Koblenz • Association pour la Promotion de l'Education et de la Formation à l'Etranger (APEFE) • German Cooperation Bank (KfW) • Mastercard Foundation • Indian Government 	<ul style="list-style-type: none"> • Resource Mobilization • Offer Technical Assistance 	<ul style="list-style-type: none"> • Funding Quality Assurance Programs • Supporting TVET Development

	<ul style="list-style-type: none"> • Embassies • USAID Huguka Dukore Akazi Kanoze • Swiss Contact • Faith Based Organizations • Hotels 		
Affiliated Projects	<ul style="list-style-type: none"> • USAID Huguka Dukore Akazi Kanoze • KIVUBELT Project (GIZ, I&M Bank) • Bee 5 • WADWAHN • RISA • Jinhua Polytechnic • Akazi Kanoze Access • NCPD, NUD, NUDOR • GMO • WASAC • SEAD Project 	<ul style="list-style-type: none"> • Offer Technical Assistance • Train Youth • Make TVET visible 	<ul style="list-style-type: none"> • Official Development Priorities • Increase capacity of local population
Service Providers Outbound	<ul style="list-style-type: none"> • Contractors • Consultants • Academic and Research Institutions 	<ul style="list-style-type: none"> • Make TVET Visible • Internal Quality Assurance • Approved Program Implementation 	<ul style="list-style-type: none"> • Participate in re-branding TVET • Institution meet set quality standards • Sound management of TVET institutions
Media	<ul style="list-style-type: none"> • Rwanda Broadcasting Agency 	<ul style="list-style-type: none"> • Publishing of Information 	<ul style="list-style-type: none"> • Enhanced Publicity • Advocacy • Communication Platform

7. Rwanda Polytechnic Organizational Structure

The following organogram was developed using information from Rwanda Polytechnic. At each level that is represented, two senior staff members have been highlighted.



8. Steps of the Strategic Planning Process

Activity	Participants	Process
Joint Planning Meeting Implementation Plan for Strategic Planning. December 2018	<ul style="list-style-type: none"> Rwanda Polytechnic USAID Huguka Dukore Akazi Kanoze JICA 	USAID Huguka Dukore Akazi Kanoze presented a proposed Implementation Plan describing how they would provide technical support to develop a five year strategic plan for Rwanda Polytechnic.
Rwanda Polytechnic Strategic Planning Inception Report Submitted. January 18th, 2019	<ul style="list-style-type: none"> USAID Huguka Dukore Akazi Kanoze 	USAID Huguka Dukore Akazi Kanoze submitted an Inception Plan for review.
Inception Report Presentation Meeting. January 24th, 2019	<ul style="list-style-type: none"> Rwanda Polytechnic USAID Huguka Dukore Akazi Kanoze Stakeholders and Development Partners 	The meeting was attended by over 20 people including IPRC Principals, Development Partners from KOICA, GIZ, JICA, SDC, and the Netherlands Development Agency. The Inception Report was approved by all key stakeholders. Feedback provided was incorporated into future planning.
Background Research by JICA January to March, 2019	<ul style="list-style-type: none"> JICA 	A local consultant was hired by JICA to conduct background information about the TVET sector through research and by conducting focus groups at each IPRC and a sample of Secondary TVET Schools. This included a review of strategic documents such as NST I, ESSP 2018/19 to 2024/25, TVET policy, TVET strategy, Workplace Learning Policy.
Coordination Meetings and Communication. December 2018 to June 2019	<ul style="list-style-type: none"> Rwanda Polytechnic USAID Huguka Dukore Akazi Kanoze 	Regular coordination meetings, and ongoing communication to ensure proper coordination of upcoming events, review logistics, and deliver updates.
IPRC Focus Groups IPRC Tumba IPRC Ngoma February 12th;13th, 2019	<ul style="list-style-type: none"> USAID Huguka Dukore Akazi Kanoze 	USAID Huguka Dukore Akazi Kanoze conducted two focus groups at IPRCs to ground the strategic planning in the reality of delivery. These facilitated discussions verified and contextualized the strategic thinking, helped review emerging strategic priorities, and enabled inquiry on the needs of the TVET sector. Each focus group consisted of a two-hour session with ten people representing the school leadership team and department heads.
Three-Day Rwanda Polytechnic Strategic Planning Workshop. OUTPUT: Strategic Objectives, Outcomes, Activities Developed February 18th; 19th; 20th, 2019	<ul style="list-style-type: none"> Rwanda Polytechnic IPRCs Stakeholders Development Partners USAID Huguka Dukore Akazi Kanoze 	USAID Huguka Dukore Akazi Kanoze facilitated a structured three-day strategic planning workshop at Nyamata with over stakeholders from RP, WDA, MINEDUC, and DPs. The facilitated series of activities included: presentation of background research, formulation of the planning framework, a SWOT analysis, key stakeholder identification, and importantly the development of the strategic goals, strategic objectives, and five year target outcomes by participants. This participatory workshop ensured a high level of commitment

Activity	Participants	Process
		from stakeholders and Rwanda Polytechnic personnel.
Draft Strategic Objectives Report for five-years submitted. March 07th, 2019	<ul style="list-style-type: none"> • USAID Huguka Dukore • Akazi Kanoze 	12 strategic objectives with relevant outcomes, and activities were formulated during the three-day strategic planning workshop. These were captured in an Objectives Plan to cover the next five years. Targets were added based on data in ESSP, NST1, and TVET Revision of 2015.
Strategic Objectives Review Workshop. March 13th; 14th, 2019	<ul style="list-style-type: none"> • Rwanda Polytechnic • IPRCs • Stakeholders • Development Partners • USAID Huguka Dukore • Akazi Kanoze 	A two-day review process of outcomes, objectives, and activities of the strategic plan took place at Rwanda Technical Trainers Institute (RTTI) with about 20 invited stakeholders. Participants reviewed the Draft Strategic Objectives Report and provided feedback on the objectives, outcomes, and activities.
Draft Strategic Plan submitted. April 16th, 2019	<ul style="list-style-type: none"> • USAID Huguka Dukore • Akazi Kanoze 	A draft Strategic Plan submitted to Rwanda Polytechnic for review and feedback.
Strategic Plan Validation Meeting. May / June, 2019	<ul style="list-style-type: none"> • Rwanda Polytechnic • Stakeholders • Development Partners 	High Level Validation meeting to get final input on the Draft Strategic Plan.
Rwanda Polytechnic Strategic Plan submitted. June, 2019		Final Rwanda Polytechnic Strategic Plan.

9. Risk Management and Analysis

The SWOT that was developed during the Structured Three-Day Strategic Planning Workshop indicated some threats, weaknesses, and challenges. These were analyzed to formulate a risk assessment. Additional information was gleaned from national policy documents.

Risk Description	Mitigating Measures
1. No linkage to local demand	<ul style="list-style-type: none"> Local labor market assessment mechanisms created with private sector stakeholders by 2019
2. Career guidance needs improving for students	<ul style="list-style-type: none"> Career guidance personnel to be appointed in all Rwanda Polytechnic institutions by 2023
3. Inadequate linkages with industries	<ul style="list-style-type: none"> Private sector engagement plan created in 2019 Private sector engagement plan approved and implemented in 2020
4. Shortage of infrastructure – building, modern equipment, and raw materials	<ul style="list-style-type: none"> Infrastructure feasibility study conducted nationally by 2020 Funding models for TVET institutions updated by 2023 National improvement plans for infrastructure and learning equipment for all Rwanda Polytechnic institutions by 2024
5. Poor human resource management	<ul style="list-style-type: none"> Staff capacity building and support program developed and implemented by 2022 Staff retention program created and implemented by 2024
6. Inefficient management information system and knowledge management	<ul style="list-style-type: none"> Learner registration Management Information System to be updated by 2020 ICT system to be used by all Rwanda Polytechnic institutions by 2022 Instruments for data capture and output reports implemented across all Rwanda Polytechnic institutions by 2023
7. Resource management/financing constraints	<ul style="list-style-type: none"> Resource mobilization training for all Rwanda Polytechnic institutions by 2022
8. No equity in access (female inclusion, rural populations, people with disabilities)	<ul style="list-style-type: none"> Policies on gender and inclusion in TVET to be developed by 2020 Awareness campaigns to attract special populations by 2020 Gender and inclusion in curricula to be mainstreamed in TVET by 2024 Improve capacity of TVET institutions to accommodate youth with disability and special needs by 2024
9. Absence of effective monitoring and evaluation of TVET sector	<ul style="list-style-type: none"> M&E framework for effective implementation of TVET system oversight by 2024
10. Policy gaps/legal framework not up to date	<ul style="list-style-type: none"> Revised TVET Policy of 2015 to be updated by 2020 ESSP 3 implemented from 2018-2024 NST 1 implemented from 2017-2024
11. Lack of coordination within Rwanda Polytechnic and with Development Partners	<ul style="list-style-type: none"> Quarterly meetings between Rwanda Polytechnic and Development Partners to ensure effective coordination as well as planning Joint working groups and thematic focus groups between Rwanda Polytechnic and Development Partners
12. Research and innovation not addressing community and national challenges	<ul style="list-style-type: none"> National policy on creative innovation to be approved and published by 2020 National and institutional level applied research as well as innovation plans to be developed by 2020 Community needs assessment mapping to be conducted by 2020

Risk Analysis

This risk analysis categorizes the level of risk for the twelve identified possible threats. Risk assessment was identified as part of the SWOT analysis, as well as Rwanda Polytechnic feedback, and national policy documents.

Table: Risk Management Matrix (Plan)

		Probability of Risk Occurring				
		Unlikely	Possible	Likely	Very Likely	Almost Certain
Impact of Risk Occurring - Impact	Minor		Research and innovation not addressing community and national challenges			
	Moderate		Poor human resource management		Absence of effective monitoring and evaluation of TVET sector	
	Serious		Career guidance not improving for students	Resource management/ Financing constraints	Lack of coordination within Rwanda Polytechnic and with Development Partners	Inefficient management information system and knowledge management
	Very Serious	No equity in access (female inclusion, rural populations, people with disabilities)		No linkage to local demand	Policy gaps/Legal framework not up to date	
	Catastrophic		Inadequate linkages with industries	Shortage of infrastructure – building, modern equipment, and raw materials		

Key:	Low Risk	Medium Risk	High Risk
Color	Meaning		
Green	Risk successfully controlled		
Amber	Some exposure to risk		
Red	Risk is above acceptable levels		

Part B: Rwanda Polytechnic Strategic Framework

Strategic Area One	Legislative, Regulatory, and Policy Framework
Strategic Objective One	To ensure a sound legislative, regulatory, and policy framework
Strategic Area Two	Oversight and Governance
Strategic Objective Two	To provide strong oversight and governance mechanisms to ensure the smooth operations of Rwanda Polytechnic and its Institutions (Colleges and TVET Schools)
Strategic Area Three	Curriculum
Strategic Objective Three	To develop and regularly update quality TVET competency-based curricula that responds to labor market needs
Strategic Area Four	Teaching and Learning
Strategic Objective Four	To ensure the delivery of high-quality teaching and learning support services aimed at improving access to quality teaching and learning in TVET Institutions
Strategic Area Five	Student Support
Strategic Objective Five	To establish effective student support systems that ensure adequate career guidance, student welfare, and prepare students to enter the labor market
Strategic Area Six	Infrastructure and Resources
Strategic Objective Six	To develop and maintain infrastructure and resources for effective training
Strategic Area Seven	Human Resource Development
Strategic Objective Seven	Establish professional development systems for teaching and administrative staff to strive for excellence in service delivery.
Strategic Area Eight	Research and Innovation
Strategic Objective Eight	Promote the culture of research and innovation in the TVET sector to ensure TVET programs are responsive to and address community and national challenges
Strategic Area Nine	Partnerships
Strategic Objective Nine	To develop partnerships that strengthen synergies to enhance trainees' and graduates' opportunities for local, national, regional, and international labor market access.
Strategic Area Ten	Management Information and Statistics
Strategic Objective Ten	To provide management information and statistics on TVET performance on an annual basis
Strategic Area Eleven	Perception of TVET
Strategic Objective Eleven	To improve the public perception of TVET
Strategic Area Twelve	Access
Strategic Objective Twelve	To increase equitable and inclusive access

Strategic Area One: Legislative, Regulatory, and Policy Framework

Strategic Area One	Legislative, Regulatory, and Policy Framework
Strategic Objective One	To ensure a sound legislative, regulatory, and policy framework
Justification	This objective will ensure that TVET institutions function effectively and efficiently in an environment that allows them to respond to national development priorities.

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
1.1 Develop and approve a revision of RTQF and Rwanda TVET Trainer Qualification framework by 2019	1.1.1 Establish a working group to review and/or extend RTQF and to develop a Rwanda TVET Trainer Qualification Framework by 2019	DVCTIDR	By end of 2019	2019: Nine individuals identified for working group to develop Trainer Qualification Framework
	1.1.2 Submit the revision of RTQF and a Rwanda TVET Trainer Qualification Framework by 2019	DVCTIDR	By end of 2019	2019: Working group submits Trainer Qualification Framework
	1.1.3 Approve the revision of RTQF and a Rwanda TVET Trainer Qualification Framework by 2019	MINEDUC	By end of 2019	2019: Trainer Qualification Framework approved and published
1.2 Review and approve the law establishing / governing Rwanda Polytechnic by 2020	1.2.1 Consult with the Government of Rwanda with regard to the processes for reviewing and providing feedback on the Rwanda Polytechnic law by 2019	VC Office, Legal Advisor	3 Months	2019: Process approved
	1.2.2 Submission of the draft to the ministry of Education and Rwanda Polytechnic to follow up by 2020	VC Office, Legal Advisor	3 Months	2019: Draft law 1 2020: Draft law 2
	1.2.3 Approve and publish a revised law by 2021	Prime Minister Office	Annual	2021: Law approved and published
1.3 Review and confirm the five-year Budget for	1.3.1 Confirm a timeline for the development of a Five-Year Budget by 2019	DVCAF	By end of 2019	2019: Responsible departments identified for development of five-year budget

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
Rwanda Polytechnic by 2020	1.3.2 Develop and approve a Five-Year Budget by 2020	Council of RP	Bi-annually until end of 2020	2019: Draft five-year budget 2020: Approve and implement five-year budget
	1.3.3 Develop and approve guidelines and templates for institution level three-year and one-year budgets by 2021	DVCAF	Bi-annually until end of 2021	2019: Review current institutional guidelines and update templates 2020: Updated three-year and one-year guidelines with input from financial officers at all institutional levels 2021: Guidelines approved and distributed at all institutional levels
1.4 Develop and approve a Rwanda Polytechnic Information and Communications Technology (ICT) Policy by 2020	1.4.1 Approve the formation of an ICT planning office within Rwanda Polytechnic by 2019	DVCTIDR, ICT Division	By end of 2019	2019: Seven individuals identified for working group to delegate ICT planning
	1.4.2 Develop a Rwanda Polytechnic ICT policy by 2020	DVCTIDR	Bi-annually until end of 2020	2019: Develop an ICT policy for IPRC institutions and TVET secondary schools 2020: ICT policy approved and implemented
	1.4.3 Approve and publish Rwanda Polytechnic ICT Policy Framework by 2020	RP Council	Bi-annually Until end of 2020	2019: Develop an ICT policy framework policy for IPRC institutions and TVET secondary schools 2020: ICT policy framework approved and implemented

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
1.5 Review and clarify roles and responsibilities of Rwanda Polytechnic on TVET Schools by 2021	1.5.1 Establish and approve a joint working group and scope of work with WDA to review respective mandates by 2020	Rwanda Polytechnic DVCs, WDA	Quarterly	2019: Seven individuals identified for working group on revision of scope of work and respective mandates; Working group approved 2020: Working group disseminates updated scopes of work with respective internal institutions
	1.5.2 Revise, update, and submit proposal by 2020	Rwanda Polytechnic, WDA	Bi-annually	2019: Rwanda Polytechnic leadership team reviews RP mandates and organizational charter; Workforce Development Agency staff identified for committee 2020: Organize 12 committee meetings between Rwanda Polytechnic and Workforce Development Agency to craft joint working plan to submit
	1.5.3 Publish revised mandates by 2021	MINEDUC	Annually	2021: RP and WDA working plan reviewed, approved, and published on updated mandates
1.6 Establish and approve the law regulating TVET in Rwanda by 2022	1.6.1 Consult with the Government of Rwanda with regard to the processes for reviewing and providing inputs and feedback on the TVET law by 2019	WDA, Rwanda Polytechnic, MINEDUC	Bi-annually	2019: Identify responsible GoR agencies in charge of TVET law frameworks
	1.6.2 Provide input into the revision of the law by 2020	WDA, Rwanda Polytechnic, MINEDUC	Annual	2020: Existing TVET law and policy revised and update is drafted (Draft One)

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
	1.6.3 Approve and publish a revised law by 2022	Prime Minister Office	Published in 2022	2021: Draft law two and prepare for approval and verification 2021: Necessary modifications of legal/ regulatory framework completed 2022: TVET law and policy approved and published
1.7 Develop and approve a planning framework for Rwanda Polytechnic's Colleges and Technical Schools by 2022	1.7.1 Approve the delegation of responsibility for Planning to a Rwanda Polytechnic Office by 2019	VC Office	By end of 2019	2019: Committee formed to identify appropriate RP office for planning
	1.7.2 Develop and approve Framework for TVET system planning by 2020	VC Office	Bi-annually until end of 2020	2019: Identified RP planning office reviews five-year strategic plan 2019: RP planning office reviews existing guidelines and instruments 2020: RP planning office develops framework for TVET system planning
	1.7.3 Develop and approve Guidelines and Instruments for national TVET institutions level planning by 2020	VC Office	Bi-annually until end of 2020	2019: Update existing guidelines and instruments for TVET planning 50% of instruments and guidelines for relevant categories developed 2020: 100% of guidelines and instruments developed
	1.7.4 Develop and approve Guidelines and Instruments for institutional level three-year and one-year planning by 2021	VC Office	Annually	2019: Develop updated instruments and guidelines for yearly and tri-annual planning 2020: Updated instruments and guidelines approved; First

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
				one-year plan created and approved 2021: Three-year plan drafted and approved utilizing instruments and guidelines
1.8 Implement Existing Workplace Based Learning Policy and Guidelines by 2024	1.8.1 Effective Implementation of Workplace Based Learning by 2024	MINOFTRA, DVCTIDR, MINICOM	Annually	2019: Implement Workplace Based Learning Policy 2020: 50% of students perform WBL 2021: 60% of students perform WBL 2022: 70% of students perform WBL 2023: 80% of students perform WBL 2024: 90% of students perform WBL
1.9 Develop and approve Policy and Guidelines on a Recognition of Prior Learning (RPL) by 2024	1.9.1 Establish a working group to develop and finalize a Recognition of Prior Learning (RPL) policy by 2019	DVCTIDR, TVET Assessment Division	By end of 2019	2019: Identify seven individuals for working group on RPL
	1.9.2 Approve the working group to develop and finalize RPL guidelines by 2020	DVCTIDR, TVET Assessment Division	Bi-annually until end of 2020	2020: RPL working group approved and review existing guidelines
	1.9.3 Policy Framework on RPL approved by 2024	RP Academic Senate	Annually	2021: First review 2022: Second review 2023: Final review of draft for approval and verification 2024: RPL policy approved
1.10 Develop and approve a Rwanda Polytechnic Policy Framework on Social Inclusion	1.10.1 Establish a working group to develop and finalize a Rwanda Polytechnic Social Inclusion and Disability policy by 2019	DVCTIDR	By end of 2019	2019: Seven individuals identified for working group on social inclusion and disability policy 2019: Working group approved and meet 6 times to finalize

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
and Disability by 2024				policy on social inclusion and disability
	1.10.2 Approve the working group to develop and finalize on Social Inclusion and Disability by 2020	DVCTIDR	By end of 2020	2019: Seven individuals identified for working group on Social Inclusion and Disability 2020: Working group approved and meet 10 times to develop approved workplace learning guidelines
	1.10.3 Policy Framework on Social Inclusion and Disability approved by 2024	RP Academic Senate	Annually	2019: Social inclusion and disability guidelines as well instruments developed 2020: Social inclusion and disability policy reviewed 2021: Social inclusion and disability framework draft one 2022: Draft two on social inclusion and disability framework 2023: Framework reviewed for approval 2024: Policy framework approved

Strategic Area Two: Oversight and Governance

Strategic Area Two	Oversight and Governance
Strategic Objective Two	To provide strong oversight and governance mechanisms to ensure the smooth operations of Rwanda Polytechnic and its Institutions (Colleges and TVET Schools)
Justification	This objective will ensure that Rwanda Polytechnic and its institutions are functioning optimally within the applicable and relevant acts, policies and regulations. This will include developing or strengthening mechanisms for effective, decentralized decision making and management for all administrative, financial and human resource functions (institutional capacity)

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
2.1 Develop and approve communication procedures for Rwanda Polytechnic and its institutions by 2020	2.1.1 Review, update and publish communication procedures and guidelines for Rwanda Polytechnic and its institutions by 2020	DVCAF	Quarterly until end of 2020	2019: Public relations office to review and update RP guidelines on communication 2020: Updated guidelines are published and distributed to all RP institutions
	2.1.2 Conduct needs assessment, and where applicable, develop and implement a communication capacity building program by 2020	DVCAF	Quarterly until end of 2020	2019: Public relations department created and develops a communication capacity building program plan 2020: Communication capacity building program plan approved and implemented
2.2 Develop and approve an internal policy and guidelines on financial management for Rwanda Polytechnic and its institutions by 2020	2.2.1 Review, update and publish an internal policy and guidelines on financial management for Rwanda Polytechnic and its institutions by 2020	DVCAF	Bi-annually until end of 2020	2019: Review and update RP financial management policy and guidelines 2020: Publish and distribute updated internal policy and guidelines for RP and its institutions
	2.2.2 Develop annual budgeting policy guidelines by 2020	DVCAF	Bi-annually until end of 2020	2019: Develop annual planning budgeting policy and guidelines 2020: Approve and implement new policy and guidelines

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
	2.2.3 Conduct needs assessment, and where applicable, develop and implement a finance capacity building and support program by 2024	DVCAF	Annually	2019: Develop capacity building plan support plan for finance department staff 2020: Plan reviewed and approved 2021: 25% of finance department staff receive capacity building support 2022: 50% of finance department staff receive capacity building support 2023: 75% of finance department staff receive capacity building support 2024: 100% of finance department staff receive capacity building support
	2.2.4 Develop and approve operational manuals on financial management for Rwanda Polytechnic and its institutions to ensure effective financial management practices (including management accounting, financial accounting, procurement) by 2021	DVCAF	Quarterly until end of 2021	2019: Identify needs on financial management practices for RP and its institutions 2020: Develop operational manuals on financial management utilizing updated internal policy and guidelines 2021: Operational manuals approved and distributed to all RP institutions
2.3 Develop and approve governance policies and guidelines for Rwanda Polytechnic and its Institutions by 2022	2.3.1 Review, update and publish governance policies and guidelines for Rwanda Polytechnic and its Institutions by 2020	DVCAF	Bi-annually until end of 2020	2019: 50% of governance policies and guidelines for TVET institutions updated and published 2020: 100% of governance policies and guidelines for TVET institutions updated and published
	2.3.2 Develop and approve institutional capacity building package for Rwanda Polytechnic and its institutions and stakeholders at all levels by 2021	DVCAF	Annually until end of 2021	2019: Mechanisms to assess capacity building needs developed 2020: Perform audit of TVET capacities utilizing developed mechanisms 2020: Draft institutional capacity building package based on national audit

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
				2021: Institutional capacity building package approved
	2.3.3 Review, update and publish an institutional and national audit and accountability system by 2021	VC Office, Internal Auditor	Annually until end of 2021	2019: Review quality assurance systems at regional and national levels 2020: Update national auditing and accountability system instruments 2021: Publish new national auditing and accountability system standards
	2.3.4 Review, update and publish a results-based performance evaluation management system by 2021	DVCAF, HRM, Monitoring and Evaluation office	Annually until end of 2021	2019: Review current performance evaluation management system 2020: Update results-based performance by introducing performance-based contracts 2021: Publish updated results-based evaluation management system 2022: 50% of all departments have updated performance evaluation systems 2023: 75% of all departments have updated performance evaluation systems 2024: 100% of all departments have updated performance evaluation systems
	2.3.5 Implement Rwanda Polytechnic governance capacity building program by 2022	DVCAF, HRM	Annually	2019: TVET capacity building program developed and approved 2020: 50% of staff undergo capacity building training 2021: 75% of staff undergo capacity building training 2022: 100% of staff undergo capacity building training

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
2.4 Develop and approve policy directives for TVET Institutions information technology systems by 2022	2.4.1 Review, update and publish policy directives for TVET Institution information's technology systems (ICT) by 2022	DVCTIDR	Bi-annually until end of 2022	2019: Review existing policy directives for TVET institutions on ICT systems and identity gaps 2020: Update policy directives with input from TVET institutions 2021: Updated policy directives approved, published, and disseminated 2022: 100% of all TVET institutions adhere to updated ICT system policy directives
	2.4.2 Develop and implement guidelines for the procurement, management and maintenance of hardware, software and networks by 2024	DVCAF	Quarterly	2019: Create working group with members consisting of finance officials, ICT staff, and management 2020: Working group meets 4 times quarterly and develop guidelines on procurement, management of hardware, software, and networks 2021: Guidelines approved and disseminated throughout Rwanda Polytechnic 2022: 80% of all institutions adhere to new guidelines 2023: 90% of all institutions adhere to new guidelines 2024: 100% of all institutions adhere to new guidelines
	2.4.3 Develop a plan and procure appropriate ICT infrastructure by 2024	DVCAF	Quarterly	2019: Create working group with members consisting of finance officials, ICT staff, and infrastructure management 2020: Working group meets quarterly and develop guidelines on procurement, assess ICT

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
				<p>infrastructure needs, and produce plan</p> <p>2021: Plan approved and disseminated throughout Rwanda Polytechnic</p> <p>2022: 80% of all institutions have procurement plans approved and acquire necessary ICT infrastructure</p> <p>2023: 90% of all institutions have procurement plans approved and acquire necessary ICT infrastructure</p> <p>2024: 100% of all institutions have procurement plans approved and acquire necessary ICT infrastructure</p>
	2.4.4 Develop and implement a capacity building and support program by 2022	DVCAF	Bi-annually until end of 2022	<p>2019: Develop capacity building plan support plan for ICT staff</p> <p>2020: Plan reviewed and approved</p> <p>2021: 50% of ICT staff receive capacity building support</p> <p>2022: 100% of ICT staff receive capacity building support</p>
2.5 Develop and approve an internal policy and guidelines for the administration/ management of student admissions for Rwanda Polytechnic and its Institutions by 2022	2.5.1 Review, update and publish an internal policy and guidelines for the administration/ management of student admissions for Rwanda Polytechnic and its Institutions by 2022	Registration Office	Annually	<p>2019: Review existing internal policy and guidelines of student admissions for RP institutions to identify gaps</p> <p>2020: Update policy and guidelines with input from RP institutions</p> <p>2021: Updated policy and guidelines approved, published, and disseminated to all RP institutions</p> <p>2022: 100% of all RP institutions adhere to internal policy and guidelines on the administration and</p>

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
				management of student admissions
	2.5.2 Develop and implement a student admissions capacity building program by 2022	Registration Office	Annually	2019: Develop student admissions capacity building approved and system management tools 2020: Plan and tools approved 2022: Student admissions capacity system created and implemented
2.6 Develop and approve a results based / performance reporting policy for TVET Institutions by 2022	2.6.1 Review, update and publish a policy and guidelines for results based / performance reporting for TVET Institutions by 2022	DVCAF	Quarterly until end of 2022	2019: Secondary schools and IPRCs review existing student reporting procedures 2020: TVET schools develop new reporting templates 2021: Reporting templates approved and implemented 2022: 70% of secondary level schools report student results utilizing new templates; 80% of IPRCs schools report student results utilizing new templates
	2.6.2 Effective use and implementation of the RBM and support program by 2022	DVCAF	Bi-annually until end of 2022	2019: Provide capacity building to existing public relations department 2020: Public relations department creates reporting templates for TVET schools 2021: Reporting templates approved; Capacity building support program developed 2022: Capacity building support program approved; 60% of all institutions utilize updated reporting templates

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
2.7 Develop and approve a results-based monitoring and evaluation system by 2023	2.7.1 Review, update and publish a results-based monitoring and evaluation system by 2021	DVCAF	Quarterly until end of 2021	<p>2019: Review existing M&E systems to identify potential gaps and missing tools</p> <p>2020: Update mechanisms and processes to ensure results-based practices</p> <p>2021: Publish and distribute all updated tools, processes, and mechanisms</p>
	2.7.2 Develop and implement a capacity building program on results-based monitoring and evaluation system by 2024	DVCAF	Annually	<p>2019: Identify appropriate stakeholders for M&E working group to develop capacity building program on results-based monitoring</p> <p>2020: Review existing M&E guidelines at secondary level and IPRCs to identify gaps</p> <p>2021: Update M&E guidelines and submit for approval; Working group's capacity building programs budgeted</p> <p>2022: 70% of secondary level schools receive updated M&E standards and capacity building support; 80% of IPRCs received updated M&E standards and capacity building support</p> <p>2023: 80% of secondary level schools receive updated M&E standards and capacity building support; 90% of IPRCs received updated M&E standards and capacity building support</p> <p>2024: 90% of secondary level schools receive updated M&E standards and capacity building support; 100% of IPRCs received updated</p>

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
				M&E standards and capacity building support
2.8 Review and approve a TVET Institution funding model by 2023	2.8.1 Review, update and publish a TVET Institution funding model (for programs and resources) by 2023	DVCAF	Bi-annually until end of 2023	2019: Review existing TVET institution funding model and identify gaps 2020: Update TVET funding model with input from TVET institutions 2021: Update TVET funding model with input from private sector partners 2022: Approve and publish all updates on TVET institution funding model 2023: All TVET institutions receive updated funding model and obtain training

Strategic Area Three: Curriculum

Strategic Area Three	Curriculum
Strategic Objective Three	To develop and regularly update quality TVET competency-based curricula that responds to labor market needs
Justification	This objective will ensure that the curricula in both TVET IPRC and TVET schools are competency-based and provide students with appropriate work readiness and technical skills demanded by the labor market

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
3.1 Review and update existing Competency - Based Curricula development and procedures and guidelines (CBC Framework) by 2021	3.1.1 Review existing curricula development procedures and guidelines by 2020	DVCTIDR, WDA	Quarterly	2019: Review existing curricula and develop competency-based curricula guidelines 2020: Competency based curricula guidelines approved and procedures to improve are implemented
	3.1.2 Update existing curricula development procedures and guidelines by 2020	DVCTIDR, WDA	Bi-Annually	2019: Review current work place learning protocols and develop updated program guidelines 2020: Updated work place learning program approved and implemented
	3.1.3 Develop and implement capacity building program on procedures and guidelines for curriculum developers and facilitators by 2021	DVCTIDR, WDA	Quarterly until end of 2021	2019: Assess capacity of curriculum coordination officers; Develop capacity building plan 2020: 100% of staff undergo quarterly capacity building workshops 2021: 100% of curriculum writing staff undertake annual capacity building programming
	3.1.4 Ensure curricula development procedures and guidelines are approved by the relevant bodies, including WDA by 2021	DVCTIDR, WDA	Quarterly until end of 2021	2019: Curriculum development procedures reviewed 2020: Curriculum development procedures updated and approved

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
				2021: Establish technical committee for annual curriculum review
	3.1.5 Create and conduct a tracer survey to ensure competency-based training by 2020	DVCTIDR	Annual	2019: Develop tracer survey to be utilized by RP institutions 2020: Tracer survey approved and implemented
3.2 Review and update existing competency-based curricula by 2024	3.2.1 Review and update existing curricula to ensure work readiness, entrepreneurial, as well as technical relevance by 2022	DVCTIDR	Quarterly until end of 2022	2019: Review existing work readiness, entrepreneurial, and technical competence curricula 2020: Update curricula with private sector collaboration
	3.2.2 Ensure a specific focus on curricula leading to skills required by strategic Government of Rwanda Ministries (such as MINAGRI) by 2020	DVCTIDR	Quarterly until end of 2022	2019: Review MINAGRI skills requirements 2019: ALP/TVET L2 Curricula and Training Materials finalized 2020: Develop Action Plan for all GOR Ministries
	3.2.3 Ensure all revised curricula are accredited by 2024	DVCTIDR, WDA	Annually	2019: Working group created to review curricula; working group develops tools and guidelines for accreditation of curricula 2020: Tools and guidelines approved for curricula inspection and accreditation 2021: 70% of all updated curricula accredited 2022: 80% of all updated curricula accredited 2023: 90% of all updated curricula accredited 2024: 100% of all updated curricula accredited
3.3 Develop new competency-based curricula for	3.3.1 Conduct sectoral skills surveys to identify requirements for new curricula by 2022	DVCTIDR	Quarterly until end of 2022	2019: Skills survey on TVET sectoral competencies in curricula created

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
emerging priority areas by 2024				2020: Skills survey reviewed by private sector stakeholders 2021: Initial skills survey conducted and feedback compiled 2022: Skills survey feedback analyzed and implemented to improve curricula
	3.3.2 Review matrix of all curricula available for all RTQF levels and programs and develop gap analysis by 2021	DVCTIDR REB, WDA	Quarterly until end of 2021	2019: RTQF matrix of all curricula levels and programs created 2020: Technical committee assigned to perform analysis of all programming 2021: Technical committee conducts gap analysis; Gap analysis is reported and disseminated amongst relevant Rwanda Polytechnic officials
	3.3.3 Develop new competency-based curricula that include relevant work readiness, entrepreneurial and technical skills for emerging priority areas by 2024	DVCTIDR	Annually	2019: Review existing work readiness, entrepreneurial and technical competence curricula 2020: Update curricula with private sector collaboration and identify emerging priority areas 2021: 100% of work readiness curricula updated to ensure competency 2022: Emerging technical skills occupational standards created 2023: 50% of emerging technical skills occupational standards developed 2024: 100% of emerging technical skills occupational standards developed

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
	3.3.4 Develop teacher guides for new curricula by 2024	DVCTIDR	Annually	2019: Review teacher training guides 2020: Update teacher guides to reflect updated curricula 2021: 70% of teachers and administrators undergo training with updated teacher guides 2022: 100% of teachers and administrators undergo training with updated teacher guides 2023: Annual refresher training on curricula conducted in 20 districts 2024: Annual refresher training on curricula conducted in 30 districts
	3.3.5 Ensure all new curricula are accredited by 2024	DVCTIDR, WDA	Annually	2019: Working group created to review curricula; working group develops tools and guidelines for accreditation of curricula 2020: Tools and guidelines approved for curricula inspection and accreditation 2021: 70% of all updated curricula accredited 2022: 80% of all updated curricula accredited 2023: 90% of all updated curricula accredited 2024: 100% of all updated curricula accredited
3.4 Teacher and Student manuals for all available	3.4.1 Develop teacher guides for new curricula by 2024	DVCTIDR, RP Trainer of Trainers	Annually	2019: Review existing work readiness and technical competence curricula

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
competency-based curricula developed and distributed for use by 2024				2020: Update curricula with private sector collaboration and identify emerging priority areas 2021: 100% of work readiness curricula updated to ensure competency 2022: Emerging technical skills occupational standards created 2023: 50% of emerging technical skills occupational standards developed 2024: 100% of emerging technical skills occupational standards developed
	3.4.2 Develop student guides for new curricula by 2024	DVCTIDR, RP Trainer of Trainers	Annually	2019: Review student training guides 2020: Update student guides to reflect updated curricula 2021: 70% of students undergo training with updated guides 2022: 80% of students undergo training with updated guides 2023: 90% of students undergo training with updated guides 2024: 100% of students undergo training with updated guides
	3.4.3 Develop and implement teacher capacity building program on new and updated curricula by 2024	DVCTIDR, RP Trainer of Trainers	Annually	2019: Develop a plan on teacher capacity building program 2020: Teacher capacity building program plan approved 2021: 70% of all staff receive capacity building support on updated curricula 2022: 80% of all staff receive capacity building support on updated curricula

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
				2023: 90% of all staff receive capacity building support on updated curricula 2024: 100% of all staff receive capacity building support on updated curricula

Strategic Area Four: Teaching and Learning

Strategic Area Four	Teaching and Learning
Strategic Objective Four	To ensure the delivery of high quality teaching and learning support services aimed at improving access to quality teaching and learning in TVET Institutions
Justification	Rwanda Polytechnic must ensure that the system provides the necessary support to teachers to function optimally in the delivery of TVET programs at all RTQF levels through competency-based training and assessment, in order to equip students with competencies and attributes that satisfy the needs of world of work

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
4.1 Develop and approve a process for improved teaching and research capacity at TVET Institutions for teacher education in all fields by 2024	4.1.1 Develop, approve, and implement a plan for TVET trainer education by 2021	IPRCs, RP Trainer of Trainers, RTTI	Quarterly until end of 2021	2019: Identify individuals for working group to develop project plan for teacher education 2020: Working group has 4 quarterly meetings and develop plan 2021: Plan approved and disseminated
	4.1.2 Develop, approve, and implement a plan for equipping all teachers with the necessary pedagogy as well as English and ICT skills by 2024	IPRCs, TVET Schools, RP Trainer of Trainers, RTTI	Annually	2019: Perform national audit to assess teacher competencies on ICT skills 2020: Develop plan project plan on increasing capacity based on audit results 2021: Approve project plan and begin implementation; 70% of teachers receive ICT skills support 2022: 80% of teachers receive ICT skills support 2023: 90% of teachers receive ICT skills support 2024: 100% of teachers receive ICT skills support

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
4.2 Develop a Teaching and Learning Continuous Professional Development Program (CPD) for all teachers by 2024	4.2.1 Develop and implement a plan for improving skills and knowledge for TVET trainers at all levels by 2024	IPRCs, TVET Schools, RP Trainer of Trainers, RTTI	Bi-annually	2019: Draft Plan 2020: Plan approved 2021: 25% of all TVET trainers participate in workshops to increase skills and knowledge 2022: 50% of all TVET trainers participate in workshops to increase skills and knowledge 2023: 75% of all TVET trainers participate in workshops to increase skills and knowledge 2024: 100% of all TVET trainers participate in workshops to increase skills and knowledge
	4.2.2 Develop, approve, and implement a plan for TVET school-based mentoring by 2024	IPRCs, TVET Schools, RP Trainer of Trainers, RTTI	Annually	2020: Draft Plan 2021: Plan approved 2022: 25% lecturers reached 2023: 50% lecturers reached 2024: 75% lecturers reached
4.3 Equip classroom with ICT tools for quality teaching and learning by 2024	4.3.1 Develop a plan for improving and implementing the use of ICT in all classrooms by 2022	Rwanda Polytechnic	Bi-annually until end of 2022	2019: Develop an implementation plan for ICT in classrooms of RP institutions with input from schools and ICT division 2020: Plan approved and budgeted 2021: 60% of all RP institution classrooms have necessary ICT tools 2022: 80% of all RP institution classrooms have necessary ICT tools
	4.3.2 Equip all classrooms with necessary ICT resources by 2024	IPRCs, TVET Schools, and Rwanda Polytechnic	Annually	2019: Develop an ICT provision plan for both IPRCs as well as TVET secondary schools and create proposed budget

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
				2020: Approve ICT provision plan and budget annually 2021: Provision plan implemented; 70% of all ICT resources provided 2022: Provision plan implemented; 80% of all ICT resources provided 2023: Provision plan implemented; 90% of all ICT resources provided 2024: Provision plan implemented; 100% of all ICT resources provided
4.4 Review and update existing competency-based assessment and verification procedures and guidelines by 2024	4.4.1 Review, update, and approve existing internal and external assessment and verification guidelines by 2020	RP competence-based Assessment Unit, WDA	Bi-annually until end of 2020	2019: Review existing competency based-assessment, verification procedures, and guidelines to identify gaps 2020: Update, approve, and publish internal and external verification guidelines
	4.4.2 Implement CBA and verification plan to support all TVET trainers by 2024	IPRCs, TVET Schools, and Rwanda Polytechnic	Annually	2019: Facilitate focus group discussions with teacher in 5 regions and develop a plan on teacher capacity building support based on feedback 2020: Teacher capacity building support approved and begin implementation; 60% of all teachers receive support 2021: 70% of all teachers receive support 2022: 80% of all teachers receive support

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
				2023: 90% of all teachers receive support 2024: 100% of all teachers support

Strategic Area Five: Student Support

Strategic Area Five	Student Support
Strategic Objective Five	To establish effective student support systems that ensure adequate career guidance, student welfare, and prepare students to enter the labor market
Justification	For the core business of TVET institutions to be conducted at high quality, support systems for the improvement of student success must be in place. These include: mechanisms for improvement of programs offered at TVET Colleges, student progression (measured in terms of pass and certification rates), and access to labor markets.

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
5.1 Develop and approve student welfare support guidelines by 2024	5.1.1 Review and approve student welfare support guidelines by 2021	Rwanda Polytechnic, IPRCs	Quarterly until end of 2021	2019: Review student support guidelines with solicited student input 2020: Updated student support guidelines approved at all TVET levels 2021: Welfare support guidelines implemented in 100% of all campuses
	5.1.2 Review, restructure, and approve student welfare support unit by 2021	Rwanda Polytechnic, IPRCs	Quarterly until end of 2021	2019: Review available student welfare resources and develop plan for restructuring student support 2020: Restructuring support plan approved and disseminated 2021: Student welfare resources improved by 70%
5.2 Develop and approve student academic support guidelines by 2024	5.2.1 Develop and approve student academic support guidelines by 2021	Rwanda Polytechnic, IPRCs	Quarterly until end of 2021	2019: Review academic support guidelines and update 2020: Updated guidelines approved and student orientation materials developed 2021: 100% of students receive orientation on new academic support guidelines

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
	5.2.2 Develop and improve ICT tools for student support services by 2022	Rwanda Polytechnic, IPRCs, TVET Schools	Quarterly until end of 2022	2019: Develop appropriate ICT tools for student use 2020: ICT tools approved 2021: 50% of students receive new ICT tools 2022: 100% of students receive new ICT tools
	5.2.3 Develop and approve an academic mentoring program in TVET institutions by 2024	Rwanda Polytechnic, IPRCs, TVET Schools	Quarterly until end of 2024	2019: Develop guidelines and protocols for peer-to-peer academic mentoring program 2020: Guidelines and protocols approved at all TVET levels; 60% of students receive peer-to-peer academic mentoring 2021: 70% of students receive peer-to-peer academic mentoring 2022: 80% of students receive peer-to-peer academic mentoring 2023: 90% of students receive peer-to-peer academic mentoring 2024: 100% of students receive peer-to-peer academic mentoring
5.3 Develop and approve a student work-based learning program by 2024	5.3.1 Review, approve and integrate an improved work readiness program into all curricula by 2020	Rwanda Polytechnic, IPRCs, TVET Schools	Quarterly until end of 2020	2019: Review existing work readiness program and soft-skill development 2020: Update curricula with private sector collaboration and integrate at appropriate TVET levels
	5.3.2 Develop, approve and integrate a student work exposure and experience program guidelines into all curricula by 2020	Rwanda Polytechnic, IPRCs, TVET Schools, PSF, MIFOTRA	Quarterly until end of 2020	2019: Review existing guidelines and work exposure program 2020: Approve and update work exposure program guidelines with private sector collaboration

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
				and integrate at appropriate TVET levels
	5.3.3 Review, improve and approve guidelines for industrial attachments program by 2021	Rwanda Polytechnic, IPRCs, TVET Schools	Bi-annually until end of 2021	2019: Review guidelines for industrial attachment and identify relevant office within Rwanda Polytechnic to manage 2020: Update and approve guidelines 2021: All RP institutions have industrial programs disseminated
	5.3.4 Review, improve and approve a private sector engagement program guidelines by 2021	Rwanda Polytechnic, IPRCs, TVET Schools, PSF, MIFOTRA	Bi-annually until end of 2021	2019: Technical committee established to identify key private sector stakeholders 2020: Identified stakeholders review and update private sector engagement program guidelines 2021: Private sector engagement program implemented in 70% of all TVET institutions
5.4 Review, restructure and approve a career guidance program by 2024	5.4.1 Develop and approve a national career guidance policy and implementation framework by 2020	Rwanda Polytechnic, IPRCs, TVET Schools	Quarterly until end of 2020	2019: Career guidance officers meet quarterly to develop national guidance policy and framework 2020: Policy and framework approved and implemented in 100% TVET institutions
	5.4.2 Avail and train career guidance officers in all TVET schools and IPRCs by 2024	Rwanda Polytechnic, IPRCs, TVET Schools	Annually	2019: Conduct focus group for career guidance officers to solicit feedback on support needed 2020: Focus group results developed into national guidelines 2021: 70% of career guidance officers receive optimal support 2022: 80% of career guidance officers receive optimal support

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
				2023: 90% of career guidance officers receive optimal support 2024: 100% of career guidance officers receive optimal support
	5.4.3 Improve and approve the career guidance office at all TVET institutions by 2024	Rwanda Polytechnic	Annually	2019: Perform internal audit of career guidance offices at all TVET institutions 2020: Create report of audit and develop restructuring plan to improve performance of career guidance 2021: Plan approved and implemented 2022: Career guidance offices restructured in 8 IPRCs and in 80% of all secondary TVET schools 2023: Career guidance offices restructured in 90% of all secondary TVET schools 2024: Career guidance offices restructured in 100% of all secondary TVET schools
	5.4.4 Develop and approve an appropriate funding model for student career development services at all TVET institutions by 2024	Rwanda Polytechnic, BRD, PSF, IPRCs	Annually	2019: Review funding and service fee model for career development services 2020: Provide costing and budget forecast 2021: Develop new funding model with forecasted projections 2022: Approve new funding model 2023: Funding secured for 90% of student career development services

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
				2024: Funding secured for 100% of student career development services
5.5 Revise and approve a student leadership capacity development program by 2024	5.5.1 Develop and implement a student leadership capacity development program by 2024	Rwanda Polytechnic, IPRCs	Annually	2019: Create focus groups of students in 5 districts to solicit input on student leadership programs 2020: Develop leadership capacity development strategy and plan based on focus group feedback; Tools created to assess student capacity 2021: Plan and tools approved 2022: Student leadership capacity increased by 10% 2023: Student leadership capacity increased by 20% 2024: Student leadership capacity increased by 30%

Strategic Area Six: Infrastructure and Resources

Strategic Area Six	Infrastructure and Resources
Strategic Objective Six	To develop and maintain infrastructure and resources for effective training
Justification	In order to strengthen the institutional capacity and infrastructure of the TVET system to provide equitable access for Rwanda youth in order to deliver relevant programs with high level quality

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
6.1 Review and establish funding models for TVET institutions by 2023	6.1.1 Conduct appropriate infrastructure feasibility studies by 2020	DVCF	Annually	2019: Finance feasibility studies for infrastructure developed 2020: Feasibility studies approved and implemented
	6.1.2 Review, update and establish infrastructure funding models for TVET institutions by 2023	Institutional Development, Applied Research, Consultancy & Production Coordination Division	Bi-annually	2019: Review current TVET funding model 2020: Update TVET funding model and new funding mechanism developed 2021: Consultative meetings held with relevant stakeholders 2022: Funding priorities identified and mechanism approved 2023: TVET funding model published
	6.1.3 Develop a capacity building and support plan on resource mobilization for TVET institutions by 2022	Institutional Development, Applied Research, Consultancy & Production Coordination Division	Bi-annually	2019: Develop mechanisms to assess capacity building needs 2020: Perform audit of TVET capacities utilizing developed mechanisms 2021: Draft institutional capacity building package based on national audit 2022: Institutional capacity building package approved
6.2 Implement resource mobilization	6.2.1 Train appropriate staff to engage and implement in resource mobilization activities for TVET institutions by 2024	Institutional Development, Applied	Annually	2019: Train 30% of financial staff at TVET institutions in project proposal writing

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
activities in TVET institutions by 2024		Research, Consultancy & Production Coordination Division		2020: Train 50% of financial staff at TVET institutions in project proposal writing 2021: Train 70% of financial staff at TVET institution in project proposal writing 2022: Train 90% of financial staff at TVET institutions in project proposal writing 2023: 100% of all financial staff at TVET institutions in project proposal writing 2024: 25 proposals submitted per year
6.3 Develop appropriate infrastructure and learning equipment in TVET institutions by 2024	6.3.1 Conduct needs assessment on infrastructure and learning equipment in TVET institutions by 2022	IPRCS, Institutional Development, Applied Research, Consultancy & Production Coordination Division	Bi-annually Until end of 2022	2019: Needs assessment on infrastructure and learning equipment performed in 25% of all TVET institutions 2020: Needs assessment on infrastructure and learning equipment performed in 50% of all TVET institutions 2021: Needs assessment on infrastructure and learning equipment performed in 75% of all TVET institutions 2022: Needs assessment on infrastructure and learning equipment performed in 100% of all TVET institutions
	6.3.2 Develop and implement a national improvement plan for infrastructure and learning equipment for TVET institutions by 2024	Institutional Development, Applied Research, Consultancy &	Annually	2019: Review audit report on current state of national infrastructure 2020: Develop improvement plan for existing facilities in TVET sector

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
		Production Coordination Division		2021: Plan approved and budgeted nationally 2022: 30% of TVET institutions identified have improved infrastructure and learning equipment 2023: 60% of TVET institutions identified have improved infrastructure and learning equipment 2024: 90% of TVET institutions identified have improved infrastructure and learning equipment
	6.3.3 Develop and implement a national asset management and maintenance plans for infrastructure and learning equipment by 2024	Institutional Development, Applied Research, Consultancy & Production Coordination Division	Annually	2019: Review audit report on current state of national infrastructure 2020: Develop maintenance plan for existing facilities in TVET sector 2021: Plan approved and budgeted nationally 2022: Implement plan to improve maintenance TVET facilities nationally 2023: 50% of all institutions implement updated maintenance plans 2024: 100% of all institutions implement updated maintenance plans
	6.3.4 Develop and approve a plan to address student accommodation issues at TVET institutions by 2024	DVCAF	Annually	2019: Review student accommodation planning and perform audit of infrastructure 2020: Create focus group discussions with students who utilize

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
				<p>accommodation in 5 regions and solicit feedback on improvements</p> <p>2021: Utilize feedback from student focus groups and create plan</p> <p>2022: Plan approved and implemented; 60% of student accommodation issues resolved</p> <p>2023: 80% of student accommodation issues resolved</p> <p>2024: 100% of student accommodation issues resolved</p>
	6.3.5 Develop and approve a National Infrastructure Asset Management System for the TVET sector by 2024	DVCAF	Annually	<p>2019: Review audit report on current state of assets available to TVET sector</p> <p>2020: Develop web portal national asset management system</p> <p>2021: Approve asset management system and pilot online portal</p> <p>2022: 80% of assets reported on online portal</p> <p>2023: 90% of assets reported on online portal</p> <p>2024: 100% of assets reported on online portal</p>
6.4 Provide appropriate learning materials and consumables to TVET institutions by 2024	6.4.1 Conduct needs assessment for learning materials and consumables for TVET institutions by 2022	Institutional Development, Applied Research, Consultancy & Production	Bi-annually until end of 2022	<p>2019: Needs assessment on learning materials and consumables performed in 25% of all TVET institutions</p> <p>2020: Needs assessment on learning materials and consumables</p>

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
		Coordination Division		<p>performed in 50% of all TVET institutions</p> <p>2021: Needs assessment on learning materials and consumables performed in 75% of all TVET institutions</p> <p>2022: Needs assessment on learning materials and consumables performed in 100% of all TVET institutions</p>
	6.4.2 Develop and implement a national provision plan for learning materials and consumables for TVET institutions by 2024	Institutional Development, Applied Research, Consultancy & Production Coordination Division	Annually	<p>2019: Review audit report on current state of STEM resources available to IPRCs and TVET schools</p> <p>2020: Develop budget and plan to improve STEM resources</p> <p>2021: Approve both plan and budget to begin implementation; 10 workshops constructed and equipped</p> <p>2022: 30 workshops constructed and equipped</p> <p>2023: 45 workshops constructed and equipped</p> <p>2024: 60 workshops constructed and equipped</p>
	6.4.3 Develop and implement a national supply plan for textbooks and digital content for TVET institutions by 2024	Institutional Development, Applied Research, Consultancy & Production Coordination Division	Annually	<p>2019: Curriculum revised and updated with approved budget; 22,000 textbooks supplied</p> <p>2020: 44,000 textbooks supplied</p> <p>2021: 66,000 textbooks supplied</p> <p>2022: 88,000 textbooks supplied</p> <p>2023: 110,000 textbooks supplied</p> <p>2024: 132,000 textbooks supplied</p>

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
	6.4.4 Develop and implement stock management for learning materials and consumables in TVET institutions by 2024	Institutional Development, Applied Research, Consultancy & Production Coordination Division	Annually	2019: Review existing stock management system for learning materials and consumables to identify gaps 2020: Update management system and disseminate to all RP TVET institutions 2021: 25% of all TVET institutions utilize updated stock management system 2022: 50% of all TVET institutions utilize updated stock management system 2023: 75% of all TVET institutions utilize updated stock management system 2024: 100% of all TVET institutions utilize updated stock management system
6.5 Improve and Provide appropriate ICT to TVET institutions by 2024	6.5.1 Conduct needs assessment on ICT in TVET institutions by 2022 (Plan to include SMART classroom numbers, internet connectivity, student computer ratio, Digitized content for TVET curricula)	Digital Content & Connectivity Division	Quarterly until end of 2022	2019: Needs assessment on ICT systems performed in 25% of all TVET institutions 2020: Needs assessment on ICT systems performed in 50% of all TVET institutions 2021: Needs assessment on ICT systems performed in 75% of all TVET institutions 2022: Needs assessment on ICT systems performed in 100% of all TVET institutions
	6.5.2 Develop and implement a national plan for ICT improvement and provision to TVET institutions by 2024	Digital Content & Connectivity Division	Annually	2019: Develop an ICT provision plan for TVET secondary schools and budget

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
				<p>2020: Approve ICT provision plan and budget; 50 SMART classrooms, 2500 Positivo laptops, and 157 TVET schools with internet installed</p> <p>2021: 53 SMART classrooms in TVET schools, 3100 Positivo laptops, and 161 TVET schools with internet installed</p> <p>2022: 56 SMART classrooms in TVET schools, 37000 Positivo laptops, and 165 TVET schools with internet installed</p> <p>2023: 58 SMART classrooms in TVET schools, 4300 Positivo laptops, and 169 TVET schools with internet installed</p> <p>2024: 60 SMART classrooms in TVET schools, 5000 Positivo laptops, and 172 TVET schools with internet installed</p>

Strategic Area Seven: Human Resource Development

Strategic Area Seven	Human Resource Development
Strategic Objective Seven	Establish professional development systems for teaching and administrative staff to strive for excellence in service delivery.
Justification	To build required capacity in order to support the objectives of the sector and improve efficiency, productivity and morale

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
7.1 Develop and approve a work-based learning program for staff by 2022	7.1.1 Develop, approve, and implement a work exposure program for all staff by 2020	DVCTIDR, HR Directorate, Technical Trainer Division, Rwanda Polytechnic	Bi-annually until end of 2020	2019: Develop work exposure program and identify regional industry partners 2020: Works exposure program approved and joint event with industrial leaders organized regionally
	7.1.2 Develop, approve, and implement a work experience program for technical training by 2021	DVCTIDR, HR Directorate, Technical Trainer Division, Rwanda Polytechnic	Quarterly until end of 2021	2019: Develop work experience program for technical training and identify regional industry partners 2020: Work experience program approved and joint event with industrial leaders organized regionally 2021: Implement work experience program for technical training at all RP institutions
7.2 Review and approve Human Resource Development Plan that meets the needs of the sector by 2024	7.2.1 Conduct an annual review of the Human Resource Development Plan by 2019	Rwanda Polytechnic HR Directorate	By end of 2019	2019: Create review process of annual plan
	7.2.2 Develop, approve, and implement a plan to improve the human resource recruitment and selection process by 2024	Rwanda Polytechnic HR Directorate	Annually	2019: Develop plan on human resource policy and manual on employee selection process

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
				2020: Policy approved and disseminated throughout Rwanda Polytechnic 2021: 70% of all positions approved and filled 2022: 80% of all positions approved and filled 2023: 90% of all positions approved and filled 2024: 100% of all positions approved and filled
	7.2.3 Develop, approve, and implement an Individual Performance Management Development System by 2024	Rwanda Polytechnic HR Directorate	Annually	2019: Develop individual performance management system 2020: Individual performance management system approved 2021: 70% of all staff members receive performance reviews by supervisors 2022: 80% of all staff members receive performance reviews by supervisors 2023: 90% of all staff members receive performance reviews by supervisors 2024: 100% of all staff members receive performance reviews by supervisors
7.3 Develop and approve a staff capacity building mechanism for academic staff and administrative staff by 2024	7.3.1 Develop, approve, and implement a competency-based staff capacity building plan for academic staff and administrative staff by 2024	Rwanda Polytechnic HR Directorate	Annually	2019: Develop occupational standards and quality assurance manuals 2020: Approve standards and quality assurance manuals 2021: Mechanism created to ensure professional development

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
				<p>trainings for teaching and administrative staff</p> <p>2022: 80% of staff set to have bi-annual professional development trainings</p> <p>2023: 90% of staff set to have bi-annual professional development trainings</p> <p>2024: 100% of staff set to have bi-annual professional development trainings</p>
	7.3.2 Develop, approve, and implement a competency-based staff capacity building program for academic staff and administrative staff by 2024	Rwanda Polytechnic, HR Directorate, DVC TIDR	Annually	<p>2019: Develop occupational standards and quality assurance manuals</p> <p>2020: Approve standards and quality assurance manuals</p> <p>2021: Pilot bi-annual professional development trainings with 70% of staff</p> <p>2022: 80% of staff receive bi-annual professional development training</p> <p>2023: 90% of staff receive bi-annual professional development training</p> <p>2024: 100% of staff receive bi-annual professional development training</p>
	7.3.3 Develop and implement a staff retention program by 2024	Rwanda Polytechnic, HR Directorate	Annually	<p>2019: Human resource policy and salary considerations revised</p> <p>2020: 10 focus group discussions conducted to solicit feedback from staff</p> <p>2021: 80% of staff retained</p> <p>2022: 85% of staff retained</p>

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
				2023: 90% of staff retained 2024: 95% of staff retained

Strategic Area Eight: Applied Research and Innovation

Strategic Area Eight	Research and Innovation
Strategic Objective Eight	Promote the culture of research and innovation in the TVET sector to ensure TVET programs are responsive to and address community and national challenges
Justification	TVET institutions need to be more aware of the needs of the local community, the national priorities, and regional opportunities. TVET institutions should be more innovative, entrepreneurial, and responsive to opportunities as well as demands. The responsibility for this rests with TVET institutions. (Innovation develops creative new ideas, entrepreneurship brings the ideas to life)

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
8.1 Develop an applied research, innovation, and entrepreneurship plan by 2020	8.1.1 Develop, approve, and publish a policy on creative innovation together with entrepreneurship at national (as well as institutional) level by 2020	DVCTIDR	Quarterly until end of 2020	2019: Develop both policy and budget for innovation as well as entrepreneurship at national level with a minimum of 5 TVET research projects per year and form partnership with Africa Journey of TVET 2020: Policy and budget approved; Africa Journey of TVET partnership formalized
	8.1.2 Identify and approve research, innovation, as well as entrepreneurship committees at national level by 2020	DVCTIDR	Quarterly until end of 2020	2019: Identify 5 individuals to lead project teams at national level 2020: Individuals approved and project teams designated in each province
	8.1.3 Identify and approve research, innovation, as well as entrepreneurship committees at institution level by 2020	Principals, School Managers	Quarterly until end of 2020	2019: Identify 12 individuals to lead project teams at institutional level 2020: Individuals approved and project teams designated per region
	8.1.4 Develop and approve national as well as institution level applied research, innovation and entrepreneurship plans by 2020	DVCTIDR, Principals,	Quarterly until end of 2020	2019: Develop research and innovation plan priorities along with budget

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
		School Managers		2020: Plan approved and financed
8.2 Build capacity of TVET staff to conduct research, innovation, and entrepreneurship by 2021	8.2.1 Develop and approve national as well as institution level capacity building plans by 2020	DVCTIDR, Rwanda Polytechnic, HR Directorate	Quarterly until end of 2020	2019: Mechanisms to assess capacity building needs developed; Perform audit of TVET capacities utilizing developed mechanisms 2020: Draft institutional and national capacity building package based on audit
	8.2.2 Conduct staff capacity building in research, innovation, and entrepreneurship at national level by 2021	DVCTIDR, Rwanda Polytechnic, Human Resource Department	Bi-annually until end of 2021	2019: Develop plan on improving teacher capacity in research, innovation, and entrepreneurship; Assess teacher capabilities nationally 2020: Plan approved and reflective of teacher assessment; Implementation begins in 100% of IPRCs and 60% of TVET schools 2021: 70% of TVET schools receive capacity building on research and innovation
	8.2.3 Conduct staff capacity building in research, innovation, and entrepreneurship at institution level by 2021	Principals, School Managers	Bi-annually until end of 2021	2019: Develop plan on improving teacher capacity in research, innovation, and entrepreneurship; Assess teacher capabilities institutionally 2020: Plan approved and reflective of teacher assessment; Implementation begins in 100% of IPRCs and 60% of TVET schools

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
				2021: 70% of TVET schools receive capacity building on research and innovation
8.3 Conduct research into community issues by 2021	8.3.1 Conduct and report on simple community mapping and needs assessment by 2020	DVCTIDR	Quarterly until end of 2020	2019: Create templates for reporting, community mapping, and community needs assessments 2020: Templates approved and conducted in 100% of all RP institutions
8.4 Implement new innovative projects and engage the private sector for commercialization of developed innovation products by 2024	8.4.1 Support innovative entrepreneurial student projects at institution level by 2022	Principals, School Managers	Bi-annually until end of 2022	2019: Support student projects at institutional level by hosting bi-annual fairs in 25% of all RP institutions 2020: Support student projects at institutional level by hosting bi-annual fairs in 50% of all RP institutions 2021: Support student projects at institutional level by hosting bi-annual fairs in 75% of all RP institutions 2022: Support student projects at institutional level by hosting bi-annual fairs in 100% of all RP institutions
	8.4.2 Implement innovative entrepreneurial projects at institution level by 2022	Principals, School Managers	Bi-annually until end of 2022	2019: Identify 2 innovative projects displayed at institutional fairs to implement per region 2020: Identify 4 innovative projects displayed at institutional fairs to implement per region 2021: Identify 6 innovative projects displayed at institutional fairs to implement per region

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
				2022: Identify 8 innovative projects displayed at institutional fairs to implement per region
	8.4.3 Implement innovative entrepreneurial projects at national (as well as institutional) level by 2022	DVCTIDR	Bi-annually until end of 2022	2019: Implement 1 national level innovative project originating from a RP institution 2020: Implement 2 national level innovative projects originating from a RP institution 2021: Implement 3 national level innovative projects originating from a RP institution 2022: Implement 4 national level innovative projects originating from a RP institution
	8.4.4 Participate in African TVET conferences by 2022	DVCTIDR	Annually	2019: Public relations office identifies most prominent African TVET conferences to attend 2020: Message 15 countries in Africa on participating in TVET conferences; Secure participation in 5 countries 2021: Message 20 countries in Africa on participating in TVET conferences; Secure participation in 10 countries 2022: Message 25 countries in Africa on participating in TVET conferences; Secure participation in 15 countries
	8.4.5 Engage the private sector for further development and commercialization of TVET innovative products by 2020	Institutional Development, Applied Research, Consultancy	Bi-annually	2019: Identify 25 private sector partners for commercialization of TVET innovative products

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
		& Production Coordination Division		2020: Identify 50 private sector partners for commercialization of TVET innovative products
	8.4.6 Participate in the Africa Skills Competition by 2022	DVCTIDR	Annually	2019: Provide capacity building to existing public relations department 2020: Message Africa skills competition host about participation and secure budget for entry 2021: Message Africa skills competition host about participation and secure budget for entry 2022: Message Africa skills competition host about participation and secure budget for entry
	8.4.7 Organize a National TVET skills and innovation competition by 2024	DVCTIDR	Annually	2019: Provide capacity building to existing public relations department 2020: All institutions to be informed of national TVET skills innovation competition and solicit attendance 2021: Institutions delegate responsibilities to internal staff members and receive guidelines from public relations department 2022: Pilot first national TVET skills and innovation competition 2023: Second annual TVET skills and innovation competition with 60% national participation

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
				2024: Third annual TVET skills and innovation competition with 80% national participation

Strategic Area Nine: Partnerships

Strategic Area Nine	Partnerships
Strategic Objective Nine	To develop partnerships that strengthen synergies to enhance trainees' and graduates' opportunities for local, national, regional, and international labor market access.
Justification	To ensure that all TVET institutions have effective public-private partnerships and are supported to function optimally, with special focus on Government of Rwanda Ministries that have Strategic Plans that emphasize TVET skills training, such as the Ministry of Agriculture and Animal Resources (MINAGRI)

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
9.1 Develop, approve, and implement a strategy on effective partnerships with key stakeholders by 2020	9.1.1 Develop and approve a national strategy on effective partnerships with key stakeholders by 2020	RP SPIU	Quarterly until end of 2020	2019: Technical committee established to identify key stakeholders 2020: Identified stakeholders develop national strategy on strategic partnerships
	9.1.2 Develop functional partnerships with key Government of Rwanda Ministries that require focused strengthened TVET delivery (such as MINAGRI) by 2020	DVCTIDR, RP SPIU	Quarterly until end of 2020	2019: Identification and discussion with relevant Ministries 2020: Aligned annual workplans with relevant Ministries
	9.1.3 Develop and approve an institution level strategy for effective partnerships with key stakeholders by 2020	Principals, School Managers	Quarterly until end of 2020	2019: Technical committee established to identify key stakeholders 2020: Identified stakeholders develop institutional strategy on strategic partnerships
	9.1.4 Develop and approve a private sector engagement plan at institution level by 2020	Principals, School Managers	Quarterly until end of 2020	2019: First draft of private sector engagement plan presented to technical committee 2020: Approve and publish institutional level private sector engagement plan
	9.1.5 Develop and approve a community outreach plan at institution level by 2020	Principals, School Managers	Quarterly until end of 2020	2019: 30 community assessment committees created

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
				2020: Community committees develop and publish institutional level community outreach plan
9.2 Establish a mechanism for improving student engagement with the local community that results into partnerships by 2023	9.2.1 Develop guidelines for institutional level community mapping to identify relevant partnerships by 2020	Principals, School Managers	Quarterly until end of 2020	2019: 30 community assessment committees created 2020: Community committees develop guidelines for mapping relevant partnerships
	9.2.2 Develop resources for communicating opportunities for local partnerships to students (job placement services both for self-employment and wage-employment) by 2020	Principals, School Managers	Quarterly until end of 2020	2019: Create SMS and online web portal for employment opportunities 2020: Launch SMS and web portal resources for employment
	9.2.3 Develop mechanisms for ensuring career guidance offices are linked into local partnership support by 2024	Principals, School Managers	Annually	2019: Create local labor market assessment mechanism with private sector stakeholders; 50 MoUs signed with companies 2020: Local labor market assessment approved and implemented; 100 MoUs signed with companies 2021: Career guidance offices sign MoUs with 150 companies 2022: Career guidance offices sign MoUs with 200 companies 2023: Career guidance offices sign MoUs with 250 companies 2024: Career guidance offices sign MoUs with 300 companies
9.3 Establish a coordinating structure for stakeholder engagement by 2024	9.3.1 Ensure Rwanda Polytechnic SPIU is operational and effectively coordinates strategic partnerships by 2020	DVCTIDR, RP SPIU	Quarterly until end of 2020	2019: Internal audit of Rwanda Polytechnic departments conducted 2020: Rwanda Polytechnic department identified and delegated responsibility for strategic partnerships

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
	9.3.2 Ensure plans and activities initiated by development partners and donors align with those of Rwanda Polytechnic by 2021	RP SPIU, Planning Unit	Quarterly until end of 2021	2019: Development partners and donors present activities and plans to Rwanda Polytechnic; Activities and plans modified to ensure they are aligned with Rwanda Polytechnic 2020: 50% of activities approved by development partners, donors, and Rwanda Polytechnic 2021: 100% of activities approved by development partners, donors, and Rwanda Polytechnic
	9.3.3 Ensure activities conducted at institution level by development partners and donors align with those of Rwanda Polytechnic by 2022	Principals, School Managers	Quarterly until end of 2020	2019: Activities to be conducted at institutional level by development partners and donors presented to Rwanda Polytechnic; Activities reviewed by Rwanda Polytechnic 2020: 33% of institutional level activities approved by Rwanda Polytechnic 2021: 66% of institutional level activities approved by Rwanda Polytechnic 2022: 100% of institutional level activities approved by Rwanda Polytechnic
	9.3.4 Ensure institutional level offices (career guidance centers) in charge of coordinating institution and student partnerships are effectively operational with appropriate staffing by 2023	Principals, School Managers	Quarterly until end of 2020	2019: Develop and approve guidelines, tools, and materials for institutional level offices and career guidance officers on student partnerships 2020: Institutions without career centers identified; 146 career guidance officers trained

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
				2021: 4 IPRC guidance centers established; 159 career guidance officers trained 2022: 6 IPRC guidance centers established; 172 career guidance officers trained 2023: 8 IPRC guidance centers established; 185 career guidance officers trained
	9.3.5 Identify, map, and update registry of companies to host students as well as trainers for industrial exposure (located in career guidance centers) by 2023	DVCTIDR	Annually	2019: Pilot first company registry for student exposure 2020: 25% of all RP institutions have industrial exposure programs for students and trainers 2021: 50% of all RP institutions have industrial exposure programs for students and trainers 2022: 75% of all RP institutions have industrial exposure programs for students and trainers 2023: 100% of all RP institutions have industrial exposure programs for students and trainers

Strategic Area Ten: Management Information and Statistics

Strategic Area Ten	Management Information and Statistics
Strategic Objective Ten	To provide management information and statistics on TVET performance on an annual basis
Justification	The provision of reliable statistical information report is dependent on a reliable management information system being in place (including hardware and instruments for collecting data); as well as trained personnel with sufficient skills to use these systems effectively. As a result of these investments, it will be possible to ensure the provision of statistical information (reporting) on the performance of the TVET system for effective policy and planning.

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
10.1 Design and approve a management information system for TVET institutions by 2022	10.1.1 Design and approve an ICT system for use by TVET institutions by 2020	Rwanda Polytechnic Digital Content and Connectivity Division	Bi-annually until end of 2020	2019: Develop an ICT policy for TVET institutions 2020: ICT policy approved and implemented in TVET institutions
	10.1.2 Ensure the approved ICT system is used by all IPRCs by 2022	Principals	Bi-annually until end of 2022	2019: Develop an ICT policy for IPRC institutions 2020: ICT policy approved and ICT system implemented in 4 IPRC TVET institutions 2021: ICT system implemented in 6 IPRC TVET institutions 2022: ICT system implemented in 8 IPRC TVET institutions
	10.1.3 Ensure the approved ICT system is used by all TVET schools by 2022	School Managers	Bi-annually until end of 2022	2020: ICT system implemented in 75% of all TVET institutions 2021: 88% of all TVET institutions implement ICT system 2022: 100% of all TVET institutions implement ICT system
	10.1.4 Ensure regular maintenance and update of the ICT system by 2021	Rwanda Polytechnic Digital	Bi-annually until end of 2021	2019: ICT system budget developed and approved

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
		Content and Connectivity Division, Principals, School Managers		2020: ICT system budget reviewed and updated 2021: ICT system budget reviewed and updated annually
	10.1.5 Design and approve instruments for data capture and output reports by 2023	Rwanda Polytechnic Digital Content and Connectivity Division	Bi-annually	2019: Form working group of ICT staff to review existing MIS system 2020: Develop plans and budget to improve existing MIS system 2021: Plan and budget approved to begin implementation; Data output report templates approved 2022: MIS system undergoes 80% improvement; all data reports approved 2023: MIS system improved at 90%
	10.1.6 Review the existing learner registration Management Information System by 2020	Rwanda Polytechnic Digital Content and Connectivity Division	Annually	2019: Form working group of ICT staff to review existing learner registration MIS and identify gaps 2020: Provide all necessary updates to learner registration MIS
	10.1.7 Develop and approve M&E framework for effective implementation of oversight of the TVET system by 2024	Rwanda Polytechnic Digital Content and Connectivity Division	Annually	2019: Identify appropriate stakeholders for M&E working group 2020: Review existing M&E guidelines at secondary level and IPRCs 2021: Update M&E guidelines and submit for approval 2022: 70% of secondary level schools receive updated M&E standards; 80% of IPRCs received updated M&E standards 2023: 80% of secondary level schools receive updated M&E standards;

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
				90% of IPRCs received updated M&E standards 2024: 90% of secondary level schools receive updated M&E standards; 100% of IPRCs received updated M&E standards
10.2 Design and approve a reliable capacity building and support system for TVET staff responsible of the ICT system by 2023	10.2.1 Design and approve a capacity building program for TVET staff responsible of the ICT system by 2022	DVCTIDR, Rwanda Polytechnic Digital Content and Connectivity Division	Bi-annually until end of 2022	2019: Develop plan and workshop sessions on improving capacity for TVET staff responsible for ICT systems 2020: 34% of all TVET staff in ICT division attend capacity building workshops 2021: 67% of all TVET staff in ICT division attend capacity building workshops 2022: 100% of all TVET staff in ICT division attend capacity building workshops
	10.2.2 Design and approve a support program for TVET staff by 2023	DVCTIDR, Rwanda Polytechnic Digital Content and Connectivity Division	Annually	2019: Working group of five individuals identified to conduct focus group on improving staff support 2020: Support program plan designed based on focus group results and 2021: Support program approved and budgeted 2022: 50% of all TVET staff in ICT division enrolled in support program 2023: 100% of all TVET staff in ICT division enrolled in support program
10.3 Enhance access to quality and reliable information by 2024	10.3.1 Develop and approve a format for institutional level management reports by 2022	Rwanda Polytechnic Digital Content and Connectivity Division	Annually	2019: Review existing institutional level management reports 2020: Develop updated templates for approval 2021: Updated templates approved and distributed

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
				2022: 100% of institutional level reports submitted with new template
	10.3.2 Develop, approve and publish bi-annual reports on TVET statistics (enrolments, staffing provision, resources) by 2022	Principals, School Managers	Bi-annually	2019: Develop reporting template for TVET statistics 2020: Reporting template approved, published, and disseminated to all RP institutions 2021: 50% of all RP institutions produce bi-annual reports on TVET statistics 2022: 100% of all RP institutions produce bi-annual reports on TVET statistics
	10.3.3 Develop, approve and publish Annual Reports on TVET statistics and achievements by 2024	Rwanda Polytechnic Public Relations Office	Annually	2019: Public relations office reviews existing reports and identifies improvements 2020: Collect success stories, relevant data, and impact reports of effectiveness 2021: Utilize collected information to create pilot annual report template 2022: Annual report template approved; First TVET annual report published 2023: Second annual report published for regional distribution and online 2024: Third annual report published for regional distribution and online
	10.3.4 Develop, approve and publish reports on student results by 2024	Principals, School Managers	Annually	2019: Secondary schools and IPRCs review existing student reporting procedures 2020: TVET schools develop new reporting templates 2021: Reporting templates approved and implemented 2022: 70% of secondary level schools report student results utilizing new templates; 80% of IPRCs schools

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
				report student results utilizing new templates 2023: 80% of secondary level schools report student results utilizing new templates; 90% of IPRCs schools report student results utilizing new templates 2024: 90% of secondary level schools report student results utilizing new templates; 100% of IPRCs schools report student results utilizing new templates

Strategic Area Eleven: Perception of TVET

Strategic Area Eleven	Perception of TVET
Strategic Objective Eleven	To improve the public perception of TVET
Justification	There is a low public perception of the TVET sector as a preferred option for youth education. This is true for both parents as well as the private sector. We need to improve this perception.

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
11.1 Conduct community awareness campaigns by 2022	11.1.1 Develop and approve plans for national level community awareness campaigns by 2020	VC Office	Quarterly until end of 2020	2019: Public relations office creates national community awareness campaign plans 2020: Communication strategy for community awareness reviewed and approved
	11.1.2 Develop and approve plans for institution level community awareness campaigns by 2020	VC office	Quarterly until end of 2020	2019: Public relations office creates institutional community awareness campaign plans 2020: Communication strategy for institutional community awareness reviewed and approved
	11.1.3 Conduct annual community awareness campaigns at national level by 2021	VC Office	Bi-annually	2019: Public relations office creates 30 community assessment committees 2020: Communication strategy for community awareness developed regionally 2021: Communication strategy approved and materials created for distribution
	11.1.4 Conduct bi-annual community awareness campaigns at institution level by 2022	VC Office	Bi-annually	2019: Public relations office creates 30 community assessment committees

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
				2020: Community committees develop community awareness campaigns strategy 2021: Communication strategy approved and materials created for distribution; Pilot 5 regional bi-annual events 2022: Bi-annual community events launched in 70% of all provinces
11.2 Implement public awareness and promotion strategy by 2024	11.2.1 Develop a public awareness and promotion strategy by 2021	VC Office	Bi-annually	2019: Public relations office creates and develops national marketing plan 2020: Public relations team implements approved marketing plan, awareness campaigns, and distributes materials 2021: 100% of all TVET institutions possess awareness and promotion materials
	11.2.2 Implement the public awareness and promotion strategy through various campaigns and events, such as TVET expositions, symposiums, skills competitions, provide best performing awards, annual open days to visits to surrounding schools, etc. by 2024	VC Office	Annually	2019: Public relations office develops institutional level marketing plan 2020: Public relations team implements approved marketing plan, awareness campaigns, and distributes materials 2021: Public awareness and promotion strategy evident in 3 national events and 15 district events 2022: Public awareness and promotion strategy evident in 5 national events and 20 district events

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
				2023: Public awareness and promotion strategy evident in 7 national events and 25 district events 2024: Public awareness and promotion strategy evident in 9 national events and 30 district events
	11.2.3 Organize events to promote TVETs such as TVET expositions, symposiums, skills competitions, forums with stakeholders, and awarding best performing TVET graduates by 2022	VC Office	Quarterly	2019: Public relations office designs promotion and awareness 2020: TVET promotion and awareness campaigns implemented 2021: 3 national events organized; 15 district events 2022: 5 national events organized; 20 district events
	11.2.4 Organize annual open days at institution level by 2020	VC Office	Annually	2019: Delegate responsibility to appropriate Rwanda Polytechnic department 2020: First annual open days programming operates at institutional level
	11.2.5 Conduct annual visits to surrounding feeder schools by 2020	VC Office	Annually	2019: Identify surrounding feeder schools and Rwanda Polytechnic department to conduct annual visits 2020: 90% of feeder schools are visited

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
11.3 Publicize success stories of TVET by 2024	11.3.1 Establish annual publication plans for success stories on TVET institutions, graduates, and students by 2022	VC Office	Annually	2019: Public relations office develops national publication template 2020: National publication template approved and piloted in 5 districts 2021: National publication distributed in 15 districts and published online 2022: National publication distributed in 30 districts and published online
	11.3.2 Implement identification and publication on success stories of TVET institutions, graduates, and students by 2024	VC Office	Annually	2019: Public relations office develops institutional publication template 2020: Institutional publication template approved and piloted in 5 districts 2021: Institutional publication distributed in 15 districts and published online 2022: Institutional publication distributed in 30 districts and published online
	11.3.3 Publish TVET related careers and pathways by 2024	VC Office	Annually	2019: Develop TVET career guidance standards and expectations 2020: TVET labor market and career information compiled in 5 districts for dissemination 2021: TVET labor market and career information compiled in 10 districts for dissemination

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
				2022: TVET labor market and career information compiled in 20 districts for dissemination 2023: TVET labor market and career information compiled in 25 districts for dissemination 2024: TVET labor market and career information compiled in 30 districts for dissemination
	11.3.4 Design and arrange annual career fairs at all institutions by 2022	VC Office	Annually	2019: All institutions to be informed to organize annual career fairs 2020: Institutions delegate responsibilities to internal staff members and receive guidelines from public relations department 2021: 75% of all institutions have annual career fairs 2022: 100% of all institutions have annual career fairs
11.4 Develop and implement and improved social inclusion program by 2024	11.4.1 Develop and publicize an improved awareness and access program for young women by 2020	VC Office	Annually	2019: Gender mainstreaming strategy developed; Public relations office creates awareness campaign for young women 2020: Gender mainstreaming strategy approved; Public relations department conducts awareness campaign
	11.4.2 Develop and publicize an improved awareness and access program for youth with disabilities by 2024	VC Office	Annually	2019: Review current policy and standards of enrolment of youth with disabilities 2020: Update policy and standards on access for youth with disabilities 2021: 5% increase enrolment of youth with disabilities

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
				2022: 10% increase enrolment of youth with disabilities 2023: 15% increase enrolment of youth with disabilities 2024: 20% increase enrolment of youth with disabilities
	11.4.3 Improve capacity of TVET institutions and teachers to accommodate youth with disability and special needs by 2024	DVCTIDR	Annually	2019: Assess capacity of TVET institutions and teachers to deliver instruction to youth with disabilities 2020: Develop a framework for TVET instruction for people with special needs 2021: Framework for TVET instruction for people with special needs implemented 2022: Trainers capacity to deliver instruction for special needs students increased by 10% 2023: Trainers capacity to deliver instruction for special needs students increased by 15% 2024: Trainers capacity to deliver instruction for special needs students increased by 20%
11.5 Ensure improved Regional and African linkages by 2024	11.5.1 Develop national relationships with regional and African partners by 2024	VC Office	Annually	2019: Public relations office identifies most prominent relationships to engage with 2020: Message 15 countries in Africa on participating in TVET conferences; Secure participation in 5 countries 2021: Message 20 countries in Africa on participating in TVET

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
				<p>conferences; Secure participation in 10 countries</p> <p>2022: Message 25 countries in Africa on participating in TVET conferences; Secure participation in 15 countries</p> <p>2023: Message 30 countries in Africa on participating in TVET conferences; Secure participation in 20 countries</p> <p>2024: Message 35 countries in Africa on participating in TVET conferences; Secure participation in 25 countries</p>
	11.5.2 Apply for membership of regional and international accreditation bodies by 2024	VC Office	Annually	<p>2019: Working group created to review curricula; working group develops tools and guidelines for accreditation of curricula</p> <p>2020: Tools and guidelines approved for curricula inspection and accreditation</p> <p>2021: 70% of all updated curricula accredited regionally and internationally</p> <p>2022: 80% of all updated curricula accredited regionally and internationally</p> <p>2023: 90% of all updated curricula accredited regionally and internationally</p> <p>2024: 100% of all updated curricula accredited regionally and internationally</p>
	11.5.3 Benchmarked programs with regional and international TVET institutions by 2024	VC Office	Annually	2019: Working group created to benchmark programs

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
				2020: 60% of all programs benchmarked regionally and internationally 2021: 70% of all programs benchmarked regionally and internationally 2022: 80% of all programs benchmarked regionally and internationally 2023: 90% of all programs benchmarked regionally and internationally 2024: 100% of all programs benchmarked regionally and internationally
11.6 Develop improved linkages with private sector stakeholders by 2024	11.6.1 Develop improved linkages with private sector stakeholders by 2024	VC Office	Bi-annually	2019: First draft of private sector engagement plan presented to technical committee 2020: Approve and publish institutional level private sector engagement plan 2021: 5 new private sector stakeholder relationships created 2022: 10 new private sector stakeholder relationships created 2023: 15 new private sector stakeholder relationships created 2024: 20 new private sector stakeholder relationships created
11.7 Develop improved linkages with	11.7.1 Develop improved linkages with community stakeholders by 2024	VC Office	Bi-annually	2019: Create local labor market assessment mechanism with

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
community stakeholders by 2024				private sector stakeholders; 50 MoUs signed with companies 2020: Local labor market assessment approved and implemented; 100 MoUs signed with companies 2021: Career guidance offices sign MoUs with 150 companies 2022: Career guidance offices sign MoUs with 200 companies 2023: Career guidance offices sign MoUs with 250 companies 2024: Career guidance offices sign MoUs with 300 companies

Strategic Area Twelve: Access

Strategic Area Twelve	Access
Strategic Objective Twelve	To increase equitable and inclusive access
Justification	The provision of equitable access to relevant, quality education is a central tenant of the education sector.

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
12.1 To create a conducive learning environment for all by 2024	<ul style="list-style-type: none"> 12.1.1 Develop and implement a plan for improving accessibility for all TVET institutions by 2024 	Rwanda Polytechnic, IPRCs, TVET Schools	Annually	2019: Establishing working group to conduct focus groups on accessibility of TVET institutions 2020: Working group develops plan on improving accessibility based on focus group results 2021: Plan on improving accessibility approved and implementation begins 2022: Accessibility in TVET institutions increased by 5% (based on enrollment rates) 2023: Accessibility in TVET institutions increased by 8% (based on enrollment rates) 2024: Accessibility in TVET institutions increased by 10% (based on enrollment rates)
	12.1.2 Appoint and train career guidance personnel for all schools to ensure that students, especially female, are aware of appropriate TVET options and career paths by 2023	DVCTIDR	Bi-annually	2019: Career guidance personnel position established in all RP institutions 2020: 25% of all RP institutions employ career guidance staff 2021: 50% of all RP institutions employ career guidance staff 2022: 75% of all RP institutions employ career guidance staff

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
				2023: 100% of all RP institutions employ career guidance staff
12.2 To increase the number of female students enrolled in TVET programs by 2024	12.2.1 Develop and implement an improved awareness program to attract more female students in TVET by 2020	Rwanda Polytechnic, IPRCs, TVET Schools	Quarterly until end of 2020	2019: Gender mainstreaming strategy developed; Public relations office develops awareness campaign for young women 2020: Gender mainstreaming strategy approved; Public relations department conducts awareness campaign
12.3 Increase the number of students with disability enrolled in TVET programs by 2024	12.3.1 Develop and implement an improved awareness program to attract more students with disabilities by 2024	Rwanda Polytechnic, IPRCs, TVET Schools	Annually	2019: Social inclusion and disability guidelines and policies updated 2020: Public relations office utilizes updated guidelines to develop awareness campaign 2021: Awareness campaign approved and disseminated to all RP institutions 2022: Awareness campaign aids in rise in enrollment rate of students with disability by 5% 2023: Awareness campaign aids in rise in enrollment rate of students with disability by 8% 2024: Awareness campaign aids in rise in enrollment rate of students with disability by 10%
12.4 Develop a policy on gender and inclusion by 2024	12.4.1 Review and adapt the existing policies on gender and inclusion in TVET by 2020	Rwanda Polytechnic, GMO, NCPD	Quarterly until end of 2020	2019: Review existing policies on gender inclusion in TVET institutions to identify gaps 2020: Policies updated and disseminated to all RP institutions

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
	12.4.2 Mainstream gender and inclusion in curricula and all levels of TVET by 2024	Rwanda Polytechnic, GMO, NCPD	Annually	<p>2019: Review existing policies on gender inclusion in TVET institutions to identify gaps within curricula</p> <p>2020: Submit plan on improving curricula to reflect updated gender and inclusion policies</p> <p>2021: 25% of all curricula updated to reflect gender and inclusion provisions</p> <p>2022: 50% of all curricula updated to reflect gender and inclusion provisions</p> <p>2023: 75% of all curricula updated to reflect gender and inclusion provisions</p> <p>2024: 100% of all curricula updated to reflect gender and inclusion provisions</p>

Part C: Beyond the Strategic Planning Process

1. A National Budgeting and Operational Planning Process

The National Strategic Planning Process that results in the development of a Rwanda Polytechnic Strategic Plan for the period 2019 – 2024 is the first part of a Strategic, Budgeting, and Operational Planning Process. The Strategic Plan will be a useful base for Rwanda Polytechnic complete these other planning elements which include:

- Develop a Rwanda Polytechnic Priorities Matrix
- A Five-Year Budget that aligns to the National Strategic Plan
- An M&E Framework to track results
- An Annual One-Year Operational or Implementation Plan
- An Annual One-Year Budget
- An Annual One-Year Reporting Framework.

2. Rwanda Polytechnic Priorities Matrix

The first step that Rwanda Polytechnic needs to undertake, is to review the Strategic Plan and identify priorities for the immediate future. This will help focus the further thinking and planning efforts of Rwanda Polytechnic.

3. The IPRC / RTTI Strategic, Operational and Budgeting Process

The Rwanda Polytechnic Strategic Plan will inform additional key planning activities that the IPRCs and RTTI will need to conduct. Their planning should result in the following planning processes and documents:

- A Five-Year Strategic Plan
- An Annual One-Year Operational or Implementation Plan
- An Annual One-Year Budget

4. Rwanda Polytechnic Next Steps

Once Rwanda Polytechnic has developed priorities for 2019 – 2020, it will be important for Rwanda Polytechnic to communicate these to stakeholders and supportive Development Partners. The following templates will be useful as part of this process.

- Roles and Responsibilities of Partners and Stakeholders - Stakeholder Considerations Template
- Coordination and Information Sharing - Project Communication Plan Template

5. Annexes

5.1: References

5.2: Agendas from the Planning Process

- IPRC Focus Group Agenda
- Three Strategic Planning Workshop Agenda
- Review of Draft Objectives Agenda
- Validation Meeting Agenda

5.3: Useful Resources for Planning Implementation

5.4: Resource Considerations. Towards a Five-Year Budget

5.1: References:

7 Years Government Programme: National Strategy for Transformation (NST 1) 2017 – 2024, Ministry of Finance and Economic Planning (MINECOFIN) (2017).

http://www.minecofin.gov.rw/fileadmin/user_upload/NST1_7YGP_Final.pdf

Concept Note from Rwanda Polytechnic. Concept Note for Development of Rwanda Polytechnic Strategic Plan (2019-2024).

Economic Development and Poverty Reduction Strategy II 2013-2018, Ministry of Finance and Economic Planning (MINECOFIN) (2013).

http://www.minecofin.gov.rw/fileadmin/templates/documents/NDPR/EDPRS_2.pdf

Education Sector Strategic Plan: 2018/19 to 2023/24., Ministry of Education (MINEDUC) (2018). Final Draft (2019).

Republic of Rwanda Ministry of Education (MINEDUC). (2017). *LAW N° 22/2017 Of 30/05/2017 Establishing Rwanda Polytechnic Higher Learning Institution and Determining its Mission, Powers, Organisation and Functioning* (pp. 24-57, Rep. No. Official Gazette n° 23 of 05/06/2017). Kigali, Rwanda: MINEDUC.

http://mineduc.gov.rw/fileadmin/user_upload/pdf_files/Laws-New-Uploads/Education_Laws/N_22_2017_ryo_ku_wa_30_05_2017.pdf

Rwanda Vision 2020: Revised 2012, Ministry of Finance and Economic Planning (MINECOFIN) (2012).

http://www.minecofin.gov.rw/fileadmin/templates/documents/NDPR/Vision_2020_.pdf

TVET Policy, Ministry of Education (MINEDUC) (2015).

http://mineduc.gov.rw/fileadmin/user_upload/pdf_files/TVET_Policy_Final.pdf

5.2: Agendas

5.2.1: Agenda: Strategic Planning Focus Group with IPRCs

Introduction and Purpose
Facilitated discussion on the Goals of an IPRC
Facilitated Discussion on how this is a part of a National Function
SWOT on the national imperatives
Review on the emerging Strategic Goals
Review on the emerging Strategic Objectives
Questions and Closure

5.2.2: Agenda: Rwanda Polytechnic Strategic Planning Workshop

Three Day Strategic Planning Workshop

Day One		
09.00	Welcome, Introductions, Purpose By Rwanda Polytechnic	
09.30	The Context of our Strategic Planning By Rwanda Polytechnic	Input: Relationship to MINEDUC, Vision and Mission; What Rwanda Polytechnic does
	Methodology for the Workshop	
	Protocols	
10.00	Participative Activity 1 'What youth need'	<ul style="list-style-type: none"> • What are the key questions students need to ask? • What kind of skills can you give me? • Can you expose me to local workplaces?
10.15	An Expanded SSWOT	
	SWOT as below: <ul style="list-style-type: none"> • Successes • Strengths • Weaknesses • Opportunities • Treats 	Think about two year - the current and next year
11.00	Tea	
11.30	SWOT Review SWOT Vote	Gallery Review - Large Group Activity What do we see, What are Emerging Areas, What will we add
12.30	Participative Activity 2 'Work Exposure in a real workplace'	
13.00	Lunch	
14.00	Situational Analysis, Partnerships, Linkages	Two Flipcharts per group <ul style="list-style-type: none"> • Who do we work with? Who are our partners? • What are our key linkages?
14.30	Defining Five-Year Objectives	<ul style="list-style-type: none"> • "What is a Five-Year Strategic Objective?" Presentation about high level broad areas
15.00	Background Findings By JICA Research Team	Input from Research
16.30	Reflection and Closure	<ul style="list-style-type: none"> • One Word: What was the most important thing we talked about? • One Word: What do you still think we need to consider?

Day Two		
8.45	Sign In and Group allocation	
09.00	Welcome Back Review of Significant Concepts from yesterday	Review of Significant Concepts from yesterday <ul style="list-style-type: none"> • What was the most useful thing from yesterday? (color paper exercise)(question written on flipchart)
09.15	Overview of Strategic Planning Process	
09.20	Review Rwanda Education Sector Strategic Plan nine strategic priorities	Presentation of the ESSP Mission
09.30	Strategic Goals Agree on broad Goals (areas) for Strategic Objectives	In a large group - Brainstorm. <ul style="list-style-type: none"> • Based on the Mission what are the key areas for Strategic Objectives

		<ul style="list-style-type: none"> Does this cover all areas? Add if needed, reduce to minimal. Re-phrase as needed, agree we will work in Goal Areas that might be consolidated Agree on the broad Goals for Strategic Objectives
10.00	Strategic Objectives Develop draft Strategic Objectives	Break into groups of five (5) people. Ensure that the groups have appropriate representation. Working areas are round tables with wall space. Need a group protocol. (Select a Scribe and a Presenter)
	Group Work Developing Strategic Objectives (30 minutes x two sessions)	Allocate (two) strategic objectives to each group (not ones that follow) In groups discuss the wording of a possible strategic objective for each area (Manage time) (Work on a flipchart
11.00	Morning Tea	
11.30	Group Presentations (1) Proposed Strategic Objectives	The groups present their drafts back to plenary for limited further discussion. Group notes suggestions and changes. Present on flipchart and presentation? Allocate 10 minutes each (8 objectives) (80 minutes)
13.00	Lunch	
14.00	Group Presentations (2) Proposed Strategic Objectives	Allocate 10 minutes each (2 objectives) (20 minutes)
14.30	Five Year Target Outcomes	Introduction. Explain using Handout Three and Presentation
14.45	Group Work	Back in groups – work on flip charts Take revised Strategic Objectives and now develop as many five-year target outcomes as possible or necessary. Must be discretely different and have dates
15.30	Tea	
16.00	Group Sharing	Group Sharing A: Two groups = 4 Strategic Areas B: Three group = 6 Strategic Areas Share Outcome Flip charts with the other group (10 minutes per Area) Add / make changes as discussion progresses Leave on wall- final flip charts for typing
17.00	Reflection and Closure	<ul style="list-style-type: none"> One most important Outcome Oral Capture Key words onto the flip chart
	Room Tidy	<ul style="list-style-type: none"> Tidy flipcharts but leave them on the wall Collect yellow papers Collect unused paper by color, collect markers Tidy the rest

Day Three		
09.00	Welcome Back Review of Significant Concepts from yesterday	Review of Significant Concepts from yesterday in pairs <ul style="list-style-type: none"> What Objective is the most important? Why? Color paper exercise – write it on a page – stick up

09.30	Activity and Implementation Planning	Group writes a list of activities on three side-by-side flipcharts
	Group Work	<ul style="list-style-type: none"> • What are the activities that need to be conducted to achieve all the outcomes with timeframes • Who must do them • How often should progress be reported
	Possible Sharing	
11.00	Tea	
11.30	Improvement Planning <ul style="list-style-type: none"> • IPRC improvement Planning • Curricula Improvement Planning • Teaching and Learning Improvement Planning 	Critical Areas Requiring Improvements Three groups <ul style="list-style-type: none"> • Develop a list of activities needed for each of these areas
12.30	Reflection on Progress	
13.00	Lunch	
14.00	Review and Next Steps	
15.00	Closure	
15.30	Planning with Rwanda Polytechnic	

5.2.3: Agenda: Review of Draft Objectives

Day One - three working groups each reviewing four strategic objectives, outcomes and activities; and adding some indicators

Thursday 14 March	Day One:		Strategic Plan Review	
	Group One	Group Two	Group Three	
Proposed Group Leaders				
08.30-09.00	Plenary Briefing	Plenary Briefing	Plenary Briefing	
09.00-10.30	Objective 1	Objective 2	Objective 3	
10.30 – 11.00	Short Tea Break			
11.00-12.30	Objective 4	Objective 5	Objective 6	
12.30 – 13.00	Short LUNCH Break			
13.00-14.30	Objective 7	Objective 6	Objective 9	
14.30 – 15.00	Short Tea Break			
15.00-16.30	Objective 10	Objective 7	Objective 12	
16.30-17.00	Plenary	General Comment		
	Preparation of any written feedback required			

Friday March 15 Day Two	Written and Oral feedback from each group
08.30	Plenary. General Comments
09.00-10.00	Presentation from Group One: 15 minutes per Objective
10.00-11.00	Presentation from Group One: 15 minutes per Objective
11.00-11.30	Short Tea Break
11.30-12.30	Presentation from Group One: 15 minutes per Objective
12.30-13.30	Lunch break
13.30-14.30	Presentation from Group One: 15 minutes per Objective
14.30-15.00	Plenary. General Comments and Next Steps

5.2.4: Agenda: Validation for Rwanda Polytechnic Strategic Plan

Time	Activity	Responsible Person
8h30-9h00 am	Arrival and registration	Kamanzi /RP
9h00-9h10 am	Introduction of all participants	MC/Principal Richard
9h10-9h30	Welcoming Remarks	VC/RP
9h30-10h00	Presentation of The Methodology and Procedures used for RP strategic plan Development	EDC Consultant
10h00-10h30	Coffee Break	Hotel
10h30-11h00	Presentation of the Main content of RP Strategic Plan: Objectives and Areas of Interventions.	DVC-TIDR/ RP
11h00-12h10	Comments and Discussions	All Participants
12h10-12h20	Closing Remarks and Way-forward	VC / RP
12h20	Lunch and Departure	All Participants

5.3: Useful Resources for Planning Implementation

These documents are provided:

- 1: Roles and Responsibilities of Partners and Stakeholders - Stakeholder Considerations Template
- 2: Coordination and Information Sharing - Project Communication Plan Template

1. Roles and Responsibilities of Partners and Stakeholders

Stakeholder Considerations Template

Stakeholder	Role of Stakeholder	Responsibility of Stakeholder	Perceived attitudes and/or risks
e.g. Project Board	Project completed in time, in budget and to specified quality standard	Overall direction, support and decision making when necessary	May not take an active role in project, lack of responsibility

2. Coordination and Information Sharing

Project Communication Plan Template

Identify the stakeholders who should receive communication.	Communication Activity or Format	Date(s)/frequency of communication	Who will be responsible for this communication?	Costs (where applicable)
e.g. Project Board	Project Board Meetings Progress Report(s)	Monthly At key stages of project	Project Board & Project Manager Project Manager	

5.4: Resource Considerations. Towards a Five-Year Budget

As discussed in Part C: Beyond the Strategic Planning Process - #1. A National Budgeting and Operational Planning Process, the National Strategic Planning Process that results in the development of a Rwanda Polytechnic Strategic Plan for the period 2019 – 2024 is the first part of a Strategic, Budgeting, and Operational Planning Process.

The Strategic Plan will be a useful base for Rwanda Polytechnic complete these other planning elements which includes A Five-Year Budget that aligns to the National Strategic Plan.

The process of developing a Five-Year Budget will involve the Office of the Deputy Vice Chancellor in Charge of Administration and Finance working with the line items from the Strategic Plan, and developing Annual and Five-Year Budgets. This process is necessary but will take some time.

In order to provide some suggestions and templates towards this, the budgets from Rwanda Polytechnic Resources were examined:

- ESSP 3: 6.2.2. Scenario 2 (pragmatic): Most new initiatives implemented at half the rate of expansion. Table 19: Summary of costing, allocations and financing gap under Scenario 2
- TVET Key Priorities 2019-20 with Budget (Supplied by Rwanda Polytechnic)

ESSP provides an indication of Annual Budgets for TVET. These are reflected at the top of the column for each Financial Year.

TVET Key Priorities provides line items for Activities aligned to ESSP Priorities. These Line Items and the Annual budget are used to project a five-year total per line (with no increase), and then used to calculate annual amounts per line item. The increase per financial year aligns with the increase shown per year in the ESSP budget.

The templates are designed to give Rwanda Polytechnic a starting point for developing a five-year budget. The format of the template might be realigned to meet Rwanda Polytechnic Priorities as per the Rwanda Polytechnic Priorities Matrix

Detailed breakdown of contribution by year, category and by Donor, Partners, and Agency															
Category	Cost in Rwanda Francs														
	2019/2020			2020/2021			2021/2022			2022/2023			2023/2024		
	Rwanda Polytechnic	Development Partners	Private Sector	Rwanda Polytechnic	Development Partners	Private Sector	Rwanda Polytechnic	Development Partners	Private Sector	Rwanda Polytechnic	Development Partners	Private Sector	Rwanda Polytechnic	Development Partners	Private Sector
Human Resources															
Infrastructure															
Trainings															
Consultancies															
Program Related Activities															
Overhead															
Subtotal															

5 Year Budget Considerations in RWF	Cost for 2019/2020	Cost for 2020/2021	Cost for 2021/2022	Cost for 2022/2023	Cost for 2023/2024	Total 5 Year Budget	Projected Budget From Rwanda Polytechnic 2019-2020 Key Priorities Document
Description:	ESSP Projections 60,793,786,235	ESSP Projections 69,646,351,191	ESSP Projections 71,109,999,535	ESSP Projections 77,671,071,922	ESSP Projections 75,195,280,249		
Human Resources							
Initiate Professional Bachelors, Masters and PhD programs for IPRCs Staff Development	600,000,000	690,000,000	612,000,000	648,000,000	582,000,000	3,000,000,000	600,000,000
Train Gender focal persons from all TVET schools	72,000,000	82,800,000	73,440,000	77,760,000	69,840,000	360,000,000 72,000,000
Introduce Mentorship and peer to peer learning in TVET institutions	100,000,000	115,000,000	102,000,000	108,000,000	97,000,000	500,000,000	100,000,000
Train sector and District Education officers on CBT/CBA	166,400,000	191,360,000	169,728,000	179,712,000	161,408,000	832,000,000	166,400,000

Train school managers in managerial skills	128,000,000	147,200,000	130,560,000	138,240,000	124,160,000	640,000,000	128,000,000
Coordinate Industrial attachment and exposure for both trainees and trainers	128,000,000	147,200,000	130,560,000	138,240,000	124,160,000	640,000,000	128,000,000
Infrastructure							
Development of norms and Standards document for TVET infrastructure with more focus on sectors of Energy, manufacturing and transport and logistics	30,000,000	34,500,000	30,600,000	32,400,000	29,100,000	150,000,000	30,000,000
Install internet facilities in TVET schools	692,000,000	795,800,000	705,840,000	747,360,000	671,240,000	3,460,000,000	692,000,000
Establish Smart classrooms in TVET schools	1,500,000,000	1,725,000,000	1,530,000,000	1,620,000,000	1,455,000,000	7,500,000,000	1,500,000,000
Construction of workshops, classrooms and training equipment for Mechanical Engineering training, mechanical Engineering in IPRC Huye	20,412,646,467	23,474,543,437	20,820,899,396	22,045,658,184	19,800,267,073	102,063,232,335	20,412,646,467
Construction and extension of Classrooms block and workshops in IPRC Musanze	525,000,000	603,750,000	535,500,000	567,000,000	509,250,000	2,625,000,000	525,000,000
Construction and Rehabilitation works of IPRC Kigali Training Facilities	445,000,000	511,750,000	453,900,000	480,600,000	431,650,000	2,225,000,000	445,000,000
Construction of Students Hostels at IPRC Kigali	1,200,000,000	1,380,000,000	1,224,000,000	1,296,000,000	1,164,000,000	6,000,000,000	1,200,000,000
Construction of learning center with labs, laboratories and classrooms in IPRC NGOMA	800,000,000	920,000,000	816,000,000	864,000,000	776,000,000	4,000,000,000	800,000,000
Construction of RP Head Office and Supply of office furniture and equipment	2,500,000,000	2,875,000,000	2,550,000,000	2,700,000,000	2,425,000,000	12,500,000,000	2,500,000,000
Construction of academic block at IPRC KARONGI	1,500,000,000	1,725,000,000	1,530,000,000	1,620,000,000	1,455,000,000	7,500,000,000 1,500,000,000

Construction of accommodation facilities at IPRC NGOMA	1,200,000,000	1,380,000,000	1,224,000,000	1,296,000,000	1,164,000,000	6,000,000,000	1,200,000,000
Trainings							
In-service training of TVET trainers	1,472,000,000	1,472,000,000	1,305,600,000	1,382,400,000	1,241,600,000	6,400,000,000	1,280,000,000
Supply of training Consumables for STEM related programs with more focus to trades in sectors of construction, ICT, manufacturing, energy, transport and logistics	3,360,000,000	3,864,000,000	3,427,200,000	3,628,800,000	3,259,200,000	16,800,000,000	3,360,000,000
Supply of training Consumables to Polytechnics	1,200,000,000	1,380,000,000	1,224,000,000	1,296,000,000	1,164,000,000	6,000,000,000	1,200,000,000
Identify, map potential and sign MoUs with companies capable of delivering in-company training	17,250,000	19,837,500	17,595,000	18,630,000	16,732,500	86,250,000	17,250,000
Organize and conduct special and short courses programs for Youth quick employment	2,665,000,000	3,064,750,000	2,718,300,000	2,878,200,000	2,585,050,000	13,325,000,000	2,665,000,000
Rehabilitation of hostels and supply of furniture at in IPRC TUMBA	500,000,000	575,000,000	510,000,000	540,000,000	485,000,000	2,500,000,000	500,000,000
Construction and equipment of academic block IPRC TUMBA	800,000,000	920,000,000	816,000,000	864,000,000	776,000,000	4,000,000,000	800,000,000
Renovation of multipurpose hall at IPRC Tumba	500,000,000	575,000,000	510,000,000	540,000,000	485,000,000	2,500,000,000	500,000,000
Upgrade of Biomass Lab at IPRC Tumba	200,000,000	230,000,000	204,000,000	216,000,000	194,000,000	1,000,000,000	200,000,000
One Multi-Purpose hall and General store constructed in IPRC Gishari	600,000,000	690,000,000	612,000,000	648,000,000	582,000,000	3,000,000,000	600,000,000
Construction of labs and workshops for agri-	900,000,000	1,035,000,000	918,000,000	972,000,000	873,000,000	4,500,000,000	900,000,000

mechanization in IPRC Gishari							
Construction of multipurpose room, veterinary and forestry labs in Kitabi IPRC	650,000,000	747,500,000	663,000,000	702,000,000	630,500,000	3,250,000,000	650,000,000
Construct and equip 10 TVET schools (and 4 incubation centres)	766,000,000	880,900,000	781,320,000	827,280,000	743,020,000	3,830,000,000	766,000,000
Construction of workshops in TVET schools (Level 1 to 5)	42,000,000,000	48,300,000,000	42,840,000,000	45,360,000,000	40,740,000,000	210,000,000,000	42,000,000,000
Consultancies							
Reach out to O' Level Students and mobilize girls to join TVET	120,000,000	138,000,000	122,400,000	129,600,000	116,400,000	600,000,000	120,000,000
Finalize and implement the Special Statute for TVET trainer after its approval	50,000,000	57,500,000	51,000,000	54,000,000	48,500,000	250,000,000	50,000,000
Program Related Activities							
Develop 50 TVET Competence based curricula at Diploma level with more focus construction, manufacturing, agriculture, and ICT	350,000,000	402,500,000	357,000,000	378,000,000	339,500,000	1,750,000,000	350,000,000
Upgrade RTQF up to levels beyond level 7	10,000,000	11,500,000	10,200,000	10,800,000	9,700,000	50,000,000	10,000,000
Conduct quality audit / inspection for TVET schools	20,000,000	23,000,000	20,400,000	21,600,000	19,400,000	100,000,000	20,000,000
Supply of Training equipment for STEM related trades in sectors of energy, manufacturing, construction, Hospitality and tourism, ICT and Agriculture	15,600,000,000	17,940,000,000	15,912,000,000	16,848,000,000	15,132,000,000	78,000,000,000	15,600,000,000

Supply of Training equipment in 8 IPRCs	10,235,781,947	11,771,149,239	10,440,497,586	11,054,644,503	9,928,708,489	51,178,909,735	10,235,781,947
Supply of Computers in 100 TVET schools	1,750,000,000	2,012,500,000	1,785,000,000	1,890,000,000	1,697,500,000	8,750,000,000	1,750,000,000
Conduct TVET awareness campaign	250,000,000	287,500,000	255,000,000	270,000,000	242,500,000	1,250,000,000	250,000,000
Supply of 132,000 Textbooks to TVET Institutions with more focus on sectors of Agriculture, manufacturing, energy, construction, ICT	3,300,000,000	3,795,000,000	3,366,000,000	3,564,000,000	3,201,000,000	16,500,000,000	3,300,000,000
Organize National TVET skills and innovative competition	320,000,000	368,000,000	326,400,000	345,600,000	310,400,000	1,600,000,000	320,000,000
Support Innovative Students Projects	400,000,000	460,000,000	408,000,000	432,000,000	388,000,000	2,000,000,000	400,000,000
Establish and operationalize Skills Associations	190,000,000	218,500,000	193,800,000	205,200,000	184,300,000	950,000,000	190,000,000
Overhead							
Appoint and train career guidance focal persons in all TVET schools and IPRCs	50,000,000	57,500,000	51,000,000	54,000,000	48,500,000	250,000,000	50,000,000
Acquisition of new land for agriculture and irrigation training in IPRC Musanze	500,000,000	575,000,000	510,000,000	540,000,000	485,000,000	2,500,000,000	500,000,000
Maintenance of TVET Training Institutions	3,600,000,000	4,140,000,000	3,672,000,000	3,888,000,000	3,492,000,000	18,000,000,000	3,600,000,000
Total	124,375,078,414	142,810,540,176	126,666,739,982	134,117,724,687	120,457,586,062		
Funds Projected under ESSP	60,793,786,235	69,646,351,191	71,109,999,535	77,671,071,922	75,195,280,249		

Project Expenses				
	Units	Cost Per Unit	Total Cost	% total project budget
1. Human Resources				
Category 1: Subtotal				
2. Infrastructure				
Category 2: Subtotal				
3. Trainings				
Category 3: Subtotal				
4. Consultancies				
Category 4: Subtotal				
5. Program Related Activities				
Category 5: Subtotal				
6. Overhead				
Category 6: Subtotal				
Subtotal				